

# **NJSLA/PARCC Results: Spring 2019 Administrations**

**District: Chester School District**

**Date: October 15, 2019**

**Measuring College  
and Career  
Readiness**

# Notable Achievements

**1** Chester School District  
New Jersey

**School Effectiveness Vs. School District Socioeconomic Status (SES)**  
New Jersey districts, all students, grades 3 - 8 from 2009 - 2016, sized by number of students

Find a city, county, district, or school

**AVERAGE TEST SCORES FOR SCHOOL DISTRICT**

SCORES -3.5 — 2.61  
Students score **2.61 grade levels above** U.S. average.

[MORE DETAILS ON AVERAGE TEST SCORES](#)

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**LEARNING RATES FOR SCHOOL DISTRICT**

RATE -50% — 40%  
Students learn **40% more each grade** than the U.S. average.

[MORE DETAILS ON LEARNING RATES](#)

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**TREND IN TEST SCORES FOR SCHOOL DISTRICT**

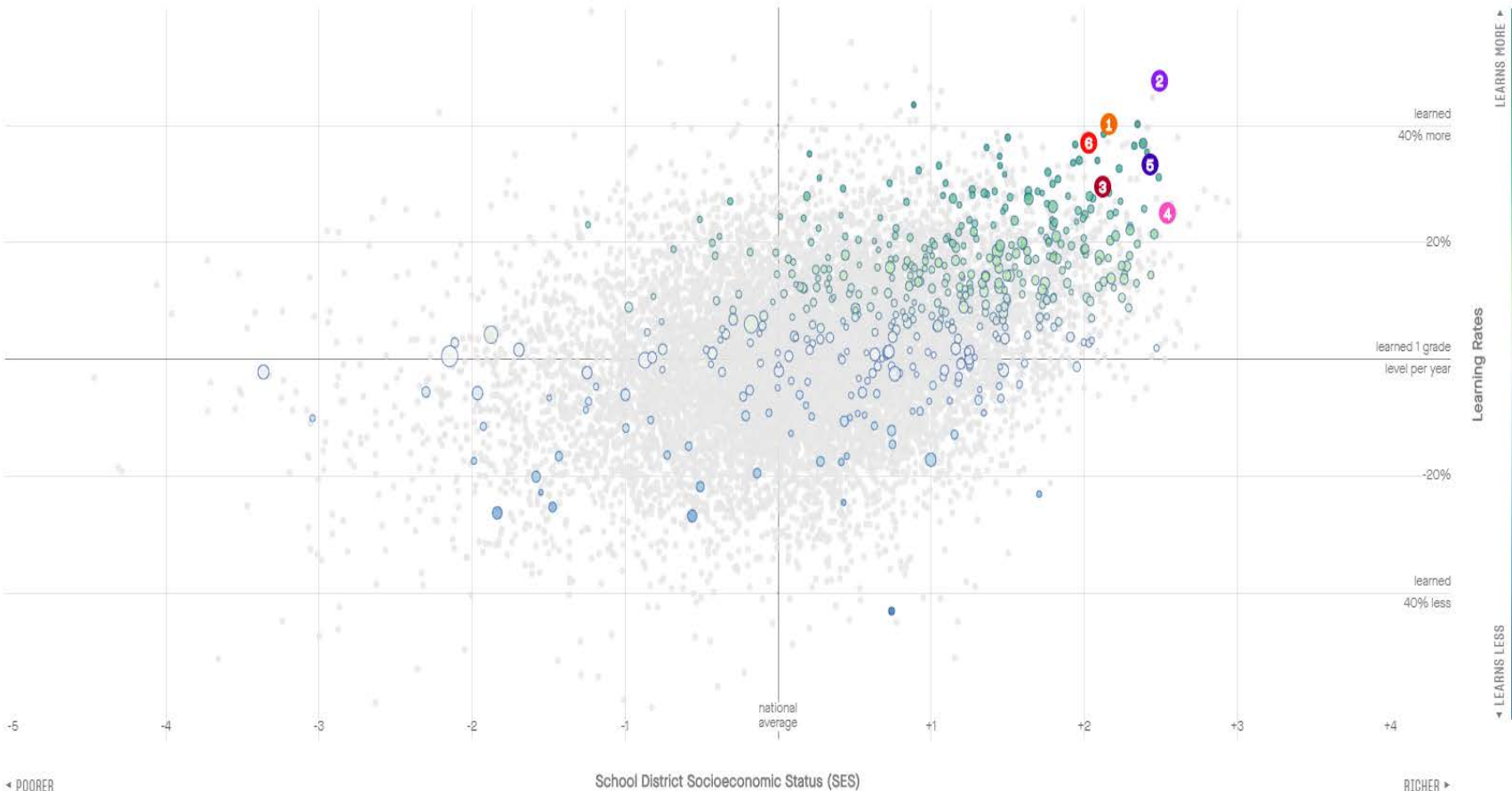
TREND -0.33 — 0.12 — 0.33  
Students' test scores **increased an average of 0.12 grade levels** each year from 2009-2016.

[MORE DETAILS ON TEST SCORE TRENDS](#)

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**SOCIOECONOMIC STATUS (SES) FOR SCHOOL DISTRICT**

SES -3 — 2.16  
Socioeconomic status is **far above national average**.



School District Comparison

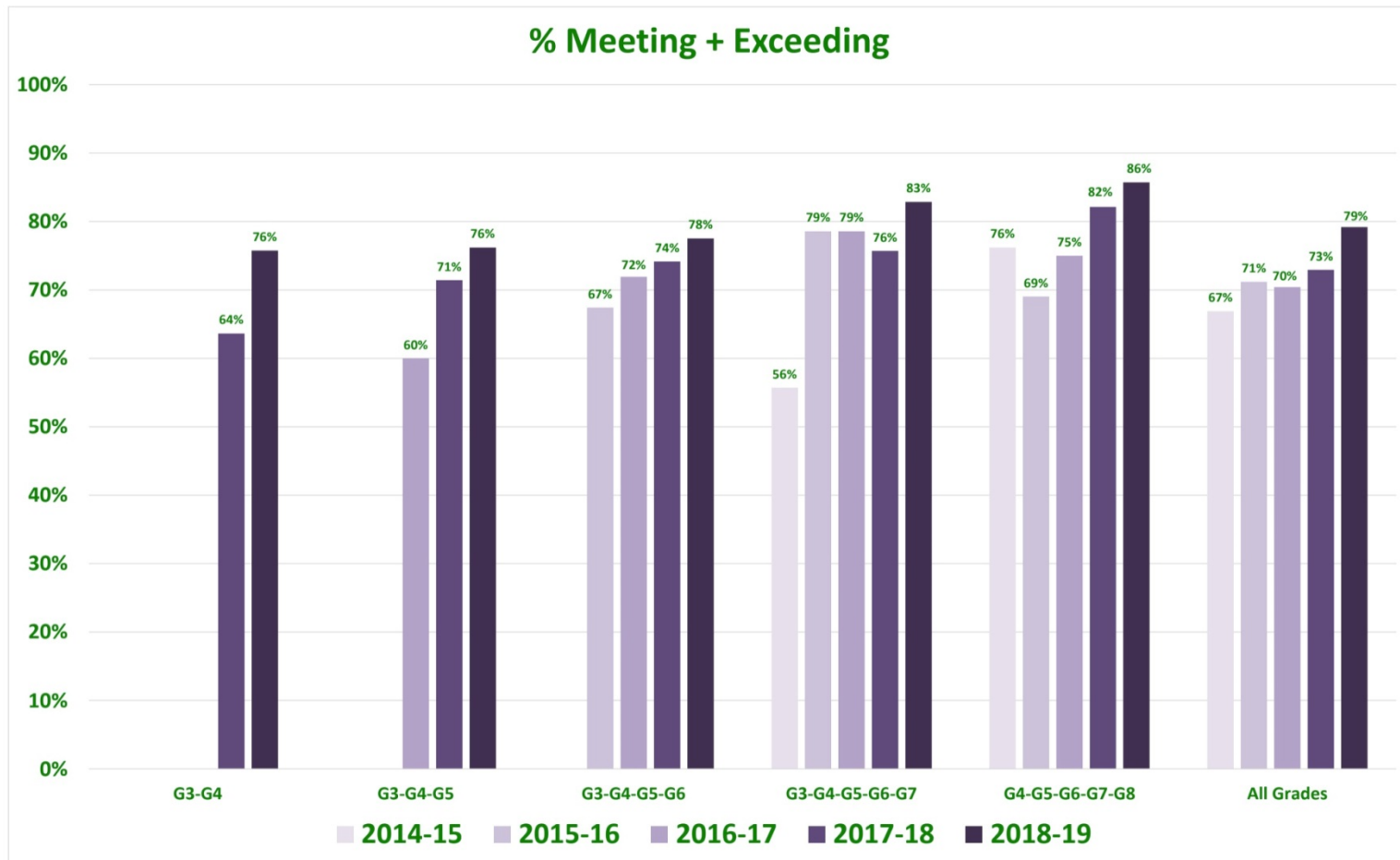
- 1** Chester School District  
New Jersey
- 2** Mendham Township Sch...  
New Jersey
- 3** West Windsor-Plainsbor...  
New Jersey
- 4** Millburn Township Schoo...  
New Jersey
- 5** Mountain Lakes Public S...  
New Jersey
- 6** Princeton Public Schools  
New Jersey



# Notable Achievements

## ELA Cohort Achievement and Growth

*Same students, consecutive grades*

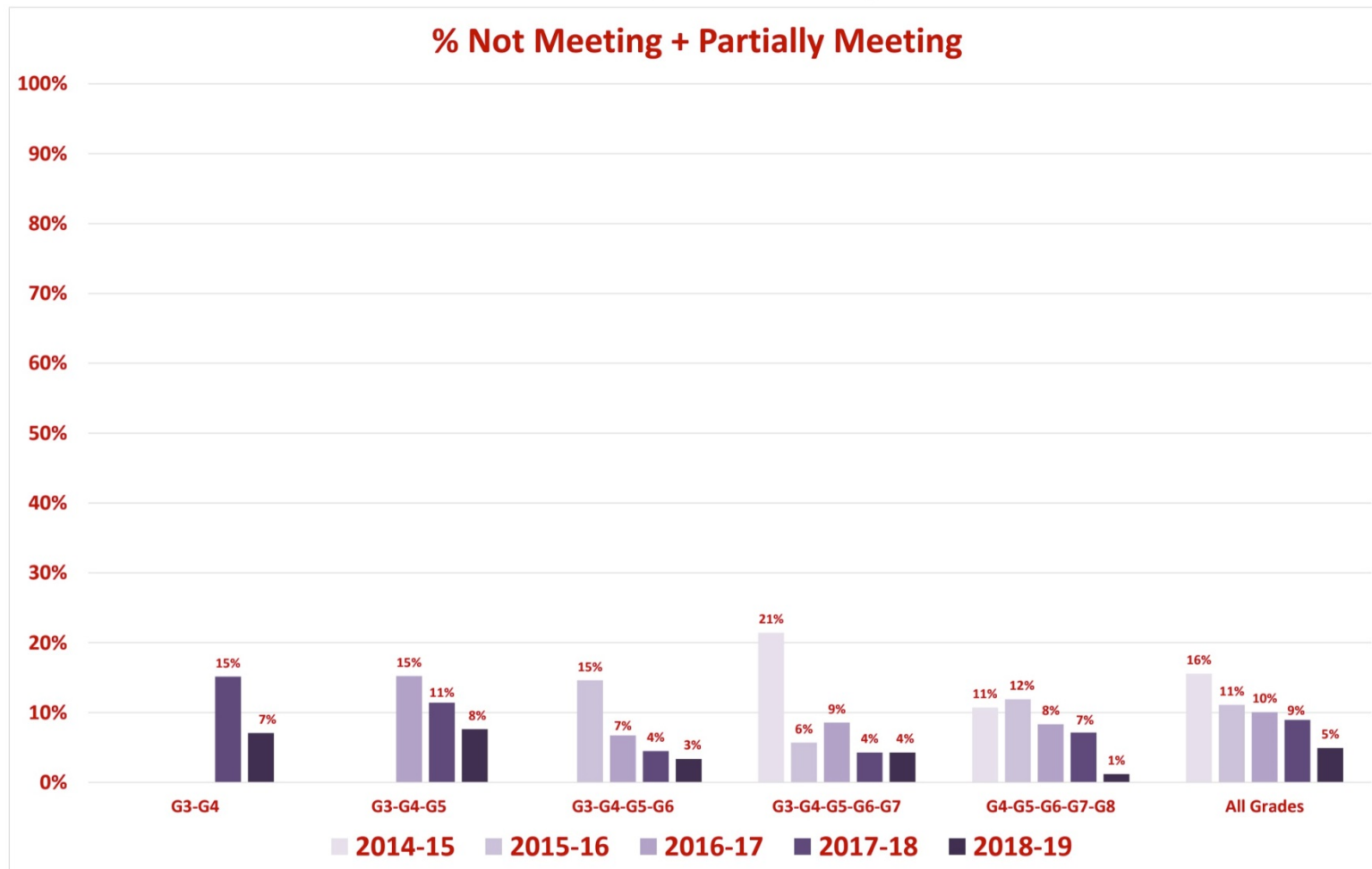


Particularly noteworthy is the growth Chester students are making on the ELA assessments. Chester continues to make year over year improvement in the percentage of student Meeting/Exceeding.

# Notable Achievements

## ELA Cohort Achievement and Growth

*Same students, consecutive grades*



Particularly noteworthy is the growth Chester students are making on the ELA assessments. Chester continues to make year over year improvement in reducing the percentages of students in the bottom two achievement levels.

# Notable Achievements

## 2-Year Achievement Level Mobility Comparison

Cohort	# Meeting 2017-18 PARCC	2018-19 NJSLA										Yr-Yr District Movement							
		Not Meeting		Partially Meeting		Approaching		Meeting		Exceeding		Up	%	Same	%	Down	%	Net	%
		#	%	#	%	#	%	#	%	#	%								
G3-G4 ELA	52	0	0%	1	2%	5	10%	29	56%	17	33%	17	33%	29	56%	6	12%	11	21%
G4-G5 ELA	49	0	0%	0	0%	4	8%	37	76%	8	16%	8	16%	37	76%	4	8%	4	8%
G5-G6 ELA	67	0	0%	0	0%	5	7%	51	76%	11	16%	11	16%	51	76%	5	7%	6	9%
G6-G7 ELA	57	0	0%	1	2%	2	4%	36	63%	18	32%	18	32%	36	63%	3	5%	15	26%
G7-G8 ELA	41	0	0%	0	0%	7	17%	31	76%	3	7%	3	7%	31	76%	7	17%	-4	-10%
<b>ELA All Grades</b>	<b>266</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>1%</b>	<b>23</b>	<b>9%</b>	<b>184</b>	<b>69%</b>	<b>57</b>	<b>21%</b>	<b>57</b>	<b>21%</b>	<b>184</b>	<b>69%</b>	<b>25</b>	<b>9%</b>	<b>32</b>	<b>12%</b>
G3-G4 Math	46	1	2%	1	2%	5	11%	36	78%	3	7%	3	7%	36	78%	7	15%	-4	-9%
G4-G5 Math	64	0	0%	0	0%	5	8%	43	67%	16	25%	16	25%	43	67%	5	8%	11	17%
G5-G6 Math	63	0	0%	1	2%	11	17%	48	76%	3	5%	3	5%	48	76%	12	19%	-9	-14%
G6-G7 Math	47	0	0%	0	0%	5	11%	29	62%	13	28%	13	28%	29	62%	5	11%	8	17%
G7-G8 Math	20	0	0%	1	5%	6	30%	12	60%	1	5%	1	5%	12	60%	7	35%	-6	-30%
G6-Alg I (MS)	6	0	0%	0	0%	0	0%	6	100%	0	0%	0	0%	6	100%	0	0%	0	0%
G7-Alg I (MS)	35	0	0%	0	0%	4	11%	30	86%	1	3%	1	3%	30	86%	4	11%	-3	-9%
Alg I-Geo	15	0	0%	0	0%	0	0%	12	80%	3	20%	3	20%	12	80%	0	0%	3	20%
<b>Math All Grades</b>	<b>296</b>	<b>1</b>	<b>0%</b>	<b>3</b>	<b>1%</b>	<b>36</b>	<b>12%</b>	<b>216</b>	<b>73%</b>	<b>40</b>	<b>14%</b>	<b>40</b>	<b>14%</b>	<b>216</b>	<b>73%</b>	<b>40</b>	<b>14%</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>562</b>	<b>1</b>	<b>0%</b>	<b>5</b>	<b>1%</b>	<b>59</b>	<b>10%</b>	<b>400</b>	<b>71%</b>	<b>97</b>	<b>17%</b>	<b>97</b>	<b>17%</b>	<b>400</b>	<b>71%</b>	<b>65</b>	<b>12%</b>	<b>32</b>	<b>6%</b>

Also worth highlighting is Chester's 2-year achievement level mobility. 90% of Chester's 2017-18 Meeting ELA students continued to at least Meet Expectations last year, with 21% moving up to the highest level. In math, 87% of students maintained a proficient level, which is above what we are seeing across the state.

# Notable Achievements

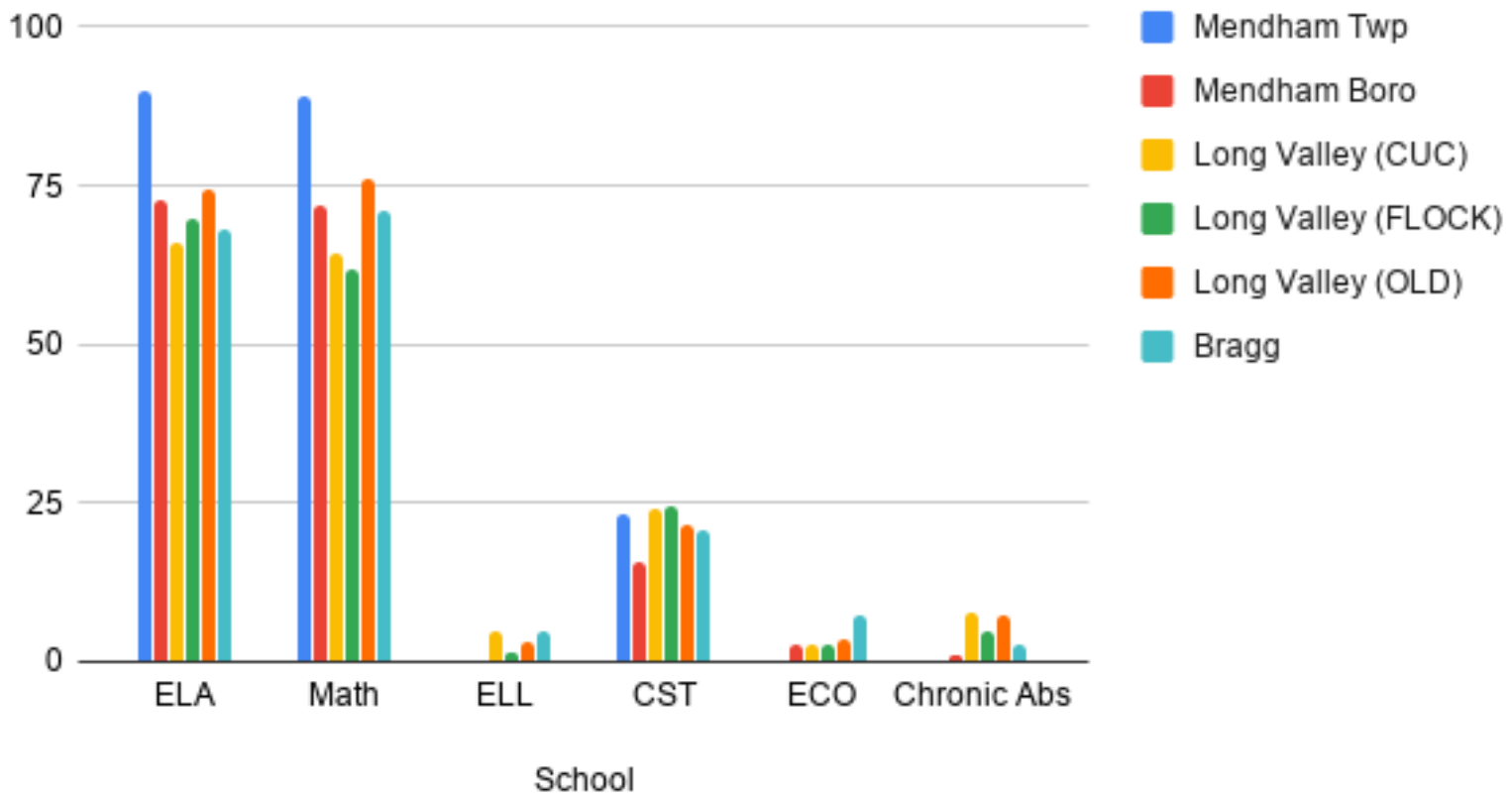
## 2-Year Achievement Level Mobility Comparison

Cohort	# Approaching 2017-18 PARCC	2018-19 NJSLA										Yr-Yr District Movement							
		Not Meeting		Partially Meeting		Approaching		Meeting		Exceeding		Up		Same		Down		Net	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
G3-G4 ELA	21	1	5%	1	5%	5	24%	12	57%	2	10%	14	67%	5	24%	2	10%	12	57%
G4-G5 ELA	22	0	0%	2	9%	10	45%	9	41%	1	5%	10	45%	10	45%	2	9%	8	36%
G5-G6 ELA	28	0	0%	2	7%	15	54%	10	36%	1	4%	11	39%	15	54%	2	7%	9	32%
G6-G7 ELA	21	0	0%	1	5%	8	38%	11	52%	1	5%	12	57%	8	38%	1	5%	11	52%
G7-G8 ELA	14	0	0%	0	0%	7	50%	7	50%	0	0%	7	50%	7	50%	0	0%	7	50%
<b>ELA All Grades</b>	<b>106</b>	<b>1</b>	<b>1%</b>	<b>6</b>	<b>6%</b>	<b>45</b>	<b>42%</b>	<b>49</b>	<b>46%</b>	<b>5</b>	<b>5%</b>	<b>54</b>	<b>51%</b>	<b>45</b>	<b>42%</b>	<b>7</b>	<b>7%</b>	<b>47</b>	<b>44%</b>
G3-G4 Math	22	0	0%	1	5%	12	55%	9	41%	0	0%	9	41%	12	55%	1	5%	8	36%
G4-G5 Math	24	0	0%	3	13%	14	58%	7	29%	0	0%	7	29%	14	58%	3	13%	4	17%
G5-G6 Math	18	1	6%	4	22%	11	61%	2	11%	0	0%	2	11%	11	61%	5	28%	-3	-17%
G6-G7 Math	24	0	0%	2	8%	15	63%	7	29%	0	0%	7	29%	15	63%	2	8%	5	21%
G7-G8 Math	13	1	8%	3	23%	7	54%	2	15%	0	0%	2	15%	7	54%	4	31%	-2	-15%
G7-Alg I (MS)	4	0	0%	0	0%	2	50%	2	50%	0	0%	2	50%	2	50%	0	0%	2	50%
<b>Math All Grades</b>	<b>105</b>	<b>2</b>	<b>2%</b>	<b>13</b>	<b>12%</b>	<b>61</b>	<b>58%</b>	<b>29</b>	<b>28%</b>	<b>0</b>	<b>0%</b>	<b>29</b>	<b>28%</b>	<b>61</b>	<b>58%</b>	<b>15</b>	<b>14%</b>	<b>14</b>	<b>13%</b>
<b>Total</b>	<b>211</b>	<b>3</b>	<b>1%</b>	<b>19</b>	<b>9%</b>	<b>106</b>	<b>50%</b>	<b>78</b>	<b>37%</b>	<b>5</b>	<b>2%</b>	<b>83</b>	<b>39%</b>	<b>106</b>	<b>50%</b>	<b>22</b>	<b>10%</b>	<b>61</b>	<b>29%</b>

51% of your ELA approaching students moved up to Meeting/Exceeding in ELA. This is very impressive and above the trends we see within [LinkIt's top third of NJ growth districts](#).

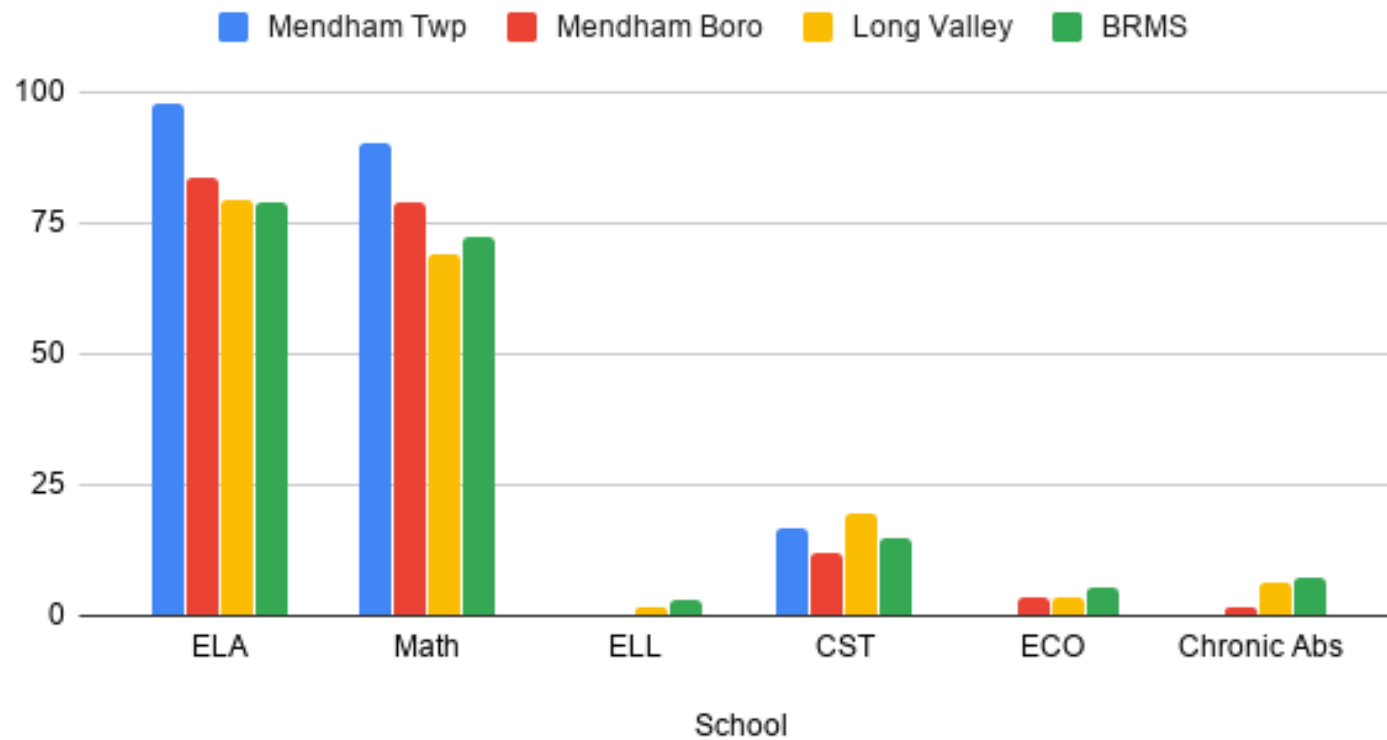
# Performance Reports

## School Performance Reports Elementary School (2017-2018)



# Performance Reports

## School Performance Reports Middle School (2017-2018)





# COMPARISON OF CHESTER SCHOOL DISTRICT

Spring 2017, Spring 2018 and Spring 2019 NJSLA/PARCC Administrations

## English Language Arts/Literacy - Percentages

Grade	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)			Change in Level 1 + 2 from 2017- 2019	Change in Level 4 + 5 from 2017- 2019**
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019		
3	2.6	5.8	<b>5.1</b>	13.0	10.6	<b>10.1</b>	25.2	20.2	<b>21.2</b>	55.7	52.9	<b>59.6</b>	3.5	10.6	<b>4.0</b>	-0.5	4.5
4	1.7	0.8	<b>0.9</b>	6.8	10.5	<b>7.3</b>	22.9	18.5	<b>15.5</b>	54.2	41.9	<b>50.0</b>	14.4	28.2	<b>26.4</b>	-0.3	7.7
5	1.0	0.8	<b>2.3</b>	7.1	4.1	<b>5.3</b>	11.1	23.8	<b>14.3</b>	67.7	57.4	<b>54.1</b>	13.1	13.9	<b>24.1</b>	-0.6	-2.6
6	0.8	0.0	<b>0.0</b>	6.8	5.8	<b>5.4</b>	19.5	21.2	<b>20.0</b>	52.5	57.7	<b>57.7</b>	20.3	15.4	<b>16.9</b>	-2.2	1.7
7	1.6	1.6	<b>2.5</b>	3.2	4.7	<b>3.3</b>	19.0	11.0	<b>14.0</b>	35.7	33.1	<b>45.5</b>	40.5	49.6	<b>34.7</b>	1.0	4.0
8	1.2	0.8	<b>0.7</b>	3.0	3.1	<b>2.2</b>	10.9	13.8	<b>15.1</b>	51.5	48.5	<b>45.3</b>	33.3	33.8	<b>36.7</b>	-1.4	-2.8

\*\*Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Note: Data shown is preliminary. Percentages may not total 100 due to rounding.

# COMPARISON OF CHESTER SCHOOL DISTRICT

Spring 2017, Spring 2018 and Spring 2019 NJSLA/PARCC Administrations

## Mathematics - Percentages

Grade	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)			Change in Level 1 + 2 from 2017- 2019	Change in Level 4 + 5 from 2017- 2019**
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019		
3	0.0	1.0	<b>1.0</b>	8.7	8.6	<b>8.0</b>	26.1	22.9	<b>16.0</b>	43.5	43.8	<b>56.0</b>	21.7	23.8	<b>19.0</b>	0.3	9.8
4	2.5	3.2	<b>0.9</b>	1.7	9.7	<b>4.5</b>	26.1	21.8	<b>23.6</b>	64.7	53.2	<b>60.0</b>	5.0	12.1	<b>10.9</b>	1.3	1.2
5	2.0	0.8	<b>4.5</b>	2.0	3.3	<b>7.5</b>	19.2	14.8	<b>20.1</b>	65.7	53.3	<b>44.0</b>	11.1	27.9	<b>23.9</b>	7.9	-8.9
6	2.6	0.0	<b>3.8</b>	9.4	5.8	<b>5.3</b>	16.2	24.0	<b>21.4</b>	56.4	52.9	<b>55.0</b>	15.4	17.3	<b>14.5</b>	-2.8	-2.3
7	0.0	3.2	<b>3.0</b>	5.9	7.4	<b>5.0</b>	23.8	18.1	<b>27.7</b>	62.4	60.6	<b>46.5</b>	7.9	10.6	<b>17.8</b>	2.0	-5.9
8*	7.1	4.3	<b>5.8</b>	8.6	24.3	<b>23.1</b>	21.4	28.6	<b>34.6</b>	61.4	42.9	<b>32.7</b>	1.4	0.0	<b>3.8</b>	13.1	-26.3
ALG I	0.0	0.0	<b>0.0</b>	0.0	0.0	<b>0.0</b>	2.4	0.0	<b>8.2</b>	67.9	66.7	<b>78.1</b>	29.8	33.3	<b>13.7</b>	0.0	-5.8
GEO	0.0	0.0	<b>0.0</b>	0.0	0.0	<b>0.0</b>	0.0	0.0	<b>0.0</b>	44.1	24.0	<b>66.7</b>	55.9	76.0	<b>33.3</b>	0.0	0.0

\*Approximately 30,000 New Jersey students in grade 8 participated in the PARCC Algebra I assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

\*\*Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

# COMPARISON OF CHESTER SCHOOL DISTRICT 2017 to 2019 Spring NJSLA/PARCC Administrations

## English Language Arts/Literacy - Percentage Changes

Grade	Levels 1 & 2				Level 3				Levels 4 & 5**			
	District		State		District		State		District		State	
3	-	0.5%	+	1.3%	-	4.0%	-	1.1%	+	4.5%	-	0.1%
4	-	0.3%	+	0.7%	-	7.4%	-	2.3%	+	7.7%	+	1.5%
5	-	0.6%	+	0.9%	+	3.2%	+	0.1%	-	2.6%	-	1.1%
6	-	2.2%	-	1.1%	+	0.5%	-	1.7%	+	1.7%	+	2.8%
7	+	1.0%	-	1.0%	-	5.0%	-	2.7%	+	4.0%	+	3.6%
8	-	1.4%	-	1.2%	+	4.2%	-	2.6%	-	2.8%	+	3.7%

\*\*Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Percentages may not total 100 due to rounding.

The Plus Sign (+) indicates an increase of % change where a Minus Sign (-) indicates a decrease in change.

# COMPARISON OF CHESTER SCHOOL DISTRICT 2017 to 2019 Spring NJSLA/PARCC Administrations

## Mathematics - Percentage Changes

Grade	Levels 1 & 2				Level 3				Levels 4 & 5**			
	District		State		District		State		District		State	
3	+	0.3%	-	0.5%	-	10.1%	-	2.1%	+	9.8%	+	2.6%
4	+	1.3%	-	2.3%	-	2.4%	-	1.4%	+	1.2%	+	3.7%
5	+	7.9%	+	3.2%	+	1.0%	-	3.8%	-	8.9%	+	0.6%
6	-	2.8%	+	3.4%	+	5.1%	-	0.3%	-	2.3%	-	3.1%
7	+	2.0%	+	0.7%	+	4.0%	-	3.7%	-	5.9%	+	1.6%
8*	+	13.1%	+	2.1%	+	13.2%	-	0.4%	-	26.3%	+	2.6%
Algebra I	+	0.0%	+	2.0%	+	5.8%	-	3.0%	-	5.8%	+	1.0%
Geometry	+	0.0%	-	1.1%	+	0.0%	=	0.0%	+	0.0%	+	1.1%

\*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.

\*\*Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

The Plus Sign (+) indicates an increase of % change where a Minus Sign (-) indicates a decrease in change.

# COMPARISON OF CHESTER SCHOOL DISTRICT STUDENTS TESTED Spring 2018 and Spring 2019 NJSLA/PARCC Administrations

## English Language Arts/Literacy

Grade	Students Tested 2018	Students Tested 2019	Difference between number of students tested in 2018 and 2019
3	104	99	-5
4	124	110	-14
5	122	133	11
6	104	130	26
7	127	121	-6
8	130	139	9
<b>TOTAL</b>	<b>711</b>	<b>732</b>	<b>21</b>

Note: "Students Tested" represents individual valid test scores for English Language Arts/Literacy.

# COMPARISON OF CHESTER SCHOOL DISTRICT STUDENTS TESTED Spring 2018 and Spring 2019 NJSLA/PARCC Administrations

## Mathematics

Grade	Students Tested 2018	Students Tested 2019	Difference between number of students tested in 2018 and 2019
3	105	100	-5
4	124	110	-14
5	122	134	12
6	104	131	27
7	94	101	7
8*	70	52	-18
Algebra I	72	73	1
Geometry	25	33	8
<b>TOTAL</b>	<b>716</b>	<b>734</b>	<b>18</b>

\*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.

Note: "Students Tested" represents individual valid test scores for Mathematics.

# COMPARISON OF CHESTER SCHOOL DISTRICT SPRING 2019 NJSLA ADMINISTRATIONS

## English Language Arts/Literacy vs. New Jersey Percentages for 2019

	Not Yet Meeting Expectations		Partially Meeting Expectations		Approaching Expectations		Meeting Expectations		Exceeding Expectations	
	(Level 1)		(Level 2)		(Level 3)		(Level 4)		(Level 5)	
	District	State	District	State	District	State	District	State	District	State
	2019	2019	2019	2019	2019	2019	2019	2019	2019	2019
Grade 3	5.1	<b>14.0</b>	10.1	<b>14.4</b>	21.2	<b>21.4</b>	59.6	<b>42.8</b>	4.0	<b>7.4</b>
Grade 4	0.9	<b>8.6</b>	7.3	<b>12.6</b>	15.5	<b>21.4</b>	50.0	<b>39.1</b>	26.4	<b>18.3</b>
Grade 5	2.3	<b>7.4</b>	5.3	<b>12.5</b>	14.3	<b>22.2</b>	54.1	<b>45.6</b>	24.1	<b>12.3</b>
Grade 6	0.0	<b>7.3</b>	5.4	<b>12.6</b>	20.0	<b>23.9</b>	57.7	<b>40.9</b>	16.9	<b>15.2</b>
Grade 7	2.5	<b>8.9</b>	3.3	<b>10.5</b>	14.0	<b>17.8</b>	45.5	<b>33.1</b>	34.7	<b>29.7</b>
Grade 8	0.7	<b>9.2</b>	2.2	<b>10.3</b>	15.1	<b>17.7</b>	45.3	<b>38.0</b>	36.7	<b>24.9</b>

Note: Percentages may not total 100 due to rounding.

# COMPARISON OF CHESTER SCHOOL DISTRICT SPRING 2019 NJSLA ADMINISTRATIONS

## Mathematics vs. New Jersey Percentages for 2019

	Not Yet Meeting Expectations		Partially Meeting Expectations		Approaching Expectations		Meeting Expectations		Exceeding Expectations	
	(Level 1)		(Level 2)		(Level 3)		(Level 4)		(Level 5)	
	District	State	District	State	District	State	District	State	District	State
	2019	2019	2019	2019	2019	2019	2019	2019	2019	2019
Grade 3	1.0	8.0	8.0	13.9	16.0	23.0	56.0	41.2	19.0	13.9
Grade 4	0.9	8.6	4.5	14.7	23.6	25.7	60.0	43.3	10.9	7.7
Grade 5	4.5	6.4	7.5	20.9	20.1	25.8	44.0	35.8	23.9	11.0
Grade 6	3.8	9.6	5.3	22.5	21.4	27.4	55.0	33.1	14.5	7.5
Grade 7	3.0	7.6	5.0	21.1	27.7	29.3	46.5	33.8	17.8	8.3
Grade 8*	5.8	23.3	23.1	23.1	34.6	24.3	32.7	28.2	3.8	1.1
Algebra	0.0	9.3	0.0	26.0	8.2	21.4	78.1	37.7	13.7	5.6
Geometry	0.0	10.6	0.0	11.7	0.0	21.4	66.7	49.7	33.3	6.6

\*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.

Note: Percentages may not total 100 due to rounding.



# COMPARISON OF CHESTER SCHOOL DISTRICT'S SUBGROUPS

Spring 2018 and Spring 2019 NJSLA/PARCC Administrations

English/Language Arts - Percentages

	Not Yet Meeting Expectations		Partially Meeting Expectations		Approaching Expectations		Meeting Expectations		Exceeding Expectations	
	(Level 1)		(Level 2)		(Level 3)		(Level 4)		(Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Asian	0.0	2.6	6.7	2.6	6.7	2.6	46.7	48.7	40.0	43.6
Black	0.0	20.0	42.9	0.0	28.6	40.0	14.3	20.0	14.3	20.0
Hispanic	9.2	3.8	14.5	14.1	34.2	34.6	28.9	32.1	13.2	15.4
Multiple	0.0	0.0	12.5	10.0	0.0	0.0	62.5	50.0	25.0	40.0
White	0.7	1.3	4.8	4.3	16.5	15.2	50.9	54.8	27.2	24.2
Female	1.8	0.6	4.5	2.3	12.3	12.6	51.1	51.6	30.3	32.8
Male	1.3	2.8	7.9	7.9	22.8	19.9	45.5	51.9	22.5	17.4
Free or Reduced Lunch	14.3	5.9	16.3	17.6	30.6	31.4	28.6	33.3	10.2	11.8
Gifted	0.0	0.0	0.0	0.0	1.0	1.3	38.1	29.3	60.8	69.3
Section 504	1.5	3.1	6.1	7.8	25.8	21.9	50.0	56.3	16.7	10.9
LEP	18.9	8.6	21.6	22.9	32.4	34.3	21.6	31.4	5.4	2.9
Special Education	3.3	6.0	19.0	11.3	29.4	30.7	37.9	38.7	10.5	13.3
GenEd	0.0	0.5	2.4	2.9	14.1	12.2	52.0	56.0	31.5	28.4

# COMPARISON OF CHESTER SCHOOL DISTRICT'S SUBGROUPS

Spring 2018 and Spring 2019 NJSLA/PARCC Administrations

## Mathematics - Percentages

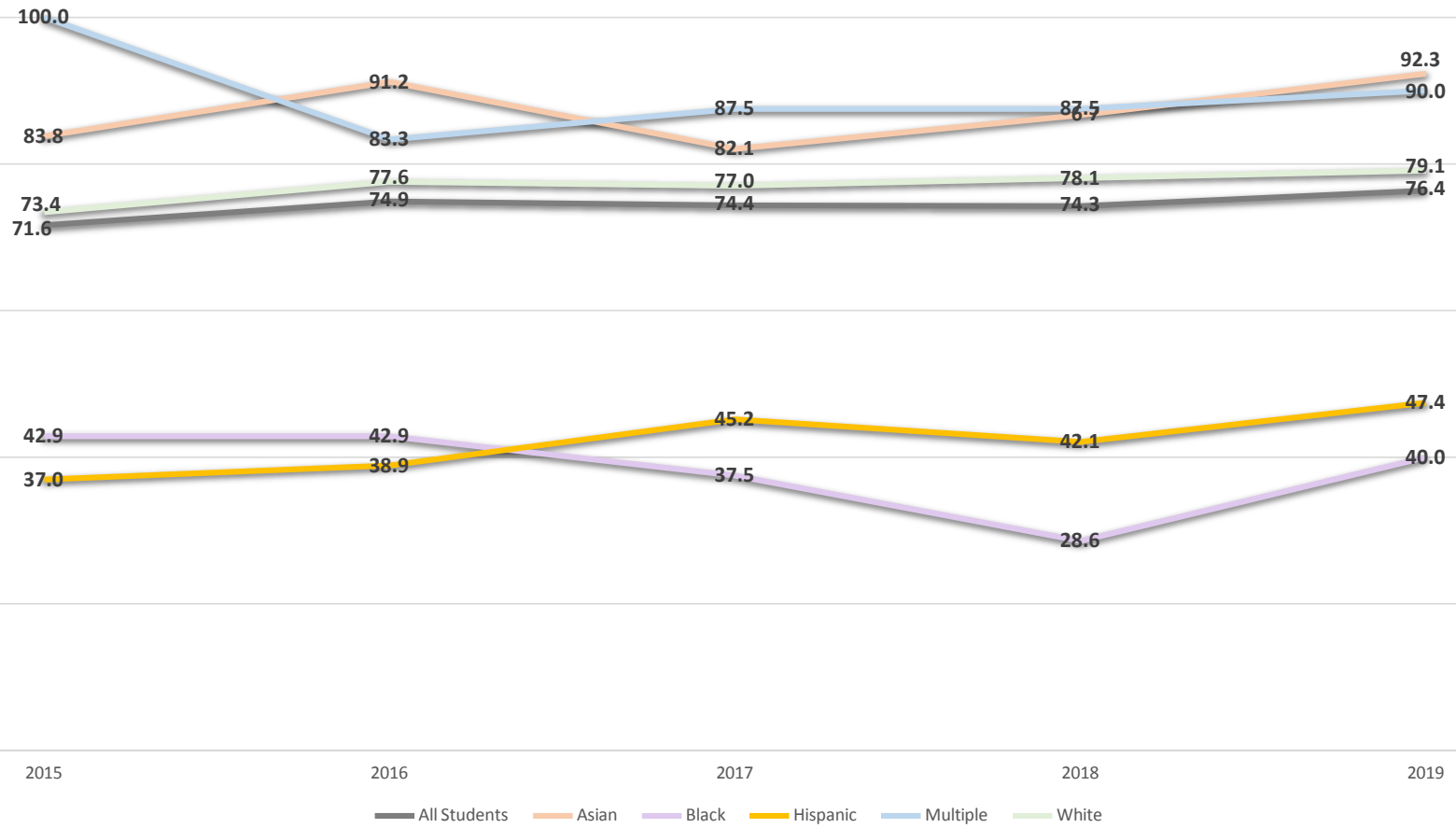
	Not Yet Meeting Expectations		Partially Meeting Expectations		Approaching Expectations		Meeting Expectations		Exceeding Expectations	
	(Level 1)		(Level 2)		(Level 3)		(Level 4)		(Level 5)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Asian	0.0	5.3	10.0	0.0	6.7	5.3	63.3	57.9	20.0	31.6
Black	42.9	20.0	28.6	20.0	0.0	20.0	14.3	40.0	14.3	0.0
Hispanic	2.5	6.2	24.1	22.2	31.6	32.1	30.4	30.9	11.4	8.6
Multiple	0.0	0.0	0.0	0.0	12.5	10.0	50.0	60.0	37.5	30.0
White	1.2	1.8	5.3	4.7	17.5	19.9	54.9	56.7	21.2	16.9
Female	1.2	1.7	8.0	6.7	16.1	19.5	53.6	53.6	21.1	18.4
Male	2.1	3.3	7.4	6.1	20.3	21.0	50.8	54.2	19.5	15.3
Free or Reduced Lunch	6.1	5.8	24.5	25.0	36.7	34.6	30.6	28.8	2.0	5.8
Gifted	0.0	0.0	0.0	0.0	1.0	0.0	36.1	52.0	62.9	48.0
Section 504	0.0	0.0	4.5	6.3	31.3	35.9	56.7	53.1	7.5	4.7
LEP	2.5	5.3	25.0	23.7	42.5	50.0	27.5	21.1	2.5	0.0
Special Education	6.5	10.0	20.3	16.7	23.5	26.0	37.9	38.0	11.8	9.3
GenEd	0.2	0.5	3.2	3.0	15.7	17.4	57.4	59.5	23.6	19.5

# Chester School District

## Subgroup Charts - Race

### English/Language Arts Literacy

Performance of subgroups over 5 years (% Meeting or Exceeding)

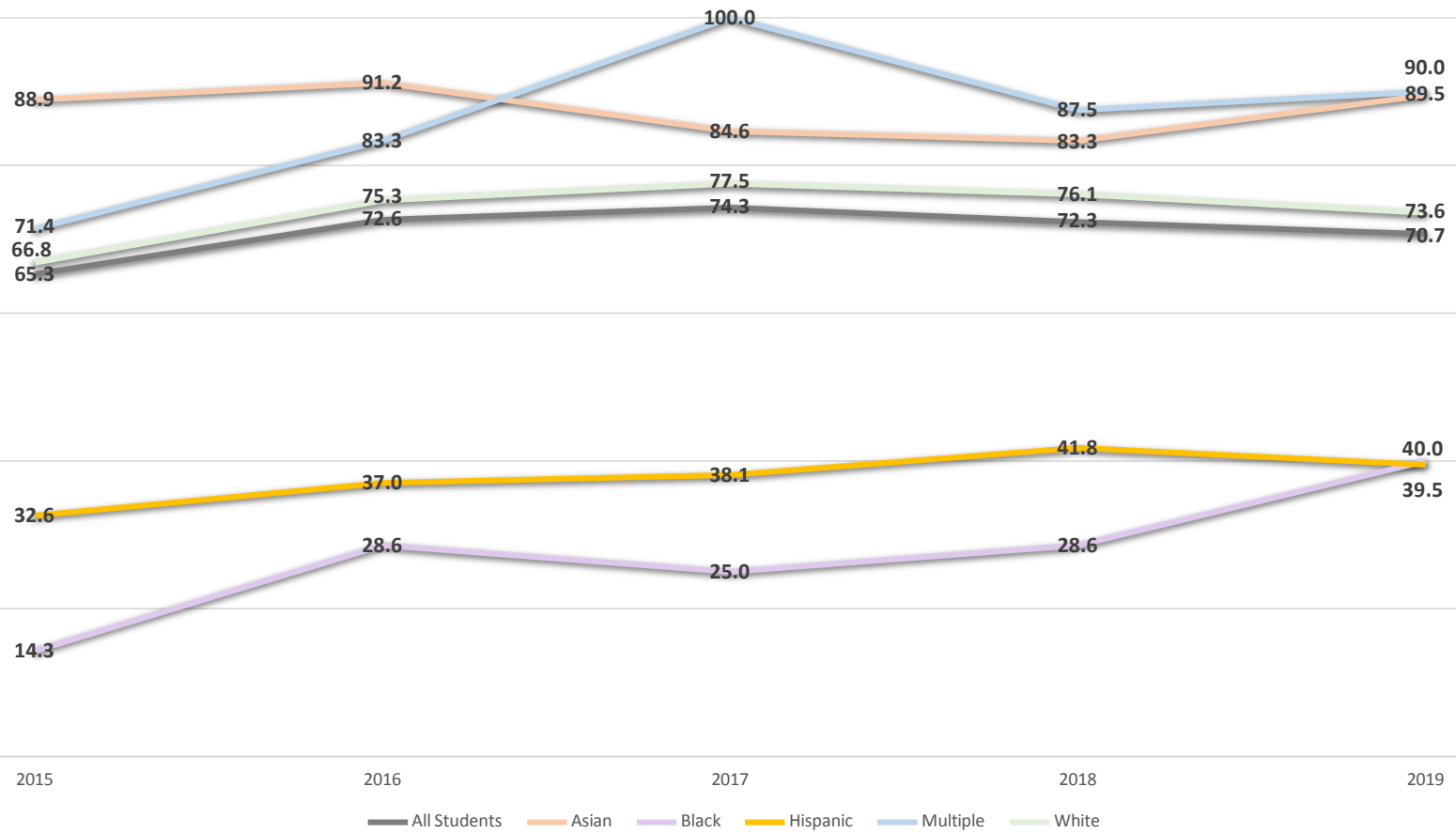


# Chester School District

## Subgroup Charts - Race

### Mathematics

Performance of subgroups over 5 years (% Meeting or Exceeding)

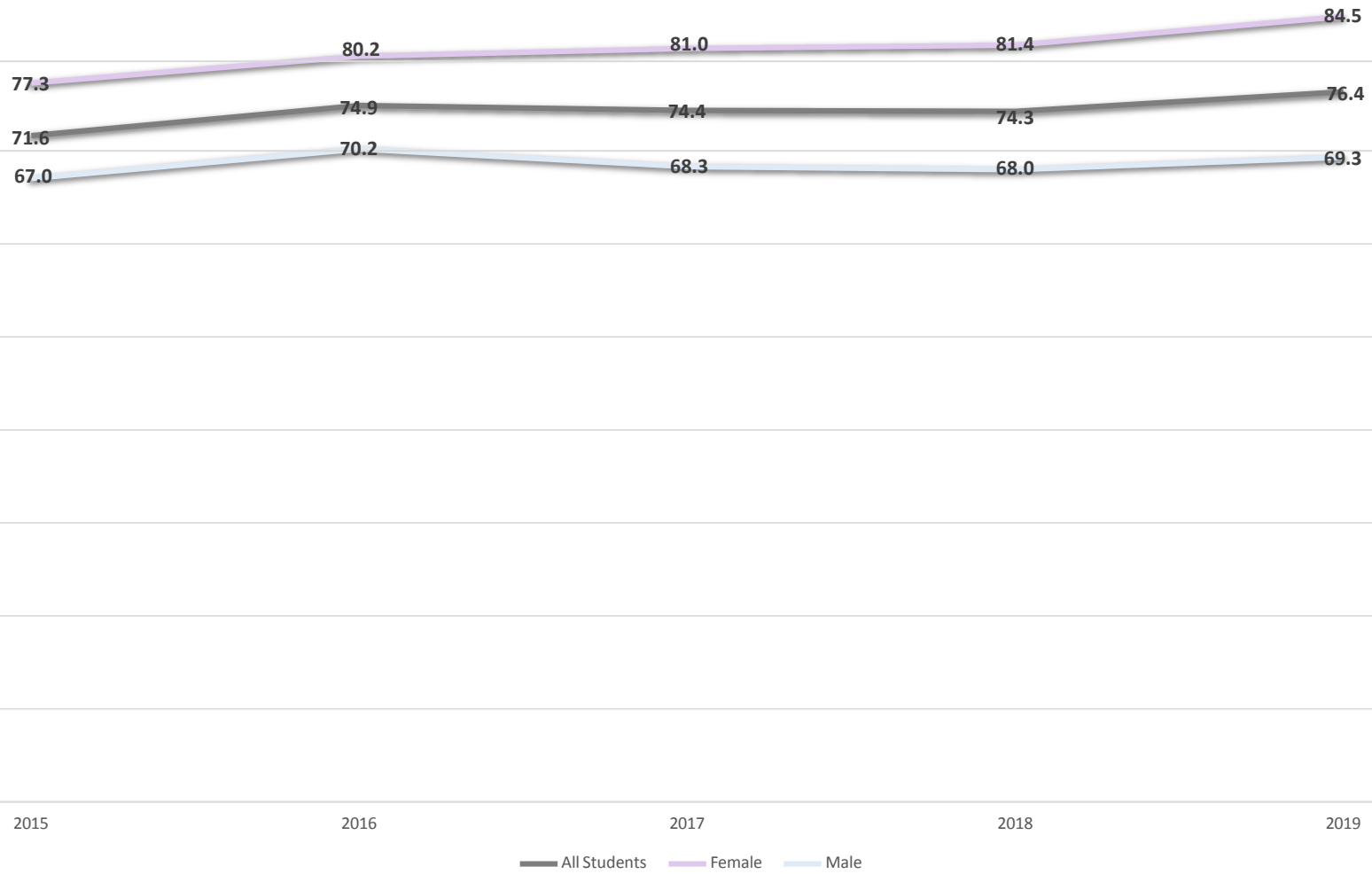


# Chester School District

## Subgroup Charts - Gender

### English/Language Arts Literacy

Performance of subgroups over 5 years (% Meeting or Exceeding)

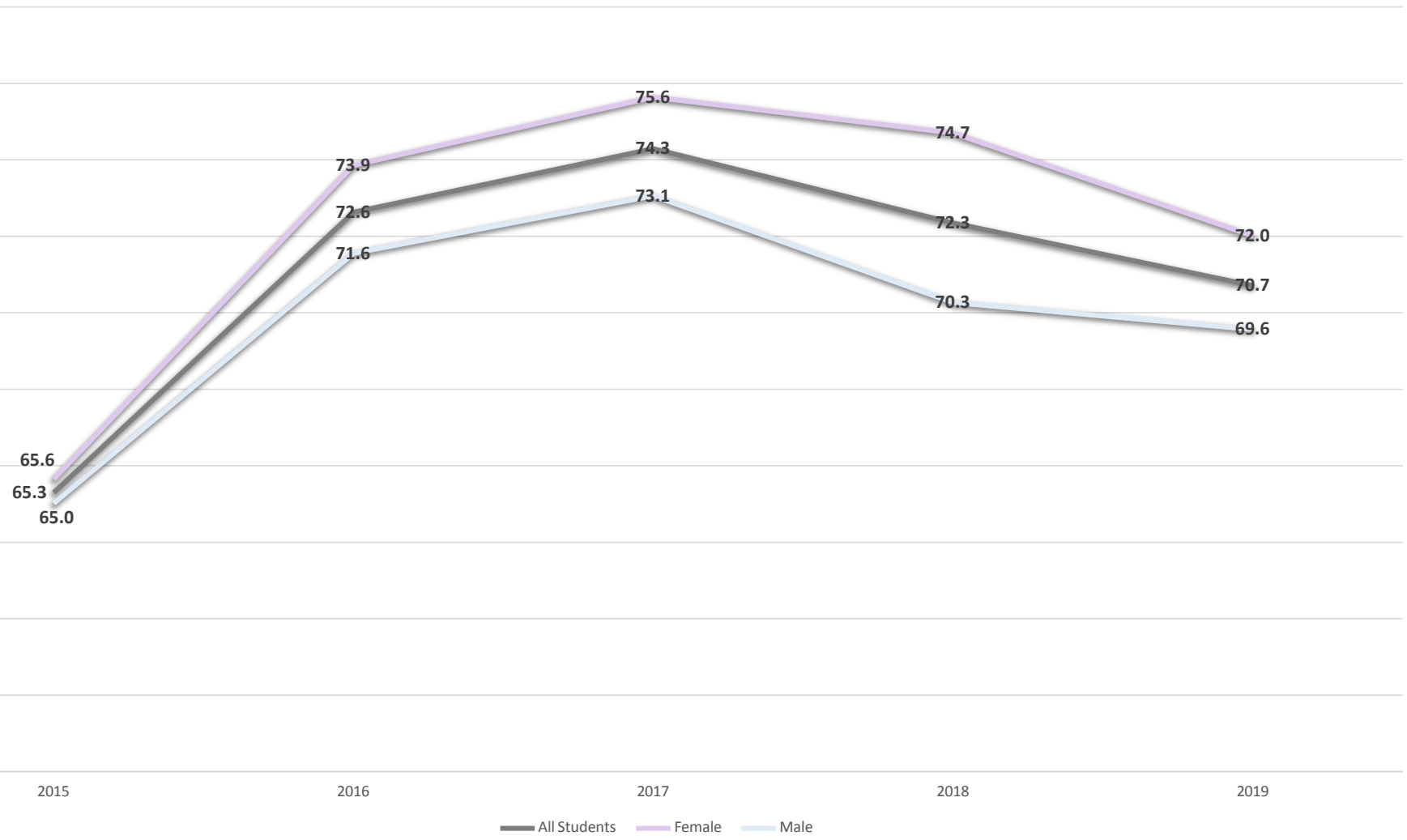


# Chester School District

## Subgroup Charts - Gender

### Mathematics

Performance of subgroups over 5 years (% Meeting or Exceeding)

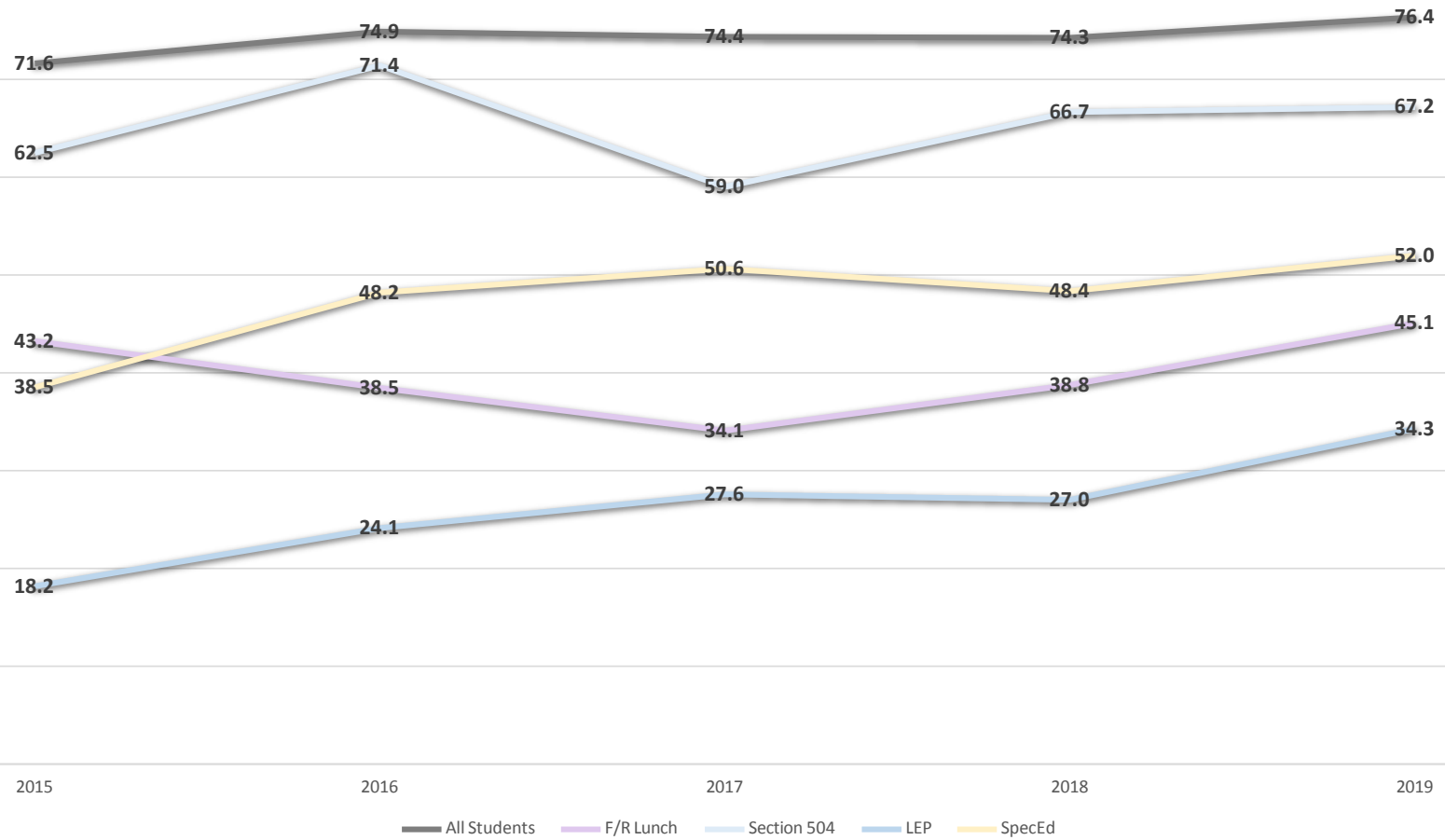


# Chester School District

## Subgroup Charts - Programs

### English/Language Arts Literacy

Performance of subgroups over 5 years (% Meeting or Exceeding)

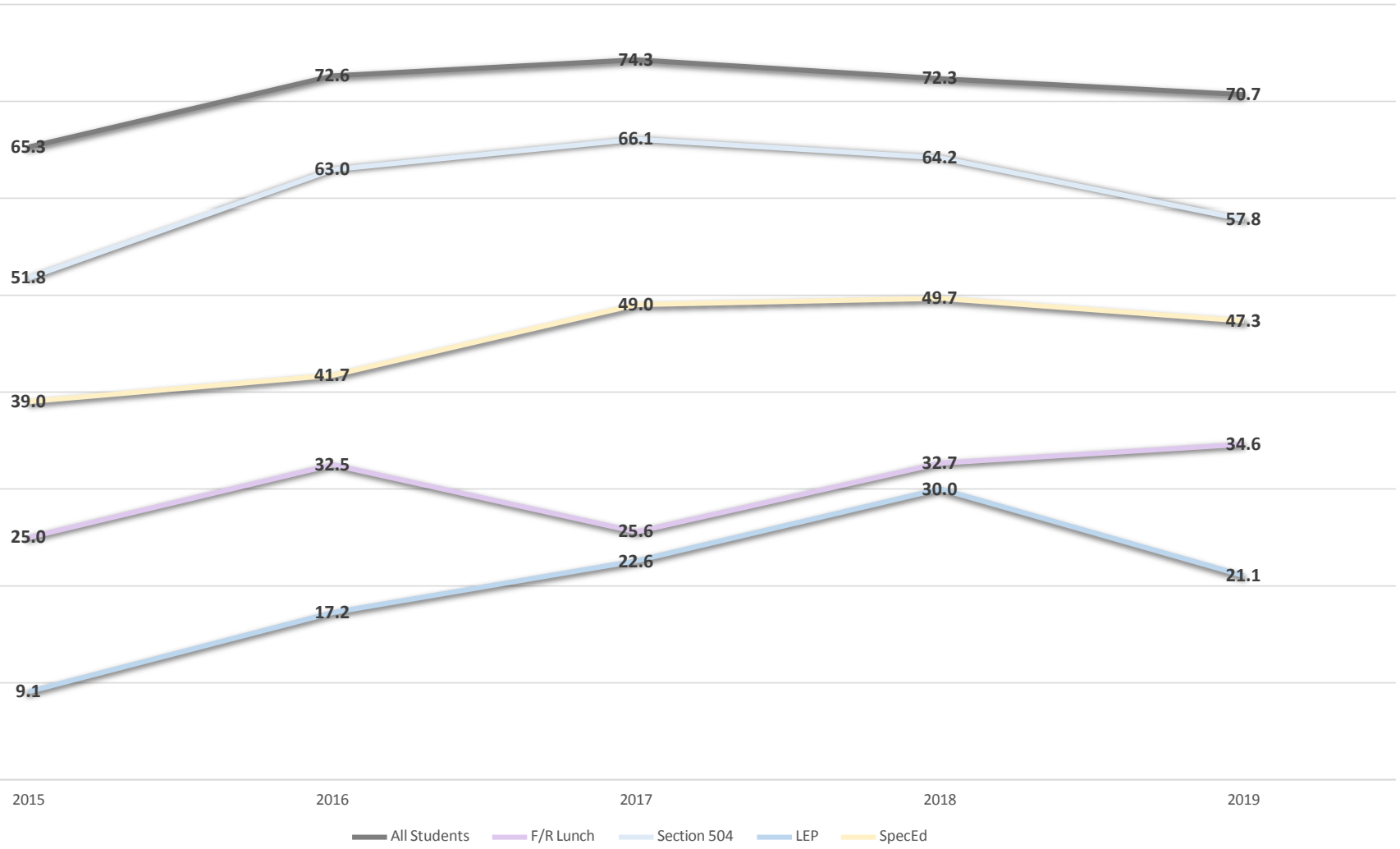


# Chester School District

## Subgroup Charts - Programs

### Mathematics

Performance of subgroups over 5 years (% Meeting or Exceeding)

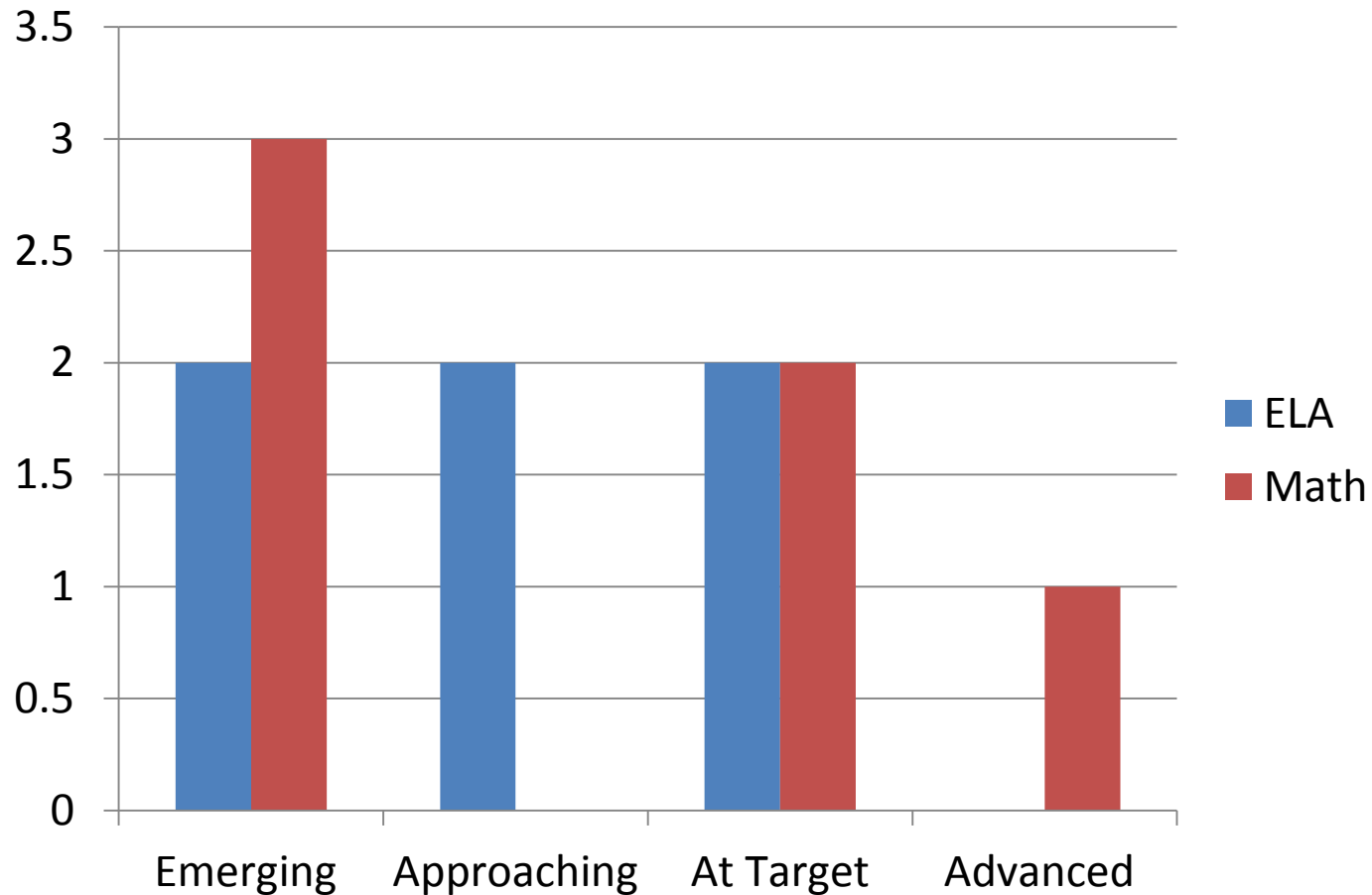




# COMPARISON OF CHESTER SCHOOL DISTRICT'S SUBGROUPS

## DLM

Dynamic Learning Maps® (DLM®) assessments are designed 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 mathematics, English language arts, and science.



# Intervention Strategies

- Analyze NJ SMART Data with administration, coaches, and teachers
- Analyze Pearson Published Reports including...
- Vertical Articulation
- Digitize, Align, Update Curriculum on Rubicon Atlas
- Intense Focus on the research of John Hattie and Visible Learning
- CAAP/Title I
- LinkIt
- SGOs and PDPs
- Professional Learning Communities
- Grade Level and Subject Area Meetings
- Professional Development Opportunities (Inspired Instruction)
- QSAC and Future Ready
- IRS, IEPs, 504s
- Social Emotional Learning
- Summer Scholars Program
- After School Clubs
- Peer Tutors
- Bulldog Bulletin

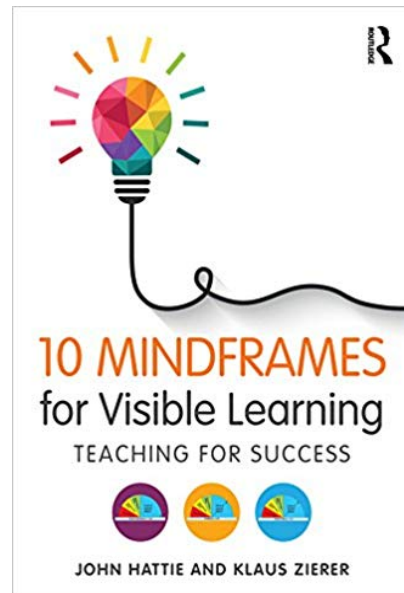
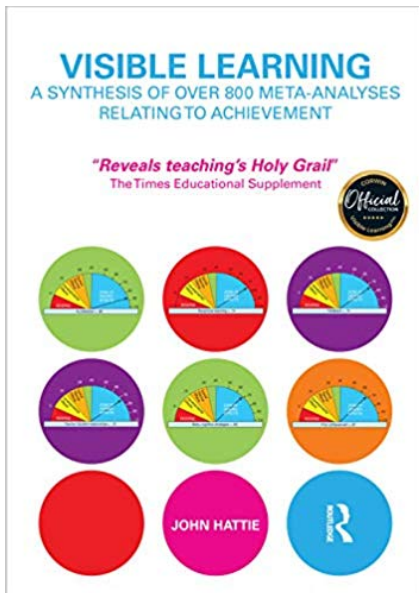
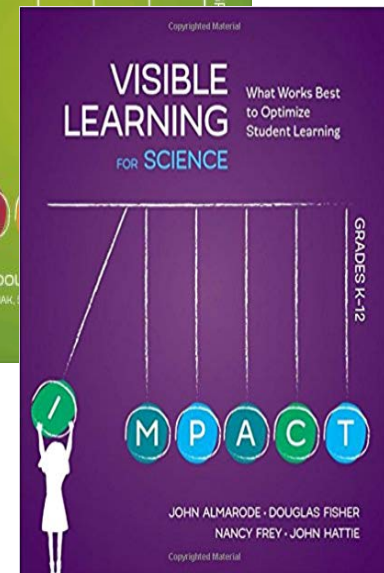
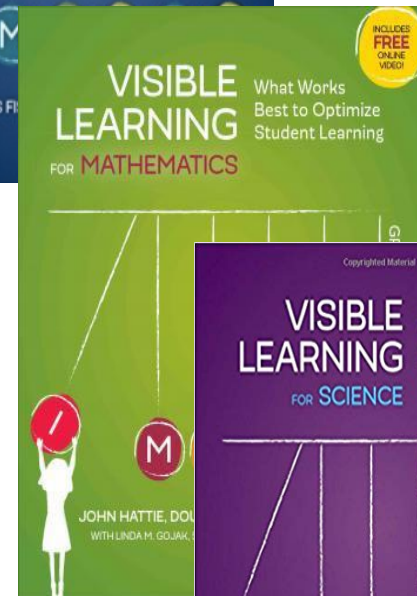
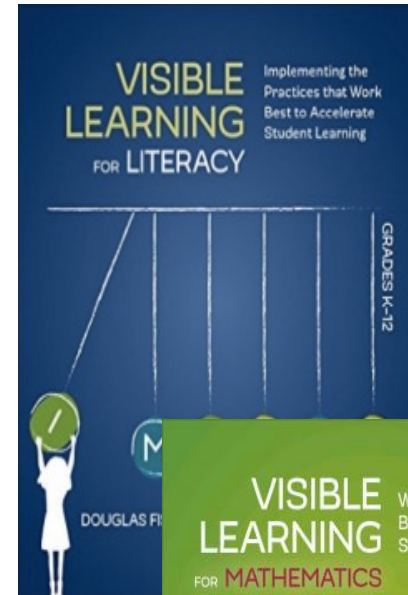
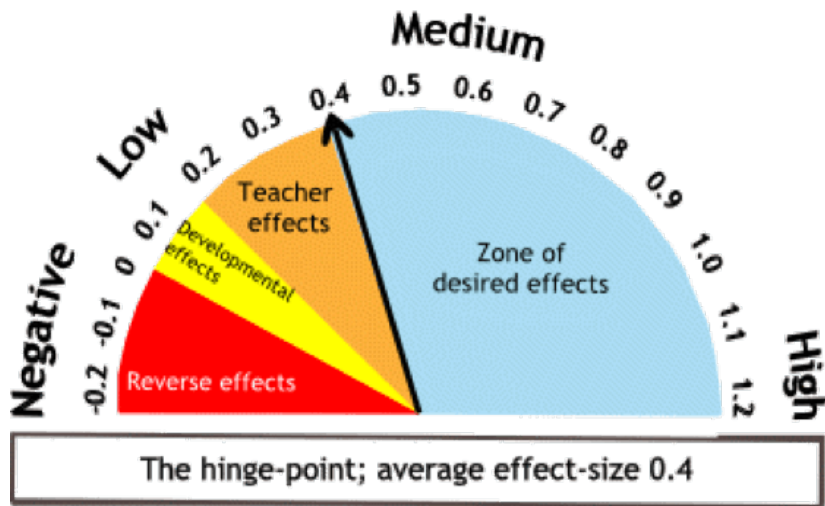
# Intervention Strategies

- Embedded Instructional Coaches (Math, Literacy, Special Education, Technology)
- Writing Sample Scoring
- Math Benchmarking
- Conduct over 500 classroom observations and summative meetings
- IXL
- Freckle
- Quick Writes
- Global Read Aloud
- Extra Practice Activities Websites
- Help Sessions During Enrichment Period
- Test and Quiz Analysis and Support
- Homework Video Tutors
- Khan Academy
- GIST
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- Desmos
- Extra Help Before, During, After School
- Basic Skills Offerings

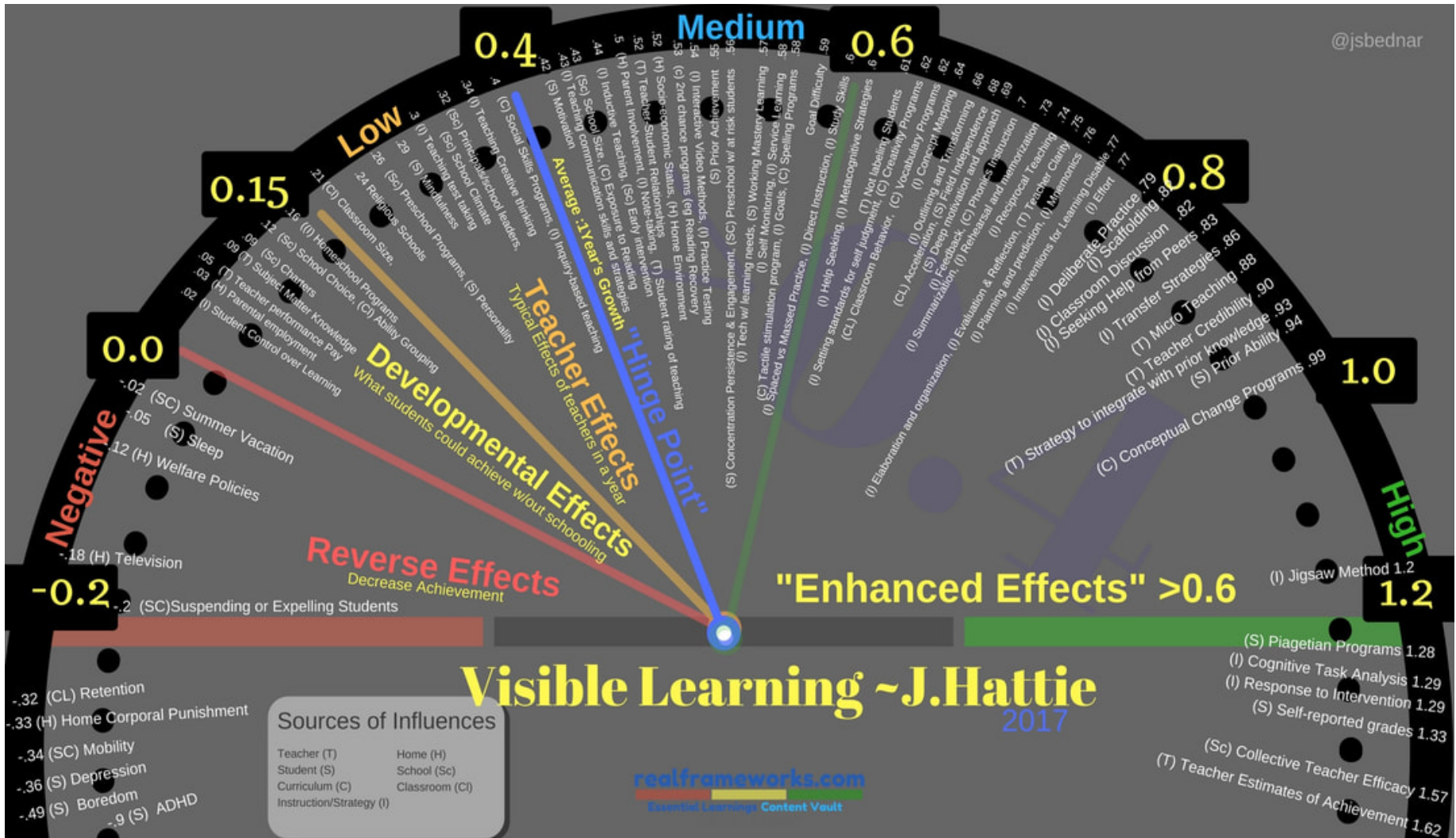
# Future Goals

- Keep at least 85%-90% of Meeting/Exceeding students at the Meeting/Exceeding level.
- Move 30%-40% of Approaching Students up to Meeting and have less than 10%-15% of students drop achievement.
- Move 40%-50% of Partially Meeting/Not Meeting students up at least one level to make incremental gains over multiple years

# Visible Learning in Chester



# Visible Learning in Chester



## Online Portal with Video Score Reports

In addition to traditional ISRs, 2019 NJSLA ELA and math results will be accessible in an online portal for parents/guardians in early October 2019. The portal will include the student's scale score and a video score report which communicates information from the ISR through animations and a voiceover in New Jersey's top five languages: English, Spanish, Chinese, Portuguese and Arabic. The portal will also allow for parents/guardians to track their student's scores from year to year, beginning with spring 2019. Additional information will be provided to districts when the portal becomes available.

# Online Portal with Video Score Reports



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

FIRSTNAME M. LASTNAME

Date of Birth: 12/31/2006 ID: MA08040042 **Grade: 7**  
SAMPLE SCHOOL ONE NAME  
SAMPLE DISTRICT NAME  
NEW JERSEY  
SPRING 2019

GRADE 7 MATH

## Mathematics Assessment Report, 2018–2019

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level or course. **This assessment is just one measure of how well your child is performing academically.**

Visit the NJ Parent Portal at [nj-results.pearsonaccessnext.com](http://nj-results.pearsonaccessnext.com) and use the following code to access your child's performance results online.

**VgsdyXWBYXD5**

*See side 2 of this report for specific information on your child's performance in mathematics.*

### How Can You Use This Report?

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?



# Digital Item Library

Also available this year is the new Digital Item Library, which provides access to released items from the NJSLA ELA and mathematics assessments. The Digital Item Library provides the ability to search for specific items by subject and grade, as well as sorting by Evidence Statement or standard. The assessment items are displayed online and allow users to interact with the items in the same way as student test-takers.

# Parent Communication

## 2019-2020 Sample Template for New Jersey School Districts to Provide Assessment Information to Parents and General Public

New Jersey school districts, charter schools and renaissance school projects are required by statute (*N.J.S.A. 18A:7C-6.6*) to annually notify parents or guardians by October 1 of any statewide student assessment or commercially developed standardized assessment that will be administered over the course of the school year.

### Key:

- **Number of Testing Administrations in Districts** refers to the number of times a particular assessment will be offered during the school year.
- **Testing Mode** refers to how the student will be administered the assessment. The two modes are computer-based, and paper-and-pencil. Some computer-based assessments allow students to take the assessment using paper and pencil. Be sure to inquire about the options if your child has a medical issue that would not allow them to take the assessment on the computer.
- **Testing Time** is the maximum amount of time allotted to students to complete the assessment.
- **Testing Window** is the period in which districts administer the statewide student assessment. It is not the actual number of days it takes a student to complete the assessment. School districts can choose the specific days within the window to administer the test. Please inquire with your district about the exact testing dates of the assessment.
- **Results Available** refers to date districts receive individualized student results from the assessment vendor. These results should be distributed to students, educators and families as soon as possible.
- **Requirement** refers to whether the assessment is required (Req.) by state and/or federal (Fed.) government, or by the district.

### + Sample Template that Districts May Customize for Presenting Standardized Student Assessment Information for 2019-20

Assessment Name	Subject Area(s)	Grade Level Tested	Number of Testing Administrations in District	Testing Mode	Testing Time Allotted per Student	Testing Window	Results Available	Req.	Information about Available Accommodations and Accessibility Features	Information for Parents and Guardians Regarding the Assessment
New Jersey Student Learning Assessment (NJSLA) English Language Arts/Literacy	<ul style="list-style-type: none"> <li>• ELA/L</li> <li>• Math</li> </ul>	[insert grade levels i.e., 9 through 10 or math course enrollment]	1	Computer-based with paper-based options for students with disabilities	Two 90-minute units, Total time 180 minutes per subject	Computer: Paper:	Around mid to late August	State and federal	<a href="#">NJSLA Accessibility Features and Accommodations Manual</a>	For more information please visit the <a href="#">Office of Assessments website</a>

# Chester Assessment Webpage

Please visit <https://www.chester-nj.org/Page/936> for more information.