

Lacey Township School District

Report on Student Achievement

—

October 2024

Local Assessments

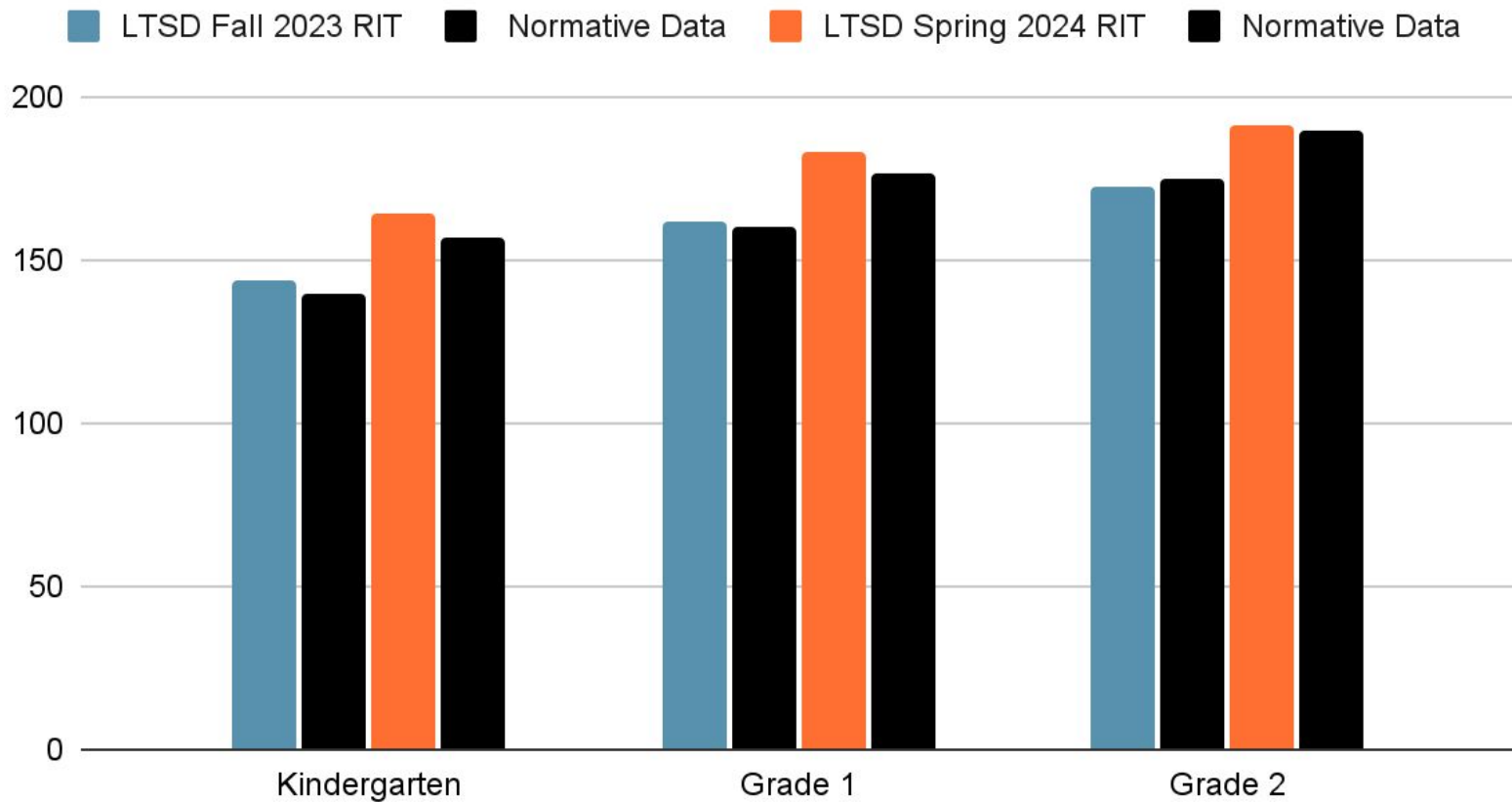


- NWEA Reading, Language Usage, and Math and Science Grades K-8
- IXL Diagnostic Assessments
- Phonological Assessments (SIPPS and Spelling Inventories)
- Concepts About Print (CAP)
- Student Portfolios (cumulative)
- Performance Based Writing Assessments
- enVision Diagnostic Tools, Placement Tests, Benchmark Assessments
- ReadyGen Computer-Based Performance and End of Unit Assessments
- Standards-Aligned, NJSLA-Like Teacher-Developed Assessments

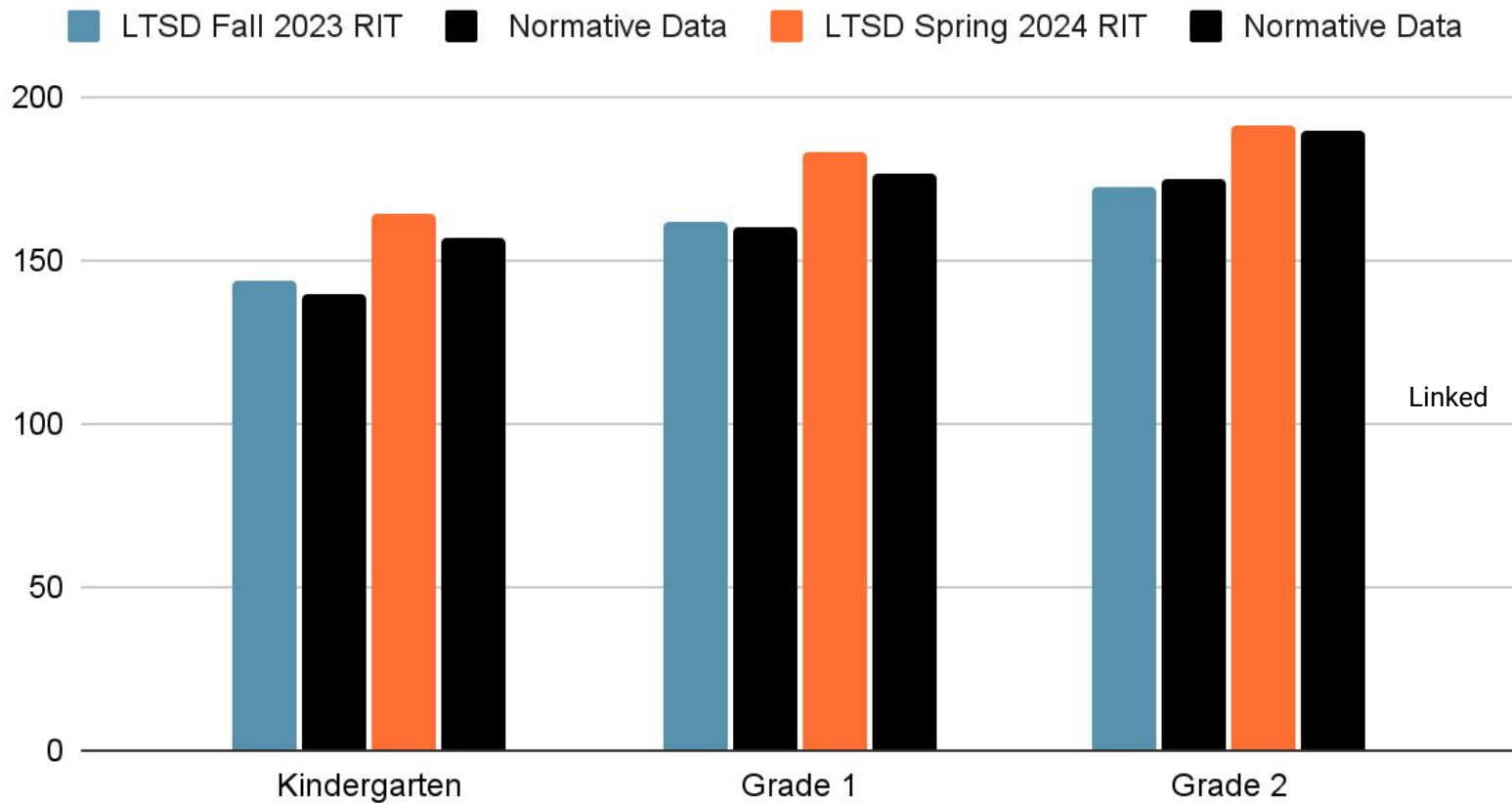
NWEA ~ Measures of Academic Progress (MAP)

- MAPs are administered to all students in Grades K-8 three times a year.
- MAPs create a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual.
- MAPs enable teachers to quickly and reliably assess every student's learning and growth to determine whether a student is ON, ABOVE, or BELOW grade level.
- MAPs provide essential information about what each student knows and is ready to learn on state and college and career readiness standards.

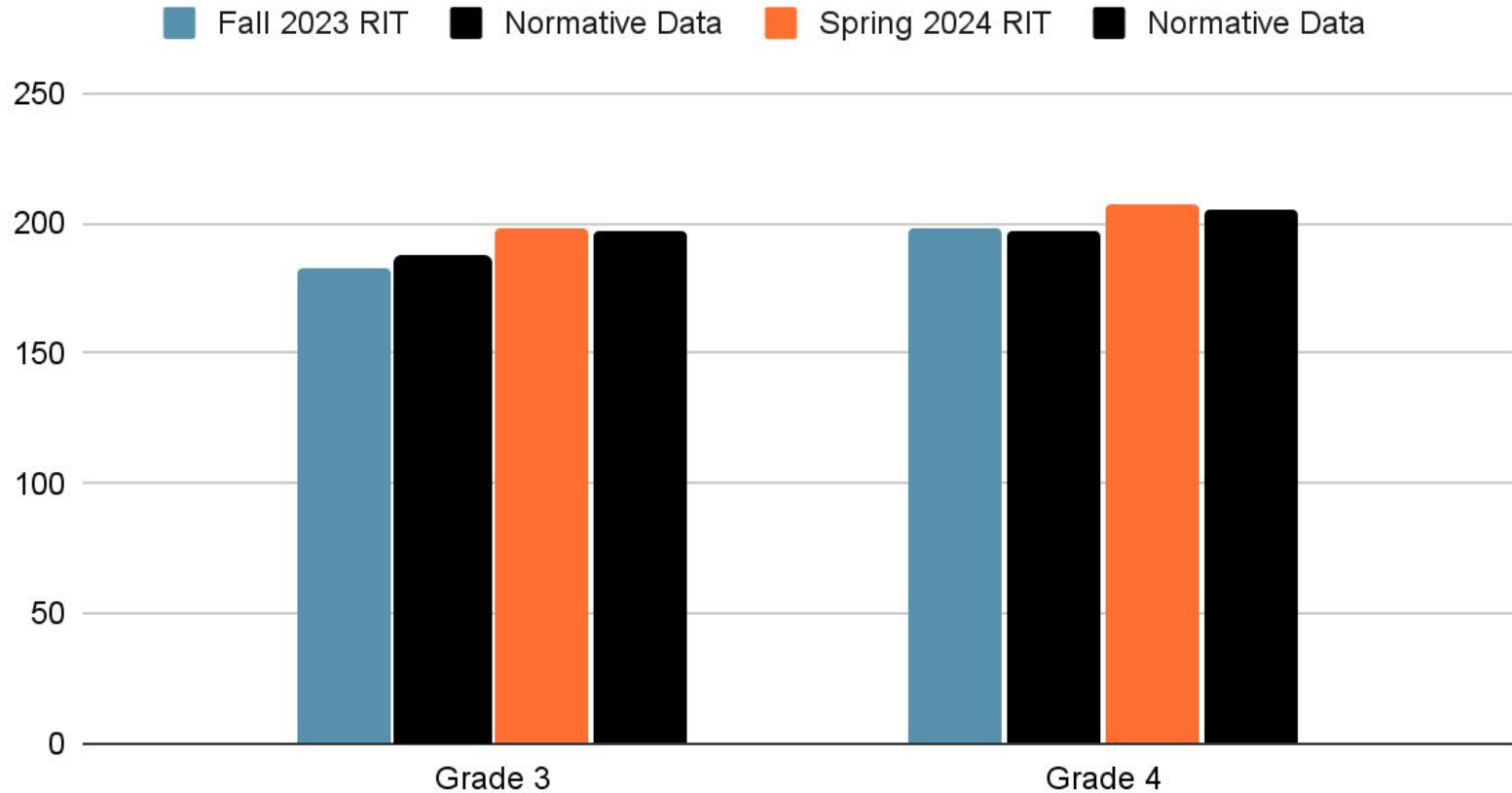
Grades K-2 Math NWEA



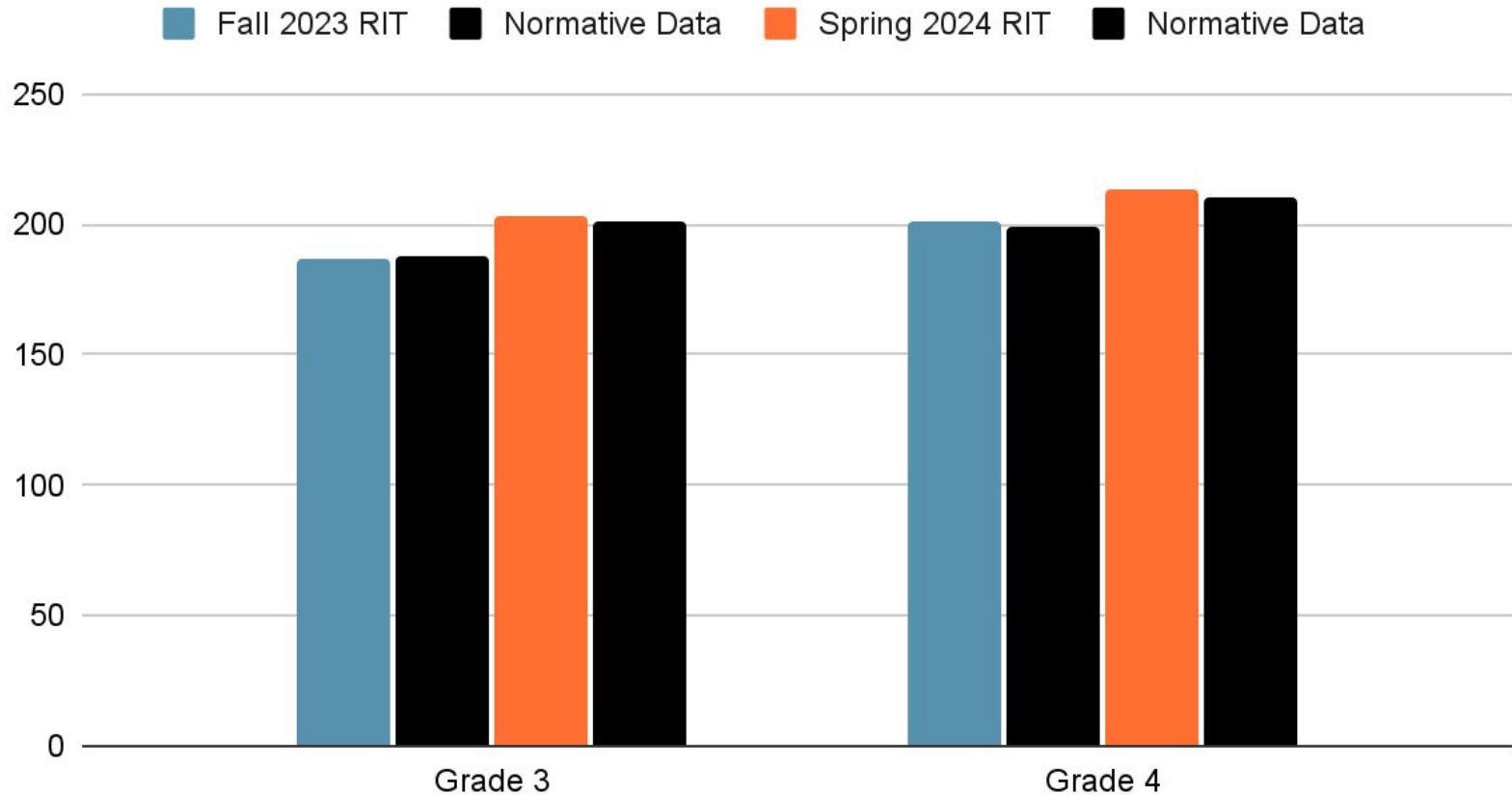
Grades K-2 Math NWEA



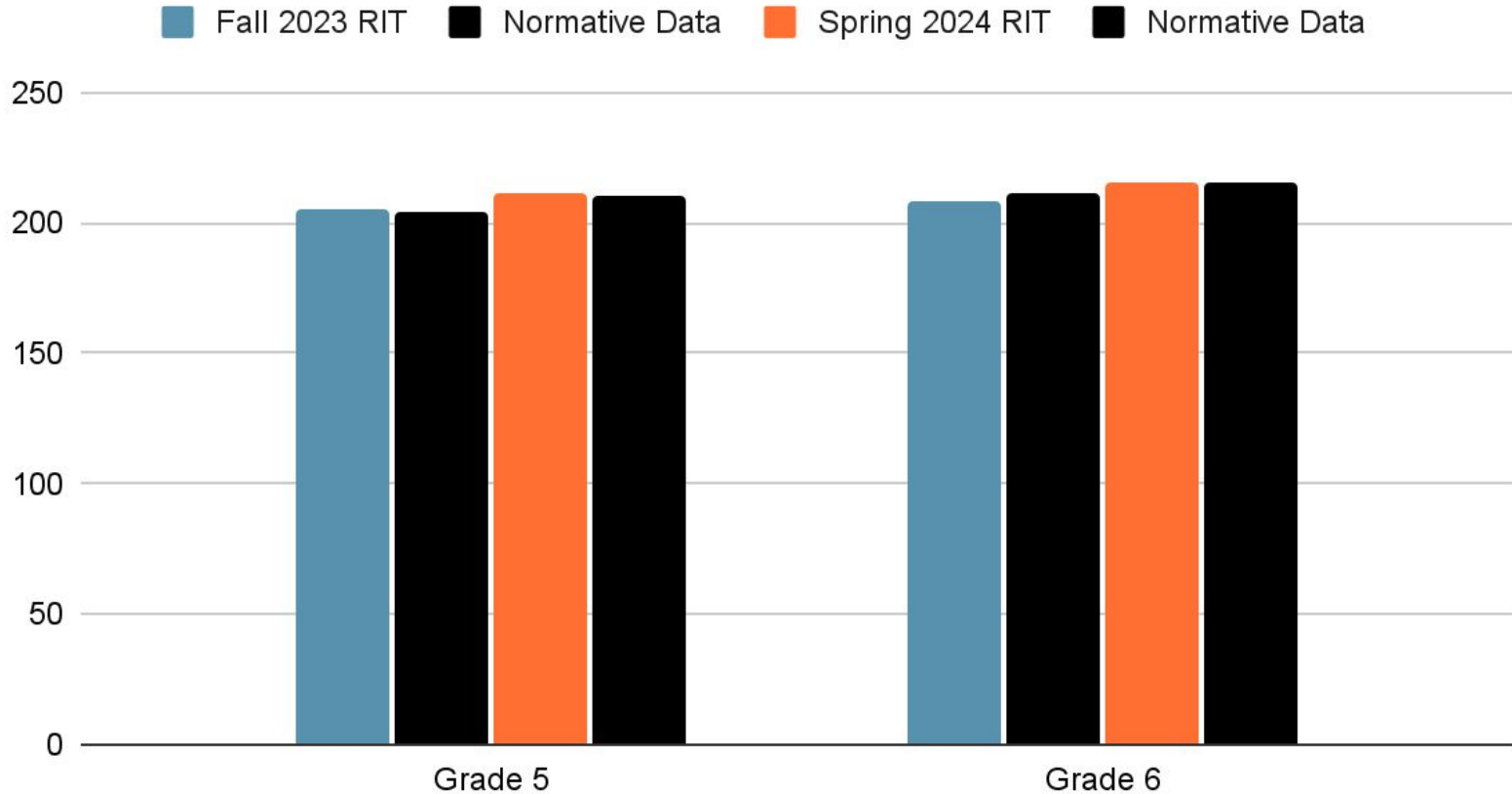
Grades 3-4 NWEA Reading



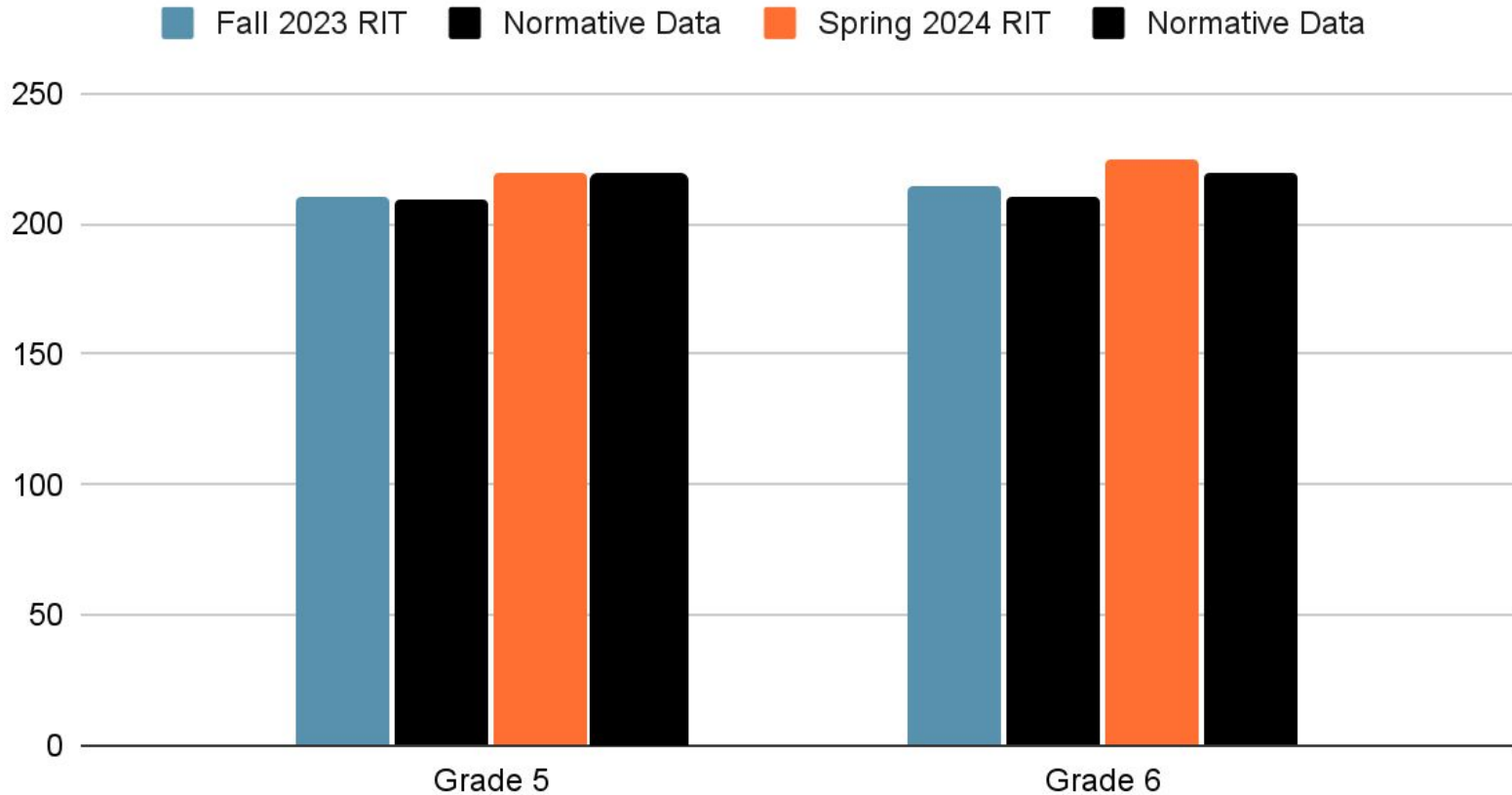
Grades 3-4 NWEA Math



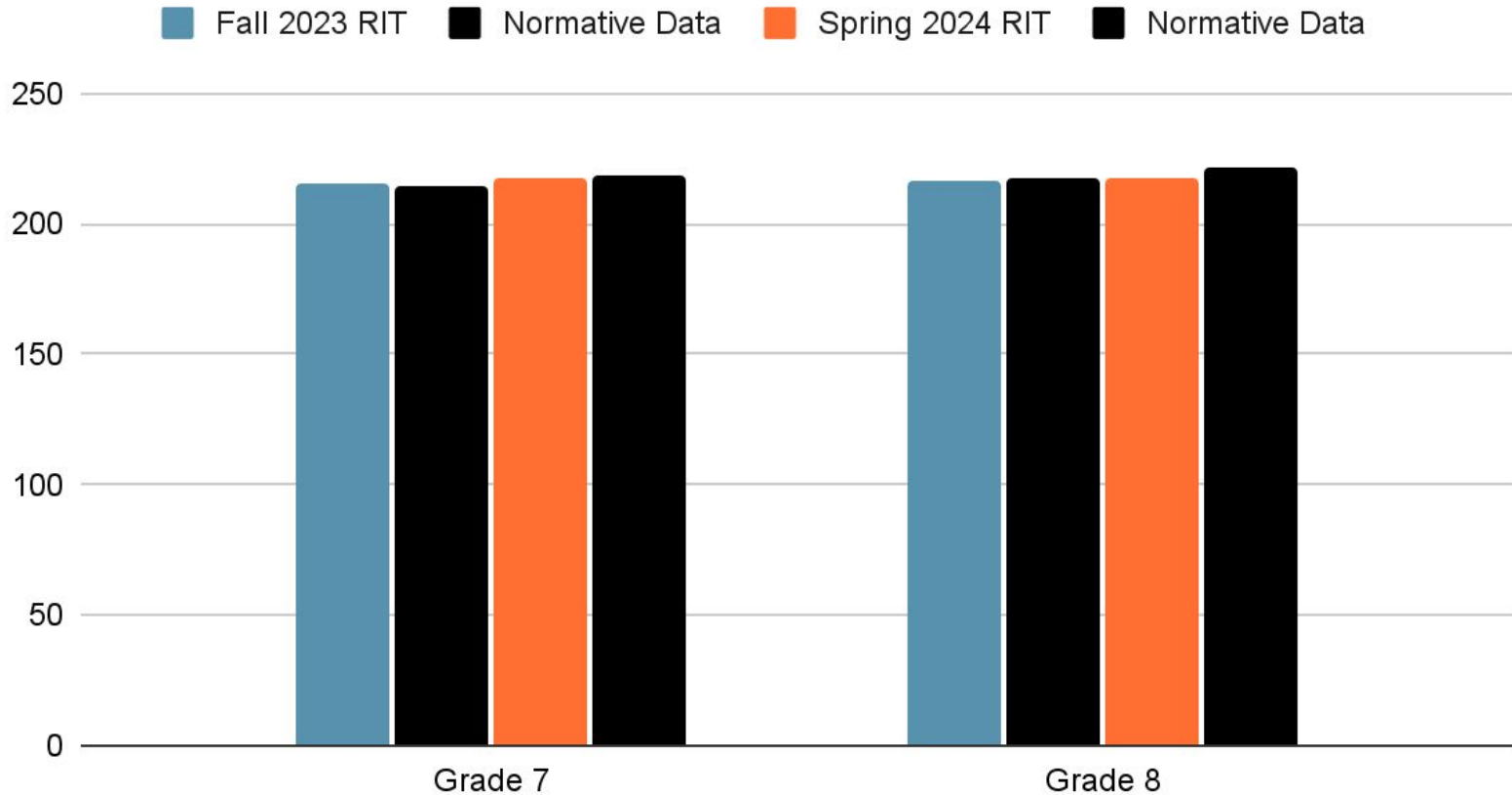
Grade 5-6 NWEA Reading



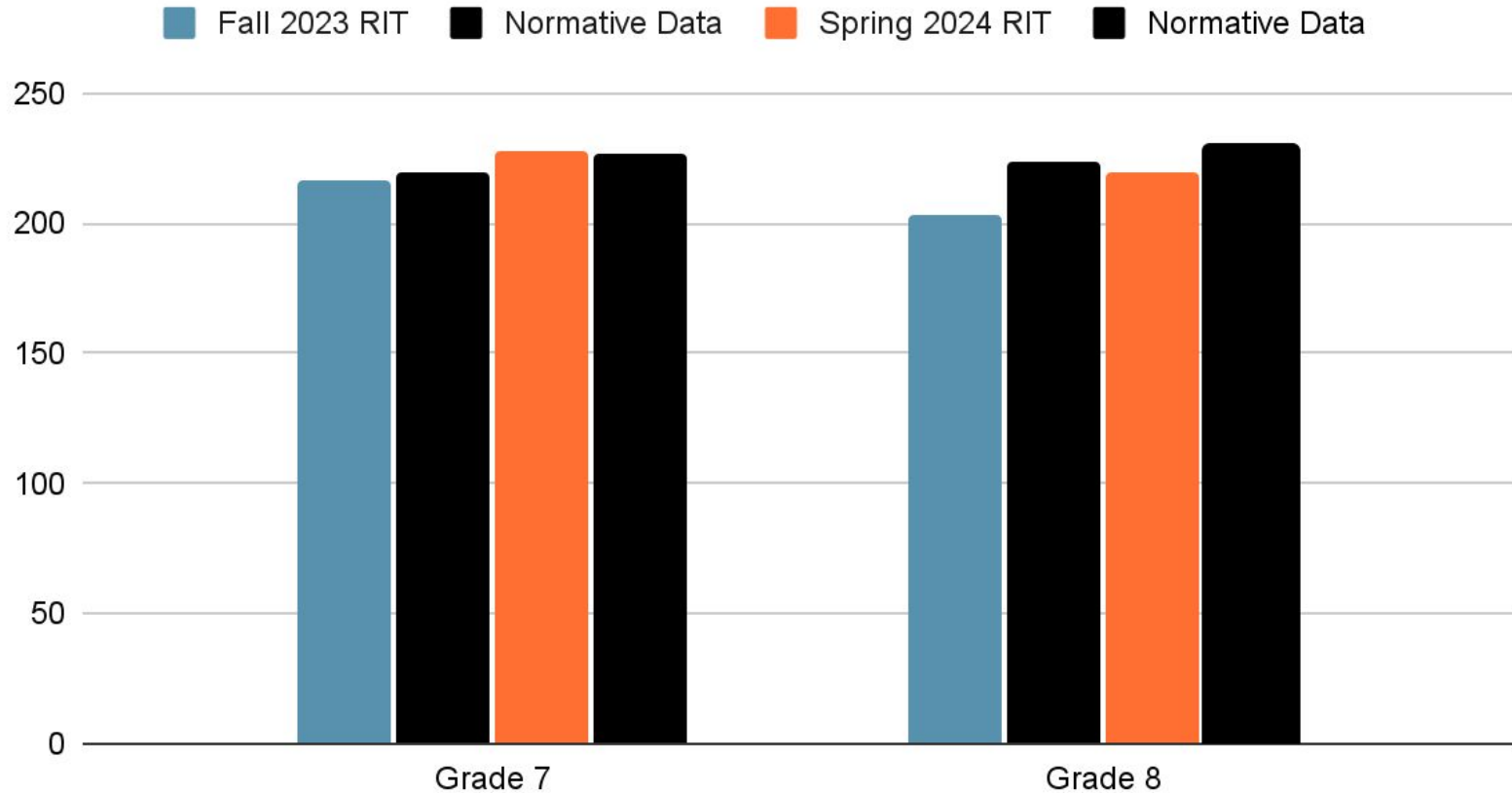
Grades 5-6 NWEA Math



Grade 7-8 NWEA Reading



Grade 7-8 NWEA Math





NJSLA

ELA, Math, Science

NJSLA ELA Scores Grades 3, 4, & 5

	Met or Exceeded Expectations	
	State	District
Grade 3	43.6%	33.3%
Grade 4	50.8%	51.0%
Grade 5	52.2%	40.5%

NJSLA ELA Scores Grades 3, 4, & 5

	Met or Exceeded Expectations		
	Grade 3	Grade 4	Grade 5
Hispanic	22.2%	45.4%	52.0%
IEP students	10 %	27.6%	9.1%
Economic Disadvantage	15.9%	31.9%	28.1%

NJSLA Math Scores Grades 3, 4, & 5

	Met or Exceeded Expectations	
	State	District
Grade 3	47.5%	42.8%
Grade 4	44.9%	48.5%
Grade 5	40.2%	37.3%

NJSLA Math Subgroup Scores Grades 3, 4 & 5

	Met or Exceeded Expectations		
	Grade 3	Grade 4	Grade 5
Hispanic	27.8%	45.5%	45.8%
IEP students	23.5%	26.0%	15.6%
Economic Disadvantage	29.0%	29.7%	25.8%
504			40.0%

K-5 Interventions

- NJ Tiered Systems of Support to provide a framework that helps provide academic, behavioral, and social and emotional support to all students
- Regular small group instruction focused on specific instructional needs
- Daily instruction in Phonics and Phonemic Awareness
- Small group interventions including Orton Gillingham and FastForward
- IXL Program Diagnostics and lesson for targeted student centered instruction
- Infusing NJSLA Digital Released Items in instruction
- Standards based report cards with common assessments to inform instruction and identify student needs.
- Formative Loop math fact fluency programs
- Free Before and After-school tutoring

NJSLA ELA Scores Grades 6, 7, & 8

	Met or Exceeded Expectations	
	State	District
Grade 6	53.2%	42.2%
Grade 7	54.0%	51.5%
Grade 8	52.9%	43.5%

NJSLA ELA Subgroup Scores Grades 6, 7, & 8

	Met or Exceeded Expectations		
	Grade 6	Grade 7	Grade 8
Hispanic	32.1%	45.9%	37.5%
IEP students	16.7%	18.9%	44.0%
Economic Disadvantage	33.3%	40.0%	25.0%
504	36.7%	50.0%	42.9%

NJSLA Math Scores Grades 6, 7, & 8

	Met or Exceeded Expectations	
	State	District
Grade 6	36.2%	33.1%
Grade 7	37.5%	32.0%
Grade 8	19.5%	12.6%

NJSLA Math Subgroup Scores Grades 6, 7, & 8

	Met or Exceeded Expectations		
	Grade 6	Grade 7	Grade 8
Hispanic	25.6%	17.9%	12.1%
IEP students	20.6%	22.2%	4.7%
Economic Disadvantage	23.8%	20.3%	10.4%
504		18.5%	

6-8 Interventions - Classroom Strategies

- Small group instruction, student conferencing incorporated in every instructional block
- WIN periods with targeted instruction from interventionists and classroom teachers to provide tiered instruction
- Common planning time for grade level courses
- Infusing NJSLA Digital Released Items in instruction
- IXL - resource to target skills, personalize support for students in all core subject areas
- Enhanced data collection from IXL Realtime Diagnostic and Common Unit Assessments to inform and improve instruction, week-to-week.
- Lesson planning and activity creating that stress rigorous instruction and activities in the classroom
- Instructional/Data Coaches for Math, Science and ELA

NJSLA ELA Grade 9

	Met or Exceeded Expectations	
	State	District
Grade 9	58.0%	52.5%

NJSLA ELA Subgroups Grade 9

	Met or Exceeded Expectations
Hispanic	29.3%
IEP students	3.0%
Economic Disadvantage	17.9%

NJSLA Algebra 1

	Met or Exceeded Expectations	
	State	District
Algebra I	39.5%	40.9%

NJSLA Algebra I

	Met or Exceeded Expectations
Hispanic	35.5%
IEP students	21.4%
Economic Disadvantage	27.7%
504	23.1%

NJSLA Geometry

	Met or Exceeded Expectations	
	State	District
Geometry*	49.0%	36.4%

*Only 9th grade students are reported.

Interventions Grade 9 - Classroom Strategies

- Small group instruction, student conferencing incorporated in every instructional block
- Streamlined BSI instructors to spend more time in fewer classrooms, allowing for more teacher collaboration
- IXL resource to target skills, personalize support for students in ELA and Math
- Enhanced data collection from IXL Realtime Diagnostic and Common Unit Assessments
- Small group instruction, student conferencing incorporated in every instructional block
- Lesson planning and activities that are complex, challenging and increase the rigor of instruction
- Instructional/Data Coaches for all core content areas

NJSLA Science

	Met or Exceeded Expectations	
	State	District
Grade 5*	27.6%	15.9%
Grade 8*	18.8%	12.2%
Grade 11	28.1%	21.3%

*Grade 5 & 8 Science: LTSD outpaced NJ in year-to-year growth

NJSLA Subgroup Scores Science

	Met or Exceeded Expectations		
	Grade 5	Grade 8	Grade 11
Hispanic	20.8%	4.8%	26.5%
IEP students	6.4%	3.9%	6.6%
Economic Disadvantage	9.5%	10.2%	6.5%
504	18.2%	0.0%	14.3%

Interventions - Science

- Review NJSLA released Science items
- Administer NWEA Science in grades 3-8
- Incorporate science items into instruction and assessment
- Increase vertical articulation among grades 6-8 and 9-12 science teachers.
- Revise all unit assessments to ensure they are standards aligned
- Administer common formative assessments
- Track student progress on grade level standards using assessment feedback
- Instructional data coaches in Science 6-12

SAT Mean Scores

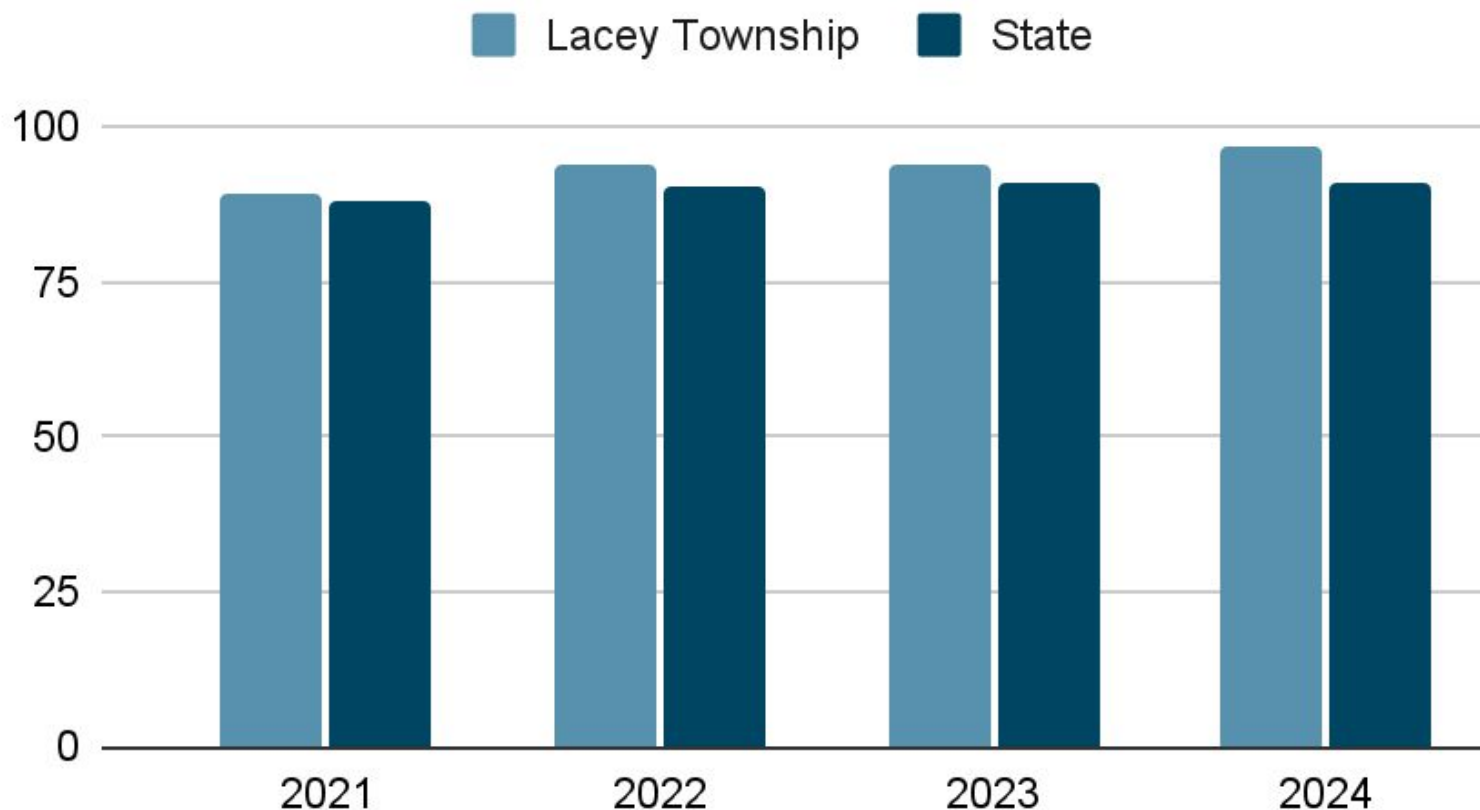
Class of 2024

164 Total Scores	District Mean		State Mean		National Mean
Total Score	1071		1050		1024
ERW (Reading)	543		531		519
Math	528		519		505

Advanced Placement Scores

	Number of total AP Students with Scores of 3+	Percent of total AP Students with scores of 3+	Total Number of Exams
2024	107	53.7	368
2023	101	54.6	316
2022	70	56.0	206
2021	54	45.4	178
2020	85	62.5	239

4 Year Graduation Rate



Post-Graduation Plans

	2021		2022		2023		2024	
Four-Year College	146	53%	133	43%	143	46%	137	46%
Two-Year College	44	16%	78	25%	96	31%	75	25%
Trade-Technical	7	3%	42	13%	9	3%	36	12%
Military	11	4%	19	6%	10	3%	15	5%
Workforce	68	25%	58	13%	53	17%	36	12%

LTHS College Academy and College Credit

- 28 LTHS students earned their Associate's Degree at Ocean County College.
- LTHS celebrated 161+ total College Academy graduates in May 2024.
- 100+ students received college credit via dual enrollment OCC courses.
- 16 students excelled in AP classes and purchased 29 courses (97 credits) through the Fairleigh Dickinson University's Early College Program.

Summer Academic Enrichment Programs (ESSER Funded)

- Academic Enrichment Academy
- STEM Classes
- Bridge to Algebra Program
- Summer Music Programs
- Extended School Year (locally funded)

Dynamic Learning Maps

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.

DLM tests approximately 1% of special education students, both within the district and those placed out of district. Students are tested in math and language arts in grades 3-11, and in science in grades 5, 8, and 11.

Teachers complete a Personal Needs Profile for each student to determine what accessibility features should be provided for the student. The teacher also completes a First Contact Survey, which collects information about the learner characteristics, including communication, academic skills and attention. This survey will determine the recommended linkage levels for each DLM testlet.

DLM Achievement Levels

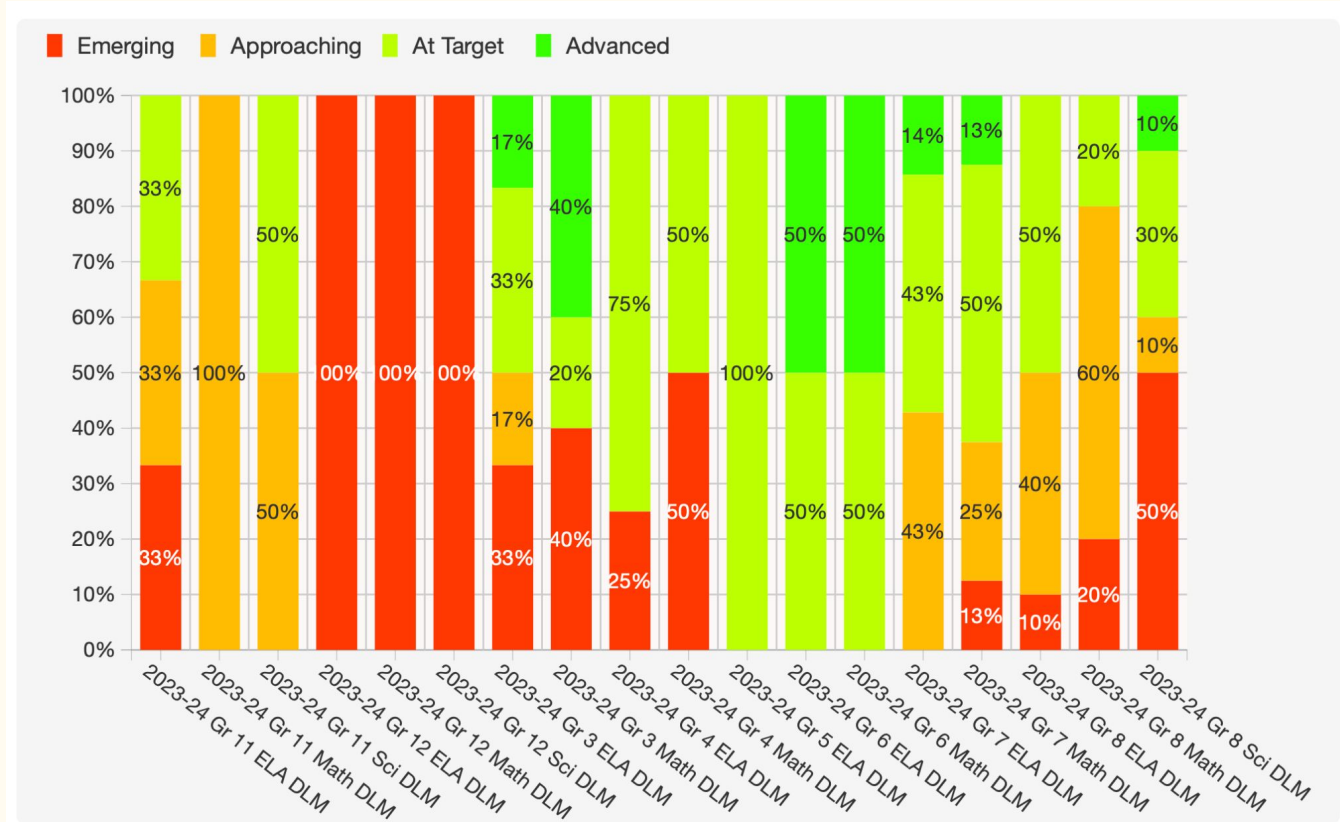
The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching** the target.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

The student demonstrates **advanced understanding** of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

DLM District Score Summary



Thank you!

This presentation will be
available on our website
at laceyschools.org