



Carteret Public School District Start Strong Testing Presentation

December 15, 2021

Rosa Diaz, Superintendent

Dr. Melissa Jones, Assistant Superintendent

2021-2022 Administrative Team

Mr. Hector Berrios, Business Administrator
Mrs. Carmela Collazo, Assistant Business Administrator
Mrs. Josephine Wilson, Director of Curriculum & Instruction
Mr. Christian Zimmer, Director of Data, Evaluation, and Assessment
Mr. Sean Powers, Director of STEM
Mrs. Sue Cherney, Director of Special Services
Mrs. Michelle Jonte, Director of ESL, Bilingual, WL
Mrs. Sweety Patel, Director of Guidance
Mrs. Grace Cunha, Director of Athletics, Supervisor PE/Health

Carteret High School

Dr. Karen Jones, Acting Principal
**Ms. Michele Sabrey, Assistant
Principal**
Mr. Angel Cora, Assistant Principal

Carteret Middle School

Mrs. Tara Romero, Principal
Mr. Chris Tullo, Assistant Principal
Mr. Jihad Jubran, Assistant Principal

Elementary Schools

Mrs. Cheryl Bolinger, Principal
Ms. Erika Barrett, Principal
Ms. Mayling Cardenas, Principal
Mr. David Salvatore, Principal
**Ms. Christina Rozanski, Assistant
Principal**
Ms. Merita Euell, Assistant Principal

Graduation Requirements Class of 2022-2025

The New Jersey Department of Education (NJDOE) updated the high school graduation assessment requirements in both English language arts (ELA) and mathematics for the classes of 2022 through 2025, pursuant to an amended Consent Order issued by the Appellate Division of the Superior Court of New Jersey

- Students in the class of 2022 will be required to pass an assessment using multiple pathways.
- Students in the classes of 2023-2025 will be required to pass a new HS 11th grade proficiency assessment (NJGPA).
- Graduation requirements can be found here:
<https://www.state.nj.us/education/assessment/docs/GradReq.pdf>

2021 Start Strong Results



2021 Start Strong

Start Strong Fall 2021 assessments:

- Produced information to be used as a standards-based complement to the resources used by educators in their classrooms to evaluate the needs of students.
- Were administered quickly, in person, and provided immediate results.
- As determined by the U.S. Department of Education, the administration of Start Strong satisfied federal statewide assessment requirements to administer general assessments in English language arts, mathematics, and science only for the 2020–2021 school year. The spring NJSLA schedule will resume for the 2021–2022 school year.

Start Strong Fall 2021 assessments do not:

- Replace local standards-based benchmark assessments districts may already have in place.
- Replace the spring 2022 New Jersey Student Learning Assessments (NJSLA) statewide summative assessments or are predictive of their results

2021 Start Strong

- Based on a subset of prioritized prior-year academic standards to provide a data point on the level of support a student may need to engage in grade-level content.
 - Example: Grade 5 ELA Start Strong assessment is aligned to a subset of the NJSLs for Grade 4 ELA.
 - Example: Algebra I Start Strong assessment is aligned to Grade 8 learning standards relevant to algebraic concepts.
- Used released high-quality items from the NJSLA item bank
- Contained efficient question types to produce on-demand results for educators
- Could be administered in 45–60 minutes

Note: The test design, which allowed for shortened testing time and immediate results, means that Start Strong results must be interpreted and used differently than NJSLA results. They do not cover the breadth and depth of standards as seen on the NJSLA and do not support the same comparisons or inferences about student proficiency.

Content Area	Grade/Course in SY 2021 - 2022	Content of the Assessment
English Language Arts (ELA)	<ul style="list-style-type: none">•Grade 4•Grade 5•Grade 6•Grade 7•Grade 8•Grade 9•Grade 10	<ul style="list-style-type: none">•Grade 3•Grade 4•Grade 5•Grade 6•Grade 7•Grade 8•Grade 9
Mathematics	<ul style="list-style-type: none">•Grade 4•Grade 5•Grade 6•Grade 7•Grade 8•Algebra 1•Geometry•Algebra 2	<ul style="list-style-type: none">•Grade 3•Grade 4•Grade 5•Grade 6•Grade 7•Grade 8*•Grade 8*•Algebra 1
Science	<ul style="list-style-type: none">•Grade 6•Grade 9•Grade 12	<ul style="list-style-type: none">•Grades 3–5•Grades 6–8•Grades 9–11

Number of Students Tested Start Strong Fall 2021 Administrations

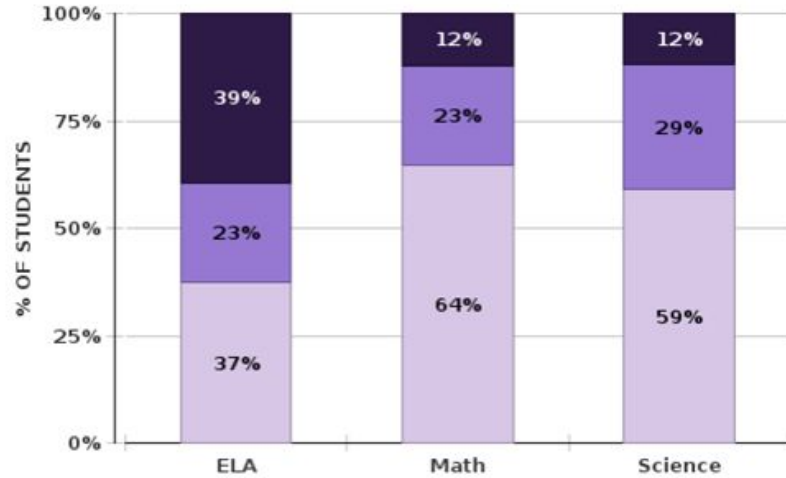
English Language Arts	Students Tested	Math	Students Tested	Science	Students Tested
ELA04	265	MAT04	273		
ELA05	259	MAT05	261		
ELA06	257	MAT06	261	SC06	260
ELA07	292	MAT07	260		
ELA08	315	MAT08	241		
ELA09	227	Algebra I	298 (CHS 218 & CMS 80)	SC09	225
ELA10	213	Geometry	239 (CHS 209 & CMS 30)		
		Algebra II	230	SC12	266
Total	1,828	Total	2,063	Total	751



Start Strong Performance Levels










- ◎ Strong Support May Be Needed (1)
- ◎ Some Support May Be Needed (2)
- ◎ Less Support May Be Needed (3)

Start Strong Overall Support Level (District)



Strong Support May Be Needed Some Support May Be Needed
Less Support May Be Needed


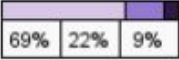
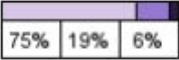
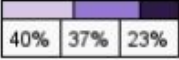
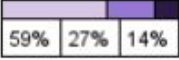
Start Strong Overall Support Level (District)

Organization Name	Subject	Strong Support May Be Needed	Some Support May Be Needed	Less Support May Be Needed
CARTERET PUBLIC SCHOOL DISTRICT (230750)	ELA	681  37%	425  23%	722  39%
CARTERET PUBLIC SCHOOL DISTRICT (230750)	Math	1,324  64%	482  23%	257  12%
CARTERET PUBLIC SCHOOL DISTRICT (230750)	Science	446  59%	218  29%	87  12%

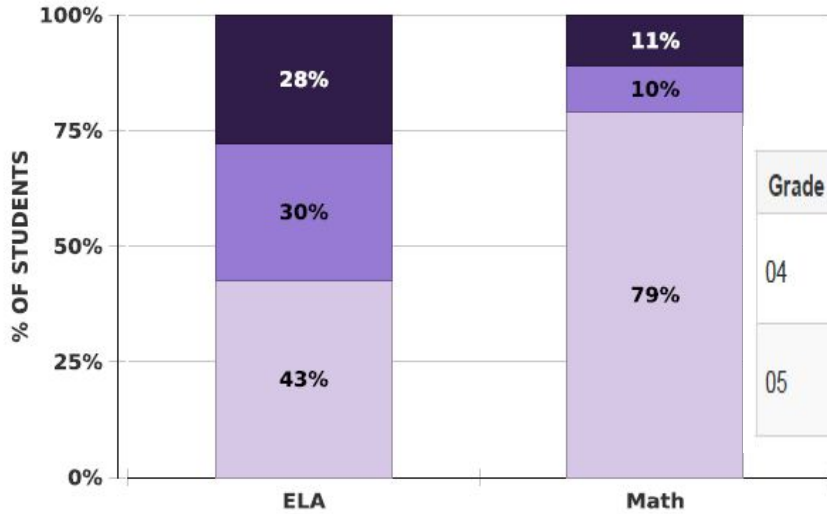
Start Strong Overall Support Level (District)

Grade	ELA			Math			Science		
04	50%	26%	25%	69%	17%	14%			
05	32%	30%	38%	71%	15%	14%			
06	41%	24%	35%	72%	17%	11%	51%	31%	18%
07	34%	29%	37%	62%	28%	9%			
08	37%	20%	42%	59%	30%	10%			
09	41%	15%	44%				57%	35%	8%

Start Strong Overall Support Level (District)

Grade	ELA	Math	Science			
10	 <table border="1"> <tr> <td>24%</td> <td>16%</td> <td>59%</td> </tr> </table>	24%	16%	59%		
24%	16%	59%				
12			 <table border="1"> <tr> <td>69%</td> <td>22%</td> <td>9%</td> </tr> </table>	69%	22%	9%
69%	22%	9%				
A1		 <table border="1"> <tr> <td>75%</td> <td>19%</td> <td>6%</td> </tr> </table>	75%	19%	6%	
75%	19%	6%				
A2		 <table border="1"> <tr> <td>40%</td> <td>37%</td> <td>23%</td> </tr> </table>	40%	37%	23%	
40%	37%	23%				
G1		 <table border="1"> <tr> <td>59%</td> <td>27%</td> <td>14%</td> </tr> </table>	59%	27%	14%	
59%	27%	14%				

Start Strong Columbus School

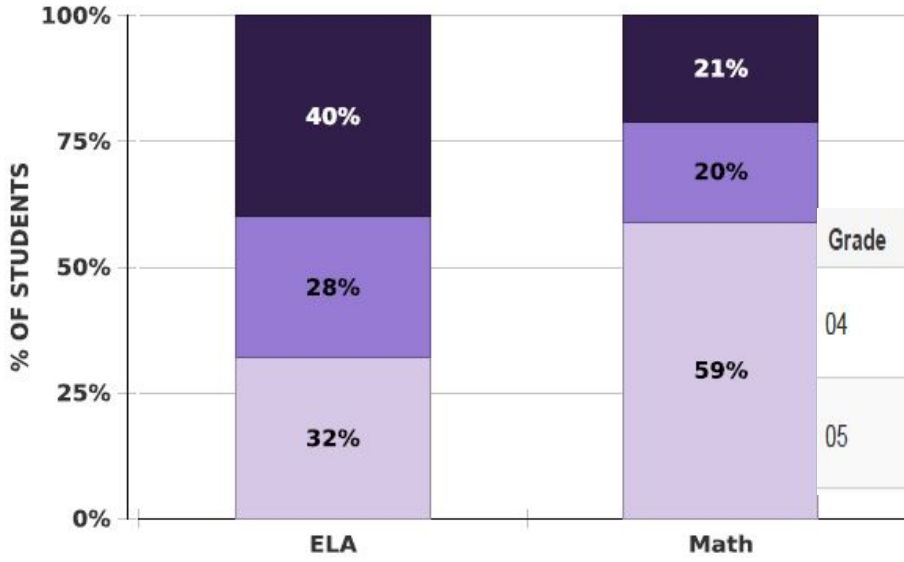
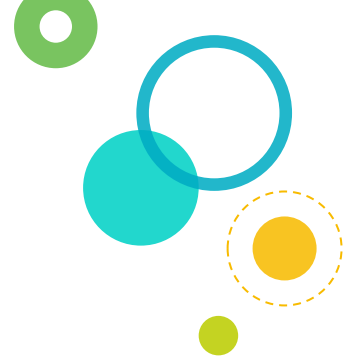


Grade	ELA			Math		
04	49%	29%	23%	76%	13%	11%
05	36%	31%	34%	82%	7%	11%

Strong Support May Be Needed
 Some Support May Be Needed
 Less Support May Be Needed



Start Strong Minue School



Grade	ELA			Math		
04	44%	27%	29%	60%	19%	20%
05	21%	29%	51%	58%	20%	21%

Strong Support May Be Needed
 Some Support May Be Needed
 Less Support May Be Needed

Start Strong Nathan Hale School



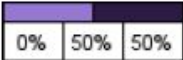

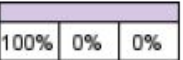
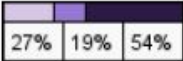
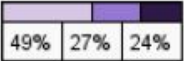
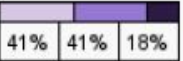
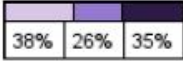
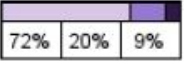
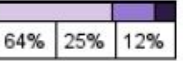
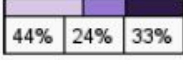
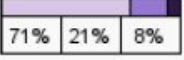
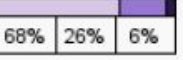
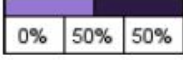
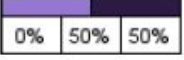
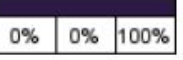
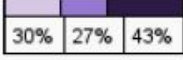
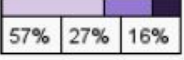
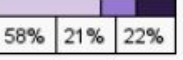
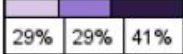
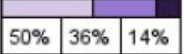
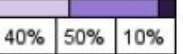
Grade	ELA			Math		
04	61%	19%	20%	70%	19%	11%
05	42%	31%	27%	74%	18%	8%



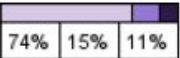
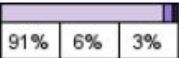
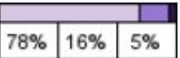
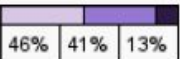
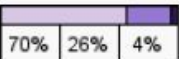
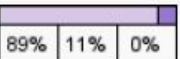
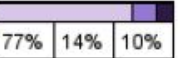
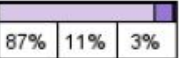
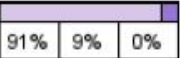
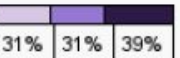
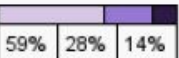
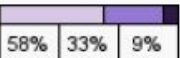
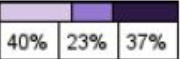
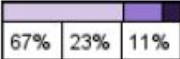
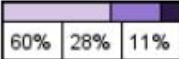
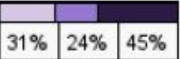
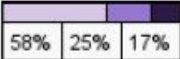
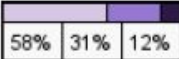
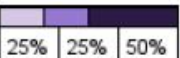
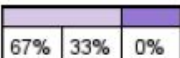
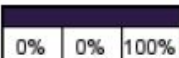
Start Strong Demographic Support Levels (District)

Gender	ELA	Math	Science									
Female	<table border="1"><tr><td>32%</td><td>22%</td><td>46%</td></tr></table>	32%	22%	46%	<table border="1"><tr><td>64%</td><td>23%</td><td>12%</td></tr></table>	64%	23%	12%	<table border="1"><tr><td>62%</td><td>28%</td><td>10%</td></tr></table>	62%	28%	10%
32%	22%	46%										
64%	23%	12%										
62%	28%	10%										
Male	<table border="1"><tr><td>42%</td><td>24%</td><td>33%</td></tr></table>	42%	24%	33%	<table border="1"><tr><td>64%</td><td>23%</td><td>13%</td></tr></table>	64%	23%	13%	<table border="1"><tr><td>57%</td><td>30%</td><td>13%</td></tr></table>	57%	30%	13%
42%	24%	33%										
64%	23%	13%										
57%	30%	13%										

Start Strong Demographic Support Levels (District)

Ethnicity	ELA	Math	Science
American Indian / Alaska Native	 0% 50% 50%	 0% 100% 0%	 100% 0% 0%
Asian	 27% 19% 54%	 49% 27% 24%	 41% 41% 18%
Black / African American	 38% 26% 35%	 72% 20% 9%	 64% 25% 12%
Hispanic or Latino	 44% 24% 33%	 71% 21% 8%	 68% 26% 6%
Native Hawaiian / Other Pacific Islander	 0% 50% 50%	 0% 50% 50%	 0% 0% 100%
White	 30% 27% 43%	 57% 27% 16%	 58% 21% 22%
Two or More Races	 29% 29% 41%	 50% 36% 14%	 40% 50% 10%

Start Strong Demographic Support Levels (District)

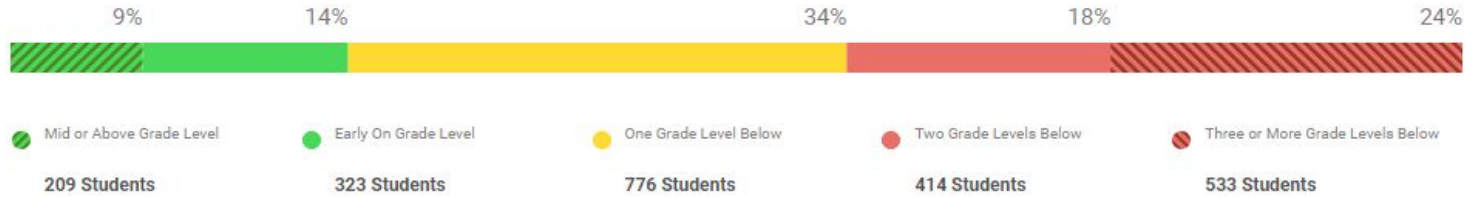
Students with Disabilities	ELA	Math	Science
IEP	 74% 15% 11%	 91% 6% 3%	 78% 16% 5%
504	 46% 41% 13%	 70% 26% 4%	 89% 11% 0%
English Language Learner	ELA	Math	Science
Current EL	 77% 14% 10%	 87% 11% 3%	 91% 9% 0%
Former EL	 31% 31% 39%	 59% 28% 14%	 58% 33% 9%
Other Demographics	ELA	Math	Science
Economically Disadvantaged	 40% 23% 37%	 67% 23% 11%	 60% 28% 11%
Non-Economically Disadvantaged	 31% 24% 45%	 58% 25% 17%	 58% 31% 12%
Homeless	 25% 25% 50%	 67% 33% 0%	 0% 0% 100%

i-Ready Data

Overall Placement

Students Assessed/Total: 2,255/2,555

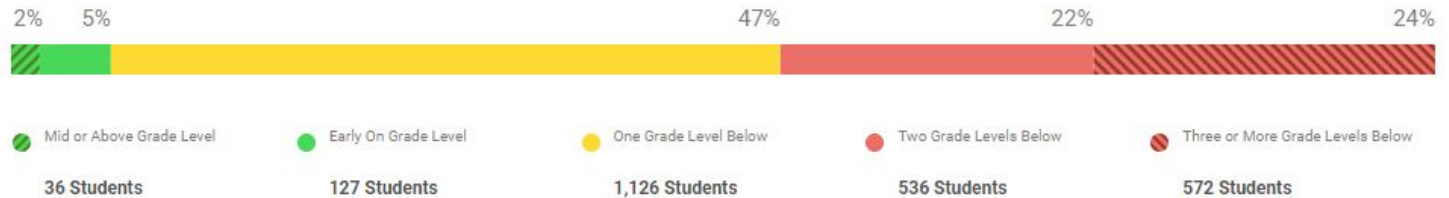
Reading



Overall Placement

Students Assessed/Total: 2,397/2,555

Math



Next steps/Interventions for the district



Math

- All 5 schools have a schoolwide math goal
- Learning Acceleration Teachers K-8 will shift to focus on targeted, small group math instruction
- Math PD for staff K-12
- Implementation of Rocket Math for fact fluency K-5
- Fact Fluency Fridays will begin in January
- Math pacing guides are being adjusted and power standards are being highlighted
 - District-level curriculum planning and revisiting prerequisite concepts and skills
- Addition of targeted math tutoring at CMS
- Administrative focus on math instruction

ELA



District data decision making goal

Continuing professional development K-8 on workshop model

Increased books in classroom libraries

OG training for Learning Acceleration Teachers

OG training for additional staff

HS English PD

PD on engaging students at CHS

Science



Vertical and horizontal articulation



Realignment of 5th grade science



Hands on science activities



Updated curriculum



Implementation of PBL's with Defined Learning



Implementation of nonfiction literature in content classes
utilizing Newsela

Any questions?



Thank You!