2022-23 NJSLA Summary Results

District: Roseland

Date: October 2023

To protect student privacy, data for cohorts with fewer than ten students are excluded from this report.

New Jersey Student Learning Assessment for English Language Arts (NJSLA-ELA), Mathematics (NJSLA-M), and Science (NJSLA-S)

- Participation is required by federal and state law for all students in grades 3-8 and high school to ensure they have access to a high-quality education.
- Measures how well students meet the New Jersey Student Learning Standards (NJSLS).
- Identifies areas of curricular strength along with opportunities for improvement in each of the tested content areas.
- Students took the NJSLA-English Language Arts in grades 3 – 6.
- Students took the NJSLA-Math in grades 3 – 6.
- Students in grades 5 took the NJSLA-Science.

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Section 1
District Analysis

ROSELAND

Comparison of Student Tested in Spring 2022 and 2023 NJSLA

ELA/Language Arts

Grade	2022	2023	Difference
3	98%	97%	-1%
4	97%	96%	-1%
5	100%	97%	-3%
6	100%	98%	-2%

Mathematics

Grade	2022	2023	Difference
3	98%	97%	-1%
4	98%	97%	-1%
5	100%	97%	-3%
6	100%	99%	-1%

Science

Grade	2022	2023	Difference
5	100%	100%	0%

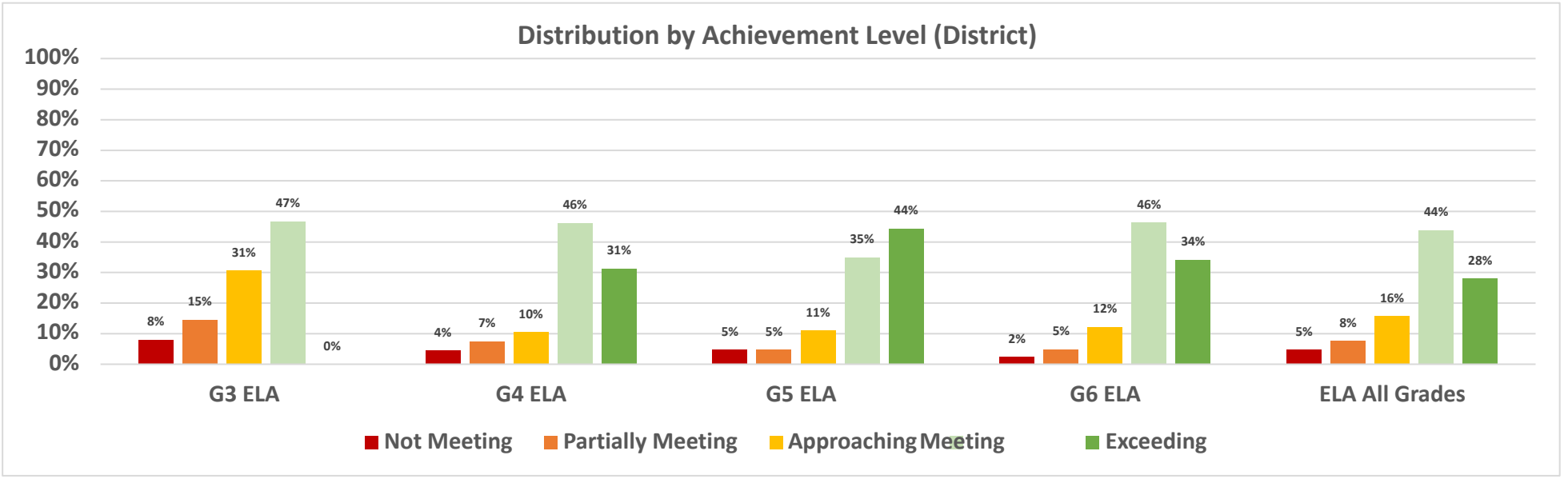
ROSELAND

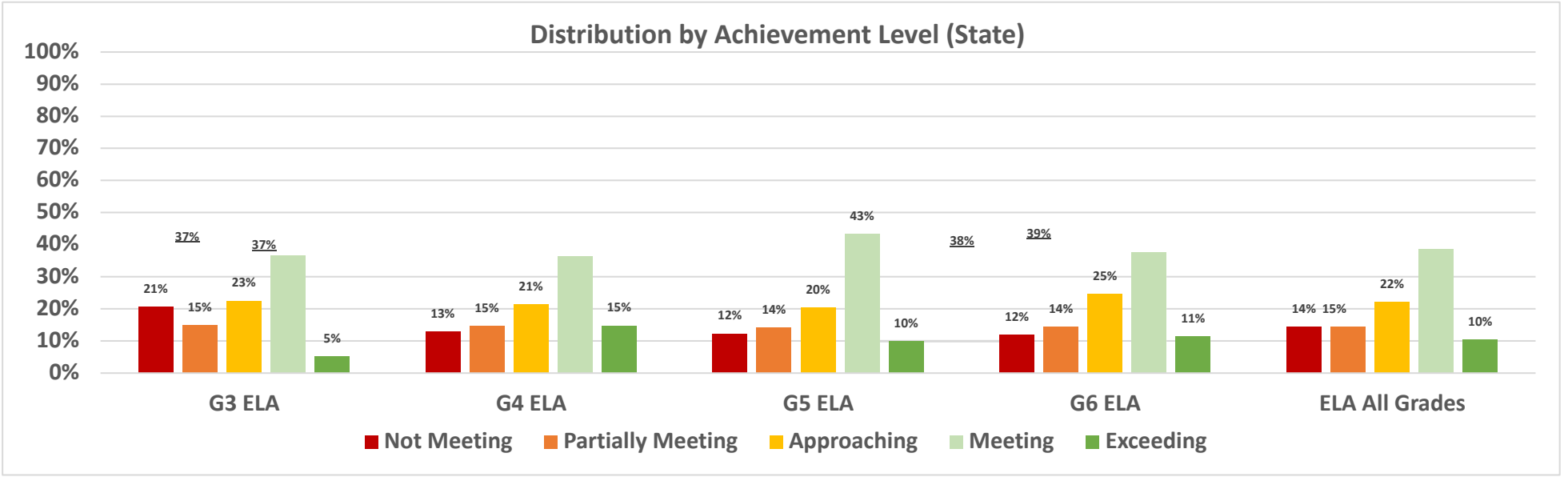
2022-23 Spring NJSLA

ELA/Language Arts

Grade	Total Tested in District	Achievement Levels									
		% Not Meeting Expectations (Level 1)		% Partially Meeting Expectations (Level 2)		% Approaching Expectations (Level 3)		% Meeting Expectations (Level 4)		% Exceeding Expectations (Level 5)	
		District	State	District	State	District	State	District	State	District	State
3	62	8%	21%	15%	15%	31%	23%	47%	37%	0%	5%
4	67	4%	13%	7%	15%	10%	21%	46%	37%	31%	15%
5	63	5%	12%	5%	14%	11%	20%	35%	43%	44%	10%
6	82	2%	12%	5%	14%	12%	25%	46%	38%	34%	11%
All Grades	274	5%	14%	8%	15%	16%	22%	44%	39%	28%	10%

ROSELAND
2022-23 Spring NJSLA
ELA/Language Arts





ELA Achievement and Growth

Same grade, different students

	# of results	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	*Yr-Yr*	District	*Yr-Yr*
2018-19 G3 ELA	65	6%	11%	18%	62%	3%	**65%**		**17%**	
2021-22 G3 ELA	65	9%	12%	20%	52%	6%	**58%**	*-6%*	**22%**	*5%*
2022-23 G3 ELA	62	8%	15%	31%	47%	0%	**47%**	*-12%*	**23%**	*1%*
2018-19 G4 ELA	61	3%	5%	10%	36%	46%	**82%**		**8%**	
2021-22 G4 ELA	67	7%	9%	13%	37%	33%	**70%**	*-12%*	**16%**	*8%*
2022-23 G4 ELA	67	4%	7%	10%	46%	31%	**78%**	*7%*	**12%**	*-4%*
2018-19 G5 ELA	66	3%	3%	12%	45%	36%	**82%**		**6%**	
2021-22 G5 ELA	81	4%	10%	14%	43%	30%	**73%**	*-9%*	**14%**	*8%*
2022-23 G5 ELA	61	5%	5%	10%	36%	44%	**80%**	*7%*	**10%**	*-4%*
2018-19 G6 ELA	61	2%	2%	5%	41%	51%	**92%**		**3%**	
2021-22 G6 ELA	72	3%	3%	17%	57%	21%	**78%**	*-14%*	**6%**	*2%*
2022-23 G6 ELA	81	1%	5%	12%	47%	35%	**81%**	*4%*	**6%**	*1%*
2018-19 ELA All Grades	**253**	**4%**	**5%**	**11%**	**46%**	**34%**	**80%**		**9%**	
2021-22 ELA All Grades	**285**	**6%**	**8%**	**16%**	**47%**	**23%**	**70%**	*-10%*	**14%**	*5%*
2022-23 ELA All Grades	**271**	**4%**	**8%**	**15%**	**44%**	**28%**	**72%**	*2%*	**12%**	*-2%*

Student population percentages may not sum to 100% because of rounding.

ELA Cohort Achievement and Growth

Same students, consecutive grades

	n=		Not Meeting		Partially Meeting		Approaching		Meeting		Exceeding		Meeting + Exceeding (Highest Two Levels)					Not Meeting + Partially Meeting (Lowest Two Levels)				
	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Yr-Yr	Non-Cohort	Yr-Yr	Cohort vs. Non-Cohort	Cohort	Yr-Yr	Non-Cohort	Yr-Yr	Cohort vs. Non-Cohort
2021-22 G3 ELA	64	1	9%	0%	13%	0%	20%	0%	53%	0%	5%	100%	58%		100%		-42%	22%		0%		22%
2022-23 G4 ELA	64	3	5%	0%	8%	0%	11%	0%	45%	67%	31%	33%	77%	19%	100%	0%	-23%	13%	-9%	0%	0%	13%
2021-22 G4 ELA	59	8	2%	50%	10%	0%	14%	13%	39%	25%	36%	13%	75%		38%		37%	12%		50%		-38%
2022-23 G5 ELA	59	2	5%	0%	5%	0%	8%	50%	37%	0%	44%	50%	81%	7%	50%	13%	31%	10%	-2%	0%	-50%	10%
2021-22 G5 ELA	78	3	4%	0%	6%	100%	14%	0%	45%	0%	31%	0%	76%		0%		76%	10%		100%		-90%
2022-23 G6 ELA	78	3	1%	0%	5%	0%	13%	0%	45%	100%	36%	0%	81%	5%	100%	100%	-19%	6%	-4%	0%	-100%	6%
2021-22 ELA All Grades	201	12	5%	33%	9%	25%	16%	8%	46%	17%	24%	17%	70%		33%		36%	14%		58%		-44%
2022-23 ELA All Grades	201	8	3%	0%	6%	0%	11%	13%	43%	63%	37%	25%	80%	10%	88%	54%	-8%	9%	-5%	0%	-58%	9%

Students in the Cohort group took both the 2021-22 and 2022-23 tests in the sequence presented.
Students in the Non-Cohort group only took the corresponding year's test.

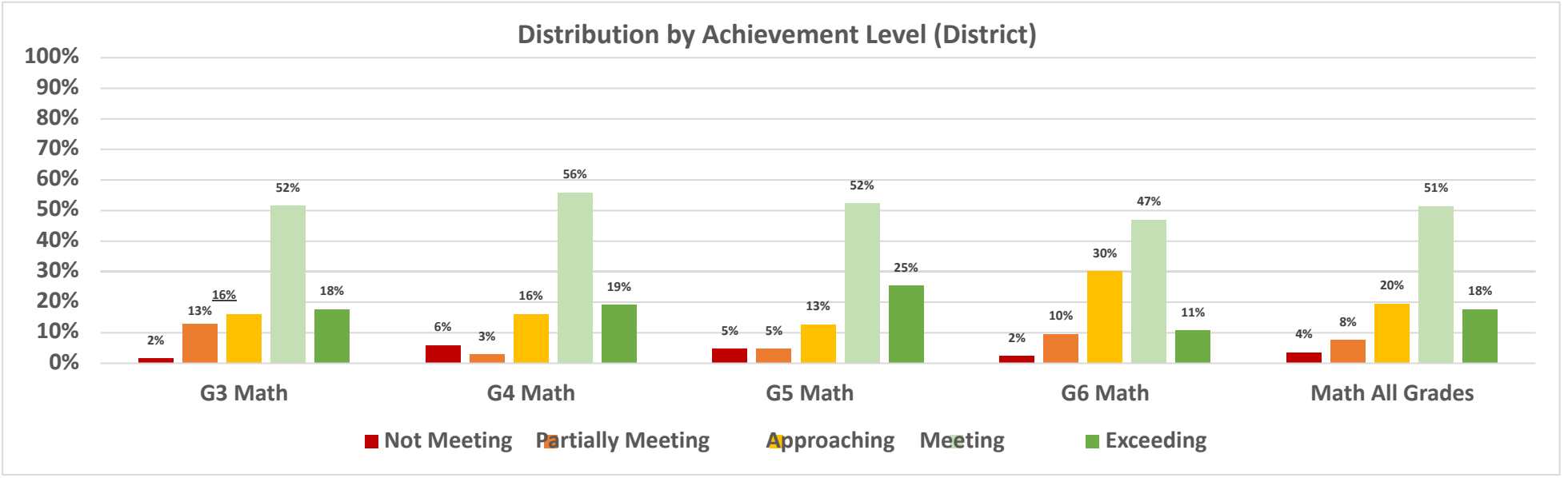
ROSELAND

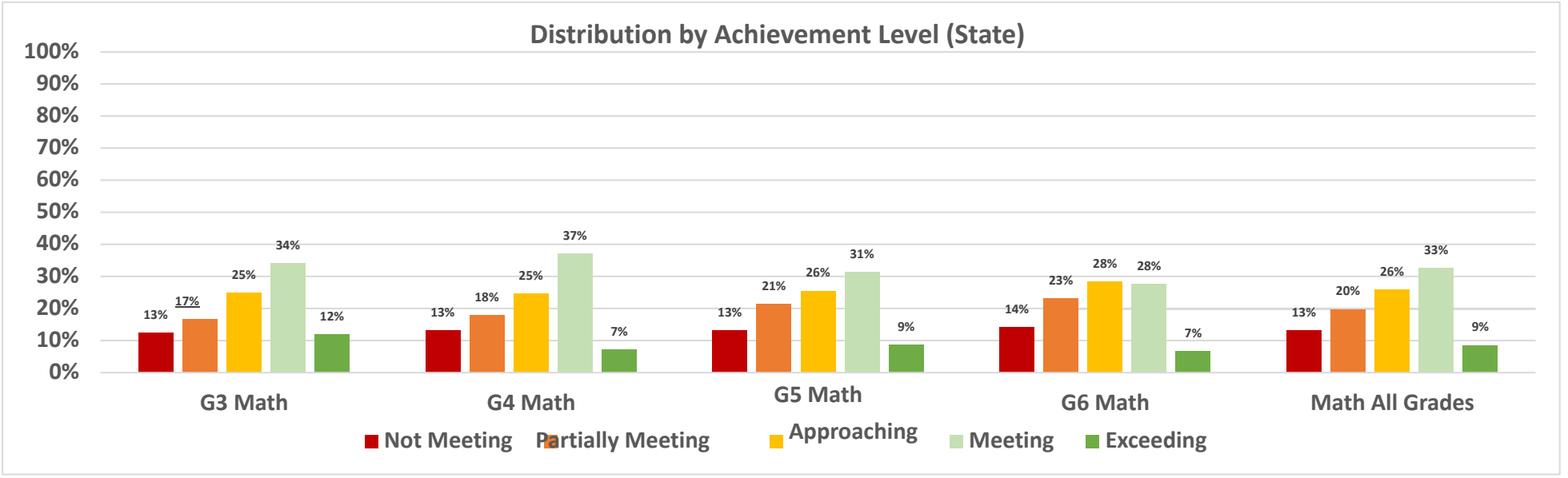
2022-23 Spring NJSLA

Mathematics

Grade	Total Tested in District	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		District	State	District	State	District	State	District	State	District	State
3	62	2%	13%	13%	17%	16%	25%	52%	34%	18%	12%
4	68	6%	13%	3%	18%	16%	25%	56%	37%	19%	7%
5	63	5%	13%	5%	21%	13%	26%	52%	31%	25%	9%
6	83	2%	14%	10%	23%	30%	28%	47%	28%	11%	7%
All Grades	276	4%	13%	8%	20%	20%	26%	51%	33%	18%	9%

ROSELAND
2022-23 Spring NJSLA
Mathematics





Math Achievement and Growth

Same grade, different students

	# of results	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	*Yr-Yr*	District	*Yr-Yr*
2018-19 G3 Math	66	6%	6%	26%	48%	14%	**62%**		**12%**	
2021-22 G3 Math	65	5%	12%	8%	54%	22%	**75%**	*13%*	**17%**	*5%*
2022-23 G3 Math	62	2%	13%	16%	52%	18%	**69%**	*-6%*	**15%**	*-2%*
2018-19 G4 Math	61	2%	7%	16%	52%	23%	**75%**		**8%**	
2021-22 G4 Math	68	7%	10%	12%	57%	13%	**71%**	*-5%*	**18%**	*9%*
2022-23 G4 Math	68	6%	3%	16%	56%	19%	**75%**	*4%*	**9%**	*-9%*
2018-19 G5 Math	66	0%	3%	15%	61%	21%	**82%**		**3%**	
2021-22 G5 Math	81	7%	5%	15%	51%	22%	**73%**	*-9%*	**12%**	*9%*
2022-23 G5 Math	61	3%	5%	13%	52%	26%	**79%**	*6%*	**8%**	*-4%*
2018-19 G6 Math	61	2%	10%	15%	59%	15%	**74%**		**11%**	
2021-22 G6 Math	73	3%	8%	33%	41%	15%	**56%**	*-18%*	**11%**	*-1%*
2022-23 G6 Math	82	1%	10%	30%	48%	11%	**59%**	*2%*	**11%**	*0%*
2018-19 Math All Grades	**254**	**2%**	**6%**	**18%**	**55%**	**18%**	**73%**		**9%**	
2021-22 Math All Grades	**287**	**6%**	**9%**	**17%**	**51%**	**18%**	**69%**	*-5%*	**14%**	*6%*
2022-23 Math All Grades	**273**	**3%**	**8%**	**20%**	**52%**	**18%**	**70%**	*1%*	**11%**	*-4%*

Student population percentages may not sum to 100% because of rounding.

Math Cohort Achievement and Growth

Same students, different grades

	n=		Not Meeting		Partially Meeting		Approaching		Meeting		Exceeding		Meeting + Exceeding (Highest Two Levels)					Not Meeting + Partially Meeting (Lowest Two Levels)				
	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Non-Cohort	Cohort	Yr-Yr	Non-Cohort	Yr-Yr	Cohort vs. Non-Cohort	Cohort	Yr-Yr	Non-Cohort	Yr-Yr	Cohort vs. Non-Cohort
2021-22 G3 Math	64	1	5%	0%	13%	0%	8%	0%	55%	0%	20%	100%	75%		100%		-25%	17%		0%		17%
2022-23 G4 Math	64	4	6%	0%	2%	25%	16%	25%	58%	25%	19%	25%	77%	2%	50%	-50%	27%	8%	-9%	25%	25%	-17%
2021-22 G4 Math	59	9	7%	11%	5%	44%	14%	0%	61%	33%	14%	11%	75%		44%		30%	12%		56%		-44%
2022-23 G5 Math	59	2	3%	0%	5%	0%	14%	0%	53%	50%	25%	50%	78%	3%	100%	56%	-22%	8%	-3%	0%	-56%	8%
2021-22 G5 Math	78	3	4%	100%	5%	0%	15%	0%	53%	0%	23%	0%	76%		0%		76%	9%		100%		-91%
2022-23 G6 Math	78	4	1%	0%	10%	0%	29%	50%	47%	50%	12%	0%	59%	-17%	50%	50%	9%	12%	3%	0%	-100%	12%
2021-22 Math All Grades	**201**	**13**	**5%**	**31%**	**7%**	**31%**	**12%**	**0%**	**56%**	**23%**	**19%**	**15%**	**75%**		**38%**		**37%**	**12%**		**62%**		**-49%**
2022-23 Math All Grades	**201**	**10**	**3%**	**0%**	**6%**	**10%**	**20%**	**30%**	**52%**	**40%**	**18%**	**20%**	**70%**	**-5%**	**60%**	**22%**	**10%**	**9%**	**-3%**	**10%**	**-52%**	**-1%**

Students in the Cohort group took both the 2021-22 and 2022-23 tests in the sequence presented.
Students in the Non-Cohort group only took the corresponding year's test.

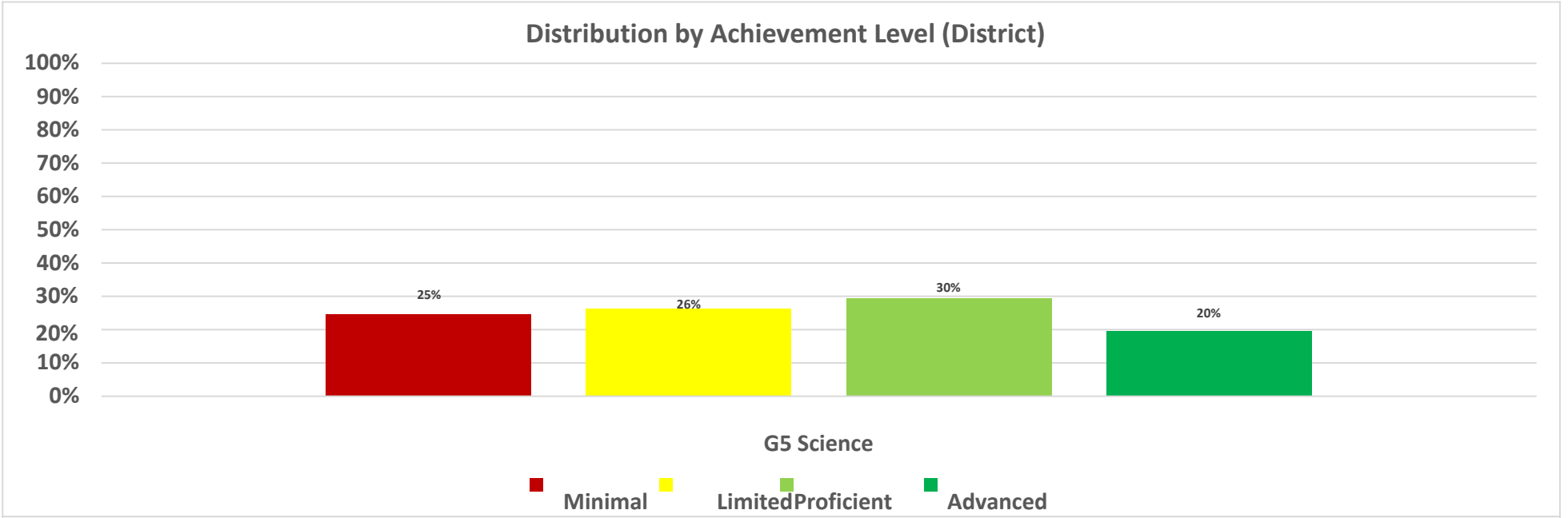
ROSELAND 2022-23

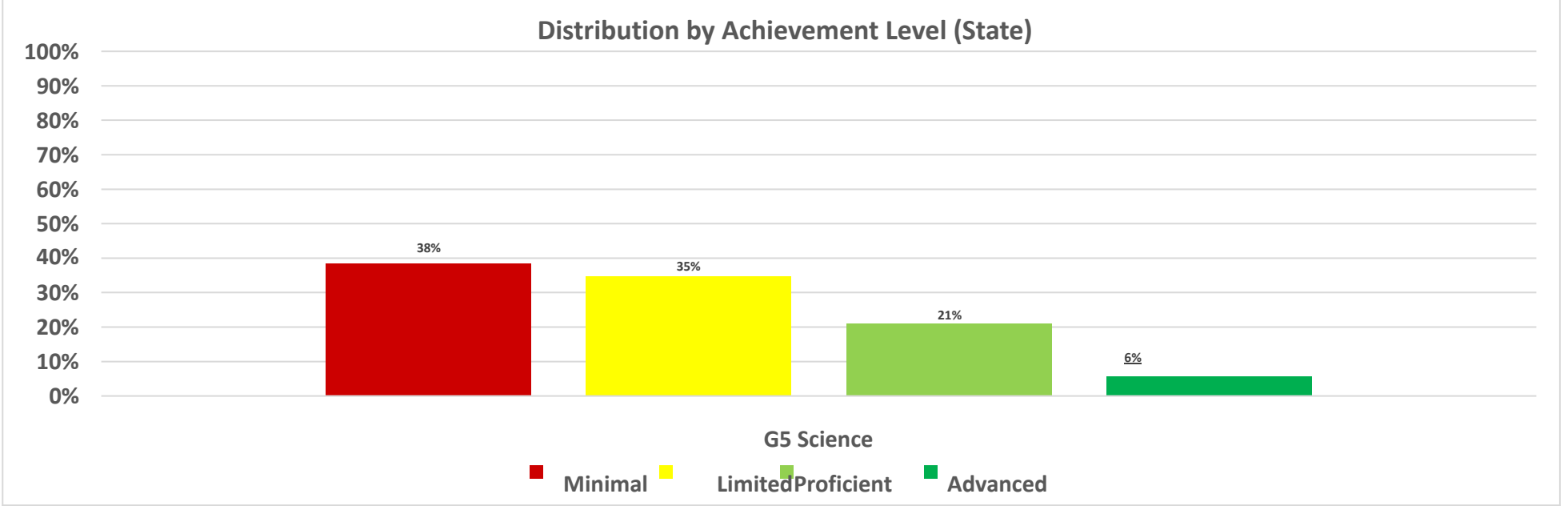
Spring NJSLA

Science

Grade	Total # students Tested	Achievement Levels							
		Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
		District	State	District	State	District	State	District	State
5	61	25%	38%	26%	35%	30%	21%	20%	6%

ROSELAND
2022-23 Spring
NJSLA





Section 2
School Analysis

ROSELAND 2022-23 Spring NJSLA

ELA/Language Arts Grade 4 School Comparison

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Lester C. Noecker School	67	<10	4%	<10	7%	<10	10%	31	46%	21	31%

ROSELAND

2022-23 Spring

NJSLA

ELA/Language Arts

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Lester C. Noecker School	63	<10	5%	<10	5%	<10	11%	22	35%	28	44%

ROSELAND

2022-23 Spring

NJSLA

ELA/Language Arts

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Lester C. Noecker School	82	<10	2%	<10	5%	10	12%	38	46%	28	34%

ROSELAND

2022-23 Spring

NJSLA

Mathematics Grade

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Lester C. Noecker School	62	<10	2%	<10	13%	10	16%	32	52%	11	18%

ROSELAND

2022-23 Spring

NJSLA

Mathematics Grade

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Lester C. Noecker School	68	<10	6%	<10	3%	11	16%	38	56%	13	19%

ROSELAND

2022-23 Spring

NJSLA

Mathematics Grade

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Lester C. Noecker School	63	<10	5%	<10	5%	<10	13%	33	52%	16	25%

ROSELAND

2022-23 Spring

NJSLA

Mathematics Grade

School	Total Tested	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Lester C. Noecker School	83	<10	2%	<10	10%	25	30%	39	47%	<10	11%

ROSELAND

2022-23 Spring

NJSLA

Science Grade 5

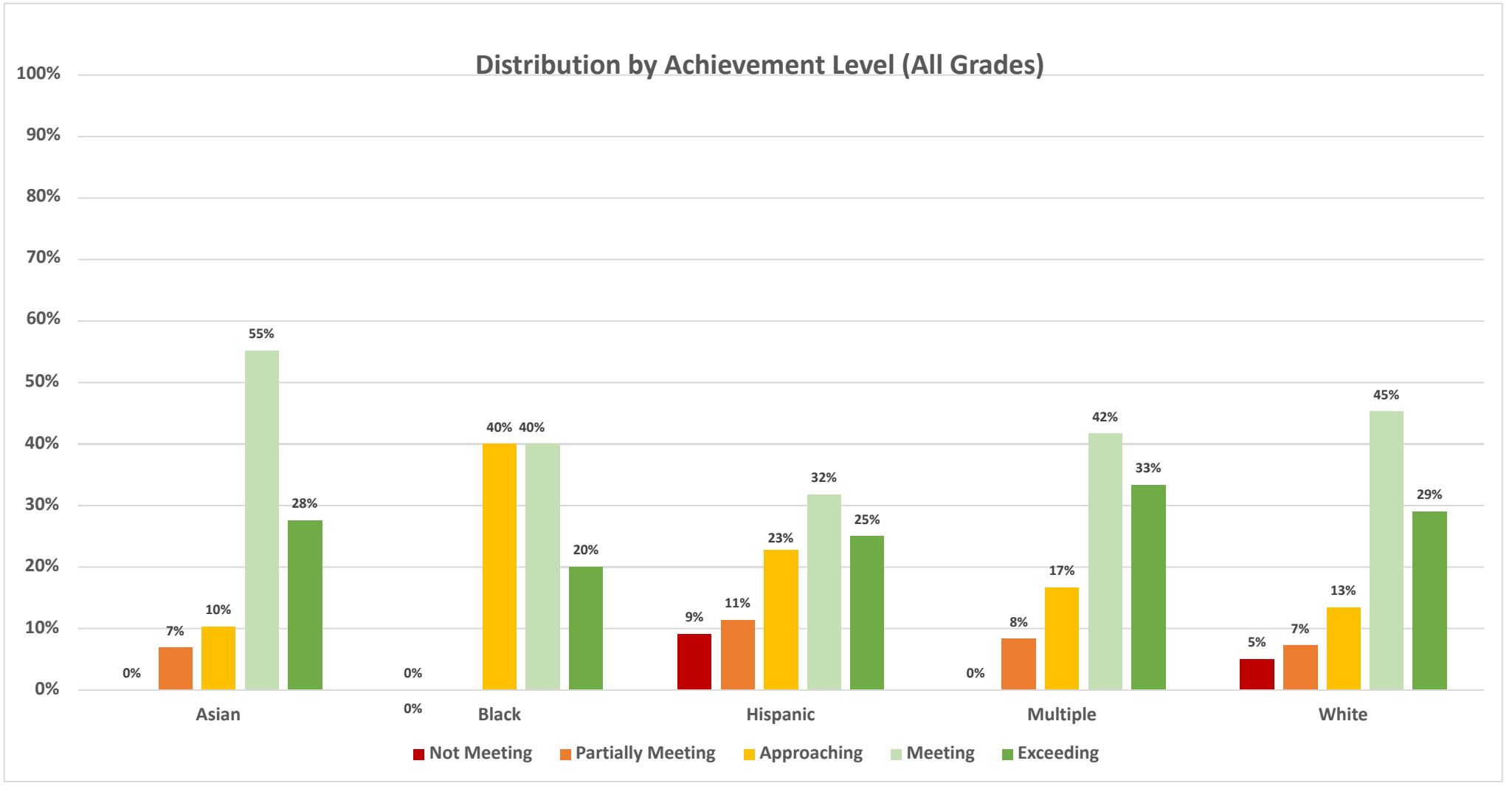
School	Total Tested	Achievement Levels							
		Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Lester C. Noecker School	61	15	25%	16	26%	18	30%	12	20%

Section 3
Demographic Analysis

ROSELAND
2022-23 Spring NJSLA by Subgroup
Race

Grade Band	Race	Total Tested	% of Tested	Achievement Levels									
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	Asian	24	13%	<10	0%	<10	8%	<10	13%	14	58%	<10	21%
	Black	<10	4%	-	-	-	-	-	-	-	-	-	-
	Hispanic	34	18%	<10	9%	<10	15%	<10	21%	11	32%	<10	24%
	Multiple	<10	4%	-	-	-	-	-	-	-	-	-	-
	White	118	61%	<10	7%	<10	8%	17	14%	53	45%	31	26%
	All Students	*192*		*11*	*6%*	*17*	*9%*	*33*	*17%*	*82*	*43%*	*49*	*26%*
MS (G6-G8)	Asian	<10	6%	-	-	-	-	-	-	-	-	-	-
	Black	<10	2%	-	-	-	-	-	-	-	-	-	-
	Hispanic	10	12%	<10	10%	<10	0%	<10	30%	<10	30%	<10	30%
	Multiple	<10	5%	-	-	-	-	-	-	-	-	-	-
	White	61	74%	<10	2%	<10	7%	<10	11%	28	46%	21	34%
	All Students	*82*		*<10*	*2%*	*<10*	*5%*	*10*	*12%*	*38*	*46%*	*28*	*34%*
All Grades	Asian	29	11%	<10	0%	<10	7%	<10	10%	16	55%	<10	28%
	Black	10	4%	<10	0%	<10	0%	<10	40%	<10	40%	<10	20%
	Hispanic	44	16%	<10	9%	<10	11%	10	23%	14	32%	11	25%
	Multiple	12	4%	<10	0%	<10	8%	<10	17%	<10	42%	<10	33%
	White	179	65%	<10	5%	13	7%	24	13%	81	45%	52	29%
	All Students	*274*		*13*	*5%*	*21*	*8%*	*43*	*16%*	*120*	*44%*	*77*	*28%*

ROSELAND
2022-23 Spring NJSLA by Subgroup
Race
ELA/Language Arts

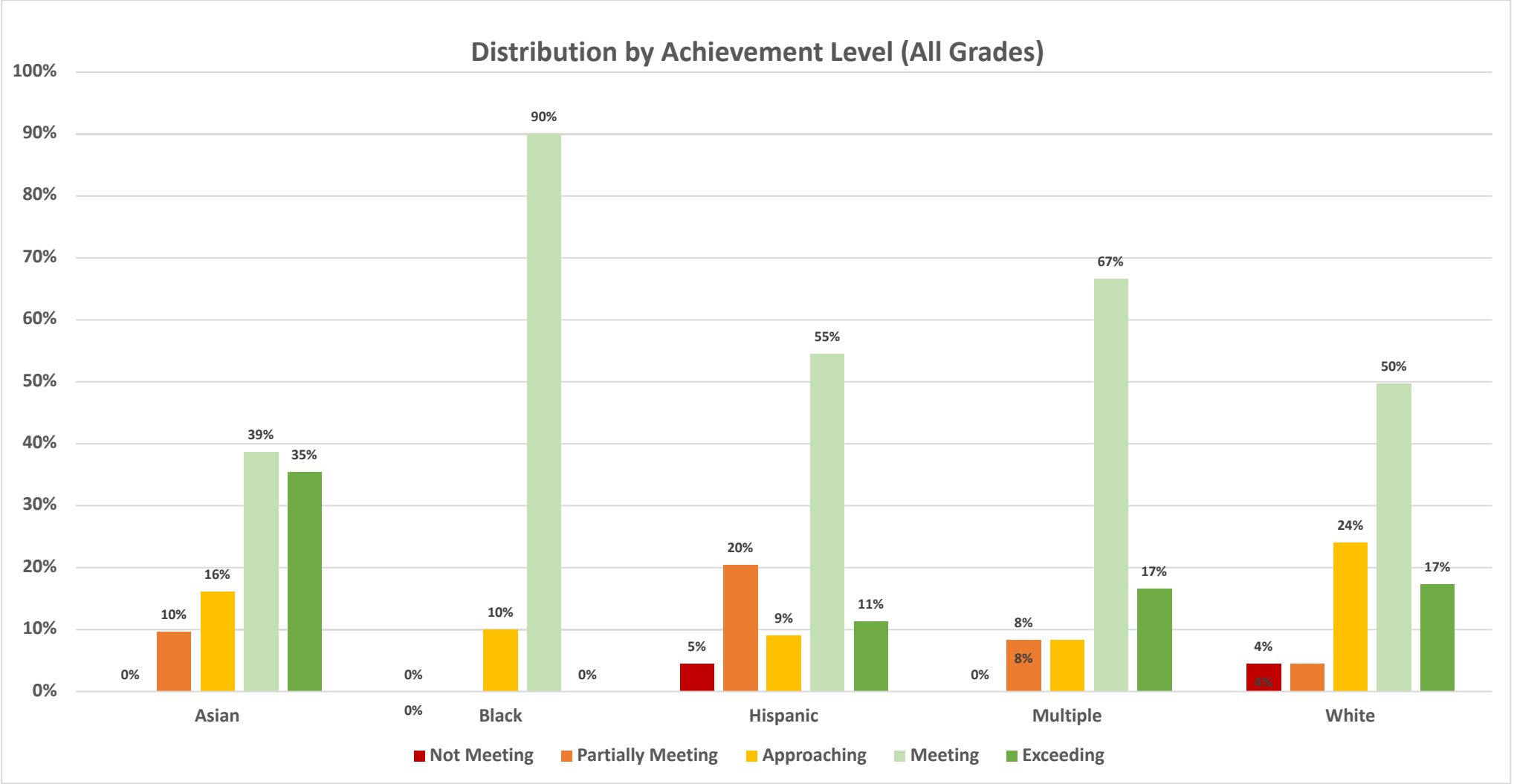


ROSELAND
2022-23 Spring NJSLA by Subgroup
Race

Grade Band	Race	Total Tested	% of Tested	Achievement Levels									
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	Asian	25	13%	<10	0%	<10	8%	<10	12%	11	44%	<10	36%
	Black	<10	4%	-	-	-	-	-	-	-	-	-	-
	Hispanic	34	18%	<10	3%	<10	21%	<10	9%	18	53%	<10	15%
	Multiple	<10	4%	-	-	-	-	-	-	-	-	-	-
	White	118	61%	<10	6%	<10	3%	21	18%	63	53%	24	20%
	All Students	*193*		*<10*	*4%*	*13*	*7%*	*29*	*15%*	*103*	*53%*	*40*	*21%*
MS (G6-G8)	Asian	<10	7%	-	-	-	-	-	-	-	-	-	-
	Black	<10	2%	-	-	-	-	-	-	-	-	-	-
	Hispanic	10	12%	<10	10%	<10	20%	<10	10%	<10	60%	<10	0%
	Multiple	<10	5%	-	-	-	-	-	-	-	-	-	-
	White	61	73%	<10	2%	<10	8%	22	36%	26	43%	<10	11%
	All Students	*83*		*<10*	*2%*	*<10*	*10%*	*25*	*30%*	*39*	*47%*	*<10*	*11%*
All Grades	Asian	31	11%	<10	0%	<10	10%	<10	16%	12	39%	11	35%
	Black	10	4%	<10	0%	<10	0%	<10	10%	<10	90%	<10	0%
	Hispanic	44	16%	<10	5%	<10	20%	<10	9%	24	55%	<10	11%
	Multiple	12	4%	<10	0%	<10	8%	<10	8%	<10	67%	<10	17%
	White	179	65%	<10	4%	<10	4%	43	24%	89	50%	31	17%
	All Students	*276*		*10*	*4%*	*21*	*8%*	*54*	*20%*	*142*	*51%*	*49*	*18%*

Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

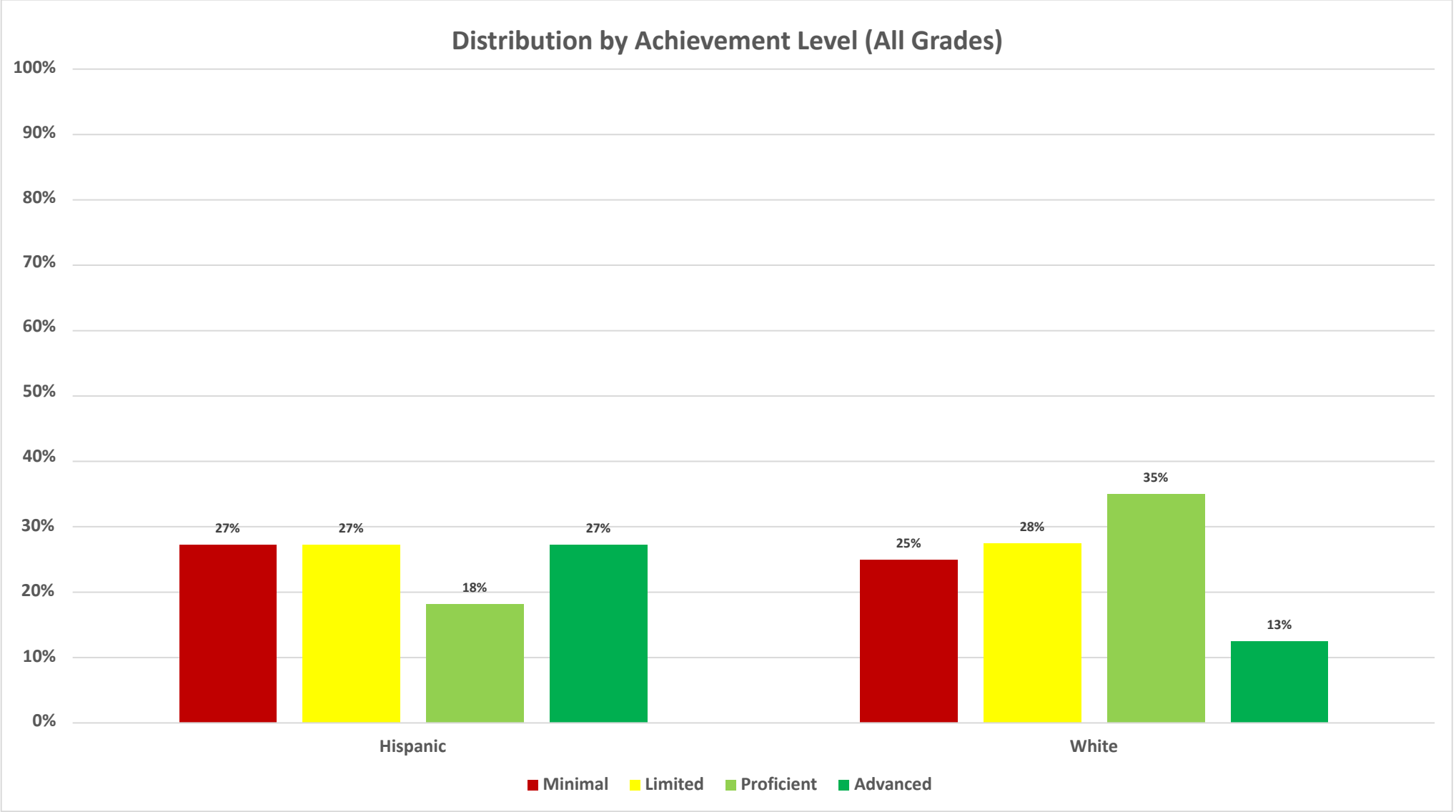
ROSELAND
2022-23 Spring NJSLA by Subgroup
Race
Mathematics



ROSELAND
2022-23 Spring NJSLA by Subgroup
Race

Grade Band	Race	Total Tested	% of Tested	Achievement Levels							
				Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
G5	Asian	<10	11%	-	-	-	-	-	-	-	-
	Black	<10	2%	-	-	-	-	-	-	-	-
	Hispanic	11	18%	<10	27%	<10	27%	<10	18%	<10	27%
	Multiple	<10	3%	-	-	-	-	-	-	-	-
	White	40	66%	10	25%	11	28%	14	35%	<10	13%
	All Students	*61*		*15*	*25%*	*16*	*26%*	*18*	*30%*	*12*	*20%*

ROSELAND
2022-23 Spring NJSLA by Subgroup
Race
Science



ROSELAND

2022-23 Spring NJSLA by Subgroup
Gender

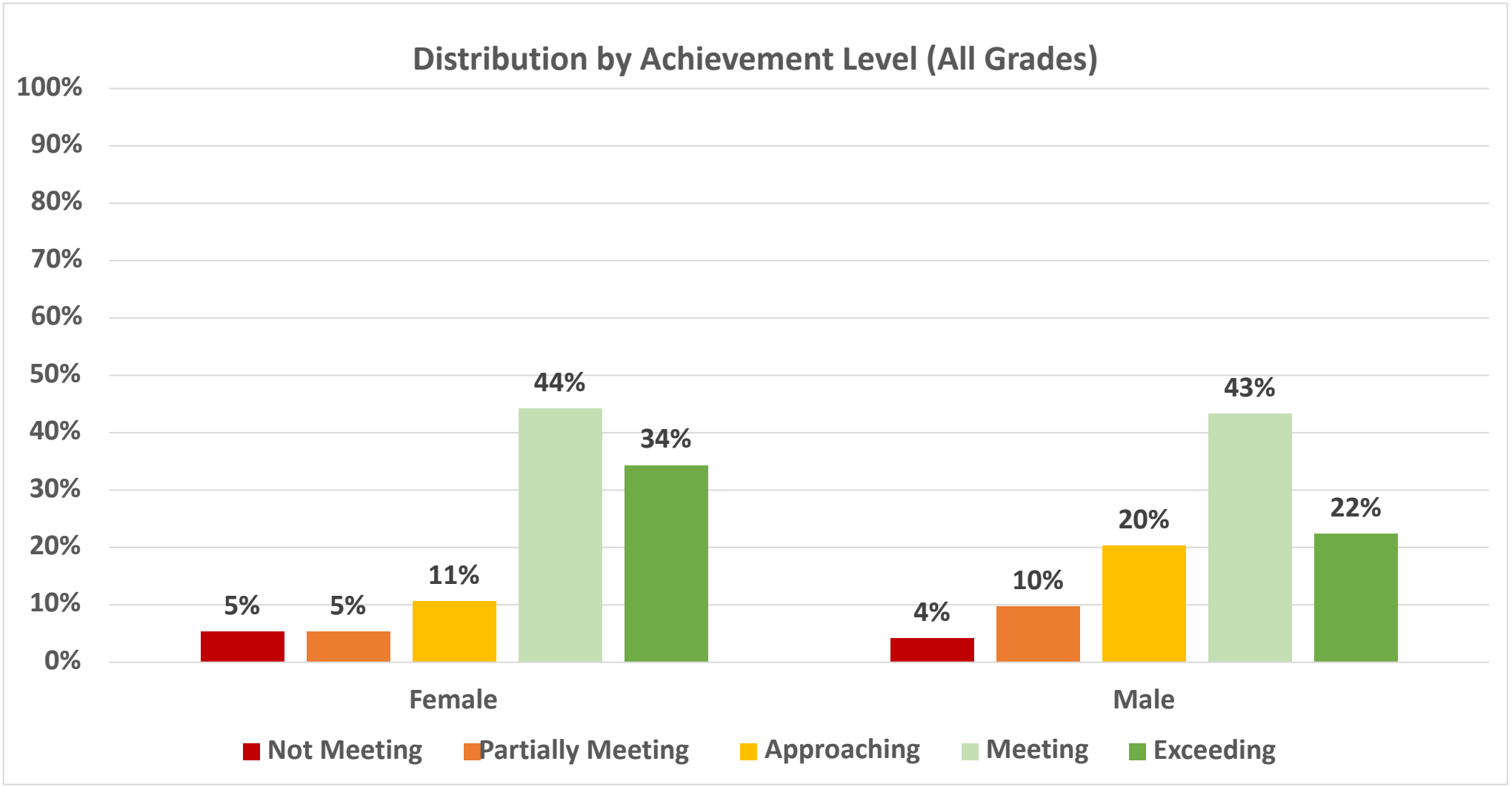
Grade Band	Gender	Total Tested	% of Tested	Achievement Levels							
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	Female	98	51%	<10	7%	<10	7%	13	13%	40	41%	31	32%
	Male	94	49%	<10	4%	10	11%	20	21%	42	45%	18	19%
	All Students	*192*		*11*	*6%*	*17*	*9%*	*33*	*17%*	*82*	*43%*	*49*	*26%*
MS (G6-G8)	Female	33	40%	<10	0%	<10	0%	<10	3%	18	55%	14	42%
	Male	49	60%	<10	4%	<10	8%	<10	18%	20	41%	14	29%
	All Students	*82*		*<10*	*2%*	*<10*	*5%*	*10*	*12%*	*38*	*46%*	*28*	*34%*
All Grades	Female	131	48%	<10	5%	<10	5%	14	11%	58	44%	45	34%
	Male	143	52%	<10	4%	14	10%	29	20%	62	43%	32	22%
	All Students	*274*		*13*	*5%*	*21*	*8%*	*43*	*16%*	*120*	*44%*	*77*	*28%*

ROSELAND

2022-23 Spring NJSLA by Subgroup

Gender

ELA/Language Arts



ROSELAND

2022-23 Spring NJSLA by Subgroup
Gender

Grade Band	Gender	Total Tested	% of Tested	Achievement Levels							
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	Female	99	51%	<10	6%	<10	8%	17	17%	48	48%	20	20%
	Male	94	49%	<10	2%	<10	5%	12	13%	55	59%	20	21%
	All Students	*193*		*<10*	*4%*	*13*	*7%*	*29*	*15%*	*103*	*53%*	*40*	*21%*
MS (G6-G8)	Female	34	41%	<10	0%	<10	6%	11	32%	18	53%	<10	9%
	Male	49	59%	<10	4%	<10	12%	14	29%	21	43%	<10	12%
	All Students	*83*		*<10*	*2%*	*<10*	*10%*	*25*	*30%*	*39*	*47%*	*<10*	*11%*
All Grades	Female	133	48%	<10	5%	10	8%	28	21%	66	50%	23	17%
	Male	143	52%	<10	3%	11	8%	26	18%	76	53%	26	18%
	All Students	*276*		*10*	*4%*	*21*	*8%*	*54*	*20%*	*142*	*51%*	*49*	*18%*

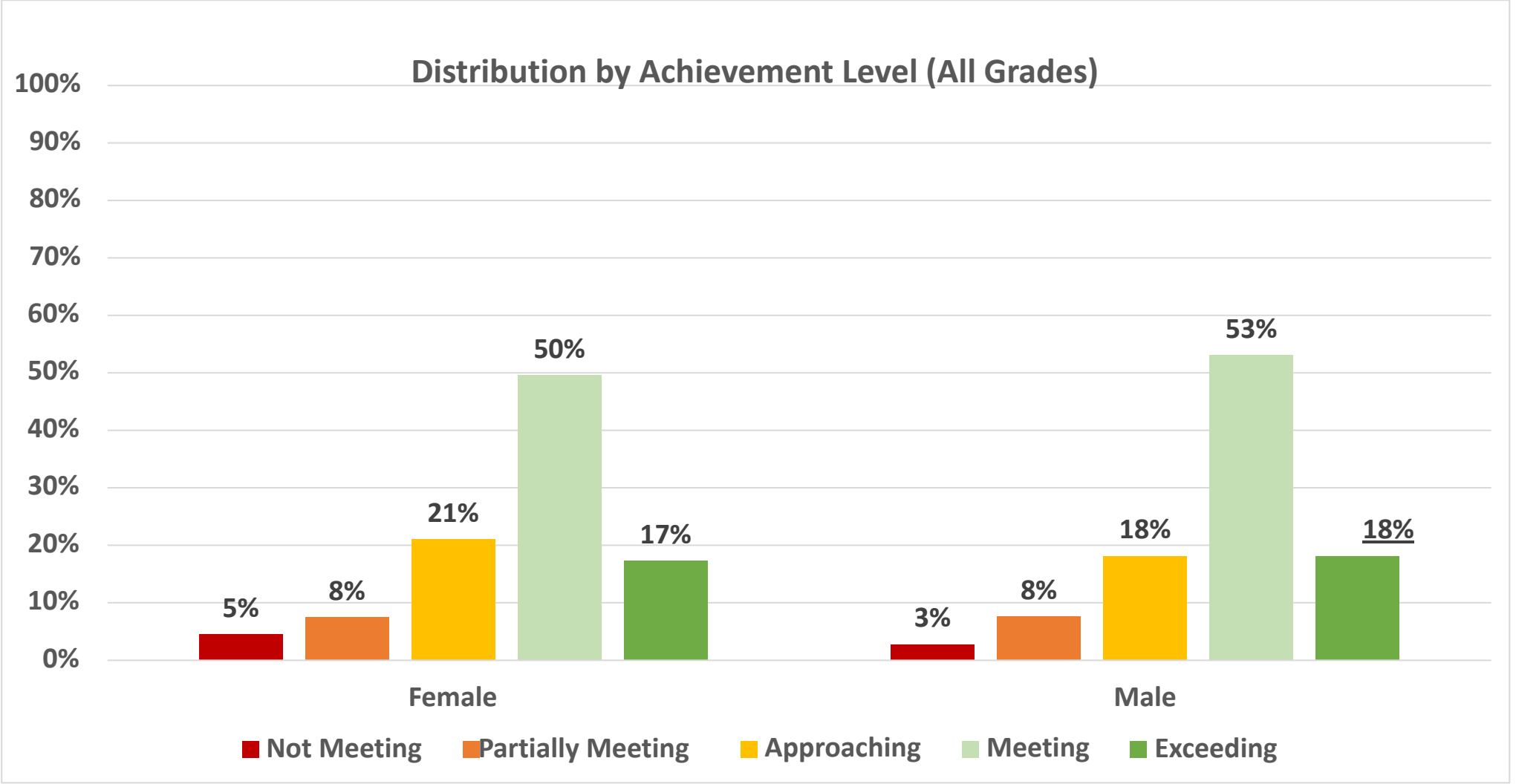
Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

ROSELAND

2022-23 Spring NJSLA by Subgroup

Gender

Mathematics

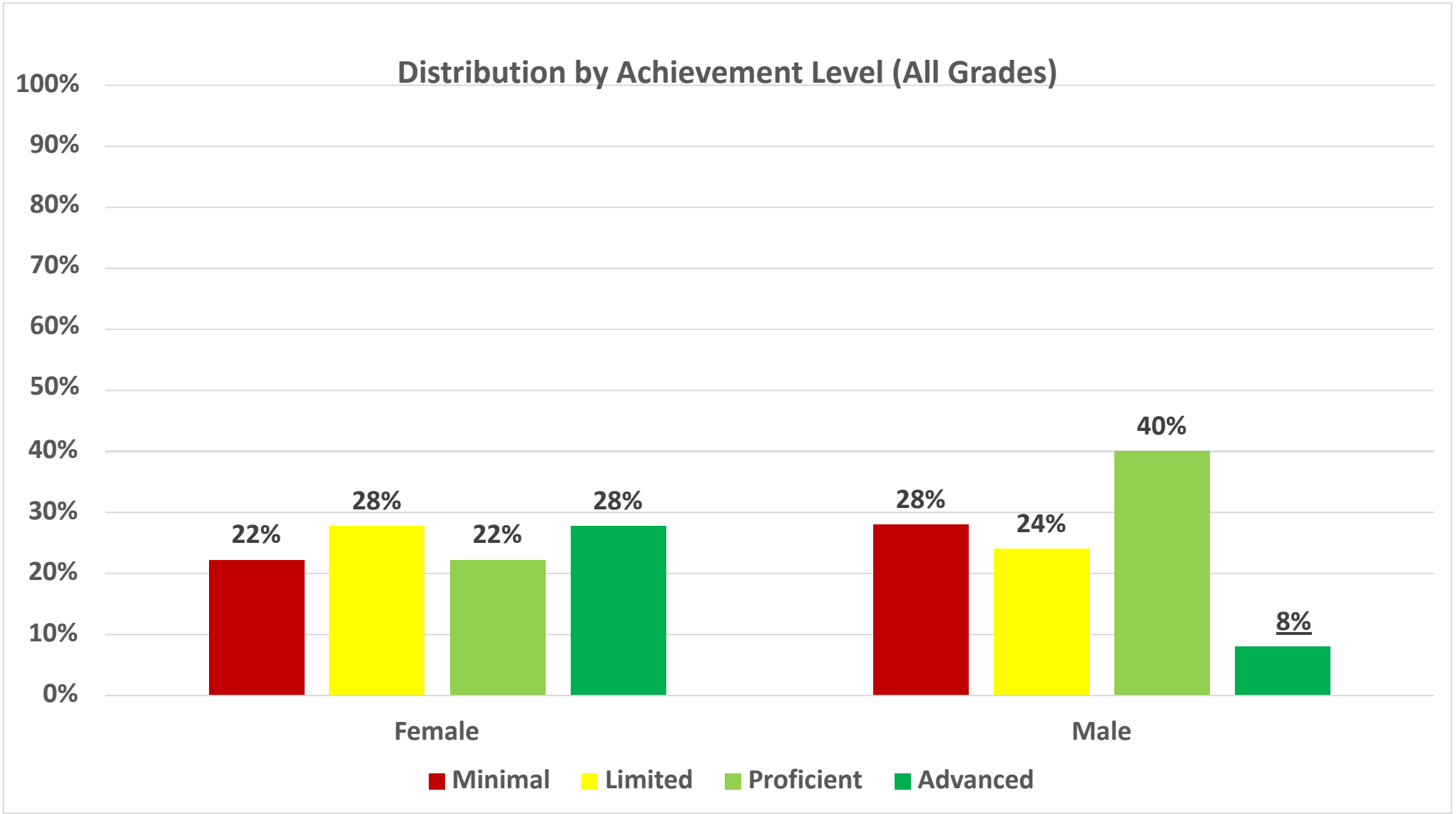


ROSELAND

2022-23 Spring NJSLA by Subgroup
Gender
Science

Grade Band	Gender	Total Tested	% of Tested	Achievement Levels							
				Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
G5	Female	36	59%	<10	22%	10	28%	<10	22%	10	28%
	Male	25	41%	<10	28%	<10	24%	10	40%	<10	8%
	All Students	*61*		*15*	*25%*	*16*	*26%*	*18*	*30%*	*12*	*20%*

ROSELAND
2022-23 Spring NJSLA by Subgroup
Gender
Science

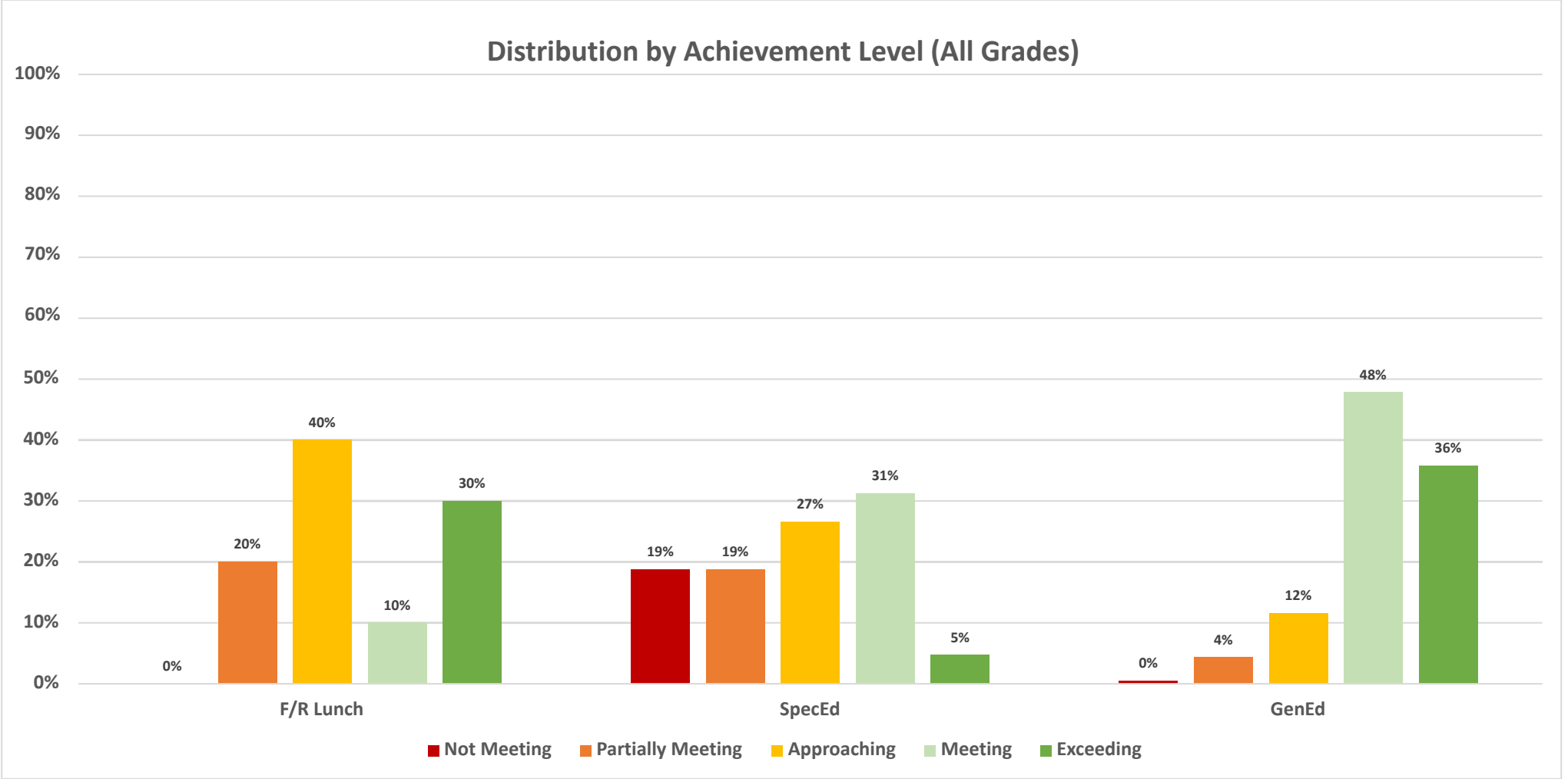


ROSELAND
2022-23 Spring NJSLA by Subgroup
Program

Grade Band	Program	Total Tested	% of Tested	Achievement Levels									
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	F/R Lunch	<10	5%	-	-	-	-	-	-	-	-	-	-
	Section 504	<10	3%	-	-	-	-	-	-	-	-	-	-
	ELL	<10	2%	-	-	-	-	-	-	-	-	-	-
	SpecEd	43	22%	10	23%	<10	19%	12	28%	12	28%	<10	2%
	GenEd	146	76%	<10	1%	<10	6%	19	13%	69	47%	48	33%
	All Students	*192*		*11*	*6%*	*17*	*9%*	*33*	*17%*	*82*	*43%*	*49*	*26%*
MS (G6-G8)	F/R Lunch	<10	1%	-	-	-	-	-	-	-	-	-	-
	Section 504	<10	4%	-	-	-	-	-	-	-	-	-	-
	SpecEd	21	26%	<10	10%	<10	19%	<10	24%	<10	38%	<10	10%
	GenEd	61	74%	<10	0%	<10	0%	<10	8%	30	49%	26	43%
	All Students	*82*		*<10*	*2%*	*<10*	*5%*	*10*	*12%*	*38*	*46%*	*28*	*34%*
All Grades	F/R Lunch	10	4%	<10	0%	<10	20%	<10	40%	<10	10%	<10	30%
	Section 504	<10	3%	-	-	-	-	-	-	-	-	-	-
	ELL	<10	1%	-	-	-	-	-	-	-	-	-	-
	SpecEd	64	23%	12	19%	12	19%	17	27%	20	31%	<10	5%
	GenEd	207	76%	<10	0%	<10	4%	24	12%	99	48%	74	36%
	All Students	*274*		*13*	*5%*	*21*	*8%*	*43*	*16%*	*120*	*44%*	*77*	*28%*

ROSELAND
2022-23 Spring NJSLA by Subgroup
Program

ELA/Language Arts



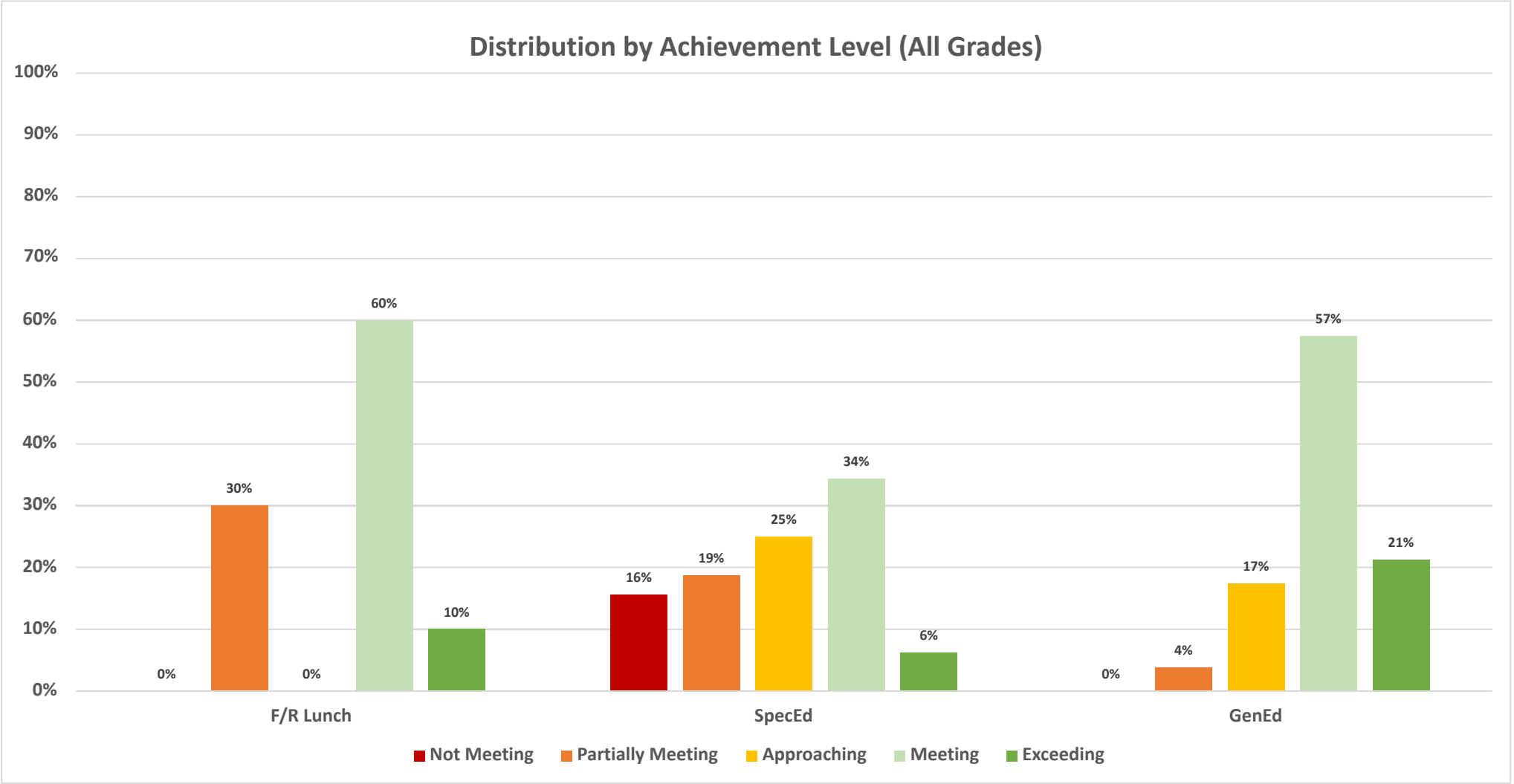
ROSELAND
2022-23 Spring NJSLA by Subgroup
Program

Grade Band	Program	Total Tested	% of Tested	Achievement Levels									
				Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (G3-G5)	F/R Lunch	<10	5%	-	-	-	-	-	-	-	-	-	-
	Section 504	<10	3%	-	-	-	-	-	-	-	-	-	-
	ELL	<10	2%	-	-	-	-	-	-	-	-	-	-
	SpecEd	43	22%	<10	19%	<10	16%	<10	21%	16	37%	<10	7%
	GenEd	146	76%	<10	0%	<10	3%	19	13%	86	59%	36	25%
	All Students	*193*		*<10*	*4%*	*13*	*7%*	*29*	*15%*	*103*	*53%*	*40*	*21%*
MS (G6-G8)	F/R Lunch	<10	1%	-	-	-	-	-	-	-	-	-	-
	Section 504	<10	4%	-	-	-	-	-	-	-	-	-	-
	ELL	<10	1%	-	-	-	-	-	-	-	-	-	-
	SpecEd	21	25%	<10	10%	<10	24%	<10	33%	<10	29%	<10	5%
	GenEd	61	73%	<10	0%	<10	5%	17	28%	33	54%	<10	13%
	All Students	*83*		*<10*	*2%*	*<10*	*10%*	*25*	*30%*	*39*	*47%*	*<10*	*11%*
All Grades	F/R Lunch	10	4%	<10	0%	<10	30%	<10	0%	<10	60%	<10	10%
	Section 504	<10	3%	-	-	-	-	-	-	-	-	-	-
	ELL	<10	2%	-	-	-	-	-	-	-	-	-	-
	SpecEd	64	23%	10	16%	12	19%	16	25%	22	34%	<10	6%
	GenEd	207	75%	<10	0%	<10	4%	36	17%	119	57%	44	21%
	All Students	*276*		*10*	*4%*	*21*	*8%*	*54*	*20%*	*142*	*51%*	*49*	*18%*

Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

ROSELAND
2022-23 Spring NJSLA by Subgroup
Program

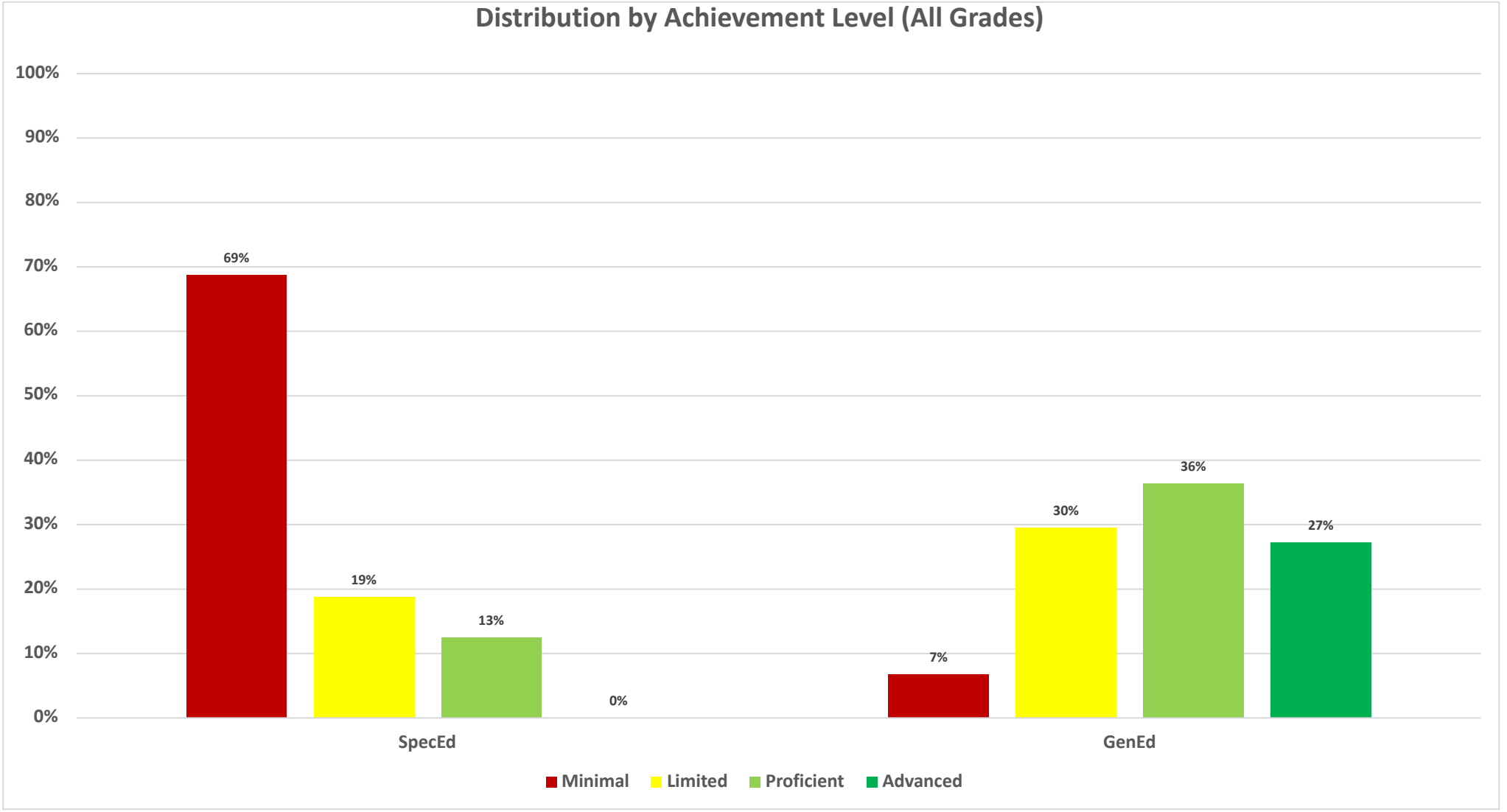
Mathematics



ROSELAND
2022-23 Spring NJSLA by Subgroup
Program
Science

Grade Band	Program	Total Tested	% of Tested	Achievement Levels							
				Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
G5	F/R Lunch	<10	7%	-	-	-	-	-	-	-	-
	ELL	<10	2%	-	-	-	-	-	-	-	-
	SpecEd	16	26%	11	69%	<10	19%	<10	13%	<10	0%
	GenEd	44	72%	<10	7%	13	30%	16	36%	12	27%
	All Students	*61*		*15*	*25%*	*16*	*26%*	*18*	*30%*	*12*	*20%*

ROSELAND
2022-23 Spring NJSLA by Subgroup Program
Science



ELL data is not included in this report.

To protect student privacy, data for cohorts with fewer than ten students are excluded from this report.

Section 3
Achievement, Strategies, & Goals

Notable Achievements

- In ELA we had 72% of all students at the achievement levels of Meeting or Exceeding Expectation compared to the state average of 49%.

- In Math we had 69% of all students at the achievement levels of Meeting or Exceeding Expectations compared to the state average of 42%.

Intervention Strategies

- Introduce opportunities for teacher Professional Development in Math to improve their content knowledge and instructional practices.
- Work with sending districts and West Essex to identify a new Math series.
- Improved focus of intervention strategies. Intervention teachers worked over the summer on creating a Scope & Sequence and are collaborating with homeroom teachers to provide focused instruction. Continue to investigate additional resources.
- Continued teacher Professional Development to focus on Phonics Instruction K-3.
- Continue to provide opportunities for academic support beyond the school day and over the summer.

Intervention Strategies

- Continued use of LinkIt data to drive instruction and individual student achievement including Early Literacy Support, K-2 Phonics, In-Class Math Support, collaborative teaching, individualized placement, and small group instruction.

- Address chronic absenteeism K-12.

- Ensure special education teachers are included and supported with grade level curriculum PD, to help them modify and accommodate the learning for our students to meet grade level standards.

- Our Science and Social Studies Teachers have begun an integrated approach to help our fourth grade teachers in these areas.

Board of Education Goals 2022-2023

- Financial - The Roseland Board of Education will develop and implement the annual budget to continue supporting educational and operational initiatives while providing fiscal accountability to the community and remaining cognizant of anticipated long-term financial needs.

- Board Training - The Roseland Board of Education will develop a support plan for new board members which encompasses skills in teamwork, consensus building, collaborative problem solving, and ethical decision making.

- Board-Borough Partnership - The Roseland Board of Education will maintain ongoing and meaningful dialogue with the Borough government to best support the children of Roseland.

District Goals for 2022-23

- Student Achievement - To support and enhance student achievement for students through the use of data, curricular pacing, differentiation, varied instructional strategies and teachers' continued development of professional practice.

- Character Development - To ensure that all students will receive social and emotional support to become adaptable, confident citizens who embody self-awareness and strong interpersonal skills, and who are capable of responsible decision-making and managing their emotions and behaviors.

- School Safety - To continue to improve the safety, functionality, efficiency, and overall quality of the Lester C. Noecker School.