



2022-2023 District Assessment Results: Spring Administration

Branchburg Township School District
October 19, 2023

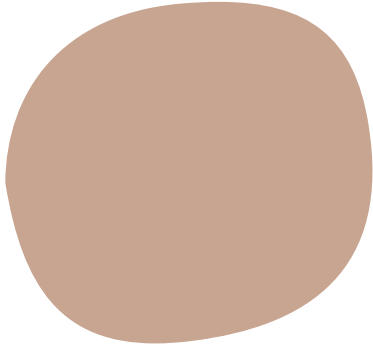
New Jersey's Statewide Assessment Program

Each year, School Districts across New Jersey must participate in Statewide Assessments. These assessments include:

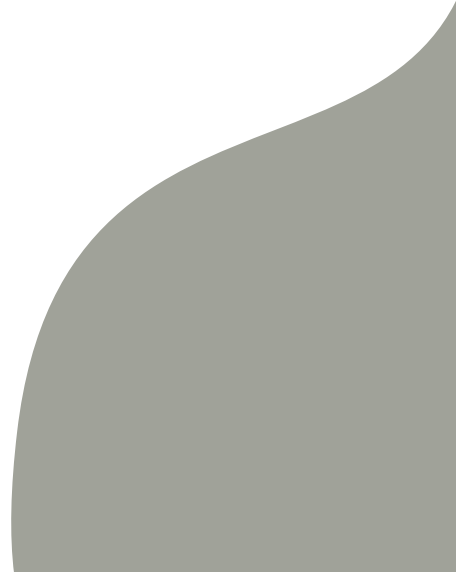
- The New Jersey Student Learning Assessment (ELA, Math & Science)
 - administered to students in grades 3–8 (Science in grades 5 & 8) in Branchburg
- The Dynamic Learning Maps (DLM)
 - an alternative assessment to the NJSLA in ELA, Math & Science, which is provided to eligible students during the same NJSLA testing window
- ACCESS 2.0 for ELLs
 - an assessment provided to English Language Learners to assess individual progress in learning English

The Evolution of Statewide Assessments Over the Past 10 Years

2010	2014-2015	2015	2019	2020	2020-2021	2023-2024
NJ State BOE adopted the Common Core State Standards (CCSS)	PARCC, DLM & ACCESS 2.0 electronic assessments replaced NJASK, HSPA, APA & ACCESS 1.0	NJ State BOE adopted the revised Mathematics & English language arts standards changing the name of all 9 areas to the NJ Student Learning Standards (NJSLS)	PARCC was replaced by the New Jersey Student Learning Assessments (NJSLA) and Science was added as a tested area	No State Assessments were administered due to the Pandemic	Start Strong was added to the testing repertoire to identify beginning of the year skill gaps based on prior year learning, NJSLA was not administered	Start Strong was removed from the list of State-mandated assessments; NJSLA, DLM & ACCESS 2.0 remain State-mandated assessments for students



ACCESS 2.0 Scores




ACCESS 2.0 Test Information

- The ACCESS for ELLs 2.0 is an English language proficiency assessment that assesses comprehension and communication in English and is given to students who have been identified as English Language Learners (ELLs). The ACCESS 2.0 for ELLs is given annually to monitor students' progress in acquiring academic English.
- The assessment provides individual scores in each of the following subgroups:
 - Listening
 - Speaking
 - Reading
 - Writing
- Those scores are then combined to provide Overall performance in the following areas:
 - Oral Language (Listening & Speaking)
 - Literacy (Reading & Writing)
 - Comprehension (Reading & Listening)
 - Overall Score (Reading, Writing, Listening & Speaking)



ACCESS 2.0 Scoring

Student performance on the assessment falls into one of six proficiency levels:

- 1 – **Entering:** knows and uses minimal social language and minimal academic language with visual and graphic support
 - 2 – **Emerging:** Knows and uses some social 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 the test
- A composite score of 4.5 or greater is needed to exit a student from ELL services.
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ACCESS 2.0 Sample Report



ACCESS for ELLs 2.0[™]
English Language Proficiency Test

Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXX | State ID: XXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

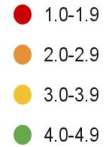
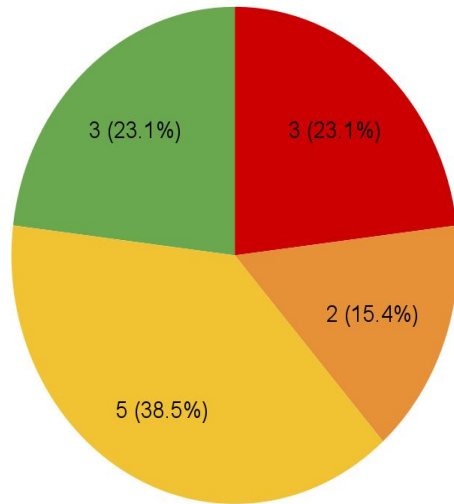
Language Domain	Proficiency Level (Proficient)	Scale Score (Proficient) and Confidence Band				
		100	200	300	400	500
Listening	4.0				388	
Speaking	2.2			320		
Reading	3.4				356	
Writing	3.5				355	
Oral Language 50% Listening + 50% Speaking	3.2				344	
Literacy 50% Reading + 50% Writing	3.5				356	
Comprehension 70% Reading + 30% Listening	3.7				360	
Overall* 33% Reading + 33% Writing + 15% Listening + 15% Speaking	3.4				352	

*Overall score is calculated only when all four domains have been assessed. NA: Not available

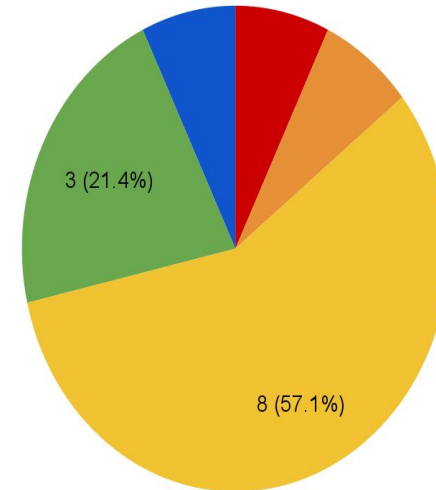
Domain	Proficiency Level	Students at this level generally can...
Listening	4	<ul style="list-style-type: none"> understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> Exchange information and ideas with others Connect people and events based on oral information Apply key information about processes or concepts presented orally Identify positions or points of view on issues in oral discussions
Speaking	2	<ul style="list-style-type: none"> communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> Share about what, when, or where something happened Compare objects, people, pictures, events Describe steps in cycles or processes Express opinions
Reading	3	<ul style="list-style-type: none"> understand written language related to common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> Classify main ideas and examples in written information Identify main information that tells who, what, when or where something happened Identify steps in written processes and procedures Recognize language related to claims and supporting evidence
Writing	3	<ul style="list-style-type: none"> communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> Describe familiar issues and events Create stories or short narratives Describe processes and procedures with some details Give opinions with reasons in a few short sentences

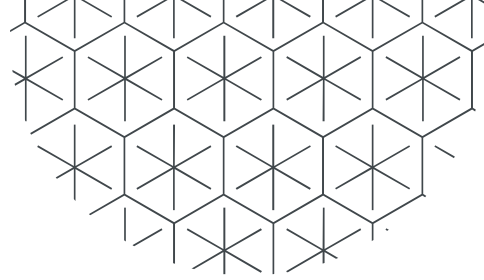
2022 & 2023 ACCESS 2.0 for ELLs Score Percentages

2022 ACCESS for ELLs Score Percentages



2023 ACCESS for ELLs Score Percentages





Dynamic Learning Maps (DLM) NSIO



DLM Test Information

- The Dynamic Learning Maps (DLM) is an adaptive computer-based assessment that is administered to students for whom the NJSLA would not be appropriate.
- It is available to students whose IEP warrants the administration.
- The assessment examines student progress towards achieving skills aligned to the New Jersey Student Learning Standards (NJSLS) in English Language Arts, Mathematics and Science.



DLM Scoring

Student performance on the assessment falls into one of the four categories:

- **Emerging:** the student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements
- **Approaching the Target:** The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target
- **At Target:** The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target
- **Advanced:** The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements

DLM Sample Report

REPORT DATE: 01-19-2022
 SUBJECT: Mathematics
 GRADE: 10

Individual Student End-of-Year Report Performance Profile 2021-2022



NAME: Student DLM
 DISTRICT: DLM District
 SCHOOL: DLM School

DISTRICT ID: DLM District
 STATE: DLM State
 STATE ID: DLM State ID

Overall Results

Grade 10 mathematics allows students to show their achievement in 40 skills related to 8 Essential Elements. Student has mastered 8 of those 40 skills during Spring 2022. Overall, Student's mastery of mathematics fell into the second of four performance categories: **approaching the target**. The specific skills Student has and has not mastered can be found in Student's Learning Profile.



EMERGING:	The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
APPROACHING THE TARGET:	The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target .
AT TARGET:	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target .
ADVANCED:	The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Area

Bar graphs summarize the percent of skills mastered by area. Not all students test on all skills due to availability of content at different levels per standard.

M.C1.3: Calculate Accurately and Efficiently Using Simple Arithmetic Operations



M.C2.1: Understand and Use Geometric Properties of Two- and Three-Dimensional Shapes



REPORT DATE: 01-19-2022
 SUBJECT: Mathematics
 GRADE: 10

Individual Student End-of-Year Report Performance Profile 2021-2022



NAME: Student DLM
 DISTRICT: DLM District
 SCHOOL: DLM School

DISTRICT ID: DLM District
 STATE: DLM State
 STATE ID: DLM State ID

Performance Profile, continued

M.C3.1: Understand and Use Measurement Principles and Units of Measure



M.C3.2: Represent and Interpret Data Displays



M.C4.1: Use Operations and Models to Solve Problems



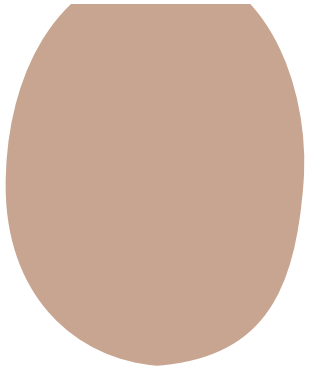
M.C4.2: Understand Patterns and Functional Thinking



More information about Student's performance on each of the Essential Elements that make up the Areas is located in the Learning Profile.



New Jersey Student Learning Assessment (NJSLA)

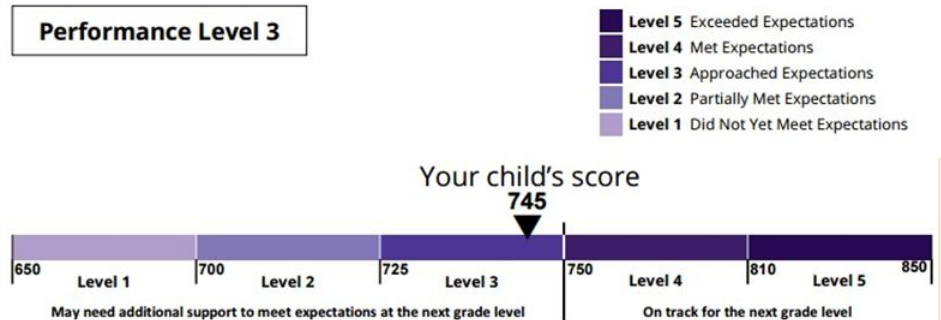


NJSLA Performance Levels

NJSLA defines five levels in characterizing whether a student's performance on the assessment meets the expectations of the grade level standards:

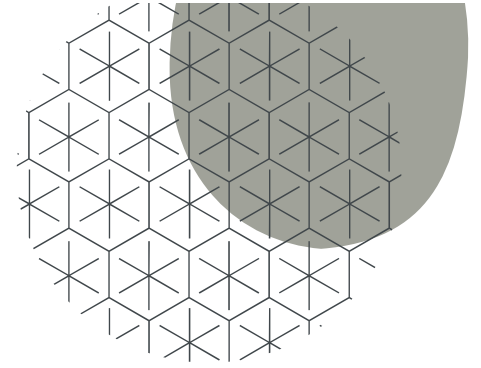
- Level 1: Not yet meeting grade-level expectations
- Level 2: Partially meeting grade-level expectations
- Level 3: Approaching grade-level expectations
- Level 4: Meeting grade-level expectations
- Level 5: Exceeding grade-level expectations

Each level has a specific cut score which is displayed on individual student reports.





English/Language Arts



Comparison of Branchburg's Spring 2023 NJSLA Administration English Language Arts - Percentages

Grade	#	Level 1 District	Level 1 State	Level 2 District	Level 2 State	Level 3 District	Level 3 State	Level 4 District	Level 4 State	Level 5 District	Level 5 State
3	138	9.4	20.7	5.8	14.9	26.8	22.5	52.9	36.7	5.1	5.3
4	152	5.9	12.8	5.3	14.6	17.1	21.3	45.4	36.5	26.3	14.8
5	133	4.5	12.3	8.3	14.1	21.8	20.3	52.6	43.3	12.8	9.9
6	155	7.1	12.0	4.5	14.4	22.6	24.6	41.3	37.6	24.5	11.4
7	130	1.5	11.7	6.9	12.7	13.8	19.9	37.7	32.5	40.0	23.2
8	136	0.7	12.9	2.9	11.6	12.5	20.1	25.0	35.8	58.8	19.5

Themes from Analysis

When examining this year's English language arts test scores in comparison to last year, the following are some trends that are worth sharing and/or warrant further investigation:

- Decrease in students who are not meeting proficiency in grade 3, 7, and 8.
- Increase in students who are meeting or exceeding expectations in grades 3, 4, and 7.
- For all remaining grade levels, with the exception of 6th grade, the change in performance was nominal; less than 3% shift up or down (about 4 to 5 students).
- Subscore review identified the following as areas for additional review per grade bands:
 - 6–8: reading literary text and vocabulary
 - 4–5: reading literary text and vocabulary
 - 3: reading literary text

Subscore Descriptions



LITERARY TEXT

Your student performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.



INFORMATIONAL TEXT

Your student performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.



VOCABULARY

Your student performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.



WRITTEN EXPRESSION

Your student performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.



KNOWLEDGE OF LANGUAGE AND CONVENTIONS

Your student performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your student performed about the same as students who:



Did Not Yet Meet
or Partially
Met Expectations



Approached
Expectations



Met or Exceeded
Expectations

Comparison of Branchburg's Spring 2023 NJSLA Administration English Language Arts - Percentages - **Special Education**

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	20	40.0	15.0	30.0	15.0	0.0
4	24	33.3	12.5	29.2	16.7	8.3
5	27	14.8	22.2	18.5	40.7	3.7
6	30	33.3	10.0	43.3	10.0	3.3
7	22	0.0	22.7	36.4	40.9	0.0
8	18	5.6	16.7	38.9	27.8	11.1

Comparison of Branchburg's Spring 2023 NJSLA Administration English Language Arts - Percentages - **Hispanic or Latino**

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	15	13.3	13.3	26.7	46.7	0.0
4	20	10.0	5.0	15.0	50.0	20.0
5	14	0.0	7.1	21.4	64.3	7.1
6	20	5.0	0.0	40.0	50.0	5.0
7	13	15.4	0.0	15.4	53.8	15.4
8	12	0.0	0.0	25.0	33.3	41.7

Comparison of Branchburg's Spring 2023 NJSLA Administration English Language Arts - Percentages - Asian

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	21	4.8	0.0	28.6	57.1	9.5
4	19	5.3	0.0	0.0	42.1	52.6
5	16	0.0	6.3	6.3	37.5	50.0
6	21	0.0	4.8	14.3	38.1	42.9
7	22	0.0	0.0	0.0	27.3	72.7
8	14	0.0	0.0	7.1	14.3	78.6

Comparison of Branchburg's Spring 2023 NJSLA Administration English Language Arts - Percentages - **White**

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	88	11.4	4.5	27.3	53.4	3.4
4	98	5.1	6.1	20.4	46.9	21.4
5	92	4.3	8.7	23.9	54.3	8.7
6	103	7.8	5.8	18.4	41.7	26.2
7	80	0.0	7.5	18.8	40.0	33.8
8	95	0.0	3.2	11.6	25.3	60.0

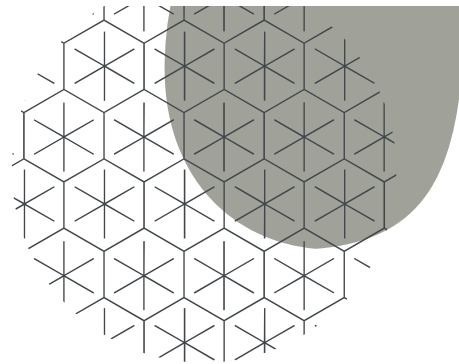
Comparison of Branchburg's Spring 2023 NJSLA Administration English Language Arts - Percentages

Student data sets in the following subgroups are unable to be reported on due to population size ($N \leq 10$):

- American Indian or Alaska Native
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Two or More Races



Mathematics



Comparison of Branchburg's Spring 2023 NJSLA Administration

Math - Percentages

Grade	#	Level 1 District	Level 1 State	Level 2 District	Level 2 State	Level 3 District	Level 3 State	Level 4 District	Level 4 State	Level 5 District	Level 5 State
3	138	0.7	12.5	5.8	16.7	23.9	24.8	51.4	34.0	18.1	11.9
4	152	3.3	13.1	5.3	17.8	23.7	24.7	52.6	37.2	15.1	7.1
5	133	3.0	13.1	6.0	21.4	24.8	25.5	50.4	31.4	15.8	8.7
6	154	5.2	14.2	15.6	23.2	33.1	28.3	40.9	27.7	5.2	6.6
7	108	4.6	12.7	9.3	22.8	36.1	30.7	46.3	29.0	3.7	4.8
8	69	11.6	33.9	27.5	26.9	29.0	21.4	30.4	16.7	1.4	1.1
Alg I	72	0.0	15.9	0.0	25.9	6.9	23.1	84.7	29.7	8.3	5.3
Geo	17	0.0	5.7	0.0	14.3	5.9	29.5	58.8	41.1	35.3	9.4

Themes from Analysis

When examining this year's Mathematics test scores in comparison to last year, the following are some trends that are worth sharing and/or warrant further investigation:

- Decrease in students who are not meeting proficiency in grades 3 and 5 (not applicable in Algebra 1 & Geometry)
- Increase in students who are meeting or exceeding expectations in grades 3, 4, 5, Algebra and Geometry.
- For all remaining grade levels, with the exception of 6th and 7th grade, the change in performance was nominal; less than 4% shift up or down (about 5 to 6 students).
- Subscore review identified the following as areas for additional review per grade bands:
 - 6–8: major content and additional & supporting content
 - 4–5: expressing mathematical reasoning
 - 3: major content

Subscore Descriptions

How Did Your Student Perform in Areas of Mathematics?



MAJOR CONTENT

Your student performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving problems involving proportional relationships, adding, subtracting, multiplying and dividing with rational numbers, and linear expressions, equations, and inequalities.



EXPRESSING MATHEMATICAL REASONING

Your student performed about the same as students who **approached expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.



ADDITIONAL & SUPPORTING CONTENT

Your student performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving circumference, area, surface area, volume, statistics, and probability.



MODELING & APPLICATION

Your student performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

Comparison of Branchburg's Spring 2023 NJSLA Administration

Math - Percentages - **Special Education**

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	20	5.0	15.0	30.0	40.0	10.0
4	24	20.8	12.5	33.3	29.2	4.2
5	27	7.4	29.6	29.6	33.3	0.0
6	30	23.3	43.3	23.3	10.0	0.0
7	20	10.0	25.0	45.0	20.0	0.0
8	16	25.0	37.5	31.3	6.3	0.0
Alg I	n	–	–	–	–	–
Geo	n	–	–	–	–	–

Comparison of Branchburg's Spring 2023 NJSLA Administration Math - Percentages - **Hispanic or Latino**

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	15	0.0	6.7	33.3	60.0	0.0
4	20	10.0	5.0	35.0	45.0	5.0
5	14	0.0	14.3	21.4	57.1	7.1
6	19	0.0	26.3	47.4	26.3	0.0
7	12	16.7	8.3	16.7	58.3	0.0
8	11	9.1	36.4	45.5	9.1	0.0
Alg I	n	–	–	–	–	–
Geo	n	–	–	–	–	–

Comparison of Branchburg's Spring 2023 NJSLA Administration

Math - Percentages - Asian

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	21	0.0	0.0	4.8	52.4	42.9
4	19	0.0	0.0	0.0	63.2	36.8
5	16	0.0	0.0	6.3	50.0	43.8
6	21	0.0	4.8	19.0	52.4	23.8
7	11	0.0	0.0	27.3	54.5	18.2
8	n	–	–	–	–	–
Alg I	17	0.0	0.0	5.9	94.1	0.0
Geo	n	–	–	–	–	–

Comparison of Branchburg's Spring 2023 NJSLA Administration

Math - Percentages - White

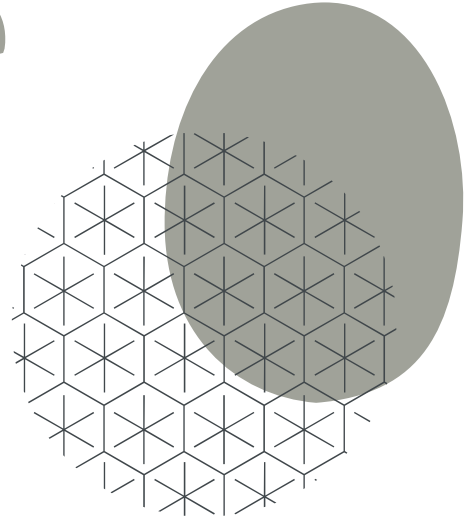
Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District	Level 5 District
3	88	1.1	4.5	28.4	51.1	14.8
4	98	2.0	7.1	24.5	52.0	14.3
5	92	0.0	5.4	28.3	52.2	14.1
6	103	6.8	11.7	35.0	43.7	2.9
7	71	1.4	8.5	40.8	46.5	2.8
8	47	6.4	25.5	31.9	34.0	2.1
Alg I	45	0.0	0.0	8.9	80.0	11.1
Geo	16	0.0	0.0	12.5	68.8	18.8

Comparison of Branchburg's Spring 2023 NJSLA Administration Math - Percentages

Student data sets in the following subgroups are unable to be reported on due to population size ($N \leq 10$):

- American Indian or Alaska Native
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Two or More Races

Science



Comparison of Branchburg's Spring 2023 NJSLA Administration Science - Percentages

Grade	#	Level 1 District	Level 1 State	Level 2 District	Level 2 State	Level 3 District	Level 3 State	Level 4 District	Level 4 State
5	133	24.1	38.4	44.4	34.8	25.6	21.1	6.0	5.7
8	137	14.6	40.0	49.6	41.5	26.3	14.2	9.5	4.4

Themes from Analysis

When examining this year's Science test scores in comparison to last year, the following are some trends that are worth sharing and/or warrant further investigation:

- Decrease in students who are not meeting proficiency in grade 8.
- Increase in students who are meeting or exceeding expectations in grades 8.
- For 5th grade, the change in performance was nominal; less than 3% shift up or down (about 3 students).
- Subscore review identified the following as areas for additional review per grade band:
 - 8: critiquing practices, earth & space science, physical science
 - 5: critiquing practices, earth & space science, investigating practices, physical science

Subscore Descriptions

How did your student perform using the domains and practices?

The domains are the content components related to specific disciplines of science.

The practices are methods by which scientists investigate and build models and theories about the world.

✓ Earth & Space Science

Your student's performance is **Above Expectations**.

A student designated as Near/Met Expectations demonstrates knowledge of the processes that operate on and within the Earth and also its place in the solar system and galaxy.

✓ Investigating Practices

Your student's performance is **Above Expectations**.

A student designated as Near/Met Expectations asks questions, plans and carries out investigations based on observations of phenomena, and organizes the data effectively.

≈ Life Science

Your student's performance is **Near/Met Expectations**.

A student designated as Near/Met Expectations demonstrates knowledge of patterns, processes, and relationships of living organisms.

! Sensemaking Practices

Your student's performance is **Below Expectations**.

A student designated as Near/Met Expectations recognizes patterns and relationships in data to develop explanations or models of the phenomena.

✓ Physical Science

Your student's performance is **Above Expectations**.

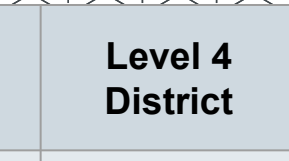
A student designated as Near/Met Expectations demonstrates knowledge of the mechanisms of cause and effect in all systems and processes that can be understood through a common set of physical and chemical processes.

≈ Critiquing Practices

Your student's performance is **Near/Met Expectations**.

A student designated as Near/Met Expectations evaluates and creates arguments regarding different explanations and claims to convey a deeper understanding of the natural world.

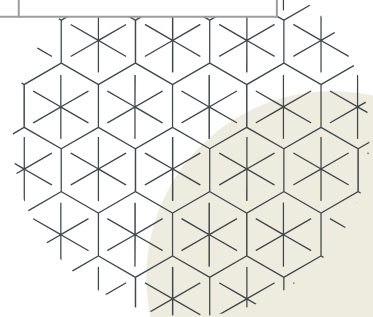
Comparison of Branchburg's Spring 2023 NJSLA Administration Science - Percentages - **Special Education**



Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District
5	27	55.6	29.6	14.8	0.0
8	18	38.9	61.1	0.0	0.0

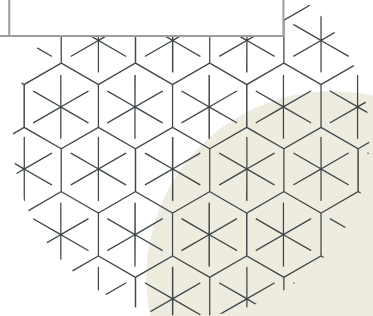
Comparison of Branchburg's Spring 2023 NJSLA Administration Science - Percentages - **Hispanic or Latino**

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District
5	14	28.6	50.0	21.4	0.0
8	13	30.8	53.8	15.4	0.0



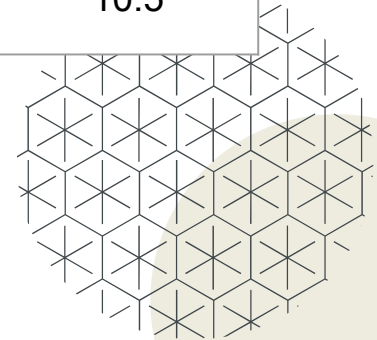
Comparison of Branchburg's Spring 2023 NJSLA Administration Science - Percentages - Asian

Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District
5	16	0.0	37.5	43.8	18.8
8	14	14.3	21.4	50.0	14.3



Comparison of Branchburg's Spring 2023 NJSLA Administration Science - Percentages - **White**

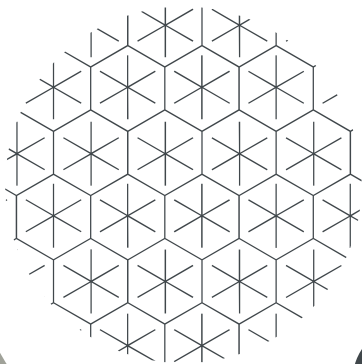
Grade	#	Level 1 District	Level 2 District	Level 3 District	Level 4 District
5	92	23.9	46.7	23.9	5.4
8	95	11.6	51.6	26.3	10.5



Comparison of Branchburg's Spring 2023 NJSLA Administration Science - Percentages

Student data sets in the following subgroups are unable to be reported on due to population size ($N \leq 10$):

- American Indian or Alaska Native
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Two or More Races



Data Observations



Intervention Strategies & Curricular Support

- As in past years, as additional data becomes available, district staff will engage in collaborative conversations surrounding student progress and growth, with NJSLA serving as just one data point in the overall discussion.
 - Conversations will look at not only grade level performance but also cohort performance from one year to the next, with opportunities for discussion regarding growth/regression among students.
 - Subgroup data review at each grade level will continue conversations related to addressing diverse and inclusive instruction to support all students, as well as the need for differentiated instruction.
 - Subscores in each grade level and content area will be examined for strengths and needs and a continuum will be created to determine if there are trends that need to be addressed.
 - reading literary text
 - critiquing practices, earth & space science, physical science

Intervention Strategies & Curricular Support

- Data review will contribute to the identification of topics/areas that would benefit from additional attention that can be provided during staff meetings, professional development opportunities and curriculum refinement.
 - It will also help to identify student-specific needs to support differentiation taking place in the classroom
- As a result of 2 consecutive years of NJSLA Science data, grade 5–8 science staff will hopefully be able to draw clearer conclusions regarding student performance across standards and where additional support would be beneficial.
 - Based on findings, curricular adjustments can be recommended.



Notable Achievements

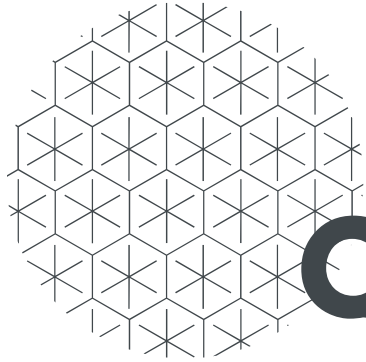
Celebrations

- Staff and students have settled into school routines and are building and refining relationships with each other each day.
- The district is focused on working to support both student and staff safety and well-being in order to ensure that all are ready and available for learning.
- More robust offerings of extracurricular activities are available to our students, in an effort to engage students in a variety of areas based on their interests.
- Branchburg scores continue to improve and are beginning to return to levels more closely representing student performance prior to interrupted instruction in 2020.

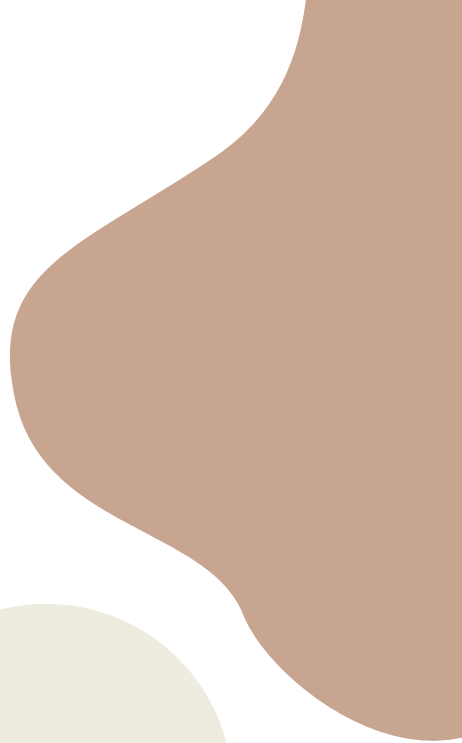
Statewide Assessment Resources for Parents

- NJSLA: <https://www.nj.gov/education/assessment/>
- DLM: <https://www.nj.gov/education/assessment/dlm/>
- ACCESS: <https://www.nj.gov/education/assessment/access/>





Questions?



Thanks



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