Academic and Social Emotional Progress
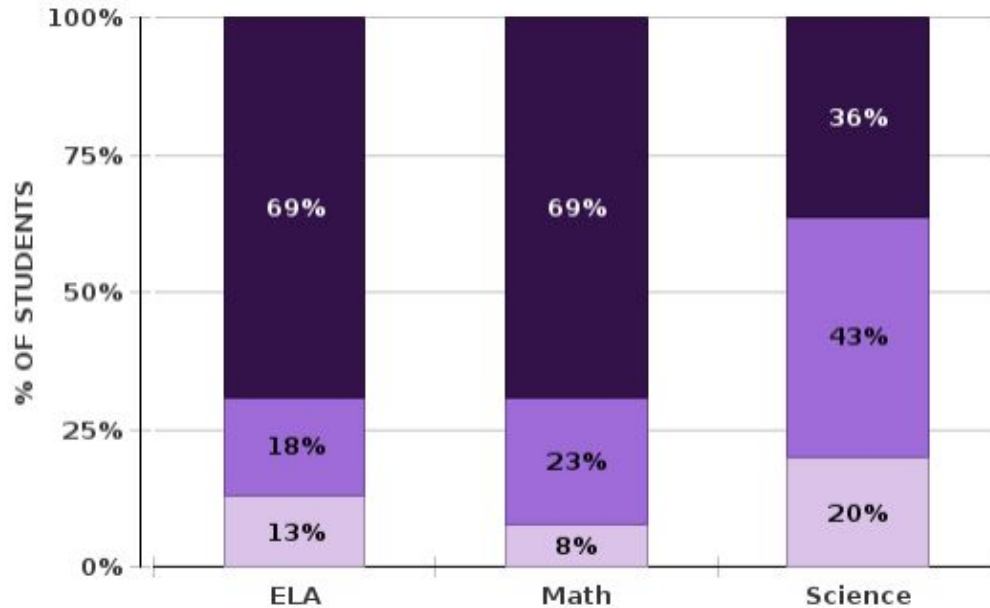
February 7, 2022

Gianna Apicella
Katherine Baker
Amy D'Ambola

Start Strong 2021
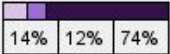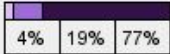# Overall District Performance
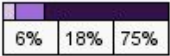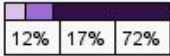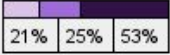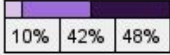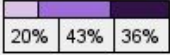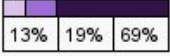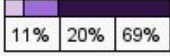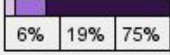
Start Strong 2021
Overall District Performance

Grade	ELA			Math			Science		
04	14%	12%	74%	4%	19%	77%			
05	6%	18%	75%	12%	17%	72%			
06	21%	25%	53%	10%	42%	48%	20%	43%	36%
07	13%	19%	69%	11%	20%	69%			
08	12%	15%	73%	6%	19%	75%			

UPPER SADDLE RIVER BORO

2021-22 Fall Start Strong

ELA/Language Arts

Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
		# of students	% of total	# of students	% of total	# of students	% of total
4	140	19	14%	17	12%	104	74%
5	109	7	6%	20	18%	82	75%
6	118	25	21%	30	25%	63	53%
7	143	18	13%	27	19%	98	69%
8	142	17	12%	21	15%	104	73%
All Grades	652	86	13%	115	18%	451	69%

UPPER SADDLE RIVER BORO

2021-22 Fall Start Strong
Mathematics

Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
		# of students	% of total	# of students	% of total	# of students	% of total
4	140	6	4%	26	19%	108	77%
5	109	13	12%	18	17%	78	72%
6	118	12	10%	49	42%	57	48%
7	143	16	11%	29	20%	98	69%
8	142	8	6%	27	19%	107	75%
All Grades	652	55	8%	149	23%	448	69%

UPPER SADDLE RIVER BORO

2021-22 Fall Start Strong
Science

Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
		# of students	% of total	# of students	% of total	# of students	% of total
6	118	24	20%	51	43%	43	36%

UPPER SADDLE RIVER BORO
2021-22 Fall Start Strong Performance by Subgroup Race
Mathematics

Grade Band	Race	Total # students Tested	% of students Tested	Strong Support May be Needed (Level 1) 2021-22 # of students	Strong Support May be Needed (Level 1) 2021-22 % of total	Some Support May be Needed (Level 2) 2021-22 # of students	Some Support May be Needed (Level 2) 2021-22 % of total	Less Support May be Needed (Level 3) 2021-22 # of students	Less Support May be Needed (Level 3) 2021-22 % of total
ES (G4-G5)	Asian	37	15%	2	5%	2	5%	33	89%
	Black	6	2%	1	17%	2	33%	3	50%
	Hispanic	24	10%	5	21%	5	21%	14	58%
	Multiple	11	4%	1	9%	1	9%	9	82%
	White	171	69%	10	6%	34	20%	127	74%
	All Students	249		19	8%	44	18%	186	75%
MS (G6-G8)	Asian	86	21%	2	2%	14	16%	70	81%
	Black	8	2%	4	50%	2	25%	2	25%
	Hispanic	35	9%	4	11%	15	43%	16	46%
	Multiple	14	3%	2	14%	3	21%	9	64%
	Other	2	0%	0	0%	1	50%	1	50%
	White	258	64%	24	9%	70	27%	164	64%
	All Students	403		36	9%	105	26%	262	65%
All Grades	Asian	123	19%	4	3%	16	13%	103	84%
	Black	14	2%	5	36%	4	29%	5	36%
	Hispanic	59	9%	9	15%	20	34%	30	51%
	Multiple	25	4%	3	12%	4	16%	18	72%
	Other	2	0%	0	0%	1	50%	1	50%
	White	429	66%	34	8%	104	24%	291	68%
	All Students	652		55	8%	149	23%	448	69%

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

UPPER SADDLE RIVER BORO
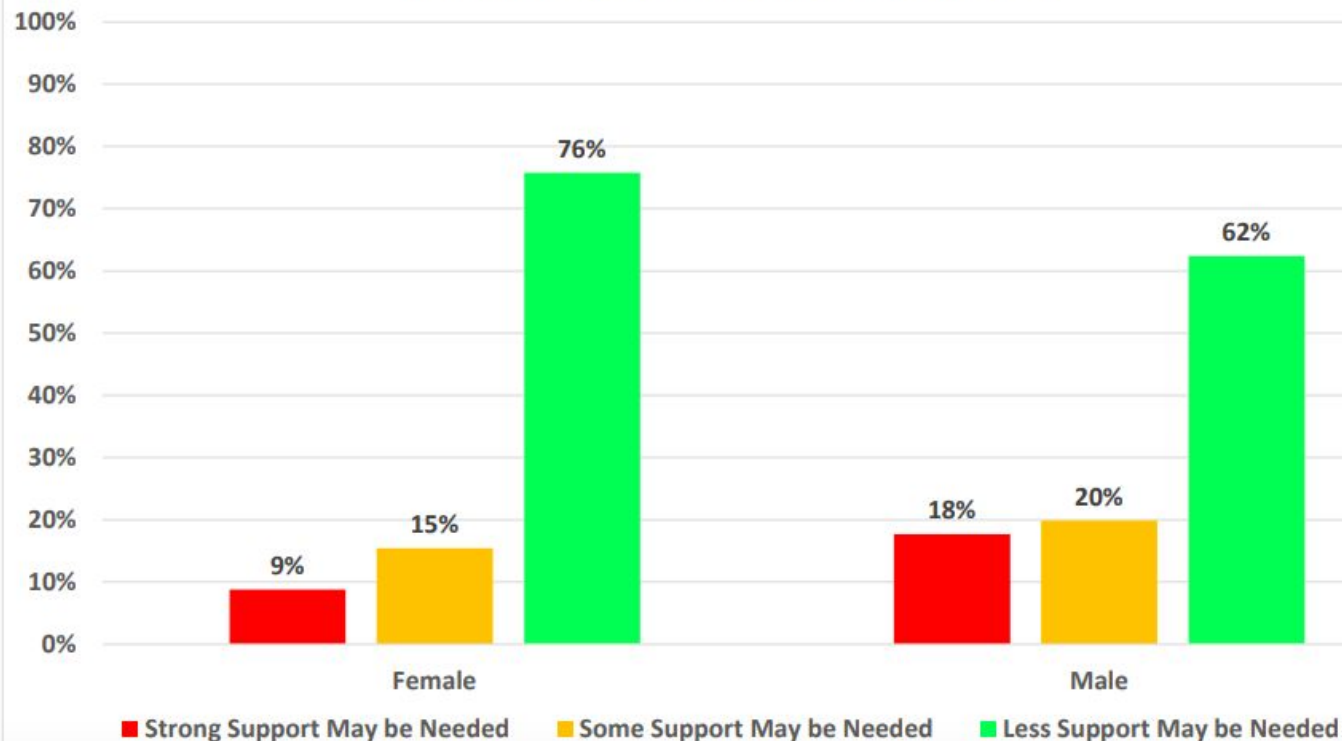## 2021-22 Fall Start Strong Performance by Subgroup Race
ELA/Language Arts

Grade Band	Race	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2021-22 # of students	2021-22 % of total	2021-22 # of students	2021-22 % of total	2021-22 # of students	2021-22 % of total
ES (G4-G5)	Asian	37	15%	0	0%	2	5%	35	95%
	Black	6	2%	1	17%	2	33%	3	50%
	Hispanic	24	10%	5	21%	4	17%	15	63%
	Multiple	11	4%	1	9%	2	18%	8	73%
	White	171	69%	19	11%	27	16%	125	73%
	All Students	249		26	10%	37	15%	186	75%
MS (G6-G8)	Asian	86	21%	5	6%	14	16%	67	78%
	Black	8	2%	4	50%	3	38%	1	13%
	Hispanic	35	9%	7	20%	8	23%	20	57%
	Multiple	14	3%	2	14%	2	14%	10	71%
	Other	2	0%	0	0%	1	50%	1	50%
	White	258	64%	42	16%	50	19%	166	64%
	All Students	403		60	15%	78	19%	265	66%
All Grades	Asian	123	19%	5	4%	16	13%	102	83%
	Black	14	2%	5	36%	5	36%	4	29%
	Hispanic	59	9%	12	20%	12	20%	35	59%
	Multiple	25	4%	3	12%	4	16%	18	72%
	Other	2	0%	0	0%	1	50%	1	50%
	White	429	66%	61	14%	77	18%	291	68%
	All Students	652		86	13%	115	18%	451	69%

UPPER SADDLE RIVER BORO

2021-22 Fall Start Strong Performance by Subgroup Gender
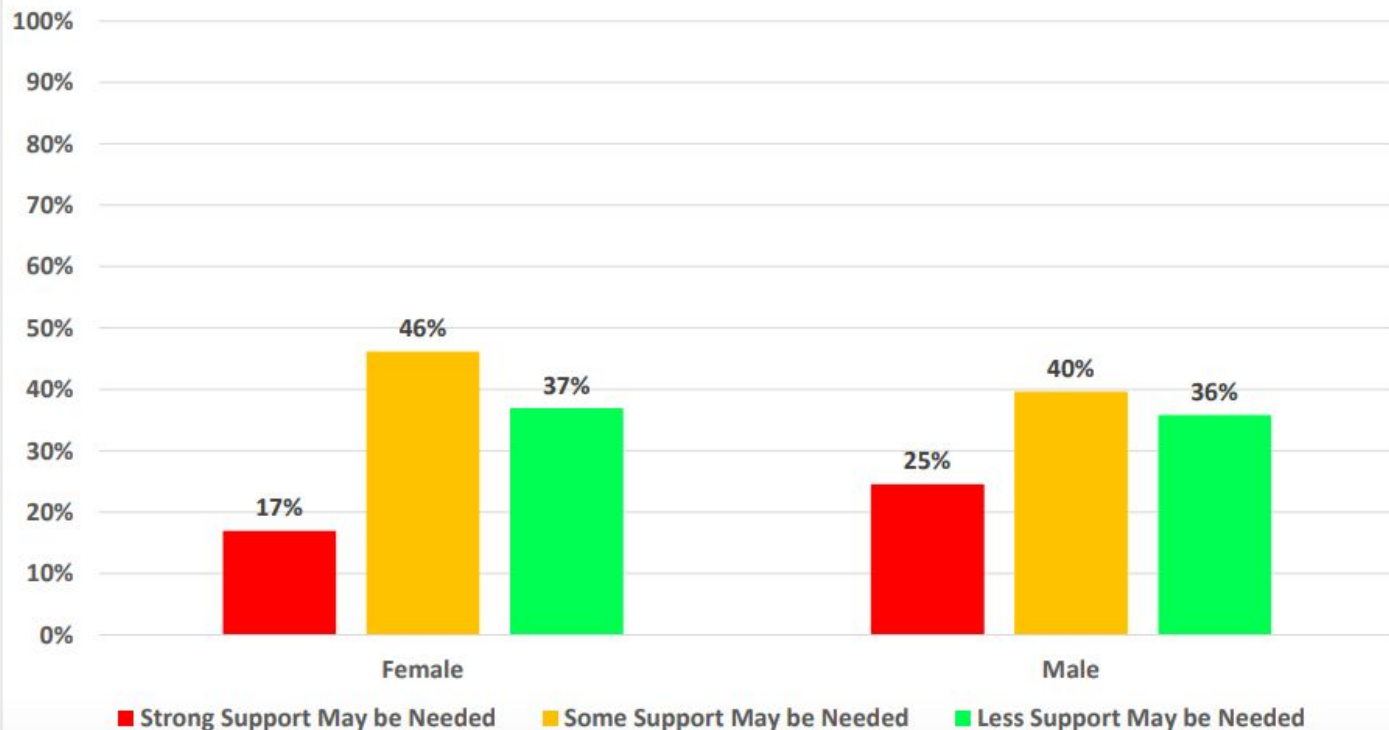
Science

Distribution by Achievement Level (All Grades)

Female: Strong Support May be Needed 17%, Some Support May be Needed 46%, Less Support May be Needed 37%

Male: Strong Support May be Needed 25%, Some Support May be Needed 40%, Less Support May be Needed 36%

■ Strong Support May be Needed   ■ Some Support May be Needed   ■ Less Support May be Needed

UPPER SADDLE RIVER BORO
2021-22 Fall Start Strong Performance by Subgroup Program
ELA/Language Arts

Grade Band	Program	Total # students Tested	% of students Tested	Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2021-22 # of students	2021-22 % of total	2021-22 # of students	2021-22 % of total	2021-22 # of students	2021-22 % of total
ES (G4-G5)	Section 504	7	3%	1	14%	4	57%	2	29%
	ELL	2	1%	1	50%	0	0%	1	50%
	SpecEd	55	22%	13	24%	16	29%	26	47%
	GenEd	192	77%	12	6%	21	11%	159	83%
	All Students	249		26	10%	37	15%	186	75%
MS (G6-G8)	Section 504	17	4%	2	12%	2	12%	13	76%
	SpecEd	53	13%	24	45%	13	25%	16	30%
	GenEd	350	87%	36	10%	65	19%	249	71%
	All Students	403		60	15%	78	19%	265	66%
All Grades	Section 504	24	4%	3	13%	6	25%	15	63%
	ELL	2	0%	1	50%	0	0%	1	50%
	SpecEd	108	17%	37	34%	29	27%	42	39%
	GenEd	542	83%	48	9%	86	16%	408	75%
	All Students	652		86	13%	115	18%	451	69%

UPPER SADDLE RIVER BORO
2021-22 Fall Start Strong Performance by Subgroup Program
Mathematics

Grade Band	Program	Total # students Tested	% of students Tested	Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2021-22 # of students	2021-22 % of total	2021-22 # of students	2021-22 % of total	2021-22 # of students	2021-22 % of total
ES (G4-G5)	Section 504	7	3%	1	14%	2	29%	4	57%
	ELL	2	1%	0	0%	0	0%	2	100%
	SpecEd	55	22%	15	27%	13	24%	27	49%
	GenEd	192	77%	4	2%	31	16%	157	82%
	All Students	249		19	8%	44	18%	186	75%
MS (G6-G8)	Section 504	17	4%	1	6%	3	18%	13	76%
	SpecEd	53	13%	17	32%	22	42%	14	26%
	GenEd	350	87%	19	5%	83	24%	248	71%
	All Students	403		36	9%	105	26%	262	65%
All Grades	Section 504	24	4%	2	8%	5	21%	17	71%
	ELL	2	0%	0	0%	0	0%	2	100%
	SpecEd	108	17%	32	30%	35	32%	41	38%
	GenEd	542	83%	23	4%	114	21%	405	75%
	All Students	652		55	8%	149	23%	448	69%

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

UPPER SADDLE RIVER BORO

2021-22 Fall Start Strong Performance by Subgroup Program

Science

Grade Band	Program	Total # students Tested	% of students Tested	Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2021-22 # of students	2021-22 % of total	2021-22 # of students	2021-22 % of total	2021-22 # of students	2021-22 % of total
MS (G6-G8)	Section 504	7	6%	0	0%	4	57%	3	43%
	SpecEd	20	17%	10	50%	8	40%	2	10%
	GenEd	98	83%	14	14%	43	44%	41	42%
	All Students	118		24	20%	51	43%	43	36%

Link It! ~ ELA Benchmark B Average Score

	2021-22	2020-21	2019-20	2018-19	2017-18
Grade 3	53%	55%	58%	56%	59%
Grade 4	52%	52%	61%	55%	55%
Grade 5	66%	63%	65%	70%	67%
Grade 6	60%	56%	63%	62%	60%
Grade 7	56%	62%	59%	60%	59%
Grade 8	64%	61%	58%	61%	64%

Link It! ~ ELA Benchmark B
Percent of Students Not Meeting Benchmark

	2021-22	2020-21	2019-20	2018-19	2017-18
Grade 3	40%	47%	41%	40%	32%
Grade 4	30%	34%	19%	19%	25%
Grade 5	28%	27%	25%	18%	22%
Grade 6	32%	36%	22%	33%	28%
Grade 7	38%	23%	33%	28%	30%
Grade 8	24%	34%	35%	25%	22%

LINK IT ~ Math Benchmark B Average Score

	2021-22	2020-21	2019-20	2018-19	2017-18
Grade 3	60%	66%	61%	62%	66%
Grade 4	71%	71%	68%	72%	75%
Grade 5	74%	74%	77%	77%	77%
Grade 6	53%	54%	67%	65%	59%
Grade 7	70%	72%	72%	71%	75%
Grade 8	60%	54%	52%	59%	58%

LINK IT ~ Math Benchmark B
Percent of Students Not Meeting Expectations

	2021-22	2020-21	2019-20	2018-19	2017-18
Grade 3	42%	28%	35%	32%	23%
Grade 4	15%	25%	25%	18%	13%
Grade 5	21%	22%	17%	14%	13%
Grade 6	63%	59%	28%	36%	41%
Grade 7	32%	22%	26%	27%	22%
Grade 8	52%	64%	69%	46%	54%

Teacher Data

Items		Correct Answer		Avg. Points	A	B	C	D
1	Q	.	⤵	0.75	.	.	.	.
2	Q	C	⤵	0.85	5%	10%	85%	0%
3	Q	A	⤵	0.95	95%	5%	0%	0%
4	Q	C	⤵	0.75	10%	15%	75%	0%
5	Q	D	⤵	0.65	35%	0%	0%	65%
6	Q	.	⤵	0.95	.	.	.	.
7	Q	B	⤵	0.55	0%	55%	45%	0%
8	Q	B	⤵	0.85	5%	85%	10%	0%
9	Q	.	⤵	0.35	.	.	.	.
10	Q	A	⤵	0.70	70%	10%	5%	15%
11	Q	C	⤵	0.35	0%	15%	35%	50%
12	Q	B	⤵	0.55	20%	55%	25%	0%
13	Q	D	⤵	0.80	0%	10%	10%	80%
14	Q	.	⤵	0.95	.	.	.	.
15	Q	C	⤵	1.00	0%	0%	100%	0%
16	Q	.	⤵	0.35	.	.	.	.
17	Q	D	⤵	0.85	5%	10%	0%	85%

What number makes the number sentence true?

$8 \times 6 = \underline{\quad} \times 8$

A. ☐ 22

B. ☑ 6

C. ☐ 48

D. ☐ 384

District wide assessments

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C+	D+	E+
	B	C	D/E	
	A	B	C	
				Below C
Grade 1	E+	G+	I+	K+
	D/E	F	H	J/K
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J/K	K	L	M/N
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M/N	N	O	P/Q
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P/Q	Q	R	S/T
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S/T	T	U	V/W
	R	S	T	U
	Below R	Below S	Below T	Below U

KEY

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations: Needs Short-Term Intervention
- Does Not Meet Expectations: Needs Intensive Intervention

Tier 3 — Intensive Individual Intervention
Tier 2 — Targeted Small Group Instruction
Tier 1 — Core Classroom Instruction

3 Tiers of Support

Local Assessments

The Power of Language

From	Towards
Remediation	Acceleration
Review	Scaffold up
Focus on old standards	Focus on grade level standards
Gaps and Skill Deficits	Learning goals
Worry and fear	Optimism and resilience

Local Assessments

Use the visual below to describe a formula for finding the volume of a cylinder.
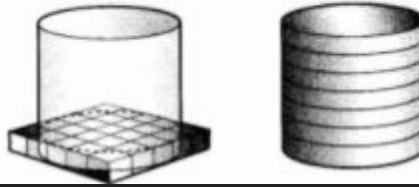
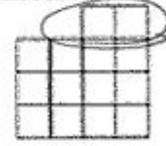Examine the piles of squares below. Write an equation and complete the table based on the pattern that you see.

1.
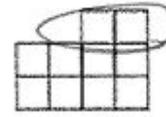
| Pile 1 | Pile 2 | Pile 3 |

Pile Number	1	2	3	4	105
Total Number of Squares	6	10	14	18	422

let s = # of squares
let p = pile #

+4   +4

1) Use three different strategies to show how you know that $\frac{3}{5}$ is greater than $\frac{4}{10}$.

$\frac{3}{5}$ $\frac{4}{10}$
 1   b
        ½

+3
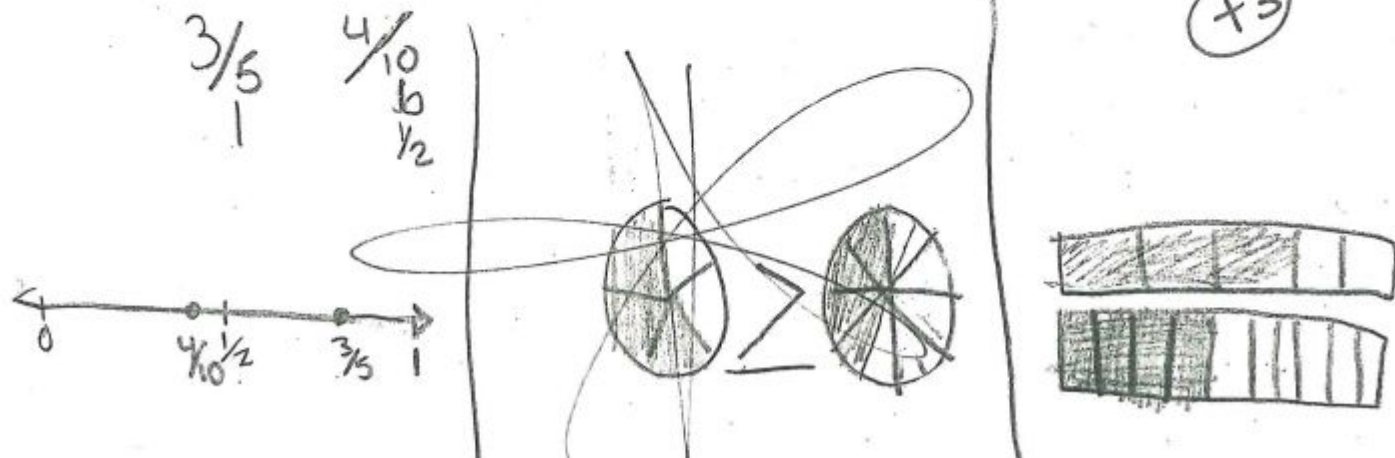
(K-8) Math Extensions

Explain Len's Mistake below.

```
    3  2  8
 x  6  2
_____
 1  8  0  0
 1  2  0  0
    4  8  0
+   6  0  0
          4
    1  6
_____
 4  1  0  0
```

Ms. Pike's backyard swimming pool is also being emptied by a pump. After one hour, the pool has 9,700 gallons of water left. After four hours, the pool has 8,800 gallons of water left. Based on the rate at which Ms. Smith's pool is being emptied and Ms. Pike's pool is being emptied, whose pool is being emptied faster? Explain and show how you arrived at your answer. (Refer back to the equation in #1 for Ms. Smith's information).

Find a fraction that would fall in between the pair. Explain or show your reasoning.

$$\frac{3}{5} \text{ and } \frac{4}{5}$$

Yellow Cab VS Blue Cab
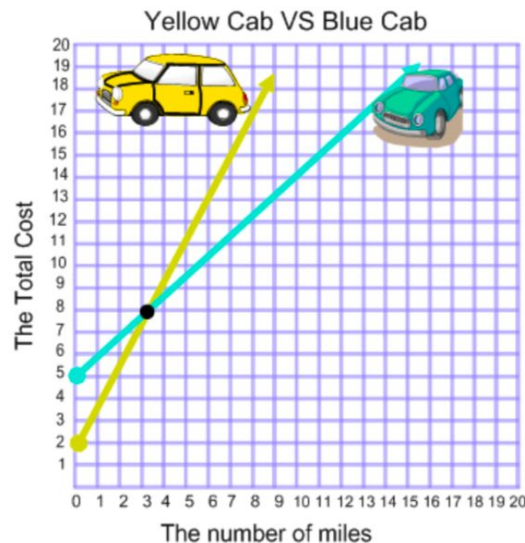
Analysis of student work & Curricular Implications

Local Assessments ~ Writing (6th-8th)

Writing Prompt: Day 1 & 2

Directions: In the passage below from *Magic Elizabeth*, the author creates a vivid setting and two distinct characters, Mrs. Chipley and Sally. As you read the story, think about the details the author uses to establish the setting and the characters. Annotate as needed!

Tomorrow, after you read the passage, you will write an original story about what happens when Sally arrives at Aunt Sarah's house. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

Mrs. Chipley walks up the steps and knocks on the door. Sally and Mrs. Chipley wait for a moment, and when the door opens, we find a short, plump woman with a heart-warming smile. She has straight brown hair that goes a little past her shoulders. She has brown eyes and long, dark lashes.

"Hello," Mrs. Chipley says. She introduces herself. "My name is Linda Chipley. You must be Sarah Collow?" The woman nods. She examines Mrs. Chipley for a moment, then moves on to look at Sally. Sally keeps her gaze downward in respect, trying not to make a bad impression in front of her aunt.

"And this must be Sally?" Aunt Sarah asks. Sally lifts her eyes to meet Aunt Sarah's gaze. Sally thought that her aunt would be more stern looking, like Mrs. Chipley, but instead she is surprised to find that Aunt Sarah is very nice, and seems to have a joyful mood, with a wide smile showing teeth on her face. "Yup. I 'm Sally." Sally says with a big smile.

"See what your kids need and make it happen."

~ Karen Biglin (Reynolds Kindergarten Teacher)

Social Emotional Survey Process

- Panorama Education survey development and analysis teams in each building
- Common survey measures
  - Social awareness
  - Emotional regulation
  - Sense of belonging
- Parent consent

Sample Survey Questions

3. How well did you get along with students who are different from you?

○ Did not get along at all   ○ Got along a little bit   ○ Got along somewhat   ○ Got along pretty well   ○ Got along extremely well

10. How often are you able to control your emotions when you need to?

○ Almost never   ○ Once in a while   ○ Sometimes   ○ Frequently   ○ Almost always

9. Overall, how much do you feel like you belong at your school?

○ Do not belong at all   ○ Belong a little bit   ○ Belong somewhat   ○ Belong quite a bit   ○ Completely belong

Bogert Panorama Survey Trends

Strengths: School climate, School safety, Sense of belonging, Rigorous expectations

Challenges: Emotional regulation, Social awareness, Engagement, Valuing of school

Cavallini Panorama Survey Trends

Strengths: Supportive relationships, Social awareness

Challenges: Emotional regulation, Challenging feelings, Positive feelings, Sense of belonging, Teacher-student relationships

Student Behaviors

- Reacclimating to classroom routines
- Building back stamina for full day
- Maintaining focus and attention
- Seeking reassurance from teachers on tasks
- Seeking connections with school staff during unstructured times
- Inconsistencies in day-to-day behavior of students
- Mimicking inappropriate school behaviors
- Increase in health office visits

Student Interventions

- Universal Supports
    - Community Circles
    - Classroom strategies from Counselors, Mental Health Social Worker
    - School counseling programs

- Small Group Supports
    - Small group counseling

- Individual Supports
    - Individual counseling
    - Crisis team interventions
    - Risk assessments

Professional Learning for Teachers

- I&RS Process and Professional Learning
- Community Circles Professional Learning
- Executive Functioning Mini Series
- Quad District Collaboration