

Start Strong Assessment Fall 2021



Delsea Regional High School District

The Start Strong Assessment

The Start Strong Assessment was initially created in response to the disruption in education due to the COVID-19 pandemic. It was expressly designed to inform instruction by providing educators - as well as parents and guardians - with an early indication of the level of support students may need as they enter a new school year. Results of the Start Strong Assessment may reveal conceptual or skill gaps in student understanding of the New Jersey Student Learning Standards (NJSLS) that can be addressed moving forward.

The Start Strong Assessment:

- Provides initial information about the levels of support that students may need upon their return to school.
- Should be used in concert with other indicators of student knowledge, skills, and abilities to evaluate performance.
- Differs in design and function from the New Jersey Student Learning Assessment (NJSLA).
- Is not intended to predict student performance on future summative assessments.

Test Design

Because the Start Strong Assessment is to be administered at the beginning of the new school year, it is aligned to specific learning standards from the previous grade level or high school course.

Content Area	Grade/Course in School Year 2021 – 2022	Content of the Assessment
ELA	Grade 7 Grade 8 Grade 9 Grade 10	Grade 6 Grade 7 Grade 8 Grade 9
Math	Grade 7 Grade 8 Algebra 1 Geometry Algebra 2	Grade 6 Grade 7 Grade 8 Grade 8 Algebra 1
Science	Grade 9 Grade 12	Grades 6-8 Grades 9-11

Support Level

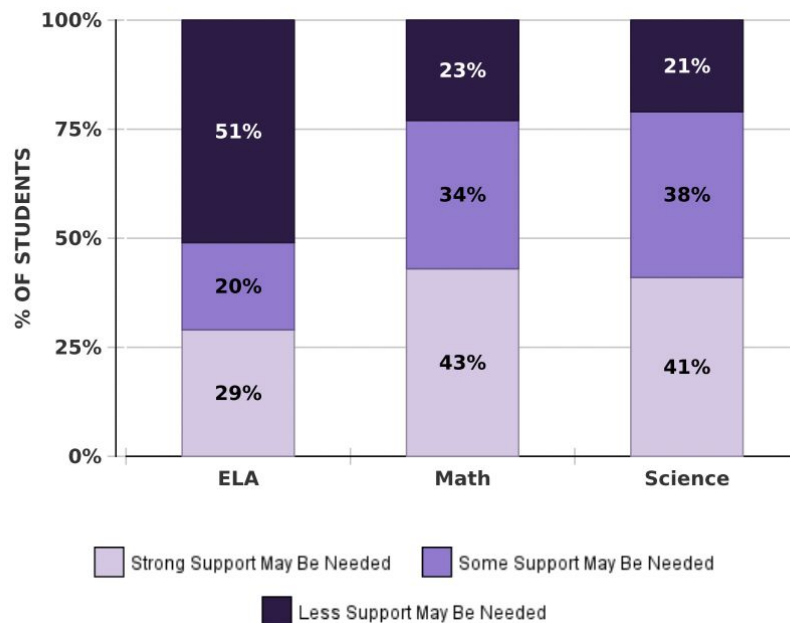
Students are categorized into one of three suggested support levels, each of which is defined by a range of possible raw scores on the Start Strong Assessment. The goal of these classifications is to provide some guidance regarding the amount of support that may be needed as students return to school.

The three support levels for the Start Strong Assessment are:

- Level 1: Strong Support May Be Needed
- Level 2: Some Support May Be Needed
- Level 3: Less Support May Be Needed

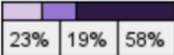
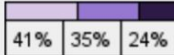
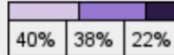
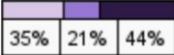
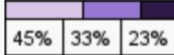
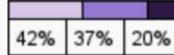
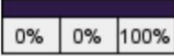
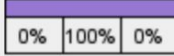
District-Wide

Support Levels for the District

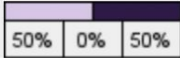
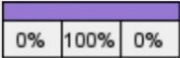
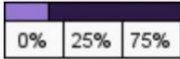
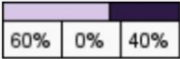
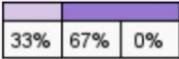
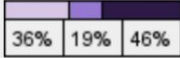
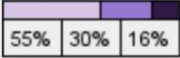
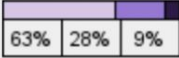
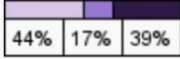
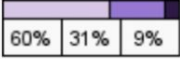
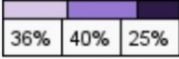
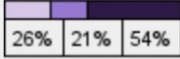
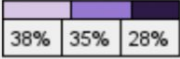
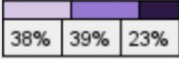
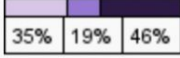
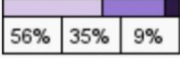
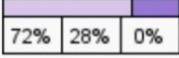


Organization Name	Subject	Strong Support May Be Needed	Some Support May Be Needed	Less Support May Be Needed
DELSEA REGIONAL HIGH SCHOOL DISTRICT	ELA	304 29%	208 20%	530 51%
DELSEA REGIONAL HIGH SCHOOL DISTRICT	Math	524 43%	413 34%	285 23%
DELSEA REGIONAL HIGH SCHOOL DISTRICT	Science	193 41%	176 38%	97 21%

Subject Support Level by Demographic Gender

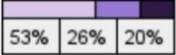
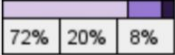
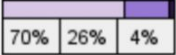
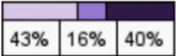
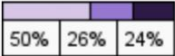
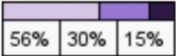
Gender	ELA	Math	Science
Female	 23% 19% 58%	 41% 35% 24%	 40% 38% 22%
Male	 35% 21% 44%	 45% 33% 23%	 42% 37% 20%
Non-Binary/Undesignated	 0% 0% 100%	 0% 100% 0%	No Data

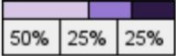
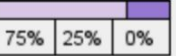
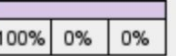
Subject Support Level by Demographic Ethnicity

Ethnicity	ELA	Math	Science
American Indian / Alaska Native	 <p>50% 0% 50%</p>	 <p>0% 100% 0%</p>	No Data
Asian	 <p>0% 25% 75%</p>	 <p>60% 0% 40%</p>	 <p>33% 67% 0%</p>
Black / African American	 <p>36% 19% 46%</p>	 <p>55% 30% 16%</p>	 <p>63% 28% 9%</p>
Hispanic or Latino	 <p>44% 17% 39%</p>	 <p>60% 31% 9%</p>	 <p>36% 40% 25%</p>
White	 <p>26% 21% 54%</p>	 <p>38% 35% 28%</p>	 <p>38% 39% 23%</p>
Two or More Races	 <p>35% 19% 46%</p>	 <p>56% 35% 9%</p>	 <p>72% 28% 0%</p>

Subject Support Level by Demographic

Students with Disabilities & ELLs

Students with Disabilities	ELA	Math	Science									
IEP	 <table border="1"> <tr> <td>53%</td> <td>26%</td> <td>20%</td> </tr> </table>	53%	26%	20%	 <table border="1"> <tr> <td>72%</td> <td>20%</td> <td>8%</td> </tr> </table>	72%	20%	8%	 <table border="1"> <tr> <td>70%</td> <td>26%</td> <td>4%</td> </tr> </table>	70%	26%	4%
53%	26%	20%										
72%	20%	8%										
70%	26%	4%										
504	 <table border="1"> <tr> <td>43%</td> <td>16%</td> <td>40%</td> </tr> </table>	43%	16%	40%	 <table border="1"> <tr> <td>50%</td> <td>26%</td> <td>24%</td> </tr> </table>	50%	26%	24%	 <table border="1"> <tr> <td>56%</td> <td>30%</td> <td>15%</td> </tr> </table>	56%	30%	15%
43%	16%	40%										
50%	26%	24%										
56%	30%	15%										

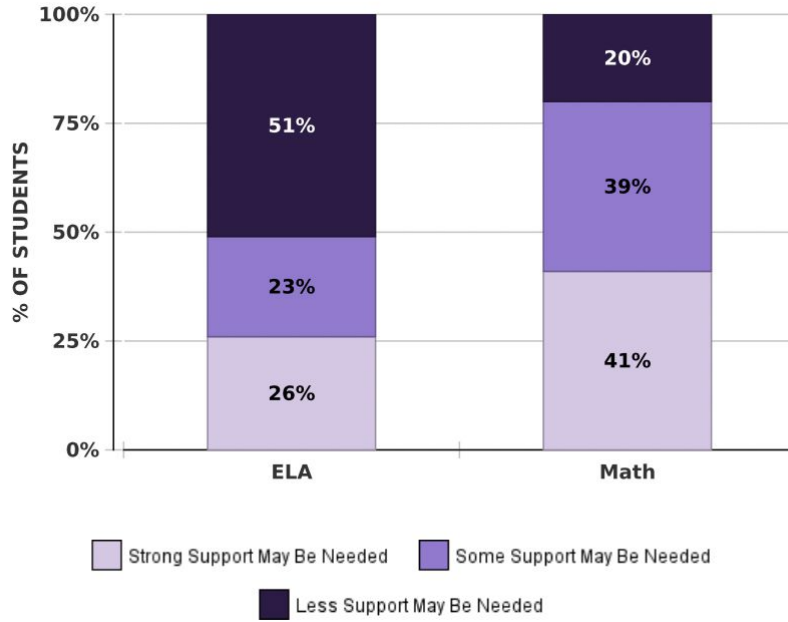
English Language Learner	ELA	Math	Science									
Current EL	 <table border="1"> <tr> <td>50%</td> <td>25%</td> <td>25%</td> </tr> </table>	50%	25%	25%	 <table border="1"> <tr> <td>75%</td> <td>25%</td> <td>0%</td> </tr> </table>	75%	25%	0%	 <table border="1"> <tr> <td>100%</td> <td>0%</td> <td>0%</td> </tr> </table>	100%	0%	0%
50%	25%	25%										
75%	25%	0%										
100%	0%	0%										

Subject Support Level by Demographic

Other Demographics

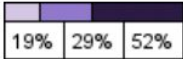
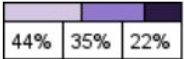
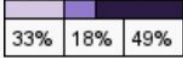
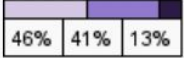
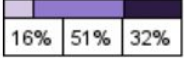
Other Demographics	ELA			Math			Science		
Economically Disadvantaged	38%	16%	46%	56%	31%	12%	50%	41%	9%
Non-Economically Disadvantaged	28%	21%	52%	41%	34%	25%	40%	37%	22%
Homeless	40%	20%	40%	55%	32%	14%	17%	50%	33%
Migrant	50%	0%	50%	50%	50%	0%	0%	100%	0%

Delsea Middle School



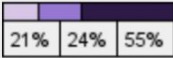
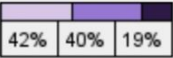
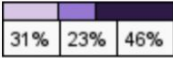
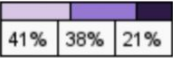
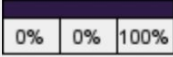
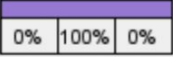
Organization Name	Subject	Strong Support May Be Needed	Some Support May Be Needed	Less Support May Be Needed
DELSEA REGIONAL MIDDLE SCHOOL (154940-060)	ELA	134 26%	120 23%	260 51%
DELSEA REGIONAL MIDDLE SCHOOL (154940-060)	Math	215 41%	204 39%	105 20%

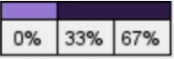
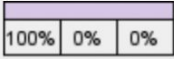
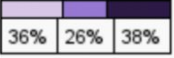
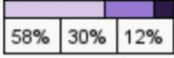
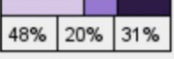
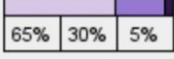
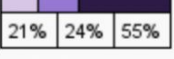
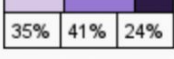
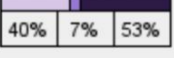
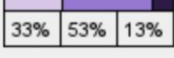
Subject Support Level by Grade

Grade	ELA	Math	Science						
07	 <table border="1"><tr><td>19%</td><td>29%</td><td>52%</td></tr></table>	19%	29%	52%	 <table border="1"><tr><td>44%</td><td>35%</td><td>22%</td></tr></table>	44%	35%	22%	
19%	29%	52%							
44%	35%	22%							
08	 <table border="1"><tr><td>33%</td><td>18%</td><td>49%</td></tr></table>	33%	18%	49%	 <table border="1"><tr><td>46%</td><td>41%</td><td>13%</td></tr></table>	46%	41%	13%	
33%	18%	49%							
46%	41%	13%							
A1		 <table border="1"><tr><td>16%</td><td>51%</td><td>32%</td></tr></table>	16%	51%	32%				
16%	51%	32%							

Subject Support Level by Demographic

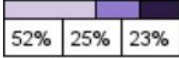
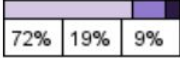
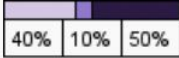
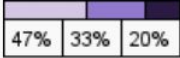
Gender and Ethnicity

Gender	ELA	Math	Science
Female	 <p>21% 24% 55%</p>	 <p>42% 40% 19%</p>	No Data
Male	 <p>31% 23% 46%</p>	 <p>41% 38% 21%</p>	No Data
Non-Binary/Undesignated	 <p>0% 0% 100%</p>	 <p>0% 100% 0%</p>	No Data

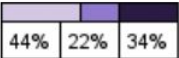
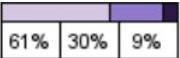
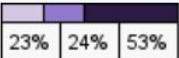
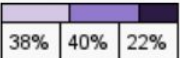
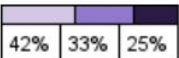
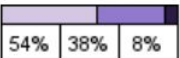
Ethnicity	ELA	Math	Science
Asian	 <p>0% 33% 67%</p>	 <p>100% 0% 0%</p>	No Data
Black / African American	 <p>36% 26% 38%</p>	 <p>58% 30% 12%</p>	No Data
Hispanic or Latino	 <p>48% 20% 31%</p>	 <p>65% 30% 5%</p>	No Data
White	 <p>21% 24% 55%</p>	 <p>35% 41% 24%</p>	No Data
Two or More Races	 <p>40% 7% 53%</p>	 <p>33% 53% 13%</p>	No Data

Subject Support Level by Demographic

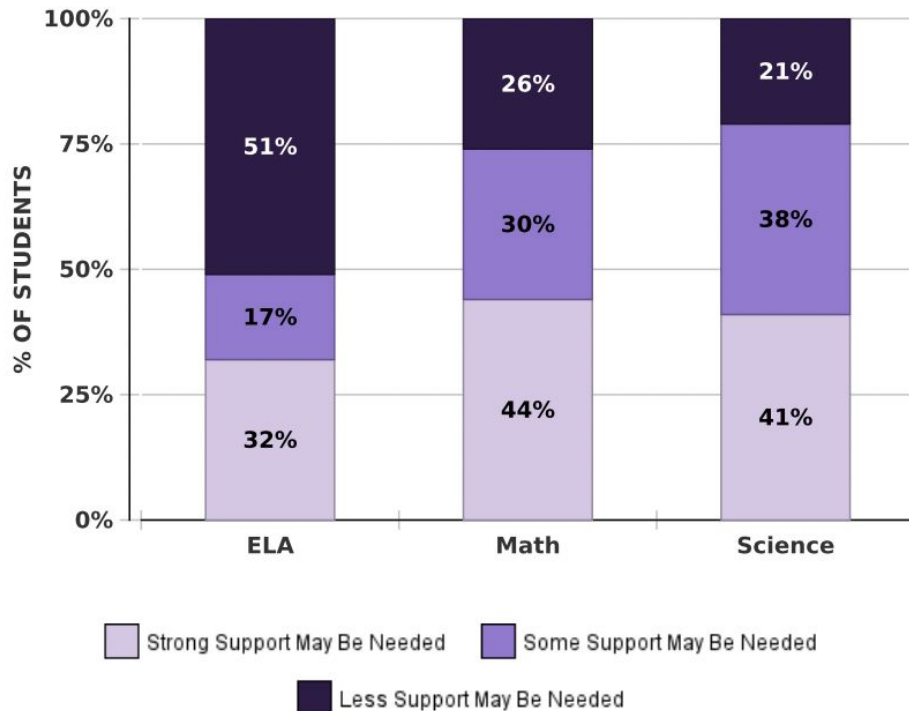
Students with Disabilities, ELLs, & Other Demographics

Students with Disabilities	ELA	Math	Science
IEP	 52% 25% 23%	 72% 19% 9%	No Data
504	 40% 10% 50%	 47% 33% 20%	No Data

English Language Learner	ELA	Math	Science
Current EL	 50% 50% 0%	 100% 0% 0%	No Data

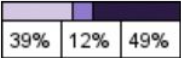
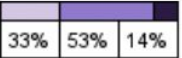
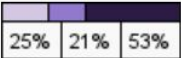
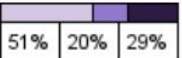
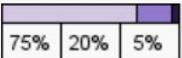
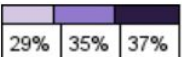
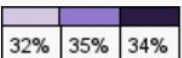
Other Demographics	ELA	Math	Science
Economically Disadvantaged	 44% 22% 34%	 61% 30% 9%	No Data
Non-Economically Disadvantaged	 23% 24% 53%	 38% 40% 22%	No Data
Homeless	 42% 33% 25%	 54% 38% 8%	No Data

Delsea Regional High School



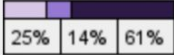
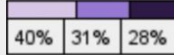
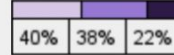
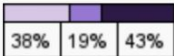
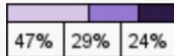
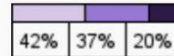
Organization Name	Subject	Strong Support May Be Needed	Some Support May Be Needed	Less Support May Be Needed
DELSEA REGIONAL HIGH SCHOOL (154940-050)	ELA	170 32%	88 17%	270 51%
DELSEA REGIONAL HIGH SCHOOL (154940-050)	Math	309 44%	209 30%	180 26%
DELSEA REGIONAL HIGH SCHOOL (154940-050)	Science	193 41%	176 38%	97 21%

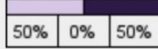
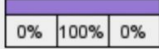
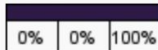
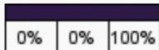
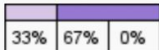
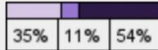
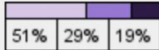
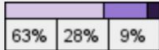
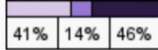
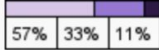
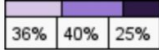
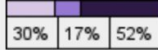
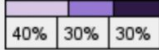
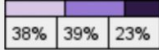
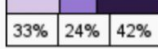
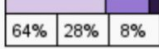
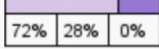
Subject Support Level by Grade

Grade	ELA	Math	Science						
09	 <table border="1"> <tr> <td>39%</td> <td>12%</td> <td>49%</td> </tr> </table>	39%	12%	49%		 <table border="1"> <tr> <td>33%</td> <td>53%</td> <td>14%</td> </tr> </table>	33%	53%	14%
39%	12%	49%							
33%	53%	14%							
10	 <table border="1"> <tr> <td>25%</td> <td>21%</td> <td>53%</td> </tr> </table>	25%	21%	53%					
25%	21%	53%							
12			 <table border="1"> <tr> <td>51%</td> <td>20%</td> <td>29%</td> </tr> </table>	51%	20%	29%			
51%	20%	29%							
A1		 <table border="1"> <tr> <td>75%</td> <td>20%</td> <td>5%</td> </tr> </table>	75%	20%	5%				
75%	20%	5%							
A2		 <table border="1"> <tr> <td>29%</td> <td>35%</td> <td>37%</td> </tr> </table>	29%	35%	37%				
29%	35%	37%							
G1		 <table border="1"> <tr> <td>32%</td> <td>35%</td> <td>34%</td> </tr> </table>	32%	35%	34%				
32%	35%	34%							

Subject Support Level by Demographic

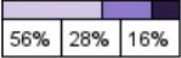
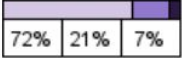
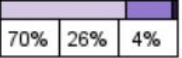
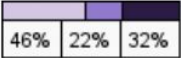
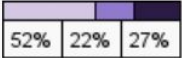
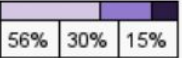
Gender and Ethnicity

Gender	ELA	Math	Science
Female	 25% 14% 61%	 40% 31% 28%	 40% 38% 22%
Male	 38% 19% 43%	 47% 29% 24%	 42% 37% 20%

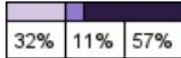
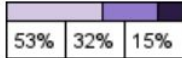
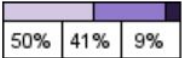
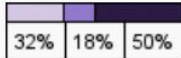
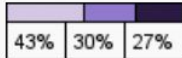
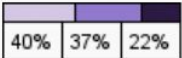
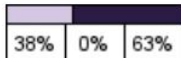
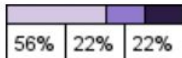
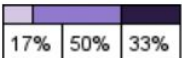
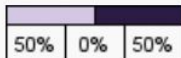
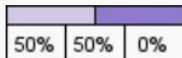
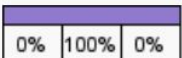
Ethnicity	ELA	Math	Science
American Indian / Alaska Native	 50% 0% 50%	 0% 100% 0%	No Data
Asian	 0% 0% 100%	 0% 0% 100%	 33% 67% 0%
Black / African American	 35% 11% 54%	 51% 29% 19%	 63% 28% 9%
Hispanic or Latino	 41% 14% 46%	 57% 33% 11%	 36% 40% 25%
White	 30% 17% 52%	 40% 30% 30%	 38% 39% 23%
Two or More Races	 33% 24% 42%	 64% 28% 8%	 72% 28% 0%

Subject Support Level by Demographic

Students with Disabilities, ELLs, & Other Demographics

Students with Disabilities	ELA	Math	Science									
IEP	 <table border="1"> <tr> <td>56%</td> <td>28%</td> <td>16%</td> </tr> </table>	56%	28%	16%	 <table border="1"> <tr> <td>72%</td> <td>21%</td> <td>7%</td> </tr> </table>	72%	21%	7%	 <table border="1"> <tr> <td>70%</td> <td>26%</td> <td>4%</td> </tr> </table>	70%	26%	4%
56%	28%	16%										
72%	21%	7%										
70%	26%	4%										
504	 <table border="1"> <tr> <td>46%</td> <td>22%</td> <td>32%</td> </tr> </table>	46%	22%	32%	 <table border="1"> <tr> <td>52%</td> <td>22%</td> <td>27%</td> </tr> </table>	52%	22%	27%	 <table border="1"> <tr> <td>56%</td> <td>30%</td> <td>15%</td> </tr> </table>	56%	30%	15%
46%	22%	32%										
52%	22%	27%										
56%	30%	15%										

English Language Learner	ELA	Math	Science									
Current EL	 <table border="1"> <tr> <td>50%</td> <td>0%</td> <td>50%</td> </tr> </table>	50%	0%	50%	 <table border="1"> <tr> <td>50%</td> <td>50%</td> <td>0%</td> </tr> </table>	50%	50%	0%	 <table border="1"> <tr> <td>100%</td> <td>0%</td> <td>0%</td> </tr> </table>	100%	0%	0%
50%	0%	50%										
50%	50%	0%										
100%	0%	0%										

Other Demographics	ELA	Math	Science									
Economically Disadvantaged	 <table border="1"> <tr> <td>32%</td> <td>11%</td> <td>57%</td> </tr> </table>	32%	11%	57%	 <table border="1"> <tr> <td>53%</td> <td>32%</td> <td>15%</td> </tr> </table>	53%	32%	15%	 <table border="1"> <tr> <td>50%</td> <td>41%</td> <td>9%</td> </tr> </table>	50%	41%	9%
32%	11%	57%										
53%	32%	15%										
50%	41%	9%										
Non-Economically Disadvantaged	 <table border="1"> <tr> <td>32%</td> <td>18%</td> <td>50%</td> </tr> </table>	32%	18%	50%	 <table border="1"> <tr> <td>43%</td> <td>30%</td> <td>27%</td> </tr> </table>	43%	30%	27%	 <table border="1"> <tr> <td>40%</td> <td>37%</td> <td>22%</td> </tr> </table>	40%	37%	22%
32%	18%	50%										
43%	30%	27%										
40%	37%	22%										
Homeless	 <table border="1"> <tr> <td>38%</td> <td>0%</td> <td>63%</td> </tr> </table>	38%	0%	63%	 <table border="1"> <tr> <td>56%</td> <td>22%</td> <td>22%</td> </tr> </table>	56%	22%	22%	 <table border="1"> <tr> <td>17%</td> <td>50%</td> <td>33%</td> </tr> </table>	17%	50%	33%
38%	0%	63%										
56%	22%	22%										
17%	50%	33%										
Migrant	 <table border="1"> <tr> <td>50%</td> <td>0%</td> <td>50%</td> </tr> </table>	50%	0%	50%	 <table border="1"> <tr> <td>50%</td> <td>50%</td> <td>0%</td> </tr> </table>	50%	50%	0%	 <table border="1"> <tr> <td>0%</td> <td>100%</td> <td>0%</td> </tr> </table>	0%	100%	0%
50%	0%	50%										
50%	50%	0%										
0%	100%	0%										

Key Takeaway

Given interrupted learning, all students are in need of support. Based on the data, students need the most support in math.

The US Department of Education released *Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Children* in June 2021. The report states,

Updated winter data from the Renaissance Start Assessment indicated that students may have recovered some of the ground they lost in both math and reading. Still, Renaissance found that “the average reading and math performance of students remain[ed] behind pre-pandemic expectations” by winter 2021, “with math achievement still more impacted than reading.” (p. 4)

Based on this information, our local data is in alignment with national data.