# NEW JERSEY STUDENT LEARNING ASSESSMENT 

## NJSLA

## 2023 TEST RESULTS

- The New Jersey Student Learning Assessments ( NJSLA) are designed to:
- Measures student mastery of New Jersey Student Learning Standards (NJSLS) along a continuum from total lack of skill to excellence
- The New Jersey Student Learning Standards:
- Define what students are expected to learn in each content area at each grade level
- Foundation on which districts build curriculum and plan instruction.



## STANDARDIZED ASSESSMENT

$>$ State and federal laws require states to administer assessments aligned to state standards and the results must be valid, reliable, and comparable statewide
$>$ New Jersey has administered standardized statewide assessments since 1978


## NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA)

## - NJSLA - ELA (English Language Arts)

- Focuses on reading and comprehending a range of sufficiently complex texts independently and writing effectively when using and/or analyzing sources.
- NJSLA -Math
- Focuses on applying skills and concepts, understanding multi-step problems that require abstract reasoning, and modeling real-world problems with precision, perseverance, and strategic use of tools.
- NJSLA - Science (Fifth Grade)
- Focuses on tasks that examine students' performance of scientific and engineering practices in the context of crosscutting concepts and disciplinary core ideas. The three-dimensional nature of the standards requires complex test questions and tasks.



## NJSLA DATA

- District Summary of Schools
- District Performance Level Summary
- Content Standard Roster
- Evidence Statement Analysis


ENGLISH LANGUAGE ARTS
Grade 6 Assessment, 2022-2023

| PERFORMANCE DISTRIBUTION BY \% |  |  |  |  | NUMBER OF STUDENTS$96,337$ | ELA AVG OVERALL SCORE$747$ | AVG SCORE <br> 49 | READING*LITERARY INFORMATION VOCABULARY |  |  | AVG SCORE <br> 32 | WRITTEN* <br> EXPRESSION |  |  | WRITING* CONVENTIONS |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| STATE |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 | 14 | 25 | 38 | 11 |  |  |  | $\begin{array}{\|l\|l\|l\|} \hline 28 & 29 & 43 \\ \hline \end{array}$ |  |  |  | 29 | 22 | 49 | 30 | 23 | 47 |
| DISTRICT |  |  |  |  | 111 | 790 | 61 |  |  |  | 47 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 | 1 | 8 | 34 | 56 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| GOULD/MOUNTAIN ELEMENTARY SCHOOL |  |  |  |  | 111 | 790 | 61 |  |  | $\begin{array}{\|l\|l\|l\|} \hline 14 & 21 & 66 \\ \hline \end{array}$ | 47 |  |  |  |         <br> 3 5       |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 | 1 | 8 | 34 | 56 |  |  |  |  |  |  |  | 2 | 5 | 93 |  |  |  |



ENGLISH LANGUAGE ARTS
Grade 6 Assessment, 2022-2023

| Purpose: This report describes group achievement in terms of average scale scores and performance levels. | Number of Valid Scores | Average Scale Score | Performance Levels |  |  |  |  |  |  |  |  |  | $\geq$ Level 4 Met or Exceeded Expectations |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Level 1 <br> Did Not Yet Meet Expectations |  | Level 2 Partially Met Expectations |  | Level 3 Approached Expectations |  | Level 4 Met Expectations |  | Level 5 Exceeded Expectations |  |  |  |
|  |  |  | \# | \% | \# | \% | \# | \% | \# | \% | \# | \% | \# | \% |
| State | 96,337 | 747 | 11,547 | 12.0\% | 13,908 | 14.4\% | 23,671 | 24.6\% | 36,207 | 37.6\% | 11,004 | 11.4\% | 47,211 | 49.0\% |
| District | 111 | 790 | 1 | 0.9\% | 1 | 0.9\% | 9 | 8.1\% | 38 | 34.2\% | 62 | 55.9\% | 100 | 90.1\% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gender |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Female | 49 | 791 | 0 | 0.0\% | 1 | 2.0\% | 1 | 2.0\% | 20 | 40.8\% | 27 | 55.1\% | 47 | 95.9\% |
| Male | 62 | 790 | 1 | 1.6\% | 0 | 0.0\% | 8 | 12.9\% | 18 | 29.0\% | 35 | 56.5\% | 53 | 85.5\% |
| Non-Binary/Undesignated | 0 | 0 | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% |
| Ethnicity/Race |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic or Latino | 10 | 778 | 0 | 0.0\% | 1 | 10.0\% | 1 | 10.0\% | 4 | 40.0\% | 4 | 40.0\% | 8 | 80.0\% |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% |
| Asian | 9 | 809 | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 2 | 22.2\% | 7 | 77.8\% | 9 | 100.0\% |
| Black or African-American | 5 | 779 | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 3 | 60.0\% | 2 | 40.0\% | 5 | 100.0\% |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% |
| White | 85 | 791 | 1 | 1.2\% | 0 | 0.0\% | 8 | 9.4\% | 28 | 32.9\% | 48 | 56.5\% | 76 | 89.4\% |
| Two or more races | 2 | 783 | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 1 | 50.0\% | 1 | 50.0\% | 2 | 100.0\% |
| Not Indicated | 0 | 0 | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% |
| Economic Disadvantage |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 111 | 790 | 1 | 0.9\% | 1 | 0.9\% | 9 | 8.1\% | 38 | 34.2\% | 62 | 55.9\% | 100 | 90.1\% |
| Yes | 0 | 0 | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% | 0 | 0.0\% |
| Students with Disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| IEP - Yes | 23 | 767 | 1 | 4.3\% | 0 | 0.0\% | 6 | 26.1\% | 11 | 47.8\% | 5 | 21.7\% | 16 | 69.6\% |
| IEP - No | 88 | 796 | 0 | 0.0\% | 1 | 1.1\% | 3 | 3.4\% | 27 | 30.7\% | 57 | 64.8\% | 84 | 95.5\% |
| 504 | 8 | 789 | 0 | 0.0\% | 0 | 0.0\% | 1 | 12.5\% | 3 | 37.5\% | 4 | 50.0\% | 7 | 87.5\% |

State of New Jersey Department of Education

## Content Standards Roster

CONFIDENTIAL - DO NOT DISTRIBUTE
GRANDVIEW ELEMENTARY SCHOOL NORTH CALDWELL SCHOOL DISTRICT NEW JERSEY
MATHEMATICS SPRING 2023
Grade 3 Assessment, 2022-2023
NJ = State Average Percent Points Achieved ST $=$ Student Percent Points Achieved

| ved | Operations \& Algebraic Thinking |  | Number \& Operations in Base Ten |  | Number \& Operations Fractions |  | Measurement \& Data |  | Geometry |  | Modeling \& Reasoning |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CORE FORM | $\begin{array}{r} 3.0 A \\ 3.0 A A \\ \text { 3.OA.E } \\ \text { 3.OA.C } \\ \hline \end{array}$ | OA.A. 2 <br> OA.A. 4 <br> OA.B. 6 <br> OA.D. 8 <br> . 9 | $\begin{array}{r} 3 . \mathrm{NBT} \\ \hline \end{array}$ | $\begin{aligned} & \text { NBT.A. } 2 \\ & \text { A. } 3 \\ & \hline \end{aligned}$ | $\begin{array}{r} 1 \\ \\ \\ \text { 3.NF } \\ \text { 3.NFA. } \\ \text { 3.NFA. } \\ 3.1 \end{array}$ | 3.NF.A. 2 <br> NF.A.3.A <br> NF.A.3.c <br> .3.d | $\begin{array}{r} \text { 3.MD. } \\ \text { 3.MD. } \\ \text { 3.MD. } \\ \text { 3.MD. } \\ \text { 3.MD.C. } \\ \text { 3.MD.C. } \\ \text { 3.MD.C } \\ \hline \end{array}$ | MD.A. 2 MD.B. 4 D.C.5.a MD.C. 6 D.C.7.a MD.C.7.c MD.D. 8 | 3.G.A | G.A. 2 | On |  |  | rely <br> d <br> edge |
|  | NJ | ST | NJ | ST | NJ | ST | NJ | ST | NJ | ST | NJ | ST | NJ | ST |
| O21 | 66 | 100 | n/a | n/a | 51 | 86 | 59 | 78 | n/a | n/a | 36 | 50 | 43 | 50 |
| O22 | 63 | 67 | n/a | n/a | 56 | 100 | 52 | 56 | n/a | n/a | 29 | 25 | 31 | 17 |
| 021 | 66 | 89 | n/a | n/a | 51 | 100 | 59 | 100 | n(a | n/a | 36 | 38 | 43 | 83 |
| 022 | 63 | 78 | n/a | n/a | 56 | 86 | 52 | 67 | n/a | n/a | 29 | 38 | 31 | 67 |
| 022 | 63 | 78 | n/a | n/a | 56 | 57 | 52 | 56 | n/a | n/a | 29 | 38 | 31 | 17 |
| 022 | 63 | 44 | n/a | n/a | 56 | 71 | 52 | 67 | n/a | n/a | 29 | 19 | 31 | 0 |
| O21 | 66 | 89 | n/a | n/a | 51 | 86 | 59 | 89 | n/a | n/a | 36 | 56 | 43 | 67 |
| O21 | 66 | 56 | n/a | n/a | 51 | - 29 | 59 | 56 | n/a | n/a | 36 | 44 | 43 | 83 |
| O 22 | 63 | 89 | n/a | n/a | 56 | 100 | 52 | 56 | n/a | n/a | 29 | 63 | 31 | 50 |
| O21 | 66 | 78 | n/a | n/a | 51 | 71 | 59 | 78 | n/a | n/a | 36 | 31 | 43 | 67 |
| 022 | 63 | 78 | n/a | n/a | 56 | 43 | 52 | 56 | n/a | n/a | 29 | 56 | 31 | 33 |
| 021 | 66 | 100 | n/a | n/a | 51 | 71 | 59 | 78 | n/a | n/a | 36 | 69 | 43 | 67 |
| 021 | 66 | 89 | n/a | n/a | 51 | 86 | 59 | 78 | n/a | n/a | 36 | 56 | 43 | 83 |
| O21 | 66 | 100 | n/a | n/a | 51 | 71 | 59 | 78 | n/a | n/a | 36 | 38 | 43 | 0 |
| O21 | 66 | 100 | n/a | n/a | 51 | 57 | 59 | 78 | n/a | n/a | 36 | 38 | 43 | 67 |


| ved | Operations \& Algebraic Thinking |  | Number \& Operations in Base Ten |  | Number \& Operations Fractions |  | Measurement \& Data |  | Geometry |  | Modeling \& Reasoning |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CORE FORM | $\begin{array}{r} 3.0 A \\ 3.0 A A \\ \text { 3.OA.E } \\ \text { 3.OA.C } \\ \hline \end{array}$ | OA.A. 2 <br> OA.A. 4 <br> OA.B. 6 <br> OA.D. 8 <br> . 9 | $\begin{array}{r} 3 . \mathrm{NBT} . \\ \hline \end{array}$ | $\begin{aligned} & \text { NBT.A. } 2 \\ & \text { A. } 3 \\ & \hline \end{aligned}$ | $\begin{array}{r} 1 \\ \\ \\ \text { 3.NF } \\ \text { 3.NFA. } \\ \text { 3.NFA. } \\ 3.1 \end{array}$ | 3.NF.A. 2 <br> NF.A.3.A <br> NF.A.3.c <br> .3.d | $\begin{array}{r} \text { 3.MD. } \\ \text { 3.MD. } \\ \text { 3.MD. } \\ \text { 3.MD. } \\ \text { 3.MD.D. } \\ \text { 3.MD.C. } \\ \text { 3.MD.C } \end{array}$ | MD.A. 2 MD.B. 4 D.C.5.a MD.C. 6 D.C.7.a MD.C.7.c MD.D. 8 | 3.G.A | G.A. 2 | On |  |  | rely <br> d <br> edge |
|  | NJ | ST | NJ | ST | NJ | ST | NJ | ST | NJ | ST | NJ | ST | NJ | ST |
| O21 | 66 | 100 | n/a | n/a | 51 | 86 | 59 | 78 | n/a | n/a | 36 | 50 | 43 | 50 |
| O22 | 63 | 67 | n/a | n/a | 56 | 100 | 52 | 56 | n/a | n/a | 29 | 25 | 31 | 17 |
| 021 | 66 | 89 | n/a | n/a | 51 | 100 | 59 | 100 | n(a | n/a | 36 | 38 | 43 | 83 |
| 022 | 63 | 78 | n/a | n/a | 56 | 86 | 52 | 67 | n/a | n/a | 29 | 38 | 31 | 67 |
| 022 | 63 | 78 | n/a | n/a | 56 | 57 | 52 | 56 | n/a | n/a | 29 | 38 | 31 | 17 |
| 022 | 63 | 44 | n/a | n/a | 56 | 71 | 52 | 67 | n/a | n/a | 29 | 19 | 31 | 0 |
| O21 | 66 | 89 | n/a | n/a | 51 | 86 | 59 | 89 | n/a | n/a | 36 | 56 | 43 | 67 |
| O21 | 66 | 56 | n/a | n/a | 51 | - 29 | 59 | 56 | n/a | n/a | 36 | 44 | 43 | 83 |
| O 22 | 63 | 89 | n/a | n/a | 56 | 100 | 52 | 56 | n/a | n/a | 29 | 63 | 31 | 50 |
| O21 | 66 | 78 | n/a | n/a | 51 | 71 | 59 | 78 | n/a | n/a | 36 | 31 | 43 | 67 |
| 022 | 63 | 78 | n/a | n/a | 56 | 43 | 52 | 56 | n/a | n/a | 29 | 56 | 31 | 33 |
| O 21 | 66 | 100 | n/a | n/a | 51 | 71 | 59 | 78 | n/a | n/a | 36 | 69 | 43 | 67 |
| 021 | 66 | 89 | n/a | n/a | 51 | 86 | 59 | 78 | n/a | n/a | 36 | 56 | 43 | 83 |
| O21 | 66 | 100 | n/a | n/a | 51 | 71 | 59 | 78 | n/a | n/a | 36 | 38 | 43 | 0 |
| O21 | 66 | 100 | n/a | n/a | 51 | 57 | 59 | 78 | n/a | n/a | 36 | 38 | 43 | 67 |

STUDENT
mmon Core State Standards, please visit Test Content and Other Information webpage at: https://ni.mypearsonsupport.com/test-content/. o access the grade/course specific evidence statement tables and Common Core State Standards.
jomains are comprised of items that are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK).

State of New Jersey
Department of Education

Grade 6 Assessment, 2022-2023
District

## Students with Valid Scores (111)

Purpose: This report presents the average percent correct by Evidence Statement for district and state.



Difficuity level is determined at the State level for all reports.
Evidence Statement
Evidence Statements not tested in district or school are left blank. Refer to page two, student column for the number of students included at each Evidence Statement.

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.
ENGLISH LANGUAGE ARTS
Grade 6 Assessment, 2022-2023

| Difficulty Order Most to Least | Evidence <br> Statement | Common Core State Standard(s) | Domain | Item Type | District Student Count |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | RH 6.5.4 | RH.6.5 | Reading: History/Social Studies | Reading-EBSR | 111 |
| 2 | RH 6.9.3 | RH.6.9 | Reading: History/Social Studies | ELA-PCR | 111 |
| 3 | RH 6.6.6 | RH.6.6 | Reading: History/Social Studies | Reading-EBSR | 111 |
| 4 | RH 6.2.5 | RH.6.2 | Reading: History/Social Studies | Reading-EBSR | 111 |
| 5 | RH 6.7.3 | RH.6.7 | Reading: History/Social Studies | Reading-EBSR | 111 |
| 6 | RL 6.5.1 | RL. 6.5 | Reading: Literature | Reading-EBSR | 0 |
| 7 | RH 6.2.1 | RH.6.2 | Reading: History/Social Studies | Reading-EBSR | 111 |
| 8 | R1 6.1.3 | R1.6.1 | Reading: Informational Text | Reading-EBSR | 0 |
| 9 | RH 6.3.5 | RH.6.3 | Reading: History/Social Studies | ELA-PCR; Reading-EBSR | 111 |
| 10 | L 6.6.1 | L. 6.6 | Language | Reading-EBSR | 0 |
| 11 | RL 6.2.1 | RL.6.2 | Reading: Literature | ELA-PCR; Reading-EBSR | 61 |
| 12 | RL 6.2.2 | RL.6.2 | Reading: Literature | ELA-PCR; Reading-EBSR | 61 |
| 13 | RH 6.1.1 | RH.6.1 | Reading: History/Social Studies | ELA-PCR; Reading-EBSR; Reading-TECR | 111 |
| 14 | RI 6.1.1 | RI. 6.1 | Reading: Informational Text | Reading-EBSR | 0 |
| 15 | L 6.5.2 | L. 6.5 | Language | Reading-EBSR | 0 |
| 16 | RL 6.2.3 | RL.6.2 | Reading: Literature | ELA-PCR; Reading-TECR | 61 |
| 17 | RH 6.2.2 | RH.6.2 | Reading: History/Social Studies | Reading-TECR | 111 |
| 18 | RL 6.5.2 | RL. 6.5 | Reading: Literature | Reading-EBSR; Reading-TECR | 111 |
| 19 | RL 6.4.1 | RL.6.4 | Reading: Literature | Reading-EBSR | 111 |
| 20 | RI 6.4.1 | RI. 6.4 | Reading: Informational Text | Reading-EBSR | 111 |
| 21 | RL 6.1.1 | RL.6.1 | Reading: Literature | ELA-PCR; Reading-EBSR; Reading-TECR | 111 |
| 22 | L 6.4.1 | L.6.4.A | Language | Reading-EBSR | 111 |
| 23 | RH 6.4.1 | RH.6.4 | Reading: History/Social Studies | Reading-EBSR | 111 |
| 24 | RL 6.3.2 | RL. 6.3 | Reading: Literature | Reading-EBSR; Reading-TECR | 111 |
| 25 | RL 6.6.1 | RL.6.6 | Reading: Literature | Reading-EBSR; Reading-TECR | 111 |

## EXAMPLES OF MATH ACTION PLANS BASED ON NJSLA DATA ANALYSIS

| Evidence <br> Statement <br> Key | Evidence Statement Text |
| :---: | :--- | :--- | :--- |$\quad$| Clarifications, limits, etc. |
| :--- |



Analysis based on NJSLA 5th Grade 2023 Report

| Evidence Statement Key | Evidence Statement Text | Clarifications, limits, etc. | Plans to Address Weaknesses |
| :---: | :---: | :---: | :---: |
| $\begin{gathered} \text { \#2 } \\ \text { 5.NF.6-2 } \end{gathered}$ <br> (Slightly above state-level: Only 42 out of 85 students received this question) | Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. | i) Tasks present one or both factors in the form of a mixed number. <br> ii) Situations include area and comparison/times as much, with product unknown. <br> iii) Prompts do not provide visual fractions models; students may at their discretion draw visual fraction models as a strategy. | This standard will be addressed in the Let's Be Rational book. There will be guided notes for all fraction operations with various strategies to use to compute such problems. Throughout the year fraction operations will be spiraled in during bellwork practice and POW's. Additionally, IXL will be used for targeted practice in class,homework, and/or during additional homeroom math time. |
| \#5 5.D. 1 (Slightly above state-level) | Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | i) Tasks may have scaffolding. <br> ii) Multi-step problems have at least 3 steps. <br> iii) For purposed of assessment, the possibilities for multiplication are 1 -digit $\times 2$-digit, 1 -digit $x$ 3-digits, 2 -digits $\times 3$-digits, 2 -digit x 4-digit, or 3-digit x 3-digit. | I will research resources that incorporate reading strategies and math and include visual and verbal mediums. I will continue attendance at and support Math workshops. Additionally, IXL will be used to differentiate within the classroom to meet each learners specific needs. Lastly, I will administer models and practice Standardized Assessment-like questions. |

Add three fractions with no two denominators equal by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum of fractions with like denominators. For example, $1 / 2+1 / 3+1 / 4=(3 / 6+2 / 6)+1 / 4$ $=5 / 6+1 / 4=10 / 12+3 / 12=13 / 12$ or alternatively $1 / 2+1 / 3+1 / 4=6 / 12+4 / 12+$ $3 / 12=13 / 12$.
i) Tasks have no context.
ii) Tasks ask for the answer or ask for an immediate step that shows evidence of using equivalent fractions as a strategy.
iii) Task do not include mixed numbers.
iv) Tasks may involve fractions greater than 1.
v) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.

This standard will be addressed in the Let's Be Rational book. There will be guided notes for all fraction operations with various strategies to use to compute such problems. Throughout the year fraction operations will be spiraled in during bellwork practice and POW's. Additionally, IXL will be used for targeted practice in class,homework, and/or during additional homeroom math time.

# 2023 <br> NJSLA SCORES 

## 2023 NJSLA <br> GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS (ELA)

| Grade | Count of Valid Test Scores | Level I <br> Not Yet Meeting Expectations | Level 2 <br> Partially Met Expectations | Level 3 <br> Approached Expectations | Level 4 <br> Met Expectations | Level 5 <br> Exceeded Expectations | District \% Level $4+$ Level 5 | N \% Level 4 +Level 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 98 | 0\% | 3.1 \% <br> (3) | $\begin{gathered} \text { I8.4\% } \\ \text { (18) } \end{gathered}$ | $\begin{gathered} 62.2 \% \\ (61) \end{gathered}$ | $\begin{gathered} 16.3 \% \\ (16) \end{gathered}$ | $\begin{gathered} 78.6 \% \\ (77) \end{gathered}$ | 41.9\% |
| 4 | 103 | I\% <br> (I) | 1\% <br> (I) | $9.7 \%$ <br> (9) | $\begin{gathered} 35.9 \% \\ (37) \end{gathered}$ | $\begin{gathered} 52.4 \% \\ (54) \end{gathered}$ | $\begin{gathered} 88.3 \% \\ \text { (91) } \end{gathered}$ | 51.3\% |
| 5 | 85 | 0\% | $2.4 \%$ <br> (2) | $\begin{gathered} 5.9 \% \\ (5) \end{gathered}$ | $\begin{gathered} 58.8 \% \\ (50) \end{gathered}$ | $\begin{gathered} 32.9 \% \\ (28) \end{gathered}$ | $\begin{gathered} 91.8 \% \\ (78) \end{gathered}$ | 53.3\% |
| 6 | 111 | $0.9 \%$ <br> (I) | 0.9\% <br> (I) | 8.1\% <br> (9) | $34.2 \%$ <br> (38) | $\begin{gathered} 55.9 \% \\ (62) \end{gathered}$ | $\begin{aligned} & 90.1 \% \\ & (100) \end{aligned}$ | 49\% |

# 2023 NJSLA <br> GRADE-LEVEL OUTCOMES MATHEMATICS 

| Grade | Count of Valid <br> Test Scores | Level I <br> Not Yet <br> Meeting Expectations | Level 2 <br> Partially Met <br> Expectations | Level 3 <br> Approached Expectations | Level 4 <br> Met Expectation | Level 5 <br> Exceeded Expectation | District \% Level 4 Level 5 | NJ \% Level 4 Level 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 98 | 0\% | 0\% | $\begin{gathered} 21.4 \% \\ (21) \end{gathered}$ | $\begin{gathered} 59.2 \% \\ (58) \end{gathered}$ | $\begin{gathered} 19.4 \% \\ \text { (19) } \end{gathered}$ | $\begin{gathered} 78.6 \% \\ (77) \end{gathered}$ | 45.9\% |
| 4 | 103 | I\% <br> (I) | $4.9 \%$ <br> (5) | $21.4 \%$ <br> (22) | $\begin{gathered} 60.2 \% \\ (52) \end{gathered}$ | $\begin{aligned} & 12.6 \% \\ & (13) \end{aligned}$ | $\begin{gathered} 72.8 \% \\ (75) \end{gathered}$ | 44.4\% |
| 5 | 85 | 0\% | $2.4 \%$ <br> (2) | $\begin{gathered} 24.7 \% \\ (2 \mathrm{I}) \end{gathered}$ | $\begin{gathered} 63.5 \% \\ (54) \end{gathered}$ | $9.4 \%$ <br> (8) | $\begin{gathered} 72.9 \% \\ (62) \end{gathered}$ | 40\% |
| 6 | II I | 0\% | $\begin{gathered} 4.5 \% \\ (5) \end{gathered}$ | 29.7\% <br> (33) | $51.4 \%$ <br> (57) | 14.4\% <br> (16) | $65.8 \%$ <br> (73) | 34.3\% |

## 2023 NJSLA <br> GRADE-LEVEL OUTCOMES SCIENCE

| Grade | Count <br> of Valid <br> Test <br> Scores | Level I <br> Below <br> Proficient | Near <br> Proficiency | Proficient | Level 4 <br> Advanced <br> Proficient | District <br> $\%$ | NJ \% <br> Level 3 <br> + <br> Level 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| + |  |  |  |  |  |  |  | | Level 4 |
| :---: |
| 5 |
| 85 |

## Cohort Comparisons Across Grade Levels

## (Percent of Students who Met or Exceeded Grade Level Expectations)

Current Grade Level - 5 ${ }^{\text {th }}$

| English Language Arts |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Did Not Meet Expectations | Partially Met <br> Expectations | Approached Expectations | Met <br> Expectation | Exceeded Expectation | Total Met + Exceeded |
| $\begin{gathered} 3 \\ (104) \end{gathered}$ | $\begin{gathered} 1.9 \% \\ (2) \end{gathered}$ | $\begin{gathered} 4.8 \% \\ (5) \end{gathered}$ | $\begin{gathered} 15.4 \% \\ (16) \end{gathered}$ | $\begin{gathered} 55.8 \% \\ (58) \end{gathered}$ | $\begin{gathered} 22.1 \% \\ (23) \end{gathered}$ | $\begin{gathered} 77.9 \% \\ (81) \end{gathered}$ |
| $\begin{gathered} 4 \\ (103) \end{gathered}$ | $\begin{aligned} & \text { I\% } \\ & \text { (I) } \end{aligned}$ | $\begin{aligned} & \text { I\% } \\ & \text { (I) } \end{aligned}$ | $\begin{aligned} & 9.7 \% \\ & (10) \end{aligned}$ | $\begin{gathered} 35.9 \% \\ (37) \end{gathered}$ | $\begin{gathered} 52.4 \% \\ (54) \end{gathered}$ | $\begin{gathered} 88.3 \% \\ (91) \end{gathered}$ |
| Mathematics |  |  |  |  |  |  |
| Grade | Did Not Meet Expectations | Partially Met <br> Expectations | Approached Expectations | Met Expectation | Exceeded Expectation | Total Met + Exceeded |
| $\begin{gathered} 3 \\ (104) \end{gathered}$ | 0\% | $2.9 \%$ <br> (3) | $\begin{gathered} 15.4 \% \\ (16) \end{gathered}$ | $\begin{aligned} & 51 \% \\ & (53) \end{aligned}$ | $\begin{gathered} 30.8 \% \\ (32) \end{gathered}$ | $\begin{gathered} 81.8 \% \\ (85) \end{gathered}$ |
| $\begin{gathered} 4 \\ (103) \end{gathered}$ | I\% <br> (I) | $\begin{gathered} 4.9 \% \\ (5) \end{gathered}$ | $\begin{gathered} 21.4 \% \\ (22) \end{gathered}$ | $\begin{gathered} 60.2 \% \\ (62) \end{gathered}$ | $\begin{gathered} 12.6 \% \\ (13) \end{gathered}$ | $\begin{gathered} 72.8 \% \\ (75) \end{gathered}$ |

## Current Grade Level - 6 ${ }^{\text {th }}$

| English Language Arts |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Did Not <br> Meet <br> Expectations | Partially Met <br> Expectations | Approached <br> Expectations | Met <br> Expectation | Exceeded <br> Expectation | Met <br> +Exceeded |
| 3 |  |  |  |  |  |  |
| $(84)$ |  |  |  |  |  |  |

## Current Grade Level - 7th

| English Language Arts |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Did Not Meet Expectations | Partially Met <br> Expectations | Approached Expectations | Met <br> Expectation | Exceeded Expectation | Met + Exceeded |
| $\begin{aligned} & 3 \& 4 \\ & (110) \end{aligned}$ | NJSLA Was Not Administered (Pandemic) |  |  |  |  |  |
| $\begin{gathered} 5 \\ (110) \end{gathered}$ | 0\% | $2.7 \%$ <br> (3) | $\begin{aligned} & 10 \% \\ & \text { (II) } \end{aligned}$ | $\begin{gathered} 55.5 \% \\ (61) \end{gathered}$ | $\begin{gathered} 31.8 \% \\ (35) \end{gathered}$ | $\begin{gathered} 87.3 \% \\ (96) \end{gathered}$ |
| $\begin{gathered} 6 \\ (I I I) \end{gathered}$ | $\begin{aligned} & .9 \% \\ & \text { (I) } \end{aligned}$ | $\begin{aligned} & .9 \% \\ & (1) \end{aligned}$ | $\begin{gathered} 8.1 \% \\ \text { (9) } \end{gathered}$ | $\begin{gathered} 34.2 \% \\ (38) \end{gathered}$ | $\begin{gathered} 55.9 \% \\ (62) \end{gathered}$ | $\begin{aligned} & 90.1 \% \\ & (100) \end{aligned}$ |
| Mathematics |  |  |  |  |  |  |
| Grade | Did Not Meet Expectations | Partially Met Expectations | Approached Expectations | Met <br> Expectation | Exceeded Expectation | Met + Exceeded |
| $\begin{gathered} 5 \\ (110) \end{gathered}$ | 0\% | $\begin{gathered} 8.2 \% \\ \text { (9) } \end{gathered}$ | $\begin{gathered} 25.5 \% \\ (28) \end{gathered}$ | $\begin{gathered} 56.4 \% \\ (62) \end{gathered}$ | $\begin{aligned} & 10 \% \\ & (11) \end{aligned}$ | 66,4\% <br> (73) |
| $\begin{gathered} 6 \\ (\|\|\mid l) \end{gathered}$ | 0\% | $\begin{gathered} 4.5 \% \\ (5) \end{gathered}$ | $\begin{gathered} 29.7 \% \\ (33) \end{gathered}$ | $\begin{gathered} 51.4 \% \\ (57) \end{gathered}$ | $\begin{gathered} 14.4 \% \\ (16) \end{gathered}$ | $\begin{gathered} 65.8 \% \\ (73) \end{gathered}$ |

## CAUTION

Data from the NJSLA is only one piece of the puzzle. A more complete picture of each student's achievement is obtained from the following:

- Criterion referenced tests
- Students' daily interactions with teachers and classroom participation/performance
- Mastery of grade level concepts/standards as measured by unit and teacher developed tests
- Application of knowledge to solve novel problems during project based learning



## ADDITIONAL STUDENT INFORMATION THAT INFORMS INSTRUCTION/CURRICULUM

- Measurement of Academic Progress (MAP)
- IXL Math
- XtraMath
- Moby Max (Math)
- Study Island
- AimsWeb (Grades K-2)
- Achieve 3000 (Lexile Scores)
- Reading A-Z (Scores by Standards)
- NoRedink (writing assessments - Grade 6)
- Houghton-Mifflin Unit Tests
- Unit Tests in Everyday Math
- Teacher Made Classroom Assessments



## SCHOOL BASED INTERVENTIONS

- Math Quest: Additional time provided for math review, reinforcement, and extension during homeroom periods
- MAP Accelerator
- Developed by Khan Academy
- Provides an individualized learning path based on each students academic profile.
- Provides lessons, instructional videos practice problems tailored to each students individualized learning path.
- Fact Lab
- Review and reinforcement of math concepts in Science and Technology
- Weekly team meetings as a grade level focused on intervention work/data analysis
- Continuous progress monitoring (MAP, Title I, ATP, IXL, classroom performance)
- Professional Development for Teachers to increase knowledge base of research based best practices in Math



## INDIVIDUAL STUDENT ACTION PLAN

- Differentiated instruction within classroom
- Referral to Intervention and Referral Committee
- Enrollment in Academic Tutorial Program and/or Title I Tutoring Program
- Referral for Child Study Team Evaluation


## RESOURCES FOR PARENTS

- To view samples of NJSLA Tests: https://nj.mypearsonsupport.com/practice-tests/ https://nj.mypearsonsupport.com/ForParent/
- Link to NJSLA School Interpretation Guide for Parents: https://www.nj.gov/education/assessment/resources/


