

The background of the entire slide is a photograph of the entrance to Little Silver Public School. The image shows a classical building facade with a pediment and columns. The school's name is carved into the stone above the entrance. The text for the report is overlaid on this image.

2023-2024

LITTLE SILVER PUBLIC SCHOOL

NJSLA Score Report

Angie Rosen
Director of Curriculum and
Instruction

Eric Platt
Superintendent of Schools

New Jersey Student Learning Assessment

- ★ The NJSLA was administered in the Spring of 2024.
 - Score reports were sent home Sept. 19th and posted to the Genesis parent portal
- ★ New Jersey Parent Portal
 - Includes student's scale score, level of performance, and a video explanation of the score report
 - Additional resources can be found on the New Jersey Assessments Resource Center under "Parent Resources"
 - [Video description of NJSLA Parent Report](#)

Click on image
to create a
login for the
Parent Portal



Parent Portal



THANK YOU TEACHERS...



...and parents! Your support made a difference!

FIVE PERFORMANCE LEVELS

NJSLA uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate.

Level 1:
Did Not Yet
Meet
Expectations

Level 2:
Partially Met
Expectations

Level 3:
Approached
Expectations

Level 4:
Met
Expectations

Level 5:
Exceeded
Expectations



GRADE 4 ELA

English Language Arts Assessment Report, 2023–2024

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your student is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in English language arts.**

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use the following code to access your student's performance results online.

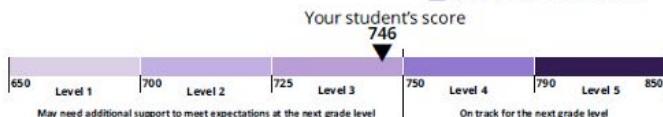
zrgP84FXD5nr

See side 2 of this report for specific information on your student's performance in reading and writing.

How Did FIRSTNAME Perform Overall?

Performance Level 3

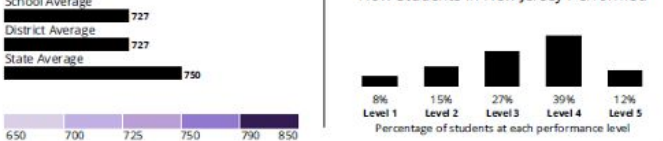
- Level 5 Exceeded Expectations
- Level 4 Met Expectations
- Level 3 Approached Expectations
- Level 2 Partially Met Expectations
- Level 1 Did Not Yet Meet Expectations



For additional information regarding your student's overall performance or the use of Not-Tested or Void codes, please see the Score Interpretation Guide at <https://nj.mypersonsupport.com>.



How Students in New Jersey Performed



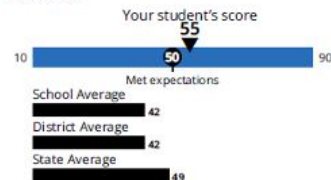
Student Growth Percentile

Your student's score this year is the same as or better than 43 percent of New Jersey students who had a similar score to your student on the assessment in a previous year(s).

If your student took the assessment several times, under similar circumstances, your student would likely score within the range between the reported scale score plus or minus 6.3 points.

How Did Your Student Perform in Reading and Writing?

READING



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.

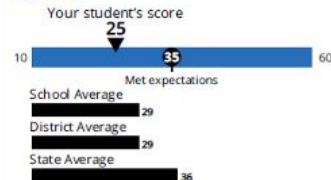
INFORMATIONAL TEXT

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.

WRITING



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

What are the New Jersey ELA/Math assessments? The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.

Learn more about the New Jersey ELA/Math assessments

To learn more about the content of the assessment and access released test questions, visit <https://nj.mypersonsupport.com/test-content/>.

Learn more about New Jersey's college- and career-ready standards

Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at <https://www.nj.gov/education/standards/>.



GRADE 7 MATH

Mathematics Assessment Report, 2023–2024

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level or course. **This assessment is just one measure of how well your student is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in mathematics.**

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use the following code to access your student's performance results online.

NMk6mfZ46cxP

See side 2 of this report for specific information on your student's performance in mathematics.

How Did FIRSTNAME Perform Overall?

Performance Level 2

- Level 5 Exceeded Expectations
- Level 4 Met Expectations
- Level 3 Approached Expectations
- Level 2 Partially Met Expectations
- Level 1 Did Not Yet Meet Expectations



For additional information regarding your student's overall performance or the use of Not-Tested or Void codes, please see the Score Interpretation Guide at <https://nj.mypearsonsupport.com>.

School Average

724

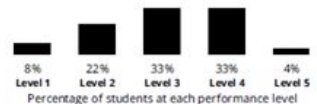
District Average

724

State Average

739

How Students in New Jersey Performed



Student Growth Percentile

Your student's score this year is the same as or better than 43 percent of New Jersey students who had a similar score to your student on the assessment in a previous year(s).

If your student took the assessment several times, under similar circumstances, your student would likely score within the range between the reported scale score plus or minus 6.1 points.

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.

LEGEND

- Your student performed about the same as students who:
- Did Not Yet Meet or Partially Met Expectations
 - Approached Expectations
 - Met or Exceeded Expectations

What are the New Jersey ELA/Math assessments? The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.

Learn more about the New Jersey ELA/Math assessments

To learn more about the content of the assessment and access released test questions, visit

<https://nj.mypearsonsupport.com/test-content/>

Learn more about New Jersey's college- and career-ready standards

Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at

<https://www.nj.gov/education/standards/>

Spring 2024 NJSLA ELA Ranges

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3rd	650-699	700-724	725-749	750-809	810-850
4th	650-699	700-724	725-749	750-789	790-850
5th	650-699	700-724	725-749	750-798	799-850
6th	650-699	700-724	725-749	750-789	790-850
7th	650-699	700-724	725-749	750-784	785-850
8th	650-699	700-724	725-749	750-793	794-850

Spring 2024 NJSLA Math Ranges

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3rd	650-699	700-724	725-749	750-789	790-850
4th	650-699	700-724	725-749	750-795	796-850
5th	650-699	700-724	725-749	750-789	790-850
6th	650-699	700-724	725-749	750-787	788-850
7th	650-699	700-724	725-749	750-785	786-850
8th	650-699	700-724	725-749	750-800	801-850
Algebra	650-699	700-724	725-749	750-804	805-850
Geometry	650-699	700-724	725-749	750-782	783-850

Comparison of Little Silver's Spring 2024 NJSLA Administrations English Language Arts to New Jersey Percentages for 2024

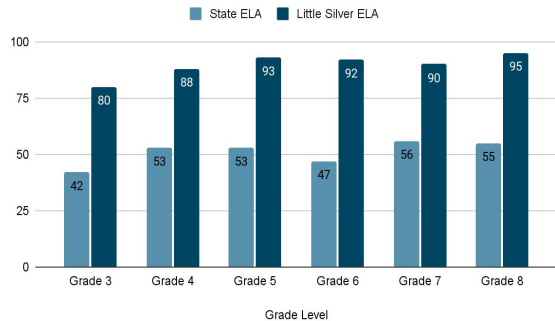
Grade Total #	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State	LS Met or Exceeded
3- 74	4.1	19.8	5.4	15.2	12.2	21.4	68.9	37.2	9.5	6.4	78.4
4- 78	1.3	13	1.3	14.3	14.1	21.9	48.7	34.6	34.6	16.2	83.3
5- 59	0	13	0	13.8	8.5	21	37.3	40.4	54.2	11.9	91.5
6- 86	0	10.7	0	14	3.5	22.2	40.7	37.4	55.8	15.8	96.5
7- 84	1.2	13	1.2	12.3	4.8	20.7	20.2	31.5	72.6	22.4	92.9
8- 86	0	13.7	1.2	13.6	5.8	19.8	48.8	35.2	44.2	17.7	93

Notes: Percentages may not total 100 due to rounding.

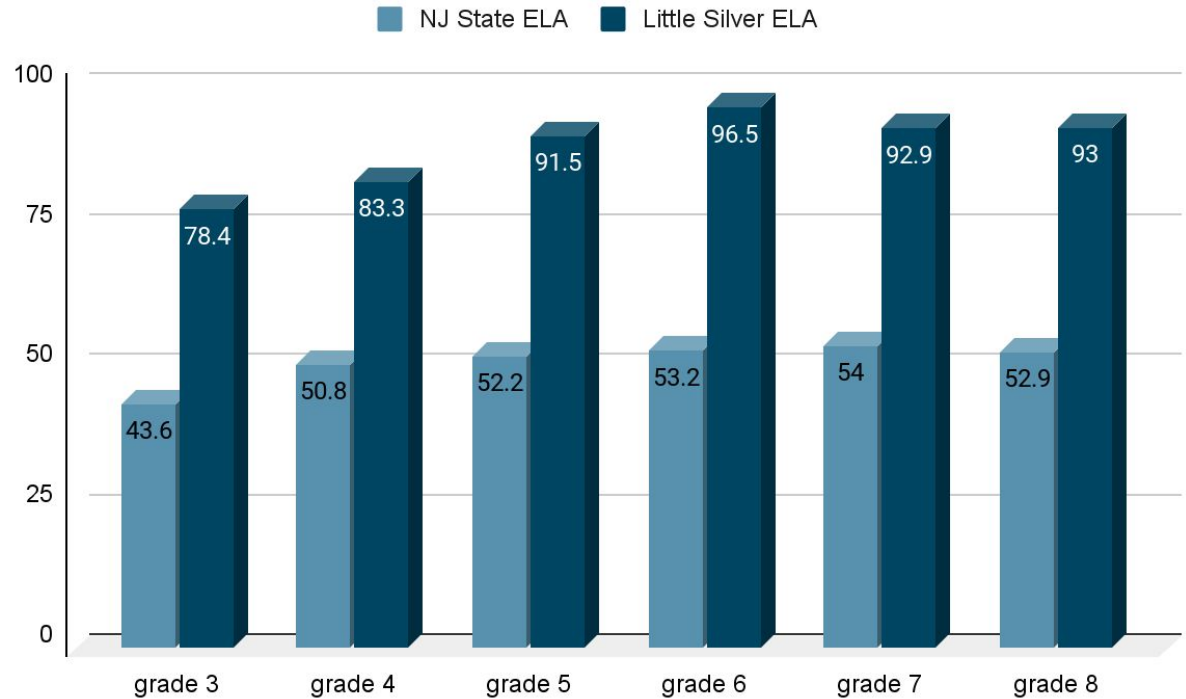
ELA NJ State and District Comparison

Percentage of students who MET or EXCEEDED expectations

State and District ELA Comparison



2023



2024

i-Ready growth from Fall to Spring in ELA

Reading

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels

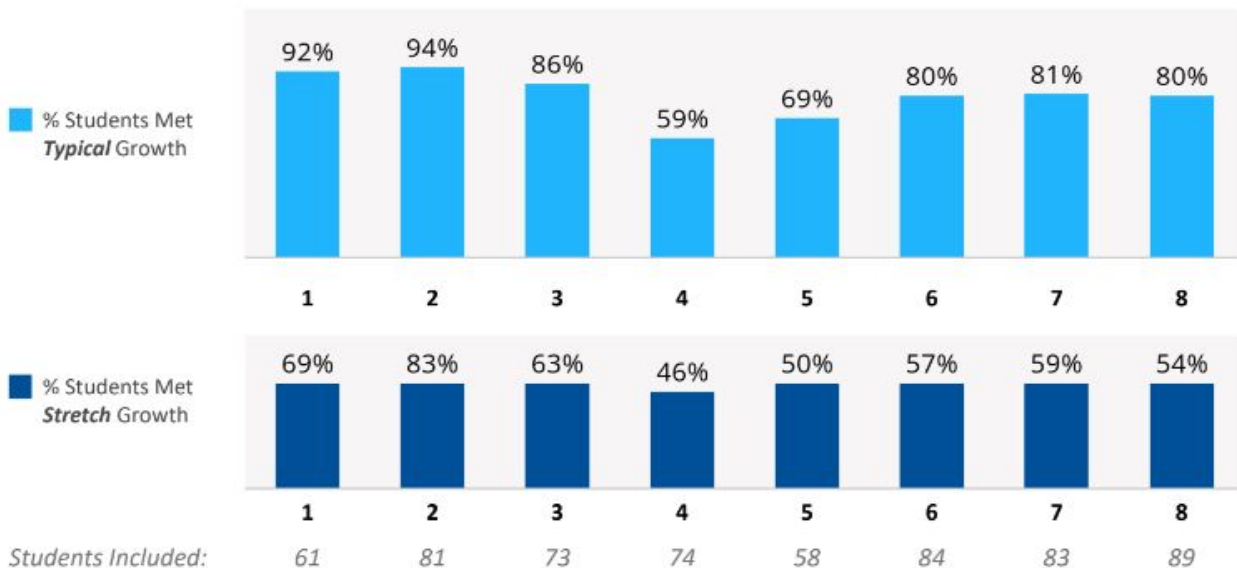


Typical Growth and Stretch Growth in i-Ready

Reading

How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Typical and Stretch Growth



Comparison of Little Silver's Spring 2024 NJSLA Administrations Mathematics to New Jersey - Percentages for 2024

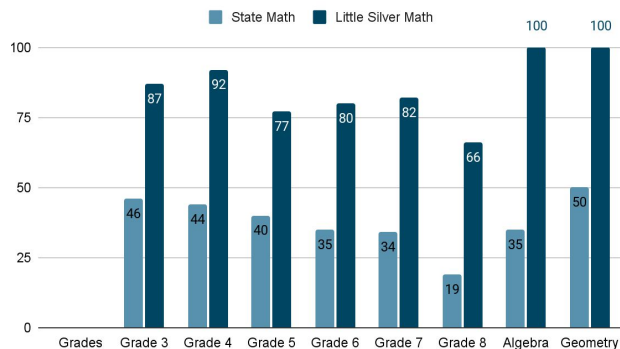
Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State	LS Met or Exceeded
3- 74	2.7	11.8	1.4	16	9.5	24.6	55.4	34.6	31.1	13	86.5
4 - 78	0	11.6	0	19	12.8	24.5	71.8	37.5	15.4	7.5	87.2
5- 59	0	12.2	0	22.3	13.6	25.3	66.1	31	20.3	9.1	86.4
6- 86	0	14.2	0	23.5	5.8	26.1	52.3	29	41.9	7.2	94.2
7- 62	1.6	10.7	1.6	23.9	16.1	28.0	54.8	31	25.8	6.5	80.6
8* 42	7.1	30.2	9.5	28.9	26.2	21.5	47.6	17.9	9.5	1.5	57.1
Algebra I** 49	0	17	0	21.4	0	22.2	42.9	35.6	57.1	3.9	100
Geometry** 17	0	6.2	0	14.4	0	30.3	35.3	41.4	64.7	7.7	100

Notes: Percentages may not total 100 due to rounding.

Math NJ State and District Comparison

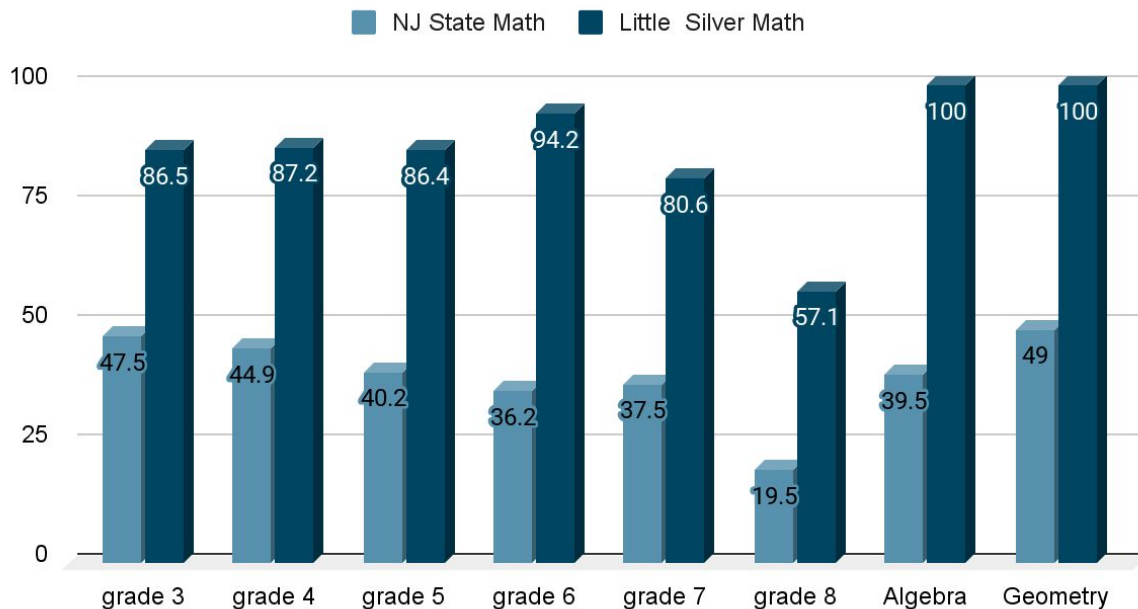
Percentage of students who MET or EXCEEDED expectations

State and District Math Comparison



2023

NJ State and Little Silver District Comparisons



2024

i-Ready growth from Fall to Spring in Math

Mathematics

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels

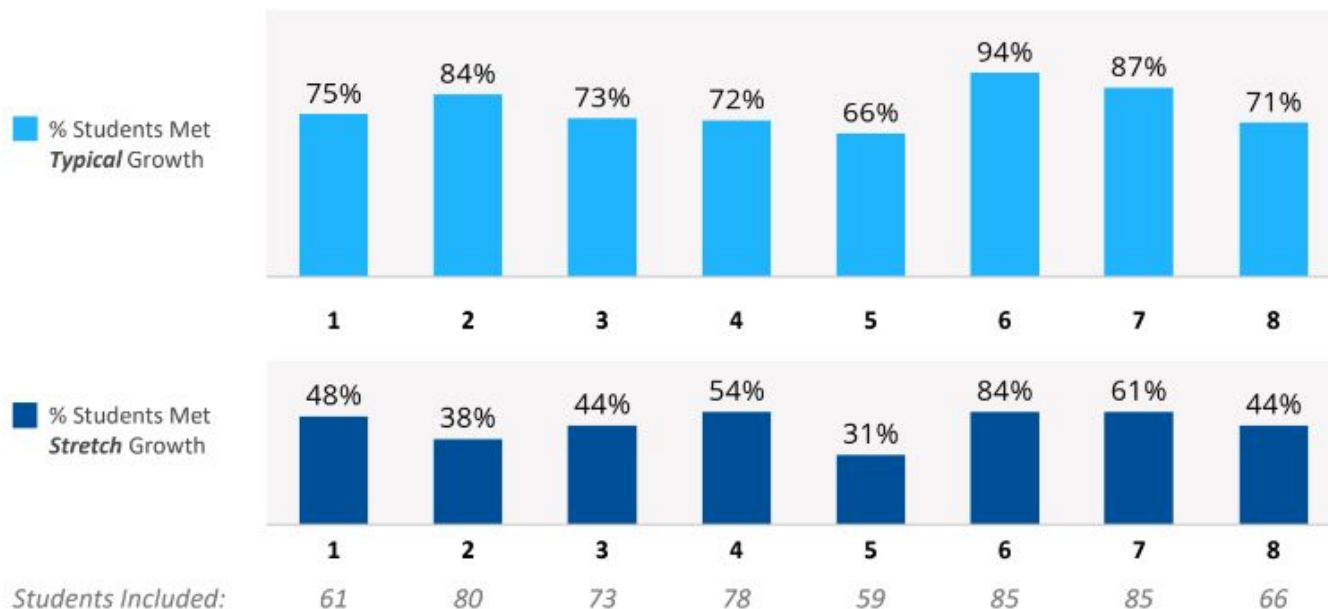


Typical Growth and Stretch Growth in i-Ready

Mathematics

How Are Students Progressing Toward Typical and Stretch Growth?

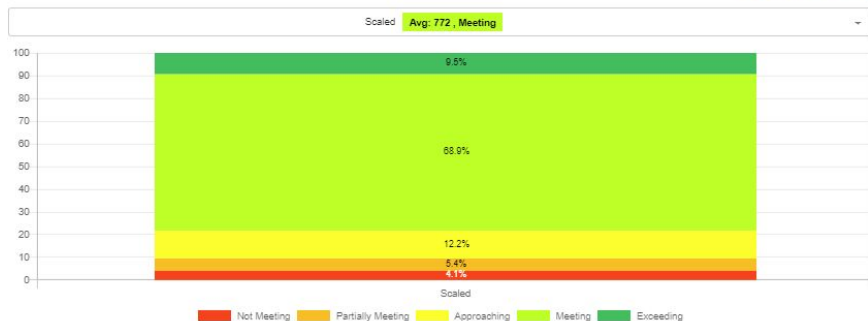
% Students Who Met Typical and Stretch Growth



2023-24 Grade 3: ELA & Math

Grade 3 NJSLA 2023-2024

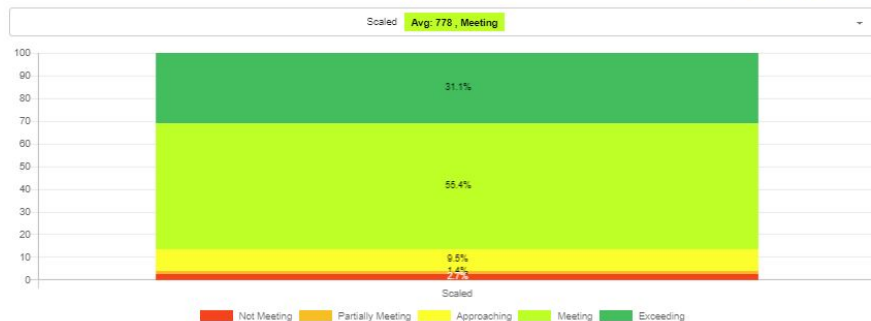
2023-24 Gr 3 ELA NJSLA



Scores & Subscores

	# of Students (Scaled)
<input checked="" type="checkbox"/> Exceeding	7 (9.5 %)
<input checked="" type="checkbox"/> Meeting	51 (68.9 %)
<input type="checkbox"/> Approaching	9 (12.2 %)
<input type="checkbox"/> Partially Meeting	4 (5.4 %)
<input type="checkbox"/> Not Meeting	3 (4.1 %)
Total	74 (100%)

2023-24 Gr 3 Math NJSLA




Scores & Subscores

	# of Students (Scaled)
<input checked="" type="checkbox"/> Exceeding	23 (31.1 %)
<input checked="" type="checkbox"/> Meeting	41 (55.4 %)
<input type="checkbox"/> Approaching	7 (8.5 %)
<input type="checkbox"/> Partially Meeting	1 (1.4 %)
<input type="checkbox"/> Not Meeting	2 (2.7 %)
Total	74 (100%)

Grade 3

English Language Arts



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Grade 3

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

ENGLISH LANGUAGE ARTS
Grade 3 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	LITERACY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE 20 15 21 37 6	91,798	741	46	36 24 40	36 24 40	39 20 41	31	38 11 51	30 16 54
DISTRICT 4 5 12 69 9	74	772	60	9 16 74	15 16 69	16 18 66	39	9 18 73	7 8 85
POINT ROAD SCHOOL 4 5 12 69 9	74	772	60	9 16 74	15 16 69	16 18 66	39	9 18 73	7 8 85

Did not meet expectations

Special Education- 3

General education-0

*Gen Ed 504 - 0

Partially met expectations

Special Education 3

General Education 1

*Gen Ed 504 1

Approached expectations

Special Education 1

General Education 8

*Gen Ed 504 1

Met expectations

Special Education 2

General Education 49

*Gen Ed 504 3

Exceeded Expectations

Special Education 0

General Education 7

*Gen Ed 504 0

78.4% of students
met or exceeded expectations


1 Did Not Yet Meet Expectations (860-896)	2 Partially Met Expectations (750-754)	3 Approached Expectations (725-749)	4 Met Expectations (700-809)	5 Exceeded Expectations (810-850)
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* Numbers are percentages

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Mathematics



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Grade 3

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

MATHEMATICS
Grade 3 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE 12 16 25 35 13	93,871	747	31 22 47	31 24 45	30 19 51	37 17 47
DISTRICT 3 1 9 55 31	74	778	4 11 85	5 8 86	15 15 70	7 16 77
POINT ROAD SCHOOL 3 1 9 55 31	74	778	4 11 85	5 8 86	15 15 70	7 16 77

Did not meet expectations

Special Education 2

General Education 0

*Gen Ed 504 0

Partially met expectations

Special Education 0

General Education 1

*Gen Ed 504 0

Approached expectations

Special Education 4

General Education 3

*Gen Ed 504 0

Met expectations

Special Education 2

General Education 39

*Gen Ed 504 3

Exceeded Expectations

Special Education 1

General Education 22

*Gen Ed 504 2

86.5% of students
met or exceeded expectations

1 Did Not Yet Meet Expectations (860-896)	2 Partially Met Expectations (750-754)	3 Approached Expectations (725-749)	4 Met Expectations (700-799)	5 Exceeded Expectations (750-809)
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* Numbers are percentages

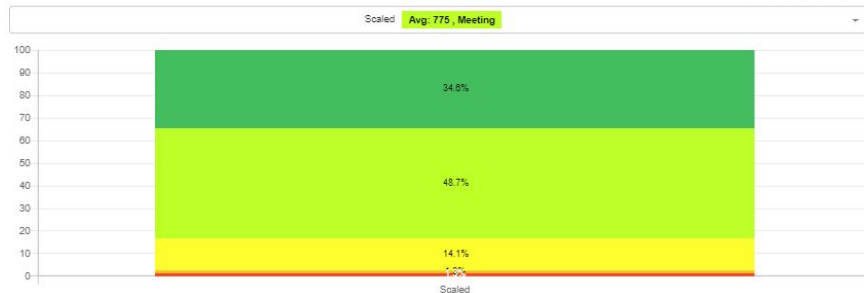
Page 1 of 1

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2023-24 Grade 4: ELA & Math

Grade 4 NJSLA 2023-2024

2023-24 Gr 4 ELA NJSLA

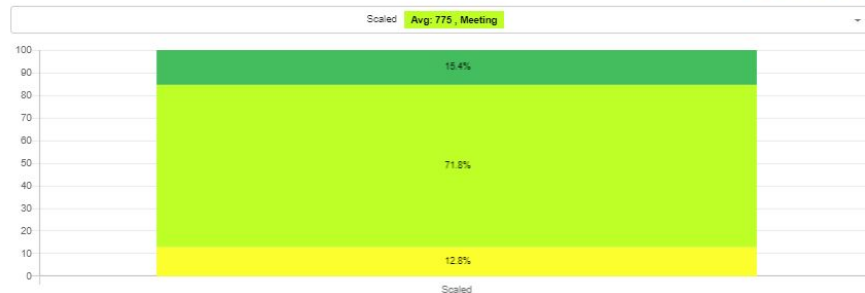


Not Meeting Partially Meeting Approaching Meeting Exceeding

Scores & Subscores

	# of Students (Scaled)
<input type="checkbox"/> Exceeding	27 (34.6 %)
<input type="checkbox"/> Meeting	38 (48.7 %)
<input type="checkbox"/> Approaching	11 (14.1 %)
<input type="checkbox"/> Partially Meeting	1 (1.3 %)
<input type="checkbox"/> Not Meeting	1 (1.3 %)
Total	78 (100%)

2023-24 Gr 4 Math NJSLA



Not Meeting Partially Meeting Approaching Meeting Exceeding

Scores & Subscores

	# of Students (Scaled)
<input type="checkbox"/> Exceeding	12 (15.4 %)
<input type="checkbox"/> Meeting	56 (71.8 %)
<input type="checkbox"/> Approaching	10 (12.8 %)
<input type="checkbox"/> Partially Meeting	0 (0 %)
<input type="checkbox"/> Not Meeting	0 (0 %)
Total	78 (100%)

Grade 4

English Language Arts



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Grade 4

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

ENGLISH LANGUAGE ARTS
Grade 4 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE 13 14 22 35 16	93,590	749	49	32 21 47	31 19 50	34 16 49	33	23 16 61	27 21 52
DISTRICT 1 1 14 49 35	78	775	60	12 8 81	6 14 79	12 17 72	40	4 5 91	5 8 87
POINT ROAD SCHOOL 1 1 14 49 35	78	775	60	12 8 81	6 14 79	12 17 72	40	4 5 91	5 8 87

Did not meet expectations

Special Education- 1
General education-0
*Gen Ed 504 - 0

Partially met expectations

Special Education 0
General Education 1
*Gen Ed 504 0

Approached expectations

Special Education 2
General Education 9
*Gen Ed 504 1

Met expectations

Special Education 7
General Education 31
*Gen Ed 504 3

Exceeded Expectations

Special Education 0
General Education 27
*Gen Ed 504 3

83.3% of students
met or exceeded expectations

1 Did Not Yet Meet Expectations (850-899)	2 Partially Met Expectations (750-799)	3 Approached Expectations (725-749)	4 Met Expectations (700-719)	5 Exceeded Expectations (700-719)
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* Numbers are percentages

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Mathematics



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Grade 4

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

MATHEMATICS
Grade 4 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE 12 19 24 37 7	95,528	744	29 24 47	36 21 43	35 18 46	41 18 41
DISTRICT 0 0 13 72 15	78	775	0 13 87	6 4 90	4 17 79	8 14 78
POINT ROAD SCHOOL 0 0 13 72 15	78	775	0 13 87	6 4 90	4 17 79	8 14 78

Did not meet expectations

Special Education- 0
General education-0
*Gen Ed 504 - 0

Partially met expectations

Special Education 0
General Education 0
*Gen Ed 504 0

Approached expectations

Special Education 5
General Education 5
*Gen Ed 504 2

Met expectations

Special Education 5
General Education 51
*Gen Ed 504 4

Exceeded Expectations

Special Education 0
General Education 12
*Gen Ed 504 1

87.2% of students
met or exceeded expectations

1 Did Not Yet Meet Expectations (850-899)	2 Partially Met Expectations (750-799)	3 Approached Expectations (725-749)	4 Met Expectations (700-719)	5 Exceeded Expectations (700-719)
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* Numbers are percentages

Page 1 of 1

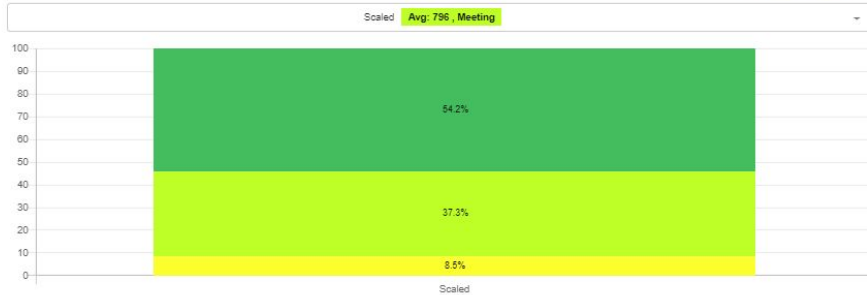
1 Did Not Yet Meet or Partially Met Expectations	2 Approached Expectations	3 Met or Exceeded Expectations
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2023-24 Grade 5: ELA & Math

Grade 5 NJSLA 2023-2024

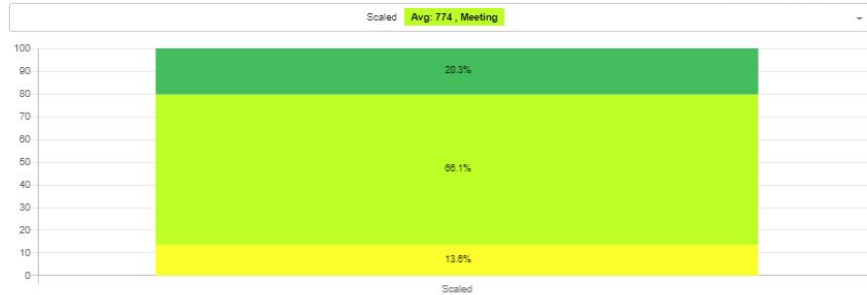
2023-24 Gr 5 ELA NJSLA



Scores & Subscores

<input checked="" type="checkbox"/> Exceeding	32 (54.2 %)
<input checked="" type="checkbox"/> Meeting	22 (37.3 %)
<input checked="" type="checkbox"/> Approaching	5 (8.5 %)
<input checked="" type="checkbox"/> Partially Meeting	0 (0 %)
<input checked="" type="checkbox"/> Not Meeting	0 (0 %)
Total	59 (100%)

2023-24 Gr 5 Math NJSLA



Scores & Subscores

<input checked="" type="checkbox"/> Exceeding	12 (20.3 %)
<input checked="" type="checkbox"/> Meeting	39 (66.1 %)
<input checked="" type="checkbox"/> Approaching	8 (13.6 %)
<input checked="" type="checkbox"/> Partially Meeting	0 (0 %)
<input checked="" type="checkbox"/> Not Meeting	0 (0 %)
Total	59 (100%)

Grade 5

English Language Arts



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Grade 5

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

ENGLISH LANGUAGE ARTS
Grade 5 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE		750	49				34		
DISTRICT		796	62				48		
MARKHAM PLACE SCHOOL		796	62				48		

Did not meet expectations

Special Education- 0
General education-0
*Gen Ed 504 - 0

Partially met expectations

Special Education 0
General Education 0
*Gen Ed 504 0

Approached expectations

Special Education 2
General Education 3
*Gen Ed 504 1

Met expectations

Special Education 2
General Education 20
*Gen Ed 504 1

Exceeded Expectations

Special Education 1
General Education 31
*Gen Ed 504 7

91.5% of students
met or exceeded expectations

1	2	3	4	5
Did Not Yet Meet Expectations (850-899)	Partially Met Expectations (750-749)	Approached Expectations (725-749)	Met Expectations (700-749)	Exceeded Expectations (700-749)

* Numbers are percentages

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Mathematics



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Grade 4

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

MATHEMATICS
Grade 4 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE		744				
DISTRICT		775				
POINT ROAD SCHOOL		775				

Did not meet expectations

Special Education- 0
General education-0
*Gen Ed 504 - 0

Partially met expectations

Special Education 0
General Education 0
*Gen Ed 504 0

Approached expectations

Special Education 42
General Education 6
*Gen Ed 504 1

Met expectations

Special Education 3
General Education 36
*Gen Ed 504 6

Exceeded Expectations

Special Education 0
General Education 12
*Gen Ed 504 2

86.4% of students
met or exceeded expectations

1	2	3	4	5
Did Not Yet Meet Expectations (850-899)	Partially Met Expectations (750-749)	Approached Expectations (725-749)	Met Expectations (700-749)	Exceeded Expectations (700-749)

* Numbers are percentages

Page 1 of 1

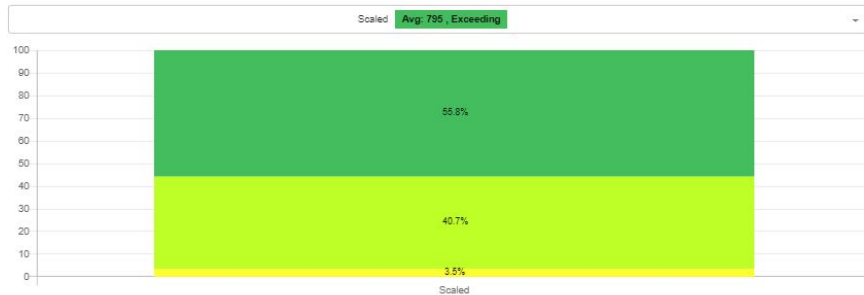
1	2	3	4	5
Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations		

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2023-24 Grade 6: ELA and Math

Grade 6 NJSLA 2023-2024

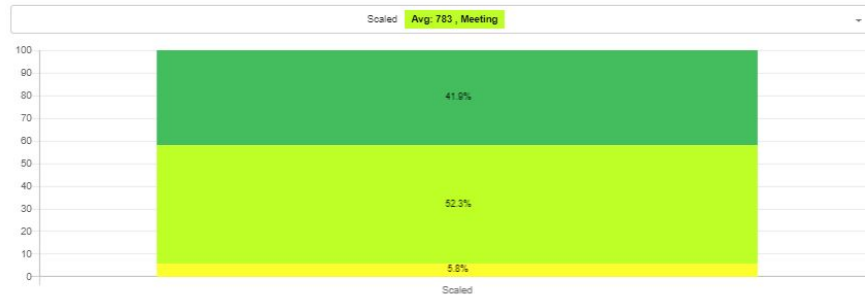
2023-24 Gr 6 ELA NJSLA



Scores & Subscores

	# of Students (Scaled)
<input checked="" type="checkbox"/> Exceeding	48 (55.8 %)
<input checked="" type="checkbox"/> Meeting	35 (40.7 %)
<input checked="" type="checkbox"/> Approaching	3 (3.5 %)
<input type="checkbox"/> Partially Meeting	0 (0 %)
<input type="checkbox"/> Not Meeting	0 (0 %)
Total	86 (100%)

2023-24 Gr 6 Math NJSLA



Scores & Subscores

	# of Students (Scaled)
<input checked="" type="checkbox"/> Exceeding	36 (41.9 %)
<input checked="" type="checkbox"/> Meeting	45 (52.3 %)
<input checked="" type="checkbox"/> Approaching	5 (5.8 %)
<input type="checkbox"/> Partially Meeting	0 (0 %)
<input type="checkbox"/> Not Meeting	0 (0 %)
Total	86 (100%)

Grade 6

English Language Arts



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Grade 6

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

ENGLISH LANGUAGE ARTS Grade 6 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %		NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION CONVENTIONS	WRITING* CONVENTIONS	
STATE		95,813	751	49	<div><div></div><div></div><div></div></div> <div>11 14 22 37 16</div>	<div><div></div><div></div><div></div></div> <div>28 22 50</div>	<div><div></div><div></div><div></div></div> <div>26 25 49</div>	<div><div></div><div></div><div></div></div> <div>29 29 41</div>	<div><div></div><div></div><div></div></div> <div>34 25 20 56</div>	<div><div></div><div></div><div></div></div> <div>30 14 55</div>
DISTRICT					86	795	63	<div><div></div><div></div><div></div></div> <div>0 0 3 41 56</div>	<div><div></div><div></div><div></div></div> <div>2 15 83</div>	<div><div></div><div></div><div></div></div> <div>0 10 90</div>
MARKHAM PLACE SCHOOL		86	795	63	<div><div></div><div></div><div></div></div> <div>0 0 3 41 56</div>	<div><div></div><div></div><div></div></div> <div>2 15 83</div>	<div><div></div><div></div><div></div></div> <div>0 10 90</div>	<div><div></div><div></div><div></div></div> <div>3 23 73</div>	<div><div></div><div></div><div></div></div> <div>1 0 99</div>	<div><div></div><div></div><div></div></div> <div>0 2 98</div>

Did not meet expectations

Special Education- 0
General education-0
*Gen Ed 504 - 0

Partially met expectations

Special Education 0
General Education 0
*Gen Ed 504 0

Approached expectations

Special Education 2
General Education 1
*Gen Ed 504 0

Met expectations

Special Education 7
General Education 28
*Gen Ed 504 3

Exceeded Expectations

Special Education 1
General Education 47
*Gen Ed 504 1

96.5% of students
met or exceeded expectations

1	Did Not Yet Meet Expectations (880-698)	2	Partially Met Expectations (700-724)	3	Approached Expectations (729-748)	4	Met Expectations (750-789)	5	Exceeded Expectations (789-892)
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* Numbers are percentages

Mathematics



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Grade 6

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

MATHEMATICS Grade 6 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	MATHEMATICS* REASONING	MODELING
STATE	97,556	737	<div><div></div><div></div><div></div></div> <div>14 23 26 29 7</div>	<div><div></div><div></div><div></div></div> <div>42 20 38</div>	<div><div></div><div></div><div></div></div> <div>36 27 37</div>	<div><div></div><div></div><div></div></div> <div>45 16 39</div>
DISTRICT	86	783	<div><div></div><div></div><div></div></div> <div>0 0 6 52 42</div>	<div><div></div><div></div><div></div></div> <div>2 2 95</div>	<div><div></div><div></div><div></div></div> <div>2 2 95</div>	<div><div></div><div></div><div></div></div> <div>3 10 86</div>
MARKHAM PLACE SCHOOL	86	783	<div><div></div><div></div><div></div></div> <div>0 0 6 52 42</div>	<div><div></div><div></div><div></div></div> <div>2 2 95</div>	<div><div></div><div></div><div></div></div> <div>2 2 95</div>	<div><div></div><div></div><div></div></div> <div>3 10 86</div>

Did not meet expectations

Special Education 0
General education-0
*Gen Ed 504 - 0

Partially met expectations

Special Education 0
General Education 0
*Gen Ed 504 0

Approached expectations

Special Education 2
General Education 3
*Gen Ed 504 2

Met expectations

Special Education 5
General Education 40
*Gen Ed 504 2

Exceeded Expectations

Special Education 3
General Education 33
*Gen Ed 504 0

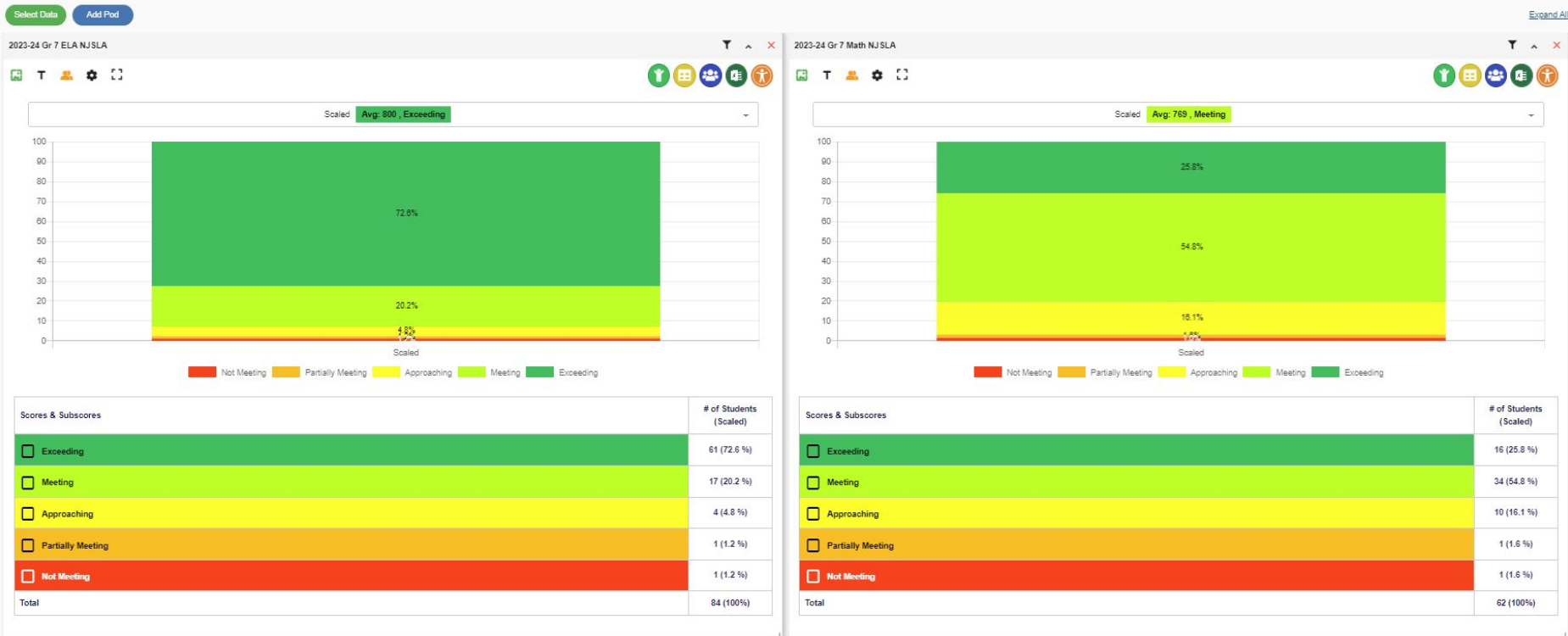
94.2 % of students
met or exceeded expectations

1	Did Not Yet Meet Expectations (880-698)	2	Partially Met Expectations (700-724)	3	Approached Expectations (729-748)	4	Met Expectations (750-787)	5	Exceeded Expectations (788-892)
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* Numbers are percentages

1	Did Not Yet Meet or Partially Met Expectations	2	Approached Expectations	3	Met or Exceeded Expectations
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2022-23 Grade 7: ELA and Math



Grade 7

English Language Arts



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Grade 7

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

ENGLISH LANGUAGE ARTS
Grade 7 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE	97,249	752	50	29 18 53	25 24 51	30 22 49	34	27 19 53	27 19 54
DISTRICT	84	800	67	6 10 85	2 10 88	7 20 73	48	1 4 95	2 2 95
MARKHAM PLACE SCHOOL	84	800	67	6 10 85	2 10 88	7 20 73	48	1 4 95	2 2 95

Did not meet expectations

Special Education- 1
General education-0
*Gen Ed 504 - 0

Partially met expectations

Special Education 1
General Education 0
*Gen Ed 504 0

Approached expectations

Special Education 3
General Education 1
*Gen Ed 504 0

Met expectations

Special Education 6
General Education 11
*Gen Ed 504 2

Exceeded Expectations

Special Education 4
General Education 57
*Gen Ed 504 7

92.9% of students
met or exceeded expectations

1	Did Not Yet Meet Expectations (850-696)	2	Partially Met Expectations (750-724)	3	Approached Expectations (725-748)	4	Met Expectations (750-784)	5	Exceeded Expectations (785-850)
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* Numbers are percentages

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Mathematics



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Grade 7

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

MATHEMATICS
Grade 7 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	MATHEMATICS* REASONING	MODELING
STATE	93,592	739	35 28 37	34 33 33	37 24 39	41 21 38
DISTRICT	62	769	2 13 85	10 15 76	3 21 76	13 13 74
MARKHAM PLACE SCHOOL	62	769	2 13 85	10 15 76	3 21 76	13 13 74

Did not meet expectations

Special Education- 1
General education-0
*Gen Ed 504 - 0

Partially met expectations

Special Education 1
General Education 0
*Gen Ed 504 0

Approached expectations

Special Education 6
General Education 4
*Gen Ed 504 0

Met expectations

Special Education 4
General Education 30
*Gen Ed 504 6

Exceeded Expectations

Special Education 2
General Education 14
*Gen Ed 504 1

80.6% of students
met or exceeded expectations

1	Did Not Yet Meet Expectations (850-696)	2	Partially Met Expectations (750-724)	3	Approached Expectations (725-748)	4	Met Expectations (750-785)	5	Exceeded Expectations (786-850)
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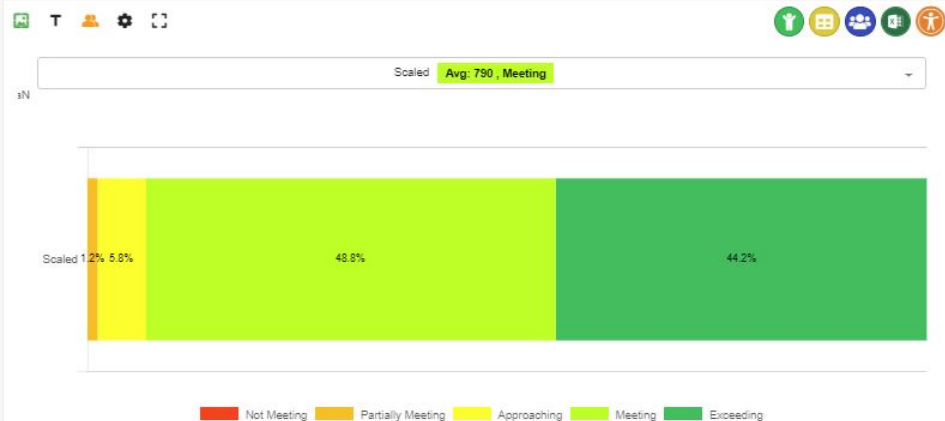
* Numbers are percentages

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08142024-Sp-STATETOT-252720-000- 0032035

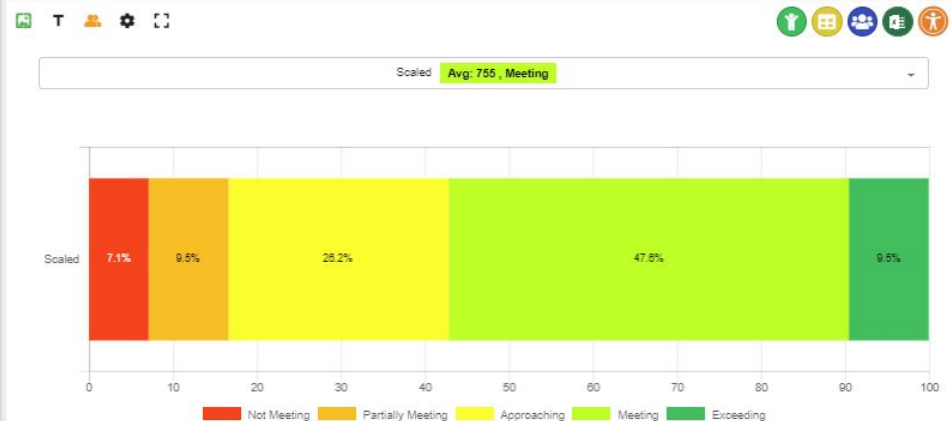
2022-23 Grade 8: ELA and Math

2023-24 Gr 8 ELA NJSLA



Scores & Subscores	# of Students (Scaled)
<input type="checkbox"/> Exceeding	38 (44.2 %)
<input type="checkbox"/> Meeting	42 (48.8 %)
<input type="checkbox"/> Approaching	5 (5.8 %)
<input type="checkbox"/> Partially Meeting	1 (1.2 %)
<input type="checkbox"/> Not Meeting	0 (0 %)
Total	86 (100%)

2023-24 Gr 8 Math NJSLA



Scores & Subscores	# of Students (Scaled)
<input type="checkbox"/> Exceeding	4 (9.5 %)
<input type="checkbox"/> Meeting	20 (47.6 %)
<input type="checkbox"/> Approaching	11 (26.2 %)
<input type="checkbox"/> Partially Meeting	4 (9.5 %)
<input type="checkbox"/> Not Meeting	3 (7.1 %)
Total	42 (100%)

Grade 8

English Language Arts



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Grade 8

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

ENGLISH LANGUAGE ARTS
Grade 8 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE	98,347	751	50				34		
DISTRICT	86	790	64				45		
MARKHAM PLACE SCHOOL	86	790	64				45		

Did not meet expectations

Special Education- 0
General education-0
*Gen Ed 504 - 0

Partially met expectations

Special Education 1
General Education 0
*Gen Ed 504 0

Approached expectations

Special Education 4
General Education 1
*Gen Ed 504 1

Met expectations

Special Education 14
General Education 28
*Gen Ed 504 6

Exceeded Expectations

Special Education 2
General Education 36
*Gen Ed 504 3

93 % of students
met or exceeded expectations

1 Did Not Yet Meet Expectations (850-899)	2 Partially Met Expectations (700-724)	3 Approached Expectations (725-749)	4 Met Expectations (750-793)	5 Exceeded Expectations (794-850)
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* Numbers are percentages

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08142024-Sp-STATETOT-252720-000- 0032029

Mathematics



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Grade 8

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

MATHEMATICS
Grade 8 Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	MATHEMATICS* REASONING	MODELING
STATE	65,969	719				
DISTRICT	42	755				
MARKHAM PLACE SCHOOL	42	755				

Did not meet expectations

Special Education- 3
General education-0
*Gen Ed 504 - 0

Partially met expectations

Special Education 4
General Education 0
*Gen Ed 504 0

Approached expectations

Special Education 7
General Education 4
*Gen Ed 504 2

Met expectations

Special Education 4
General Education 16
*Gen Ed 504 4

Exceeded Expectations

Special Education 0
General Education 4
*Gen Ed 504 0

57.1 % of students
met or exceeded expectations

1 Did Not Yet Meet Expectations (850-899)	2 Partially Met Expectations (700-724)	3 Approached Expectations (725-749)	4 Met Expectations (750-793)	5 Exceeded Expectations (794-850)
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* Numbers are percentages

Page 1 of 1

1 Did Not Yet Meet or Partially Met Expectations	2 Approached Expectations	3 Met or Exceeded Expectations
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08142024-Sp-STATETOT-252720-000- 0032036

2021-22 Grade 8: Algebra and Geometry



Algebra and Geometry

Algebra



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Algebra I

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

MATHEMATICS

Algebra I Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE	105,708	738				
17 21 22 36 4			36 25 39	36 25 39	43 21 36	55 17 28
DISTRICT	49	812				
0 0 0 43 57			0 0 100	0 2 98	0 2 98	4 4 92
MARKHAM PLACE SCHOOL	49	812				
0 0 0 43 57			0 0 100	0 2 98	0 2 98	4 4 92

Did not meet expectations

Special Education- 0

General education-0

*Gen Ed 504 - 0

Partially met expectations

Special Education 0

General Education 0

*Gen Ed 504 0

Approached expectations

Special Education 0

General Education 0

*Gen Ed 504 0

Met expectations

Special Education 1

General Education 20

*Gen Ed 504 3

Exceeded Expectations

Special Education 3

General Education 25

*Gen Ed 504 3

100% of students
met or exceeded expectations

1 Did Not Yet Meet Expectations (850-899)	2 Partially Met Expectations (700-724)	3 Approached Expectations (725-749)	4 Met Expectations (750-799)	5 Exceeded Expectations (800-849)
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• Numbers are percentages

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Geometry



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Geometry

LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

MATHEMATICS

Geometry Assessment, 2023–2024

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE	30,909	746				
6 14 30 41 8			21 32 48	26 31 43	46 14 40	35 18 47
DISTRICT	17	786				
0 0 0 35 65			0 0 100	0 6 94	0 0 100	0 0 100
MARKHAM PLACE SCHOOL	17	786				
0 0 0 35 65			0 0 100	0 6 94	0 0 100	0 0 100

Did not meet expectations

Special Education- 0

General education-0

*Gen Ed 504 - 0

Partially met expectations

Special Education 0

General Education 0

*Gen Ed 504 0

Approached expectations

Special Education 0

General Education 0

*Gen Ed 504 0

Met expectations

Special Education 0

General Education 6

*Gen Ed 504 0

Exceeded Expectations

Special Education 0

General Education 11

*Gen Ed 504 0

100% of students
met or exceeded expectations

1 Did Not Yet Meet Expectations (850-899)	2 Partially Met Expectations (700-724)	3 Approached Expectations (725-749)	4 Met Expectations (750-799)	5 Exceeded Expectations (800-849)
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• Numbers are percentages

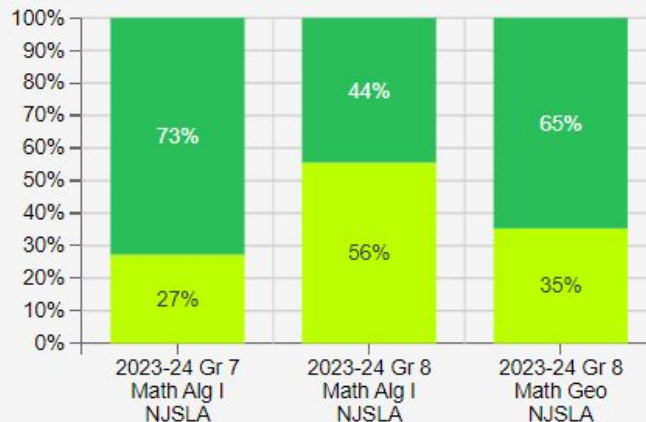
Page 1 of 1

08142024-Sp-STATETOT-252720-000-0032030

2023-24 Grade 8: Algebra - Geometry

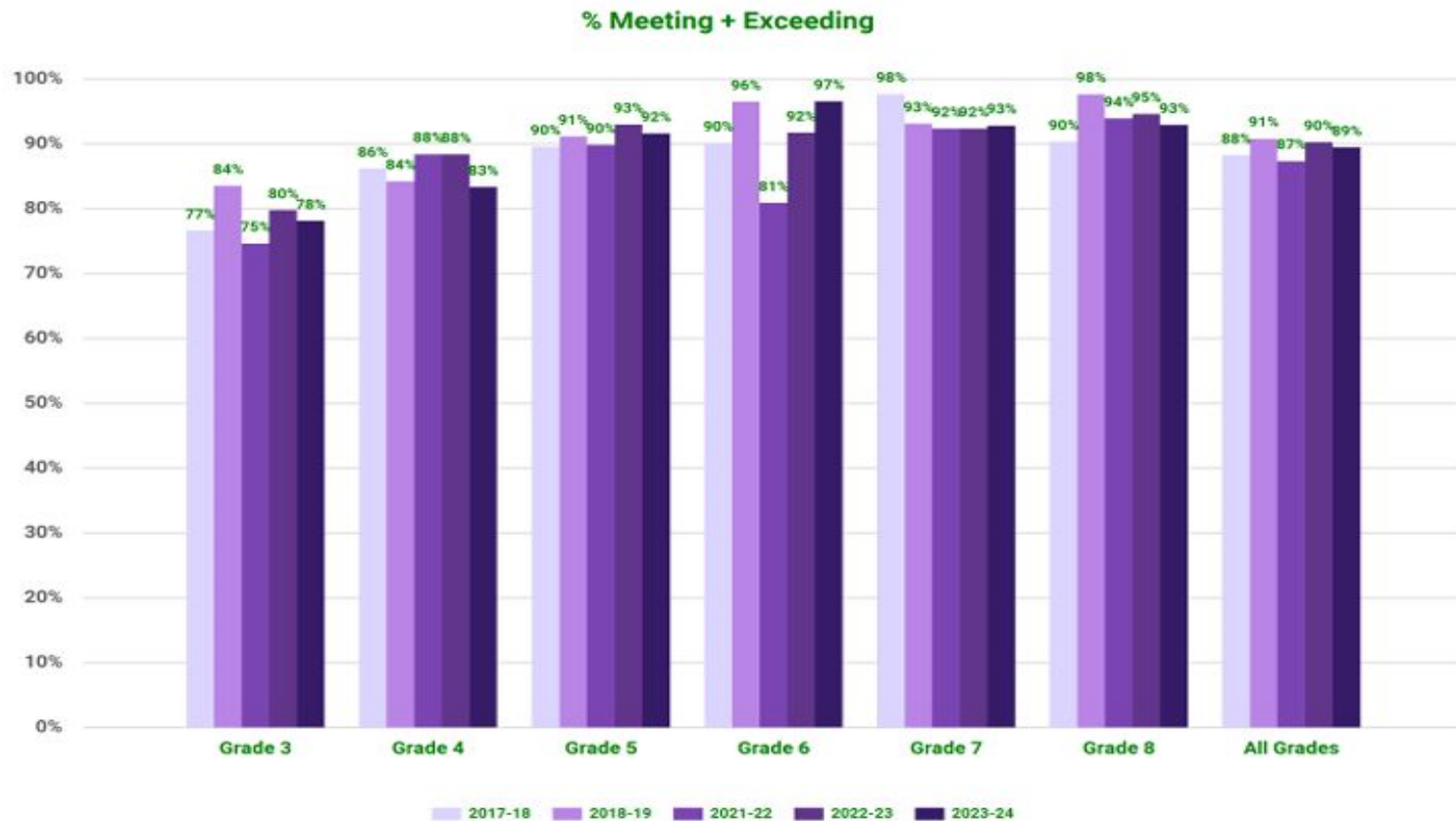
Test	Exceeding	Meeting	Approaching	Partially Meeting	Not Meeting
2023-24 Gr 7 Math Alg I NJSLA	73% (16/22)	27% (6/22)	0% (0/22)	0% (0/22)	0% (0/22)
2023-24 Gr 8 Math Alg I NJSLA	44% (12/27)	56% (15/27)	0% (0/27)	0% (0/27)	0% (0/27)
2023-24 Gr 8 Math Geo NJSLA	65% (11/17)	35% (6/17)	0% (0/17)	0% (0/17)	0% (0/17)

Not Meeting Partially Meeting Approaching Meeting Exceeding



ELA Achievement and Growth

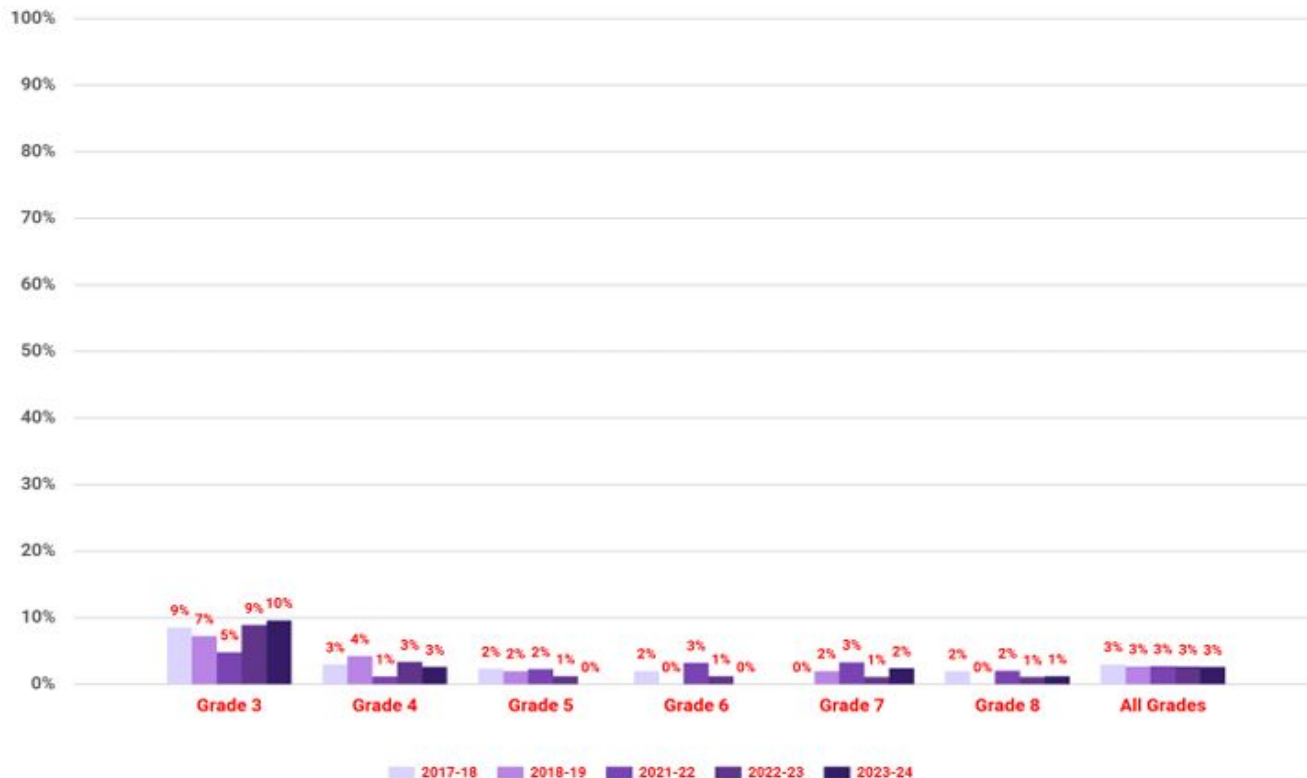
Same grade, different students



ELA Achievement and Growth

Same grade, different students

% Not Meeting + Partially Meeting



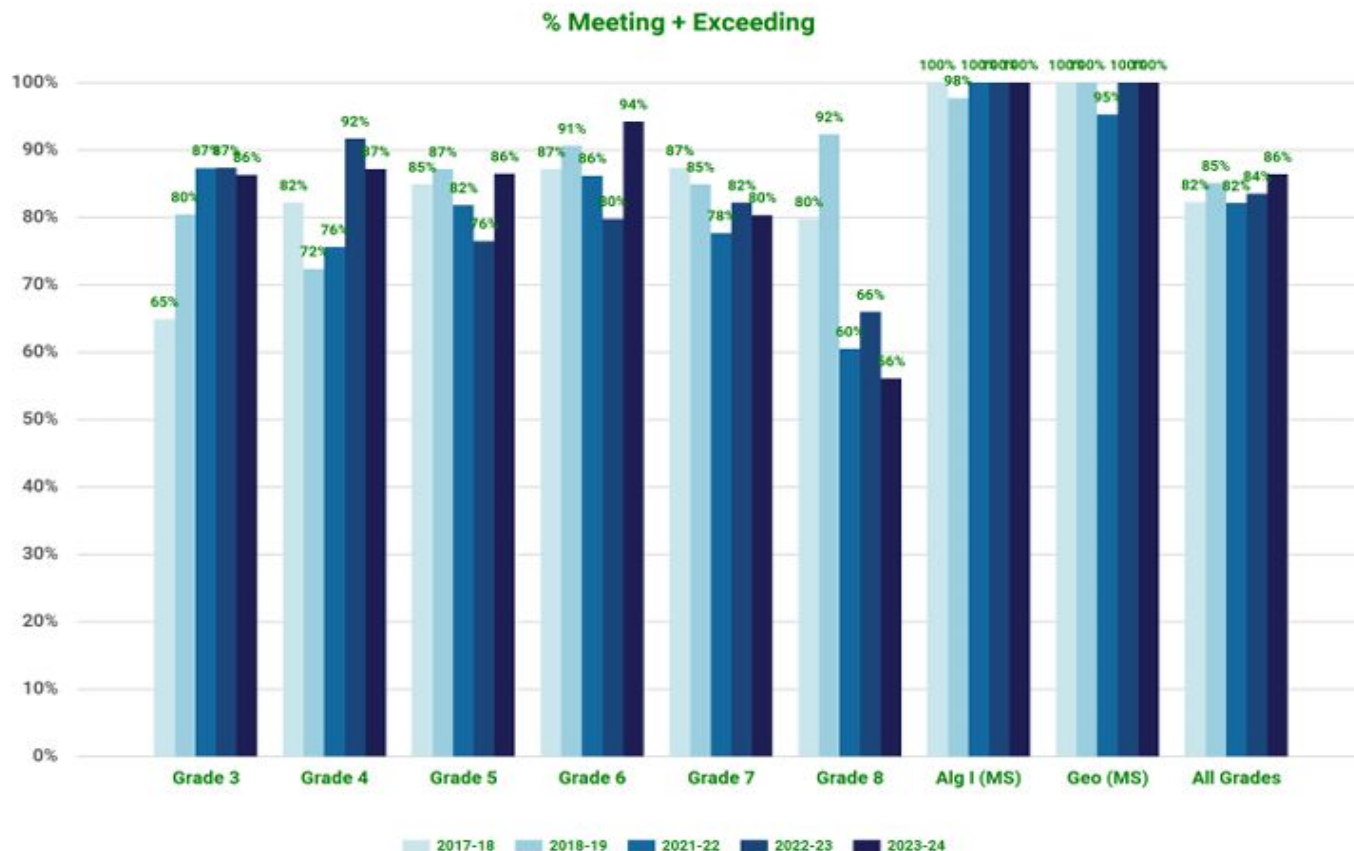
ELA Cohort Achievement and Growth

Same students, consecutive grades



Math Achievement and Growth

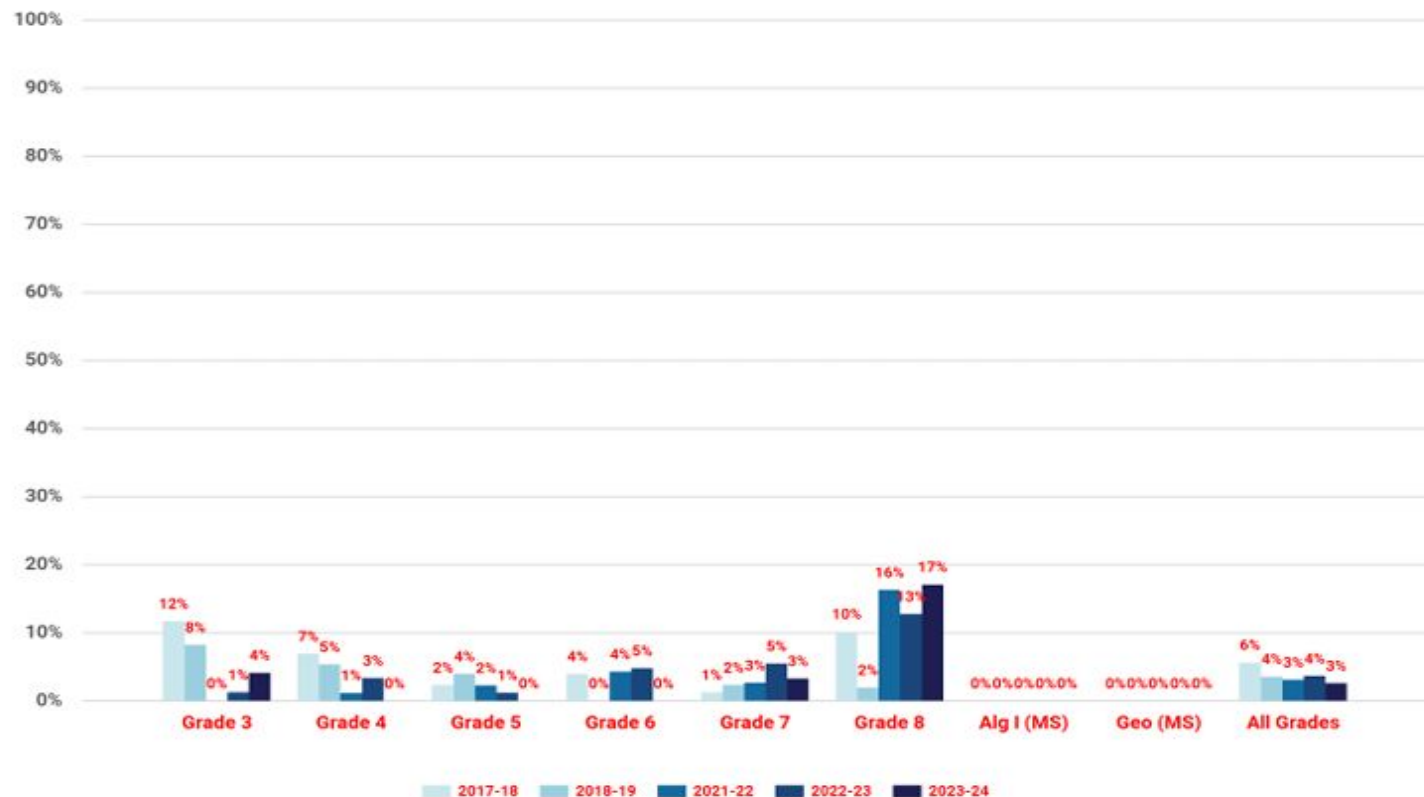
Same grade, different students



Math Achievement and Growth

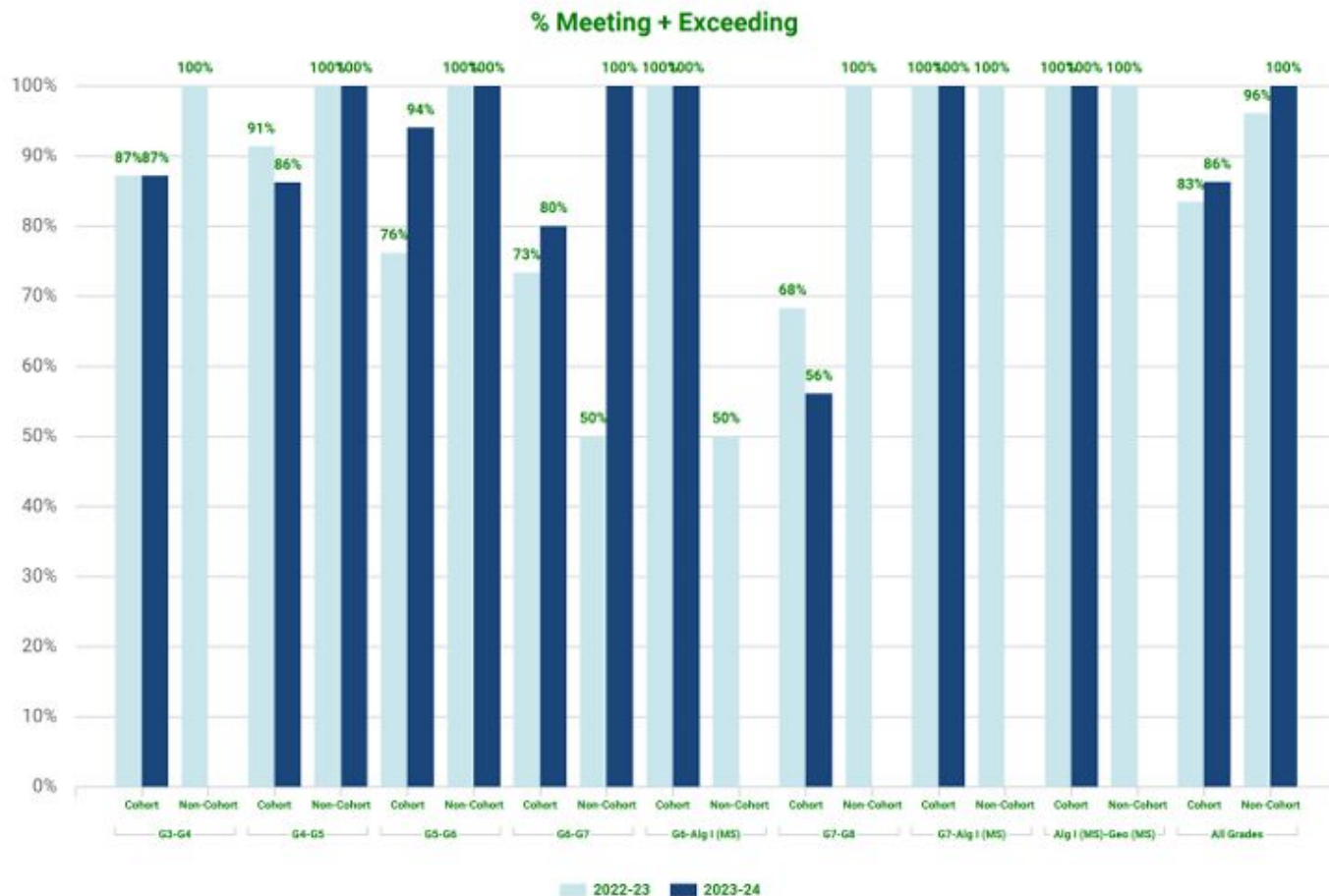
Same grade, different students

% Not Meeting + Partially Meeting



Math Cohort Achievement and Growth

Same students, consecutive grades



FOUR PERFORMANCE LEVELS

NJSLA - Science uses four performance levels that delineate the knowledge, skills, and practices students are able to demonstrate.

Level 1
Below Proficient
100-149

Level 2
Near Proficiency
150-199

Level 3
Proficient
200-242

Level 4
Advanced Proficiency
243-300

2023-24 Grade 5 and Grade 8: Science



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

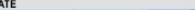
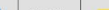
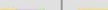






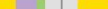





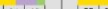




CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 5

LITTLE SILVER BORO SCHOOL DISTRICT

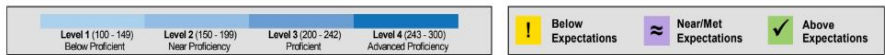
NEW JERSEY
SPRING 2024

New Jersey Student Learning Assessment - Science (NJSLA-S) Grade 5

Purpose: This report describes group performance in using the domains and practices, in comparison to state and district averages.		Number of Students with Valid Scores	Student Performance Using Domains and Practices (Percent)						
PERFORMANCE DISTRIBUTION BY %			EARTH & SPACE SCIENCE	LIFE SCIENCE	PHYSICAL SCIENCE	INVESTIGATING PRACTICES	SENSEMAKING PRACTICES	CRITIQUING PRACTICES	
STATE		96,463							
DISTRICT			59						
MARKHAM PLACE SCHOOL		59							

Performance Levels

Level 1 Below Proficient		Level 2 Near Proficiency		Level 3 Proficient		Level 4 Advanced Proficiency		≥ Level 3	
#	%	#	%	#	%	#	%	#	%
34,093	35.3%	35,769	37.1%	20,392	21.1%	6,209	6.4%	26,601	27.6%
2	3.4%	20	33.9%	32	54.2%	5	8.5%	37	62.7%



For more information see the Score Interpretation Guide at www.mesinc.com/nj/science.



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 8

LITTLE SILVER BORO SCHOOL DISTRICT

NEW JERSEY
SPRING 2024

New Jersey Student Learning Assessment - Science (NJSLA-S) Grade 8

Purpose: This report describes group performance in using the domains and practices, in comparison to state and district averages.		Number of Students with Valid Scores	Student Performance Using Domains and Practices (Percent)					
PERFORMANCE DISTRIBUTION BY %			EARTH & SPACE SCIENCE	LIFE SCIENCE	PHYSICAL SCIENCE	INVESTIGATING PRACTICES	SENSEMAKING PRACTICES	CRITIQUING PRACTICES
STATE		99,685	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div><div>36</div><div>45</div><div>14</div><div>5</div></div>			<div><div></div><div>63</div><div>29</div><div>8</div></div>	<div><div></div><div>68</div><div>25</div><div>7</div></div>	<div><div></div><div>60</div><div>32</div><div>8</div></div>	<div><div></div><div>65</div><div>29</div><div>6</div></div>	<div><div></div><div>63</div><div>29</div><div>8</div></div>	<div><div></div><div>63</div><div>28</div><div>9</div></div>
DISTRICT		85	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div><div>8</div><div>47</div><div>28</div><div>16</div></div>			<div><div></div><div>33</div><div>45</div><div>22</div></div>	<div><div></div><div>45</div><div>35</div><div>20</div></div>	<div><div></div><div>26</div><div>53</div><div>21</div></div>	<div><div></div><div>39</div><div>47</div><div>14</div></div>	<div><div></div><div>34</div><div>41</div><div>25</div></div>	<div><div></div><div>32</div><div>39</div><div>29</div></div>
MARKHAM PLACE SCHOOL		85	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div><div>8</div><div>47</div><div>28</div><div>16</div></div>			<div><div></div><div>33</div><div>45</div><div>22</div></div>	<div><div></div><div>45</div><div>35</div><div>20</div></div>	<div><div></div><div>26</div><div>53</div><div>21</div></div>	<div><div></div><div>39</div><div>47</div><div>14</div></div>	<div><div></div><div>34</div><div>41</div><div>25</div></div>	<div><div></div><div>32</div><div>39</div><div>29</div></div>

Performance Levels

Level 1 Below Proficient		Level 2 Near Proficiency		Level 3 Proficient		Level 4 Advanced Proficiency		≥ Level 3	
#	%	#	%	#	%	#	%	#	%
35,946	36.1%	45,018	45.2%	13,823	13.9%	4,898	4.9%	18,721	18.8%
7	8.2%	40	47.1%	24	28.2%	14	16.5%	38	44.7%



For more information see the Score Interpretation Guide at www.mesinc.com/nj/science.

Dynamic Learning Map (DLM)



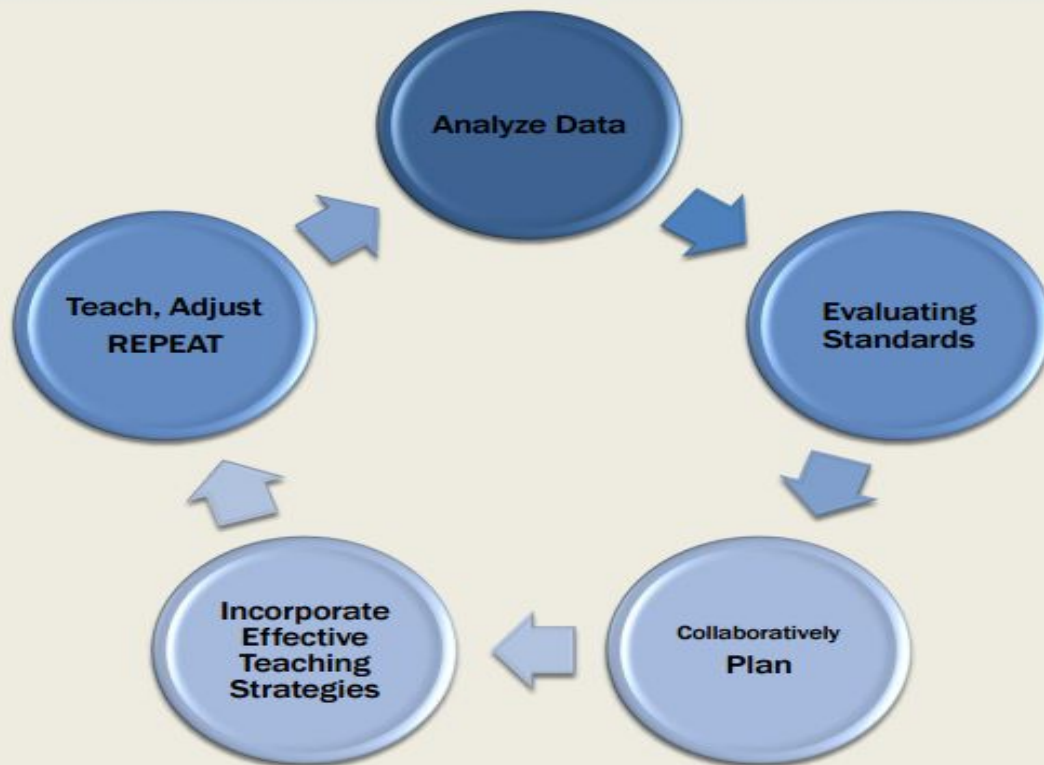
The alternate assessment for students with the significant intellectual disabilities in English Language Arts, Mathematics, and Science is called the Dynamic Learning Maps (DLM)

NJ uses the Year-End Model

Subjects Tested: English Language Arts, Mathematics, and Science

Less than 1 percent of our total population took the Dynamic Learning Map in lieu of the New Jersey Student Learning Assessment

CONVERSATIONS ARE INTEGRAL TO THE CYCLE



Student Roster Performance Levels



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

STUDENT ROSTER

Grade 5

MARKHAM PLACE SCHOOL
LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

ENGLISH LANGUAGE ARTS
Grade 5 Assessment, 2023–2024

This report provides information on how individual students perform in specific areas of the assessments

STUDENT	ELA OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE AVERAGE	750	49	<div><div></div><div></div><div></div><div></div><div></div></div> 32 20 49	<div><div></div><div></div><div></div><div></div><div></div></div> 30 22 49	<div><div></div><div></div><div></div><div></div><div></div></div> 33 19 48	34	<div><div></div><div></div><div></div><div></div><div></div></div> 34 9 57	<div><div></div><div></div><div></div><div></div><div></div></div> 34 18 48
DISTRICT AVERAGE	796	62	<div><div></div><div></div><div></div><div></div><div></div></div> 7 15 78	<div><div></div><div></div><div></div><div></div><div></div></div> 5 2 93	<div><div></div><div></div><div></div><div></div><div></div></div> 10 12 78	48	<div><div></div><div></div><div></div><div></div><div></div></div> 0 2 98	<div><div></div><div></div><div></div><div></div><div></div></div> 0 3 97
SCHOOL AVERAGE	796	62	<div><div></div><div></div><div></div><div></div><div></div></div> 7 15 78	<div><div></div><div></div><div></div><div></div><div></div></div> 5 2 93	<div><div></div><div></div><div></div><div></div><div></div></div> 10 12 78	48	<div><div></div><div></div><div></div><div></div><div></div></div> 0 2 98	<div><div></div><div></div><div></div><div></div><div></div></div> 0 3 97
	732	32	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	39	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
	773	48	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	48	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
	805	60	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	54	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
	802	61	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	51	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
	812	64	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	54	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
	741	43	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	36	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
	832	73	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	56	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
	753	47	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	39	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
	782	52	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	49	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
	805	69	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	48	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
	812	66	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>	52	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>

1

Expectations (650-699)

2

Expectations (700-724)

3

Expectations (725-749)

4

Expectations (750-798)

5

Exceeded Expectations (799-850)

Did Not Yet Meet or Partially Met Expectations

Approached Expectations

Met or Exceeded Expectations

This report provides information on how individual students perform in specific areas of the assessments

The staff will review evidence tables and review curriculum and instruction for standards where students performed less well.

Evidence Statement Analysis



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

District Evidence Statement Analysis

Grade 4

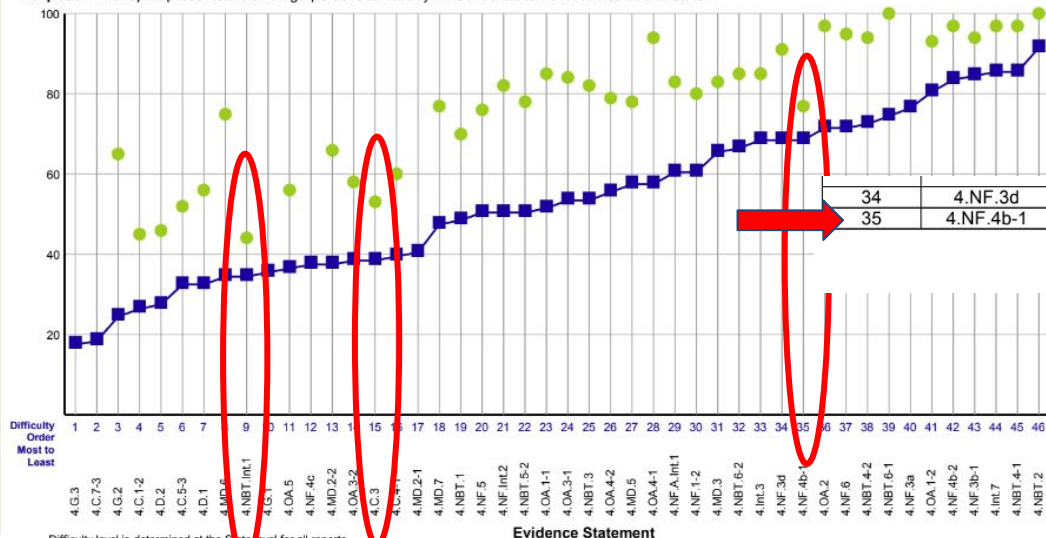
CONFIDENTIAL - DO NOT DISTRIBUTE

MATHEMATICS
Grade 4 Assessment, 2023–2024

Students with Valid Scores (78)

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

6	4.C.5-3	OGL	Modeling and Reasoning	Math - Type II	34
7	4.D.1	OGL	Modeling and Reasoning	Math - Type III	78
8	4.MD.6	4.MD.C.6	Measurement & Data	Math - Type I	78
9	4.NBT.Int.1	4.NBT.A.1 4.NBT.A.2 4.NBT.A.3 4.NBT.B.5	Number & Operations in Base Ten	Math - Type I	34
10	4.G.1	4.G.A.1	Geometry	Math - Type I	0
11	4.OA.5	4.OA.C.5	Operations & Algebraic Thinking	Math - Type I	78
12	4.NF.4c	4.NF.B.4.C	Number & Operations--Fractions	Math - Type I	0



34	4.NF.3d	4.NF.B.3.D	Operations & Algebraic Thinking	Math - Type I	78
35	4.NF.4b-1	4.NF.B.4.B	Number & Operations--Fractions	Math - Type I	44

continue

Type I and Type II Math questions

Every mathematics grade and end-of-course NJSLA will have a mix of Type I, II, and III items.

Type I

Type I items are machine scored and are worth 1, 2, or 4 points. Type I items assess Major, Additional, or Supporting Content.

- Multiple Choice: traditional four answer choice
- Multiple Select: more than four answer choices with one or more correct answer(s). To score correctly a student must select all correct answer choices and no incorrect answer choices.
- Drag and Drop
- In Line Drop Down
- Hot Spot Graphing: number line and coordinate plane
- Equation Editor: student provides answer. Scoring can account for differing forms of correct answer.

Type II

Type II items must have a hand-scored student-generated answer component and are worth 3 or 4 points. Type II items assess Mathematical Reasoning. Partial credit may be awarded for partially correct reasoning.

Type III

Type III items must have a hand-scored student-generated answer component and are worth 3 or 6 points. Type III items assess Mathematical Modeling Processes. Partial credit may be awarded for an incomplete modeling process.

Evidence Statement Analysis



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

District Evidence Statement Analysis

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 4

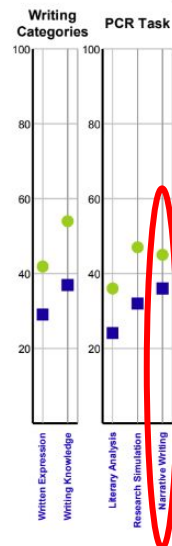
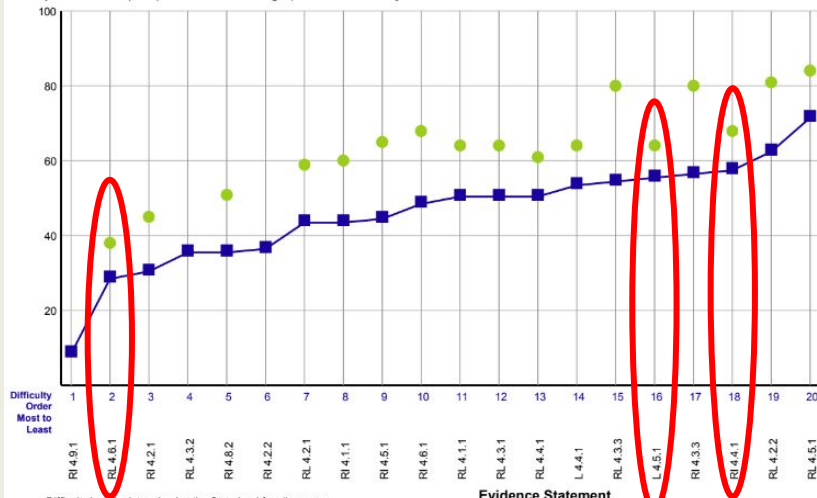
LITTLE SILVER BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

ENGLISH LANGUAGE ARTS Grade 4 Assessment, 2023–2024

■ State
● District

Students with Valid Scores (78)

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



Difficulty level is determined at the State level for all reports.

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 is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

This report helps the district determine areas that should be explored in curriculum and instruction

The staff will review evidence tables and review curriculum and instruction for standards where students performed less well.

Difficulty level most to least

Standards Review

ENGLISH LANGUAGE ARTS Grade 4 Assessment, 2023–2024

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	RI 4.9.1	RI.4.9	Reading: Informational Text	ELA-PCR	0
2	RL 4.6.1	RL.4.6	Reading: Literature	Reading-TECR	40
3	RI 4.2.1	RI.4.2	Reading: Informational Text	ELA-PCR; Reading-EBSR	78
4	RL 4.3.2	RL.4.3	Reading: Literature	Reading-EBSR	0
5	RI 4.8.2	RI.4.8	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	78
6	RI 4.2.2	RI.4.2	Reading: Informational Text	Reading-EBSR	0
7	RL 4.2.1	RL.4.2	Reading: Literature	Reading-EBSR	78
8	RI 4.1.1	RI.4.1	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	78
9	RI 4.5.1	RI.4.5	Reading: Informational Text	Reading-EBSR	78
10	RI 4.6.1	RI.4.6	Reading: Informational Text	Reading-EBSR	78
11	RL 4.1.1	RL.4.1	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	78
12	RL 4.3.1	RL.4.3	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	78
13	RL 4.4.1	RL.4.4	Reading: Literature	Reading-EBSR	78
14	L 4.4.1	L.4.4.A	Language	Reading-EBSR	78
15	RL 4.3.3	RL.4.3	Reading: Literature	Reading-EBSR; Reading-TECR	78
16	L 4.5.1	L.4.5	Language	Reading-EBSR	78
17	RI 4.3.3	RI.4.3	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	78
18	RI 4.4.1	RI.4.4	Reading: Informational Text	Reading-EBSR	78
19	RL 4.2.2	RL.4.2	Reading: Literature	Reading-TECR	38
20	RL 4.5.1	RL.4.5	Reading: Literature	Reading-TECR	38

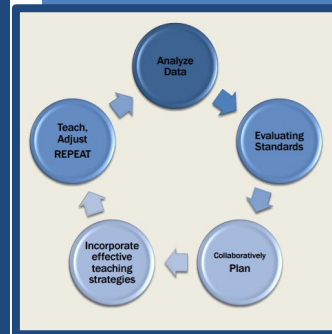
Example: Evidence Statement

RL 4.3: Determine a theme of a story, drama, or poem from details in the text; summarize the text. L.4.5.1 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

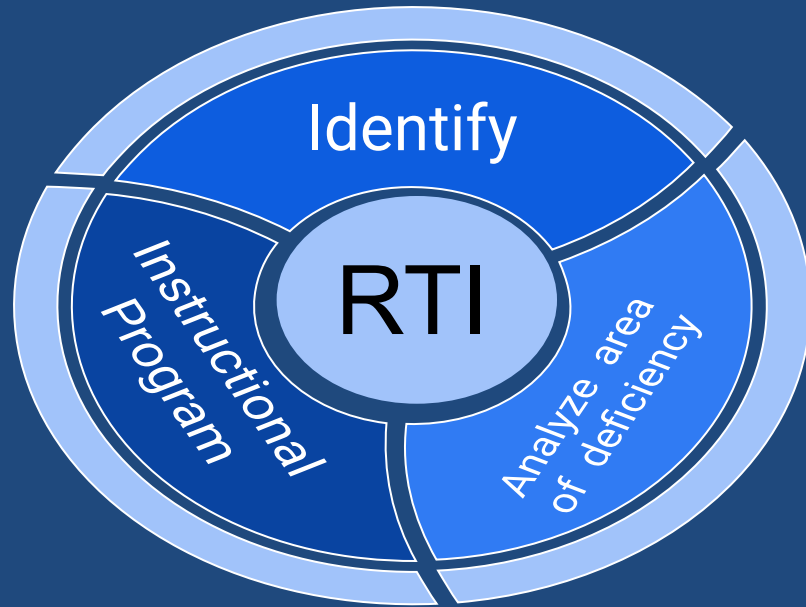
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Framing District Conversations:

- When we think about teaching and learning, how is assessment part of the cycle?
- What supports do educators, students and parents need?
- How might NJSLA baseline data be used?
- How does the NJSLA data and resources connect to Little Silver's data and resources?
- How well is our curriculum aligning to the challenge and rigor of NJSLA assessment questions?



Response to Intervention

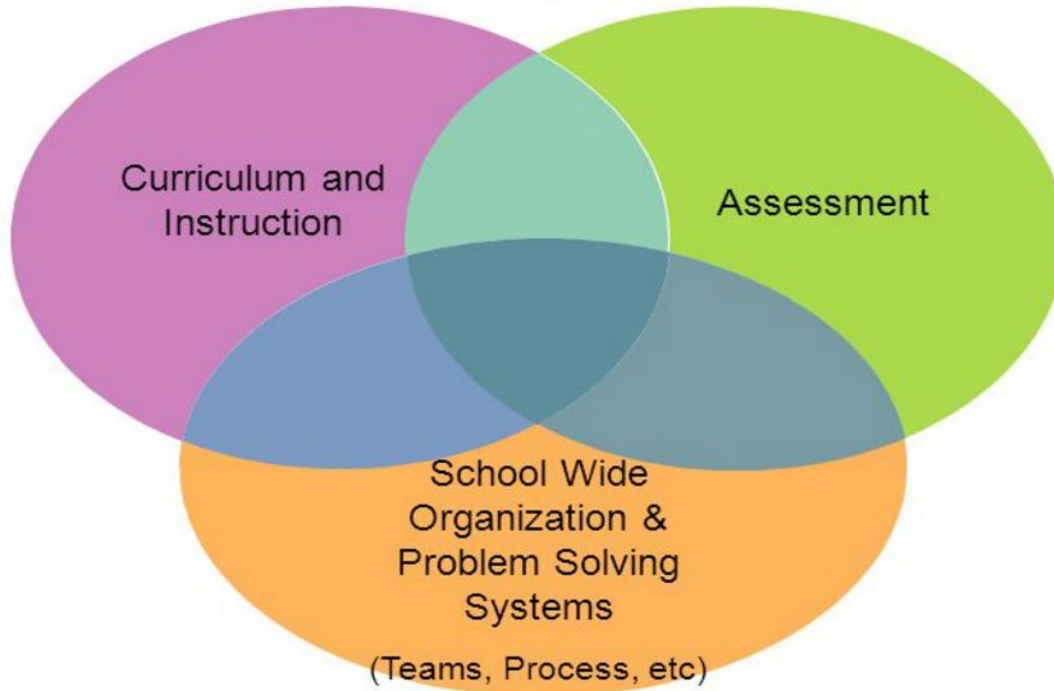


Multiple Tiers of Support Services

RTI

MTSS

WHAT DOES IT TAKE? KEY COMPONENTS FOR RTI (MTSS)



ESSENTIAL ELEMENTS FOR MTSS

School Wide Organization and Problem Solving Systems

- **District Data Team**
 - Definition and Mission Statements
 - Representation
 - Continuous Reflection
- **Supportive School Leadership**
 - Principal Advisory Committee
 - Superintendent Meetings, Principal Meetings, Curriculum Meetings
- **Committees**
 - Involve all stakeholders : Voice and participation creates ownership



ESSENTIAL ELEMENTS FOR MTSS

School Wide Organization and Problem Solving Systems

- **Intervention and Referral Service (I&RS)**
 - Team members and roles
 - I&RS Handbook
 - I&RS tool kit
 - Linkit Intervention Manager
 - Support systems



ESSENTIAL ELEMENTS FOR MTSS

Curriculum and Instruction



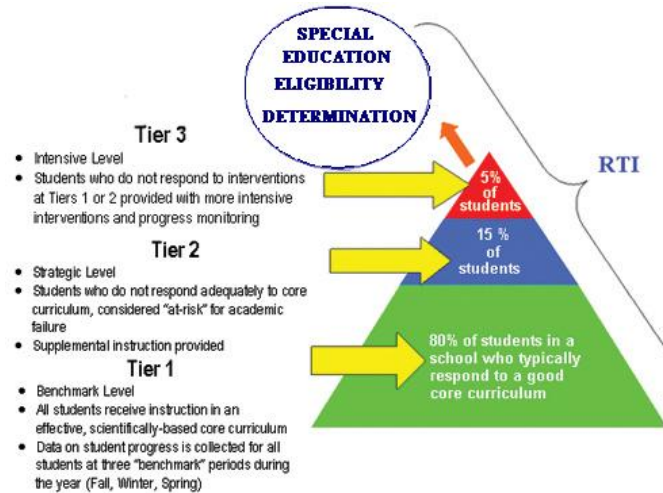
- Resources and Programs vs. Knowledge of Instructional Practices
- Accountability and Common Expectations

ESSENTIAL ELEMENTS FOR MTSS

Curriculum and Instruction

- **Cohesive Curriculum**

- Standards
- Enduring Understandings
- Essential Questions
- Objectives and Activities
- Assessment
- Resources
- Modifications and Accommodations



- **Rubicon Atlas Curriculum Mapping Resource**

ESSENTIAL ELEMENTS FOR Curriculum and Instruction

- Professional Development Plan
 - ScIP team
 - Yearly Goals and Initiatives (cycles)
 - Need based (what is used to determine yearly initiatives?)
 - Adoption of new resources: Examples Heggerty Writing, Magnetic Reading and innerOrbit



Curriculum and Instruction

- **Professional Development**

- Structures for PD

- In-service days : Every grade level team has received training on creating Dashboards of Data with their students, enabling deep analysis

- **District Data Team:**

2024-2025

[DDT Work](#)

Data Review

Multiple measures are used to explore various data points which are identified, analyzed and compared in order to determine student achievement and instructional needs

- NJSLA- ELA; NJSLA-M
- NJSLA-Science
- i-Ready
- ELA assessments
- Math assessments
- Grade Level Spreadsheets

District Data Team

Three meetings (first and second) gathered the school based DDT group. Last meeting: all staff had an assignment to analyze data. Interventionists and G & T teachers met to review findings and create action plans

- Modified because of sub issues
- Gave everyone a voice
- Ensured that the same message was heard for accountability

PD & Curriculum Alignment

Data trends allow staff to examine curriculum and ensure that resources and the units of study address the needs of the students based on their achievement.

- Math coach for grades 3 and 5
- Literacy coach for grades 2 focused on vocabulary
- i-Ready data chat sheets

ESSENTIAL ELEMENTS FOR MTSS Assessment

What are you learning from assessments you are giving?

- Good teaching requires diagnostic ability
- Multiple measures
- Collecting data and recording
- Interpreting data
- Using data to inform instruction
- Identification and intervention
- Progress monitoring



**Utilizing Data
to Inform
Instruction**



Mon, Oct. 21: Superintendent's Meeting - Each grade level team will meet in their respective schools to prepare for their upcoming DDT meetings.

During these meetings, the teams are asked to:

- Identify instructional practices and resources that will address the learning needs, in specific areas (ie: questioning, level-text, etc...), to create an action plan for targeted students.
- Record targets students, specific skill/strategy being addressed, and instructional practice being deployed to address it. Each member of the team must submit a form. [Click Here](#)
- Related Arts/Special Area Teachers and Child Study Team Members will be assigned differentiated PD and/or administrative tasks.

Tues, Oct. 29 & Wed, Oct. 30: DDT Grade Level Meetings

- All members of each grade level team will meet with administration and interventionists to review their BOY data and plans for targeted students.
- Questions we will focus on at our meeting are outlined below. Please be prepared and ready to answer the following:
 - What stands out to you about your class' data?
 - What is your percentage for predicted level of proficiency — meets/exceeds? How does it compare to the grade? To the district?
 - How will instruction be adjusted to help support the unique needs of the learners in your class?
 - What standards need a greater emphasis?
 - How does your class compare in performance on standards in each subject as compared to the rest of the district and the rest of the grade level? Are there any areas where you exceed the district? The grade level? Are there any areas below the district? The grade level? Which? What do you deduce from this information?
 - What areas need more focus for mastery? Is this for the entire class, groups of students, or individual students?
 - For areas where mastery has been attained, how will you work to ensure that students can continue to master these skills, standards, and concepts?
 - How will work with your grade level team to enhance instructional practices to produce greater student growth?district and the rest of the grade level? Are there any areas where you exceed the district? The grade level? Are there any areas below the district? The grade level? Which? What do you deduce from this information?
 - What areas need more focus for mastery? Is this for the entire class, groups of students, or individual students?
 - For areas where mastery has been attained, how will you work to ensure that students can continue to master these skills, standards, and concepts?
 - How will work with your grade level team to enhance instructional practices to produce greater student growth?

