

# START STRONG RESULTS FALL 2021

OLD TAPPAN PUBLIC SCHOOLS  
PRESENTED IN JANUARY 2022



# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- In 2015, New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) to replace HSPA and previous assessments in the elementary and middle school in language arts and mathematics.
- Students took PARCC English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 11. Students took PARCC Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II.
- In school year 2018-2019, PARCC became the New Jersey Assessment of Student Learning (NJSLA).

## **NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM (CONTINUED)**

- In the spring of 2020 and the spring of 2021, the NJSLA (New Jersey Student Learning Assessments) in English/ Language Arts (ELA) and Mathematics (Grades 3-8) and in Science (Grades 5 and 8) were canceled due to the pandemic and related issues of virtual assessment.
- However, the DLM (Dynamic Learning Maps) were administered, in-person in the spring of 2021, to special-needs students in ELA and Math in Grades 3-8 and in Science in Grades 5 and 8, who are typically ineligible to take the NJSLA and who are schooled both in and out of District.

## NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM (CONTINUED)

- **WIDA: ACCESS for ELLs (English Language Learners)** also was administered to K-8 ELLs in the spring of 2021.
- **The Start Strong Assessments** satisfied the Federal waiver of postponing the spring 2021 NJSLA statewide assessment and replace it with this benchmarking system. Start Strong assesses standards from the previous school year and highlights what requires re-teaching and who needs learning support for which standards.
- **The NJSLA** is on schedule to be administered in the spring of 2022 again.

# START STRONG PERFORMANCE LEVELS

- **Strong Support May Be Needed**

- **Some Support May Be Needed**

- **Less Support May Be Needed**

- Students are categorized into one of three support levels based on their individual total raw scores. Each support level is defined by a range of overall raw scores for the assessment. The score thresholds are based on those used for the NJSLA.
- The overall raw score represents the total number of points earned.

# LOOKING AT OUR PERFORMANCE RESULTS\*

\*Numbers may not sum to 100% due to rounding.

# OLD TAPPAN'S START STRONG GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/LITERACY

	Count of Valid Test Scores	Strong Support May Be Needed	Some Support May Be Needed	Less Support May Be Needed	District % of Students Not Needing Any Or Much Support
Grade 4	<b>89</b>	<b>24%</b>	<b>22%</b>	<b>54%</b>	<b>76%</b>
Grade 5	<b>75</b>	<b>9%</b>	<b>20%</b>	<b>71%</b>	<b>91%</b>
Grade 6	<b>73</b>	<b>19%</b>	<b>22%</b>	<b>59%</b>	<b>81%</b>
Grade 7	<b>95</b>	<b>8%</b>	<b>25%</b>	<b>66%</b>	<b>91%</b>
Grade 8	<b>77</b>	<b>16%</b>	<b>19%</b>	<b>65%</b>	<b>84%</b>

Note: Numbers may not sum to 100% due to rounding. These scores represent in-district test-takers of all abilities. Those students who took an alternate assessment, the DLM, were reported on in a previous documents and are so few in number that they are not presented in this report for privacy purposes.

# OLD TAPPAN'S START STRONG GRADE-LEVEL OUTCOMES MATHEMATICS

	Count of Valid Test Scores	Strong Support May Be Needed	Some Support May Be Needed	Less Support May Be Needed	District % of Students Not Needing Any or Much Support
Grade 4	90	13%	18%	69%	87%
Grade 5	75	12%	23%	65%	88%
Grade 6	76	30%	23%	47%	70%
Grade 7	93	9%	40%	52%	92%
Grade 8*	31	32%	39%	29%	68%
Algebra I	44	0%	2%	98%	100.0%
Geometry	4	<	<	<	<

Note: Numbers may not sum to 100% due to rounding. These scores represent in-district test-takers of all abilities. Those students who took an alternate assessment, the DLM, were reported in a previous document and are so few in number that they are not presented in this report for privacy purposes.

\* Note: Middle school students take the math test that correlates with the level math course in which they are enrolled.



# OLD TAPPAN'S START STRONG GRADE-LEVEL OUTCOMES SCIENCE

	Count of Valid Test Scores	Strong Support May Be Needed	Some Support May Be Needed	Less Support May Be Needed	District % of Students Not Needing Any or Much Support
Grade 6	76	27%	32%	40%	<b>72%</b>

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# TBD ELA BY SUBGROUP\*

	Strong Support May Be Needed Percent	Some Support May Be Needed Percent	Less Support May Be Needed Percent
Male	29	19	52
Female	17	27	56
White	32	23	45
Asian	9	21	71
IEP - Yes	42	33	25

\* A subgroup is any group of 10 students or more.

Percents rounded to the nearest whole percent.

Due to rounding, sums may not total 100%.

"<" indicates fewer than 10 students in the category.

Subgroups that have fewer than 10 students in all categories and are not reportable are: ELL, Hispanic or Latino, Two or More Races, 504, and Economically Disadvantaged

# CDW ELA BY SUBGROUP\*

	Strong Support May Be Needed Percent	Some Support May Be Needed Percent	Less Support May Be Needed Percent
Male	17	22	61
Female	8	22	71
White	14	24	62
Asian	11	16	73
IEP - Yes	47	20	33

\* A subgroup is any group of 10 students or more.

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# TBD MATH BY SUBGROUP\*

	Strong Support May Be Needed Percent	Some Support May Be Needed Percent	Less Support May Be Needed Percent
Male	15	19	67
Female	12	17	71
White	18	30	52
Asian	3	6	91
IEP - Yes	42	25	33

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# CDW MATH BY SUBGROUP\*

	Strong Support May Be Needed Percent	Some Support May Be Needed Percent	Less Support May Be Needed Percent
Male	14	25	61
Female	17	28	55
White	19	35	46
Asian	7	15	78
IEP - Yes	53	20	27

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# CDW SCIENCE BY SUBGROUP\*

	Strong Support May Be Needed Percent	Some Support May Be Needed Percent	Less Support May Be Needed Percent
Male	37	20	44
Female	17	47	36
White	33	37	30
Asian	17	27	57
IEP - Yes	<	<	<

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# GRADES 4-8 ELA START STRONG FRAMEWORK

Reporting Category	# of Passages
Reading: Literary Text	1
Reading: Informational Text	1

# GRADE 4 MATH START STRONG FRAMEWORK

Reporting Category	# of Items
<b>Operations and Algebraic Thinking: Multiplication and Division</b>	<b>6</b>
<b>Operations and Algebraic Thinking: Operations</b>	<b>4</b>
<b>Number and Operations: Fractions</b>	<b>6</b>
<b>Measurement</b>	<b>5</b>



# GRADE 5 MATH START STRONG FRAMEWORK

Reporting Category	# of Items
<b>Operations and Algebraic Thinking</b>	<b>6</b>
<b>Number and Operations: Base Ten</b>	<b>7</b>
<b>Number and Operations: Fractions</b>	<b>5</b>
<b>Number and Operations: Unit Fractions</b>	<b>5</b>

# GRADE 6 MATH START STRONG FRAMEWORK

Reporting Category	# of Items
<b>Number and Operations: Base Ten</b>	<b>7</b>
<b>Number and Operations: Addition and Subtraction of Fractions</b>	<b>5</b>
<b>Number and Operations: Multiplication and Division of Fractions</b>	<b>6</b>
<b>Measurement</b>	<b>5</b>

# GRADE 7 MATH START STRONG FRAMEWORK

Reporting Category	# of Items
<b>Ratios and Proportional Relationships</b>	6
<b>The Number System: Fractions</b>	6
<b>Expressions and Equations: Algebraic Expressions</b>	6
<b>Equations and Inequalities</b>	4

# GRADE 8 MATH START STRONG FRAMEWORK

Reporting Category	# of Items
<b>Ratios and Proportional Relationships</b>	9
<b>The Number System: Fractions</b>	6
<b>Expressions and Equations</b>	5

# ALGEBRA I

## START STRONG FRAMEWORK

Reporting Category	# of Items
<b>Expressions and Equations: Radicals, Integer Exponents, Proportional Relationships, Lines, and Linear Equations</b>	<b>7</b>
<b>Expressions and Equations: Systems of Two Line Equations</b>	<b>5</b>
<b>Functions</b>	<b>6</b>
<b>Geometry</b>	<b>4</b>

# GEOMETRY

## START STRONG FRAMEWORK

Reporting Category	# of Items
<b>Expressions and Equations: Radicals, Integer Exponents, Proportional Relationships, Lines, and Linear Equations</b>	<b>6</b>
<b>Expressions and Equations: Systems of Two Line Equations</b>	<b>4</b>
<b>Functions</b>	<b>6</b>
<b>Geometry</b>	<b>7</b>

# SCIENCE GRADE 6 START STRONG FRAMEWORK

Reporting Category	# of Items
<b>Earth and Space: Sensemaking, Investigating, and Critiquing</b>	<b>8</b>
<b>Physical Science: Sensemaking, Investigating, and Critiquing</b>	<b>10</b>
<b>Life Science: Sensemaking, Investigating, and Critiquing</b>	<b>7</b>

# ANALYSIS PLAN: WHAT ARE WE DOING?

School-Level Data:  
Year-End Benchmarks; Beginning-of-Year  
Benchmarks; Teacher Input

Start Strong Support Level:  
“Strong Support Needed”

Re-teaching:  
Whole Class  
and  
Intervention  
Programs



# STUDENT SCORE REPORTS



FIRSTNAME M. LASTNAME

Fall 2021 Grade: 4

SID: 0123456789 DOB: 01/01/9999

Local Student Identification: 9876543210

SAMPLE SCHOOL NAME

SAMPLE DISTRICT NAME

## Individual Student Report

### Mathematics Assessment Report

The Start Strong Mathematics Assessment is comprised of major mathematics content taught last school year. **This assessment provides an indication of the level of support your student may require during this academic year.**

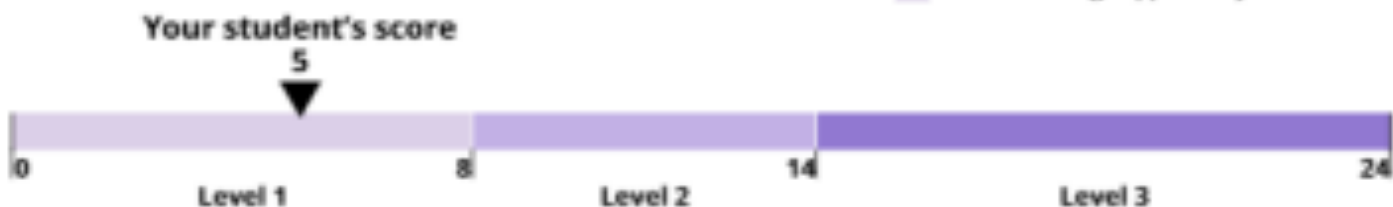
Visit the NJ Parent Portal at [nj-results.pearsonaccessnext.com](http://nj-results.pearsonaccessnext.com) and use this code to access your student's results online.

CvsygrfHxpdl

What do the results for FIRSTNAME indicate?

Strong Support May Be Needed

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



## PUBLIC EDUCATION: A BALANCE

**“There are so many things that kids care about, where they excel, where they try hard, where they learn important life lessons, that are not picked up by test scores [state standards].”**

*- Angela Duckworth*