

START STRONG RESULTS FALL 2022

OLD TAPPAN PUBLIC SCHOOLS
PRESENTED IN JANUARY 2023



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 were introduced as a means to satisfy the Federal waiver of postponing the spring 2021 NJSLA statewide assessments and replacing them with this benchmarking system. Start Strong, which was administered for the first time in the fall of 2021 and again in the fall of 2022, identifies the levels of support students need in ELA and Math (Grades 4-8) and Science (Grade 6), based on priority standards from the previous school year.**
- **The NJSLA resumed its annual administration in the spring of 2022.**

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/Eligible Students	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	79/80	18%	14%	68%	82%
Grade 5	96/96	11%	28%	60%	88%
Grade 6	78/78	13%	27%	60%	87%
Grade 7	79/79	22%	19%	59%	78%
Grade 8	99/99	13%	33%	54%	87%

Notes: 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/Eligible Students	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	79/80	<	22%	75%	97%
Grade 5	98/98	<	19%	74%	93%
Grade 6	79/79	16%	23%	61%	84%
Grade 7	78/78	12%	23%	65%	88%
Grade 8*	60/60	23%	43%	33%	76%
Algebra I	37/37	<	<	97%	100.0%
Geometry	3/3	<	<	<	<

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

* 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/Eligible Students	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	79/79	14%	42%	44%	86%

Notes: 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.

DISTRICT ELA BY SUBGROUP*

	Strong Support May Be Needed Percent	Some Support May Be Needed Percent	Less Support May Be Needed Percent
Male	19%	23%	58%
Female	11%	27%	62%
White	19%	29%	52%
Asian	9%	20%	71%
Native Haw./Pac. Islander	<	<	<
Hispanic/Latino	<	<	<
Two or More Races	<	<	<
IEP	42%	<	40%
504 Plan	<	<	71%
ELL	<	<	<

Notes: * 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.

DISTRICT MATH BY SUBGROUP*

	Strong Support May Be Needed Percent	Some Support May Be Needed Percent	Less Support May Be Needed Percent
Male	8%	24%	68%
Female	13%	22%	66%
White	15%	32%	53%
Asian	<	12%	86%
Native Haw./Pac. Islander	<	<	<
Hispanic/Latino	<	<	59%
Two or More Races	<	<	<
IEP	29%	36%	36%
504 Plan	<	<	58%
ELL	<	<	85%

Notes: * 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.

DISTRICT SCIENCE BY SUBGROUP*

	Strong Support May Be Needed Percent	Some Support May Be Needed Percent	Less Support May Be Needed Percent
Male	<	45%	43%
Female	<	37%	46%
White	<	55%	36%
Asian	<	<	58%
Native Haw./Pac. Islander	<	<	<
Hispanic/Latino	<	<	<
Two or More Races	<	<	<
IEP	<	<	<
504 Plan	<	<	<
ELL	<	<	<

Notes: * 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.

**COMPARISON OF OLD TAPPAN'S START STRONG
FALL 2021 ENGLISH LANGUAGE ARTS/LITERACY TEST SCORE PERCENTAGES
TO OLD TAPPAN'S FALL 2022 TEST SCORE PERCENTAGES**

	Strong Support May Be Needed Percentages		Some Support May Be Needed Percentages		Less Support May Be Needed Percentages	
	<u>2021</u>	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>	<u>2022</u>
Grade 4	24%	18%	22%	14%	54%	68%
Grade 5	9%	11%	20%	28%	71%	60%
Grade 6	19%	13%	22%	27%	59%	60%
Grade 7	8%	22%	25%	19%	66%	59%
Grade 8	16%	13%	19%	33%	65%	54%

Note: Percentages may not total 100 due to rounding.

**COMPARISON OF OLD TAPPAN'S START STRONG
FALL 2021 MATHEMATICS TEST SCORES PERCENTAGES
TO OLD TAPPAN'S FALL 2022 TEST SCORE PERCENTAGES**

	Strong Support May Be Needed Percentages		Some Support May Be Needed Percentages		Less Support May Be Needed Percentages	
	<u>2021</u>	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>	<u>2022</u>
Grade 4	13%	<	18%	22%	69%	75%
Grade 5	12%	<	23%	19%	65%	74%
Grade 6	30%	16%	23%	23%	47%	61%
Grade 7	9%	12%	40%	23%	52%	65%
Grade 8	32%	23%	39%	43%	29%	33%
Algebra	<	<	<	<	98%	97%
Geometry	<	<	<	<	<	<

Notes: *Some students in Grade 8 participated in the NJSLA Algebra I assessment in place of the 8th Grade Math assessment. Thus, NJSLA Math 8 outcomes are not representative of Grade 8 performance as a whole.

Percentages may not total 100 due to rounding.

"<" indicates fewer than 10 students in the category

**COMPARISON OF OLD TAPPAN'S START STRONG
FALL 2021 SCIENCE TEST SCORE PERCENTAGES
TO OLD TAPPAN'S FALL 2022 TEST SCORE PERCENTAGES**

	Strong Support May Be Needed Percentages		Some Support May Be Needed Percentages		Less Support May Be Needed Percentages	
	<u>2021</u>	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>	<u>2022</u>
Grade 6	27%	14%	32%	42%	40%	44%

Note: Percentages may not total 100 due to rounding.

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
Operations and Algebraic Thinking: Multiplication and Division	6
Operations and Algebraic Thinking: Operations	4
Number and Operations: Fractions	6
Measurement	5

GRADE 5 MATH START STRONG FRAMEWORK

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

GRADE 6 MATH START STRONG FRAMEWORK

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

GRADE 7 MATH START STRONG FRAMEWORK

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

GRADE 8 MATH START STRONG FRAMEWORK

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

ALGEBRA I

START STRONG FRAMEWORK

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

GEOMETRY

START STRONG FRAMEWORK

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

SCIENCE GRADE 6 START STRONG FRAMEWORK

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

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



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.**

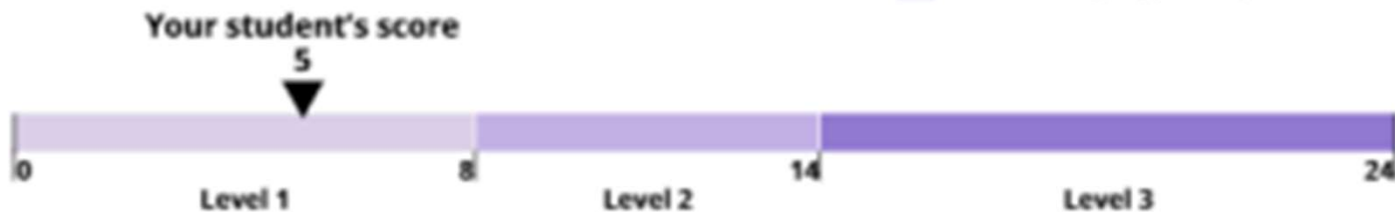
Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use this code to access your student's results online.

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