2024-2025 NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA) REPORT

OCTOBER 14, 2025

Mr. Chris Checchetto

Superintendent of Schools

New Jersey Student Learning Assessment for English Language Arts (NJSLA-ELA), Mathematics (NJSLA-M), and Science (NJSLA-S)

- Participation is required by federal and state law for all students in grades 3-8 and high school to ensure they have access to a high quality education.
- Measure how well students meet the New Jersey Student Learning Standards (NJSLS).
- Identifies areas of curricular strength along with opportunities for improvement and reinforcement in each of the tested content areas.
- North Caldwell Students took the NJSLA-English Language Arts in grades 3-6.
- North Caldwell Students took the NJSLA-Mathematics in grades 3-6.
- Only students in grades 5 took the NJSLA-Science (the Science test is only given in grades 5, 8, and 11).

New Jersey Student Learning Assessment for English Language Arts (NJSLA-ELA), Mathematics (NJSLA-M), and Science (NJSLA-S)

Standardized Assessments are required for:

- HS Graduation (GED, NJGPA)
- College Entry (SAT, ACT)
- College Credit (AP)
- Post-Graduate (LSAT, GMAT, MCAT…)
- Driver's Licenses (vehicles, boats, commercial…)
- Occupations including: doctors, lawyers, nurses, real estate agents, brokers, accountants, mechanics, civil servants, police officers, engineers, cosmetologists, every certified staff member in a school district

2024 NJSLA English Language Arts (ELA)
Grade-Level Outcomes

Grade	Count of Valid Test Scores	Level 1 Not Yet Meeting Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	District % Level 4 + Level 5	NJ % Level 4 +Level 5
3	100	2% (2)	9% (9)	12% (12)	51% (51)	26% (26)	77% (78)	44.9%
4	83	1.2% (1)	3.6% (3)	7.2% (6)	37.3% (31)	50.6% (42)	88% (73)	53.5%
5	92	0	3.3% (3)	7.6% (7)	56.5% (52)	32.6% (30)	89.1% (82)	52.8%
6	97	0	0	3.1% (3)	26.8% (26)	70.1% (68)	96.9% (94)	53.2%

2024 NJSLA Mathematics (Math)
Grade-Level Outcomes

Grade	Count of Valid Test Scores	Level 1 Not Yet Meeting Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	District % Level 4 + Level 5	NJ % Level 4 +Level 5
3	100	0	4% (4)	13% (13)	50% (50)	33% (33)	83% (83)	49.7%
4	83	1.2% (1)	8.4% (7)	16.0 (14)	60.2% (50)	13.3% (11)	73.5% (61)	46.7%
5	92	1.1% (1)	2.2% (2)	13% (12)	52.2 % (48)	31.5% (29)	83.7% (77)	44.2%
6	97	0	2.1% (2)	23.7% (23)	55.7% (55)	17.5% (17)	74.2% (72)	39.8%

2024 NJSLA Science (Sci)
5th Grade Outcome

Grade	Count of Valid Test Scores	Level 1 Below Proficeint	Level 2 Near Proficient	Level 3 Proficient	Level 4 Advanced Proficient	District % Level 3 + 4	NJ % Level 3 + 4
5	92	5.4% (5)	27.2% (25)	47.8 % (44)	19.6% (18)	67.4% (62)	30.10%

2024 NJSLA Results (ELA)
Year to Year Comparison (% Level 4/5)

Current Grade (25-26)	2021	2022	2023-2024	2024-2025	2025-2026
4				77% (3rd)	TBD
5			77.8% (3rd)	88% (4th)	TBD
6		78.6% (3rd)	88.6% (4th)	89.1% (5th)	TBD
7	77.9% (3rd)	88.3% (4th)	87.5% (5th)	96.9% (6th)	WEST ESSEX

2024 NJSLA Results (Math)
Year to Year Comparison (% Level 4/5)

Current Grade (25-26)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
4				83% (3rd)	TBD
5			82% (3rd)	73.5% (4th)	TBD
6		78.6% (3rd)	74% (4th)	83.7% (5th)	TBD
7	81% (3rd)	72.8% (4th)	74% (5th)	74.2% (6th)	WEST ESSEX

2024 NJSLA Results
Growth Mindset and Gator Grit!

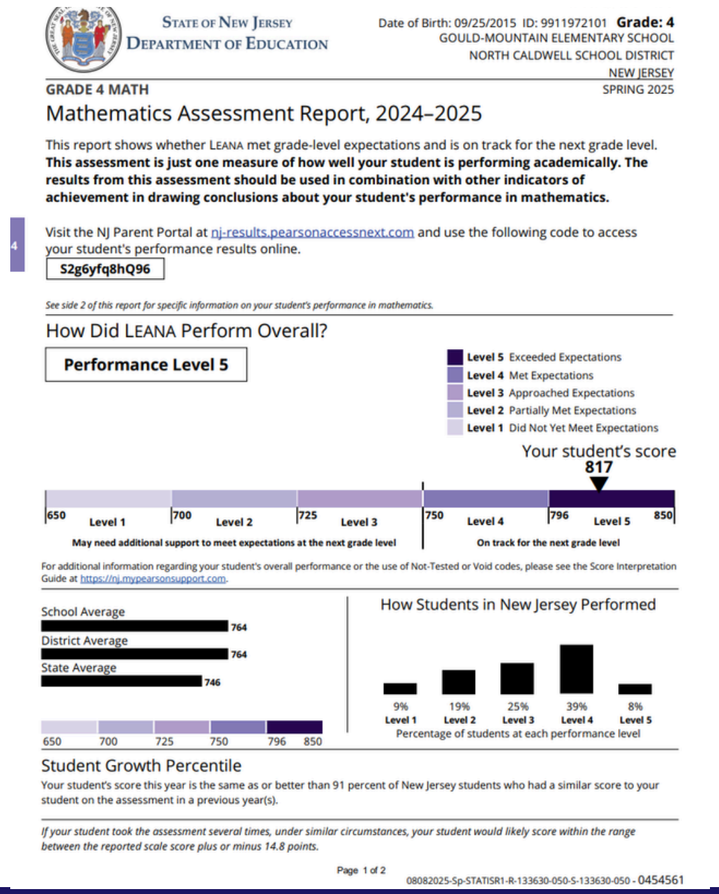
Two science classes are conducting an experiment together in the science lab. Each class has 23 students. The tables in the science lab can each seat up to 4 students.
Write an equation to find the least number of tables needed for all the students from both classes in the science lab. Use a letter for the unknown value in your equation.
How many tables are needed for all the students from both science classes?
Explain your answer. Enter your equation, answer, and explanation in the space provided.

Jian's family sells honey from beehives. They collected 3,311 ounces of honey from the beehives this season. They will use the honey to completely fill 4-ounce jars or 6-ounce jars. Jian's family will sell 4-ounce jars for $5 each or 6-ounce jars for $8 each. Jian says if they use only 4-ounce jars, they could make $4,140 because 3,311 ÷ 4 = 827 R 3. That rounds up to 828, and 828 multiplied by $5 is $4,140.

Part A Explain the error that Jian made when finding the amount of money his family could make if they use only 4-ounce jars. Enter your explanation in the space provided.
Part B Explain how to determine the money Jian's family could make if they use only 6-ounce jars. Include the total amount of money and the total number of 6-ounce jars in your explanation. Enter your answers and your explanation in the space provided.

2024 NJSLA Results Individual Student Reports (ISRs)

Student Individual Score Reports (ISRs) can be accessed in the **Genesis Parent Portal**. The Portal contains reports from all the previous school years your child participated (grade 3 and up) as well as MAP testing Data and report cards.



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Date of Birth: 09/25/2015 ID: 9911972101 **Grade: 4**
GOULD-MOUNTAIN ELEMENTARY SCHOOL
NORTH CALDWELL SCHOOL DISTRICT
NEW JERSEY
SPRING 2025

GRADE 4 MATH

Mathematics Assessment Report, 2024–2025

This report shows whether LEANA 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 mathematics.**

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

S2g6yfq8hQ96

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

How Did LEANA Perform Overall?

Performance Level 5

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

Your student's score **817**

650 **Level 1** | 700 **Level 2** | 725 **Level 3** | 750 **Level 4** | 796 **Level 5** 850

May need additional support to meet expectations at the next grade level — **On track for the next grade level**

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 764
District Average 764
State Average 746

650 700 725 750 796 850

How Students in New Jersey Performed

9% **Level 1** | 19% **Level 2** | 25% **Level 3** | 39% **Level 4** | 8% **Level 5**

Percentage of students at each performance level

Student Growth Percentile

Your student's score this year is the same as or better than 91 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 14.8 points.

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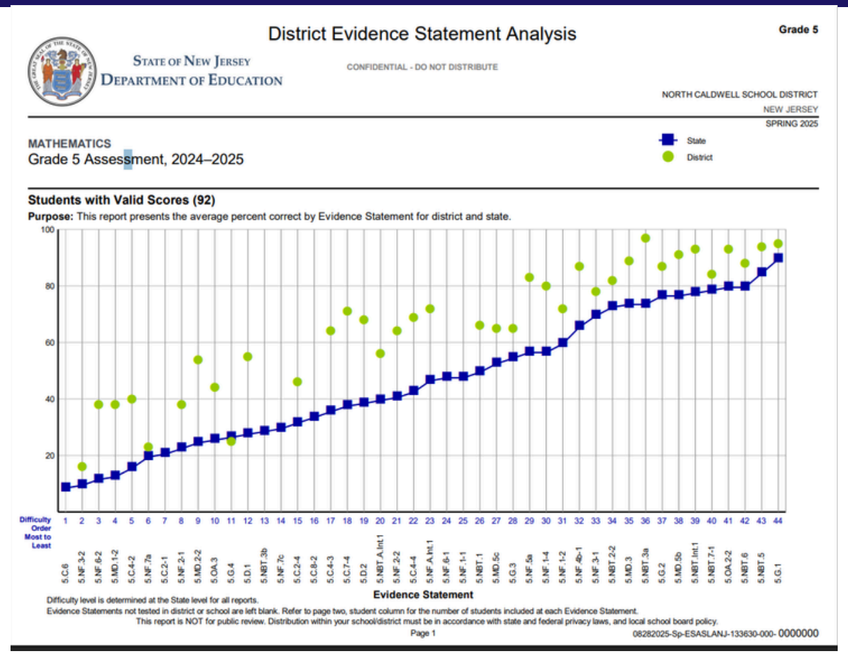
2024 NJSLA Results - Individual Data Points

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 assessments (MAP, Dibels, Math Accelerator, etc)
- Students' classroom participation/performance
- Mastery of grade level concepts/standards as measured by unit and teacher developed tests
- New Testing Company / Format for Spring 2026
  - Pearson out / Cambium in (NJSLA-ADAPTIVE)
    - Pros: Adaptive Test (our students are familiar - MAP does this)
    - Cons: Quick Rollout (Field Test - October); what will the data look like (cannot compare to previous years); new leadership come January in Trenton

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2024 NJSLA Results: Next Steps - The Data Puzzle



District Evidence Statement Analysis

Grade 5

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

NORTH CALDWELL SCHOOL DISTRICT
NEW JERSEY
SPRING 2025

MATHEMATICS
Grade 5 Assessment, 2024–2025

State
District

Students with Valid Scores (92)

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

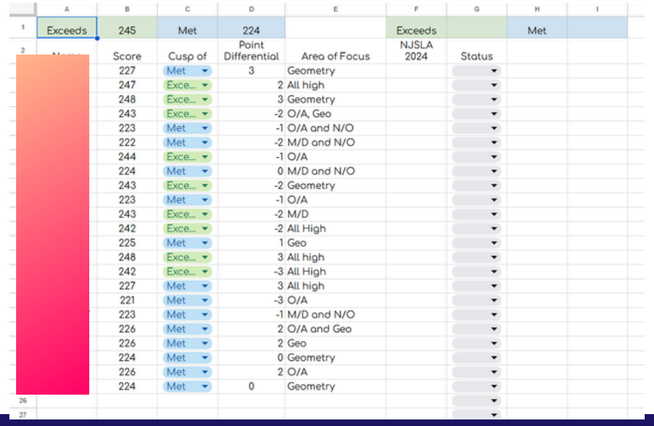
Difficulty Order Most to Least

Evidence Statement

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.

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	A	B	C	D	E	F	G	H	I
1	Exceeds	245	Met	224		Exceeds		Met	
2	Name	Score	Cusp of	Point Differential	Area of Focus	NJSLA 2024	Status		
		227	Met	3	Geometry				
		247	Exce...	2	All high				
		248	Exce...	3	Geometry				
		243	Exce...	-2	O/A, Geo				
		223	Met	-1	O/A and N/O				
		222	Met	-2	M/D and N/O				
		244	Exce...	-1	O/A				
		224	Met	0	M/D and N/O				
		243	Exce...	-2	Geometry				
		223	Met	-1	O/A				
		243	Exce...	-2	M/D				
		242	Exce...	-2	All High				
		225	Met	1	Geo				
		248	Exce...	3	All high				
		242	Exce...	-3	All High				
		227	Met	3	All high				
		221	Met	-3	O/A				
		223	Met	-1	M/D and N/O				
		226	Met	2	O/A and Geo				
		226	Met	2	Geo				
		224	Met	0	Geometry				
		226	Met	2	O/A				
		224	Met	0	Geometry				
26									
27									

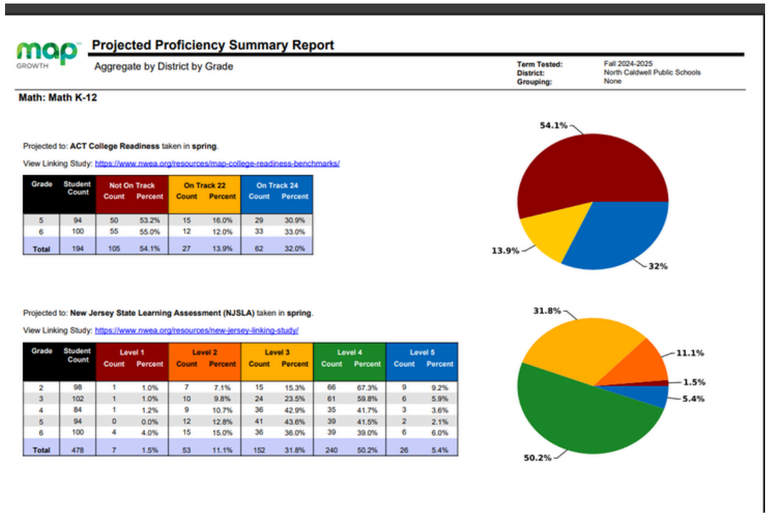
SPRING 2025

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

MATHEMATICS
Grade 5 Assessment, 2024–2025

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	5.C.6	OGL	Modeling and Reasoning	Math - Type II	0
2	5.NF.3-2	5.NF.B.3	Number & Operations--Fractions	Math - Type I	36
3	5.NF.6-2	5.NF.B.6	Number & Operations--Fractions	Math - Type I	92
4	5.MD.1-2	5.MD.A.1	Measurement & Data	Math - Type I	92
5	5.C.4-2	OGL	Modeling and Reasoning	Math - Type II	56
6	5.NF.7a	5.NF.B.7.A	Number & Operations--Fractions	Math - Type I	92
7	5.C.2-1	OGL	Modeling and Reasoning	Math - Type II	0
8	5.NF.2-1	5.NF.A.2	Number & Operations--Fractions	Math - Type I	36
9	5.MD.2-2	5.MD.B.2	Measurement & Data	Math - Type I	92
10	5.OA.3	5.OA.B.3	Operations & Algebraic Thinking	Math - Type I	92
11	5.G.4	5.G.B.4	Geometry	Math - Type I	92
12	5.D.1	OGL	Modeling and Reasoning	Math - Type III	92
13	5.NBT.3b	5.NBT.A.3.B	Number & Operations in Base Ten	Math - Type I	0
14	5.NF.7c	5.NF.B.7.C	Number & Operations--Fractions	Math - Type I	0
15	5.C.2-4	OGL	Modeling and Reasoning	Math - Type II	36
16	5.C.8-2	OGL	Modeling and Reasoning	Math - Type II	0
17	5.C.4-3	OGL	Modeling and Reasoning	Math - Type II	56
18	5.C.7-4	SHK	Modeling and Reasoning	Math - Type II	36
19	5.D.2	SHK	Modeling and Reasoning	Math - Type III	92
20	5.NBT.A.Int.1	5.NBT.A.3.A 5.NBT.A.3.B 5.NBT.A.4	Number & Operations in Base Ten	Math - Type I	56
21	5.NF.2-2	5.NF.A.2	Number & Operations--Fractions	Math - Type I	92
22	5.C.4-4	OGL	Modeling and Reasoning	Math - Type II	92
23	5.NF.A.Int.1	5.NF.A.1 5.NF.A.2	Number & Operations--Fractions	Math - Type I	92
24	5.NF.6-1	5.NF.B.6	Number & Operations--Fractions	Math - Type I	0
25	5.NF.1-1	5.NF.A.1	Number & Operations--Fractions	Math - Type I	0
26	5.NBT.1	5.NBT.A.1	Number & Operations in Base Ten	Math - Type I	92
27	5.MD.5c	5.MD.C.5.C	Measurement & Data	Math - Type I	56
28	5.G.3	5.G.B.3	Geometry	Math - Type I	92
29	5.NF.5a	5.NF.B.5.A	Number & Operations--Fractions	Math - Type I	92
30	5.NF.1-4	5.NF.A.1	Number & Operations--Fractions	Math - Type I	56
31	5.NF.1-2	5.NF.A.1	Number & Operations--Fractions	Math - Type I	36
32	5.NF.4b-1	5.NF.B.4.B	Number & Operations--Fractions	Math - Type I	92
33	5.NF.3-1	5.NF.B.3	Number & Operations--Fractions	Math - Type I	56
34	5.NBT.2-2	5.NBT.A.2	Number & Operations in Base Ten	Math - Type I	56
35	5.MD.3	5.MD.C.3 5.MD.C.3.B	Measurement & Data	Math - Type I	92
36	5.NBT.3a	5.NBT.A.3.A	Number & Operations in Base Ten	Math - Type I	36

continued



map GROWTH

Projected Proficiency Summary Report

Aggregate by District by Grade

Term Tested: Fall 2024-2025
District: North Caldwell Public Schools
Grouping: None

Math: Math K-12

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

Grade	Student Count	Not On Track Count	Not On Track Percent	On Track 22 Count	On Track 22 Percent	On Track 24 Count	On Track 24 Percent
5	94	50	53.2%	15	16.0%	29	30.9%
6	100	55	55.0%	12	12.0%	33	33.0%
Total	194	105	54.1%	27	13.9%	62	32.0%

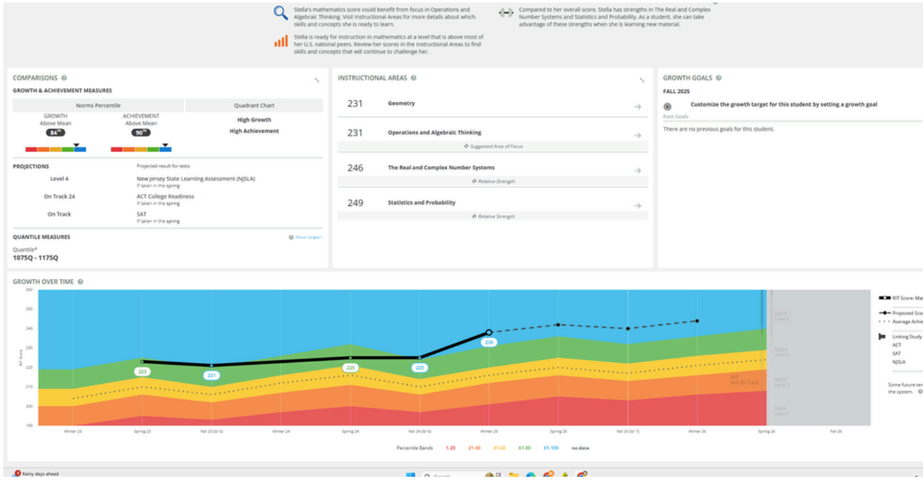
54.1%
13.9%
32%

Projected to: **New Jersey State Learning Assessment (NJSLA)** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/new-jersey-linking-study/

Grade	Student Count	Level 1 Count	Level 1 Percent	Level 2 Count	Level 2 Percent	Level 3 Count	Level 3 Percent	Level 4 Count	Level 4 Percent	Level 5 Count	Level 5 Percent
2	98	1	1.0%	7	7.1%	15	15.3%	66	67.3%	9	9.2%
3	102	1	1.0%	10	9.8%	24	23.5%	61	59.8%	6	5.9%
4	84	1	1.2%	9	10.7%	36	42.9%	35	41.7%	3	3.6%
5	94	0	0.0%	12	12.8%	41	43.6%	39	41.5%	2	2.1%
6	100	4	4.0%	15	15.0%	36	36.0%	39	39.0%	6	6.0%
Total	478	7	1.5%	53	11.1%	152	31.8%	240	50.2%	26	5.4%

31.8%
11.1%
1.5%
5.4%
50.2%



Stella's mathematics score could benefit from focus in Operations and Algebraic Thinking. Visit Instructional Areas for more details about which skills and concepts she is ready to learn.

Stella is ready for instruction in mathematics at a level that is above most of her U.S. national peers. Review her scores in the Instructional Areas to find skills and concepts that will continue to challenge her.

Compared to her overall score, Stella has strengths in The Real and Complex Number Systems and Statistics and Probability. As a student, she can take advantage of these strengths when she is learning new material.

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile | Quadrant Chart

GROWTH Above Mean | ACHIEVEMENT Above Mean | High Growth | High Achievement

PROJECTIONS

Level 4 — New Jersey State Learning Assessment (NJSLA) If taken in the spring

On Track 24 — ACT College Readiness If taken in the spring

On Track — SAT If taken in the spring

QUANTILE MEASURES

Quantile* 1075Q - 1175Q

INSTRUCTIONAL AREAS

231 Geometry

231 Operations and Algebraic Thinking — Suggested Area of Focus

246 The Real and Complex Number Systems — Relative Strength

249 Statistics and Probability — Relative Strength

GROWTH GOALS

FALL 2025

Customize the growth target for this student by setting a growth goal

Print Goals

There are no previous goals for this student.

GROWTH OVER TIME

RIT Score

Winter 23 | Spring 23 | Fall 23 (Gr 5) | Winter 24 | Spring 24 | Fall 24 (Gr 6) | Winter 25 | Spring 25 | Fall 25 (Gr 7) | Winter 26 | Spring 26 | Fall 26

Percentile Bands 1-20 21-40 41-60 61-80 81-100 no data

Rainy days ahead

North Caldwell Public Schools
Excellence in Education

2024 NJSLA Results: Next Steps - Action Plans

Fifth Grade Analysis based on NJSLA 4th Grade 2025 Report				
Evidence Statement Key	**Evidence Statement Text**	**Clarifications, limits, etc.**	**Relationship to Mathematical Practices**	**Plans to Address Weaknesses**
#6 4.C.5-3	Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed 'student' reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 4.NF.2	i) Tasks have "thin context" or no context. ii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. iii) Tasks may include fractions that equal whole numbers. Whole numbers are limited to 0 through 5.	MP.3 MP.6 MP.7	- Students will complete "Finding the Error" pages as part of our bellwork routine. These tasks present "student" work and have the class identify the error that was made as well correct it. - Students will take skeleton notes on reasonable answers with fractions - Students will learn four strategies for comparing fractions with unlike denominators. Skills will be supported through spiraled bellwork, IXL homework, and MAP accelerator tasks.
#20 4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	i) Tasks do not have a context	MP.7	- Students will complete skeleton notes on the link between fractions and decimals. - Skills will be supported through spiraled bellwork (including "Finding the Error" tasks), IXL homework, and MAP accelerator tasks.

Fifth Grade Analysis based on NJSLA 4th Grade 2025 Report			
Evidence Statement Key	**Evidence Statement Text**	**Standard**	**Plans to Address Weaknesses**
#3 RI 4.2.1 (Above State Level but slightly above 50%)	RI 4.2 Reading Informational Text - Identifying difference between theme and main idea, how to identify, and what details connect to the main idea	- Determine the main idea of a text and explain how it is supported by key details; summarize the text.	- With readily accessible text, students demonstrate the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details leading to a specific main idea - Identifying the difference between theme (moral, message of story) and Main Idea (what passage is mainly about) - Practicing reading for targeted main ideas and specific details that lead to that main idea - Practicing applying these skills independently using fresh reads to identify specific details that lead directly to the main idea. - Practicing pulling important aspects of an informational text using the 5 Ws (Who, What, When, Where, & Why) to identify important detail and summarize the passage
#19	RL 4.2 Reading Literature	- Determine a theme of a	- With readily accessible text, students

2024 NJSLA Results: Next Steps

Next Steps:

- Continue to unpack the data with district administrators and teachers
- Monitor progress for students that are not meeting grade level expectations
- Utilize data from screeners and benchmarks to inform instruction
- Become familiar with the new testing platform (students and staff)
- Provide professional development to engage in a cycle of continuous improvement

2024 NJSLA Results: Next Steps - MATH FOCUS

- Math Quest: Additional time provided for math review, reinforcement, and extension during homeroom periods
- Math Court for Multistep word problems
- Learning Paths (MAP resource)
  - 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

THANK YOU.....

- to our students, parents, faculty and staff for their dedication and commitment to academic excellence!

- to the Board of Education for their unwavering support and commitment to student growth and achievement.

Your paragraph text