

NJSLA Spring 2025 Results

October 2025



Livingston Public Schools

Empowering all to Learn, Create, Contribute & Grow



New Jersey's Statewide Assessment Program

In 2019, New Jersey adopted the NJ Student Learning Assessment (NJSLA) to replace the Partnership for Assessment of Readiness for College and Careers (PARCC) which had replaced the HSPA and previous assessments in the elementary and middle school in language arts and mathematics.

No tests were administered in Spring 2020 or Spring 2021. Tests were again administered every year from 2022-2025.

In March 2025, Gr. 11 students took the NJ Graduation Proficiency Assessment (NJGPA). Those results were shared with the community in July.

In May 2025, students took the following assessments:

- NJSLA English Language Arts and Literacy Assessments in grades 3 – 9.
- NJSLA Mathematics Assessments in grades 3 – 8 and Algebra I, Geometry, and Algebra II.
- NJSLA Science Assessments in grades 5, 8, 11

Looking forward - the NJSLA-Adaptive & NJGPA-Adaptive tests are being rolled out with a field test this fall and will be operational in the Spring of 2026.



Data Teams - School & District

- Continuing to develop and refine the work of Data Teams at the K-6 level by establishing a common vision, connecting the work of the District Team with that of the Schools by cross-pollinating. District team members will now participate in School-based team meetings to be more deeply involved in the discussions and instructional planning for whole class, tiered intervention, and enrichment.
- District team members will communicate back from school meetings in order to ensure that the findings and conversations at school-based team meetings inform our professional development planning.
- Our plan is to bring all school-based teams together in three district-wide accountability work sessions/celebrations to share best practices and learn from one another's efforts.



Analyzing the Data

- We are continuing our collaborative process among central office administrators, principals, supervisors, teachers
- What do we see? Engage in an inquiry process following a protocol:
 - Groups gather to identify:
 - What happened in this current year? (What do you notice?)
 - What do you wonder?
 - How does it compare to previous performance – year to year comparison?
 - How did particular cohorts perform? (following a grade level over time)
- Develop action plans for moving forward
 - Impacts professional development
 - Classroom instruction
 - Curriculum development/materials selection



NJSLA Participation Levels 2025

	Enrolled as of October 15, 2024	Valid Test Scores	Participation
Grade 3	512	514	100.3%
Grade 4	468	470	100.4%
Grade 5	500	500	100%
Grade 6	531	535	100.7%
Grade 7	498	494	99.1%
Grade 8	496	480	96.7%
Grade 9	501	500	99.8%

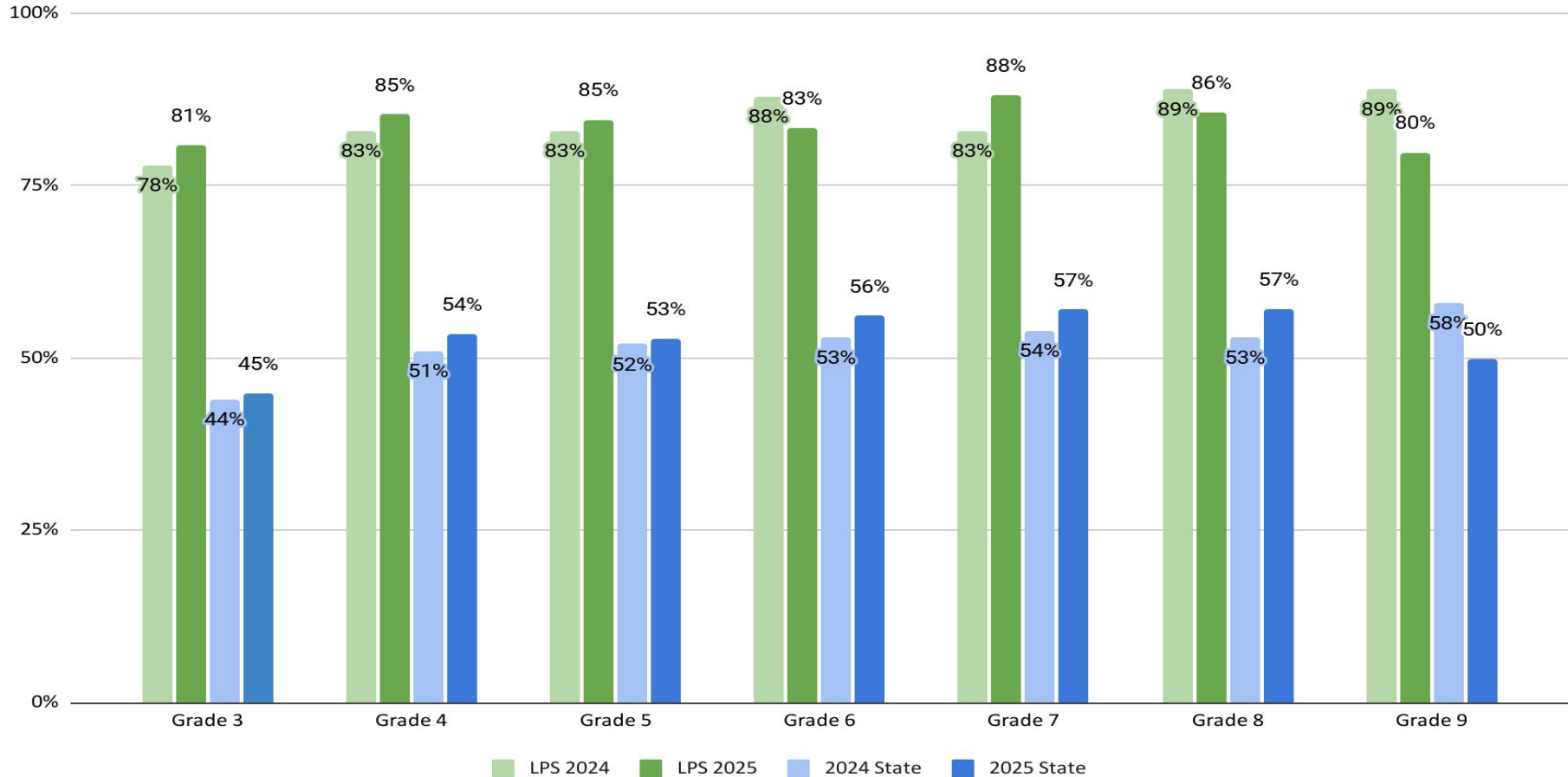


NJSLA Performance Levels - ELA & Math

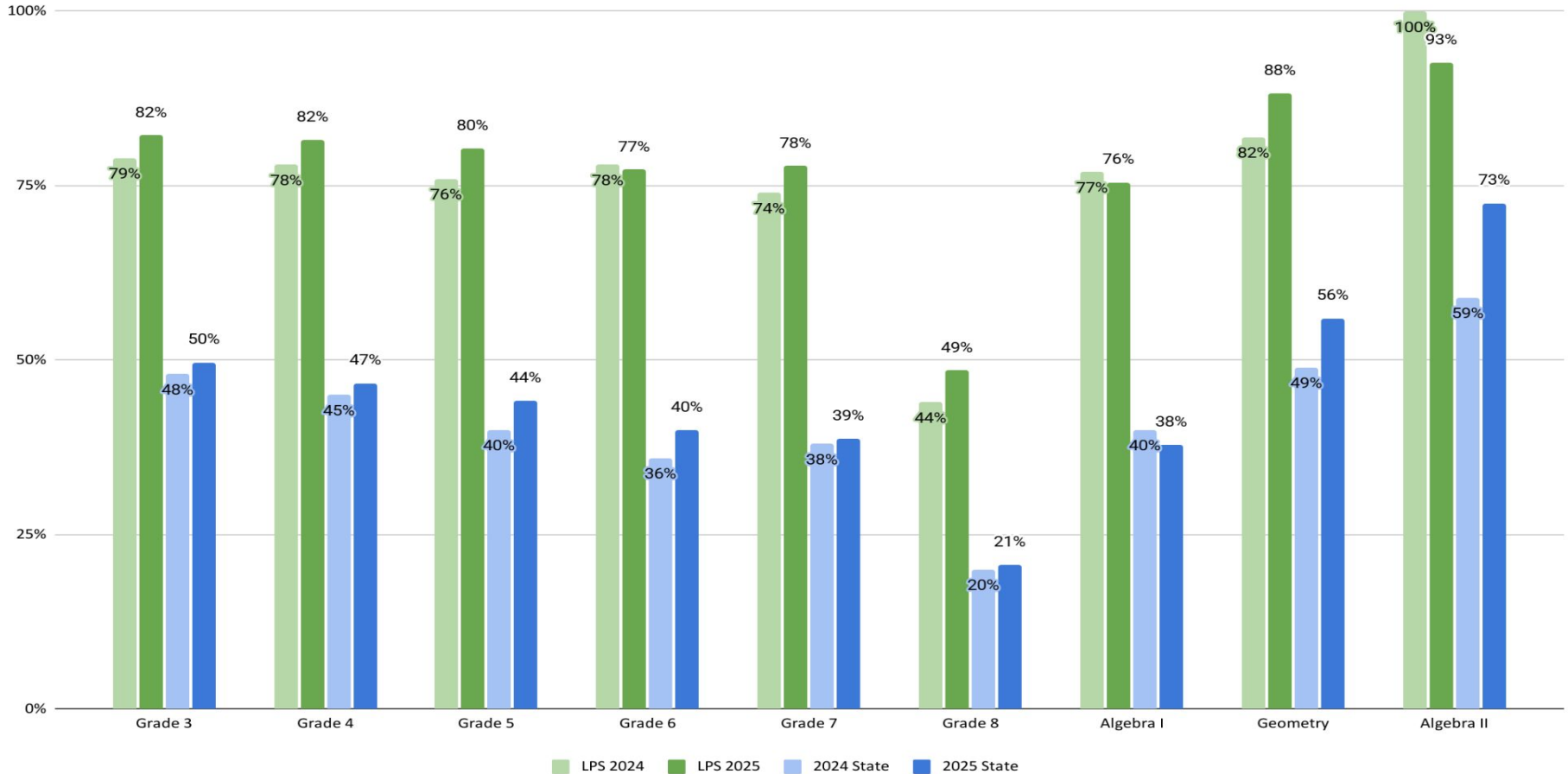
Level 1	Level 2	Level 3	Level 4	Level 5
Did not meet expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations



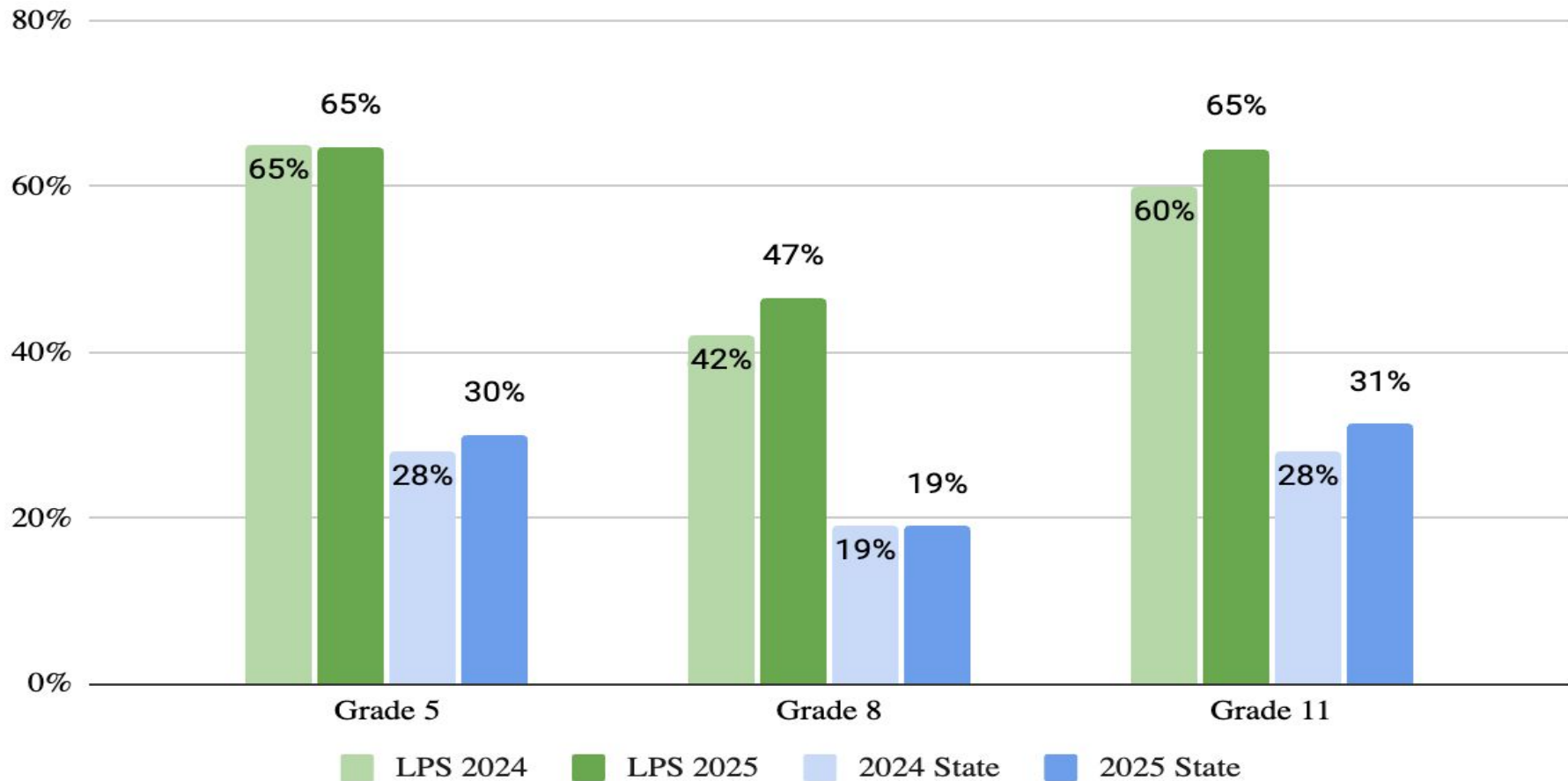
NJSLA ELA Met/Exceeded 2024 vs. 2025



NJSLA Math Met/Exceeded 2024 vs. 2025



NJSLA Science Met/Exceeded 2024 vs. 2025



NJSLA Cohort Analysis ELA 2025

	2017	2018	2019	2020	2021	2022	2023	2024	2025
Grade 3	83	83	82	N/A	N/A	75	79	78	81
Grade 4	84	84	85	N/A	N/A	85	84	83	85
Grade 5	83	86	85	N/A	N/A	82	86	83	85
Grade 6	81	86	82	N/A	N/A	78	80	88	83
Grade 7	89	87	90	N/A	N/A	83	81	83	88
Grade 8	88	91	92	N/A	N/A	84	90	89	86
Grade 9	78	87	88	N/A	N/A	82	82	89	80



NJSLA Cohort Analysis Math 2025

	2017	2018	2019	2020	2021	2022	2023	2024	2025
Grade 3	82	84	82	N/A	N/A	75	76	79	82
Grade 4	75	72	76	N/A	N/A	77	79	78	82
Grade 5	69	76	73	N/A	N/A	73	75	76	80
Grade 6	72	75	72	N/A	N/A	69	70	78	77
Grade 7	68	72	74	N/A	N/A	68	65	74	78
Grade 8	57	52	59	N/A	N/A	25	30	44	49
Algebra I	67	76	80	N/A	N/A	66	69	77	76
Geometry	58	60	65	N/A	N/A	79	81	82	88
Algebra II	64	59	73	N/A	N/A	97	96	100	93



Dynamic Learning Maps (DLM) 2025

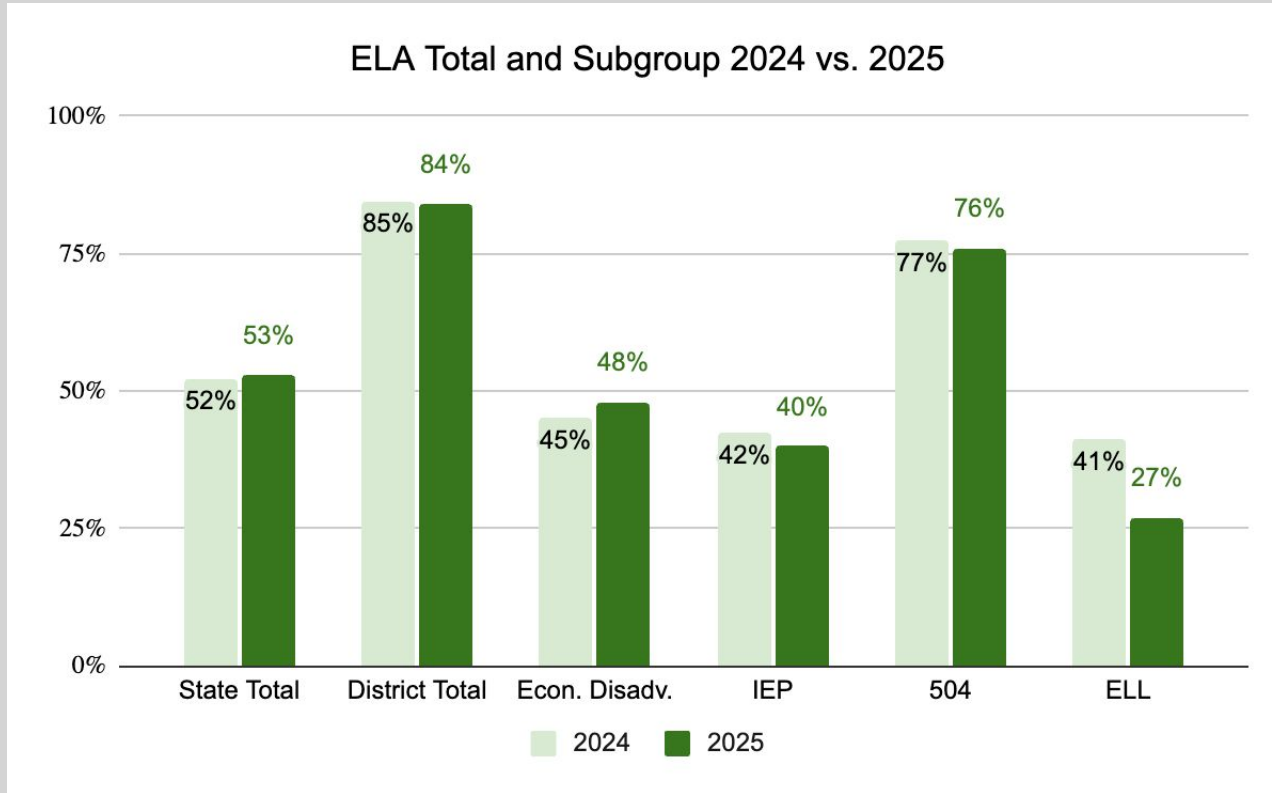
Students are tested in:

- Grades 3-8 & 11 in ELA & Math
- Grades 5, 8 & 11 in Science

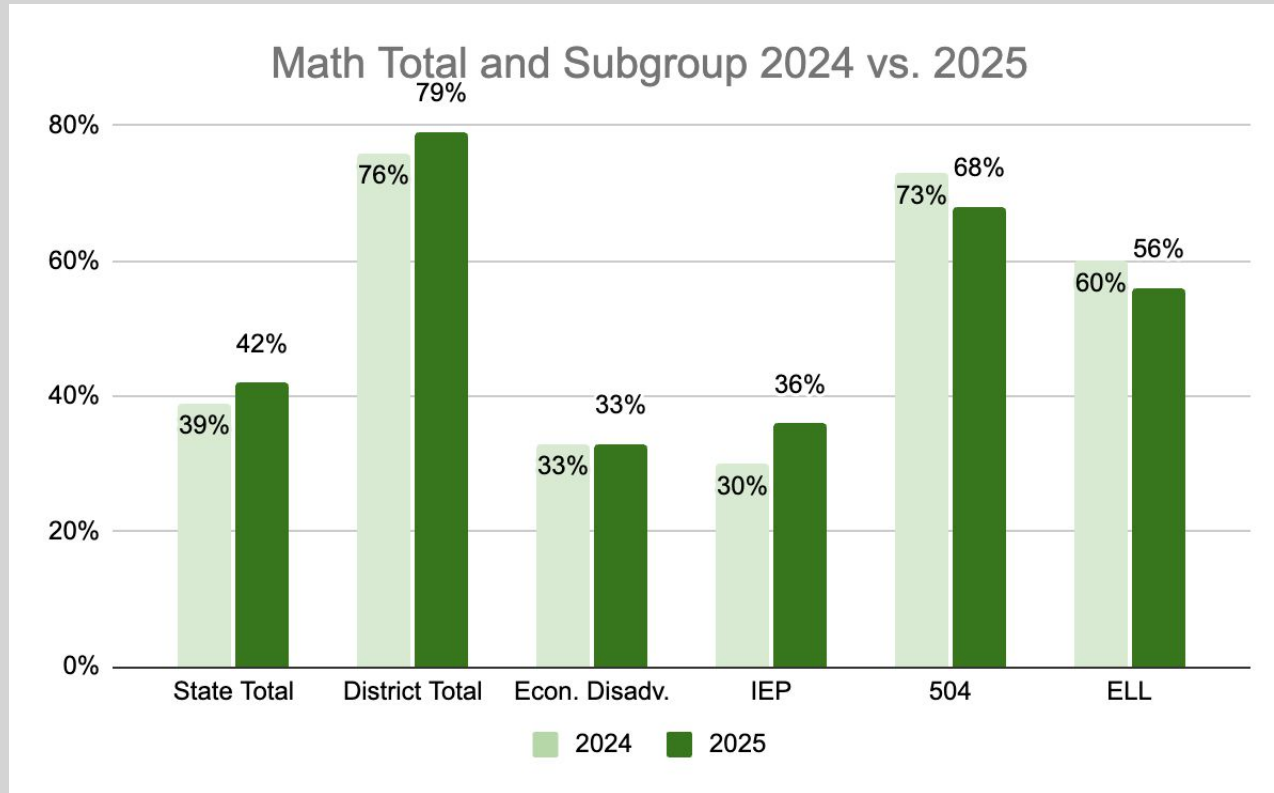
Number of Students Tested	Emerging/ Approaching Target	At Target/ Advanced
21 English	9	12
21 Math	12	9
9 Science	8	1



ELA Total & Subgroup 2024 vs. 2025



Math Total & Subgroup 2024 vs. 2025



Moving Forward

- Implementing the Renaissance universal screening tool this year from Gr. K-6 as a means of analyzing student needs for differentiated & small group instruction and skills tracing.
- Emphasis on differentiation through tiered instruction to ensure that small group instruction targets the needs identified by the assessments. Dedicated time for this instruction is built into the elementary schedule.
- Data Teams continue to examine the beginning of the year assessments (such as DRA and Renaissance) to analyze and triangulate these with the NJSLA scores and classroom observations and assessments. We are continuing to implement a consistent process for actionable data to be disseminated/discussed with classroom teachers across the schools.
- In Science we are continuing to collaborate with NJDOE to pilot a new Open Sci Ed curriculum in the elementary grades and continuing to use the Inner Orbit platform at elementary and middle school grades to analyze student performance data and familiarize the students with the rigors of the NJSLA assessment.



Moving Forward

- ELA
 - Structured Literacy Program Implementation (95 Phonics Core Program) in Grades K-2 to support foundational skill development. This program is tied to our comprehensive literacy program and aligns the work being done with the youngest students with the tools we use.
- Math
 - We are continuing implementation of Math in Focus in Gr. 7. Professional development emphasizing visual representation, mathematical discourse & modelling, visible learning, and introducing Gr. 8 to Math in Focus concepts is on-going.
 - K-6 is continuing professional development to support Singapore pedagogy through the Math in Focus program.
 - We are continuing to work on math fluency through the use of the Math Fact Lab program using Concrete/Pictorial/Abstract – centers development of grade level specific fluencies (tools for teachers have been created and are consistent w MIF strategies).



