Crest Memorial School

NJSLA Testing Data Analysis
2025/2026 School Year

Board of Education · November 2026

First year of NJSLA-Adaptive. Year-to-year comparisons use performance levels (1–5), not scale scores, because the score scale changed.

Executive Summary (1 of 2): CMS and the State

Grades 3–8, spring 2026 · 115 ELA scores · 116 math scores (incl. Algebra I)

54%
ELA proficient
48% in 2025

49%
Math proficient
56% in 2025

72
Median ELA growth
48 in 2025

53
Median math growth
52 in 2025

Test	CMS	New Jersey	CMS vs. state
ELA, grades 3–8	54%	51%	+3
Math, grades 3–8	49%	41%	+8
ELA, grade 4	56%	46%	+10
ELA, grade 7	54%	56%	–2
Math, grade 3	62%	49%	+13

How to read the state comparison

- NJDOE released statewide NJSLA-A results on Nov. 4, 2026: 51% proficient in ELA, 41% in math (grades 3–8).
- CMS is above the state in both subjects. Our math figure includes Algebra I; the state figure is grade-level tests only.
- Grade-level state rates appear where NJDOE has published them. 2026 is a new baseline, so this report follows cohorts, not grades.

Bottom line: CMS sits above the state average in both subjects on the new test. The math concern in this report is about how our own students moved from 2025 to 2026, not our standing against the state.

Executive Summary (2 of 2): Strengths and Priorities

Grades 3–8, spring 2026 · cohort figures follow the same students from 2025 to 2026 · groups of 13 to 28 students

What went well

- ELA growth is the strongest CMS has posted: 54% of students were high-growth; median growth percentile 72 (48 in 2025).
- Grade 5 ELA: 89% proficient. The cohort now in grade 6 rose from 78% to 89% in ELA.
- Current 8th graders doubled ELA proficiency (28% → 60%) and raised math (28% → 44%). None dropped a level in math.
- Students with IEPs rose in ELA, 22% → 34%.
- School-wide ELA 48% → 54%; CMS is above the state average in ELA and math.

What needs attention

- Math fell in three of four matched cohorts; school-wide 56% → 49%, median growth 53 (typical).
- The cohort now in grade 7 fell from 75% to 31% in math while holding in ELA: the clearest signal in the data.
- Grade 6 (spring 2026) is lowest in both subjects at 26%.
- Students with IEPs fell in math, 41% → 17%.
- Science: 40% proficient in grade 5, 22% in grade 8.

In one sentence: ELA grew more than any recent year; the math slip is concentrated and fixable; grade 6 is the first priority.

What Changed This Year: NJSLA-Adaptive

First full administration of the computer-adaptive platform

How the test is different

- Questions adapt to each answer; classmates see different items.
- New score scale (1300s–1500s, not 650–850). Only levels 1–5 compare to 2025.
- Growth percentiles only for ELA 4–8 and math 4–7.

How to read this year's results

- 2025 → 2026 is a comparison across a platform change.
- A change of 5+ points still matters; smaller ones are normal variation.
- Where NJSLA disagrees with MAP or grades, both are shown.
- The platform explains format effects, not a 44-point cohort drop.

This fall: every student in grades 3–8 practices on NJSLA-A-style items weekly.

What NJDOE Said About the First Administration

The State acknowledged a need for clearer administration instructions and is treating 2026 as a baseline year

What NJDOE acknowledged

- Revising scripts and directions for transitions between testing sessions.
- Additional training on procedures, terminology, and testing irregularities.
- Clarifying guidance on administration decisions and corrective actions.

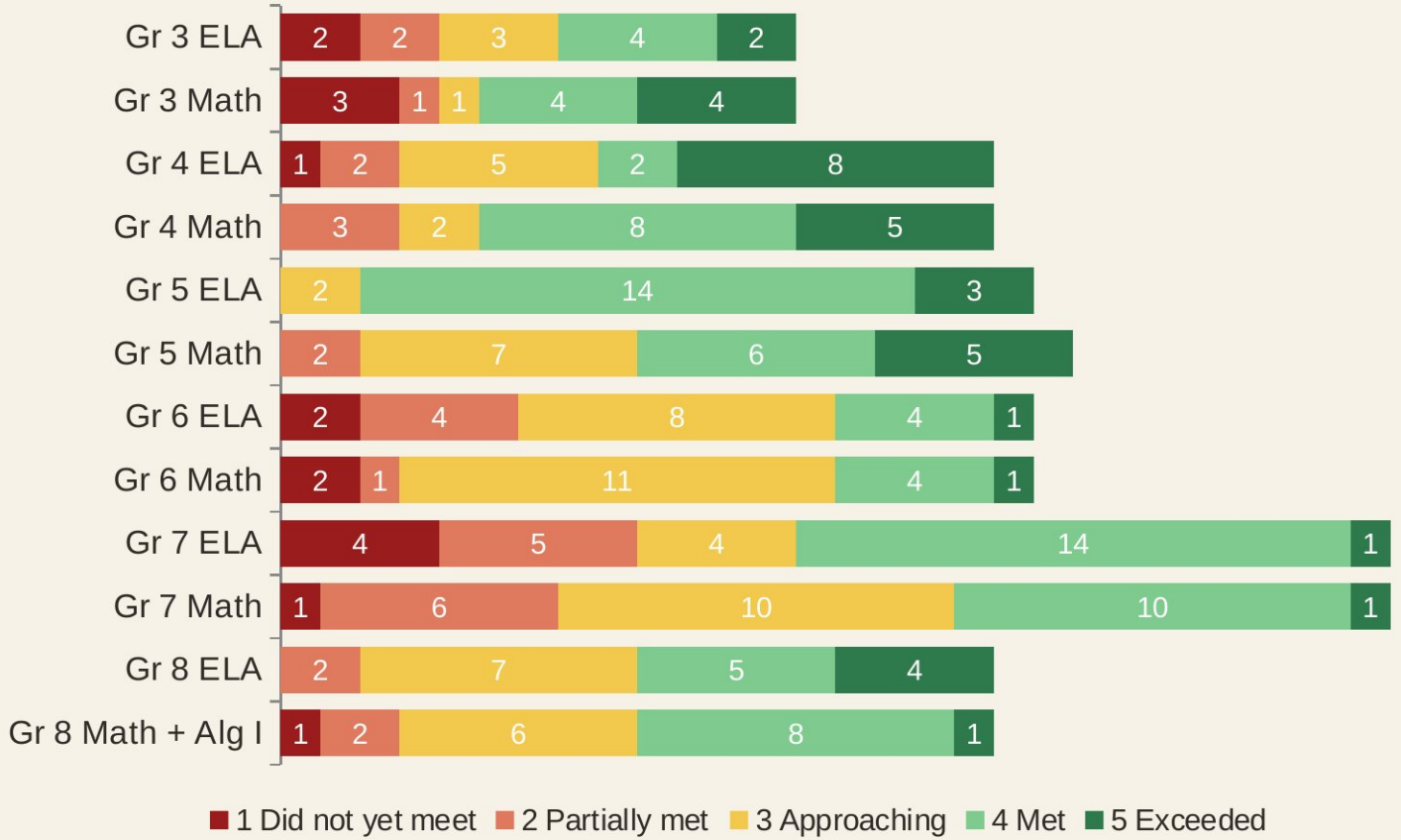
What it means for this report

- Administration varied across the state in year one; some of the 2025 → 2026 change is noise, not learning.
- This supports treating 2026 as a baseline, which is why this report follows cohorts and leans on MAP and grades.
- It does not explain a 44-point cohort drop or the grade 6 gap between grades and NJSLA.

Before spring 2027: CMS test administrators will complete the updated NJDOE training and use the revised session scripts.

Performance Level Distribution, Spring 2026

Number of students at each level · "Met" = Level 4 or 5

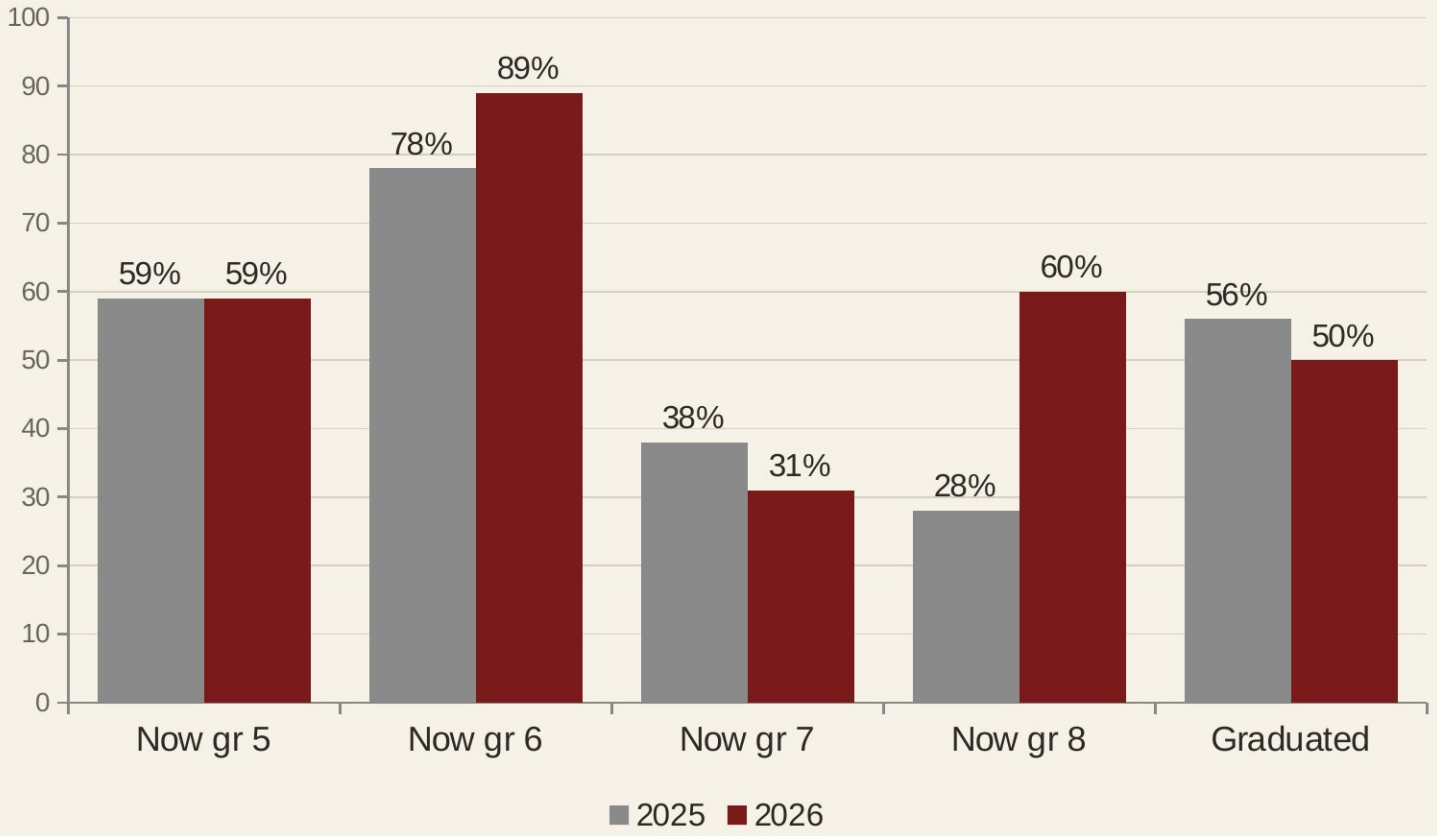


Test	n	Met	Lvl 1–2
Gr 3 ELA	13	**46%**	31%
Gr 3 Math	13	**62%**	31%
Gr 4 ELA	18	**56%**	17%
Gr 4 Math	18	**72%**	17%
Gr 5 ELA	19	**89%**	0%
Gr 5 Math	20	**55%**	10%
Gr 6 ELA	19	**26%**	32%
Gr 6 Math	19	**26%**	16%
Gr 7 ELA	28	**54%**	32%
Gr 7 Math	28	**39%**	25%
Gr 8 ELA	18	**50%**	11%
Gr 8 Math + Alg	18	**50%**	17%

Grade 5 ELA (89%) and grade 4 math (72%) lead; grade 6 trails at 26% in both. Algebra I: 8 of 11 met.

Cohort Comparison: ELA

The same students tested in 2025 and again in 2026 · % met or exceeded · labeled by current grade

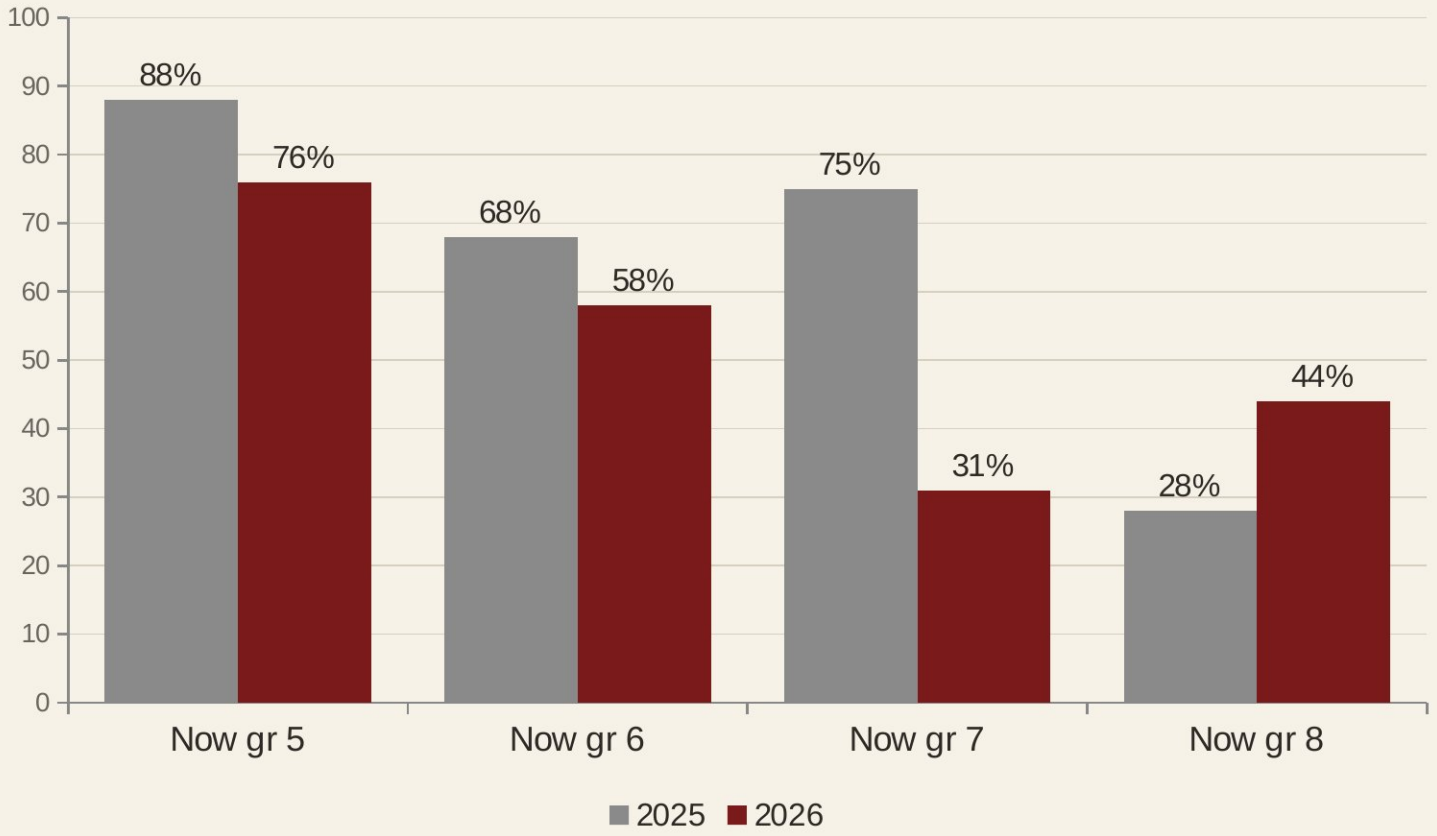


Cohort	Change	Read
Now 5	0	Held at 59% (n=17)
Now 6	+11	Rose; 89% proficient (n=18)
Now 7	−7	Within variation (n=16)
Now 8	+32	Significant: 28% → 60% (n=25)
Grad.	−6	Within variation (n=18)
All	+9	50% → 59%; 40% moved up a level

All matched students: ELA 50% → 59%. The cohort now in grade 8 was the weakest group a year ago; nearly half moved up a level, and its fall MAP reading growth is at the 70th percentile.

Cohort Comparison: Math

The same students tested in 2025 and again in 2026 · % met or exceeded · labeled by current grade



Cohort	Change	Read
Now 5	−12	88% → 76% (n=17)
Now 6	−10	68% → 58% (n=19)
Now 7	−44	Half dropped a level (n=16)
Now 8	+16	Rose; none dropped a level (n=25)
Grad.	—	n=7, not reported
All	−9	61% → 52%; 27% up, 21% down

All matched students: math 61% → 52% (school-wide: 56% → 49%). The drop is concentrated in the cohort now in grade 7, which held in ELA: the clearest instructional signal in the data and the first priority for math intervention.

Other Measures Tell a Steadier Math Story

Report cards, MAP achievement and MAP growth for the same students, current grades 4–8

94%
earned a B or better in math
final 2025–26 report card

55th
median MAP math percentile
57% at or above national median

82nd / 83rd
MAP math growth percentile
current grades 7 and 8

81%
at NJSLA Level 3 or higher
Algebra I 73% proficient

Current grade	NJSLA math met	MAP achievement pct.	MAP growth pct.	Read
4	62%	61	65	Agree; strong growth
5	72%	59	24	Agree; growth is a watch item
6	55%	54	32	Agree; growth is a watch item
7	**26%**	54	**82**	**Average group, fast growth — NJSLA is the outlier**
8	39%	58	**83**	MAP ahead of NJSLA; strong growth

Read together: students know more math than NJSLA showed, but grades are too generous to rely on. MAP is the tie-breaker; winter MAP is the first checkpoint.

What We're Doing About It

In place this fall, built from these results

Weekly leveled practice, grades 3–8

Two math and two reading/writing assignments a week (one of each in school, one of each at home) in NJSLA-A format, set at each student's level and re-leveled quarterly.

Tiered supplemental instruction

Enrichment and Basic Skills groups set in October from MAP, grades and the literacy benchmark; now re-checked against NJSLA, starting with grade 7 math and students with IEPs.

Center-time basic skills

Short daily skill blocks in the elementary grades on fractions, operations and informational text.

Grading and pacing review

PLCs in grades 6–8 compare grades to NJSLA and MAP, and protect time for geometry, statistics and expressions.

Carried forward: evidence-based remediation planning, student mentoring, and test-anxiety routines. This year's ELA growth is the first return on that work.

Power Up Practice Website

The weekly routine

IN SCHOOL
1 ELA + 1 Math

AT HOME
1 ELA + 1 Math

= 4 assignments a week, about 15 minutes each

Practice at the right level

Work is matched to each child using MAP and NJSLA results, so it is neither too easy nor out of reach.

Ready for the NJSLA-Adaptive

Assignments are built to prepare students for the state's new adaptive assessment.

Levels that keep pace

Four times a year a benchmark assessment is reviewed and levels are adjusted, so growth is recognized.

Report: is each group at the right level?

1. The cohort beat the state as fourth graders; MAP now projects Math well below it

In Spring 2025 this cohort met or exceeded expectations at well above the state rate: 68% in Math (13 of 19) against 46.7%, and 74% in ELA (14 of 19) against 53.5%. Fall 2026 MAP tells a split story. Reading still projects above the state (68%, 15 of 22, against 56.1%), but Math projects to 27% (6 of 22) against 39.8%. Seven students who met expectations in Grade 4 Math now project to Level 2 or 3

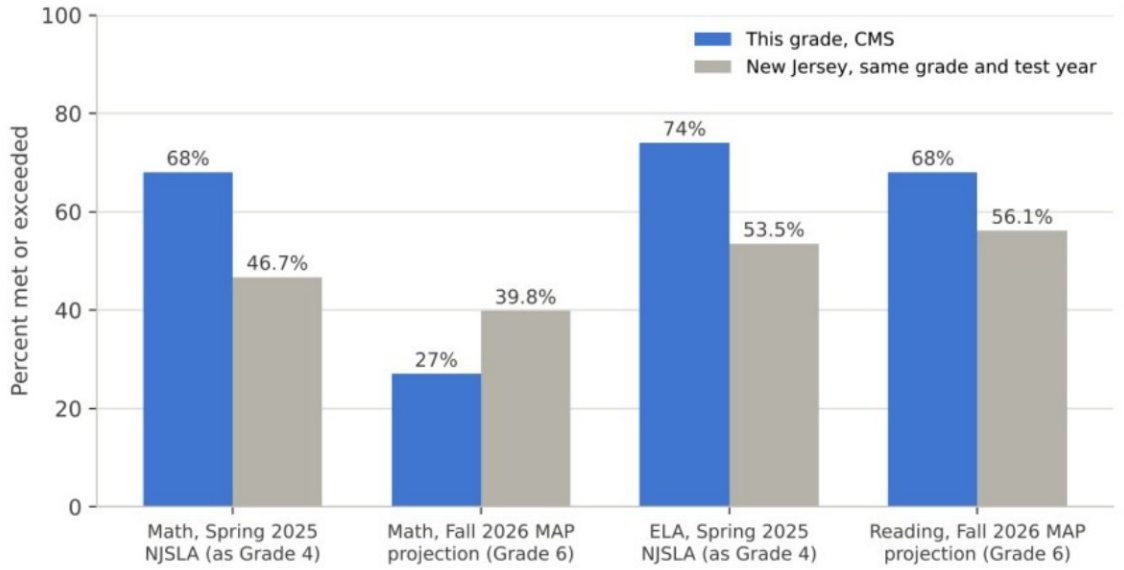


Figure 1. Share of Grade 6 students meeting or exceeding expectations: actual Spring 2025 NJSLA (tested as fourth graders) and Fall 2026 MAP projection, each against the New Jersey rate for the same grade in Spring 2025.

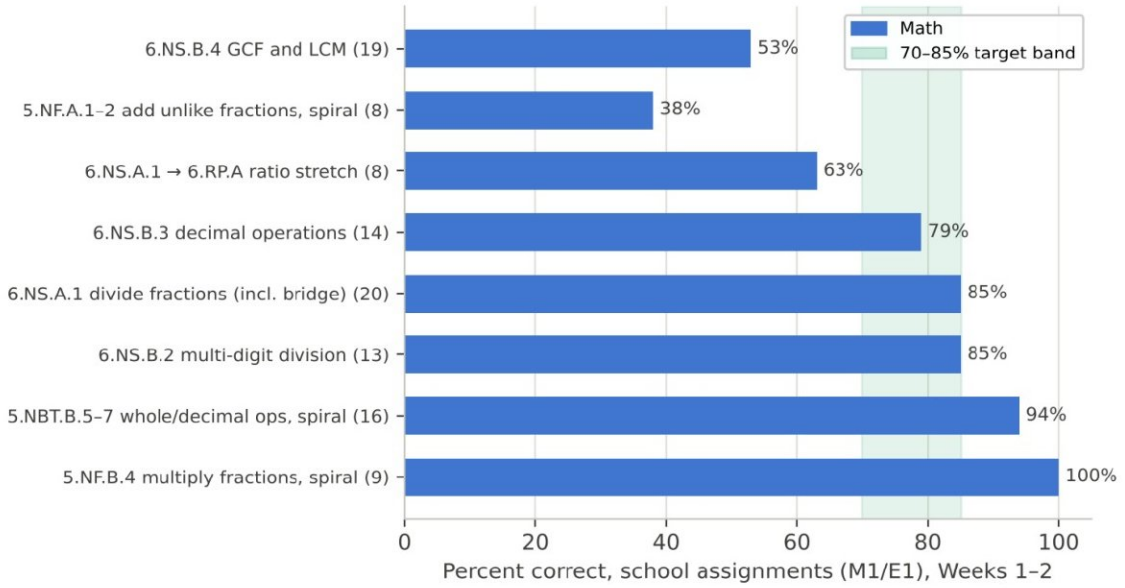
Where are the standards that we're underperforming

3. Two weeks of school practice point at specific standards

The program target is 70–85% for a correctly placed student. In Week 1, 17 of 23 students completed M1 (six left it In progress) and the grade averaged 71% on Math (6A 77%, 6M 67%). Week 2 has no completed school Math yet. The pattern by standard is clear:

- Fluency is strong and current-focus computation is in band: multiplying fractions (100%), whole-number and decimal operations in the spiral (94%), dividing fractions (85%), and multi-digit division (85%).
- The two weak results share one foundation, factors and multiples. Greatest common factor and least common multiple (6.NS.B.4) are at 53% across 19 responses, missed by nine students at every level, including Level 4 [redacted] Adding fractions with unlike denominators (5.NF.A.1–2 spiral), which depends on finding a common multiple, is at 38%.
- Math constructed responses average 1.0 of 3: 1.4 for Levels 3–4 (dividing fractions, explain) and 0.7 for Levels 1–2 (decimal operations, show steps). Eight of 17 scored 0 and none scored 3.
- ELA has no usable data. [redacted] (6A) is the only student with a completed school ELA assignment (80% both weeks; written response 2 of 4, then 4 of 10, weakest on Explain), and [redacted] Week 2 home ELA was Blank-rushed at 2 minutes.

Constructed response	Grade average	Scale	Scored
Math — dividing fractions, explain (6.NS.A.1), Levels 3–4, Wk 1	1.4	of 3	8
Math — decimal operations, show steps (6.NS.B.3), Levels 1–2, Wk 1	0.7	of 3	9
ELA — Weeks 1–2	—	—	1 student



What foundational skills will create growth in the areas where we're underperforming.

Foundational skills that would move these areas

Math

- **Factors and multiples as one thread.** GCF/LCM and unlike-denominator fractions fail for the same reason: students do not yet list factor pairs and multiples quickly or see a common multiple as the tool for a common denominator. Foundations to rebuild: factor pairs and prime/composite (4.OA.B.4), prime factorization, and generating equivalent fractions from a common multiple (5.NF.A.1). A five-minute daily factor-pair or "find the least common multiple" warm-up fits the current-focus block and serves Level 4 students too.
- **Written mathematical reasoning.** Students compute correctly on selected-response items but score 0 on the explanation. A fixed frame taught explicitly for two weeks (the answer, the step used, why it works with numbers) is the most direct lever on the 3-point rubric, and is needed most at Levels 1–2.
- **Ratio language for the upper group.** The ratio stretch items (63%) preview the next Sequence block; "for every" and "per" language with double number lines written as text would prepare them.
- **Watch the Math projection.** With strong Grade 4 results, low MAP growth, and practice mostly in band, the gap may be a fall dip, a projection-scale effect, or real slippage in Grade 5. The Spring 2026 NJSLA-A Grade 5 file would settle it.

ELA

- **The first need is getting E1 into the practice time.** Twenty-two of 23 students have not completed a school ELA assignment in either week, so there is no practice evidence to analyze. The reason (scheduling, a site issue at the passage screen, or the ELA block running long) is a question for the 6A and 6M check-ins.
- **Evidence-based writing, from the other grades.** In Grades 4, 7, and 8, students choose the right evidence on selected-response items but write 1–2 point responses when they must produce it. Grade 6 should start E1 with the first three RACES moves (restate, answer, quote a line) made explicit.
- **Conventions for the Language Usage group.** [redacted] and [redacted] read better than they edit; daily edited-sentence work is the lever the NJSLA-A conventions rubric rewards.

Students to raise at the homeroom check-in

These describe the data only; they are not placement recommendations.

- 6A: [redacted] and [redacted] (M1 Week 1 In progress, nothing completed since); [redacted] (29% on Week 1 Math, written response 0, Math growth percentile 2).
- 6M: [redacted] and [redacted] (M1 Week 1 In progress, nothing completed since); [redacted] (Level 1 both subjects; Week 1 Math 43% with a 0 written response; Week 2 home ELA Blank-rushed).
- Both: why school ELA has not been completed, and whether Week 2 school practice time was held.

CREST MEMORIAL SCHOOL · BANS TEACHER-MENTOR PROGRAM

Mentoring that builds identity, not just skills

Every few weeks, a structured conversation measures a student’s growth in four domains of identity development — scored from the student’s own words, every session.

B

Belonging

Who I’m connected to

“We built the claw together.”

A

Agency

What I do when things get hard

“I stayed after and asked for a retake.”

N

Narrative

The story I tell about myself

“I used to think I was bad at math…”

S

Strengths

What I know I’m good at

“I’m good at building — I made the gripper.”

Each domain scored 1–4 every session — the student’s language is the evidence; we score the words, never the child.

WHY IDENTITY IS THE TARGET

Positive identity change is the factor most highly correlated with performance improvement

Skills instruction reaches a student for a class period. Identity reaches them everywhere. A student who sees themselves as belonging, capable, and growing acts like it — and that behavior is what moves both wellbeing and achievement.

1 Identity shifts

“There’s nothing I can do” becomes “I asked, I tried, I fixed it” — in the student’s own words.

2 Behavior follows

Help-seeking, persistence after setbacks, participation, showing up — the daily habits that compound.

3 Performance moves

Social-emotional gains and academic gains arrive together, because both ride on the same identity change.

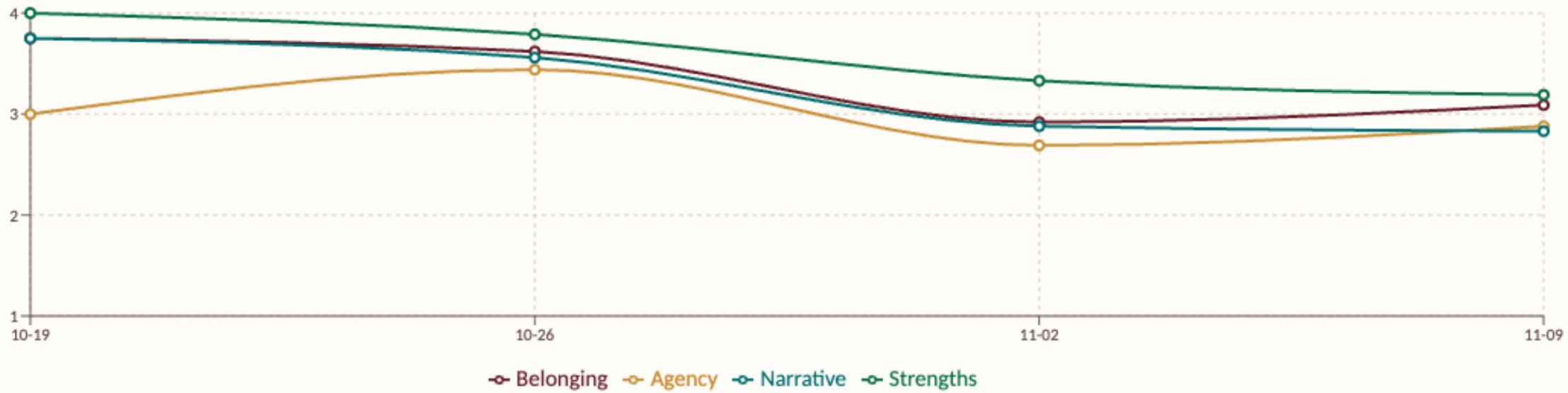
Consistent with research on belonging interventions and identity-based motivation: change the self-view, and effort follows.

FROM CONVERSATION TO OUTCOMES

Identity Development Is Measured Schoolwide, Every Week

Schoolwide weekly average

Approved sessions only. Average level per domain by week of session date. Gaps mean no sessions (or no scores) that week.



Belonging: ▼ -0.66 Agency: ▼ -0.12 Narrative: ▼ -0.92 Strengths: ▼ -0.81

FROM CONVERSATION TO OUTCOMES

Mentors learn from each other by identifying messaging and strategies that create growth

Strategy trends

All strategies →

STRATEGY	DOMAIN	AVG NEXT-SESSION CHANGE	TIMES LOGGED
I caught up with most of the work	Strengths	+1.00	1
My Own Plan for Science Tests	Agency	+1.00	1
"What can I do to get my name off the board?"	Agency	+1.00	1
Building from what I excel in on IXL	Strengths	+1.00	1
Try-It-Myself Check-In	Agency	+1.00	1

Data Sources and Notes

- NJSLA-A spring 2026 student records (NJ DOE and district files): ELA and math 3–8, science 5 and 8, Algebra I. "Not tested" students excluded.
- NJSLA 2024–25 records (NJ DOE) for prior-year and cohort comparisons, matched on state ID.
- NWEA MAP Growth, Fall 2026: achievement and fall-to-fall growth percentiles.
- 2025–26 final report cards and F&P fall 2026 benchmark (K–5).
- All figures aggregate; no group under 10 reported. One student = 3.6–7.7 points.
- NJDOE statewide NJSLA-A results (released Nov. 4, 2026) for state comparisons; grade-level state rates shown only where published.
- Not provided: 2024–25 science, spring 2026 MAP. Nothing was estimated.