

Start Strong Fall 2022 Administration

The Harrington Park School
District
12 /2022

Start Strong Assessment Overview

Start Strong Fall 2022 assessments:

- Produced information to be used as a standards-based complement to the resources used by educators in their classrooms to evaluate the needs of students.
- Were administered quickly, in person, and provided immediate results.

Start Strong Fall 2022 assessments do not:

- Replace local standards-based benchmark assessments districts already have in place.
- Replace the spring 2023 New Jersey Student Learning Assessments (NJSLA) statewide summative assessments or are predictive of their results.

Start Strong Test Design

- Based on a **subset** of prioritized **prior-year** academic standards to provide a data point on the level of support a student may need to engage in grade-level content.
 - Example: Grade 5 ELA Start Strong assessment is aligned to a subset of the NJSLS for Grade 4 ELA.
 - Example: Algebra I Start Strong assessment is aligned to Grade 8 learning standards relevant to algebraic concepts.
- Used **released** high-quality items from the NJSLA item bank
- Contained efficient question types to produce on-demand results for educators
- Could be administered in 45–60 minutes

Note: The test design, which allowed for shortened testing time and immediate results, means that Start Strong results must be interpreted and used differently than NJSLA results. They do not cover the breadth and depth of standards as seen on the NJSLA and do not support the same comparisons or inferences about student proficiency.

HARRINGTON PARK'S START STRONG ADMINISTRATION

ENGLISH LANGUAGE ARTS/LITERACY

	Strong Support May Be Needed (Count)	Strong Support May Be Needed (Percentages)	Some Support May Be Needed (Count)	Some Support May Be Needed (Percentages)	Less Support May Be Needed (Count)	Less Support May Be Needed (Percentages)
Grade						
4	11	15.9	11	15.9	47	68.1
5	4	5.6	4	5.6	63	88.7
6	12	18.8	13	20.3	39	60.9
7	8	9.8	16	19.8	57	70.4
8	5	7.3	11	15.9	53	76.8

Notes: Percentages may not total 100 due to rounding.

HARRINGTON PARK'S START STRONG ADMINISTRATION

MATHEMATICS - PERCENTAGES

	Strong Support May Be Needed (Count)	Strong Support May Be Needed (Percentages)	Some Support May Be Needed (Count)	Some Support May Be Needed (Percentages)	Less Support May Be Needed (Count)	Less Support May Be Needed (Percentages)
Grade						
4	5	7.3	8	11.6	56	81.1
5	7	9.9	13	18.3	51	71.8
6	10	15.6	17	26.6	37	57.8
7	7	8.6	26	32.1	48	59.3
8	8	11.6	18	26.1	43	62.3

Notes: Percentages may not total 100 due to rounding.

HARRINGTON PARK'S START STRONG ADMINISTRATION

SCIENCE - PERCENTAGES

	Strong Support May Be Needed (Count)	Strong Support May Be Needed (Percentages)	Some Support May Be Needed (Count)	Some Support May Be Needed (Percentages)	Less Support May Be Needed (Count)	Less Support May Be Needed (Percentages)
Grade						
6	14	21.9	18	28.1	32	50.0

Notes: Percentages may not total 100 due to rounding.

STUDENTS TESTED IN START STRONG

ENGLISH LANGUAGE ARTS/LITERACY

	Students Tested	2022 Participation Rate %
Grade 4	69	100
Grade 5	71	97.3
Grade 6	64	100
Grade 7	81	97.6
Grade 8	69	97.2
TOTAL	354	98.4

Note: "Students Tested" represents individual valid test scores for English Language Arts/Literacy.

STUDENTS TESTED IN START STRONG

MATHEMATICS

	Students Tested	2022 Participation Rate %
Grade 4	69	100
Grade 5	71	97.3
Grade 6	64	100
Grade 7	81	97.6
Grade 8	69	97.2
TOTAL	354	98.4

*Notes: "Students Tested" represents individual valid test scores for Mathematics.

STUDENTS TESTED IN START STRONG SCIENCE

	Students Tested	2022 Participation Rate %
Grade 6	64	100%
TOTAL	64	100%

*Notes: "Students Tested" represents individual valid test scores for Science.

COMPARISON OF **HARRINGTON PARK'S** SUBGROUP
2022 START STRONG ADMINISTRATION

ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES

	Strong Support May Be Needed	Some Support May Be Needed	Less Support May Be Needed
Female	7.6	16.7	75.7
Male	15.4	14.2	70.4
Hispanic	4.8	23.8	71.4
American Indian or Alaska Native	-	-	-
Asian	4.6	11.5	83.9
African American	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-
White-	13.7	16.0	70.3
Two or More Races	9.1	18.2	72.7
IEP	41.6	29.2	29.2
504	15.4	15.4	69.2
ELLs	-	-	-

Notes: Only subgroups with 10 or more students are allowed to be reported

COMPARISON OF **HARRINGTON PARK'S** SUBGROUP
2022 START STRONG ADMINISTRATION

MATHEMATICS - PERCENTAGES

	Strong Support May Be Needed	Some Support May Be Needed	Less Support May Be Needed
Female	13.5	23.3	63.2
Male	7.1	23.1	69.8
Hispanic	19.0	28.6	52.4
American Indian or Alaska Native	-	-	-
Asian	3.8	10.0	86.2
African American	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-
White-	14.6	30.1	55.3
Two or More Races	27.3	22.7	50.0
IEP	41.7	31.2	27.1
504	3.8	46.2	50.0
ELLs	-	-	-

Note: Only subgroups with 10 or more students are allowed to be reported

COMPARISON OF **HARRINGTON PARK'S** SUBGROUP
2022 START STRONG ADMINISTRATION

SCIENCE - PERCENTAGES

	Strong Support May Be Needed	Some Support May Be Needed	Less Support May Be Needed
Female	8.6	34.3	57.1
Male	37.9	20.7	41.4
Hispanic	-	-	-
American Indian or Alaska Native	-	-	-
Asian	4.2	12.5	83.3
African American	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-
White-	30	40	30
Two or More Races	-	-	-
IEP	78.6	7.1	14.3
504	-	-	-
ELLs	-	-	-

Note: Only subgroups with 10 or more students are allowed to be reported

Next Steps

- Conduct data team meetings with grade level teams to review how to strengthen classroom practices.
- Examine individual student results and determine the supports that are needed to remediate weaknesses.
- Use local assessments to ensure that students have mastered foundational skills.