

STATE TEST RESULTS

TOMS RIVER REGIONAL SCHOOLS

November 12, 2025

Spring of 2025
NJSLA, DLM,
ACCESS

English Language
Arts, Mathematics
& Science

Grades 3 - 9, 11

Reference Points for Tonight's Discussion

Measurement and Progress

- How do proficiency levels compare from one year to the next?
 - Grade Level
 - Cohort
- How did students perform across the district? (grade level, school, etc.)
- How do proficiency levels compare to the state average?
- What are the next steps?
- What are realistic measures of growth in one year?

Moving Forward - Increasing Instructional Capacity

- Core instruction
- MTSS
- Attendance Initiatives

Resources for Parents

Data to Think About!

Areas of Strength / Highlights

- A **district-wide increase** of 4% in English Language Arts (ELA) proficiency over the past two school years.
- **ELA proficiency increased at every grade level** over the past two school years.
- **High school ELA proficiency increased by 10%** during this same period.
- **Cohort data shows growth in ELA proficiency** within each group of students.
- A **district-wide increase of 5% in Math proficiency** over the past two school years.
- **Increases in Algebra and Geometry proficiency** at both the high school and middle school levels.
- A **5% increase in 3rd-grade Math proficiency** compared to two years ago.

Data to Think About!

Opportunities for Growth

- **Continue to increase proficiency in ELA and Math** across all grade levels, with the goal of meeting and surpassing state averages.
- **Strengthen the Multi-Tiered System of Supports (MTSS)** to promote high levels of achievement among all student subgroups, including students with disabilities, those who are economically disadvantaged, and multilingual learners.
- **Enhance mathematics growth and progression** as students advance from grade to grade and course to course.

Individual Student Report

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

YBQcmVnWq3NG

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

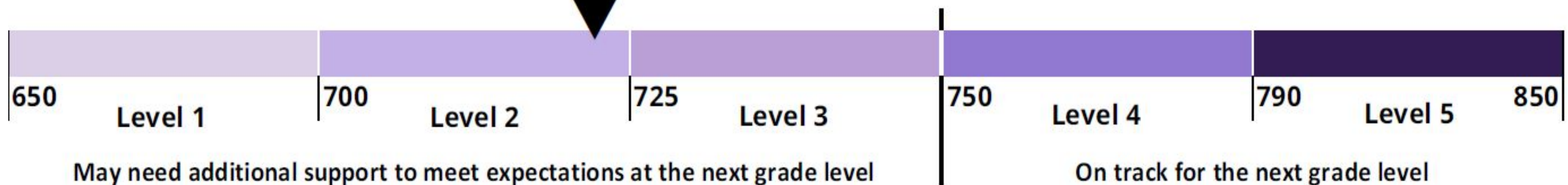
How Did FIRSTNAME Perform Overall?

Performance Level 2

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

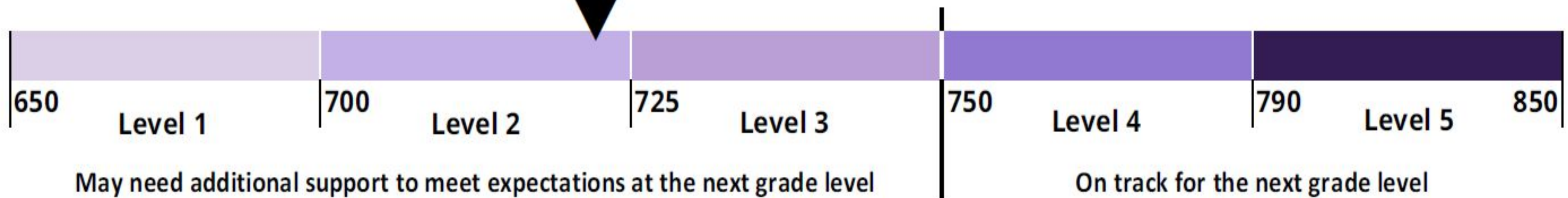
Your student's score

722



Individual Student Report

Your student's score
722



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



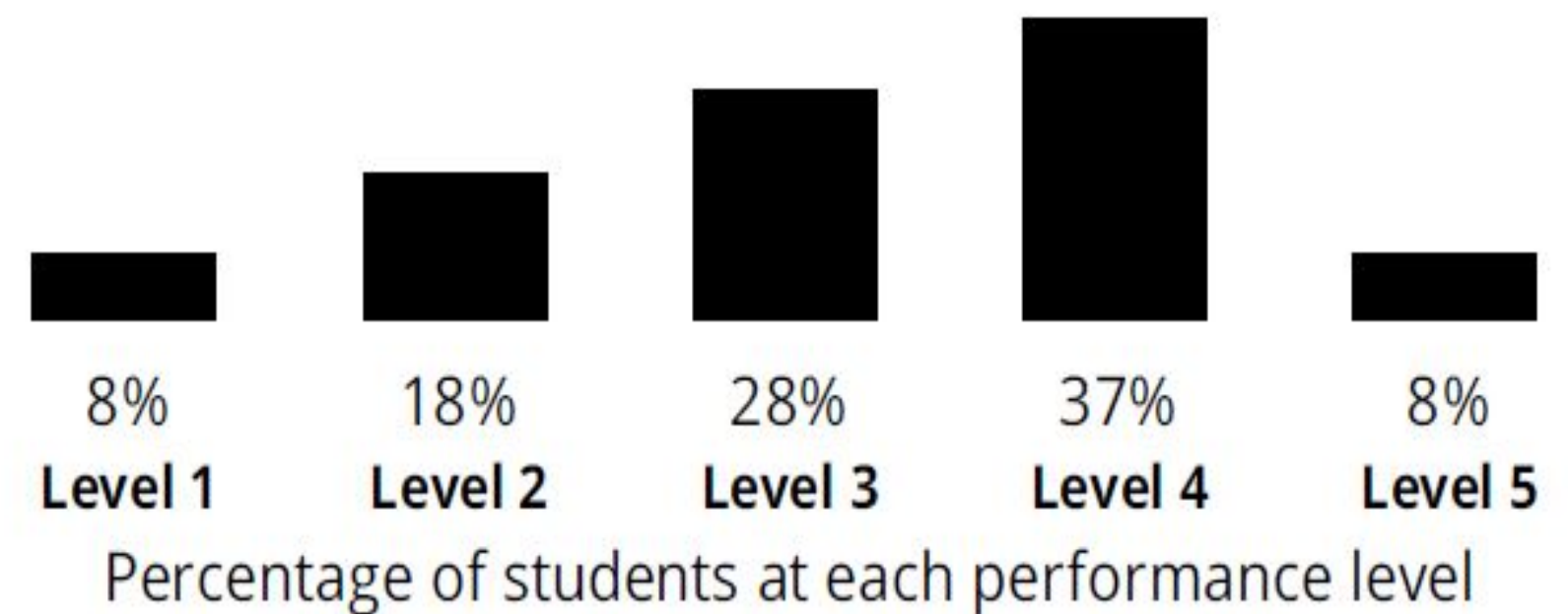
District Average



State Average



How Students in New Jersey Performed



Individual Student Report



MAJOR CONTENT

Your student performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving problems involving multiplication and division, area, measurement, and basic fraction understanding.



EXPRESSING MATHEMATICAL REASONING

Your student performed about the same as students who **approached expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.



ADDITIONAL & SUPPORTING CONTENT

Your student performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving perimeter, place value, geometric shapes, and representations of data.

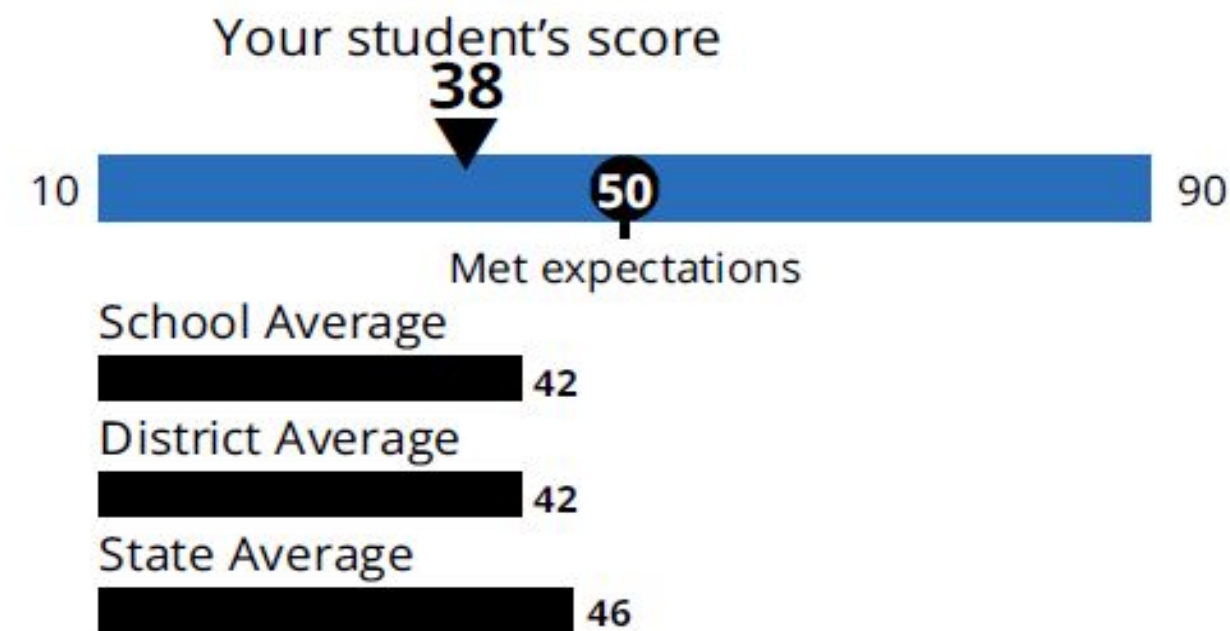


MODELING & APPLICATION

Your student performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

Individual Student Report

READING



↓ LITERARY TEXT

Your student performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

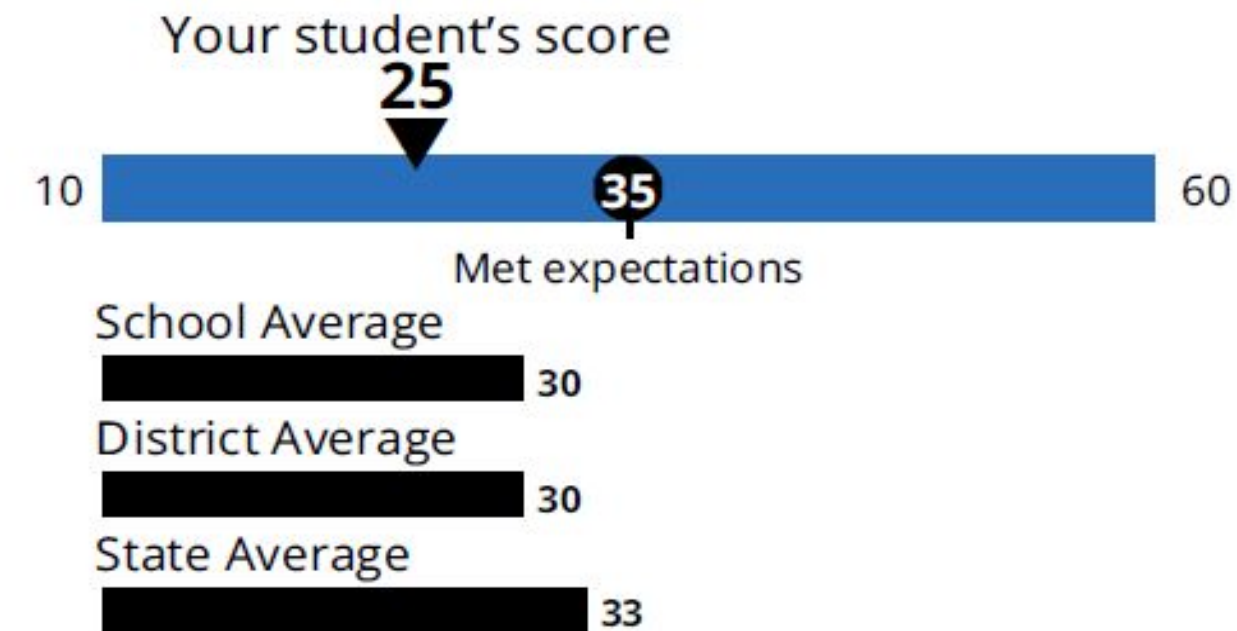
↔ INFORMATIONAL TEXT

Your student performed about the same as students who **approached expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

↑ VOCABULARY

Your student performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING



↓ WRITTEN EXPRESSION

Your student performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

↑ KNOWLEDGE OF LANGUAGE AND CONVENTIONS

Your student performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your student performed about the same as students who:



Comparison of the Number of Students Tested Spring 2025 & 2024 NJSLA Administrations

Grade	Students Tested 2025	Students Tested 2024	Difference between number of students tested in 2024 and 2025
3	1018	985	33
4	1019	989	30
5	1030	1023	7
6	1017	1088	-31
7	1057	1090	-33
8	1113	1071	42
9	1086	1073	13
Total	7340	7319	21

NJSLA

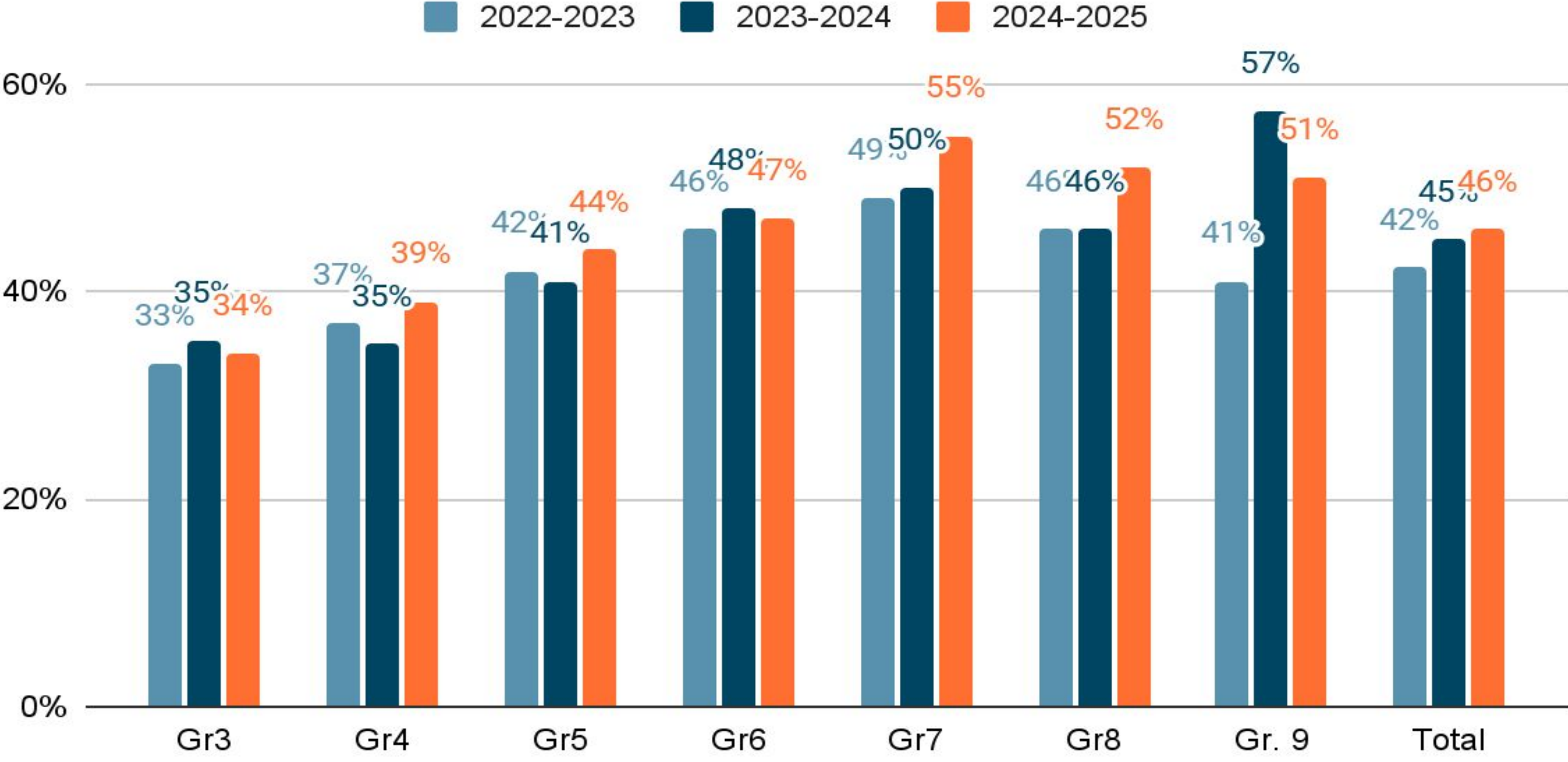
English Language Arts & Mathematics

Grade Levels

Three - Nine

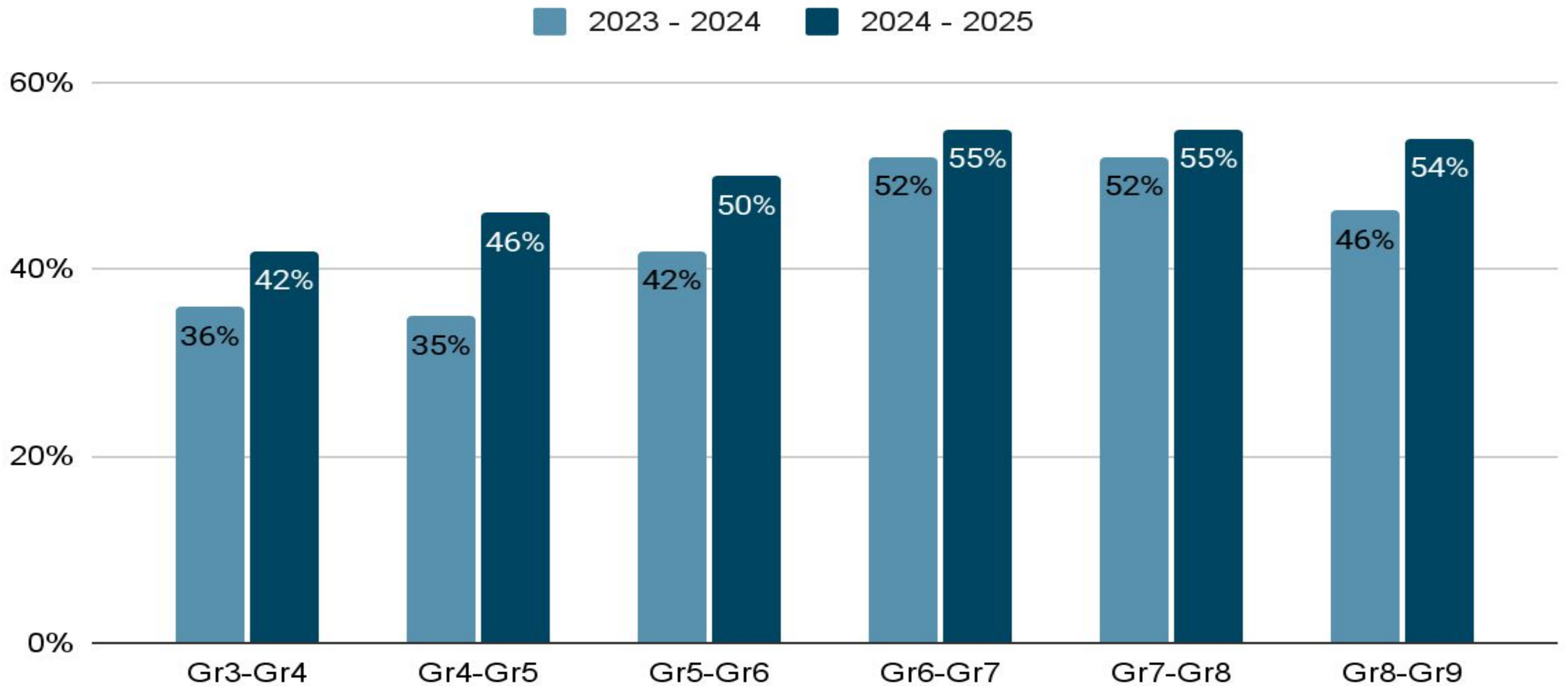
Toms River
 2023-25 Spring NJSLA
 ELA/Language Arts Grade
 Yearly Grade Level Comparison

ELA Proficiency



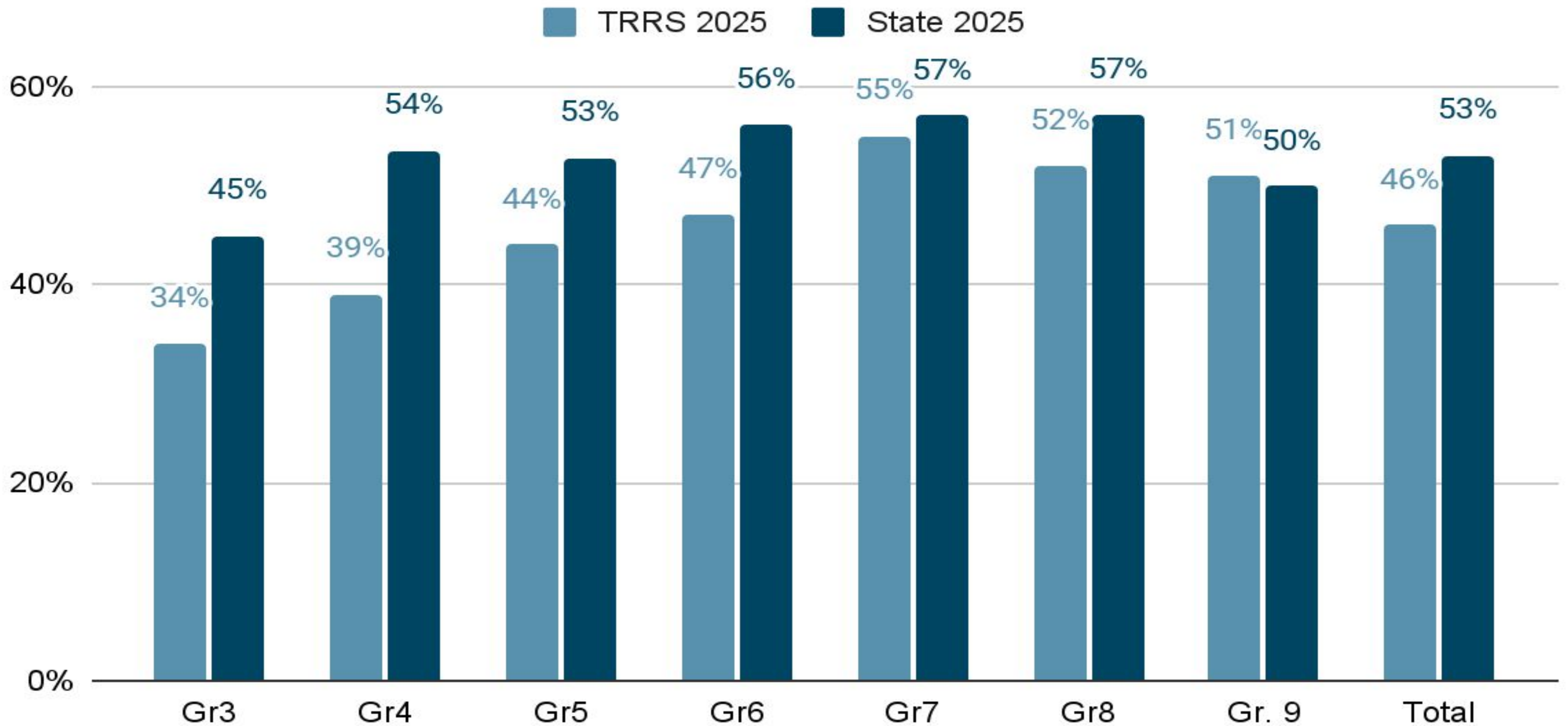
Toms River
2024-25 Spring NJSLA
ELA/Language Arts Grade
Yearly Grade Level Cohort Comparison

ELA Cohort Proficiency



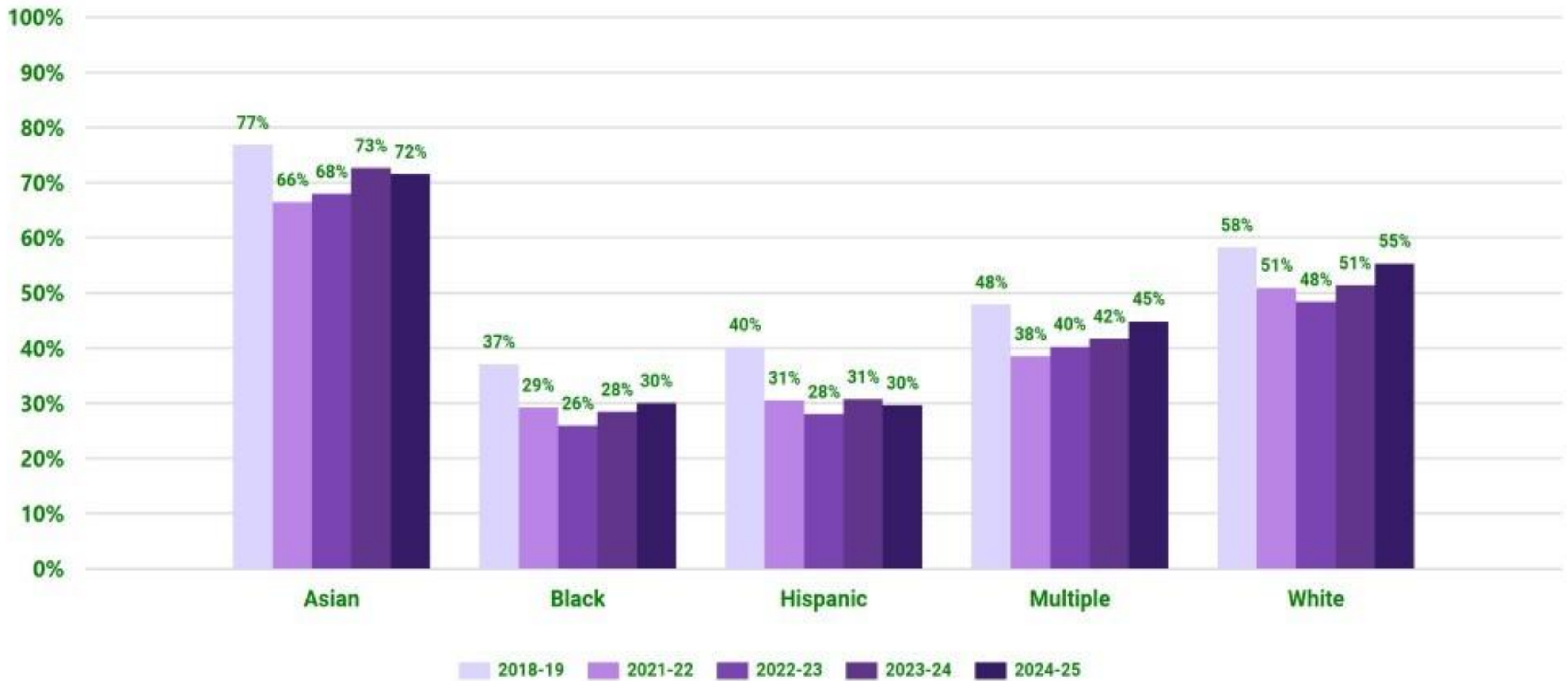
Toms River 2024-25 Spring NJSLA ELA/Language Arts Grade State Level Comparison

ELA Proficiency



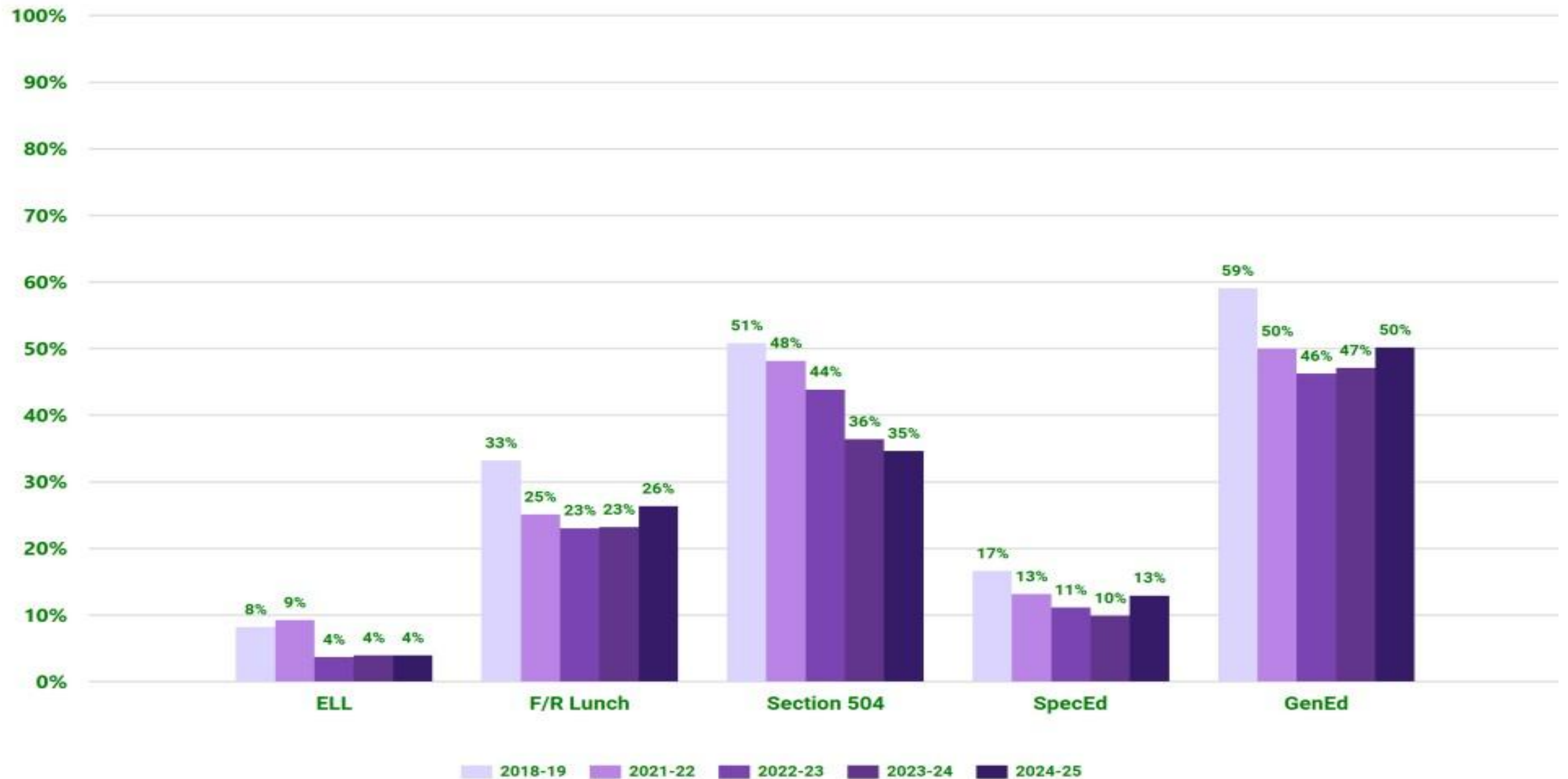
Toms River 2024-25 Spring NJSLA ELA/Language Arts Grade Comparison by Subgroup **Race**

% Meeting + Exceeding (ELA All Grades)



Toms River 2024-25 Spring NJSLA ELA/Language Arts Grade Comparison by Subgroup **Program**

% Meeting + Exceeding (ELA G3-G5)



NJSLA Mathematics

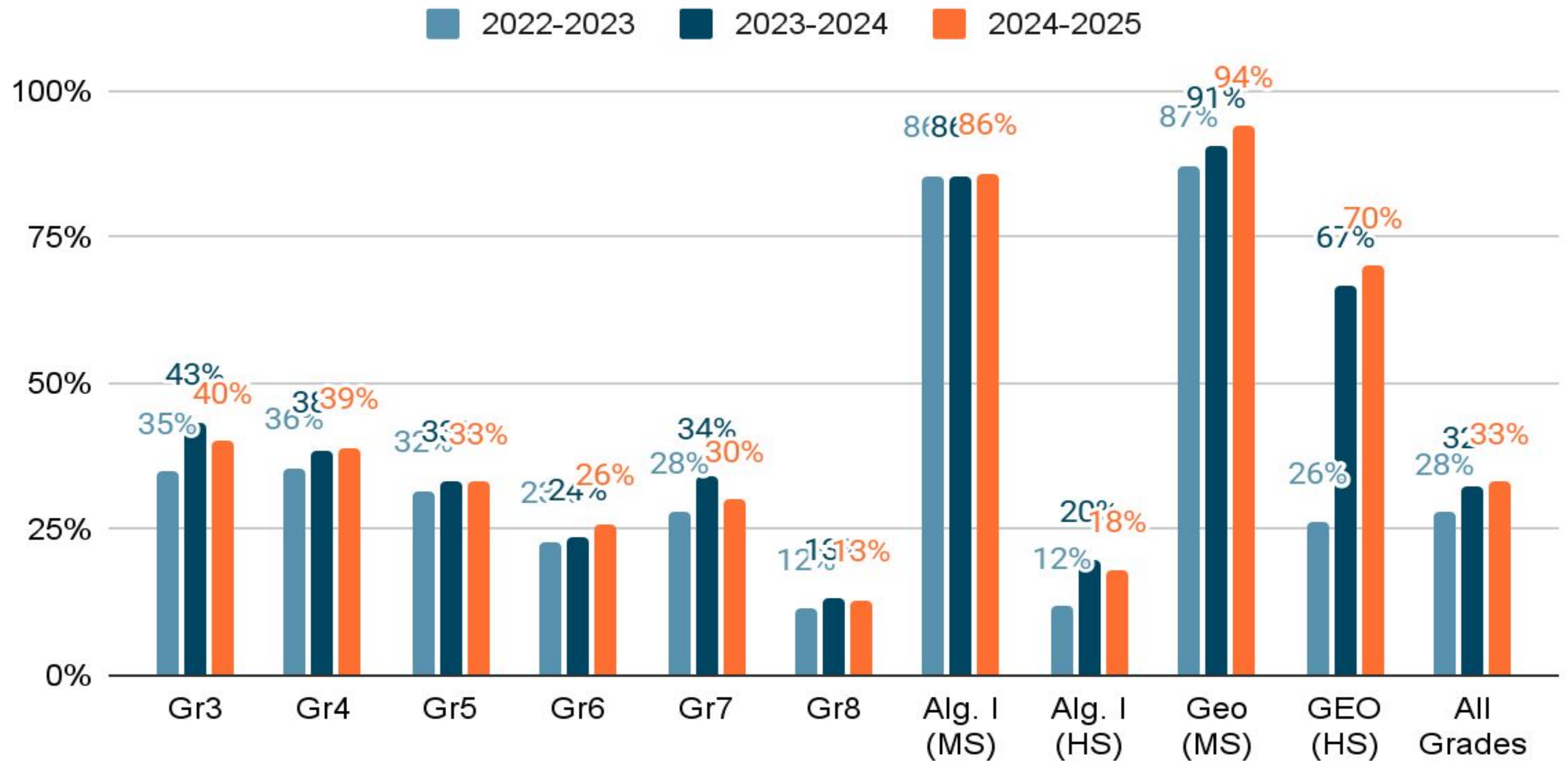
Grade Levels

Three - Eight

Alg. I, Geo. Alg. II

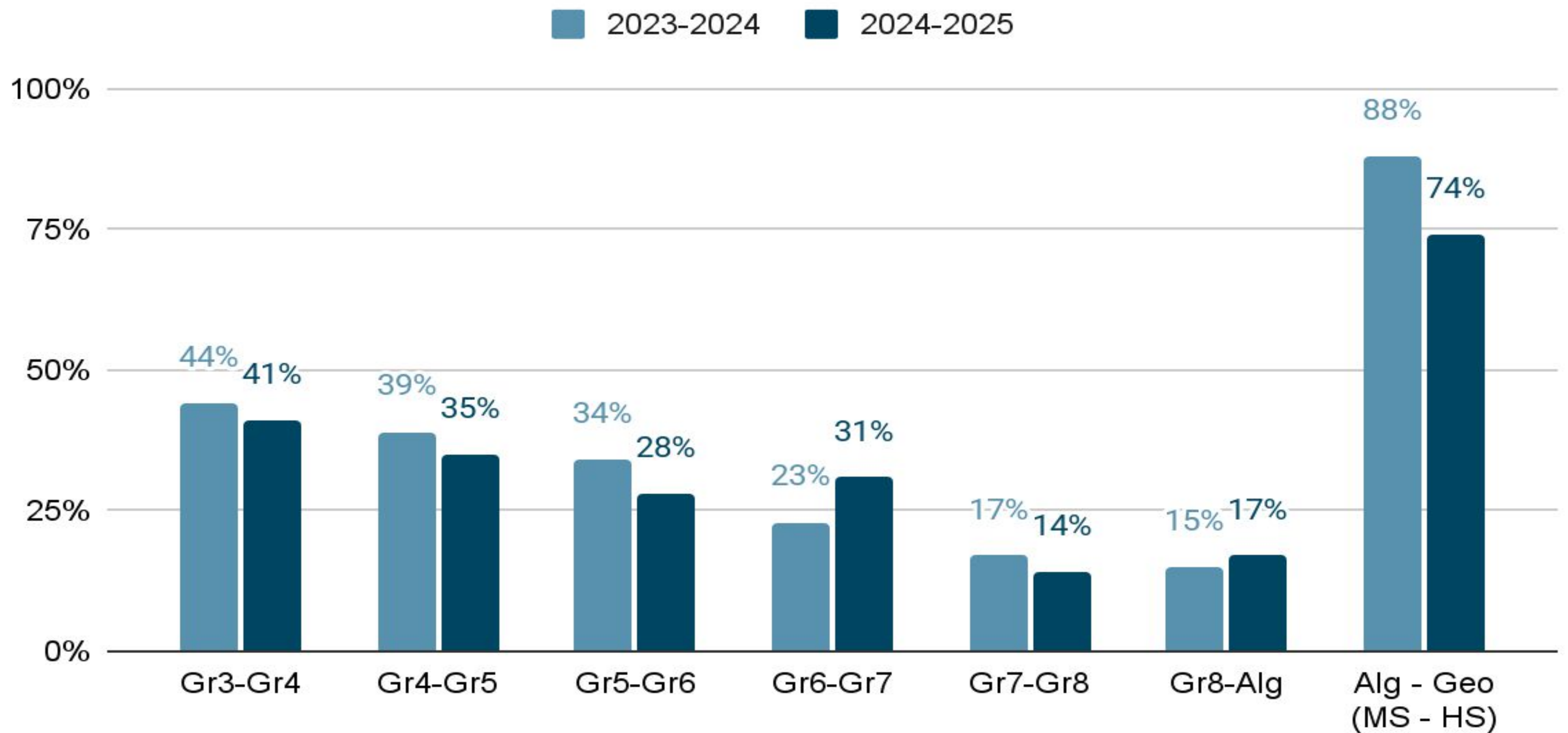
Toms River 2024-25 Spring NJSLA Math Grade Yearly Grade Level Comparison

Math Proficiency



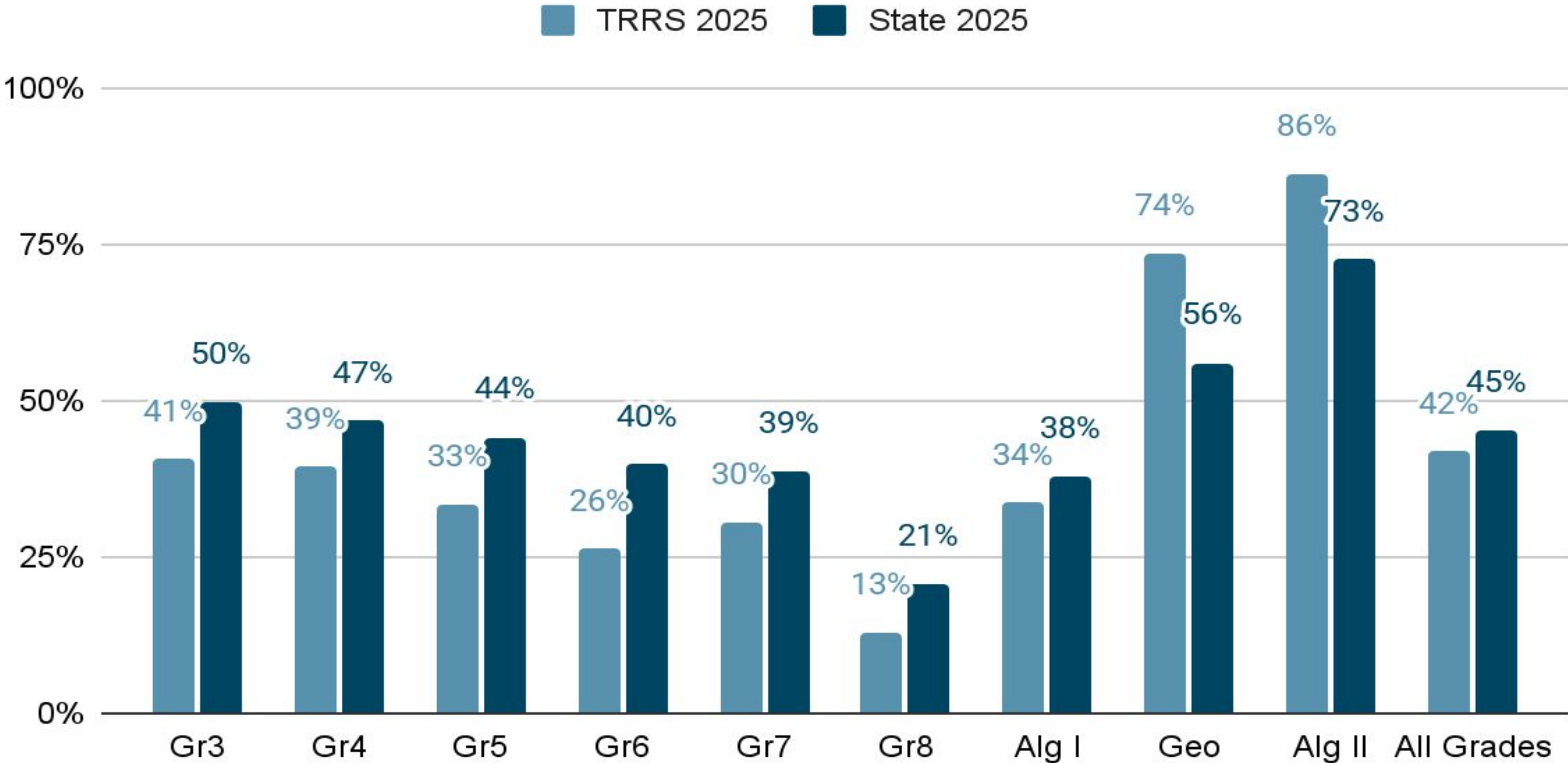
Toms River
2024-25 Spring NJSLA
Mathematics
Yearly Grade Level Cohort Comparison

Math Cohort Proficiency



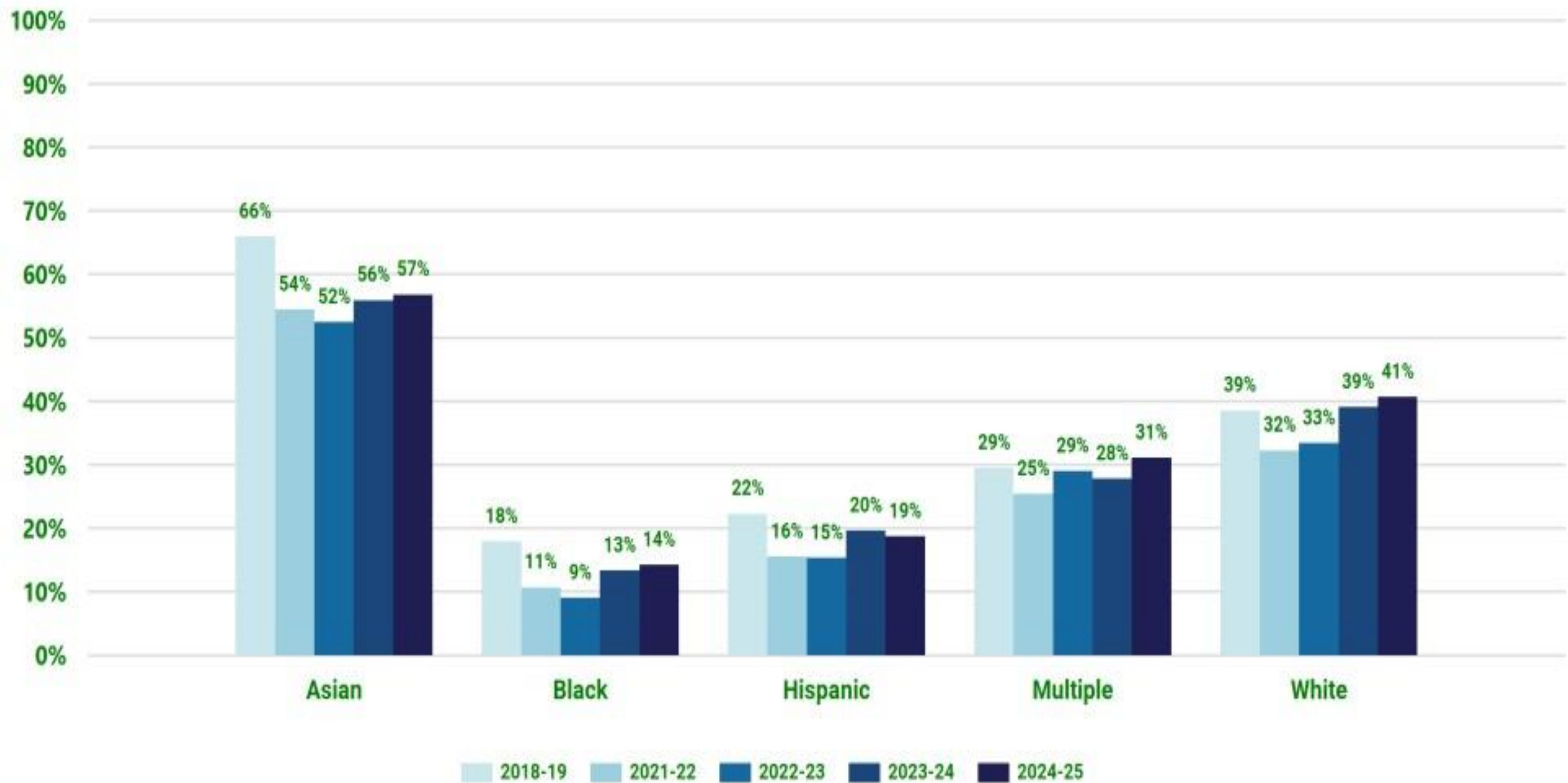
Toms River
2024-25 Spring NJSLA
Mathematics
State Comparison

Math Proficiency - State Avg.

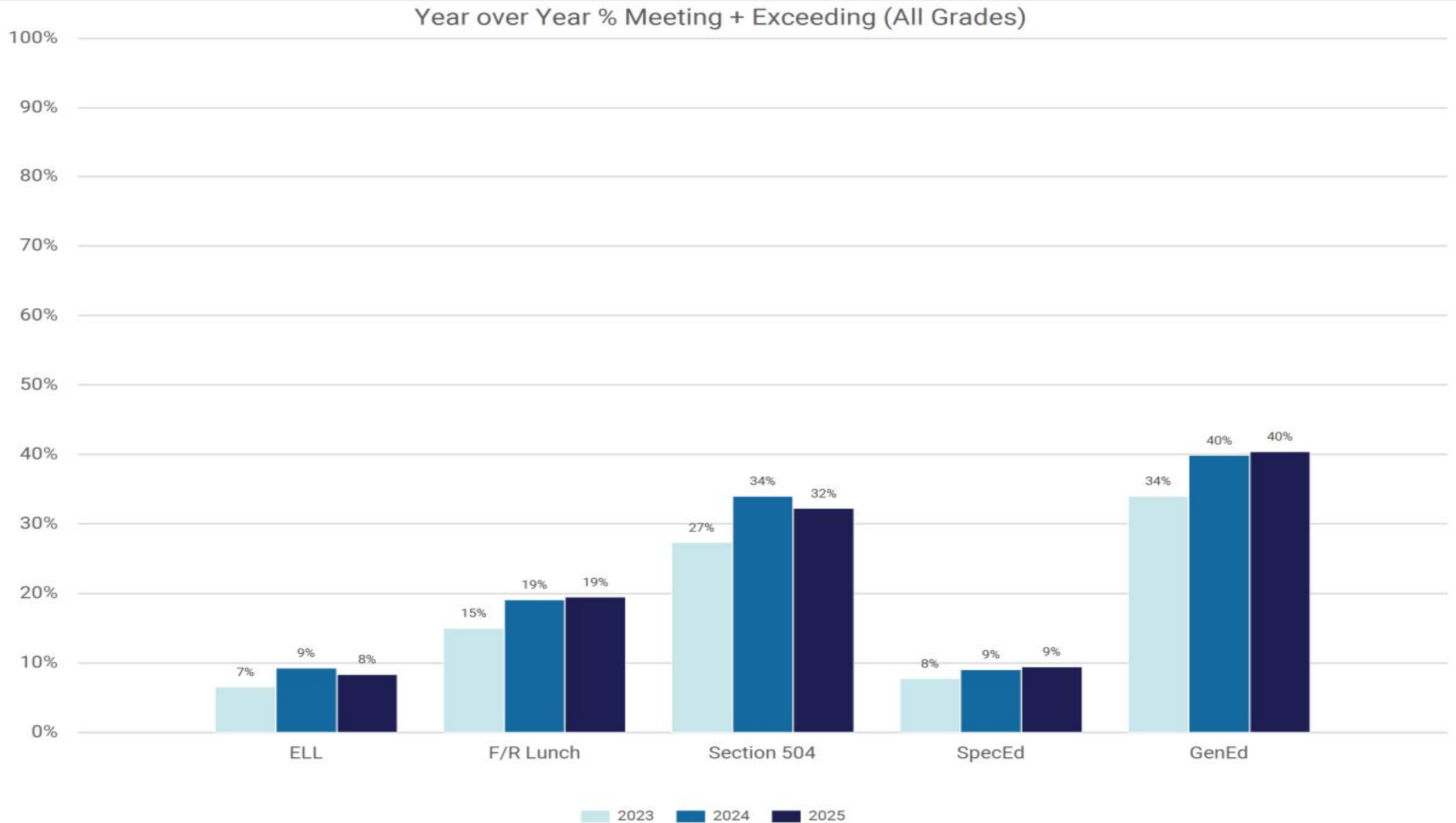


Toms River 2024-25 Spring NJSLA Mathematics Comparison by Subgroup **Race**

% Meeting + Exceeding (Math All Grades)



Toms River 2024-25 Spring NJSLA Mathematics Comparison by Subgroup Program



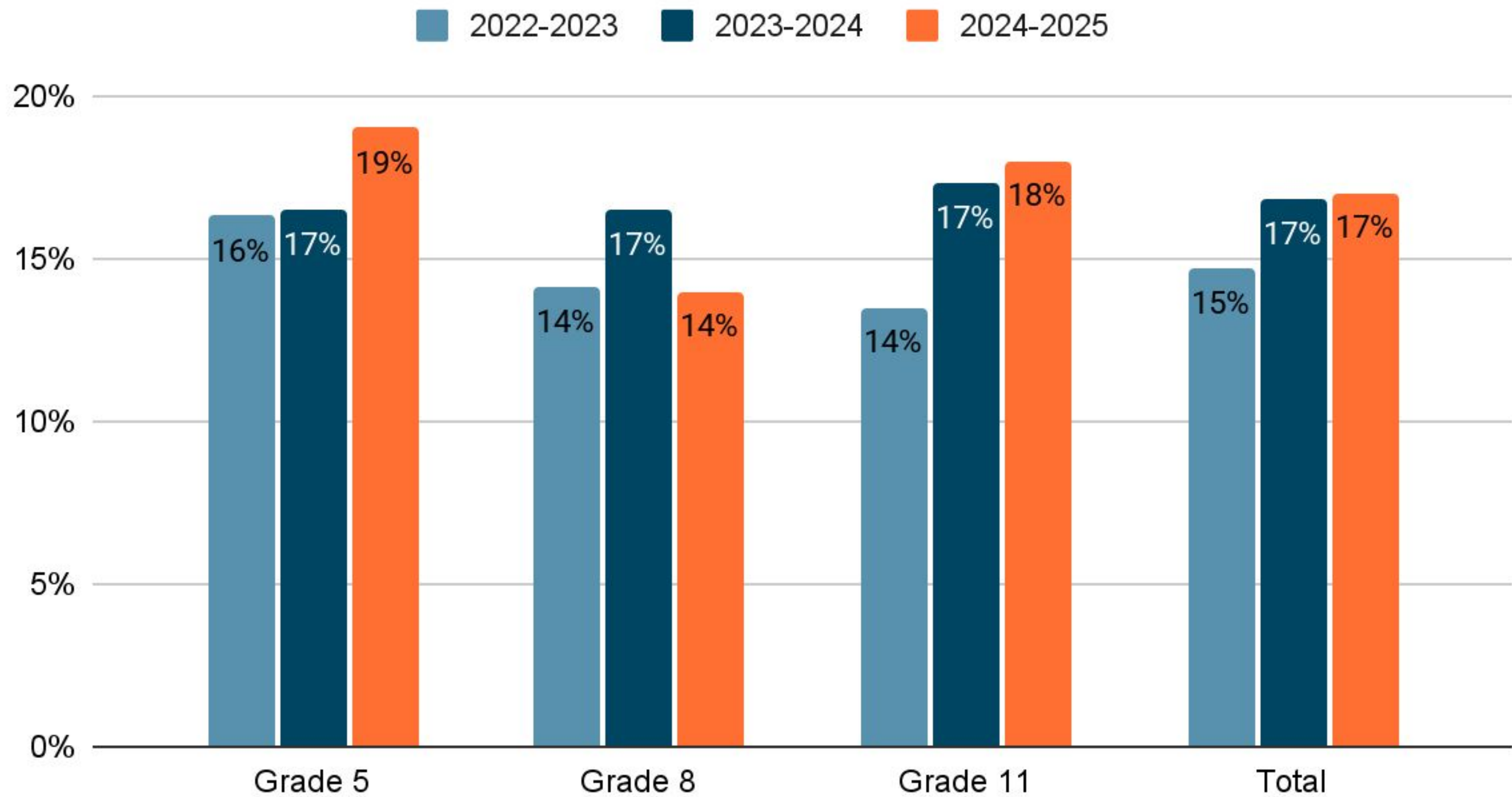
NJSLA Science

Grade Levels

Five, Eight, Eleven

Toms River 2024-25 Spring NJSLA Science

Science Proficiency

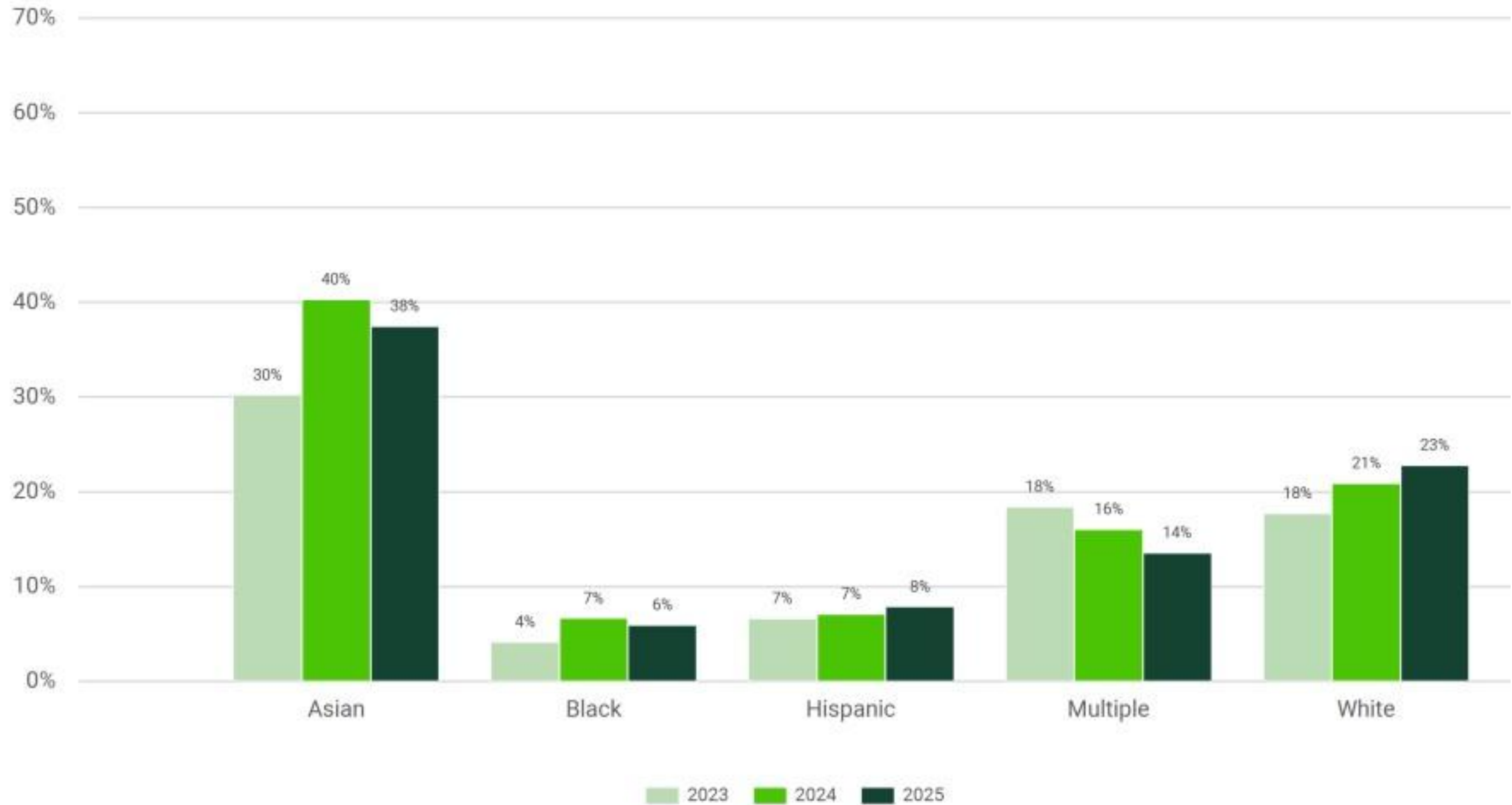


Toms River

2024-25 Spring NJSLA Science

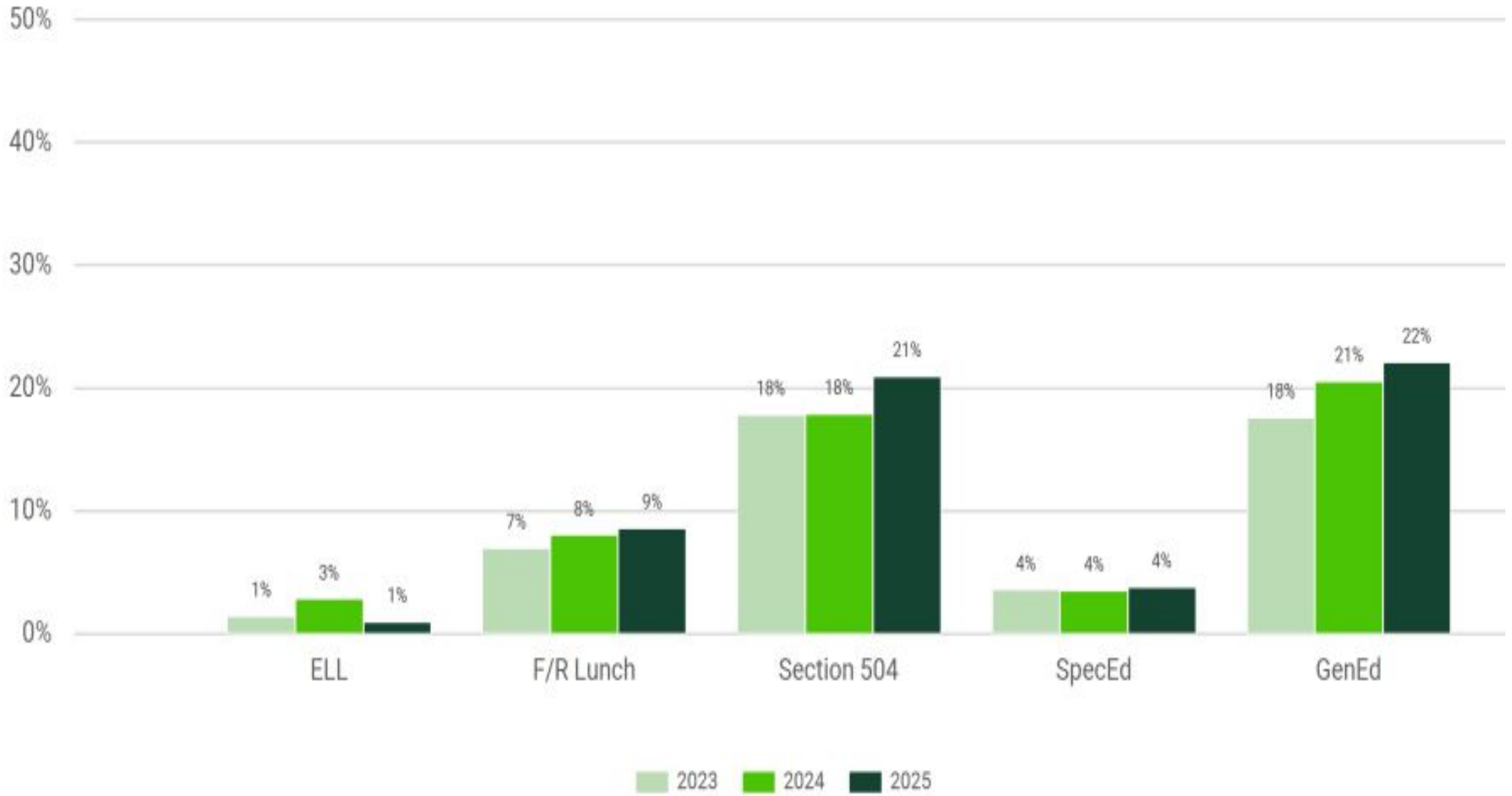
Comparison by Subgroup **Race**

Proficient + Advanced (All Grades)



Toms River

2024-25 Spring NJSLA Science Comparison by Subgroup Program Proficient + Advanced (All Grades)

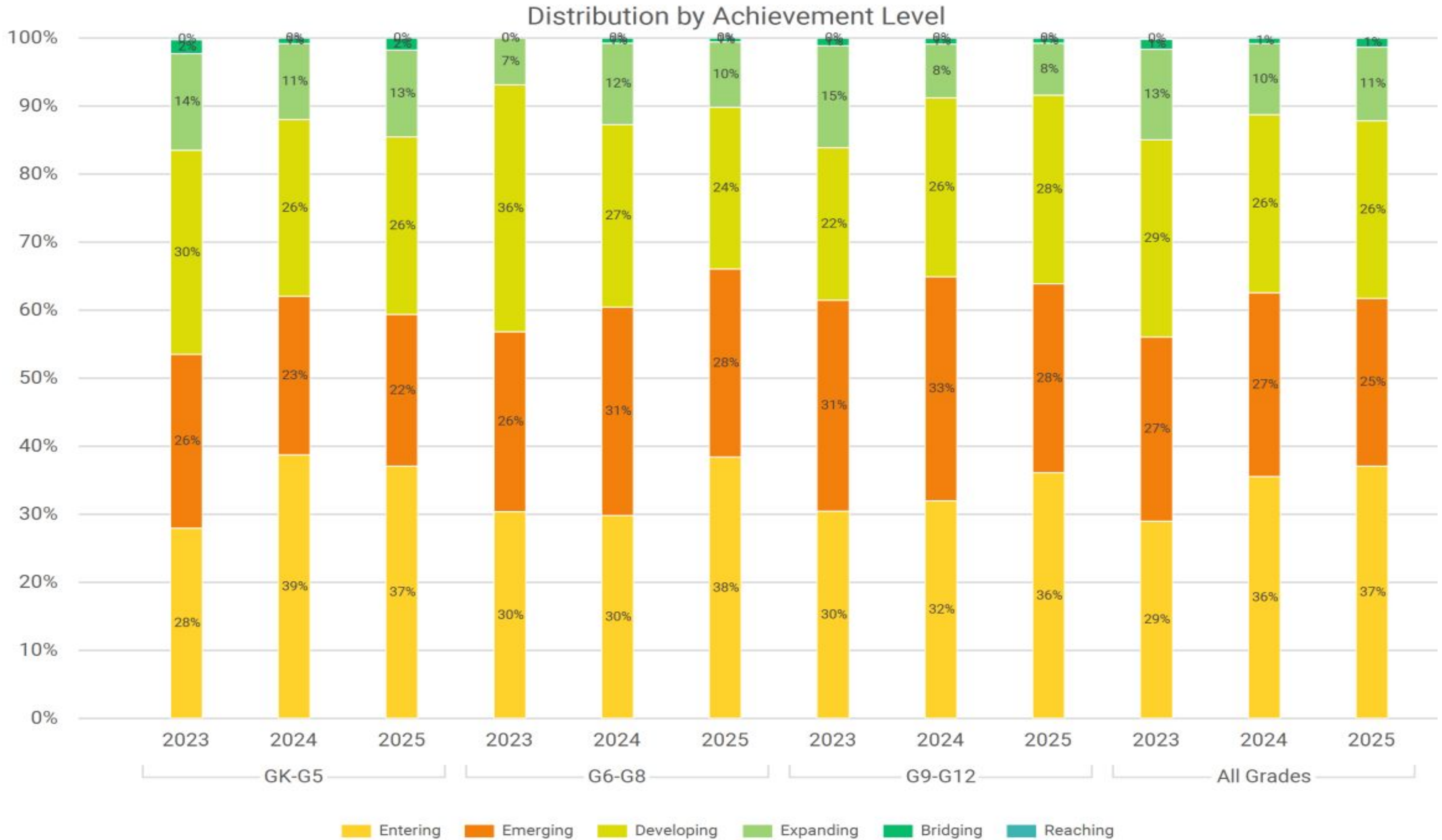


ACCESS for MLs 2023-24

Grade Levels

Kindergarten - Grade 12

Toms River 2024 - 2025 ACCESS for MLs



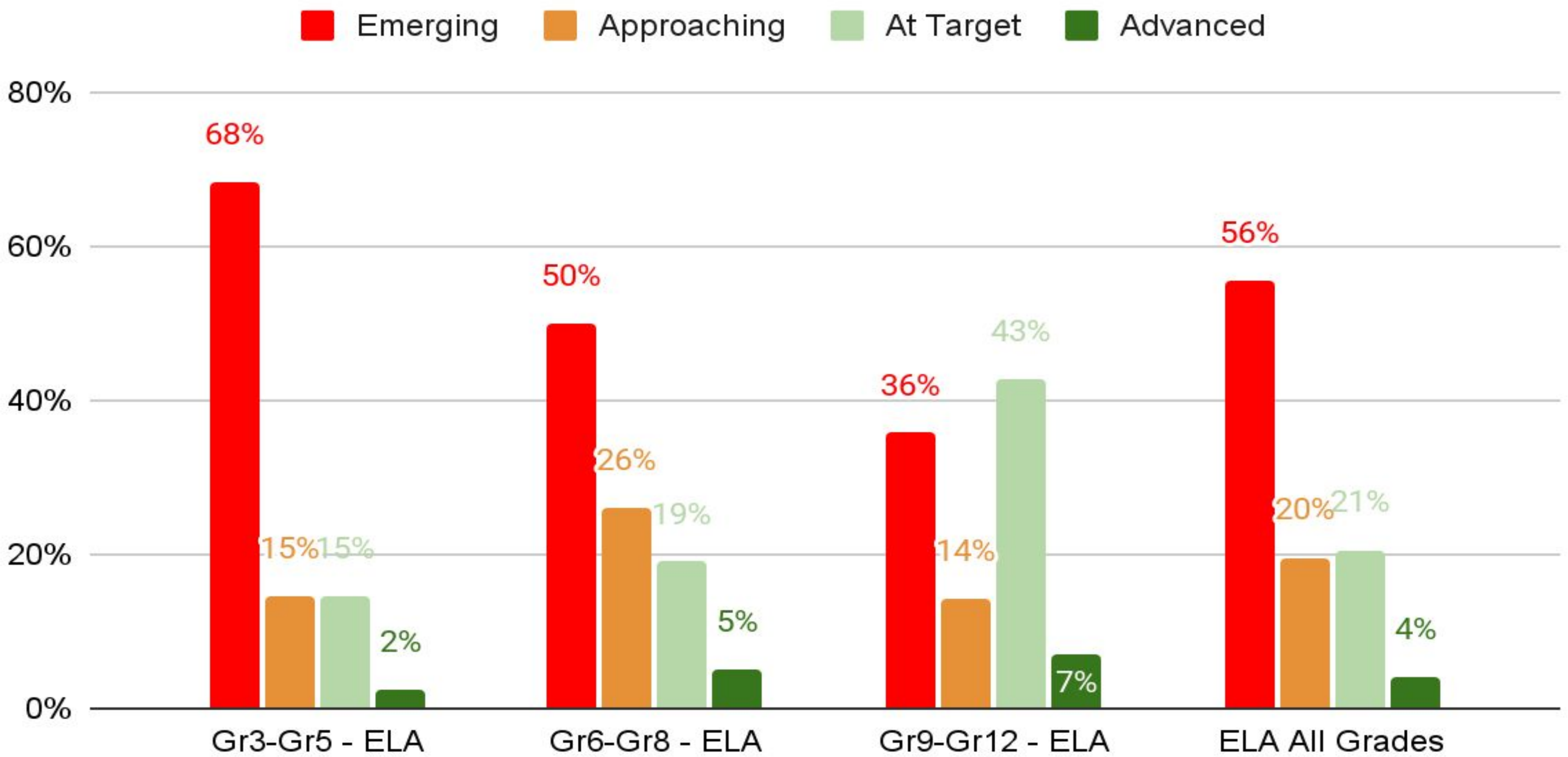
Dynamic Learning Maps 2024-25

Grade Levels

Grade 3 - Grade 8, Grade 11

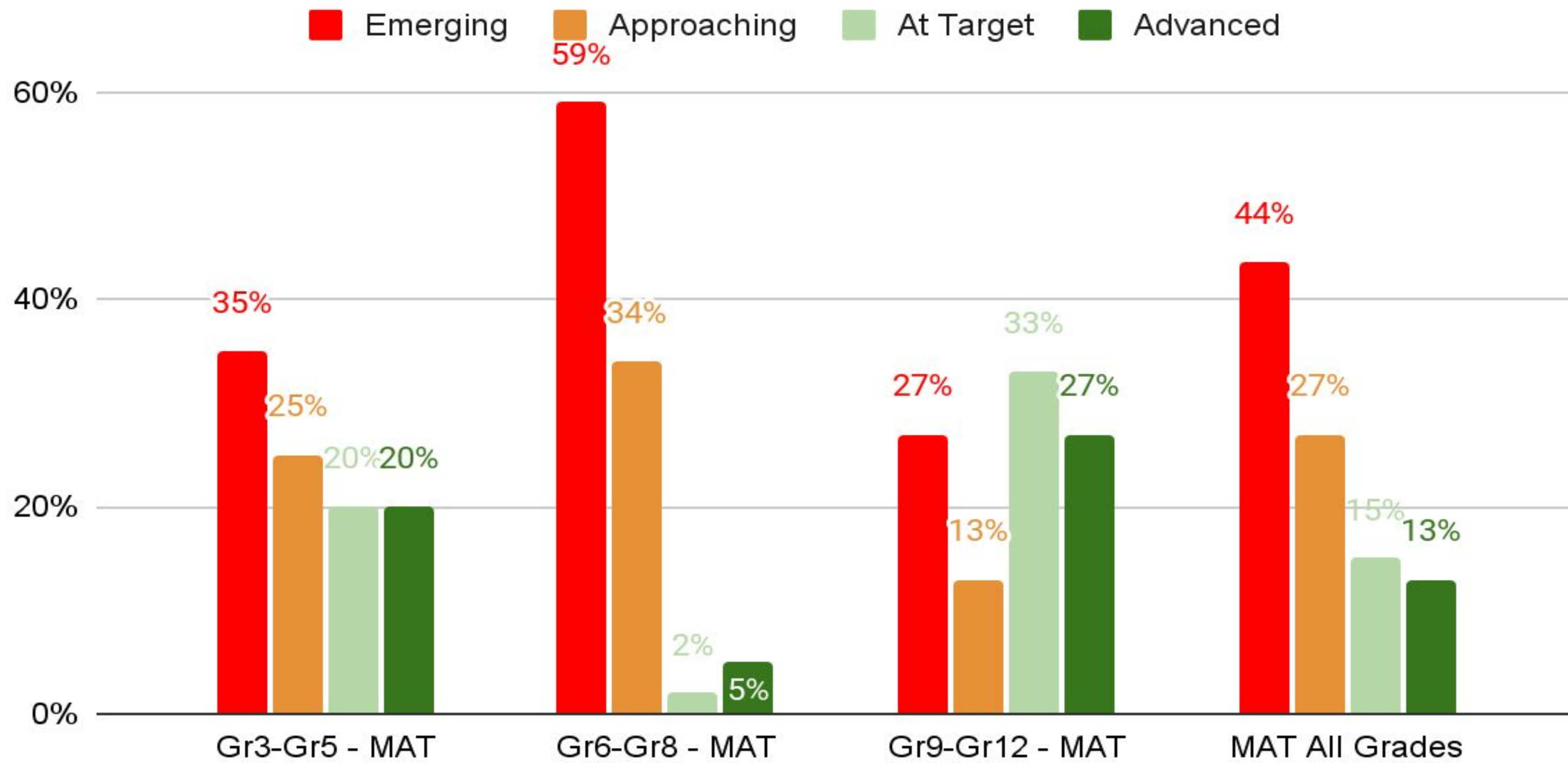
Toms River
2024 - 2025
DLM - ELA

ELA DLM Proficiency



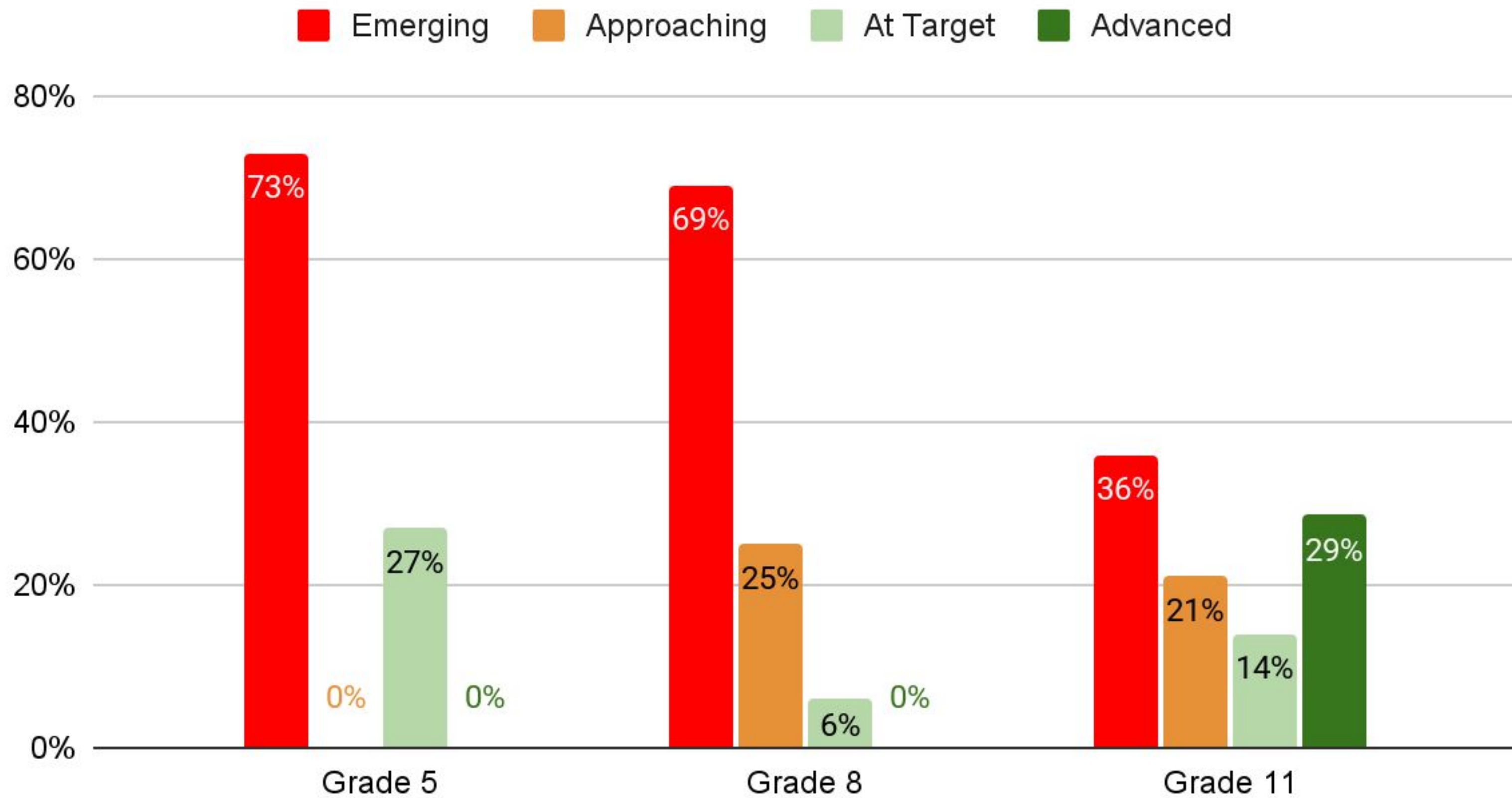
Toms River 2024 - 2025 DLM - Math

Math DLM Proficiency



Toms River
2024 - 2025
DLM - Science

Science DLM Proficiency



Resources For Parents

Resources are made available to parents by accessing our district's website and visiting the [State assessment FAQ page](#):

- ❖ How do we prepare for state assessments?
- ❖ What are the annual assessments based on?
- ❖ What is NJGPA?
- ❖ How are individual student reports (ISRs) interpreted?

You can also find 2025-2026 [testing schedule](#) for the entire year.

The [High School Graduation Assessment](#) requirements for 2026.

- ❖ Dynamic Learning Maps (DLM)
<https://dynamiclearningmaps.org/>
- ❖ Access for ELLs
<https://wida.wisc.edu/about/consortium>
- ❖ New Jersey Department of Education (NJDOE)
<http://www.nj.gov/education/assessment/>