



NJSLA Results: Spring 2025 Administrations

Watchung Borough School District

October 2025

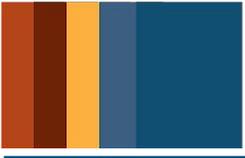




PROGRAM

- Students took the NJSLA English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 8.
- Students took the NJSLA Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I and Geometry.
- Students in grades 5 and 8 took the NJSLA Science.





NJSLA Math and ELA Overview



■ ELA:

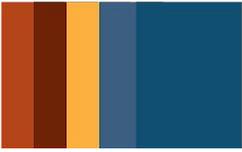
- NJSLA ELA assesses both Reading and Writing.
- NJSLA ELA emphasizes the importance of:
 - Close reading
 - Synthesizing ideas within and across texts
 - Determining the meaning of words and phrases in context
 - Writing effectively when using and/or analyzing sources.

■ Math:

- NJSLA Math emphasizes the importance of:
 - Student proficiency with grade or course level skills, knowledge, practices, and concepts.
 - Grade level major content.
 - Grade level additional and supporting content.
 - Reasoning and modeling.

ELA/Math: Student test items vary and not all students are assessed on every grade level standard.





NJSLA Math and ELA PERFORMANCE LEVELS



Level 1: Not yet meeting grade-level expectations

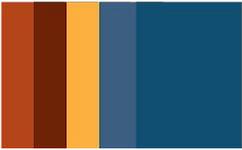
Level 2: Partially meeting grade-level expectations

Level 3: Approaching grade-level expectations

Level 4: Meeting grade-level expectations

Level 5: Exceeding grade-level expectations



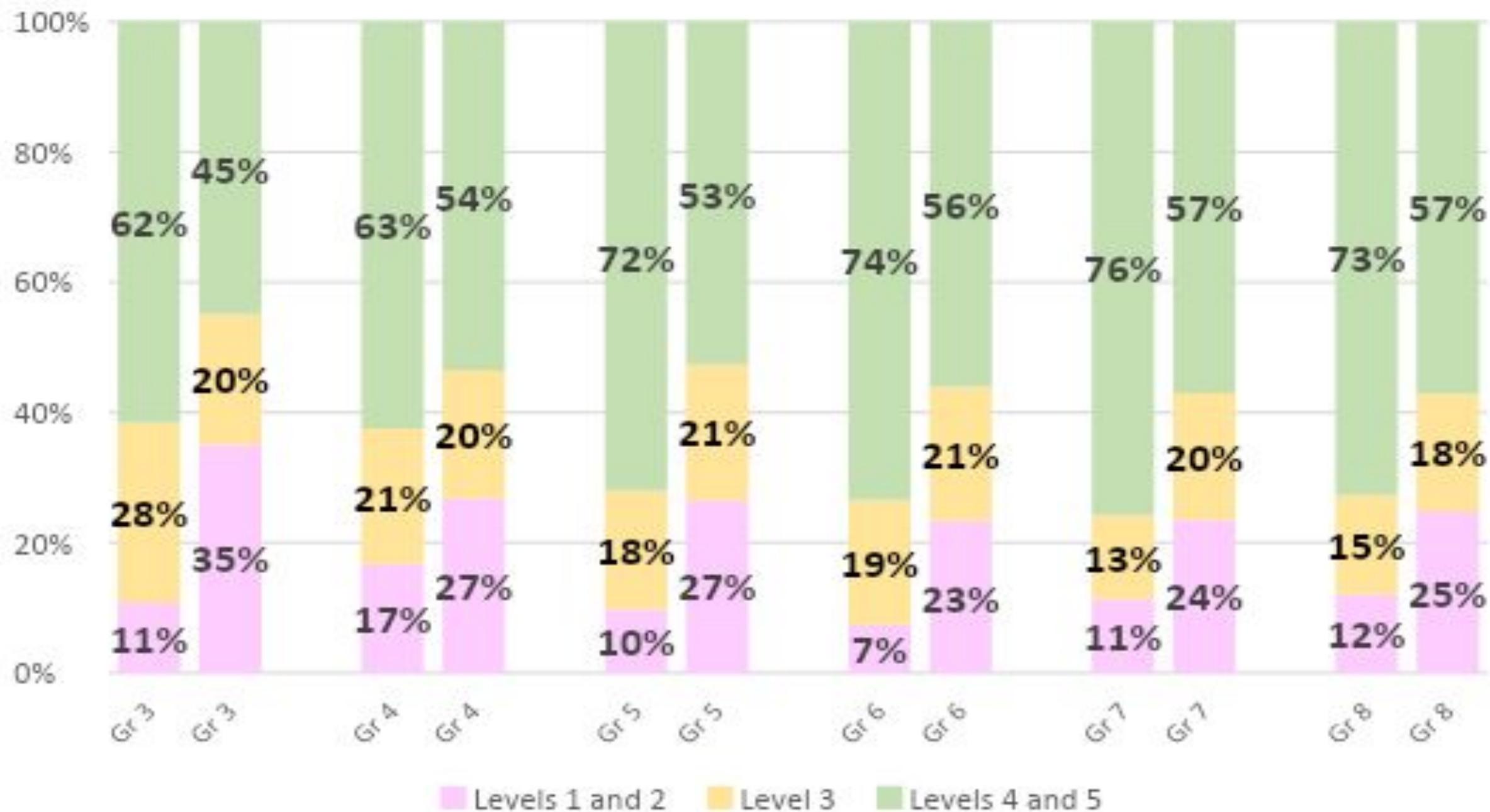


AREAS OF NOTE

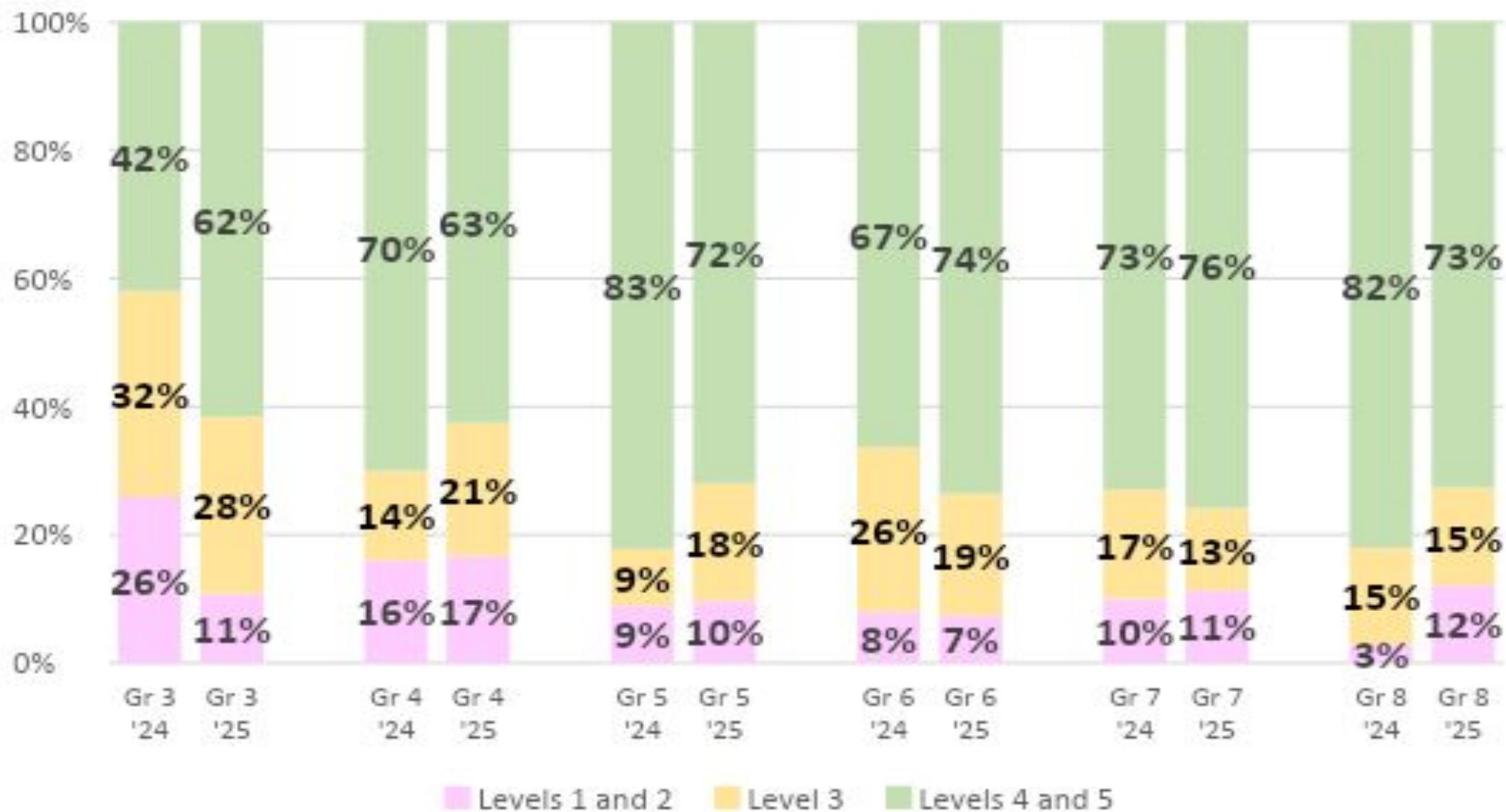


- Compared to state summary data, Watchung students performed higher across all grade levels in all areas.
 - The district's Levels 1–2 rates are consistently below or comparable to state averages, indicating fewer struggling students.
 - The district outperforms the state in Levels 4–5, reflecting stronger overall proficiency and achievement.
- English Language Arts (Grades 3–8) Grade-Level Highlights
 - Grades 3, 6, and 7 demonstrated the most notable gains in Levels 4–5. **With Grade 3 growing by 20%.**
- Mathematics (Grades 3–8) Grade-Level Highlights
 - Grades 3, 4, 5, 6, and 7 demonstrated the notable gains in Levels 4–5. **With Grade 6 growing by 17% and Grade 3 growing by 15%. All students in Algebra I and Geometry scored a level 4 or 5.**
- Science (Grades 5 & 8) Performance Overview
 - The percentage of students scoring Below Proficient decreased, with visible movement into Proficient and Advanced categories—most prominently in Grade 5.

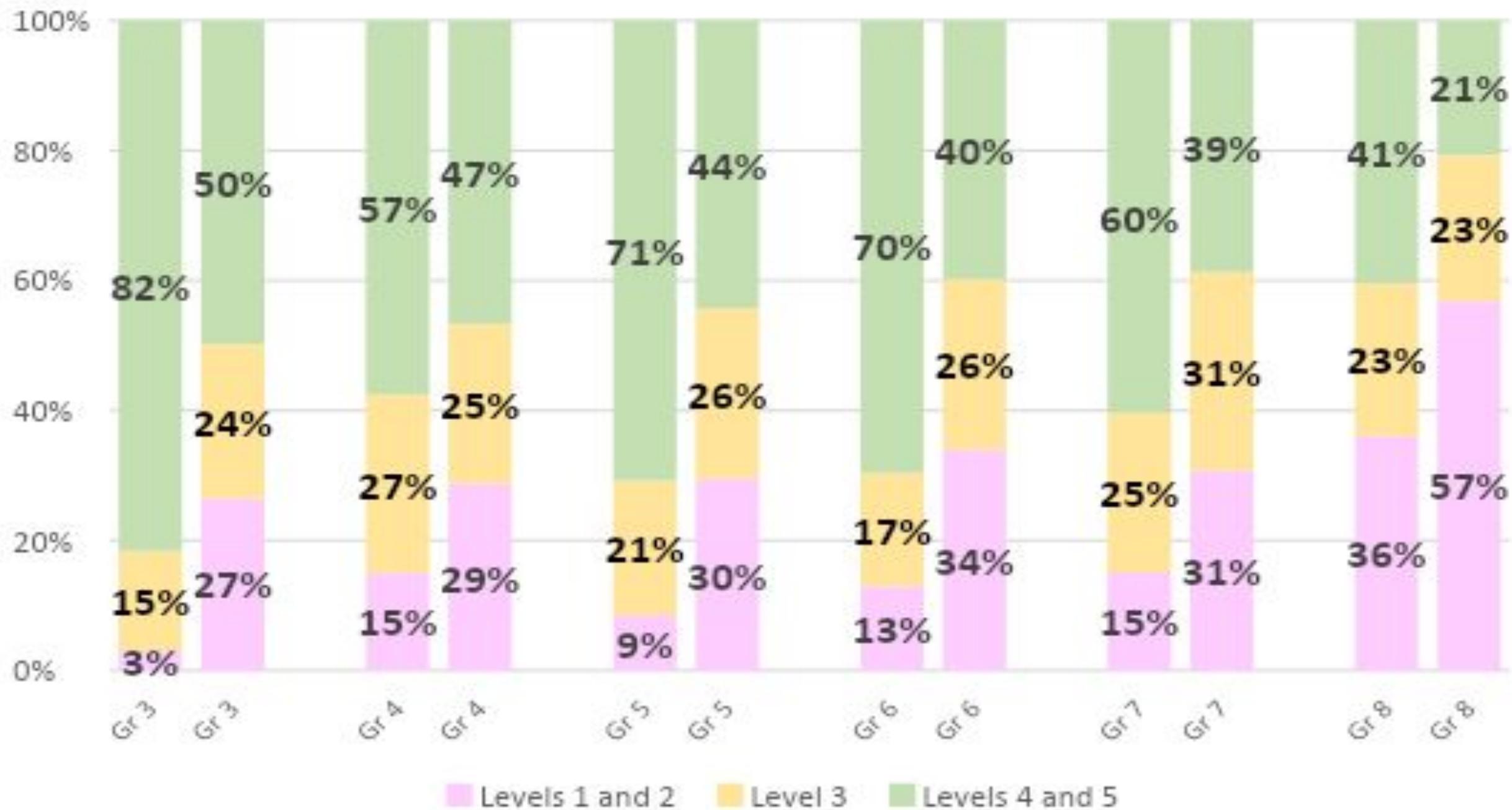
2025 Grades 3-8 NJSLA ELA Results Comparison District vs. State



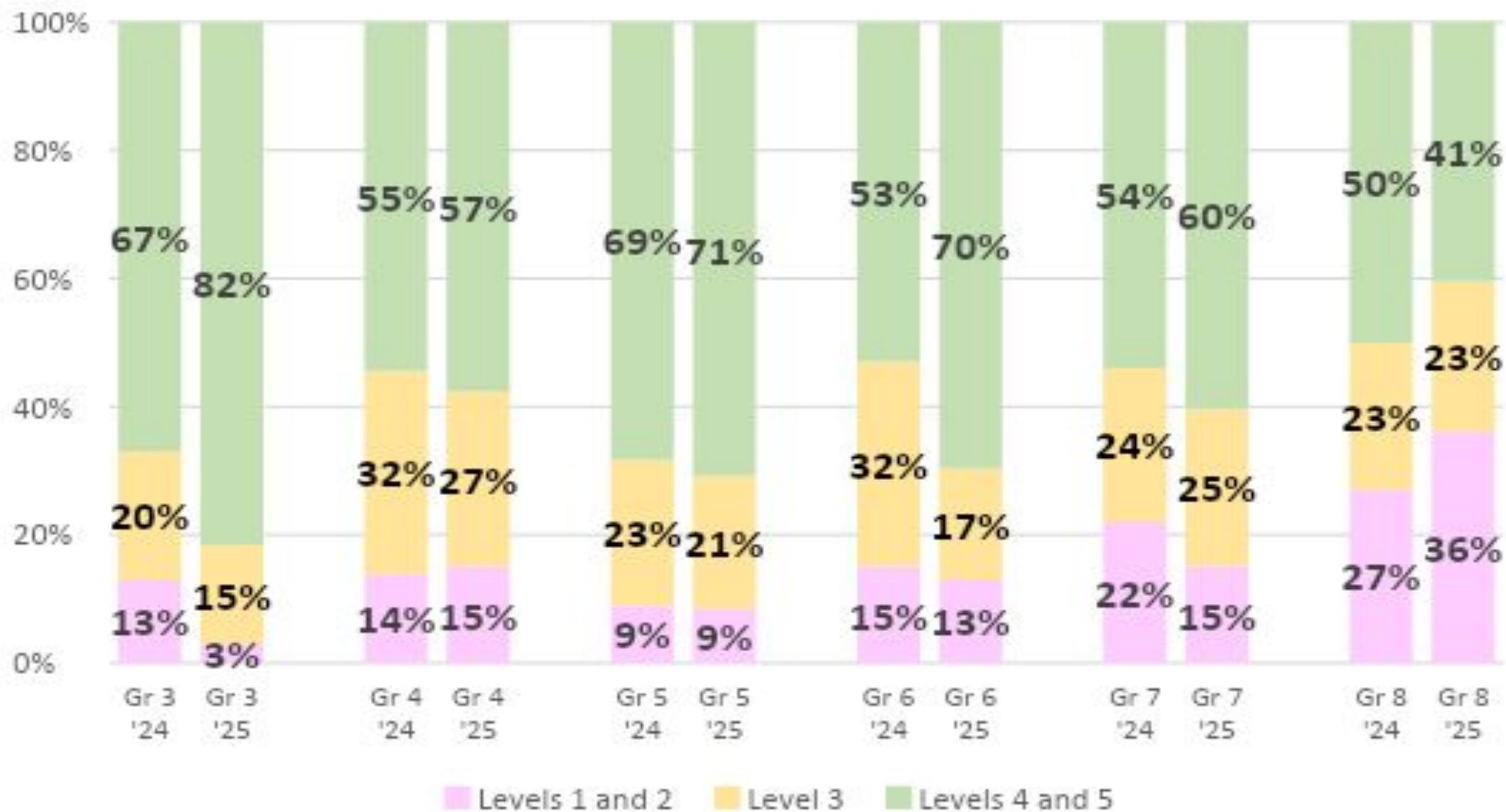
Grades 3-8 NJSLA District ELA Results Comparison 2024 to 2025



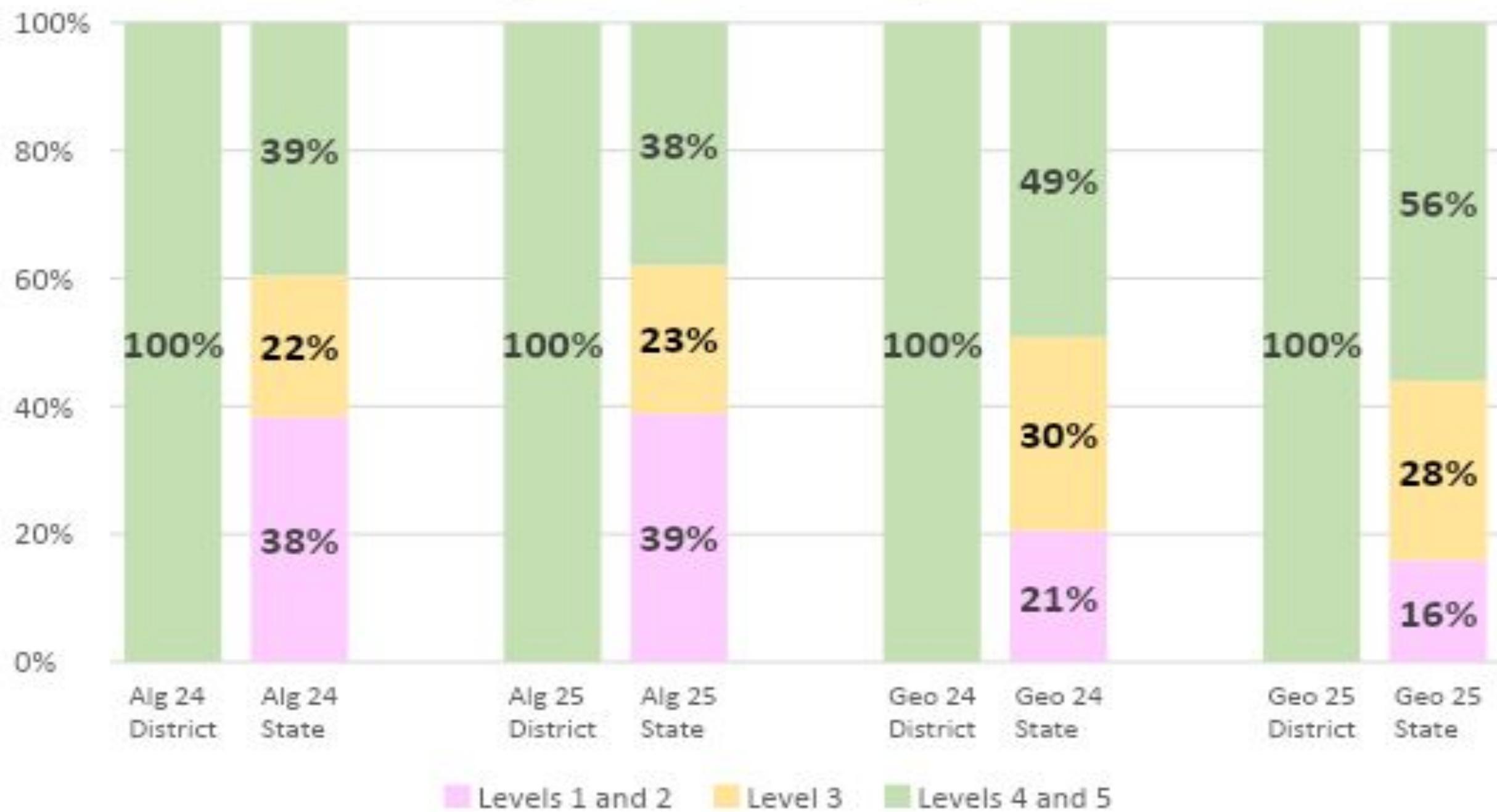
2025 Grades 3-8 NJSLA Math Results Comparison District vs. State



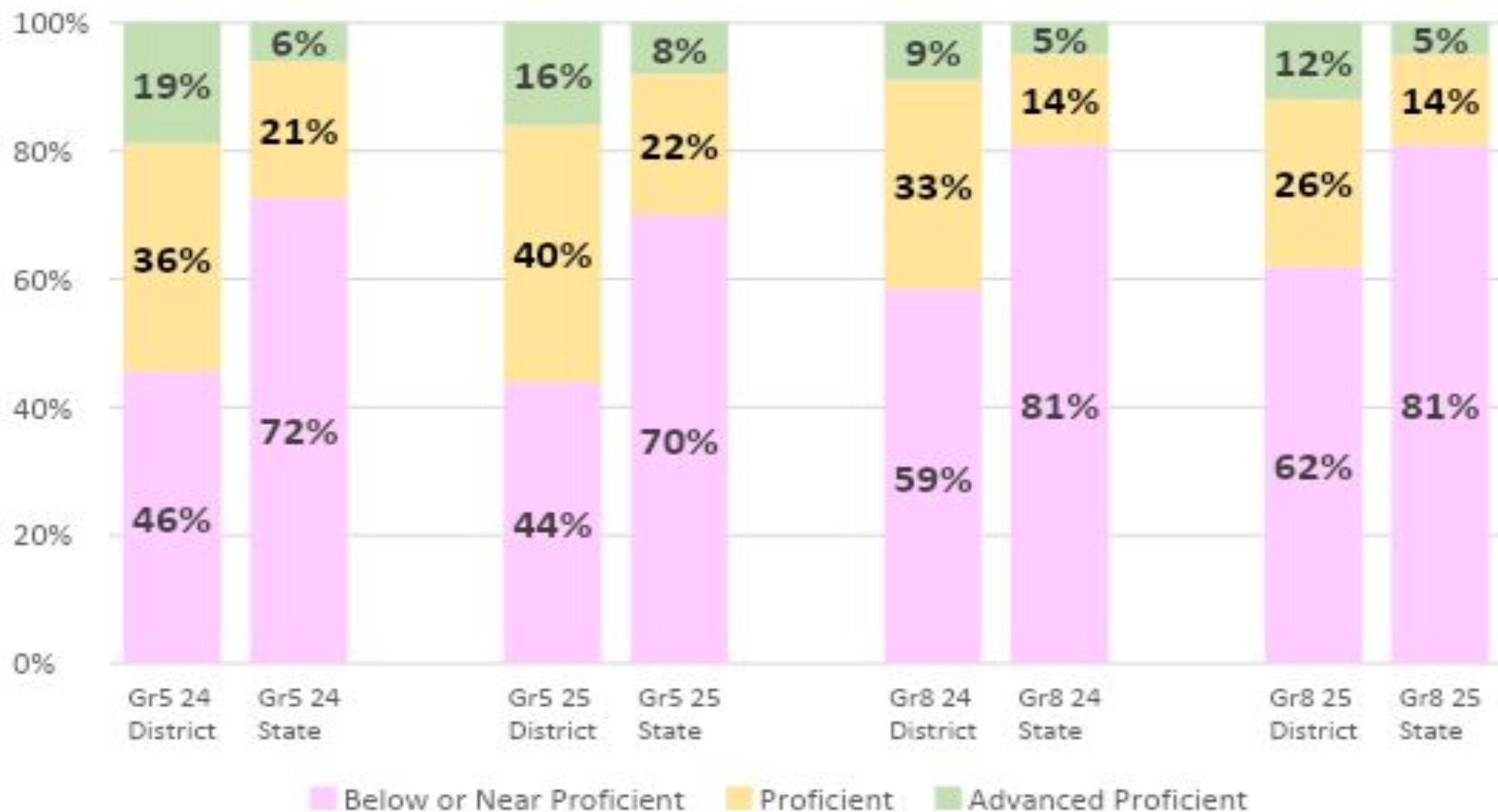
Grades 3-8 NJSLA District Math Results Comparison 2024 to 2025



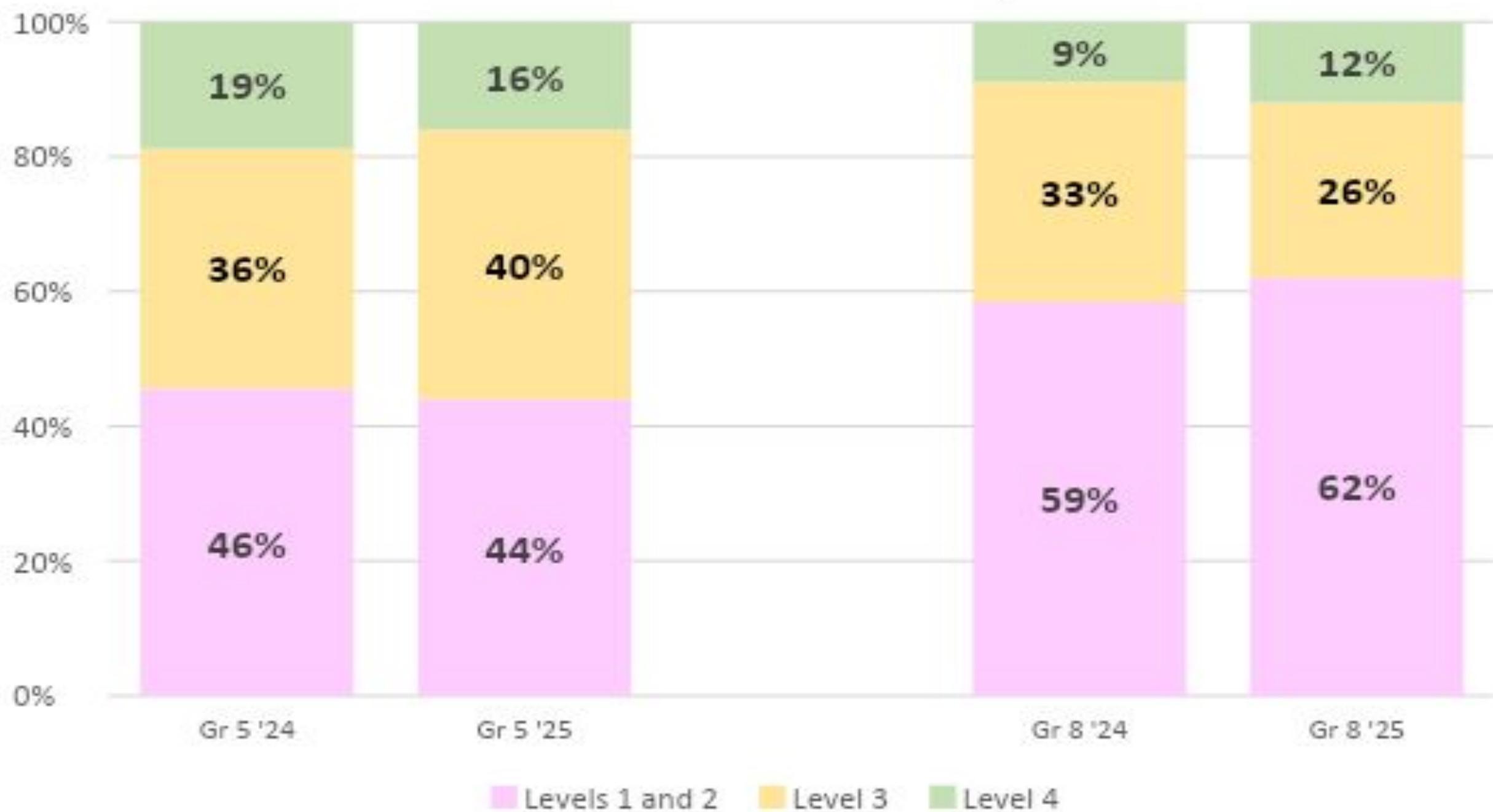
2024-2025 NJSLA Algebra 1 and Geometry Results District vs. State



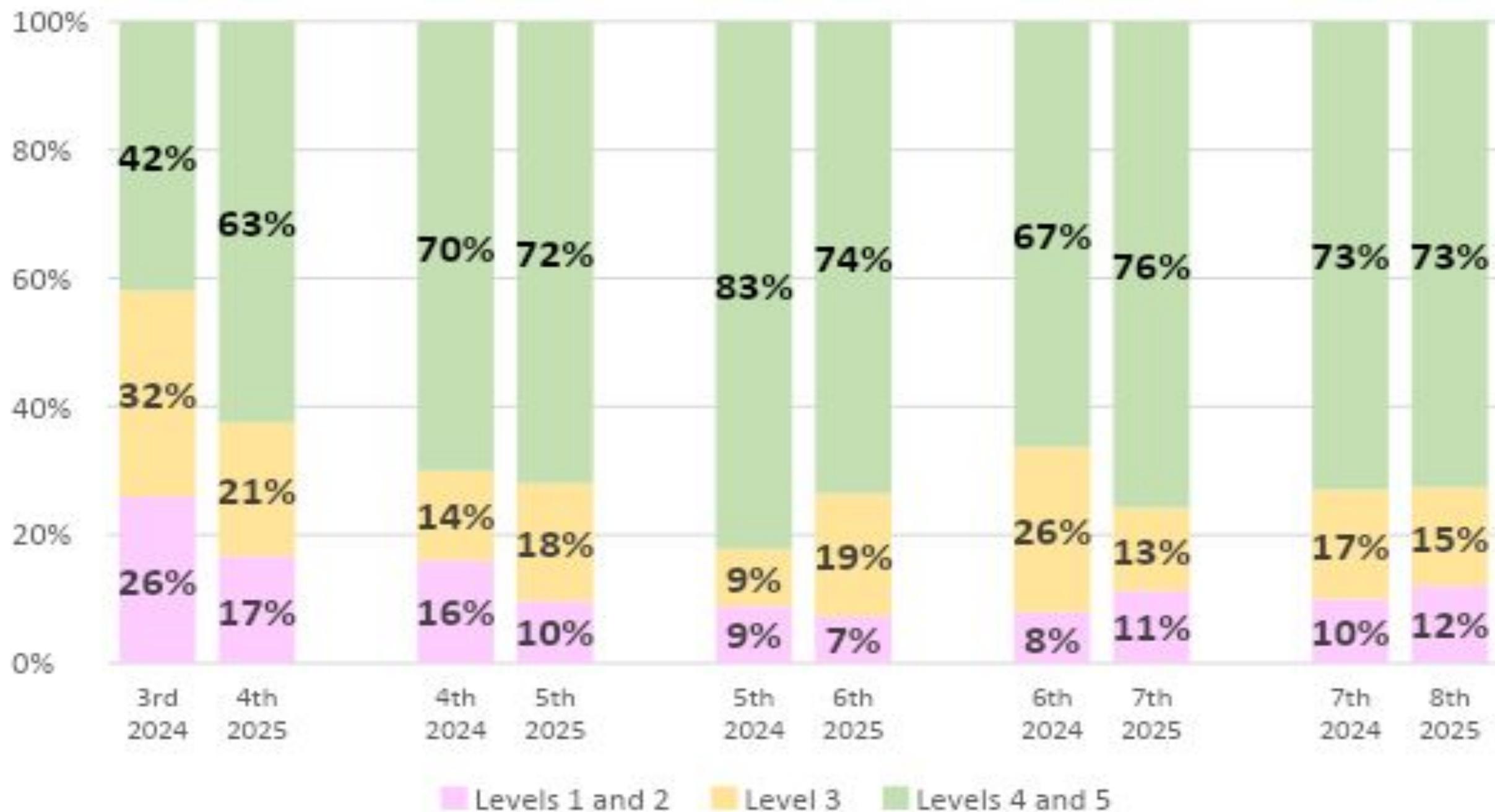
2024-2025 NJSLA Science Results District vs. State



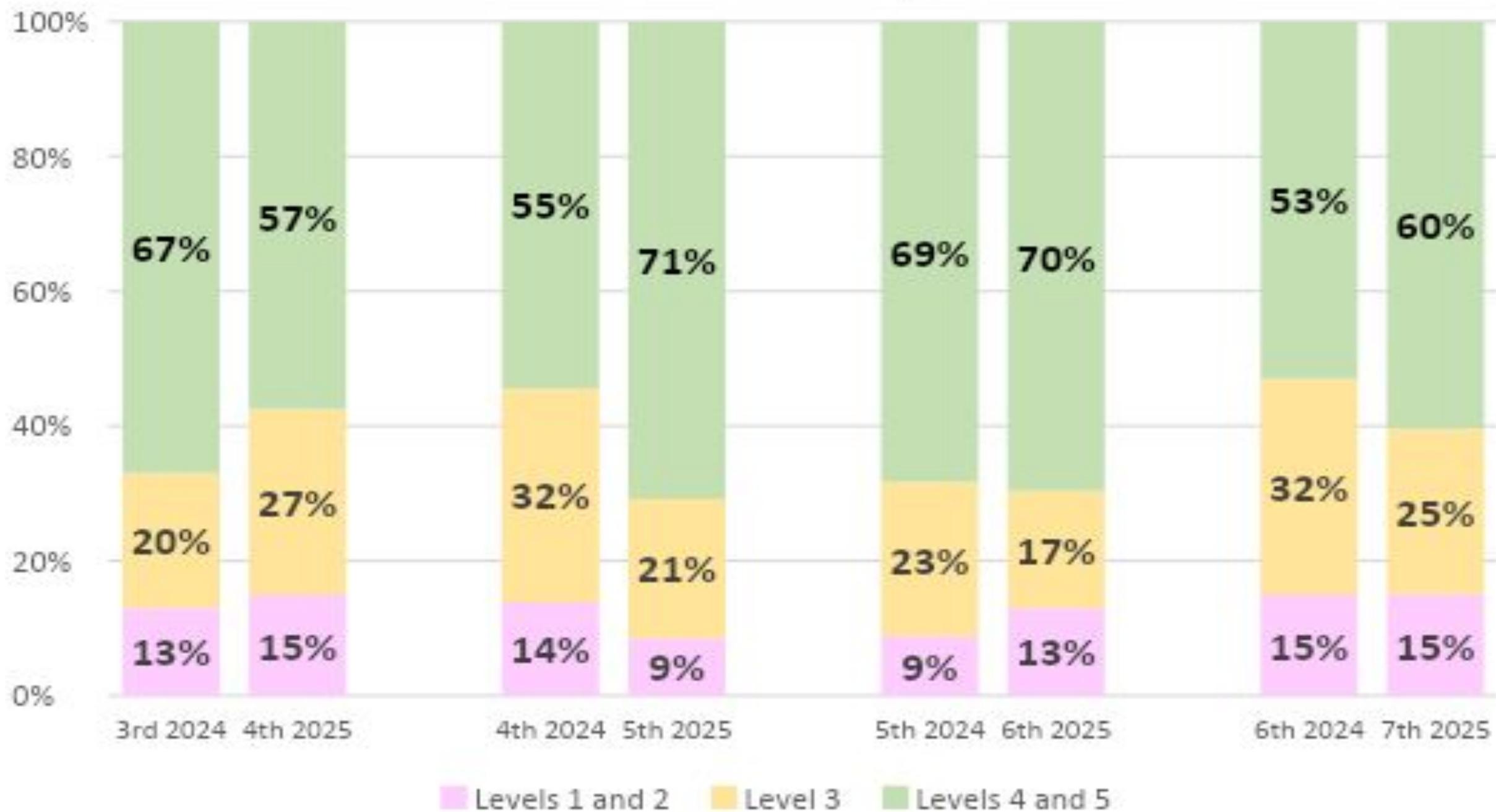
Grades 5 and 8 NJSLA District Science Results Comparison 2024 to 2025



NJSLA ELA Grade Level Cohorts Comparison 2024 to 2025



NJSLA Math Grade Level Cohorts Comparison 2024 to 2025





Grades 7 & 8 data

- Some students in grade 7 and grade 8 participated in the Algebra I assessment in place of the 7th or 8th grade Math assessment. Thus, Math 7 and Math 8 outcomes are not representative of grade 7 and 8 performance as a whole.
- Algebra 1, 2 and Geometry data
- Percentages may not total 100 due to rounding.





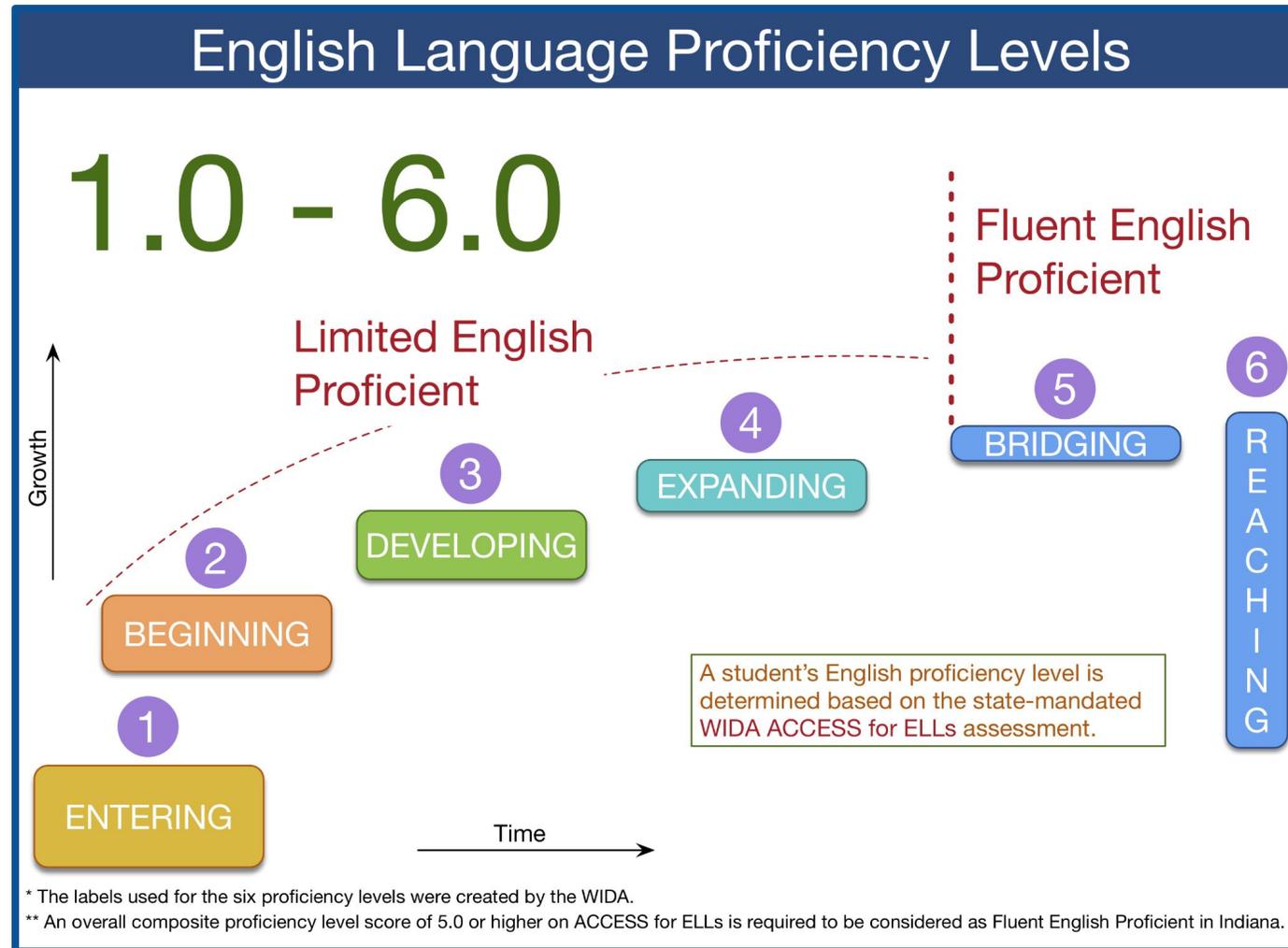
ACCESS for Multi-Lingual Learners



- **ACCESS for Multilingual Learners (MLs)**
 - Measures English Language Proficiency in four areas:
 - Reading, Writing, Listening, Speaking
 - Students must earn an overall score of a 4.5 on the 6-point proficiency levels to be considered for exiting from English as a Second Language (ESL) instruction and services.
 - Note: Given the small size of the relevant student population, if the reportable data for both assessments contains sample sizes of fewer than 9 students, it cannot be shared.



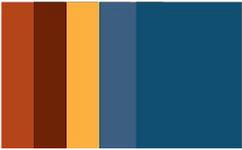
English Language Proficiency Levels



* The labels used for the six proficiency levels were created by the WIDA.

** An overall composite proficiency level score of 5.0 or higher on ACCESS for ELLs is required to be considered as Fluent English Proficient in Indiana.

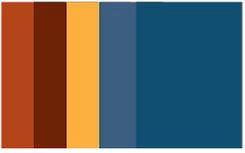




ACCESS for MLLs Overall Proficiency Levels



- 1 – Entering - Knows and uses minimal social language and minimal academic language with visual and graphic support.
- 2 – Emerging - Knows and uses some social English and general academic language with visual and graphic support.
- 3 – Developing - Knows and uses social English and some specific academic language with visual and graphic support.
- 4 – Expanding - Knows and uses social English and some technical academic language.
- 5 – Bridging - Knows and uses social and academic language working with grade level material.
- 6 – Reaching - Knows and uses social and academic language at the highest level measured by this test.



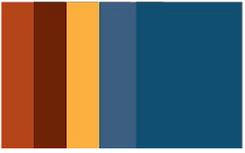
Dynamic Learning Maps (DLM)



- **Dynamic Learning Maps**

- Measure student proficiency in English Language Arts, Mathematics and Science.
- Assessment is for students with the most significant cognitive disabilities who do not take the NJSLA because they are being instructed on the Essential Elements, grade-specific expectations about what students with significant cognitive disabilities should know and be able to do, rather than the NJSLA.





Dynamic Learning Maps (DLM)



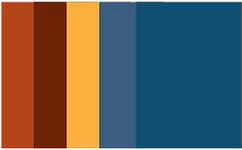
- **DLM (Dynamic Learning Maps)**
 - Results of the DLM are discussed at the student's annual review meeting, and the IEP team considers the information when writing learning goals and objectives and determining an individualized educational program.
 - Results can be used during discrete trial teaching, which involves breaking up larger tasks or goals into subskills or smaller components and teaching them individually and repeatedly to encourage skill acquisition.

Watchung Borough School 2025 - 2026 District Goals



- Implement new initiatives to enhance student achievement.
- Ensure systems are in place to identify and assist students who face academic challenges, fostering equity and access to learning.
- Foster student and staff engagement and positive culture.



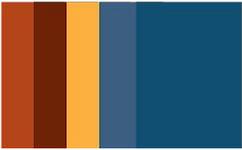


ACTION STEPS



■ The following areas are prioritized:

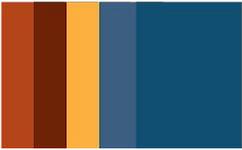
- Implementation of a fully revised **K-4 ELA curriculum**, resources, and associated professional development to more fully address a consistent approach across the five elementary grades, and transitioning to middle school without gaps or overlaps.
- Curriculum more closely aligned to **Science of Reading** research, best practices and state standards
- Major Content (Math) & Priority standards placed early & often in pacing guide
- Staff, grade level and team meetings focused on **consistent** teacher and student look fors across the district in the areas of ELA and Math.



ACTION STEPS



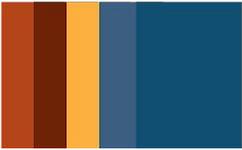
- Building and staff student growth **goals** are tied closely to NJSLA, iReady data & grade level common assessments.
- Administrators and teacher conduct an **analysis of iReady and NJSLA** standards reports to determine any patterns in performance with specific standards that should be proactively addressed within each building and grade level.
- Benchmark assessments (iReady, Dibels) are scheduled to **monitor growth and progress** during the school year.



ACTION STEPS



- **PLC/Team Meeting:** Staff review assessment data across the school year to monitor student growth and progress and make planning and instructional adjustments necessary to support students.
- VV & BB implemented Flex/WIN period to address a **Tiered System of Supports/RTI**
- Addition of Learning Support services (BB)
- Addition of Full-time MLL teacher at Bayberry



ACTION STEPS



- Federal grant monies and Youth Service grants are dedicated to the continued provision of **extended day** high frequency individual and small group **tutoring** supports for eligible students. Pursuit of Excellence
- Provide embedded opportunities for students to engage in assessment questions that address the unique demands of the NJSLA and specific New Jersey Student Learning Standards.



Enrichment Programs

- SOAR program/opportunities
- Coding opportunities in STEAM coding classes
- School-wide contests and opportunities (Spelling Bee, Science Fair, STEAM Family Night, writing contests, Visiting Author, etc.)
- Extension and enrichment activities/resources in the classroom
- Use of pre-assessment to differentiate instruction & provide “just right” challenge for all students

Academic Initiatives



After-School Clubs and Activities

- Community Outreach
- Student Council
- Peer Leaders
- Basketball
- Track and Field
- Softball/Baseball
- After School Sports
- Honor Band
- Select Choir
- Art Club
- Theater
- Basketball
- Soccer
- Math Club
- Adventure Club
- 3rd Grade Early Act Club
- Coding & Robotics
- 4th Grade Lunchtime Chess
- STEAM Club
- Environmental Club
- TREP\$ Club
- World Culture Club
- Yearbook Club
- Glee Club
- Garden Club





Professional Learning - Continued

- **Innovative Designs for Education (IDE) consultants**
 - Whole school training on best practices in Science of Reading, executive functioning and student achievement, meeting the needs of diverse learners, co-teaching.
 - Personalized coaching for teachers
- **Conquer Math Training for K-4 teachers. (Year 1 & 2)**



Professional Learning - Continued

● CentralReach LiftEd EDU

- LiftEd is a digital platform that syncs with Frontline IEP and assists staff in achieving and maintaining compliance with individual education plans
- Helps educational teams (staff and parents/guardians) make informed, data-based decisions
- Professional Development & Coaching Sessions from LiftEd for certificated and non-certificated staff in the Autism Program who use LiftEd

● The Master Teacher: ParaEducator Online Training-

- 100+ Self-Paced Courses Covering General Education and Special Education Environments
- Research-based Content
- Post-test Assessments at the end of each course
- Application Practice Scenarios

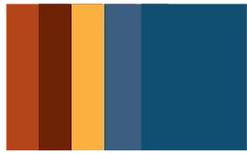
Academic Initiatives



Professional Learning, continued

- Crisis Prevention Institute Training: non-violent crisis intervention techniques
- On-site training for Marco Polo for Educators - PK
- Teaching Strategies Online PD for Preschool teachers (Creative Curriculum)
- Suicide Prevention Training (Empower)
- HMH Into Reading Implementation Training, coaching & support
- Savvas Envision Implementation Training, coaching & support
- Dibels (Dynamic Indicators of Basic Literacy Skills) training
- New Teacher training & support



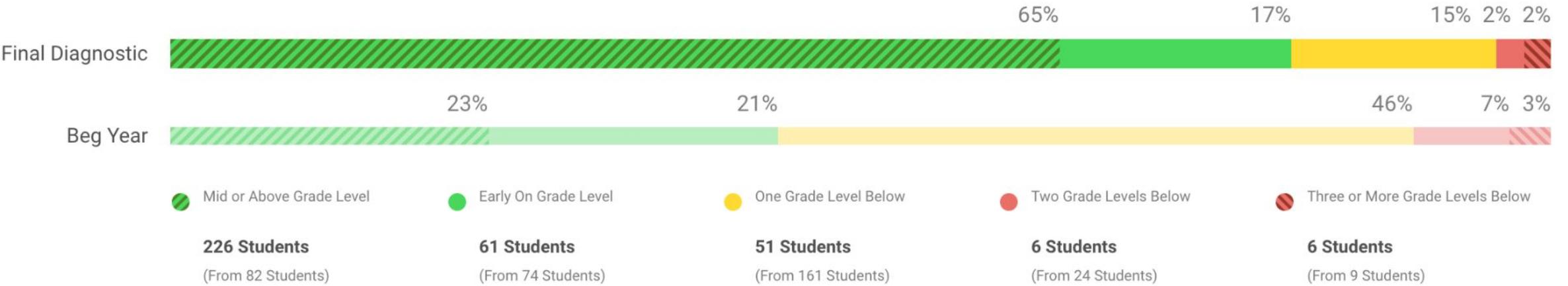


iReady 24-25: BB Reading



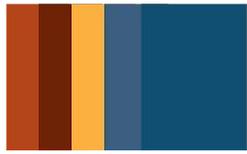
Overall Placement

Students Assessed/Total: 350/363



[i The Mapping Between 5-Level and 3-Level Placements](#)



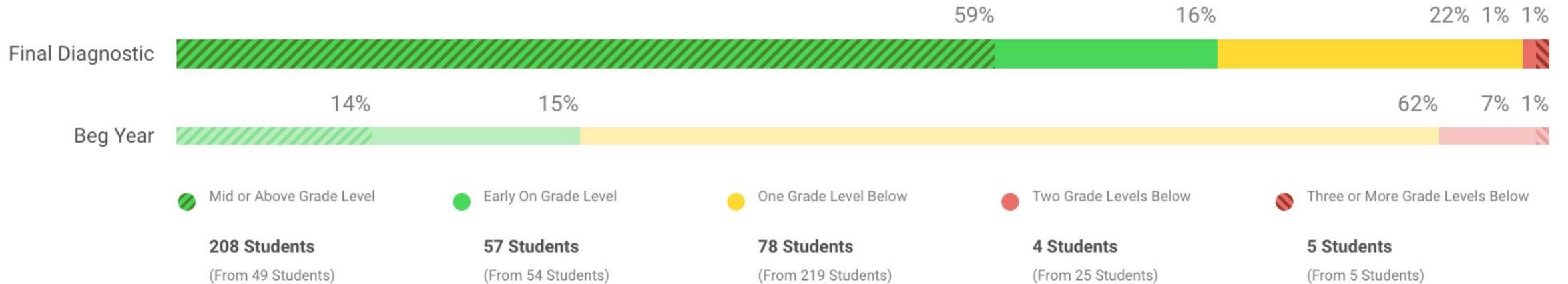


iReady 24-25: BB Math



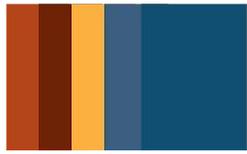
Overall Placement

Students Assessed/Total: 352/363



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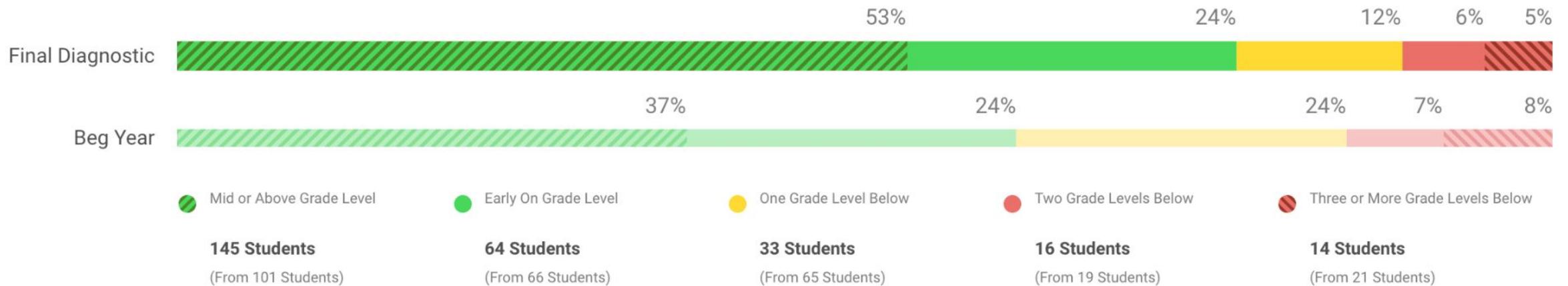


iReady 24-25: VV Reading



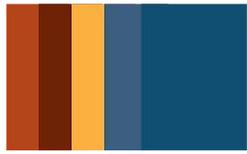
Overall Placement

Students Assessed/Total: 272/277



[i The Mapping Between 5-Level and 3-Level Placements](#)



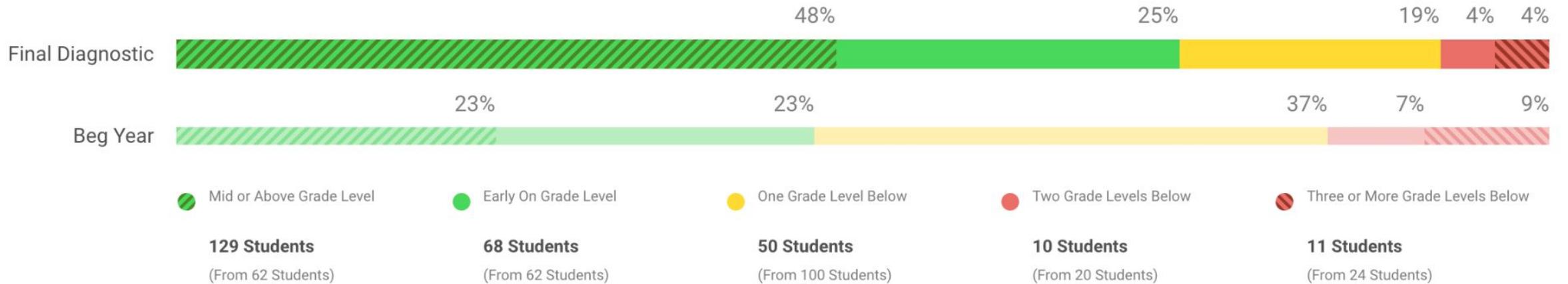


iReady 24-25: VV Math



Overall Placement

Students Assessed/Total: 268/277



[i The Mapping Between 5-Level and 3-Level Placements](#)



ELA 2025 - Grade 3

Performance by Demographic



Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	94,053	742	17,876	19.0%	15,044	16.0%	18,946	20.1%	34,802	37.0%	7,385	7.9%	42,187	44.9%
District	65	760	2	3.1%	5	7.7%	18	27.7%	36	55.4%	4	6.2%	40	61.5%
Gender														
Female	30	759	1	3.3%	2	6.7%	7	23.3%	19	63.3%	1	3.3%	20	66.7%
Male	35	760	1	2.9%	3	8.6%	11	31.4%	17	48.6%	3	8.6%	20	57.1%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native														
Asian	11	778	0	0.0%	0	0.0%	1	9.1%	8	72.7%	2	18.2%	10	90.9%
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	36	760	1	2.8%	2	5.6%	12	33.3%	19	52.8%	2	5.6%	21	58.3%
Two or more races														
Not Indicated														
Economic Disadvantage														
No	64	760	2	3.1%	5	7.8%	17	26.6%	36	56.3%	4	6.3%	40	62.5%
Yes														
Students with Disabilities														
IEP - Yes														
IEP - No	57	765	0	0.0%	3	5.3%	16	28.1%	34	59.6%	4	7.0%	38	66.7%
504	11	762	0	0.0%	1	9.1%	3	27.3%	6	54.5%	1	9.1%	7	63.6%
Multilingual Learner														
No	62	760	2	3.2%	5	8.1%	17	27.4%	34	54.8%	4	6.5%	38	61.3%
Yes														
Migrant														
No	65	760	2	3.1%	5	7.7%	18	27.7%	36	55.4%	4	6.2%	40	61.5%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



Math 2025 - Grade 3

Performance by Demographic



Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	95,272	748	9,795	10.3%	15,422	16.2%	22,674	23.8%	35,230	37.0%	12,151	12.8%	47,381	49.7%
District	65	776	1	1.5%	1	1.5%	10	15.4%	33	50.8%	20	30.8%	53	81.5%
Gender														
Female	30	768	1	3.3%	1	3.3%	6	20.0%	15	50.0%	7	23.3%	22	73.3%
Male	35	782	0	0.0%	0	0.0%	4	11.4%	18	51.4%	13	37.1%	31	88.6%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native														
Asian	11	785	0	0.0%	0	0.0%	2	18.2%	4	36.4%	5	45.5%	9	81.8%
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	36	780	0	0.0%	0	0.0%	4	11.1%	20	55.6%	12	33.3%	32	88.9%
Two or more races														
Not Indicated														
Economic Disadvantage														
No	64	777	1	1.6%	1	1.6%	9	14.1%	33	51.6%	20	31.3%	53	82.8%
Yes														
Students with Disabilities														
IEP - Yes														
IEP - No	57	780	0	0.0%	1	1.8%	8	14.0%	29	50.9%	19	33.3%	48	84.2%
504	11	784	0	0.0%	0	0.0%	3	27.3%	3	27.3%	5	45.5%	8	72.7%
Multilingual Learner														
No	62	777	1	1.6%	1	1.6%	9	14.5%	31	50.0%	20	32.3%	51	82.3%
Yes														
Migrant														
No	65	776	1	1.5%	1	1.5%	10	15.4%	33	50.8%	20	30.8%	53	81.5%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ELA 2025 - Grade 4

Performance by Demographic



Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	93,576	749	12,705	13.6%	12,380	13.2%	18,388	19.7%	35,357	37.8%	14,746	15.8%	50,103	53.5%
District	72	758	2	2.8%	10	13.9%	15	20.8%	35	48.6%	10	13.9%	45	62.5%
Gender														
Female	34	765	1	2.9%	4	11.8%	2	5.9%	22	64.7%	5	14.7%	27	79.4%
Male	38	752	1	2.6%	6	15.8%	13	34.2%	13	34.2%	5	13.2%	18	47.4%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	13	739	1	7.7%	4	30.8%	3	23.1%	4	30.8%	1	7.7%	5	38.5%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	17	768	0	0.0%	2	11.8%	5	29.4%	5	29.4%	5	29.4%	10	58.8%
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	35	759	1	2.9%	3	8.6%	6	17.1%	23	65.7%	2	5.7%	25	71.4%
Two or more races														
Not Indicated														
Economic Disadvantage														
No	71	758	2	2.8%	10	14.1%	15	21.1%	34	47.9%	10	14.1%	44	62.0%
Yes														
Students with Disabilities														
IEP - Yes	10	735	2	20.0%	1	10.0%	5	50.0%	1	10.0%	1	10.0%	2	20.0%
IEP - No	62	762	0	0.0%	9	14.5%	10	16.1%	34	54.8%	9	14.5%	43	69.4%
504														
Multilingual Learner														
No	68	761	2	2.9%	7	10.3%	14	20.6%	35	51.5%	10	14.7%	45	66.2%
Yes														
Migrant														
No	72	758	2	2.8%	10	13.9%	15	20.8%	35	48.6%	10	13.9%	45	62.5%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



Math 2025 - Grade 4 Performance by Demographic



SCHOOL PERFORMANCE LEVEL SUMMARY

Grade 4



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

BAYBERRY SCHOOL
WATCHUNG BOROUGH SCHOOL DISTRICT
NEW JERSEY

SPRING 2025

MATHEMATICS

Grade 4 Assessment, 2024–2025

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	94,868	746	8,930	9.4%	18,308	19.3%	23,307	24.6%	36,984	39.0%	7,339	7.7%	44,323	46.7%
District	73	755	2	2.7%	9	12.3%	20	27.4%	37	50.7%	5	6.8%	42	57.5%
School	73	755	2	2.7%	9	12.3%	20	27.4%	37	50.7%	5	6.8%	42	57.5%
Gender														
Female	34	754	1	2.9%	4	11.8%	10	29.4%	16	47.1%	3	8.8%	19	55.9%
Male	39	755	1	2.6%	5	12.8%	10	25.6%	21	53.8%	2	5.1%	23	59.0%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	13	742	1	7.7%	4	30.8%	2	15.4%	6	46.2%	0	0.0%	6	46.2%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	17	766	0	0.0%	2	11.8%	4	23.5%	8	47.1%	3	17.6%	11	64.7%
Black or African-American	4	762	0	0.0%	0	0.0%	2	50.0%	2	50.0%	0	0.0%	2	50.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	36	753	1	2.8%	3	8.3%	11	30.6%	19	52.8%	2	5.6%	21	58.3%
Two or more races	3	758	0	0.0%	0	0.0%	1	33.3%	2	66.7%	0	0.0%	2	66.7%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	72	755	2	2.8%	9	12.5%	20	27.8%	36	50.0%	5	6.9%	41	56.9%
Yes	1	771	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Students with Disabilities														
IEP - Yes	10	737	1	10.0%	2	20.0%	5	50.0%	1	10.0%	1	10.0%	2	20.0%
IEP - No	63	758	1	1.6%	7	11.1%	15	23.8%	36	57.1%	4	6.3%	40	63.5%
504	7	739	1	14.3%	0	0.0%	4	57.1%	2	28.6%	0	0.0%	2	28.6%



ELA 2025 - Grade 5

Performance by Demographic



Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	95,157	750	12,546	13.2%	12,615	13.3%	19,771	20.8%	39,433	41.4%	10,792	11.3%	50,225	52.8%
District	82	769	1	1.2%	7	8.5%	15	18.3%	45	54.9%	14	17.1%	58	72.0%
School	82	769	1	1.2%	7	8.5%	15	18.3%	45	54.9%	14	17.1%	58	72.0%
Gender														
Female	42	772	1	2.4%	1	2.4%	8	19.0%	24	57.1%	8	19.0%	32	76.2%
Male	40	766	0	0.0%	6	15.0%	7	17.5%	21	52.5%	6	15.0%	27	67.5%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	10	754	0	0.0%	1	10.0%	5	50.0%	3	30.0%	1	10.0%	4	40.0%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	16	777	0	0.0%	2	12.5%	2	12.5%	7	43.8%	5	31.3%	12	75.0%
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	44	772	0	0.0%	3	6.8%	5	11.4%	31	70.5%	5	11.4%	36	81.8%
Two or more races														
Not Indicated														
Economic Disadvantage														
No	81	769	1	1.2%	7	8.6%	15	18.5%	45	55.6%	13	16.0%	58	71.6%
Yes														
Students with Disabilities														
IEP - Yes	11	740	1	9.1%	1	9.1%	7	63.6%	2	18.2%	0	0.0%	2	18.2%
IEP - No	71	774	0	0.0%	6	8.5%	8	11.3%	43	60.6%	14	19.7%	57	80.3%
504	12	765	0	0.0%	2	16.7%	1	8.3%	9	75.0%	0	0.0%	9	75.0%
Multilingual Learner														
No	76	772	1	1.3%	4	5.3%	13	17.1%	44	57.9%	14	18.4%	58	76.3%
Yes														
Migrant														
No	82	769	1	1.2%	7	8.5%	15	18.3%	45	54.9%	14	17.1%	58	72.0%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



Math 2025 - Grade 5 Performance by Demographic



	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations		
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations				
			#	%	#	%	#	%	#	%	#	%	#	%	
Purpose: This report describes group achievement in terms of average scale scores and performance levels.															
State	96,348	745	10,581	11.0%	17,793	18.5%	25,384	26.3%	32,818	34.1%	9,772	10.1%	42,590	44.2%	
District	82	766	1	1.2%	6	7.3%	17	20.7%	39	47.6%	19	23.2%	58	70.7%	
Gender															
Female	42	761	1	2.4%	3	7.1%	11	26.2%	21	50.0%	6	14.3%	27	64.3%	
Male	40	772	0	0.0%	3	7.5%	6	15.0%	18	45.0%	13	32.5%	31	77.5%	
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Ethnicity/Race															
Hispanic or Latino	10	762	0	0.0%	2	20.0%	3	30.0%	3	30.0%	2	20.0%	5	50.0%	
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Asian	16	784	0	0.0%	0	0.0%	3	18.8%	6	37.5%	7	43.8%	13	81.3%	
Black or African-American	7	745	1	14.3%	1	14.3%	1	14.3%	3	42.9%	1	14.3%	4	57.1%	
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
White	44	762	0	0.0%	3	6.8%	10	22.7%	25	56.8%	6	13.6%	31	70.5%	
Two or more races															
Not Indicated															
Economic Disadvantage															
No	81	767	1	1.2%	6	7.4%	17	21.0%	38	46.9%	19	23.5%	57	70.4%	
Yes															
Students with Disabilities															
IEP - Yes	11	744	1	9.1%	0	0.0%	7	63.6%	2	18.2%	1	9.1%	3	27.3%	
IEP - No	71	770	0	0.0%	6	8.5%	10	14.1%	37	52.1%	18	25.4%	55	77.5%	
504	12	756	0	0.0%	3	25.0%	2	16.7%	6	50.0%	1	8.3%	7	58.3%	
Multilingual Learner															
No	76	769	1	1.3%	4	5.3%	14	18.4%	38	50.0%	19	25.0%	57	75.0%	
Yes															
Migrant															
No	82	766	1	1.2%	6	7.3%	17	20.7%	39	47.6%	19	23.2%	58	70.7%	
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	



ELA 2025 - Grade 6

Performance by Demographic



Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	95,747	751	10,162	10.6%	12,160	12.7%	19,712	20.6%	39,632	41.4%	14,081	14.7%	53,713	56.1%
District	68	765	0	0.0%	5	7.4%	13	19.1%	40	58.8%	10	14.7%	50	73.5%
Gender														
Female	38	765	0	0.0%	3	7.9%	9	23.7%	19	50.0%	7	18.4%	26	68.4%
Male	30	765	0	0.0%	2	6.7%	4	13.3%	21	70.0%	3	10.0%	24	80.0%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	10	747	0	0.0%	1	10.0%	5	50.0%	3	30.0%	1	10.0%	4	40.0%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	18	771	0	0.0%	1	5.6%	1	5.6%	14	77.8%	2	11.1%	16	88.9%
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	28	767	0	0.0%	2	7.1%	5	17.9%	15	53.6%	6	21.4%	21	75.0%
Two or more races														
Not Indicated														
Economic Disadvantage														
No	68	765	0	0.0%	5	7.4%	13	19.1%	40	58.8%	10	14.7%	50	73.5%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes														
IEP - No	64	767	0	0.0%	2	3.1%	13	20.3%	39	60.9%	10	15.6%	49	76.6%
504														
Multilingual Learner														
No	66	765	0	0.0%	5	7.6%	12	18.2%	39	59.1%	10	15.2%	49	74.2%
Yes														
Migrant														
No	68	765	0	0.0%	5	7.4%	13	19.1%	40	58.8%	10	14.7%	50	73.5%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



Math 2025 - Grade 6

Performance by Demographic



	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	96,917	740	10,981	11.3%	22,007	22.7%	25,398	26.2%	30,031	31.0%	8,500	8.8%	38,531	39.8%
District	69	764	0	0.0%	9	13.0%	12	17.4%	28	40.6%	20	29.0%	48	69.6%
Gender														
Female	39	760	0	0.0%	6	15.4%	9	23.1%	14	35.9%	10	25.6%	24	61.5%
Male	30	770	0	0.0%	3	10.0%	3	10.0%	14	46.7%	10	33.3%	24	80.0%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	11	741	0	0.0%	5	45.5%	2	18.2%	2	18.2%	2	18.2%	4	36.4%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	18	774	0	0.0%	1	5.6%	3	16.7%	8	44.4%	6	33.3%	14	77.8%
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	28	766	0	0.0%	1	3.6%	6	21.4%	14	50.0%	7	25.0%	21	75.0%
Two or more races														
Not Indicated														
Economic Disadvantage														
No	69	764	0	0.0%	9	13.0%	12	17.4%	28	40.6%	20	29.0%	48	69.6%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes														
IEP - No	65	766	0	0.0%	7	10.8%	11	16.9%	28	43.1%	19	29.2%	47	72.3%
504														
Multilingual Learner														
No	66	766	0	0.0%	7	10.6%	11	16.7%	28	42.4%	20	30.3%	48	72.7%
Yes														
Migrant														
No	69	764	0	0.0%	9	13.0%	12	17.4%	28	40.6%	20	29.0%	48	69.6%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ELA 2025 - Grade 7

Performance by Demographic



Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	96,926	754	11,902	12.3%	10,868	11.2%	18,879	19.5%	30,961	31.9%	24,316	25.1%	55,277	57.0%
District	62	775	2	3.2%	5	8.1%	8	12.9%	17	27.4%	30	48.4%	47	75.8%
Gender														
Female	32	784	1	3.1%	1	3.1%	4	12.5%	6	18.8%	20	62.5%	26	81.3%
Male	30	766	1	3.3%	4	13.3%	4	13.3%	11	36.7%	10	33.3%	21	70.0%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	10	732	2	20.0%	2	20.0%	1	10.0%	4	40.0%	1	10.0%	5	50.0%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	14	801	0	0.0%	0	0.0%	1	7.1%	2	14.3%	11	78.6%	13	92.9%
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	30	780	0	0.0%	3	10.0%	4	13.3%	7	23.3%	16	53.3%	23	76.7%
Two or more races														
Not Indicated														
Economic Disadvantage														
No	62	775	2	3.2%	5	8.1%	8	12.9%	17	27.4%	30	48.4%	47	75.8%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes	9	732	1	11.1%	3	33.3%	1	11.1%	4	44.4%	0	0.0%	4	44.4%
IEP - No	53	782	1	1.9%	2	3.8%	7	13.2%	13	24.5%	30	56.6%	43	81.1%
504														
Multilingual Learner														
No	61	777	1	1.6%	5	8.2%	8	13.1%	17	27.9%	30	49.2%	47	77.0%
Yes														
Migrant														
No	62	775	2	3.2%	5	8.1%	8	12.9%	17	27.4%	30	48.4%	47	75.8%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



Math 2025 - Grade 7

Performance by Demographic



Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	92,818	740	9,560	10.3%	19,032	20.5%	28,277	30.5%	29,290	31.6%	6,659	7.2%	35,949	38.7%
District	53	753	2	3.8%	6	11.3%	13	24.5%	26	49.1%	6	11.3%	32	60.4%
Gender														
Female	30	761	0	0.0%	4	13.3%	5	16.7%	16	53.3%	5	16.7%	21	70.0%
Male	23	743	2	8.7%	2	8.7%	8	34.8%	10	43.5%	1	4.3%	11	47.8%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	10	727	2	20.0%	1	10.0%	6	60.0%	1	10.0%	0	0.0%	1	10.0%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	9	771	0	0.0%	0	0.0%	0	0.0%	7	77.8%	2	22.2%	9	100.0%
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	26	758	0	0.0%	4	15.4%	5	19.2%	13	50.0%	4	15.4%	17	65.4%
Two or more races														
Not Indicated														
Economic Disadvantage														
No	53	753	2	3.8%	6	11.3%	13	24.5%	26	49.1%	6	11.3%	32	60.4%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes	9	732	1	11.1%	3	33.3%	2	22.2%	3	33.3%	0	0.0%	3	33.3%
IEP - No	44	758	1	2.3%	3	6.8%	11	25.0%	23	52.3%	6	13.6%	29	65.9%
504														
Multilingual Learner														
No	52	754	1	1.9%	6	11.5%	13	25.0%	26	50.0%	6	11.5%	32	61.5%
Yes	1	693	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	53	753	2	3.8%	6	11.3%	13	24.5%	26	49.1%	6	11.3%	32	60.4%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ELA 2025 - Grade 8

Performance by Demographic



Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	98,336	755	12,665	12.9%	11,726	11.9%	17,794	18.1%	35,817	36.4%	20,334	20.7%	56,151	57.1%
District	66	769	3	4.5%	5	7.6%	10	15.2%	32	48.5%	16	24.2%	48	72.7%
Gender														
Female	31	774	0	0.0%	3	9.7%	6	19.4%	13	41.9%	9	29.0%	22	71.0%
Male	35	764	3	8.6%	2	5.7%	4	11.4%	19	54.3%	7	20.0%	26	74.3%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	11	755	1	9.1%	1	9.1%	3	27.3%	5	45.5%	1	9.1%	6	54.5%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	34	759	2	5.9%	2	5.9%	6	17.6%	20	58.8%	4	11.8%	24	70.6%
Two or more races														
Not Indicated														
Economic Disadvantage														
No	66	769	3	4.5%	5	7.6%	10	15.2%	32	48.5%	16	24.2%	48	72.7%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes	10	717	3	30.0%	2	20.0%	2	20.0%	3	30.0%	0	0.0%	3	30.0%
IEP - No	56	778	0	0.0%	3	5.4%	8	14.3%	29	51.8%	16	28.6%	45	80.4%
504														
Multilingual Learner														
No	65	769	3	4.6%	4	6.2%	10	15.4%	32	49.2%	16	24.6%	48	73.8%
Yes														
Migrant														
No	66	769	3	4.5%	5	7.6%	10	15.2%	32	48.5%	16	24.2%	48	72.7%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



Math 2025 - Grade 8 Performance by Demographic



Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	66,294	720	20,032	30.2%	17,617	26.6%	14,934	22.5%	12,973	19.6%	738	1.1%	13,711	20.7%
District	47	739	8	17.0%	9	19.1%	11	23.4%	17	36.2%	2	4.3%	19	40.4%
Gender														
Female	25	737	4	16.0%	6	24.0%	6	24.0%	8	32.0%	1	4.0%	9	36.0%
Male	22	740	4	18.2%	3	13.6%	5	22.7%	9	40.9%	1	4.5%	10	45.5%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	10	736	1	10.0%	3	30.0%	2	20.0%	3	30.0%	1	10.0%	4	40.0%
American Indian or Alaska Native														
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	27	732	7	25.9%	5	18.5%	5	18.5%	9	33.3%	1	3.7%	10	37.0%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	47	739	8	17.0%	9	19.1%	11	23.4%	17	36.2%	2	4.3%	19	40.4%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes	10	716	5	50.0%	1	10.0%	2	20.0%	2	20.0%	0	0.0%	2	20.0%
IEP - No	37	745	3	8.1%	8	21.6%	9	24.3%	15	40.5%	2	5.4%	17	45.9%
504	7	725	1	14.3%	3	42.9%	1	14.3%	2	28.6%	0	0.0%	2	28.6%
Multilingual Learner														
No	46	740	7	15.2%	9	19.6%	11	23.9%	17	37.0%	2	4.3%	19	41.3%
Yes														
Migrant														
No	47	739	8	17.0%	9	19.1%	11	23.4%	17	36.2%	2	4.3%	19	40.4%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



Math 2025 - Algebra 1

Performance by Demographic



	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	103,037	741	13,494	13.1%	26,579	25.8%	23,880	23.2%	32,277	31.3%	6,807	6.6%	39,084	37.9%
District	20	806	0	0.0%	0	0.0%	0	0.0%	9	45.0%	11	55.0%	20	100.0%
Gender														
Female														
Male	15	805	0	0.0%	0	0.0%	0	0.0%	7	46.7%	8	53.3%	15	100.0%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native														
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	9	803	0	0.0%	0	0.0%	0	0.0%	5	55.6%	4	44.4%	9	100.0%
Two or more races														
Not Indicated														
Economic Disadvantage														
No	20	806	0	0.0%	0	0.0%	0	0.0%	9	45.0%	11	55.0%	20	100.0%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
IEP - No	20	806	0	0.0%	0	0.0%	0	0.0%	9	45.0%	11	55.0%	20	100.0%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Multilingual Learner														
No	20	806	0	0.0%	0	0.0%	0	0.0%	9	45.0%	11	55.0%	20	100.0%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	20	806	0	0.0%	0	0.0%	0	0.0%	9	45.0%	11	55.0%	20	100.0%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



Math 2025 - Geometry Performance by Demographic



Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	30,110	751	1,041	3.5%	3,727	12.4%	8,466	28.1%	13,314	44.2%	3,562	11.8%	16,876	56.0%
District	5	790	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	100.0%	5	100.0%
Gender														
Female														
Male														
Non-Binary/Undesignated														
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native														
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White														
Two or more races														
Not Indicated														
Economic Disadvantage														
No														
Yes														
Students with Disabilities														
IEP - Yes														
IEP - No														
504														
Multilingual Learner														
No														
Yes														
Migrant														
No														
Yes														



Science 2025 - Grade 5 Performance by Demographic



Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Total Number of Student Records	No Scores Reported	Number of Students with Valid Scores	Average Scale Score	Performance Levels								≥ Level 3	
					Level 1 Below Proficient		Level 2 Near Proficiency		Level 3 Proficient		Level 4 Advanced Proficiency			
					#	%	#	%	#	%	#	%	#	%
State	97,710	1,495	96,215	173	29,419	30.6%	37,830	39.3%	21,340	22.2%	7,626	7.9%	28,966	30.1%
District	82	0	82	204	5	6.1%	31	37.8%	33	40.2%	13	15.9%	46	56.1%
Gender														
Female	42	0	42	198	3	7.1%	18	42.9%	18	42.9%	3	7.1%	21	50.0%
Male	40	0	40	210	2	5.0%	13	32.5%	15	37.5%	10	25.0%	25	62.5%
Non-Binary/Undesignated	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	10	0	10	186	1	10.0%	4	40.0%	5	50.0%	0	0.0%	5	50.0%
American Indian or Alaska Native	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	16	0	16	211	0	0.0%	6	37.5%	6	37.5%	4	25.0%	10	62.5%
Black or African-American														57.1%
Native Hawaiian or Other Pacific Islander														0.0%
White	44	0	44	206	1	2.3%	19	43.2%	18	40.9%	6	13.6%	24	54.5%
Two or more races														0.0%
Not Indicated														0.0%
Students with Disabilities														
IEP - Yes	11	0	11	179	2	18.2%	6	54.5%	3	27.3%	0	0.0%	3	27.3%
504	12	0	12	206	1	8.3%	3	25.0%	6	50.0%	2	16.7%	8	66.7%
Multilingual Learner														
Current ML														
Former ML														
Other														
Economically Disadvantaged														
Non-Economically Disadvantaged	81	0	81	204	5	6.2%	31	38.3%	32	39.5%	13	16.0%	45	55.6%
Homeless	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

For more information see the Score Interpretation Guide at www.measinc.com/nj/science.



Science 2025 - Grade 8 Performance by Demographic

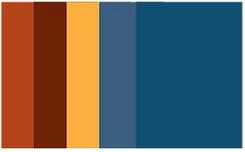


Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Total Number of Student Records	No Scores Reported	Number of Students with Valid Scores	Average Scale Score	Performance Levels								≥ Level 3	
					Level 1 Below Proficient		Level 2 Near Proficiency		Level 3 Proficient		Level 4 Advanced Proficiency			
					#	%	#	%	#	%	#	%	#	%
State	101,404	2,185	99,219	166	33,516	33.8%	46,841	47.2%	14,031	14.1%	4,831	4.9%	18,862	19.0%
District	66	0	66	187	8	12.1%	33	50.0%	17	25.8%	8	12.1%	25	37.9%
Gender														
Female	31	0	31	188	3	9.7%	18	58.1%	6	19.4%	4	12.9%	10	32.3%
Male	35	0	35	186	5	14.3%	15	42.9%	11	31.4%	4	11.4%	15	42.9%
Non-Binary/Undesignated	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	11	0	11	179	2	18.2%	6	54.5%	3	27.3%	0	0.0%	3	27.3%
American Indian or Alaska Native	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	34	0	34	177	6	17.6%	19	55.9%	8	23.5%	1	2.9%	9	26.5%
Two or more races														
Not Indicated														
Students with Disabilities														
IEP - Yes														
504														
Multilingual Learner														
Current ML														
Former ML														
Other														
Economically Disadvantaged	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Non-Economically Disadvantaged	66	0	66	187	8	12.1%	33	50.0%	17	25.8%	8	12.1%	25	37.9%
Homeless	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

For more information see the Score Interpretation Guide at www.measinc.com/nj/science.





2026 State Assessments



Field Test - November 12 and 13, 2025

ACCESS February 2 - March 27, 2026

Make-Up: March 30 - April 3, 2026

DLM April 7 - May 23, 2026

Makeup: May 27 - May 30, 2026

NJSLA ELA / Math TESTING WINDOW - 4/27/26 to 5/22/26

Make-Up: May 26 - May 29, 2026

NJSLA Science TESTING WINDOW - 4/27/25 to 5/22/25

Make-Up: May 26 - May 29, 2025



Questions?

