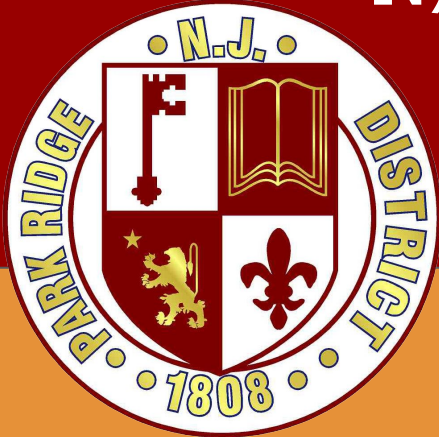


New Jersey State Assessment Results

NJSLA/DLM Spring 2025 Administration

Presented October 14, 2025



Park Ridge School District
Park Ridge, NJ

Test Scores are only a Part of the Park Ridge Story



NJSLA Overview

- The NJSLA was first administered in 2019 (through 2025)
- Replaced the PARCC exam
- Students take NJSLA in the following grades/subjects:
 - ELA in grades 3-9
 - Math in grades 3-8, and also Algebra I, Algebra II, and Geometry
 - Science in grades 5, 8, and 11
- Statewide testing takes 180 minutes for ELA (150 for Grade 3), 180 minutes for Math, and 180 minutes for Science (240 minutes for Grade 11)
- The NJSLA is a snapshot of learning which attempts to measure New Jersey Student Learning Standards

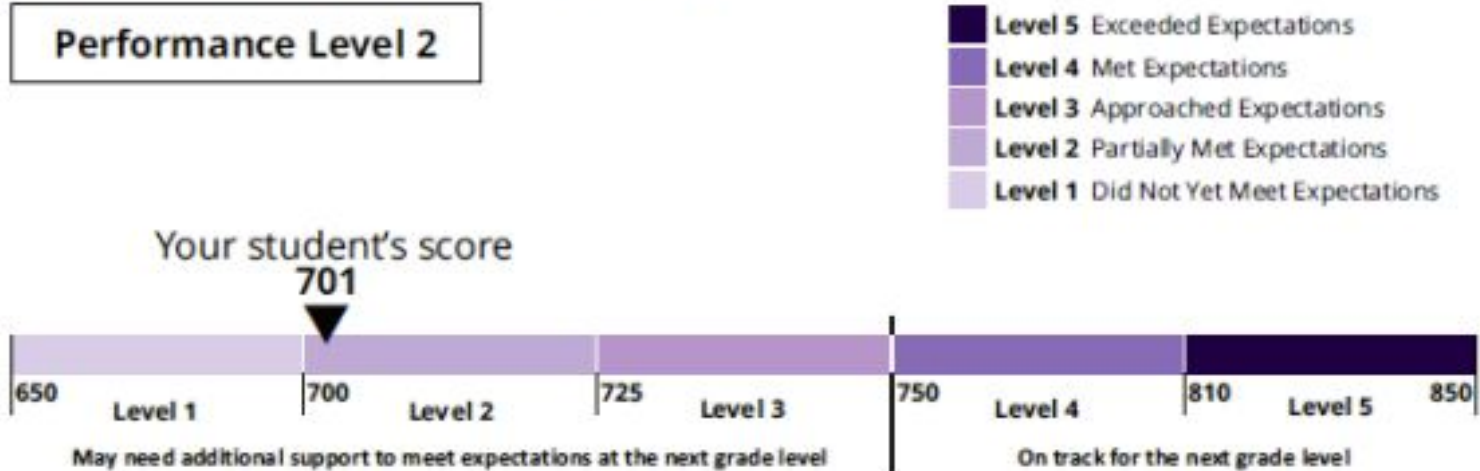
Park Ridge District Testing Rates

ELA03	86/86(100%)	MAT03	86/86(100%)	SCI05	100/106(94.3%)
ELA04	104/108(96.3%)	MAT04	105/109(96.3%)	SCI08	106/108 (98.2%)
ELA05	98/103(95.1%)	MAT05	100/105(95.2%)	SCI11	87/88 (98.9%)
ELA06	89/90(98.9%)	MAT06	89/90(98.9%)		
ELA07	60/61(98.4%)	MAT07	59/61(96.7%)		
ELA08	107/108(99.1%)	MAT08	49/51(96.1%)		
ELA09	66/66(100%)	ALG01	81/81(100%)		
		ALG02*	<10		
		GEO	38/38(100%)		

Understanding the scores - ELA/Math

How Did FIRSTNAME Perform Overall?

Performance Level 2



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>.

Understanding the scores - Science

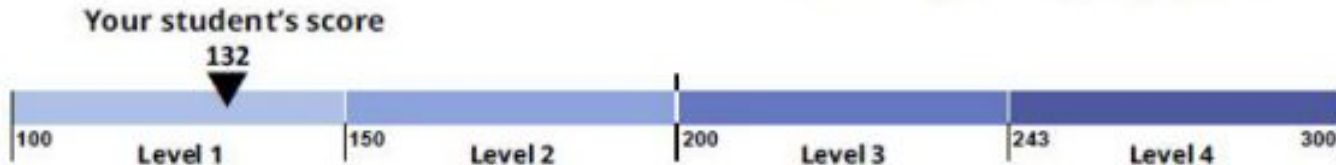
How did **FIRSTNAME001** perform on the NJSLA-S?

Your student's score: **132**

Performance: **Level 1**

Below Proficient

- Level 4** (243 – 300) Advanced Proficiency
- Level 3** (200 – 242) Proficient
- Level 2** (150 – 199) Near Proficiency
- Level 1** (100 – 149) Below Proficient



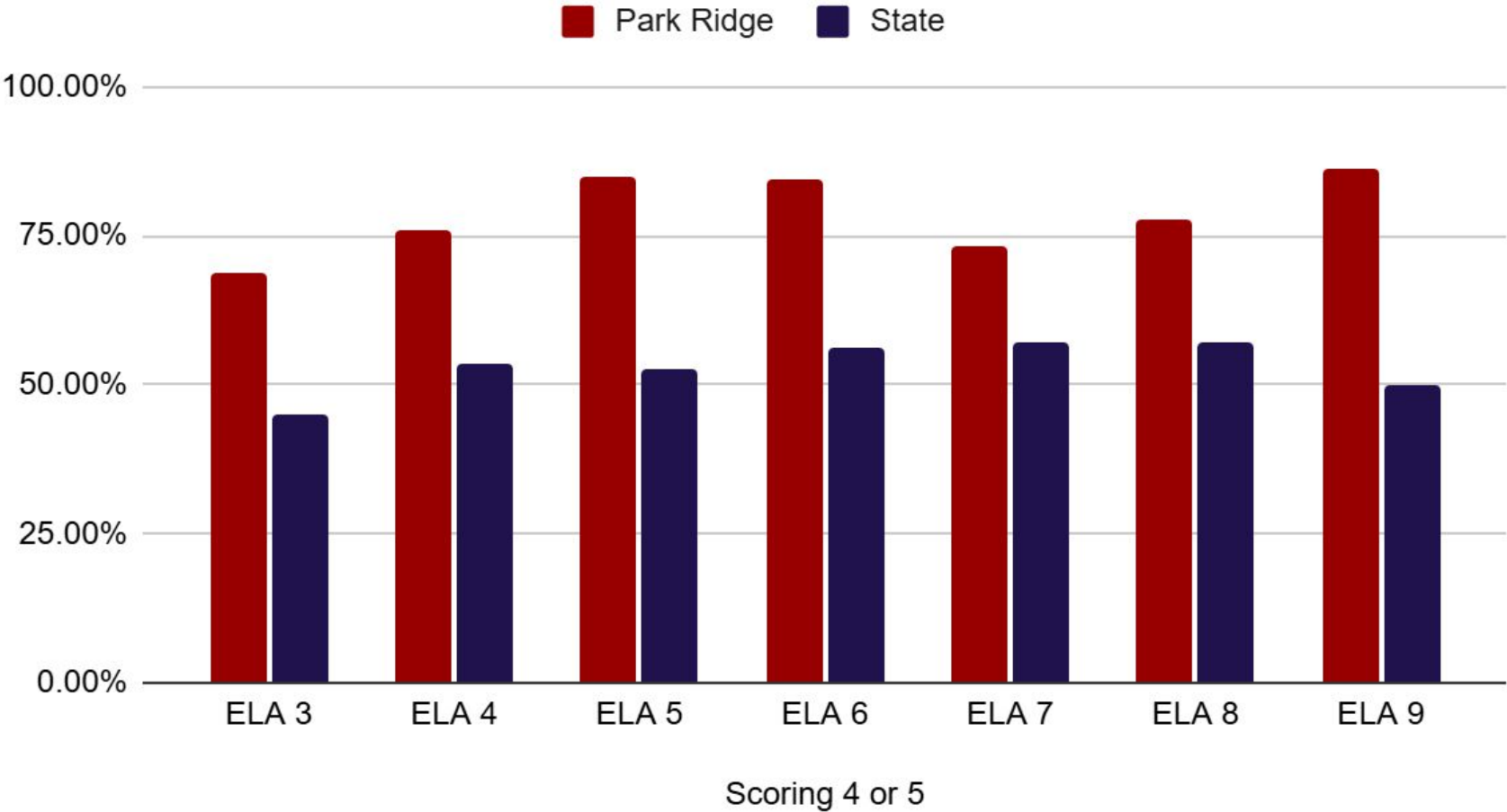
FIRSTNAME001's score on the NJSLA-S indicates that your student is at Level 1.

Students who are at Level 1 demonstrated a minimal understanding of the New Jersey Student Learning Standards-Science (NJSLS-S) by misinterpreting information from a variety of sources (e.g., text, charts, graphs, tables) and inconsistently applying the knowledge gained from scientific investigations to develop incorrect explanations or models of observed phenomena. The students had difficulty choosing and using, even with significant scaffolding, the appropriate tools to make observations and to gather, classify, and present data. The students struggled to use essential information to recognize patterns and relationships between data and designed systems. The students seldom used information to make real-world connections or predictions.

A classroom scene with students seated at desks, a teacher at the front, and a large projection screen displaying text. A large white circle with a red and yellow horizontal line is overlaid in the center.

NJLSA-ELA Scores

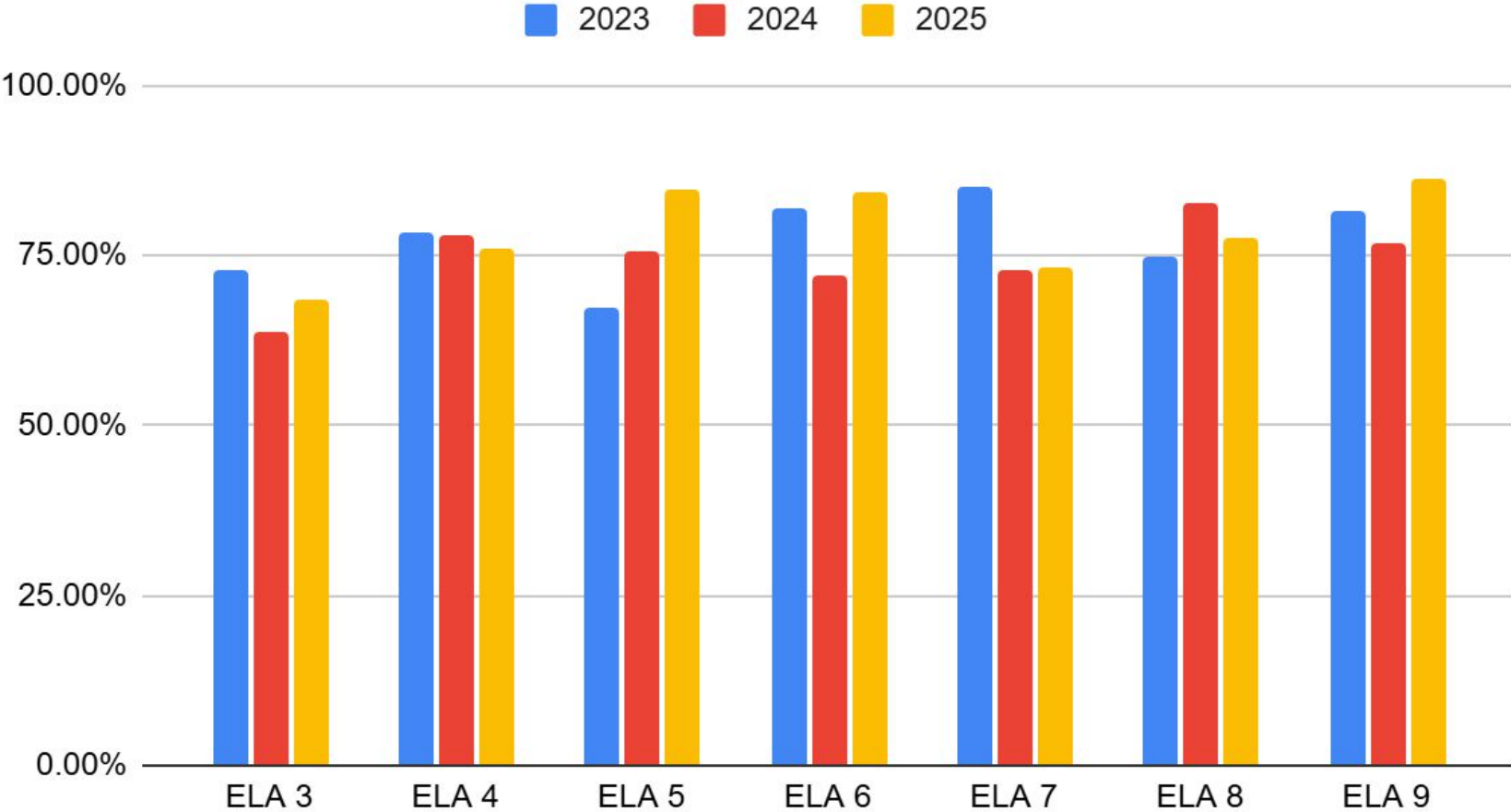
ELA Scores PRSD and State



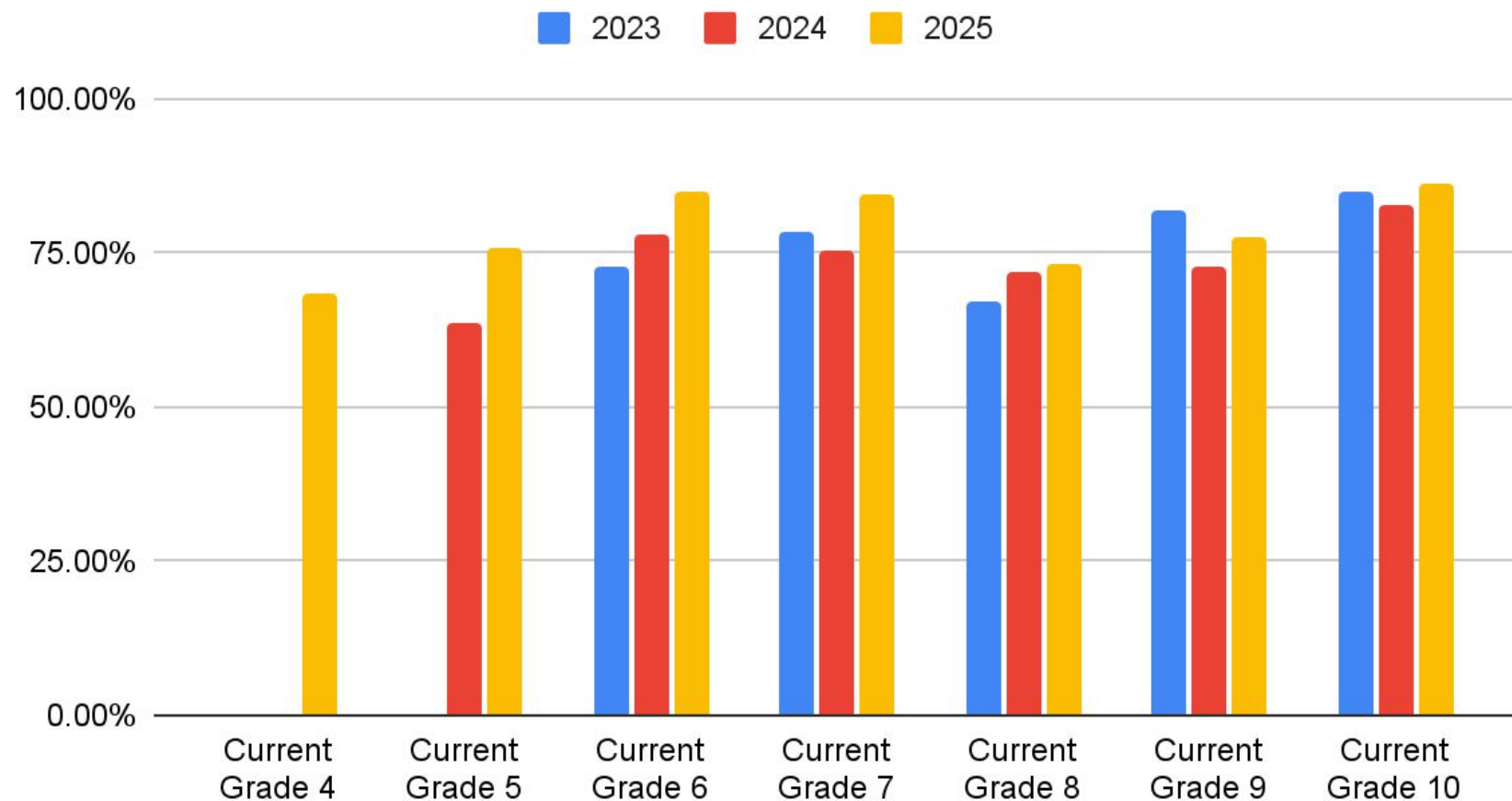
ELA Score Detail

	Valid Test Scores	Not Yet Meeting (1)	Partially Meeting (2)	Approaching (3)	Meeting (4)	Exceeding (5)	District %>=4	State %>=4
Grade 3	86	3.50%	10.50%	17.40%	57.00%	11.60%	68.60%	44.90%
Grade 4	104	2.90%	6.70%	14.40%	51.90%	24.00%	76.00%	53.50%
Grade 5	98	2.00%	6.10%	7.10%	57.10%	27.60%	84.70%	52.80%
Grade 6	89	0.00%	0.00%	15.70%	65.20%	19.10%	84.30%	56.10%
Grade 7	60	1.70%	10.00%	15.00%	43.30%	30.00%	73.30%	57.00%
Grade 8	107	3.70%	7.50%	11.20%	61.70%	15.90%	77.60%	57.10%
Grade 9	66	0.00%	4.50%	9.10%	45.50%	40.90%	86.40%	49.90%

ELA Three Year Test Trend

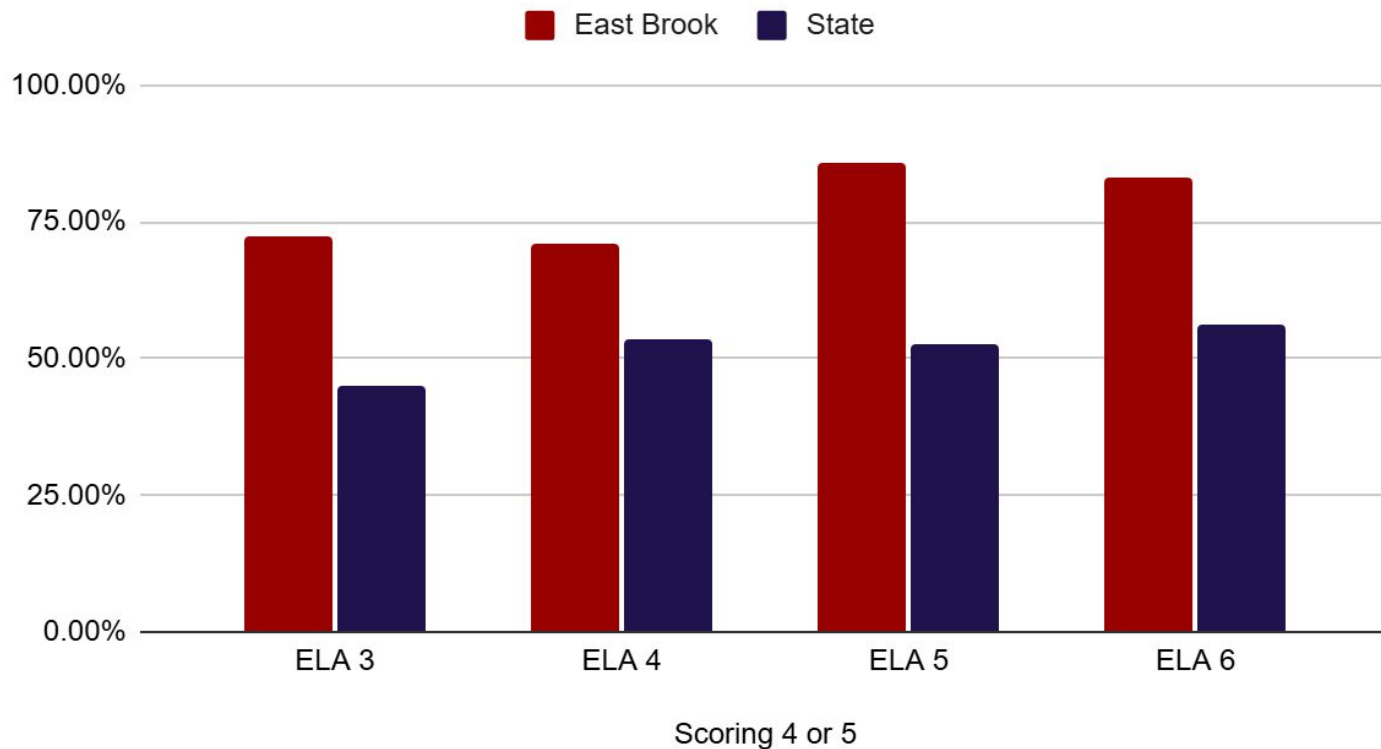


ELA Three Year Cohort Trend



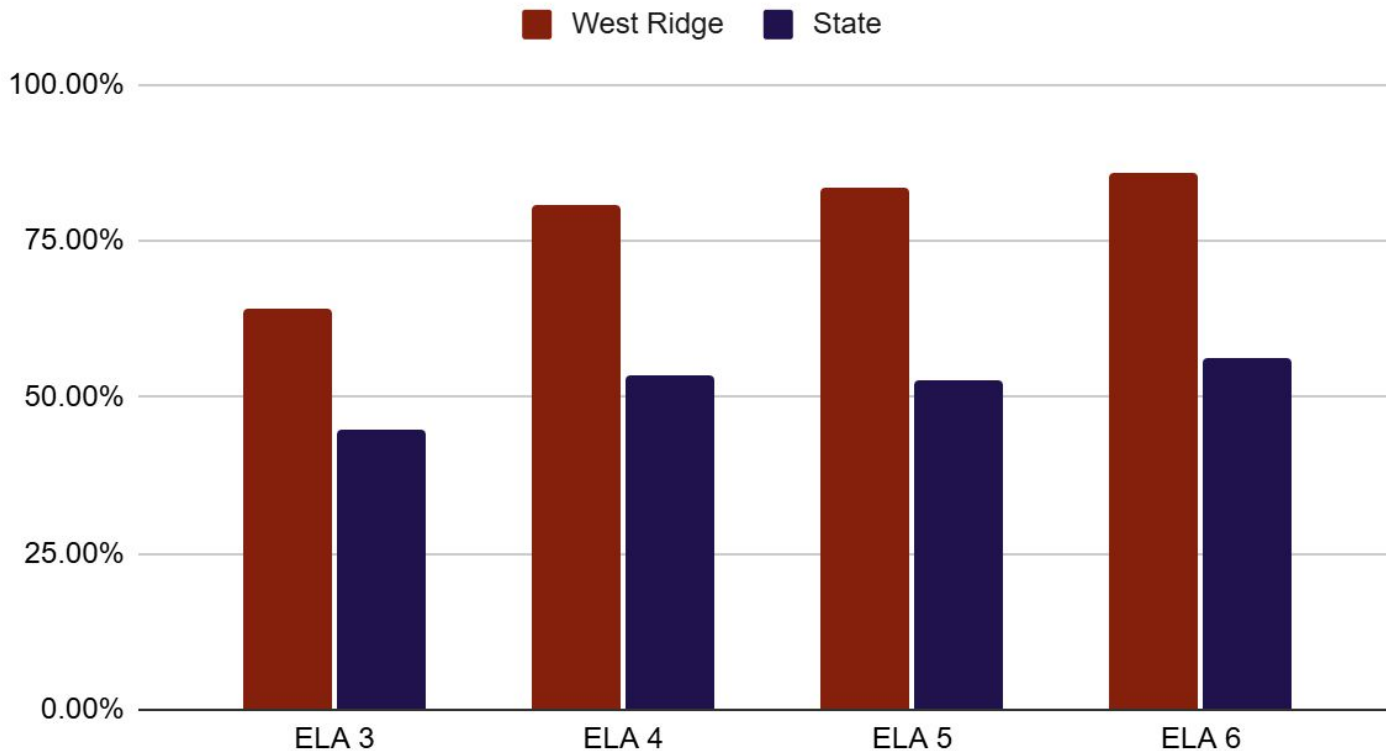
East Brook Results - ELA

East Brook and State - Scoring 4 or 5



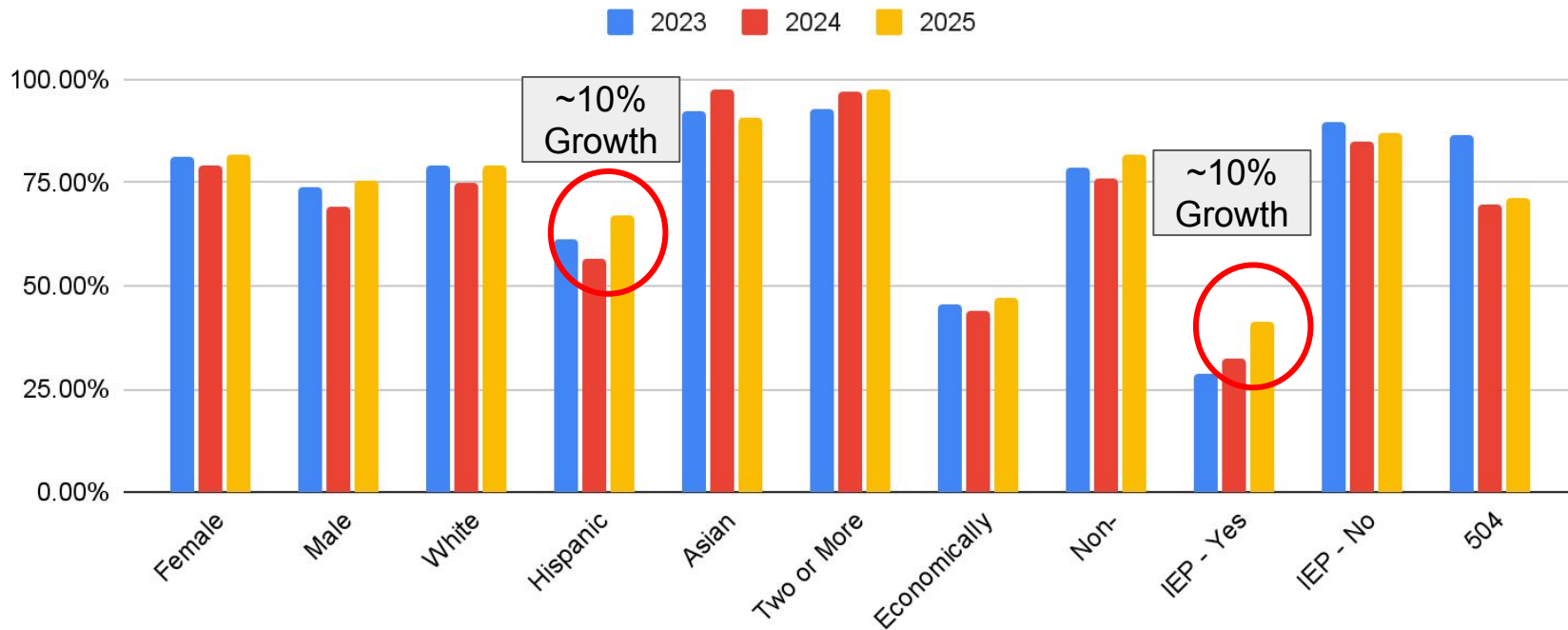
West Ridge Results - ELA

West Ridge and State - Scoring 4 or 5



Subgroup Performance - ELA

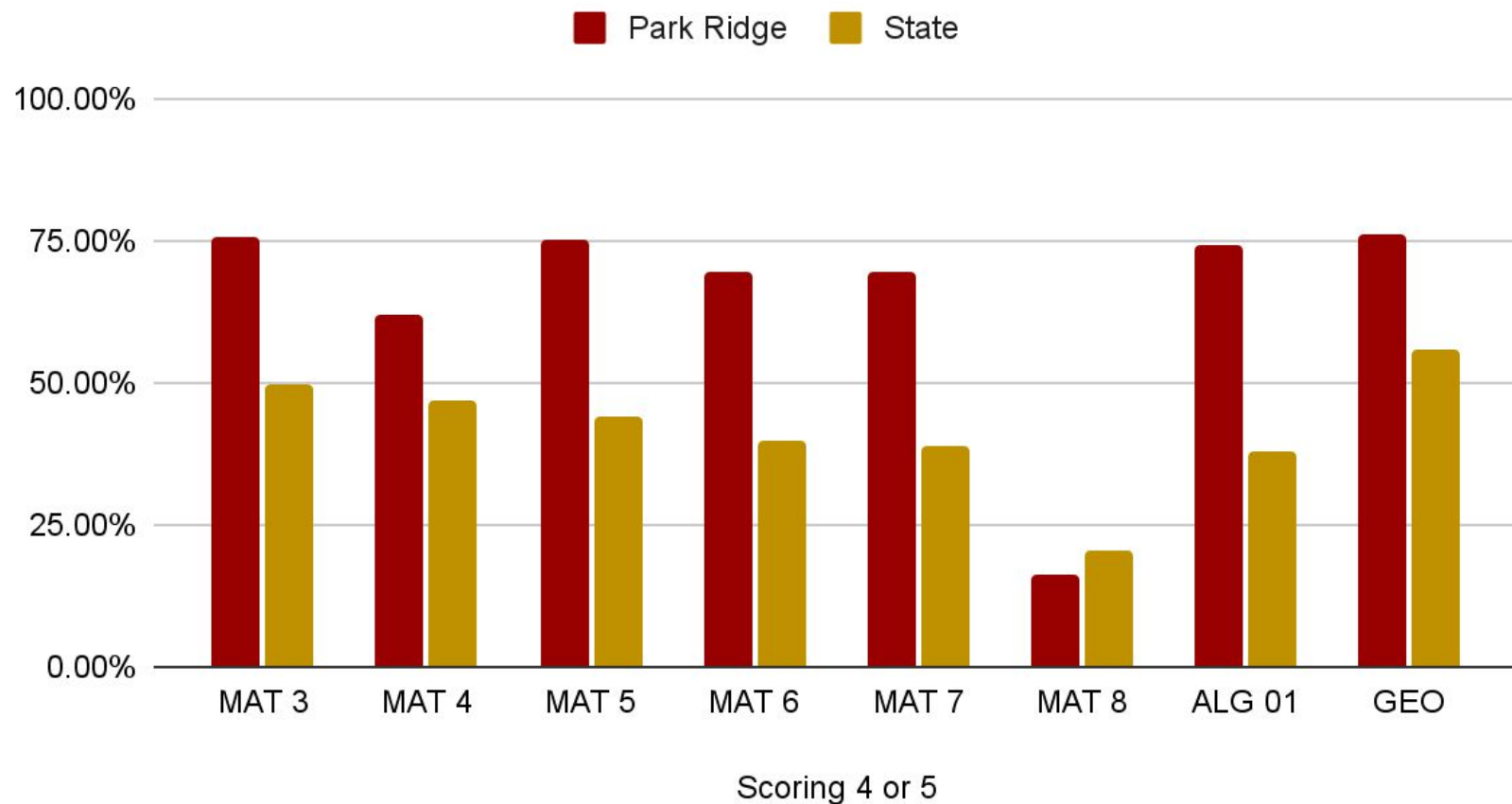
Subgroups Scoring 4 or 5, over 3 years





NJSLA-Math Scores

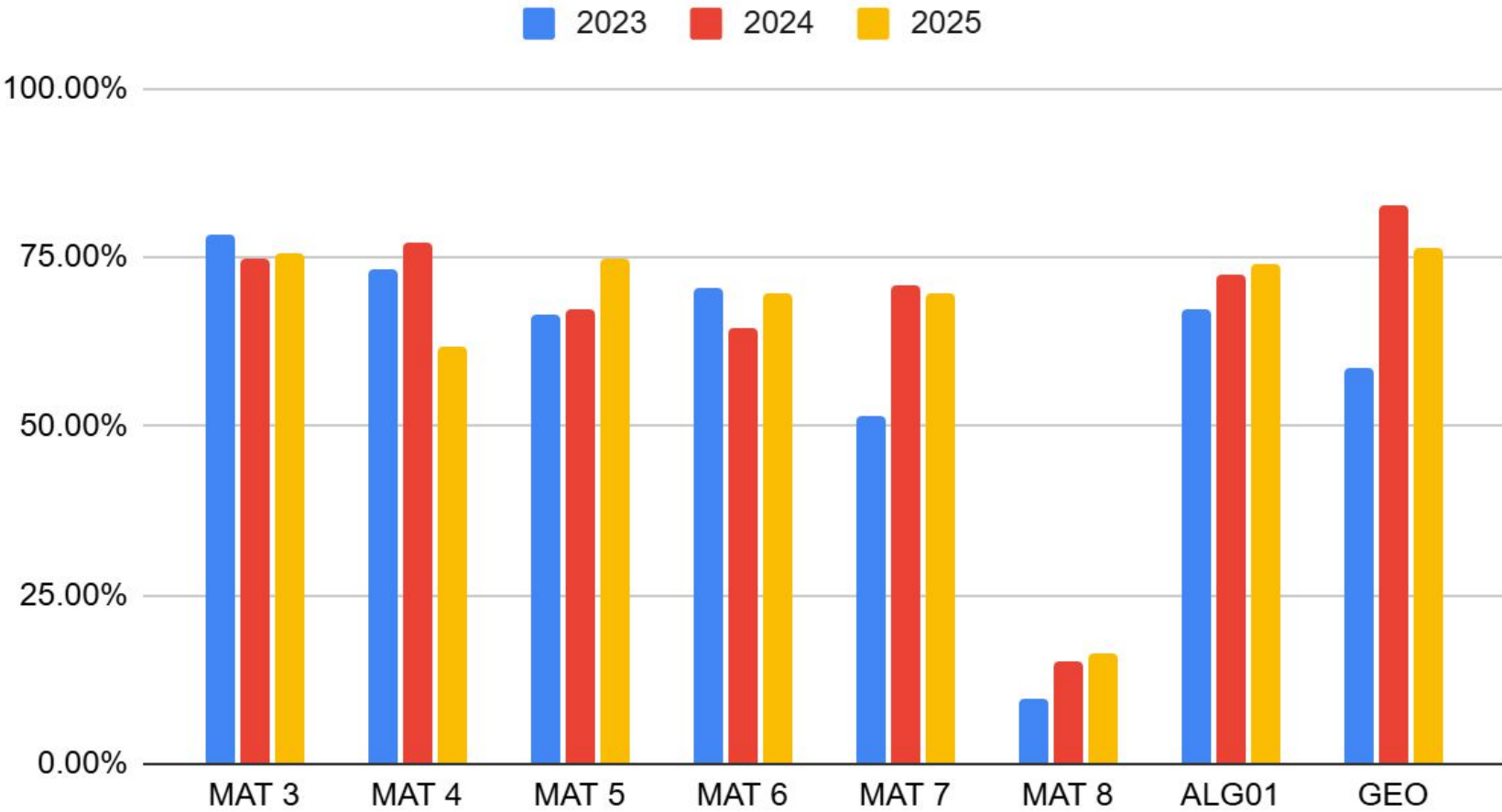
Park Ridge and State % Scoring 4 or 5



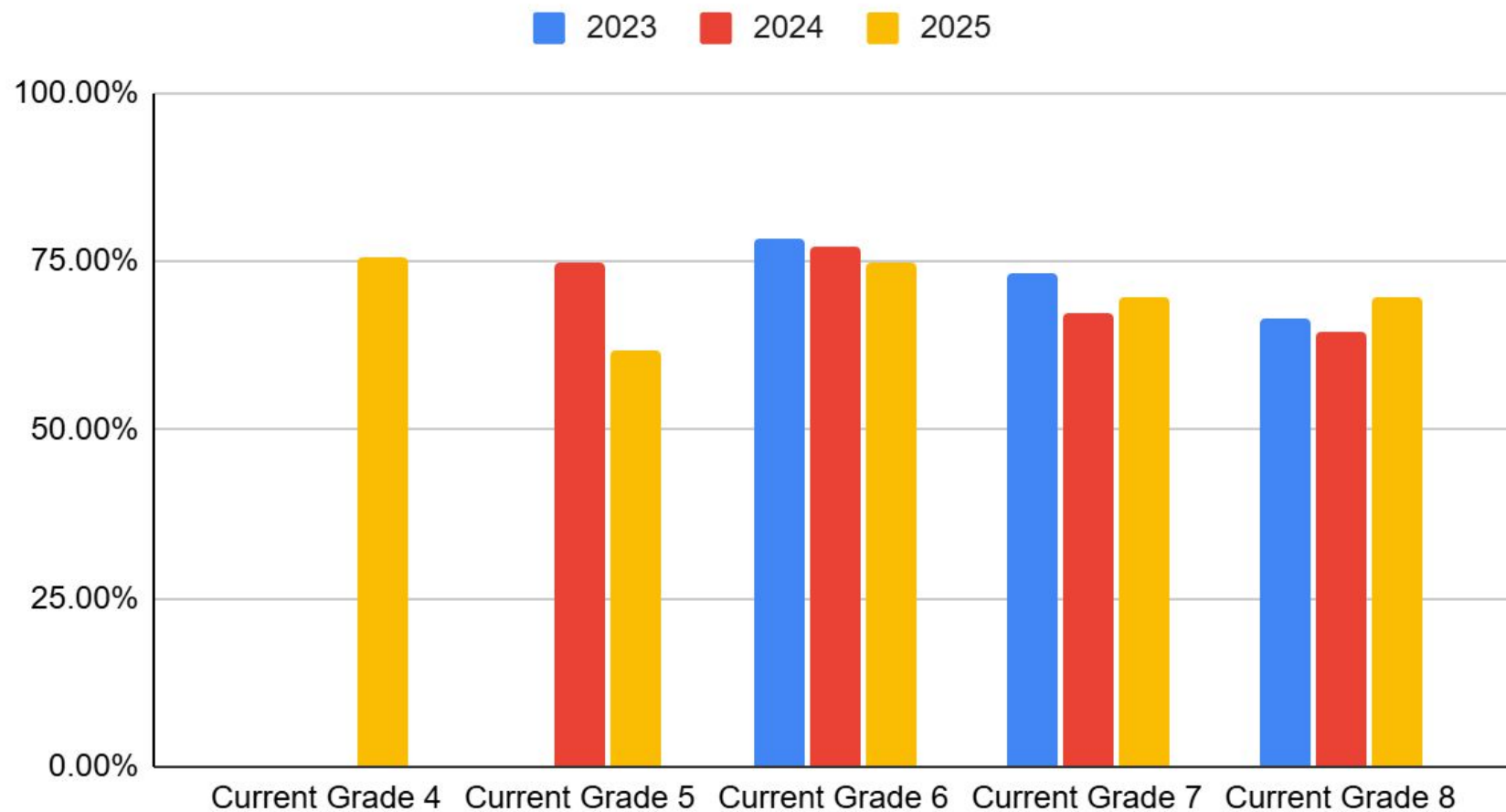
Math Score Detail

	Valid Test Scores	Not Yet Meeting (1)	Partially Meeting (2)	Approaching (3)	Meeting (4)	Exceeding (5)	District %>=4	State %>=4
MAT 3	86	2.30%	7.00%	15.10%	55.80%	19.80%	75.60%	49.70%
MAT 4	105	2.90%	12.40%	22.90%	51.40%	10.50%	61.90%	46.70%
MAT 5	100	1.00%	9.00%	15.00%	57.00%	18.00%	75.00%	44.20%
MAT 6	89	2.20%	6.70%	21.30%	48.30%	21.30%	69.70%	39.80%
MAT 7	59	5.10%	5.10%	20.30%	49.20%	20.30%	69.50%	38.70%
MAT 8	49	*	28.60%	36.70%	*	*	16.30%	20.70%
ALG01	81	2.50%	4.90%	18.50%	61.70%	12.30%	74.10%	37.90%
GEO	38	*	*	*	63.20%	*	76.30%	56.00%

MAT Three Year Test Trend

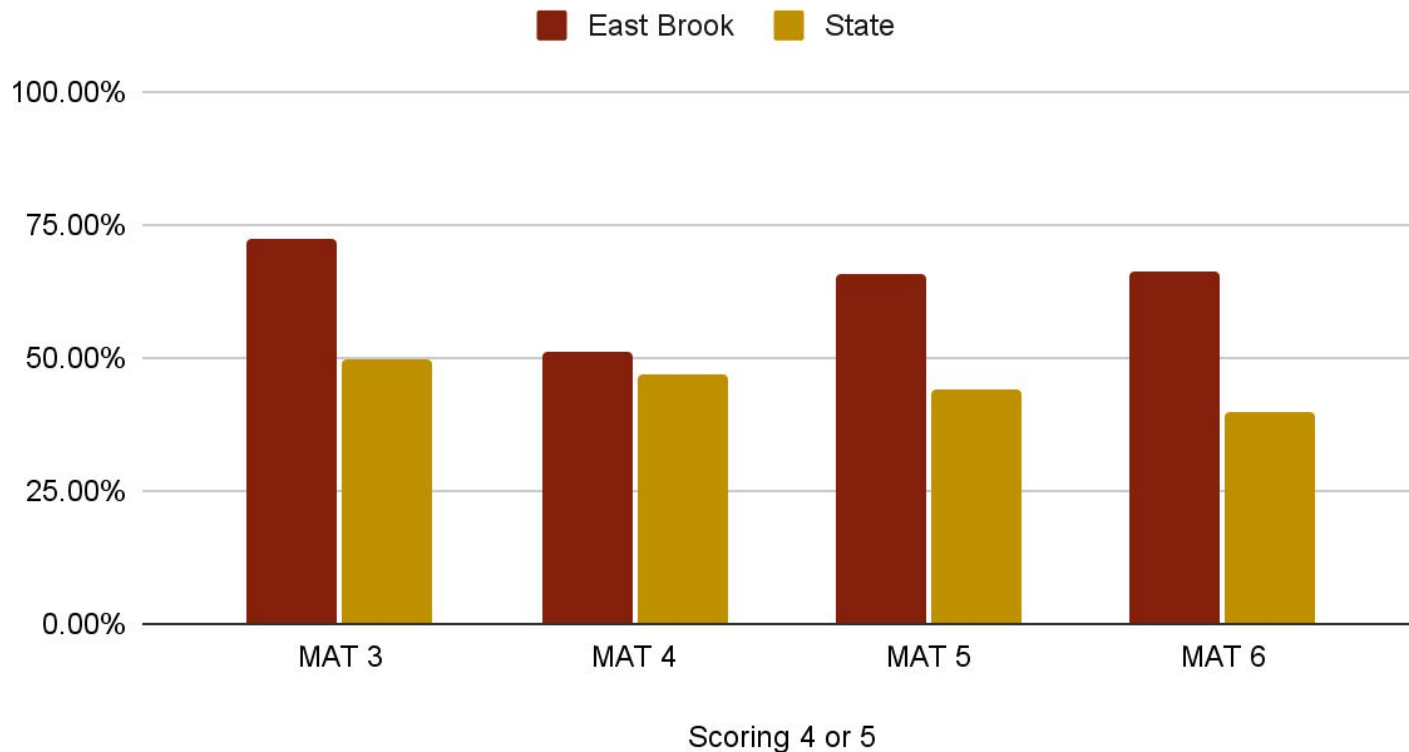


MAT Three Year Cohort 3-8



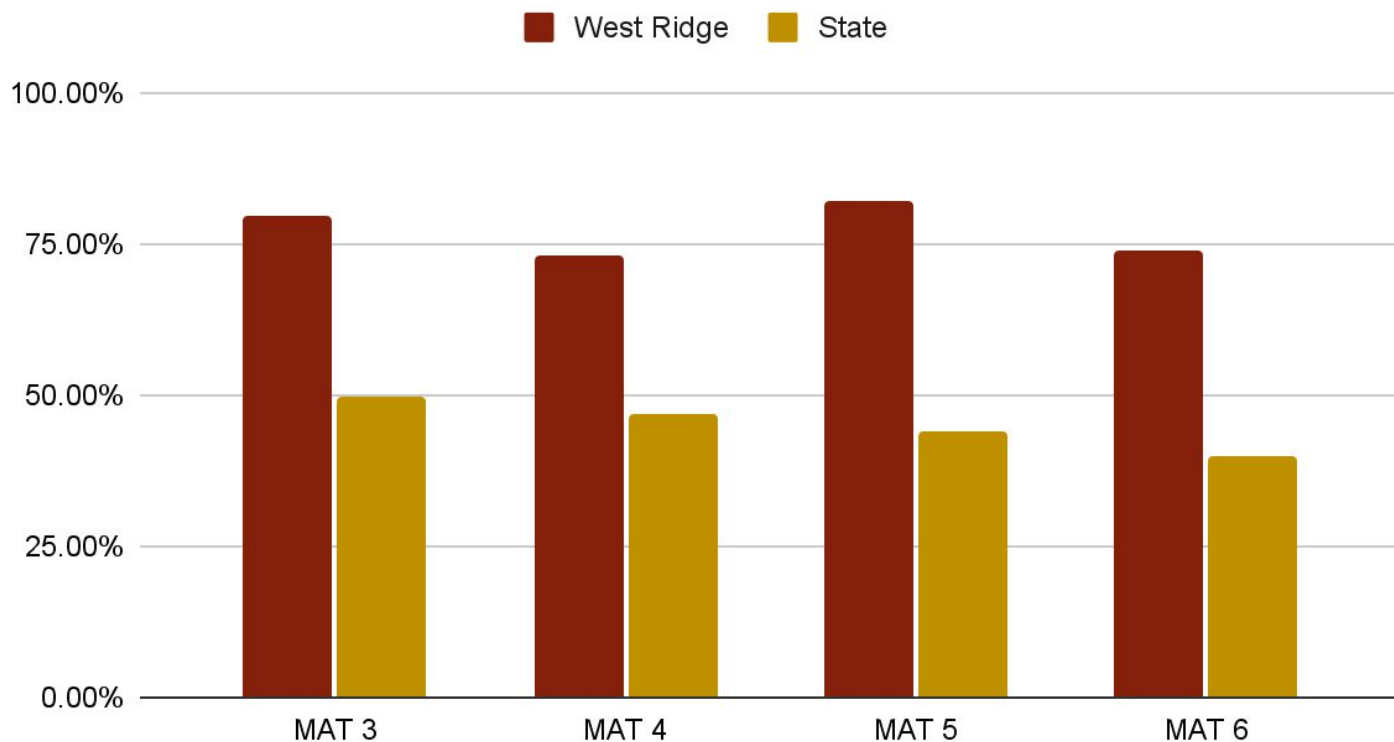
East Brook Results - Math

East Brook and State



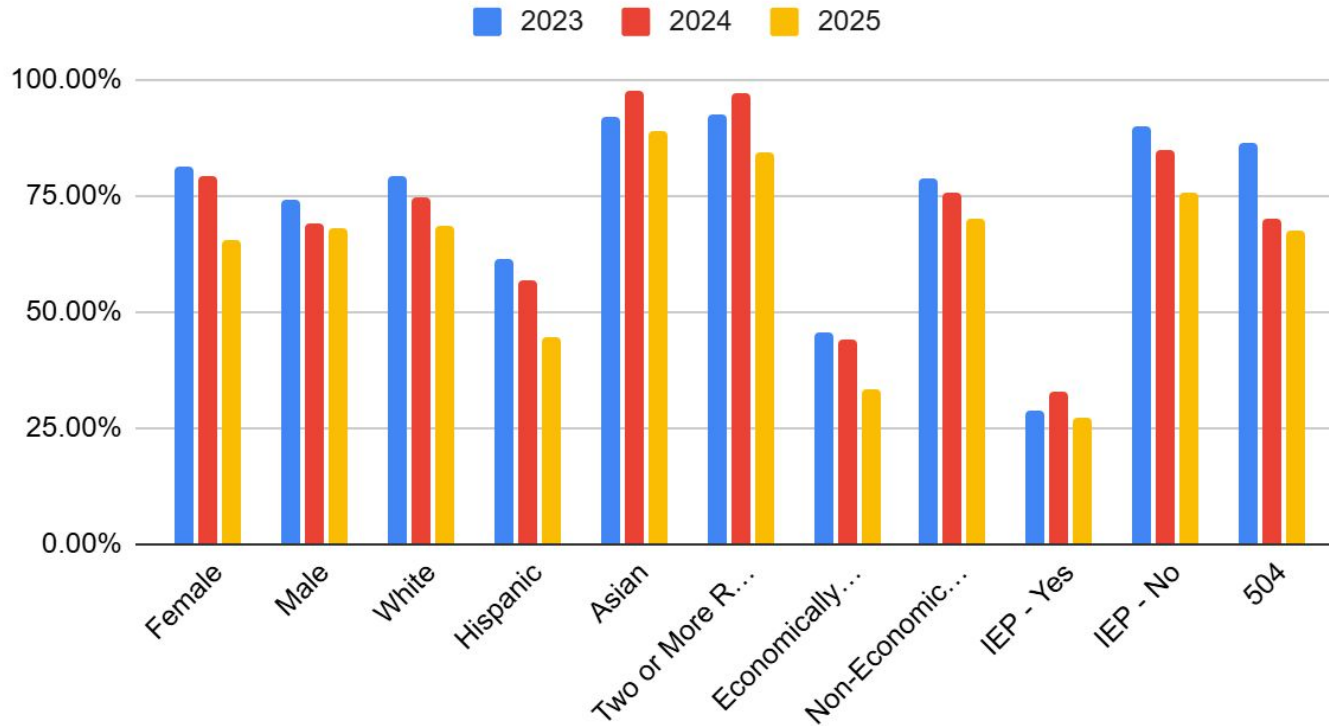
West Ridge Results - Math

West Ridge and State



Subgroup Performance - Math

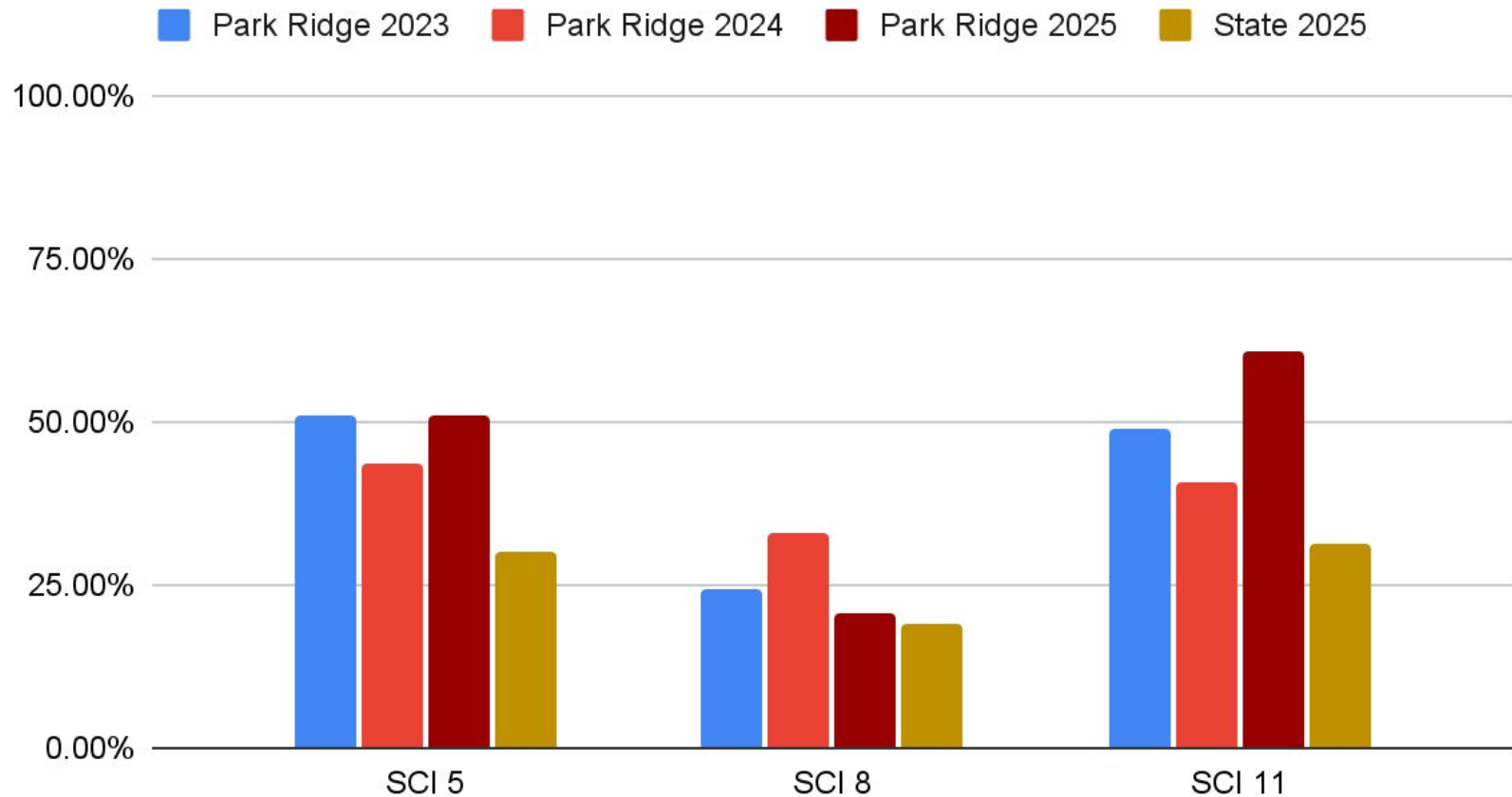
Subgroup Performance 4 and 5





NJSLA-Science Scores

PRSD Science v State



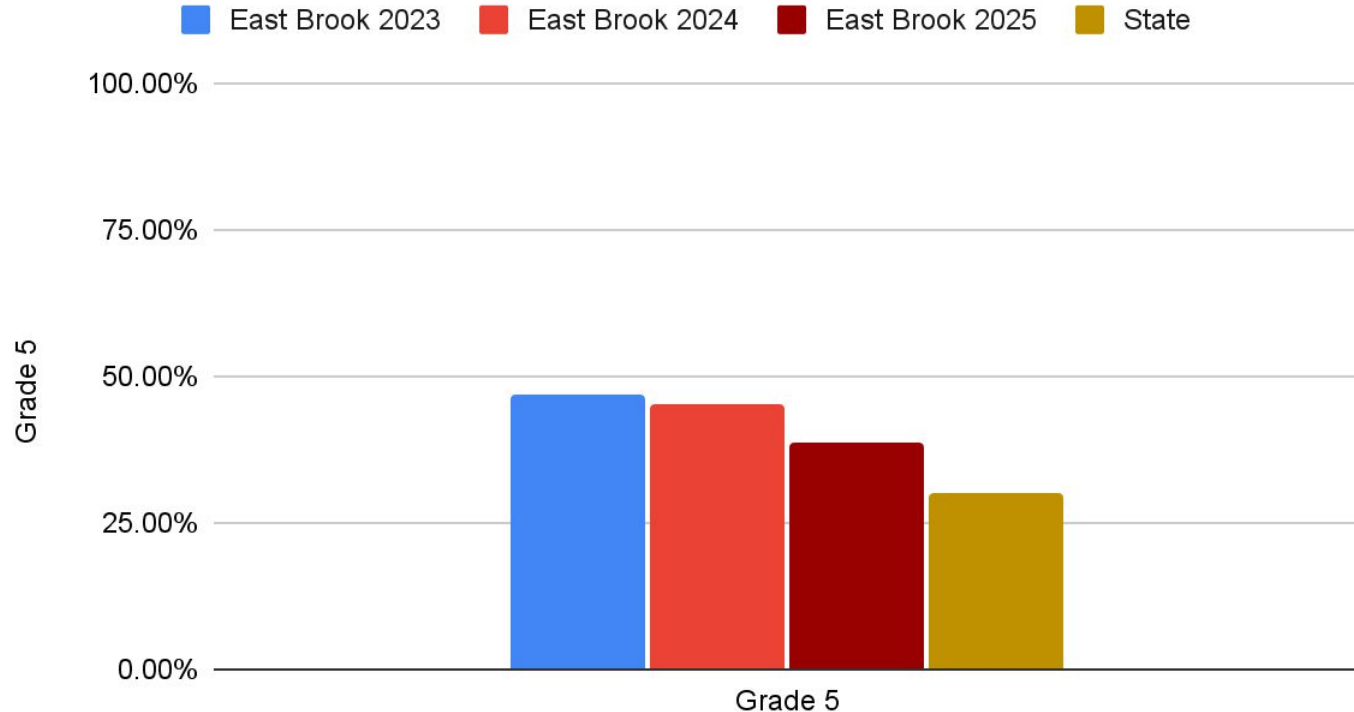
Science Score Detail

	Valid Test Scores	Below Proficient (1)	Near Proficient (2)	Proficient (3)	Advanced Proficient (4)	District %>=3	State %>=3
Grade 5	94	6.00%	43.00%	39.00%	12.00%	51.00%	30.10%
Grade 8	76	12.30%	67.00%	11.30%	9.40%	20.80%	19.00%
Grade 11	86	19.50%	19.50%	35.60%	25.30%	60.90%	31.30%

East Brook Results - Science

(Percentage scoring Proficient or higher)

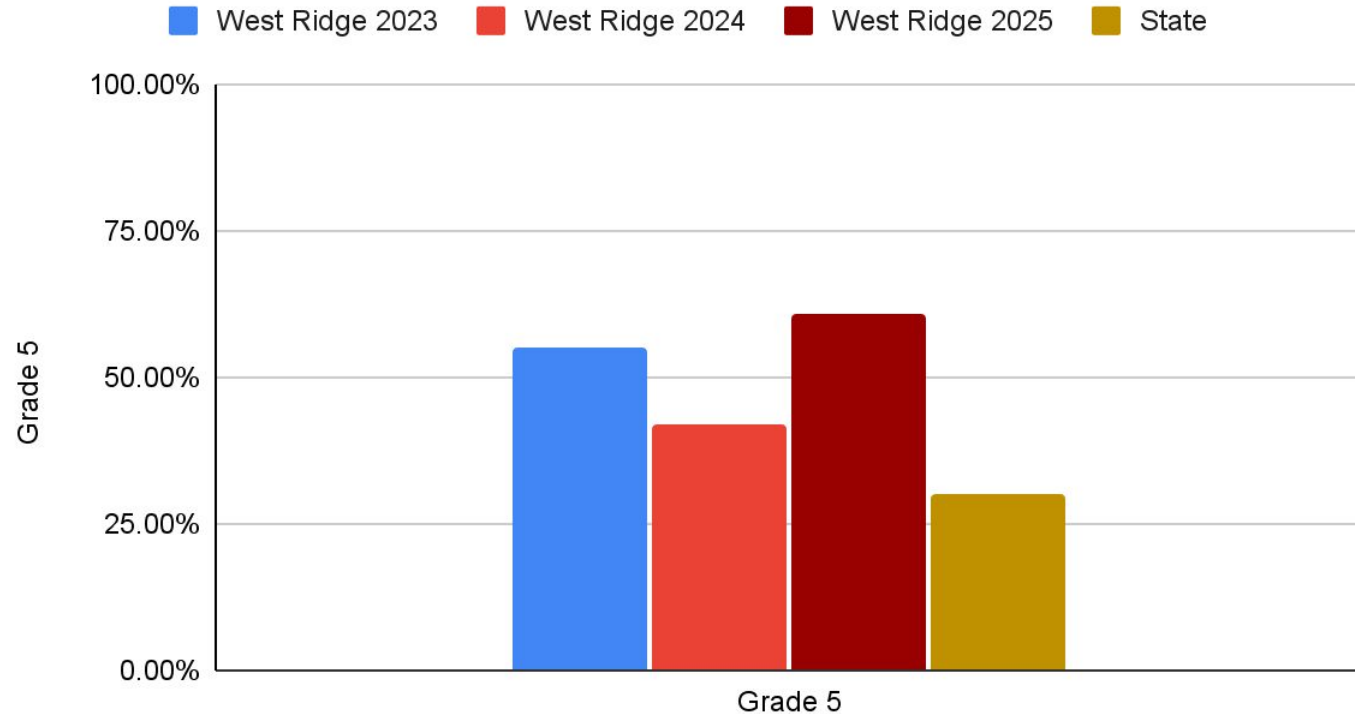
East Brook Scoring 3 or 4



West Ridge Results - Science

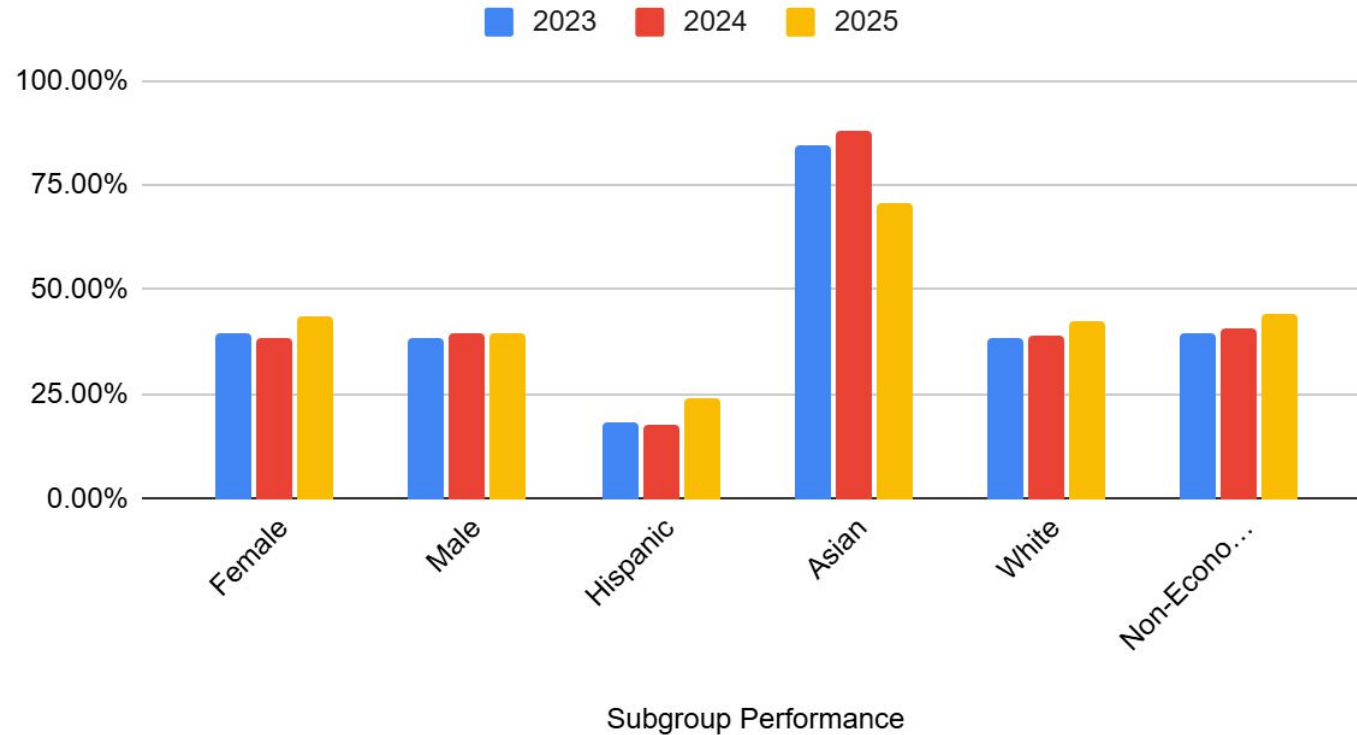
(Percentage scoring proficient or higher)

West Ridge Scoring 3 or 4



Subgroup Performance - Science

Subgroup Performance % Scoring 3 or 4



Dynamic Learning Map (DLM)

- The DLM is an alternative assessment given to students with significant intellectual disabilities. Like the NJSLA, it is given in the areas of English Language Arts, Mathematics and Science and qualifies students for their state/federal accountability assessments.
- Less than 10 students in the Park Ridge School District took the DLM in Spring of 2025.
- Due to the small number of students participating in the assessment, the breakdown of results cannot be shared, as the data points represent fewer than 10 students.

How are students identified to take the DLM?

The Child Study Team must consider the following criteria and the response must be YES to each of the following:

1. The student has an IEP and has one of the following classifications: Autism, Deaf/Blindness, Intellectual Disability, Multiple Disabilities, Traumatic Brain Injury, Communication Impairment, Other Health Impairment, Social Maladjustment, or Visual Impairment.
2. The student has a disability that significantly impacts intellectual functioning and adaptive behavior.
3. The student is taught using the Alternative Achievement Standards (Essential Elements).
4. The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature.
5. The student uses substantially adapted materials and individualized methods of accessing information.
6. The student's significant intellectual disability will impact post school outcomes (e.g. supported housing or employment).

DLM Scoring & Results

Scores are reported using four performance levels

1. **Emerging** - Student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essentials Elements.
2. **Approaching the Target** - The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
3. **At Target** - The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
4. **Advanced** - The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential elements.

New Test Update

- NJSLA-A and NJGPA-A will debut this year
- The last 'A' stands for Adaptive
- This was a sudden move by State - still a lot of unanswered questions
- Mandatory field test this fall - grades 4-12 (with some exceptions)
- Biggest concerns/take-aways:
 - New test format means we won't have fully comparable data for our three-year trend
 - We don't know *how* the test adapts - after how many questions, etc.
 - Theoretically, this could be more accurate, however, this is not like the SAT - group is not as big, and students take it only once

Ongoing – Literacy/Phonics initiatives in K-6



- Focusing on strengthening early literacy foundations through explicit and systematic instruction, while promoting vocabulary, fluency, and comprehension development
- Nearly all ELA teachers in K-6 have been trained in the Orton-Gillingham method by IMSE (Institute for Multi-Sensory Education)
- K- 2 use IMSE and Heggerty to teach phonics
- Continue using our literacy progress-monitor assessments in grades K-2, as well as DIBELS in grades K-6
- We have seen substantial results in phonics growth from grade to grade.
- Interventionists and teachers use the assessment data to help group students and provide them tailored instruction during the school day.
- We are continuing to adapt our I&RS procedures to best support our students and teachers

ELA Updates: Amplify & DIBELS

- Amplify is based on research of how students learn to read
- Amplify's structure provides clear progression of skills in foundational reading instruction and knowledge building lessons.
- Teachers are fine tuning their instruction this year and deepening their understanding of the program.
- The transition to Amplify has been positive overall with growing confidence of the strong impact on student learning.
- DIBELS (Dynamic Indicators for Basic Early Literacy Skills) is given three times per year for students in Grades K-6.
- NJ State law requires notification of DIBELS results to parents in Grades K-3, results will be sent home over the next few days
- These assessment results help identify students that need extra literacy support and help us monitor their progress

Park Ridge Initiatives – Math, Science, and Teacher PD

- Teachers continue to collaborate regularly to align pacing and share effective strategies for instruction and differentiation.
- New science standards are currently being developed
- Ongoing differentiation and Tier 1 support training to meet diverse learner needs
- Continue using our own teachers to lead PD discussions and workshops for their colleagues
- Teachers are developing the use of WIN Time (What I Need) to provide targeted support to students' individual academic needs and to reinforce skills taught in class.
- Teachers are continuing to take classes through the Northern Valley Curriculum Center - including courses on Collaborative teaching, Phonics, Math skills, Science instruction, and active/problem-based strategies
- Used our ESEA Title IIA funding to provide our opportunities

Questions?

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patrickbernardo@parkridge.k12.nj.us
