

Pequannock Township School District

Statewide Assessment Results Report

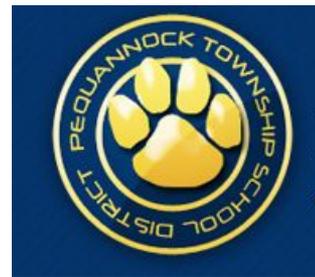
Presented by Michael Portas, Superintendent
& Ann Marie VanSickle, Director of Curriculum & Instruction

27 October 2025



Order of the Presentation

1. Participation Rates
2. NJSLA ELA Scores & Analysis
3. ELA Interventions & Goals
4. NJSLA Math Scores & Analysis
5. Math Interventions & Goals
6. NJSLA Science Scores
7. Dynamic Learning Maps
8. Questions & Comments



Presentation Notes

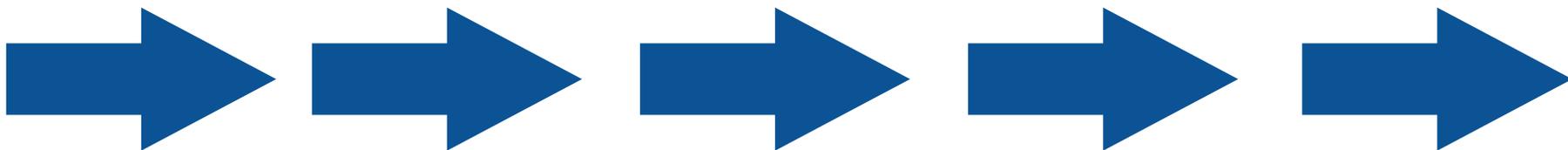
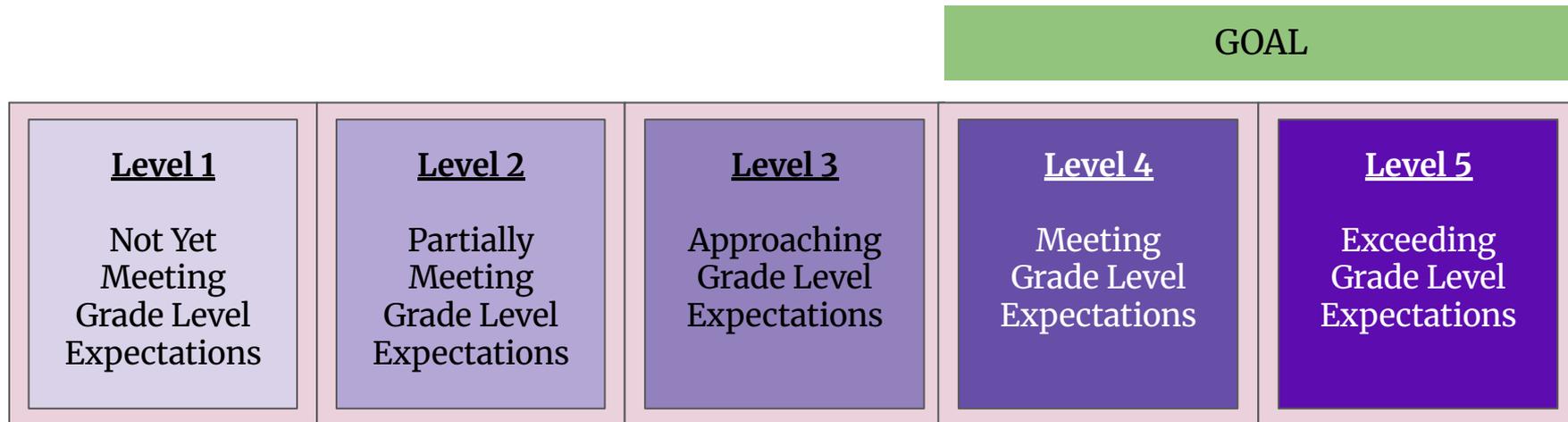
The goals of the State's assessment program are to identify areas of curricular strength and opportunities for improvement. The admin team shaped our district goals around deeper investigations of these data and granular performance reports.

Percentages will not always add up to 100 as scores are rounded to whole numbers.

Assessment data is best viewed as a snapshot of student performance at a given point in time. It should be integrated with other data points, whether standardized, internal, or formative, to shape a moving picture of student performance. That ongoing narrative informs instruction and curriculum revision as part of a recursive process.



NJSLA-ELA & Math Proficiency Levels



2024-2025 Overall Student Participation



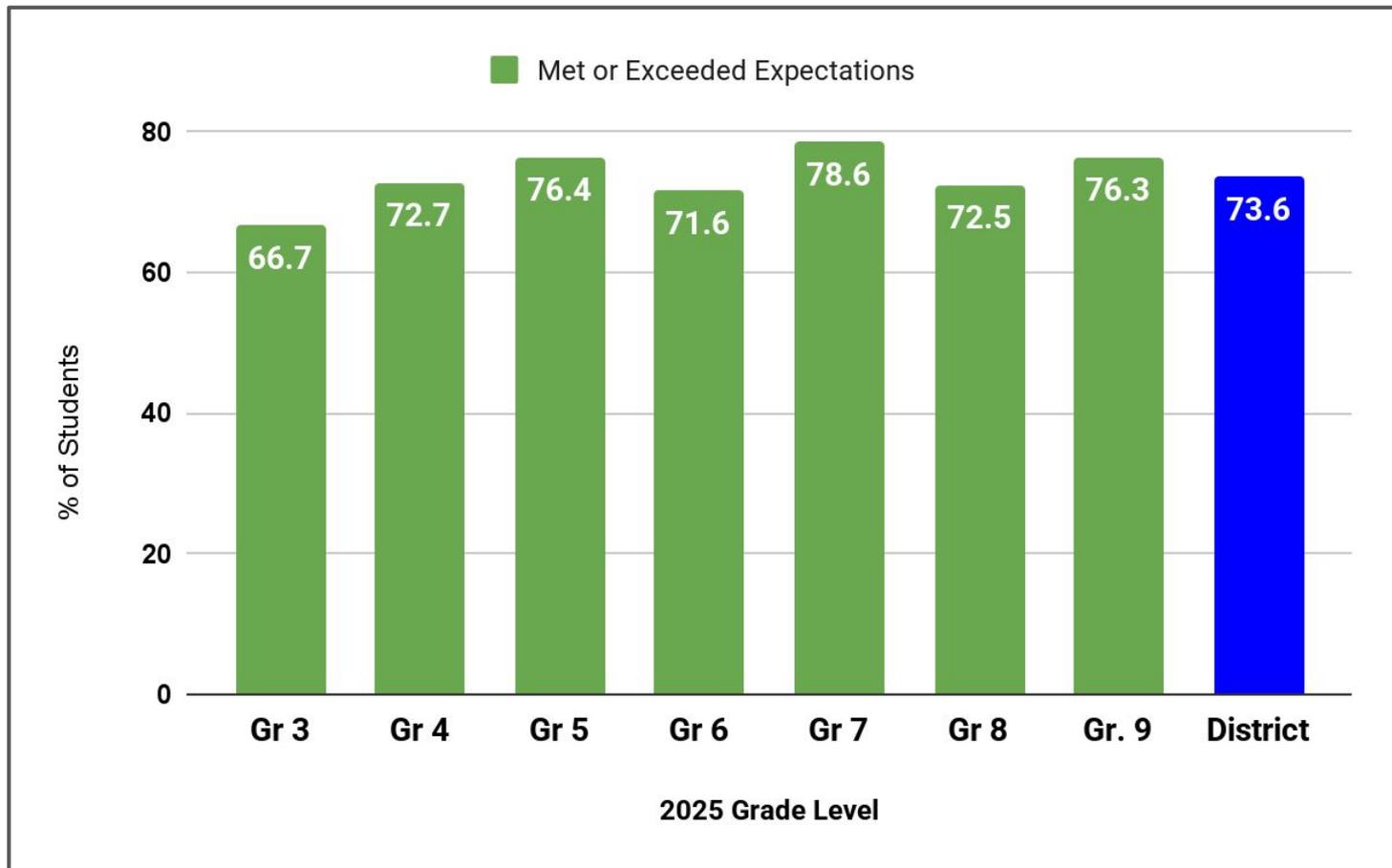
Number of Valid Scores			
Grade Level	ELA	Math	Science
3	147	147	
4	161	161	
5	157	157	160
6	141	144	
7	168	169	
8	153	104	156
9	156		
11			153
Algebra I		162	
Geometry		41	
Algebra II		1	

These numbers reflect the state's reporting of **valid** scores. Not all tests are completed correctly or fully and some ELL students do not take ELA, which helps to explain disparities between ELA and Math within grade levels.

Grade 8 students can take either Math or Algebra tests

NJSLA
ENGLISH-LANGUAGE
ARTS

2024-2025 ELA: Percent of Students Overall Proficiency



2024-2025 ELA Proficiency By Grade Level



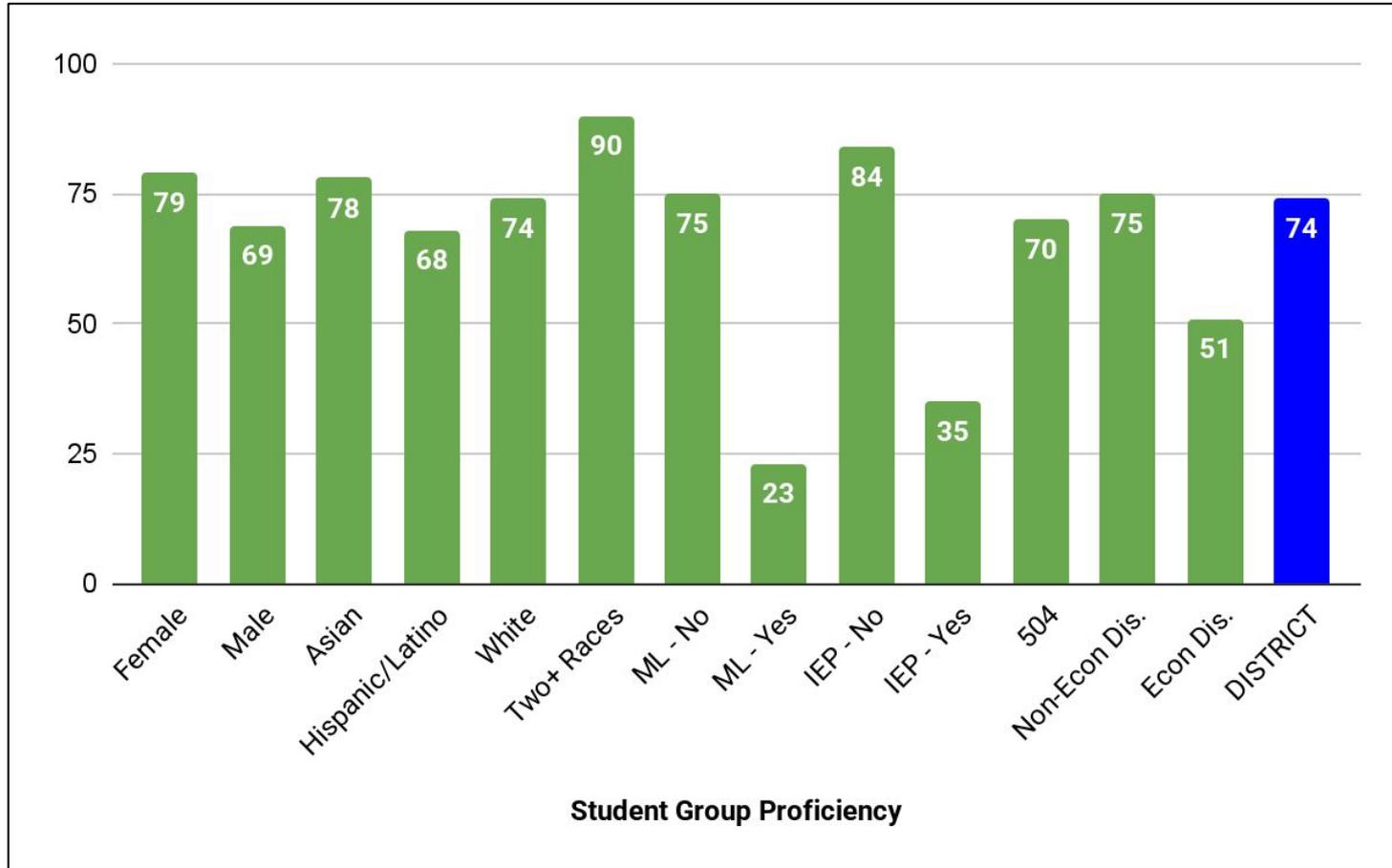
Grade Level	Average Scale Score		Percentage by Level					
	PTSD Avg Score	State Avg. Score	Level 1 Not Yet	Level 2 Partially	Level 3 Approaching	Level 4 Met	Level 5 Exceeded	Level 4 & 5
3	762	742	6.8	7.5	19	53.7	12.9	66.7
4	768	749	5	6.8	15.5	45.3	27.3	72.7
5	772	750	3.2	3.8	16.6	55.4	21	76.4
6	766	751	0.7	8.5	19.1	51.1	20.6	71.6
7	770	754	6	6	9.5	44.6	33.9	78.6
8	776	755	3.3	7.2	17	36.6	35.9	72.5
9	771	745	5.1	5.8	12.8	40.4	35.9	76.3

Overall Proficiency Average: 73.5% (increased)

Exceeded Expectations
Gr. 7-9: @35%

Levels 1-3: Areas for Growth:
Reading: Craft & Structure and Writing

2024-2025 ELA Overall Proficiency By Student Group



2024-2025 ELA Overall Proficiency By Grade Level & Student Group



Grade Level	Percentage Passing		Percentage Passing by Student Group <i>(Other student groups have <10 scores per grade level)</i>								
	PTSD	State	Female	Male	Hispanic or Latino	White	IEP: No	IEP: Yes	504	Non-Econ Dis.	Econ Dis.
3	66.7	44.9	68.3	65.5	58.8	68.6	78.9	31.6	n<10	68.6	n<10
4	72.7	53.5	72.2	73	81.8	69.8	83.5	40	42.9	73	n<10
5	76.4	52.8	81.4	72.4	64.3	77.9	84.7	45.5	71.4	76.2	n<10
6	71.6	56.1	76.8	66.7	72.7	71.8	78.8	34.8	53.8	73.1	n<10
7	78.6	57	89.6	69.2	63.2	80.4	91	29.4	n<10	79.5	n<10
8	72.5	57.1	80.8	65	66.7	73.5	81.7	29.6	66.7	74.8	40
9	76.3	49.9	81.8	70.9	77.3	76.2	87.9	31.3	100	78.6	45.5

Passing rate averages **20.5** percentage points higher than the state proficiency rates for all grade levels.

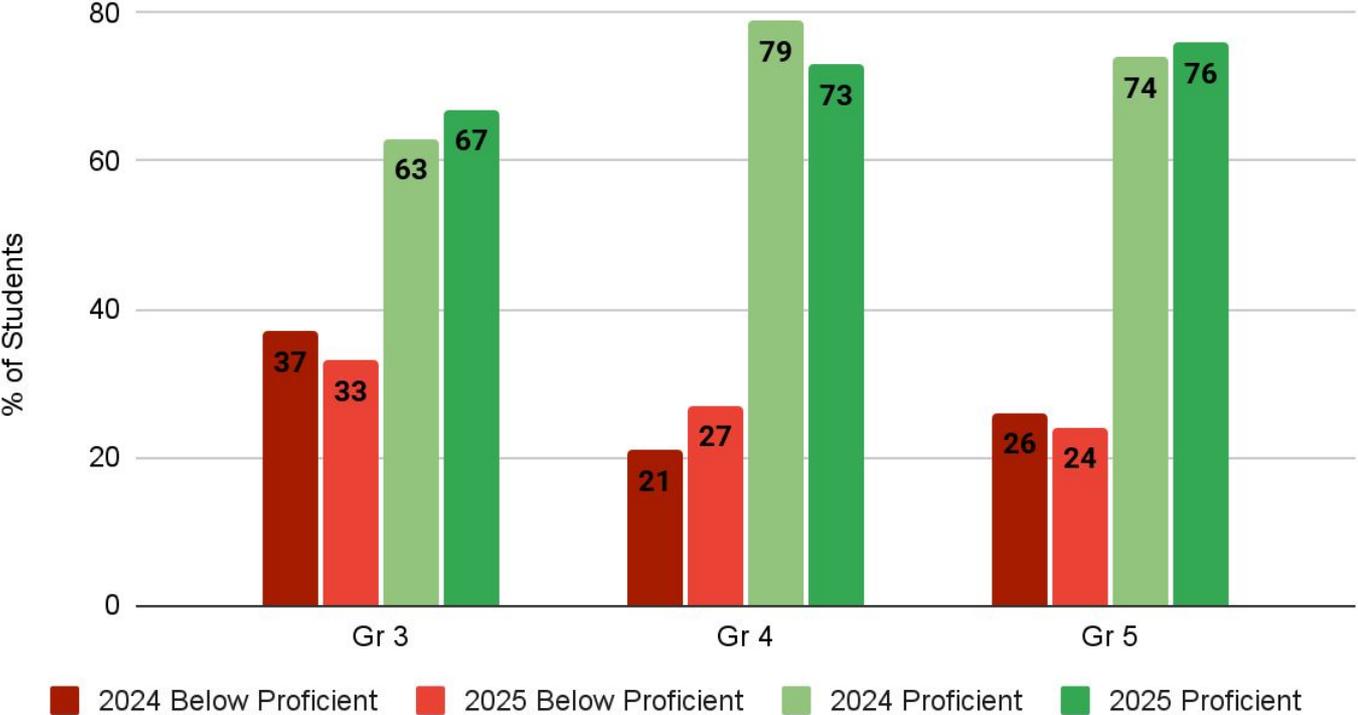
Students without IEPs scores remain strong.

NJSLA
ENGLISH-LANGUAGE
ARTS
Trend Analysis

2024-2025 ELA - 2-Year Comparison

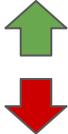


Elementary Schools



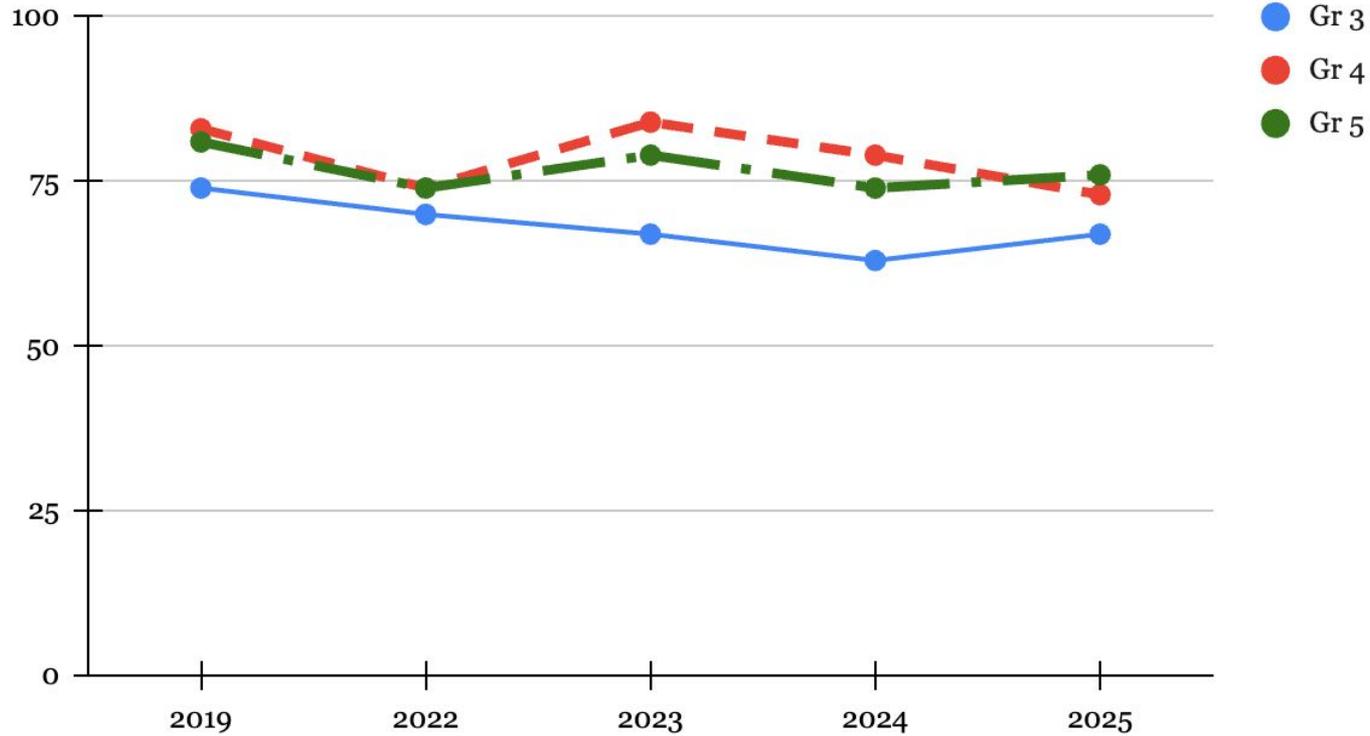
Goals

Green
Red





Elementary Schools

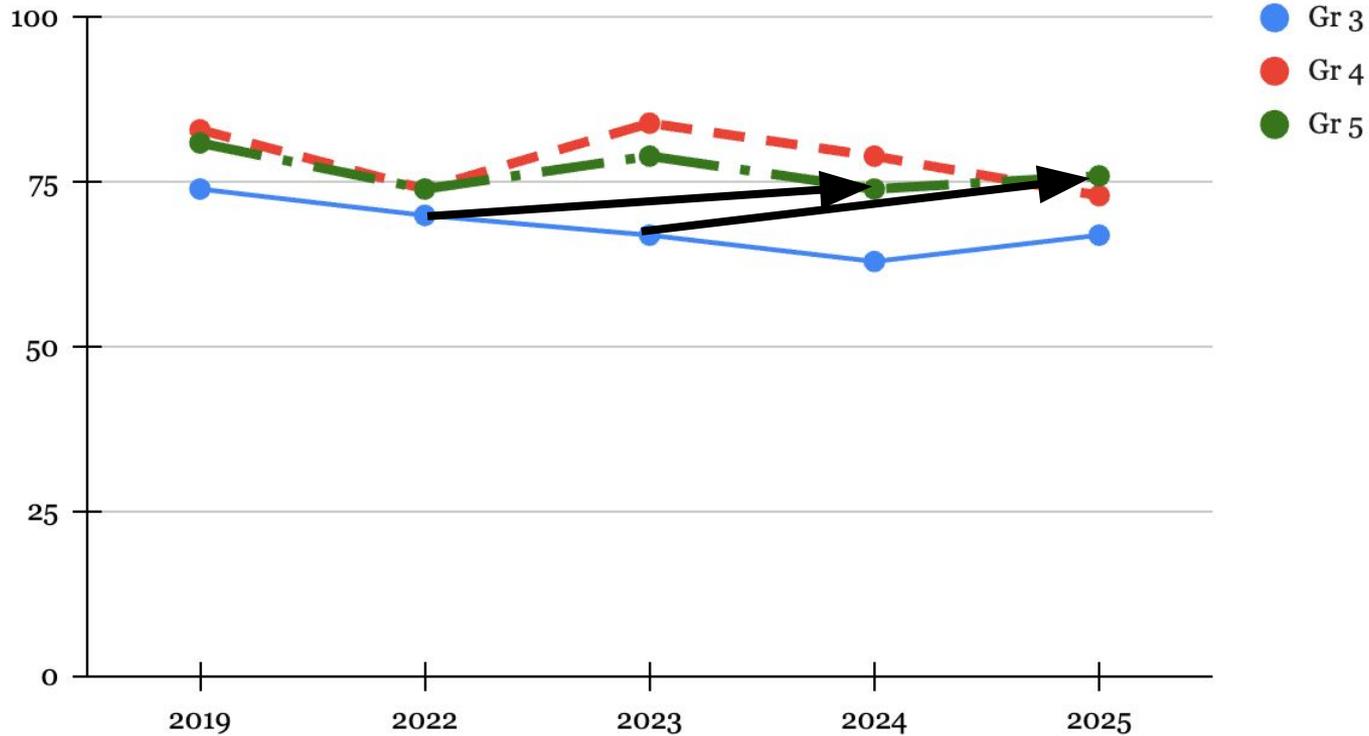


Goal





Elementary Schools

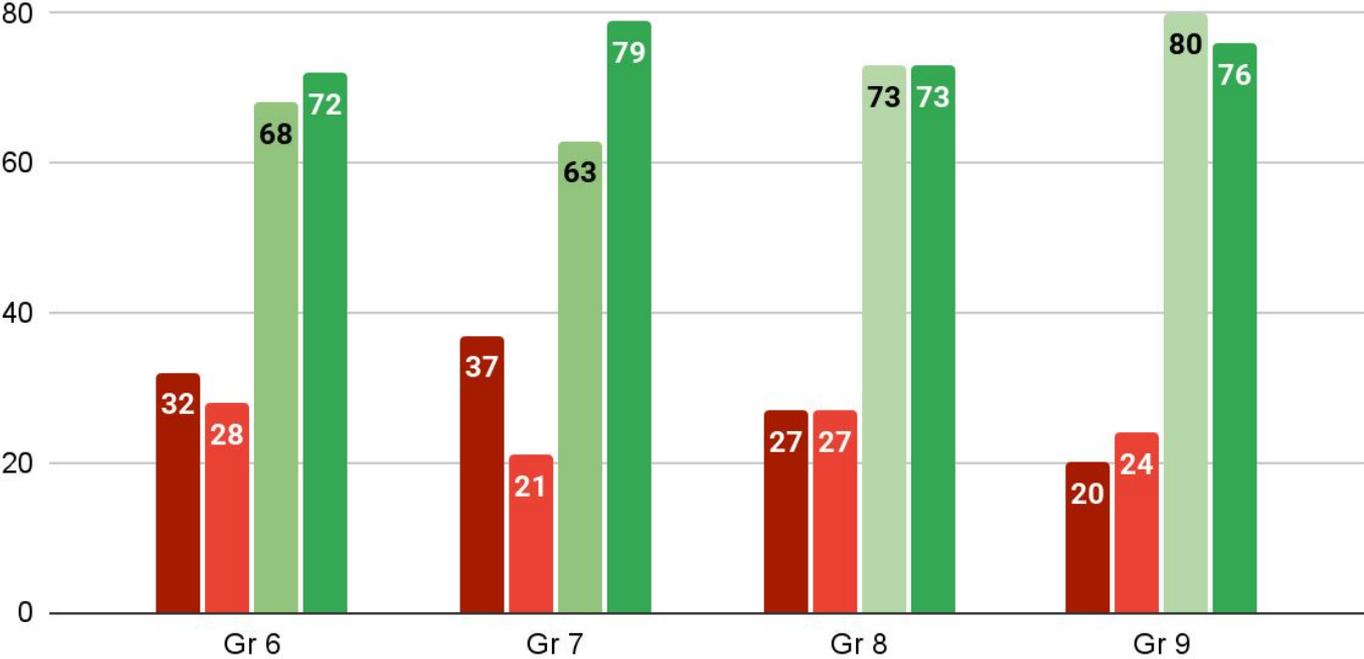


Goal





Middle & High Schools



Goals

Green

Red

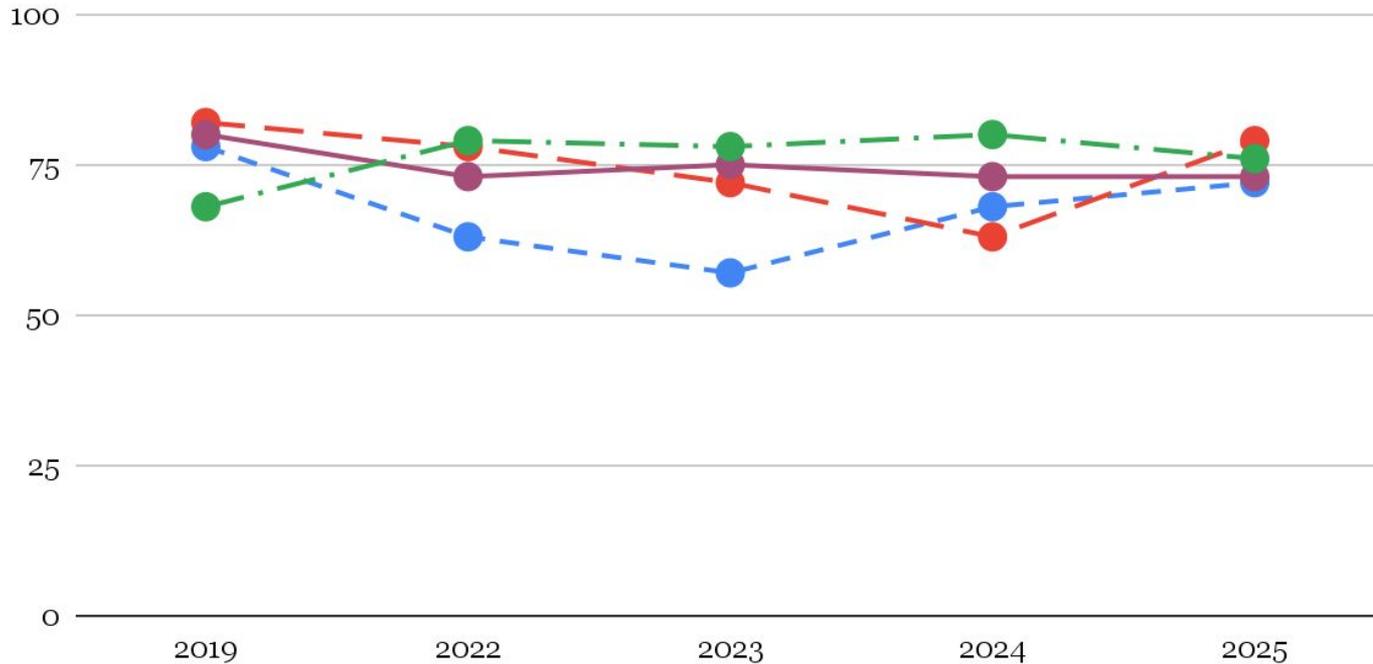


2024 Below Proficient 2025 Below Proficient 2024 Proficient 2025 Proficient



Middle & High Schools

● Gr 6 ● Gr 7 ● Gr 8 ● Gr 9



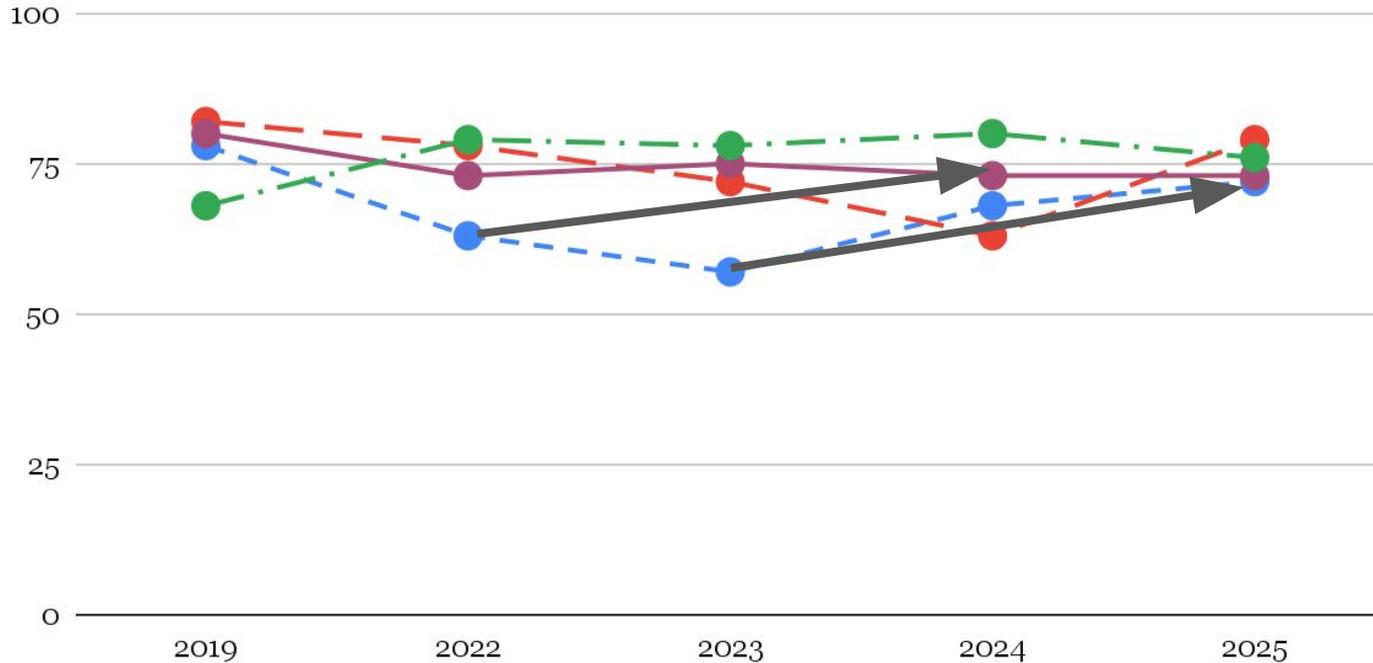
Goal





Middle & High Schools

● Gr 6 ● Gr 7 ● Gr 8 ● Gr 9



Goal



ELA Intervention & Supports



Supports put in place in 24-25 will continue in 25-26, plus:

Tier 1 Supports for All Students

- Addition of phonemic awareness curriculum in grades K&1 (Heggerty)
- Gr. K-3 Foundational Reading curriculum was revised in summer 2025.
- Gr. 3-8 Writing curriculum was revised in summer 2025.
- Multiple data sources (i.e. DIBELS8, NJSLA, iReady and CommonLit) analyzed to guide instruction.
- Increasing training on and the utilization of targeted, small group, differentiated instruction.
- Promoting student engagement and ownership of learning through literacy conferences and feedback.

Tier 2 & 3 Additional Supports for Some Students

- Writing interventions in small groups.
- Progress monitoring and data use to inform instructional decisions for small group instruction.
- PAWS or Panther Periods utilized for personalized instruction and interventions.
- Regular data meetings and collaboration between classroom teachers, MLSP's and reading specialists.



How do we continue to respond and grow in ELA?

Grades K-5

- Implementation of Gr. K-3 universal screening for early literacy skills to provide early reading intervention and prevention supports for foundational literacy skills.
- Teacher-led, explicit small group instruction to address specific skill gaps identified through NJSLA, unit assessments, and classroom data.
- Refine pacing and alignment of Reading and Writing units to ensure standards are taught with appropriate depth.
- Calibrate writing expectations and rubrics across grade levels to ensure clear progression of skills.
- Implement teacher-facilitated data meetings to determine instructional goals, differentiate instruction, and progress monitor.

Grades 6-12

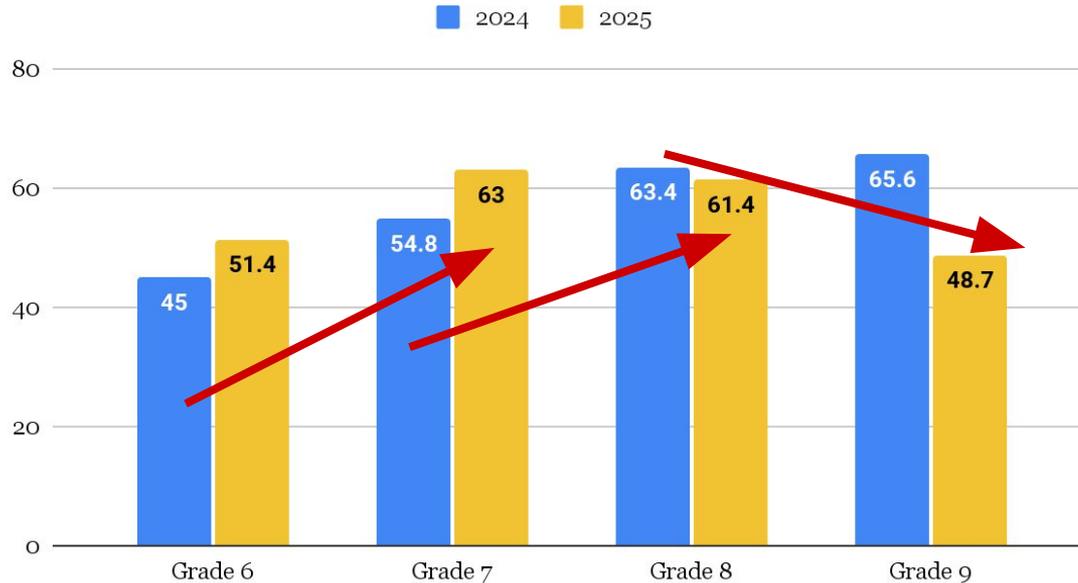
- Increase the volume and stamina of student reading and writing across all content areas to better prepare students for NJSLA and college- and career-ready literacy expectations.
- Embed common literacy and comprehension strategies consistently in ELA, Science, and Social Studies to strengthen cross-content reading proficiency.
- Strengthen writing instruction in Research Simulation Tasks (RST) and evidence-based writing (i.e. Literary Analysis tasks).
- Provide professional learning on student conferencing to support timely, individualized, and actionable feedback that accelerates writing growth.

Highlights of Progress in Reading Informational Text



Analysis of scores at 60% or higher of points available for Research Simulation Task

Literacy in Science & Tech Subjects Informational Text

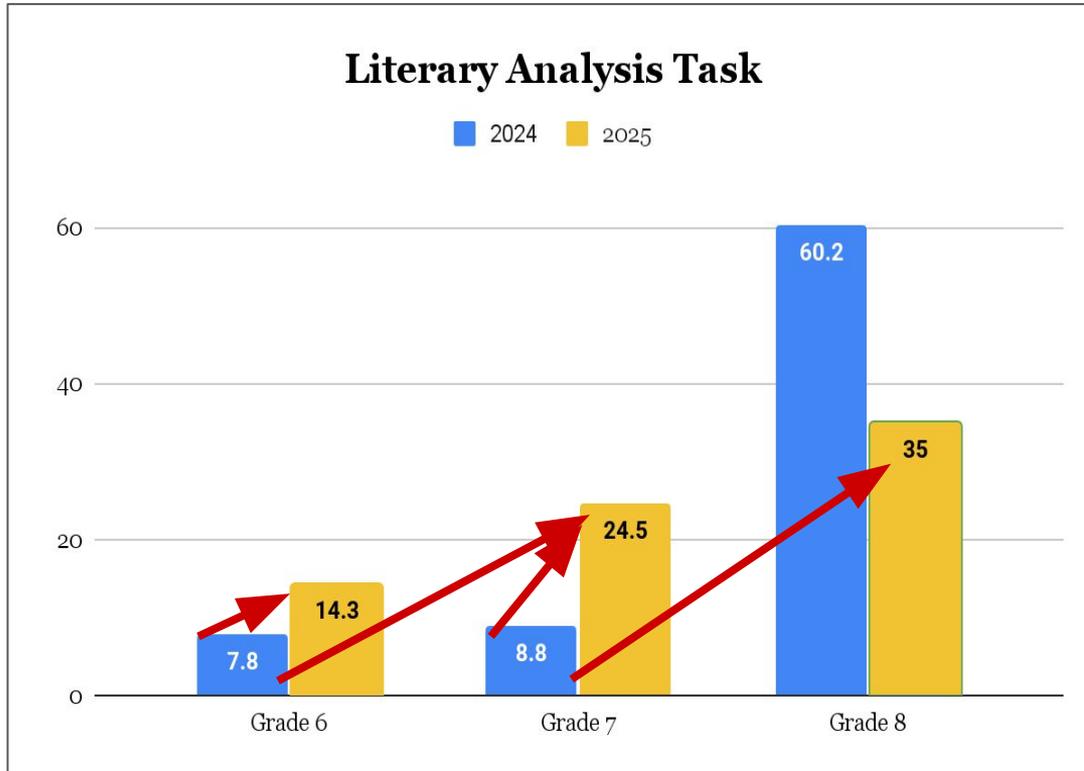


- Grade 6 (2024) to Grade 7 (2025) increased from 45% to 63%.
- Grade 7 (2024) to Grade 8 (2025) increased from 54.8% to 61.4%.
- Grade 8 (2024) to Grade 9 (2025) decrease from 63.4% to 48.7%.

Highlights of Progress in Writing



Analysis of scores at 60% or higher of points available for Literary Analysis Task.



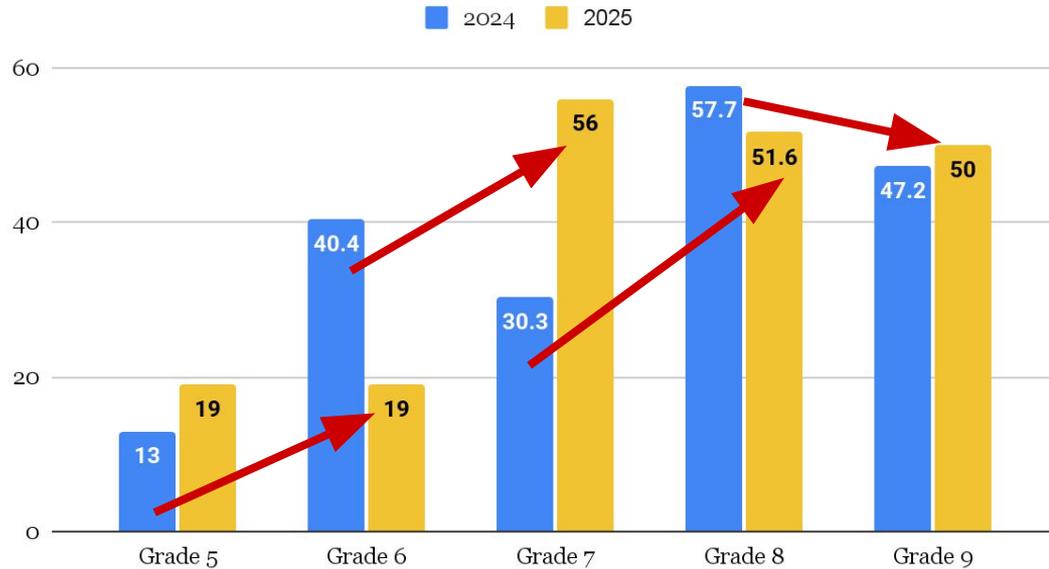
- Grade 6 (2024) to Grade 6 (2025) saw an increase from 7.8% to 14.3%
- Grade 7 (2024) to Grade 7 (2025) saw an increase from 8.8% to 24.5%.
- Percent of students from Grade 6 to Grade 7 increased from 7.8% to 24.5%.
- Percent of students from Grade 7 to Grade 8 increased from 8.8% to 35%.
- Grade 9 (2025) students did not have a Literary Analysis Task for comparison.

Highlights of Progress in Writing



Analysis of scores at 60% or higher of points available for Research Simulation Task

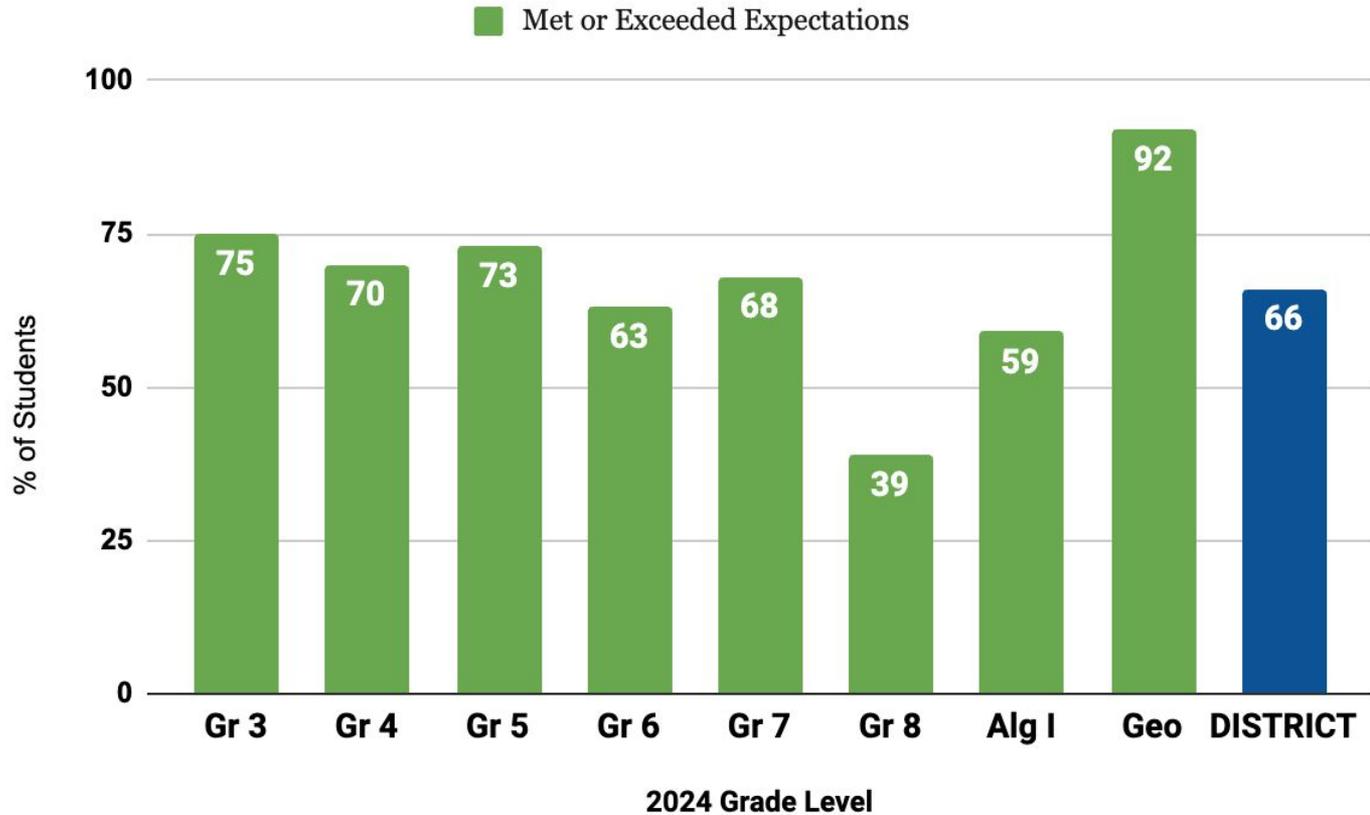
Research Simulation Task



- Grade 5 (2024) to Grade 6 (2025) increased from 13% to 19%
- Grade 6 (2024) to Grade 7 (2025) increased from 40.4% to 56%.
- Grade 7 (2024) to Grade 8 (2025) increased from 30.3% to 51.6%.
- Grade 8 (2024) to Grade 9 (2025) slight decrease from 57.7% to 50%.

NJSLA- MATHEMATICS

2024-2025 Mathematics: Percent of Students Overall Proficiency



District Proficiency Rates continue to rise.

- 2022 - 54%
- 2024 - 62%
- 2025 - 66%

Algebra I proficiency rate includes 8th & 9th graders taking the assessment.

2024-2025 Math Proficiency By Grade Level/Assessment



Grade Level	Average Scale Score		Percentage by Level					
	PTSD Avg Score	State Avg. Score	Level 1 Not Yet	Level 2 Partially	Level 3 Approaching	Level 4 Met	Level 5 Exceeded	Level 4 & 5
3	766	748	4.1	4.8	16.3	56.5	18.4	74.8
4	763	746	1.9	10.6	18	58.4	11.2	69.6
5	764	745	1.9	5.7	19.1	55.4	17.8	73.2
6	755	740	1.4	12.5	22.9	56.3	6.9	63.2
7	758	740	4.1	4.7	23.1	54.4	13.6	68
8	740	720	11.5	14.4	35.6	37.5	1	38.5
Alg I*	759	741	3.7	16	21.6	44.4	14.2	58.6
Geo	775	751	0	0	7.3	61	31.7	92.7

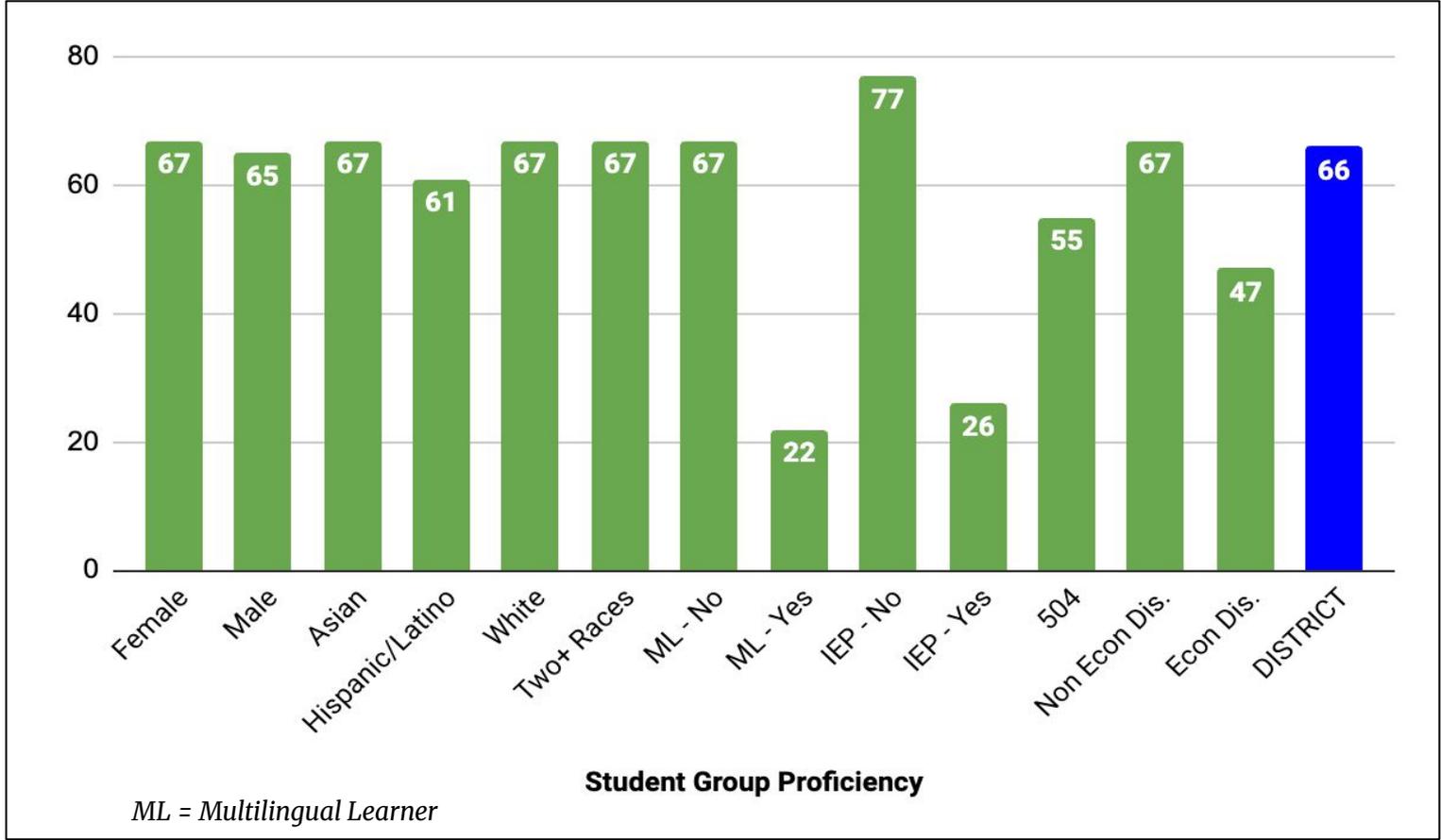
Overall Proficiency Average: Increased from 54% in 2022 to 66% in 2025.

All grade levels exceed the state average scale scores by an average of 19 points.

Levels 1-3:
Areas for Growth:
Modeling & Reasoning

**Both 8th & 9th grade students take Algebra I*

2024-2025 Mathematics Overall Proficiency By Student Group



2024-2025 Math Overall Proficiency By Grade Level/Assessment & Student Group



Grade Level	Percentage Passing		Percentage Passing by Student Group <i>(Other student groups have <10 scores per grade level)</i>								
	PTSD	State	Female	Male	Hispanic or Latino	White	IEP: No	IEP: Yes	504	Non-Econ Dis.	Econ Dis.
3	74.8	49.7	77.8	72.6	76.5	76	88.1	36.8	n<10	76.4	n<10
4	69.6	46.7	66.7	71.9	90.9	66.2	81	35	50	70.4	n<10
5	73.2	44.2	72.9	73.6	64.3	73.8	80.6	45.5	64.3	72.8	n<10
6	63.2	39.8	67.1	59.5	45.5	66.1	72.7	13	46.2	63	n<10
7	68	38.7	71.8	64.8	57.9	70.1	81.5	14.7	n<10	69.9	n<10
8	38.5	20.7	42	35.2	38.5	38.6	46.8	14.8	20	40	n<10
Alg I	58.6	37.9	61.9	55.1	47.8	61.7	70.8	9.4	73.3	60.9	27.3
Geo	92.7	56	78.6	100	n<10	91.7	92.7	–	n<10	92.5	n<10

Passing rate averages **25.6** percentage points higher than the state proficiency rates for all grade levels.

Students without IEPS have strong scores, including in Algebra I.

Gr. 8 Math continues to be an area for growth. Revised curriculum summer 2025.

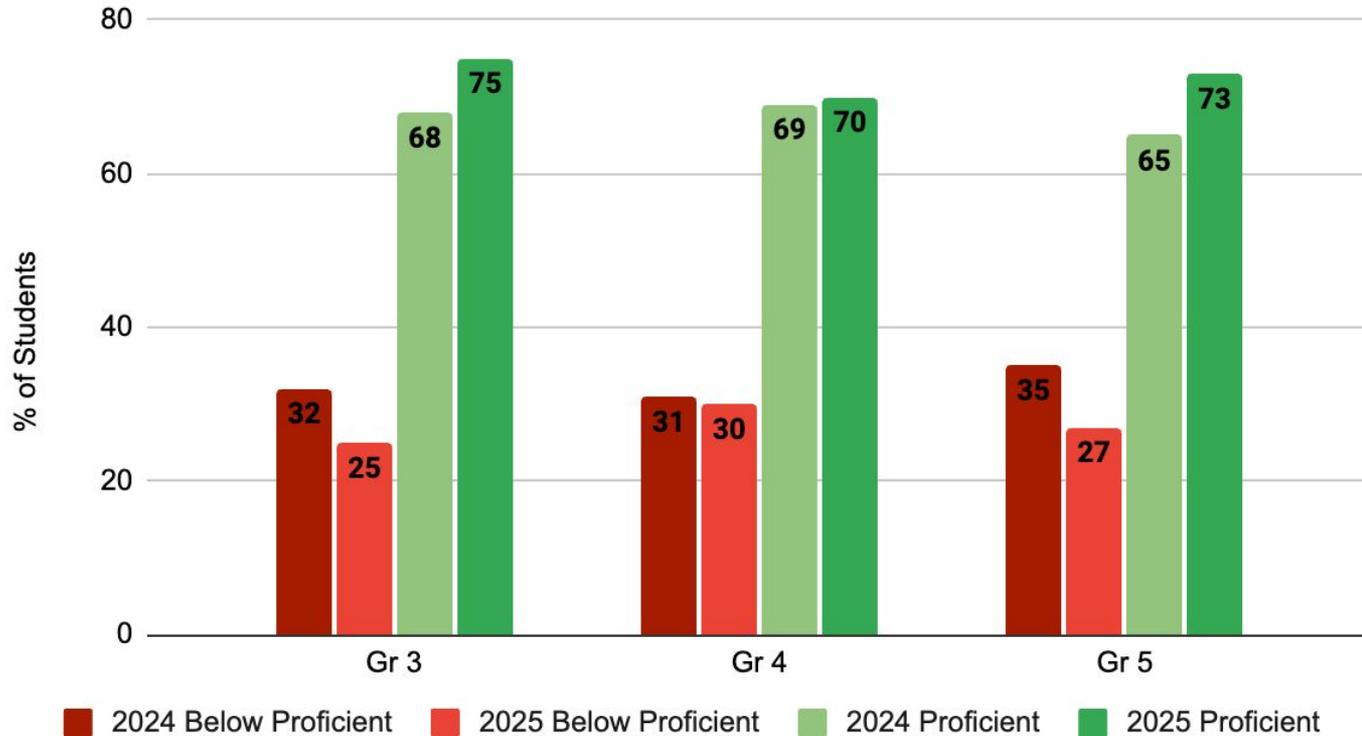
NJSLA - MATHEMATICS

Trend Analysis

2024-2025 Mathematics - 2-Year Comparison



Elementary Schools



Goals

Green

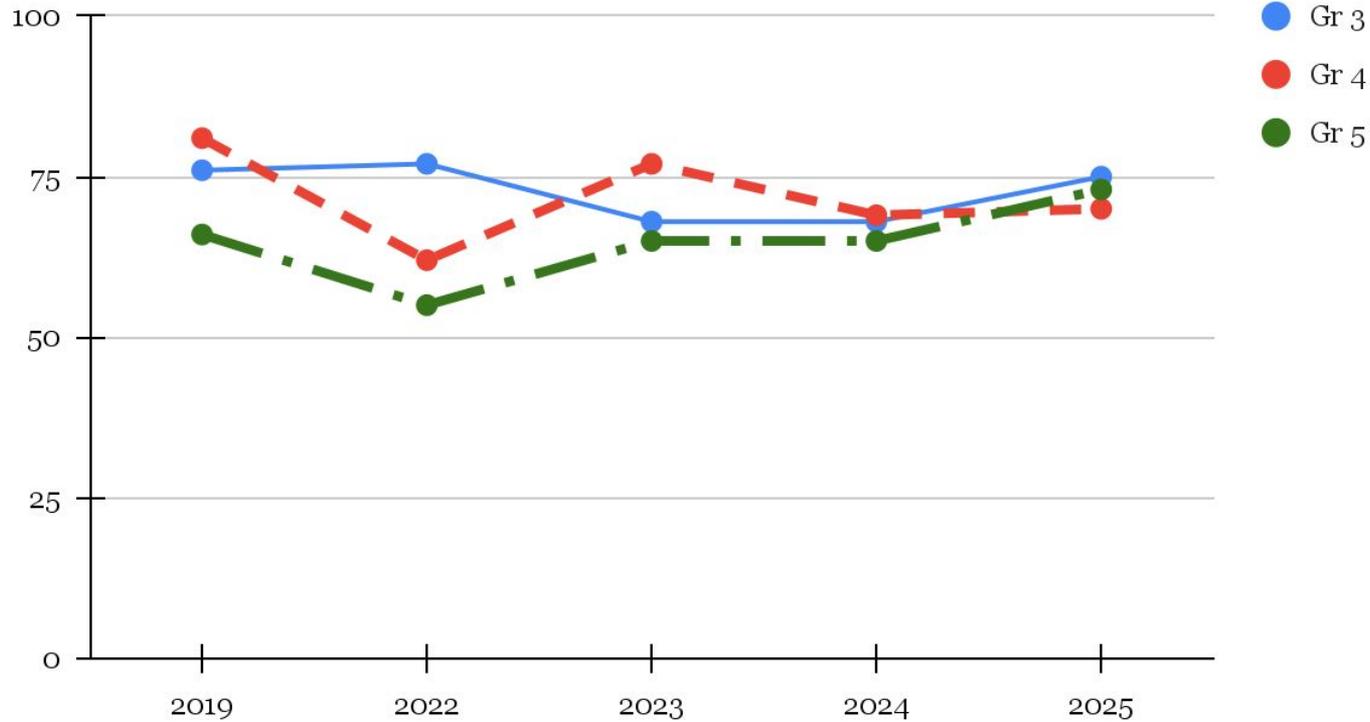


Red





Elementary Schools

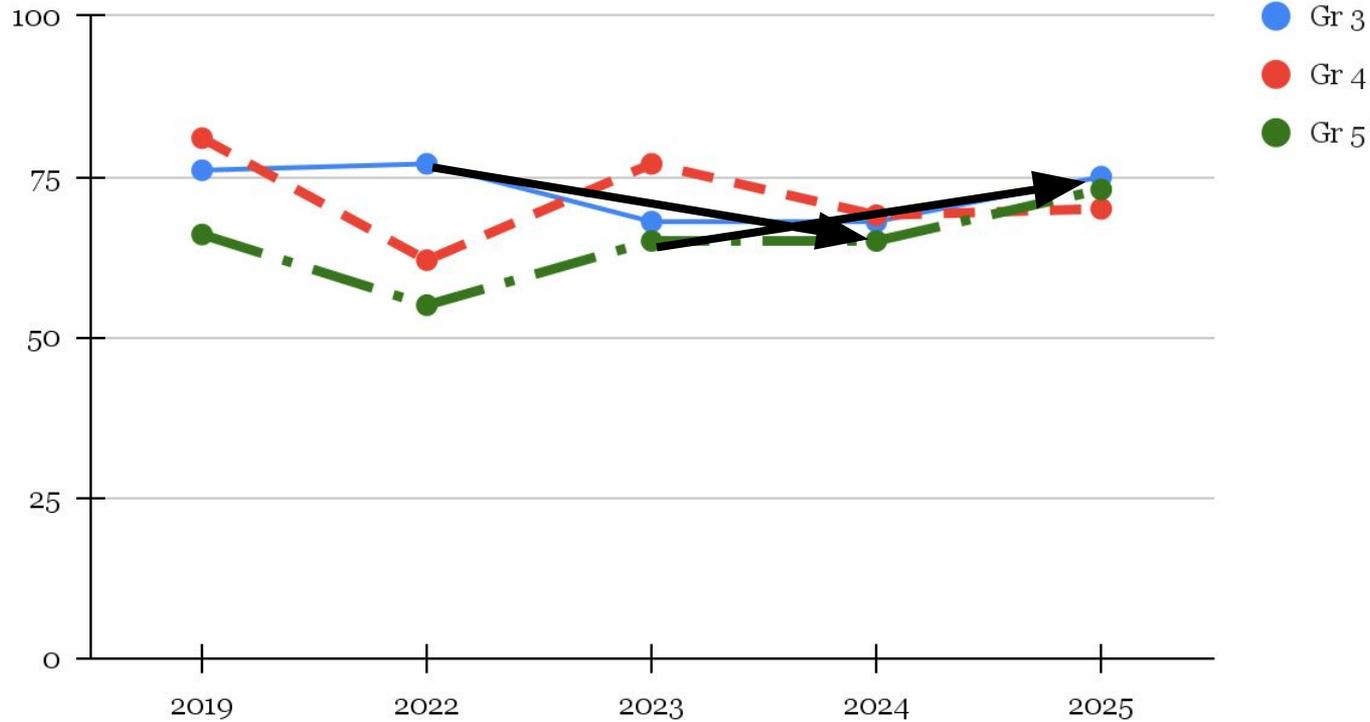


Goal





Elementary Schools



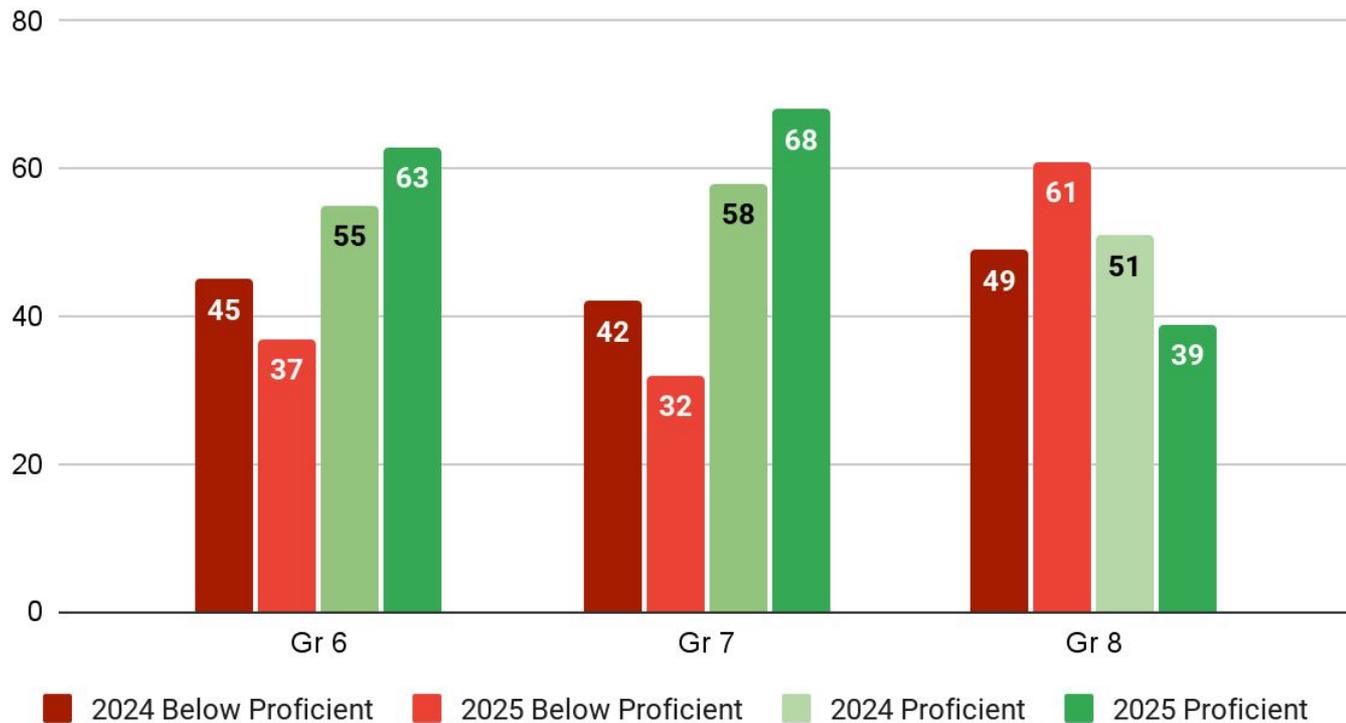
Goal



2024-2025 Mathematics - 2-Year Comparison



Middle School



Goals

Green

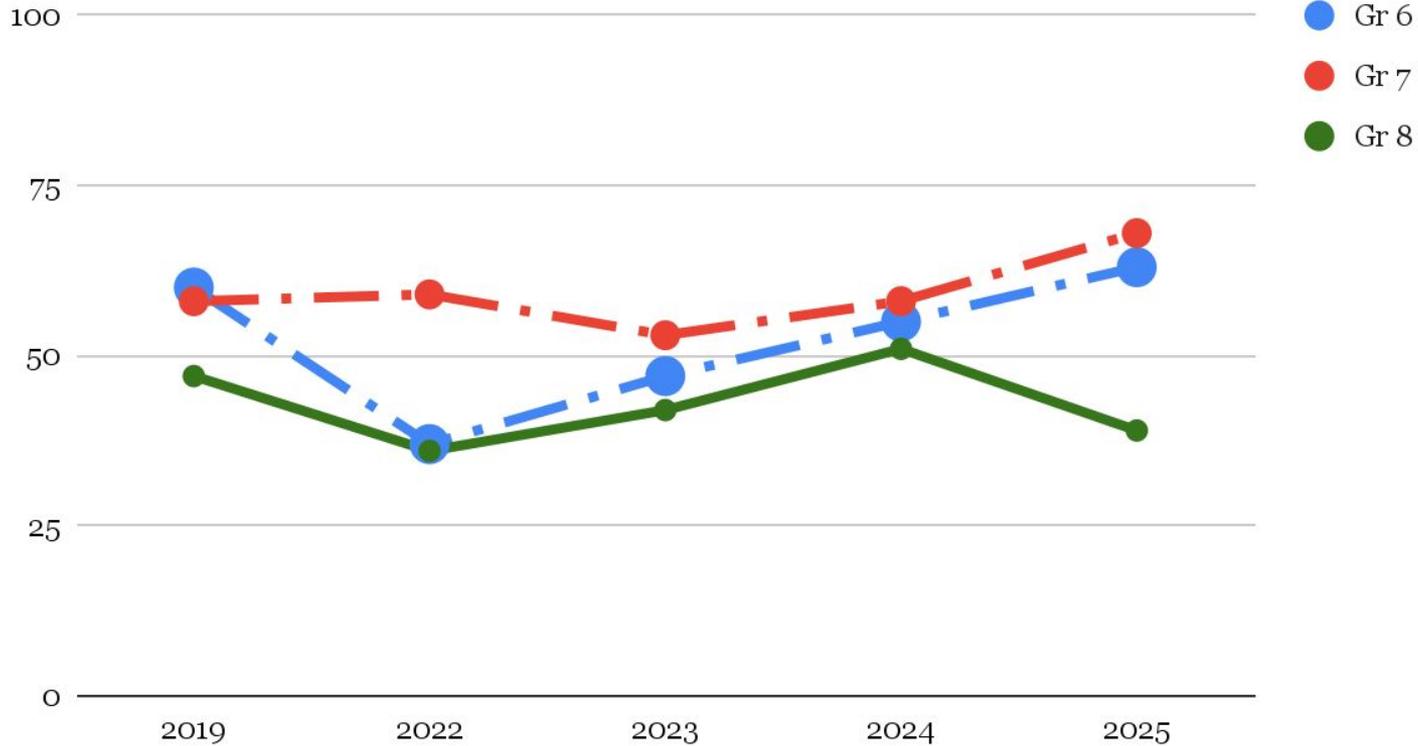


Red





Middle School



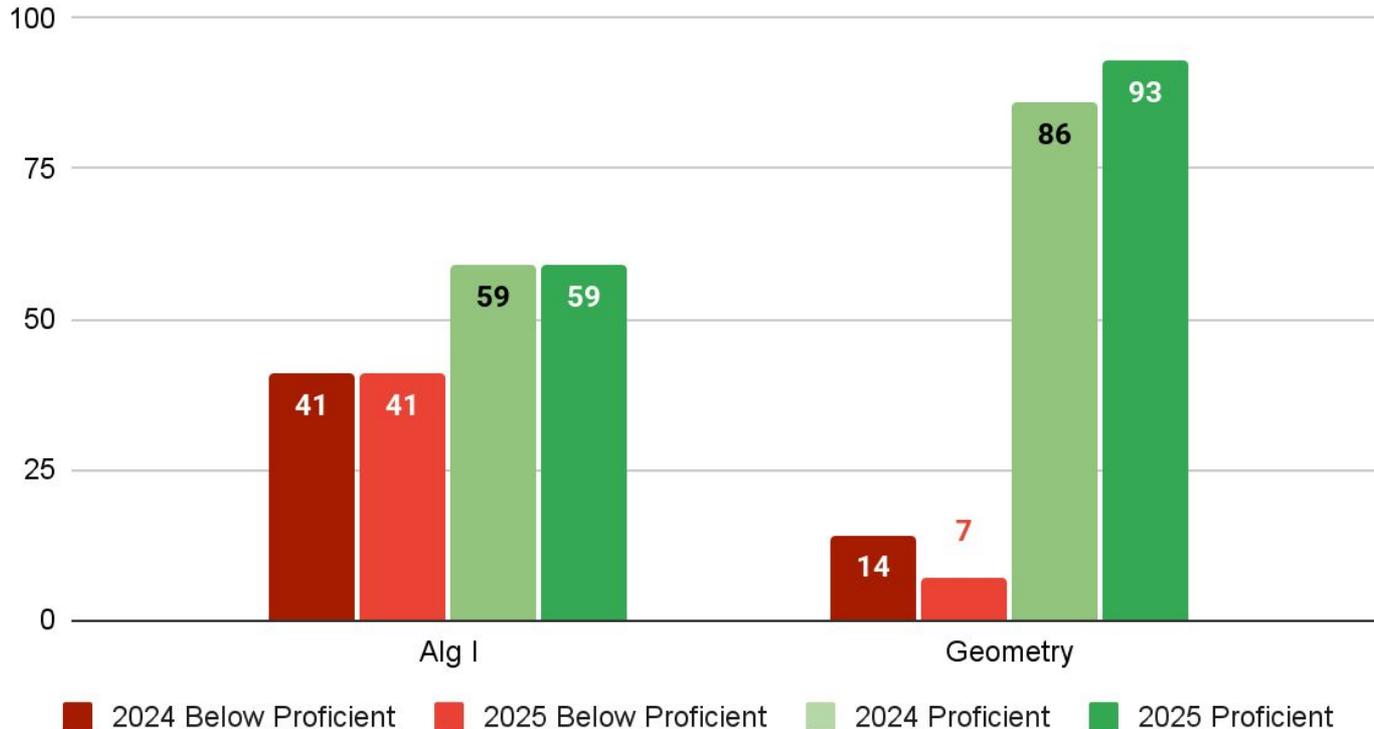
Goal



2024-2025 Mathematics - 2-Year Comparison



Algebra I and Geometry



Goals

Green

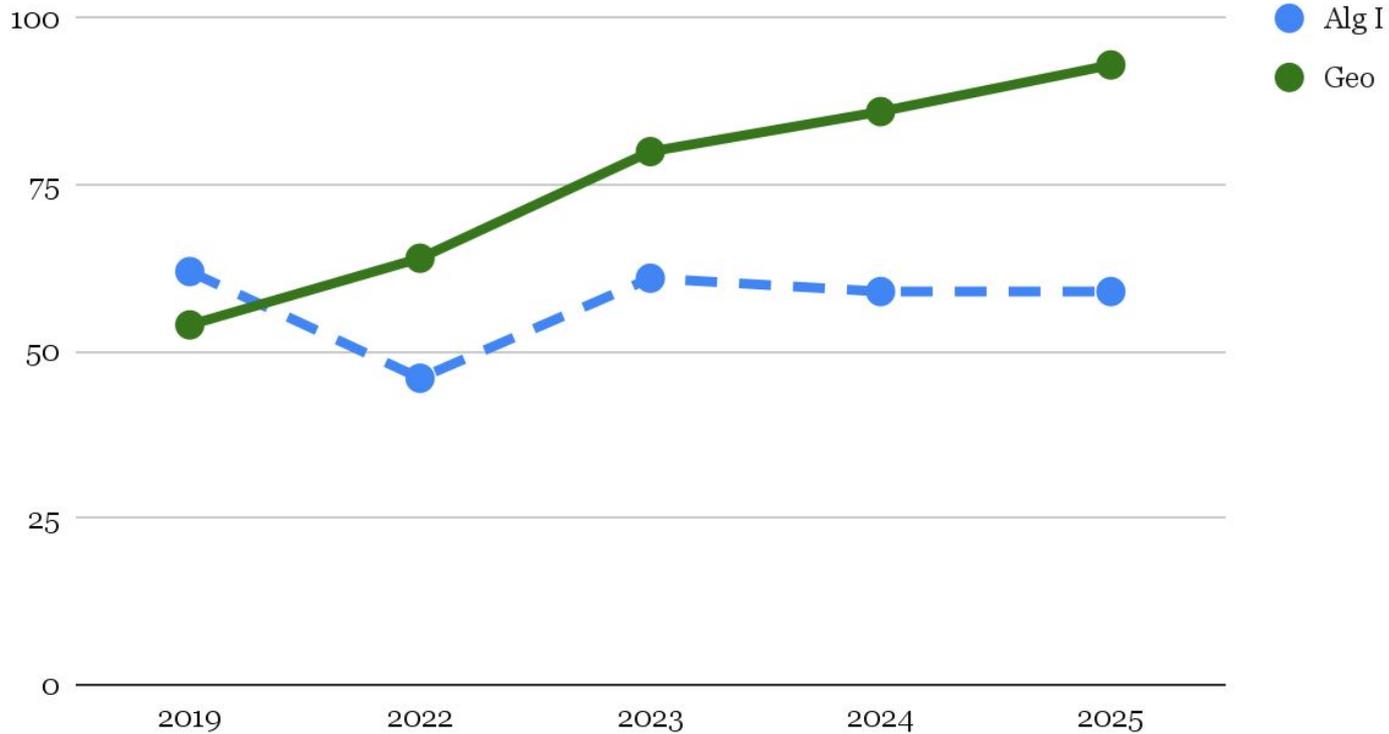


Red





Algebra I & Geometry



Goal



Math Interventions & Supports



Supports put in place in 24-25 will continue in 25-26, plus:

Tier 1 Supports for All Students

- Integration of NJSLA released items in Modeling & Reasoning in Gr. 3-11 instruction.
- Analysis of Evidence Statement Heatmap to identify areas for individual student support.
- Revised curriculum for K-8 and Algebra I to update to 2023 standards.
- Increasing training on and the utilization of small group, differentiated instruction.
- Utilize i-Ready reports to inform grade level planning.
- Two cohorts of teachers attending Conquer Math workshops
 - Cohort 2: (Year 2) Kindergarten, Grades 2-3, Geometry
 - Added more teachers to the Year 1 Cohort

Tier 2 & 3 Additional Supports for Some Students

- Support and reinforcement at all levels
 - Elementary: Centers/stations with targeted instruction, MLSP intervention
 - Middle school: reinforcement/Panther Period
 - High school: lunch help, Panther Period
 - Title I Tutoring for PV & PTHS in Math
- Progress monitoring students to inform instructional decisions for small group instruction.

Math Goals



Grades K - 12

- Utilize data meetings to identify instructional goals for the whole class and individual students.
- Analyze grade level skill progression through vertical articulation of the NJ Student Learning Standards in Math.
 - What do students need to know by the end of the grade level/course?
 - What should students know coming into the grade level/course?

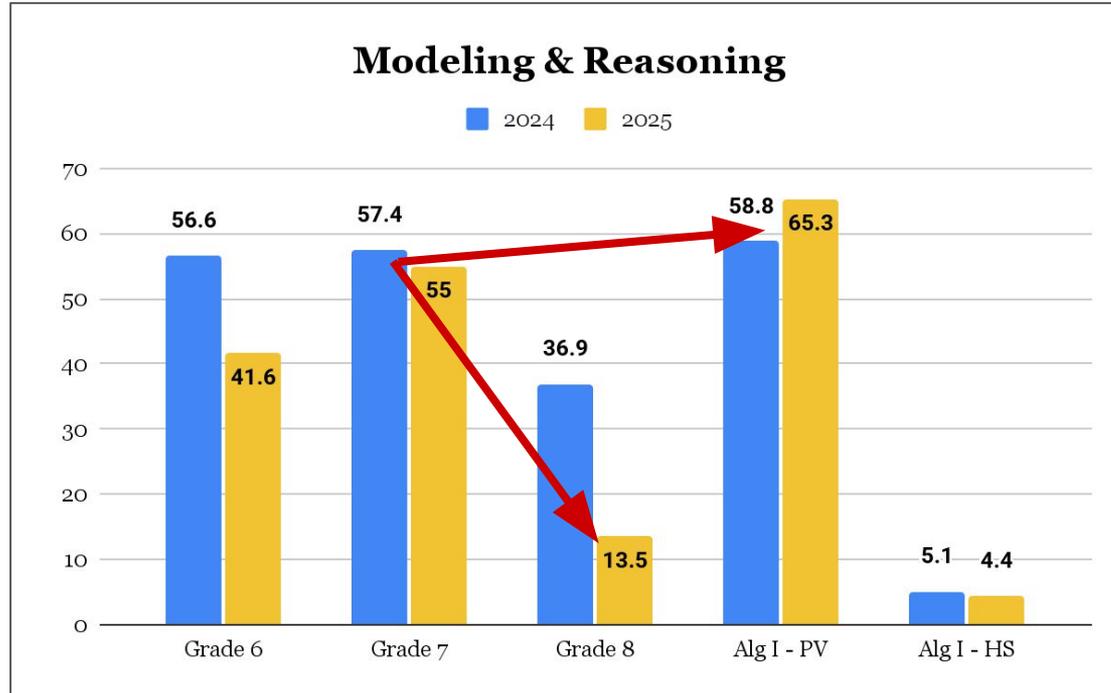
Grades 6-12

- Implementing Math 6 and Algebra I iReady Math program & iReady Diagnostics in Grade 9
- Utilize data from iReady and the NJSLA heatmap/evidence statements to identify areas for curriculum development of courses.
- Increase number of students scoring 40% or higher for points available in **Modeling & Reasoning**
- Review instruction, content, accommodations and modifications in special education math classes and make recommendations to help close achievement gaps.
- Training for general education and special education teachers on scaffolding prior grade level into on-grade level instruction & content.

Highlights of Progress in Modeling & Reasoning



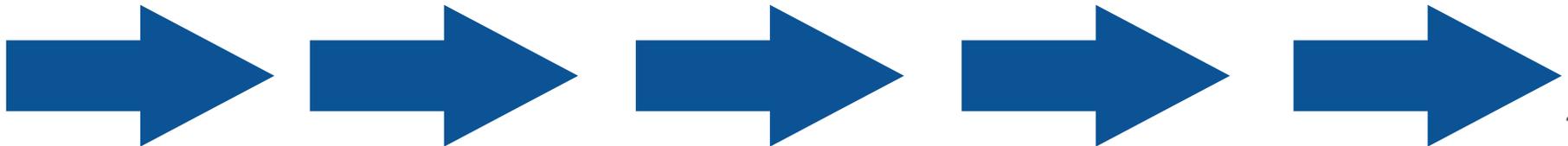
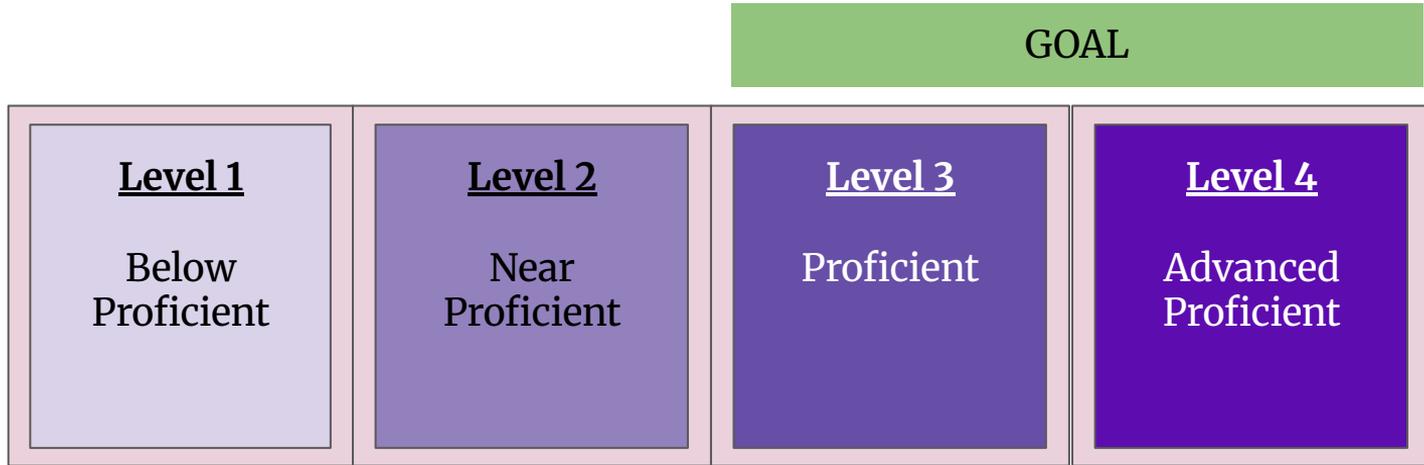
Analysis of scores at 40% or higher of points available for Modeling & Reasoning.



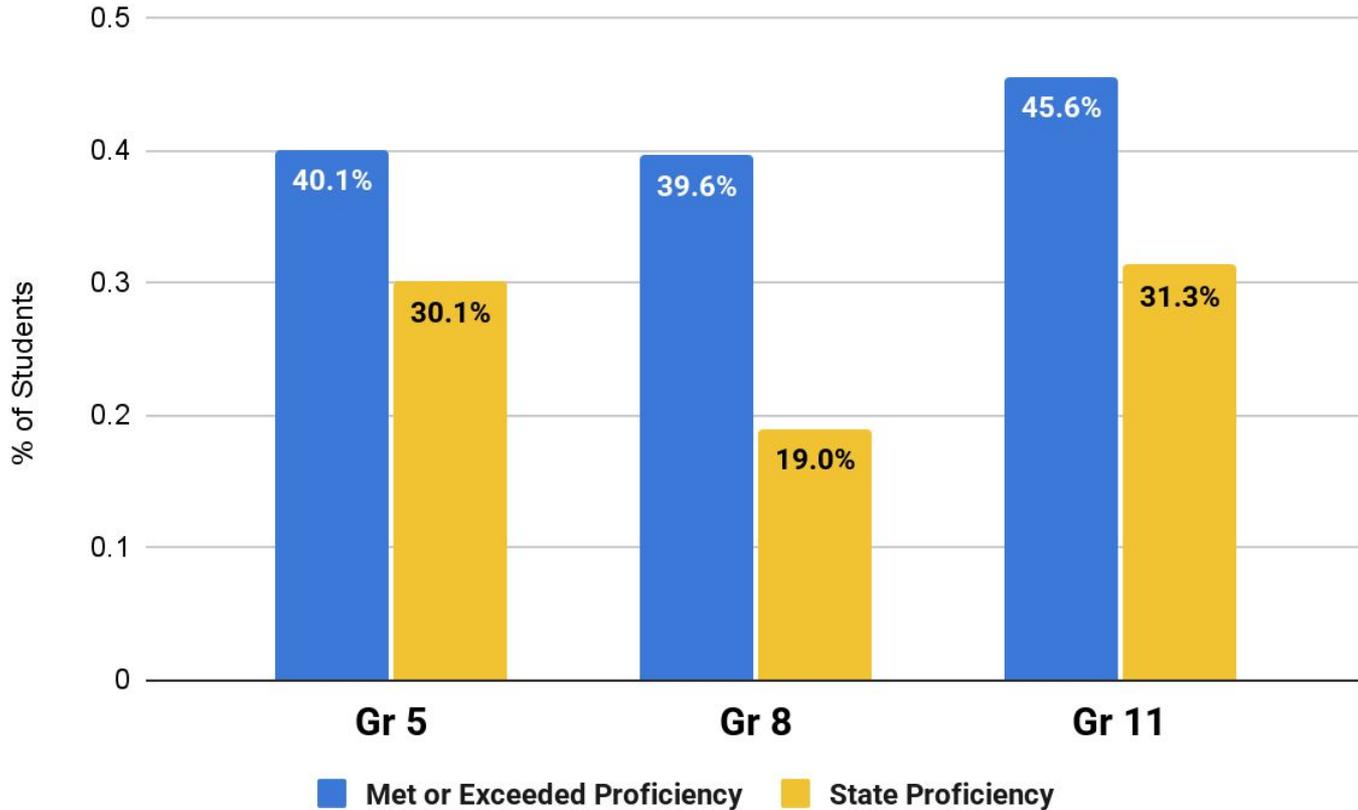
- Algebra I – District proficiency rate of 58.6
- Modeling & reasoning is about 43% of a student’s score.
- One goal is to increase Modeling & Reasoning skills to increase overall scores.
- Indicates need for continued review and revision of instructional practices surrounding the work for modeling and reasoning tasks in all grade levels.

NJSLA-SCIENCE

NJSLA-Science Proficiency Levels



2024-2025 Science - District Overall Scores & State Comparison



Notable:

All grade levels exceed State Proficiency average.

2024-2025 Science Proficiency By Grade Level



Grade Level	Average Valid Score		Percentages				Levels 3 & 4
	Pequannock Avg. Score	State Avg. Score	Level 1	Level 2	Level 3	Level 4	
5	190	173	9.6	50.3	31.2	8.9	40.1
8	187	166	15.6	44.8	25.3	14.3	39.6
11	192	173	22.4	32	31.3	14.3	45.6

- The NJSLA-Science test is the last of the standardized tests administered at all levels.
- The test does not count toward graduation or placement.
- There is an absence of actionable data in the reporting from the state.
- Data reports are not broken out into individual standards.
- Students are assessed in 3-year grade bands with clusters of content and skills.

2023-2024 Science Overall Proficiency By Grade Level/Assessment & Student Group



Grade Level	Percentage Passing		Percentage Passing by Demographic Group							
	Pequannock	State	Female	Male	Hispanic or Latino	White	Students with IEPs	Students with 504s	Non Econ. Dis.	Econ. Dis
5	40.1	27.6	38.6	41.4	28.6	40.2	12.2	50	39.5	n<10
8	39.6	18.8	36.5	42.5	16.7	43.6	7.4	28.6	39.5	n<10
11	45.6	28.1	49.3	42.3	36.8	45	9.5	66.7	46	n<10

All grade levels exceed the state proficiency rates by an average of about 15 percentage points.

Interventions & Support

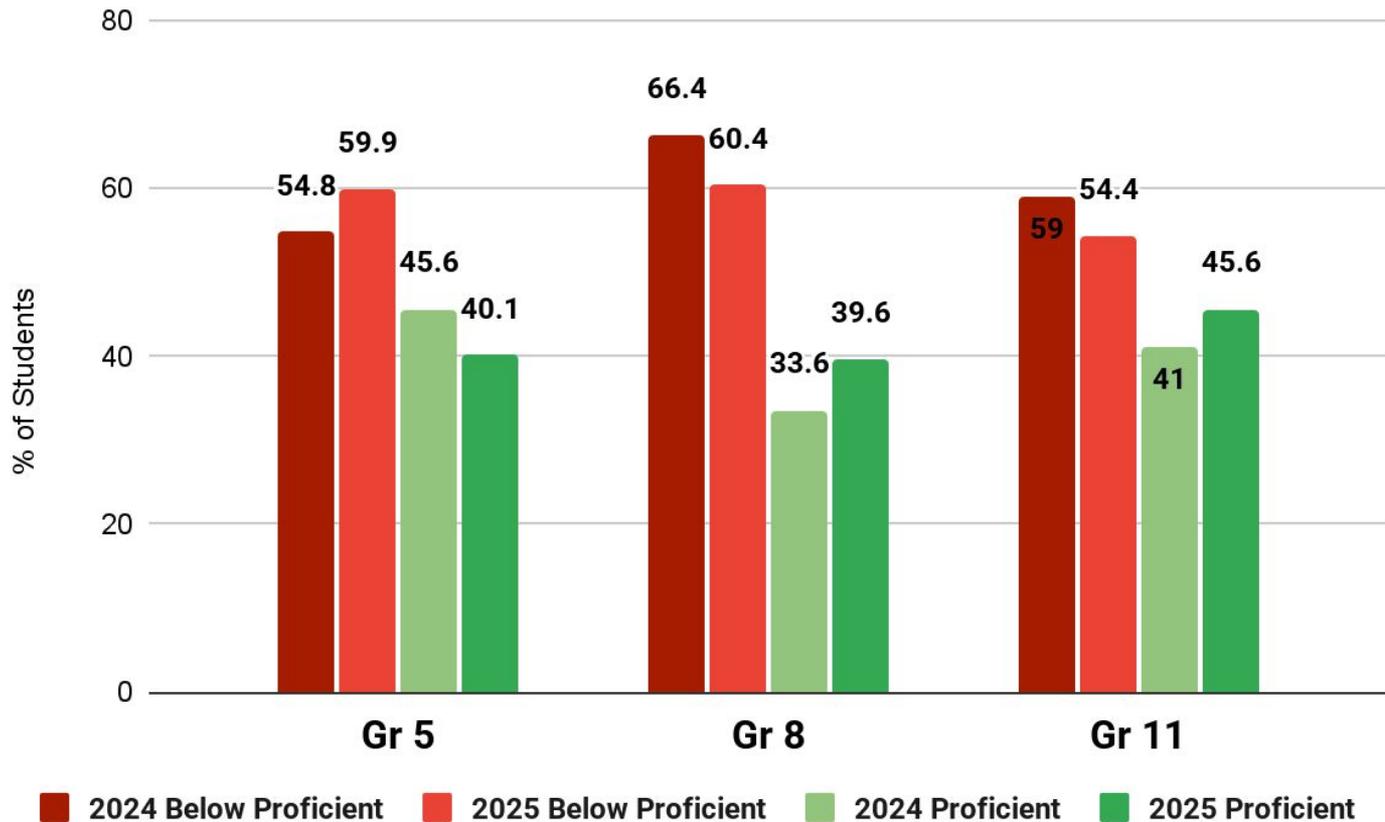
- New Science Supervisor is reviewing practices and will make recommendations.
- Adjusting programming at the high school to cover more of the standards prior to the test.
- Building NJSLA-Science formatted assessments to ensure familiarity with testing format
- Utilizing *Inner Orbit* assessments to provide more exposure and practice to similar test items.

** n<10 students in this group

NJSLA-SCIENCE

Trend Analysis

2024-2025 Science - 2-Year Comparison

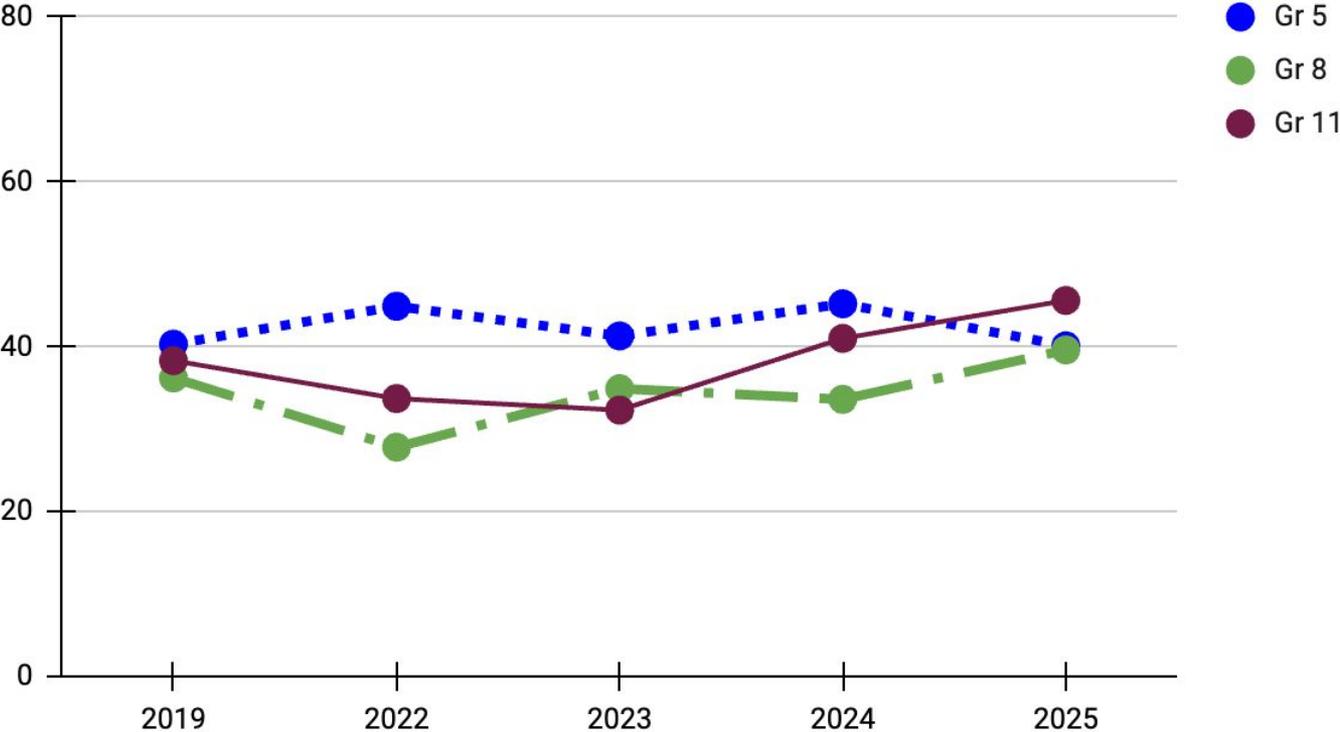


Goals

Green 
Red 



Science 5-Year Trend Analysis



Notable:

Gr. 11 scores indicate steady improvement since 2023.

Goal



Dynamic Learning Maps

DLM

24-25 Dynamic Learning Maps (DLM)



DLM is an alternate assessment for students with the most significant cognitive disabilities to show performance on Essential Elements of content standards in ELA, Math & Grade 5, 8, & 11 Science. The district had 11 students complete the DLM test in ELA & Math.

Four achievement levels:

- Advanced
- At Target
- Approaching the Target
- Emerging

Number of Students (15)			
	ELA	Math	Science n<10
Advanced	1	1	*
At Target	5	4	*
Approaching Target	4	2	*
Emerging	5	8	*

Thank You!

