



2024-2025 State Assessment Report

Part III: NJSLA and DLM



Included in this Report:

- ★ **New Jersey Student Learning Assessments**
 - **English Language Arts**
 - **Mathematics**
 - **Science**
- ★ **Dynamic Learning Maps**



Thanks to our...

- ★ Curriculum and Special Education Supervisors
- ★ Director of Special Services
- ★ Principals and Assistant Principals
- ★ Testing Coordinators
 - Ms. Lisa Howard - Grades 3-8
 - Dr. Timothy Donahue - Grades 9-12
- ★ Board Curriculum Committee
- ★ Teachers, Specialists, CST Members and Aides
- ★ Students and their Families/Caregivers

Setting our Data Lens....



- The data sets presented here reflect **one measure** used in each subject to help us understand each learner and to plan for and promote each learner's growth.
- NJSLA and DLM only consider Mathematics, English Language Arts and Science in some grade levels and **not all that we value** in our district.

Dynamic Learning Maps



Alternative Assessment
Spring, 2025

- The DLM is administered to students in the state with the most significant cognitive disabilities whose Individualized Education Program (IEP) designate the state's alternate assessment as the most appropriate academic assessment.
- Students in grades 3-8, and 11 take the DLM in English Language Arts and Math.
- Students in grades 5, 8, and 11 take the DLM Science.

SPF DLM Results 2025

	Total	Emerging	Approaching	Target	Advanced
English Language Arts	24	13	9	2	0
Mathematics	26	13	5	8	0
Science	8	6	1	1	0

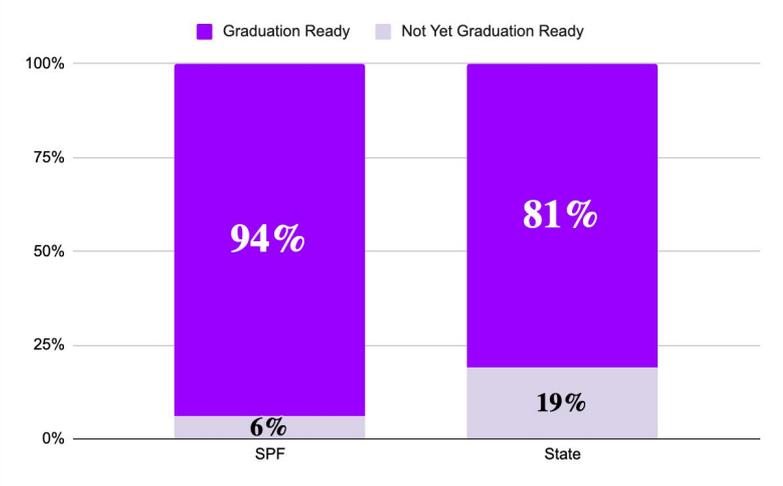
How do we use DLM data?

- Curricular decisions
- Instructional feedback
- As an additional data point to monitor student progress and growth.

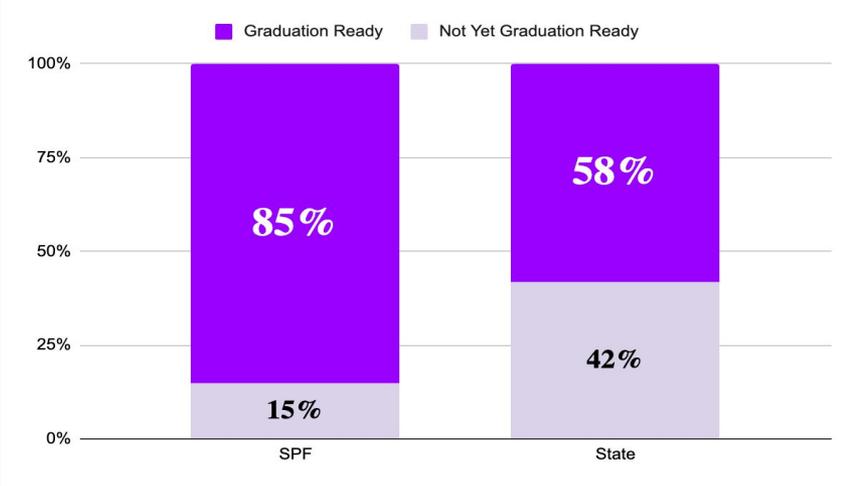
New Jersey Student Learning Assessment



Previously Reported: NJGPA Class of 2026

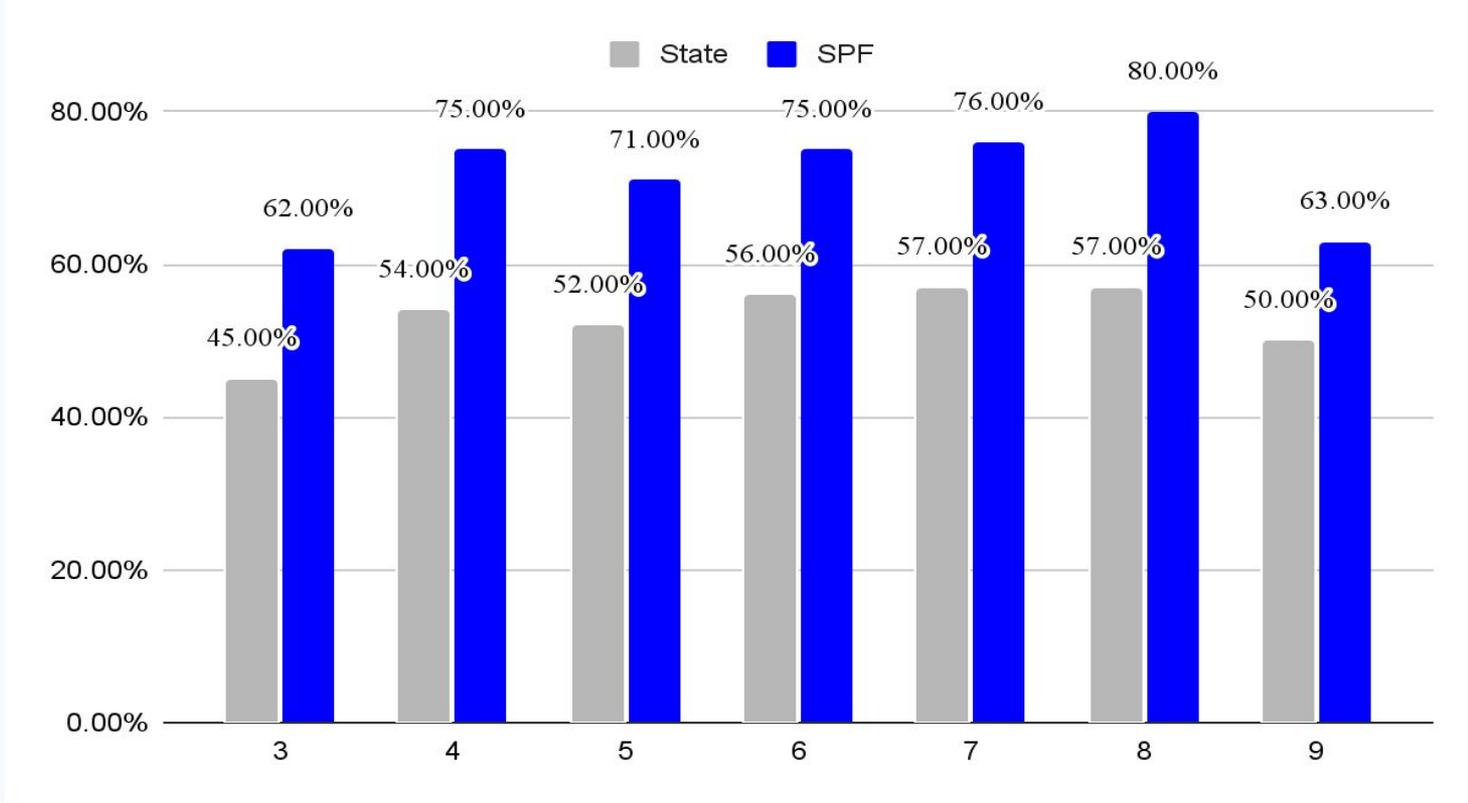


ELA

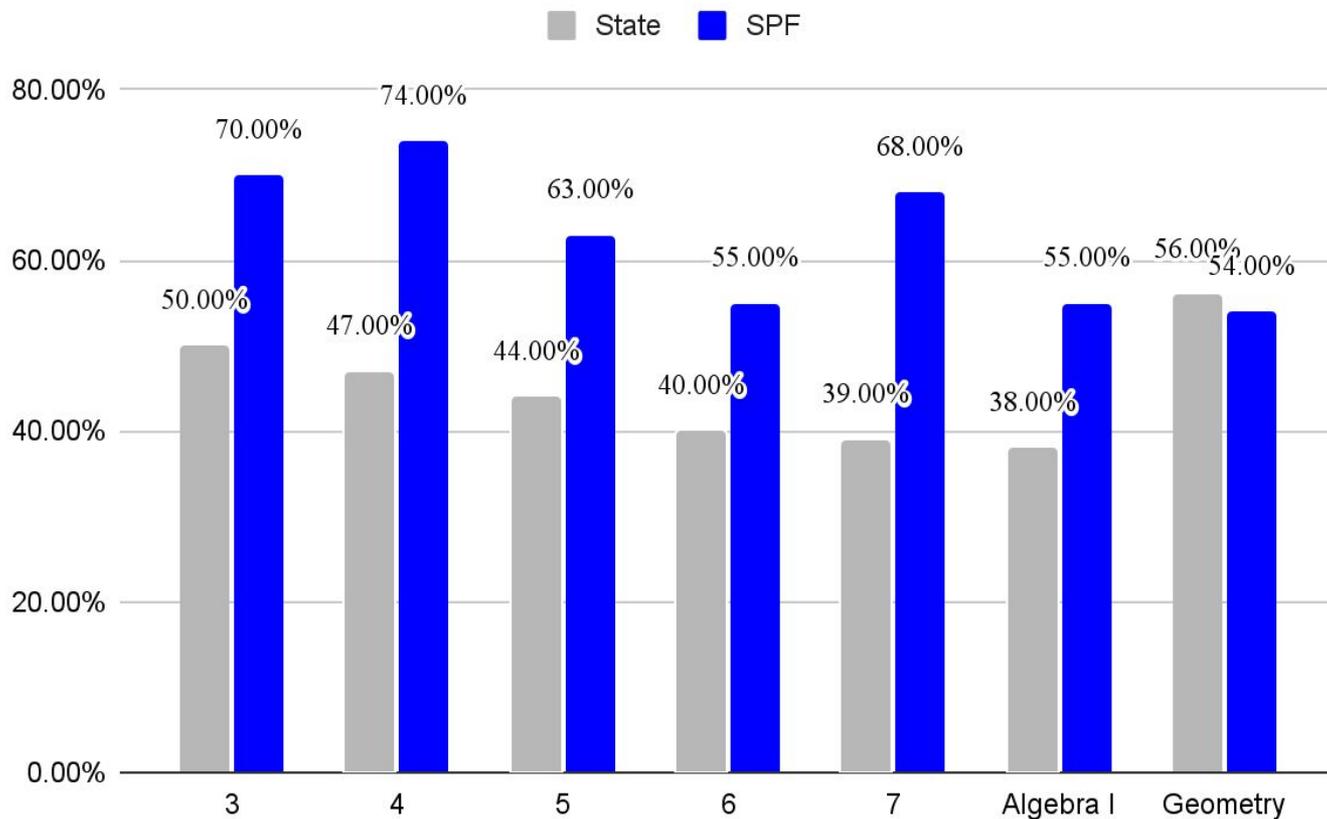


Math

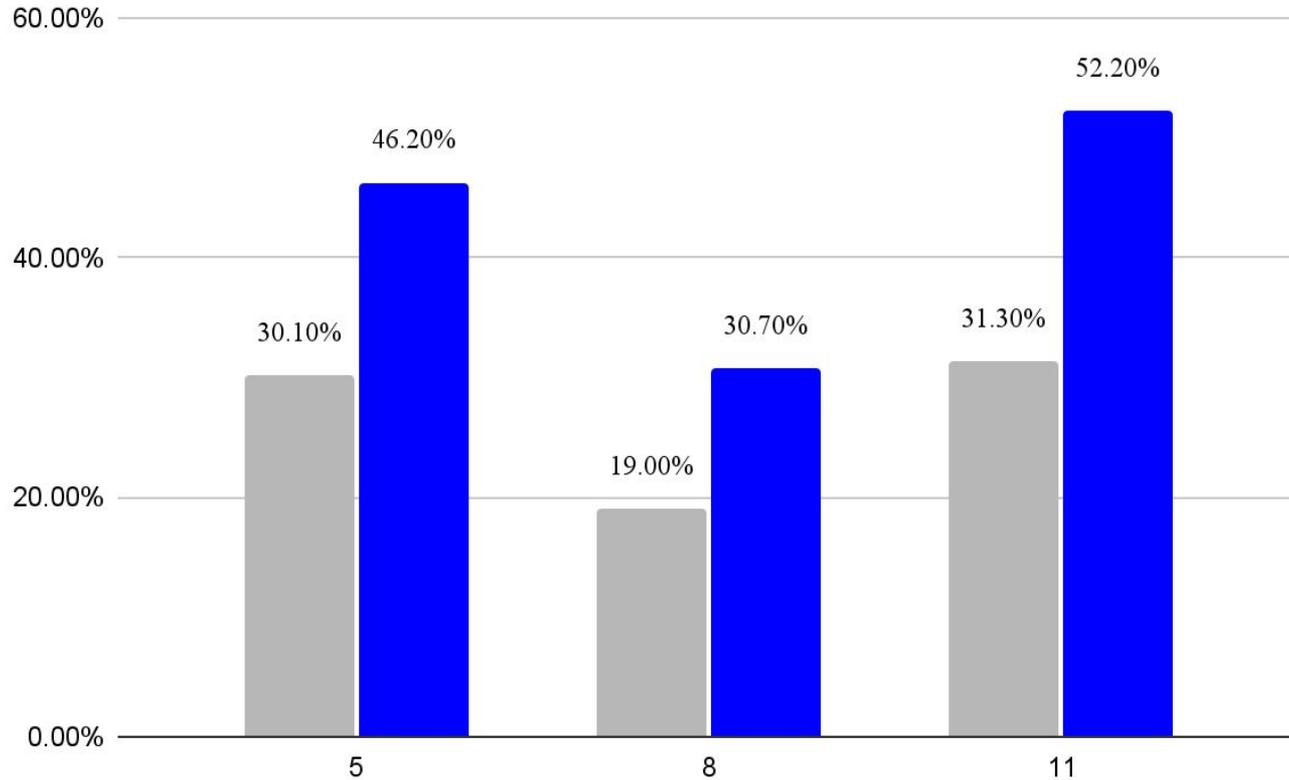
2025 ELA State/SPF Comparison



2025 Math State/SPF Comparison



2025 Science State/SPF Comparison





NJSLA ELA and Math Performance Levels

EXCEEDING GRADE LEVEL EXPECTATIONS

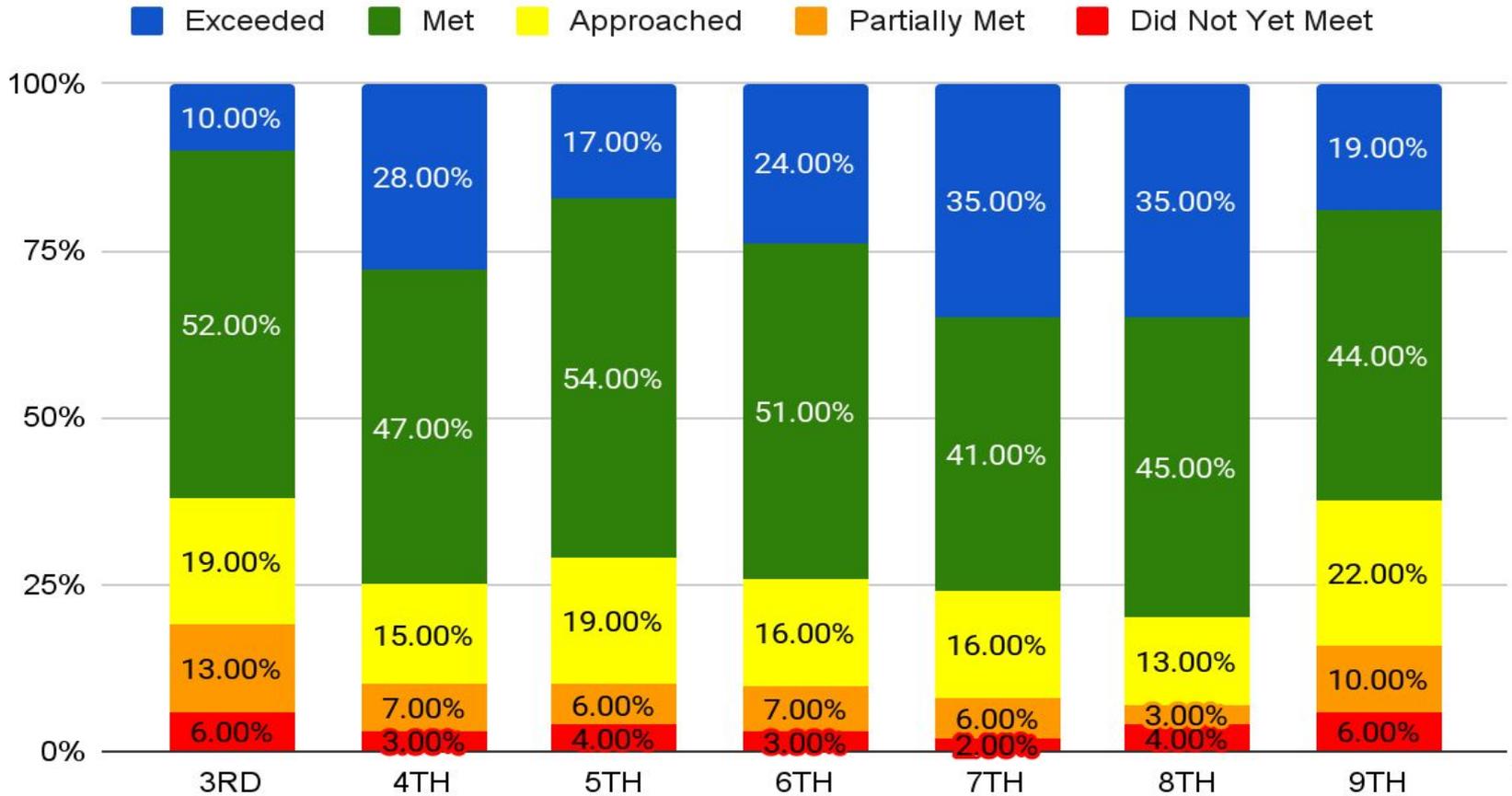
MEETING GRADE LEVEL EXPECTATIONS

APPROACHING GRADE LEVEL EXPECTATIONS

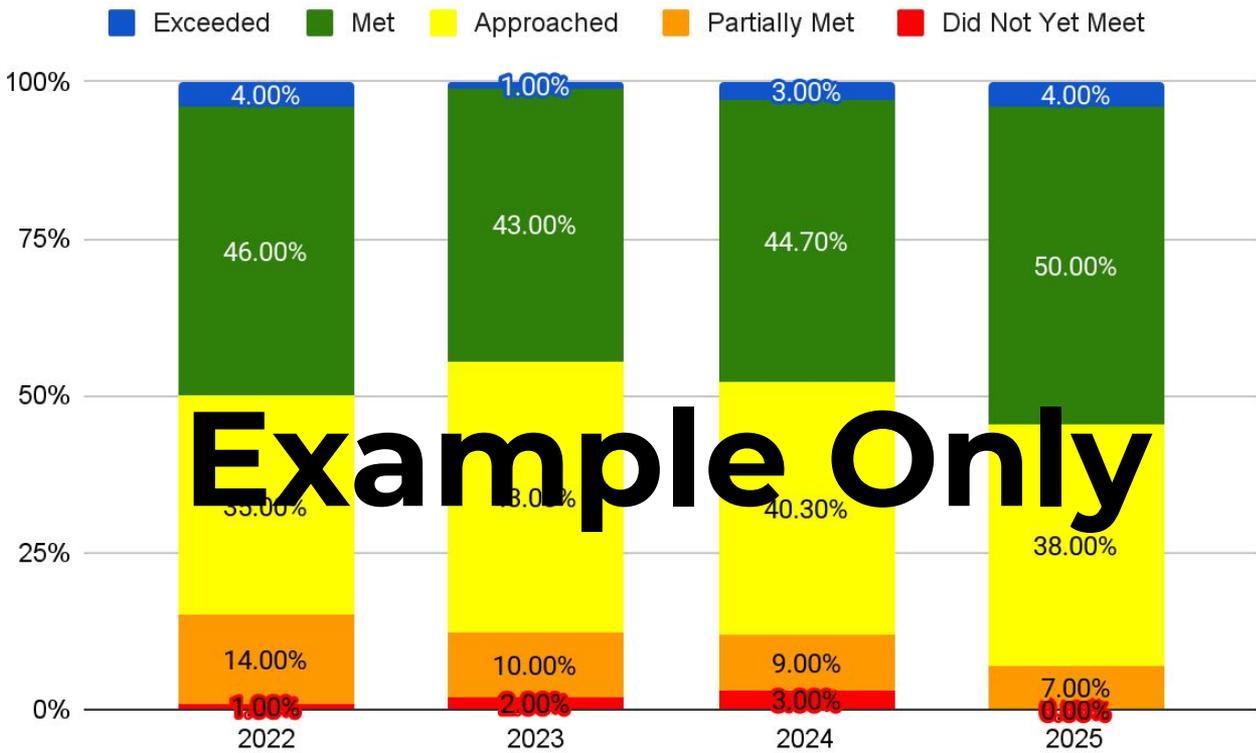
**PARTIALLY MEETING GRADE LEVEL
EXPECTATIONS**

**NOT YET MEETING GRADE LEVEL
EXPECTATIONS**

2025 SPF ELA 3-9 at a Glance



Setting our Data Lens... 4 Year View



Setting our Data Lens...

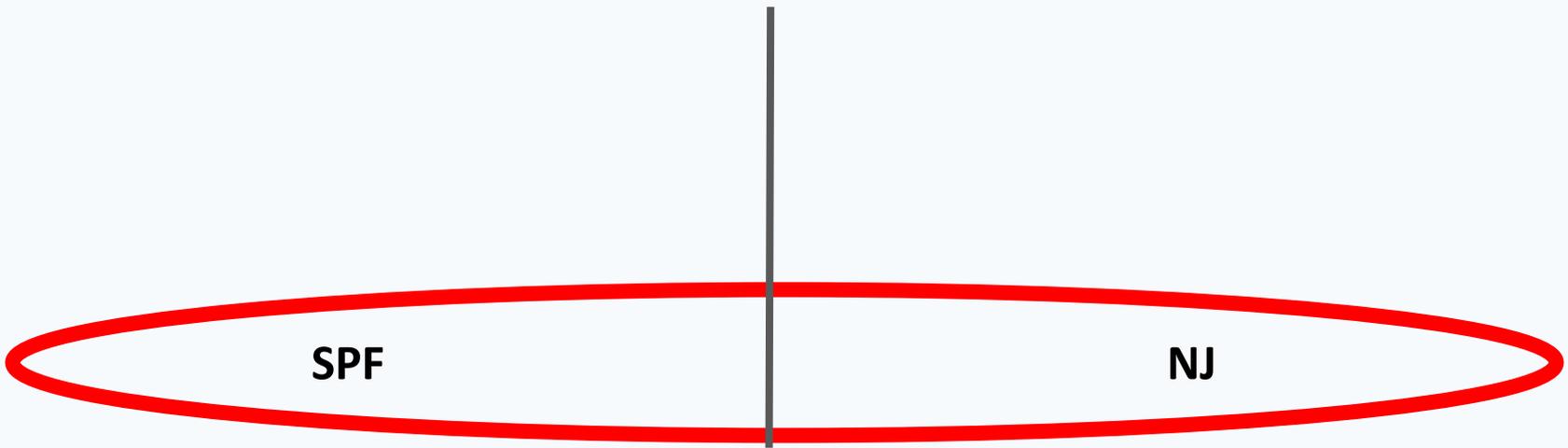


<SUBJECT AND GRADE >

Setting our Data Lens...



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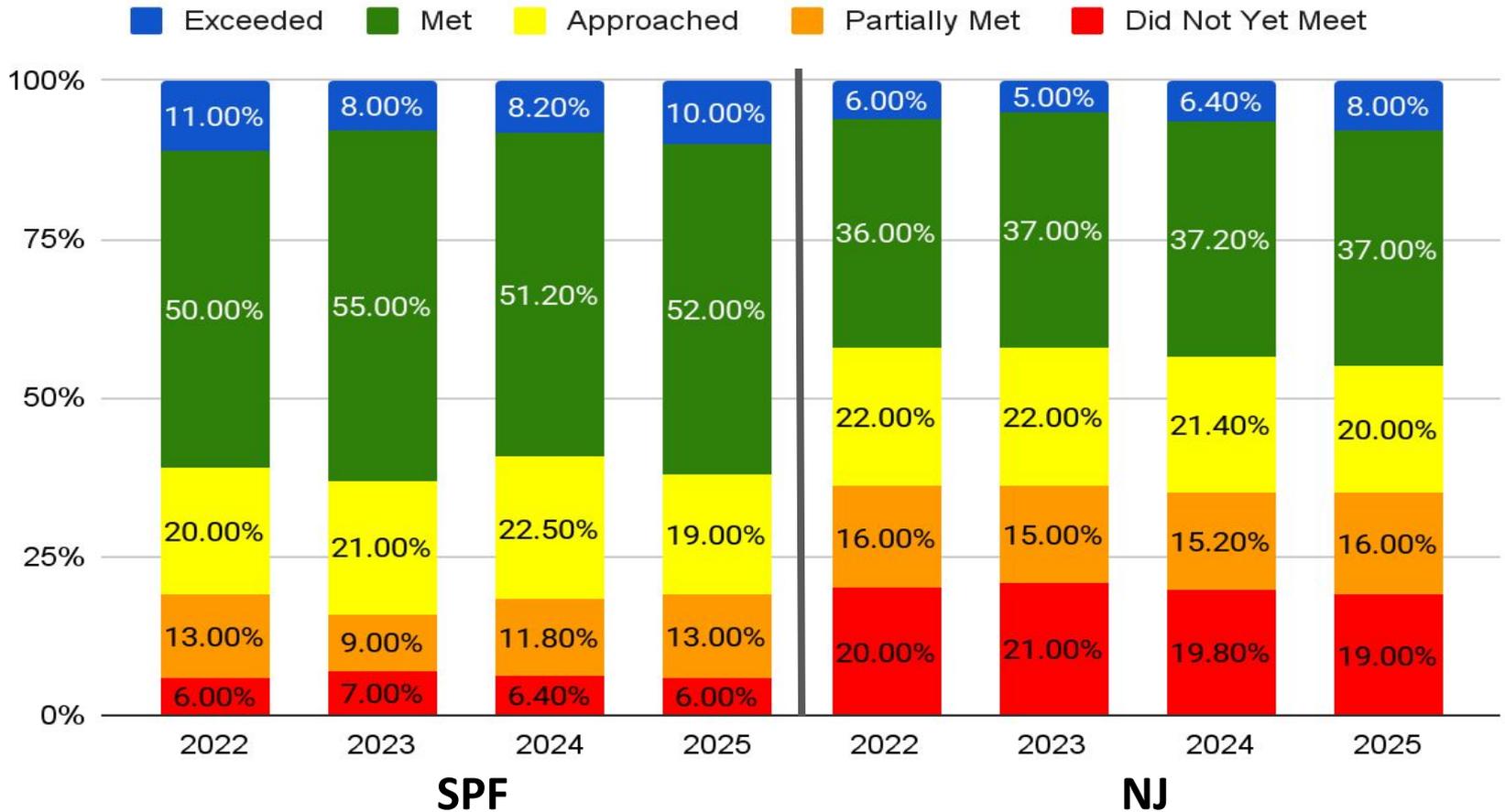




GRADE LEVEL ACHIEVEMENT OVER 4 YEARS (DIFFERENT STUDENTS EACH YEAR)

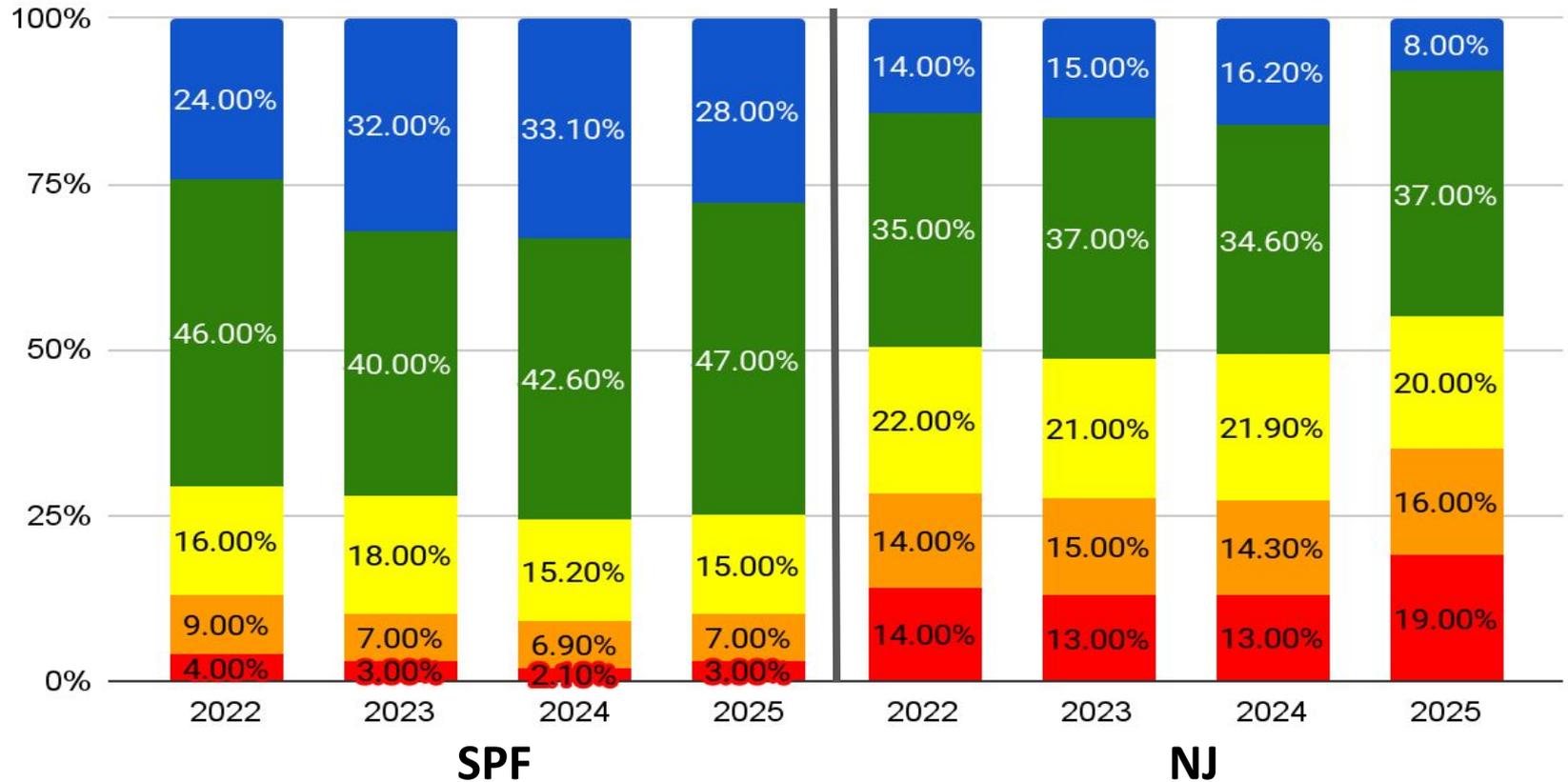
DATA IS PRESENTED BY PERCENTAGE OF STUDENTS SCORING AT EACH LEVEL

ELA 3 (2022 to 2025)

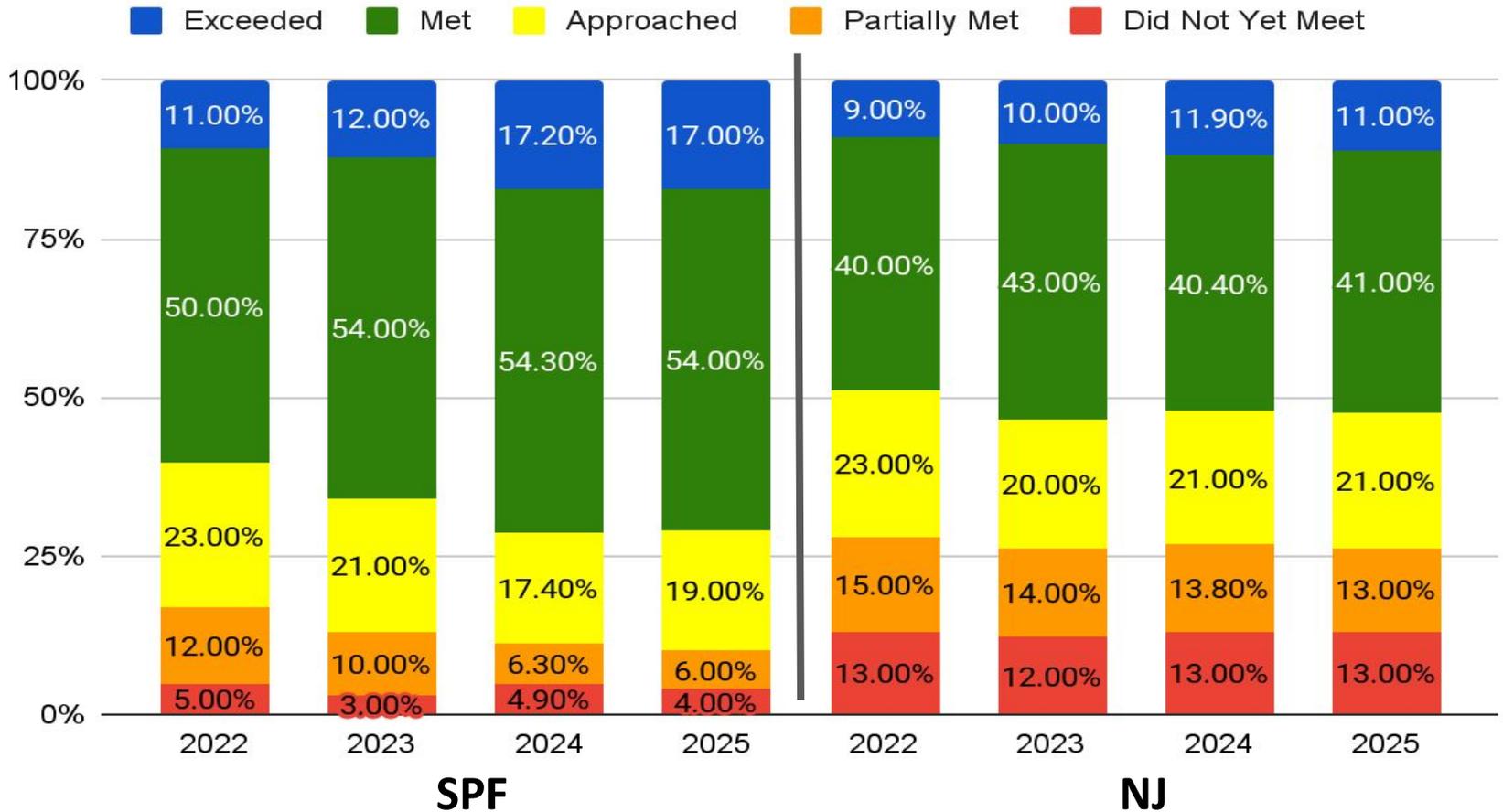


ELA 4 (2022 to 2025)

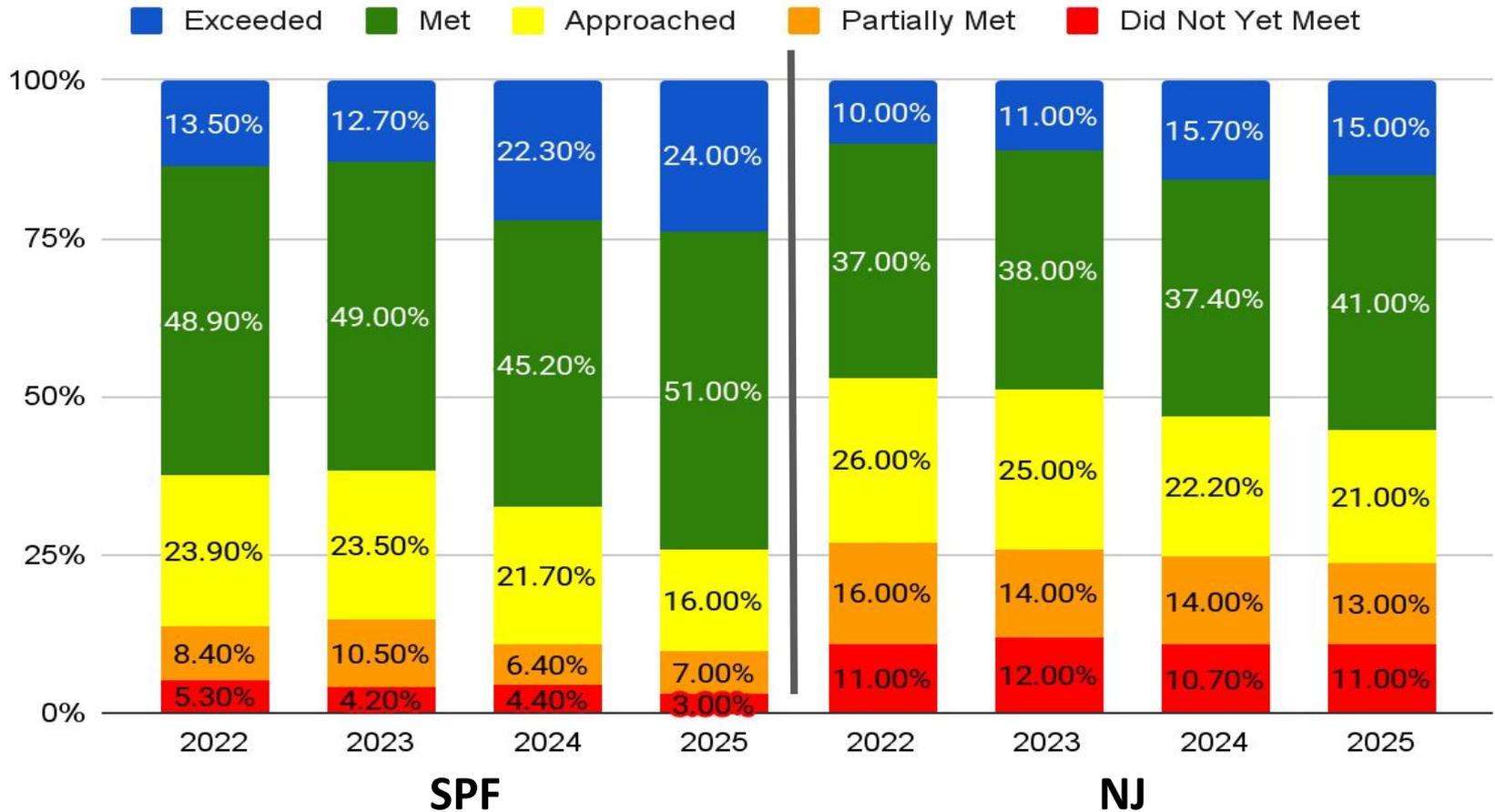
Exceeded Met Approached Partially Met Did Not Yet Meet



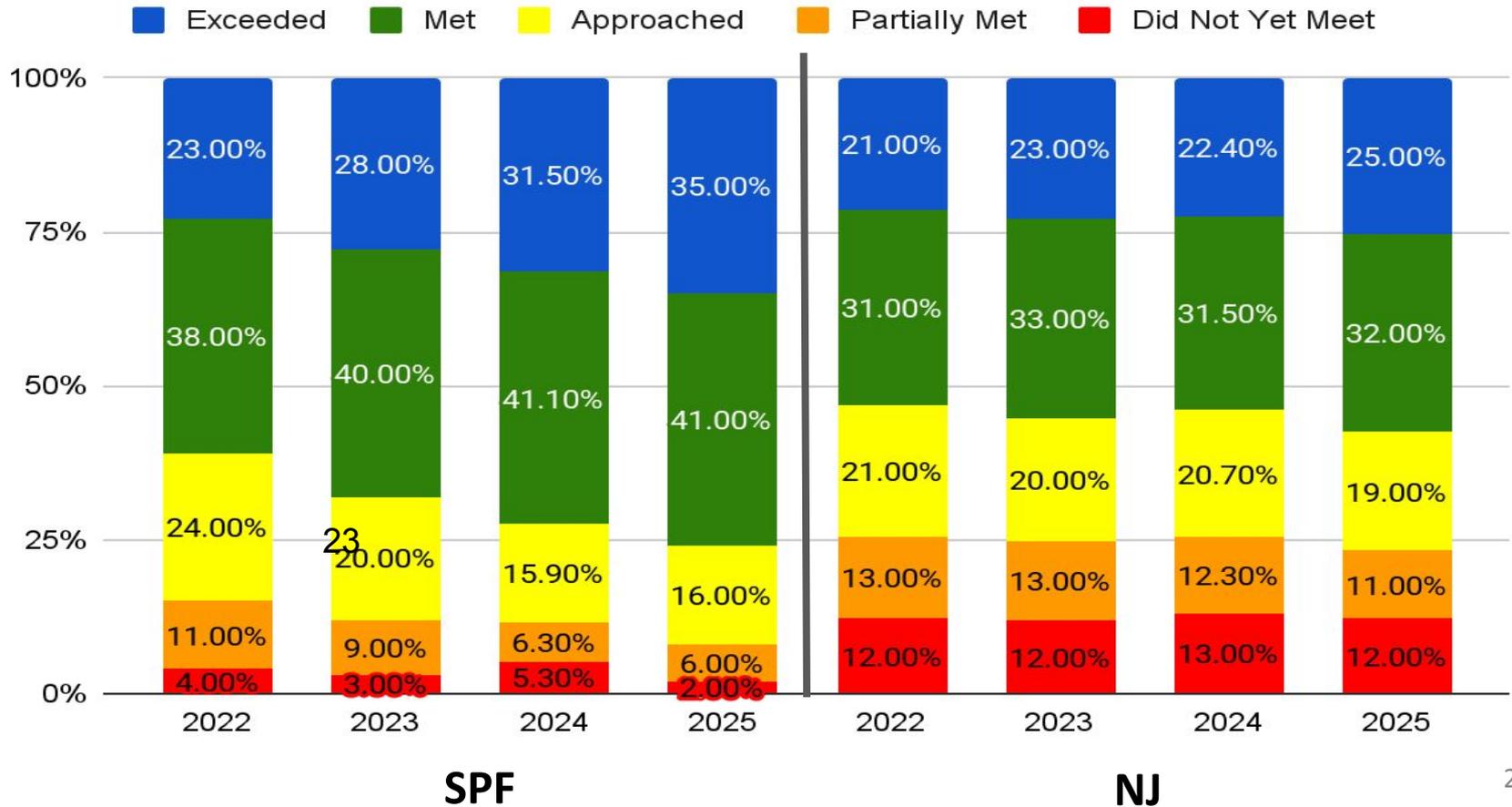
ELA 5 (2022 to 2025)



ELA 6 (2022 to 2025)

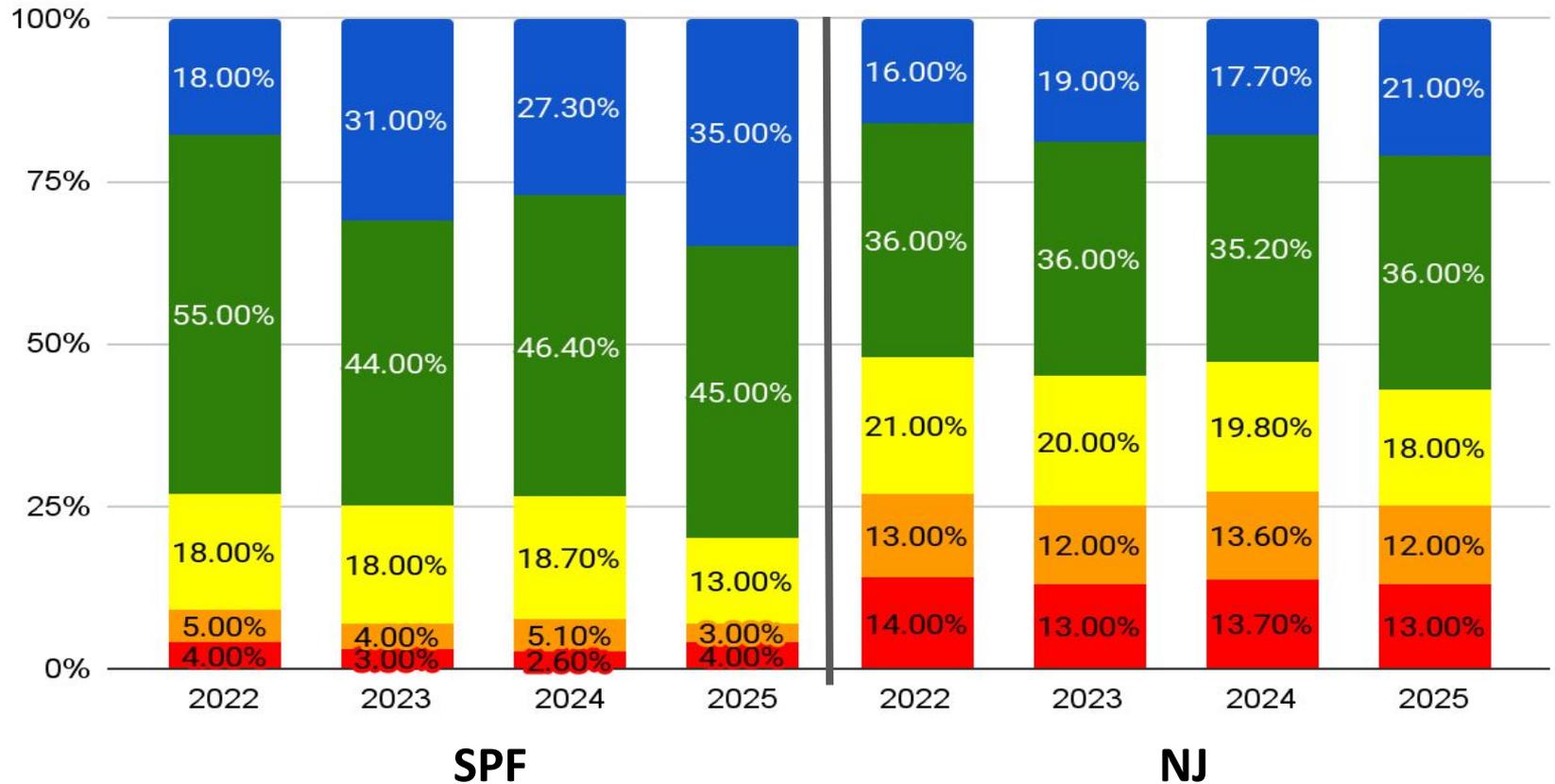


ELA 7 (2022 to 2025)



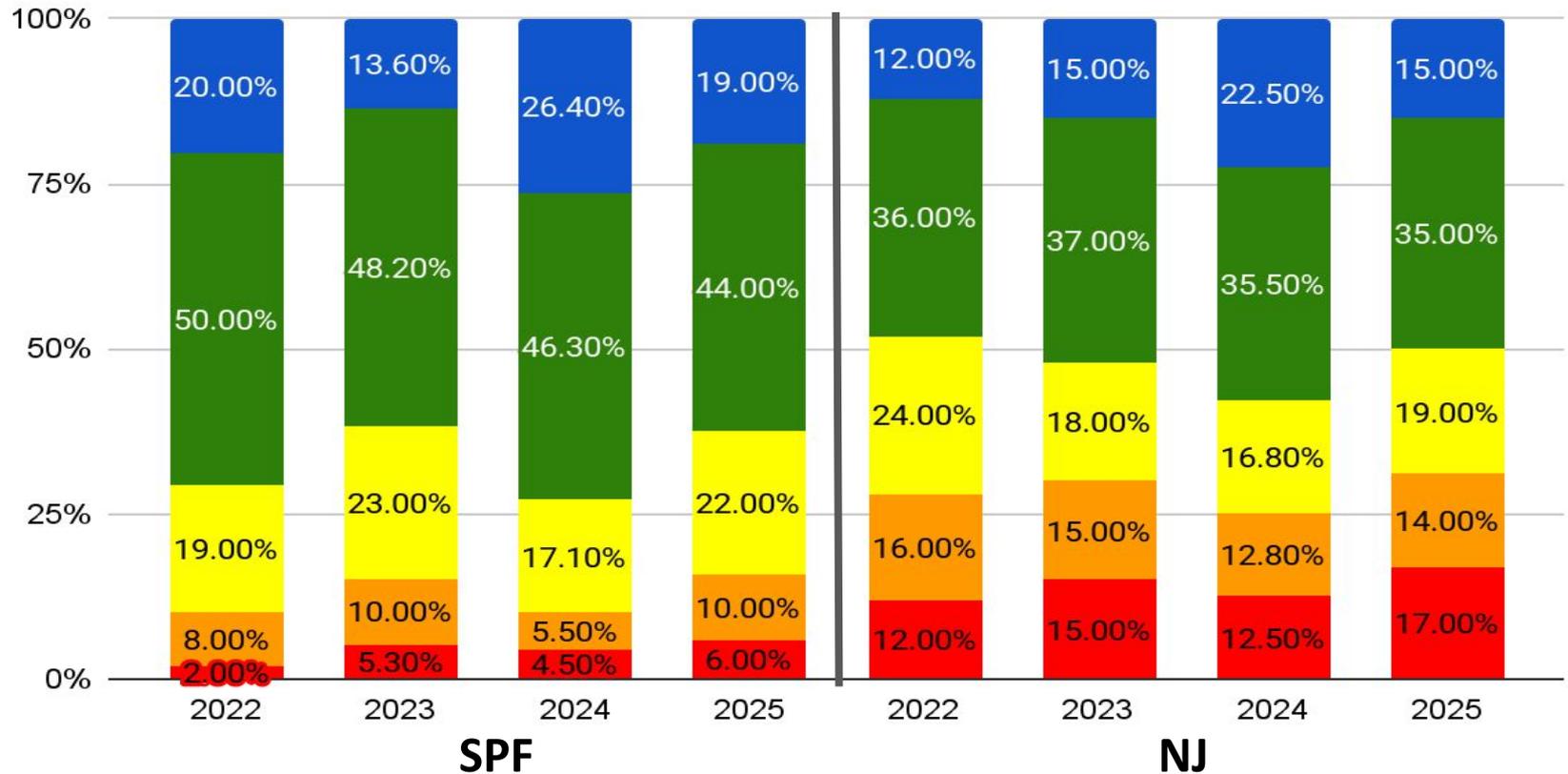
ELA 8 (2022 to 2025)

Exceeded Met Approached Partially Met Did Not Yet Meet



ELA 9 (2022 to 2025)

Exceeded Met Approached Partially Met Did Not Yet Meet



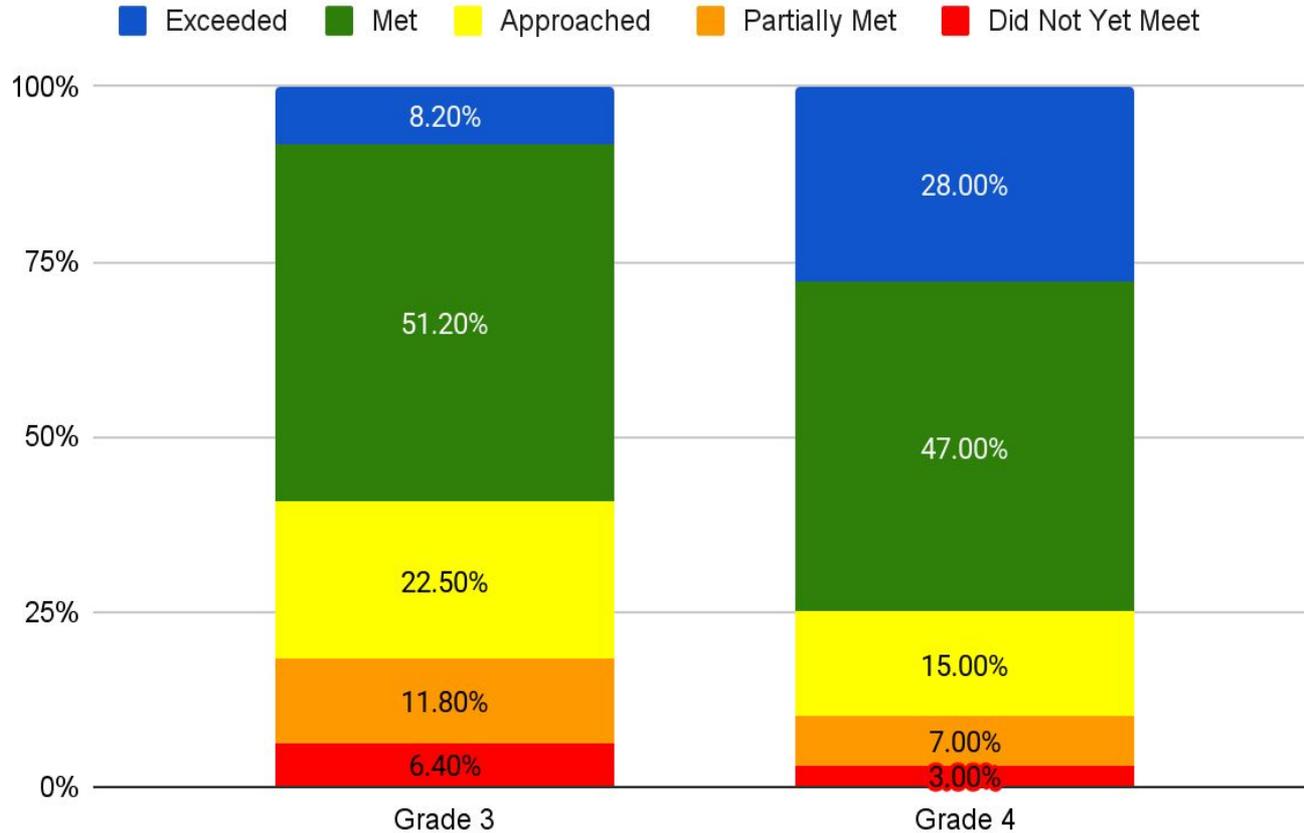


COHORT GROWTH

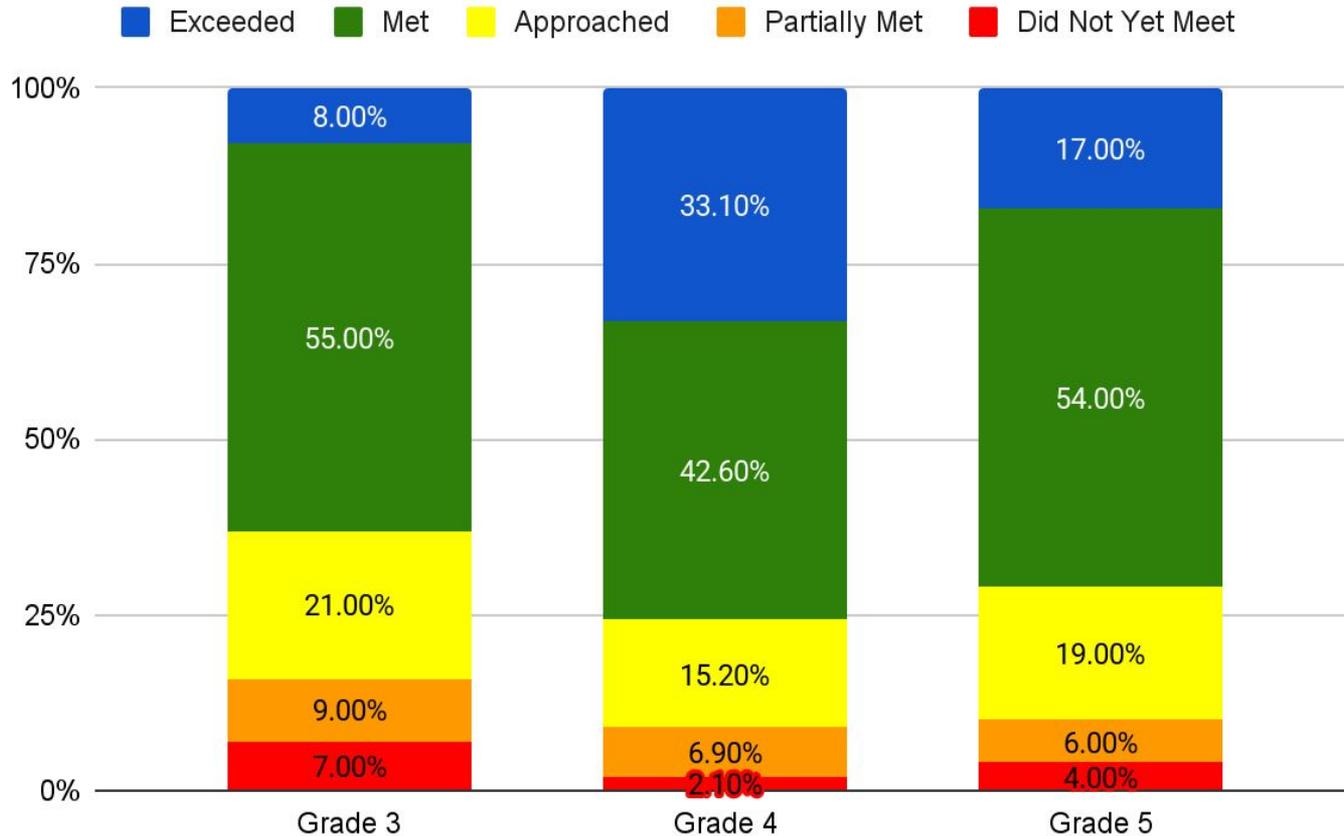
DIFFERENT GRADE LEVELS - SAME STUDENTS

DATA IS PRESENTED BY PERCENTAGE OF STUDENTS SCORING AT EACH LEVEL

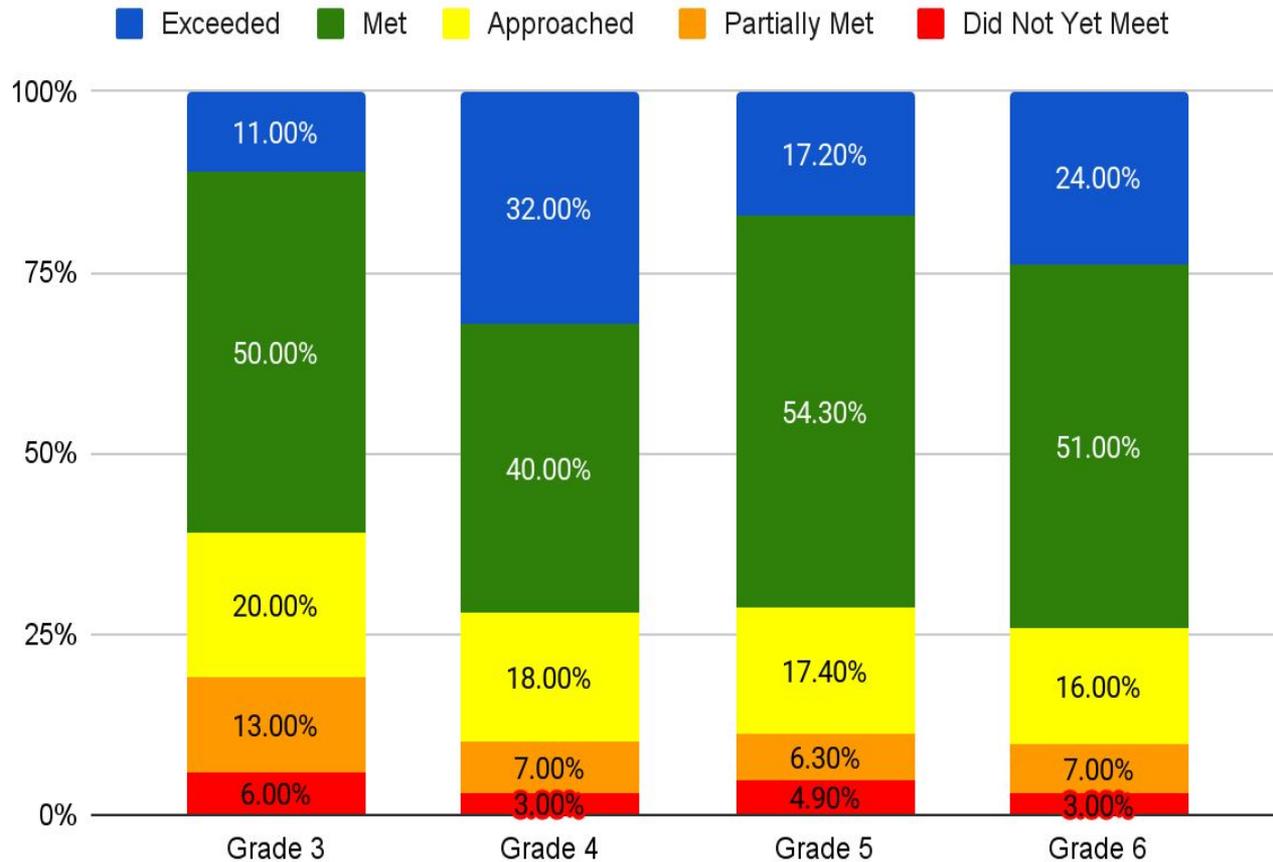
Current Grade 5 (ELA Cohort Growth - Grade 3 to Grade 4)



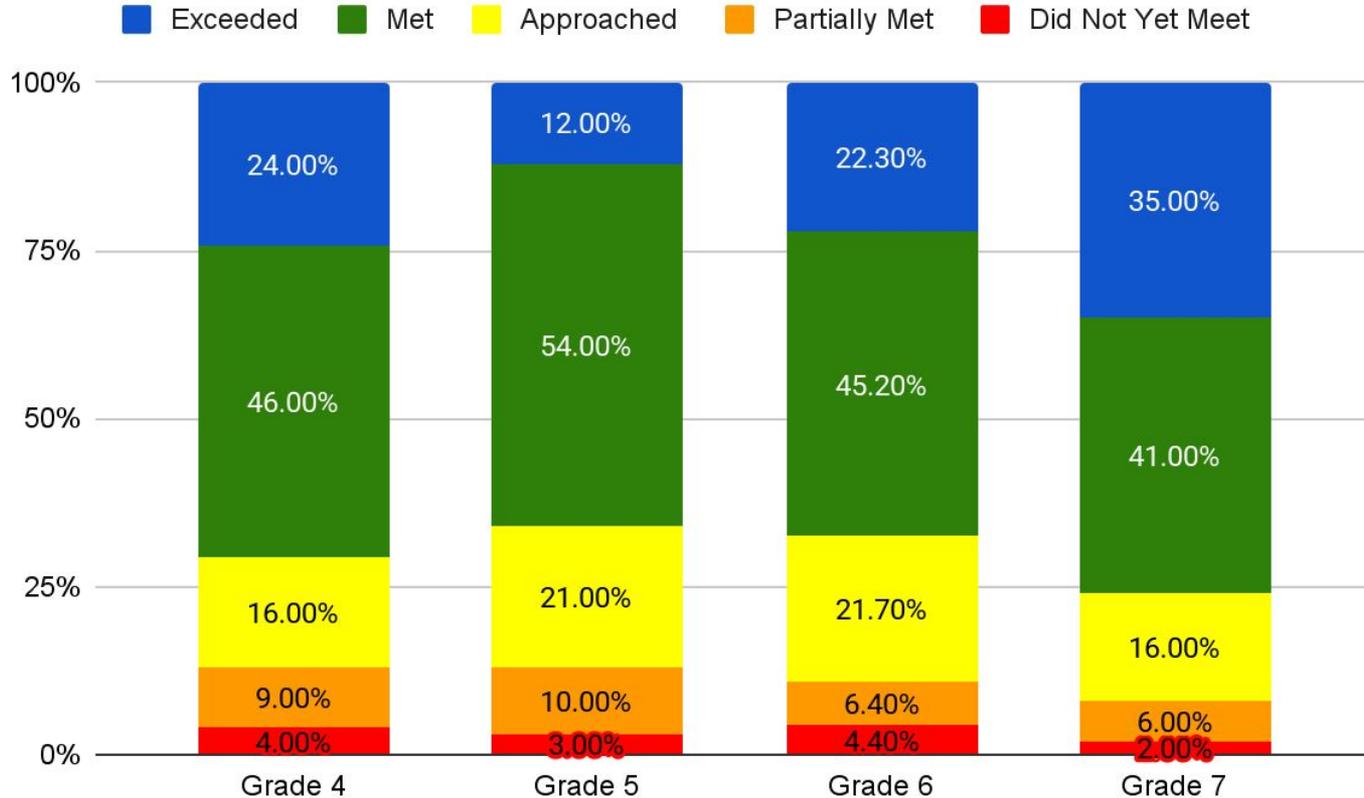
Current Grade 6 (ELA Cohort Growth - Grade 3 to Grade 5)



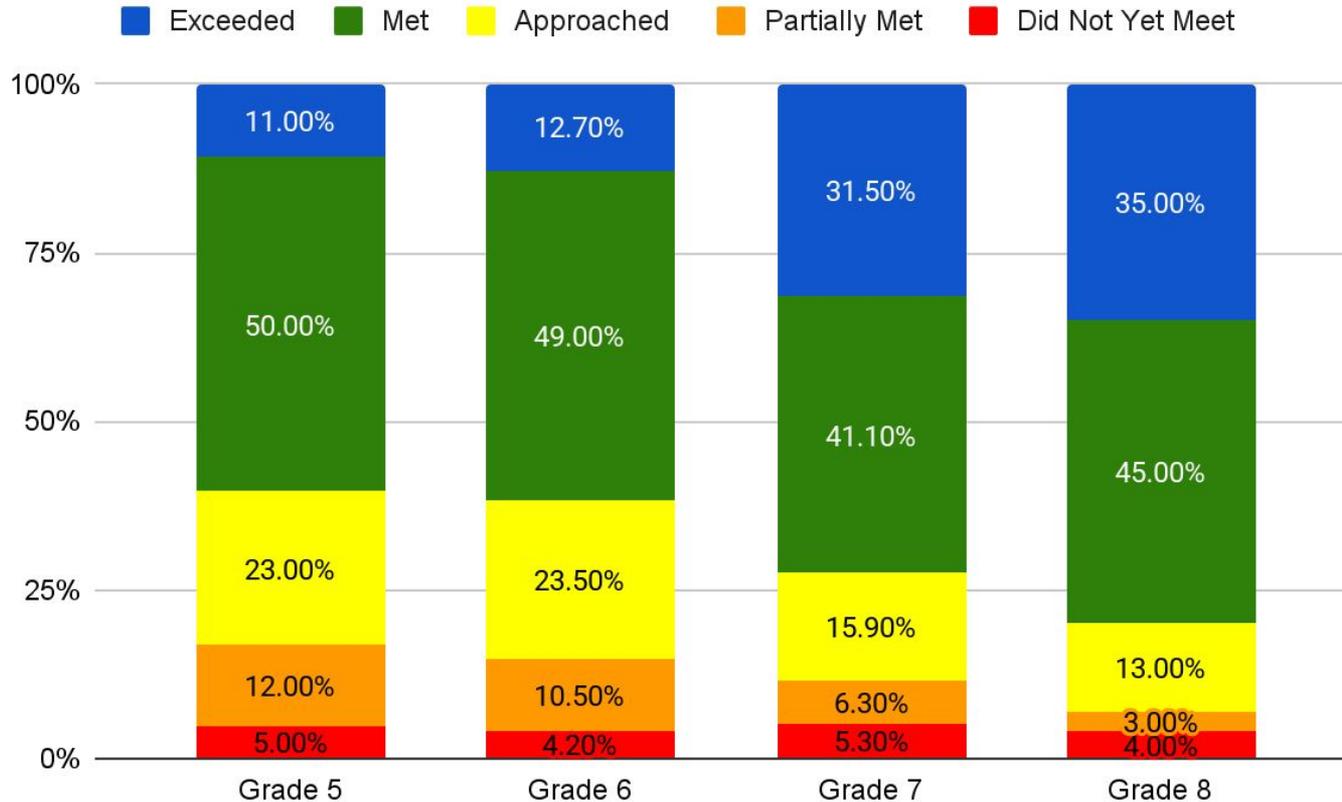
Current Grade 7 (ELA Cohort Growth - Grade 4 to Grade 6)



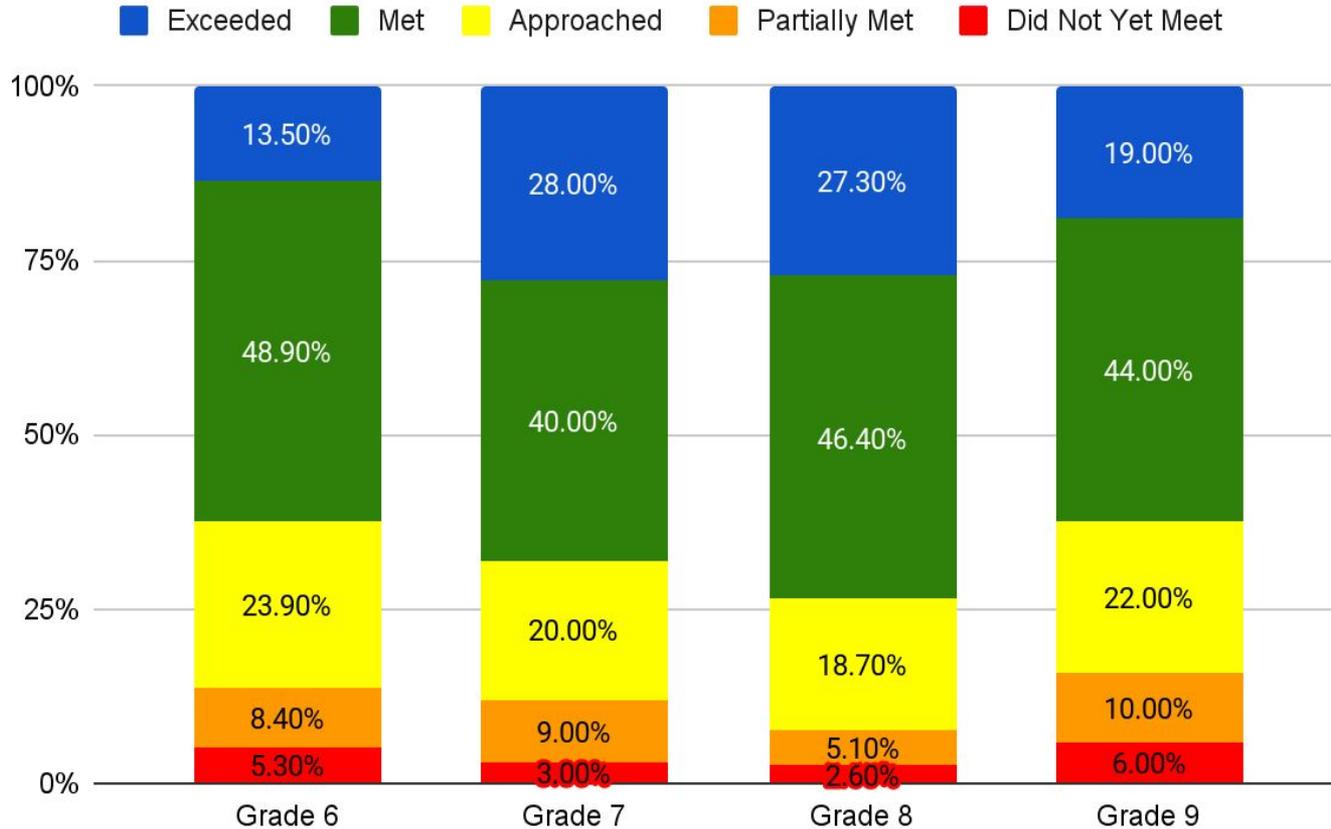
Current Grade 8 (ELA Cohort Growth - Grade 5 to Grade 7)



Current Grade 9 (ELA Cohort Growth - Grade 6 to Grade 8)



Current Grade 10 (ELA Cohort Growth - Grade 7 to Grade 9)





ACHIEVEMENT BY DEMOGRAPHIC GROUPS ELA

DATA IS PRESENTED BY
PERCENTAGE OF STUDENTS MEETING/EXCEEDING EXPECTATIONS

Percentage of Students Meeting/Exceeding Expectations - ELA



Gender	Total Tested	Percentage Meeting/Exceeding Expectations	+/- Change from 2024
Female	1,552	76.7%	+0.74
Male	1,467	64.81%	+0.89

Percentage of Students Meeting/Exceeding Expectations - ELA



Ethnicity/Race	Total Tested	Percentage Meeting/Exceeding Expectations	+/- Change from 2024
Hispanic or Latino	476	60.7%	+5.46
Asian	342	87%	+4.64
Black or African-American	214	56.5%	+2.34
White	1,771	71.7%	+4.39
Two or more races	158	81.6%	+4.03

Percentage of Students Meeting/Exceeding Expectations - ELA



Program	Total Tested	Percentage Meeting/Exceeding Expectations	+/- Change from 2024
Students with Disabilities	526	29.1%	+2.3
Economically Disadvantaged	127	40.2%	-1.33
504	249	65.5%	+0.43
English Learners	47	10.6%	-1.84

Other Data used Internally



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

District Evidence Statement Analysis

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 5

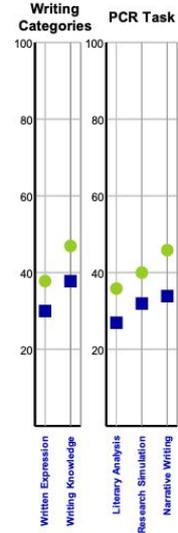
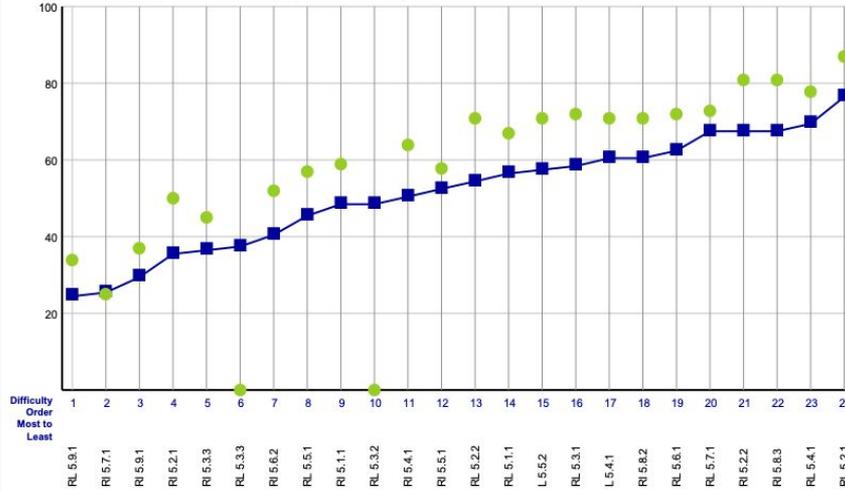
SCOTCH PLAINS-FANWOOD SCHOOL DISTRICT
NEW JERSEY
SPRING 2025

ENGLISH LANGUAGE ARTS Grade 5 Assessment, 2024–2025

■ State
● District

Students with Valid Scores (420)

Purpose: This report presents the average percent correct by Evidence Statement for district and state.



Difficulty level is determined at the State level for all reports.

Evidence Statements not tested in district or school are left blank. Refer to page two, student column for the number of students included at each Evidence Statement.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.



Insights and Actions

What does this data tell us? What's Next?



I. Strengthen Complex Text Analysis

Focus on standards requiring higher-order skills, especially synthesis and deep literary analysis.

II. Integrate Domain-Specific Literacy

Provide cross-curricular professional development and content alignment for subject area teachers (Science, Social Studies/History) on reading strategies specific to technical texts.

III. Close Economic and Gender Gaps

Review differentiated instruction to address persistent performance gaps for economically disadvantaged and male students.

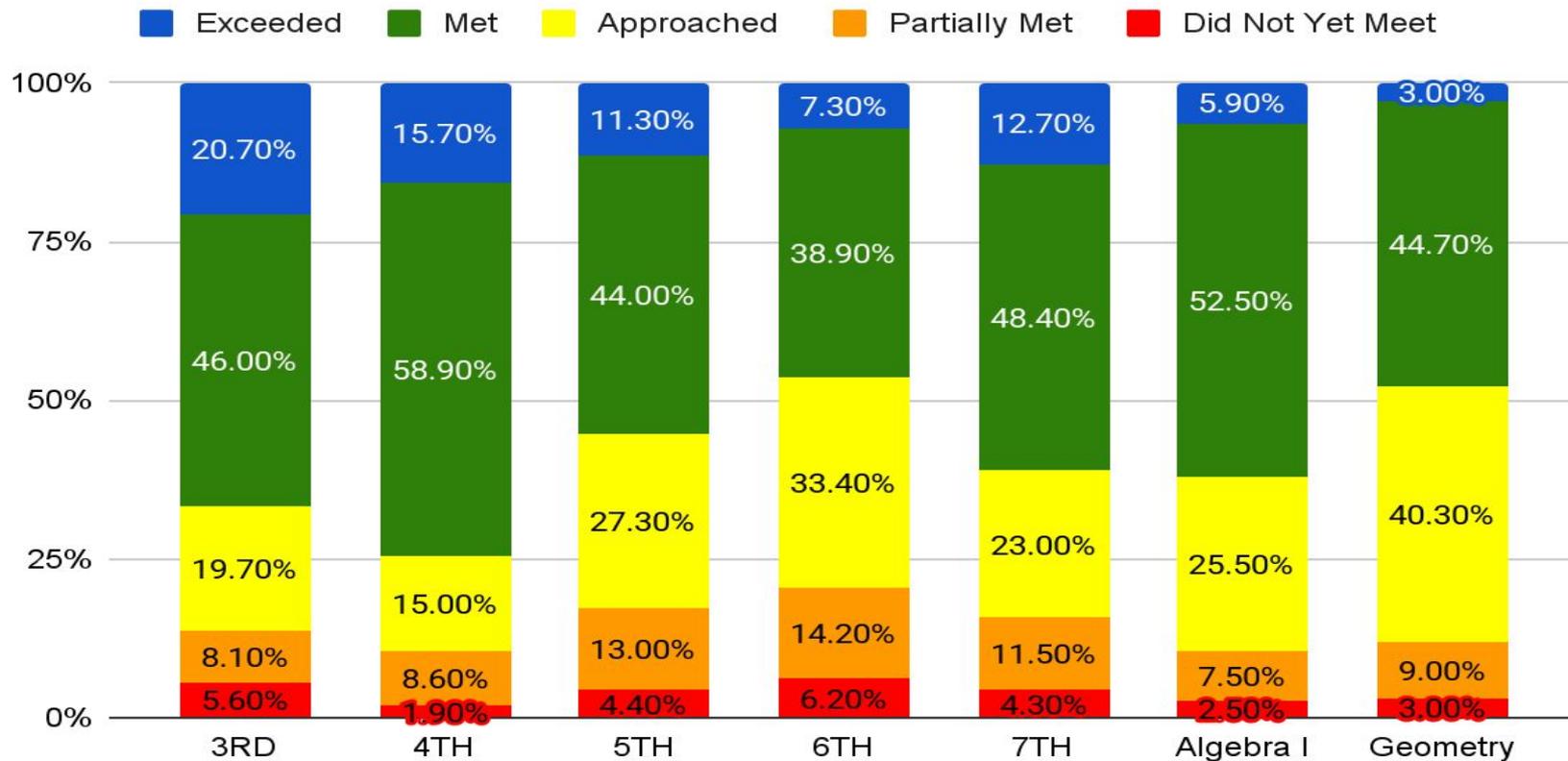
IV. Address Foundation in Informational Text

Dedicate specific instructional time in Grade 3 to improving foundational skills in analyzing informational text and literature, despite overall strong Grade 3 performance.



Mathematics

2025 SPF Math 3-Geometry at a Glance

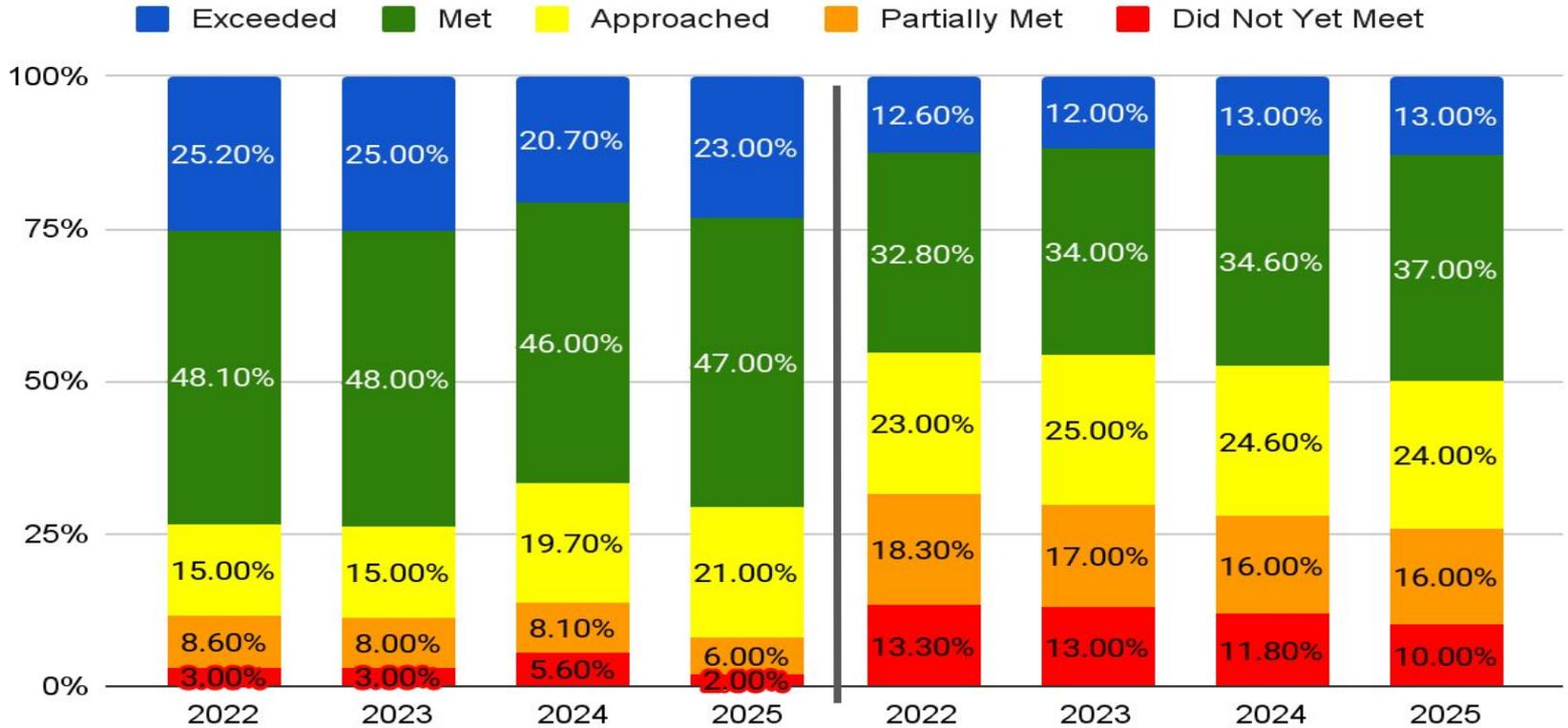




GRADE LEVEL ACHIEVEMENT OVER 4 YEARS (DIFFERENT STUDENTS EACH YEAR)

DATA IS PRESENTED BY PERCENTAGE OF STUDENTS SCORING AT EACH
LEVEL

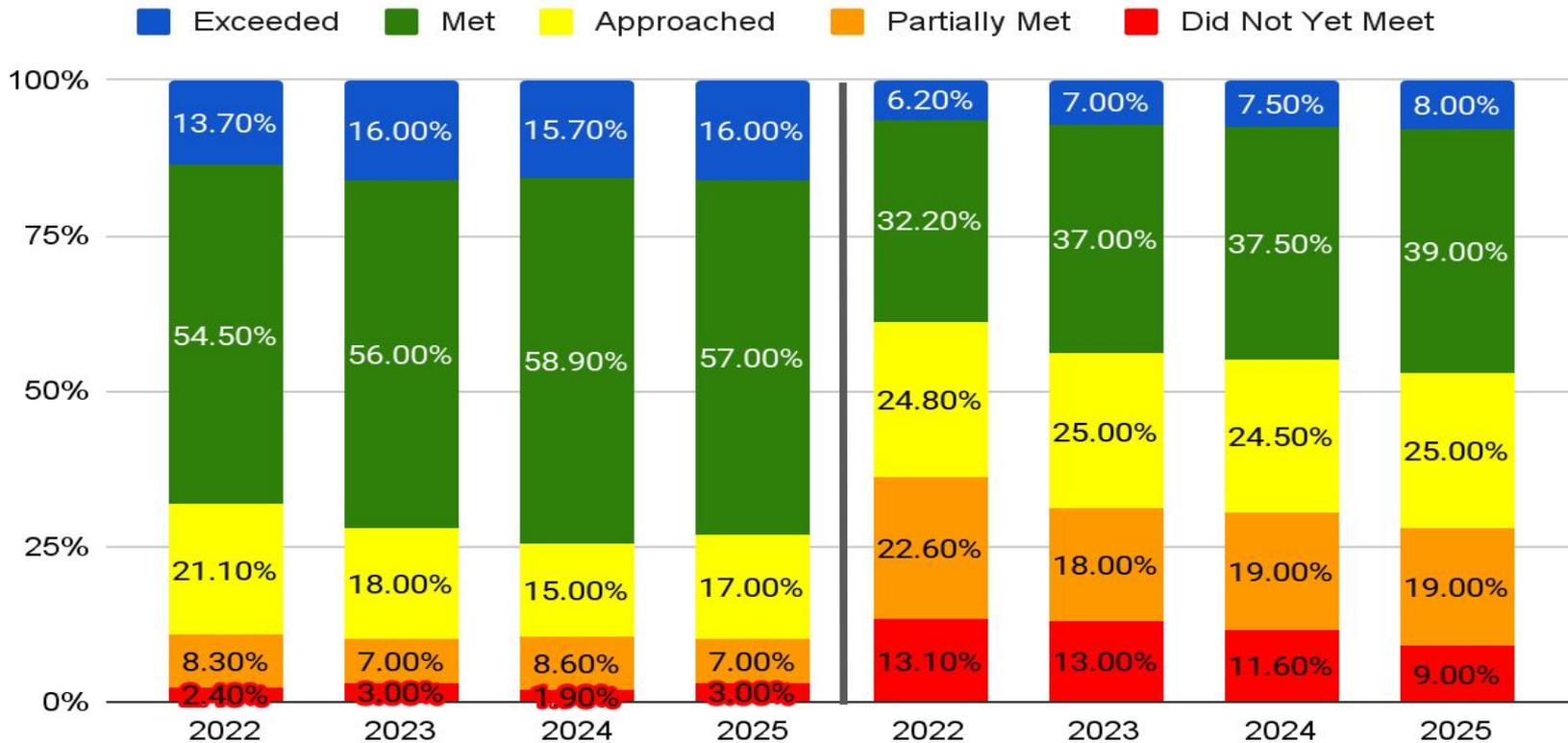
Math 3 (2022 to 2025)



SPF

NJ

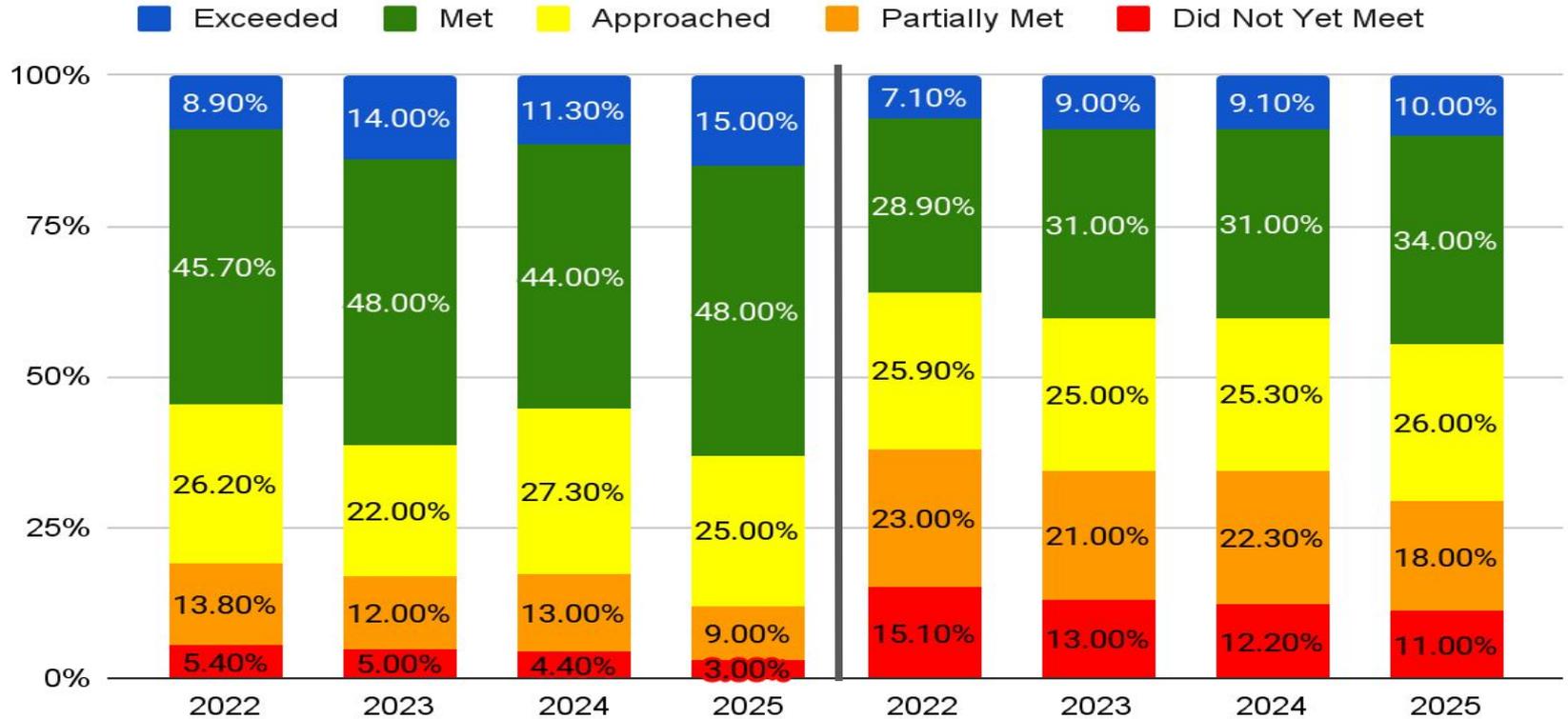
Math 4 (2022 to 2025)



SPF

NJ

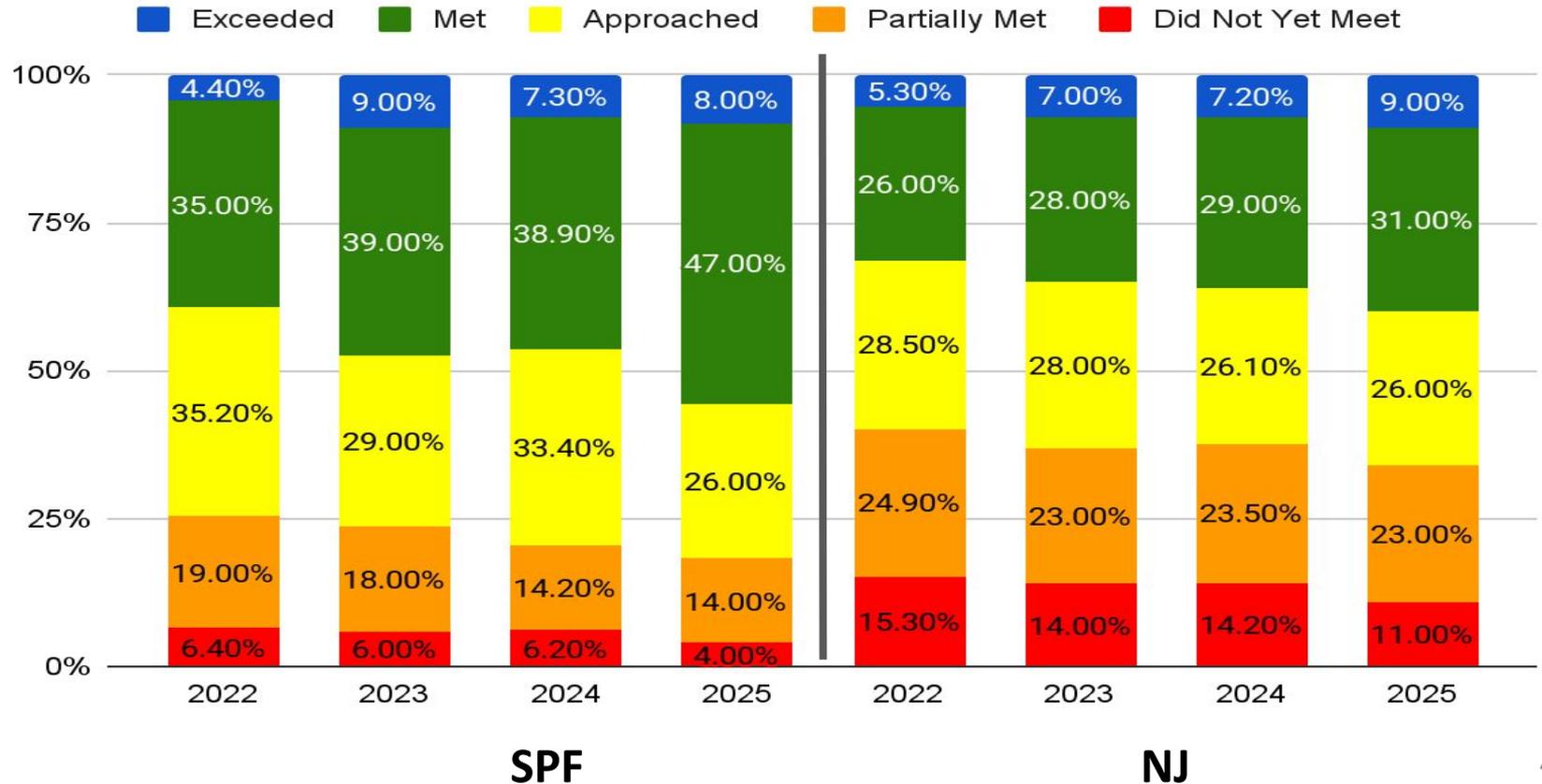
Math 5 (2022 to 2025)



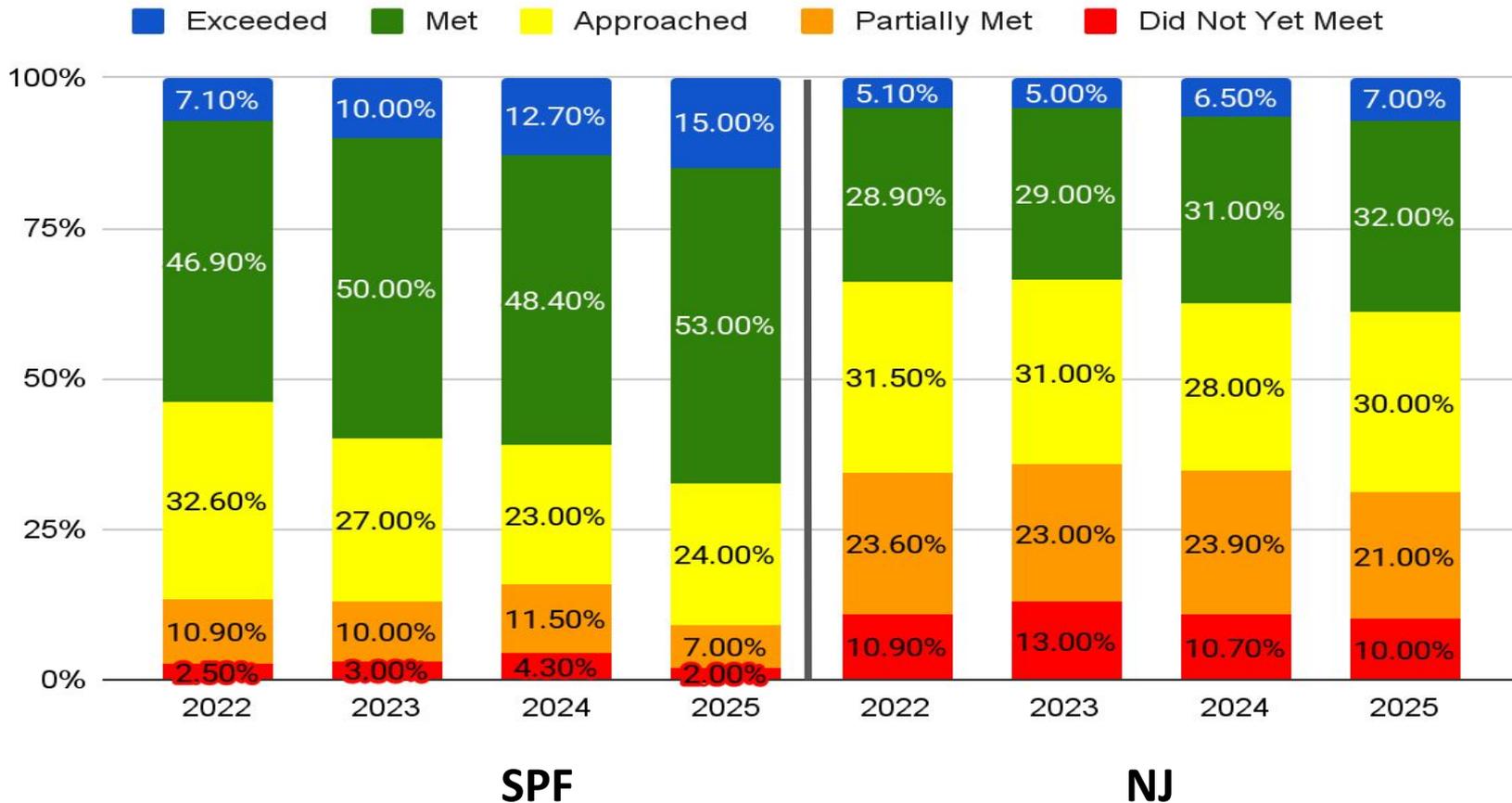
SPF

NJ

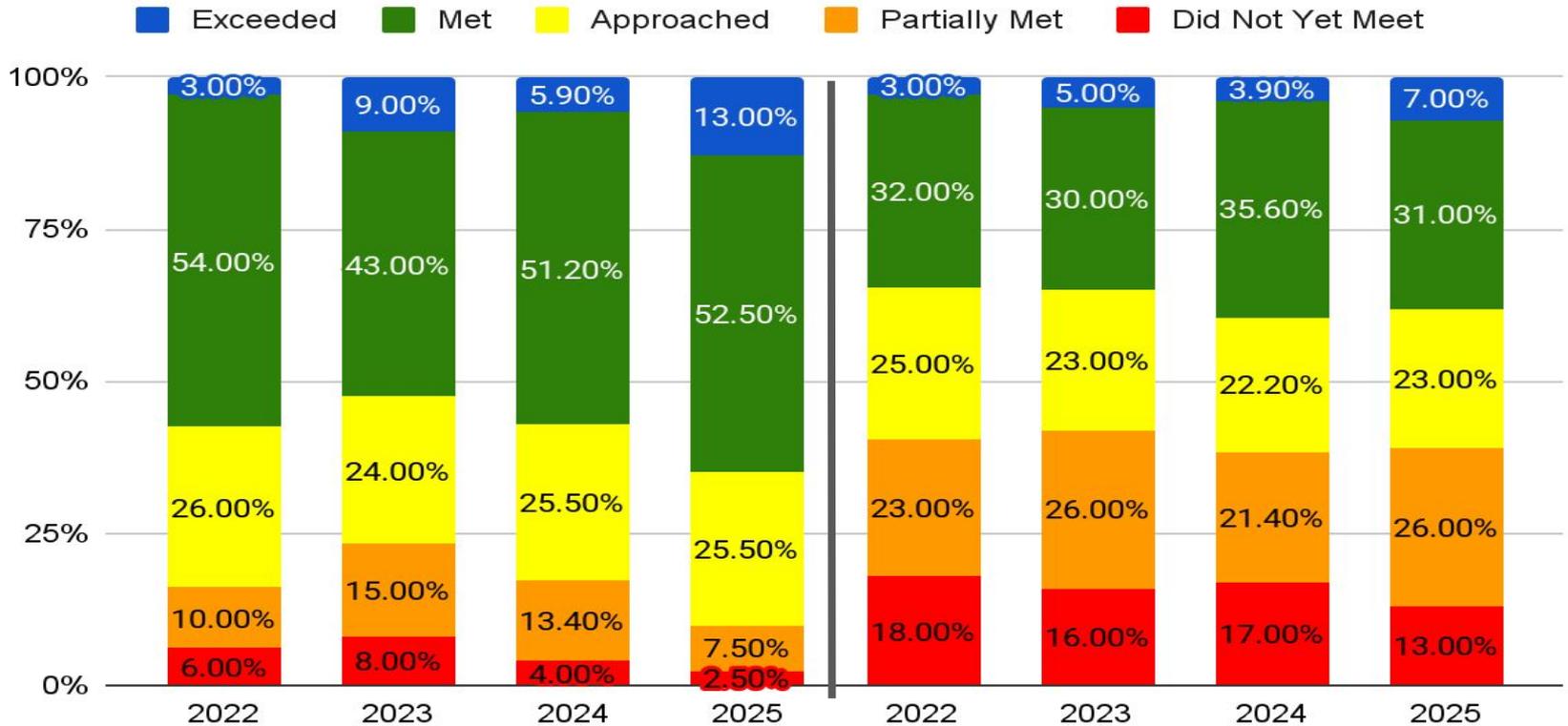
Math 6 (2022 to 2025)



Math 7 (2022 to 2025)



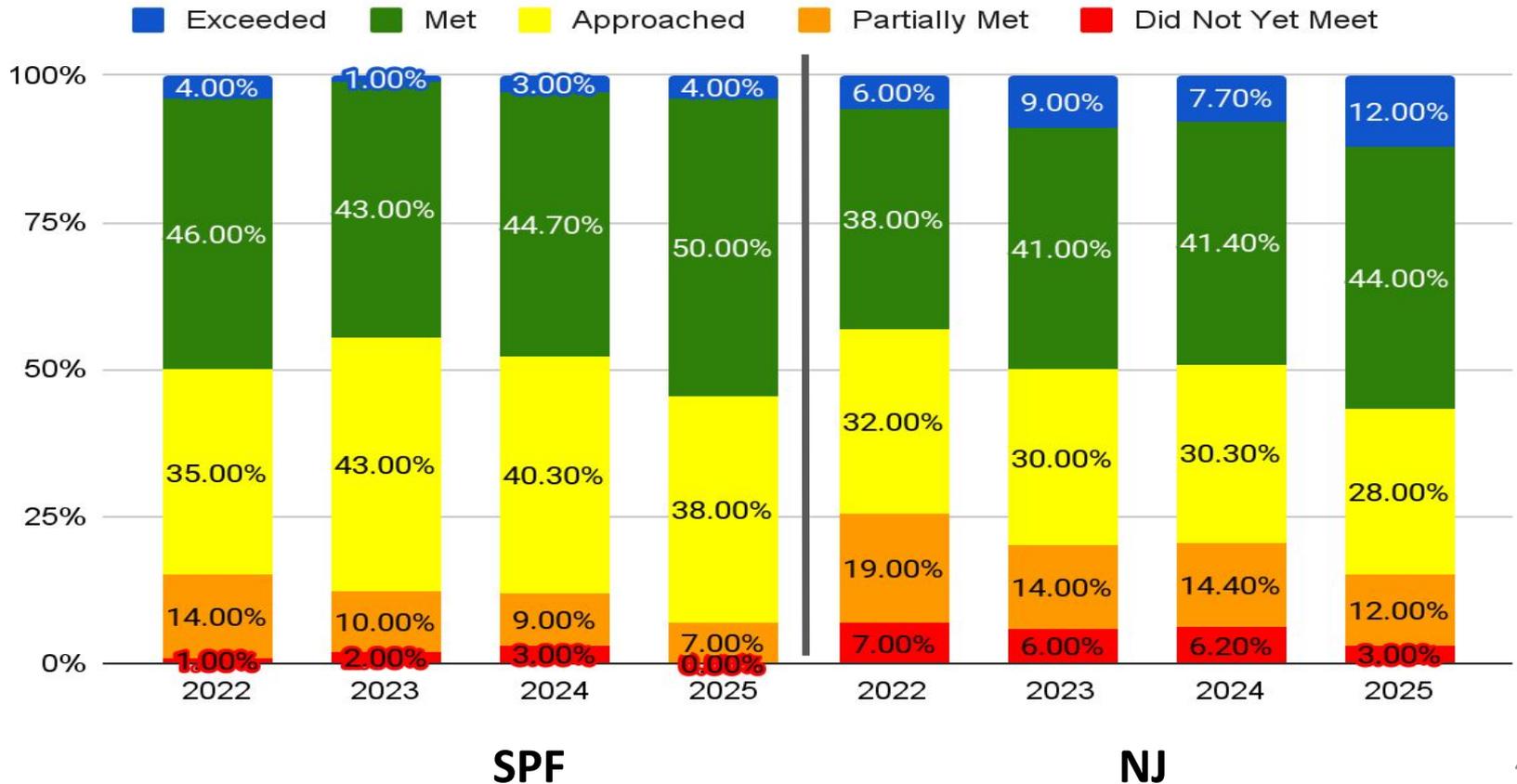
Algebra I (2022 to 2025)



SPF

NJ

Geometry (2022 to 2025)

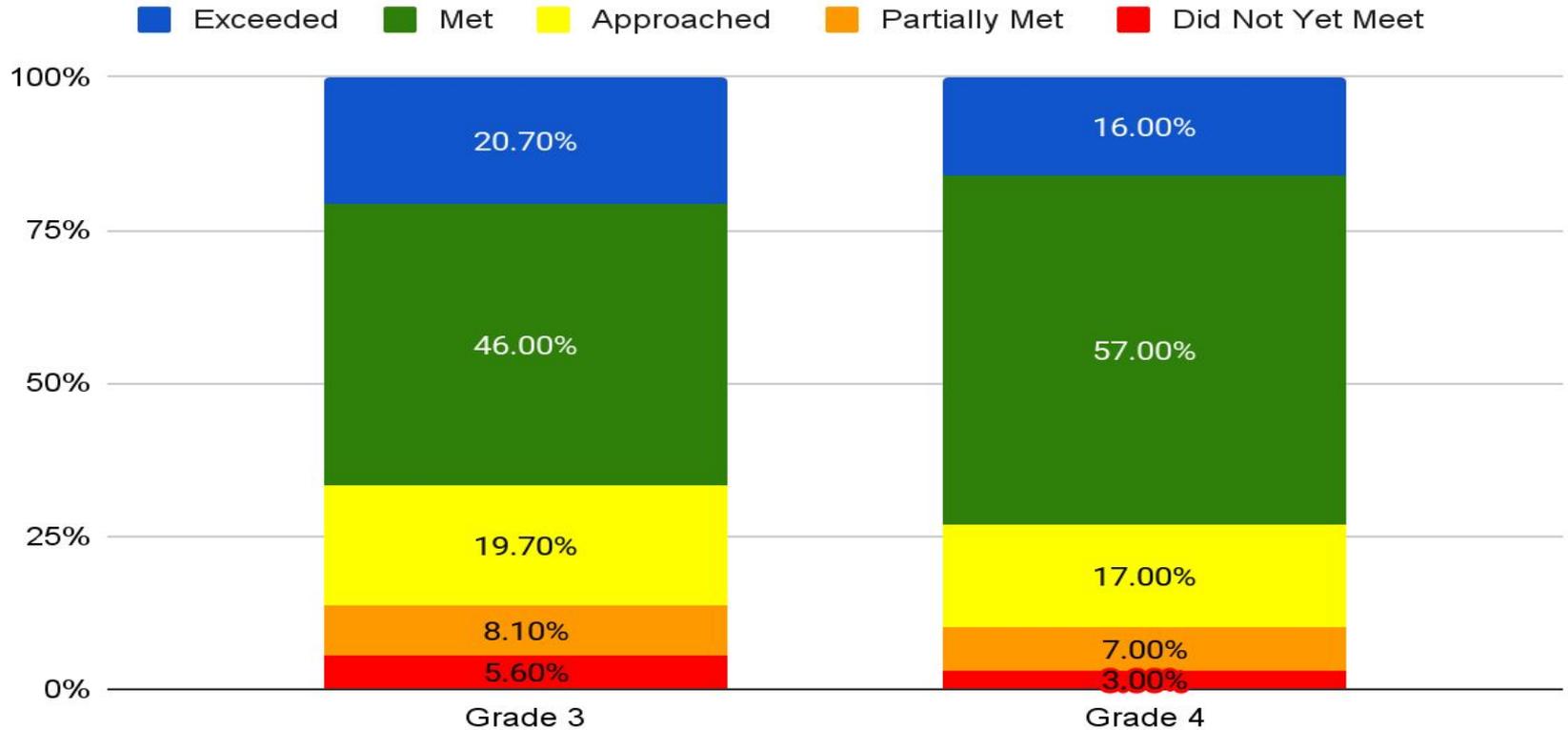




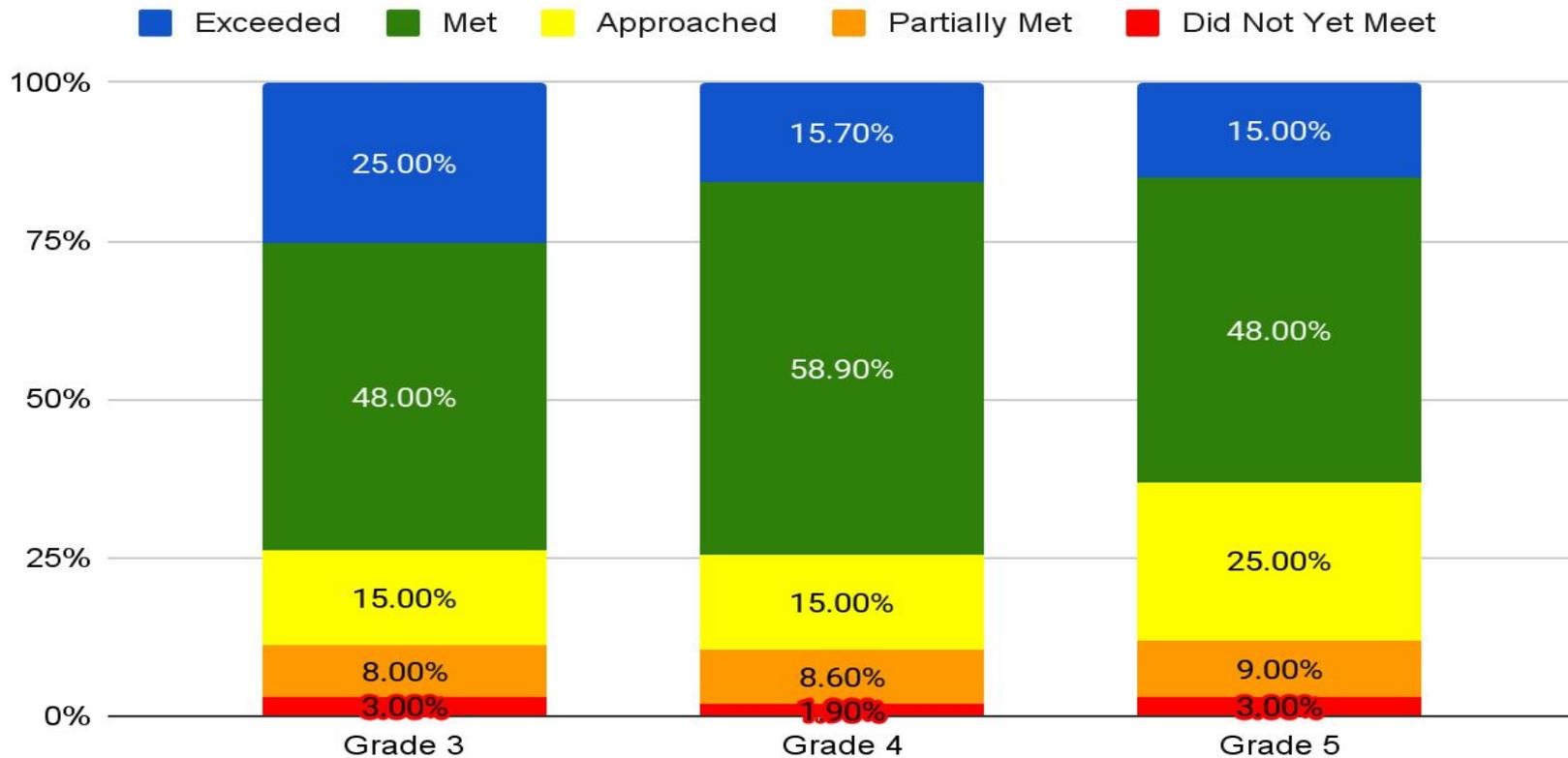
COHORT GROWTH IN MATH DIFFERENT GRADE LEVELS - SAME STUDENTS

DATA IS PRESENTED BY PERCENTAGE OF STUDENTS SCORING AT EACH LEVEL

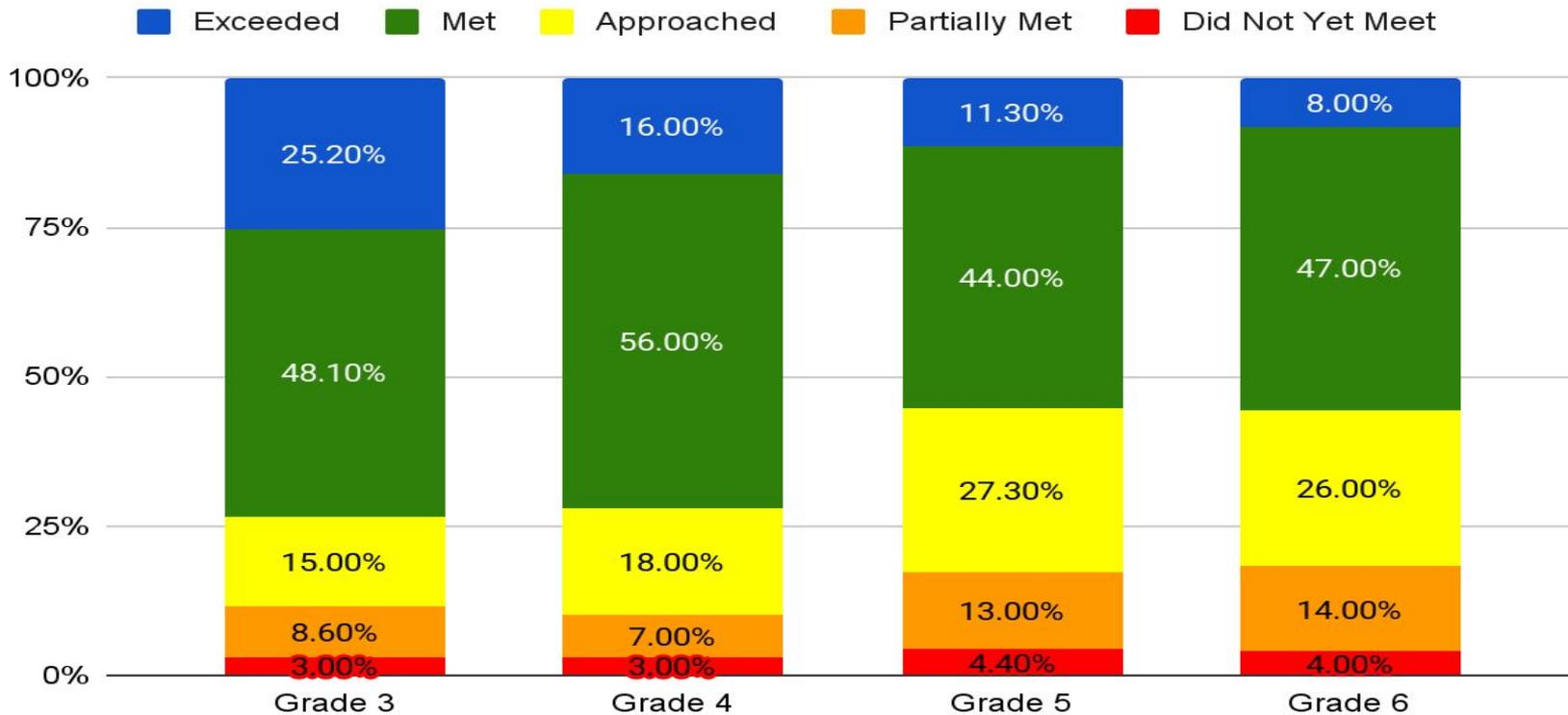
Current Grade 5 (Math Cohort Growth Grade 3 to Grade 4)



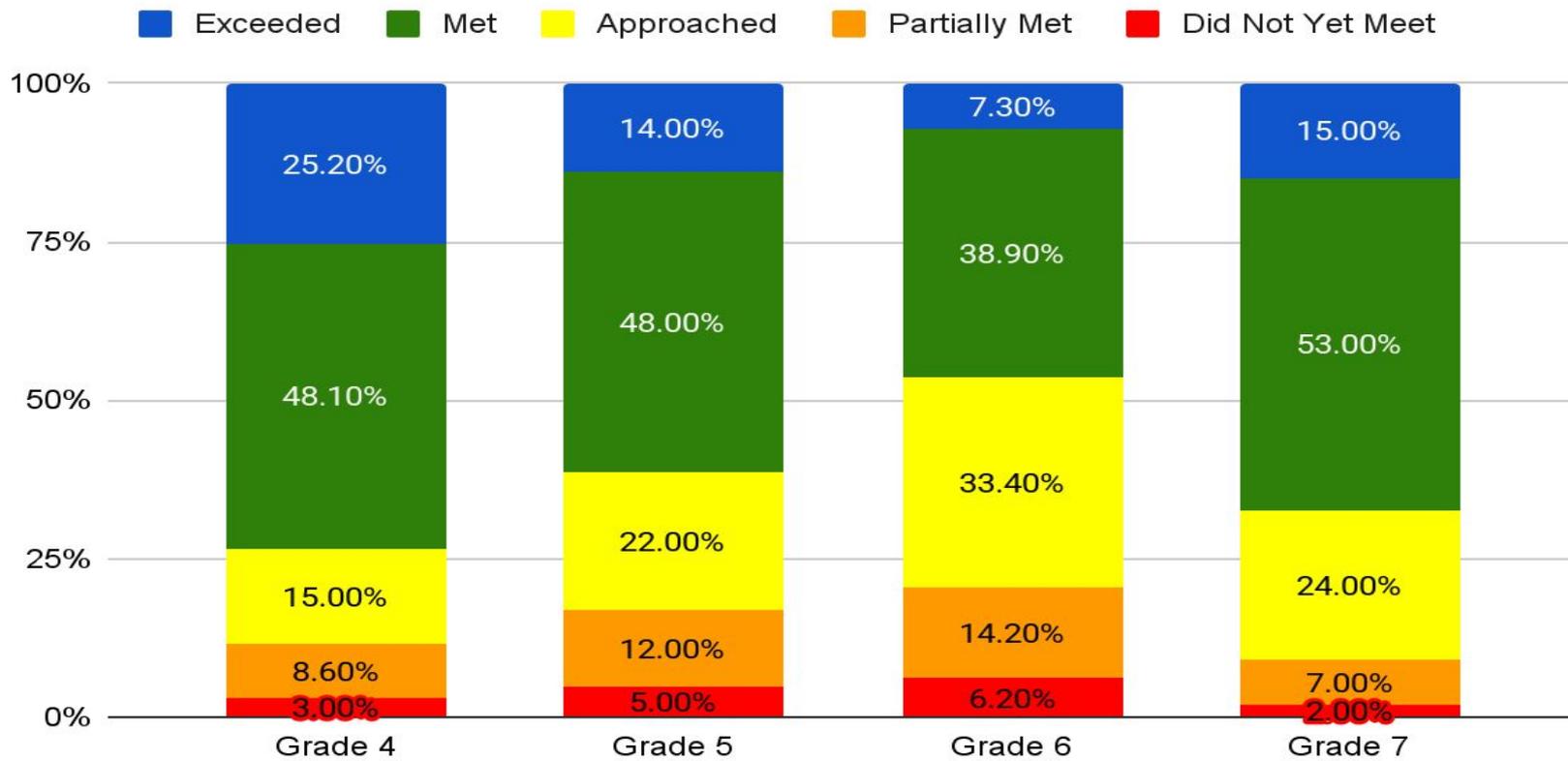
Current Grade 6 (Math Cohort Growth - Grade 3 to Grade 5)



Current Grade 7 (Math Cohort Growth - Grade 3 to Grade 6)



Current Grade 8 (Math Cohort Growth - Grade 4 to Grade 7)





ACHIEVEMENT BY DEMOGRAPHIC GROUPS

Mathematics

DATA IS PRESENTED BY
PERCENTAGE OF STUDENTS MEETING/EXCEEDING EXPECTATIONS

Percentage of Students Meeting/Exceeding Expectations - Math



Gender	Total Tested	Percentage Meeting/Exceeding Expectations	+/- Change from 2024
Female	1,146	63.1%	+6.5
Male	1,092	67.2%	+6.94

Percentage of Students Meeting/Exceeding Expectations - Math



Ethnicity/Race	Total Tested	Percentage Meeting/Exceeding Expectations	+/- Change from 2024
Hispanic or Latino	177	50.6%	+6.77
Asian	253	78.63%	+5.67
Black or African-American	159	40.9%	-.97
White	1,299	58.9%	+7.8
Two or more races	122	76.2%	+7.66

Percentage of Students Meeting/Exceeding Expectations - Math



Program	Total Tested	Percentage Meeting/Exceeding Expectations	+/- Change from 2024
Students with Disabilities	428	21.47%	+7.93
Economically Disadvantaged	87	31.0%	-1.4
504	173	65.3%	+9.57
English Learners	38	31.08%	-4.78



Insights and Actions

What does this data tell us? What's next?



I. Prioritize Complex Thinking

Review pacing and instruction in an effort to increase time devoted to non-routine, complex problem-solving across all grades, focusing heavily on standards linked to Modeling and Reasoning domains.

II. Target Specific Areas

- Grade 3: Operations and Fractions
- Grade 5: Fractions and Measurement & Data
- Grade 6: Geometry and the Number System
- Grade 7: Modeling/Reasoning
- Algebra I: Functions

III. Close Equity Gaps

Implement differentiated, sustained support for Students with Disabilities (IEP) and Economically Disadvantaged students where gaps are largest.



Science

NJSLA SCIENCE

Performance Levels

ADVANCED PROFICIENCY

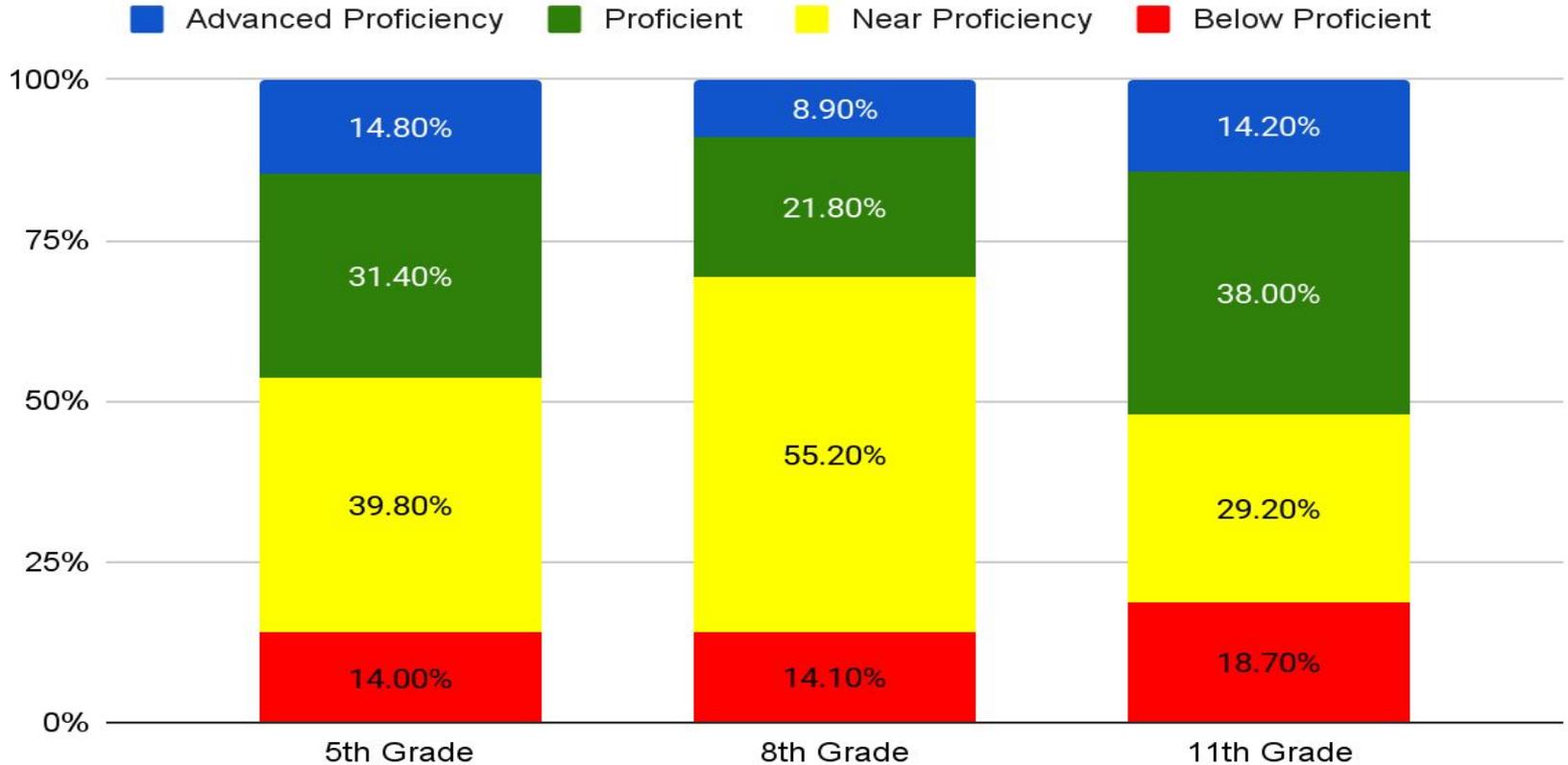
PROFICIENT

NEAR PROFICIENCY

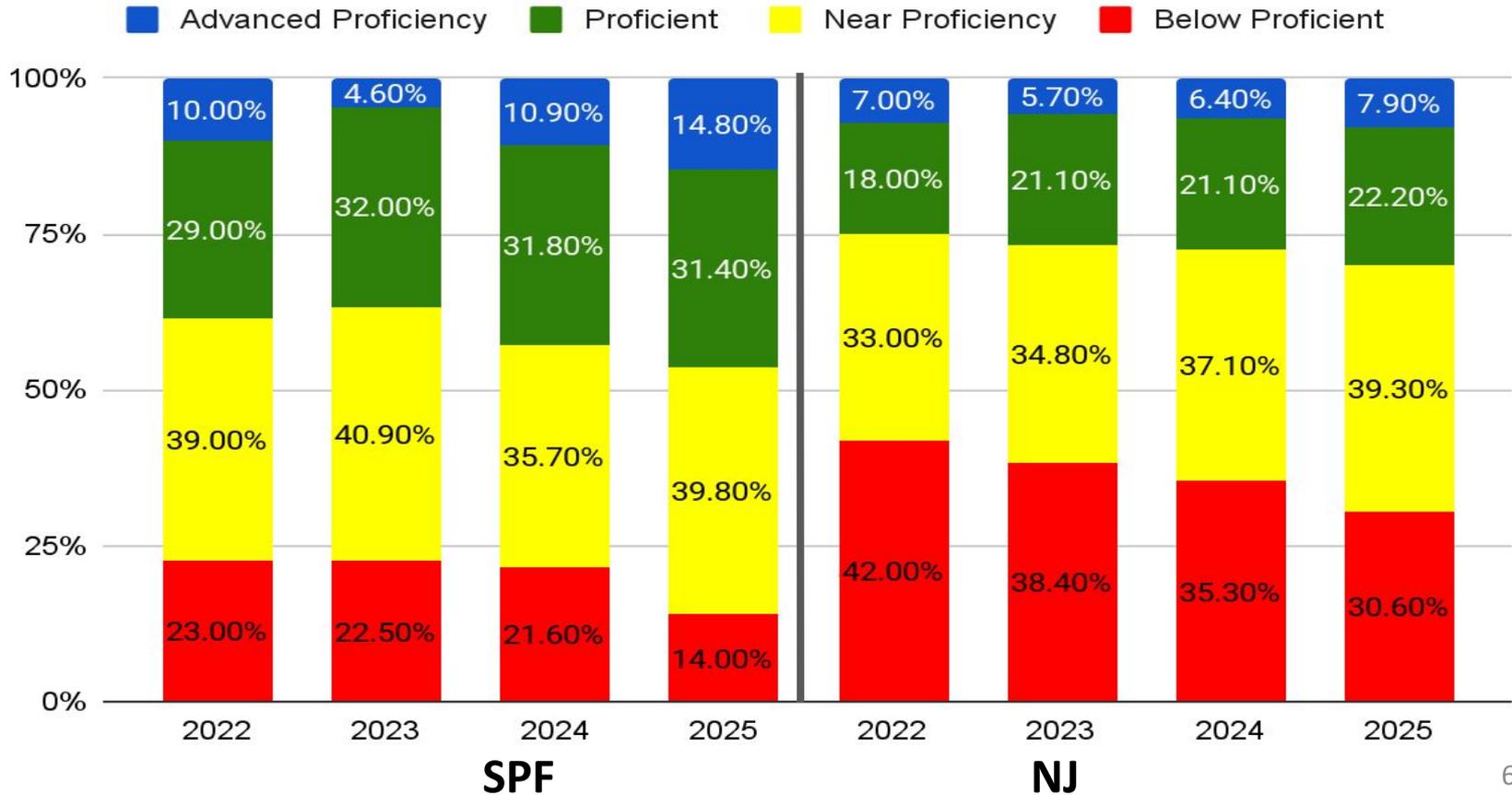
BELOW PROFICIENT

DATA IS PRESENTED BY PERCENTAGE OF STUDENTS SCORING AT EACH LEVEL

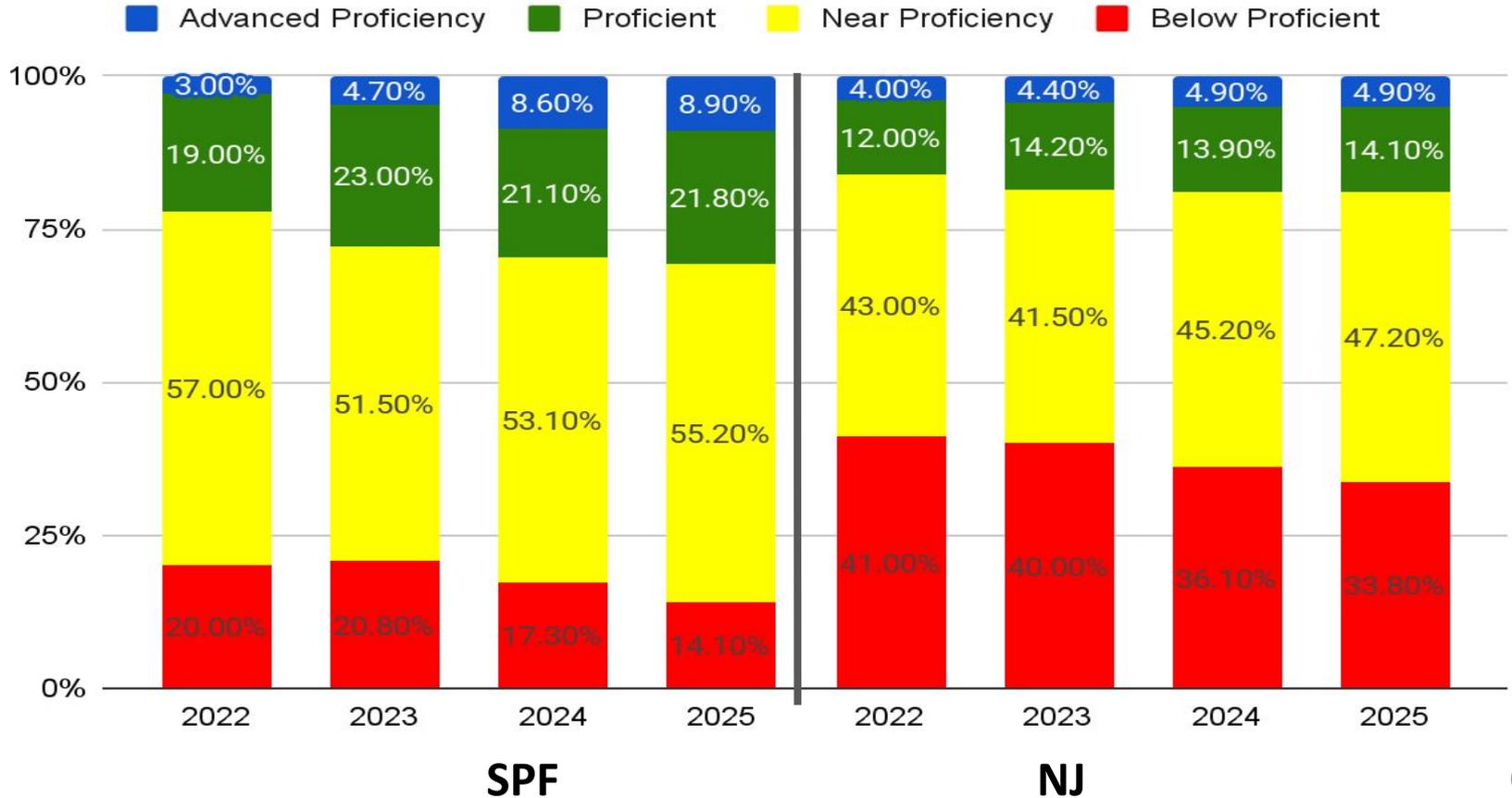
2025 SPF Science 5, 8 and 11 at a Glance



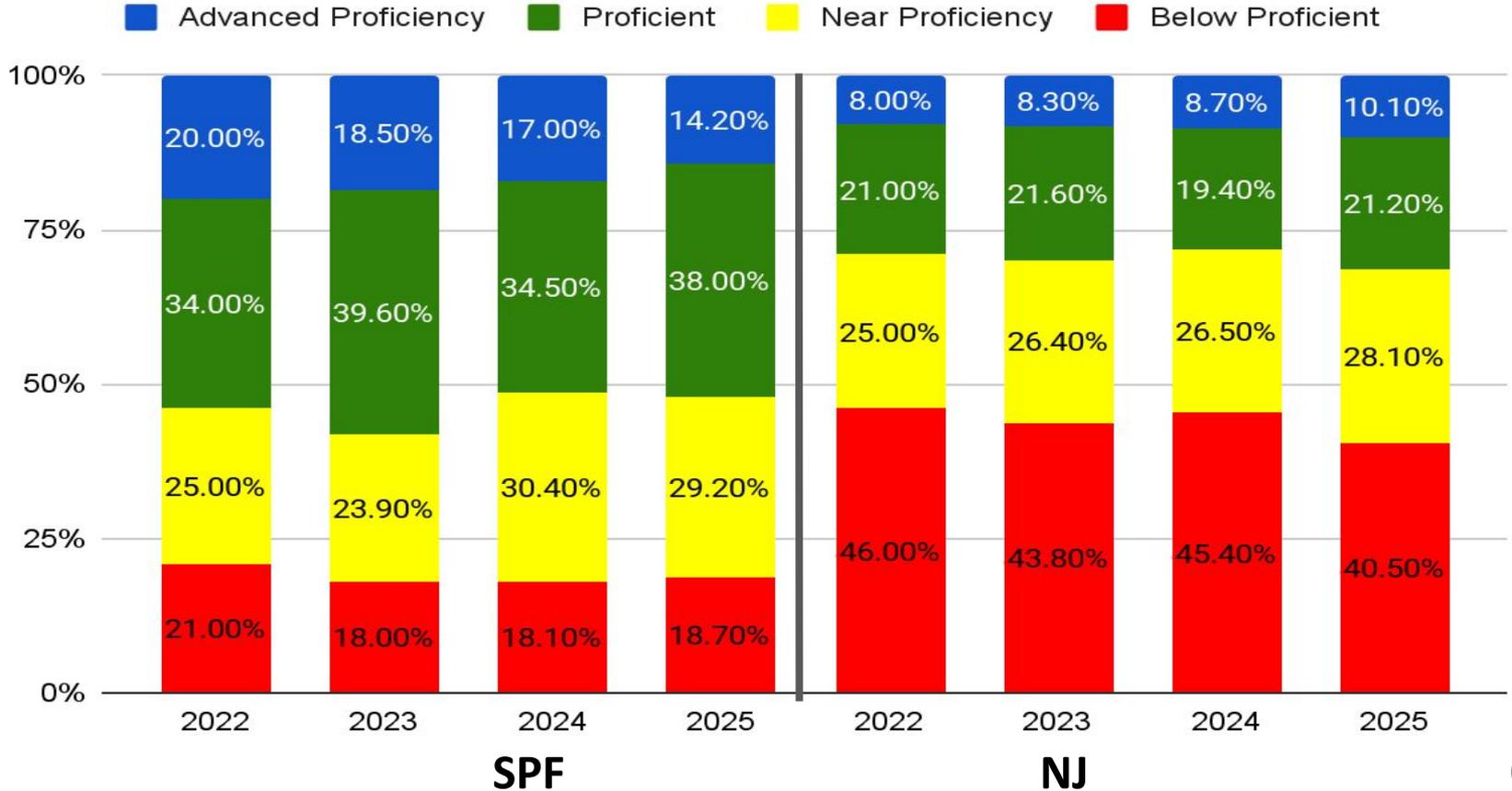
Science 5 (2022 to 2025)



Science 8 (2022 to 2025)



Science 11 (2022 to 2025)





ACHIEVEMENT BY DEMOGRAPHIC GROUPS SCIENCE

DATA IS PRESENTED BY
PERCENTAGE OF STUDENTS PROFICIENT/ADVANCED PROFICIENT

Percentage of Students Proficient/Advanced Proficient - Science



Gender	Total Tested	Percentage Meeting/Exceeding Expectations	+/- Change from 2024
Female	598	37.96%	-2.34
Male	592	47.13%	+5.06

Percentage of Students Proficient/Advanced Proficient - Science



Ethnicity/Race	Total Tested	Percentage Meeting/Exceeding Expectations	+/- Change from 2024
Hispanic or Latino	185	29.73%	-0.4
Asian	146	57.57%	+10.24
Black or African-American	102	27.17%	+1.5
White	775	41.57%	+.48
Two or more races	71	48.00%	-15.23

Percentage of Students Proficient/Advanced Proficient - Science



Program	Total Tested	Percentage Meeting/Exceeding Expectations	+/- Change from 2024
Students with Disabilities	204	15.73%	+1.92
Economically Disadvantaged	56	26.79%	+8.19
504	102	47.06%	+6.59
Multilingual Learners	15	6.67%	-4.43
Former Multilingual Learners	19	10.53%	-10.87%



Insights and Actions

How does this data help us? What's next?



I. Implement Supports for ML's and Students with Disabilities

Provide scaffolded science instruction integrated with language supports for Multilingual Learners (ML) and Students with Disabilities (IEP) across the secondary level.

II. Focus on Grade 8 Science Pipeline

Identify barriers leading to the low performance of various subgroups in this crucial middle school year.

III. Close Performance Gaps

Review and enhance support structures through differentiated instruction for Hispanic/Latino and Black/African-American students.



Post-Pandemic Recovery

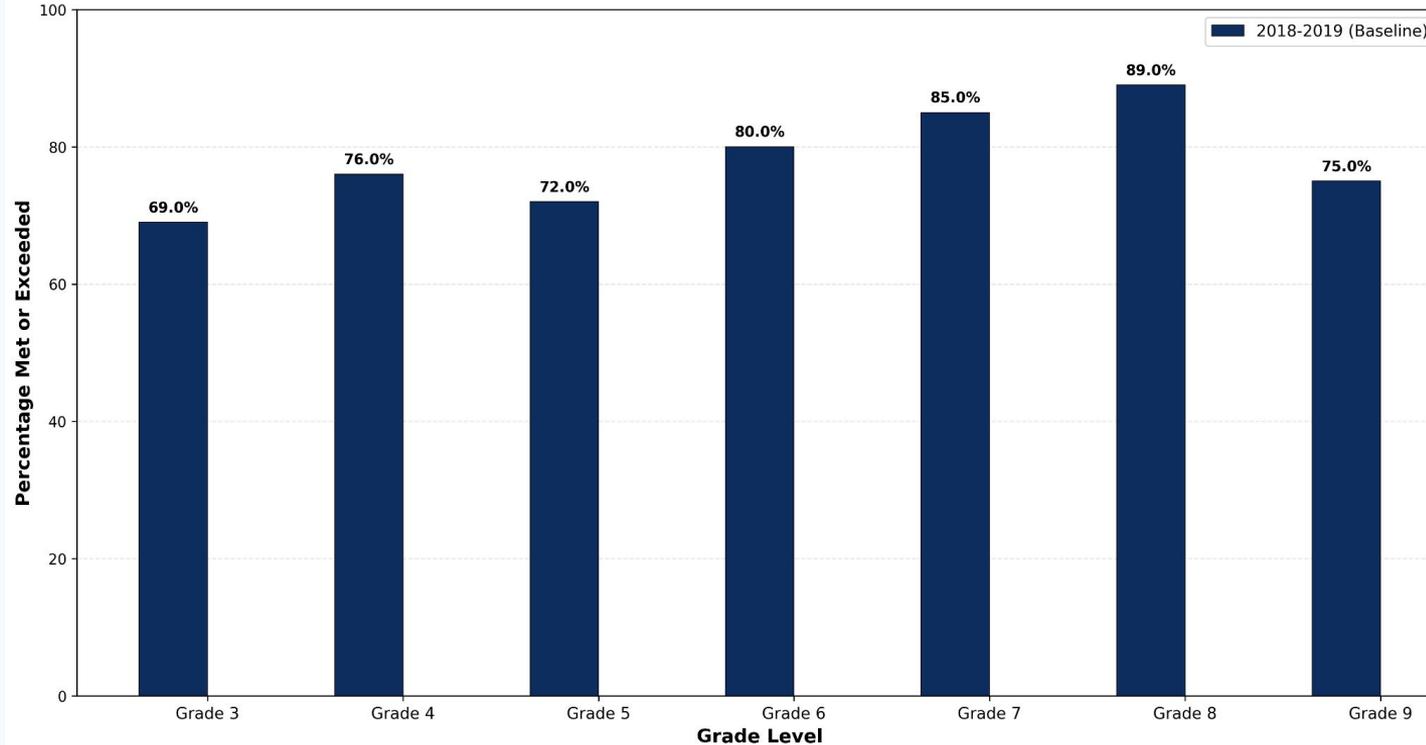
English Language Arts



ELA - Baseline



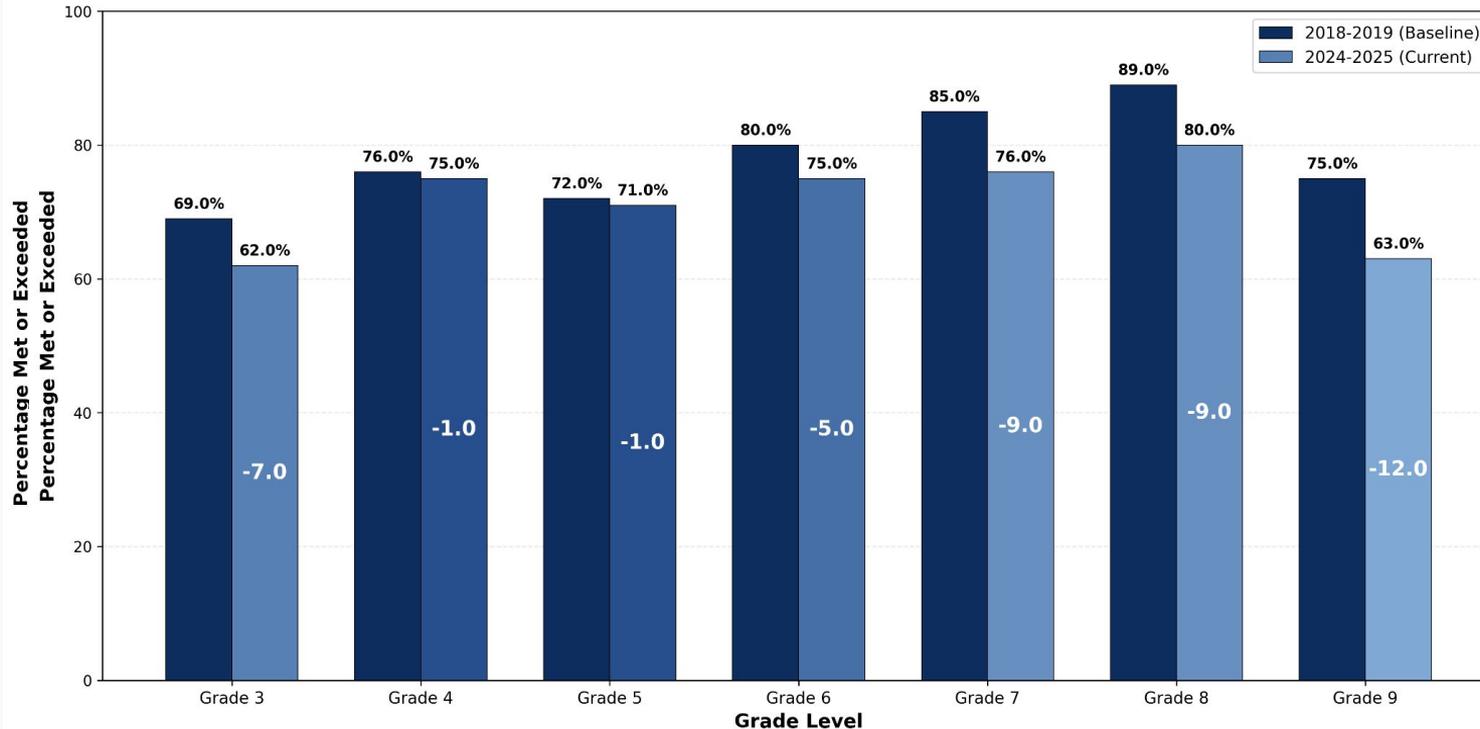
**NJSLA ELA Performance Comparison: 2018-2019 vs 2024-2025
(Met or Exceeded Standards)**



ELA - Baseline vs. 2025



**NJSLA ELA Performance Comparison: 2018-2019 vs 2024-2025
(Met or Exceeded Standards)**



Note: Gold bars exceed 2018-2019 baseline; darker blue shades indicate closer performance to baseline

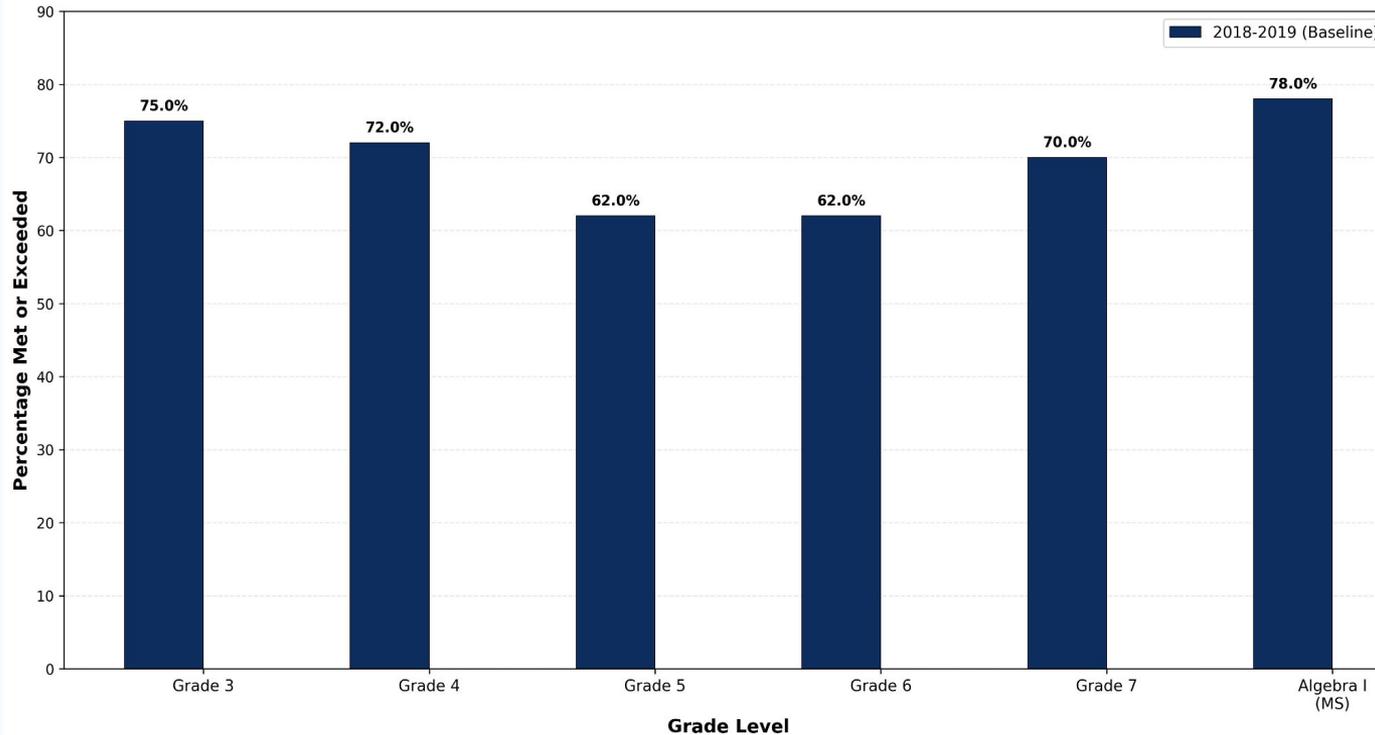
Mathematics



Mathematics - Baseline



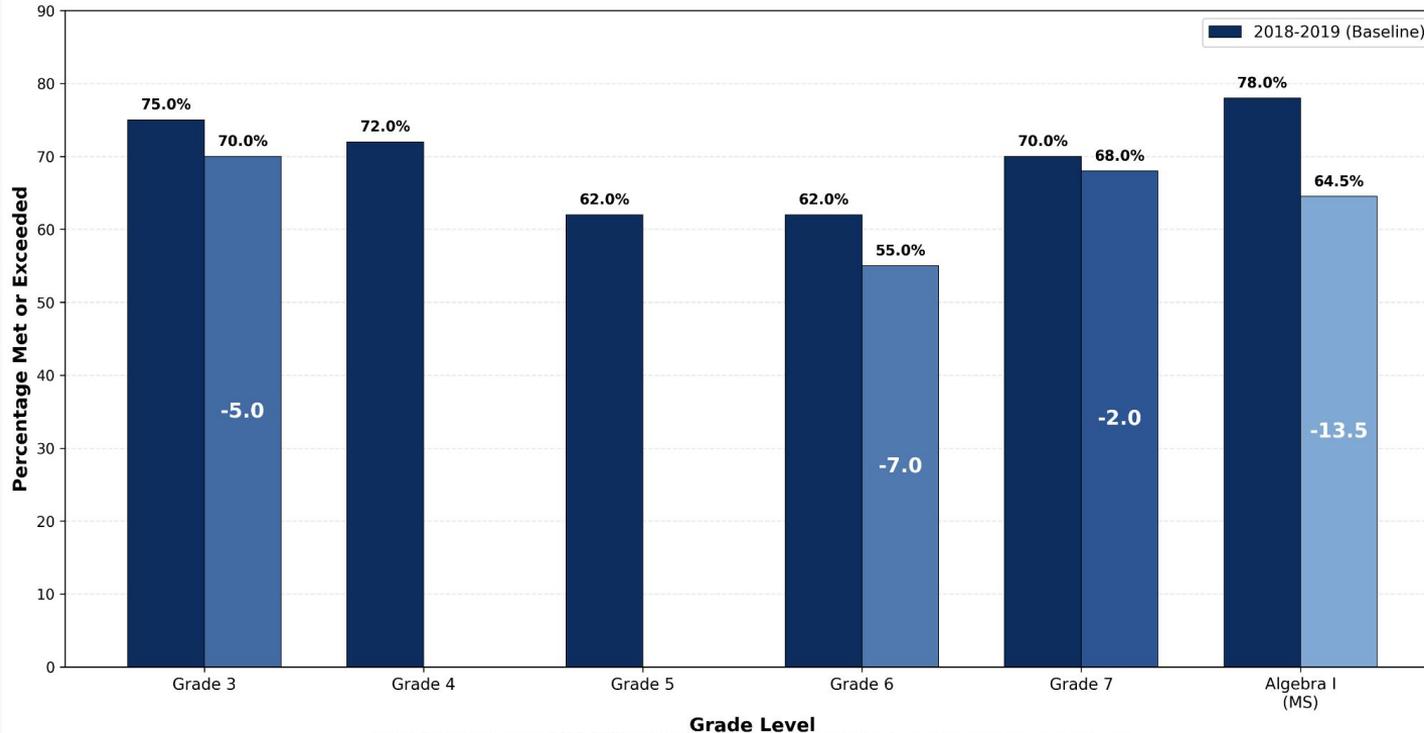
**NJSLA Math Performance Comparison: 2018-2019 vs 2024-2025
(Met or Exceeded Standards)**



Mathematics - Baseline vs. 2025



**NJSLA Math Performance Comparison: 2018-2019 vs 2024-2025
(Met or Exceeded Standards)**

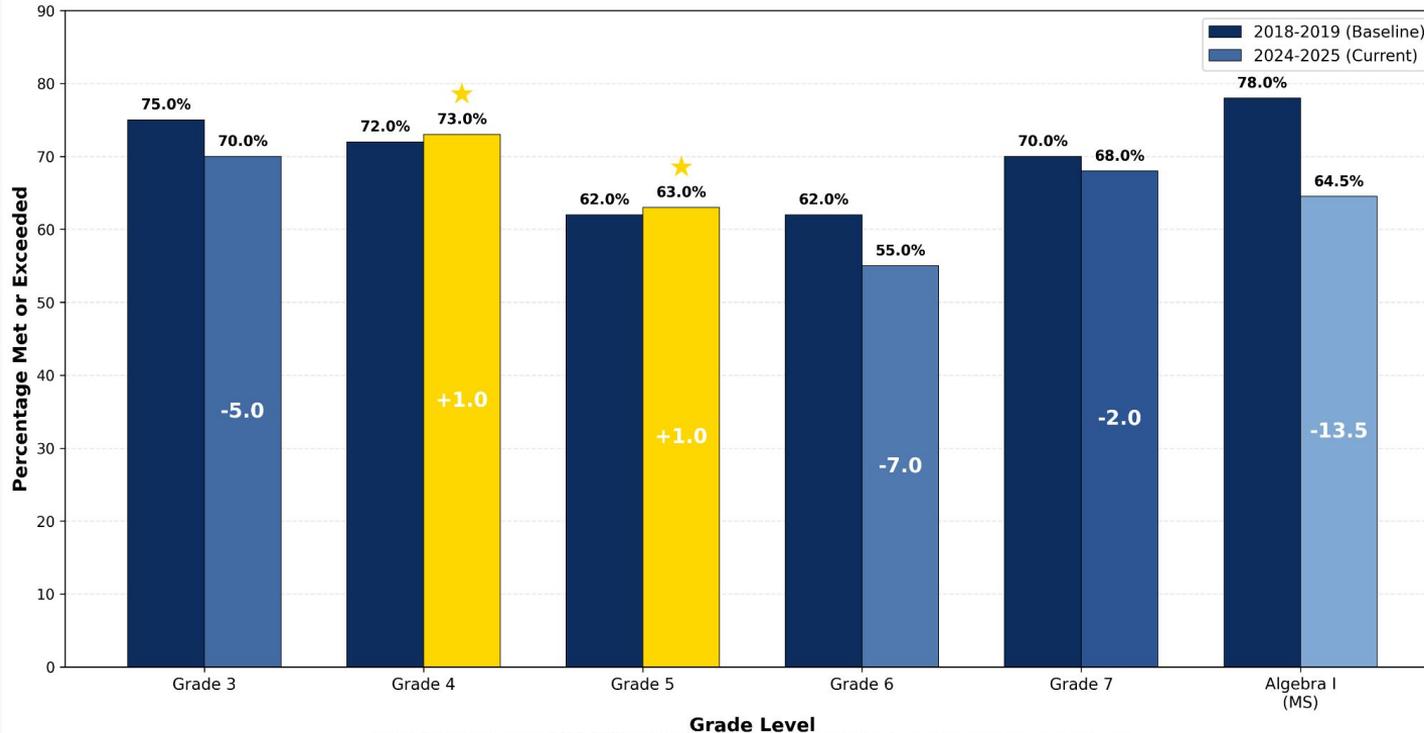


Note: Gold bars exceed 2018-2019 baseline; darker blue shades indicate closer performance to baseline

Mathematics - Baseline vs. 2025



**NJSLA Math Performance Comparison: 2018-2019 vs 2024-2025
(Met or Exceeded Standards)**



Note: Gold bars exceed 2018-2019 baseline; darker blue shades indicate closer performance to baseline



This data is one snapshot. It's important, but it doesn't capture the whole story.

SNAPSHOT



MOVIE

What don't state test results tell you about your students?



"Standardized tests offer a limited snapshot of proficiency at one moment in time and don't honor student's creativity, critical thinking or social-emotional skills and strengths."

- Evergreen 1st Grade Teacher

"...how my students are able to think outside-the-box."

- SPFHS Social Studies Teacher

"...their sense of discovery and joy when they like what they are learning."

-SPFHS ELA Teacher

"Real life is all about the process, which is what we teach: thinking, wondering, noticing, designing, creating, revising, revising, revising, revising... all with multiple minds at work!"

-Terrill 5th Grade Teacher

"...they don't reveal the full picture of their learning, growth, or potential."

-Nettingham Science Teacher

How kind and compassionate they are!

-SPFHS Science Teacher

"A score cannot capture their humor, empathy, resilience, or the spark of curiosity that shines through in everyday learning."

- Brunner 2nd Grade Teacher

Thank you.



Behind every data point there is a child.

Visit the district website to view the presentation and to learn more...