NJSLA Results: Spring 2025 Administrations

Lincoln Park School District

Fall 2025

NJSLA-ELA & Math Proficiency Levels

GOAL

Level 1	Level 2	Level 3	Level 4	Level 5
Not Yet Meeting Grade Level Expectations	Partially Meeting Grade Level Expectations	Approaching Grade Level Expectations	Meeting Grade Level Expectations	Exceeding Grade Level Expectations

NJSLA English Language Arts Comparisons

Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations English Language Arts – Percentages by Performance Level

Grade	Level 1 2024	Level 1 2025	Level 2 2024	Level 2 2025	Level 3 2024	Level 3 2025	Level 4 2024	Level 4 2025	Level 5 2024	Level 5 2025	Change in Levels 1, 2, and 3 from 2024 to 2025	Change in Level 4 and Level 5 from 2024 to 2024
3	6.5	2.2	11.8	10.8	21.5	24.7	54.8	54.8	5.4	7.5	-2.1	2.1
4	6.8	4.1	9.7	6.1	17.5	12.2	44.7	49.0	21.4	28.6	-11.6	11.5
5	8.7	8.9	6.5	5.9	14.1	12.9	53.3	47.5	17.4	24.8	-1.6	1.6
6	6.7	11.2	8.0	7.9	10.7	9.0	38.7	42.7	36.0	29.2	2.7	-2.8
7	8.7	2.9	2.2	8.6	6.5	8.6	32.6	35.7	50	44.3	2.7	-2.6
8	3.2	6.3	7.4	2.1	10.5	12.6	45.3	37.9	33.7	41.1	0.1	0

Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations English Language Arts – Percentages (Levels 1 and 2)



- Level 1: Not Yet Meeting Expectations
- Level 2: Partially Meeting Expectations

Grade	Level 1 2024 District	Level 1 2024 State	Level 1 2025 District	Level 1 2025 State	Level 2 2024 District	Level 2 2024 State	Level 2 2025 District	Level 2 2025 State
3	6.5	19.8	2.2	19.0	11.8	15.2	10.8	16.0
4	6.8	13.0	4.1	13.6	9.7	14.3	6.1	13.2
5	8.7	13.0	8.9	13.2	6.5	13.8	5.9	13.3
6	6.7	10.7	11.2	10.6	8.0	14.0	7.9	12.7
7	8.7	13.0	2.9	12.3	2.2	12.3	8.6	11.2
8	3.2	13.7	6.3	12.9	7.4	13.6	2.1	11.9

Notes: Percentages may not total 100 due to rounding.

Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations English Language Arts – Percentages (Levels 3 and 4)



- Level 3: Approaching Expectations
- Level 4: Meeting Expectations

Grade	Level 3 2024 District	Level 3 2024 State	Level 3 2025 District	Level 3 2025 State	Level 4 2024 District	Level 4 2024 State	Level 4 2025 District	Level 4 2025 State
3	21.5	21.4	24.7	20.1	54.8	37.2	54.8	37.0
4	17.5	21.9	12.2	19.7	44.7	34.6	49.0	37.8
5	14.1	21.0	12.9	20.8	53.3	40.4	47.5	41.4
6	10.7	22.2	9.0	20.6	38.7	37.4	42.7	41.4
7	6.5	20.7	8.6	19.5	32.6	31.5	35.7	31.9
8	10.5	19.8	12.6	18.1	45.3	35.2	37.9	36.4

Notes: Percentages may not total 100 due to rounding.

Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations English Language Arts – Percentages (Level 5)

Level 5: Exceeding Expectations

Grade	Level 5 2024 District	Level 5 2024 State	Level 5 2025 District	Level 5 2025 State
3	5.4	6.4	7.5	7.9
4	21.4	16.2	28.6	15.8
5	17.4	11.9	24.8	11.3
6	36.0	15.8	29.2	14.7
7	50	22.4	44.3	25.1
8	33.7	17.7	41.1	20.7

Notes: Percentages may not total 100 due to rounding.

Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations English Language Arts – Percentages

Grade	% Changes in Levels 1, 2, and 3 Lincoln Park	% Changes in Levels 1, 2, and 3 State	% Changes in Levels 4 and 5 Lincoln Park	% Changes in Levels 4 and 5 State
3	-2.1	-1.3	+2.1	+1.3
4	-11.6	-2.7	+11.5	+2.8
5	-1.6	-0.5	+1.6	+0.4
6	+2.7	-3	-2.8	+2.9
7	+2.7	-3	-2.6	+3.1
8	+0.1	-4.2	0	+4.2

ELA Subgroup Data-Gender

English Language Arts Subgroups 2025		Level 1		Level 2		Level 3		Level 4		Level 5		Level 4 & 5	
	Total Number of Valid Scores	#	%	#	%	#	%	#	%	#	%	#	%
DISTRICT	546	33	6%	37	6.8%	74	13.5%	246	45.1%	156	28.5%	402	74%
Female	253	8	3.1%	15	5.9%	28	11.1%	115	45.5%	87	34.4%	202	79.8%
Male	292	24	8.2%	22	7.5%	46	15.8%	131	44.8%	69	23.6%	200	68.5%

ELA Subgroup Data-Ethnicity

		Level 1		Level 2		Level 3		Level 4		Level 5		Level 4 & 5	
	Total Number of Valid Scores	#	%	#	%	#	%	#	%	#	%	#	%
American Indian	<10	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic or Latino	147	14	9.5%	13	8.8%	24	16.3%	70	47.61%	26	17.7%	96	65.3%
Asian	39	0	0	<10	*	<10	*	16	41.02%	16	41.02%	32	82.1%
Black or African American	<10	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	<10	*	*	*	*	*	*	*	*	*	*	*	*
White	341	16	4.7%	21	6.2%	43	12.6%	153	44.9%	108	31.7%	261	76.5%
Two or More Races	<10	*	*	*	*	*	*	*	*	*	*	*	*

ELA Subgroup Data-Economic Disadvantage

English Language Arts Subgroups 2025		Level 1		Level 2		Level 3		Level 4		Level 5		Level 4 & 5	
	Total Number of Valid Scores	#	%	#	%	#	%	#	%	#	%	#	%
No	422	20	4.7%	29	6.9%	51	12.1%	179	42.4%	139	32.9%	318	75.4%
Yes	123	12	9.8%	<10	<10	23	18.7%	67	54.5%	13	10.6%	80	65.04%

ELA Subgroup Data-Students with Disabilities

English Language Arts Subgroups 2025		Level 1		Level 2		Level 3		Level 4		Level 5		Level 4 & 5	
	Total Number of Valid Scores	#	%	#	%	#	%	#	%	#	%	#	%
IEP	111	28	25.2%	26	23.4%	24	21.6%	24	21.6%	<10	<10	33	29.7%
IEP-No	434	<10	<10	11	2.5%	50	11.5%	222	51.2%	147	33.9%	369	85.02%
504	28	<10	<10	<10	<10	<10	<10	15	54.6%	<10	<10	20	71.4%

ELA Subgroup-Multilingual Learner

English Language Arts Subgroups 2025		Level 1		Level 2		Level 3		Level 4		Level 5		Level 4 & 5	
	Total Number of Valid Scores	#	%	#	%	#	%	#	%	#	%	#	%
Multilingual Learner-No	531	30	5.6%	36	6.8%	68	12.8%	242	45.6%	155	29.2%	397	74.8%
Multilingual Learner-Yes	14	<10	*	<10	*	<10	*	<10	*	<10	*	<10	*

NJSLA Mathematics Comparisons

Data Notes: Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations English Mathematics– Percentages

- **Grade 8 data**: Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

- Percentages may not total 100 due to rounding.

Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations Mathematics – Percentages by Performance Level

Grade	Level 1 2024	Level 1 2025	Level 2 2024	Level 2 2025	Level 3 2024	Level 3 2025	Level 4 2024	Level 4 2025	Level 5 2024	Level 5 2025	Change in Levels 1, 2, and 3 from 2024 to 2025	Change in Level 4 and Level 5 from 2025 to 2025
3	2.2	0	12.9	14	20.4	26.9	51.6	44.1	12.9	15.1	5.4	-5.3
4	3.8	2	9.6	10.1	24	23.2	51.9	55.6	10.6	9.1	-2.1	2.2
5	7.6	8.0	19.6	13	14.1	38	52.2	36	6.5	5	17.7	-17.7
6	4.0	10	16	12.2	21.3	25.6	44	47.8	14.7	4.4	6.5	-6.42
7	4.3	2.8	5.4	8.5	21.7	23.9	51.1	46.5	17.4	18.3	3.8	-3.7
8*	8.2	9.5	23.3	16.2	26.0	17.6	41.1	51.4	1.4	5.4	-14.2	14.2
Algebra 1	0	0	0	0	0	0	95.7	42.9	4.3	57.1	0	0(Ck the Inc in LV 5)

Notes: *Some students in grade 8 participated in the NJSLA Algebra I assessment in place of the 8th grade math assessment. The NJSLA Math 8 outcomes are not representative of grade 8 performance as a whole. Percentages may not total 100 due to rounding.



Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations Mathematics– Percentages (Levels 1 and 2)



•Level 1: Not Yet Meeting Expectations

Grade	Level 1 2024 District	Level 1 2024 State	Level 1 2025 District	Level 1 2025 State	Level 2 2024 District	Level 2 2024 State	Level 2 2025 District	Level 2 2025 State
3	2.2	11.8	0	10.3	12.9	16.0	14	16.2
4	3.8	11.6	2	9.4	9.6	19.0	10.1	19.3
5	7.6	12.2	8.0	11	19.6	22.3	13	18.5
6	4.0	14.2	10	11.3	16	23.5	12.2	22.7
7	4.3	10.7	2.8	10.3	5.4	23.9	8.5	20.5
8*	8.2	30.2	9.5	30.2	23.3	28.9	16.2	26.6
Algebra 1	0	16.8	0	13.1	0	21.2	0	25.8

*Some students in grade 8 participated in the NJSLA Algebra I assessment in place of the 8th grade math assessment. The NJSLA Math 8 outcomes are not representative of grade 8 performance as a whole.

Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations Mathematics– Percentages (Levels 3 and 4)



- Level 3: Approaching Expectations
- Level 4: Meeting Expectations

Grade	Level 3 2024 District	Level 3 2024 State	Level 3 2025 District	Level 3 2025 State	Level 4 2024 District	Level 4 2024 State	Level 4 2025 District	Level 4 2025 State
3	20.4	24.6	26.9	23.8	51.6	34.6	44.1	37.0
4	24	24.5	23.2	24.6	51.9	37.5	55.6	39.0
5	14.1	25.3	38	26.3	52.2	31.0	36	34.1
6	21.3	26.1	25.6	26.2	44	29.0	47.8	31.0
7	21.7	28.0	23.9	30.5	51.1	31.0	46.5	31.6
8*	26.0	21.5	17.6	22.5	41.1	17.9	51.4	19.6
Algebra 1	0	22.2	0	23.2	95.7	35.8	42.9	31.3

*Some students in grade 8 participated in the NJSLA Algebra I assessment in place of the 8th grade math assessment. The NJSLA Math 8 outcomes are not representative of grade 8 performance as a whole.

Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations Mathematics– Percentages (Level 5)

Level 5: Exceeding Expectations

Grade	Level 5 2024 District	Level 5 2024 State	Level 5 2025 District	Level 5 2025 State
3	12.9	13.0	15.1	12.8
4	10.6	7.5	9.1	7.7
5	6.5	9.1	5	10.1
6	14.7	7.2	4.4	8.8
7	17.4	6.5	18.3	7.2
8*	1.4	1.5	5.4	1.1
Algebra 1	4.3	3.9	57.1	6.6

*Some students in grade 8 participated in the NJSLA Algebra I assessment in place of the 8th grade math assessment. The NJSLA Math 8 outcomes are not representative of grade 8 performance as a whole.

Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations Mathematics– Percentages

Note: Some students in grade 8 participated in the NJSLA Algebra I assessment in place of the 8th grade math assessment. The NJSLA Math 8 outcomes are not representative of grade 8 performance as a whole. For Algebra 1, Geometry and Algebra 2, students in grades 11 and 12 were not included.

Grade	% Changes in Levels 1, 2, and 3 Lincoln Park	% Changes in Level 1, 2, and Level 3 State	% Changes in Levels 4 and 5 Lincoln Park	% Changes in Levels 4 and 5 State
3	5.4	-2.1	-5.3	+2.2
4	-2.1	-1.8	+2.2	+1.7
5	17.7	-4.3	-17.7	+4.1
6	6.5	-3.6	-6.42	+3.6
7	3.8	-1.3	-3.7	+1.3
8*	-14.2	-1.3	+14.2	+1.3
Algebra 1**	0	+1.9	0(Ck the Inc in LV 5)	-1.8

Mathematics Subgroup Data-Gender

Mathematics Subgroups 2025		Level 1		Level 2		Level 3		Level 4		Level 5		Level 4 & 5	
	Total Number of Valid Scores	#	%	#	%	#	%	#	%	#	%	#	%
DISTRICT	548	28	5.1%	65	11.9%	139	25.4%	255	46.5%	61	11.13%	316	58%
Female	255	10	3.9%	28	10.98%	70	27.5%	119	46.7%	28	10.98%	147	57.64%
Male	293	18	6.1%	37	12.62%	69	23.5%	136	46.4%	33	11.3%	169	57.8%

Mathematics Subgroup Data Ethnicity

Mathematics Subgroups 2025		Level 1		Level 2		Level 3		Level 4		Level 5		Level 4 & 5	
	Total Number of Valid Scores	#	%	#	%	#	%	#	%	#	%	#	%
Hispanic or Latino	150	12	8%	25	16.7%	44	29.3%	59	39.3%	10	6.6%	69	46%
Asian	39	<10	*	<10	*	<10	*	19	50%	<10	*	28	71.8%
Black or African American	<10	*		*		*		*		*		*	
Native Hawaiian/ Other Pacific Islander	<10	*		*		*		*		*		*	
White	341	15	4.4%	36	10.6%	80	23.5%	170	49.9%	40	11.7%	210	61.6%
Two or More Races	<10	*		*		*		*		*		*	

Mathematics Subgroup Data-Economic Disadvantage

Mathematics Subgroups 2025		Level 1		Level 2		Level 3		Level 4		Level 5		Level 4 & 5	
	Total Number of Valid Scores	#	%	#	%	#	%	#	%	#	%	#	%
No	425	20	4.7%	43	10.1%	95	22.4%	207	48.8%	60	14.1%	267	62.8%
Yes	123	<10	*	22	17.9%	44	35.7%	48	39%	<10	*	49	39.8%

Mathematics Subgroup Data Students with Disabilities

Mathematics Subgroups 2025		Level 1		Level 2		Level 3		Level 4		Level 5		Level 4 & 5	
	Total Number of Valid Scores	#	%	#	%	#	%	#	%	#	%	#	%
IEP	111	23	20.7%	32	28.8%	34	30.6%	19	17.1%	<10	*	22	19.8%
IEP-No	437	<10	*	33	7.6%	105	24%	236	54%	58	13.3%	294	67.3%
504	28	<10	*	<10	*	<10	*	12	42.9%	<10	*	15	53.6%

Mathematics Subgroup Data Multilingual

Mathematics Subgroups 2025		Level 1		Level 2		Level 3		Level 4		Level 5		Level 4 & 5	
	Total Number of Valid Scores	#	%	#	%	#	%	#	%	#	%	#	%
Multilingual Learner-No	531	26	4.8%	58	10.9%	135	25.4%	251	47.3%	61	11.5%	312	58.8%
Multilingual Learner-Yes	17	<10	*	<10	*	<10	*	<10	*	<10	*	<10	*

NJSLA Science Comparisons

NJSLA-Science Proficiency Levels

GOAL

Level 1	Level 2	Level 3	Level 4
Below Proficient	Near Proficient	Proficient	Advanced Proficient

Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations Science – Percentages by Performance Level

Grade	Level 1 2024	Level 1 2025	Level 2 2024	Level 2 2025	Level 3 2024	Level 3 2025	Level 4 2024	Level 4 2025	Change in Level 1 and Level 2 from 2024 to 2025	Change in Level 3 and Level 4 from 2024 to 2025
5	20.7	15	41.3	52	29.3	26	8.7	7	5	-5
8	11.5	16	55.2	48.9	25	28.7	8.3	6.4	-1.8	1.8

Notes: Percentages may not total 100 due to rounding.

Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations Science– Percentages (Levels 1 and 2)



- Level 1: Below Proficient
- Level 2: Near Proficiency

Grade	Level 1 2024 District	Level 1 2024 State	Level 1 2025 District	Level 1 2025 State	Level 2 2024 District	Level 2 2024 State	Level 2 2024 District	Level 2 2024 State
5	20.7	35.3	15	30.6	41.3	37.1	52	39.3
8	11.5	36.1	16	33.8	55.2	45.2	48.9	47.2

Note: Percentages may not total 100 due to rounding.

Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations Science– Percentages (Levels 3 and 4)



- Level 3: Proficient
- Level 4: Advanced Proficiency

Grade	Level 3 2024 District	Level 3 2024 State	Level 3 2025 District	Level 3 2025 State	Level 4 2024 District	Level 4 2024 State	Level 4 2025 District	Level 4 2025 State
5	29.3	21.1	26	22.2	8.7	6.4	7	7.9
8	25	13.9	28.7	14.1	8.3	4.9	6.4	4.9

Note: Percentages may not total 100 due to rounding.

Comparison of Lincoln Park's Spring 2024 and 2025 NJSLA Administrations Science – Percentages

Grade	% Changes in Levels 1 and 2 Lincoln Park	Change in Level 1 and Level 2 from 2024 to 2025 State	% Changes in Levels 3 and 4 Lincoln Park	Change in Level 3 and Level 4 from 2024 to 2025 State
5	5	-2.4	-5	2.6
8	-1.8	-0.3	1.8	0.2

Science Subgroup Data Gender

Science Subgroups 2025		Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
	Total Number of Valid Scores	#	%	#	%	#	%	#	%	#	%
DISTRICT	194	30	15.5%	98	50.5%	53	27.3	13	6.7%	66	34%
Female	94	<10	*	54	57.4	24	25.5%	<10	*	31	32.9%
Male	100	21	21%	44	44%	29	29%	<10	*	35	35%

Science Subgroup Data

Science Subgroups 2025		Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
	Total Number of Valid Scores	#	%	#	%	#	%	#	%	#	%
Hispanic or Latino	55	20	36.3%	29	52.7%	10	18.18%	<10	*	11	20%
Asian	13	<10	*	<10	*	<10	*	<10	*	<10	*
White	114	10	8.7%	56	49.12%	38	33.3%	10	8.7%	48	42.1%
IEP	34	18	52.9%	11	32.4%	<10	*	<10	*	<10	*
Non-economically Disadvantaged	148	16	10.8%	72	48.6%	48	32.4%	12	8.1%	60	40.5
Economically Disadvantaged	46	14	30.4%	26	56.5%	<10	*	<10	*	<10	*

Notable Achievements



- All grade levels consistently scored on average 20.28% percentage points higher than the state ELA average for proficiency in their respective grade levels.

- In Mathematics, our students far exceeded the state average in the following grades:
  - 4th Grade: 17.9% above the state proficiency average
  - 6th Grade: 12.4 % above the state proficiency average
  - 7th Grade: 26.1% above the state proficiency average
  - 8th Grade: 36.10 above the state proficiency average
  - Algebra: 62.1% above the state proficiency average with 57.1% of students Exceeded Expectations

Analysis

Subgroup analysis:

- A gap continues to appear to exist between males & females for ELA overall (68.5 proficient vs. 79.8). We have closed this gap slightly from 2024 (64.60% proficient vs. 80.30% proficient).
- Math proficiency has dropped slightly by 3 percent. We also have dropped below the state average in 5th grade.

Analysis

What are we doing to address the decline in math proficiency?

- We are analyzing all standards in comparison to the state averages and reviewing how and when assessments are administered. We have recognized that students are not consistently retaining skills taught at the beginning of the school year by the time testing occurs. To address this we are focusing on teaching math skills using a reciprocal approach to strengthen long-term retention.
- Last year marked the first time that BSI services were significantly reduced at the middle school level, which has had a direct impact on our overall performance, particularly in that grade span.
- We have revised our MTSS Intervention meetings and processes to provide more individualized support for students.
- All fifth-grade students now participate in Gryphon Goals every day, which increases the time available for targeted academic support.
- Additionally, the district is exploring the addition of a part-time BSI teacher in each school to further support student achievement.

Analysis

What are we doing to continue to address the needs of our students?

- All middle school students now have Gryphon Goals at the same time, allowing staff to provide academic support across grade levels.
- We are currently analyzing the middle school schedule to determine ways to reduce class sizes. We have seen a direct impact on our proficiency rates correlated with larger class sizes.
- At present, our 6th-grade enrollment has grown to 109 students (largest class size in district), which has resulted in larger class sizes, since we only have four sections of each core subject. We are exploring options to create a fifth section to better balance class sizes. One contributing factor is the loss of an elective teacher, which has created a scheduling gap that affects both core and elective class sizes. As a result, the impact is felt across multiple areas—a true domino effect.
- ***Please bear in mind that last year was a significant year of transition for our staff. Many staff members were teaching new subjects and grade levels that they haven't before!***

Science Notables



- The grade 5 science assessment is based on concepts learned in grades 3 - 5 and the grade 8 science assessment is based on concepts learned in grades 6 - 8.
  - Overall, Grade 5 students continue to perform better than the state average. (33% compared to the state average of 30.1%)
  - Overall, Grade 8 students performed significantly better than the state average. (35.1% compared to the state average of 19%)

- District to State Mean Score Comparison:
  Both grades outperformed the State Mean
  Grade 5 - State Mean was 173 to our District's Mean of 185
  Grade 8 - State Mean was 166 to our District Mean of 182

Intervention Strategies

- Orton Gillingham training, dissemination of strategies to staff, and implementation of strategies in the classroom.
  - OG is not a curriculum but is an enhanced instructional strategy which works with existing curriculum.
- MTSS and BSI procedures
  - Enhancement to offerings offered by the BSI Team in LPES general education classrooms and increased assistance to teachers during grade level intervention times
  - Revision of MTSS forms and meetings made in an effort to enhance interventions.

Intervention Strategies

- Universal Screening Law (N.J.S.A. 18A:6-146)
  - Requires schools to administer a literacy screener twice a year to students in grades K - 3, share results with parents, and report data to the NJDOE
  - DIBELS, Amira (HMH), and iReady were reviewed for compliance and cost factors
    - DIBELS, which is already used in the district and that the teachers have familiarity with, was the best choice for this mandate (and, at no additional cost)
- iReady
  - ELA and Mathematics benchmarking tool used 3 times a year
  - Looking at cost for adaptive lessons for grades K - 8
  - Adaptive similar to the new NJSLA test in the spring

Intervention Strategies



- Inner Orbit - 3D assessment tool: We are fully integrating this resource into our science curriculum in grades 5-8. This tool enables our science teachers to collaborate with students using resources and strategies designed to enhance preparation for the NJSLA Science Assessment.
- Our Professional Learning Communities (PLCs) in both schools include groups focused on improving school climate and morale. Research has statistically demonstrated that fostering a positive school climate has a direct and measurable impact on standardized assessment outcomes.

DLM Results 2024-25

DLM Assessments are designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations.

The District had 10 students within grades 3 to 8 participate in these assessments. Students are rated as emerging, approaching the target, at target, or advanced. In Language Arts 64% of the students were rated within the "emerging" or "approaching the target range," while the other 36 % were rated within the "at target" or "advanced ranged." In math 73% of the students were rated within the "emerging" or "approaching the target range," while the other 27 % were rated within the "at target" or "advanced ranged."

With a sampling size of 10 students, we are unable to share the breakdown of these results.

Access for ELLs

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 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 academic language at the highest level measured by this test.

Access for ELLs

Areas Tested: Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension

K-8 Results

Grade	Entering	Emerging	Developing	Expanding	Bridging	Reaching
K - 5	2	2	9	13	1	0
6- 8	2	1	0	0	0	0