

New Jersey Student Learning Assessments (NJSLA)

October 13, 2025

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Presentation Overview

- NJSLA Assessment Overview
 - Assessment Information
 - Performance Levels
- NJSLA Comparative Analysis (ELA, Math, Science)
 - Strengths and Growths
 - Program Highlights
 - Interventions



Assessment Overview

The New Jersey Student Learning Assessments (NJSLA) measure student progress in English Language Arts (ELA), mathematics, and science based on state standards. These assessments are typically computer-based, with paper options available as accommodations. ELA tests focus on reading comprehension, text analysis, vocabulary in context, and effective writing. Math tests assess problem-solving, reasoning, and real-world applications. Science tests cover Earth & space, life, and physical sciences while measuring investigating, sense-making and critiquing practices. Students answer multiple-choice, written response, and technology-enhanced questions.

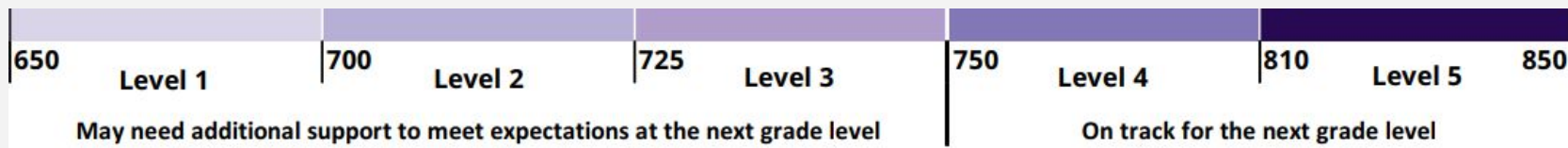
Subject Area Assessed	Grade Level/Course Participation
English Language Arts	Grades 3-9
Mathematics	Grades 3-8, Algebra I, Geometry, Algebra II
Science	Grades 5, 8 and 11



Performance Levels

ELA and Math

-  **Level 5** Exceeded Expectations
-  **Level 4** Met Expectations
-  **Level 3** Approached Expectations
-  **Level 2** Partially Met Expectations
-  **Level 1** Did Not Yet Meet Expectations

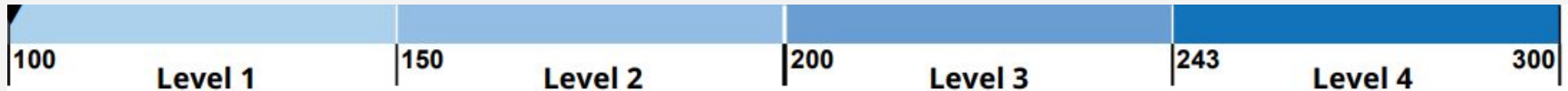


All NJSLA score reports were mailed to parents/guardians during the last week of September. Additionally, parents/guardians can view the reports on the Genesis Parent Portal under the 'Document' tab."

Performance Levels

Science

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



All NJSLA score reports were mailed to parents/guardians during the last week of September. Additionally, parents/guardians can view the reports on the Genesis Parent Portal under the 'Document' tab."

NJSLA Student Performance Results

ELA Participation

Grade Level	Percentage of Students Tested
3	92%
4	92%
5	95%
6	96%
7	95%
8	98%
9	99%



NJSLA English Language Arts

3-Year Performance

Tenafly Public School District 2024-25 Spring NJSLA

Language Arts

Grade	% Not Meeting (Level 1)			% Partially Meeting (Level 2)			% Approaching (Level 3)			% Meeting (Level 4)			% Exceeding (Level 5)			Change in Levels 1, 2, & 3 (2024 to 2025)	Change in Level 4 & Level 5 (2024 to 2025)
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
3	3.7%	4.0%	3.6%	3.7%	7.1%	6.0%	16.4%	20.4%	18.5%	56.5%	52.4%	49.8%	19.6%	16.0%	22.1%	-3.4%	+3.4%
4	3.9%	2.8%	2.0%	4.3%	5.2%	6.4%	10.2%	10.4%	10.4%	39.8%	37.9%	45.0%	41.8%	43.6%	36.3%	+0.2%	-0.2%
5	1.4%	3.4%	0.9%	4.9%	6.8%	5.8%	7.6%	15.1%	10.7%	54.9%	51.3%	55.4%	31.3%	23.4%	27.2%	-7.9%	+7.9%
6	2.4%	0.3%	2.5%	5.1%	3.8%	7.4%	12.2%	10.4%	12.3%	47.1%	44.4%	50.7%	33.2%	41.0%	27.1%	+7.6%	-7.6%
7	3.4%	4.0%	1.7%	2.7%	3.0%	2.0%	7.5%	10.0%	8.8%	35.3%	32.0%	35.1%	51.0%	51.0%	52.4%	-4.5%	+4.5%
8	2.1%	5.6%	4.8%	4.3%	1.7%	4.5%	9.2%	8.6%	10.6%	37.9%	38.7%	36.3%	46.5%	45.4%	43.7%	+4.0%	-4.0%
9	2.5%	2.6%	5.9%	5.0%	2.6%	4.5%	10.6%	7.3%	9.7%	42.6%	33.3%	36.3%	39.4%	54.2%	43.6%	+7.6%	-7.6%
All Grades	2.7%	3.3%	3.2%	4.3%	4.1%	5.1%	10.3%	11.5%	11.4%	44.5%	41.1%	43.4%	38.1%	40.0%	36.8%	+0.9%	-0.9%

Percentages may not total 100 due to rounding. Grade 9 row includes grade 9 students only.



NJSLA English Language Arts

Performance Relative to State

Not Meeting or Partially Meeting

Tenaflly Public School District 2024-25 Spring NJSLA												
Language Arts												
Grade	% Not Meeting (Level 1)		% Not Meeting (Level 1)		% Not Meeting (Level 1)		% Partially Meeting (Level 2)		% Partially Meeting (Level 2)		% Partially Meeting (Level 2)	
	2023		2024		2025		2023		2024		2025	
	District	State	District	State	District	State	District	State	District	State	District	State
3	3.7%	20.7%	4.0%	19.8%	3.6%	19.0%	3.7%	14.9%	7.1%	15.2%	6.0%	16.0%
4	3.9%	12.8%	2.8%	13.0%	2.0%	13.6%	4.3%	14.6%	5.2%	14.3%	6.4%	13.2%
5	1.4%	12.3%	3.4%	13.0%	0.9%	13.2%	4.9%	14.1%	6.8%	13.8%	5.8%	13.3%
6	2.4%	12.0%	0.3%	10.7%	2.5%	10.6%	5.1%	14.4%	3.8%	14.0%	7.4%	12.7%
7	3.4%	11.7%	4.0%	13.0%	1.7%	12.3%	2.7%	12.7%	3.0%	12.3%	2.0%	11.2%
8	2.1%	12.9%	5.6%	13.7%	4.8%	12.9%	4.3%	11.6%	1.7%	13.6%	4.5%	11.9%
9	2.5%	14.8%	2.6%	12.5%	5.9%	17.0%	5.0%	14.9%	2.6%	12.8%	4.5%	13.9%
All Grades	2.7%	13.8%	3.3%	13.6%	3.2%	14.1%	4.3%	13.9%	4.1%	13.7%	5.1%	13.2%



NJSLA English Language Arts

Performance Relative to State

Meeting or Exceeding

Tenafly Public School District 2024-25 Spring NJSLA Language Arts												
Grade	% Approaching (Level 3)		% Approaching (Level 3)		% Approaching (Level 3)		% Meeting (Level 4)		% Meeting (Level 4)		% Meeting (Level 4)	
	2023		2024		2025		2023		2024		2025	
	District	State	District	State	District	State	District	State	District	State	District	State
3	16.4%	22.5%	20.4%	21.4%	18.5%	20.1%	56.5%	36.7%	52.4%	37.2%	49.8%	37.0%
4	10.2%	21.3%	10.4%	21.9%	10.4%	19.7%	39.8%	36.5%	37.9%	34.6%	45.0%	37.8%
5	7.6%	20.3%	15.1%	21.0%	10.7%	20.8%	54.9%	43.3%	51.3%	40.4%	55.4%	41.4%
6	12.2%	24.6%	10.4%	22.2%	12.3%	20.6%	47.1%	37.6%	44.4%	37.4%	50.7%	41.4%
7	7.5%	19.9%	10.0%	20.7%	8.8%	19.5%	35.3%	32.5%	32.0%	31.5%	35.1%	31.9%
8	9.2%	20.1%	8.6%	19.8%	10.6%	18.1%	37.9%	35.8%	38.7%	35.2%	36.3%	36.4%
9	10.6%	18.2%	7.3%	16.8%	9.7%	19.3%	42.6%	36.8%	33.3%	35.5%	36.3%	34.9%
All Grades	10.3%	21.0%	11.5%	20.5%	11.4%	19.7%	44.5%	37.0%	41.1%	35.9%	43.4%	37.2%



NJSLA English Language Arts

Performance Relative to State

Exceeding

Tenaflly Public School District 2024-25 Spring NJSLA

Language Arts

Grade	% Exceeding (Level 5)			% Exceeding (Level 5)			% Exceeding (Level 5)		
	2023			2024			2025		
	District		State	District		State	District		State
3	19.6%		5.3%	16.0%		6.4%	22.1%		7.9%
4	41.8%		14.8%	43.6%		16.2%	36.3%		15.8%
5	31.3%		9.9%	23.4%		11.9%	27.2%		11.3%
6	33.2%		11.4%	41.0%		15.8%	27.1%		14.7%
7	51.0%		23.2%	51.0%		22.4%	52.4%		25.1%
8	46.5%		19.5%	45.4%		17.7%	43.7%		20.7%
9	39.4%		15.3%	54.2%		22.5%	43.6%		15.0%
All Grades	38.1%		14.3%	40.0%		16.2%	36.8%		15.8%



ELA Growth Highlights

Observations of Strengths:

- Grade 5 saw a **7.9%** achievement mobility increase in meeting or exceeding performance expectations.
- Grade 7 saw a **4.5%** achievement mobility increase in meeting or exceeding performance expectations.
- The percentage of students who were not meeting performance expectations dropped by 3% overall.

Opportunities for Growth:

- Reading Informational Text - We are currently piloting interdisciplinary learning opportunities across the content areas of science and social studies.
- Sub Group - Continued support is needed for students receiving Special Services and for Multilingual Learners.



ELA Program Highlights

- All kindergarten and special education teachers K-5 are being trained on multi-sensory-based phonics instruction through the Institute of Multisensory Education. This is part of a 5 year literacy initiative that, upon completion, all K-5 teachers will be trained.
- Bilingual and monolingual literature was purchased to supplement the curriculum for K-5 multilingual students. Book club books have also been purchased for grade 5 to give students choice in their literature exposure.
- Expansion and replenishment of core texts and the expansion of supplemental texts in grades 6-12, including diverse narratives and nonfiction.



ELA Intervention Strategies

- A universal screener (DIBELS) has been administered for all students in grades K-3 to help identify those who may need intervention strategies.
- This data will now be shared by student with the general education teachers to help with small group instruction strategies and intervention implementation.
- A comprehensive audit of the Academic Support Program and its intervention strategies is being conducted to ensure maximum student learning growth.
- i-Ready diagnostics for grades 2-8 also provides student performance data for teachers to tailor their instruction based on that data to meet individual needs.
- Continue with the New Jersey Learning Acceleration High-Impact Tutoring Program for targeted students in elementary and middle school.
- The Title 1 Supplemental Support Program is offered at Maugham and TMS for select students who are recommended/identified for academic support.



ELA Intervention Strategies

- There has been an expansion of the literacy program at TMS to help meet the needs of struggling learners with the support of a multisensory morphology curriculum.
- All THS students have access to the Tiger Learning Center (TLC) Drop-in Center on A-D days during lunch, while TMS offers the Academic Cafe.
- A peer tutoring program is being offered at the high school.
- District-wide Professional Development focusing on strategies for multilingual learners (MLs)
- Continued professional development for all staff on:
 - Differentiated instruction
 - Supporting students with learning differences
 - Providing effective interventions, such as Sheltered Instruction, to meet the needs of multilingual students will be the focus of the district-wide professional development day this year.



24-25 NJSLA Math Participation

Grade/Course	Participation Rate
3	94.6%
4	95.1%
5	96.7%
6	94.8%
7	98.8%
8	100.0%
Algebra 1 MS	98.6%
Algebra 1 HS	100.0%
Geometry MS	100.0%
Geometry HS	97.6%
Algebra 2 HS	98.2%



NJSLA Math 3-Year Performance

Grade	% Not Meeting (Level 1)			% Partially Meeting (Level 2)			% Approaching (Level 3)			% Meeting (Level 4)			% Exceeding (Level 5)			Change in Levels 1, 2, & 3 (2024 to 2025)	Change in Level 4 & Level 5 (2024 to 2025)
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
3	1.4%	2.0%	2.3%	4.1%	7.0%	2.7%	8.7%	13.5%	12.2%	45.9%	43.0%	47.5%	39.9%	34.4%	35.4%	-5.4%	+5.4%
4	1.1%	0.9%	2.2%	5.7%	5.9%	7.7%	13.3%	11.9%	12.8%	53.4%	54.3%	51.6%	26.5%	26.9%	25.6%	+4.0%	-4.0%
5	1.0%	2.9%	1.3%	5.1%	6.1%	6.4%	13.2%	17.3%	12.7%	50.7%	46.0%	41.1%	30.1%	27.7%	38.6%	-5.9%	+5.9%
6	0.3%	1.3%	1.0%	5.6%	3.3%	6.1%	13.2%	20.0%	14.3%	50.7%	47.3%	44.2%	30.1%	28.0%	34.4%	-3.2%	+3.2%
7	3.7%	2.4%	1.6%	3.7%	5.5%	5.3%	17.3%	13.4%	13.4%	55.1%	54.5%	45.3%	20.2%	24.1%	34.4%	-1.1%	+1.1%
8	11.3%	7.7%	16.1%	21.7%	17.1%	12.5%	29.2%	23.9%	25.0%	36.8%	47.9%	44.6%	0.9%	3.4%	1.8%	+4.9%	-4.9%
Alg I (MS)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.6%	1.0%	1.0%	53.4%	67.5%	56.6%	44.0%	31.5%	42.4%	0.0%	0.0%
Alg I (HS)	9.6%	7.8%	5.3%	21.6%	9.3%	18.3%	30.4%	26.4%	26.7%	37.6%	55.0%	47.3%	0.8%	1.6%	2.3%	+7.0%	-7.0%
Geo (MS)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	48.0%	8.9%	66.7%	52.0%	91.1%	0.0%	0.0%
Geo (HS)	0.0%	0.8%	0.0%	0.8%	4.6%	1.6%	10.9%	16.8%	16.4%	69.5%	60.3%	59.0%	18.8%	17.6%	23.0%	-4.1%	+4.1%
Alg II (HS)	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%	6.3%	0.0%	5.6%	65.6%	71.9%	40.7%	28.1%	28.1%	51.9%	+7.4%	-7.4%
All Grades	2.2%	2.3%	2.4%	5.9%	5.6%	5.8%	13.6%	14.7%	13.0%	50.8%	52.2%	46.8%	27.5%	25.2%	32.1%	-1.4%	+1.4%



NJSLA Mathematics

Performance Relative to State (Levels 1 & 2)

Grade	% Not Meeting (Level 1)		% Not Meeting (Level 1)		% Not Meeting (Level 1)		% Partially Meeting (Level 2)		% Partially Meeting (Level 2)		% Partially Meeting (Level 2)	
	2023		2024		2025		2023		2024		2025	
	District	State	District	State	District	State	District	State	District	State	District	State
3	1.4%	12.5%	2.0%	11.8%	2.3%	10.3%	4.1%	16.7%	7.0%	16.0%	2.7%	16.2%
4	1.1%	13.1%	0.9%	11.6%	2.2%	9.4%	5.7%	17.8%	5.9%	19.0%	7.7%	19.3%
5	1.0%	13.1%	2.9%	12.2%	1.3%	11.0%	5.1%	21.4%	6.1%	22.3%	6.4%	18.5%
6	0.3%	14.2%	1.3%	14.2%	1.0%	11.3%	5.6%	23.2%	3.3%	23.5%	6.1%	22.7%
7	3.7%	12.7%	2.4%	10.7%	1.6%	10.3%	3.7%	22.8%	5.5%	23.9%	5.3%	20.5%
8	11.3%	33.9%	7.7%	30.2%	16.1%	0.0%	21.7%	26.9%	17.1%	28.9%	12.5%	0.0%
Alg I (MS)	0.0%	15.8%	0.0%	17.0%	0.0%	13.1%	0.0%	25.8%	0.0%	21.4%	0.0%	25.8%
Alg I (HS)	9.6%	15.8%	7.8%	17.0%	5.3%	13.1%	21.6%	25.8%	9.3%	21.4%	18.3%	25.8%
Geo (MS)	0.0%	5.3%	0.0%	6.2%	0.0%	3.5%	0.0%	13.8%	0.0%	14.4%	0.0%	12.4%
Geo (HS)	0.0%	5.3%	0.8%	6.2%	0.0%	3.5%	0.8%	13.8%	4.6%	14.4%	1.6%	12.4%
Alg II (HS)	0.0%	10.6%	0.0%	14.5%	0.0%	9.9%	0.0%	11.2%	0.0%	11.3%	1.9%	7.0%
All Grades	2.2%	14.9%	2.3%	14.4%	2.4%	10.6%	5.9%	21.6%	5.6%	21.0%	5.8%	20.3%



NJSLA Mathematics

Performance Relative to State (Levels 3 & 4)

Grade	% Approaching (Level 3)		% Approaching (Level 3)		% Approaching (Level 3)		% Meeting (Level 4)		% Meeting (Level 4)		% Meeting (Level 4)	
	2023		2024		2025		2023		2024		2025	
	District	State	District	State	District	State	District	State	District	State	District	State
3	8.7%	24.8%	13.5%	24.6%	12.2%	23.8%	45.9%	34.0%	43.0%	34.6%	47.5%	37.0%
4	13.3%	24.7%	11.9%	24.5%	12.8%	24.6%	53.4%	37.2%	54.3%	37.5%	51.6%	39.0%
5	13.2%	25.5%	17.3%	25.3%	12.7%	26.3%	50.7%	31.4%	46.0%	31.0%	41.1%	34.1%
6	13.2%	28.3%	20.0%	26.1%	14.3%	26.2%	50.7%	27.7%	47.3%	29.0%	44.2%	31.0%
7	17.3%	30.7%	13.4%	28.0%	13.4%	30.5%	55.1%	29.0%	54.5%	31.0%	45.3%	31.6%
8	29.2%	21.4%	23.9%	21.5%	25.0%	0.0%	36.8%	16.7%	47.9%	17.9%	44.6%	0.0%
Alg I (MS)	2.6%	23.2%	1.0%	22.2%	1.0%	23.2%	53.4%	29.8%	67.5%	35.6%	56.6%	31.3%
Alg I (HS)	30.4%	23.2%	26.4%	22.2%	26.7%	23.2%	37.6%	29.8%	55.0%	35.6%	47.3%	31.3%
Geo (MS)	0.0%	29.7%	0.0%	30.3%	0.0%	28.1%	33.3%	41.7%	48.0%	41.4%	8.9%	44.2%
Geo (HS)	10.9%	29.7%	16.8%	30.3%	16.4%	28.1%	69.5%	41.7%	60.3%	41.4%	59.0%	44.2%
Alg II (HS)	6.3%	16.6%	0.0%	15.3%	5.6%	10.6%	65.6%	50.5%	71.9%	47.1%	40.7%	49.9%
All Grades	13.6%	25.5%	14.7%	24.6%	13.0%	25.2%	50.8%	31.2%	52.2%	33.2%	46.8%	34.8%



NJSLA Mathematics

Performance Relative to State (Level 5)

Grade	% Exceeding (Level 5)		% Exceeding (Level 5)		% Exceeding (Level 5)	
	2023		2024		2025	
	District	State	District	State	District	State
3	39.9%	11.9%	34.4%	13.0%	35.4%	12.8%
4	26.5%	7.1%	26.9%	7.5%	25.6%	7.7%
5	30.1%	8.7%	27.7%	9.1%	38.6%	10.1%
6	30.1%	6.6%	28.0%	7.2%	34.4%	8.8%
7	20.2%	4.8%	24.1%	6.5%	34.4%	7.2%
8	0.9%	1.1%	3.4%	1.5%	1.8%	0.0%
Alg I (MS)	44.0%	5.3%	31.5%	3.9%	42.4%	6.6%
Alg I (HS)	0.8%	5.3%	1.6%	3.9%	2.3%	6.6%
Geo (MS)	66.7%	9.5%	52.0%	7.7%	91.1%	11.8%
Geo (HS)	18.8%	9.5%	17.6%	7.7%	23.0%	11.8%
Alg II (HS)	28.1%	11.1%	28.1%	11.8%	51.9%	22.6%
All Grades	27.5%	6.8%	25.2%	6.9%	32.1%	9.1%



Math Growth Highlights

Observations of Strengths:

- Our highest pass rates are at the highest course levels across TMS and THS:
 - Geometry: 88% proficiency
 - Algebra 2: 93% proficiency
 - Level 5 increased from 28% to 52%
- Grade 5 Math at Mackay and Maugham proficiency level increased by 15%.
- Students in Special Education Programs proficiency level increased by 2%.
- MLs and section 504 students' proficiency levels each increased by 6%.
- Students eligible for Free & Reduced Lunch had a proficiency level that was 12% higher than 2023.

Opportunities for Growth:

- Math 8: While progress has been made, there is still room for improvement.
- Subgroup - While Students in Special Education Programs proficiency level increased by 2%, continued focus is needed to support this group further.



Math Program Highlights

- The K-12 math curriculum was updated in the summer of 2024 to align with [new standards](#). New curriculum is now being implemented.
- Secondary teachers will now begin to implement more regularly the practices embedded in [Building Thinking Classrooms](#), aimed at enhancing student engagement and fostering concept development across math topics at TMS and THS.
- Conquer Math professional development for Academic Support teachers has begun.
- [K-5 Report Cards and Rubric](#) revisions to align standards-based report cards with revised ELA and Math NJSLs (for September 2024); new K-5 assessment practices focused on providing students and families with standards-based feedback each unit
- Audit of assessment practices & curriculum vertical articulation is underway, specifically for grades 6-12



Math Intervention Strategies

- i-Ready diagnostics for grades 2-8 gathers student performance data, and teachers receive training to tailor instruction based on that data to meet individual needs.
- Continued professional development for all staff on:
 - Standards-based performance analysis
 - Supporting students with learning differences
 - Providing effective interventions, such as Sheltered Instruction, to meet the needs of multilingual students.

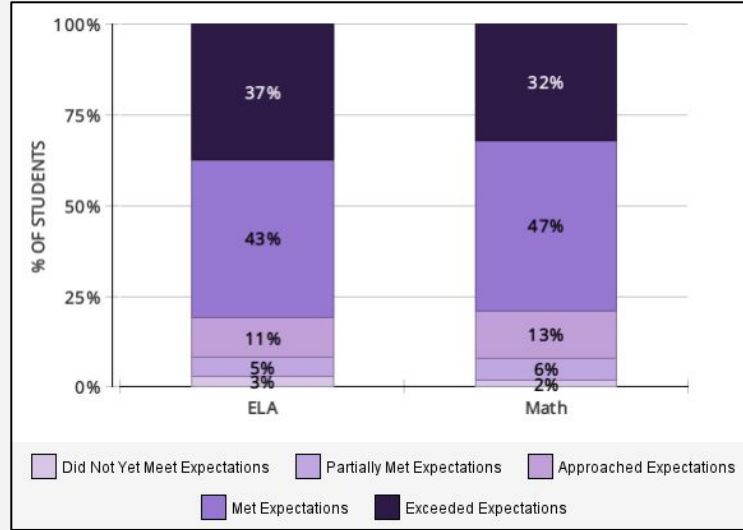


Math Intervention Strategies (con't)

- The Title 1 Supplemental Support Program is to be offered at Maugham, TMS, and THS for select students who are recommended/identified for academic support.
- A comprehensive audit of the Academic Support Program (focus on K-5) and its intervention strategies was conducted and revisions to the program are underway to ensure maximum student learning growth.
- All THS students have access to the Tiger Learning Center (TLC) Drop-in Center on A-D days during lunch, while TMS offers the Academic Cafe.
- THS will offer new grant-funded programming for ML students in Algebra 1 CP
- A peer tutoring program continues to be offered at the high school.



Subgroup Performance: Gender

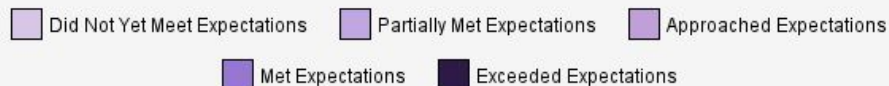


Gender	ELA					Math				
Female	1%	4%	10%	41%	43%	2%	6%	14%	47%	31%
Male	5%	6%	13%	46%	31%	3%	5%	12%	46%	34%



Subgroup Performance: Ethnicity

Ethnicity	ELA	Math
American Indian / Alaska Native	9 Students or Fewer	9 Students or Fewer
Asian	2%2%5%38%53%	1%2%6%41%51%
Black / African American	6%0%29%53%12%	12%24%6%41%18%
Hispanic or Latino	5%10%17%45%23%	4%15%21%46%14%
White	4%7%15%47%27%	3%8%17%51%20%
Two or More Races	2%4%12%46%36%	3%1%13%47%36%
Not Indicated	9 Students or Fewer	9 Students or Fewer

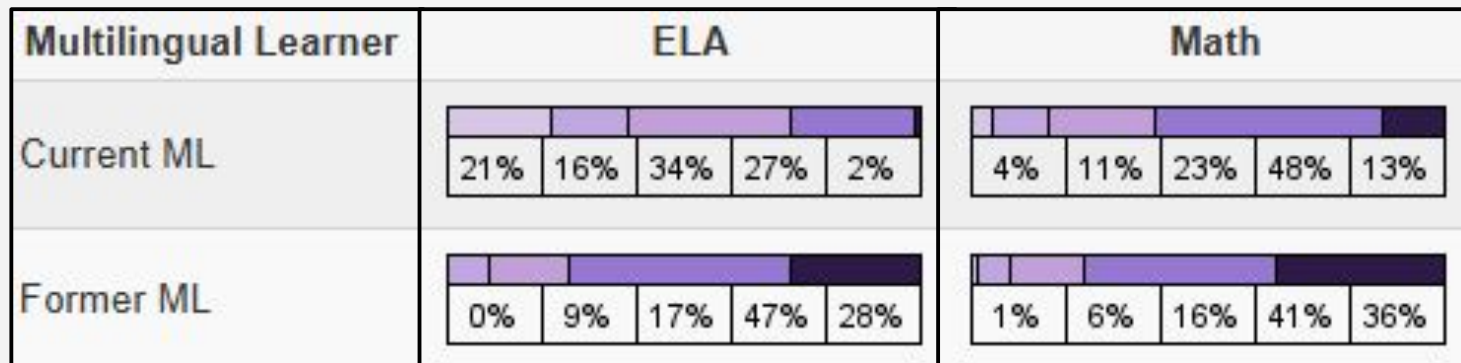


Subgroup Performance: Students with Disabilities

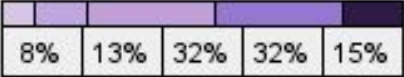
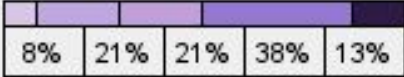
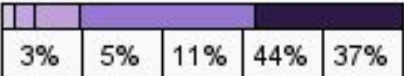
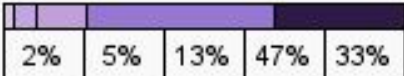
Students with Disabilities	ELA	Math
IEP	12% 20% 26% 36% 6%	12% 21% 24% 36% 7%
504	1% 3% 9% 57% 31%	0% 4% 12% 59% 25%

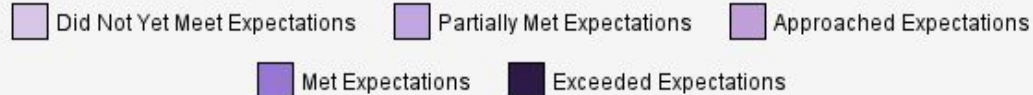


Subgroup Performance: Multilingual Learners



Subgroup Performance: Students with Disabilities

Other Demographics	ELA	Math
Economically Disadvantaged		
Non-Economically Disadvantaged		
Homeless	9 Students or Fewer	9 Students or Fewer



NJSLA Science

2025 Participation Rate

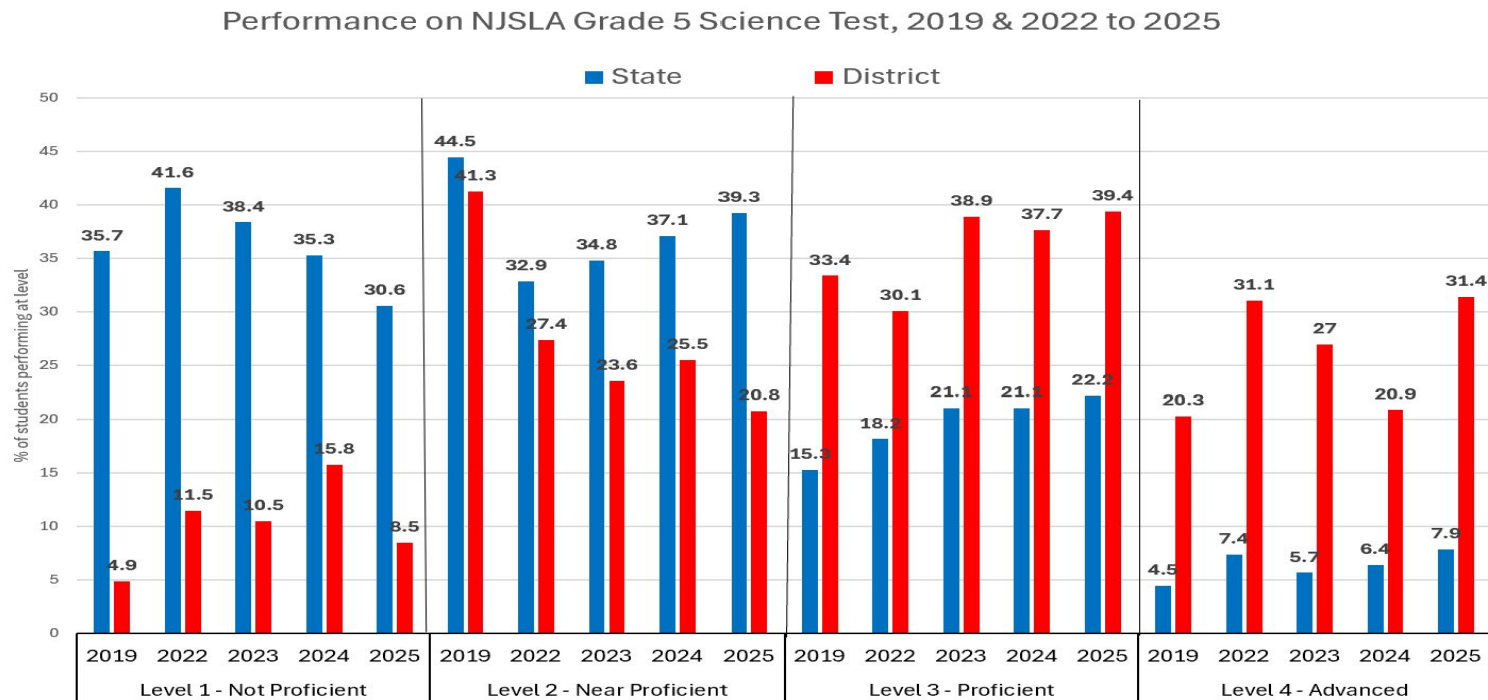
Participation Rate:

- 5th grade, 100% (n = 236 out of 236)
- 8th grade, 98.7% (n = 315 out of 319)
- 11th grade, 99.7% (n=293 out of 294)



NJSLA Science - Grade 5

Performance Relative to State, Trends



Performance Level, Year



NJSLA Science - Grade 5

Avg: 216, Proficient

2025 Disaggregated Proficiency (groups n ≥ 10)

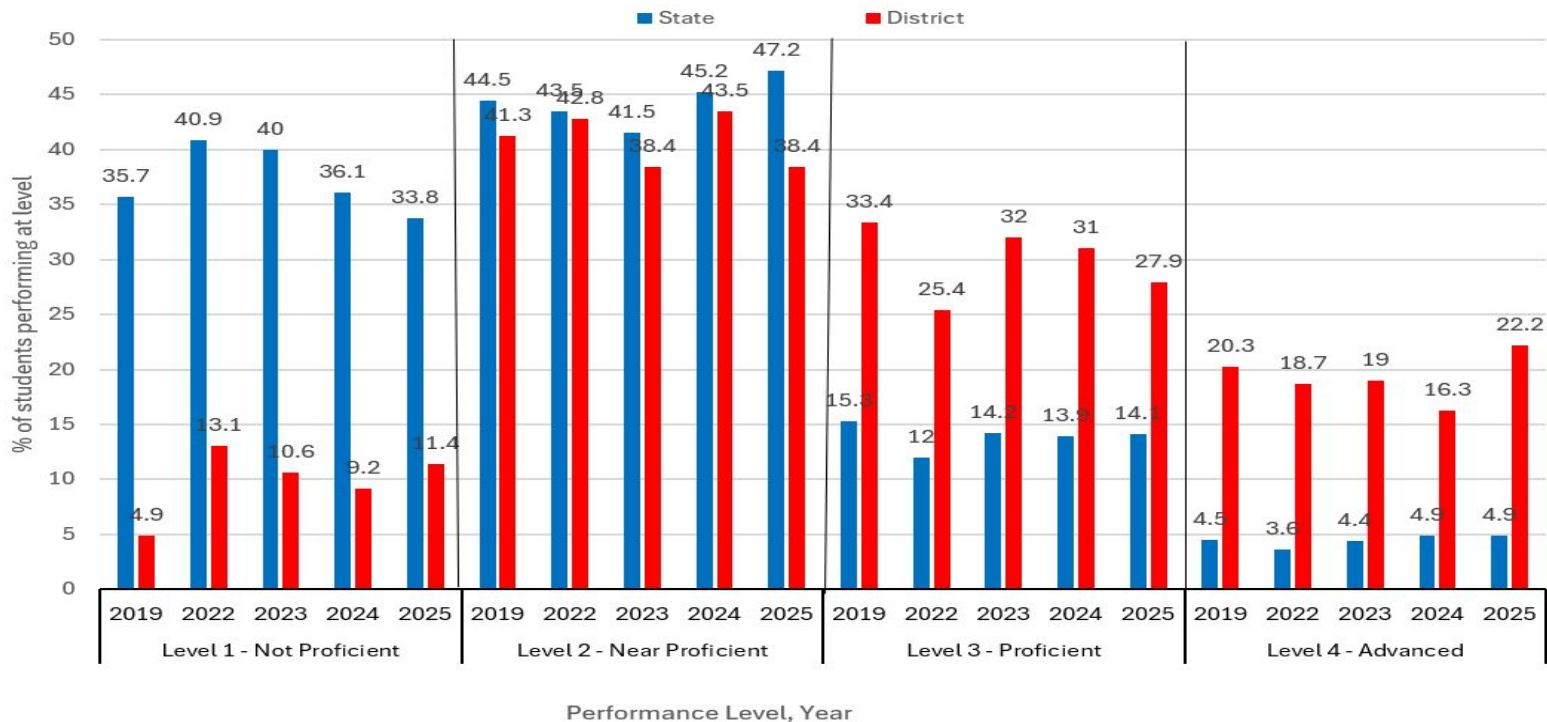
Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Total Number of Student Records	No Scores Reported	Number of Students with Valid Scores	Average Scale Score	Performance Levels								≥ Level 3	
					Level 1 BelowProficient		Level 2 Near Proficiency		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	236	0	236	216	20	8.5%	49	20.8%	93	39.4%	74	31.4%	167	70.8%
Gender														
Female	129	0	129	210	12	9.3%	34	26.4%	51	39.5%	32	24.8%	83	64.3%
Male	107	0	107	222	8	7.5%	15	14.0%	42	39.3%	42	39.3%	84	78.5%
Ethnicity/Race														
Asian	90	0	90	231	2	2.2%	11	12.2%	39	43.3%	38	42.2%	77	85.6%
White	118	0	118	207	15	12.7%	29	24.6%	44	37.3%	30	25.4%	74	62.7%
Two or more races	13	0	13	212	2	15.4%	3	23.1%	4	30.8%	4	30.8%	8	61.5%
Students with Disabilities														
IEP - Yes	37	0	37	171	11	29.7%	14	37.8%	10	27.0%	2	5.4%	12	32.4%
504	15	0	15	213	1	6.7%	4	26.7%	5	33.3%	5	33.3%	10	66.7%
Multilingual Learner														
Current ML	18	0	18	172	6	33.3%	8	44.4%	2	11.1%	2	11.1%	4	22.2%
Former ML	15	0	15	204	2	13.3%	4	26.7%	5	33.3%	4	26.7%	9	60.0%
100Level 1150Level 2200Level 3243Level 4300														



NJSLA Science - Grade 8

Performance Relative to State, Trends

Performance on NJSLA Grade 8 Science Test, 2019, 2022 to 2024



NJSLA Science - Grade 8

Avg: 197, Near Proficiency

2025 Disaggregated Proficiency (groups n ≥ 10)

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

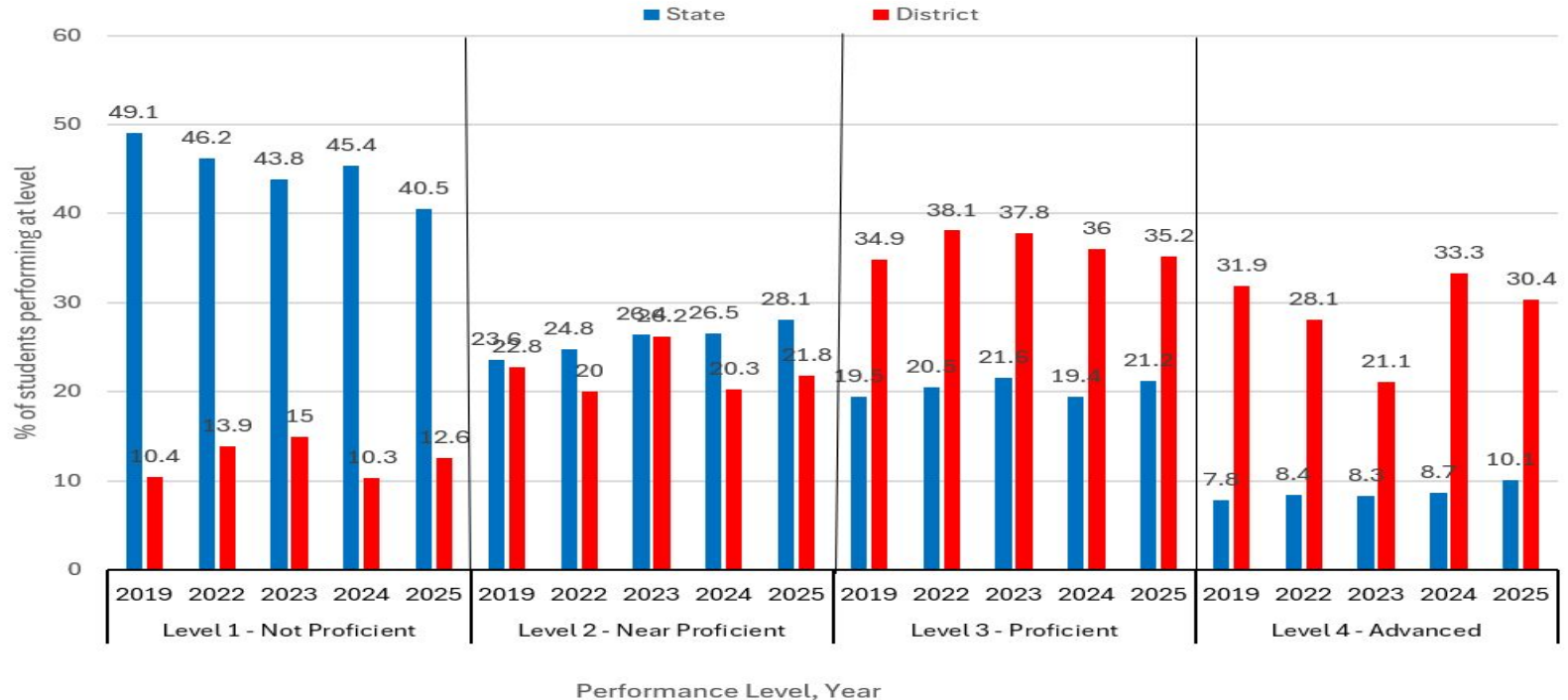
Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Total Number of Student Records	No Scores Reported	Number of Students with Valid Scores	Average Scale Score	Performance Levels								≥ Level 3	
					Level 1 BelowProficient		Level 2 Near Proficiency		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	319	4	315	197	36	11.4%	121	38.4%	88	27.9%	70	22.2%	158	50.2%
Gender														
Female	154	1	153	198	14	9.2%	63	41.2%	39	25.5%	37	24.2%	76	49.7%
Male	164	3	161	195	22	13.7%	58	36.0%	48	29.8%	33	20.5%	81	50.3%
Non-Binary/Undesignated	1	0	1	209	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Ethnicity/Race														
Hispanic or Latino	24	0	24	187	5	20.8%	8	33.3%	8	33.3%	3	12.5%	11	45.8%
Asian	130	1	129	212	6	4.7%	35	27.1%	44	34.1%	44	34.1%	88	68.2%
White	151	2	149	184	23	15.4%	75	50.3%	31	20.8%	20	13.4%	51	34.2%
Two or more races	11	0	11	213	1	9.1%	2	18.2%	5	45.5%	3	27.3%	8	72.7%
Students with Disabilities														
IEP - Yes	59	1	58	156	25	43.1%	26	44.8%	5	8.6%	2	3.4%	7	12.1%
504	21	0	21	188	1	4.8%	14	66.7%	4	19.0%	2	9.5%	6	28.6%
Multilingual Learner														
Current ML	16	0	16	151	8	50.0%	7	43.8%	1	6.3%	0	0.0%	1	6.3%
Former ML	17	1	16	197	0	0.0%	11	68.8%	4	25.0%	1	6.3%	5	31.3%
Other														
Economically Disadvantaged	10	0	10	179	2	20.0%	6	60.0%	1	10.0%	1	10.0%	2	20.0%



NJSLA Science - Grade 11

Performance Relative to State, Trends

Performance on NJSLA Grade 11 Science Test, 2019, 2022 to 2024



NJSLA Science - Grade 11

Avg: 218, Proficient

2025 Disaggregated Proficiency (groups n ≥ 10)

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 BelowProficient		Level 2 Near Proficiency		Level 3 Proficient		Level 4 Advanced Proficiency			
					#	%	#	%	#	%	#	%	#	%
State	102,959	5,803	97,156	173	39,393	40.5%	27,339	28.1%	20,592	21.2%	9,832	10.1%	30,424	31.3%
District	294	1	293	218	37	12.6%	64	21.8%	103	35.2%	89	30.4%	192	65.5%
Gender														
Female	135	1	134	216	14	10.4%	33	24.6%	52	38.8%	35	26.1%	87	64.9%
Male	158	0	158	220	23	14.6%	31	19.6%	50	31.6%	54	34.2%	104	65.8%
Ethnicity/Race														
Hispanic or Latino	24	0	24	173	9	37.5%	9	37.5%	5	20.8%	1	4.2%	6	25.0%
Asian	120	0	120	237	3	2.5%	18	15.0%	50	41.7%	49	40.8%	99	82.5%
White	139	1	138	208	24	17.4%	35	25.4%	46	33.3%	33	23.9%	79	57.2%
Students with Disabilities														
IEP - Yes	55	1	54	163	26	48.1%	19	35.2%	7	13.0%	2	3.7%	9	16.7%
504	31	0	31	210	4	12.9%	7	22.6%	14	45.2%	6	19.4%	20	64.5%
Multilingual Learner														
Former ML	14	0	14	205	1	7.1%	5	35.7%	7	50.0%	1	7.1%	8	57.1%



Science Program Highlights

Observations of Strength:

- The district's percentage of student at or above expectation in each **content domain** (Earth and Space Science, Life Science, and Physical Science) in Grades 5, 8, and 11 is consistently 27-37% higher than the state's percentage of students at or above expectations.
- The district's percentage of students at or above expectation in each **science practice** (Investigating, Sensemaking, and Critiquing) in Grade 5, 8, and 11 is consistently 27-35% higher than the state's percentage of students at or above expectations.



Science Program Highlights

Observations of Strength:

- **Elementary Schools:** 31.4% of our Grade 5 students test at Level 4 - Advanced Proficient (10.5% more than 2024), while our Level 3 - Proficient percentages remained consistent
- **Middle School:** 22.2% of our Grade 8 students test at Level 4 - Advanced Proficient (5.9% more than 2024)

Opportunities for Growth:

- At all levels (Grade 5, 8, 11), students with IEPs and students identified for multilingual support have a lower percentage testing at proficiency/ advanced proficiency



Science Intervention Strategies

- District-wide Focus
 - Differentiation of materials to provide adequate support or challenge
 - Provision and documentation of Tier 1 interventions for struggling learners
 - Targeted training on how to support multilingual learners.
- K-5 Professional Development
 - Continue training on “look fors” in standards/ NGSS framework -aligned teaching of science, especially for science and engineering practices
 - Embed ELA non-fiction reading resources and standards-based activities in Science content learning



DLM: Dynamic Learning Map School Outcomes

Dynamic Learning Map (DLM)

- The Dynamic Learning Map (DLM) is designed for students who are unable to take the NJSLA due to cognitive disabilities.
- The DLM is an alternative assessment that assesses students in the areas of math, language arts, and science.
- Since the district administered the test to less than 10 students, the results are not made public to protect the students' anonymity.

