

Sayreville Board of Education

2025-2026 NJSLA Data Presentation

NJSLA Student Achievement Data

In accordance with Every Student Succeeds Act which requires annual testing in ELA and Mathematics as well as grade band testing in science, Sayreville students completed the NJSLA-A for ELA and mathematics in grades 3-9 and grades 5,8 and 11 completed the NJSLA-S science in the Spring of 2026.

In the Spring of 2026, students in New Jersey were administered the NJSLA-Adaptive in English Language Arts and Mathematics as well as the NJSLA-Science.

The NJSLA-Adaptive is a completely new design (Cambium), in a new format (adaptive), with new expectations (2023 NJSLS) than previous years. As communicated by the NJ Department of Education, 2026 is to be considered a "reset" on student achievement.

The data we will review is to support us in:

- Evaluating our curriculum and assessment in alignment to the New Jersey Student Learning Standards
- Identifying necessary professional development for staff in preparing students rigorous expectations measured by the NJSLA
- Providing targeted support for identified students based on analyzed district data
- Communicating and collaborating on monitoring student performance with our community including Superintendent's Parent Advisory session and parental notification prior to benchmarking

Mathematics: NJSLA 2025-2026

Sayreville outperformed the state and county in grades 3, 4 and 6 in mathematics. We will continue to work with aligning our coursework to the new expectations of the NJSLA-A for mathematics as communicated by the NJDOE and focus on Algebra readiness at SMS as well as instruction at SMS and SWMHS. Our Algebra II coursework will also need attention as the state has released detailed information on the new focus for Algebra II expectations.

Grade Level/Course	State M/E	County M/E	District M/E
Grade 3	49%	51%	53%
Grade 4	47%	48%	52%
Grade 5	45%	47%	42%
Grade 6	40%	40%	41%
Grade 7	38%	35%	37%
Grade 8 (50% of students)	23%	16%	9%
Algebra I (MS and HS)	40%	39%	30%
Algebra II (HS)	47%	64%	43%
Geometry (MS and HS)	51%	56%	35%

High School Math by building

Algebra I

	State	County	District
Both MS/HS	40%	39%	30%
MS Only	40%	39%	57% (218)
HS Only	40%	39%	5% (242)

Geometry

	State	County	District
Both MS/HS	51%	56%	35%
MS Only	51%	56%	91% (23)
HS Only	51%	56%	28% (179)

Action Steps to increase math proficiency in grades 3-12

1. Implement new core program that provides explicit instruction, fosters critical thinking and supports staff in differentiating teaching in grades K-12 with a concentrated focus on secondary level math.
2. Develop a crosswalk of skills measured pre-adaptive NJSLA with new assessment to discuss in department meetings.
3. Better align common assessments in math to the expectations and test design of NJSLA. Collaborate with LinkIt to revise benchmarks for efficacy in predicting NJSLA performance, specifically Geometry, Probability and Statistics.
4. Provide math professional development in highly effective math instruction strategies related to differentiation with outside consultant as well as during district Staff Development opportunities.
5. Using 2026 NJDOE data to build a repository of resources to better prepare students for NJSLA-A and NJGPA.
6. Evaluate current supplemental tools for efficacy and explore new tools that might better enhance independent practice at home.
7. Increase communication with families about standardized testing expectations
8. Improve Multi-Tier System of Support approach to supporting students at the Tier 1 level for mathematics especially 6-12 and multilingual population.
9. Provide after/before school tutoring for identified students in grades K-12, including bilingual for SMS and SWMHS when available.

NJSLA 2025-2026 for ELA

Sayreville outperformed the state and the county in ELA for grades 3 and 4, in grade 5 the district outperformed the state and matched the county %.
With grades 7-9 falling below both state and county percentages, these levels will be a focus for the ELA department in 26-27.

Grade Level	State M/E	County M/E	District M/E
Grade 3	48%	49%	52%
Grade 4	46%	47%	50%
Grade 5	52%	53%	53%
Grade 6	51%	51%	48%
Grade 7	56%	56%	53%
Grade 8	53%	55%	45%
Grade 9	51%	53%	46%

Action Steps to improve student performance in English Language Arts grades K-12

1. Provide professional development in highly effective instruction, interpreting NJDOE data/resources for NJSLA-A and preparing students for an adaptive exam format.
2. Increase rigor in grades 3-9 and align department quarterly exams with expectations and test design of NJSLA
3. Analyze student performance data on NJSLA, NJGPA, District Writing Assessment, and DIBELS in department/grade level meetings to determine weaknesses and root causes.
4. Pilot Tools of the Mind ELA in identified kindergarten classrooms to see if it increases achievement on DIBELS and LinkIt Form exams through a smoother transition from PreK
5. Replace a digital supplemental tool in grades 4 and 5 that is more aligned to NJSLS in rigor and expectation
6. Increase communication with families about standardized testing expectations

NJSLA- Science

Grade Level	Passing % Rate	State Passing %	District 2025
5	22%	27%	
8	16%	19%	
11	28%	29%	

Action Steps to Take in 2026-2027

- Increased focus on literacy and problem solving in science courses 4-12 with application of content for formative assessments.
- PD for Staff on Flexible Grouping and Differentiation
- Department Goal of increased efficacy in meeting needs of students with IEPs, 504s and identified as Multilingual Learner through instructional strategies
- Expand to provide tier 2 interventions 5-11 for science

District Disaggregated Data

NJDOE Required subgroups for NJSLA-A Math, ELA and NJSLA-S

% of Students Identified as Economically Disadvantaged: Meeting or Exceeding for All 3 Exams

	3	4	5	6	7	8	9	Alg I	Alg II	Geo	11
Math	42%	42%	36%	28%	29%	9%		19%	17%	27%	
ELA	41%	41%	49%	37%	47%	38%	39%				
Science			16%			9%					16%

% of Students Identified as having an IEP or 504: All 3 Content Exams

	3	4	5	6	7	8	9	Alg I	Alg II	Geo	11
Math: IEP	26%	29%	22%	16%	15%	7%		4%		0%	
Math: 504	30%	57%	44%	31%	32%	29%		25%		31%	
ELA: IEP	21%	19%	22%	16%	23%	8%	13%				
ELA: 504	35%	35%	50%	47%	41%	45%	58%				
Sci: IEP			13%			0%					13%
Sci: 504			31%			14%					25%

% of Student Identified as Multilingual Learner: Meeting or Exceeding All 3 Content Exams

	3	4	5	6	7	8	9	Alg I	Alg II	Geo	11
Math	16%	19%	10%	4%	0%	0%		2%	0%	0%	
ELA	17%	0%	0%	0%	0%	0%	0%				
Science			0%			0%					0%

Demographic Disaggregated Data: ELA

	All	White	Hispanic or Latino	Asian	Black or African American	Multi-racial	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander
3	52% (450)	55% (165)	39% (114)	68% (69)	52% (66)	50% (24)	67% (6)	17% (6)
4	50% (412)	51% (173)	40% (99)	65% (54)	48% (69)	56% (16)	100% (1)	N/A
5	53% (417)	53% (160)	43% (95)	65% (55)	53% (78)	76% (25)	33% (3)	100% (1)
6	48% (423)	52% (161)	35% (110)	61% (64)	52% (58)	29% (24)	80% (5)	0% (1)
7	53% (422)	50% (138)	45% (130)	75% (59)	53% (68)	73% (22)	50% (2)	50% (2)
8	45% (422)	48% (139)	38% (124)	62% (68)	45% (60)	24% (12)	20% (5)	75% (4)
9	46% (409)	49% (151)	30% (103)	67% (58)	46% (76)	60% (15)	0% (3)	0% (3)

Demographic Disaggregated Data: Math

Grade (#)	All	White	Hispanic or Latino	Asian	Black or African American	Multi-racial	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander
3	53% (451)	55% (164)	35% (114)	80% (71)	47% (66)	58% (24)	50% (6)	33% (6)
4	52% (414)	53% (174)	39% (99)	69% (55)	49% (69)	56% (16)	100% (1)	N/A
5	41% (418)	42% (160)	29% (95)	59% (56)	41% (78)	48% (25)	33% (3)	0% (1)
6	41% (425)	44% (162)	28% (112)	67% (64)	35% (57%)	29% (24)	60% (5)	0% (1)
7	37% (394)	40% (124)	31% (128)	48% (48)	34% (67)	45% (22)	0% (2)	0% (2)
8	9% (213)	6% (65)	8% (71)	15% (20)	14% (35)	6% (17)	N/A	0% (3)
Alg I	30% (461)	33% (159)	19% (133)	50% (68)	26% (84)	38% (8)	20% (5)	0% (4)
Alg II	43% (21)	50% (2)	0% (6)	80% (10)	0% (3)	N/A	N/A	N/A
Geo	35% (202)	37% (79)	21% (34)	54% (48)	22% (27)	23% (13)	0% (1)	N/A

Demographic Disaggregated Data: Science

Grade (#)	All	White	Hispanic or Latino	Asian	Black or African American	Multi-racial	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander
5 (418)	22%	21% (160)	16% (95)	17% (78)	36% (56)	40% (25)	33% (3)	0% (1)
8 (421)	16%	16% (139)	10% (125)	31% (68)	15% (60)	10% (20)	0% (4)	0% (4)
11 (418)	28%	31% (158)	16% (115)	17% (70)	63% (54)	12% (17)		0% (1)