

OCTOBER 14 2026 BOARD OF
EDUCATION MEETING

Graduation Data & RBR Assessment Results

2025-2026 School Year



Graduation Rate Reporting — Class of 2026

Required reporting metrics for student graduation pathways, alternate requirements, and outcome determinations

Graduation Outcomes & Pathways

Total Graduated Students

- The total number of students graduated in the class. 325

Substitute Competency Process

- Number of students graduated under the substitute competency test process. ELA 8 , Math 52

Portfolio Appeals Process

- Number of students graduated under the portfolio appeals process. ELA 39 Math 51

IEP Alternate Requirements

- Number of students receiving State-endorsed diplomas via alternate IEP graduation requirements. 3 students

Graduation Denials

Total Denied Graduation

- The total number of students denied graduation from the 12th grade class. 2

Testing & Appeals Non-Pass Denials 0

- Number of students denied graduation solely due to failure to pass the State graduation proficiency test, substitute competency tests, or portfolio appeals process based on statutory provisions.

HIGH SCHOOL TESTING TIMELINE

JANUARY



Seal of Biliteracy Assessment

Honoring Proficiency in Multiple Languages

FEBRUARY



WIDA ACCESS for ML Students

Language Proficiency Test for Multilingual Learners

MARCH



NJGPA: State Graduation Exam

Mandatory for 11th Grade Graduation Requirement

APRIL - MAY



AP & IB Exams

Advanced Placement and International Baccalaureate Exams

END OF MAY



NJSLA State Assessments

End of Course Performance & Grade-Level Tests

High School Testing Timeline - 2026

Seal of Biliteracy

Honoring student proficiency and achievement in world languages

Total Qualifiers

70

Students Qualified

Last year we had 70 students (combined juniors and seniors) qualify for the Seal of Biliteracy.

Languages Represented:

Spanish • Italian • Russian • Chinese

Dual Certificate Recipients

4 Students

Received dual certificates in **Spanish and Italian.**

Dual Certificate Recipients

1 Student

Received dual certificates in **Russian and Spanish.**

NJGPA-A Assessment Overview

All students are required by the state to complete the graduation proficiency assessment. Beginning in 2026, the exam transitioned to an adaptive format administered by a new provider, Cambium Assessments.



Why it is given

Graduation Readiness

Confirms graduation readiness and provides families with clear performance feedback.

State Requirement

Satisfies requirements with alternative pathways available (retesting, substitute assessments, portfolio appeals).



Test details

Grades & Subjects

Grade 11; ELA standards (Grades 9 & 10) and Math standards in Geometry and Algebra 1.

Format & Features

Computer-based on district devices with multiple-choice, writing, interactive tasks, and accommodations.



Results & reporting

Family Reports

Individual reports provide achievement levels and reporting categories to guide planning.

Actionable Insights

Helps educators and families identify student strengths and target areas for growth.

FIRSTNAME LASTNAME

FIRSTNAME'S PERFORMANCE AT A GLANCE

English Language Arts

1

Level 1

NOT YET GRADUATION READY
Test Date: Spring 2026

SCORE
425



Mathematics

2

Level 2

GRADUATION READY
Test Date: Spring 2026

SCORE
504



Legend:

English Language Arts and Mathematics



Level 1
Not Yet Graduation Ready



Level 2
Graduation Ready

What is the purpose of the NJGPA-A?

This assessment provides information about how well a student is meeting New Jersey's high school graduation requirements in English language arts and mathematics. The NJGPA-A is one of several pathways students may use to demonstrate they are ready for graduation.

What do the results of the NJGPA-A mean, and how are they used?

Results show whether students have met their graduation assessment requirement. This information helps families and schools support students as they work toward graduation.

From the Commissioner

The New Jersey Graduation Proficiency Assessment-Adaptive (NJGPA-A) provides information about how well a student is meeting New Jersey's high school graduation requirements in English language arts and mathematics. This report shows the student's performance on that assessment.

The NJGPA-A is one of several pathways students may use to demonstrate they are ready for graduation. If a student does not meet the graduation standard on the NJGPA-A, there are additional pathways available, including other assessment options and portfolio appeals, consistent with New Jersey's graduation requirements.

These results are just one piece of information and do not define a student. They can help students, families, and educators better understand current skills, identify strengths, and determine where additional support may be helpful.

If something in this report is unclear, please talk with a teacher or school counselor about the results, next steps, and the supports available to help the student stay on track for graduation.

Dr. Lily Laux, Commissioner of Education

FIRSTNAME LASTNAME

ENROLLED GRADE:

Student ID: 9999999999

Date of Birth: 04/16/09

Date of Testing: SPRING 2026

School: 9999_999 SCHOOL NAME

District: 9999 DISTRICT NAME

English Language Arts

Test Date: Spring 2026

Knowledge and Skills Categories for English Language Arts

Legend: 1 Below Expectations 2 Within Expectations 3 Above Expectations

Category	Performance	How Did Your Student Perform In Different Reporting Categories?
Reading Literary Text	1 Below Expectations	Your student's performance is Below Expectations. Students meet expectations by demonstrating an ability to read and analyze literary texts, including analyzing themes, how characters, events, and ideas develop and interact, text structure, author perspective and purpose, information presented in different media, and relationships among texts.
Reading Informational Text	2 Within Expectations	Your student's performance is Within Expectations. Students meet expectations by demonstrating an ability to read and analyze informational texts, including analyzing central ideas, how ideas and details develop and interact, text structure, author perspective and purpose, arguments, information presented in different media, and relationships among texts.
Language	1 Below Expectations	Your student's performance is Below Expectations. Students meet expectations by demonstrating an ability to understand and use vocabulary in context, including figurative language, and to apply standard written English conventions, including grammar, usage, capitalization, punctuation, and spelling.

How Did Your Child Perform on Writing?

Writing Prompt	Composition Rubric Score	Just Proficient Mean*	Category Description
Opinion/Argumentative	3 Point(s) Earned Out of 5 Total Points	2.3	The response demonstrates an ability to provide a basic written response to an on-demand prompt. It demonstrates some understanding of the task and purpose. (3 out of 5 points)

* The Just Proficient Mean is the average of the composition rubric scores for the students who scored at the proficient cut score of 450 on the English Language Arts assessment.

Mathematics

Test Date: Spring 2026

Knowledge and Skills Categories for Mathematics

Legend: 1 Below Expectations 2 Within Expectations 3 Above Expectations

Category	Performance	How Did Your Student Perform In Different Reporting Categories?
Algebra I	3 Above Expectations	Your student's performance is Above Expectations. Students meet expectations by demonstrating an understanding of creating and using expressions, equations, and inequalities; building and interpreting functions; using quantitative reasoning and units to solve problems; and summarizing, representing, and interpreting data.
Algebra	3 Above Expectations	Your student's performance is Above Expectations. Students meet expectations by demonstrating an understanding of creating equations; reasoning with equations and inequalities; and writing and interpreting structure in expressions.
Functions	2 Within Expectations	Your student's performance is Within Expectations. Students meet expectations by demonstrating an understanding of building, interpreting, and modeling with functions.
Geometry	2 Within Expectations	Your student's performance is Within Expectations. Students meet expectations by demonstrating an understanding of similarity, trigonometric ratios, congruence, geometric measurement, and theorems about circles.
Similarity, Right Triangles, and Trigonometry	2 Within Expectations	Your student's performance is Within Expectations. Students meet expectations by demonstrating an understanding of similarity, trigonometric ratios, congruence, geometric measurement, and theorems about circles.

Understanding the Score Scales

NJGPA (Math & ELA)

Not Yet Graduation Ready

300–449: Does not yet meet graduation readiness expectations.

Graduation Ready

450–650: Demonstrates proficiency for college and workforce readiness.

The NJGPA is administered to all 11th grade students in New Jersey. A score of 450 or above in both Math and ELA indicates a student is on track for college and career readiness upon graduation.

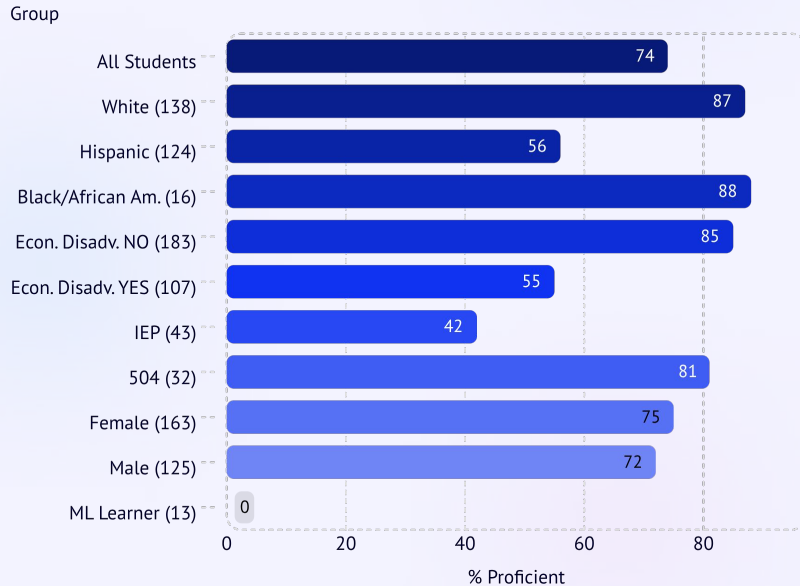
Overall Results: RBR vs. State

Summary of average scores and proficiency rates across all assessed subjects.

Subject	State Takers	State Avg	State Prof%	RBR Takers	RBR Avg	RBR Prof%
NJGPA-A Math	99,225	460	61%	290	458	60%
NJGPA-A ELA	99,469	481	76%	290	477	74%

NJGPA ELA: Demographic Breakdown

290 RBR students tested. School proficiency: **74%** vs. state average of 76%.



Notable Findings

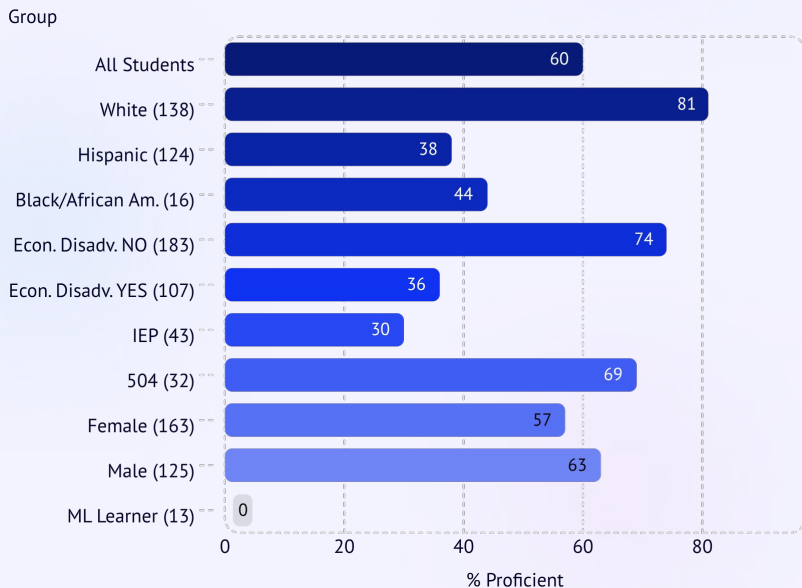
Black/African American students at 88%
Outperform the school average in NJGPA ELA.

Hispanic students at 56%
18% below the school passing rate.

ML Learners at 0%
Consistent across both NJGPA assessments; requires targeted support.

NJGPA Math: Demographic Breakdown

290 RBR students tested. School proficiency: **60%** vs. state average of 61%.



Key Gaps to Note

- A **43-point gap** exists between White (81%) and Hispanic (38%) students in NJGPA Math proficiency.
- Economically disadvantaged students score **38 % points lower** than non-disadvantaged peers (36% vs. 74%).
- Multilingual Learners show **0% proficiency**, indicating a critical area for targeted intervention
- IEP students at 30% proficiency highlight the need for continued specialized support.

NJSLA-A Assessment Overview

The NJSLA-A is a computer-based assessment aligned with the New Jersey Student Learning Standards for ELA (Grades 3–9) and Mathematics (Grades 3–8, Algebra I, Geometry, and Algebra II). At RBR, testing is administered as follows:

- **ELA:** Taken by all Grade 9 students.
- **Mathematics:** Taken by Grade 9 students enrolled in advanced math, as well as Grade 10 students taking Algebra I.

Why is it given?

- Measures student knowledge against state standards
- Provides a statewide measure required by law
- Informs families and communities about student and school performance

Test Format & Support

- Computer-based on district devices with multiple-choice, writing, and interactive tasks
- Includes built-in tools and accommodations per individualized learning plans

Family Reports

- Provides individual student reports on grade-level achievement and performance categories

How Results Are Used

- Helps schools evaluate curriculum, refine instruction, and identify support areas for individual students
- Contributes to public reporting through New Jersey School and District Performance Reports

Overall Results: RBR vs. State

Summary of average scores and proficiency rates across all assessed subjects.

Subject	State Takers	State Avg	State Prof%	RBR Takers	RBR Avg	RBR Prof%
Algebra 1	101,669	2484	40%	30	2455	23%
Geometry	30,446	2495	51%	101	2483	31%
Algebra 2	8,669	2487	47%	11	2496	64%
ELA 9	97,345	1531	51%	303	1536	53%
Science	94,681	170	29%	286	167	24%

FIRSTNAME LASTNAME

FIRSTNAME'S PERFORMANCE AT A GLANCE

English Language Arts

3

Level 3
APPROACHING EXPECTATIONS
Test Date: Spring 2026

From the Commissioner

Your child's state assessment results help show how well they are meeting the New Jersey Student Learning Standards, which describe what students should know and be able to do at each grade level.

State assessments do not define a student; they provide information that helps families, educators, and schools see where students are doing well and may need support. They also help teachers and school leaders track growth over time and ensure all students have access to strong, grade-level instruction. At the state level, this information helps us identify bright spots and target support where it is needed most.

This year, the statewide English language arts and mathematics assessments were updated to a computer-adaptive format. The format changed, but the results continue to provide meaningful information about student learning. See additional resources about these tests at nj.gov/education/assessment/adaptive.

If something in this report is unclear, please talk with your child's teacher or school counselor about the results, your child's strengths, and where they may need support. When families and schools work together, we can better support every student's learning, growth, and success.



Dr. Lily Laux, Commissioner of Education

Log in to the Family Portal at
<https://nj-familyportal.cambiusmest.com>
to learn more.

FIRSTNAME'S
UNIQUE ACCESS
CODE

999999

9999.9999.999.1

Performance: Grade 9

FIRSTNAME LASTNAME

ENROLLED GRADE: 9

Student ID: 999999999

Date of Birth: 01/02/11

Date of Testing: SPRING 2026

School: 9999_999 SCHOOL NAME

District: 9999 DISTRICT NAME

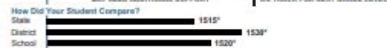
English Language Arts

Test Date: Spring 2026

3

LEVEL 3
Approaching Expectations

SCORE
1520



* These scores are the average scale scores for the state, district, and school of your child.

Knowledge and Skills Categories for English Language Arts

Legend: 1 Below Expectations 2 Near or Within Expectations 3 Above Expectations

Category	Performance	How Did Your Student Perform in Different Reporting Categories?
Reading Literary Text	3 Above Expectations	Your student's performance is Above Expectations. Students meet expectations by reading and demonstrating understanding of literary texts, including stories, dramas, and poems.
Reading Informational Text	1 Below Expectations	Your student's performance is Below Expectations. Students meet expectations by reading and demonstrating understanding of informational texts, including texts in history, science, and the arts.
Language	2 Near or Within Expectations	Your student's performance is Near or Within Expectations. Students meet expectations by using strategies and word relationships to determine the meanings of words and phrases and using grade-appropriate writing conventions, including grammar, punctuation, and spelling.

How Did Your Child Perform on Writing?

Writing Prompt	Composition Rubric Score	Just Proficient Mean*	Category Description
Informative/Explanatory	4 Point(s) Earned Out of 5 Total Points	2.6	The response demonstrates an ability to provide a mostly focused written response to an on-demand prompt. It demonstrates a general understanding of the task and purpose. (4 out of 5 points)

* The Just Proficient Mean is the average of the composition rubric scores for the students who scored at the proficient cut score of 1535 on the English Language Arts assessment.

9999.9999.999.1

Sample
ISR
reports

Understanding the Score Scales

Math (Algebra 1, Geometry, Algebra 2)

Level 1 — Did Not Yet Meet

2321–2429: Limited understanding of grade-level concepts.

Level 2 — Partially Met

2430–2468: Basic understanding; struggles with application.

Level 3 — Approaching

2469–2499: Developing understanding; difficulty with complex reasoning.

Level 4 — Met

2500–2549: Proficient; applies reasoning to solve problems.

Level 5 — Exceeded

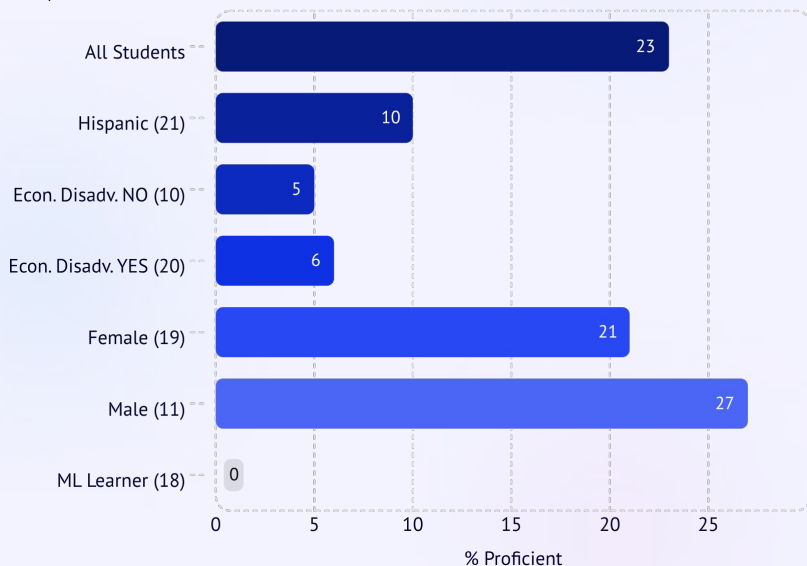
2550–2640: Advanced; connects math to real-world contexts.

Math Course Demographics: Algebra 1

Proficiency by subgroup — RBR students only.

Algebra 1 — % Proficient (30 students, 23% overall)

Group



Key Insights

- **Low Overall Proficiency:** Only 23% of Algebra 1 students (30 total) achieved proficiency.
- **Gender Gap:** Male students performed higher than Female students (27% vs. 21%).
- **Economic Status:** Similar proficiency rates between Non-Disadvantaged (5%) and Disadvantaged (6%) students.
- **ML Learners:** Multilingual Learners show 0% proficiency, highlighting a crucial area for targeted support.

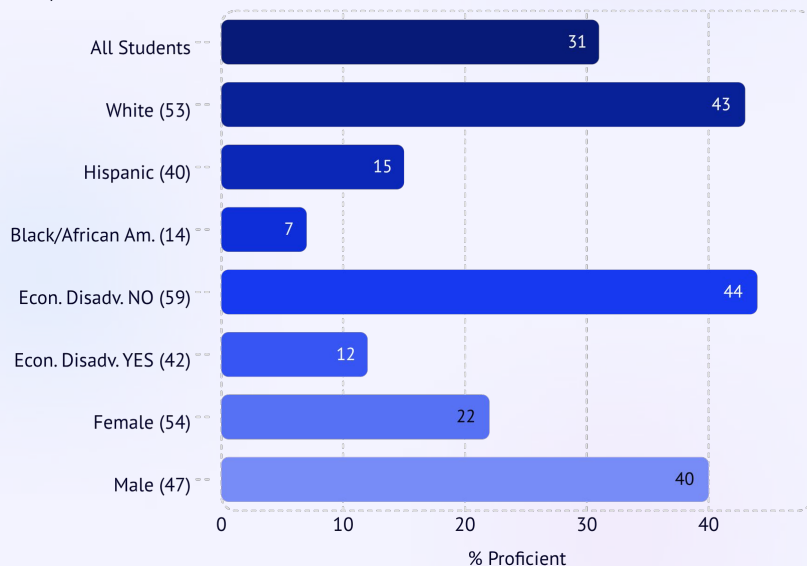
Small group sizes (n/a) are suppressed to protect student privacy per state reporting guidelines.

Math Course Demographics: Geometry

Proficiency by subgroup – RBR students only.

Geometry — % Proficient (101 students, 31% overall)

Group



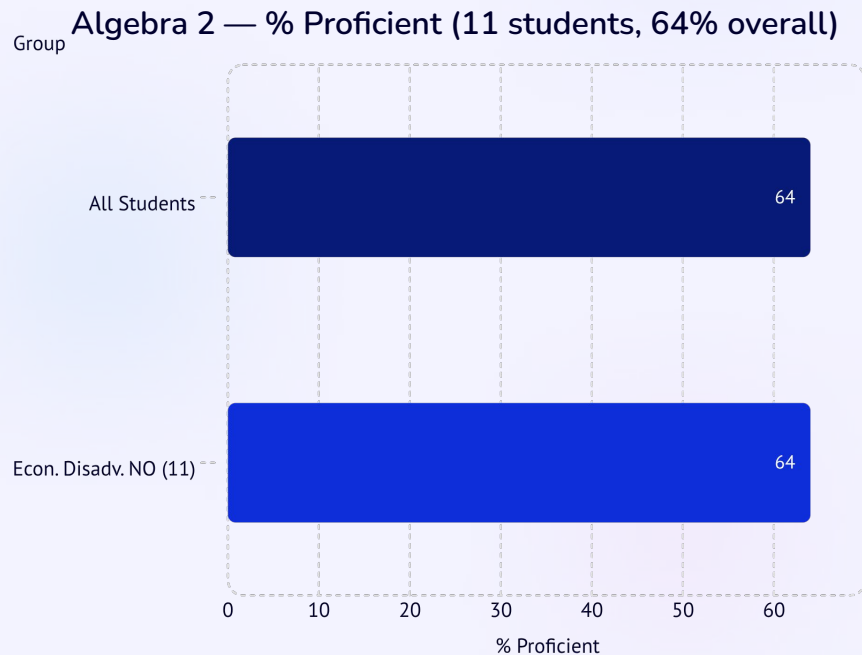
Key Insights

- **Overall Proficiency:** 31% of Geometry students (101 total) achieved proficiency.
- **Gender Gap:** Male students outperformed Female students (40% vs. 22%).
- **Economic Status:** Higher proficiency for Non-Disadvantaged (44%) vs. Disadvantaged (12%) students.
- **Racial Disparities:** White students reached 43% proficiency, compared to Hispanic (15%) and Black/African Am. (7%).

Small group sizes (n/a) are suppressed to protect student privacy per state reporting guidelines.

Math Course Demographics: Algebra 2

Proficiency by subgroup – RBR students only. Note: small group sizes limit demographic reporting.



Context

Algebra 2 is the strongest performing math course at RBR, with 64% proficiency – well above the state average of 47%.

The small cohort (11 students) limits demographic disaggregation; only the non-economically disadvantaged group meets the minimum reporting threshold.

This group's 64% proficiency mirrors the overall course rate, suggesting consistent performance among tested students.

Continued monitoring as cohort sizes grow will be important for equity analysis.

Understanding the Score Scales

ELA 9

Level 1 — Did Not Yet Meet

1383–1485: Limited reading/writing knowledge and skills.

Level 2 — Partially Met

1486–1511: Basic comprehension; limited textual evidence use.

Level 3 — Approaching

1512–1534: Developing skills; difficulty with complex texts.

Level 4 — Met

1535–1580: Proficient knowledge; makes connections within texts.

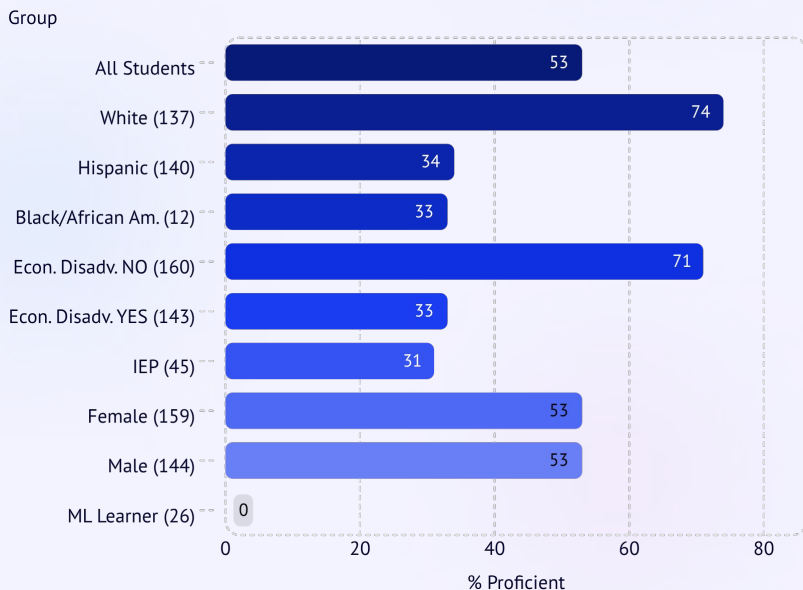
Level 5 — Exceeded

1581–1693: In-depth knowledge; sophisticated reading and writing.

ELA 9: Demographic Breakdown

303 RBR students tested. School proficiency: **53%** vs. state average of 51%.

ELA 9 — % Proficient by Group (303 students, 53% overall)



Key Gaps to Note

- A **40-point gap** exists between White (74%) and Hispanic (34%) students in ELA 9 proficiency.
- Economically disadvantaged students score **38 points lower** than non-disadvantaged peers (33% vs. 71%).
- IEP students at 31% and ML Learners at 0% represent the greatest areas of need.
- Male and Female students perform equally at 53%, mirroring the school average.

NJSLA-S Grade 11 Science Exam Overview

TARGET AUDIENCE

Grade 11

Statewide, federally required online assessment evaluating 11th-grade high school students.

- Mandatory state evaluation
- Federal compliance requirement
- Evaluates NJSLA-Science standards

EVALUATION FOCUS

Content Assessment

Three-dimensional assessment covering core scientific domains and practices:

- **Science & Engineering Practices**
- **Crosscutting Concepts**
- **Disciplinary Core Ideas** (physical, life, and Earth/space sciences)

TEST DELIVERY

Format & Tools

Administered fully online with integrated support features and tools:

- **Online Administration:** Digital testing platform
- **Embedded Tools:** Built-in calculator and periodic table
- **Accommodations:** Digital accessibility supports built-in

Understanding the Score Scales

NJSLA Science Exam Performance Levels

Level 1 — Below Proficient (100 - 157)

Demonstrated minimal understanding of NJSLS-S by misinterpreting information from text, charts, and tables. Inconsistently applied knowledge, resulting in incorrect explanations or models. Struggled to choose and use appropriate tools to gather data, identify patterns, or make real-world predictions.

Level 2 — Near Proficiency (158 - 199)

Demonstrated limited grade-level understanding by partially interpreting scientific sources. Developed incomplete explanations or models. Had difficulty selecting and using appropriate tools for data collection. Inconsistently recognized data patterns or made real-world scientific connections.

Level 3 — Proficient (200 - 249)

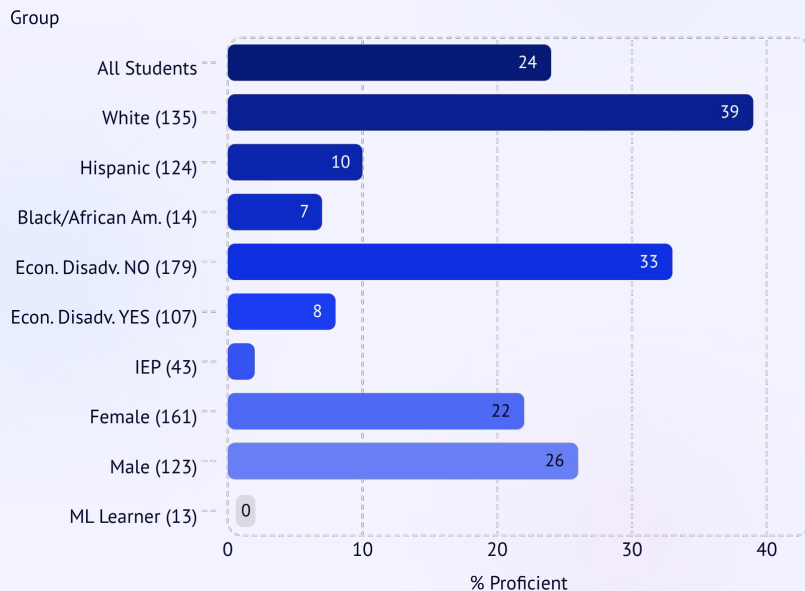
Demonstrated appropriate grade-level understanding by comprehending diverse scientific sources. Developed accurate explanations and models of observed phenomena. Frequently chose appropriate tools to gather and present data, using information effectively to recognize patterns and make real-world predictions.

Level 4 — Advanced Proficiency (250 - 300)

Demonstrated advanced understanding by integrating multi-source data and analyzing investigations. Developed sophisticated models. Consistently selected appropriate tools for data analysis, evaluated essential and non-essential details, and regularly provided supported real-world predictions.

Science: Demographic Breakdown

Science — % Proficient by Group (286 students, 24% overall)



ELA 9 demographic data is shown on the following slide.

Key Gaps to Note

White vs. Hispanic gap in Science

A 29-point gap exists between White (39%) and Hispanic (10%) students in Science proficiency.

Economic disadvantage impact

Economically disadvantaged students score 25 points lower than non-disadvantaged peers (8% vs. 33%).

IEP students at 2%

The lowest proficiency of any subgroup across all assessments – requires urgent targeted support.

ML Learners at 0%

Multilingual Learners show 0% proficiency, consistent with other subject areas.



Key Takeaways & Areas of Focus

✓ Strengths

Algebra 2 (64%) and NIGPA ELA (74%) are above or near state benchmarks. ELA 9 closely mirrors state performance.

⚠ Priority Areas

Geometry proficiency (31%) trails the state's 51%.

📊 Equity Gaps

Consistent gaps for Hispanic students, economically disadvantaged students, IEP students, and Multilingual Learners across all assessments.

🎯 Next Steps

Targeted interventions for ML Learners (0% across all subjects), expanded Algebra 1 support,.

AP Exam Results 2026

23

Subjects Offered

714

Exams Taken (418 Students)

59.33%

Scored 3 or Higher

★ Strongest Performers (% Scored 3+)

Drawing 100%

Calculus AB 86.67%

English Literature 74.42%

US History 70.97%



Schedule Updates

Last year was the first year we offered **US Government and Politics**.

This course is offered on an **alternating schedule** with **Human Geography**.

IB Exam Results 2026

13

Subjects Offered

285

Exams Administered (185 Students)

67%

Scored 4 or Higher (27% Scored 5+)

Strongest Average Scores

History in America's HL 4.61

English HL 4.35

Dance HL 4.29

Business Management SL 4.00

Diploma Candidates

11 Diploma Candidates registered

7 Students successfully received the IB Diploma

WIDA ACCESS: English Language Proficiency Results 2026

The WIDA ACCESS test measures English language proficiency for Multilingual Learners (MLs) across four domains: Listening, Speaking, Reading, and Writing. Results are reported on a 1–6 scale. Red Bank Regional tested 80 students across grades 9–12.

Proficiency Level Scale

Level 1 – Entering

Knows and uses minimal social language and minimal academic language with visual and graphic support

Level 2 – Emerging

Knows and uses some social English and general academic language with visual and graphic support

Level 3 – Developing

Knows and uses social English and some specific academic language with visual and graphic support

Level 4 – Expanding

Knows and uses social English and some technical academic language

Level 5 – Bridging

Knows and uses social and academic language working with grade level material

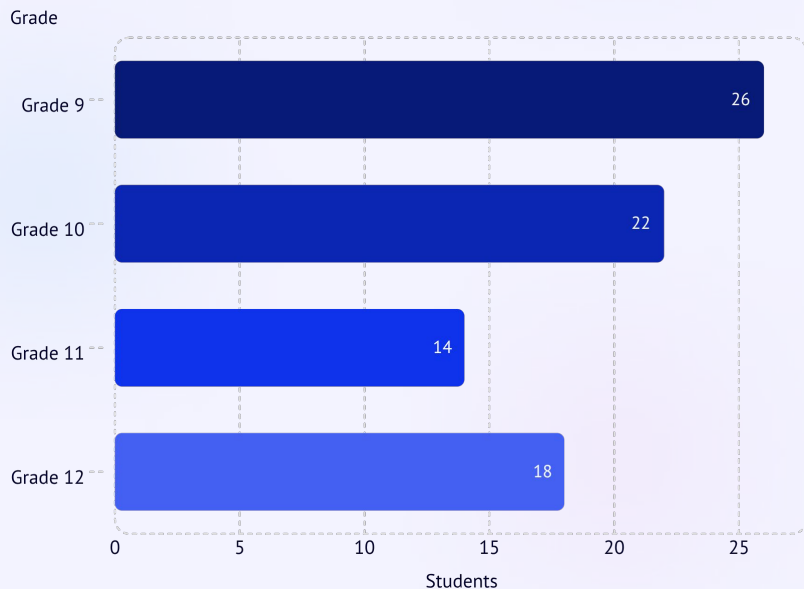
Level 6 – Reaching

Knows and uses social and academic language at the highest level measured by this test

WIDA ACCESS: At a Glance — 2026

80 Multilingual Learners tested across grades 9–12 at Red Bank Regional School District.

Students Tested by Grade



Key Cross-Grade Findings

- Across all grades, the majority of students score at Levels 1–3 (Entering through Developing), indicating significant English language development needs.
- Speaking is consistently the lowest-performing domain across all grades – with 45–67% of students at Level 1 (Entering) in Speaking depending on grade.
- No students in any grade reached Level 5 or 6 in Overall Score, indicating all tested MLs are still actively developing English proficiency.
- Detailed results by grade are shown on the following slides.

Dynamic Learning Maps® (DLM®) Assessment Results

Overview of assessment framework and Red Bank Regional participation summary

< 10

Eligible Students

Red Bank Regional had fewer than 10 students eligible for the assessment.

100%

Participation Rate

100% of all eligible students participated in the assessment last year.

Target Audience

Designed specifically for students with the most significant cognitive disabilities.

Used when general state assessments are not appropriate, even with accommodations.

Subjects Assessed

Offers students an accessible platform to demonstrate knowledge and abilities in:

- Mathematics
- English Language Arts
- Science

Delivery & Format

Delivered online each spring across participating grade levels.

All students within a particular grade level are evaluated on the same core elements.