

Black Horse Pike Regional School District

2025-26 Annual State Assessment Report — October 2026

Marcie Geyer, Director of Curriculum & Instruction

NJGPA-A & NJSLA-A: Assessment Format Update - Adaptive Testing

What Adaptive Testing Means

- Questions adapt in real-time to student responses, adjusting complexity.
- Students receive different questions but are assessed on the same standards (NJSLs).

Rationale for the Transition

- Encourages student effort.
- Provides a more accurate measure of individual learning.

NJ Graduation Proficiency Assessment (NJGPA) – Grade 11

English Language Arts	Mathematics
Graduation Ready Rate: 73% State Comparison: 3% below State (76%)	Graduation Ready Rate: 61% State Comparison: Meets State (61%)
Subgroup Performance vs. State Above State Average: Females (+3%) White (+2%) Asian (+2%) Below State Average: Males (-8%) Black / African-American (-6%) Hispanic / Latino (-11%)	Subgroup Performance vs. State Above State Average: Females (+3%) White (+6%) Asian (+10%) Below State Average: Males (-3%) Black / African-American (-5%) Hispanic / Latino (-11%)
Overall Subgroup Performance Growth (Math): <ul style="list-style-type: none">• Black / African-American: +14% increase in Graduation Ready rate.• Hispanic / Latino: +8% increase in Graduation Ready rate.	

NJ Student Learning Assessment (NJSLA) – Grade 9

English Language Arts	Mathematics (Algebra I, II & Geometry)
Proficiency: 44% Exceeded/Met Expectations <i>(+7% increase from 2025)</i> State Comparison: - 7% below State average <i>(Gap with State decreased by 6%)</i>	Proficiency: 21% Exceeded/Met Expectations By Subject vs. State Average: Algebra II: +13% above State Geometry: 5% below State Algebra I*: 24% below State <i>(+4% increase from 2025)</i>
Subgroup Performance vs. State Above State Average: White (+4%) Asian (+8%) On State Average: Females (0% gap) Below State Average: Males (-14%) Black / African-American (-17%) Hispanic / Latino (-18%)	Algebra I Subgroup Performance vs. State* Below State Average across all subgroups: White (-18%) Asian (-18%) Females (-23%) Males (-25%) Black / African-American (-26%) Hispanic / Latino (-28%) <i>*Note: Over 120 9th-grade students taking Geometry or Algebra II are excluded from Algebra I data.</i>
Overall Subgroup Growth (Grade 9): Black / African-American: +5% in ELA, +3% in Algebra I Hispanic / Latino: +6% in ELA, +6% in Algebra I White: +13% in ELA, +9% in Algebra I Gender: +9% for Males in ELA, +7% for Females in Algebra I	

NJ Student Learning Assessment (NJSLA) – Grade 11 Science

Grade 11 Science Overview
Proficiency Rate: 19% Met Expectations (-4% decrease from 2025) State Comparison: 10% below State average
Subgroup Performance Below State Average: Black / African-American (-16%) Hispanic / Latino (-16%) White (-5%) Females (-13%) Males (-7%)

DLM: Dynamic Learning Map (Alternative Assessment, 11th grade)

Performance Levels	ELA	Math	Science
Advanced	8	1	2
At Target	9	11	8
Approaching Target	1	6	6
Emerging	1	1	2
Proficiency Growth: (from 2025 to 2026)	+9%	+16%	+18%

WIDA: English Language Proficiency Assessment, Multilingual Learners

72 students were enrolled in the ML program at Triton in 2025-26.

- **Average Score Growth:** Increased from **2.83** (2024–2025) to **3.10** (2025–2026), an average improvement of **0.27 points**.
- **Individual Student Improvement:** 43 out of 50 students (**83%**) with scores in both years improved their performance.
- **Proficiency Threshold (≥ 3.0):** Total students scoring 3.0 or higher increased from **30 to 38**. Notably, 14 students who previously scored below 3.0 reached or surpassed this threshold.
- **Program Exits (4.5 Cut Score):** Students earning a score of 4.5 or higher to exit the program doubled from **3 to 6**.

Overall, these results demonstrate strong, positive growth and language proficiency outcomes for the district's multilingual learner program.