BOARD OF EDUCATION

Spring 2026 NJSLA Results

District and school results
in ELA, Math and Science



What the NJSLA measures, and how to read it

ELA and Math

ELA Grade 9; Algebra I, Geometry and Algebra II

Five levels
Levels 4 and 5 met or exceeded expectations

Science

Science Grade 11

Four levels
Levels 3 and 4 proficient or advanced

Each year's results reflect a differenct group of students, which should be considered when comparing performance across years.

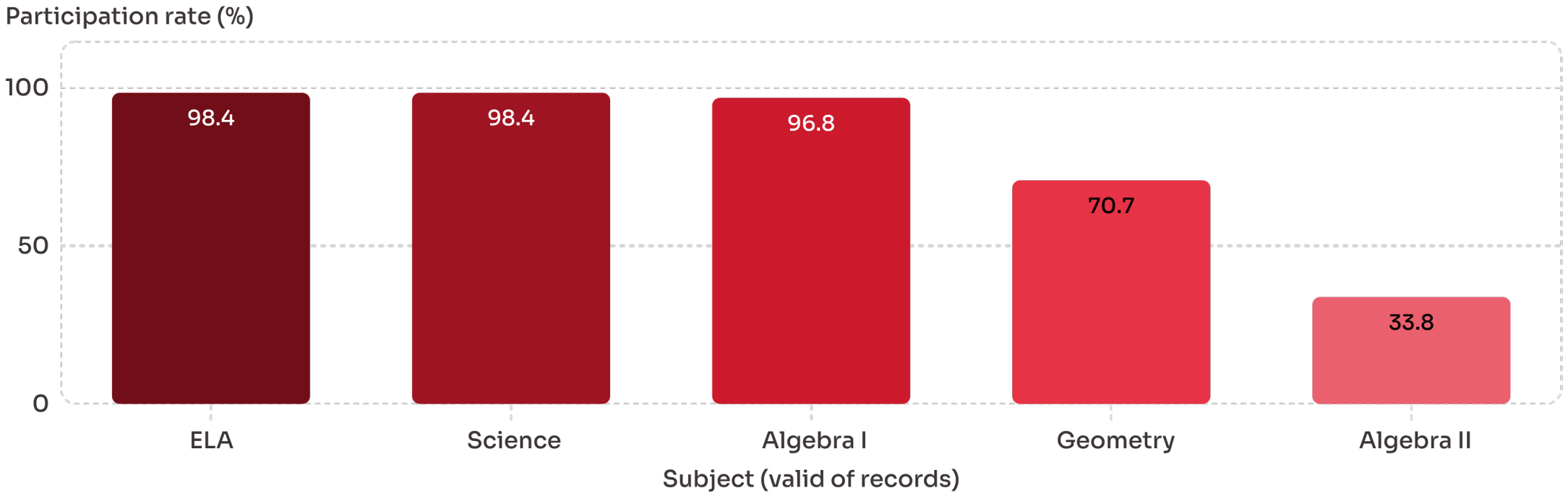
Subgroups appear only when more than 10 students are tested.



PARTICIPATION RATE

Participation: nearly all ELA and Science students tested

Rate = valid scores ÷ file records. Performance rates use valid scores only.



ELA	Science	Algebra I	Geometry	Algebra II
374 of 380 students	300 of 305 students	152 of 157 students	171 of 242 students	49 of 145 students

Common possible reasons for "no valid scores" of registered students include absence or illness during the testing window, a medical or family emergency, a recent transfer or late enrollment, a student taking the alternate assessment or another accommodation arrangement, a family refusal, and an incomplete or invalidated test. For Geometry and Algebra II, some registered students take the test in a different grade or year.

2026 NJSLA AVERAGE SCORES

District average scores are above county and state in every subject

Subject	State	County	District
ELA Grade 9	1531 · Approaching expectations	1547 · Met expectations	1575 · Met expectations
Algebra I	2484 · Approaching expectations	2504 · Met expectations	2507 · Met expectations
Algebra II	2487 · Approaching expectations	2519 · Met expectations	2546 · Exceeded expectations
Geometry	2495 · Approaching expectations	2519 · Met expectations	2526 · Met expectations
Science Grade 11	170 · Near proficient	183 · Near proficient	234 · Proficient

These are average scale scores, not percent proficient. Science uses a different scale. District ELA and Science averages mat ch the district's 2026 student records.

DISTRICT ELA

87.2% met or exceeded expectations

87.2%

Levels 4 and 5 combined: 326 of 374 students. Down 1.3 points from 88.5% in 2025.

2026 SHARE BY PERFORMANCE LEVEL (VALID SCORES N = 374)

0.5%	3.2%	9.1%	42.2%	44.9%
Level 1	Level 2	Level 3	Level 4	Level 5

TREND, DISTRICT ELA MET OR EXCEEDED

97.1% → 88.5% → 87.2% ↓

2024 | 2025 | 2026, down 1.3 points from 2025

2025 NJ state rate (reference): 49.9%

Each year is a different group of students. 2026 state results are not yet available.



DISTRICT ELA · SUBGROUP GAPS

IEP and economically disadvantaged students

61.9% met or exceeded

IEP

25.3 points below district

76.9% met or exceeded

Economically disadvantaged

10.3 points below district

2025 → 2026 met/exceeded:

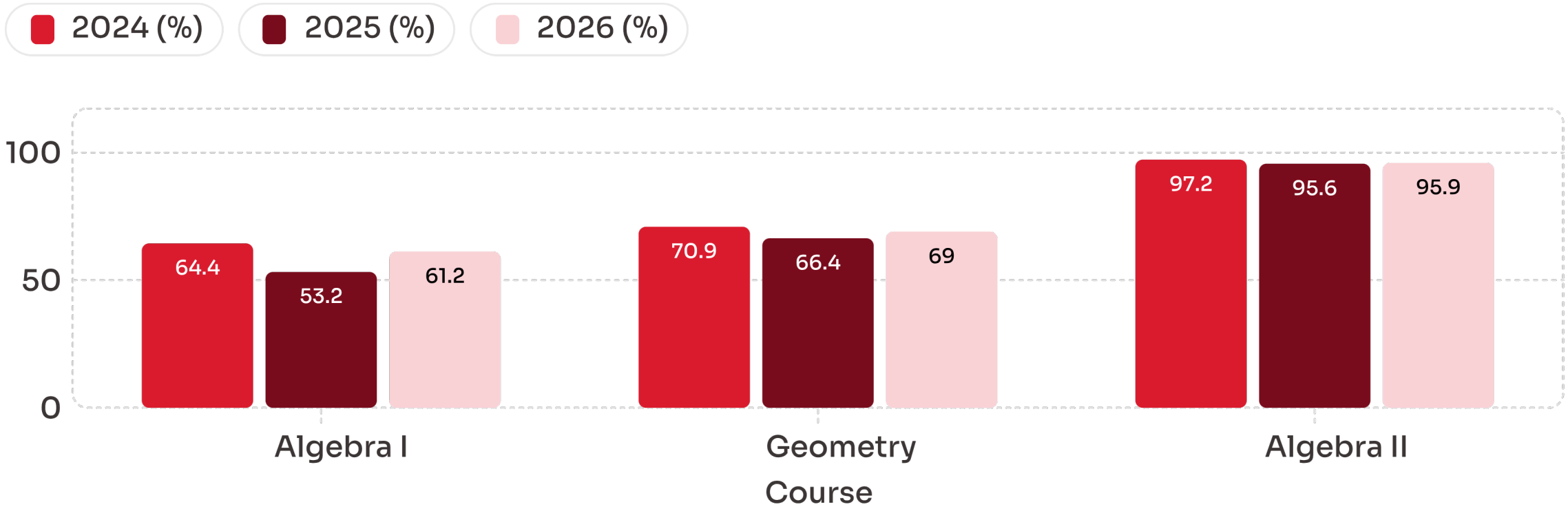
- IEP: 36.4% → 61.9%
- 504: 74.2% → 85.3%
- Economically disadvantaged: 82.6% → 76.9%
- Hispanic: 87.9% → 80.0%
- Asian: 97.7% → 92.8%
- White: 79.6% → 84.1%
- Two or More Races: 94.7% → 100%
- African American: Not shown: 10 or fewer students

Each year is a different group of students. Source: Spring 2025 NJSLA results (Oct 14, 2025).

Review student reports and evidence statements in PLCs; targeted literacy and writing support with progress checks.

DISTRICT MATH

Algebra I up 8 points; all courses improved



2026 changes: Algebra I +8.0 · Geometry +2.6 · Algebra II +0.3 points

Latest state (2025): Algebra I 37.9 · Geometry 56.0 · Algebra II 72.5. District was above state in every course. 2026 state results unavailable.

Valid scores: Algebra I 152 · Geometry 171 · Algebra II 49

DISTRICT MATH · ALGEBRA I SUBGROUPS

Algebra I gains for IEP and 504 students

Percent meeting or exceeded expectations. Each year is a different group of students.

Algebra I subgroup	2025	2026
Students with IEPs	21.1%	45.0%
Students with 504 plans	30.8%	68.4%
White	50.0%	61.2%
Asian	69.2%	71.0%
Hispanic	58.6%	50.0%
Economically disadvantaged (N = 15)	47.1%	53.3%

Geometry 2026: Asian 79.0% · Hispanic 68.2% · White 58.1%

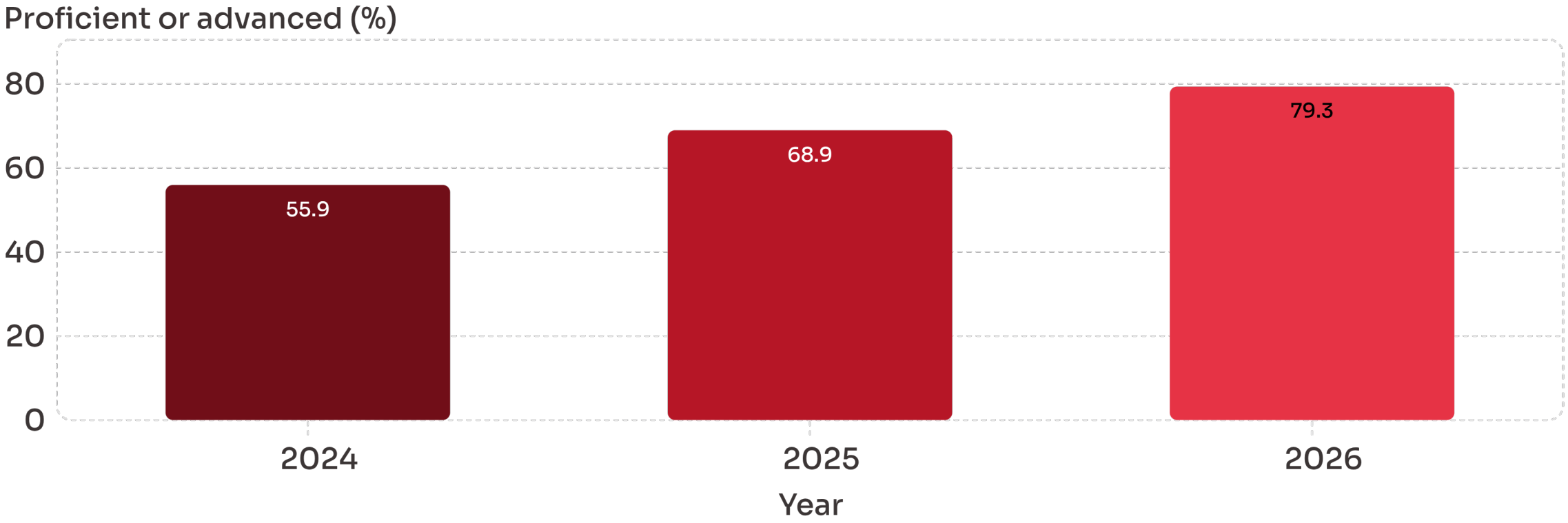
Algebra II 2026: Asian 93.8%; other subgroups suppressed for privacy

Response: review individual reports and benchmarks for skill needs; targeted practice monitored in PLCs.

DISTRICT SCIENCE

79.3% proficient, up 10.4 points

Up from 68.9% in 2025 and 55.9% in 2024 · N = 300



2025 NJ state: 31.3% proficient or advanced (latest state comparison)

43.0% Level 4 · 36.3% Level 3 · 14.3% Level 2 · 6.3% Level 1

DISTRICT SCIENCE · SUBGROUP RESULTS

Economically disadvantaged students trail the district by 20 points

Science, Levels 3 and 4 (proficient and advanced)	2025	2026
District	68.9%	79.3%
Economically disadvantaged	60.0%	59.1% (N=22)
African American	Not reported	Not shown: 10 or fewer students
Hispanic	53.8%	75.0%
Asian	83.9%	88.4%
White	63.6%	71.8%
504	57.1%	74.4%
Two or More Races	Not reported	95.0% (N=20)

59.1%

Economically disadvantaged, 2026

Down from 60.0% in 2025, and 20.2 points below the district.

Each year is a different group of students. IEP results are suppressed in 2026 (10 or fewer valid scores).

Response: review evidence by science domain; more scientific reasoning and sample task practice.

Source: 2025 and 2026 NJSLA results; 2026 subgroup figures confirmed against the district's 2026 student record file.

SCHOOL RESULTS

Results by school

MCST · Morris County School of Technology

AMSE · Academy for Mathematics, Science and Engineering

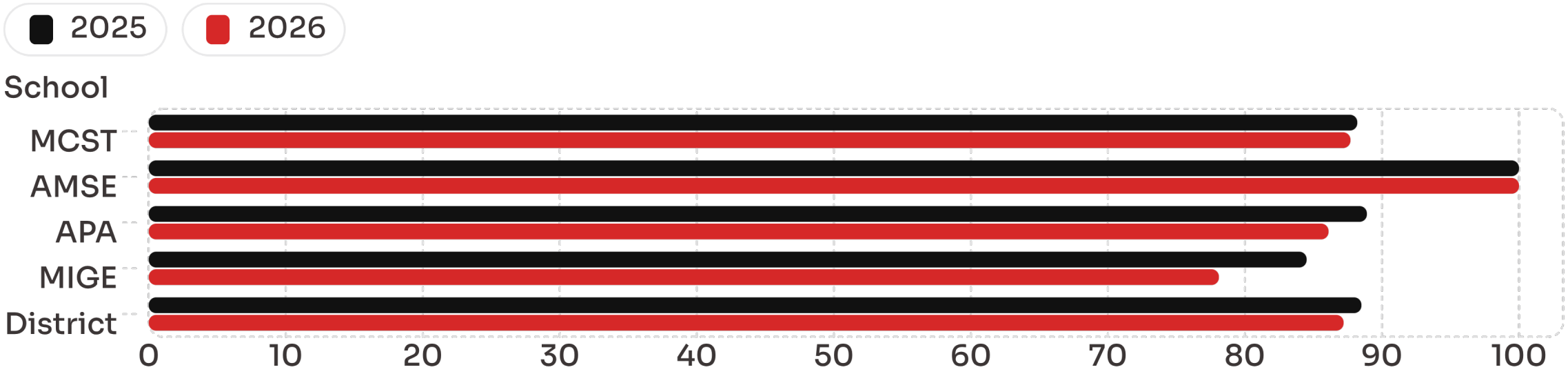
APA · Academy for Performing Arts

MIGE · Medicine, Innovation, Government and Environmental Science



SCHOOL ELA

AMSE at 100%; MIGE lowest at 78.1%



2026 valid N: MCST 219 · AMSE 46 · APA 36 · MIGE 73. Each year is a different group of students.

Only MCST has enough students to report IEP (62.5%) and economically disadvantaged (77.8%) results.

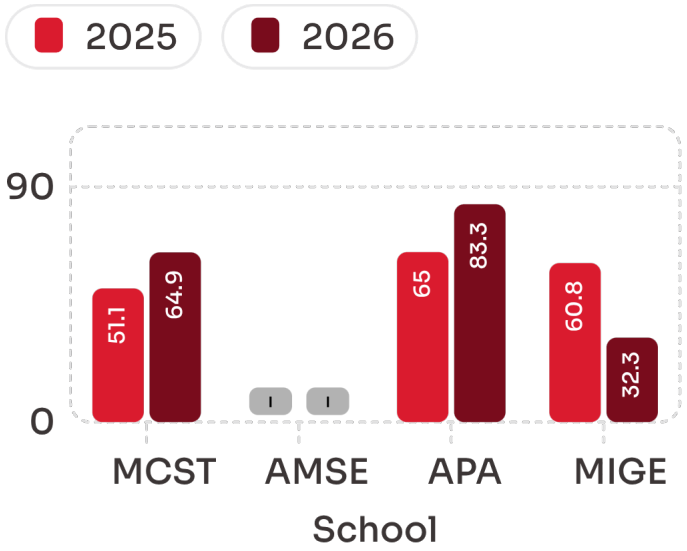
Average score (scale)	State	County	District
ELA, Grade 9	1531 (Approaching)	1547 (Met)	1575 (Met)

School averages, calculated from the district's 2026 student records (valid scores): AMSE 1611 · MCST 1573 · APA 1569 · MIGE 1563. MCST, APA and MIGE are near or below the district average but above county and state; AMSE is highest. State and county: 2026 NJSLA Comparison Scores workbook (source 2026 - njsla - comparison - scores - zk8b38xq).

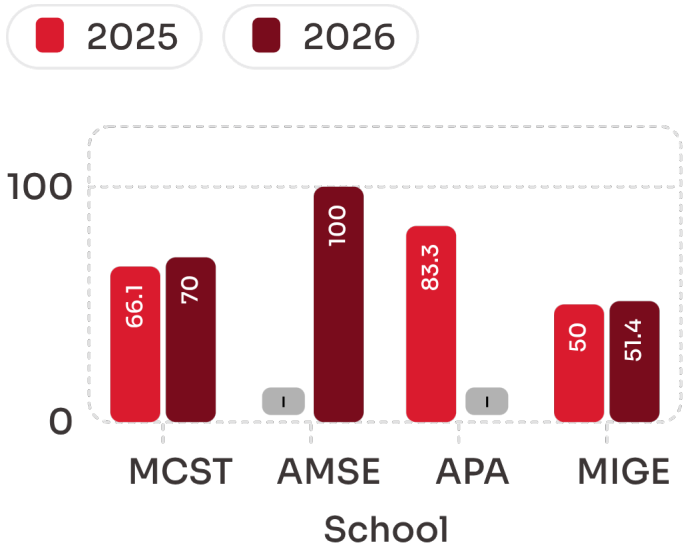
SCHOOL MATH

Math results vary widely by school

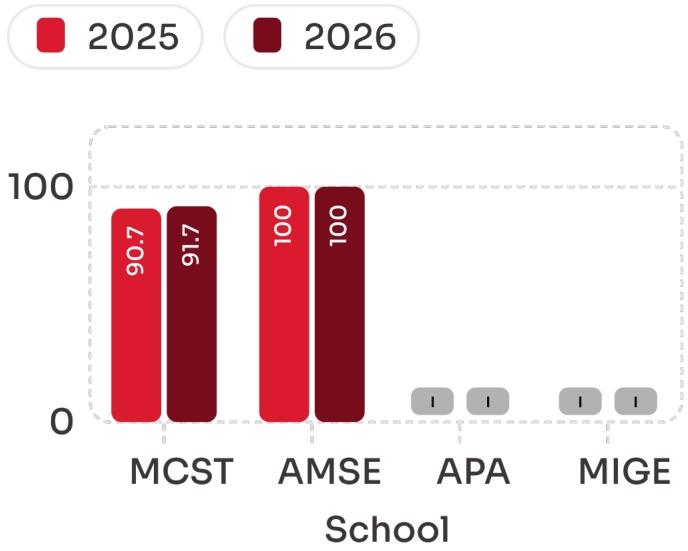
Algebra I



Geometry



Algebra II

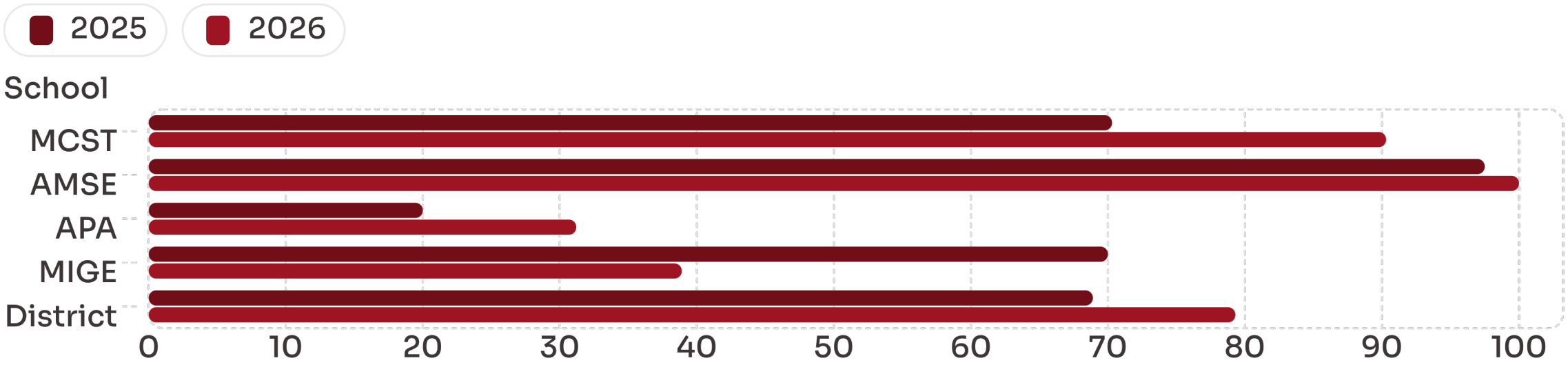


Average scale scores, 2026 (State · County · District): Algebra I 2484 · 2504 · 2507; Geometry 2495 · 2519 · 2526; Algebra II 2487 · 2519 · 2546. School-level Math averages were not in the supplied data.

Met or exceeded expectations (%). No bar = no data or 10 or fewer students. Each year is a different group of students, so compare with care.

SCHOOL SCIENCE

APA and MIGE fall far below district



2026 valid N: MCST 186 · AMSE 46 · APA 32 · MIGE 36. 2025 MIGE N: 17. Each year is a different group of students.

2026 at Level 1: APA 37.5% · MIGE 19.4%

State	County	District	AMSE	MCST	MIGE	APA
170 · Near proficient	183 · Near proficient	234 · Proficient	276	241	194	178

Average score (scale score, not percent). State and county: 2026 NJSLA Comparison Scores workbook. School averages: calculate d from the district's 2026 student records (valid scores).

PD provided and planned maps to four gaps in the data

Gap in the data	PD provided and planned
Students with IEPs and 504 plans **ELA IEP 61.9% (25.3 pts below district); Algebra I IEP 45.0%; 504 students improved**	Provided: MTSS: Inspired Instruction. Planned: meeting the needs of students with IEPs and 504s, the top topic staff asked to learn; RTI/MTSS supports
Economically disadvantaged students **Science 59.1% (20.2 pts below district); ELA 76.9%**	Provided: Bias, Prejudice and Stereotypes rated among the top 3 most beneficial topics (2024-25). Planned: Danielson 2B culture for learning (5% partially effective) and 3C engaging students (4%)
Questioning and reasoning **ELA 87.2% (1.3 pts below 2025); Science reasoning is an action step**	Provided: Danielson 3b questioning session rated 3.59/4, 94% positive (17 ratings). Planned: 3B Questions and Discussion Techniques: top Partially Effective area (6%), stays a focus
Using data to target support **Algebra I at 61.2%; school differences**	Provided: LinkIt Form A/NAVI 2.67/4 (60% positive); LinkIt Student Hub 2.50/4; math data analysis 4.00/4 on only 2-4 ratings. Planned: LinkIt! and IXL training; redesign low-rated sessions; 20-30 minutes of hands-on practice; follow-up at 30-60 days

PD feedback comes from a voluntary survey with small samples. It shows usefulness, not changes in practice or student outcomes.
Source: 2026-27 Professional Development Plan; PD Day staff survey