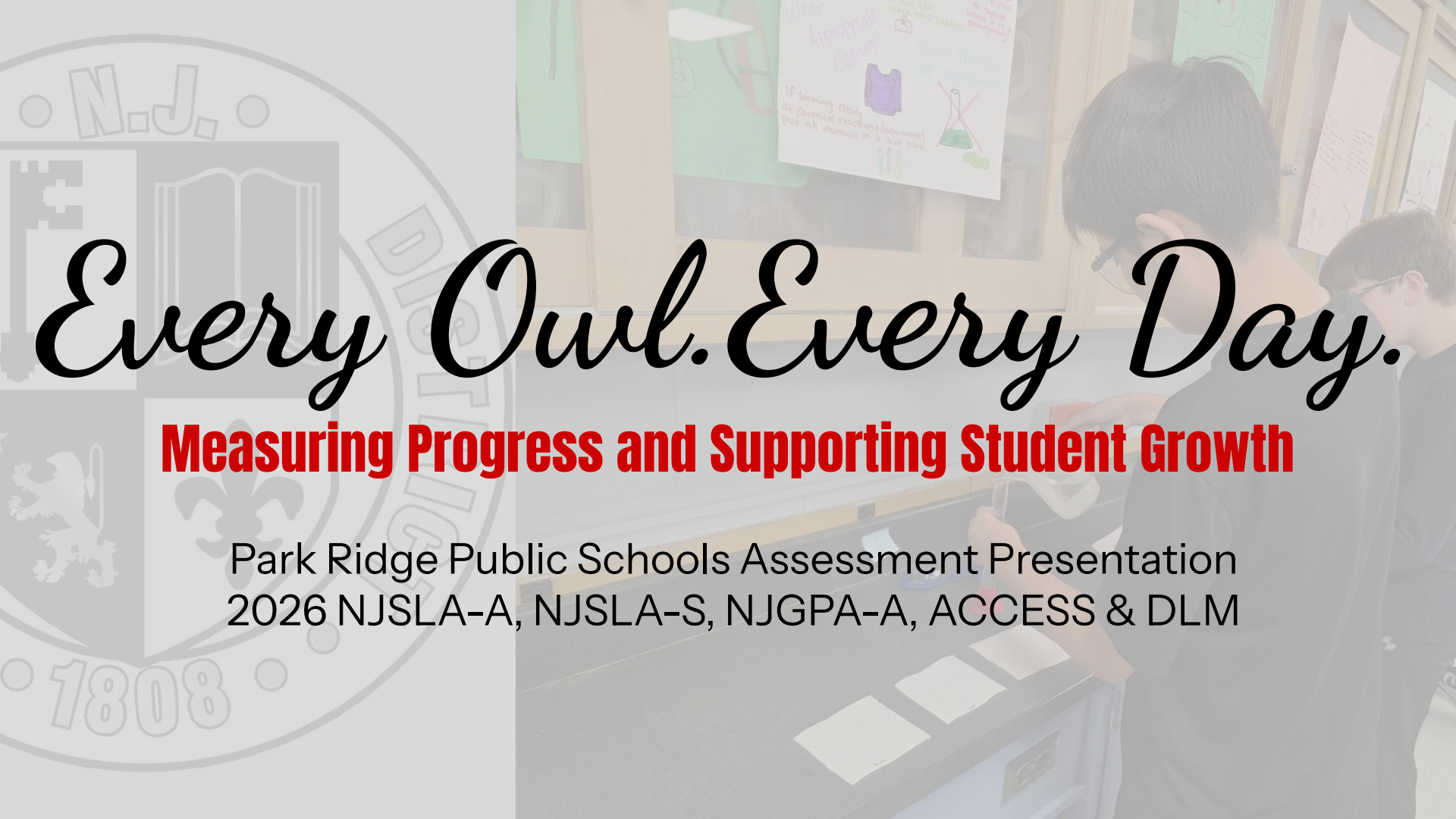


Every Owl. Every Day.

Measuring Progress and Supporting Student Growth

Park Ridge Public Schools Assessment Presentation
2026 NJSLA-A, NJSLA-S, NJGPA-A, ACCESS & DLM

What has changed & why does it matter?

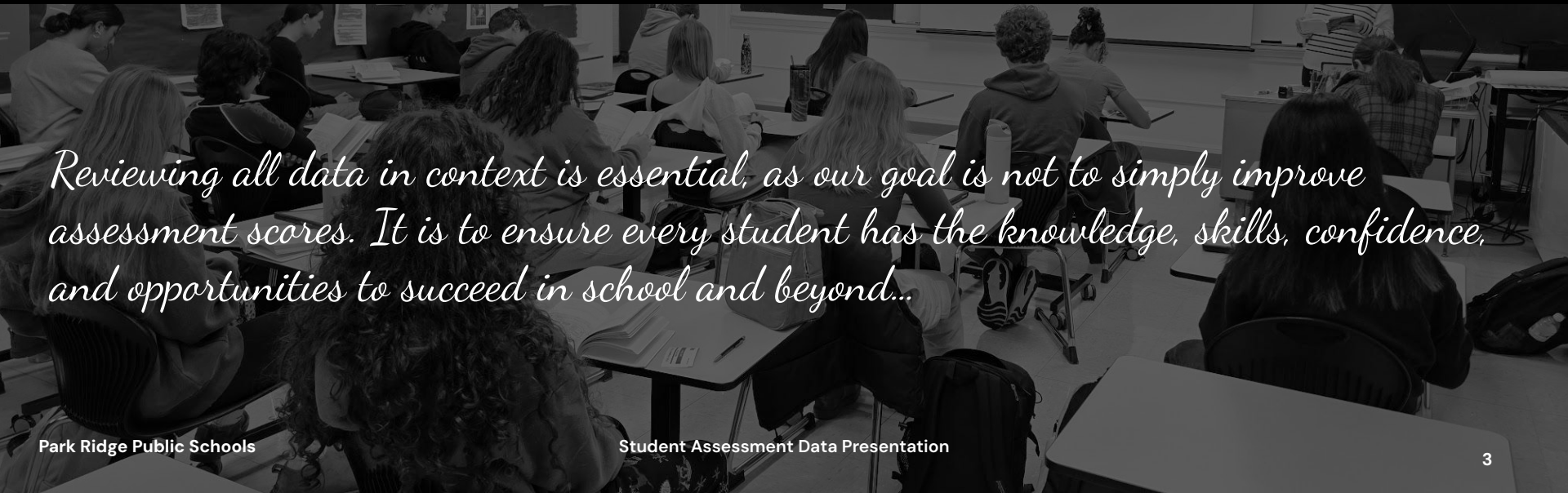
Beginning in the 2025–2026 school year, New Jersey transitioned to the NJGPA/NJSLA-Adaptive (NJSLA-A) in English language arts and mathematics, which adjusts question difficulty based on student responses and aligns with updated state learning standards as opposed to PARCC-Evidence statements. The state also established new proficiency cut scores and performance expectations for all students.

The 2025–2026 NJSLA-A scores established a new baseline & cannot be directly compared with 2024–2025 results.

- Item skipping as a test skill vs. student-forced responses
  - Achievement slope
- Absence of hand-scored constructed math responses
  - Product over process
- Field test questions
- ELA writing prompt randomization
  - Personal Narrative vs. RST
- NJDOE - “Should not be used to place students.”
- Cambium Platform Bid

Agenda

-Historical Data: Foundations of Success
-Current Data: Findings and Implications
-Next Steps: Celebrating and Supporting the Whole Child
-Contacts, Resources & Data Appendix

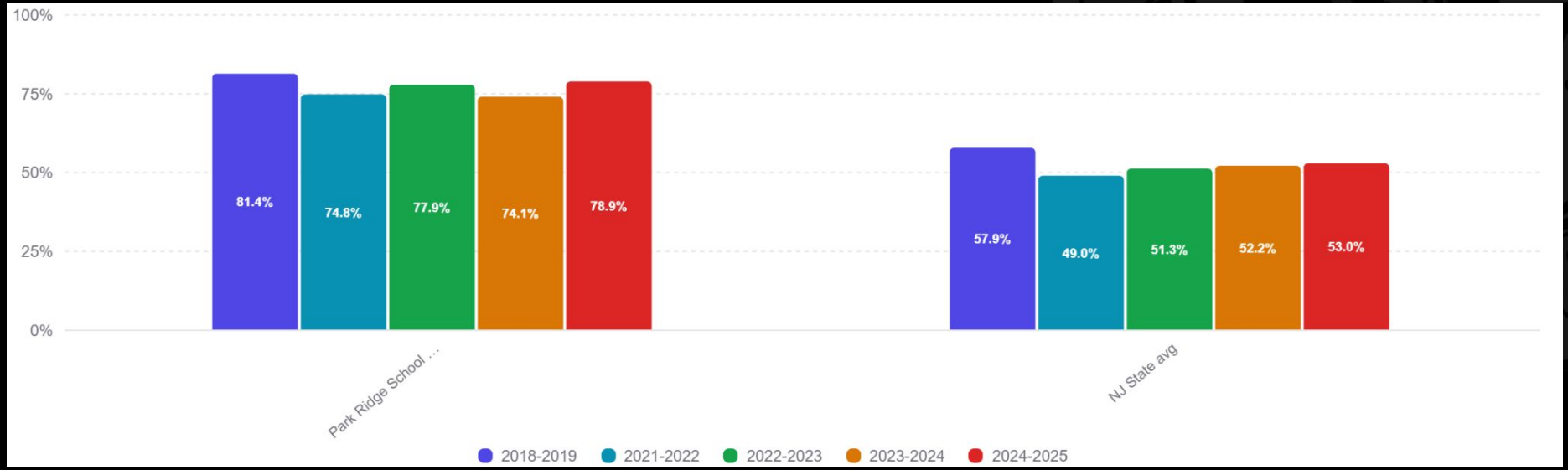


Reviewing all data in context is essential, as our goal is not to simply improve assessment scores. It is to ensure every student has the knowledge, skills, confidence, and opportunities to succeed in school and beyond...

Historical Data
NJSLA ELA At-A-Glance:

- Grades 3-9
- All Students
- Park Ridge vs. State Avg.
- 2018-2025 Data
- Meeting to Exceeding

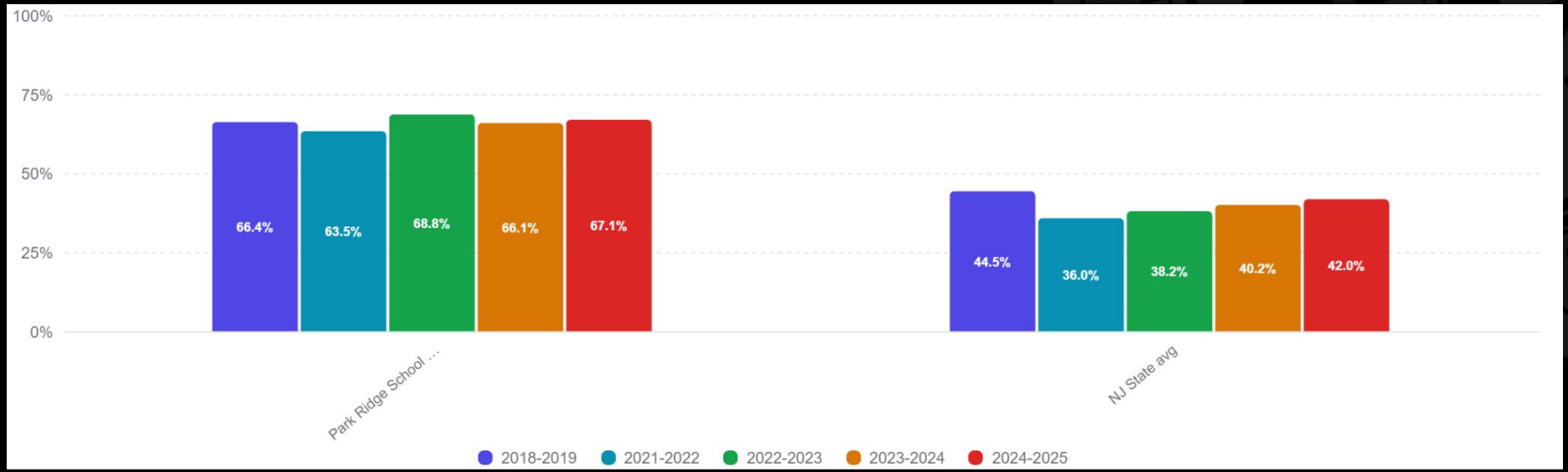
Historical Data Implications: Park Ridge consistently exceeded state proficiency averages across all five reporting years, including 78.8% compared with 53.8% statewide in 2024–2025. **This sustained performance reflects a strong foundation in literacy instruction and achievement.**



Historical Data
NJSLA Math At-A-Glance:

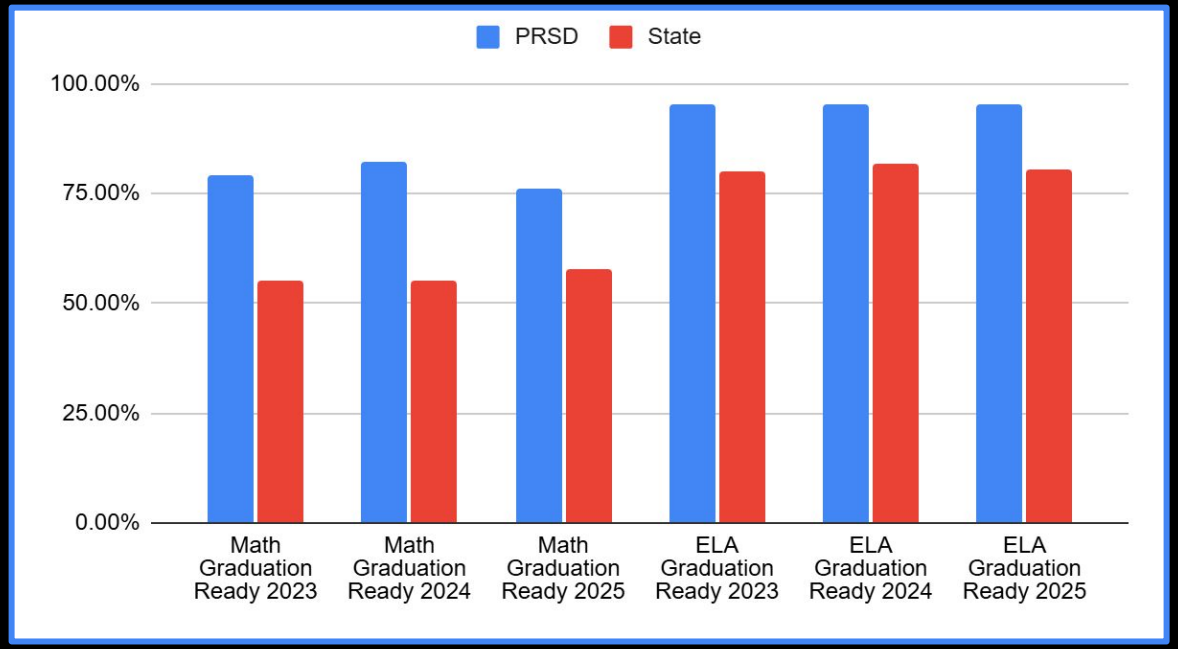
- Grades 3-8 & 9-12
- All Students
- Park Ridge vs. State Avg.
- 2018-2025 Data
- Meeting to Exceeding

Historical Data Implications: Park Ridge consistently outperformed state mathematics proficiency averages, achieving 67.1% proficiency compared with 42.9% statewide in 2024–2025. **Results remained relatively stable over recent years, reflecting sustained achievement and a foundation for continued instructional growth.**



Historical Data NJGPA At-A-Glance:

- Grade 11
- All Students
- Park Ridge vs. State Avg.
- 2023-2025 Data
- Meeting to Exceeding



Historical Data Implications: Park Ridge has consistently outperformed state graduation readiness averages. **Results have remained stable over the years, reflecting sustained achievement and a foundation for post-secondary readiness.**

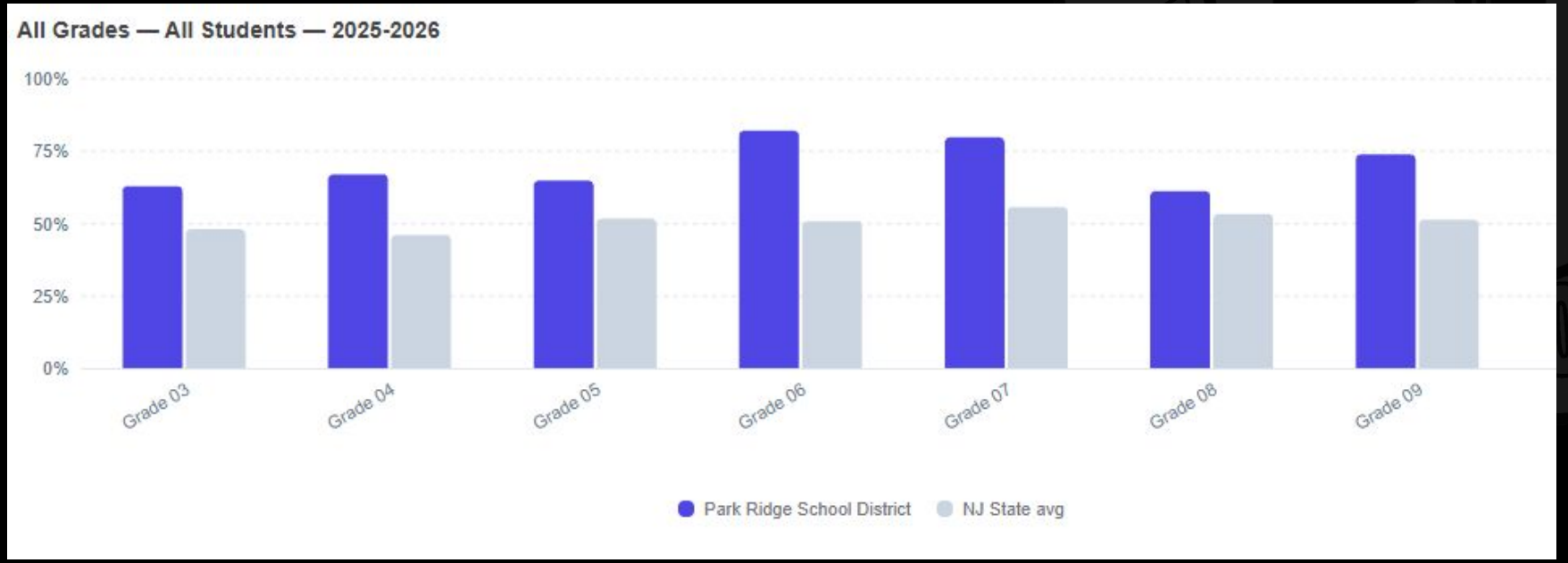
2026 Participation Rates

ELA03	79/81	MAT03	79/81	SCI05	108/111
ELA04	77/82	MAT04	77/82	SCI08	61/63
ELA05	108/111	MAT05	106/110	SCI11	79/79
ELA06	83/95	MAT06	83/95		
ELA07	88/89	MAT07	87/88		
ELA08	59/62	MAT08	25/25		
ELA09	86/88	ALG01	80/81		
NJGPA ELA	79/79	ALG02*	<10		
NJGPA Math	79/79	GEO	47/48		

NJSLA-A ELA At-A-Glance:

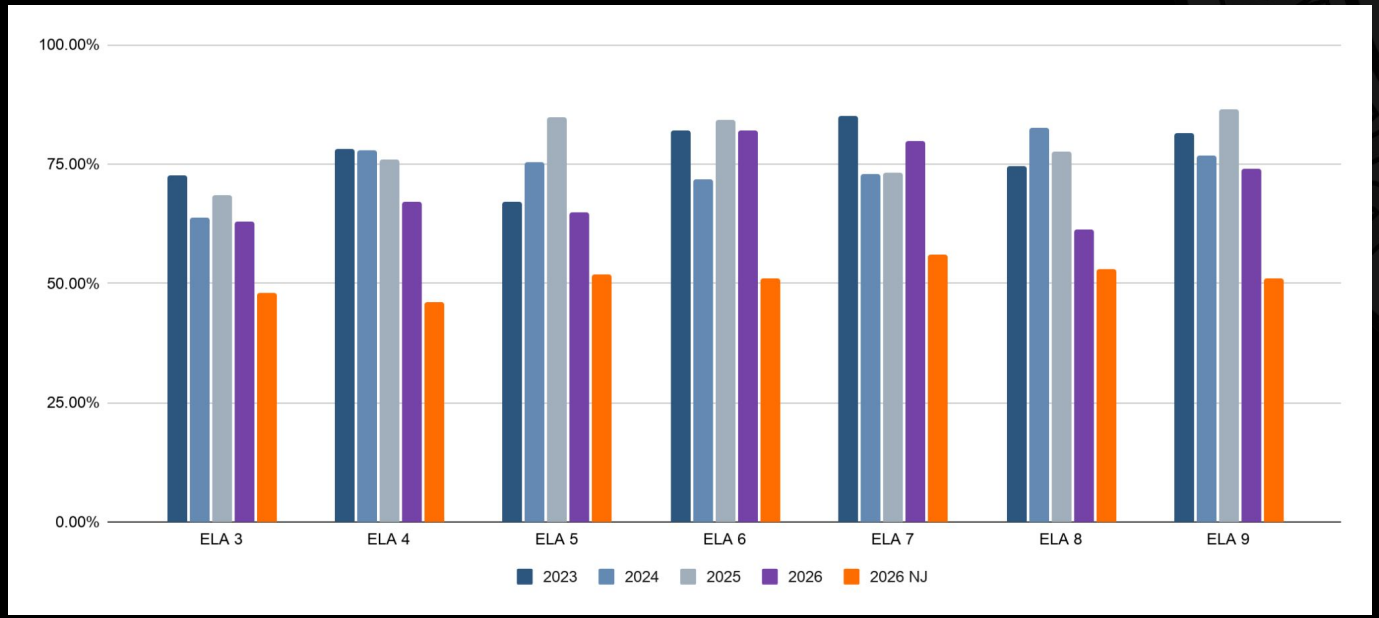
- Grades 3-9
- All Students
- Park Ridge vs. State Avg.
- 2025-2026 Data
- Meeting to Exceeding

Data Implications: Park Ridge exceeded the New Jersey state average in every reported grade level (3–9), with particularly strong performance in Grades 6 and 7, where proficiency approached or exceeded 80%. These results establish a promising baseline under the new adaptive assessment requirements and highlight opportunities to build on district wide literacy strengths.



NJSLA & NJSLA-A ELA 4-Year Detail

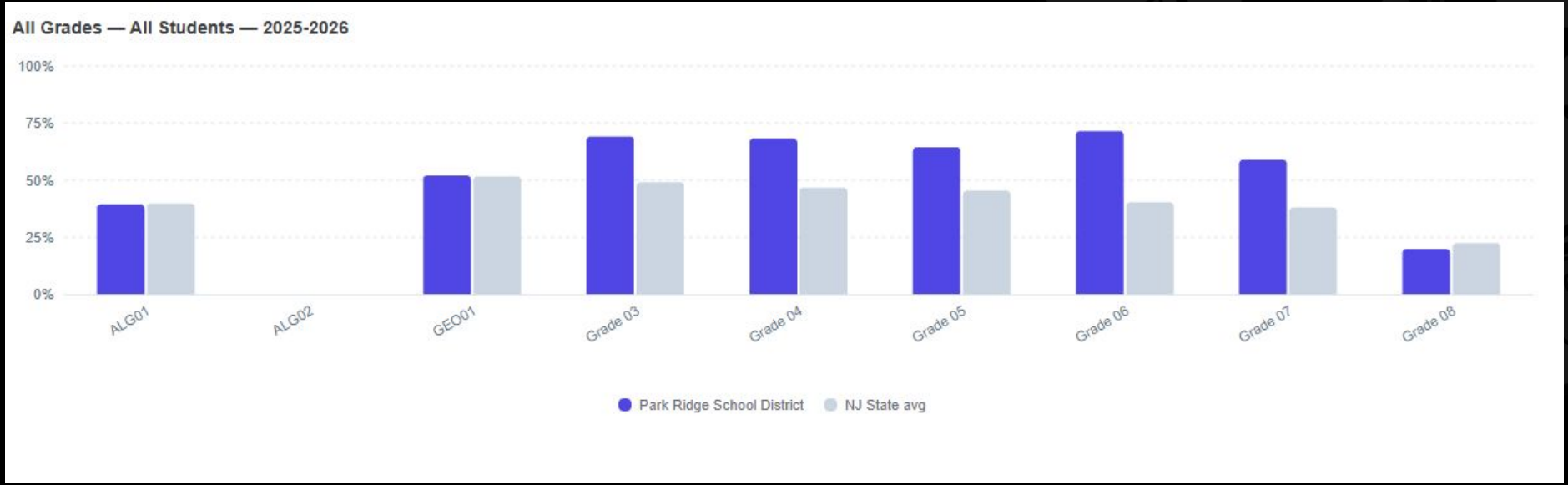
Assessment	2023	2024	2025	2026 PRSD	2026 NJ
ELA 3	72.7%	63.7%	68.6%	63.0%	48%
ELA 4	78.3%	77.8%	76.0%	67.1%	46%
ELA 5	67.2%	75.5%	84.7%	64.9%	52%
ELA 6	82.0%	71.9%	84.3%	82.1%	51%
ELA 7	85.1%	72.8%	73.3%	79.8%	56%
ELA 8	74.7%	82.7%	77.6%	61.3%	53%
ELA 9	81.4%	76.7%	86.4%	73.9%	51%



NJSLA-A Mathematics At-A-Glance:

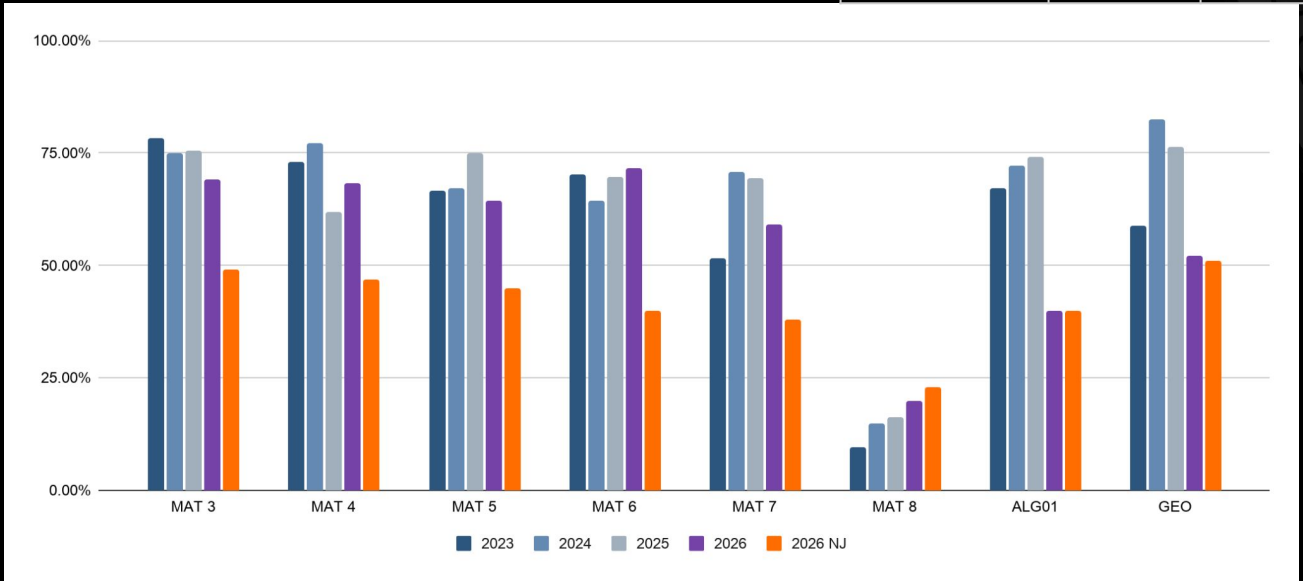
- All Students
- Park Ridge vs. State Avg.
- 2025-2026 Data
- Meeting to Exceeding

Data Implications: Park Ridge outperformed the state average in most reported mathematics assessments, with particularly strong results in Grades 3–7. While Grade 8 performance presents an opportunity for targeted improvement, the overall results demonstrate encouraging mathematical proficiency across the district.



NJSLA & NJSLA-A Math 4-Year Detail

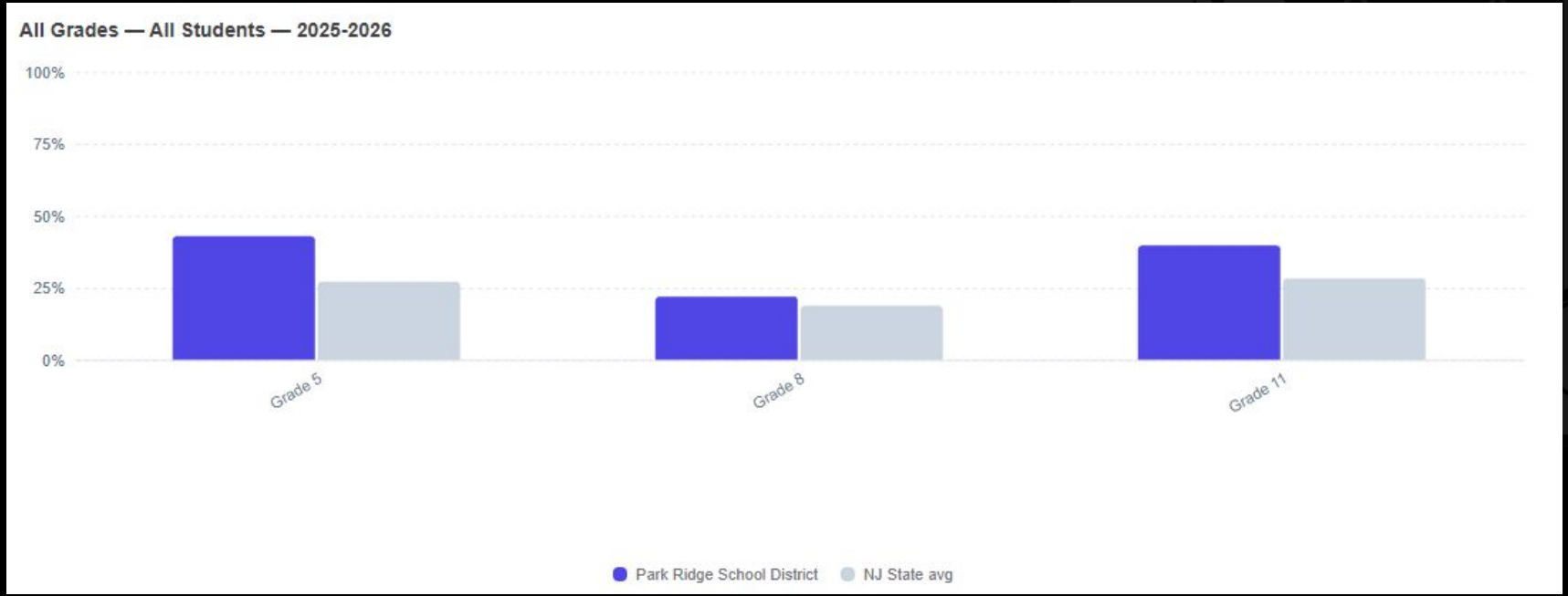
Assessment	2023	2024	2025	2026 PRSD	2026 State
MAT 3	78.3%	75.0%	75.6%	69.2%	49%
MAT 4	73.1%	77.2%	61.9%	68.3%	47%
MAT 5	66.7%	67.2%	75.0%	64.5%	45%
MAT 6	70.3%	64.4%	69.7%	71.6%	40%
MAT 7	51.5%	70.7%	69.5%	59.0%	38%
MAT 8	9.5%	15.0%	16.3%	20.0%	23%
ALG01	67.3%	72.3%	74.1%	40.0%	40%
GEO	58.8%	82.6%	76.3%	52.1%	51%



NJSLA Science At-A-Glance:

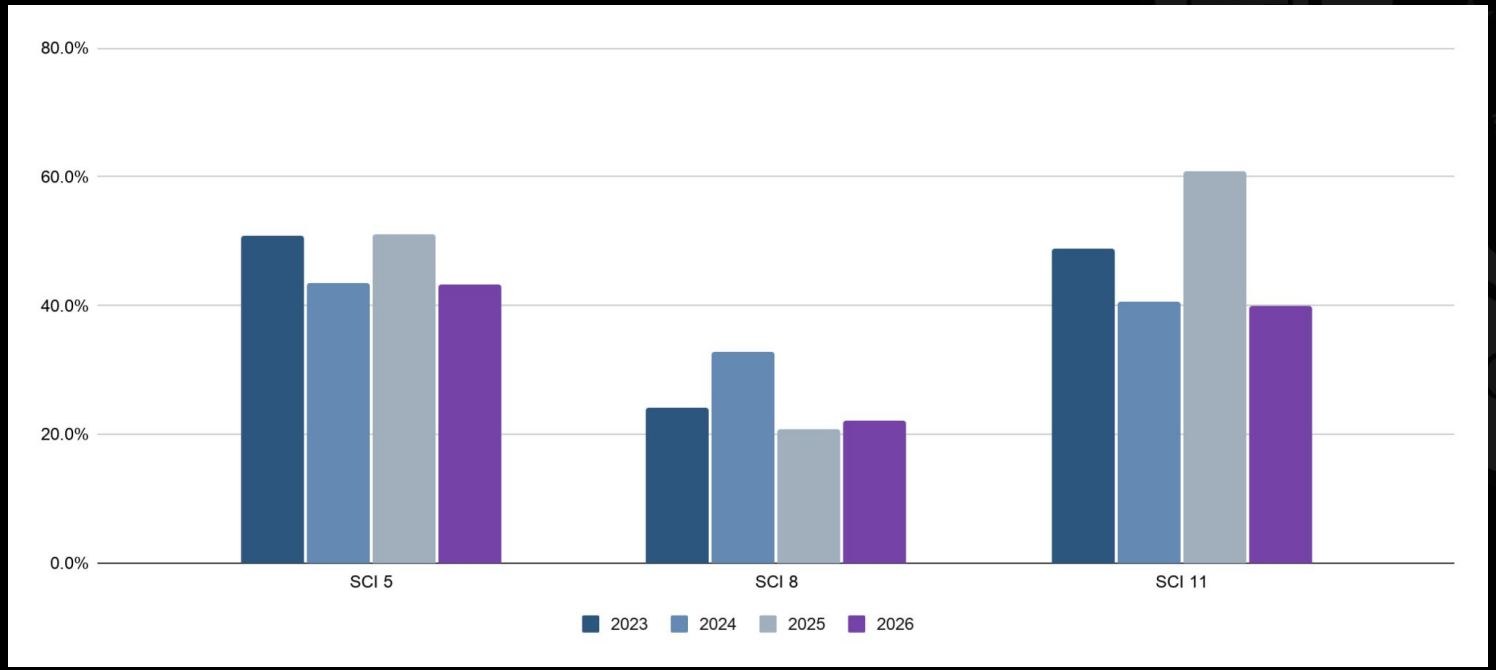
- Grades 5, 8 & 11
- Park Ridge vs. State Avg.
- 2025-2026 Data
- Meeting to Exceeding

Data Implications: Park Ridge outperformed the state average in Science assessments overall by 16.2% (43.2% versus 27%). Science performance presents an opportunity for targeted improvement, not only in the district but statewide.



NJSLA Science 4-Year Detail

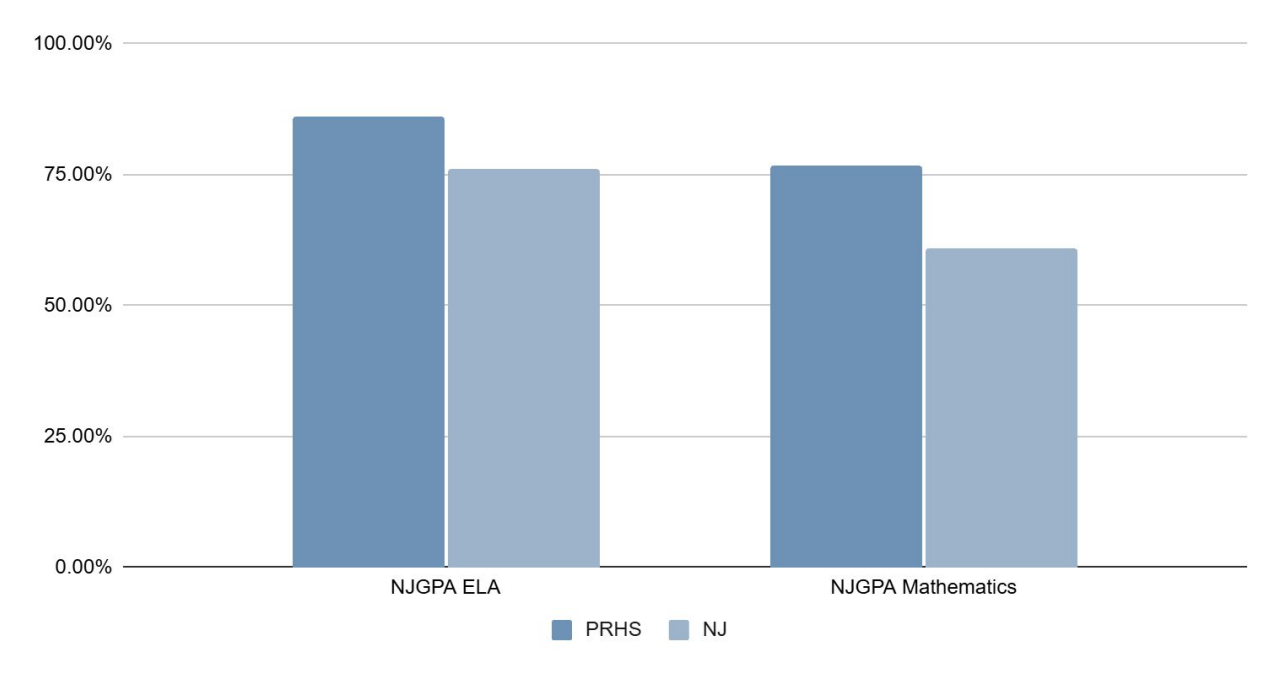
Assessment	2023	2024	2025	2026 PRSD
SCI 5	50.8%	43.6%	51.0%	43.2%
SCI 8	24.2%	32.9%	20.8%	22.2%
SCI 11	48.8%	40.7%	60.9%	40.0%



NJGPA-A At-A-Glance:

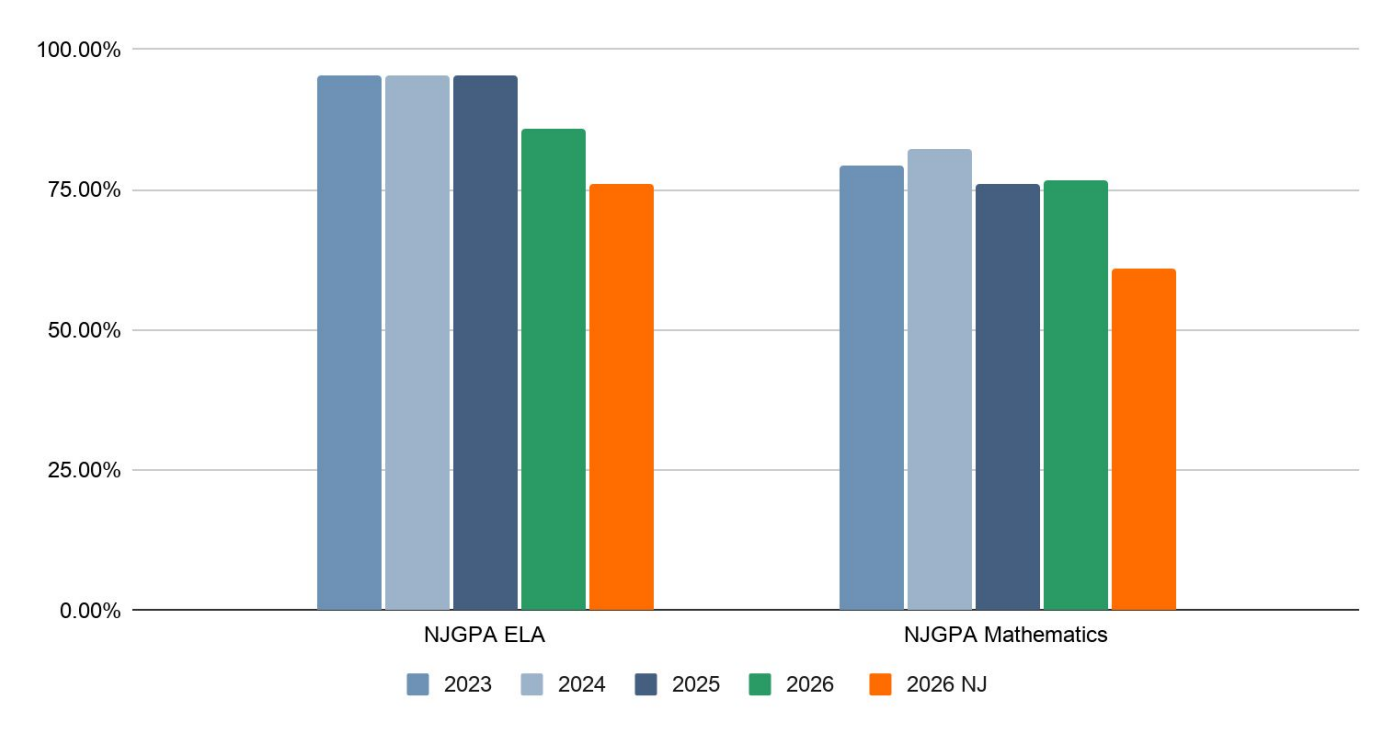
- Grade 11
- Park Ridge vs. State Avg.
- 2025-2026 Data
- Meeting to Exceeding

Data Implications: Park Ridge students exceeded statewide graduation-readiness rates in both assessed areas, achieving 86% in ELA compared with 76% statewide and 76.7% in mathematics compared with 61% statewide. Results demonstrate strong preparation for graduation and postsecondary opportunities while identifying continued opportunities to strengthen student supports in mathematics.



NJGPA & NJGPA-A 4-Year Detail

Assessment	2023	2024	2025	2026 PRSD	2026 State
ELA	95.4%	95.4%	95.5%	86.0%	76.00%
Mathematics	79.3%	82.4%	76.1%	76.7%	61.00%

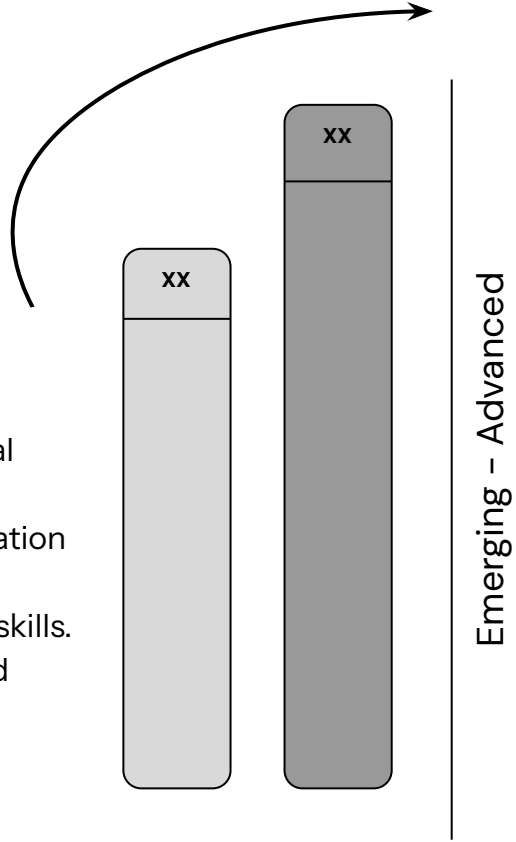


Dynamic Learning Maps (DLM)

The Dynamic Learning Maps (DLM) assessment measures achievement for students with significant cognitive disabilities in English language arts, mathematics, and science. It serves as an alternative to the NJSLA and fulfills state and federal assessment accountability requirements.

Scores are reported using four performance levels...

- **Emerging-**Demonstrates beginning understanding and application of essential knowledge and skills.
- **Approaching the Target-**Demonstrates developing understanding and application of targeted skills.
- **At Target-**Demonstrates expected understanding and application of targeted skills.
- **Advanced-**Demonstrates advanced understanding and application of targeted skills.



Less than 10 students participated in the DLM Assessment in Spring of 2026.
The results cannot be shared as the breakdown data points represent fewer than 10 students.

ACCESS for ELLs Overview

Assessing our Multilingual Learners

- English language proficiency test that measures students' academic English language skills
- Administered to all Multilingual Learners (MLs) in Grades K-12
- Helps to identify which students need to continue receiving ESL services or are ready to exit
- Test in 4 domains: Listening, Speaking, Reading & Writing
- An overall composite score of 4.5 indicates is necessary for a student to exit the program (along with an English language observation form completed by the student's teachers)
- Spring 2026 - 23 Students participated in Grades K-9

Understanding the Scores

Proficiency Level	Description
1 - Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support
2 - Emerging	Knows and uses some social English and general academic language with visual and graphic support
3 - Developing	Knows and uses social English and some specific academic language with visual and graphic support
4 - Expanding	Knows and uses social English and some technical academic language
5 - Bridging	Knows and uses social and academic language working with grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test

Supporting & Celebrating the Whole Child

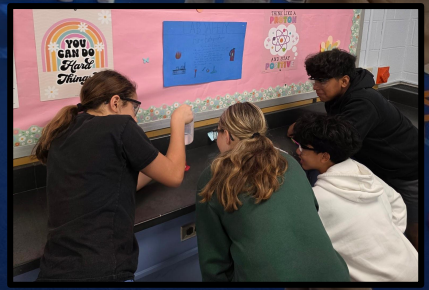
State assessment data demonstrate Park Ridge's sustained achievement above state averages, while the 2025–2026 adaptive results provide a new baseline for measuring future progress. These measures help us identify instructional priorities and use this information as a multiple measure moving forward.













Multiple Measures: The educators in Park Ridge Public Schools rely on multiple measures of data, taken daily, to drive student success and achievement. **Data is not only defined by test scores; it is discussion, discovery, inquiry, and connection between students and the world beyond the classroom.** We move through curriculum with the understanding that success looks and feels different to every child.

Our goal is to create pathways to success for every student, every day.

LNF		PSF		NWF				WRF		ORF					Composite	
Score	Status	Score	Status	CLS	Status	WRC	Status	Score	Status	Words Correct	Status	Errors	Accuracy	Status	Score	Status
59		45		55		15		25		39			91%		441	
32	Intensive	56	Core	33	Intensive	9	Intensive	13	Intensive	15	Intensive	4	79%	Intensive	413	Inten
50	Intensive	44	Strategic	55	Core	15	Core	8	Intensive	8	Intensive	4	67%	Intensive	421	Inten
47	Intensive	52	Core	49	Strategic	15	Core	17	Strategic	24	Intensive	4	86%	Strategic	428	Strat
47	Intensive	64	Core^	51	Strategic	17	Core	17	Strategic	23	Intensive	3	88%	Strategic	429	Strat
32	Intensive	69	Core^	48	Strategic	12	Strategic	22	Strategic	33	Strategic	3	92%	Core	430	Strat
55	Strategic	60	Core	43	Intensive	13	Strategic	24	Strategic	29	Strategic	4	88%	Strategic	431	Strat
59	Core	79	Core^	52	Strategic	12	Strategic	17	Strategic	30	Strategic	0	100%	Core	435	Strat
71	Core	74	Core^	54	Strategic	15	Core	20	Strategic	25	Intensive	12	68%	Intensive	437	Strat
59	Core	69	Core^	49	Strategic	15	Core	22	Strategic	40	Core	5	89%	Strategic	439	Strat
52	Intensive	84	Core^	60	Core	20	Core	29	Core	43	Core	2	96%	Core	447	Core
61	Core	69	Core^	60	Core	20	Core	34	Core	49	Core	1	98%	Core	452	Core
71	Core	60	Core	65	Core	16	Core	38	Core	56	Core	2	97%	Core	459	Core
48	Intensive	48	Core	77	Core	28	Core^	23	Strategic	64	Core	0	100%	Core	461	Core
84	Core	69	Core^	72	Core	22	Core	37	Core	80	Core^	1	99%	Core	476	Core
58	Strategic	69	Core^	81	Core	27	Core	42	Core	91	Core^	0	100%	Core	482	Core
83	Core	69	Core^	79	Core	24	Core	60	Core^	85	Core^	0	100%	Core	487	Core
68	Core	82	Core^	101	Core^	32	Core^	72	Core^	95	Core^	0	100%	Core	502	Core
83	Core	69	Core^	110	Core^	37	Core^	60	Core^	91	Core^	0	100%	Core	504	Core
84	Core	89	Core^	79	Core	25	Core	90	Core^	120	Core^	0	100%	Core	511	Core
90	Core	74	Core^	182	Core^	60	Core^	90	Core^	113	Core^	0	100%	Core	556	Core





		Achievement Category Distribution	6.RP.A.1		6.RP.A.2		6.RP.A.3
			Proficient	Strength	Proficient	Strength	Proficient
State		Percent 47% 25% 28% Count 44681239312 7042	✗	+	✗	−	✗
County		Percent 33% 27% 40% Count 3123 2546 3842	✓	=	✓	−	✓
District		Percent 22% 25% 53% Count 21 24 50	✓	=	✓	−	✓
East Brook Elementary School	3940_060	Percent 28% 38% 35% Count 11 15 14	◒	=	◒	−	◒
West Ridge	3940_070		✓	=	✓	=	✓

NJSLA-A Data:

Building leaders, supervisors, school counselors, instructional specialists, and teachers **collaboratively reviewed assessment reports across all grade levels and subject areas, identifying achievement trends, instructional strengths, and opportunities for targeted support.** Particular attention was given to understanding this new set of baseline data to inform curriculum alignment, instructional planning, and individualized interventions.

3	ELA	26 of 42	61.90%	63.0%	48.0%	61.0%
3	Math	32 of 42	76.20%	69.0%	49.0%	63.0%
4	ELA	27 of 41	65.90%	67.0%	46.0%	59.0%
4	Math	22 of 41	53.70%	68.0%	47.0%	61.0%
5	ELA	35 of 58	60.30%	65.0%	52.0%	65.0%
5	Math	33 of 57	57.90%	65.0%	45.0%	60.0%
5	Science	22 of 58	37.90%	43.0%	27.0%	38.0%
6	ELA	29 of 40	72.50%	82.0%	51.0%	65.0%
6	Math	26 of 40	65.00%	72.0%	40.0%	55.0%

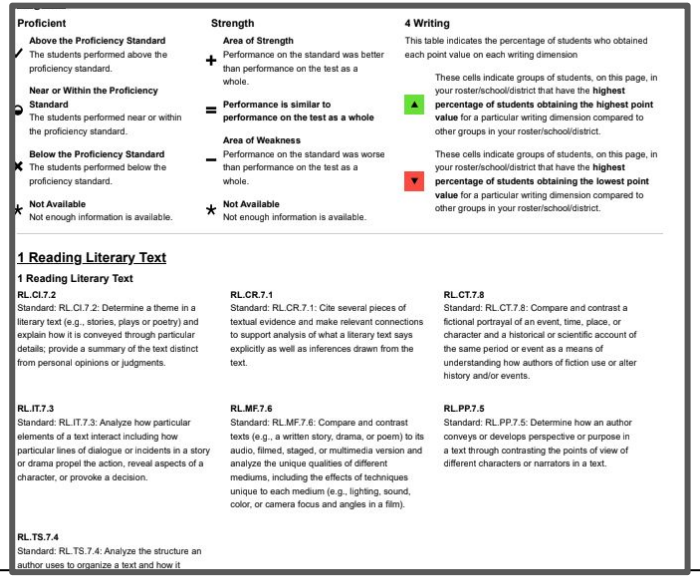
KEY

- ABOVE STATE AVG
- BELOW STATE AVG
- MATCH STATE AVG

DATA FINDINGS

Grade 3 Mathematics is a significant area of strength. On the "EB" tab, 76.2% (32 of 42) of students met/exceeded expectations, compared with 49% statewide, 63% in Bergen County, and 69% districtwide. The "Math 3" tab also shows an average scale score of 1410, above both the state (1396) and county (1405) averages. Operations & Algebraic Thinking was particularly strong, with 60% of students Above Expectations in that reporting category.

Grade 6 ELA demonstrates the strongest upper-grade ELA performance. The "EB" tab shows 72.5% (29 of 40) meeting/exceeding expectations, substantially above the 51% state and 65% county rates. On "ELA 6," the school average scale score was 1520, compared with 1498 statewide and 1515 countywide.



Proficient

✓ **Above the Proficiency Standard**
The students performed above the proficiency standard.

◒ **Near or Within the Proficiency Standard**
The students performed near or within the proficiency standard.

✗ **Below the Proficiency Standard**
The students performed below the proficiency standard.

* **Not Available**
Not enough information is available.

Strength

\+ **Area of Strength**
Performance on the standard was better than performance on the test as a whole.

= **Performance is similar to performance on the test as a whole**

− **Area of Weakness**
Performance on the standard was worse than performance on the test as a whole.

* **Not Available**
Not enough information is available.

4 Writing

This table indicates the percentage of students who obtained each point value on each writing dimension

▲ These cells indicate groups of students, on this page, in your roster/school/district that have the **highest percentage of students obtaining the highest point value** for a particular writing dimension compared to other groups in your roster/school/district.

▼ These cells indicate groups of students, on this page, in your roster/school/district that have the **highest percentage of students obtaining the lowest point value** for a particular writing dimension compared to other groups in your roster/school/district.

1 Reading Literary Text

1 Reading Literary Text

RL.CI.7.2
Standard: RL.CI.7.2: Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.CR.7.1
Standard: RL.CR.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CT.7.8
Standard: RL.CT.7.8: Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

RL.IT.7.3
Standard: RL.IT.7.3: Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.MF.7.6
Standard: RL.MF.7.6: Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.PP.7.5
Standard: RL.PP.7.5: Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.TS.7.4
Standard: RL.TS.7.4: Analyze the structure an author uses to organize a text and how it

Elementary Highlights & Priorities: Grades 3–6

Strong Literacy & Mathematics Achievement: ***Grades 3–6 exceeded state proficiency averages***, with Grade 6 reaching 71.6% compared with 40% statewide. All elementary grade levels exceeded state ELA averages, with Grade 6 achieving 82.1% proficiency.

Science Achievement Above State Levels: Grade 5 science proficiency reached 43.2%, compared with approximately 27% statewide, providing a foundation for strengthening scientific inquiry.

Strengthen Literacy Instruction: Continue refining IMSE-aligned practices and Amplify implementation to reinforce foundational literacy, comprehension, and consistent instructional approaches.

Target WIN Instruction: Use screening, classroom assessments, and progress-monitoring data to create flexible WIN groups that address specific student needs and measure individual growth.

Advance Mathematics Instruction: Strengthen SAVVAS implementation with increased emphasis on Math Talks, mathematical vocabulary, conceptual understanding, and multi-step problem-solving.

Expand Science Practices: Increase opportunities for scientific inquiry, evidence-based explanations, data interpretation, and application of science concepts.

PRHS Highlights & Priorities: Grades 7-12

Strong Literacy Foundations: Grade 7 achieved 79.8% ELA proficiency, while Grade 9 reached 73.9%, both ***exceeding statewide averages by significant margins***.

Graduation Readiness: Grade 11 students ***exceeded statewide NJGPA-A benchmarks*** in ELA (86% vs. 76%) and mathematics (76.7% vs. 61%).

Strengthen Interdisciplinary Literacy: Integrate close reading, academic vocabulary, and evidence-based reasoning across subjects, particularly scientific texts and multi-step mathematics word problems.

Review Curriculum Alignment: Evaluate curriculum scope, sequence, and pacing to identify instructional gaps, strengthen grade-level transitions, and reinforce essential skills.

Refine Exploratory Mathematics: Use incoming students' mathematics results to tailor Grade 7 and 8 instruction and Exploratory Math supports around demonstrated cohort needs.

Strengthen Science Practices: Expand opportunities for analyzing scientific information, interpreting data, constructing explanations, and applying evidence across content areas.

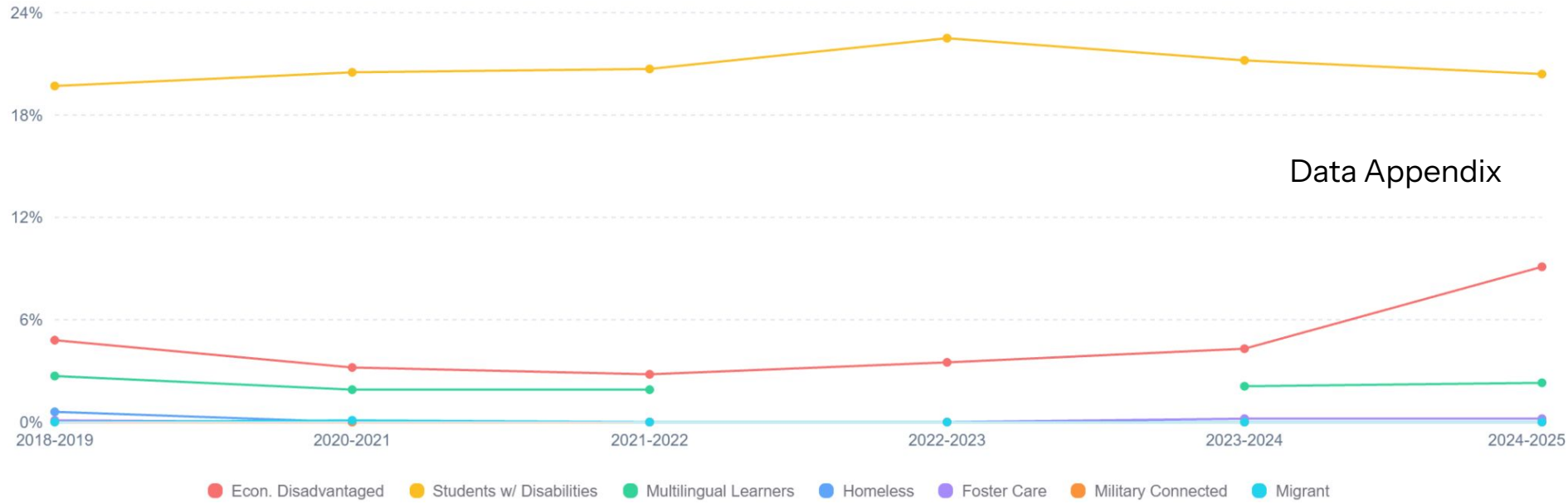
Resources & Contacts

School Year 2025-26 Assessment Reports
New Jersey School Performance
Cambium Testing Personne
Data Appendix

Dr. Patrick Bernardo: patrickbernardo@parkridge.k12.nj.us
Samantha Rodriguez-Torrento: samrtorrento@parkridge.k12.nj.us

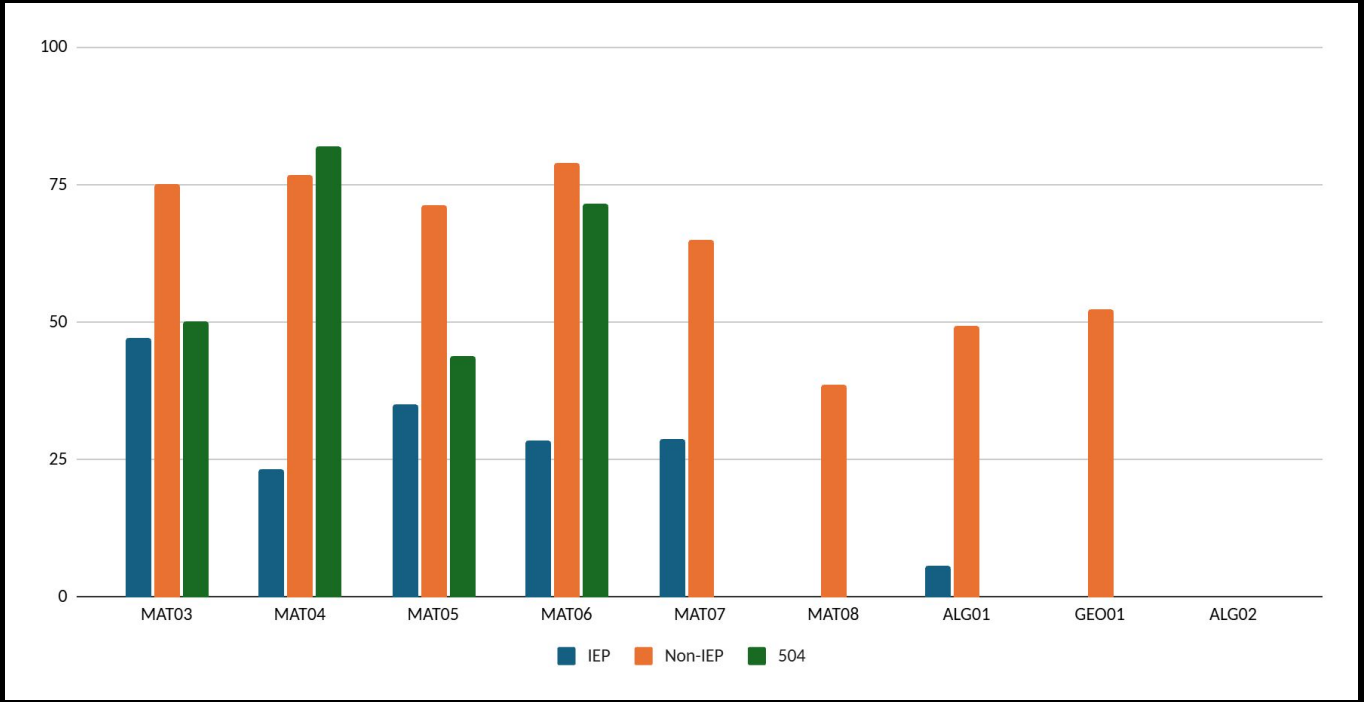
Student Group Trends

Understanding the **composition and performance of our student groups allows us to recognize strengths, identify areas of need, and ensure equitable access to targeted instruction and support so every student has the opportunity to succeed.** The data below outlines data since 2018 leading up to our most recent populations as indicated in the 2025-2026 Assessment Reports.



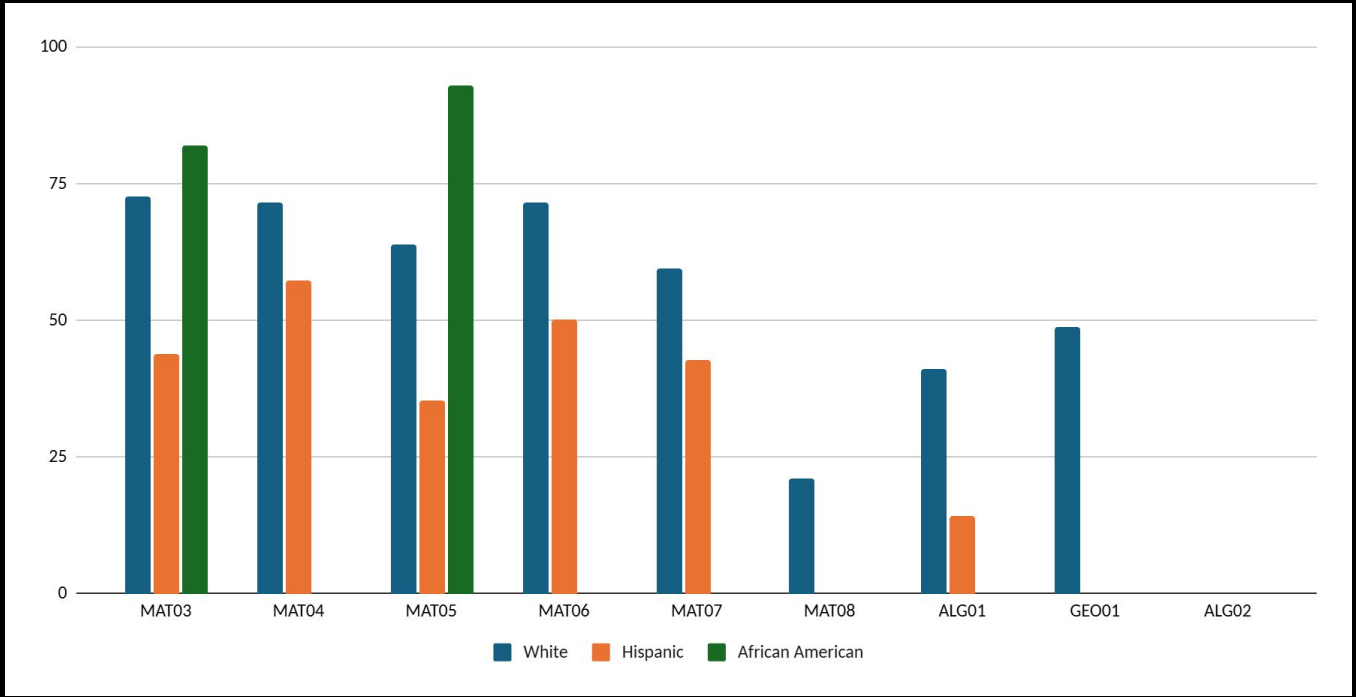
Data Appendix

NJSLA-A Math
by Subgroup 2025-2026



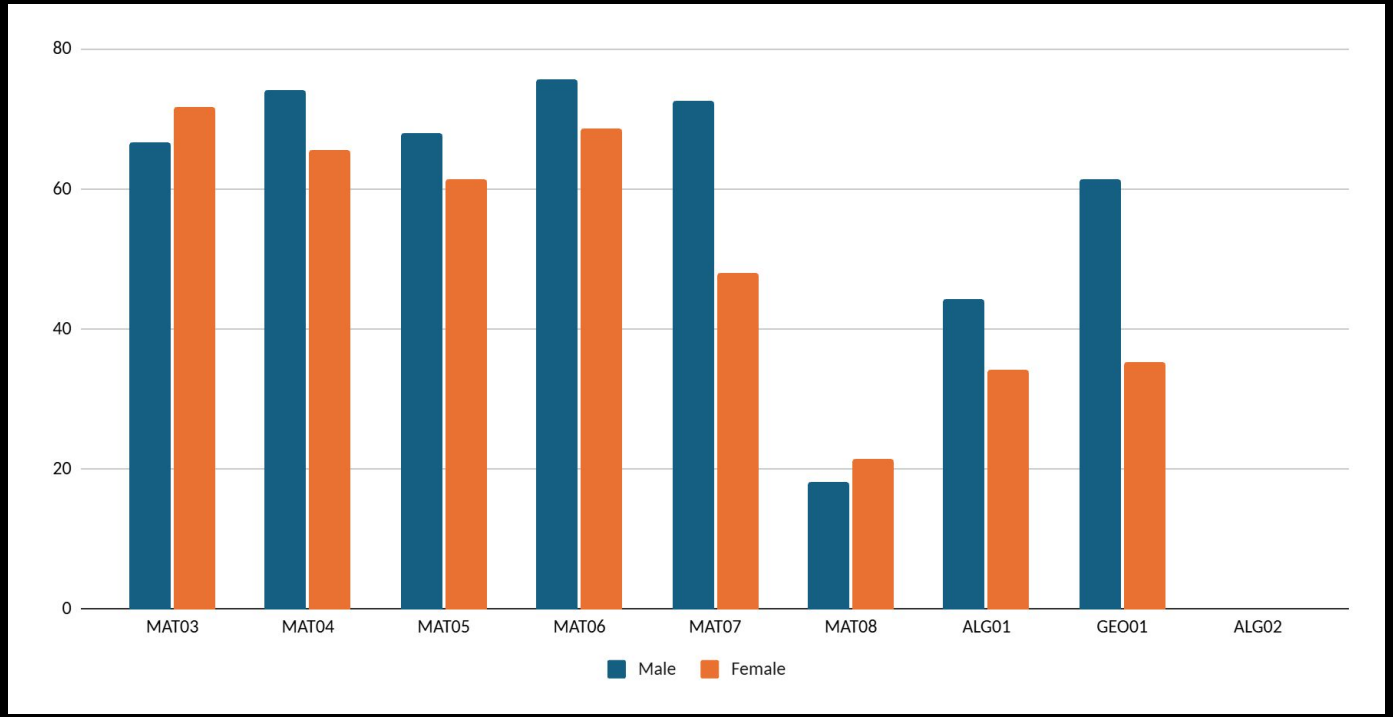
Data Appendix

NJSLA-A Math
by Subgroup 2025-2026



Data Appendix

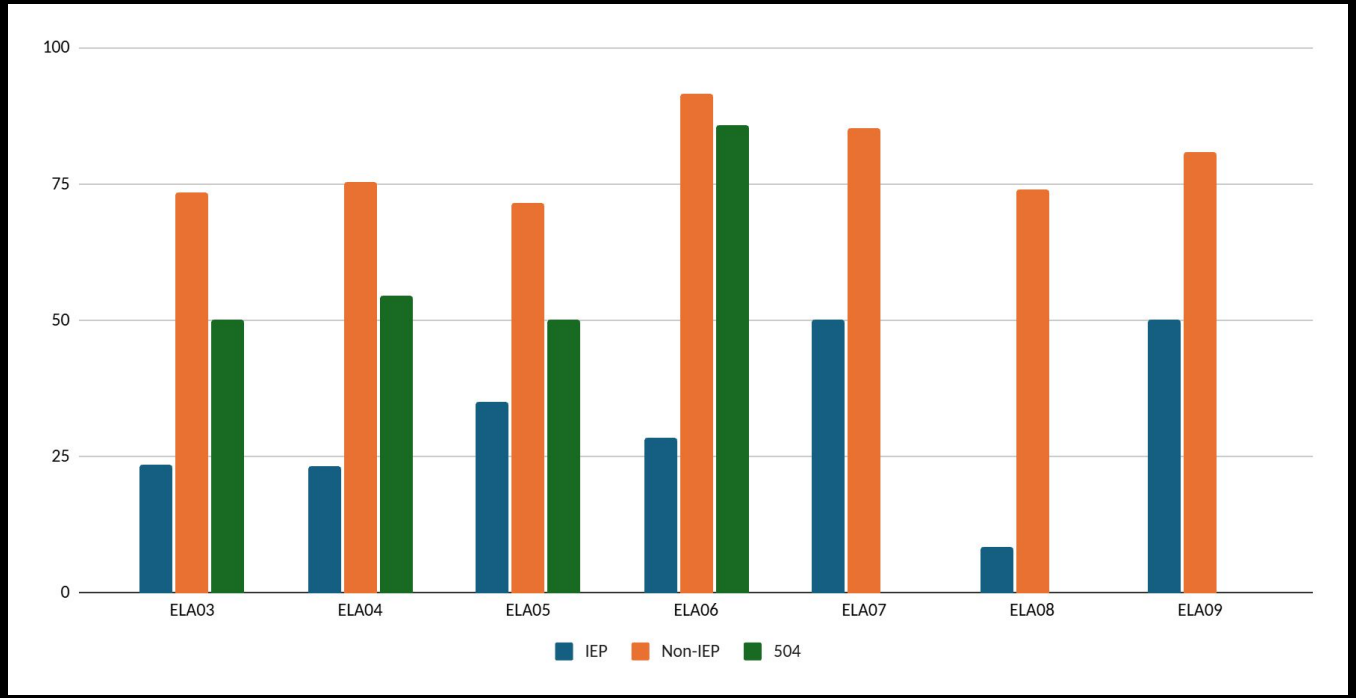
NJSLA-A Math
by Subgroup 2025-2026



Data Appendix

NJSLA-A ELA

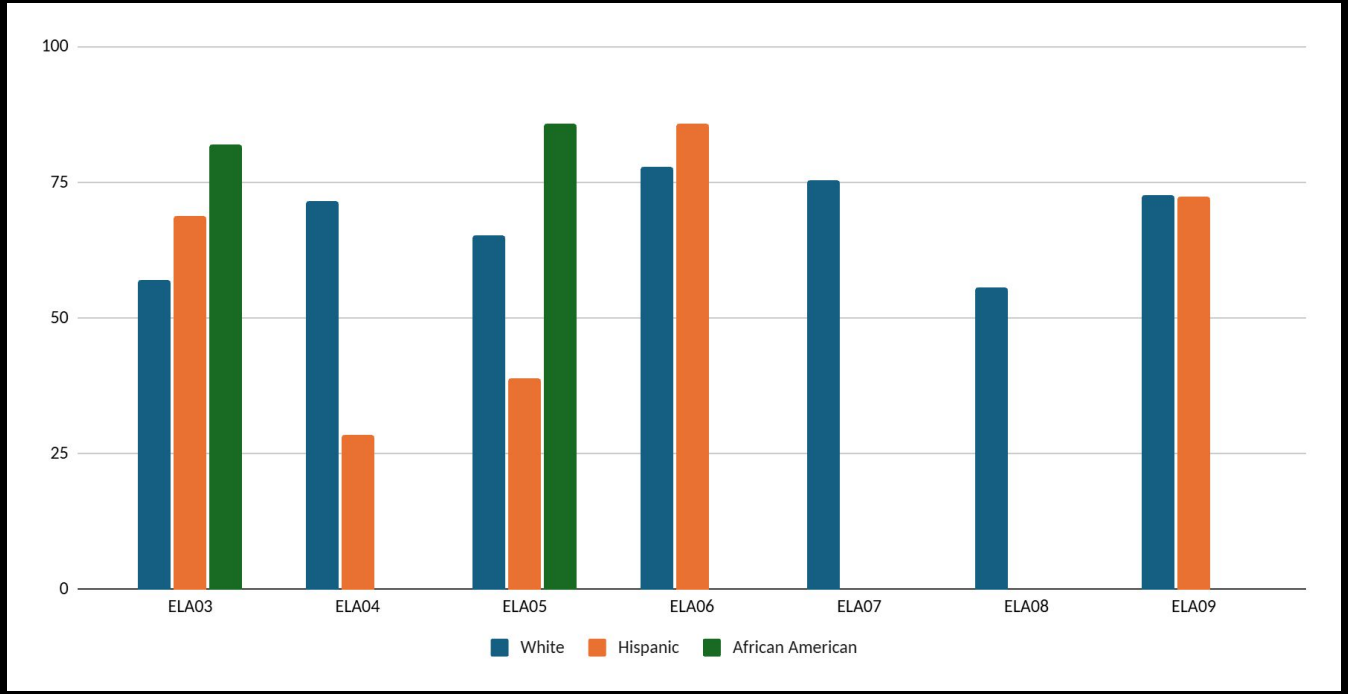
by Subgroup 2025-2026



Data Appendix

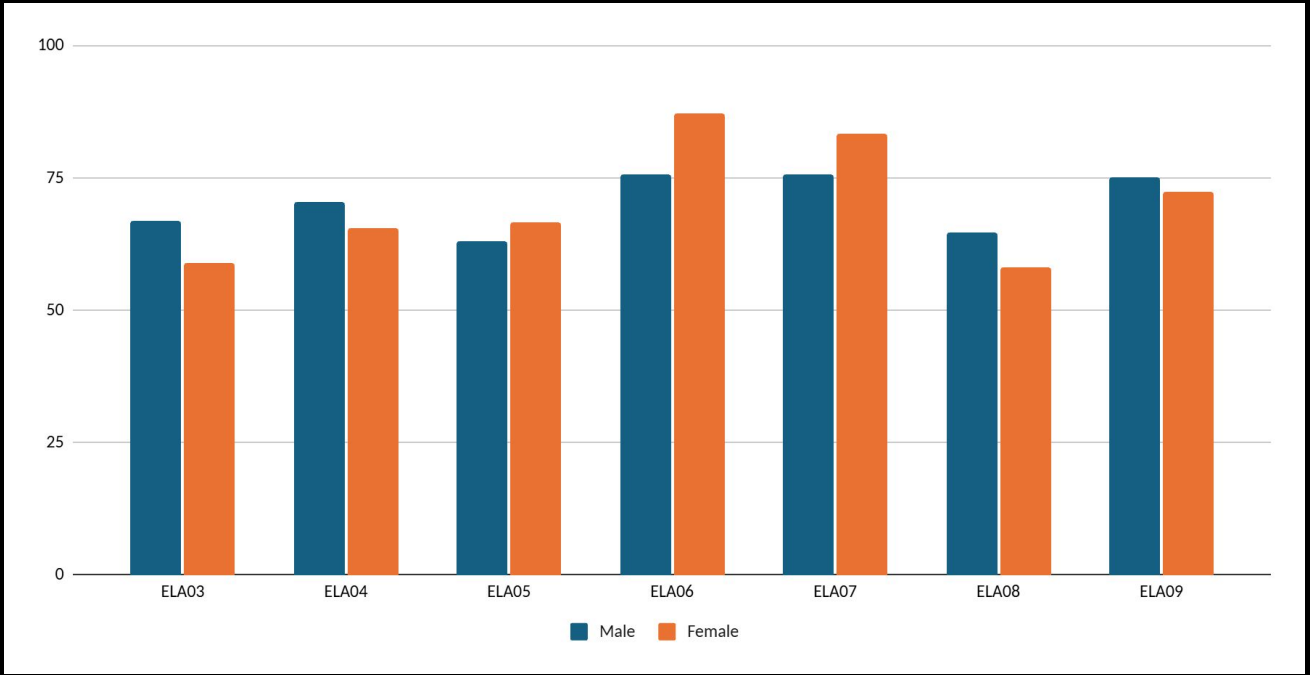
NJSLA-A ELA

by Subgroup 2025-2026



Data Appendix

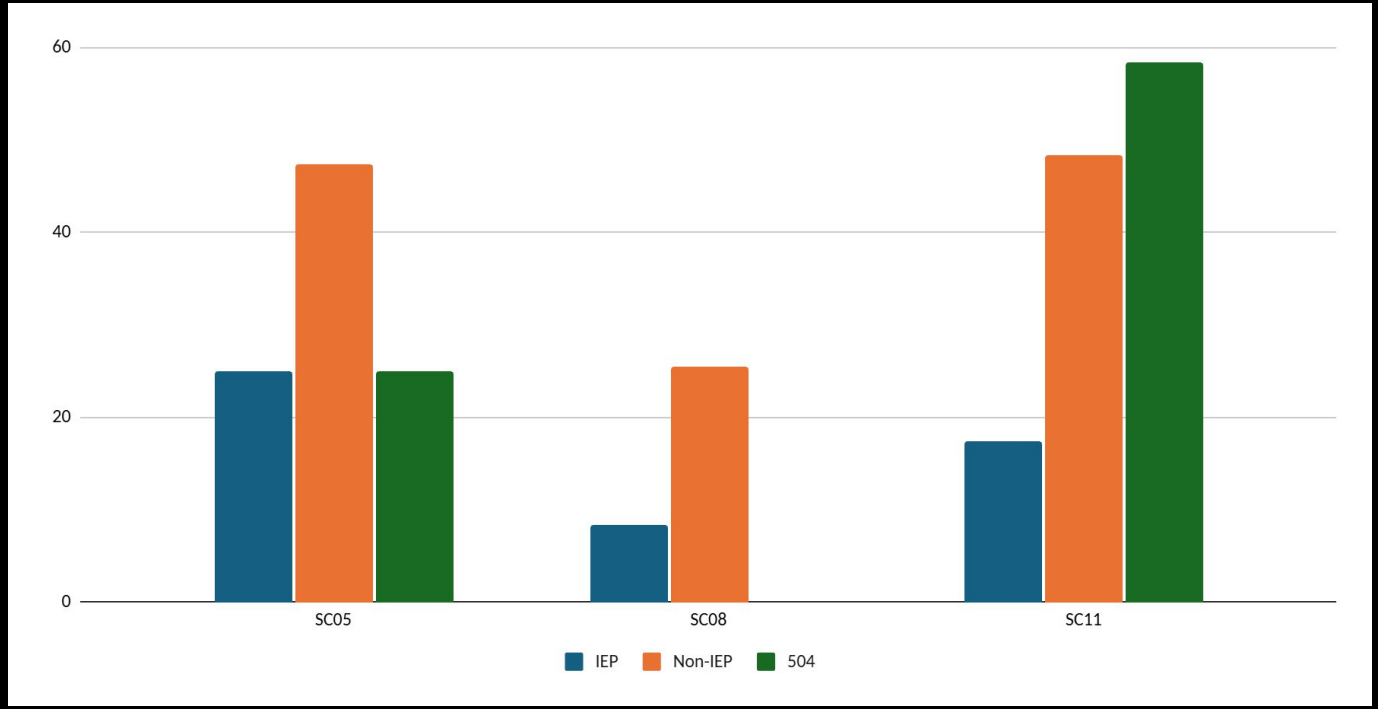
NJSLA-A ELA
by Subgroup 2025-2026



Data Appendix

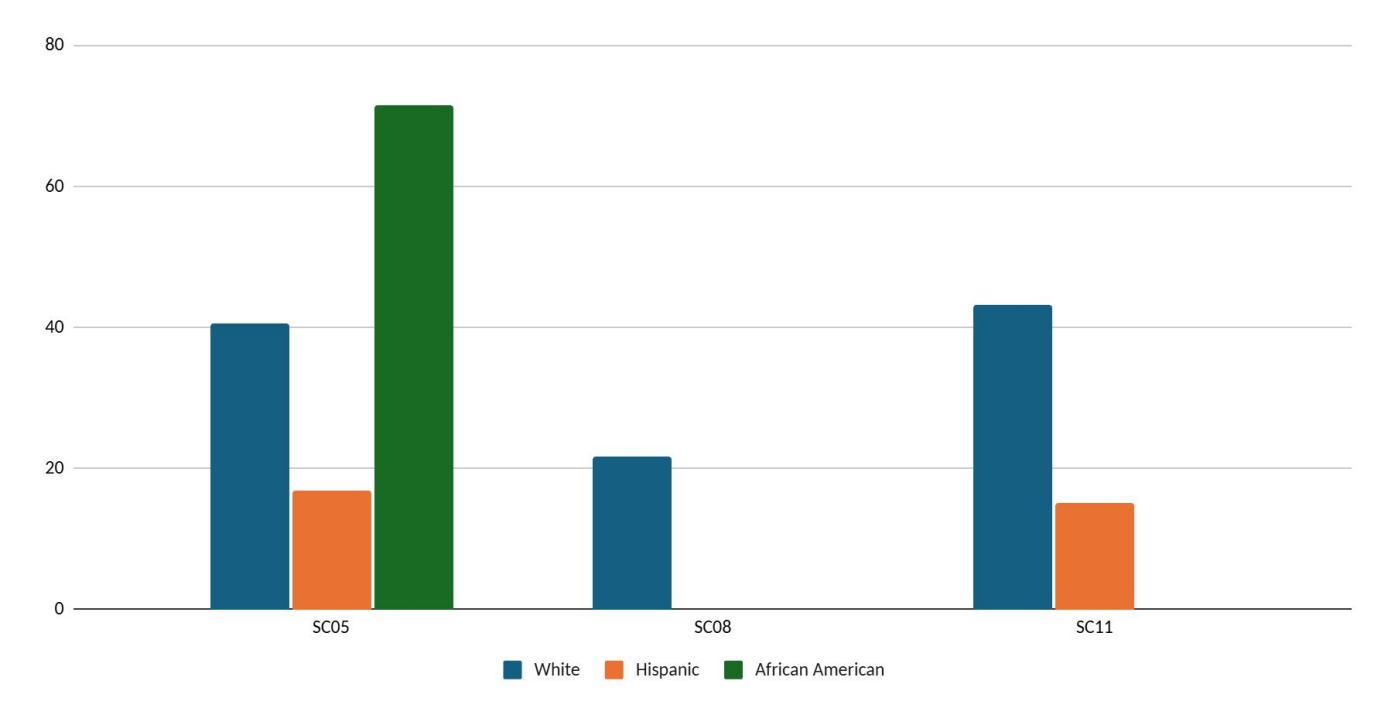
NJSLA Sci.

by Subgroup 2025-2026



Data Appendix

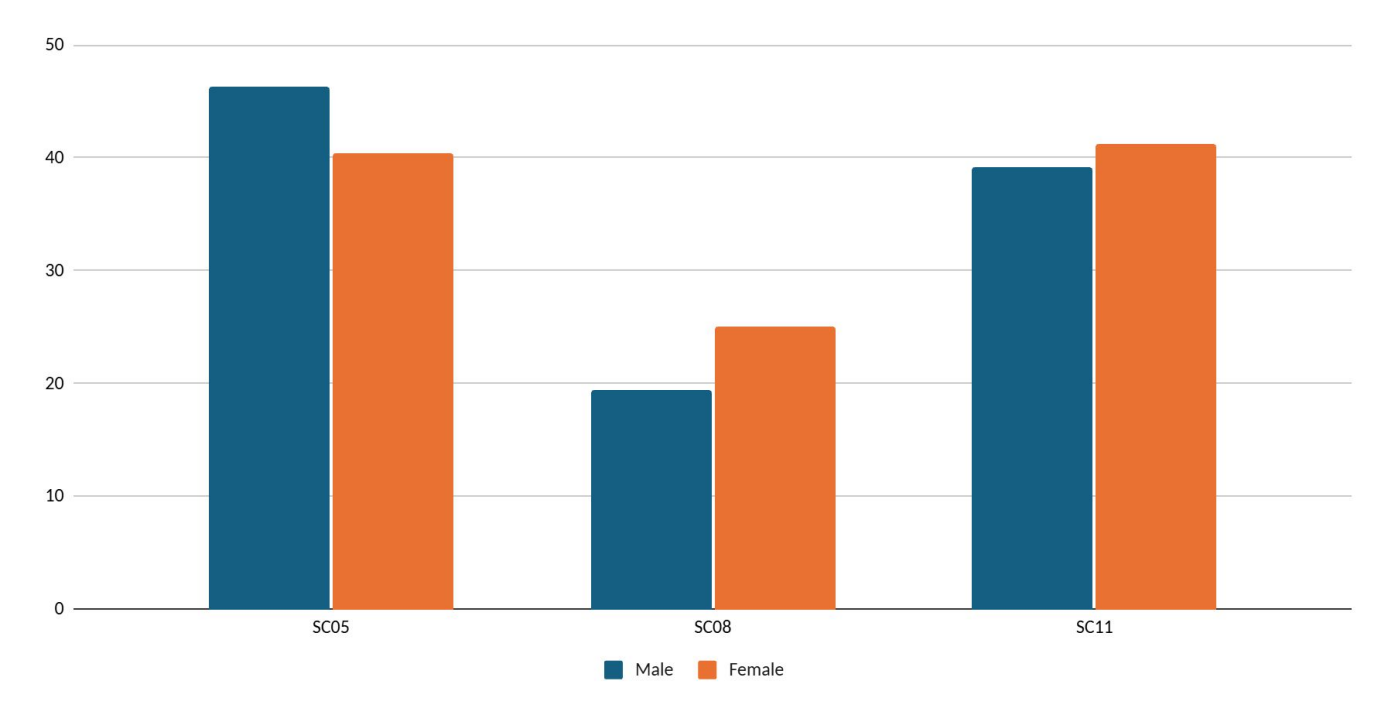
NJSLA Sci.
by Subgroup 2025-2026



Data Appendix

NJSLA Sci.

by Subgroup 2025-2026



Data Appendix