Freehold Borough School District

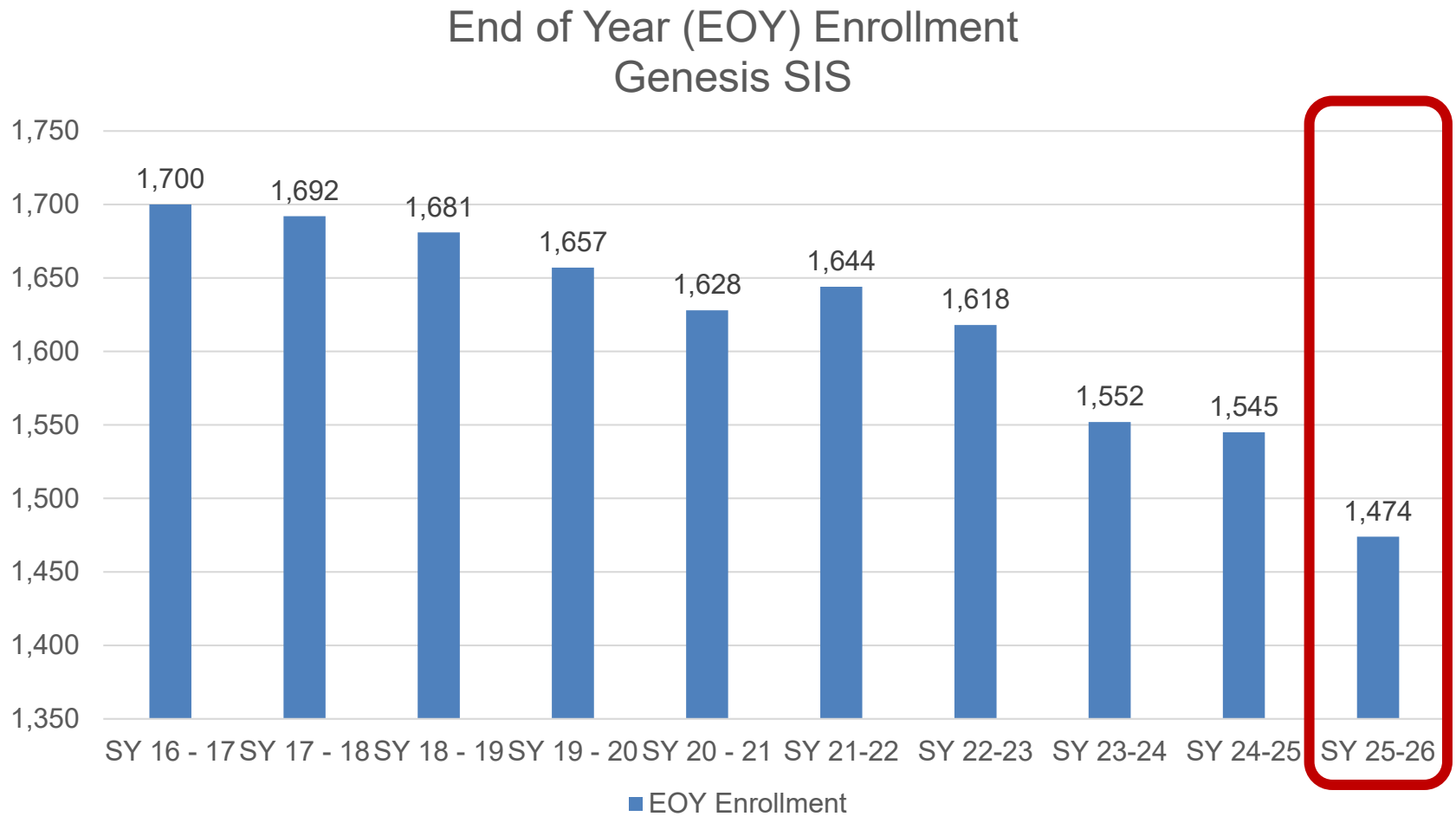
Spring 2026
State Assessment Results

Board of Education Meeting
November 18, 2026

Requirement to Report (N.J.A.C 6A:8-4.3)

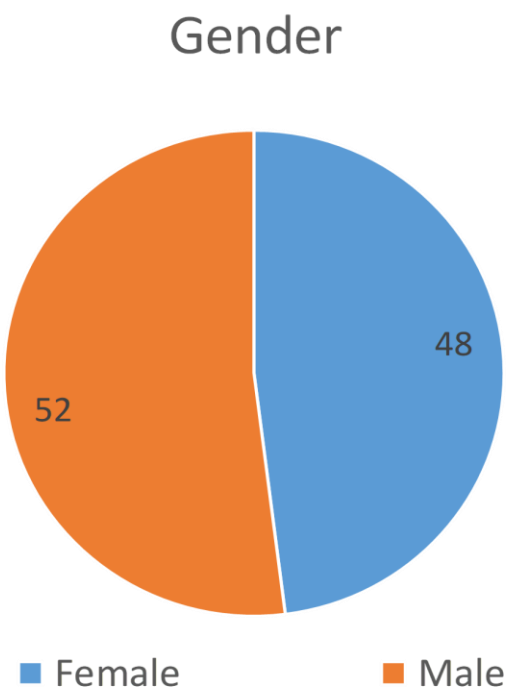
- Superintendent or designee to report within 60 days of receiving final data
- Report to:
  - School Community Members
    - Board of Education
    - Students and Parents/Guardians
    - Staff
- State Assessments Included:
  - New Jersey Student Learning Assessment - Adaptive (NJSLA-A) – Spring 2026
  - Dynamic Learning Map (DLM) – Spring 2026
- Aggregated and Disaggregated Data
- Trend and Comparative Analyses
- Takeaways/Interventions/Course of Actions

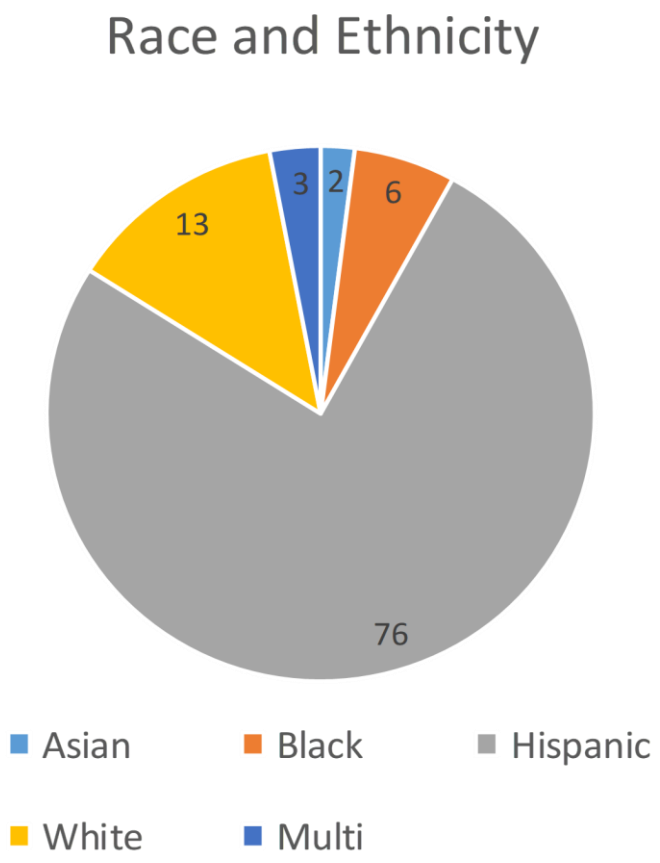
District Information
Enrollment



District Information
EOY 25-26 Demographic in %

Total # of Students PreK – 8 = **1,474**





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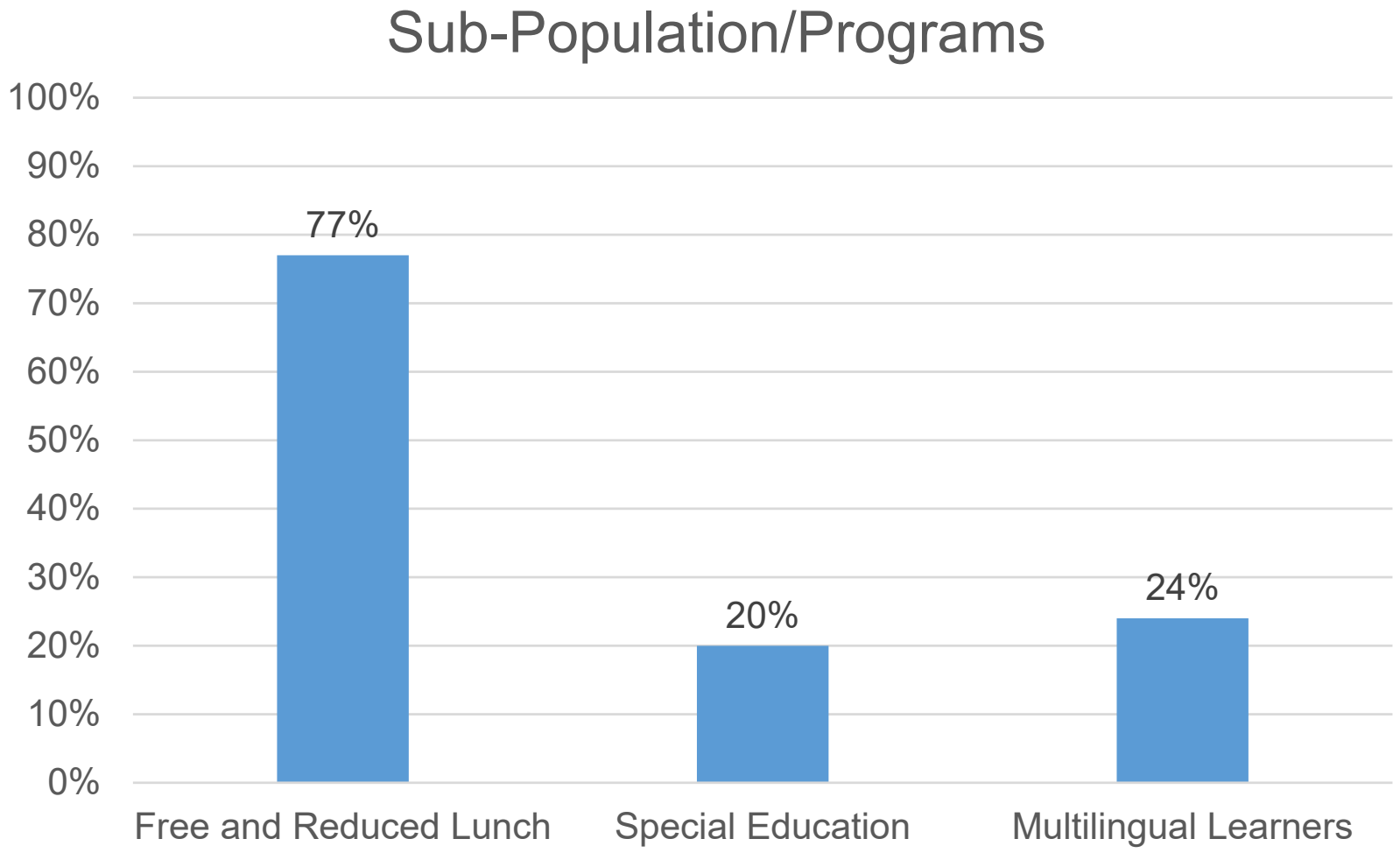
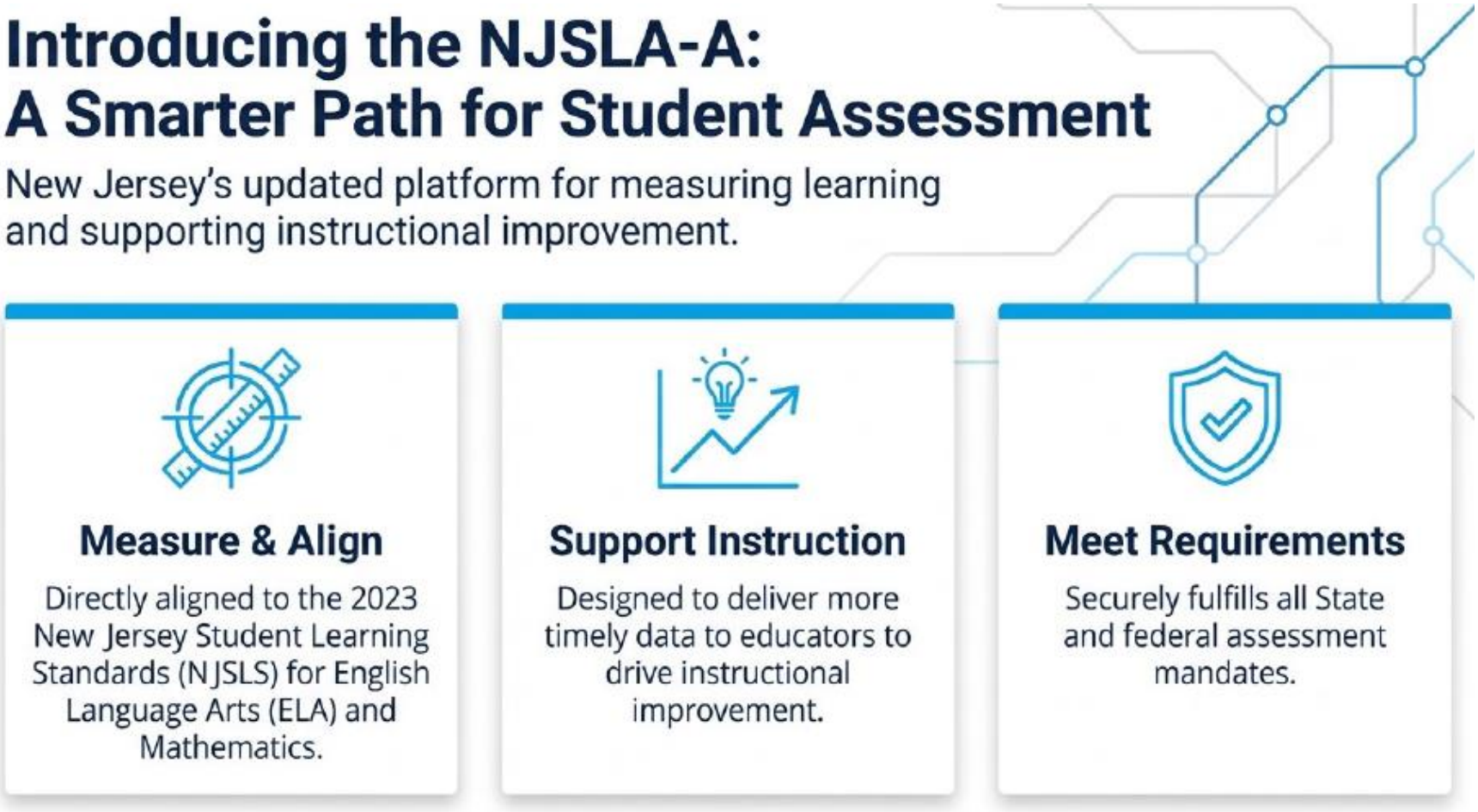


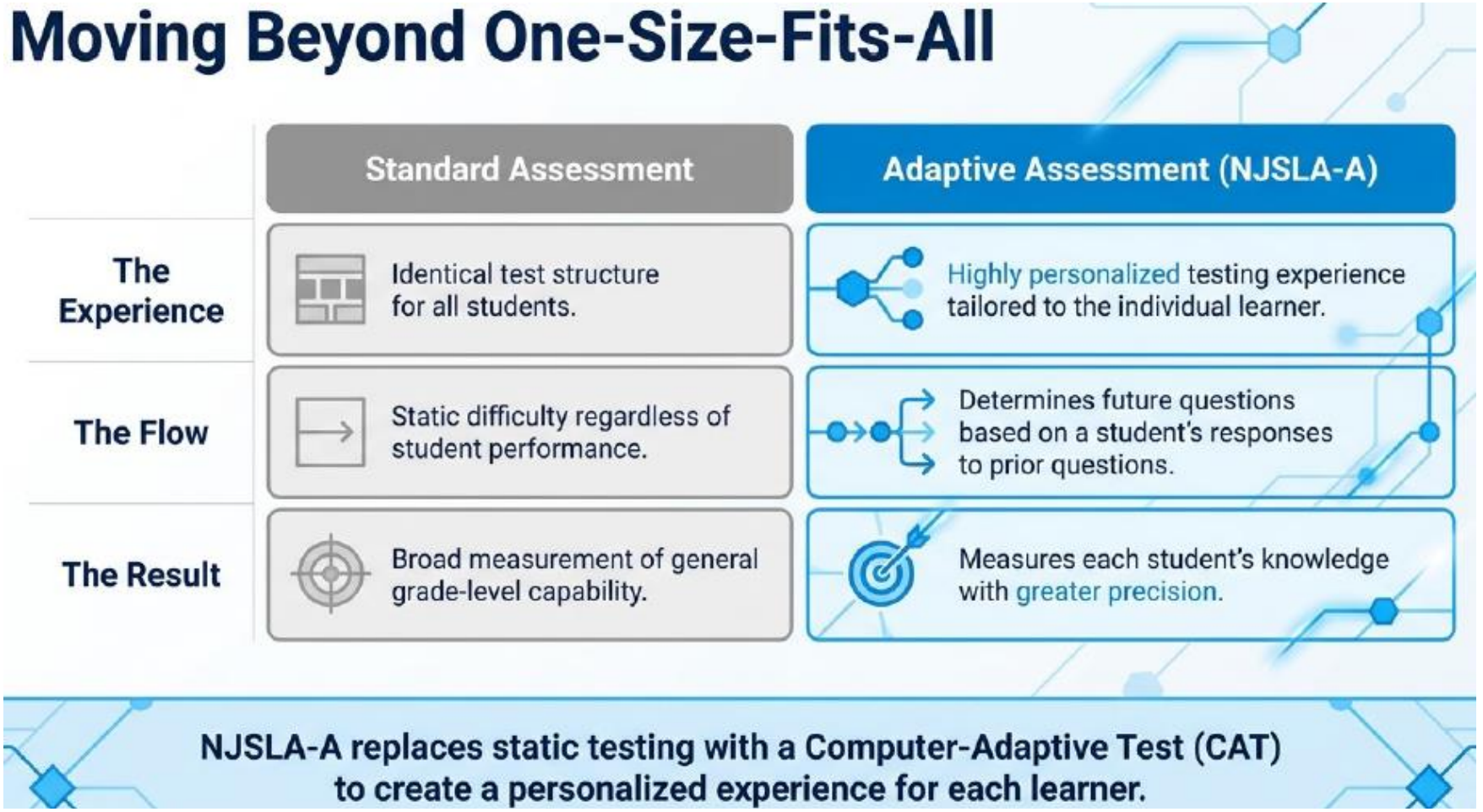
New Jersey Student Learning Assessment - Adaptive (NJSLA - A)

NJSLA – A: Information



Source: https://www.nj.gov/education/assessment/adaptive/faq.shtml

NJSLA – A: Information



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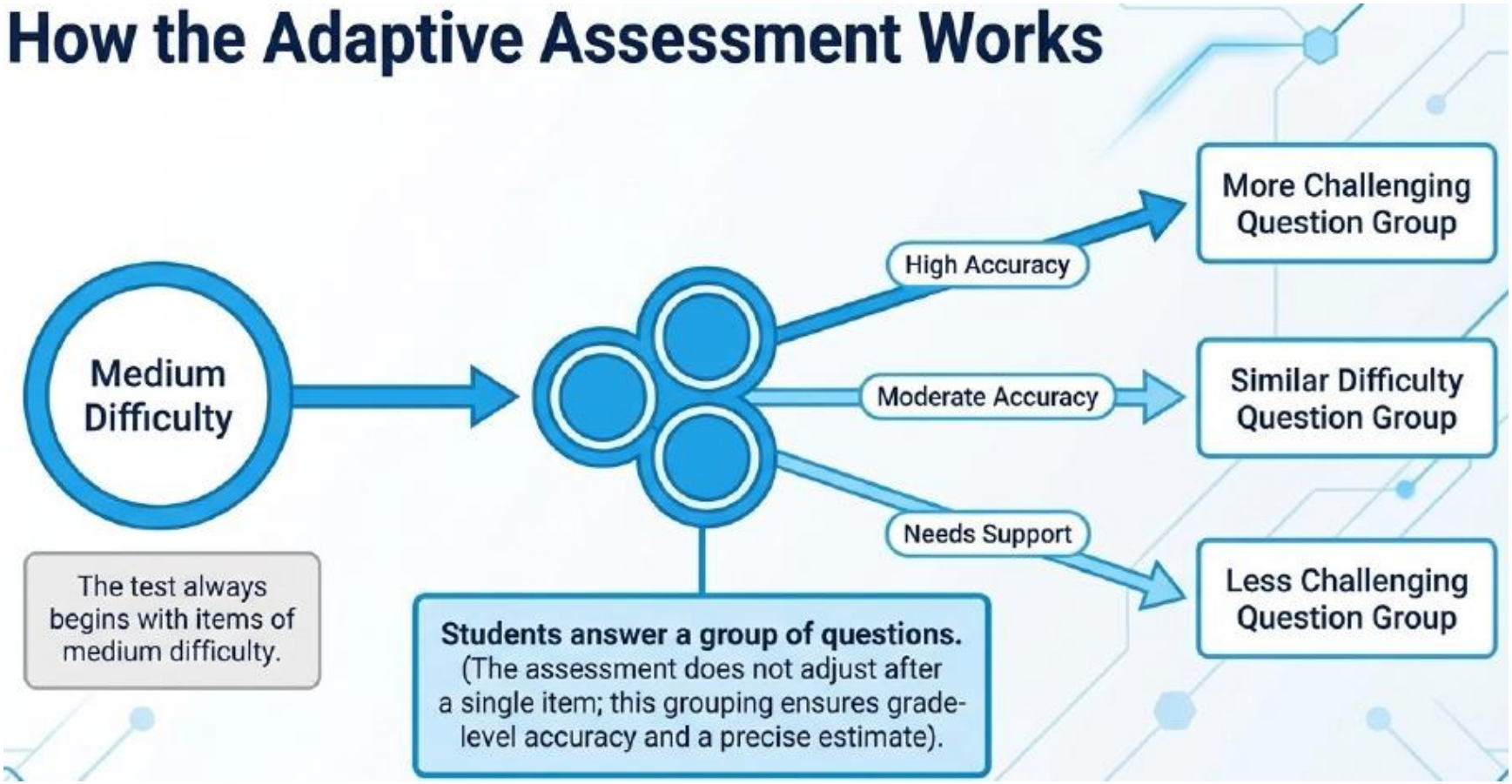
NJSLA – A: Information



Source: https://www.nj.gov/education/assessment/adaptive/faq.shtml

NJSLA – A: Information

Better Measurement Through a Better Experience



Reduced Anxiety.

By presenting students with questions closer to their current level, the test prevents learners from feeling overwhelmed by uniformly difficult items.

Increased Confidence.

Meeting students where they are encourages sustained focus and confidence, creating a more positive testing environment.

Precise Estimation.

Because students receive more items targeted to their actual ability, the resulting data provides a far more precise measure of their true knowledge.

The NJSLA-A uses advanced adaptive technology not just to test students, but to understand them with greater precision and care.

Source: https://www.nj.gov/education/assessment/adaptive/faq.shtml

NJSLA – A: Information

NJSLA-A uses five performance levels to determine student attainment of grade level expectations.

Level 1	Level 2	Level 3	Level 4	Level 5
Did not yet meet grade-level expectations	Partially met grade-level expectations	Approaching grade-level expectations	Met grade-level expectations	Exceeded grade-level expectations

Source: https://www.nj.gov/education/assessment/adaptive/faq.shtml

NJSLA – A: Information

Historical NJSLA vs. NJSLA-A

	Historical NJSLA	NJSLA-A
Scale score range	650-850 in every grade and course	Different range for each grade and course (e.g., ELA Grade 3: 1302-1586; Algebra I: 2321-2640)
Proficient (Level 4) cut	750 in every grade	ELA 1446 (Grade 3) to 1535 (Grade 9); Math 1399 (Grade 3) to 1577 (Grade 8); 2500 in HS courses
Level 2 and 3 cuts	700 and 725 in every grade	Vary by grade and subject
Level 5 (Exceeding) cut	Varied by grade and subject	Varies by grade and subject
ELA reporting categories	5: Reading Literary Text, Reading Informational Text, Vocabulary, Written Expression, Knowledge of Language & Conventions	4: Reading Literary Text, Reading Informational Text, Language, Writing
Math reporting categories	4: Major Content, Additional & Supporting Content, Expressing Mathematical Reasoning, Modeling & Application (same in every grade)	Varies with 3-4 by grade: e.g., Grade 6 has Ratios, Number System, Expressions & Equations, Geometry & Statistics
Category performance levels	3: Below Expectations, Near Expectations, Met or Exceeded Expectations	3: Below Expectations, Near or Within Expectations, Above Expectations

Source: https://www.nj.gov/education/assessment/adaptive/faq.shtml

NJSLA – A: Information

Spring 2026 NJSLA-A ELA Cut Scores

Grade	Partially Met Expectations (Level 2)	Approaching Expectations (Level 3)	Met Expectations (Level 4)	Exceeded Expectations (Level 5)
3	1385	1423	1446	1488
4	1410	1439	1473	1503
5	1425	1466	1486	1537
6	1438	1469	1500	1547
7	1449	1485	1510	1561
8	1471	1495	1525	1569

NJSLA – A: Information

Spring 2026 NJSLA-A Math Cut Scores

Grade	Partially Met Expectations (Level 2)	Approaching Expectations (Level 3)	Met Expectations (Level 4)	Exceeded Expectations (Level 5)
3	1370	1389	1399	1421
4	1391	1408	1431	1461
5	1416	1438	1463	1499
6	1428	1465	1500	1534
7	1451	1485	1526	1574
8	1504	1535	1577	1612
Algebra I	2430	2469	2500	2550
Geometry	2389	2454	2500	2538

NJSLA – A: Information

Gloomy first look at math, literacy test scores for grades 3-9

Higher-level algebra may be a trouble spot, data suggest, while most students in lower grades fail to hit reading mark

CATHERINE CARRERA, EDUCATION AND CHILD WELFARE WRITER | SEPTEMBER 14, 2026 | EDUCATION

Further, state Education Department leaders warn against using the results from the spring state exams as a direct comparison to prior years', which used standards from 2016.

EDUCATION

Delayed NJ test scores leave schools without key data for new year

"These results represent a new starting point, rather than a direct continuation of previous years' data," said Lisa Haberl, executive director of teaching and learning at the New Jersey Department of Education. "The key question is not whether the proficiency rates went up or down compared to previous assessments. Rather, the most critical question is what these results tell us about student performance under the new assessment framework and how we can use that information to support continuous improvement."

After school districts receive individual student test results, it may take a few more weeks for parents or guardians to receive copies. That delay may also cause families, busy with a new school year and routines, to pay less attention on results and overlook where students stand.

Source: https://www.njspotlightnews.org/2026/09/gloomy-first-look-at-math-literacy-test-scores-for-grades-3-9/

NJSLA – A: Information

EDUCATION

N.J. schools just released new standardized test scores — and some results were shocking

Published: Nov. 12, 2026, 6:01 a.m.



ıdio Stories

By Liz Rosenberg | NJ.com

Scores on New Jersey's standardized tests dropped sharply in some grades and subjects this year, but state officials are cautioning parents not to read the results as evidence that their kids are falling behind.

Source: https://www.nj.com/education/2026/11/nj-schools-just-released-new-standardized-test-scores-and-some-results-were-shocking.html

New Jersey Student Learning Assessment - Adaptive (NJSLA - A)

NJSLA - A
District Performance

ELA

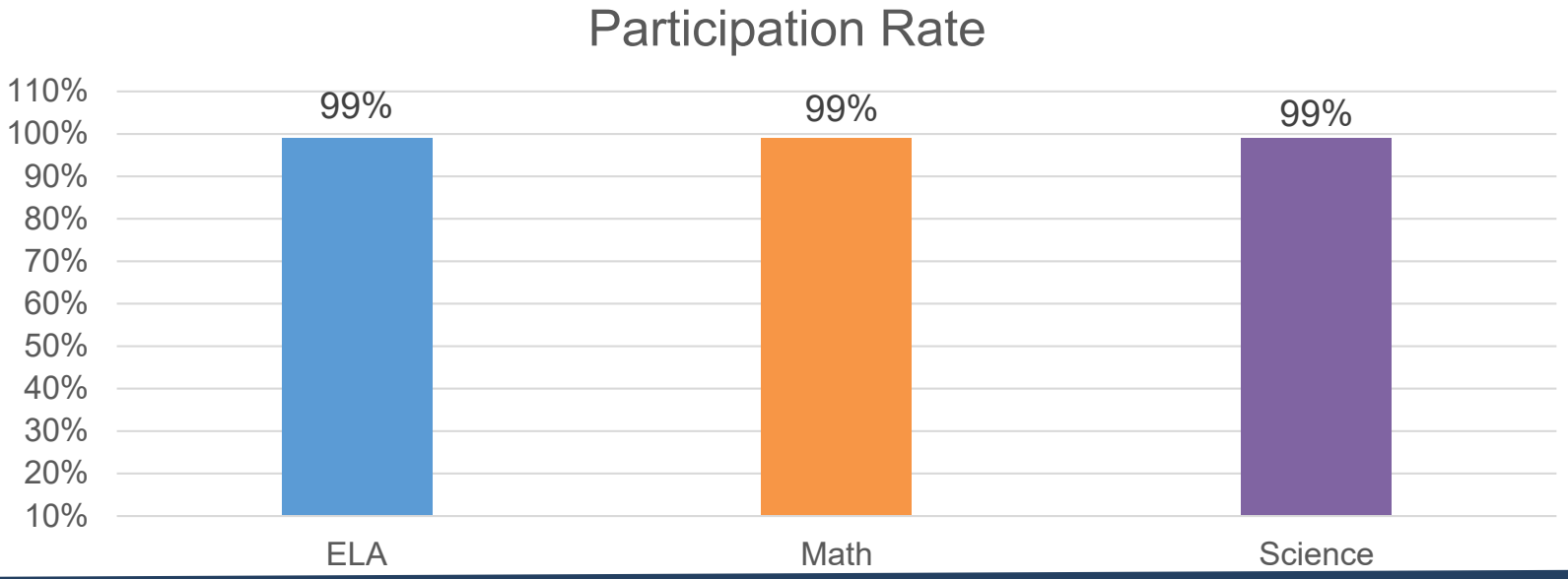
Math

Science*

- Aggregated Reports
  - District Overall Performance
  - Participation Rate
  - Proficiency Rate
  - District vs. State vs. District Factor Group (DFG)
  - Median Student Growth Percentile (mSGP)
- Disaggregated Reports
  - By Grade Level
  - By Race
  - By Program: F/R Lunch, SpEd, MLs (ELLs), GenEd
  - By Gender

* Science was not an adaptive test

NJSLA – Aggregated Reports
District-wide Participation Rate



	# of Students	Participation Rate
Total number of students Grades 3-8	**919**	
Total number of students tested in ELA	906	98.6%
Total number of students tested in Math	909	98.9%
Total number of students tested in Science (Gr. 5 & 8)	307	98.7%

NJSLA – A: Performance and Achievement Levels

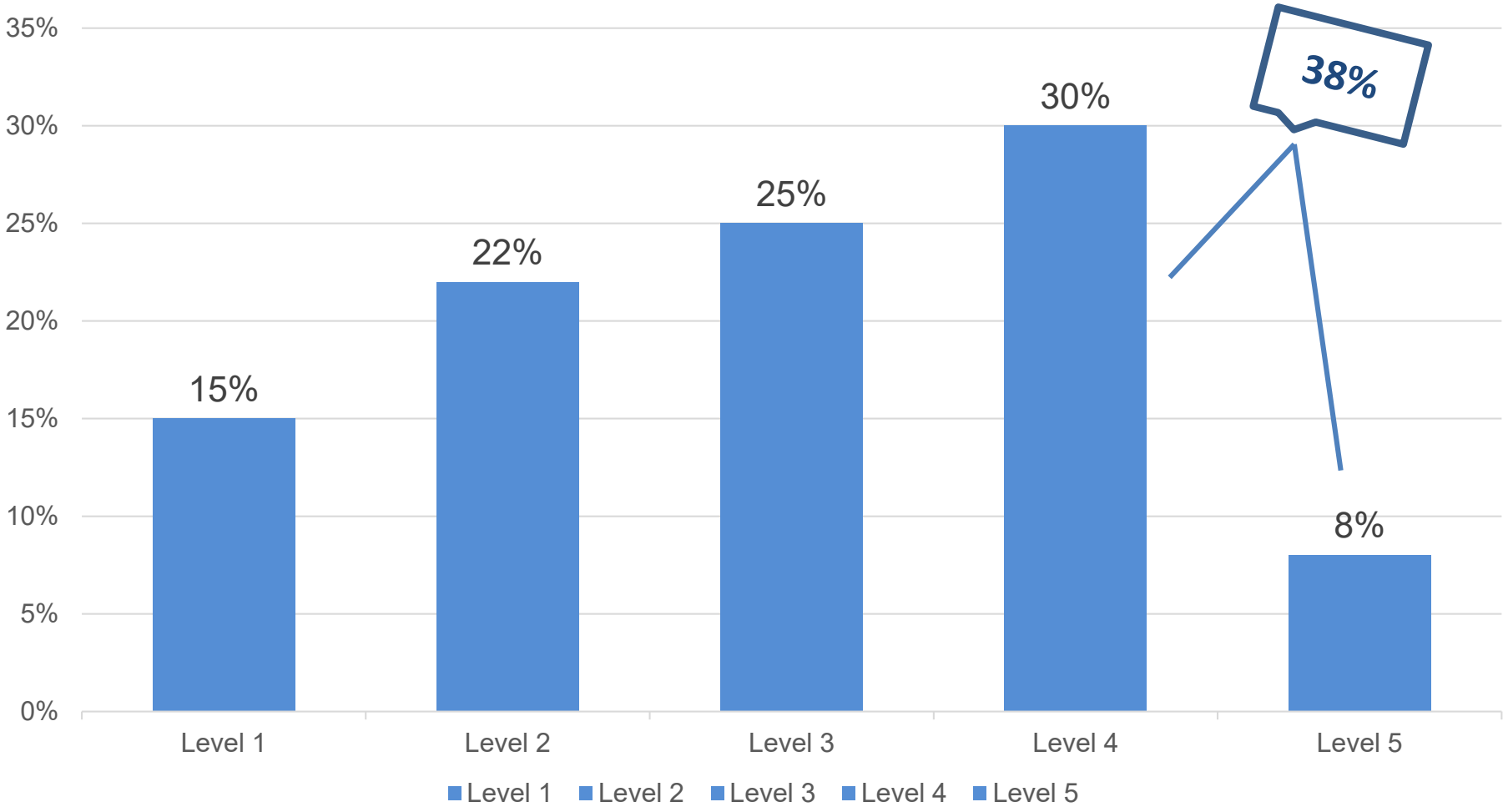
NJSLA-A uses five performance levels to determine student attainment of grade level expectations.

Level 1	Level 2	Level 3	Level 4	Level 5
Did not yet meet grade-level expectations	Partially met grade-level expectations	Approaching grade-level expectations	Met grade-level expectations	Exceeded grade-level expectations

Source: https://www.nj.gov/education/assessment/adaptive/faq.shtml

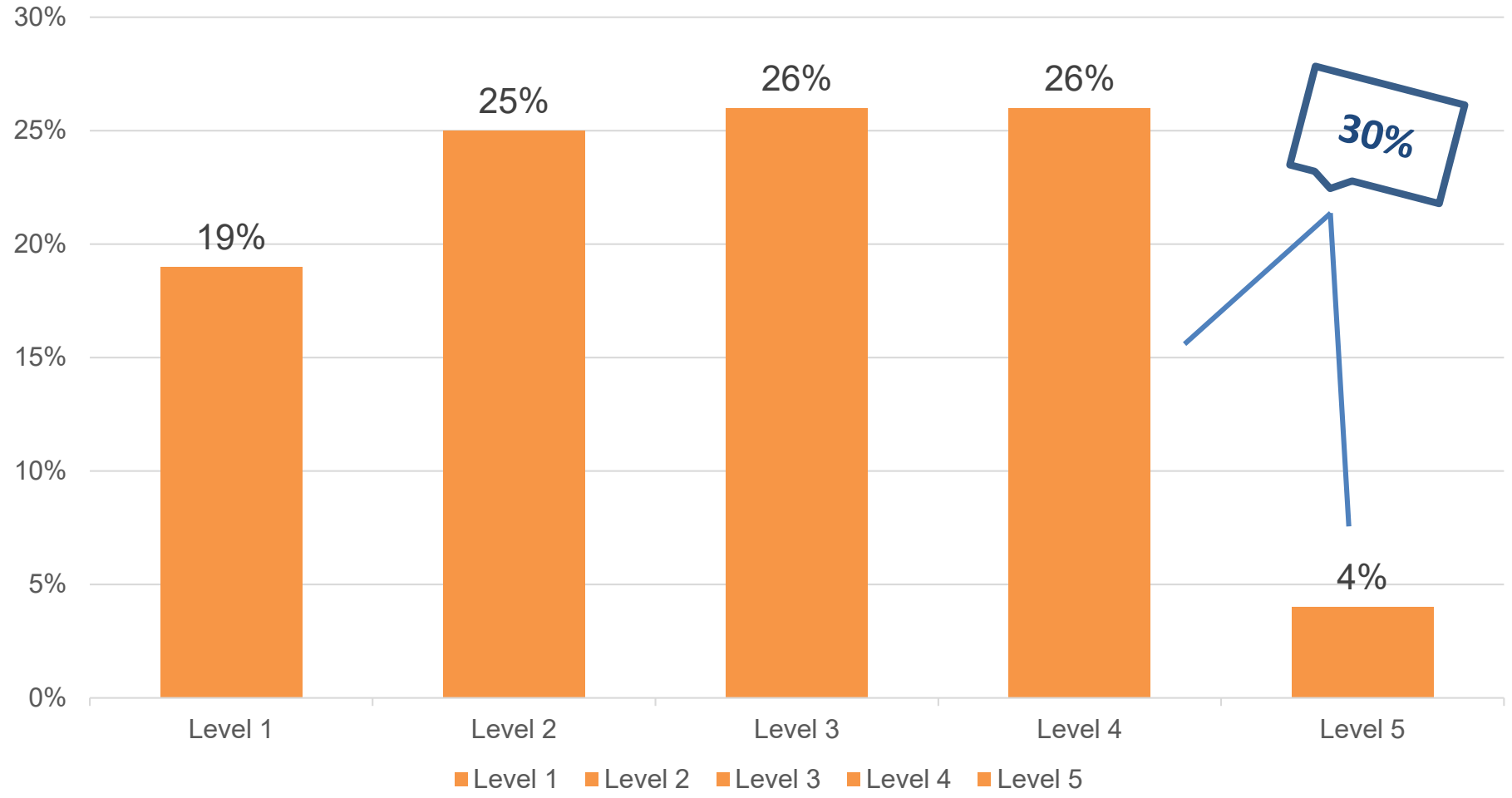
NJSLA – Aggregated Reports

District-wide Performance: ELA % by Performance Level



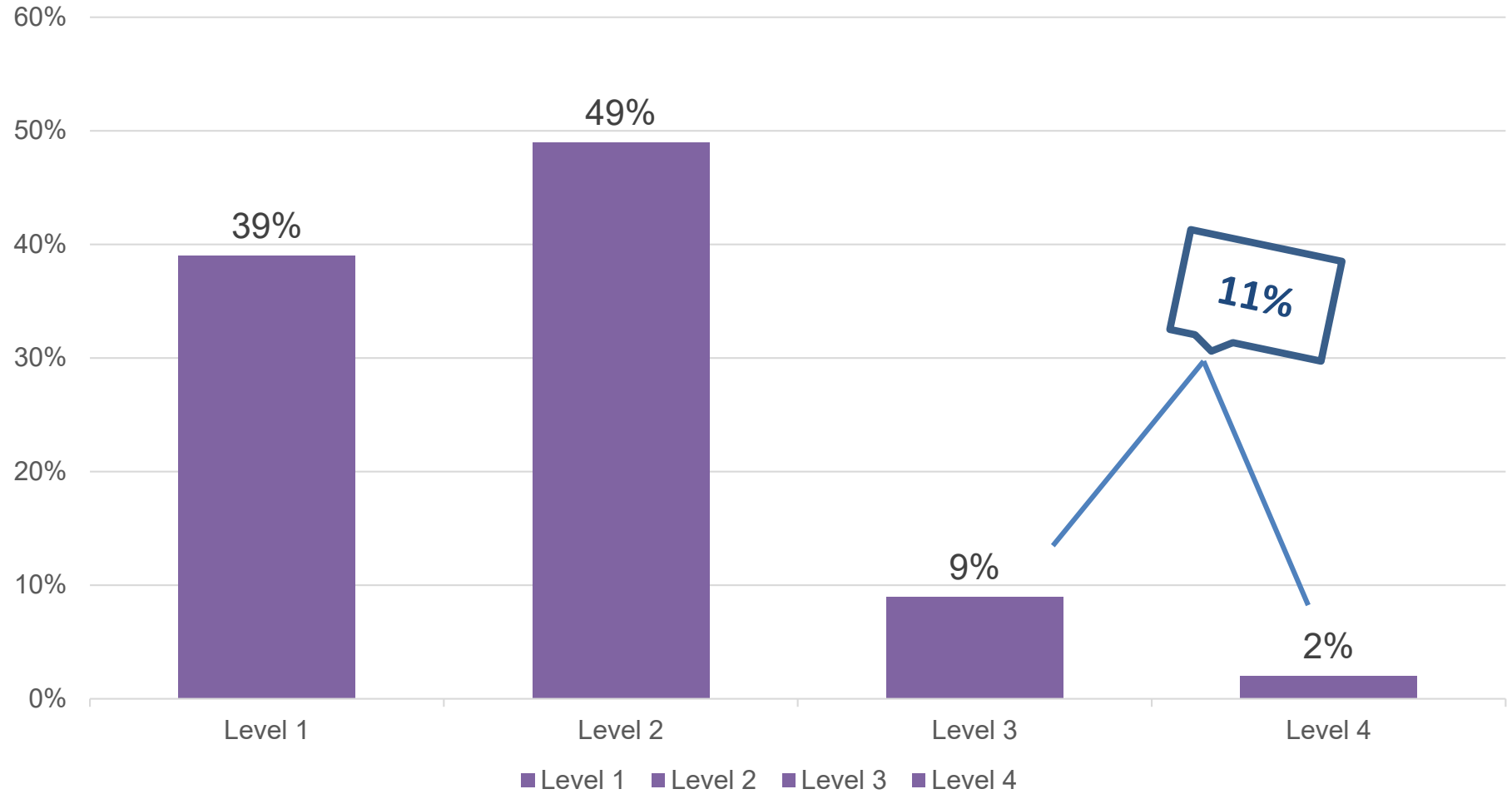
NJSLA – Aggregated Reports

District-wide Performance: Math % by Performance Level



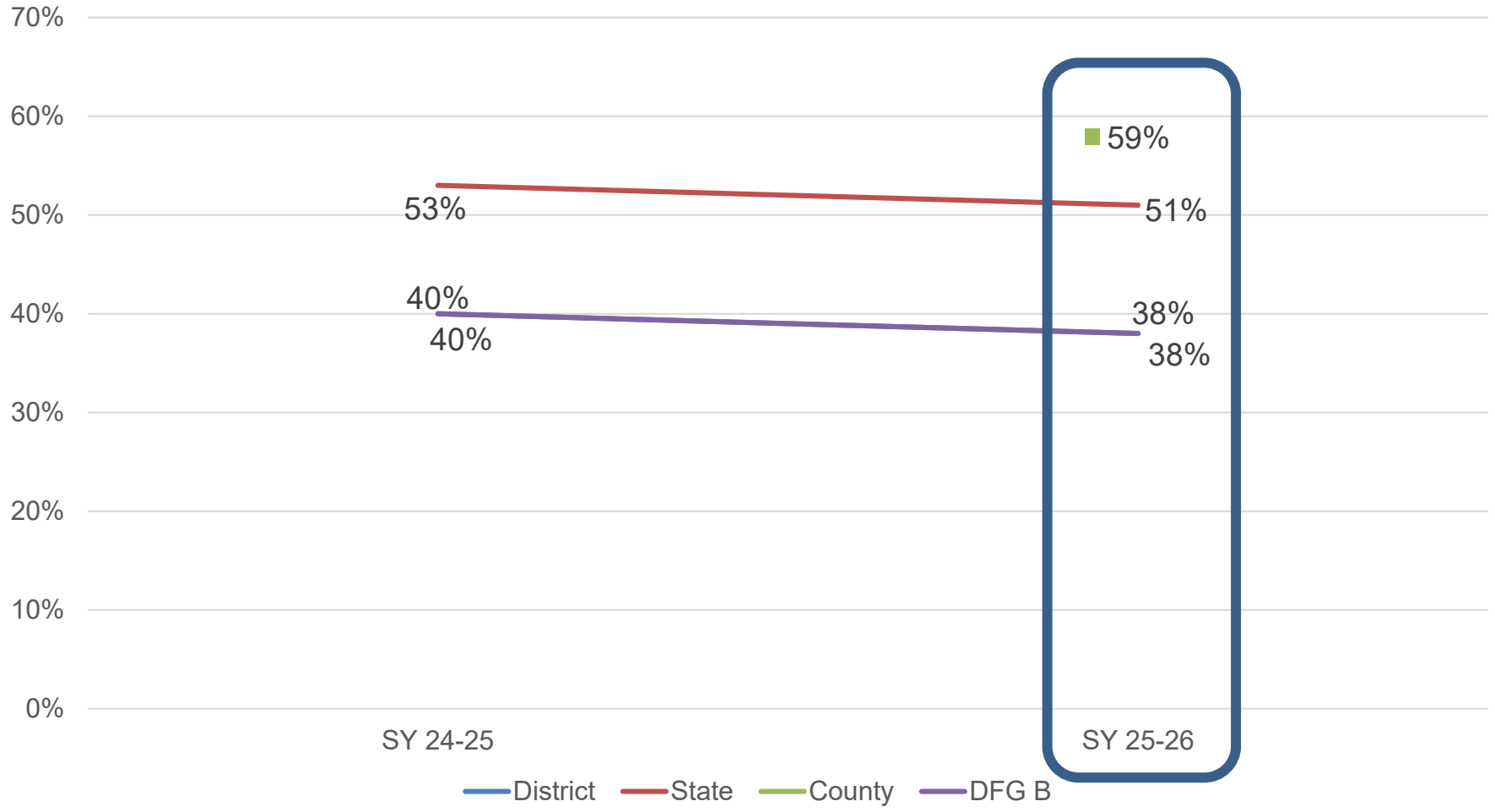
NJSLA – Aggregated Reports

District-wide Performance: Science % by Performance Level



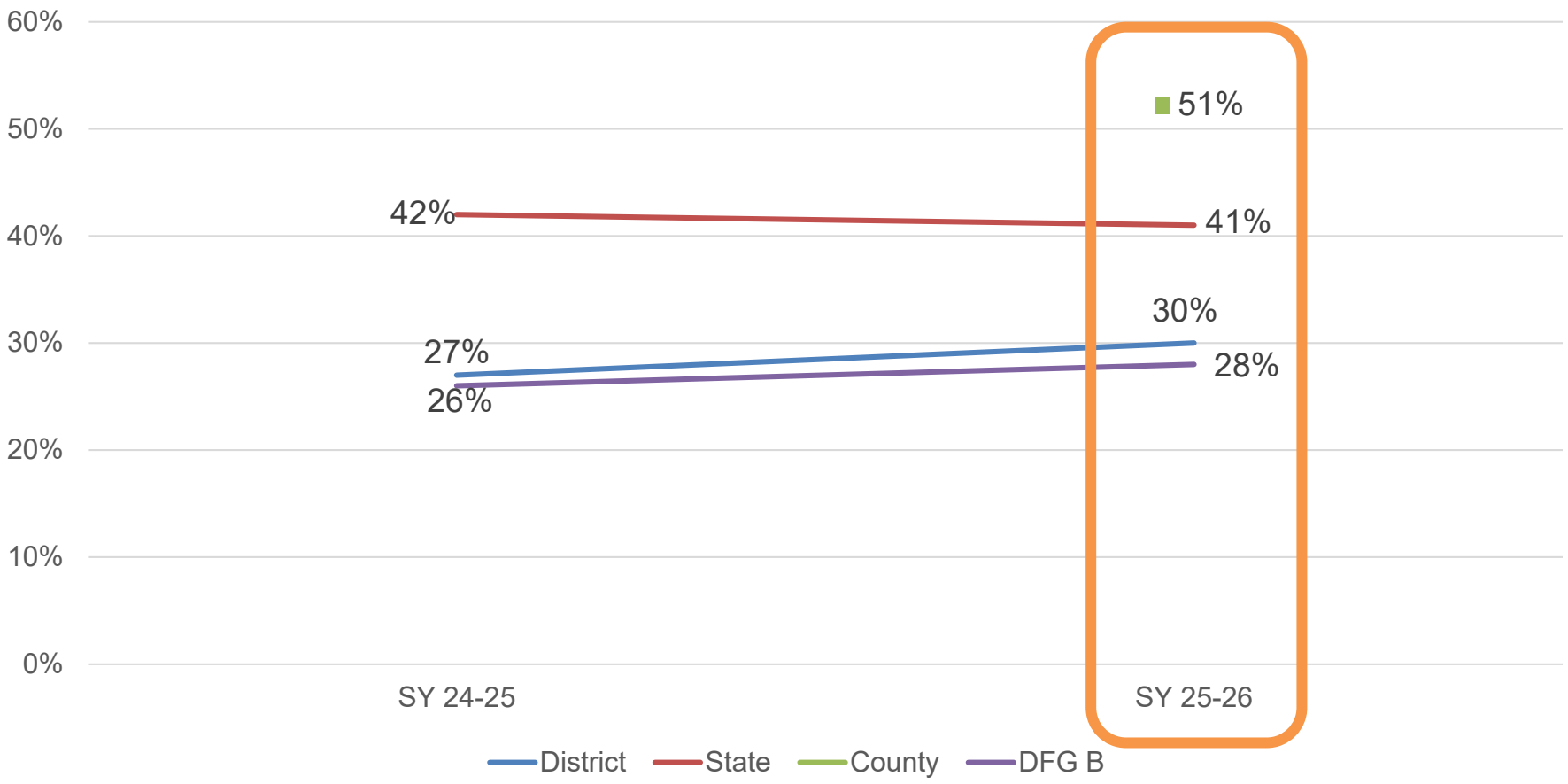
NJSLA – A: ELA Proficiency Rate

District vs. State vs. County vs. District Factor Group B



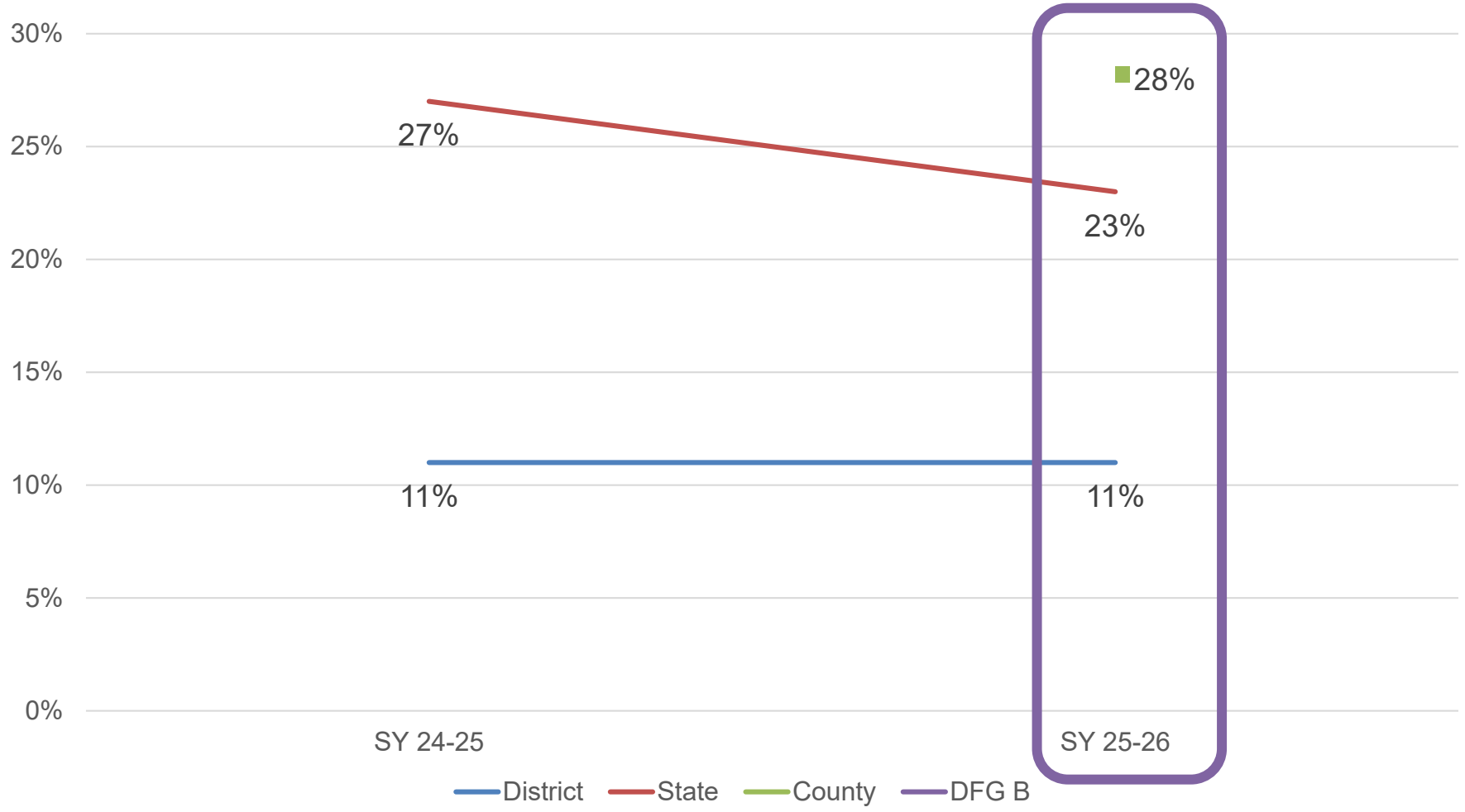
NJSLA – A: Math Proficiency Rate

District vs. State vs. County vs. District Factor Group B



NJSLA – A: Science Proficiency rate

District vs. State vs. Count vs. DFG B



NJSLA – Student Growth Percentile (SGP)

The New Jersey Department of Education (NJDOE) uses **Student Growth Percentiles (SGPs)** under the AchieveNJ system to measure a student's academic progress on statewide assessments relative to "academic peers“ -other students across New Jersey in the same grade with similar past test score histories.

Scale: SGPs range from **1 to 99**, showing how much a student grew compared to peers.

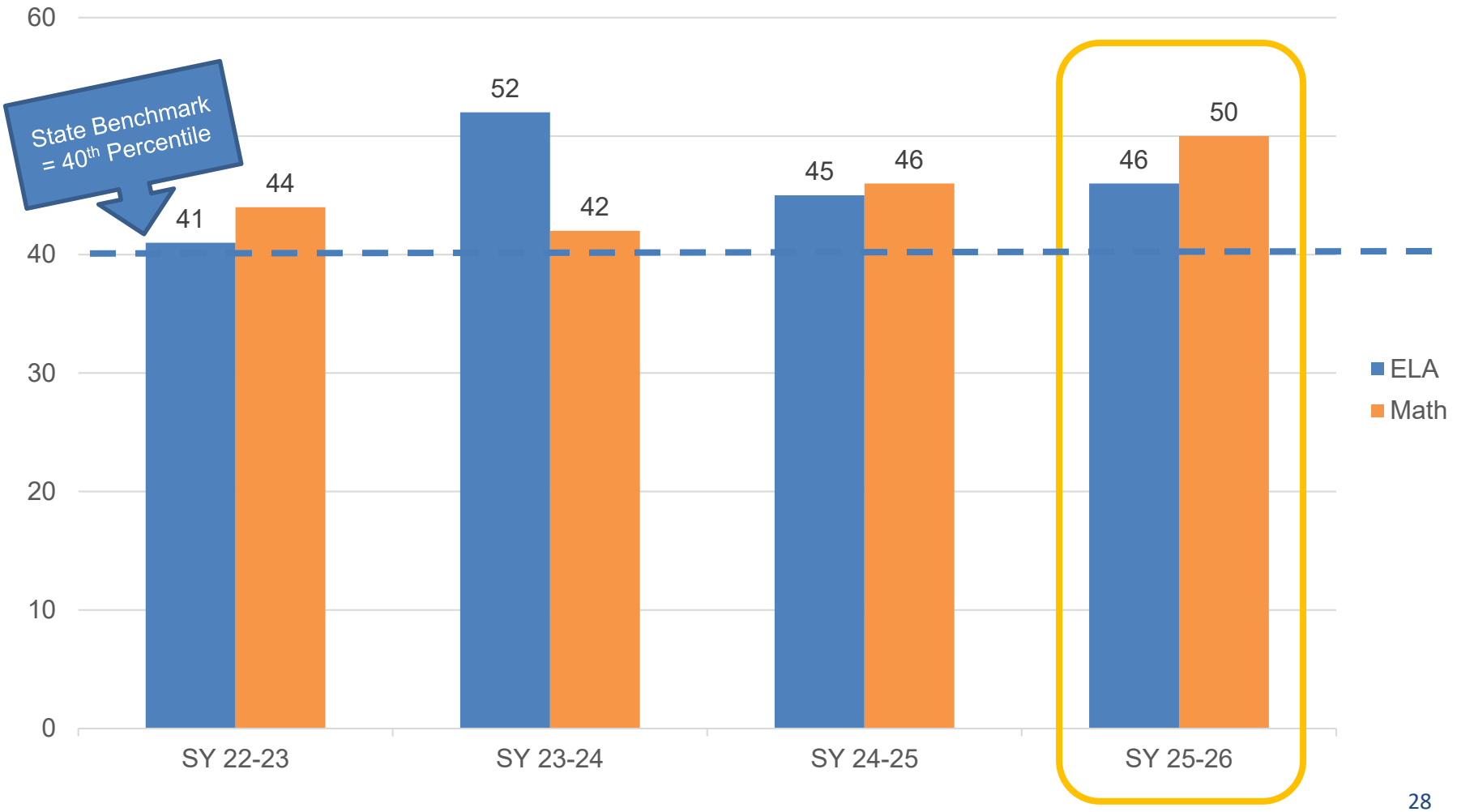
Low Growth: Less than 35

Typical Growth: 35 to 65

High Growth: Greater than 65

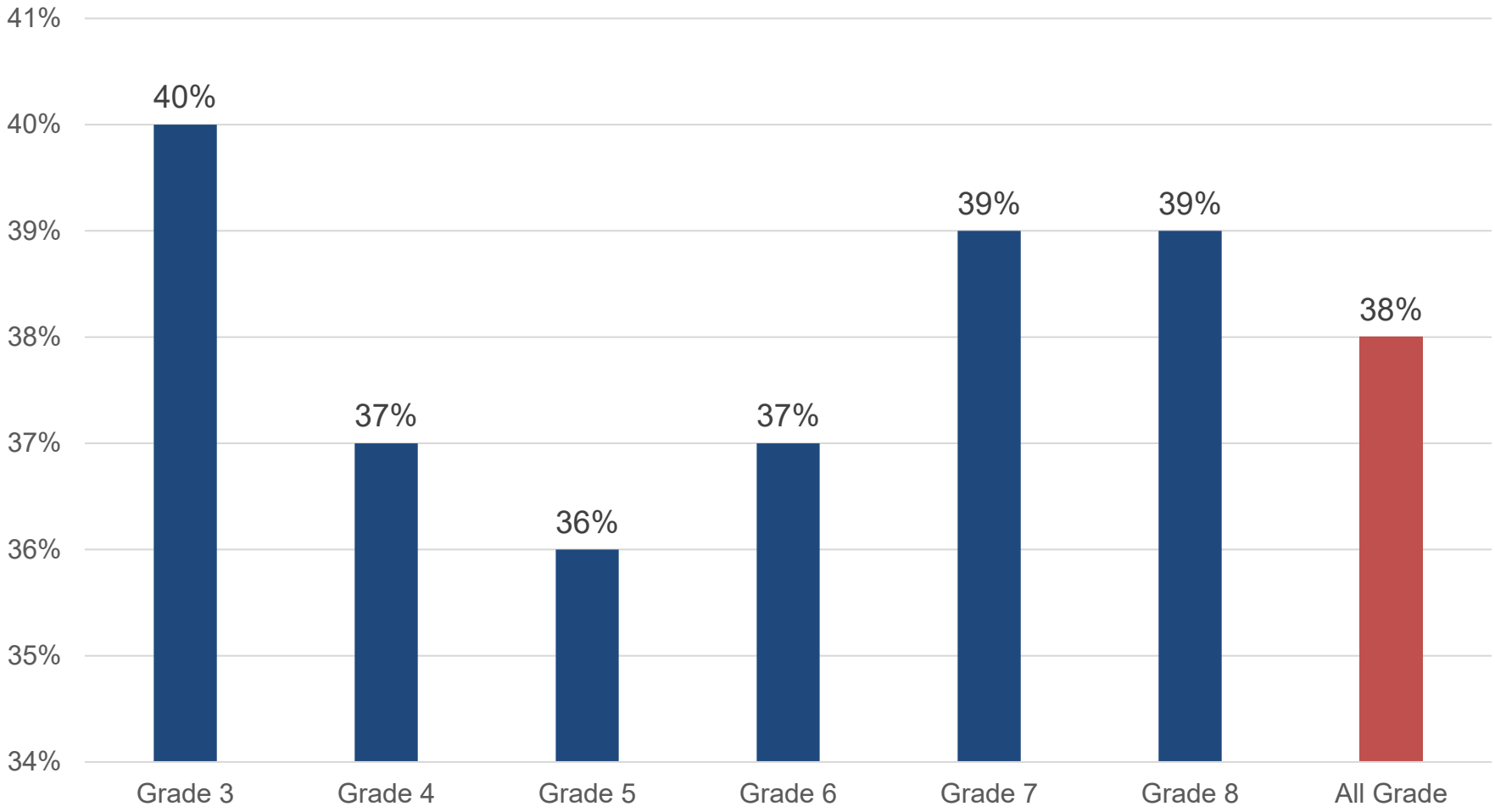
State Benchmark
= 40th Percentile

NJSLA – Student Growth Percentile (SGP)
ELA and Math



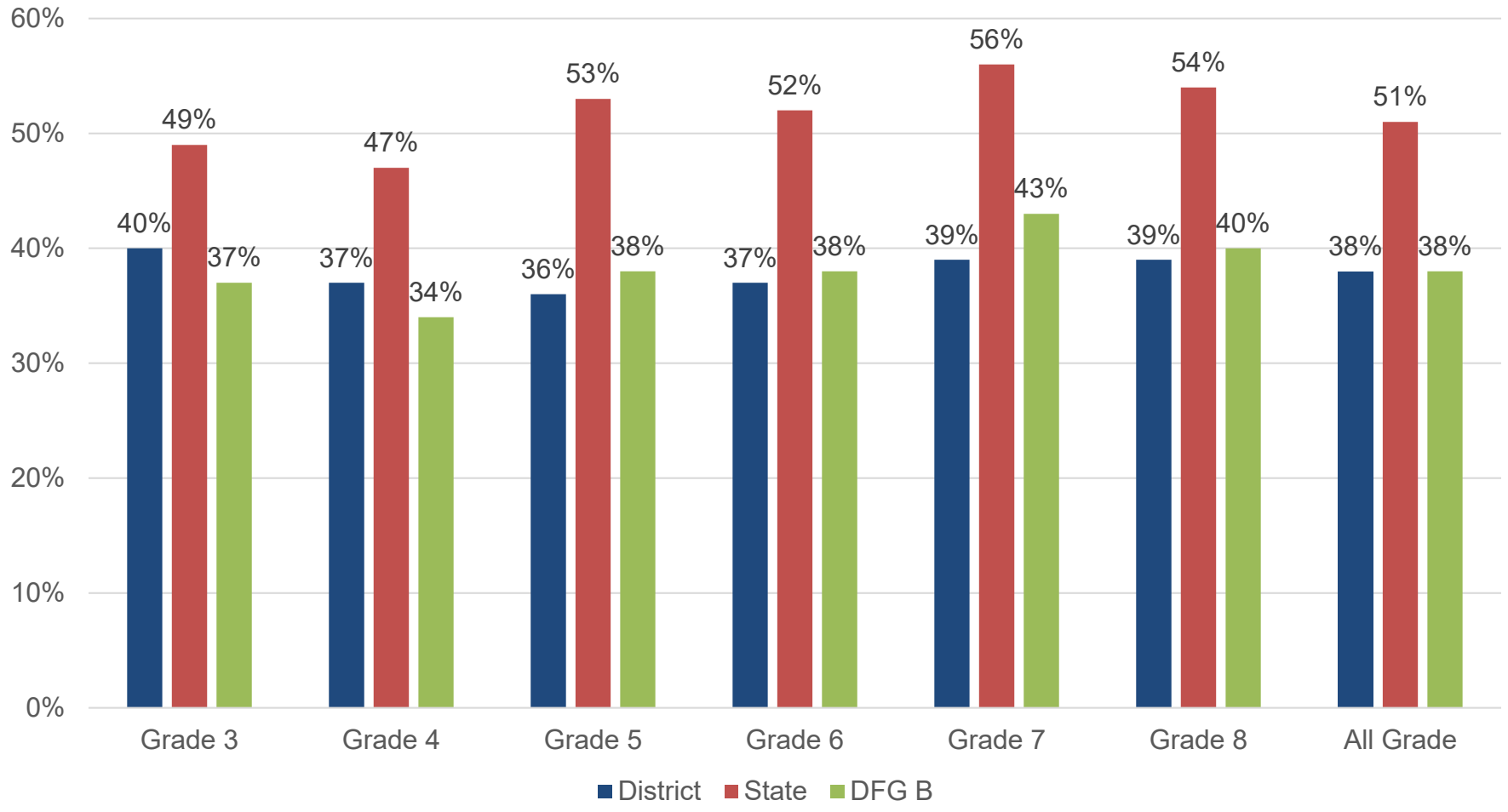
NJSLA – Disaggregated Reports

ELA Proficiency Rate by Grade Level



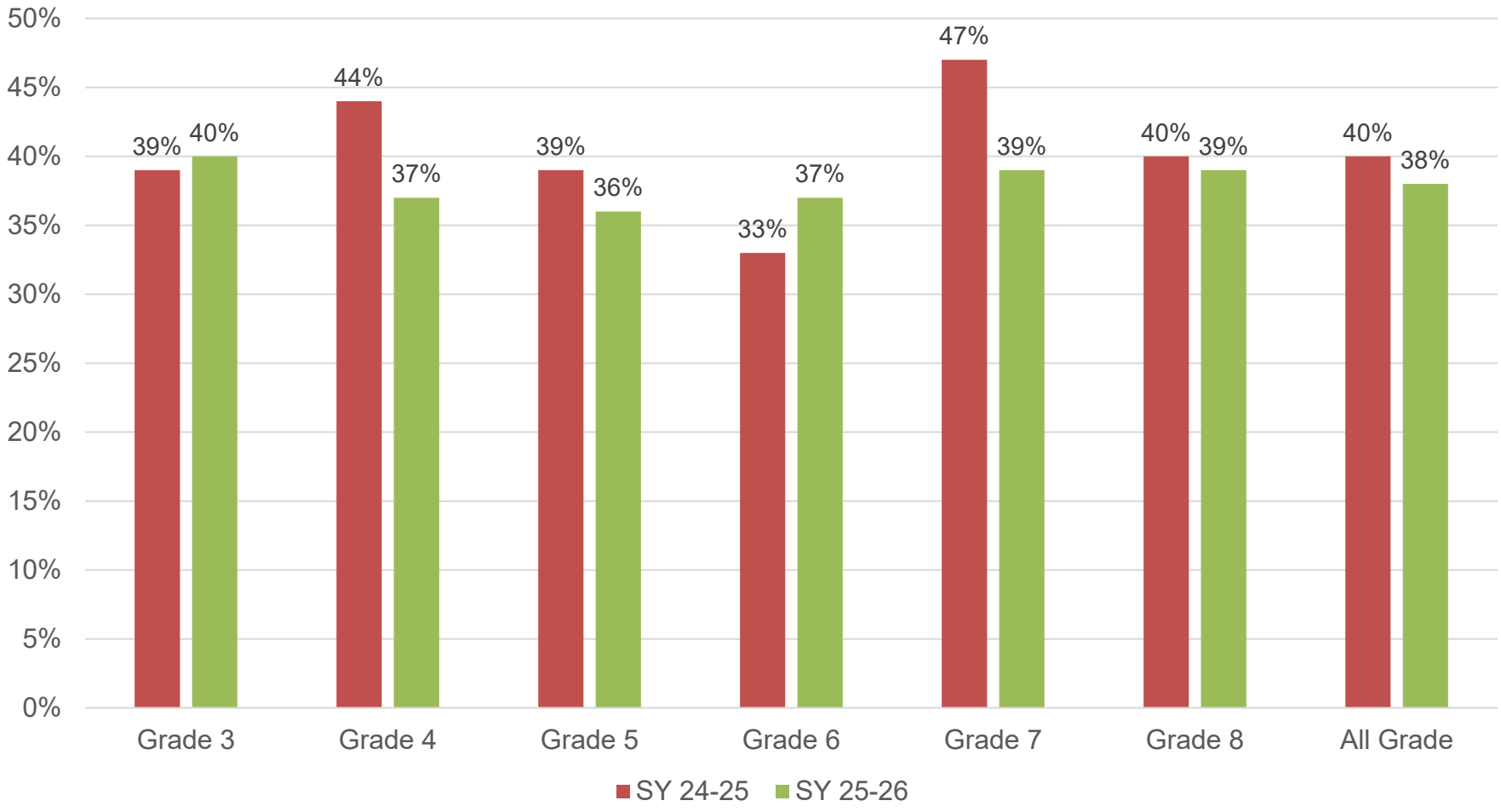
NJSLA – Disaggregated Reports

ELA Proficiency Rate by Grade Level: District, State, DFG B



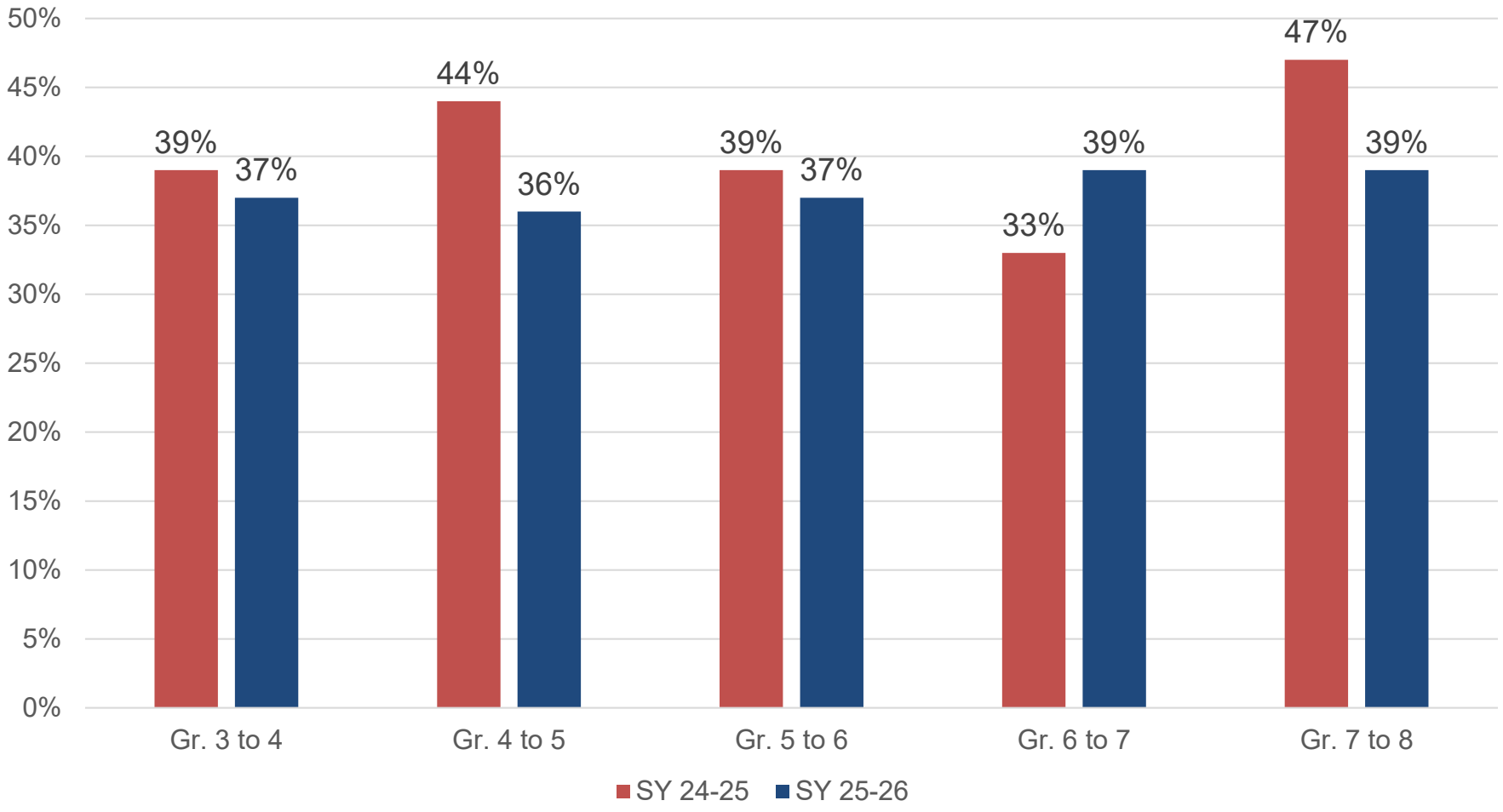
NJSLA – Disaggregated Reports

ELA Proficiency Rate by Grade Level- 2 Years



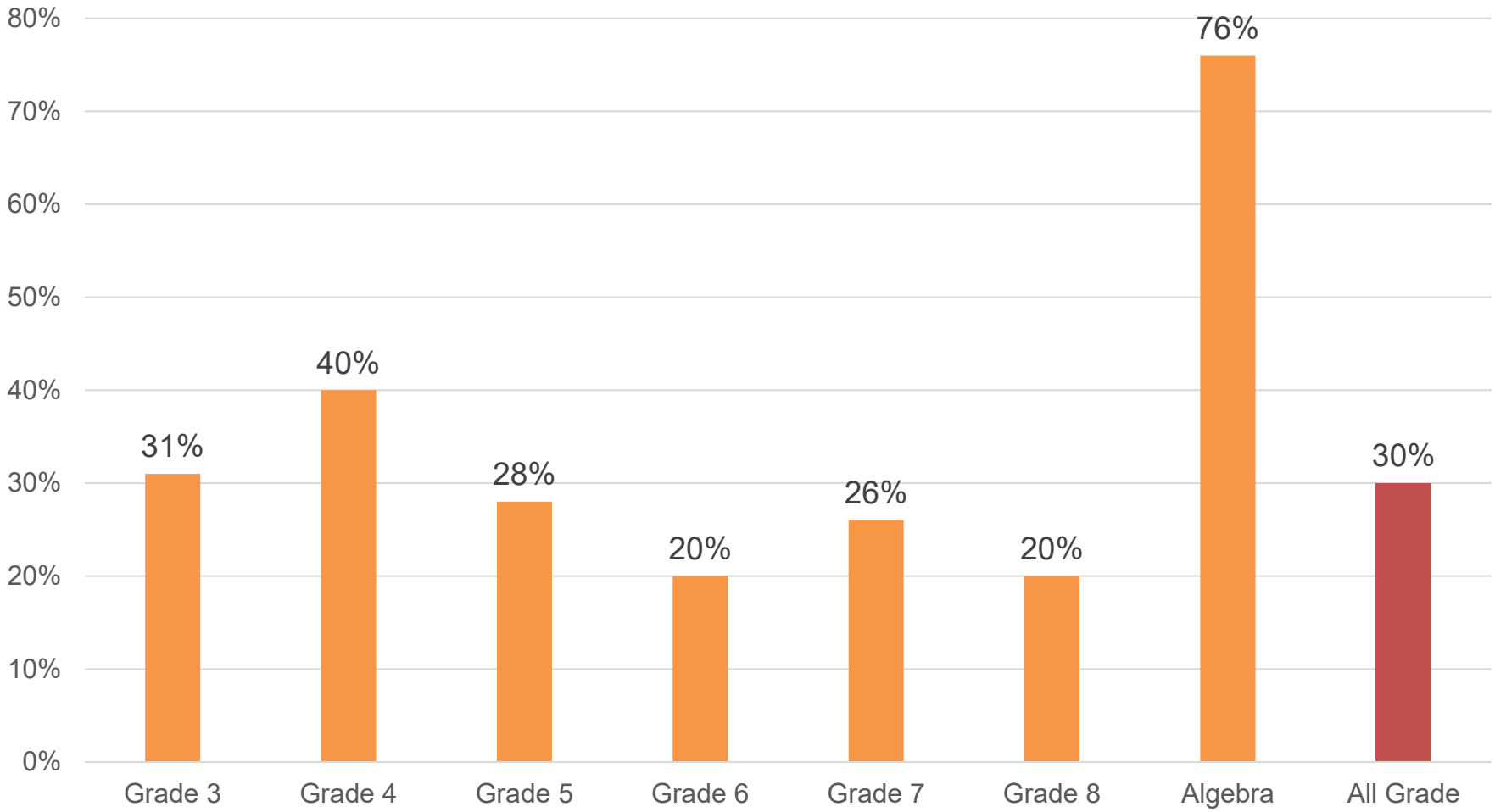
NJSLA – Disaggregated Reports

ELA Proficiency Rate by Grade Level- 2 Year Cohort



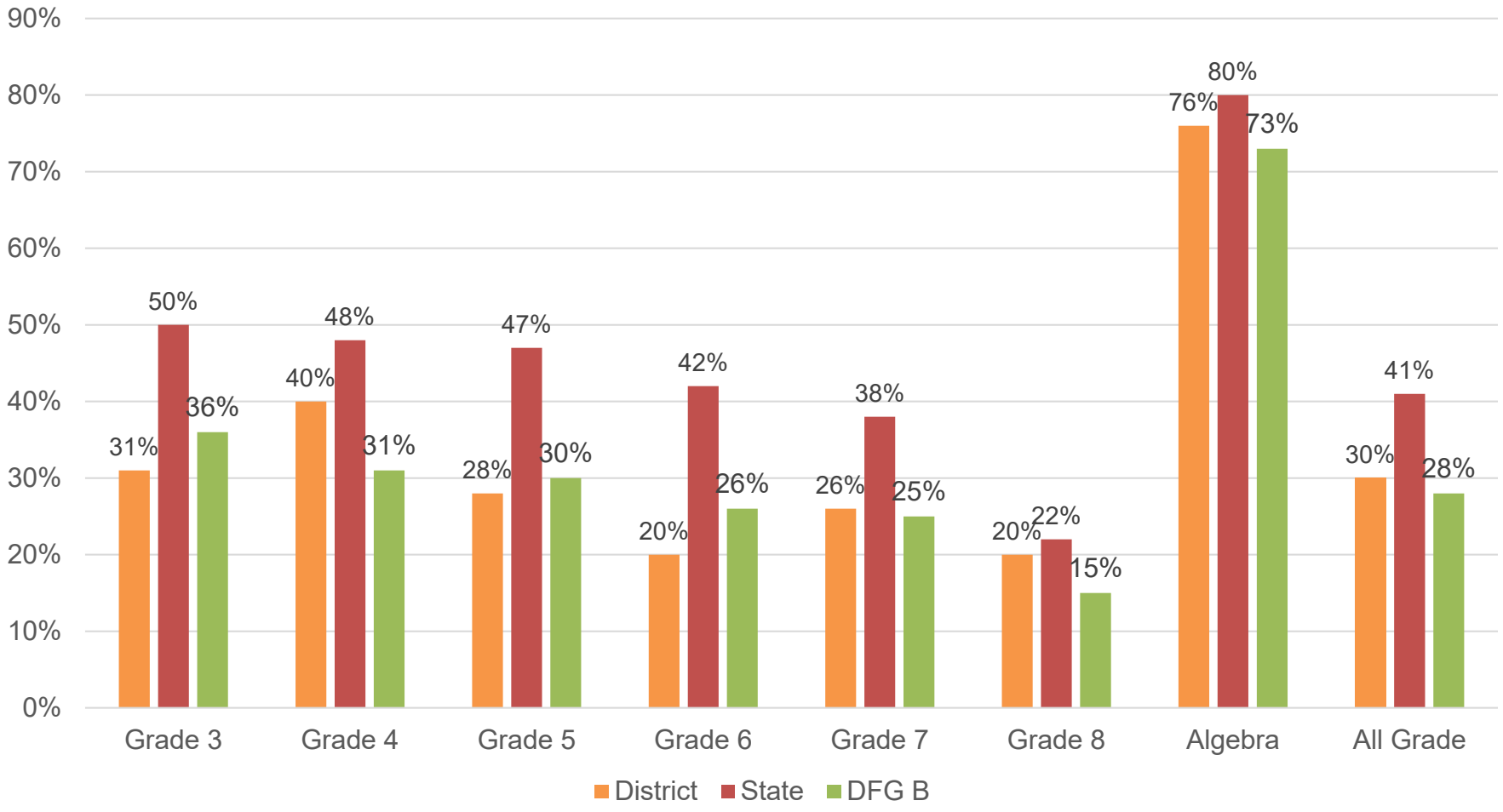
NJSLA – Disaggregated Reports

Math Proficiency Rate by Grade Level



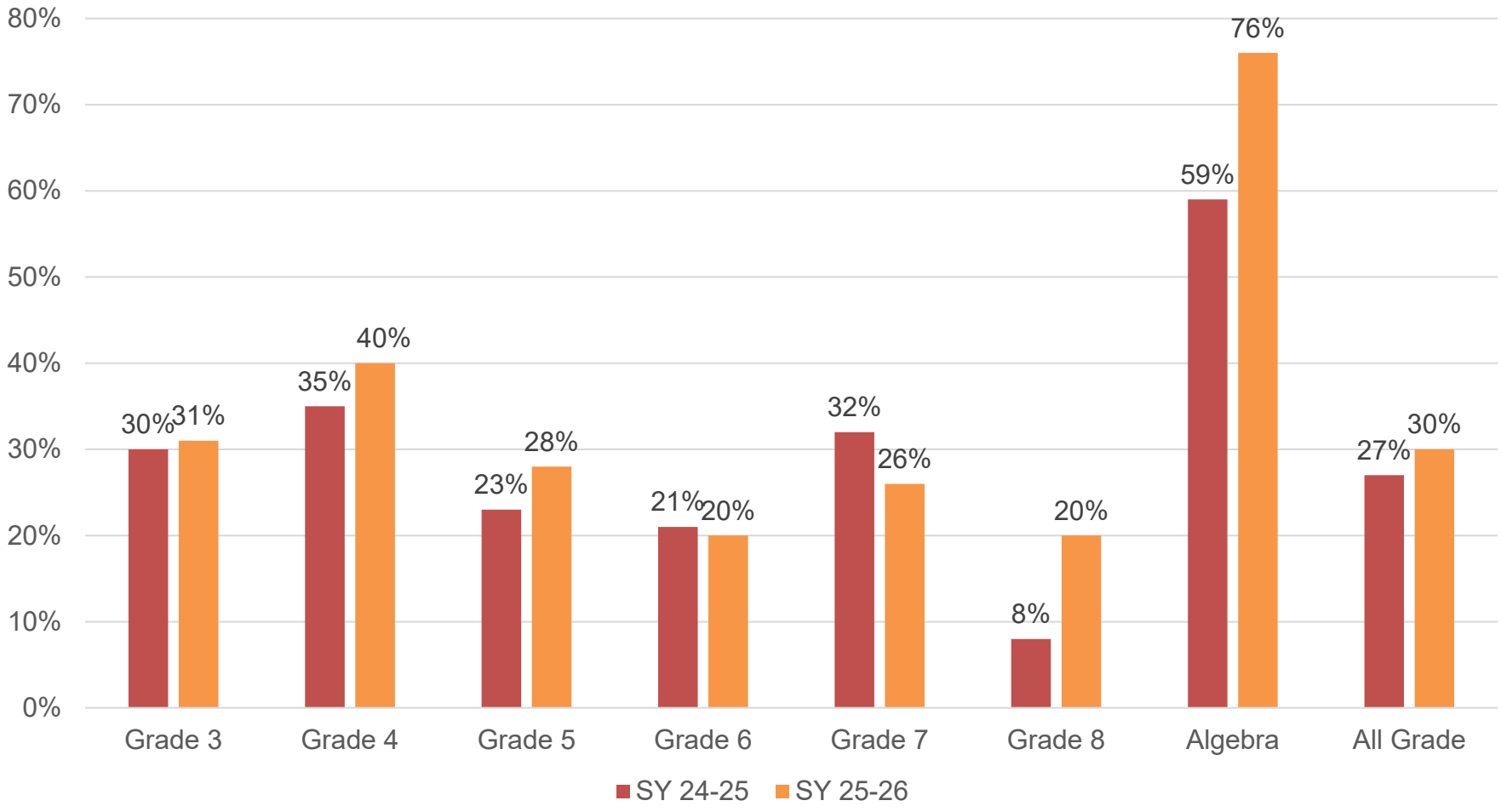
NJSLA – Disaggregated Reports

Math Proficiency Rate by Grade Level: District, State, DFG B



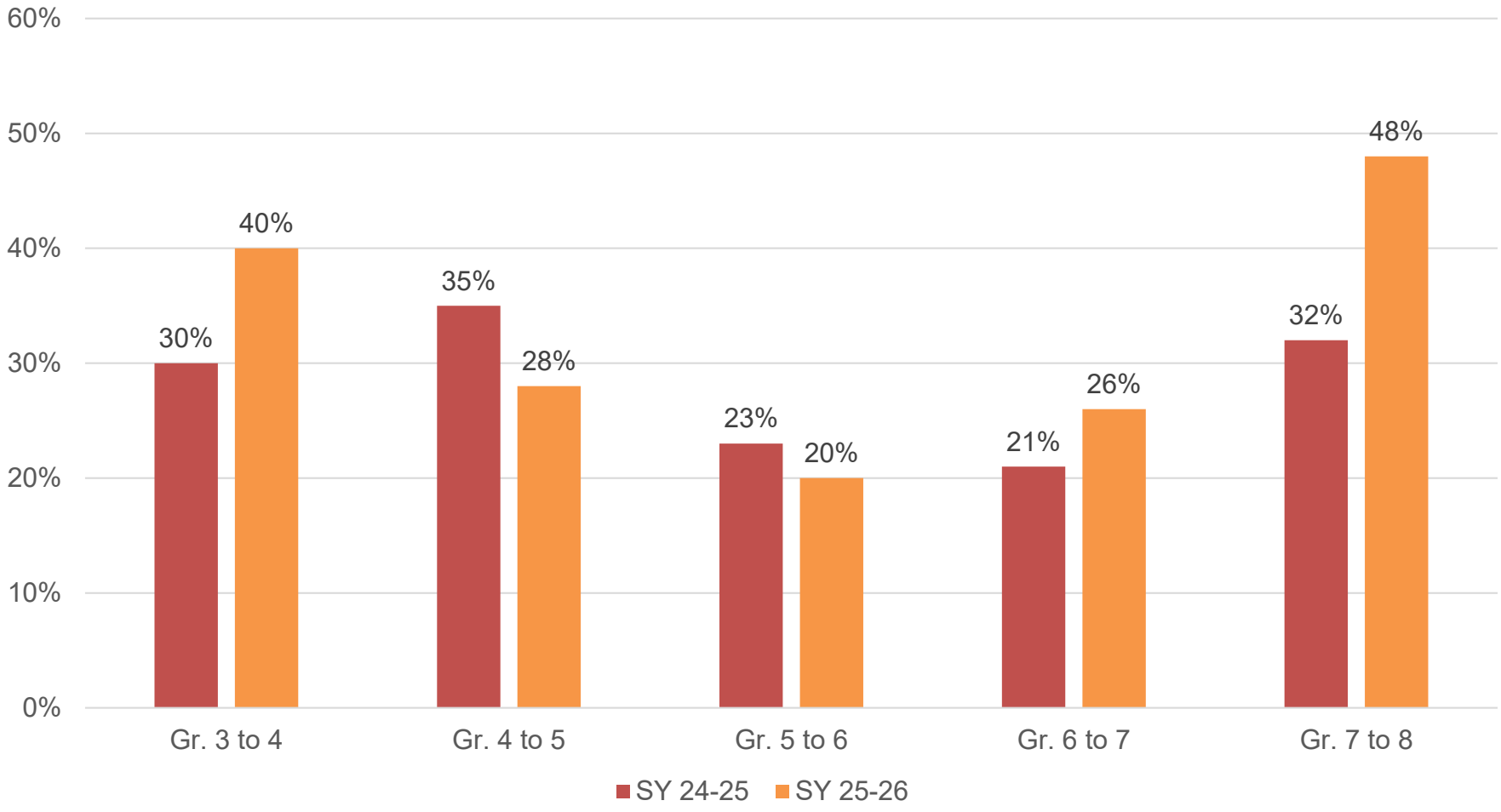
NJSLA – Disaggregated Reports

Math Proficiency Rate by Grade Level – 2 Years



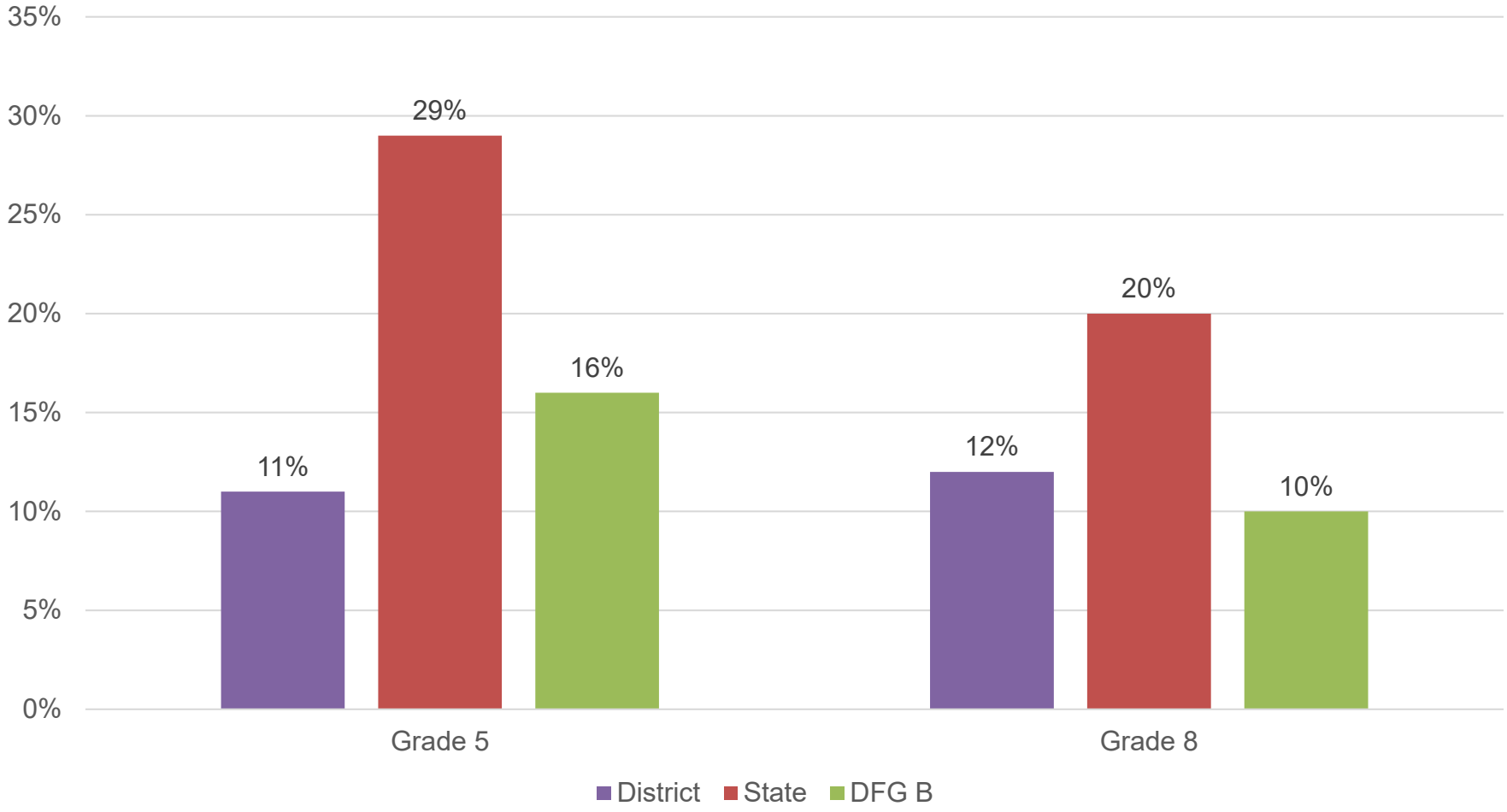
NJSLA – Disaggregated Reports

Math Proficiency Rate by Grade Level – 2 Year Cohort

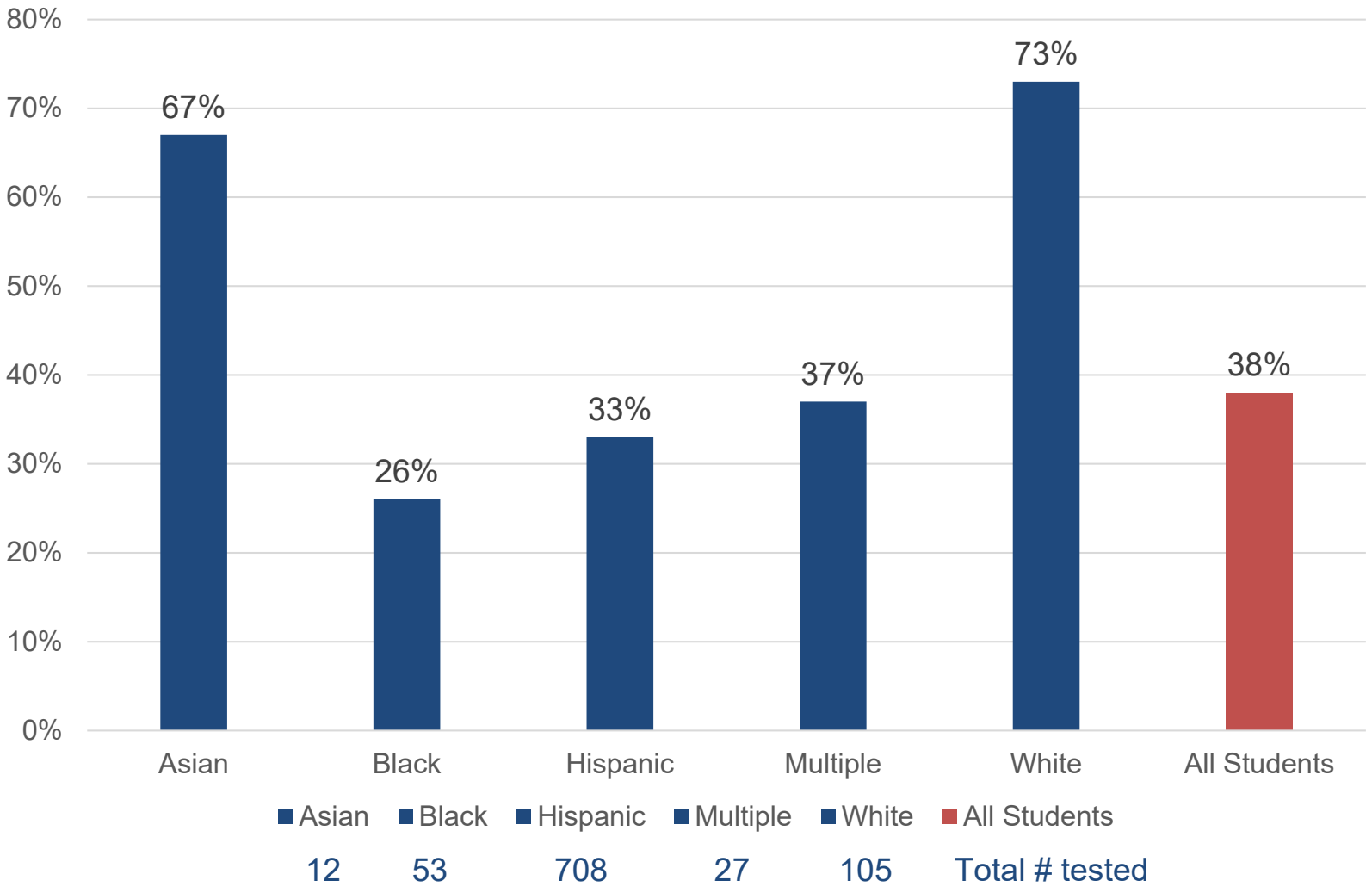


NJSLA – Disaggregated Reports

Science Proficiency Rate by Grade Level

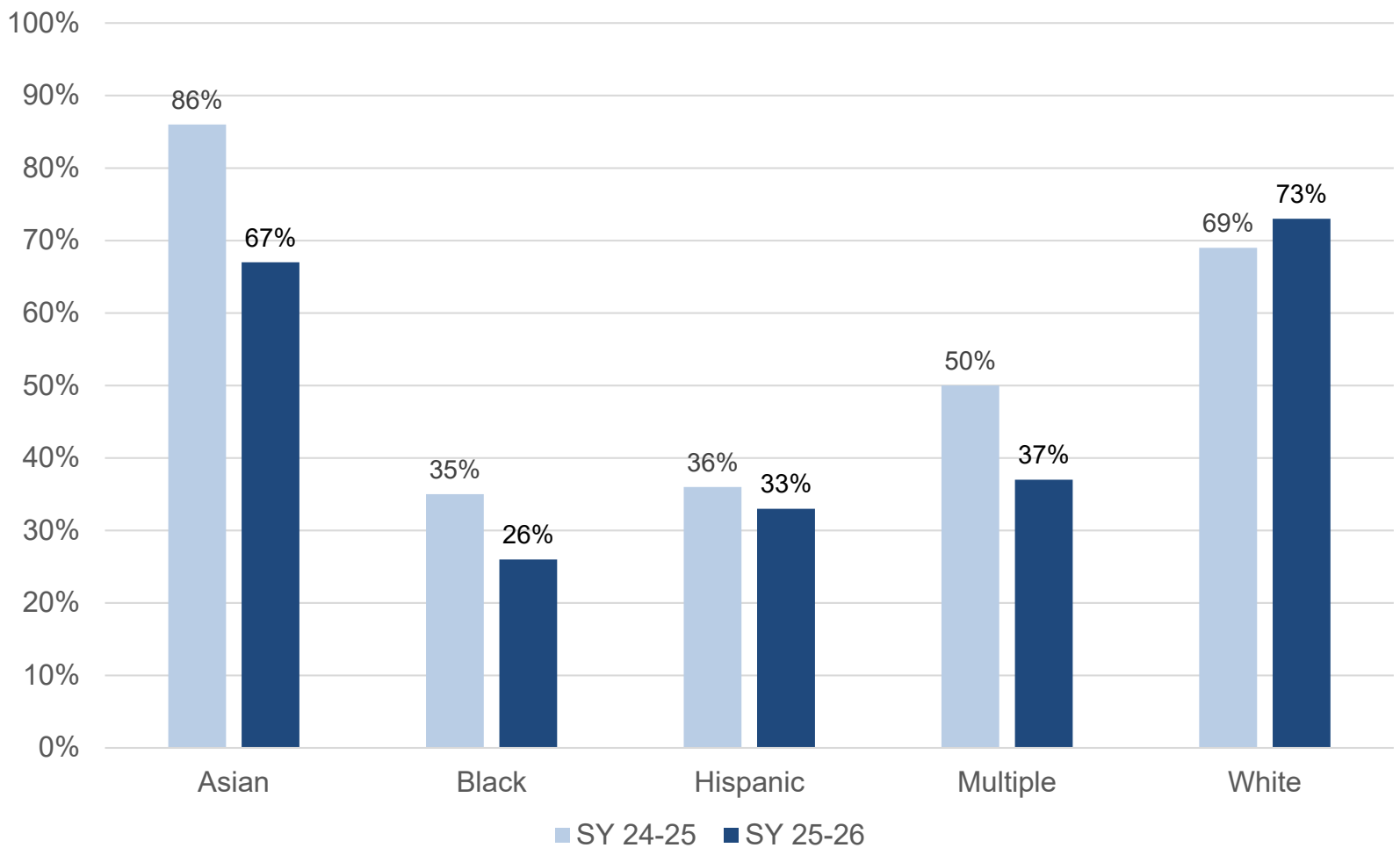


NJSLA – Disaggregated Reports
ELA Proficiency Rate by Race

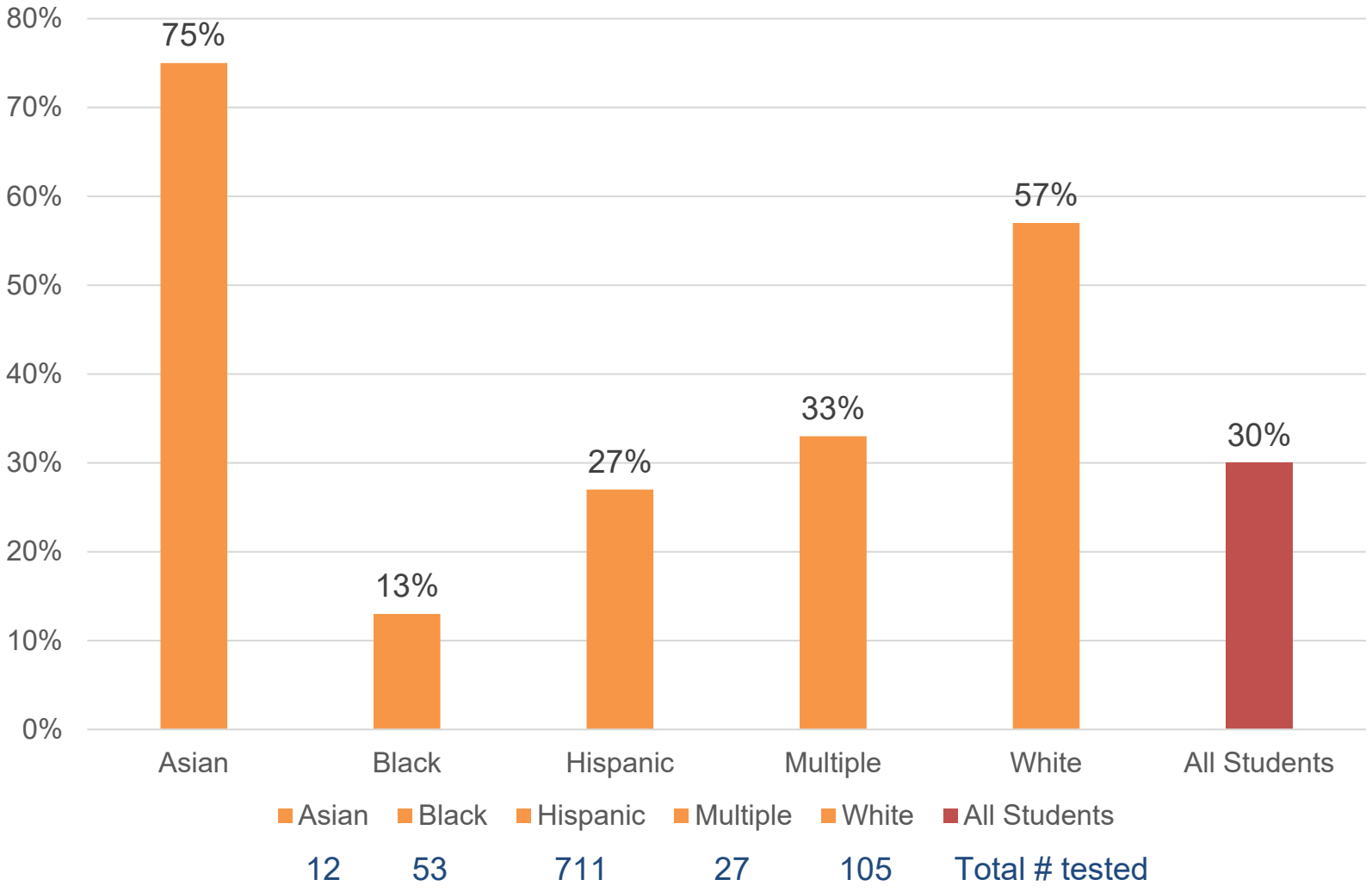


NJSLA – Disaggregated Reports

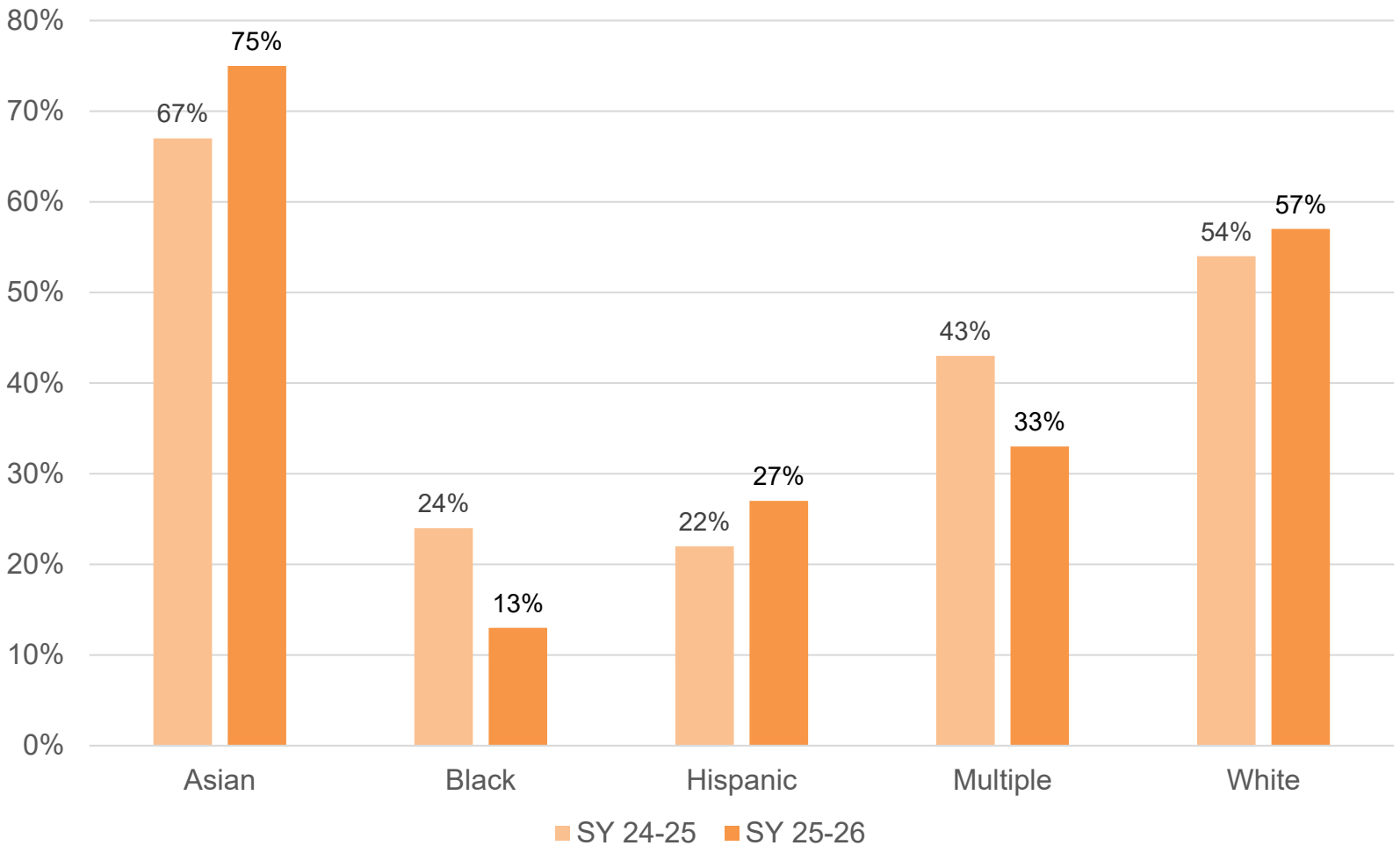
ELA Proficiency Rate by Race – 2 Years



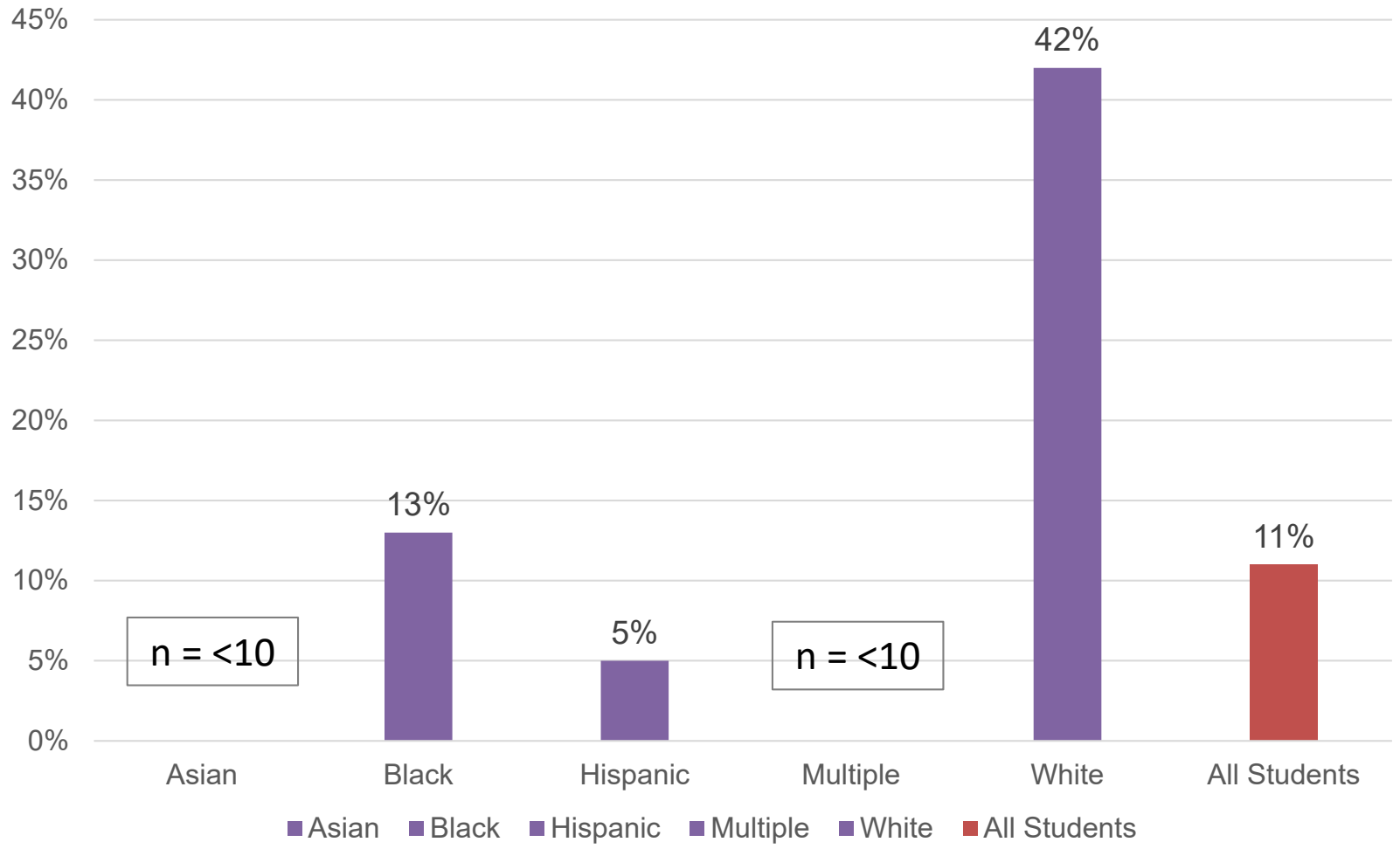
NJSLA – Disaggregated Reports
MATH Proficiency Rate by Race



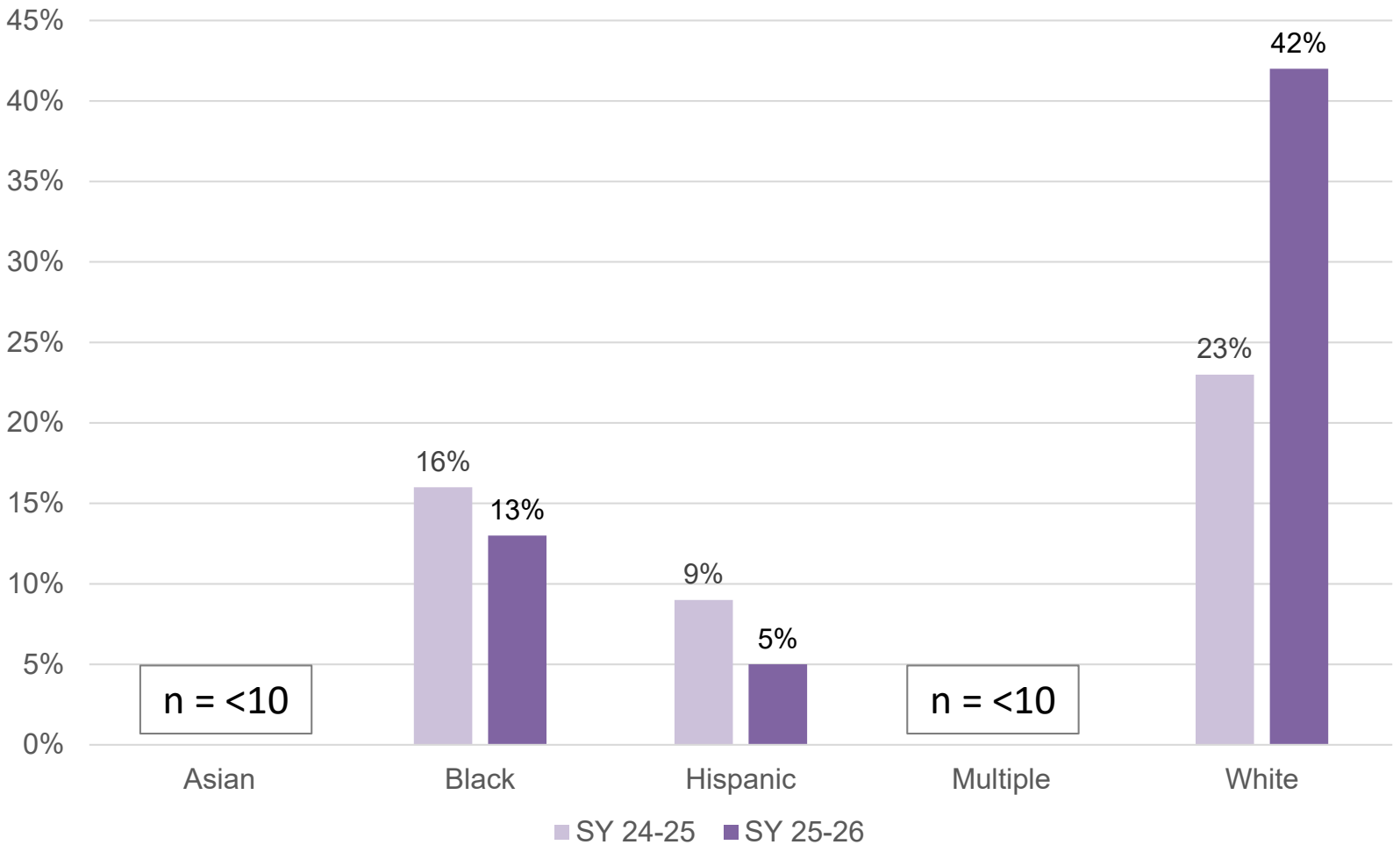
NJSLA – Disaggregated Reports
MATH Proficiency Rate by Race – 2 Years



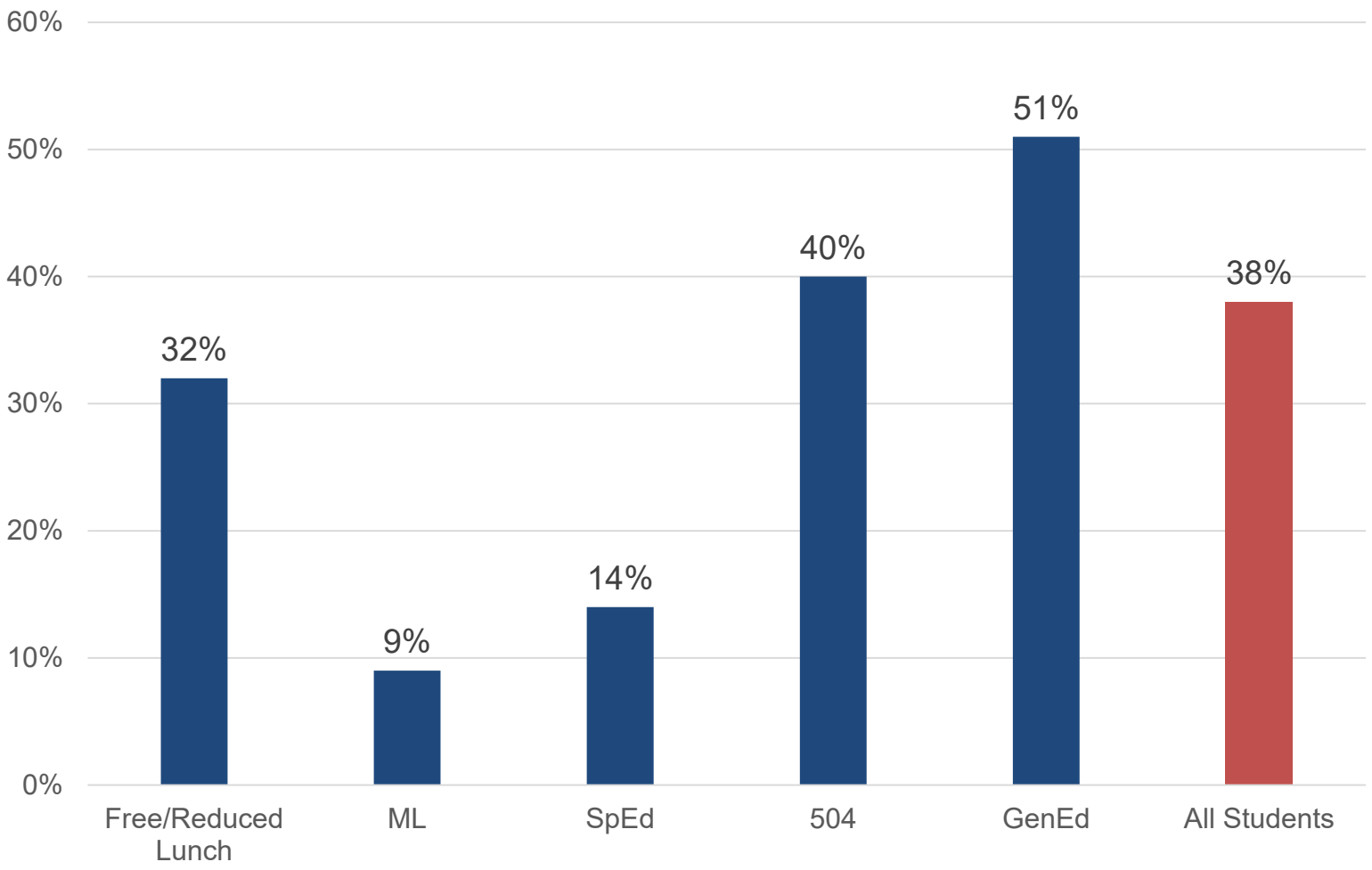
NJSLA – Disaggregated Reports
SCIENCE Proficiency Rate by Race



NJSLA – Disaggregated Reports
SCIENCE Proficiency Rate by Race – 2 Years

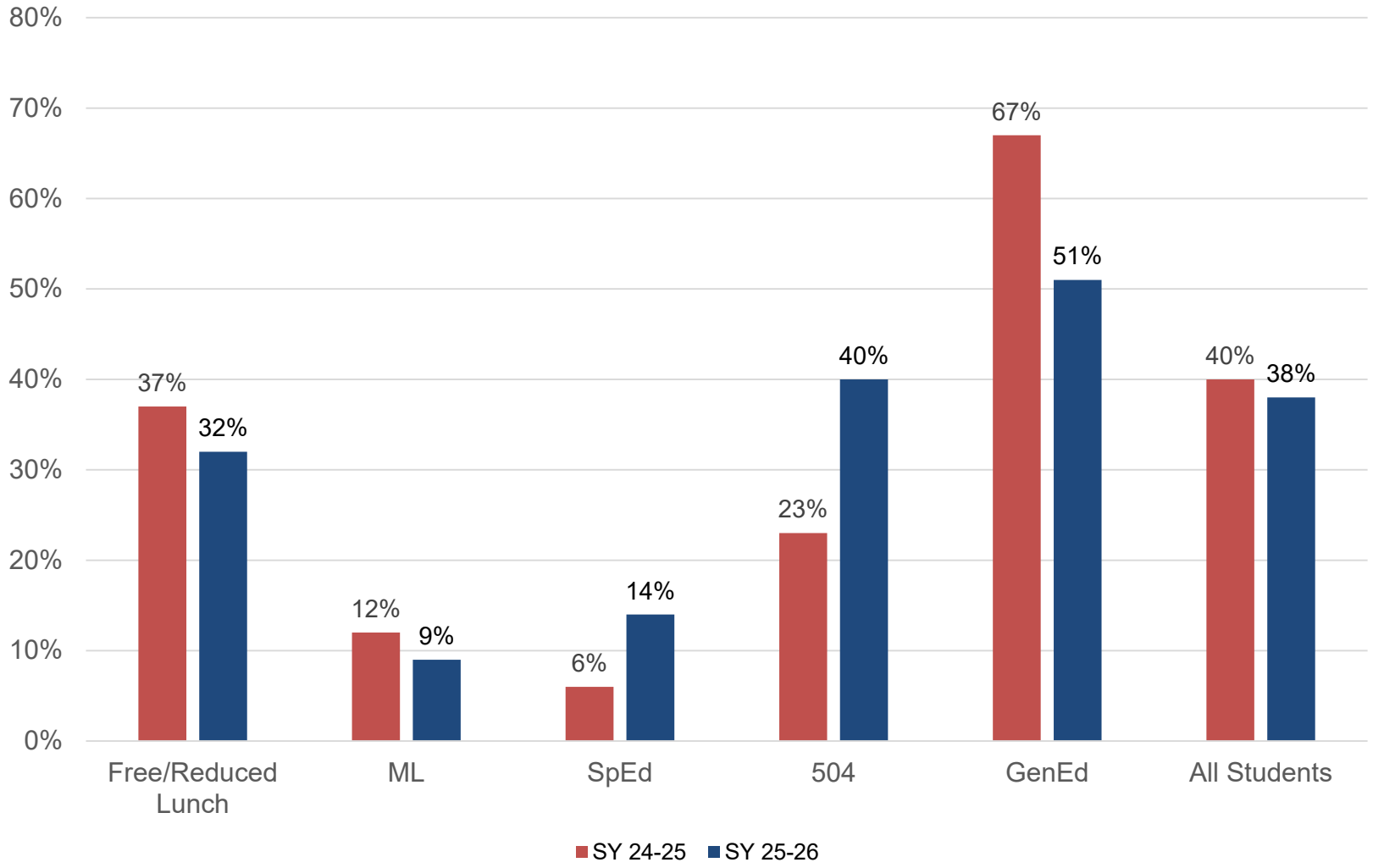


NJSLA – Disaggregated Reports
ELA Proficiency Rate by Program

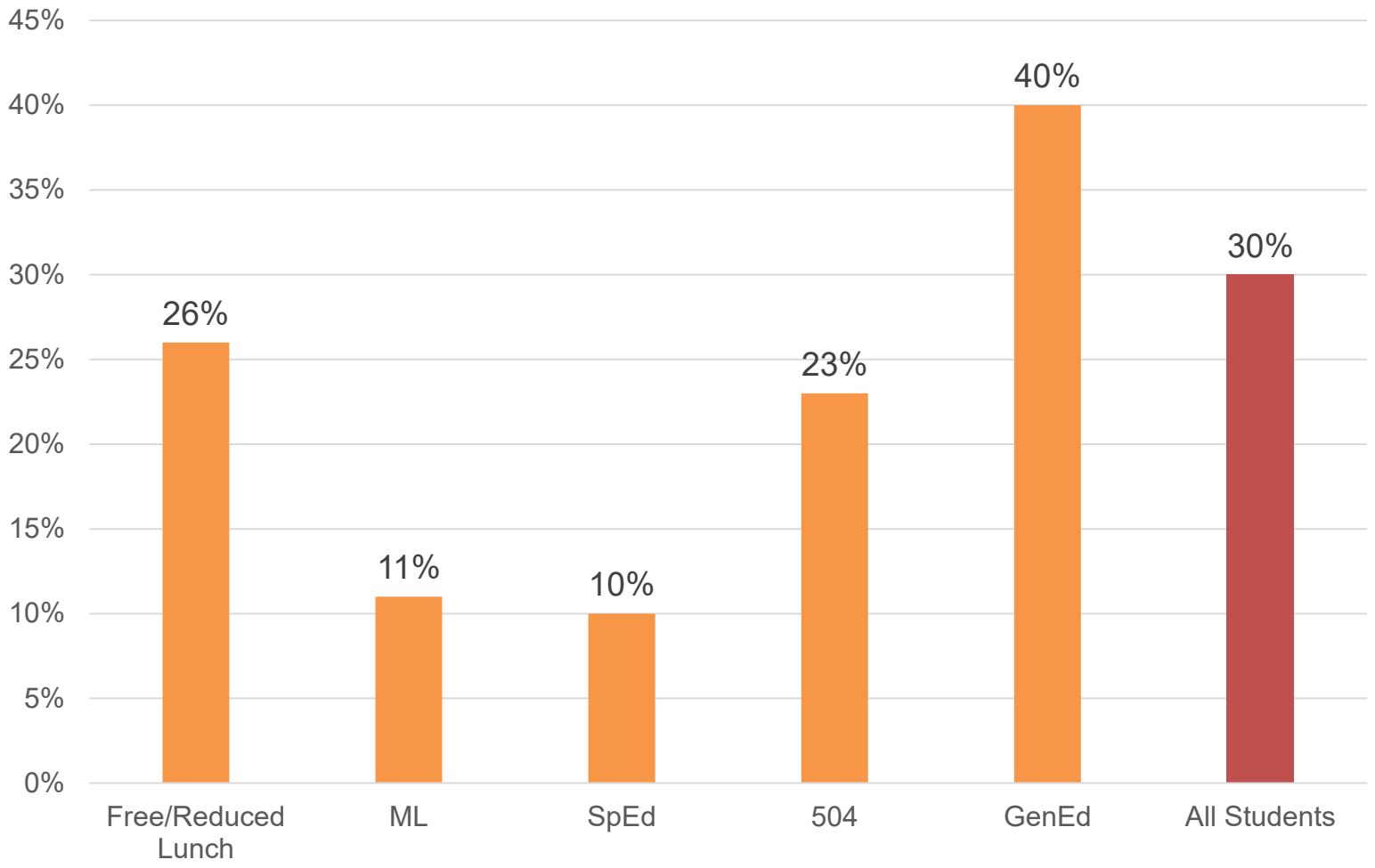


NJSLA – Disaggregated Reports

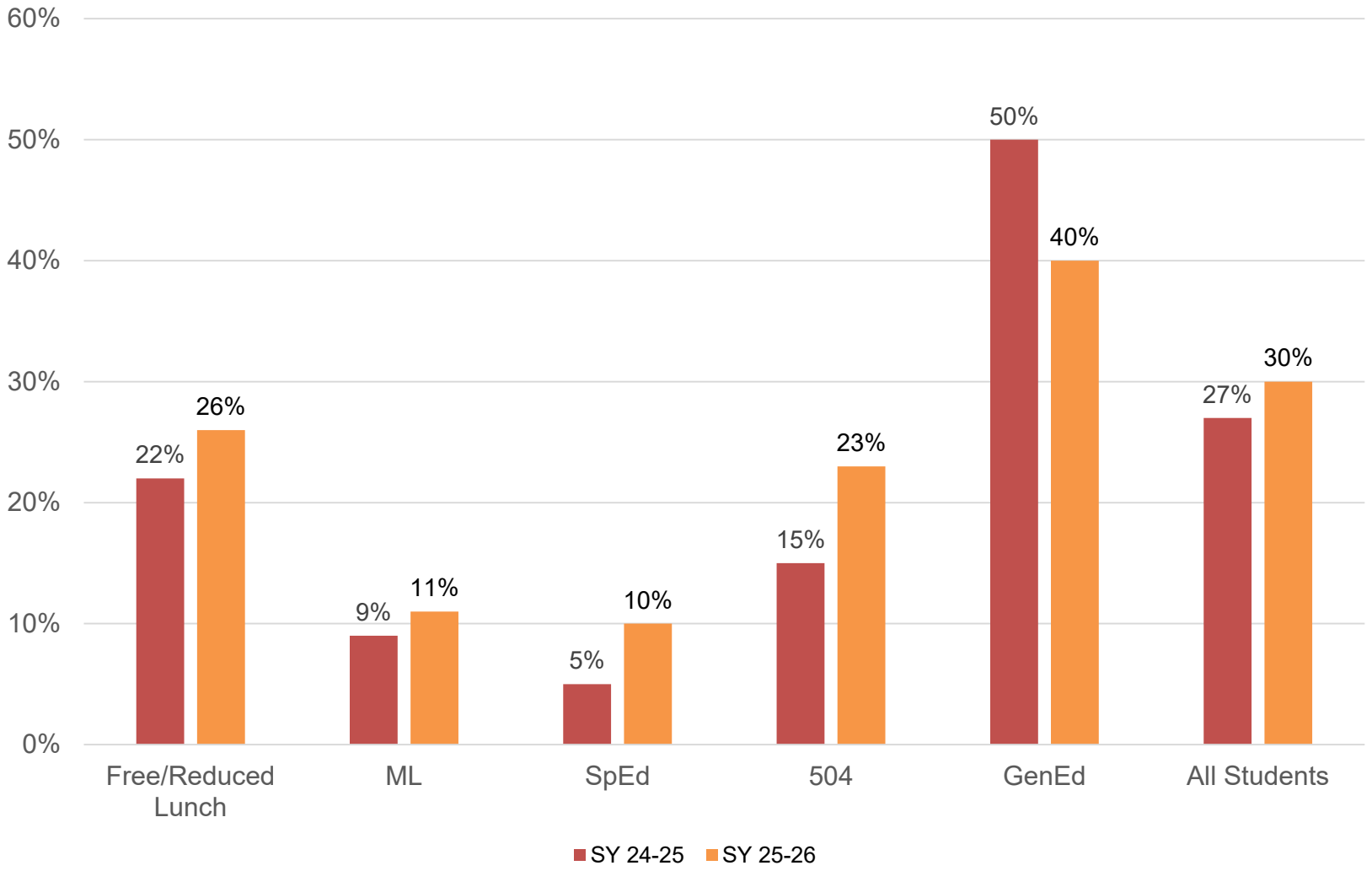
ELA Proficiency Rate by Program – 2 Years



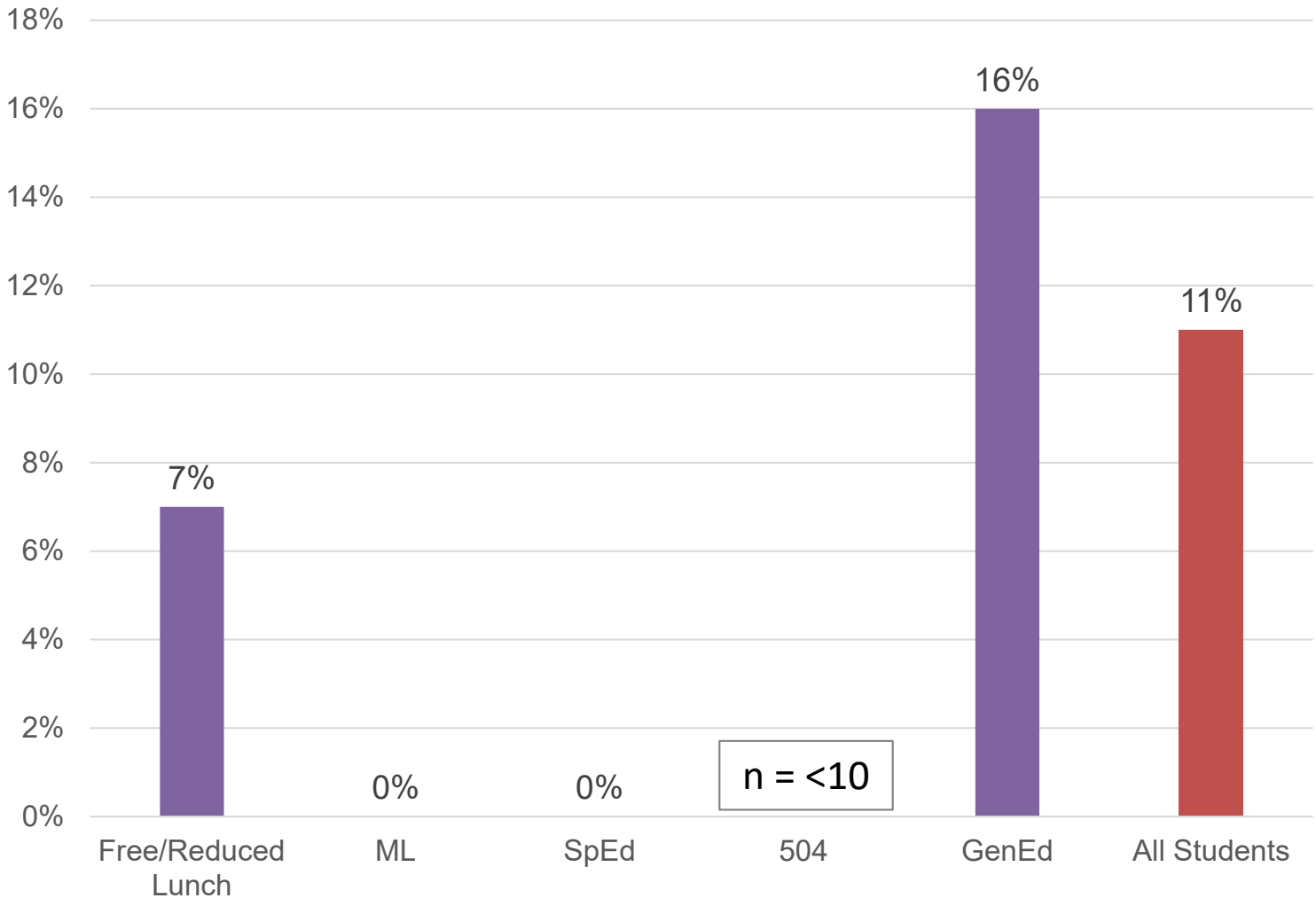
NJSLA – Disaggregated Reports
MATH Proficiency Rate by Program



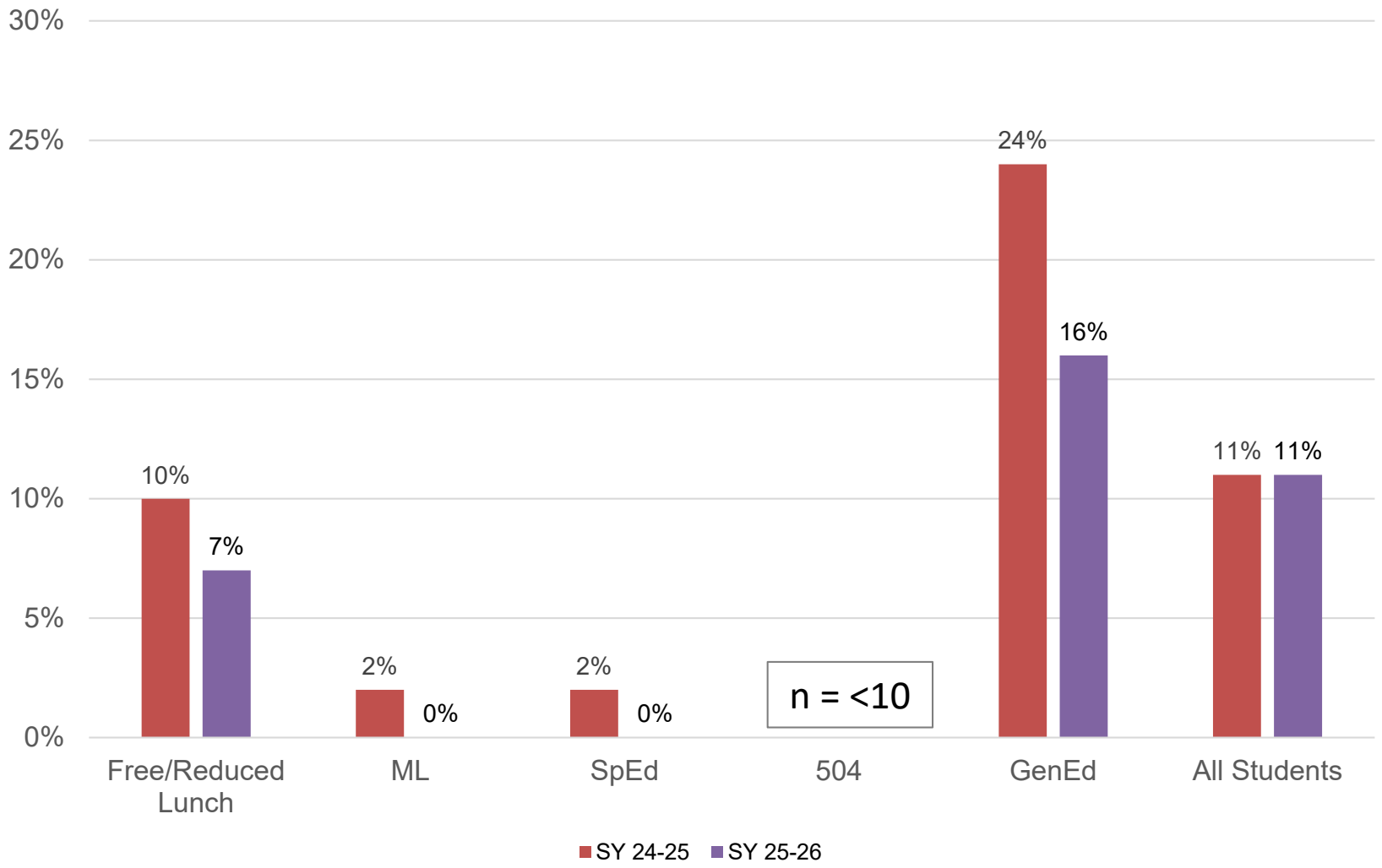
NJSLA – Disaggregated Reports
MATH Proficiency Rate by Program – 2 Years



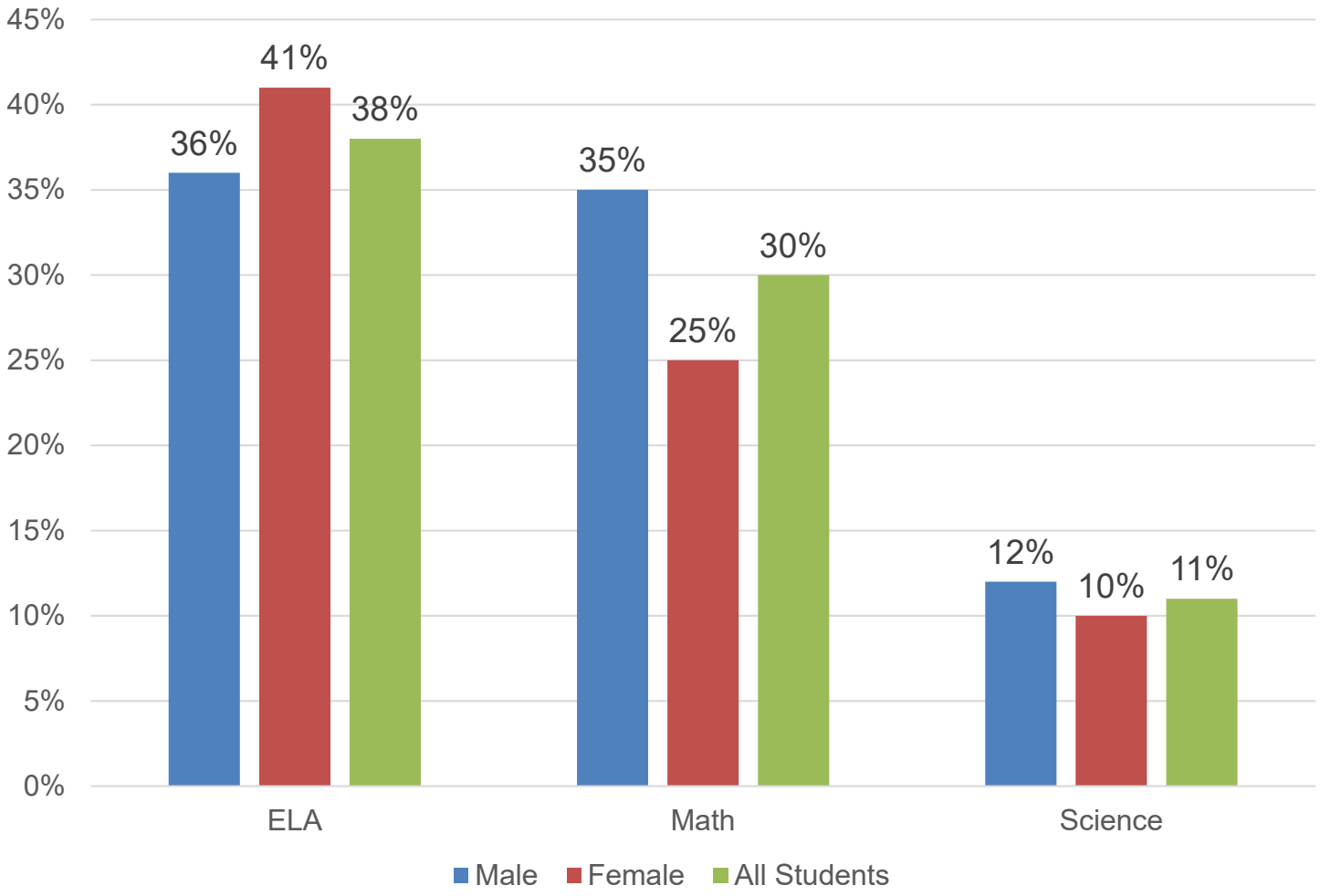
NJSLA – Disaggregated Reports
SCIENCE Proficiency Rate by Program



NJSLA – Disaggregated Reports
SCIENCE Proficiency Rate by Program – 2 Years



NJSLA – Disaggregated Reports
ELA, MATH, & SCI. Proficiency Rate by Gender



NJSLA-A
Key Takeaways

English Language Arts

- Students across the state demonstrated a learning curve with the new assessment.
- District proficiency rate is 38%. This is 2% lower than previous year.
- The state and DFG B proficiency rate went down by 2% as well.
- Our district mSGP is 46. 1 percentile higher than previous year. Our students show typical growth when compared with their academic peers.
- Grade 3 has the highest proficiency rate at 40%, followed by Grades 7 and 8 at 39%.
- Grade 7 has the highest cohort growth with increase of 6% in proficiency rate.
- By race, the Black population has the lowest proficiency rate at 26% ,while White students have the highest at 73%.
- By program, the Multilingual program has the lowest proficiency rate at 9%, while GenEd has the highest at 51%.

NJSLA-A
Key Takeaways

Mathematics

- Students across the state demonstrated a learning curve with the new assessment.
- District proficiency rate is 30%. This is 3% higher than previous year.
- State proficiency rate is 41%. This is 1% lower than previous year.
- Our district outperformed our DFG B performance. District = 30% DFG B = 28%
- Our district mSGP is 50. 4 percentile higher than previous year. Our students show typical growth when compared with their academic peers.
- 8th Grade Algebra has the highest proficiency rate at 76%, followed by Grades 4 at 40%.
- Grade 4 has the highest cohort growth with an increase of 10% in proficiency rate.
- By race, the Black population has the lowest proficiency rate at 13%, while the Asian population has the highest at 75%.
- By program, Special Education has the lowest proficiency rate at 10%. GenEd has the highest at 40%.

NJSLA
Key Takeaways

Science

- District proficiency rate is 11%. This is the same as the previous year.
- The state proficiency rate went down by 4% at 23%.
- Our district is 12% below the state's proficiency rate.
- Grade 5 proficiency rate is 11% and Grade 8 proficiency rate is 12%.
- By race, the Hispanic population has the lowest proficiency rate at 5%, while the White population has the highest at 42%.
- By program, MLs and SpEd have the lowest proficiency rate at 0%, while GenEd population has the highest at 16%.

NJSLA-A

Areas to Examine and Focus

ELA **Math** **Science**

Grade	2025-26 Achievement	
	Highest Achievement (% Within Expectations + Above Expectations)	*Lowest Achievement (% Within Expectations + Above Expectations)*
G3 ELA	Reading Informational Texts	Language
G4 ELA	Reading Informational Texts	Language
G5 ELA	Reading Informational Texts	Reading Literary Texts
G6 ELA	Reading Informational Texts	Language
G7 ELA	Reading Informational Texts	Reading Literary Texts
G8 ELA	Language	Reading Literary Texts
G3 Math	Geometry and Data Literacy	Measurement
G4 Math	Number and Operations in Base Ten	Operations and Algebraic Thinking & Measurement
G5 Math	Number and Operations in Base Ten	Operations and Algebraic Thinking & Measurement
G6 Math	The Number System	Geometry and Statistics and Probability
G7 Math	The Number System	Geometry and Statistics and Probability
G8 Math	Functions and Statistics and Probability	Expressions and Equations and the Number System
Alg I (MS)	Functions	Statistics and Probability
G5 Sci	Sensemaking	Physical Science
G8 Sci	Earth and Space Science	Sensemaking

Dynamic Learning Maps (DLM)

Dynamic Learning Maps (DLM)
Background Information

- This assessment is designed for students with many types of significant cognitive disabilities.
  - Must be no more than 1% of the district's test taking population
    - District's test taking population SY 25-26 Grades 3-8 = 919
      DLM % were as follows:

ELA =	1.9% (18 students)	In-District = 8	Out of District = 10
Math =	1.8% (17 students)	In-District = 7	Out of District = 10
Science =	0.005% (5 students)	In-District = 2	Out of District = 3

- Areas assessed: ELA, Math, and Science
- Administered one-on-one
  - It is a completely individualized test designed so students can show what they know and can do. Adaptive Test.
- The assessment is given in short parts called testlets, so students do not become too tired or stressed.

Dynamic Learning Maps (DLM)
Proficiency Levels

Four Performance Levels

1. Emerging
2. Approaching the target
3. At target
4. Advanced

Dynamic Learning Maps (DLM)
District Information

District Participation - DLM	
Total Number of Students Eligible who took DLM	**ELA = 18** **Math = 17** **Science = 5**

Total Number of Students In District Eligible to take DLM	ELA = 8 Math = 7 Science = 2
Number of Students in District who took DLM	ELA = 6 Math =5 Sci. = 1
Number of Students in District who did not take DLM	ELA = 2 Math = 2 Sci. = 1

Total Number of Students Out of District Eligible to take DLM	ELA = 10 Math =10 Science = 3
Number of Students Out of District who took DLM	ELA = 10 Math = 10 Sci. = 3
Number of Students Out of District who did not take DLM	ELA = 0 Math = 0 Sci. = 0

Dynamic Learning Maps (DLM)

District Performance – Distribution of Scores

Total # of Students In District and Out of District	ELA = 18 Math = 17 Science = 5

ELA	1 - Emerging	2 – Approaching	3 – At Target	4 – Advanced
18	13	2	1	1

Math	1 - Emerging	2 – Approaching	3 – At Target	4 - Advanced
17	10	3	3	1

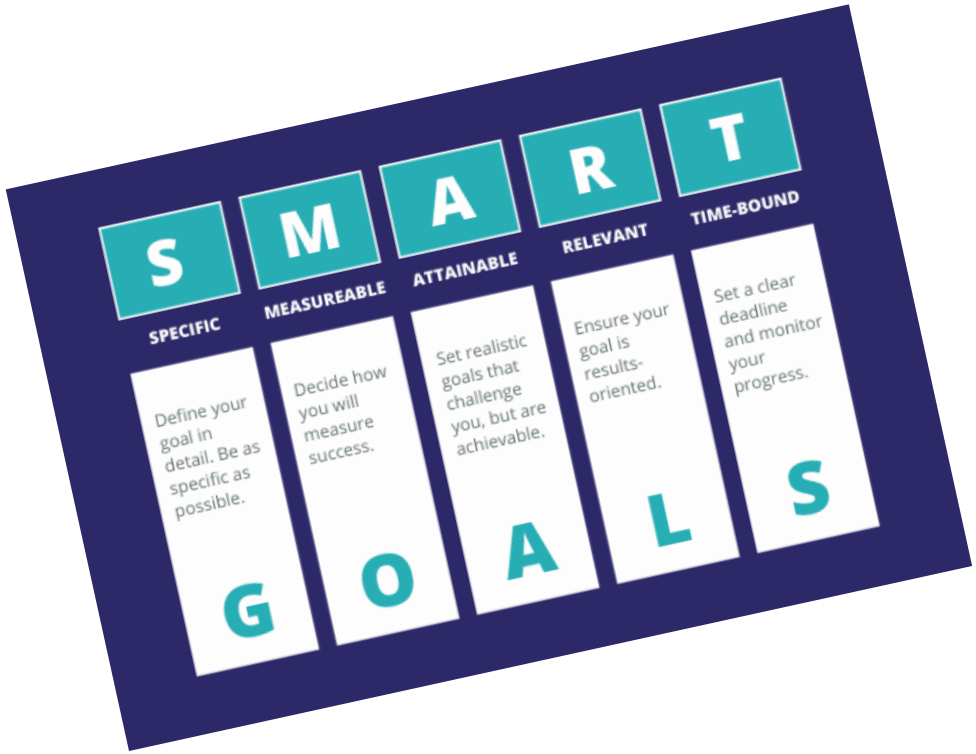
Science	1 - Emerging	2 – Approaching	3 – At Target	4 - Advanced
5	-	-	-	-

Interventions/Strategies/Initiatives

Interventions/Strategies/Initiatives

We developed a set of focused District Goals for SY 26-27.

1. Student Achievement
2. Teacher Efficacy
3. Community Engagement
4. Equity and Inclusion



Interventions/Strategies/Initiatives

Goal 1 – Student Achievement

- Deep Data Dive: NJSLA-A, Benchmark Assessments, Diagnostic Assessments, Classroom Assessments
- Multi-tiered Systems of Support – Response to Intervention (RTI)
  - Classroom Support - Differentiation of Instruction
  - Basic Skills and Intervention Programs
  - Tier 3 Support
- 21st Century Program: Academics, Enrichment and Tutoring Programs
- ESEA Grants: Title I and III Extended Day and Year Programs
- 5th Grade Science – STARBASE Program
- FIS Homework Help
- Life Skills Program – Special Education Students

Interventions/Strategies/Initiatives

Goal 2 – Teacher Efficacy

- Professional Development Sessions: MTSS/RTI, Data, Core Content, Pedagogy, SEL, Artificial Intelligence
- New Teachers: New Staff Orientation Days and Monthly Meetings for New Teachers
- Administrators: Focused on Domain 1 – Planning and Preparation
- Focused Classroom Walkthroughs with emphasis on Tier 1 interventions and differentiated instructions.
- Job Embedded Professional Development: PLCs/Grade Level Meetings/Faculty Meetings
  - Coaches, Grade Level Leaders, Data Leaders

Interventions/Strategies/Initiatives

Goal 3 – Community Engagement

- Back to School Bash, Back to School Nights
- Parent Academies, Parent Involvement Nights, SEPAC
- Community Partnerships: Count Basie, Freehold Alliance, Open Door, NJ Compass, YMCA, Neighborhood Connection, Ocean First Family First, Freehold Area Health, Ocean First Bank
- University/Colleges: Monmouth University, Georgian Court University, Rider University, College of NJ, Brookdale Community College, Western Governor University (WGU)
- PTOs

Interventions/Strategies/Initiatives

Goal 4 – Equity and Inclusion

- Anti-Bullying Program and Advisory Circles
- Reflective Practices
- Character Education Assemblies
- Celebrations: Hispanic Heritage Week, Week of Respect, School Violence Awareness, Week of Respect
- PD Training for Staff Members (ongoing)

Department and School Initiatives

Curriculum and Instruction

- Multi Tiered Student Support (MTSS)
- Staff Professional Development: Tiered Instruction and Use of Data to Drive Instruction
- Wilson Reading FUNdations
- Extended Day Programs
- Extended Year Programs
- Tutoring Programs

Special Program

- Multi Tiered Student Support (MTSS) – Response to Intervention (RTI)
- Staff Professional Development: Differentiated Instruction, Understanding disabilities as abilities
- Life Skills program

Department and School Initiatives

Technology and Assessment

- Teacher Support: Leveraging AI to enhance instructional practice
- Google 2SV for security data protection

Multilingual Department

- Continue implementation of data-driven instructional and intervention practices using all student performance data to strengthen language development and academic achievement.
- Continue professional learning for administrators and teachers on effective instructional strategies that support MLs access to grade-level content.
- Continue K–8 program alignment, collaboration, and progress monitoring to ensure consistent and effective services for multilingual learners.

Department and School Initiatives

Freehold Intermediate School

- PBIS - ROAR Program implementation including student recognition and adherence to core school values
- Content area and cross grade level content area meetings to review data and form instructional practices to improve academic performance

Park Avenue Elementary

- Wilson FUNdations
- MTSS/RTI
- Character Education

Freehold Learning Center

- Wilson FUNdations
- MTSS/RTI
- Character Education

