ACCESS, DLM, NJGPA-A, NJSLA-A, NJSLA-S

Spring 2026 Administrations

North Arlington School District

November 11, 2026

Dr. Stephen Yurchak, Superintendent of North Arlington Public Schools

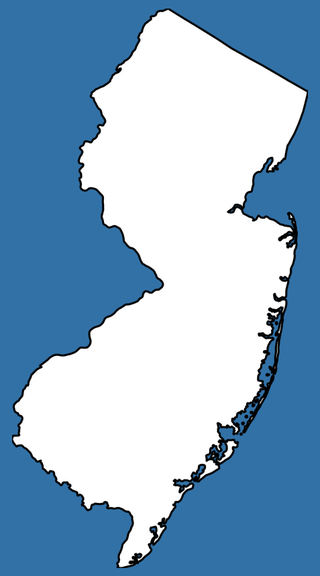
Mrs. Jaclyn Moreira, Director of Curriculum & Instruction/ District Testing Coordinator

Ms. Morales, Supervisor of Research, Planning, and Evaluation

Mrs. Marie Griggs, Principal of Jefferson Elementary School/ ESL Coordinator

Mr. Michael Burke, Director of Special Education

Mr. Patrick Bott, Principal of North Arlington High School



Presentation Directory



- Participation Rates
- WIDA ACCESS (for MLs)
- Dynamic Learning Maps (DLM)
- New Jersey Graduation Proficiency Assessment -Adaptive (NJGPA-A)
- New Jersey Student Learning Assessment-Adaptive (NJSLA-A)

WIDA, DLM, & NJGPA-A Participation Rates

Assessment	# of Students Eligible	# of Students Tested	Participation Rate
WIDA ACCESS	147	147	**100%**
DLM	13	13	**100%**
NJGPA-A ELA	153	152	**99.3%**
NJGPA-A Math	154	153	**99.4%**

NJSLA-A & NJSLA-S Participation Rates

	NJSLA-A ELA			NJSLA-A Math			NJSLA-S		
Location	**# of Students Eligible**	**# of Students Tested**	**Participation Rate**	**# of Students Eligible**	**# of Students Tested**	**Participation Rate**	**# of Students Eligible**	**# of Students Tested**	**Participation Rate**
Anthony Elementary	140	136	**97.1%**	141	137	**97.2%**	47	46	**97.9%**
Jefferson Elementary	83	83	**100%**	45	45	**100%**	22	22	**100%**
Roosevelt Elementary	72	72	**100%**	73	73	**100%**	24	24	**100%**
Washington Elementary	147	147	**100%**	147	147	**100%**	49	49	**100%**
Veterans Middle School	418	413	**98.8%**	432	427	**98.8%**	128	125	**97.7%**
North Arlington High School	131	131	**100%**	163	163	**100%**	152	151	**99.3%**

Tentative data pending release of ESSA Accountability Profile

WIDA ACCESS for Multilingual Learners

ACCESS for MLs Key Information

- The Home Language Survey is the first step in identifying potential Multilingual Learners (MLs).
- Students are assessed in English Language Proficiency (ELP) across four domains: Listening, Speaking, Reading, and Writing.
- The WIDA Screener and ACCESS for ELLs 2.0 assess students' English language proficiency across all four domains.
- Students who score below 4.5 receive targeted language support and intervention from an ML teacher.
- ML exit criteria have become more rigorous and incorporate multiple measures, including ACCESS scores, English Language Observation (ELO) data, teacher input, and standardized assessment results.
- Parents have the option to refuse services, however, those students who do not participate in ESL must still take the ACCESS.

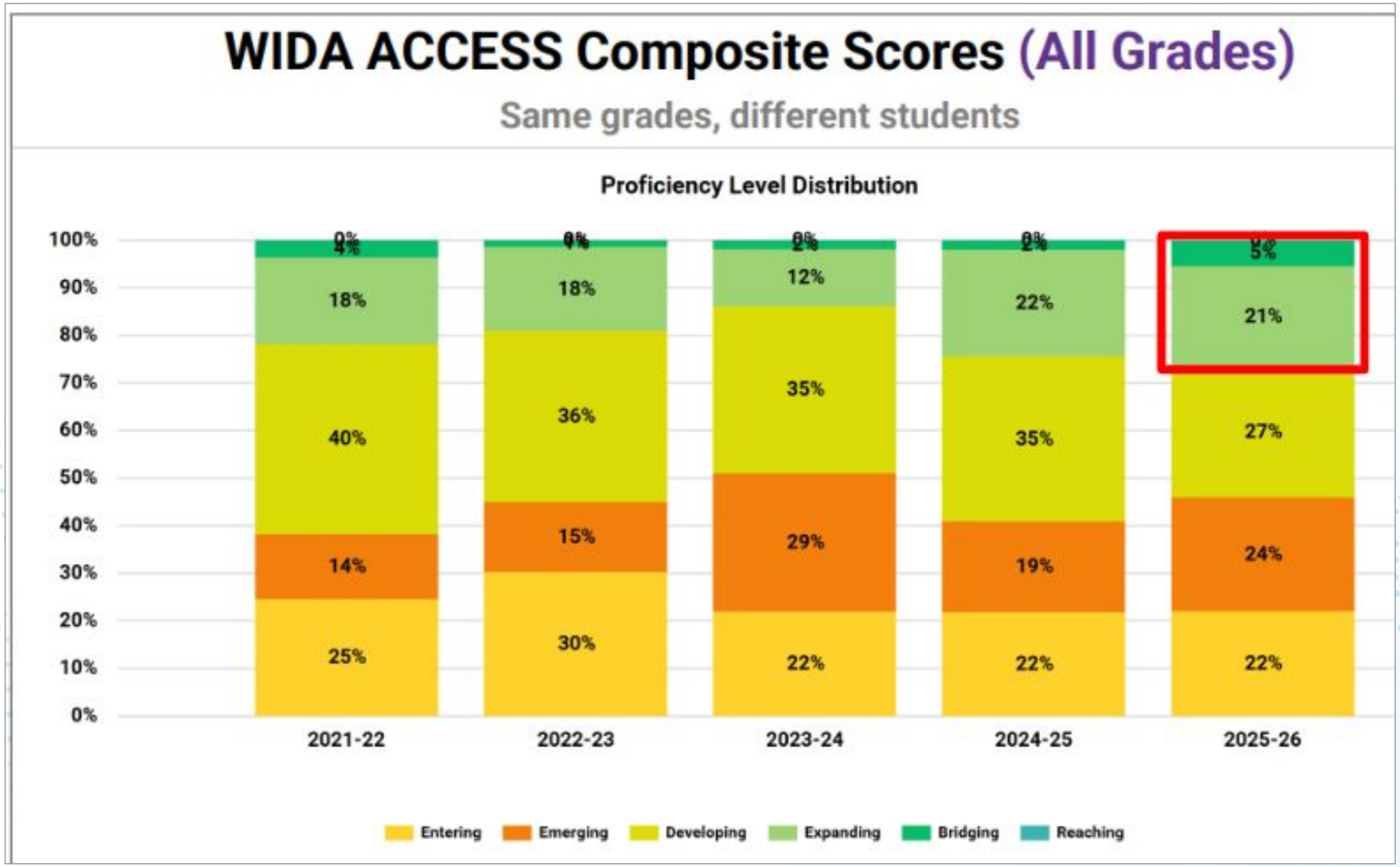
ACCESS for MLs 2.0 Performance

Proficiency Level	Listening: # of Students at Level			Speaking: # of Students at Level			Reading: # of Students at Level			Writing: # of Students at Level			Overall Score*: # of Students at Level		
	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026
1-Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	24	17	18	48	35	29	44	46	47	34	27	33	33 (22 %)	32 (22%)	32 (22%)
2-Emerging: Knows and uses some social English and general academic language with visual and graphic support	24	18	15	37	49	48	49	32	31	39	31	26	44 (29%)	28 (19%)	35 (24%)
3-Developing: Knows and uses some specific academic language with visual and graphic support	30	26	27	44	47	40	20	26	26	66	70	53	53 (35%)	51 (35%)	40 (27%)
4-Expanding: Knows and uses social English and some technical academic language	18	21	20	12	**	18	**	**	15	13	19	32	18 (12%)	33 (22%)	31 (21%)
5-Bridging: Knows and uses social and academic language working with grade level material	22	23	20	**	**	**	26	22	12	**	**	**	**	**	**
6-Reaching: Knows and uses social and academic language at the highest level measured by this test	35	43	47	**	**	**	**	13	15	**	**	**	**	**	**

Overall Score=35% Reading + 35% Writing + 15% Listening +15% Speaking

***Data suppressed to protect student privacy*

A score of 4.5 on WIDA ACCESS is one measure that supports exiting ML services. Since 2024, the number of students approaching this level has grown significantly (+13 students). In 2026, 24 students have exited ML services.

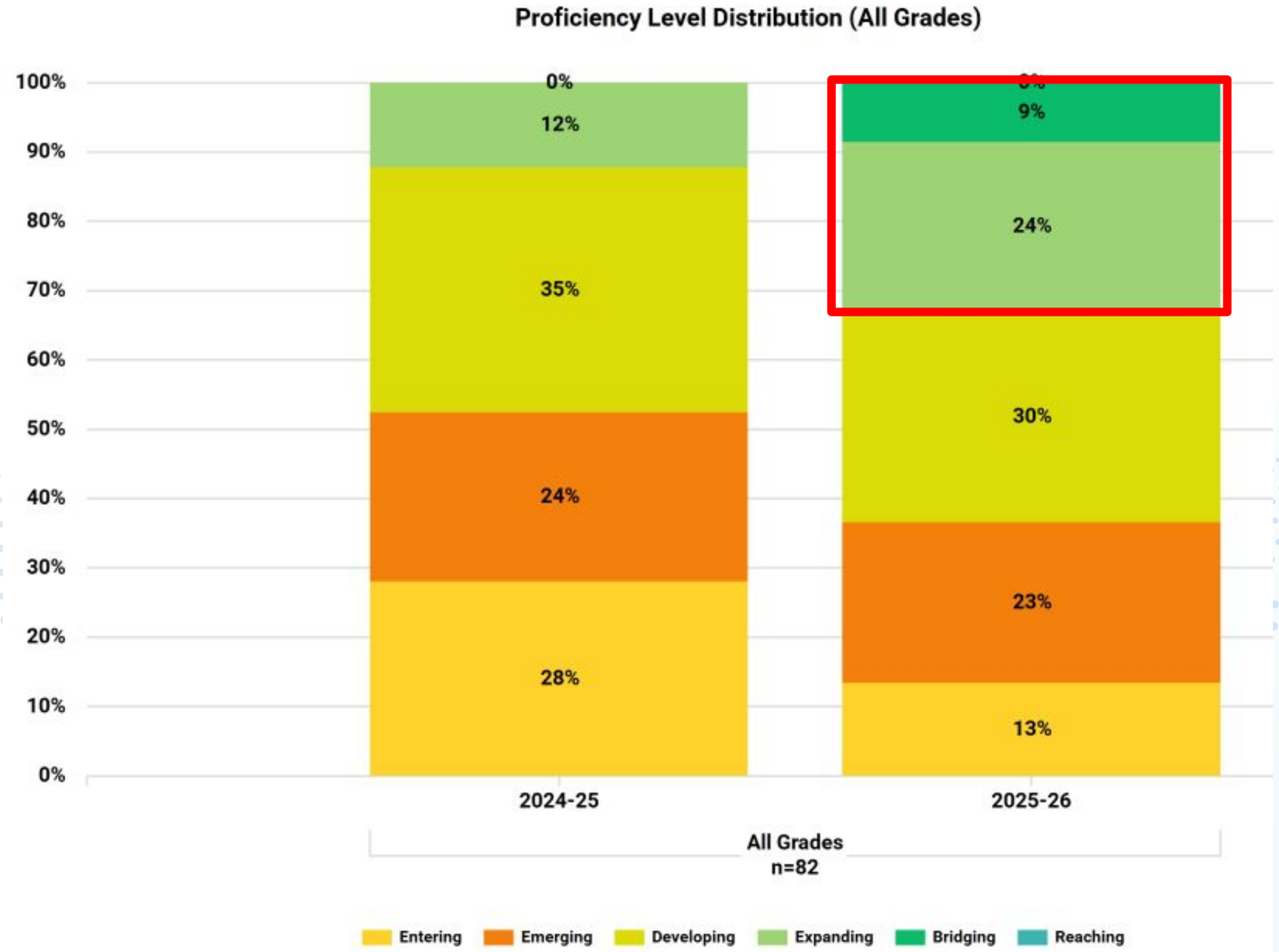


Data Points of Interest:

- During the 2025–26 school year, 26% of multilingual learners achieved the Expanding and Bridging proficiency (levels 4 and 5), the highest percentage in 5 years.
- The percentage of students at Developing (level 3) decreased by 8% from 24-25 to 25-26, as students show increased proficiency in language acquisition.
- 24 students exited ML support services in 2026, proving to be English proficient.

WIDA ACCESS Achievement (All Grades)

Same students, different grades



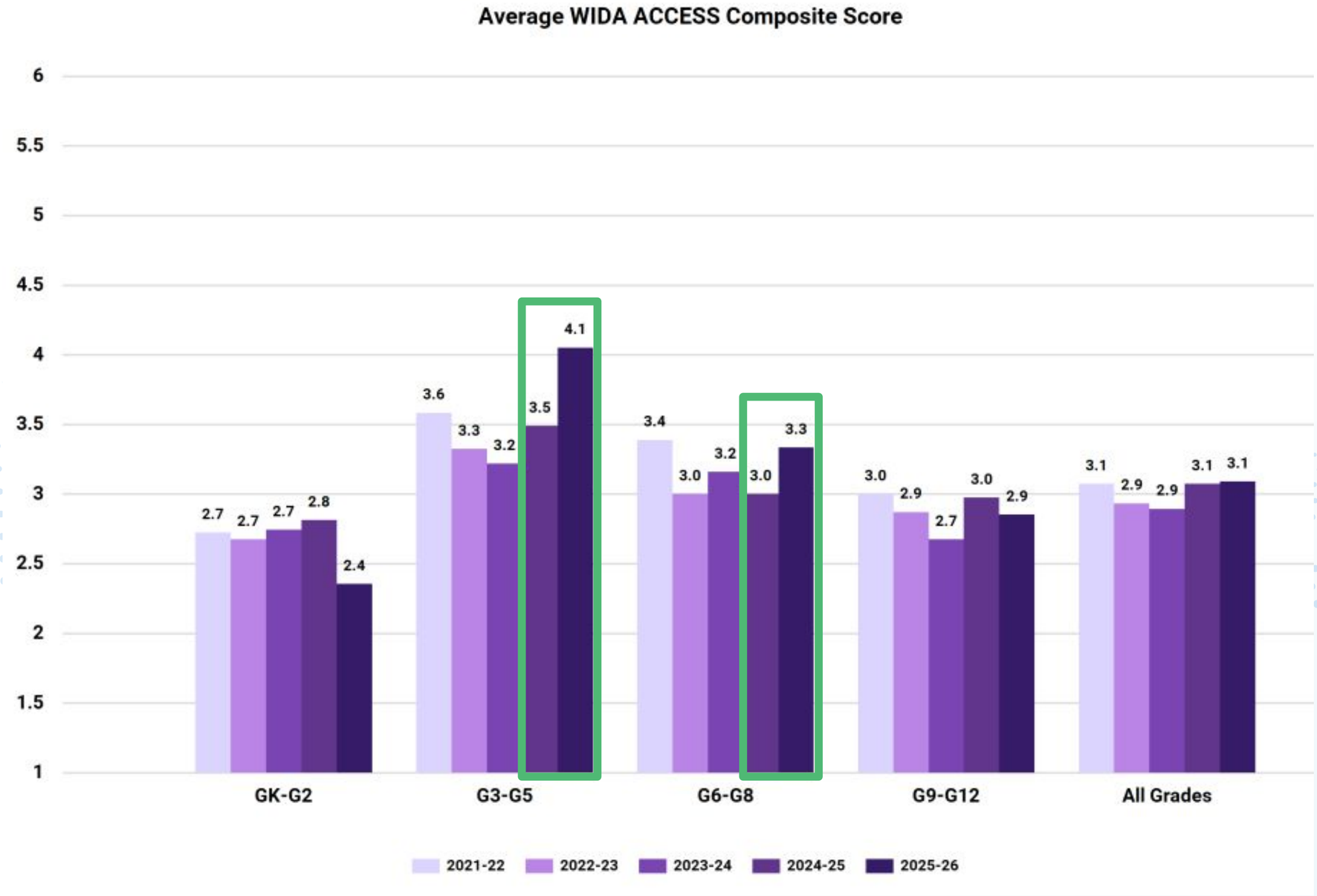
Data Points of Interest:

Examining the same 82 students from 2024-25 to 2025-26….

- The percentage of students at Expanding and Bridging proficiency (levels 4 and 5) increased from 12% to 33%.
- The percentage of students at Developing, Emerging, and Entering proficiency (levels 1-3) decreased, suggesting that students receiving ML services are progressing towards proficiency.

WIDA ACCESS Achievement

Same grades, different students

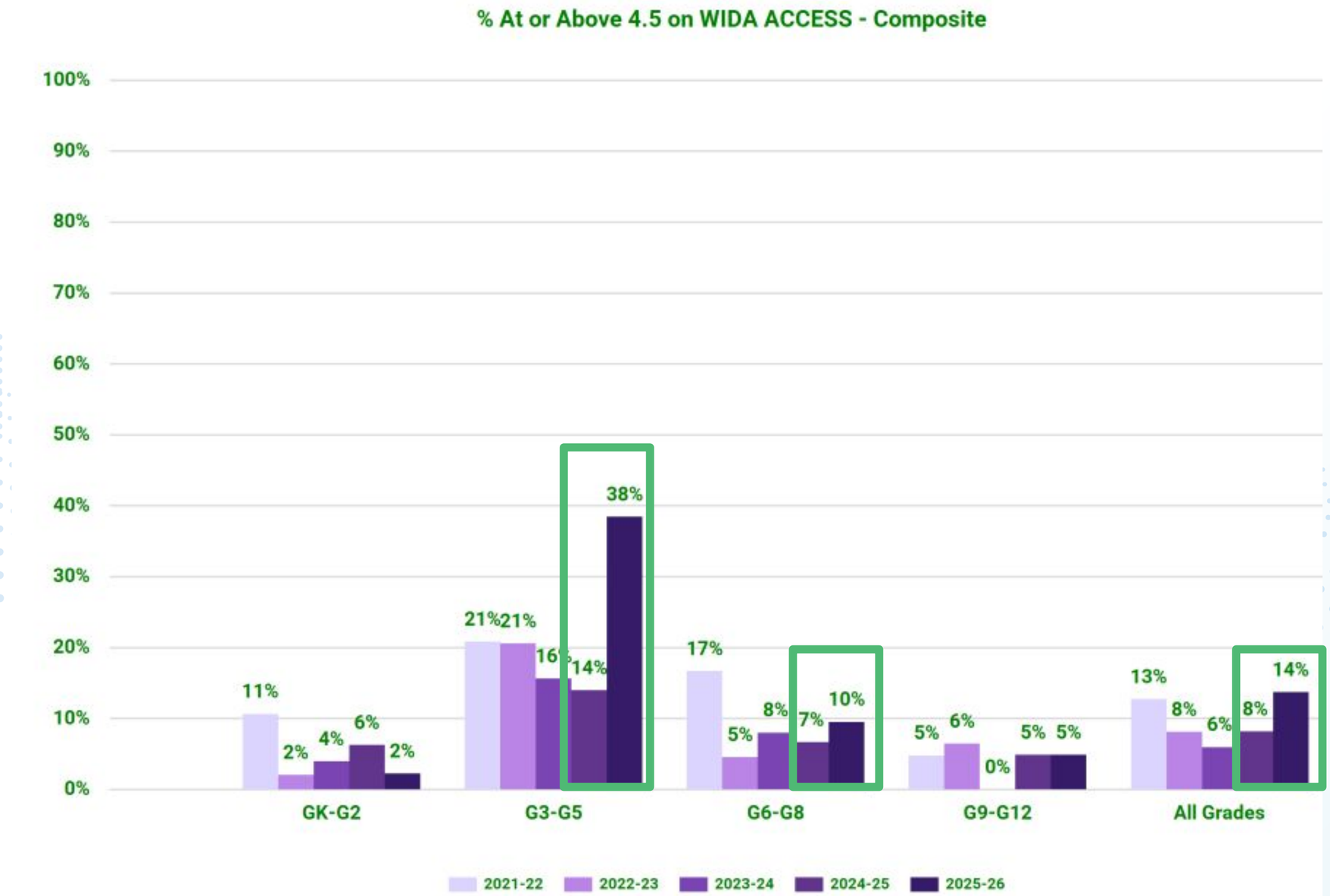


Data Points of Interest:

- From 2024-25 to 2025-26, grade bands 3-5 and 6-8 demonstrated growth in average composite scores.
- Grades 3–5 demonstrated the greatest growth, increasing from an average composite score of 3.5 to 4.1, the highest composite score in the past 5 years amongst all grade bands.

WIDA ACCESS Achievement

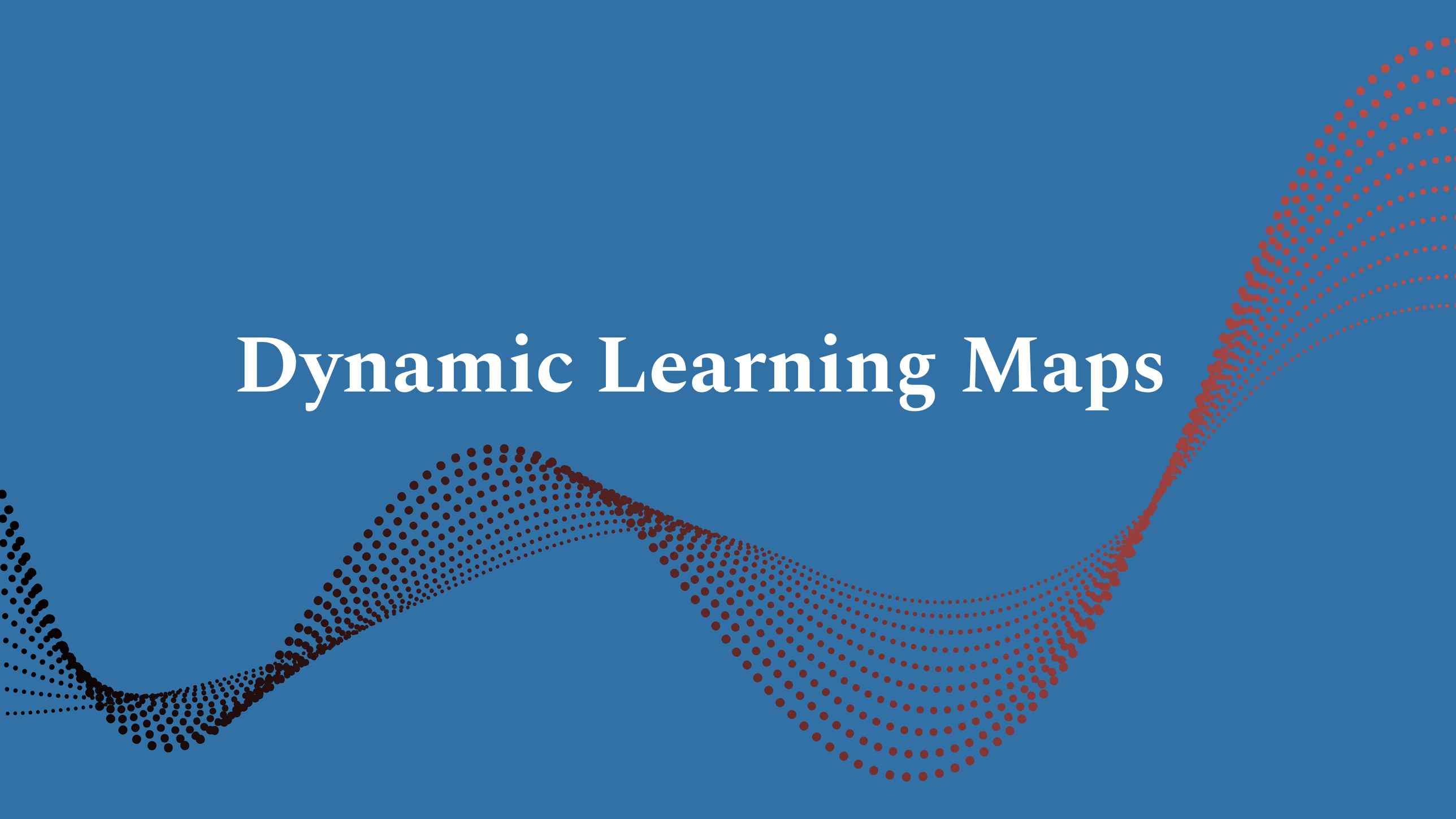
Same grades, different students



Data Points of Interest:

- At level 4.5 and above, ML students may be considered for exiting.
- Across all grades, 14% of students were At or Above 4.5, the highest rate in 5 years and a 6% increase from the prior testing year.
- Grades 3-5 demonstrated the most growth with a 24% increase in students At or Above level 4.5 from the prior testing year.
- Grades 6-8 students At or Above 4.5 grew by 3% from the prior testing year.

Dynamic Learning Maps



Dynamic Learning Maps Key Information

- In accordance with state and federal regulations, all students with disabilities are required to participate in state assessments. For students who are unable to participate in the general statewide assessments, alternate assessments are provided.

- As New Jersey transitioned to online general assessments in English Language Arts, Mathematics, and Science, alternate assessments also transitioned to an online format. Dynamic Learning Maps (DLM) is the alternate assessment to the New Jersey Student Learning Assessments (NJSLA).

- The DLM is administered to students in grades 3–11 in English Language Arts and Mathematics. Science assessments were administered to eligible students in grades 5, 8, and 11.

- Four proficiency levels are reported:
  - Emerging
  - Approaching Target
  - At Target
  - Advanced

- At Target and Advanced are considered passing proficiency levels.

DLM Performance

Grades	Subject	# of Students Tested	# Approaching Target	# At Target	# Advanced	% At Target and Advanced
3-11	**ELA**	13	**	**	**	62%
3-11	**Math**	13	**	**	**	54%
5	**Science**	**	**	**	**	**
8	**Science**	**	**	**	**	**
11	**Science**	**	**	**	**	**

***Data suppressed to protect student privacy*

New Jersey Graduation Proficiency Assessment-Adaptive (NJGPA-A)

NJGPA-A Key Information

- The Spring 2026 administration marked the first administration of the adaptive assessment.
- Administered to all Grade 11 students.
- Measures students' readiness for graduation in English Language Arts (ELA) and Mathematics.
- The ELA component is aligned with Grade 10 standards.
- The Mathematics component is aligned with Algebra I and Geometry standards.
- Students who do not meet the required cut scores may pursue the following options:
  - Receive additional academic support.
  - Retake the ELA and/or Mathematics component(s).
  - Meet the graduation requirement through an approved competency test from the menu of options.
  - Complete a portfolio appeal.

NASD vs. State

English Language Arts					
Grade	**# of Students Tested**	**Graduation Ready NASD**	**Graduation Ready NJ**	**Not Yet Grad. Ready - NASD**	**Not Yet Grad Ready - NJ**
11	152	79%	76%	21%	24%

Mathematics					
Grade	**# of Students Tested**	**Graduation Ready NASD**	**Graduation Ready NJ**	**Not Yet Grad. Ready - NASD**	**Not Yet Grad Ready - NJ**
11	153	62%	61%	38%	39%

Percentage exceeding NJ state average

Percentage exceeding NJ state average

Grade level growth from previous year

Graduation Ready 2024 to 2026

Grade 11 Cohort

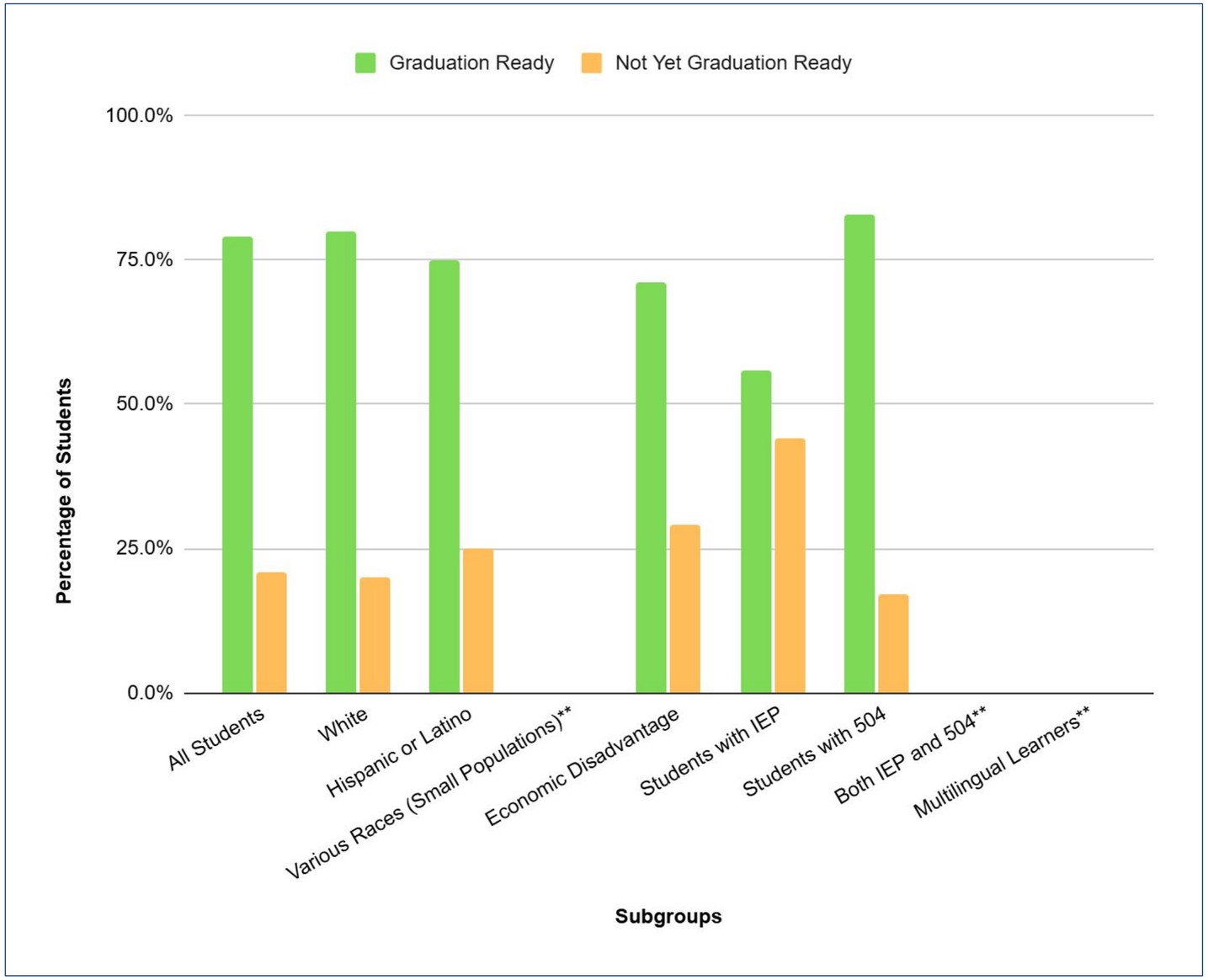
	NJGPA				NJGPA-A	
	2024		2025		2026	
	District	State	District	State	District	State
ELA	83%	82%	89% ↑	81%	79%	76%
Math	54%	55%	56% ↑	58%	62% ↑	61%

Data Points of Interest:

- In 2026, North Arlington outperformed the state in both ELA and Math graduation readiness rates.
- Over three consecutive years, North Arlington consistently outperformed the state average in ELA graduation readiness.
- Over three consecutive years, North Arlington demonstrated a steady increase in the percentage of students meeting graduation readiness in Mathematics.
- From 2025 to 2026, the North Arlington math graduation readiness rate increased by 6%, while the New Jersey graduation readiness rate increased by 3%.

2026 Subgroup Chart, English Language Arts

Grade 11 Cohort



Data Points of Interest:

- The majority of Grade 11 students, including subgroups, are demonstrating graduation readiness in ELA.
- Students with Disabilities will continue to be a key focus for targeted ELA support.

***Data suppressed to protect student privacy*

2024-2026 Subgroup 3-Year Comparison, English Language Arts

Grade 11 Cohort

	Percentage of Students Graduation Ready		
	NJGPA		NJGPA-A
Student Groups	**2024**	**2025**	**2026**
All Students	83%	89% ↑	79%
White	87%	90% ↑	80%
Hispanic or Latino	78%	87% ↑	75%
Various Races (small populations)	83%	**	**
Economic Disadvantage	73%	78% ↑	71%
Students with IEP	57%	75% ↑	56%
Students with 504	**	**	83%
Students with Both IEP and 504	**	**	**
Multilingual Learners	**	25%	**

Data Points of Interest:

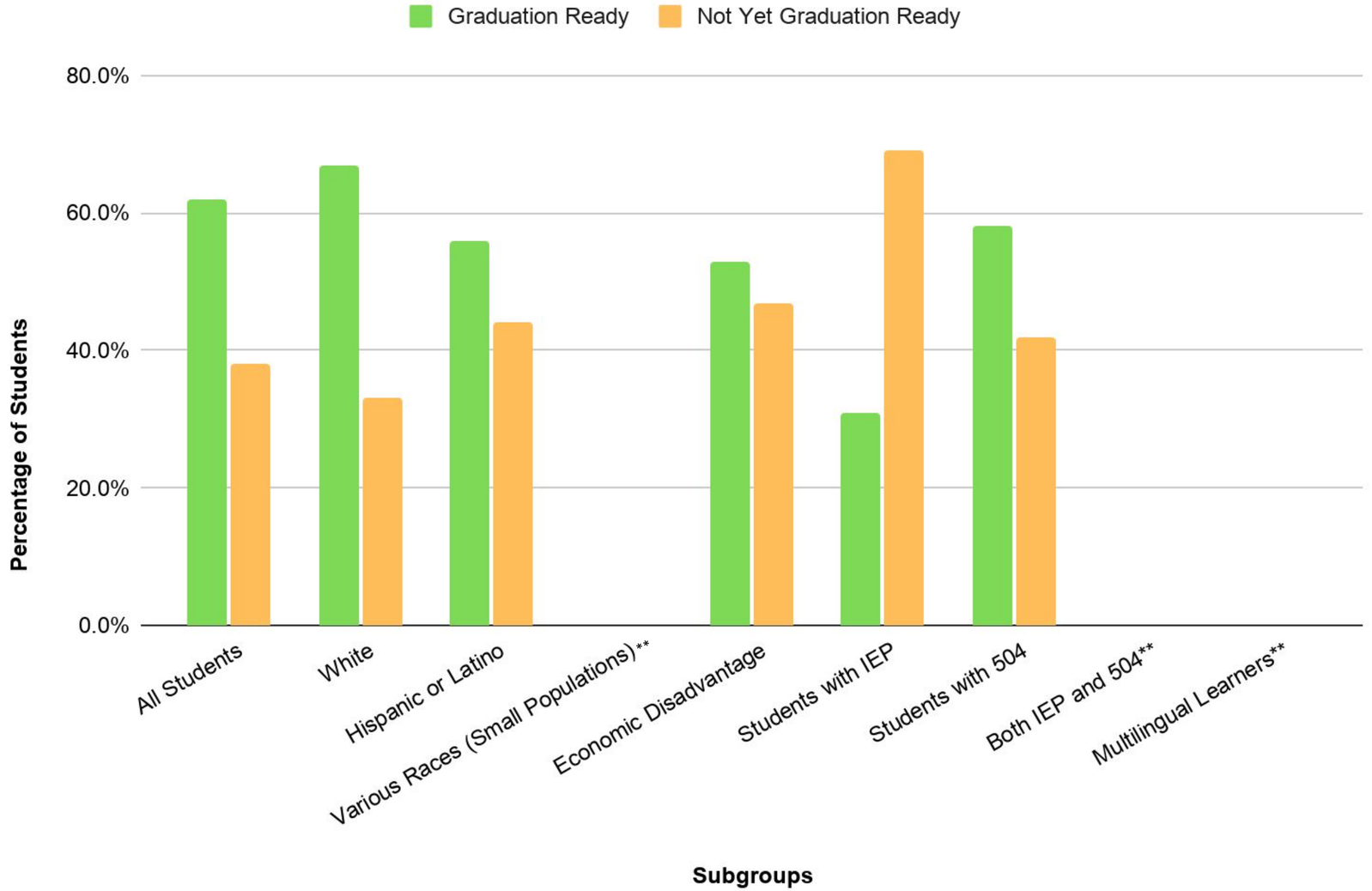
- Overall, 79% of North Arlington students achieved graduation readiness on the 2026 NJGPA-A ELA.
- Students with 504 plans demonstrated strong performance, with 83% achieving graduation readiness.
- Students with IEPs will continue to be an area of focus.

↑ Grade level growth from previous year

***Data suppressed to protect student privacy*

2026 Subgroup Chart, Mathematics

Grade 11 Cohort



Data Points of Interest:

- Overall, a greater number of students are demonstrating graduation readiness than those who are not.
- Continued improvement is needed to ensure all students reach proficiency, particularly in certain subgroups.
- Math will remain a key area of instructional focus across the district.

***Data suppressed to protect student privacy*

2024-2026 Subgroup 3-Year Comparison, Mathematics

Grade 11 Cohort

	Percentage of Students Graduation Ready		
	NJGPA		NJGPA-A
Student Groups	**2024**	**2025**	**2026**
All Students	54%	56% ↑	62% ↑
White	62%	65% ↑	67% ↑
Hispanic or Latino	43%	49% ↑	56% ↑
Various Races (small populations)	61%	**	**
Economic Disadvantage	33%	47% ↑	53% ↑
Students with IEP	10%	8%	31% ↑
Students with 504	**	**	58%
Students with Both IEP and 504	**	**	**
Multilingual Learners	**	17%	**

Data Points of Interest

- From 2025 to 2026, the percentage of all students achieving math graduation readiness increased by 6%.
- From 2025 to 2026, all reported student subgroups demonstrated growth in math graduation readiness.
- Students with IEPs demonstrated significant growth in math graduation readiness, with a 23% increase from 2025 to 2026.

↑ Grade level growth from previous year

***Data suppressed to protect student privacy*

New Jersey Student Learning Assessments (NJSLA-A & NJSLA-S)

NJSLA-A Key Information

- The Spring 2026 administration marked the first administration of the adaptive assessment in ELA and Math.
- NJSLA-A (ELA and Math) and NJSLA-S (Science) are statewide assessments aligned with the New Jersey Student Learning Standards (NJSLS).
- Measures students' knowledge and skills in English Language Arts (ELA) and Mathematics.
- Provides a common statewide measure of student learning.
- Required under state and federal law.
- Designed to provide information about student achievement and progress toward grade-level expectations.

Meeting or Exceeding Expectations: English Language Arts

	NJSLA				NJSLA-A	
	2024		2025		2026	
Gr.	District	State	District	State	District	State
3	45.5%	43.6%	55.9% ↑	44.9%	53%	48%
4	70.8%	50.8%	56.0%	53.5%	45%	46%
5	69.7%	52.2%	63.7%	52.8%	67% ↑	52%
6	72.6%	53.2%	67.1%	56.1%	59%	51%
7	48%	54%	69.0% ↑	57.0%	52%	56%
8	58.7%	52.9%	53.0%	57.1%	55% ↑	54%
9	60.5%	58%	55.4%	49.9%	49%	51%

Percentage exceeding NJ state average

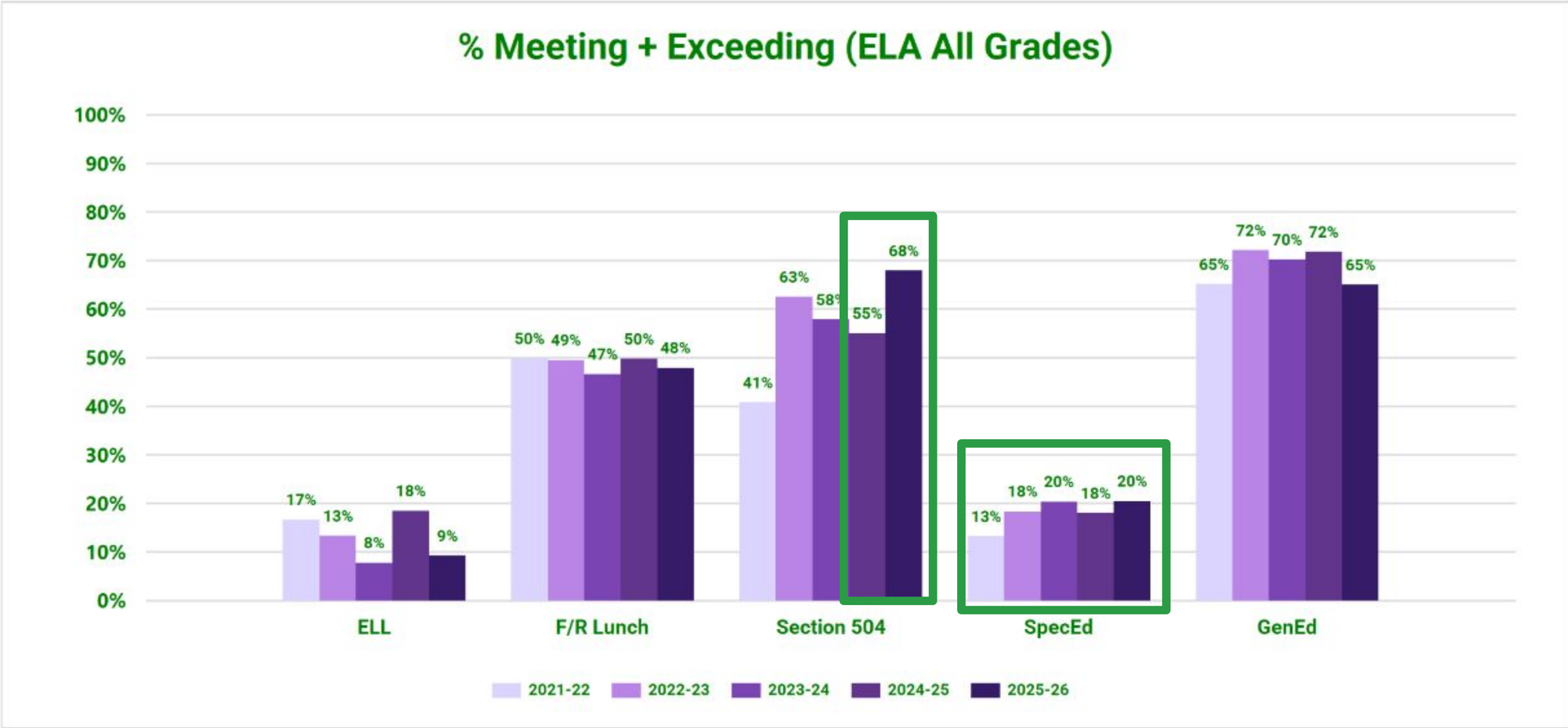
Cohort growth from previous year

↑ Grade level growth from previous year

Data Points of Interest:

- 4 out of 7 grade levels outperformed the state in overall performance.
- 5th and 8th grade students demonstrated an increase in the percentage of students meeting or exceeding expectations compared to the previous testing year.
- The 5th grade cohort demonstrated growth in performance compared to the previous testing year.

Proficiency by Program

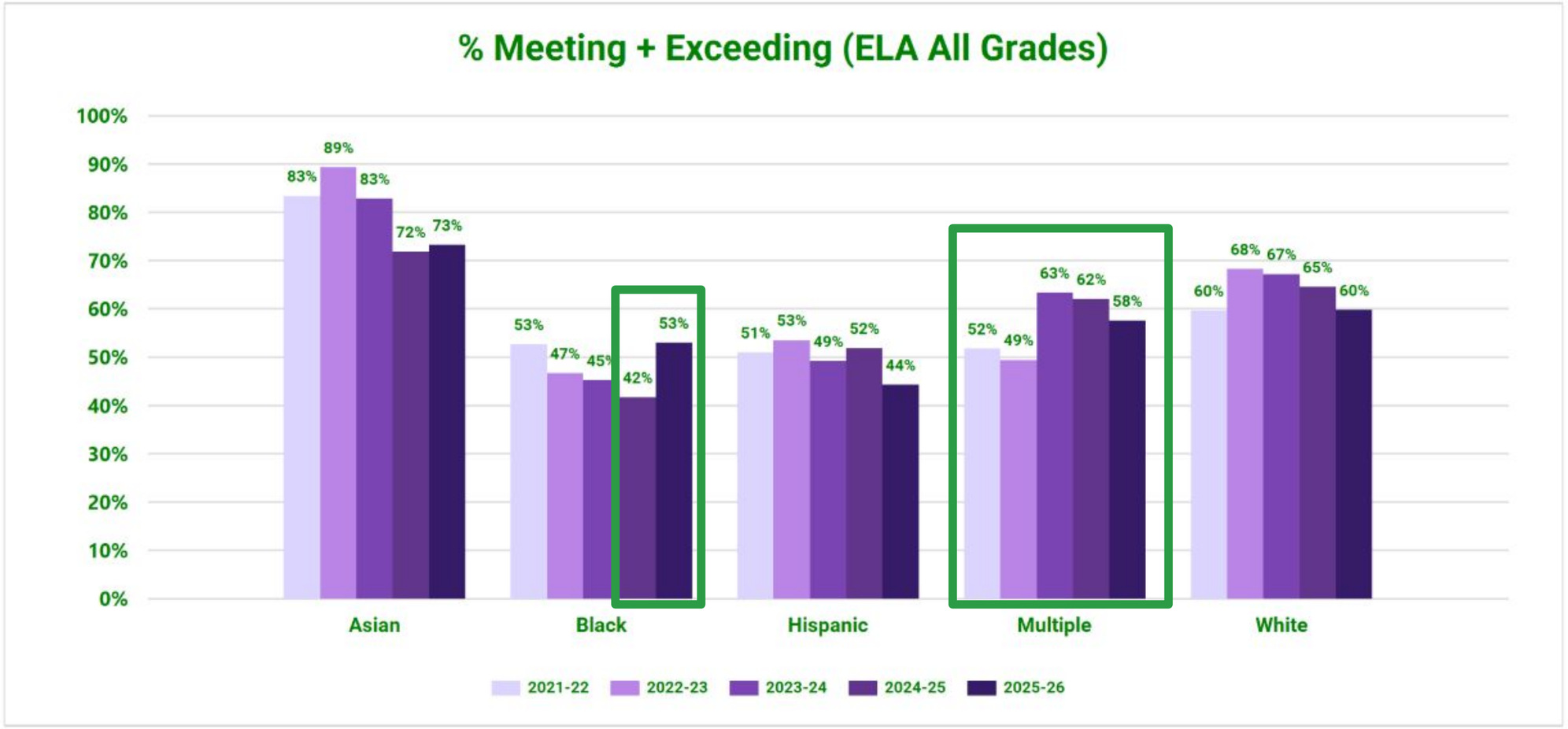


Data Points of Interest:

- Section 504 demonstrated a 13% increase since 2024-25 and reached the highest proficiency rate in a 5 year span.
- Students receiving special education services demonstrated 7% growth from 2021-22 to 2025-26.

			2021-22		2022-23		2023-24		2024-25		2025-26		% Meeting + Exceeding				
Subject	Grade	Program	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	2021-22	2022-23	2023-24	2024-25	2025-26
ELA	All Grades	ELL	30	3%	45	4%	77	4%	65	6%	54	6%	17%	13%	8%	18%	9%
ELA	All Grades	F/R Lunch	251	25%	295	29%	691	34%	432	42%	405	41%	50%	49%	47%	50%	48%
ELA	All Grades	Section 504	54	5%	56	6%	128	6%	60	6%	53	5%	41%	63%	58%	55%	68%
ELA	All Grades	SpecEd	144	14%	158	16%	329	16%	172	17%	176	18%	13%	18%	20%	18%	20%
ELA	All Grades	GenEd	831	83%	807	80%	1633	80%	788	77%	760	78%	65%	72%	70%	72%	65%
ELA	*All Grades*	*All*	*999*		*1004*		*2032*		*1021*		*979*		*57%*	*61%*	*60%*	*60%*	*55%*

Proficiency by Race



Data Points of Interest:

- Black students rose 11% from 42% in 2024-25 to 53% 2025-26.
- Multiracial students grew from 52% to 58% since 2021-22 and now make up 17% of tested students (the highest percentage in the past 5 years).

			2021-22		2022-23		2023-24		2024-25		2025-26		% Meeting + Exceeding				
Subject	Grade	Race	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	2021-22	2022-23	2023-24	2024-25	2025-26
ELA	All Grades	Asian	30	3%	28	3%	64	3%	39	4%	41	4%	83%	89%	83%	72%	73%
ELA	All Grades	Black	19	2%	15	1%	31	2%	12	1%	17	2%	53%	47%	45%	42%	53%
ELA	All Grades	Hispanic	381	38%	387	39%	775	38%	374	37%	332	34%	51%	53%	49%	52%	44%
ELA	All Grades	Multiple	56	6%	83	8%	229	11%	150	15%	165	17%	52%	49%	63%	62%	58%
ELA	All Grades	Other					10	0%					75%	83%	80%	100%	50%
ELA	All Grades	White	505	51%	485	48%	923	45%	443	43%	422	43%	60%	68%	67%	65%	60%
ELA	*All Grades*	*All*	*999*		*1004*		*2032*		*1021*		*979*		*57%*	*61%*	*60%*	*60%*	*55%*

***Data suppressed to protect student privacy*

Meeting or Exceeding Expectations: Math

	NJSLA				NJSLA-A	
	2024		2025		2026	
Gr./Course	District	State	District	State	District	State
3	44.1%	47.5%	52.3% ↑	49.7%	54% ↑	49%
4	42.2%	44.9%	42.0%	46.7%	35%	47%
5	49.3%	40.2%	54.7% ↑	44.2%	63% ↑	46%
6	46.5%	36.2%	46.9% ↑	39.8%	50% ↑	40%
7	29.6%	37.5%	48.1% ↑	38.7%	43%	38%
8	18.3%	19.5%	34.9% ↑	20.7%	42% ↑	23%
Alg I-8	74%	39.5%	100.0% ↑	37.9%	86%	40%
Alg I-HS	34%		41.0% ↑		25%	
Geo	38.5%	49%	55.0% ↑	56.0%	35%	51%
Alg II	**	58.9%			**	47%

***Data suppressed to protect student privacy*

Data Points of Interest:

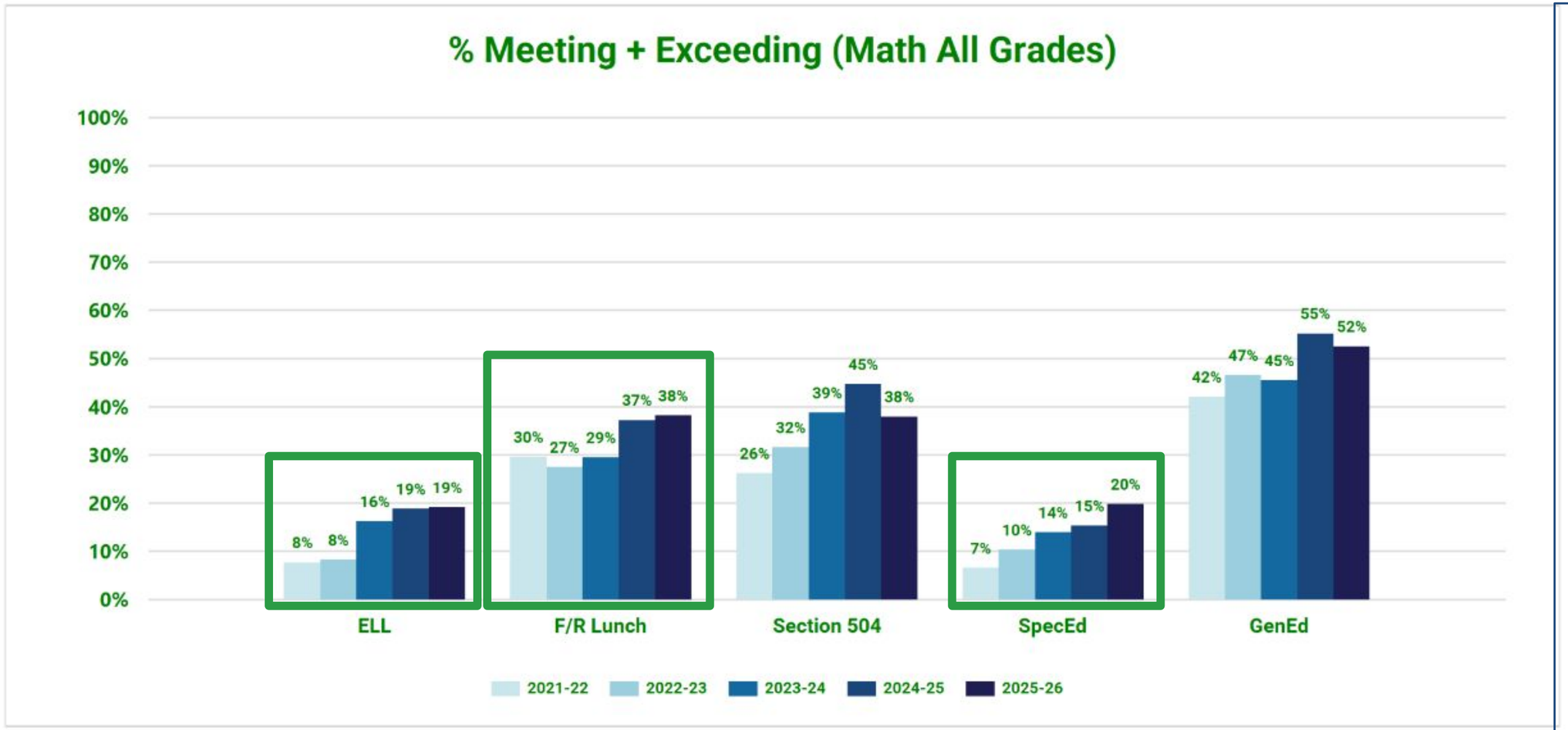
- 6 out of 10 grade levels/courses outperformed the state.
- 3rd, 5th, 6th, and 8th grade students demonstrated an increase in the percentage of students meeting or exceeding expectations compared to the previous testing year.
- The 5th grade cohort demonstrated growth in performance compared to the previous testing year.

Percentage exceeding NJ state average

↑ Grade level growth from previous year

Cohort growth from previous year

Proficiency by Program

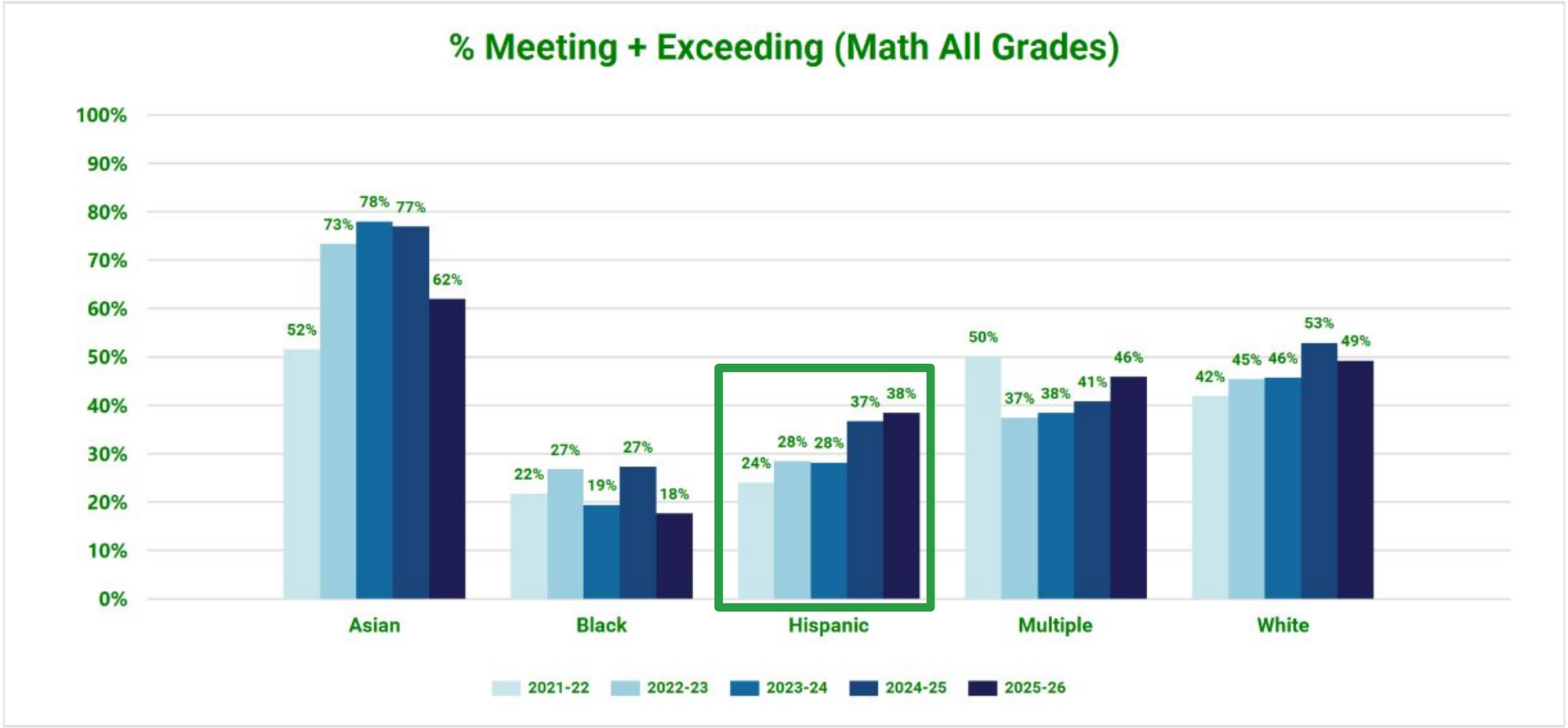


			2021-22		2022-23		2023-24		2024-25		2025-26		% Meeting + Exceeding				
Subject	Grade	Program	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	2021-22	2022-23	2023-24	2024-25	2025-26
Math	All Grades	ELL	52	5%	73	7%	148	7%	69	7%	68	7%	8%	8%	16%	19%	19%
Math	All Grades	F/R Lunch	274	24%	324	31%	726	35%	427	42%	422	41%	30%	27%	29%	37%	38%
Math	All Grades	Section 504	61	5%	57	5%	129	6%	56	6%	58	6%	26%	32%	39%	45%	38%
Math	All Grades	SpecEd	169	15%	164	16%	331	16%	176	17%	177	17%	7%	10%	14%	15%	20%
Math	All Grades	GenEd	905	81%	821	78%	1618	77%	770	76%	783	77%	42%	47%	45%	55%	52%
Math	*All Grades*	*All*	*1120*		*1051*		*2089*		*1012*		*1017*		*35%*	*39%*	*39%*	*46%*	*45%*

Data Points of Interest:

- ML students more than doubled their proficiency, from 8% to 19% since 2021-22.
- Economically disadvantaged students reached 38%, the highest in five years and up 8% since 2021-22.
- Special Education students rose every year, reaching 20%, a 13% increase since 2021-22.

Proficiency by Race



Data Points of Interest:

- Hispanic students rose from 24% to 38% since 2021-22, the highest in five years.
- The Multiracial population has grown significantly since 2021-22 (+112 students).

			2021-22		2022-23		2023-24		2024-25		2025-26		% Meeting + Exceeding				
Subject	Grade	Race	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	2021-22	2022-23	2023-24	2024-25	2025-26
Math	All Grades	Asian	33	3%	30	3%	68	3%	39	4%	42	4%	52%	73%	78%	77%	62%
Math	All Grades	Black	23	2%	15	1%	31	1%	11	1%	17	2%	22%	27%	19%	27%	18%
Math	All Grades	Hispanic	441	39%	419	40%	817	39%	357	35%	349	34%	24%	28%	28%	37%	38%
Math	All Grades	Multiple	58	5%	83	8%	245	12%	152	15%	170	17%	50%	37%	38%	41%	46%
Math	All Grades	Other					10	0%					63%	50%	40%	33%	50%
Math	All Grades	White	557	50%	498	47%	918	44%	450	44%	437	43%	42%	45%	46%	53%	49%
Math	*All Grades*	*All*	*1120*		*1051*		*2089*		*1012*		*1017*		*35%*	*39%*	*39%*	*46%*	*45%*

***Data suppressed to protect student privacy*

Meeting or Exceeding Expectations: Science

	2024		2025		2026	
Gr.	District	State	District	State	District	State
5	33.8%	27.6%	24.8%	30.1%	33% ↑	27%
8	11.6%	18.8%	10.6%	19.0%	15% ↑	19%
11	24.4%	28.1%	30.3% ↑	31.3%	19%	29%

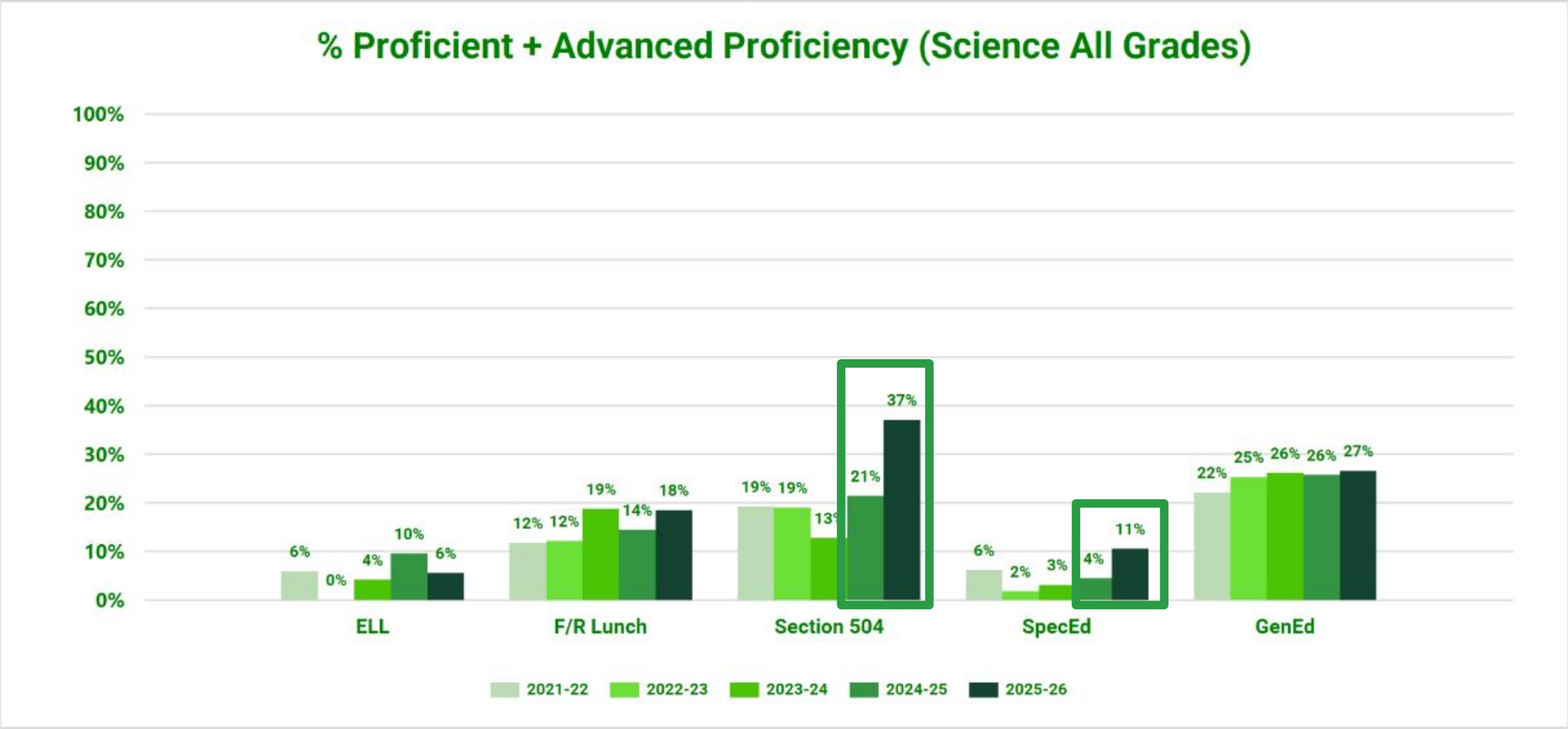
Percentage exceeding NJ state average

↑ Grade level growth from previous year

Data Points of Interest:

- In 2026, grade 5 students outperformed the state.
- 5th and 8th grade students demonstrated an increase in the percentage of students meeting or exceeding expectations compared to the previous testing year.

Proficiency by Program

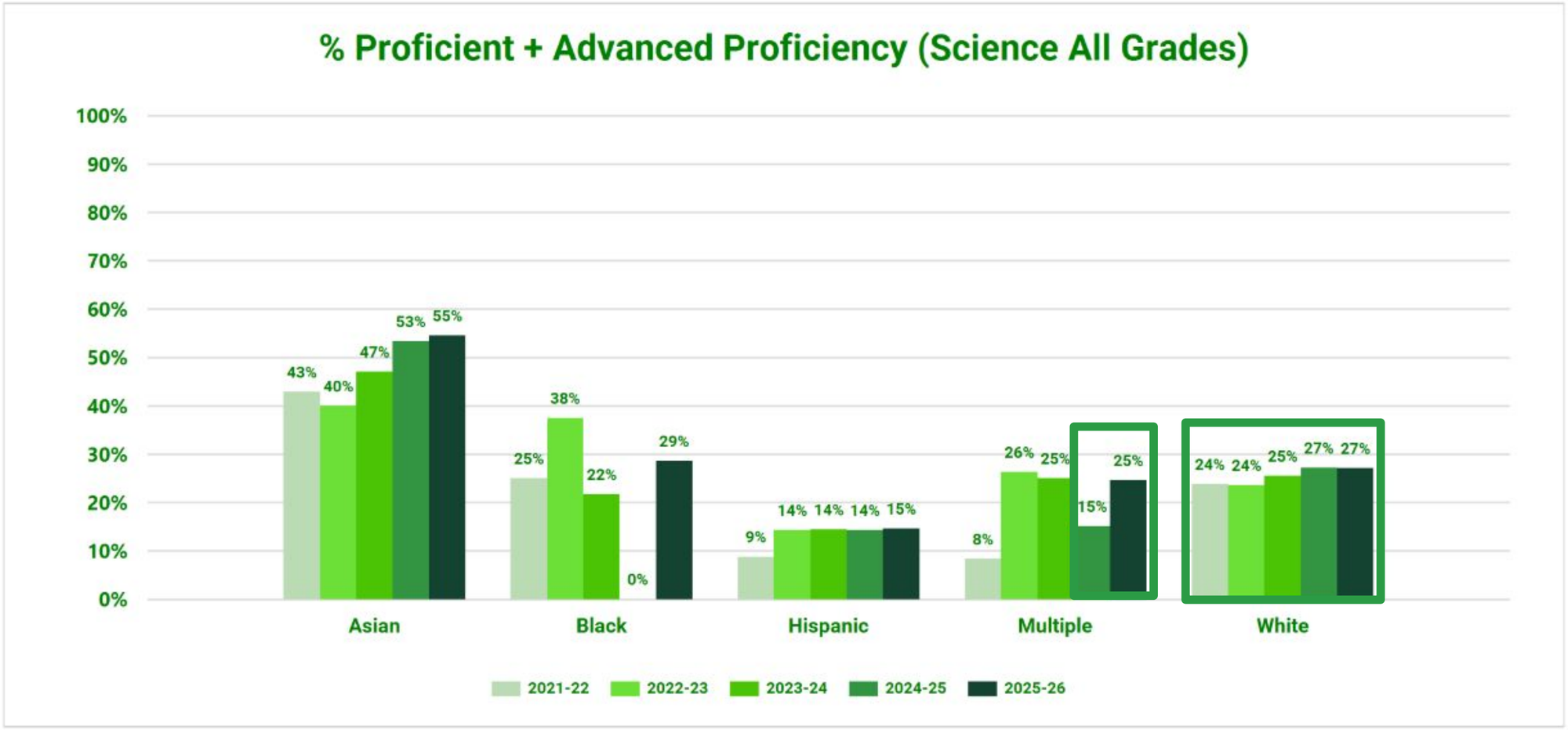


Subject	Grade	Program	2021-22		2022-23		2023-24		2024-25		2025-26		% Proficient + Advanced Proficiency				
			N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	2021-22	2022-23	2023-24	2024-25	2025-26
Sci	All Grades	ELL	17	4%	18	4%	48	5%	21	5%	18	4%	6%	0%	4%	10%	6%
Sci	All Grades	F/R Lunch	94	24%	99	22%	305	33%	180	42%	157	38%	12%	12%	19%	14%	18%
Sci	All Grades	Section 504	26	7%	21	5%	55	6%	28	7%	27	6%	19%	19%	13%	21%	37%
Sci	All Grades	SpecEd	65	16%	57	13%	129	14%	67	16%	76	18%	6%	2%	3%	4%	11%
Sci	All Grades	GenEd	313	79%	293	66%	752	81%	342	80%	324	78%	22%	25%	26%	26%	27%
Sci	*All Grades*	*All*	*395*		*446*		*927*		*430*		*418*		*19%*	*17%*	*22%*	*22%*	*23%*

Data Points of Interest:

- Section 504 students nearly doubled to 37% in 2025-26, up from 21% and the highest in 5 years.
- Special Education students rose to 11%, nearly triple the prior testing year and the highest in 5 years.

Proficiency by Race



Data Points of Interest:

- Multiracial students demonstrated a 10% growth from 2024-25 to 2025-26.
- Since 2021-22, White students demonstrated steady increase in proficiency.

			2021-22		2022-23		2023-24		2024-25		2025-26		% Proficient + Advanced Proficiency				
Subject	Grade	Race	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	N-Count	% of Total	2021-22	2022-23	2023-24	2024-25	2025-26
Sci	All Grades	Asian	14	4%	5	1%	34	4%	15	3%	11	3%	43%	40%	47%	53%	55%
Sci	All Grades	Black					23	2%					25%	38%	22%	0%	29%
Sci	All Grades	Hispanic	148	37%	154	35%	368	40%	168	39%	157	38%	9%	14%	14%	14%	15%
Sci	All Grades	Multiple	12	3%	19	4%	64	7%	53	12%	61	15%	8%	26%	25%	15%	25%
Sci	All Grades	Other											67%	33%	33%	100%	0%
Sci	All Grades	White	214	54%	178	40%	432	47%	191	44%	181	43%	24%	24%	25%	27%	27%
Sci	*All Grades*	*All*	*395*		*446*		*927*		*430*		*418*		*19%*	*17%*	*22%*	*22%*	*23%*

***Data suppressed to protect student privacy*

Intervention Programs & Initiatives

Assessments & Progress Monitoring

- LinkIt! tri-annual benchmark assessments in ELA, Math (K-11) & Science (3-11) based on NJSLS
- IXL individualized *Student Action Plans* and *Core Text Skill Plans*: enVision, Elevate, Wonders
- Core program common assessments: enVision, Elevate, Wonders
- DIBELS K-3 BOY, MOY, EOY Tracking

26-27 PDP: Multi-Tiered Systems of Support & Sheltered Instruction

- Align district-wide MTSS PD and coaching cycles with LinkIt!, IXL, and DIBELS data to ensure timely adjustments to targeted supports
- Strengthen consistent implementation of Tier 1 and Tier 2 MTSS practices and supports
- Align district-wide PD and coaching cycles with Sheltered Instruction practices across all classrooms to support ML population

Additional Programs & Information

- Coaching cycles: Tiered support based on multiple measures, including previous year data, current year data, and cohort progressions
- Targeted support for at-risk populations: Basic Skills Instruction (BSI) and Extended Instructional Support (EIS)
- Continued I&RS screening and progress monitoring
- Library/media lessons in grades K–12 to strengthen media literacy, research skills, and students' ability to analyze information

Thank You!

Contacts:

WIDA ACCESS: mgriggs@navikings.org

DLM: mburke@navikings.org

NJGPA-A: pbott@navikings.org

NJSLA-A/S: jmoreira@navikings.org