2025-2026
NJ Student Learning (NJSLA)
Student Performance and NJ Graduation Performance Data

November 16, 2026

Assessments are Part of the Cycle of Teaching and Learning

Assessments are just one component of the Cycle of Teaching and Learning, which is based on the New Jersey Student Learning Standards



New Jersey Student Learning Standards provide goals for student learning. Curriculum, instruction, and assessments support the teaching and learning of the standards.

NJSLA- Adaptive

- Demonstrate students' knowledge and skills as aligned with the New Jersey Student Learning Standards

- Provide a common, statewide measure of student learning required by state and federal law

- Empower educators, families, and communities with clear information about individual progress and school/ district-level performance

Level 1	Level 2	Level 3	Level 4	Level 5
Did Not Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations

Which Grades and Subjects are tested?

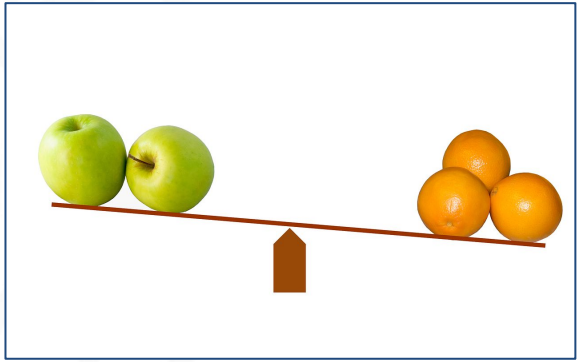
- English Language Arts (ELA) Grades 3-9
- Mathematics Grades 3-8, Algebra I, Geometry, Algebra II

What does the Test look like?

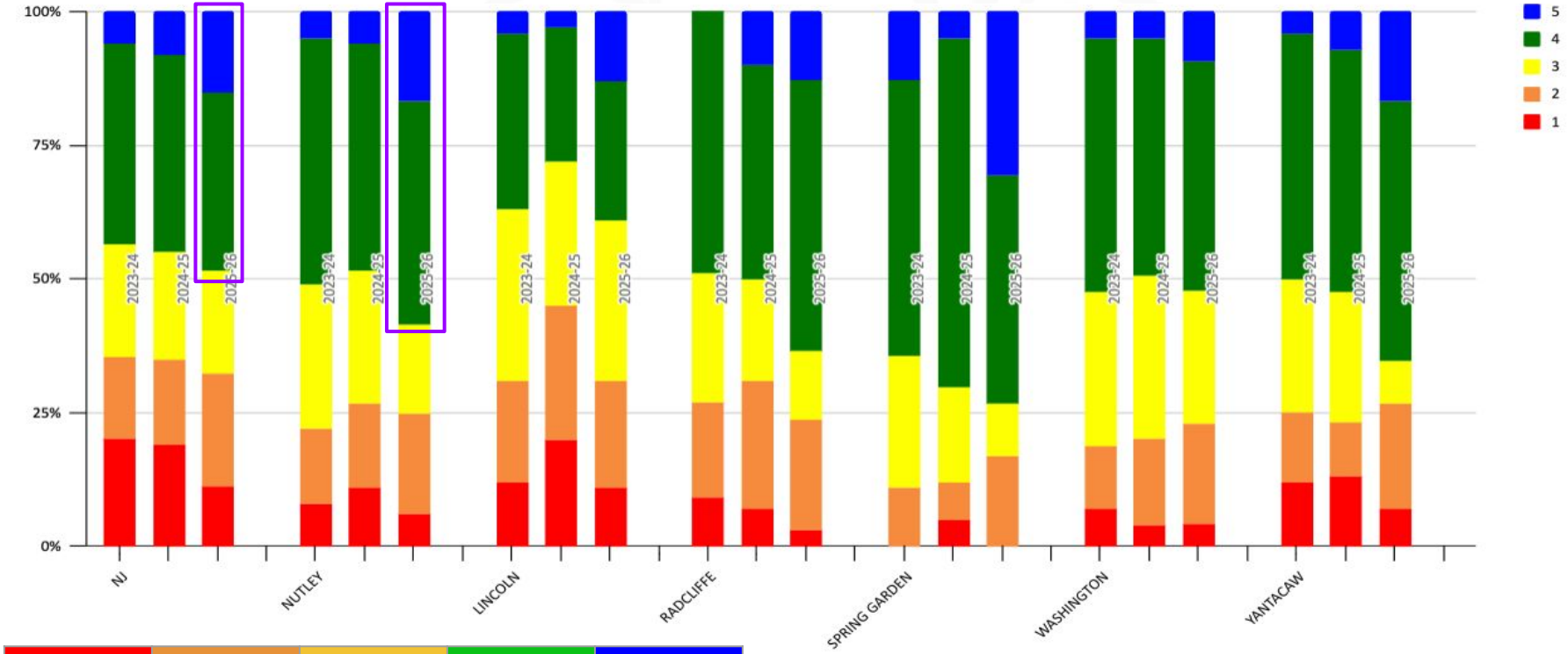
- Format: Computer-based test given on district-supplied devices
- Questions: A mix of multiple choice, writing, and interactive tasks (ex. drag-and-drop)
- Student support: Built-in tools and accommodations based on a student's individualized learning plan

Key Differences

Feature	Traditional NJSLA (Legacy)	NJSLA-Adaptive (NJSLA-A)
Test Format	Fixed-form test where all students receive the same set of questions.	Computer-adaptive test (CAT) that adjusts question difficulty in real time based on student responses.
How Questions Adjust	Questions remain static regardless of how a student answers.	Starts with medium-difficulty questions and shifts to harder or easier blocks depending on performance.
Subjects Covered	ELA, Mathematics, and Science.	ELA and Mathematics (while Science remains a fixed-form assessment known as NJSLA-S).
Scoring Mechanics	Scored across the full fixed set of items.	Only grade-level items count toward the official score calculation.
Implementation	Used historically prior to the 2026 school year transition.	Fully implemented starting in Spring 2026 following field testing.

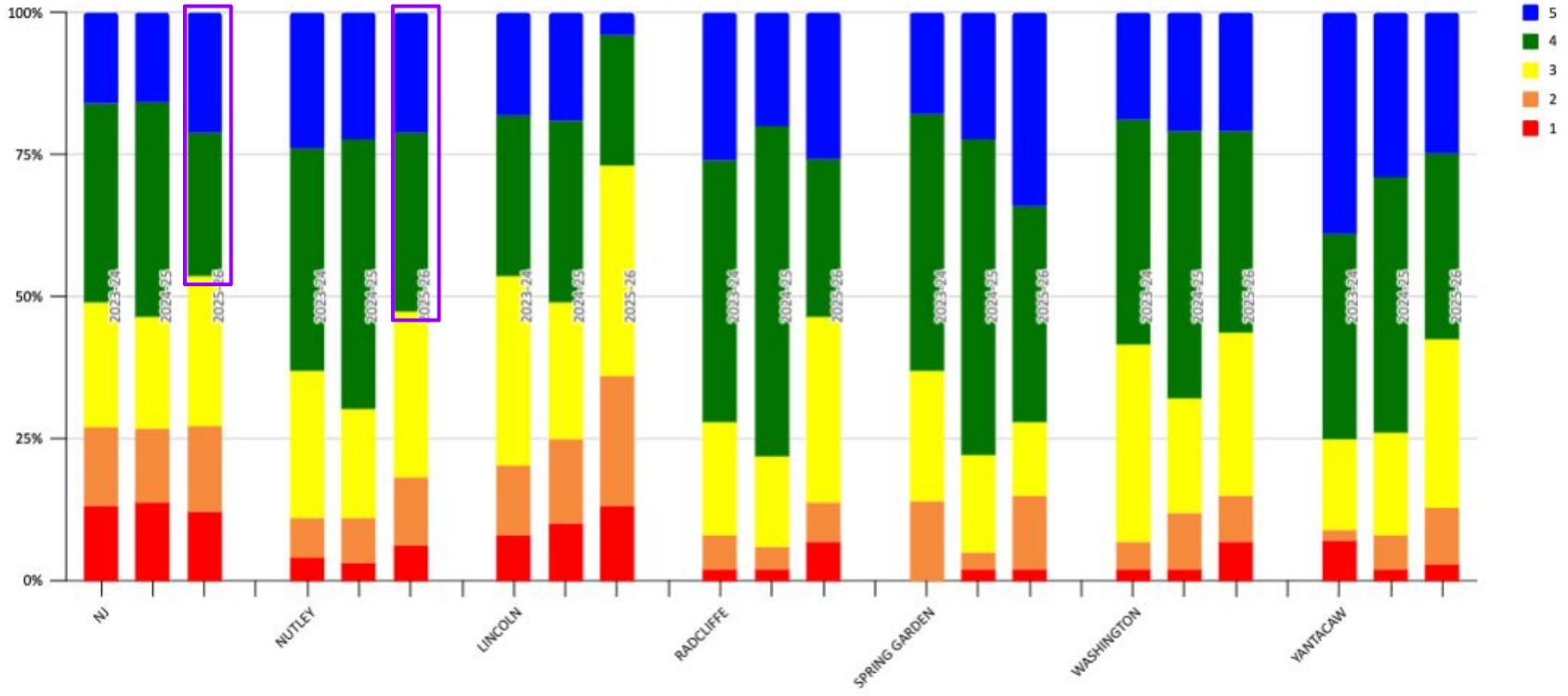


Grade 3 ELA

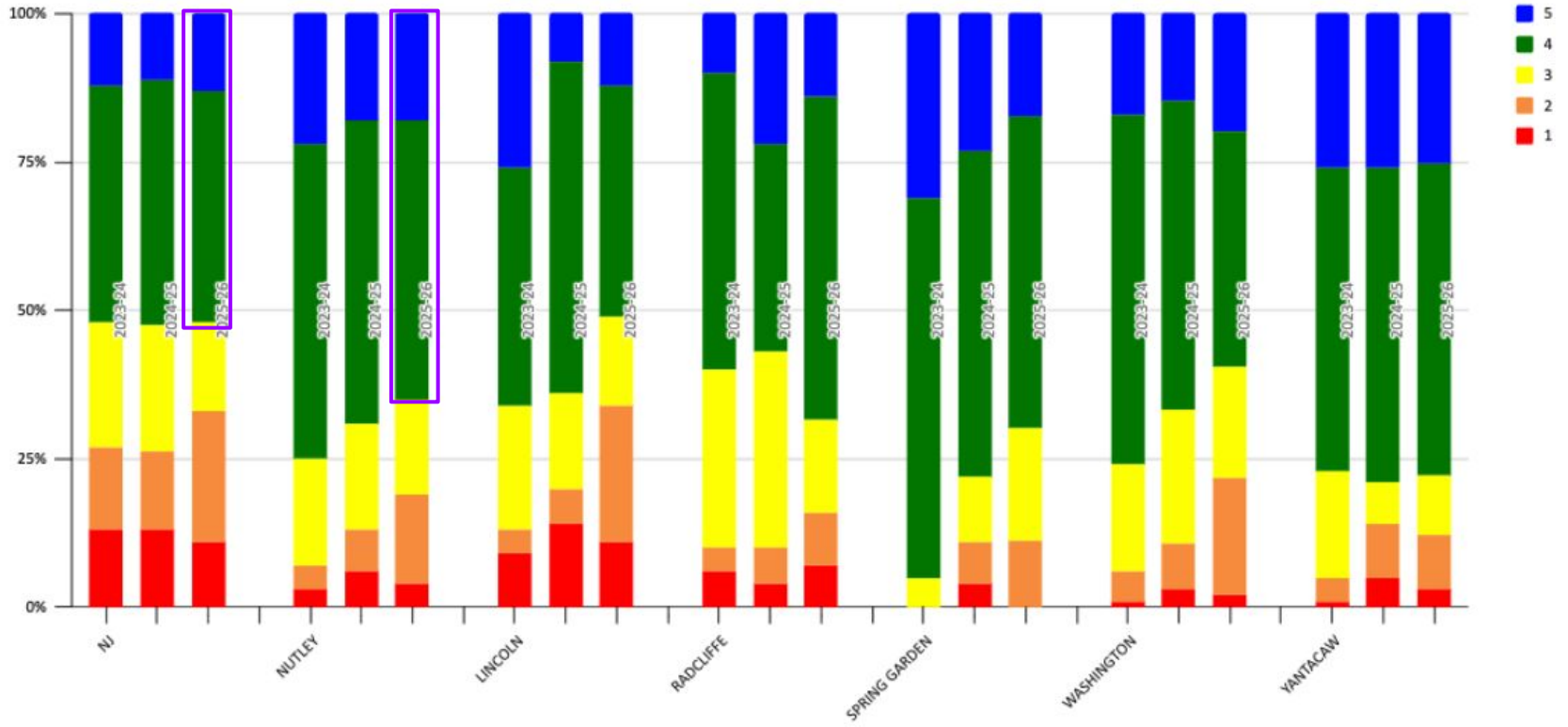


Level 1	Level 2	Level 3	Level 4	Level 5
Did Not Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations

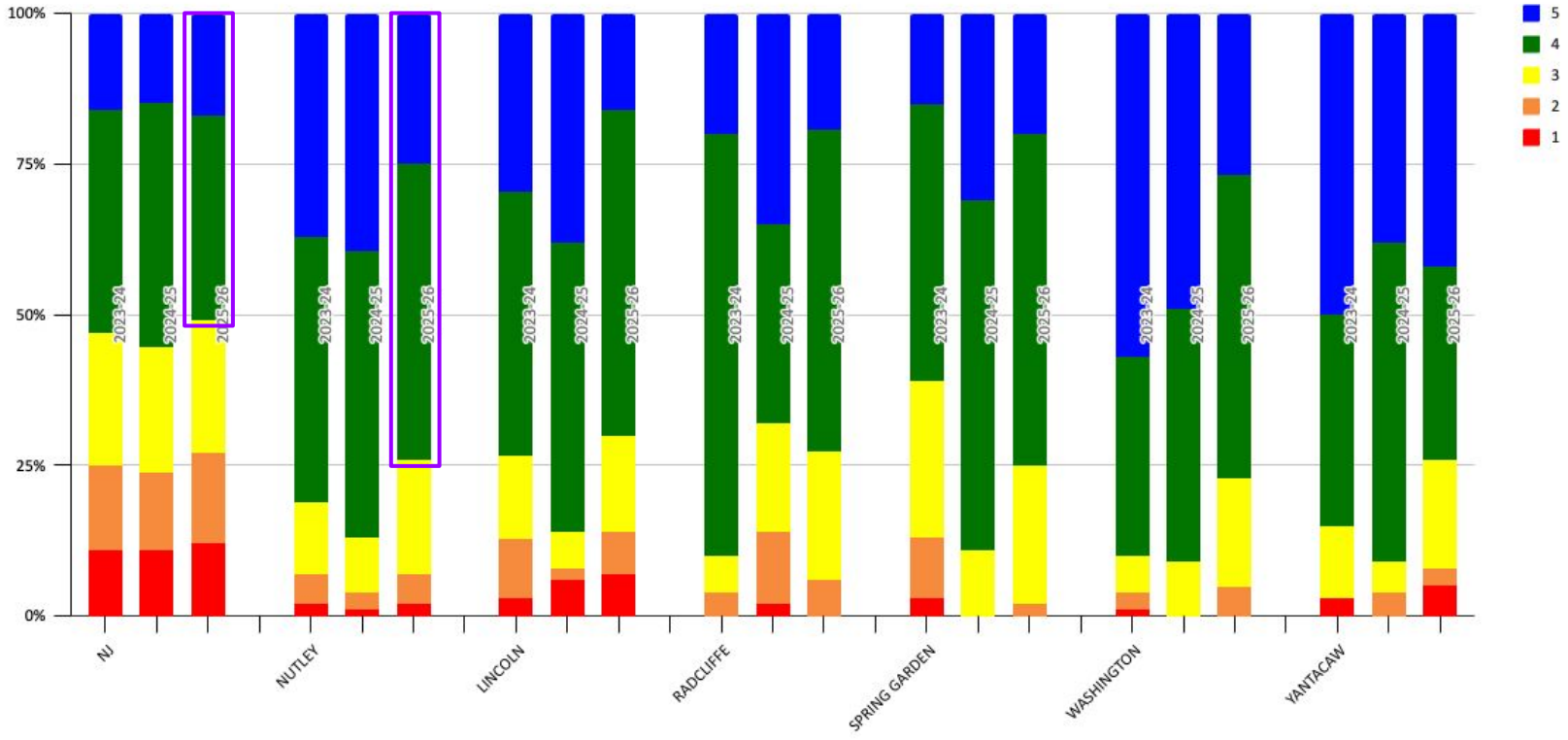
Grade 4 ELA


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RADCLIFFE
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WASHINGTON
YANTACAW

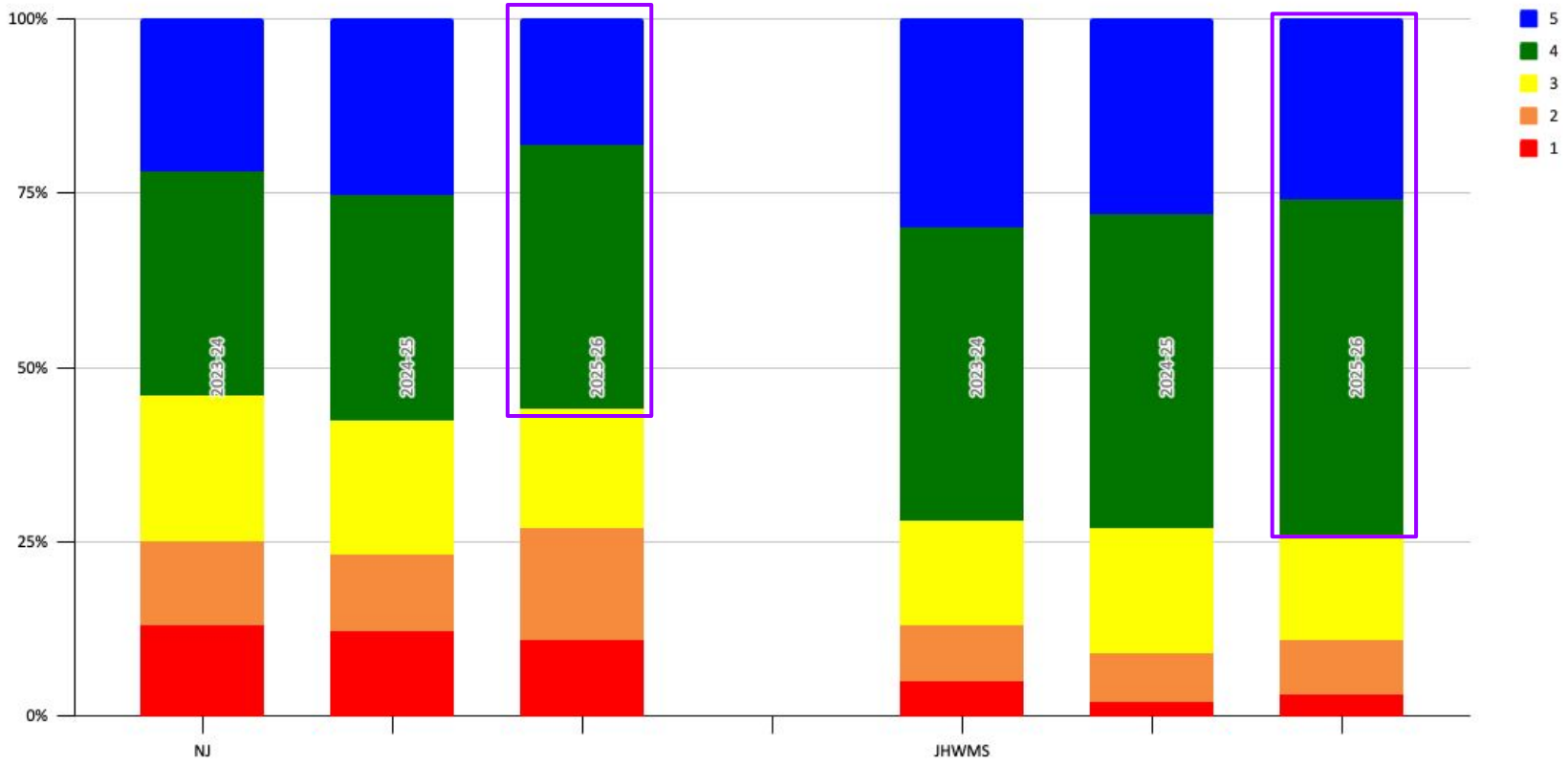
Grade 5 ELA


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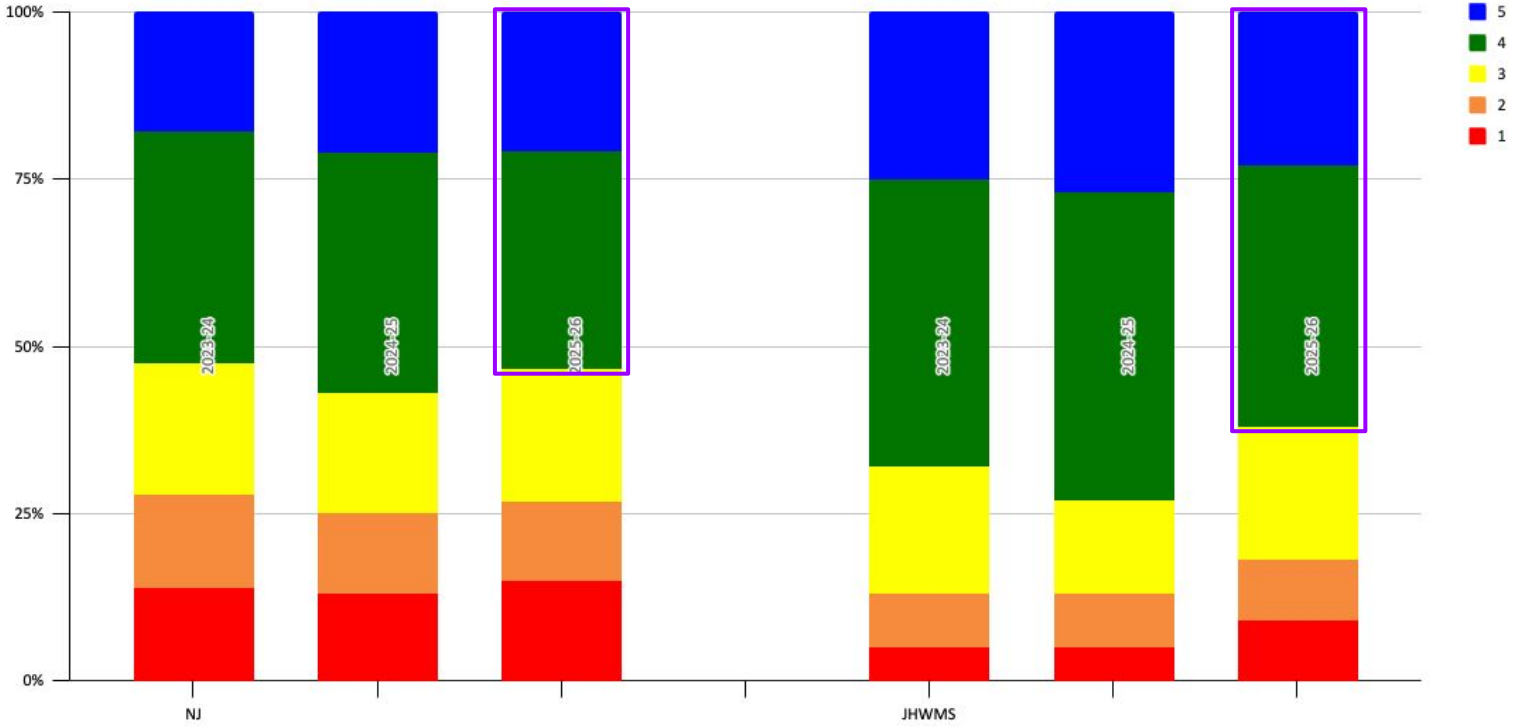
Grade 6 ELA


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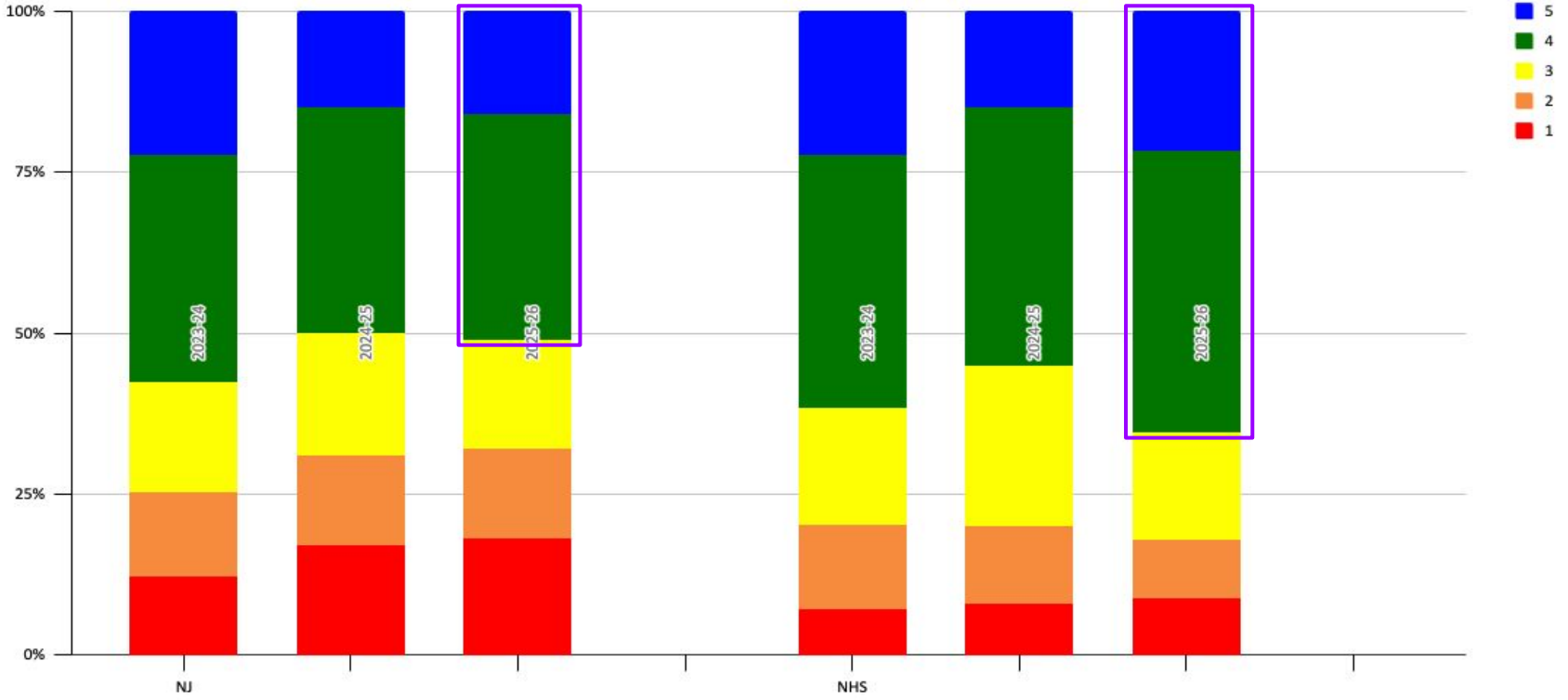
Grade 7 ELA


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NJ
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Grade 8 ELA

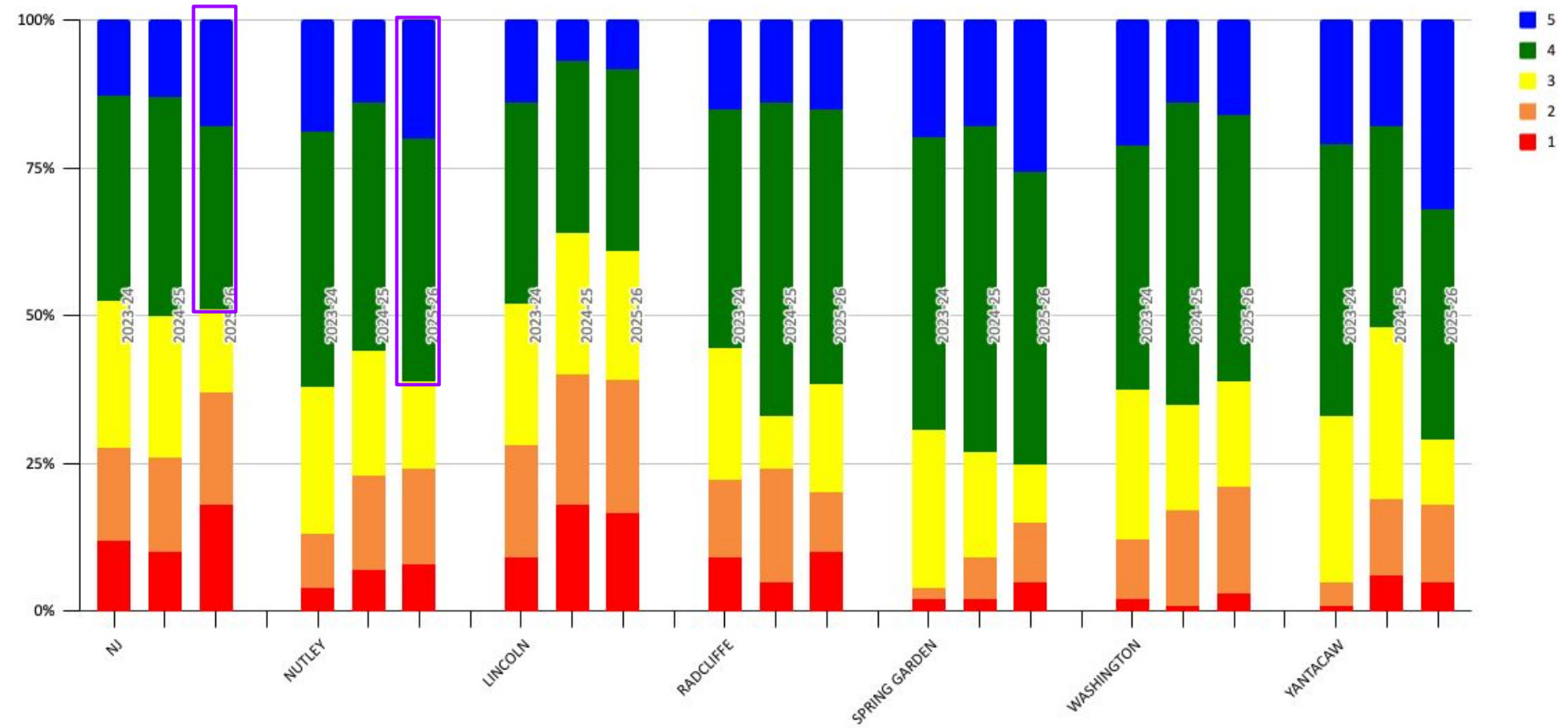

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Grade 9 ELA

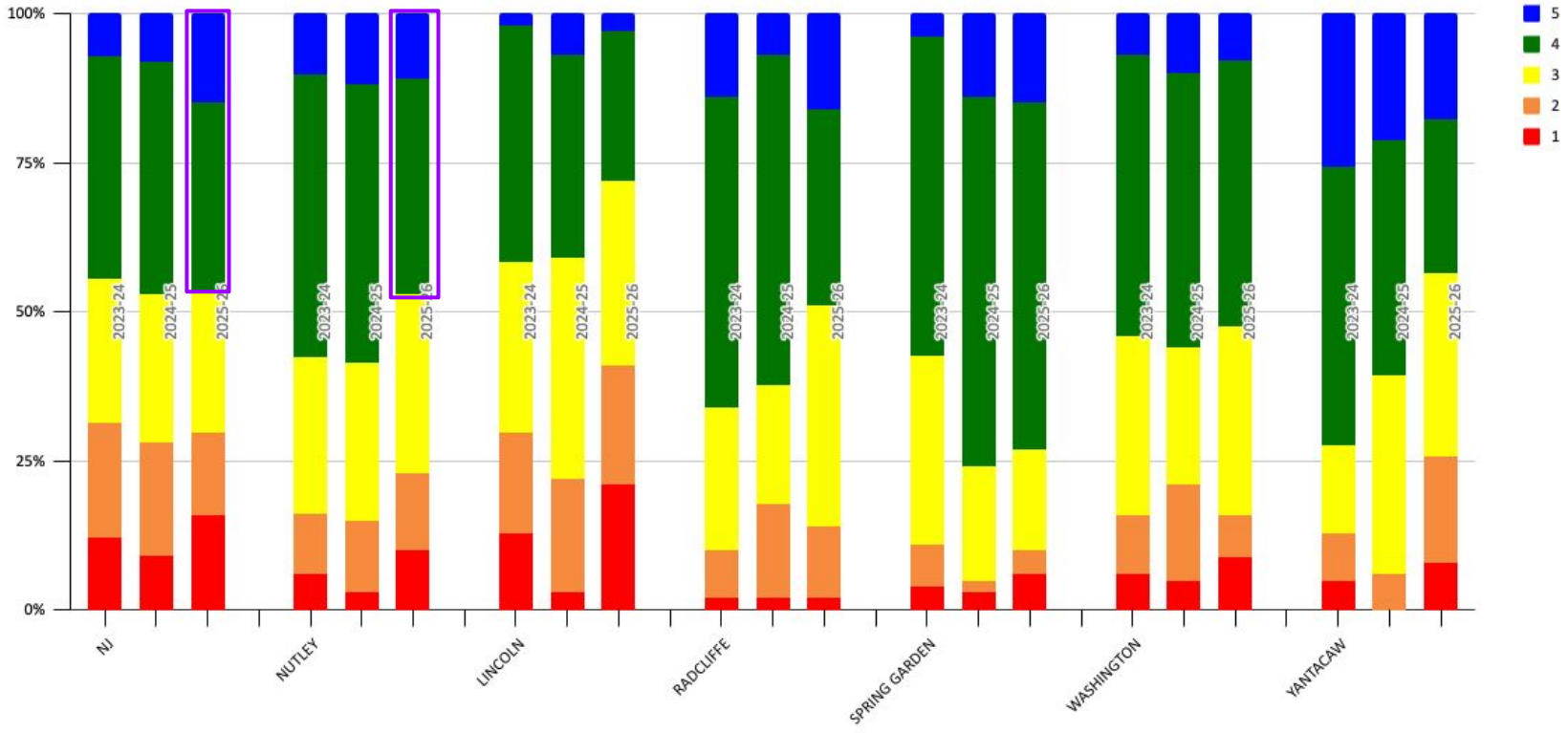

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NJSLA- A Math

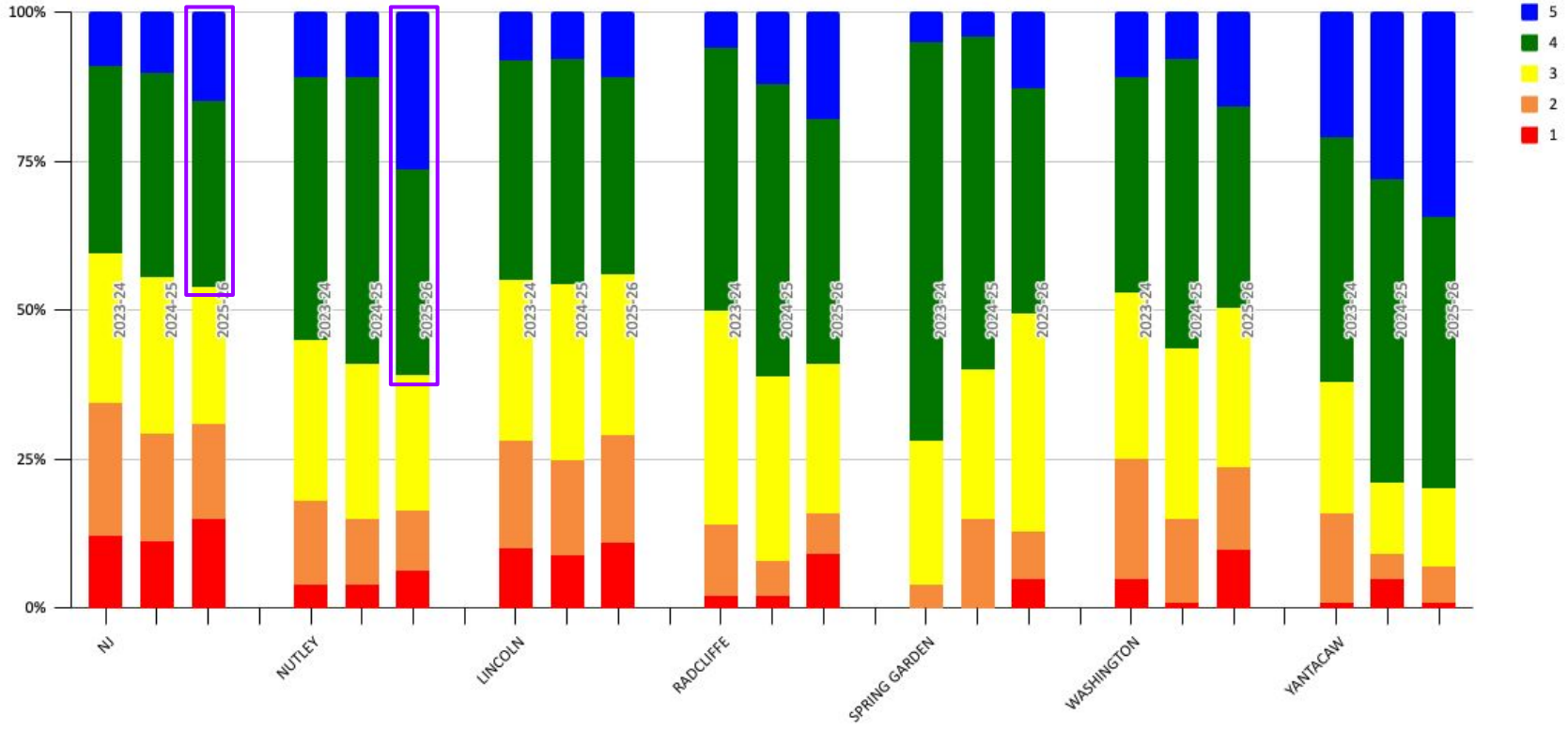
Grade 3 Math


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RADCLIFFE
SPRING GARDEN
WASHINGTON
YANTACAW

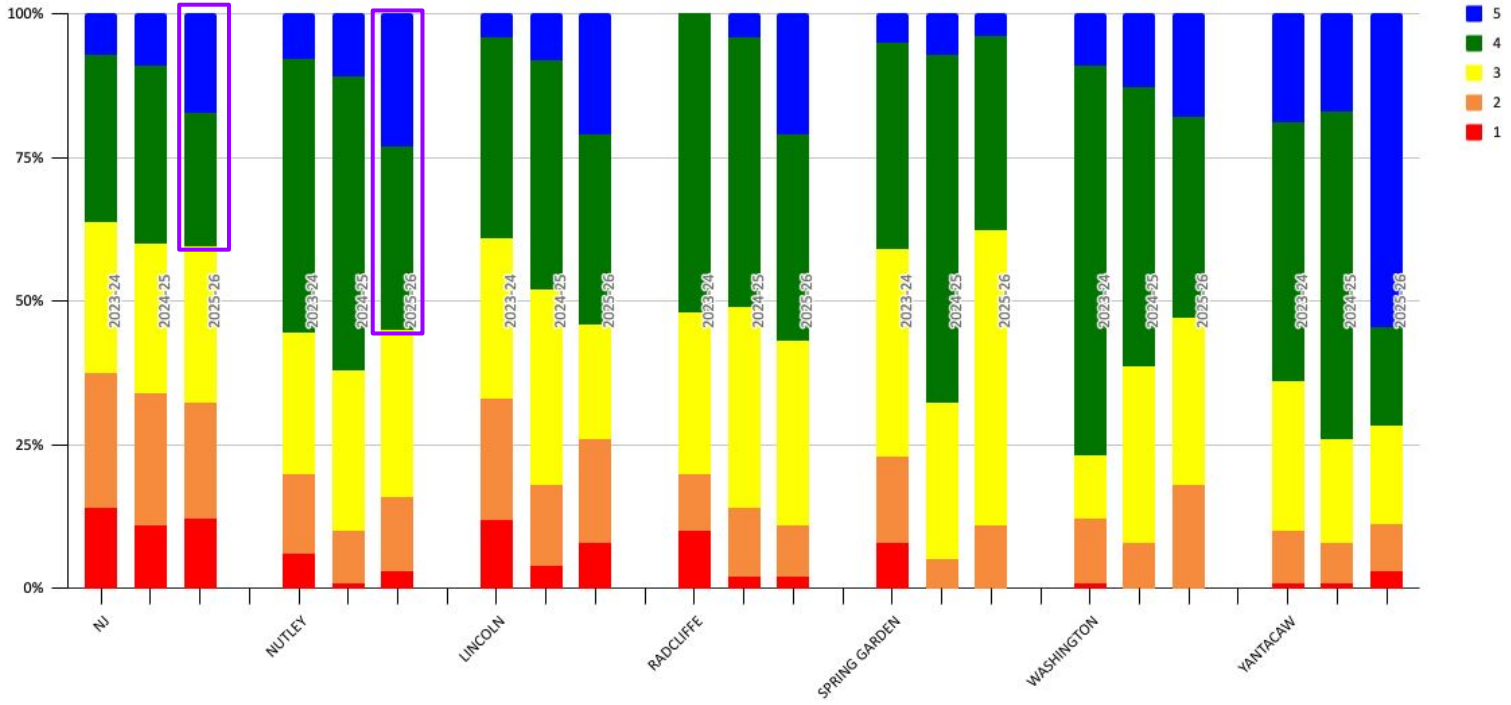
Grade 4 Math


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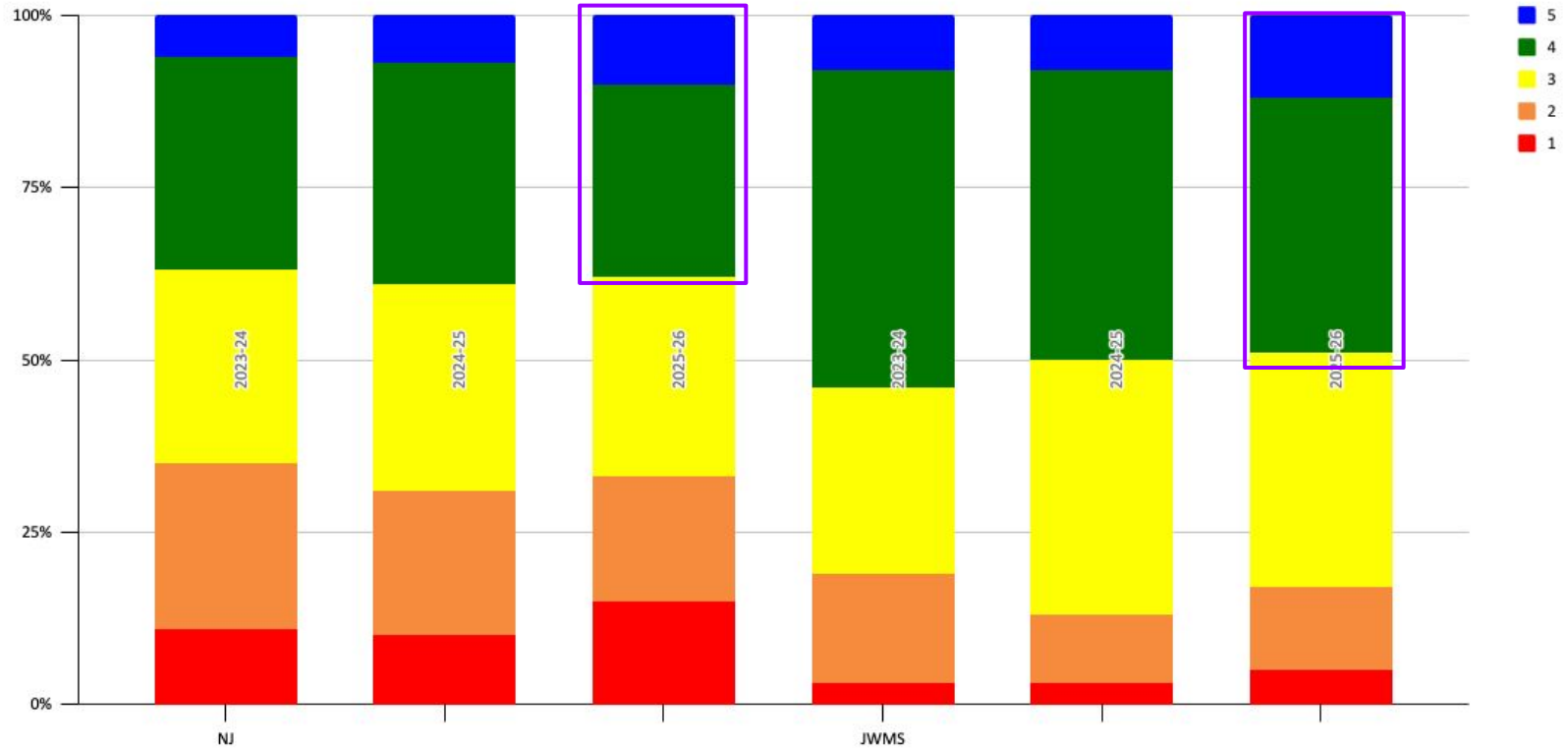
Grade 5 Math


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SPRING GARDEN
WASHINGTON
YANTACAW

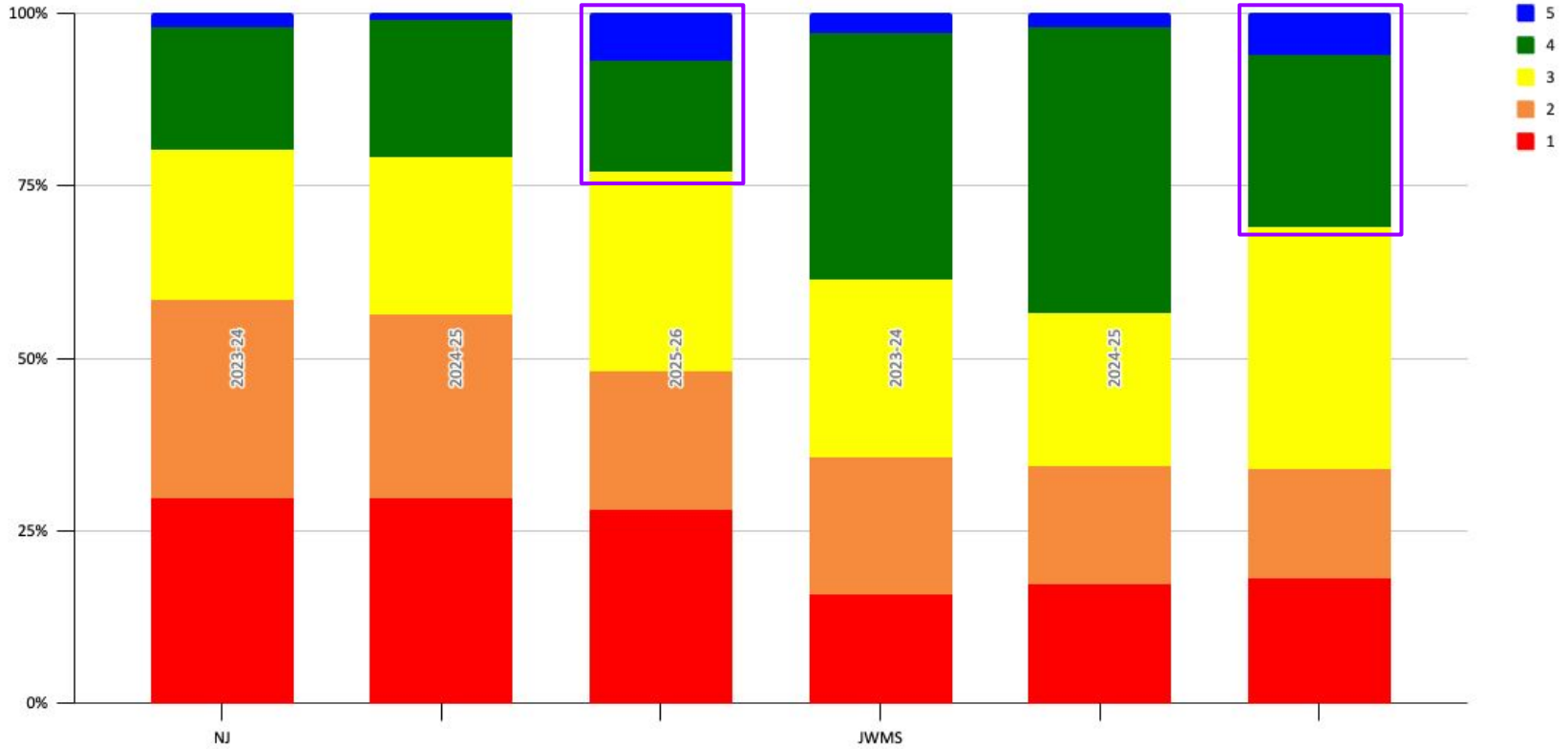
Grade 6 Math


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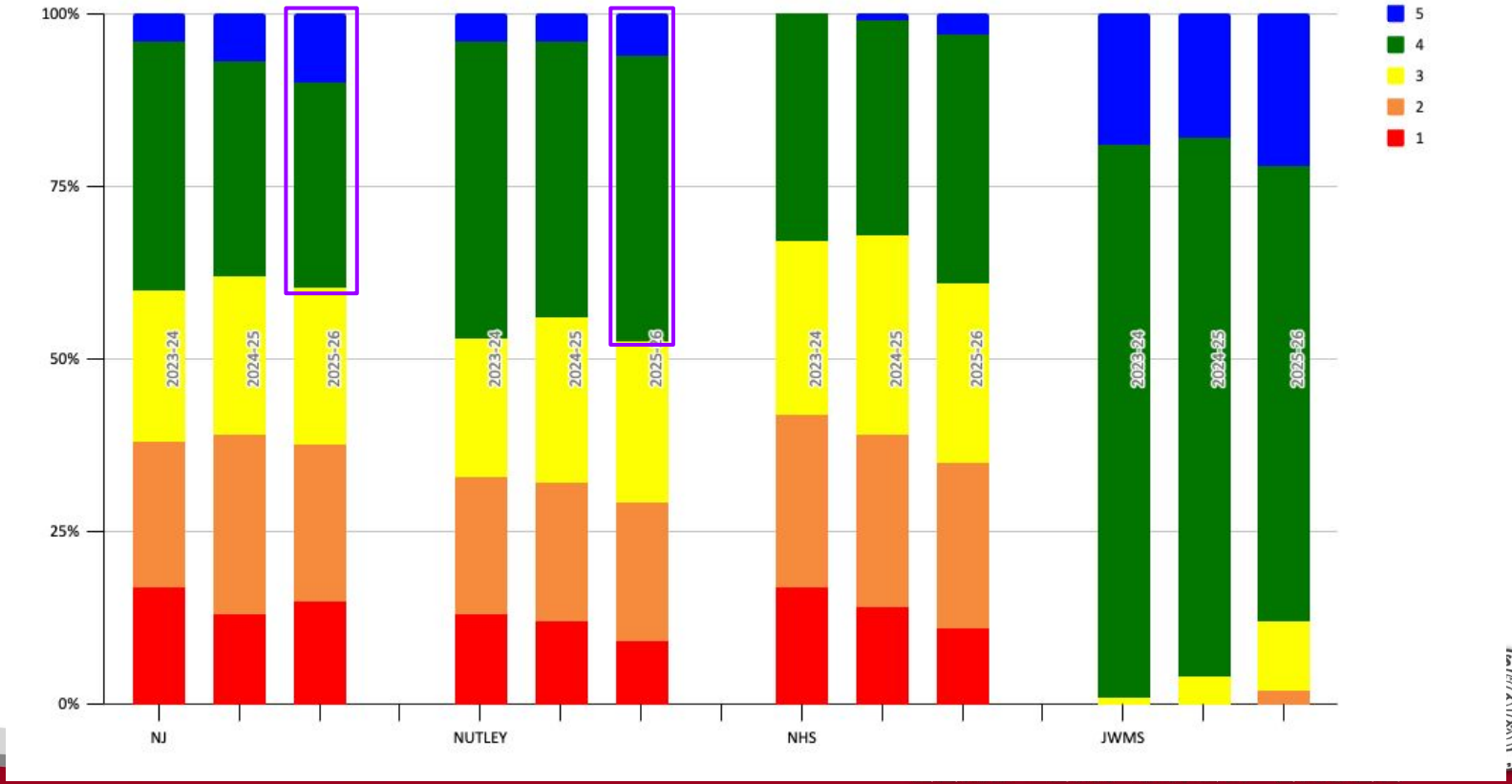
Grade 7 Math


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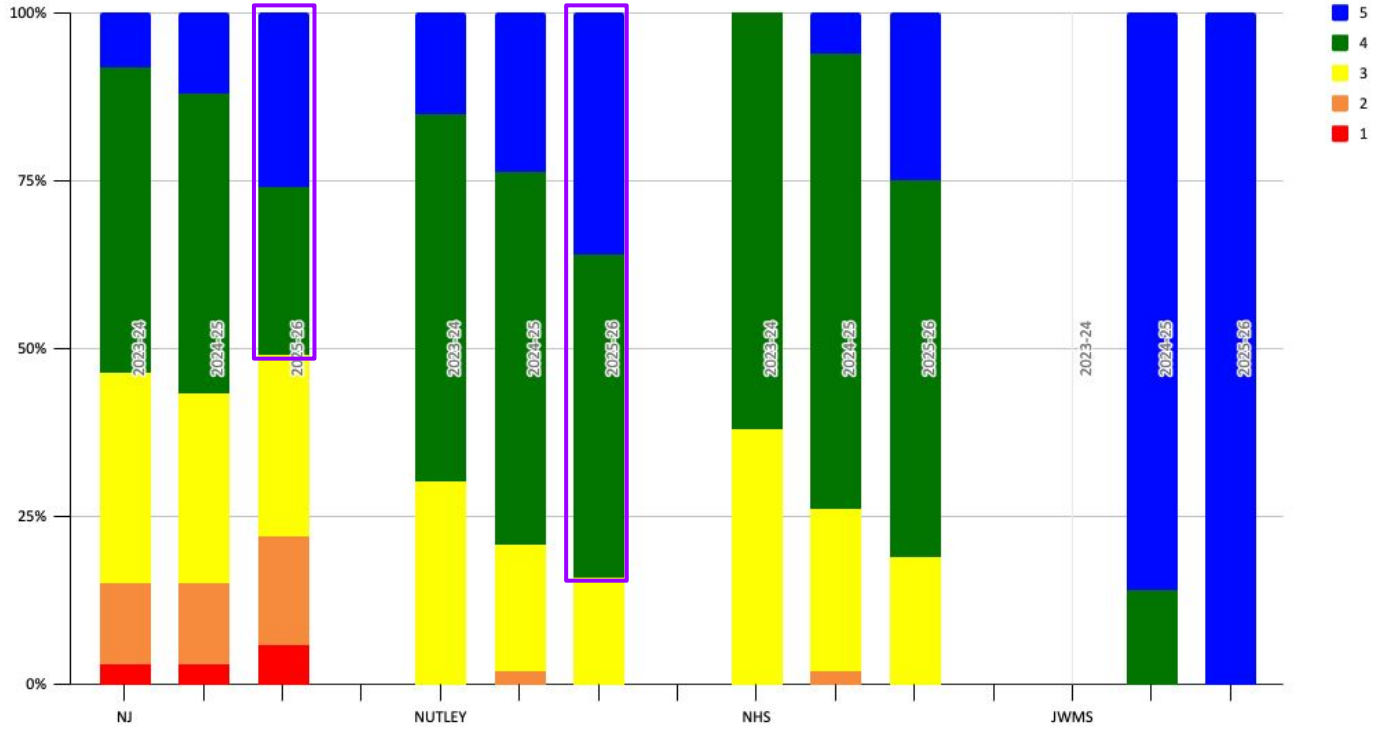
Grade 8 Math


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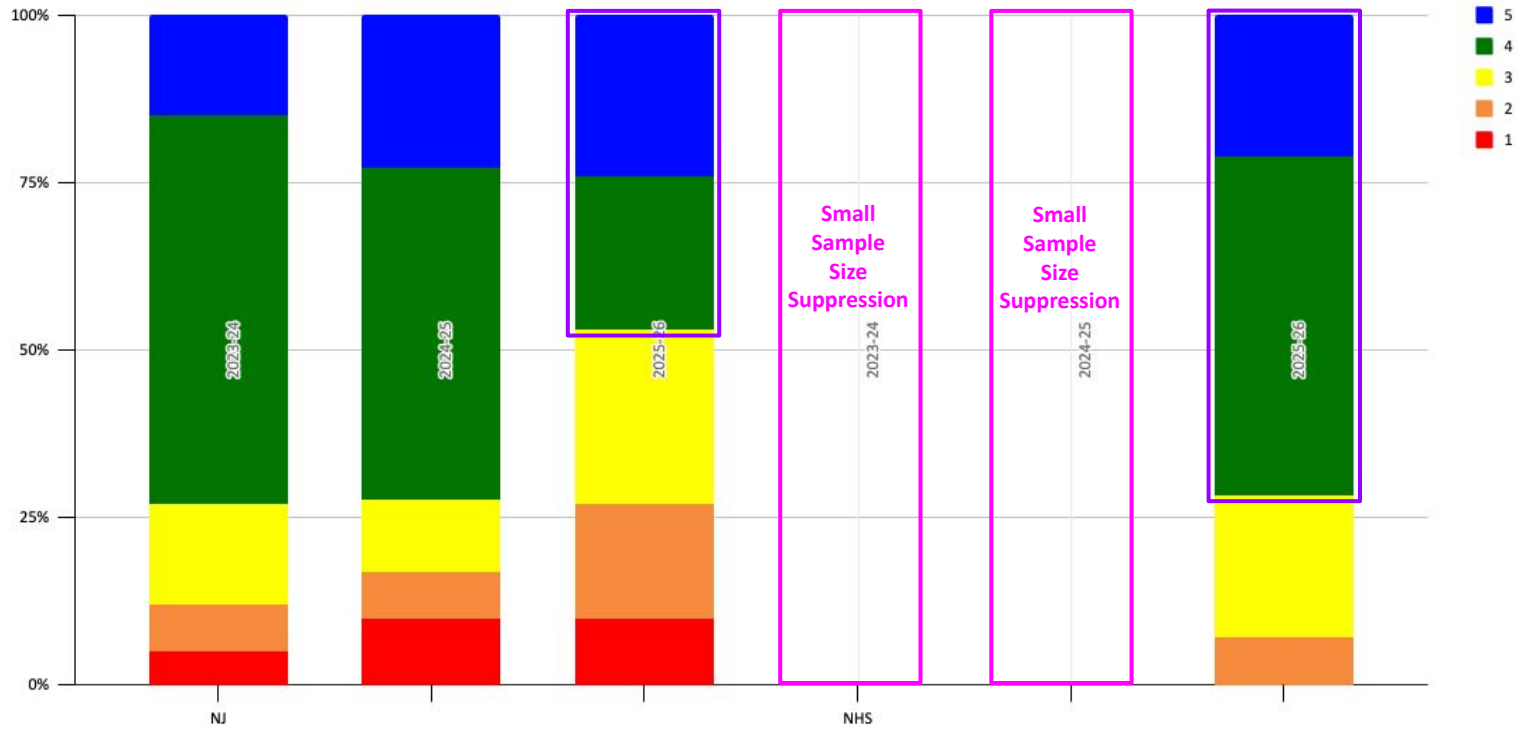
Algebra I



Geometry



Algebra II


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Small Sample Size Suppression
2023-24
Small Sample Size Suppression
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NJ
NHS

Next Steps in NJSLA- A Data Analysis: Example (Grade 4 Math)

School	School ID	2 Number and Operations - Fractions					
		Achievement Category Distribution	4.NF.A.1		4.NF.A.2		4.NF.B.3	4.NF.B.3
			Proficient	Strength	Proficient	Strength	Proficient	Strength
State		 Percent 39% 24% 37% Count 37194 22589 34993	✖	−	✓	+	✖	−
County		 Percent 43% 22% 35% Count 3619 1854 2984	✖	=	✖	+	✖	−
District		 Percent 38% 27% 35% Count 120 85 112	✖	=	◒	=	✖	−

Standard 4.NF.A.1: Fraction Equivalence
- **Core Concept:** Explain why a fraction is equivalent to another fraction using visual models (like area models or number line.)

Standard 4.NF.A.2: Comparing Fractions
- **Core Concept:** Compare two fractions with different numerators and different denominators.

Standard 4.NF.B.3: Building and Decomposing Fractions
- **Core Concept:** View a fraction as a sum of unit fractions and understand addition and subtraction as joining or separating parts within the same whole.

Legend

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.

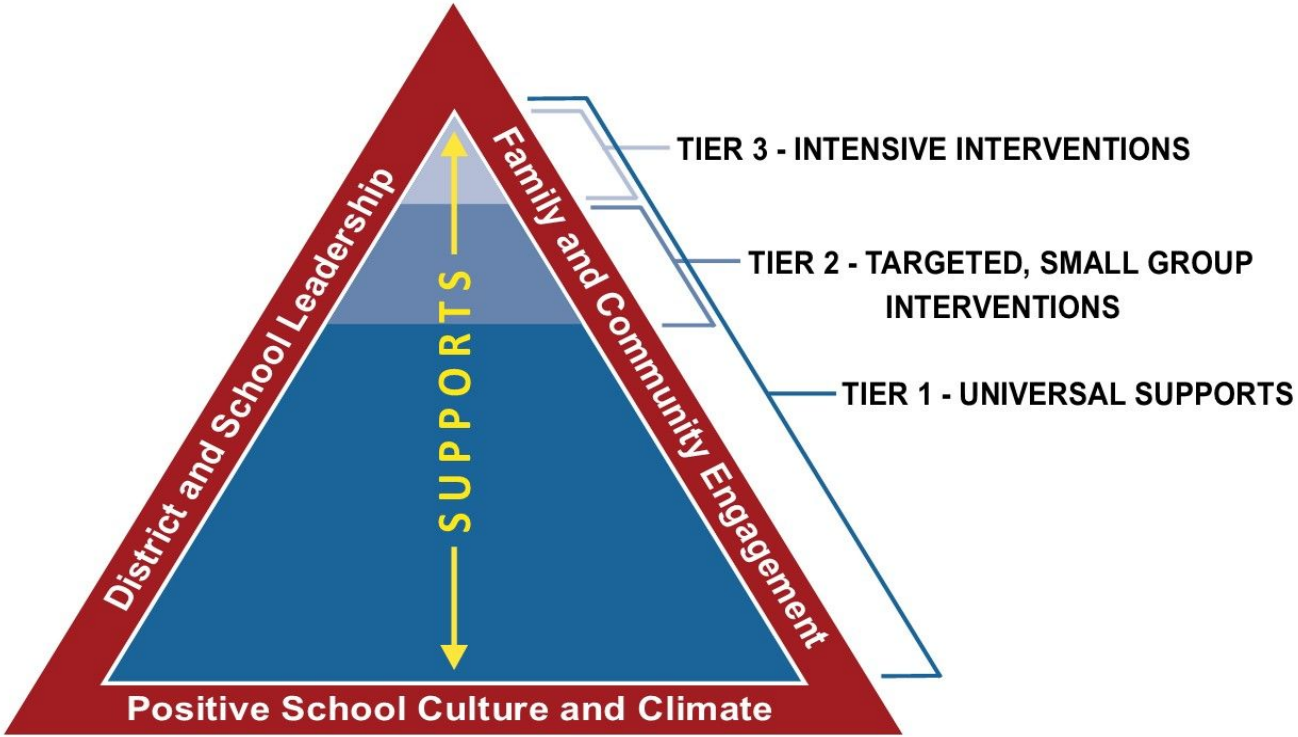
Strength

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

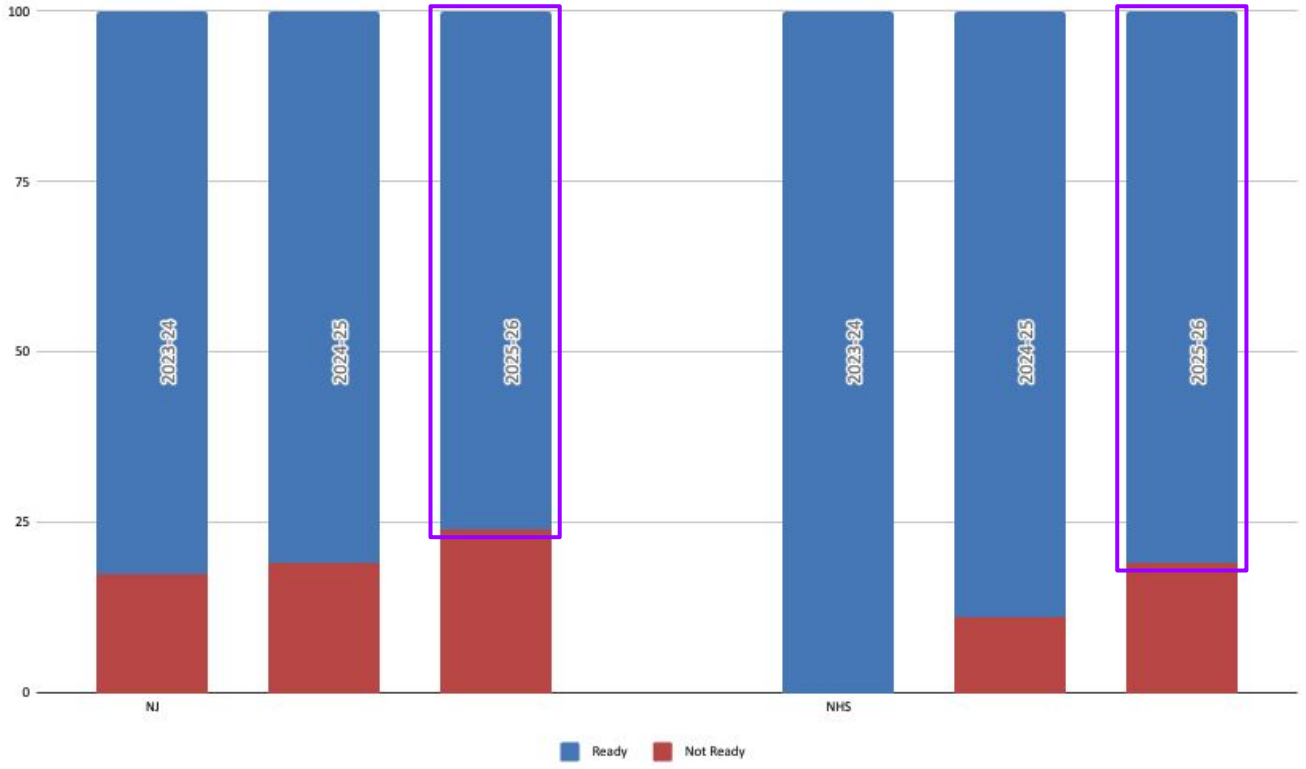
= **Performance is similar to performance on the test as a whole**

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

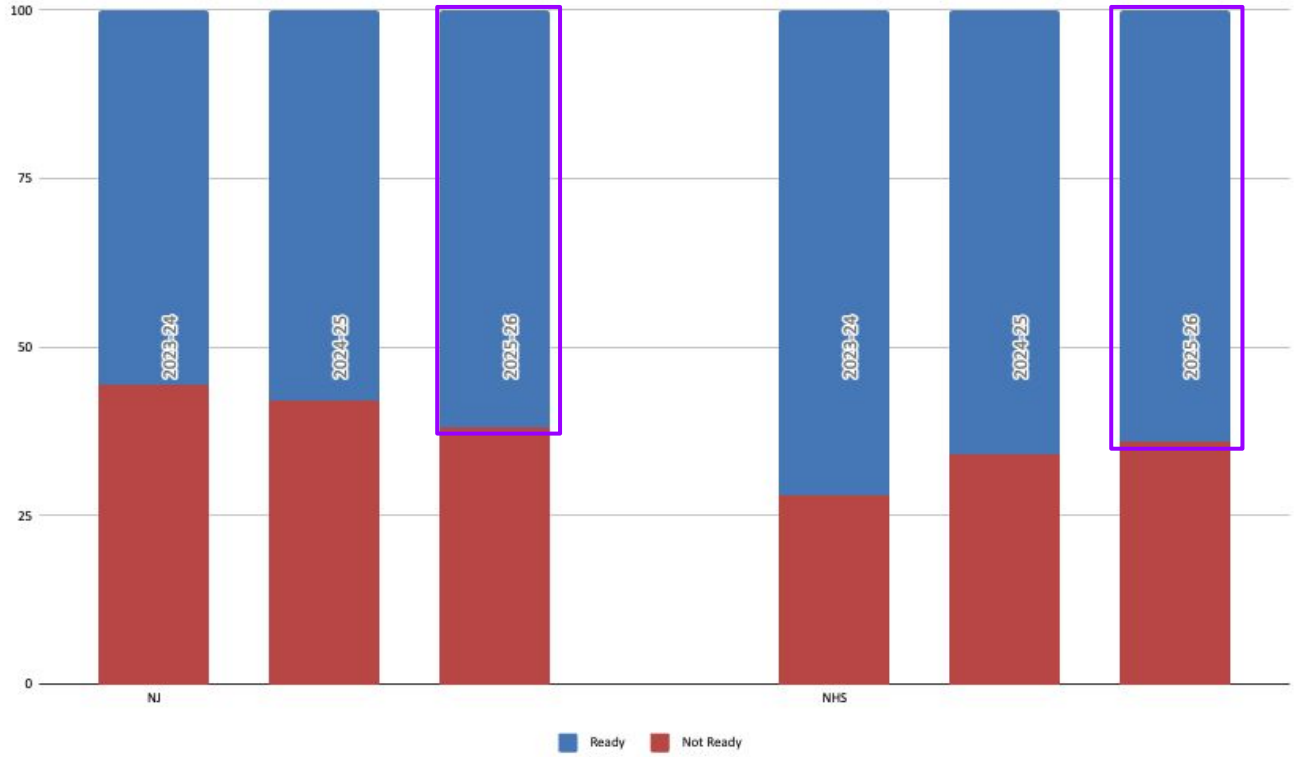
New Jersey Tiered System of Support



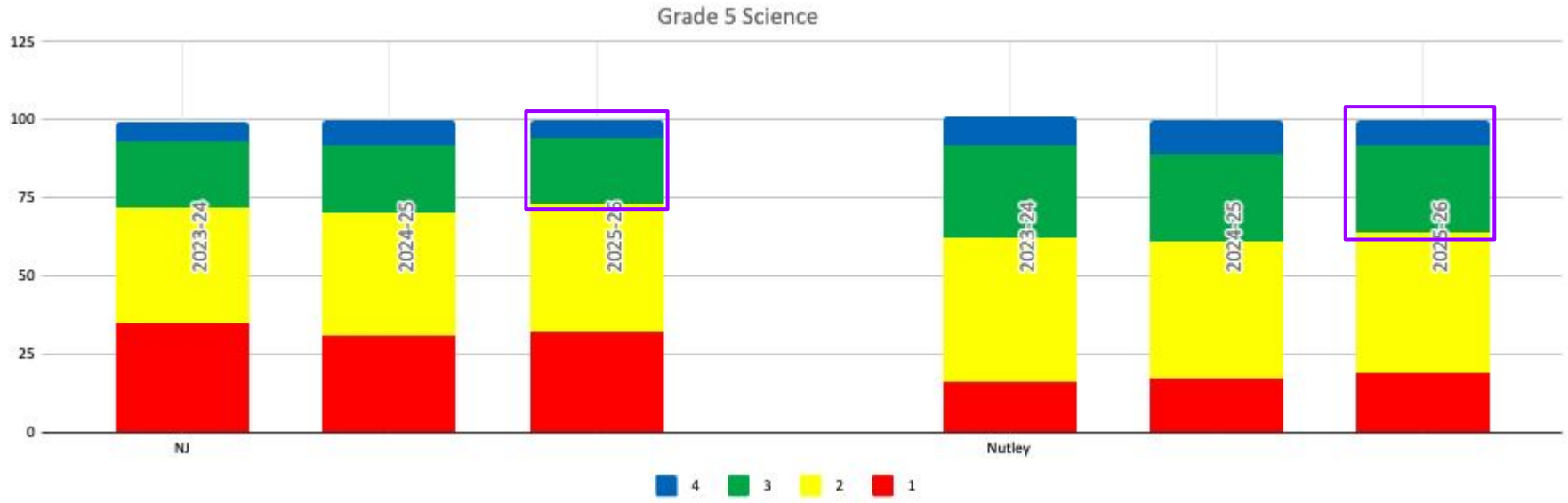
NJGPA ELA


100
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2024-25
2025-26
NJ
NHS
Ready
Not Ready

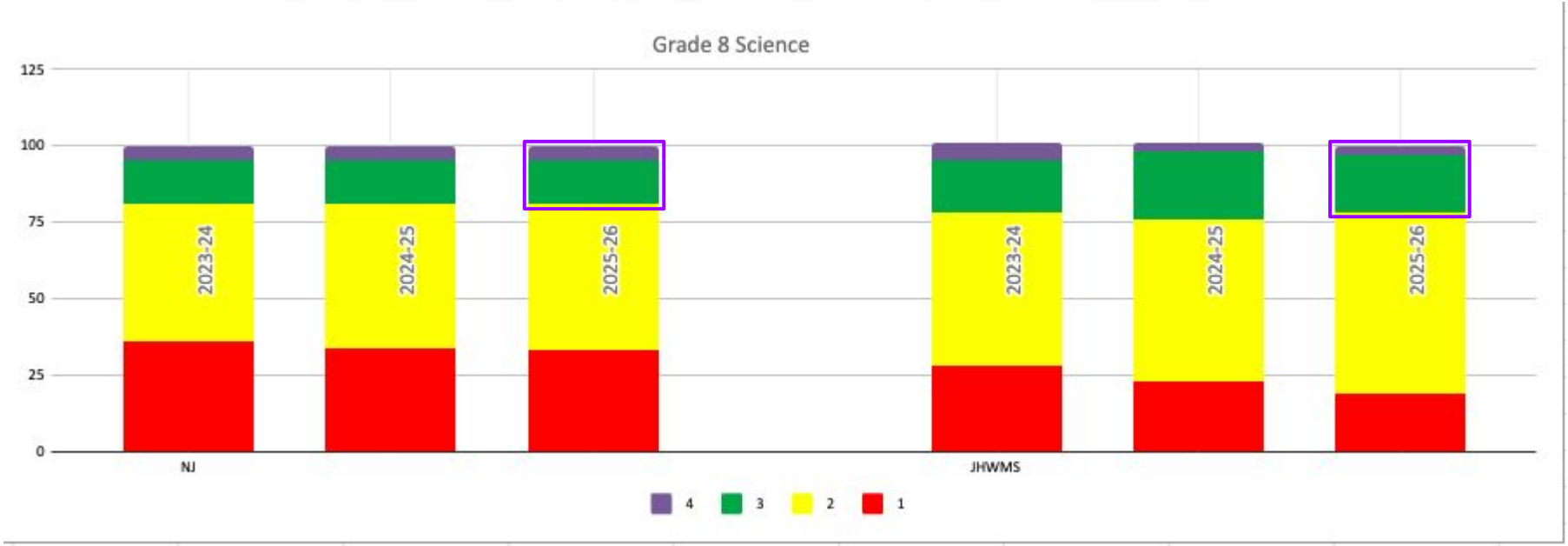
NJGPA Math


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2025-26
NJ
NHS
Ready
Not Ready

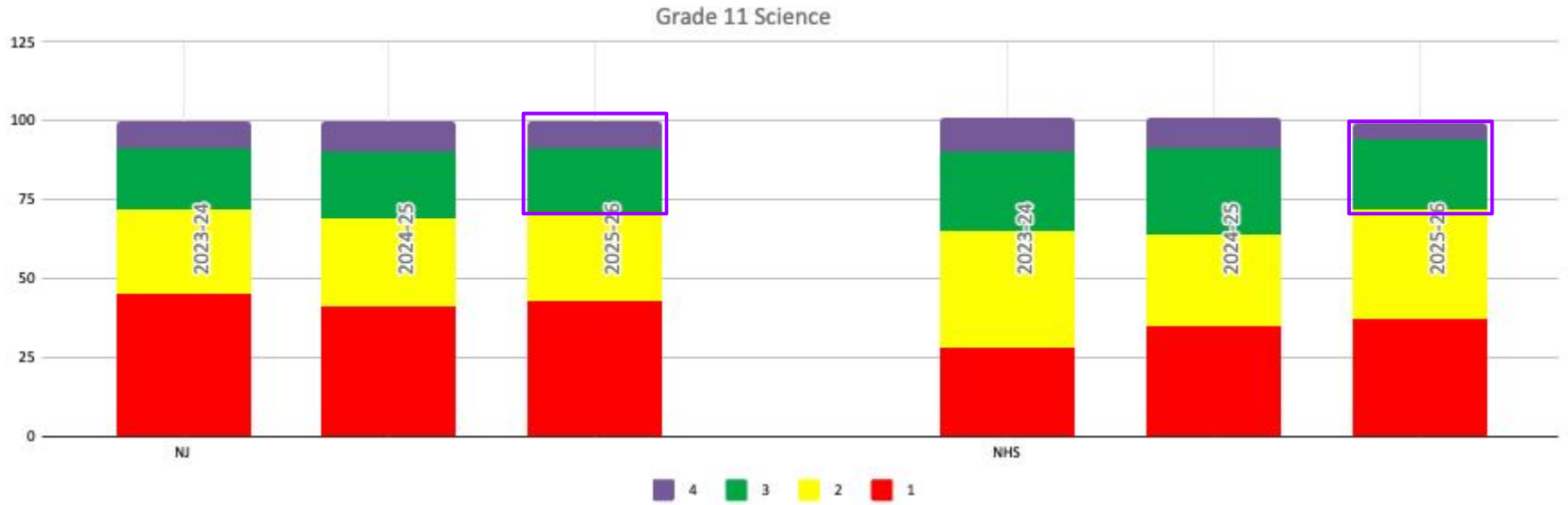
Grade 5 Science



Grade 8 Science



Grade 11 Science



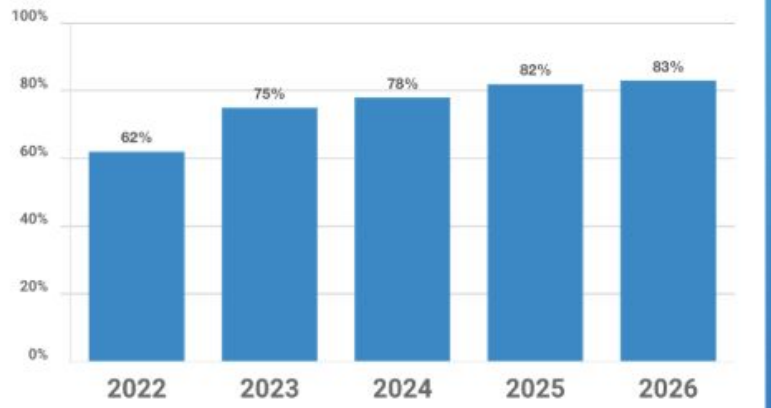
WIDA ACCESS 2.0 Data

ACCESS measures ELLs' abilities to understand and produce English used within school settings. The four sections of the test are Listening, Reading, Speaking, and Writing.
ACCESS meets U.S. federal requirements under the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress toward English language proficiency.

Year	# of Students Tested	# of Students Scored 4.5 & Above	% of Students Scored 4.5 & Above
2023	133	19	14.3%
2024	154	21	13.6%
2025	143	25	17.5%
2026	**124**	**30**	**24.2%**

Factors to consider: age, years in program, socioeconomic status, academic level in native language.

Advanced Placement (AP) Data



SCHOOL SUMMARY

	2022	2023	2024	2025	2026
Total AP Students	189	205	248	274	220
Number of Exams	349	384	495	590	504
AP Students with Scores 3+	117	153	193	225	183
% of Total AP Students with Scores 3+	61.90	74.63	77.82	82.12	83.18

Parent reports are in the Realtime parent portal.

State of New Jersey
Department of Education

2026 NJSLA-A Report

FIRSTNAME LASTNAME

FIRSTNAME'S PERFORMANCE AT A GLANCE

English Language Arts	Mathematics
5	1
Level 5 EXCEEDED EXPECTATIONS Test Date: Spring 2026	**Level 1** DID NOT YET MEET EXPECTATIONS Test Date: Spring 2026

From the Commissioner

Your child's state assessment results help show how well they are meeting the New Jersey Student Learning Standards, which describe what students should know and be able to do at each grade level.

State assessments do not define a student; they provide information that helps families, educators, and schools see where students are doing well and may need support. They also help teachers and school leaders track growth over time and ensure all students have access to strong, grade-level instruction. At the state level, this information helps us identify bright spots and target support where it is needed most.

This year, the statewide English language arts and mathematics assessments were updated to a computer-adaptive format. The format changed, but the results continue to provide meaningful information about student learning. See additional resources about these tests at nj.gov/education/assessment/adaptive.

If something in this report is unclear, please talk with your child's teacher or school counselor about the results, your child's strengths, and where they may need support. When families and schools work together, we can better support every student's learning, growth, and success.

Dr. Lily Laux, Commissioner of Education

Legend:

English Language Arts and Mathematics

- 1 Level 1 Did Not Yet Meet Expectations
- 2 Level 2 Partially Met Expectations
- 3 Level 3 Approaching Expectations
- 4 Level 4 Met Expectations
- 5 Level 5 Exceeded Expectations

What is the purpose of the NJSLA-A?

The test helps schools and families understand how well the student is learning key skills in English language arts and mathematics. Schools and districts also use this information to support learning and make instructional improvements.

What do the results of the NJSLA-A mean, and how are they used?

Results show if the student met grade-level expectations and is on track for the next grade. This information can be used alongside other indicators of achievement to determine the student's performance.

Looking Ahead

Sample questions to ask the teacher:

- What is the most important thing that I can be doing to prepare my child for new school year?
- What do you think will be the biggest challenges for my child, and how can I help them with those challenges?
- What are the most critical skills my child will need to master by the end of this year?

Log in to the Family Portal at https://nj-familyportal.cambiumast.com to learn more.

FIRSTNAME'S UNIQUE ACCESS CODE **999999**

9999.9999_999.1

State of New Jersey
Department of Education

Performance: Grade 3

FIRSTNAME LASTNAME **ENROLLED GRADE:** 3

Student ID: 999999999 **Date of Birth:** 04/16/17 **Date of Testing:** SPRING 2026

School: 9999_999 SCHOOL NAME **District:** 9999 DISTRICT NAME

English Language Arts Test Date: Spring 2026

5 LEVEL 5 Exceeded Expectations

SCORE 1530

LEVEL 1 (1302-1384)	LEVEL 2 (1385-1422)	LEVEL 3 (1423-1445)	LEVEL 4 (1446-1487)	LEVEL 5 (1488-1586)
MAY NEED ADDITIONAL SUPPORT			ON TRACK FOR NEXT GRADE LEVEL	

How Did Your Student Compare?

State	1440*
District	1450*
School	1455*

* These scores are the average scale scores for the state, district, and school of your child.

Knowledge and Skills Categories for English Language Arts

Legend: ! Below Expectations ⇆ Near or Within Expectations ✓ Above Expectations

Category	Performance	How Did Your Student Perform In Different Reporting Categories?
Reading Literary Text	✓ Above Expectations	Your student's performance is Above Expectations. Students meet expectations by reading and demonstrating understanding of literary texts, including stories, dramas, and poems.
Reading Informational Text	⇆ Near or Within Expectations	Your student's performance is Near or Within Expectations. Students meet expectations by reading and demonstrating understanding of informational texts, including texts in history, science, and the arts.
Language	✓ Above Expectations	Your student's performance is Above Expectations. Students meet expectations by using strategies and word relationships to determine the meanings of words and phrases and using grade-appropriate writing conventions, including grammar, punctuation, and spelling.

How Did Your Child Perform on Writing?

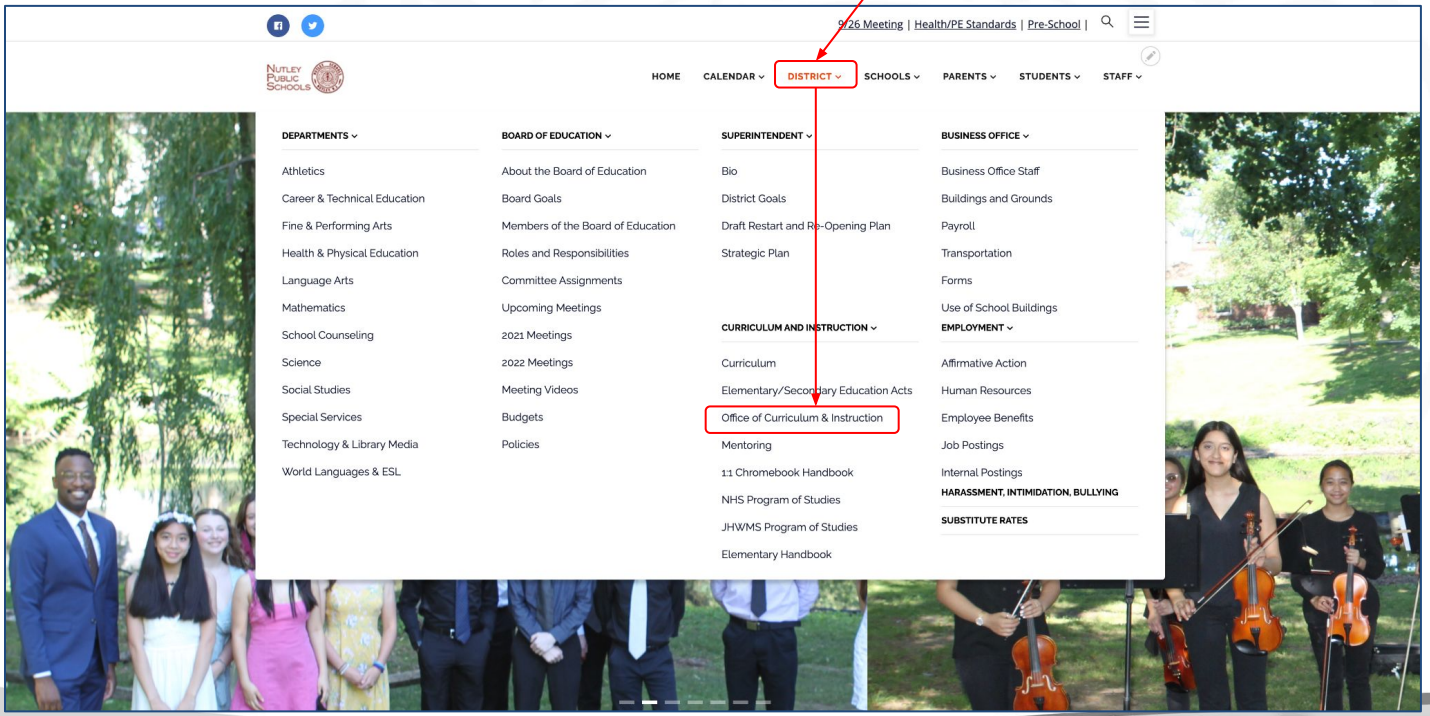
Writing Prompt	Composition Rubric Score	Just Proficient Mean*	Category Description
Narrative	4 Point(s) Earned Out of 4 Total Points	2.3	The response demonstrates an ability to provide a focused written response to an on-demand prompt. It demonstrates a clear understanding of the task and purpose. (4 out of 4 points)

* The Just Proficient Mean is the average of the composition rubric scores for the students who scored at the proficient cut score of 1446 on the English Language Arts assessment.

NJSLA-A Parent Resources

Visit Our Website for:

- Copy of this Presentation
- NJSLA-A Parent Score Interpretation Guide



2025-2026

NJ Student Learning (NJSLA) Student Performance and NJ Graduation Performance Data

Nutley Public Schools

School Self-Assessment for Determining Grades Under the Anti-Bullying Bill of Rights Act (ABR)

July 1, 2025 – June 30, 2026

November 16, 2026

Board of Education Presentation:

Mr. Kent Bania, Superintendent of Schools

Nutley Public Schools
School Self-Assessment for Determining Grades Under the Anti-Bullying Bill of Rights Act (ABR)
July 1, 2025 – June 30, 2026

- Eight Core Elements with Indicators

- Rubric with Rating Categories, Criteria with Sample Documentation

- <u>Rating Categories Scale 0-3</u>
  - 0 = Does Not Meet the Requirements
  - 1 = Partially Meets the Requirements
  - 2 = Meets All Requirements
  - 3 = Exceeds All Requirements

- Sufficient Documentation must be maintained to substantiate ratings for each indicator.

- **Core Element #1: HIB Programs, Approaches or Other Initiatives**
  5 Indicators:
  - Established, implemented and assessed programs, approaches, initiatives;
  - Programs, approaches or other initiatives prevented and addressed HIB;
  - SST/SCT identified patterns of HIB and reviewed school climate for prevention of HIB

- **Core Element #2: Training on the BOE – approved HIB Policy & Procedures**
  3 Indicators:
  - Employees provided training on the HIB policy;
  - Training included instruction on preventing HIB on the basis of protected characteristics;
  - HIB policy discussed with students

- **Core Element #3: Other Staff Instruction and Training Programs**
  5 Indicators:
  - Instruction in suicide prevention that included info on HIB in 5 year PD period;
  - Instruction on HIB prevention;
  - ABS provided time to participate in in-service training;
  - SST/SCT were provided with professional development;
  - School leaders received information on the prevention of HIB

- **Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills**

  2 Indicators:

  - Ongoing, age-appropriate instruction on preventing HIB according to NJ Student Learning Standards;
  - Observed the Week of Respect

- **Core Element #5: HIB Personnel**

  3 Indicators:

  - Principal appointed a school ABS;
  - ABS met with ABC at least 2x per year;
  - SST/SCT met at least 2x per year

- **Core Element #6: School-Level HIB Incident Reporting Procedure**

  2 Indicators:

  - Implemented district's procedure for reporting HIB;
  - Implemented district's procedure for reporting new information on a prior HIB

- **Core Element #7: HIB Investigation Procedure**

  4 Indicators:

- Notification to parents;
- Completion of the investigation within 10 school days of the written incident report;
- Preparation of written report on the findings of each investigation;
- Results of investigation to superintendent within 2 school days of completed investigation.

- **Core Element #8: HIB Reporting**

  2 Indicators:

- Procedure for ensuring staff member reports (verbal & written) include required information for incidents of HIB, violence and vandalism;
- Official grades from DOE are posted on each school's homepage.

School Self-Assessment for Determining Grades Under the Anti-Bullying Bill of Rights Act (ABR)
July 1, 2025 – June 30, 2026

	Core Element #1 (MAX 15)	Core Element #2 (MAX 9)	Core Element #3 (MAX 15)	Core Element #4 (MAX 6)	Core Element #5 (MAX 9)	Core Element #6 (MAX 6)	Core Element #7 (MAX 12)	Core Element #8 (MAX 6)	School Grade (MAX 78)
NECC	13	9	15	4	8	6	12	6	73
LS	15	8	14	6	9	6	12	6	76
RS	12	9	15	5	9	6	12	6	74
SG	12	9	15	5	9	6	12	6	74
WS	15	8	14	6	9	6	12	6	76
YS	14	9	14	6	7	6	12	6	74
JHWMS	14	9	15	6	9	6	12	6	77
NHS	13	9	14	6	9	6	12	6	75

Submitting the School's Self-Assessment Data

- Upon BOE approval, the ratings for each school will be formally submitted to the NJDOE.

- Formal submission includes:

1. Mr. Bania's certification of each school's electronically submitted ratings and
2. the *Statement of Assurances* with the BOE approval date.

Public Reporting and Review of the Grades

- Official grades received by a school and the district shall be posted on the homepage of the school's website and the district's website within 10 days of notification.

- Grades will be reviewed with the BOE at a public meeting.

Incidents by Type	21-22	22-23	23-24	24-25	25-26
Violence	15	9	0	11	13
Weapons	6	3	0	0	0
Vandalism	1	1	2	8	1
Substances	9	11	1	5	5
HIB	37	48	37	23	17
Total Unique Incidents	68	72	40	47	36
Incidents per 100 Students	1.69	1.77	0.94	1.10	0.84

Nutley Public Schools

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November 16, 2026

Board of Education Presentation:

Mr. Kent Bania, Superintendent of Schools