

Spring 2026 Testing Results Presentation

ELMWOOD PARK SCHOOL DISTRICT



1. Report the district results from the Spring 2026 New Jersey Student Learning Assessment-Adaptive, DLM, ACCESS and AP Testing.
 2. Provide data visualizations that may help the school community members identify trends in student achievement
 3. Explain how the data will inform further analysis, action and strategies.
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Presentation Objective

NJGPA

New Jersey State Graduation Proficiency Assessment

- Statute requires the graduation proficiency assessment to be **administered to all grade 11 students.** (N.J.S.A.18A:7C-6)
- NJGPA is designed to measure the extent to which students are graduation ready in English Language Arts (ELA) and Mathematics.
- There are 3 pathways to “graduation readiness.”



NJGPA

Overview: Graduation Class of 2027

- Achieving the “cut score” on the NJGPA is a requirement for graduation
- There are multiple opportunities to meet the criteria:
 - There is a Fall (October) administration of the NJGPA;
 - Students can take one of the substitute competency tests; or
 - Students may complete a portfolio appeal.

First Pathway—NJGPA	
Demonstrate proficiency on The New Jersey Graduation Proficiency Assessment in Grade 11.	
ELA	Mathematics
New Jersey Graduation Proficiency Assessment—ELA ≥ 450 (Graduation Ready)	New Jersey Graduation Proficiency Assessment—Mathematics ≥ 450 (Graduation Ready)

NJGPA

Overview: Graduation Class of 2027

Second Pathway—Menu of Substitute Competency Tests

Demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests.

ELA	Mathematics
• ACT Reading ≥ 17 • Accuplacer WritePlacer ≥ 5 • Accuplacer WritePlacer English Second Language ≥ 4 • PSAT10 Evidence Based Reading and Writing (EBRW) ≥ 420 • PSAT10 Reading ≥ 21 • PSAT/NMSQT EBRW ≥ 420 • PSAT/NMSQT Reading ≥ 21 • SAT EBRW ≥ 450 • SAT Reading ≥ 23	• ACT Math ≥ 17 • Accuplacer Elementary Algebra ≥ 49 • Accuplacer QAS ≥ 250 • PSAT10 Math Section or PSAT/NMSQT Math Section ≥ 420 • PSAT10 Math or PSAT/NMSQT Math ≥ 21 • SAT Math Section ≥ 440 • SAT Math Test ≥ 22

Third Pathway—Portfolio Appeals

Demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.

ELA	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

NJGPA Participation

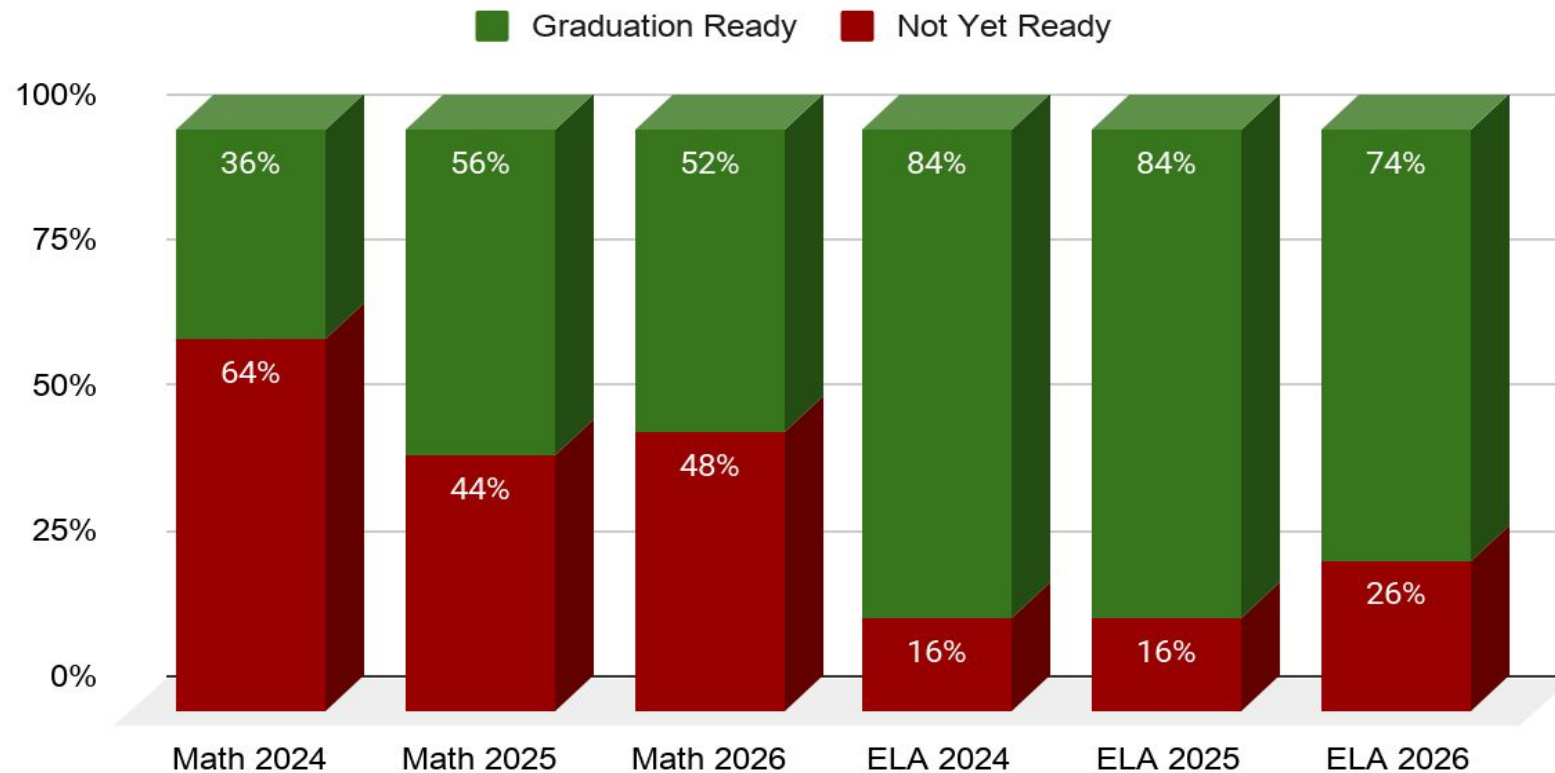
Content	Number of Students Tested	Percent of Eligible Students Who Participated
ELA	164	97%
Math	164	97%

Comparison: Elmwood Park and NJ

Content Component	Graduation Ready, District	Graduation Ready, State
English Language Arts (ELA)	74% -10	76% -5
Mathematics	52% -4	61% +3

TREND ANALYSIS

3 Year Trends - ELA and Math 2024-2026

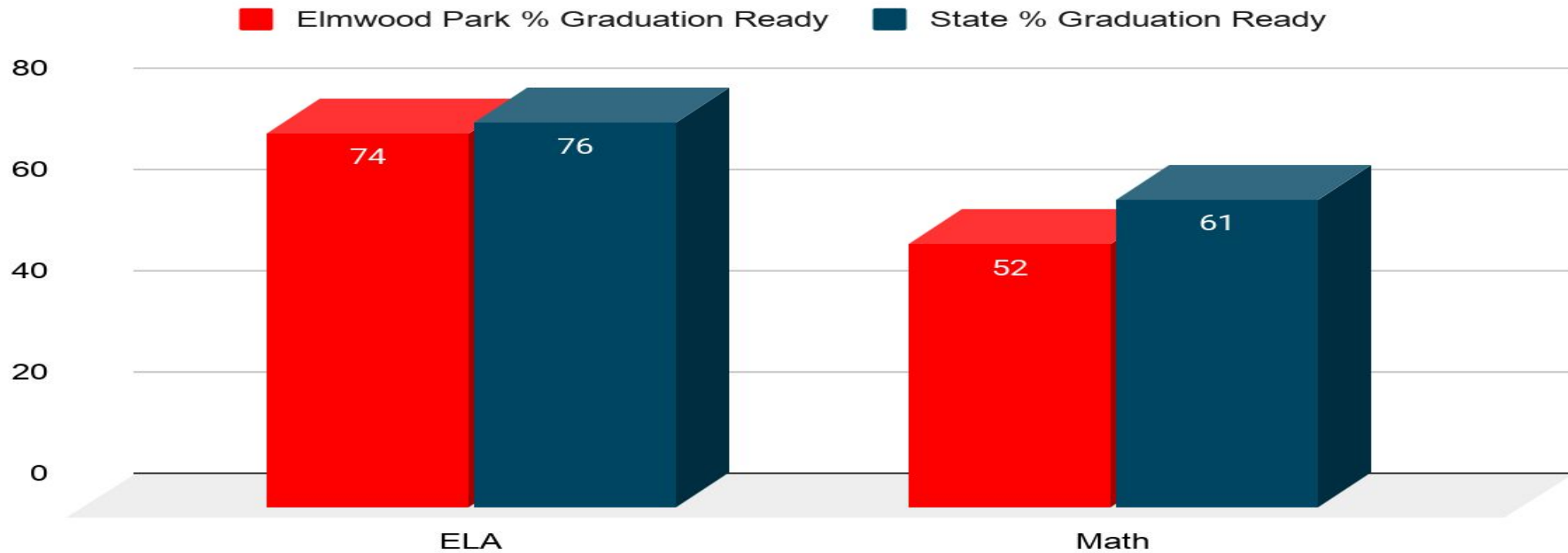


Note:

- This is the first year the NJSLA assessment was adaptive.
- 2026 NJGPA-A should be used as a baseline and compared against future NJGPA-A data.
- The State has seen a drop in the Graduation Ready students with this new format.

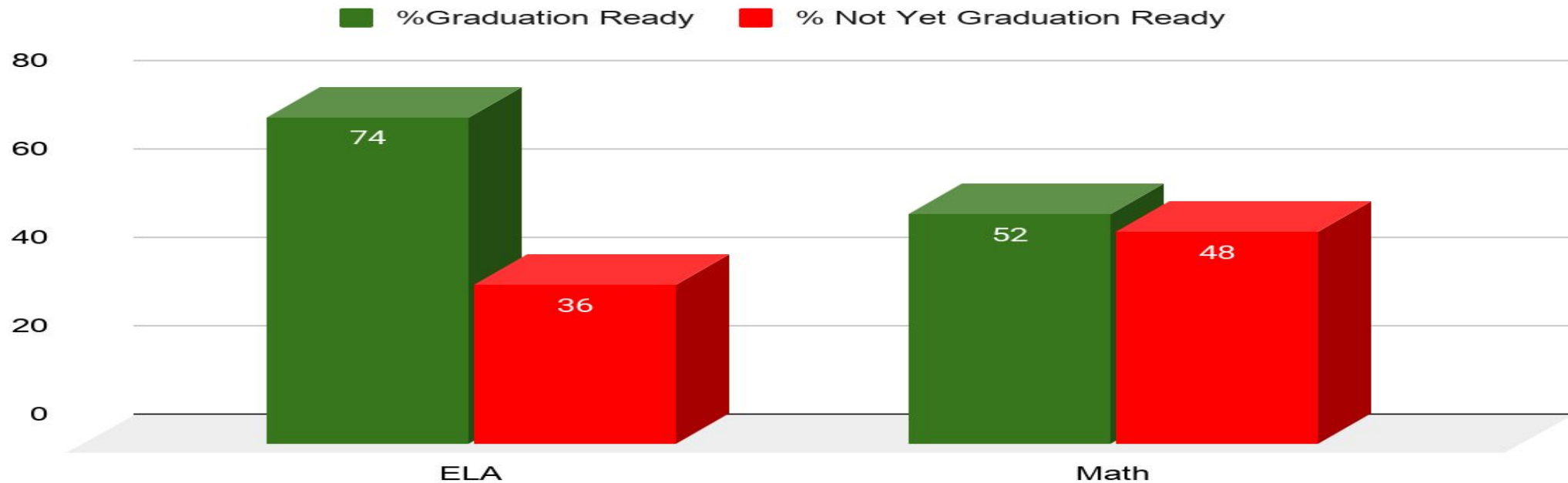
Elmwood Park and The State

Elmwood Park vs. The State: Graduation Ready



Aggregated Performance

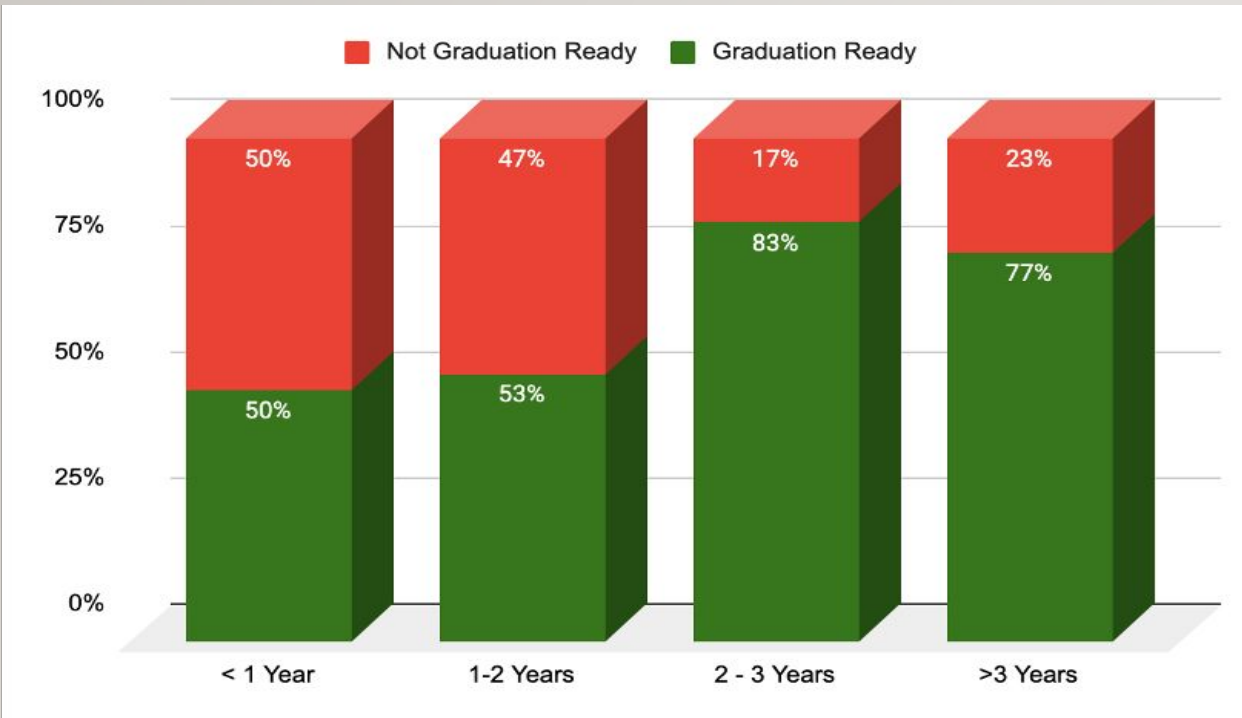
Aggregated Performance: ELA and Math



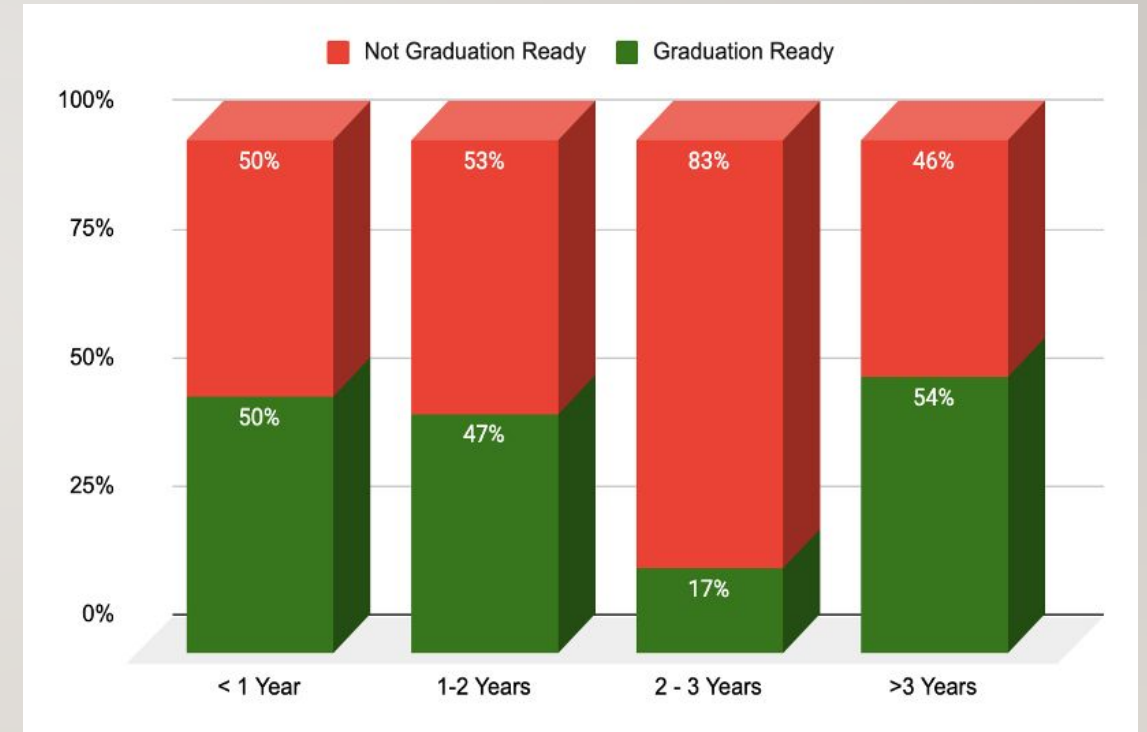
Time in District:

Performance on NJGPA Based on Long Students have been in EP

ELA



Math

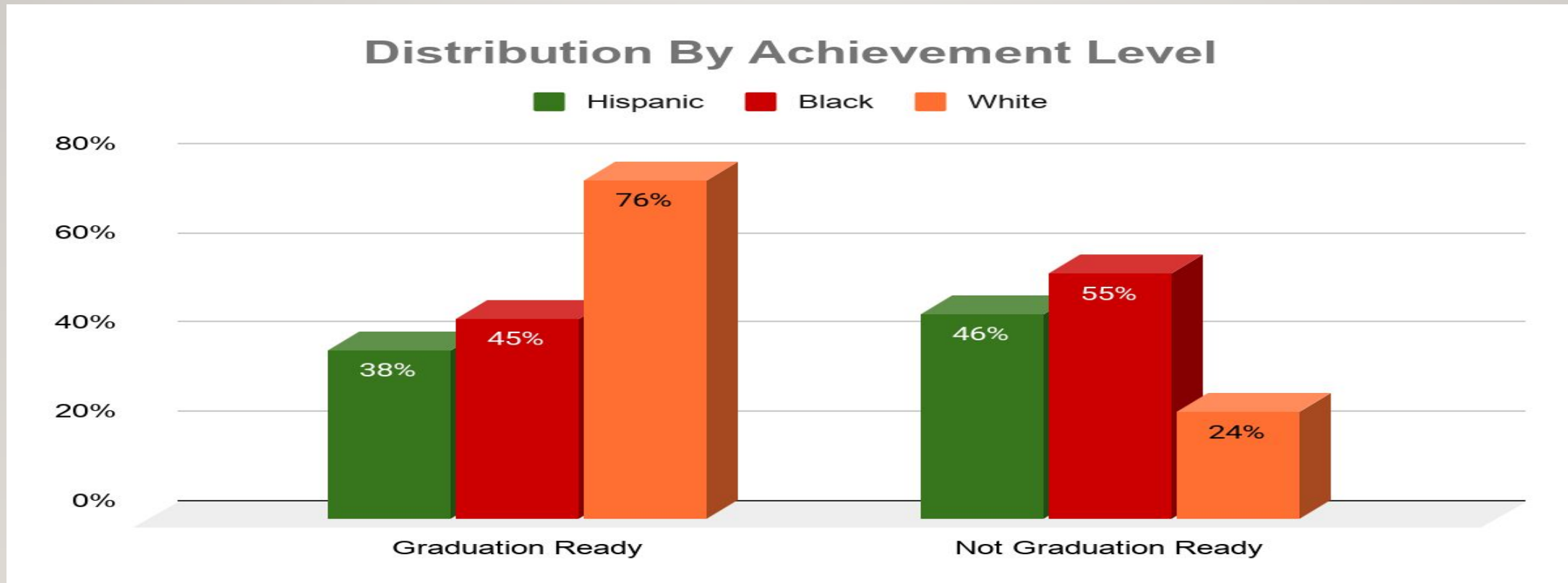


Analysis:

The longer students are at EP, the better they do on standardized tests.

Subgroup Reporting: Race: All Subjects

*Due to FERPA, we may only report subgroups with more than 10 students.

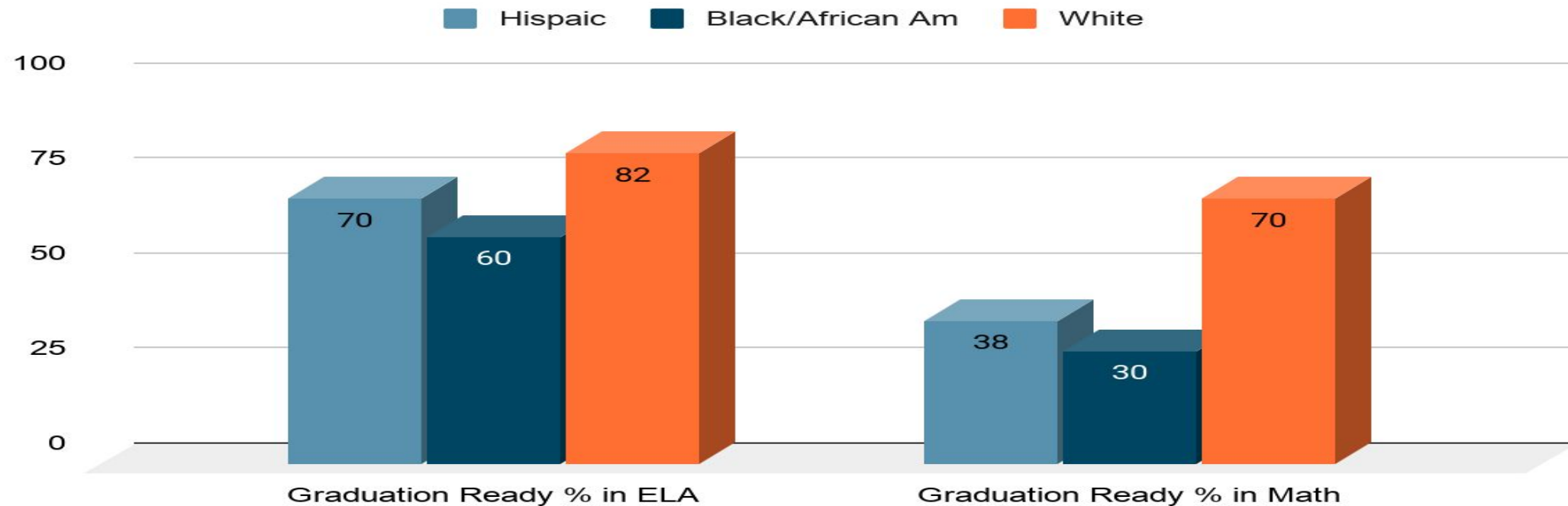


Subgroup Reporting:

Race: ELA and Math

*Due to FERPA, we may only report subgroups with more than 10 students.

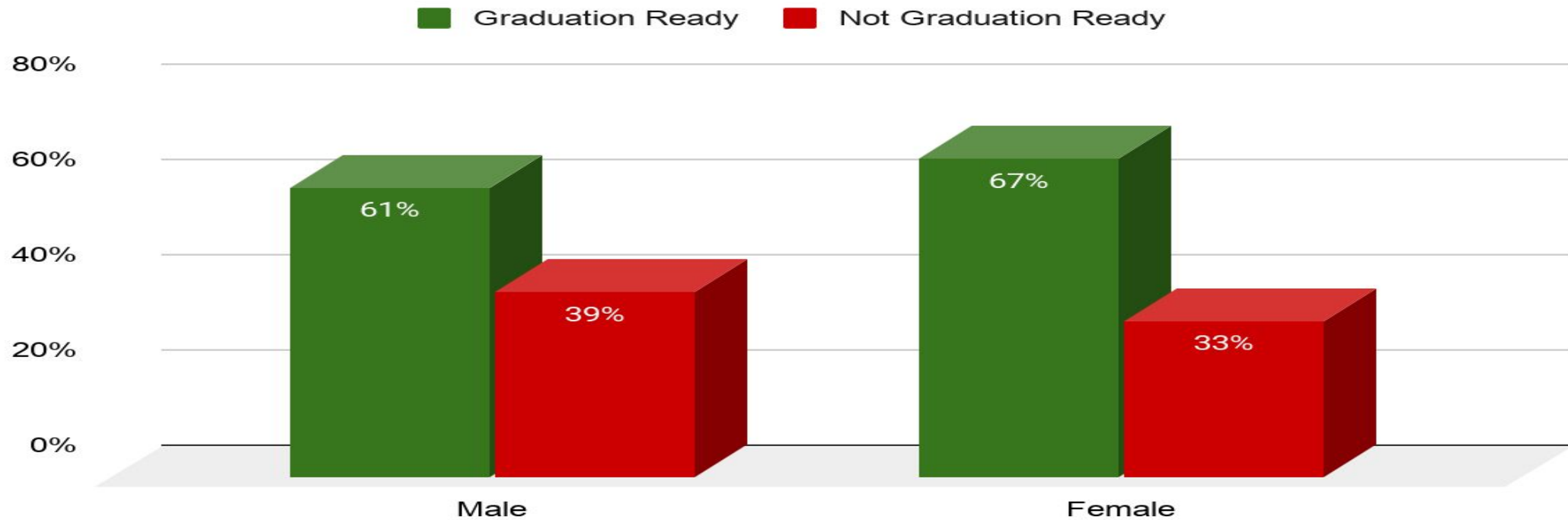
Subgroup Reporting: Race (ELA and Math)



Subgroup Reporting:

Gender: All Subjects

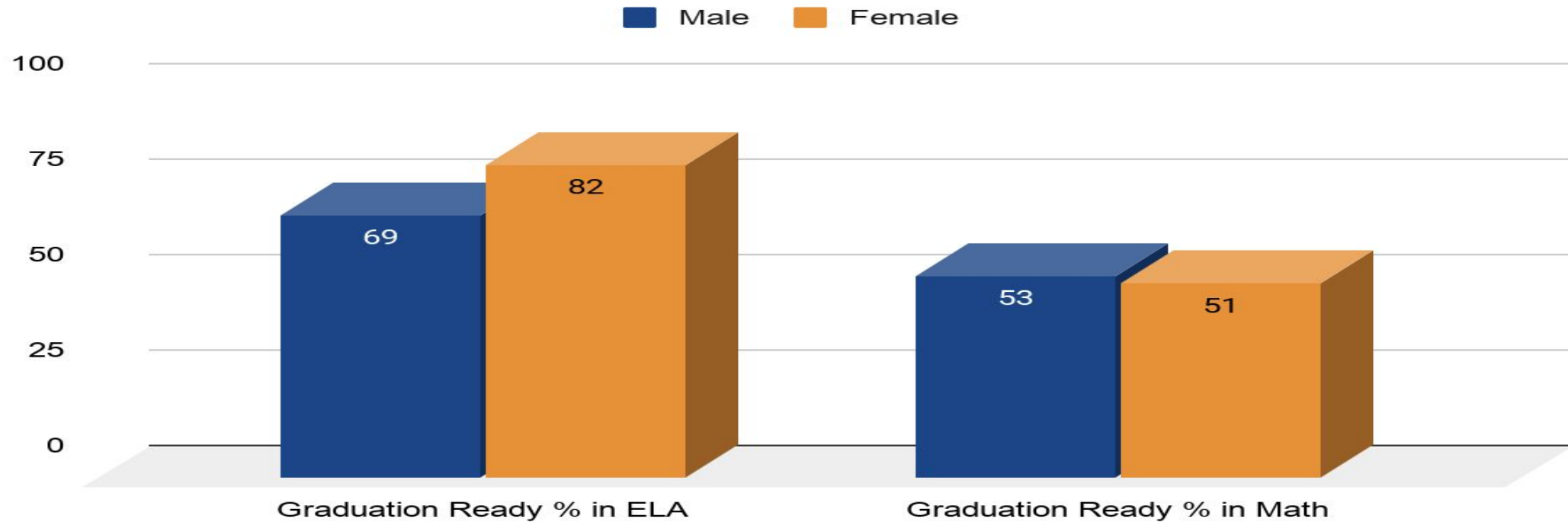
Distribution by Achievement Level (All Subjects)



Subgroup Reporting:

Gender: ELA and Math

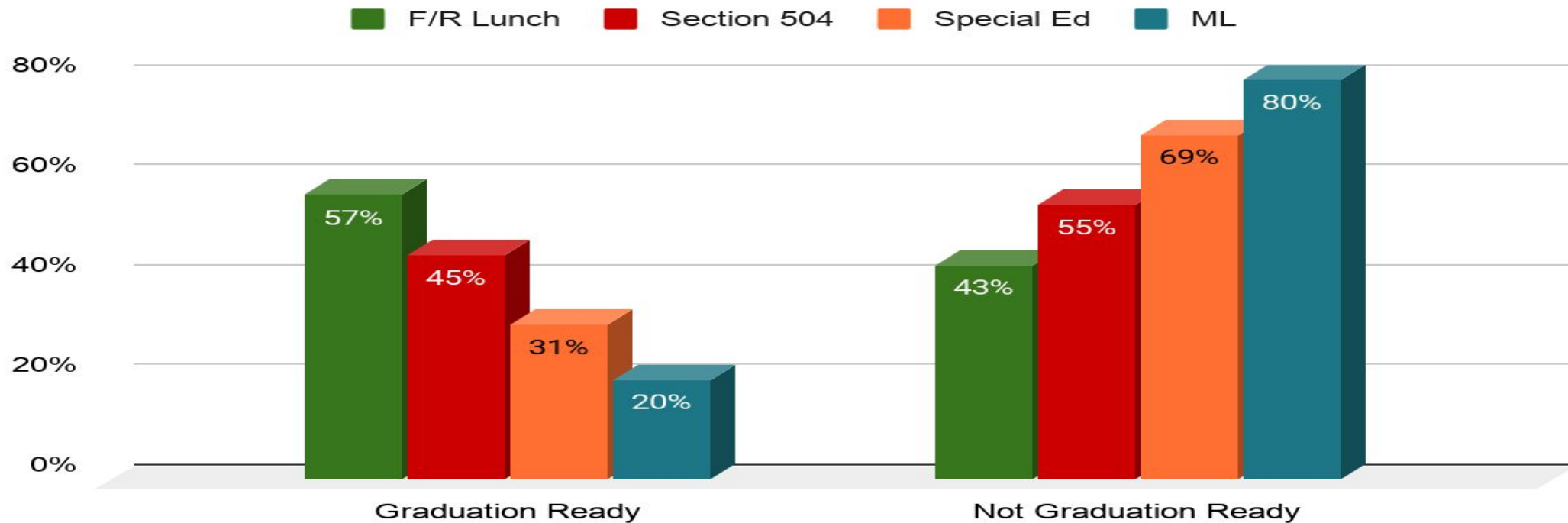
Subgroup Analysis: Gender (ELA and Math)



Subgroup Reporting:

Program: All Subjects

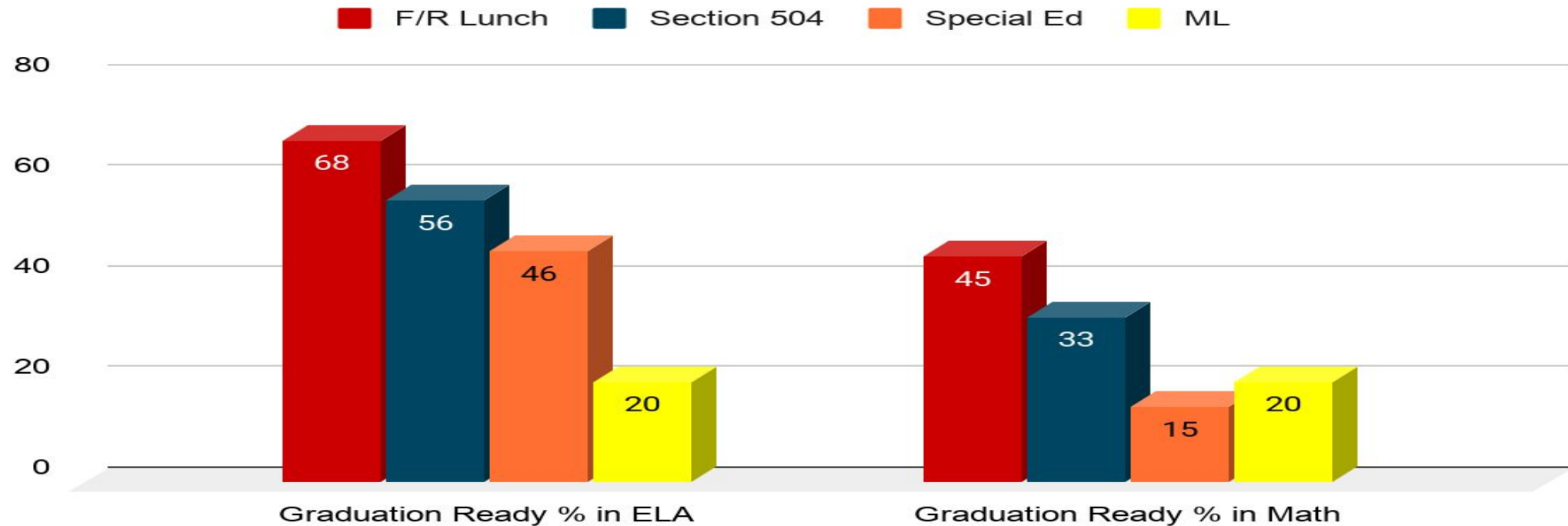
Distribution by Achievement Level (All Subjects)



Subgroup Reporting:

Program: ELA and Math

Subgroup Reporting: Program (ELA and Math)



Taking Action Analysis

ELA Areas of Strength • Analyzing how an author unfolds and develops ideas throughout text. • Determining an author's lens in a text and analyzing how an author uses rhetorical devices to advance a point of view. • Argumentative writing • Reading informational Text.	Math Areas of Strength • Relative stability in core algebra concepts. • Student performance trends were uniform across both test domains (Algebra and Geometry), showing that instructional delivery is relatively balanced rather than severely deficient in one specific area.
ELA Areas of Support • Informative/Explanatory writing . • Analyzing integrate, and evaluate multiple interpretations or a single text or text(s) presented in different formats. • Language Domain gap.	Math Areas of Support • 22% of students performed below standard in the Functions reporting category. • Interpreting functions notations, rate of change and building functional models represent key conceptual barriers for students. • Weakness in Similarity, Right Triangles & Trigonometry

Taking Action

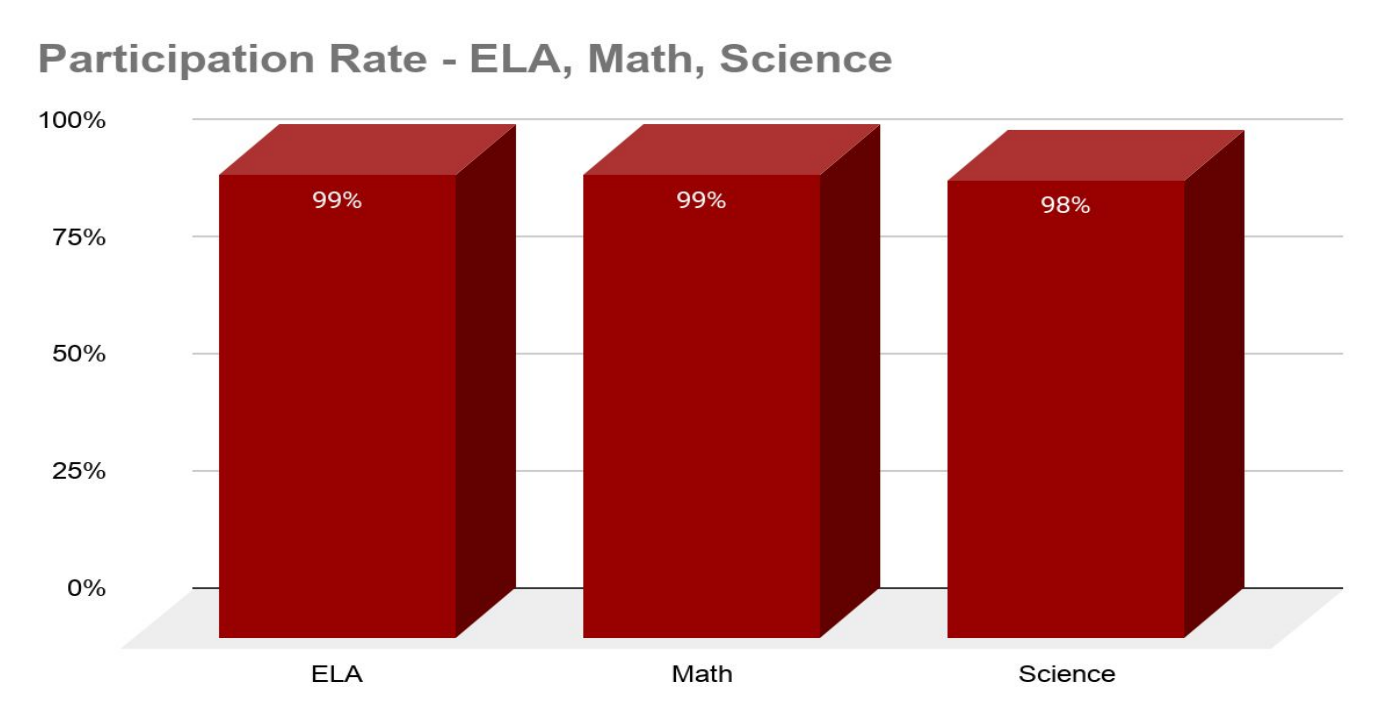
Intervention Strategies

1. **Graduation Requirement Remediation (80 Students):**
 - Immediately flag the 80 non-proficient students (**48%**) for fall targeted intervention periods, small-group tutoring, or portfolio appeal preparation prior to 12th-grade re-testing windows.
2. **Curriculum & Focus Mapping:**
 - **Algebra I Instruction:** Prioritize function transformations, rate of change analysis, and graph interpretation (F.IF, F.BF) in 8th and 9th-grade algebra pacing guides.
 - **Geometry Instruction:** Integrate more explicit problem-solving modules around right triangle trigonometry (G.SRT.C) and geometric modeling (G.GMD) into 9th/10th-grade geometry courses.
 - **Curricular Alignment in Language Arts:** Review Tier 1 instructional materials in grades 9–10 with ELA department chairs, focusing on advanced language conventions (L.9–10) and pushing mid-tier writers toward top-rubric execution.
3. **Item-Level & Subgroup Drill-Down:**
 - Extract student-level Roster Reports from the Cambium dashboard to identify whether the performance drop is concentrated among specific student subgroups (e.g., Multilingual Learners, Special Education) or represents a building-wide Tier 1 instructional gap.

NJSLA-A Testing

Spring 2026

Spring 2026 Results - Participation Rate



Subject	Eligible Test Takers	% Test Taken
ELA	1286	99%
Math	1325	99%
Science	548	98%

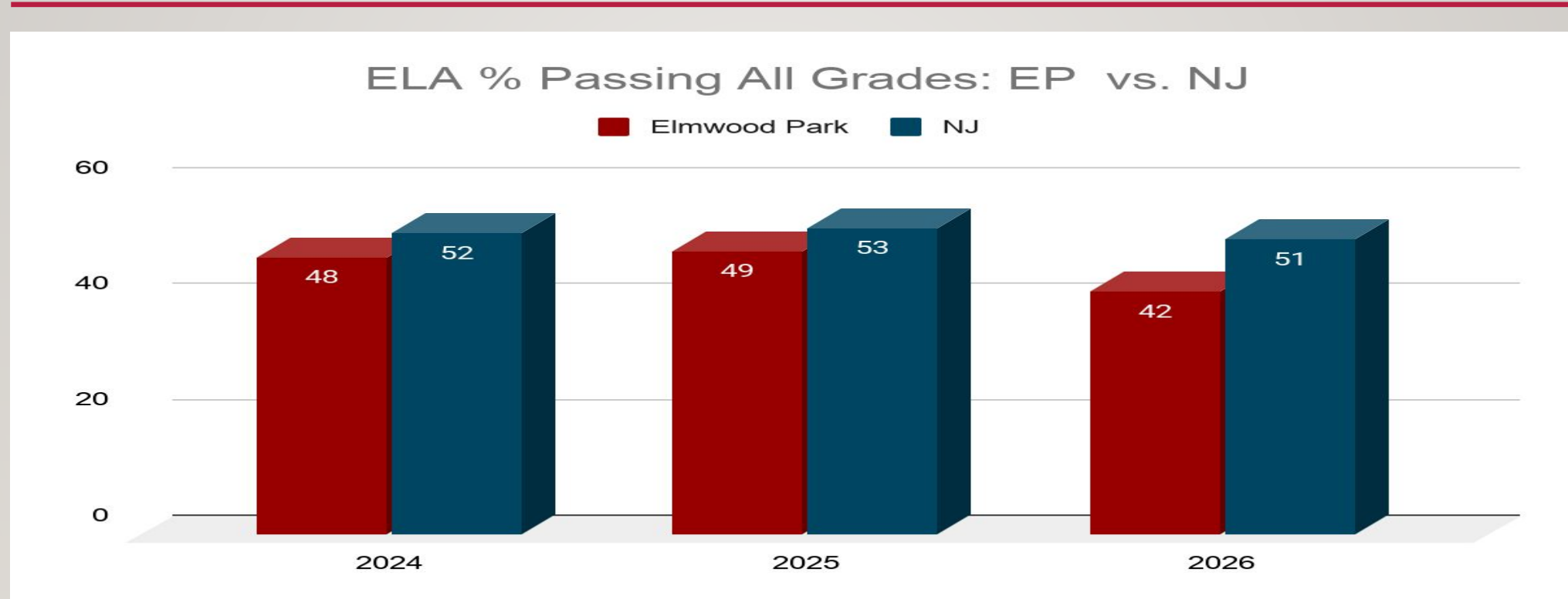
Spring 2026 Results

English Language Arts

Grade 3-9

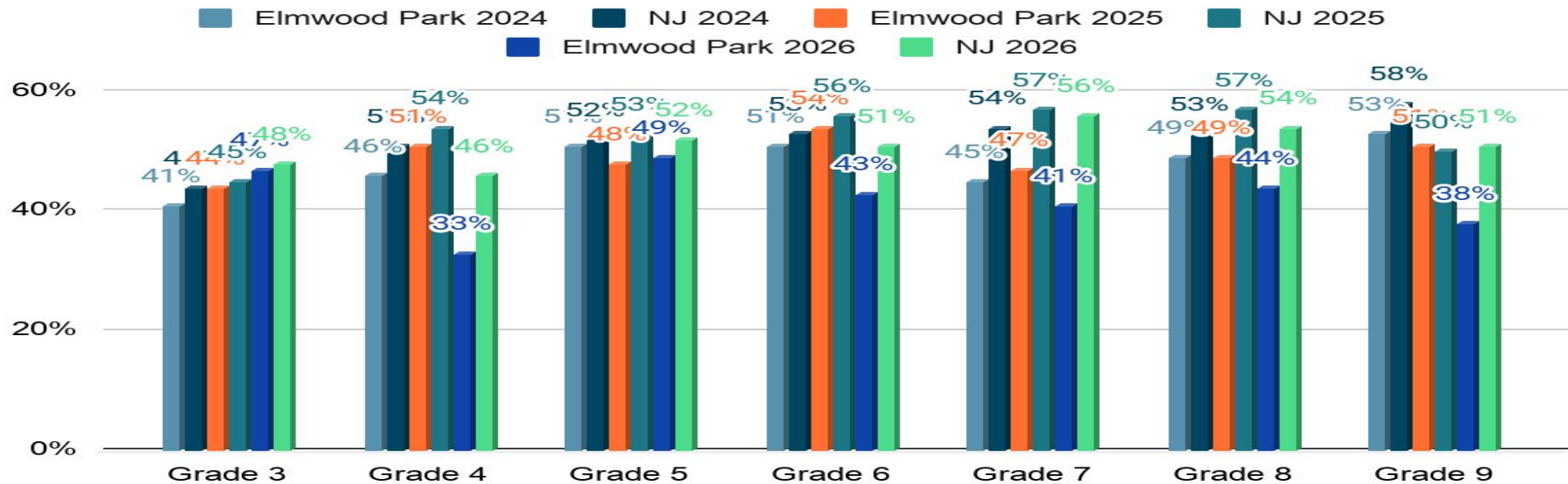


Comparative and Trend Analysis for ELA: Elmwood Park vs. the State



Trend Analysis: 2024, 2025, 2026 English Language Arts

3 Year Trend Analysis: EP vs. NJ 2024 - 2026



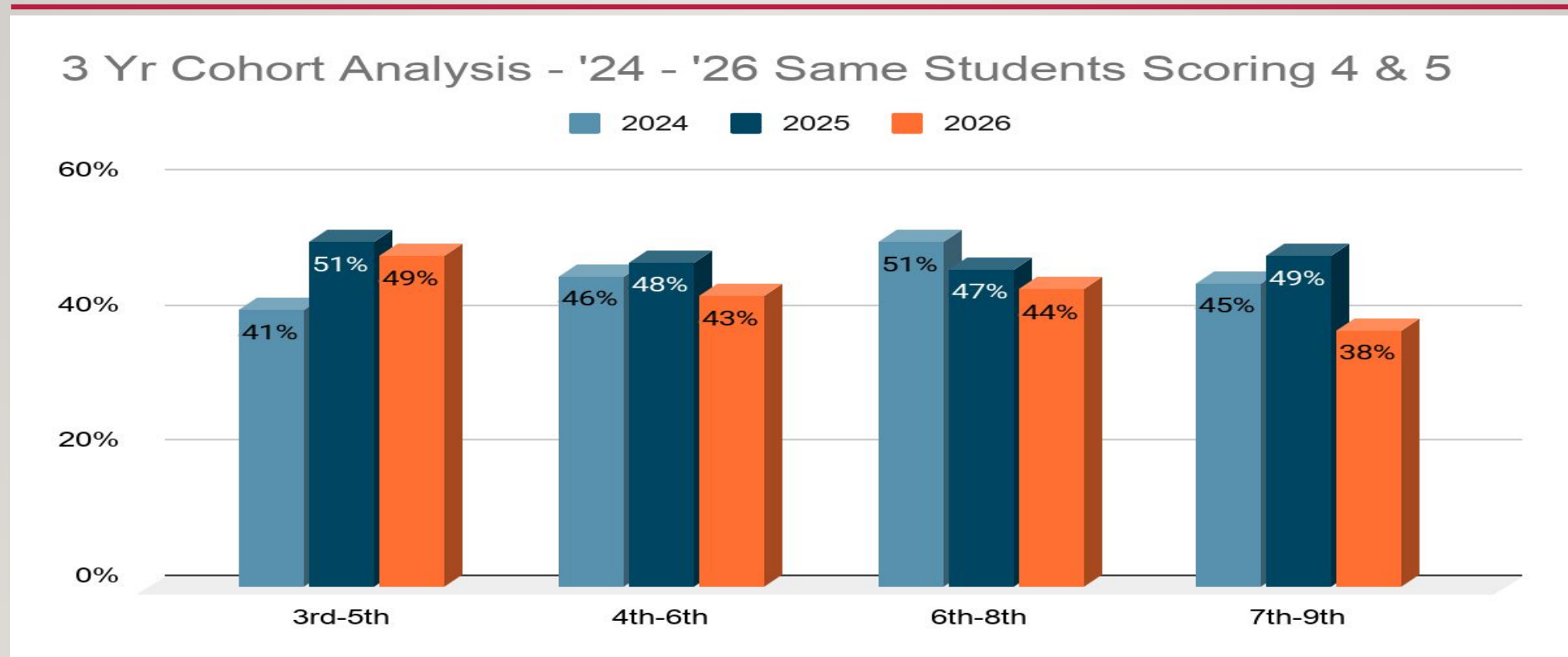
Aggregated Results: 2025 NJSLA English Language Arts

ELA	Number of Valid Scores	Passing (Level 4 and 5)	Approaching (Level 3)	Not/Partially Met (Level 1 and 2)
3	171	47%	26%	27%
4	188	33%	40%	28%
5	184	49%	16%	35%
6	190	43%	31%	26%
7	193	41%	21%	38%
8	195	44%	24%	32%
9	165	38%	21%	42%

Note:

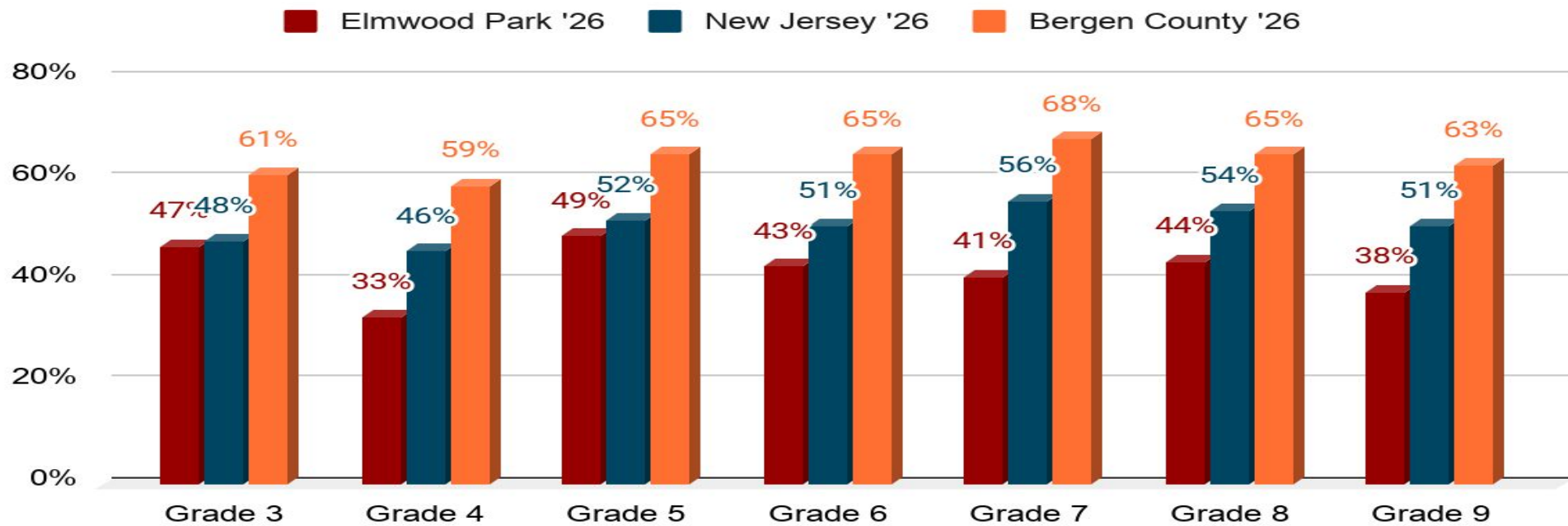
- Percentages may not total 100 due to rounding

Cohort Analysis: Same Students, Different Grades - ELA

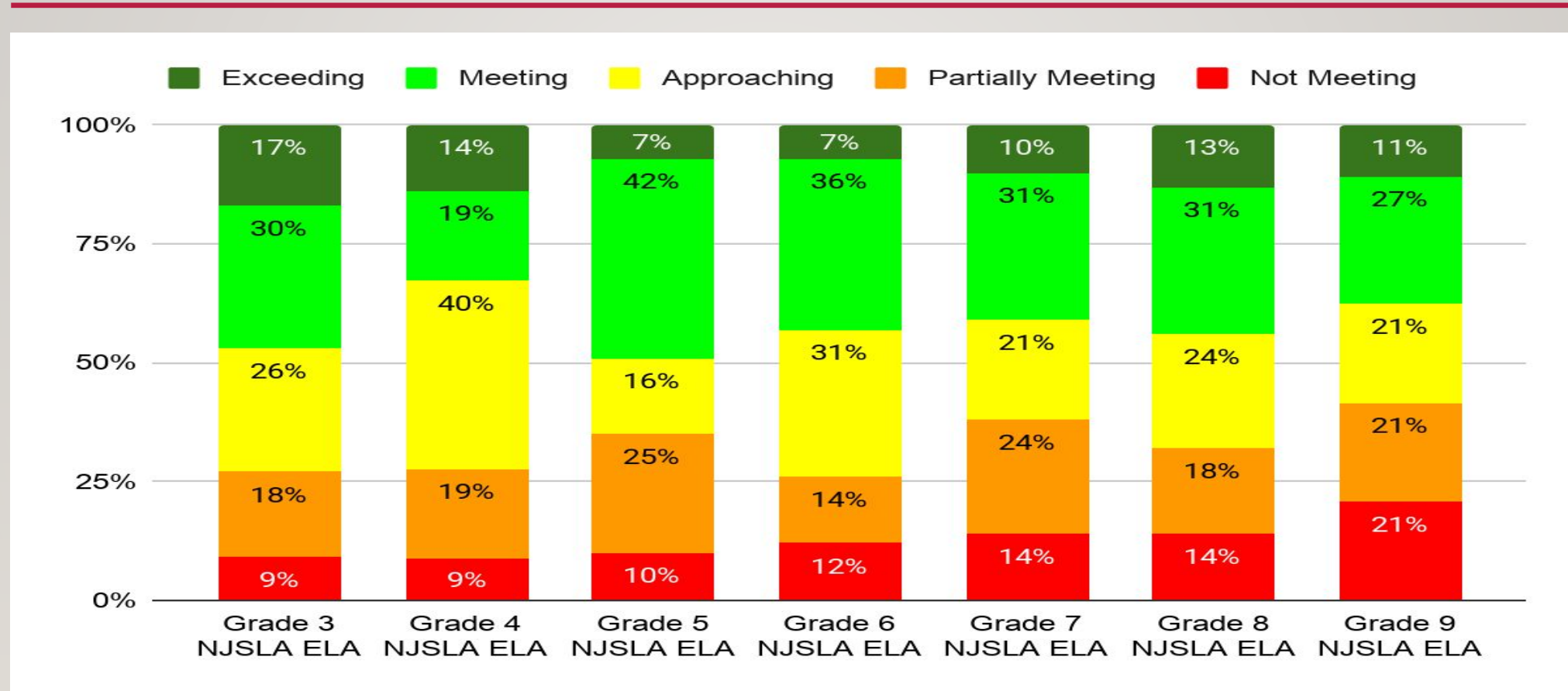


Comparative Analysis for ELA: Elmwood Park and the State

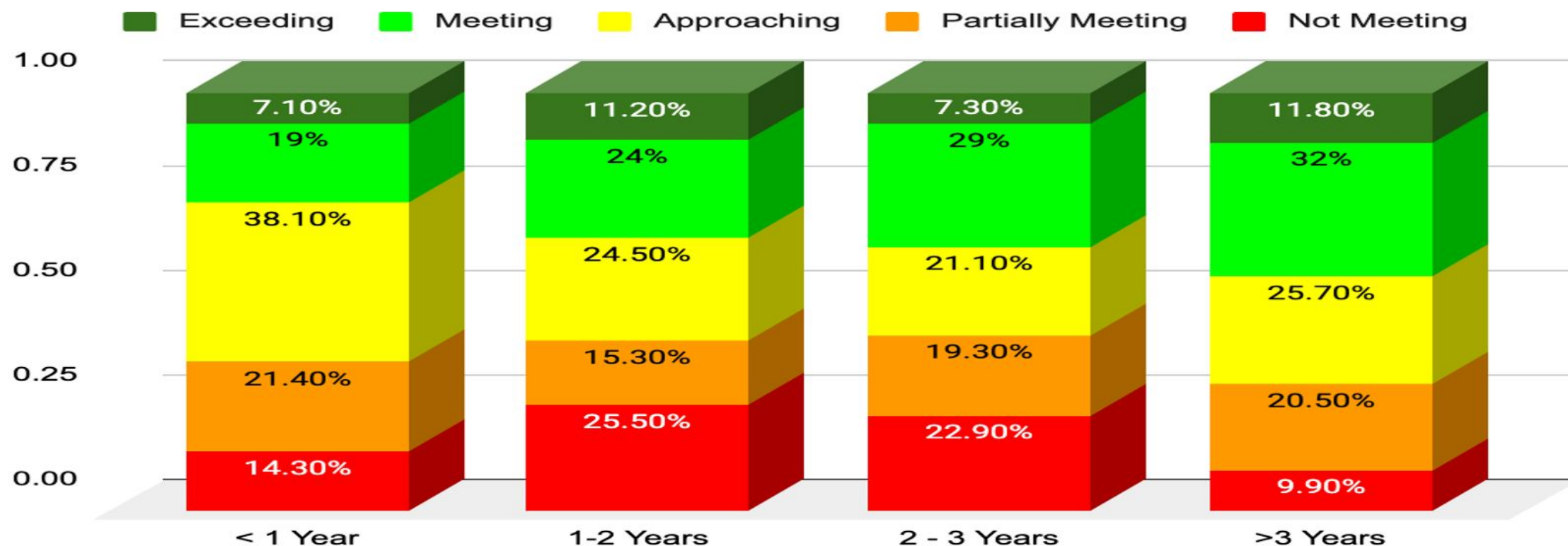
Grade Level Performance: EP, Bergen County and NJ 2026 ELA



Overall Results 2026 NJSLA English Language Arts - Percentages



Time in District ELA: Performance on NJSLA Based on Long Students have been in EP



Subgroup Analysis: English Language Arts

		Passing (Level 4 and 5)	Approaching (Level 3)	Not/Partially Met (Level 1 and 2)
Gender	Male	39%	26%	35%
	Female	45%	25%	30%
Ethnicity	Asian	61%	18%	21%
	Black/African American	26%	28%	46%
	Hispanic or Latino	38%	27%	35%
	White	52%	24%	24%
	Multiple	47%	16%	37%

Note:

- Percentages may not total 100 due to rounding
- Due to FERPA, we are not permitted to report on groups with fewer than 10 students.

Subgroup Analysis: English Language Arts

		Passing (Level 4 and 5)	Approaching (Level 3)	Not/Partially Met (Level 1 and 2)
Program and Other Demographics	IEP	18%	18%	64%
	504	43%	26%	31%
	Multilingual Learners	7%	17%	76%
	Economically Disadvantaged	37%	27%	36%

Note:

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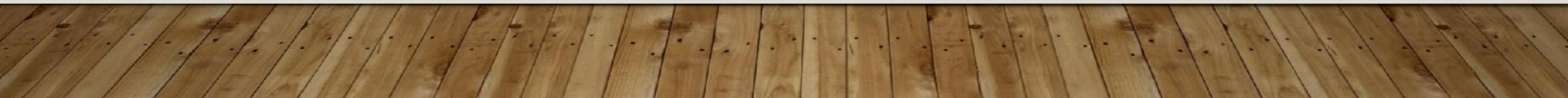
English Language Arts: Analysis and Action

Analysis:

1. **Elementary/Middle Baseline Strength:** Grades 3 (47%), 5 (49%), 6 (43%), and 8 (44%) maintain solid passing rates. Overall district participation is extremely strong at 99%.
2. **Grade 9 Drop:** Passing rates dip in Grade 4 (33%) and reach a district low in Grade 9 (38% passing, with 42% in Levels 1 & 2).
3. **Subgroup Performance Gaps:** Female students outperform males (45% vs. 39% passing). Severe gaps exist for Multilingual Learners (7% passing, 76% in Levels 1–2) and IEP students (18% passing, 64% in Levels 1–2).

Action:

1. Establish vertical alignment between Grade 8 and Grade 9 ELA teams to address the high rate of non-proficiency in 9th grade (42%).
2. Deploy sheltered instruction strategies (SIOP) across general ELA classrooms to support ML students.



English Language Arts: Targeted Intervention

Analysis:

- A substantial proportion of students remain in **Level 3 (Approaching)**—most notably Grade 4 (40%), Grade 6 (31%), and Grade 3 (26%)—representing the largest group of potential level-movers.

Action:

- Design targeted small-group intervention blocks specifically for Grade 4 (40% in Level 3) and Grade 6 (31% in Level 3) targeting evidence-based reading comprehension and writing task rubrics.
- Integrate adaptive literacy tools during ELS/Resource periods for students in Levels 1 and 2 (64% IEP, 76% ML).



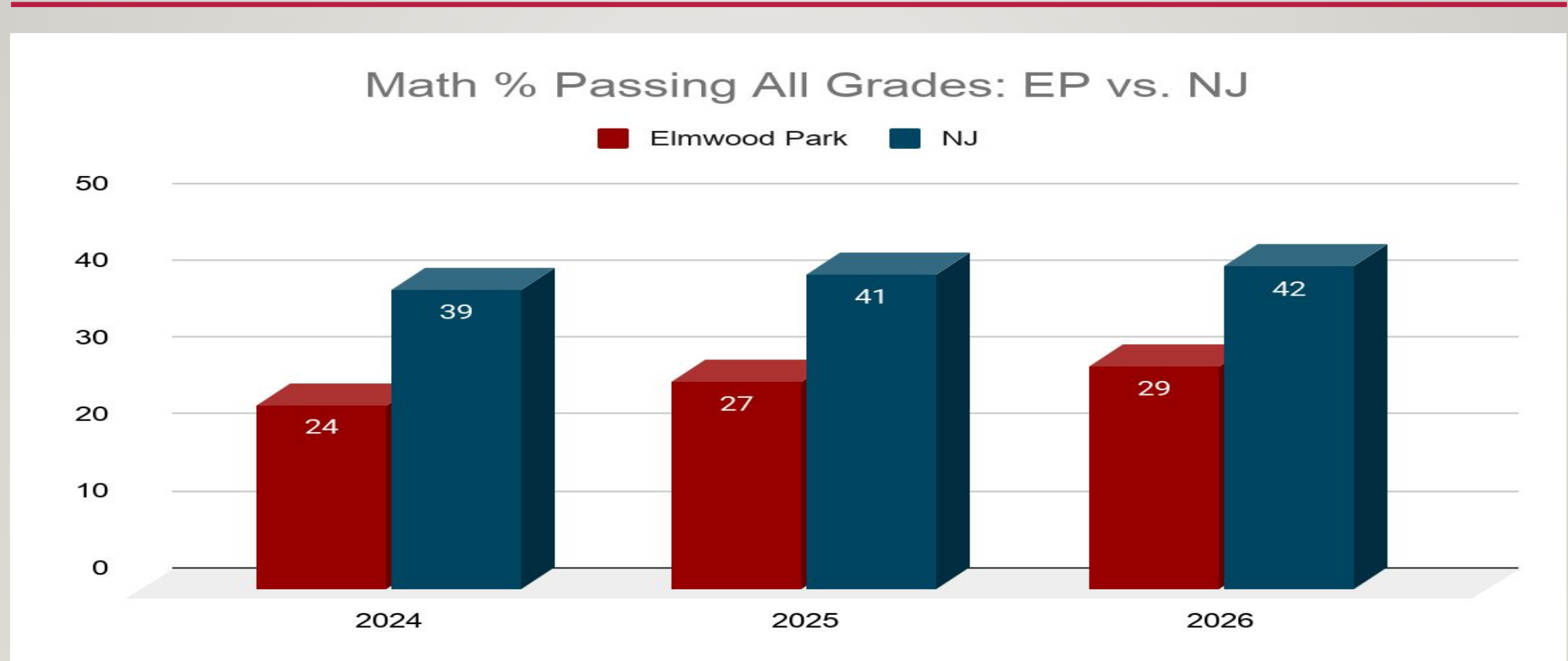
Spring 2026 Results

Mathematics

Grade 3-8, Algebra I and Geometry

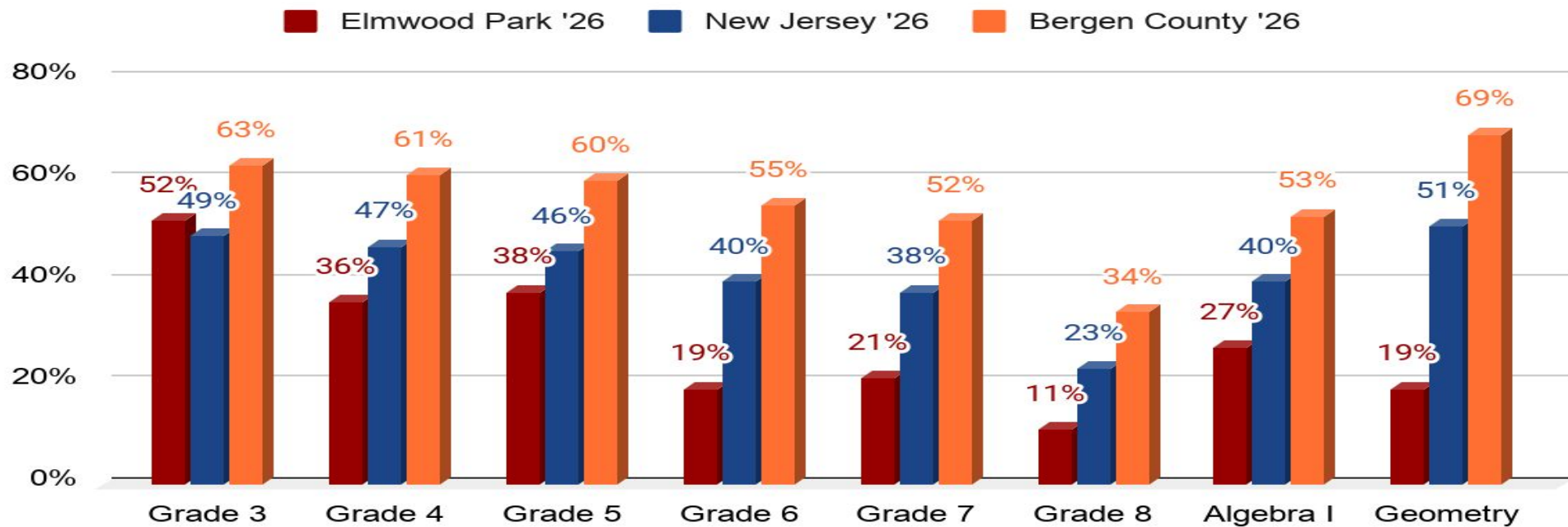


Comparative and Trend Analysis for Math: Elmwood Park, Bergen County, and the State



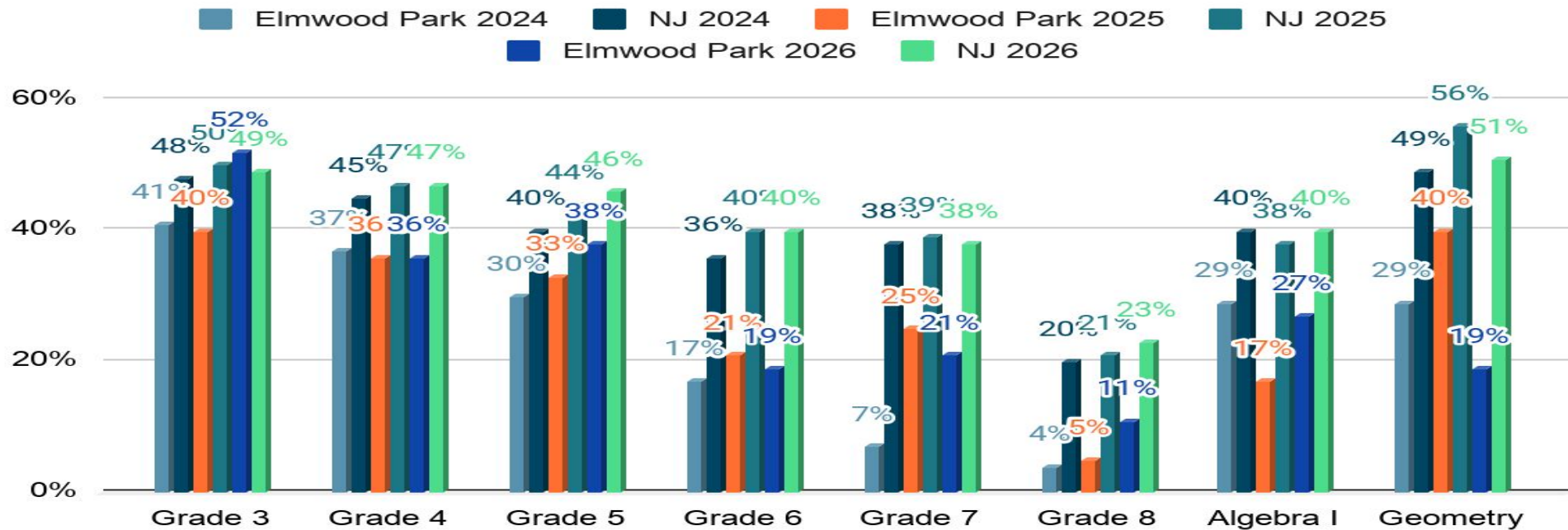
Comparative Analysis for Math: Elmwood Park and the State

Grade Level Performance: EP, Bergen County and NJ 2026 Math



Trend Analysis: 2024, 2025, 2026 Mathematics

3 Year Trend Analysis Math: EP vs. NJ 2024 - 2026



Aggregated Results: 2025 NJSLA Math

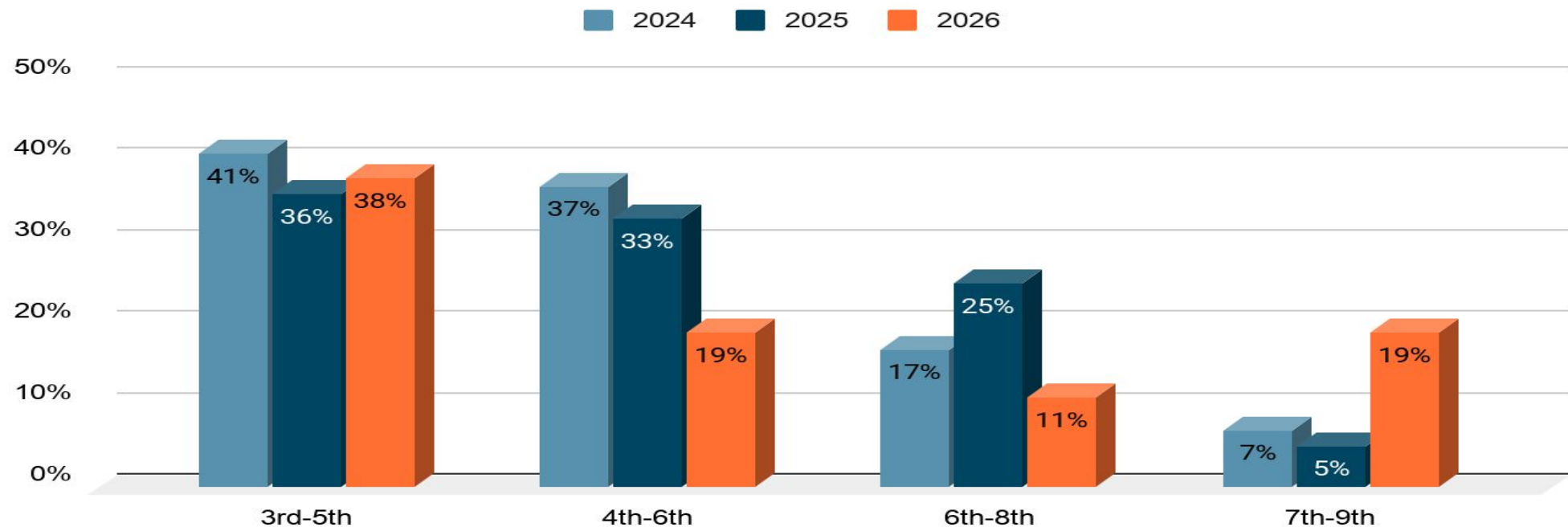
Math	Number of Valid Scores	Passing (Level 4 and 5)	Approaching (Level 3)	Not/Partially Met (Level 1 and 2)
3	171	52%	19%	29%
4	189	36%	29%	34%
5	185	38%	23%	39%
6	190	19%	35%	45%
7	194	21%	30%	49%
8	163	11%	25%	64%
Alg. 1 All	211	27%	21%	52%
Geometry	21	19%	57%	24%

Note:

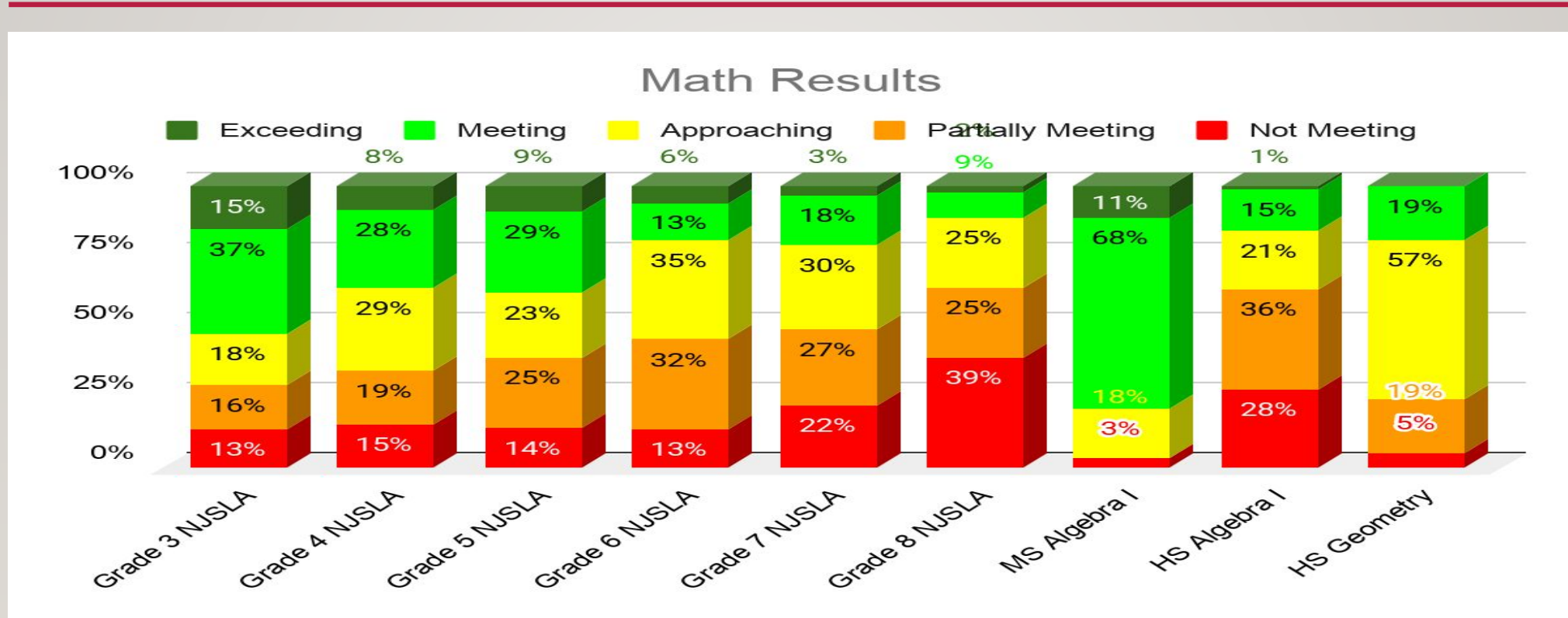
- Percentages may not total 100 due to rounding

Cohort Analysis: Same Students, Different Grades - Math

3 Yr Cohort Analysis Math - '24 - '26 Same Students Scoring 4 & 5

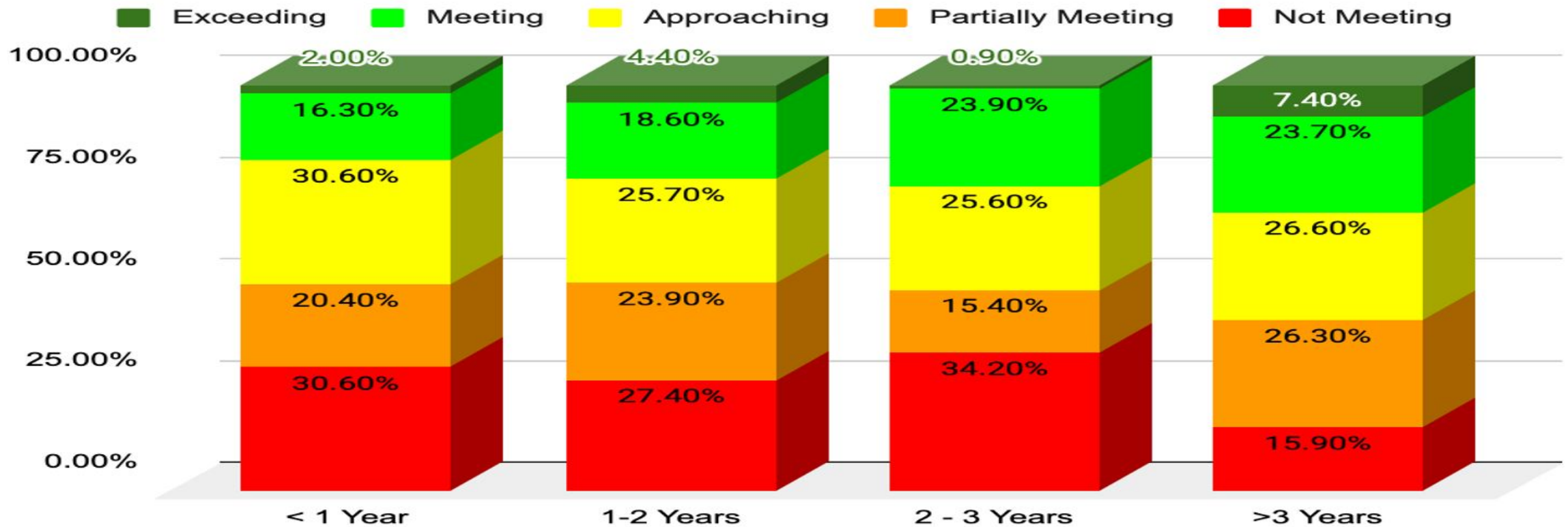


Overall Results 2026 NJSLA Mathematics - Percentages



Time in District Math:

Performance on NJSLA Based on Long Students have been in EP



Subgroup Analysis: Mathematics

		Passing (Level 4 and 5)	Approaching (Level 3)	Not/Partially Met (Level 1 and 2)
Gender	Male	32%	25%	43%
	Female	25%	28%	47%
Ethnicity	Asian	51%	23%	26%
	Black/African American	14%	25%	62%
	Hispanic or Latino	24%	26%	50%
	White	38%	29%	33%
	Multiple	50%	25%	25%

Note:

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- Due to FERPA, we are not permitted to report on groups with fewer than 10 students.

Subgroup Analysis: Mathematics

		Passing (Level 4 and 5)	Approaching (Level 3)	Not/Partially Met (Level 1 and 2)
Program and Other Demographics	IEP	17%	13%	83%
	504	25%	30%	46%
	Multilingual Learners	8%	16%	75%
	Economically Disadvantaged	25%	27%	48%

Note:

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Mathematics: Analysis and Action

Analysis:

1. **Elementary to Middle School Decline:** Grade 3 shows strong performance at 52% passing. However, performance drops sharply in middle school: Grade 6 (19% passing), Grade 7 (21% passing), and Grade 8 (11% passing, with 64% in Levels 1 & 2).
2. **High School Coursework:** Algebra I shows 27% passing with 52% in Levels 1 & 2. Geometry passing rate is 19%, but 57% of students fall in Level 3 (Approaching).
3. **Demographic Disparities:** Male proficiency (32%) exceeds female proficiency (25%). Severe needs exist among Black/African American students (14% passing), Hispanic students (24% passing), IEP students (17% passing), and ML students (8% passing).

Action:

- Re-evaluate middle school math curricula (Grades 6–8) where non-proficiency reaches up to 64%, emphasizing foundational mathematical practices and problem-solving skills.
- Establish prerequisite math skill modules prior to key Algebra I units to reduce the 52% non-proficiency rate in Algebra I.



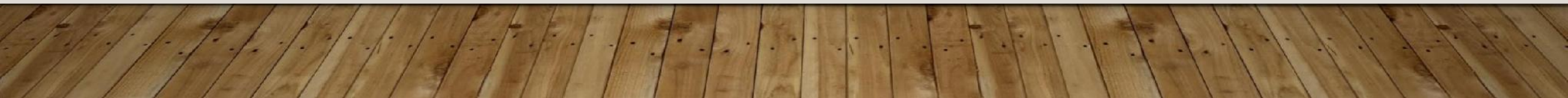
Mathematics: Targeted Intervention

Analysis:

1. **Geometry Leverage Opportunity:** 57% of Geometry students are clustered in Level 3 (Approaching).
2. **Middle School Skill Deficits:** High concentration of Level 1 & 2 students in Grade 8 (64%), Grade 7 (49%), and Grade 6 (45%).

Action:

- **Geometry Focused Push:** Leverage the 57% Level 3 cohort in Geometry with targeted review sessions on high-frequency geometric proofs and reasoning standards to transition them into Levels 4 & 5.
- **High-Dosage Math Tutoring:** Implement dedicated double-period math blocks and after-school math remediation for Grades 6–8 focusing on key standards where Level 1 & 2 scores are concentrated.



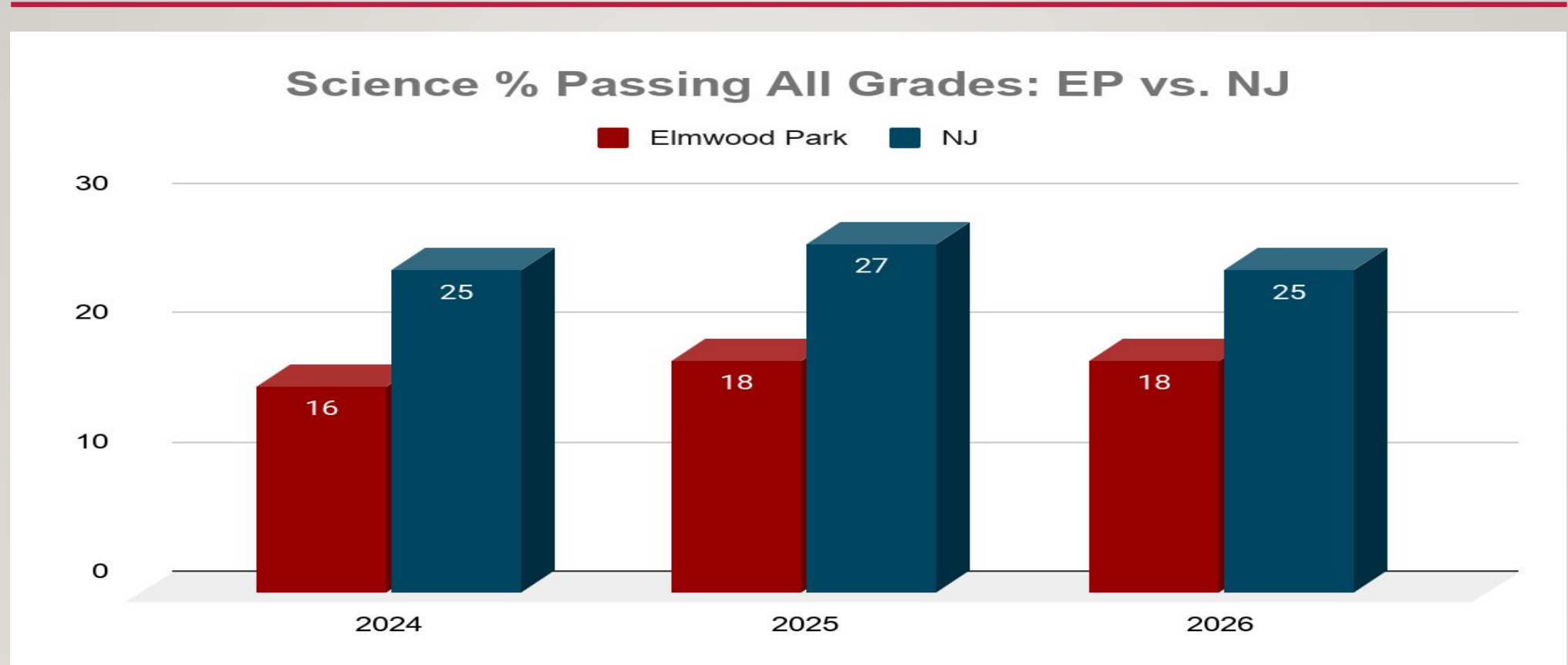
Spring 2026 Results

NJSLA Science

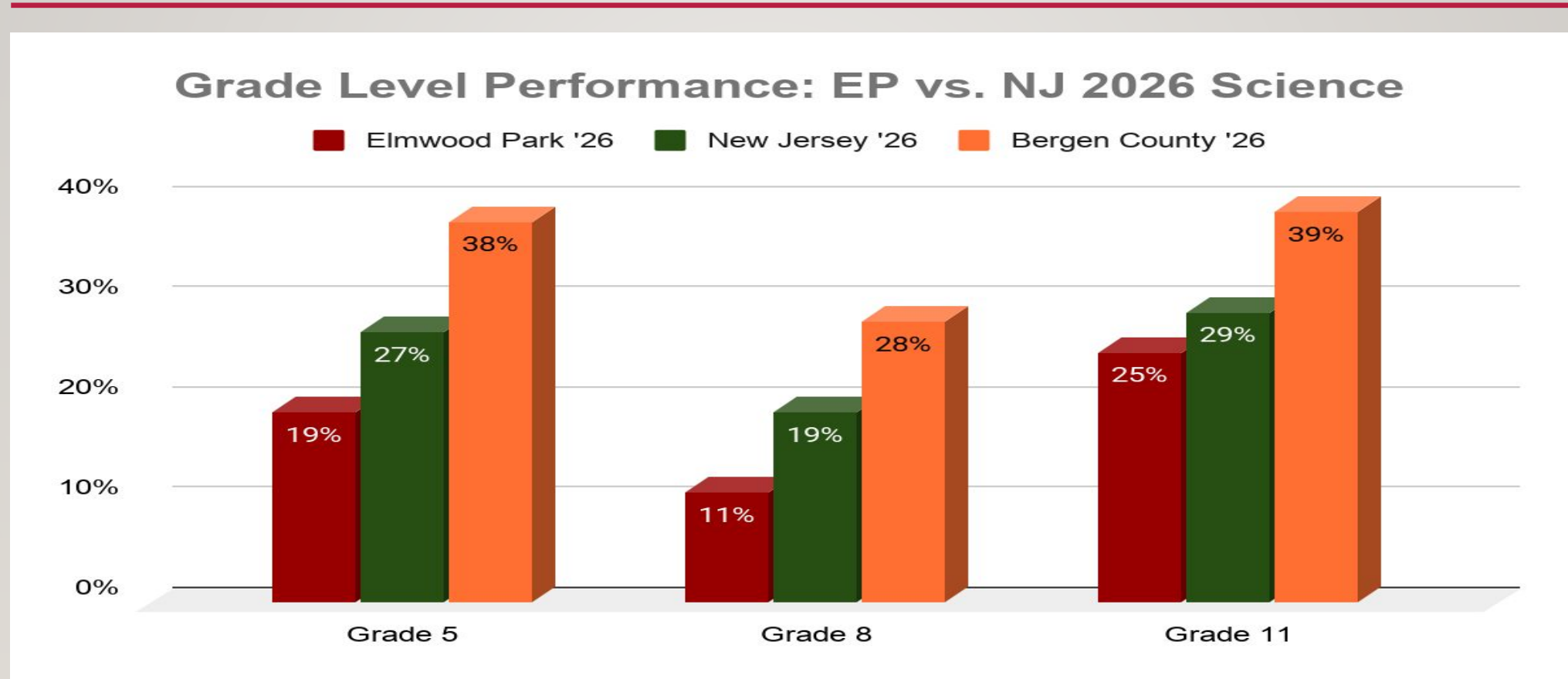
Grade 5, 8, and 11



Comparative and Trend Analysis for Science: Elmwood Park, Bergen County, and the State

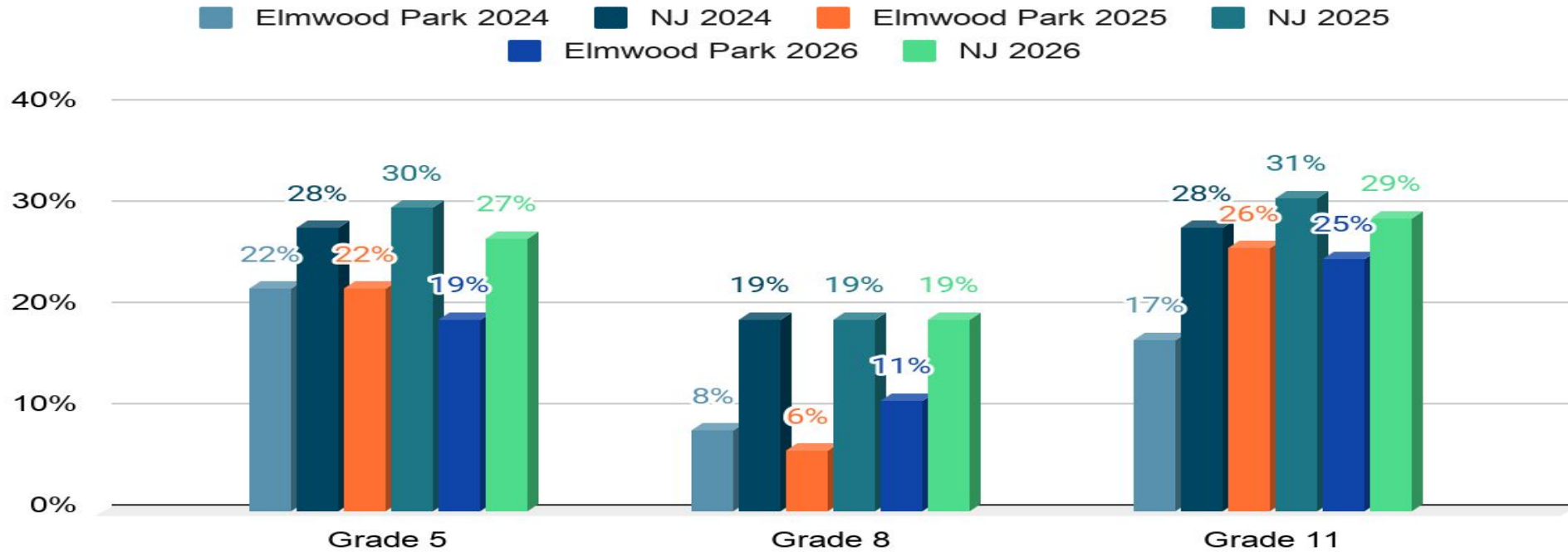


Comparative Analysis for Science: Elmwood Park and the State



Trend Analysis: 2024, 2025, 2026 Science

3 Year Trend Analysis Science: EP vs. NJ 2024 - 2026



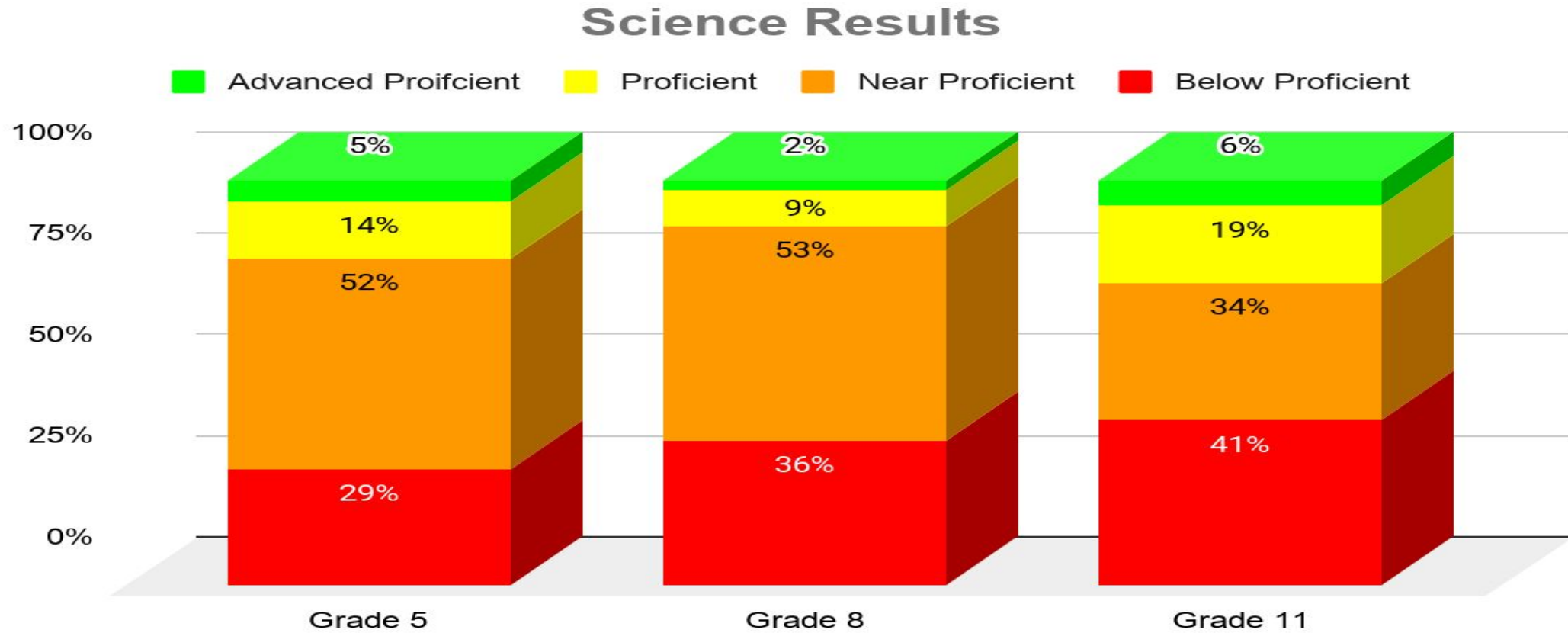
Aggregated Results: 2025 NJSLA Science

Science	Number of Valid Scores	Advanced and Proficient (Level 3+)	Near Proficient (Level 2)	Below Proficient (Level 1)
5	185	5%	14%	81%
8	199	2%	9%	89%
11	165	6%	19%	75%

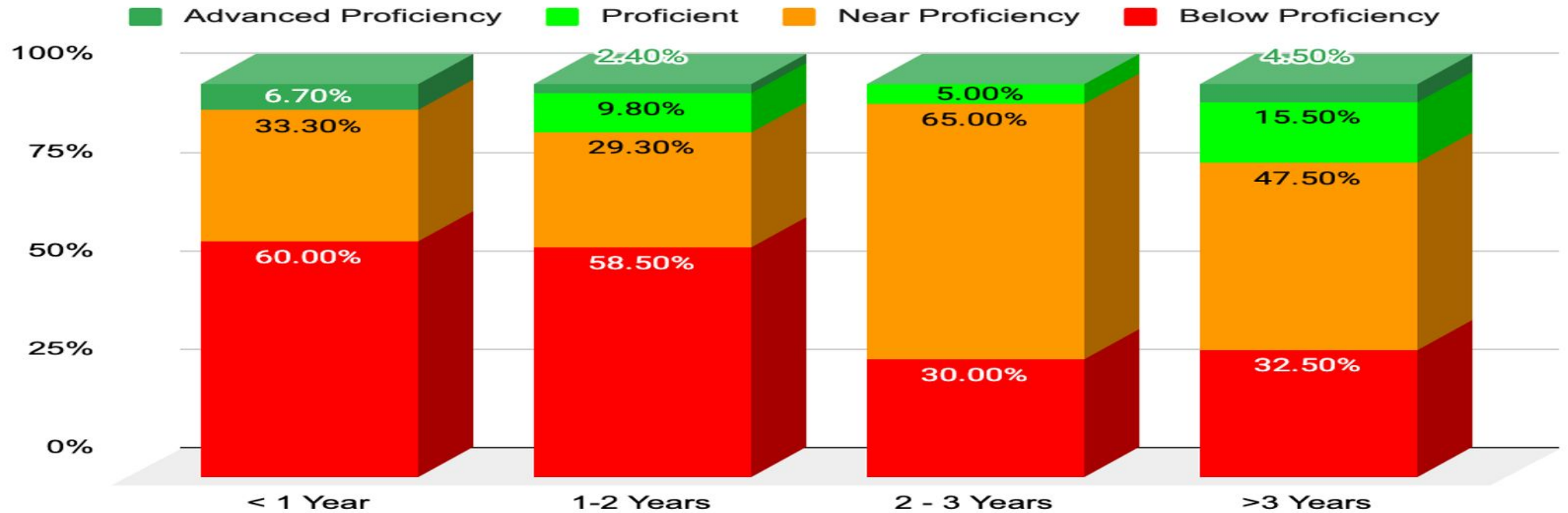
Note:

- Percentages may not total 100 due to rounding

Overall Results 2026 NJSLA Science - Percentages



Time in District Science: Performance on NJSLA Based on Long Students have been in EP



Subgroup Analysis: Science

		Passing (Level 4 and 5)	Approaching (Level 3)	Not/Partially Met (Level 1 and 2)
Gender	Male	5%	15%	80%
	Female	3%	12%	85%
Ethnicity	Asian	16%	21%	63%
	Black/African American	0%	8%	92%
	Hispanic or Latino	2%	11%	87%
	White	6%	17%	77%
	Multiple	13%	38%	50%

Note:

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- Due to FERPA, we are not permitted to report on groups with fewer than 10 students.

Subgroup Analysis: Science

		Passing (Level 4 and 5)	Approaching (Level 3)	Not/Partially Met (Level 1 and 2)
Program and Other Demographics	IEP	1%	7%	92%
	504	0%	12%	88%
	Multilingual Learners	0%	0%	100%
	Economically Disadvantaged	4%	15%	80%

Note:

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- Due to FERPA, we are not permitted to report on groups with fewer than 10 students.

Science: Analysis and Action

Analysis:

1. **Low Proficiency Across All Tested Grades:** Advanced and Proficient rates (Level 3+) are critically low across the district: Grade 5 (5%), Grade 8 (2%), and Grade 11 (6%).
2. **High Concentration in Below Proficient:** Overwhelming majority of students perform in Level 1 (Below Proficient): Grade 5 (81%), Grade 8 (89%), and Grade 11 (75%).
3. **Subgroup Deficits:** IEP students show 1% proficiency (92% Below Proficient), Economically Disadvantaged students show 4% proficiency, 504 students show 0% proficiency, and Multilingual Learners show 0% proficiency (100% in Levels 1 & 2).

Action:

- Conduct an immediate audit of K–II Science curricula to ensure complete alignment with Next Generation Science Standards (NGSS) phenomenon-based learning models.
- Integrate scientific claim, evidence, and reasoning practices into general instruction across all grade spans.



Science: Targeted Intervention

Analysis:

Near Proficient Potential: Level 2 (Near Proficient) represents the immediate growth band: Grade 11 (19%), Grade 5 (14%), and Grade 8 (9%).

Action:

- **Targeted NJSLA-S Preparation Modules:** Provide targeted review modules prior to spring testing for Grade 5, 8, and 11 students, with emphasis on data analysis and scientific practices.
- **Cross-Curricular STEM Interventions:** Partner science teachers with ELA and Math educators to build technical reading comprehension, chart/graph analysis, and data literacy skills into everyday lessons.



Dynamic Learning Maps (DLM)

Spring 2026

DLM

DLM is an alternate assessment to the NJSLA for students with the most significant cognitive disabilities to show performance on Essential Elements of content standards.

- Emerging
- Approaching the Target
- At Target
- Advanced

Note:

- Due to FERPA, we are not permitted to report on groups with fewer than 10 students.

ACCESS Testing

Spring 2026

ACCESS FOR ELLS

- Mandatory, secure, large-scale English proficiency assessment administered annually to Kindergarten through 12th grade students identified as English Language Learners.
- Assesses the 4 language domains: Oral Language, Literacy, & Comprehension.
- Serves as one of multiple measures used to determine whether students are prepared to exit English language support programs.
- Helps students and families understand students' current level of English proficiency along the developmental continuum.
- Provides teachers with information they can use to enhance instruction and learning.
- Provides districts with information that helps evaluate the effectiveness of ESL/bilingual programs.



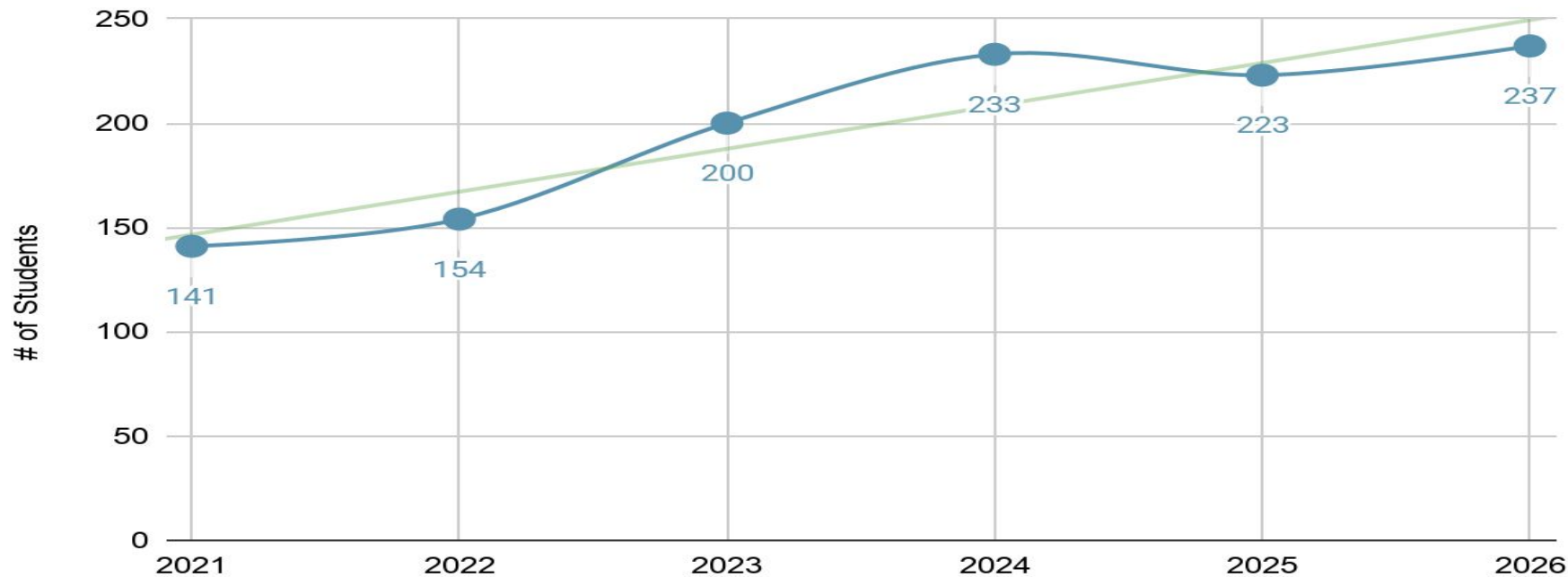
ACCESS FOR ELLS- PROFICIENCY LEVELS

- 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 English 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



ACCESS Participation

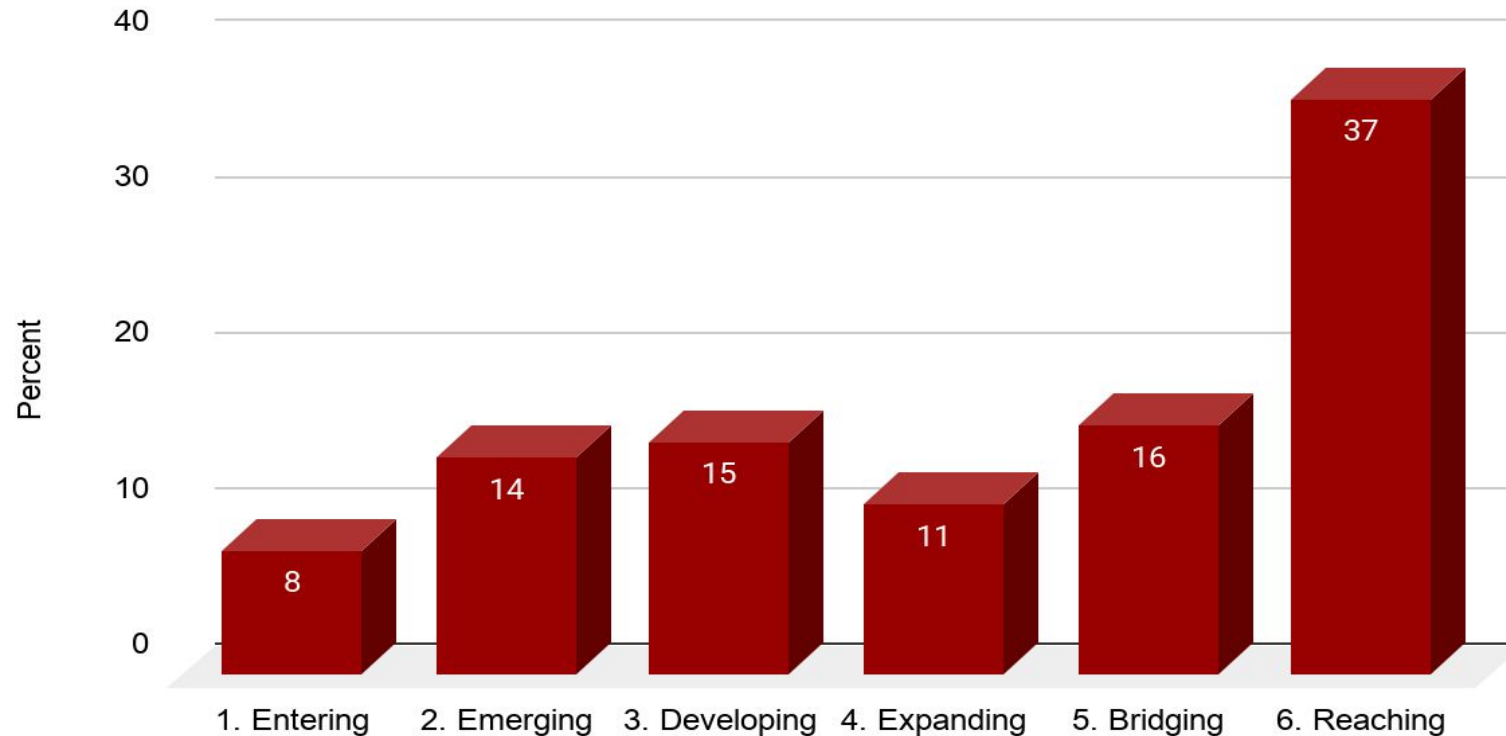
ACCESS Testing: Number of Students Participating



- Notice the green line: this is trend line from 2021-2026.
- This trend is the reason we are expanding our ML staff and services.

ACCESS Testing

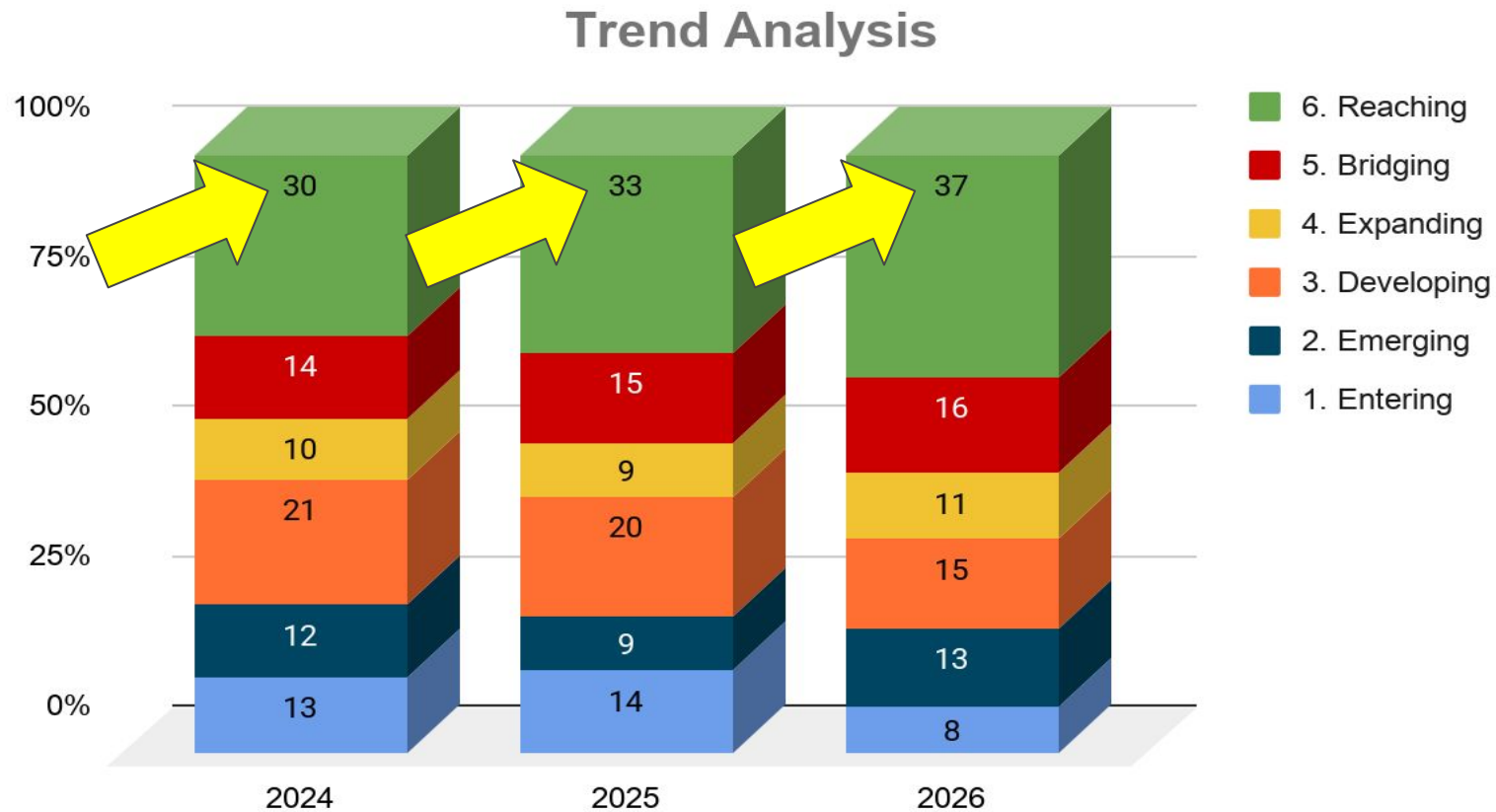
Proficiency - All Students



Analysis

1. Many students enroll without prior schooling in home country
2. Many ML students enrolling with special service needs.
3. High % of students exiting.

ACCESS Trend Analysis



Trend Analysis:

- For the past three year, we see an increase of students in the Expanding, Bridging and Reaching categories.

Taking Action

Intervention Strategies

- Increased numbers of students that have enrolled over the last 4 years in all schools.
- Increase in the number of students at the Bridging and Reaching levels.
- Implementation of ELL after school and extended year summer program for identified ELL students.
- Use of federal funds to purchase ELL specific books to assist in language attainment.
- Curriculum Department continue to analyze the ACCESS assessment to develop ELL curriculum units that can further foster academic language attainment.
- Hired more teacher in the last few year to handle increased ML enrollment.



Advanced Placement Testing

Spring 2026



ADVANCED PLACEMENT

- Advanced Placement courses culminate in assessments from the CollegeBoard to give students the opportunity to earn college credit for high school coursework.
- Traditionally, a student must earn a 3 or better (on a scale from 1-5) on each exam to get college credit, although credit policies vary from college to college
- Expansion in participation a function of:
 - District Offerings:
 - AP Biology
 - AP Calculus AB
 - AP Chemistry
 - AP English Literature
 - AP European History
 - AP Spanish Language and Culture
 - AP Statistics
 - AP Studio Art
 - AP United States History
 - Targeting students through annual AP Potential report
 - Increasing access to courses

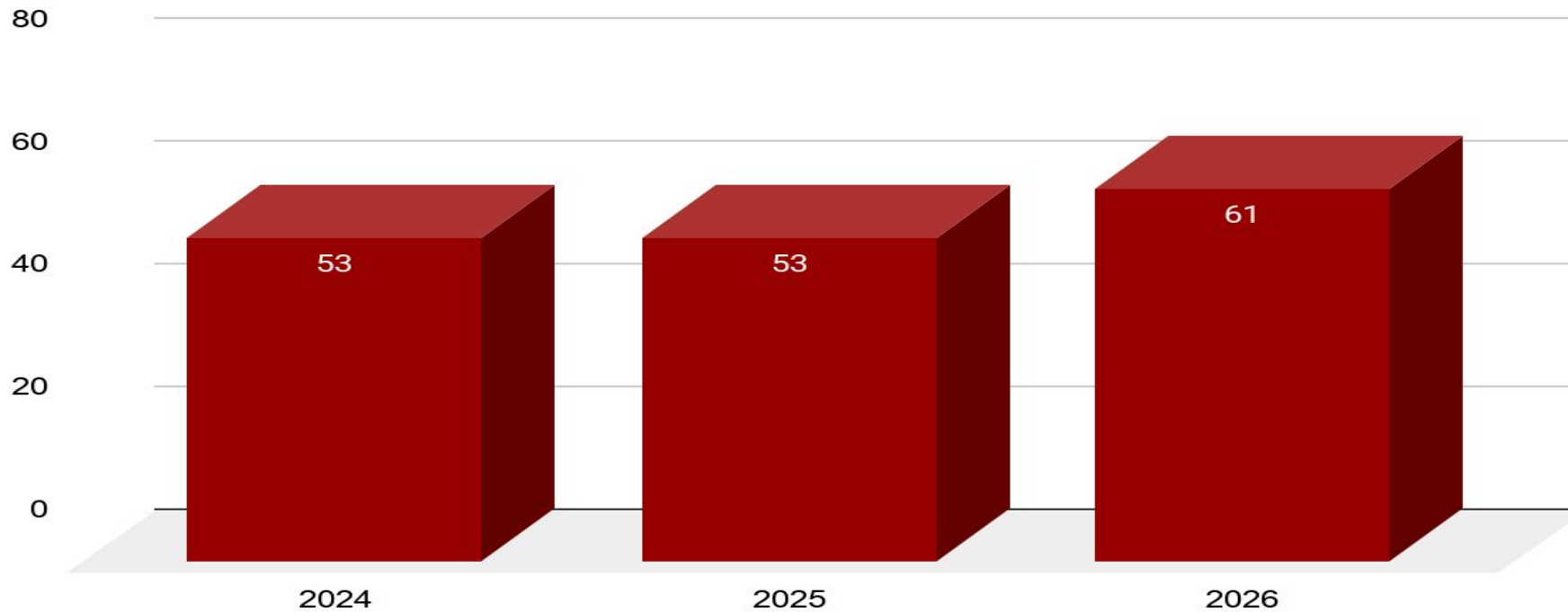


ADVANCED PLACEMENT SCORE SUMMARY

YEAR	TEST TAKERS	TESTS	% OF TESTS AT 3 OR HIGHER
2024	53	92	75
2025	53	98	83
2026	61	114	79

AP Testing: Increasing Access 2024-2026

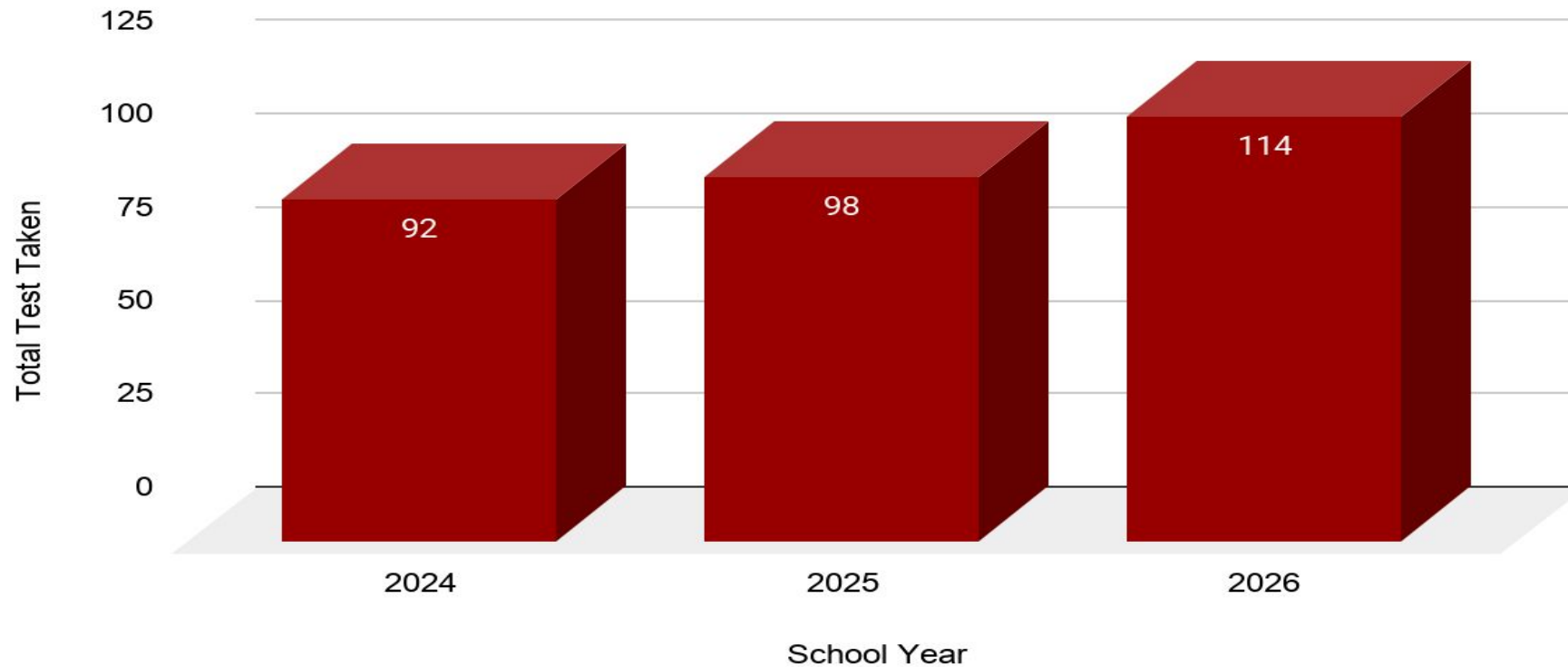
AP Total Test Takers - 2024-2026



Elmwood Park has committed to increasing access to Advanced Placement, and we are succeeding.

AP Testing: Increasing Access 2024 to 2026

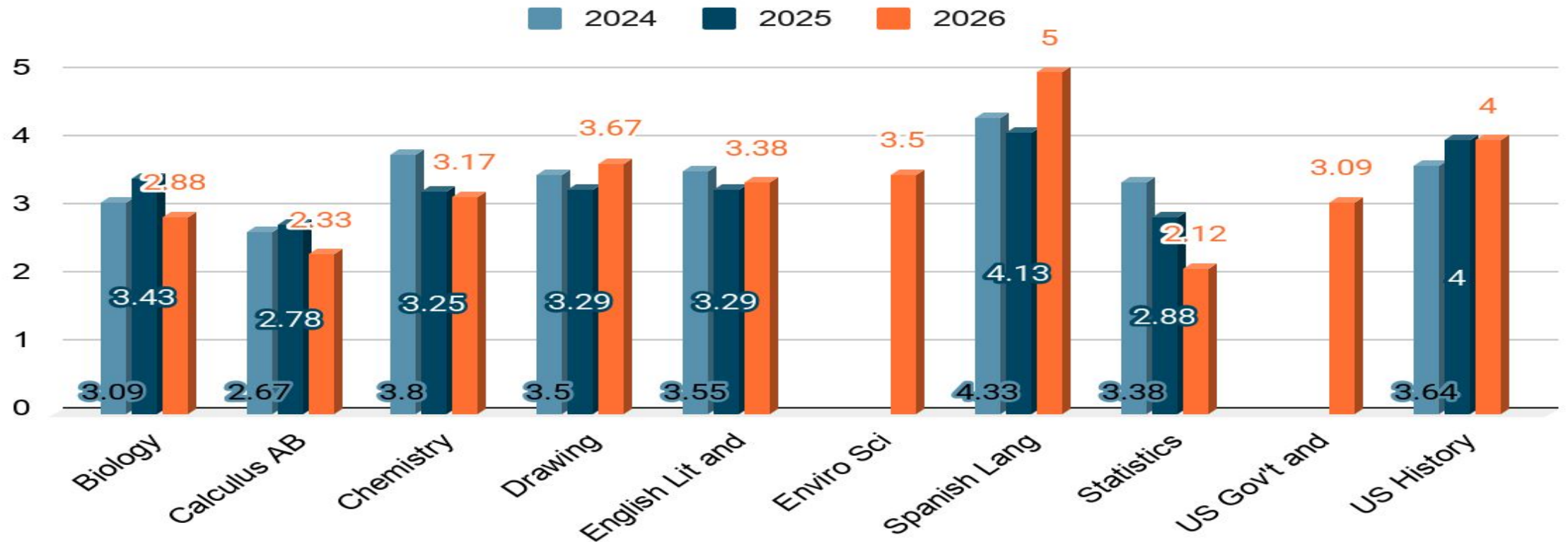
AP Total Tests Taken - 2024 to 2025



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ADVANCED PLACEMENT STUDENTS

AP Mean Score Analysis



PERCENT OF TOTAL AP STUDENTS WITH SCORES OF 3-5

