

Pompton Lakes School District
Spring/Fall 2022 State Testing & PLHS Graduation Report
October 11, 2022

New Jersey Student Learning Assessments in Math and English Language Arts (Grade 3-9)

New Jersey Student Learning Assessment in Science (Grade 5, 8, & 11)

Dynamic Learning Maps

WIDA ACCESS 2.0 for English Language Learners

Start Strong Assessments (Grade 4-10, ELA; Grade 4-8, Math, Algebra I, II, & Geometry); Grade 6, 9 & 12,
Science)



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I. State Standardized Assessment Results

NJSLA & NJGPA

The New Jersey Student Learning Assessments (NJSLA) in English Language Arts (ELA) were administered in the spring of 2022 to students in grades 3-9. The New Jersey Student Learning Assessments (NJSLA) in Mathematics were administered to students in grades 3-8, Algebra I, or Geometry. The New Jersey Student Learning Assessments (NJSLA) in Science were administered to students in grade 5, 8, & 11. English Language Learners (ELLs) who entered the United States after June 1, 2021 were ineligible to take the NJSLA-ELA assessment; however, they were eligible to take the NJSLA mathematics and science assessments. The [New Jersey Parent Portal](#) is a new tool for parents to review their child's NJSLA scores. Login information is included on the child's Individual Score Report.

The scoring for the NJSLA in ELA and Math are reported using 5 levels of achievement. A student is considered meeting expectations if they achieve at least a level 4, with a scale score of at least 750. Please see the [Score Interpretation Guide](#) for more information.

The NJSLA-Science “focuses on the application of science knowledge and skills rather than memorization of content” and is “designed to provide data that helps districts evaluate their science curriculum and instruction” ([NJDOE](#)). The scoring for the NJSLA in Science is reported using the following 4 levels of achievement: Level 1 (100-149) Below Proficient, Level 2 (150-199) Near Proficiency, Level 3 (200-242) Proficient, and Level 4 (243-300) Advanced Proficiency.

The New Jersey Graduation Proficiency Assessment (NJGPA) was administered for the first time to 11th grade students. Scoring guidelines for the NJGPA has not yet been released by the NJDOE.

Individual Score Reports for NJSLA

In English Language Arts, the score report provides specific information for students in the areas of Literary and Informational Text; Vocabulary; Written Expression; and, Knowledge and Use of Language Conventions. The mathematics score report provides specific information for students in the areas of Major Content; Additional and Supporting Content; Expressing Mathematical Reasoning; and, Modeling and Application. Additionally, individual student score reports provide School, District, State, and NJSLA state average scores to compare the student with peers at various levels. This comparison generates a median growth percentage which is tied to teacher evaluation scores in grades 4-8 in ELA and grades 4-7 in mathematics.

Parents have received a comprehensive score report for their children in English Language Arts, science and mathematics subject areas. These individual reports also provide parents with additional resources. As of the date of this report, NJGPA results and individual score reports have not been provided by the State.

Results At a Glance

English Language Arts:

- Students outperformed the State Scale Score in grades 3-9

Mathematics:

- Students tied or outperformed the State Scale Score in grades 3, 5, 6, 7, Algebra I (Lakeside) & Geometry

Science:

- Students outperformed the State Scale Score in grade 11.

See Appendix A for NJSLA results by school, content area and subgroup. Each report provides a comparison of how well Pompton Lakes students performed in comparison to other students in the State. Additionally, you will find results for the following subgroups: Special Education, Ethnicity/Race, Gender, and Economically Disadvantaged, when each had more than 10 ($n = \pm 10$) students within the subgroup.

In the following section, you will find information and general student performance for three other State assessments that were administered in the Pompton Lakes School District in the Spring and/or Fall of 2022: the Dynamic Learning Map for special education students with severe cognitive disabilities; WIDA ACCESS 2.0 English Language Competency assessment for English Language Learners; and, the Start Strong assessments.

Dynamic Learning Map (DLM)

Assessment and Student Results

Eligible students ($n = \pm 10$) were administered the DLM assessment in English Language Arts (ELA), Math, and/or Science in Spring 2022. Student achievement levels for this assessment range from *emerging*, *approaching*, *at*, or *advanced* regarding the respective learning targets referred to as Essential Elements in each subject area. Essential Elements are college and career readiness standards aligned with the *New Jersey Student Learning Standards* (NJSLS) in math, science and ELA. Pompton Lakes students fell into the ranges of *emerging*, *approaching*, and/or *at* the learning target areas. Because $n = -10$ for each tested area, the results are not provided

so as to protect the confidentiality of the individual students. For more information regarding the DLM assessment, please visit the following website for New Jersey: <https://dynamiclearningmaps.org/newjersey>

WIDA ACCESS 2.0 Assessment and Student Results **for English Language Learners (ELLs)**

The ACCESS 2.0 assessment provided by the World-Class Instructional Design and Assessment (WIDA) consortium is administered online to ELLs in Kindergarten to grade 12. Students are tested in four areas of English language proficiency including Listening, Reading, Speaking and Writing. The test measures the student's ability to understand and communicate in English in school settings. To be eligible for consideration to exit the ELL program, a student must score a 4.5 or higher on the ACCESS 2.0 composite. For the ACCESS 2.0 assessment, there are six levels of proficiency per the WIDA assessment:

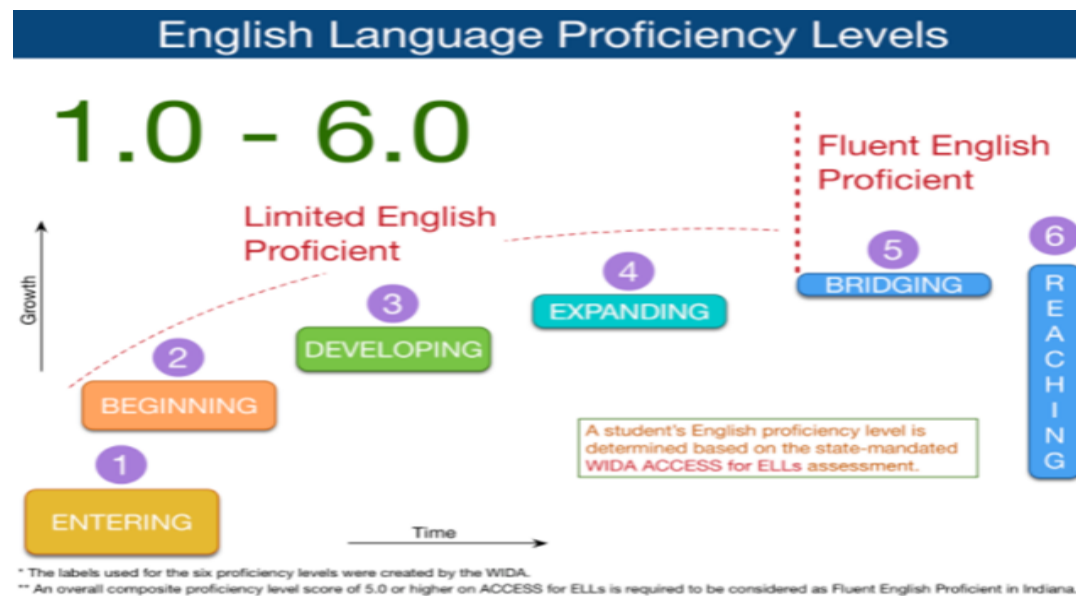


Fig. 1 2021-2022 WIDA Access 2.0 Scores

WIDA ACCESS 2.0 Overall Score*	2021-2022 District n=71 (*3 students arrived after testing window)	PLHS n=26	LMS n=9	Elementary n=33
Level 1 - Entering	25	15	4	6
Level 2 - Emerging	8	4	1	3
Level 3 - Developing	22	5	1	16
Level 4 - Expanding	11	2	2	7
Level 5 - Bridging	2	0	1	1
Level 6 - Reaching	0	0	0	0
Exited Program, June 2022	2	0	1	1

For more information about the WIDA Access Levels, please visit: [Access for ELLs Interpretive Guide for Access 2.0](#)

Start Strong Assessments - Fall 2022

The Start Strong assessments are intentionally brief, designed to maximize instructional time and quickly provide critical data to teachers and school leaders. These assessments provide schools and districts the flexibility to address students' unique needs at the beginning of the school year. The assessments are not meant to replace any preferred assessment strategies being used locally but can be used to complement existing efforts to gather standards-based data (local benchmarks, writing samples, assignments, homework, etc.) at the beginning of the school year. Please visit <https://nj.mypearsonsupport.com/startStrong/> for more information. Please see Appendix B for *Start Strong Results by Content Area and School*.

II. Comparative Analysis and Student Progress/Growth

NJSLA

Due to the cancellation of the NJSLA assessments in Spring 2020 and 2021 because of the pandemic, there is no comparative analysis available for the Spring 2022 NJSLA testing administration. Instead, for the past two years, the district hired a Learning Acceleration Coordinator for students in grades K-8 who monitored student progress/growth locally using multi-measures of data and identified a cohort of students who needed academic acceleration to meet with proficiency on the New Jersey Student Learning Standards; all of these students were recommended for extended school day and summer enrichment programs in addition to daily enrichment. At the high school level, students not meeting proficiency on the New Jersey Student Learning Standards were identified through the Intervention and Referral Services process and recommended to receive enrichment. See Appendix C for comparative data of student progress for Grade 1, Early Literacy; Grade 5 Mathematics; and, Grade 6 Mathematics for the 2021-2022 school year.

WIDA Access 2.0

For the 2020-2021 school year, 14% of students achieved an overall score of 4, 5, or 6 (See Fig. 2 below). The district experienced an approximate 70% increase in its English Language Learner population in one year with the high school experiencing the largest increase in Newcomers, or students who have received less than two years of education in U.S. schools. Despite the increase in Newcomers, the 2021-2022 school year saw an increase of 6% of students who achieved an overall score of 4, 5, or 6 (See Fig. 1 in Section I above).

Fig. 2 2020-2021 WIDA Access Scores

2020-2021 ACCESS 2.0 Overall Score*	District n=49	PLHS n=15	LMS n=5	Lenox n=12	Lincoln n=17
Level 1 (Entering)	4	3	1	0	0
Level 2 (Emerging)	14	5	1	2	6

Level 3 (Developing)	24	5	2	9	8
Level 4 (Expanding)	6	2	1	0	3
Level 5 (Bridging)	1	0	0	1	0
Level 6 (Reaching)	0	0	0	0	0
Achieving 4, 5, 6: 14%	7	2	1	1	3

In the following section, please find a description of the targeted interventions that serve to improve the academic achievement of all Pompton Lakes students.

III. Areas of Opportunities/Targeted Intervention and Acceleration Strategies

For students who do not meet proficiency benchmarks in English Language Arts (ELA) or Mathematics on the NJSLA, DLM, and/or WIDA ACCESS 2.0 standardized State assessments, the Pompton Lakes School District offers a variety of targeted interventions to support their academic growth. Such targeted interventions are based on the New Jersey Student Learning Standards, the New Jersey Tiered System of Supports (NJTSS) model, and by using tri-annual benchmark assessments, formative and summative assessments, and a variety of alternative assessments, where applicable.

Teachers and their students have been contending with more than two years of varied learning disruptions. As a result, each student will need ongoing and wide-ranging support throughout the year. Continuing this year is the District Professional Learning Community (DPLC) in which teachers will be provided with six (6) professional learning opportunities to research, explore, collaborate, and learn new knowledge and strategies to help their students achieve success using Universal Design for Learning principles and targeted, data-driven instruction.

The following section provides a description of other ongoing, targeted interventions at each school.

Elementary and Middle School

Students in K-1 began the Wilson Language Training phonics-based reading program, *Foundations*, before the pandemic. It was expanded to Grade 3 for the 2021-2022 school year. The district continues to scale up its early literacy professional development for

its teachers by providing refresher training in Foundations each year and by seeking out other professional development opportunities in early literacy.

Students in grades K-8 use the Reading and Writing Workshop approach as well as close reading strategies to improve reading fluency and comprehension. In grades 3-8, reading and mathematics teachers, specialists and/or basic skills teachers provide additional standards-based, small group and/or individual instruction for students who do not meet with proficiency on state-mandated assessments. Teachers were also provided with instructional resources based on their students' levels of performance on the Start Strong ELA assessments, where applicable. See [example](#).

In grades 6-8 the district is continuing its implementation of the Eureka Math program, which began at the elementary schools during the 2015-2016 school year and was fully implemented at Lakeside Middle School during the 2018-2019 school year. Students are taking benchmark assessments in i-Ready to understand how well they are mastering the NJSLs in Mathematics and English Language Arts. Consistent with providing learning acceleration opportunities, the middle school added a weekly extra math period for students in Grade 6-7 and those students who are in Pre-Algebra in Grade 8. Mathematics teachers continue their professional development by working as a community of practice during district-provided PLC days. Teachers were also provided with instructional resources based on their students' levels of performance on the Start Strong mathematics assessments, where applicable. See [example](#).

For the 2021-2022 school year, students in grades 4-7 began using a new standards-based science program called Amplify Science, which provides the necessary content and skills-based learning that is expected from the New Jersey Student Learning Standards in Science. This program was expanded this year to include Grade 8, Physical Science. Teachers were also provided with instructional resources based on their students' levels of performance on the Start Strong science assessments, where applicable. See [example](#).

As part of the work with outside consultants, professional development around Universal Design for Learning (UDL), Multilingual Learning Strategies including Sheltered Instruction, Mathematics, and data-driven instruction continues to be implemented with fidelity.

At the elementary level, the co-teaching inclusive instructional model continues for the 2022-2023 school year. All teachers use multi-criteria and multi-year benchmark data provided by the NJSLA and Start Strong assessments, data from classroom assessments such as the annual Student Growth Objective assessment, and data from online programs such as Achieve3000 (grade 6-8), Affirm (Eureka Math, grade 6-8), and/or i-Ready (grade 3-5). The district also purchased a new student information system (OnCourse) which contains the [Student Story](#) feature capable of providing a 360 degree view of student academic, social emotional and practical growth in one place. Such web-based supplemental programs offer a customizable, standards-based intervention where periodic

progress reports are generated and utilized to gauge student achievement and offer practical, standards-based tools for teachers to utilize for learning acceleration.

Title I and Title III after school and extended school year (summer) learning centers that target at-risk students and/or English Language Learners are also offered.

High School

At Pompton Lakes High School (PLHS), the mathematics department reviews individual student data and identifies standards in which students are in need of additional support. Teachers provide additional resources for these students and offer opportunities for extra help on foundational skills. Some students are paired with National Honor Society tutors to provide additional support in mastering key skills. The PLHS Success Club is an intervention opportunity offered to these students which pairs them with mentor teachers who will support the students growth in the content area as well as in organizational and study strategies. As a whole, the department has reviewed the NJSLA Algebra 1 results and identified key standards to provide full class support in. Teachers will meet during the upcoming PLC day to develop ways to differentiate instruction to students based upon their standardized test results and to communicate with vertically aligned teams of the mathematics program. They will also utilize Start Strong resources provided by the NJDOE. See [example](#).

Students who do not score proficient on the NJSLA 8 ELA assessment are enrolled in English Workshop, a NJSLA preparatory class, as freshmen. They are also assessed by the PLHS Success Club, an intervention program that pairs students with mentor teachers to work with them on standards-based skills and habits of success, such as organization, study, and self-advocacy.

Additionally, Pompton Lakes High School implements online targeted intervention programs, such as Achieve 3000, which provides differentiated instruction for nonfiction reading and writing and level assessments for reading and each individual New Jersey Student Learning Standard and Khan Academy, which offers a customizable, standards-based mathematics curriculum. These school-based intervention programs are designed to ensure students have unlimited access to resources designed to bolster their academic achievement.

Finally, students have the option to attend free SAT-prep courses that also serve to boost their academic achievement in Math and ELA.

All Schools

For students who are developing their English language proficiency skills, the Pompton Lakes School District offers a High Intensity program for Spanish-speaking students, which is the district's second largest home language subgroup, and English Language Services for students in other home language subgroups. The High Intensity program offers a minimum of two periods a day of content for students whose home language is Spanish and tutorial coursework with an ESL teacher. For students whose home language is not Spanish, the students who receive English Language Services receive a minimum of one period a day of content coursework with an ESL teacher. Content area teachers and ESL teachers work together to modify instruction to make learning accessible to English Language Learners using the Sheltered Instruction model. All ELLs in grade K-8 are also invited to attend the Title I/ESSER II/ARP ESSER Cardinal Academy, which begins in October, for extra assistance with their English language acquisition. All ELLs are also invited to attend the summer enrichment program. Parents/Caregivers of our ELLs are also invited to several open houses where ESL teachers share resources and develop the school-home partnership. The district also hired another ESL teacher using funding from the CARES Act, allowing for each school to have a full-time ESL teacher. This additional staff member will allow for a more inclusive delivery of ESL services for our ELLs. Using Title I funding, the district also hired a translator, parent outreach coordinators and an ESL instructional aide to bridge the family-school partnership. The additional staff coupled with robust parent engagement programs most likely contributed to the growth of our English Language Learner population.

For students who took the DLM assessment, their teachers use the results in collaboration with classroom assessments to guide instructional planning, report student performance and progress to parents/caregivers, and help identify areas of professional development needed to strengthen instruction. The district also uses the results to guide resource allocation.

According to Lauren Aiello, Director of Special Services, the results of the DLM may be discussed at the student's annual review meeting and the IEP team may use the information presented to adapt learning goals and objectives as well as modify a student's individualized educational program. Students who take the DLM receive periods of one-on-one discrete trial teaching which involves breaking up larger tasks or goals into subskills or smaller components and teaching them individually and repeatedly. It is designed to promote skill acquisition across a variety of targets and skills.

Several special education students participate in an extended school year program based on their individualized education plan (IEP) and parents are invited to participate in the Special Education Parent Advisory Committee (SEPAC).

IV. Standardized Testing Summary

As a result of disruptions in schooling and other educational hardships caused by the pandemic, New Jersey school districts, like the Pompton Lakes School District, implemented the required standardized assessments in Spring 2022 and Fall 2022 per the New Jersey

Department of Education's directives. The district plans to utilize the assessment results including those from the ACCESS 2.0 and DLM assessments to improve student outcomes. Additionally, the impact of the pandemic on student learning is clear; the Pompton Lakes School District along with the support of the NJDOE is implementing additional standardized and local benchmark assessments this fall to assess student readiness in meeting with proficiency on the New Jersey Student Learning Standards. Our most vulnerable student populations and those who require further instruction to meet with proficiency on the NJSLs in mathematics and English language arts will be invited to participate in federally funded extended school day and summer programs. At the elementary level, the district has added an intervention period where students receive additional instruction or engage in enrichment activities. This intervention format currently exists at both the middle school and high school. At the middle school, all students in grades 6-7 are receiving an extra period of mathematics instruction each week. Students in the pre-algebra class in grade 8 are also receiving an extra period of mathematics instruction each week. The district has also hired additional staff including an ESL teacher at the elementary level, a Supervisor of Elementary Education for the elementary and middle schools, and is providing an additional stipend to increase ESL instruction at the high school. With these efforts in place, the Pompton Lakes School District is on track to accelerate learning to mitigate any possible unfinished learning caused by the COVID-19 pandemic.

Over the five-year history of PARCC and the newly implemented NJSLA assessments, our Pompton Lakes student cohorts continue to master standards as they progress, surpassing the State in many subgroups including special education and economically disadvantaged. Such growth is leading them to achieve academic proficiency and prepare them for college and/or career.

Pompton Lakes students continue to outperform the State in every grade level in English Language Arts and are consistently approaching or meeting with proficiency in Mathematics. Students in the elementary schools consistently scored better than their counterparts in English Language Arts. Lakeside students continue to outperform their peers in the State in ELA and Algebra I by more than 10% in meeting or exceeding proficiency standards. High school students are well above the state averages in Geometry and English 9.

Within subgroups of special education and economically disadvantaged, Pompton Lakes students continue to improve their proficiency of the New Jersey Student Learning Standards in Mathematics and English Language Arts and outperform the State. This is especially notable at the middle school level where special education students are consistently improving in these areas.

Educational success begins with a strong foundation and is realized through hard work, high expectations, and continual support. While the state assessments remain a key indicator of college and career readiness for all New Jersey students, the Pompton Lakes School District continues to drive instruction and remediation using data from a plethora of local and state-provided sources. Our student success on the NJSLA, DLM and ACCESS 2.0 assessments is a testament to our district's consistent approach to education where all educational stakeholders are results-oriented and are held accountable for student growth. The ultimate goal is for students

to be prepared for college and/or career upon graduation. In the following section, please find the graduation data for the Class of 2022.

V. Class of 2022 Graduation Report for Students Who Attended Pompton Lakes High School

Total Number of Students Graduated	184
Graduation 4-Year Rate*	State-level Rate: 94.8% Federal-level Rate: 85.1%**
Total Number of Students Graduated under the Substitute Competency Test Process	ELA: 34 Math: 55
Total Number of Students Graduated under the Portfolio Appeals Process	ELA: 6 Math: 8
Total Number of Students Graduated under alternate requirements for graduation as specified in their IEPs	ELA: 15 Math: 14
Total Number of Students denied Graduation	ELA: 0 Math: 0
Total Number of Students denied graduation solely because of failure to pass the HS end of course NJSLA, substitute competency tests, or portfolio appeals process	ELA: 0 Math: 0

*The pre-pandemic State-level graduation rate from 2019 was 94.7%.

**The Federal-level graduation rate does not include students with disabilities who did not meet the state course requirements for graduation, state attendance requirements for graduation or the state assessment requirements for graduation because of an exemption or modification to their IEP. See [User Guide to High School Graduation Cohort Status Profile](#).

Appendix A

NJSLA Mathematics Assessment	District Average Scale Score	State Average Scale Score	Economically Disadvantaged District Scale Score	Spec Education District Scale Score	Ethnicity/Race n=10 Hispanic or Latino	Ethnicity/Race n=10 White
Grade 3	754	745	748 (Lenox) 719 (Lincoln)	737 (Lenox) 735 (Lincoln)	746 (Lenox) 752 (Lincoln)	762 (Lenox) 754 (Lincoln)
Grade 4	737	740	736 (Lenox) 724 (Lincoln)	722 (Lenox) 726 (Lincoln)	729 (Lenox) 737 (Lincoln)	740 (Lenox) 735 (Lincoln)
Grade 5	740	736	727 (Lenox) 724 (Lincoln)	734 (Lenox) 700 (Lincoln)	733 (Lenox) 738 (Lincoln)	746 (Lenox) 737 (Lincoln)
Grade 6	736	733	725	717	727	741
Grade 7	737	737	723	714	732	739
Grade 8	717	716	718	707	707	723
Algebra I	738	735	725 (PLHS) 760 (LMS)	719 (PLHS) NA (LMS)	724 (PLHS) 762 (LMS)	726 (PLHS) 774 (LMS)
Geometry	753	743	751	753	NA	753

NJSLA ELA Assessment	District Average Scale Score	State Average Scale Score	Economically Disadvantaged District Scale Score	Spec Education District Scale Score	Ethnicity/Race n=10 Hispanic or Latino	Ethnicity/Race n=10 White
Grade 3	748	740	751 (Lenox) 720 (Lincoln)	711 (Lenox) 718 (Lincoln)	742 (Lenox) 743 (Lincoln)	749 (Lenox) 750 (Lincoln)
Grade 4	751	746	734 (Lenox) 743 (Lincoln)	739 (Lenox) 748 (Lincoln)	732 (Lenox) 756 (Lincoln)	754 (Lenox) 748 (Lincoln)
Grade 5	754	748	737 (Lenox) 743 (Lincoln)	742 (Lenox) 717 (Lincoln)	742 (Lenox) 758 (Lincoln)	756 (Lenox) 753 (Lincoln)
Grade 6	757	746	743	723	752	758
Grade 7	766	751	739	722	757	769
Grade 8	767	750	764	726	760	769
Grade 9	755	746	740	725	746	760

NJSLA Science Assessment	District Average Scale Score	State Average Scale Score	Economically Disadvantaged District Scale Score	Spec Education District Scale Score	Ethnicity/Race n=10 Hispanic or Latino	Ethnicity/Race n=10 White
Grade 5	161	163	141	146	145	167

Grade 8	159	161	150	132	158	162
Grade 11	170	166	170	139	158	175

Appendix B

Start Strong Results by Content Area and School

English Language Arts

Start Strong *based on previous year's New Jersey Student Learning Standards in English Language Arts	Total # of Students Tested	Level I Strong Support May be Needed
Grade 10	146	29%
Grade 9	131	37%
Grade 8	132	25%
Grade 7	113	31%
Grade 6	116	31%
Grade 5	Lenox School: 71 Lincoln School: 49	Lenox School: 37% Lincoln School: 29%
Grade 4	Lenox School: 57 Lincoln School: 54	Lenox School: 46% Lincoln School: 28%

Mathematics

Start Strong *based on previous year's New Jersey Student Learning Standards in Mathematics except for Algebra I, II & Geometry	Total # of Students Tested	Level I Strong Support May be Needed
Grade 4	Lenox School: 57 Lincoln School: 54	Lenox School: 21% Lincoln School: 24%
Grade 5	Lenox School: 73 Lincoln School: 50	Lenox School: 48% Lincoln School: 52%
Grade 6	117	40%
Grade 7	119	31%
Grade 8	93	44%
Algebra I (Grade 8 Math content with a focus on standards relevant to algebraic concepts)	Lakeside: 45 PLHS: 112	Lakeside: 42% PLHS: 67%
Algebra II (Algebra I content)	133	25%
Geometry	136	53%

(Grade 8 Math content with a focus on standards relevant to geometric concepts)		
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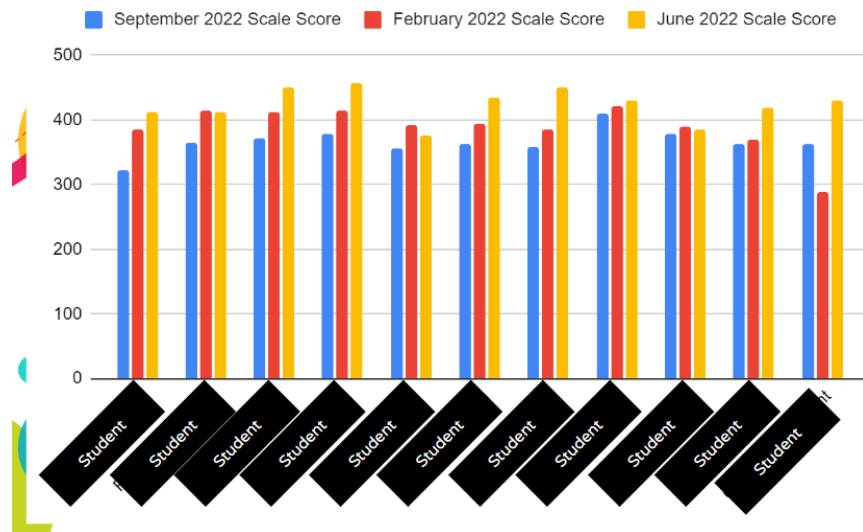
Science

Start Strong Science *based on previous grade band on the New Jersey Student Learning Standards	Total # of Students Tested	Level I Strong Support May be Needed
Grade 6 (based on grade 3-5 science standards)	119	34%
Grade 9 (based on middle school science standards)	137	53%
Grade 12 (based on high school science standards)	142	54%

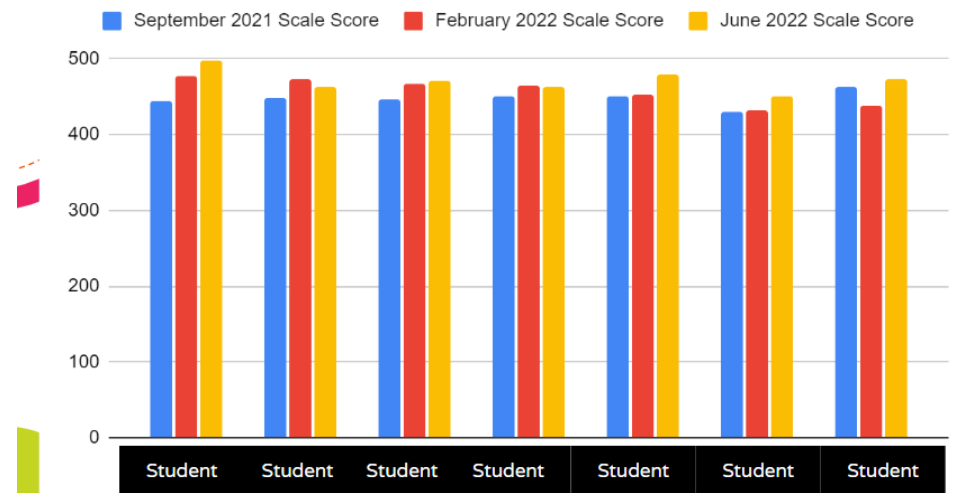
Appendix C

Comparative Data

Grade 1 – Early Literacy



Grade 5 – Math



Grade 6 Math

NJSLA May 2022 Score		i-Ready Math June 2022	i-Ready September 2022	Start Strong September 2022
767	Met Expectations	Mid 5	Mid 6	20
762	Met Expectations	Early 5	Grade 5	15
729	Approached Expectations	Grade 4	Grade 3	7
748	Approached Expectations	Mid 5	Grade 5	15
762	Met Expectations	Early 5	Grade 5	8
		--	Grade 5	6
710	Partially Met Expectations	Grade 4	Grade 4	7
748	Approached Expectations	Early 5	Grade 5	17
742	Approached Expectations	Mid 5	Early 6	12
711	Partially Met Expectations	Early 5	Grade 5	12
718	Partially Met Expectations	Grade 4	Grade 3	8
728	Approached Expectations	Early 5	Grade 5	7
711	Partially Met Expectations	Grade 4	Grade 4	5
		--	Grade 4	9
803	Exceeded Expectations	Mid 5	Early 6	22
772	Met Expectations	Mid 5	Early 6	19
758	Met Expectations	Mid 5	Early 6	23
723	Partially Met Expectations	Grade 4	Grade 5	10
734	Approached Expectations	Early 5	Grade 5	16
779	Met Expectations	Early 5	Early 6	21
736	Approached Expectations	Mid 5	Grade 5	15
785	Met Expectations	Mid 5	Early 6	18
				Based on Gr5 Standards
				Out of 25
				Strong Support (1-10)
				Some Support (11-17)
				Less Support (18-25)

Resources

High Intensity ESL

<https://www.nj.gov/education/bilingual/policy/programs/guide.pdf>

Information on the 2022 NJSLA Student Reports:

<https://nj.mypearsonsupport.com>

[New Jersey Parent Portal](#)

Other State testing information:

NJDOE Assessment Page: <https://www.state.nj.us/education/assessment/>

NJSLA Science: <https://bit.ly/3EcIvY8>

Start Strong Test Assignment Information: <https://bit.ly/3SJOCY4>

WIDA information: <https://wida.wisc.edu/memberships/consortium/nj>