



# NJSLA, DLM, and ACCESS for ELLs Results: Spring 2025 Administration

Hopatcong Borough Schools

October 27, 2025

Matt Robinson, Assistant Superintendent





# Introduction to NJSLA



- NJSLA stands for New Jersey Student Learning Assessments
- Statewide assessment program for New Jersey public schools
- Measures student proficiency in English Language Arts (ELA), Mathematics, and Science
- Aligned with New Jersey Student Learning Standards (NJSLS)
- Replaced PARCC assessments in 2019





# NJSLA Performance Levels



- NJSLA uses five performance levels to categorize student achievement:
- Level 1: Not Yet Meeting Expectations
- Level 2: Partially Meeting Expectations
- Level 3: Approaching Expectations
- Level 4: Meeting Expectations
- Level 5: Exceeding Expectations
- *Levels 4 and 5 indicate grade-level proficiency*





# Purpose and Benefits of NJSLA



- Provides valuable data on student progress and achievement
- Helps identify areas for improvement in curriculum and instruction
- Informs educators about individual student needs
- Assists in measuring school and district performance





# NJSLA Administration and Reporting



- Administered annually in grades 3-9 for ELA and Math
- Science assessments in grades 5, 8, and 11
- Computer-based testing with accommodations available
- Results reported to schools, districts, and families
- Data used for state accountability measures and school improvement planning





# The BOE Presentation helps us:

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- Review district-wide NJSLA performance trends
- Use data to inform policy decisions and resource allocation
- Support initiatives to improve student achievement
- Ensure alignment between curriculum, instruction, and assessment





# Comparison of Hopatcong’s Students Tested Spring 2024 and 2025 NJSLA Administrations: English Language Arts



Grade	2023-24	2024-25	Difference
3	104	108	+4
4	101	106	+5
5	123	106	-17
6	102	114	+12
7	113	98	-15
8	88	107	+19
9	116	75	-41
Total	747	714	-33



# Comparison of Hopatcong's Students Tested Spring 2024 and 2025 NJSLA Administrations: Math



Grade	2023-24	2024-25	Difference
3	103	108	+5
4	102	106	+4
5	124	109	-15
6	102	114	+12
7	113	98	-15
8	61	88	+17
Alg I (MS)	56	19	-37
Alg I (HS)	220	56	-164
Geometry	62	25	-37
Alg II	40	20	-20
Total	983	743	-240



\*HHS numbers lower due to NJGPA Math requirement for grade 11- supplants NJSLA





# Comparison of Hopatcong’s Students Tested Spring 2024 and 2025 NJSLA Administrations: Science



Grade	2023-24	2024-25	Difference
5	124	109	-15
8	89	107	+18
11	101	98	-3
Total	314	314	0



# Hopatcong Borough Schools 2024-25 Spring NJSLA

## Language Arts



Overall  
Achievement:  
Levels 4 & 5

**Spring 2023**  
**29.1%**

**Spring 2024**  
**31.9%**

**Spring 2025**  
**35.7%**

Grade	% Not Meeting (Level 1)			% Partially Meeting (Level 2)			% Approaching (Level 3)			% Meeting (Level 4)			% Exceeding (Level 5)		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
3	13.5%	26.0%	17.6%	14.4%	21.2%	17.6%	24.0%	25.0%	22.2%	47.1%	25.0%	38.9%	1.0%	2.9%	3.7%
4	10.3%	14.9%	16.0%	27.4%	15.8%	23.6%	32.5%	17.8%	22.6%	26.5%	39.6%	34.0%	3.4%	11.9%	3.8%
5	17.6%	12.2%	8.5%	24.1%	22.0%	17.0%	37.0%	37.4%	28.3%	21.3%	23.6%	43.4%	0.0%	4.9%	2.8%
6	13.9%	14.7%	10.5%	33.3%	21.6%	14.0%	30.6%	29.4%	36.0%	22.2%	29.4%	34.2%	0.0%	4.9%	5.3%
7	12.4%	23.9%	15.3%	29.2%	22.1%	19.4%	25.8%	29.2%	30.6%	21.3%	22.1%	24.5%	11.2%	2.7%	10.2%
8	31.7%	27.3%	18.7%	26.7%	23.9%	28.0%	21.7%	27.3%	24.3%	19.2%	20.5%	27.1%	0.8%	1.1%	1.9%
9	19.6%	13.8%	28.0%	19.6%	22.4%	25.3%	28.3%	29.3%	33.3%	30.4%	27.6%	10.7%	2.2%	6.9%	2.7%
All Grades	17.2%	18.6%	15.8%	25.1%	21.3%	20.4%	28.6%	28.2%	28.0%	26.7%	26.8%	31.4%	2.4%	5.1%	4.3%





# ELA trends



- Over the past two years, our English Language Arts performance has shown steady and measurable growth.
- In 2023, 29.1% of students met or exceeded expectations, compared to 35.7% in 2025—a 22% increase in proficiency.
- Our students grew more rapidly last year - 12% v. 10%
- This progress reflects the district's focused investment in literacy instruction and the Science of Reading, data-driven decision-making, and professional collaboration among teachers.
- While we continue to pursue higher levels of achievement, this upward trend demonstrates that our instructional strategies are making a meaningful difference in student outcomes.



# Hopatcong Borough Schools 2024-25 Spring NJSLA

## Language Arts

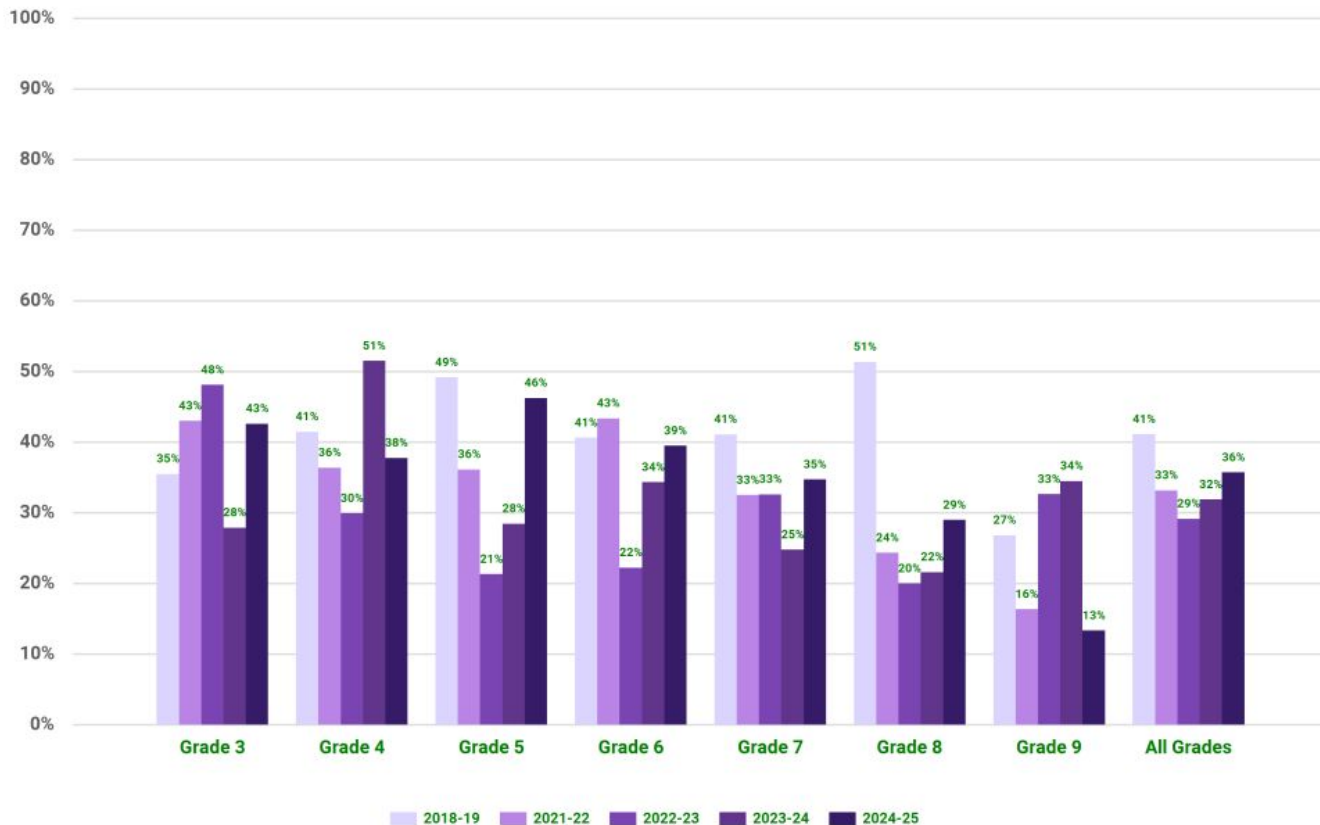
Grade	Change in Levels 1, 2, & 3 (2024 to 2025)		Change in Level 4 & Level 5 (2024 to 2025)	
	Hopatcong Borough Schools	State	Hopatcong Borough Schools	State
3	-14.7%	-1.3%	+14.7%	+1.3%
4	+13.7%	-2.8%	-13.7%	+2.8%
5	-17.8%	-0.5%	+17.8%	+0.5%
6	-5.2%	-2.9%	+5.2%	+2.9%
7	-9.9%	-3.1%	+9.9%	+3.1%
8	-7.4%	-4.2%	+7.4%	+4.2%
9	+21.1%	+8.1%	-21.1%	-8.1%
All Grades	-3.9%		+3.9%	

Percentages may not total 100 due to rounding. Grade 9 row includes grade 9 students only.

# ELA Achievement and Growth

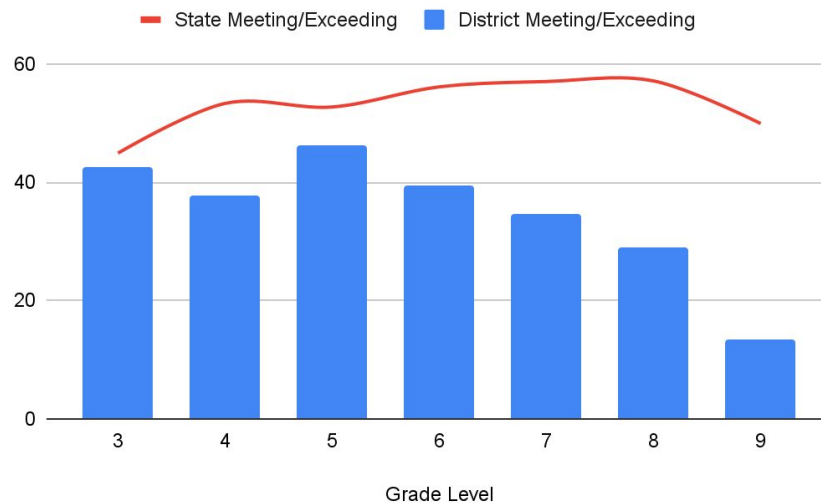
*Same grade, different students*

% Meeting + Exceeding



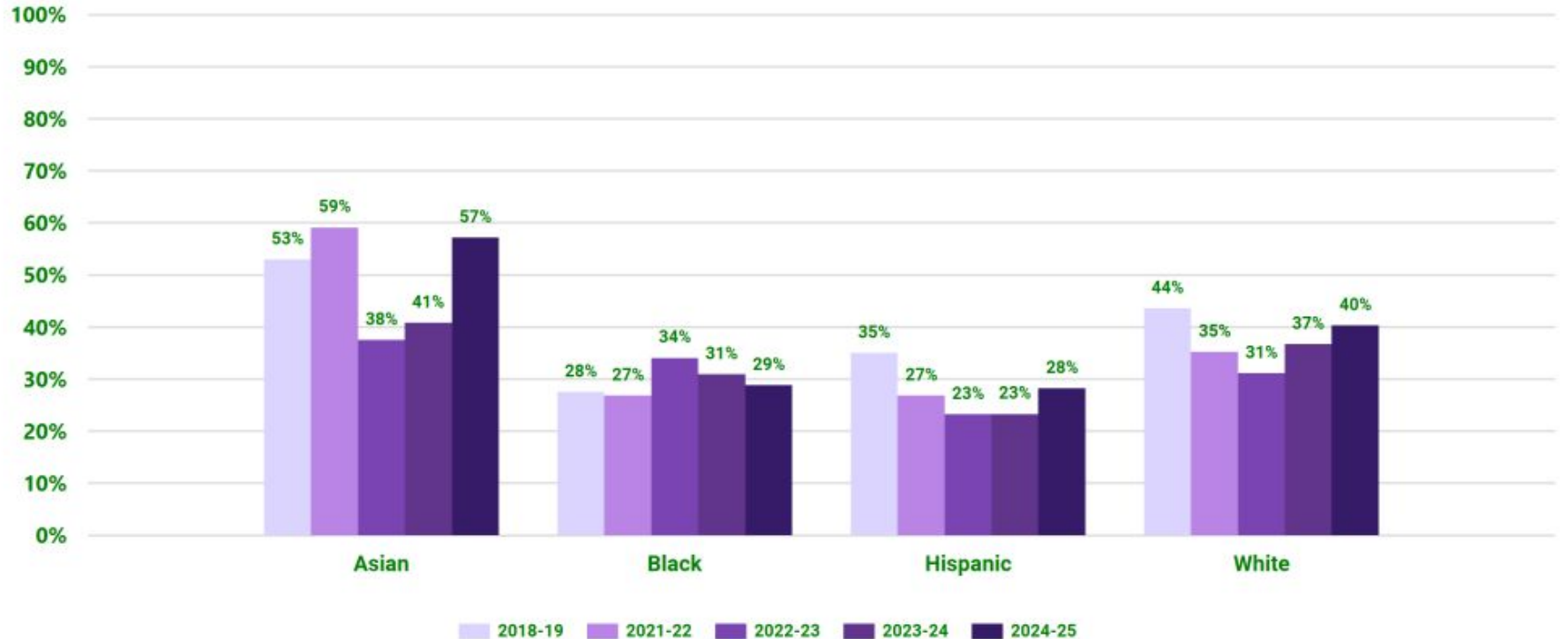
Grade Level	District Meeting/Exceeding	State Meeting/Exceeding	Difference
3	42.6	44.9	2.3
4	37.8	53.3	15.5
5	46.2	52.7	6.5
6	39.5	56.1	16.6
7	34.7	57	22.3
8	29	57.1	28.1
9	13.4	49.9	36.5
Average	34.7	53	

ELA District M/E vs. State M/E



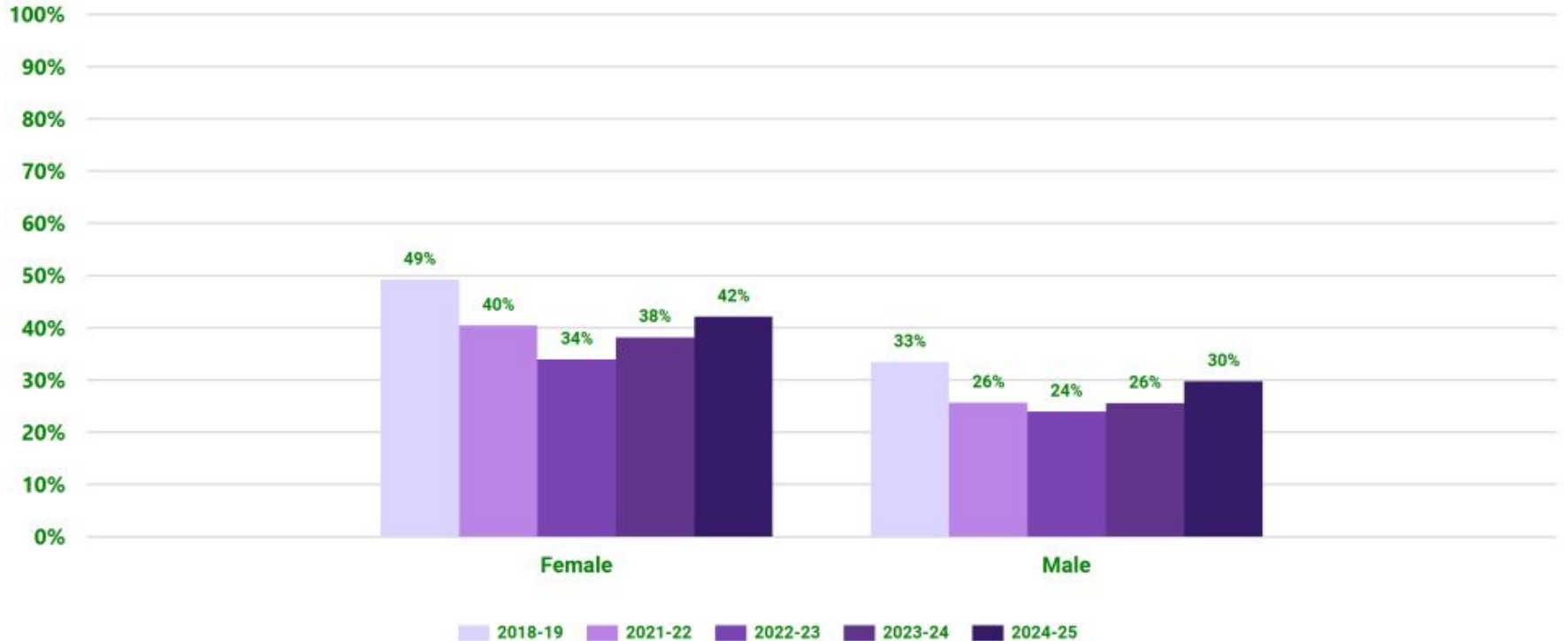
# Proficiency by Race

% Meeting + Exceeding (ELA All Grades)



# Proficiency by Gender

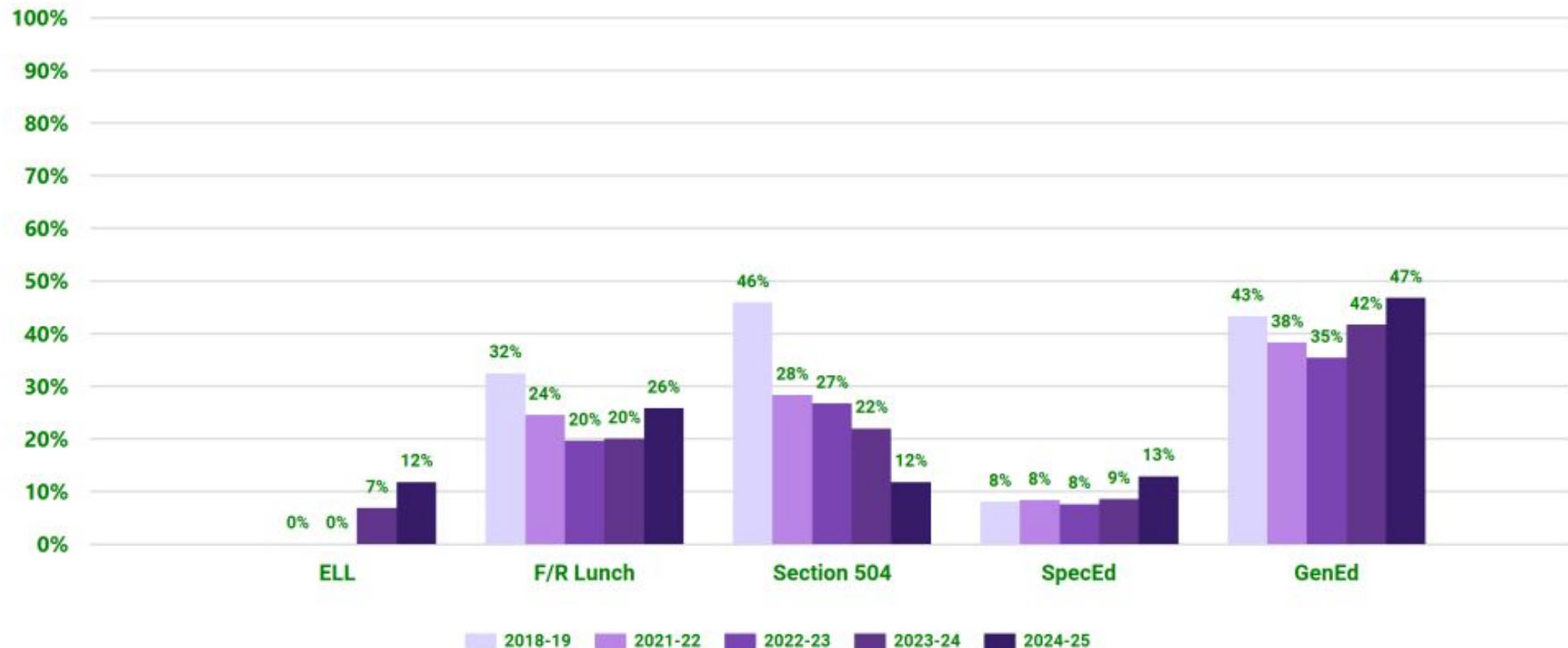
% Meeting + Exceeding (ELA All Grades)





# Proficiency by Program

% Meeting + Exceeding (ELA All Grades)





# Action Plan



- Continue to work on the Board goals of decreasing chronic absenteeism and increasing teacher data-literacy.
  - Linkit Data Analysis workshop 8/28/25
  - i-Ready Data Implementation workshop 10/13/25
- Examine root causes of 'sliding achievement,' of cohorts across the middle grades.
- Implement Chiefs' Scholars Academy - free tutoring program for students in grades K-7 and 11.
- RISE
- Explore new curriculum resource at the secondary (grades 6+) level.
- Utilize PLCs and Department Meetings to set targets for improvement via subscore reports, standards analysis, and topic/skill analysis.



# Hopatcong Borough Schools 2024-25 Spring NJSLA



## Math

Overall  
Achievement:  
Levels 4 & 5

**Spring 2023**  
**23.8%**

**Spring 2024**  
**21.3%**

**Spring 2025**  
**27%**

Grade	% Not Meeting (Level 1)			% Partially Meeting (Level 2)			% Approaching (Level 3)			% Meeting (Level 4)			% Exceeding (Level 5)		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
3	6.7%	21.4%	13.0%	18.3%	13.6%	18.5%	22.1%	29.1%	26.9%	39.4%	31.1%	33.3%	13.5%	4.9%	8.3%
4	7.7%	12.7%	9.4%	27.4%	21.6%	29.2%	36.8%	29.4%	32.1%	25.6%	33.3%	25.5%	2.6%	2.9%	3.8%
5	15.3%	12.1%	7.3%	32.4%	37.9%	19.3%	27.0%	27.4%	33.9%	23.4%	21.8%	35.8%	1.8%	0.8%	3.7%
6	20.0%	19.6%	7.9%	21.8%	34.3%	39.5%	35.5%	24.5%	32.5%	20.9%	20.6%	19.3%	1.8%	1.0%	0.9%
7	14.1%	15.9%	15.3%	28.3%	35.4%	24.5%	33.7%	25.7%	39.8%	22.8%	21.2%	16.3%	1.1%	1.8%	4.1%
8	51.5%	59.0%	38.6%	31.3%	32.8%	38.6%	16.2%	4.9%	17.0%	1.0%	3.3%	5.7%	0.0%	0.0%	0.0%
Alg I (MS)	0.0%	0.0%	0.0%	25.0%	0.0%	10.5%	37.5%	53.6%	10.5%	37.5%	46.4%	78.9%	0.0%	0.0%	0.0%
Alg I (HS)	37.0%	27.3%	26.8%	38.4%	50.0%	50.0%	17.8%	17.3%	16.1%	6.8%	5.5%	7.1%	0.0%	0.0%	0.0%
Geo (HS)	7.4%	3.2%	4.0%	44.4%	19.4%	32.0%	33.3%	58.1%	48.0%	14.8%	19.4%	16.0%	0.0%	0.0%	0.0%
Alg II (HS)	N/A	25.0%	10.0%	N/A	15.0%	15.0%	N/A	40.0%	20.0%	N/A	20.0%	45.0%	N/A	0.0%	10.0%
All Grades	19.9%	19.9%	14.5%	28.2%	31.1%	29.1%	28.1%	27.6%	29.3%	20.9%	20.1%	23.8%	2.9%	1.2%	3.2%





# Math trends



After a slight dip from 23.8% in 2023 to 21.3% in 2024, our scores rebounded this year to **27% of students meeting or exceeding expectations.**

- **13% overall increase since 2023** and a **27% jump just from last year.**
- Our students showed growth on 6 of the 10 tests administered
- Our renewed focus on math intervention, small-group instruction, and conceptual understanding is making a difference for our students.
- Students still working toward matching pre-pandemic levels of achievement.



# Hopatcong Borough Schools 2024-25 Spring NJSLA

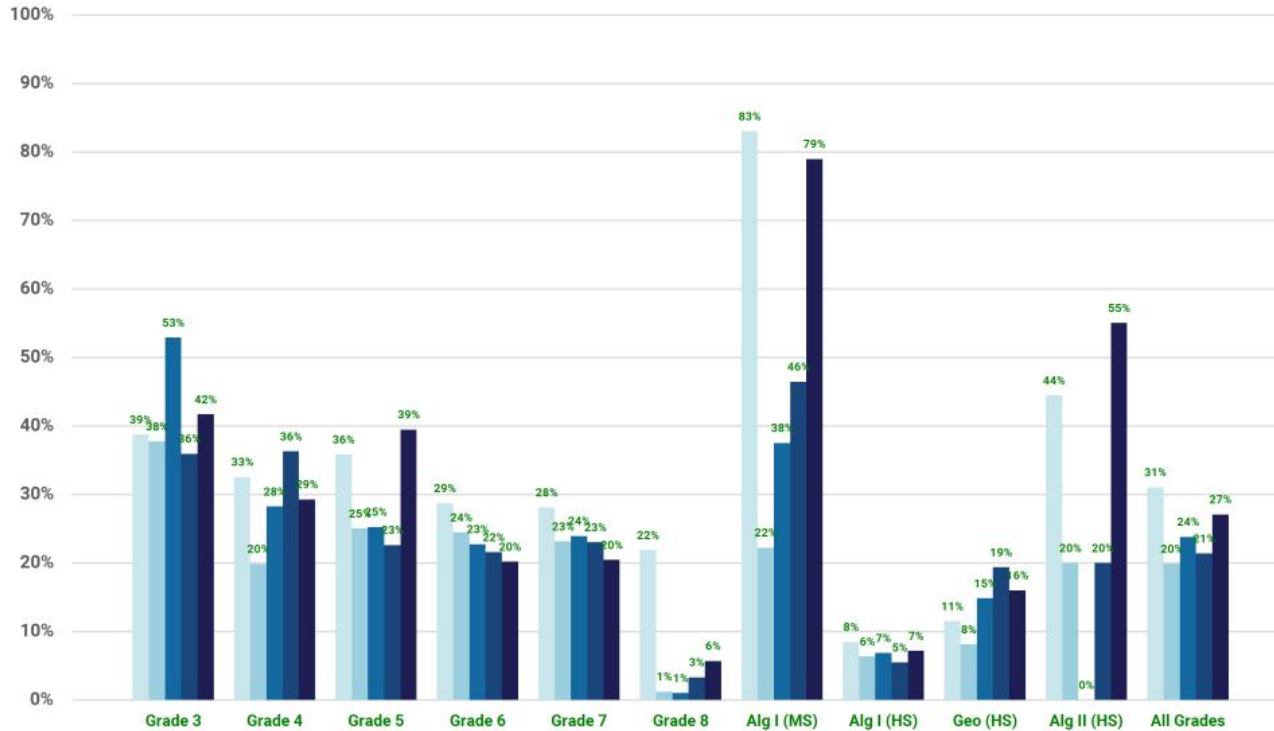
## Math

Grade	Change in Levels 1, 2, & 3 (2024 to 2025)		Change in Level 4 & Level 5 (2024 to 2025)	
	Hopatcong Borough Schools	State	Hopatcong Borough Schools	State
3	-5.7%	-2.2%	+5.7%	+2.2%
4	+7.0%	-1.8%	-7.0%	+1.8%
5	-16.9%	-4.1%	+16.9%	+4.1%
6	+1.4%	-3.5%	-1.4%	+3.5%
7	+2.6%	-1.3%	-2.6%	+1.3%
8	-2.4%	-1.2%	+2.4%	+1.2%
Alg I (MS)	-32.5%	+1.5%	+32.5%	-1.5%
Alg I (HS)	-1.7%	+1.5%	+1.7%	-1.5%
Geo (HS)	+3.4%	-7.0%	-3.4%	+7.0%
Alg II (HS)	-35.0%	-13.6%	+35.0%	+13.6%
All Grades	-5.7%		+5.7%	

# Math Achievement and Growth

*Same grade, different students*

% Meeting + Exceeding

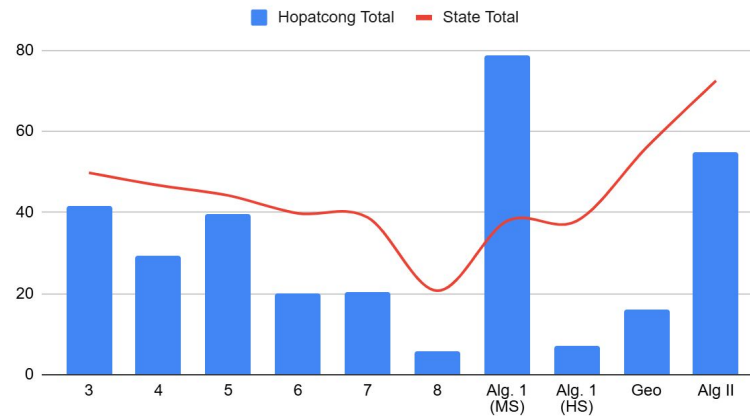


2018-19 2021-22 2022-23 2023-24 2024-25



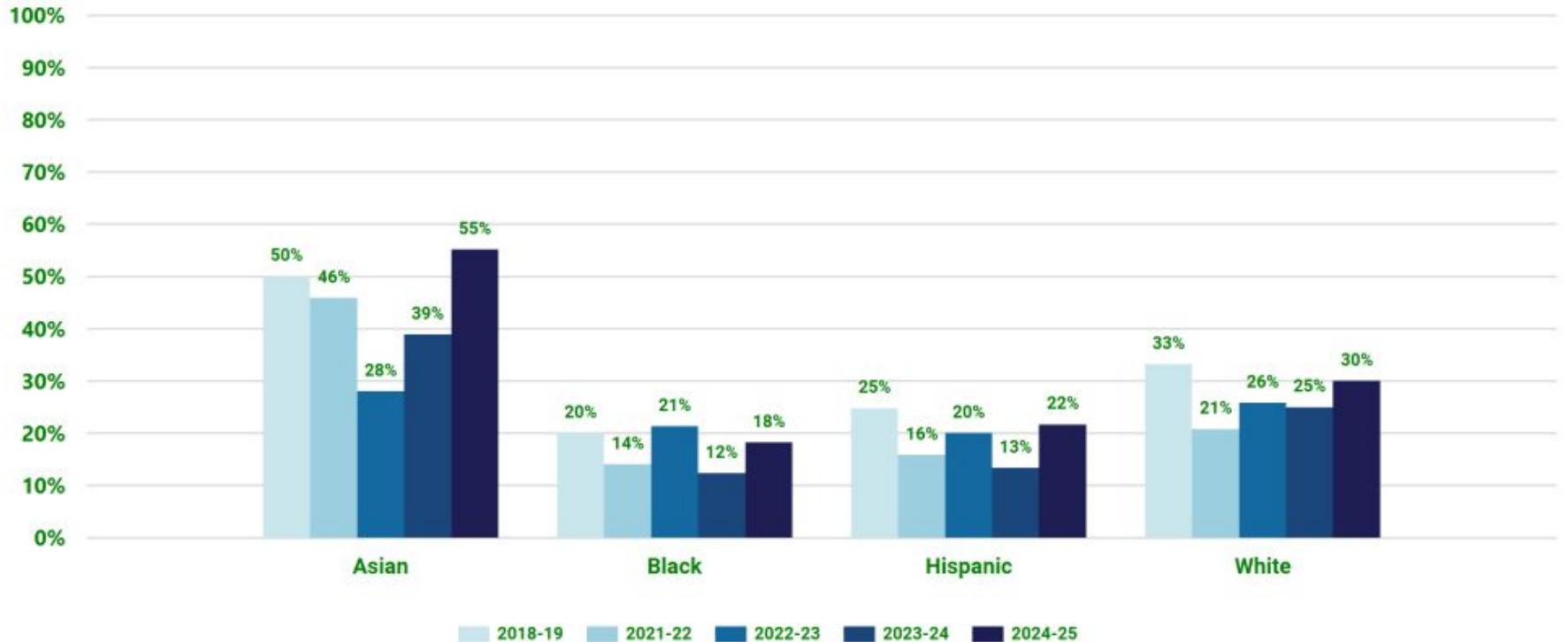
Grade Level	District Meeting/Exceeding	State Meeting/Exceeding	Difference
3	41.6	49.8	8.2
4	29.3	46.7	17.4
5	39.5	44.2	4.7
6	20.2	39.8	19.6
7	20.4	38.8	18.4
8	5.7	20.7	15
MS Alg. I	78.9	37.9	+41
HS Alg. I	7.1	37.9	30.8
Geo	16	56	40
Alg. II	55	72.5	17.5
Average	31.4%	44.3%	

Math District M/E vs. State M/E



# Proficiency by Race

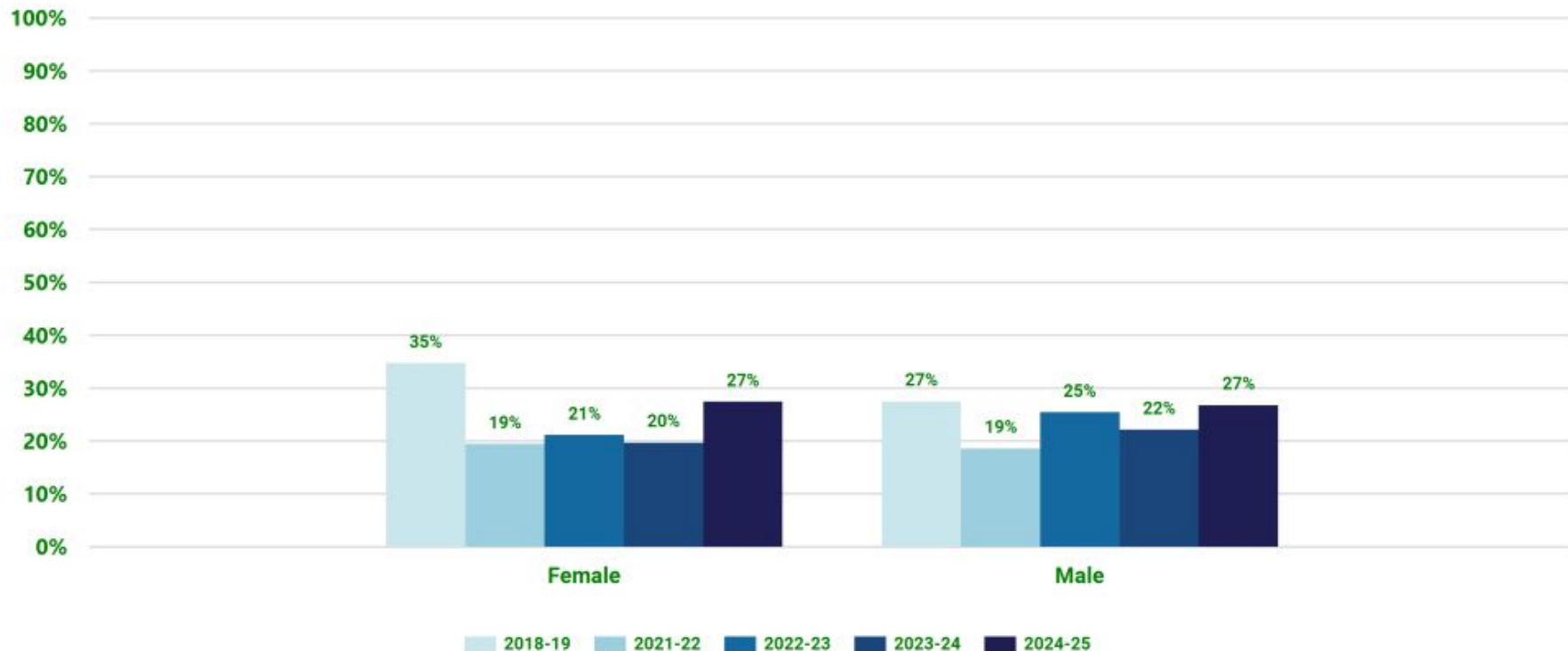
% Meeting + Exceeding (Math All Grades)





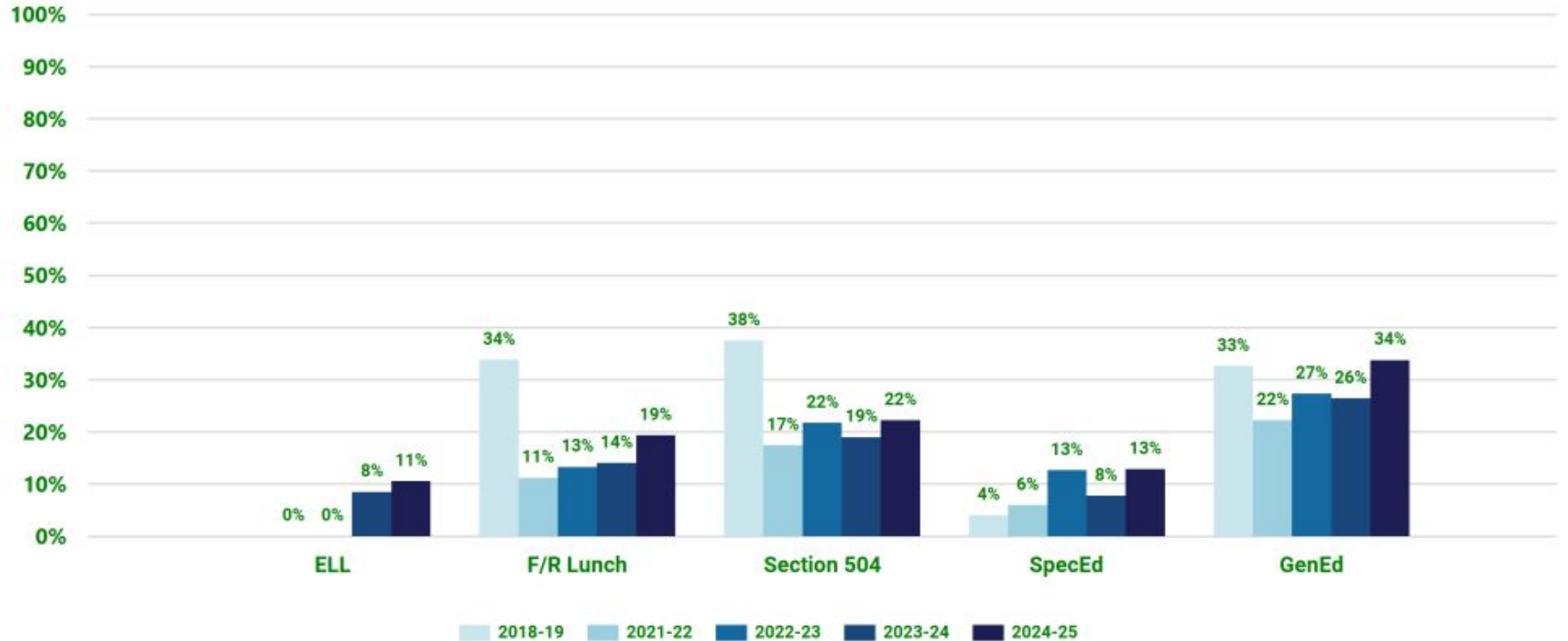
# Proficiency by Gender

% Meeting + Exceeding (Math All Grades)



# Proficiency by Program

% Meeting + Exceeding (Math All Grades)





# Action Plan



- Expand mathematics instruction time at the primary and intermediate levels
- Chief Scholars Academy - hone in on areas of need for those who need it
- Explore professional development opportunities for math teachers with a focus on differentiated Tier 1 instruction.
- Establish clear, measurable performance targets and identify trends across grade levels and student subgroups.
  - Principals will develop SMART goals for each grade level/area
    - Goals to be co-developed with grade-level teachers for the purpose of buy-in and accountability
    - Continual progress monitoring in PLCs



# Hopatcong Borough Schools 2024-25 Spring NJSLA



## Science

Grade	% Below Proficiency (Level 1)			% Near Proficiency (Level 2)			% Proficient (Level 3)			% Advanced Proficiency (Level 4)		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
	%	%	%	%	%	%	%	%	%	%	%	%
5	48.2%	35.5%	24.8%	33.6%	46.8%	43.1%	16.4%	16.9%	22.9%	1.8%	0.8%	9.2%
8	47.2%	43.8%	41.1%	44.8%	47.2%	53.3%	7.2%	9.0%	4.7%	0.8%	0.0%	0.9%
11	49.0%	56.4%	51.0%	21.2%	27.7%	25.5%	26.9%	10.9%	19.4%	2.9%	5.0%	4.1%
All Grades	48.1%	44.6%	38.5%	33.9%	40.8%	41.1%	16.2%	12.7%	15.6%	1.8%	1.9%	4.8%

Overall  
Achievement:  
Levels 4 & 5

**Spring 2023**  
18%

**Spring 2024**  
14.6%

**Spring 2025**  
20.4%

Percentages may not total 100 due to rounding.



# Science trends



- Grade 5 achieved its highest percentage of students meeting and exceeding last year, growing 14 percentage points over the 23-24 cohort.
- Grade 8 slid back by three percentage points last year
- Grade 11 rebounded from a 14 percentage point decline last year, growing by 7 percentage points.
- Growth in scores dramatically outpaced the state in grades 5 and 11.





Hopatcong Borough Schools  
2024-25 Spring NJSLA

Science

Grade	Change in Level 1 & Level 2 (2024 to 2025)		Change in Level 3 & Level 4 (2024 to 2025)	
	Hopatcong Borough Schools	State	Hopatcong Borough Schools	State
5	-14.4%	-2.5%	+14.4%	+2.5%
8	+3.4%	-0.2%	-3.4%	+0.2%
11	-7.6%	-3.2%	+7.6%	+3.2%
All Grades	-5.7%		+5.7%	

Percentages may not total 100 due to rounding.



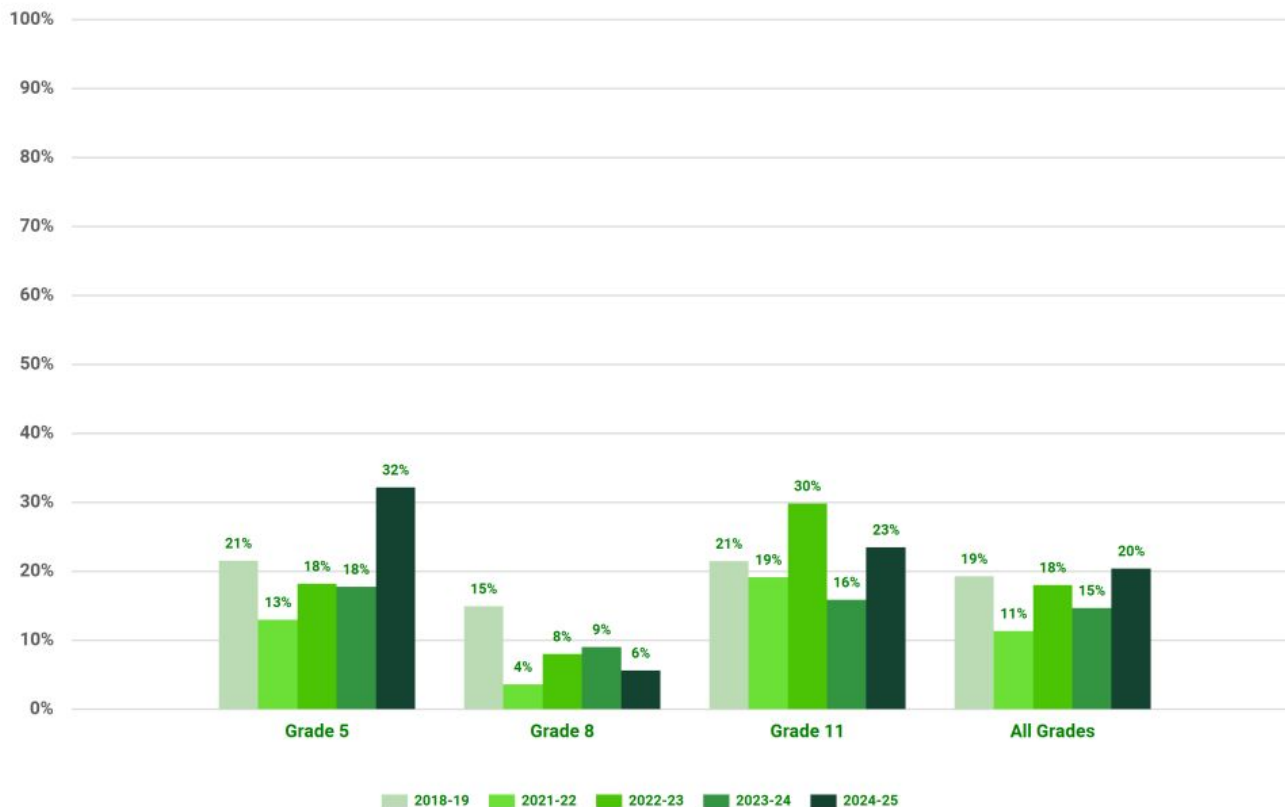


# Science Achievement and Growth

*Same grade, different students*

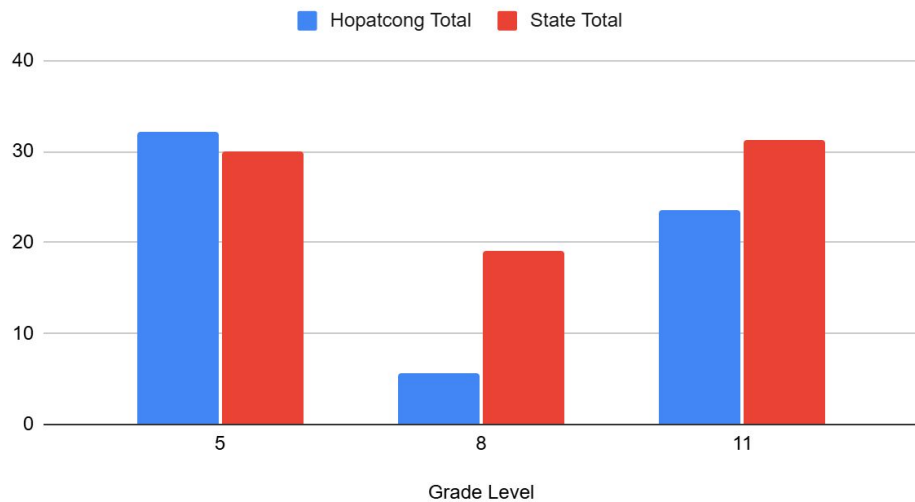


% Proficient + Advanced Proficiency



Grade Level	District Meeting/Exceeding	State Meeting/Exceeding	Difference
5	32.1	30.1	+2
8	5.6	19	13.4
11	23.5	31.3	7.8
Average	20.4	26.8	

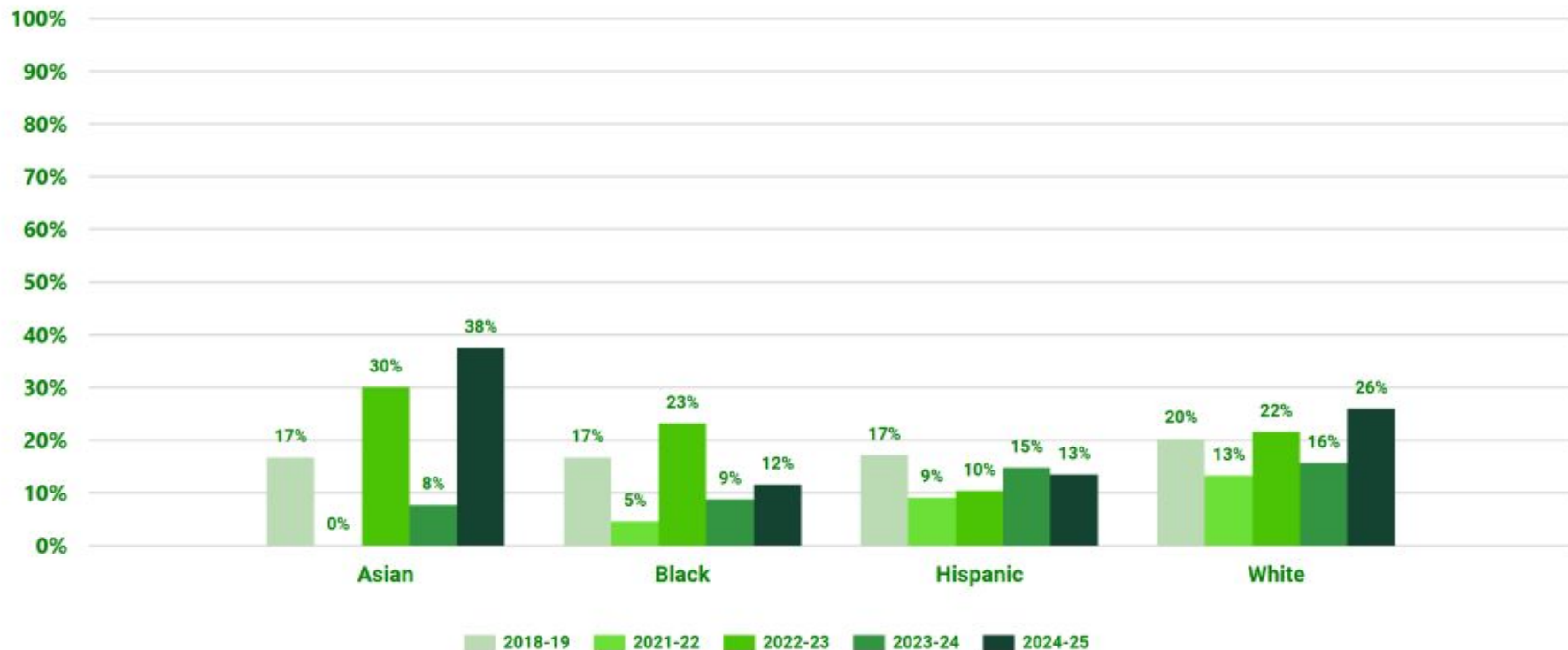
### Science District M/E vs. State M/E





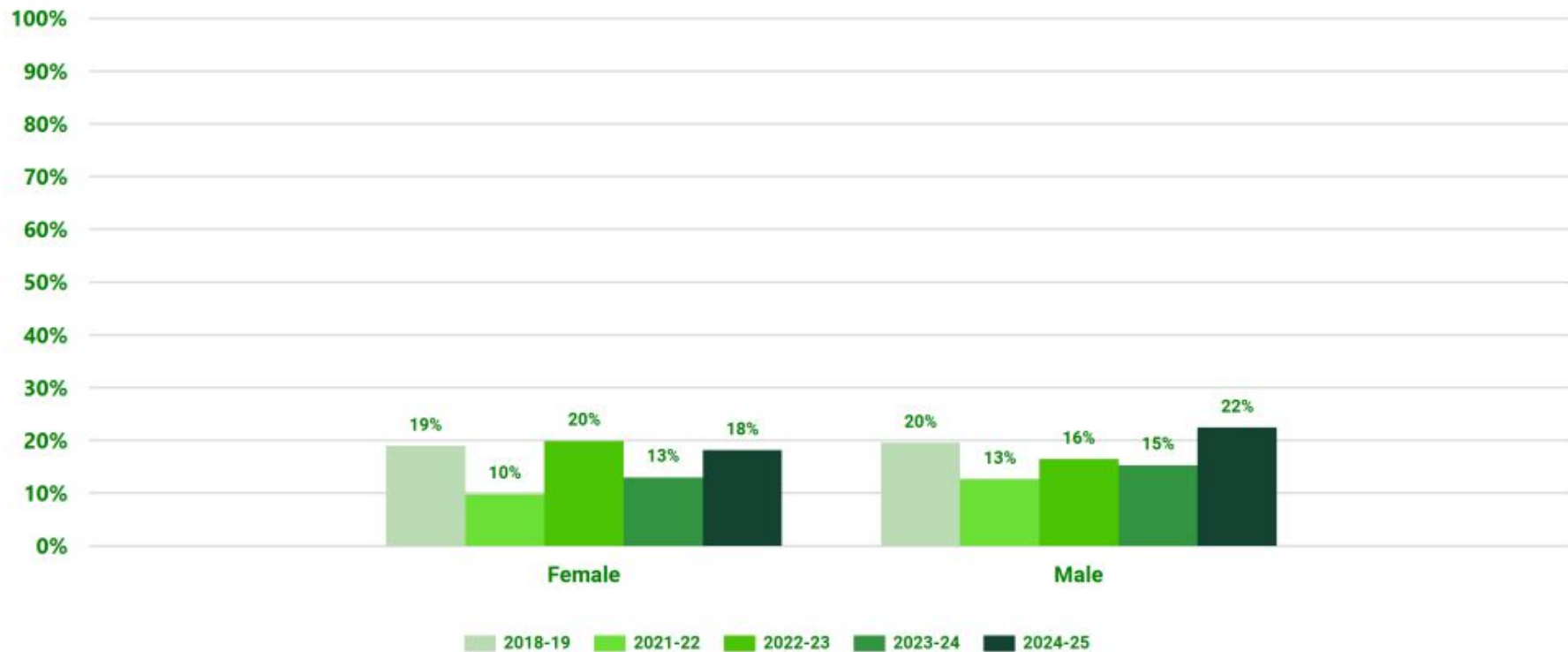
# Proficiency by Race

## % Proficient + Advanced Proficiency (Science All Grades)



# Proficiency by Gender

**% Proficient + Advanced Proficiency (Science All Grades)**



# Proficiency by Program

% Proficient + Advanced Proficiency (Science All Grades)





# Action Plan



- Implementation of Linkit! Science Benchmarks has been expanded to grades 5-12.
- The science curriculum was rewritten for grades 6-8 over the summer and is currently being implemented.
- Continued evaluation of current instructional resources and approaches with possible shift to an integrated middle school curriculum next year.
  - The curriculum will expose students to topics from all science domains (Earth and Space, Life, Physical) each year, building complexity over the middle school grades.





# Dynamic Learning Maps (DLM)



- The Dynamic Learning Maps (DLM) is a computer-based assessment system for students with significant cognitive disabilities
- The DLM is available for grades 3-8 and high school for ELA and Mathematics, and grades 5, 8, and high school for Science.
- DLM student score reports provide results related to a student's overall performance level for the subject. Student results are reported using the four performance levels: Emerging, Approaching, Target, and Advanced.
- DLM student reports also summarize results related to each student's performance on groups of related Essential Elements. Additionally, a Learning Profile is included that shows the student's mastery of certain skills, or levels, for each Essential Element.

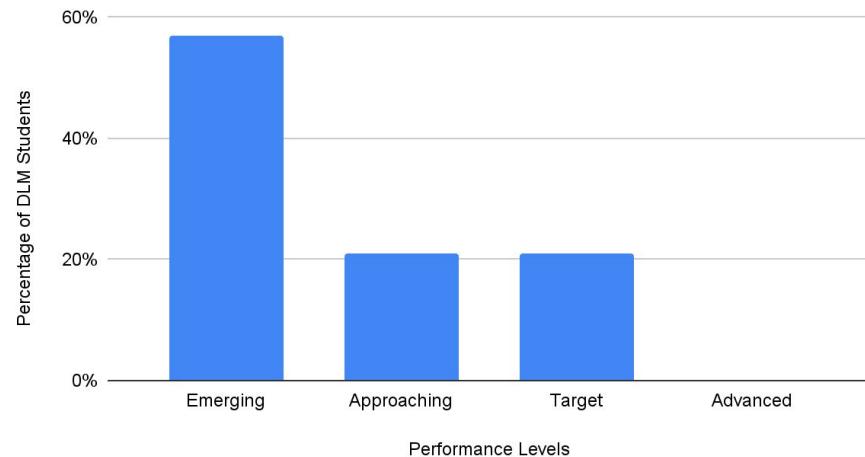




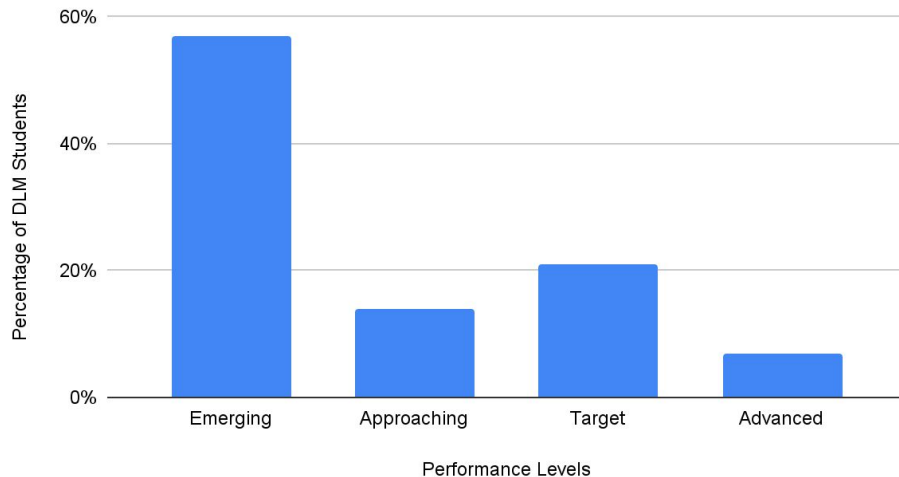
# DLM Performance



## ELA Performance



## Math Performance



\*The  $n$  count of students who took DLM Science is too small to report out without violating student confidentiality





# ACCESS for ELLs Overview



**Purpose:** Measures English language proficiency of English Language Learners (ELLs) in the U.S.

**Administered by:** WIDA (World-Class Instructional Design and Assessment)

## **Components:**

**Listening:** Assesses understanding of spoken English in various contexts.

**Speaking:** Evaluates the ability to communicate orally in English.

**Reading:** Tests comprehension of written texts in English.

**Writing:** Measures the ability to write in English, including grammar and content organization.

**Levels:** Divided into different proficiency levels to match students' English proficiency.

**Grades:** Designed for students in kindergarten through 12th grade.

**Frequency:** Administered annually.

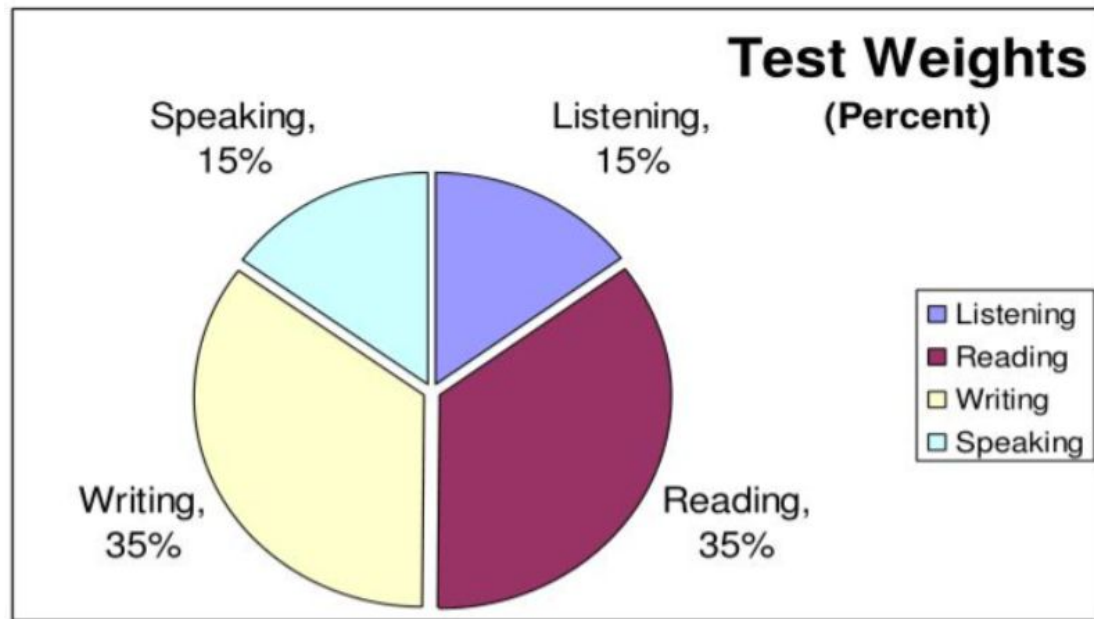
**Format:** Includes both multiple-choice and constructed-response items.

**Scoring:** Provides scores for each language domain and an overall proficiency level.

**Usage:** Helps educators tailor instruction, track progress, and make decisions about language support services.



# Overview (cont.)





# ACCESS for ELLs Composite Scores (All Grades)

Same grades, different students



Proficiency Level Distribution



	n=	Entering		Emerging		Developing		Expanding		Bridging		Reaching	
		1.0 - 1.9		2.0 - 2.9		3.0 - 3.9		4.0 - 4.9		5.0 - 5.9		6.0	
		#	%	#	%	#	%	#	%	#	%	#	%
2021-22 All Grades	54	9	17%	11	20%	20	37%	12	22%	2	4%	0	0%
2022-23 All Grades	81	22	27%	13	16%	31	38%	13	16%	2	2%	0	0%
2023-24 All Grades	86	19	22%	17	20%	37	43%	13	15%	0	0%	0	0%
2024-25 All Grades	74	18	24%	12	16%	23	31%	21	28%	0	0%	0	0%





# Student Performance (cont.)



- 74 students took the test during the spring, down from 86 in 2023-24
- Of those 74, 11 received a score of 4.5 or higher
  - In Spring 2024, only two students scored a 4.5 or higher
  - 4.5 is New Jersey's 'exit,' score, meaning that they no longer require ML services
  - Students who exit are monitored for two years as required by statute.
  - 10 additional students were in the 'expanding,' category. These students were re-assessed via the WIDA MODEL in early October to determine whether or not they are eligible for mid-year exit





# Next steps



- Scores/Interpretation guides have already been sent to families in their native language and English.
- We will continue to monitor our population of ML students. In the 2018-2019 school year, we had 39 ML students. We peaked at 88 in 2023-24, and we tested 74 last year.
  - Efficiencies have been created in the qualification process, including full case reviews, family interviews, and screening.