

NJSLA Results: Spring 2019 Administrations

Cliffside Park School District
October 23, 2019



**Measuring
College and
Career
Readiness**

Comparison of **Cliffside Park's** Spring 2017, Spring 2018 & Spring 2019 NJSLA Administrations English Language Arts - Percentages

Grade	Level 1 2017	Level 1 2018	Level 1 2019	Level 2 2017	Level 2 2018	Level 2 2019	Level 3 2017	Level 3 2018	Level 3 2019	Level 4 2017	Level 4 2018	Level 4 2019	Level 5 2017	Level 5 2018	Level 5 2019	Change in Level 1 and 2 2017 to 2019	Change in Level 4 and 5 2017 to 2019**
3	4.2	7.8	7.9	11.6	11.7	13.2	19.6	20.9	22.6	55.6	50.9	50.0	9.0	8.7	6.3	+5.3	-8.3
4	3.6	5.9	3.6	6.5	6.5	7.6	19.6	18.4	21.4	53.6	45.4	45.1	16.7	23.8	22.3	+1.1	-2.9
5	5.8	2.9	1.6	10.6	9.4	12.5	15.9	12.9	13.5	57.1	61.8	60.9	10.6	12.9	11.5	-2.3	+4.7
6	3.2	3.2	2.4	6.8	6.4	6.5	18.4	14.9	11.2	45.3	44.7	52.7	26.3	30.9	27.2	-1.1	+8.3
7	6.1	8.9	7.5	17.1	13.2	8.0	23.2	17.9	17.0	42.5	30.0	34.0	11.0	30.0	33.5	-7.7	+14.0
8	16.7	10.2	9.3	13.1	11.8	12.7	17.9	20.4	16.7	41.1	44.6	38.7	11.3	12.9	22.5	-7.8	+8.9
9	25.6	23.5	15.9	17.5	17.4	13.6	25.0	19.8	28.2	27.7	32.6	34.3	4.2	6.7	8.1	-13.6	+10.5
10	24.7	25.7	23.2	11.6	15.5	15.8	21.1	18.8	18.3	37.1	29.0	28.9	5.5	10.9	13.8	+2.7	+0.1

*Grade 11 test was optional for 2018-2019 assessment year. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

Comparison of **Cliffside Park's** 2017 to 2019 Spring NJSLA Administrations English Language Arts – Percentage Changes

Grade	Levels 1 & 2 District Trend	Levels 1 & 2 District	Levels 1 & 2 State Trend	Levels 1 & 2 State	Level 3 District Trend	Level 3 District	Level 3 State Trend	Level 3 State	Levels 4 & 5 District Trend	Levels 4 & 5 District	Levels 4 & 5 State Trend	Levels 4 & 5 State
3	+	5.3%	+	1.3%	+	3.0%	—	1.1%	-	8.3%	—	0.1%
4	+	1.1%	+	0.7%	+	1.8%	—	2.3%	-	2.9%	+	1.5%
5	-	2.3%	+	0.9%	-	2.4%	+	0.1%	+	4.7%	—	1.1%
6	-	1.1%	—	1.1%	-	7.2%	—	1.7%	+	8.3%	+	2.8%
7	-	7.7%	—	1.0%	-	6.2%	—	2.7%	+	14.0%	+	3.6%
8	-	7.8%	—	1.2%	-	1.2%	—	2.6%	+	8.9%	+	3.7%
9	-	13.6%	—	2.5%	+	3.2%	—	1.8%	+	10.5%	+	4.4%
10	+	2.7%	—	8.9%	-	2.8%	—	3.6%	+	0.1%	+	12.5%

* NJSLA 2018-2019 assessments were optional for 11th Grade students . State Percentages do not include results for Grade 11.

• Notes: Percentages may not total 100 due to rounding.

- The plus sign (+) indicates an increase of the % change from the previous year where a minus sign (-) shows a decrease of the % change from the previous year.

Comparison of **Cliffside Park's** Spring 2019 NJSLA Administrations English Language Arts to New Jersey Percentages for 2019

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	7.9	14.0	13.2	14.4	22.6	21.4	50.0	42.8	6.3	7.4
4	3.6	8.6	7.6	12.6	21.4	21.4	45.1	39.1	22.3	18.3
5	1.6	7.4	12.5	12.5	13.5	22.2	60.9	45.6	11.5	12.3
6	2.4	7.3	6.5	12.6	11.2	23.9	52.7	40.9	27.2	15.2
7	7.5	8.9	8.0	10.5	16.9	17.8	34.3	33.1	33.3	29.7
8	9.3	9.2	12.7	10.3	16.7	17.7	38.7	38.0	22.5	24.9
9	15.9	11.3	13.6	11.8	28.2	21.1	34.3	36.7	8.1	19.2
10	23.2	14.3	15.8	10.9	18.3	15.9	28.9	33.4	13.8	25.5

*Grade 11 does not include students who took an AP/IB test.

** NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results.

Notes: Percentages may not total 100 due to rounding.

Comparison of **Cliffside Park's** Number of Students Tested Spring 2018 & Spring 2019 NJSLA Administrations **English Language Arts**

Grade	Students Tested 2019	Students Tested 2018	Difference between number of students tested in 2018 and 2019
3	190	230	-40
4	224	185	+39
5	192	170	+22
6	169	188	-19
7	201	190	+11
8	204	186	+18
9	309	328	-19
10	311	303	+8
Total	1,800	1,780	+20

**** NJSLA 2018-2019 assessments were optional for 11th Grade students.**

Note: "Students Tested" represents individual valid test scores for English Language Arts.

Comparison of **Cliffside Park's** Spring 2017, Spring 2018 & Spring 2019 NJSLA Administrations **Mathematics - Percentages**

Grade	Level 1 2017	Level 1 2018	Level 1 2019	Level 2 2017	Level 2 2018	Level 2 2019	Level 3 2017	Level 3 2018	Level 3 2019	Level 4 2017	Level 4 2018	Level 4 2019	Level 5 2017	Level 5 2018	Level 5 2019	Change in Level 1 and 2 2017 to 2019	Change in Level 4 and 5 2017 to 2019**
3	5.5	3.0	3.1	10.0	7.8	11.8	25.0	23.3	17.9	44.0	43.1	44.6	15.5	22.8	22.6	-0.6	+7.7
4	5.9	4.2	2.2	17.8	11.5	12.3	31.4	24.1	20.2	40.8	51.8	51.8	4.1	8.4	13.6	-9.2	+20.5
5	5.6	0.6	3.1	17.4	11.4	12.3	26.2	26.7	26.7	44.6	48.9	42.6	6.2	12.5	15.4	-7.6	+7.2
6	8.2	6.7	1.8	18.9	16.1	17.6	22.4	19.2	34.7	41.8	43.0	38.8	8.7	15.0	7.1	-7.7	-4.6
7	10.1	9.7	5.9	23.3	17.3	19.0	38.6	30.6	28.3	25.9	35.7	34.1	2.1	6.6	12.7	-8.5	+18.8
8*	36.5	23.4	25.7	19.9	18.0	23.5	25.0	27.5	21.9	18.6	29.3	27.9	0.0	1.8	1.1	-7.2	+10.4
ALG I***	18.3	14.3	14.1	28.1	20.4	37.1	28.7	23.9	24.3	24.6	37.4	23.6	0.3	3.9	1.0	+4.8	-0.3
GEO***	14.6	11.6	8.2	42.7	45.1	21.2	32.6	34.9	46.2	10.1	8.4	21.6	0.0	0.0	2.9	-27.9	+14.4
ALG II***	48.5	12.2	7.7	25.6	28.1	11.5	16.2	29.5	46.2	9.8	29.5	34.6	0.0	0.7	0	-54.9	+24.8

*Approximately 30,000 New Jersey students in grade 8 participated in the Algebra I assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

*** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding. ALG 1 Is Algebra 1; GEO is Geometry; ALG II is Algebra 2.

Comparison of **Cliffside Park's** 2017 to 2019 Spring NJSLA Administrations **Mathematics – Percentage Changes**

Grade	Levels 1 & 2 District Trend	Levels 1 & 2 District	Levels 1 & 2 State Trend	Levels 1 & 2 State	Level 3 District Trend	Level 3 District	Level 3 State Trend	Level 3 State	Levels 4 & 5 District Trend	Levels 4 & 5 District	Levels 4 & 5 State Trend	Levels 4 & 5 State
3	-	0.6%	—	0.5%	-	7.1%	—	2.1%	+	7.7%	+	2.6%
4	-	9.2%	—	2.3%	-	11.2%	—	1.4%	+	20.5%	+	3.7%
5	-	7.6%	+	3.2%	+	0.5%	—	3.8%	+	7.2%	+	0.6%
6	-	7.7%	+	3.4%	+	12.3%	—	0.3%	-	4.6%	—	3.1%
7	-	8.5%	+	0.7%	-	10.3%	—	3.7%	+	18.8%	+	1.6%
8	-	7.2%	+	2.1%	-	3.1%	—	0.4%	+	10.4%	+	2.6%
Algebra I***	+	4.8%	+	2.0%	-	4.4%	—	3.0%	-	0.3%	+	1.0%
Algebra II***	-	54.9%	—	1.1%	+	13.6%		0.0%	+	14.4%	+	1.1%
Geometry***	-	27.9%	—	0.1%	+	30.0%	+	0.3%	+	24.8%	—	0.3%

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. *** NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results.

Notes: Percentages may not total 100 due to rounding.

- The plus sign (+) indicates an increase of the % change from the previous year where a minus sign (-) shows a decrease of the % change from the previous year.

Comparison of **Cliffside Park's** Spring 2019 NJSLA Administrations Mathematics to New Jersey - Percentages for 2019

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	3.1	8.0	11.8	13.9	17.9	23.0	44.6	41.2	22.6	13.9
4	2.2	8.6	12.3	14.7	20.2	25.7	51.8	43.3	13.6	7.7
5	3.1	6.4	12.3	20.9	26.7	25.8	42.6	35.8	15.4	11.0
6	1.8	9.6	17.6	22.5	34.7	27.4	38.8	33.1	7.1	7.5
7	5.9	7.6	19.0	21.1	28.3	29.3	34.1	33.8	12.7	8.3
8*	25.7	23.3	23.5	23.1	21.9	24.3	27.9	28.2	1.1	1.1
Algebra I**	14.1	9.3	37.1	26.0	24.3	21.4	23.6	37.7	1.0	5.6
Algebra II**	7.7	10.6	11.5	11.7	46.2	21.4	34.6	49.7	0.0	6.6
Geometry**	8.2	10.4	21.2	24.6	46.2	32.8	21.6	26.9	2.9	5.3

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results.

Notes: Percentages may not total 100 due to rounding.

Comparison of **Cliffside Park's** Number of Students Tested Spring 2018 & Spring 2019 NJSLA Administrations **Mathematics**

Grade	Students Tested 2019	Students Tested 2018	Difference between number of students tested in 2018 and 2019
3	195	232	-37
4	228	191	+37
5	195	176	+19
6	170	193	-23
7	205	196	+9
8*	183	167	+16
Algebra I**	313	230	+83
Algebra II**	26	139	-113
Geometry**	208	275	-67
Total	1,723	1,799	-76

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: "Students Tested" represents individual valid test scores for Mathematics.

Cliffside Park School District
2019 Spring NJSLA School & Grade-Level Outcomes
English Language Arts Grade 3 - Percentages

ELA03	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
School 3	1.9	15.4	17.3	59.6	5.8	65.4
School 4	14.6	8.3	31.3	39.6	6.3	45.8
School 5	8.9	15.6	22.2	51.1	2.2	53.3
School 6	6.7	13.3	20.0	48.9	11.1	60.0

Cliffside Park School District
2019 Spring NJSLA School & Grade-Level Outcomes
Mathematics Grade 3 - Percentages

MAT03	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
School 3	1.9	3.7	14.8	50.0	29.6	79.6
School 4	4.2	12.5	16.7	45.8	20.8	66.7
School 5	4.3	17.0	31.9	40.4	6.4	46.8
School 6	2.2	15.2	8.7	41.3	32.6	73.9

Cliffside Park School District
2019 Spring NJSLA School & Grade-Level Outcomes
English Language Arts Grade 4 - Percentages

ELA04	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
School 3	3.8	7.7	21.2	40.4	26.9	67.3
School 4	3.0	4.5	23.9	41.8	26.9	68.7
School 5	6.3	8.3	20.8	52.1	12.5	64.6
School 6	1.8	10.5	19.3	47.4	21.1	68.4

Cliffside Park School District
2019 Spring NJSLA School & Grade-Level Outcomes
Mathematics Grade 4 - Percentages

MAT04	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
School 3	1.9	11.3	18.9	58.5	9.4	67.9
School 4	1.5	9.0	29.9	43.3	16.4	59.7
School 5	3.9	15.7	17.6	49.0	13.7	62.7
School 6	1.8	14.0	12.3	57.9	14.0	71.9

Cliffside Park School District
2019 Spring NJSLA School & Grade-Level Outcomes
English Language Arts Grade 5 - Percentages

ELA05	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
School 3	2.0	9.8	17.6	60.8	9.8	70.6
School 4	0.0	15.0	10.0	58.3	16.7	75.0
School 5	0.0	16.7	16.7	61.1	5.6	66.7
School 6	4.4	8.9	11.1	64.4	11.1	75.6

Cliffside Park School District
2019 Spring NJSLA School & Grade-Level Outcomes
Mathematics Grade 5 - Percentages

MAT05	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
School 3	3.8	7.7	36.5	40.4	11.5	51.9
School 4	4.8	12.9	22.6	40.3	19.4	59.7
School 5	0.0	22.2	22.2	47.2	8.3	55.6
School 6	2.2	8.9	24.4	44.4	20.0	64.4

Cliffside Park School District
2019 Spring NJSLA School & Grade-Level Outcomes
English Language Arts Grade 6 - Percentages

ELA06	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
School 3	5.5	9.1	14.5	54.5	16.4	70.9
School 4	0.0	0.0	12.8	38.5	48.7	87.2
School 5	3.1	9.4	3.1	59.4	25.0	84.4
School 6	0.0	7.0	11.6	58.1	23.3	81.4

Cliffside Park School District
2019 Spring NJSLA School & Grade-Level Outcomes
Mathematics Grade 6 - Percentages

MAT06	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
School 3	0.0	21.4	42.9	32.1	3.6	35.7
School 4	2.6	12.8	25.6	43.6	15.4	59.0
School 5	0.0	18.8	34.4	40.6	6.3	46.9
School 6	4.7	16.3	32.6	41.9	4.7	46.5

Cliffside Park School District
2019 Spring NJSLA School & Grade-Level Outcomes
English Language Arts/Literacy Middle School - Percentages

ELA	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Grade 7	7.5	8.0	16.9	34.3	33.3	67.7
Grade 8	9.3	12.7	16.7	38.7	22.5	61.3

Cliffside Park School District
2019 Spring NJSLA School & Grade-Level Outcomes
Mathematics Middle School - Percentages

MATH	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Grade 7	5.9	19.0	28.3	34.1	12.7	46.8
Grade 8	25.7	23.5	21.9	27.9	1.1	29.0
Algebra I	0.0	0.0	4.2	87.5	8.3	95.8

Cliffside Park School District
2019 Spring NJSLA School & Grade-Level Outcomes
English Language Arts/Literacy High School - Percentages

ELA	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Grade 9	15.9	13.6	28.2	34.3	8.1	42.4
Grade 10	23.2	15.8	18.3	28.9	13.8	42.8

Cliffside Park School District
2019 Spring NJSLA School & Grade-Level Outcomes
Mathematics High School - Percentages

MATH	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% of students at Level 4 and 5
Alg. I	15.2	40.1	26.0	18.3	0.3	18.7
Alg. II	8.0	12.0	48.0	32.0	0.0	32.0
Geom.	8.2	21.2	46.2	21.6	2.9	24.5

Comparison of **School #3** Spring 2019 Administration English Language Arts/Literacy to **Cliffside Park's** Percentages 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	1.9	7.9	15.4	13.2	17.3	22.6	59.6	50.0	5.8	6.3
4	3.8	3.6	7.7	7.6	21.2	21.4	40.4	45.1	26.9	22.3
5	2.0	1.6	9.8	12.5	17.6	13.5	60.8	60.9	9.8	11.5
6	5.5	2.4	9.1	6.5	14.5	11.2	54.5	52.7	16.4	27.2

* NJSLA 2018-2019 assessments were optional for 11th Grade students.

Notes: Percentages may not total 100 due to rounding.

Comparison of **School #3** Spring 2019 Administration Mathematics to **Cliffside Park's** Percentages 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	1.9	3.1	3.7	11.8	14.8	17.9	50.0	44.6	29.6	22.6
4	1.9	2.2	11.3	12.3	18.9	20.2	58.5	51.8	9.4	13.6
5	3.8	3.1	7.7	12.3	36.5	26.7	40.4	42.6	11.5	15.4
6	0.0	1.8	21.4	17.6	42.9	34.7	32.1	38.8	3.6	7.1

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Percentages may not total 100 due to rounding.

Comparison of **School #4** Spring 2019 Administration English Language Arts/Literacy to **Cliffside Park's** Percentages 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	14.6	7.9	8.3	13.2	31.3	22.6	39.6	50.0	6.3	6.3
4	3.0	3.6	4.5	7.6	23.9	21.4	41.8	45.1	26.9	22.3
5	0.0	1.6	15.0	12.5	10.0	13.5	58.3	60.9	16.7	11.5
6	0.0	2.4	0.0	6.5	12.8	11.2	38.5	52.7	48.7	27.2

* NJSLA 2018-2019 assessments were optional for 11th Grade students.

Notes: Percentages may not total 100 due to rounding.

Comparison of **School #4** Spring 2019 Administration Mathematics to **Cliffside Park's** Percentages 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	4.2	3.1	12.5	11.8	16.7	17.9	45.8	44.6	20.8	22.6
4	1.5	2.2	9.0	12.3	29.9	20.2	43.3	51.8	16.4	13.6
5	4.8	3.1	12.9	12.3	22.6	26.7	40.3	42.6	19.4	15.4
6	2.6	1.8	12.8	17.6	25.6	34.7	43.6	38.8	15.4	7.1

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Percentages may not total 100 due to rounding.

Comparison of **School #5** Spring 2019 Administration English Language Arts/Literacy to **Cliffside Park's** Percentages 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	8.9	7.9	15.6	13.2	22.2	22.6	51.1	50.0	2.2	6.3
4	6.3	3.6	8.3	7.6	20.8	21.4	52.1	45.1	12.5	22.3
5	0.0	1.6	16.7	12.5	16.7	13.5	61.1	60.9	5.6	11.5
6	3.1	2.4	9.4	6.5	3.1	11.2	59.4	52.7	25.0	27.2

* NJSLA 2018-2019 assessments were optional for 11th Grade students.

Notes: Percentages may not total 100 due to rounding.

Comparison of **School #5** Spring 2019 Administration Mathematics to **Cliffside Park's** Percentages 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	4.3	3.1	17.0	11.8	31.9	17.9	40.4	44.6	6.4	22.6
4	3.9	2.2	15.7	12.3	17.6	20.2	49.0	51.8	13.7	13.6
5	0.0	3.1	22.2	12.3	22.2	26.7	47.2	42.6	8.3	15.4
6	0.0	1.8	18.8	17.6	34.4	34.7	40.6	38.8	6.3	7.1

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Percentages may not total 100 due to rounding.

Comparison of **School #6** Spring 2019 Administration English Language Arts/Literacy to **Cliffside Park's** Percentages 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	6.7	7.9	13.3	13.2	20.0	22.6	48.9	50.0	11.1	6.3
4	1.8	3.6	10.5	7.6	19.3	21.4	47.4	45.1	21.1	22.3
5	4.4	1.6	8.9	12.5	11.1	13.5	64.4	60.9	11.1	11.5
6	0.0	2.4	7.0	6.5	11.6	11.2	58.1	52.7	23.3	27.2
7	7.5	7.5	8.0	8.0	17.0	16.9	34.0	34.3	33.5	33.3
8	9.3	9.3	12.7	12.7	16.7	16.7	38.7	38.7	22.5	22.5

* NJSLA 2018-2019 assessments were optional for 11th Grade students.

Notes: Percentages may not total 100 due to rounding.

Comparison of **School #6** Spring 2019 Administration Mathematics to **Cliffside Park's** Percentages 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	2.2	3.1	15.2	11.8	8.7	17.9	41.3	44.6	32.6	22.6
4	1.8	2.2	14.0	12.3	12.3	20.2	57.9	51.8	14.0	13.6
5	2.2	3.1	8.9	12.3	24.4	26.7	44.4	42.6	20.0	15.4
6	4.7	1.8	16.3	17.6	32.6	34.7	41.9	38.8	4.7	7.1
7	5.9	5.9	19.1	19.0	27.9	28.3	34.3	34.1	12.7	12.7
8	25.7	25.7	23.5	23.5	21.9	21.9	27.9	27.9	1.1	1.1
Alg I	0.0	14.1	0.0	37.1	4.2	24.3	87.5	23.6	8.3	1.0
Alg II	0.0	7.7	0.0	11.5	0.0	46.2	100.0	34.6	0.0	0.0

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Percentages may not total 100 due to rounding.

Comparison of High School Spring 2019 Administration English Language Arts/Literacy to Cliffside Park's Percentages 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
9	15.9	15.9	13.6	13.6	28.2	28.2	34.3	34.3	8.1	8.1
10	23.2	23.2	15.8	15.8	18.3	18.3	28.9	28.9	13.8	13.8

* NJSLA 2018-2019 assessments were optional for 11th Grade students.

Notes: Percentages may not total 100 due to rounding.

Comparison of High School Spring 2019 Administration Mathematics to Cliffside Park's Percentages 2019

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
Alg I	15.2	14.1	40.1	37.1	26.0	24.3	18.3	23.6	0.3	1.0
Geom.	8.2	8.2	21.2	21.2	46.2	46.2	21.6	21.6	2.9	2.9
Alg II	8.0	7.7	12.0	11.5	48.0	46.2	32.0	34.6	0.0	0.0

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** NJSLA 2018-2019 assessments were optional for 11th Grade students

Notes: Percentages may not total 100 due to rounding.

NJSLA - Science Assessment

The test results for the 2019 NJSLA - Science were released at a much later date than the ELA and Mathematics results. Therefore, the analysis was conducted later and not included in the initial Cliffside Park School District NJSLA Results Report.

The 2019 NJSLA - Science was the first administration of this assessment, thus there are no comparative scores to display. Instead, all the scores will be displayed showing district results compared to state results. The assessment results are broken down differently than the ELA or Mathematics assessment. There are only 4 levels of performance, as opposed to 5, with levels 3 and 4 corresponding to students who are considered proficient and above.

Cliffside Park School District

2019 Spring Administration

Science Grade 5 - Results

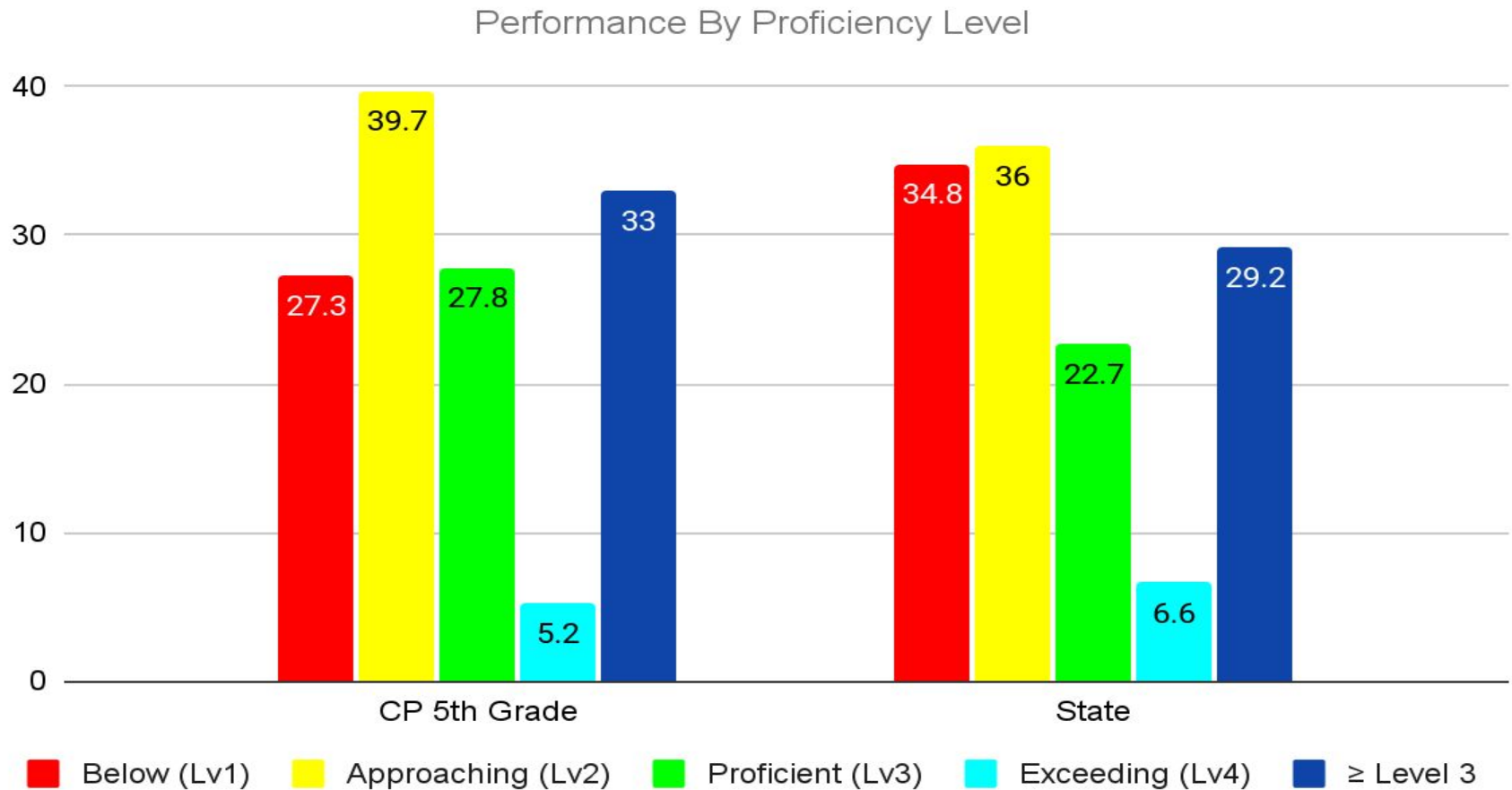
Purpose: This report describes group achievement in terms of average scale scores and performance levels.

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Total Number of Student Records	No Scores Reported	Number of Students with Valid Scores	Average Scale Score	Performance Levels								≥ Level 3	
					Level 1		Level 2		Level 3		Level 4			
					#	%	#	%	#	%	#	%	#	%
State	102,627	1,407	101,220	170	35,229	34.8%	36,409	36.0%	22,935	22.7%	6,647	6.6%	29,582	29.2%
District	194	0	194	176	53	27.3%	77	39.7%	54	27.8%	10	5.2%	64	33.0%
Gender														
Female	87	0	87	174	28	32.2%	34	39.1%	21	24.1%	4	4.6%	25	28.7%
Male	107	0	107	178	25	23.4%	43	40.2%	33	30.8%	6	5.6%	39	36.4%
Ethnicity/Race														
Hispanic or Latino	100	0	100	165	33	33.0%	47	47.0%	17	17.0%	3	3.0%	20	20.0%
American Indian or Alaska Native	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	8	0	8	214	0	0.0%	4	50.0%	2	25.0%	2	25.0%	4	50.0%
Black or African-American	7	0	7	153	3	42.9%	3	42.9%	1	14.3%	0	0.0%	1	14.3%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	77	0	77	187	17	22.1%	23	29.9%	34	44.2%	3	3.9%	37	48.1%
Two or more races	2	0	2	252	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%
Not Indicated	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes	34	0	34	139	22	64.7%	8	23.5%	3	8.8%	1	2.9%	4	11.8%
504	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
English Language Learner														
Current EL	18	0	18	148	11	61.1%	4	22.2%	3	16.7%	0	0.0%	3	16.7%
Former EL	28	0	28	175	10	35.7%	8	28.6%	7	25.0%	3	10.7%	10	35.7%
Other														
Economically Disadvantaged	111	0	111	166	39	35.1%	47	42.3%	22	19.8%	3	2.7%	25	22.5%
Non-Economically Disadvantaged	83	0	83	189	14	16.9%	30	36.1%	32	38.6%	7	8.4%	39	47.0%
Homeless	1	0	1	212	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Migrant	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Cliffside Park School District

2019 Spring Administration

Science - District Percentage Results 5th Grade



Cliffside Park School District

2019 Spring Administration

Science Grade 8 - Results

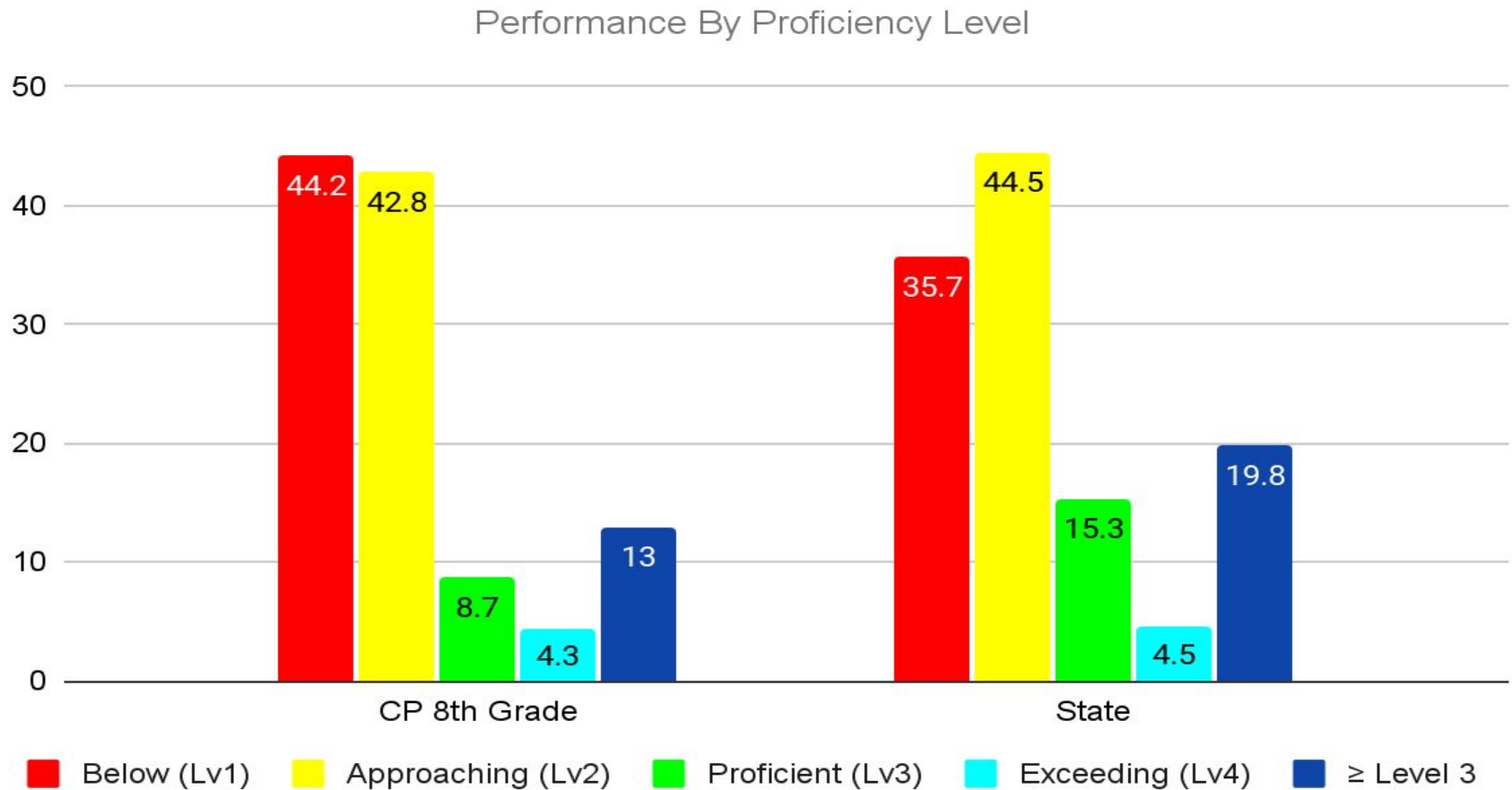
Purpose: This report describes group achievement in terms of average scale scores and performance levels.

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					Level 1		Level 2		Level 3		Level 4			
					#	%	#	%	#	%	#	%	#	%
State	102,040	2,188	99,852	165	35,665	35.7%	44,386	44.5%	15,281	15.3%	4,520	4.5%	19,801	19.8%
District	208	0	208	158	92	44.2%	89	42.8%	18	8.7%	9	4.3%	27	13.0%
Gender														
Female	104	0	104	160	39	37.5%	51	49.0%	9	8.7%	5	4.8%	14	13.5%
Male	104	0	104	155	53	51.0%	38	36.5%	9	8.7%	4	3.8%	13	12.5%
Ethnicity/Race														
Hispanic or Latino	113	0	113	149	60	53.1%	45	39.8%	7	6.2%	1	0.9%	8	7.1%
American Indian or Alaska Native	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	11	0	11	188	1	9.1%	5	45.5%	4	36.4%	1	9.1%	5	45.5%
Black or African-American	6	0	6	152	3	50.0%	3	50.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	77	0	77	166	28	36.4%	35	45.5%	7	9.1%	7	9.1%	14	18.2%
Two or more races	1	0	1	193	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes	40	0	40	127	34	85.0%	5	12.5%	0	0.0%	1	2.5%	1	2.5%
504	7	0	7	149	4	57.1%	2	28.6%	1	14.3%	0	0.0%	1	14.3%
English Language Learner														
Current EL	18	0	18	128	14	77.8%	4	22.2%	0	0.0%	0	0.0%	0	0.0%
Former EL	19	0	19	157	9	47.4%	8	42.1%	1	5.3%	1	5.3%	2	10.5%
Other														
Economically Disadvantaged	105	0	105	154	49	46.7%	45	42.9%	9	8.6%	2	1.9%	11	10.5%
Non-Economically Disadvantaged	103	0	103	162	43	41.7%	44	42.7%	9	8.7%	7	6.8%	16	15.5%
Homeless	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Cliffside Park School District

2019 Spring Administration

Science - District Percentage Results 8th Grade



Cliffside Park School District

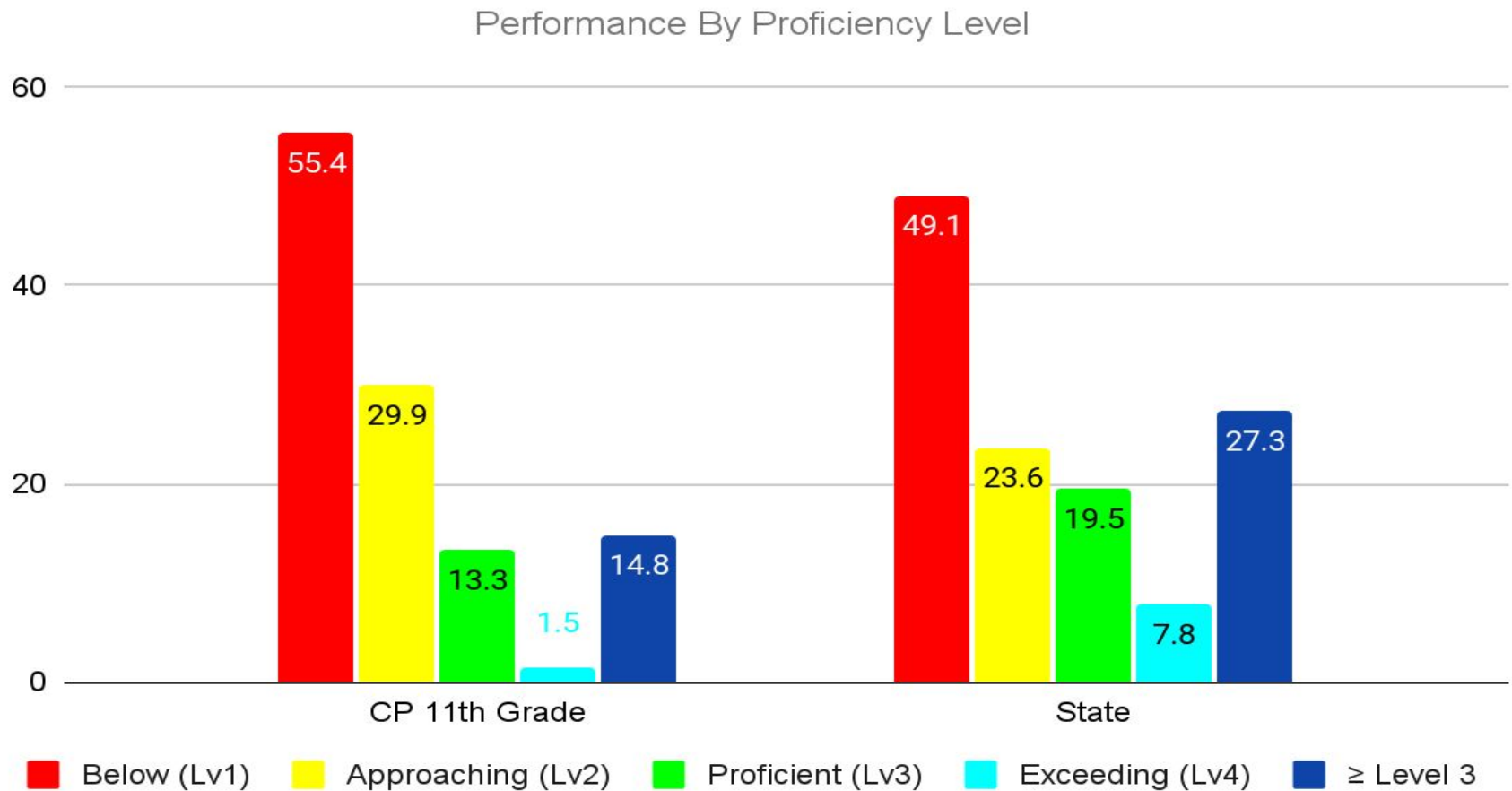
2019 Spring Administration

Science Grade 11 - Results

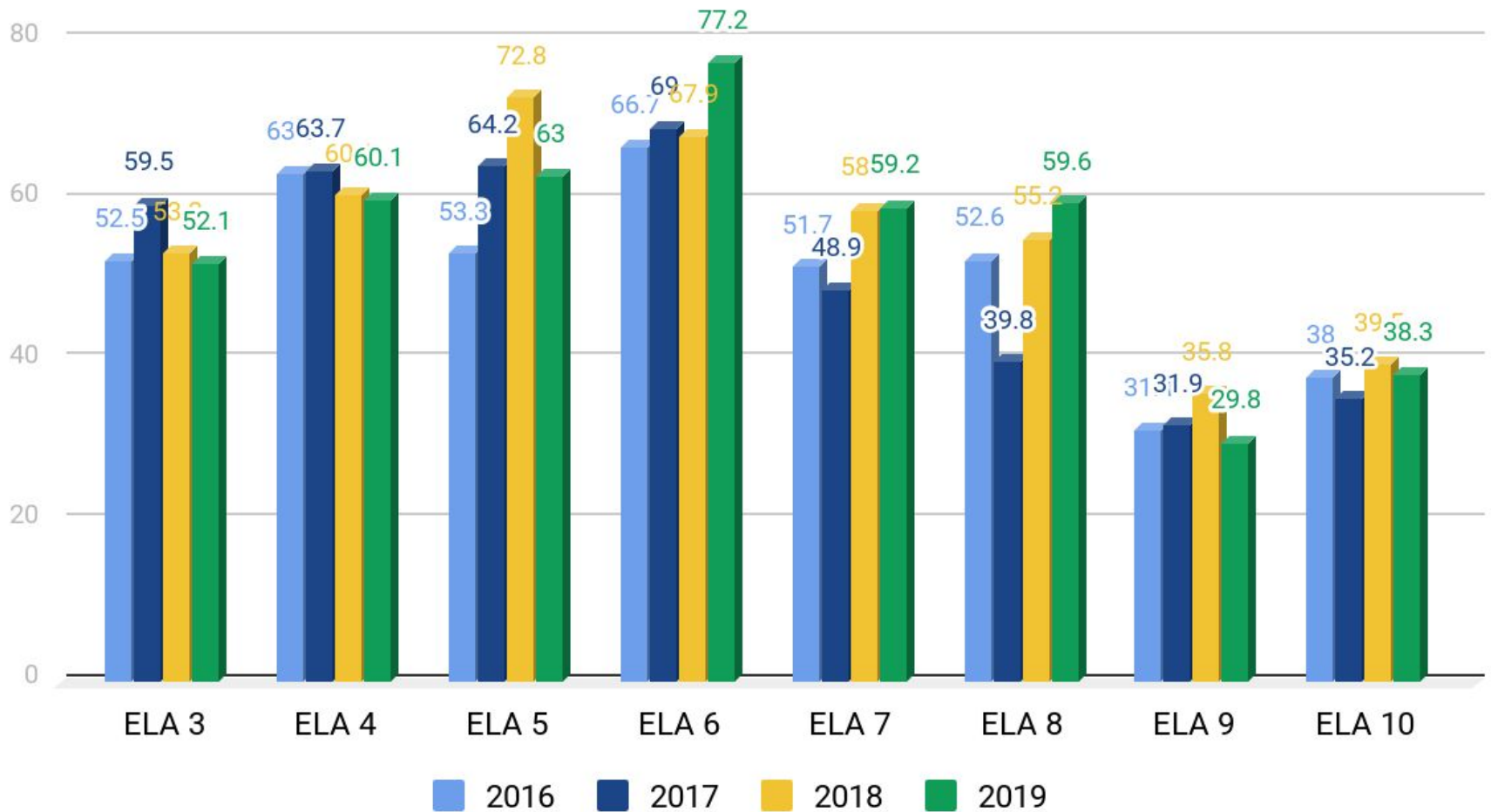
Purpose: This report describes group achievement in terms of average scale scores and performance levels.

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Total Number of Student Records	No Scores Reported	Number of Students with Valid Scores	Average Scale Score	Performance Levels								≥ Level 3	
					Level 1		Level 2		Level 3		Level 4			
					#	%	#	%	#	%	#	%	#	%
State	95,572	5,548	90,024	163	44,205	49.1%	21,243	23.6%	17,568	19.5%	7,008	7.8%	24,576	27.3%
District	272	1	271	152	150	55.4%	81	29.9%	36	13.3%	4	1.5%	40	14.8%
Gender														
Female	143	1	142	150	79	55.6%	46	32.4%	17	12.0%	0	0.0%	17	12.0%
Male	129	0	129	155	71	55.0%	35	27.1%	19	14.7%	4	3.1%	23	17.8%
Ethnicity/Race														
Hispanic or Latino	175	0	175	150	97	55.4%	54	30.9%	22	12.6%	2	1.1%	24	13.7%
American Indian or Alaska Native	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	8	0	8	168	4	50.0%	2	25.0%	2	25.0%	0	0.0%	2	25.0%
Black or African-American	4	0	4	127	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	85	1	84	157	45	53.6%	25	29.8%	12	14.3%	2	2.4%	14	16.7%
Two or more races	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes	36	1	35	129	26	74.3%	7	20.0%	2	5.7%	0	0.0%	2	5.7%
504	8	0	8	138	6	75.0%	1	12.5%	1	12.5%	0	0.0%	1	12.5%
English Language Learner														
Current EL	44	0	44	123	41	93.2%	1	2.3%	2	4.5%	0	0.0%	2	4.5%
Former EL	12	0	12	141	9	75.0%	3	25.0%	0	0.0%	0	0.0%	0	0.0%
Other														
Economically Disadvantaged	143	0	143	151	80	55.9%	41	28.7%	20	14.0%	2	1.4%	22	15.4%
Non-Economically Disadvantaged	129	1	128	154	70	54.7%	40	31.3%	16	12.5%	2	1.6%	18	14.1%
Homeless	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

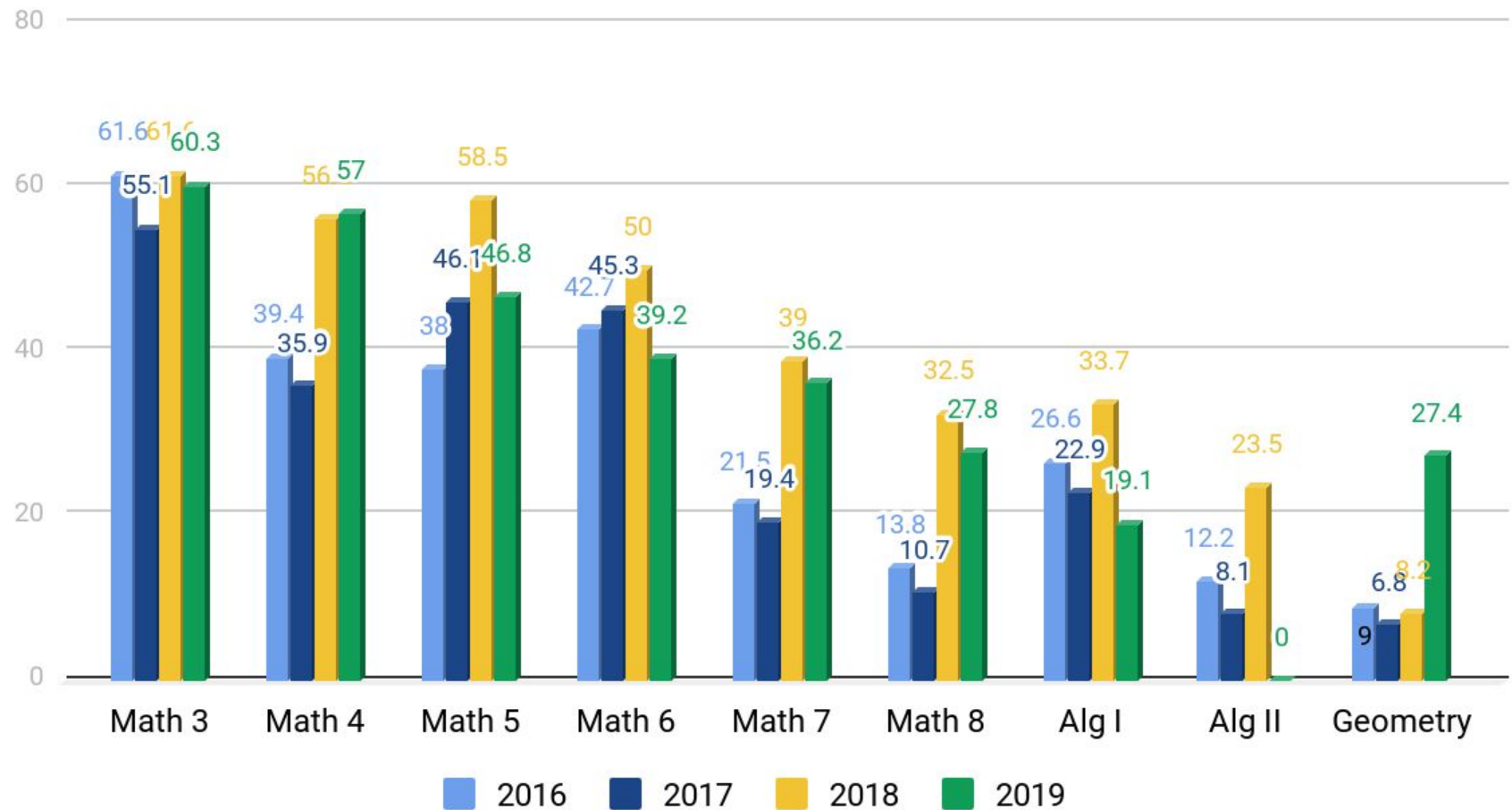
Cliffside Park School District
2019 Spring Administration
Science - District Percentage Results 11th Grade



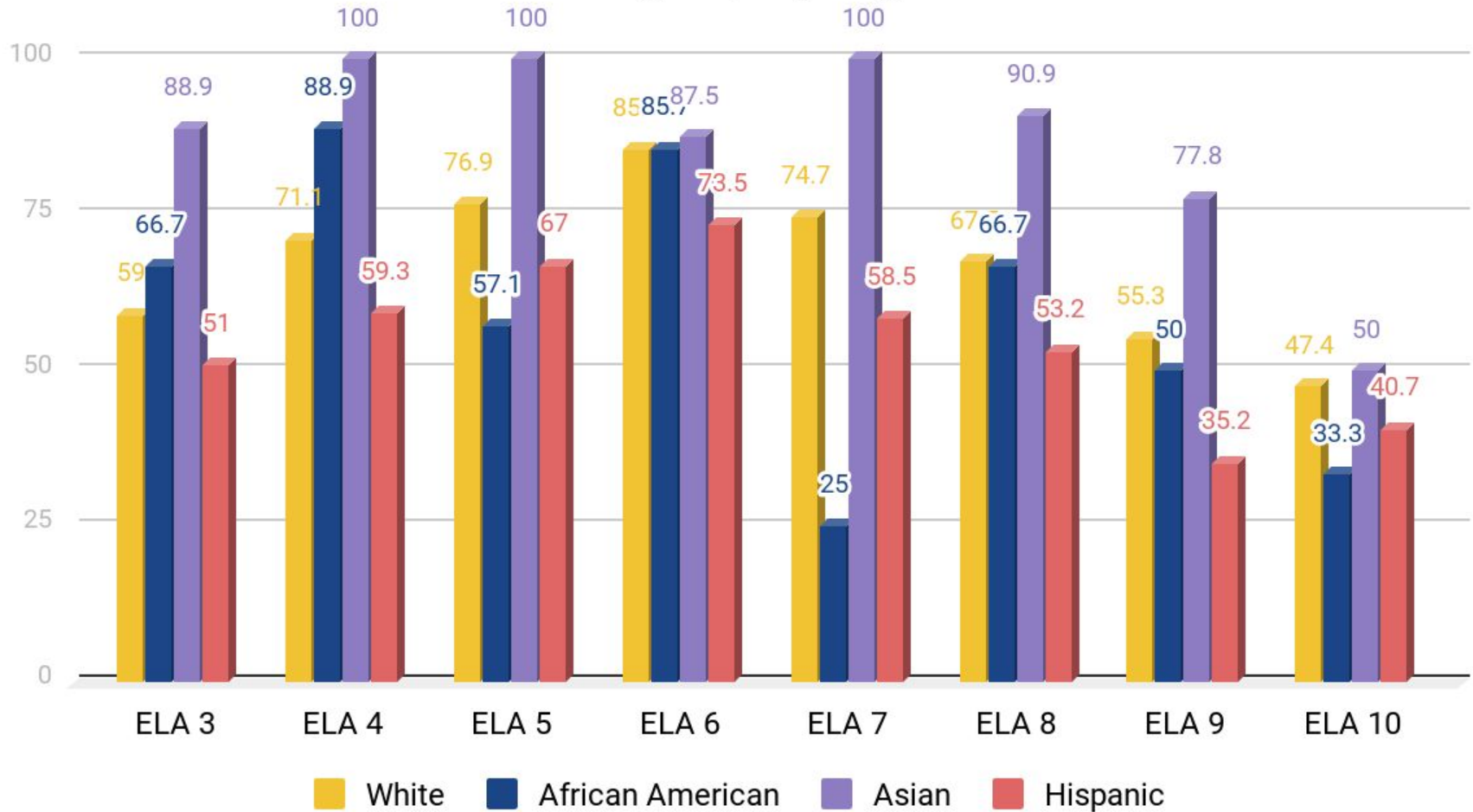
ELA Performance of Economically Disadvantaged Subgroup Over 4 Years



Math Performance of Economically Disadvantaged Subgroup Over 4 Years

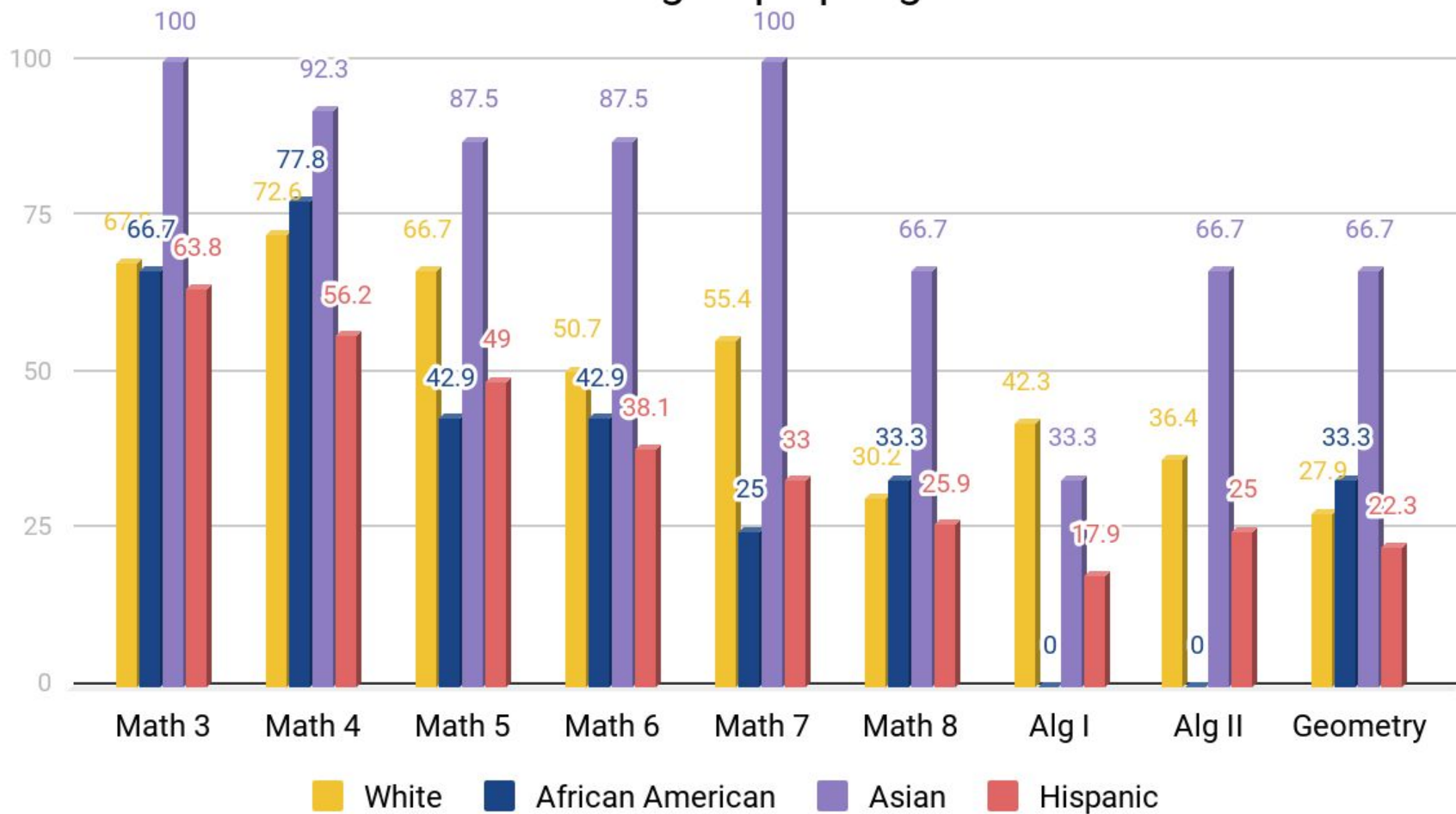


ELA Performance of Race Subgroup Spring 2019 NJSLA



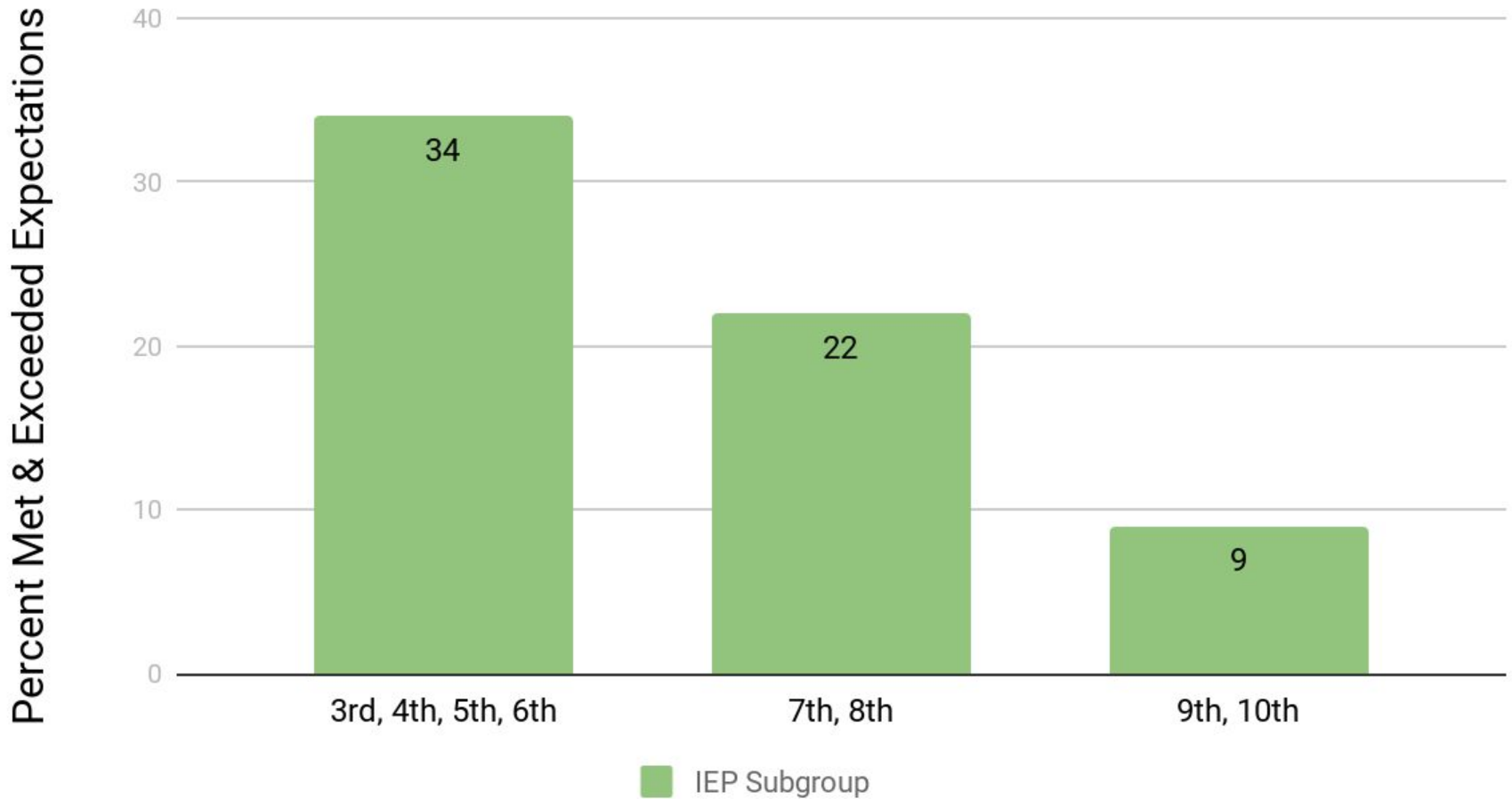
* Population sizes of Asian and African American students are N<10, therefore statistically insignificant.

Math Performance of Race Subgroup Spring 2019 NJSLA



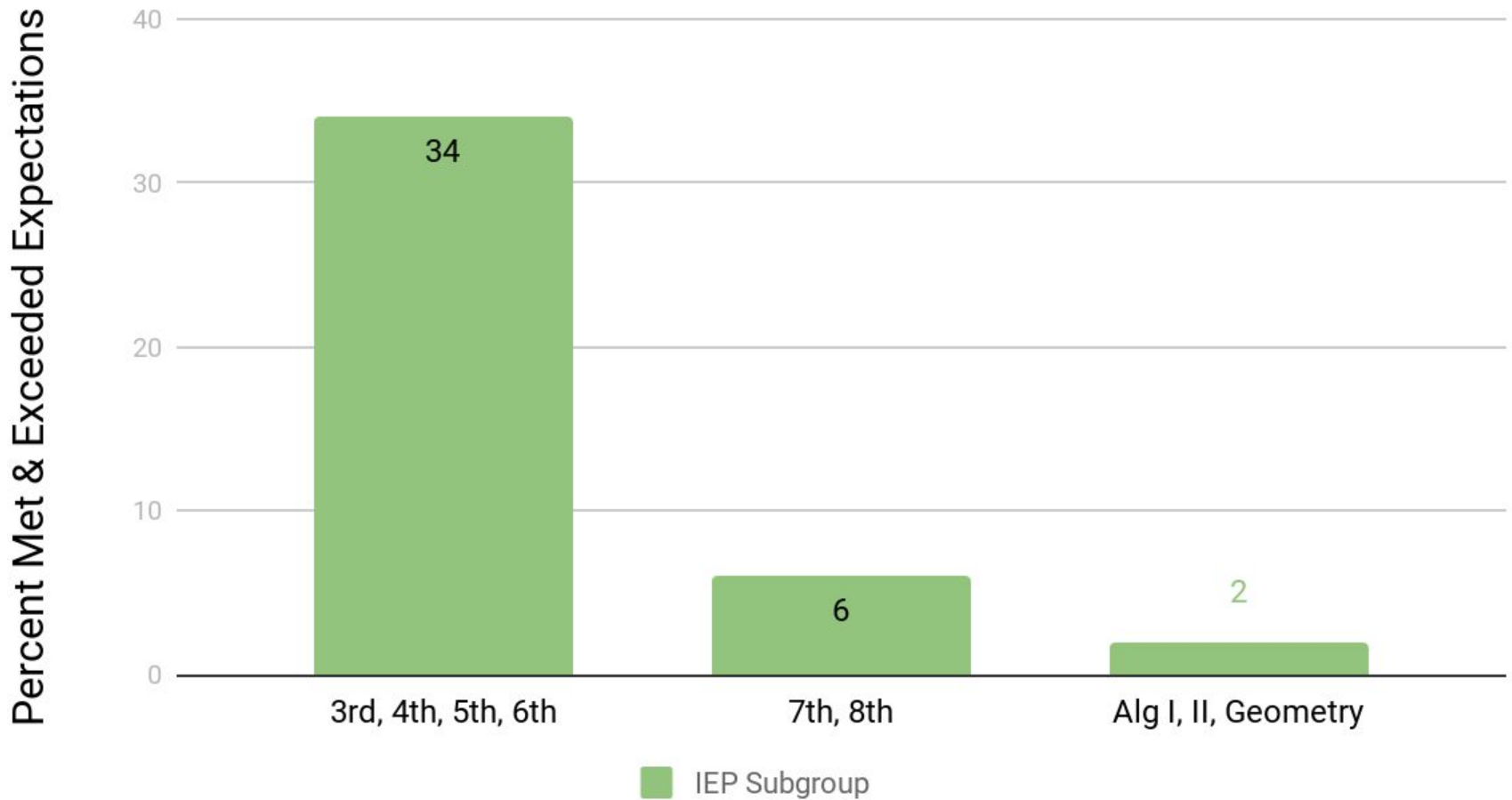
* Population sizes of Asian and African American students are N<10, therefore statistically insignificant.

ELA Performance of IEP Subgroup Spring 2019 NJSLA



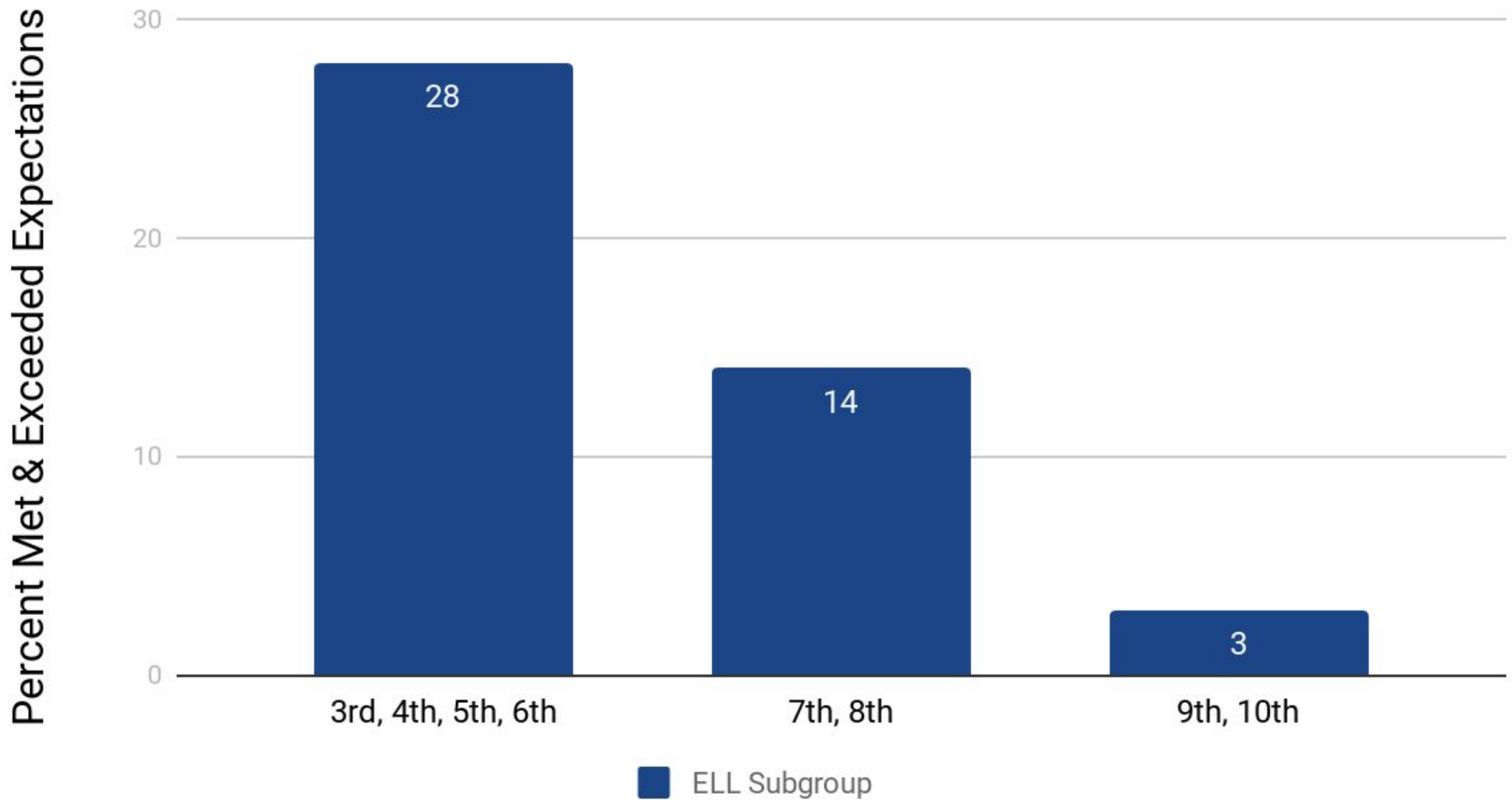
- Banding was done due to low populations in individual grades.
- Note: Students with 504 were included in the IEP population. This was done due to very low numbers and because accommodations were provided to both groups.

Math Performance of IEP Subgroup Spring 2019 NJSLA



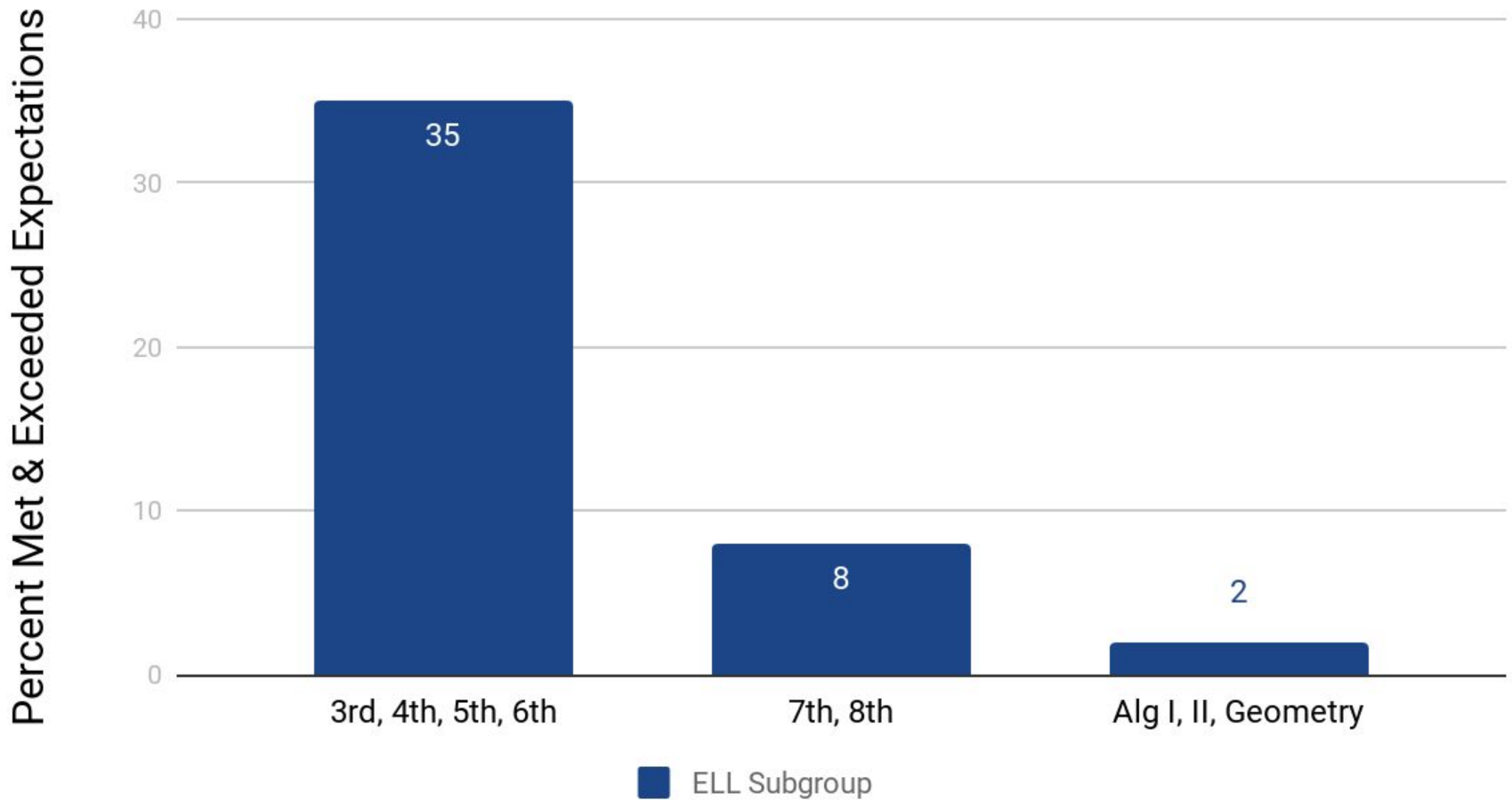
- Banding was done due to low populations in individual grades.
- Note: Students with 504 were included in the IEP population. This was done due to very low numbers and because accommodations were provided to both groups.

ELA Performance of ELL Subgroup Spring 2019 NJSLA



- Banding was done due to low populations in individual grades.
- Note: Students tested are in the second or third year of ESL education program. Typically many students are not classified as ELLs by the time they reach their fourth academic year.

Math Performance of ELL Subgroup Spring 2019 NJSLA



- Banding was done due to low populations in individual grades.
- Note: Students tested are in the second or third year of ESL education program. Typically many students are not classified as ELLs by the time they reach their fourth academic year.

Elementary Strategic Plan For Growth

- Educators will continue to use data as a springboard to assist in meeting the needs of all students to dig deeper into the scope and sequence of the curriculum - identifying and filling in the gaps in both ELA and Math.
- Educators have been empowered and are encouraged to participate in PLC's and Professional Development opportunities.
- Intensive support of Title I instruction through push-in or pull-out models continues. Collaboration among teachers is greatly encouraged.
- Conquer Math conferences continue to be a major part of our teacher professional development plans. Some grade levels are participating in Year 2 of the program, which will provide greater understanding of math standards.
- A coaching model has been adopted for all elementary grades. Highly capable ELA and math coaches will offer additional support to classroom teachers on a weekly basis.

Elementary Strategic Plan For Growth

- Professional development is being provided for cross-curricular subject areas, such as science and social studies, in an effort to more closely tie different curriculums under a more-encompassing ELA standards umbrella.
- The IXL math support program has been expanded for grades 2 through 8. This computer-based adaptive platform provides students with standards aligned formative assessment practice while providing educators with detailed data that will help focus and personalize instruction.
- Flocabulary and Membean programs are fully implemented in elementary grades to practice and build vocabulary and grammar skills.
- ELA and math committees have been created to discuss strategies for the future. These will involve administrators, coaches, and experienced teachers and will convene monthly to review progress and growth as the year advances.

Middle School ELA Plan of Action

- The Pearson Literacy textbook for grades 6th through 8th supports close reading and model curriculum writing assignments with units focused on the identified standard of greatest need: Reading and Informational Texts.
- Middle School teachers are working closely together to create cross-curricular writing assignments such as the upcoming November science research project that involves both science and ELA subjects.
- ELA and subject teachers, along with subject and district supervisors, are in discussions to find ways to better prepare students for Research Simulation Tasks outside of testing windows. These types of questions are found in all state tests and require certain strategies that we hope to provide our students during test preparation.
- Wordly Wise has been implemented into our curriculum at the start of the year to address that shortcoming in our test results.
- Scope Magazine is being used in classrooms for the first time this year in grade 7. This magazine utilizes print and digital components and multigenre articles to build reading, writing and thinking skills.

Middle School Mathematics Plan of Action

- A math committee is being created this year. This group will be tasked with taking a deep dive to understand the standards the students did not perform well on in last year's NJSLA-M, at all grade levels. We will be looking at specific areas to target to improve math performance.
- Middle School teachers are continuing with professional development at Conquer Math. This program is designed to help teachers better unpack math standards for instruction and provides valuable strategies on how to teach certain difficult standards.
- Pearson enVision 2.0 curriculum continues to be used across the district. We have seen student performance improve with the program's focus on NJSL skills. Since the curriculum builds on standards learned the previous year, students and teachers are now more familiar with the depth of understanding the program requires.
- Extra help continues to be offered daily and students are encouraged to attend.

Cliffside Park High School

ELA INTERVENTIONS

- Strengthen writing instruction and students' capacity for analysis within informational text identified as a building goal
- Departments identified standards in need of improvement in Science, Social Studies, and ELA - Created Departmental Goals
- Ongoing Benchmark Assessments to identify, target and reteach areas in need of improvement, focus instruction on identified standards
- Greater emphasis by supervisors to review lesson plans, ensuring key words from standards are a focus in lessons
- Silent reading with intentions to address theme, characterization, point of view, author's craft.
- Increase in journal and free writing to promote creativity, confidence, and organization of ideas
- Science, Career, History, and Health
 - Increase close reading and analysis of informational text.
 - Support from Media Specialist, English Supervisor, ELL Specialists
- Professional Development
 - Forty minute lesson design
 - Teach reading through skills
 - Providing student choice
 - Conferencing

Cliffside Park High School

Mathematics INTERVENTIONS

- Increase proficiency rates for Statewide Assessments, specifically Algebra I identified as a building goal
- Department identified standards in need of improvement in Pre-Algebra, Algebra I and Geometry
- Created Departmental Goals
- Focus instruction on identified standards
- Ongoing Benchmark Assessments to identify, target and reteach areas in need of improvement
- Professional development for staff, additional curriculum resources, refined math tracks, standard based assessments
- Create a culture of collaboration amongst subject area teachers
- Accommodations provided for ELLs
 - Assessments administered in home language
- Emphasis on academic language and subject-based vocabulary
- Conquer Mathematics Professional Development
 - Breaking down standards
 - Prioritizing major content and foundational skills
- Support from ELL Specialists

NJSLA - Science Narrative

The maiden 2019 NJSL - Science assessment scores were released at a much later date than the ELA or Math scores. This made it difficult to use the scores in a meaningful way to guide science instruction. Additionally, being the first administration of this test, there were no comparative measures that we could utilize to show growth. All of the above notwithstanding, the Cliffside Park School District has made concerted efforts to improve our science education.

The elementary and middle school grades adopted a new research-based science curriculum developed by Berkeley University called FOSS - Full Option Science System. The program is designed to teach students utilizing research methods in addition to direct instruction. We are hoping this will lead to marked improvements in our science scores.

At the high school level, inter-curricular activities between science and other disciplines has been a focus of our teachers. The STEM academy is also an important and growing aspect of our science education. Through this program we are introducing more of our students to careers in science and technology in an environment that foments growth at their pace.

Narrative Explaining the WIDA ACCESS 2.0 for ELLs Results

The NJDOE proposed a model to identify English Learner Proficiency (ELP) growth targets for English learners. Equal interval increases should occur each year so that all English learners meet proficiency within five years of entering a school district. The number of years for students to achieve proficiency varies based on the student's starting level of proficiency. As stated in the New Jersey ESSA plan, the WIDA ACCESS 2.0 for ELLs® exam is used to measure this growth over time.

Our WIDA ACCESS 2.0 for ELLs results are in the following slides. Students who are banded in levels 1 - 3 are also referred to as students with “entering” through “developing” levels of English. Students banded in levels 4 - 6 are referred to as “expanding” through “reaching”. Within the last two testing cycles, our population is approximately 80% “entering” through “developing”. Fortunately, because of the targeted ESL and bilingual instruction throughout the district, our English Language Learners acquire an increasing amount of academic language throughout their schooling.

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Further analysis of our results led us to determine that the students achieve their highest scores within the reading and listening components of the assessment. We adjusted our curriculum to increase our English learners' writing and speaking opportunities. The elementary schools have increased the amount of grades who receive the *Spotlight on English* curriculum and the middle school now uses the *Milestones* curriculum, in order to align with the high school ESL curriculum.

The scores between 2017 and 2018 are nearly identical, despite the fact there was a 27% increase in the number of students tested from 2017 to 2018. This signals that we are moving the students toward English proficiency at the educationally ideal rate, regardless of the amount of students in our program.

In order to further align our instruction with the assessment, our district ordered the WIDA Model Online assessment as a mid-year benchmark, allowing us to adjust our instruction to benefit the students. This will also provide practice for students to take the test on the computer as they will be expected to do in the spring.

2019 ACCESS English Language Proficiency Test Results

	K and 1st	2nd & 3rd	4th & 5th	6th, 7th & 8th	9th, 10th, 11th & 12th
Total Tested	72	63	31	47	194
ELP 1-3	83%	75%	39%	85%	76%
ELP 4-6	17%	18%	61%	15%	23%

- By the end of the academic year when testing occurred, the majority of students in ELP levels 4-6 exited the program.
- Due to variations in tested students and averaging of averages, percent totals will not add up to 100%.
- Cliffside Park School District uses multiple measures of assessment, in addition to WIDA ACCESS 2.0, to determine English proficiency.

2018 ACCESS English Language Proficiency Test Results

	K and 1st	2nd & 3rd	4th & 5th	6th, 7th & 8th	9th, 10th, 11th & 12th
Total Tested	81	44	26	46	197
ELP 1-3	78%	66%	73%	83%	83%
ELP 4-6	17%	20%	27%	17%	16%

- By the end of the academic year when testing occurred, the majority of students in ELP levels 4-6 exited the program.
- Due to variations in tested students and averaging of averages, percent totals will not add up to 100%.
- Cliffside Park School District uses multiple measures of assessment, in addition to WIDA ACCESS 2.0, to determine English proficiency.

2017 ACCESS English Language Proficiency Test Results

	K and 1st	2nd & 3rd	4th & 5th	6th, 7th & 8th	9th, 10th, 11th & 12th
Total Tested	100	48	27	57	155
ELP 1-3	65%	58%	59%	75%	81%
ELP 4-6	15%	21%	41%	25%	18%

- By the end of the academic year when testing occurred, the majority of students in ELP levels 4-6 exited the program.
- Due to variations in tested students and averaging of averages, percent totals will not add up to 100%.
- Cliffside Park School District uses multiple measures of assessment, in addition to WIDA ACCESS 2.0, to determine English proficiency.

2016 ACCESS English Language Proficiency Test Results

	K and 1st	2nd & 3rd	4th & 5th	6th, 7th & 8th	9th, 10th, 11th & 12th
Total Tested	86	27	27	44	121
ELP 1-3	63%	33%	44%	77%	56%
ELP 4-6	37%	67%	56%	23%	44%

- By the end of the academic year when testing occurred, the majority of students in ELP levels 4-6 exited the program.
- Due to variations in tested students and averaging of averages, percent totals will not add up to 100%.
- Cliffside Park School District uses multiple measures of assessment, in addition to WIDA ACCESS 2.0, to determine English proficiency.