West Orange Public Schools

NJGPA & ACCESS
Spring 2025 Administration

August 2025

West Orange Board of Education
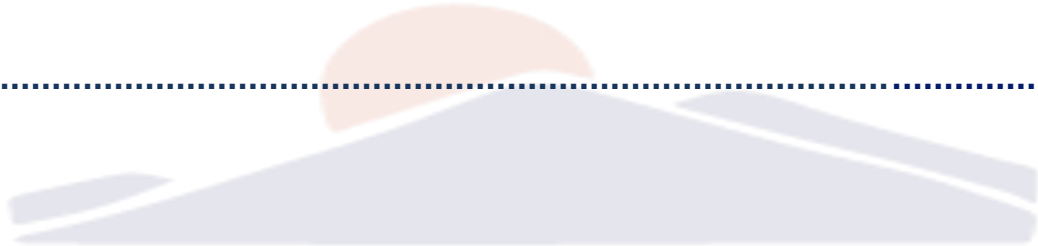
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Dr. Robert Ivker…..**Board Vice-President**

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Maria Vera…...**Board Member**

Dia Bryant…..**Board Member**

West Orange Central Office Administration

Hayden Moore…………...Superintendent

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English Language Arts 6-12
Victor Alcindor, Supervisor

Mathematics 6-12
Emad AbuHakmeh, Supervisor

English as a Second Language K-12
Felix Plata, Supervisor

Special Education, K-12
Dawn Ribeiro, Supervisor

Supervisors
Spring 2025

High School
Graduation Assessment Requirements

Beginning with the Class of 2024, all New Jersey High School students must take a graduation proficiency assessment in order to meet graduation requirements, including but not limited to credit, curriculum and attendance requirements.

➔ The New Jersey Graduation Proficiency Assessment (NJGPA) is the State required graduation proficiency assessment.
➔ The NJGPA is administered to all 11th grade students in ELA and Math in early March.

If after taking the NJGPA in grade 11, students did not demonstrate proficiency by passing the ELA or Math components, students may meet graduation requirements via two alternate pathways.

First Pathway: **NJGPA**

Second Pathway: **Menu of Alternate Competency Tests**

Third Pathway: **Portfolio Appeals**

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First Pathway: NJGPA

ELA	Mathematics
New Jersey Graduation Proficiency Assessment ELA ≥ 725 (Graduation Ready)	**New Jersey Graduation Proficiency Assessment Mathematics ≥ 725 (Graduation Ready)**

➔ The NJGPA includes content aligned to:
- ◆ ELA: Grade 10 Student Learning Standards
- ◆ Math: Algebra 1 and Geometry Standards

➔ Students who take but do not meet the minimum required score on each component of the assessment will have the opportunity to:
- ◆ Retake the ELA and/or Math components in the Fall of 2025
- ◆ Meet the graduation proficiency assessment requirement via an alternate pathway

➔ A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

Second Pathway: Menu of Substitute Competency Tests

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

Third Pathway: Portfolio Appeals

Any grade 12 student in the Class of 2026 who has not yet met the high school graduation assessment requirement may do this through the portfolio appeals process by demonstrating competency in Constructed Response Tasks (CRTs) as evidence by:

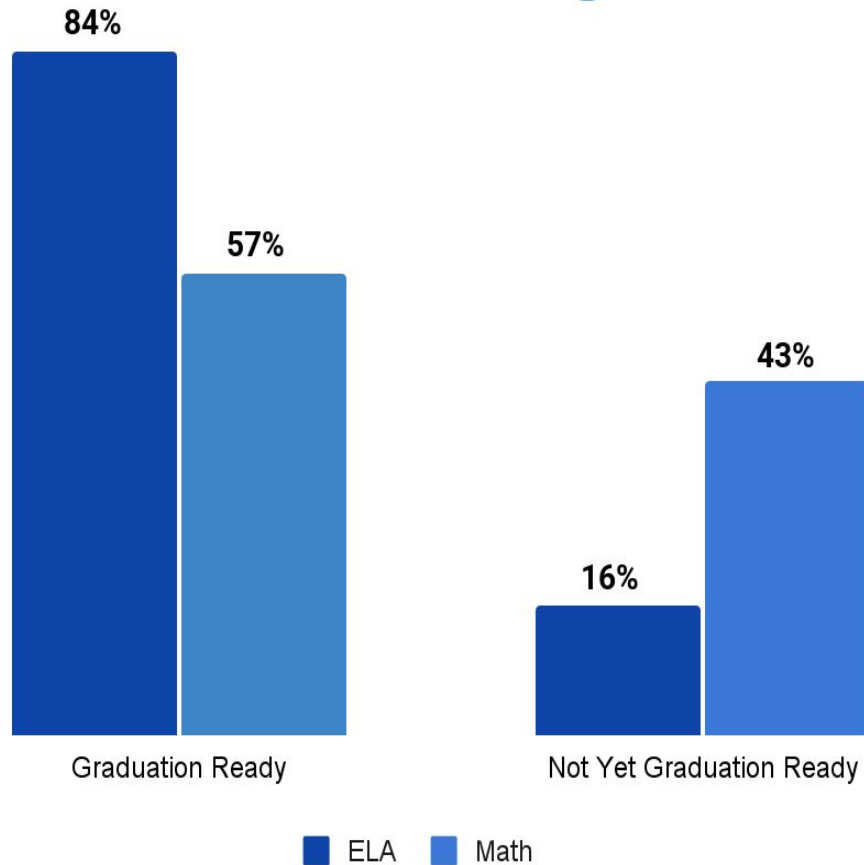| ELA	Math
• Two grade-level reading passages (one literary and one informational) as well as associated items that demonstrate a student's comprehension (i.e., multiple-choice items and short constructed responses to open-ended questions). • Writing that includes at least two of the three types required by the NJSLS - ELA (i.e., informative/explanatory, argument, narrative).	• **Expressing Mathematical Reasoning:** Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements. • **Modeling:** Apply knowledge and skills to solve real-world problems, engaging particularly in the modeling practice and, where appropriate, making sense and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically and making use of structure.

Class of 2026
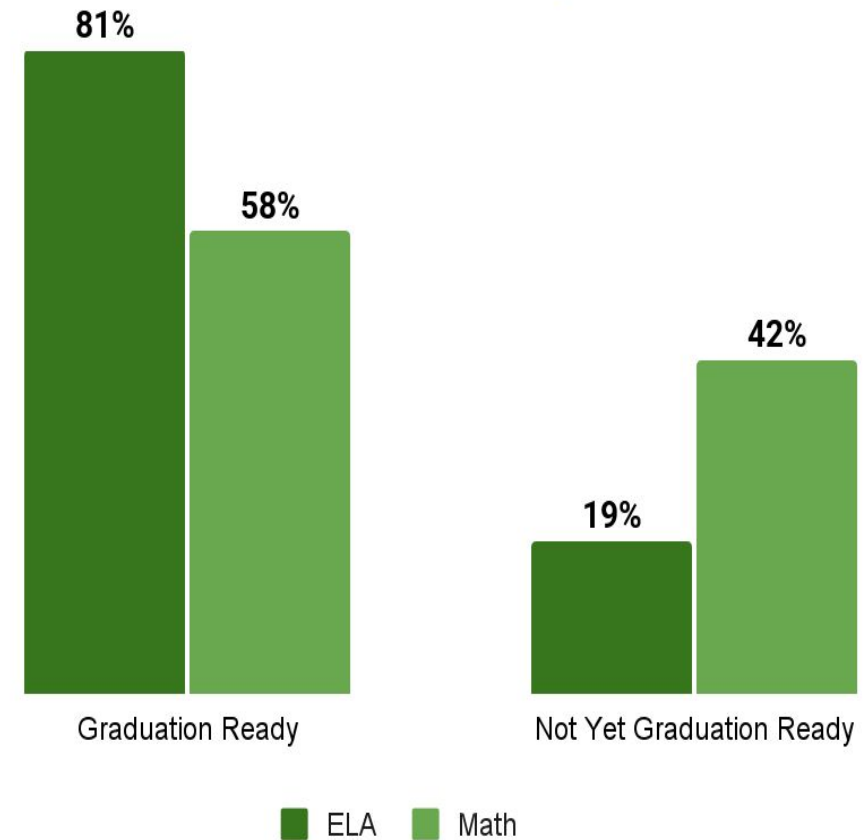# District / State Comparison (NJGPA Spring 2025)

West Orange

- Graduation Ready: ELA 84%, Math 57%
- Not Yet Graduation Ready: ELA 16%, Math 43%

New Jersey

- Graduation Ready: ELA 81%, Math 58%
- Not Yet Graduation Ready: ELA 19%, Math 42%

Legend: ELA, Math

NJGPA West Orange Performance Spring 2023, 2024, 2025

NJGPA Graduation Ready Percentages

ELA: 85% (2023), 89% (2024), 84% (2025)
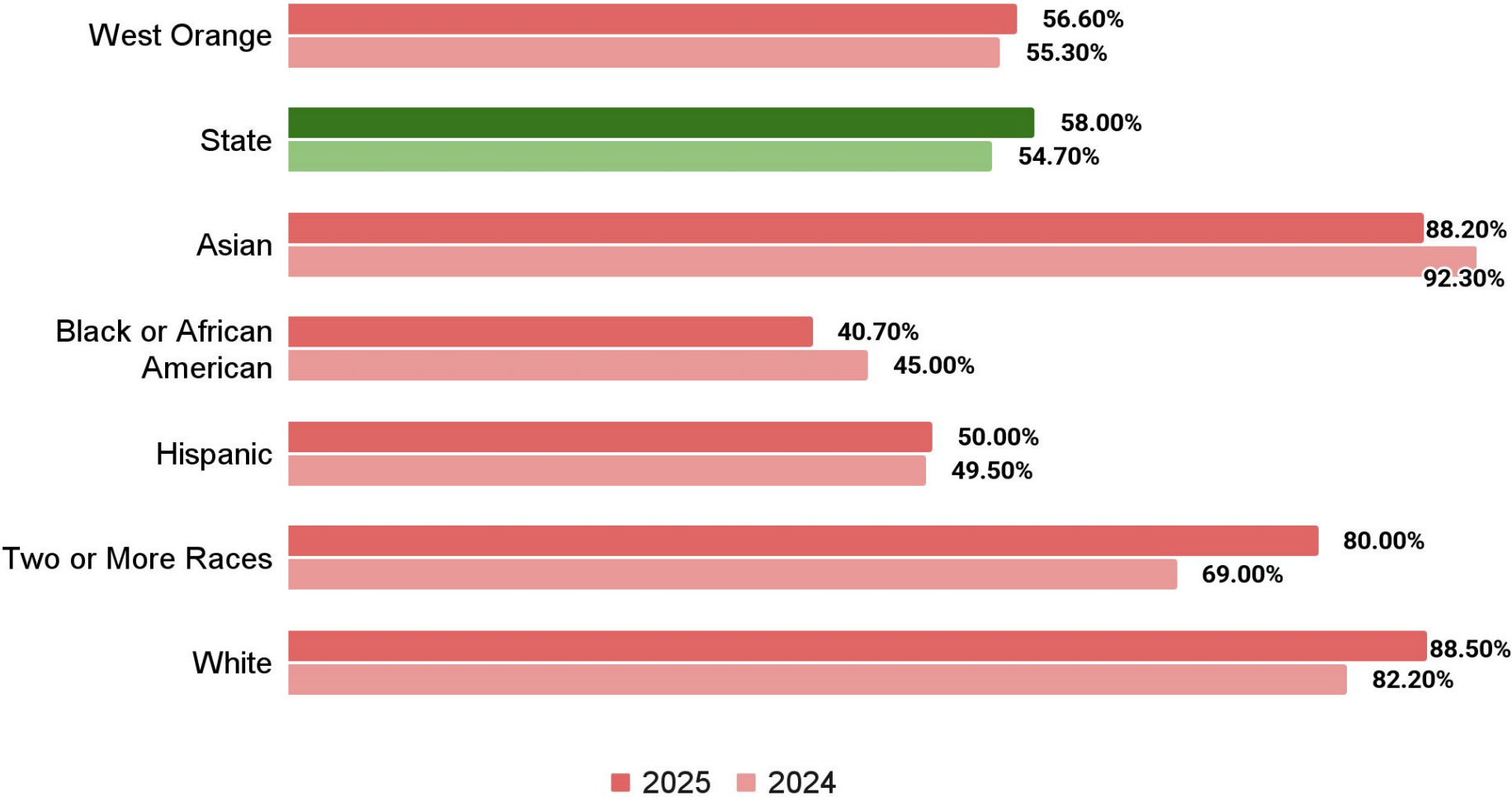Math: 49% (2023), 55% (2024), 57% (2025)
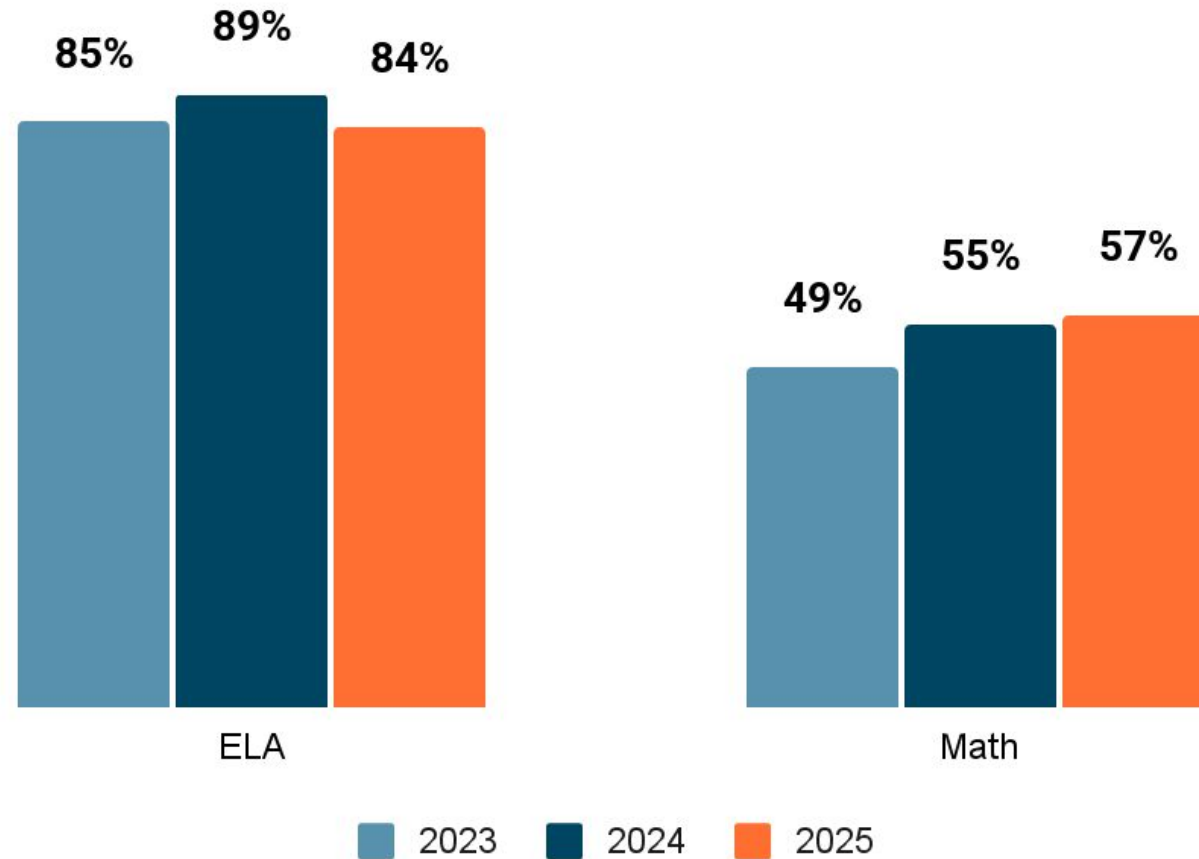
NJGPA District Performance by Ethnicity / Race
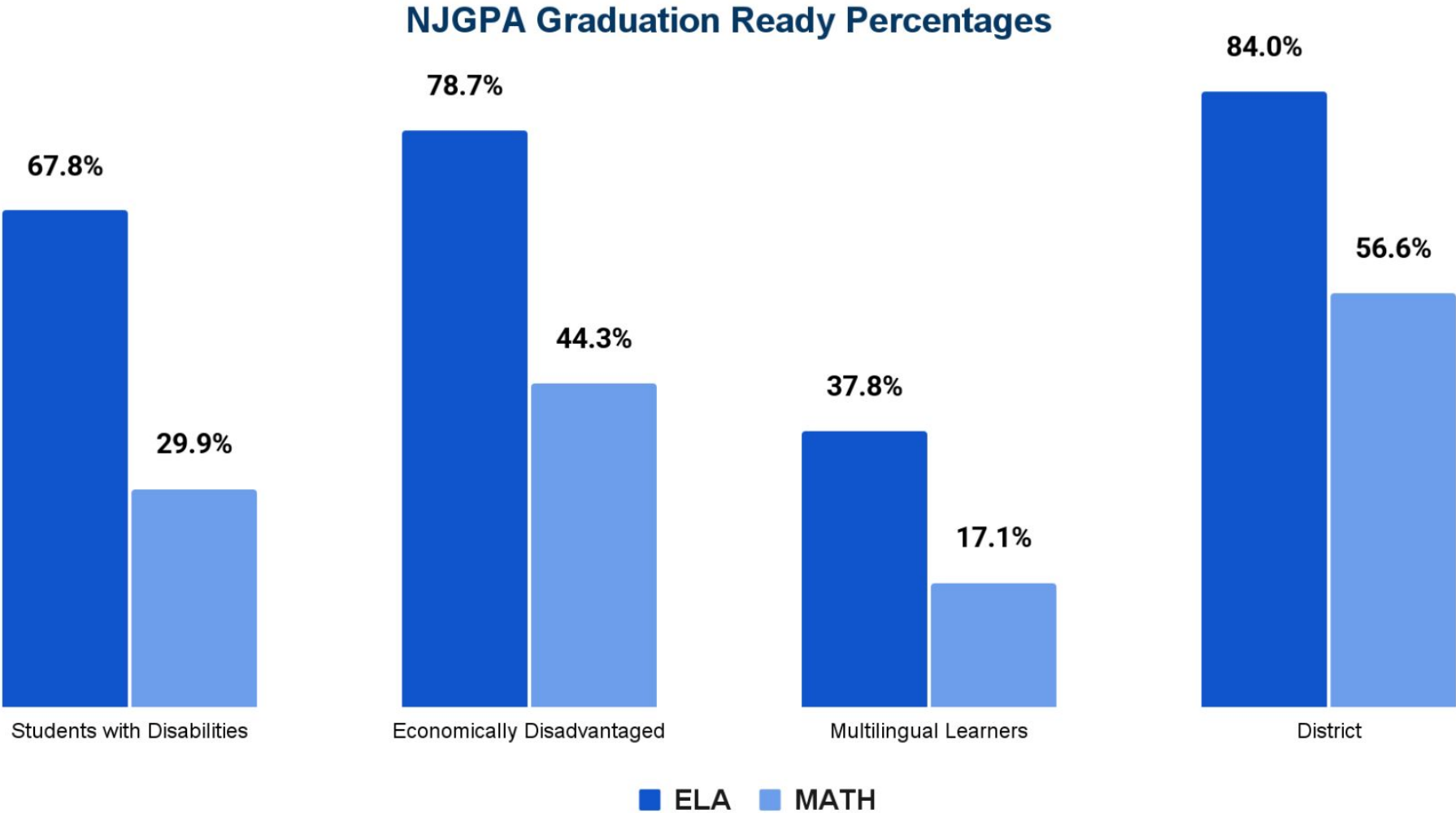ELA Spring 2024, 2025: 2 Year Comparison

NJGPA District Performance by Ethnicity / Race
Math Spring 2024, 2025: 2 Year Comparison

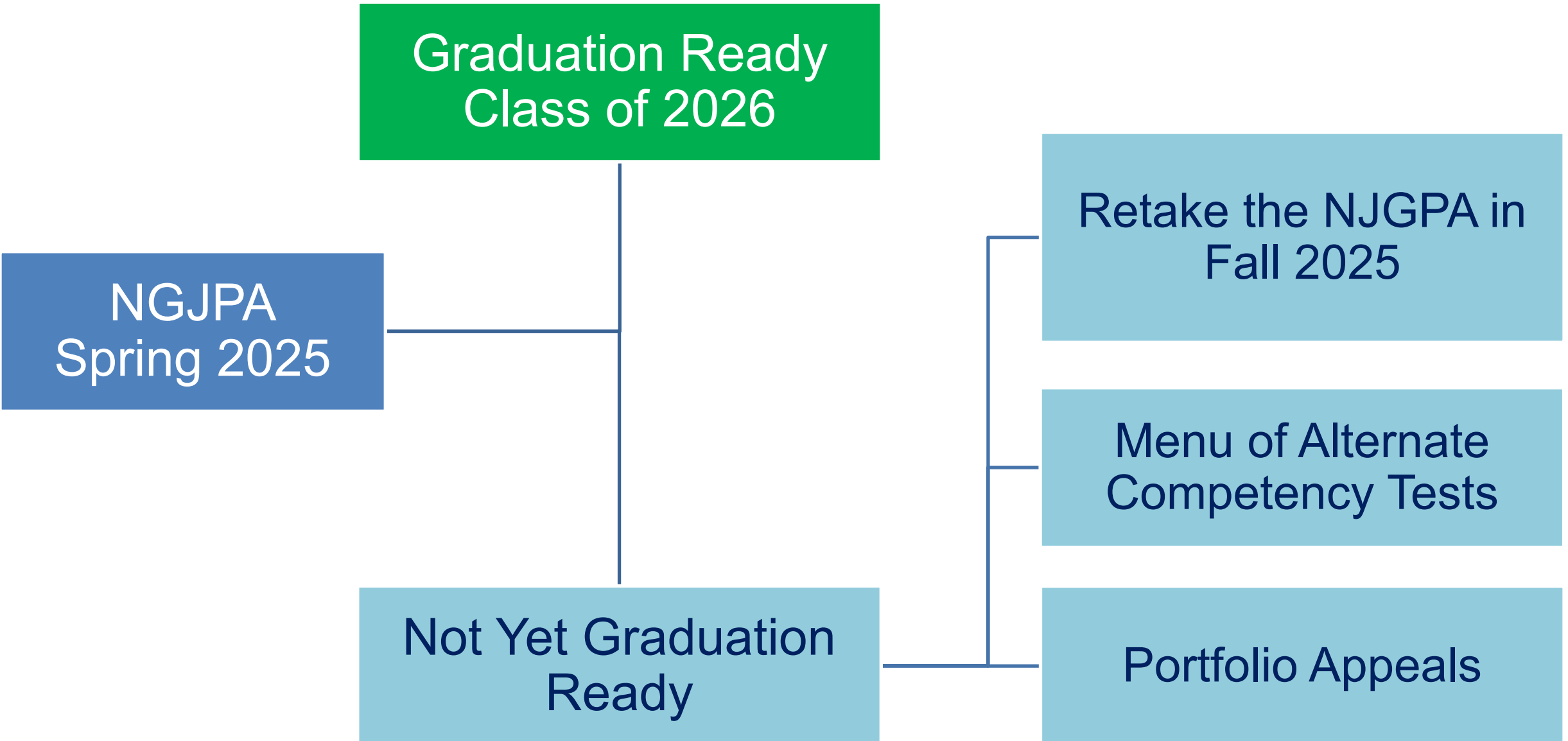NJGPA District Performance by Demographic
ELA, Math Spring 2025

Next Steps

Next Steps

June and July 2025	School counselors reviewed NJGPA data, identified students not meeting the NJGPA requirements, and notified families by way of ISR and parent letter.
August 2025	School counselors will review NJGPA data and identify students meeting the NJGPA requirements via Pathway 2 • PSAT, ACT, SAT
September 2025	Special Education Department will review NJGPA data to identify students exempt from meeting the NJGPA requirements
September 2025	Parent letters to inform students did not meet NJGPA and requirements
Fall 2025	Supports and intervention strategies to be presented as part of the NJ State Assessment Presentation
October 6-10, 2025	Fall 2025 NJGPA Window
January 2026	Portfolio process begins

Graduation Assessment Pathways

Graduation Ready Class of 2026

NGJPA Spring 2025

Not Yet Graduation Ready

Retake the NJGPA in Fall 2025

Menu of Alternate Competency Tests

Portfolio Appeals

ACCESS for ELLs

**Spring 2025
Grades K-12**

Levels of English Language Proficiency
Performance Definitions, Grades K-12

At the given level of English language proficiency, English Language Learners will process, understand, produce, or use:

Level	Definitions
6 Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

ACCESS for ELLs K-5: District Frequency Report 2025

Proficiency Level	Listening (244)	Speaking (241)	Reading (240)	Writing (242)	Overall (236)
1- Entering	11%	9%	29%	14%	14%
2- Emerging	10%	33%	20%	18%	25%
3- Developing	19%	32%	20%	48%	34%
4- Expanding	7%	15%	6%	17%	17%
5- Bridging	14%	6%	12%	2%	8%
6- Reaching	39%	6%	13%	0%	2%

**K-5 Total Tested
245**

ACCESS for ELLs 6-12: District Frequency Report 2025

Proficiency Level	Listening (221)	Speaking (221)	Reading (219)	Writing (220)	Overall (219)
1- Entering	12%	24%	20%	10%	13%
2- Emerging	15%	27%	31%	24%	24%
3- Developing	19%	42%	20%	51%	42%
4- Expanding	15%	6%	7%	15%	18%
5- Bridging	17%	1%	12%	0%	2%
6- Reaching	21%	0%	11%	0%	0%

6-12 Total Tested
222

Programmatic Implementations and Professional Development

- K-12 ESL teachers will participate in professional development on the use of data, instructional resources, guided reading and guided writing to target specific student reading and writing outcomes. The Fast ForWord and iReady reading programs are included in this professional development.

- Grades K-12 Fast ForWord and iReady reading program and resources are embedded in ESL instruction to support differentiation of literacy instruction.

- Grades 9-12 ML after school tutorial program will support students in literacy and language development in ESL, Math, Science and Social Studies.

- Grades 9-12 - Implementation of Rosetta Stone Online program will be utilized to support differentiation of language development across 4 domains of Listening, Speaking, Reading, and Writing.

- Sheltered English Instruction and Language Acquisition Professional Development for General Education teachers in the content areas.

THANK YOU!