2025 Student Testing Data

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What is the purpose of Standardized Testing?

Standardized testing serves several key functions:

- **Measuring Student Learning:** It provides a consistent way to measure what students know and can do relative to state standards or national benchmarks.
- **Equity Lens:** Because all students take the same assessment, it creates a common reference point for comparing achievement across schools, subgroups, or districts. This can highlight gaps in access, opportunity, or instruction.
- **Accountability & Compliance:** State and federal requirements (e.g., ESSA) use standardized tests as one measure of school performance.
- **Program Evaluation:** Results can help districts evaluate the effectiveness of curricula, interventions, and instructional practices.

ALLAMUCHY
WOLVES

But…there is much more to 21st century education

For a **progressive school district** that values innovation, whole-child development, and equity, standardized test data is not the *end goal* but part of a **larger evidence base**:

1. **Triangulation of Data**
   - Standardized tests offer summative "point-in-time" snapshots. Progressive districts **balance** this with formative assessments, performance tasks, portfolios, and teacher-created measures to form a **comprehensive picture of student learning**.
2. **Identifying Trends, Not Labels**
   - Rather than labeling students by scores, progressive schools use the data to identify instructional strengths and systemic gaps in order to inform curriculum review.
3. **Driving Equity-Oriented Decisions**
   - Disaggregating results by subgroup (e.g., ML, special education, socioeconomic status) ensures the district targets support where needed most so we can inform equitable allocation of resources, intervention programs, and professional development priorities.
4. **Monitoring Progress Over Time**
   - Longitudinal data helps leaders see whether initiatives (like MTSS, SEL integration, or curriculum revisions) are improving outcomes.
5. **Transparent Communication with Stakeholders**
   - Sharing results with parents, teachers, and the community in **accessible, contextualized ways**, progressive districts emphasize *growth and learning narratives* rather than raw scores alone.

English Language Arts
2024 vs 2025

	% Not meeting Expectations (Level 1)		% Partially Meeting Expectations (Level 2)		% Approaching Expectations (Level 3)		% Meeting Expectations (Level 4)		% Exceeding Expectations (Level 5)		Change in Level 1 & 2 (2024-2025)	Change in Level 4 & 5 (2024-2025)
Grade	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025		
3	0	12.2	19.6	9.8	32.6	46.3	45.7	29.3	2.2	2.4	-2.4	-16.2
4	6.9	6.4	13.8	31.9	48.3	21.3	27.6	38.3	3.4	2.1	-17.6	9.4
5	14	14.8	20.9	22.2	25.6	33.3	37.2	29.6	2.3	0	-2.1	-9.9
6	5.6	18.2	16.7	6.8	31.5	27.3	40.7	43.2	5.6	4.5	-2.7	1.4
7	7.3	4.2	2.4	10.4	19.5	22.9	53.7	45.8	17.1	16.7	-4.9	-8.3
8	5.7	2.3	9.4	0	28.3	11.6	35.8	51.2	20.8	32.6	12.8	27.2

English Language Arts
ATS vs. NJ

	% Not meeting Expectations (Level 1)			% Partially Meeting Expectations (Level 2)			% Approaching Expectations (Level 3)			% Meeting Expectations (Level 4)			% Exceeding Expectations (Level 5)			% Met or Exceeded Expectations AES vs NJ
Grade	NJ	ASD		NJ	ASD		NJ	ASD		NJ	ASD		NJ	ASD		
3	19	12.2	6.8	16	9.8	6.2	20.1	46.3	-26.2	37	29.3	-7.7	7.9	2.4	-5.5	**-13.2**
4	13.6	6.4	7.2	13.2	31.9	-18.7	19.7	21.3	-1.6	37.8	38.3	0.5	15.8	2.1	-13.7	**-13.2**
5	13.2	14.8	-1.6	13.3	22.2	-8.9	20.8	33.3	-12.5	41.4	29.6	-11.8	11.3	0	-11.3	**-23.1**
6	10.6	18.2	-7.6	12.7	6.8	5.9	20.6	27.3	-6.7	41.4	43.2	1.8	14.7	4.5	-10.2	**-8.4**
7	12.3	4.2	8.1	11.2	10.4	0.8	19.5	22.9	-3.4	31.9	45.8	13.9	25.1	16.7	-8.4	**5.5**
8	12.9	2.3	10.6	11.9	0	11.9	18.1	11.6	6.5	36.4	51.2	14.8	20.7	32.6	11.9	**26.7**

English Language Arts
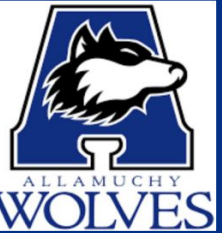# Gr 3 - 5 Demographic

	2025 # Tested	% Not meeting Expectations (Level 1)	% Partially Meeting Expectations (Level 2)	% Approaching Expectations (Level 3)	% Meeting Expectations (Level 4)	% Exceeding Expectations (Level 5)
Female	57	5.3%	14.0%	38.6%	38.6%	3.5%
Male	58	15.5%	29.3%	27.6%	27.6%	0.0%
Hispanic	22	13.6%	31.8%	27.3%	27.3%	0.0%
Asian	*	*	*	*	*	*
Black	*	*	*	*	*	*
White	68	8.8%	20.6%	36.8%	30.9%	2.9%
Two or More Races	15	6.7%	13.3%	26.7%	53.3%	0.0%
Econ Disadv	10	10.0%	40.0%	30.0%	20.0%	0.0%
IEP	24	41.7%	16.7%	29.2%	12.5%	0.0%
504	*	*	*	*	*	*
MLL	*	*	*	*	*	*

English Language Arts
Gr 6 - 8 Demographic

	2025 # Tested	% Not meeting Expectations (Level 1)	% Partially Meeting Expectations (Level2)	% Approaching Expectations (Level 3)	% Meeting Expectations (Level 4)	% Exceeding Expectations (Level 5)
Female	60	5.0%	3.3%	15.0%	48.3%	28.3%
Male	75	10.7%	9.3%	25.3%	45.3%	9.3%
Hispanic	22	4.5%	13.6%	31.8%	40.9%	9.1%
Asian	*	*	*	*	*	*
Black	13	7.7%	7.7%	30.8%	46.2%	7.7%
White	85	8.2%	3.5%	17.6%	50.6%	20.0%
Two or More Races	11	18.2%	9.1%	18.2%	36.4%	18.2%
Econ Disadv	19	5.3%	21.1%	21.1%	42.1%	10.5%
IEP	22	31.8%	18.2%	18.2%	31.8%	0.0%
504	13	15.4%	0.0%	23.1%	46.2%	15.4%
MLL	*	*	*	*	*	*

Mathematics
2024 vs 2025

Grade	% Not meeting Expectations (Level 1)		% Partially Meeting Expectations (Level 2)		% Approaching Expectations (Level 3)		% Meeting Expectations (Level 4)		% Exceeding Expectations (Level 5)		Change in Level 1 & 2 (2024-2025)	Change in Level 4 & 5 (2024-2025)
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025		
3	2.2	9.8	6.5	4.9	21.7	24.4	54.3	48.8	15.2	12.2	-6	-8.5
4	6.9	6.4	10.3	12.8	41.4	46.8	37.9	27.7	3.4	6.4	-2	-7.2
5	9.3	14.8	41.9	33.3	20.9	25.9	27.9	25.9	0	0	3.1	-2
6	11.1	18.2	22.2	18.2	33.3	27.3	29.6	34.1	3.7	2.3	-3.1	3.1
7	2.4	6.3	7.3	10.4	41.5	39.6	46.3	31.3	2.4	12.5	-7	-4.9
8	22.6	5	38.7	25	19.4	55	16.1	10	3.2	0	31.3	-9.3
Algebra I	0	0	0	0	4.5	13	86.4	82.6	9.1	4.3	0	-8.6

ALLAMUCHY WOLVES

Mathematics
ATS vs. NJ

Grade	% Not meeting Expectations (Level 1)			% Partially Meeting Expectations (Level2)			% Approaching Expectations. (Level 3)			% Meeting Expectations (Level 4)			% Exceeding Expectations (Level 5)			% Met or Exceeded Expectations AES vs NJ
	NJ	ASD		NJ	ASD		NJ	ASD		NJ	ASD		NJ	ASD		
3	10.3	9.8	0.5	16.2	4.9	11.3	23.8	24.4	-0.6	37	48.4	11.4	12.8	12.2	-0.6	10.8
4	9.4	6.4	3	19.3	12.8	6.5	24.6	46.8	-22.2	39	27.7	-11.3	7.7	6.4	-1.3	-12.6
5	11	14.8	-3.8	18.5	33.3	-14.8	26.3	25.9	0.4	34.1	25.9	-8.2	10.1	0	-10.1	-18.3
6	11.3	18.2	-6.9	22.7	18.2	4.5	26.2	27.3	-1.1	31	34.1	3.1	8.8	2.3	-6.5	-3.4
7	10.3	6.3	4	20.5	10.4	10.1	30.5	39.6	-9.1	31.6	31.3	-0.3	7.2	12.5	5.3	5
8	30.2	5	25.2	26.6	25	1.6	22.5	55	-32.5	19.6	10	-9.6	1.1	0	-1.1	-10.7
Algebra I	13.1	0	13.1	25.8	0	25.8	23.2	13	10.2	31.3	82.6	51.3	6.6	4.3	-2.3	49

Mathematics
Gr 3 - 5 Demographic

	2025 # Tested	% Not meeting Expectations (Level 1)	% Partially Meeting Expectations (Level 2)	% Approaching Expectations (Level 3)	% Meeting Expectations (Level 4)	% Exceeding Expectations (Level 5)
Female	57	3.5%	17.5%	40.4%	35.1%	3.5%
Male	58	15.5%	12.1%	27.6%	34.5%	10.3%
Hispanic	22	13.6%	18.2%	27.3%	27.3%	13.6%
Asian	*	*	*	*	*	*
Black	*	*	*	*	*	*
White	68	8.8%	16.2%	41.2%	29.4%	4.4%
Two or More Races	15	0.0%	6.7%	26.7%	60.0%	6.7%
Econ Disadv	10	20.0%	20.0%	20.0%	40.0%	0.0%
IEP	24	33.3%	12.5%	29.2%	20.8%	4.2%
504	*	*	*	*	*	*
MLL	*	*	*	*	*	*

Mathematics
Gr 6 - 8 Demographic

	2025 # Tested	% Not meeting Expectations (Level 1)	% Partially Meeting Expectations (Level 2)	% Approaching Expectations (Level 3)	% Meeting Expectations (Level 4)	% Exceeding Expectations (Level 5)
Female	60	3.3%	13.3%	38.3%	43.3%	1.7%
Male	75	14.7%	13.3%	29.3%	34.7%	9.3%
Hispanic	22	9.1%	31.8%	22.7%	31.8%	4.5%
Asian	*	*	*	*	*	*
Black	13	7.7%	7.7%	38.5%	38.5%	7.7%
White	85	8.2%	10.6%	36.5%	37.6%	7.1%
Two or More Races	11	18.2%	0.0%	27.3%	54.5%	0.0%
Econ Disadv	19	0.0%	31.6%	42.1%	21.1%	5.3%
IEP	22	36.4%	27.3%	31.8%	4.5%	0.0%
504	13	7.7%	15.4%	53.8%	15.4%	7.7%
MLL	*	*	*	*	*	*

Science
2024 vs 2025

	% Below Proficient (Level 1)		% Near Proficient (Level2)		% Proficient (Level 3)		% Advanced Proficient (Level 4)		Change in Level 1 & 2 (2024-2025)	Change in Level 3 & 4 (2024-2025)
Grade	2024	2025	2024	2025	2024	2025	2024	2025		
5	30.2	14.8	30.2	66.7	32.6	7.4	7	11.1	**-21.1**	**-21.1**
8	20.8	7	50.9	67.4	22.6	16.3	5.7	9.3	**-2.7**	**-2.7**

Science
ATS vs. NJ

Grade	% Below Proficient (Level 1)			% Near Proficient (Level2)			% Proficient (Level 3)			% Advanced Proficient (Level 4)			% Proficient or Advanced Proficient AES vs NJ
	NJ	ASD		NJ	ASD		NJ	ASD		NJ	ASD		
5	30.6	14.8	15.8	39.3	66.7	-27.4	22.2	7.4	-14.8	7.9	11.1	3.2	**-11.6**
8	33.8	7	26.8	47.2	67.4	-20.2	14.1	16.3	2.2	4.9	9.3	4.4	**6.6**

Science
Gr 5&8 Demographic

	2025 # Tested	% Below Proficient (Level 1)	% Near Proficient (Level2)	% Proficient (Level 3)	% Advanced Proficient (Level 4)
Female	35	11.4%	62.9%	14.3%	11.4%
Male	37	8.1%	67.6%	10.8%	8.1%
Hispanic	13	23.1%	61.5%	7.7%	7.7%
Asian	*	*	*	*	*
Black	*	*	*	*	*
White	44	6.8%	68.2%	11.4%	9.1%
Two or More Races	*	*	*	*	*
Econ Disadv	*	*	*	*	*
IEP	12	25.0%	66.7%	0.0%	0.0%
504	*	*	*	*	*
MLL	*	*	*	*	*

Allamuchy Township School District also administered the following standardized assessments, but since the administration population was less than ten (10) student results are not reported to protect student confidentiality.

- ***WIDA ACCESS 2.0*** - Used to assess language growth for MLs
- ***Dynamic Learning Map*** - Used to as an alternative assessment to evaluate learning progress for students with the most significant cognitive disabilities

Data from these assessments is still used to evaluate instructional programming.

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Next Steps

District Goal #2

The district will evaluate and strengthen curriculum, instructional practices, and assessment systems through the lens of a Multi-Tiered System of Supports (MTSS) to ensure equitable, high-quality learning for all students. This process will include a comprehensive audit of curriculum and assessment tools to improve alignment with standards, and instructional priorities. Additionally, the district will refine the use of the report card to clearly communicate academic achievement, work habits, and social-emotional skills as distinct components, providing families with transparent and meaningful feedback on student growth.
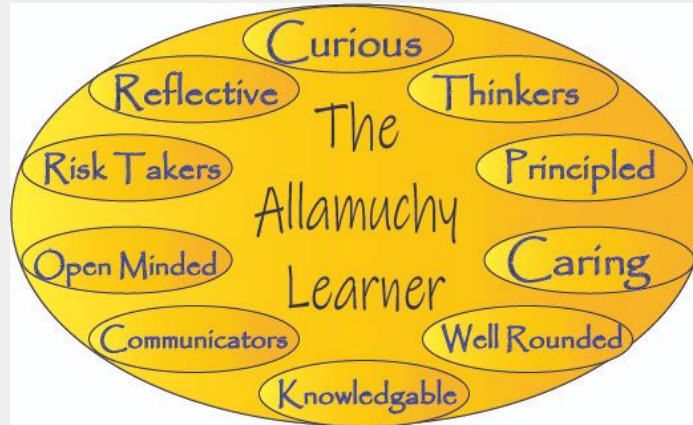
District Goal #3

The district will foster a culture of professional growth by committing to the encouragement of innovative learning experiences for professionals by supporting both in-house and external professional development opportunities including reflective practice. This commitment to continuous learning will strengthen instructional excellence, promote the sharing of best practices, and ensure high-quality teaching and learning experiences for all students.

Next Steps

- Standards Focus
- Administration of Benchmark Assessments
- Targeted Professional Development
- MTSS and Tiered Instruction
- Intervention Planning
- Updating Curriculum
- Evaluation Learning Supplements
- Standards → Curriculum → Supplements → Lesson Design → Assessment
- Focus on Application of Learning

…In the Classroom Each Day

- What do we want students to become?

- How can students connect what we are teaching to their lives?

- If they had to buy a ticket to come…would they?

Thank you