NJSLA Results:
Spring 2024 Administration

Ramapo Indian Hills Regional High School District

October 28, 2024

NJSLA Overview

- Statute - N.J.A.C. 6A:8-4.3(a)

"Chief school administrators shall report preliminary and final results of annual assessments to district boards of education within 60 days of receipt of information from the Department."

- NJ School Performance Reports
- Valid/Eligible Scores:
  - **Grade 9 students**: NJSLA ELA and NJSLA Algebra 1, Geometry or Algebra 2
  - **Grade 11**: NJSLA Science
  - Students in grades 10-12 may be required to test (Algebra I, Geometry, or Algebra II, as needed based on accountability requirements)

RIH's Number of Students Tested for Spring 2024 NJSLA Administration

Number of Students Tested

Content Component	Students Tested
English Language Arts (ELA)- Grade 9	440
Algebra 1	314
Geometry	413
Algebra 2	369
Science- Grade 11	434

Participation Rate - All Students Tested

Content Component	Participation Rate
English Language Arts (ELA)- Grade 9	99.1%
Algebra 1	99.4%
Geometry	97.4%
Algebra 2	96%
Science- Grade 11	96.9%

Note: Percentages may not total 100 due to rounding.

Math

3-Year Comparison of RIH's Spring NJSLA Administrations Mathematics – Percentages - All Students Tested

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 & Level 2 (2023 to 2024)	Change in Level 4 & Level 5 (2023 to 2024)
	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %		
Alg I (HS)	4.9%	6.9%	4.5%	22.4%	24.9%	18.5%	41.4%	36.0%	31.8%	31.2%	31.1%	44.3%	0.0%	1.0%	1.0%	-8.9%	+13.0%
Geo (HS)	0.0%	0.0%	9.4%	0.7%	0.0%	20.1%	36.0%	37.7%	33.7%	58.1%	55.7%	35.6%	5.1%	6.6%	1.2%	+29.5%	-25.5%
Alg II (HS)	0.0%	3.7%	24.9%	0.0%	0.0%	20.3%	6.1%	3.7%	23.8%	66.7%	77.8%	26.8%	27.3%	14.8%	4.1%	+41.6%	-61.7%
All Grades	3.0%	4.8%	13.2%	13.9%	16.4%	19.7%	37.0%	34.5%	29.8%	42.4%	40.9%	35.1%	3.7%	3.4%	2.1%	+11.7%	-7.1%

Percentages may not total 100 due to rounding.

Comparison of RIH's Spring NJSLA Administrations Mathematics– Percentages - All Students Tested

Grade	Change in Level 1 & Level 2 (2023 to 2024) Ramapo Indian Hills Regional High School District	Change in Level 1 & Level 2 (2023 to 2024) State	Change in Level 4 & Level 5 (2023 to 2024) Ramapo Indian Hills Regional High School District	Change in Level 4 & Level 5 (2023 to 2024) State
Alg I (HS)	-8.9%	+4.3%	+13.0%	-3.3%
Geo (HS)	+29.5%	-2.2%	-25.5%	+1.6%
Alg II (HS)	+41.6%	-2.7%	-61.7%	+4.0%
All Grades	+11.7%		-7.1%	

Percentages may not total 100 due to rounding.

3-Year Comparison of RIH's Spring NJSLA Administrations Mathematics– Percentages (Levels 1 and 2)- All Students Tested

Grade	% Not Meeting Expectations (Level 1) 2022		% Not Meeting Expectations (Level 1) 2023		% Not Meeting Expectations (Level 1) 2024		% Partially Meeting Expectations (Level 2) 2022		% Partially Meeting Expectations (Level 2) 2023		% Partially Meeting Expectations (Level 2) 2024	
	District	State	District	State	District	State	District	State	District	State	District	State
Alg I (HS)	4.9%	17.7%	6.9%	15.8%	4.5%	17.0%	22.4%	22.6%	24.9%	25.8%	18.5%	21.4%
Geo (HS)	0.0%	6.4%	0.0%	5.3%	9.4%	6.2%	0.7%	18.3%	0.0%	13.8%	20.1%	14.4%
Alg II (HS)	0.0%	10.2%	3.7%	10.6%	24.9%	14.5%	0.0%	13.1%	0.0%	11.2%	20.3%	11.3%
All Grades	3.0%	14.7%	4.8%	13.3%	13.2%	14.5%	13.9%	21.0%	16.4%	22.4%	19.7%	19.2%

Note: Percentages may not total 100 due to rounding.

3-Year Comparison of RIH's Spring NJSLA Administrations Mathematics– Percentages (Levels 3 and 4)- All Students Tested

Grade	% Approaching Expectations (Level 3) 2022		% Approaching Expectations (Level 3) 2023		% Approaching Expectations (Level 3) 2024		% Meeting Expectations (Level 4) 2022		% Meeting Expectations (Level 4) 2023		% Meeting Expectations (Level 4) 2024	
	District	State	District	State	District	State	District	State	District	State	District	State
Alg I (HS)	41.4%	24.7%	36.0%	23.2%	31.8%	22.2%	31.2%	32.1%	31.1%	29.8%	44.3%	35.6%
Geo (HS)	36.0%	30.5%	37.7%	29.7%	33.7%	30.3%	58.1%	38.5%	55.7%	41.7%	35.6%	41.4%
Alg II (HS)	6.1%	18.9%	3.7%	16.6%	23.8%	15.3%	66.7%	49.2%	77.8%	50.5%	26.8%	47.1%
All Grades	37.0%	25.6%	34.5%	24.1%	29.8%	23.5%	42.4%	34.7%	40.9%	33.5%	35.1%	37.6%

Note: Percentages may not total 100 due to rounding.

3-Year Comparison of RIH's Spring NJSLA Administrations Mathematics– Percentages (Level 5)- All Students Tested

Grade	% Exceeding Expectations (Level 5) 2022		% Exceeding Expectations (Level 5) 2023		% Exceeding Expectations (Level 5) 2024	
	District	State	District	State	District	State
Alg I (HS)	0.0%	2.9%	1.0%	5.3%	1.0%	3.9%
Geo (HS)	5.1%	6.3%	6.6%	9.5%	1.2%	7.7%
Alg II (HS)	27.3%	8.7%	14.8%	11.1%	4.1%	11.8%
All Grades	3.7%	4.0%	3.4%	6.5%	2.1%	5.2%

Note: Percentages may not total 100 due to rounding.

3-Year Comparison of RIH'S Subgroup Spring NJSLA Administration Mathematics - Percentages- All Students Tested

Grade Band	Race	Total Tested 2024	% of Tested 2024	Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
(Alg I-Alg II)	Asian	48	4%	0.0%	0.0%	4.2%	0.0%	4.2%	2.1%	27.8%	29.2%	29.2%	50.0%	54.2%	58.3%	22.2%	12.5%	6.3%
	Black	10	1%	-	-	10.0%	-	-	50.0%	-	-	10.0%	-	-	30.0%	-	-	0.0%
	Hispanic	110	10%	6.5%	6.3%	20.0%	21.7%	31.3%	36.4%	41.3%	25.0%	24.5%	30.4%	34.4%	19.1%	0.0%	3.1%	0.0%
	Multiple	17	2%	-	-	5.9%	-	-	11.8%	-	-	35.3%	-	-	41.2%	-	-	5.9%
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White	906	83%	2.8%	5.1%	13.0%	13.9%	15.7%	18.3%	35.8%	36.0%	30.6%	44.3%	40.4%	36.0%	3.1%	2.7%	2.1%
	All Students	1,096		3.0%	4.8%	13.2%	13.9%	16.4%	19.7%	37.0%	34.5%	29.8%	42.4%	40.9%	35.1%	3.7%	3.4%	2.1%

Note: Percentages may not total 100 due to rounding.

3-Year Comparison of RIH'S Subgroup Spring NJSLA Administration Mathematics - Percentages- All Students Tested

Grade Band	Gender	Total Tested 2024	% of Tested 2024	Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
HS (Alg I-Alg II)	Female	558	51%	1.3%	5.4%	14.3%	13.8%	19.9%	19.9%	39.1%	33.0%	30.6%	43.6%	39.8%	33.2%	2.2%	1.8%	2.0%
	Male	538	49%	4.8%	4.1%	12.1%	14.0%	12.9%	19.5%	34.8%	35.9%	29.0%	41.1%	41.9%	37.2%	5.3%	5.1%	2.2%
	All Students	1,096		3.0%	4.8%	13.2%	13.9%	16.4%	19.7%	37.0%	34.5%	29.8%	42.4%	40.9%	35.1%	3.7%	3.4%	2.1%

Note: Percentages may not total 100 due to rounding.

3-Year Comparison of RIH'S Subgroup Spring NJSLA Administration Mathematics - Percentages- All Students Tested

Grade Band	Program	Total Tested 2024	% of Tested 2024	Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
HS (Alg I-Alg II)	F/R Lunch	26	2%	-	-	19.2%	-	-	46.2%	-	-	15.4%	-	-	15.4%	-	-	3.8%
	Section 504	94	9%	0.0%	8.6%	8.5%	10.5%	11.4%	20.2%	21.1%	20.0%	30.9%	57.9%	57.1%	36.2%	10.5%	2.9%	4.3%
	ELL	10	1%	-	-	40.0%	-	-	50.0%	-	-	0.0%	-	-	10.0%	-	-	0.0%
	SpecEd	190	17%	18.9%	19.1%	31.1%	39.6%	36.2%	35.3%	26.4%	40.4%	24.7%	15.1%	2.1%	8.9%	0.0%	2.1%	0.0%
	GenEd	897	82%	0.8%	2.8%	9.3%	10.3%	13.9%	16.1%	38.5%	34.0%	31.2%	46.2%	45.6%	40.9%	4.2%	3.6%	2.6%
	All Students	1,096		3.0%	4.8%	13.2%	13.9%	16.4%	19.7%	37.0%	34.5%	29.8%	42.4%	40.9%	35.1%	3.7%	3.4%	2.1%

Note: Percentages may not total 100 due to rounding.

3-Year Comparison of RIH's Student Tested Spring NJSLA Administrations Mathematics

Grade	Number of Students Tested 2022	Number of Students Tested 2023	Number of Students Tested 2024	Difference 2023-2024
Alg I (HS)	263	289	314	+25
Geo (HS)	136	122	413	+291
Alg II (HS)	33	27	369	+342
All Grades	432	438	1,096	+658

3-Year Comparison of RIH's Spring NJSLA Administrations Mathematics – Percentages - Valid and Eligible Student Scores

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 Levels 1 & 2 (2023 to 2024)	Change in Levels 4 & 5 (2023 to 2024)
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024		
Algebra 1	4.9%	6.9%	4.5%	22.4%	24.9%	18.5%	41.4%	36%	31.8%	31.2%	31.1%	44.3%	0%	1.0%	1.0%	-8.9%	+13%
Geometry	0%	0%	0%	0.7%	0%	4.3%	36%	37.7%	27.8%	58.1%	55.7%	63.5%	5.1%	6.6%	4.3%	**+4.3%**	**+5.5%**
Algebra 2	0%	3.7%	0%	0%	0%	0%	6.1%	3.7%	4.3%	66.7%	77.8%	56.5%	27.3%	14.8%	39.1%	**-3.7%**	**+3%**

Percentages may not total 100 due to rounding

Comparison of RIH's Spring NJSLA Administrations Mathematics–Percentages - Valid and Eligible Student Scores

Grade	% Changes in Level 1 and 2 Ramapo Indian HIlls High School District	% Change in Level 1 and 2 from 2023 to 2024 State	% Changes in Level 4 and 5 Ramapo Indian HIlls High School District	% Change in Level 4 and 5 from 2023 to 2024 State
Algebra 1	-8.9%	+4.3%	+13%	-3.3%
Geometry	+4.3%	-2.2%	+5.5%	+1.6%
Algebra 2	-3.7%	-2.7%	+3%	+4%

NJSLA - Mathematics Corrective Action

We will be working closely with the NJDOE Office of Assessment to submit the necessary information as corrective action to support their re-examination of our 2024 NJSLA data to consider only the valid and eligible scores for the 2025 School Performance Reports

- **Grade 9 students**: NJSLA ELA and NJSLA Algebra 1, Geometry or Algebra 2
- **Grade 11**: NJSLA Science
- Students in grades 10-12 may be required to test (Algebra I, Geometry, or Algebra II, as needed **based on accountability requirements**)

Notable Achievements

- NJSLA Algebra 1 test scores at level 4 and 5 increased from 32.1% to 45.3% (13.2% increase), and is above the state passing rate of 39.5%.

- NJSLA Geometry valid and eligible test scores at level 4 and 5 increased from 62.3% to 67.8% and is above the state passing rate of 49.1%.

- NJSLA Algebra 2 valid and eligible test scores at level 4 and 5 increased from 92.6% to 95.6% and is above the state passing rate of 58.9%.
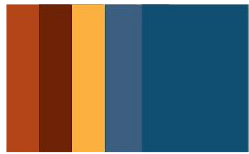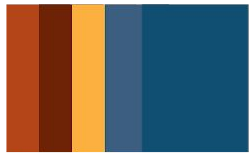
Intervention Strategies

- Analyze student performance data and and use this data to guide instructional practices.

- Continue to evaluate resources in teacher articulation meetings to develop lessons that emphasize higher-level problem solving skills.

- Continue professional development to enhance collaboration and sharing of best practices between schools.

- Continue to integrate technology to provide additional support and differentiated on-line practice for students.

- Enhance math instruction for our special education students through the district's in-class resource model.

- Continue to offer a variety of academic supports and extra help opportunities for our students.

ELA

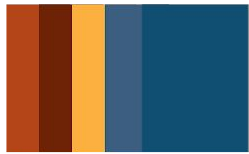# 3-Year Comparison of RIH's Spring NJSLA Administrations
English Language Arts – Percentages

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 & Level 2 (2023 to 2024)	Change in Level 4 & Level 5 (2023 to 2024)
	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %		
9	5.5%	5.2%	2.7%	5.7%	11.4%	5.2%	22.7%	20.5%	11.6%	46.6%	46.1%	42.3%	19.5%	16.8%	38.2%	-8.6%	+17.6%

Note: Percentages may not total 100 due to rounding.

Grade	Change in Level 1 & Level 2 (2023 to 2024) Ramapo Indian Hills Regional High School District	Change in Level 1 & Level 2 (2023 to 2024) State	Change in Level 4 & Level 5 (2023 to 2024) Ramapo Indian Hills Regional High School District	Change in Level 4 & Level 5 (2023 to 2024) State
9	-8.6%	+5.9%	+17.6%	-4.4%

Percentages may not total 100 due to rounding. Grade 9 row includes grade 9 students only.
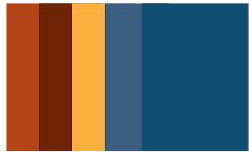
3-Year Comparison of RIH's Student Tested Spring NJSLA Administrations English Language Arts – Percentages

Grade	Number of Students Tested 2022	Number of Students Tested 2023	Number of Students Tested 2024	Difference 2023-2024
9	440	458	440	-18

3-Year Comparison of RIH's NJSLA Administrations
English Language Arts – Percentages (Levels 1 and 2)

Grade	% Not Meeting Expectations (Level 1) 2022		% Not Meeting Expectations (Level 1) 2023		% Not Meeting Expectations (Level 1) 2024		% Partially Meeting Expectations (Level 2) 2022		% Partially Meeting Expectations (Level 2) 2023		% Partially Meeting Expectations (Level 2) 2024	
	District	State	District	State	District	State	District	State	District	State	District	State
9	5.5%	11.8%	5.2%	14.8%	2.7%	12.5%	5.7%	15.6%	11.4%	14.9%	5.2%	12.8%

Notes: Percentages may not total 100 due to rounding. *Grade 9 rows includes grade 9 students only.

3-Year Comparison of RIH's Spring NJSLA Administrations
English Language Arts – Percentages (Levels 3 and 4)

Grade	% Approaching Expectations (Level 3) 2022		% Approaching Expectations (Level 3) 2023		% Approaching Expectations (Level 3) 2024		% Meeting Expectations (Level 4) 2022		% Meeting Expectations (Level 4) 2023		% Meeting Expectations (Level 4) 2024	
	District	State	District	State	District	State	District	State	District	State	District	State
9	22.7%	23.6%	20.5%	18.2%	11.6%	16.8%	46.6%	36.5%	46.1%	36.8%	42.3%	35.5%

Notes: Percentages may not total 100 due to rounding. *Grade 9 rows includes grade 9 students only.

3-Year Comparison of RIH's Spring NJSLA Administrations English Language Arts – Percentages (Level 5)

Grade	% Exceeding Expectations (Level 5) 2022		% Exceeding Expectations (Level 5) 2023		% Exceeding Expectations (Level 5) 2024	
	District	State	District	State	District	State
9	19.5%	12.4%	16.8%	15.3%	38.2%	22.5%

Notes: Percentages may not total 100 due to rounding. *Grade 9 rows includes grade 9 students only.

3-Year Comparison of RIH'S Subgroup Spring NJSLA Administration English Language Arts - Percentages

Grade Band	Race	Total Tested 2024	% of Tested 2024	Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
HS (G9)	Asian	23	5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	16.7%	16.7%	4.3%	50.0%	50.0%	34.8%	33.3%	33.3%	60.9%
	Black	<10	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Hispanic	33	8%	16.4%	10.8%	12.1%	5.5%	13.5%	6.1%	25.5%	24.3%	18.2%	41.8%	37.8%	33.3%	10.9%	13.5%	30.3%
	Multiple	<10	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White	371	84%	4.0%	5.2%	1.9%	6.3%	11.7%	5.4%	22.5%	20.6%	11.6%	47.3%	46.2%	43.7%	19.9%	16.2%	37.5%
	All Students	440		5.5%	5.2%	2.7%	5.7%	11.4%	5.2%	22.7%	20.5%	11.6%	46.6%	46.1%	42.3%	19.5%	16.8%	38.2%

Note: Percentages may not total 100 due to rounding.

3-Year Comparison of RIH'S Subgroup Spring NJSLA Administration
English Language Arts - Percentages

Grade Band	Gender	Total Tested 2024	% of Tested 2024	Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
HS (G9)	Female	218	50%	3.1%	5.2%	0.5%	4.8%	7.8%	5.0%	16.6%	18.2%	9.6%	49.3%	47.2%	34.9%	26.2%	21.6%	50.0%
	Male	222	50%	8.1%	5.3%	5.0%	6.6%	15.0%	5.4%	29.4%	22.9%	13.5%	43.6%	44.9%	49.5%	12.3%	11.9%	26.6%
	All Students	440		5.5%	5.2%	2.7%	5.7%	11.4%	5.2%	22.7%	20.5%	11.6%	46.6%	46.1%	42.3%	19.5%	16.8%	38.2%

Note: Percentages may not total 100 due to rounding.

3-Year Comparison of RIH'S Subgroup Spring NJSLA Administration
English Language Arts - Percentages

Grade Band	Program	Total Tested 2024	% of Tested 2024	Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
HS (G9)	F/R Lunch	<10	2%	-	20.0%	-	-	30.0%	-	-	30.0%	-	-	20.0%	-	-	0.0%	-
	Section 504	30	7%	10.0%	2.9%	0.0%	5.0%	8.6%	3.3%	10.0%	17.1%	6.7%	65.0%	54.3%	40.0%	10.0%	17.1%	50.0%
	ELL	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SpecEd	72	16%	25.0%	16.9%	13.9%	18.8%	40.7%	23.6%	42.2%	32.2%	31.9%	14.1%	10.2%	23.6%	0.0%	0.0%	6.9%
	GenEd	368	84%	1.9%	3.3%	0.5%	3.5%	6.8%	1.6%	19.5%	18.7%	7.6%	52.3%	51.8%	45.9%	22.9%	19.4%	44.3%
	All Students	440		5.5%	5.2%	2.7%	5.7%	11.4%	5.2%	22.7%	20.5%	11.6%	46.6%	46.1%	42.3%	19.5%	16.8%	38.2%

Note: Percentages may not total 100 due to rounding.

Notable Achievements

- RIH District continued to surpass the State average on all sections of the test

- One year increase of 17.6% in number of students who achieved the top scores of 4 and 5

- Achieved substantial score increases within subgroup populations:
  - ❖ Number of 504 students who achieved top scores of 4 and 5 increased to 90%
 - ❖ Percentage of Special Education students achieving scores of 4 and 5 increased by over 20%. In 2024, 30% of Special Education students scored a 4 or a 5

Intervention Strategies

- Expanded use of platforms such as CommonLit. to gauge and guide student growth
- Continued horizontal and vertical team articulation, including relationships with FLOW districts
- Redesign of 9th grade Literacy Lab course to reinforce skill development
- Continued extra help and academic support opportunities
- Commitment to the In-Class Resource model to support the success of all students
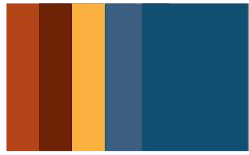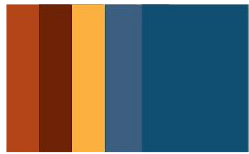
Science

3-Year Comparison of RIH's Spring NJSLA Administrations
Science – Percentages

Grade	% Below Proficiency (Level 1)			% Near Proficiency (Level 2)			% Proficient (Level 3)			% Advanced Proficiency (Level 4)			Change in Level 1 & Level 2 (2023 to 2024)	Change in Level 3 & Level 4 (2023 to 2024)
	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %	2022 %	2023 %	2024 %		
11	32.2%	29.4%	30.4%	32.4%	29.4%	35.7%	30.1%	31.9%	25.1%	5.2%	9.2%	8.8%	+7.3%	-7.3%

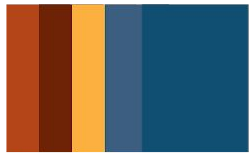Percentages may not total 100 due to rounding.

Comparison of RIH's Spring NJSLA Administrations
Science – Percentages

Grade	Changes in Levels 1 and 2 RIH	Change in Level 1 and Level 2 from 2023 to 2024 State	% Changes in Levels 3 and 4 RIH	Change in Level 3 and Level 4 from 2023 to 2024 State
11	+7.3%	+1.7%	-7.3%	-1.8%

3-Year Comparison of RIH's Student Tested Spring NJSLA Administrations Science– Percentages

Grade	Number of Students Tested 2022	Number of Students Tested 2023	Number of Students Tested 2024	Difference 2023-2024
11	534	479	434	-45

Grade	% Below Proficiency (Level 1) 2022		% Below Proficiency (Level 1) 2023		% Below Proficiency (Level 1) 2024		% Near Proficiency (Level 2) 2022		% Near Proficiency (Level 2) 2023		% Near Proficiency (Level 2) 2024	
	District	State	District	State	District	State	District	State	District	State	District	State
11	32.2%	46.2%	29.4%	43.8%	30.4%	45.4%	32.4%	24.8%	29.4%	26.4%	35.7%	26.5%

Note: Percentages may not total 100 due to rounding.

3-Year Comparison of RIH's Spring NJSLA Administrations Science– Percentages (Levels 3 and 4)

Grade	% Proficient (Level 3) 2022		% Proficient (Level 3) 2023		% Proficient (Level 3) 2024		% Advanced Proficiency (Level 4) 2022		% Advanced Proficiency (Level 4) 2023		% Advanced Proficiency (Level 4) 2024	
	District	State	District	State	District	State	District	State	District	State	District	State
11	30.1%	20.5%	31.9%	21.6%	25.1%	19.4%	5.2%	8.4%	9.2%	8.3%	8.8%	8.7%

Note: Percentages may not total 100 due to rounding.

Grade Band	Race	Total Tested 2024	% of Tested 2024	Below Proficiency (Level 1)			Near Proficiency (Level 2)			Proficient (Level 3)			Advanced Proficiency (Level 4)		
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
HS (G11)	Asian	18	4%	19.2%	8.3%	16.7%	26.9%	20.8%	38.9%	34.6%	45.8%	33.3%	19.2%	25.0%	11.1%
	Black	<10	1%	-	-	-	-	-	-	-	-	-	-	-	-
	Hispanic	55	13%	40.0%	59.4%	34.5%	31.4%	18.8%	36.4%	25.7%	18.8%	25.5%	2.9%	3.1%	3.6%
	Multiple	<10	2%	26.7%	21.4%	-	33.3%	50.0%	-	40.0%	28.6%	-	0.0%	0.0%	-
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	White	348	80%	31.7%	28.1%	31.0%	33.5%	30.3%	34.8%	29.9%	32.3%	24.7%	4.9%	9.2%	9.5%
	All Students	434		32.2%	29.4%	30.4%	32.4%	29.4%	35.7%	30.1%	31.9%	25.1%	5.2%	9.2%	8.8%

Note: Percentages may not total 100 due to rounding.

Grade Band	Gender	Total Tested 2024	% of Tested 2024	Below Proficiency (Level 1)			Near Proficiency (Level 2)			Proficient (Level 3)			Advanced Proficiency (Level 4)		
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
HS (G11)	Female	227	52%	27.9%	24.3%	29.5%	33.7%	32.1%	36.6%	33.3%	33.0%	28.6%	5.1%	10.6%	5.3%
	Male	207	48%	36.8%	33.7%	31.4%	31.0%	27.2%	34.8%	26.7%	31.0%	21.3%	5.4%	8.0%	12.6%
	All Students	434		32.2%	29.4%	30.4%	32.4%	29.4%	35.7%	30.1%	31.9%	25.1%	5.2%	9.2%	8.8%

Note: Percentages may not total 100 due to rounding.

Grade Band	Program	Total Tested 2024	% of Tested 2024	Below Proficiency (Level 1)			Near Proficiency (Level 2)			Proficient (Level 3)			Advanced Proficiency (Level 4)		
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
HS (G11)	F/R Lunch	10	2%	-	45.5%	50.0%	-	36.4%	10.0%	-	18.2%	30.0%	-	0.0%	10.0%
	Section 504	47	11%	26.8%	28.9%	21.3%	31.7%	22.2%	38.3%	39.0%	37.8%	29.8%	2.4%	11.1%	10.6%
	ELL	<10	2%	-	-	-	-	-	-	-	-	-	-	-	-
	SpecEd	55	13%	74.2%	62.6%	65.5%	19.1%	27.5%	30.9%	4.5%	8.8%	1.8%	2.2%	1.1%	1.8%
	GenEd	373	86%	23.6%	21.4%	24.1%	35.1%	30.0%	37.0%	35.4%	37.5%	29.0%	5.9%	11.1%	9.9%
	All Students	434		32.2%	29.4%	30.4%	32.4%	29.4%	35.7%	30.1%	31.9%	25.1%	5.2%	9.2%	8.8%

Note: Percentages may not total 100 due to rounding.

Notable Achievements

- RIH outperformed the State at both Advanced Proficient and Proficient Levels
- RIH outperformed the state with fewer students in both the Near Proficiency and Below Proficient Levels
- Growth in Proficiency Levels for Hispanic Population
- Curriculum Revisions integrate DCIs, SEPs, and CCCs* with a focus on formative assessments
- Purposeful planning to integrate inquiry and lab based sciences
- Student-centered and student-directed learning experiences
- Problem-based, critical-thinking and synthesis from multiple sources
- Using technology for real world data collection, analysis, investigation and research

*NJDOE Disciplinary Core Ideas (DCIs), Science & Engineering Practices (SEPs), and Crosscutting Concepts (CCC)

Intervention Strategies

- Analyze student performance data and use the data to guide instructional planning and practices
- In-Class Resource Instructional Model to enhance educational support for our special education students
- Curriculum Articulation and Best Practices during departmental meetings and within the FLOW districts
- Incorporation of practice questions and literacy skills to prepare students for state testing
- Continue to offer After School Help and Summer Learning Academy to support the development of essential skills
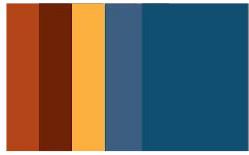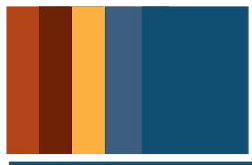
Interdisciplinary Connections

STEM

Reasoning and Modeling Skills are critical for success in STEM

- Conceptual Model and Reasoning Skills
- Basic Equations and Equilibrium Concepts
- Analysis and Evaluation of Data
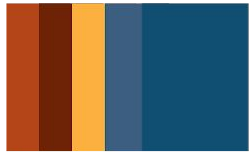- Graphing Representations and Analysis

Humanities

Foundational literacy and reasoning skills are critical for success in the Humanities

- Cross-Curricular Collaboration
- Skill Transferability
- Critical Thinking Development
- Writing & Communication
- Reading Comprehension & Analysis Skills

Thank You

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