



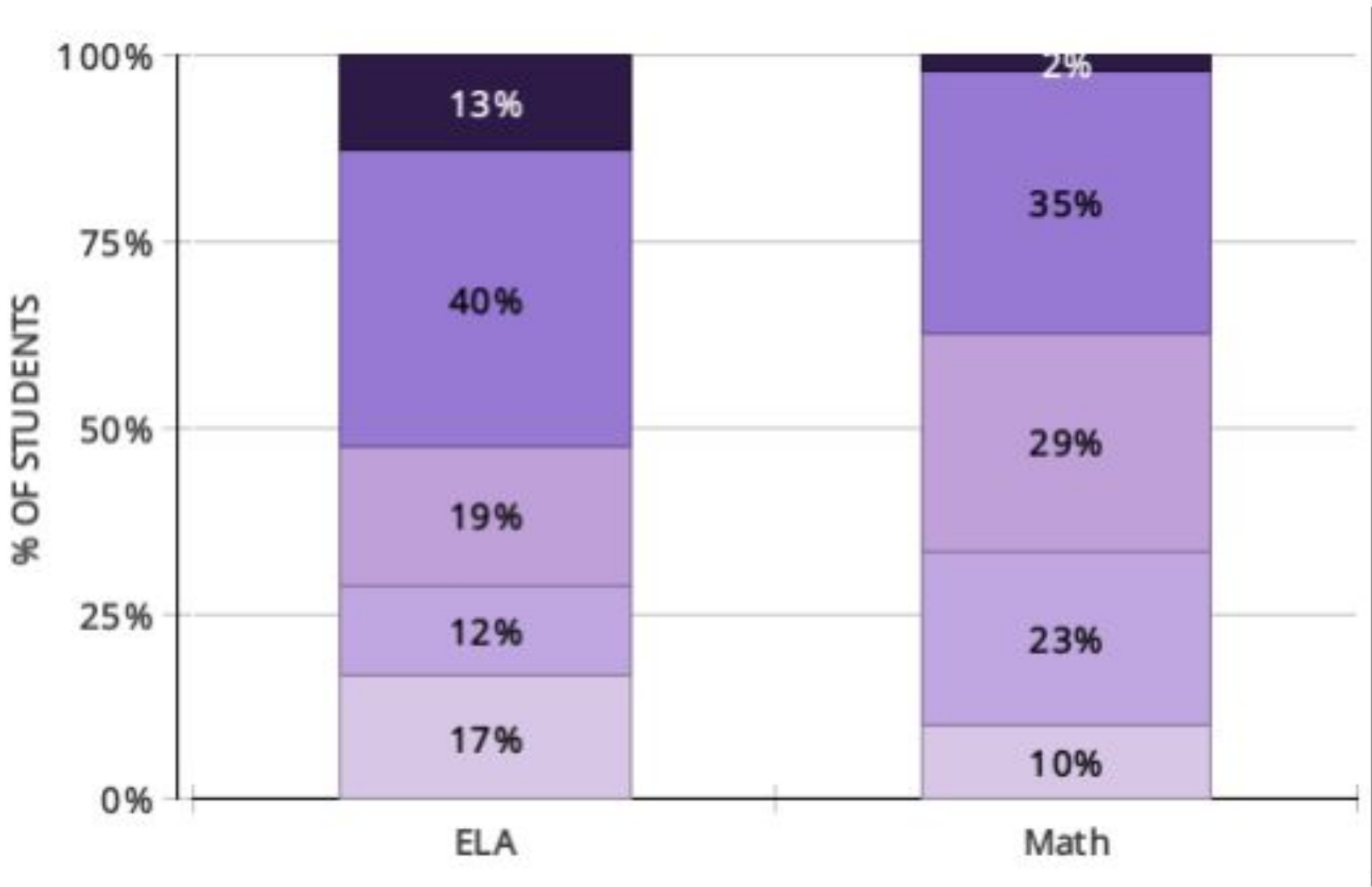
Red Bank Regional High School NJSLA Spring 2025 Report

October 15 2025

NJSLA Assessment Overview

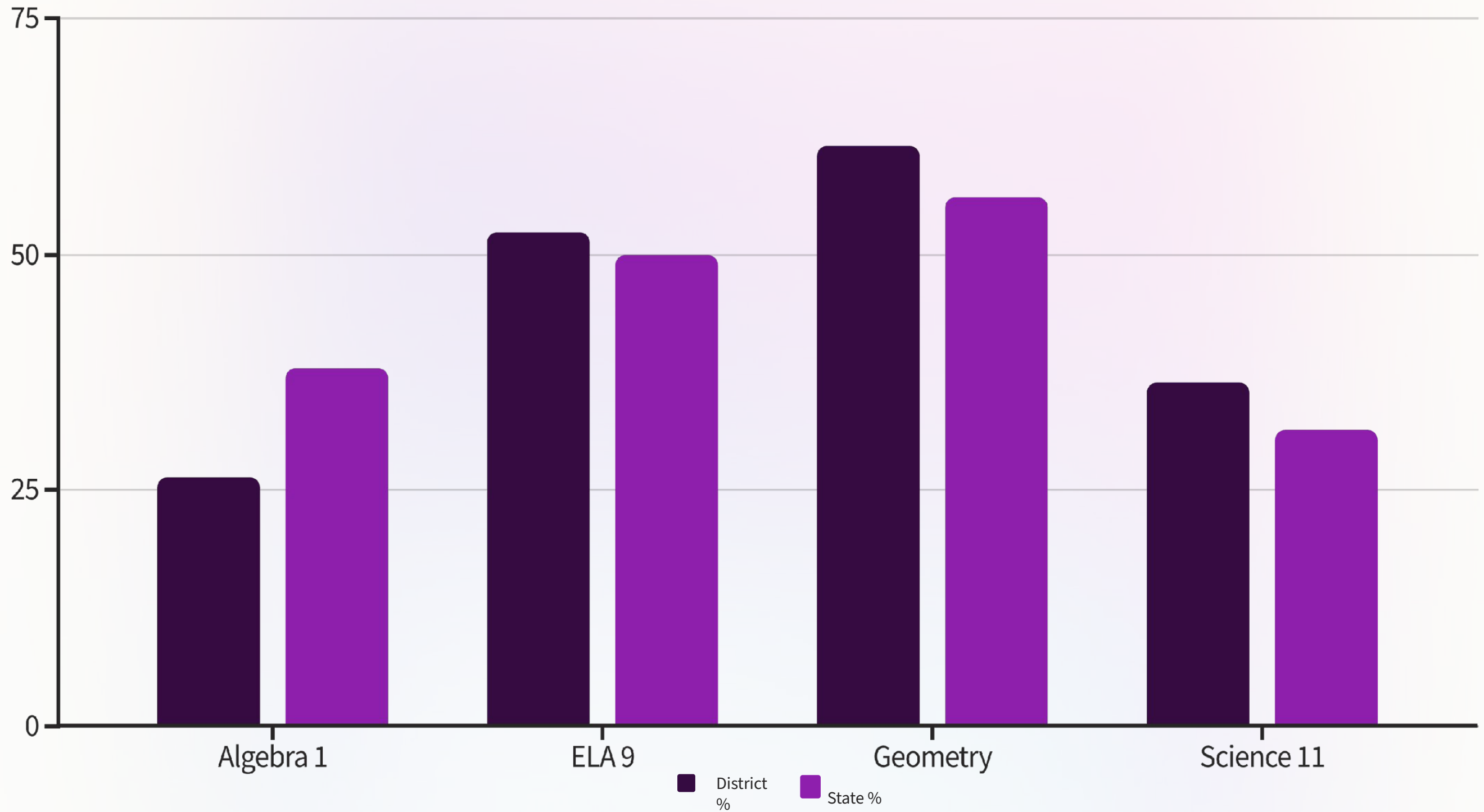
- ❖ NJSLA's annual assessments are available in English Language Arts/ Literacy for Grades 9 and Mathematics by content area including Algebra 1, Geometry and Algebra II.
- ❖ Each administration of the NJSLA assessment set's performance levels.
Levels range from 1 to a 5
 - Level 1 indicating the greatest need for improvement
 - Level 5 indicating the strongest performance towards a college and career readiness determination & exceeding grade level standards

Federal and state accountability numbers



Did Not Yet Meet Expectations Partially Met Expectations Approached Expectations
Met Expectations Exceeded Expectations

District vs. State Performance Comparison 2025



Assessment Overview

Algebra 1

213 students tested

Average scale score: 731

26.3% met or exceeded expectations

Geometry

70 students tested

Average scale score: 752

61.4% met or exceeded expectations

ELA 9

291 students tested

Average scale score: 745

52.2% met or exceeded expectations

Algebra 2

9 students tested

Average scale score: 796

100% met or exceeded expectations

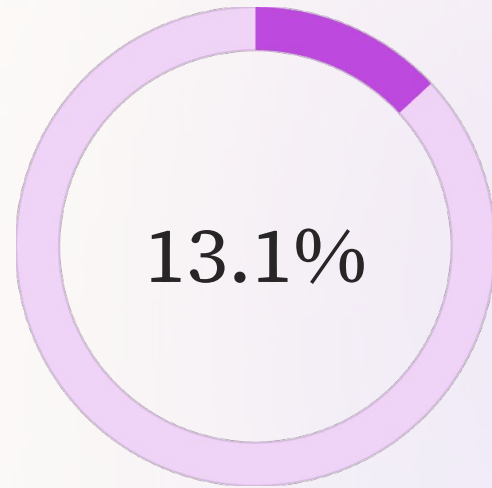
Science Grade 11

324 students tested

Average scale score: 178

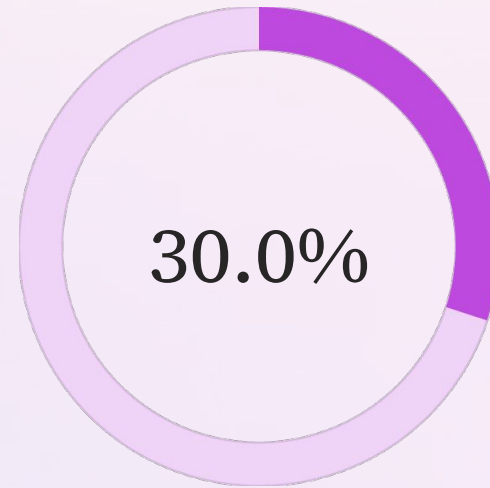
36.4% proficient or advanced

Algebra 1 Performance Breakdown



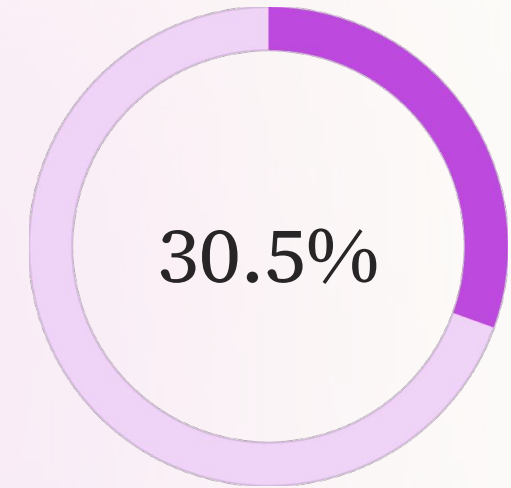
Level 1

Did not yet meet expectations



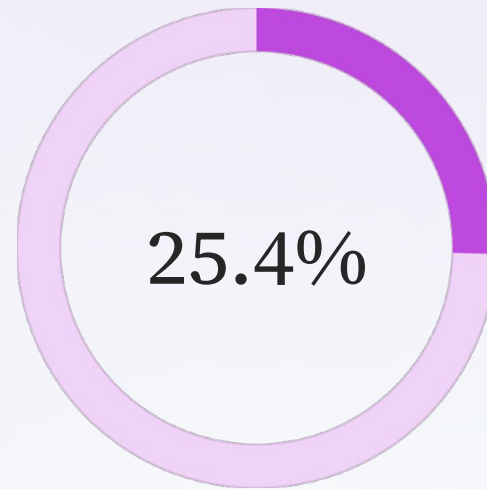
Level 2

Partially met expectations



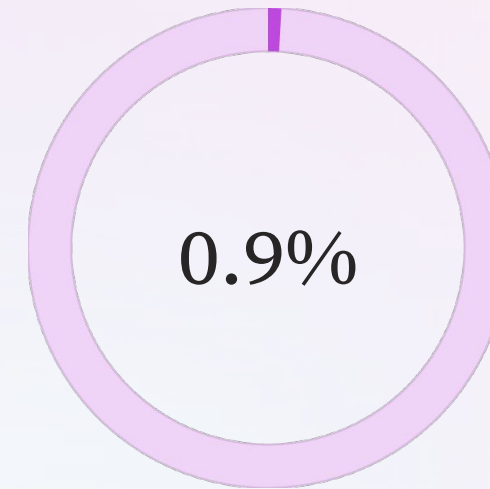
Level 3

Approached expectations



Level 4

Met expectations



Level 5

Exceeded expectations

Only 26.3% of students met or exceeded expectations in Algebra 1, indicating significant room for improvement in foundational mathematics skills.

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S
 SPRING 2022, 2023, 2024 & 2025
 NJSLA ADMINISTRATIONS
MATHEMATICS - PERCENTAGE

	Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2)				Approaching Expectations (Level 3)				Meeting & Exceeding Expectations (Level 4 & 5)			
Grade	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
ALG I	34.10%	39.80%	42%	43%	35.70%	27.60%	24%	30.50%	30.30%	32.70%	33%	26.30%
GEO	3.90%	5%	11%	9%	31.40%	32.90%	40%	30.00%	64.70%	62%	49%	61.40%
ALG II	9.10%	7.70%	n/a	n/a	9.10%	0%	n/a	n/a	81.80%	92.30%	n/a	n/a

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP SPRING 2024 AND SPRING 2025 NJSLA ADMINISTRATIONS

Algebra 1 PERCENTAGES

Algebra 1		
	Meeting & Exceeding Expectations (Level 4 & 5)	
	2024	2025
Female	34.40%	19.10%
Male	32%	26.30%
Hispanic or Latino	16.30%	7.60%
Black/African American	35.70%	n/a
White	56.70%	55%
Economic Disadvantage - NO	43.50%	44.00%
Economic Disadvantage - YES	16.10%	7.70%
IEP - YES	13.30%	25.50%
IEP - NO	38.10%	26.60%
504	31.60%	42.10%
ML	0%	10.00%

- n/a subgroup less than 10 students

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP
 SPRING 2024 AND SPRING 2025 NJSLA ADMINISTRATIONS

Algebra 1 PERCENTAGES

	Below and partially meeting Expectations (Level 1 & 2)	
	2024	2025
Female	45.8%	44.3%
Male	38.9%	41.8%
Hispanic /Latino	57.8%	62.2%
Black/African American	50%	n/a
White	18.9%	16.3%
Economic Disadvantage - NO	30.6%	25.7%
Economic Disadvantage - YES	63.2%	61.5%
IEP - YES	64.4%	61.8%
IEP - NO	37.6%	36.7%
504	36.9%	26.4%
ML	100%	63.3%

- n/a subgroup less than 10 students

Achievement Gaps in ELA 9

Gender Gap

Female students outperform males by 2.2 percentage points (53.3% vs 51.1%), a narrowing from the previous year's 10.4 point gap.

Racial/Ethnic Gap

White students significantly outperform Hispanic/Latino students by 43.2 percentage points (75.8% vs 32.6%), representing a persistent achievement gap.

Economic Gap

Non-economically disadvantaged students outperform their peers by 34.2 percentage points (66.7% vs 32.5%), indicating socioeconomic barriers to achievement.

Geometry: One of our Strongest Performance

61.4%

of students met or exceeded expectations in Geometry, outperforming the state average of 56.0%. This represents our highest achievement rate across all tested subjects.



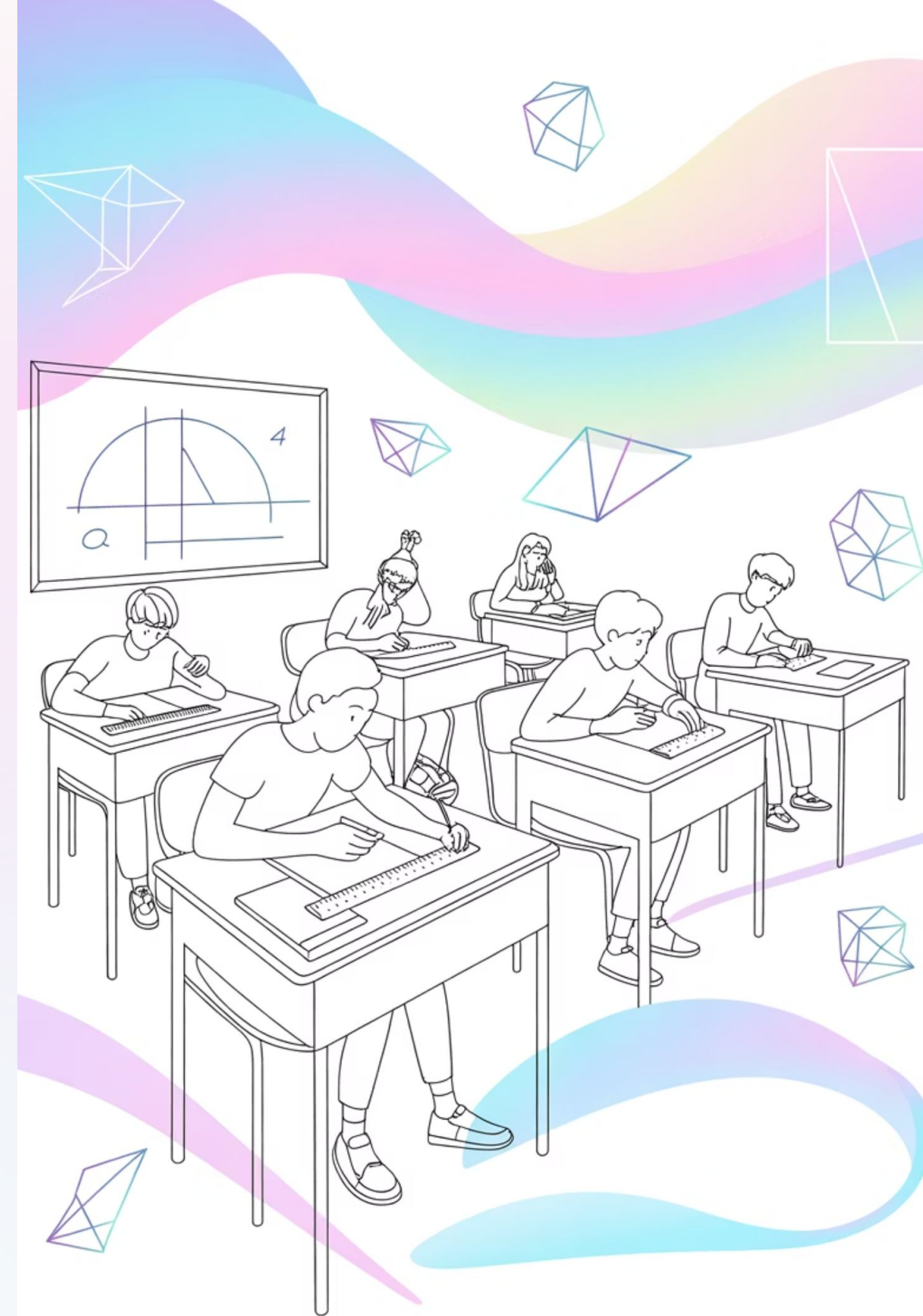
Strong Foundation

Only 2.9% of students did not meet expectations, compared to 3.5% statewide



Consistent Performance

60% of students met expectations, with an additional 1.4% exceeding them



COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP
 SPRING 2024 AND SPRING 2025 NJSLA ADMINISTRATIONS
Geometry PERCENTAGES

Geometry		
	Meeting & Exceeding Expectations (Level 4 & 5)	
	2024	2025
Female	43.60%	54.80%
Male	53.10%	66.70%
Hispanic /Latino	35.30%	n/a
Black/African American	n/a	39.10%
White	60	81.00%
Economic Disadvantage - NO	53.30%	76.00%
Economic Disadvantage - YES	25%	25.00%
IEP - YES	n/a	n/a
IEP - NO	50.70%	65.60%
504	n/a	63.60%
ML	n/a	n/a

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP
 SPRING 2024 AND SPRING 2025 NJSLA ADMINISTRATIONS

Geometry PERCENTAGES

	Below and partially meeting Expectations (Level 1 & 2)	
	2024	2025
Female	15.6%	12.9%
Male	6.3%	5.10%
Hispanic /Latino	23.5%	8.6%
Black/African American	n/a	n/a
White	4.4%	4.8%
Economic Disadvantage - NO	10%	6%
Economic Disadvantage - YES	16.7%	15%
IEP - YES	n/a	n/a
IEP - NO	10.1%	31%
504	n/a	0%
ML	n/a	n/a

- n/a subgroup less than 10 students

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S
 SPRING 2022, 2023, 2024 & 2025
 NJSLA ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY - PERCENTAGES

	Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2)				Approaching Expectations (Level 3)				Meeting & Exceeding Expectations (Level 4 & 5)			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Grade 9	24.10%	20.90%	22.90%	28.90%	24.10%	22.10%	20.90%	18.90%	52%	57.00%	56.20%	52.20%
State	27.50%	29.80%	22.70%	30.90%	23.60%	18.20%	16.80%	19.30%	49%	52%	58%	49.90%



ELA 9 Performance Excellence

52.2%

Met or Exceeded

District performance in ELA 9

49.9%

State Average

Statewide performance
benchmark

745

Scale Score

District average matches
state

ELA 9 represents our strongest performance area, with the district exceeding state averages. This demonstrates effective reading and writing instruction at the freshman level.

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP
 SPRING 2024 AND SPRING 2025 NJSLA ADMINISTRATIONS
ELA Grade 9 PERCENTAGES

ELA grade 9		
	Meeting & Exceeding Expectations (Level 4 & 5)	
	2024	2025
Female	60.80%	53.30%
Male	50.40%	51.10%
Hispanic / Latino	34.30%	32.60%
Black /African American	55.60%	n/a
White	77.30%	75.80%
Two or more Races	44.40%	n/a
Economic Disadvantage - NO	64.81%	66.70%
Economic Disadvantage - YES	35.60%	32.50%
IEP - YES	26.53%	22.00%
IEP - NO	62.11%	59.90%
504	68%	73.30%
ML	5.90%	6.30%

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP
 SPRING 2024 AND SPRING 2025 NJSLA ADMINISTRATIONS
ELA Grade 9 PERCENTAGES

	Below and partially meeting Expectations (Level 1 & 2)	
	2024	2025
Female	17.5%	25.7%
Male	29.5%	32.3%
Hispanic /Latino	37.3%	42.4%
Black/African American	11.2%	n/a
White	11.3%	10.9%
Economic Disadvantage - NO	17.3%	16%
Economic Disadvantage - YES	36.7%	46.4%
IEP - YES	54%	55.9%
IEP - NO	16.8%	22%
504	12%	13.4%
ML	88.24%	75%

Achievement Gaps in ELA 9

Gender Gap

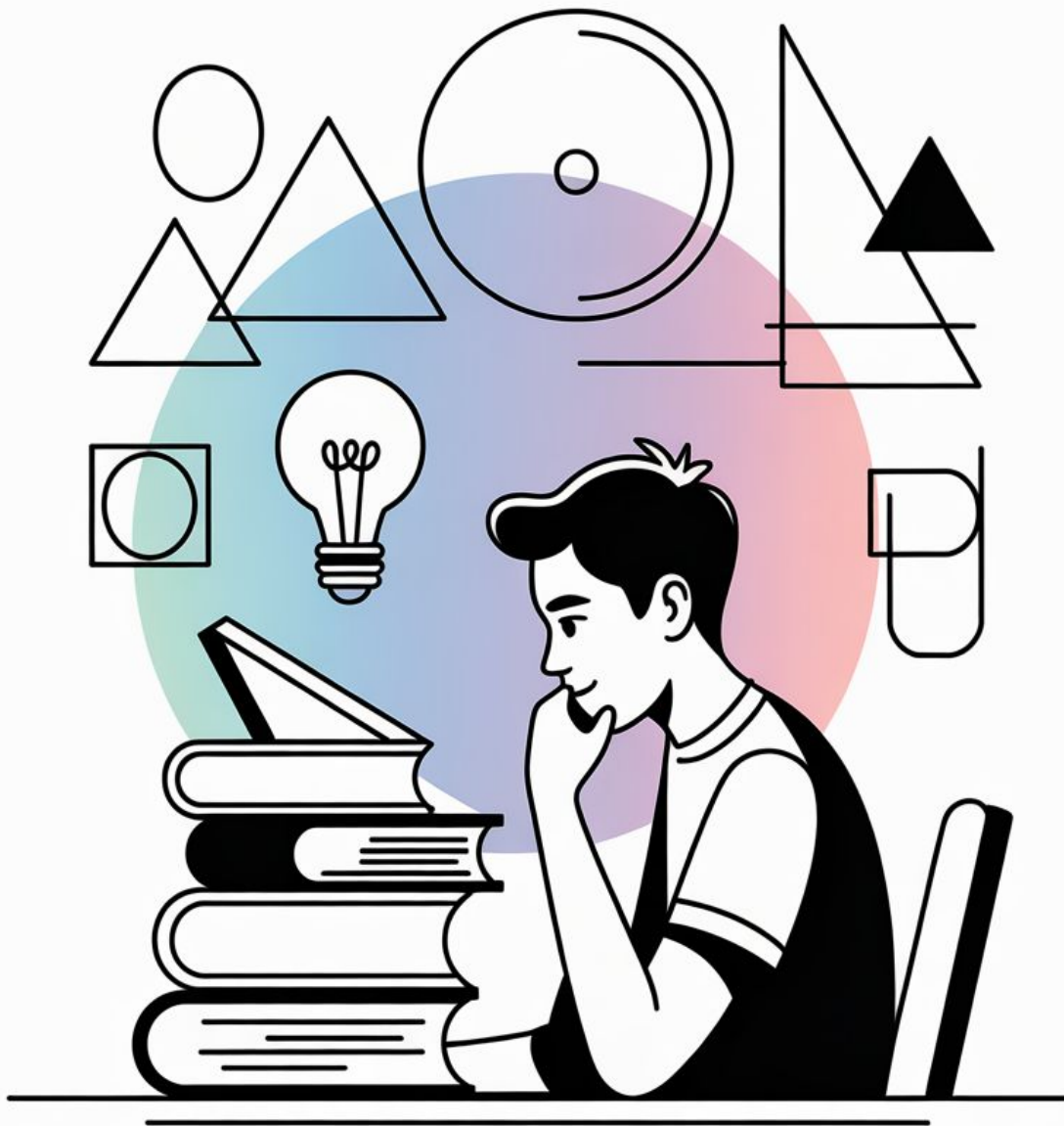
Female students outperform males by 2.2 percentage points (53.3% vs 51.1%), a narrowing from the previous year's 10.4 point gap.

Racial/Ethnic Gap

White students significantly outperform Hispanic/Latino students by 43.2 percentage points (75.8% vs 32.6%), representing a persistent achievement gap.

Economic Gap

Non-economically disadvantaged students outperform their peers by 34.2 percentage points (66.7% vs 32.5%), indicating socioeconomic barriers to achievement.



NJSLA- Science Grade 11

Provides a snapshot of student performance on the New Jersey Student Learning Standards for Science (NJSLS-Science).

The NJSLA-S divides students into four performance levels.

- Level 4: Advanced Proficiency
- Level 3: Proficient
- Level 2: Near Proficiency
- Level 1: Below Proficiency

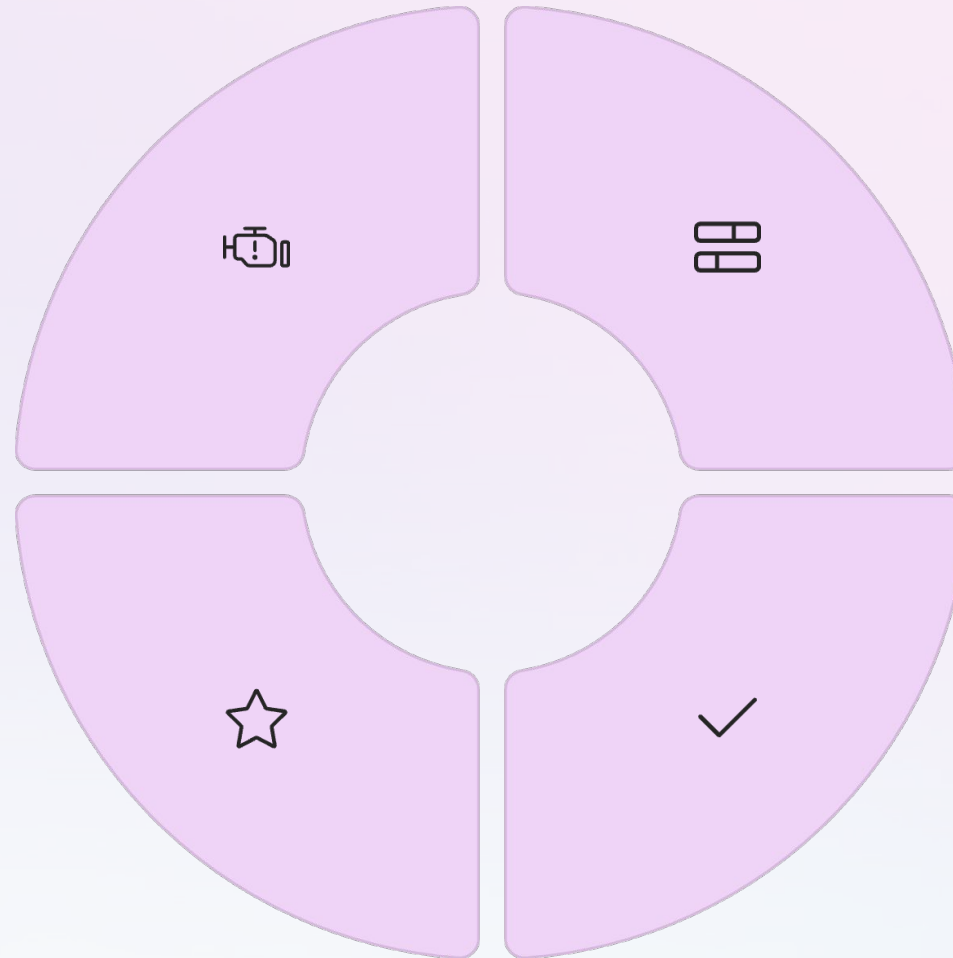
Science Grade 11 Performance Analysis

Below Proficient
33.2% of students
Better than state (40.5%)

Advanced
9.8% of students
Similar to state (10.1%)

Near Proficiency
30.4% of students
Slightly above state (28.1%)

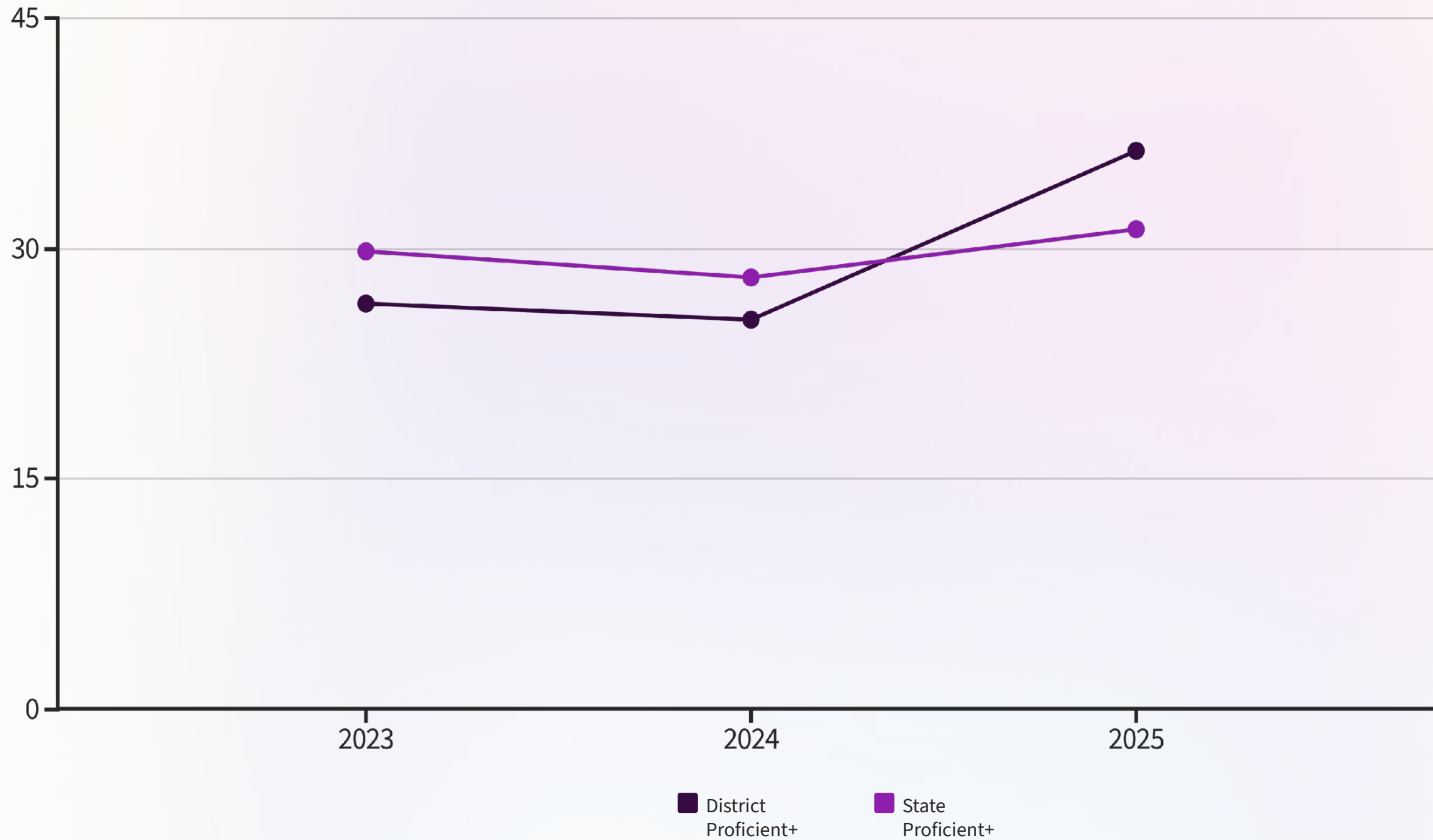
Proficient
26.6% of students
Above state (21.2%)



COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S
 SPRING 2025 NJSLA ADMINISTRATIONS
 SCIENCE - PERCENTAGES

Grade 11 science NJSLA									
	Below Proficiency (Level 1)			Near Proficiency (Level 2)			Proficient & Advanced Proficient (Level 3&4)		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Grade 11	42.70%	45.40%	63.60%	30.90%	32.60%	26.60%	26.40%	25.30%	36.40%
State	43.80%	42.10%	68.60%	26.40%	26.50%	21.20%	29.80%	28.10%	31.30%

Science Performance Three-Year Trend



Science Grade 11 shows significant improvement in 2025, with an 11.1 percentage point increase from 2024. The district now outperforms the state for the first time in three years.

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S
 SPRING 2025 NJSLA ADMINISTRATIONS
 SCIENCE - PERCENTAGES Demographic breakdown

<i>Grade 11 Science Spring 2025</i>		
	<i>>=Level 3</i>	
	<i>2024</i>	<i>2025</i>
<i>Female</i>	<i>27.00%</i>	<i>37.70%</i>
<i>Male</i>	<i>23.60%</i>	<i>34.90%</i>
<i>Hispanic or Latino</i>	<i>8.70%</i>	<i>16.20%</i>
<i>Black or African American</i>	<i>n/a</i>	<i>10.00%</i>
<i>White</i>	<i>39.70%</i>	<i>53.90%</i>
<i>Economic Disadvantage - NO</i>	<i>32.70%</i>	<i>49.20%</i>
<i>Economic Disadvantage - YES</i>	<i>6.00%</i>	<i>17.30%</i>
<i>IEP - Yes</i>	<i>11.80%</i>	<i>9.50%</i>
<i>504</i>	<i>32.10%</i>	<i>42.30%</i>
<i>ML</i>	<i>0.00%</i>	<i>0.00%</i>

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S
 SPRING 2025 NJSLA ADMINISTRATIONS
 SCIENCE - PERCENTAGES Demographic breakdown

Grade 11 Science Spring 2025	
	Level 1 & 2
Female	62.30%
Male	65.10%
Hispanic or Latino	83.80%
Black or African American	90.00%
White	46.10%
Economic Disadvantage - NO	50.80%
Economic Disadvantage - YES	82.70%
IEP - Yes	90.50%
504	57.70%
ML	100.00%

Observations:

Critical Achievement Gaps Across All Subjects

1

Economic Disadvantage Impact

Consistent gaps across all subjects:

- Algebra 1: 36.3 point gap
- ELA 9: 34.2 point gap
- Geometry: 51.0 point gap
- Science 11: 31.9 point gap

2

Multilingual Learner Challenges

Significant underperformance:

- Algebra 1: 10% vs 29% district average
- ELA 9: 6.3% vs 57.9% non-ML students
- Science 11: 0% proficient (all below proficient)

3

Students with Disabilities

IEP students face barriers:

- Algebra 1: 25.5% meeting expectations
- ELA 9: 22% meeting expectations
- Science 11: 9.5% proficient



Students with Disabilities: 504 vs IEP Performance

504 Plan Students

Consistently outperform IEP students:

Algebra 1: 42.1% met expectations

ELA 9: 73.3% met expectations

Geometry: 63.6% met expectations

Science 11: 42.3% proficient

Performance often matches or exceeds district averages

IEP Students

Face significant achievement gaps:

Algebra 1: 25.5% met expectations

ELA 9: 22% met expectations

Geometry: Data unavailable (n<10)

Science 11: 9.5% proficient

Require intensive intervention strategies



Algebra 1 Gender Performance Comparison

Female Students (115 tested)

Average scale score: 731

- 7.8% did not meet expectations
- 36.5% partially met expectations
- 36.5% approached expectations
- 19.1% met expectations
- 0% exceeded expectations

Total meeting/exceeding: 19.1%

Male Students (98 tested)

Average scale score: 730

- 19.4% did not meet expectations
- 22.4% partially met expectations
- 23.5% approached expectations
- 32.7% met expectations
- 2% exceeded expectations

Total meeting/exceeding: 34.7%

Multilingual Learner Performance

of Multilingual Learners achieved proficiency in Science Grade 11, with 100% scoring below proficient. This represents a critical need for targeted intervention and support.

→ ELA 9 Struggles

Only 6.3% of ML students met expectations compared to 57.9% of non-ML students

→ Mathematics Challenges

10% of ML students met Algebra 1 expectations versus 29% district-wide

→ Language Barrier

Impact: Consistent underperformance across all content areas indicates systemic support needs

Key Strengths and Opportunities

Strengths

- Geometry performance exceeds state by 5.4 points
- ELA 9 consistently outperforms state average
- Science Grade 11 showed dramatic 11-point improvement
- 504 students perform at or above district averages

Critical Opportunities

- Algebra 1 performance 11.6 points below state
- Multilingual Learners need comprehensive support
- Economic disadvantage creates persistent gaps
- Female Algebra 1 performance declined significantly

Benchmark Assessments and Data Collection

Mathematics Teams and PLC

Math teams are now taking a deeper look at data analysis from their common unit assessments, which occur approximately every four weeks. Teachers are working in Professional Learning Communities (PLC's) to establish common grading practices, identify common student misconceptions, and determine ways to spiral back and reteach concepts that the data reveals need reinforcement. The PLC's meet 1 to 2 times a month during common planning periods.

Pre- AP English 1 & 2 (grades 9 & 10)

The Pre-AP English classes will continue to utilize the platform's benchmark assessments and analyze the data provided in their Professional Learning Communities to inform instructional practices. Additionally, all ninth-grade students were recently benchmarked in the IXL learning platform, which will generate individualized learning plans for each student based on their assessment results.

Recommended Action Priorities



Algebra 1 Intervention

Implement targeted support for foundational mathematics skills, with special focus on low performing subgroups. The new course sequence (with the implementation of the foundation skill course freshman year will hope remediate performance levels in Algebra 1.

New Course Sequence:

Geometry

Algebra 1

Algebra 2



Multilingual Learner Support

Develop comprehensive ESL integration strategies across all content areas, particularly in science instruction. Working with ML department teachers and aides to work with teachers to help students in the classes.



Build on Success

Replicate successful Geometry and ELA 9 strategies across other subject areas to maintain and expand high performance

2024–2025 IB School Statistics

- Number of Candidates Registered: 184
- Number of Diploma Candidates : **22**
- Number of candidates who successfully passed diploma : **14**

IB Enrollment

	<i>Enrollment Diploma Seniors</i>	<i>Testing</i>
<i>2016</i>	16	214
<i>2017</i>	11	170
<i>2018</i>	4	199
<i>2019</i>	7	153
<i>2020</i>	11	225
<i>2021</i>	2	197
<i>2022</i>	10	177
<i>2023</i>	8	188
<i>2024</i>	14	186
<i>2025</i>	22	184
<i>2026</i>	11	

IB Score breakdown

Subject	number of candidates	grade									average grade (school)	average grade (world wide)
		7	6	5	4	3	2	1	P	N		
English A: Lit	78	0	3	20	39	13	1	0	0	2	4.14	4.58
French HL	14	0	0	0	0	2	12	0	0	0	2.14	5.21
Italian HL	19	0	0	0	4	11	4	0	0	0	3	5.82
Spanish HL	25	1	0	4	8	8	1	0	0	2	3.96	5.19
Spanish SL	15	0	1	5	7	2	0	0	0	0	4.33	4.89
Business Man. SL	39	1	1	12	15	6	1	0	0	0	4.38	4.92
Environmental Sc SL	66	0	4	4	15	32	9	1	0	1	3.37	4.27
History HL	26	0	4	12	8	3	0	0	0	0	4.58	4.26
Biology SL	21	0	3	2	9	8	1	0	0	1	3.6	4.25
Mathematics	28	3	2	6	8	9	0	0	0	0	4.36	3.87
Dance HL	5	0	1	3	1	0	0	0	0	0	5	4.6
Dance SL	1	1	0	0	0	0	0	0	0	0	7	4.14
Film SL	14	0	0	2	8	2	0	0	0	2	4	4.16
Theater HL	3	0	0	0	0	1	2	0	0	0	2.33	5.11
Theater SL	3	0	0	0	0	2	0	1	0	0	2.33	4.61
Visual Arts SL	1	0	0	0	1	0	0	0	0	0	4	3.98



Moving Forward Together

Red Bank Regional High School demonstrates both significant strengths and critical opportunities for growth. Our success in Geometry and ELA 9 proves our capacity for excellence, while our challenges in Algebra 1 and with vulnerable populations highlight where focused intervention can make the greatest impact.

"Every student deserves the opportunity to succeed. These data guide our commitment to equity, excellence, and continuous improvement for all learners."



Collaboration

Working together across departments



Innovation

Implementing evidence-based strategies



Commitment

Supporting every student's success

