

# 2024-25 NJSLA Summary Results

**Hardyston Township School District**

**Date: November 11, 2025**

To protect student privacy, data for cohorts with fewer than ten students are excluded from this report.

# HARDYSTON TOWNSHIP SCHOOL

## DISTRICT 2024-25 Spring NJSLA

### English Language Arts

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 (2024 to 2025)	Change in Level 4 & Level 5 (2024 to 2025)
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025		
	%	%		%	%		%	%		%	%		%	%			
3	10.0%	14.6%	6.5%	10.0%	8.3%	24.2%	40.0%	18.8%	27.4%	36.7%	56.3%	40.3%	3.3%	2.1%	1.6%	+7.8	-16.5
4	6.3%	6.5%	2.1%	6.3%	3.2%	16.7%	14.1%	14.5%	14.6%	34.4%	40.3%	25%	39.1%	35.5%	41.7%	+9.1	-9.1
5	6.8%	7.5%	9.2%	10.2%	14.9%	7.7%	8.5%	22.4%	23.1%	59.3%	49.3%	49.2%	15.3%	6.0%	10.8%	-5.5	+4.7
6	7.0%	7.1%	3.1%	7.0%	5.4%	9.4%	25.4%	23.2%	32.8%	47.9%	41.1%	48.4%	12.7%	23.2%	6.3%	0	-9.6
7	3.4%	7.0%	7.1%	10.2%	9.9%	5.4%	27.1%	29.6%	23.2%	39.0%	28.2%	35.7%	20.3%	25.4%	28.6%	-4.4	+10.7
8	3.0%	8.6%	11.1%	7.5%	10.3%	8.3%	16.4%	12.1%	12.5%	61.2%	46.6%	47.2%	11.9%	22.4%	20.8%	+5	-1

## ELA Cohort Comparison 2024 to 2025

Year	Grades	M or E / Total & %
2025	4-8	191/283 67.5%
2024	3-7	186/304 61.2%

**Overall improvement: 6.3%**

HARDYSTON TOWNSHIP SCHOOL  
DISTRICT 2024-25 Spring NJSLA

English Language Arts

Grade	Number of Students Tested 2025	Number of Students Tested 2023	Number of Students Tested 2024	Difference 2024-2025
3	62	60	48	+14
4	48	64	62	-14
5	65	59	67	-2
6	64	71	56	+8
7	56	59	71	-15
8	72	67	58	+14
All Grades	367	380	362	+5

# HARDYSTON TOWNSHIP SCHOOL DISTRICT 2024-25 Spring NJSLA

## Mathematics

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 (2024 to 2025)	Change in Level 4 & Level 5 (2024 to 2025)
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025		
	%	%		%	%		%	%		%	%		%	%			
3	3.3%	0.0%	9.7%	18.3%	14.6%	11.3%	40.0%	25.0%	33.9%	33.3%	43.8%	45.2%	5.0%	16.7%	0.0%	+6.4	-15.3
4	7.8%	6.3%	4.3%	25.0%	18.8%	21.3%	25.0%	28.1%	27.7%	39.1%	39.1%	42.6%	3.1%	7.8%	4.3%	+5	0
5	6.8%	6.0%	4.5%	20.3%	29.9%	31.8%	32.2%	31.3%	31.8%	37.3%	31.3%	28.8%	3.4%	1.5%	3.0%	+4	-1
6	5.8%	5.4%	3.1%	21.7%	17.9%	20.3%	27.5%	32.1%	37.5%	43.5%	37.5%	37.5%	1.4%	7.1%	1.6%	+1	-5.5
7	6.7%	4.3%	3.6%	15.0%	21.7%	19.6%	46.7%	33.3%	33.9%	26.7%	36.2%	33.9%	5.0%	4.3%	8.9%	-2.8	+2.3
8	14.9%	19.4%	14.9%	40.4%	25.0%	23.4%	25.5%	30.6%	34.0%	19.1%	22.2%	25.5%	0.0%	2.8%	2.1%	-6.1	+2.6
Alg I (MS)	0.0%	0.0%	0.0%	4.5%	4.5%	0.0%	27.3%	4.5%	0.0%	54.5%	86.4%	90.9%	13.6%	4.5%	9.1%	-4.5	+9.1

# Math Cohort Comparison 2024 to 2025

Year	Grades	M or E / Total & %
2025	4-8	131/283 46.3
2024	3-7	134/304 44.1

Overall improvement: 2.2%

# HARDYSTON TOWNSHIP SCHOOL DISTRICT 2024-25 Spring NJSLA

## Mathematics

	Number of Students Tested 2025	Number of Students Tested 2023	Number of Students Tested 2024	Difference 2024-2025
Grade				
3	62	60	48	+14
4	47	64	64	-17
5	66	59	67	-1
6	64	69	56	+8
7	56	60	69	-13
8	47	47	36	+11
Alg I (MS)	22	22	22	0
All Grades	364	381	362	+2

# Section 3

## Demographic Analysis



District (3-8)	Meeting Expectations (Level 4) And Exceeding Expectations (Level 5)	
	ELA 24/25	MATH 24/25
SUBGROUP		
Female	64 / 70%	33 / 44%
Male	51 / 57%	40 / 43%
African American	61 / 55%	29 / 24%
Hispanic	59 / 55%	25 / 34%
White	59 / 67%	45 / 46%
Economically Disadvantaged	42 / 48%	19 / 24%
504	42 / 57%	23 / 31%
Special Education (IEP)	28 / 33%	21 / 24%



# Intervention Strategies



- Ongoing professional development for staff in the following areas: Foundations, Schoolwide, Heggerty, Into Math, and math intervention strategies
- Interventionists support best practices in the classrooms through teacher coaching
- Effective, research-based universal screening procedures in place for all students three times a year
- Progress monitoring is administered between universal screenings



# Intervention Strategies



- Interventionists communicate with teachers, parents, child study team members, and administration regarding the individual needs of students
- Interventionists and teachers use targeted instruction to close the achievement gap for struggling students
- Tier 3 intervention starts early in the school year
- MS WIN periods
- Wilson Reading
- As a result of early identification and close progress monitoring, student placements are adjusted to quickly and efficiently meet individual needs.

