

2021-22 NJSLA Summary Results

Byram Township

October 2022

NJSLA 2019 - 2022 Comparison

| ELA | 2019 | 2022 | Diff |
|---------|-------|------|--------|
| Grade 3 | 54% | 40% | -14% |
| Grade 4 | 70% | 66% | -4% |
| Grade 5 | 59.5% | 66% | +6.5% |
| Grade 6 | 54.6% | 61% | +6.4% |
| Grade 7 | 67.5% | 76% | +8.5% |
| Grade 8 | 62.5% | 77% | +14.5% |

| Math | 2019 | 2022 | Diff |
|---------|-------|------|--------|
| Grade 3 | 68% | 49% | -19% |
| Grade 4 | 71% | 40% | -31% |
| Grade 5 | 51.3% | 43% | -7.7% |
| Grade 6 | 49.4% | 50% | +0.6% |
| Grade 7 | 67.5% | 53% | -14.5% |
| Grade 8 | 35.5% | 38% | +2.5% |
| ALG 1 | 95.5% | 92% | -3.5% |

BYRAM TOWNSHIP

2021-22 Spring

NJSLA

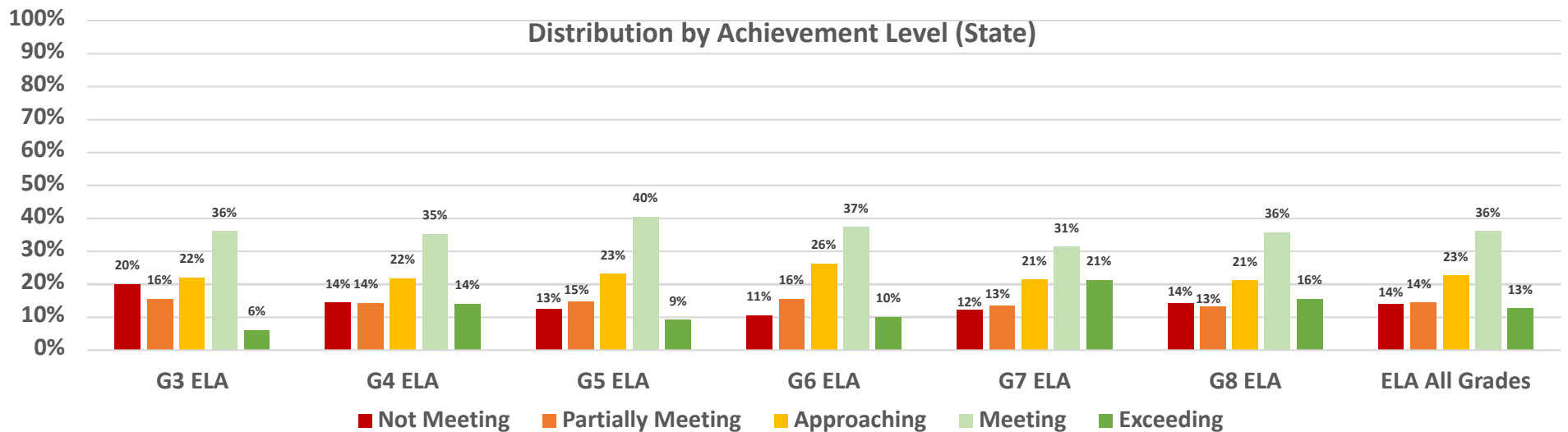
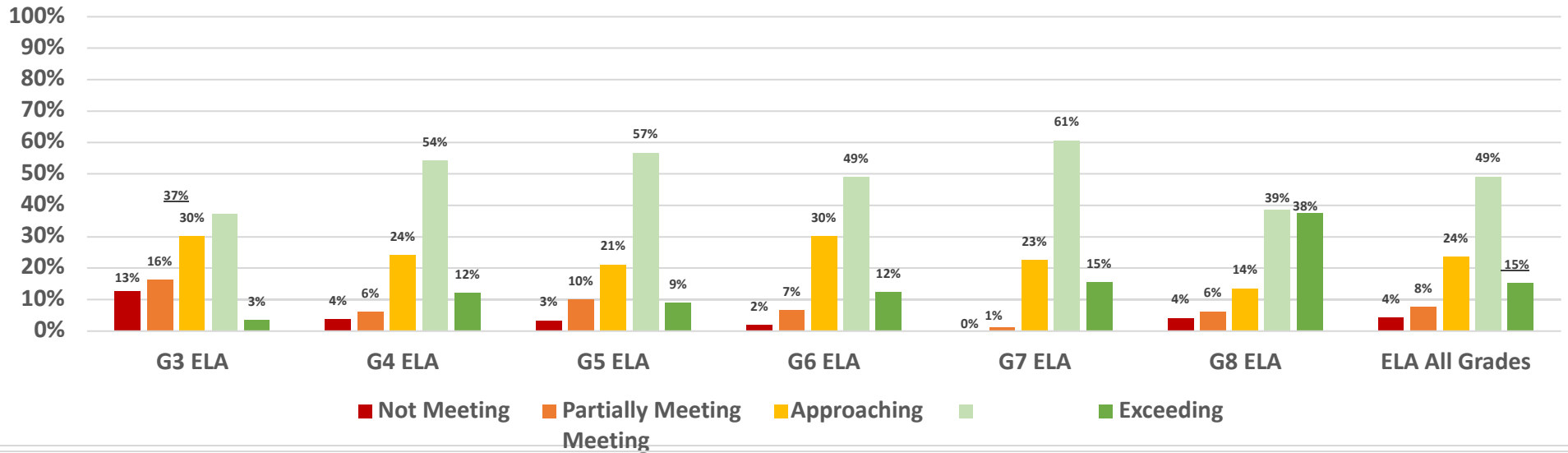
ELA/Language Arts

| Grade | Total Tested in District | Achievement Levels | | | | | | | | | |
|------------|--------------------------|---------------------------------------|-------|---|-------|---------------------------------------|-------|-----------------------------------|-------|-------------------------------------|-------|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | District | State | District | State | District | State | District | State | District | State |
| 3 | 86 | 13% | 20% | 16% | 16% | 30% | 22% | 37% | 36% | 3% | 6% |
| 4 | 83 | 4% | 14% | 6% | 14% | 24% | 22% | 54% | 35% | 12% | 14% |
| 5 | 90 | 3% | 13% | 10% | 15% | 21% | 23% | 57% | 40% | 9% | 9% |
| 6 | 106 | 2% | 11% | 7% | 16% | 30% | 26% | 49% | 37% | 12% | 10% |
| 7 | 84 | 0% | 12% | 1% | 13% | 23% | 21% | 61% | 31% | 15% | 21% |
| 8 | 96 | 4% | 14% | 6% | 13% | 14% | 21% | 39% | 36% | 38% | 16% |
| All Grades | 545 | 4% | 14% | 8% | 14% | 24% | 23% | 49% | 36% | 15% | 13% |

ELA/Language Arts

BYRAM TOWNSHIP

2021-22 Spring NJSLA



NJSLA ELA 2022 BYRAM

| | Count of Valid Test Scores | Not Yet Meeting (Level 1) | Partially Meeting (Level 2) | Approaching Expectations (Level 3) | Meeting Expectations (Level 4) | Exceeding Expectation (Level 5) | District % >= Level 4 | NJ % >= Level 4 | Difference |
|----------------|----------------------------|---------------------------|-----------------------------|------------------------------------|--------------------------------|---------------------------------|-----------------------|-----------------|-------------|
| Grade 3 | 86 | 13% | 16% | 30% | 37% | 3% | 40% | 42% | -2% |
| Grade 4 | 83 | 4% | 6% | 24% | 54% | 12% | 66% | 49% | +17% |
| Grade 5 | 90 | 3% | 10% | 21% | 57% | 9% | 66% | 49% | +17% |
| Grade 6 | 106 | 2% | 7% | 30% | 49% | 12% | 61% | 47% | +14% |
| Grade 7 | 84 | 0% | 1% | 23% | 61% | 15% | 76% | 52% | +24% |
| Grade 8 | 96 | 4% | 6% | 14% | 39% | 38% | 77% | 52% | +25% |

BYRAM TOWNSHIP

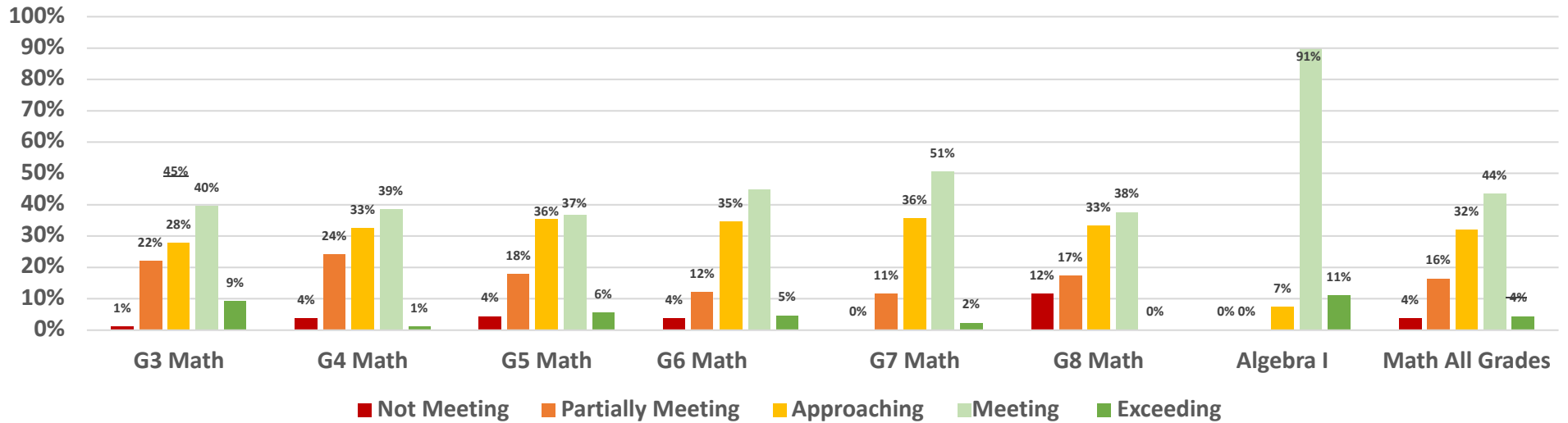
2021-22 Spring NJSLA

Mathematics

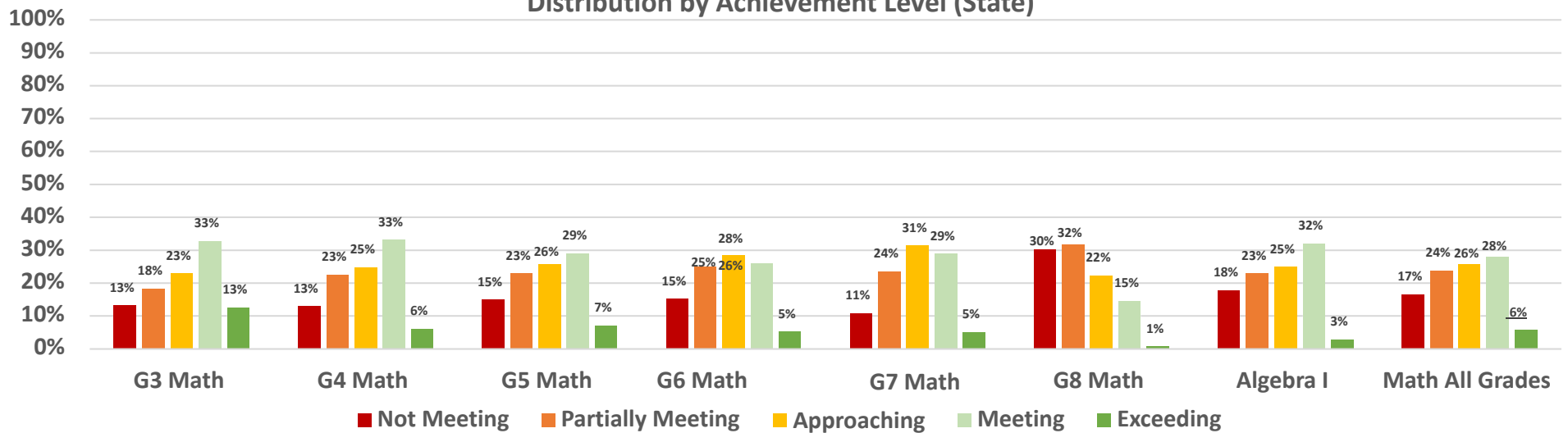
| Grade | Total Tested in District | Achievement Levels | | | | | | | | | |
|-------------------|--------------------------|------------------------------------|------------|--|------------|------------------------------------|------------|--------------------------------|------------|----------------------------------|-----------|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | District | State | District | State | District | State | District | State | District | State |
| 3 | 86 | 1% | 13% | 22% | 18% | 28% | 23% | 40% | 33% | 9% | 13% |
| 4 | 83 | 4% | 13% | 24% | 23% | 33% | 25% | 39% | 33% | 1% | 6% |
| 5 | 90 | 4% | 15% | 18% | 23% | 36% | 26% | 37% | 29% | 6% | 7% |
| 6 | 107 | 4% | 15% | 12% | 25% | 35% | 28% | 45% | 26% | 5% | 5% |
| 7 | 87 | 0% | 11% | 11% | 24% | 36% | 31% | 51% | 29% | 2% | 5% |
| 8 | 69 | 12% | 30% | 17% | 32% | 33% | 22% | 38% | 15% | 0% | 1% |
| Algebra I | 27 | 0% | 18% | 0% | 23% | 7% | 25% | 81% | 32% | 11% | 3% |
| All Grades | 549 | 4% | 17% | 16% | 24% | 32% | 26% | 44% | 28% | 4% | 6% |

BYRAM TOWNSHIP 2021-22 Spring NJSLA

Mathematics



Distribution by Achievement Level (State)



NJSLA Math 2022 BYRAM

| | Count of Valid Test Scores | Not Yet Meeting (Level 1) | Partially Meeting (Level 2) | Approaching Expectations (Level 3) | Meeting Expectations (Level 4) | Exceeding Expectation (Level 5) | District % >= Level 4 | NJ % >= Level 4 | Difference |
|------------------|----------------------------|---------------------------|-----------------------------|------------------------------------|--------------------------------|---------------------------------|-----------------------|-----------------|-------------|
| Grade 3 | 86 | 1% | 22% | 28% | 40% | 9% | 49% | 46% | +3% |
| Grade 4 | 83 | 4% | 24% | 33% | 39% | 1% | 40% | 39% | +1% |
| Grade 5 | 90 | 4% | 18% | 36% | 37% | 6% | 43% | 36% | +6% |
| Grade 6 | 107 | 4% | 12% | 35% | 45% | 5% | 50% | 31% | +19% |
| Grade 7 | 87 | 0% | 11% | 36% | 51% | 2% | 53% | 34% | +19% |
| Grade 8 | 69 | 12% | 17% | 33% | 38% | 0% | 38% | 16% | +22% |
| Algebra I | 27 | 0.0% | 0.0% | 7% | 81% | 11% | 92% | 35% | +57% |

NJSLA Science 2019 BYRAM Grades 5 & 8




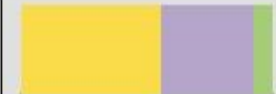

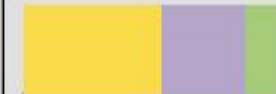










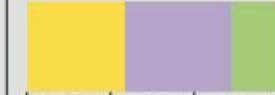

| | Count of Valid Test Scores | (Level 1) Below Proficient | (Level 2) Near Proficient | (Level 3) Proficient | (Level 4) Adv. Proficient | District % >= Level 3 | NJ % >= Level 3 | Difference |
|----------------|----------------------------|----------------------------|---------------------------|----------------------|---------------------------|-----------------------|-----------------|--------------|
| Grade 5 | 79 | 15.2% | 58.2% | 22.8% | 3.8% | 26.6% | | -2.7% |
| State | | 34.8% | 36.0% | 22.7% | 6.6% | | 29.3% | |
| Grade 8 | 82 | 23.2% | 58.5% | 17.1% | 1.2% | 18.3% | | |
| State | | 35.7 | 44.5 | 15.3% | 4.5% | | 19.8% | -1.5% |




NJSLA Science 2022 BYRAM Grades 5 & 8

| | Count of Valid Test Scores | (Level 1) Below Proficient | (Level 2) Near Proficient | (Level 3) Proficient | (Level 4) Adv. Proficient | District % >= Level 3 | NJ % >= Level 3 | Difference |
|----------------|----------------------------|----------------------------|---------------------------|----------------------|---------------------------|--------------------------|--------------------|---------------|
| Grade 5 | 92 | 18.9% | 34.4% | 35.6% | 11.1% | 46.7% | | +21.1% |
| State | | 41.6% | 32.9% | 18.2% | 7.4% | | 25.6% | |
| Grade 8 | 96 | 28.1% | 54.2% | 14.6% | 3.1% | 17.7% | | +2.1% |
| State | | 40.9% | 43.5% | 12.0% | 3.6% | | 15.6% | |

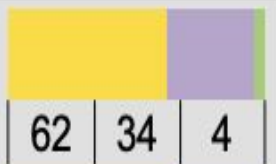
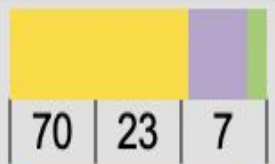

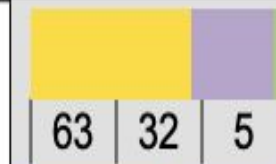

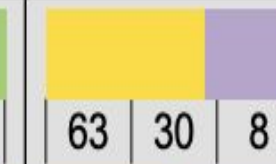
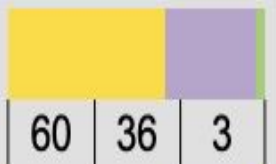
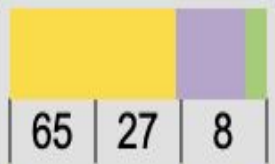
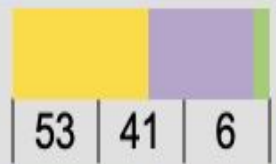
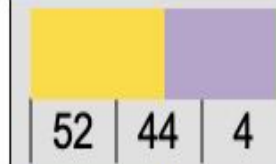

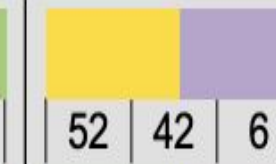
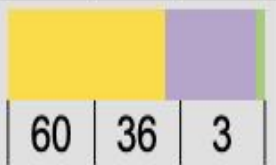

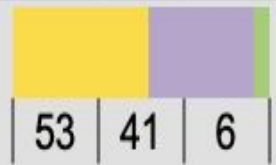
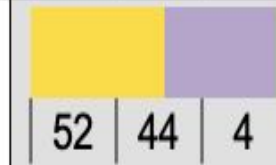
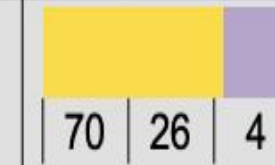
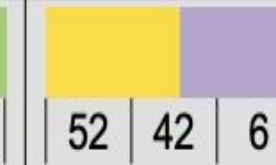
NJSLA Science 2022 BYRAM 5th Grade




Student Performance Using Domains and Practices (Percent)

| | EARTH & SPACE SCIENCE | LIFE SCIENCE | PHYSICAL SCIENCE | INVESTIGATING PRACTICES | SENSEMAKING PRACTICES | CRITIQUING PRACTICES |
|-----------------|---|---|--|---|---|---|
| STATE |  58 31 11 |  60 29 12 |  54 37 9 |  55 37 7 |  60 29 11 |  55 33 12 |
| DISTRICT |  41 42 17 |  37 40 23 |  31 48 21 |  38 52 10 |  39 42 19 |  27 48 26 |
| SCHOOL |  41 42 17 |  37 40 23 |  31 48 21 |  38 52 10 |  39 42 19 |  27 48 26 |

| | | | | | |
|---|---------------------------|--|------------------------------|---|---------------------------|
|  | Below Expectations |  | Near/Met Expectations |  | Above Expectations |
|---|---------------------------|--|------------------------------|---|---------------------------|

NJSLA Science 2022 BYRAM 8th Grade

| Student Performance Using Domains and Practices (Percent) | | | | | | |
|---|--|--|---|--|--|--|
| | EARTH & SPACE SCIENCE | LIFE SCIENCE | PHYSICAL SCIENCE | INVESTIGATING PRACTICES | SENSEMAKING PRACTICES | CRITIQUING PRACTICES |
| STATE |  62 34 4 |  70 23 7 |  67 27 6 |  63 32 5 |  71 23 5 |  63 30 8 |
| DISTRICT |  60 36 3 |  65 27 8 |  53 41 6 |  52 44 4 |  70 26 4 |  52 42 6 |
| SCHOOL |  60 36 3 |  65 27 8 |  53 41 6 |  52 44 4 |  70 26 4 |  52 42 6 |

| | | |
|---|---|---|
|  Below Expectations |  Near/Met Expectations |  Above Expectations |
|---|---|---|

RTI: BLES

| Grade Level | # of students in Tier 3 2021-22 | Avg. % Growth to Yearly Goal in iReady ELA | Avg. % Growth to Yearly Goal in iReady math |
|--------------------|--|---|--|
| 3 | 24 | 135% | 129% |
| 4 | 19 | 171% | 103% |

RTI: BIS

| Grade Level | # of students in Tier 3 2021-22 | Avg. % Growth to Yearly Goal in iReady ELA | Avg. % Growth to Yearly Goal in iReady math |
|--------------------|--|---|--|
| 5 | 20 | 154% | 113% |
| 6 | 23 | 224% | 153% |
| 7 | 23 | 191% | 162% |
| 8 | 19 | 187% | 138% |

Demographic Analysis

BYRAM TOWNSHIP

2021-22 Spring NJSLA by Subgroup **Race**

ELA/Language Arts

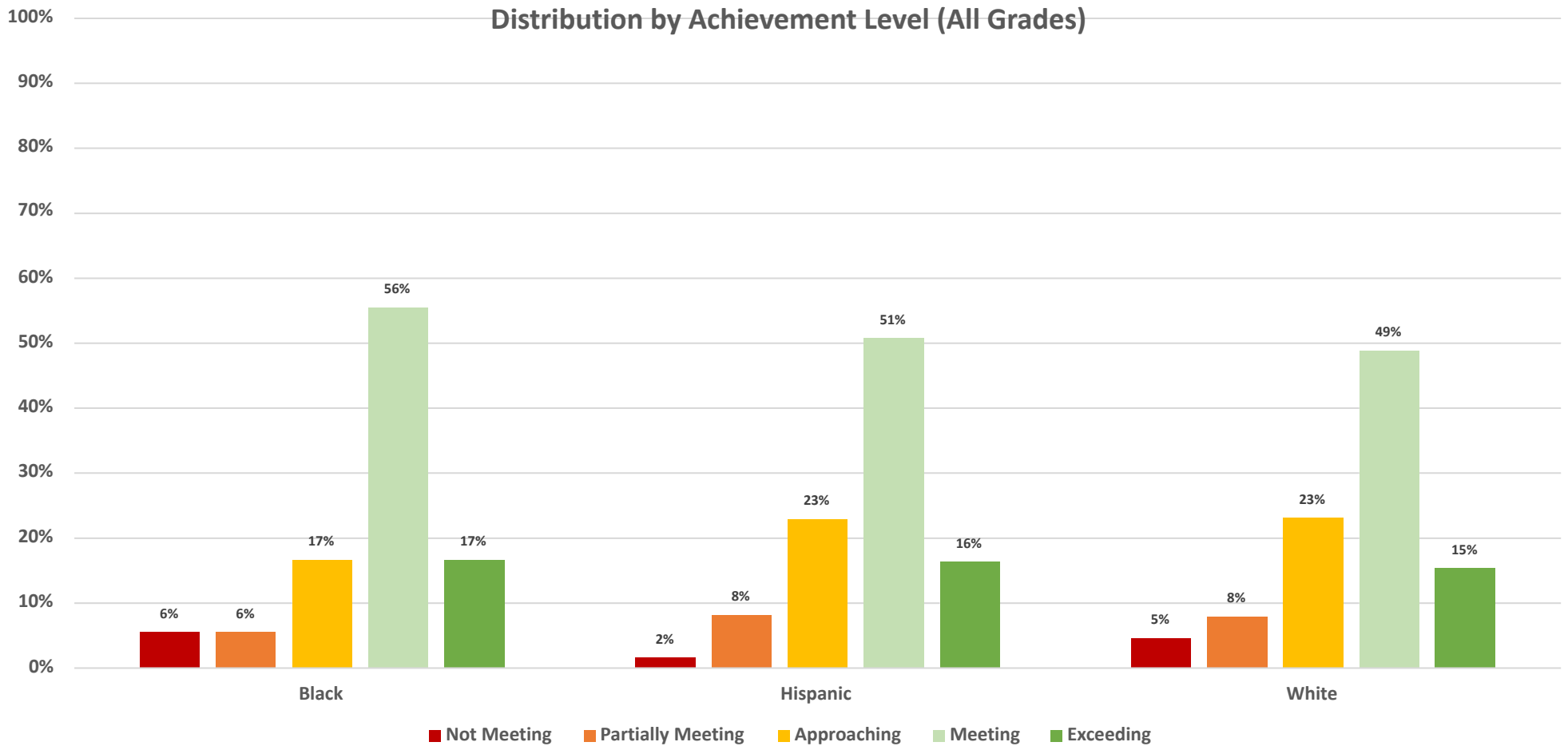
| Grade Band | Race | Total Tested | % Tested | Achievement Levels | | | | | | | | | |
|------------|---------------------|--------------|----------|------------------------------------|------------|--|------------|------------------------------------|------------|--------------------------------|------------|----------------------------------|------------|
| | | | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| ES (G3-G5) | Asian | <10 | 1% | - | - | - | - | - | - | - | - | - | - |
| | Black | <10 | 3% | - | - | - | - | - | - | - | - | - | - |
| | Hispanic | 31 | 12% | <10 | 3% | <10 | 10% | <10 | 26% | 16 | 52% | <10 | 10% |
| | Multiple | <10 | 2% | - | - | - | - | - | - | - | - | - | - |
| | White | 213 | 82% | 15 | 7% | 25 | 12% | 52 | 24% | 104 | 49% | 17 | 8% |
| | <i>All Students</i> | 259 | | 17 | 7% | 28 | 11% | 65 | 25% | 128 | 49% | 21 | 8% |
| MS (G6-G8) | Asian | <10 | 1% | - | - | - | - | - | - | - | - | - | - |
| | Black | 11 | 4% | <10 | 0% | <10 | 9% | <10 | 9% | <10 | 64% | <10 | 18% |
| | Hispanic | 30 | 10% | <10 | 0% | <10 | 7% | <10 | 20% | 15 | 50% | <10 | 23% |
| | Multiple | <10 | 0% | - | - | - | - | - | - | - | - | - | - |
| | Other | <10 | 0% | - | - | - | - | - | - | - | - | - | - |
| | White | 241 | 84% | <10 | 2% | 11 | 5% | 53 | 22% | 118 | 49% | 53 | 22% |
| | <i>All Students</i> | 286 | | <10 | 2% | 14 | 5% | 64 | 22% | 140 | 49% | 62 | 22% |
| All Grades | Asian | <10 | 1% | - | - | - | - | - | - | - | - | - | - |
| | Black | 18 | 3% | <10 | 6% | <10 | 6% | <10 | 17% | 10 | 56% | <10 | 17% |
| | Hispanic | 61 | 11% | <10 | 2% | <10 | 8% | 14 | 23% | 31 | 51% | 10 | 16% |
| | Multiple | <10 | 1% | - | - | - | - | - | - | - | - | - | - |
| | Other | <10 | 0% | - | - | - | - | - | - | - | - | - | - |
| | White | 454 | 83% | 21 | 5% | 36 | 8% | 105 | 23% | 222 | 49% | 70 | 15% |
| | <i>All Students</i> | 545 | | 23 | 4% | 42 | 8% | 129 | 24% | 268 | 49% | 83 | 15% |

BYRAM TOWNSHIP

2021-22 Spring NJSLA by Subgroup

Race

ELA/Language Arts



BYRAM TOWNSHIP

2021-22 Spring NJSLA by Subgroup **Race**

Mathematics

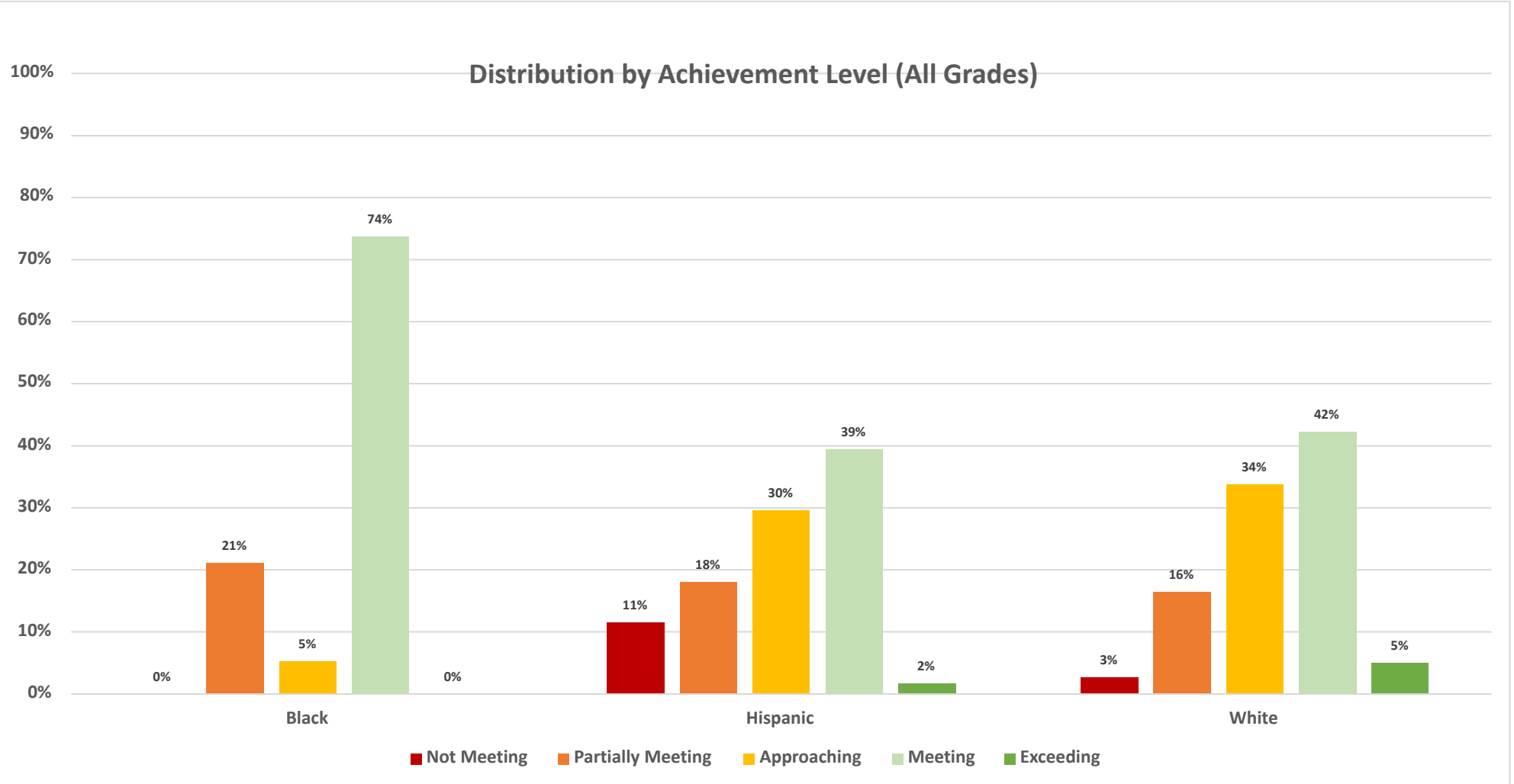
| Grade Band | Race | Total Tested | % Tested | Achievement Levels | | | | | | | | | | | | | | |
|------------|---------------------|--------------|----------|------------------------------------|-----|----------|--|-----|----------|------------------------------------|-----|----------|--------------------------------|---|----------|----------------------------------|---|----------|
| | | | | Not Meeting Expectations (Level 1) | | | Partially Meeting Expectations (Level 2) | | | Approaching Expectations (Level 3) | | | Meeting Expectations (Level 4) | | | Exceeding Expectations (Level 5) | | |
| | | | | # of students | % | of total | # of students | % | of total | # of students | % | of total | # of students | % | of total | # of students | % | of total |
| ES (G3-G5) | Asian | <10 | 1% | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| | Black | <10 | 3% | - | - | - | - | - | - | - | - | - | - | - | - | | | |
| | Hispanic | 31 | 12% | <10 | 10% | <10 | 26% | 12 | 39% | <10 | 23% | <10 | 3% | | | | | |
| | Multiple | <10 | 2% | - | - | - | - | - | - | - | - | - | - | - | | | | |
| | White | 213 | 82% | <10 | 2% | 44 | 21% | 69 | 32% | 83 | 39% | 13 | 6% | | | | | |
| | <i>All Students</i> | 259 | | <10 | 3% | 55 | 21% | 83 | 32% | 99 | 38% | 14 | 5% | | | | | |
| MS (G6-G8) | Asian | <10 | 1% | - | - | - | - | - | - | - | - | - | - | | | | | |
| | Black | 12 | 4% | <10 | 0% | <10 | 8% | <10 | 0% | 11 | 92% | <10 | 0% | | | | | |
| | Hispanic | 30 | 10% | <10 | 13% | <10 | 10% | <10 | 20% | 17 | 57% | <10 | 0% | | | | | |
| | Multiple | <10 | 0% | - | - | - | - | - | - | - | - | - | - | | | | | |
| | Other | <10 | 0% | - | - | - | - | - | - | - | - | - | - | | | | | |
| | White | 244 | 84% | <10 | 3% | 31 | 13% | 85 | 35% | 110 | 45% | 10 | 4% | | | | | |
| | <i>All Students</i> | 290 | | 12 | 4% | 35 | 12% | 93 | 32% | 140 | 48% | 10 | 3% | | | | | |
| All Grades | Asian | <10 | 1% | - | - | - | - | - | - | - | - | - | - | | | | | |
| | Black | 19 | 3% | <10 | 0% | <10 | 21% | <10 | 5% | 14 | 74% | <10 | 0% | | | | | |
| | Hispanic | 61 | 11% | <10 | 11% | 11 | 18% | 18 | 30% | 24 | 39% | <10 | 2% | | | | | |
| | Multiple | <10 | 1% | - | - | - | - | - | - | - | - | - | - | | | | | |
| | Other | <10 | 0% | - | - | - | - | - | - | - | - | - | - | | | | | |
| | White | 457 | 83% | 12 | 3% | 75 | 16% | 154 | 34% | 193 | 42% | 23 | 5% | | | | | |
| | <i>All Students</i> | 549 | | 20 | 4% | 90 | 16% | 176 | 32% | 239 | 44% | 24 | 4% | | | | | |

BYRAM TOWNSHIP

2021-22 Spring NJSLA by Subgroup

Race

Mathematics



BYRAM TOWNSHIP

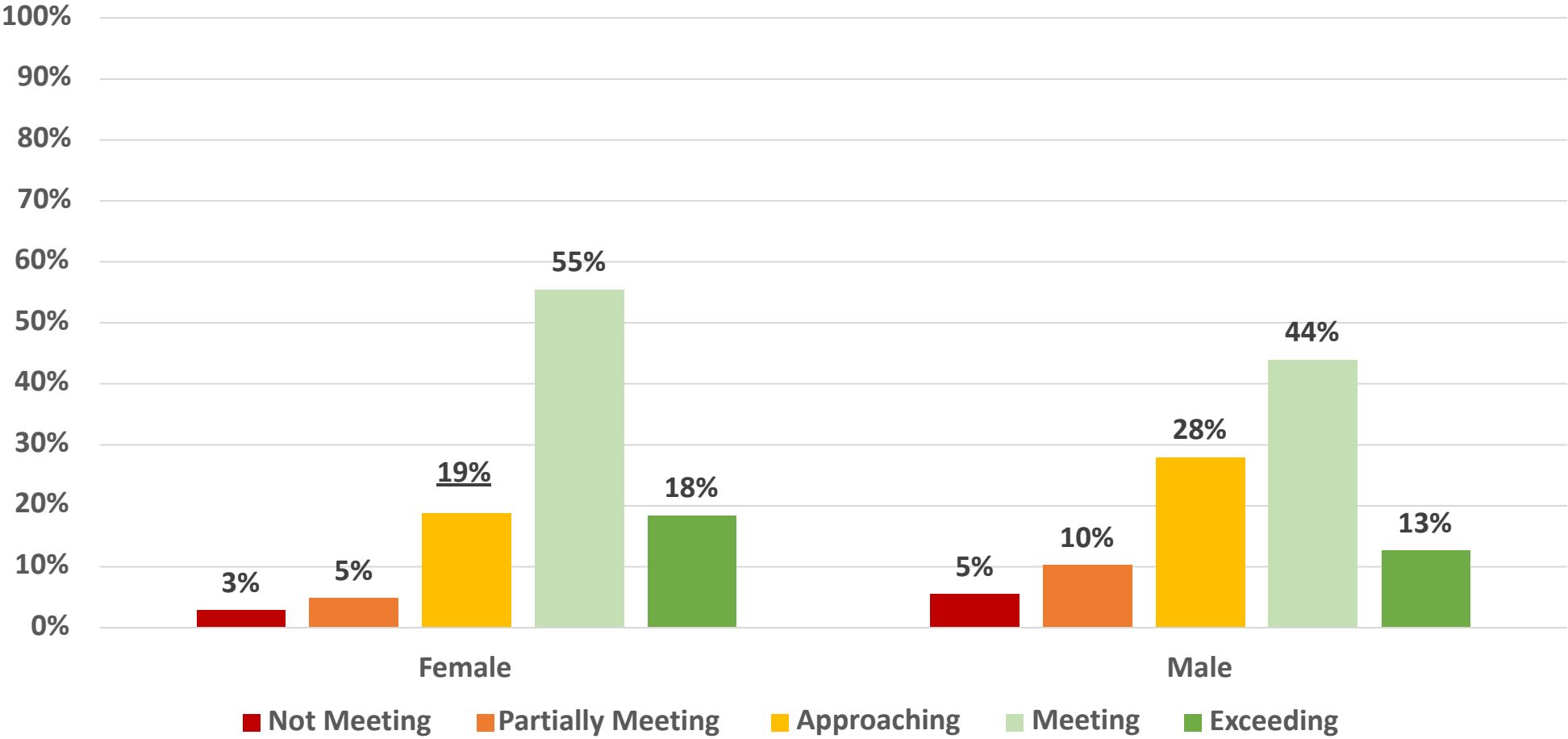
2021-22 Spring NJSLA by Subgroup **Gender**

ELA/Language Arts

| Grade Band | Gender | Total Tested | % Tested | Achievement Levels | | | | | | | | | |
|------------|---------------------|--------------|----------|------------------------------------|------------|--|------------|------------------------------------|------------|--------------------------------|------------|----------------------------------|------------|
| | | | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| ES (G3-G5) | Female | 124 | 48% | <10 | 6% | <10 | 6% | 27 | 22% | 70 | 56% | 13 | 10% |
| | Male | 135 | 52% | 10 | 7% | 21 | 16% | 38 | 28% | 58 | 43% | <10 | 6% |
| | <i>All Students</i> | 259 | | 17 | 7% | 28 | 11% | 65 | 25% | 128 | 49% | 21 | 8% |
| MS (G6-G8) | Female | 127 | 44% | <10 | 0% | <10 | 4% | 20 | 16% | 69 | 54% | 33 | 26% |
| | Male | 159 | 56% | <10 | 4% | <10 | 6% | 44 | 28% | 71 | 45% | 29 | 18% |
| | <i>All Students</i> | 286 | | <10 | 2% | 14 | 5% | 64 | 22% | 140 | 49% | 62 | 22% |
| All Grades | Female | 251 | 46% | <10 | 3% | 12 | 5% | 47 | 19% | 139 | 55% | 46 | 18% |
| | Male | 294 | 54% | 16 | 5% | 30 | 10% | 82 | 28% | 129 | 44% | 37 | 13% |
| | <i>All Students</i> | 545 | | 23 | 4% | 42 | 8% | 129 | 24% | 268 | 49% | 83 | 15% |

BYRAM TOWNSHIP
2021-22 Spring NJSLA by Subgroup Gender
ELA/Language Arts

Distribution by Achievement Level (All Grades)



BYRAM TOWNSHIP

2021-22 Spring NJSLA by Subgroup **Gender**

Mathematics

| Grade Band | Gender | Total Teste d | % of Teste d | Achievement Levels | | | | | | | | | |
|------------|---------------------|---------------------|--------------------|--|------------|--|------------|--|------------|--------------------------------------|------------|--|------------|
| | | | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| ES (G3-G5) | Female | 124 | 48% | <10 | 2% | 27 | 22% | 47 | 38% | 44 | 35% | <10 | 2% |
| | Male | 135 | 52% | <10 | 4% | 28 | 21% | 36 | 27% | 55 | 41% | 11 | 8% |
| | <i>All Students</i> | 259 | | <10 | 3% | 55 | 21% | 83 | 32% | 99 | 38% | 14 | 5% |
| MS (G6-G8) | Female | 130 | 45% | <10 | 2% | 22 | 17% | 44 | 34% | 62 | 48% | <10 | 0% |
| | Male | 160 | 55% | 10 | 6% | 13 | 8% | 49 | 31% | 78 | 49% | 10 | 6% |
| | <i>All Students</i> | 290 | | 12 | 4% | 35 | 12% | 93 | 32% | 140 | 48% | 10 | 3% |
| All Grades | Female | 254 | 46% | <10 | 2% | 49 | 19% | 91 | 36% | 106 | 42% | <10 | 1% |
| | Male | 295 | 54% | 15 | 5% | 41 | 14% | 85 | 29% | 133 | 45% | 21 | 7% |
| | <i>All Students</i> | 549 | | 20 | 4% | 90 | 16% | 176 | 32% | 239 | 44% | 24 | 4% |

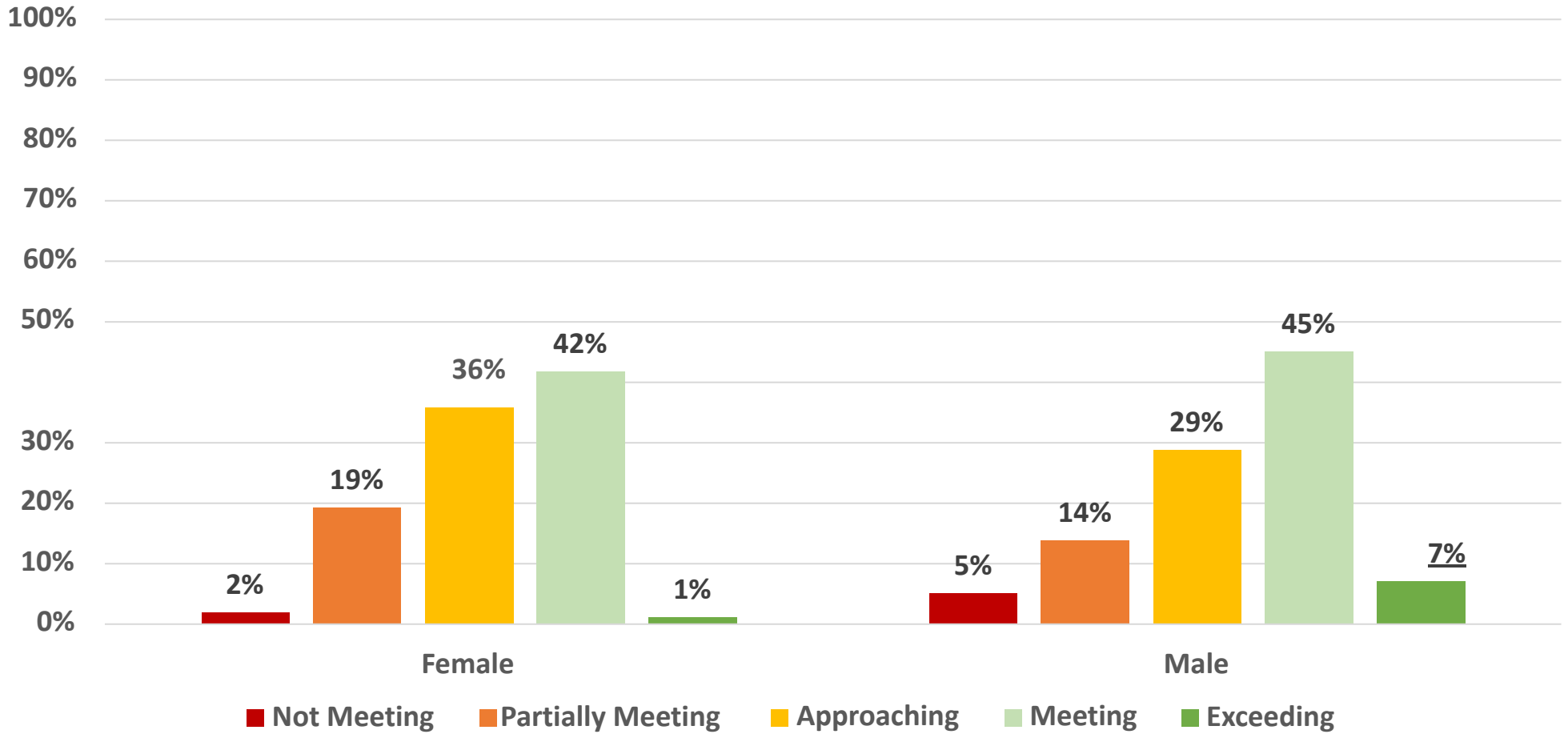
Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

BYRAM TOWNSHIP

2021-22 Spring NJSLA by Subgroup Gender

Mathematics

Distribution by Achievement Level (All Grades)



BYRAM TOWNSHIP

2021-22 Spring NJSLA by Subgroup **Program**

ELA/Language Arts

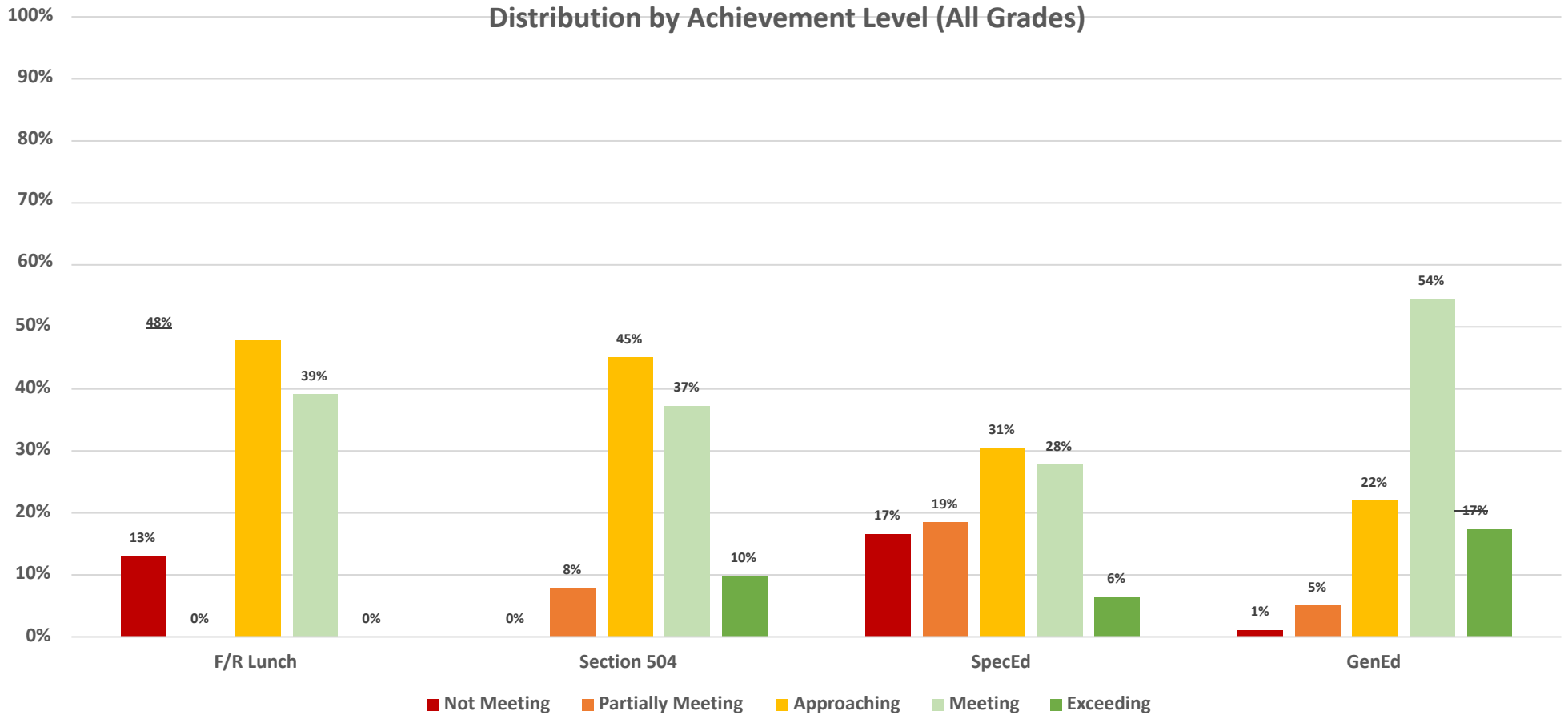
| Grade Band | Program | Total Teste d | % of Teste d | Achievement Levels | | | | | | | | | |
|------------|---------------------|---------------------|--------------------|--|------------|--|------------|--|------------|--------------------------------------|------------|--|------------|
| | | | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| ES (G3-G5) | F/R Lunch | 10 | 4% | <10 | 20% | <10 | 0% | <10 | 50% | <10 | 30% | <10 | 0% |
| | Section 504 | 21 | 8% | <10 | 0% | <10 | 14% | 12 | 57% | <10 | 29% | <10 | 0% |
| | SpecEd | 42 | 16% | 12 | 29% | 13 | 31% | <10 | 21% | <10 | 17% | <10 | 2% |
| | GenEd | 217 | 84% | <10 | 2% | 15 | 7% | 56 | 26% | 121 | 56% | 20 | 9% |
| | <i>All Students</i> | 259 | | 17 | 7% | 28 | 11% | 65 | 25% | 128 | 49% | 21 | 8% |
| MS (G6-G8) | F/R Lunch | 13 | 5% | <10 | 8% | <10 | 0% | <10 | 46% | <10 | 46% | <10 | 0% |
| | Section 504 | 30 | 10% | <10 | 0% | <10 | 3% | 11 | 37% | 13 | 43% | <10 | 17% |
| | SpecEd | 66 | 23% | <10 | 9% | <10 | 11% | 24 | 36% | 23 | 35% | <10 | 9% |
| | GenEd | 220 | 77% | <10 | 0% | <10 | 3% | 40 | 18% | 117 | 53% | 56 | 25% |
| | <i>All Students</i> | 286 | | <10 | 2% | 14 | 5% | 64 | 22% | 140 | 49% | 62 | 22% |
| All Grades | F/R Lunch | 23 | 4% | <10 | 13% | <10 | 0% | 11 | 48% | <10 | 39% | <10 | 0% |
| | Section 504 | 51 | 9% | <10 | 0% | <10 | 8% | 23 | 45% | 19 | 37% | <10 | 10% |
| | SpecEd | 108 | 20% | 18 | 17% | 20 | 19% | 33 | 31% | 30 | 28% | <10 | 6% |
| | GenEd | 437 | 80% | <10 | 1% | 22 | 5% | 96 | 22% | 238 | 54% | 76 | 17% |
| | <i>All Students</i> | 545 | | 23 | 4% | 42 | 8% | 129 | 24% | 268 | 49% | 83 | 15% |

BYRAM TOWNSHIP

2021-22 Spring NJSLA by Subgroup Program

ELA/Language Arts

Distribution by Achievement Level (All Grades)



BYRAM TOWNSHIP

2021-22 Spring NJSLA by Subgroup Program

Mathematics

| Grade Band | Program | Total Teste d | % of Teste d | Achievement Levels | | | | | | | | | |
|------------|---------------------|---------------------|--------------------|--|------------|--|------------|--|------------|--------------------------------------|------------|--|------------|
| | | | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| ES (G3-G5) | F/R Lunch | 10 | 4% | <10 | 10% | <10 | 30% | <10 | 40% | <10 | 20% | <10 | 0% |
| | Section 504 | 21 | 8% | <10 | 0% | <10 | 43% | <10 | 29% | <10 | 24% | <10 | 5% |
| | SpecEd | 42 | 16% | <10 | 10% | 20 | 48% | 10 | 24% | <10 | 17% | <10 | 2% |
| | GenEd | 217 | 84% | <10 | 2% | 35 | 16% | 73 | 34% | 92 | 42% | 13 | 6% |
| | <i>All Students</i> | 259 | | <10 | 3% | 55 | 21% | 83 | 32% | 99 | 38% | 14 | 5% |
| MS (G6-G8) | F/R Lunch | 13 | 4% | <10 | 8% | <10 | 15% | <10 | 46% | <10 | 31% | <10 | 0% |
| | Section 504 | 31 | 11% | <10 | 0% | <10 | 13% | 14 | 45% | 12 | 39% | <10 | 3% |
| | ELL | <10 | 0% | - | - | - | - | - | - | - | - | - | - |
| | SpecEd | 66 | 23% | <10 | 12% | 16 | 24% | 24 | 36% | 15 | 23% | <10 | 5% |
| | GenEd | 223 | 77% | <10 | 2% | 19 | 9% | 69 | 31% | 124 | 56% | <10 | 3% |
| | <i>All Students</i> | 290 | | 12 | 4% | 35 | 12% | 93 | 32% | 140 | 48% | 10 | 3% |
| All Grades | F/R Lunch | 23 | 4% | <10 | 9% | <10 | 22% | 10 | 43% | <10 | 26% | <10 | 0% |
| | Section 504 | 52 | 9% | <10 | 0% | 13 | 25% | 20 | 38% | 17 | 33% | <10 | 4% |
| | ELL | <10 | 0% | - | - | - | - | - | - | - | - | - | - |
| | SpecEd | 108 | 20% | 12 | 11% | 36 | 33% | 34 | 31% | 22 | 20% | <10 | 4% |
| | GenEd | 440 | 80% | <10 | 2% | 54 | 12% | 142 | 32% | 216 | 49% | 20 | 5% |
| | <i>All Students</i> | 549 | | 20 | 4% | 90 | 16% | 176 | 32% | 239 | 44% | 24 | 4% |

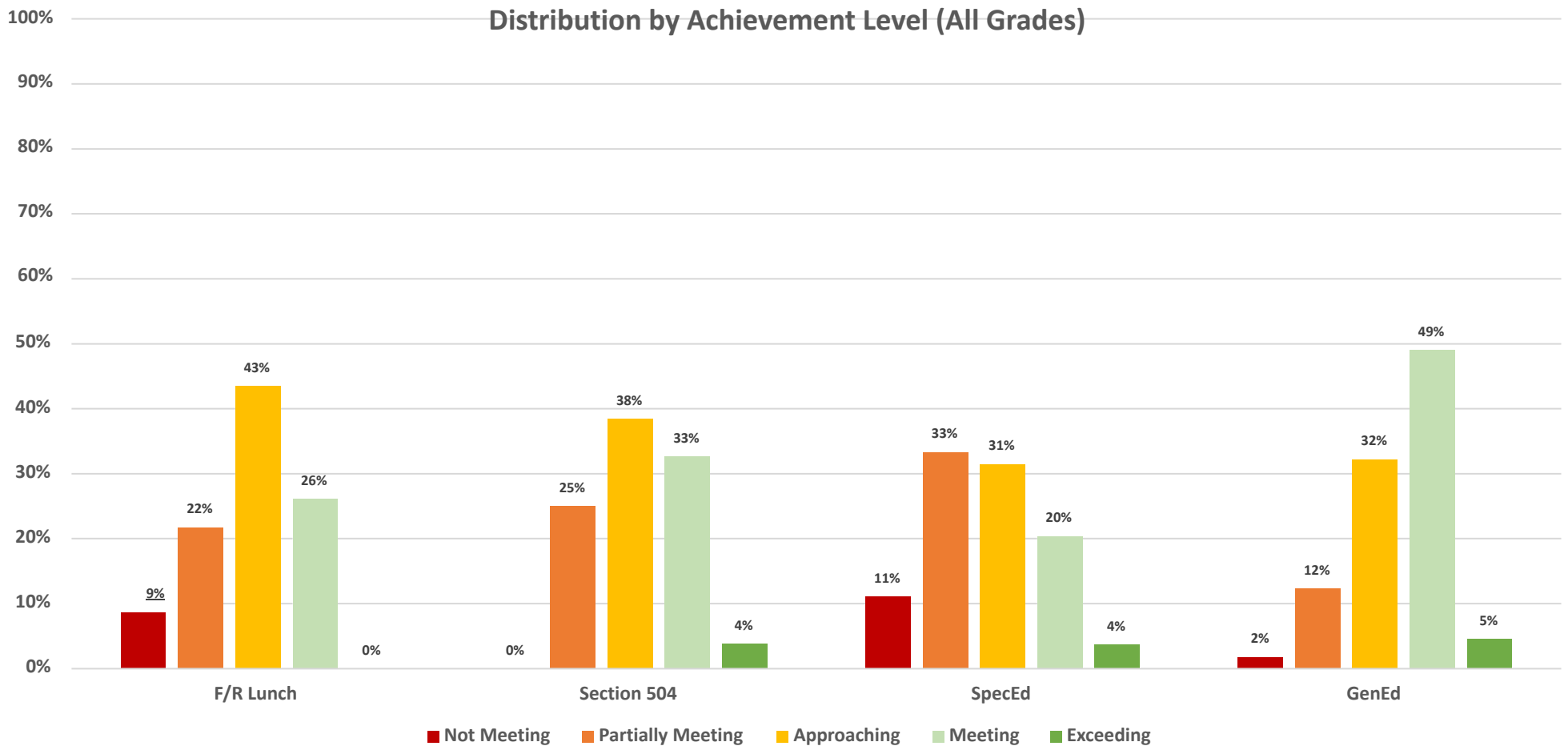
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BYRAM TOWNSHIP

2021-22 Spring NJSLA by Subgroup Program

Mathematics

Distribution by Achievement Level (All Grades)



Next Steps: Ladders of Learning

Grade Level: 4

Subject: LA


Essential Learning: Utilize quality text evidence to support a written response.

| Ladder of Understanding | Q1: What instructional strategies will be used? What misconceptions could there be? | Q2: Will we assess on a Common Formative Assessment? Ideas for quick checks? | Q3: What intervention strategies are most effective? | Q4: What extension strategies will deepen the learning? |
|--|--|---|--|---|
| Utilize quality text evidence to support a written response. | -scaffolded RACES responses -misconception: students may use opinions rather than textual evidence | - NJSLA response rubric -quick checks: teacher conference | -small group instruction and practice -teacher model -revision process | -citing and explaining quotes from the text |
| Utilize text evidence to support discussion. | -class debate -misconception: students may attempt to summarize | - NJSLA response rubric -quick checks: think-pair-share | -small group instruction and practice -teacher model -scavenger hunt | - identify or discuss the source of the information in class discussion |
| Locate and/or identify text evidence. | -highlight evidence, reread, deconstruct the text -misconception: students may just highlight any facts | - NJSLA response rubric -quick checks: self-correcting tasks and peer conference | -small group instruction and practice -teacher model -highlighters or different writing mediums to engage students | -identify or locate the source of the information |

SMART Goal

S.M.A.R.T. GOALS WORKSHEET

Crafting S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language, but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

| | |
|--|--|
|  INITIAL GOAL | <p>Write the goal you have in mind</p> <p>Utilize a variety of multi part problems to measure the level of understanding for taught skills.</p> |
| S SPECIFIC | <p>What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?</p> <p>The math department will work to incorporate more multi part problems in formative and summative assessments. By using multi step problems, we are increasing the DOK levels. This data will help drive remediation and acceleration.</p> |
| M MEASURABLE | <p>How can you measure progress and know if you've successfully met your goal?</p> <p>We can measure and compare the progress using formative and summative assessments.</p> |
| A ACHIEVABLE | <p>Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?</p> <p>The math department already uses multi part problems. We are looking to address foundational concerns that impede students' ability to complete these problems. This may include reading comprehension, endurance, and foundational content skills.</p> |

SMART Goal

R

Why am I setting this goal now? Is it aligned with overall objectives?

RELEVANT

This goal is being set to help with increasing success on complex problems.

T

What's the deadline and is it realistic?

TIME-BOUND

October - May (third marking period) This is a realistic time frame

**SMART
GOAL**

Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed

The math department will work to incorporate more multi part problems in formative and summative assessments. By using multi step problems, we are increasing the DOK levels. This data will help drive remediation and acceleration and help students increase success on complex problems.

Next Steps

Focused Direct Instruction for Learning Gaps

- Intervention Block at Lakes
- Zero Period at Intermediate

Next Steps

Before and After School Support

- Homework Helpers
- Helping Hands
- Tutoring

Check-in Cycle

Focused Direct Instruction for Learning Gaps

- October Goal Creation
- January 16 Check in - iReady and Writing Screener
- April 17 Check in - iReady and Writing Screener
- June Celebration