

2021-22 NJSLA Summary Results

Bethlehem Township

November 2022

NJSLA 2019 - 2022 Comparison

ELA	2019	2022	Diff
Grade 3	68.6%	54.2%	-14.4%
Grade 4	64.9%	33.3%	-31.6%
Grade 5	63.2%	52.2%	-11%
Grade 6	75.8%	47.6%	-28.2%
Grade 7	88.4%	82.9%	-5.5%
Grade 8	76.3%	51.1%	-25.2%

Math	2019	2022	Diff
Grade 3	68.6%	70.8%	+2.2%
Grade 4	67.6%	41%	-26.6%
Grade 5	44.7%	26.1%	-18.6%
Grade 6	51.5%	42.9%	-8.6%
Grade 7	66.7%	60%	-6.7%
Grade 8	56%	14.8%	-41.2%
ALG 1	100%	94.4%	-5.6%

BETHLEHEM TOWNSHIP

2021-22 Spring NJSLA

ELA/Language Arts

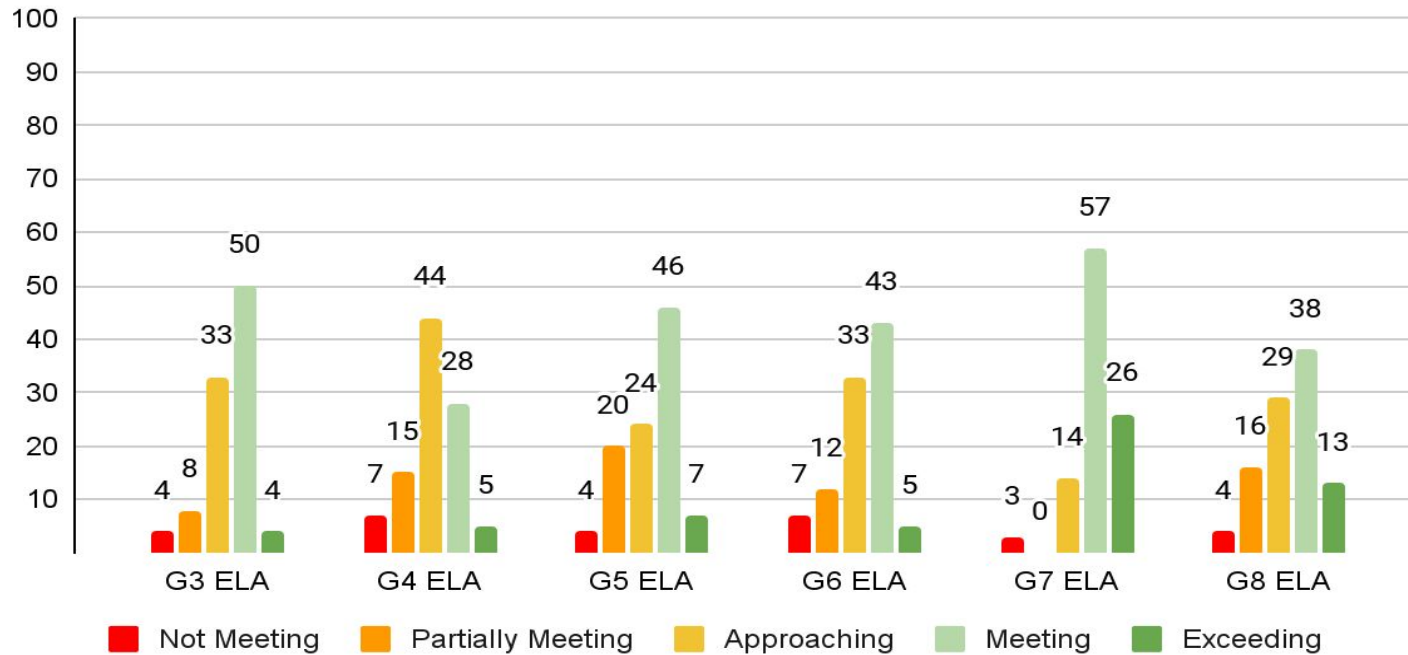
Grade	Total Tested in District	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		District	State	District	State	District	State	District	State	District	State
3	24	4%	20%	8%	16%	33%	22%	50%	36%	4%	6%
4	39	7%	14%	15%	14%	44%	22%	28%	35%	5%	14%
5	46	4%	13%	20%	15%	24%	23%	46%	40%	7%	9%
6	42	7%	11%	12%	16%	33%	26%	43%	37%	5%	10%
7	35	3%	12%	0%	13%	14%	22%	57%	31%	26%	21%
8	45	4%	14%	16%	13%	29%	21%	38%	36%	13%	16%

ELA/Language Arts

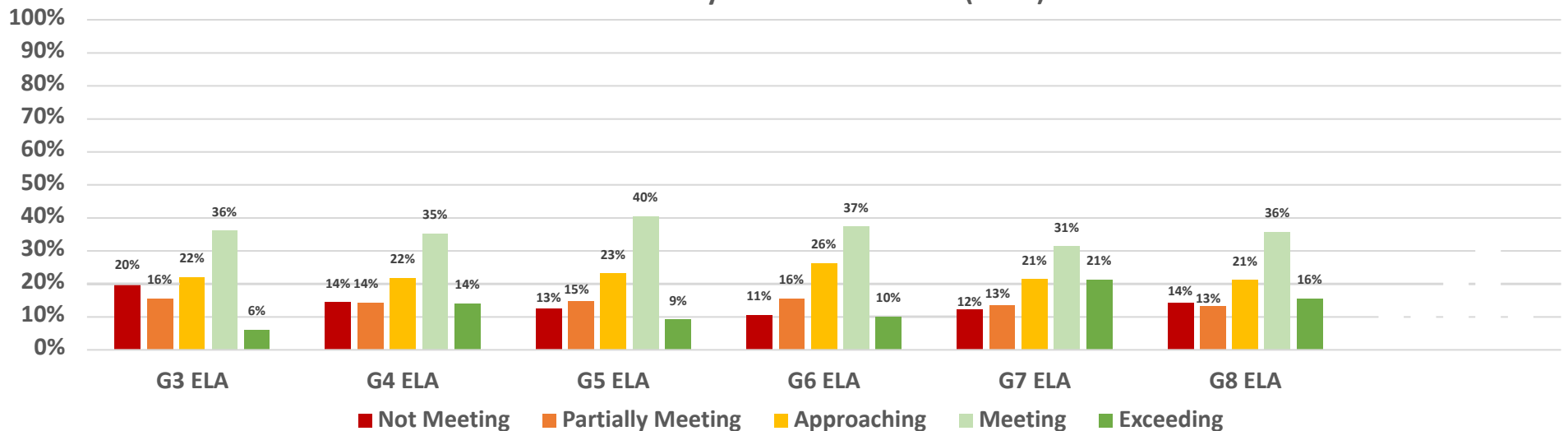
BETHLEHEM TOWNSHIP

2021-22 Spring NJSLA

Distribution by Achievement Level (District)



Distribution by Achievement Level (State)



NJSLA ELA 2022 BETHLEHEM

	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	24	4%	8%	33%	50%	4%	54%	42%	+12%
Grade 4	39	7%	15%	44%	28%	5%	33%	49%	-16%
Grade 5	46	4%	20%	24%	46%	7%	53%	49%	+4%
Grade 6	42	7%	12%	33%	43%	5%	48%	47%	+1%
Grade 7	35	3%	0%	14%	57%	26%	83%	52%	+31%
Grade 8	45	4%	16%	29%	38%	13%	51%	52%	-1%

BETHLEHEM TOWNSHIP

2021-22 Spring NJSLA

Mathematics

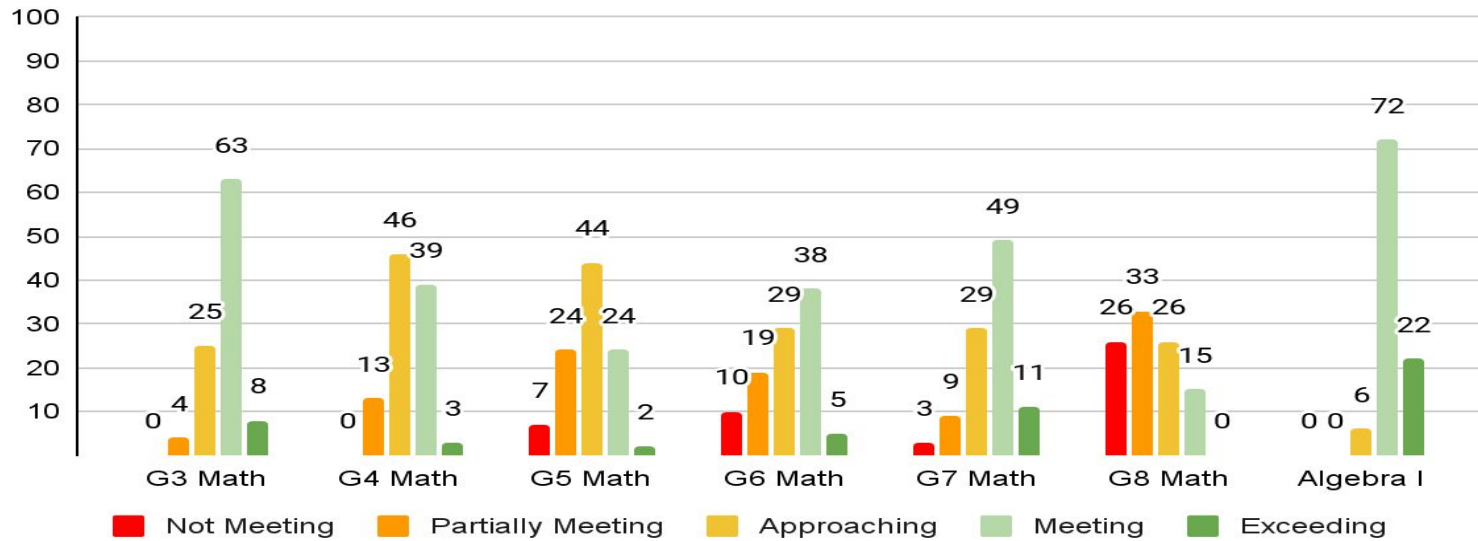
Grade	Total Tested in District	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		District	State	District	State	District	State	District	State	District	State
3	24	0%	13%	4%	18%	25%	23%	63%	33%	8%	13%
4	39	0%	13%	13%	23%	46%	25%	39%	33%	3%	6%
5	46	7%	15%	24%	23%	44%	26%	24%	29%	2%	7%
6	42	10%	15%	19%	25%	29%	28%	38%	26%	5%	5%
7	35	3%	11%	9%	24%	29%	31%	49%	29%	11%	5%
8	27	26%	30%	33%	32%	26%	22%	15%	15%	0%	1%
Algebra I	18	0%	18%	0%	23%	6%	25%	72%	32%	22%	3%

Mathematics

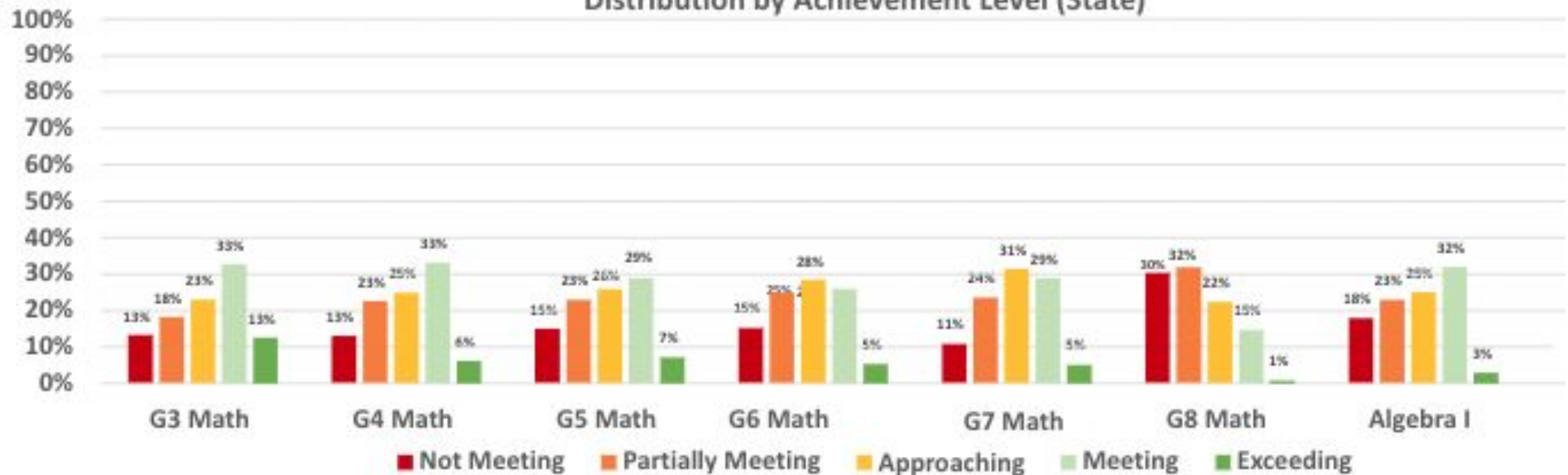
BETHLEHEM TOWNSHIP

2021-22 Spring NJSLA

Distribution by Achievement Level (District)



Distribution by Achievement Level (State)



NJSLA Math 2022 BETHLEHEM

	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	24	0%	4%	25%	63%	8%	71%	46%	+25%
Grade 4	39	0%	13%	46%	39%	3%	42%	39%	+3%
Grade 5	46	7%	24%	44%	24%	2%	26%	36%	-10%
Grade 6	42	10%	19%	29%	38%	5%	43%	31%	+12%
Grade 7	35	3%	9%	29%	49%	11%	60%	34%	+26%
Grade 8	27	26%	33%	26%	15%	0%	15%	16%	-1%
Algebra I	27	0.0%	0.0%	6%	72%	22%	94%	35%	+59%

NJSLA Science 2019 BETHLEHEM Grades 5 & 8

	Count of Valid Test Scores	(Level 1) Below Proficient	(Level 2) Near Proficient	(Level 3) Proficient	(Level 4) Adv. Proficient	District % \geq Level 3	NJ % \geq Level 3	Difference
Grade 5	46	23%	38%	33%	8%	41%		+12%
State		35%	36%	23%	7%		29%	
Grade 8	39	13%	44%	33%	10%	43%		+23%
State		36%	45%	15%	5%		20%	

NJSLA Science 2022 BETHLEHEM 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	46	13%	35%	37%	15%	52%		+27%
State		42%	33%	18%	7%		25%	
Grade 8	45	31%	44%	22%	2%	24%		+8%
State		41%	44%	12%	4%		16%	

Demographic Analysis

BETHLEHEM 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	6%	-	-		-	-		-	-		6	86%		1	14%	
	Black	<10	2%	-	-		-	-		-	-		1	50%		1	50%	
	Hispanic	9	8%	1	11%		-	-		-	-		7	78%		1	11%	
	Multiple	<10	1%	-	-		-	-		1	100%		-	-		-	-	
	White	90	83%	5	6%		17	19%		35	39%		30	33%		3	3%	
	<i>All Students</i>	109		6	5.5%		17	16%		36	33%		44	40%		6	5.5%	
MS (G6-G8)	Asian	<10	7%	-	-		-	-		1	13%		6	75%		1	13%	
	Black	<10	0%	-	-		-	-		-	-		-	-		-	-	
	Hispanic	<10	5%	2	33%		-	-		1	17%		2	33%		1	17%	
	Multiple	<10	2%	-	-		-	-		-	-		2	100%		-	-	
	Other	<10	0%	-	-		-	-		-	-		-	-		-	-	
	White	106	87%	4	4%		12	11%		30	28%		42	45%		15	14%	
	<i>All Students</i>	122		6	5%		12	10%		32	26%		52	43%		17	14%	
All Grades	Asian	15	7%	-	-		-	-		1	7%		12	80%		2	15%	
	Black	<10	1%	-	-		-	-		-	-		1	50%		1	50%	
	Hispanic	15	6%	3	20%		-	-		1	7%		9	60%		2	13%	
	Multiple	<10	1%	-	-		-	-		1	33%		2	67%		-	-	
	Other	<10	0%	-	-		-	-		-	-		-	-		-	-	
	White	196	85%	9	5%		29	15%		65	33%		75	38%		18	9%	
	<i>All Students</i>	231		12	5%		29	13%		68	29%		99	43%		23	10%	

BETHLEHEM 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	6%	-	-	1	14%	2	29%	-	2	29%	2	29%				
	Black	<10	2%	-	-	-	-	-	-	2	100%	-	-					
	Hispanic	<10	8%	-	-	-	-	3	33%	4	44%	2	22%					
	Multiple	<10	1%	-	-	-	-	1	100%	-	-	-	-					
	White	90	83%	3	3%	16	18%	38	42%	33	37%	-	-					
	<i>All Students</i>	109		3	3%	17	15%	44	40%	41	38%	4	4%					
MS (G6-G8)	Asian	<10	5%	-	-	1	11%	1	11%	5	67%	1	11%					
	Black	-	0%	-	-	-	-	-	-	-	-	-	-					
	Hispanic	<10	5%	2	33%	1	17%	1	17%	1	17%	1	17%					
	Multiple	<10	2%	-	-	-	-	-	-	2	100%	-	-					
	Other	-	0%	-	-	-	-	-	-	-	-	-	-					
	White	106	87%	8	8%	16	15%	25	24%	46	43%	11	10%					
	<i>All Students</i>	122		10	8%	18	15%	27	22%	54	44%	13	11%					
All Grades	Asian	15	6%	-	-	2	1%	3	2%	7	47%	3	2%					
	Black	<10	<1%	-	-	-	-	-	-	2	100%	-	-					
	Hispanic	15	6%	2	14%	1	7%	4	27%	5	33%	3	20%					
	Multiple	<10	1%	-	-	-	-	1	33%	2	67%	-	-					
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-					
	White	196	85%	11	6%	32	16%	63	32%	79	40%	11	6%					
	<i>All Students</i>	231		13	6%	35	15%	71	31%	95	41%	17	7%					

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

BETHLEHEM 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	51	47%	2	4%	5	6%	18	35%	22	43%	4	8%
	Male	58	53%	4	7%	12	21%	18	31%	22	38%	2	3%
	<i>All Students</i>	109		6	6%	17	16%	36	33%	44	40%	6	5%
MS (G6-G8)	Female	62	51%	3	4%	6	10%	13	21%	26	42%	14	23%
	Male	60	49%	3	5%	6	10%	19	32%	29	48%	3	5%
	<i>All Students</i>	122		6	5%	12	10%	32	26%	55	45%	17	14%
All Grades	Female	113	49%	5	4%	11	10%	31	27%	48	42%	18	16%
	Male	118	51%	7	6%	18	15%	37	31%	51	43%	5	4%
	<i>All Students</i>	231		12	5%	29	13%	68	29%	99	43%	23	10%

BETHLEHEM TOWNSHIP

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

Mathematics

Grade Band	Gender	Total Tested	% of 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	51	47%	-	-	8	16%	23	45%	16	31%	4	8%
	Male	58	53%	3	5%	9	16%	21	36%	25	43%	-	-
	<i>All Students</i>	109		3	3%	17	16%	44	40%	41	38%	4	4%
MS (G6-G8)	Female	62	51%	6	10%	13	21%	17	27%	17	27%	9	15%
	Male	60	49%	6	10%	7	11%	13	22%	33	55%	1	2%
	<i>All Students</i>	122		12	10%	20	16%	30	25%	50	41%	10	8%
All Grades	Female	113	49%	6	5%	21	19%	40	35%	33	29%	13	12%
	Male	118	51%	9	8%	16	14%	34	29%	58	49%	1	<1%
	<i>All Students</i>	231		15	7%	37	16%	74	32%	91	39%	14	6%

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

BETHELEHEM TOWNSHIP
2021-22 Spring NJSLA by Subgroup Program
ELA/Language Arts

Grade Band	Program	Total Tested	% of 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)	F/R Lunch	5	5%	-	0%	-	0%	<10	75%	<10	25%	-	0%
	Section 504	13	12%	-	0%	<10	15%	<10	31%	<10	54%	-	0%
	SpecEd	33	30%	<10	18%	10	30%	12	36%	<10	30%	-	0%
MS (G6-G8)	F/R Lunch	1	1%	-	0%	-	0%	<10	100%	-	0%	-	0%
	Section 504	11	14%	-	0%	<10	16%	<10	26%	<10	58%	-	0%
	SpecEd	18	23%	<10	21%	<10	25%	<10	46%	<10	7%	<10	9%

BETHELEHEM TOWNSHIP
2021-22 Spring NJSLA by Subgroup Program
Math

Grade Band	Program	Total Tested	% of 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)	F/R Lunch	5	5%	-	0%	<10	25%	<10	50%	<10	25%	-	0%
	Section 504	13	12%	-	0%	<10	8%	<10	54%	<10	38%	-	0%
	SpecEd	33	30%	<10	6%	10	30%	12	36%	<10	27%	-	0%
MS (G6-G8)	F/R Lunch	1	1%	-	0%	-	0%	<10	100%	-	0%	-	0%
	Section 504	11	14%	-	6%	<10	31%	<10	44%	<10	19%	-	0%
	SpecEd	18	23%	<10	32%	<10	29%	<10	29%	<10	11%	-	0%

Next Steps

- Strategic Planning
 - Facilitated by NJSBA
 - Engages BOE, staff, parents, students, and community members in the process
 - Identify areas of strength
 - Identify areas of need
 - Goal setting
 - Defines the path taken for the next 3-5 years

Next Steps

- Scheduling
 - Time allotted for each subject area
 - Intervention & Enrichment Blocks
 - Time for PLCs to meet
- Curriculum
 - Revise & Rewrite
 - UbD model for unit planning
 - Evaluate programs utilized
- Before and After School Academies
 - Target on specific concepts & goals
 - Teacher recommended
 - Fluid program


Next Steps

- Professional Development
 - PD focused on PLC work & Data
 - Training on Response to Intervention (RTI)
- Audit of District Created Assessments
 - Aligning to state standards
 - Analyzing question types
 - More focused instruction
 - Creation of formative assessments in writing
- Goal Setting
 - Board/District
 - Admin
 - SGOs & SMART Goals

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.