

# **Springfield Public Schools 2022-2023 Data Presentation**

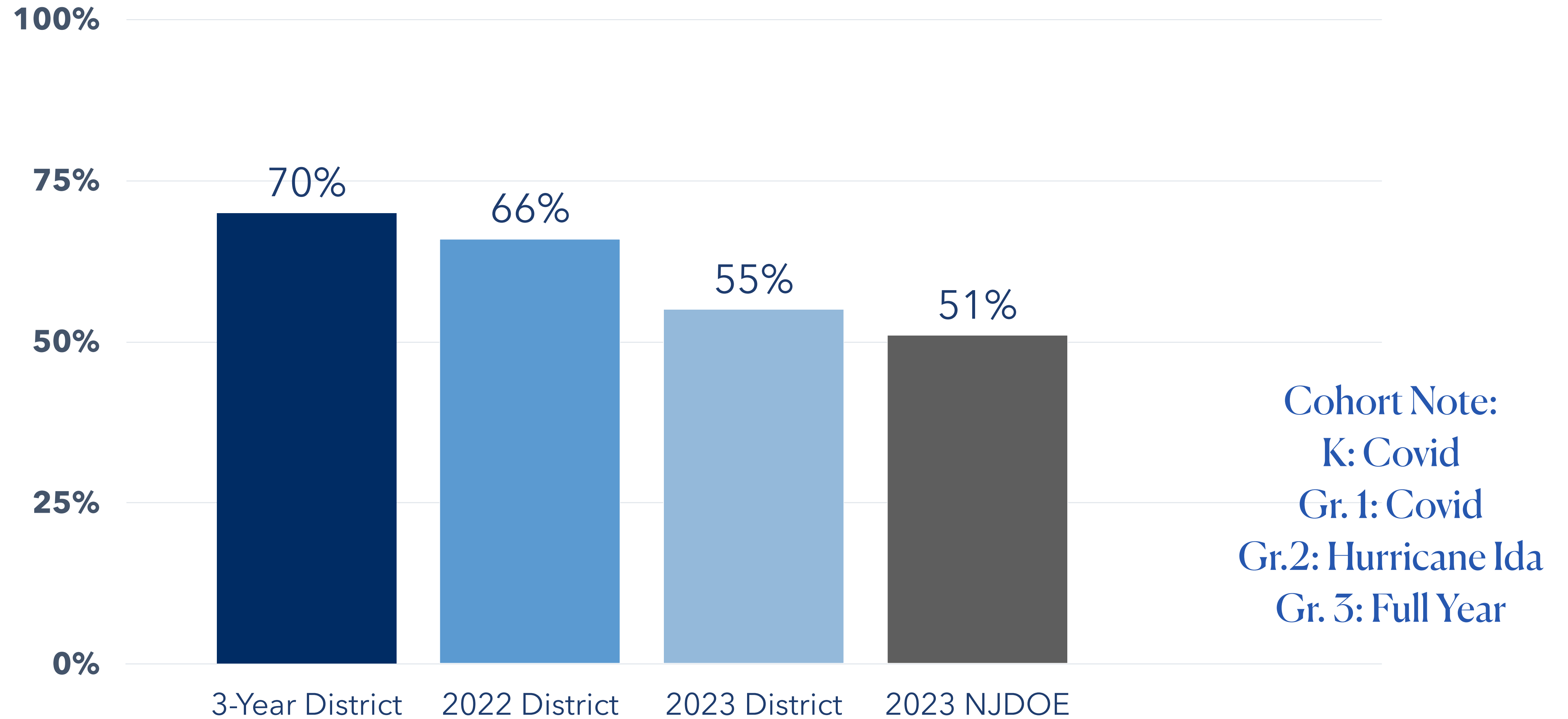
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# NJSLA ELA

- 2022 Spring Assessment set a new baseline, this year we compare 2023, 2022, and a pre-covid three year average (2019, 2018, 2017) of achievement
- Springfield Public Schools exceeded the state in all tested grade levels
- Grade 10 and 11 were not required to test, only Grade 9.
- Students in Grade 11 took the New Jersey Graduation Proficiency Assessment (NJGPA) in ELA and Math which was reported at the August 28th Board Meeting.

# Grade 3 ELA

## % Meeting/Exceeding



<b>Grade 3 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
Female	6.5	10.8	23.7	53.8	5.4	<b>59.1</b>
Male	6.7	21.3	21.3	45.3	5.3	<b>50.7</b>
Asian	7.7	15.4	23.1	38.5	15.4	<b>53.8</b>
Black/ African-American	4.5	9.1	27.3	59.1	0.0	<b>59.1</b>
Hispanic/Latinx	13.8	17.2	27.6	37.9	3.4	<b>41.4</b>
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*
Two Or More Races	10.0	0.0	20.0	60.0	10.0	<b>70.0</b>
White	4.4	18.7	19.8	51.6	5.6	<b>78.4</b>

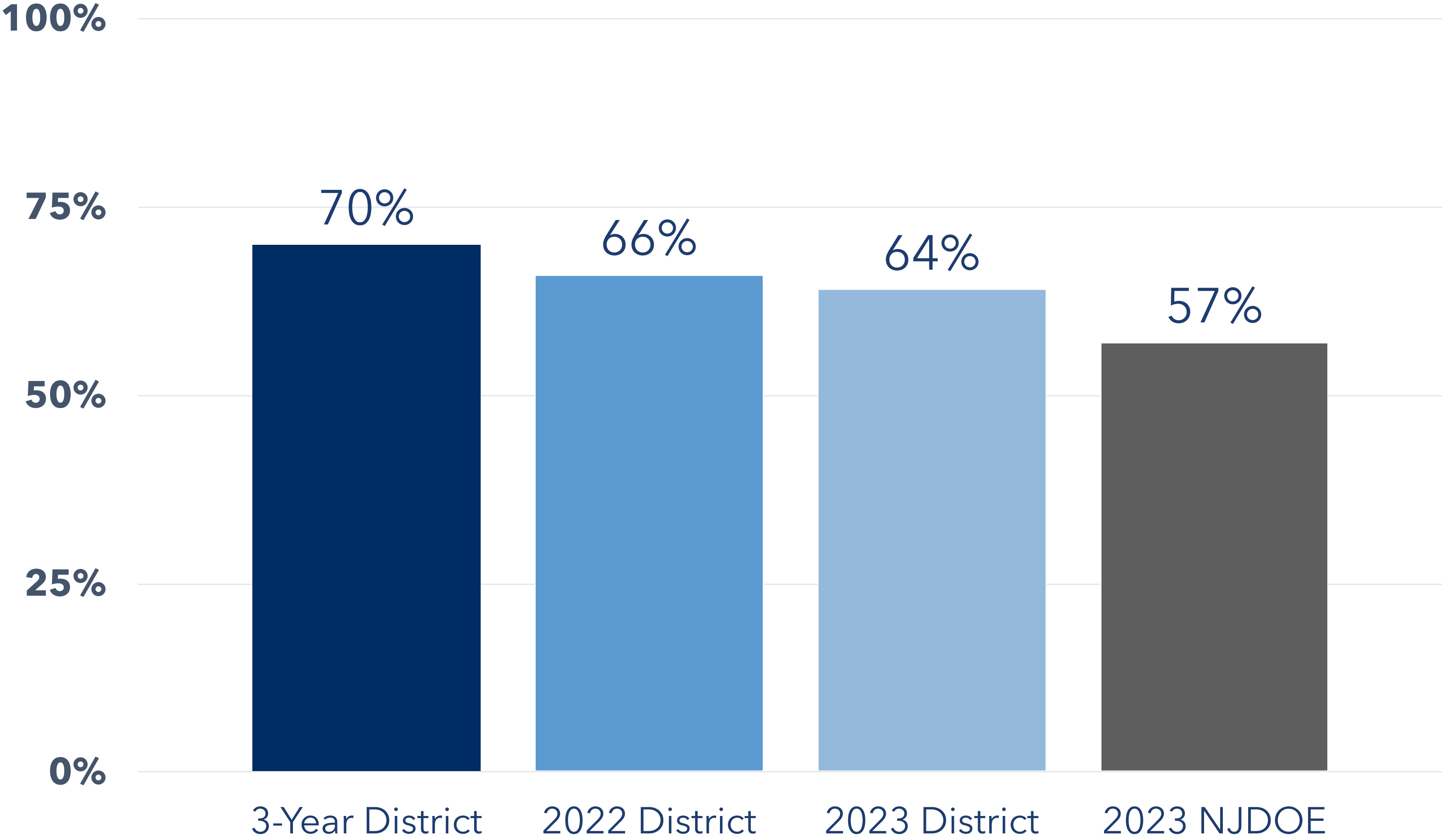
\* Data Is Not Displayed In Order To Protect Student Privacy (N≤10)

<b>Grade 3 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	28.6	42.9	21.4	3.6	3.6	<b>7.1</b>
504	0.0	25.0	50.0	25.0	0.0	<b>25.0</b>
Economic Disadvantage	11.1	11.1	50.0	22.2	5.6	<b>27.8</b>
English Language Learners	*	*	*	*	*	*

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# Grade 4 ELA

## % Meeting/Exceeding



<b>Grade 4 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
Female	1.5	11.8	22.1	38.2	26.5	<b>64.7</b>
Male	1.4	11.6	23.2	55.1	8.7	<b>63.8</b>
Asian	*	*	*	*	*	*
Black/African-American	13.3	26.7	13.3	40.0	6.7	<b>46.7</b>
Hispanic/Latinx	0.0	22.7	40.9	27.3	9.1	<b>36.4</b>
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*
Two Or More Races	0.0	9.1	27.3	36.4	27.3	<b>63.6</b>
White	0.0	6.4	19.2	55.1	19.2	<b>74.4</b>

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<b>Grade 4 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	4.5	31.8	40.9	18.2	4.5	<b>22.7</b>
504	0.0	18.2	27.3	45.5	9.1	<b>54.5</b>
Economic Disadvantage	0.0	21.4	50.0	21.4	7.1	<b>28.6</b>
English Language Learners	*	*	*	*	*	*

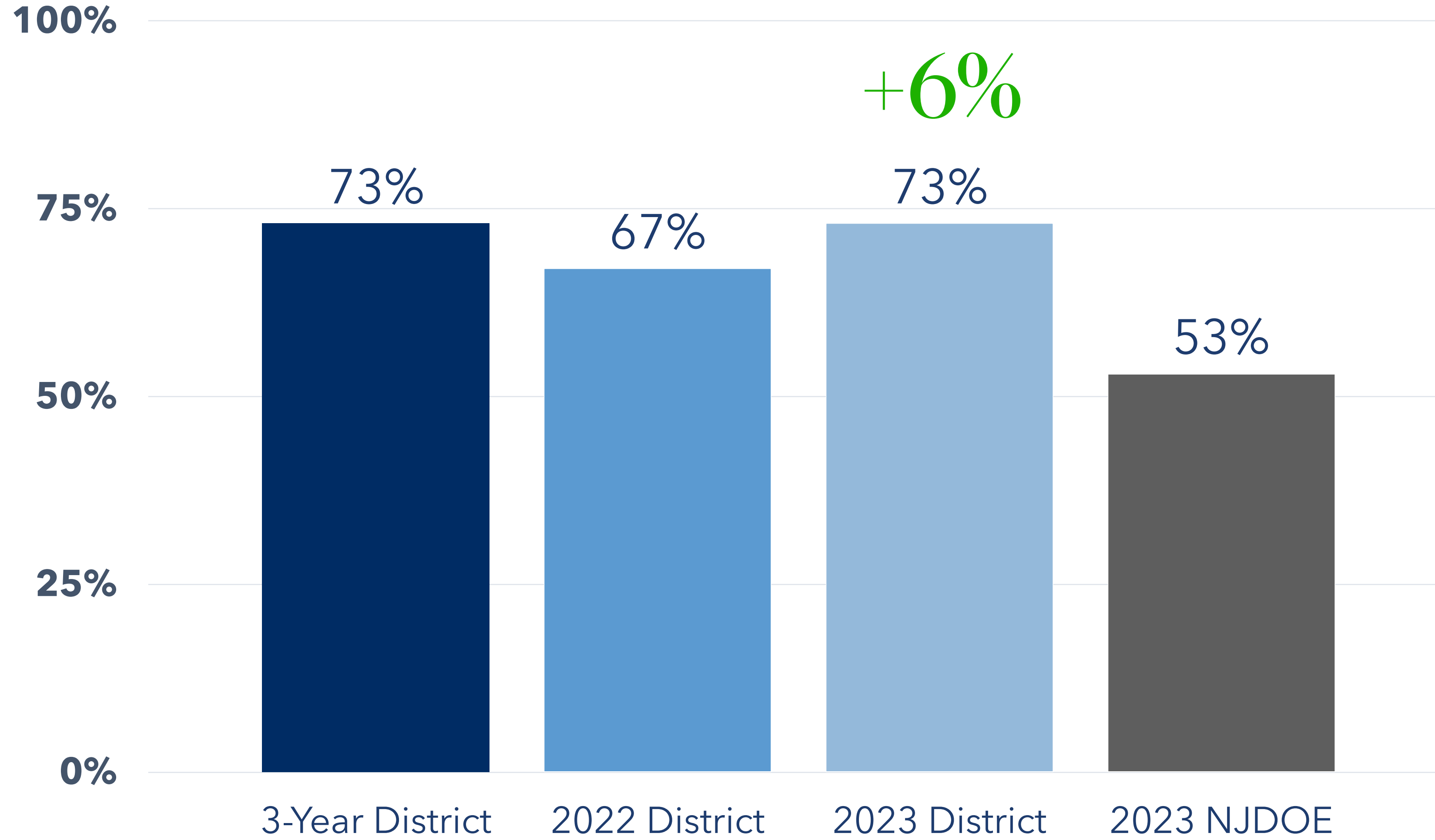
**+23%**

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# Grade 5 ELA

## % Meeting/Exceeding



<b>Grade 5 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
Female	1.2	4.9	8.6	66.7	18.5	<b>85.2</b>
Male	4.2	11.3	25.4	45.1	14.1	<b>59.2</b>
Asian	0.0	0.0	0.0	100.0	0.0	<b>100.0</b>
Black/African- American	5.9	17.6	23.5	47.1	5.9	<b>52.9</b>
Hispanic/Latinx	0.0	12.5	25.0	46.9	15.6	<b>62.5</b>
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*
Two Or More Races	*	*	*	*	*	*
White	3.5	4.7	14.0	57.0	20.9	<b>70.9</b>

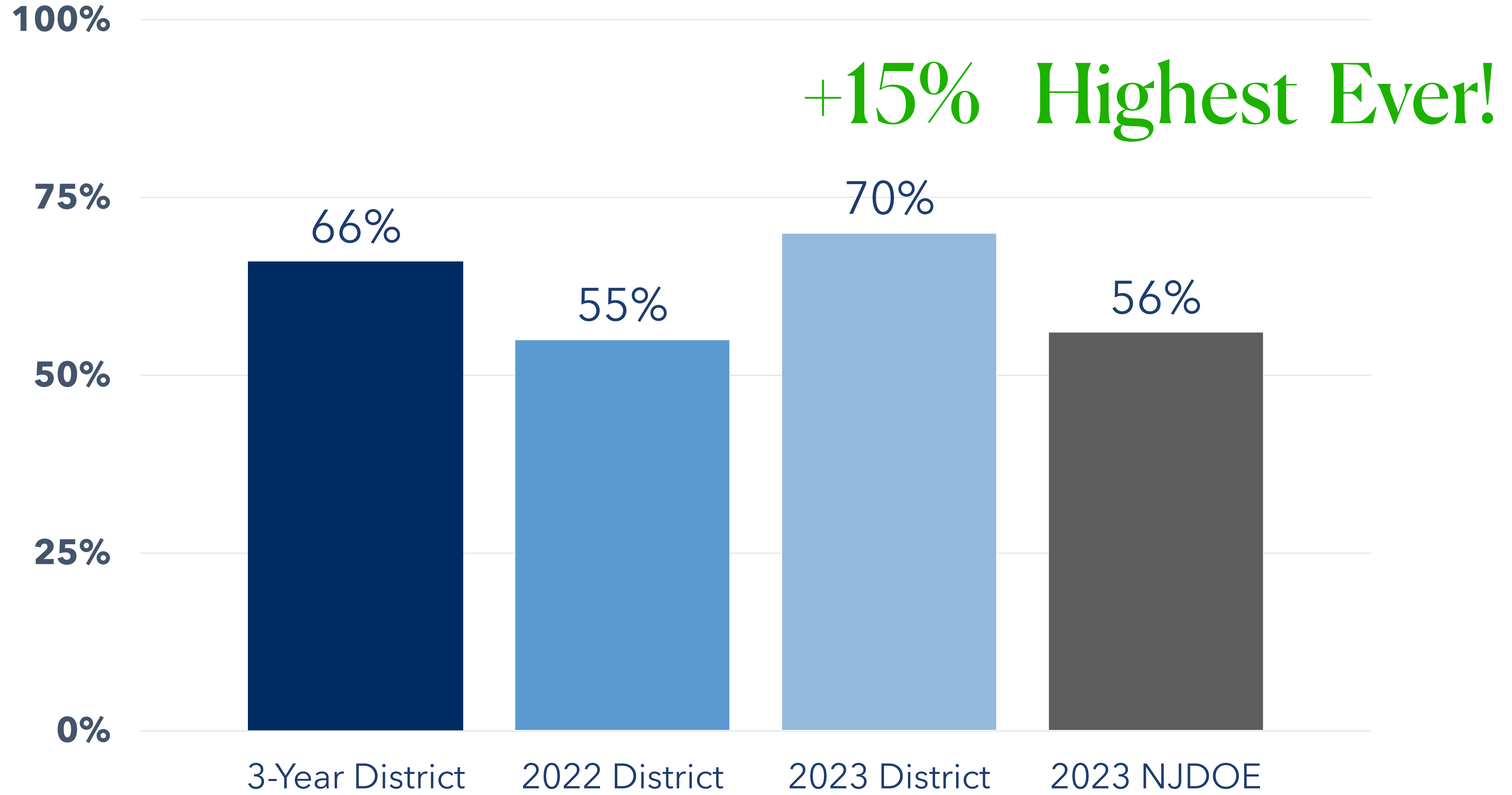
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<b>Grade 5 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	16.7	33.3	41.7	4.2	4.2	<b>8.3</b>
504	0.0	10.0	20.0	60.0	10.0	<b>70.0</b>
Economic Disadvantage	6.3	25.0	12.5	50.0	6.3	<b>56.3</b>
English Language Learners	*	*	*	*	*	*

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# Grade 6 ELA

## % Meeting/Exceeding



<b>Grade 6 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
Female	2.4	6.1	13.4	52.4	25.6	<b>78.0</b>
Male	8.2	8.2	21.2	43.5	18.8	<b>62.4</b>
Asian	0.0	13.3	26.7	33.3	26.7	<b>60.0</b>
Black/African-American	13.3	6.7	20.0	53.3	6.7	<b>60.0</b>
Hispanic/Latinx	3.3	6.7	33.3	33.3	23.3	<b>56.7</b>
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*
Two Or More Races	*	*	*	*	*	*
White	4.7	7.1	8.2	54.1	25.9	<b>62.4</b>

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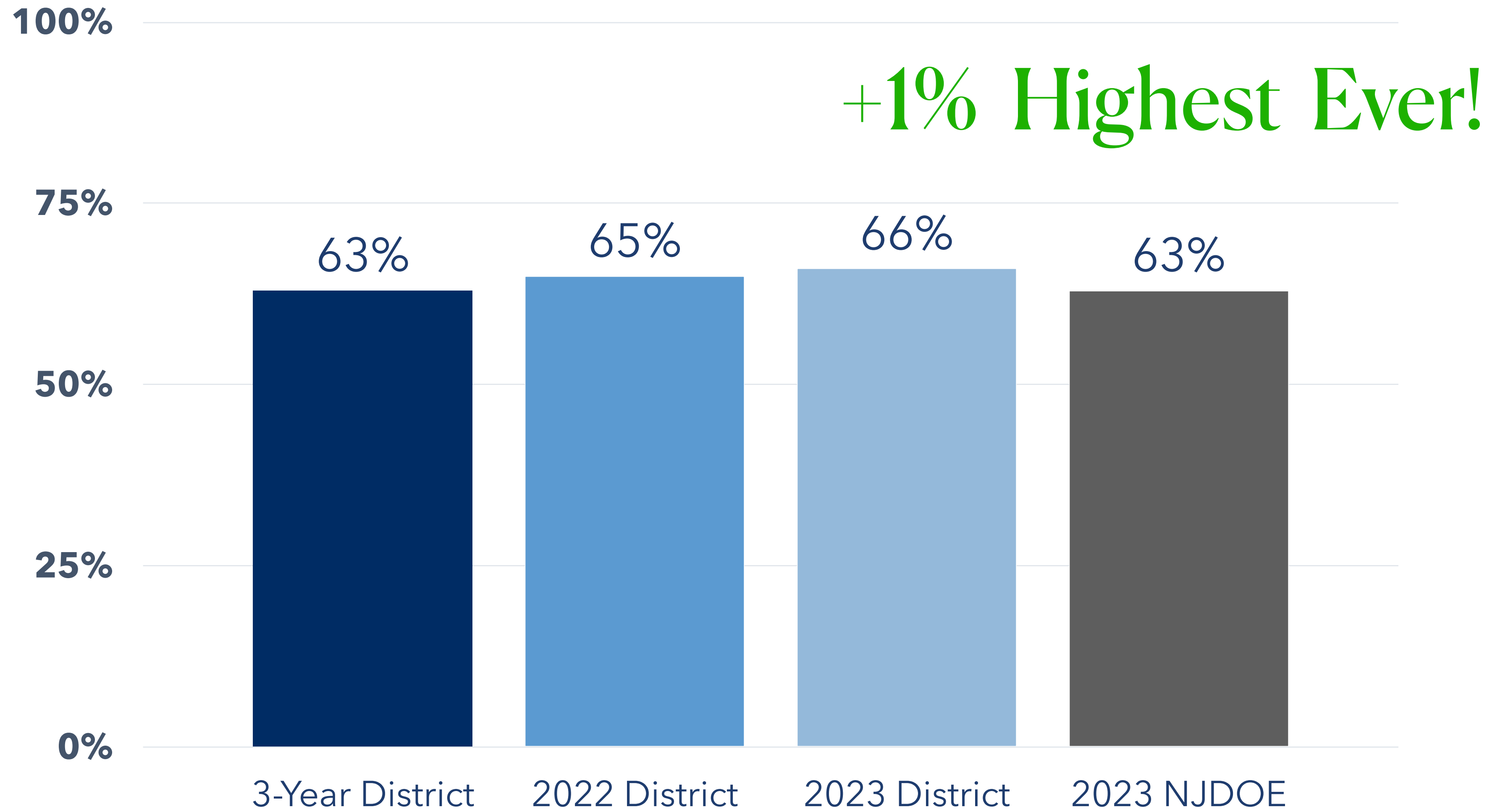
<b>Grade 6 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	34.8	21.7	21.7	17.4	4.3	<b>21.7</b>
504	4.5	18.2	36.4	36.4	4.5	<b>40.9</b>
Economic Disadvantage	18.5	7.4	25.9	37.0	11.1	<b>48.1</b>
English Language Learners	*	*	*	*	*	*

**+11%**

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# Grade 7 ELA

## % Meeting/Exceeding



<b>Grade 7 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
Female	2.5	3.8	17.5	40.0	36.3	<b>76.3</b>
Male	7.0	20.9	16.3	33.7	22.1	<b>55.8</b>
Asian	8.3	0.0	16.7	16.7	58.3	<b>75.0</b>
Black/African- American	4.0	12.0	24.0	32.0	28.0	<b>60.0</b>
Hispanic/Latinx	3.6	17.9	10.7	46.4	21.4	<b>67.9</b>
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*
Two Or More Races	*	*	*	*	*	*
White	4.3	12.9	17.2	37.6	28	<b>54.8</b>

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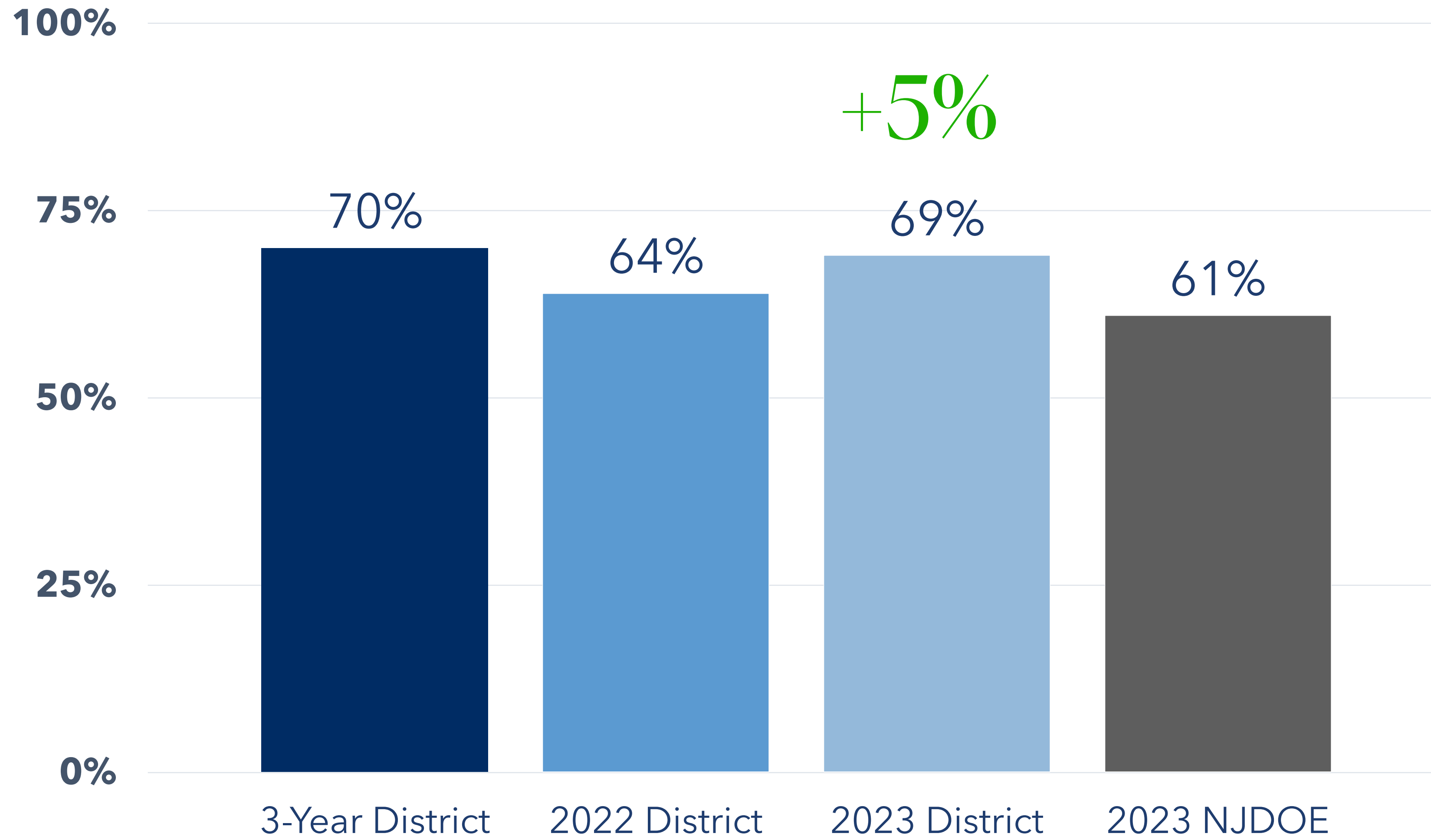


<b>Grade 7 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	22.2	29.6	29.6	14.8	3.7	<b>18.5</b>
504	0.0	19.0	47.6	28.6	4.8	<b>33.3</b>
Economic Disadvantage	4.3	26.1	21.7	39.1	8.7	<b>47.8</b>
English Language Learners	*	*	*	*	*	*

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# Grade 8 ELA

## % Meeting/Exceeding



<b>Grade 8 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
Female	1.1	6.4	14.9	42.6	35.1	<b>77.7</b>
Male	5.3	14.5	21.1	43.4	15.8	<b>59.2</b>
Asian	0.0	9.1	18.2	27.3	45.5	<b>72.7</b>
Black/African- American	3.7	22.2	11.1	51.9	11.1	<b>63.0</b>
Hispanic/Latinx	0.0	11.5	19.2	50.0	19.2	<b>69.2</b>
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*
Two Or More Races	*	*	*	*	*	*
White	2.1	7.3	20.8	39.6	30.2	<b>60.4</b>

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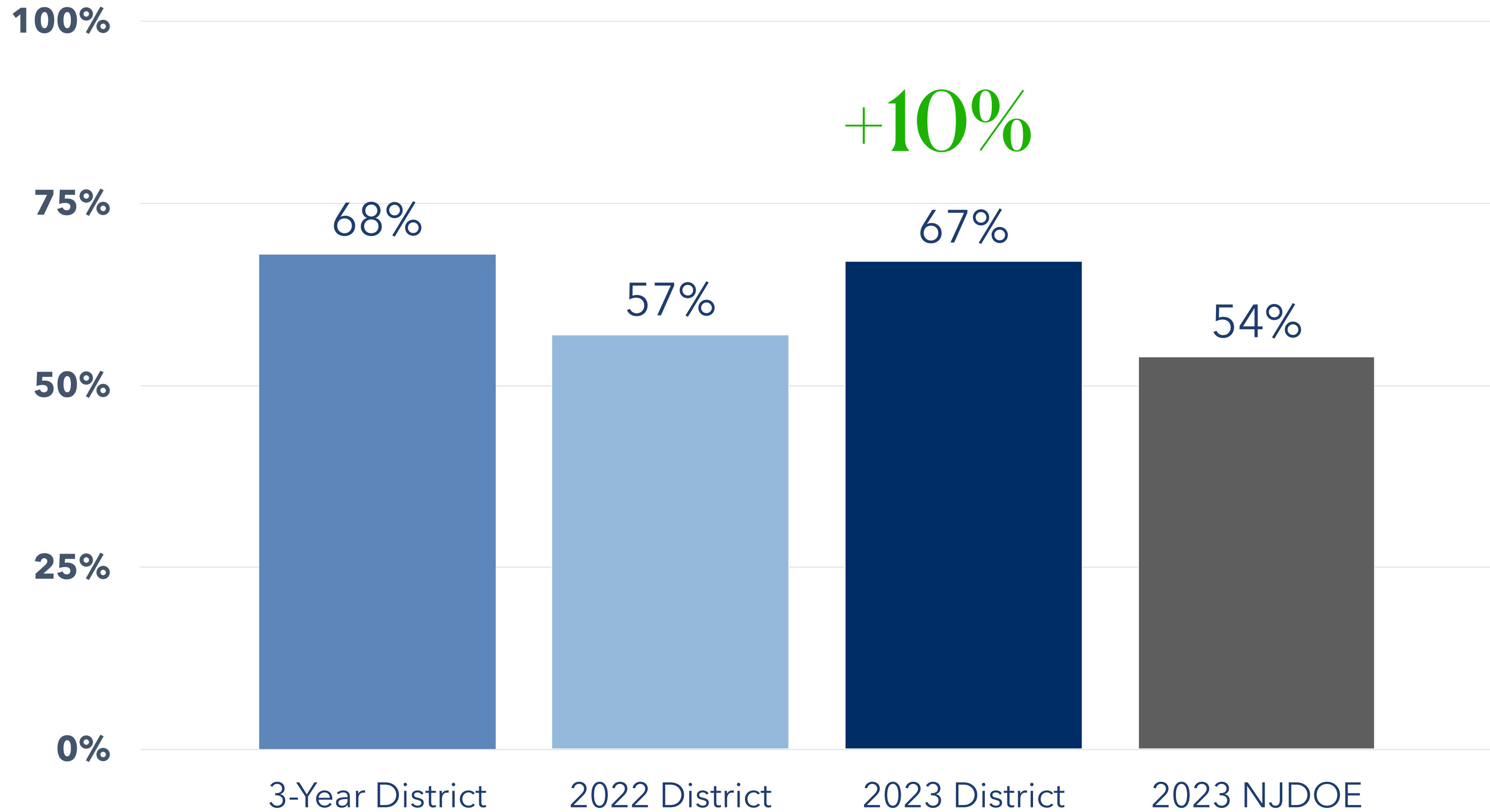
<b>Grade 8 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	13.0	13.0	47.8	26.1	0.0	<b>26.1</b>
504	0.0	0.0	33.3	41.7	25.0	<b>66.7</b>
Economic Disadvantage	4.3	17.4	13.0	43.5	21.7	<b>65.2</b>
English Language Learners	*	*	*	*	*	*

**+19%**

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# Grade 9 ELA

## % Meeting/Exceeding



<b>Grade 9 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
Female	1.4	12.7	8.5	49.3	28.2	<b>77.5</b>
Male	10.3	15.5	15.5	47.4	11.3	<b>58.8</b>
Asian	0.0	0.0	0.0	61.5	38.5	<b>100.0</b>
Black/African- American	4.0	24.0	24.0	48.0	0.0	<b>48.0</b>
Hispanic/Latinx	11.4	20.0	20.0	31.4	17.1	<b>48.6</b>
Native Hawaiian/ Other Pacific Islander	—	—	—	—	—	—
Two Or More Races	9.1	18.2	0.0	63.6	9.1	<b>72.7</b>
White	6.0	10.7	9.5	51.2	22.6	<b>60.7</b>

<b>Grade 9 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
<b>IEP</b>	23.1	53.8	15.4	7.7	0.0	<b>7.7</b>
<b>504</b>	6.7	20.0	20.0	33.3	20.0	<b>53.3</b>
<b>Economic Disadvantage</b>	18.5	22.2	14.8	25.9	18.5	<b>44.4</b>
<b>English Language Learners</b>	*	*	*	*	*	*

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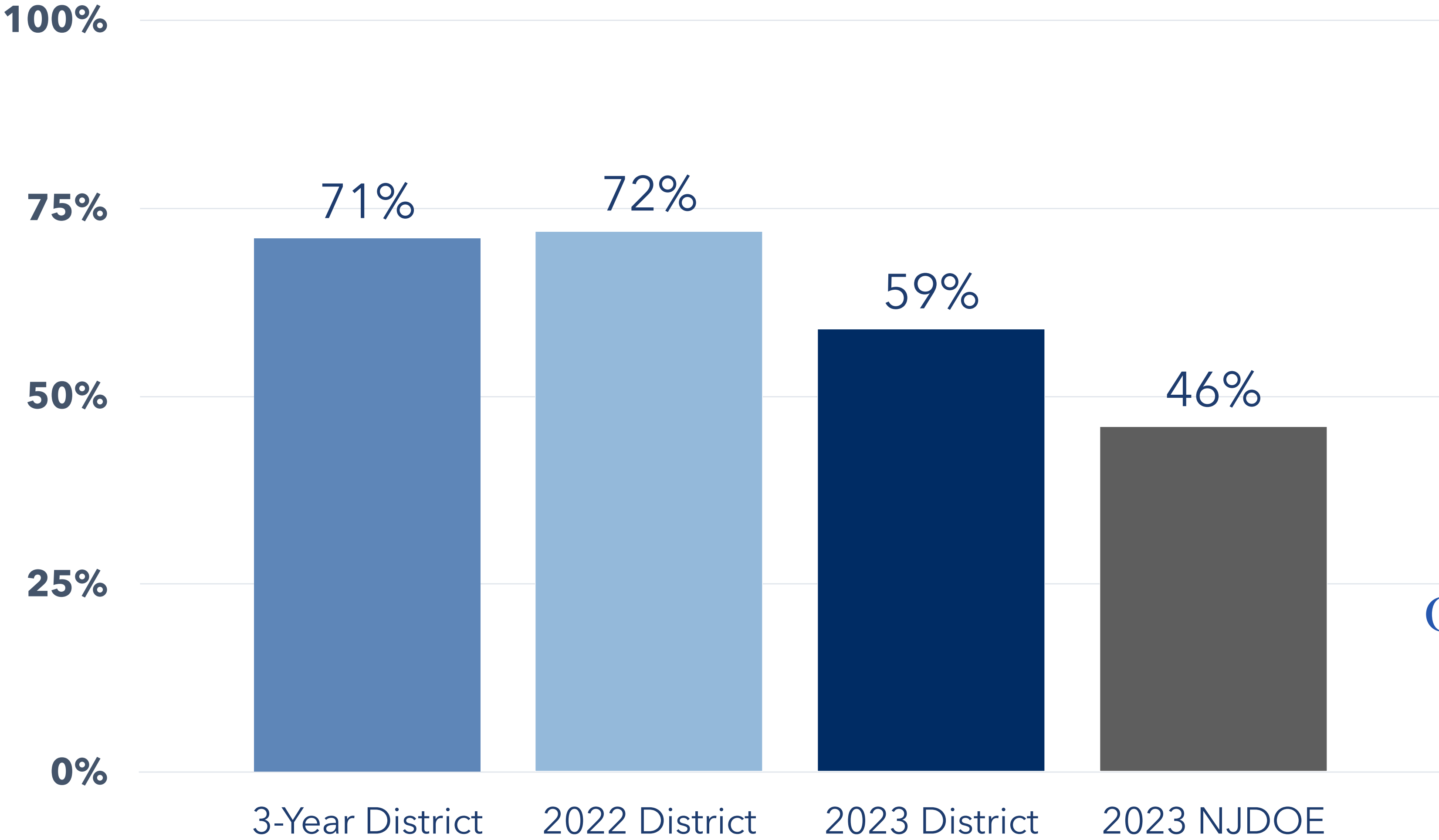
# NJSLA Math

- 2022 NJSLA set a new baseline this year we compare 2023, 2022, and a pre-covid three year average (2019, 2018, 2017) of achievement
- Springfield Public Schools exceeded the state in Grades 3 through 6
- Algebra I and Geometry tests are inclusive of multiple grade levels (7, 8, 9)
- Grade 9 students took the Math assessment aligned to their course.
- Students in Grade 11 took the New Jersey Graduation Proficiency Assessment (NJGPA) in ELA and Math which was reported in August



# Grade 3 Math

## % Meeting/Exceeding



Cohort Note:  
K: Covid  
Gr. 1: Covid  
Gr. 2: Hurricane Ida  
Gr. 3: Full Year  
w/ Math Pilot

<b>Grade 3 Math</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
Female	3.2	15.1	25.8	39.8	16.1	<b>55.9</b>
Male	2.6	15.8	18.4	32.9	30.3	<b>63.2</b>
Asian	7.1	7.1	14.3	35.7	35.7	<b>71.4</b>
Black/African- American	4.5	13.6	22.7	45.5	13.6	<b>59.1</b>
Hispanic/Latinx	6.9	34.5	27.6	20.7	10.3	<b>31.0</b>
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*
Two Or More Races	0.0	0.0	30.0	40.0	30.0	<b>70.0</b>
White	1.1	13.2	22.0	38.5	25.3	<b>60.4</b>

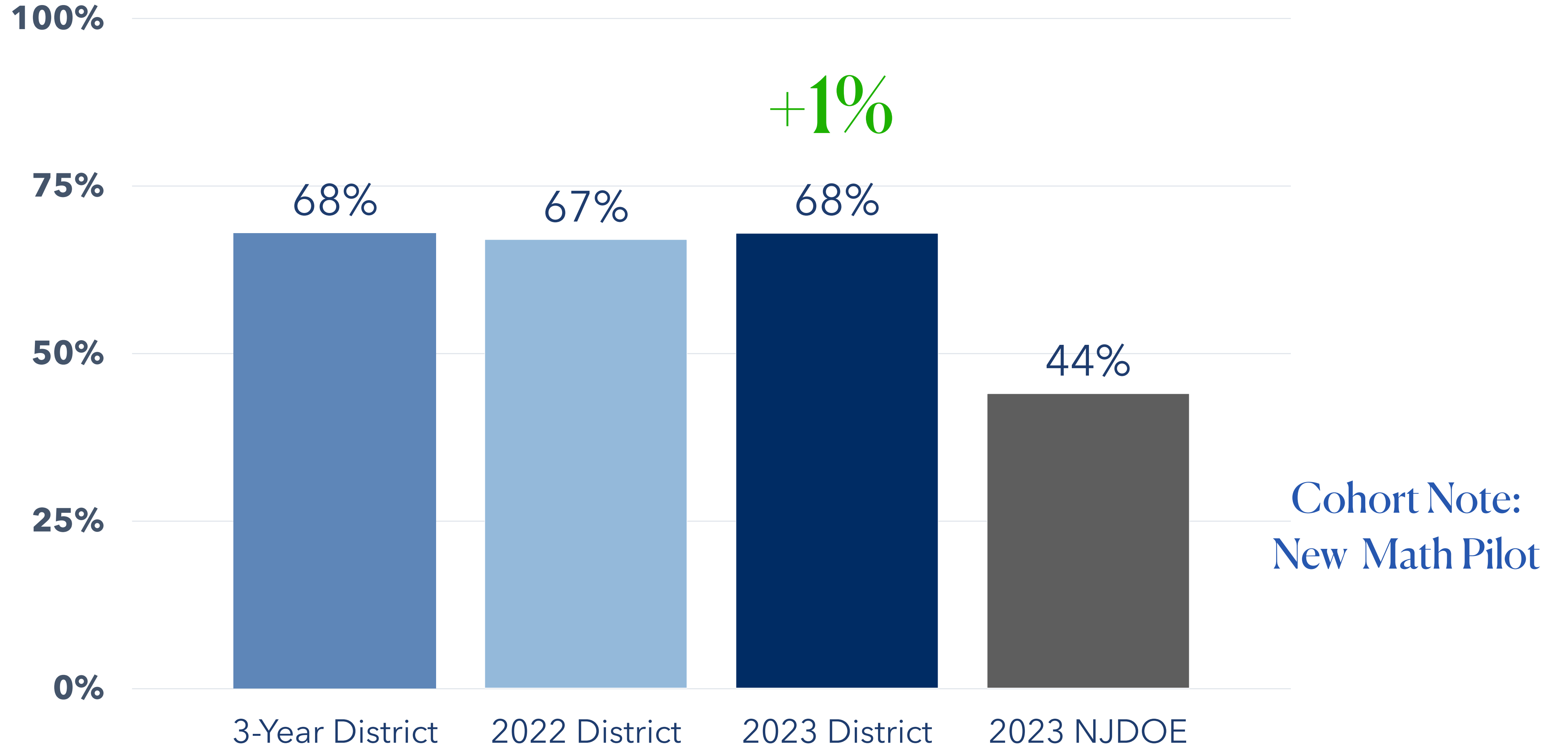
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<b>Grade 3 Math</b>	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting & Exceeding
	%	%	%	%	%	%
IEP	7.1	42.9	21.4	25.0	3.6	<b>28.6</b>
504	0.0	25.0	16.7	41.7	16.7	<b>58.3</b>
Economic Disadvantage	11.1	11.1	50.0	27.8	0.0	<b>0.0</b>
English Language Learners	*	*	*	*	*	*

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# Grade 4 Math

## % Meeting/Exceeding



<b>Grade 4 Math</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
Female	4.3	13.0	17.4	53.6	11.6	<b>65.2</b>
Male	2.9	7.1	20.0	60.0	10.0	<b>70.0</b>
Asian	*	*	*	*	*	*
Black/African- American	13.3	26.7	20.0	40.0	0.0	<b>40.0</b>
Hispanic/Latinx	4.3	21.7	8.7	56.5	8.7	<b>65.2</b>
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*
Two Or More Races	0.0	27.3	9.1	54.5	9.1	<b>63.6</b>
White	1.3	2.5	24.1	59.5	12.7	<b>83.5</b>

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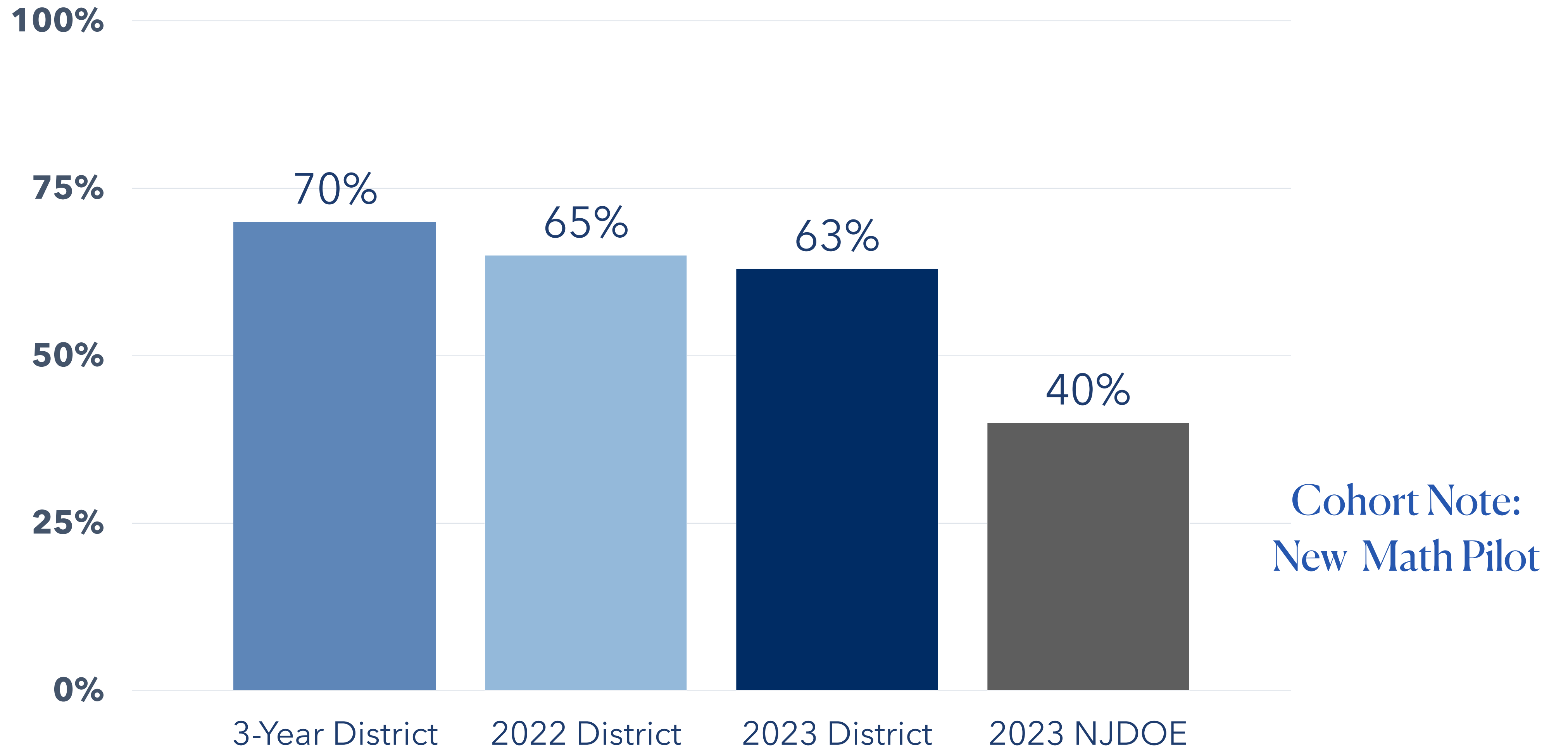
<b>Grade 4 Math</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	9.1	22.7	36.4	22.7	9.1	<b>31.8</b>
504	0.0	0.0	45.5	54.5	0.0	<b>54.5</b>
Economic Disadvantage	13.3	33.3	6.7	46.7	0.0	<b>46.7</b>
English Language Learners	*	*	*	*	*	*

**+3%**

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# Grade 5 Math

## % Meeting/Exceeding



<b>Grade 5 Math</b>	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting & Exceeding
	%	%	%	%	%	%
Female	0.0	8.5	28.0	46.3	17.1	<b>63.4</b>
Male	4.1	11.0	21.9	43.8	19.2	<b>63.0</b>
Asian	0.0	0.0	16.7	50.0	33.3	<b>83.3</b>
Black/African- American	5.9	11.8	35.3	47.1	0.0	<b>47.1</b>
Hispanic/Latinx	5.9	8.8	32.4	50.0	2.9	<b>52.9</b>
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*
Two Or More Races	*	*	*	*	*	*
White	0.0	10.5	20.9	43.0	25.6	<b>64.0</b>

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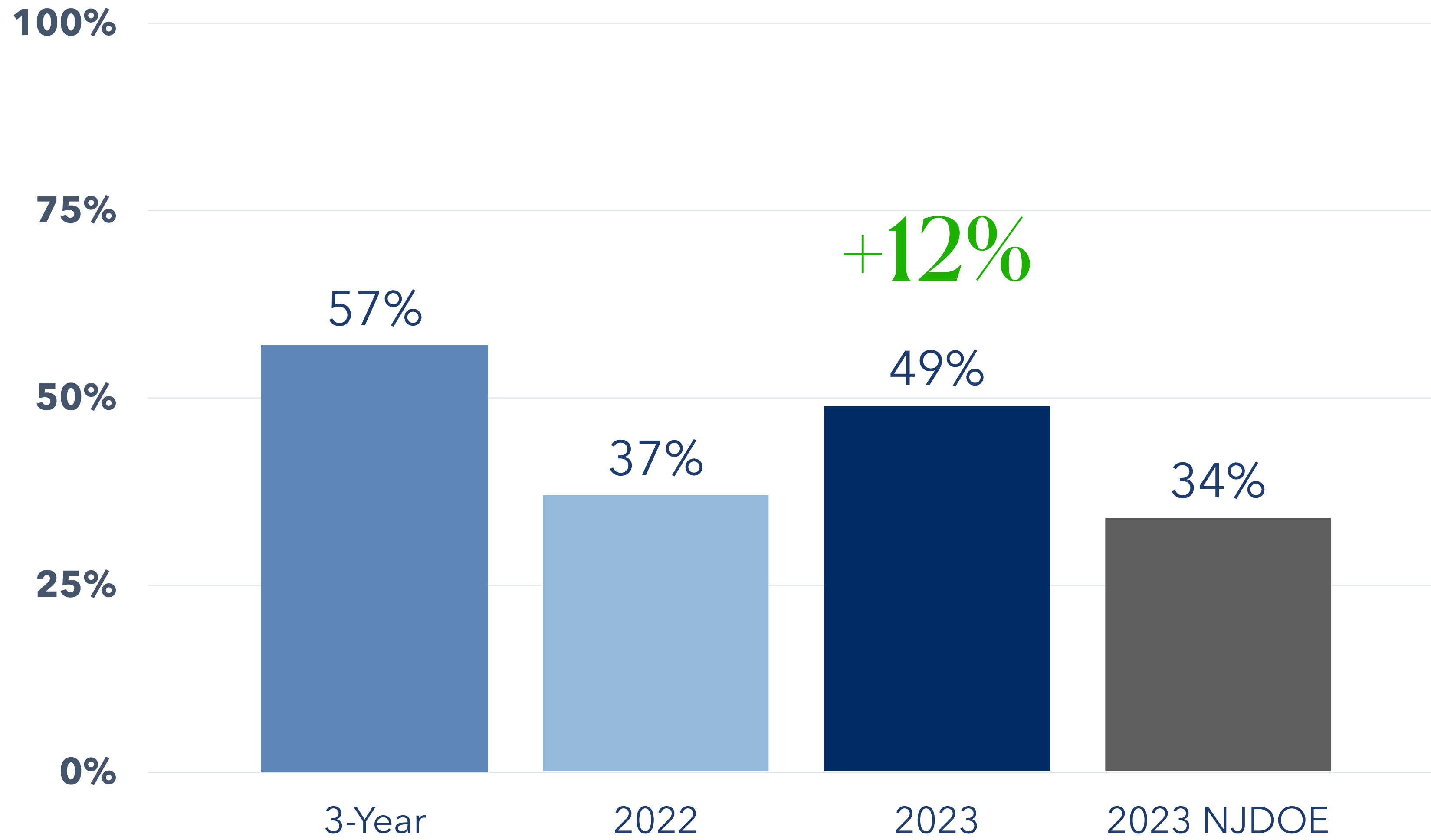
<b>Grade 5 Math</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	12.5	41.7	20.8	20.8	4.2	<b>25.0</b>
504	0.0	10.0	30.0	40.0	20.0	<b>60.0</b>
Economic Disadvantage	0.0	23.5	29.4	41.2	5.9	<b>47.1</b>
English Language Learners	*	*	*	*	*	*

**+9%**

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# Grade 6 Math

## % Meeting/Exceeding



<b>Grade 6 Math</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
Female	3.7	18.5	33.3	39.5	4.9	<b>44.4</b>
Male	5.7	20.5	21.6	40.9	11.4	<b>52.3</b>
Asian	6.7	0.0	26.7	53.3	13.3	<b>66.7</b>
Black/African- American	13.3	33.3	33.3	20.0	0.0	<b>20.0</b>
Hispanic/Latinx	3.2	25.8	32.3	32.3	6.5	<b>38.7</b>
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*
Two Or More Races	*	*	*	*	*	*
White	2.3	15.1	24.4	46.5	11.6	<b>70.9</b>

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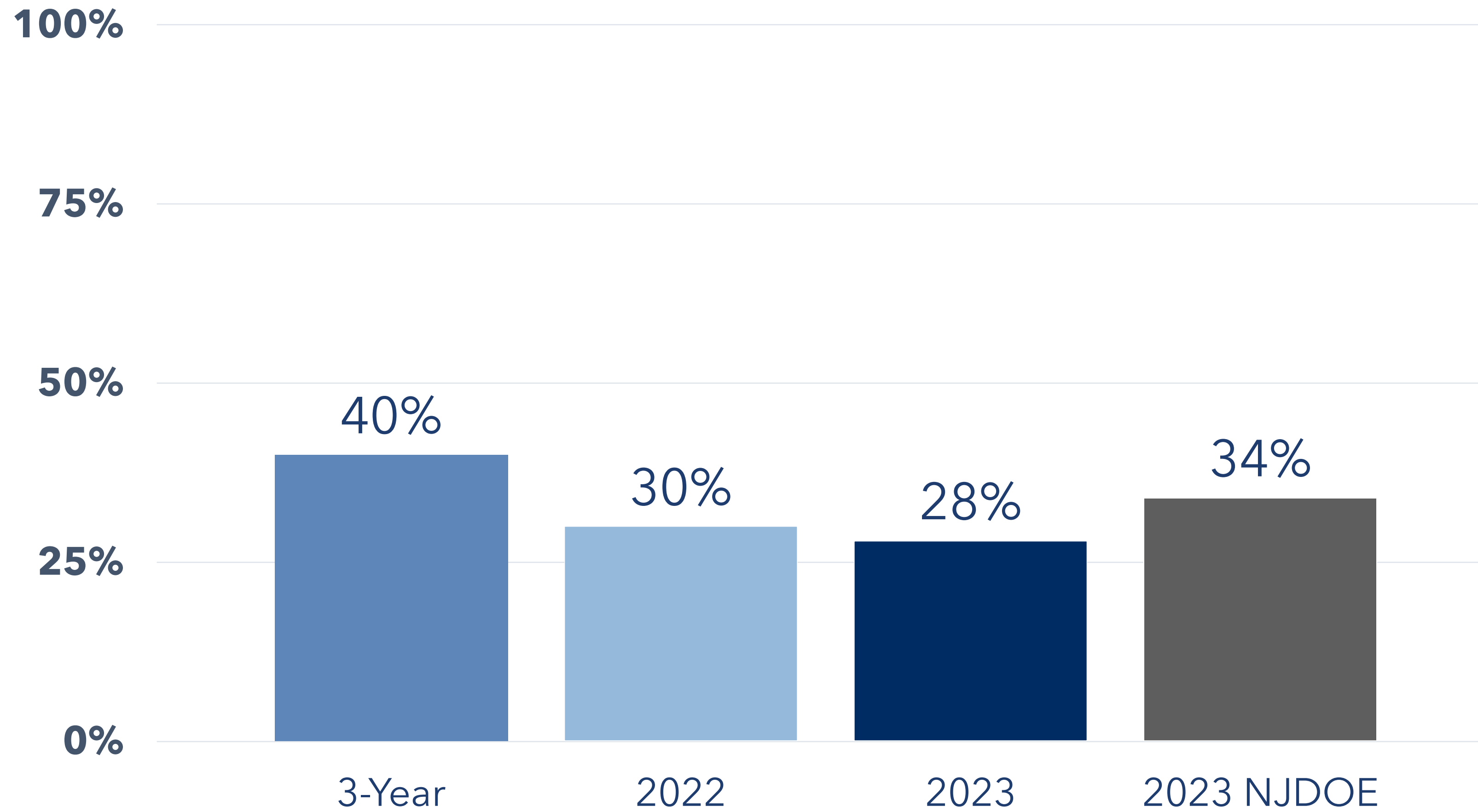
<b>Grade 6 Math</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
<b>IEP</b>	21.7	52.2	13.0	13.0	0.0	<b>13.0</b>
<b>504</b>	4.8	42.9	33.3	19.0	0.0	<b>19.0</b>
<b>Economic Disadvantage</b>	14.3	25.0	28.6	28.6	3.6	<b>32.1</b>
<b>English Language Learners</b>	*	*	*	*	*	*

**+3%**

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# Grade 7\* Math

## % Meeting/Exceeding



\*Students that participated in Algebra I are not included in this assessment

<b>Grade 7 Math</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
Female	2.9	26.1	42.0	29.0	0.0	<b>29.0</b>
Male	9.0	20.5	43.6	26.9	0.0	<b>26.9</b>
Asian	*	*	*	*	*	*
Black/African- American	4.3	34.8	39.1	21.7	0.0	<b>21.7</b>
Hispanic/Latinx	6.9	17.2	44.8	31.0	0.0	<b>31.0</b>
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*
Two Or More Races	*	*	*	*	*	*
White	5.0	22.5	45.0	27.5	0.0	<b>72.5</b>

\* Data Is Not Displayed In Order To Protect Student Privacy (N≤10)

<b>Grade 7 Math</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	23.1	34.6	30.8	11.5	0.0	<b>11.5</b>
504	5.0	40.0	50.0	5.0	0.0	<b>5.0</b>
Economic Disadvantage	4.3	26.1	47.8	21.7	0.0	<b>21.7</b>
English Language Learners	*	*	*	*	*	*

\* Data Is Not Displayed In Order To Protect Student Privacy (N≤10)

# Grade 8 Math \*

## % Meeting/Exceeding



\*Students that participated in Algebra I or Geometry are not included in this assessment



<b>Grade 8 Math</b>	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting & Exceeding
	%	%	%	%	%	%
Female	13.8	51.7	24.1	10.3	0.0	<b>10.3</b>
Male	22.9	42.9	22.9	11.4	0.0	<b>11.4</b>
Asian	*	*	*	*	*	*
Black/African- American	33.3	41.7	16.7	8.3	0.0	<b>8.3</b>
Hispanic/Latinx	18.8	37.5	31.3	12.5	0.0	<b>12.5</b>
Native Hawaiian/ Other Pacific Islander	—	—	—	—	—	—
Two Or More Races	*	*	*	*	*	*
White	16.1	48.4	22.6	12.9	0.0	<b>35.5</b>

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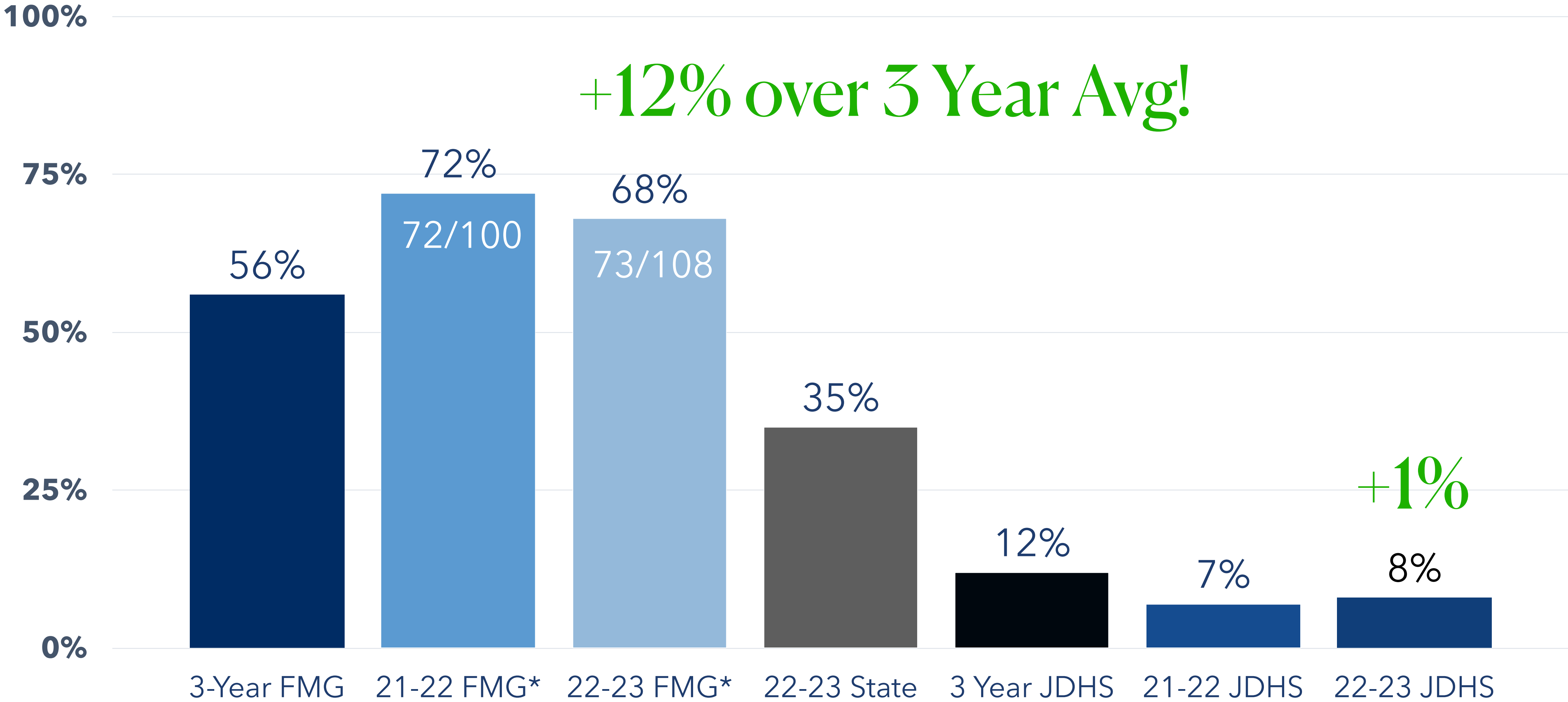
<b>Grade 8 Math</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
<b>IEP</b>	<b>26.3</b>	<b>57.9</b>	<b>10.5</b>	<b>5.3</b>	<b>0.0</b>	<b>5.3</b>
<b>504</b>	*	*	*	*	*	*
<b>Economic Disadvantage</b>	<b>8.3</b>	<b>58.3</b>	<b>16.7</b>	<b>16.7</b>	<b>0.0</b>	<b>16.7</b>
<b>English Language Learners</b>	*	*	*	*	*	*

**+5%**

\* Data Is Not Displayed In Order To Protect Student Privacy (N≤10)

# Algebra I

## % Meeting/Exceeding



\*Includes 7th & 8th Grade Students

<b>Algebra I</b>	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting & Exceeding
	%	%	%	%	%	%
Female	5.0	14.0	31.0	50	0.0	<b>50.0</b>
Male	10.9	26.1	30.4	30.4	2.2	<b>32.6</b>
Asian	*	*	*	*	*	*
Black/African-American	14.3	14.3	48.6	22.9	0.0	<b>22.9</b>
Hispanic/Latinx	14.7	41.2	29.4	11.8	2.9	<b>14.7</b>
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*
Two Or More Races	*	*	*	*	*	*
White	3.9	16.7	25.5	52.9	1.0	<b>78.4</b>

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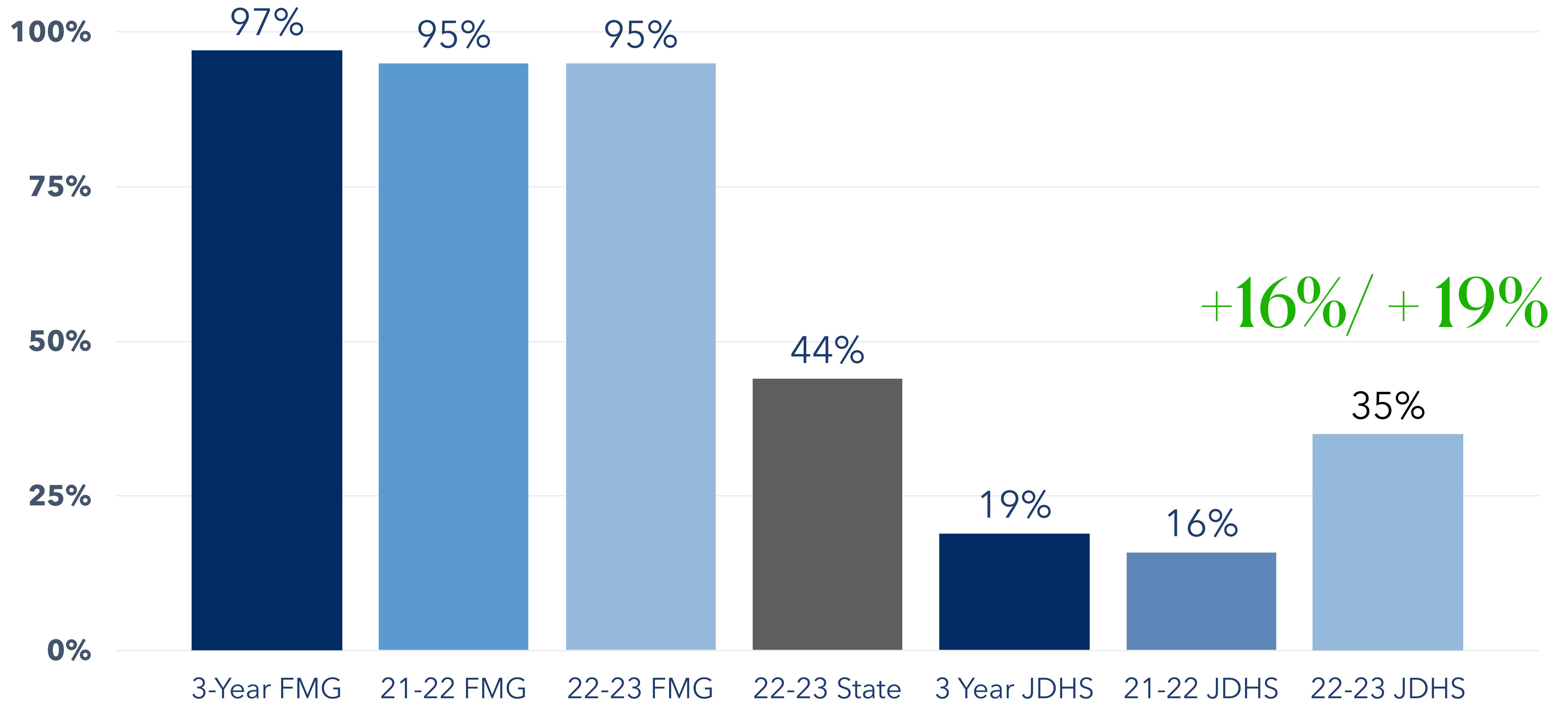
<b>Algebra I</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	24.1	55.2	17.2	3.4	0.0	<b>3.4</b>
504	20.0	13.3	33.3	33.3	0.0	<b>33.3</b>
Economic Disadvantage	19.4	32.3	29.0	16.1	3.2	<b>19.4</b>
English Language Learners	*	*	*	*	*	*

**At  
JDHS  
+4%**

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# Geometry

## % Meeting/Exceeding



<b>Geometry</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
Female	2.3	11.6	34.9	48.8	2.3	<b>51.2</b>
Male	0.0	13.0	39.1	43.5	4.3	<b>47.8</b>
Asian	9.1	0.0	27.3	54.5	9.1	<b>63.6</b>
Black/African-American	*	*	*	*	*	*
Hispanic/Latinx	0.0	41.7	16.7	41.7	0.0	<b>41.7</b>
Native Hawaiian/ Other Pacific Islander	—	—	—	—	—	—
Two Or More Races	*	*	*	*	*	*
White	0.0	3.9	41.2	52.9	2.0	<b>94.1</b>

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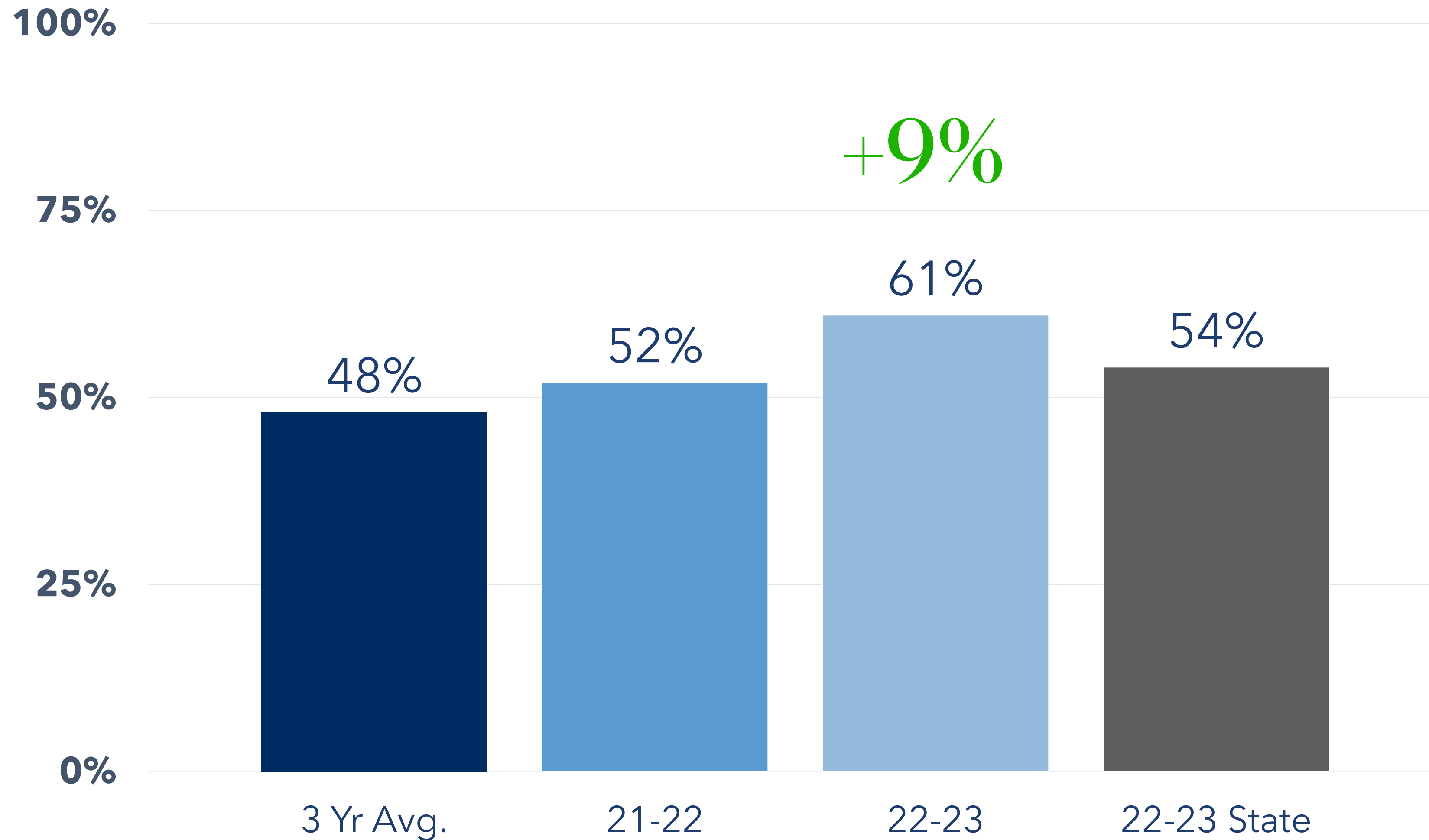
<b>Geometry</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	*	*	*	*	*	*
504	*	*	*	*	*	*
Economic Disadvantage	*	*	*	*	*	*
English Language Learners	*	*	*	*	*	*

\* Data Is Not Displayed In Order To Protect Student Privacy (N≤10)



# Algebra II\*\*

## % Meeting/Exceeding



\*\* only 9th graders participated in this assessment

<b>Algebra II**</b>	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting & Exceeding
	%	%	%	%	%	%
Female	0.0	0.0	45.5	54.5	0.0	<b>54.5</b>
Male	17.6	0.0	17.6	58.8	5.9	<b>64.7</b>
Asian	*	*	*	*	*	*
Black/African-American	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	—	—	—	—	—	—
Two Or More Races	*	*	*	*	*	*
White	6.7	0.0	33.3	53.3	6.7	<b>86.7</b>

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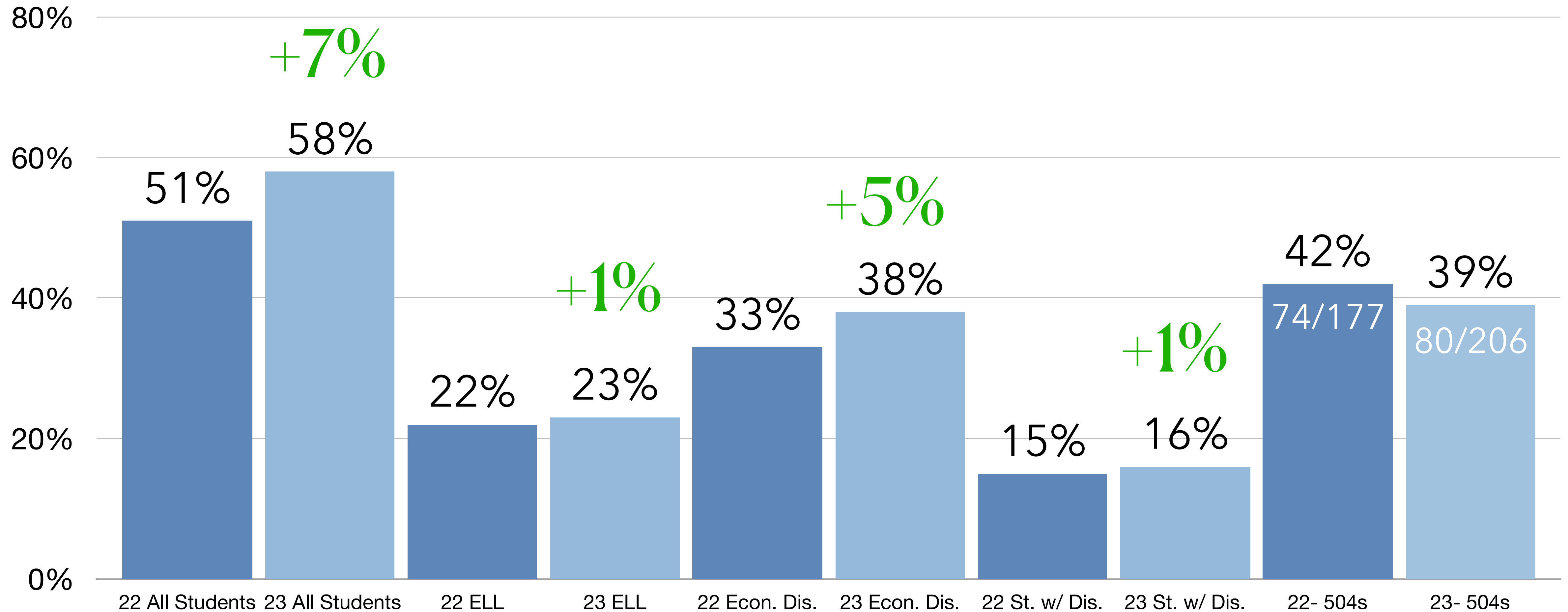
\*\*Only 9th graders were tested

<b>Algebra II</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	*	*	*	*	*	*
504	*	*	*	*	*	*
Economic Disadvantage	*	*	*	*	*	*
English Language Learners	*	*	*	*	*	*

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# NJSLA -All Tests with Subgroups

## % Met/Exceeding



# Intervention Strategies

- Utilize PD days, PLC's, Curriculum, Faculty, and Team Meetings to analyze data and develop specific strategies to address academic skill development
- Utilize new math curriculum intervention resources to provide targeted skill-based learning in the classrooms
- Pursue grant opportunities that provide professional learning and intervention expansions (NJ MTSS Early Reading Cohort, High Focus Tutoring Grant)
- Shift interventionist strategies to support specific, academic skills and knowledge aligned learning
- Ongoing professional learning aligned to curriculum and pedagogy
- Expand opportunities for intervention and student support, including before and after-school, and summer programming



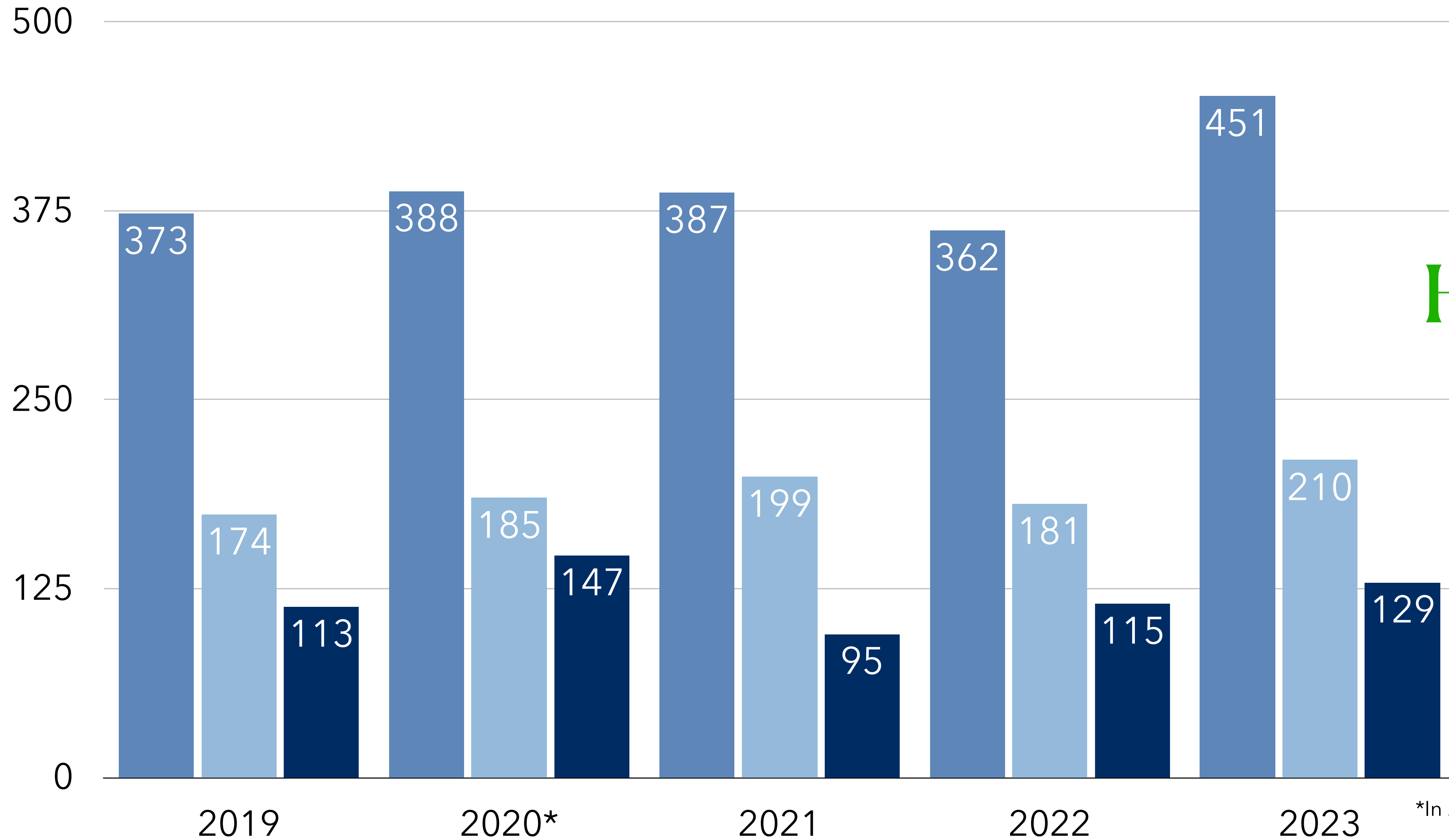
**Jonathan Dayton High School**

**AP, Graduation, College-Going**

**Dr. Norman Francis, Principal**

# JDHS 5-Year Advanced Placement Enrollment & Achievement

- Total Exams Taken
- Individual Students Enrolled in 1+ AP Class
- Number of Students w/ 3 or higher

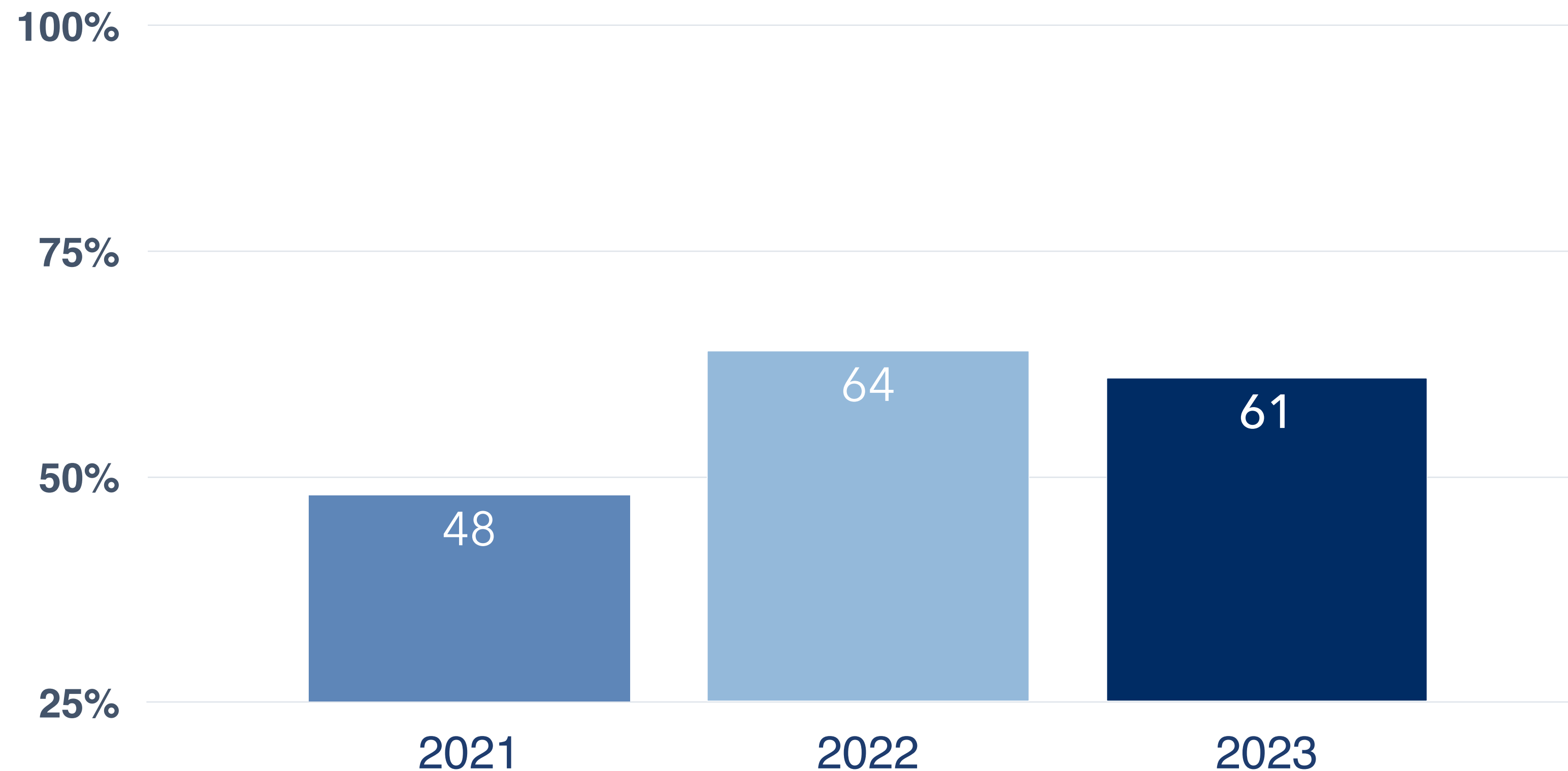


**New  
High Levels!**

\*In 2020, students participated in the tests virtually, without the proctor or testing environment

# 2022 Advanced Placement Exams

AP Scholars  
Students Scored 3 or Higher on 3 or more  
Exams





# Class of 2023

## 4-Year Graduation Rate for Attending & Accountable Students

**Attending:** All students that attended JDHS, excluding out of district placements and full time UCVTS students.

- Total Graduates: 149 of 157 Students
- Graduation Rate: 95%
- At or Above 95% for past 7 years

**Accountable:** All high school students that the district is accountable for.

- Total Graduates: 160 of 172 Students
- Graduation Rate: 93%

Note: Difference in graduate numbers is comprised of 5th year students and students in out of district placements eligible to remain in school.

# Class of 2022

## 5-Year Graduation Rate for Attending & Accountable Students

**Attending:** All students that attended JDHS, excluding out of district placements and full time UCVTS students.

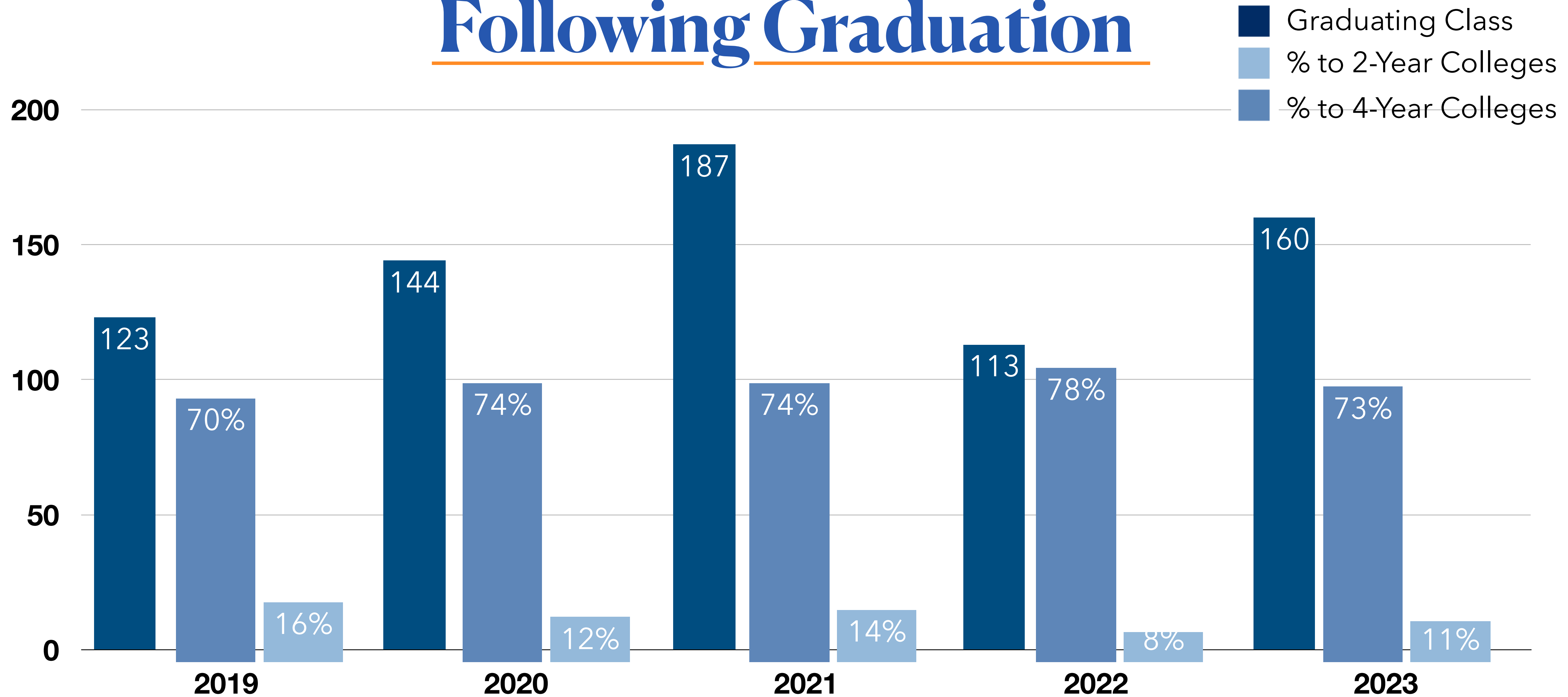
- Total Graduates: 106 of 109 Students
- Graduation Rate: 97%

**Accountable:** All high school students that the district is accountable for.

- Total Graduates: 115 of 121 Students
- Graduation Rate: 95%

Note: Difference in graduate numbers is comprised of 5th year students and students in out of district placements eligible to remain in school.

# Post-Secondary Enrollment Following Graduation



# Varsity Athletic Updates

- Football: 0-3 our young team is heating up! Congrats to John DeSarno on two rushing touchdowns!
- Boy's Soccer: 1-3 with win over Roselle Park
- Girl's Soccer: 0-2 Congrats to Julianna Keller on her goal and Simran Bhuije on the assist!
- Volleyball: 4-1 Season Start!
- Girl's Tennis: Olivia Lander 2-0

# Facilities Updates

- Springfield Public Schools Awarded \$1.07 Million in ROD Grant Funding
  - Targeted for projects not covered under the Referendum, but critical infrastructure, including HVAC work at FMG and Partial Roof Replacement at JDHS (District Capital Funds)
- Site Remediation and Preparation is continuing at Walton (District Capital Funds)
- Reviewing security camera quotes and preparing for next steps (Referendum Funded)
- Project planning for Referendum Projects is underway

# **Mark Your Calendars!**

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## **Back to School Nights:**

Wednesday, September 20: Walton

Thursday, September 21: JDHS

## **September 25:**

Schools Closed- Yom Kippur

## **October 9:**

Schools Closed- Columbus Day/Indigenous  
People's Day

## **November 7:**

Schools Closed for Students: Election Day  
& Staff Development

# Office Hours

WITH

DR. GOLDBERG

SEPT. 27, 2023 9 AM - 10:30 AM

OCT. 17, 2023 6 PM - 7:30 PM

NOV. 15, 2023 10:30 AM - 12 PM

JAN. 23, 2024 5:30 PM- 7 PM

FEB. 22, 2024 9 AM - 10:30 AM

MAR. 13, 2024 5:30 PM- 7 PM

MAY 8, 2024 9 AM - 10:30 AM

Office Hours will be held at the  
Chisholm Community Center & all  
members of the Springfield community  
are welcome!

Any updates will be shared via our website & social  
media. If you have a specific matter to discuss, don't  
hesitate to email at [rgoldberg@springfieldschools.com](mailto:rgoldberg@springfieldschools.com)

