Princeton Public Schools

Live to Learn, Learn to Live

BOE Testing Presentation

2023-2024 School Year

Discussion Topics

- AP, SAT, and ACT Scores
- DLM (Dynamic Learning Map) Alternative Assessment Scores
- NJSLA ELA, Math, and Science Scores

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AP Scores

Achievement Report 2023-2024

AP Offerings

1. 2-D Art Design
2. 3-D Art Design
3. Art History
4. Biology
5. Calculus AB
6. Calculus BC
7. Chemistry
8. Chinese Language and Culture
9. Comparative Government and Politics
10. Computer Science A
11. Computer Science Principles
12. Drawing
13. English Language and Composition
14. English Literature and Composition
15. Environmental science
16. European History
17. French Language and Culture
18. German Language and Culture
19. Human Geography
20. Italian Language and Culture
21. Japanese Language and Culture
22. Latin
23. Macroeconomics
24. Microeconomics
25. Music Theory
26. Physics 1
27. Physics C: Electricity & Magnetism
28. Physics C: Mechanics
29. Psychology
30. Spanish Language and Culture
31. Statistics
32. United States Government and Politics
33. United States History
34. World History: Modern

AP Score Summary

Totals	1	2	3	4	5	Total Exams
Number of Exams	34	99	207	609	750	1,699
Percentage of Exams	2%	6%	12%	36%	44%	100%
Number of AP Students	27	84	181	403	378	

AP Scholar Summary 2024

	AP Scholar	AP Scholar with Honors	AP Scholar with Distinction	AP International Diploma
Number of Scholars	92	63	216	1
Average Score	3.71	4.10	4.45	4.00

5-Year AP Score Summary

YEAR	2020	2021	2022	2023	2024
Total AP Students	656	613	552	627	684
Number of Exams	1,605	1,450	1,337	1,521	1,699
AP Students with Scores 3+	611	527	489	571	650
% of Total AP Students with Scores 3+	93.14	85.97	88.59	91.07	92.03

Continuous Improvement Goals

- Enhance accessibility to AP classes
- Enable and promote more students to take the AP exam
- Conduct score analysis by department for program improvement; leverage platforms like LinkIt for data analysis
- Provide professional growth opportunities for AP teachers and increase AP Reader participation

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DLM Scores

Achievement Report 2023-2024

What is the DLM?

Dynamic Learning Maps® (DLM®) assessments are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.

The Dynamic Learning Maps **Essential Elements** are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Dynamic Learning Maps Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities.

When is the DLM taken?

English Language Arts	=Grades 3, 4, 5, 6, 7, 8, & 11
Mathematics	=Grades 3, 4, 5, 6, 7, 8, & 11
Science	=Grades 5, 8, & 11

How can the DLM be used?

DLM assessments can help IEP team members set high academic expectations for their students. Results from DLM assessments can be used to inform instruction and meets state requirements for reporting student achievement.

DLM Achievement Levels:

Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

Approaching the Target: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.

At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.

Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Princeton Public Schools Dynamic Learning Assessments 2023-2024

Subject	Emerging	Approaching Target	At Target or Advanced
English Language Arts	33%	33%	33%
Mathematics	38%	38%	24%
Science	19%	55%	27%

Areas of Strength and Areas for Growth

Areas of Strength:

- Elementary level
  - Determining critical elements of text
  - Writing to communicate text
  - Integrate ideas and information from texts
  - Use of simple arithmetic operations
- Middle school level:
  - Determine Critical Elements of Text
  - Construct understanding of text and use of writing to communicate
  - Represent and Interpret Data Displays
  - Physical Science

  High School:
  - Integrate Ideas and Information in Writing
  - Construct Understandings of Text.
  - Understand Patterns and Functional Thinking
  - Represent and Interpret Data Displays

Areas for Growth:

- Elementary level
  - Understand number structures
  - Represent and interpret data displays
- Middle school level:
  - Integrate ideas and information from text
  - Use operations and Models to Solve Problems
  - Life Science

  High School
  - Represent and Interpret Data Displays
  - Integrate Ideas and Information in Writing

Next Steps for DLM Support

- Areas for growth will be target areas for writing IEP goals and objectives and adjustments to instruction
- Incorporating a program that differentiates instruction based on student's skill level, and DLM essential elements

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NJSLA: Science

The **NJSLA-Science** was designed to achieve the following goals:

- **Measure student proficiency** on the New Jersey Student Learning Standards for Science (NJSLS-Science)
- Deliver results that can be used in tandem with local assessments and data to **stimulate conversation to improve science instruction and student learning**
- Fulfill the federal requirement to administer state science assessment to students in **grades 5, 8, and 11**
- Create instruments that reflect the rigor of scientific learning that is necessary for tomorrow's **workforce and civic life**.
- Assess **students' abilities to explain how or why phenomenon** occur and to design solutions to real-world problems.

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2023-24 Spring NJSLA

Science

Grade	% Below (Level 1)		% Near (Level 2)		% Proficient (Level 3)		% Advanced (Level 4)		Change in Level 1 & Level 2 (2023 to 2024)	Change in Level 3 & Level 4 (2023 to 2024)
	2023	2024	2023	2024	2023	2024	2023	2024		
	%	%	%	%	%	%	%	%		
5	14.8%	10.9%	30.0%	31.3%	37.0%	39.1%	18.3%	18.8%	-2.6 %	+2.6 %
8	16.3%	11.5%	30.4%	41.3%	28.1%	28.0%	25.1%	19.3%	+6 %	-6 %
11	25.6%	33.8%	25.6%	23.5%	30.5%	19.9%	18.3%	22.8%	+6.1 %	-6.1 %
All Grades	16.9%	16.2%	29.6%	33.1%	32.2%	30.8%	21.3%	19.8%	+2.8 %	-2.8 %

Percentages may not total 100 due to rounding.

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2023-24 Spring NJSLA

Science Grade 5

School Comparison

School	Total Tested 2024	Achievement Levels							
		Below (Level 1)		Near (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
		2023	2024	2023	2024	2023	2024	2023	2024
Community Park School	58	13.8%	15.5%	36.3%	36.2%	35.0%	34.5%	15.0%	13.8%
Johnson Park School	58	25.4%	13.8%	23.8%	36.2%	33.3%	31.0%	17.5%	19.0%
Littlebrook ES	74	13.0%	8.1%	27.5%	25.7%	34.8%	45.9%	24.6%	20.3%
Riverside ES	66	4.4%	7.6%	31.1%	28.8%	48.9%	42.4%	15.6%	21.2%
District	256	14.8%	10.9%	30.0%	31.3%	37.0%	39.1%	18.3%	18.8%

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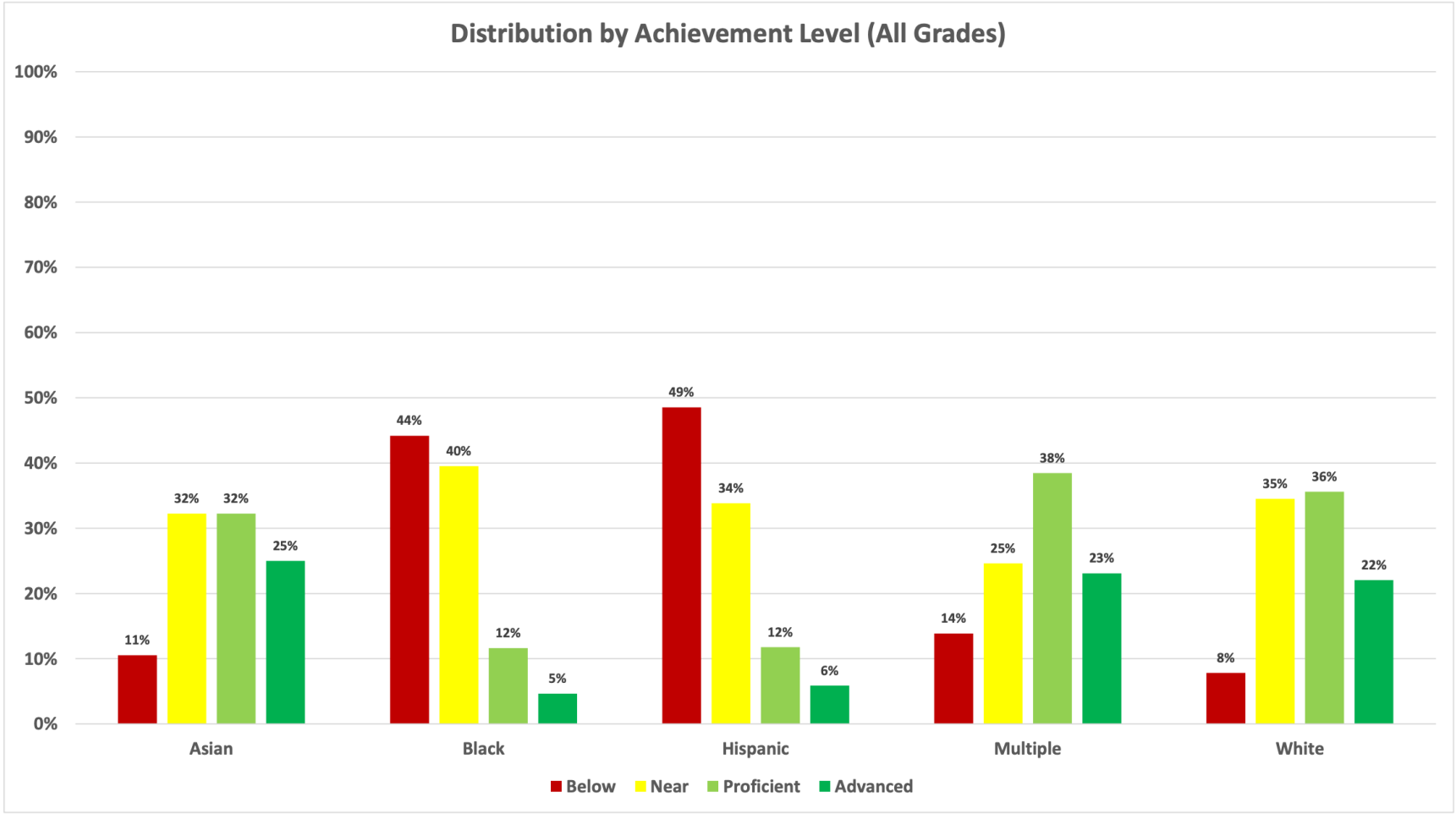
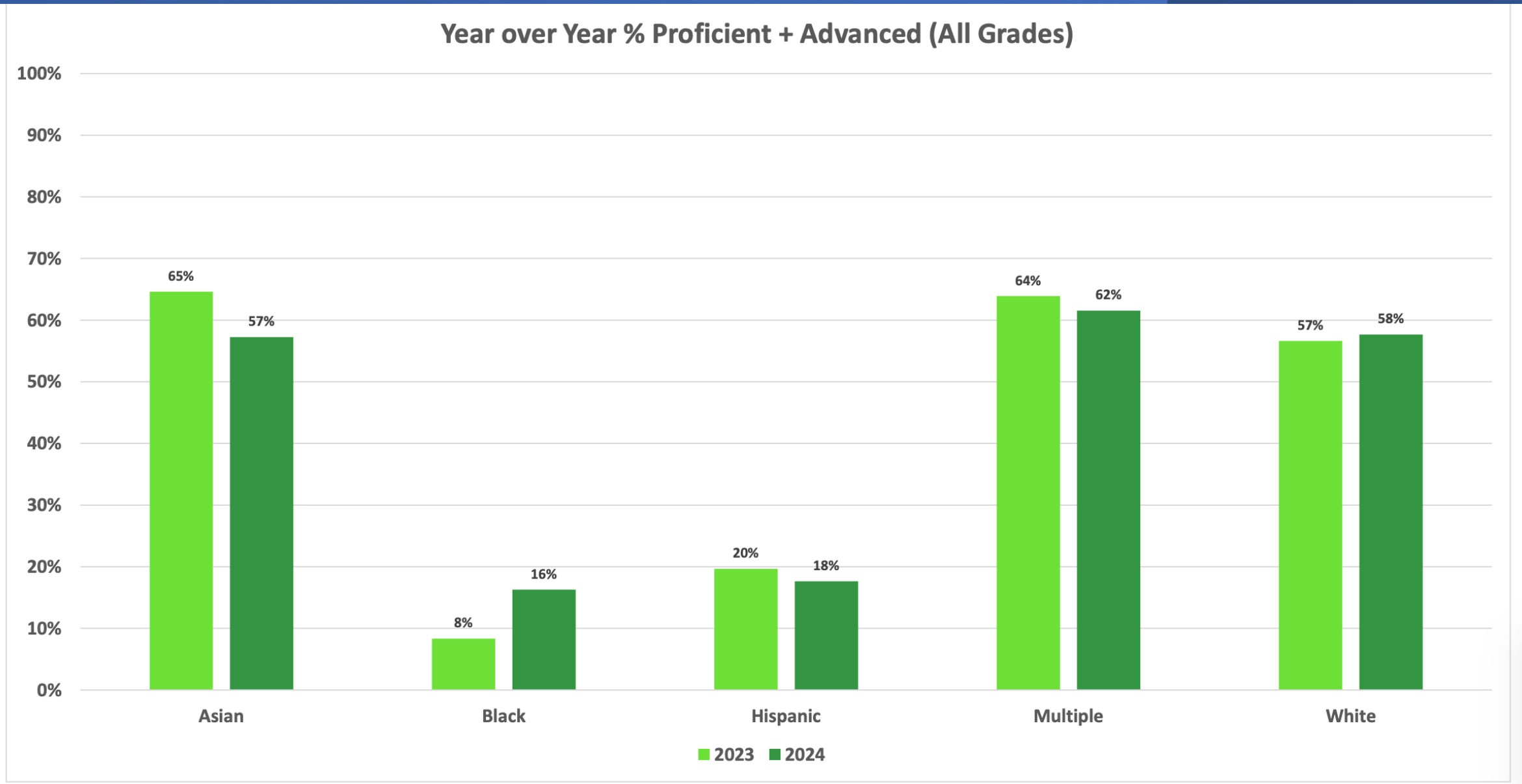
2023-24 Spring NJSLA by Subgroup Race

Science




Year over Year % Proficient + Advanced (All Grades)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
65%
57%
8%
16%
20%
18%
64%
62%
57%
58%
Asian
Black
Hispanic
Multiple
White
2023
2024

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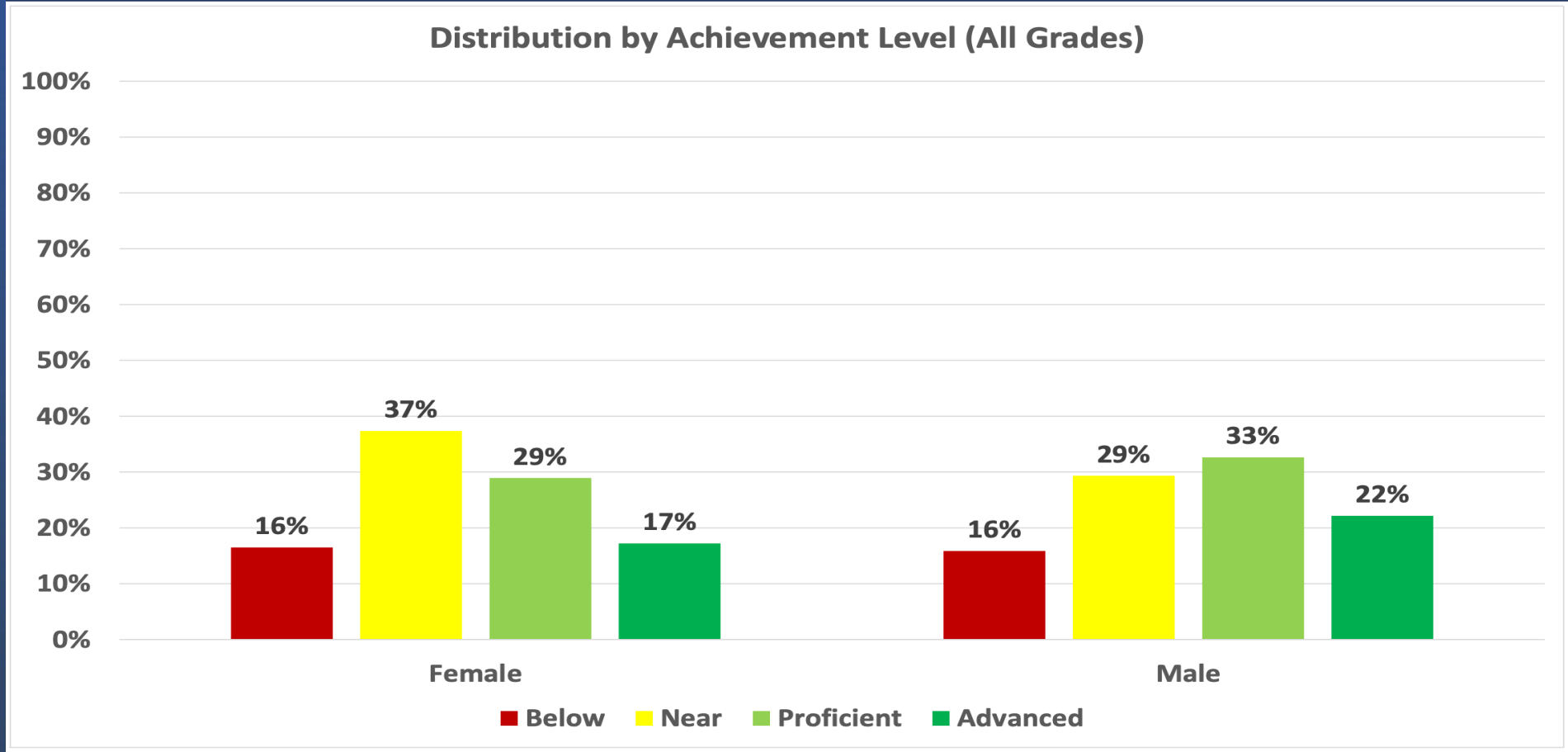
2023-24 Spring NJSLA by Subgroup Gender

Science



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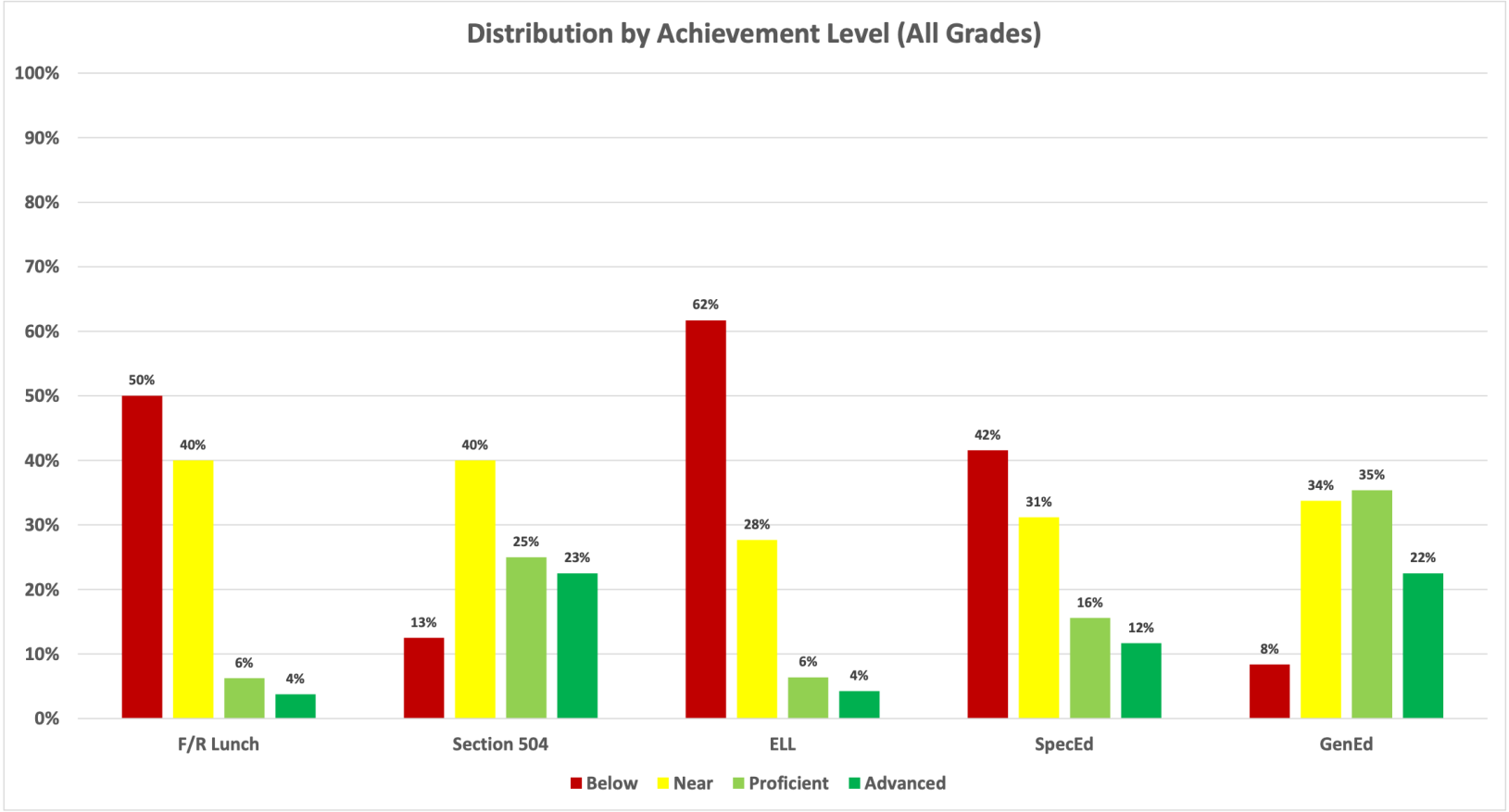
2023-24 Spring NJSLA by Subgroup Program

Science



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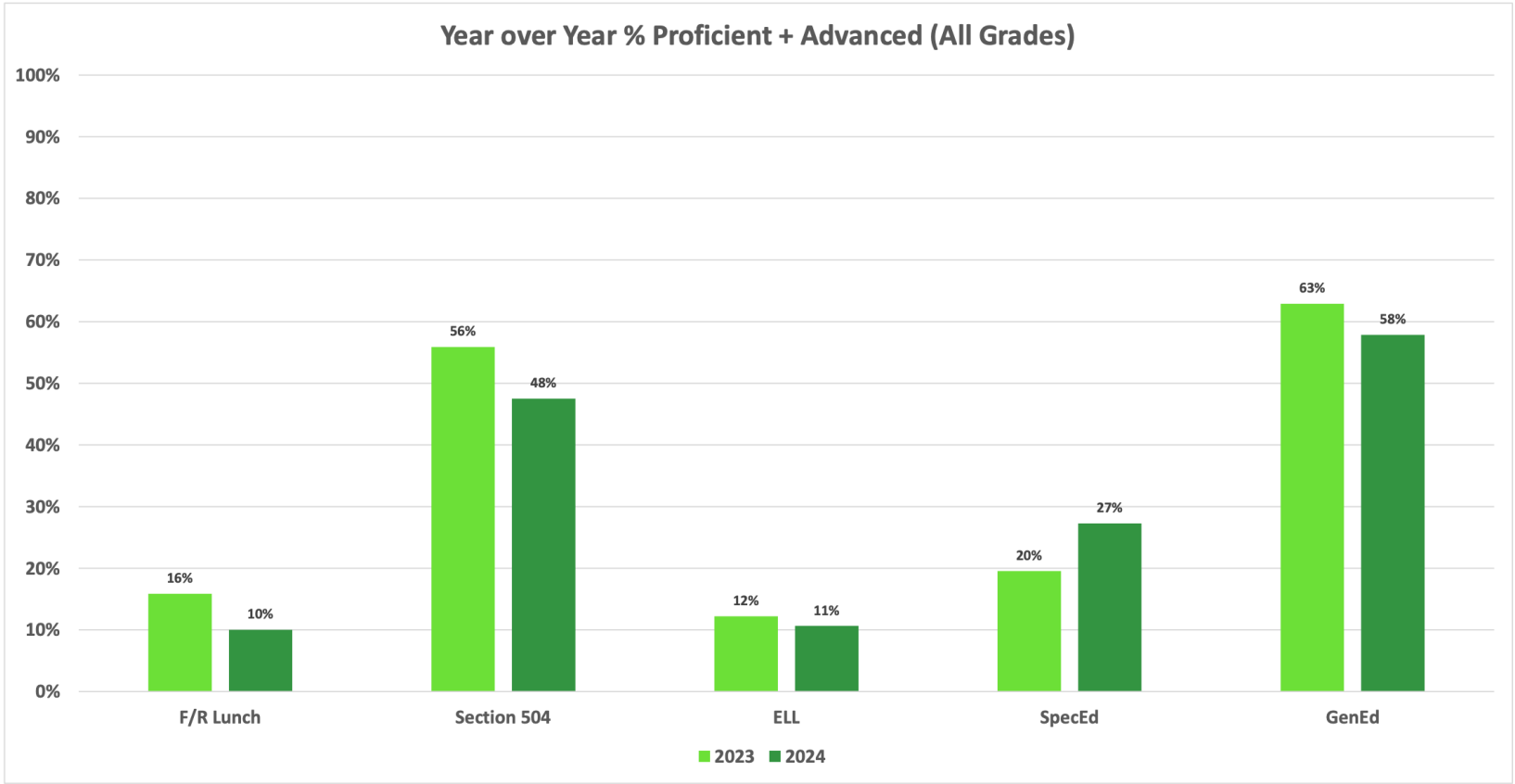
2023-24 Spring NJSLA by Subgroup Program

Science



Areas of Strength and Areas for Growth

Strengths

- Consistent performance above state levels
- Infrastructural support for strong learning supports of science and engineering practices
  - Garden Education Program
  - PAWS and STEM-based clubs
  - Research program

Growth Areas

- Reduce number of students in Levels 1 and 2
- Realistic data mining, informational text analysis and research experiences
- Content area literacy
- Increase number of participants at high school

Next Steps for Science Support

- Provide district-wide STEM literacy
  - Reading informational text
  - Increase student agency and capacity for independent and informal research studies resulting in presentation to authentic audiences (present/publish appropriately)
- Re-institute daily STEM learning opportunities
- Increase PHS stakeholder buy-in for science assessment as a benchmark
- Department goal of embedding mathematics and literacy standards
- Begin a Science Program Audit/Evaluation to further identify areas of strength and areas for growth

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NJSLA: English Language Arts

The **NJSLA-ELA** was designed to achieve the following goals:

- **Measure student proficiency** on the New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA)
- Deliver results that can be used in tandem with local assessments and data to **stimulate conversation to improve English Language Arts instruction and student learning**
- Fulfill the federal requirement to administer state ELA assessments to students in **grades 3-9**
- Emphasize the importance of **close reading, synthesizing ideas within and across texts, determining the meaning of words and phrases in context, and writing effectively when using and/or analyzing sources.**

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2023-24 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 (2023 to 2024)	Change in Level 4 & Level 5 (2023 to 2024)
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024		
	%	%	%	%	%	%	%	%	%	%		
3	4.9%	5.5%	13.2%	7.8%	20.6%	17.0%	51.0%	58.7%	10.3%	11.0%	-4.8 %	+8.5 %
4	2.6%	4.0%	6.9%	8.4%	16.5%	13.2%	43.7%	34.4%	30.3%	40.1%	+2.8 %	+0.4 %
5	4.4%	2.4%	6.0%	6.1%	16.1%	11.8%	59.3%	54.9%	14.1%	24.8%	-1.9 %	+6.3 %
6	5.0%	2.7%	7.9%	2.3%	17.1%	13.6%	46.7%	36.2%	23.3%	45.1%	-7.9 %	+11.3 %
7	1.3%	0.8%	7.6%	7.4%	12.2%	6.2%	32.1%	29.8%	46.8%	55.8%	-0.6 %	+6.6 %
8	8.3%	3.5%	5.7%	3.1%	9.8%	12.4%	40.0%	47.3%	36.2%	33.6%	-7.3 %	+4.7 %
9	5.9%	7.0%	7.2%	5.8%	12.4%	8.6%	44.3%	34.5%	30.3%	44.1%	-0.2 %	+4 %
All Grades	4.7%	3.8%	7.6%	5.8%	14.7%	11.6%	45.2%	41.7%	27.8%	37.1%	-2.8 %	+5.8 %

Percentages may not total 100 due to rounding. Grade 9 row includes grade 9 students only.

Comparisons to Last Year's ELA Results

Grade Level	Princeton % of Meeting or Exceeding Standards 2022-2023	Princeton % of Meeting or Exceeding Standards 2023-2024
Grade 3	61%	70%
Grade 4	74%	74%
Grade 5	73%	80%
Grade 6	70%	70%
Grade 7	79%	86%
Grade 8	76%	81%
Grade 9	74%	79%

2023-24 Spring NJSLA
ELA/Language Arts Grade 3
School Comparison

School	Total Tested 2024	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Community Park School	60	8.6%	5.0%	15.5%	11.7%	20.7%	23.3%	41.4%	48.3%	13.8%	11.7%
Johnson Park School	48	2.1%	4.2%	8.3%	10.4%	22.9%	18.8%	56.3%	52.1%	10.4%	14.6%
Littlebrook ES	67	6.7%	4.5%	18.3%	6.0%	16.7%	14.9%	53.3%	67.2%	5.0%	7.5%
Riverside ES	43	0.0%	9.3%	7.9%	2.3%	23.7%	9.3%	55.3%	67.4%	13.2%	11.6%
District	218	4.9%	5.5%	13.2%	7.8%	20.6%	17.0%	51.0%	58.7%	10.3%	11.0%

2023-24 Spring NJSLA
ELA/Language Arts Grade 4
School Comparison

School	Total Tested 2024	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Community Park School	60	1.8%	5.0%	7.3%	10.0%	29.1%	21.7%	40.0%	30.0%	21.8%	33.3%
Johnson Park School	58	3.6%	0.0%	12.7%	12.1%	14.5%	15.5%	49.1%	39.7%	20.0%	32.8%
Littlebrook ES	71	1.4%	5.6%	7.0%	5.6%	15.5%	11.3%	49.3%	40.8%	26.8%	36.6%
Riverside ES	38	4.0%	5.3%	0.0%	5.3%	6.0%	0.0%	34.0%	21.1%	56.0%	68.4%
District	227	2.6%	4.0%	6.9%	8.4%	16.5%	13.2%	43.7%	34.4%	30.3%	40.1%

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2023-24 Spring NJSLA

ELA/Language Arts Grade 5

School Comparison

School	Total Tested 2024	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Community Park School	57	5.3%	3.5%	3.9%	7.0%	11.8%	14.0%	61.8%	56.1%	17.1%	19.3%
Johnson Park School	57	3.4%	5.3%	10.3%	5.3%	15.5%	15.8%	53.4%	63.2%	17.2%	10.5%
Littlebrook ES	70	5.8%	1.4%	7.2%	7.1%	17.4%	10.0%	65.2%	51.4%	4.3%	30.0%
Riverside ES	62	2.2%	0.0%	2.2%	4.8%	22.2%	8.1%	53.3%	50.0%	20.0%	37.1%
District	246	4.4%	2.4%	6.0%	6.1%	16.1%	11.8%	59.3%	54.9%	14.1%	24.8%

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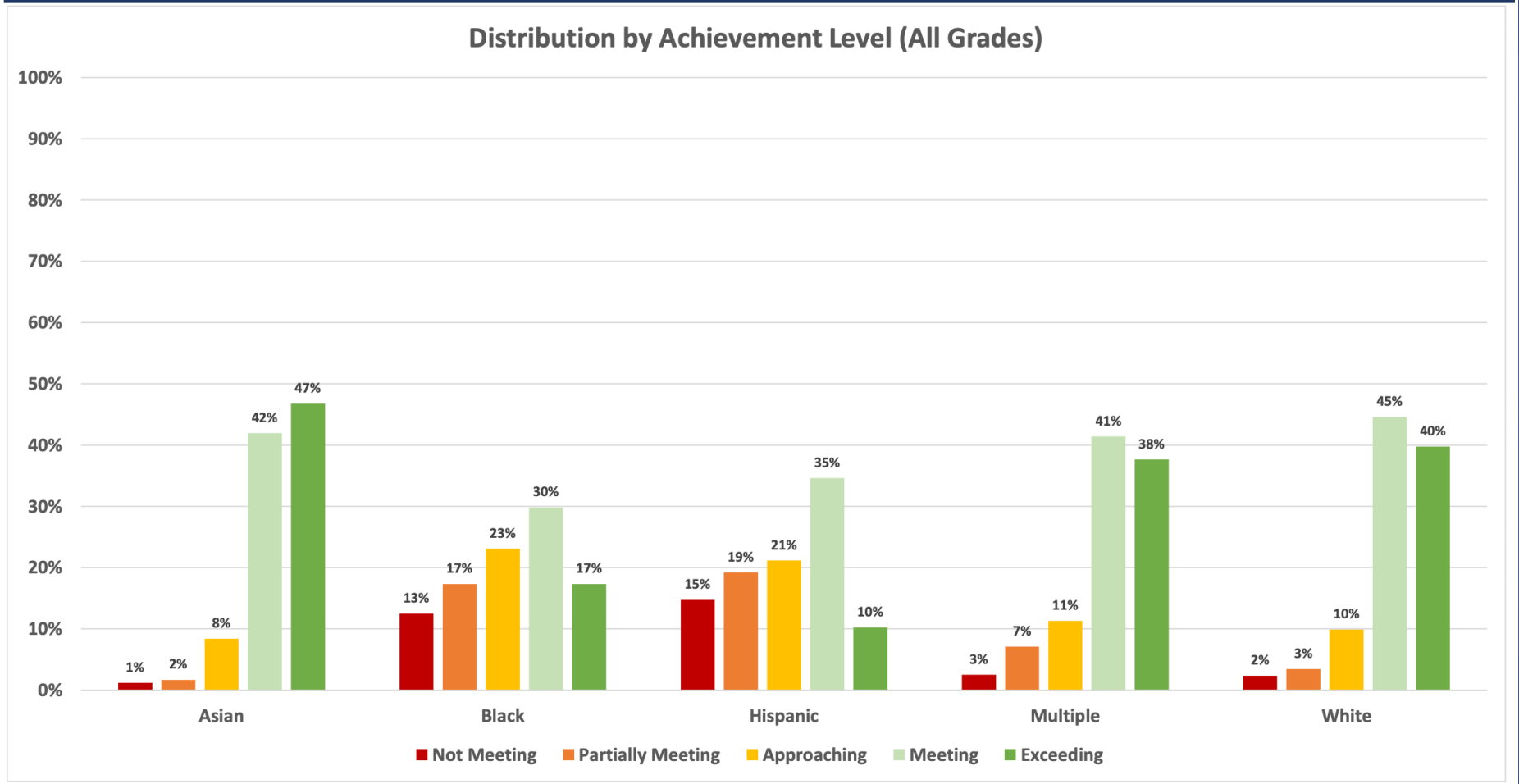
2023-24 Spring NJSLA by Subgroup Race

ELA/Language Arts



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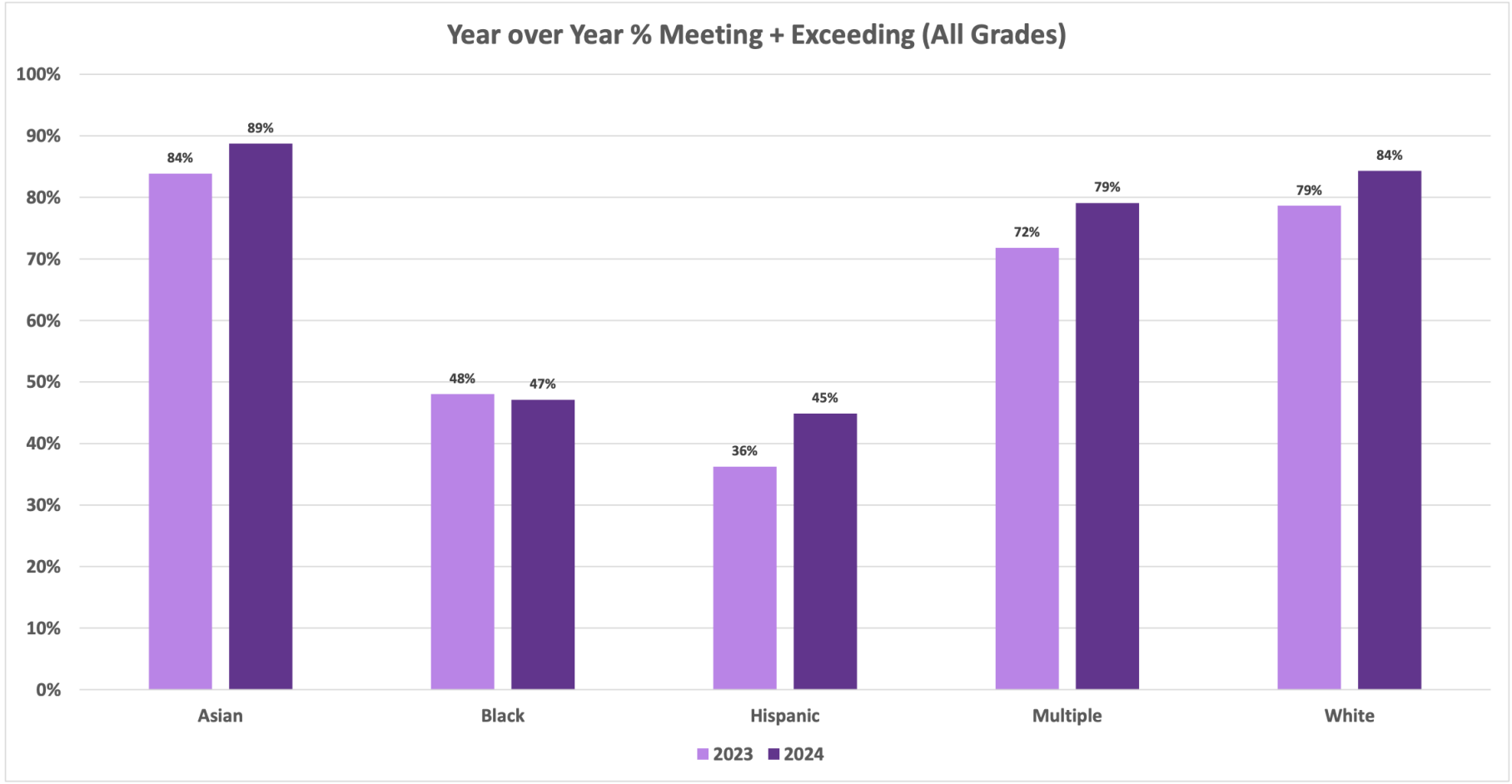
2023-24 Spring NJSLA by Subgroup Race

ELA/Language Arts



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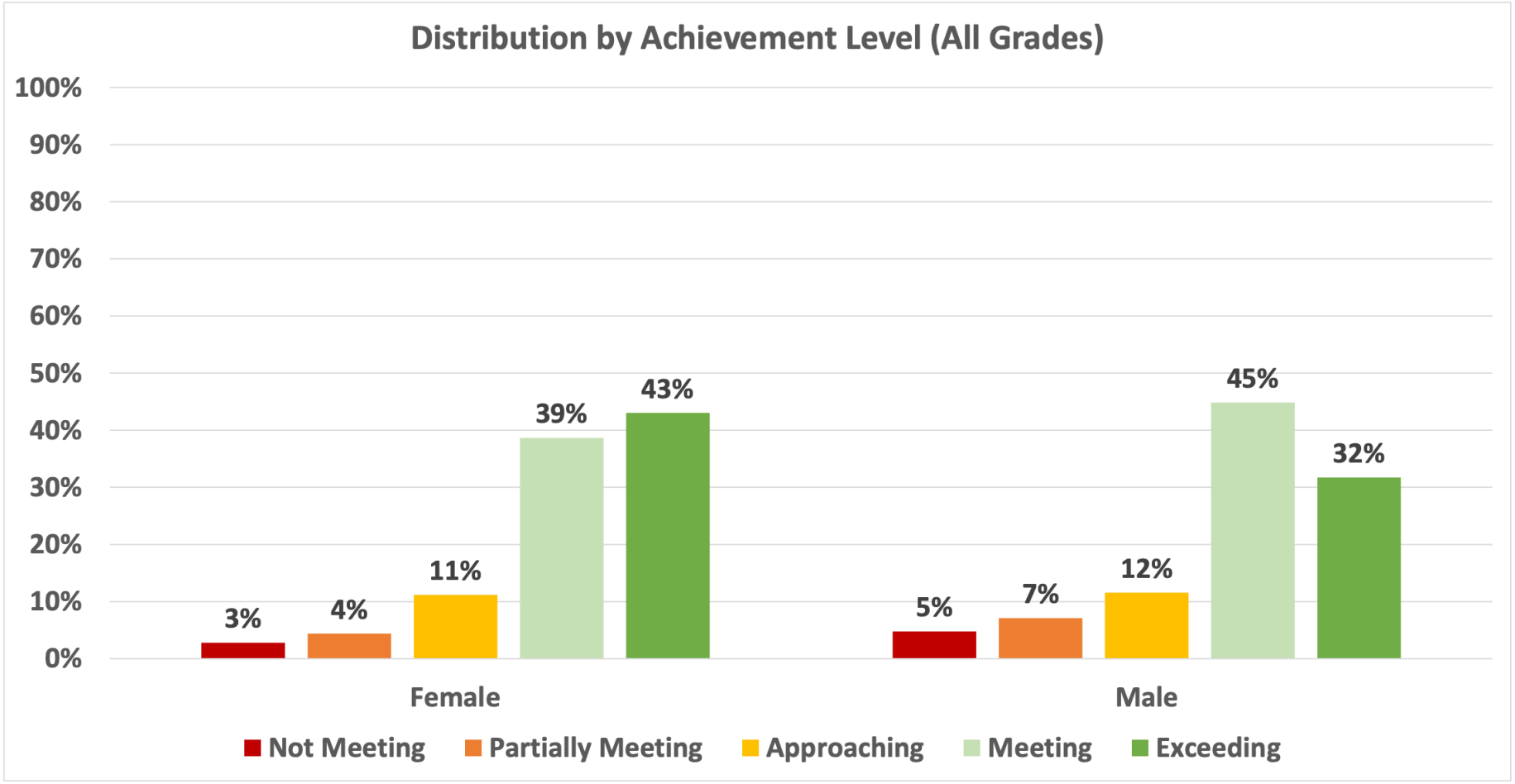
2023-24 Spring NJSLA by Subgroup Gender

ELA/Language Arts



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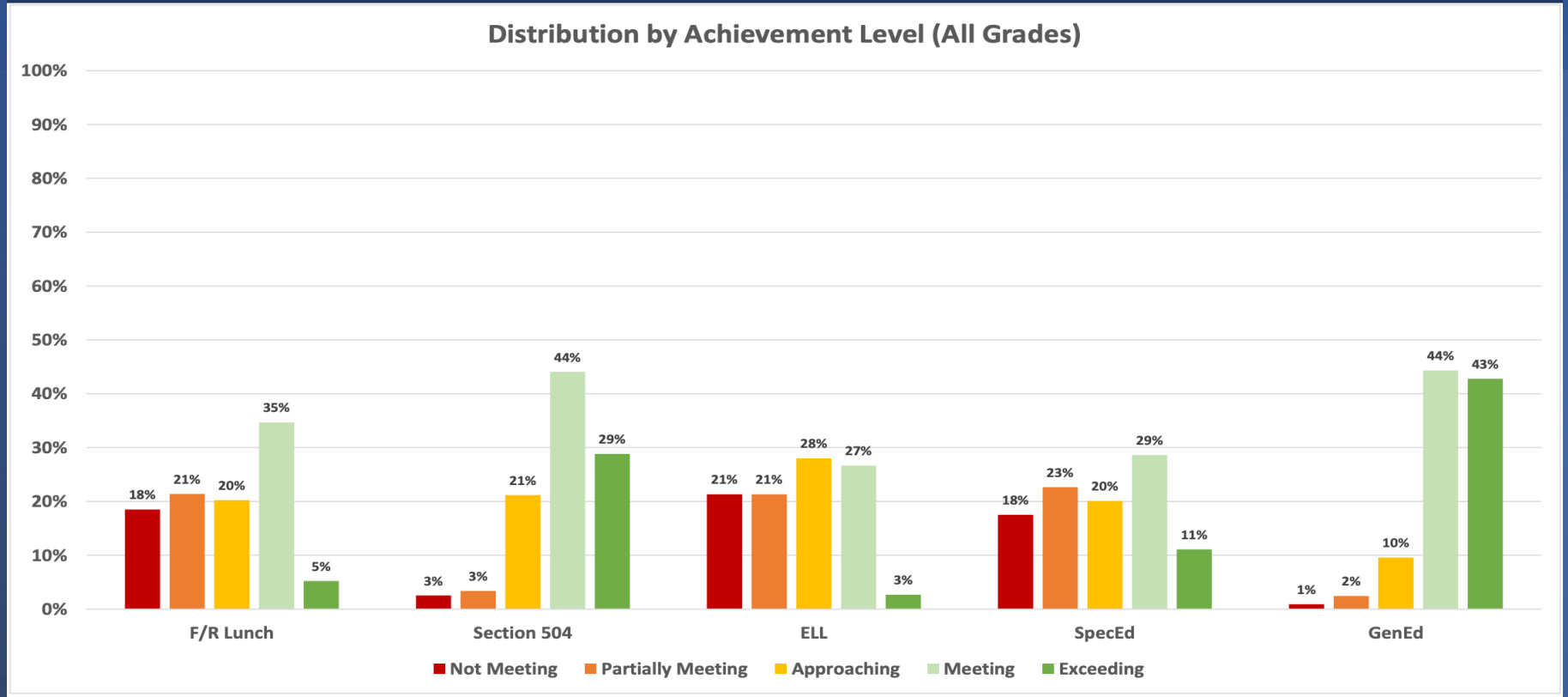
2023-24 Spring NJSLA by Subgroup Program

ELA/Language Arts



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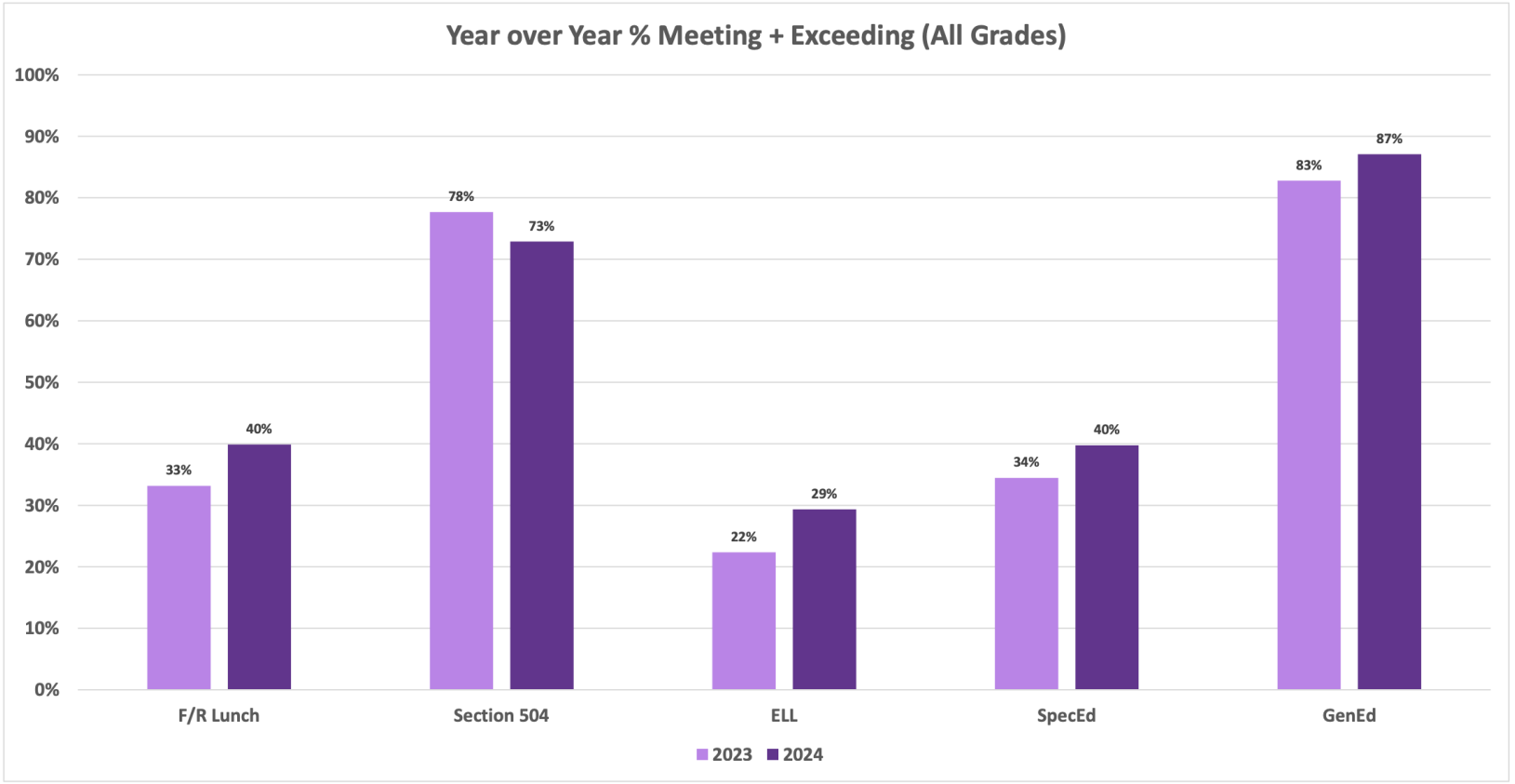
2023-24 Spring NJSLA by Subgroup Program

ELA/Language Arts



Areas of Strength and Areas for Growth K-5

- **Strengths**
  - Consistent performance above state levels in the categories of meeting and exceeding expectations
  - Strong curricular infrastructure and support for students and educators
    - Instructional Coaches facilitating ongoing professional development around ELA
    - Implementation of IMSE Orton-Gillingham training for all K-1 Staff
    - Roll out of a daily structured literacy block for all k-3 classrooms
    - Adoption of I-Ready ELA Diagnostic & LinkIt ELA for additional benchmarking opportunities to monitor progress and student growth trends
    - Updated DRA3 Benchmarking System to Progress Monitoring
    - Strong dyslexia screening tool

- **Growth areas**
  - Reduce number of students minimal and limited proficiency
  - Help students progress from approaching to meeting with Tier I and Tier II instructional strategies
  - Identify students for year 2 of High Impact Tutoring
  - Leveraging I&RS and Interventionist Role to identify students early and provide targeted, research-based supports

Next Steps for Elementary ELA Support

- Elementary K-5:
  - Orton-Gillingham certification for instructors working across tiered systems of support to help promote student growth (2nd cohort)
  - Building on Interventionist Role with targeted, researched-based supports
  - Leveraging instructional coaching cycles
  - Providing staff support and feedback when observing structured literacy block
  - Summer 2024 training for third and fourth grade teachers on structured literacy to help support student success in Tier 1 settings
  - Fall 2024 Roll out for IMSE OG (grades K-3)
  - Elementary ELA Program Review starting in October
  - Adoption of new ELA standards from NJDOE

Areas of Strength and Areas for Growth 6-12

- **Strengths**
  - Consistent performance above state levels in the combined percentage of students meeting and exceeding expectations
  - Alignment across middle grades ELA through:
    - Units of Study for Teaching Reading and Writing
    - Benchmark Assessments

- **Growth areas**
  - Continue to decrease the number of students not meeting and exceeding expectations
  - Increase horizontal and vertical alignment across required middle and high school courses in the humanities
  - Increase opportunities for intentional transfer of literacy skills across courses in the humanities

Next Steps for Secondary ELA Support

- Secondary 6-12:
  - Continue department-wide professional learning on culturally sustaining literacy practices and student-driven learning to increase student engagement and student voice
  - Continue department-wide professional learning on data-informed lesson design to strengthen interventions
  - Continue to expand the use of inclusive texts for instruction
  - Addition of ELA Lab for Tier II support at PMS
  - Expand opportunities for professional collaboration across content areas and courses in the humanities to deepen students' literacy skills by:
    - Strengthening horizontal and vertical articulation
    - Teaching to transfer
    - Administering and analyzing common assessments

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NJSLA: Mathematics

The **NJSLA-Mathematics** was designed to achieve the following goals:

- **Measure student proficiency** on the New Jersey Student Learning Standards for Mathematics (NJSLS-M)
- Deliver results that can be used in tandem with local assessments and data to **stimulate conversation to improve mathematics instruction and student learning**
- Fulfill the federal requirement to administer state math assessment to students in **grades 3-8, Algebra I, Algebra II, and Geometry**
- Assess students' abilities in relation to **counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, number and operation-fractions, and geometry.**

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2023-24 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 (2023 to 2024)	Change in Level 4 & Level 5 (2023 to 2024)
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024		
	%	%	%	%	%	%	%	%	%	%		
3	1.9%	2.2%	7.5%	4.5%	16.0%	14.8%	43.2%	42.2%	31.5%	36.3%	-2.7 %	+3.8 %
4	2.5%	1.7%	7.4%	8.8%	14.8%	14.7%	56.1%	46.6%	19.3%	28.2%	+0.7 %	-0.6 %
5	4.7%	3.9%	8.1%	7.4%	16.7%	14.8%	45.7%	47.3%	24.8%	26.6%	-1.5 %	+3.3 %
6	2.9%	3.5%	7.4%	6.9%	13.2%	14.6%	41.7%	47.7%	34.7%	27.3%	+0.1 %	-1.4 %
7	8.6%	4.4%	13.6%	11.3%	32.1%	15.6%	42.1%	55.6%	3.6%	13.1%	-6.5 %	+23 %
Alg I (MS)	10.9%	6.2%	17.3%	12.3%	18.6%	15.0%	38.2%	53.3%	15.0%	13.2%	-9.7 %	+13.3 %
Alg I (HS)	26.3%	24.4%	36.8%	42.2%	28.9%	24.4%	7.9%	8.9%	0.0%	0.0%	+3.5 %	+1 %
Geo (HS)	4.1%	3.3%	12.4%	11.3%	39.2%	32.1%	40.1%	44.3%	4.1%	9.0%	-2 %	+9.1 %
Alg II (MS)	6.3%	0.0%	22.8%	0.0%	20.3%	0.0%	40.5%	67.3%	10.1%	32.7%	-29.1 %	+49.4 %
Alg II (HS)	15.2%	0.0%	22.3%	0.0%	16.3%	0.0%	40.2%	62.5%	6.0%	37.5%	-37.5 %	+53.8 %
All Grades	6.4%	3.8%	13.0%	9.0%	20.3%	16.7%	42.8%	48.1%	17.6%	22.3%	-6.5 %	+10.1 %

Percentages may not total 100 due to rounding.

Comparisons to Last Year's Math Results

Grade Level	Princeton % of Meeting or Exceeding Standards 2022-2023	Princeton % of Meeting or Exceeding Standards 2023-2024
Grade 3	74%	78%
Grade 4	75%	75%
Grade 5	71%	74%
Grade 6	77%	75%
Grade 7 ***only 160 students tested**	46%	69%
Algebra I ***7th, 8th, and 9th grades combined**	47%	6th-100% 7th-99% 8th-47% 9th-9% Average: 56%
Algebra II	48%	100% (7th, 8th, and 9th grades combined)
Geometry	44%	8th-75% 9th-54% Average: 58%

PRINCETON PS

2023-24 Spring NJSLA

Mathematics Grade 3

School Comparison

School	Total Tested 2024	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Community Park School	63	1.7%	0.0%	11.7%	6.3%	18.3%	30.2%	45.0%	39.7%	23.3%	23.8%
Johnson Park School	48	1.9%	6.3%	5.8%	6.3%	23.1%	4.2%	46.2%	35.4%	23.1%	47.9%
Littlebrook ES	66	3.2%	1.5%	6.3%	0.0%	12.7%	10.6%	38.1%	47.0%	39.7%	40.9%
Riverside ES	46	0.0%	2.2%	5.3%	6.5%	7.9%	10.9%	44.7%	45.7%	42.1%	34.8%
District	223	1.9%	2.2%	7.5%	4.5%	16.0%	14.8%	43.2%	42.2%	31.5%	36.3%

PRINCETON PS

2023-24 Spring NJSLA

Mathematics Grade 4

School Comparison

School	Total Tested 2024	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Community Park School	63	3.5%	1.6%	5.3%	11.1%	26.3%	15.9%	52.6%	50.8%	12.3%	20.6%
Johnson Park School	60	3.3%	0.0%	15.0%	10.0%	10.0%	23.3%	60.0%	45.0%	11.7%	21.7%
Littlebrook ES	73	0.0%	2.7%	5.6%	6.8%	13.9%	15.1%	56.9%	49.3%	23.6%	26.0%
Riverside ES	42	3.6%	2.4%	3.6%	7.1%	9.1%	0.0%	54.5%	38.1%	29.1%	52.4%
District	238	2.5%	1.7%	7.4%	8.8%	14.8%	14.7%	56.1%	46.6%	19.3%	28.2%

PRINCETON PS

2023-24 Spring NJSLA

Mathematics Grade 5

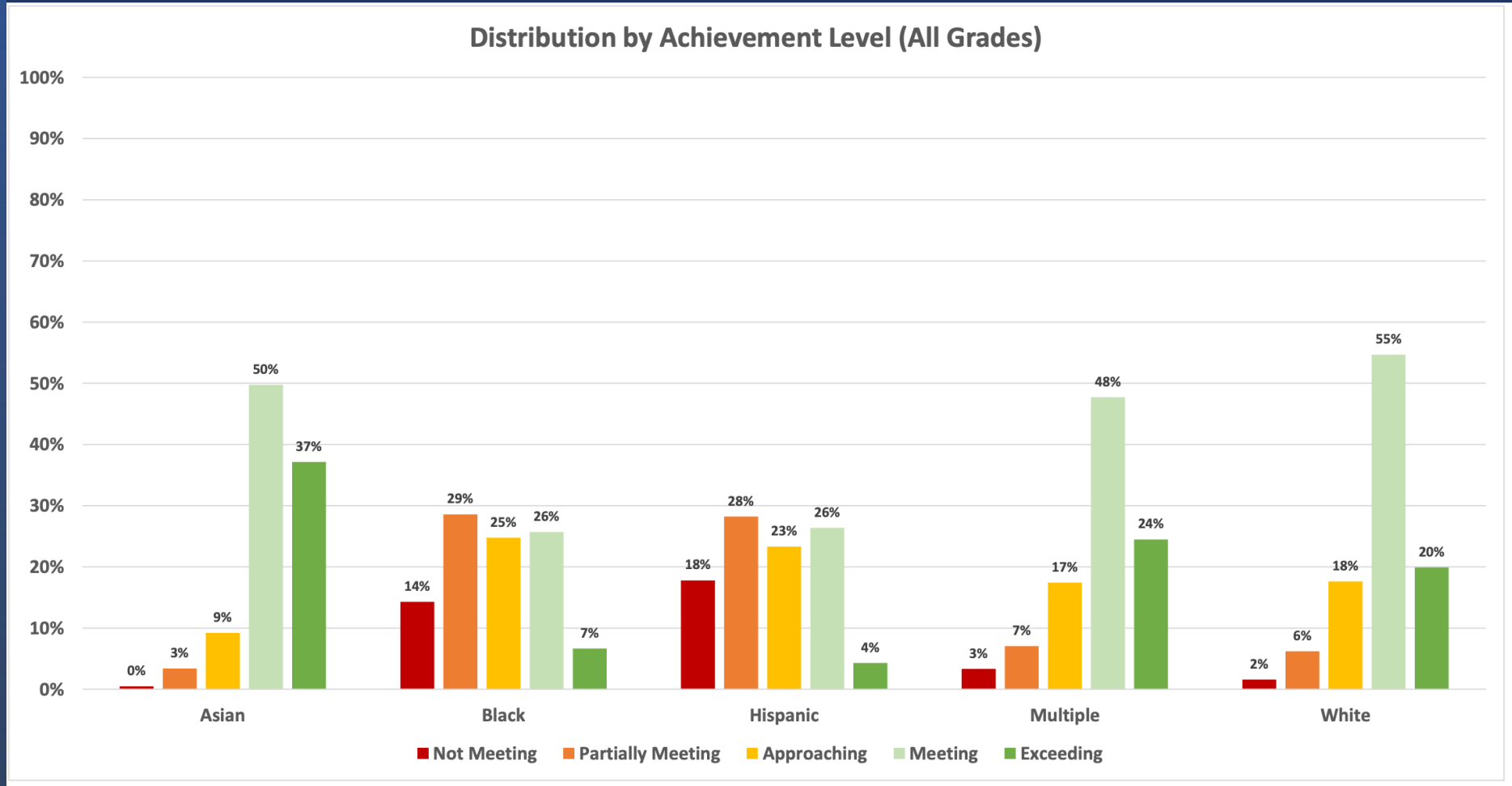
School Comparison

School	Total Tested 2024	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Community Park School	58	2.5%	5.2%	8.8%	8.6%	21.3%	27.6%	46.3%	44.8%	21.3%	13.8%
Johnson Park School	58	6.3%	6.9%	4.8%	13.8%	19.0%	13.8%	46.0%	39.7%	23.8%	25.9%
Littlebrook ES	74	7.1%	4.1%	7.1%	1.4%	12.9%	10.8%	45.7%	47.3%	27.1%	36.5%
Riverside ES	66	2.2%	0.0%	13.3%	7.6%	11.1%	9.1%	44.4%	56.1%	28.9%	27.3%
District	256	4.7%	3.9%	8.1%	7.4%	16.7%	14.8%	45.7%	47.3%	24.8%	26.6%

PRINCETON PS

2023-24 Spring NJSLA by Subgroup Race

Mathematics



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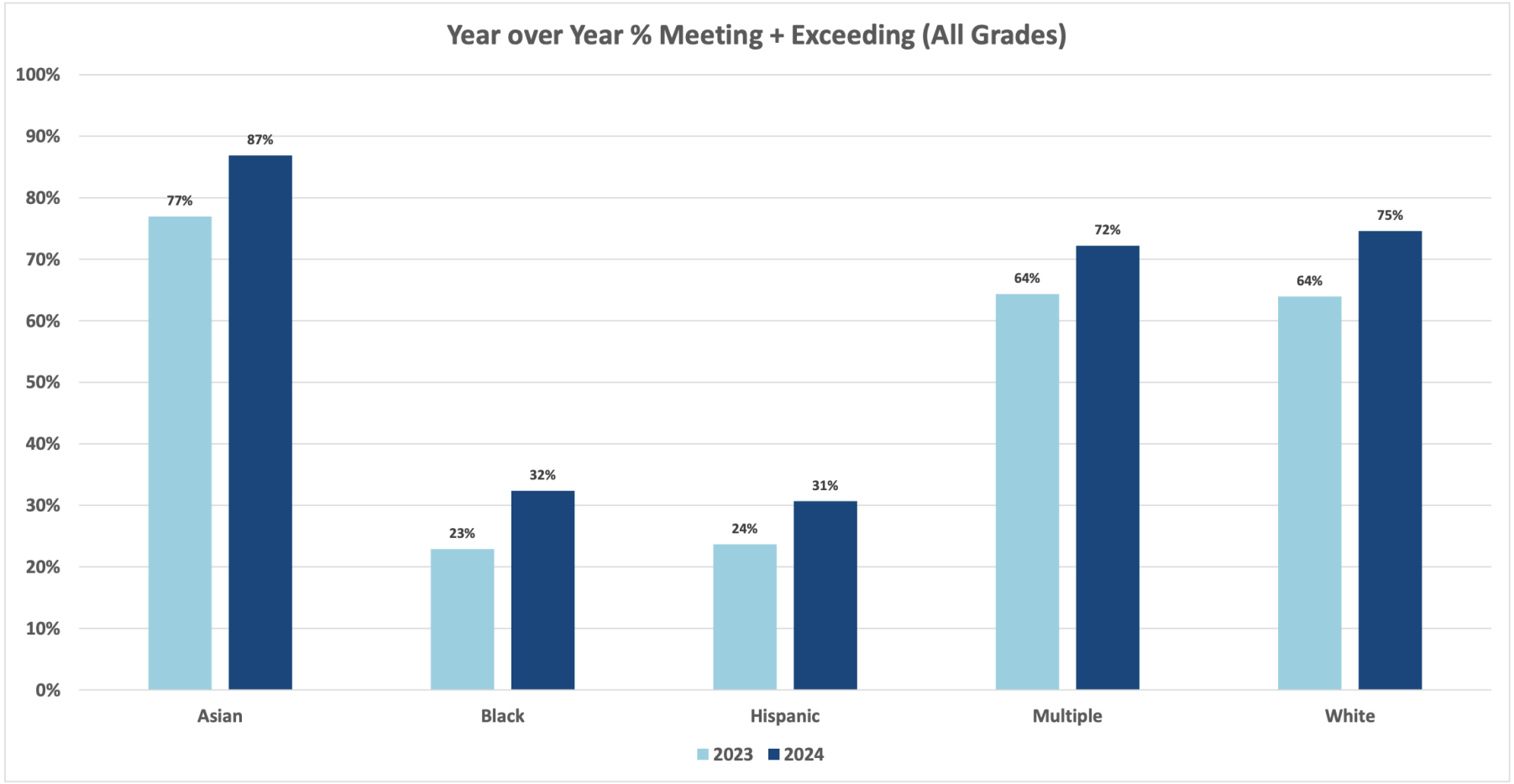
2023-24 Spring NJSLA by Subgroup Race

Mathematics



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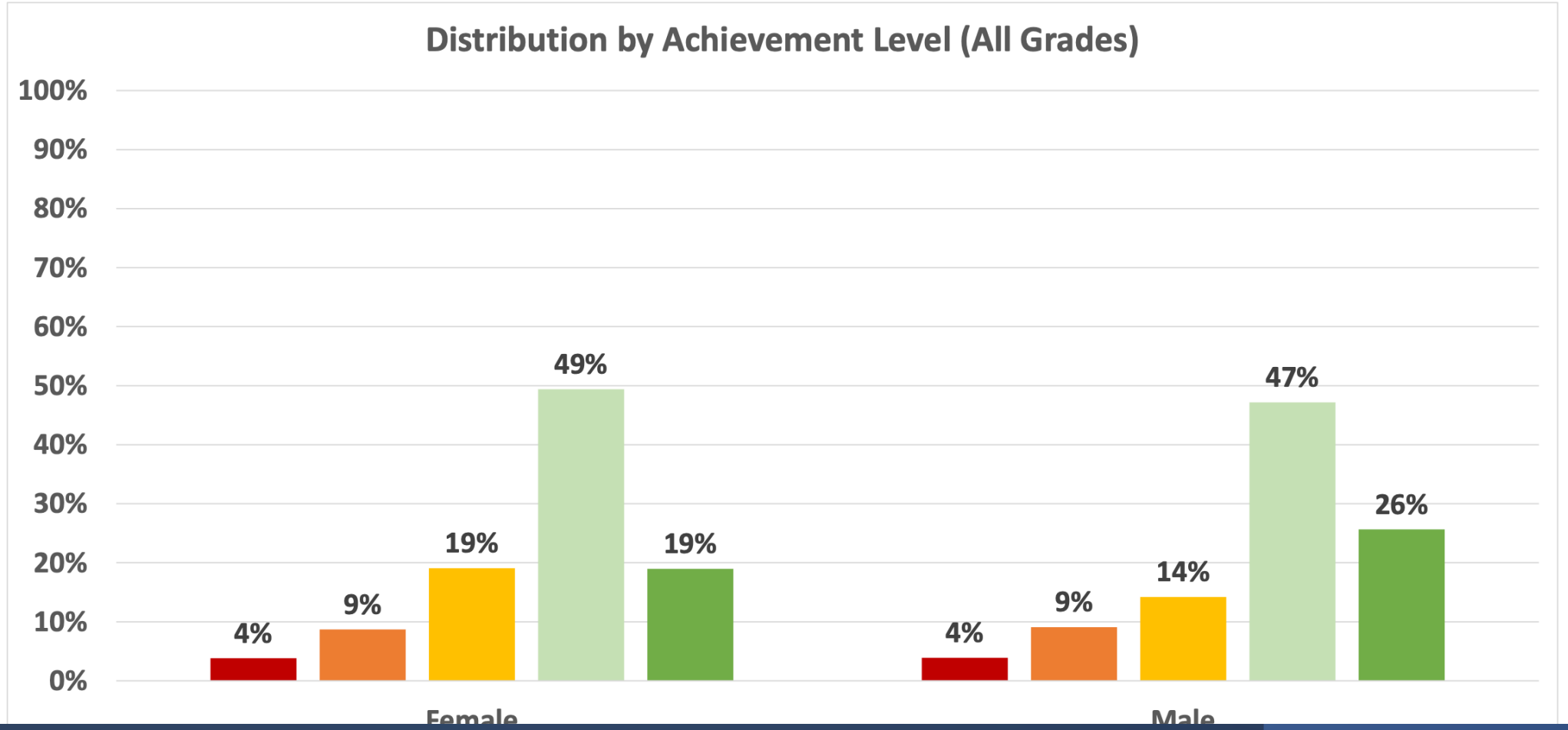
2023-24 Spring NJSLA by Subgroup Gender

Mathematics



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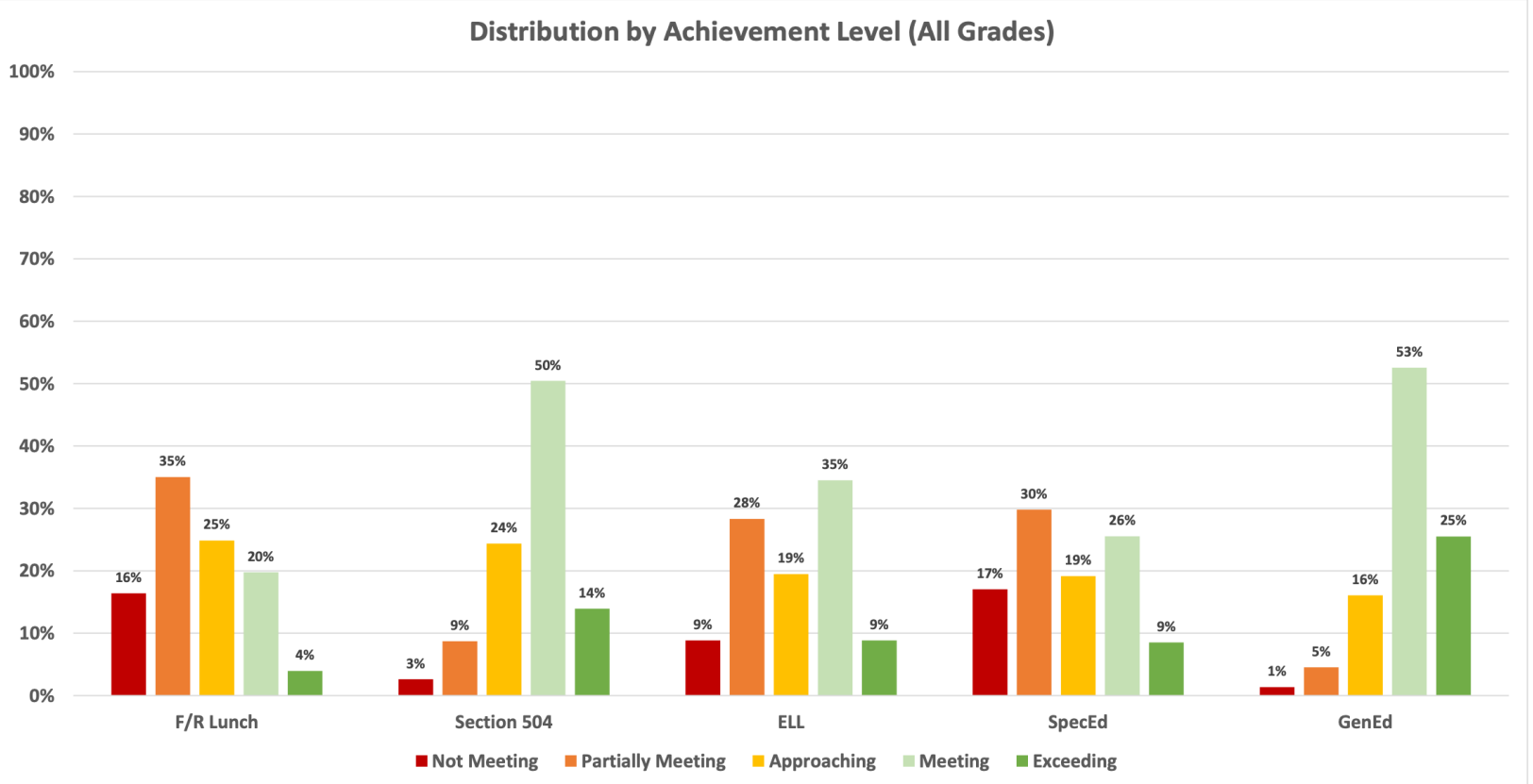
2023-24 Spring NJSLA by Subgroup Program

Mathematics



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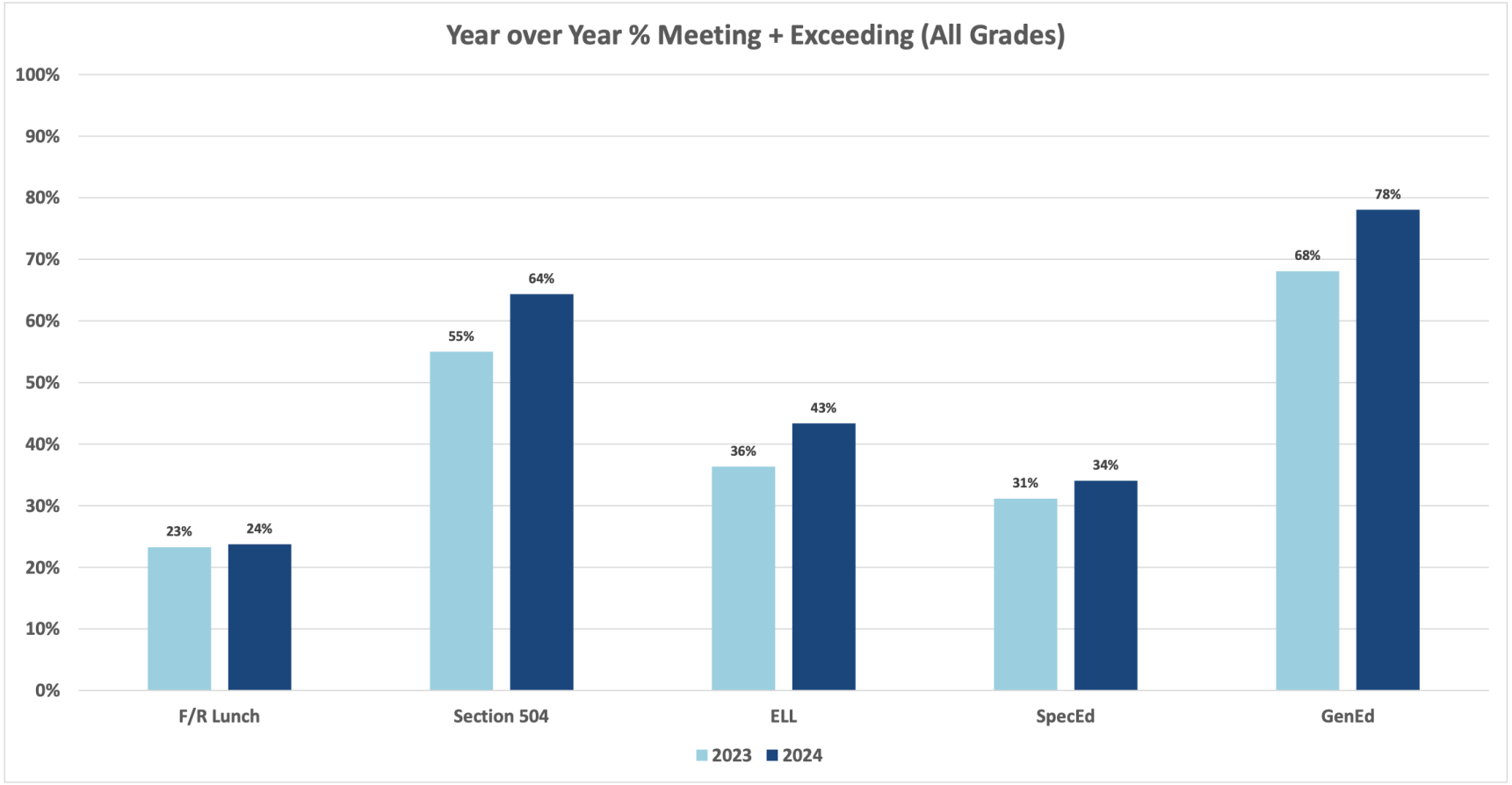
2023-24 Spring NJSLA by Subgroup Program

Mathematics



Areas of Strength and Areas for Growth K-5

- **Strengths**
  - Consistent performance above state levels in the categories of meeting and exceeding expectations
  - Strong curricular infrastructure and support for students and educators
    - Ready Math
    - iXL
    - I-Ready & LinkIt Benchmarking
    - Professional Development around Math Workshop
    - Math Instructional Coach

- **Growth areas**
  - Identify number of students minimal and limited proficiency, especially when math begins to level in middle school
  - Create additional opportunities for differentiation through math workshop
  - Ongoing professional development of math workshop K-5
  - Help students progress from approaching to meeting with Tier I and Tier II instructional strategies
  - Identify students for year 2 of High Impact Tutoring
  - Leveraging I&RS and Interventionist Role to identify students early and provide targeted, research-based supports

Next Steps for Elementary Math Support

- K-5
  - Continued Professional Development on the Math Workshop model with Jennifer Lempp
  - Continental Math League for 4th and 5th grade students at all four elementary schools to provide additional opportunities for enrichment
  - Math Workshop implementation to support differentiation in general education classroom settings
  - Additional resources added to school lending library to help teachers engage students through math workshop (ex: Versatiles, Exemplars, etc.)
  - Implementation of new math standards, math centers in DLI classrooms, and additional math opportunities during FOCUS block

Areas of Strength and Areas for Growth 6-12

- **Strengths**
  - Consistent performance above state levels in meeting/exceeding expectations
  - Increased curricular infrastructure and support for students and educators
    - Math Lab in grades 6-8
    - District Benchmarks in grades 6-12
    - Common assessments in grades 6-12
    - Standards progression alignment

- **Growth areas**
  - Increase the comprehension and proficiency levels of students approaching expectations
  - Increase the use of prior grade-level standards and the standards of mathematical practices for lesson planning
  - Increase opportunities for vertical and horizontal articulation across grade levels
  - Increase use of qualitative data to identify and gauge student understanding

Next Steps for Secondary Math Support

- Secondary 6-12
  - Implement suggestions from the Mathematics program evaluation regarding instructional resources, standards alignment, and best practices
  - Increase in math instruction time and resources at both the 6-8 and 9-12 level
  - Use department meeting time to:
    - Map prior grade-level standards and skills to current curriculum
    - Review classroom quantitative and qualitative data for pacing of instruction and student support
    - Implement revised curriculum in grades 6, 7, 8, Algebra 1, Geometry, Algebra 2, and Precalculus to ensure a coherent sequence of standards
    - Focus on research-based best practices in pedagogy
    - Increase use of Math Workshop model to support differentiation
    - Increase vertical and horizontal articulation to ensure consistency in instruction and a student-centered approach
    - Implement MTSS strategies throughout all math classrooms

Questions?

Thank you!