



# Springfield 2024-2025

## Superintendent's Report

October 25, 2024

#SPSCompassionate&Extraordinary

# Springfield Public Schools Vision & Mission

## *Vision:*

Cultivating compassionate and extraordinary learners!

## *Mission:*

Springfield Public Schools will challenge every student through meaningful, engaging experiences — empowering all students to flourish and contribute in an evolving world.

# Report Overview

- Student Representative Report, Sophie Tiger
- 2023-2024 New Jersey Student Learning Assessment Data Presentation
- HIB Grade Summary
- Office Hours with Dr. Goldberg
- Calendar of Events

# **Springfield Public Schools 2023-2024 Data Presentation**

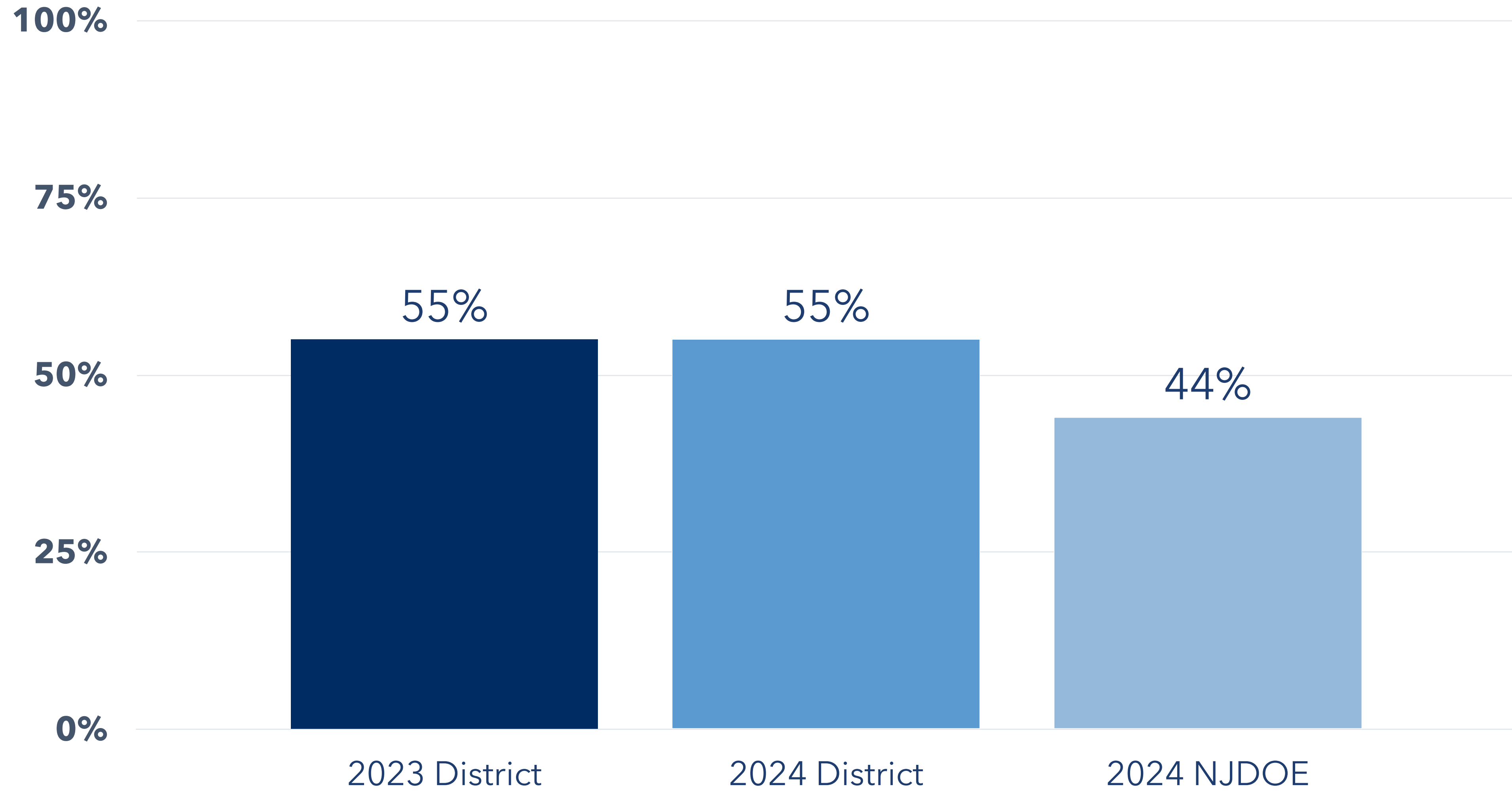
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# NJSLA ELA

- Springfield Public Schools exceeded the state in all tested grade levels in ELA
- 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 September 23rd Board Meeting by Dr. Francis.

# 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	9.9	11.1	18.5	51.9	8.6	<b>60.5</b>
Male	21.5	9.2	21.5	44.6	3.1	<b>47.7</b>
Asian	22.2	11.1	0.0	66.7	0.0	<b>66.7</b>
Black/ African-American	29.4	17.6	17.6	35.3	0.0	<b>35.3</b>
Hispanic/Latin	28.0	8.0	20.0	40.0	4.0	<b>44.0</b>
Native Hawaiian/ Other Pacific Islander	0.0	0.0	0.0	100.0	0.0	<b>100.0</b>
Two Or More Races	20.0	0.0	20.0	40.0	20.0	<b>60.0</b>
White	8.0	10.3	23.0	50.6	8.0	<b>58.6</b>

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

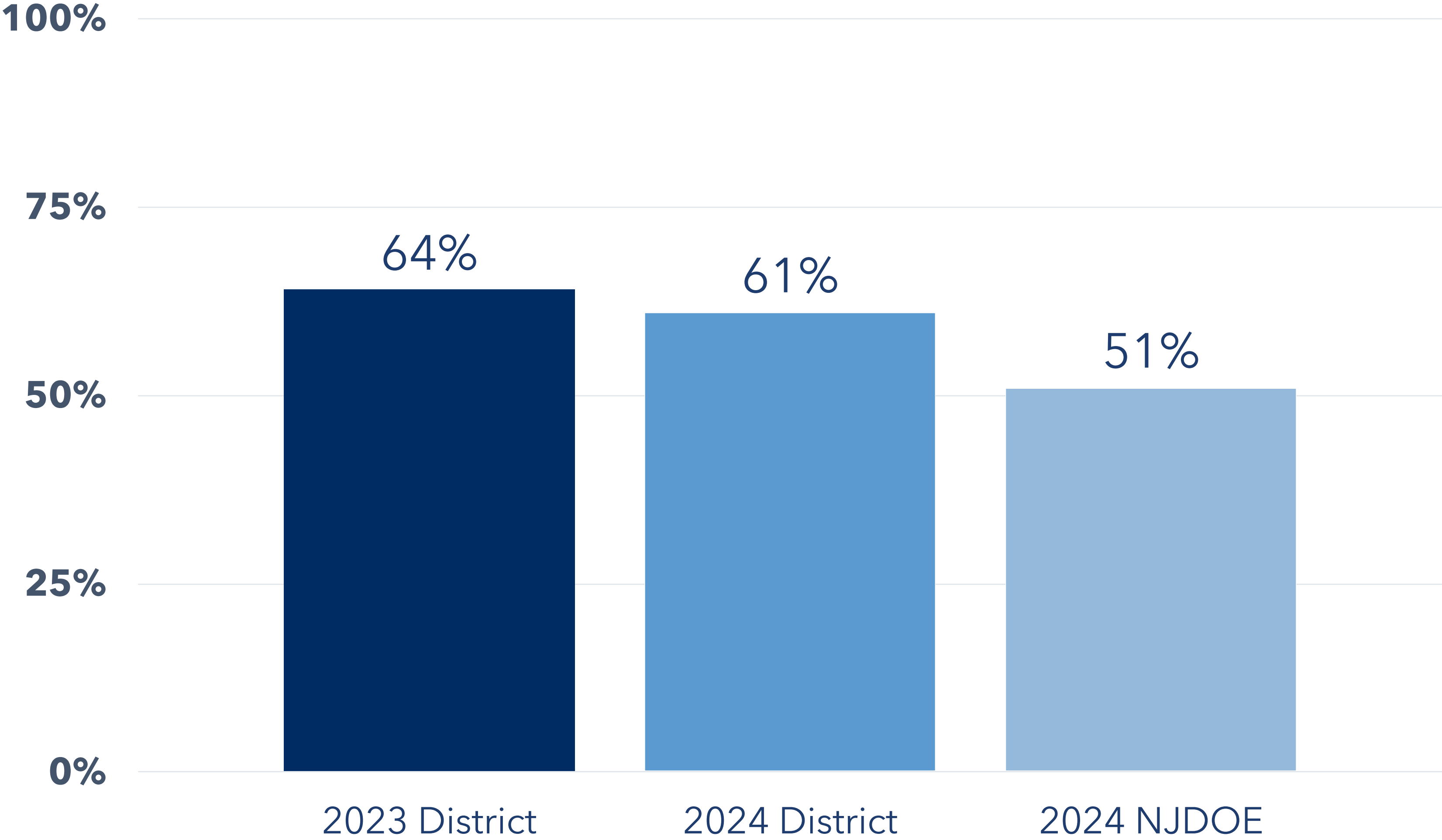
<b>Grade 3 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	78.6	14.3	7.1	0.0	0.0	<b>0.0</b>
504	25.0	37.5	12.5	25.0	0.0	<b>25.0</b>
Economic Disadvantage	37.5	0.0	18.8	43.8	0.0	<b>43.8</b>
English Language Learners	46.2	15.4	15.4	23.1	0.0	23.1

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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	3.4	10.0	24.7	43.8	18.0	<b>61.8</b>
Male	6.3	10.0	25.0	41.3	17.5	<b>58.8</b>
Asian	0.0	7.7	15.4	61.5	15.4	<b>76.9</b>
Black/African-American	0.0	12.5	25.0	50.0	12.5	<b>62.5</b>
Hispanic/Latinx	10.3	17.2	20.7	41.4	10.3	<b>51.7</b>
Native Hawaiian/ Other Pacific Islander	0.0	0.0	33.3	66.7	0.0	<b>66.7</b>
Two Or More Races	20.0	0.0	20.0	50.0	30.0	<b>80.0</b>
White	5.5	8.8	27.5	37.4	20.9	<b>58.2</b>

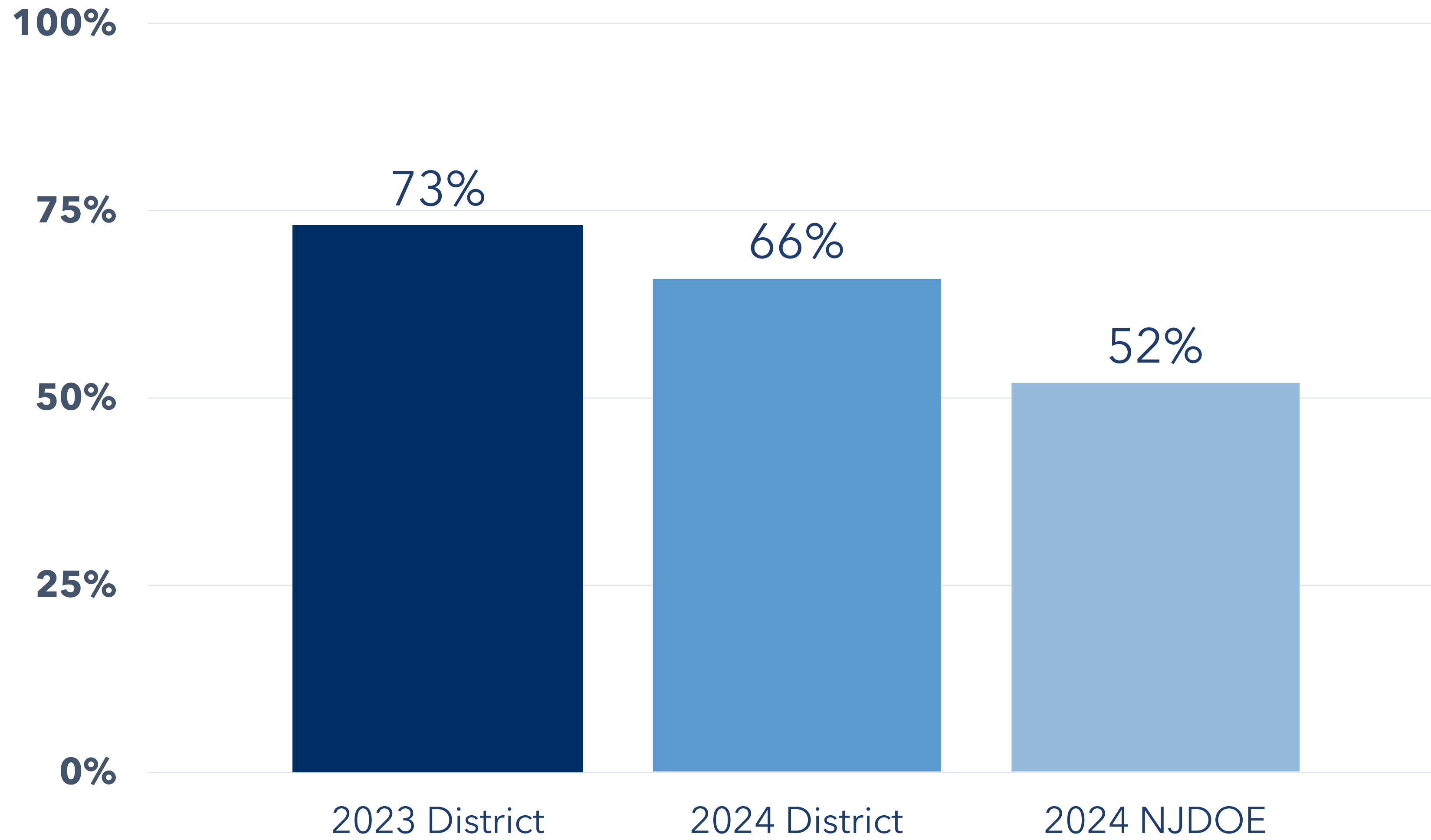
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<b>Grade 4 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	22.6	19.4	32.3	22.6	3.2	<b>25.8</b>
504	0.0	7.7	38.5	53.8	0.0	<b>53.8</b>
Economic Disadvantage	9.1	18.2	36.4	31.8	4.5	<b>36.4</b>
English Language Learners	9.1	18.2	36.4	31.8	4.5	36.4

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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	4.1	6.8	15.1	52.1	21.9	<b>74.0</b>
Male	2.7	9.6	30.1	9.3	8.2	<b>57.5</b>
Asian	12.5	12.5	0.0	75.0	0.0	<b>75.0</b>
Black/African- American	5.0	20.0	25.0	40.0	10.0	<b>50.0</b>
Hispanic/Latinx	4.2	12.5	29.2	45.8	8.3	<b>54.2</b>
Native Hawaiian/ Other Pacific Islander	0.0	0.0	0.0	100.0	0.0	<b>100.0</b>
Two Or More Races	9.1	0.0	18.2	45.5	27.3	<b>72.7</b>
White	1.2	4.9	23.5	51.9	18.5	<b>70.4</b>

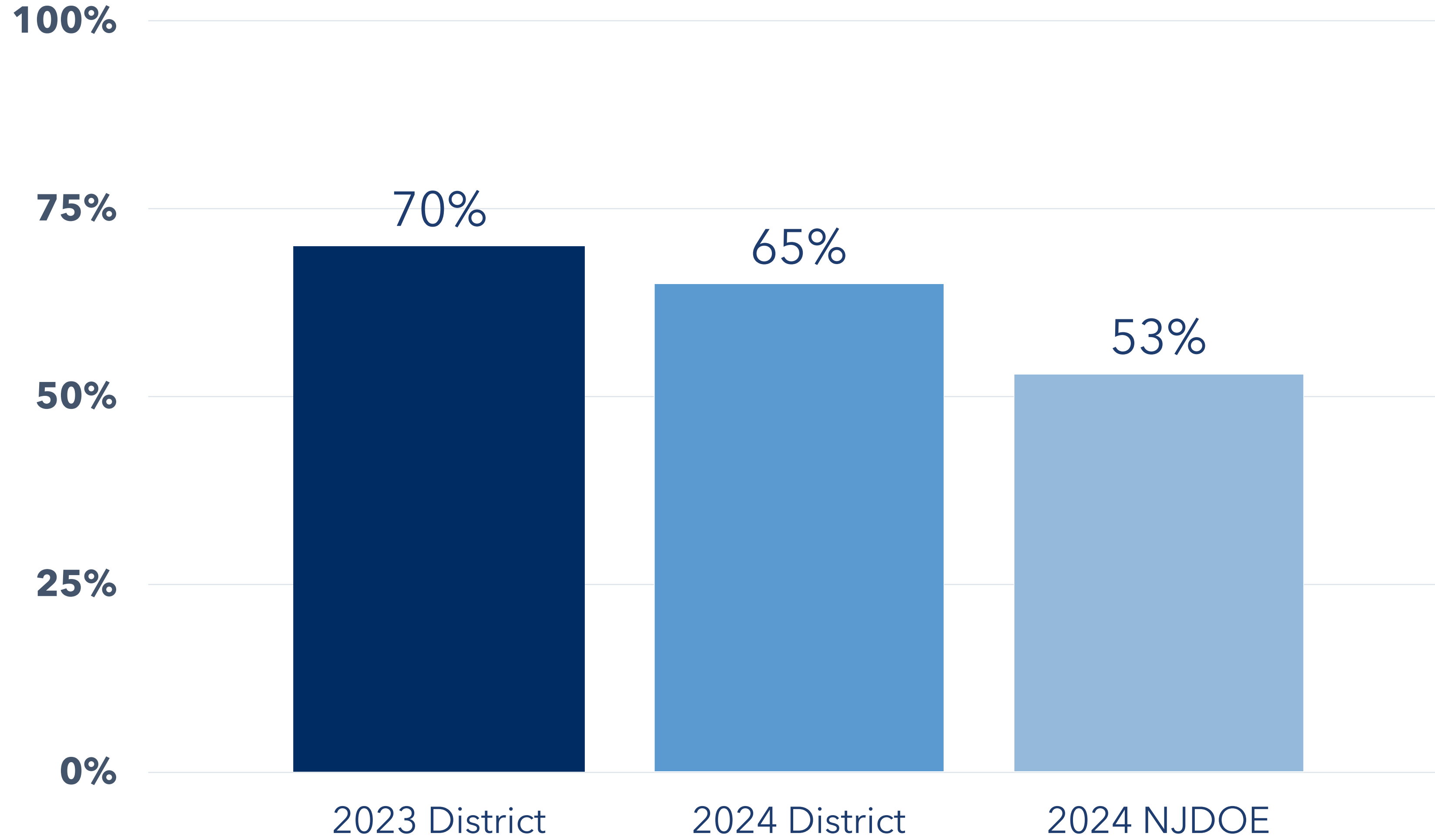
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<b>Grade 5 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	17.4	21.7	30.4	26.1	4.3	<b>30.4</b>
504	0.0	30.0	10.0	50.0	10.0	<b>60.0</b>
Economic Disadvantage	0.0	17.6	17.6	64.7	0.0	<b>64.7</b>
English Language Learners	0.0	20.0	40.0	40.0	0.0	40.0

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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	3.8	5.1	10.1	55.7	25.3	<b>81.0</b>
Male	11.1	12.5	29.2	25.0	22.2	<b>47.2</b>
Asian	0.0	0.0	10.0	70.0	20.0	<b>90.0</b>
Black/African-American	16.7	16.7	16.7	44.4	5.6	<b>50.0</b>
Hispanic/Latinx	9.7	9.7	25.8	38.7	16.1	<b>54.8</b>
Native Hawaiian/ Other Pacific Islander	0.0	0.0	0.0	100.0	0.0	<b>100.0</b>
Two Or More Races	0.0	16.7	16.7	33.3	33.3	66.7
White	5.9	7.1	18.8	37.6	30.6	<b>68.2</b>

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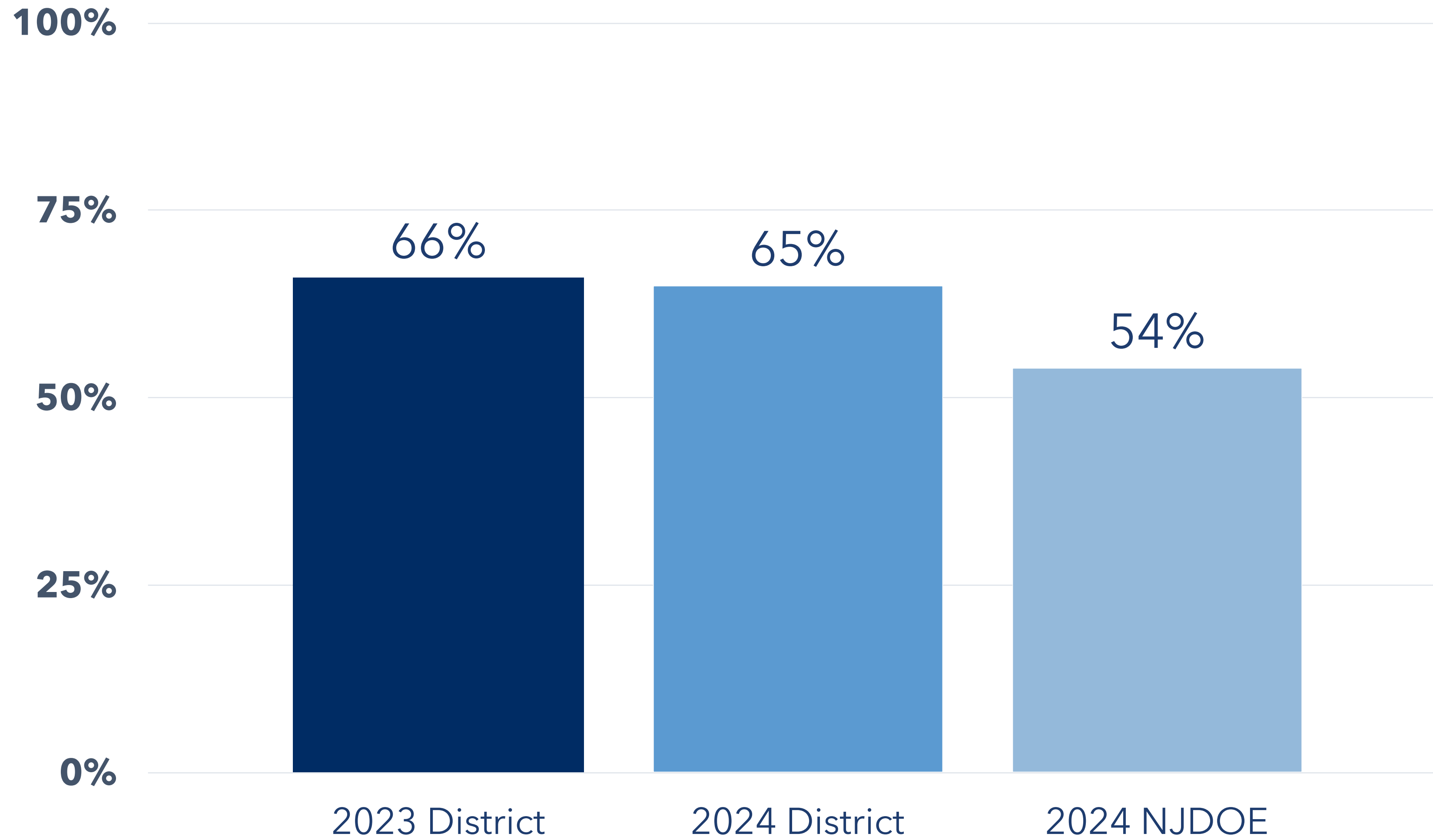


<b>Grade 6 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	33.3	29.2	25.0	12.5	0.0	<b>12.5</b>
504	0.0	16.7	33.3	25.0	25.0	<b>50.0</b>
Economic Disadvantage	8.7	21.7	21.7	39.1	8.7	<b>47.8</b>
English Language Learners	0.0	0.0	50.0	50.0	0.0	50.0

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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	3.8	1.3	18.8	43.8	32.5	<b>76.3</b>
Male	13.5	11.2	20.2	32.6	22.5	<b>55.1</b>
Asian	0.0	0.0	26.7	26.7	46.7	<b>73.3</b>
Black/African- American	16.1	19.4	19.4	25.8	19.4	<b>45.2</b>
Hispanic/Latinx	13.8	6.9	17.2	34.5	27.0	<b>62.1</b>
Native Hawaiian/ Other Pacific Islander	0.0	0.0	0.0	100.0	0.0	<b>100.0</b>
Two Or More Races	0.0	0.0	20.0	60.0	20.0	80.0
White	6.9	3.4	19.5	42.5	27.6	<b>70.1</b>

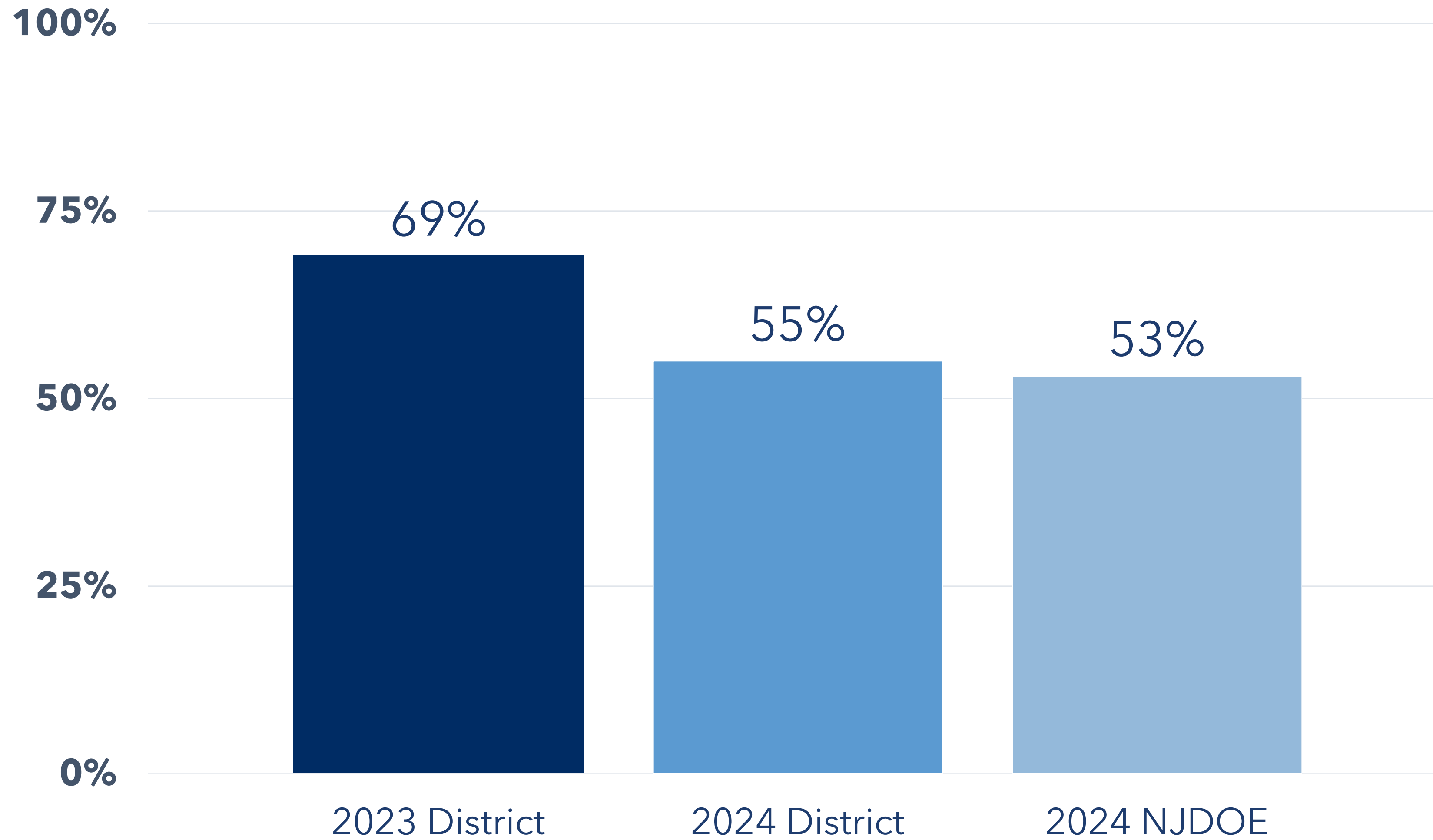
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<b>Grade 7 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	26.1	13.0	34.8	17.4	8.7	<b>26.1</b>
504	11.8	11.8	5.9	41.2	29.4	<b>70.6</b>
Economic Disadvantage	24.3	16.2	21.6	21.6	16.2	<b>37.8</b>
English Language Learners	60.0	0.0	40.0	0.0	0.0	0.0

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# Grade 8 ELA

## % Meeting/Exceeding



<b>Grade 8 ELA</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	2.5	12.5	17.5	37.5	30.0	<b>67.5</b>
Male	20.5	14.8	20.5	27.3	17.0	<b>44.3</b>
Asian	8.3	0.0	16.7	25.0	50.0	<b>75.0</b>
Black/African- American	7.7	15.4	26.9	26.9	23.1	<b>50.0</b>
Hispanic/Latinx	17.2	20.7	17.2	31.0	13.8	<b>44.8</b>
Native Hawaiian/ Other Pacific Islander	0.0	0.0	0.0	50.0	50.0	<b>100.0</b>
Two Or More Races	16.7	0.0	33.3	33.3	16.7	50.0
White	11.8	14.0	17.2	34.4	22.6	<b>57.0</b>

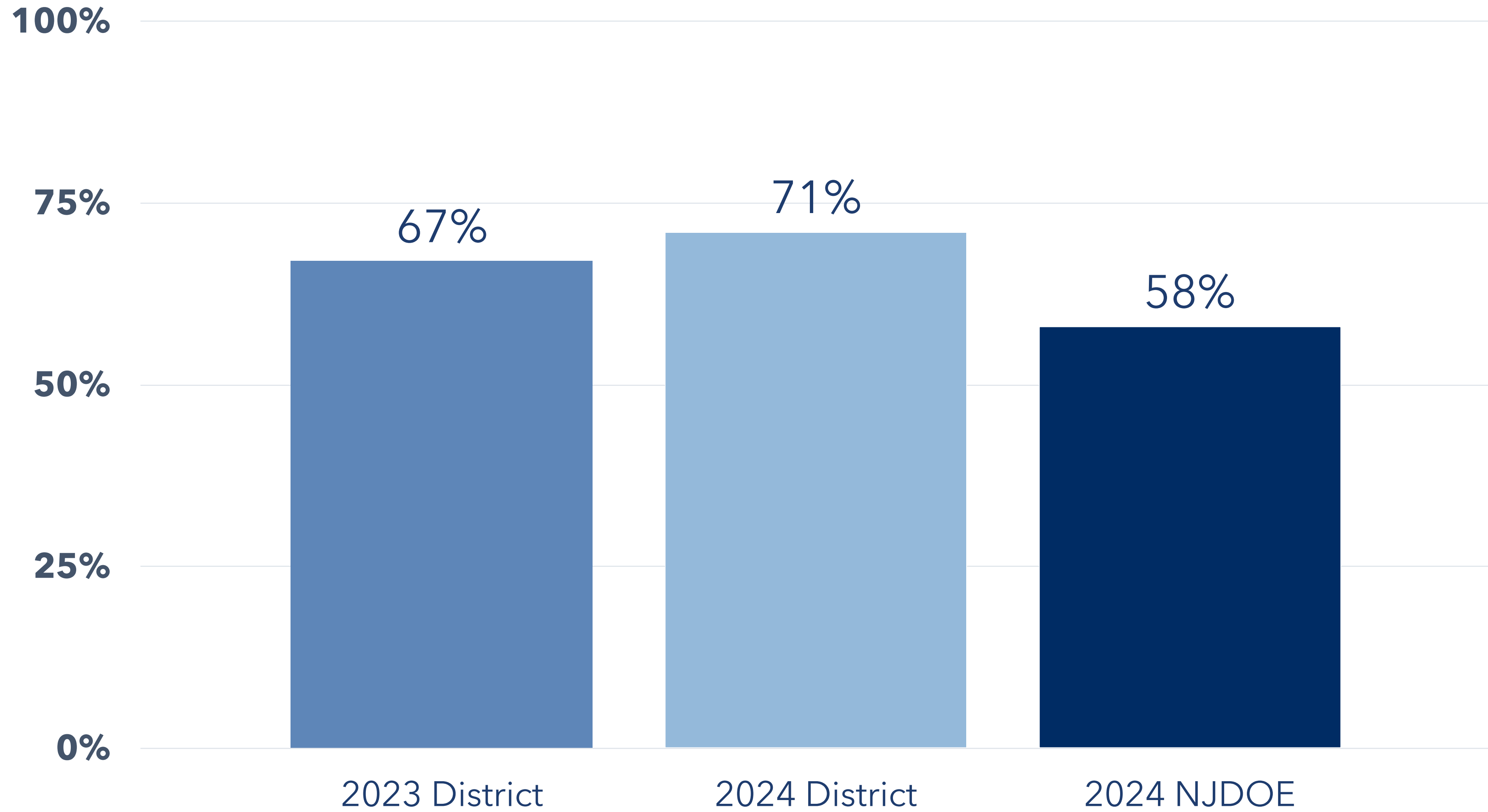
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<b>Grade 8 ELA</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	34.5	27.6	20.7	17.2	0.0	<b>17.2</b>
504	7.1	21.4	64.3	7.1	0.0	<b>7.1</b>
Economic Disadvantage	7.7	23.1	19.2	34.6	15.4	<b>50.0</b>
English Language Learners	50.0	25.0	25.0	0.0	0.0	0.0

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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	3.6	3.6	13.1	48.8	31.0	<b>79.8</b>
Male	6.8	9.6	21.9	42.5	19.2	<b>61.6</b>
Asian	0.0	0.0	25.0	37.5	37.5	<b>75.0</b>
Black/African- American	3.3	6.7	23.3	43.3	23.3	<b>66.7</b>
Hispanic/Latinx	7.1	10.7	28.6	39.3	14.3	<b>53.6</b>
Native Hawaiian/ Other Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.0
Two Or More Races	0.0	28.6	0.0	57.1	14.3	<b>71.4</b>
White	6.0	3.6	11.9	48.8	29.8	<b>78.6</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>	21.4	14.3	39.3	25.0	0.0	<b>25.0</b>
<b>504</b>	0.0	9.1	9.1	72.7	9.1	<b>81.8</b>
<b>Economic Disadvantage</b>	12.5	8.3	25.0	33.3	20.8	<b>54.2</b>
<b>English Language Learners</b>	25.0	50.0	25.0	0.0	0.0	0.0

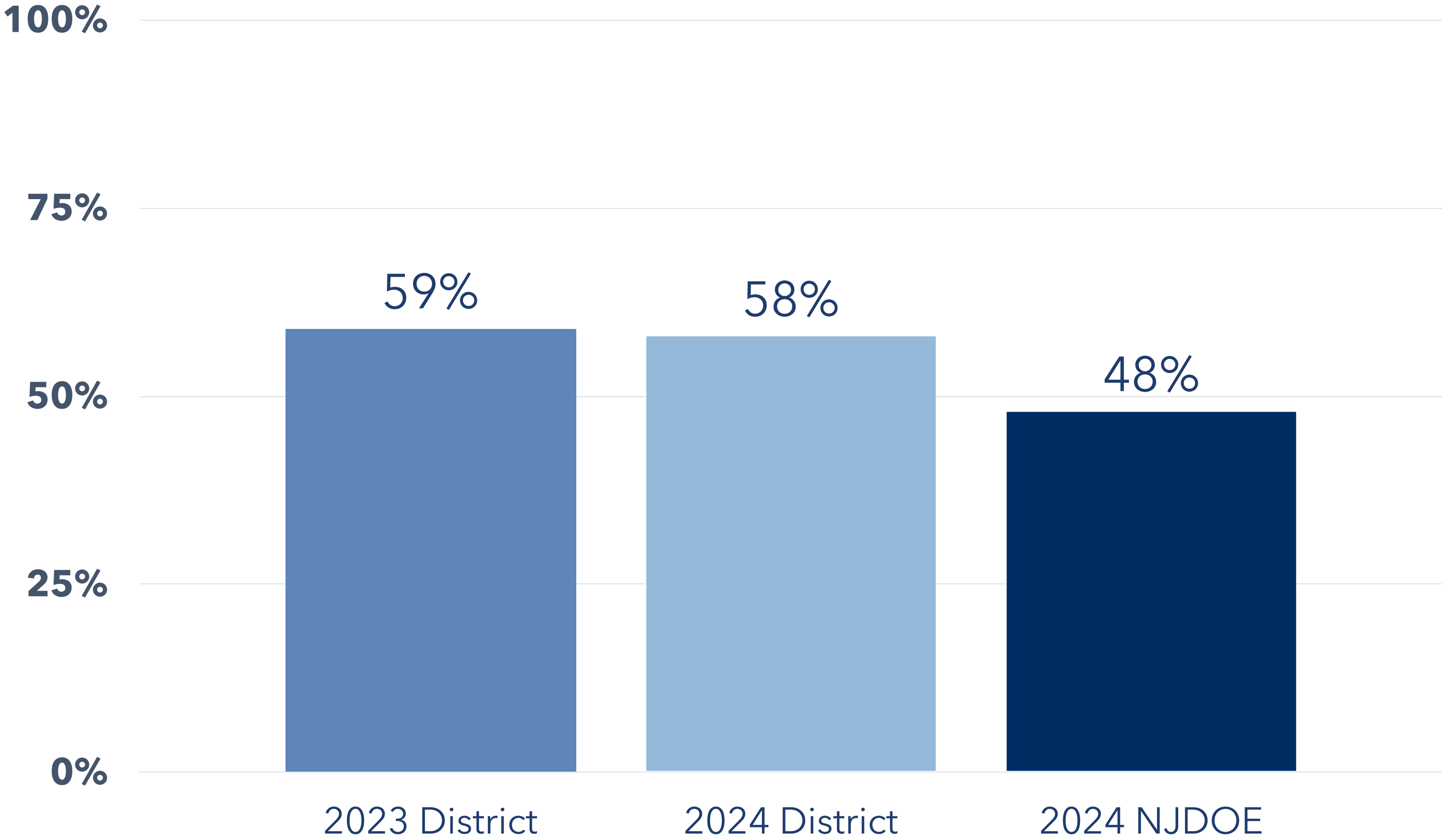
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# NJSLA Math

- Springfield Public Schools exceeded the state in Grades 3 through 7
- Algebra I and Geometry tests are inclusive of multiple grade levels (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 by Dr. Francis.

# Grade 3 Math

## % Meeting/Exceeding



<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	3.7	20.7	19.5	46.3	9.8	<b>56.1</b>
Male	6.3	10.9	23.4	43.8	15.6	<b>59.4</b>
Asian	0.0	11.1	55.6	22.2	11.1	<b>33.3</b>
Black/African- American	11.8	23.5	17.6	35.3	11.8	<b>47.1</b>
Hispanic/Latinx	0.0	32.0	16.0	48.0	4.0	<b>52.0</b>
Native Hawaiian/ Other Pacific Islander	0.0	0.0	0.0	66.7	33.3	<b>100.0</b>
Two Or More Races	0.0	20.0	0.0	80.0	0.0	<b>80.0</b>
White	5.7	11.5	21.8	46.0	14.9	<b>60.9</b>

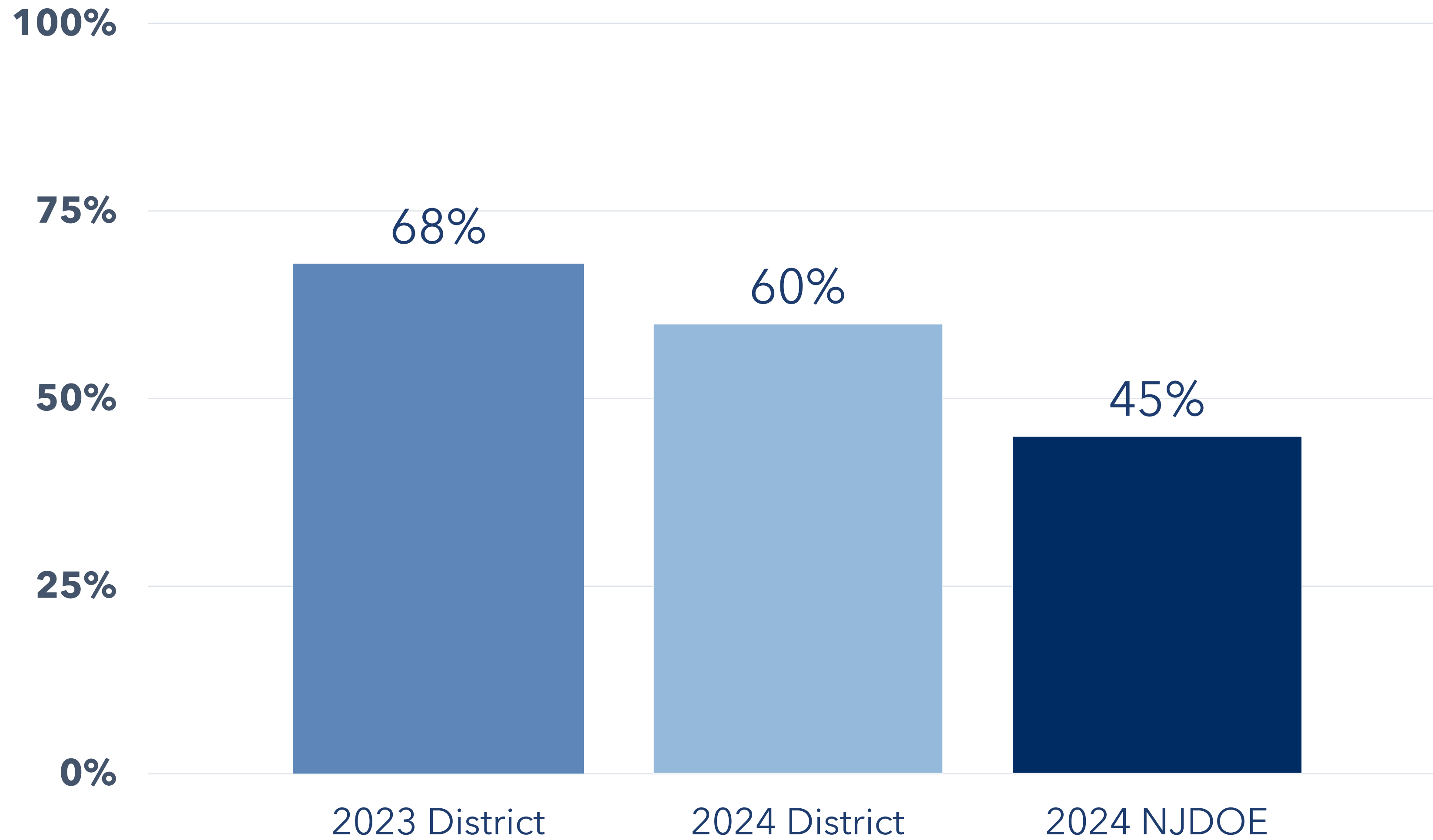
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<b>Grade 3 Math</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	46.2	38.5	7.7	7.7	0.0	<b>7.7</b>
504	12.5	25.0	50.0	0.0	12.5	<b>12.5</b>
Economic Disadvantage	0.0	37.5	25.0	37.5	0.0	<b>37.5</b>
English Language Learners	0.0	42.9	21.4	35.7	0.0	35.7

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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	5.6	11.2	23.6	42.7	16.9	<b>59.6</b>
Male	6.2	11.1	23.5	44.4	14.0	<b>59.3</b>
Asian	0.0	7.7	23.1	53.8	15.4	69.2
Black/African- American	8.3	8.3	29.2	50.0	4.2	<b>54.2</b>
Hispanic/Latinx	10.0	16.7	33.3	26.7	13.3	<b>40.0</b>
Native Hawaiian/ Other Pacific Islander	0.0	0.0	0.0	66.7	33.3	<b>100.0</b>
Two Or More Races	0.0	0.0	20.0	40.0	40.0	<b>80.0</b>
White	5.5	12.1	19.8	46.2	16.5	<b>62.6</b>

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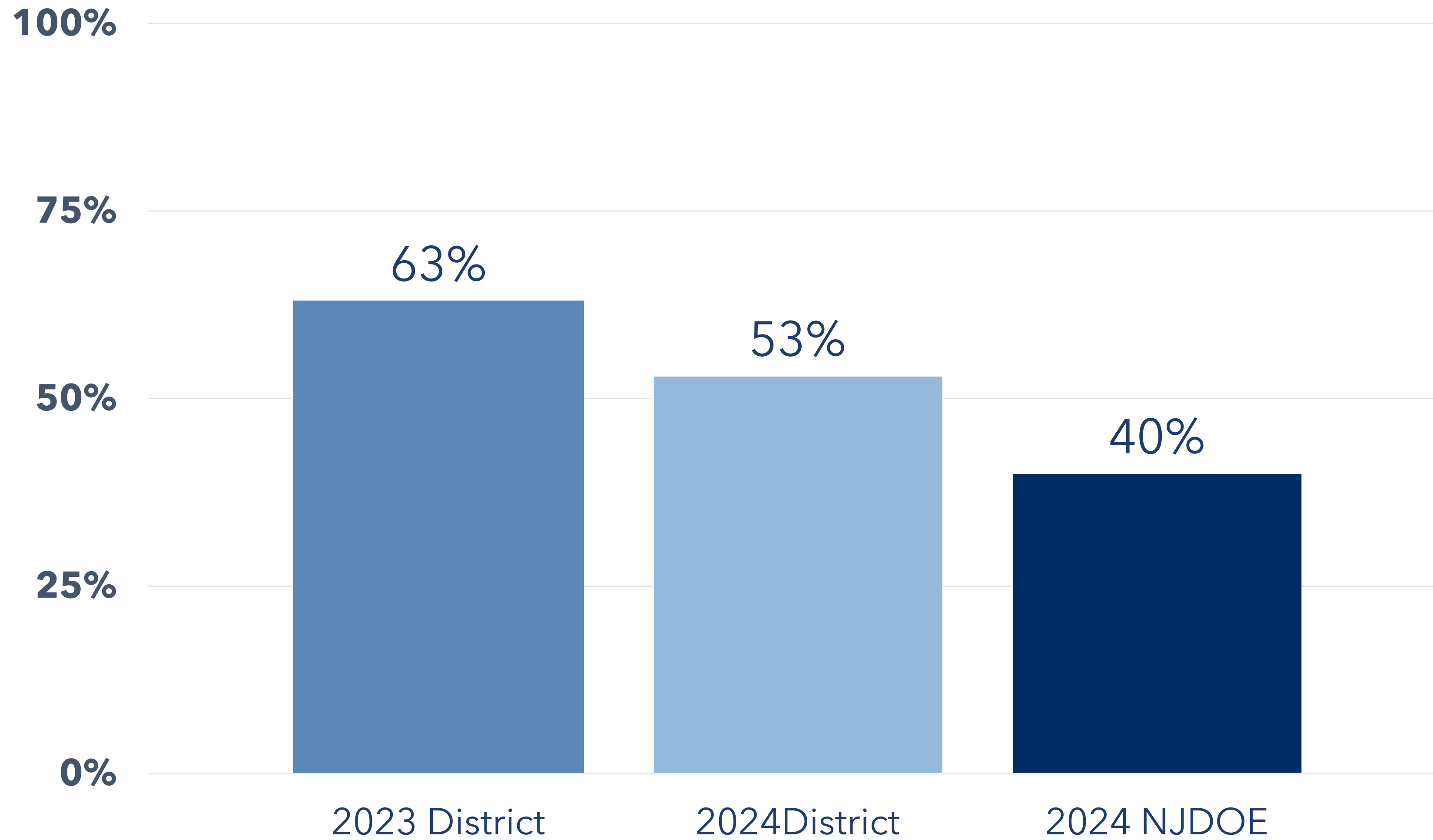


<b>Grade 4 Math</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	29.0	16.1	32.3	19.4	3.2	<b>22.6</b>
504	15.4	7.7	23.1	53.8	0.0	<b>53.8</b>
Economic Disadvantage	18.2	13.6	27.3	40.9	0.0	<b>40.9</b>
English Language Learners	0.0	0.0	33.3	66.7	0.0	66.7

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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	5.5	17.8	21.9	37.0	17.8	<b>54.8</b>
Male	4.1	12.3	31.5	35.6	16.4	<b>52.1</b>
Asian	12.5	0.0	0.0	50.0	37.5	<b>87.5</b>
Black/African- American	15.0	30.0	25.0	20.0	10.0	<b>30.0</b>
Hispanic/Latinx	4.2	25.0	37.5	25.0	8.3	<b>33.3</b>
Native Hawaiian/ Other Pacific Islander	0.0*	0.0	50.0	50.0	0.0	<b>50.0</b>
Two Or More Races	9.1	27.3	9.1	36.4	18.2	54.5
White	1.2	8.6	28.4	43.2	18.5	<b>61.7</b>

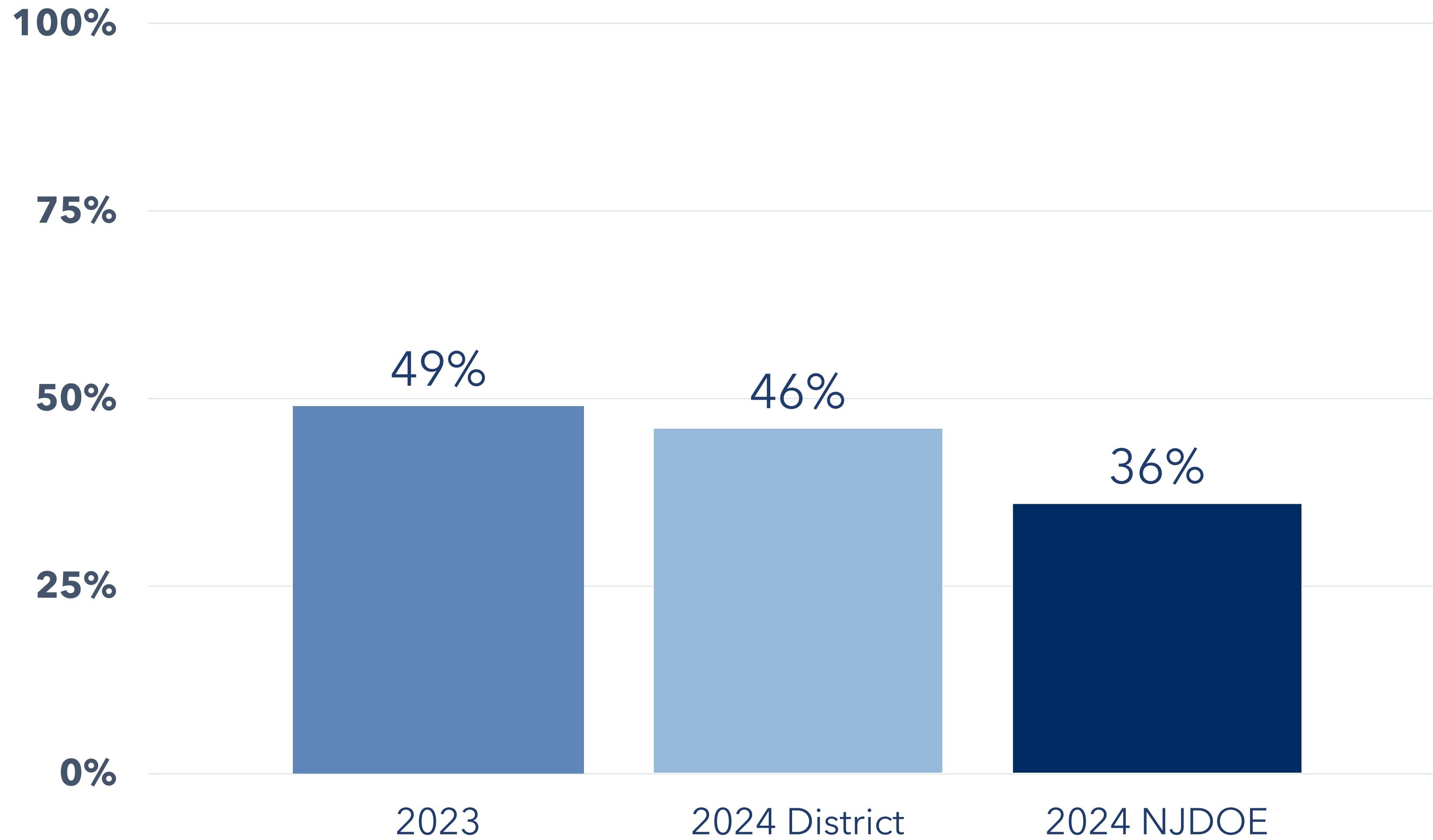
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<b>Grade 5 Math</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% Meeting &amp; Exceeding</b>
	%	%	%	%	%	%
IEP	13.0	39.1	21.7	13.0	13.0	<b>26.1</b>
504	0.0	20.0	30.0	40.0	10.0	<b>50.0</b>
Economic Disadvantage	17.6	17.6	41.2	23.5	0.0	<b>23.5</b>
English Language Learners	20.0	20.0	20.0	40.0	0.0	40.0

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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	5.1	13.9	32.9	40.5	7.6	<b>48.1</b>
Male	11.1	18.1	27.8	31.9	11.1	<b>43.1</b>
Asian	0.0	20.0	10.0	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	0.0	50.0	0.0	50.0	0.0	<b>50.0</b>
Two Or More Races	0.0	20.0	20.0	60.0	0.0	60.0
White	4.7	12.9	34.1	36.5	11.8	<b>48.2</b>

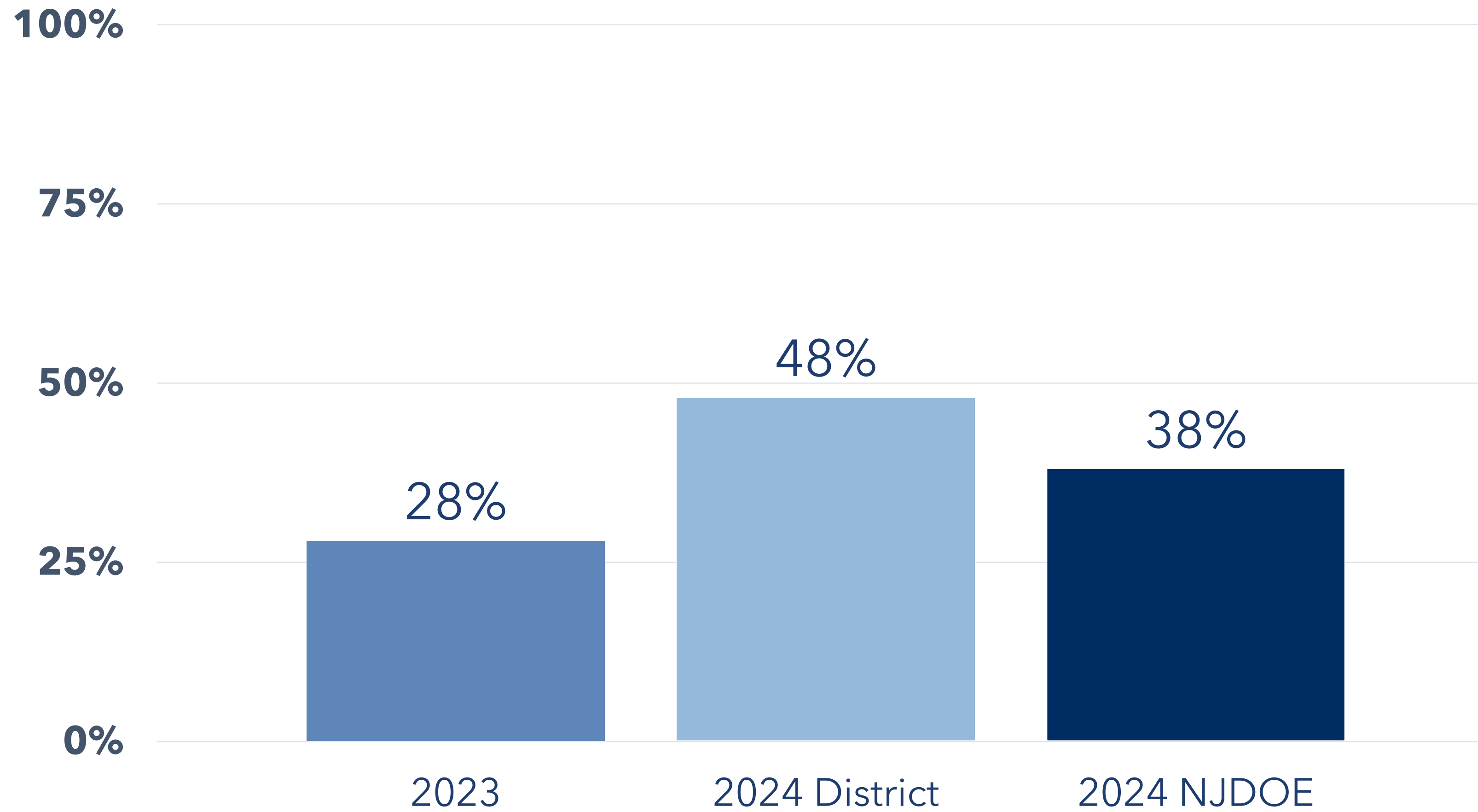
\* Data Is Not Displayed In Order To Protect Student Privacy (N≤10)

<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>
	%	%	%	%	%	%
IEP	33.3	29.2	25.0	12.5	0.0	<b>12.5</b>
504	0.0	25.0	41.7	25.0	8.3	<b>33.3</b>
Economic Disadvantage	13.0	26.1	26.1	34.8	0.0	<b>34.8</b>
English Language Learners	0.0	50.0	0.0	50.0	0.0	50.0

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

# Grade 7\* Math /Pre-Algebra

## % Meeting/Exceeding



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



<b>Grade 7 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	16.4	32.9	45.2	5.5	<b>50.7</b>
Male	7.7	20.5	25.6	42.3	3.8	<b>46.2</b>
Asian	0.0	10.0	40.0	40.0	10.0	<b>50.0</b>
Black/African- American	12.9	29.0	22.6	35.5	0.0	<b>35.5</b>
Hispanic/Latinx	0.0	22.2	50.0	0.0	0.0	<b>0.0</b>
Native Hawaiian/ Other Pacific Islander	0.0	50.0	50.0	0.0	0.0	<b>0.0</b>
Two Or More Races	0.0	20.0	0.0	80.0	0.0	80.0
White	2.6	13.2	28.9	47.4	7.9	<b>55.3</b>

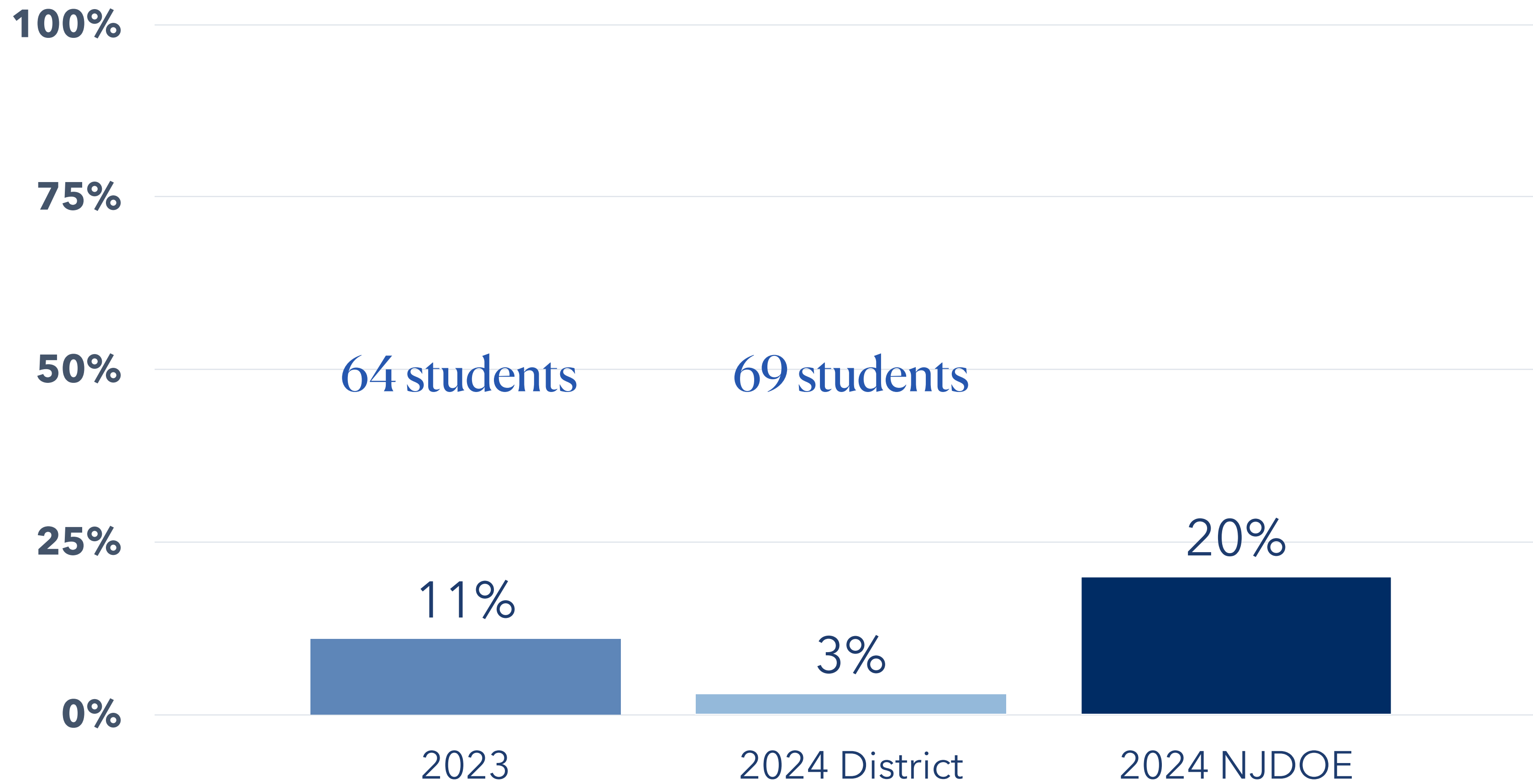
\* Data Is Not Displayed In Order To Protect Student Privacy (N≤10)

<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	22.7	36.4	22.7	18.2	0.0	<b>18.2</b>
504	0.0	17.6	29.4	41.2	11.8	<b>52.9</b>
Economic Disadvantage	11.1	33.3	30.6	22.2	2.8	<b>25.0</b>
English Language Learners	20.0	40.0	20.0	20.0	0.0	20.0

\* 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	32.3	45.2	19.4	3.2	0.0	<b>3.2</b>
Male	47.4	34.2	15.8	2.6	0.0	<b>2.6</b>
Asian	33.3	33.3	33.3	0.0	0.0	0.0
Black/African- American	45.5	45.5	9.1	0.0	0.0	<b>0.0</b>
Hispanic/Latinx	50.0	37.5	12.5	0.0	0.0	<b>0.0</b>
Native Hawaiian/ Other Pacific Islander	100.0	0.0	0.0	0.0	0.0	0.0
Two Or More Races	50.0	0.0	0.0	50.0	0.0	50.0
White	33.3	41.7	22.2	2.8	0.0	<b>2.8</b>

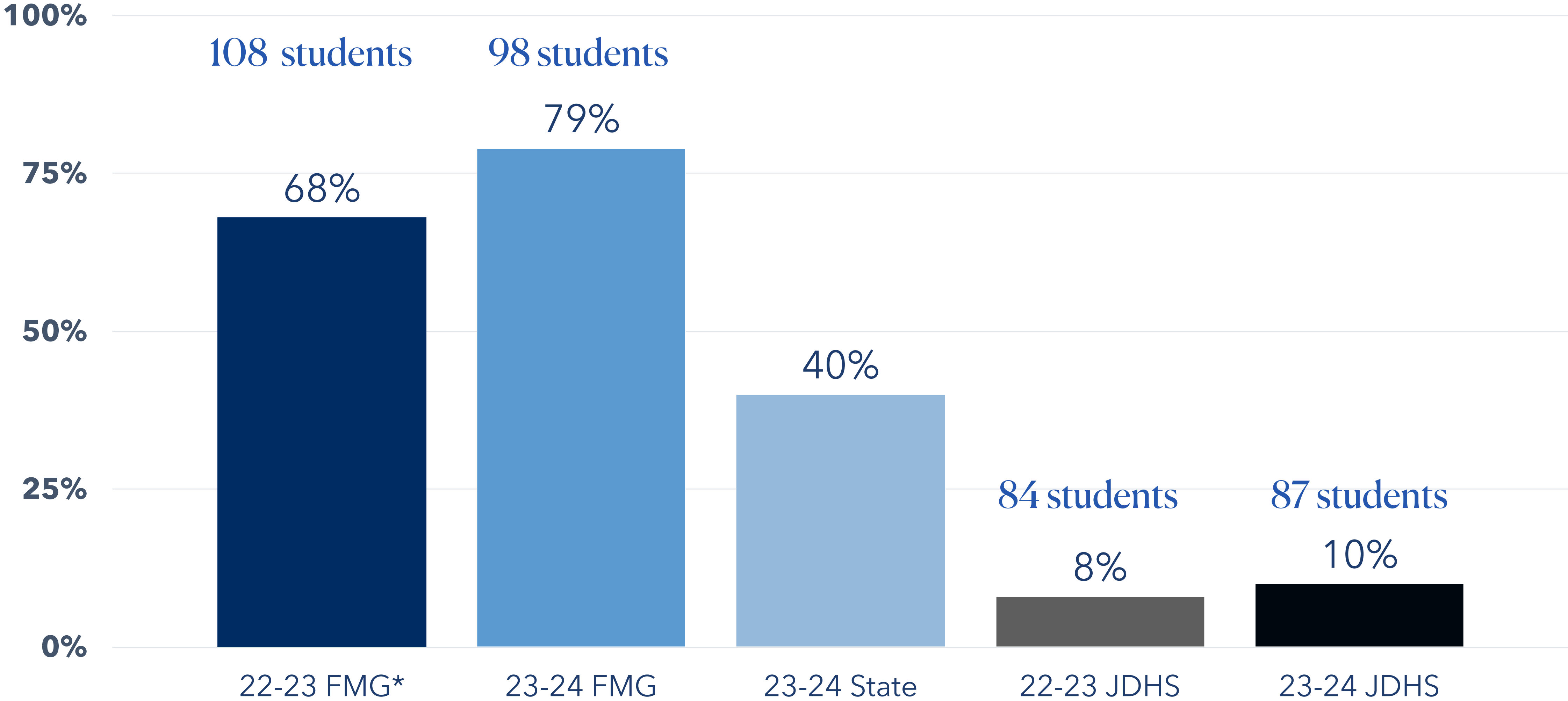
\* Data Is Not Displayed In Order To Protect Student Privacy (N≤10)

<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>
	%	%	%	%	%	%
IEP	45.5	27.3	22.7	4.5	0.0	<b>4.5</b>
504	30.0	40.0	20.0	10.0	0.0	<b>10.0</b>
Economic Disadvantage	20.0	60.0	13.3	6.7	0.0	<b>6.7</b>
English Language Learners	50.0	25.0	25.0	0.0	0.0	0.0

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# Algebra I

## % Meeting/Exceeding



\*Includes 7th & 8th Grade Students

<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>
	%	%	%	%	%	%
Female	5.7	19.5	28.7	44.8	1.1	<b>46.0</b>
Male	8.2	13.3	31.6	44.9	2.0	<b>46.9</b>
Asian	0.0	15.4	7.7	76.9	0.0	<b>76.9</b>
Black/African-American	12.1	24.2	39.4	24.2	0.0	<b>24.2</b>
Hispanic/Latinx	7.9	23.7	28.9	39.5	0.0	<b>39.5</b>
Native Hawaiian/ Other Pacific Islander	0.0	0.0	0.0	0.0	0.0	<b>0.0</b>
Two Or More Races	0.0	16.7	33.3	50.0	0.0	50.0
White	6.3	10.5	30.5	49.5	3.2	<b>52.6</b>

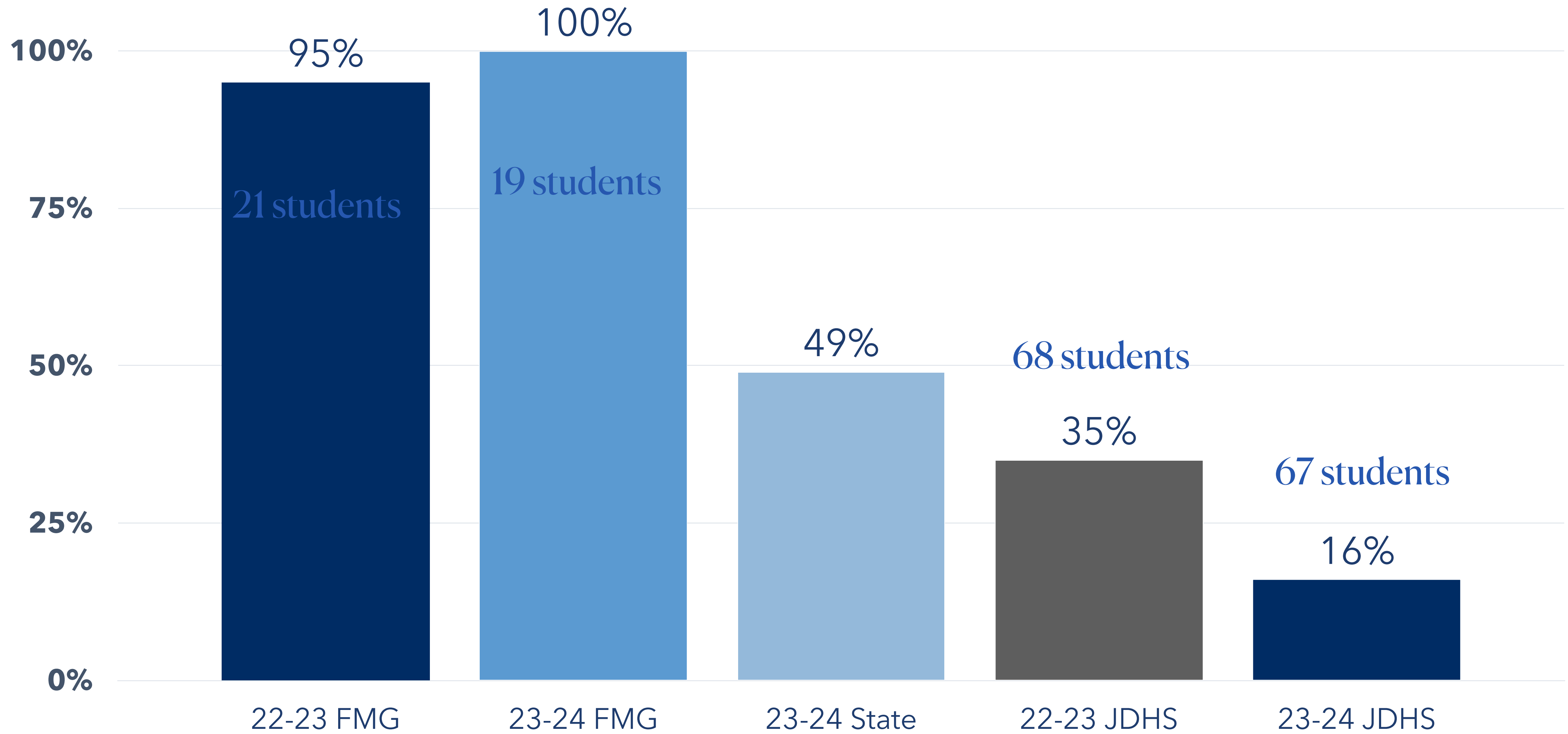
\* Data Is Not Displayed In Order To Protect Student Privacy (N≤10)

<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	25.8	29.0	29.0	16.1	0.0	<b>16.1</b>
504	25.0	0.0	37.5	37.5	0.0	<b>37.5</b>
Economic Disadvantage	12.5	21.9	25.0	37.5	3.1	<b>40.6</b>
English Language Learners	25.0	75.0	0.0	0.0	0.0	0.0

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



# 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	0.0	29.4	41.2	25.5	3.9	<b>29.4</b>
Male	0.0	8.6	48.6	31.4	11.4	<b>42.9</b>
Asian	0.0	0.0	55.6	22.2	22.2	<b>44.4</b>
Black/African-American	0.0	33.3	41.7	25.0	0.0	25.0
Hispanic/Latinx	0.0	0.0	50.0	50.0	0.0	<b>50.0</b>
Native Hawaiian/ Other Pacific Islander	0.0	0.0	0.0	100.0	0.0	100.0
Two Or More Races	0.0	33.3	66.7	0.0	0.0	0.0
White	0.0	23.6	41.8	27.3	7.3	<b>34.5</b>

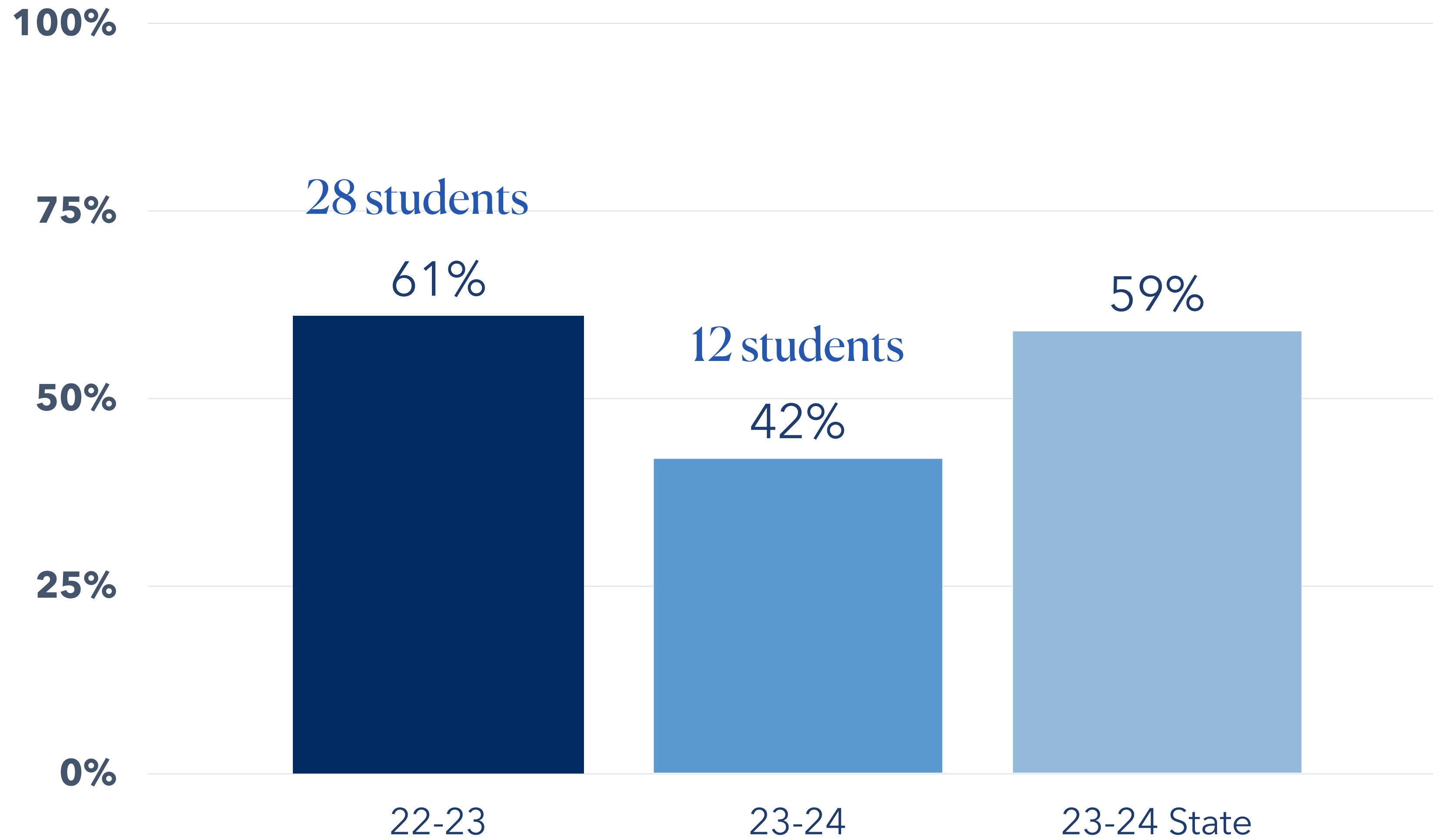
\* Data Is Not Displayed In Order To Protect Student Privacy (N≤10)

<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	0.0	60.0	20.0	20.0	0.0	20.0
504	0.0	71.4	28.6	0.0	0.0	<b>0.0</b>
Economic Disadvantage	0.0	50.0	0.0	50.0	0.0	<b>50.0</b>
English Language Learners	0.0	0.0	0.0	0.0	0.0	0.0

\* 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	16.7	16.7	50.0	16.7	0.0	<b>16.7</b>
Male	0.0	16.7	16.7	66.7	0.0	<b>66.7</b>
Asian	0.0	50.0	0.0	50.0	0.0	50.0
Black/African-American	100.0	0.0	0.0	0.0	0.0	0.0
Hispanic/Latinx	0.0	33.3	33.3	33.3	0.0	33.3
Native Hawaiian/ Other Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.0
Two Or More Races	0.0	0.0	0.0	100.0	0.0	100
White	0.0	0.0	60.0	40.0	0.0	<b>40.0</b>

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

\*\*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	0.0	0.0	0.0	0.0	0.0	<b>0.0</b>
504	0.0	0.0	0.0	0.0	0.0	<b>0.0</b>
Economic Disadvantage	9.1	18.2	36.4	36.4	0.0	<b>36.4</b>
English Language Learners	50.0	50.0	0.00	0.0	0.0	0.0

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# Intervention Strategies

- Utilize PD days, PLC's, Curriculum, Faculty, and Team Meetings to analyze data and develop specific strategies to address academic skill development. Implemented this year, LinkIt will allow staff to manage data and monitor support.
- Implement new Math & ELA standards as mandated by the state. This is our second year of our K-5 Math program. This is our first year of our K-5 ELA program.
- Continue to utilize grant opportunities that provide professional learning and intervention expansions (Dibels, NJTSS, High Impact Tutoring Grant).
- Ongoing professional learning for teachers aligned to curriculum and pedagogy, including the integration of Genesis, Google Classroom, and Road Maps for middle school math.
- Continue to provide opportunities for intervention and student support, including before and after-school, and summer programming, expanding the use of Varsity Tutoring.
- Enhance community outreach to include support for parents and new students from out-of-district.

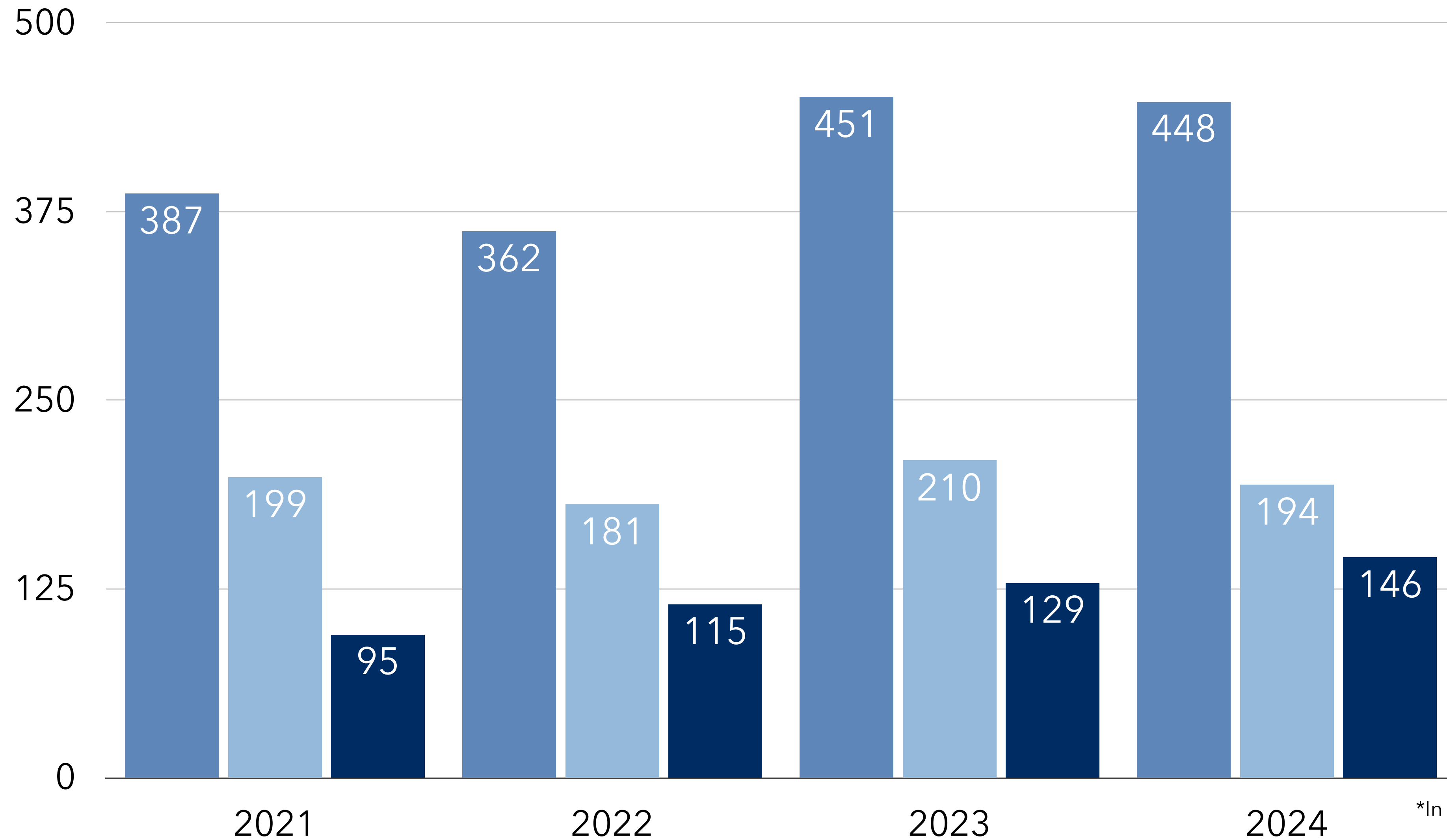


**Jonathan Dayton High School**  
**AP & College-Going**



# JDHS 4-Year Advanced Placement Enrollment & Achievement

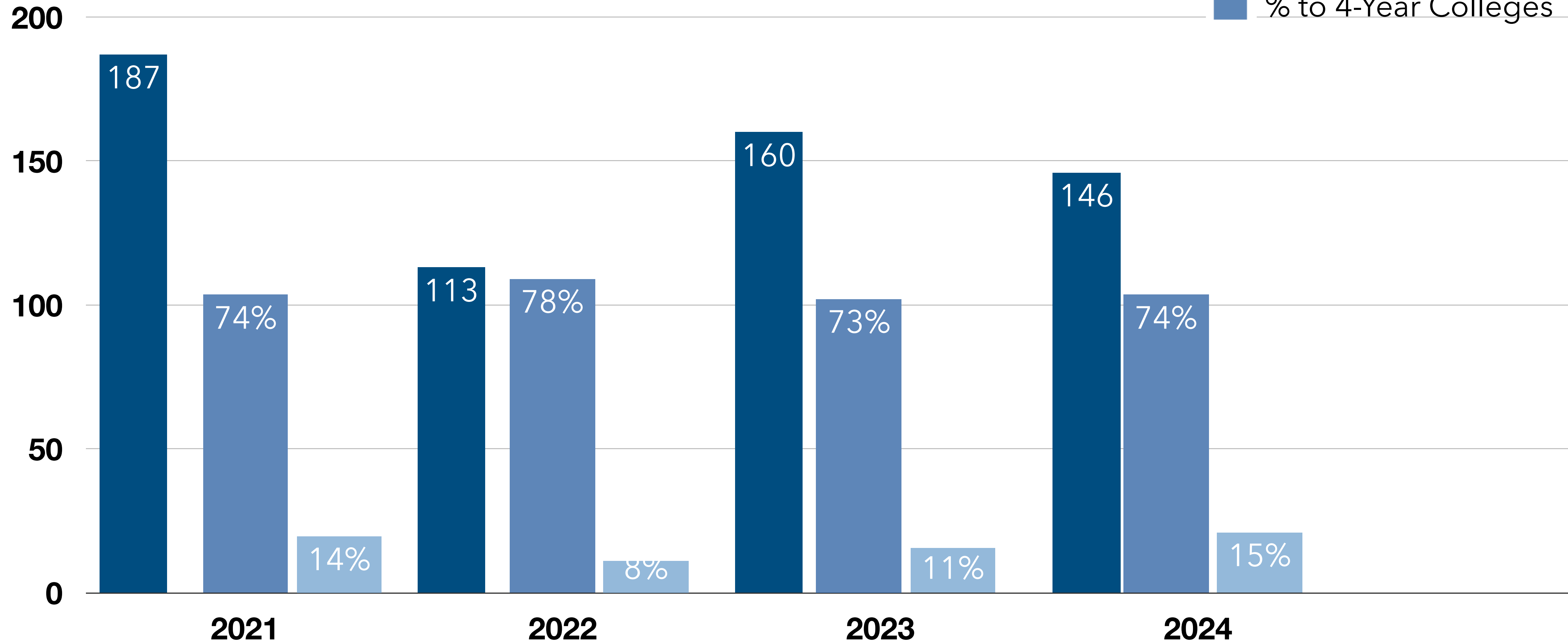
- Total Exams Taken
- Individual Students Enrolled in 1+ AP Class
- Number of Students w/ 3 or higher



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

# Post-Secondary Enrollment Following Graduation

- Graduating Class
- % to 2-Year Colleges
- % to 4-Year Colleges





# HIB Grade Summary 23-24 School Year

**October 25, 2024**

#SPSCompassionate&Extraordinary

# District-wide HIB Grade Summary

School	HIB Programs, Approaches or Other Initiatives	Training on the BOE-Approved HIB Policy	Other Staff Instruction and Training Programs	Curriculum and Instruction on HIB and Related Information and Skills	HIB Personnel	School-Level HIB Incident Reporting Procedure	HIB Investigation Procedure	HIB Reporting	School Grade
EVW	13	7	13	6	9	6	12	6	72
JCS	13	7	12	6	7	6	12	6	70
TLS	13	8	11	6	8	6	12	5	69
FMG	15	6	12	6	9	6	12	6	72
JDHS	12	9	14	6	7	6	11	6	71

**District Grade = 71**

# Edward V. Walton School

<b>Domain</b>	<b>Score</b>	<b>Highest Possible</b>
<b>Programs, Approaches, or other Initiatives</b>	13	15
<b>BOE HIB Policy Training</b>	7	9
<b>Other Staff Instruction &amp; Training Programs</b>	13	15
<b>Curriculum &amp; Instruction on HIB &amp; Related Information &amp; Skills</b>	6	6
<b>HIB Personnel</b>	9	9
<b>School-Level HIB Reporting Procedure</b>	6	6
<b>HIB Investigation Procedure</b>	12	12
<b>HIB Reporting</b>	6	6
<b>Total</b>	72	78

# James Caldwell Elementary

<b>Domain</b>	<b>Score</b>	<b>Highest Possible</b>
Programs, Approaches, or other Initiatives	13	15
BOE HIB Policy Training	7	9
Other Staff Instruction & Training Programs	12	15
Curriculum & Instruction on HIB & Related Information & Skills	6	6
HIB Personnel	7	9
School-Level HIB Reporting Procedure	6	6
HIB Investigation Procedure	12	12
HIB Reporting	6	6
<b>Total</b>	<b>70</b>	<b>78</b>

# Thelma L. Sandmeier Elementary

<b>Domain</b>	<b>Score</b>	<b>Highest Possible</b>
<b>Programs, Approaches, or other Initiatives</b>	13	15
<b>BOE HIB Policy Training</b>	8	9
<b>Other Staff Instruction &amp; Training Programs</b>	11	15
<b>Curriculum &amp; Instruction on HIB &amp; Related Information &amp; Skills</b>	6	6
<b>HIB Personnel</b>	8	9
<b>School-Level HIB Reporting Procedure</b>	6	6
<b>HIB Investigation Procedure</b>	12	12
<b>HIB Reporting</b>	5	6
<b>Total</b>	69	78

# Florence M. Gaudineer Middle

<b>Domain</b>	<b>Score</b>	<b>Highest Possible</b>
Programs, Approaches, or other Initiatives	12	15
BOE HIB Policy Training	7	9
Other Staff Instruction & Training Programs	13	15
Curriculum & Instruction on HIB & Related Information & Skills	6	6
HIB Personnel	9	9
School-Level HIB Reporting Procedure	6	6
HIB Investigation Procedure	12	12
HIB Reporting	6	6
<b>Total</b>	<b>71</b>	<b>78</b>



# Jonathan Dayton High School

<b>Domain</b>	<b>Score</b>	<b>Highest Possible</b>
<b>Programs, Approaches, or other Initiatives</b>	12	15
<b>BOE HIB Policy Training</b>	9	9
<b>Other Staff Instruction &amp; Training Programs</b>	14	15
<b>Curriculum &amp; Instruction on HIB &amp; Related Information &amp; Skills</b>	6	6
<b>HIB Personnel</b>	7	9
<b>School-Level HIB Reporting Procedure</b>	6	6
<b>HIB Investigation Procedure</b>	11	12
<b>HIB Reporting</b>	6	6
<b>Total</b>	71	78

# Staff Training

All staff are required to complete training regarding NJ's law on Harassment, Intimidation, & Bullying every year

Anti-bullying specialists & School Principals provide information at the beginning of each school year to students and to all faculty and staff that have contact with students.

Other Staff Trainings Include:

- Child Abuse Prevention
- Student Alcohol & Substance misuse
- Cultural Competence & Racial Bias
- DEI Practices
- Restorative Practices
- Crisis Prevention Training

# Curriculum and Counselor Lessons

**SEL Infused within the Curriculum - Self Awareness, Self Management, Social Awareness, Responsible decision making, and Relationship skills**

## Elementary

Monthly character education lessons, developed by counselors. Provided to each grade level every month. Topics include, Anti-Bullying, Empathy, Respect, etc.

## Middle

Counselor-led push-in/pull-out lessons. One lesson per semester is provided for each grade level

## High School

Grade-level lessons are done once per year.

- Freshmen - Learning Styles (classroom lessons)
- Sophomores - Career Interest Inventory (Facilitated by Springfield Leaders)
- Juniors - Planning Meetings (Individual meetings)
- Seniors - College Application/Common App How-to (classroom lessons)





# District Programs and Initiatives

**Peer Mediation** - Sandmeier & Caldwell were awarded a mini-grant via the NJ State Bar Association to establish a peer-mediation program.

**Heroes and Cool Kids Program** - 6th grade students are provided with three separate lessons regarding making good choices from “Heroes” who are JDHS students.

**Start with Hello** - Once again to support a nurturing and caring environment, we will implement the Start With Hello Program --a youth violence prevention program from the Sandy Hook Promise.

**No Place for Hate** - [The Pledge](#) Promises to make school a safe, supporting, learning environment for all students through a school-wide event. Three school-wide programs or events related to diversity, equity and inclusion are scheduled throughout the year.

**NJ School Climate Initiative** - Beginning in the 22-23 school year, Springfield Public Schools began implementing the NJSCI Survey, which aims to measure climate at each school. JDHS began in 2022-23, JDHS & FMG in 2023-24, and more schools will be next year.

**Springfield Leadership** - This is a class for upperclassmen who create transition-based lessons and relevant high school information to underclassmen. Lessons are adult supported but student-led.



Week of Respect (October 7-11)

School Violence Awareness Week (October 21-25)

Red Ribbon Week (October 23-31)

Interclass games

Seasonal pep rallies

Spirit weeks/themed days (pajamas, sports jerseys, etc.)

Wellness Fair

Lunchtime and afterschool SEL groups (K-5)



# Guest Speakers

## **Pro Athletes, Inc**

Last year (2023), Duane West presented a high-energy, personal story, speaking about the impact that bullying and other challenges had on his life. This was presented to Caldwell, Sandmeier, FMG, and JDHS.

## **Lauren Muriello, LPC**

The Impact of Screens and Social Media parent presentation at FMG during the spring of 2023

## **Mr. C - USA Karate**

Elementary schools hosted Mr. C for an assembly on Respect last October 2023

## **Connie Palmer, LCSW**

Presented to staff & students in grades 4-8 regarding the following topics: Treating others the way you want to be treated, high school transition prep, conflict vs bullying, Girl Power and Boy power groups were also run over the last several years.

## **Dr. Paul Wichansky**

“Taking the Dis out of Disability” presentation - Oct 1, 2024 at FMG.

## **Michael Fowlin**

Psychologist, Performer, Poet - Mykee Fallon presented to staff at beginning of the 2023 school year. He presented to students at JDHS on October 18, 2024.

**You Don't Know Me  
Until You Know Me**

**An Experiential Journey with  
Dr. Mykee Fowlin**



# Office Hours

WITH

# Dr. Goldberg

NOV. 1, 2024	9 AM - 10:30 AM
NOV. 20, 2024	4 PM - 6:30 PM
JAN. 24, 2025	9 AM - 10:30 AM
FEB. 5, 2025	4 PM - 6:30 PM
MAR. 18, 2025	9 AM - 10:30 AM
APR. 2, 2025	4 PM - 6:30 PM
MAY 13, 2025	11 AM-1 PM

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)

## Realignment Next Steps

During the month of November we will be sharing information regarding the next phase of the district realignment including opportunities for parent feedback, information on the locations of the 5th and 8th grades.



**Sunday, November 3  
11AM-2PM**



**Laurel Park \* Smithfield Park \* Washington Park**



**Student Community Service Hours Offered**

**Gloves and bags will be provided. Wear long pants and appropriate footwear.**

**Sponsored by:  
The Springfield Environmental  
Commission & DPW**



**Springfield Clean Community Day**





BASED ON THE EMMY AWARD-WINNING TELEVISION MOVIE BY REGINALD ROSE.



ADAPTED BY  
SHERMAN L. SERGEL

A JONATHAN DAYTON HIGH SCHOOL PRODUCTION

NOVEMBER 14 - 16, 2024 at 7PM

NOVEMBER 16 at 2PM

\$15 ADULTS

10 STUDENTS & SENIORS

TICKETS GO ON SALE NOVEMBER 1ST



PRODUCED BY SPECIAL ARRANGEMENT WITH  
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Join us for the  
JDHS Fall Drama

November 14th: 7:00 pm, 16th

November 15th: 7:00 pm

November 16th: 2:00 pm & 7:00 pm



# Thank You Principals!

Dr. Jonathan Firetto, Edward V. Walton Elementary School

Dr. Norman Francis, Jonathan Dayton High School

Mr. Dave Rennie, James Caldwell School

Mr. Ron Slate, Florence M. Gaudineer Middle School

Mr. Tim Kielty, Thelma L. Sandmeier Elementary

# Mark Your Calendars!

---

**Tuesday, November 5th:**  
Schools Closed for Students  
Election Day & Staff Development

**Thursday, Nov. 7th & Friday November 8th:**  
Schools Closed  
NJEA Teacher's Convention

**Elementary (PK-5) Conferences Change\*:**  
Thursday, November 21st- Early Dismissal  
Friday, November 22nd- Delayed Opening

\*pending approval of the SEA contract the district calendar will be updated



SPRINGFIELD PUBLIC  
SCHOOLS  
WISHES ALL  
WHO CELEBRATE

Happy  
**DIWALI**  
Festival of Light  
October 31, 2024



**HAPPY  
HALLOWEEN**

from  
*Springfield Public Schools*

Springfield Public Schools  
Recognizes All Who Served

★ ★ ★

THANK YOU FOR  
YOUR SERVICE  
AND SACRIFICE.

★ ★ ★

VETERANS DAY  
November 11, 2024

