

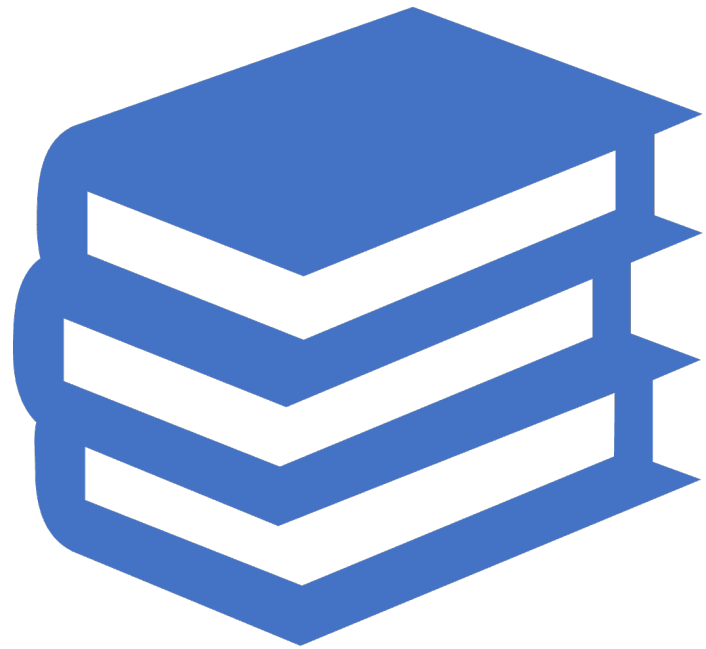
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Live to Learn, Learn to Live

BOE Testing Presentation

2021-2022 School Year



Discussion Topics

- AP, SAT, and ACT Scores
- ACCESS for English Language Learners Scores
- DLM (Dynamic Learning Map) Alternative Assessment Scores
- NJSLA ELA, Math, and Science Scores

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AP Scores

Achievement Report 2021-2022

AP Offerings

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

AP Score Summary

Totals	1	2	3	4	5	Total Exams
Number of Exams	51	142	239	373	531	1336
Percentage of Exams	4%	11%	18%	28%	40%	100%
Number of AP Students	44	115	188	260	287	

AP Scholar Summary 2022

	AP Scholar	AP Scholar with Honors	AP Scholar with Distinction	AP International Diploma
Number of Scholars	85	55	162	1
Average Score	3.46	3.93	4.39	4.86

5-Year AP Score Summary

YEAR	2018	2019	2020	2021	2022
Total AP Students	679	612	656	613	552
Number of Exams	1,591	1,478	1,605	1,450	1,336
AP Students with Scores 3+	606	569	611	527	489
% of Total AP Students with Scores 3+	89.25	92.97	93.14	85.97	88.59



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
- Provide professional growth opportunities for AP teachers

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SAT Comparison

Achievement Report 2021-2022

SAT Achievement 5-Year Comparison

Subject	2018	2019	2020	2021	2022
Math	665	653	655	664	653
ERW	653	640	646	670	661

2022 SAT Means

2022 Mean Scores	ERW	Math	Total
Princeton High School w/Essay	653 675	661 705	1315 1380
New Jersey – Class '21 w/Essay	562 584	563 588	1125 1172
National-Class of 2021 w/Essay	533 545	528 543	1060 1088

2022 Performance by Race/Ethnicity

Race / Ethnicity	Test Takers		Mean Score			Met Benc	
	Number	Percent	Total	ERW	Math	Both	ERW
American Indian/Alaska Native	1	0%					
Asian	77	28%	1412	685	728	95%	97%
Black/African American	7	3%					
Hispanic/Latino	33	12%	1174	599	574	64%	88%
Native Hawaiian/Other Pacific Islander	0						
White	131	48%	1300	653	647	86%	98%
Two or More Races	15	5%	1252	613	639	80%	87%
No Response	11	4%	1443	705	737	91%	91%

2022 Performance by Gender

Gender	Test Takers		Mean Score				Met Benchmarks		
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Female	140	51%	1292	650	643	81%	96%	81%	4%
Male	133	48%	1335	656	680	88%	94%	90%	4%
Another/ No Response	2	1%							

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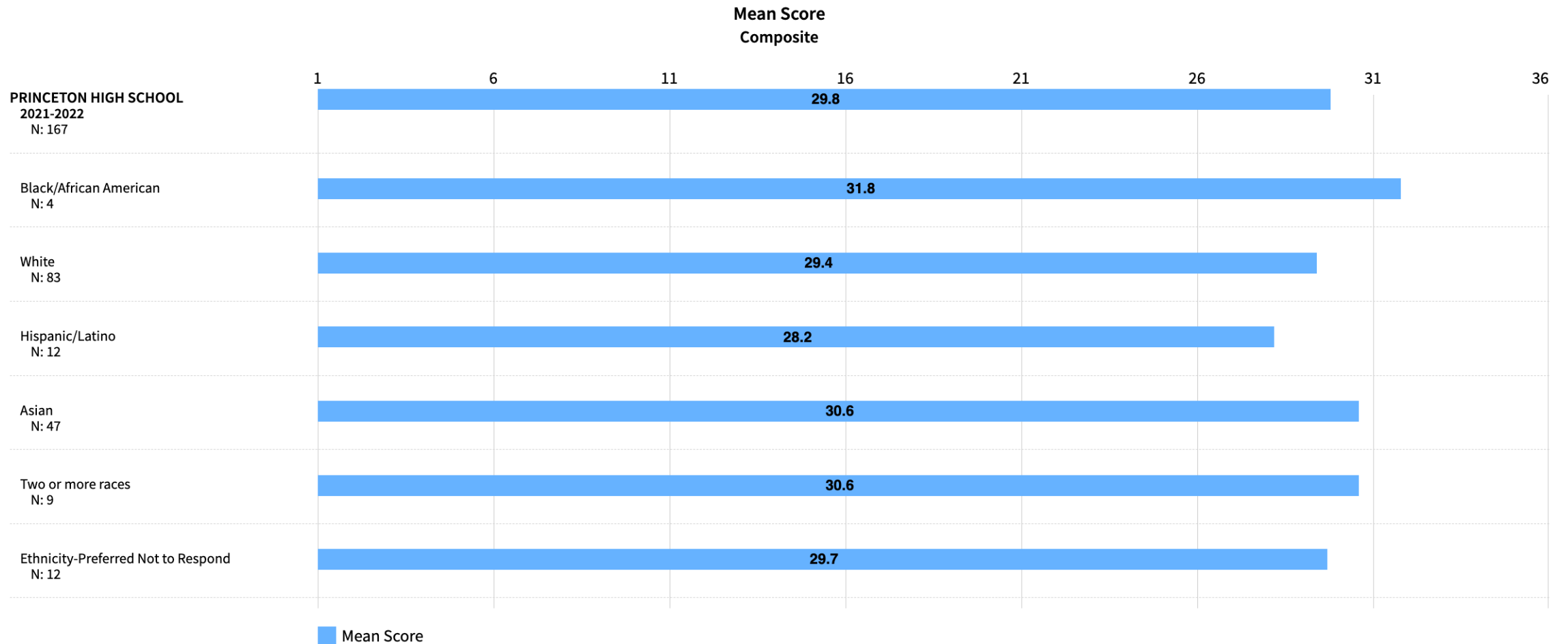
ACT Comparison

Achievement Report 2021-2022

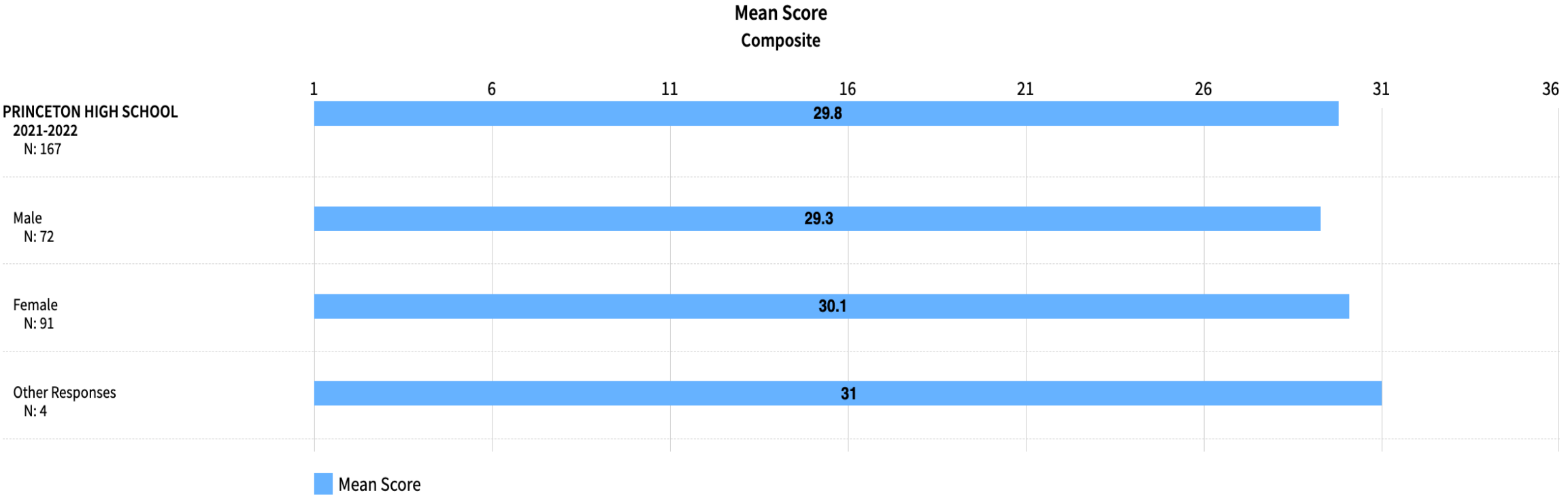
ACT Achievement 5 Year Comparison

Subject	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of Students	364	236	173	226	167
Composite Mean Score	28.2	28.3	29.1	29.3	29.8
Mathematics	27.1	27.5	28.1	28.6	28.5
Science	27.1	27.5	28.5	28.6	28.8
English	29.1	28.7	29.7	30	30.7
Reading	28.3	28.9	29.8	29.4	30.5
Writing (out of 12)*	8.3	8.5	8.3	8.7	8.1

ACT Means 2022 by Race/Ethnicity



ACT Means 2022 by Gender



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ACCESS for ELLs

Achievement Report 2021-2022

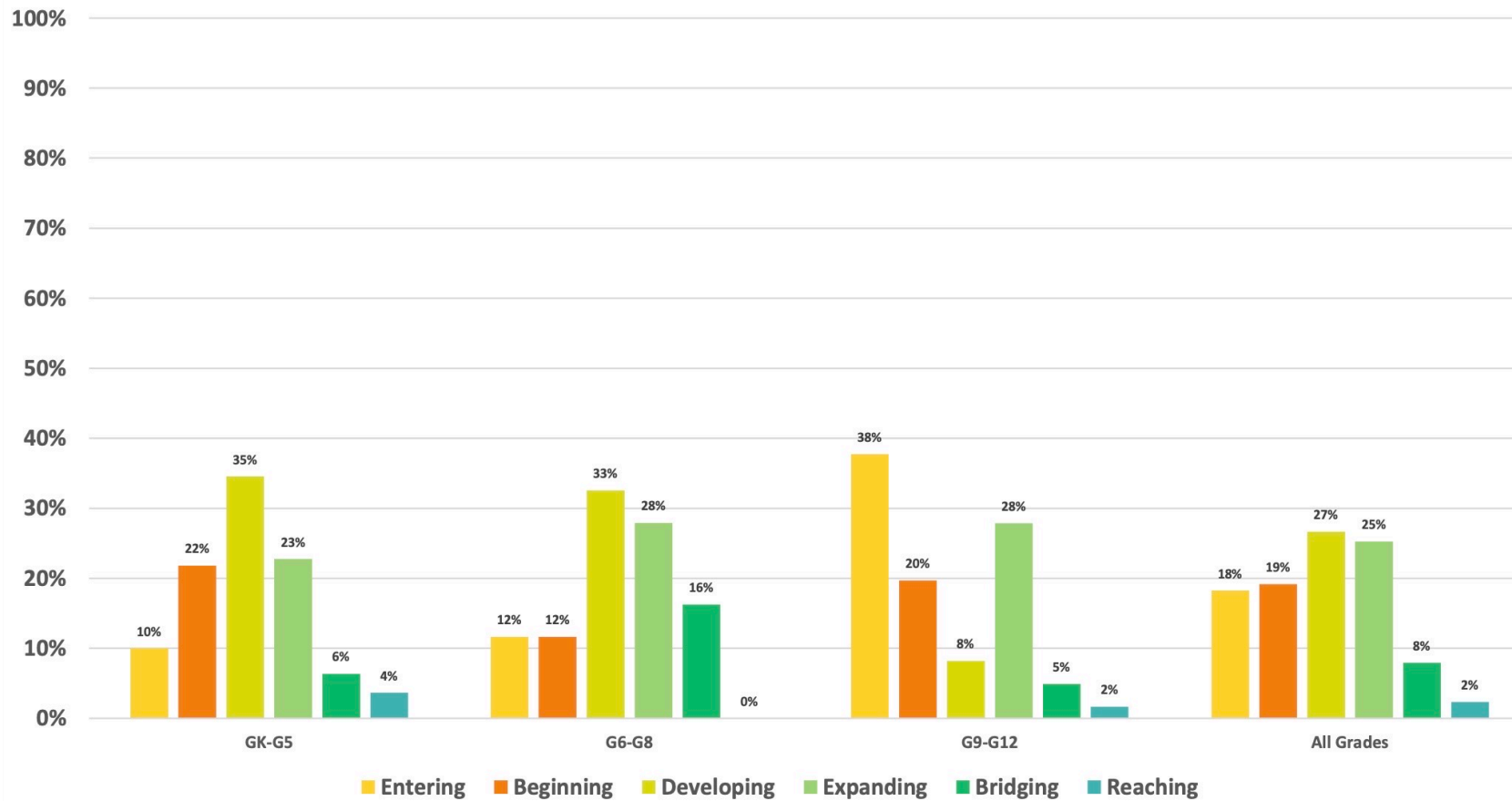
What is ACCESS?

- State required assessment in the four skills (reading, writing, speaking and listening) for students in ESL
- Mostly administered online
- All ELLs, even those who have declined services and those who have just arrived, must sit for ACCESS
- Teachers use multiple measures including a state mandated cut off score (4.5 of 6) to determine if students exit from or remain in the program

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2021-22 ACCESS for ELLs

Distribution by Achievement Level



School Comparison

Community Park School

2021-22 ACCESS for ELLs

Grade	Achievement Levels											
	Entering (Level 1)		Beginning (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
K	29%	23%	14%	46%	57%	23%	0%	8%	0%	0%	0%	0%
1	0%	6%	33%	19%	67%	31%	0%	38%	0%	6%	0%	0%
2	0%	15%	33%	23%	33%	46%	33%	8%	0%	8%	0%	0%
3	0%	20%	0%	20%	0%	40%	100%	13%	0%	0%	0%	0%
4	0%	0%	14%	17%	43%	25%	29%	17%	14%	17%	0%	25%
5	0%	0%	17%	22%	50%	22%	17%	33%	0%	22%	17%	0%
G1-G5	0%	9%	16%	20%	36%	34%	40%	22%	4%	9%	4%	5%

School Comparison

Littlebrook ES

2021-22 ACCESS for ELLs

Grade	Achievement Levels											
	Entering (Level 1)		Beginning (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
K	0%	29%	67%	29%	33%	35%	0%	6%	0%	0%	0%	0%
1	0%	6%	50%	18%	50%	35%	0%	35%	0%	6%	0%	0%
2	0%	14%	50%	21%	0%	50%	0%	14%	50%	0%	0%	0%
3	0%	19%	20%	13%	60%	19%	20%	44%	0%	0%	0%	0%
4	0%	0%	0%	20%	0%	40%	25%	20%	25%	13%	50%	7%
5	0%	0%	20%	20%	40%	30%	20%	30%	20%	10%	0%	10%
G1-G5	0%	8%	22%	18%	33%	35%	17%	29%	17%	6%	11%	3%

School Comparison

Johnson Park School

2021-22 ACCESS for ELLs

Grade	Achievement Levels											
	Entering (Level 1)		Beginning (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
K	50%	22%	50%	33%	0%	39%	0%	6%	0%	0%	0%	0%
1	11%	0%	22%	20%	44%	30%	22%	40%	0%	10%	0%	0%
2	14%	11%	0%	44%	71%	22%	14%	11%	0%	11%	0%	0%
3	29%	7%	29%	7%	14%	36%	14%	50%	0%	0%	0%	0%
4	0%	0%	40%	7%	40%	29%	20%	21%	0%	21%	0%	21%
5	0%	0%	0%	21%	0%	36%	100%	21%	0%	14%	0%	7%
G1-G5	14%	3%	21%	18%	41%	31%	21%	30%	0%	11%	0%	7%

School Comparison

Riverside ES

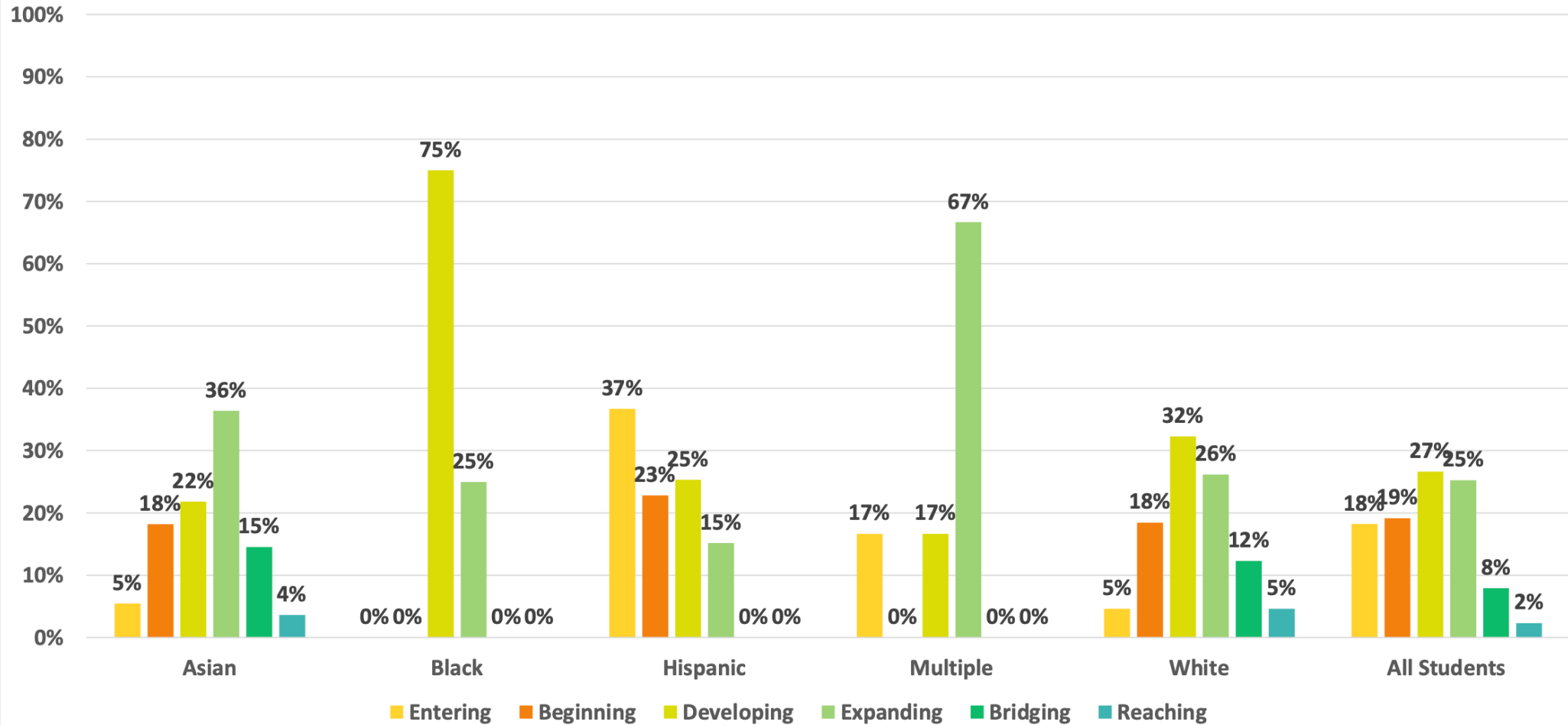
2021-22 ACCESS for ELLs

Grade	Achievement Levels												
	Entering (Level 1)		Beginning (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)		
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	
K	25%	25%	38%	33%	25%	42%	13%	0%	0%	0%	0%	0%	0%
1	0%	7%	0%	29%	0%	50%	80%	14%	20%	0%	0%	0%	0%
2	25%	8%	50%	17%	25%	50%	0%	17%	0%	8%	0%	0%	0%
3	33%	11%	0%	17%	67%	22%	0%	44%	0%	0%	0%	0%	0%
4	0%	0%	0%	19%	33%	31%	0%	25%	33%	13%	33%	13%	13%
5	0%	0%	33%	17%	0%	42%	33%	25%	33%	8%	0%	8%	8%
G1-G5	11%	6%	17%	19%	22%	38%	28%	26%	17%	6%	6%	4%	4%

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2021-22 ACCESS for ELLs by Subgroup Race

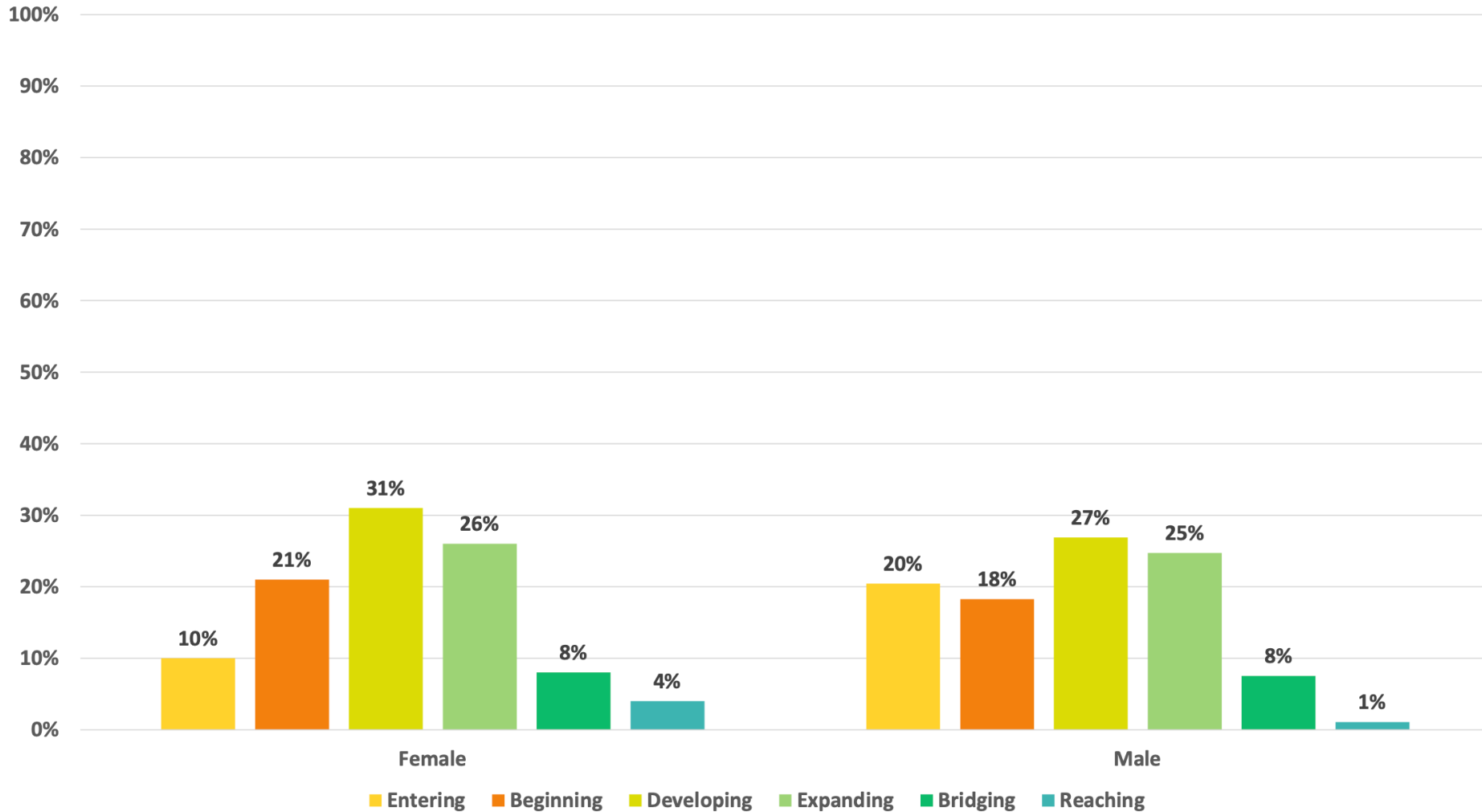
Distribution by Achievement Level (All Grades)



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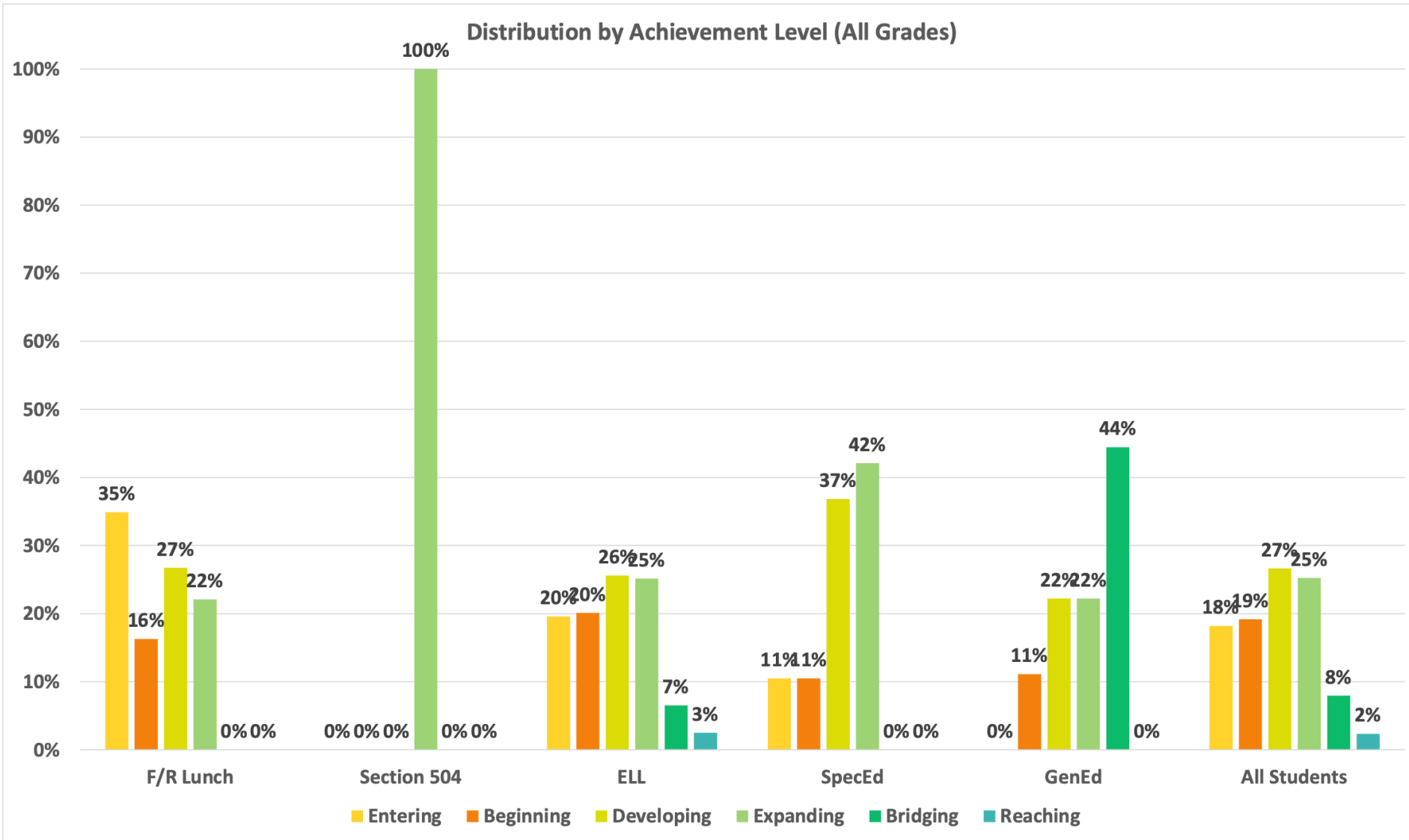
2021-22 ACCESS for ELLs by Subgroup Gender

Distribution by Achievement Level (All Grades)



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2021-22 ACCESS for ELLs by Subgroup Program



Areas of Strength and Areas for Growth

- Adequate staffing and support at most schools
- Small group instruction
- Strong co-teaching in ELA at the middle school
- Strong administrative support at high school
- Expanding course offerings at the high school
- Few middle and high school teachers have completed SEI (Sheltered English Instruction) training, a free 15-hour online course
- Need to expand in-class supports for ELLs at middle school
- Increase outside of school day supports for ELLs
- Set up ongoing parental support groups for low socioeconomic families

Next Steps for ELL Support

- Require middle and high school teachers to complete SEI (Sheltered English Instruction) training, a free 15-hour online course
- Expand in-class supports for ELLs at middle school
- Increase outside of school day supports for ELLs

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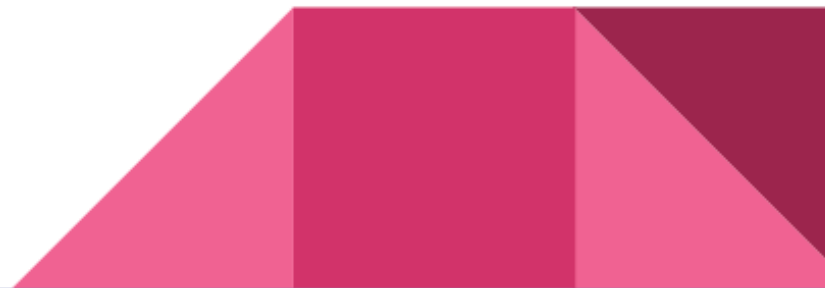
DLM Scores

Achievement Report 2021-2022

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 Map Results 2021-2022

Subject	Emerging	Approaching Target	At Target	Advanced
English Language Arts	45%	18%	23%	14%
Mathematics	36%	32%	18%	14%
Science	100%	0%	0%	0%

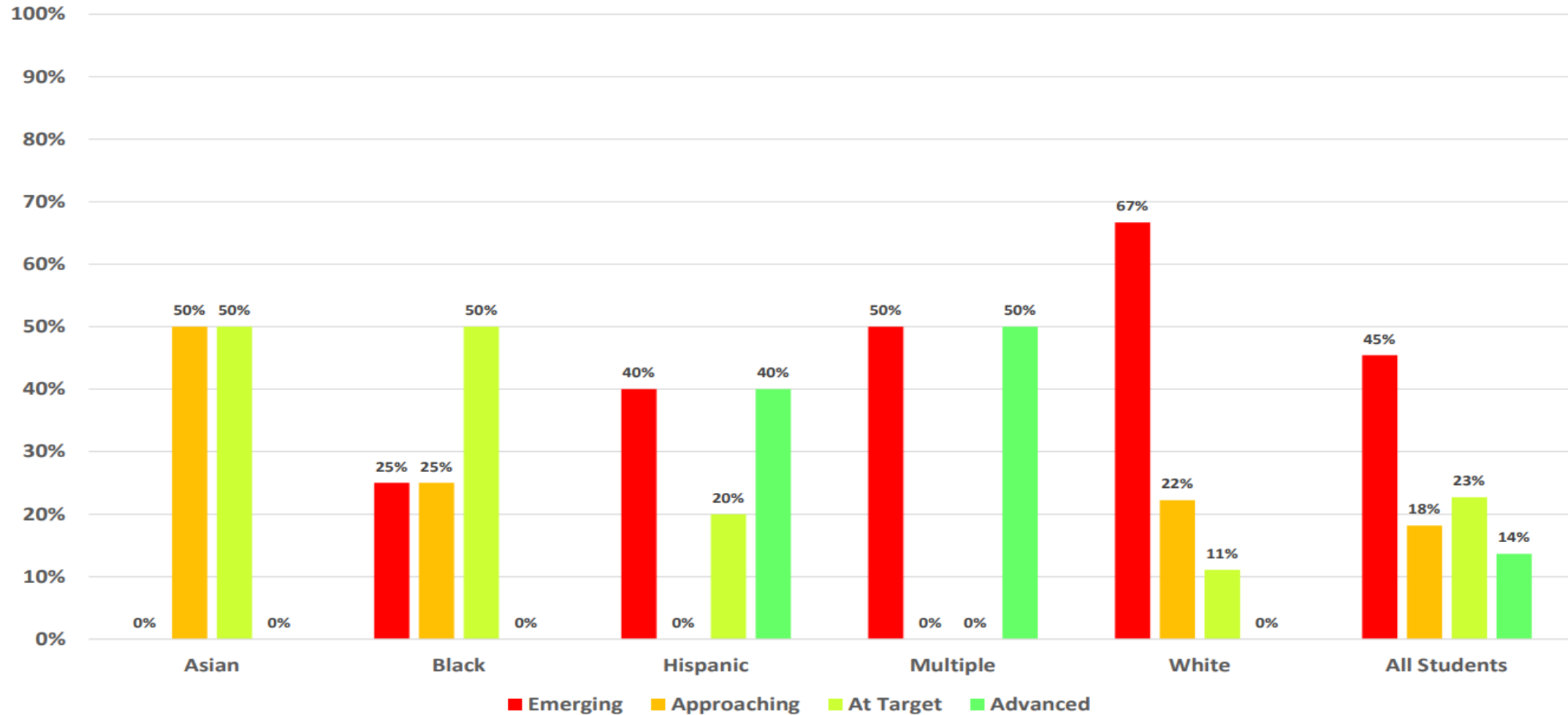


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2021-22 Spring DLM by Subgroup Race

ELA/Language Arts

Distribution by Achievement Level (All Grades)



Areas of Strength and Areas for Growth

Areas of strength:

- Elementary level
 - Use of text to integrate ideas, information and to identify critical elements
 - Use of geometric properties
 - Use of simple arithmetic operations
- Middle school level:
 - Construct understanding of text and use of writing to communicate

Areas for growth:

- Elementary level
 - Use of writing to communicate
 - Represent and interpret data displays
- Middle school level:
 - Determine critical elements from text
 - Integrate ideas and information from text
 - Represent and interpret data

Next Steps for DLM Support

- Areas for growth will be target areas for the fall DLM Instructionally Embedded assessment

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NJSLA: Science

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

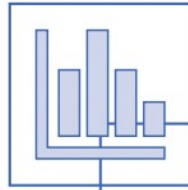
- **Measure student proficiency** on the New Jersey Student Learning Standards for Science (NJSLS-Science)
- Deliver results that can be used in tandem with local assessments and data to **stimulate conversation to improve science instruction and student learning**
- Fulfill the federal requirement to 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.

Groupings of the Science and Engineering Practices



Investigating

- Asking questions and defining problems
- Planning and carrying out investigations
- Using mathematical and computational thinking



Sensemaking

- Developing and using models
- Analyzing and interpreting data
- Constructing explanations and defining solutions



Critiquing

- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

**PRINCETON 2021-22 SPRING NJSLA
SCIENCE**

Achievement Levels

**Minimal
(Level 1)**

**Limited
(Level 2)**

**Proficient
(Level 3)**

**Advanced
(Level 4)**

Total

students Tested

Grade

District

State

District

State

District

State

District

State

5	240	15%	42%	29%	33%	33%	18%	23%	7%
8	227	15%	41%	38%	43%	31%	12%	16%	4%
11	65	37%	46%	20%	25%	18%	21%	25%	8%
All Grades	532	17%	43%	32%	34%	30%	17%	20%	6%

School Comparison **Community Park School** 2021-22

Spring NJSLA

Science

Grade	Achievement Levels							
	Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
5	17%	14%	32%	28%	31%	33%	20%	25%

School Comparison **Johnson Park School** 2021-22

Spring NJSLA

Science

Grade	Achievement Levels							
	Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
5	19%	14%	26%	30%	37%	31%	19%	25%

School Comparison **Littlebrook Elementary School** 2021-22

Spring NJSLA

Science

Grade	Achievement Levels							
	Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
5	13%	16%	29%	29%	34%	32%	24%	23%

School Comparison **Riverside Elementary School** 2021-22

Spring NJSLA

Science

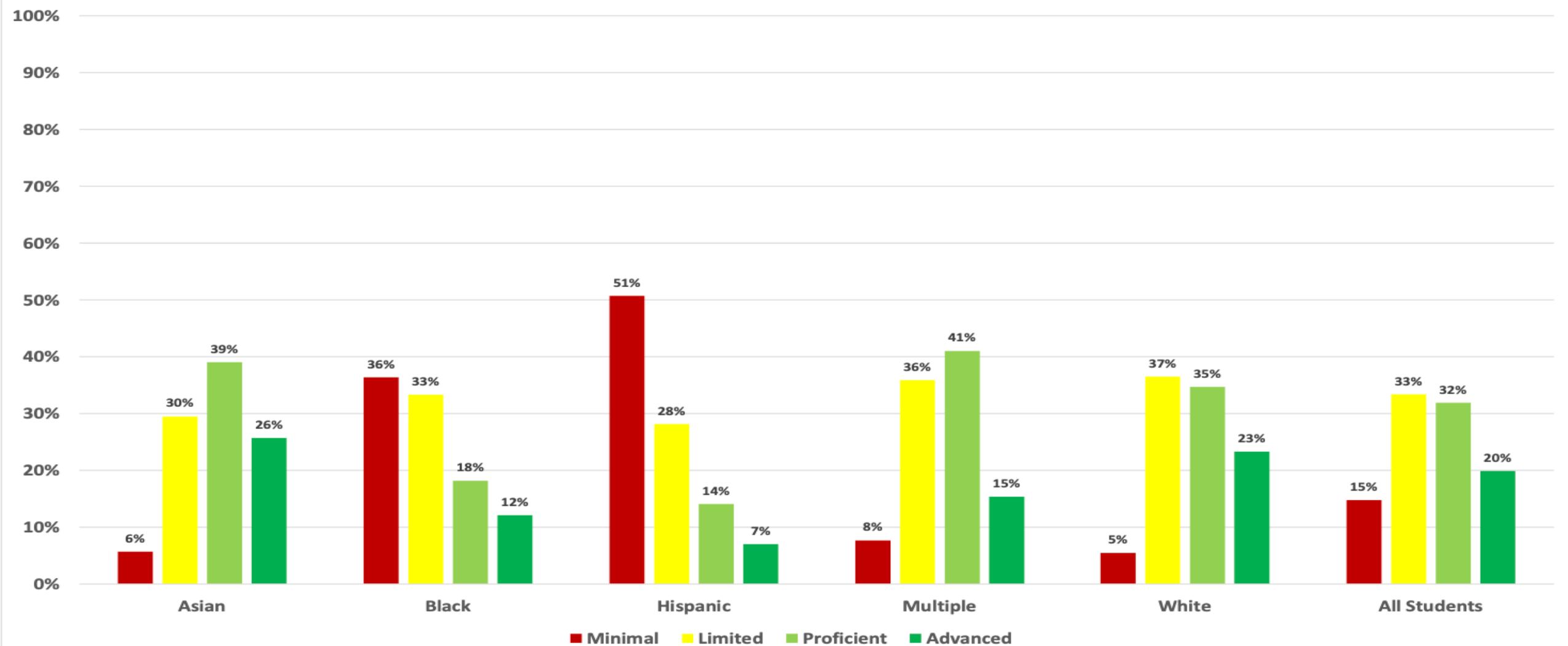
Grade	Achievement Levels							
	Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
5	12%	16%	29%	29%	27%	34%	31%	21%

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

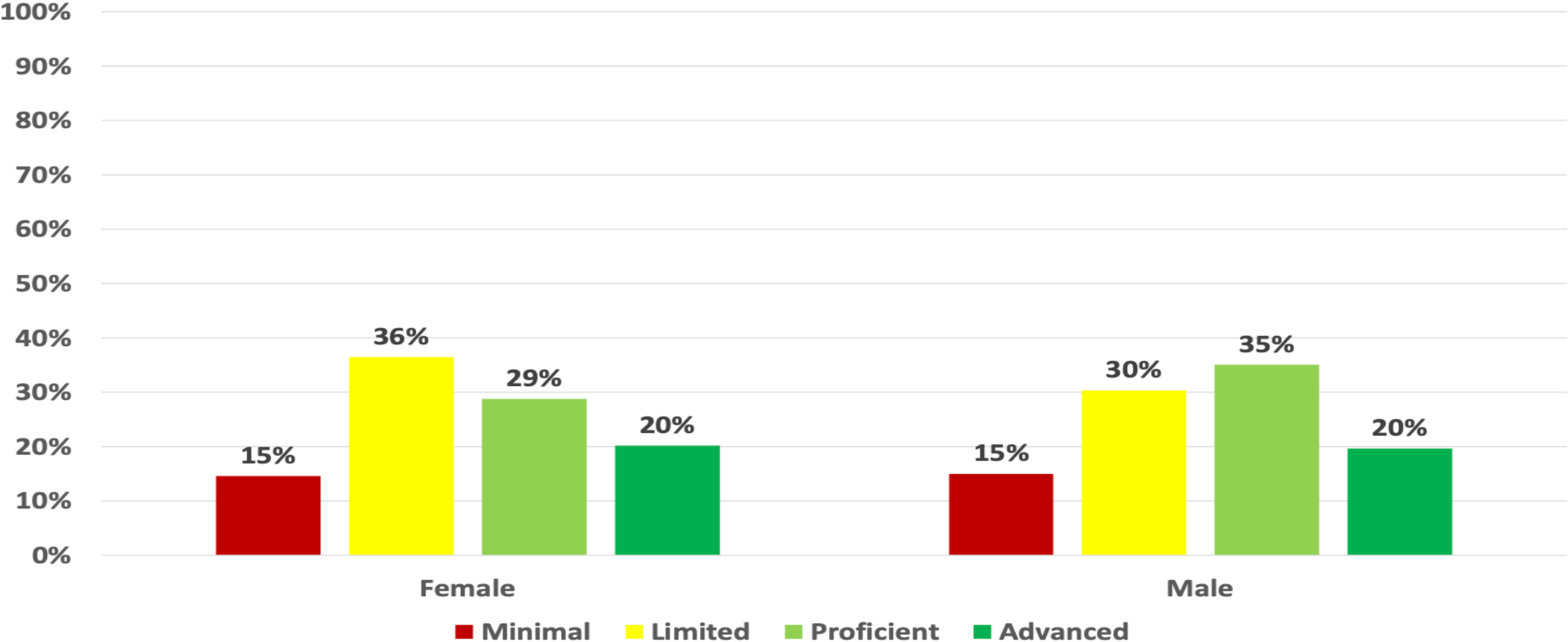
Science

Distribution by Achievement Level (All Grades)



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2021-22 Spring NJSLA by Subgroup Gender
Science

Distribution by Achievement Level (All Grades)

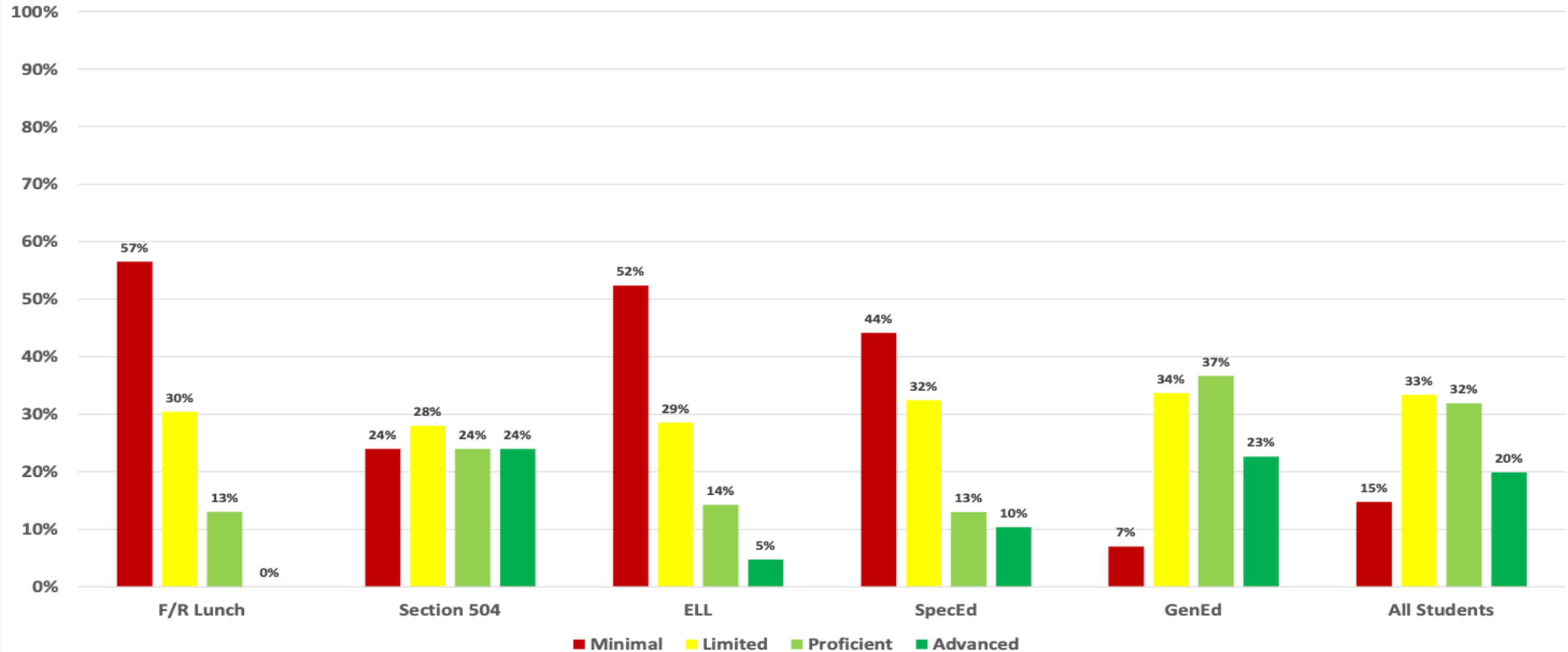


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2021-22 Spring NJSLA by Subgroup Program

Science

Distribution by Achievement Level (All Grades)



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 minimal and limited proficiency
- Realistic data mining, informational text analysis and research experiences

Next Steps for Science Support

- Provide district-wide STEM literacy
 - Reading informational text
 - Writing up research
- Re-institute daily STEM learning opportunities
- Increase stakeholder buy-in for science assessment as a benchmark
- Undergo 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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2021-22 Spring NJSLA
ELA/Language Arts

Grade	Total Tested in District	Achievement Levels									
		% Not Meeting Expectations (Level 1)		% Partially Meeting Expectations (Level 2)		% Approaching Expectations (Level 3)		% Meeting Expectations (Level 4)		% Exceeding Expectations (Level 5)	
		District	State	District	State	District	State	District	State	District	State
3	204	3%	20%	9%	16%	20%	22%	55%	36%	12%	6%
4	241	4%	14%	5%	14%	15%	22%	42%	35%	34%	14%
5	232	3%	13%	5%	15%	16%	23%	59%	40%	17%	9%
6	239	2%	11%	8%	16%	19%	26%	54%	37%	18%	10%
7	283	4%	12%	6%	13%	8%	21%	24%	31%	58%	21%
8	256	5%	14%	6%	13%	14%	21%	47%	36%	27%	16%
9	346	2%	12%	8%	16%	14%	24%	48%	36%	28%	12%
All Grades	1,801	3%	14%	7%	15%	15%	23%	46%	36%	29%	13%

Princeton Compared to Other "I" Districts-ELA

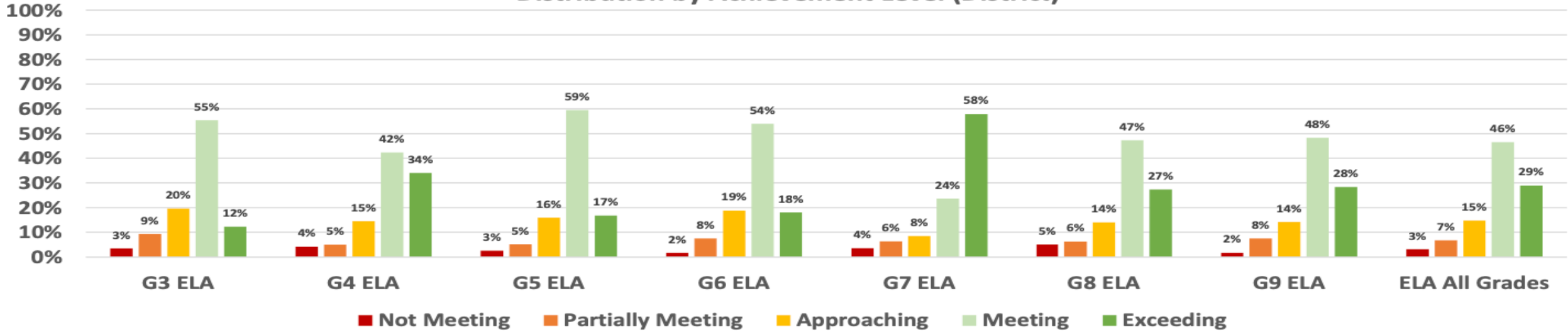
Grade Level	Princeton % of Meeting or Exceeding Standards	Other DFG "I" Districts % of Meeting or Exceeding Standards
Grade 3	67%	64%
Grade 4	76%	73%
Grade 5	76%	72%
Grade 6	74%	68%
Grade 7	82%	76%
Grade 8	74%	71%
Grade 9	76%	69%

PRINCETON

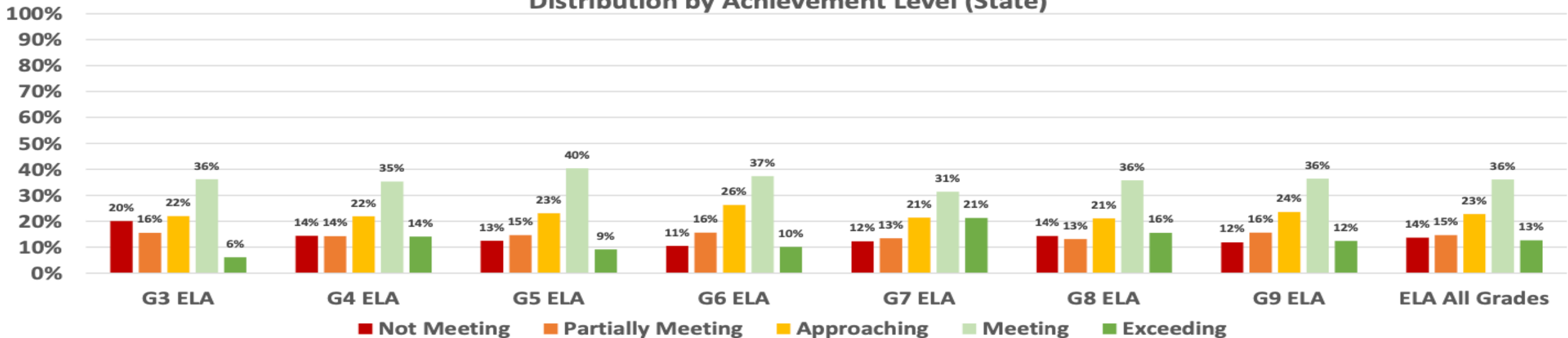
2021-22 Spring NJSLA

ELA/Language Arts

Distribution by Achievement Level (District)



Distribution by Achievement Level (State)



**School Comparison Community Park School
2021-22 Spring NJSLA
ELA/Language Arts**

Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
3	3%	4%	20%	7%	25%	18%	45%	58%	8%	13%
4	7%	3%	2%	6%	7%	17%	42%	43%	43%	31%
5	1%	3%	6%	5%	21%	14%	54%	62%	18%	16%
All Grades	4%	3%	8%	6%	17%	16%	47%	54%	25%	21%

School Comparison **Johnson Park
School 2021-22 Spring NJSLA
 ELA/Language Arts**

Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
3	6%	3%	8%	10%	18%	20%	49%	57%	18%	10%
4	7%	3%	8%	4%	10%	16%	45%	41%	30%	35%
5	8%	1%	8%	4%	14%	16%	53%	61%	16%	17%
All Grades	7%	2%	8%	6%	14%	17%	49%	53%	22%	21%

School Comparison **Littlebrook ES**

2021-22 Spring NJSLA

ELA/Language Arts

Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
3	3%	4%	5%	12%	17%	21%	69%	49%	6%	15%
4	3%	5%	7%	4%	25%	10%	49%	40%	16%	41%
5	1%	3%	6%	5%	16%	16%	63%	58%	13%	18%
All Grades	2%	4%	6%	7%	19%	15%	60%	49%	12%	26%

School Comparison **Riverside ES**

2021-22 Spring NJSLA

ELA/Language Arts

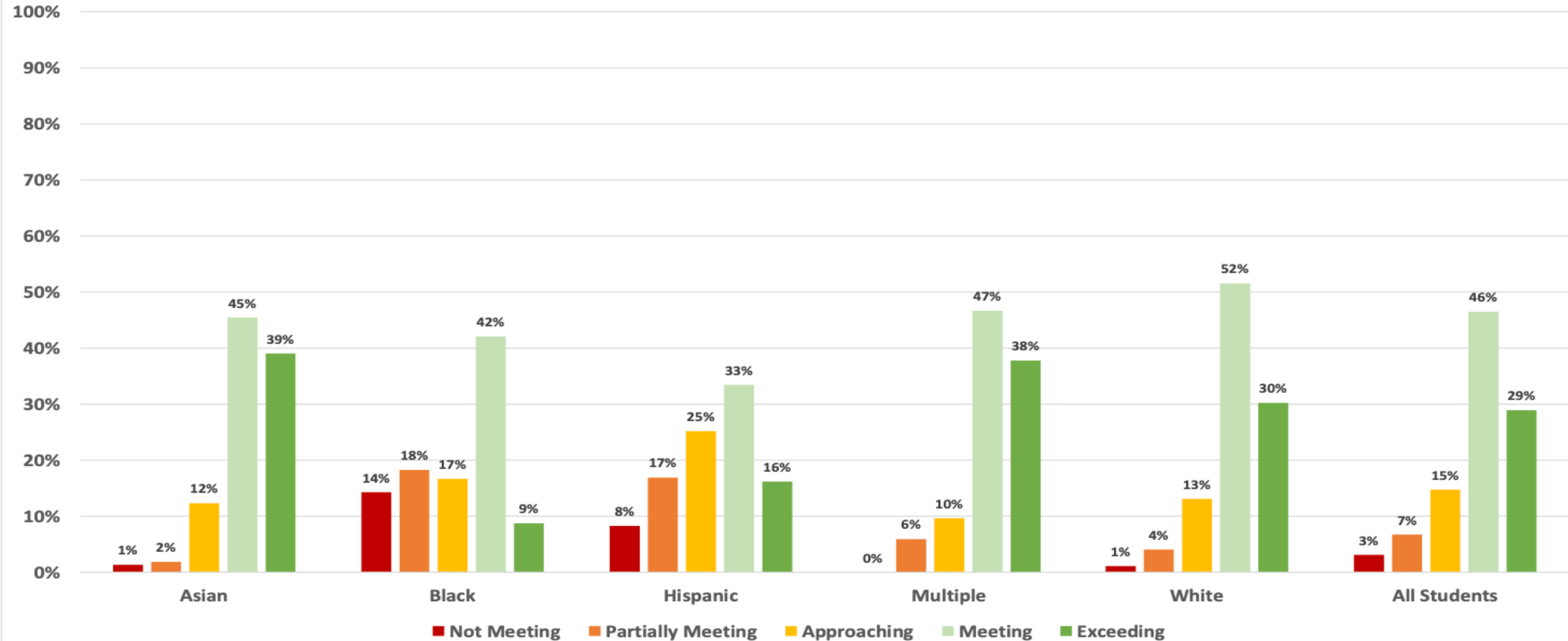
Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
3	2%	4%	8%	10%	20%	19%	52%	56%	18%	10%
4	0%	5%	2%	6%	15%	14%	32%	45%	51%	29%
5	0%	3%	0%	7%	10%	17%	69%	57%	21%	16%
All Grades	1%	4%	3%	7%	15%	17%	50%	53%	30%	19%

PRINCETON

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

ELA/Language Arts

Distribution by Achievement Level (All Grades)

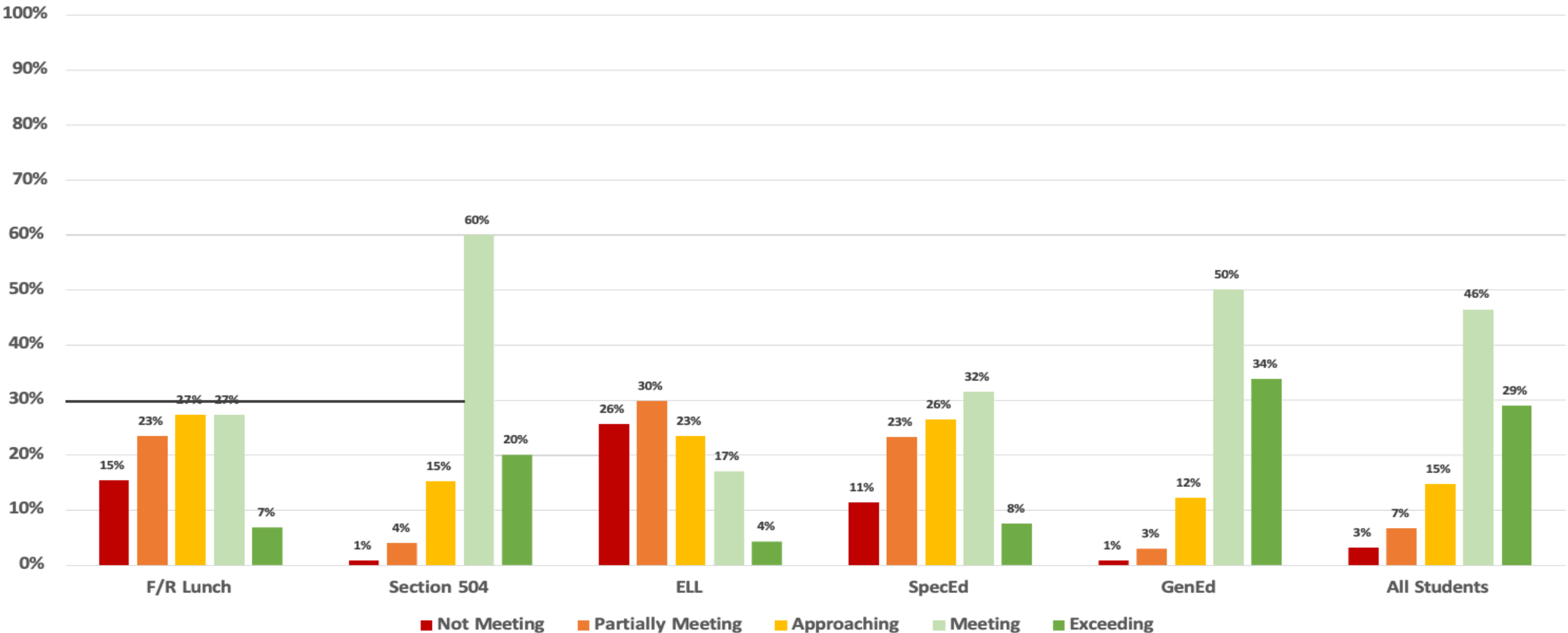


PRINCETON

2021-22 Spring NJSLA by Subgroup Program

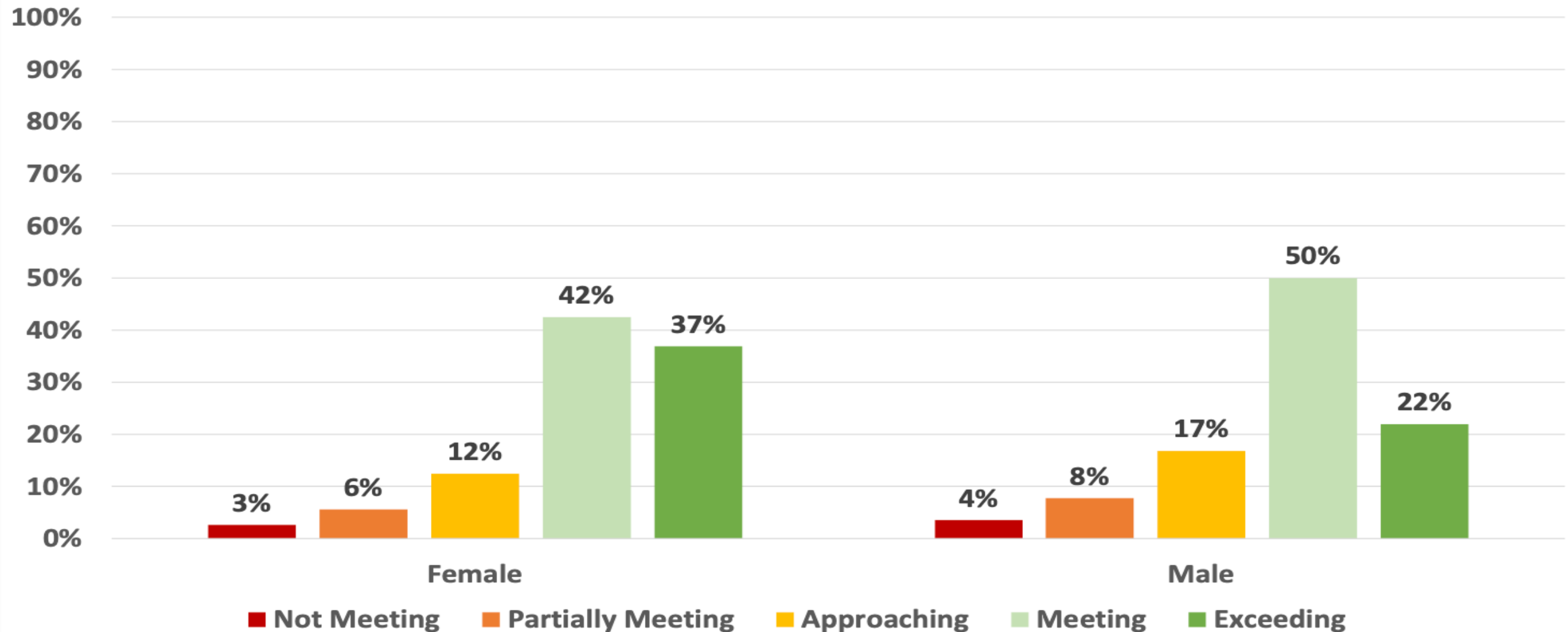
ELA/Language Arts

Distribution by Achievement Level (All Grades)



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

Distribution by Achievement Level (All Grades)



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
 - Units of Study for Teaching Reading and Writing
 - Foundations
 - Instructional Coaches facilitating ongoing professional development around ELA

- **Growth areas**

- Reduce number of students minimal and limited proficiency
- Create additional opportunities for ELA benchmarking at the K-5 level to monitor progress and reflect on student growth trends
- Help students progress from approaching

Next Steps for Elementary ELA Support

- Elementary K-5:
 - Orton-Gillingham training for instructors working across tiered systems of support to help promote student growth
 - District committee will be selecting a new K-5 benchmark reading assessment (DRA-2 is retired as of this year) to help teachers monitor and reflect upon progress
 - Summer 2023 training for Kindergarten teachers on structured literacy to help support student success in Tier 1 settings

Areas of Strength and Areas for Growth 6-12

- **Strengths**
 - Consistent performance above state levels in the categories of meeting and exceeding expectations
 - Alignment across middle grades ELA through:
 - Units of Study for Teaching Reading and Writing
 - Benchmark Assessments
- **Growth areas**
 - Increase number of students 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:
 - Department-wide professional learning on culturally sustaining literacy practices to increase student engagement and student voice
 - 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

Princeton Public Schools



Live to Learn, Learn to Live

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.**

PRINCETON
2021-22 Spring NJSLA
Mathematics

Grade	Total Tested in District	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		District	State	District	State	District	State	District	State	District	State
3	215	4%	13%	7%	18%	16%	23%	36%	33%	37%	13%
4	246	4%	13%	8%	23%	17%	25%	48%	33%	22%	6%
5	240	3%	15%	8%	23%	18%	26%	42%	29%	29%	7%
6	241	4%	15%	10%	25%	22%	28%	44%	26%	20%	5%
7	116	10%	11%	15%	24%	40%	31%	32%	29%	3%	5%
Algebra I	383	9%	18%	17%	23%	25%	25%	45%	32%	4%	3%
Geometry	246	2%	10%	18%	19%	34%	30%	39%	38%	6%	6%
Algebra II	147	1%	14%	7%	14%	32%	18%	54%	45%	5%	8%
All Grades	1,834	5%	14%	12%	21%	24%	26%	43%	33%	16%	7%

Princeton Compared to Other DFG “I” Districts-Math

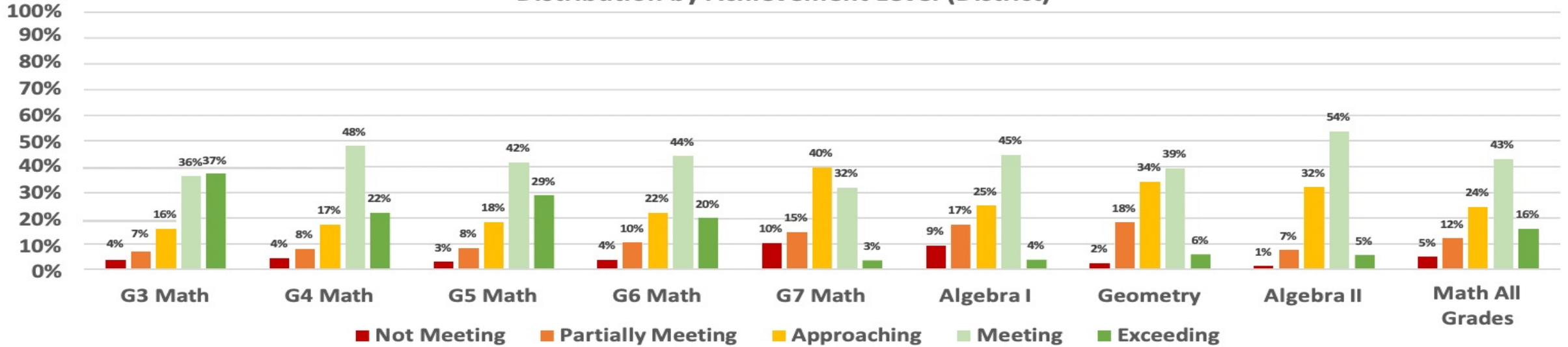
Grade Level	Princeton % of Meeting or Exceeding Standards	Other DFG “I” Districts % of Meeting or Exceeding Standards
Grade 3	73%	70%
Grade 4	70%	66%
Grade 5	71%	62%
Grade 6	64%	55%
Grade 7 *only 116 students tested, majority took Algebra I	35%	58%
Algebra I *7th, 8th, and 9th grades combined	49%	58.5%
Algebra II	59%	*Not reported
Geometry	45%	*Not reported

PRINCETON

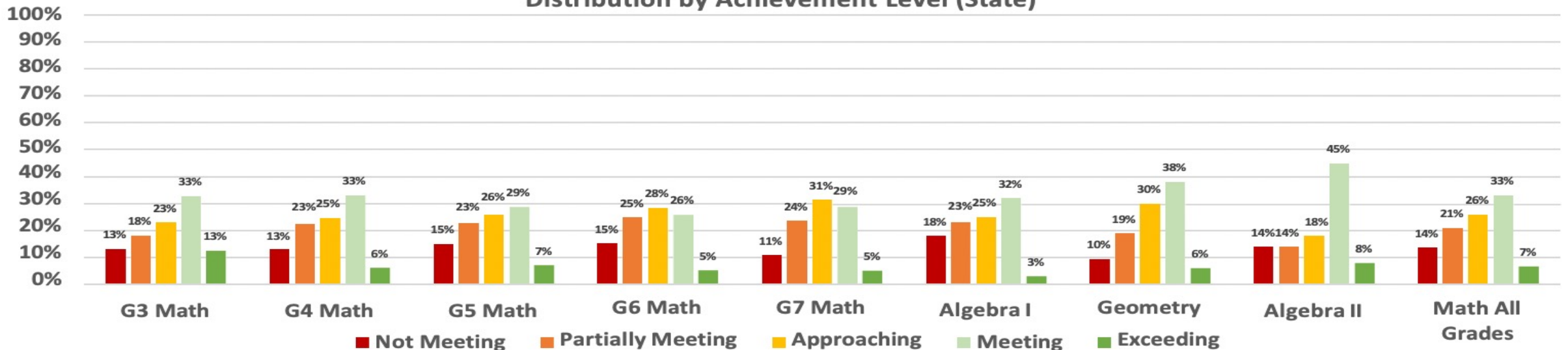
2021-22 Spring NJSLA

Mathematics

Distribution by Achievement Level (District)



Distribution by Achievement Level (State)



School Comparison **Community Park**

School 2021-22 Spring NJSLA

Mathematics

Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
3	7%	3%	10%	6%	29%	13%	29%	38%	26%	40%
4	10%	3%	8%	8%	16%	18%	52%	46%	14%	25%
5	4%	2%	7%	9%	26%	15%	37%	44%	25%	30%
All Grades	7%	3%	8%	8%	23%	15%	40%	43%	21%	31%

School Comparison **Johnson Park School**

2021-22 Spring NJSLA

Mathematics

Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
3	8%	2%	6%	7%	20%	15%	24%	40%	42%	36%
4	2%	5%	10%	8%	17%	18%	47%	48%	25%	21%
5	0%	4%	14%	7%	20%	18%	39%	42%	27%	29%
All Grades	3%	4%	10%	7%	19%	17%	37%	44%	31%	28%

School Comparison **Littlebrook ES**

2021-22 Spring NJSLA

Mathematics

Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
3	1%	5%	6%	8%	8%	19%	42%	33%	42%	35%
4	6%	4%	6%	9%	16%	18%	47%	48%	25%	21%
5	4%	2%	7%	9%	10%	22%	49%	39%	31%	28%
All Grades	4%	4%	6%	9%	11%	20%	46%	41%	33%	27%

School Comparison **Riverside ES**

2021-22 Spring NJSLA

Mathematics

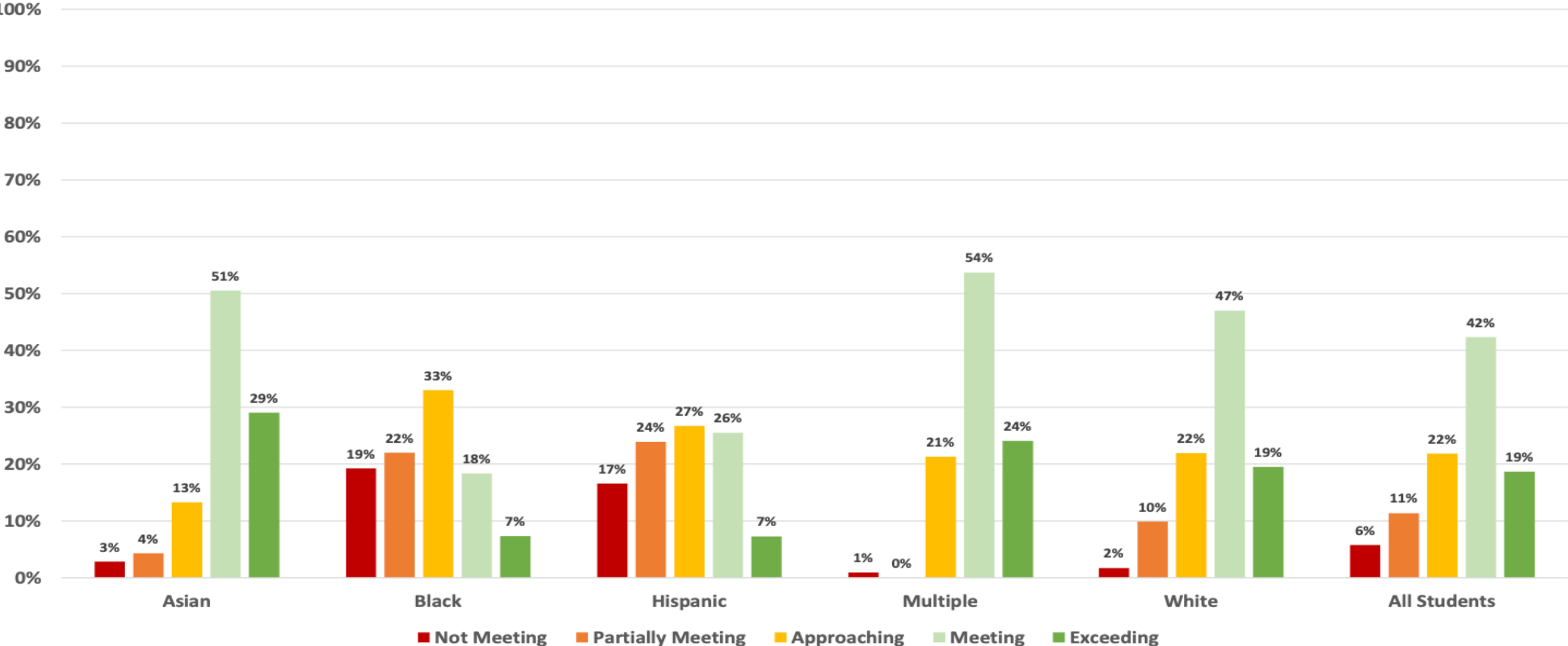
Grade	Achievement Levels									
	Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District	School	Rest of District
3	0%	5%	8%	7%	12%	17%	46%	33%	35%	38%
4	0%	6%	9%	8%	22%	16%	45%	49%	24%	21%
5	2%	3%	6%	9%	18%	19%	41%	42%	33%	28%
All Grades	1%	5%	8%	8%	17%	17%	44%	42%	30%	29%

PRINCETON

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

Mathematics

Distribution by Achievement Level (All Grades)

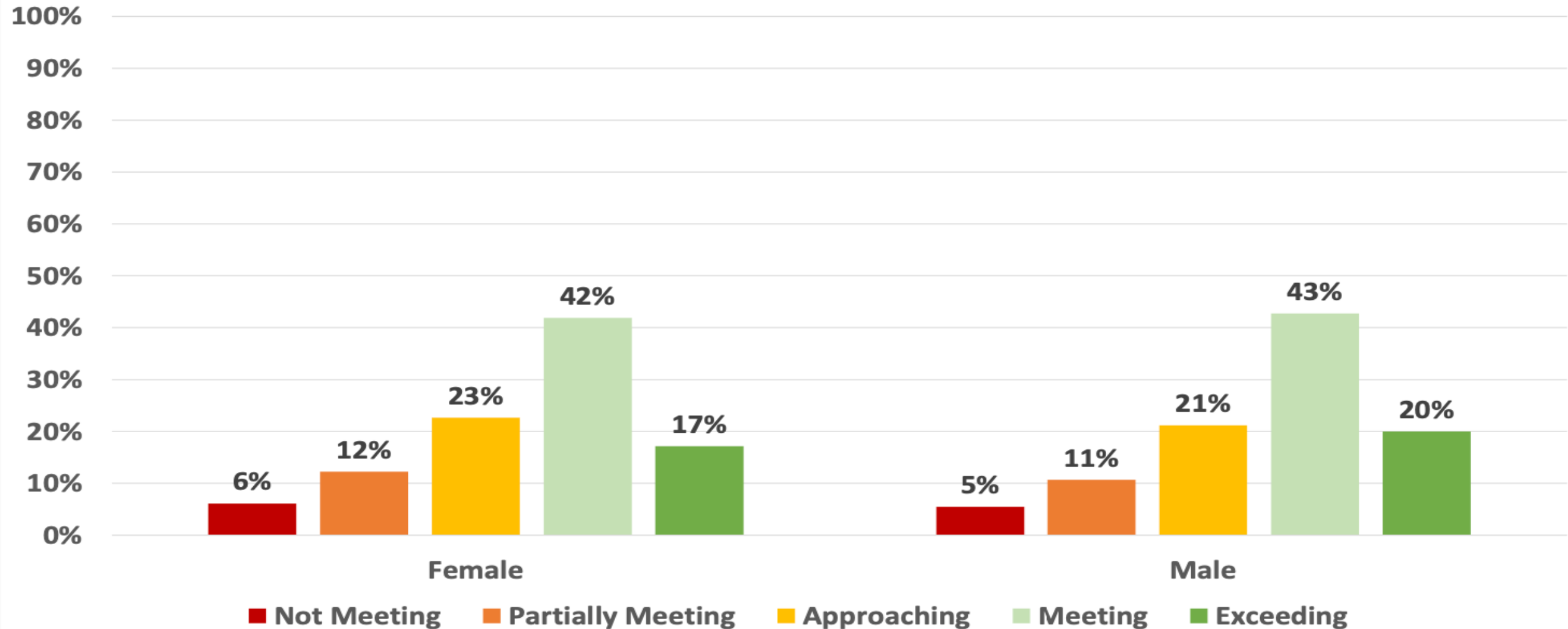


PRINCETON

2021-22 Spring NJSLA by Subgroup Gender

Mathematics

Distribution by Achievement Level (All Grades)

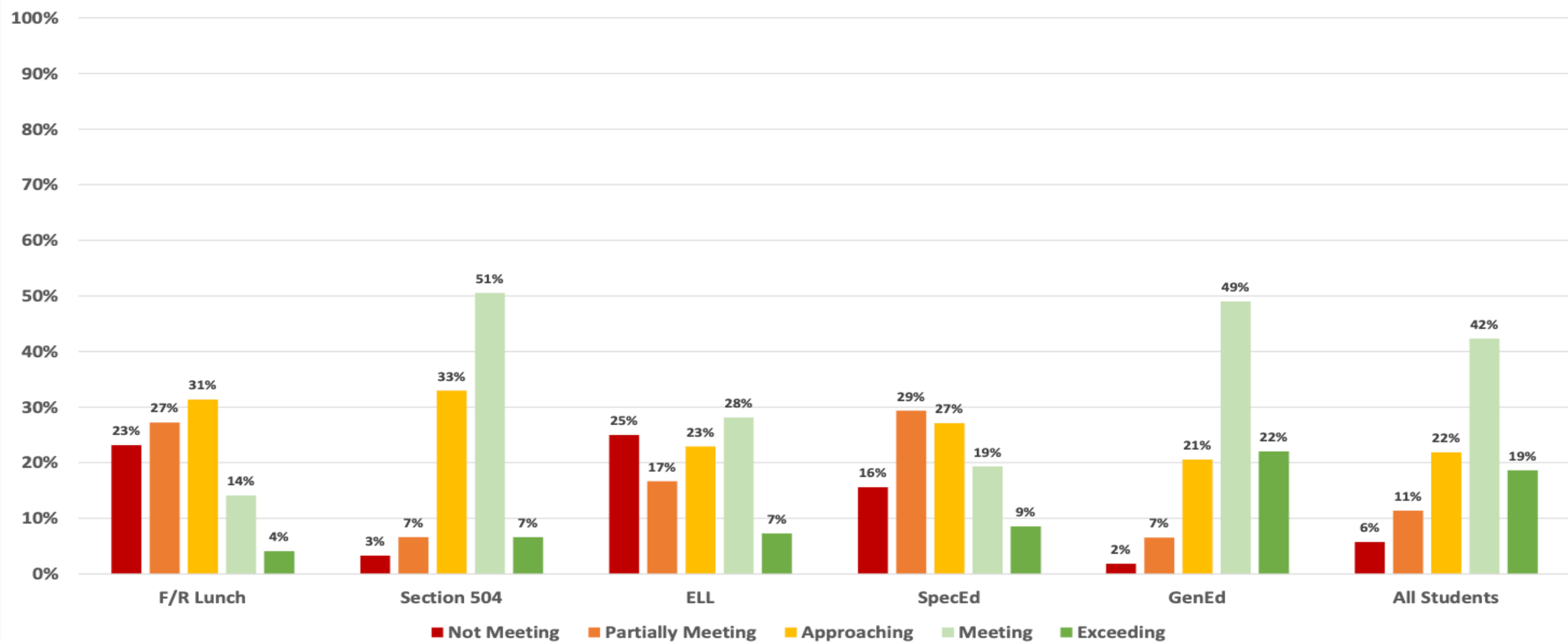


PRINCETON

2021-22 Spring NJSLA by Subgroup Program

Mathematics

Distribution by Achievement Level (All Grades)



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 Benchmarking
 - Professional Development around launch of Math Workshop

- **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

Next Steps for Elementary Math Support

- K-5
 - 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
 - Launch of math workshop model to support differentiation in general education classroom settings
 - Bridges Intervention math program to support students in Tier 2 and Tier 3 AIS settings
 - Undergo a Mathematics program evaluation to further identify areas of strength and areas for growth in instructional resources, standards alignment, and best practices

Areas of Strength and Areas for Growth 6-12

- **Strengths**

- Consistent performance above state levels in the categories of meeting and exceeding expectations
- Increased curricular infrastructure and support for students and educators
 - PAWS
 - District Benchmarks 6-12
 - Standards progression review
 - Middle school curricula rewritten for integration of 6-8 standards

- **Growth areas**

- Increase the comprehension and proficiency levels of students meeting and exceeding expectations
- Increase the use of prior grade-level standards and the standards of mathematical practices for lesson planning
- Increase opportunities for vertical and horizontal across grade levels
- Increase use of qualitative data to identify and gauge student comprehension

Next Steps for Secondary Math Support

- Secondary 6-12
 - Undergo a Mathematics program evaluation to further identify areas of strength and areas for growth in instructional resources, standards alignment, and best practices
 - Use department meeting time to:
 - Map prior grade-level standards and skills to current curriculum
 - Review classroom quantitative and qualitative data for pacing of instructions and student support
 - Ensure there is a coherent sequence of standards across Pre-Algebra and Algebra I
 - Focus on Pedagogy:
 - Department Book Study
 - Professional Development for grades 6-8 on the Math Workshop model with Jennifer Lempp
 - Launch of Math Workshop model to support differentiation in middle school general education classroom settings



Thank you!