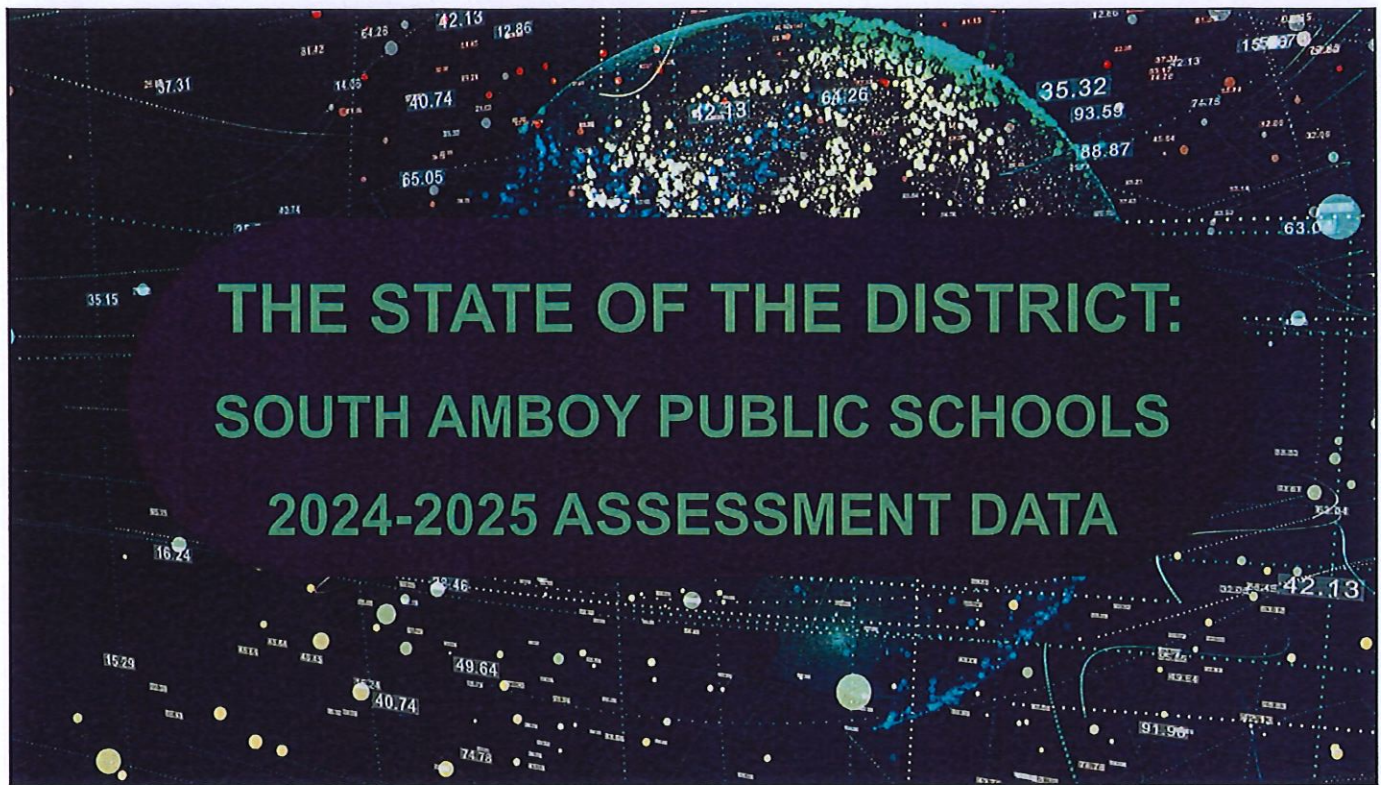
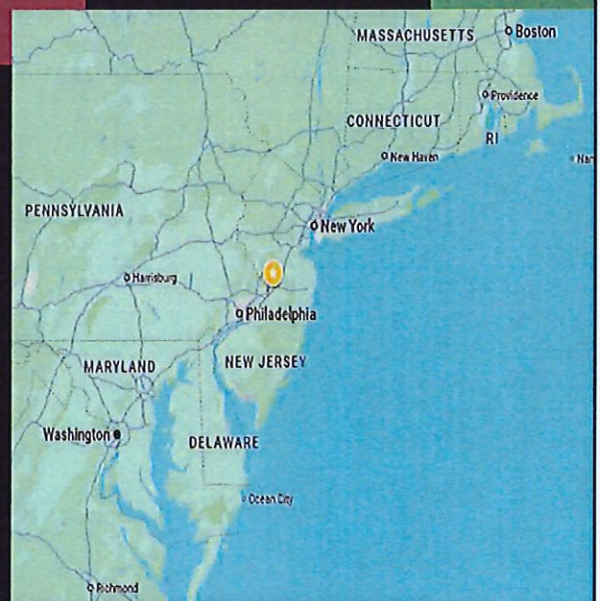




DISTRICT SATELLITE VIEW

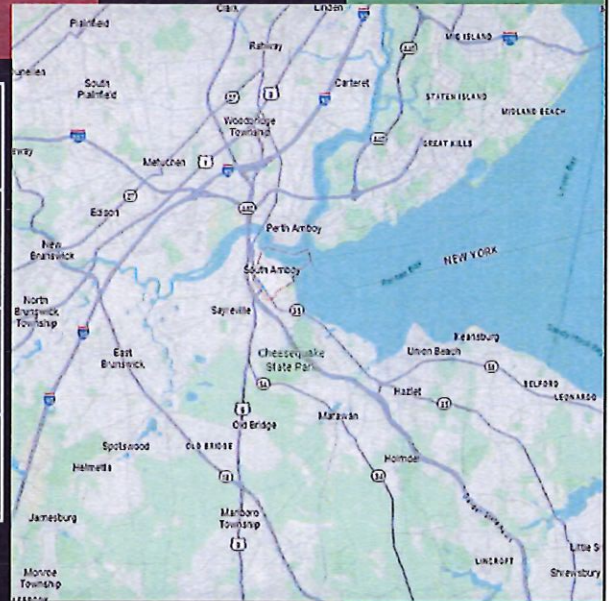
District 2024-2025 NJSLA Performance	
Did Not Meet Expectations	Met Expectations
72.33%	27.67%



DISTRICT SATELLITE VIEW

District 2024-2025 NJSLA Performance

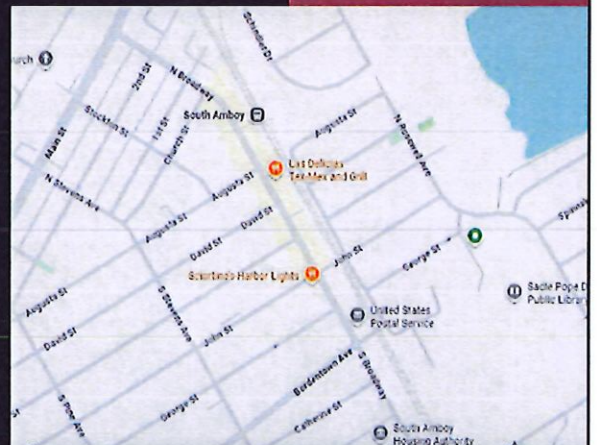
	Did Not Meet Expectations	Met Expectations
ELA	68.71%	31.29%
Math	75.9%	24.1%



DISTRICT SATELLITE VIEW

District 2024-2025 NJSLA Performance

	Did Not Meet Expectations	Met Expectations
ELA Elem.	63%	37%
ELA M/HS	72.46	27.54
Math Elem.	66.96	33.04
Math M/HS	81.77	18.23



SCHOOL SATELLITE VIEW

	Did Not Meet Expectations	Met Expectations
Gr 3 ELA	67.57	32.43
Gr 4 ELA	58.67	39.73
Gr 5 ELA	61.25	38.75
Gr 3 Math	58.67	41.33
Gr 4 Math	74.67	35.93
Gr 5 Math	67.50	32.50



SCHOOL SATELLITE VIEW

	Did Not Meet Expectations	Met Expectations
Gr 6 ELA	76.47%	23.53%
Gr 7 ELA	71.87%	28.13%
Gr 8 ELA	69.44%	30.56%
Gr 6 Math	79.41%	20.59%
Gr 7 Math	70%	30%
Gr 8 Math	98.15%	1.85%
Alg. 1 (8)	70%	30%



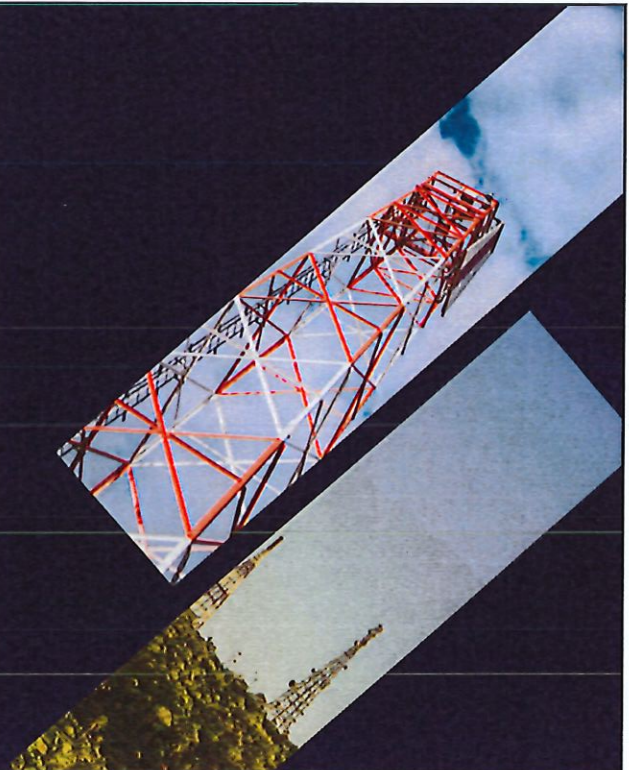
SCHOOL SATELLITE VIEW

	Did Not Meet Expectations	Met Expectations
Gr 9 ELA	70.67%	29.33%
Alg 1	94.29%	5.71%
	Did Not Meet Expectations	Met Expectations
NJGPA ELA	14.9%	85.1%
NJGPA Math	34.1%	65.9%



SY 25 V SY 24 SATELLITE VIEW

2025 v 2024 Performance	
District Wide	.62% Decrease
ELA District	.99% Decrease
Math District	.26% Decrease
ELA Elem.	1.8% Increase
ELA M/HS	2.49% Decrease
Math Elem.	3.68% Increase
Math M/HS	2.31% Decrease



SY 25 V SY 24 SATELLITE VIEW



2025 v 2024 Performance	
Grade 3 ELA	2.7% Increase
Grade 3 Math	1.33% Increase
Grade 4 ELA	.22% Increase
Grade 4 Math	8.81% Decrease
Grade 5 ELA	2.96% Increase
Grade 5 Math	15.66% Increase

SY 25 V SY 24 SATELLITE VIEW

2025 v 2024 Performance	
Grade 6 ELA	10.54% Decrease
Grade 6 Math	8.89% Decrease
Grade 7 ELA	2.41% Increase
Grade 7 Math	4.65% Increase
Grade 8 ELA	8.2% Increase
Grade 8 Math	4.64% Decrease



SY 25 V SY 24 SATELLITE VIEW

2025 v 2024 Performance	
Grade 9 ELA	8.33% Decrease
Alg. 1	8.33% Decrease
NJGPA ELA	2.1% Decrease
NJGPA Math	26.4% Increase

**Next Steps and
Strategies**



NJSLA-A

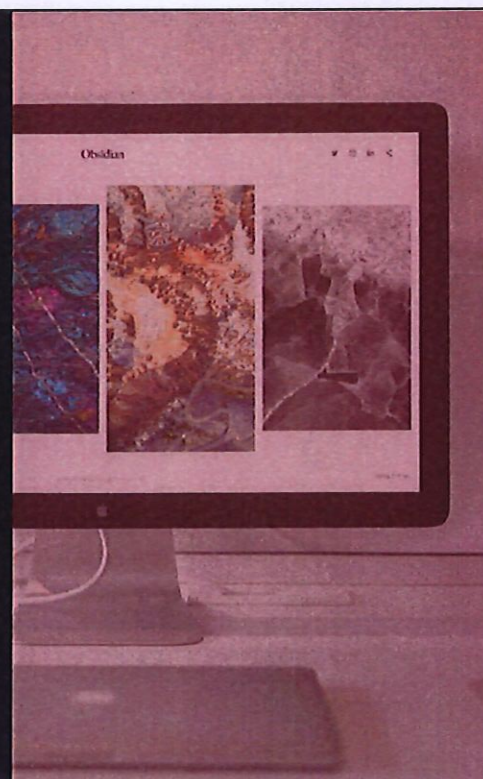
On August 13, 2025 the NJDOE announced a new assessment to replace the NJSLA, in partnership with Cambium Assessment, Inc. (CAI), is pleased to announce the launch of the New Jersey Student Learning Assessments-Adaptive (NJSLA-Adaptive) and the New Jersey Graduation Proficiency Assessment-Adaptive (NJGPA-Adaptive). These assessments will be aligned with the New Jersey Student Learning Standards (NJSLS) for ELA and Mathematics.

All schools in New Jersey will participate in a field test and only students in the following will take the test:

- NJSLA-Adaptive
 - English Language Arts (ELA)
 - Students currently enrolled in grades 4-10.
 - Mathematics
 - Students currently enrolled in grades 4-9; and
 - Students who were enrolled in Algebra 1, Geometry, or Algebra 2 in the 2024-2025 school year.
- NJGPA-Adaptive
 - ELA
 - Students currently enrolled in grade 11.

District Writing Initiative

- All subjects will participate in the initiative. That is inclusive of ELA, Math, Science, Social Studies, Fine, Visual, and Performing Arts, and Health and PE.
- Students will benefit from the initiative in each subject based on the following:
 - ELA
 - Enhances interpretation of literature through organized analysis and evidence.
 - Reinforces grammar, vocabulary, and conventions in authentic contexts.
 - Math
 - Improves clarity of reasoning by explaining problem-solving steps in words.
 - Strengthens precision through correct use of mathematical vocabulary.
 - Encourages logical organization in multi-step problem explanations.
 - Science
 - Reinforces precision with scientific terminology and conventions.
 - Develops expression by connecting data to real-world explanations.
 - Social Studies
 - Strengthens argumentation using evidence from primary/secondary sources.
 - Builds expression by analyzing multiple perspectives and historical context.
 - Reinforces academic conventions in research and civic writing.
 - Fine, Visual, and Performing Arts
 - Enhances reflection and critique of creative work using precise vocabulary.
 - Builds expression by articulating artistic choices and intent.
 - Health & Physical Education
 - Strengthens expression through personal reflections on health goals and fitness progress.
 - Builds knowledge of conventions by applying accurate health/PE terminology.





Professional Development Support

- Math
 - Innovamat Focus on Math Journeys: 4 Teachers in ES will work on implementing a new intervention program.
 - Innovamat Coaching Cycle Visits: 4 Teachers in the ES and MHS will focus on Tier 2 and Tier 3 interventions within the classroom.
 - SAVVAS (enVision): 1 Full Day and 2 Half Days
- ELA
 - New Jersey Teacher to Teacher: Informational Text Reading.
 - ES- 5 Full Days
 - MHS 2 Full Days and 2 Half Days
- District
 - New Jersey Teacher to Teacher: Data Analysis and Planning
 - ES - 2 Full Days and 2 Half Days
 - MHS - 2 Full Days and 1 Half Day
 - Topics from ESS
 - Transition Resets
 - Language of Behaviors
 - Improving Classroom Culture for Student Learning & Wellbeing
 - The Power of Play

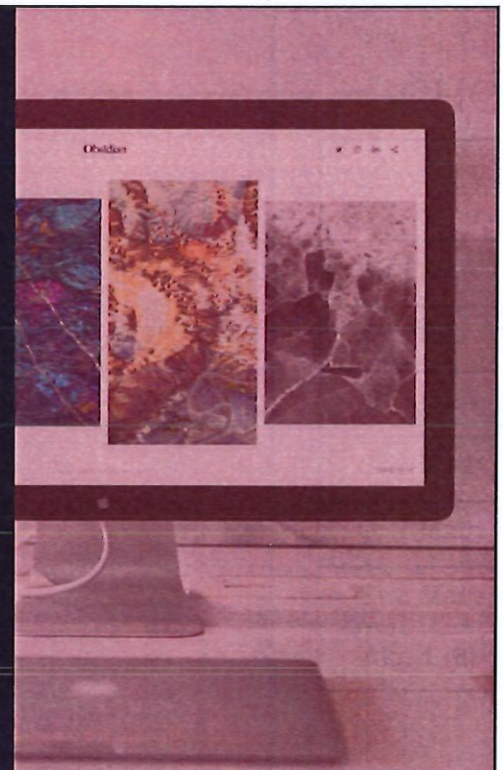
Targeted Discussions, Walkthroughs, and Observations

CPP and Faculty Meetings

- Review of Writing Prompts and Focus Areas
- Calibration Activities to make sure the same lens is being used when assessing.

Danielson FFT Walkthrough and Observation Focus

- Domain 2: Classroom Environment
 - Word walls, anchor charts, or sentence stems supporting academic vocabulary and conventions.
 - Student work displayed showing clear writing expectations (rubrics, exemplars, drafts, revisions).
 - Evidence of a respectful environment where students feel safe to share ideas in writing.
- Domain 3: Instruction
 - Teacher modeling of writing strategies (think-alouds, mentor texts, annotated examples).
 - Students engaged in writing tasks that require expression of ideas, not just recall.
 - Use of writing across disciplines (science lab reports, math explanations, social studies essays).
 - Clear connections between speaking/listening activities and written expression (discussion → writing).
 - Feedback focused on both content (expression/clarity of ideas) and conventions (grammar, usage)
- Domain 4: Professional Responsibilities
 - Evidence of collaborative planning for writing across subject areas.
 - Use of student writing samples to inform instruction.
 - Reflection on effectiveness of strategies that support written expression and language use.



Focus on ATTENDANCE

"Do the difficult things while they are easy and do the great things while they are small. A journey of a thousand miles must begin with a single step."

Lao Tzu

- Elementary School Student Chronic Absenteeism was 13.44% for the 24-25 school year.
- Middle/High School Student Chronic Absenteeism was 15.63% for the 24-25 school year.
- Staff Chronic Absenteeism was 12.32% for the 24-25 school year.



THANK YOU

