

# “State of the Schools” Presentation October 16, 2024

Mr. Robert Rotante and Dr. Laura Godlesky  
Assistant Superintendents of Schools

Student Population Changes/Demographic Shifts Over Last two years

Subgroup	June 2022		June 2024	
Total Students	7,542		7,758 (*Currently 7,379)	
Subgroup	# of Students	% of Students	# of Students	% of Students
Asian	228	3.0%	214	2.8%
Black	444	5.9%	480	6.3%
Hispanic	1,873	24.8%	2,516	33.1%
White	4,791	63.5%	4,133	54.4%
Economically Disadvantaged	2,120	28.1%	2,776	36.5%
Special Education	1,248	16.5%	1,204	15.9%
English Language Learner	422	5.6%	751	9.9%
In District Less than 1 Year (Grades 1-12)	225	3.0%	327	4.3%

# **REQUIRED State Assessments**

## **New Jersey Student Learning Assessments (NJSLA)**

- English Language Arts (ELA) - Students in Grades 3 - 9
- Mathematics - Students in Grades 3 - 9
- Science - Students in Grades 5, 8 and 11

## **New Jersey Graduation Proficiency Assessment (NJGPA)**

- Required for all Juniors to take the NJGPA
- 1st pathway requirement for graduation - Class of 2025

## **Dynamic Learning Maps (DLM)**

- Administered to Identified Special needs students in Grades 3-8 and 11 in ELA, Math and Science for which general state assessments are not appropriate

## **ACCESS for ELL's**

- Administered to all students identified as ELL/ML students

# **Additional District Assessments**

## ***Elementary School***

### **English Language Arts:**

- **Amira Dyslexia Screener** (K-5; 3x / year)
- **HMH Growth Measure** (2-5; 3x / year)
- **Linkit Benchmarks** (3-5; 3x / year)
  - Standards-Based Digital Assessment
- **IXL Snapshots** (1-5; 3x / year)
  - Real-time diagnostics to help pinpoint students' grade-level proficiency in key math and English language arts strands
- **Module Writing Tasks** (1-5; 3x / year)
- **Fountas and Pinnell** (as needed for I&RS or specific progress monitoring)

### **Mathematics:**

- **IXL Snapshots** (1-5; 3x / year)
  - Real-time diagnostics to help pinpoint students' grade-level proficiency in key math and English language arts strands
- **Math Facts Fluency** (3x / year for 1-5; 2x / year for K)
  - Assesses students' ability to quickly and accurately relate basic math facts (3x / year for 1-5; 2x / year for Kindergarten)
- **Linkit Benchmarks** (3-5; 3x / year)
  - Standards-Based Digital Assessment
- **Benchmark Testing** (K-2 mandatory; 3-5 optional; 4x / year)

# **Additional District Assessments**

## ***Middle and High School***

### **Middle School**

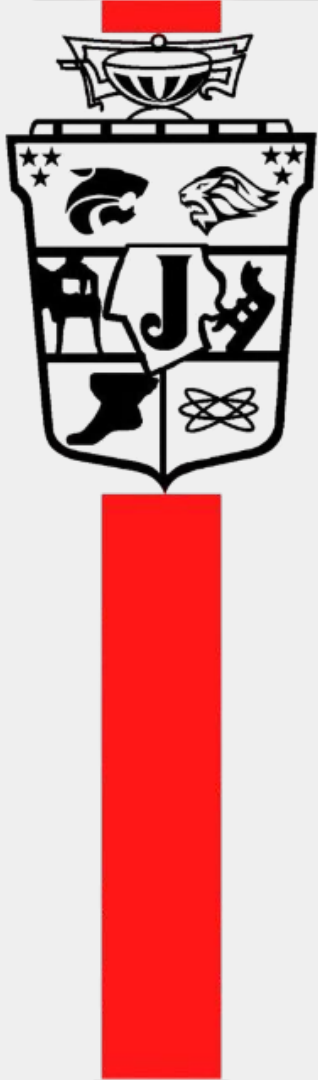
- **IXL Snapshots in ELA and Math (6-8; 3x / year)**
  - Real-time diagnostics to help pinpoint students' grade-level proficiency in key math and English language arts strands
- **Linkit Benchmarks (6-8; 3x / year)**
  - Standards-Based Digital Assessment in ELA and Math

### **High School**

- **IXL Snapshots in ELA 9 and Algebra 1 (3x / semester)**
  - Real-time diagnostics to help pinpoint students' grade-level proficiency in key math and English language arts strands
- **Linkit Benchmarks in Alg1/Geom/Alg2 and English 1-4 (3x / semester)**
  - Standards-Based Digital Assessment
- **AP Tests**
  - Standardized exams designed to measure how well you've mastered the content and skills of a specific AP course

**JACKSON TOWNSHIP SCHOOL DISTRICT'S**  
**2024 AP EXAMS - STUDENTS ACHIEVING '3' OR HIGHER**

Math/Sciences				Humanities			
	# Taking Test	3 or Better	% 3 or Better		# Taking Test	3 or Better	% 3 or Better
Calculus AB	45	31	68.9%	English Lang	79	45	57%
Calculus BC	21	19	90.5%	English Lit	15	14	93%
Comp. Science A	22	17	77%	US Government	48	42	87.5%
Comp. Science Principles	19	16	84.2%	US History	50	45	90%
Statistics	62	26	41.9%	World History	11	9	81.8%
Biology	53	31	58.5%	Psychology	138	56	40.6%
Chemistry	56	50	89.3%	Macro/Micro	64	27	42%
Physics	31	22	71%	Studio Art	*	*	75%
Environ. Science	26	17	65.4%	Music Theory	*	*	22.2%
<b>491 scores that were 3 or better!</b>				Drawing	25	24	96%
				Spanish	*	*	100%



# Spring 2024 NJSLA Results

# JACKSON SCHOOL DISTRICT'S 2024 NJSLA ADMINISTRATION

## PERCENTAGE SCORING “4” or Better

### MEETING or EXCEEDING EXPECTATIONS

	English Language Arts		Mathematics	
	District	State	District	State
Grade 3	27.7%	43.6%	42.8%	47.5%
Grade 4	33.4%	50.8%	35.5%	44.9%
Grade 5	47.4%	52.2%	44.4%	40.2%
Grade 6	45.5%	53.2%	32.1%	36.2%
Grade 7	48.0%	54.0%	36.3%	37.5%
Grade 8	51.5%	52.9%	28.1%	19.5%
Grade 9	45.5%	58.0%		
Algebra 1 (all)			39.2%	39.5%
Geometry			58.9%	49.0%
Algebra 2			87.5%	58.9%

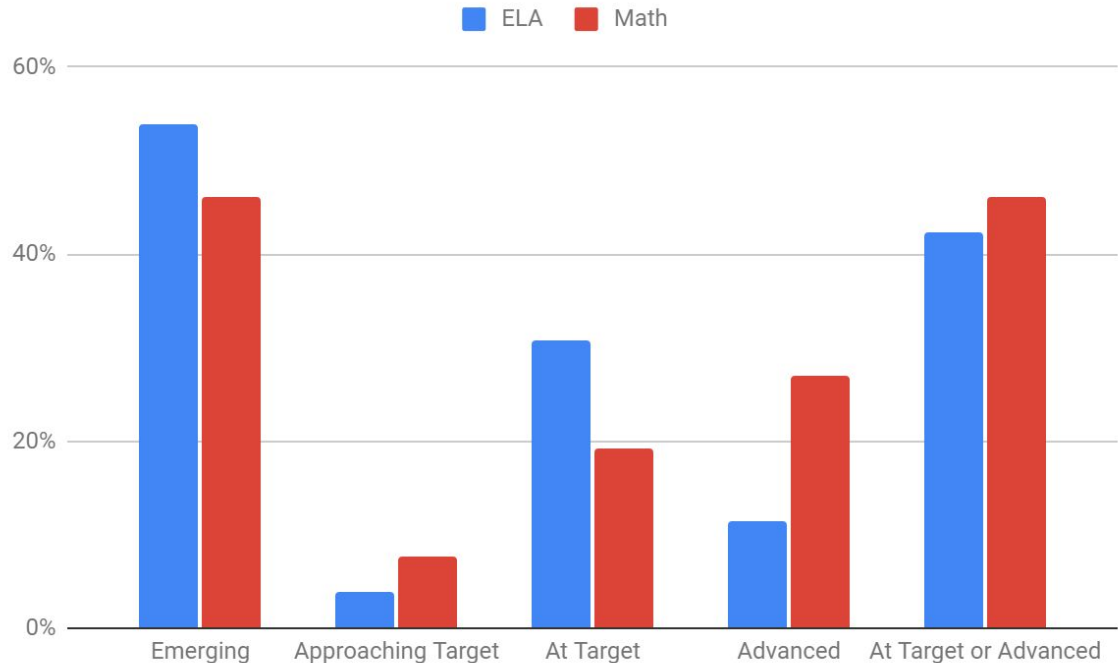
**JACKSON SCHOOL DISTRICT'S 2024 NJSLA ADMINISTRATION  
PERCENTAGE SCORING “3” or Better  
MEETING or EXCEEDING EXPECTATIONS**

	Science	
	District	State
Grade 5	19.3%	27.5%
Grade 8	11.1%	18.8%
Grade 11	18.7%	28.1%

# JACKSON SCHOOL DISTRICT'S 2024 DLM ADMINISTRATION PERCENTAGE SCORING “At Target or Advanced”

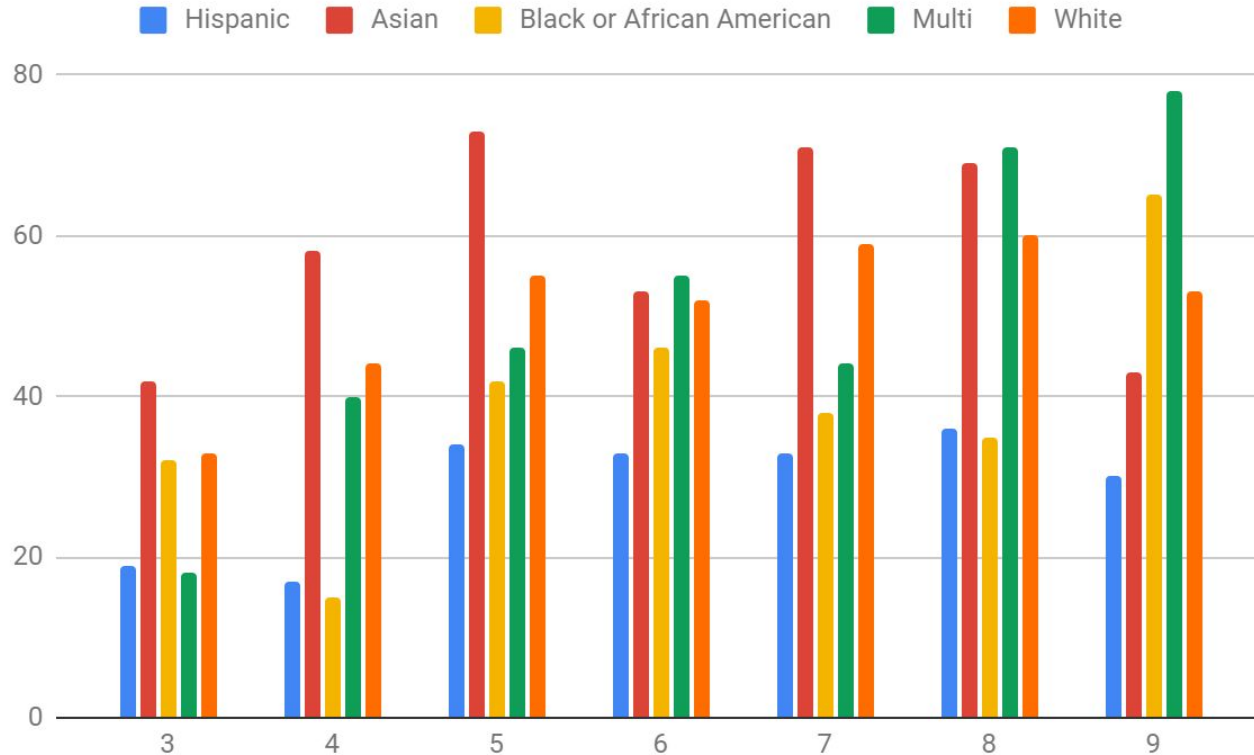
	District
ELA	42.3%
Math	46.15%
Science	*

\*Science cannot be reported due to *n* size



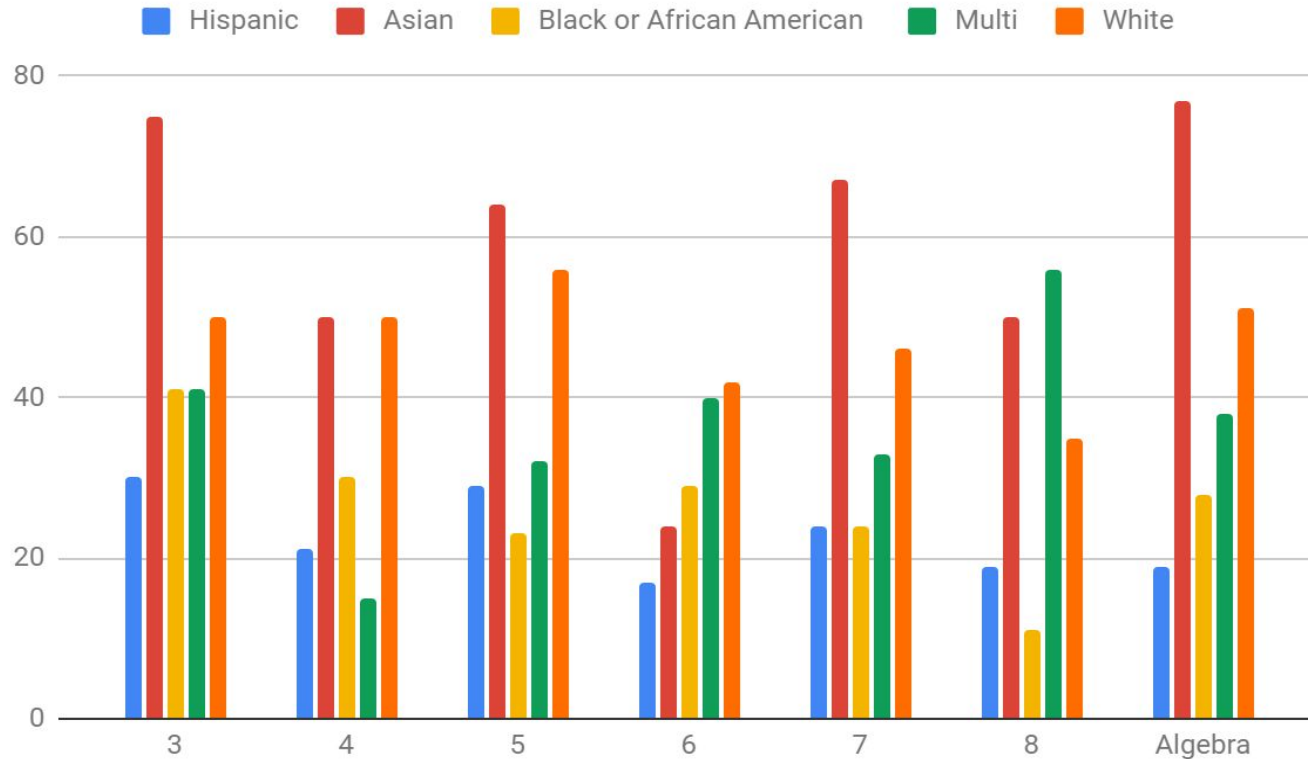
# 2024 NJ SLA - ELA - Ethnicity Data

## Percentage of students meeting or exceeding expectations



# 2024 NJ SLA - Math - Ethnicity Data

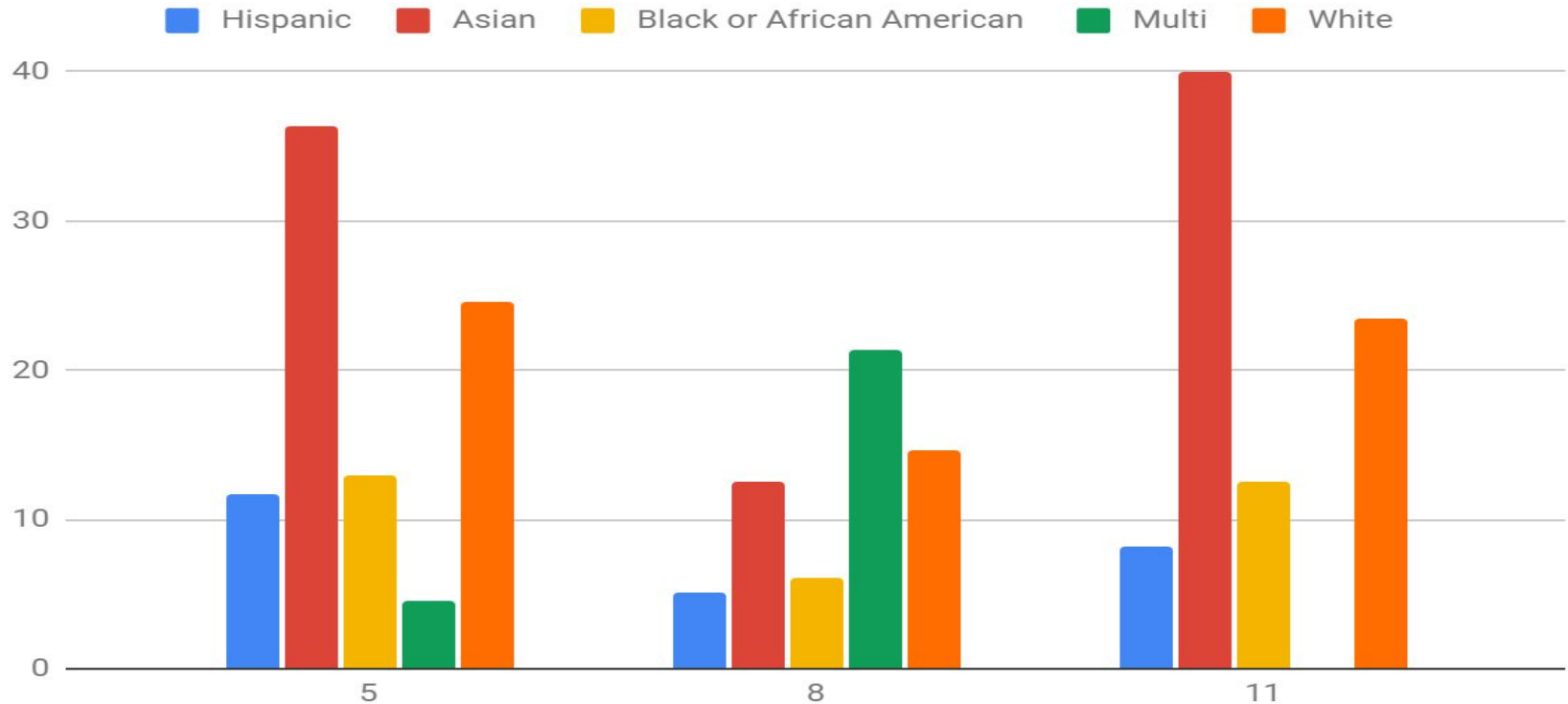
## Percentage of students meeting or exceeding expectations



\*\*Geometry &  
Algebra II cannot be  
reported due to  $n$  size

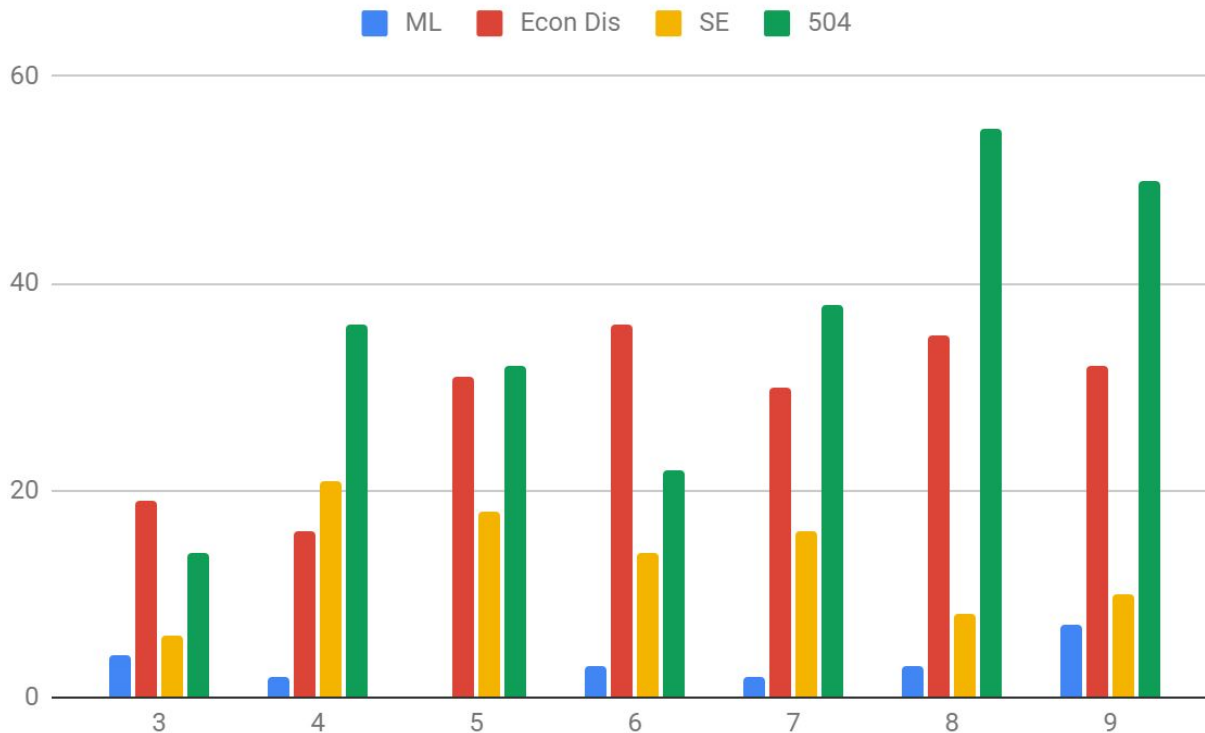
# 2024 NJ SLA - Science- Ethnicity Data

## Percentage of students meeting or exceeding expectations



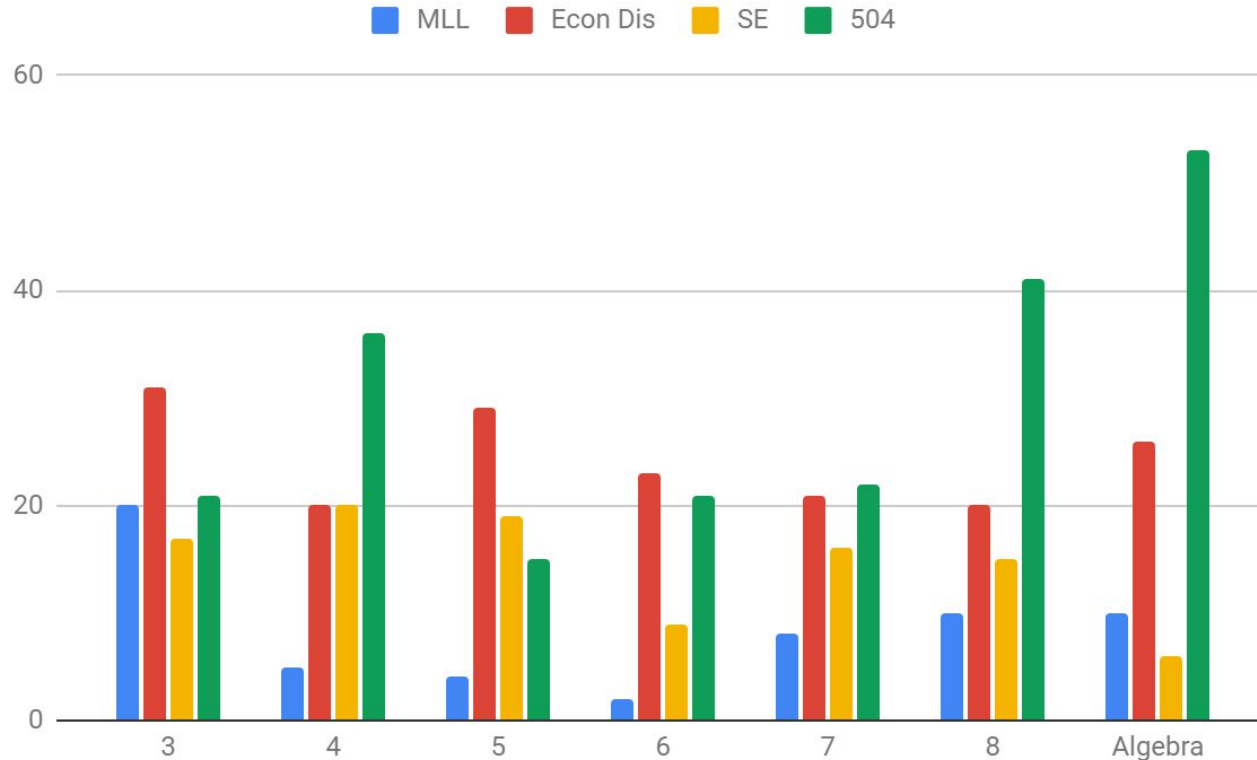
# 2024 NJ SLA - ELA - Subgroups

## Percentage of students meeting or exceeding expectations



# 2024 NJ SLA - Math- Subgroups

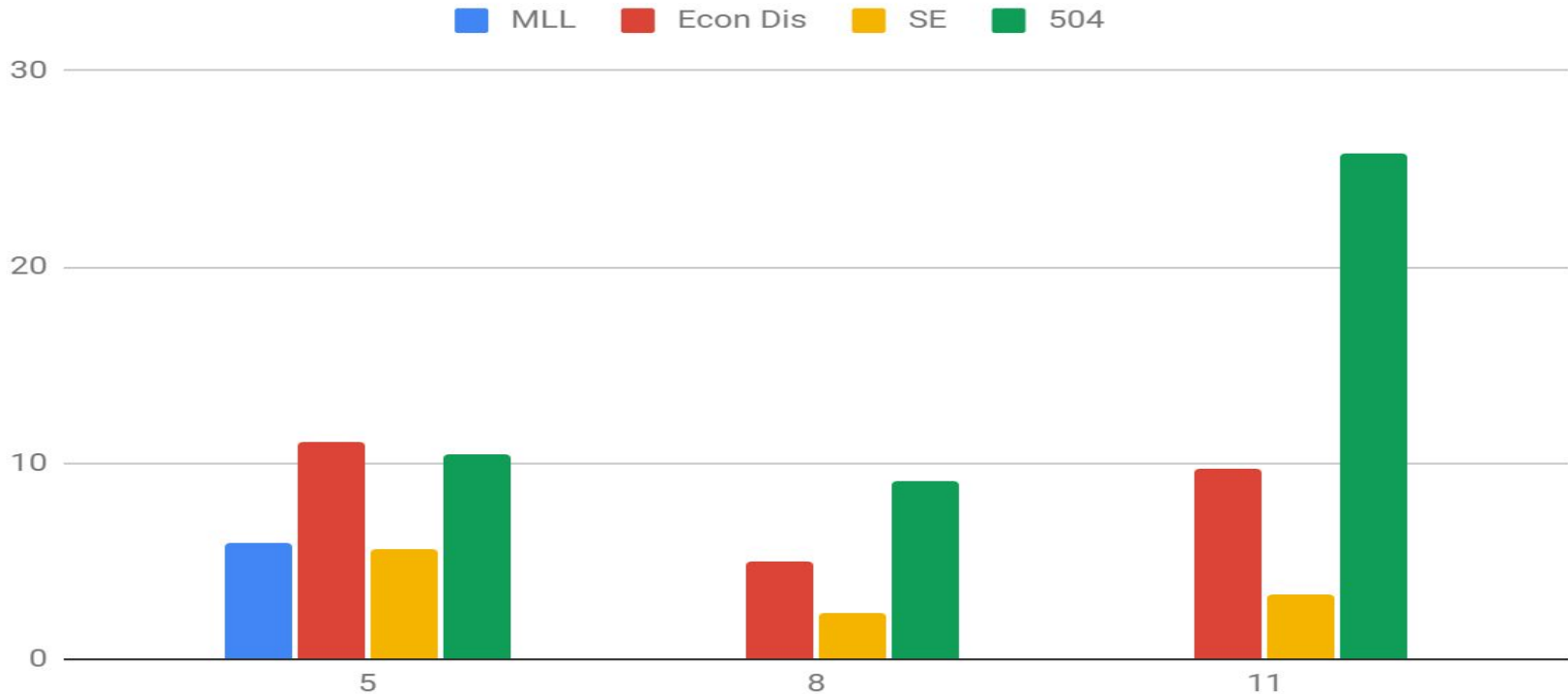
## Percentage of students meeting or exceeding expectations



\*\*Geometry &  
Algebra II cannot be  
reported due to  $n$  size

# 2024 NJ SLA - Science- Subgroups

## Percentage of students meeting or exceeding expectations



# **Intervention Strategies / Next Steps Elementary and Middle School ELA**

- Adoption of new textbook series- HMH
- Updated Read 180 Program
- Ongoing PD as part of the HMH textbook adoption and Read 180 upgrades
- Increased differentiation with the resources available within the new curricular resources
- Revised Curriculum to meet the new 2023 ELA Learning Standards
- Use of ELA interventions in push in and pull- out settings
- Continued use of IXL for Data Collection and differentiated instruction

# Intervention Strategies / Next Steps

## High School ELA

- The addition of IXL for grade 9 to collect data and support differentiation
- The implementation of a NJGPA Skills class to support students who need to pass the NJGPA
- Targeted professional development for the improvement of writing
- Teacher participation in the the TCNJ Professional development series-  
<https://tpd.tcnj.edu/>
- Piloting the HMH and Savas textbook series
- The implementation of teacher coaches at both high school to support new curriculum and technology and further improve instruction
- The implementation of new ELA curriculum to meet the new 2023 NJ Learning Standards
- The implementation of LinkIt Benchmarks to use data in instructional planning

# **Intervention Strategies / Next Steps**

## **Elementary / Middle School Math**

- Focused instruction during WIN groups
- Focus on pre-teaching grade level content in Math Lab (supplemental support class)
- Provide supplemental support for multilingual learners after school
- Focus on conceptual understanding strategies in the classroom
- Adopt New MS Specific Math curriculum and resource (EdGems) upgrading Tier I and II supports in the classroom
- Continued use of IXL for Data Collection and differentiated instruction

# Intervention Strategies / Next Steps

## High School Math

- The addition of IXL for grade 9 to collect data and support differentiation
- The implementation of a NJGPA Skills class to support students who need to pass the NJGPA
- Targeted professional development
- Implementation of new textbook series – enVision AGA
- Implementation of Math Tutors through Targeted Support & Improvement (TSI) Grant
- The implementation of LinkIt Benchmarks to use data in instructional planning

# Intervention Strategies / Next Steps Science

- Have HS teachers visit and share about Honors classes and academies–inspire students to engage in more rigorous curriculum and courses
- Send home letter to students/ parents reminding them what we use the assessment results for so that the assessment is more meaningful for students
- Continue to use curriculum aligned NJSLA sample questions as warm ups in class
- Review of scheduling to brainstorm ways to incorporate more science instructional time



While we have challenges, we have an even stronger resolve to ensure that our students grow in scholarship, character and initiative!

Great things are happening in our classrooms EVERY DAY and our students are emerging as talented artists, leaders, athletes and students who excel and grow in countless ways.

We are engaging in a rigorous strategic planning initiative to ensure that our students continue to have access to programs that help them grow and develop.

**We will continue to put students first, always.**

*Thank You*

JACKSON



SCHOOL DISTRICT