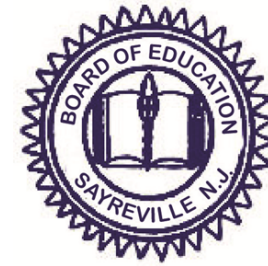




***Sayreville Public Schools***  
***Vision 2030***

P.O. Box 997  
Sayreville, New Jersey 08871  
Phone: 732-525-5200  
Fax: 732-727-5769



**Dr. Richard R. Labbe, Superintendent of Schools**  
**Mr. David Knaster, Assistant Superintendent**

**Mr. Eric Glock-Molloy, Assistant Superintendent**  
**Ms. Erin Hill, Business Administrator/Board Secretary**

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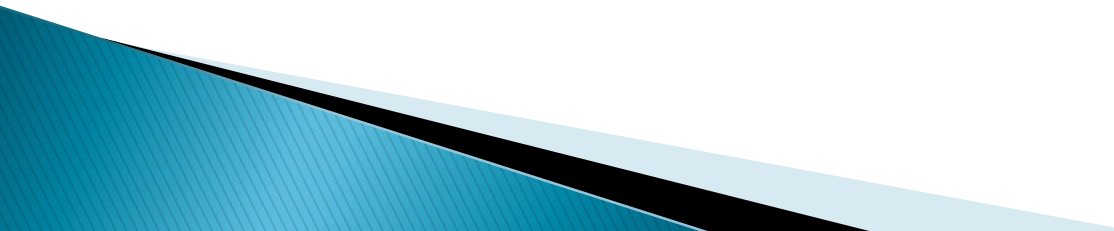
# 2023 Sayreville Public Schools State of the Schools Address

Presented by: Dr. Labbe, Ms. Hill, & Mr. Glock-  
Molloy

**Tuesday, October 17, 2023**

***“Innovate to Accelerate!”***

# 2023 State of the Schools Address

- ▶ 2023–2027 Strategic Action Plan – Kean University
  - ▶ Overview & 2022–23 Accomplishments – Dr. Labbe
  - ▶ 2022–23 Goal Achievement Review & 2023–24 Goals – Dr. Labbe
  - ▶ 2024–25 Budget Development Calendar – Ms. Hill
  - ▶ 2022–23 Final HIB Ratings – Mr. Glock–Molloy
- 

# OVERVIEW

- ▶ Purpose – To provide the school community with the current level of thoroughness and efficiency of our educational programs, services, and business operation.

# 2023–2027 Final Vision 2030 Strategic Action Plan



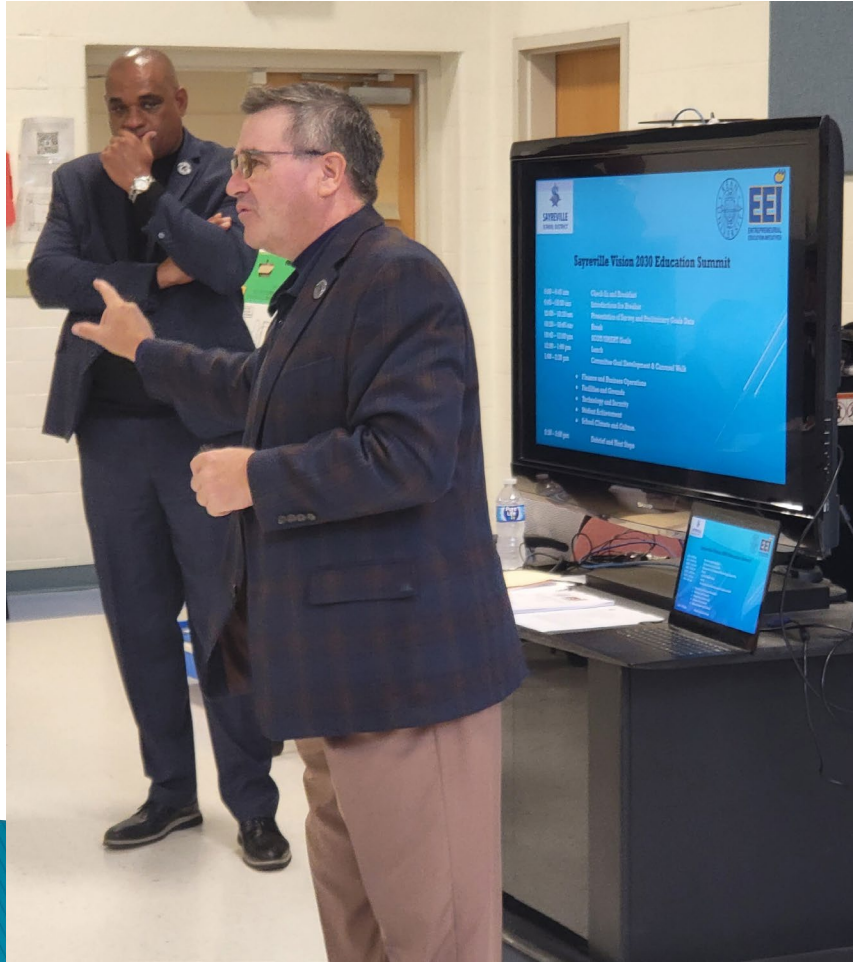
- ▶ Vision 2030 was developed and adopted by the Sayreville BOE in the spring of 2014 for the purpose of ensuring that the then kindergarten students would be equipped with the hard and soft skills to be happy, productive, and contributing members of society once they graduate from college in 2030.
- ▶ Kindergartners are now 10<sup>th</sup> graders!
- ▶ We only have 3 years to finish our promise.
- ▶ BOE Retreat in July and Administrator Retreat in August to brainstorm goals.
- ▶ Community Survey in September
- ▶ Education Summit on September 30, 2023

# Thank you to the Vision 2030 Education Summit Participants!

- ▶ Dr. Edward Aguiles
- ▶ Lucille Bloom
- ▶ Audrey Burns
- ▶ Bridgette Burtt
- ▶ Timothy Byrne
- ▶ Doreen Consulmagno
- ▶ Nicole DelPopolo
- ▶ Lauren Gassman
- ▶ Eric Glock-Molloy
- ▶ Kim Grossman
- ▶ Erin Hill
- ▶ Chris Howard
- ▶ David Knaster
- ▶ James Kolmansperger
- ▶ Kathia Li
- ▶ Pam Lubeski
- ▶ Leidy Maldonado
- ▶ Mohammed Naveed
- ▶ Richard Nemshick
- ▶ Dawn Pace
- ▶ David Ritchie
- ▶ Tyneesah Stokes



# Sayreville Public Schools Strategic Plan 2023-2027



Dr. Brian Zychowski  
Mr. Jason Lester  
Kean University

# Major Accomplishments

- ▶ Passed Referendum!
- ▶ SAA Collective Bargaining Agreement.
- ▶ ESIP projects nearly completed.
- ▶ SPPA projects nearly completed.
- ▶ HVAC in all large spaces completed.
- ▶ SWMHS and Truman HVAC nearly completed.
- ▶ Parking expansion at Samsel.
- ▶ Repaved parking lot at Selover.
- ▶ 95% of busing performed by district.
- ▶ Bombers Beyond 18–21–Year–Old Program
  - Opened Bombers Beyond Café on 132 MainStreet in February
- ▶ Project Before at Selover
- ▶ Central Office at Samsel and new BOE Room.
- ▶ Increased AP assessment scores.
- ▶ Promising NJGPA ELA scores.

# 2022-23 Goals

## FINANCE

1. Secure funding for the recently passed Facility Improvement Referendum. **Achieved**
2. Secure funding for a new parking area at Samsel Upper Elementary School. **Achieved**
3. Secure funding for refurbishments to the Stadium area at the Sayreville War Memorial High School. **Strategically Delayed**
4. Secure funding for the lease purchase of more 54 passenger buses to continue the goal of the district handling all in district routes. **Achieved**
5. Secure funding to renovate of the current bus garage for the purpose of transforming it into a Buildings and Grounds Complex. **Strategically Delayed**
6. Work with the District's Financial Advisors on refunding of Series 2013 Bond. **Strategically Delayed**



# FACILITIES:

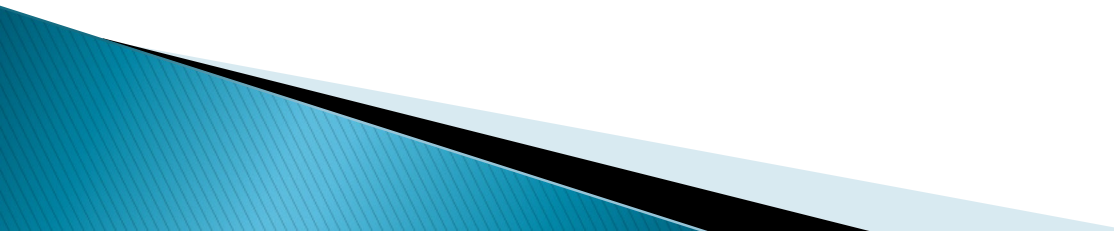
1. Prioritize projects from the recently approved Facility Improvement Referendum. **Achieved**
2. Add a new parking area at Samsel Upper Elementary School. **Achieved**
3. Refurbish the Stadium area at the Sayreville War Memorial High School. **Strategically Delayed**
4. Complete the addition of a new transportation complex on Cheesequake Road. **Strategically Delayed**
5. Renovate the current bus garage for the purpose of converting it to a Buildings and Grounds complex when the bus garage relocates. **Strategically Delayed**

## INFORMATION, TECHNOLOGY & OPERATIONS:

1. Develop and implement a multiyear updated district cybersecurity response plan and increase physical and digital network security. **Achieved**
  2. Budget for and upgrade of virtual server and network infrastructure. **Achieved**
  3. Continue expansion and upgrade of district and interagency communication (two-way radio and public announcement) systems. **Achieved**
- ▶ Budget for an additional Technology Integration Facilitator to meet expanding demand so that there is at least one facilitator dedicated to grades 6-12 instruction. **Strategically Reconceptualized**


# STUDENT ACHIEVEMENT:

## ELA

1. Students in Pre-K - 12th Grade will show improvement in their overall literacy skills as evidenced by:
    - a. 55% of the students in grade 8 meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment - ELA (2021-2022 baseline is 49.8%). **Not Achieved. 45.3% met expectations.**
    - b. 59% of the students in grade 5 meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment - ELA (2021-2022 baseline is 53.7%). **Not Achieved. 51% met expectations.**
- 

# STUDENT ACHIEVEMENT:

## MATH

1. Students in Pre-K- 12<sup>th</sup> Grade will show improvement in their overall mathematic skills as evidenced by:
    - a. 54% of the students enrolled in Middle School Algebra I meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment - Algebra I. (2021-2022 baseline is 48.3%). **Achieved. 54.85% met expectations**
    - b. 55% of the students enrolled in grade 4 meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment-Math (2021-2022 baseline is 49.3%). **Not Achieved. 53% met expectations.**
- 

## STUDENT ACHIEVEMENT:


1. Prepare a plan for increasing the possibility of a school being nominated for Blue Ribbon status. **In Progress**
2. Explore the implementation of virtual and/or augmented reality instruction across the curriculum. **Achieved**
3. Explore the addition of another world language, including but not limited to American Sign Language. **Achieved**
4. Increase the percentage of students with disabilities being appropriately educated in the least restrictive environment (general education setting) 80% of the day to over 45%. **Not Achieved**
  - ▶ Decrease the percentage of students with disabilities being educated in the least restrictive environment (general education setting) 40% of the day to less than 15% or less. **Achieved**

# CULTURE AND CLIMATE:

1. Decrease student behaviors that result in suspensions, particularly long-term suspensions as compared to the 2021-22 school year. **Achieved. Decrease by 8%**
2. Increase student attendance and decrease the number of students who are chronically absent from school as compared to the 2021-22 school year. **Achieved**
3. Increase minority student representation in Advanced Placement and Honors courses for the 2023-24 school year as compared to the 2022-23 school year. **Achieved**
4. Increase staff minority representation for the 2023-24 school year as compared to the 2022-23 school year. **Achieved**
5. Increase the retention of faculty and staff during the 2022-23 school year. **Achieved**

# 2023-24 Goals

## FINANCE:


1. Secure funding to finish the carport and rooftop solar panel projects at the high school by January 2025.
  2. Secure funding to purchase the remaining 54 passenger buses and minibuses needed for the district to perform 100% of bus routes in-district by September 2024.
  3. Secure funding to renovate the current bus garage for the purpose of transforming it into a Buildings and Grounds Complex by September 2024.
  4. Work with the District's Financial Advisors to monitor interest rates and refund the Series 2013 Bond by June 2024 if interest rates are favorable.
  5. Secure local and grant funding to continue to pay for Tier 2 and 3 mental health services.
  6. Secure a payment method for parents to pay fees and fines with credit cards by September 2024.
- 

# FACILITIES:

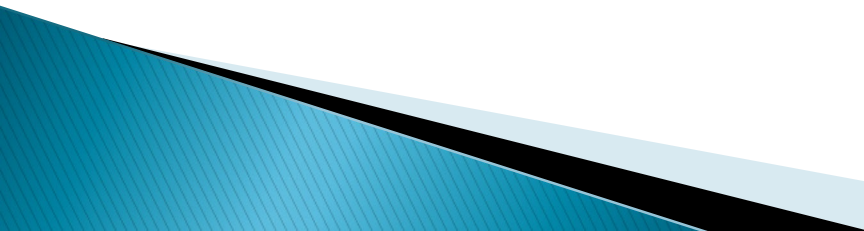
1. Complete the site development of a new transportation complex on Cheesequake Road by September 2024.
2. Complete Facility Improvement Referendum Bid Projects 1-3 and 6 by September 2024.
3. Finish the carport and rooftop solar panel projects at the high school by January 2025.
4. Explore parking area deficiencies at the Eisenhower School and the Sayreville Middle School and establish a plan of action by June 2024 to address those deficiencies.
  - ▶ Explore drainage problems at the high school Athletic Fields, Arleth School, and Samsel Upper Elementary School and establish a plan of action by June 2024 to address those deficiencies.




# INFORMATION, TECHNOLOGY & OPERATIONS:

1. Complete the upgrade of physical server and network infrastructure by June 2024.
  2. Upgrade the district network switching infrastructure by June 2024.
  3. Complete the expansion and upgrade of district and interagency communication (two-way radio and public announcement) systems by June 2024.
  4. Complete the installation of a new public address system at the Truman School by January 2024.
  5. Complete the effective implementation of district and individual school threat assessment teams, which includes the use of a software to assist in implementing threat assessment team procedures, particularly the development and maintenance of a threat list by June 2024.
  6. Secure funding for a new a new public address system at the Samsel upper Elementary School for installation by September 2024.
  7. Secure funding to expand virtual and/or augmented reality instructional programming in grades 6-8 by September 2024.
  8. Secure funding to construct and install an ESport Lab in the media center at the high school by September 2025.
  9. Secure funding to appoint appropriate staff in each school for Technology Integration Facilitator stipend positions for the 2024-25 school year.
- 

# STUDENT ACHIEVEMENT:

1. Students in Pre-K – 12<sup>th</sup> Grade will show improvement in their overall literacy skills as evidenced by:
    - a. 56% of the students in grade 9 meeting or exceeding expectations as measured on the 2024 New Jersey Student Learning Assessment - ELA (2022-2023 cohort baseline is 45.3%).
    - b. 54% of the students in grade 4 meeting or exceeding expectations as measured on the 2024 New Jersey Student Learning Assessment - ELA (2022-2023 cohort baseline is 43.6%).
  2. Students in Pre-K- 12<sup>th</sup> Grade will show improvement in their overall mathematic skills as evidenced by:
    - a. 65% of 11<sup>th</sup> grade students passing the 2024 New Jersey Graduation Performance Math Assessment (2022-23 baseline is 56.5%).
    - b. 45% of the students enrolled in grade 7 meeting or exceeding expectations as measured on the 2024 New Jersey Student Learning Assessment-Math (2022-2023 cohort baseline is 32.3%).
- 

3. Increase the percentage of students with disabilities being appropriately educated in the least restrictive environment (general education setting) 80% of the day to over 45% by June 2024.
  4. Effectively implement the Heggerty Phonics Program in grades K-1 by January of 2024.
  5. Develop and implement a district-wide science benchmark assessment for students in grades 4-11 by May 2024.
  6. Develop and implement a district-wide writing assessment for students in grades 3-10 by September 2024.
  7. Expand virtual and/or augmented reality instruction across the curriculum to grades 6-8 by September 2024.
  8. Select and secure funding for the implementation of a new special education alternative literacy development program by September 2024.
  9. Select and secure funding for the implementation of a new high school English language arts program by September 2024.
- 

## CULTURE AND CLIMATE:

1. Decrease violent and substance abuse related student behaviors that result in suspensions, particularly long-term suspensions as compared to the 2022-23 school year.
  2. Increase student attendance and decrease the number of students who are chronically absent from school as compared to the 2022-23 school year.
  3. Improve student learning and social and emotional development by addressing the diverse needs of students in grades 4-5 through the implementation of a diversity, equity, and inclusion youth advisory council by June 2024.
  4. Increase staff minority representation for the 2024-25 school year as compared to the 2023-24 school year through the creation of and action plan collaboratively developed by a diverse coalition of administrators, faculty, and support staff members.
- ▶ Expand leadership capacity within the next five years through the creation of a district and building leadership succession plan by June 2024.

# 2024–25 Budget Development Calendar

- **October 17, 2023 – State of the Schools Address**
- **December 8, 2023 – All Budget Data Due in CSI**
- **December 19, 2023 – Food Services Presentation**
- **January 2, 2024 – BOE Reorganization**
- **January 12, 2024 – Balanced Preliminary Budget Submitted to BOE**
- **January 16, 2024 – Schools and Curriculum & Instruction Presentations**
- **February 6, 2024 – Special Education and Athletics Presentations**
- **February 20, 2024 – Buildings & Grounds, Capital Projects, and Transportation Presentations**
- **March 5, 2024 – Technology and Personnel Presentations**
- **March 19, 2024 – BOE Approval of Preliminary Budget**
- **April 2, 2024 – Let the Children Lead**
- **May 7, 2024 – Public Hearing and BOE Adoption of Final Budget**

Dates subject to change based on Board Meeting Schedule Approved at January 2<sup>nd</sup> Reorganization Meeting

# Sayreville Public Schools

HIB Self-Assessment 2022–2023

# HIB–Anti Bullying Self–Assessment

- ▶ The Commissioner of Education is required to develop a program to grade each public school and school district's efforts to implement the *Anti–Bullying Bill of Rights Act* (ABR) (*N.J.S.A. 18A:17–46*).
- ▶ The ABR grade for each school will be determined primarily through a self–assessment of the school's implementation of the ABR using a tool titled *School Self–Assessment for Determining Grades under the ABR* (Self–Assessment ).

# HIB–Anti Bullying Self–Assessment

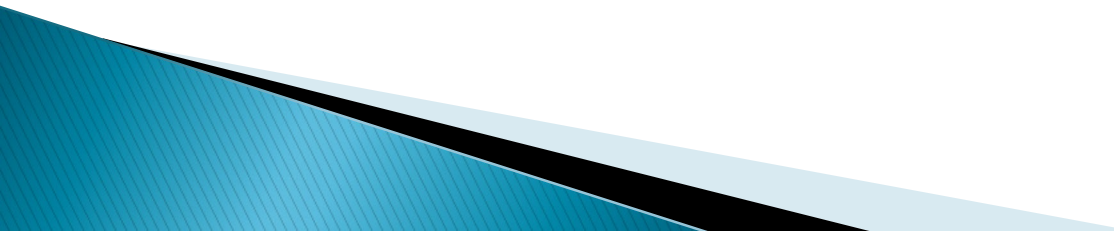
- ▶ The Self–Assessment must be made available for public comment and approved by the district board of education (BOE). The chief school administrator (CSA) will be required to certify the electronic submission of each school’s Self–Assessment and *Statement of Assurances*. The school district’s grade will be the average of the grades of each school in the district.
- ▶ The NJDOE will create *District and School Grade Reports* of the district–reported ratings for each core element for each school and for the school and district grades.



# HIB–Anti Bullying Self–Assessment

- ▶ Districts and schools are required to post the grades as follows:
  - Each school must post the grade received by the school and the school district on the homepage of the school’s website within 10 days of the NJDOE notification that the grades are available and must use the state *District and School Grade Reports* for posting on the appropriate websites.
- ▶ School district officials are required to review the school and school district grades with the BOE at a public meeting.

# HIB–Anti Bullying Self–Assessment

- ▶ The Self–Assessment includes eight core elements (identified immediately below) which address all of the ABR requirements for schools.
  - ▶ #1: HIB Programs, Approaches or Other Initiatives
  - ▶ #2: Training on the BOE–approved HIB Policy
  - ▶ #3: Other Staff Instruction and Training Programs
  - ▶ #4: Curriculum and Instruction on HIB and Related Information and Skills
  - ▶ #5: HIB Personnel
  - ▶ #6: School–Level HIB Incident Reporting Procedure
  - ▶ #7: HIB Investigation Procedure
  - ▶ #8: HIB Reporting
- 

# HIB–Anti Bullying Self–Assessment

## ▶ *Assigning the School Grade*

- A point value will be assigned to each indicator based on the selected rating category as follows:
  - Does not meet the requirements – 0 points
  - Partially meets the requirements – 1 point
  - Meets all requirements – 2 points
  - Exceeds the requirements – 3 points
- Each core element will receive a score based on the sum of the ratings for all indicators within a core element. The overall grade for each school will be reported as the sum of the subtotals of the eight core elements compared to the sum of the maximum score of 78. (For example, school X achieved a total score of 55 of 78 points.)

# HIB–Anti Bullying Self–Assessment

- ▶ Grading for school districts will include two scores:
  - The overall score to be provided by the DOE at a later date; and
  - The average of the total scores on the Self–Assessment from all schools in a school district.

# 2022-23 ABS/HIB SELF ASSESSMENT

SCHOOL	#1 out of 15	#2 out of 9	#3 out of 15	#4 out of 6	#5 out of 9	#6 out of 6	#7 out of 12	#8 out of 6	SCORE out of 78
SWMHS	13	9	13	5	9	6	12	6	73
SMS	11	8	13	6	8	6	12	6	70
SUES	13	8	14	6	7	6	12	6	72
Eisenhower	14	9	12	6	8	6	12	6	73
Arleth	13	9	13	6	9	5	12	6	73
Truman	15	8	15	6	9	6	12	6	77
Wilson	14	9	14	6	8	6	12	6	75
Project Before @ Cheesequake	13	9	14	6	8	6	12	6	74
Project Before @ Selover	13	9	14	6	8	6	12	6	74
<b>District Average</b>	<b>13</b>	<b>9</b>	<b>14</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>74</b>

#1: HIB Programs, Approaches or Other Initiatives

#2: Training on the BOE-approved HIB Policy

#3: Other Staff Instruction and Training Programs

#4: Curriculum and Instruction on HIB and Related Information and Skills

#5: HIB Personnel

#6: School-Level HIB Incident Reporting Procedure

#7: HIB Investigation Procedure

#8: HIB Reporting

# School's HIB Self-Assessment Comparison

School	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Arleth	64	67	69	69	71	70	72	72	73	73
Eisenhower	54	62	50	51	51	63	62	73	73	73
High School	68	70	77	75	76	73	72	72	73	73
Middle School	55	71	70	61	67	68	71	68	70	70
SUES	56	59	64	65	64	66	65	71	72	72
Truman	63	64	66	73	66	70	76	75	77	77
Wilson	64	68	54	75	75	75	75	75	75	75
Project Before @ Selover	N/A	N/A	N/A	N/A	N/A	N/A	74	N/A	74	74
Project Before @ Cheesequake	N/A	N/A	N/A	N/A	N/A	N/A	N/A	74	74	74

Maximum Possible Score 78

# 2022–2023 Preliminary Determination of HIB Reports

How many times was a preliminary determination made that an incident or complaint was outside the scope of the definition of HIB and did not need to be investigated as HIB?

School	22-23								
Arleth	12								
Eisenhower	0								
High School	1								
Middle School	3								
SUES	1								
Truman	2								
Wilson	0								
Project Before @ Selover	0								
Project Before @ Cheesequake	0								

All Sayreville Public Schools have a policy that permits the use of preliminary determination of HIB Reports. Policy 5512.G (<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=5512&id=630bb98a708d47a2a17485469269193d>)

# 2022–2023 Academic Year Data Presentation

Sayreville School District  
NJSLA  
NJGPA  
WIDA Access  
AP Exams



# 2022–2023 Results for AP

COURSE	AVERAGE	Received 3 or higher
AP Language and Composition	3.36	46/61
<i>AP Literature and Composition</i>	<i>3.91</i>	<i>33/36</i>
<i>AP US History</i>	<i>3.76</i>	<i>11/13</i>
<i>AP Spanish</i>	<i>3.36</i>	<i>10/11</i>
AP Psychology (APEX)	1.95	6/22
AP Art History	2.36	4/11
AP Government (APEX)	1.7	3/10
AP Comp Science A	2.60	13/23
AP Comp Sci Principles	2.86	13/22
<i>AP Calc AB</i>	<i>4.37</i>	<i>15/16</i>
<i>AP Calc BC</i>	<i>4.29</i>	<i>15/16</i>
<i>AP Stats</i>	<i>4.25</i>	<i>14/14</i>
AP Macroeconomics (APEX)	2.55	5/9
AP Microeconomics (APEX)	1.8	2/10
<i>AP BIO</i>	<i>3.95</i>	<i>22/24</i>
<i>AP Chem</i>	<i>3.86</i>	<i>15/15</i>
AP Environmental Sci	2.97	13/20

# Year by Year: Humanities

## ENG, HIST, SPAN, PSYCH, ART, AP GOV

COURSE	2019	2020	2021	2022	2023
AP Language and Composition	3.51	3.97	3.25	3.39	3.36
<i>AP Literature and Composition</i>	<i>3.09</i>	<i>3.64</i>	<i>2.65</i>	<i>3.56</i>	<i>3.92</i>
<i>AP US History</i>	<i>3.63</i>	<i>3.79</i>	<i>2.94</i>	<i>3.5</i>	<i>3.77</i>
<i>AP Spanish</i>	<i>3.0</i>	<i>3.33</i>	<i>2.78</i>	<i>2.82</i>	<i>3.36</i>
AP Psychology (APEX)	1.17	3.13	2.0	1.73	1.95
<i>AP Art History</i>	<i>2.33</i>	<i>2.58</i>	<i>1.77</i>	<i>2.08</i>	<i>2.36</i>
AP Government (APEX)	2.22	3.67	2.39	3.0	1.7

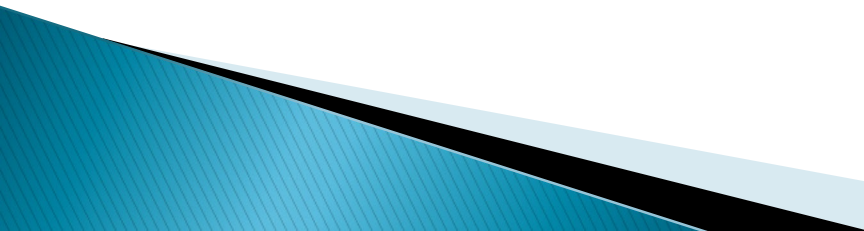
# Year by Year Comparison: Math/Comp Sci/Bus

COURSE	2019	2020	2021	2022	2023
AP Comp Science A	n/a	2.68	1.82	2.57	2.61
AP Comp Sci Principles	n/a	n/a	n/a	3.3	2.86
<i>AP Calc AB</i>	<i>3.41</i>	<i>3.24</i>	<i>2.67</i>	<i>3.18</i>	<i>4.38</i>
<i>AP Calc BC</i>	<i>4.21</i>	<i>4.24</i>	<i>3.57</i>	<i>3.67</i>	<i>4.3</i>
<i>AP Stats</i>	<i>3.81</i>	<i>4.11</i>	<i>2.92</i>	<i>3.54</i>	<i>4.26</i>
<i>AP Macroeconomics (APEX)</i>	<i>2.67</i>	<i>2.33</i>	<i>2.06</i>	<i>1.0</i>	<i>2.56</i>
AP Microeconomics (APEX)	3.0	3.0	1.63	2	1.8

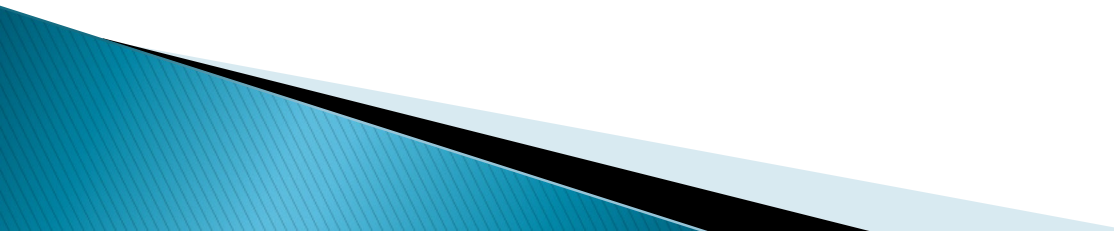
# Year by Year: Sciences

COURSE	2019	2020	2021	2022	2023
<i>AP BIO</i>	<i>3.4</i>	<i>3.64</i>	<i>2.77</i>	<i>2.8</i>	<i>3.96</i>
<i>AP Chem</i>	<i>3.38</i>	<i>3.75</i>	<i>2.79</i>	<i>3.79</i>	<i>3.87</i>
<i>AP Environment al Sci</i>	<i>3.47</i>	<i>3.64</i>	<i>2.79</i>	<i>2.51</i>	<i>2.98</i>

# AP Exam Action Steps

- ▶ Pivot to Edgenuity for web-based AP courses (French, US Govt Politics, Psychology) when available to provide students access to tutors and a more engaging experience.
  - ▶ Continue to provide AP Bootcamp in Summer 2024 as it has proven to better prepare students for the rigors of the coursework seeing the increase in 13 courses. Federal Title Monies Grant funded.
  - ▶ Continue to offer our AP teachers professional development through College Board when available
- 

# WIDA Access 2.0 Assessment for Multilingual Learners (MLs)

- ▶ Annually administered to all Multilingual Learners in early spring
  - ▶ Assess proficiency in English in four domains: reading, writing, speaking, listening
  - ▶ Overall Score 1–6
  - ▶ 4.5 or higher is cut score for ESL eligibility
- 

# Overall Performance for Sayreville

Total Scores Received	277
Overall Proficiency Score Average	2.90 (6.0 is highest)
Number/% Students Meeting Exit Cut Score of 4.5	10 (3.6%)

*Enrollment as of June 30, 2023:*

288 in grades K-12

50 identified in Pre-K

**338 total**

27 Languages in district

**Bilingual Waiver for 2023-24: Portuguese, Spanish and Ukrainian**

▪

# Comparative Results by Year

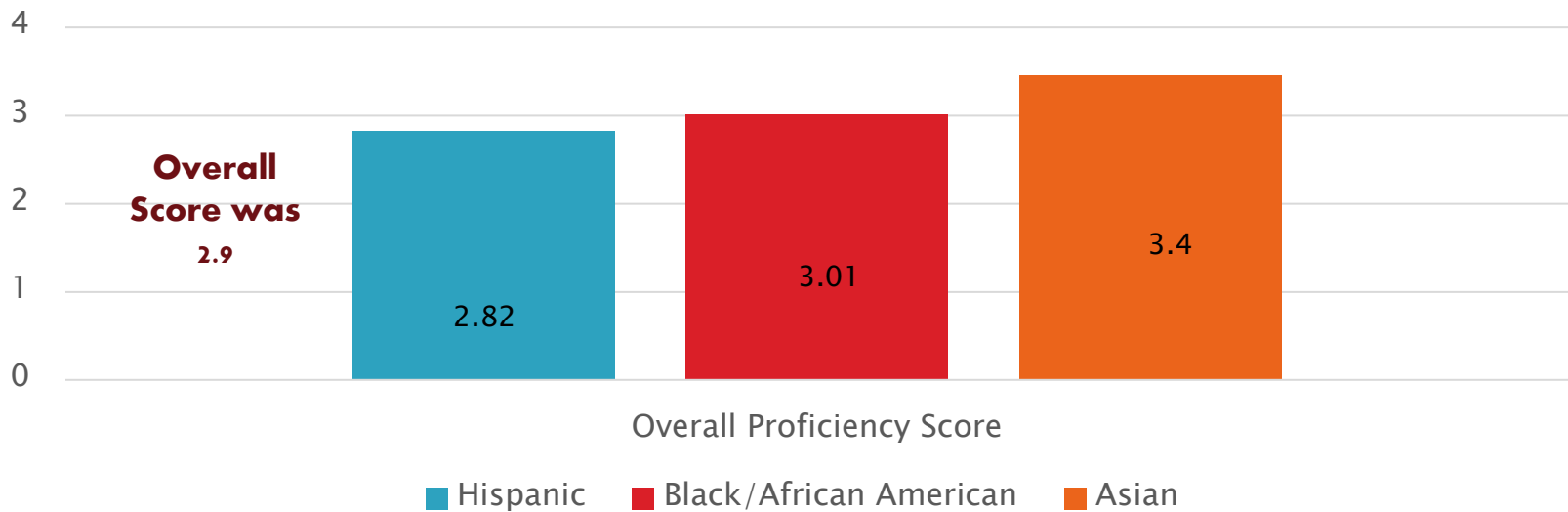
	2023	2022	2021	2020	2019	2018
# Tested	277	241	130	94*	168	139
Average	2.91	3.06	3.18	3.12	3.14	3.15
# Exits (%)	10 (3.6%)	14 (5.8%)	13 (10%)	8 (8.5%)	15 (8.9%)	6 (4%)

\* Covid interrupted in person testing

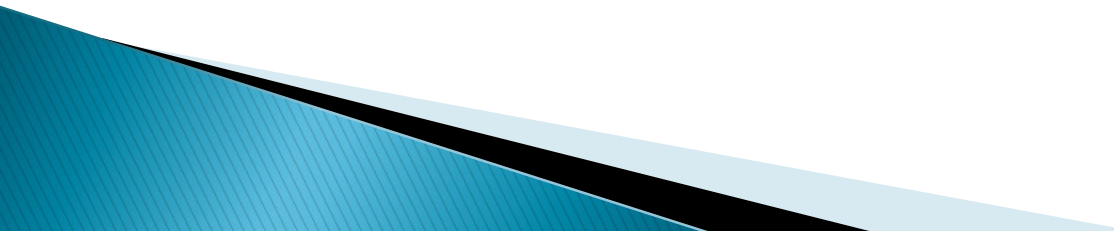


# Aggregated Data for WIDA Access

## Subgroups 2023



# WIDA Access 2.0 Action Steps

- ▶ Dedicate a certified ESL teacher for each building
  - ▶ Utilizing Federal Title IIIa Grant Funding for technology devices and tier II level tutoring to support Multilingual Learners
  - ▶ Analyze domain results to drive instructional decisions in ESL pull out classes.
- 

# NJGPA Overview

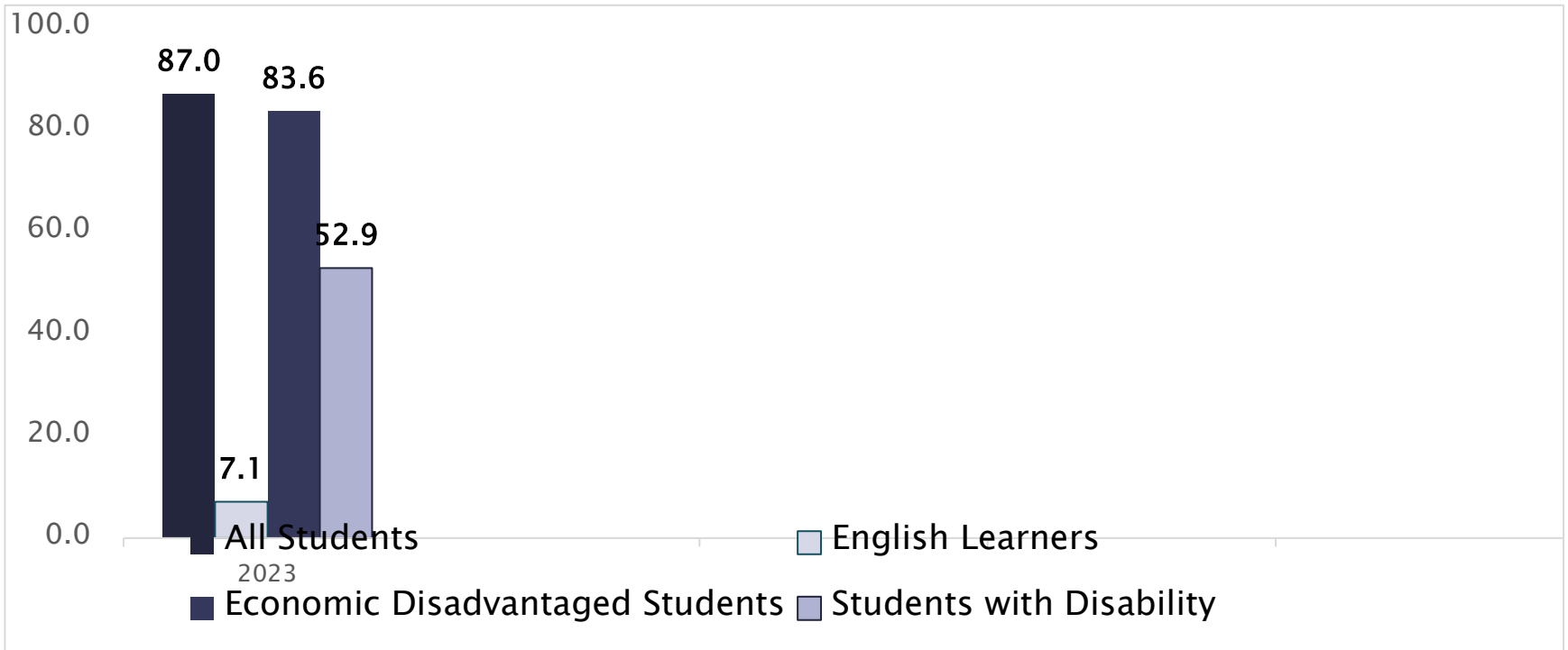
- ▶ Statute requires the State graduation proficiency assessment to **administered to all grade 11 students.** (N.J.S.A. 18A:7C-6)
- ▶ NJGPA is designed to measure the extent to which students are graduation ready in English Language Arts (ELA) and Mathematics. Cut score is 725.
- ▶ Graduation readiness is reported separately for each content component.
- ▶ The ELA component is aligned to the grade 10 standards.
- ▶ The Mathematics component is aligned to Algebra I and Geometry standards.

## Comparison of Sayreville's Spring 2023 NJGPA Administration – Percentages

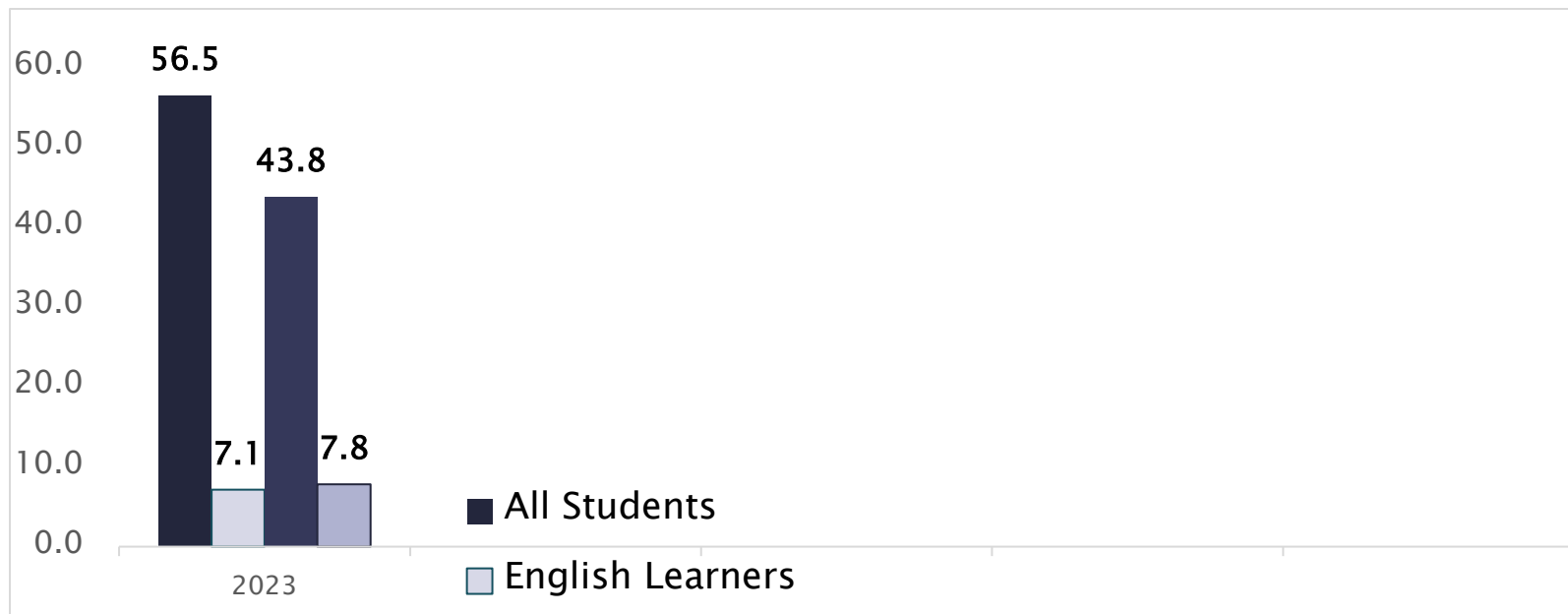
Content	Graduation Ready, District	Graduation Ready, State	Not Yet Graduation Ready, District	Not Yet Graduation Ready, State
English Language Arts (ELA)	87.0	80.5	13.0	19.5
Math	56.5	55.0	43.5	45.0

Note: Percentages may not total 100 due to rounding.

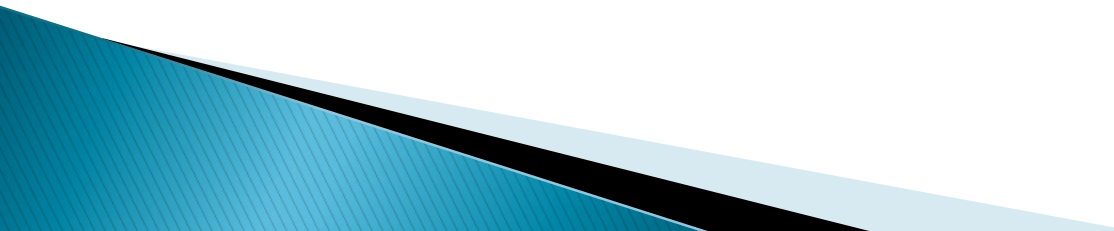
# Aggregated Data: English Language Arts



# Aggregated Data: Mathematics



# NJGPA Action Steps for 2023–2024

- ▶ Support Class of 2024 in demonstration graduation readiness with interventions such as LAL 12, Math 04, Tier 2 Tutoring with Imagine Learning
  - ▶ Provide Class of 2024 multilingual learners and students with IEPs push in/push out support for English and math
  - ▶ Implement alternate pathway assessment plan to provide Class of 2024 opportunities to demonstrate readiness.
  - ▶ Align ELA and Math course curriculum guides to NJGPA expectations as needed
  - ▶ Use benchmark data (LinkIt) for Class of 2025 to identify students needing support before the NJGPA testing
- 

# NJSLA Spring 2023

- ▶ New Jersey Student Learning Assessment (NJSLA) was administered to all students in grades 3 through 9 in English Language Arts and in grades 3–8 for mathematics as well as Algebra I, Algebra II, and Geometry.
- ▶ New Jersey Student Learning Assessment for Science (NJSLA-S) was administered to students in grade 5, 8 and 11



# NJSLA 2023 Science Data

	Met Expectations	4	3	2	1
Grade 11: 404 Scores	26.2%	36	70	109	189
Grade 8: 445 Scores	12.8%	16	41	179	209
Grade 5: 396 Scores	26.7%	23	83	146	144

Passing scores for the NJSLA-S are 3s and 4s. Percentiles are not provided as this exam is norm based.

# Spring 2023 ELA Performance Data

Test	Avg	Exc.	Met	Appr.	Partial	Did Not Meet	Pass %	Above 750	Total
ELA9	749.79	62	189	90	65	56	54.30%	251	462
ELA8	745.05	53	146	110	68	62	45.30%	199	439
ELA7	752.57	49	169	93	49	48	53.40%	218	404
ELA6	750.47	45	188	109	57	35	53.70%	233	434
ELA5	747.67	17	184	96	51	41	51.70%	201	389
ELA4	713.98	60	173	90	62	43	54.40%	233	428
ELA3	740.19	8	170	116	59	55	43.60%	178	408

# NJSLA ELA: % Passing By Gender and Programs

	NJSLA 9 % Pass (# of kids)	NJSLA 8 % Pass (# of kids)	NJSLA 7 % Pass (# of kids)	NJSLA 6 % Pass (# of kids)	NJSLA 5 % Pass (# of kids)	NJSLA 4 % Pass	NJSLA 3 % Pass
Female	58.9%	51.4%	62.8%	57.8%	54.3%	59.9%	48.8%
Male	48.2%	39.3%	53.4%	49.5%	49.3%	49.8%	38.4%
Non-Binary/Undesignated	100.0% (1)	n/a	100% (1)	0% (1)	n/a	n/a	n/a
Econ Disadvantaged	32.9% (161)	29.9% (40)	45.6% (62)	43.4% (66)	36.8% (46)	43.5% (60)	35.2% (43)
With IEP	14.7% (10)	13.6% (12)	22.2% (16)	17.6% (12)	20.5% (16)	11.9% (8)	24.7% (21)
504	27.3% (3)	90.9% (10)	59.1 % (13)	56.5% (13)	33.3% (4)	31.3% (5)	33.3% (4)
Multilingual Learner	0% (30)	0%	6.3% (1)	0%	15.4% (2)	20% (2)	6.7% (1)

# NJSLA 9 ELA: Overall was 54.30% passing

	# of Scores	% Passed	5	4	3	2	1
Hispanic/Latino	132	34.8%	9.1%	25.8%	20.5%	24.2%	20.5%
American Indian/Alaska Native	6	50.0%	0.0%	50.0%	0%	16.7%	33.3%
Asian	84	84.5%	32.1%	52.4%	4.8%	4.8%	6.0%
Black/African American	86	44.2%	7.0%	37.2%	26.7%	14.0%	15.1%
Native Hawaiian/Pacific Islander	1	0%	0.0%	0%	0%	0%	100%
White	143	60.8%	11.9%	49%	19.6%	10.5%	9.1%
Two or More Races	16	43.8%	6.3%	37.5%	50.0%	6.3%	0%

# NJSLA 8 ELA: Overall was 45.30%

	Total Scores	% Passed	5	4	3	2	1
Hispanic/Latino	99	33.3%	10.1%	23.2%	30.3%	18.2%	18.2%
American Indian/Alaska Native	3	66.7%	33.3%	33.3%	33.3%	0%	0%
Asian	58	77.8%	31.0%	46.6%	13.8%	1.7%	6.9%
Black/African American	70	38.6%	5.7%	32.9%	27.1%	12.9%	21.4%
Native Hawaiian/Pacific Islander	1	0.0%	0%	0.0%	0%	100.0%	0%
White	189	45.0%	9.5%	35.4%	22.8%	19.6%	12.7%
Two or More Races	19	36.8%	10.5%	26.3%	47.4%	10.5%	5.5%

# NJSLA 7 ELA: Overall was 53.40%

	Total Scores	% Passed	5	4	3	2	1
▶ Hispanic/Latino	101	48.5%	10.9%	37.6%	21.8%	10.9%	18.8%
American Indian/Alaska Native	8	37.5%	12.5%	25.0%	25%	25.0%	12.5%
Asian	73	78.1%	49.3%	28.8%	15.1%	1.4%	5.5%
Black/African American	57	54.4%	10.5%	43.9%	22.8%	19.3%	3.5%
Native Hawaiian/Pacific Islander	1	100%	0%	100.0%	0.0%	0%	0.0%
White	180	56.1%	18.3%	37.8%	21.1%	11.7%	11.1%
Two or More Races	33	63.6%	21.2%	42.4%	21.2%	9.1%	6.1%

# NJSLA 6 ELA: Overall was 53.70%

	Total #	% Passed	5	4	3	2	1
Hispanic/Latino	86	39.5%	4.7%	34.9%	24.4%	24.4%	11.6%
American Indian/Alaska Native	8	37.5%	0%	37.5%	37.5%	12.5%	12.5%
Asian	69	68.1%	27.5%	40.6%	26.1%	4.3%	1.4%
Black/African American	72	44.4%	6.9%	37.5%	29.2%	15.3%	11.1%
Native Hawaiian/Pacific Islander	1	0%	0%	0%	0%	100%	0%
White	175	58.3%	9.1%	49.1%	22.9%	10.9%	8.0%
Two or More Races	23	65.2%	4.3%	60.9%	26.1%	4.3%	4.3%

# NJSLA 5 ELA: Overall was 51.70%

	Total Scores	% Passed	5	4	3	2	1
Hispanic/Latino	79	48.1%	5.1%	43.0%	19.0%	20.3%	12.7%
American Indian/Alaska Native	11	27.3%	0%	27.3%	45.5%	18.2%	9.1%
Asian	71	69.0%	12.7%	56.3%	19.7%	2.8%	8.5%
Black/African American	56	53.6%	0%	53.6%	25.0%	14.3%	7.1%
Native Hawaiian /Pacific Islander	4	0%	0%	0%	100%	0%	0%
White	134	50.7%	3.0%	47.8%	23.1%	13.4%	12.7%
Two or More Races	34	38.2%	0%	38.2%	38.2%	14.7%	8.8%



# NJSLA 4 ELA:Overall was 54.40%

	Total Scores	% Passed	5	4	3	2	1
▶ Hispanic/Latino	92	42.4%	5.4%	37.0%	27.2%	18.5%	12%
American Indian/Alaska Native	4	0%	0%	0%	50.0%	50%	0%
Asian	71	74.6%	33.8%	40.8%	8.5%	8.5%	5.6%
Black/African American	76	51.3%	6.6%	44.7%	14.5%	14.5%	15.8%
Native Hawaiian/Pacific Islander	5	20.0%	0%	20%	20%	20%	40%
White	149	57.7%	14.8%	43.0%	14.1%	14.1%	7.4%
Two or More Races	31	48.4%	12.9%	35.5%	12.9%	12.9%	9.7%

# NJSLA 3 ELA: Overall was: 43.60%

	Total Scores	% Passed	5	4	3	2	1
▶ Hispanic/Latino	45	40%	2.2%	37.8%	28.9%	11.1%	20%
American Indian/Alaska Native	9	55.6%	0%	55.6%	22.2%	22.2%	0%
Asian	82	47.6%	6.1%	41.5%	32.9%	9.8%	9.8%
Black/African American	70	48.6%	1.4%	47.1%	21.4%	14.3%	15.7%
Native Hawaiian/Pacific Islander	1	0%	0%	0%	0%	0%	100%
White	170	42.9%	0.6%	42.4%	28.8%	14.1%	14.1%
Two or More Races	31	29.0%	0%	29%	32.3%	32.3%	6.5%

# NJSLA 2023 Math Results

Test	Exc	Met	Appr.	Partial	Did Not Meet	Pass %	Above 75 0	Total
Math3	59	168	115	38	36	54.5 %	227	416
Math4	29	203	119	54	32	53%	232	437
Math5	30	158	96	76	36	47.4 %	188	396
Math6	16	125	136	115	44	32.3 %	141	436
Math7	13	124	152	99	47	36%	157	435
Math8	0	13	79	97	80	5%	13	268
Alg I (8th & 9th)*	10	98	104	125	67	26.7 %	108	404
Alg II (9th). Met district goal for Algebra I for 2022-2023	2	12	1	0	1	87.5 %	14	16
Geo (0th)	6	57	98	65	11	26.5 %	63	237

# NJSLA Mathematics: By Gender and Program

	Geo	Alg II	Alg I	Math 8	Math 7	Math 6	Math 5	Math 4	Math 3
Female	21.0%	75.0 %	23.9%	3%	26.8%	30.9%	45.7%	50.5%	53.6%
Male	33.0%	91.7 %	29.8%	6.5%	35.6%	34.0%	49%	55.4%	55.5%
Non-Binary/Undesignated	n/a	n/a	0% (0 of 1)	n/a	100% (1)	0% (0 of 1)	0% (0 of 1)	n/a	n/a
Econ Disadvantaged	20% (10)	100% (2)	10.1% (15 of 149)	2.9% (3 of 103)	25% (33 of 132)	17.6% (27 of 153)	33.6% (43 of 128)	41.7% (58 of 139)	45.2% (57 of 126)
With IEP	0% (0 of 5)	n/a	3.3% (2 of 61))	1% (1 of 87)	11.3% (8 of 71)	8.8% (6 of 68)	23% (18 of 78)	20.9% (14 of 67)	39.3% (33 of 84)
504	25% (1 of 4)	n/a	23.1% (3 of 13)	60% (3 of 5)	22.7% (5 of 22)	43.5% (10 of 23)	25% (3 of 12)	31.3% (5 of 16)	58.3% (7 of 12)
Multilingual Learner	n/a	n/a	3.2% (1 of 31)	0% (0 of 17)	0% (0 of 22)	0% (0 of 13)	0% (0 of 20)	21.1% (4 of 19)	12.5% (3 of 12)

# NJSLA: Geometry (Overall was 26.5%)

	Total #	% Passed	5	4	3	2	1
Hispanic/Latino	43	16.3%	2.3%	14%	30.2%	44.2%	9.3%
American Indian/Alaska Native	3	0%	0%	0%	33.3%	33.3%	33.3%
Asian	64	51.6%	4.7%	46.9%	37.5%	10.9%	0%
Black/African American	34	11.8%	2.9%	8.8%	35.3%	47.1%	5.9%
Native Hawaiian/Pacific Islander	0	0%	0%	0%	0%	0%	0%
White	87	21.8%	1.1%	20.7%	51.7%	21.8%	4.6%
Two or More Races	6	0%	0%	0%	50%	50%	0%

# NJSLA: Algebra II (Overall was 87.5%)

	Total # (16)	% Passed (14)	5 (2)	4	3	2	1
Hispanic/Latino	3	66.7%	0	66.7%	33.3%	0	0
American Indian/Alaska Native	0	0%	0	0	0	0	0
Asian	8	100%	25%	75%	0	0	0
Black/African American	1	100%	0	100%	0	0	0
Native Hawaiian/Pacific Islander	0	0%	0	0	0	0	0
White	4	75%	0	75%	0	0	25%
Two or More Races	0	0%	0	0	0	0	0

# NJSLA: Algebra I (Overall was 26.7%)

	Total #	% Passed	5	4	3	2	1
Hispanic/Latino	107	8.4%	0	8.4%	29%	36.4%	26.2%
American Indian/Alaska Native	4	0%	0	0	25%	75%	0
Asian	62	54.8%	9.7%	45.2%	21%	12.9%	11.3%
Black/African American	76	17.1%	0	17.1%	21.1%	47.4%	14.5%
Native Hawaiian/Pacific Islander	1	0%	0	0	0	100%	0
White	135	33.3%	1.5%	31.9%	28.1%	25.9%	12.6%
Two or More Races	19	36.8%	10.5%	26.3%	26.3%	15.8%	21.1%

# NJSLA 8: Mathematics (Overall was 5%)

	Total #	% Passed	5	4	3	2	1
Hispanic/Latino	82	6.1%	0	6.1%	22%	36.6%	35.4%
American Indian/Alaska Native	2	0	0	0	50%	0	50%
Asian	14	7.1%	0	7.1%	21.4%	57.1%	14.3%
Black/African American	49	2%	0	2%	36.7%	28.6%	32.7%
Native Hawaiian/Pacific Islander	1	0	0	0	0%	100%	0
White	110	5.5%	0	5.5%	32.7%	33.6%	28.2%
Two or More Races	14	0	0	0%	28.6%	57.1%	14.3%



# NJSLA 7: Mathematics (Overall was 36%)

	Total #	% Passed	5	4	3	2	1
Hispanic/Latino	103	16.5%	1.9%	14.6%	43.7%	26.2%	13.6%
American Indian/Alaska Native	8	12.5%	0	12.5%	62.5%	25%	0
Asian	67	56.7%	7.5%	49.3%	20.9%	17.9%	4.5%
Black/African American	51	31.4%	0	31.4%	27.5%	33.3%	7.8%
Native Hawaiian/Pacific Islander	1	100%	0	100%	0	0	0
White	176	30.7%	2.8%	27.8%	36.4%	18.8%	14.2%
Two or More Races	29	34.5%	3.4%	31%	34.5%	27.6%	3.4%

# NJSLA 6: Mathematics (Overall was 32.3%)

	Total #	% Passed	5	4	3	2	1
Hispanic/Latino	86	19.8%	2.3%	17.4%	34.9%	31.4%	14%
American Indian/Alaska Native	8	12.5%	0	12.5%	50%	25%	12.5%
Asian	69	58%	17.4%	40.6%	24.6%	10.1%	7.2%
Black/African American	72	20.8%	0	20.8%	30.6%	33.3%	15.3%
Native Hawaiian/Pacific Islander	1	0	0	0	0	100%	0
White	176	35.2%	1.1%	34.1%	30.1%	28.4%	6.3%
Two or More Races	24	25%	0	25%	41.7%	16.7%	16.7%

# NJSLA 5: Mathematics (Overall was 47.4%)

	Total #	% Passed	5	4	3	2	1
Hispanic/Latino	82	41.5%	4.9%	36.6%	25.6%	23.2%	9.8%
American Indian/Alaska Native	12	25%	0	25%	25%	41.7%	8.3%
Asian	71	71.8%	21.1%	50.7%	15.5%	7%	5.6%
Black/African American	56	39.3%	3.6%	35.7%	28.6%	25%	7.1%
Native Hawaiian/Pacific Islander	4	25%	0	25%	50%	25%	0
White	136	48.5%	6.6%	41.9%	22.1%	19.9%	9.6%
Two or More Races	35	31.4%	0%	31.4%	37.1%	14.3%	17.1%

# NJSLA 4: Mathematics (Overall was 53%)

	Total #	% Passed	5	4	3	2	1
Hispanic/Latino	93	43%	1.1%	41.9%	32.3%	17.2%	7.5%
American Indian/Alaska Native	4	50%	0%	50%	50%	0%	0%
Asian	73	79.5%	20.5%	58.9%	12.3%	1.4%	6.8%
Black/African American	77	42.9%	2.6%	40.3%	37.7%	9.1%	10.4%
Native Hawaiian/Pacific Islander	5	0%	0%	0%	40%	20%	40%
White	153	53.6%	7.2%	46.4%	25.5%	15%	5.9%
Two or More Races	32	53.1%	0%	53.1%	25%	18.8%	3.1%

# NJSLA 3: Mathematics (Overall was 54.5%)

	Total #	% Passed	5	4	3	2	1
Hispanic/Latino	49	38.8%	8.2%	30.6%	30.6%	16.3%	14.3%
American Indian/Alaska Native	9	44.4%	22.2%	22.2%	22.2%	22.2%	11.1%
Asian	83	63.9%	19.3%	44.6%	24.1%	7.2%	4.8%
Black/African American	69	59.4%	8.7%	50.7%	23.2%	10.1%	7.2%
Native Hawaiian/Pacific Islander	1	0%	0%	0%	0%	0%	100%
White	174	56.3%	17.2%	39.1%	28.2%	6.9%	8.6%
Two or More Races	31	38.7%	3.2%	35.5%	41.9%	9.7%	9.7%

# NJSLA Data Action Steps 2023–2024

- ▶ Provide targeted and consistent professional development for science, ELA and mathematics teachers through NJ Teacher 2 Teacher, For the Love of Literacy, and Dr. Milou.
  - ▶ Revise curriculum guides in math (7th and 8th) to improve alignment to NJSLA 8
  - ▶ Implement benchmarking for science grades 6–12
  - ▶ District Writing Initiative with development of district assessment program through Rutgers partnership
  - ▶ Implement innovative new programs to increase engagement and performance such as Age of Learning, Edgenuity Courses, Heggerty Phonemic Awareness
  - ▶ Provide Tier 2 tutoring through Imagine Learning for SWMHS identified students
  - ▶ Implement instructional materials in math and literacy academies
- 