

The State of the Schools

October 29, 2013



Overview of Presentations

- Preschool – Kathleen Flanzbaum
- Port Monmouth Road School – Joseph Jerabek
- Caruso Elementary School – Michelle Derpich
- Bolger Middle School – Eric Platt
- Keansburg High School – Jerry North
- Keansburg School District – Tom Tramaglini

The State of the Schools

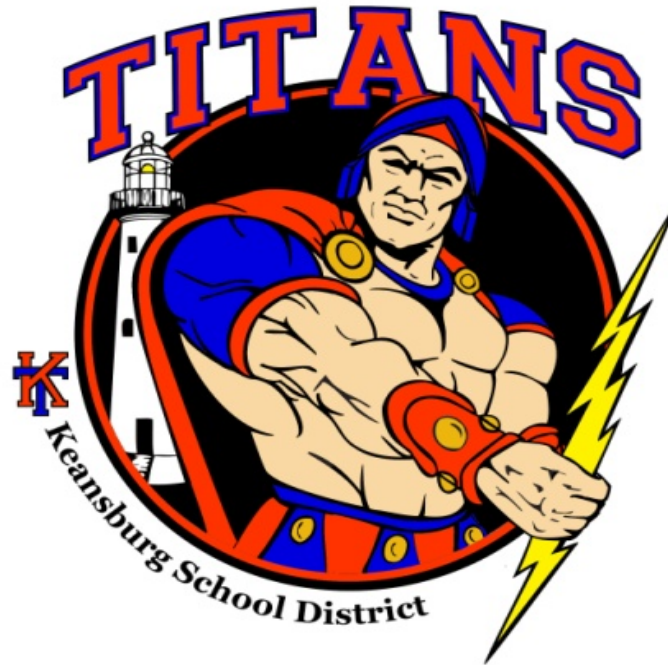
A Progress Report



Keansburg School District

State of the Schools – Student Learning

Pre-Kindergarten



Believe, **U**nderstand, and **R**ealize **G**oals

Keansburg Pre-K

It Makes a Difference



Keansburg Pre-K:

- 188 students
 - 101 Three Year-Olds
 - 87 Four Year-Olds
- Subgroups
 - 67.2 % White
 - 12.8 % Black
 - 16.5 % Hispanic
 - 3.7 % Asian
 - 8.9 % Special Education
 - 70.4 % Economically Disadvantaged
- 50 Full-Time Staff Members
 - 30 Certificated Staff Members
 - 18 Paraprofessionals
 - 2 Secretaries



Highlights

- Technology – SMART Tables, iPads, iPods
- Smallest Percentage of Classified Students Ever
- Family Fun Nights
- Recruitment Activities
- Preschool Parent Academy



2012-2013 Data

- Attendance
 - Professional Staff Attendance: 95.07%
 - Student Attendance Rate: 89.67%



2012-2013 State CLASS Data

(Classroom Assessment Scoring System)

State Averages

CLASS Scores	Minimum	Maximum	Mean
Emotional Support Domain	3.95	7	5.97
Classroom Organization Domain	2.75	7	5.32
Instructional Support Domain	1.33	5.8	3.15
Overall CLASS	3.05	6.42	<u>4.95</u>

Keansburg Sampling

CLASS Scores	Minimum	Maximum	Mean
1. Positive Climate	5.40	6.00	5.70
2. Negative Climate	7.00	7.00	7.00
3. Teacher Sensitivity	6.40	7.00	6.70
4. Regard for Student Perspectives	5.80	6.40	6.10
5. Behavior Management	6.20	6.40	6.30
6. Productivity	6.00	6.40	6.20
7. Instructional Learning Formats	5.60	6.20	5.90
8. Concept Development	1.80	1.80	1.80
9. Quality of Feedback	2.80	4.20	3.50
10. Language Modeling	3.80	4.40	4.10
Emotional Support Domain	6.15	6.60	6.38
Classroom Organization Domain	6.13	6.13	6.13
Instructional Support Domain	2.80	3.47	3.13
Overall CLASS	5.32	5.34	<u>5.33</u>



Barriers

- Negative Stereotypes/Lack of Understanding What We Do
- State Imposed Guidelines
- Stagnant Thinking
- Social Needs vs. Academic Needs – striking the balance
- Enrollment/Attendance



Goals/Next Steps for 2013-2014



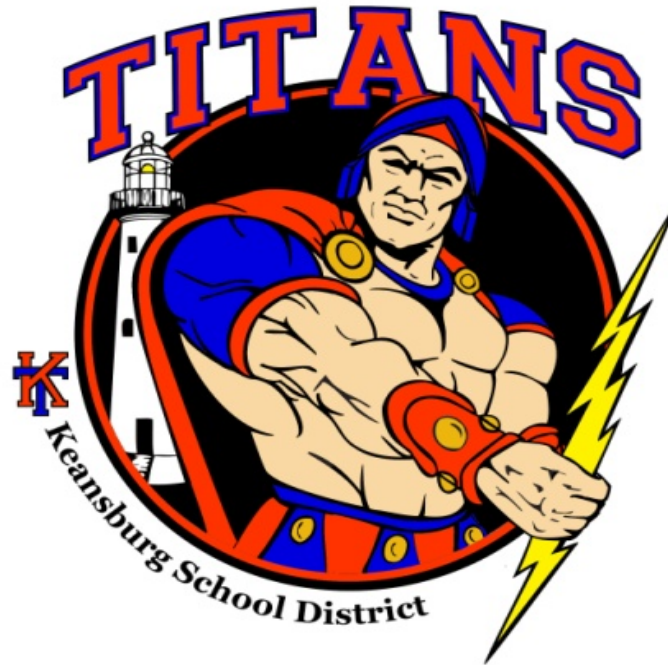
- Increase enrollment by identifying 3 and 4 year olds in our community not already enrolled
- Increase our reliability in scoring on the COR by training in the new COR advantage
- Continuing to plan activities and encourage family participation around understanding of our curriculum
- Continue to expand our knowledge base and use of current technology resources
- Administrative Walkthroughs
 - Create formats specific for Pre-K
- Collaboration with Kindergarten
- Increase Academic Rigor –
 - implement writing/literacy initiatives
 - Growing Readers and Numbers Plus training
 - Tracking Basic Skills Assessment, including addition of lower case letters
- Professional Development
 - Differentiated Instruction
 - Kindergarten expectations and standards
 - Technology
 - COR Advantage
 - New “Approaches to Learning” standards



Keansburg School District

State of the Schools – Student Learning

Port Monmouth Road School



Believe, **U**nderstand, and **R**ealize **G**oals



**NEVER
LESS
THAN OUR BEST**



Port Monmouth Road School:

- 358 students
 - 145 Kindergarten
 - 94 Grade 1
 - 119 Grade 2
- Subgroups
 - 62.4 % White
 - 15.4 % Black
 - 21.0 % Hispanic
 - 1.2 % Asian
 - 11.0 % Special Education
 - 70.4 % Economically Disadvantaged

Staff:

- 59 Full-Time Staff Members
 - 49 Certificated Staff
 - 8 Paraprofessionals
 - 2 Secretaries





PMRS Highlights

- Principal's Council
- Student of the Month/Character Education
- Direct teacher involvement in continuing curriculum/assessment development = ownership/knowledge
- Safer student dismissal process
- Comprehensive support services:
(Guidance, Social Workers, Speech, Psychologist, Nurses, Behaviorist, Student Assistance Coordinator)

September-October 2013 Data

Kindergarten

Letter recognition

- 9% knew 0-24% of their letters
- 10% knew 25-49% of their letters
- 21% knew 50-75% of their letters
- 60% knew 76-100% of their letters
-

Letter Sound Identification

- 42% knew 0-25% of their sounds
- 24% knew 26-50% of their sounds
- 23% knew 51-75% of their sounds
- 11% knew 76-100% of their sounds

Grade 1 Reading levels:

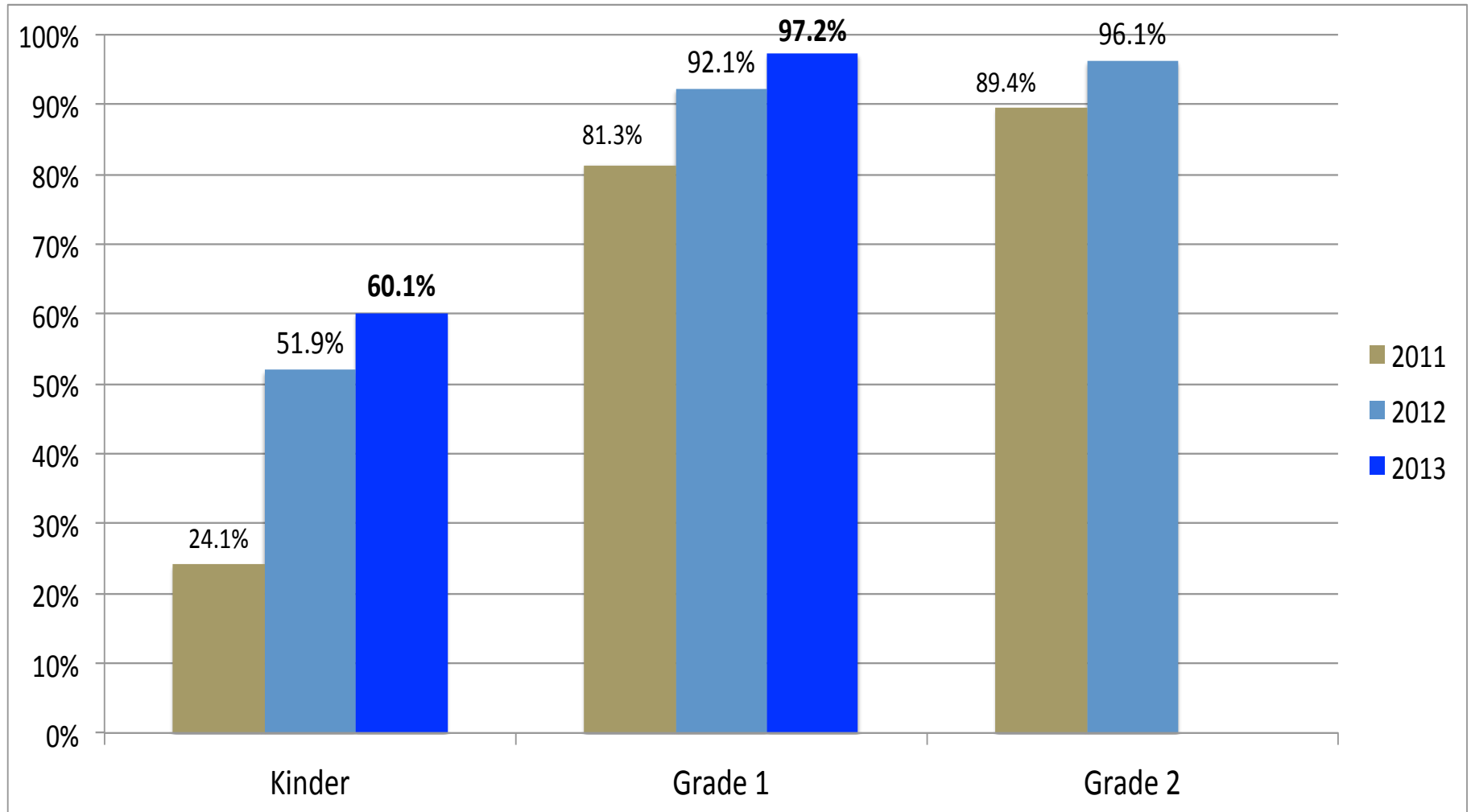
- 37% students below grade level
- 39% students on grade level
- 24% students above grade level

Grade 2 reading levels:

- 63% students below grade level:
- 20% students on grade level
- 17% students above grade level



Early Childhood Literacy – Letter Recognition



2012-2013 Data

- Attendance
 - Professional Staff Attendance: 96.4 %
 - Student Attendance Rate: 92.6 %
- Student Discipline
 - Total Student Incidents: 77
 - Incidents of Students Receiving ISS: 0
 - Incidents of Students Receiving OSS: 18
 - Violence, Vandalism, & Substance Abuse Incident: 1



Barriers

- Varying levels of student background knowledge, abilities, and social/emotional development
- Lack of common weekly planning time
- Need for more consistent approaches to literacy instruction
- Space

Goals/Next Steps for 2013-2014

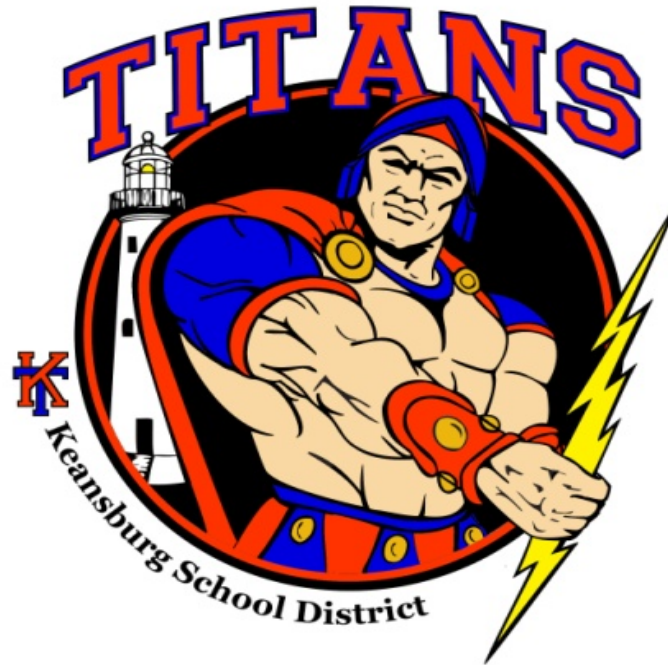
- Parent/Guardian outreach/provide support services
- Close data analysis
- Provide interventions with regular progress checks
- Professional development time to build collaboration and consistency
- Bilingual parent liaison
- Transitional 1st Grade
- Literacy coach (Nov.)



Keansburg School District

State of the Schools – Student Learning

Joseph C. Caruso



Believe, **U**nderstand, and **R**ealize **G**oals

It is
OUR JOB
to facilitate
the PreK – 12 Educational Journey so that
OUR STUDENTS
are in the driver seat when they graduate!



Joseph C. Caruso:

- 210 Total Students
 - 110 Third Graders
 - 100 Fourth Graders
- Subgroups
 - 54.8 % White
 - 17.6 % Black
 - 25.2 % Hispanic
 - 2.4 % Asian
 - 31.5 % Special Education
 - 72.3 % Economically Disadvantaged
- 38 Full-Time Staff Members
 - 30 Certificated Staff
 - 6 Paraprofessionals
 - 2 Secretaries



Highlights:

- Initiated a new tutoring program
- Mentoring Program with Bolger
- Student of the Month Luncheon with Administration
- Quarterly Recognition Assemblies
- Teachers are taking risks and applying information learned in professional development
- Staff members/ teachers are continuing to work on curriculum and assessment
- Our media center is outfitted with MacBooks
- Celebrated the Week of Respect
- Partnership with a therapy dog from the Monmouth County SPCA



2012-2013 NJ ASK Overall Data: Grades 3 and 4 Combined

- ELA
 - 31.3 % Proficient
 - 68.9 % Partially Proficient
- Math
 - 15.1 % Advanced Proficient
 - 44.8 % Proficient
 - 40.1 % Partially Proficient



2012-2013 NJ ASK 3rd Grade Data:

English Language Arts

- Total Population
 - ☐ PP 64.7 %
 - ☐ P 35.3 %
- Special Education
 - ☐ PP 83.3 %
 - ☐ P 16.7 %
- Economically Disadvantaged
 - ☐ PP 62.3 %
 - ☐ P 37.7 %

Math

- Total Population
 - ☐ PP 43.1 %
 - ☐ P 41.2 %
 - ☐ AP 15.7 %
- Special Education
 - ☐ PP 66.7 %
 - ☐ P 26.7 %
 - ☐ AP 6.7 %
- Economically Disadvantaged
 - ☐ PP 44.9 %
 - ☐ P 40.6 %
 - ☐ AP 14.5 %

KEY

AP = Advanced Proficient (250-300 Scale Score)

P = Proficient (200-249 Scale Score)

PP = Partially Proficient (100-199 Scale Score)



2012-2013 NJ ASK 4th Grade Data:

English Language Arts

- Total Population
 - ☐ PP 68.2 %
 - ☐ P 31.8 %
- Special Education
 - ☐ PP 83.3 %
 - ☐ P 16.7 %
- Economically Disadvantaged
 - ☐ PP 71.8 %
 - ☐ P 28.2 %

Math

- Total Population
 - ☐ PP 34.5 %
 - ☐ P 48.2 %
 - ☐ AP 17.3 %
- Special Education
 - ☐ PP 58.3 %
 - ☐ P 27.8 %
 - ☐ AP 13.9 %
- Economically Disadvantaged
 - ☐ PP 37.6 %
 - ☐ P 49.4 %
 - ☐ AP 12.9 %

KEY

AP = Advanced Proficient (250-300 Scale Score)
P = Proficient (200-249 Scale Score)
PP = Partially Proficient (100-199 Scale Score)



2012-2013 School Data:

- Attendance
 - Professional Staff Attendance: 93.9%
 - Student Attendance Rate: 93.17%
- Student Discipline
 - Total Student Incidents: 62
 - Incidents of Students Receiving ISS: 3
 - Incidents of Students Receiving OSS: 11
 - Violence, Vandalism, & Substance Abuse Incident: 1



Barriers:

- Below Grade Level Reading Levels
- Time to Close Gaps and Provide Interventions
- Amount of State Imposed Programs/ Initiatives



Goals/Next Steps for 2013-2014

- Professional Development
 - Power of Two
 - Differentiated Instruction
 - Writer's Workshop
 - Technology
 - Curriculum Revisions
- Common, Quarterly Benchmark Assessments
- Response to Intervention
- Supplemental Instruction
- Tutoring that is targeted to students' needs
- Increase:
 - Academic Rigor
 - Students' reading fluency and comprehension
 - Parent Involvement
 - Climate & Culture
 - Collaboration
 - Administrative Walkthroughs



Keansburg School District

State of the Schools – Student Learning

Joseph R. Bolger Middle School



Believe, **U**nderstand, and **R**ealize **G**oals

Developing Students of

**EXCEPTIONAL
STRENGTH,
INTELLECT, &
INFLUENCE...**

A circular logo featuring a muscular, blue-skinned Titan character with a determined expression, wearing a red and blue costume. The character is holding a yellow lightning bolt. The word "TITANS" is written in large, stylized letters above the character. Below the character, the text "Keanok School District" is visible.

The TITANS of today and tomorrow



Joseph R. Bolger:

- 413 Students
 - 105 Fifth Graders
 - 110 Sixth Graders
 - 101 Seventh Graders
 - 97 Eighth Graders
- Subgroups
 - 61.3 % White
 - 15.5 % Black
 - 20.1 % Hispanic
 - 1.9 % Asian
 - 28.8 % Special Education
 - 73.6 % Economically Disadvantaged
- 71 Full-Time Staff Members
 - 61 Certificated Staff Members
 - 7 Math
 - 10 ELA
 - 6 Social Studies
 - 6 Science/iSTEM
 - 17 Special Education
 - 4 PE/Health
 - 4 Enrichment (Spanish, Music, Art, Computers)
 - 8 Paraprofessionals
 - 2 Secretaries



Highlights

- Mentoring Program
- Student of the Month
- Teacher of the Month
- Facility Upgrades
 - Instructional Areas (Desk, Tech, & Whiteboards)
 - Gym
 - Student Center (Media Center)
 - iSTEM Lab
- P.A.C. (Parent Advisor Committee) at Bolger
- Common Quarterly Assessments to Measure Growth and Drive Instruction
- Growth of our professional capital through PD
 - Power of Two, Differentiated Instruction, Reader's & Writer's Workshop, Technology, Curriculum and Assessment



2012-2013 NJ ASK 5-8 DATA:

English Language Arts

- Total Population
 - ☐ PP 54.6 %
 - ☐ P 41.9 %
 - ☐ AP 2.3 %
- Special Education
 - ☐ PP 93.6 %
 - ☐ P 6.4 %
- African American
 - ☐ PP 77.1 %
 - ☐ P 21.3 %
 - ☐ AP 1.6 %
- Economically Disadvantaged
 - ☐ PP 58.8 %
 - ☐ P 38.9 %
 - ☐ AP 2.3 %

Math

- Total Population
 - ☐ PP 49.7 %
 - ☐ P 37.1 %
 - ☐ AP 13.1 %
- Special Education
 - ☐ PP 87.2 %
 - ☐ P 10.6 %
 - ☐ AP 1.1 %
- African American
 - ☐ PP 67.2 %
 - ☐ P 31.1 %
 - ☐ AP 1.6 %
- Economically Disadvantaged
 - ☐ PP 51.7 %
 - ☐ P 36.5 %
 - ☐ AP 11.8 %



KEY

AP = Advanced Proficient (250-300 Scale Score) P = Proficient (200-249 Scale Score) PP = Partially Proficient (100-199 Scale Score)

2012-2013 Data

- Attendance
 - Professional Staff Attendance: **96.3%**
 - Student Attendance Rate: **91.9%**
- Student Discipline
 - Percentage of Students Suspended:
 - **11.8% (50)**
 - Violence, Vandalism, & Substance Abuse Incident:
 - **17 (6 damage to property)**
- High School Credit
 - Algebra I (26 students – up from 3 in 2011)
 - Spanish I (24 students – up from 0 in 2011)



Barriers

- Below Grade Level Reading Levels
- Shifts in Complexity of Standardize Testing
- Greater Demands in Text Complexity
- Student Independence
- Struggles within Subgroups
- Amount of State Imposed Initiatives



Goals/Next Steps for 2013-2014

- Professional Development
 - Data Driven Instruction
 - Differentiated Instruction
 - Reader's & Writer's Workshop
 - Technology (Student Directed)
 - Curriculum/Assessment Revisions
 - 21st Century Skills/Content
- Positive Behavioral Support & Intervention System (PBSIS)
- Response to Intervention
- Supplemental/Targeted Instruction (PLATO)
- Continued Classroom Upgrades
- Increase:
 - Administrative Walkthroughs (Bi-Weekly)
 - Students' reading fluency and metacognition
 - Academic Rigor
 - Parent/Community Involvement



Keansburg School District

State of the Schools – Student Learning

Keansburg High School



Believe, **U**nderstand, and **R**ealize **G**oals

Keansburg High School:

- 390 Students
 - 112 9th Graders
 - 87 10th Graders
 - 99 11th Graders
 - 92 12th Graders
- Staff Members
 - 52 Certificated Staff Members
 - 5 Paraprofessionals
 - 4 Secretaries
- Subgroups
 - 68.0 % White
 - 11.5 % Black
 - 18.0 % Hispanic
 - 2.5 % Asian/Other
 - 30.8 % Special Education
 - 66.5 % Economically Disadvantaged



KHS Goals 2013-2014

- To increase the rigor and expectations in all classes.
- To develop a culture of achievement where students aspire to do their best and achieve at high levels.
- To further detract the curriculum and provide equal opportunity and access to all students.
- To build a culture of cooperation and openness where all students feel free to express their beliefs.
- To demonstrate that learning is lifelong and both students and teachers must continually grow to enrich and improve their lives.



2013 NJ HSPA Data:

English Language Arts

- Total Population

<input type="checkbox"/> PP	20.2 %
<input type="checkbox"/> P	70.7 %
<input type="checkbox"/> AP	9.1 %

- Special Education

<input type="checkbox"/> PP	53.1 %
<input type="checkbox"/> P	46.9 %

- Economically Disadvantaged

<input type="checkbox"/> PP	16.7 %
<input type="checkbox"/> P	75.9 %
<input type="checkbox"/> AP	7.4 %

Math

- Total Population

<input type="checkbox"/> PP	37.4 %
<input type="checkbox"/> P	50.5 %
<input type="checkbox"/> AP	12.1 %

- Special Education

<input type="checkbox"/> PP	81.3 %
<input type="checkbox"/> P	15.6 %
<input type="checkbox"/> AP	3.1 %

- Economically Disadvantaged

<input type="checkbox"/> PP	37.0 %
<input type="checkbox"/> P	50.0 %
<input type="checkbox"/> AP	13.0 %

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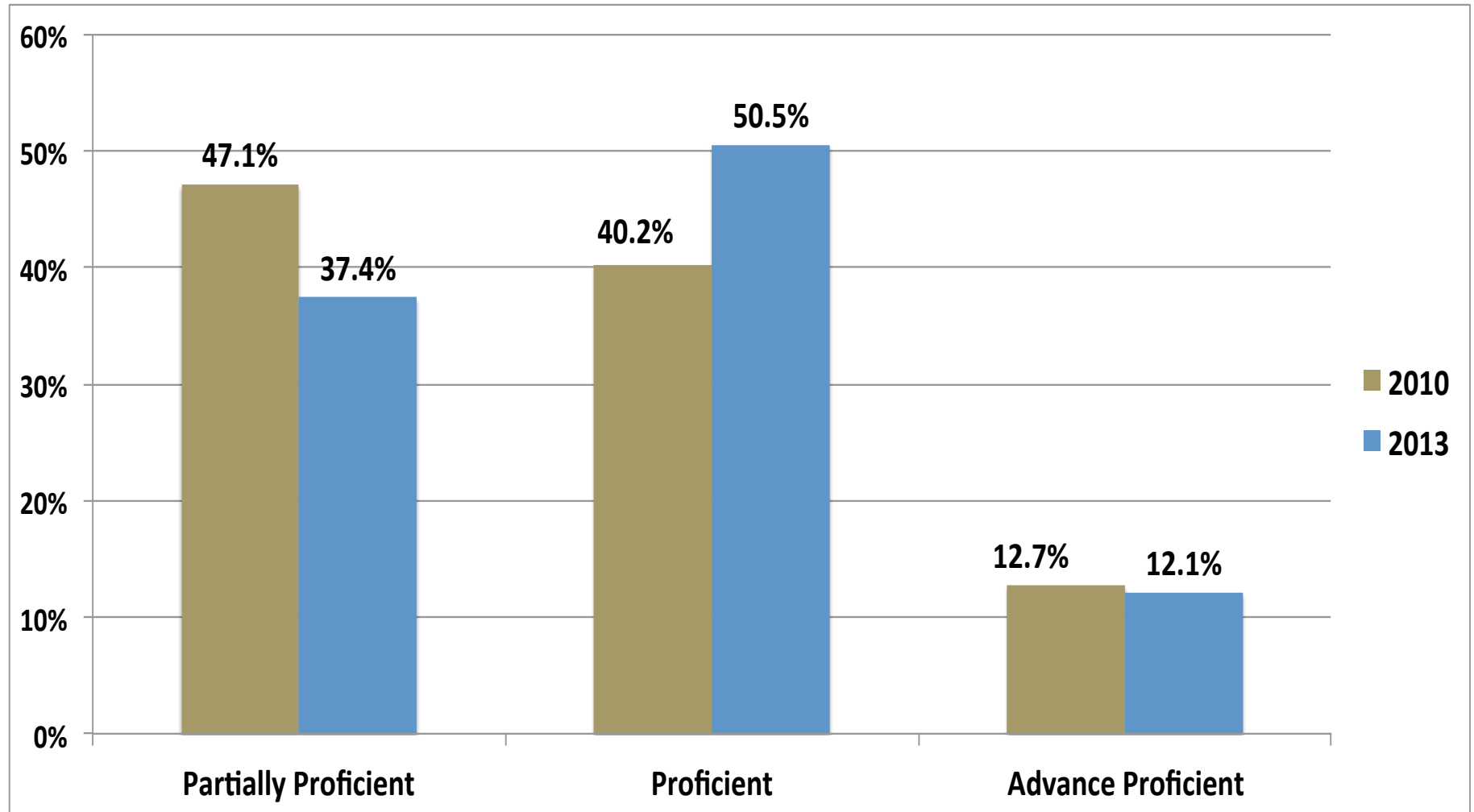
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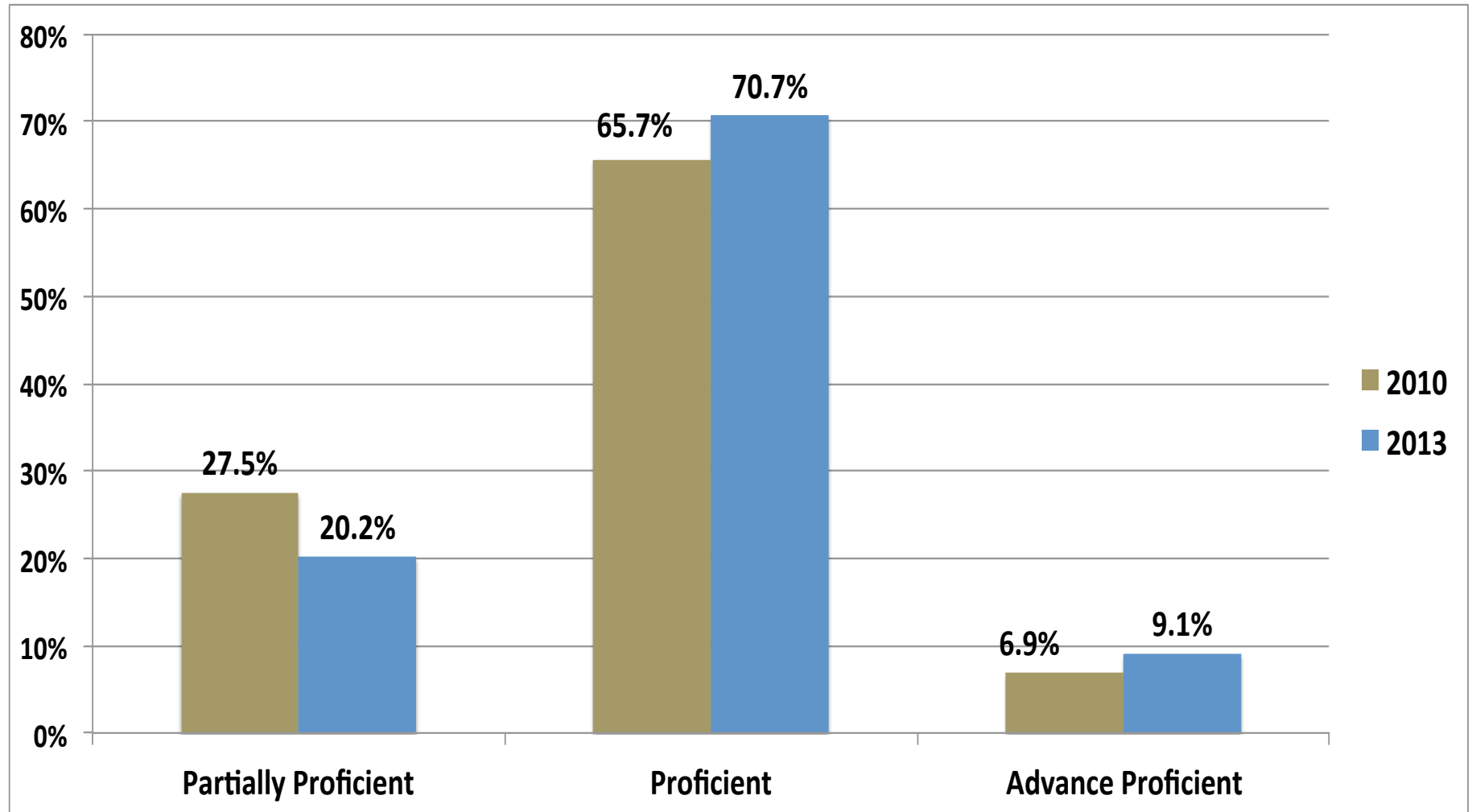


Other Subgroups – Hispanic and African American did not have enough students to report at public session

2010 NJASK 8 vs 2013 High School Proficiency Assessment Mathematics



2010 NJASK 8 vs 2013 High School Proficiency Assessment English Language Arts



SAT 2013

Critical Reading			Mathematics			Writing		
KHS	State	National	KHS	State	National	KHS	State	National
434	499	496	479	522	514	426	500	488

- 54 students in graduating class took the SAT as a Junior or Senior (or more than once)

Why is the SAT a goal for our high school?

- Benchmark of preparedness against other students across the state and nation
- 97% of students who took the SAT at KHS in 2013 applied to college
- 93% of students who took the SAT at KHS in 2013 were admitted to a 4 Year College
- At KHS, you are nearly twice as likely to attend college or the military if you took the SAT



ACT 2013

		English		Mathematics		Reading		Science		Composite	
Year	<i>n</i>	KHS	State	KHS	State	KHS	State	KHS	State	KHS	State
2011	11	17.2	23.1	16.5	23.7	19.2	23.2	16.4	22.4	17.5	23.2
2012	20	17.0	23.1	20.6	23.9	20.3	23.4	17.9	22.6	19.0	23.4
2013	22	15.5	22.5	19.0	23.6	17.5	23.1	17.3	22.2	17.5	23.0

***In 2013 we gave first administration of the ACT Explore which serves as a first step to addressing early recognition of ACT strengths and weaknesses which allow us to target needed interventions before its too late.



University/College/Career	2012 (94 seniors)	2013 (87 seniors)
Post-Secondary Attempt (College, Military, Vocational)	63.1%	79.9%
Applied to 4-Year Colleges and Universities	35 (37.2%)	36 (41.4%)
Accepted at 4-Year Colleges and Universities	24 (25.5%)	34 (39.1%)
Applied to 4-Year College or University via Early Admission	0/0 (0.0% / 0.0%)	9/9 accepted (10.3% / 100%)
Applied at Brookdale or Other 2 Year	39 (41.4%)	31 (35.6%)
Plans Made for Post Graduation	82 (77.6%)	81 (93.1%)



College Attainment

Types of Universities Accepted

Type of University	2012	2013
Tier I Research Universities	3 (12.5%)	8 (23.5%)
Tier II	3 (12.5%)	14 (41.1%)
Tier III	15 (62.5%)	10 (29.4%)
Tier IV	3 (12.5%)	2 (5.8%)



2012-2013 Data

- Attendance
 - Professional Staff Attendance: 92.8 %
 - Student Attendance Rate: 87.2 %
- Student Discipline
 - Percentage of Students Suspended:
 - 16.8% (108)
 - Violence, Vandalism, & Substance Abuse Incident:
 - 48 (2 damage to property)
 - **OSS:** 108 for 62 students; **ISS:** 541 for 121 students; **CD:** 6,292
- Graduation Rate
 - 2013: 77.0%



Academic Achievement

Goals and Objectives



By the **START** of Kindergarten

OUR GOAL is for ALL Students to Know:

- **Letters**
- **Sounds**
- **Shapes**
- **Colors**
- **Basic Counting**

We believe that these are the
basic building blocks to
reading, writing, mathematics



By the End of Grade 2

OUR GOAL is for ALL Students to:

- **Have a DREAM or an IDEA of what they want to do when they grow up AND Understand that THEY matter in our democracy**
- **ENJOY coming to and being in SCHOOL**
- **On Target to be ON GRADE LEVEL**



By End of Grade 3

- Every STUDENT is **ON GRADE LEVEL** in:
 - Reading
 - Writing
 - Mathematics



By End of Grade 5

- **Every STUDENT:**
 - Has made the transition from Learning to Read to **READING to LEARN**
 - Is **ABLE TO SOLVE MULTI-STEP, COMPLEX Learning Tasks**
 - Is **PROFICIENT** in the **USE** of Technology as a Problem Solving Tool



By End of Grade 8

- **Every STUDENT:**
 - Still has their DREAM(S) and CAREER GOALS intact
 - Has a plan and knows how to attain their DREAMS and CAREER GOALS
 - Is prepared for a rigorous High School Experience and Still Enjoys School



By End of Grade 12

- **Every STUDENT is:**
 - College and Career Ready
 - Has developed a BODY of WORK in their PreK-12 Journey that demonstrates that they are prepared to do what it takes to make it in whatever they want to do whether it is career or college



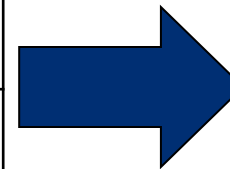
Ultimate Goal is To Meet Our Non-Negotiable GOALS



Believe, Understand, and Realize Goals

Non-Negotiables

Our District Will:	E ngage our students in a relevant and meaningful curriculum that promotes 21 st century learning
	B elieve relationships among all stakeholders are critical toward our success
	B elieve in our students and support the identification, development, and pursuit of their individual dreams
	S et high academic, social and emotional expectations for our teachers and students, and persevere to achieve them



Graduates that are prepared and inspired to make positive contributions to society

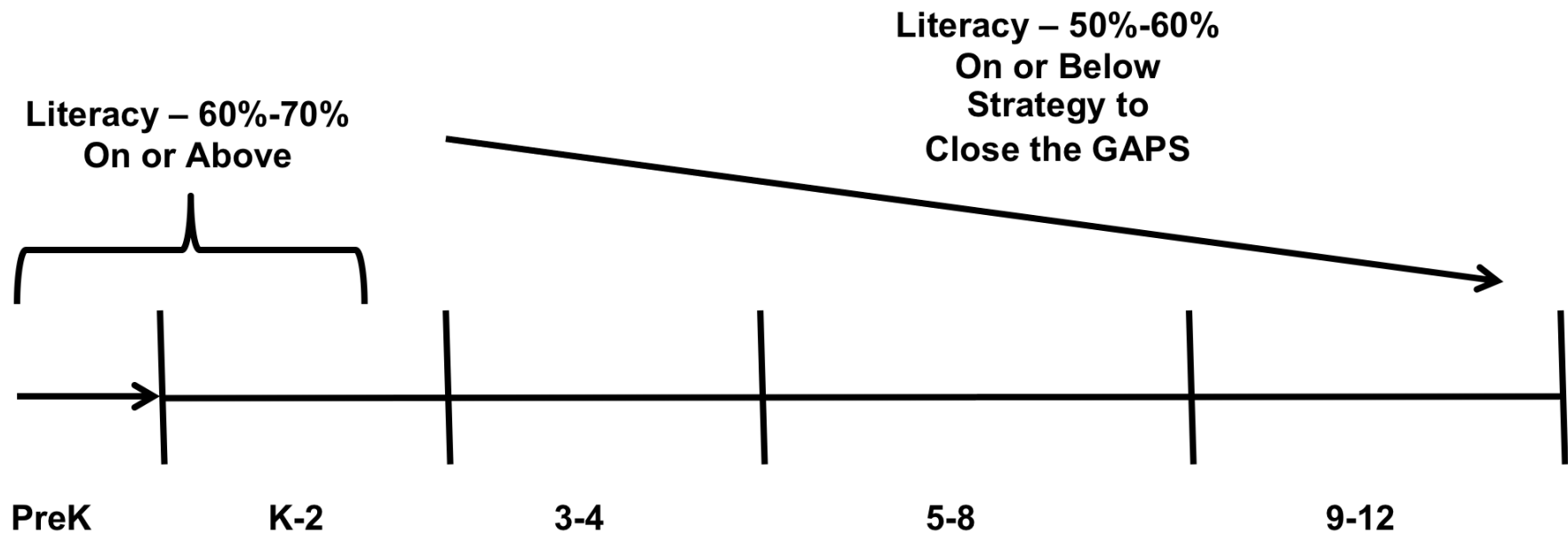


To Meet the Non-Negotiables We Need to Address Our Most Critical Priority Student Literacy

- **How well our students:**
 - **Read**
 - **Write**
 - **Use Reading and Writing in Other Contexts**



Literacy: Where are we?



- Data suggest
 - Widespread growth PreK to Grade 2
 - We are closing Opportunity and Achievement gaps in Grades 2 through Grades 12 but still have more work to do

Other Notes...

- Fully Aligned 21st Century Curriculum
- Personalization and Customization
 - Detracked System
 - New RTI Program
- New Teacher Evaluation System
 - Self Assessments Matching Performance
- Professional Development Full Steam Ahead
- Future Budget Requests Will Reflect Our Shift from Compliancy to Performance

Keansburg School District Model for Customized Teaching and Learning

1) What should students know and be able to do?

CURRICULUM GUIDES

Provides Learning Goals/ Objectives, Activities, & Assessment



2) How to find out what students know?

PRE-ASSESSMENT

Initial Mode of Customization



3) How to provide students with content?

PLAN DIFFERENTIATED AND RELEVANT TASKS

Transfer of Learning



4) How to determine if students have mastered learning goal(s) before moving on?

CHECK FOR UNDERSTANDING

Second Mode of Customization

Move On 1/2 Move On Reteach



5) How to assess if students have successfully mastered the unit?

SUMMATIVE ASSESSMENTS, PERFORMANCE ASSESSMENTS, COMMON BENCHMARK

ASSESSMENTS, etc.

Rubrics should be used to analyze student work and/or as a criteria for success

Alignment to Standardized Assessment (PARCC, NJ ASK, HSPA)

System of Formal and Informal Feedback



Thank you!

