



Advisory Board Regular Meeting Superintendent's Report

Tuesday, October 18, 2022

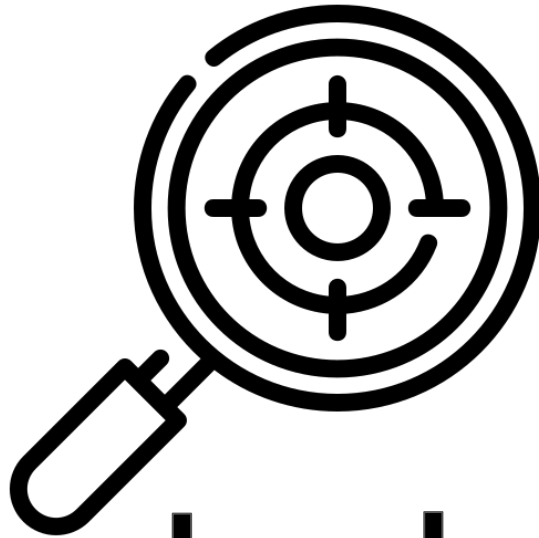
A yellow pencil with a red eraser and a grey band, pointing to the right.

Agenda

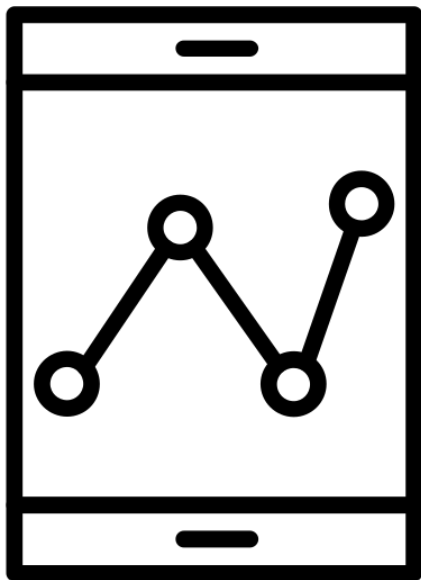
District Updates

- October Focus Topics
 - ◆ New Jersey Student Learning Assessments (NJSLA)
- Updates
 - ◆ Teaching & Learning
 - ◆ Technology

District Highlights

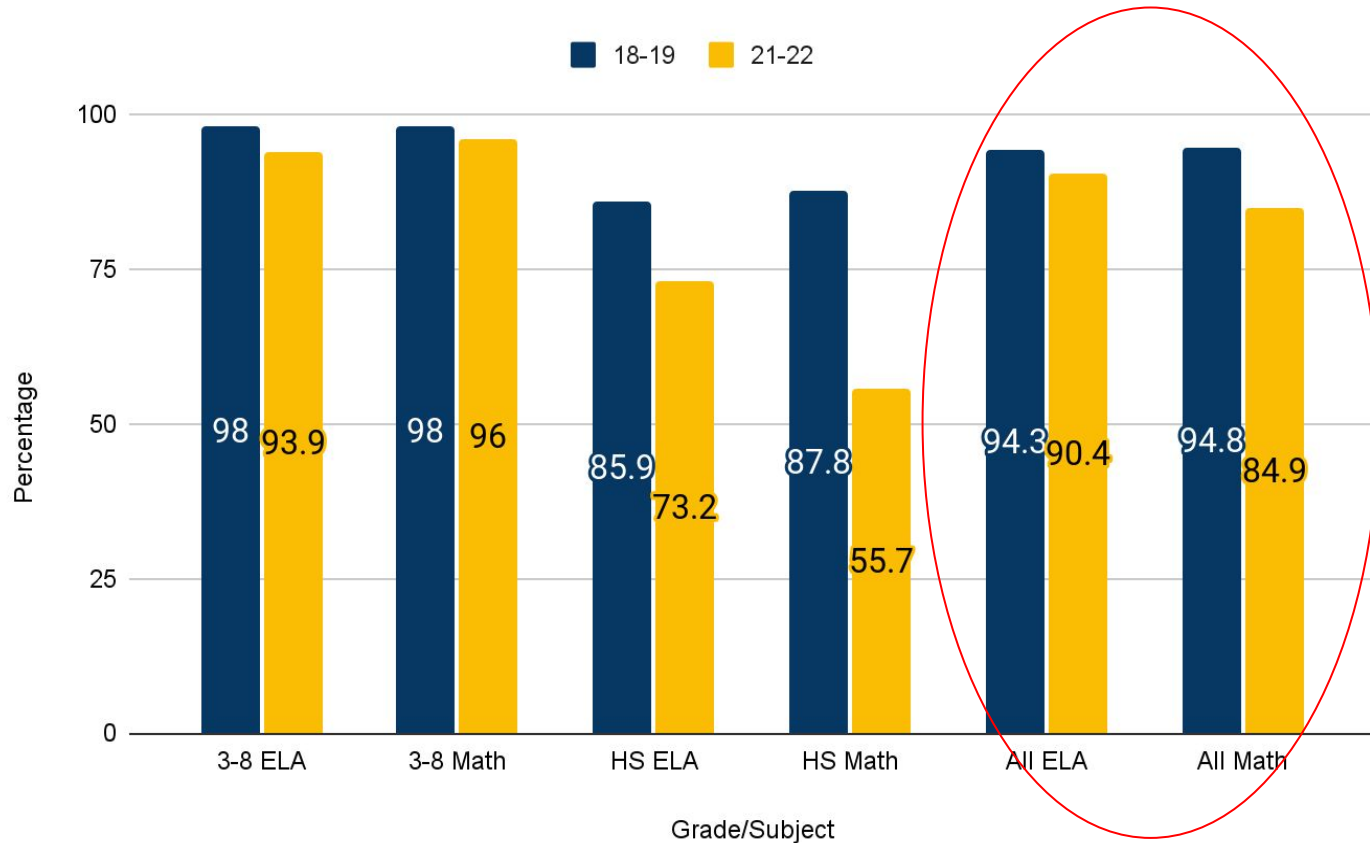


October Focus



NJSLA Results

NJSLA District ELA & Mathematics Participation 18-19 to 21-22 Comparison



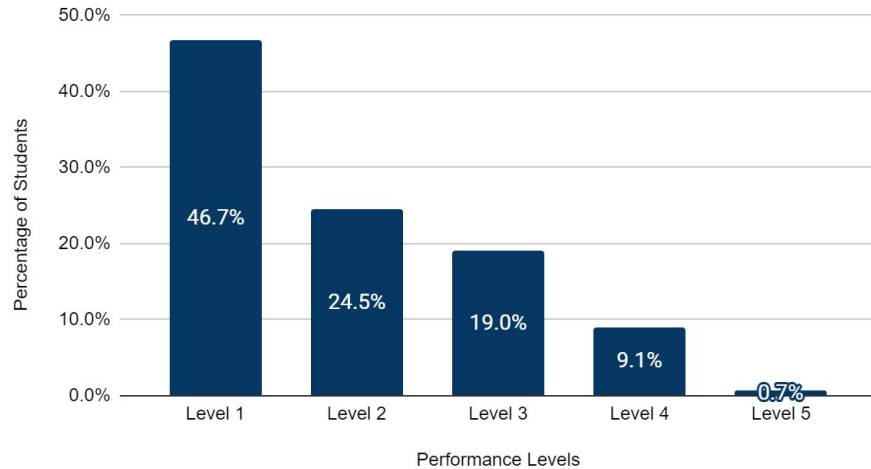
Participation rates were significantly better during the SY18-19 testing window



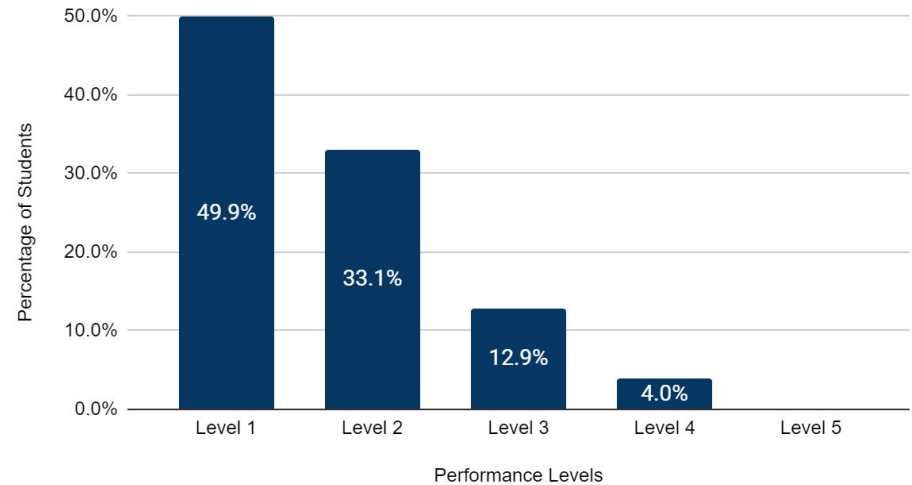
NJSLA Performance Analysis

District proficiency rates by performance levels for the SY21-22 NJSLA administration.

English/Language Arts



Mathematics



Performance Level 1 - Did Not Yet Meet Expectations

Performance Level 2 - Partially Met Expectations

Performance Level 3 - Approached Expectations

Performance Level 4 - Met Expectations

Performance Level 5 - Exceeded Expectations

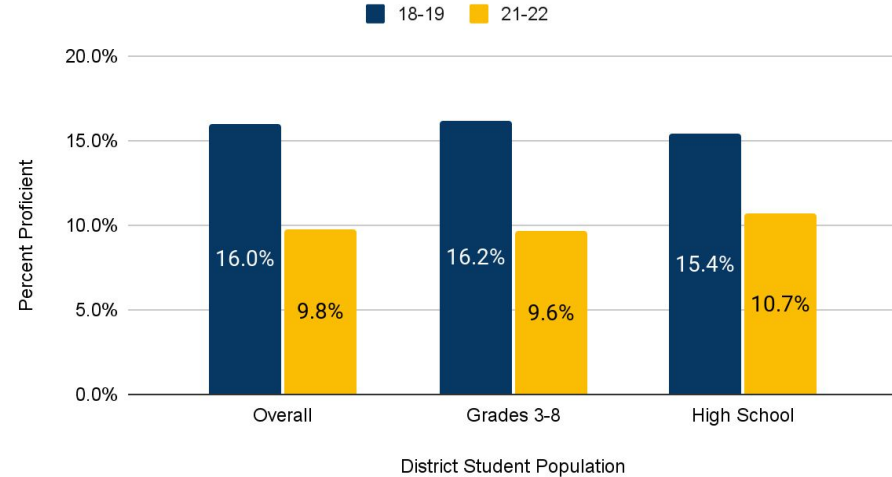
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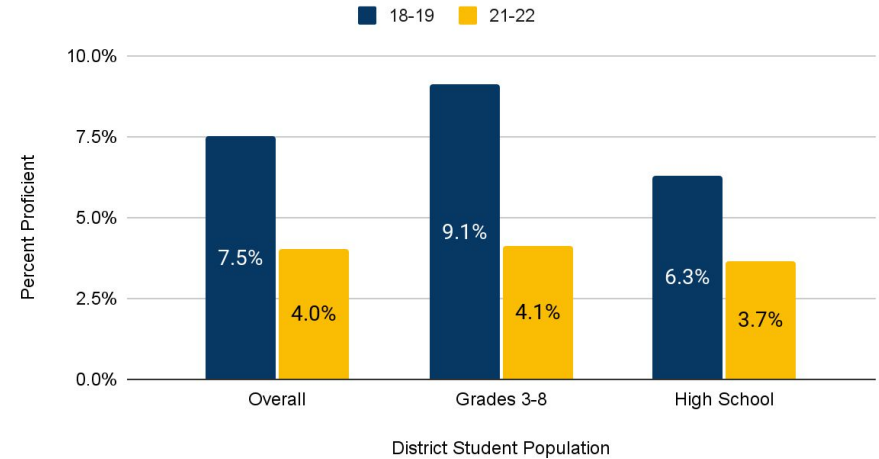
NJSLA Performance Analysis

District ELA/Math SY18-19 to SY21-22 District Comparison

English Language Arts



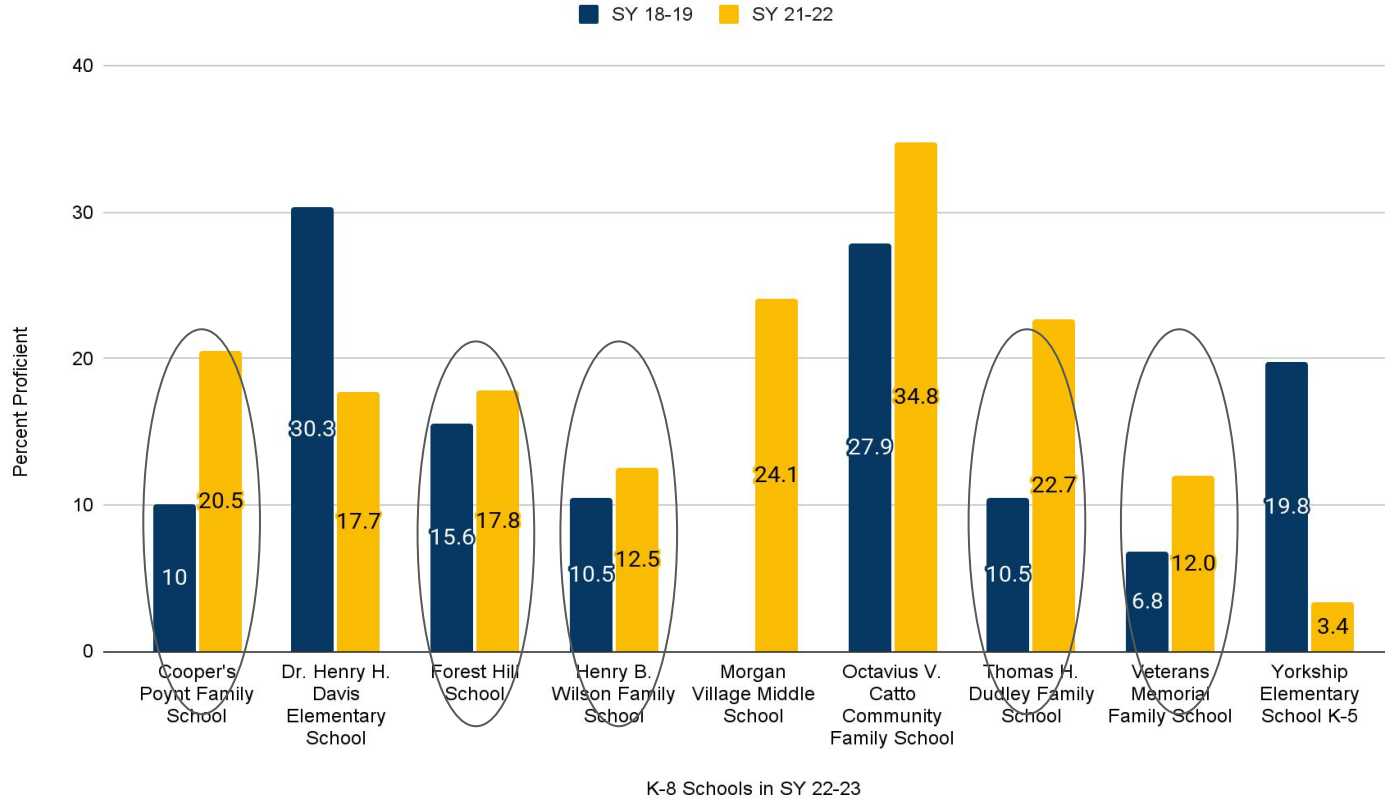
Mathematics



Proficiency is measured by counting the number of students that scored an overall Performance Level of 4 or 5. This group of students is divided by the total number of students that took the test, resulting in a proficiency percentage.



NJSLA Performance Analysis: District Schools K-8 ELA 18-19 to 21-22 Comparison

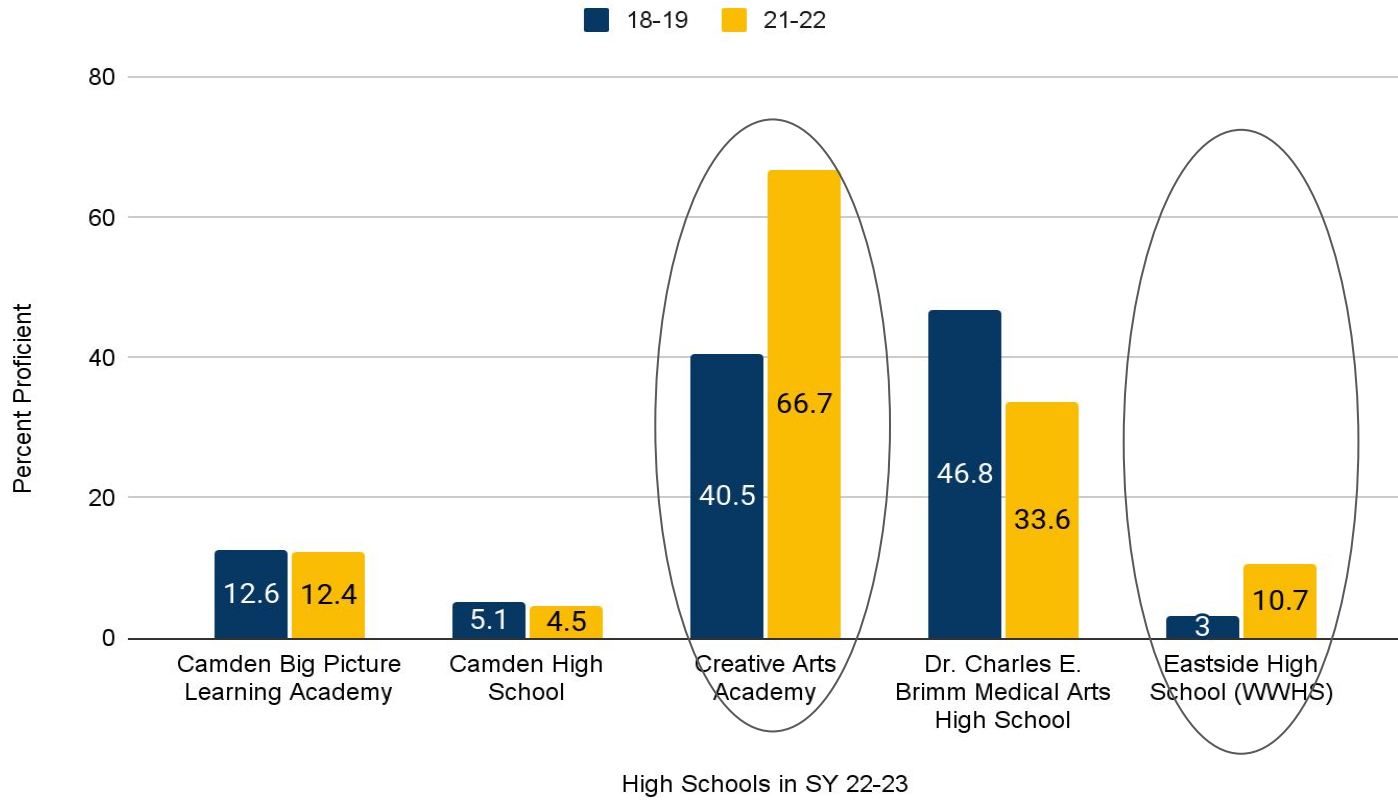


For the SY21-22, Cooper's Poynt, Forest Hill, HB Wilson, Catto, Dudley and Vets all surpassed their 18-19 ELA proficiency scores.

Proficiency is measured by counting the number of students that scored an overall Performance Level of 4 or 5. This group of students is divided by the total number of students that took the test, resulting in a proficiency percentage.



NJSLA Performance Analysis: District Schools HS ELA 18-19 to 21-22 Comparison

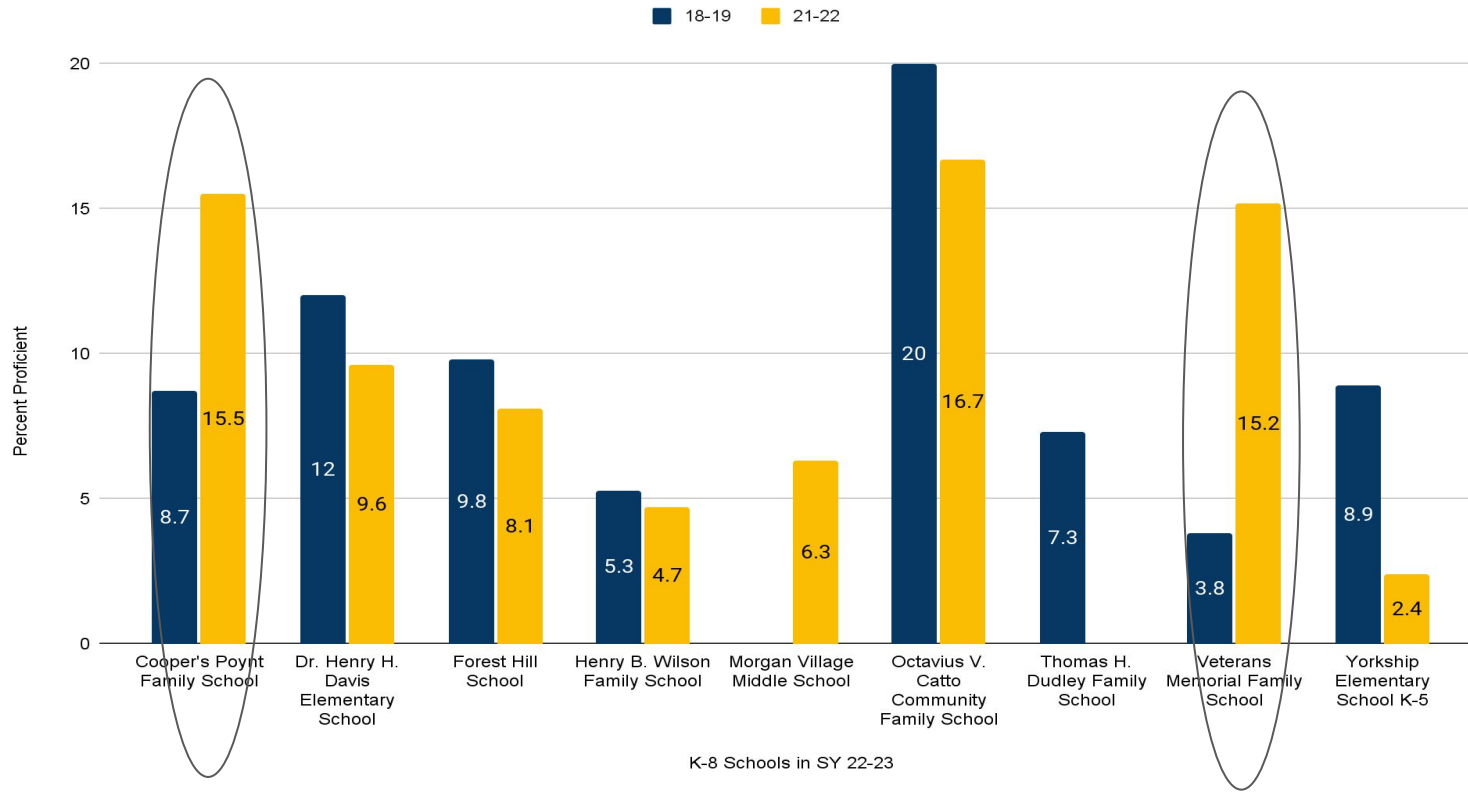


For the SY21-22, Creative Arts and Eastside both surpassed their 18-19 ELA proficiency scores and Camden Big Picture Learning Academy performed about the same.

Proficiency is measured by counting the number of students that scored an overall Performance Level of 4 or 5. This group of students is divided by the total number of students that took the test, resulting in a proficiency percentage.



NJSLA Performance Analysis: District Schools K-8 Math 18-19 to 21-22 Comparison



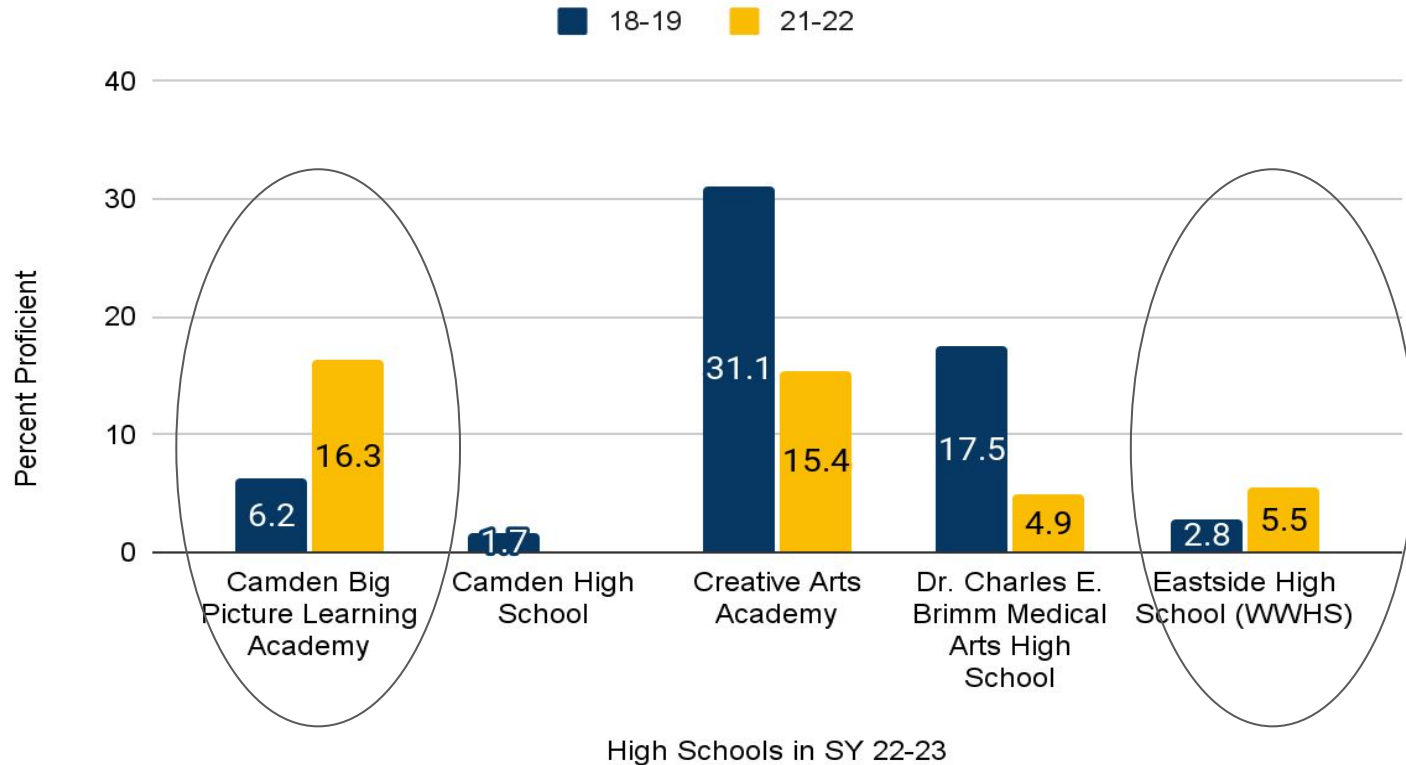
For the SY21-22, Cooper's Poynt and Vets surpassed their 18-19 Math proficiency scores.

Proficiency is measured by counting the number of students that scored an overall Performance Level of 4 or 5. This group of students is divided by the total number of students that took the test, resulting in a proficiency percentage.

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NJSLA Performance Analysis: District Schools HS Math 18-19 to 21-22 Comparison



For the SY21-22, Camden Big Picture Learning Academy and Eastside both surpassed their 18-19 Math proficiency scores.

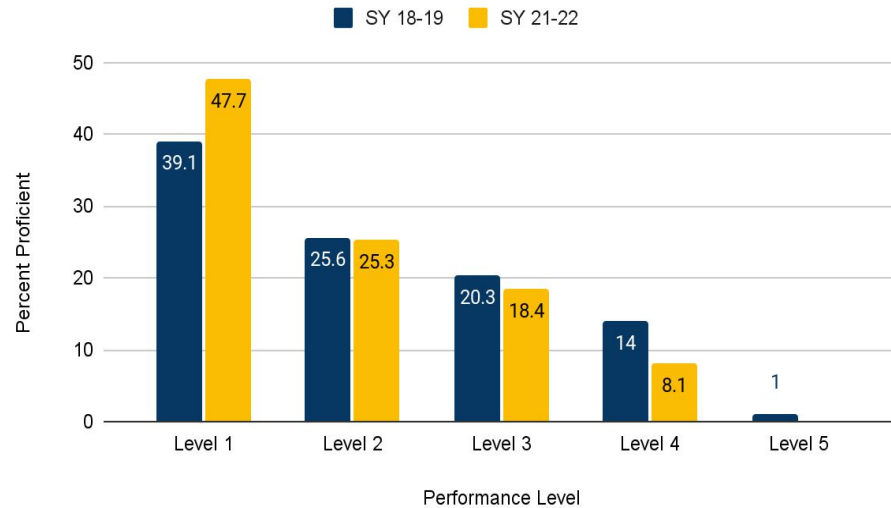
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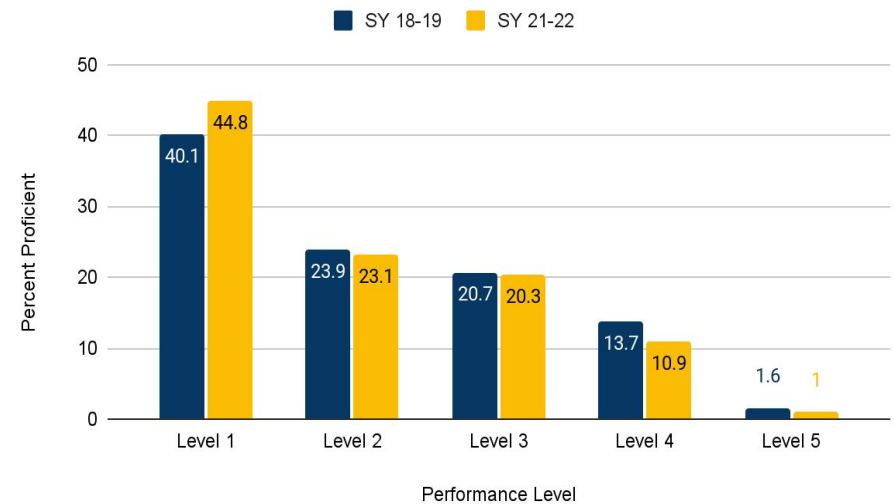


Performance Analysis: District Subgroup ELA 18-19 to 21-22 Comparison

Economically Disadvantaged



Not Econ Disadvantaged



Performance Level 1 - Did Not Yet Meet Expectations

Performance Level 2 - Partially Met Expectations

Performance Level 3 - Approached Expectations

Performance Level 4 - Met Expectations

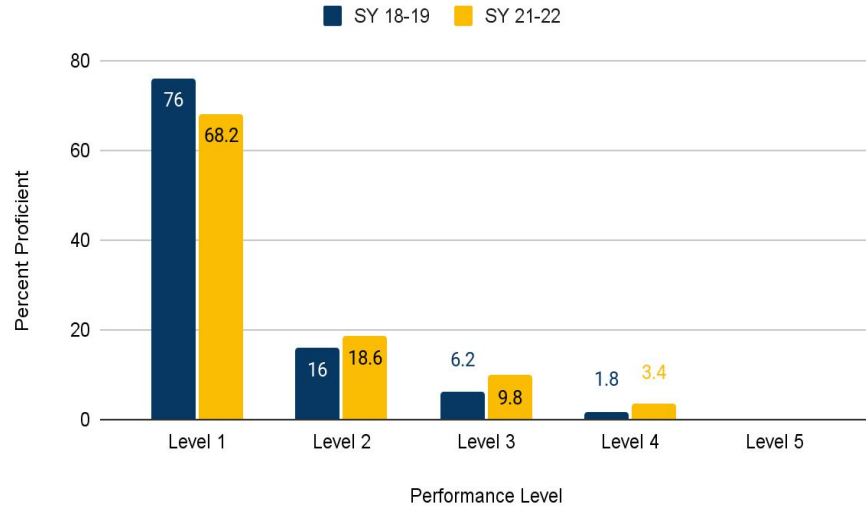
Performance Level 5 - Exceeded Expectations

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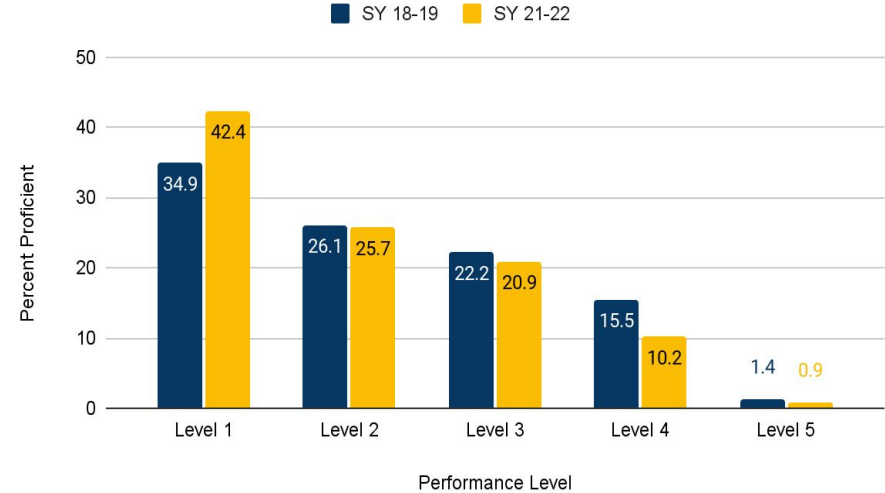


Performance Analysis: District Subgroup ELA 18-19 to 21-22 Comparison

English Learners



Not English Learners



Performance Level 1 - Did Not Yet Meet Expectations

Performance Level 2 - Partially Met Expectations

Performance Level 3 - Approached Expectations

Performance Level 4 - Met Expectations

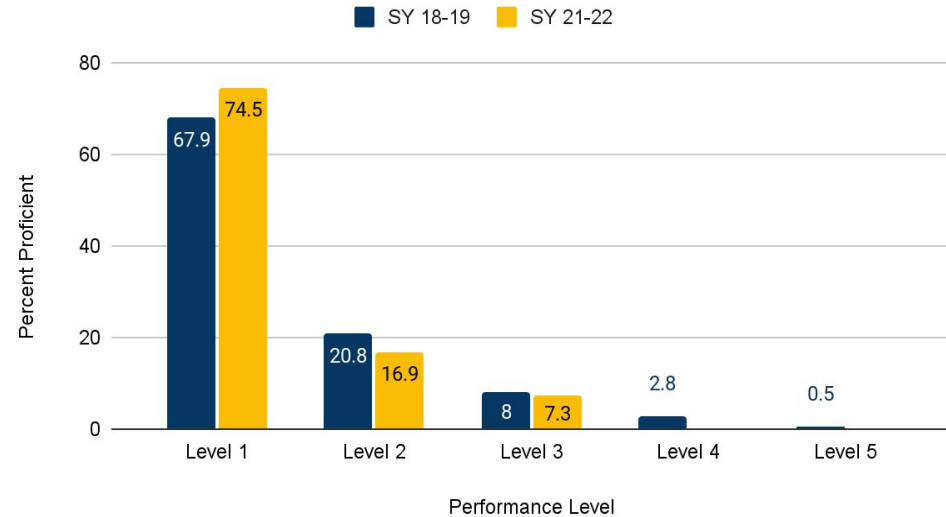
Performance Level 5 - Exceeded Expectations

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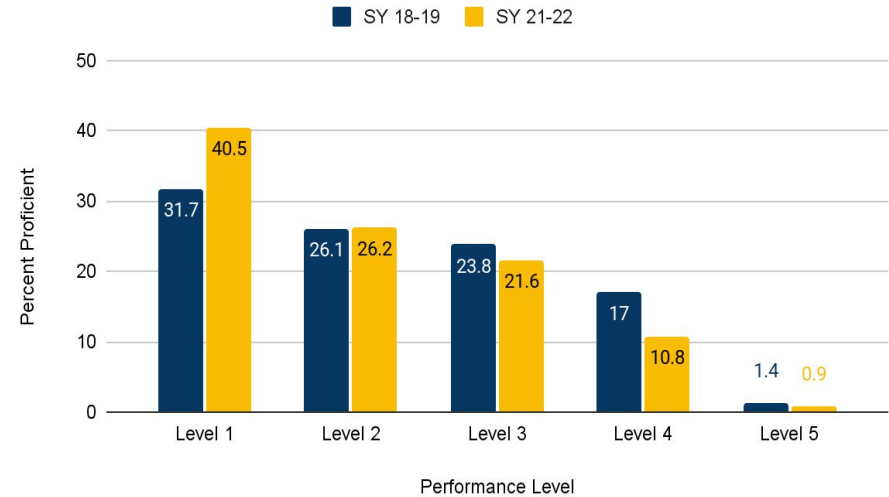


Performance Analysis: District Subgroup ELA 18-19 to 21-22 Comparison

Students With Disabilities



Students Without Disabilities



Performance Level 1 - Did Not Yet Meet Expectations

Performance Level 2 - Partially Met Expectations

Performance Level 3 - Approached Expectations

Performance Level 4 - Met Expectations

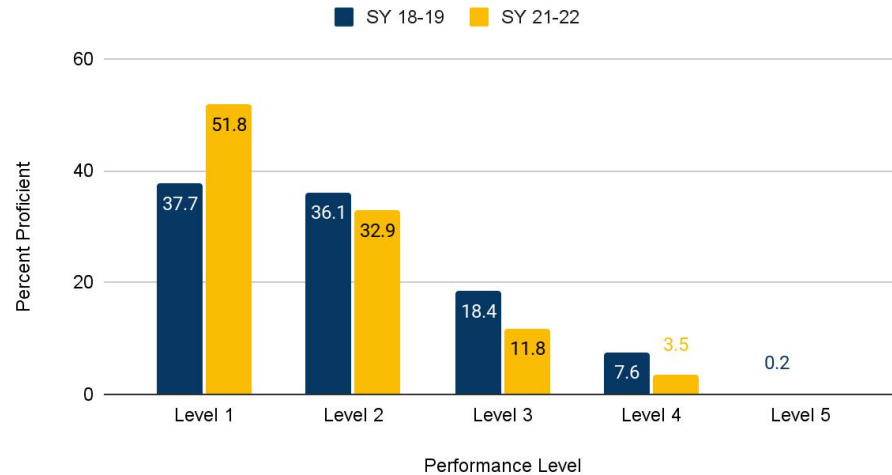
Performance Level 5 - Exceeded Expectations

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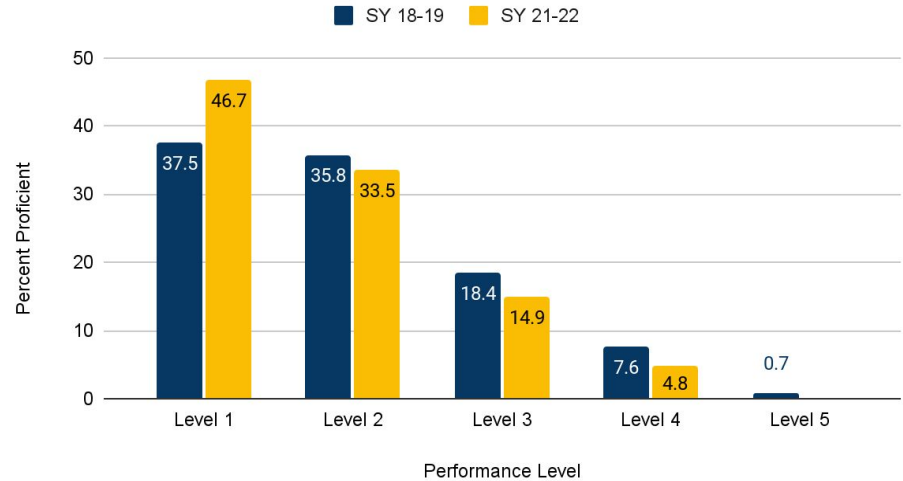


Performance Analysis: District Subgroup Math 18-19 to 21-22 Comparison

Economically Disadvantaged



Not Econ Disadvantaged



Performance Level 1 - Did Not Yet Meet Expectations

Performance Level 2 - Partially Met Expectations

Performance Level 3 - Approached Expectations

Performance Level 4 - Met Expectations

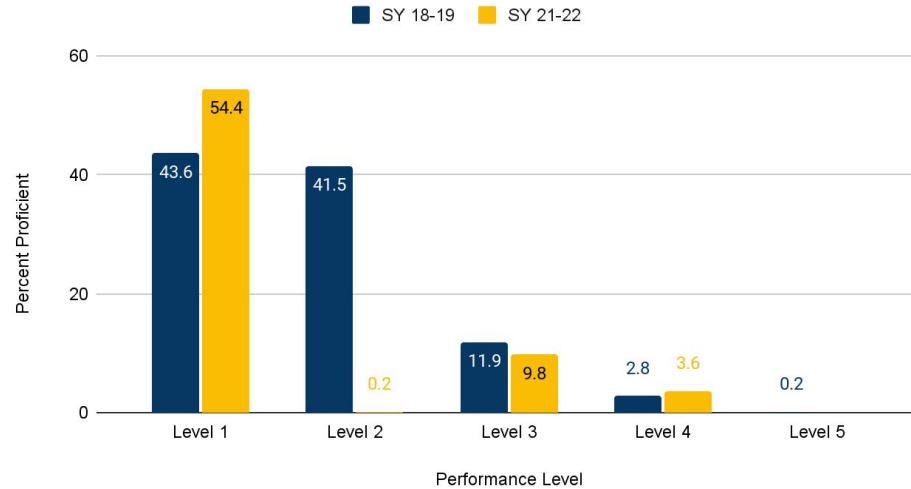
Performance Level 5 - Exceeded Expectations

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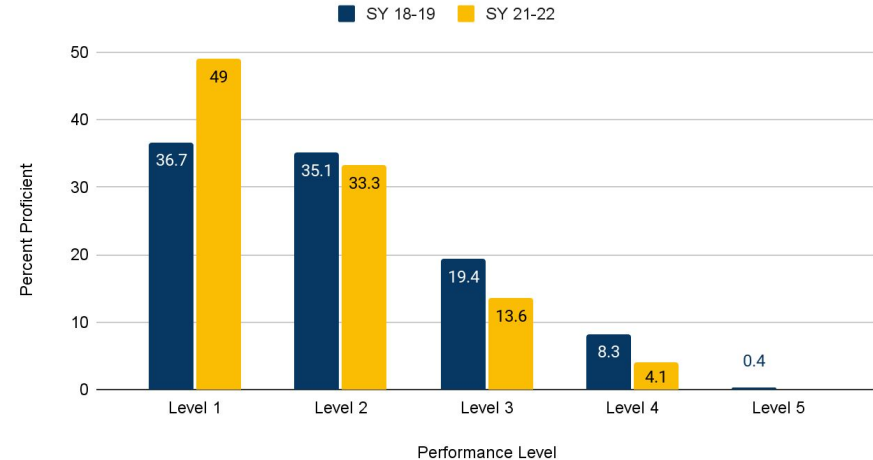


Performance Analysis: District Subgroup Math 18-19 to 21-22 Comparison

English Learners



Not English Learners



Performance Level 1 - Did Not Yet Meet Expectations

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Performance Level 3 - Approached Expectations

Performance Level 4 - Met Expectations

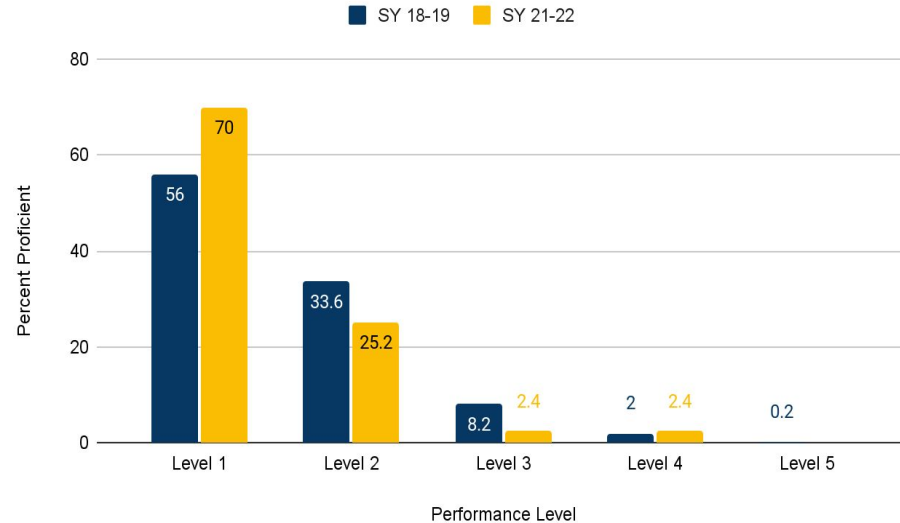
Performance Level 5 - Exceeded Expectations

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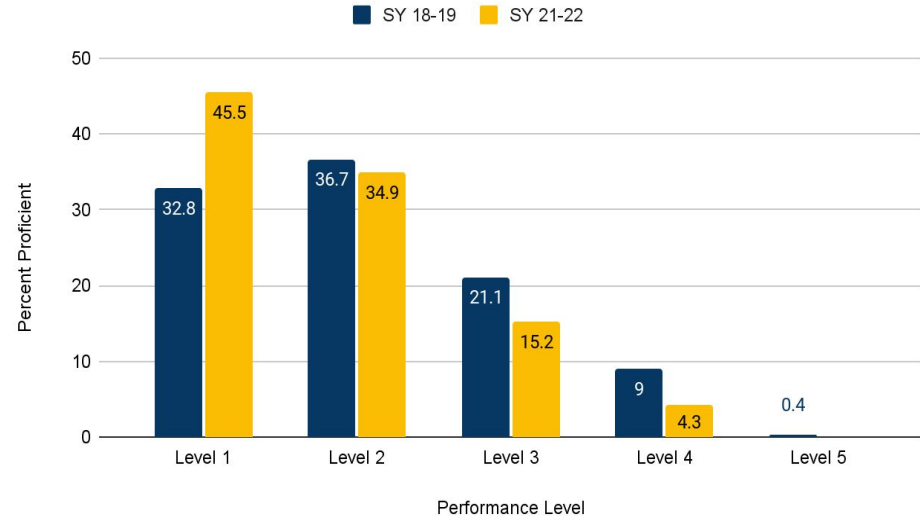


Performance Analysis: District Subgroup Math 18-19 to 21-22 Comparison

Students With Disabilities



Students Without Disabilities



Performance Level 1 - Did Not Yet Meet Expectations

Performance Level 2 - Partially Met Expectations

Performance Level 3 - Approached Expectations

Performance Level 4 - Met Expectations

Performance Level 5 - Exceeded Expectations

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NJSLA Performance Analysis: Fall 2021 Start Strong to Spring 2022 NJSLA Comparison - ELA

Start Strong			NJSLA		
Level	Support Needed	Percentage	Percentage	Proficiency Level	Level
1	Strong Support	65.4%	49.7%	Below Proficient	1 & 2
2	Some Support	19.2%	29.7%	Near Proficient	3
3	Less Support	15.4%	20.7%	Proficient or Advanced Proficiency	4 & 5



NJSLA Performance Analysis: Fall 2021 Start Strong to Spring 2022 NJSLA Comparison - Math

Start Strong			NJSLA		
Level	Support Needed	Percentage	Percentage	Proficiency Level	Level
1	Strong Support	86.1%	67.9%	Below Proficient	1 & 2
2	Some Support	11.4%	22.6%	Near Proficient	3
3	Less Support	2.5%	9.5%	Proficient or Advanced Proficiency	4 & 5



NJSLA Performance Analysis: District Strategies and Priorities

Co-Teacher Model

Strengthening the co-teacher model across K-2 classrooms

- Focused Professional Development on Co-Teaching Model
- Data-Driven Analysis & Instruction

Attendance & Graduation

Ensuring that all students are prepared for career and college upon graduation

- Increased exposures and internships
- Enhanced parent training/workshops

Small Group Instruction

Literacy Focus

Social Emotional Learning Focus

Grades 3-5 Departmentalization

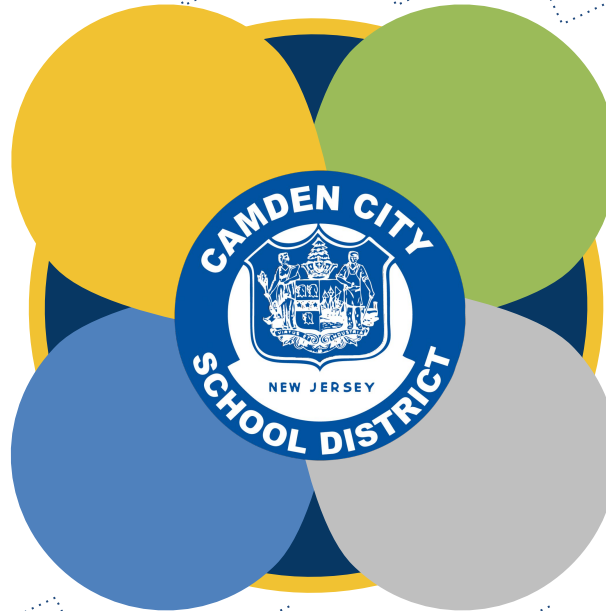
After-school programs

Learning Acceleration as a Tool to Increase Student Outcomes

Providing job-embedded professional development for all teachers and leaders

Increasing Inclusivity in our Curriculum

Ensuring diversity of curricular resources and integration that celebrates and recognizes the diversity of our society

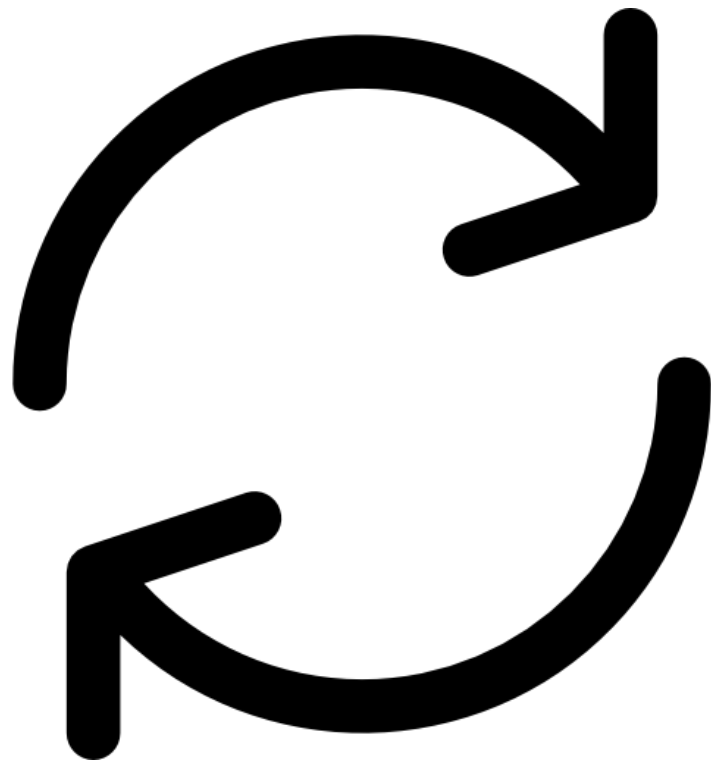


Grades 4-8 Phonics Instruction

Benchmark Monitoring

Summer programs

Reading Interventionists



UPDATES

A yellow pencil with a red eraser and a grey band, pointing to the right.

Agenda

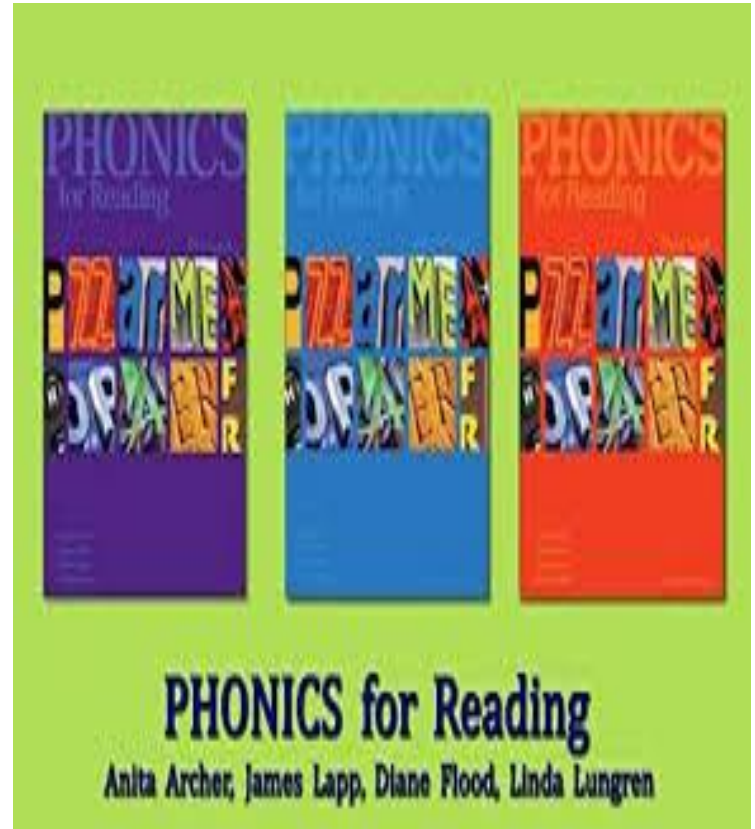
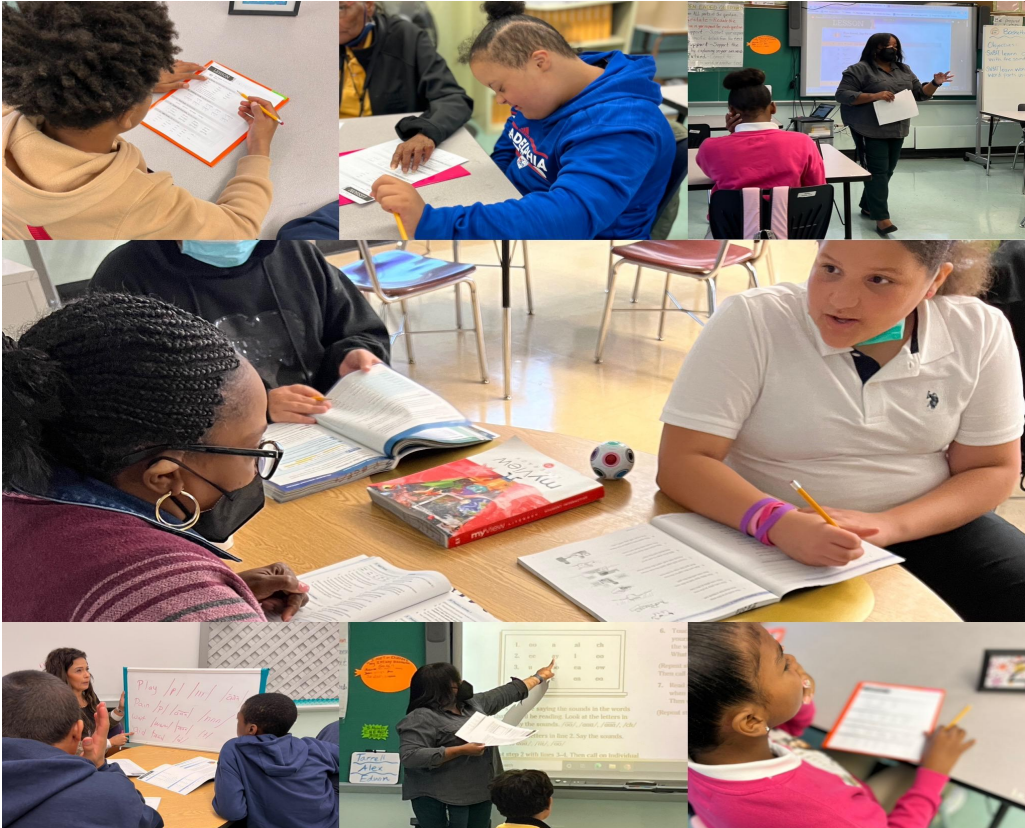
District Updates

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 - ◆ Technology

District Highlights

District Updates: Teaching & Learning

Phonics for Reading (Grades 4-8)



Wacom Devices in Action (Grades 9-12)

Data Collection:

t	Δx	3m	6m	9m	12m	15m
trial 1		1.20s	4.28s	5.89s	7.81s	11.25s
trial 2		2.16s	4.37s	6.59s	8.84s	11.50s
trial 3		2.95s	4.51s	6.28s	8.47s	10.73s

Analysis:

Algebraic Approach

The position of an object traveling at constant velocity (v) is given by:

$$x = x_0 + vt \quad \text{defining the initial position as zero } (x_0 = 0) \text{ this becomes}$$

$$x = x_0 + vt \quad \text{or} \quad \Delta x = vt \quad \text{then solving for } v \text{ yields}$$

$$v = \frac{\Delta x}{t}$$

To determine if the ball is traveling at a constant velocity, v , we will first assume that it is and then test that hypothesis.

1. Calculate the average time, t_{average} . It took the bowling ball to travel the given distance by adding the results from your three trials and dividing by three. Record that result below.
2. Calculate the average velocity, v with which the ball traveled that distance by dividing the distance, Δx , by the average time, t_{average} . Record that result below.

Δx	3m	6m	9m	12m	15m
t_{average}	2.10s	4.31s	6.08s	8.25s	11.16s
$v = \frac{\Delta x}{t}$	1.42 m/s	1.36 m/s	1.48 m/s	1.45 m/s	1.34 m/s



Motion at Constant Speed Class Work

1. A rabbit can cover a distance of 80 m in 5 s. What is the speed of the rabbit?

$$D = 80 \text{ m} \quad S = \frac{D}{t} \quad S = \frac{80 \text{ m}}{5} = 16 \text{ m/s}$$

2. During the first 50 s a truck traveled at constant speed of 25 m/s. Find the distance that it traveled.

$$t = 50 \text{ s} \quad d = S \times t \quad d = 25 \text{ m/s} \times 50 = 1,250 \text{ m}$$

3. An elevator ascends at a constant speed of 4 m/s. How much time is required for the elevator in order to travel 120 m upwards?

$$S = 4 \text{ m/s} \quad t = \frac{d}{S} \quad \frac{120 \text{ m}}{4 \text{ m/s}} = 30 \text{ s}$$

4. A racing car can complete a 900 m long lap in 15 s. What is the speed of the car?

$$d = 900 \text{ m} \quad S = \frac{d}{t} \quad S = \frac{900 \text{ m}}{15 \text{ s}} = 60 \text{ m/s}$$

5. It is known that a shark can travel at a speed of 15 m/s. How far can a shark go in 10 seconds?

$$S = 15 \text{ m/s} \quad D = S \times t \quad D = 15 \times 10 = 150 \text{ m}$$

6. How long does it take an airplane to fly 5000 m if it maintains a speed of 240 meters per second?

$$D = 5000 \text{ m} \quad S = 240 \text{ m/s} \quad t = \frac{D}{S} \quad t = \frac{5000 \text{ m}}{240} = 20.8 \text{ s}$$



District Updates: Teaching & Learning Upcoming Student Assessments (PSAT/NMSQT)



**Camden City School District
PSAT Test Date
October 25, 2022**

**SAVE the
DATE**





NEW

TECHNOLOGY SUPPORT

**EFFECTIVE MONDAY, OCTOBER 3, 2022
THE DISTRICT WILL BE USING THE
FOLLOWING VENDOR FOR ALL
TECHNOLOGY SUPPORT.**

New vendor: Holtec

Email : itsupport@camden.k12.nj.us

Phone: 866-497-2950





Highlights

District Highlight: District-Wide Hispanic Heritage Month Celebration



District Highlight: Spirit Month Preview



District Highlight: Fall Sustainability Festival





Upcoming Events

SAVE THE DATE

**EXTREME
MAKEOVER**

CAMDEN EDITION



CAMDEN COMMUNITY
PARTNERSHIP
OFFICE OF COMMUNITY ENGAGEMENT

Join Mayor Victor Carstarphen, City Council President Angel Fuentes,
& Superintendent Katrina McCombs For A Special Community Clean-Up



Support our high school student athletes!

Eastside High School

3100 Federal Street

October 20th

9am-2pm

Camden High School

1875 Park Boulevard

October 27th

9am-2pm

Volunteers can register by calling the Mayor's Office at
856-757-7200 or email camdenclean@ci.camden.nj.us

October is District-Wide Spirit Month Continues



Spirit Month

CCSD Advisory Board Meeting



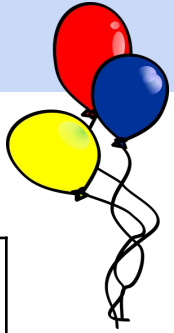
NEXT MEETING

November 22, 2022

Location: Camden High Campus

Congratulations on your retirement!

Retirements



Name	Position	Years of Service
Victoria Albright	Teacher, English	25
Deborah Smith	Security Officer	19