

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE
CHIEF ACADEMIC OFFICER
Craig Stephenson

June 19, 2025

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL
Rob Hemmes, Head Teacher

INSTRUCTION / STUDENT NOTES:

- As of May 30, 2025 there are 27 high school students attending AEHS full time and 4 Bowe School students.
- They successfully completed all state testing for Middle and High School students.
- They continue to meet on a monthly basis with the CST and High School Administration working to provide a smooth transition to and from the High School Program
- They are still working towards getting the students in PowerSchool.
- AEHS students are currently using the Yonder pouch to secure their phones.
- Paper Report Cards/Progress are being mailed out to all parents to update them on attendance and grades.
- Transportation has been a great help getting the students here on time and safely back home.
- Students are currently taking all their major subjects including Math, Science, History, and English. Students are also taking a business, music and language elective.

FACILITIES:

The GHS custodial staff have been a great support working around them and the additional classrooms they have been utilizing.

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language
Amy Masso: District-wide ESL Support

Number of children currently identified in district:
The district-wide breakdown is listed below:

<i>GRADE</i>	<i>TOTAL</i>
PRE-K	
3/4	21
K	10

District-wide Enrollment:

1	11
2	17
3	15
4	13
5	7
6	9
7	8
8	11
9	16
10	8
11	7
12	1
TOTALS	154

Languages spoken by Multilingual students across the district include:

- Spanish
- Russian
- Vietnamese
- Urdu
- Ukranian
- Persian, Farsi, Dari
- Korean
- Hindi
- Cambodian
- Tagalog
- Turkish
- Brazilian Portuguese
- Punjabi
- Mandarin
- Gujarati

New entrants tested into the program:

New entrants to the district who were identified as multilingual learners through Home Language Surveys, were then assessed using the WIDA screener to determine eligibility for ESL services. Notices were mailed to parents to inform them of their eligibility.

Students who exited the program.

N/A

ESL teachers completed the administration of the WIDA ACCESS assessment in February and March. Students were assessed in the areas of reading, writing, listening, and speaking to determine their level of language proficiency. Scores are typically received mid-late June and will determine if a student remains eligible for ESL services. Students who obtain an overall score above 4.5 are eligible to exit.

Students are currently being identified for PreK to K summer eligibility testing. Identified students will be assessed for program eligibility in the summer.

Pre-Kindergarten students are identified and receive consultation services through collaboration between the ESL teacher and the classroom teacher as needed. Kindergarten through 5th grade receive daily skill-based lessons in addition to vocabulary instruction based on the Wit & Wisdom lesson/module the class is currently focusing on as well as support in the Foundations program through either a push-in or pull-out model based on students' level of language proficiency. Grades 6 through 12 receive content instruction, and language arts skill support for one period each day. The transition has been made to a sheltered instruction model for all students and all teachers who are instructing Multilingual Learners were given 15 hours of Sheltered English Instruction training through Stockton University's SEI online training modules. Those who were not already trained will be provided professional development and training utilizing the modules through Stockton University.

B. Title I - Basic Skills Improvement Program

Carrie Owens

J. Harvey Rodgers School

Amy Masso-Ferrer: Supervisor of Basic Skills

Dorothy L. Bullock School

Summary of J. Harvey Rodgers and Bullock BSI ELA Services – May 2025

K – 5 th Grade BSI Student Totals										
Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
K	29	29	29	29	29	29	30	30	30	
1 st	11	11	6	6	6	12	12	12	12	
2 nd	16	16	13	13	13	20	20	20	20	
3 rd	13	13	12	12	12	19	19	19	19	
4 th	12	12	14	14	14	20	20	20	20	
5 th	12	12	8	8	8	11	11	11	11	
Total	93	93	82	82	82	111	112	112	112	

K – 5 th Grade BSI Exits										
Grade	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Grade Totals
K	0	0	0	0	0	0	0	0		
1 st	0	5	0	0	1	0	0	0		
2 nd	0	3	0	0	0	0	0	0		
3 rd	0	1	0	0	0	0	0	0		
4 th	0	0	0	0	0	0	0	0		
5 th	0	4	0	0	0	0	0	0		
Total	0	13	0	0	1	0	0	0		

At J. Harvey Rodgers School, all kindergarten students were assessed on knowledge of the letters and sounds through a screener given by Mrs. Owens in addition to the MAP fluency assessment in both Fall and Winter. Students in the lowest scoring tier were identified for services through Basic Skills Instruction (BSI). The program focuses on the following: phonemic awareness skills: rhyme, syllable segmentation, phoneme segmentation and identifying initial sounds in consonant-vowel-consonant words. A variety of multi-sensory activities using Orton Gillingham and Science of Reading strategies will be used. A meeting was held to review Winter MAP Fluency data to determine if students were ready to exit or if there are additional students in need of intervention. In May, students took the MAP Fluency assessment and were given the end of year BSI assessments to determine if they are eligible for exiting services and to track their progress for the year.

At Dorothy L. Bullock School, students who were identified through MAP winter assessments began receiving services through BSI. Throughout the year, students are progress monitored utilizing the Foundations Progress Monitoring assessments, the Heggerty phonemic awareness screeners, and sight word knowledge. Students in the program will continue to receive 30 minutes of daily Basic Skills instruction in English Language Arts (ELA) through either push-in or pull-out supplemental teaching models focusing on phonics and phonemic awareness skills and/or a focus on foundational literacy skills. A variety of multi-sensory activities using Orton Gillingham and Science of Reading strategies will be used. Assessment data is used to determine the specific skills/concepts that are needed to teach/reinforce and for creation of goals and instructional groups for tiered interventions and differentiation. In May, students took the MAP ELA and MAP Fluency assessment and were given the end of year BSI assessments to determine if they are eligible for exiting services and to track their progress for the year.

Basic Skills teachers at all levels collaborate with classroom teachers to enhance and support the skills being taught in the classroom. The number of students in the chart above are students who are currently receiving services. The parents/guardians of those students receive consent forms and notification of services. In addition to BSI services, classroom teachers will provide the necessary support through differentiation/tiered supports. The students who exited the program in the spring of 2024 continue to be monitored by the BSI staff in addition to their classroom teachers to ensure they are maintaining the skills that they were taught through BSI interventions. If concerns arise, students are eligible to re-enter the program for remediation.

Extended School Day programs were held for students in grades 3-12. Students in grades 3-5 were chosen according to MAP scores to participate in tutoring sessions after school in math which was taught in small groups by Bullock certificated staff. Students in grades 6-8 received targeted instruction based on needs in ELA and were chosen by MAP scores and teacher referral. GHS provided tutoring services to students who chose to stay and work in small groups with certificated staff in any area of need. These programs culminate at the end of April in grades 3-8 and end of May in grades 9-12.

The Summer Enrichment Program is planned for July 7th to July 31st and will be held 4 days a week for 3 hours each day. Students in grades K-5 were identified through MAP scores, BSI enrollment, or I&RS concerns. Students in grades 6-8 are identified through end of year grades and attendance. Registration is currently underway and will culminate on June 9th. There are a total of 140 students referred to the program in grades K-3 and 55 in grades 6-8.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the 2024-2025 school year:

DATE	SCHOOL	TO
5/22/25	GHS	Dorothy L. Bullock Elementary School
5/30/25	Bowe	Funplex, Mount Laurel, NJ
5/30/25	GHS	Big Swing, Sewell, NJ
6/3/25	Bullock	New Street Park
6/6/25	GHS	Ocean City Boardwalk
6/9/25	GHS	Summit Place Assisted Living, Glassboro, NJ
6/10/25	GHS	Rita's, Glassboro, NJ
6/11/25	GHS	Dave & Busters, Gloucester Twp, NJ
10/22/25	GHS	Stockton University

B. **Curriculum Committees:**

The following curriculum committees met during the month of May 2025:

Science Fair Meeting 5/20/25

In Attendance: P-present A-absent

P. Albert (P) J. DiLorenzo (P) S. Batten (P) S. Henahan (A) E. Pimpinella (A) S. Smith (P) L. Wilson (P)

Agenda Items:

1. Next year's Science Fair will be on Monday, 4/20/26.
2. Reflections on this year's science fair? Does anyone have anything to share about what was successful or where we need to improve?
 - a. The committee was happy with the number of judges. The judging process went much smoother this year due to the use of collaborative judging for Division 4.
 - b. More high school students participated this year than last year. Academy students are still required to participate in the science fair.

c. We would like at least one more person from Bullock to be on the committee. Currently, there are a majority of staff members from Bowe on the committee (4 of 7). What is the limit, if at all, to the number of committee members?

d. In preparation for next year, we need to update the Google Form submission sheet to streamline the process of tallying project numbers before the fair/grouping by school.

3. Jenn sent an email to committee members with the document outlining the steps for the committee to take before, during, and after the fair. ⇒ Needs revision and updating to reflect current practices.

4. Should we continue to require students in 8th grade to submit projects for this year's science fair?

a. The committee is happy with either scenario: we can continue to require 8th graders to participate or we can make participation optional. Based on our numbers from this year, if no 8th graders participated, there would have been only 80 participants, and 52 projects.

b. If participation were optional, the submitted projects would be of higher quality, and the prizes could be increased. This would lead to a more competitive atmosphere, but it would take away from the larger Glassboro community feel that the event embodies.

c. Schedule follow up meeting with Brandi and Craig to discuss the district level philosophy for the future of the science fair.

5. Here is a link to your PD certificate for this year's science fair: PD Certificate

Participants 2025:

Rodgers: 8 projects, 8 participants (Division 1)

Bullock: 21 projects, 29 participants (Divisions 2 & 3)

Bowe: 59 projects and 119 participants (Division 4)

GHS: 23 projects and 43 participants (Division 5)

IV. **PERSONNEL**

A. New Staff Members

The following staff members were hired or transferred to another position during the month of May 2025:

Kimberly Webb	Substitute Nurse	District
William Gibbs	Computer Technician	District
Marie Altieri	from Bowe to Bullock	
Stacey McWilliams	from Bullock to Bowe	
Schurr Little	from Bullock to Bowe	
Christopher Anderson	from Bowe to GHS	

Vacancies

Assistant Coach – GHS
Spanish Teacher
Anticipated Middle School Social Studies Teacher
Physical Education Teacher – LTS
1:1 Paraprofessional – GHS
Culinary Arts Teacher
Classroom and 1:1 Aide – Elementary
Pre-School ABA Aide
Special Education Teacher
Head Girls Soccer Coach

B. Substitute Teachers

From this point on all potential Substitutes are being referred to
ESS/Source4Teachers.

V. MISCELLANEOUS