



Pleasantville Public School
District Strategic Planning
Meeting 1
September 23, 2025

Agenda

- Welcome & Introductions
- State of the School
- The Strategic Planning Process
- Brainstorming – Points of pride, accomplishments, and challenges/opportunities of the Pleasantville Public School District
- Sharing our Thoughts & Common Themes
- Wrap Up - Next Meeting: Thursday, October 16, 2025

The Foundation for Raising the Bar for Excellence



Presentation by Dr. Marilyn Martínez, Superintendent

District Strategic Planning Meeting 1

September 23, 2025

6 to 8 PM in the Middle School Cafetorium

Belief Matters

From the Superintendent, Pleasantville Public Schools is a caring community of staff, students, and families that Cultivates Relationships, and Strives for Excellence

Vision: Pleasantville Public Schools district creates an educational environment where all students are recognized as unique individuals, educated in ways that align with their abilities, learning styles , interests, and talents

The “**New** Normal”

- Enhanced Facilities for Conducive Learning Environment
- Shifted the Culture and Climate to be Student-Centered
- Aligned Funding to Curriculum & Instructional Needs
- Set high expectations for performance outcomes

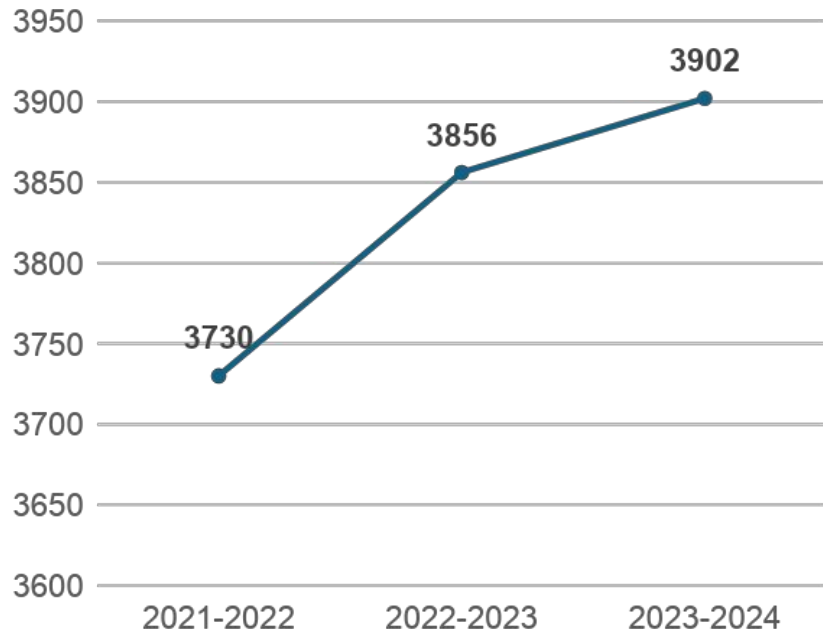
Enhanced Facilities, Transportation, & Security for Conducive Learning Environment

- Added bleachers to PHS gym
- Bathroom Renovations
- Painting Interior Walls & External Doors
- New “cafe look” of PHS cafeteria-
- New vestibules in all schools for safety
- New roofs
- HVAC replacement systems
- Painting Schools
- New furniture in middle school
- New library furniture for middle school and high school
- New Science furniture for STEM /Science Labs
- Fire Alarm in middle school and other buildings soon
- New Parking lot
- New athletic sheds
- New athletic fields
- New buses

Shifted the Culture and Climate

- A mindset to educate ALL students
- Strengthen the infrastructure to respond to the continuous technological upgrades
 - added new computers
- Implemented norms for collaboration focused on
 - Caring, Collaboration, Connection, Candid, Courage
- Meeting the needs of diverse student population
- Raising expectations for student learning outcomes
- Having a “Can Do” Mindset

Student Enrollment and Demographics



Student Group	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	81%	79.1%	78%
Students with Disabilities	17%	17.7%	19.1%
English Learners	21.8%	22%	25.8%
Homeless Students	.6%	1.5%	2.1%
Students in Foster Care	.4%	.2%	.2%
Military-Connected Students	.4%	.4%	.4%
Migrant Students	.3%	0	0



Demographics of MLLs (Multilingual Learners)

- 26.3% of MLLs in the District
- 19.3% of Former MLLs in the District
- 11.3% of Immigrants in the District
- *There was a 10.4% increase in the number of MLLs in the District*
- *A 18.75% increase in the number of MLLs that have exited the program*
- *There was a 8.3% increase in the number of immigrants to the district*

Dentro de la demografía estudiantil del distrito, se encuentran los estudiantes multilingües. En la Escuela Pública de Pleasantville, el 26.3% de los estudiantes son multilingües. El año escolar pasado, de una población estudiantil total de 3,902 estudiantes, había 1,026 estudiantes multilingües.

Countries in the Pleasantville Public Schools

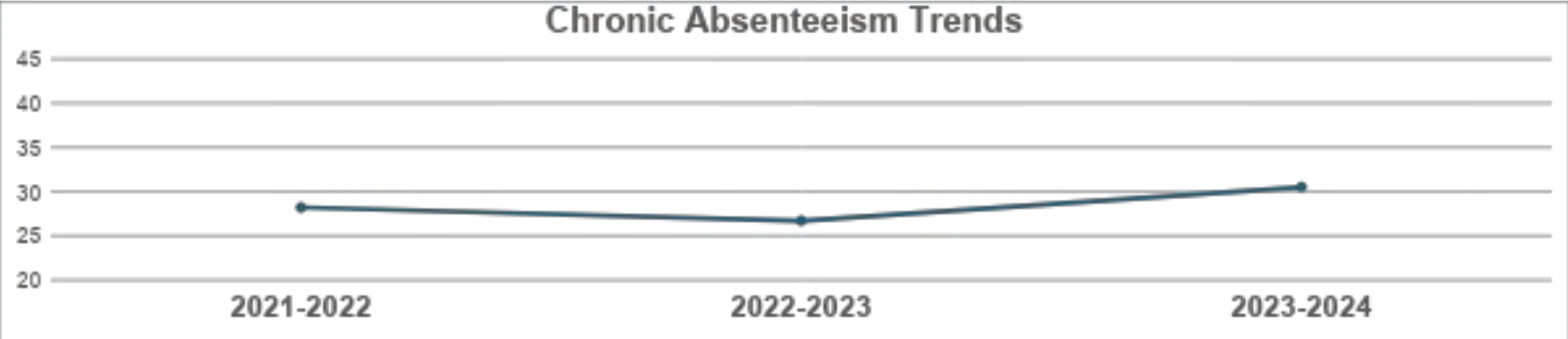
Argentina	Brazil	Canada	Chile	Colombia
Costa Rica	Dominican Republic	Ecuador	Egypt	El Salvador
Ghana	Guatemala	Guyana	Haiti	Honduras
Italy	India	Jamaica	Liberia	Mexico
Montserrat	Nicaragua	Nigeria	Pakistan	Panama
Peru	Puerto Rico	Sierra Leone	Spain	Suriname
Turks and Caicos	Venezuela	United States		

Primary Language Spoken at Home

- 52.8% of parents report that **Spanish** is the primary language spoken at home
- 42.9% of parents report that **English** is the primary language spoken at home.
- 3.4% of parents report that **Creole** is the primary language spoken at home.
- *Increase of 1% of Spanish as primary language a decrease of 1.6% English and an increase of 0.2% Creole*

En las escuelas del distrito, hay estudiantes cuyo idioma nativo no es el inglés, sin embargo, los tres idiomas principales que se hablan en casa son el español, el inglés y el criollo.

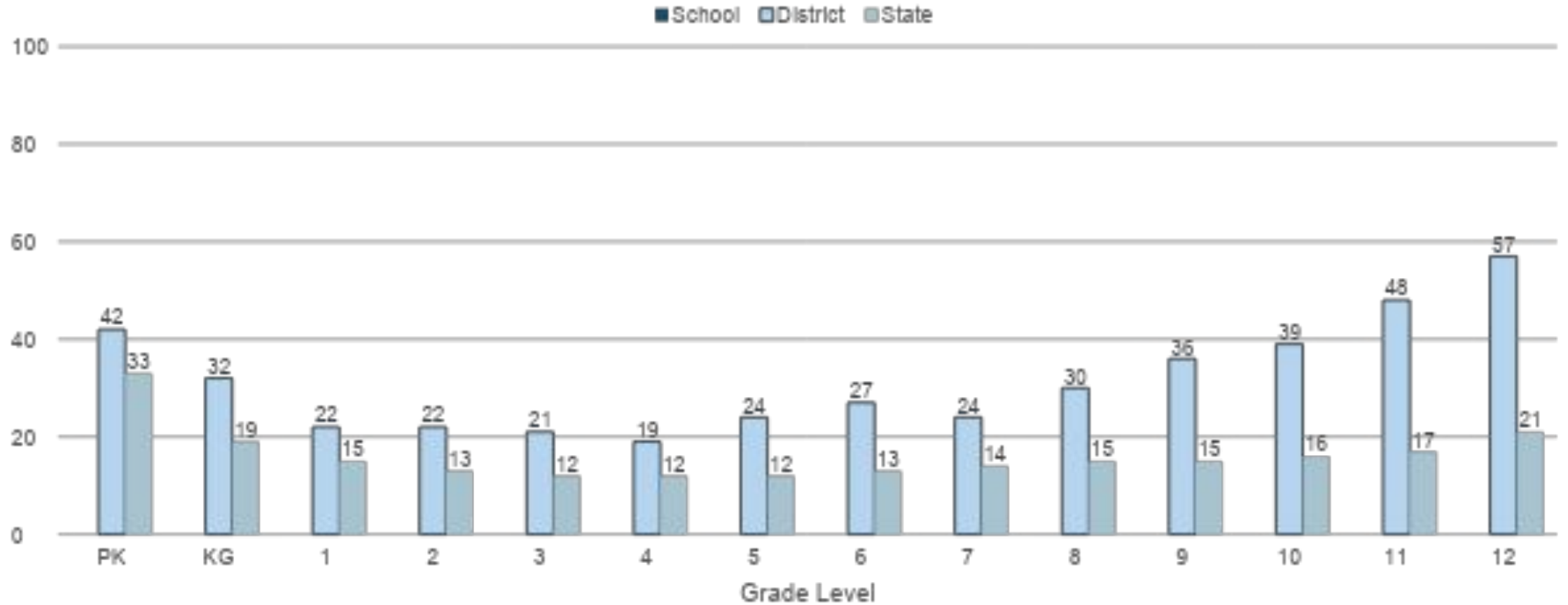
K-12 Chronic Absenteeism Rates



Performance	2021-2022 Rate	2022-2023 Rate	2023-2024 Rate
Chronic Absenteeism Rate	28.2%	26.7%	30.5%
State Rate	18.1%	16.6%	14.9%

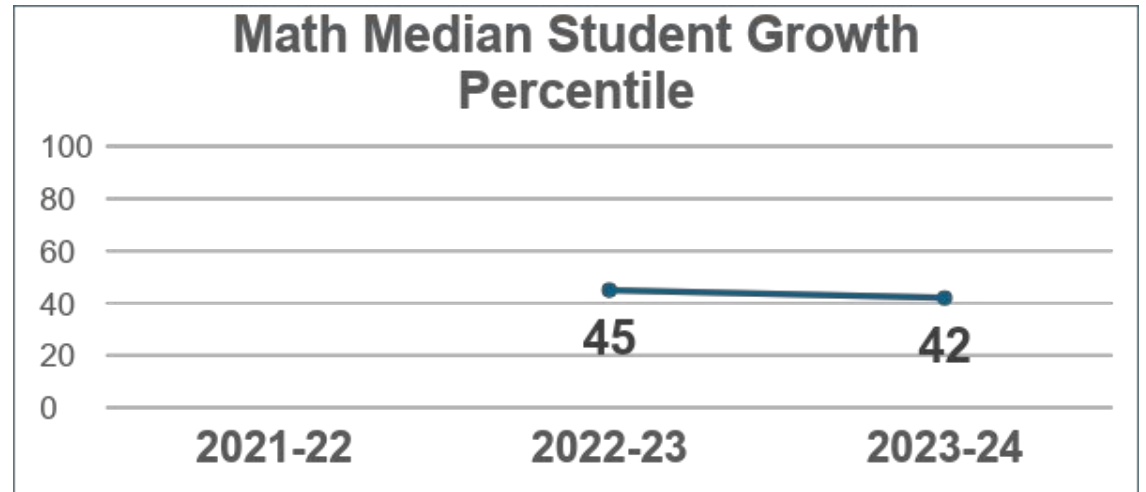
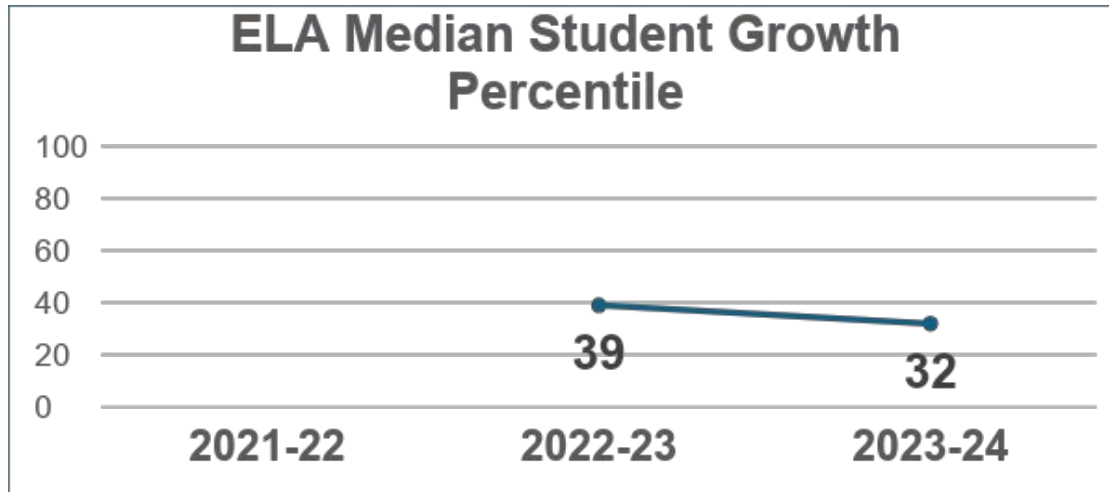
Chronic Absenteeism

2023-2024 Chronic Absenteeism Rates by Grade Level



Student Growth Results

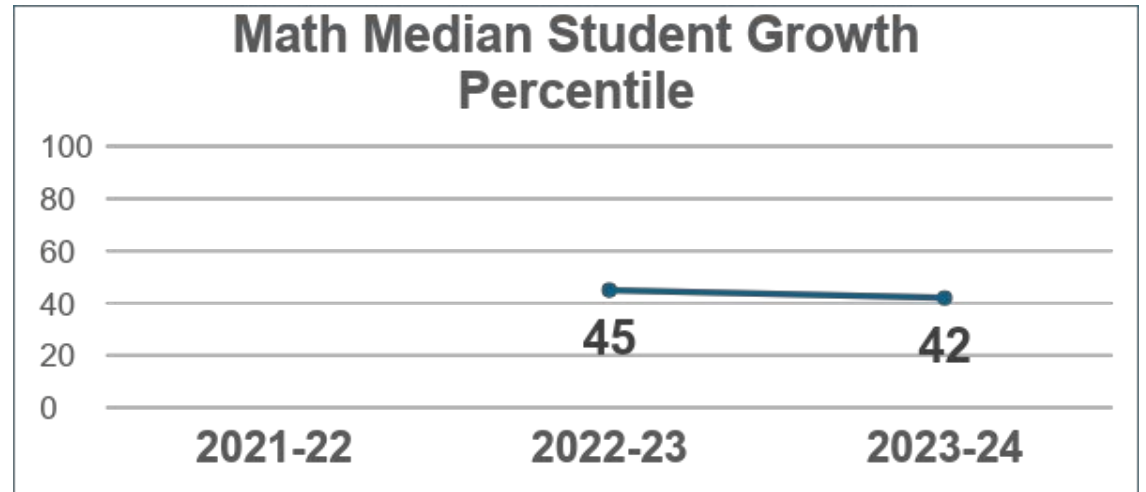
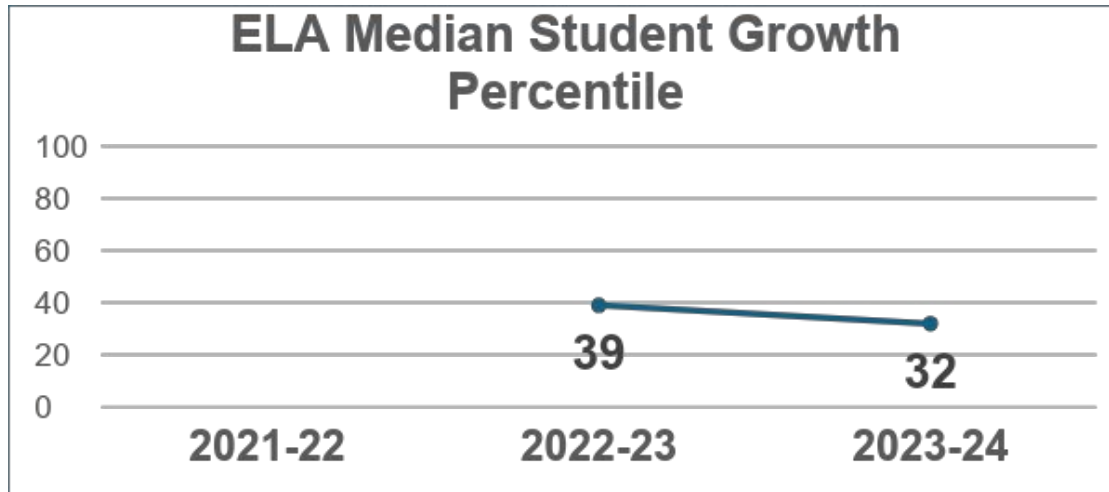
- Due to the cancellation of the NJSLA in spring 2021, student growth data is not available for 2021-22.



Performance	ELA 2021-22	ELA 2022-23	ELA 2023-24	Math 2021-22	Math 2022-23	Math 2023-24
Median Student Growth Percentile	n/a	39%	32%	n/a	45%	42%
Statewide Median Student Growth Percentile	n/a	50	50	n/a	50	50

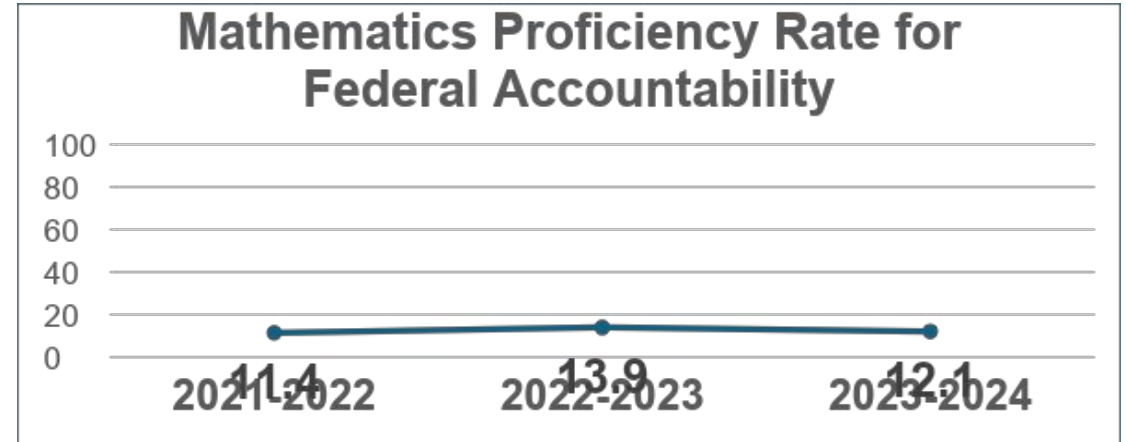
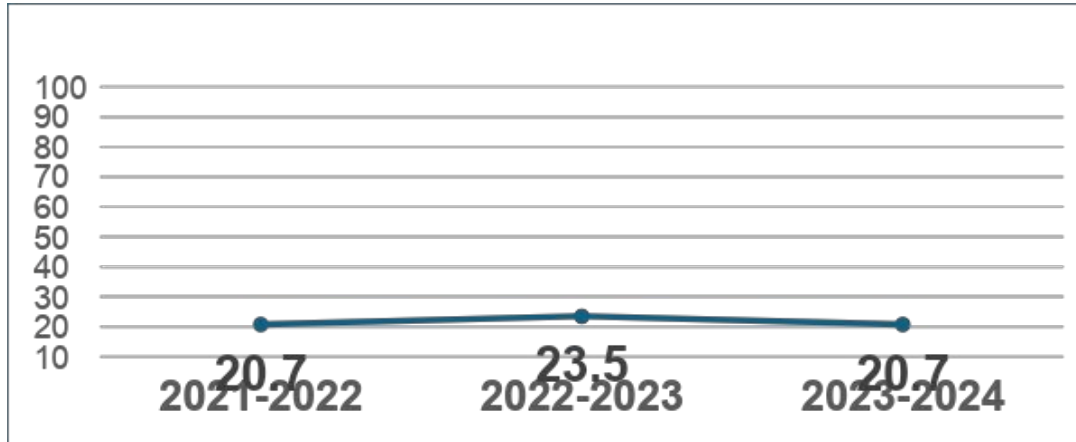
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Statewide Assessment Results – NJSLA/DLM



Performance	ELA 2021-202 2	ELA 2022-202 3	ELA 2023-202 4	Math 2021-202 2	Math 2022-202 3	Math 2023-202 4
Participation	98.9%	98.2%	99.9%	98.7%	98%	99.7%
Proficiency Rate	20.7%	23.5%	20.7%	11.4%	13.9%	12.1%
Statewide Proficiency	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

Graduation Rates and Pathways

Graduation rates are calculated using the adjusted cohort graduation rate calculation, which all states are required to use.

For state reporting purposes, a student is counted as a graduate in a given school year if they earn a state-endorsed (“regular”) diploma by August 31. A state-endorsed diploma is awarded to students who meet all graduation requirements.

Students graduating in the class of 2024 were required to meet [graduation assessment requirements](#), which included either:

- Demonstrating proficiency on the NJGPA;
- Meeting the designated cut-score on a substitute competency test, e.g., SAT or ACT; or
- Submitting a student portfolio appeal to the NJDOE.

State Graduation Rates

Performance	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	84.8%	74.9%	86.1%	79.6%	86.7%	80.3%
State	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Federal Graduation Rates

This table shows the federal version of the 2024 four-year and 2023 5-year graduation rates. For 2023, students with disabilities who did not meet some or all of the graduation requirements because of a modification or exemption in their IEP will not be included in the graduates count (the numerator) when calculating the “federal version” of the adjusted cohort graduation rate.

Performance	Cohort 2024 4-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate (Federal Version)	85%	79.4%
State Rate (Federal Version)	87.7%	91.8%

GOOD NEWS!

In the 2023-2024 school year, overall, districtwide the Pleasantville Public Schools met the goal for progress toward English proficiency as well as the multilingual student population. The district and each student group met the accountability target for math growth.

En el año escolar 2023-2024, las Escuelas Públicas de Pleasantville, en general, a nivel distrital, cumplieron con la meta de progreso hacia el dominio del inglés, así como con la población estudiantil multilingüe. El distrito y cada grupo estudiantil cumplieron con la meta de responsabilidad en el desarrollo de matemáticas.

Accountability

Accountability Summary by Student Group - 2023-24 School Year

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator.

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

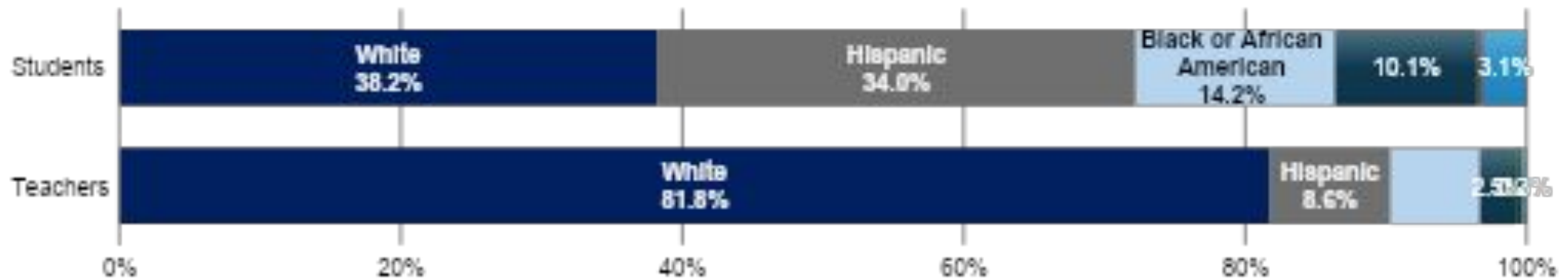
Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism
Districtwide	Not Met	Not Met	Not Met	Met Standard	Not Met	N	Met Goal	Not Met
White	Met Target†	Met Target†	**	**	**	**		Not Met
Hispanic	Not Met	Not Met	Not Met	Met Standard	Not Met	N		Not Met
Black or African American	Met Target†	Not Met	Not Met	Met Standard	Not Met	N		Not Met
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**		Not Met
American Indian or Alaska Native	**	**	**	**	**	**		**
Two or More Races	**	**	**	**	**	**		Not Met
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	Not Met	N		Not Met
Students with Disabilities	Met Target†	Not Met	Not Met	Met Standard	Not Met	N		Not Met
Multilingual Learners	Not Met	Not Met	Not Met	Met Standard	Not Met	N	Met Goal	Not Met

†Target was met within a confidence interval.

Statewide Teacher Demographic Information

Do the students in our classrooms have the opportunity to be led by diverse teachers? Teacher diversity improves outcomes for all students.

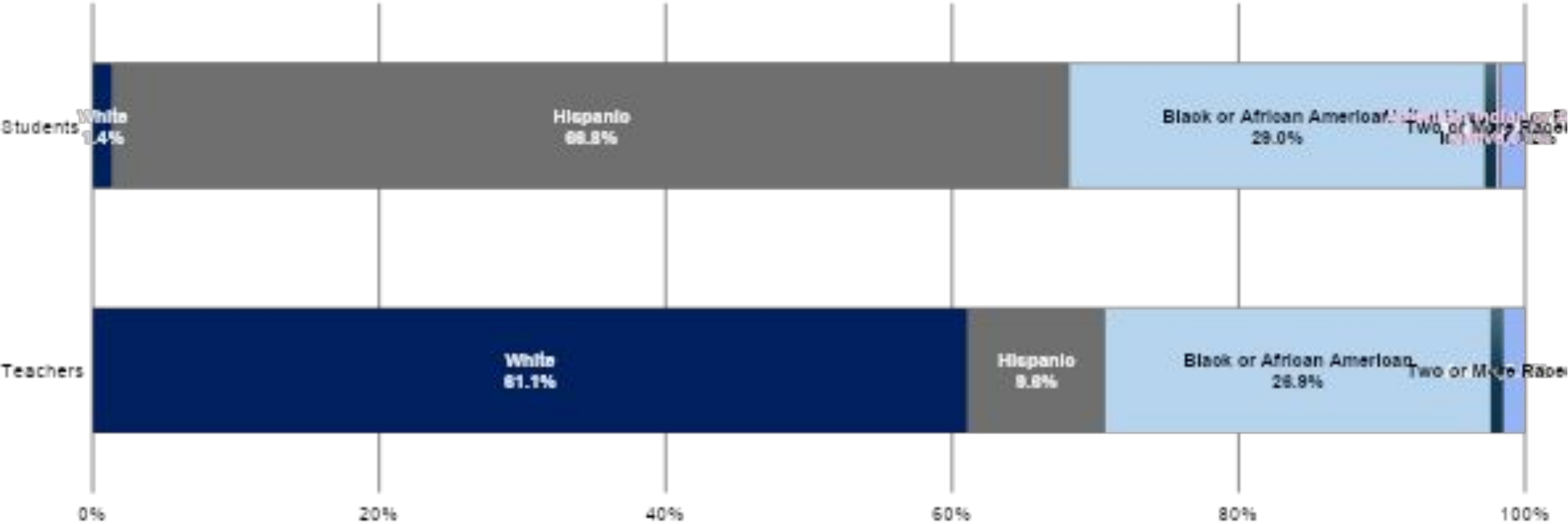
Teachers and Students by Demographic Information – State Level



District Teacher Demographic Information

Do the students in our classrooms have the opportunity to be led by diverse teachers? Teacher diversity improves outcomes for all students.

Teachers and Students by Demographic Information – Our District



College and Career Readiness

The College and Career Readiness section of the reports shows information about college entrance exams, advanced coursework, career and technical education (CTE) programs, and participation in coursework across subject areas.

College and Career Readiness Measures	School	District	State
% of 12 th graders that took SAT in high school	19.4%	19.4%	62.7%
% of 12 th graders that took ACT in high school	0	0	7.8%
% of 11 th and 12 th graders enrolled in one or more Advanced Placement (AP) or International Baccalaureate (IB) course	8.8%	8.8%	35.9%
% of 11 th and 12 th graders enrolled in dual enrollment coursework	35.7%	35.7%	26.9%
% CTE concentrators	11.1%	11.1%	10.4%
% of students earning industry-valued credentials	.1%	.1%	2.2%
% of 12 th graders earning a Seal of Biliteracy	16.9%	16.9%	9.6%

Visual and Performing Arts

The College and Career Readiness section includes participation in visual and performing arts coursework for students in grades K through 12.

100% of students in grades K through 5 enrolled in an arts course (State = 93.6%)

- **100%** enrolled in Music courses (State = 88.7%)
- **30.9%** enrolled in Dance courses (State = 4.1%)
- **0** enrolled in Drama courses (State = 1.5%)
- **100%** enrolled in Visual Arts courses (State = 86.6%)

49.5% of students in grades 6 through 8 enrolled in an arts course (State = 90.0%)

- **34.7%** enrolled in Music courses (State = 64.3%)
- **0** enrolled in Dance courses (State = 4.3%)
- **0** enrolled in Drama courses (State = 7.7%)
- **16.6%** enrolled in Visual Arts courses (State = 68.9%)

69.1% of students in grades 9 through 12 enrolled in an arts course (State = 51.3%)

- **29.2%** enrolled in Music courses (State = 15.8%)
- **5.9%** enrolled in Dance courses (State = 3.0%)
- **6.8%** enrolled in Drama courses (State = 3.4%)
- **43.5%** enrolled in Visual Arts courses (State = 35.2%)

Early Childhood Education in the District

Narrative Information on Early Childhood Education

- This table shows the number of students in full-day and half-day pre-kindergarten and kindergarten for the past three school years.

Enrollment Trends by Full/Half Day PK and KG in our District

Type of Pre-K	2021-2022	2022-2023	2023-2024
PK - Half Day	0	0	0
PK - Full Day	418	437	463
KG - Half Day	0	0	0
KG - Full Day	268	263	277

Increasing Relationships and Partnerships

Food Bank

Stockton University

Atlantic Community College

NJ Manufacturing Expansion Program

Atlanticare

Future Leaders

Pleasantville Municipal Services (Police, Fire, Recreation)

The Coalition for Safe Communities

Wellness Initiative for Senior Education

One Stop Career Center

Statewide PARENT Advocacy Network of New Jersey

Chic fil a

Exelon Atlantic City Electric

Pleasantville Family Success Center

Aligned Funding to Curriculum & Instructional Needs

- Sustaining Core and Supplemental Curriculum Programs
- Differentiating Instruction
- Increasing Rigor
- Personalized Student Learning -School to Career Programs- JROTC, Jobs for America's Graduates, Early College Program, Dual Enrollment +AP courses
- Implemented Social Emotional Learning Programs
- Expanded Bilingual Education and Implemented Dual Language
 - Heritage Learning in Middle and High School
- Expanded High School Education Curriculum and Course Programs
- Expanded STEM and CTE programs -E-Sport, Aviation, Manufacturing
- Revised Curriculum to the Standards
- Increasing student extra activities and sports programs
 - Swimming program
 - Nita Lowry 21st Century C.A.R.E. after school program
 - Summer Enrichment Program K-12

Changing the Learning Environment

- Implementation of Character Education
- Expanded Curriculum and High School Course Offerings
- Towards Adaptive Learning and Assessment
- Monitoring Student Safety & Security Data
 - “See Something, Say Something” Program
 - The Dreams Initiative, Trauma Informed Care

Student Supports and Services

Student and Staff Ratios

- This table shows ratios of students and staff members in the district. The ratios are based on data submitted by district to NJSMART and are not based on staff full time equivalent (FTE). The school safety specialists data is based on data submitted by district in the CDS system.

Category	District
Students to Teachers	12:1
Students to Administrators	177:1
Teachers to Administrators	15:1
Students to Librarian/Media Specialists	780:1
Students to Nurses	488:1
Students to Counselors	390:1
Students with IEPs to Child Study Team	24:1
Students to Psychologists	650:1
Students to Social Workers	300:1
Students to Student Assistance Coordinators	1951:1
Students to Safety Specialists	3902:1

Enhancing Professionalism

- Establishing a focused Growth Mindset
- Understanding and using data-analysis for improvement
- Expanding professional development opportunities
- Recruiting and Retaining Highly Qualified Personnel
 - Increasing diverse personnel to reflect the demographics of the student and family population

Striding for Student Excellence

(A consistent pace or course)

- Preparing students for life after High School Graduation
- Implementing the standards to raise achievement
- Expecting greater student outcomes and have high expectations for all students
- Focus on Increasing Literacy Proficiency Across Grade Levels
 - Expecting students to learn to read in prekindergarten through third grade
 - Expecting students to read to learn by third and forward
- Increase ELA, math, Science progress in all student subgroups
- Increase PHS graduation rate
- On a mission to raise attendance and eradicate chronic absenteeism
- Progress Monitoring via the Implementation of NJTSS/MTSS



Invitation/Invitación/Envitasyon FALL 2025



Parent Community Meetings for Strategic Planning

Reuniones de padres y distrito escolar para la planificación estratégica

Reyinyon Distri Lekòl la ak Kominote Paran yo pou Planifikashon Stratejik

Tuesday, September 23, 2025 from 6:00-8 :00
Martes 23 de septiembre de 2025 de 6:00-8:00
Madi 23 septanm 2025 soti 6:00 pou rive 8:00

Thursday, October 16, 2025 from 6:00-8:00
Jueves 16 de octubre de 2025 de 6:00-8:00
Jedi 16 Oktòb 2025 soti 6:00 pou rive 8:00



Thursday, November 20, 2025 from 6 :00pm-7:30pm
Jueves 20 de noviembre de 2025 de 6:00 a 19:30 horas
Jedi 20 novanm 2025 soti 6:00 PM pou rive 7:30 pm

LOCATION: MIDDLE SCHOOL CAFETERIA
UBICACIÓN: CAFETERÍA DE LA ESCUELA SECUNDARIA
KOTE: KAFETERYA LEKÒL MWENSÈ



RSVP:
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