IRVINGTON PUBLIC SCHOOL DISTRICT 2018-2019 School Performance Reports

Focus of the Presentation: Providing Equitable Access to Quality Education
August 26, 2020
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2018-19 School Performance Reports

- The **School Performance Reports** reflect the New Jersey Department of Education's commitment to proving parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education.

- Communities are encouraged to use these reports to **learn more**, **start conversations**, and **engage**.

- In addition to meeting the federal report requirements under *ESSA,* NJDOE is committed to developing reports that **provide stakeholders with a broader picture of their schools and districts.**

- Along with the **detailed School Performance Reports** for each school, district, and state, **one-page Summary Reports** for each school and district are also available. The Summary Reports provide a high-level summary of how well a school or district is performing.

- The reports and resources are also translated into Spanish.

Progress on Accountability Indicators: 2016-17 to 2018-19

| Data Measure	2016-17	2017-18	2018-19
ELA Proficiency (%)	24.9	27.4	27.3
Math Proficiency (%)	11.9	14.0	14.5
ELA Growth (SGP)*	47	49	47
Math Growth (SGP)*	36	44	43
4-Year Graduation Rate (%)	73.1	78.1	79.4
5-Year Graduation Rate (%)	73.8	78.4	81.8
Progress toward English Language Proficiency (%)	N A	NA	44.4
Chronic Absenteeism	15.7	15.7	17.6

*Typical Growth: Between 35 and 65; NA Not Applicable

Student Growth (1 of 2)

Each student gets a **student growth percentile (SGP)** from 1 to 99 for English (4th to 8th grade) and Mathematics (4th to 7th grade) that explains their progress compared to students who had similar test scores in the past ("academic peers"). An SGP between 35 and 65 is considered "typical".

If the student growth percentiles for all students in a group (for example a school, a district, a student group, or a grade level), are ordered from smallest to largest, the **median student growth percentile (mSGP)** for that group is the percentile in the middle of the list. NJDOE's standard for school and district accountability purposes is an mSGP of at least 40.

Student Growth (2 of 2)
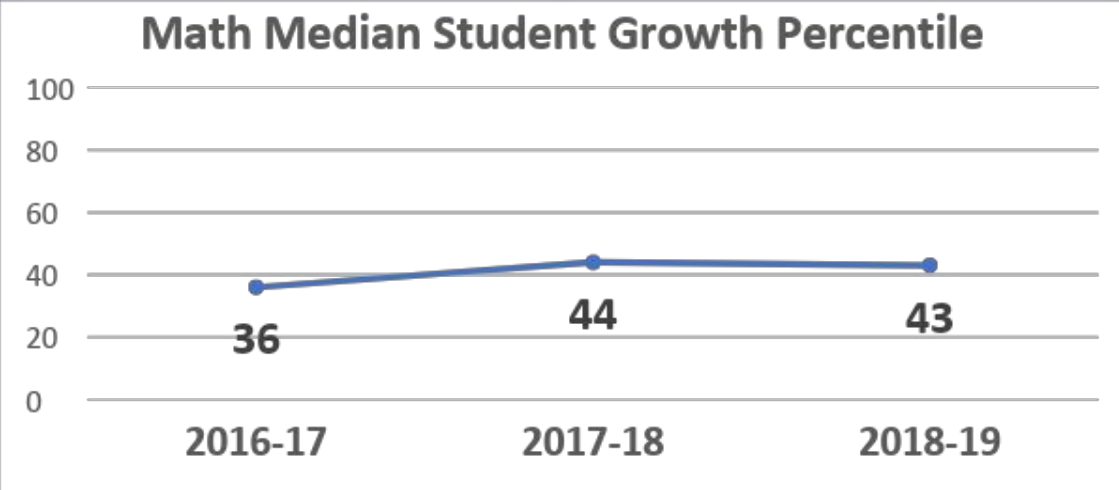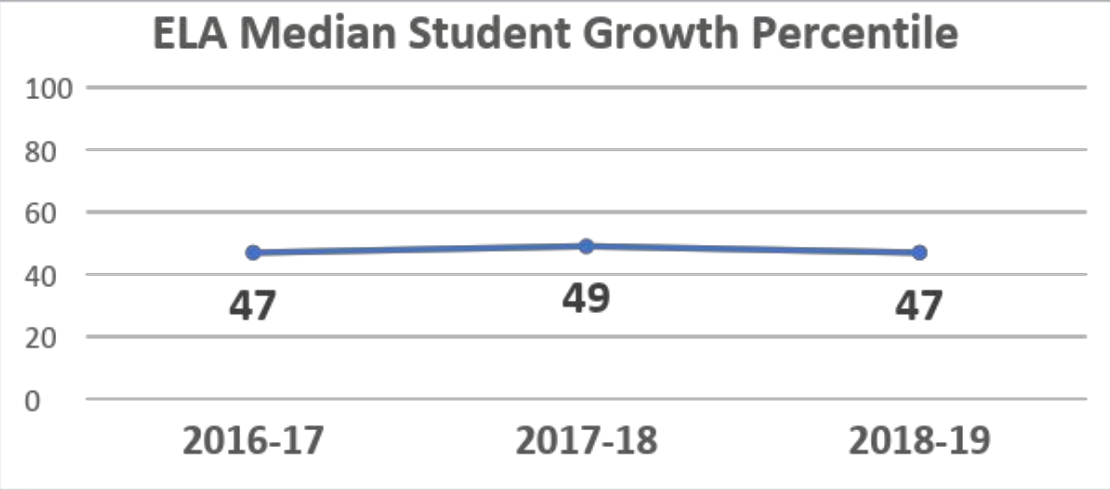
| Performance	ELA 2016-17	ELA 2017-18	ELA 2018-19	Math 2016-17	Math 2017-18	Math 2018-19
Median Student Growth Percentile	47	49	47	36	44	43
Statewide Median Student Growth Percentile	50	50	50	50	50	50

Statewide Assessment Proficiency

Mathematics Proficiency Rate for Federal Accountability
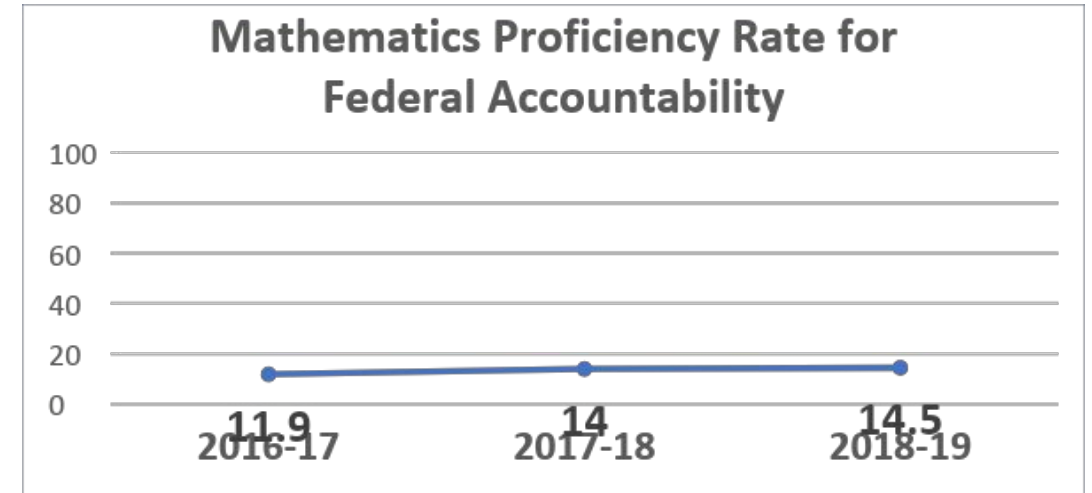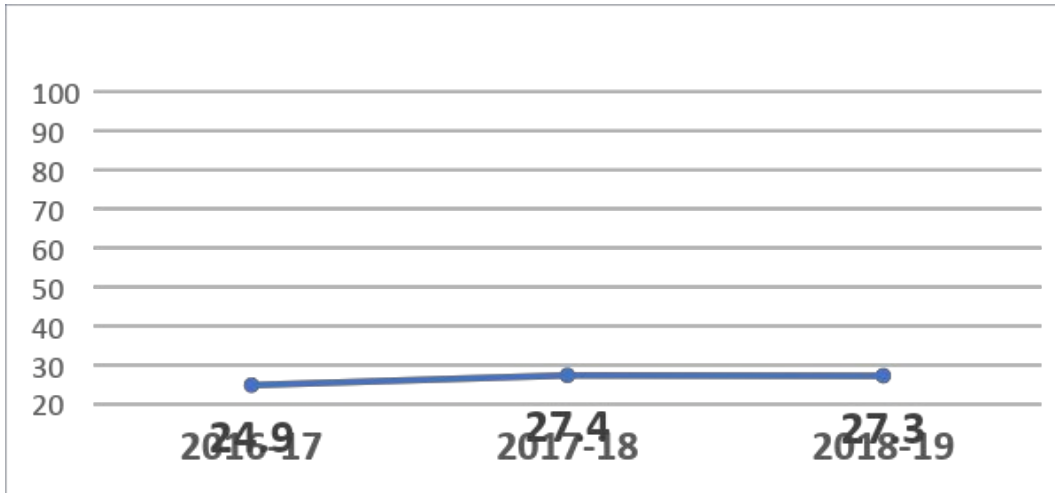
Performance	ELA 2016-17	ELA 2017-18	ELA 2018-19	Math 2016-17	Math 2017-18	Math 2018-19
Participation	96.8	98.0	97.6	95.9	98.0	97.1
Proficiency Rate	24.9	27.4	27.3	11.9	14.0	14.5
Statewide Proficiency	54.9	56.7	57.9	43.5	45.0	44.5

Graduation Rates
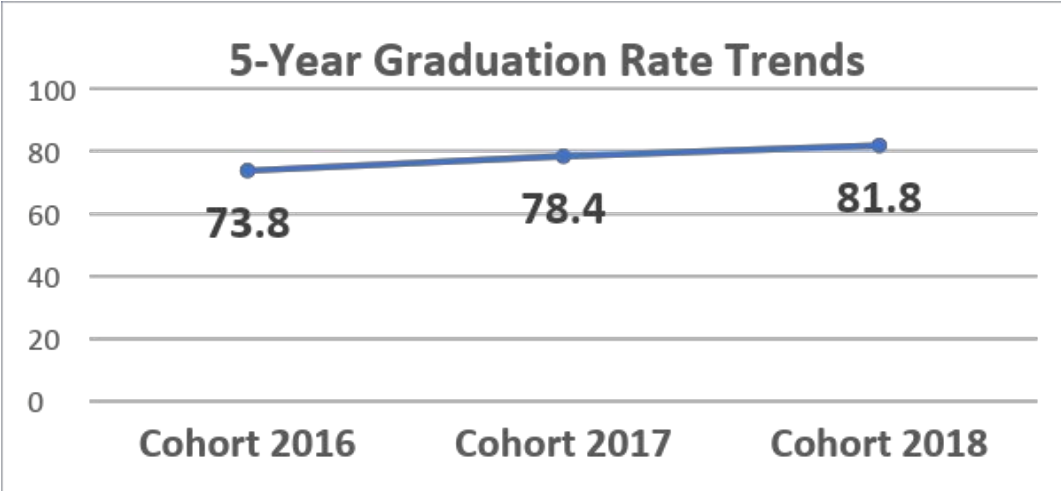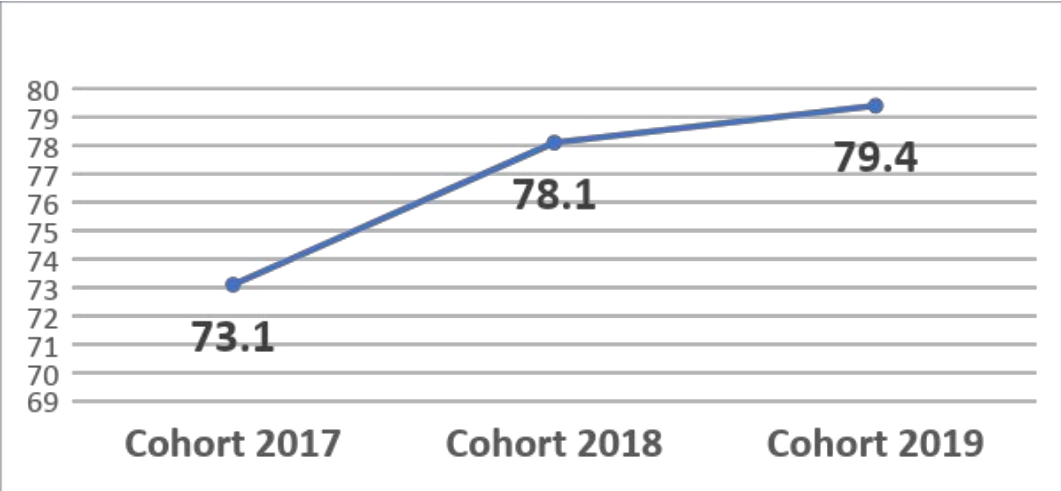
Performance	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate (%)	73.1	78.1	79.4	73.8	78.4	81.8
State	90.5	90.9	90.6	91.8	92.4	92.5

Graduation Pathways

What assessment did students use in order to meet their graduation assessment requirement?
New information in the reports shows how our students are qualifying for graduation.

Subject	Pathways for Class of 2019	School	District	State
ELA	Statewide Assessment (%)	44.2	44.2	62.8
ELA	Substitute Competency Assessment (%)	11.0	11.0	25.9
ELA	Portfolio Appeals (%)	36.4	36.4	5.6
ELA	Alternate Requirements specified in IEP (%)	8.1	8.1	5.6
Math	Statewide Assessment (%)	17.5	17.5	56.5
Math	Substitute Competency Assessment (%)	18.5	18.5	29.3
Math	Portfolio Appeals (%)	55.5	55.5	7.2
Math	Alternate Requirements specified in IEP (%)	8.1	8.1	6.8

Progress Toward English Language Proficiency

One of the more significant changes under federal law *ESSA* is that it elevated attention to English Learners (ELs) by adding a measure of English language proficiency (ELP) into the overall school accountability system. Now, all schools are accountable for ensuring ELs make progress toward ELP.

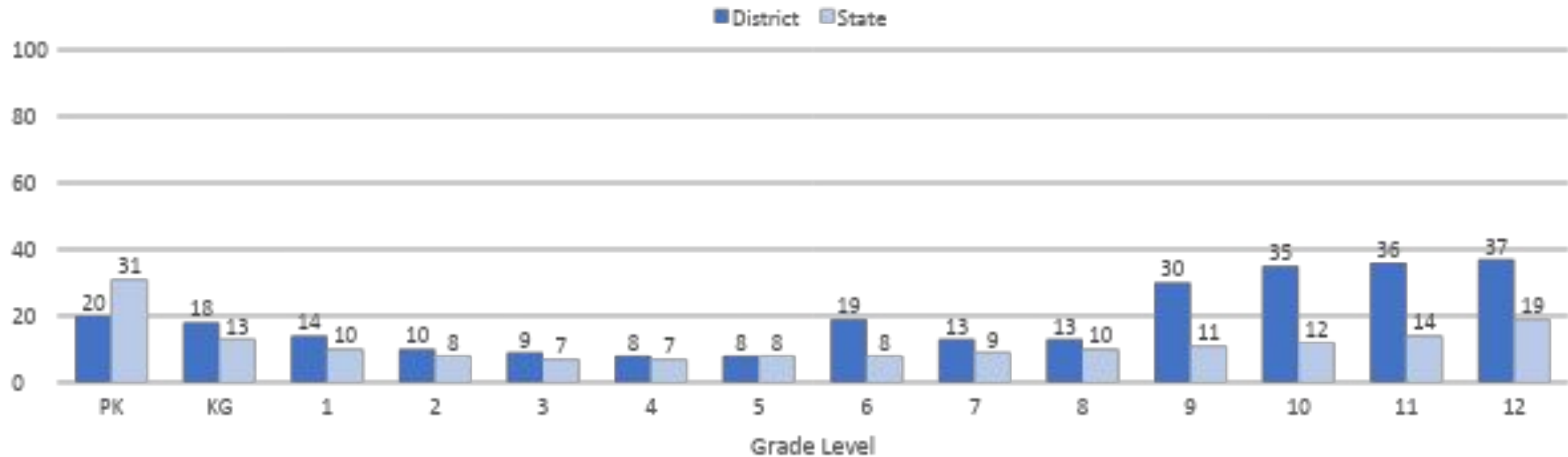**Percentage of English Learners**

District	State
20.8	7.0

Progress Toward English Language Proficiency

District	State
44.4	43.7

Chronic Absenteeism

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. Chronic absenteeism is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

Chronic Absenteeism by Grade Level (%)

■ District □ State

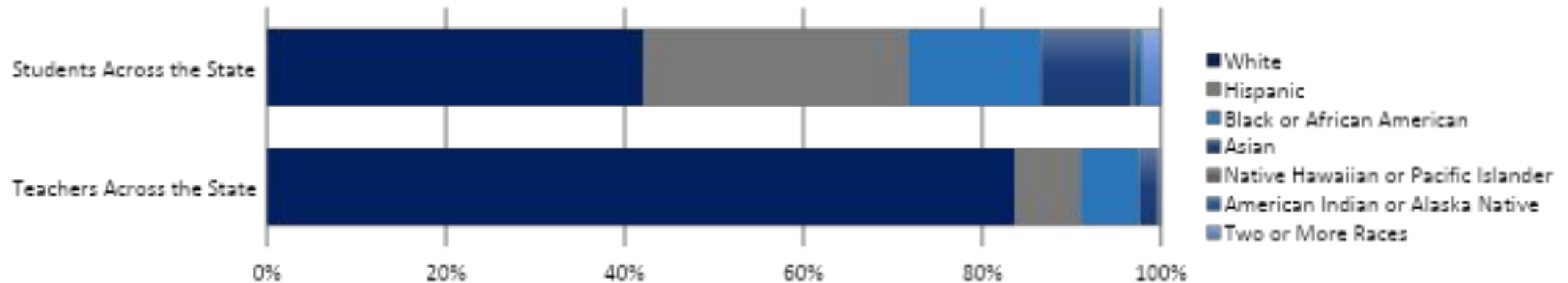| Grade Level	District	State
PK	20	31
KG	18	13
1	14	10
2	10	8
3	9	7
4	8	7
5	8	8
6	19	8
7	13	9
8	13	10
9	30	11
10	35	12
11	36	14
12	37	19

Teacher Demographic Information (1 of 2)

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

Race	Teachers Across the State	Students Across the State
White	83.6 %	42.4 %
Hispanic	7.3 %	29.9 %
Black or African American	6.6 %	15.0 %
Asian	2.0 %	10.2 %
Native Hawaiian or Pacific Islander	0.1 %	0.2 %
American Indian or Alaska Native	0.1 %	0.1 %
Two or More Races	0.2 %	2.1 %

Teacher Demographic Information (2 of 2)

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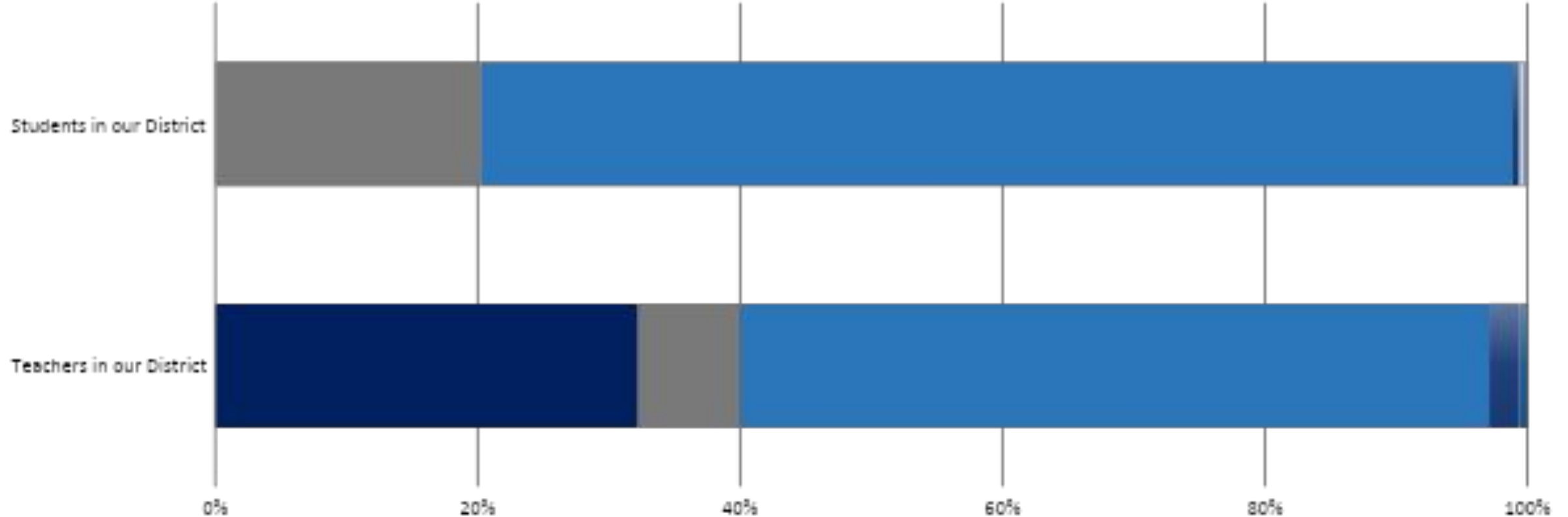

Teachers and Students by Demographic Information – Our School

College and Career Readiness (1 of 2)

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 12th graders that took SAT in high school	95.5 %	95.5 %	72.1%
% of 12th graders that took ACT in high school	0.0 %	0.0 %	19.6%
% of 11th and 12th graders enrolled in one or more Advanced Placement (AP) or International Baccalaureate (IB) course	13.9 %	13.9 %	35.2%
% of 11th and 12th graders enrolled in dual enrollment coursework	0.0 %	0.0 %	19.0%
% CTE concentrators	6.4 %	6.4 %	10.3%
% of students earning industry-valued credentials	0.0 %	0.0 %	0.9%
Number of students earning a Seal of Biliteracy	10	10	5,468

College and Career Readiness (2 of 2)

The College and Career Readiness section includes participation in visual and performing arts coursework for students in grades 6 through 12.

70.5 % of students in grades 6 through 8 enrolled in an arts course (State = 90.9%)
- **39.2 %** enrolled in Music courses (State = 65.1%)
- **0.0 %** enrolled in Dance courses (State = 2.2%)
- **0.0 %** enrolled in Drama courses (State = 7.1%)
- **31.3%** enrolled in Visual Arts courses (State = 32.9%)

60.3 %] of students in grades 9 through 12 enrolled in an arts course (State = 50.9%)
- **24.3 %** enrolled in Music courses (State = 17.6%)
- **11.0 %** enrolled in Dance courses (State = 2.3%)
- **0.0 %** enrolled in Drama courses (State = 3.9%)
- **35.3 %** enrolled in Visual Arts courses (State = 32.9%)

How is a Specific Student Group Performing in Our District?
Spotlight on
Economically Disadvantaged (ED) Students

Metric	ED Students: District	Total: District	ED Students: State	Total: State
Percentage of population %	70.4		37.2	
ELA Performance on State Assessment %	27.3	27.3	40.0	57.9
Math Performance on State Assessment %	15.5	14.5	26.3	44.5
Student Growth in ELA (mSGP)	47.0	47.0	48.0	50.0
Student Growth in Math (mSGP)	43.0	43.0	46.0	50.0
Graduation Rate (Cohort 2019- 4-year) %	80.3	79.4	84.0	90.6
Graduation Rate (Cohort 2018 5-year) %	82.1	81.8	87.3	92.5
Post-secondary enrollment (16 month) %	50.5	50.6	65.9	77.6
Chronic Absenteeism Rate %	16.4	17.6	16.0	10.6

Student Safety in the District

Narrative Information on Student Safety

- The table show the number of incidents reported by type. A single incident be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Violence, Vandalism, HIB, and Substance Offenses

Incident Type	Number of Incidents: District	Number of Incidents: State
Violence	125	12,381
Vandalism	17	1,770
Weapons	13	924
Substances	14	6,234
Harassment, Intimidation, Bullying (HIB)	6	7,183
Total Unique Incidents	175	28,121
Incidents Per 100 Students Enrolled	2..25	2.00

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 (PK) and Kindergarten (KG) for the past three school years

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

Type of Pre-K	2016-2017	2017-2018	2018-2019
PK - Half Day	N	N	N
PK - Full Day	1,194	1,296	1,252
KG - Half Day	N	N	N
KG - Full Day	618	623	587

Student Supports and Services

Narrative Information on Student Supports and Services

- This table shows ratios of students and staff members in the districts

Student and Staff Ratios

Category	District
Students to Teachers	15:1
Students to Administrators	223;1
Teachers to Administrators	15:1
Students to Librarian/Media Specialists	708:1
Students to Nurses	519:1
Students to Counselors	371:1
Students to Child Study Team	244:1

Postsecondary Enrollment

Postsecondary Information from Narrative

- The table shows information about Class of 2018 high school graduates enrolled in any postsecondary institutions by the fall of 2019

Postsecondary Enrollment Rates: 16-month

Student Group	District	State
Total Population %	50.6	77.6
White %	N	83.0
Hispanic %	*	66.7
Black or African American %	51.9	67.1
Asian, Native Hawaiian, or Pacific Islander %	*	91.7
American Indian or Alaska Native %	N	77.4
Two or More Races %	N	76.9

N = None; *data is protected because of low number of students

Our Schools

Grove Street School and University Elementary School are schools in status for Comprehensive Support and Improvement

University Middle School is a school in status for Targeted Support and Improvement

How Was Our School Identified?

- **New Jersey's *ESSA* school accountability system** provides a formula to determine a performance score, which is based on various measures of progress (accountability indicators).

- **Our school has been identified** based on its relative low performance using these measures.

What is a Comprehensive School?

- Schools performing **at or below the bottom fifth percentile of all Title I schools**

- High schools with **a graduation rate of 67% or less**

What is a Targeted School?

- Schools with a subgroup performing **at or below the bottom** 5% threshold of Title I schools, or

- Schools with a subgroup that misses all interim targets and performs below the state average for all available indicators for two consecutive years

  - ***Subgroups*** *include different racial and ethnic groups, English learners, students with disabilities, and economically disadvantaged students*

What Happens Next?

Schools identified for support and improvement work in partnership with their education community of parents, families, educators, and community members throughout the year to:

✔ **Assess needs** related to the areas of weakness

✔ **Identify strategies and resources** that can impact improvement

✔ **Create an Annual School Plan** that will outline specific steps

✔ **Outline a timeline for completion** of those steps

✔ **Understand the steps** needed to be removed from status

You Want to Get Involved?

- Reach out to our schools and district to find out about opportunities for how parents, families, and educators can work together to improve the schools.

- We are committed to engage with parents, families, educators, and community members throughout the year to assess needs related to the areas of weakness, identify strategies and resources that can impact improvement, create an improvement plan and timeline for completion.

- For more information on you can get involved, see NJDOE's Stakeholder Engagement Guide (http://bit.ly/njengage) for detailed descriptions of these requirements.

Have Feedback or Questions?

- **Additional resources** are available at: www.njschooldata.org

- **Visit** our district website for updates: irvington.k12.nj.us

- **Email** the district: irvington.k12.nj.us

- Take the NJDOE School Performance Reports **feedback survey**: https://www.surveymonkey.com/r/201819SPR

- **Visit** the NJDOE website at: www.nj.gov/education

- **Email** the NJDOE: reportcard@doe.nj.gov

Thank you!