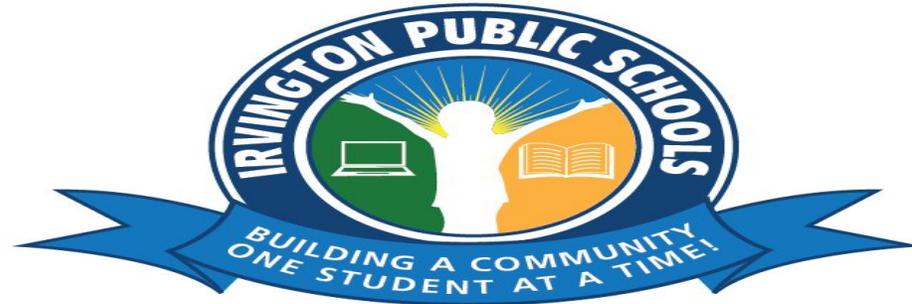


# **IRVINGTON PUBLIC SCHOOL DISTRICT 2019-2020 School Performance Reports**



**Focus: Providing Equitable Access to Quality Education for All Students**

**Wednesday, May 19, 2021**

**Dr. Matin Adegboyega**

**Assistant Superintendent for Curriculum and Instruction**



# 2019-2020 School Performance Reports

- The **School Performance Reports** reflect the New Jersey Department of Education's (NJDOE) commitment to providing 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, **Summary Reports** for each school and district are also available.
  - Data in the Summary Reports are limited for 2019-2020 due to COVID-19.
- The reports and resources are also translated into Spanish.

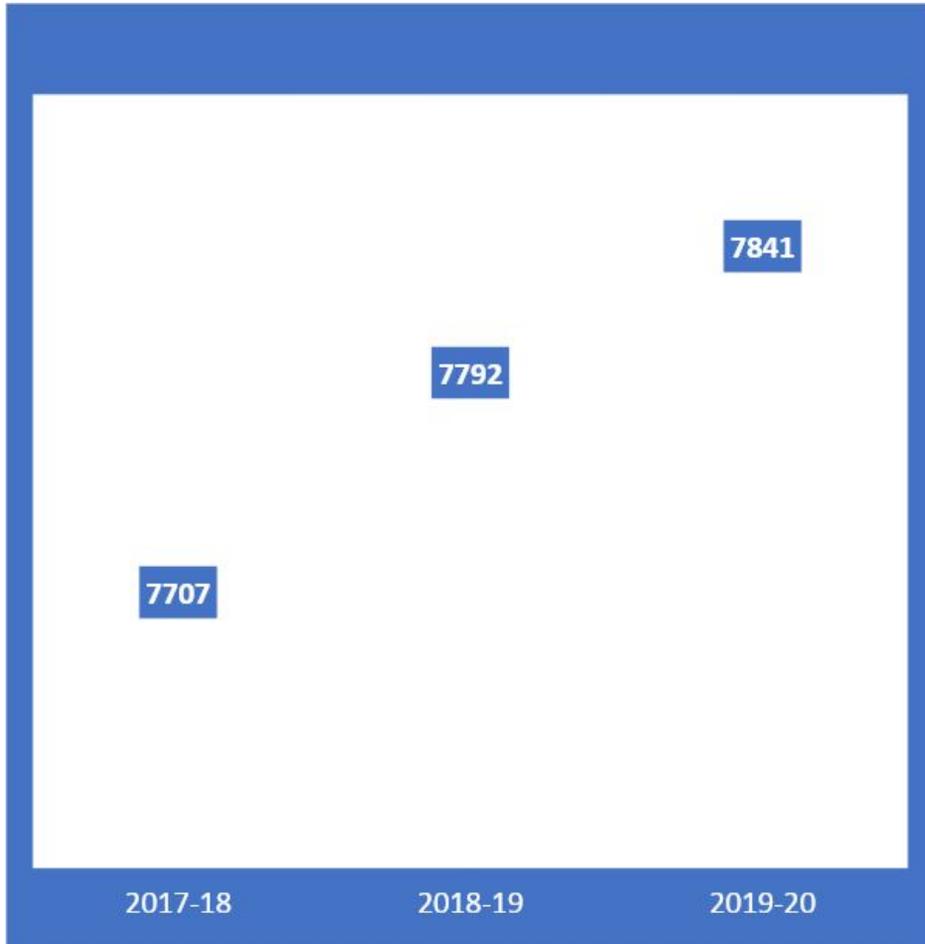
# COVID-19 Impact on 2019-2020 Reports

- COVID-19 pandemic impacted the way the NJDOE was able to measure school performance and student achievement in the 2019-2020 School Performance Reports.
- Some data is not available at all and other data, while available, may not look the same as it did in prior years.
- The NJDOE recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators, and community members during this difficult year.
- This past year has been unlike any other, and the NJDOE believes that it is critical to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

# 2019-2020 Data Availability Notes

- The 2019-2020 School Performance Reports do not include the following data elements:
  - **Statewide assessment data:** Participation and performance on the New Jersey Student Learning Assessment (NJSLA) for ELA, mathematics, or science, Dynamic Learning Maps (DLM) assessment, and ACCESS for ELLs 2.0 assessment
  - **Growth Data:** Median Student Growth Percentiles and Progress toward English Language Proficiency
  - **Attendance:** Chronic Absenteeism rates and other attendance information
  - **Accountability Measures:** Summative ratings, indicator scores, and status in meeting annual targets or standards
- Notes are included throughout the reports to explain where data is missing or known to be impacted by COVID-19 and a new [Impact of COVID-19 on Data Availability](#) resource is available to summarize this information.

# Student Enrollment and Demographics



| Student Group <sup>62</sup> | 2017-2018 % | 2018-2019 % | 2019-2020 % |
|-----------------------------|-------------|-------------|-------------|
| Economically Disadvantaged  | 62.6        | 70.4        | 68.3        |
| Students with Disabilities  | 8.9         | 9.3         | 9.4         |
| English Learners            | 17.6        | 20.8        | 24.2        |
| Homeless Students           | 0.7         | 0.6         | 0.4         |
| Students in Foster Care     | 0.5         | 0.5         | 0.3         |
| Military-Connected Students | 0.1         | 0.1         | 0.1         |
| Migrant Students            | 0.5         | 0.0         | 0.0         |

# Student Growth

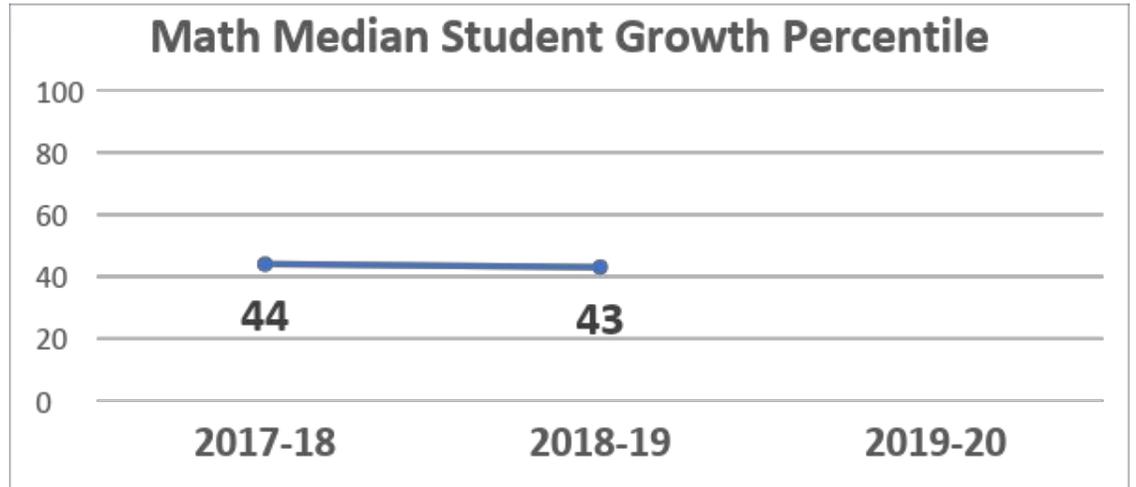
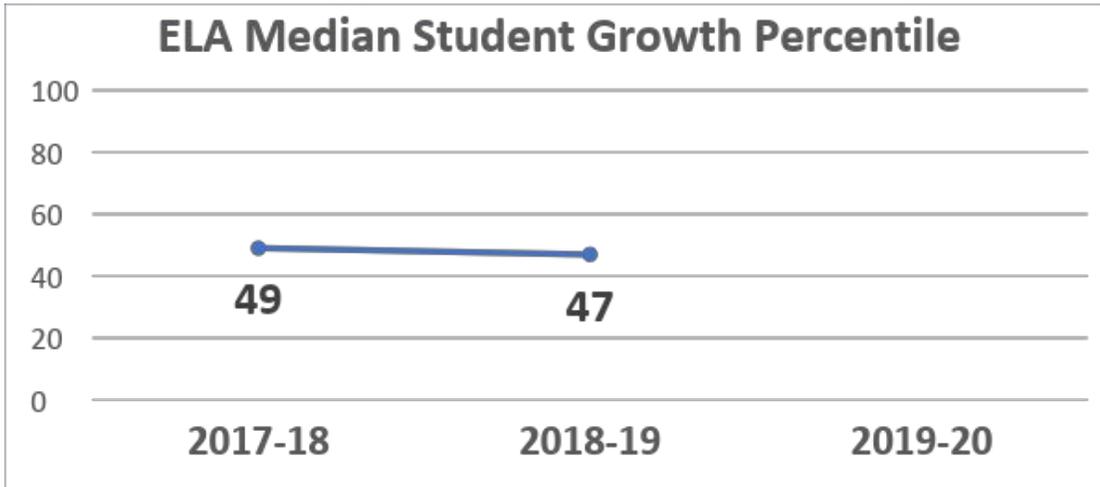
Each student gets a **student growth percentile (SGP)** from 1 to 99 for English (4<sup>th</sup> to 8<sup>th</sup> grade) and Mathematics (4<sup>th</sup> to 7<sup>th</sup> grade) that explains their progress compared to students who had similar test scores in the past (“academic peers”). An SGP between 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.

Due to the cancellation of statewide assessments in spring 2020, **SGPs were not calculated for 2019-2020** and the 2019-2020 School Performance Reports did not include mSGPs.

# Median Student Growth Percentiles

Due to the cancellation of statewide assessment results in spring 2020, median student growth percentiles (mSGPs) were not calculated for 2019-2020.



| Performance                                       | ELA 2017-18 | ELA 2018-19 | ELA 2019-20 | Math 2017-18 | Math 2018-19 | Math 2019-20 |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| <b>Median Student Growth Percentile</b>           | 49          | 47          |             | 44           | 43           |              |
| <b>Statewide Median Student Growth Percentile</b> | 50          | 50          |             | 50           | 50           |              |

# Statewide Assessment Results

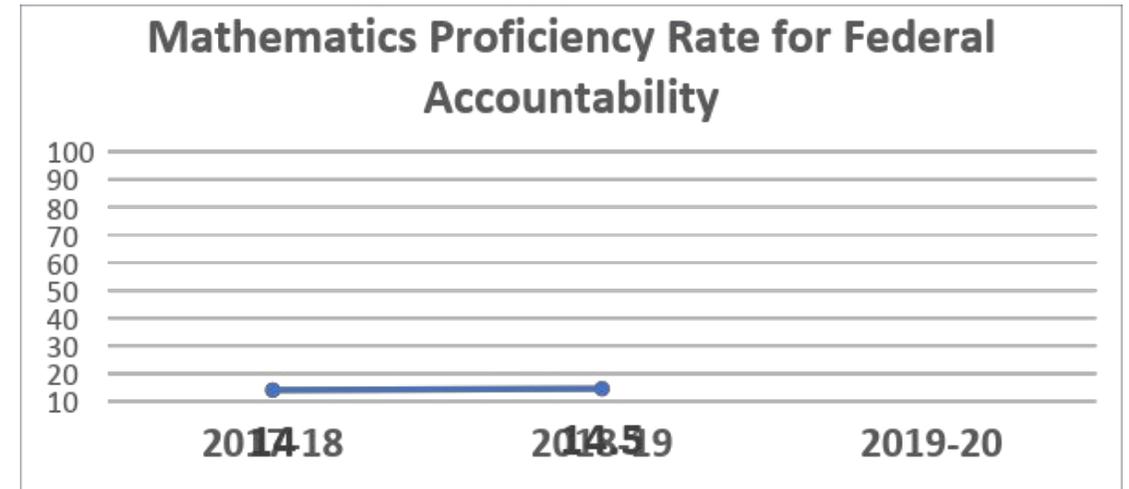
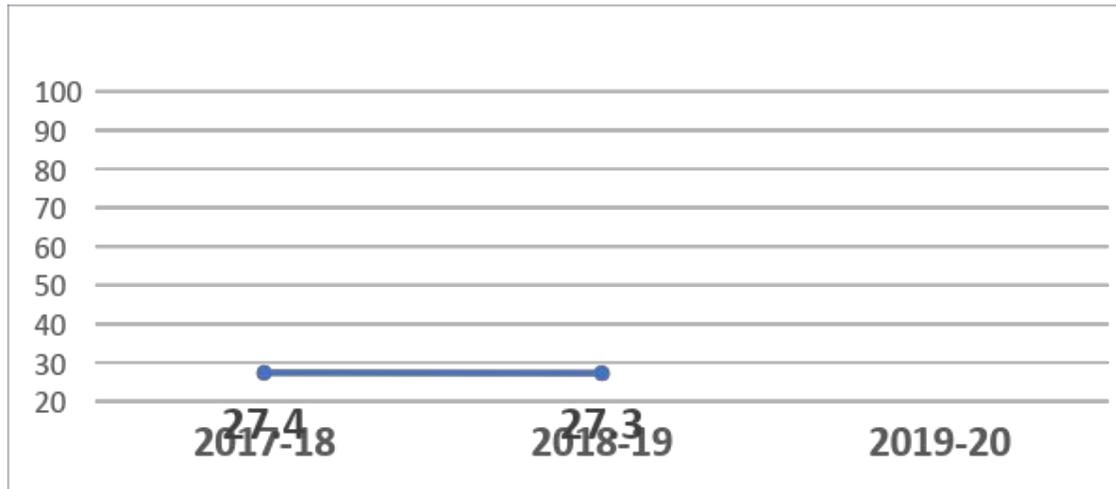
The School Performance Reports contain information about student participation and performance on statewide assessments, including the:

- New Jersey Student Learning Assessment (NJSLA): Assessment that measures student proficiency with the New Jersey Student Learning Standards for English Language Arts, mathematics, and science.
- Dynamic Learning Maps (DLM): Alternate assessment for students with the most significant intellectual disabilities in English Language Arts, Mathematics, and Science.
- ACCESS for ELLs: Assessment that measures the English language proficiency of English learners.

Statewide assessments were cancelled in spring 2020. As a result, **assessment data is not available** in the 2019-2020 School Performance Reports.

# Statewide Assessment Proficiency

Due to the cancellation of statewide assessment results in spring 2020, participation and proficiency rates are not available for 2019-2020.

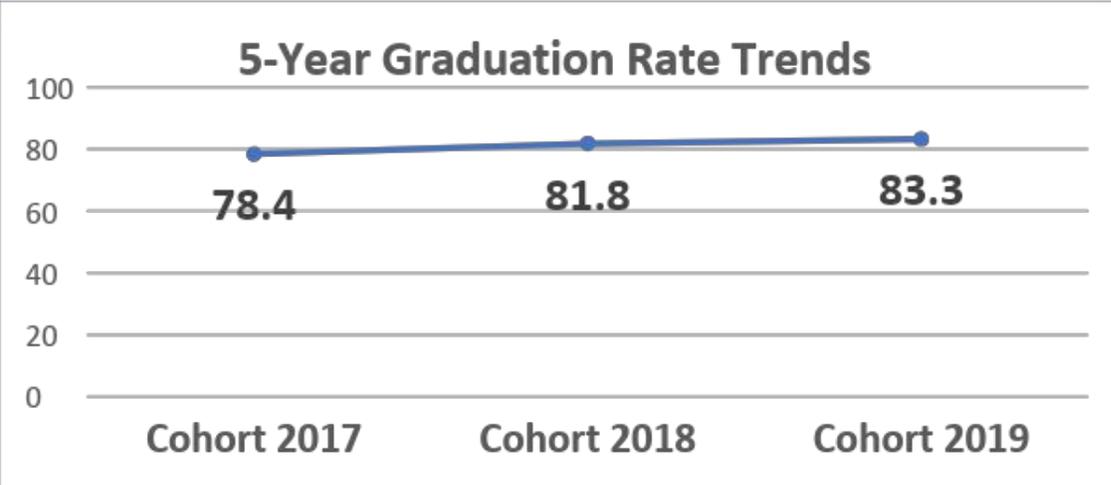
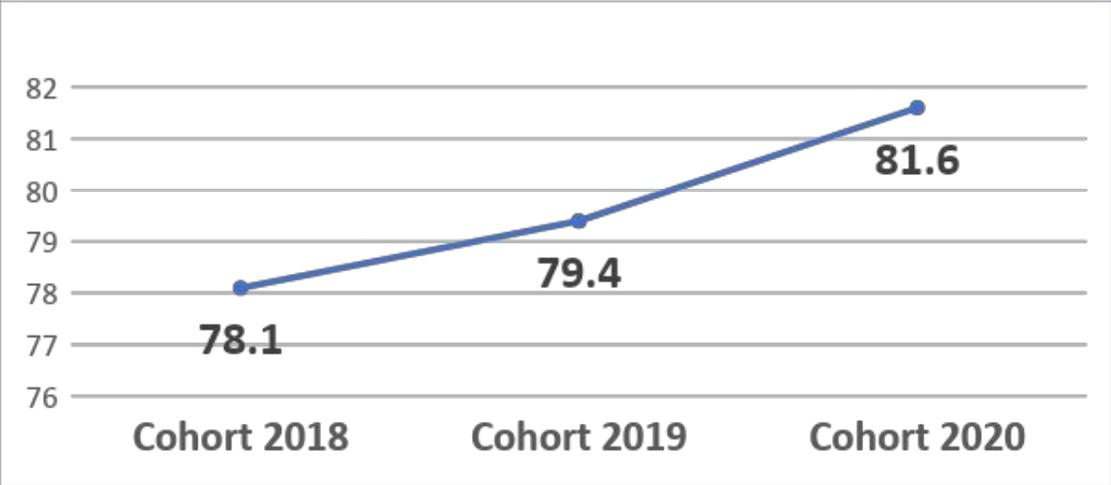


| Performance           | ELA<br>2017-18 | ELA<br>2018-19 | ELA<br>2019-20 | Math<br>2017-18 | Math<br>2018-19 | ELA<br>2019-20 |
|-----------------------|----------------|----------------|----------------|-----------------|-----------------|----------------|
| Participation         | 98.0%          | 97.6%          |                | 98.0%           | 97.1%           |                |
| Proficiency Rate      | 27.4%          | 27.3%          |                | 14.0%           | 14.5%           |                |
| Statewide Proficiency | 56.7%          | 57.9%          |                | 45.0            | 44.5            |                |

# Local Assessment Results & Support Provided to Students

- i-Ready Diagnostic Tests in ELA and Math – i-ready data is used to provide additional support to students
- Common Cycle tests/Common benchmark assessments in all content areas – Students' achievement data is used to ensure students' mastery of standards and provide appropriate remediation
- Unit tests in major subjects – data from these tests is used ensure learning, check for understanding, and to reteach content
- Mid-term & Final exam in all content areas – data is used to monitor progress in learning and to measure student proficiency with the NJSLS

# Graduation Rates



| Performance            | Cohort 2018<br>4-Year Rate | Cohort 2019<br>4-Year Rate | Cohort 2020<br>4-Year Rate | Cohort 2017<br>5-Year Rate | Cohort 2018<br>5-Year Rate | Cohort 2018<br>5-Year Rate |
|------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>Graduation Rate</b> | <b>78.1%</b>               | <b>79.4%</b>               | <b>81.6%</b>               | <b>78.4%</b>               | <b>81.8%</b>               | <b>83.3%</b>               |
| <b>State</b>           | 90.9%                      | 90.6%                      | 91.0%                      | 92.4%                      | 92.5%                      | 92.2%                      |

# Graduation Pathways

How did students meet the graduation assessment requirement?

| Subject | Pathways for Class of 2020                    | School | District | State |
|---------|---|--------|----------|-------|
| ELA     | Statewide Assessment                          | 37.6%  | 37.6%    | 61.4% |
| ELA     | Substitute Competency Assessment              | 13.9%  | 13.9%    | 24.3% |
| ELA     | Portfolio Appeals                             | 3.5%   | 3.5%     | 2.2%  |
| ELA     | Alternate Requirements specified in IEP       | 6.8%   | 6.8%     | 5.0%  |
| ELA     | Requirements waived under Executive Order 117 | 37.3%  | 37.3%    | 7.0%  |
| ELA     | Unknown                                       | 0.8%   | 0.8%     | NA    |
| Math    | Statewide Assessment                          | 15.3%  | 15.3%    | 58.1% |
| Math    | Substitute Competency Assessment              | 19.6%  | 19.6%    | 23.9% |
| Math    | Portfolio Appeals                             | 4.1%   | 4.1%     | 3.1%  |
| Math    | Alternate Requirements specified in IEP       | 6.3%   | 6.3%     | 5.7%  |
| Math    | Requirements waived under Executive Order 117 | 54.0%  | 50.0%    | 9.1%  |
| Math    | Unknown                                       | 0.8%   | 0.8%     | NA    |

# Chronic Absenteeism and Attendance

The School Performance Reports include information on chronic absenteeism and attendance for students.

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.

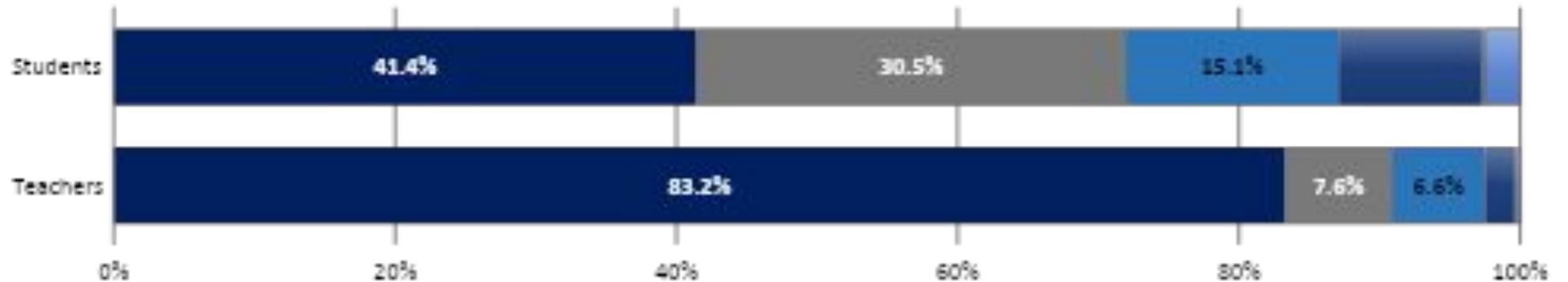
In March 2020, the United States Department of Education (USED) approved the [New Jersey Department of Education's \(NJDOE\) request](#) to waive statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to school closures related to COVID-19.

This included the requirement to calculate chronic absenteeism for the 2019-2020 school year, so the 2019-2020 School Performance Reports **do not include chronic absenteeism** or attendance data.

# 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.

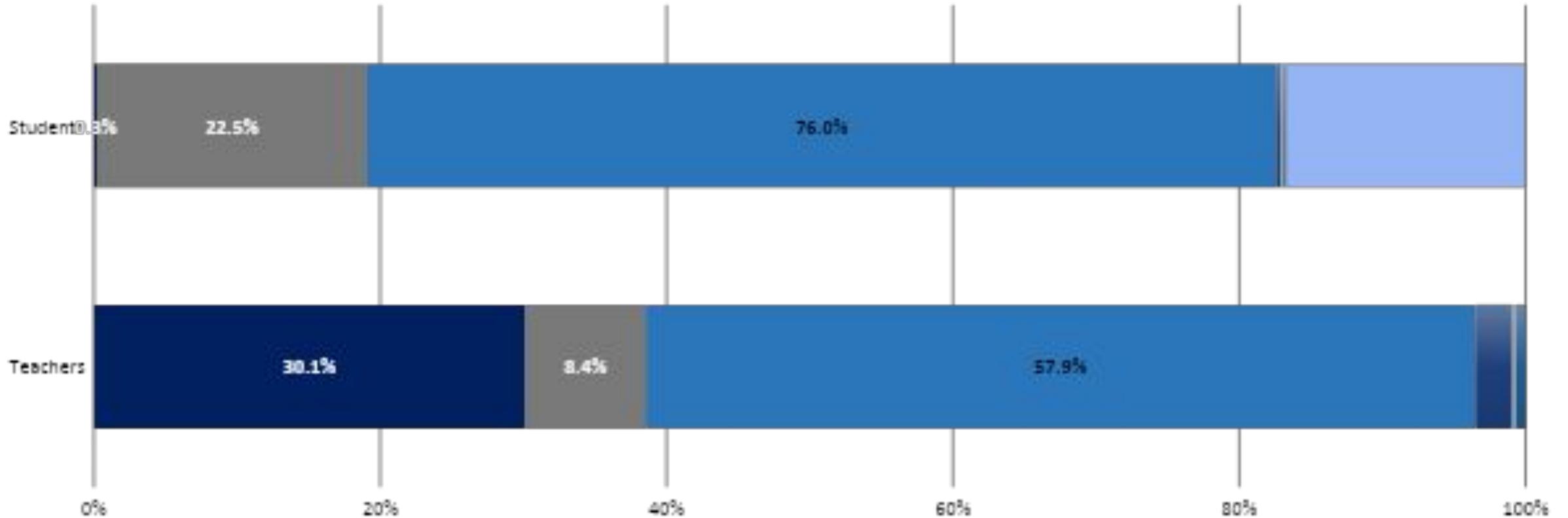
Teachers and Students by Demographic Information – State Level



# 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 – Irvington School 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 <sup>th</sup> graders that took SAT in high school  | 98.3%  | 98.3%    | 71.1% |
| % of 12 <sup>th</sup> graders that took ACT in high school  | 2.3%   | 2.3%     | 17.2% |
| % of 11 <sup>th</sup> and 12 <sup>th</sup> graders enrolled in one or more Advanced Placement (AP) or International Baccalaureate (IB) course | 15.3%  | 15.3%    | 35.7% |
| % of 11 <sup>th</sup> and 12 <sup>th</sup> graders enrolled in dual enrollment coursework   | 1.9%   | 1.9%     | 20.2% |
| % CTE concentrators   | 7.6%   | 7.6%     | 10.7% |
| % of students earning industry-valued credentials   | 0.0%   | 0.0%     | 0.7%  |
| Number of students earning a Seal of Biliteracy   | 54     | 54       | 7,003 |

# Visual and Performing Arts

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

**70.8%** of students in grades 6 through 8 enrolled in an arts course (State = 89.3%)

- **39.3%** enrolled in Music courses (State = 63.2%)
- **0.0%** enrolled in Dance courses (State = 3.2%)
- **2.8%** enrolled in Drama courses (State = 6.8%)
- **28.7%** enrolled in Visual Arts courses (State = 69.1%)

**69.7%** of students in grades 9 through 12 enrolled in an arts course (State = 51.0%)

- **26.2%** enrolled in Music courses (State = 17.4%)
- **17.5%** enrolled in Dance courses (State = 2.5%)
- **0.4%** enrolled in Drama courses (State = 3.8%)
- **40.4%** enrolled in Visual Arts courses (State = 33.1%)

# 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                                 | 104                           | 8,541                      |
| Vandalism                                | 17                            | 1,273                      |
| Weapons                                  | 13                            | 535                        |
| Substances                               | 15                            | 3,832                      |
| Harassment, Intimidation, Bullying (HIB) | 1                             | 4,625                      |
| Total Unique Incidents                   | 150                           | 18,576                     |
| Incidents Per 100 Students Enrolled      | 1.90                          | 1.32                       |

# 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 | 2017-2018 | 2018-2019 | 2019-2020 |
|---------------|-----------|-----------|-----------|
| PK - Half Day | 0         | 0         | 0         |
| PK - Full Day | 1,296     | 1,252     | 1,280     |
| KG - Half Day | 0         | 0         | 0         |
| KG - Full Day | 623]      | 587       | 570       |

# 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              | 261:1    |
| Teachers to Administrators              | 18:1     |
| Students to Librarian/Media Specialists | 784:1    |
| Students to Nurses                      | 523:1    |
| Students to Counselors                  | 356:1    |
| Students to Child Study Team            | 231:1    |

# Postsecondary Enrollment

Postsecondary enrollment data comes from the National Student Clearinghouse. It is reported that undergraduate enrollment was down nationwide in 2020 compared to the same time last year due to COVID-19.

## Postsecondary Information from Narrative

- The table shows information about Class of 2019 high school graduates enrolled in any postsecondary institutions by the fall of 2020

## Postsecondary Enrollment Rates: 16-month

| Student Group                               | District | State |
|---|----------|-------|
| Total Population                            | 52.3%    | 76.3% |
| White                                       | N        | 81.8% |
| Hispanic                                    | 34.8%    | 64.4% |
| Black or African American                   | 54.7%    | 66.1% |
| Asian, Native Hawaiian, or Pacific Islander | *        | 92.2% |
| American Indian or Alaska Native            | N        | 71.8% |
| Two or More Races                           | *        | 75.4% |

# 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 summative score, which is based on various measures of progress (accountability indicators).
- The accountability indicators are:
  - **Academic Achievement:** measured by ELA and math proficiency on the statewide assessment
  - **Academic Progress:** measured by median student growth percentiles in ELA and math
  - **Graduation:** measures by four-year and five-year graduation rates
  - **Progress toward English Language proficiency:** measured by the percentage of English Learners making expected progress toward English language proficiency
  - **School Quality and Student Success:** measures by chronic absenteeism
- **Our school has been identified** based on its relative low performance across all these indicators.

# Comprehensive or Targeted Support?

- Schools identified for comprehensive support are identified based on overall school performance.
  - However, the calculations of the summative scores used to identify schools also factor in student group performance.
- Schools identified for targeted support and improvement are identified based on the performance of one or more student group.
- The student groups included in accountability calculations are:
  - Racial and Ethnic Groups;
  - English Learners;
  - Students with Disabilities; and
  - Economically Disadvantaged Students.

# What is Comprehensive Support and Improvement?

The NJDOE identifies schools for comprehensive support and improvement every three years based on the following two criteria:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - High schools with a four-year graduation rate of 67% or less

# What is Targeted Support and Improvement?

The NJDOE identifies schools for the following category every three years:

- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**

- Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, the NJDOE will identify schools in the following category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**

- Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

# Ways to Engage with Our Schools

Ways to engage with our schools include:

- Stay in touch with teachers and administrators
- Read newsletter, frequent information and messages sent home
- Build a relationship with teachers and administrators
- Reach out to teachers through personal contacts and messages.
- Stay in tune with phone blasts, email, newsletters, Web pages, automated calls, and backpack notes sent home
- Visit student grade portals to stay on top of your children's school work.
- Social networking media as strategies to engage teachers and administrators
- Be a functional member of the Parents-Teachers Associations (PTA)
- Know the Parent Coordinator in the school your child attends
- Always attend Parents Academy events and other school sponsored events

**Thank you!**

# Have Feedback or Questions?

- **Additional resources** are available at: [www.njschooldata.org](http://www.njschooldata.org)
- **Visit** our district website for updates: [\[insert website url\]](#)
- **Email** the district: [\[insert email here\]](#)
- Take the NJDOE School Performance Reports **feedback survey**:  
<https://www.surveymonkey.com/r/2019-20SPR>
- **Visit** the NJDOE website at: [www.nj.gov/education](http://www.nj.gov/education)
- **Email** the NJDOE: [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)