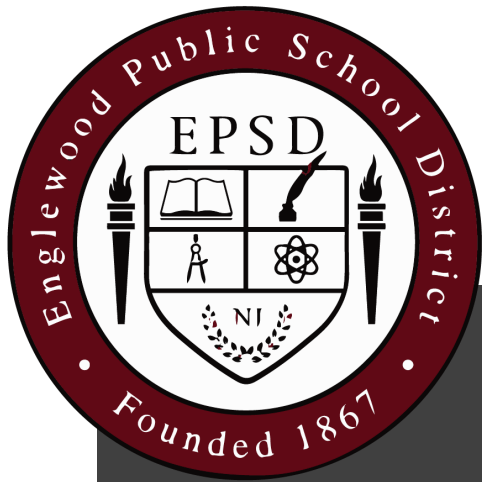


Englewood Public School District

Data Analysis and School Action Plans
November 2021 Full Report



EPSD Vision

The Vision

- ❖ Increase student achievement by challenging each student to reach his/her highest potential
- ❖ Provide professional staff with the knowledge, skills, resources and freedom to actualize the vision
- ❖ Measure student progress by determining the academic distance traveled by each child
- ❖ Provide tools to promote positive attitude behaviors in all staff so that they see all students as high achievers



Core Goals 2021-2022

Core goals are long-term goals where the district will develop yearly plans and take continuous action to assure continuous improvement in critical areas.

- Core Goal #1: Increase student achievement by challenging each student to reach his/her highest potential; Ensure all students graduate from the Englewood Public School District with the necessary knowledge and skills to succeed in post-secondary educational and work-related opportunities. Ensure all students are promoted from each school with the literacy, mathematics and scientific knowledge and skills as well as the social and emotional skills to meet the challenges of his/her next school.
- Core Goal #2: Accelerate the foundational literacy and numeracy skills of all students, while addressing the achievement gap of under-performing students due to academic gaps and social emotional deficits due to the pandemic and other factors.
- Core Goal #3: EPSD will attract and retain highly qualified and certified professionals for all positions and assure that all instructional staff is supported with quality professional development essential to accelerate student achievement.
- Core Goal #4: EPSD will provide safe and secure environments for all students and staff.
- Core Goal #5: EPSD will maintain an effective, integrated technology system for management, communication, and classroom instruction; Data will be used to empower staff and fuel continuous improvement. All staff who support students will have the right data in the right format at the right time to make decisions so that students will accelerate academic achievement.

Start Strong Fall 2021



Start Strong

Fall 2020 Assessments

Last year the state of New Jersey received a waiver from the Federal Government for mandatory state testing in spring 2021. This approved waiver pushed the students' assessments to the fall for English language arts (ELA), mathematics, and science. Start Strong is aligned with the New Jersey Student Learning Standards, and it assesses concepts learned the previous school year. This assessment is designed to evaluate the academic needs and starting points of students and will be used alongside any other district administered assessment.

Start Strong was administered in October 2021 in grades 4-12.

Start Strong – %Students Meeting Benchmark -Less Support

| Fall 2021 Start Strong Preliminary Results % of Students Meeting Benchmark (Less Support) by Grade / Subject | | | |
|---|--------------------|----------------------|----------------|
| Grade | MATHEMATICS | LANGUAGE ARTS | SCIENCE |
| 4 | 5% | 19% | NA |
| 5 | 6% | 30% | NA |
| 6 | 5% | 23% | 8% |
| 7 | 2% | 23% | NA |
| 8 | 5% | 28% | NA |

Summary Student Academic Achievement/ Assessment –Mathematics & Language Arts

| Fall 2021 Start Strong High School Students from Englewood Preliminary Results | | |
|---|-------------------------|--------------------------------|
| COURSE | Total Population | Students from Englewood |
| Algebra 1 | 27% | 5% |
| Geometry | 24% | 15% |
| Algebra II | 28% | 16% |
| Science 9 | 15% | 8% |
| Language Arts 9 | 54% | 44% |
| Language Arts 10 | 58% | 51% |

Start Strong – Students In Need of Remediation

| Fall 2021 Start Strong Preliminary Results % of Students In Need of Remediation by Grade / Subject | | | |
|---|----------------------|------------------------|------------------|
| Grade | Mathematics % | Language Arts % | Science % |
| 4 | 96% | 80% | NA |
| 5 | 93% | 71% | NA |
| 6 | 94% | 76% | 92% |
| 7 | 97% | 76% | NA |
| 8 | 95% | 70% | NA |

Mathematics Start Strong Fall 2021 Disaggregated

| START STRONG – Percent Proficient (If less than 20 total in a category data is suppressed) | | | | | | | | | |
|--|---------|---------|---------|---------|---------|-------|-----|--------|--|
| MATH | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Alg I | Geo | Alg II | |
| Total Population | 5% | 7% | 5% | 3% | 5% | 7% | 30% | 32% | |
| Gen Ed | 5% | 8% | 7% | 3% | 7% | 9% | 34% | 35% | |
| Special Ed | 3% | 6% | 0% | 0% | 0% | 3% | 0% | 8% | |
| ELL | 3% | 0% | 0% | 5% | 0% | 0% | 0% | 0% | |
| Econ. Dis. | 4% | 3% | 2% | 0% | 4% | 5% | 24% | 24% | |
| | | | | | | | | | |
| Hispanic | 3% | 2% | 1% | 3% | 4% | 4% | 23% | 22% | |
| Black | 2% | 8% | 4% | 0% | 4% | 6% | 7% | 10% | |
| Asian | | | | | | | 67% | 84% | |
| White | | | | | | 19% | 62% | 40% | |

Language Arts Start Strong Fall 2021 Disaggregated

| START STRONG – Percent Proficient (Suppress if less than 20 total in a category) | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|----------|--|--|
| LANGUAGE ARTS | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | | |
| Total Population | 19% | 29% | 23% | 23% | 28% | 55% | 63% | | |
| Gen Ed | 28% | 40% | 31% | 26% | 33% | 64% | 67% | | |
| Special Ed | 10% | 6% | 3% | 17% | 15% | 11% | | | |
| ELL | 3% | 0% | 4% | | | 14% | | | |
| Econ. Dis. | 19% | 25% | 19% | 20% | 23% | 41% | 57% | | |
| | | | | | | | | | |
| Hispanic | 17% | 24% | 21% | 18% | 27% | 44% | 50% | | |
| Black | 21% | 31% | 22% | 28% | 24% | 48% | 51% | | |
| Asian | | | | | | 89% | 89% | | |
| White | | | | | | 76% | 83% | | |

Start Strong – Math by Level

| Grade | Level 1-Needing Strong Support | Level 2- Needing Some Support | Level 1 & 2 Needing Remediation | Level 3-Less Support |
|----------------------|--------------------------------|-------------------------------|---------------------------------|----------------------|
| 4 | 78% | 17% | 95% | 5% |
| 5 | 76% | 18% | 94% | 6% |
| 6 | 79% | 16% | 95% | 5% |
| 7 | 71% | 27% | 98% | 2% |
| 8 | 69% | 26% | 95% | 5% |
| District Algebra I | 73% | 20% | 93% | 7% |
| Middle School Alg. I | 76% | 20% | 96% | 4% |
| High School Alg. 1 | 72% | 20% | 92% | 8% |
| Geometry | 46% | 24% | 70% | 30% |
| Algebra II | 42% | 26% | 68% | 32% |

Start Strong- ELA by Level

| Grade | Level 1-Strong Support | Level 2- Some Support | Level 1 & 2 | Level 3-Less Support |
|-------|------------------------|-----------------------|-------------|----------------------|
| 4 | 62% | 19% | 81% | |
| 5 | 43% | 27% | 70% | |
| 6 | 54% | 24% | 78% | |
| 7 | 49% | 28% | 77% | |
| 8 | 48% | 24% | 72% | |
| 9 | 32% | 13% | 45% | 55% |
| 10 | 20% | 17% | 37% | 63% |

Start Strong - Science

| Grade | Level 1-Strong Support | Level 2- Some Support | Level 3-Less Support |
|-------|------------------------|-----------------------|----------------------|
| 6 | 64% | 28% | 8% |
| 9 | 49% | 36% | 15% |
| 12 | 54% | 23% | 23% |

District Internal Assessments 2021-2022

- Growth Measure (ELA and Math) – Grades K-8
- Literably – Grades K-5
- Into Math Benchmark Assessments – Grades K-8
- Early Literacy Skills Assessments – K-2



Growth Measure ELA and Math

HMH Growth Measure (GM) is a research-based and adaptive benchmark assessment for Math and ELA. . HMH Growth Measure delivers valid and reliable achievement scores including an HMH Scaled Score, performance categories (overall and by domains covered), Student Growth Index, Grade Level Equivalence, and a Lexile (reading) or Quantile (math) Interval.



INTERNAL ASSESSMENT FALL 2021 PERCENT OF STUDENTS PROFICIENT IN MATH AND LANGUAGE ARTS BY GRADE (HMH GROWTH MEASURE)*

This table indicates the % of students proficient at each grade level on the District's internal longitudinal assessment (HMH Growth Measure). The test is a statistically valid and reliable longitudinal assessment

| % OF STUDENTS MEETING GRADE LEVEL BENCHMARK ON HMH TEST | | |
|---|-------------|------------|
| GRADE | HMH GM MATH | HMH GM LA |
| 1 | 22% | NA |
| 2 | 19% | 7% |
| 3 | 11% | 14% |
| 4 | 5% | 12% |
| 5 | 6% | 22% |
| 6 | 6% | 22% |
| 7 | 2% | 16% |
| 8 | 6% | 17% |

* The HMH results in grades 6 to 8 only include general education students – SWD and ELL students were not tested as of this report.

Fall 2021 Start Strong Preliminary Results vs. Fall 2021 HMH District Benchmark Mathematics

| Fall 2021 Start Strong Preliminary Results vs. HMH District Benchmark Mathematics | | |
|--|------------------------|-----------------------------|
| Grade | NJ START STRONG | HMH LOCAL ASSESSMENT |
| 4 | 5% | 5% |
| 5 | 6% | 6% |
| 6 | 5% | 6% |
| 7 | 2% | 2% |
| 8 | 5% | 6% |

Fall 2021 Start Strong Preliminary Results vs. Fall 2021 HMH District Benchmark Language Arts

| Fall 2021 Start Strong Preliminary Results vs. Fall 2021 HMH District Benchmark Language Arts | | |
|---|-----------------|----------------------|
| Grade | NJ START STRONG | HMH LOCAL ASSESSMENT |
| 4 | 19% | 12% |
| 5 | 30% | 22% |
| 6 | 23% | 22% |
| 7 | 23% | 16% |
| 8 | 28% | 17% |

| 2021-2022 Growth Measure ELA | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---------------------------------------|---------|---------|---------|---------|---------|---------|---------|
| Below Grade Level | 93% | 86% | 88% | 78% | 78% | 84% | 84% |
| On Grade Level | 5% | 12% | 11% | 20% | 16% | 16% | 16% |
| Above Grade Level | 2% | 2% | 1% | 2% | 6% | | |
| Participants | 175 | 142 | 148 | 176 | 119 | 119 | 139 |

| 2021-2022 Growth Measure Math | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Below Grade Level | 78% | 80% | 89% | 95% | 95% | 95% | 99% | 94% |
| On Grade Level | 19% | 12% | 8% | 5% | 5% | 5% | 1% | 6% |
| Above Grade Level | 3% | 7% | 3% | | | | | |



Assessing Comprehension and Communication in English State-to State
(ACCESS)
2020-2021

ACCESS

| Grade Level | 2015 | 2016 | 2017 | 2018 | 2019 | 2021 |
|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | Proficiency 4.5-6 | Proficiency 4.5-6 | Proficiency 4.5-6 | Proficiency 4.5-6 | Proficiency 4.5-6 | Proficiency 4.5-6 |
| K | 14% | 21% | 21% | 38% | 32% | 6% |
| 1 | 2% | 13% | 0% | 0% | 5% | 0 |
| 2 | 8% | 25% | 0% | 0% | 3% | 0 |
| 3 | 34% | 20% | 2% | 4% | 3% | 3% |
| 4 | 5% | 6% | 2% | 20% | 29% | 21% |
| 5 | 6% | 7% | 4% | 14% | 19% | 4% |
| 6 | 0% | 5% | 0% | 7% | 0% | 0 |
| 7 | 8% | 2% | 0% | 0% | 0% | 5% |
| 8 | 0% | 4% | 0% | 7% | 0% | 0 |
| 9 | 3% | 0% | 3% | 6% | 0% | 9% |
| 10 | 4% | 2% | 3% | 17% | 0% | 13% |
| 11 | 3% | 2% | 2% | 9% | 11% | 6% |
| 12 | 0% | 3% | 0% | 0% | 0% | 0 |

***ACCESS was not administered in 2020 due to Covid 19. The NJDOE was granted an assessment waiver by the US DOE.

2021 ACCESS Proficiency Levels

Percentage of students at each level

| Grade | Entering | Emerging | Developing | Expanding | Bridging | Reaching |
|-------|----------|----------|------------|-----------|----------|----------|
| K | 69% | 8% | 14% | 6% | 3% | 0 |
| 1 | 27% | 25% | 20% | 5% | 0 | 0 |
| 2 | 3% | 3% | 0 | 6% | 0 | 0 |
| 3 | 14% | 21% | 34% | 21% | 3% | 0 |
| 4 | 12% | 15% | 32% | 26% | 9% | 0 |
| 5 | 22% | 11% | 48% | 19% | 0 | 0 |
| 6 | 11% | 37% | 53% | 0 | 0 | 0 |
| 7 | 21% | 16% | 53% | 11% | 0 | 0 |
| 8 | 23% | 33% | 30% | 7% | 0 | 0 |
| 9 | 17% | 26% | 43% | 13% | 0 | 0 |
| 10 | 10% | 47% | 27% | 17% | 0 | 0 |
| 11 | 56% | 22% | 17% | 6% | 0 | 0 |
| 12 | 30% | 43% | 27% | 0% | 0 | 0 |

* Spring 2021 ACCESS Assessment was optional due to COVID.

Englewood Public School District Education Improvement Plan



DISTRICT INITIATIVES to ADDRESS the LEARNING GAP in Englewood

- Tutorial program in each building with after-school bussing provided
- Staff training in cultural awareness and unconscious racism
- Working with the community group to develop tutorial programs in our most needed areas
- Working with community partners on coordinating and developing programs for our most needy students
- Offering school counselors to attend Sunday faith gatherings to assist parents who have difficulty coming during the week because of work commitments

Continued...

- Develop a welcoming atmosphere in all buildings for all residents
- Review K-8 data to develop a universal literacy and math program with staff input
- Partner with colleges/universities to assist us in our tutorial and staff development programs
- Negotiate a contract with The People's Institute to expose school/community members to "Undoing Racism"
- Develop a standardized discipline code in middle and high school to address student behavior
- Develop a Guidance Handbook for parents to navigate our curricular offerings
- Review and adjust our ELL Program Pre-K -12
- Implement Restorative Justice
- RTI Training and Revision
- Develop Mental Health Programs(RFP)

Continued...

- Review our current Algebra placement and course offerings in middle and high school
- Continue a minority recruitment program
- Review the current registration process to assure accuracy and efficiency
- Review the current magnet program to make sure it is **supporting** academic programs and not **driving** them
- Work with the Teacher Association leadership to jointly develop a Professional Development program
- Assure that STEAM (Science, Technology, Engineering, Art, and Math) is in every building in the District
- Review assignment and placement of students in advanced classes
- Review personnel schedules in all buildings to maximize student learning and performance
- Infuse Social Studies/Science in Language Arts block

2021-2022 Highlights

Rigor for all areas
LA/Math Pre-K-8
ESL/Bilingual/Dual Programs
Reports Cards
Grading
Assessment
Hands on Science
High School Electives
Honor/AP Courses
African American Studies
Firewall
Social Studies Instruction
Cultural Responses Curriculum

Schedules –Academic Focus
LA 160 Math 60
Undo Racism
CPI Training
Mental Health
Restorative Justice
Engage Community
Parent Workshops
Parent Meetings
Parent Handbooks
Career Fairs
College Fairs
Teaching Health

Translation Issues
Enrichment
Coding
Phonics Pre-K-2
Alumni Mentorships
RTI –Intervention
Tutorial Programs
Afterschool Programs
SPED/Gen Ed programming
AVID
STEAM
Read 180 Math/LA

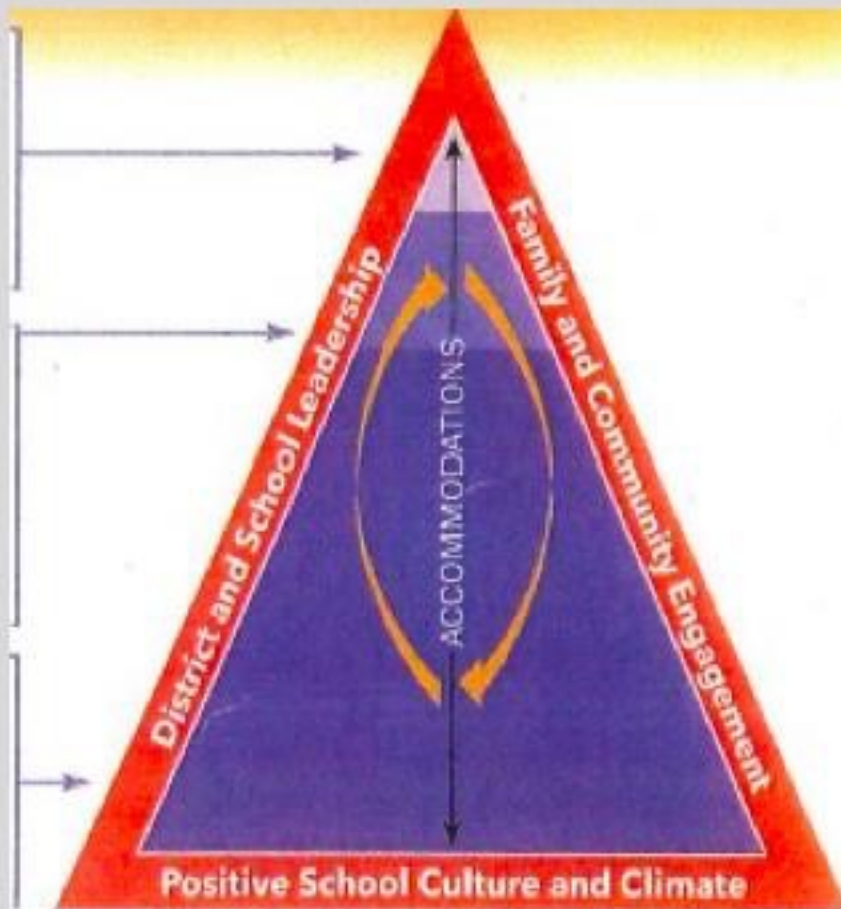
Staffing

Language Arts/Math Interventionist
Student Assistance Coordinator (SAC)
Bilingual Content
English Second Language (ESL)
Reading Specialist
Replacement Staff
Registration/Attendance Department
Intervention Department
ESL/Bilingual/World Language/Dual Department
Community Affairs Department
Mental health Department
Technology Department
Early Childhood Department
Curriculum Department-Elementary/Secondary
Educational Support Department
District Substitute pool
District Secretary
Vice Principal-Reinstate

Tier 3 provides intensive supports and Interventions that may be delivered individually and provided in or outside of the classroom after the delivery of core instruction. There may be adaptations of supports and interventions based on an individual student's performance using data that are reviewed during frequent progress monitoring intervals.

Tier 2 provides supplemental supports and interventions that may be delivered in small-group instruction, provided in either the general classroom or during an intervention period. Interventions include evidence-based instructional practices and interventions that increase in intensity, frequency and duration based upon the review of data during regular progress monitoring intervals.

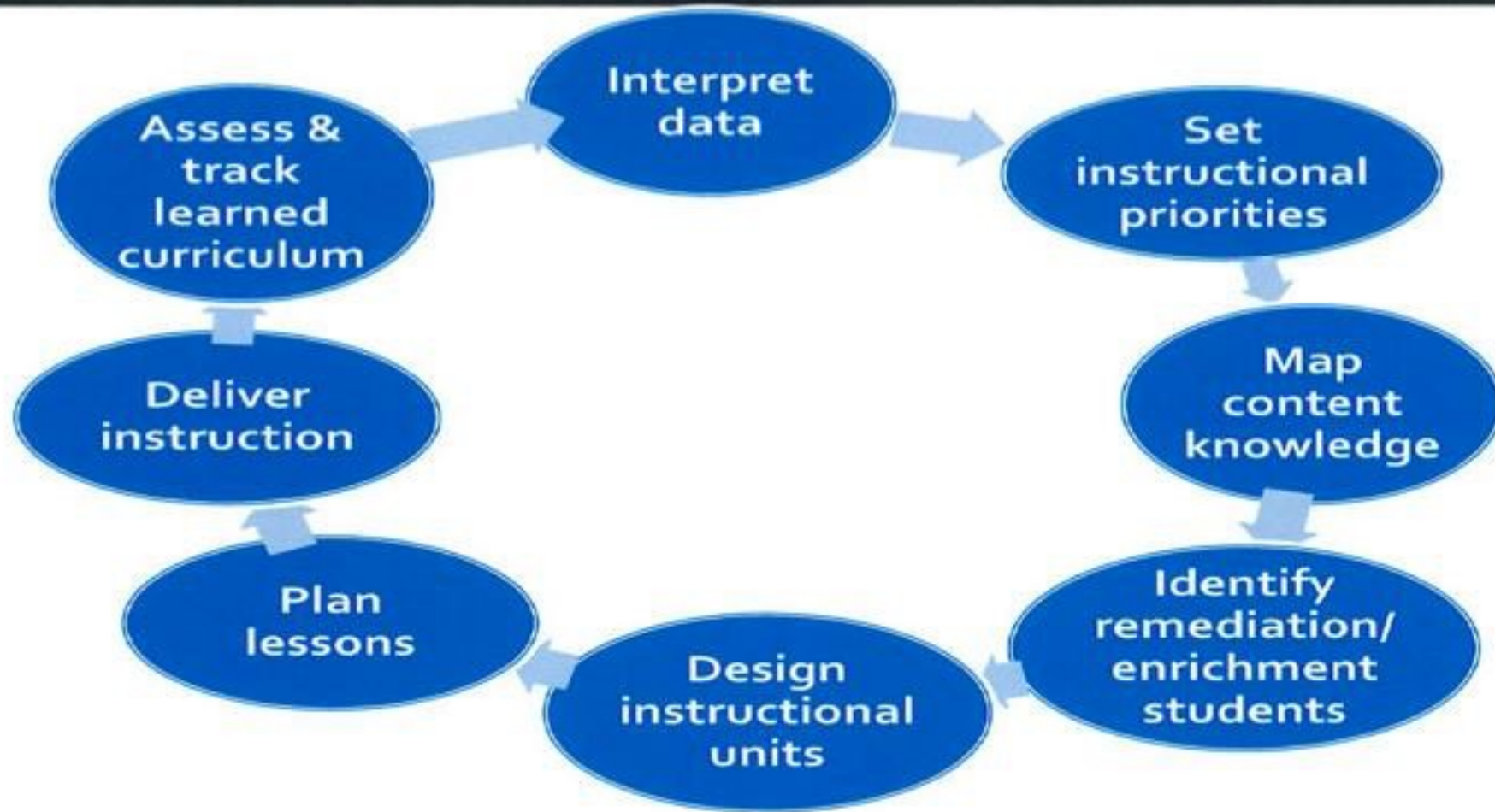
Tier 1 provides high-quality learning environments, evidence-based curricular and instructional practices, and a continuum of supports and interventions in general education classrooms, including bilingual classrooms, delivered with fidelity by trained teachers with the support of other professionals.



The three tiers of supports and interventions are bolstered by effective school and district leadership committed to the implementation of the system, a positive school culture and climate that is conducive for learning, and family and community engagement in the development and implementation of the framework. Across all tiers, some students may require accommodations that provide access to instruction. These supports are not contingent upon a student's level of instructional support but are necessary to access content and achieve meaningful participation in the instruction.

Find more information about NJTSS online. <http://www.state.nj.us/education/njtss/>

Planning Instruction



Appendices



New Jersey
Student Learning
Assessment

New Jersey Student Learning Assessment (NJSLA)

ELA and Math

2018-2019

NJSLA-ELA

| Grade | ELA 2014-2015 | ELA 2015-2016 | ELA 2016-2017 | ELA 2017-2018 | ELA 2018-2019 |
|--------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3 | 44.6% | 40.9% | 39.1% | 48.9% | 44.2% |
| 4 | 42.6% | 39.8% | 40.1% | 44.9% | 34.1 |
| 5 | 40.3% | 42% | 55.5% | 39.9% | 32.3% |
| 6 | 28.8% | 42.7% | 40.4% | 43.2% | 28% |
| 7 | 32.1% | 37.4% | 44% | 48.8% | 47.6% |
| 8 | 42.3% | 46.6% | 39.1% | 44.8% | 40.5% |
| 9 | 53.5% | 61.3% | 56.4% | 50.4% | 56.5% |
| 10 | 42.7% | 44.4% | 51.5% | 55.3% | 66.1% |
| 11 | 52.6% | 53.3% | 55.8% | 49.5% | N/A |

ELA Performance Levels and State Comparison

| Grade | Not Yet Meeting Expectations (Level 1) | | | | Partially Meeting Expectations (Level 2) | | | | Approaching Expectations (Level 3) | | | | Meeting Expectations (Level 4 & 5) | | | % Change in Level 4 and Level 5 (College and Career Ready) | State (Level 4 & 5) |
|-------|--|------|------|-------|--|------|------|--------|------------------------------------|------|------|--------|------------------------------------|------|------|--|---------------------|
| | 2017 | 2018 | 2019 | | 2017 | 2018 | 2019 | | 2017 | 2018 | 2019 | | 2017 | 2018 | 2019 | | 2019 |
| 3 | 12.4 | 9.2 | 22.8 | | 14.4 | 17.4 | 13.7 | | 34.2 | 24.5 | 19.2 | | 39.1 | 48.9 | 44.1 | | 50.3 |
| 4 | 8.6 | 10.3 | 18.4 | ↑ 9.2 | 18.3 | 20.5 | 18.4 | ↑ 1 | 33 | 24.3 | 29 | ↑ 4.5 | 38.4 | 44.9 | 33.6 | ↓ 15.3 | 57.4 |
| 5 | 4.6 | 7.6 | 12.5 | ↑ 2.2 | 12.1 | 22.7 | 19.7 | ↓ .8 | 27.7 | 29.8 | 35 | ↑ 10.7 | 55.5 | 39.9 | 32.2 | ↓ 12.7 | 57.9 |
| 6 | 5.6 | 9.1 | 15.8 | ↑ 8.2 | 24.7 | 18.2 | 27.5 | ↑ 4.8 | 29.2 | 29.5 | 28.5 | ↓ 1.3 | 40.5 | 43.2 | 28 | ↓ 11.9 | 56.2 |
| 7 | 10.7 | 14.7 | 14.1 | ↑ 5 | 19 | 12.4 | 15.2 | ↓ 3 | 26.2 | 24.1 | 22.9 | ↓ 6.6 | 44 | 48.8 | 47.5 | ↑ 4.3 | 62.8 |
| 8 | 22.4 | 14.4 | 21.3 | ↑ 6.6 | 14.6 | 18.4 | 15.6 | ↑ 3.2 | 24 | 22.4 | 22.5 | ↓ 1.6 | 39.1 | 44.8 | 40.3 | ↓ 8.5 | 62.8 |
| 9 | 13.8 | 13.8 | 12.1 | ↓ 2.3 | 7 | 12.9 | 7.9 | ↓ 10.5 | 22.8 | 22.8 | 20 | ↓ 2.4 | 56.4 | 50.4 | 59.7 | ↑ 14.9 | 55.3 |
| 10 | 18.8 | 13.3 | 19 | ↑ 5.2 | 14.7 | 10.6 | 11.9 | ↓ 1 | 15 | 20.8 | 8.9 | ↓ 13.9 | 51.5 | 55.3 | 60 | ↑ 9.6 | 58 |

English Language Arts Demographic Proficiency

| NJSLA-ELA | Grade 3 | | | Grade 4 | | | Grade 5 | | | Grade 6 | | | Grade 7 | | | Grade 8 | | | Grade 9 | | | Grade 10 | | | Grade 11 | |
|---------------------------|--------------------|------|------|---------|------|------|---------|------|------|---------|------|------|---------|------|------|---------|------|------|---------|------|------|----------|------|------|----------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 |
| | Hispanic or Latino | 37 | 47.3 | 49.1 | 32 | 46 | 26.6 | 58.6 | 29.3 | 34.8 | 46.3 | 48 | 21 | 46.8 | 49.5 | 49 | 37.9 | 49.4 | 43.6 | 44.7 | 45.3 | 45.6 | 41 | 51.1 | 49.1 | 41 |
| Black or African American | 35 | 49.2 | 28.3 | 42 | 44.9 | 37.7 | 50 | 42 | 23.6 | 26.6 | 27.6 | 25 | 36.5 | 38.6 | 39.2 | 38.9 | 35.6 | 28.6 | 39.6 | 42 | 44.3 | 38.9 | 47.6 | 44.6 | 38.9 | 41.3 |
| Asian | 83 | 71.4 | 60 | 78 | 66.7 | 66.7 | 60 | 87.5 | 80 | 81.8 | 75 | 77.8 | 87.5 | 100 | 80 | 42.9 | 77.8 | 83.3 | 96.6 | 81.8 | 97.5 | 83 | 95 | 93.3 | 83 | 77.8 |
| White | 50 | 45 | 57.9 | 50 | 34.8 | 43.8 | 61.5 | 61.9 | 38.5 | 16.7 | 61.5 | 58.8 | 50 | 33.3 | 61.5 | 50 | 45.5 | 18.2 | 64 | 66.7 | 72.7 | 75.9 | 52.2 | 88.9 | 75.9 | 71.4 |
| ELL | NA | 25 | 17.9 | | 7.1 | 10.3 | | 8.7 | 0 | | 0 | 8 | | 7.7 | 0 | | 0 | 4.5 | | 9.4 | 0 | | 6.7 | 6.1 | | 5.9 |
| Special Ed | 9.1 | 18.8 | 2.7 | 22 | 8.8 | 0 | 11.8 | 16.7 | 19.8 | 0 | 0 | 2.8 | 0 | 7.4 | 0 | 8 | 4 | 3.4 | 10 | 11.1 | 9.7 | 0 | 17.2 | 10.7 | 0 | 9.5 |
| Econ. Disadvan. | 34 | 45 | 43.4 | 31 | 38.8 | 29.9 | 46.8 | 32.4 | 26.7 | 40.3 | 44.7 | 23.4 | 36 | 49.6 | 44 | 33.3 | 42.7 | 37.7 | 35.5 | 43 | 43.5 | 45.8 | 45.9 | 50.4 | 45.8 | 44.8 |

NJSLA-Math

| Grade | MATH 2014-2015 | MATH 2015-2016 | MATH 2016-2017 | MATH 2017-2018 | Math 2018-2019 |
|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 3 | 44.3 | 32.5 | 31.6 | 32.8 | 30 |
| 4 | 33.1 | 32 | 27 | 35.6 | 23 |
| 5 | 25 | 35.7 | 24.6 | 29.1 | 19 |
| 6 | 14.1 | 30.6 | 25.5 | 25.8 | 14 |
| 7 | 13.6 | 12.2 | 20.3 | 23.2 | 19 |
| 8/MSAI | 17.3 | 18.1 | 13.4 | 20.6 | 14 |
| District Algebra I | 8.6 | 13 | 18.4 | 21 | 13 |
| Geometry | 17.2 | 29.5 | 17.4 | 13.7 | 14 |
| Algebra II | 30.1 | 16.8 | 23.2 | 13.2 | 25 |

| Math By Course | 2016- 2017 | 2017- 2018 | 2018- 2019 |
|-------------------------------|-----------------------|-----------------------|-----------------------|
| 7 | 20.3 | 23.2 | 19 |
| 8 | 3.4 | 8.1 | 8.6 |
| MSAI | 41.2 | 41.2 | 32 |
| HSAI | 13.6 | 13.6 | 9 |

Math Performance Levels

| Grade | Not Yet Meeting Expectations (Level 1) | | | | Partially Meeting Expectations (Level 2) | | | | Approaching Expectations (Level 3) | | | | Meeting Expectations (Level 4 & 5) | | | % Change in Level 4 and Level 5 (College and Career Ready) | State (Level 4 & 5) | |
|-------|--|------|-------|--------|--|------|------|--------|------------------------------------|------|------|--------|------------------------------------|------|------|--|---------------------|------|
| | 2017 | 2018 | 2019 | | 2017 | 2018 | 2019 | | 2017 | 2018 | 2019 | | 2017 | 2018 | 2019 | | 2019 | |
| 3 | 7.8 | 10.2 | 17.4 | | 22.8 | 22 | 25.8 | | 37.9 | 34.9 | 26.8 | | 31.6 | 32.8 | 29.4 | | 55.1 | |
| 4 | 10.4 | 13.3 | 25.5 | ↑ 15.3 | 27 | 19.7 | 21.2 | ↓ .8 | 35.5 | 31.4 | 30.3 | ↓ 4.6 | 27 | 35.7 | 22.8 | ↓ | 10 | 51 |
| 5 | 9.3 | 9 | 14.2 | ↑ .9 | 24.6 | 23.6 | 35.2 | ↑ 15.5 | 41.5 | 38.2 | 34.1 | ↑ 2.7 | 24.6 | 29.1 | 19.3 | ↓ | 16.4 | 46.8 |
| 6 | 12.5 | 14 | 16.3 | ↑ 7.3 | 31.5 | 23 | 4.03 | ↓ 19 | 30.4 | 37.1 | 29.5 | ↓ 8.7 | 25.6 | 25.9 | 13.7 | ↓ | 14.7 | 40.5 |
| 7 | 11 | 10.7 | 10.8 | ↓ 3.2 | 26.7 | 33.9 | 27.4 | ↑ 4.4 | 41.9 | 32.2 | 42.2 | ↑ 5.1 | 20.4 | 23.2 | 19.1 | ↓ | 6.7 | 42.1 |
| 8 | 37.3 | 29.7 | 50.3 | ↑ 39.6 | 33.3 | 34.2 | 26.6 | ↓ 7.3 | 25.3 | 27.9 | 13.6 | ↓ 18.6 | 4 | 8.1 | 8.9 | ↓ | 14.3 | 29.3 |
| Al | 22.9 | 16.7 | 20.2 | ↓ 9.5 | 28.7 | 27.4 | 39.6 | ↑ 5.4 | 30 | 34.9 | 27.3 | ↓ .6 | 18.4 | 21 | 12.7 | ↑ | 4.6 | 42.9 |
| Geo | 42.9 | 47.1 | 24.08 | ↑ 7.38 | 21 | 27 | 32.2 | ↑ 4.8 | 12.9 | 12.6 | 28.9 | ↓ 6 | 22.1 | 13.2 | 14.6 | ↓ | 6.4 | 31.2 |
| All | 10.8 | 13.7 | 36.1 | ↓ 11 | 35.2 | 42.9 | 20.4 | ↓ 6.6 | 36.6 | 29.6 | 18 | ↑ 5.4 | 17.4 | 13.7 | 25.3 | ↑ | 12.1 | 45.8 |

Math Demographic Performance

| | Grade 3 | | | Grade 4 | | | Grade 5 | | | Grade 6 | | | Grade 7 | | | Grade 8 | | | Algebra I | | | Geometry | | | Algebra II | | |
|----------------------------------|---------|------|------|---------|------|------|---------|------|------|---------|------|------|---------|------|------|---------|------|------|-----------|------|------|----------|------|------|------------|------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| Hispanic or Latino | 37 | 31.5 | 30 | 25 | 36 | 16.3 | 22.7 | 26 | 19.4 | 27 | 26.5 | 9.5 | 22.9 | 23 | 18.9 | 5.4 | 8.3 | 10.3 | 18.5 | 18.5 | 10.7 | 3.5 | 10.6 | 7.2 | 4.5 | 4.7 | 11.7 |
| Black or African American | 24 | 27.7 | 18.3 | 24 | 32.9 | 26.7 | 19.1 | 21.7 | 19.4 | 15.6 | 15.5 | 9.4 | 12.2 | 16.1 | 8 | 1.5 | 7.3 | 2.7 | 14.5 | 15.2 | 12.7 | 3.3 | 8 | 1.3 | 8.6 | 3.5 | 10.6 |
| Asian | 33 | 71.4 | 50 | 50 | 66.7 | 50 | 60 | 87.5 | 20 | 75 | 75 | 55.6 | 62.5 | 63.6 | 80 | 20 | 0 | 0 | 66.7 | 53.8 | 25 | 46.3 | 60 | 41.9 | 67.4 | 64.3 | 67.9 |
| White | 36 | 35 | 52.6 | 41 | 34.8 | 37.5 | 53.8 | 47.6 | 19.2 | 16.7 | 46.2 | 35.3 | 33.3 | 22.2 | 46.2 | 0 | 16.7 | 20 | 31.3 | 36.8 | 20 | 38.1 | 19.2 | 60 | 42.3 | 38.5 | 30.8 |
| ELL | | 16.7 | 0 | | 0 | 2.6 | | 4.2 | 0 | | 0 | 0 | | 4.8 | 0 | | 0 | 6.9 | | 5.9 | 0 | | 0 | 0 | | 0 | 16.7 |
| Special Ed | 15 | 15.6 | 2.7 | 11 | 5.9 | 0 | 5.9 | 2.8 | 6.3 | 0 | 0 | 2.8 | 0 | 3.7 | 0 | 8 | 0 | 3.4 | 0 | 10 | 0 | 0 | 3.4 | 5 | 5.9 | 0 | 0 |
| Econ. Disadvan | 26 | 32.7 | 24.3 | 21 | 31.4 | 20.8 | 20.3 | 23.7 | 17.9 | 24.8 | 26.1 | 9.7 | 15.4 | 23.8 | 15 | 2.8 | 11.5 | 6.9 | 14.4 | 18.9 | 12.2 | 4.7 | 6.3 | 6.9 | 4.8 | 4.5 | 11.8 |

Dynamic Learning Maps (DLM)

DLM is an online alternate assessment for students with the most significant intellectual disabilities in English Language Arts and Mathematics (DLM) in grades 3-8 and 11, and Science (DLM) for students in grades 5, 8 and 11.



DYNAMIC[®]
LEARNING MAPS

DLM

| EA | Emerging | Approaching | Target | Advanced |
|----------------|----------|-------------|--------|----------|
| 2017-2018 | 50% | 31% | 19% | 0 |
| 2018-2019 | 53% | 24% | 18% | 5% |
| 2020-2021 | 36.4% | 9% | 45.5% | 9% |
| Math | | | | |
| 2017-2018 | 69% | 31% | 0 | 0 |
| 2018-2019 | 65% | 18% | 12% | 5% |
| 2020-2021 | 54.5% | 18.2% | 0 | 27.3% |
| Science | | | | |
| 2017-2018 | 80% | 0 | 20% | 0 |
| 2018-2019 | 80% | 0 | 20 | 0 |
| 2020-2021 | * | * | * | * |

***DLM was not administered in 2019-2020 due to Covid 19. The NJDOE was granted an assessment waiver by the US DOE.

State Testing Participation Rate



NUSLA

2018-2019

ELA Participation Rate

| NJSLA- ELA | Dr. Leroy McCloud elementary School Grades 3-5 | | Janis E. Dismus Middle School Grades 6-8 | | Dwight Morrow High School Grades 9-10 | |
|---------------------------------|---|-------------|---|--------------|--|--------------|
| | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 |
| District | 98.6% | 100% | 94.8% | 95.9% | 94.9% | 99.4% |
| Hispanic or Latino | 98.5% | 100% | 98.3% | 98.4% | 92.2% | 100% |
| Black or African American | 99.3% | 100% | 91.6% | 92.3% | 93.1% | 98.7% |
| Asian | * | 100% | 100% | 100% | 100% | 100% |
| White | 95.1% | 100% | 81.8% | 93.2% | 97.9% | 100% |
| ELL | 100.0% | 100% | 97.9% | 100% | 87.2% | 100% |
| Special Ed | 99.0% | 100% | 90.0% | 94.7% | 93.5% | 98.3% |
| Econ. Disadvan. | 98.4% | 100% | 94.5% | 96.0% | 93.3% | 99.2% |

NUSLA

2018-2019

Math Participation Rate

| NJSLA-Math | Dr. Leroy McCloud elementary School Grades 3-5 | | Janis E. Dismus Middle School Grades 6-8 | | Dwight Morrow High School Grades 9-10 | |
|---------------------------|---|-------------|---|--------------|--|--------------|
| | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 |
| District | 98.8% | 100% | 95.7% | 95.9% | 92.5% | 99.8% |
| Hispanic or Latino | 99.0% | 100% | 98.9% | 98.5% | 90.6% | 99.5% |
| Black or African American | 99.0% | 100% | 92.3% | 91.8% | 91.9% | 100% |
| Asian | * | 100% | 100% | 100% | 100% | 100% |
| White | 95.1% | 100% | 88.0% | 93.2% | 95.8% | 100% |
| ELL | 100.0% | 100% | 98.2% | 100.0% | 87.2% | 100% |
| Special Ed | 99.0% | 100% | 90.0% | 94.7% | 91.8% | 100% |
| Econ. Disadvan. | 98.4% | 100% | 95.8% | 96.1% | 92.4% | 99.6% |

Start Strong Participation Rate

| Start Strong Fall 2021 | Dr. Leroy McCloud School ELA Math | | Janis E. Dismus Middle School ELA Math | | Dwight Morrow High School ELA Math | |
|---|---|-----|--|-----|--|-------|
| ELA and Math | 96% | 96% | 96% | 96% | 90% | 99.9% |
| Science | [Data missing] | | 98% | | 85% | |

ACCESS Participation Rate

| Grades | ACCESS Testing | | |
|--------|----------------|------|------|
| | 2018 | 2019 | 2021 |
| K | * | * | 97 |
| 1 | 100 | * | 86 |
| 2 | * | 97 | 93 |
| 3 | * | * | 97 |
| 4 | 94 | * | 100 |
| 5 | 92 | 100 | 96 |
| 6 | * | 100 | 84 |
| 7 | 86 | 100 | 89 |
| 8 | * | * | 97 |
| 9 | 100 | 100 | 79 |
| 10 | * | 98 | 83 |
| 11 | 96 | * | 67 |
| 12 | 85 | 89 | 73 |