

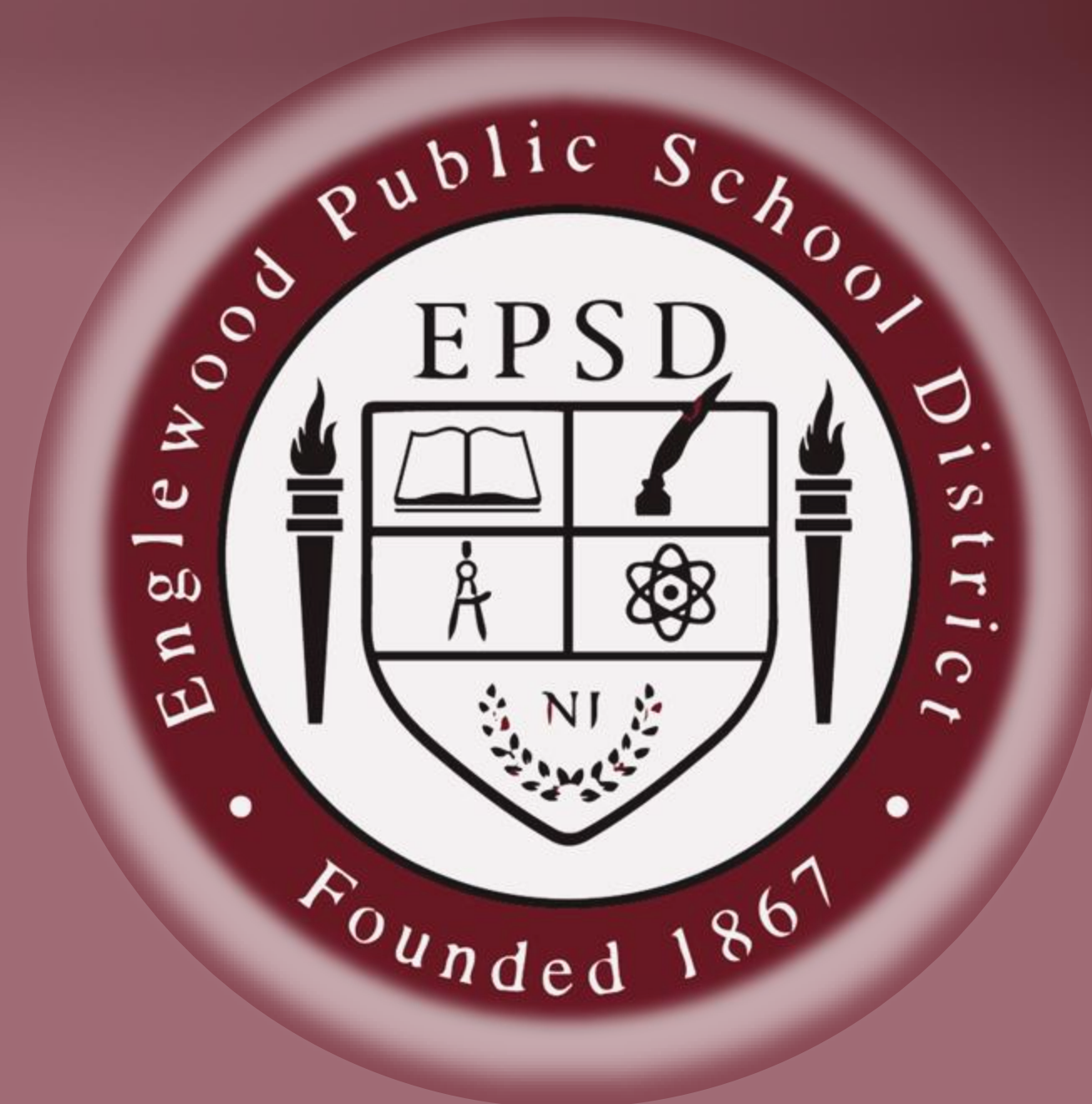
ENGLEWOOD PUBLIC SCHOOL DISTRICT

ACADEMIC PERFORMANCE DATA

November 16, 2023

CURRICULUM & INSTRUCTION DEPARTMENT

DR. LAURA SCAMARDELLA	ASSISTANT SUPERINTENDENT OF CURRICULUM, INSTRUCTION & ASSESSMENT
DR. JENNIFER WIRT	SUPERVISOR OF SECONDARY EDUCATION
MS. JEANETTE WIDENSKY	SUPERVISOR OF ELEMENTARY EDUCATION



Agenda

PART I

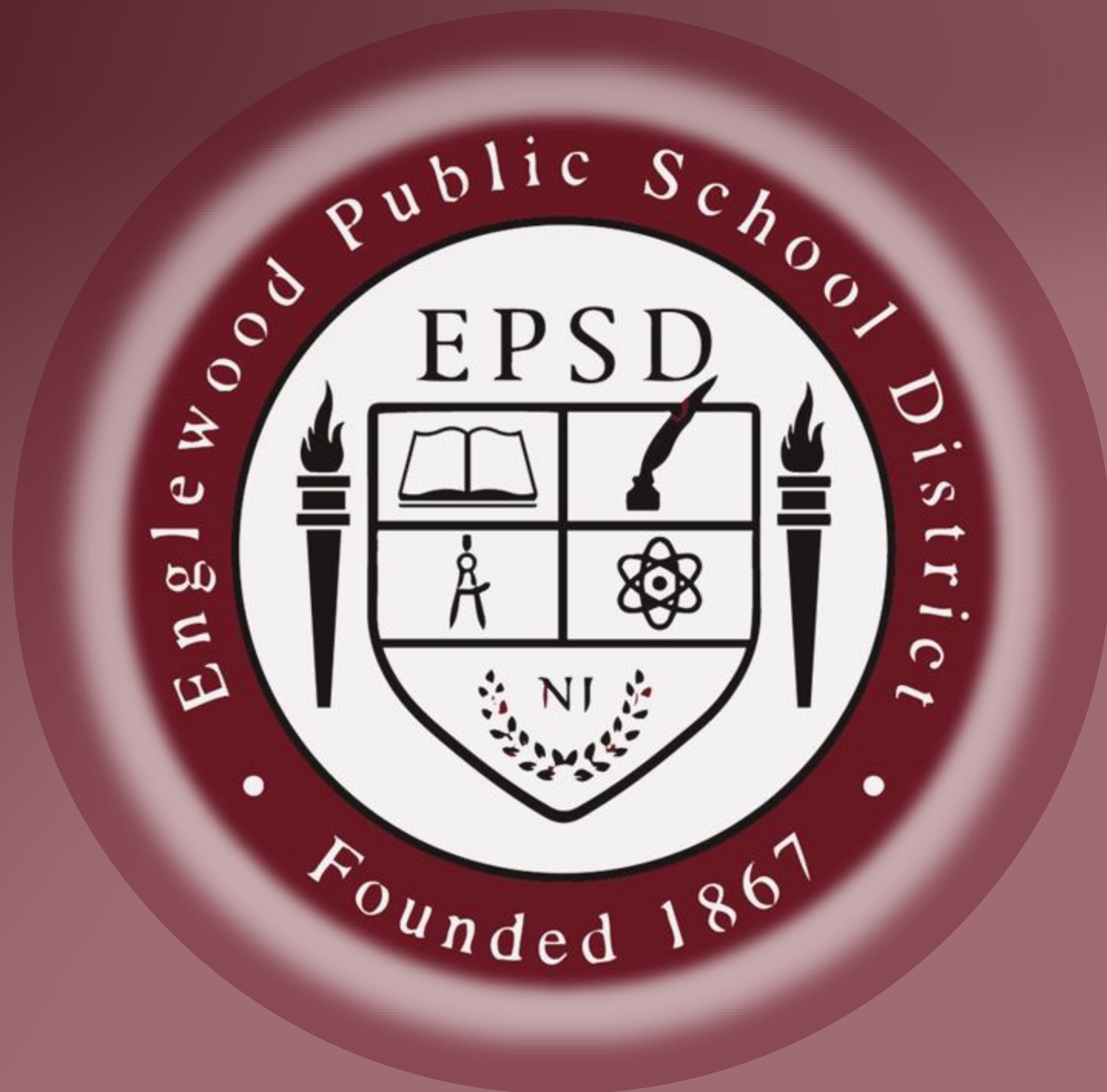
Spring 2023 NJSLA Science Student
Performance Report

PART II

23-24 BOY Performance Report

PART III

Comprehensive Comparative Student
Performance Report



NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA)



NEW JERSEY STUDENT LEARNING ASSESSMENT

The New Jersey Student Learning Assessment (NJSLA) measures student proficiency with grade level skills, knowledge, and concepts that are critical to assesses college and career readiness in English Language Arts, Mathematics, and Science.

Grade Levels Assessed:

- ***NJSLA-ELA – Grades 3-9***
- ***NJSLA- Math – Grades 3-8, Algebra I, Algebra II & Geometry***
- ***NJSLA- Science – Grades 5, 8 & 11***



NJSLA – Science Performance Levels and State Comparison



GRADE	Participation		LEVEL 1 – Below Proficiency			LEVEL 2 – Nearing Proficiency			LEVEL 3– Proficient			LEVEL 4– Advanced Proficient			LEVELS 3 & 4 Proficient & Advanced Proficient			District 2023 LEVELS 3 & 4	State 2023 LEVELS 3 & 4
REPORTING YEAR	2022	2023	2022	2023	Grade Level Growth	2022	2023	Grade Level Growth	2022	2023	Grade Level Growth	2022	2023	Grade Level Growth	2022	2023	Grade Level Growth	DISTRICT 2023	STATE 2023
5	191/200	158/159	58.6%	58.2%	-0.4%	24.6%	32.9%	+8.3%	11.5%	8.2%	-3.3%	5.2%	0.6%	-4.6%	16.8%	8.9%	-7.9%	8.9%	26.8%
8	195/197	173/173	65.1%	61.6%	-3.5%	32.8%	33.7%	+0.9%	2.1%	4.7%	+2.6%	0.0%	0.0%	0.0%	2.1%	4.7%	+2.6%	4.7%	18.5%
11	265/281	260/279	56.8%	52.8%	-4.0%	24.1%	26.0%	+1.9%	15.4%	16.4%	+1.0%	3.8%	4.8%	+1.0%	19.2%	21.2%	+2.0%	21.2%	29.8%

*Spring 2021 NJSLA Science was not administered.
 **Student performance results based on total population.
 ***Percentages may not total 100 due to rounding.
 ****Due to gaps in testing grades, cohort data not provided.



NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA) – Science

*# of students is 10 or less.



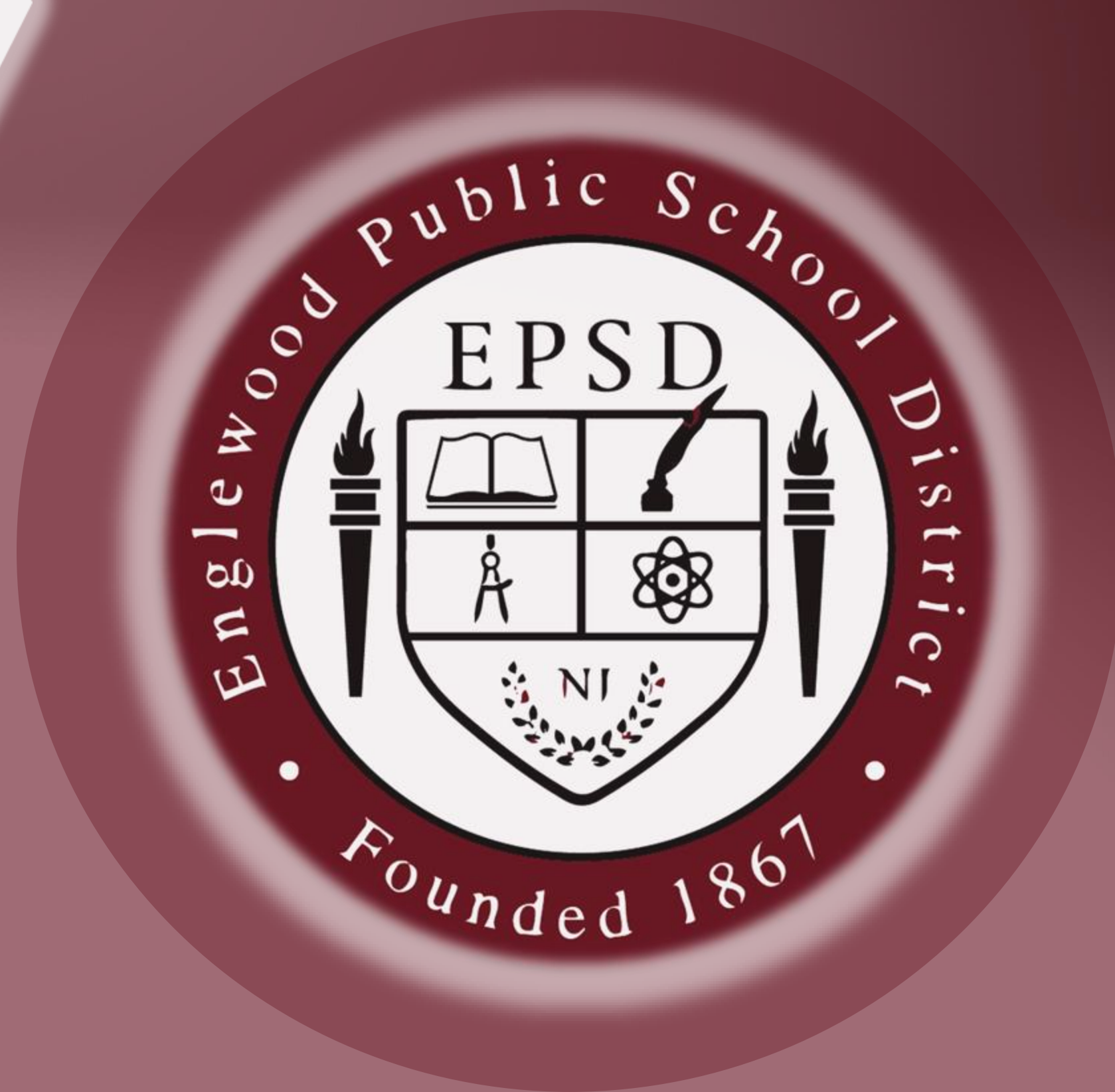
GRADE	5				8				11			
REPORTING YEAR	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
	Participation	Participation	≥ Level 3 Met or Exceeded Expectations %	≥ Level 3 Met or Exceeded Expectations %	Participation	Participation	≥ Level 3 Met or Exceeded Expectations %	≥ Level 3 Met or Exceeded Expectations %	Participation	Participation	≥ Level 3 Met or Exceeded Expectations %	≥ Level 3 Met or Exceeded Expectations %
Total Population	32/191	14/158	16.8%	8.9%	4/195	8/173	2.1%	4.7%	51/265	53/260	19.2%	21.2%
Gen Ed	31/127	10/83	24.4%	12.1%	4/166	7/91	2.4%	7.6%	50/216	47/168	23.1%	27.9%
Special Ed	2/34	2/33	5.9%	6.1%	0/29	0/36	0.0%	0.0%	0/22	2/29	0.0%	7.7%
Multilingual Learners	0/38	1/38	N/A	2.6%	0/30	1/31	0.0%	3.2%	0/34	0/38	0.0%	0.0%
Economically Disadvantaged	13/122	7/112	10.7%	6.3%	1/130	4/112	0.8%	3.6%	16/125	19/138	12.8%	14.1%
Hispanic or Latino	13/132	8/102	9.8%	7.8%	0/106	5/106	0.0%	4.6%	15/138	12/132	10.9%	9.6%
Black or African American	7/39	2/46	17.9%	4.3%	0/65	1/57	0.0%	1.8%	4/54	4/49	7.4%	8.7%
Asian	*	0/0	100.0%	N/A	*	*	50.0%	25.0%	23/43	25/51	53.5%	49.0%
White	8/16	*	50.0%	50.0%	2/20	*	10.0%	20.0%	9/27	10/22	33.3%	45.5%
American Indian or Alaska Native	*	*	0.0%	0.0%	*	0/0	0.0%	N/A	*	*	0.0%	0.0%
Two or more races	*	*	100.0%	50.0%	*	*	0.0%	0.0%	*	*	0.0%	40.0%
Native Hawaiian or Other Pacific Islander	*	0/0	0.0%	N/A	*	0/0	0.0%	N/A	*	0/0	0.0%	N/A

NOVEMBER 2023

ENGLEWOOD PUBLIC SCHOOL DISTRICT

Part II

**2023-2024
BOY
Performance Report**

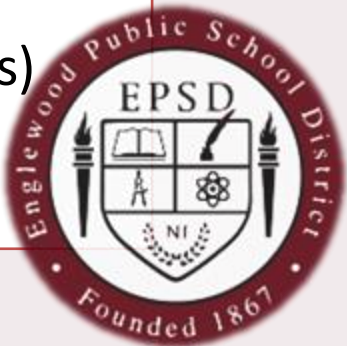


Early Literacy Foundational Assessment (ELF) & Kindergarten Entry Assessment (KEA)

The Early Literacy Foundational Assessment and Kindergarten Entry Assessment are administered at the beginning-of-year and are broken down into domains that measure early literacy foundational skills. At the beginning of the year, the Early Literacy Foundational Assessment (ELF) is administered to entering PreK-3 and PreK-4 students, and the Kindergarten Entry Assessment (KEA) is administered to our Kindergarten students. Below are breakdowns of the domains assessed by grade/age group.

****Note:** 23-24 is the first school year PreK-3 has been administered this assessment.*

Pre-Kindergarten 3	Pre-Kindergarten 4	Kindergarten
BOY Early Literacy Foundations Assessment (ELF)	BOY Early Literacy Foundations Assessment (ELF)	Kindergarten Entry Assessment (KEA)
<u>Domains assessed include:</u> <ul style="list-style-type: none">•Name Writing•Letter Identification (Upper Case)•Letter Identification (Lower Case)•Self Portrait	<u>Domains assessed include:</u> <ul style="list-style-type: none">•Name Writing•Letter Identification (Upper Case)•Letter Identification (Lower Case)•Concepts of Print•Rhyming•Self Portrait	<u>Domains assessed include:</u> <ul style="list-style-type: none">• Phonological Awareness (rhyming)• Phonics: Alphabet Knowledge (letter identification, letter-sound correspondence, and writing letters)• Concepts of Print• Writing



Early Literacy Foundations Assessment (ELF)



Pre-Kindergarten 3

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	108	N/A	58%	20%	3%	19%	78%	22%
Gen Ed	93	N/A	56%	23%	3%	18%	79%	21%
Special Ed	15	N/A	73%	7%	0%	20%	80%	20%
Multilingual Learners	0*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	71	N/A	63%	20%	3%	14%	83%	17%
Black	18	N/A	61%	17%	0%	22%	78%	22%
Hispanic	78	N/A	63%	21%	2%	14%	84%	16%
Multi-Racial	8*	N/A	25%	37%	13%	25%	62%	38%
White	4*	N/A	25%	0%	0%	75%	25%	75%

*# of students is 10 or less.

Early Literacy Foundations Assessment (ELF)



Pre-Kindergarten 4

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	146	5%	9%	26%	1%	59%	40%	60%
Gen Ed	90	3%	4%	26%	0%	67%	33%	67%
Special Ed	24	8%	8%	13%	0%	71%	29%	71%
Multilingual Learners	35	6%	23%	37%	3%	31%	66%	34%
Economically Disadvantaged	94	5%	11%	27%	1%	56%	43%	57%
Black	23	0%	0%	26%	0%	74%	26%	74%
Hispanic	95	7%	13%	28%	1%	51%	48%	52%
Multi-Racial	10	0%	0%	10%	0%	90%	10%	90%
White	13	0%	8%	38%	0%	54%	46%	54%
Asian	2*	0%	0%	0%	0%	100%	0%	100%
American Indian – Alaskan Native	3*	0%	0%	0%	0%	100%	0%	100%

* Indicates number of students less than 10.

Kindergarten Entry Assessment (KEA) – Reading



Kindergarten								
GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	146	17%	13%	32%	13%	25%	62%	38%
Gen Ed	69	12%	6%	30%	16%	36%	48%	52%
Special Ed	26	12%	15%	54%	7%	12%	81%	19%
Multilingual Learners	60	27%	22%	28%	10%	13%	77%	23%
Economically Disadvantaged	86	23%	17%	30%	10%	20%	70%	30%
Black	35	6%	14%	29%	17%	34%	49%	51%
Hispanic	90	23%	17%	32%	10%	18%	72%	28%
Multi-Racial	9*	11%	0%	22%	33.5%	33.5%	33%	67%
White	8*	12.5%	0%	37.5%	0%	50%	50%	50%
Asian	4*	0%	0%	50%	25%	25%	50%	50%

* Indicates number of students less than 10.

HMH Growth Measure Foundational Literacy Assessment (FLA)



Houghton Mifflin Growth Measure Foundational Reading Assessment (FLA)

The Foundational Literacy Assessment (FLA) is a fixed-form assessment that focuses on foundational literacy skills and provides screening and benchmarking support for younger students (Grades K–2) as well as non-readers. The FLA includes one form with 82 scored items that are organized into three stages with five assessment domains. Depending on how students perform in prior stage(s), they can advance to the next stage of questions. Students may see fewer, but no more than 82 scored items in each test. For Foundational Literacy Assessment (also known as the FLA), the Scaled Score is presented as FLA-01 to FLA-99 and takes accuracy and fluency (how quickly did the student respond to a question) to determine the Scaled Score. Similar to the other Growth Measures, the FLA is aligned to common core and most state standards and reports through the Growth and Standards Reports. Student results provide a scaled score and student performance on each individual domain assessment. Once a test administration window closes, EPSD applies performance level metrics to identify the academic readiness level of each student based on five tiers; **Significantly Below** (*2+ years below grade level*), **Below Level** (*Between 1-2 years below*), **Approaching** (*less than one year below grade level*), **Meeting** (*Within one year of grade level equivalence*), **Exceeding** (*1+ grade levels above*).

HMH Growth Measure Foundational Literacy Assessment (FLA)– K-1

Administered to students in Grade 1.

Domains assessed include:

- Phonological Awareness
- Alphabet Knowledge
- Phonics & Word Recognition: Letter/Sound correspondence
- Phonics & Word Recognition: High-Frequency Words
- Phonics & Word Recognition: Nonsense Word Decoding

HMH Growth Measure Foundational Literacy Assessment (FLA)– Beginning-of-Year



Grade 1

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	166	83%	9%	6%	2%	0%	98%	2%
Gen Ed	91	75%	14%	8%	3%	0%	97%	3%
Special Ed	30	100%	0%	0%	0%	0%	100%	0%
Multilingual Learners	50	90%	4%	6%	0%	0%	100%	0%
Economically Disadvantaged	116	83%	9%	6%	2%	0%	98%	2%
Black	37	70%	14%	14%	2%	0%	98%	2%
Hispanic	105	88%	8%	3%	1%	0%	99%	1%
Multi-Racial	12	92%	8%	0%	0%	0%	100%	0%
White	9*	67%	11%	22%	0%	0%	100%	0%
Asian	2*	100%	0%	0%	0%	0%	100%	0%
American Indian - Alaskan Native	1*	0%	0%	0%	100%	0%	0%	100%
Active EPSD Student - 1+ Years	156	83%	9%	6%	2%	0%	98%	2%

** Indicates number of students less than 10.*
***New assessment; First test administration during 23-24 school year.*



Houghton Mifflin Growth Measure Reading Assessment

HMH Reading Growth Measure is a research-based and adaptive benchmark assessment for Reading for students in Grades 2-12. The adaptive assessment provides a scaled score, grade level equivalence, student growth indicator, and Lexile level range. The assessment takes approximately 45-minutes to complete. Once a test administration window closes, EPSD applies performance level metrics to identify the academic readiness level of each student based on five tiers; **Significantly Below** (*2+ years below grade level*), **Below Level** (*Between 1-2 years below*), **Approaching** (*less than one year below grade level*), **Meeting** (*Within one year of grade level equivalence*), **Exceeding** (*1+ grade levels above*).

HMH Growth Measure Reading – 2-12

Administered to students in Grades 2-10.

Domains assessed include:

- Comprehension
- Language Acquisition

HMH Growth Measure Reading Assessment – Beginning-of-Year



Grade 2

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	171	32%	7%	28%	24%	9%	67%	33%
Gen Ed	75	12%	6%	28%	39%	15%	46%	54%
Special Ed	33	55%	9%	30%	6%	0%	94%	6%
Multilingual Learners	71	45%	7%	27%	14%	7%	79%	21%
Economically Disadvantaged	127	36%	9%	25%	22%	8%	70%	30%
Black	35	9%	11.5%	34%	34%	11.5%	55%	46%
Hispanic	107	40%	5%	28%	20%	7%	73%	27%
Multi-Racial	20	35%	5%	20%	15%	25%	60%	40%
White	6*	17%	17%	17%	49%	0%	51%	49%
Asian	1*	0%	0%	100%	0%	0%	100%	0%
Pacific Islander/Hawaiian	2*	0%	0%	0%	100%	0%	0%	100%
Active EPSD Student - 2+ Years	139	26%	6%	31%	25%	12%	63%	37%

* Indicates number of students less than 10.

HMH Growth Measure Reading Assessment – Beginning-of-Year



Grade 3

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	148	35%	7%	27%	20%	11%	69%	31%
Gen Ed	63	7%	8%	33%	30%	22%	48%	52%
Special Ed	39	56%	3%	28%	10%	3%	87%	13%
Multilingual Learners	62	59%	8%	18%	13%	2%	85%	15%
Economically Disadvantaged	109	38%	9%	27%	15%	11%	74%	26%
Black	30	10%	7%	43%	30%	10%	60%	40%
Hispanic	82	46%	9%	24%	14%	7%	79%	21%
Multi-Racial	18	33%	0%	22%	28%	17%	55%	45%
White	13	31%	7.5%	23%	31%	7.5%	62%	39%
Asian	1*	0%	0%	0%	0%	100%	0%	100%
American Indian – Alaskan Native	1*	0%	0%	0%	0%	100%	0%	100%
Pacific Islander/Hawaiian	3*	33%	0%	0%	33%	34%	33%	67%
Active EPSD Student - 3+ Years	113	27%	6%	30%	24%	13%	63%	37%

* Indicates number of students less than 10.

HMH Growth Measure Reading Assessment – Beginning-of-Year



Grade 4

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	152	39%	11%	17%	22%	11%	67%	33%
Gen Ed	83	20%	11%	23%	30%	16%	54%	46%
Special Ed	31	68%	10%	6%	10%	6%	84%	16%
Multilingual Learners	44	62%	11%	11%	11%	5%	84%	16%
Economically Disadvantaged	111	42%	11%	19%	21%	7%	72%	28%
Black	39	33%	15%	23%	16%	13%	71%	29%
Hispanic	76	46%	10%	11%	24%	9%	67%	33%
Multi-Racial	12	33%	8%	17%	25%	17%	58%	42%
White	25	28%	10%	24%	24%	14%	62%	38%
American Indian – Alaskan Native	4*	25%	0%	50%	25%	0%	75%	25%
Active EPSD Student - 4+ Years	106	37%	11%	21%	21%	10%	69%	31%

** Indicates number of students less than 10.*

HMH Growth Measure Reading Assessment – Beginning-of-Year



Grade 5

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	128	53%	7%	11%	13%	16%	71%	29%
Gen Ed	69	54%	9%	4%	16%	17%	67%	33%
Special Ed	28	68%	7%	14%	11%	0%	89%	11%
Multilingual Learners	37	48%	3%	19%	8%	22%	70%	30%
Economically Disadvantaged	92	57%	7%	10%	12%	14%	74%	26%
Black	25	56%	12%	4%	12%	16%	72%	28%
Hispanic	58	46%	8%	14%	16%	16%	68%	32%
Multi-Racial	5*	80%	0%	20%	0%	0%	100%	0%
White	9*	17%	0%	17%	0%	66%	34%	66%
Asian	3*	0%	0%	50%	0%	50%	50%	50%
Active EPSD Student - 5+ Years	91	46%	9%	12%	13%	20%	67%	33%

* Indicates number of students less than 10.

HMH Growth Measure Reading Assessment – Beginning-of-Year



Grade 6

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	147	70%	8%	7%	11%	4%	85%	15%
Gen Ed	75	56%	11%	8%	17%	8%	75%	25%
Special Ed	29	83%	7%	7%	3%	0%	97%	3%
Multilingual Learners	33	94%	0%	0%	6%	0%	94%	6%
Economically Disadvantaged	116	71%	8%	7%	10%	4%	86%	14%
Black	40	70%	7.5%	5%	7.5%	10%	83%	18%
Hispanic	98	74%	9%	6%	10%	1%	89%	11%
Multi-Racial	7*	29%	0%	14%	43%	14%	43%	57%
White	2*	50%	0%	50%	0%	0%	100%	0%
Active EPSD Student - 6+ Years	90	68%	10%	9%	9%	4%	87%	13%

** Indicates number of students less than 10.*

HMH Growth Measure Reading Assessment – Beginning-of-Year



Grade 7

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	178	59%	6%	9%	12%	14%	74%	26%
Gen Ed	91	44%	7%	9%	17%	23%	60%	40%
Special Ed	32	84%	3%	3%	7%	3%	90%	10%
Multilingual Learners	57	70%	5%	13%	7%	5%	88%	12%
Economically Disadvantaged	125	61%	7%	10%	10%	12%	78%	22%
Black	33	58%	3%	6%	21%	12%	67%	33%
Hispanic	127	61%	7%	10%	11%	11%	78%	22%
Multi-Racial	6*	83%	0%	0%	0%	17%	83%	17%
White	9*	33%	0%	11%	0%	56%	44%	56%
Asian	2*	0%	0%	0%	50%	50%	0%	100%
Pacific Islander/Hawaiian	1*	100%	0%	0%	0%	0%	100%	0%
Active EPSD Student - 7+ Years	99	46%	8%	14%	13%	19%	68%	32%

* Indicates number of students less than 10.

HMH Growth Measure Reading Assessment – Beginning-of-Year



Grade 8

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	189	56%	5%	14%	16%	9%	75%	25%
Gen Ed	102	37%	7%	19%	21%	16%	63%	37%
Special Ed	27	70%	7.5%	11%	7.5%	4%	89%	12%
Multilingual Learners	58	81%	0%	5%	14%	0%	86%	14%
Economically Disadvantaged	140	59%	2%	12%	19%	8%	73%	27%
Black	48	52%	10%	17%	8%	13%	79%	21%
Hispanic	116	61%	5%	12%	18%	4%	78%	23%
Multi-Racial	7*	29%	0%	0%	42%	29%	29%	71%
White	9*	45%	0%	33%	11%	11%	78%	22%
Asian	9*	33%	0%	11%	11%	45%	44%	56%
Active EPSD Student - 8+ Years	103	47%	6%	17%	21%	9%	70%	30%

* Indicates number of students less than 10.

HMH Growth Measure Reading Assessment – Beginning-of-Year



Grade 9

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	249	41%	8%	12%	23%	16%	61%	39%
Gen Ed	172	24%	8%	14%	30%	24%	46%	54%
Special Ed	30%	93%	3.5%	3.5%	0%	0%	100%	0%
Multilingual Learners	48	69%	8%	10%	13%	0%	87%	13%
Economically Disadvantaged	76	14%	4%	14%	23%	45%	32%	68%
Black	55	51%	7%	20%	15%	7%	78%	22%
Hispanic	118	56%	11%	9%	15%	9%	76%	24%
Multi-Racial	5*	0%	20%	0%	40%	40%	20%	80%
White	26	23%	0%	11%	35%	31%	34%	66%
Asian	45	4%	2%	11%	45%	38%	17%	83%
Active EPSD Student - 9+ Years	94	44%	13%	15%	24%	4%	72%	28%

* Indicates number of students less than 10.

HMH Growth Measure Reading Assessment – Beginning-of-Year



Grade 10

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	265	36%	6%	14%	18%	26%	56%	44%
Gen Ed	179	21%	6%	16%	20%	37%	43%	57%
Special Ed	18	94%	6%	0%	0%	0%	100%	0%
Multilingual Learners	71	62%	6%	11%	17%	4%	79%	21%
Economically Disadvantaged	143	46%	7%	15%	18%	14%	68%	32%
Black	60	48%	5%	15%	25%	7%	68%	32%
Hispanic	129	45%	9%	17%	17%	12%	71%	29%
Multi-Racial	7*	14%	0%	0%	14%	72%	14%	86%
White	23	26%	0%	17%	13%	44%	43%	57%
Asian	46	4.5%	2%	4.5%	13%	76%	11%	89%
Active EPSD Student - 10+ Years	96	32%	7%	19%	28%	14%	58%	42%

* Indicates number of students less than 10.

Math Foundational Assessment & Kindergarten Entry Assessment (KEA)

The Math Foundational Assessment and Kindergarten Entry Assessment are administered at the beginning-of-year and are broken down into domains that measure foundational mathematics skills. The Math Foundational Assessment (MF) is administered to our entering PreK-3 and PreK-4 students. The Kindergarten Entry Assessment (KEA) is administered to our entering Kindergarten students. Below are breakdowns of the domains assessed by grade/age group.

****Note:** 23-24 is the first school year PreK-3 has been administered this assessment.*

Pre-Kindergarten 3	Pre-Kindergarten 4	Kindergarten
BOY Math Foundational Assessment (MF)	BOY Math Foundational Assessment (MF)	Kindergarten Entry Assessment (KEA)
<u>Domains assessed include:</u> <ul style="list-style-type: none">•Colors•Counting 1:1 Correspondence•Counting Aloud•Shapes	<u>Domains assessed include:</u> <ul style="list-style-type: none">•Colors•Counting 1:1 Correspondence•Numbers Identification•Counting Aloud•Shapes	<u>Domains assessed include:</u> <ul style="list-style-type: none">•Counting Aloud to 100•Number Identification 0 to 20•Writing Numbers 0 to 20



Mathematical Foundational Assessment (MF)



Pre-Kindergarten 3

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	108	20%	6%	17%	8%	49%	43%	57%
Gen Ed	93	17%	4%	17%	9%	53%	38%	62%
Special Ed	15	40%	13%	13%	7%	27%	66%	34%
Multilingual Learners	0*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	71	24%	8%	21%	9%	38%	53%	47%
Black	18	22%	11%	11%	0%	56%	44%	56%
Hispanic	78	23%	8%	19%	4%	46%	50%	50%
Multi-Racial	8*	0%	0%	12.5%	37.5%	50%	13%	88%
White	4*	0%	0%	0%	25%	75%	0%	100%

*# of students is 10 or less.

Mathematical Foundational Assessment (MF)



Pre-Kindergarten 4

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	146	13%	1%	4%	4%	78%	18%	82%
Gen Ed	89	7%	1%	1%	6%	85%	9%	91%
Special Ed	24	13%	4%	4%	0%	79%	21%	79%
Multilingual Learners	36	28%	0%	11%	3%	58%	39%	61%
Economically Disadvantaged	95	17%	1%	5%	4%	73%	23%	77%
Black	22	0%	5%	0%	9%	86%	5%	95%
Hispanic	96	20%	1%	5%	3%	71%	26%	74%
Multi-Racial	10	0%	0%	0%	0%	100%	0%	100%
White	13	0%	0%	0%	8%	92%	0%	100%
Asian	2*	0%	0%	0%	0%	100%	0%	100%
American Indian – Alaskan Native	3*	0%	0%	0%	0%	100%	0%	100%

**# of students is 10 or less.*

Kindergarten Entry Assessment (KEA) – Math



Kindergarten

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	146	15%	23%	30%	4%	28%	68%	32%
Gen Ed	69	13%	13%	31%	7%	36%	57%	43%
Special Ed	26	19%	31%	27%	0%	23%	77%	23%
Multilingual Learners	60	17%	35%	28%	2%	18%	80%	20%
Economically Disadvantaged	86	16%	29%	23%	3%	29%	68%	32%
Black	35	17%	14%	23%	6%	40%	54%	46%
Hispanic	90	17%	29%	31%	3%	20%	77%	23%
Multi-Racial	9*	11%	11%	33.5%	11%	33.5%	56%	45%
White	8*	0%	25%	25%	0%	50%	50%	50%
Asian	4*	0%	0%	50%	0%	50%	50%	50%

**# of students is 10 or less.*



Houghton Mifflin Growth Measure Math Assessments

HMH Math Growth Measure is a research-based and adaptive benchmark assessment for Math. There are four assessment types; K-8, Algebra I, Geometry, and Algebra II. Domains assessed vary based on assessment type. All adaptive assessments provides a scaled score, grade level equivalence, student growth indicator, and quantile level range. Each assessment takes approximately 45-minutes to complete. Once a test administration window closes, EPSD applies performance level metrics to identify the academic readiness level of each student based on five tiers; **Significantly Below** (2+ years below grade level), **Below Level** (Between 1-2 years below), **Approaching** (less than one year below grade level), **Meeting** (Within one year of grade level equivalence), **Exceeding** (1+ grade levels above).

****Note:** 23-24 is the first school year Grade 9-10 took subject specific assessments.*

HMH Growth Measure Math – K-8	HMH Growth Measure Math – Algebra I	HMH Growth Measure Math – Geometry	HMH Growth Measure Math – Algebra II
Administered to students in Grades 1-8 and Grade 9-10 Pre-Algebra.	Administered to all Grade 9-10 students enrolled in Algebra I or Algebra I Honors.	Administered to all Grade 9-10 students enrolled in Geometry or Geometry Honors.	Administered to all Grade 9-10 students enrolled in Algebra II or Algebra II with Trigonometry.
<div>Domains assessed include: <small>*Domains assessed vary based on student grade level and academic achievement level.</small><ul style="list-style-type: none">Operations Algebraic ThinkingNumbersGeometryFractions, Ratios, and ProportionsMeasurement, Data, and ProbabilityFunctions</div>	<div>Domains assessed include:<ul style="list-style-type: none">Operations and AlgebraNumbersFunctionsMeasurement, Data and Probability</div>	<div>Domains assessed include:<ul style="list-style-type: none">GeometryMeasurement, Data and Probability</div>	<div>Domains assessed include:<ul style="list-style-type: none">Operations and AlgebraNumbersFunctionsMeasurement, Data and Probability</div>

HMH Growth Measure Math Assessment – Beginning-of-Year



Grade 1

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	167	55%	8%	17%	14%	6%	80%	20%
Gen Ed	89	39%	9%	24%	18%	10%	72%	28%
Special Ed	30	90%	0%	10%	0%	0%	100%	0%
Multilingual Learners	64	56%	8%	17%	17%	2%	81%	19%
Economically Disadvantaged	117	52%	10%	19%	18%	4%	81%	22%
Black	36	50%	8%	14%	20%	8%	72%	28%
Hispanic	108	56%	9%	19%	13%	3%	84%	16%
Multi-Racial	12	83%	0%	8.5%	8.5%	0%	92%	9%
White	8*	25%	12.5%	25%	12.5%	25%	63%	38%
Asian	2*	0%	0%	50%	0%	50%	50%	50%
American Indian - Alaskan Native	1*	0%	0%	0%	100%	0%	0%	100%
Active EPSD Student - 1+ Years	155	53%	8%	18%	15%	6%	79%	21%

* Indicates number of students less than 10.

HMH Growth Measure Math Assessment – Beginning-of-Year



Grade 2

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	173	34%	16%	21%	25%	4%	71%	29%
Gen Ed	74	22%	12%	24%	34%	8%	58%	42%
Special Ed	36	50%	28%	14%	8%	0%	92%	8%
Multilingual Learners	74	39%	18%	19%	23%	1%	76%	24%
Economically Disadvantaged	129	35%	16%	22%	24%	3%	73%	27%
Black	35	23%	26%	20%	26%	5%	69%	31%
Hispanic	108	36%	12%	25%	25%	2%	73%	27%
Multi-Racial	20	40%	20%	10%	20%	10%	70%	30%
White	6*	32%	17%	17%	17%	17%	66%	34%
Asian	1*	0%	0%	0%	100%	0%	0%	100%
Pacific Islander/Hawaiian	3*	33%	0%	0%	67%	0%	33%	67%
Active EPSD Student - 2+ Years	141	31%	14%	22%	28%	5%	67%	33%

* Indicates number of students less than 10.

HMH Growth Measure Math Assessment – Beginning-of-Year



Grade 3

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	149	44%	5%	24%	21%	6%	73%	27%
Gen Ed	64	30%	5%	28%	28%	9%	63%	37%
Special Ed	39	58%	3%	18%	18%	3%	79%	21%
Multilingual Learners	62	55%	8%	21%	13%	3%	84%	16%
Economically Disadvantaged	109	44%	6%	25%	20%	5%	75%	25%
Black	30	37%	3%	37%	23%	0%	77%	23%
Hispanic	82	52%	6%	20%	20%	2%	78%	22%
Multi-Racial	19	26%	5%	21%	32%	16%	52%	48%
White	13	38%	0%	31%	23%	8%	69%	31%
Asian	1*	0%	0%	0%	0%	100%	0%	100%
American Indian – Alaskan Native	1*	0%	0%	0%	0%	100%	0%	100%
Pacific Islander/Hawaiian	3*	33%	33%	0%	0%	34%	66%	34%
Active EPSD Student - 3+ Years	118	37%	5%	26%	25%	7%	68%	32%

* Indicates number of students less than 10.

HMH Growth Measure Math Assessment – Beginning-of-Year



Grade 4

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	160	51%	7%	18%	18%	6%	76%	24%
Gen Ed	85	42%	9%	24%	17%	8%	75%	25%
Special Ed	30	70%	7%	10%	13%	0%	87%	13%
Multilingual Learners	51	57%	4%	12%	23%	4%	73%	27%
Economically Disadvantaged	113	51%	8%	20%	17%	4%	79%	21%
Black	40	60%	5%	10%	17.5%	7.5%	75%	25%
Hispanic	82	51%	9%	24%	15%	1%	84%	16%
Multi-Racial	12	33%	9%	25%	33%	0%	67%	33%
White	22	45%	9%	5%	18%	23%	59%	41%
American Indian – Alaskan Native	4*	50%	0%	0%	50%	0%	50%	50%
Active EPSD Student - 4+ Years	111	51%	8%	15%	20%	6%	74%	26%

* Indicates number of students less than 10.

HMH Growth Measure Math Assessment – Beginning-of-Year



Grade 5

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	142	61%	10%	7%	13%	9%	78%	22%
Gen Ed	73	57%	14%	10%	11%	8%	81%	19%
Special Ed	28	82%	7%	3%	4%	4%	92%	8%
Multilingual Learners	47	60%	4%	4%	19%	13%	68%	32%
Economically Disadvantaged	100	65%	8%	9%	12%	6%	82%	18%
Black	36	67%	14%	8%	3%	8%	89%	11%
Hispanic	88	63%	8%	8%	14%	7%	79%	21%
Multi-Racial	7*	58%	14%	0%	14%	14%	72%	28%
White	9*	44%	11%	0%	22%	22%	56%	44%
Asian	2*	0%	0%	0%	50%	50%	0%	100%
Active EPSD Student - 5+ Years	93	53%	10%	10%	16%	11%	73%	27%

* Indicates number of students less than 10.

HMH Growth Measure Math Assessment – Beginning-of-Year



Grade 6

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	147	58%	14%	13%	10%	5%	85%	15%
Gen Ed	74	51%	12%	16%	15%	6%	79%	21%
Special Ed	29	80%	7%	3%	3%	7%	90%	10%
Multilingual Learners	33	76%	9%	9%	0%	6%	94%	6%
Economically Disadvantaged	116	61%	13%	11%	10%	5%	85%	15%
Black	40	65%	10%	15%	7.5%	2.5%	90%	10%
Hispanic	98	58%	17%	12%	9%	4%	87%	13%
Multi-Racial	7*	29%	0%	14%	43%	14%	43%	57%
White	2*	50%	0%	0%	0%	50%	50%	50%
Active EPSD Student - 6+ Years	91	51%	18%	14%	13%	4%	83%	17%

* Indicates number of students less than 10.

HMH Growth Measure Math Assessment – Beginning-of-Year



Grade 7

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	179	53%	8%	12%	20%	7%	73%	27%
Gen Ed	110	41%	10%	14%	25%	10%	65%	35%
Special Ed	33	76%	6%	12%	6%	0%	94%	6%
Multilingual Learners	57	69%	6%	3%	19%	3%	78%	22%
Economically Disadvantaged	126	56%	8%	12%	20%	4%	76%	24%
Black	33	55%	15%	9%	18%	3%	79%	21%
Hispanic	128	55%	8%	12%	20%	5%	75%	25%
Multi-Racial	6*	49%	0%	17%	17%	17%	66%	34%
White	9*	34%	0%	22%	22%	22%	56%	44%
Asian	2*	0%	0%	0%	50%	50%	0%	100%
Pacific Islander/Hawaiian	1*	100%	0%	0%	0%	0%	100%	0%
Active EPSD Student - 7+ Years	99	46%	9%	13%	26%	6%	68%	32%

* Indicates number of students less than 10.

HMH Growth Measure Math Assessment – Beginning-of-Year



Grade 8

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	189	51%	5%	16%	20%	8%	72%	28%
Gen Ed	101	43%	3%	17%	24%	13%	63%	37%
Special Ed	27	62%	15%	15%	4%	4%	92%	8%
Multilingual Learners	62	60%	3%	16%	19%	2%	79%	21%
Economically Disadvantaged	140	52%	4%	17%	19%	8%	73%	27%
Black	47	72%	4%	11%	11%	2%	87%	13%
Hispanic	117	50%	5%	17%	22%	6%	72%	28%
Multi-Racial	7*	14%	0%	14%	43%	29%	28%	72%
White	9*	11%	11%	45%	22%	11%	67%	33%
Asian	9*	33%	0%	11%	11%	45%	44%	56%
Active EPSD Student - 8+ Years	103	51%	5%	16%	20%	8%	72%	28%

* Indicates number of students less than 10.

HMH Growth Measure Math Assessment – Beginning-of-Year



Grade 9-10 Pre-Algebra (K-8 Assessment)

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	50	82%	10%	6%	2%	0%	98%	2%
Gen Ed	26	77%	11%	8%	4%	0%	96%	4%
Special Ed	8*	87.5%	12.5%	0%	0%	0%	100%	0%
Multilingual Learners	16	88%	6%	6%	0%	0%	100%	0%
Economically Disadvantaged	38	84%	10%	3%	3%	0%	97%	3%
Black	20	85%	10%	0%	5%	0%	95%	5%
Hispanic	29	79%	10.5%	10.5%	0%	0%	100%	0%
White	1*	100%	0%	0%	0%	0%	100%	0%
Active EPSD Student - 9+ Years	19	84%	11%	5%	0%	0%	100%	0%

** Indicates number of students less than 10.*

HMH Growth Measure Math Assessment – Beginning-of-Year



Grades 9-10 Algebra I

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	249	45%	6%	14%	19%	16%	65%	35%
Gen Ed	144	33%	6%	15%	22%	24%	54%	46%
Special Ed	37	75%	3%	14%	8%	0%	92%	8%
Multilingual Learners	72	55%	7%	13%	18%	7%	75%	25%
Black	64	45%	8%	20%	14%	13%	73%	27%
Hispanic	141	51%	5%	12%	21%	11%	68%	32%
Multi-Racial	3*	33%	33%	0%	34%	0%	66%	34%
White	22	36%	5%	23%	9%	27%	64%	36%
Asian	19	11%	0%	5%	32%	52%	16%	84%
Active EPSD Student - 9+ Years	111	47%	5%	15%	18%	15%	67%	33%

* Indicates number of students less than 10.

HMH Growth Measure Math Assessment – Beginning-of-Year



Grade 9-10 Geometry

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	140	26%	8%	13%	24	29%	47%	53%
Gen Ed	108	16%	7%	16%	27%	34%	39%	61%
Special Ed	1*	0%	0%	0%	0%	100%	0%	100%
Multilingual Learners	31	65%	10%	3%	16%	6%	78%	22%
Economically Disadvantaged	67	34%	7%	16%	21.5%	21.5%	57%	43%
Black	26	35%	8%	15%	27%	15%	58%	42%
Hispanic	60	38%	13%	15%	22%	12%	66%	34%
Multi-Racial	7*	14%	0%	0%	14%	72%	14%	86%
White	18	11%	0%	17%	22%	50%	28%	72%
Asian	29	7%	3%	7%	31%	52%	17%	83%
Active EPSD Student - 9+ Years	52	31%	13%	10%	29%	17%	54%	46%

* Indicates number of students less than 10.

HMH Growth Measure Math Assessment – Beginning-of-Year



Grades 9-10 Algebra II

GRADE	# OF STUDENTS	SIGNIFICANTLY BELOW	BELOW LEVEL	APPROACHING	MEETING	EXCEEDING	% Not Meeting or Exceeding	% Meeting or Exceeding
Total Population	51	6%	4%	8%	29%	53%	18%	82%
Gen Ed	51	6%	4%	8%	29%	53%	18%	82%
Special Ed	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multilingual Learners	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	15	13%	7%	0%	40%	40%	20%	80%
Black	1*	0%	0%	0%	100%	0%	0%	100%
Hispanic	14	14%	7%	7%	43%	29%	28%	72%
Multi-Racial	1*	0%	0%	0%	0%	100%	0%	100%
White	7*	14%	14%	0%	14%	58%	28%	72%
Asian	28	0%	0%	11%	25%	64%	11%	89%
Active EPSD Student - 9+ Years	6*	17%	17%	0%	66%	0%	34%	66%

** Indicates number of students less than 10.*

NOVEMBER 2023

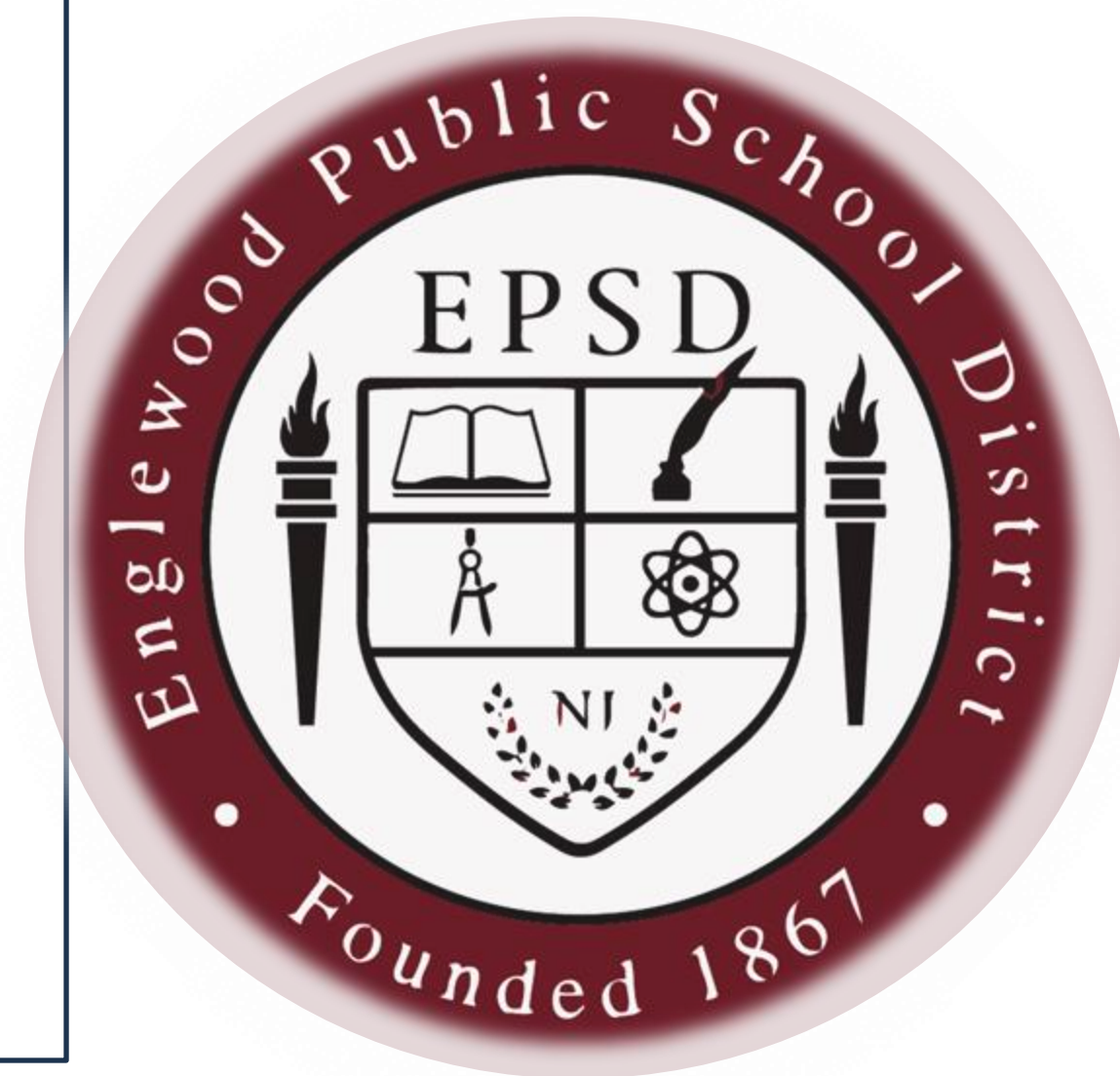
ENGLEWOOD PUBLIC SCHOOL DISTRICT

Creating a Bridge Based on Data...



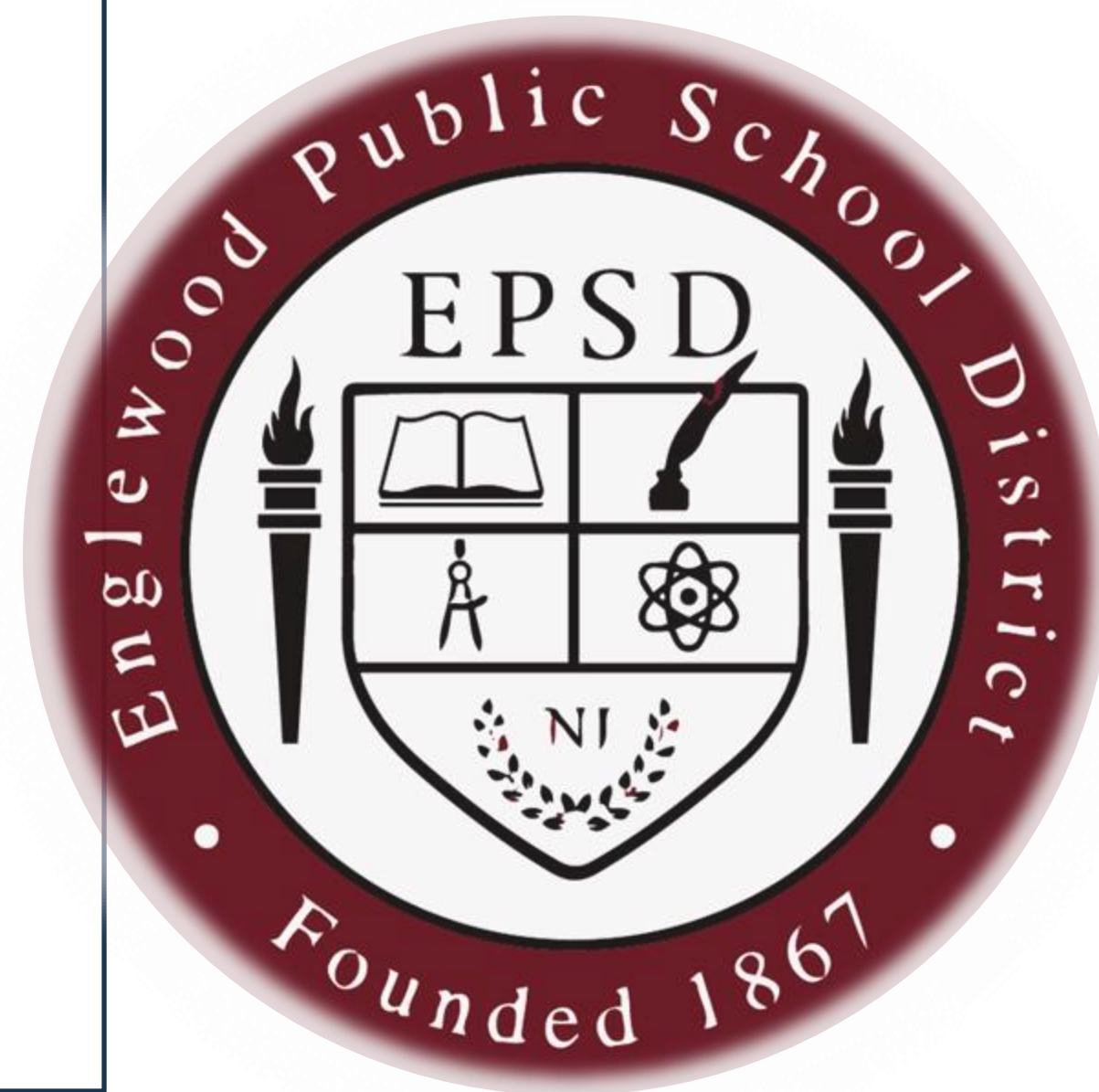
Based on the Data the C&I Department has...

- Adopted Tools of the Mind program for Pre-Kindergarten 3 and 4 to create a solid foundation of academic readiness for our Pre-Kindergarten students.
- DEAC guidelines were created and disseminated to all administrators.
- Walk throughs have been implemented district wide.
- ScIP Committees have been established in all schools district wide.
- School Culture and Climate Committees have been established in all schools district wide.
- Interventionists in grades 1-8 have systems in place to maximize instructional practices and outcomes.
- District wide Curriculum Needs Assessment was conducted and analyzed.
- Grades 1-5 schedules were restructured to meet PE/Health state mandates.
- SGOs and PDPs were designed to use data to drive instruction.
- Adjusted Middle of Year (MOY) Assessment Calendar to reflect more instructional time. (i.e., Literably will be administered to Grades K and 1 students, Lexile Levels will be extracted from HMH, Growth Measure in grades 2-5, teams have been created to support with test administration.)
- Implementation of WALT and WILF statements district wide.
- Algebra Project has initiated training with 5-12 Math teachers.
- Curriculum Resource Advisory Committees have been created to review ELA, Social Studies, and Health instructional K-8 resources.
- November's Professional Development Day was aligned to specific grade/department needs.



Next Steps:

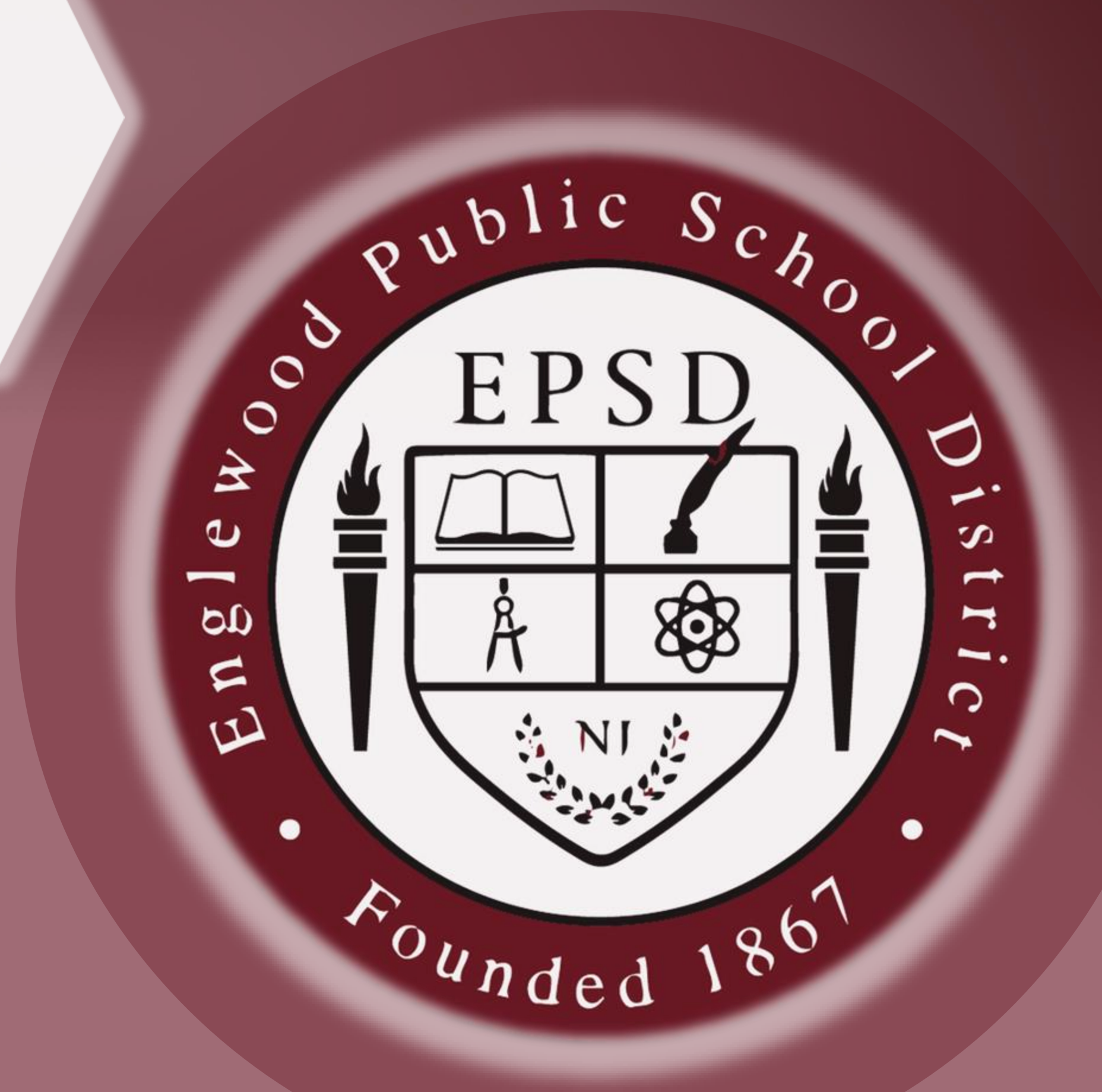
- New ELA, Social Studies, and Health programs will be purchased to meet the district expectations of rigor and relevance.
- Curriculum and Instruction Department will be trained by NJDOE on the new ELA and Math NJSLS.
- K-12 ELA and Math Curriculums will be rewritten to align to new NJSLS and district expectations of rigor.
- District wide staff training on newly purchased instructional K-8 resources (ELA, Social Studies, and Health).
- After School and Summer School planning.
- Upcoming elementary family workshops.
- Creating a curriculum budget to accommodate new programs and professional development for staff.



ENGLEWOOD PUBLIC SCHOOL DISTRICT

Part III

Comprehensive Comparative Student Performance Report



Early Literacy Foundations Assessment (ELF) & Kindergarten Entry Assessment (KEA)



GRADE	SIGNIFICANTLY BELOW LEVEL				BELOW LEVEL				APPROACHING				BELOW LEVEL				EXCEEDING			
	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth
PK3	*Population not tested	*No SB proficiency for BOY	N/A	N/A	*Population not tested	58%	N/A	N/A	*Population not tested	20%	N/A	N/A	*Population not tested	3%	N/A	N/A	*Population not tested	19%	N/A	N/A
PK4	7%	5%	-2%	N/A	7%	9%	+2%	N/A	23%	26%	+3%	N/A	1%	1%	0.0%	N/A	62%	59%	-3%	N/A
K	23%	17%	-6%	+10%	26%	13%	-13%	+6%	43%	32%	-11%	+9%	6%	13%	+7%	+12%	2%	25%	+23%	-37%

*Student performance results based on total population.
**21-22 school year not included due to adjustment in assessment and expectations starting 22-23 school year.
***Expectations for proficiency vary based on grade level and assessment.



HMH Growth Measure BOY – ELA Performance Levels Comparison

GRADE	SIGNIFICANTLY BELOW					BELOW LEVEL					APPROACHING					MEETING					EXCEEDING				
	FALL 2021	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2021	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2021	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2021	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2021	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth
1			83%					9%					6%					2%					0%		
2	59%	34%	32%	-2%		15%	15%	7%	-8%		18%	21%	28%	+7%		6%	21%	24%	+3%		2%	9%	9%	0%	
3	43%	28%	35%	+7%	+1%	19%	11%	7%	-4%	-8%	25%	23%	27%	+4%	-1%	12%	27%	20%	-7%	-1%	2%	11%	11%	0%	+2%
4	43%	46%	39%	-7%	+11%	20%	13%	11%	-2%	0%	23%	9%	17%	+8%	-6%	13%	23%	22%	-1%	-5%	1%	9%	11%	+2%	0%
5	38%	50%	53%	+3%	+7%	16%	15%	7%	-8%	-8%	24%	14%	11%	-3%	+2%	20%	14%	13%	-1%	-10%	2%	7%	16%	+9%	+7%
6	29%	64%	70%	+6%	+20%	22%	13%	8%	-5%	-7%	27%	9%	7%	-2%	-7%	15%	8%	11%	+3%	-3%	7%	6%	4%	-2%	-3%
7	40%	57%	59%	+2%	-5%	18%	12%	6%	-6%	-7%	26%	14%	9%	-5%	0%	15%	9%	12%	+3%	+4%	1%	8%	14%	+6%	+8%
8	37%	68%	56%	-12%	-1%	21%	9%	5%	-4%	-7%	21%	11%	14%	+3%	0%	19%	7%	16%	+9%	+7%	2%	5%	9%	+4%	+1%
9		39%	41%	+2%	-27%		9%	8%	-1%	-1%		16%	12%	-4%	+1%		20%	23%	+3%	+16%		16%	16%	0%	+11%
10		44%	39%	-5%	0%		6%	6%	0%	-3%		8%	14%	+6%	-2%		25%	18%	-7%	-2%		17%	26%	+9%	+10%
*Student performance results based on total population																									

*Student performance results based on total population.
**Grade 1 – First HMH GM ELA test administration; administered new HMH GM FLA during Fall 2023.
***Grade 9-10 students were not administered the HMH GM BOY Assessment during the 2021-2022 school year.
******Grades 6-8:** Fall 2021 HMH GM BOY was administered to General Education students only for RTI purposes, 21-22 MOY & EOY was administered to total population.



Math Foundational Assessment & Kindergarten Entry Assessment (KEA)

GRADE	SIGNIFICANTLY BELOW LEVEL				BELOW LEVEL				APPROACHING				BELOW LEVEL				EXCEEDING			
	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth
PK3	*Population not tested	20%	N/A	N/A	*Population not tested	6%	N/A	N/A	*Population not tested	17%	N/A	N/A	*Population not tested	8%	N/A	N/A	*Population not tested	49%	N/A	N/A
PK4	6%	13%	+7%	N/A	6%	1%	-5%	N/A	10%	4%	-7%	N/A	1%	4%	+3%	N/A	77%	78%	+1%	N/A
K	15%	15%	0.0%	+9%	34%	23%	-11%	+17%	36%	30%	-6%	+20%	2%	4%	+2%	+3%	13%	28%	+15%	-49%

*Student performance results based on total population.
 **21-22 school year not included due to adjustment in assessment and expectations starting 22-23 school year.
 ***Expectations for proficiency vary based on grade level and assessment.

HMH Growth Measure BOY – Math Performance Levels Comparison



*Student performance results based on total population.
****Grade 9-10 Test Administration Notations:** 1) Students were not administered the HMH GM BOY Assessment during the 2021-2022 school year; Fall 2022 BOY K-8 assessment was administered for remediation purposes; Fall 2023 test type was administered based on course enrollment.
*****Grades 6-8:** Fall 2021 HMH GM BOY was administered to General Education students only for RTI purposes, 21-22 MOY & EOY was administered to total population.

GRADE	SIGNIFICANTLY BELOW					BELOW LEVEL					APPROACHING					MEETING					EXCEEDING				
	FALL 2021	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2021	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2021	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2021	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth	FALL 2021	FALL 2022	FALL 2023	Grade Level Growth	FALL 2022– FALL 2023 Cohort Growth
1			55%					8%					17%					14%					6%		
2		46%	34%	-12%			17%	16%	-1%			14%	21%	+7%			19%	25%	+6%			4%	5%	+1%	
3	67%	48%	44%	-4%	-2%	17%	22%	5%	-17%	-12%	10%	17%	24%	+7%	+10%	5%	9%	21%	+12%	+2%	1%	4%	6%	+2%	+2%
4	64%	60%	51%	-9%	+3%	17%	11%	7%	-4%	-15%	16%	16%	18%	+2%	+1%	3%	9%	18%	+9%	+9%	0%	4%	6%	+2%	+2%
5	61%	63%	61%	-2%	+1%	24%	15%	10%	-5%	-1%	10%	14%	7%	-7%	-9%	5%	5%	13%	+8%	+4%	0%	3%	9%	+6%	+5%
6	63%	65%	58%	-7%	-5%	20%	14%	14%	0%	-1%	12%	10%	13%	+3%	-1%	4%	8%	10%	+2%	+5%	1%	3%	5%	+2%	+2%
7	62%	58%	53%	-5%	-12%	25%	16%	8%	-8%	-6%	10%	10%	12%	+2%	+2%	2%	13%	20%	+7%	+12%	1%	3%	7%	+4%	+4%
8	58%	57%	51%	-6%	-7%	18%	13%	5%	-8%	-11%	20%	13%	16%	+3%	+6%	4%	13%	20%	+7%	+7%	0%	4%	8%	+4%	+5%
9		48%					26%					6%					5%					15%			
10		65%					15%					2%					3%					15%			
9-10 Pre-Alg. (K-8)			82%					10%					6%					2%					0%		
9-10 Alg. I			45%					6%					14%					19%					16%		
9-10 Alg. II			6%					4%					8%					29%					53%		
9-10 Geo			26%					8%					13%					24%					29%		