# STUDENT PERFORMANCE REPORT

## Irvington Union Free School District

Report to the Board of Education
January 2024

# 2023-24 Goal Overview

**Focus #1: Student Success**

- Objective A: *Maximize the academic growth of each student to ensure attainment of essential skills and content.*
- Objective B: *Ensure a consistent and balanced assessment system that provides clear, timely, and meaningful feedback on student progress.*
- Objective C: Increase the use of data to inform instruction and planning.

**Focus #2: Learning Environment**

- Objective A: *Foster an affirming, welcoming and inclusive culture for students and and staff.*
- Objective B: *Create an environment of support for educators to empower and inspire student engagement.*

**Focus #3: Stewardship of Resources**

- Objective A: *The Business and Operations initiatives support the Strategic Plan, and enhance the District's finances and operations.*

**Focus #4: Community Engagement**

- Objective A: Create an inclusive and affirming environment in which stakeholders are heard and engaged in the continuous improvement process.
- Objective B: Develop strategic partnerships to enhance student engagement and learning.

# Guiding Questions

**How are we doing?**

- How do we know?
- How does the data support our progress?
- What are we doing to continue to improve?

# PORTRAIT OF A GRADUATE

## SELF-AWARE INDIVIDUAL

## ENGAGED CITIZEN

## COURAGEOUS LEARNER

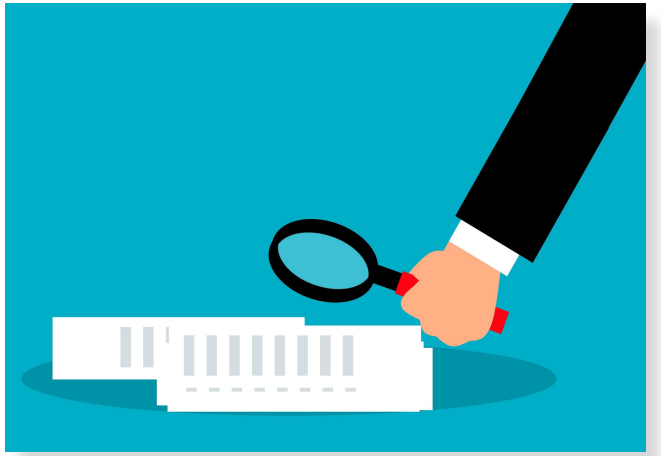
## EFFECTIVE COMMUNICATOR

IRVINGTON UNION FREE SCHOOL DISTRICT
NEW YORK 1856
PER ASPERA AD ASTRA

# How is Data Used?

Reflective Practice for Growth

- Data Teams (K-8)
  - Meet throughout the year to review Aimsweb data.
- Multi-Tiered System of Supports (MTSS) Process
- Teacher and administrator observation process
- Team Meetings, PLRD, work with Instructional Coaches
- Attendance & Discipline Review
- Department-based data projects
- Review of NYS Assessment data with specific content area teachers
- Data is collected and used to monitor systems and structures within the school setting
- Assess effectiveness of curriculum and instruction



# Building Data Goals

- **DL** - Performance data is collected at the K-3 level at many moments in time for purposes of creating a mosaic of the child and their learning. The data is then used to inform instruction and practice.

- **MSS** - Teachers use data to understand their students as learners and to provide targeted, explicit instruction to ensure that each student reaches his/her/their maximum academic and social/emotional potential.

- **IMS** - Department-level work is a multi-year endeavor to both identify desired metrics and sources of data, and to use that information to inform assessment development, instructional/curriculum planning, and professional learning objectives.  Discussions are centered on student growth and continuous improvement.

- **IHS** - Maximize the academic growth of each student to ensure attainment of essential skills and content. Create an environment of support for educators to empower and inspire student engagement.

# What Types of Data are Utilized?

Summative : Assessment of Learning

- Standardized test data is one important measure of student achievement and does not necessarily demonstrate growth
- State tests have some limits to their value:
  - Represents performance on a given day(s)
  - Cohort sizes impact comparisons
  - Changes in test models, scale and cut scores & curriculum standards

Formative: Assessment for Learning

- The District utilizes multiple means of assessment to measure progress including:
  - Teacher observation
  - Regular, formative assessment
  - Common unit assessments
  - Teacher-made assessments
  - Benchmark assessments, universal screener
  - Student self-reflection
  - Student choice/participation in electives
- Creation of authentic assessments

Value of dispositional learning: 21st Century Skills & Habits of Mind

Rich extracurricular opportunities such as arts, music, athletics, and clubs

# To Keep in Mind..

- Test data gives the District a window into how students perform on a specific test on a specific date(s)

- Information can be useful, but is also limited due to numerous factors such as the consistent changes in testing models, shifts in cut scores, and on-going alterations in state curriculum standards

- District goals to expand use of data continues to be a critical resource that informs instruction and planning

# AIMSWeb

- Benchmark and progress monitoring assessment in the areas of reading and math
- Used K-8
- Provides student levels and comparison to national norms
- Used as part of the MTSS process
- Multiple reports are utilized

# How Does Aimsweb Support the MTSS Process?

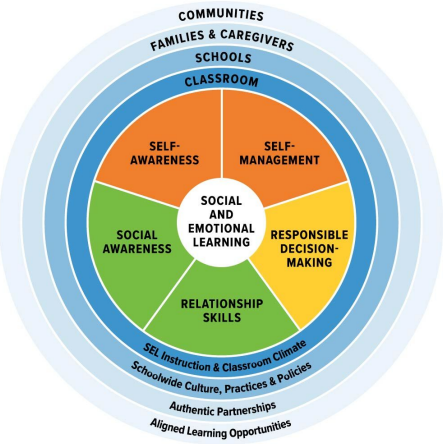
- AIMSWeb assessments are some of the data points, among many metrics, in our review of student progress to determine interventions through MTSS.
- The Data Teams review the progress of each student after each administration ( Fall, Winter, Spring).
- A composite score is used (in reading, in math) to do a deep data dive. (This means we look at multiple data points to assess need).
- Other data we look at includes:
    - Math/ELA tests/score average
    - NYS test scores
    - Previous Aimsweb scores
    - Attendance
    - Discipline
    - Math Module Data (elementary)
    - Independent reading levels and Fountas & Pinnell Benchmarking level (elementary)
    - Classroom data
    - Teacher nomination (SEL/Behavior Only- elementary)
    - Aimsweb SSIS -SEL screeners

# Universal Screener- SEL

| | | | | Social-Emotional Competence | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | SEC | SA | SM | SOA | RLS | RDM |
| Student (21) | Date | Respondent | Status | Risk | Score | Score | Score | Score | Score |
| | 10/5/2023 | | Completed | P | 3 | 3 | 3 | 4 | 4 |
| | 10/5/2023 | | Completed | P | 4 | 3 | 3 | 4 | 4 |
| | 10/5/2023 | | Completed | E | 3 | 2 | 3 | 3 | 3 |
| | 10/5/2023 | | Completed | P | 3 | 3 | 3 | 3 | 3 |
| | 10/5/2023 | | Completed | E | 2 | 2 | 3 | 3 | 3 |
| | 10/5/2023 | | Completed | P | 3 | 3 | 3 | 3 | 3 |
| | 10/5/2023 | | Completed | AR | 2 | 2 | 2 | 1 | 2 |
| | 10/5/2023 | | Completed | P | 3 | 3 | 3 | 3 | 3 |
| | 10/5/2023 | | Completed | P | 3 | 3 | 3 | 4 | 3 |
| | 10/5/2023 | | Completed | AR | 3 | 2 | 3 | 1 | 3 |
| | 10/5/2023 | | Completed | P | 4 | 3 | 3 | 4 | 3 |
| | 10/5/2023 | | Completed | AR | 1 | 2 | 2 | 2 | 1 |
| | 10/5/2023 | | Completed | E | 2 | 3 | 3 | 3 | 2 |
| | 10/5/2023 | | Completed | P | 3 | 3 | 3 | 3 | 3 |
| | 10/5/2023 | | Completed | P | 3 | 3 | 3 | 3 | 3 |
| | 10/5/2023 | | Completed | P | 3 | 3 | 3 | 3 | 4 |
| | 10/5/2023 | | Completed | E | 2 | 3 | 2 | 2 | 2 |
| | 10/5/2023 | | Completed | AR | 1 | 1 | 2 | 1 | 1 |
| | 10/5/2023 | | Completed | P | 3 | 3 | 3 | 4 | 4 |
| | 10/5/2023 | | Completed | E | 3 | 3 | 3 | 4 | 2 |
| | 10/5/2023 | | Completed | P | 4 | 3 | 3 | 4 | 5 |

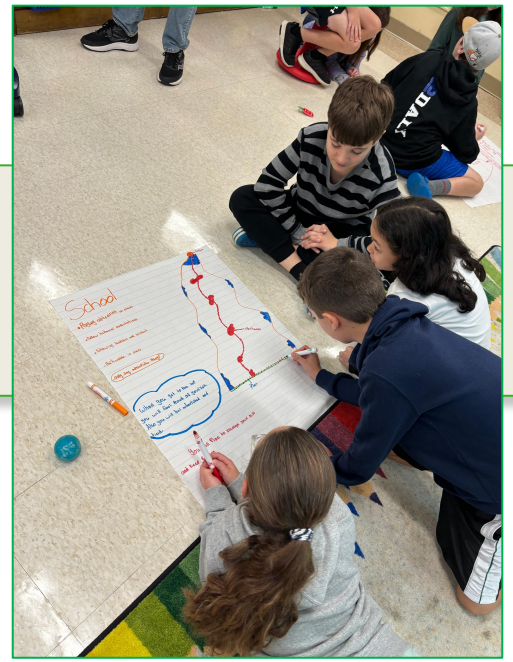
- All K-5 classroom teachers complete the the Aimsweb **Social Skills Improvement System Social-Emotional Learning Edition** (SSIS-SEL), which is aligned with the **Collaborative for Academic, Social, and Emotional Learning** (CASEL) framework and measures social-emotional competencies.
- Members of the Main Street School and Dows Lane Data Teams meet with teachers to review the SSIS data and discuss individual student's SEL concerns to determine if they meet the criteria for Tier 2 or Tier 3 services.

SSIS™ SEL
Social–Emotional Learning Edition



# Tiered SEL Supports

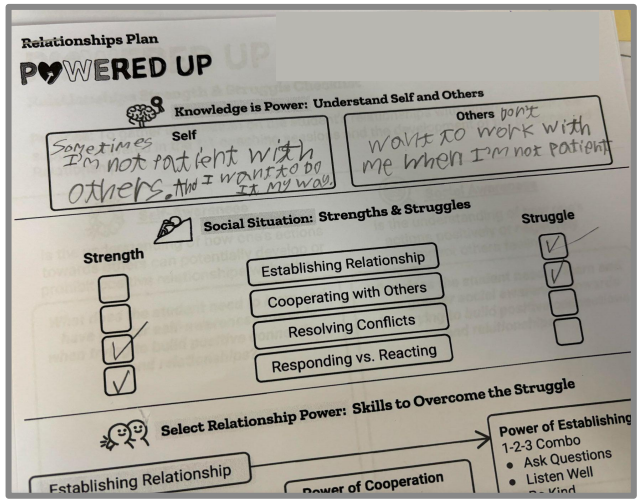
- **Tier 1:** the K-5th grade school counselors provide quality, grade-by-grade, school counseling curriculum to every student in every classroom

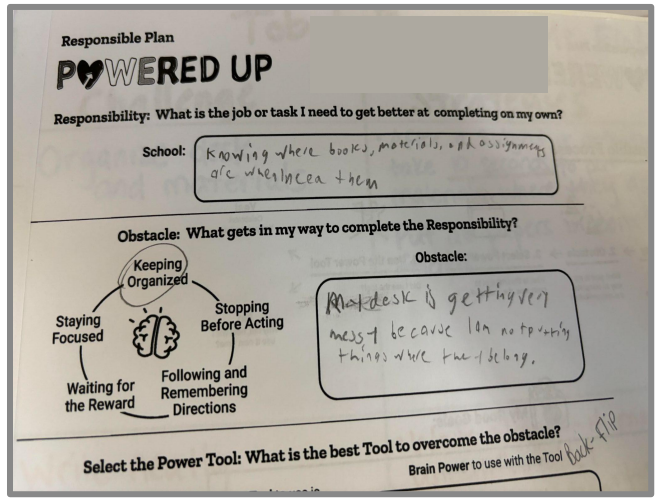


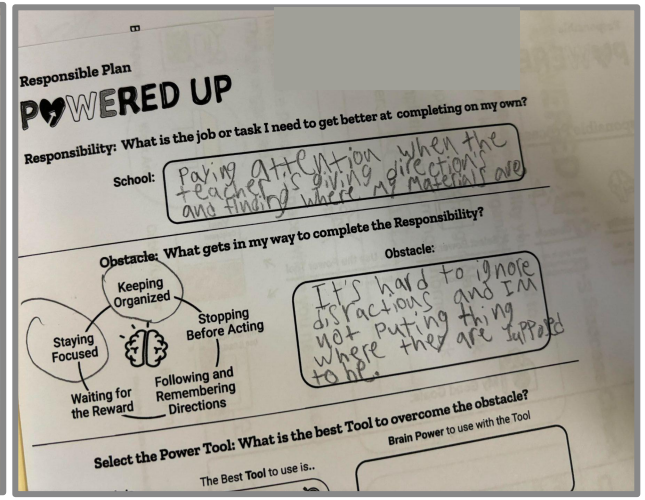
# Tiered SEL Supports

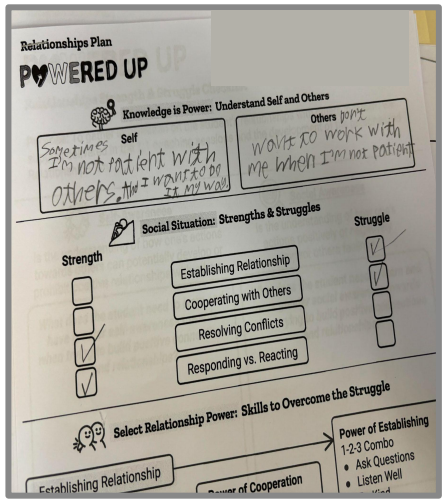
- **Tier 2:** a member of the SEL team supports students in need of additional support and focuses on specific needs based on SSIS data, behavior reflection forms and teacher nominations. Tier 2 interventions are often delivered to small groups of students.

- **Tier 3:** a member of the SEL team provides focused support for students who need individual support, in addition to Tier 1 and 2 supports. Tier 3 interventions are often delivered individually.



# MTSS: Entrance/Exit Criteria for IMS

**Student Name:** **Evaluator:** **Date:**

**Math AIS 6th Grade**

*Each category is a binary switch. Students scoring with **four or more** of six points would be entered into AIS Math. Similarly, students with **four or less** points would qualify for exiting*

| | Tier 2 Entrance Criteria | | | Tier 2 Exit Criteria | | |
|---|---|---|---|---|---|---|
| **Measurement/Instrument** | **Fall** | **Winter** | **Spring** | **Fall** | **Winter** | **Spring** |
| AIMSWEB<br>2 pts | Rubric developed @ Main Street School already synthesizes these data.<br><br>*Need to determine appropriate score & whether all categories should be considered.* | ≤ 40th %ile nationally<br>*OR*<br>≤ 25th %ile in one or more subtests | ≤ 40th %ile nationally<br>*OR*<br>≤ 25th %ile in one or more subtests | Rubric developed @ Main Street School already synthesizes these data.<br><br>*Need to determine appropriate score & whether all categories should be considered.* | < 40th %ile nationally<br>*AND*<br>< 30th %ile in all subtests | < 40th %ile nationally<br>*AND*<br>< 30th %ile in all subtests |
| **Student Score** | | | | | | |
| NYS TEST<br>1 pt | | Level 1 or Level 2 | Level 1 or Level 2 | | Level 1 or Level 2 | Level 1 or Level 2 |
| **Student Score** | | | | | | |
| TEACHER RECOMMENDATION<br>1 pt | | See Rubric<br>≤ 5 | See Rubric<br>≤ 5 | | See Rubric<br>≤ 6 | See Rubric<br>≤ 6 |
| **Student Score** | | | | | | |
| AVERAGE TEST & QUIZ SCORES<br>2 pts | n/a | ≤ 70% | ≤ 70% | n/a | ≤ 75% | ≤ 75% |
| **Student Score** | | | | | | |

| Student Name | Total Points | Recommendation |
|---|---|---|
| | | |

**General Notes:**

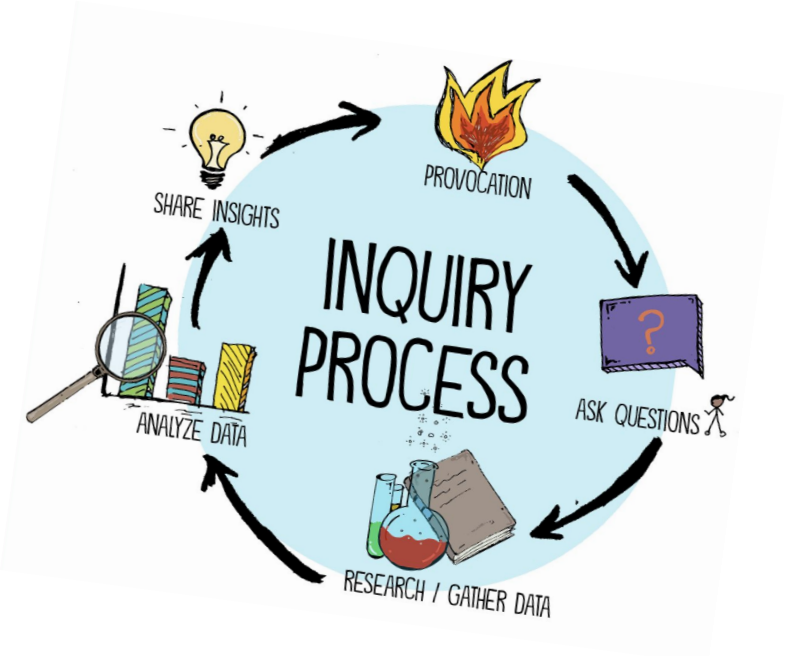
# Data Study at the Secondary Level

- Overarching goal - *To make the use of data habitual for our departments*
- Each department is working on a data study that includes an inquiry/question, focus points and review of data.
- This work is a bridge between “in-house data use” and standardized data that informs our teaching and impacts student learning/experiences.
- The departments discuss their data inquiries during their monthly meetings.
- This has been a continued focus for the past three years.

# 6-12 Department Data Studies: World Language

Inquiry - How do students progress in their presentational writing skills from year to year in our program?

- Focus Points:
  - What can our students do well in terms of their accuracy?
    - What did we do to get them there?
  - What skills do we need students to learn to improve accuracy?
    - How do we teach those skills?

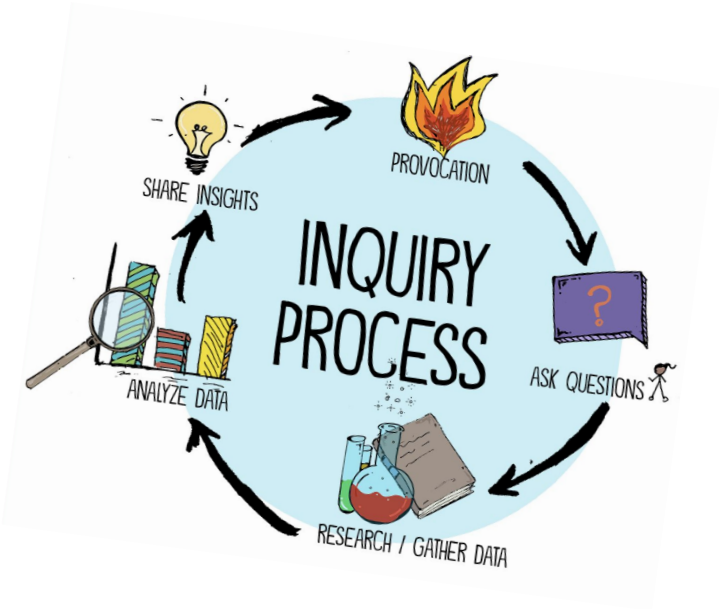



- *Supported By:*
  - *Baseline assessment*
  - *Progress monitoring of students at different proficiency levels*
  - Data review and analysis protocols at monthly department meetings.
    - Individual data - Writing we are gathering for our individual goal process for our 4 units
    - Group data - Writing we analyze as a group during department meetings

# Grades 6-12 Department Data Studies: Special Education

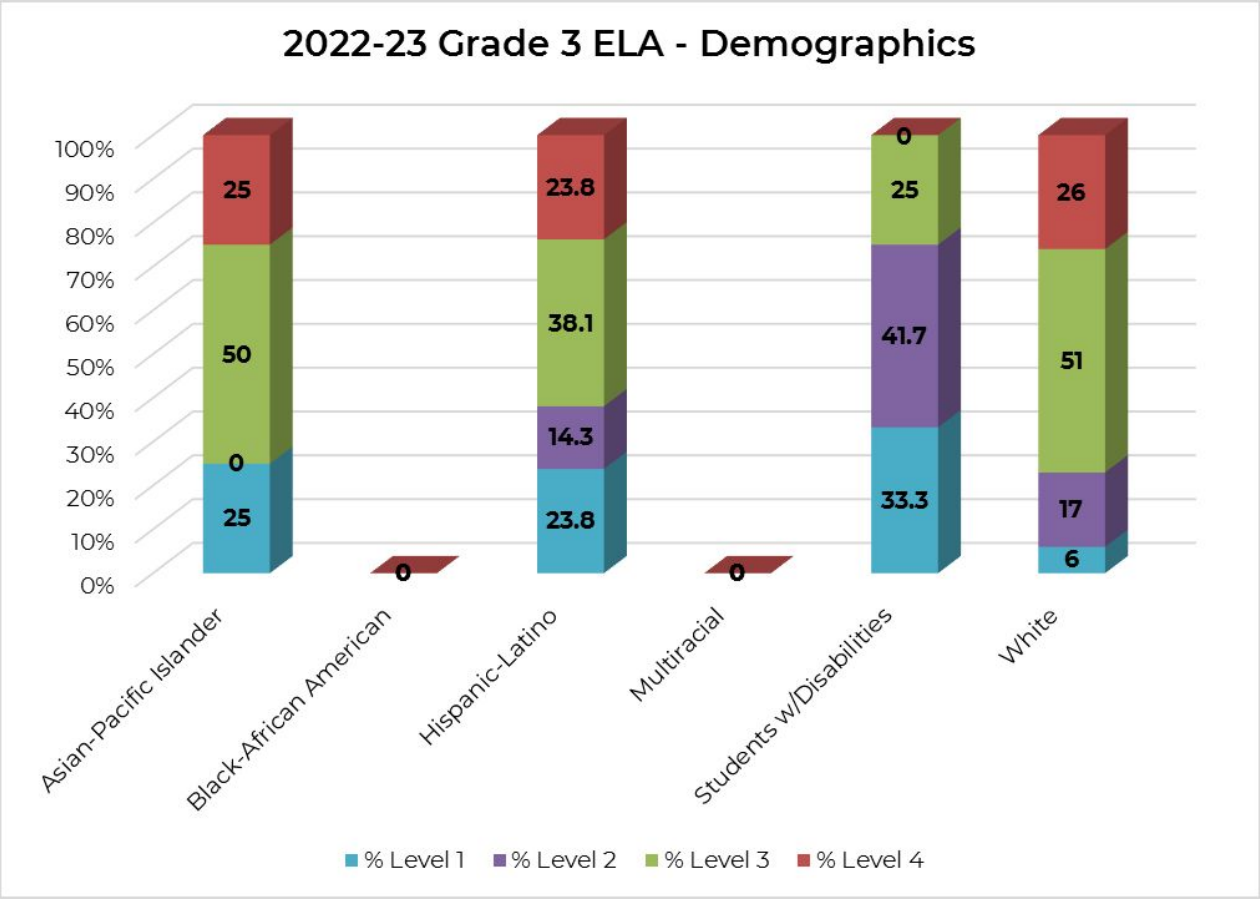
Inquiry: How do we utilize IEP goals and progress monitoring strategies to maximize student success?

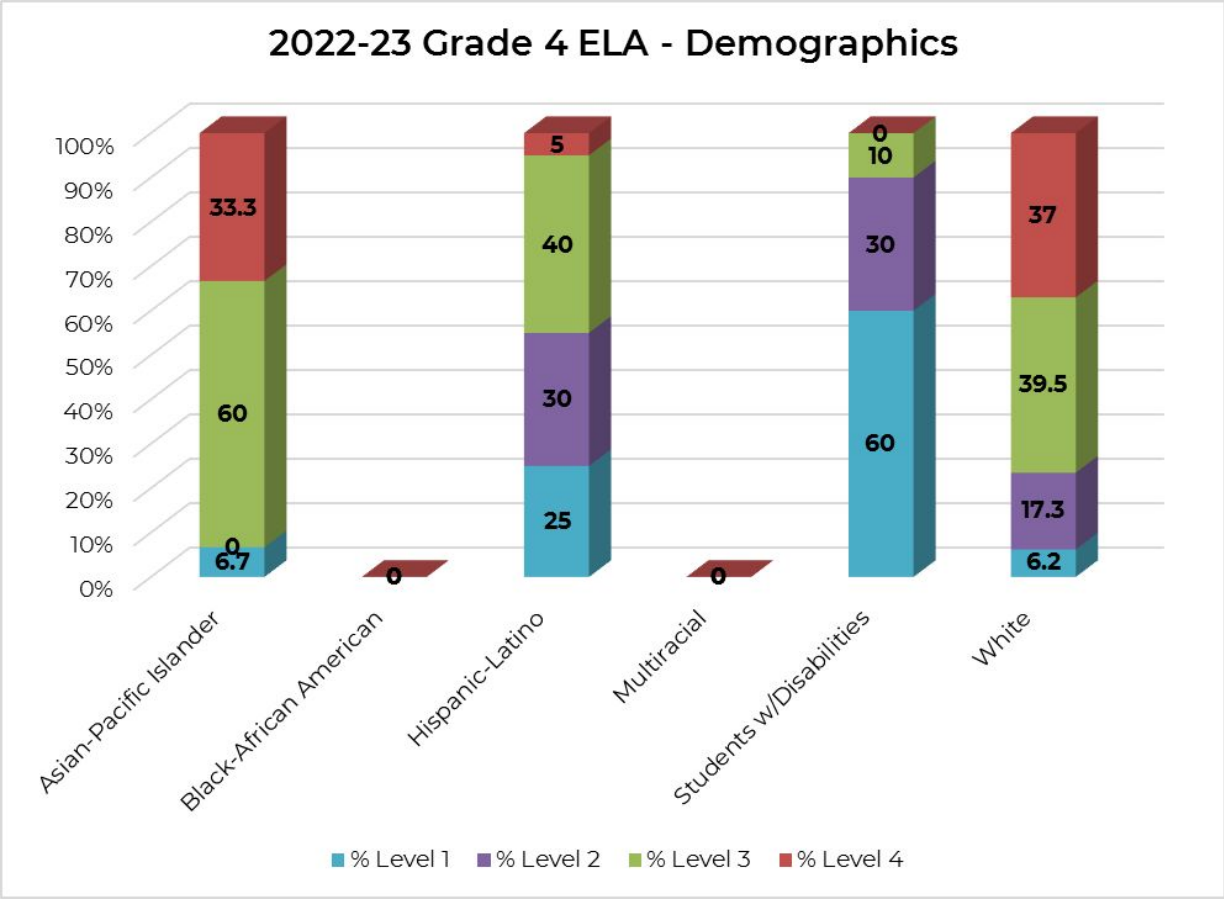
- Focus Points:
  - To continue our individual development of best practices for goal monitoring
  - To engage in collaboration with respect to the use of well developed, successfully implemented tools that can be shared and utilized by members
  - To enhance our understanding of writing goals that are measurable through the use of data gathered from our progress monitoring tools/methods
- Supported by:
  - Ongoing implementation of progress monitoring strategies
  - Measurement of student progress toward goals
  - Data analysis protocols at department meetings
  - Departmental toolkit of progress monitoring resources
  - Professional learning related to goal writing



# New York State Tests
# English Language Arts & Mathematics

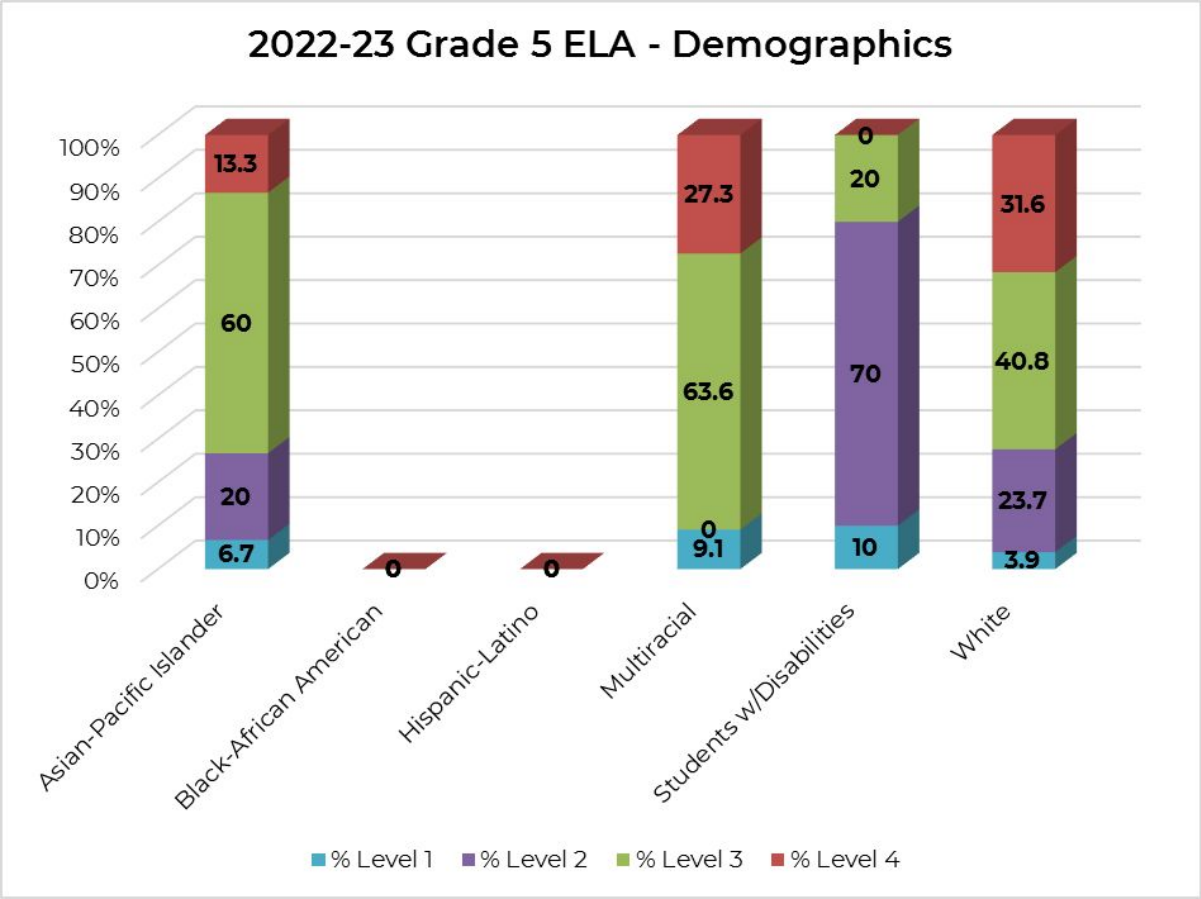
# 2022-23 Grade 3 - 4 ELA Results by Demographics

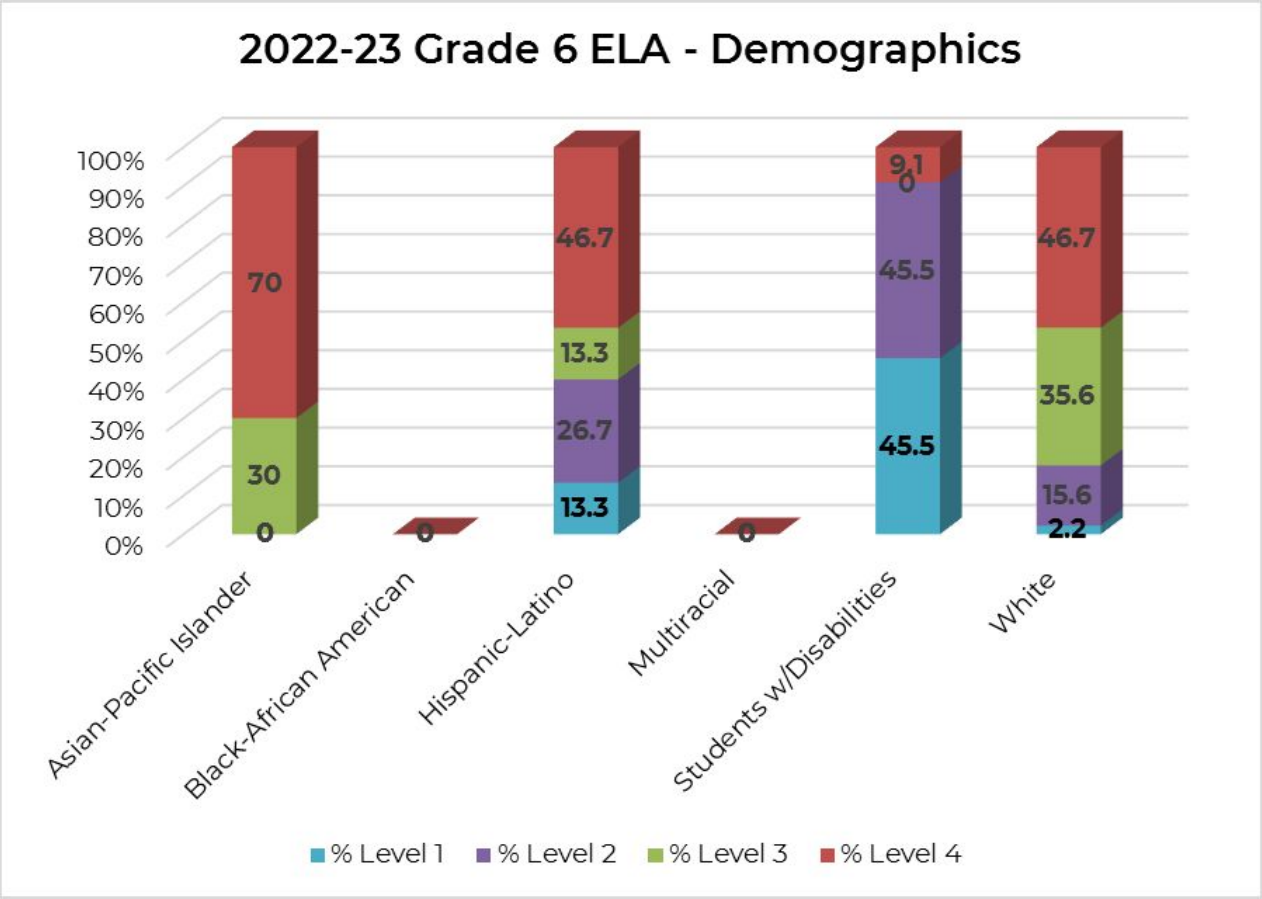



*Subgroups with fewer than 5 students are not able to be reported to protect student privacy

# 2022-23 Grade 5 - 6 ELA Results by Demographics

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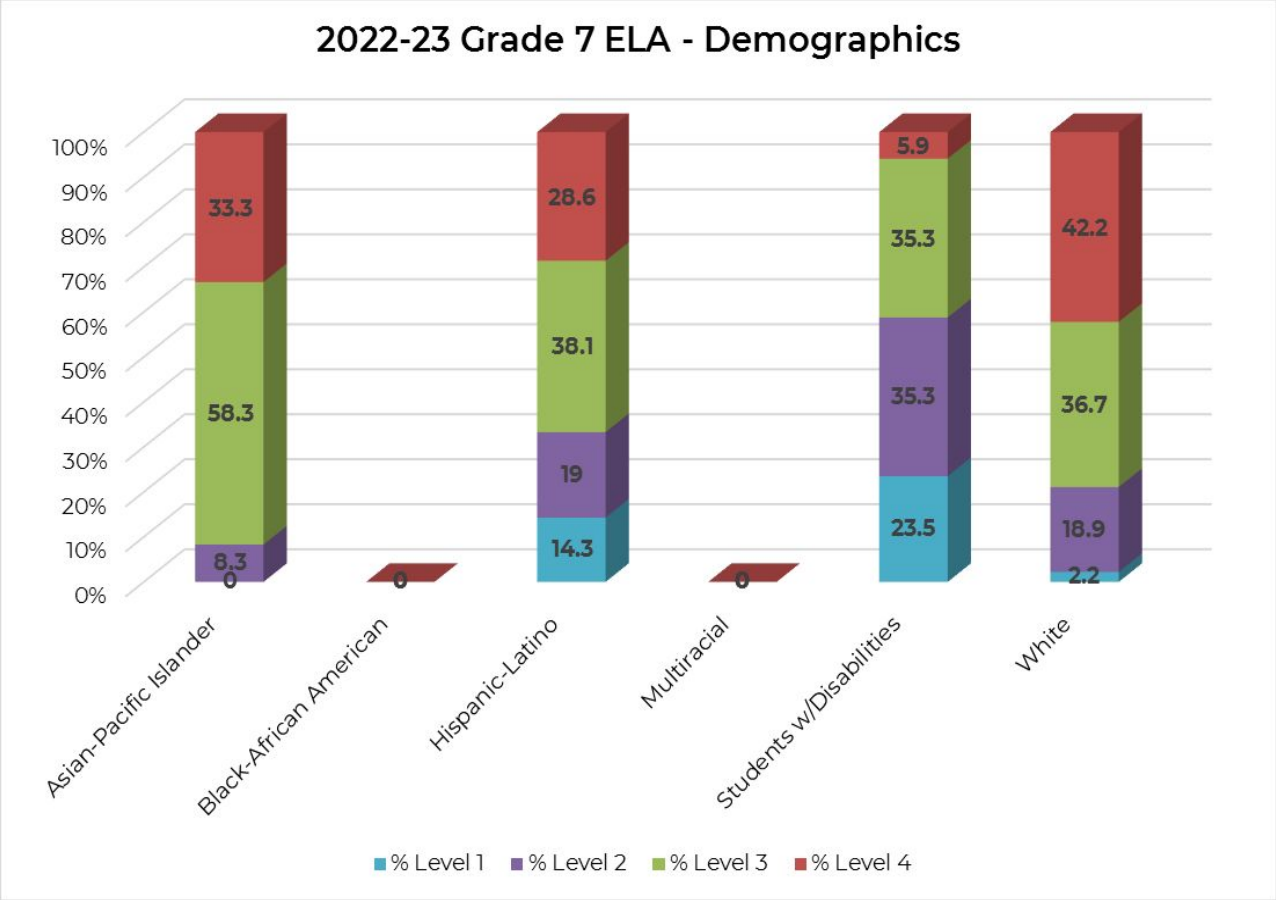
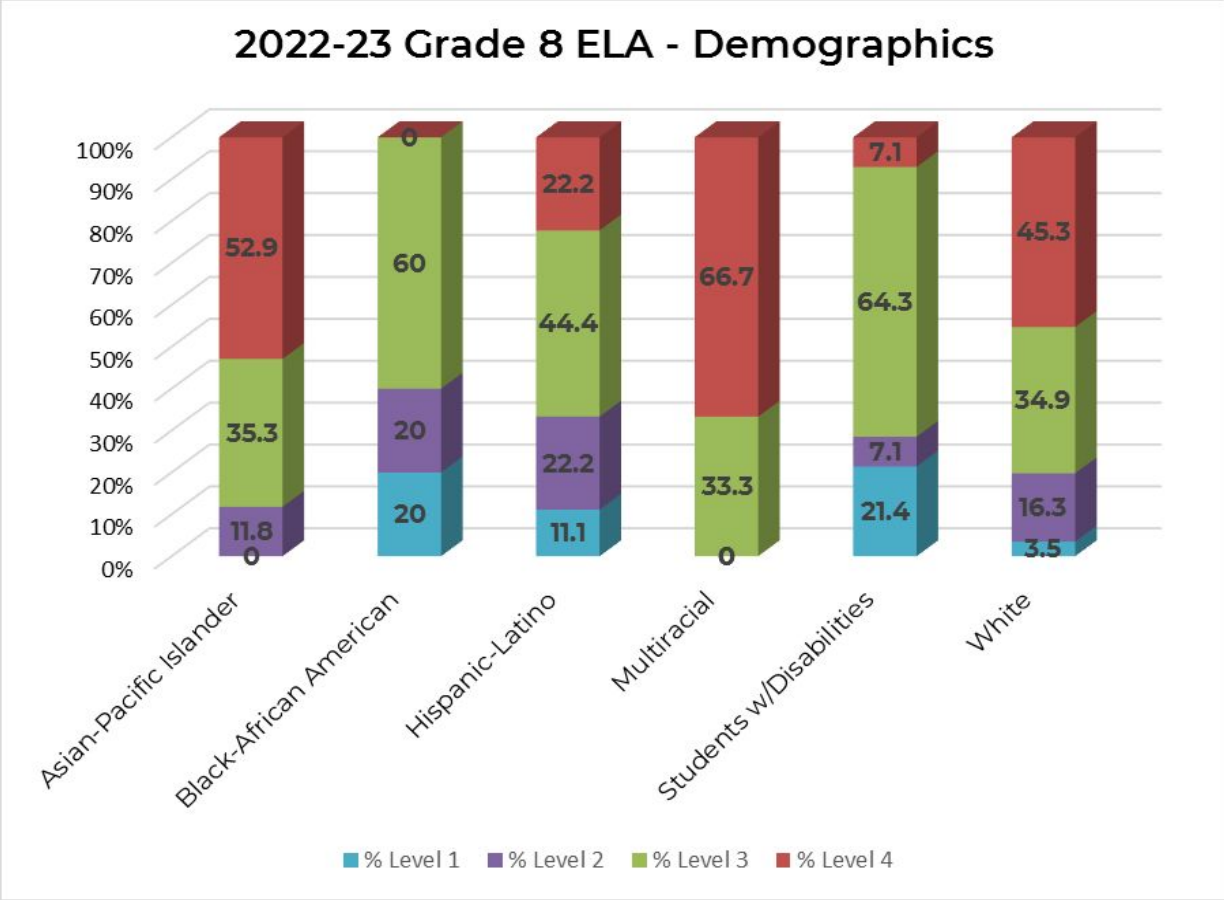
# 2022-23 Grade 7 - 8 ELA Results by Demographics

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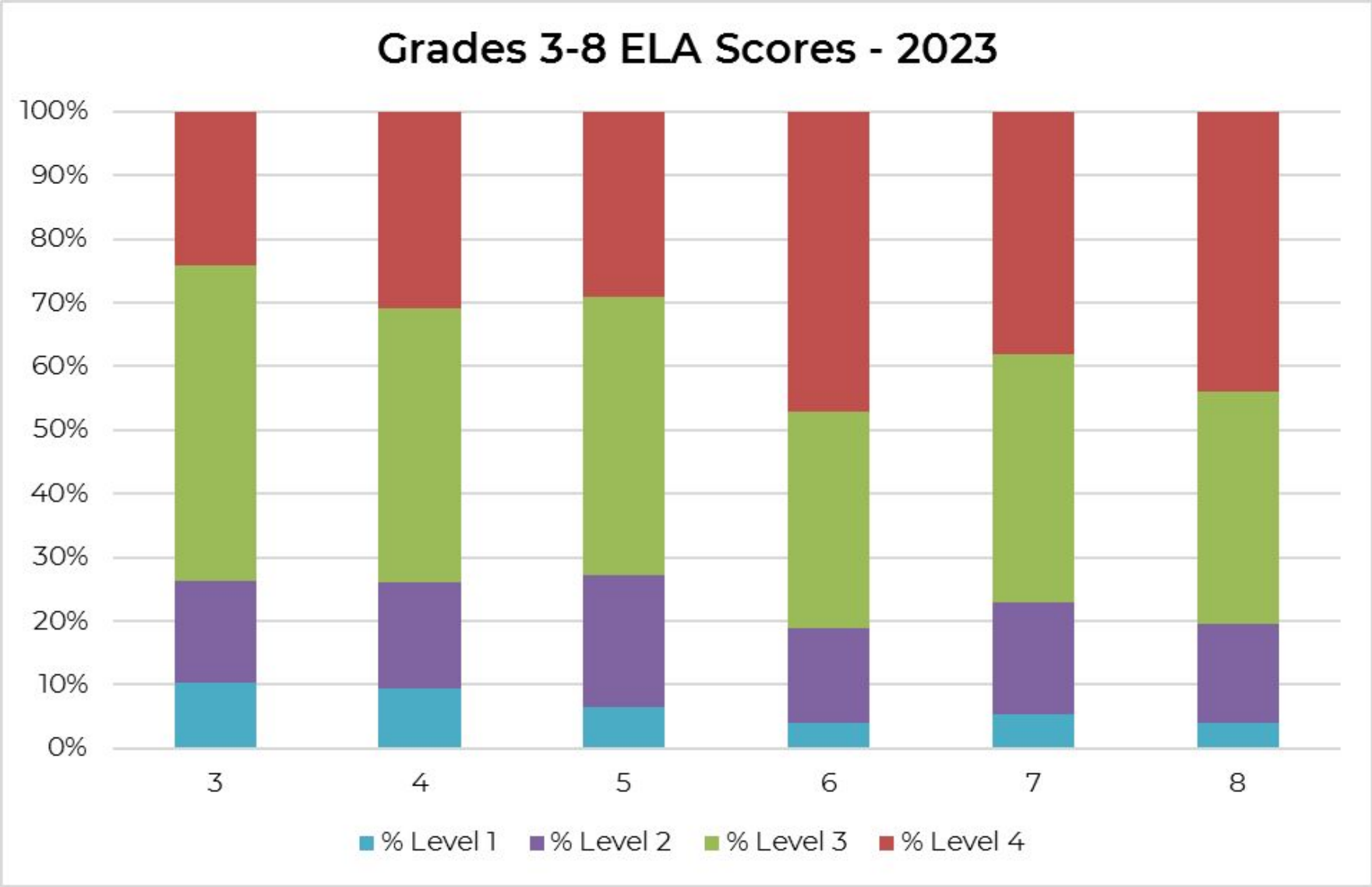
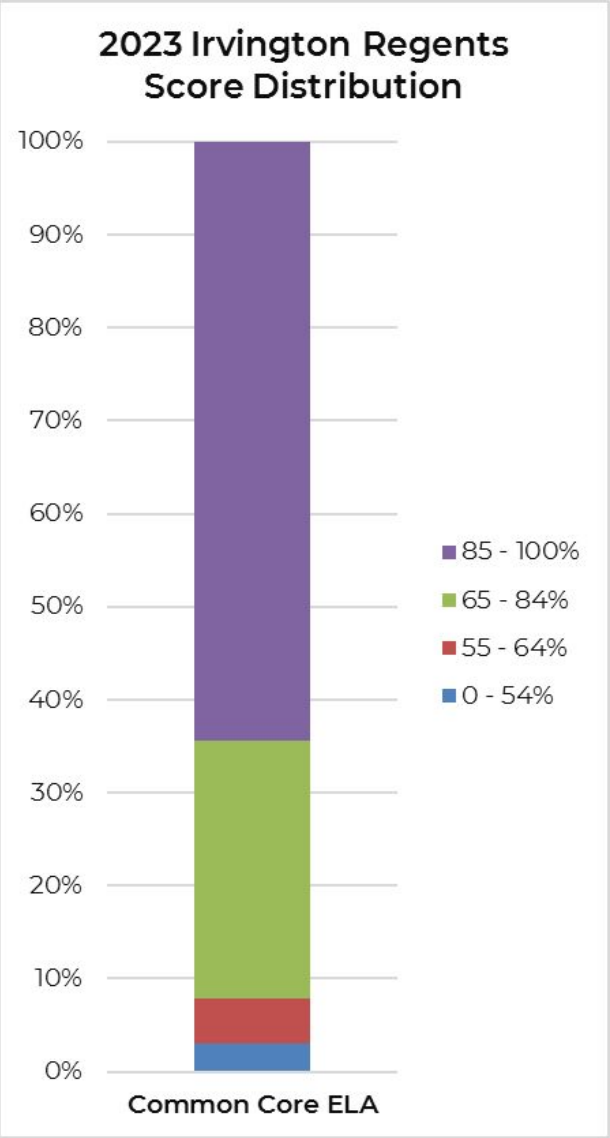
# 2023 English Language Arts Scores



# Questions to Consider...

- How might the District's ongoing CR-SE focus impact student performance on standardized assessments through a curricula in which students of color are more likely to see themselves and, thus, reduce disproportionality?

- Will recent initiatives such as the inclusion coach, addition of a reading teacher, and professional development and implementation of Orton Gillingham (OG) literacy program result in greater levels of achievement?

- What supplemental learning opportunities might benefit student academic achievement?

- What other instructional or curricular approaches might be considered?

- How do demographics relate to achievement and access?

# ELA Grades 3 -5 - Areas of Strength

Grade 3 - Teachers use targeted instructional approaches to reading and writing, focusing their efforts on incorporating word work, fluency, and comprehension in all of their lessons.

*RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.*

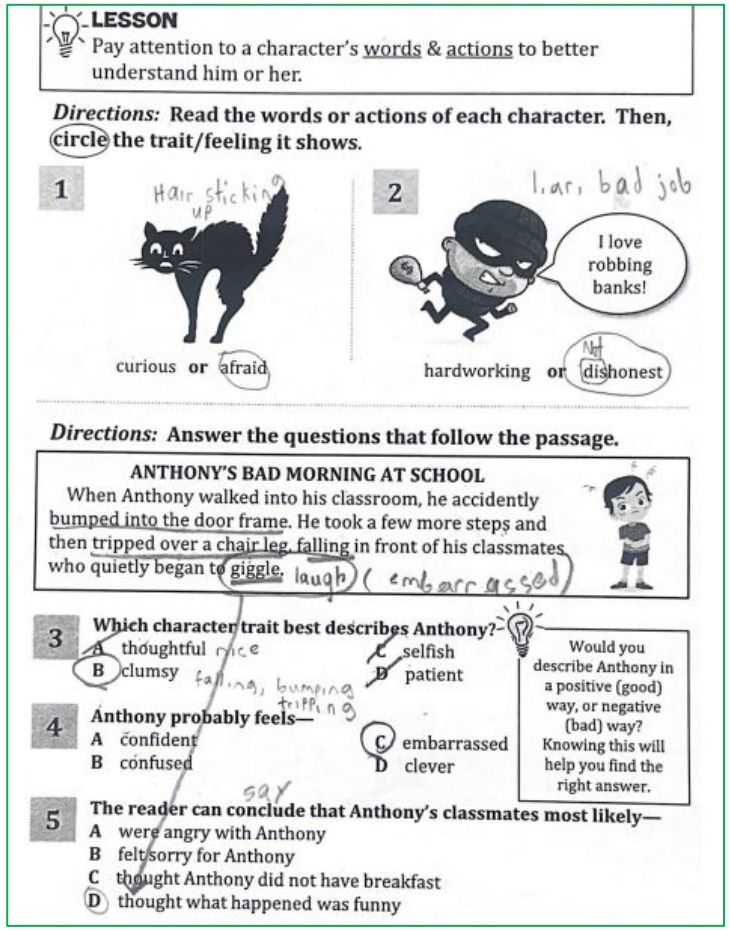
Grade 4 - Teachers explicitly model and engage students in making inferences and supporting their thinking with text evidence through interactive read alouds, reading workshop mini-lessons, and writing about reading.

*RI.4.8 - Explain how claims in a text are supported by relevant reasons and evidence.*

Grade 5 - Teachers strategically model how readers think about the ways in which parts of text fit together during reading workshop mini-lessons and present students with many opportunities to practice this thinking through rich classroom discussions of read alouds.

*RL5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.*

# ELA- Areas of Strength



**LESSON**
Pay attention to a character's words & actions to better understand him or her.

***Directions:*** **Read the words or actions of each character. Then, circle the trait/feeling it shows.**

**1** Hair sticking up

curious **or** afraid

**2** liar, bad job

I love robbing banks!

hardworking **or** dishonest

***Directions:*** **Answer the questions that follow the passage.**

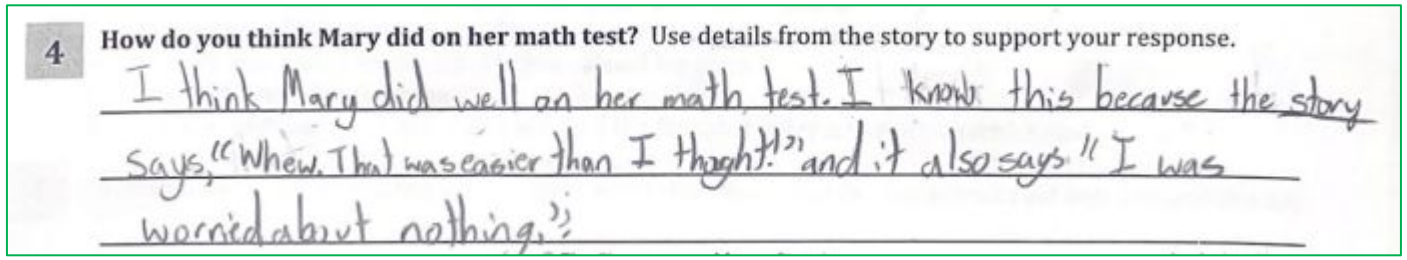
**ANTHONY'S BAD MORNING AT SCHOOL**
When Anthony walked into his classroom, he accidently bumped into the door frame. He took a few more steps and then tripped over a chair leg, falling in front of his classmates who quietly began to giggle. laugh (embarrassed)

**3** **Which character trait best describes Anthony?**
A thoughtful nice
B clumsy falling, bumping tripping
C selfish
D patient

**4** **Anthony probably feels—**
A confident
B confused
C embarrassed
D clever

Would you describe Anthony in a positive (good) way, or negative (bad) way? Knowing this will help you find the right answer.

**5** **The reader can conclude that Anthony's classmates most likely—** say
A were angry with Anthony
B felt sorry for Anthony
C thought Anthony did not have breakfast
D thought what happened was funny



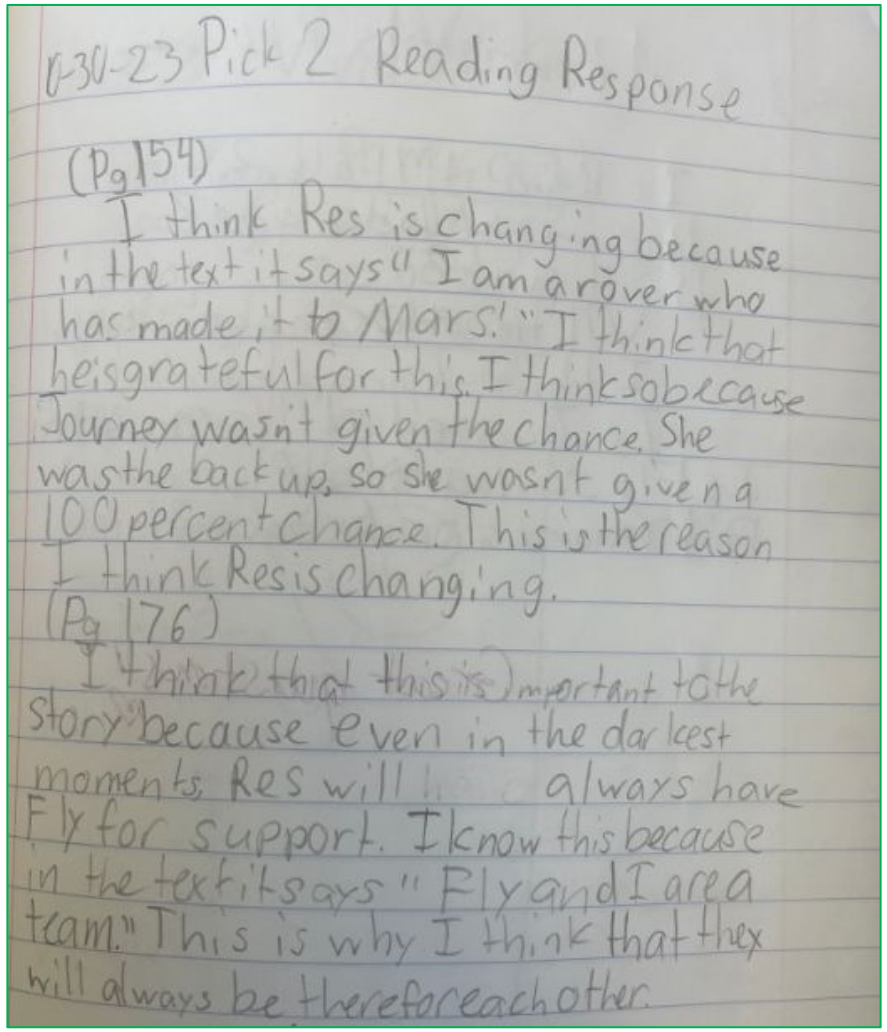
**4** **How do you think Mary did on her math test?** Use details from the story to support your response.

I think Mary did well on her math test. I know this because the story says, "Whew. That was easier than I thought!" and it also says "I was worried about nothing."

3rd grade students use a modified, *4-Corners* talking protocol (moving to different areas in the room, and talking about a text), to talk with classmates about texts in order to support their written responses to texts.

3rd grade students are working on determining word meanings when learning about character traits. Here they are thinking about what a character says and does to figure out which traits characters demonstrate.

# ELA- Areas of Strength



10-30-23 Pick 2 Reading Response

(Pg 154)

I think Res is changing because in the text it says" I am a rover who has made it to Mars!" I think that he is grateful for this. I think so because Journey wasn't given the chance. She was the backup, so she wasn't given a 100 percent chance. This is the reason I think Res is changing.

(Pg 176)

I think that this is important to the story because even in the darkest moments, Res will always have Fly for support. I know this because in the text it says "Fly and I are a team." This is why I think that they will always be there for each other.

4th and 5th grade students support claims in their reading responses with text evidence during the Global Read Aloud.

What Can I Work On as a Reader? A Self-Reflection Tool for Finding Goals

Name: _____ Date: _____

| | | Yes/Always | Kind of/ Sometimes | No/Never |
|---|---|---|---|---|
| ENGAGEMENT | I have an easy time getting settled to read. | | | |
| | I read for the entire time without distraction. | | | |
| | I can easily find books I love that are a good fit. | | | |
| | I love to read. | | | |
| PRINT WORK | I know most or all of the words in my book. | | | |
| | If I come to a word that's hard to read, I can often figure it out. | | | |
| | If I make a mistake on a word, I often catch myself and can fix it. | | | |
| FLUENCY | When I'm reading, I sound like a storyteller. | | | |
| | I read with expression, like how it sounds when adults read to me. | | | |
| | I read at a comfortable pace. | | | |
| | When I read it sounds smooth, like talking, in my head/aloud. | | | |
| PLOT & SETTING | When I read fiction, I can understand and remember the events in the order they happened. | | | |
| | I can picture where the story is taking place. | | | |
| | I can identify problem(s) in the story. | | | |
| CHARACTER | When I read fiction, I am able to understand the characters' feelings and traits, even when the author doesn't tell me what they are. | | | |
| | I'm able to keep track of all the characters in a story. | | | |
| | I understand the relationships between characters. | | | |
| THEMES & IDEAS | When I read fiction, I often think about the big life lessons that the story teaches me. | | | |
| | I can pick up on symbolism in my book. | | | |
| | I think about the social issues in my book, and how my characters are dealing with them. | | | |
| MAIN IDEA | When I read nonfiction, I can put together all the information to figure out (a) main idea(s). | | | |
| | I can say what a chapter or section is mostly about. | | | |
| KEY DETAILS | I understand and remember the important information that connects to a main idea. | | | |
| | I can list the facts I learn. | | | |
| | I pay attention to information/facts/details in what I read, and from text features in the book. | | | |
| TEXT FEATURES | I'm always sure to read and look closely at text features. | | | |
| | I have a good understanding of how information from text features fits with the rest of the information on the page. | | | |
| VOCABULARY | I am curious about words and what they mean. | | | |
| | When I find words or phrases that are new, I try to figure out what they mean. | | | |
| | I can often figure out what words and phrases mean. | | | |
| CONVERSATION | I enjoy talking about books with my friends. | | | |
| | I contribute well to conversations about books. | | | |
| WRITING ABOUT READING | Writing about my reading helps me better understand. | | | |
| | Writing about reading is something I do regularly. | | | |

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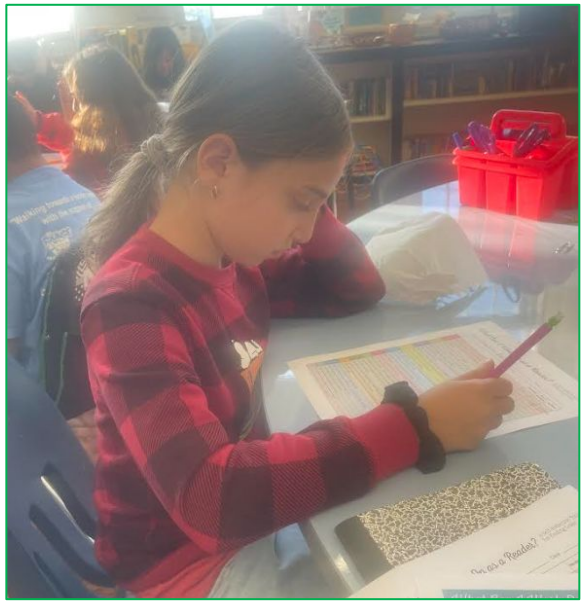


4th and 5th grade students and teachers work together to set reading goals which are supported through explicit modeling and student engagement in mini-lessons, conferences, and interactive read alouds. Teachers are able to target instruction to support students with meeting grade-level standards.

# ELA Grades 6 - 8 - Areas of Strength

Grade 6 - Teachers continue to focus on text structures and the manner in which they build connection and meaning for the reader.

*RI.6.3 In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.*

Grade 7 - Teachers continue to engage students in thinking about the big ideas of texts read and what a text can teach them about the world.

*RI.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.*

Grade 8 - Teachers  have made a concerted effort to infuse explicit vocabulary instruction into lessons and units of study to support students as both readers and writers.

*RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.*

# ELA Grades 3 - 5 - Opportunities for Growth/Focus

Grade 3 - Specific efforts have been made to have students work on understanding the main idea of a text and explaining how details support the main idea within narrative nonfiction and expository texts.

*RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. We have identified ways to support this focus by diversifying the types of informational texts we are using in our instruction and in our students' independent practice. We are specifically including more narrative nonfiction texts.*

Grade 4 - Teachers will explicitly model and engage students in thinking about how a person, an event, or an idea is developed throughout the text. They will use mentor texts to demonstrate how the author gradually relays information about a topic/key subject across the text.

*RI.4.3 - In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.*

Grade 5 - Students are often able to successfully determine the meaning of words and phrases within literary texts but have difficulty figuring out the meanings within informational texts. A focus has been placed on building in more targeted vocabulary instruction within the informational and persuasive reading units of study.

*RI.5.4 - Determine the meaning of words, phrases, figurative language, academic, and content specific words and analyze their effect on meaning, tone, or mood.*

# Universal Screener- Reading

aimsweb PLUS

Print Date: 11/27/2023 Pg. 1 of 2

| Report | School Year | Period | Roster |
|---|---|---|---|
| Benchmark Comparison | 2023-2024 | Fall 2023 | |

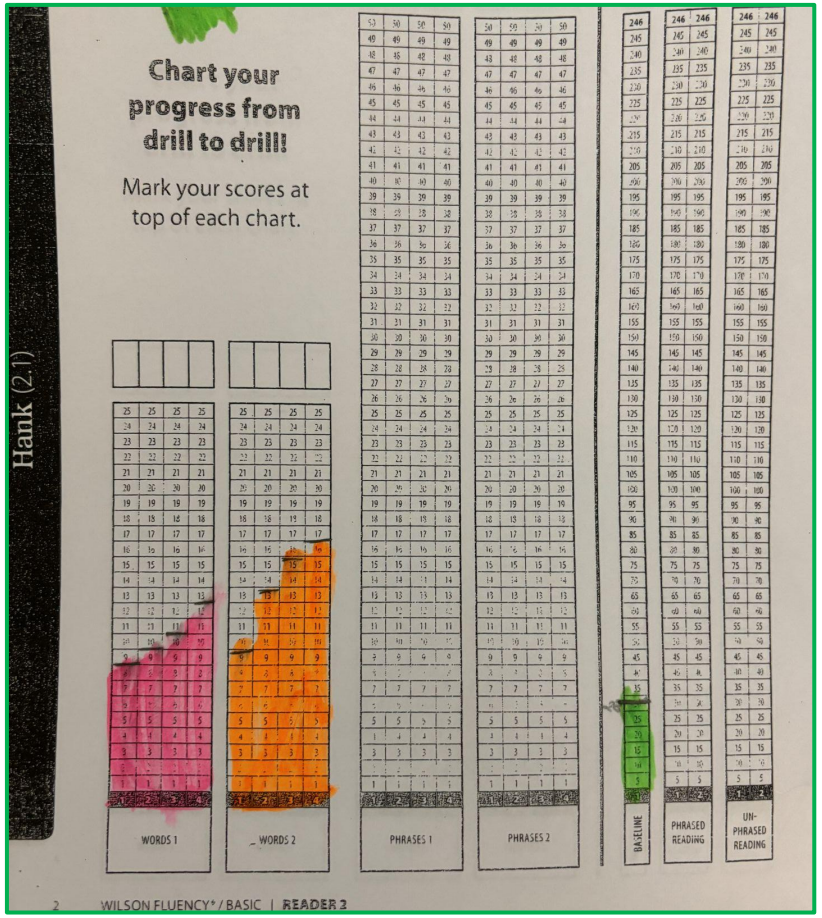
**Battery:** Early Numeracy | **Comparison:** National | **Grade:** 1 | **Sorted by** Score, ASC

1-10th 11-25th 26-74th 75-89th 90-99th — Required Measure — Optional Measure *(VS)* Vertical Score

Number Comparison Fluency-Pairs *(NCF-P)* | Math Facts Fluency-1 Digit *(MFF-1D)* | Concepts & Applications *(CA)*

| Student (20) | Composite | | NCF-P | | | | MFF-1D | | | | CA (VS) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | %ile | Risk | %ile | Score | Acc | Goal | %ile | Score | Acc | Goal | %ile | Score | Acc |
| *Well Below Average (1 Student)* | | | | | | | | | | | | | *5% of students* |
| | 1 | High | 2 | 6 | 67% | | 6 | 2 | 25% | | 4 | 4 | 16% |
| | | | | | | | | | | | | | *10% of students* |
| | 15 | High | 4 | 9 | 53% | | 36 | 10 | 83% | | 30 | 10 | 40% |
| | 15 | High | 7 | 11 | 85% | | 24 | 8 | 80% | | 30 | 10 | 40% |
| | | | | | | | | | | | | | *60% of students* |
| | 28 | Mod | 23 | 18 | 86% | | 24 | 8 | 89% | | 44 | 12 | 48% |
| | 28 | Mod | 15 | 15 | 83% | | 24 | 8 | 89% | NA | 68 | 15 | 60% |
| | 28 | Mod | 20 | 17 | 89% | | 12 | 5 | 63% | | 72 | 16 | 64% |
| | 37 | Low | 31 | 20 | 91% | | 30 | 9 | 100% | | 60 | 14 | 56% |
| | 48 | Low | 35 | 21 | 100% | | 36 | 10 | 100% | | 72 | 16 | 64% |
| | 48 | Low | 57 | 25 | 100% | | 30 | 9 | 100% | | 52 | 13 | 52% |
| | 50 | Low | 31 | 20 | 95% | | 30 | 9 | 90% | | 85 | 19 | 76% |
| | 52 | Low | 40 | 22 | 96% | | 36 | 10 | 100% | | 77 | 17 | 68% |
| | 59 | Low | 52 | 24 | 92% | | 50 | 12 | 80% | | 72 | 16 | 64% |
| | 59 | Low | 46 | 23 | 92% | | 43 | 11 | 92% | | 82 | 18 | 72% |
| | 68 | Low | 68 | 27 | 93% | | 43 | 11 | 73% | | 82 | 18 | 72% |
| | 73 | Low | 40 | 22 | 100% | | 58 | 13 | 100% | | 97 | 23 | 92% |

Dows Lane and Main Street teachers and related service Providers review data at data meetings for all students.




Dows Lane students in MTSS (Multi Tiered System of Supports) and small OG (Orton Gillingham) groups, track their own progress in early reading skills and fluency.

# ELA Grades 6 - 8 -Opportunities for Growth/Focus

Grade 6 - Teachers are focused on the use of multiple texts as vehicles for developing student skills related to analysis and evaluation. In addition, we continue to be committed to exposing students to a variety of cultures, authors, and perspectives in the texts used in our classrooms.

*RI.6.9 - Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.**

Grade 7 - Teachers are regularly engaging students in learning activities that seek to build understanding of different perspectives within a text and across multiple texts.

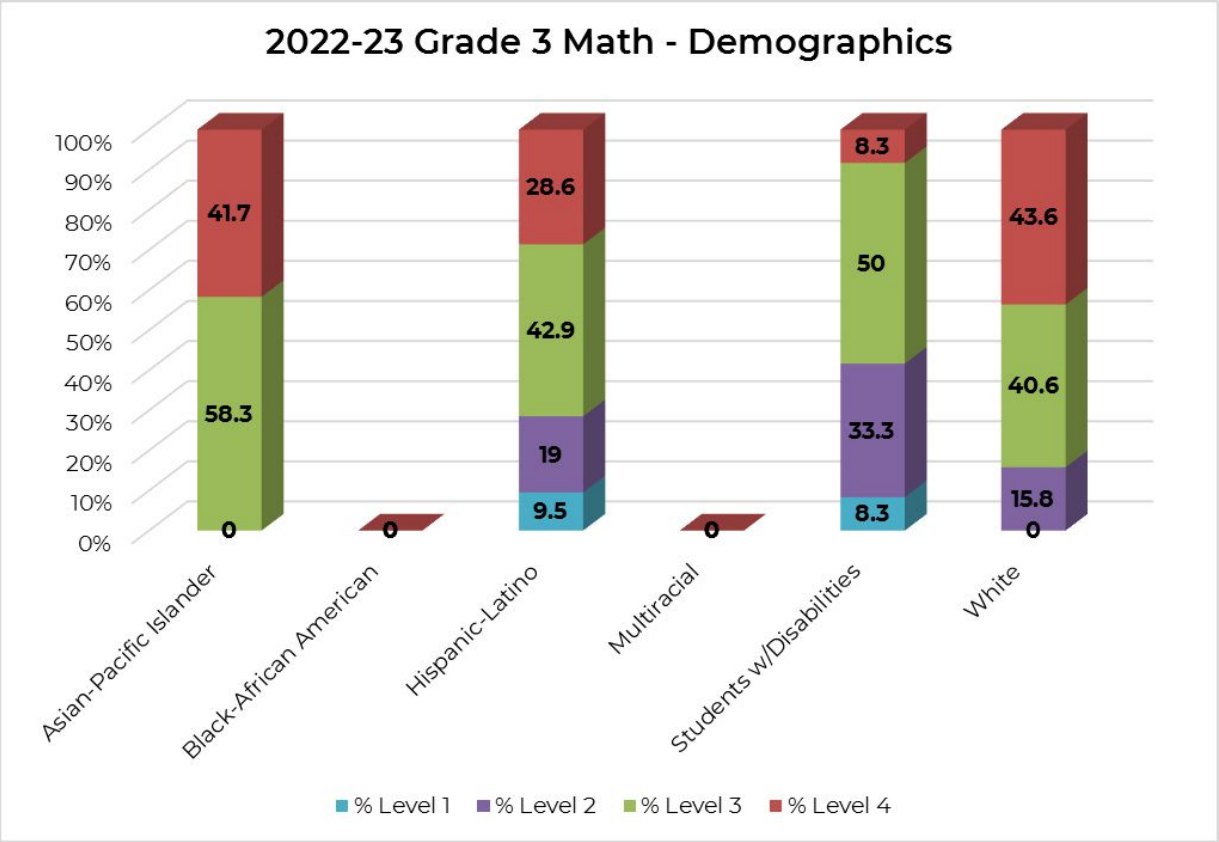
*7.RL.6 - In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators.**

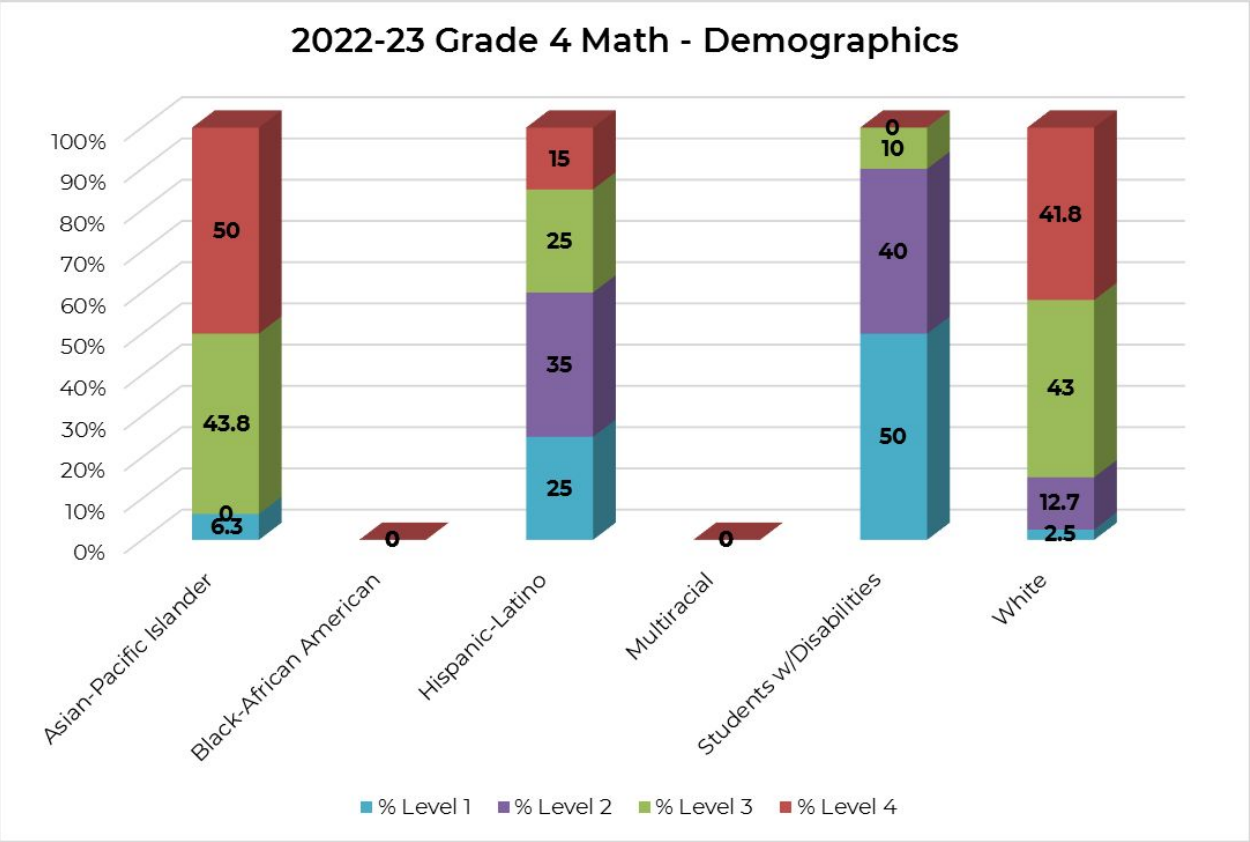
Grade 8 - Teachers regularly work with students to identify the development of key ideas and details across a text and model reading strategies that develop deeper thinking about those details.

*RI.8.3 - In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.**

**While our performance was generally above regional performance on each of these standards, overall success rates were lower (below 75%) on several questions, providing evidence of an opportunity for potential growth.*

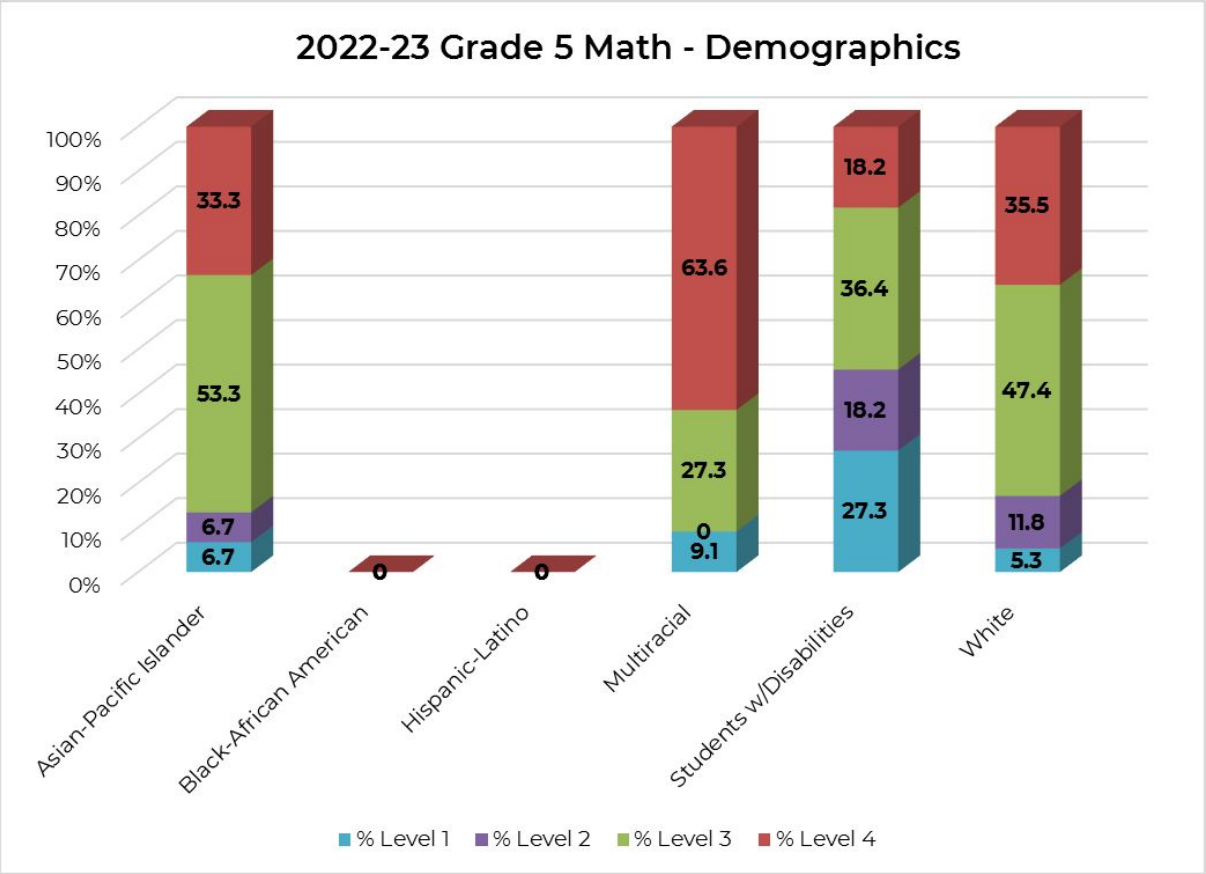
# 2022-23 Grade 3 - 4 Math Results by Demographics

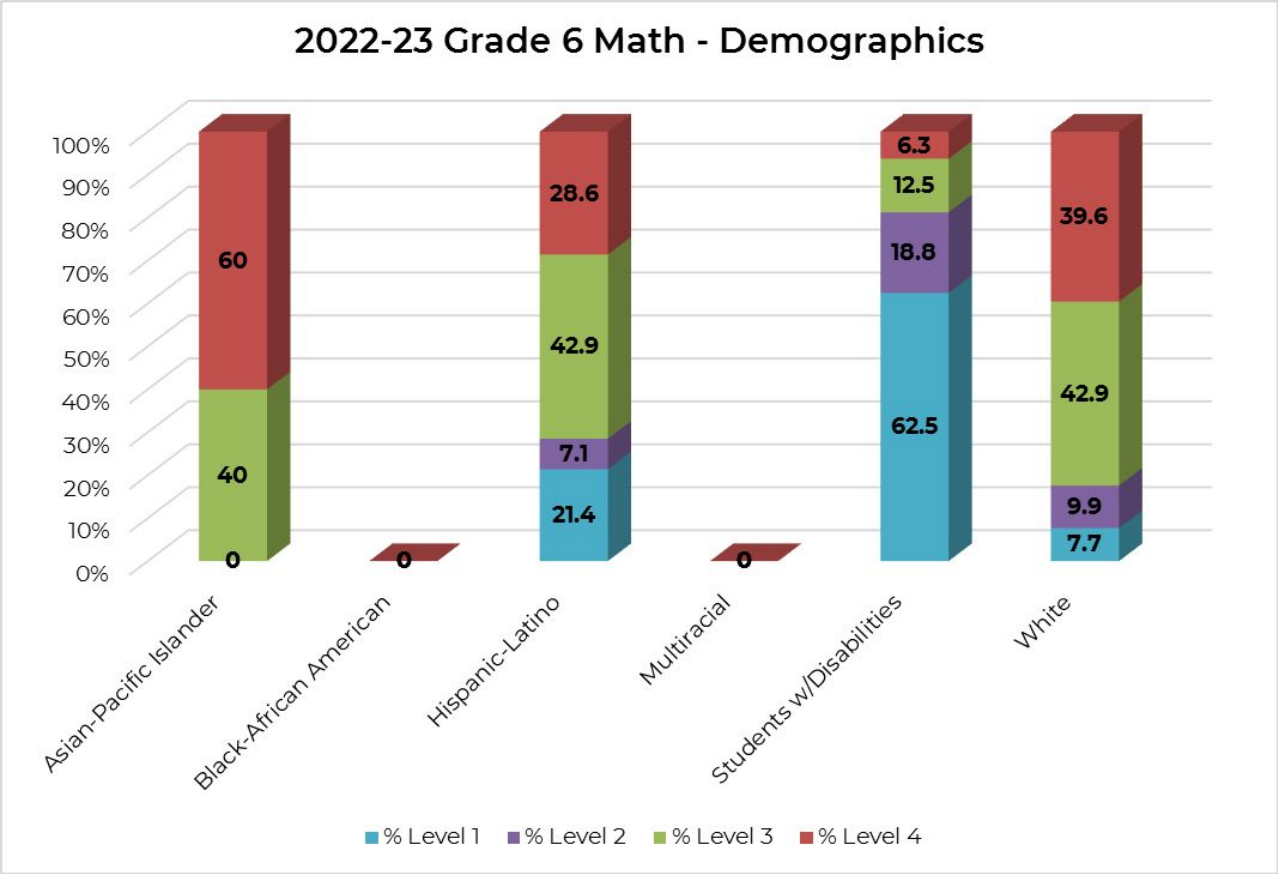



*Subgroups with fewer than 5 students are not able to be reported to protect student privacy

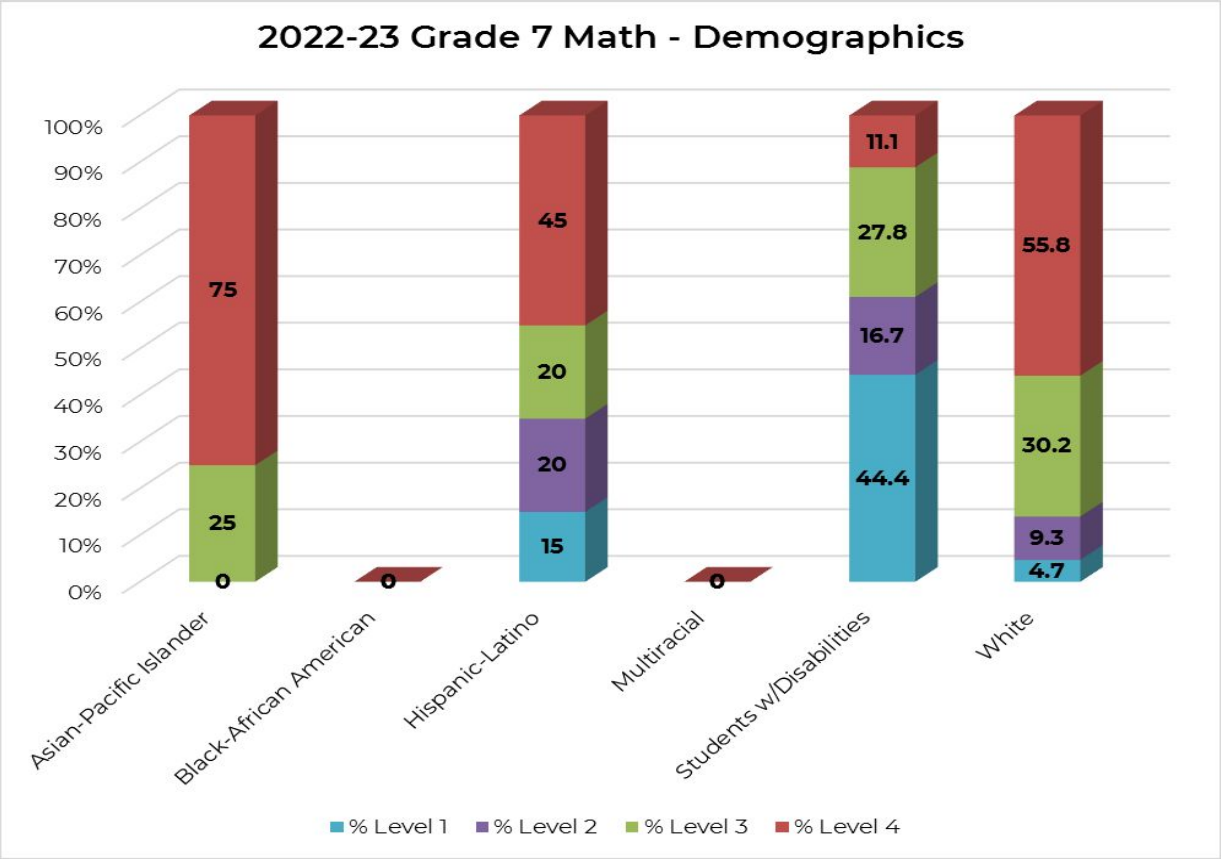
# 2022-23 Grade 5 - 6 Math Results by Demographics

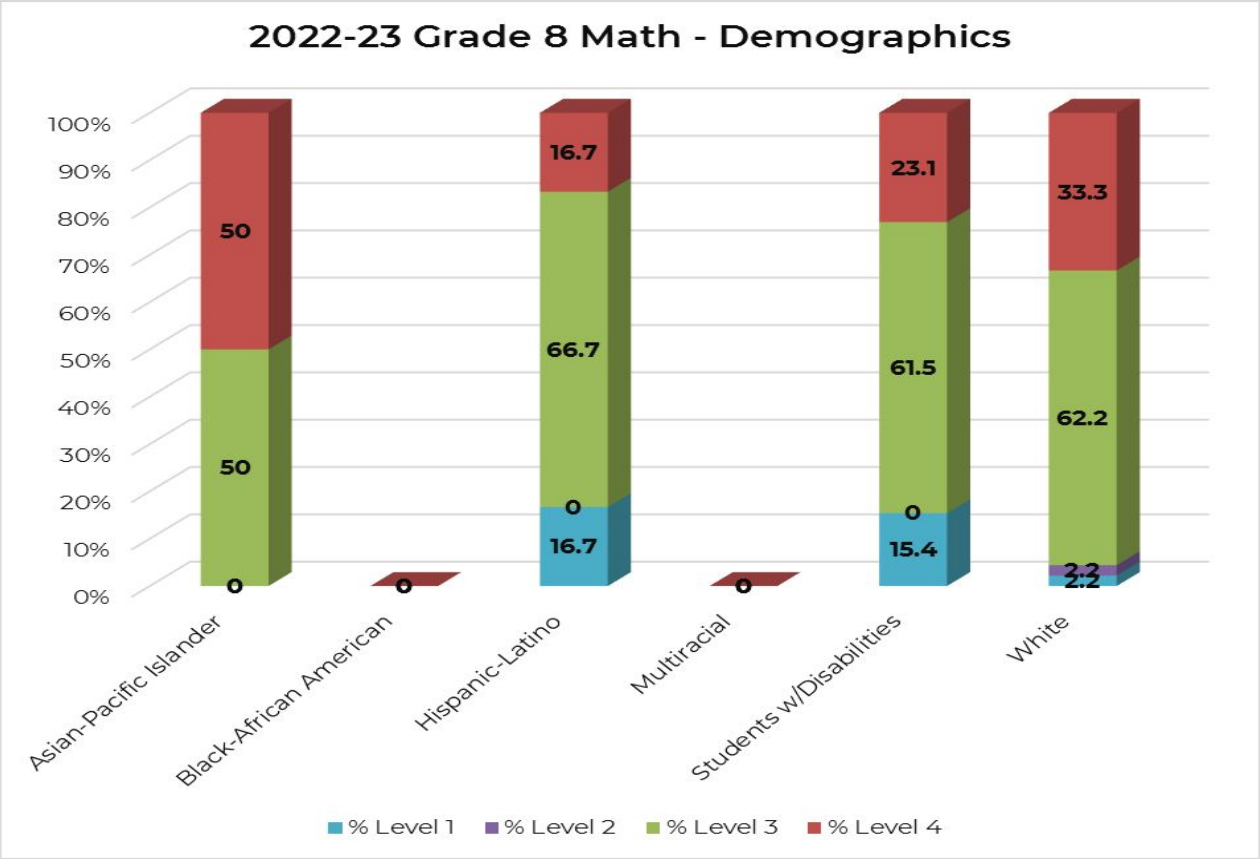



*Subgroups with fewer than 5 students are not able to be reported to protect student privacy

# 2022-23 Grade 7 - 8 Math Results by Demographics

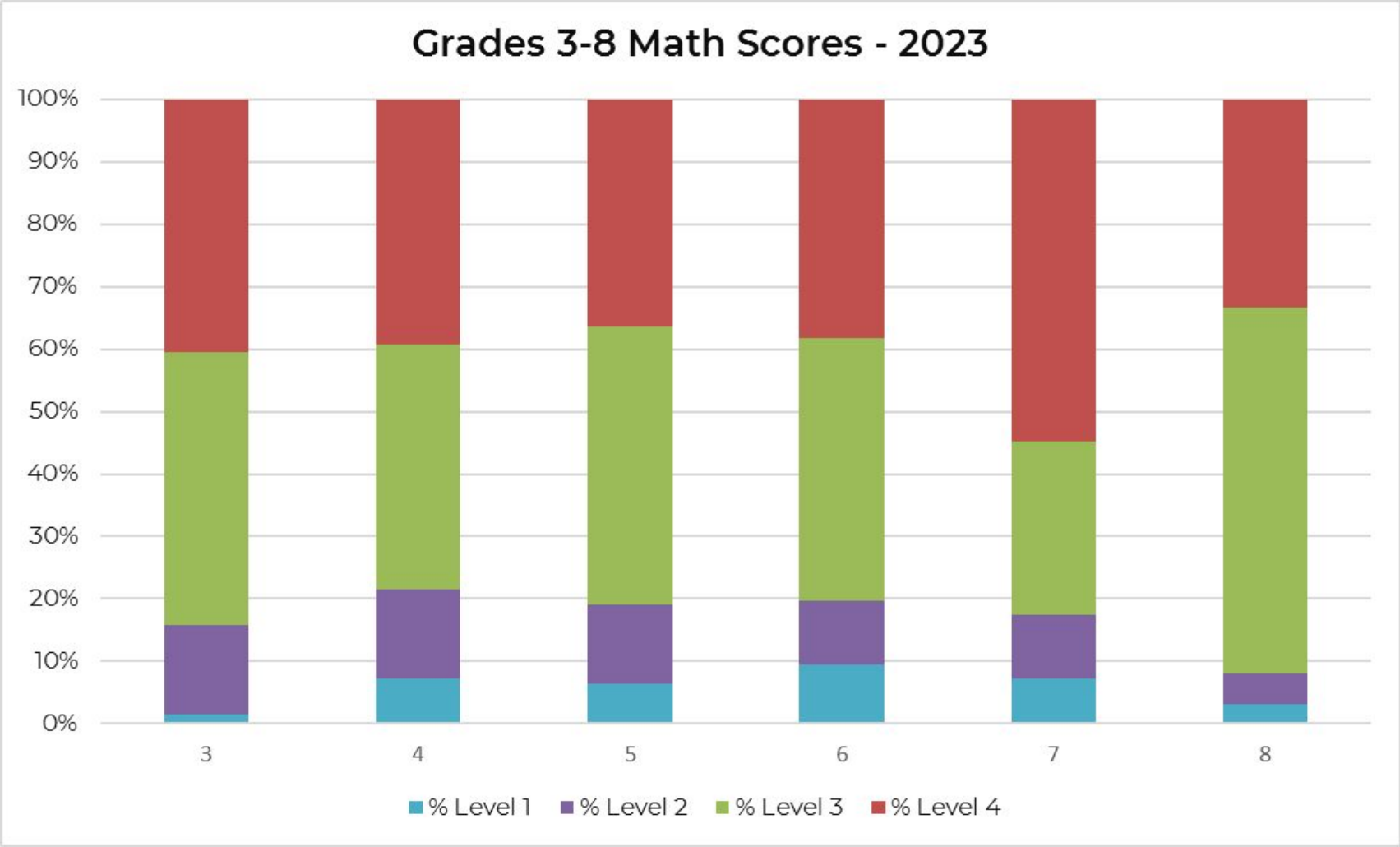


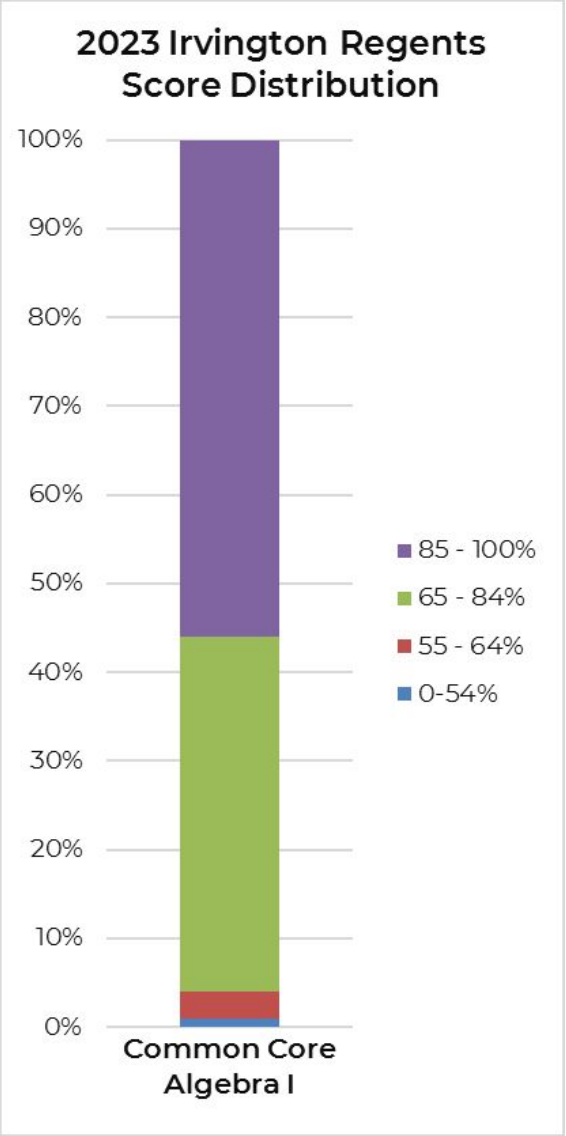




*Subgroups with fewer than 5 students are not able to be reported to protect student privacy

Note: Many 8th grade students take the Algebra Regents Exam rather than the 8th grade test.

# 2023 Math Scores




Note: Many 8th grade students take the Algebra Regents Exam rather than the 8th grade test.

# Questions to Consider...

- How might the District's ongoing focus CR-SE impact student performance on standardized assessments through a curricula in which students of color are more likely to see themselves and, thus, reduce disportionality?

- Will recent professional development such as math learning sessions with our instructional coach, coaching opportunities with a consultant and previous professional development  support teaching and learning?

- What supplemental learning opportunities might benefit student academic achievement?

- What other instructional or curricular approaches might be considered?

- How do demographics relate to achievement and access?

# Math Grades 3 - 5 - Areas of Strengths

Grade 3 - Teachers support students' conceptual understanding of multiplication and division throughout the year by teaching multiple strategies and tools (place value chart, tape diagrams, area models, arrays...) for solving problems that involve multiplication or division.

> 3.MD.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side length a and side length b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.

Grade 4 - Significant efforts have been made in 4th grade to focus on approaches that develop understanding of the meaning and significance of place value and in connecting algorithms and strategies for performing operations to place value. Students are learning both the *why* and the *how* behind strategies to solve problems, which builds problem solving skills as well as lasting fluency with operations.

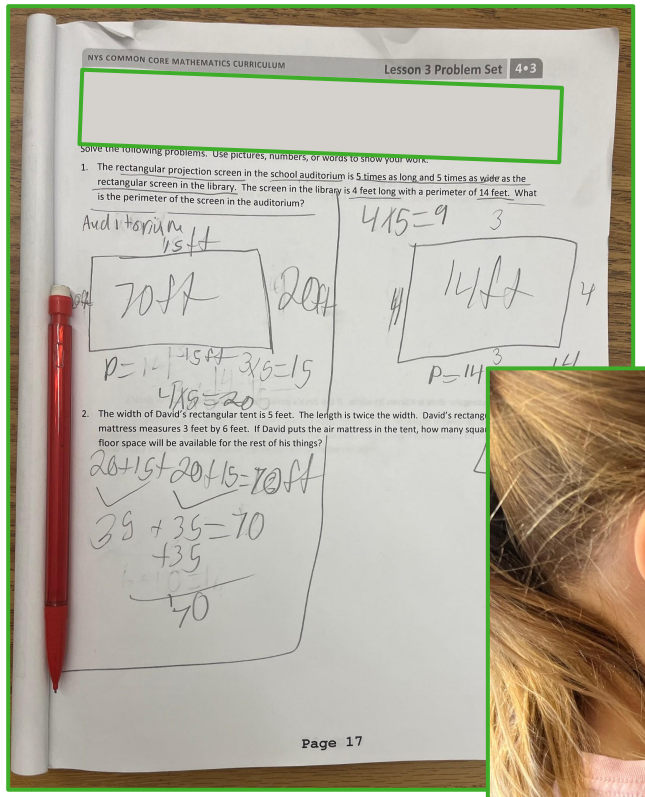
> 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

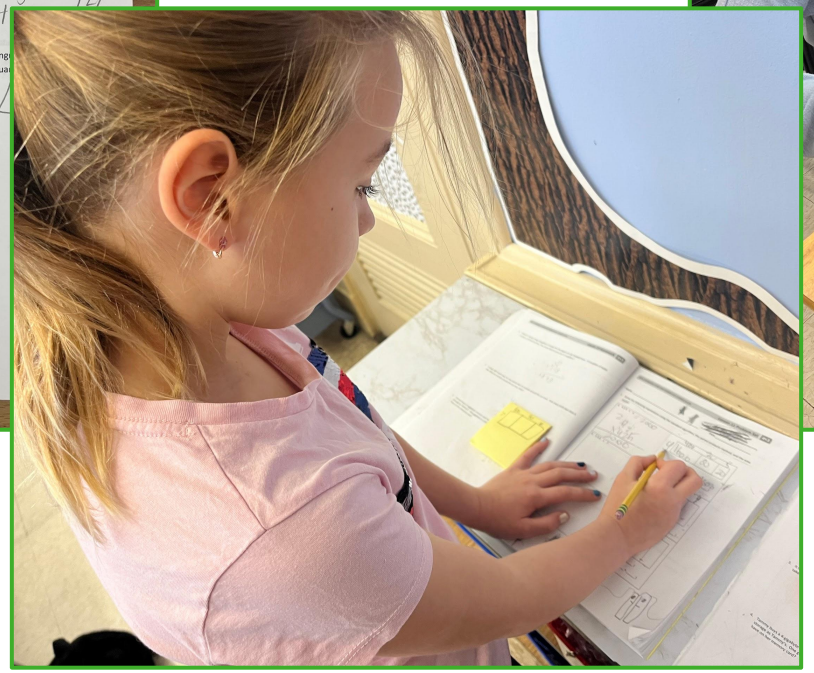
Grade 5 - In 4th and 5th grade, instruction is focused on developing a conceptual understanding, based on place value, of procedures, such as the standard algorithms for multiplication and division.

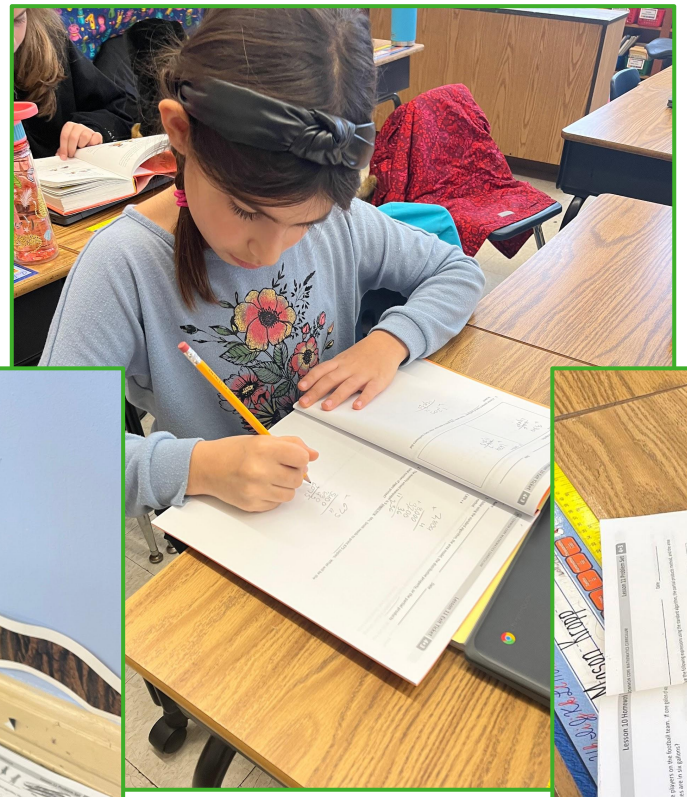
> 5.NBT.2 Use whole-number exponents to denote powers of 10. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.

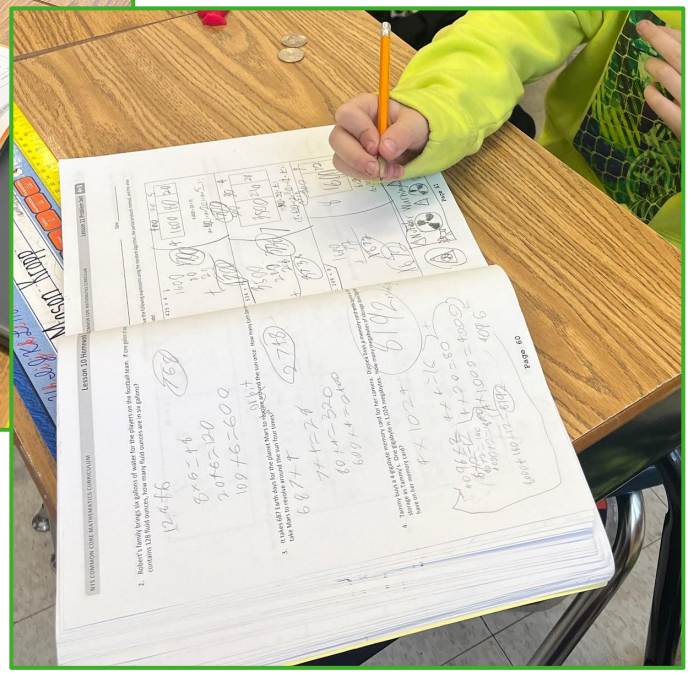
All three Grades - On the 3rd, 4th, and 5th grade tests, Irvington students performed exceptionally well on problems that required a close reading to make sense of the problem and on which the regional success rate was particularly low. This area of strength may be attributed to the consistent use, starting in grade K, of the RDW (Read Draw Write) strategy for making sense of problems.

# Math Grades 3 - 5 - Areas of Strengths



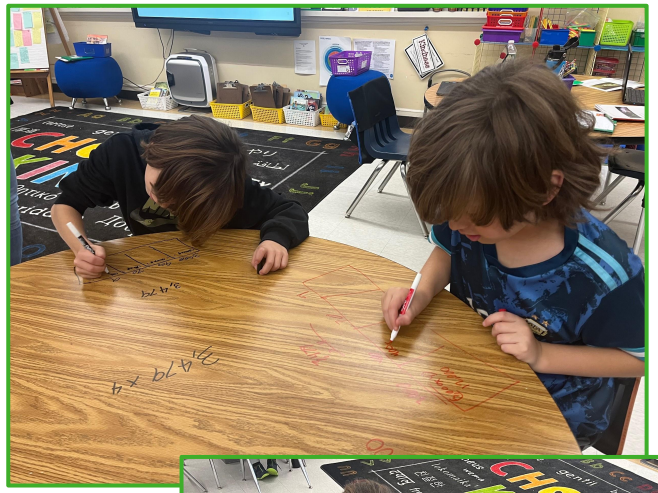





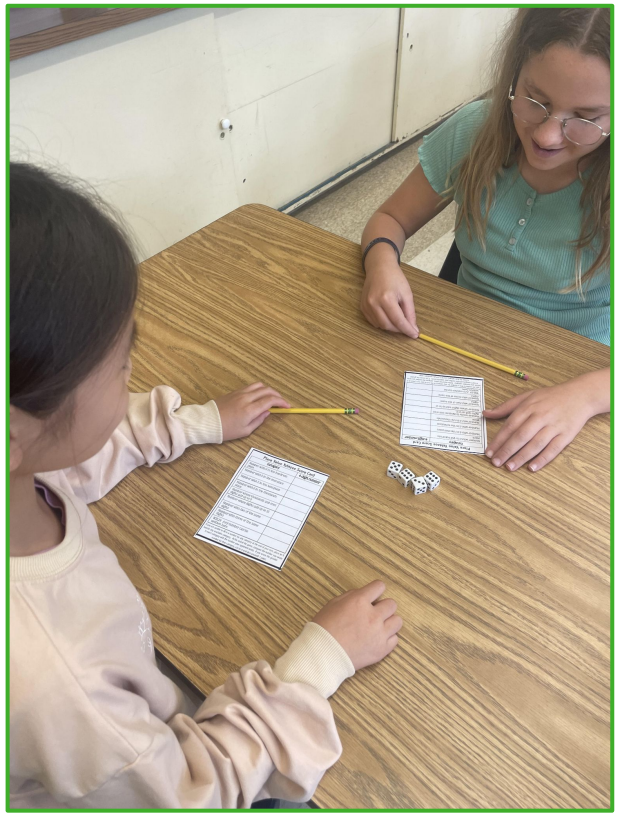


4th and 5th grade Students connect area models, the place value chart, and different strategies for multiplication.

# Math Grades 3 - 5 - Areas of Strengths



4th grade students connect partial products to area models for multiplication.



5th grade students develop fluency with place value by playing place value Yahtzee.

# Math Grades 6 - 8 - Areas of Strengths

Grade 6 - Teachers focused extensively on the use of problems in which students consider real-life situations as part of mathematical exercises.

*6.RP.3b Solve unit rate problems. e.g., If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? What is the unit rate?*

Grade 7 - At each grade level, real-world problems are a point of emphasis in mathematics. The use of such problems have helped to achieve student understanding of concepts such as ratio and percent.

*7.RP.3 Use proportional relationships to solve multistep ratio and percent problems*

Grade 8 - Teachers regularly make use of models and “noticing routines” that are meant to deepen student understanding of concepts that can appear abstract to students.

*8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values*

# Math Grades 3 - 5 - Opportunities for Growth/Focus

Grade 3 - Understanding place value to four digits is a standard that was new on this year's test. It is not surprising that students struggled most with this standard. The curriculum for this year will be amended to include four digits, rather than only three, in the lessons in Grade 3 that develop ideas about place value.

> 3.NBT.4a Understand that the digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones. e.g., 3,245 equals 3 thousands, 2 hundreds, 4 tens, and 5 ones.

Grade 4 - Students struggled on a problem on which they were supposed to identify all of the rectangles in a group of shapes that included a square, which is technically a rectangle. This standard requires students to reason about inclusion and exclusion criteria. The use of venn diagrams and of logic questions related to these intersecting and overlapping geometric definitions can be used this year to support students' abilities to reason about inclusion and exclusion in different sets.

> 4.G.2c Identify and name all quadrilaterals with four right angles as rectangles.

Grade 5 - Understanding concepts about fractions is challenging for many elementary students at this level, so it is not surprising that students especially struggle with writing written explanations about ideas like fraction equivalence and the effect of multiplying by different sizes of fractions. Teachers will support growth in this area through use of discussion during math lessons and through the use of a graphic organizer to support students' writing in mathematics.

> 5.NF.5b Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case). Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence $a/b = a/b \times n/n$ to the effect of multiplying $a/b$ by 1. e.g., Explain why $4 \times 3/2$ is greater than 4. Explain why $4 \times 1/3$ is less than 4. 1/3 is equivalent to 2/6 because $1/3 \times 2/2 = 2/6$.

# Universal Screener- Math

aimsweb PLUS

Print Date: 12/12/2023 Pg. 1 of 1

| Report | School Year | Period | Roster |
|---|---|---|---|
| Benchmark Comparison | 2023-2024 | Fall 2023 | |

Battery: Math | Comparison: National | Grade: 5 | Sorted by Score, ASC

1-10th 11-25th 26-74th 75-89th 90-99th — Required Measure — Optional Measure (VS) Vertical Score

Number Sense Fluency (NSF) | Number Comparison Fluency-Triads (NCF-T) | Mental Computation Fluency (MCF) | Concepts & Applications (CA)

| Composite | | NSF | | | | NCF-T | | | MCF | | | CA (VS) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| %ile | Risk | %ile | Score | Acc | Goal | %ile | Score | Acc | %ile | Score | Acc | %ile | Score | Acc | Quantile |
| | | | | | | | | | | | | | | | 5% of students |
| 8 | High | 21 | 11 | 65% | | 27 | 7 | 63% | 21 | 4 | 71% | 8 | 167 | 33% | 350Q |
| | | | | | | | | | | | | | | | 5% of students |
| 11 | High | 19 | 10 | 46% | | 38 | 10 | 61% | 2 | 0 | 32% | 14 | 172 | 33% | 395Q |
| | | | | | | | | | | | | | | | 47% of students |
| 34 | Mod | 52 | 23 | 86% | | 57 | 16 | 89% | 42 | 7 | 80% | 25 | 179 | 37% | 465Q |
| 42 | Low | 87 | 44 | 96% | | 88 | 30 | 100% | 82 | 14 | 88% | 5 | 163 | 27% | 310Q |
| 47 | Low | 64 | 28 | 86% | | 68 | 20 | 85% | 49 | 8 | 89% | 33 | 183 | 47% | 505Q |
| 55 | Low | 42 | 19 | 65% | | 50 | 14 | 100% | 28 | 5 | 46% | 63 | 198 | 50% | 650Q |
| 61 | Low | 54 | 24 | 81% | | 44 | 12 | 81% | 72 | 12 | 81% | 63 | 198 | 37% | 650Q |
| 64 | Low | 74 | 33 | 92% | | 74 | 22 | 96% | 66 | 11 | 86% | 52 | 192 | 47% | 590Q |
| 72 | Low | 88 | 45 | 91% | | 96 | 36 | 97% | 56 | 9 | 73% | 39 | 186 | 50% | 530Q |
| 73 | Low | 92 | 49 | 88% | | 93 | 34 | 97% | 84 | 15 | 75% | 33 | 183 | 47% | 505Q |
| 73 | Low | 64 | 28 | 94% | | 64 | 18 | 95% | 61 | 10 | 92% | 74 | 204 | 47% | 705Q |
| | | | | | | | | | | | | | | | 16% of students |
| 84 | Low | 78 | 36 | 95% | | 82 | 26 | 100% | 61 | 10 | 85% | 82 | 210 | 47% | 765Q |
| 84 | Low | 96 | 58 | 94% | | 98 | 38 | 98% | 94 | 20 | 88% | 46 | 189 | 40% | 560Q |
| 86 | Low | 92 | 50 | 91% | | 98 | 38 | 97% | 72 | 12 | 78% | 69 | 201 | 50% | 675Q |

Dows Lane and Main Street teachers and related service providers review data at data meetings for all students.

## Monitoring & Intervention

| Measure | Grade | Date | Score | ROI | Goal ROI |
|---|---|---|---|---|---|
| NSF | 5 | | | | |
| NSF | 5 | 12/5/2023 | 44 | 3.69 | 0.43 |
| NSF | 5 | 11/21/2023 | 42 | 5.03 | 0.43 |
| NSF | 5 | 11/8/2023 | 35 | 6.07 | 0.43 |

## Survey Level Assessments

| Measure | Grade | Date | Score | Natl %ile | Goal |
|---|---|---|---|---|---|
| NSF | 5 | | | | |
| NSF | 5 | 10/24/2023 | 22 | 50 | ★ |

Main Street School students in MTSS (Multi Tiered System of Supports) track their progress in Number Sense Fluency with bi-weekly probes and work towards their individual goals.

# Math Module Data

## Mid - Module 1 Grade 4

| Module 1: Place Value, Rounding, and Algorithms for Addition and | | | | Rubric Score |
|---|---|---|---|---|
| Generalize place value understanding for multi-digit whole | | | | |
| 4. NBT.1, 4.NBT.2, 4.NBT.3 | | | | |
| Q 1 | Q 2 | Q 3 a, b | Q3 | /16 |
| 4 | 3 | 4 | 3 | 14 |
| 4 | 2 | 3 | 4 | 13 |
| 3 | 4 | 4 | 4 | 15 |
| 4 | 3 | 2 | 4 | 13 |

## End - Module 1 Grade 4

| Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction | | | | | | | | Rubric Score |
|---|---|---|---|---|---|---|---|---|
| Generalize place value understanding for multi-digit whole numbers | | | | | Use place value understanding | | Use the four operations | |
| 4. NBT.1, 4.NBT.2, 4.NBT.3 | | | | | 4.NBT.4 | | 4.OA.3 | |
| Q1 | Q2 | Q3 a, b | Q3 c | Q3 d, e | Q2 | Q3 a, b | Q3 a, b | /20 |
| 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 18 |
| 4 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 19 |
| 2 | 4 | 2 | 4 | 4 | 4 | 2 | 2 | 16 |
| 4 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 17 |

Math module data from the mid-module is used as a formative measure to plan for the skills and reteaching that may be needed throughout the remainder of the unit.

# Math Grades 6 - 8 - Opportunities for Growth/Focus

Grade 6 - Inequalities often prove to be particularly difficult conceptually for students to grasp. We will continue to focus on developing students' thinking regarding the meaning of such statements and the manner in which they can be understood.

> *6.EE.2c Evaluate expressions given specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order (Order of Operations). e.g., Use the formulas $V = s^3$ and $SA = 6s^2$ to find the volume and surface area of a cube with sides of length $s = ½$.*

Grade 7 - The concept of proportionality is an area of focus in our students at this grade level. While our students performed above regional levels, overall success rates point toward an opportunity for further growth.

> *7.RP.2a Decide whether two quantities are in a proportional relationship.*

Grade 8 - Developing student understanding of the concepts of slope and the relationship that it represents is an area of continued focus for us.

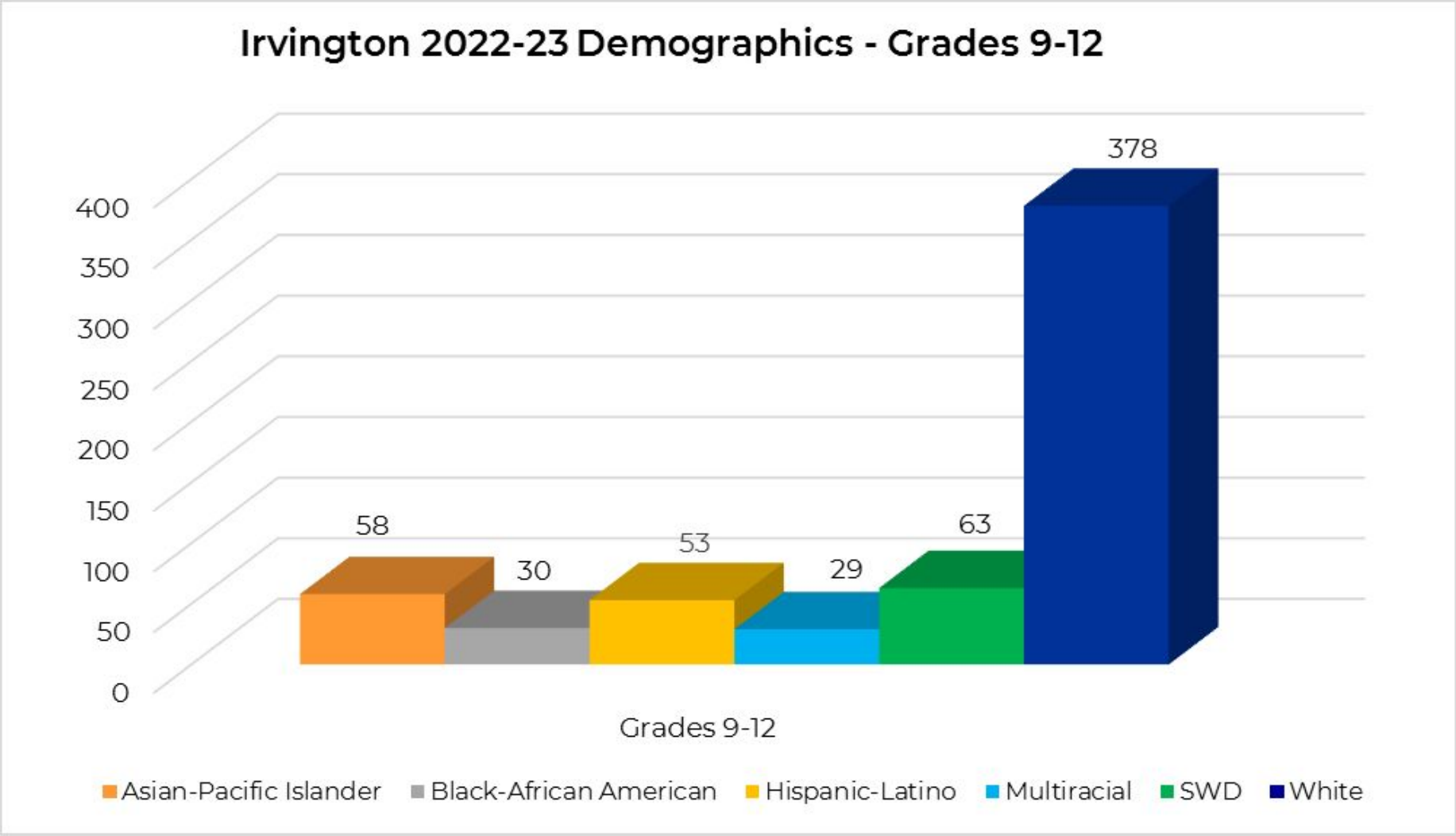
> *8.EE.B.5 - Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways*

# Regents Exams

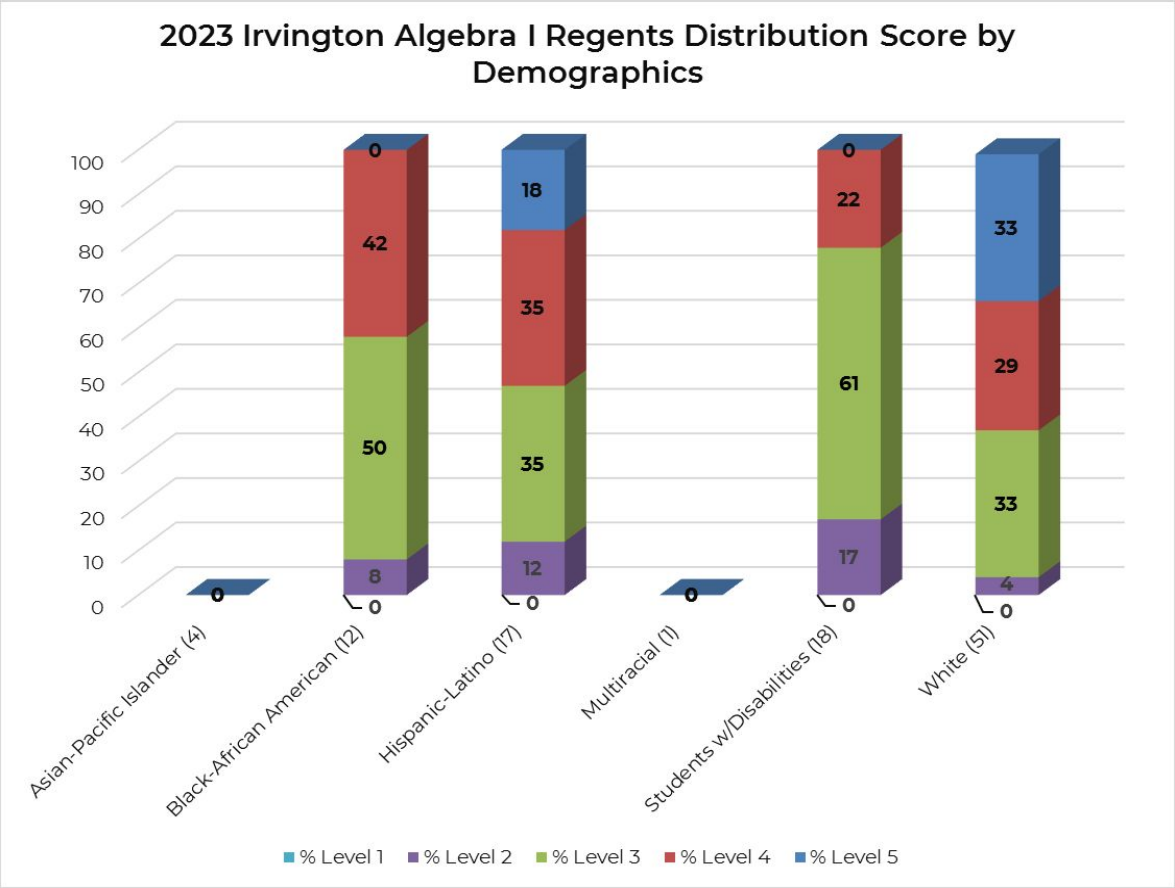
# Regents Exam Overview

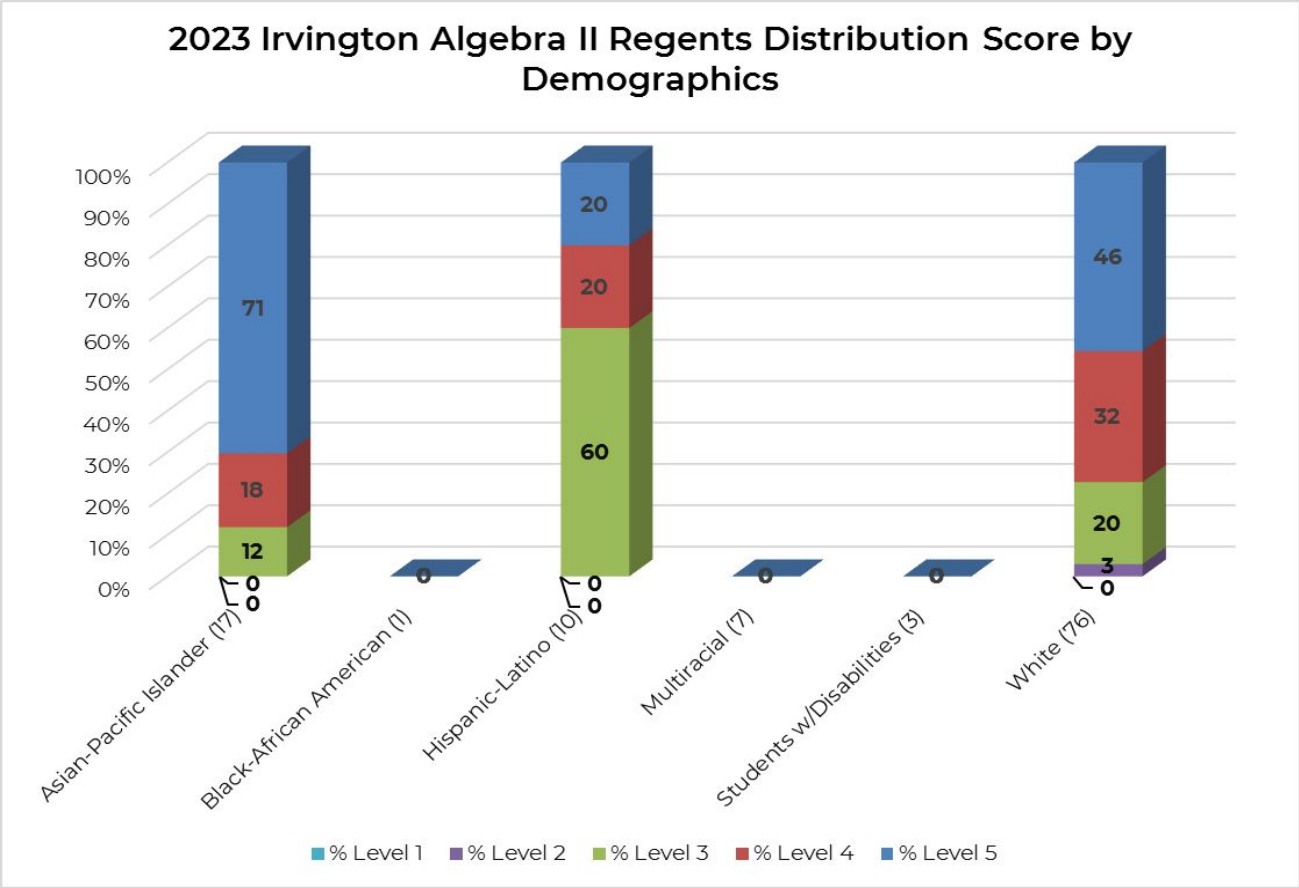
| Regents Diploma | Advanced Regents Diploma |
|---|---|
| **Examination Requirements** | |
| A student must achieve a score of 65 or higher on **five** Regents exams:<br>• **English Language Arts** (ELA)<br>• Any **mathematics** exam (Algebra I, Geometry, *or* Algebra II/Trigonometry)<br>• Any **social studies** exam (Global History and Geography *or* U.S. History and Government)<br>• Any **science** exam ( Living Environment, Chemistry, Earth Science, *or* Physics)<br>• Any **additional** Regents exam or assessment approved by the State for this purpose | A student must achieve a score of 65 or higher on **nine** exams:<br>• **English Language Arts** (ELA)<br>• Three **mathematics** exams (Algebra I, Geometry, *and* Algebra II/ Trigonometry)<br>• Any **social studies** exam (Global History and Geography *or* U.S. History and Government)<br>• Two **science** exams (Living Environment *and* one of the following: Chemistry, Earth Science, or Physics)<br>• Any **additional** Regents exam or assessment approved by the State for this purpose<br>• Any **Languages Other Than English** (LOTE) exam |

# 2022-23 Grades 9-12 Demographics



# Algebra Regents Demographics

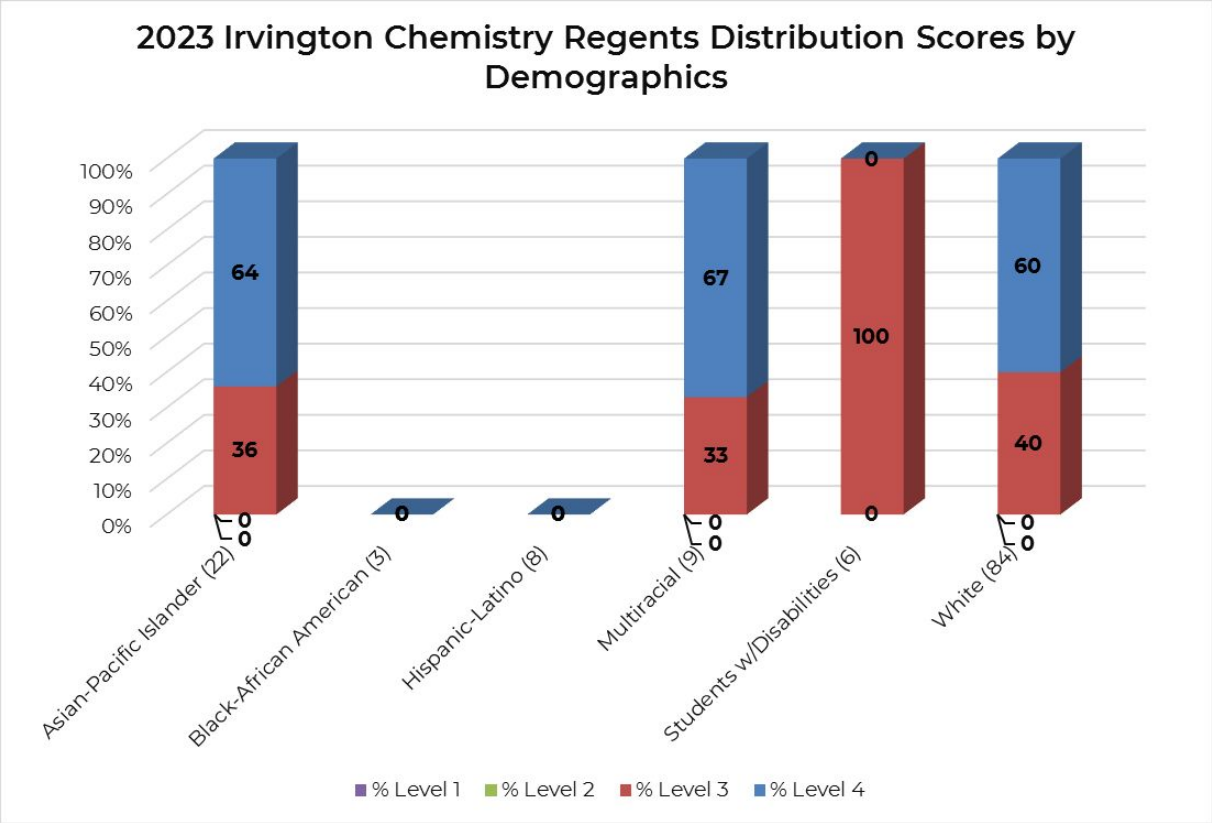


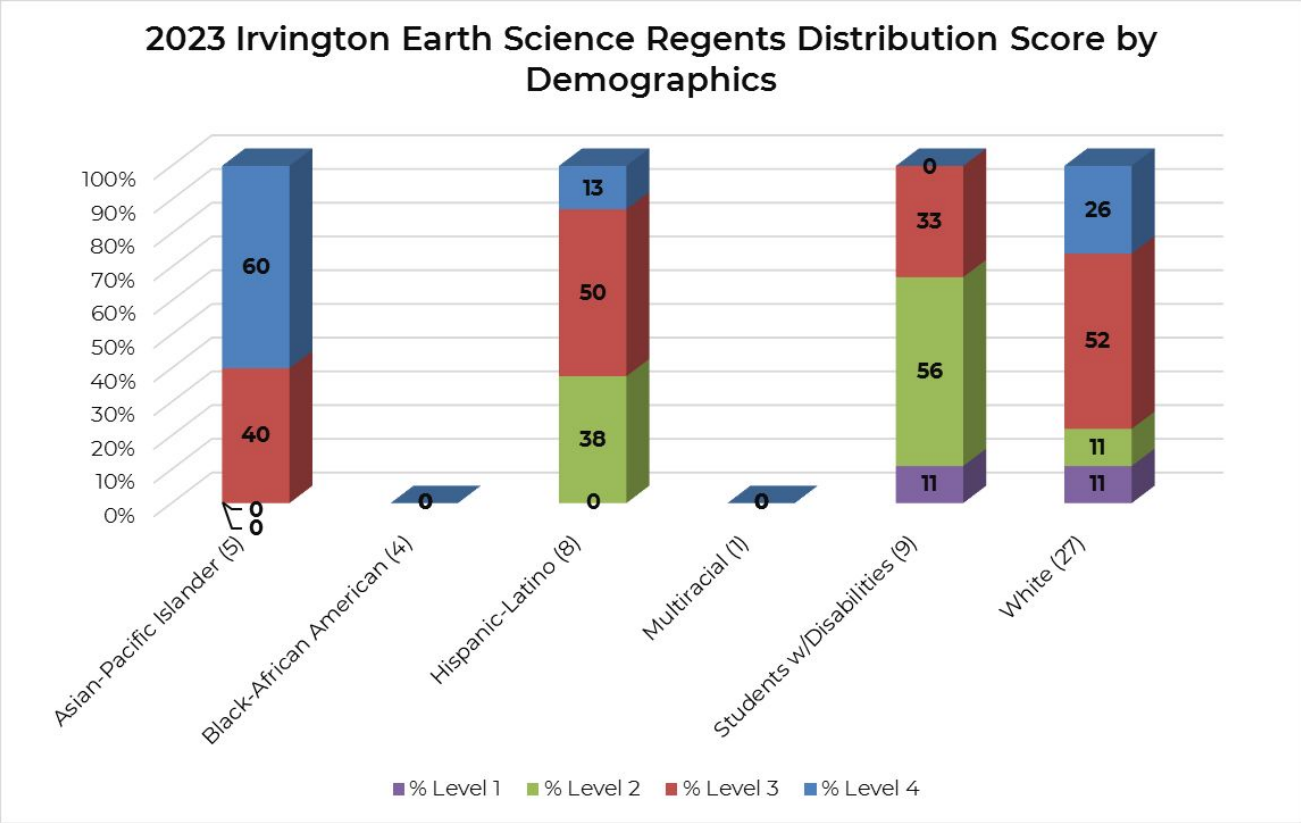




Note: Many 8th grade students take the Algebra Regents Exam rather than the 8th grade test.

*Subgroups with fewer than 5 students are not able to be reported to protect student privacy

# Chemistry & Earth Science Regents Demographics

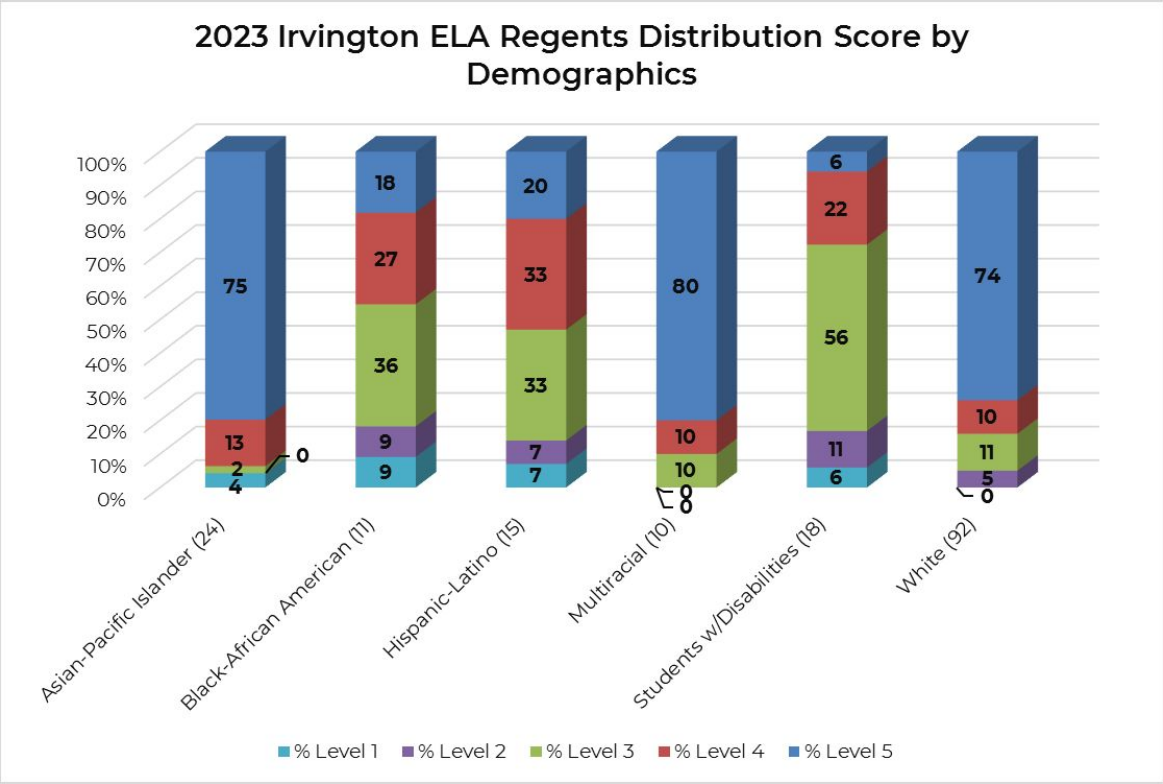


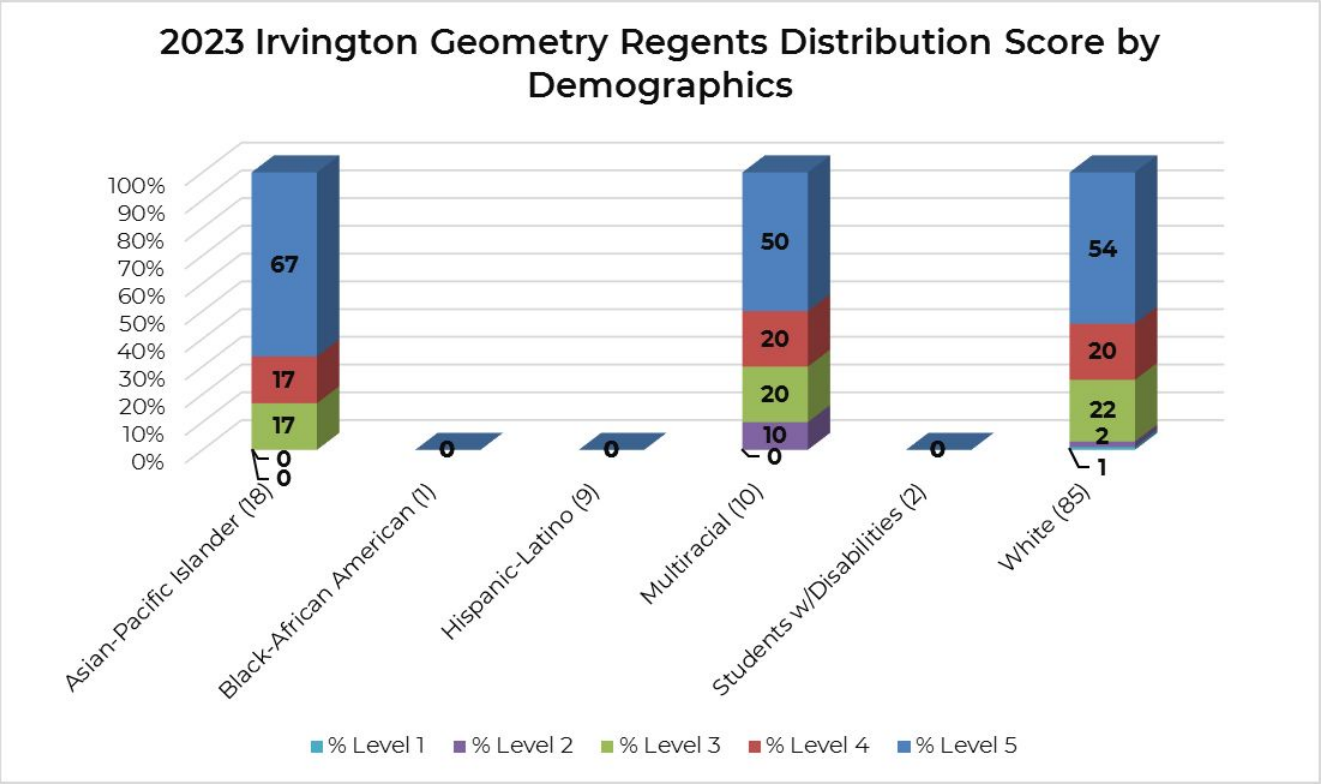




*Subgroups with fewer than 5 students are not able to be reported to protect student privacy

Note: Many 8th graders take the Earth Science exam rather than the 8th grade science test.

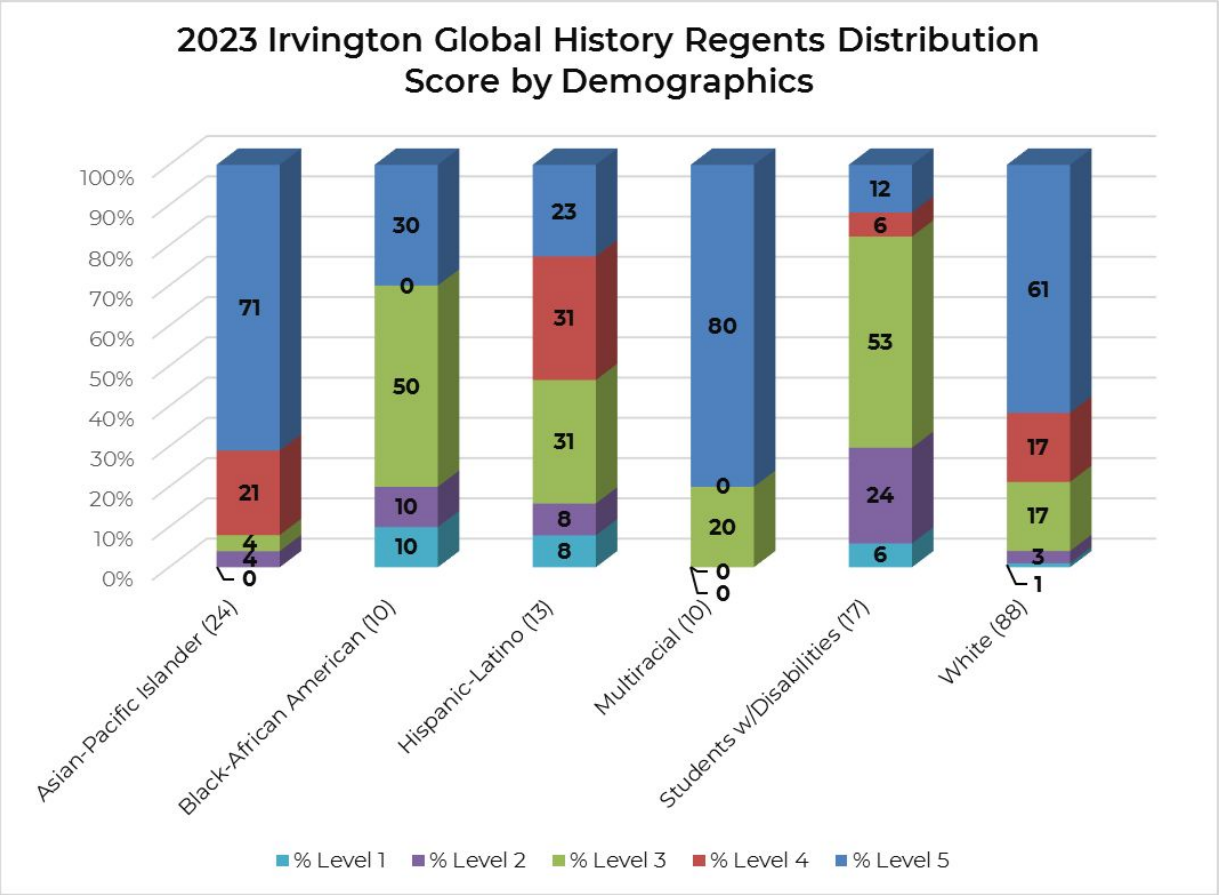
# ELA & Geometry Regents Demographics

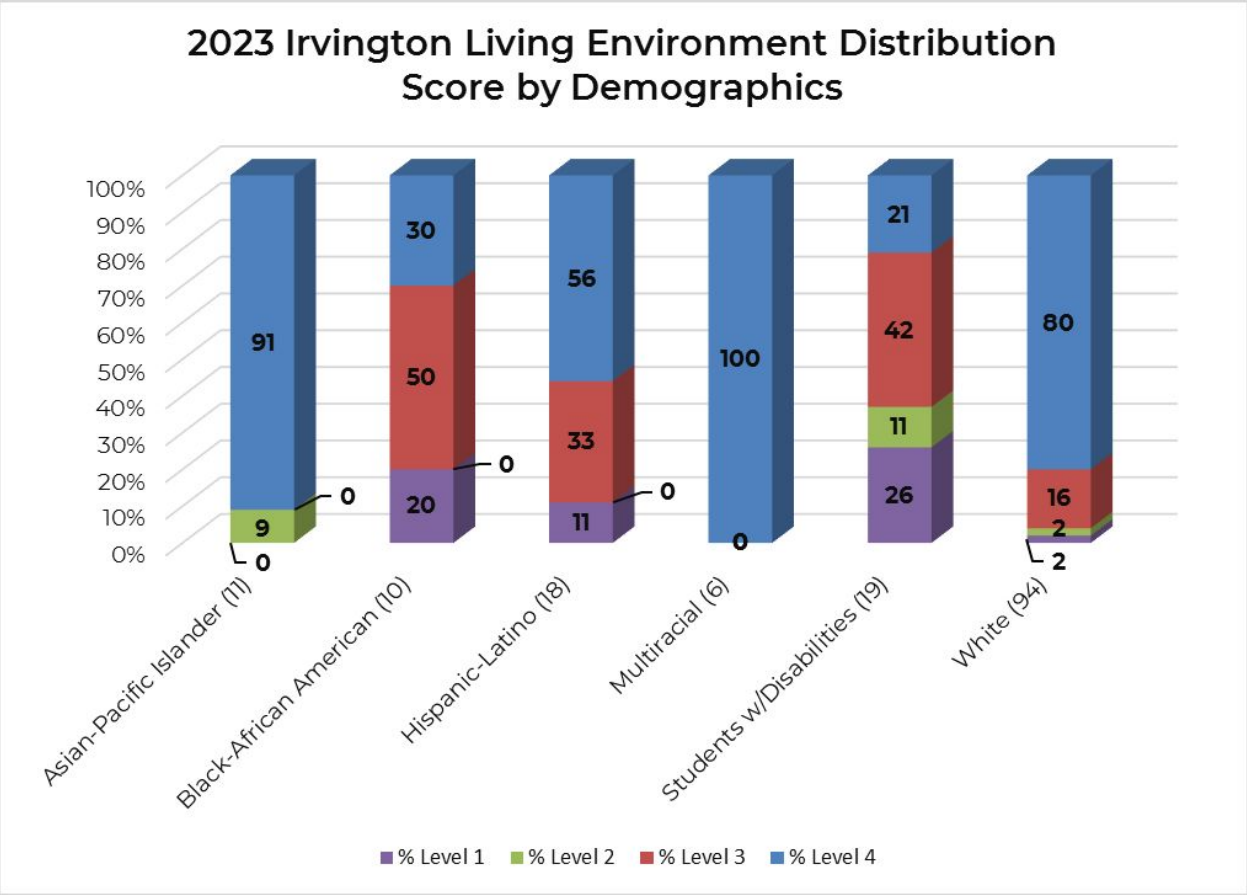



*Subgroups with fewer than 5 students are not able to be reported to protect student privacy

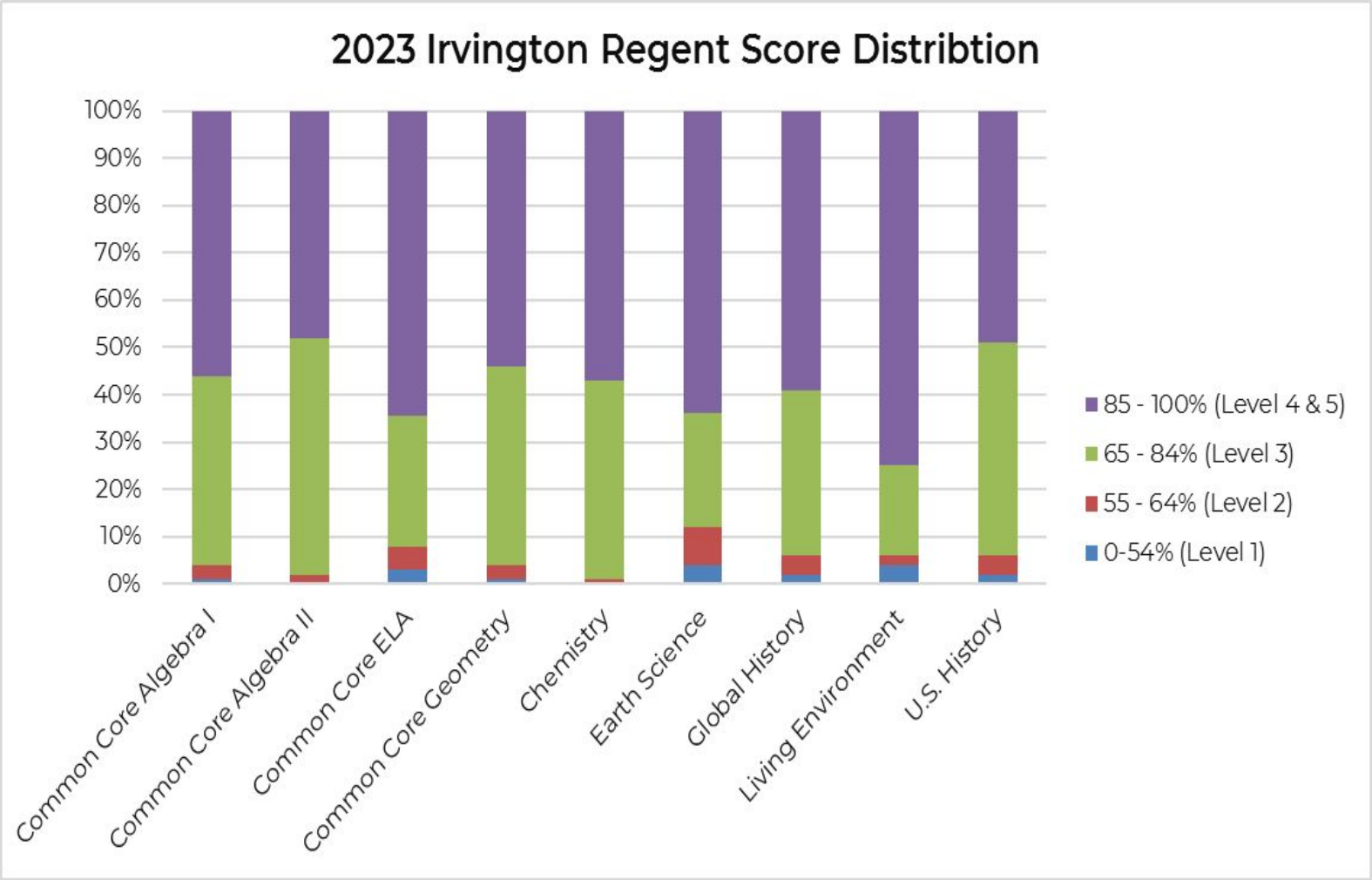
# Global History & Living Environment Regents Demographics

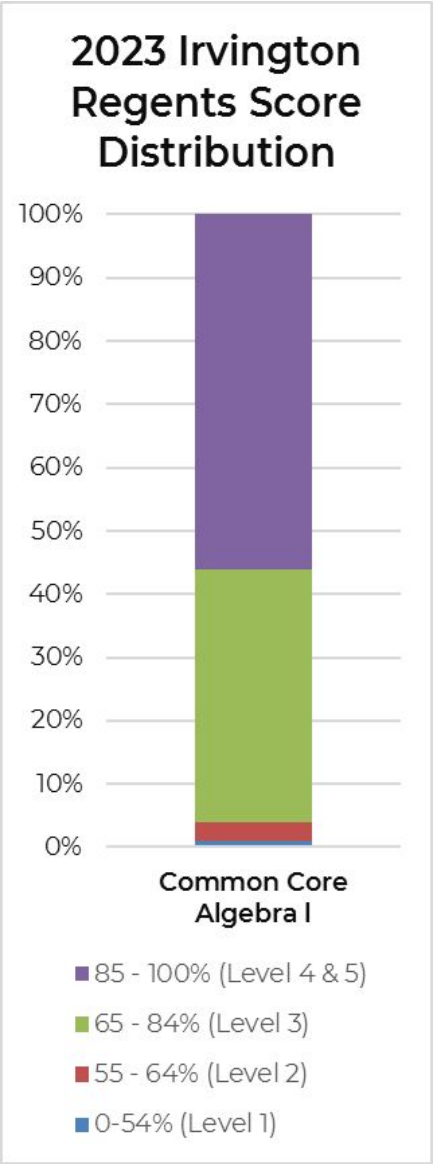


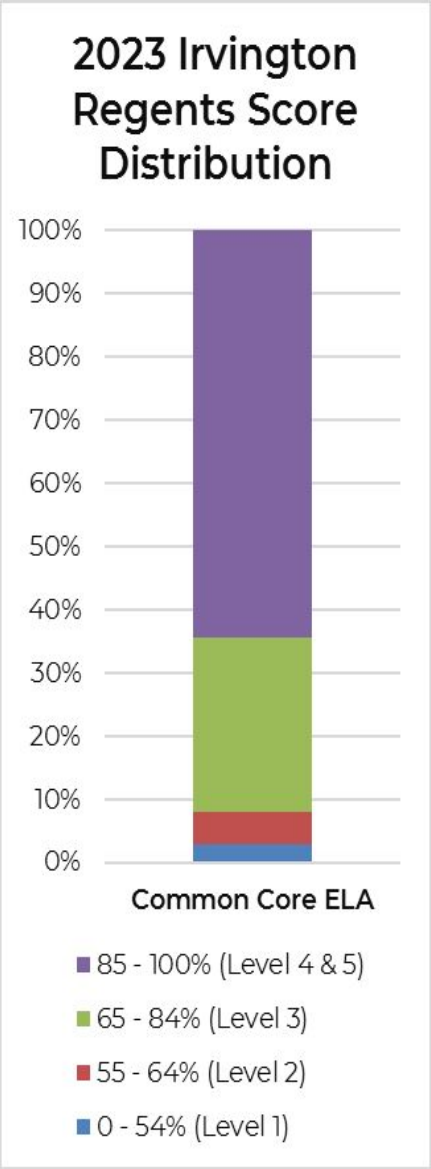




*Subgroups with fewer than 5 students are not able to be reported to protect student privacy

# 2023 Irvington Regents Results



# ELA- Areas of Strength/Opportunities for Growth/Focus

**Strength:**

Enrollment in AP English has risen and we added an additional section this year. Additionally, in response to student need, we have piloted a Writing Center which offers students 1:1 support in writing across content areas.

**Opportunity for growth/focus:**

We are considering alternate pathways to success for students to access and be successful in AP English courses. We will continue to monitor the pilot for the Writing Center.

# Math- Areas of Strength/Opportunities for Growth/Focus

**Strength:**

The math department has implemented a practice of offering optional quarterly exams to students as an additional opportunity to demonstrate what they know and are able to do. As part of the strategic plan objectives, this provides timely and meaningful feedback on student progress.

**Opportunity for growth/focus:**

The department will begin to analyze data to determine what percentage of students are taking advantage of the quarterlies and to what extent student performance on quarterlies demonstrates an increased understanding of course content.

# Executive Summary

Irvington Schools continue to perform at very high levels

- 99% of 2023 class received Regents Diplomas
- SAT scores
  - Reading and Writing 22% higher than US average
  - Math 25% higher than US average
  - Total 24% higher than US average
- ACT score 41% higher than national average
- 21 AP Class offerings: 86% students passed with 3+, 51% of all exams taken received a 4 or 5

# Executive Summary – Standardized Tests

- Overall, ELA and Math scores for grades 3-8 were in the top five of our measured cohort of schools.

- Regents Scores (% passing):

| | | |
|---|---|---|
| **Algebra I 95%** | **Algebra II 98%** | **Chemistry 98%** |
| **Earth Science 88%*** | **English 93%** | **Geometry 95%** |
| **Global History 94%** | **Living Environment 93%** | **U.S. History 94%** |

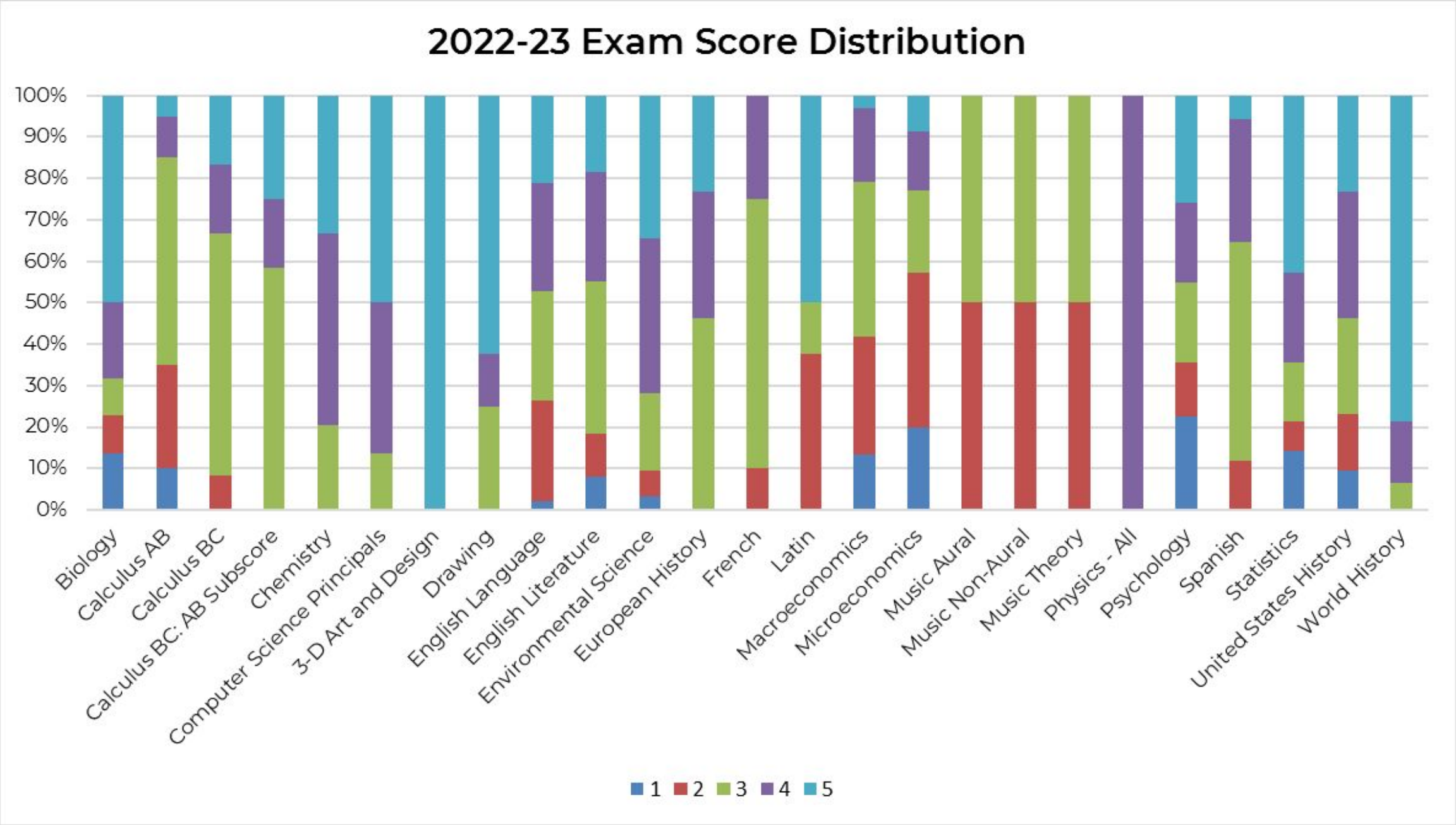
# Executive Summary – Regents Exams

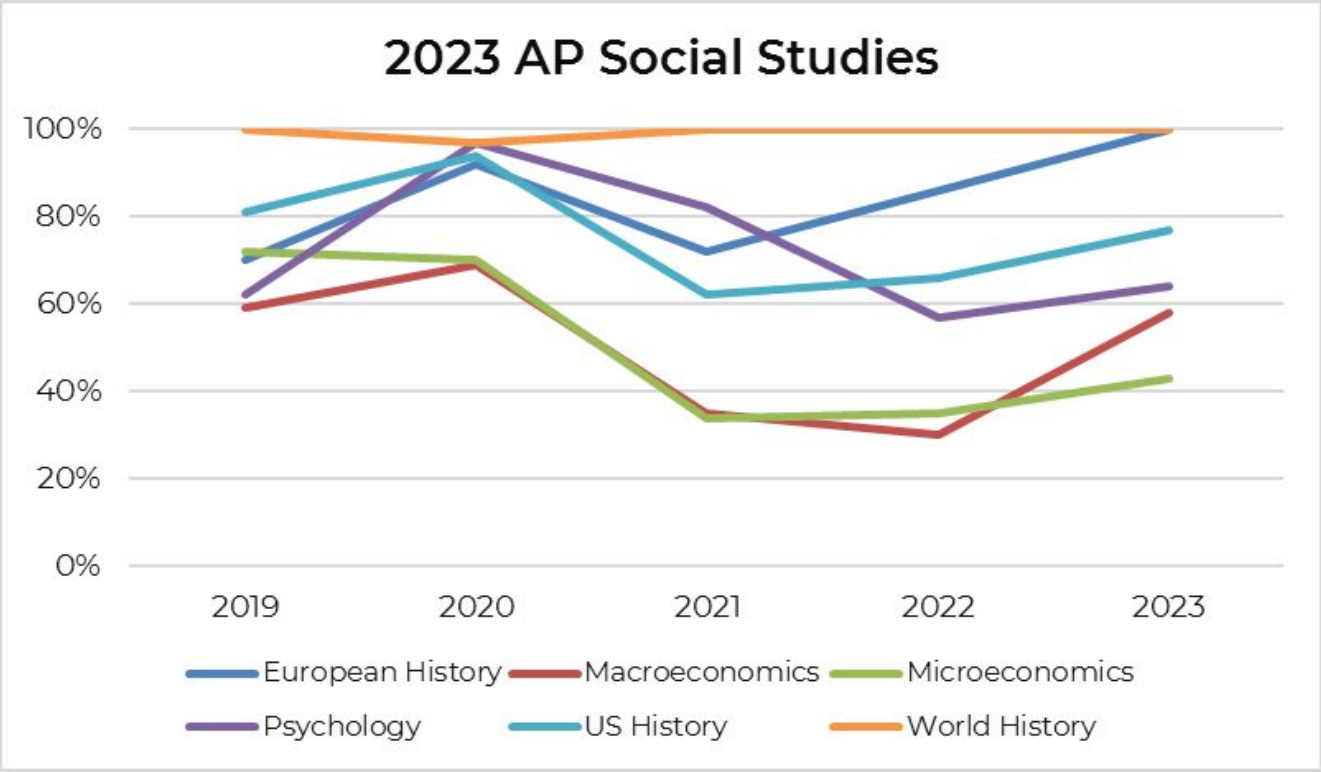
- Consideration of the value/need to continue to pursue the advanced Regents Diploma
  - Few colleges consider this aside from NYS public institutions
- Cohort results vary, for all school districts, due to numerous factors
- Cohort size and course selection of electives impacts participation
- Departments utilize data to inform instruction and reflect on past experiences
- The current 6-12 department-based data initiative will employ a variety of data points to determine student success - How are we doing?

# Advanced Placement Courses & Exams

- Irvington High School offers 21 AP courses. Students “sat” for 25 different AP exams. Students are permitted to register to take AP exams even if we do not offer the course.

- We only show data where we have more than 10 students enrolled in the course.
  - Art, Music, Latin, Physics have less than 10 students


2022-23 Exam Score Distribution
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Biology
Calculus AB
Calculus BC
Calculus BC: AB Subscore
Chemistry
Computer Science Principals
3-D Art and Design
Drawing
English Language
English Literature
Environmental Science
European History
French
Latin
Macroeconomics
Microeconomics
Music Aural
Music Non-Aural
Music Theory
Physics - All
Psychology
Spanish
Statistics
United States History
World History
1
2
3
4
5

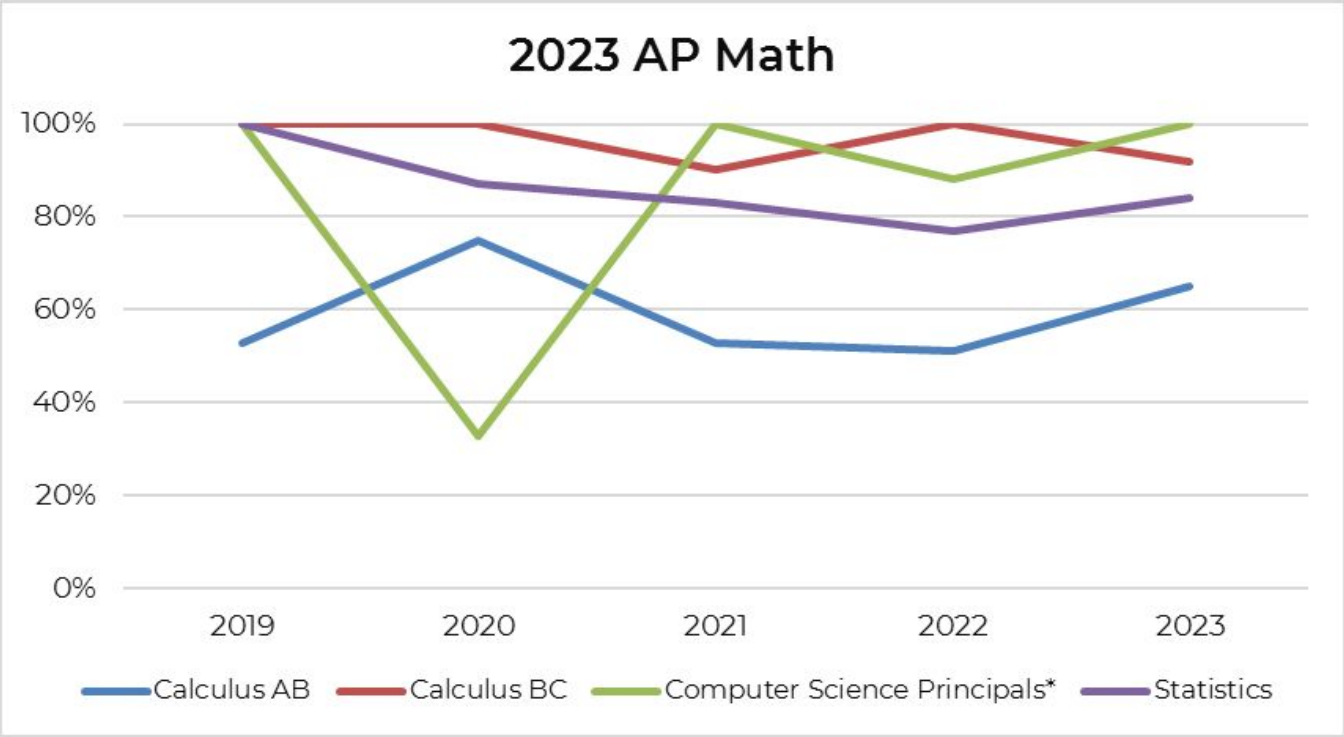



**National Passing % 2023**

**European: 59%**
**Macroeconomics: 62%**
**Microeconomics: 65%**
**Psychology: 59%**
**US History: 47%**
**World History: 64%**

*Red box indicates performance below National average*

| **Course** | **Number of Students** | | | | |
|---|---|---|---|---|---|
| **Year** | 2018-19 | 2019-20 | 2020-21 | 2021-22 | **2022-23** |
| European | 10 | 12 | 7 | 7 | 13 |
| Macro | 54 | 62 | 73 | 74 | 66 |
| Micro | 39 | 23 | 33 | 45 | 16 |
| Psychology | 37 | 30 | 16 | 36 | 31 |
| US History | 94 | 84 | 86 | 77 | 88 |
| World History | 28 | 32 | 24 | 36 | 46 |



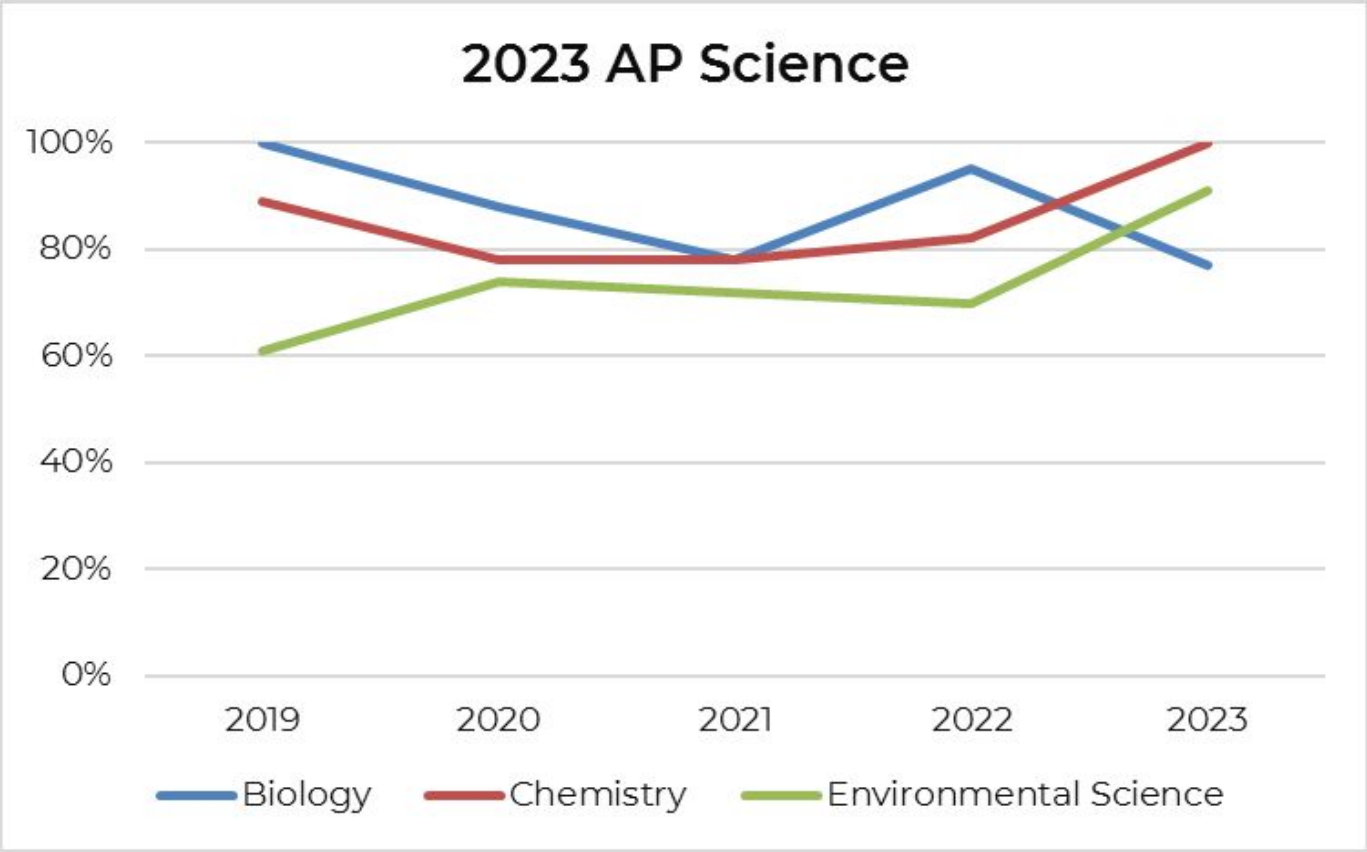

**National Passing % 2023**

**Calculus AB: 57%**
**Calculus BC: 78%**
**Computer Science Principles*: 63%**
**Statistics: 59%**

*Red box indicates performance below National average*

| Course | Number of Students | | | | |
|---|---|---|---|---|---|
| **Year** | 2018-19 | 2019-20 | 2020-21 | 2021-22 | **2022-23** |
| Calculus AB | 30 | 40 | 34 | 41 | 20 |
| Calculus BC | 16 | 13 | 20 | 13 | 11 |
| Computer Science Principles* | 11 | 3 | 11 | 8* | 21 |
| Statistics | 8 | 15 | 17 | 15 | 19 |

*Formerly known as Computer Science A

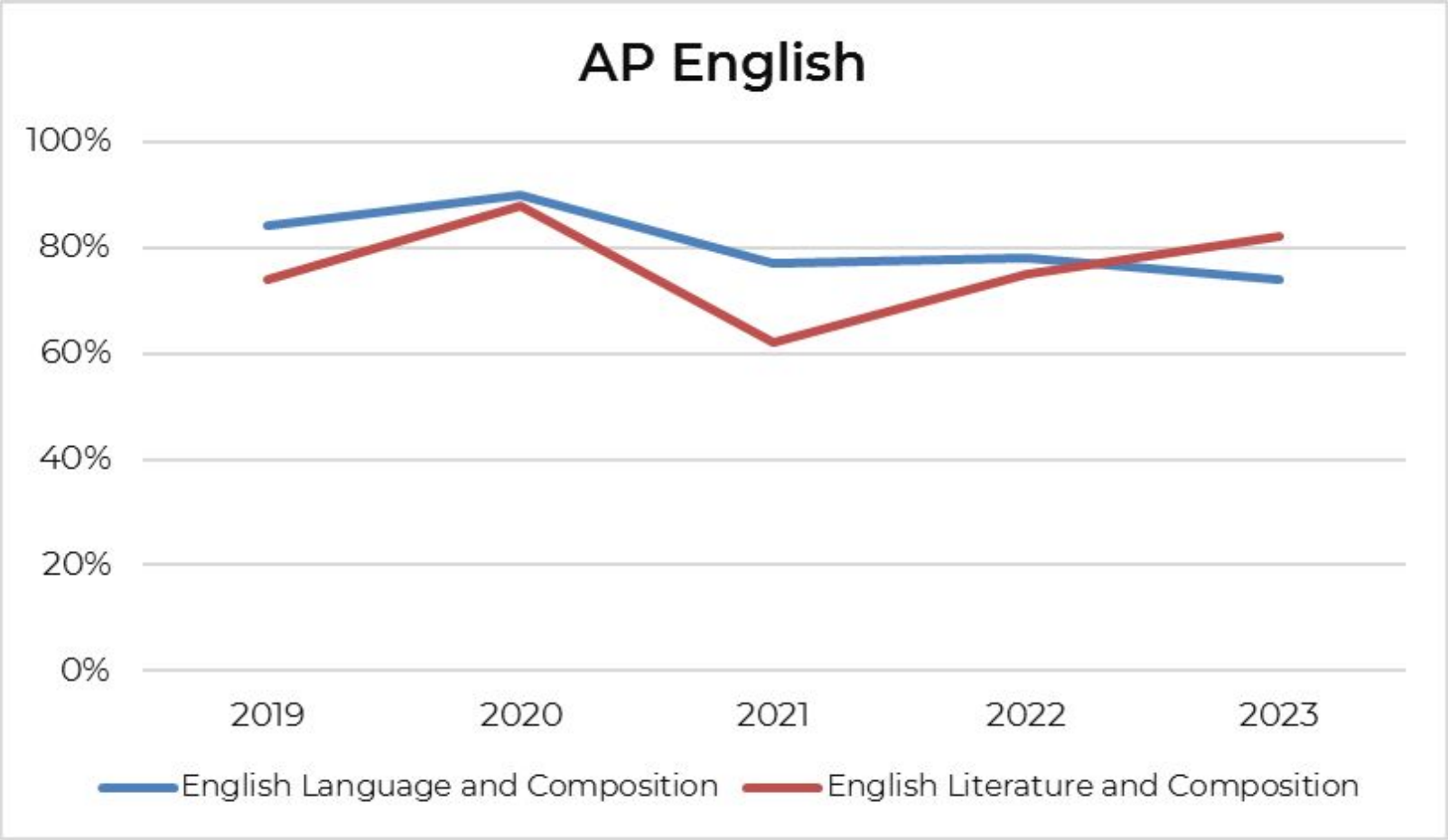



**National Passing % 2023**

**Biology: 64%**
**Chemistry: 74%**
**Environmental: 52%**

*Red box indicates performance below National average*

| **Course** | **Number of Students** | | | | |
|---|---|---|---|---|---|
| **Year** | 2018-19 | 2019-20 | 2020-21 | 2021-22 | **2022-23** |
| Biology | 20 | 17 | 14 | 20 | 22 |
| Chemistry | 46 | 55 | 49 | 20 | 37 |
| Environmental | 28 | 23 | 28 | 34 | 31 |

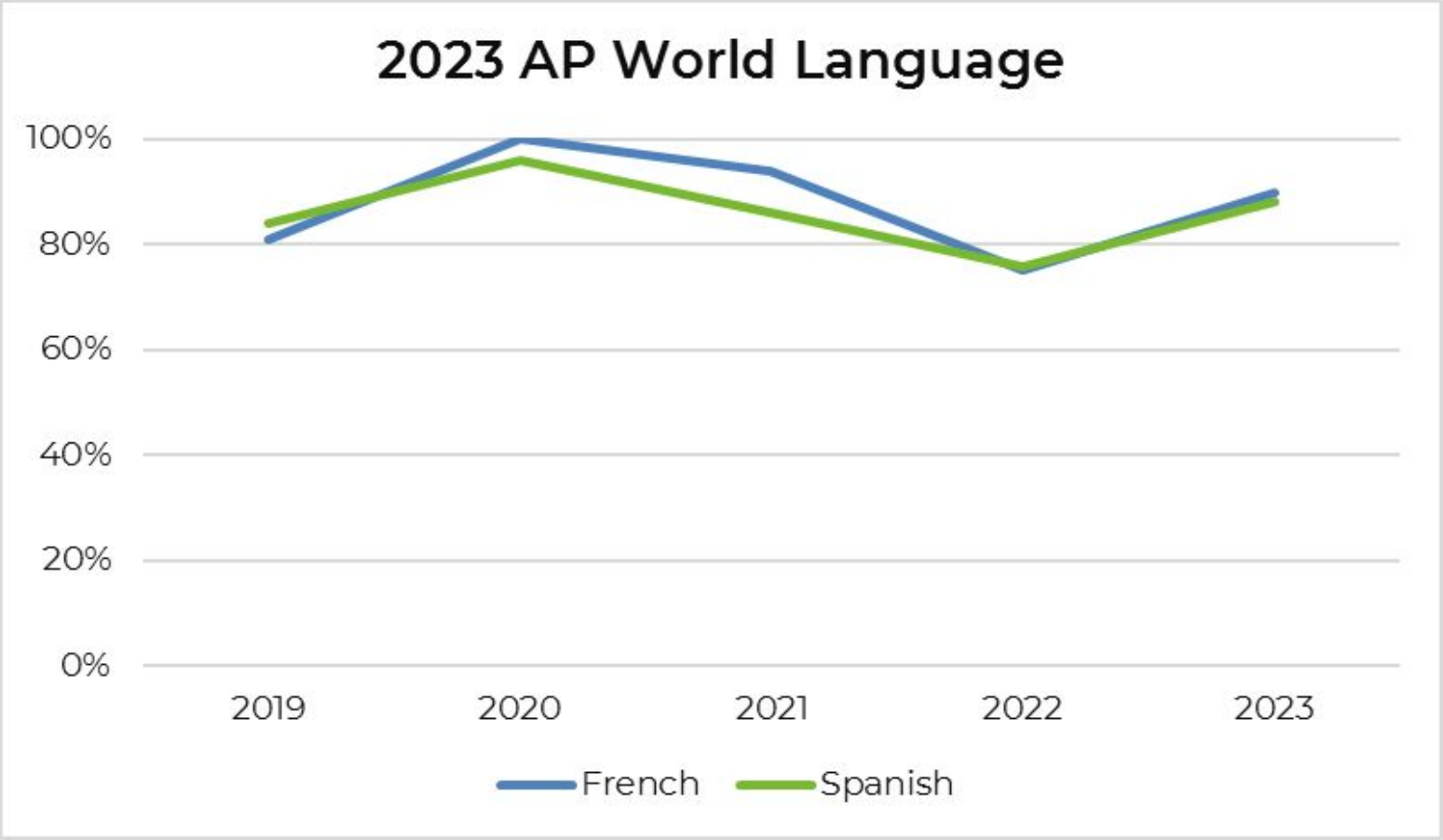



**National Passing % 2023**

**English Language: 56%**
**English Literature: 77%**

*Red box indicates performance below National average*

| Course | Number of Students | | | | |
|---|---|---|---|---|---|
| **Year** | 2018-19 | 2019-20 | 2020-21 | 2021-22 | **2022-23** |
| Language | 74 | 82 | 91 | 73 | 92 |
| Literature | 53 | 50 | 52 | 56 | 38 |




**National Passing % 2022**

**French: 73%**
**Spanish: 83%**

*Red box indicates performance below National average*

| Course | Number of Students | | | | |
|---|---|---|---|---|---|
| **Year** | 2018-19 | 2019-20 | 2020-21 | 2021-22 | **2022-23** |
| French | 16 | 15 | 16 | 21 | 20 |
| Spanish | 37 | 27 | 41 | 48 | 17 |

# Executive Summary – AP Exams - Wonderings and Next Steps

- IHS administration will convene “AP Summit” utilizing ATLAS protocol to conduct a deep dive into test data and consider implications for classroom practice. This will become an annual event.
  - How can departments utilize data to inform instruction and reflect on local grading practices? Are there entry-level non-AP courses that could develop AP-like skills in our students? How can we align our other course offerings to support student success at the AP level?

- Consideration of how to gain more/deeper data on AP exams & courses to better understand shifts in scores when these occur. Begin discussions of the correlation between course experiences and AP test scores.

- Continue to reflect on student participation in AP courses. Who participates? Who does not? How many AP courses are students taking? Down the road, are there other programs or approaches IHS should consider for offering the most rigorous program for students?

# Discussion

# The Following Analysis is Provided as a Supplemental Resource

# NYS Testing
# Demographic Resources

# 2022-23 Grade 3 - 5 ELA Assessment

## Students Tested/Not Tested by Demographics

| ELA Assessment Students Tested/Not Tested by Demographics - Grades 3 - 5 | | | | | | |
|---|---|---|---|---|---|---|
| | Asian-Pacific Islander | Black-African American | Hispanic-Latino | Multiracial | Students with Disabilities | White |
| Grade 3 | | | | | | |
| Students Tested | 12 | 4 | 21 | 8 | 12 | 100 |
| Students Not Tested | 0 | 1 | 1 | 1 | 2 | 3 |
| | | | | | | |
| Grade 4 | | | | | | |
| Students Tested | 15 | 1 | 20 | 9 | 10 | 81 |
| Students Not Tested | 2 | 1 | 2 | 0 | 3 | 3 |
| | | | | | | |
| Grade 5 | | | | | | |
| Students Tested | 15 | 4 | 4 | 11 | 10 | 76 |
| Students Not Tested | 0 | 3 | 0 | 0 | 3 | 6 |

# 2022-23 Grade 3 - 5 ELA Results by Demographics

| ELA Assessment by Demographics - Grades 3 - 5 | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Asian-Pacific Islander | Black-African American | Hispanic-Latino | Multiracial | Students with Disabilities | White |
| Grade 3 | Level 1 | 3 | * | 5 | * | 4 | 6 |
| | Level 2 | 0 | * | 3 | * | 5 | 17 |
| | Level 3 | 6 | * | 8 | * | 3 | 51 |
| | Level 4 | 3 | * | 5 | * | 0 | 26 |
| | | | | | | | |
| Grade 4 | Level 1 | 1 | * | 5 | * | 6 | 5 |
| | Level 2 | 0 | * | 6 | * | 3 | 14 |
| | Level 3 | 9 | * | 8 | * | 1 | 32 |
| | Level 4 | 5 | * | 1 | * | 0 | 30 |
| | | | | | | | |
| Grade 5 | Level 1 | 1 | * | * | 1 | 1 | 3 |
| | Level 2 | 3 | * | * | 0 | 7 | 18 |
| | Level 3 | 9 | * | * | 7 | 2 | 31 |
| | Level 4 | 2 | * | * | 3 | 0 | 24 |

# 2022-23 Grade 6 - 8 ELA Assessment

## Students Tested/Not Tested by Demographics

| ELA Assessment Students Tested/Not Tested by Demographics - Grades 6 - 8 | | | | | | |
|---|---|---|---|---|---|---|
| | Asian-Pacific Islander | Black-African American | Hispanic-Latino | Multiracial | Students with Disabilities | White |
| Grade 6 | | | | | | |
| Students Tested | 10 | 2 | 15 | 10 | 11 | 90 |
| Students Not Tested | 3 | 2 | 5 | 0 | 9 | 16 |
| | | | | | | |
| Grade 7 | | | | | | |
| Students Tested | 12 | 3 | 21 | 5 | 17 | 90 |
| Students Not Tested | 1 | 0 | 2 | 1 | 5 | 4 |
| | | | | | | |
| Grade 8 | | | | | | |
| Students Tested | 17 | 5 | 9 | 6 | 14 | 86 |
| Students Not Tested | 0 | 2 | 4 | 5 | 5 | 16 |

# 2022-23 Grade 6 - 8 ELA Results by Demographics

| ELA Assessment by Demographics - Grades 6 - 8 | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Asian-Pacific Islander | Black-African American | Hispanic-Latino | Multiracial | Students with Disabilities | White |
| Grade 6 | Level 1 | 0 | * | 2 | * | 5 | 2 |
| | Level 2 | 0 | * | 4 | * | 5 | 14 |
| | Level 3 | 3 | * | 2 | * | 0 | 32 |
| | Level 4 | 7 | * | 7 | * | 1 | 42 |
| | | | | | | | |
| Grade 7 | Level 1 | 0 | * | 3 | * | 4 | 2 |
| | Level 2 | 1 | * | 4 | * | 6 | 17 |
| | Level 3 | 7 | * | 8 | * | 6 | 33 |
| | Level 4 | 4 | * | 6 | * | 1 | 38 |
| | | | | | | | |
| Grade 8 | Level 1 | 0 | * | * | * | 3 | 3 |
| | Level 2 | 2 | * | * | * | 1 | 14 |
| | Level 3 | 6 | * | * | * | 9 | 30 |
| | Level 4 | 9 | * | * | * | 1 | 39 |

# 2022-23 Grade 3 - 5 Math Assessment

## Students Tested/Not Tested by Demographics

| Math Assessment Students Tested/Not Tested by Demographics - Grades 3 - 5 | | | | | | |
|---|---|---|---|---|---|---|
| | Asian-Pacific Islander | Black-African American | Hispanic-Latino | Multiracial | Students with Disabilities | White |
| Grade 3 | | | | | | |
| Students Tested | 12 | 4 | 21 | 8 | 12 | 101 |
| Students Not Tested | 0 | 1 | 1 | 1 | 2 | 2 |
| | | | | | | |
| Grade 4 | | | | | | |
| Students Tested | 16 | 1 | 20 | 9 | 10 | 79 |
| Students Not Tested | 1 | 1 | 2 | 0 | 3 | 5 |
| | | | | | | |
| Grade 5 | | | | | | |
| Students Tested | 15 | 4 | 4 | 11 | 11 | 76 |
| Students Not Tested | 0 | 1 | 2 | 0 | 4 | 6 |

# 2022-23 Grade 3 - 5 Math Results by Demographics

| Math Assessment by Demographics - Grades 3 - 5 | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Asian-Pacific Islander | Black-African American | Hispanic-Latino | Multiracial | Students with Disabilities | White |
| Grade 3 | Level 1 | 0 | * | 2 | * | 1 | 0 |
| | Level 2 | 0 | * | 4 | * | 4 | 16 |
| | Level 3 | 7 | * | 9 | * | 6 | 41 |
| | Level 4 | 5 | * | 6 | * | 1 | 44 |
| | | | | | | | |
| Grade 4 | Level 1 | 1 | * | 5 | * | 5 | 2 |
| | Level 2 | 0 | * | 7 | * | 4 | 10 |
| | Level 3 | 7 | * | 5 | * | 1 | 34 |
| | Level 4 | 8 | * | 3 | * | 0 | 33 |
| | | | | | | | |
| Grade 5 | Level 1 | 1 | * | * | 1 | 3 | 4 |
| | Level 2 | 1 | * | * | 0 | 2 | 9 |
| | Level 3 | 8 | * | * | 3 | 4 | 36 |
| | Level 4 | 5 | * | * | 7 | 2 | 27 |

# 2022-23 Grade 6 - 8 Math Assessment

## Students Tested/Not Tested by Demographics

| Math Assessment Students Tested/Not Tested by Demographics - Grades 6 - 8 | | | | | | |
|---|---|---|---|---|---|---|
| | Asian-Pacific Islander | Black-African American | Hispanic-Latino | Multiracial | Students with Disabilities | White |
| Grade 6 | | | | | | |
| Students Tested | 10 | 3 | 14 | 10 | 16 | 91 |
| Students Not Tested | 3 | 1 | 7 | 0 | 4 | 15 |
| | | | | | | |
| Grade 7 | | | | | | |
| Students Tested | 12 | 3 | 20 | 5 | 18 | 86 |
| Students Not Tested | 1 | 0 | 3 | 1 | 2 | 8 |
| | | | | | | |
| Grade 8 | | | | | | |
| Students Tested | 6 | 4 | 6 | 2 | 13 | 45 |
| Students Not Tested | 11 | 3 | 8 | 9 | 6 | 57 |

# 2022-23 Grade 6 - 8 Math Results by Demographics

| Math Assessment by Demographics - Grades 6 - 8 | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Asian-Pacific Islander | Black-African American | Hispanic-Latino | Multiracial | Students with Disabilities | White |
| Grade 6 | Level 1 | * | * | 3 | * | 10 | 7 |
| | Level 2 | * | * | 1 | * | 3 | 9 |
| | Level 3 | * | * | 6 | * | 2 | 39 |
| | Level 4 | * | * | 4 | * | 1 | 36 |
| | | | | | | | |
| Grade 7 | Level 1 | 0 | * | 3 | * | 8 | 4 |
| | Level 2 | 0 | * | 4 | * | 3 | 8 |
| | Level 3 | 3 | * | 4 | * | 5 | 26 |
| | Level 4 | 9 | * | 9 | * | 2 | 48 |
| | | | | | | | |
| Grade 8 | Level 1 | * | * | * | * | 2 | 1 |
| | Level 2 | * | * | * | * | 0 | 1 |
| | Level 3 | * | * | * | * | 8 | 28 |
| | Level 4 | * | * | * | * | 3 | 15 |

# Math Regents Demographics

| Math Regents Demographics | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Asian-Pacific Islander | Black-African American | Hispanic-Latino | Multiracial | Students with Disabilities | White |
| Algebra I | Level 1 | 0 | 0 | 2 | * | 1 | 0 |
| | Level 2 | 1 | 1 | 2 | * | 3 | 2 |
| | Level 3 | 0 | 6 | 7 | * | 13 | 18 |
| | Level 4 | 1 | 5 | 6 | * | 4 | 16 |
| | Level 5 | 13 | 1 | 6 | * | 2 | 57 |
| | | | | | | | |
| Algebra II | Level 1 | 0 | * | * | * | * | 0 |
| | Level 2 | 0 | * | * | * | * | 2 |
| | Level 3 | 2 | * | * | * | * | 15 |
| | Level 4 | 3 | * | * | * | * | 24 |
| | Level 5 | 12 | * | * | * | * | 35 |
| | | | | | | | |
| Geometry | Level 1 | 0 | * | * | * | * | 1 |
| | Level 2 | 0 | * | * | * | * | 2 |
| | Level 3 | 3 | * | * | * | * | 19 |
| | Level 4 | 3 | * | * | * | * | 17 |
| | Level 5 | 12 | * | * | * | * | 46 |

# Science Regents Demographics

| Science Regents Demographics | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Asian-Pacific Islander | Black-African American | Hispanic-Latino | Multiracial | Students with Disabilities | White |
| Chemistry | Level 1 | 0 | * | * | * | * | 0 |
| | Level 2 | 0 | * | * | * | * | 1 |
| | Level 3 | 8 | * | * | * | * | 34 |
| | Level 4 | 14 | * | * | * | * | 50 |
| | | | | | | | |
| Earth Science | Level 1 | 0 | * | 0 | * | * | 3 |
| | Level 2 | 0 | * | 4 | * | * | 4 |
| | Level 3 | 3 | * | 6 | * | * | 17 |
| | Level 4 | 12 | * | 3 | * | * | 48 |
| | | | | | | | |
| Living Environment | Level 1 | 0 | * | 2 | * | 5 | 2 |
| | Level 2 | 1 | * | 0 | * | 3 | 3 |
| | Level 3 | 0 | * | 6 | * | 9 | 16 |
| | Level 4 | 10 | * | 10 | * | 4 | 75 |

# ELA/History Regents Demographics

| | | Asian-Pacific Islander | Black-African American | Hispanic-Latino | Multiracial | Students with Disabilities | White |
|---|---|---|---|---|---|---|---|
| ELA | Level 1 | 1 | 1 | 2 | * | 2 | 0 |
| | Level 2 | 0 | 1 | 1 | * | 2 | 5 |
| | Level 3 | 2 | 4 | 5 | * | 10 | 10 |
| | Level 4 | 3 | 3 | 5 | * | 4 | 9 |
| | Level 5 | 18 | 2 | 3 | * | 1 | 68 |
| | | | | | | | |
| Global History | Level 1 | 0 | * | 1 | * | 1 | 1 |
| | Level 2 | 1 | * | 1 | * | 4 | 3 |
| | Level 3 | 1 | * | 5 | * | 10 | 16 |
| | Level 4 | 5 | * | 4 | * | 1 | 15 |
| | Level 5 | 17 | * | 3 | * | 2 | 54 |

# Comparative Data
# Grade 3 - 8 Tests & Regents Exams

# Comparison Data

To better understand how Irvington students performed in context of comparative districts, the following slides include data for the following districts:

- Ardsley
- Blind Brook
- Briarcliff Manor
- Croton-Harmon
- Dobbs Ferry
- Edgemont
- Hastings-on-Hudson
- Irvington
- Mamaroneck
- Pleasantville
- Rye Neck

# Executive Summary – Grade 3 - 8 Tests - ELA

- Longitudinal data allows the District to examine trends in cohorts
- Use of MTSS data supporting struggling learners
- Expanded use of data may introduce additional insights into student needs and curricular enhancements

| | | | |
|---|---|---|---|
| Hastings | 466.8 | Blind Brook | 461.5 |
| Edgemont | 465.9 | Ardsley | 460.1 |
| Briarcliff | 463.4 | Dobbs Ferry/Pleasantville | 459.9 |
| Rye Neck | 462.4 | Mamaroneck | 459.6 |
| **Irvington** | **461.8** | Croton-Harmon | 456.9 |

# Executive Summary – Grade 3 - 8 Tests - Math

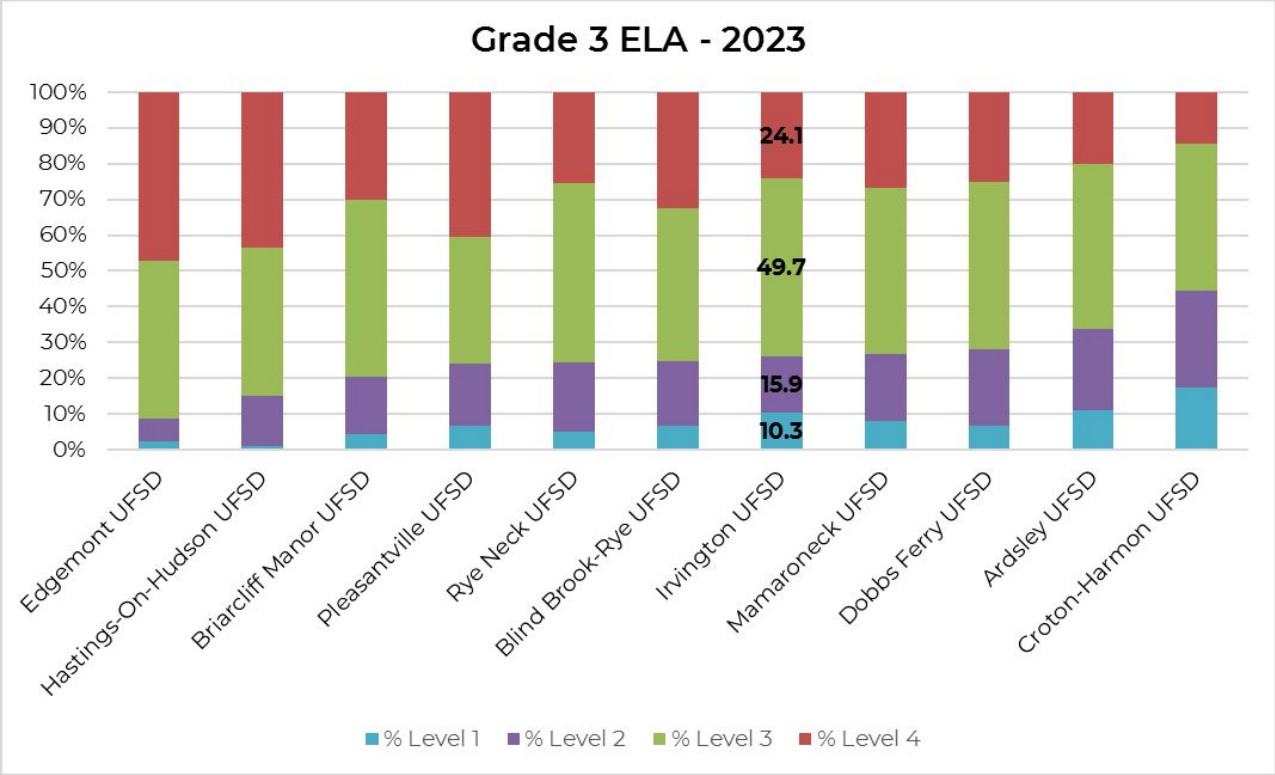
- Longitudinal data allows the District to examine trends in cohorts
- Use of MTSS data supporting struggling learners
- Expanded use of data may introduce additional insights into student needs and curricular enhancements

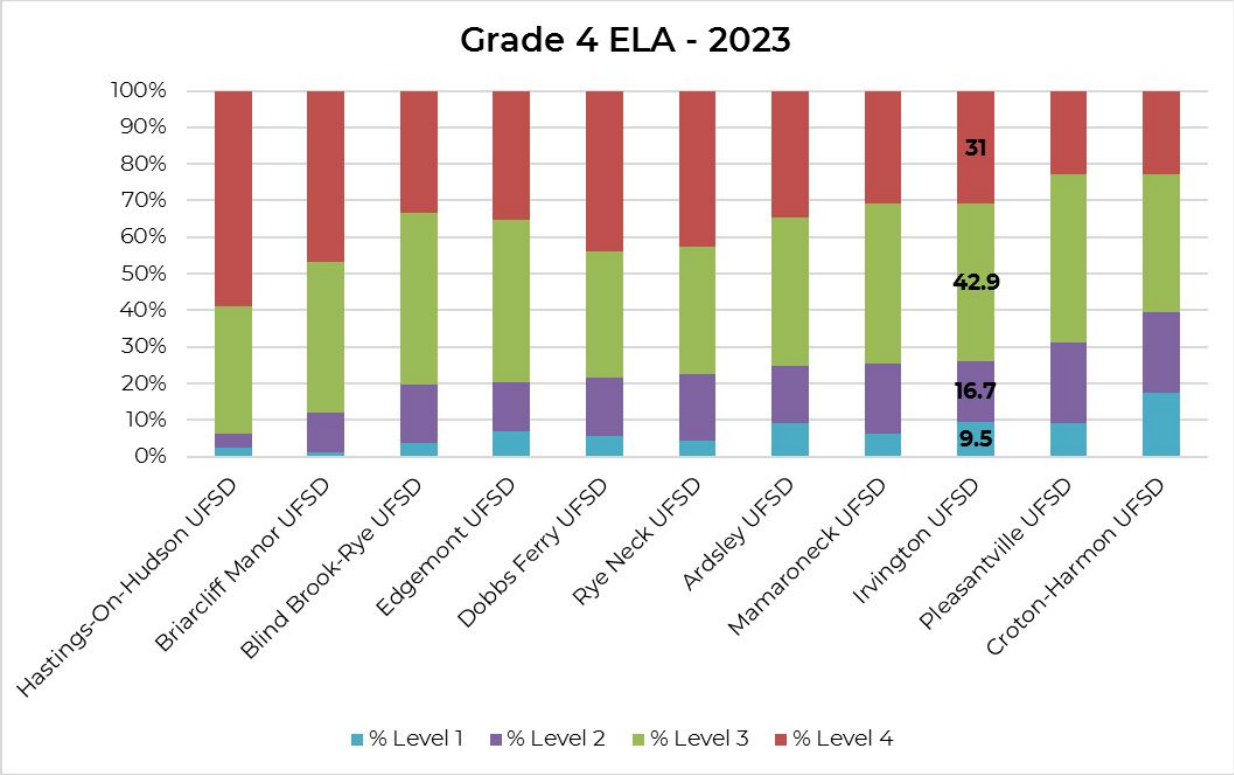
| | | | |
|---|---|---|---|
| Edgemont | 479.9 | Rye Neck | 469.9 |
| Blind Brook | 473.6 | Pleasantville | 468.9 |
| Hastings-on-Hudson | 472.8 | Mamaroneck | 465.6 |
| Briarcliff | 472 | Dobbs Ferry | 464.1 |
| **Irvington** | **471.9** | Croton-Harmon | 462.8 |
| Ardsley | 471.3 | | |

# English Language Arts
# Grade 3 - 8

# 2023 ELA - Grades 3 & 4

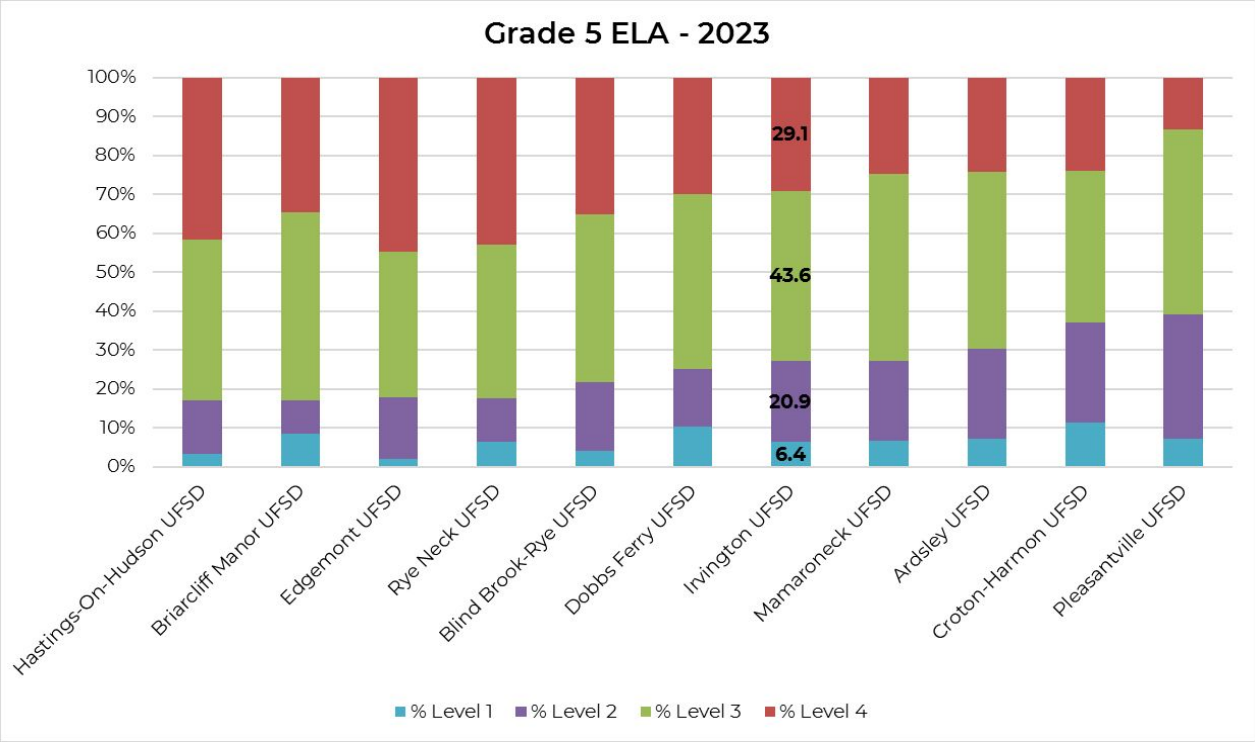
## Score Distribution vs Comparison Cohort of Westchester Schools

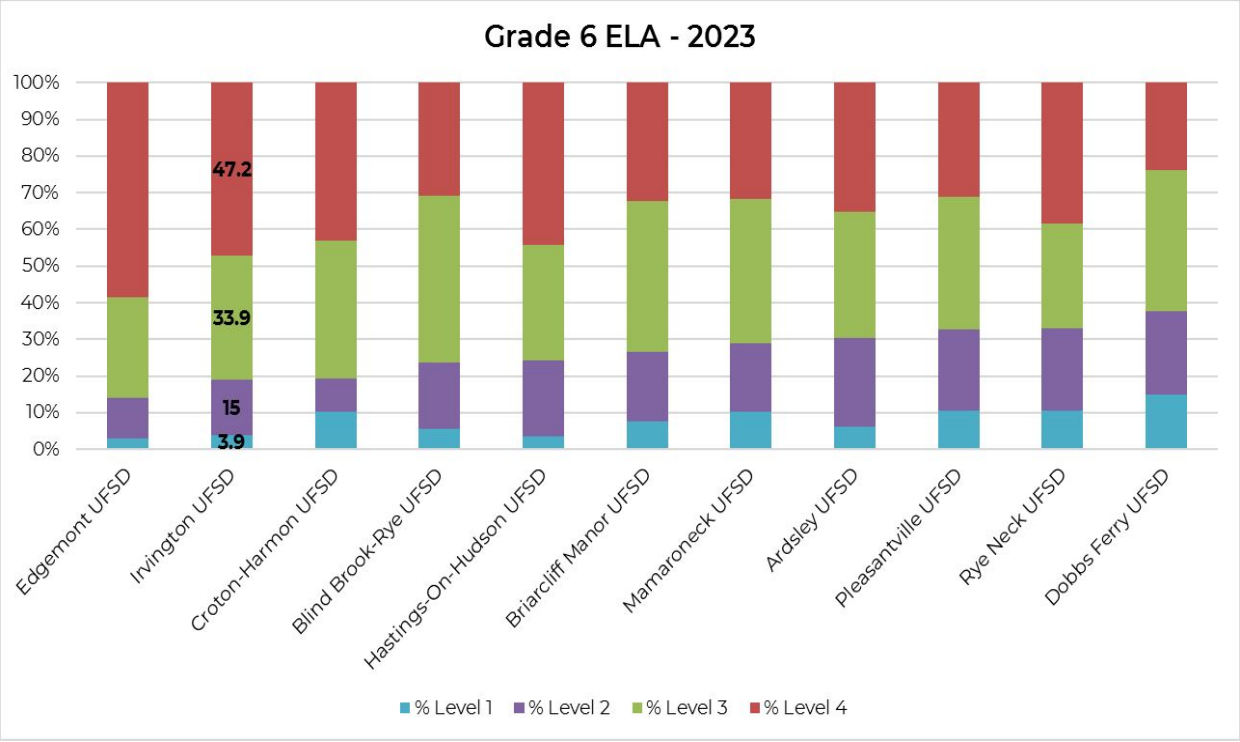


# 2023 ELA - Grades 5 & 6

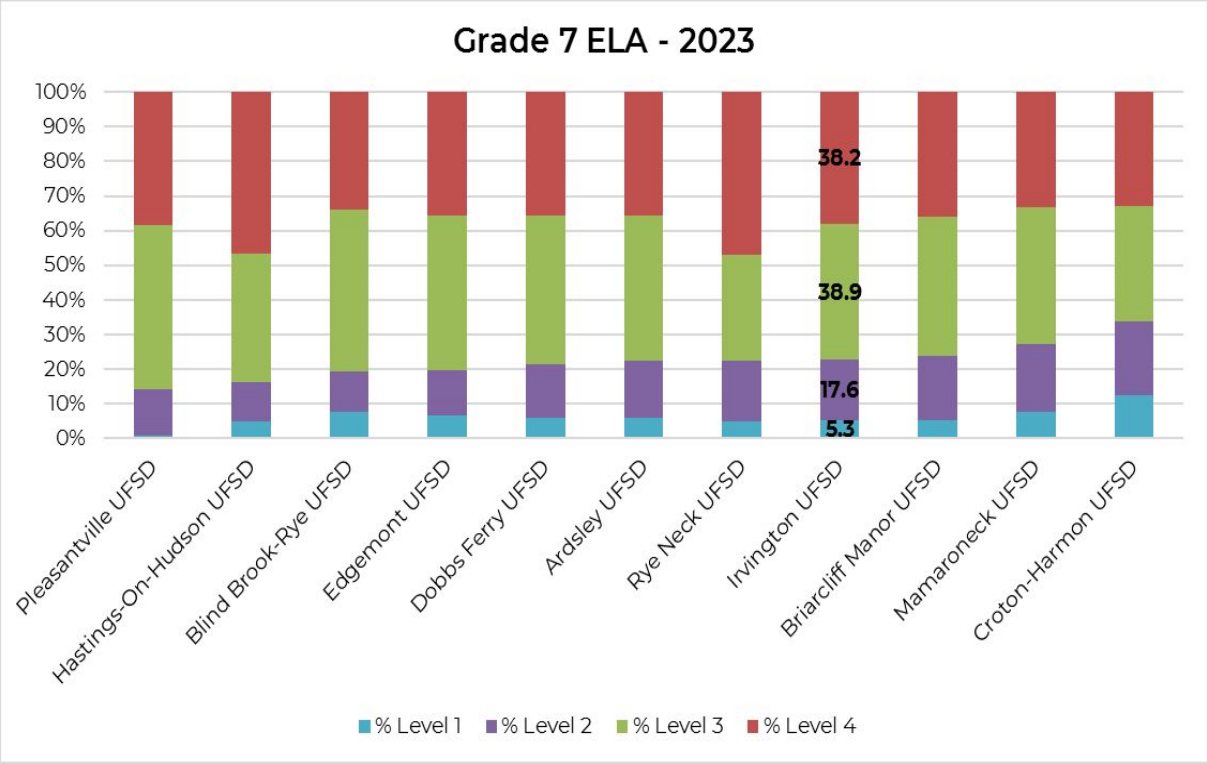
## Score Distribution vs Comparison Cohort of Westchester Schools

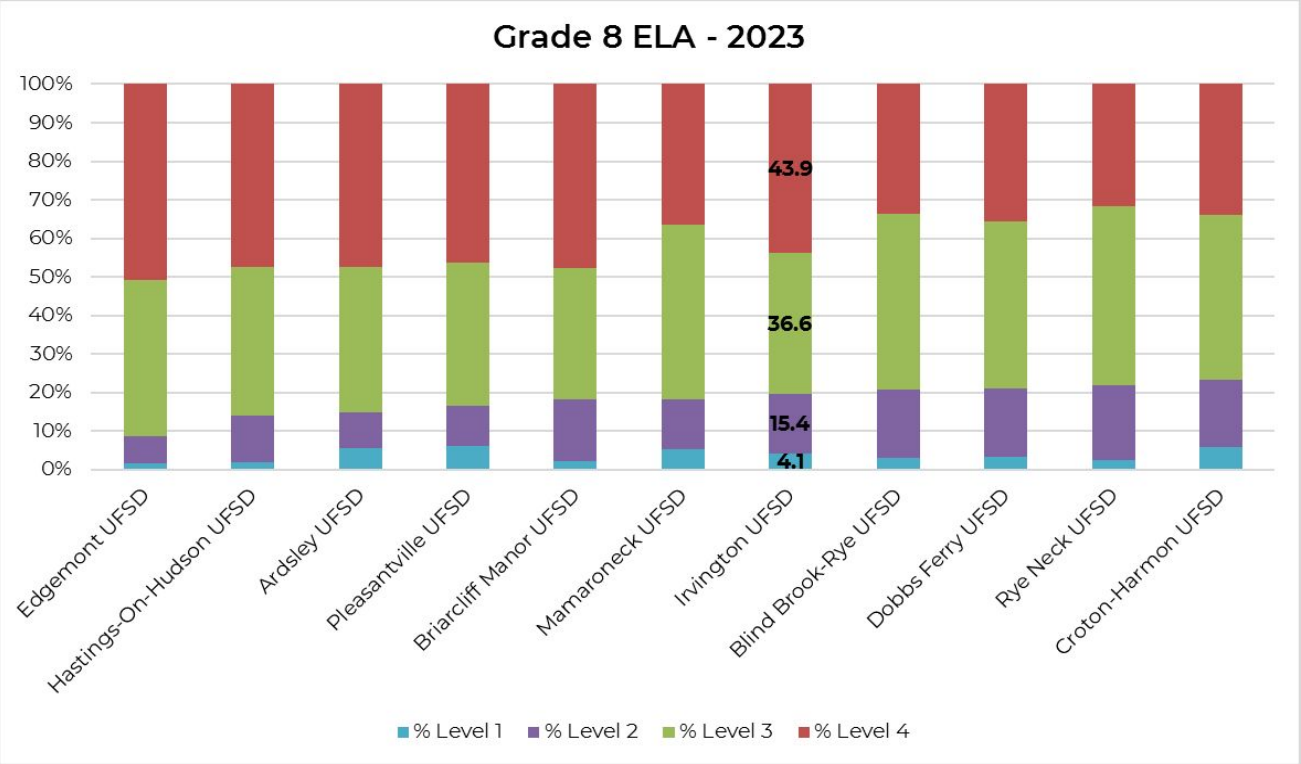


# 2023 ELA - Grades 7 & 8

## Score Distribution vs Comparison Cohort of Westchester Schools

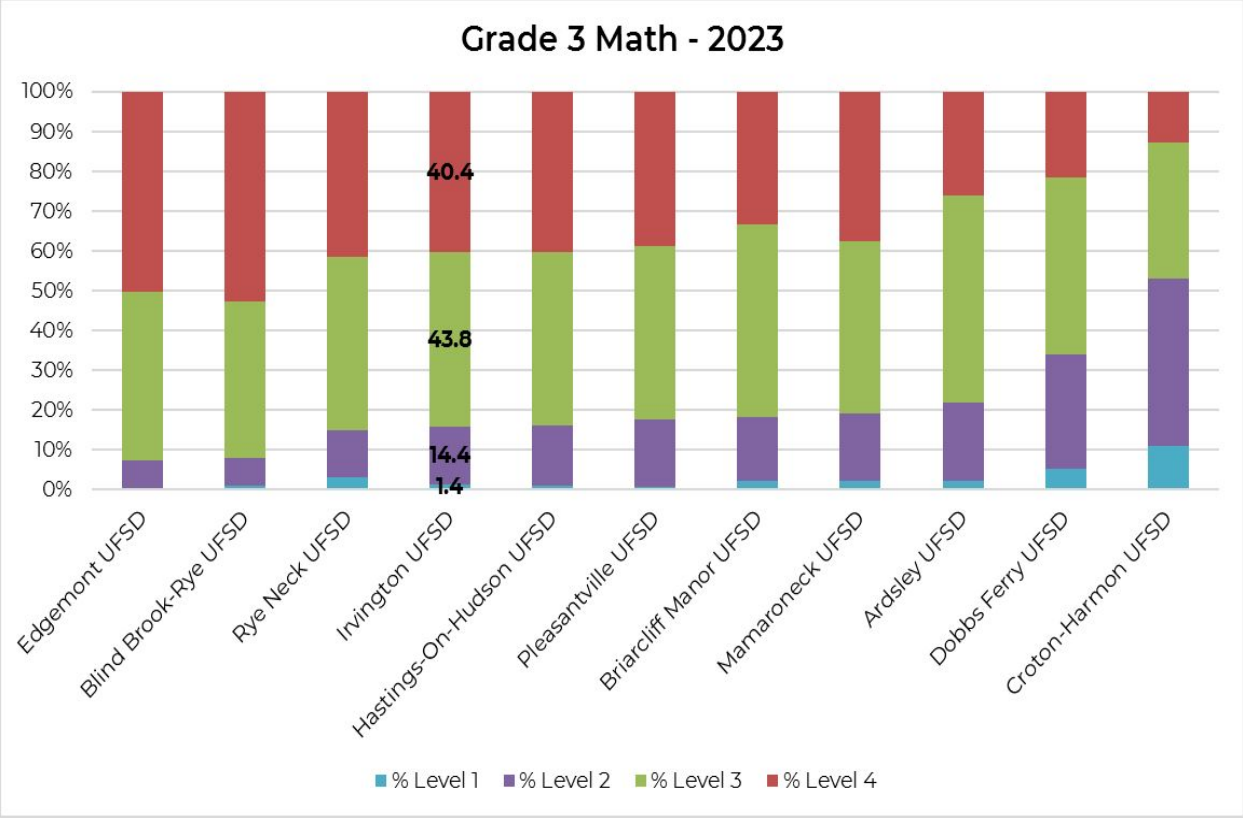


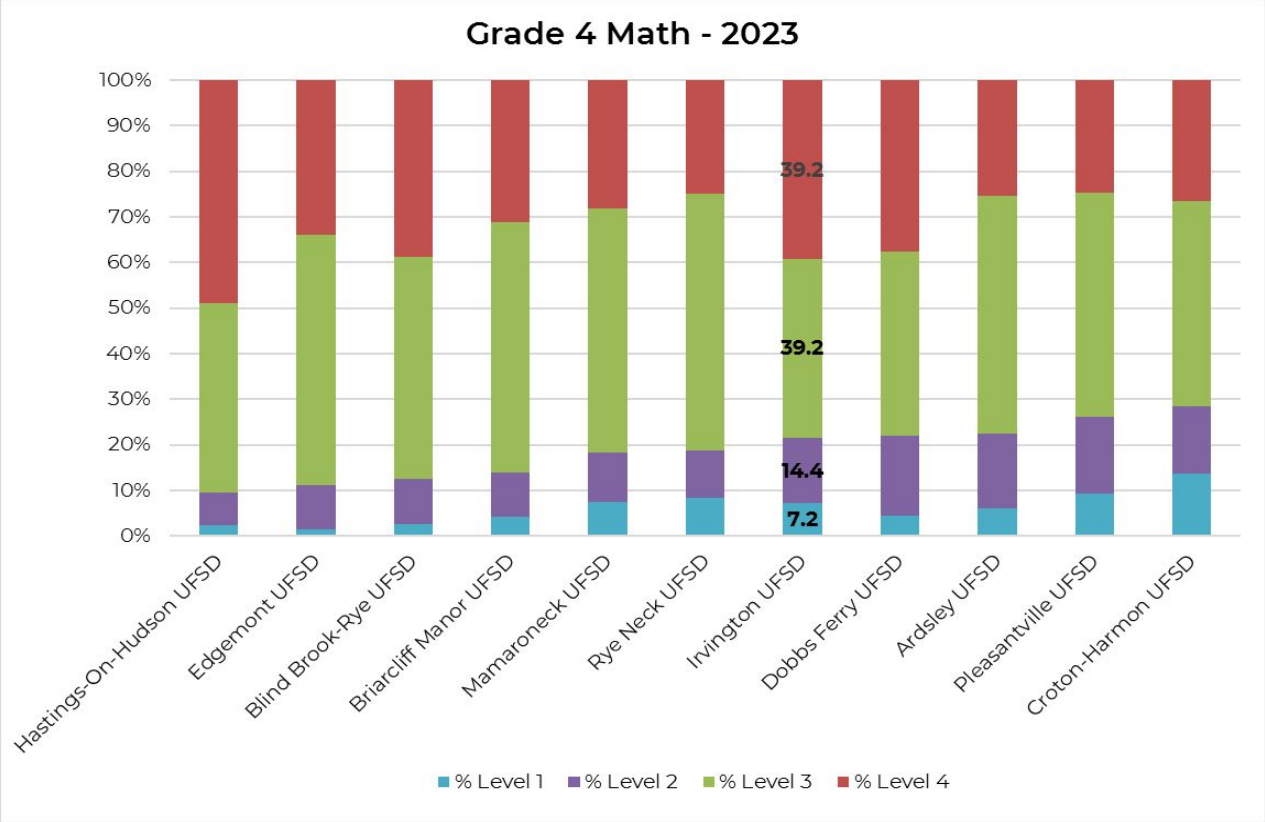



# Mathematics
# Grade 3 - 8

# 2023 Math - Grades 3 & 4

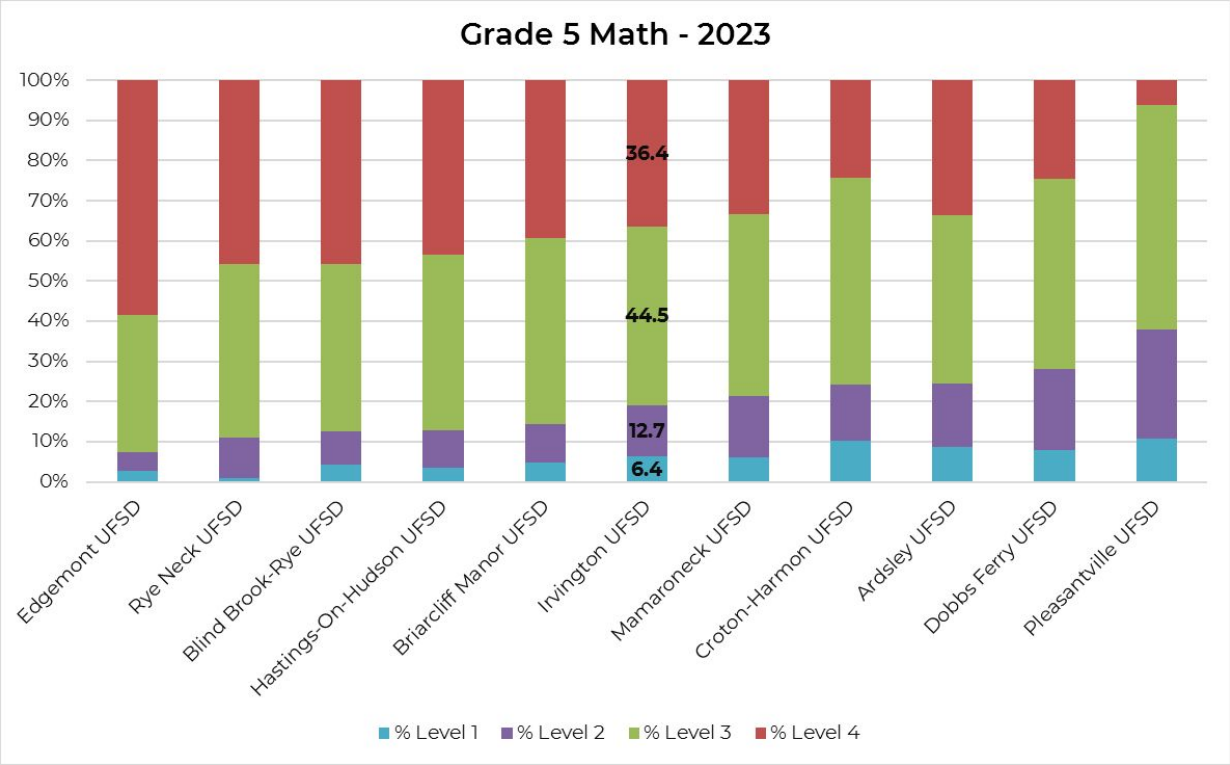
## Score Distribution vs Comparison Cohort of Westchester Schools

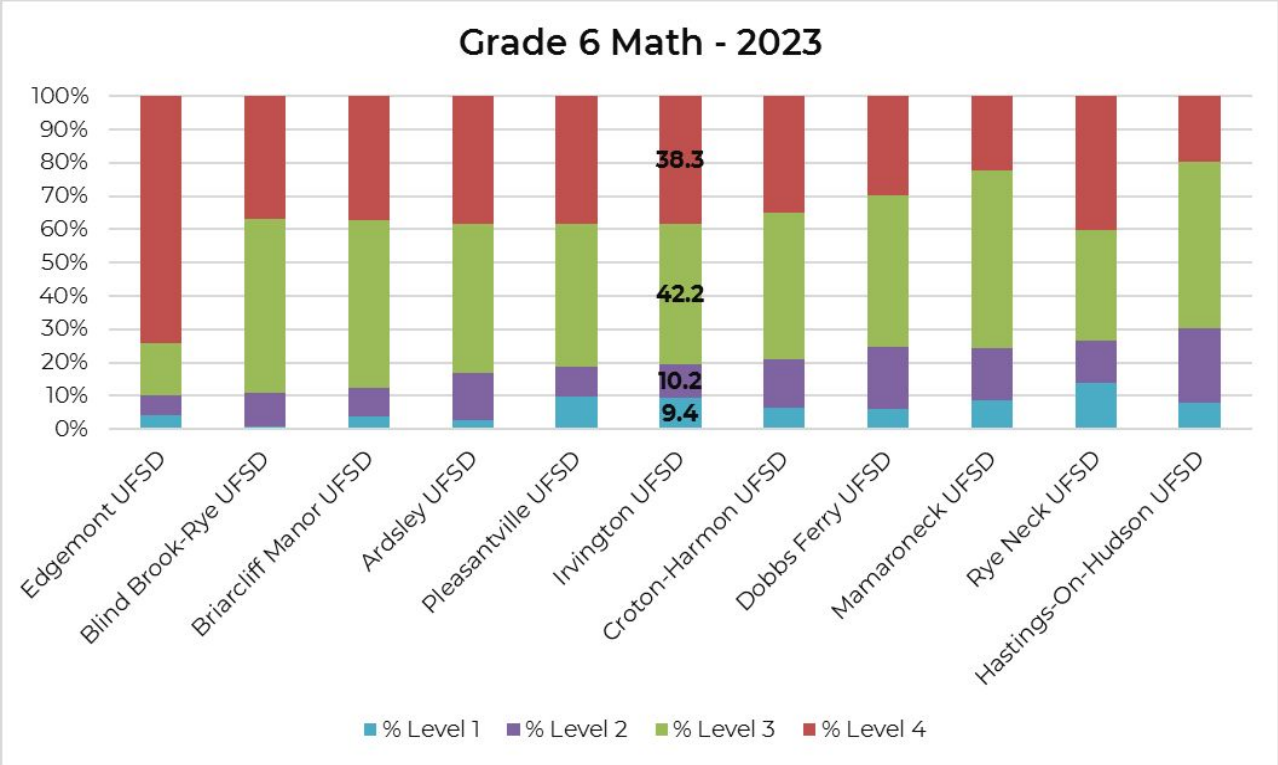


# 2023 Math - Grades 5 & 6

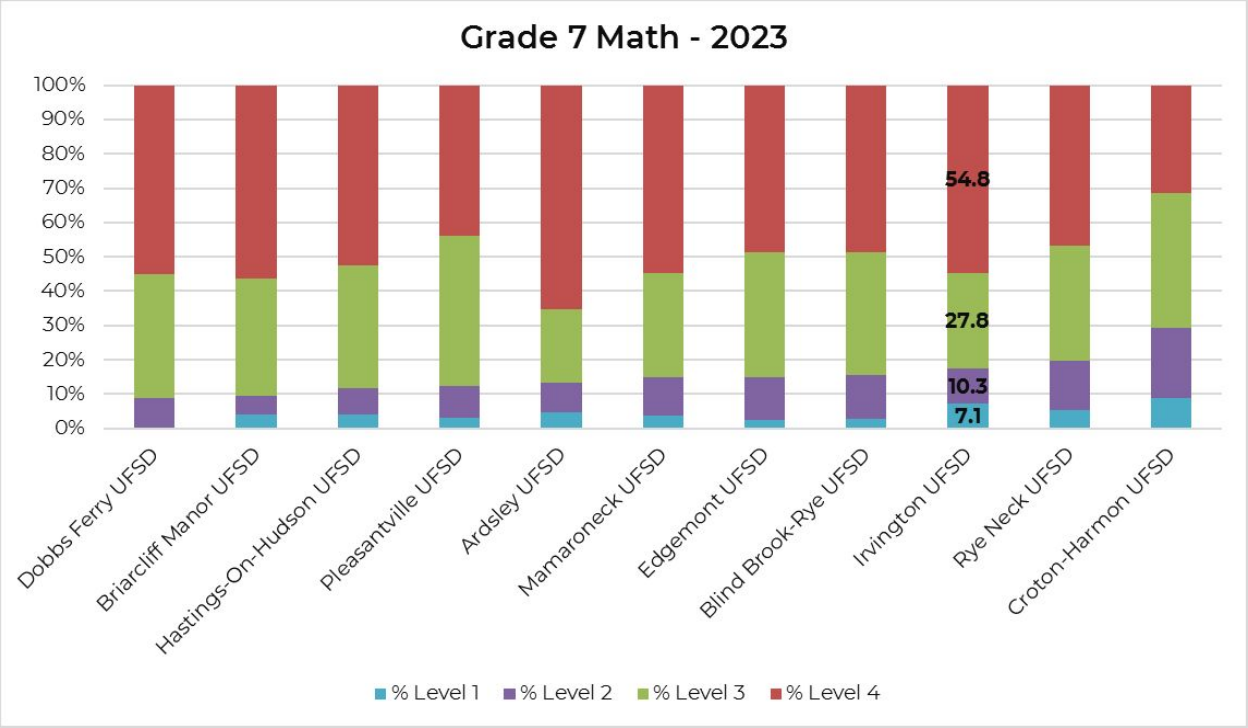
## Score Distribution vs Comparison Cohort of Westchester Schools

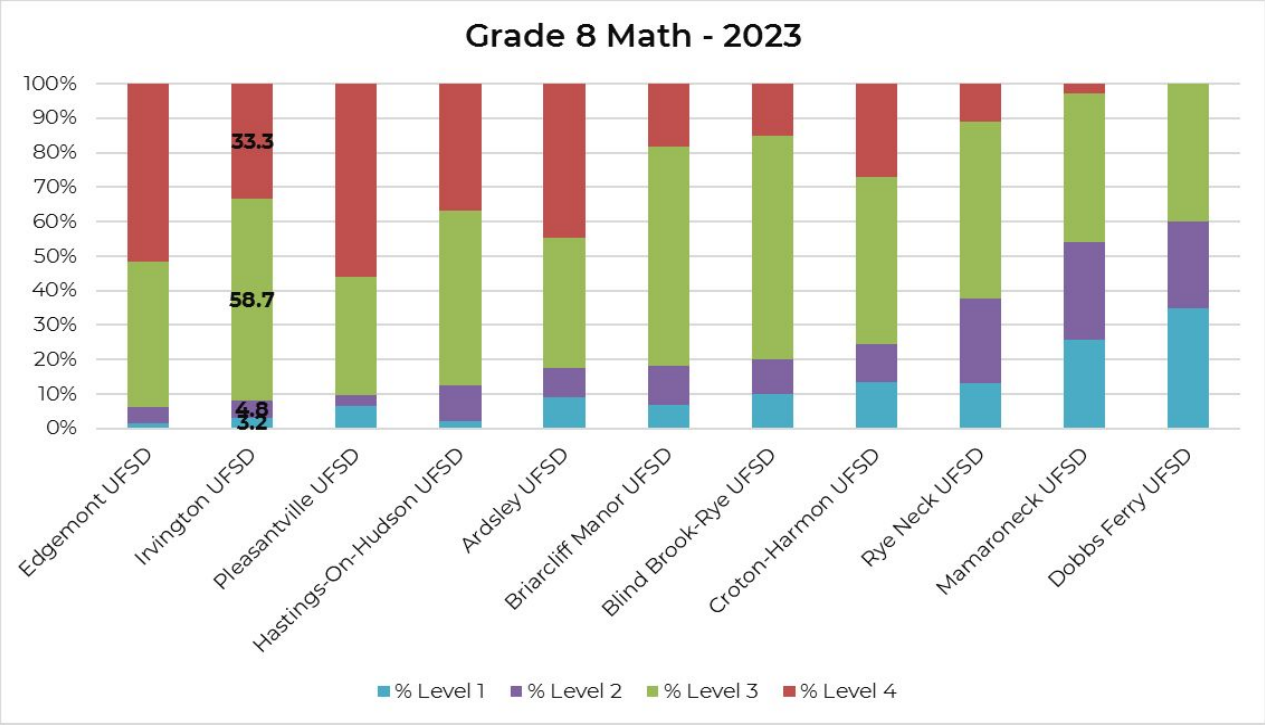


# 2023 Math - Grades 7 & 8

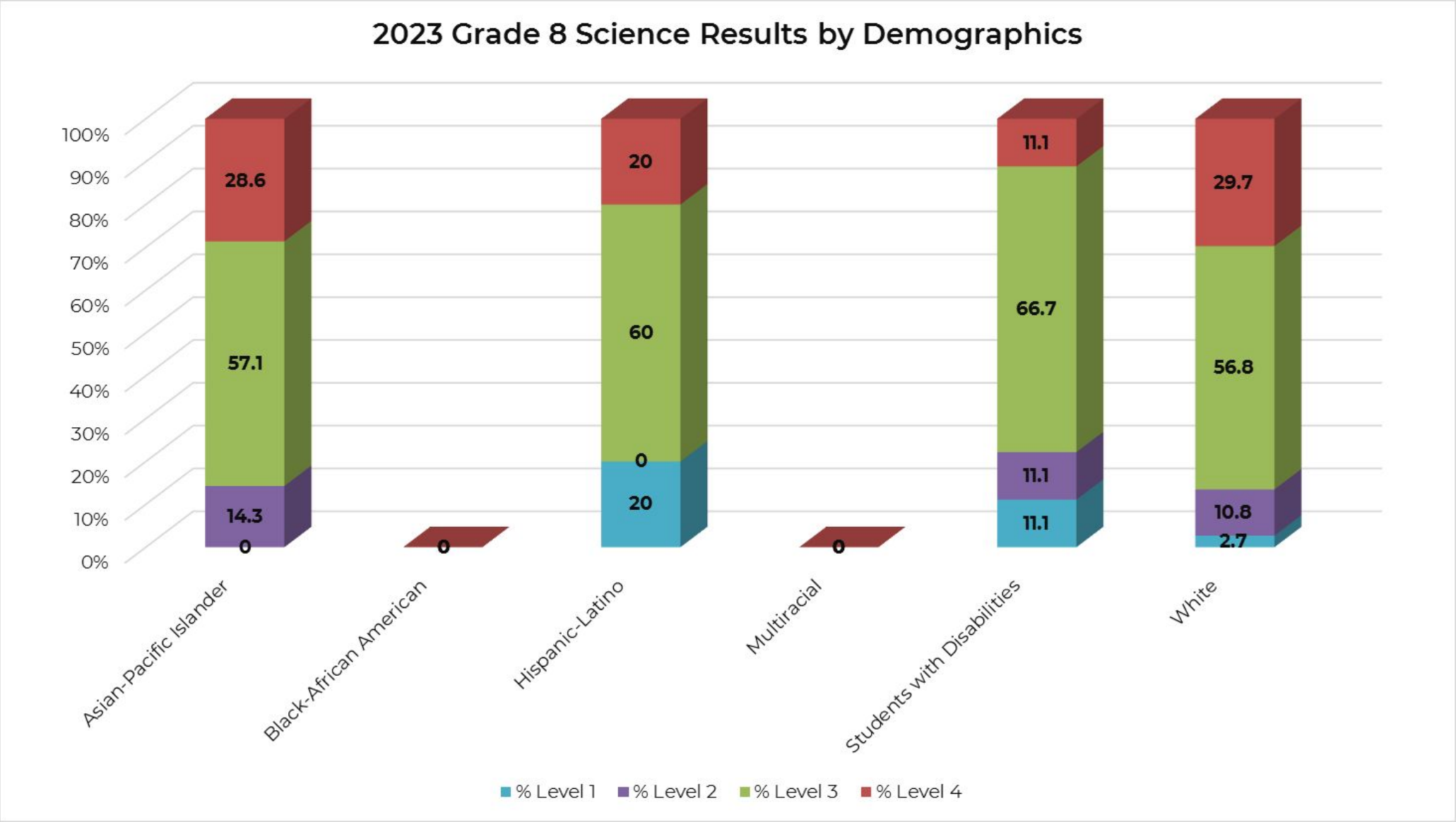
## Score Distribution vs Comparison Cohort of Westchester Schools



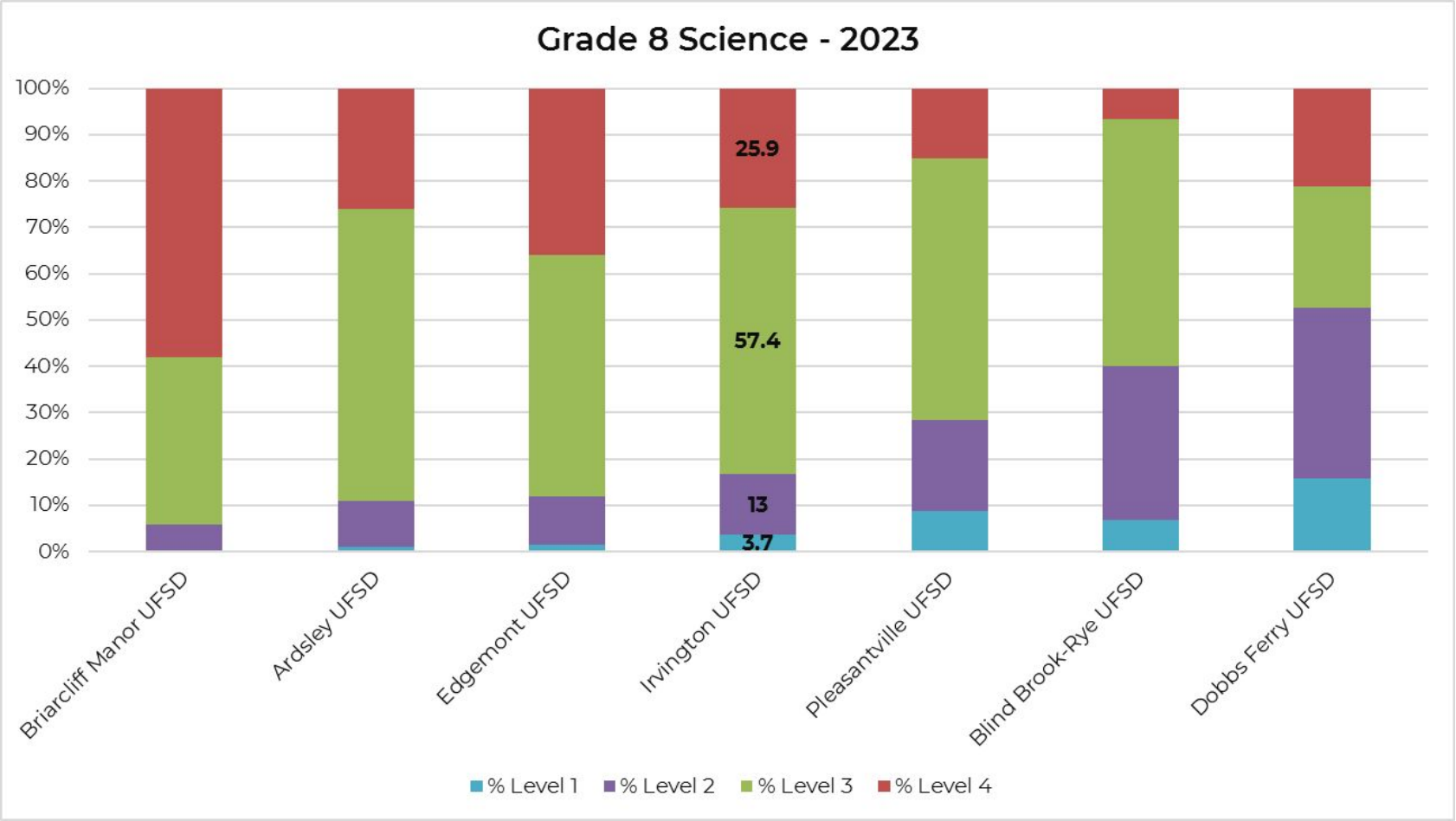
# Science - Grade 8

# 2023 Science Results - Grade 8 by Demographics



# 2023 Science - Grade 8

## Score Distribution vs Comparison Cohort of Westchester Schools




Note: Many 8th graders take the Earth Science exam rather than the 8th grade science test.

# Another Window Into Success
# Scholar Athlete Recognition

# NYS Scholar Athlete = 90 or higher GPA

- 2017-18: 235 varsity students achieved status as NY State Scholar Athletes with an average GPA of 90 or above during their sports season. 24 teams were recognized by NY State as Scholar Athlete teams. This means that 75% of the entire roster had a 90 or better average.

- 2018-19: Irvington High School had 26/28 teams recognized as a Scholar-Athlete team. To receive Scholar-Athlete Team Status, the team's average GPA for 75% of the roster must be greater than or equal to 90.00. This qualifies Irvington High School to be a School of Excellence.

- 2020-21: Just like 2018-19, Irvington High School had **26/28** teams recognized as a Scholar-Athlete team. To receive Scholar-Athlete Team Status, the team's average GPA for 75% of the roster must be greater than or equal to 90.00. **Irvington was recognized as a School of Excellence by having 75% of its varsity teams qualify for and receive the Scholar-Athlete team award during their respective sports seasons.**

- 2021-22: Irvington was recognized as a **School of Excellence** by having 75% of its varsity teams qualify for and receive the Scholar-Athlete team award during their respective sports seasons again in this past year with **26/28 teams recognized as a Scholar-Athlete team.**

- 2022-23: Irvington Athletic Department was honored with the School of Distinction Award in the New York State Public High School Athletic Association's 2022-2023 recognition. This prestigious acknowledgment is earned when all of a school's varsity teams attain the Scholar-Athlete Team Award, highlighting the commitment to academic excellence within interscholastic athletics. Among 84 schools achieving the School of Distinction Award and 219 receiving the School of Excellence Award this year, Irvington stood out as one of only six schools in Section 1 to be recognized with this distinction.

# HISTORICAL DATA

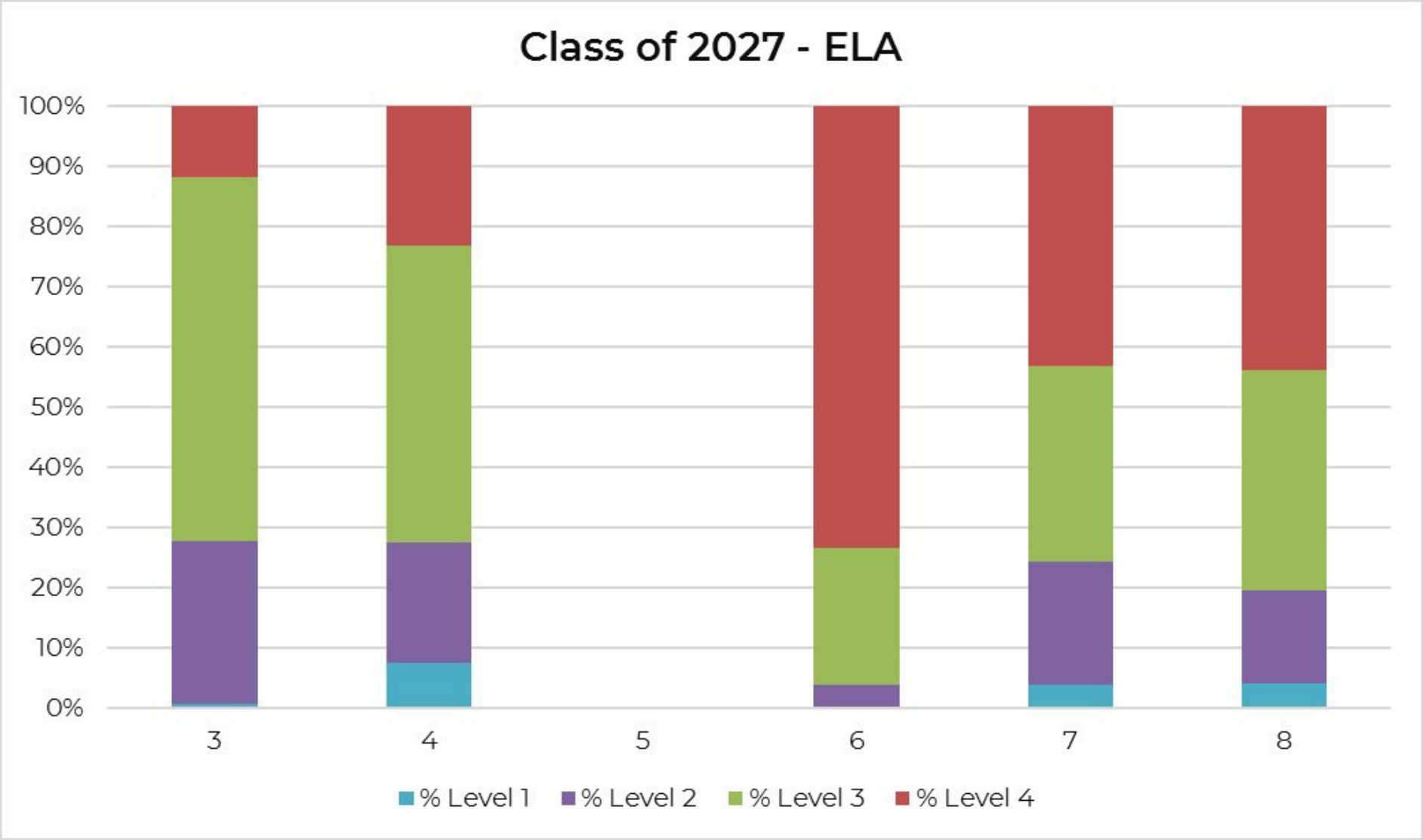
The following slides depict examples of the class of 2027 as they progress  through the Irvington Schools

# Grades 3 - 8 English Language Arts - Levels 3 & 4

| ELA – Proficient & Advanced | | | | | | |
|---|---|---|---|---|---|---|
| Year | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| 2018 | 72% | 69% | 73% | 76% | 75% | 68% |
| 2019 | 76% | 72% | 60% | 79% | 67% | 85% |
| 2020* | N/A | N/A | N/A | N/A | N/A | N/A |
| 2021 | 91% | 92% | 73% | 96% | 75% | 95% |
| 2022 | 73% | 66% | 72% | 86% | 76% | 85% |
| **2023** | **74%** | **74%** | **73%** | **81%** | **77%** | **81%** |

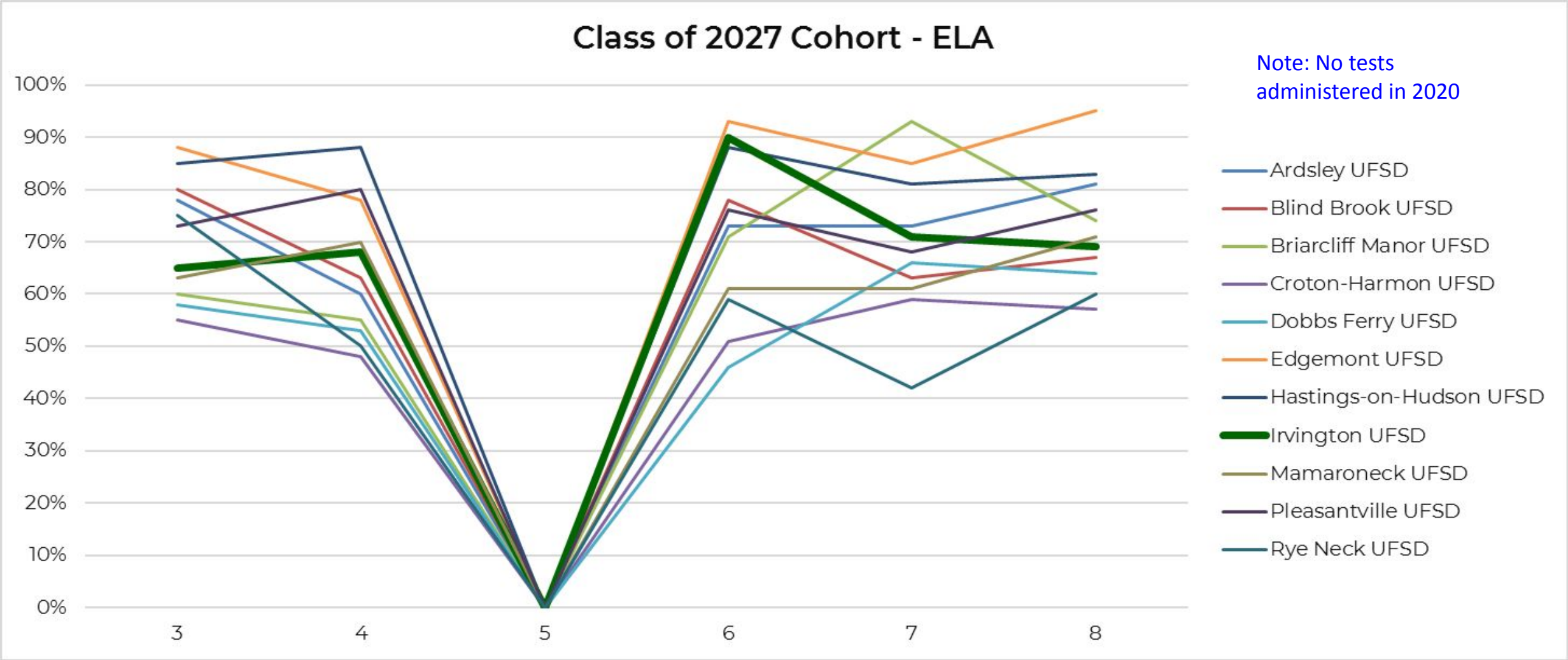
*No scores available for 2019-20 school year due to COVID-19

# Historical View: Class of 2027 Performance Grades 3-8




Note: No tests administered in 2020

# Historical View: Class of 2027 – ELA Performance



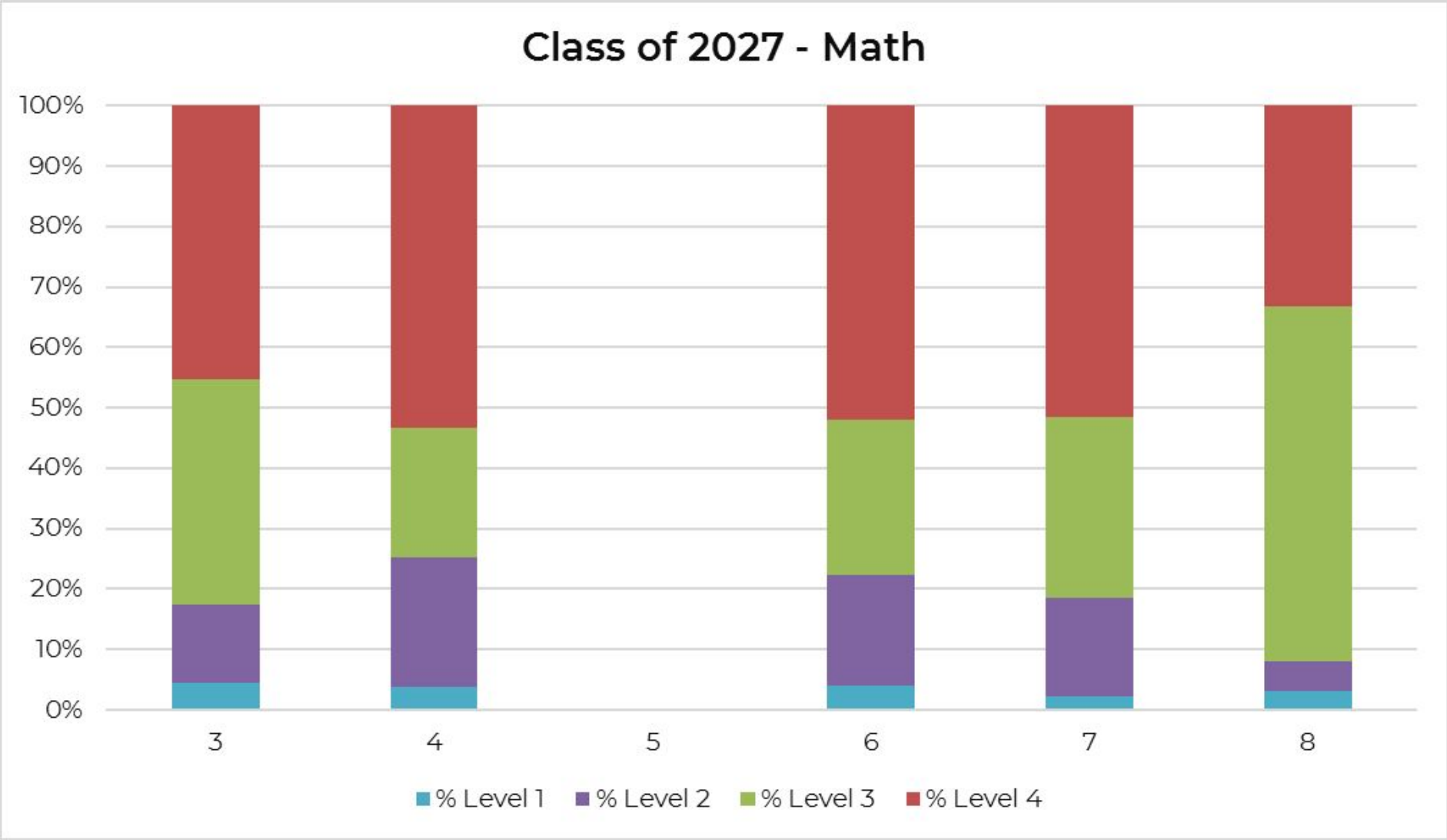

This chart follows the performance of the class of 2027 through 5 years – vs a cohort of comparison schools' 2026 classes

# Grades 3 - 8 Mathematics - Levels 3 & 4

| Math – Proficient & Advanced | | | | | | |
|---|---|---|---|---|---|---|
| Year | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| 2018 | 83% | 76% | 82% | 71% | 74% | 59% |
| 2019 | 80% | 75% | 76% | 84% | 77% | 79% |
| 2020* | N/A | N/A | N/A | N/A | N/A | N/A |
| 2021 | 79% | 89% | 68% | 78% | 81% | 74% |
| 2022 | 72% | 77% | 73% | 68% | 82% | 77% |
| 2023 | 84% | 79% | 81% | 81% | 83% | 92% |

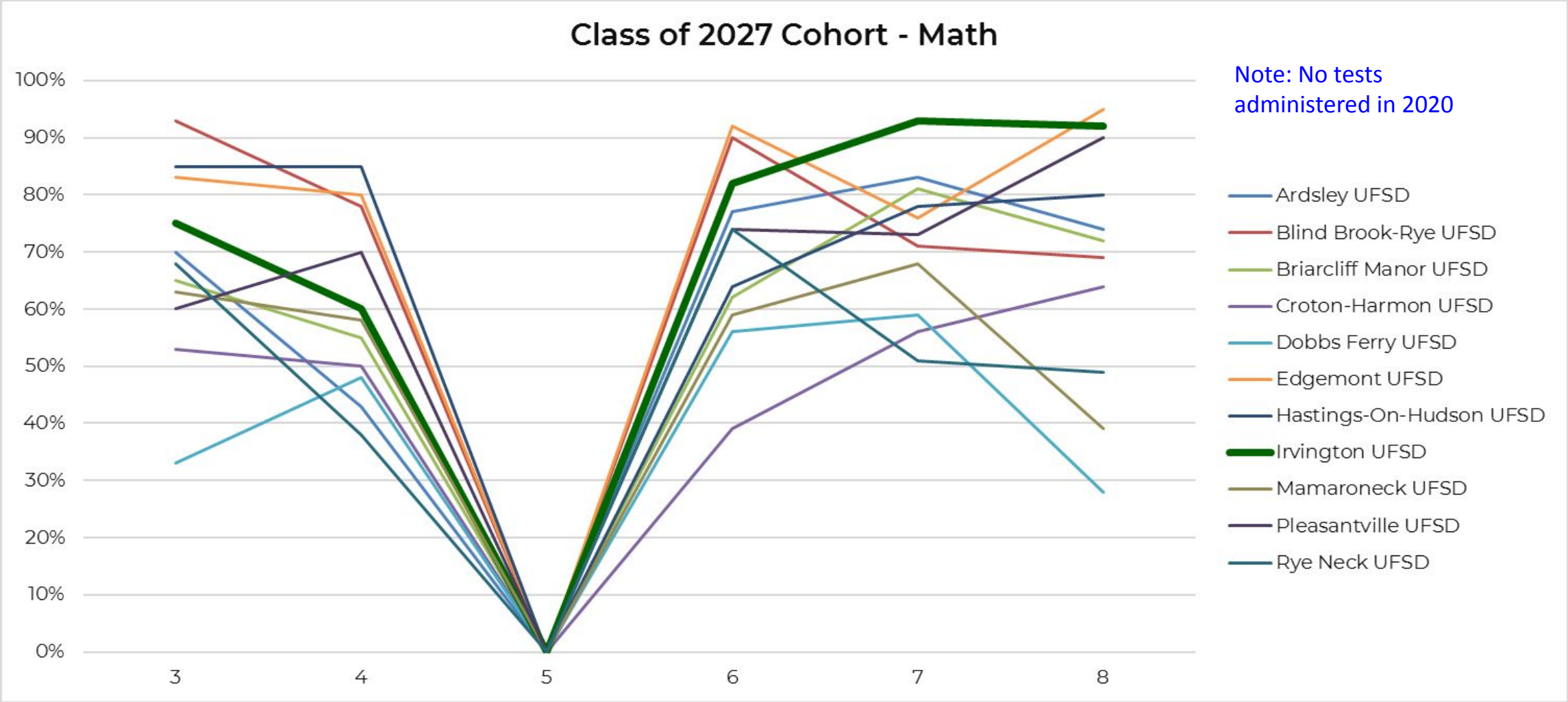
*No scores available for 2019-20 school year due to COVID-19

# Historical View: Class of 2027 Performance Grades 3-8




Note: No tests administered in 2020

# Historical View: Class of 2027 – Math Performance




This chart follows the performance of the class of 2027 through 5 years – vs a cohort of comparison schools' 2026 classes

# Examining Data:
# The Irvington High School Profile

# Irvington High School Regents Diplomas Awarded

| Year | Students | Graduates | Regents Diplomas |
|---|---|---|---|
| 2019 | 137 | 136 | 96% |
| 2020 | N/A | N/A | N/A |
| 2021 | 124 | 123 | 97% |
| 2022 | 125 | 124 | 99% |
| **2023** | **119** | **118** | **99%** |

# Graduating Class

| | 2019 | 2020 | 2021 | 2022 | **2023** |
|---|---|---|---|---|---|
| Graduates | 136 | 131 | 123 | 123 | 118 |
| College-Bound Students | 96% | 98% | 98% | 96% | 97% |
| 4-Year Colleges | 88% | 86% | 94% | 89% | 89% |
| 2-Year Colleges | 8% | 12% | 6% | 7% | 8% |

# Advanced Placement Results

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | **2022-23** |
|---|---|---|---|---|---|
| # of Students | 212 | 234 | 228 | 219 | 249 |
| # of Exams | 635 | 627 | 651 | 598 | 641 |
| Score of 3 or Higher | 87% | 92% | 82% | 67% | 78% |
| AP Scholars | 49 | 50 | 41 | 39 | 47 |
| National AP Scholars | 10 | 14 | Discontinued 2021 | N/A | N/A |
| AP Scholars with Distinction | 43 | 56 | 48 | 34 | 44 |
| AP Scholars with Honor | 34 | 28 | 27 | 24 | 31 |
| Equity and Excellence | 73% | 71% | 78% | 73% | 76% |

# Mean Test Scores

| | Class of 2019 | Class of 2020 | Class of 2021 | Class of 2022 | **Class of 2023** |
|---|---|---|---|---|---|
| **ACT Composite** | 29.5 | 29.1 | 29.1 | 28.3 | 28.0 |
| **SAT I** | 1274 | 1284 | 1355 | 1280 | 1275 |
| Math | 643 | 651 | 683 | 644 | 639 |
| Evidenced Based Reading and Writing | 631 | 633 | 672 | 636 | 636 |

# ACT

| | Class of 2019 | Class of 2020 | Class of 2021 | Class of 2022 | **Class of 2023** |
|---|---|---|---|---|---|
| **ACT Composite** | 29.3 | 29.1 | 29.1 | 28.0 | 28.0 |
| **English** | 29.9 | 30.2 | 29.8 | 28.3 | 29.0 |
| **Math** | 27.6 | 27.4 | 27.9 | 26.8 | 27.3 |
| **Reading** | 31.0 | 30.8 | 30.1 | 28.4 | 28.7 |
| **Science** | 29.5 | 29.2 | 29.2 | 28.1 | 28.9 |
| **STEM** | 28.6 | 28.3 | 28.6 | 27.7 | 28.1 |