

2022
Every Student Succeeds Act (ESSA)
Accountability Profiles



ELIZABETH PUBLIC SCHOOLS

Every Child, Achieving Excellence

November
2022

2022 ACCOUNTABILITY PROFILES INDICATORS REQUIRED UNDER ESSA

New Jersey Department of Education

Every Student Succeeds Act (ESSA)
Accountability Profiles



- **Academic Achievement**
 - Proficiency on NJSLA/DLM
 - ELA and Mathematics
- **Academic Progress**
 - Grades 3-8 only
- **Graduation Rate**
 - High School only
- **Progress Toward Achieving English Language Proficiency (ELP)**
 - Performance on ACCESS for ELLs
- **School Quality or Student Success**
 - Chronic Absenteeism

KEY INFORMATION

■ Student Subgroups

- All students (referred to as “schoolwide”) – includes all students
- Economically disadvantaged (eligible for free/reduced-price meals)
- Students with disabilities (students currently receiving special education services)
- English language learners (ELLs) – including former ELLs for four (4) years after reclassification
- American Indian or Alaskan Native students
- Asian, Native Hawaiian, or other Pacific Islander students
- Black or African American students
- Hispanic or Latino students (of any race)
- White students
- Two or More Races (also includes students whose race/ethnicity is not coded)

■ Minimum number of students (n-size) for calculations and accountability purposes is twenty (20).

- This n-size applies to calculations at district, school, and student group levels for all indicators

KEY INFORMATION

- Statewide assessment data for students in each grade 3-8 and once in high school is aggregated to calculate participation and proficiency rates in each content area: English Language Arts (ELA) and mathematics.
- Rates are calculated for all students in a school or district and for each student group (meeting the minimum n-size of 20) and include students who participated in:
 - NJSLA ELA grades 3-9
 - NJSLA Math
 - All students in grades 3-8
 - NJSLA Algebra I in grades 7-12
 - NJSLA Geometry and Algebra II
 - Grades 7-8 or
 - Students in grades 9-12 who took Algebra I in middle school and who are taking their first high school mathematics assessment
 - Dynamic Learning Maps (DLM)
 - ACCESS for ELLs (for ELP calculation only; not for academic achievement)

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ACADEMIC ACHIEVEMENT PARTICIPATION AND PROFICIENCY

Participation Rate

- Each year, 95% of students eligible for participation in the statewide assessments are expected to participate
 - Applies to all student groups meeting the minimum n-size
 - Is reported at the district level as well as at the school level

Proficiency

- Proficiency is the percent of students scoring Level 4 or 5 on the NJSLA or Level 3 or 4 on the DLM
- Annual targets were set through 2030 when ESSA was approved in 2016
- Annual targets were adjusted in response to COVID-19 school closures, and the targets for the 2019-2020 became applicable for the 2021-2022 school year

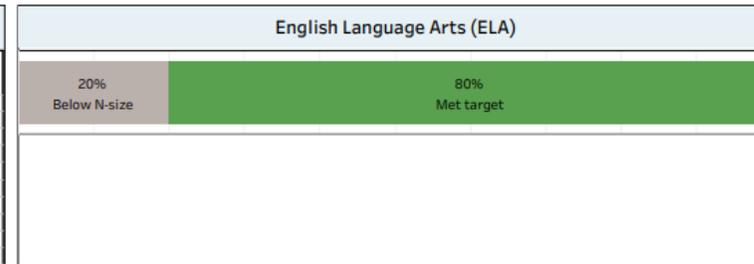
ACADEMIC ACHIEVEMENT PARTICIPATION RATE

Overview	Participation Rate	Academic Achievement	Academic Progress	Graduation Rate	School Quality	ELP
Participation Rate						
39 Union		1320 Elizabeth Public Schools			888 DISTRICT LEVEL	

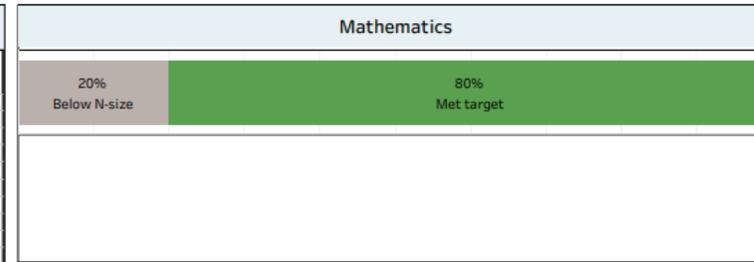
Reauthorized ESEA requires States to factor participation into Academic Achievement Indicator. When measuring, calculating, and reporting proficiency rates, States are required to include either a denominator equal to 95% of all students (and of each student subgroup as the case may be) or the number of students participating in the assessments.

*For schools that fail to achieve 95% participation, the proficiency rate would be adjusted to account for 95% of students as required by 1111(c)(4)(E) of ESSA. Students enrolled in the school or district for less than one year are not included in these accountability measurements.

English Language Arts (ELA)				
Student Group	Met(95%) Standard	Students Enrolled #	Non-tested Rate %	Time in School< Yr Enrolled #
All Students	Met Target	13,235	0.9	391
American Indian	Below N-size			
Asian/Pacific Islander	Met Target	238	0.4	4
Black or African American	Met Target	2,264	1.4	79
Economically Disadvantaged	Met Target	8,395	0.8	187
English Language Learners	Met Target	4,317	0.5	118
Hispanic	Met Target	9,765	0.8	282
Students with Disabilities	Met Target	1,786	2.1	67
Two or More Races	Below N-size			
White	Met Target	954	1.4	26



Mathematics				
Student Group	Met (95%) standard	Students Enrolled #	Non-tested Rate %	Time in School< Yr Enrolled #
All Students	Met Target	14,165	1.7	720
American Indian	Below N-size			
Asian/Pacific Islander	Met Target	254	1.2	12
Black or African American	Met Target	2,306	2.3	91
Economically Disadvantaged	Met Target	8,659	1.4	214
English Language Learners	Met Target	5,187	1.8	424
Hispanic	Met Target	10,581	1.5	569
Students with Disabilities	Met Target	1,796	3.0	65
Two or More Races	Below N-size			
White	Met Target	1,009	2.7	48



Students Enrolled: The number of students in tested grades in each student group as reported by the district in the final NJSLA Fall/Spring and DLM summative files.

Non-tested rate: The percent of students in tested grades, as reported by the district in the final NJSLA Fall/Spring and DLM summative files that did not participate in the state assessment.

Time In School<Year Enrolled: The number of students in tested grades who have not attended the same school for at least half a year. The date of December 1st was set for determining partial attendance.

Met 95% Standard: Indicates whether at least 95% of students in the student group that are enrolled in tested grades as reported by the district in final NJSLA Fall/Spring and DLM summative files and being enrolled prior to December 1st who participated in the statewide assessment.

Below N-size: Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ("Below N-size").

ACADEMIC ACHIEVEMENT PROFICIENCY RATE

Overview	Participation Rate	Academic Achievement	Academic Progress	Graduation Rate	School Quality	ELP
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Academic Achievement

39 Union

1320 Elizabeth Public Schools

888 DISTRICT LEVEL

Academic achievement indicator measures student mastery of the New Jersey Student Learning Standards (NJSL). This indicator informs the degree to which schools and school districts are successfully implementing appropriate strategies and interventions in ELA and mathematics to prepare their students to succeed in their chosen path after graduation. Refer to the Companion Manual and other resources provided on homeroom

English Language Arts (ELA)					English Language Arts (ELA)	
Student Group	Met Target	Annual Target %	Denominator (At least 95% of full-year enrollment)	% of Testers Met/Exceeded Expectations	80% Not Met	20% Below N-size
All Students	Not Met	49.2	12,753	42.4	80% Not Met	20% Below N-size
American Indian	Below N-size					
Asian/Pacific Islander	Not Met	67.3	233	61.8		
Black or African American	Not Met	39.8	2,161	33.6		
Economically Disadvantaged	Not Met	47.1	8,146	41.0		
English Language Learners	Not Met	34	4,192	29.7		
Hispanic	Not Met	50	9,426	42.7		
Students with Disabilities	Not Met	23.9	1,683	15.8		
Two or More Races	Below N-size					
White	Not Met	60.2	Academic Achievement Partici...	55.3		

Mathematics					Mathematics	
Student Group	Met Target	Annual Target %	Denominator (At least 95% of full-year enrollment)	% of Testers Met/Exceeded Expectations	80% Not Met	20% Below N-size
All Students	Not Met	38.5	13,235	19.4	80% Not Met	20% Below N-size
American Indian	Below N-size					
Asian/Pacific Islander	Not Met	58.3	240	39.6		
Black or African American	Not Met	29.8	2,172	12.8		
Economically Disadvantaged	Not Met	37.2	8,337	18.4		
English Language Learners	Not Met	34.7	4,681	15.9		
Hispanic	Not Met	39.1	9,869	19.1		
Students with Disabilities	Not Met	23.7	1,681	11.5		
Two or More Races	Below N-size					
White	Not Met	49.9	939	33.2		

Denominator (at least 95 percent of full-year enrollment): If the school met the 95% standard, this denominator reflects the number of students in the group enrolled in tested grades less the number of students in the group designated as Time In School < Year. If the school did not meet the 95% standard, this number reflects 95% of students in the group enrolled in tested grades less the number of students in the group designated as Time In School < Year.

% of Testers Met/Exceeded Expectations: The percent of the student group enrolled in tested grades prior to December 1st that scored at either Level 4 or 5 on the NJSLA assessment or Level 3 or 4 on the DLM.

Annual Target: The percent of the student group that is expected to score at either Level 4 or 5 on the NJSLA assessment or Level 3 or 4 on the DLM to ensure the school meets the long-term academic achievement goal of 80%.

Met Target: Indicates whether the percent of students in the student group who scored at either Level 4 or 5 on the NJSLA assessment or Level 3 or 4 on the DLM meets the annual target.

Below N-size: Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ("Below N-size"). Where no baseline data exists decision appears as ("··").

Met with CI: Met Target with 90% Confidence Interval applied to Academic Achievement Indicator.

ACADEMIC PROGRESS

- In previous years, Academic Progress was reported for the mSGP or median Student Growth Percentile
 - In order to calculate this growth measure, students need to have two (2) consecutive years of assessment data
 - NJSLA was cancelled in Spring 2020 and Spring 2021, so there are no students with two (2) consecutive NJSLA Scores
- Academic Progress for the 2021-2022 school year is being reported as *Relative School Improvement Measure (RSIM)*
 - The student group's percentile rank when comparing the group's relative improvement in average scale score from prior years to 2021-2022 when compared to schools with similar performance
 - *Met Target is at or above the 15th percentile rank*
 - *Exceeded Target is at or above 85th percentile rank*

ACADEMIC PROGRESS

Overview	Participation Rate	Academic Achievement	Academic Progress	Graduation Rate	School Quality	ELP
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Academic Progress

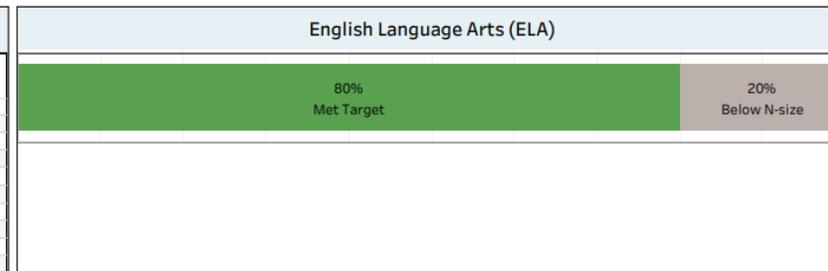
39 Union

1320 Elizabeth Public Schools

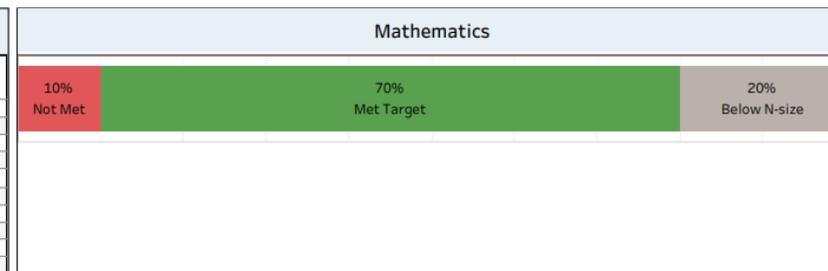
888 DISTRICT LEVEL

Academic progress indicates whether schools are successfully implementing strategies and interventions that foster individual students' academic growth, as measured by performance on statewide assessments relative to their performance on the prior year statewide assessment. This indicator is designed to enable schools to determine how much progress has been made from year to year. **Refer to the Companion Manual and other resources provided on homeroom.**

English Language Arts (ELA)		
Student Group	Met Target (>15), Exceeds (>85)	Academic Progress (Relative School Improvement Measure)
All Students	Met Target	44.0
American Indian	Below N-size	
Asian/Pacific Islander	Met Target	16.0
Black or African American	Met Target	47.0
Economically Disadvantaged	Met Target	48.0
English Language Learners	Met Target	35.0
Hispanic	Met Target	36.0
Students with Disabilities	Met Target	57.0
Two or More Races	Below N-size	
White	Met Target	73.0



Mathematics		
Student Group	Met Target (>15), Exceeds (>85)	Academic Progress (Relative School Improvement Measure)
All Students	Met Target	39.0
American Indian	Below N-size	
Asian/Pacific Islander	Not Met	4.0
Black or African American	Met Target	37.0
Economically Disadvantaged	Met Target	34.0
English Language Learners	Met Target	31.0
Hispanic	Met Target	28.0
Students with Disabilities	Met Target	43.0
Two or More Races	Below N-size	
White	Met Target	44.0



Academic Progress (Relative School Improvement Measure): The student group's percentile rank when comparing the group's relative improvement in average scale score from prior years to 2021-2022 when compared to schools with similar prior year performance. This Alternate Growth Measure replaces median Student Growth Percentile as the measure for academic progress for 2021-2022 only.

Met Target (>15), Exceeds (>85): Indicates whether the student group met the annual target (Relative School Improvement Measure ≥ 15 and < 80) or exceeded the target (Relative School Improvement Measure ≥ 80)...

GRADUATION RATE

- **Graduation Rate is reported in two (2) ways:**
 - 4-Year Graduation Rate
 - 5-Year graduation Rate
- **Students are expected to complete high school in four (4) years.**
 - They are assigned a graduation cohort upon entry into grade 9
 - Students who entered grade 9 in 2016-2017 (or September 2016) were assigned to Cohort 2020
 - Students who entered grade 9 in 2017-2018 (or September 2017) were assigned to Cohort 2021
- **The Accountability Profiles for 2022 include:**
 - 4-Year Graduation Rate for Cohort 2021
 - 5-Year Graduation Rate for Cohort 2020

GRADUATION RATE

Overview	Participation Rate	Academic Achievement	Academic Progress	Graduation Rate	School Quality	ELP
Graduation Rate (High School Only)						
39 Union		1320 Elizabeth Public Schools			888 DISTRICT LEVEL	

The graduation rate of a school is an indicator of whether school districts are monitoring student progress toward graduation and implementing the necessary best practices and interventions to facilitate students' successful completion of high school within four and five years. Refer to the Companion Manual and other resources provided on homeroom.

Graduation Rate (High School only)						
Four-year Graduation Rate				Five-year Graduation Rate		
Sub Category	Met Target	Cohort 2021	Annual Target	Met Target	Cohort 2020	Annual Target
All Students	Not Met	79.2	79.4	Met Target	85.0	80.4
American Indian	Below N-size			Below N-size		
Asian/Pacific Islander	Not Met	84.4	91.4	Met Goal	97.1	90.0
Black or African American	Met Target	71.2	71.0	Met Target	86.8	77.8
Economically Disadvantaged	Met Target	79.6	79.2	Met Target	84.7	80.7
English Language Learners	Not Met	74.5	81.1	Not Met	77.3	79.6
Hispanic	Not Met	80.1	81.6	Met Target	84.4	81.5
Students with Disabilities	Not Met	44.0	53.6	Met Target	68.5	63.0
Two or More Races	Below N-size			Below N-size		
White	Met Target	87.3	85.1	Met Target	83.7	75.6

Four-year Graduation Rate		
50% Not Met	30% Met Target	20% Below N-size

Five-year Graduation Rate			
10% Not Met	60% Met Target	10% Met Goal	20% Below N-size

Cohort 2021 Four-year Graduation Rate: The percentage of Cohort 2021 students in the group who graduated within four years of entering ninth grade, or by the end of the 2020-21 school year. Cohort 2021 students are students who entered ninth grade in the 2017-18 school year. Annual adjustments are made each year to account for transfers in and out.

Annual Target: The percentage of Cohort 2021 students in the group who were expected to graduate within four years in order to meet the long-term four-year graduation rate goal of 95%.

Met Target: Indicates whether the Cohort 2021 four-year graduation rate met the annual target.

Cohort 2020 Five-year Graduation Rate: The percentage of Cohort 2020 students in the group who graduated within five years of entering high school, or by the end of the 2020-21 school year. Cohort 2020 students are students who entered ninth grade in the 2016-2017 school year. Annual adjustments are made each year to account for transfers in and out.

Annual Target: The percentage of Cohort 2020 students in the group who were expected to graduate within five years in order to meet the long-term five-year graduation rate goal of 96%.

SCHOOL QUALITY

CHRONIC ABSENTEEISM

- Chronic Absenteeism is defined as being in school 90% or less of the possible days
- Each year, the target is set based on the average across the state of New Jersey for our applicable grade spans
- For the 2022 Accountability Profiles the following targets apply to the Elizabeth Public Schools:
 - **18.1%** Average Chronic Absenteeism for grades K-12
 - Applies to the district as a whole
 - **17.3%** Average Chronic Absenteeism for grades K-8
 - Applies to all elementary schools except Schools 7 and 22
 - **16.0%** Average Chronic Absenteeism for grades 2-8
 - Applies to School 7 and School 22 because they do not serve grades K and 1
 - **19.8%** Average Chronic Absenteeism for grades 9-12
 - Applies to all high school academies

SCHOOL QUALITY

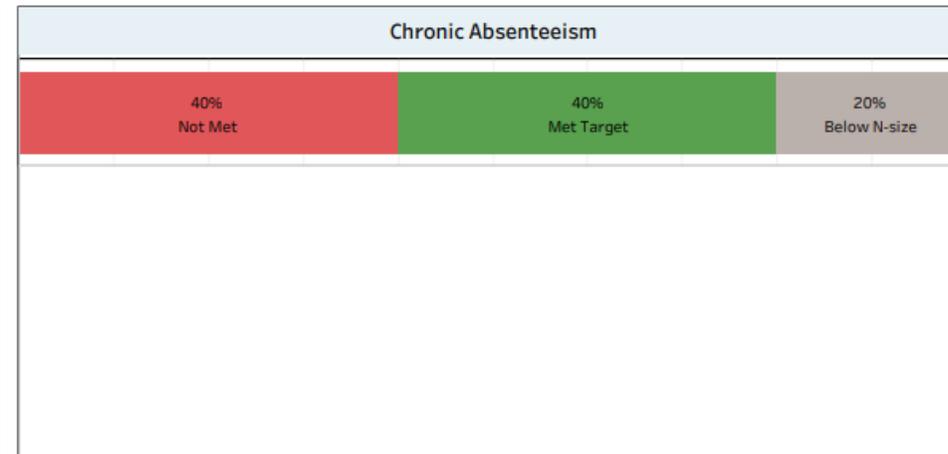
CHRONIC ABSENTEEISM

Overview	Participation Rate	Academic Achievement	Academic Progress	Graduation Rate	School Quality	ELP
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School Quality		
39 Union	1320 Elizabeth Public Schools	888 DISTRICT LEVEL

Chronic absenteeism provides important information about a school's culture and climate. The measure of chronic absenteeism is an indicator of whether students are regularly attending school. Refer to the Companion Manual and other resources provided on homeroom.

Chronic Absenteeism			
Student Group	Met State Average	Chronically Absent (%)	State Average (%)
All Students	Not Met	19.4	18.1
American Indian	Below N-size		
Asian/Pacific Islander	Met Target	9.8	18.1
Black or African American	Not Met	28.1	18.1
Economically Disadvantaged	Not Met	19.9	18.1
English Language Learners	Met Target	17.0	18.1
Hispanic	Met Target	18.0	18.1
Students with Disabilities	Not Met	35.7	18.1
Two or More Races	Below N-size		
White	Met Target	16.3	18.1



Chronically Absent(%) : The percent of K through 12 students who were absent for 10% or more of the days for which they were enrolled in the school (based on students enrolled at the end of the school year with at least 45 days in membership).

State Average(%) : The statewide average of students enrolled in the grades represented in the school that were absent for 10% or more of the days for which they were enrolled.

Met State Average : Indicates whether the student group's rate of chronic absenteeism was below or above the state average for schools with the same grade configuration (e.g., for a school with grades 9 through 12, the chronic absenteeism rate would be compared to the average rate of all students across the state in grades 9 through 12). The designation of "Not Met" indicates the student group's rate was above the state average. A designation of "Met Target" indicates the student group's rate was at or below the state average.

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2022
*Every Student Succeeds Act (ESSA)
Accountability Profiles*



ELIZABETH PUBLIC SCHOOLS

Every Child, Achieving Excellence

November
2022



ELIZABETH PUBLIC SCHOOLS

ANNOUNCEMENTS

November 2022

T ★ H A P P Y ★
Thanksgiving



Wednesday, November 23
Schools Close at 12:15 p.m.

Influenza (flu) is a contagious respiratory illness caused by influenza viruses that infect the nose, throat and lungs. Flu is different from a cold and usually comes on suddenly. Each year flu causes millions of illnesses, hundreds of thousands of hospitalizations, and tens of thousands of deaths in the United States.

Flu can be very dangerous for children. CDC estimates that between 2010 - 2020, between 6,000 and 27,000 children younger than 5 years old have been hospitalized from flu each year in the U.S. Flu vaccine is safe and helps protect children from flu.

What are flu symptoms?

Flu symptoms can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, feeling tired and sometimes vomiting and diarrhea (more common in children than adults). Some people with flu will not have a fever.

How can I protect my child from flu?

The first and best way to protect against flu is to get a yearly flu vaccine for yourself and your child.

- Flu vaccination is recommended for everyone 6 months and older every year. Flu shots and nasal spray flu vaccines are both options for most children.
- It's especially important that young children and children with certain long-term health problems get vaccinated.

Are flu vaccines safe?

Flu vaccines have an excellent safety record. Millions of people have safely received flu vaccines for decades. Flu shots and nasal spray flu vaccines are both options for vaccination.

Protect Your Health – Influenza

The Centers for Disease Control and Prevention are reporting an increase in cases of **Respiratory Syncytial Virus (RSV)** and RSV-associated emergency department visits and hospitalizations in multiple areas of the United States over the last few months.

Almost all children under 2 will get RSV. Premies and children with immune problems are at a higher risk of complications that can develop into a severe case that requires hospitalization. We want to make sure parents know the signs and symptoms to keep their children protected.

What is RSV?

RSV (or respiratory syncytial virus) is one of the many viruses that cause respiratory illness of the nose, throat, and lungs. It's most common during the winter (November-March).

Symptoms

Symptoms generally last an average of 5-7 days.

- Fever (temperature of 100.4 or higher)
- Cough (dry or wet sounding)
- Congestion
- Runny nose and/or sneezing
- Fussiness in infants, reduced hunger

Emergency Warning Signs

Seek medical care right away if your child has any of these symptoms:

- Fast or short breaths
- Grunting noises
- Chest caving in with each breath
- Skin turns blue or purple due to lack of oxygen
- Significantly decreased activity and alertness

Prevention

Keep kids at home when they're sick to prevent the spread of illness.

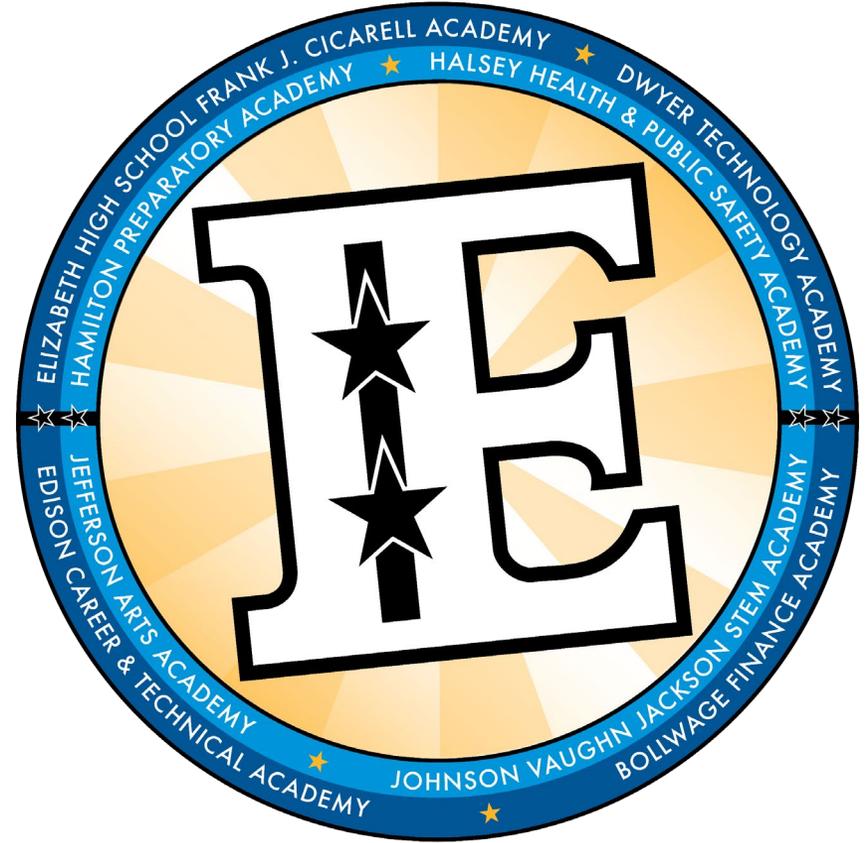
- Wash hands often with soap and water for at least 20 seconds
- Avoid touching eyes, nose, and mouth with unwashed hands
- Cover your coughs and sneezes
- Clean and disinfect surfaces and objects that people frequently touch — toys, doorknobs, and mobile devices

Protect Your Health – RSV



ELIZABETH PUBLIC SCHOOLS

Recognitions



**EHS – FJC Student Makayla Lecky
Named 2023 Governor’s STEM Scholar**



EPS Supervisors Lead Panel Discussion at Panorama Education's SEL conference



ELIZABETH PUBLIC SCHOOLS

Every child, Achieving Excellence

November Celebrations & Events



THANK YOU VETERANS

VETERANS DAY | NOVEMBER 11



WORLD KINDNESS DAY

NOVEMBER 13

“ No act of kindness,
no matter how small,
is ever wasted. ”

- Aesop



AMERICAN

EDUCATION

WEEK

NOVEMBER 14 – 18, 2022



NOVEMBER 17

**NATIONAL
PARENTAL INVOLVEMENT
DAY**



NATiONAL
FAMiLY
WEEK

NOVEMBER
20 — 26



Celebrate
**NATIVE
AMERICAN
HERITAGE MONTH**



ELIZABETH PUBLIC SCHOOLS

ANNOUNCEMENTS

November 2022