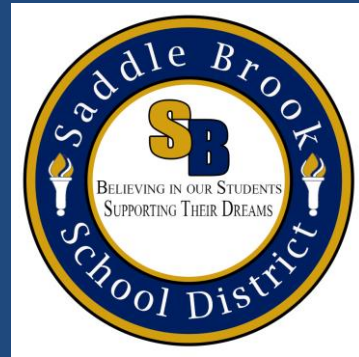


PARCC Results

Spring 2018 Administrations



Danielle M. Shanley
Superintendent

Respectfully Submitted to the
Saddle Brook School District
October 10, 2018

Measuring
College and
Career
Readiness

WHY TEST?

- Federal Requirement
- State Laws
- Graduation Requirements – Algebra I and ELA 10

SCIENCE

The New Jersey Student Learning Assessment –
Science (NJSLA-S) **FIELD TEST**
was administered to students in grades 5, 8 and 11.

Therefore, the State of NJ provided **no valid scores**.

The Saddle Brook School District has no standardized data
in Science for the 2017-2018 school year.

ACCESS FOR ELLS 2.0

Frequency Report for Students Achieving at Each Level of English Language Proficiency (percentages)

	1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	3 – Developing Knows and uses social language and some specific academic language with visual and graphic support	4- Expanding Knows and uses social English language and some technical academic language	5- Bridging Knows and uses social and academic language working with grade level material	6 – Reaching Knows and uses social and academic language at the highest level measured by this test
Grade K	25	25	25	25	0	0
Grade 1	0	17	0	50	0	0
Grade 2	0	0	60	0	0	0
Grade 3	0	14	14	57	14	0
Grade 4	0	0	40	40	20	0
Grade 5	0	0	0	0	100	0
Grade 6	33	0	67	0	0	0
Grade 7	0	0	100	0	0	0
Grade 8	0	14	86	0	0	0
Grade 9	-	-	-	-	-	-
Grade 10	17	33	50	0	0	0
Grade 11	0	0	100	0	0	0
Grade 12	0	50	50	0	0	0

THREE YEAR **COMPARISON** OF **SADDLE BROOK'S** (SPRING 2016, SPRING 2017 & SPRING 2018) PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY - **PERCENTAGES**

Grade	% Not Yet Meeting Expectations (Level 1)			%Partially Meeting Expectations (Level 2)			%Approaching Expectations (Level 3)			%Meeting Expectations (Level 4)			%Exceeding Expectations (Level 5)			Change in Level 1 & Level 2 From 2016 to 2018	Change in Level 4 & Level 5 From 2016 to 2018**
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018		
3	1.5	10	10.3	18.7	16	12.9	23	23	29.8	47	43	45.2	6.7	8	1.6	+3.0	-6.9
4	3.1	2	8.4	7.7	10	10.9	29.2	23	24.4	43.8	55	39.5	16.2	10	16.8	+8.5	-3.7
5	3.3	2	2	10	8	9.5	25	27	29.7	57.5	57	57.4	4.2	7	1.4	-1.8	-2.9
6	5.9	7	5.8	5.9	9	8	33.6	22	29.2	44.5	54	48.2	10.1	7	8.8	+2.0	+2.4
7	4	6	3	8	15	3.7	24	17	11.1	42	37	56.3	21	25	25.9	-5.3	+19.2
8	6	2	3.8	11	11	10.5	17	19	17.3	48	55	48.9	18	13	19.5	-2.7	+2.4
9	12	8	1.4	21	8	10.1	25	29	22.3	38	40	49.6	5	16	16.5	-21.5	+23.2
10	6	27	19.4	14	15	12.9	25	24	21.6	49	27	30.9	7	7	15.1	+12.3	-10.2
11*	13	11	21.9	13	19	13.3	29	28	24.8	39	39	36.2	5	4	3.8	+9.2	-4.0

*Grade 11 does not include students who took an AP/IB test. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

COMPARISON OF **SADDLE BROOK'S** SPRING 2018 PARCC ADMINISTRATIONS TO NEW JERSEY ENGLISH LANGUAGE ARTS/LITERACY - *PERCENTAGES*



	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		Total meeting and exceeding Expectations	
	District	State	District	State	District	State	District	State	District	State	District	State
Grade 3	10.3	13.5	12.9	13.5	29.8	21.4	45.2	43.5	1.6	8.1	46.8	51.07
Grade 4	8.4	7.6	10.9	12.3	24.4	22.1	39.5	39.1	16.8	18.9	56.3	58.0
Grade 5	2	6.9	9.5	12.8	29.7	22.4	57.4	47.2	1.4	10.8	58.8	58.0
Grade 6	5.8	6.2	8	13.6	29.2	24.0	48.2	41.3	8.8	14.9	56.9	56.2
Grade 7	3	8.6	3.7	10.2	11.1	18.5	56.3	34.1	25.9	28.6	82.2	62.7
Grade 8	3.8	8.7	10.5	11.1	17.3	19.8	48.9	39.9	19.5	20.4	68.4	60.4
Grade 9	1.4	12.3	10.1	12.5	22.3	21.1	49.6	38.0	16.5	16.1	66.2	54.1
Grade 10	19.4	18.3	12.9	12.8	21.6	19.0	30.9	31.8	15.1	18.1	46.0	49.9
Grade 11*	21.9	23.1	13.3	16.6	24.8	22.2	36.2	29.1	3.8	9.0	40.0	38.1

*Grade 11 does not include students who took an AP/IB test.

Notes: Percentages may not total 100 due to rounding.

QSAC

80%

COMPARISON OF **SADDLE BROOK'S** 2016 TO 2018 SPRING PARCC ADMINISTRATIONS TO NEW JERSEY ENGLISH LANGUAGE ARTS/LITERACY

	% Change in Level 1 and Level 2						% Change in Level 4 and Level 5					
	Saddle Brook		Saddle Brook Change		State Change		Saddle Brook		Saddle Brook Change		State Change	
	2016	2018					2016	2018				
Grade 3	20.2	23.2	+	3.0	-	2.4	53.7	46.8	-	6.9	+	9.3
Grade 4	10.8	19.3	+	8.5	-	1.8	60.0	56.3	-	3.7	+	10.0
Grade 5	13.3	11.5	-	1.8	-	1.9	62.0	58.8	-	3.2	+	18.4
Grade 6	11.8	13.8	+	2.0	-	1.7	54.5	56.9	+	2.4	-	1.8
Grade 7	12.0	6.7	-	5.3	-	3.3	63.0	82.2	+	19.2	-	2.0
Grade 8	17.0	14.3	-	2.7	-	3.3	66.0	68.4	+	2.4	+	4.9
Grade 9	33.0	11.5	-	21.5	-	3.9	43.0	66.2	+	23.2	+	6.5
Grade 10	20.0	32.3	+	12.3	-	5.3	56.0	46.0	-	10.0	-	4.3
Grade 11*	26.0	35.2	+	9.2	+	2.0	44.0	40.0	-	4.0	-	11.3

*Grade 11 does not include students who took an AP/IB test.

Notes: Percentages may not total 100 due to rounding.

-An up arrow indicates an increase of the % change from the previous year where a down arrow shows a decrease of the % change from the previous year.

THREE YEAR **COMPARISON OF SADDLE BROOK'S** (SPRING 2016, SPRING 2017 & SPRING 2018) PARCC ADMINISTRATIONS MATHEMATICS - *PERCENTAGES*

Grade	% Not Yet Meeting Expectations (Level 1)			%Partially Meeting Expectations (Level 2)			%Approaching Expectations (Level 3)			%Meeting Expectations (Level 4)			%Exceeding Expectations (Level 5)			Change in Level 1 and Level 2 From 2016 to 2018	Change in Level 4 and Level 5 From 2016 to 2018**
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018		
3	5.9	6	7.2	13.3	10	12.0	26.7	38	25.6	45.9	37	45.6	8.1	8	9.6	0	+1.2
4	3.1	4	8.3	13.1	16	20.0	28.5	28	30.0	51.5	46	38.3	3.8	6	3.3	+12.1	-13.7
5	3.3	4	6.1	12.5	15	12.2	37.5	30	20.9	40.8	46	54.7	5.8	5	6.1	+2.5	+14.2
6	9.2	5	6.5	13.3	17	14.5	31.7	25	25.4	41.7	44	45.7	4.2	9	8.0	-1.5	+7.8
7	6	8	2.2	13	20	12.6	34	33	38.5	45	37	40.0	2	2	6.7	-4.2	-0.3
8*	23	17	12.7	19	15	23.6	28	38	28.2	31	31	35.5	0	0	0	-5.7	+4.5
ALG I	26	13	6.5	30	24	16.3	17	28	34.6	26	35	41.8	1	1	0.7	-33.2	+15.5
GEO	8	17	9.4	40	33	39.8	42	33	28.1	10	15	22.7	0	3	0.0	+1.2	+12.7
ALG II	44	40	44.5	29	30	28.4	21	24	13.6	6	6	13.6	2	3	1.8	-0.1	+7.5

*Approximately 30,000 New Jersey students in grade 8 participated in the PARCC Algebra I assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

COMPARISON OF **SADDLE BROOK'S** SPRING 2018 PARCC ADMINISTRATIONS TO NEW JERSEY MATHEMATICS - *PERCENTAGES*



	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		Total meeting and exceeding Expectations	
	District	State	District	State	District	State	District	State	District	State	District	State
Grade 3	7.2	8.0	12.0	15.3	25.6	23.7	45.6	37.8	9.6	15.2	55.2	53.0
Grade 4	8.3	7.5	20.0	16.8	30.0	26.3	38.3	41.8	3.3	7.6	41.7	49.4
Grade 5	6.1	7.5	12.2	17.0	20.9	26.7	54.7	38.5	6.1	10.4	60.8	48.8
Grade 6	6.5	8.5	14.5	20.1	25.4	27.9	45.7	35.6	8.0	8.0	53.7	43.5
Grade 7	2.2	7.7	12.6	20.3	38.5	28.6	40.0	36.0	6.7	7.4	46.7	43.4
Grade 8	12.7	22.0	23.6	22.7	28.2	27.1	35.5	27.2	0	1.0	35.5	28.2
Alg I	6.5	11.3	16.3	18.6	34.6	24.3	41.8	39.3	0.7	6.5	42.5	45.8
Geo	9.4	9.4	39.8	31.5	28.1	29.6	22.7	24.6	0.0	4.9	22.7	29.5
Alg II	44.5	31.0	28.4	22.4	13.6	18.0	13.6	24.6	1.8	4.0	15.5	28.8

*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: Percentages may not total 100 due to rounding.

COMPARISON OF **SADDLE BROOK'S** 2016 TO 2018 SPRING PARCC ADMINISTRATIONS TO NEW JERSEY MATHEMATICS

	% Change in Level 1 and Level 2						% Change in Level 4 and Level 5					
	Saddle Brook		Saddle Brook Change		State Change		Saddle Brook		Saddle Brook Change		State Change	
	2016	2018					2016	2018				
Grade 3	19.2	19.2		0	-	0.7	54.0	55.2	+	1.2	+	1.3
Grade 4	16.2	28.3	+	12.1	-	2.2	55.3	41.6	-	13.7	+	2.8
Grade 5	15.8	18.3	+	2.5	-	0.2	46.6	60.8	+	14.2	+	1.6
Grade 6	22.5	21.0	-	1.5	+	0.6	45.9	53.7	+	7.8	+	0.5
Grade 7	19.0	14.8	-	4.2	-	1.1	47.0	46.7	-	0.3	+	4.7
Grade 8	42.0	36.3	-	5.7	-	2.1	31.0	35.5	+	4.5	+	2.6
Algebra I*	56.0	22.8	-	33.2	-	4.1	27.0	42.5	+	15.5	+	4.6
Geo	48.0	49.2	+	1.2	-	2.8	10.0	22.7	+	12.7	+	3.6
Algebra	73.0	72.9	-	0.1	-	0.7	8.0	15.4	+	7.5	+	2.5

*Grade 11 does not include students who took an AP/IB test.

Notes: Percentages may not total 100 due to rounding.

-An up arrow indicates an increase of the % change from the previous year where a down arrow shows a decrease of the % change from the previous year.

COMPARISON OF **SADDLE BROOK'S** STUDENTS TESTED SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY

	Students Tested		Year to Year Increase
	2017	2018	
Grade 3	110	124	+14
Grade 4	142	119	-23
Grade 5	136	148	+12
Grade 6	131	137	+6
Grade 7	124	135	+11
Grade 8	149	133	-16
Grade 9	131	139	+8
Grade 10	123	139	+16
Grade 11*	101	105	+4
TOTAL	1,147	1,179	+32

***Grade 11 does not include students who took an AP/IB test.**

Note: "Students Tested" represents individual valid test scores for English Language Arts/Literacy.
 NEW ELL students in grade 3 do not take ELA exam

COMPARISON OF **SADDLE BROOK'S** STUDENTS TESTED SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS MATHEMATICS

	Students Tested		Year to Year Increase
	2017	2018	
Grade 3	110	125	+15
Grade 4	143	120	-23
Grade 5	136	148	+12
Grade 6	133	136	+3
Grade 7	123	135	+12
Grade 8*	120	110	-10
Algebra I	147	153	+6
Geometry	117	128	+11
Algebra II	119	110	-9
TOTAL	1,148	1,165	+17

*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: "Students Tested" represents individual valid test scores for Mathematics.

COMPARISON OF FRANKLIN, SMITH, LONG TO THE DISTRICT ENGLISH LANGUAGE ARTS - PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		Meeting & Exceeding (Levels 4+5)	
	School	District	School	District	School	District	School	District	School	District	School	District
Grade 3	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018
Franklin	11	10	11	13	38	30	40	45	0	2	40	47
Smith	21		24		26		26		3		29	
Long	0		5		24		68		2		70	

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		Meeting & Exceeding (Levels 4+5)	
	School	District	School	District	School	District	School	District	School	District	School	District
Grade 4	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018
Franklin	7	8	10	11	29	24	43	39	12	17	55	56
Smith	10		13		21		40		15		55	
Long	3		10		24		34		28		62	

Notes: Percentages may not total 100 due to rounding.

COMPARISON OF FRANKLIN, SMITH, LONG TO THE DISTRICT ENGLISH LANGUAGE ARTS - PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		Meeting & Exceeding (Levels 4+5)	
	School	District	School	District	School	District	School	District	School	District	School	District
Grade 5	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018
Franklin	0	2	10	9	33	30	57	57	0	1	57	58
Smith	6		9		30		54		2		56	
Long	0		9		26		63		2		65	

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		Meeting & Exceeding (Levels 4+5)	
	School	District	School	District	School	District	School	District	School	District	School	District
Grade 6	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018
Franklin	8	6	13	8	31	29	46	48	2	9	48	57
Smith	5		5		28		46		15		61	
Long	4		6		28		52		10		62	

Notes: Percentages may not total 100 due to rounding.

COMPARISON OF FRANKLIN, SMITH, LONG TO THE DISTRICT MATHEMATICS - PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		Meeting & Exceeding (Levels 4+5)	
	School	District	School	District	School	District	School	District	School	District	School	District
Grade 3	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018
Franklin	4	7	13	12	30	26	52	46	0	10	52	56
Smith	18		11		29		24		18		42	
Long	0		12		17		59		12		61	

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		Meeting & Exceeding (Levels 4+5)	
	School	District	School	District	School	District	School	District	School	District	School	District
Grade 4	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018
Franklin	5	8	31	20	26	30	36	38	2	3	38	41
Smith	13		17		38		31		2		33	
Long	7		10		23		53		7		60	

Notes: Percentages may not total 100 due to rounding.

COMPARISON OF FRANKLIN, SMITH, LONG TO THE DISTRICT MATHEMATICS- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		Meeting & Exceeding (Levels 4+5)	
	School	District	School	District	School	District	School	District	School	District	School	District
Grade 5	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018
Franklin	0	6	12	12	22	21	63	55	4	6	67	61
Smith	15		11		22		44		7		51	
Long	2		14		19		58		7		65	

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		Meeting & Exceeding (Levels 4+5)	
	School	District	School	District	School	District	School	District	School	District	School	District
Grade 6	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018
Franklin	10	7	16	14	43	25	31	46	0	8	31	54
Smith	5		13		15		54		13		54	
Long	4		14		16		54		12		66	

Notes: Percentages may not total 100 due to rounding.

Comparison of **Subgroups**

Grade 3

English Language Arts & Mathematics Percentages

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Meeting + Exceeding	% Meeting + Exceeding
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Female	5.8	5.8	7.7	11.5	23.1	15.4	59.6	53.8	3.8	13.5	63.5	67.3
Male	13.9	6.2	16.7	12.3	34.7	32.9	34.7	39.7	0	6.8	34.7	46.6
Hispanic/Latino	25.0	14.3	10.7	7.1	35.7	42.9	28.6	35.7	0	0	28.6	35.7
White	4.9	4.8	13.4	13.3	26.8	20.5	54.9	49.4	0	12.0	54.9	61.4
Economically Disadvantaged (no)	10.7	7.8	12.6	10.7	27.2	25.2	48.5	45.6	1.0	10.7	49.5	56.3
Economically Disadvantaged (yes)	9.5	4.5	14.3	18.2	42.9	27.3	28.6	45.5	4.8	4.5	33.3	50.0
Special Education	26.8	19.5	19.5	22	29.3	24.4	24.4	29.3	0	4.9	24.4	34.1
General Education	2.4	1.2	9.6	7.1	30.1	26.2	55.4	53.6	2.4	11.9	57.8	65.5

Notes: Percentages may not total 100 due to rounding.

NEW QSAC EXPECTATIONS

- Overall district wide student achievement is worth 50% of total score
- Average of subgroups is worth 50% of total score
- Combination needs to equal 80%

- **EXAMPLE: Grade 3 - ELA**
 - District Achievement is 46.8% (meeting and exceeding)
 - Average of the Subgroups is 43.3%
 - 45.05% Proficiency does not equal 80% required

Comparison of **Subgroups** Grade 4 English Language Arts & Mathematics Percentages

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Meeting + Exceeding	% Meeting + Exceeding
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Female	5.2	6.8	10.3	13.6	15.5	28.8	44.8	47.5	24.1	3.4	69.0	50.8
Male	11.5	9.8	11.5	25.2	32.8	31.1	34.4	29.5	9.8	3.3	44.3	32.8
Hispanic/Latino	6.1	6.1	9.1	30.3	30.3	33.3	39.4	27.3	15.2	3.0	54.5	30.3
White	10.0	9.9	12.9	16.9	25.7	29.6	35.7	40.8	15.7	2.8	51.4	43.7
Economically Disadvantaged (no)	6.5	4.3	7.5	16.0	24.7	30.9	41.9	44.7	19.4	4.3	61.3	48.9
Economically Disadvantaged (yes)	15.4	23.1	23.1	34.6	23.1	26.9	30.8	15.4	7.7	0.0	38.5	15.4
Special Education	23.5	23.5	26.5	35.3	20.6	32.4	26.5	5.9	2.9	2.9	29.4	8.8
General Education	2.4	2.3	4.7	14.0	25.9	29.1	44.7	51.2	22.4	3.5	67.1	54.7

Notes: Percentages may not total 100 due to rounding.

Comparison of **Subgroups**

Grade 5

English Language Arts & Mathematics

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Meeting + Exceeding	% Meeting + Exceeding
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Female	2.9	7.2	5.8	8.7	26.1	23.2	62.3	53.6	2.9	7.2	65.2	60.9
Male	1.3	5.1	12.7	15.2	32.9	19.0	53.2	55.7	0.0	5.1	53.2	60.8
Hispanic/Latino	7.4	14.8	14.8	14.8	14.8	22.2	63.0	44.4	0.0	3.7	63.0	48.1
White	0.9	4.7	9.3	11.2	32.7	21.5	56.1	57.0	0.9	5.6	57.0	62.6
Economically Disadvantaged (no)	1.6	6.3	6.7	11.8	30.7	18.1	57.5	56.7	1.6	7.1	59.1	63.8
Economically Disadvantaged (yes)	4.8	4.8	14.3	14.3	23.8	38.1	57.10	42.9	0.0	0.0	57.1	42.9
Special Education	6.4	14.9	19.1	19.1	31.9	23.4	40.4	38.3	2.1	4.3	42.6	42.6
General Education	0.0	2.0	5.0	8.9	26.7	19.8	65.3	62.4	1.0	6.9	66.3	69.3

Notes: Percentages may not total 100 due to rounding.

Comparison of **Subgroups**

Grade 6

English Language Arts & Mathematics

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Meeting + Exceeding	% Meeting + Exceeding
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Female	1.4	4.1	4.1	17.6	28.4	27.0	56.8	43.2	9.5	8.1	66.2	51.4
Male	11.1	9.4	12.7	10.9	30.2	23.4	38.1	48.4	7.9	7.8	46.0	56.3
Hispanic/Latino	11.4	17.1	11.4	22.9	42.9	34.3	31.4	25.7	2.9	0.0	34.4	25.7
White	2.3	2.3	12.5	12.5	26.4	20.5	56.3	54.5	8.0	10.2	64.4	64.8
Economically Disadvantaged (no)	5.3	5.3	6.2	13.3	26.5	24.8	52.2	47.8	9.7	8.8	61.9	56.6
Economically Disadvantaged (yes)	8.3	12.0	16.7	20.0	41.7	28.0	29.2	36.0	4.2	4.0	33.3	40.0
Special Education	16.2	18.9	21.6	43.2	45.9	16.2	13.5	18.9	2.7	2.7	16.2	21.6
General Education	2.0	2.0	3.0	4.0	23.0	28.7	61.0	55.4	11.0	9.9	72.0	65.3

Notes: Percentages may not total 100 due to rounding.

Comparison of **Subgroups**

Grade 7

English Language Arts & Mathematics

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Meeting + Exceeding	% Meeting + Exceeding
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Female	0.0	0.0	0.0	9.3	9.3	38.7	57.3	45.3	33.3	6.7	90.7	52.0
Male	6.7	5.0	8.3	16.7	13.3	38.3	55.0	33.3	16.7	6.7	71.7	40.0
Hispanic/Latino	0.0	3.0	6.1	21.2	9.1	36.4	63.6	36.4	21.2	3.0	84.8	39.4
White	3.5	1.2	3.5	10.5	10.5	40.7	57.0	39.5	25.6	8.1	82.6	47.7
Economically Disadvantaged (no)	2.8	2.8	3.7	8.3	12.8	36.7	52.3	45.0	28.4	7.3	80.7	52.3
Economically Disadvantaged (yes)	3.8	0.0	3.8	30.8	46.2	46.2	73.1	19.2	15.4	3.8	88.5	23.1
Special Education	15.4	11.5	11.5	30.8	26.9	50.0	46.2	7.7	0.0	0.0	46.2	7.7
General Education	0.0	0.0	1.8	8.3	7.3	35.8	58.7	47.7	32.1	8.3	90.8	56.0

Notes: Percentages may not total 100 due to rounding.

Comparison of **Subgroups**

Grade 8

English Language Arts & Mathematics

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Meeting + Exceeding	% Meeting + Exceeding
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Female	1.4	10.2	5.8	16.9	14.5	37.3	50.7	35.6	27.5	0.0	78.3	35.6
Male	6.3	15.7	15.6	31.4	20.3	17.6	46.9	35.3	10.9	0.0	57.8	35.3
Hispanic/Latino	6.3	7.4	6.3	29.6	12.5	25.9	50.0	37.0	25.0	0.0	75.0	37.0
White	2.4	16.4	9.6	20.96	22.9	32.8	51.8	29.9	13.3	0.0	65.1	29.9
Economically Disadvantaged (no)	2.0	8.9	6.9	16.5	15.8	32.9	52.5	41.8	22.8	0.0	75.2	41.8
Economically Disadvantaged (yes)	9.4	22.6	21.9	41.9	21.9	16.1	37.5	19.4	9.4	0.0	46.9	19.4
Special Education	6.1	43.3	30.3	33.3	36.4	10.0	27.3	13.3	0.0	0.0	27.3	13.3
General Education	3.0	1.3	4.0	20.0	11.0	35.0	56.0	43.8	26.0	0.0	82.0	43.8

Notes: Percentages may not total 100 due to rounding.

COMPARISON OF **SUBGROUPS** GRADE 9 ENGLISH LANGUAGE ARTS

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting + Exceeding
	ELA	ELA	ELA	ELA	ELA	ELA
Female	0.0	9.7	12.5	58.3	19.4	77.8
Male	3.0	10.4	32.8	40.3	13.4	53.7
Hispanic/Latino	3.2	12.9	29.0	35.5	19.4	54.8
White	1.1	9.5	21.1	53.7	14.7	68.4
Economically Disadvantaged (no)	1.7	11.1	21.4	47.9	17.9	65.8
Economically Disadvantaged (yes)	0.0	4.5	27.3	59.1	9.1	68.2
Special Education	4.0	36.0	32.0	20.0	8.0	28.0
General Education	0.9	4.4	20.2	56.1	18.4	74.6

COMPARISON OF **SUBGROUPS** GRADE 10 ENGLISH LANGUAGE ARTS

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting + Exceeding
	ELA	ELA	ELA	ELA	ELA	ELA
Female	11.3	7.0	29.6	35.2	16.9	52.1
Male	27.9	19.1	13.2	26.5	13.2	39.7
Hispanic/Latino	23.7	15.8	31.6	18.4	10.5	28.9
White	18.0	11.2	16.9	37.1	16.9	53.9
Economically Disadvantaged (no)	18.8	12.0	21.4	31.6	16.2	47.9
Economically Disadvantaged (yes)	22.7	18.2	22.7	27.3	9.1	36.4
Special Education	43.3	26.7	10.0	13.3	6.7	20.0
General Education	12.8	9.2	24.8	35.8	17.4	53.2

COMPARISON OF **SUBGROUPS** GRADE 11 ENGLISH LANGUAGE ARTS

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting + Exceeding
	ELA	ELA	ELA	ELA	ELA	ELA
Female	7.8	7.8	21.6	28.0	4.0	62.7
Male	38.2	18.5	27.8	18.5	0.0	18.5
Hispanic/Latino	13.0	26.1	26.1	30.4	4.3	34.8
White	24.7	11.0	23.3	37.0	4.1	41.1
Special Education	50.0	21.4	17.9	10.7	0.0	10.7
General Education	11.7	10.4	27.3	45.5	5.2	50.6

COMPARISON OF **SUBGROUPS** ALGEBRA I (~GRADES 8 AND 9)

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting + Exceeding
	Math	Math	Math	Math	Math	Math
Female	2.8	16.7	37.5	43.1	0.0	43.1
Male	9.9	16.0	32.1	40.7	1.2	42.0
Hispanic/Latino	18.4	10.5	28.9	42.1	0.0	42.1
White	2.9	15.7	39.2	41.2	1.0	42.2
Economically Disadvantaged (no)	7.7	16.2	33.8	41.5	0.8	42.3
Economically Disadvantaged (yes)	0.0	17.4	39.1	43.5	0.0	43.5
Special Education	16.1	38.7	22.6	22.6	0.0	22.6
General Education	4.1	10.7	37.7	46.7	0.8	47.5

Comparison of **Subgroups** Geometry (~Grades 9 and 10)

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting + Exceeding
	Math	Math	Math	Math	Math	Math
Female	10.4	38.8	29.9	20.9	0.0	20.9
Male	8.2	41.0	26.2	24.6	0.0	24.6
Hispanic/Latino	11.4	57.1	25.7	5.7	0.0	5.7
White	7.4	33.3	32.1	27.2	0.0	27.2
Economically Disadvantaged (no)	8.7	40.4	26.9	24.0	0.0	24.0
Economically Disadvantaged (yes)	12.5	37.5	33.3	16.7	0.0	16.7
Special Education	27.8	55.2	10.3	6.9	0.0	6.9
General Education	4.0	35.4	33.3	27.3	0.0	27.3

Comparison of **Subgroups** Algebra II (~Grades 10 and 11)

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% Meeting + Exceeding
	Math	Math	Math	Math	Math	Math
Female	32.1	33.9	19.6	14.3	0.0	14.3
Male	57.4	18.5	7.4	13.0	3.7	16.7
Hispanic/Latino	37.5	29.2	20.9	8.3	4.2	12.5
White	47.4	25.0	11.8	14.5	1.3	15.8
Special Education	87.5	9.4	0.0	3.1	0.0	3.1
General Education	26.9	33.3	19.2	17.9	2.9	20.5

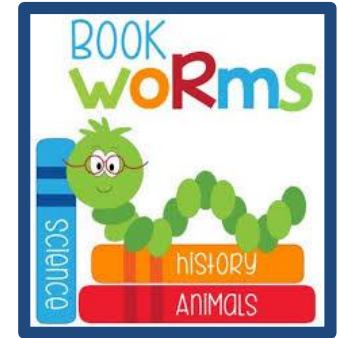
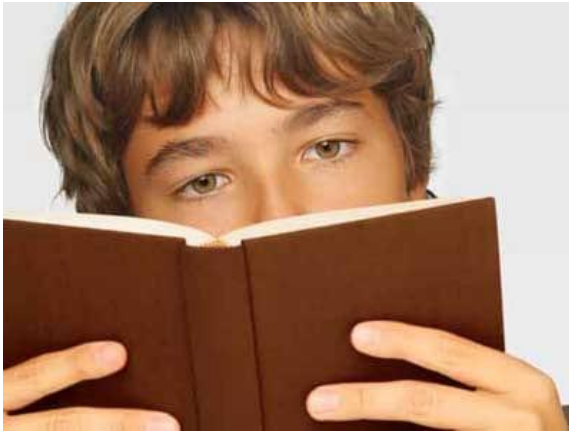
The Reality of Standardized Testing

- ❑ NJ Graduation Requirements
- ❑ Governor Murphy's Promises and Our Reality
- ❑ Niche, NJ Monthly, US News and World Report
- ❑ Real Estate Values
- ❑ Testing Opposed
- ❑ Content Readiness - NJSLS
- ❑ Test Preparedness – platform knowledge (Princeton Review, Kaplan Review etc.)
- ❑ SAT, ACT, ACCUPLACER, GRE, MCAT, LSAT, CPA, PRAXIS
- ❑ <https://parcc.pearson.com/practice-tests/>
- ❑ Testing anxiety
- ❑ Desensitization

Questions and Interventions...

- Curriculum Review. Do we have detailed scope and sequence, QSAC ready?
- Do we have purposeful interdisciplinary connections in reading and writing to increase student achievement in Math and ELA
- How are we serving our Algebra I and English 10 Students?
- Are we best serving all of our subgroups? Breakfast?
- How is Basic Skills serving our students? Boost?
- Are we using are Federal Grant monies wisely to advance student achievement?
- Do we have consistency in instruction and practice: Reading/Writing Notebooks, Classroom libraries (equity?), Classroom Instructional Resources, Book Baggies, and Teacher's College Benchmark Assessment, math benchmark assessments, and regular student access to and use of Technology...?
- Reading Units of Study, Writing Units of Study, with exemplar trade books?
- Special Education - How does least restrictive environment impact student achievement?
- How do these assessments impact other assessments: SAT, AP, PSAT etc.?
- Continued Professional Development:
 - In Math K-Algebra I through Conquer Mathematics
 - In ELA for Reader's/Writer's Workshop with our contracted PD provider

Maintaining an Independent Reading Life – Building Agency



In the works for 2018-2019...

- New Title I Math Teacher for the HS
- Leveled Literacy Intervention in Basic Skills
- Using Title I carry-over funds to address even more ELA/L - Boost
- Review of commercial data warehousing tools that offer analysis and skill remediation
- Project Read Phonics Pilot
- Connected Math Pilot
- Math Manipulatives
- Implementation of TC Running Records for K-6, with training for all teachers
- Data analysis at the district and classroom levels – review evidence statements and individual student achievement reports
- Review of Curriculum – scope and sequence, assessments
- District Calendar w/Professional Development, and Grade Level/Department Articulations
- Evaluation of the Administrative Structure
- Special Education Services and Placements
- Comprehensive ELA Review K-12 – minutes, specialization
- Comprehensive Math Review K-12 – minutes, specialization
- Middle School Achievement review – minutes

Questions?

Thank you