PARCC Results-Year Two Grades 3-8 NJ ASK-Science Grades 4 & 8

Woodland Park School District September 12, 2016 Carmela Triglia PARRC
Partnership for Assessment of
Readiness for College and
Careers - 2016

Grades 3-8 English Language Arts/Literacy, Mathematics, & Algebra

New Jersey's Statewide Assessment Program

 2016 marks the 2nd administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) and the first opportunity to compare year-to-year results as the following slides will show.

 Students took PARCC English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 11.

 Students took PARCC Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II.

PARCC Performance Levels

- Level 1- Not yet meeting grade-level expectations
- Level 2- Partially meeting grade-level expectations
- Level 3-Approaching grade-level expectations
- Level 4-Meeting grade-level expectations
- Level 5-Exceeding grade-level expectations

Comparison of New Jersey Spring 2015 and Spring 2016 PARCC Administrations English Language Arts/Literacy

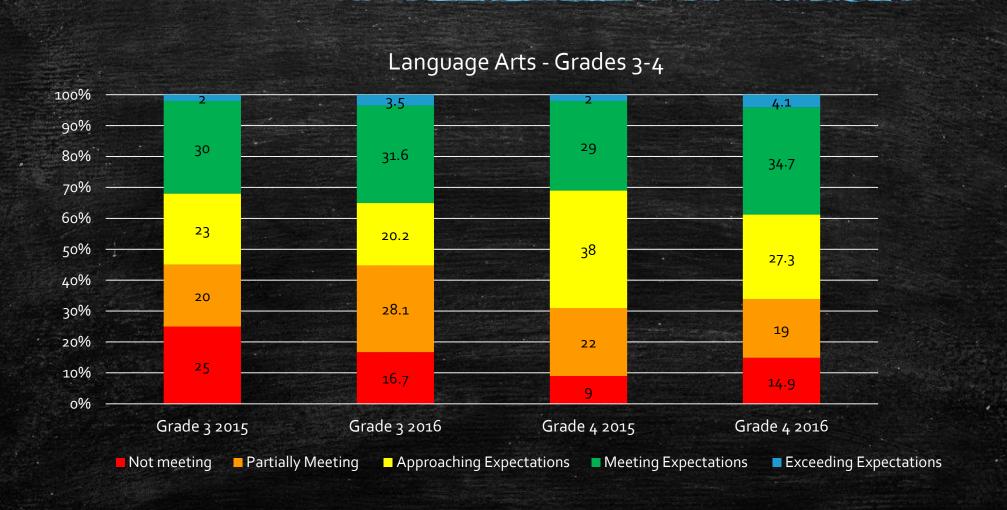
	Mee Expec	Yet eting tations eel 1)		Meeting ations el 2)	Approaching Meeting Expectations (Level 3) (Level 4)		Exceeding Expectations (Level 5)		% Change in Level 1 and Level 2	% Change in Level 4 and Level 5 (College and Career Ready)		
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016		.,
Grade 3	15.1%	13.5%	17.8%	16.0%	23.7%	23.0%	38.6%	41.3%	4.9%	6.2%	3.4 %	4.1 %
Grade 4	7.8%	8.2%	14.5%	13.5%	26.6%	24.8%	39.4%	40.8%	11.7%	12.7%	1 0.6%	1 2.4%
Grade 5	7.2%	6.7%	15.1%	14.7%	26.1%	25.3%	45.1%	46.4%	6.4%	6.9%	↓ 0.9%	1.7 %
Grade 6	7.9%	7.5%	15.5%	14.1%	27.8%	26.2%	39.7%	41.3%	9.1%	11.0%	1.9 %	1 3.5%
Grade 7	10.8%	9.5%	14.5%	12.5%	23.1%	21.6%	33.9%	35.6%	17.7%	20.7%	↓ 3.3%	1 4.7%
Grade 8	11.5%	10.1%	14.6%	13.0%	22.3%	21.7%	39.1%	40.7%	12.5%	14.5%	J 3.0%	1 3.6%
Grade 9	17.6%	12.9%	19.0%	15.0%	23.6%	23.1%	30.3%	35.8%	9.5%	13.2%	↓ 8.7%	9.2 %
Grade 10	25.3%	20.9%	17.7%	14.2%	20.3%	20.4%	25.6%	31.0%	11.0%	13.4%	1 7.8%	↑ 7.7%
Grade 11*	16.7%	18.5%	18.7%	18.1%	23.5%	23.3%	30.1%	31.7%	10.9%	8.4%	1.1%	↓ 0.9%

Comparison of <u>New Jersey's</u> Spring 2015 and Spring 2016 PARCC Administrations <u>Mathematics</u>

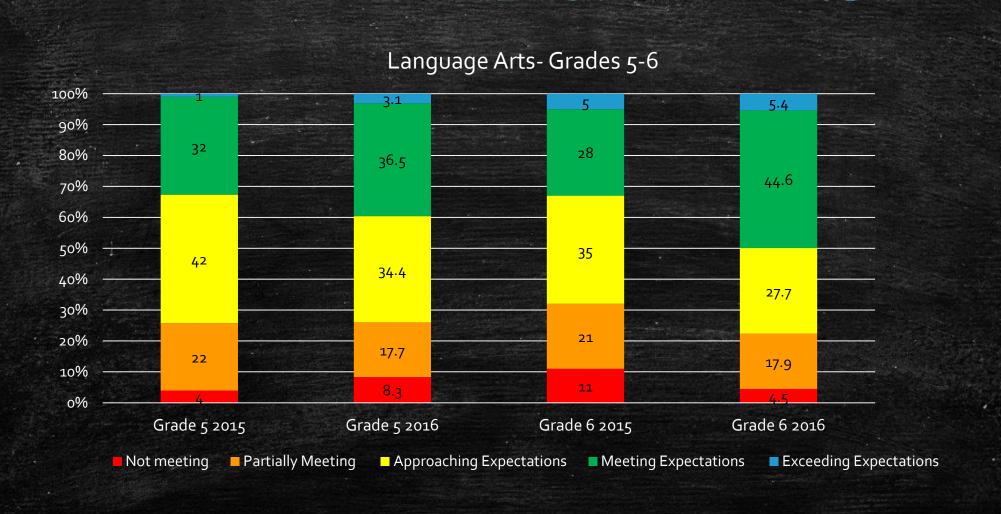
	Not Yet N Expecta (Leve	ations	Partially Expecta (Leve	ations	Expec	aching tations el 3)	Mee Expect (Leve	ations	Exceeding Expectations (Level 5)		% Change in Level 1 and Level 2	% Change in Level 4 and Level 5 (College and
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016		Career Ready)
Grade 3	8.3%	8.1%	18.5%	15.9%	28.3%	24.3%	36.9%	39.0%	8.0%	12.7%	↓ 2.8%	1 6.8%
Grade 4	7.2%	8.0%	21.9%	18.6%	30.3%	26.8%	36.3%	41.2%	4.3%	5.4%	1 2.5%	1 5.9%
Grade 5	6.1%	6.2%	20.7%	18.3%	32.1%	28.2%	34.9%	38.4%	6.1%	8.8%	1 2.3%	1 6.2%
Grade 6	7.6%	8.9%	21.4%	19.1%	30.2%	29.1%	34.8%	35.6%	6.0%	7.3%	1.0 %	1 2.2%
Grade 7	7.7%	9.0%	22.3%	20.1%	33.3%	32.3%	33.0%	33.5%	3.8%	5.2%	↓ 0.9%	1.9 %
Grade 8*	21.9%	21.5%	26.2%	25.3%	28.4%	27.5%	23.0%	24.9%	0.5%	0.7%	1.3 %	1 2.1%
Algebra I	13.8%	12.8%	25.3%	21.3%	25.0%	24.8%	32.9%	37.3%	3.1%	3.9%	\$ 5.0%	1 5.2%
Algebra II	31.7%	33.5%	24.5%	22.6%	19.9%	18.8%	22.3%	22.7%	1.6%	2.4%	1 0.1%	1.1%
Geometry	12.4%	10.5%	35.6%	31.1%	29.7%	31.4%	19.5%	23.2%	2.9%	3.8%	4 6.3%	1 4.6%

Note: Approximately 30,000 New Jersey students participated in the PARCC Algebra I assessment while in middle school. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

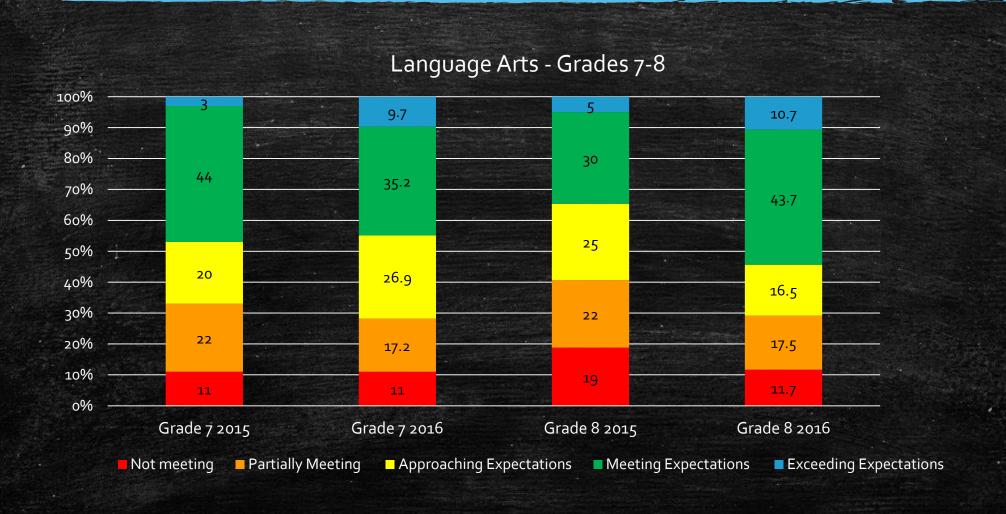
Comparison of <u>WOODLAND PARK's</u> Spring 2015 and Spring 2016 PARCC Administrations <u>English Language Arts/Literacy Grades 3-4</u>



Comparison of <u>WOODLAND PARK'S</u> Spring 2015 and Spring 2016 PARCC Administrations <u>English Language Arts/Literacy Grades 5-6</u>



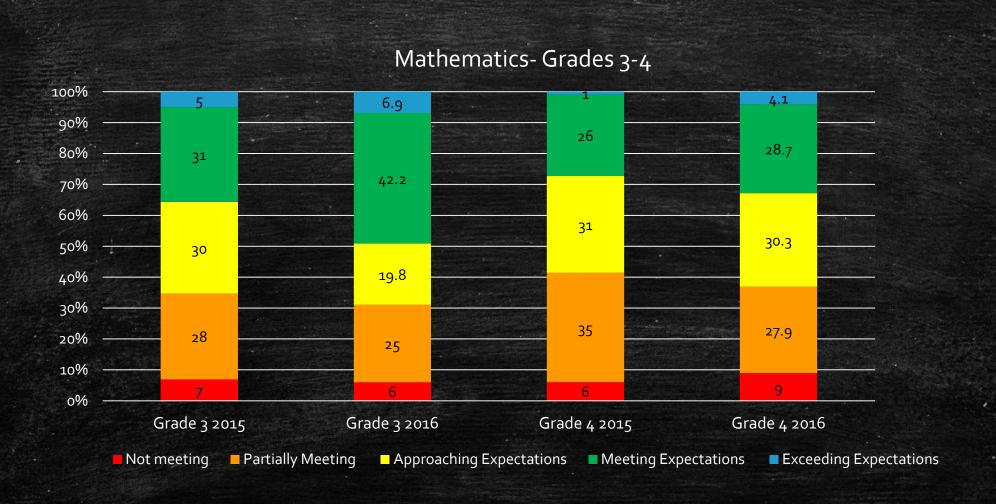
Comparison of <u>WOODLAND PARK'S</u> Spring 2015 and Spring 2016 PARCC Administrations <u>English Language Arts/Literacy Grades 7-8</u>



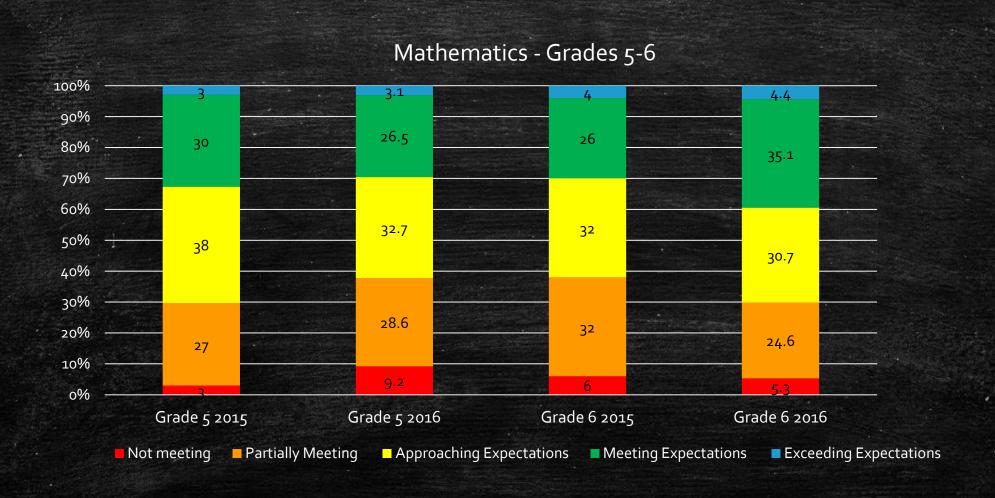
COMPARISON OF WOODLAND PARK'S 2015-2016 Spring PARCC Administrations ENGLISH LANGUAGE ARTS/LITERACY

	Change ir	n Level 1 an	d Level 2		Change in Level 4 and Level 5				
	Woodland Park			State	Woodland Park			State	
A	2015	2016			2015	2016			
Grade 3	45%	44.8%	J 0.2%	1 3.4%	32%	35.1%	1 3.1%	1 4.1%	
Grade 4	31%	33.9%	1 2.9%	1 0.6%	31%	38.8%	1 7.8%	1 2.4%	
Grade 5	26%	26%	No change	1 0.9%	33%	39.6%	1 6.6%	1.7%	
Grade 6	32%	22.4%	9 .6%	1.9%	33%	50%	17%	1 3.5%	
Grade 7	33%	28.2%	4 .8%	1 3.3%	47%	44.9%	12.1%	1 4.7%	
Grade 8	41%	29.2%	11.8%	3.0%	35%	54.4	19.4	1 3.6%	

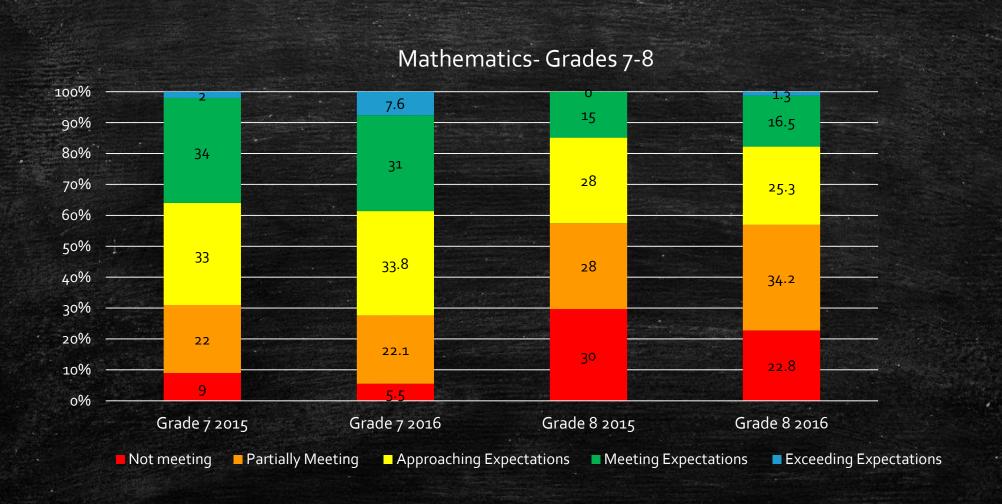
Comparison of <u>Woodland Park's</u> Spring 2015 and Spring 2016 PARCC Administrations MATHEMATICS - Grades 3-4



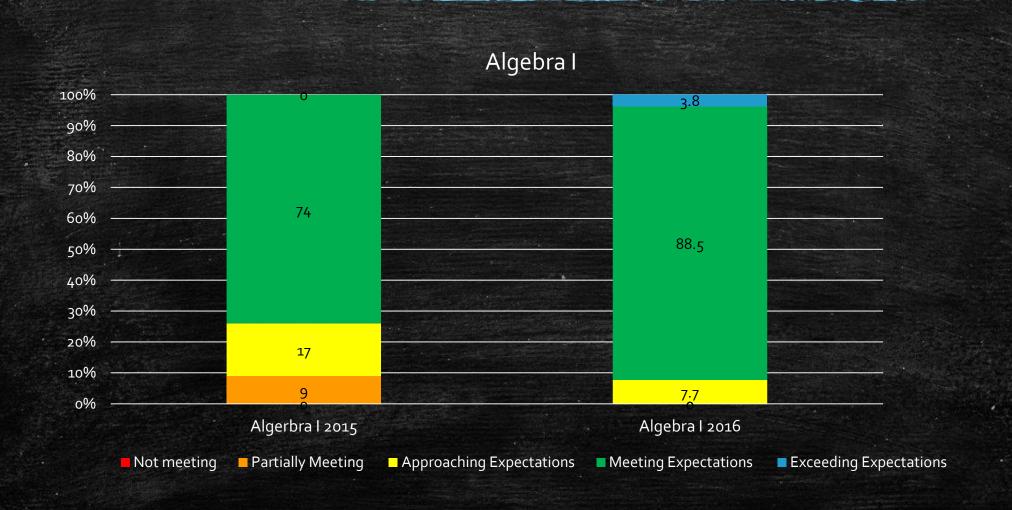
Comparison of <u>Woodland Park's</u> Spring 2015 and Spring 2016 PARCC Administrations MATHEMATICS - Grades 5-6



Comparison of <u>Woodland Park's</u> Spring 2015 and Spring 2016 PARCC Administrations <u>MATHEMATICS</u> - <u>Grades</u> 7-8



Comparison of <u>Woodland Park's</u> Spring 2015 and Spring 2016 PARCC Administrations <u>Algebra I</u>



COMPARISON OF <u>WOODLAND PARK'S</u> 2015-2016 Spring PARCC Administrations <u>MATHEMATICS</u>

	Change ir	n Level 1 an	d Level 2		Change in Level 4 and Level 5				
	Woodland	l Park		State	Woodland	d Park	State		
	2015	2016			2015	2016			
Grade 3	35%	31%	4%	1 2.8%	36%	49.1% 13.1%	6.8%		
Grade 4	41%	36.9%	4.1%	2.5%	27%	32.8% 👚 5.8%	5.9%		
Grade 5	30%	37.8	1 7.8%	1.3%	33%	29.6% 👃 3.4%	6.2%		
Grade 6	38%	29.9%	\$ 8.1%	1.0%	30%	39.5% 🛊 9.5%	1 2.2%		
Grade 7	31%	27.6%	3.4%	J 0.9%	36%	38.6% 1 2.6%	1.9%		
Grade 8	58%	57%	1%	1.3%	15%	17.8% 12.8%	ó 1 2.1%		
Algebra I	9%	0%	1 9%	J 5.0%	74%	92.3% 18.3%	6 1 5.2%		

Woodland Park's 2016 Spring PARCC Administrations

BEATRICE GILMORE GRADES 3-4 ENGLISH LANGUAGE ARTS/LITERACY

		Count of	Not Yet	Partially	Approaching	Meeting	Exceeding	District
		Valid Test Scores	Meeting	Meeting	Expectations	Expectations	Expectation (Level 5)	% >= Level 4
			(Level 1)	(Level 2)	(Level 3)	(Level 4)	· · · · · · · · · · · · · · · · · · ·	
<u>Grade Level</u>				Students W	<u> (ith Disabilities</u>			
Grade 3	Yes- IEP	11	45.5%	36.4%	9.1%	9.1%	0.0%	9.1%
Total Valid	No-IEP	103	13.6%	27.2%	22.4%	34.0%	3.9%	37.9%
114	504	4	25.0%	25.0%	0.0%%	25.0%	25.0%	50.0%
Grade 4	Yes- IEP	16	56.3%	25.0%	18.8%	0.0%	0.0%	0.0%
Total Valid	No-IEP	105	8.6%	18.1%	28.6%	40%	4.8%	44.8%
121	504	6	33.3%	16.7%	50%	0.0%	0.0%	0.0%
Grade 3				<u>Economicall</u>	y Disadvantage			
Total Valid	No	59	10.2%	28.8%	20.3%	33.9%	6.8%	40.7%
114	Yes	55	23.6%	27.3%	20.0%	29.1%	0.0%	29.1%
Grade 4	No	64	6.3%	15.6%	25.0%	45.3%	7.8%	53.1%
Total Valid	Yes	F7	24.6%	22.8%	29.8%	22.8%	0.0%	22.8%
121	165	57	24.070	22.070	29.070	22.070	0.070	22.070

Woodland Park's 2016 Spring PARCC Administrations **BEATRICE GILMORE GRADES 3-4**ENGLISH LANGUAGE ARTS/LITERACY

	Count of Valid Test Scores	Not Yet Meeting	Partially Meeting	Approaching Expectations	Meeting Expectations	Exceeding Expectations	District % >= Level 4
Grade Level 3				Ethnicity/ Race			
Hispanic/Latino	43	14.0%	34.9 %	23.2 %	27.9 %	0.0 %	27.9%
American Indian	0	0.0 %	0.0 %	0.0 %	0.0%	0.0 %	0.0%
Asian	6	16.7%	16.7 %	0.0 %	50.0 %	16.7%	66.7%
Black or African Am	4	25.0%	50.0 %	25.0%	0.0 %	0.0 %	0.0%
Pacific Islander	0	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0%
White	60	18.3 %	23.3 %	18.3 %	35.0 %	5.0 %	40.0%
Two or More Races	1	0.0 %	0.0 %	100.0 %	0.0%	0.0 %	0.0%
Grade Level 4				Ethnicity/ Race			
Hispanic/Latino	50	16.0%	26.0 %	34.0 %	24.0 %	0.0 %	24.0%
American Indian	o	0.0%	0.0%	0.0 %	0.0 %	0.0 %	0.0 %
Asian	5	0.0%	20.0 %	20.0 %	60.0 %	0.0 %	60.0 %
Black or African Am	5	0.0%	60.0 %	0.0 %	40.0%	0.0 %	40.0 %
Pacific Islander	0	0.0%	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %
White	59	16.9 %	10.2 %	23.7 %	42.4%	6.8 %	49.2%
Two or More Races	2	0.0%	0.0 %	50.0 %	0.0 %	50.0 %	50.0 %

Woodland Park's 2016 Spring PARCC Administrations BEATRICE GILMORE GRADES 3-4

MATHEMATICS

		Count of	Not Yet	Partially	Approaching	Meeting	Exceeding	District
		Valid Test Scores	Meeting	Meeting	Expectations	Expectations	Expectation (Level 5)	% >= Level 4
			(Level 1)	(Level 2)	(Level 3)	(Level 4)	(=====,	
Grade Level				Students W	ith Disabilities			
Grade 3	Yes- IEP	11	27.3%	36.4%	18.2%	18.2%	0.0%	18.2%
Total Valid	No-IEP	105	3.8%	23.8%	20.0%	44.8%	7.6%	52.4%
116	504	4	0.0%	50.0%	25.0%	25.0%	0.0%	25.0%
Grade 4	Yes- IEP	16	37.5%	37.5%	12.5%	12.5%	0.0%	12.5%
Total Valid	No-IEP	106	4.7%	26.4%	33.0%	31.1%	4.7%	35.8%
122	504	6	16.7%	50.0%	33.3%	0.0%	0.0%	0.0%
Grade 3				<u>Economical</u>	ly Disadvantage			
Total Valid	No	59	5.1%	22.0%	15.3%	45.8%	11.9%	57.6%
116	Yes	57	7.0%	28.1%	24.6%	38.6%	1.8%	40.4%
Grade 4	No	65	7.7%	21.5%	27.7%	35.4%	7.7%	43.1%
Total Valid	Yes	F7	10.5%	35.1%	33.3%	21.1%	0.0%	21.%
122	165	57	10.570	35.170	33.370	21.170	0.070	21.70

Woodland Park's 2016 Spring PARCC Administrations **BEATRICE GILMORE GRADES 3-4**MATHEMATICS

	Count of Valid Test Scores	Not Yet Meeting	Partially Meeting	Approaching Expectations	Meeting Expectations	Exceeding Expectation	District % >= Level 4
Grade Level 3				Ethnicity/ Race			
Hispanic/Latino	43	4.7 %	25.6 %	25.6 %	39.5 %	4.7 %	44.2 %
American Indian	0	0.0%	0.0 %	0.0%	0.0 %	0.0 %	0.0 %
Asian	6	0.0%	33.3 %	0.0%	50.0 %	16.7%	66.7%
Black or African Am	4	0.0%	50.0 %	50.0 %	0.0 %	0.0 %	0.0 %
Pacific Islander	O	0.0%	0.0 %	0.0%	0.0 %	0.0 %	0.0%
White	62	8.1%	22.6 %	14.5%	46.8%	8.1%	54.8 %
Two or More Races	1	0.0%	0.0 %	100.0 %	0.0 %	0.0 %	0.0 %
Grade Level 4				Ethnicity/ Race			
Hispanic/Latino	50	14.0 %	34.0 %	34.0 %	18.0 %	0.0 %	18.0 %
American Indian	o	0.0%	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %
Asian	5	20.0 %	0.0 %	40.0%	40.0%	0.0 %	40.0%
Black or African Am	5	20.0 %	40.0 %	20.0 %	0.0 %	20.0 %	20.0 %
Pacific Islander	0	0.0%	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %
White	60	3.3 %	23.3 %	28.3 %	40.0 %	5.0 %	45.0%
Two or More Races	2	0.0%	50.0 %	0.0 %	0.0 %	50.0 %	50.0 %

Woodland Park's 2016 Spring PARCC Administrations MEMORIAL GRADES 5-6

ENGLISH LANGUAGE ARTS/LITERACY

		Count of	NotYet	Partially	Approaching	Meeting	Exceeding	District
		Valid Test Scores	Meeting	Meeting	Expectations	Expectations	Expectation (Level 5)	% >= Level 4
			(Level 1)	(Level 2)	(Level 2) (Level 3)		(======================================	
Grade Level				Students W	Vith Disabilities			
Grade 5	Yes- IEP	11	9.1%	27.3%	63.6%	0.0%	0.0%	0.0%
Total Valid	No-IEP	85	8.2%	16.5%	30.6%	41.2%	3.5%	44.7%
96	504	2	0.0	0.0%	50.0%	50.0%	0.0	50.%
Grade 6	Yes- IEP	18	16.7%	55.6%	11.1%	16.7%	0.0%	16.7%
Total Valid	No-IEP	94	2.1%	10.6%	30.9%	50.0%	6.4%	56.4%
112	504	3	0.0%	33.3%	33.3%	33.3%	0.0%	33.3%
Grade 5				Economical	<u>ly Disadvantage</u>			
Total Valid	No	61	4.9%	13.1%	39.3%	37.7%	4.9%	42.6%
96	Yes	35	14.3%	25.7%	25.7%	34.3	0.0%	34.3%
Grade 6	No	58	5.2%	10.3%	27.6%	48.3%	8.6%	56.9%
Total Valid	Yes	F /	2 70%	3F 0%	27.8%	, o. 70%	1.9%	42.6%
112	165	54	3.7%	25.9%	2/.070	40.7%	1.970	42.070

Woodland Park's 2016 Spring PARCC Administrations MEMORIAL GRADES 5-6 ENGLISH LANGUAGE ARTS /LITERACY

	Count of Valid Test Scores	Not Yet Meeting	Partially Meeting	Approaching Expectations	Meeting Expectations	Exceeding Expectation	District % >= Level 4
Grade Level 5				Ethnicity/ Race			
Hispanic/Latino	42	9.5%	26.2%	31.0%	28.6%	4.8%	33.3%
American Indian	1	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Asian	4	0.0%	0.0%	50.0%	50.0%	0.0%	50.0%
Black or African Am	1	100%	0.0%	0.0%	0.0%	0.0%	0.0%
Pacific Islander	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	48	6.3%	10.4%	37.5%	43.8%	2.1%	45.8%
Two or More Races	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<u>Grade Level 6</u>				Ethnicity/ Race			
Hispanic/Latino	42	7.1%	21.4%	19.0%	50.05	2.4%	52.4%
American Indian	o	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	6	0.0%	0.0%	0.0%	66.7%	33.3%	100%
Black or African Am	5	0.0%	40.0%	20.0%	40.0%	0.0%	40.0%
Pacific Islander	1	0.0%	0.0%	100%	0.0%	0.0%	0.0%
White	57	3.5%	15.8%	36.8%	38.6%	5.3%	43.9%
Two or More Races	1	0.0%	0.0%	0.0%	100%	0.0%	100%

Woodland Park's 2016 Spring PARCC Administrations MEMORIAL GRADES 7-8

ENGLISH LANGUAGE ARTS/LITERACY

		Count of	NotYet	Partially	Approaching	Meeting	Exceeding	District
		Valid Test Scores	Meeting	Meeting	Expectations	Expectations	Expectation (Level 5)	% >= Level 4
			(Level 1)	(Level 2)	(Level 3)	(Level 4)	(==: 5,	
<u>Grade Level</u>				Students W	/ith Disabilities			
Grade 7	Yes- IEP	29	34.5%	41.4%	20.7%	3.4%	0.0%	3-45
Total Valid	No-IEP	116	5.2%	11.2%	28.4%	43.1%	12.15	55.25
145	504	3	0.0%	33.3%	33.3%	33.3%	0.0%	33.3%
Grade 8	Yes- IEP	18	38.9%	44.4%	5.6%	11.1%	0.0%	11.1%
Total Valid	No-IEP	85	5.9%	11.8%	18.8%	50.6%	12.9%	63.5%
103	504	9	0.0%	33.3%	11.1%	55.6%	0.0%	55.6%
Grade 7				<u>Economical</u>	ly Disadvantage			
Total Valid	No	80	8.8%	15.0%	26.3%	35.0%	15.0%	50.0%
145	Yes	65	13.8%	20.0%	27.7%	35.4%	3.1%	38.5%
Grade 8	No	61	14.8%	13.1%	14.8%	44.3%	13.1%	57.4%
Total Valid	Yes	42	7.1%	23.8%	19.0%	/ 2 O%	7.1%	50.0%
103	165	42	/.170	23.090	19.0%	42.9%	/.170	50.070

Woodland Park's 2016 Spring PARCC Administrations Memorial Grades 7-8 ENGLISH LANGUAGE ARTS/LITERACY

	Count of Valid Test Scores	Not Yet Meeting	Partially Meeting	Approaching Expectations	Meeting Expectations	Exceeding Expectation	District % >= Level 4
Grade Level 7				Ethnicity/ Race			
Hispanic/Latino	54	13.05	18.5%	33.3%	33.0%	1.9%	35.2%
American Indian	1	0.0%	0.0%	0.0%	100%	0.0%	100%
Asian	2	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%
Black or African Am	8	0.0%	12.5%	25.0%	37.5%	25.0%	62.5%
Pacific Islander	1	0.0%	0.0%	0.0%	0.0%	100%	100%
White	78	10.3%	17.9%	23.1%	37.2%	11.5%	48.7%
Two or More Races	1	0.0%	0.0%	0.0%	0.0%	100%	100%
Grade Level 8				Ethnicity/ Race			
Hispanic/Latino	37	5.4%	21.6%	21.6%	40.5%	10.8%	51.4%
American Indian	o	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African Am	4	25.0%	25.0%	50.0%	0.0%	0.0%	0.0%
Pacific Islander	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	61	14.8%	14.8%	11.5%	47.5%	11.5%	59.0%
Two or More Races	1	0.0%	0.0%	0.0%	100%	0.0%	100%

Woodland Park's 2016 Spring PARCC Administrations MEMORIAL GRADES 5-6

Mathematics

		Count of	Not Yet	Partially	Approaching	Meeting	Exceeding	District
		Valid Test Scores	Meeting	Meeting	Expectations	Expectations	Expectation (Level 5)	% >= Level 4
			(Level 1)	(Level 2)	(Level 3)	(Level 4)	\\	
Grade Level				Students W	ith Disabilities			
Grade 5	Yes- IEP	11	9.1%	54.5%	27.3%	9.1%	0.0%	9.1%
Total Valid	No-IEP	87	9.2%	25.3%	33.3%	28.7%	3.4%	32.2%
98	504	2	0.0%	0.0%	0.0%	100%	0.0%	100%
Grade 6	Yes- IEP	18	27.8%	50.0%	11.1%	11.1%	0.0%	11.1%
Total Valid	No-IEP	96	1.0%	19.8%	34.4%	39.6%	5.2%	44.8%
114	504	3	0%	33.3%	33.3%	33.3%	0.0%	33.3%
Grade 5				<u>Economicall</u>	l <u>y Disadvantage</u>			
Total Valid	No	63	4.8%	23.8%	39.7%	28.6%	3.2%	31.7%
98	Yes	35	17.1%	37.1%	20.0%	22.9%	2.9%	25.7%
Grade 6	No	58	3.4%	24.1%	31.0%	36.2%	5.2%	41.4%
Total Valid	Yes	56	7.1%	25.0%	30.4%	33.9%	3.6%	37.5%
114	163	50	7.170	25.070	30.470	33.970	3.070	3/-5/0

Woodland Park's 2016 Spring PARCC Administrations Memorial Grades 5-6 MATHEMATICS

	Count of Valid Test Scores	Not Yet Meeting	Partially Meeting	Approaching Expectations	Meeting Expectations	Exceeding Expectation	District % >= Level 4
<u>Grade Level 5</u>				Ethnicity/ Race			
Hispanic/Latino	43	18.6%	25.6%	30.2%	23.3%	2.3%	25.6%
American Indian	1	0.0%	0.0%	100%	0.0%	0.0%	0.0%
Asian	4	0.0%	50.0%	25.0%	0.0%	25.0%	25.0%
Black or African Am	1	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Pacific Islander	O	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	49	2.0%	28.6%	34.7%	32.7%	2.0%	34.7%
Two or More Races	O	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<u>Grade Level 6</u>				Ethnicity/ Race			
Hispanic/Latino	43	4.7%	27.9%	32.6%	32.6%	2.3%	34-9%
American Indian	O	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	6	0.0%	0.0%	33.3%	50.0%	16.7%	66.7%
Black or African Am	5	20.0%	20.0%	20.0%	40.0%	0.0%	40.0%
Pacific Islander	1	0.0%	0.0%	100%	0.0%	0.0%	0.0%
White	58	5.2%	25.9%	27.6%	36.2%	5.2%	41.4%
Two or More Races	1	0.0%	0.0%	100%	0.0%	0.0%	0.0%

Woodland Park's 2016 Spring PARCC Administrations MEMORIAL GRADES 7-8

MATHEMATICS

		Count of	NotYet	Partially	Approaching	Meeting	Exceeding	District
		Valid Test Scores	Meeting	Meeting	Expectations	Expectations	Expectation (Level 5)	% >= Level 4
			(Level 1)	(Level 2)	(Level 3)	(Level 4)	\\	
Grade Level				Students W	Vith Disabilities			
Grade 7	Yes- IEP	29	24.1%	51.7%	20.7%	3.4%	0.0%	3.4%
Total Valid	No-IEP	116	0.9%	14.7%	37.1%	37.9%	9.5%	47.4%
145	504	3	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%
Grade 8	Yes- IEP	18	33.3%	55.6%	11.1%	0.0%	0.0%	0.0%
Total Valid	No-IEP	61	19.7%	27.9%	29.5%	21.3%	1.6%	23.0%
79	504	8	12.5%	50.0%	37.5%	0.0%	0.0%	0.0%
Grade 7				Economicall	ly Disadvantage			
Total Valid	No	80	3.8%	17.5%	30.0%	36.3%	12.5%	48.8%
145	Yes	65	7.7%	27.7%	38.5%	24.6%	1.5%	26.2%
Grade 8	No	45	17.8%	35.6%	28.9%	15.6%	2.2%	17.8%
Total Valid								
79	Yes	34	29.4%	32.4%	20.6%	17.6%	0.0%	17.6%

Woodland Park's 2016 Spring PARCC Administrations Memorial Grades 7-8 MATHEMATICS

	Count of Valid Test	Not Yet Meeting	Partially	Approaching	Meeting	Exceeding	District % >= Level 4
	Scores		Meeting	Expectations	Expectations	Expectation	
<u>Grade Level 7</u>				Ethnicity/ Race			
Hispanic/Latino	54	5.6%	25.9%	40.7%	24.1%	3.7%	27.8%
American Indian	1	0.0%	0.0%	100%	0.0%	0.0%	0.0%
Asian	2	50.0%	0.0%	0.0%	50.0%	0.0%	50.0%
Black or African Am	8	0.0%	0.0%	25.0%	75.0%	0.0%	75.0%
Pacific Islander	1	0.0%	0.0%	0.0%	0.0%	100%	100%
White	78	5.1%	23.1%	30.8%	32.1%	9.0%	41.0%
Two or More Races	1	0.0%	0.0%	0.0.%	0.0%	100%	100%
Grade Level 8				Ethnicity/ Race			
Hispanic/Latino	33	21.2%	42.4%	15.2%	18.2%	3.0%	21.2%
American Indian	o	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	o	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African Am	4	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%
Pacific Islander	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	41	22.0%	31.7%	31.7%	14.6%	0.0%	14.6%
Two or More Races	1	0.0%	0.0%	0.0%	100%	0.0%	100%

Woodland Park's 2016 Spring PARCC Administrations MEMORIAL GRADE 8 - ALGEBRA

	Count of Valid Test Scores	Not Yet Meeting	Partially Meeting	Approaching Expectations	Meeting Expectations	Exceeding Expectation	District % >= Level 4
			Students with	<u>Disabilities</u>			
Yes- IEP	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
No-IEP	26	0.0%	0.0%	7.7%	88.5%	3.8%	92.3%
504	1	0.0%	0.0%	0.0%	100%	0.0%	100%
			Economic Dis	sadvantage			
No	17	0.0%	0.0%	11.8%	82.4%	5.9%	88.2%
Yes	9	0.0%	0.0%	0.0%	100%	0.0%	100%
			Race/ Et	<u>hnicity</u>			
Hispanic/Latino	5	0.0%	0.0%	0.0%	100%	0.0%	100%
American Indian	o	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	O	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African Am	o	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pacific Islander	o	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	21	0.0%	0.0%	9.5%	85.7%	4.8%	90.5%
Two or More Races	О	0.0%	0.0%	0.0%	0.00%	0.0%	0.0%

PARCC - Cohort- Percent Proficient

	Grade 3	Grade 4	Increase/Decrease
	2015	2016	in class (3 to 4)
Math	36%	33%	-3
ELA	33%	39% *	+6

	Grade 4 2015	Grade 5 2016	Increase/Decrease in class (4-5)
Math	27%	29%*	+2
ELA	31%	39%*	+8

	Grade 5	Grade 6	Increase/Decrease in
	2015	2016	class (5-6)
Math	33%	39%	+6
ELA	33%	50%	+17

	Grade 6 2015	Grade 7 2016	Increase/Decrease in class (6-7)
Math	30%	39%	+9
ELA	33%	45%	+12

	Grade 7	Grade 8	Increase/Decrease
	2015	2016	in class (7-8)
ELA	47%	55%	+8

FIRST/LAST NAME

Date of Birth: xx/xx/xxxx ID: xxxx Grade: 3 DISTRICT NAME SCHOOL NAME **NEW JERSEY**

GRADE 3 ELA

English Language Arts/Literacy Assessment Report, 2015–2016

This report shows whether xxxx met grade-level expectations and is on track for the next grade level. This assessment is just one measure of how well your child is performing academically.

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child's teachers:

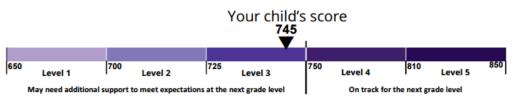
- · What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school

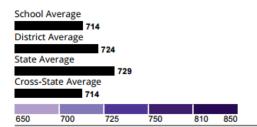
See side 2 of this report for specific information on your child's performance in reading and writing.

How Did xxxx Perform Overall?

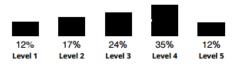
Performance Level 3







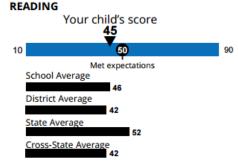
How Students in New Jersey Performed



Percentage of students at each performance level

The probable range in the student's overall score on this test is plus or minus 7.3 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Reading and Writing?



LITERARY TEXT

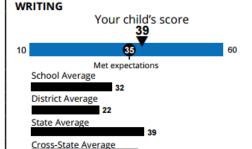
Your child performed about the same as students who met or exceeded expectations. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

INFORMATIONAL TEXT

Your child performed about the same as students who approached expectations. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY

Your child performed about the same as students who did not yet meet or partially met expectations. Students meet expectations by showing they can use context to determine what words and phrases mean.



WRITING EXPRESSION

Your child performed about the same as students who approached expectations. Students meet expectations by showing they can compose well-developed writing, using details from what they

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who met or exceeded expectations. Students meet expectations by showing they can compose writing using rules of standard English.

Your child performed about the same as students who: Met or Exceeded Approached Expectations

Did Not Yet Meet or Partially

What are the PARCC tests? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your child's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

How will my child's school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

Learn more about PARCC and New Jersey's college- and career-ready standards

Explore your school website, or ask your principal, for information on your school's annual PARCC assessment schedule; the curriculum chosen by your district to give students more hands-on learning experiences that meet state standards; and to learn more about how test results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at http://www.state.nj.us/education/cccs/.

For information on how to help your child, and access to actual PARCC test questions and the GreatKids Test Guide for Parents, visit UnderstandTheScore.org. Page 2 of 2

Parent Resources

- Information on the new 2015-16 PARCC Student Reports: www.state.nj.us/education/assessment/parcc/scores/
- Understanding the student score reports (with translations):
 understandthescore.org/
- New Jersey Department of Education
 - http://www.nj.gov/education/sca/parcc/
- PARCC
 - http://www.parcconline.org/resources/parent-resources
 - Performance Level Descriptors
 - http://www.parcconline.org/news-and-video/230-performance-level-descriptors
- Be a Learning Hero
 - http://bealearninghero.org/

Questions to Guide PARCC Data Reflection

 How will we use PARCC data to identify strengths and gaps that exist in our curriculum and instruction?

How will we use PARCC data as a tool to address areas in need of improvement or enhancement?

How can we provide additional resources and support for our educators to meet the learning needs of all our students?

NJASK New Jersey Assessment of Skills and Knowledge

Science Grades 4 & 8

NJASK Science

The 2015 Science tests consist of multiple-choice and constructed-response items. The Science tests, applicable to grades 4 and 8 only, were administered during a single day.

The Science test measures fourth and eighth grade students' ability to recall information and to solve problems by applying science concepts. The Science test assesses knowledge and application skills in three clusters; each cluster contains multiple-choice items and constructed-response items. The NJ CCCS numbers corresponding to the three clusters are indicated in parentheses.

• Life Science (5.5, 5.10)

Matter, Energy, and Organization in Living Systems Diversity and Biological Evolution Reproduction and Heredity Natural Systems and Interactions Human Interactions and Impact

Physical Science (5.6, 5.7)

Structure and Properties of Matter Chemical Reactions Motion and Forces Energy Transformations

• Earth Science (5.8, 5.9)

Earth's Properties and Materials Atmosphere and Weather Processes that Shape the Earth How We Study the Earth Earth, Moon, Sun System Solar System Stars Galaxies and Universe

NJASK Science Guidelines for Student Assessment

- 95% of each student group must participate in the assessment process
- Students enrolled in the district for less than one year will not be included in the accountability process
- Students with severe disabilities must be assessed using the DLM
- LEP students must be assessed
- Out-of-district students are included in their home school's accountability process

State Testing Sub-Groups

Special Education

Limited English Proficient

Gender

Ethnicity

Economic Status

Migrant Status

Levels of Proficiency

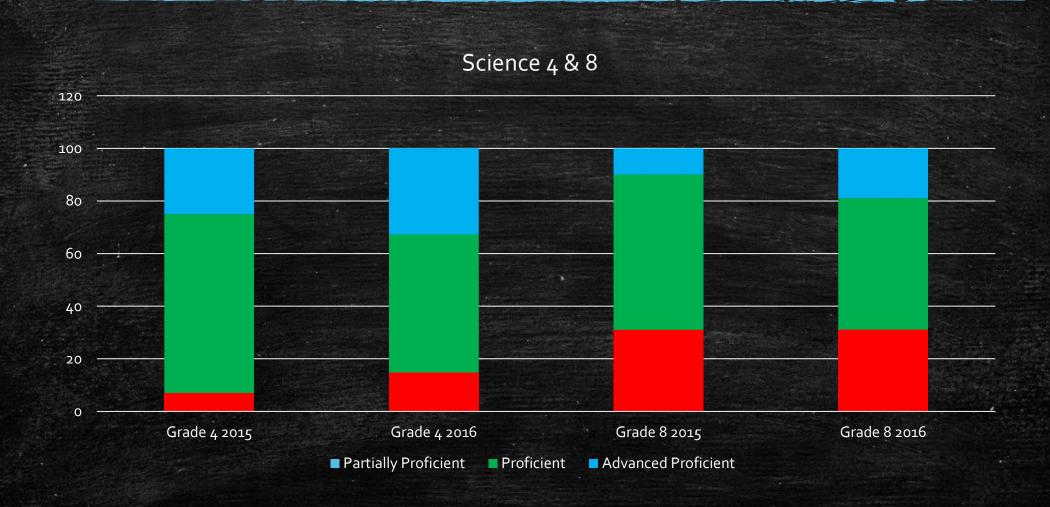
- Advanced Proficient 250–300
- Proficient 200–249
- Partially Proficient 100–199

Partially Proficient is considered to be below the state minimum level of proficiency.

NJASK Science

	Partially Proficient		Proficient			Advanced Proficient		<pre><proficient< pre=""></proficient<></pre>			
	2015	2016	2015	2016	2015	2016	2015	2016	DFG (DE) 2016	NJ 2016	
Grade 4	7.0%	14.8%	68.0%	52.5%	25.0%	32.8%	93%	85.3%	92.9%	89.8%	
Grade 8	31.0%	31.1%	59%	50%	10%	18.9%	69%	68.9%	73.9%	72.9%	

NJASK Science 4 & 8



NJASK Science Grade 4-2016

	Count of Valid Test Scores	Partially Proficient	Proficient	Advanced Proficient	District % >= Level				
<u>Limited English Proficient</u>									
Current LEP	5	80.0%	20.0%	0.0%	20.0%				
Former LEP	0	0.0%	0.0%	0.0%	0.0%				
		Students with	<u>Disabilities</u>						
Yes- IEP	18	33.3%	50.0%	16.7%	66.7%				
No-IEP	99	8.1%	54.5%	37.4%	91.9%				
		Economic Disa	advantage						
No	64	10.9%	40.6%	48.4%	89.0%				
Yes	58	19.0%	65.5%	15.5%	81.0%				
		Race/ Eth	<u>nicity</u>						
White	60	10.0%	50.0%	40.0%	90.0%				
Black or African Am.	6	33.3%	50.0%	16.7%	66.7%				
Asian	7	14.3%	28.6%	57.1%	85.7%				
Pacific Islander	0	0.0%	0.0%	0.0%	0.0%				
Hispanic	49	18.4%	59.2%	22.4%	81.6%				
Am. Indian	0	0.0%	0.0%	0.0%	0.0%				
Other	0	0.0%	0.0%	0.0%	0.0%				

NJASK Science Grade 8-2016

	Count of Valid Test Scores	Partially Proficient	Proficient	Advanced Proficient	District % >= Level
<u>Limited English Proficient</u>					
Current LEP	2	100%	0.0%	0.0%	0.0%
Former LEP	0	0.0%	0.0%	0.0%	0.0%
Students with Disabilities					
Yes- IEP	18	77.8%	22.2%	0.0%	22.2%
No-IEP	86	19.8%	57.0%	23.3%	80.3%
<u>Economic Disadvantage</u>					
No	61	23.0%	55.7%	21.3%	77.0%
Yes	45	42.2%	42.2%	15.6%	57.8%
Race/ Ethnicity					
White	65	30.8%	47.7%	21.5%	69.2%
Black or African Am.	5	40.0%	60.0%	0.0%	60.0%
Asian	1	0.0%	100%	0.0%	100%
Pacific Islander	0	0.0%	0.0%	0.0%	0.0%
Hispanic	35	31.4%	51.4%	17.1%	68.5%
Am. Indian	0	0.0%	0.0%	0.0%	0.0%
Other	0	0.0%	0.0%	0.0%	0.0%

What's Next

- This school year, teachers in grades 6-8 are implementing a new set of standards called the Next Generation Science Standards (NGSS) at the middle school level.
- Materials/Resources were purchased to support the new curriculum.
- K-5 will be adopting the NGSS in the 2017-2018 school year.