

**PARCC Results
Spring 2017 Administrations
and
NJASK, Biology, ACT, SAT,
and AP**

**South Orange-Maplewood
Public Schools**

September 18, 2017

Measuring
College and
Career
Readiness



NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- 2017 marks the 3rd administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) and the second opportunity to compare year-to-year results.
- 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 in Algebra I, Geometry, and Algebra II.
- As of May 2017, HS Graduation requirements are related to PARCC (ELA 10 and Algebra I), but continue to be revisited by the NJDOE

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

QUESTIONS TO GUIDE REFLECTION

- What trends exist in sub-groups and in year-to-year performance?

Overall, student performance has met or exceeded the state average. SOMSD has not made significant gains in our sub-groups from year to year.

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

District and school level data: Math, ELA, Reading and Writing
Also, district level and school level data teams will be fully functioning this year. Focus will be on student achievement, discipline, and attendance

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

Disaggregate data by subgroups
Disaggregate data by standards
Data-driven instruction

QUESTIONS TO GUIDE DATA REFLECTION

- How does student performance align with District assessment data and how does that performance influence curricular implementation?

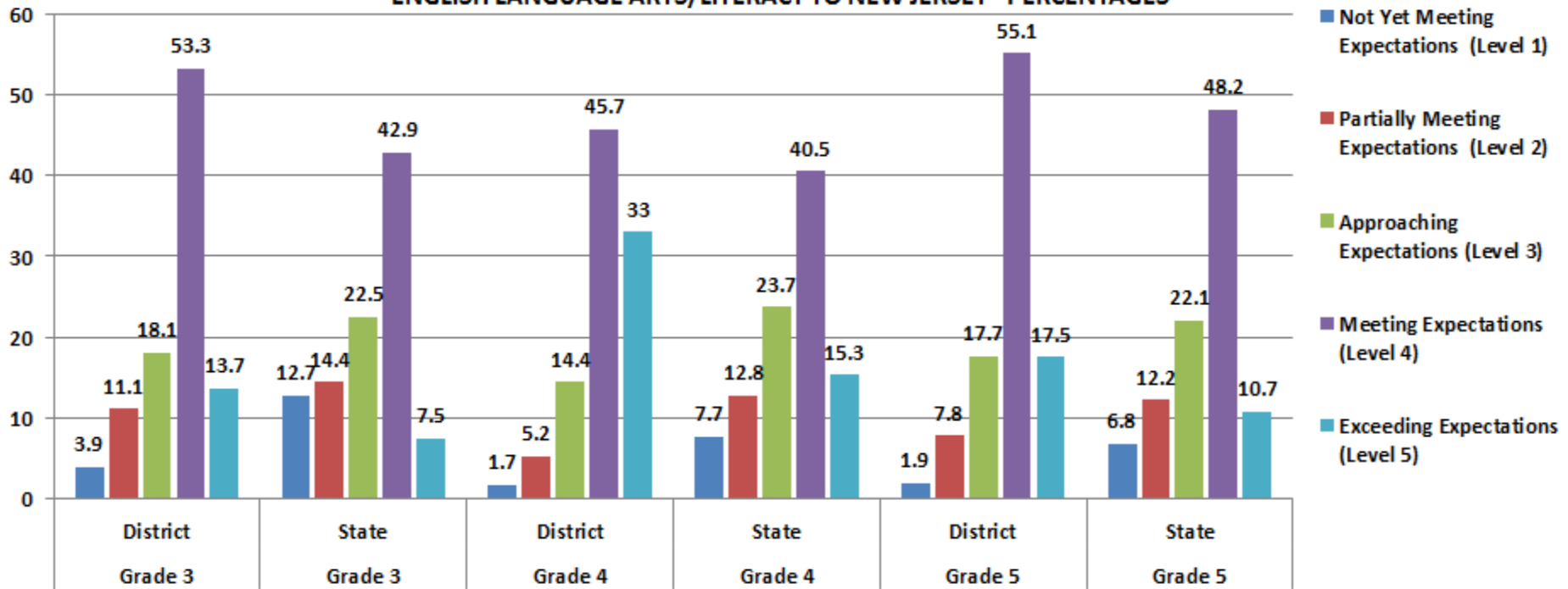
We currently use the Teacher's college assessments in ELA. Further study is needed to determine if performance aligns with district assessment data.

- How can we introduce multiple measures of assessment in the district?

Discussion is beginning to introduce an electronic school based assessment system that will provide immediate feedback to inform teachers which skills where students are not meeting expectations.

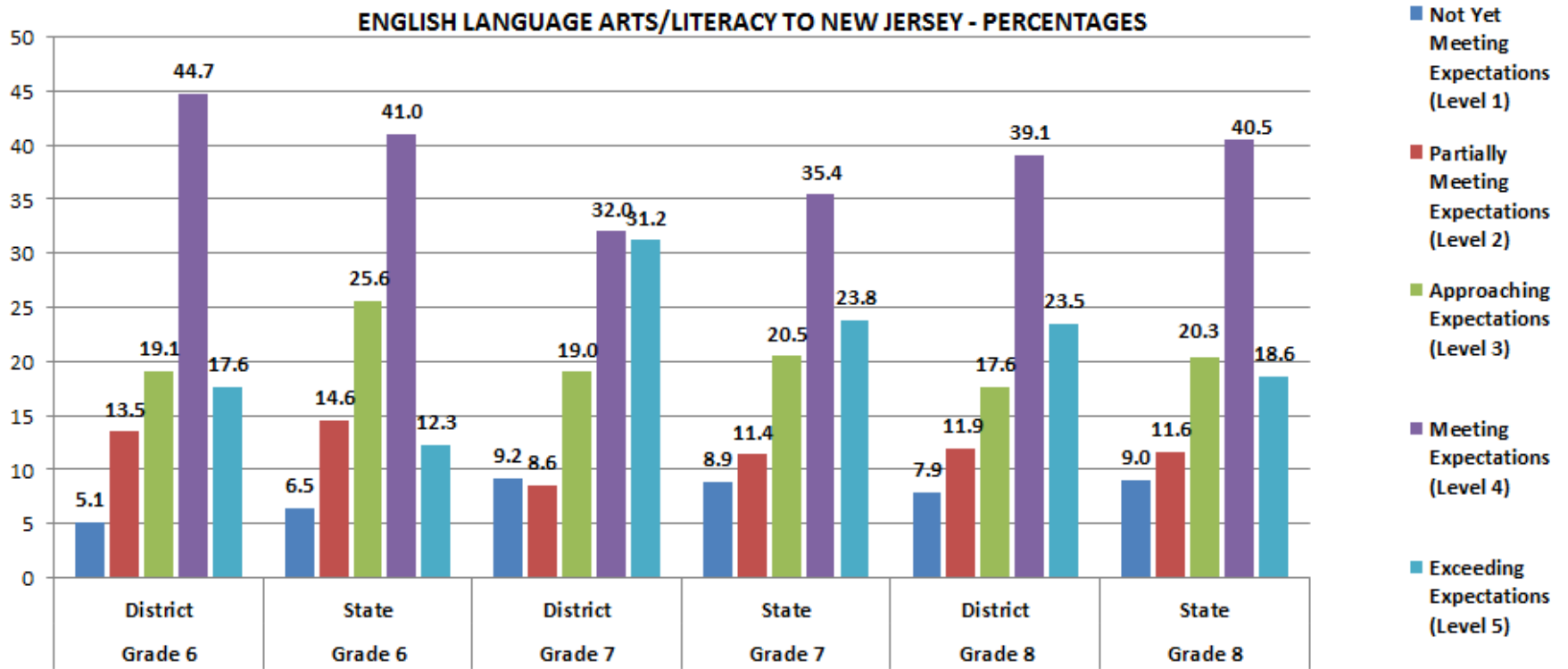
For most grades SOMSD has a fewer % of students scoring level 1, 2 or 3, and a higher % of students scoring 4 &5.

**DISTRICT/STATE
COMPARISON OF SOUTH ORANGE-MAPLEWOOD'S
SPRING 2017 PARCC ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY TO NEW JERSEY - PERCENTAGES**



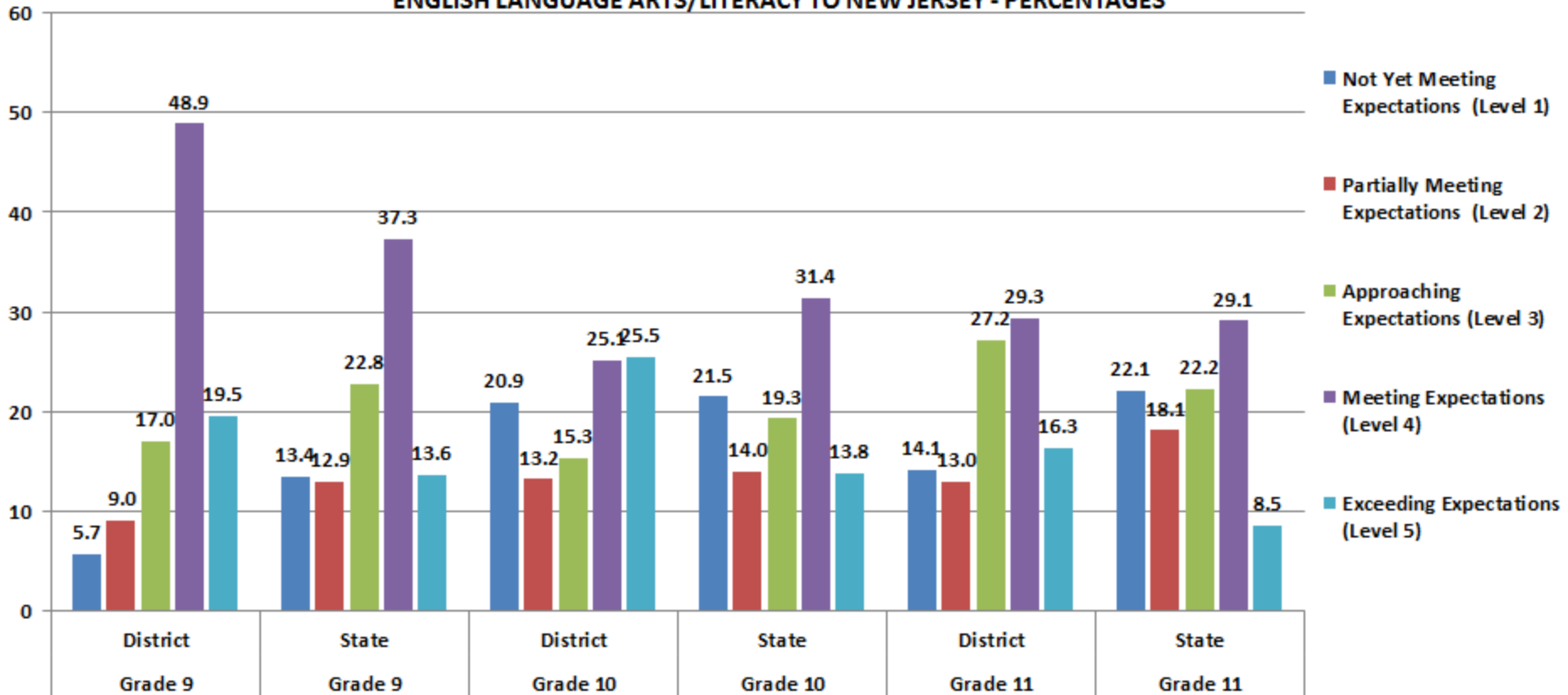
In 7th grade, we have a higher percentage scoring level 1 and level 5.

**DISTRICT/STATE
COMPARISON OF SOUTH ORANGE-MAPLEWOOD'S
SPRING 2017 PARCC ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY TO NEW JERSEY - PERCENTAGES**

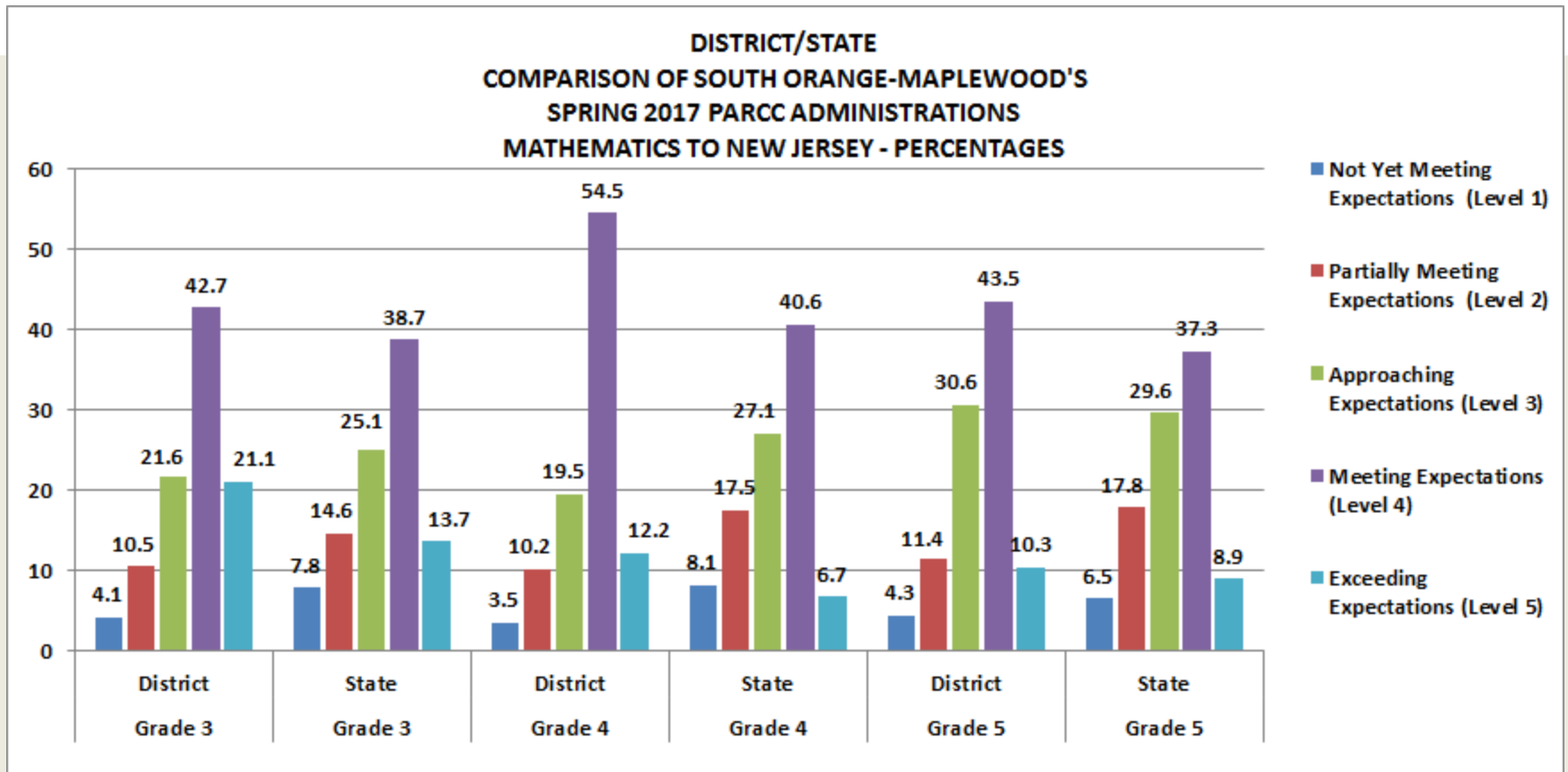


The trend continues for the high school: fewer % of students scoring level 1, 2 or 3, and a higher % of students scoring 4 & 5.

**DISTRICT/STATE
COMPARISON OF SOUTH ORANGE-MAPLEWOOD'S
SPRING 2017 PARCC ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY TO NEW JERSEY - PERCENTAGES**

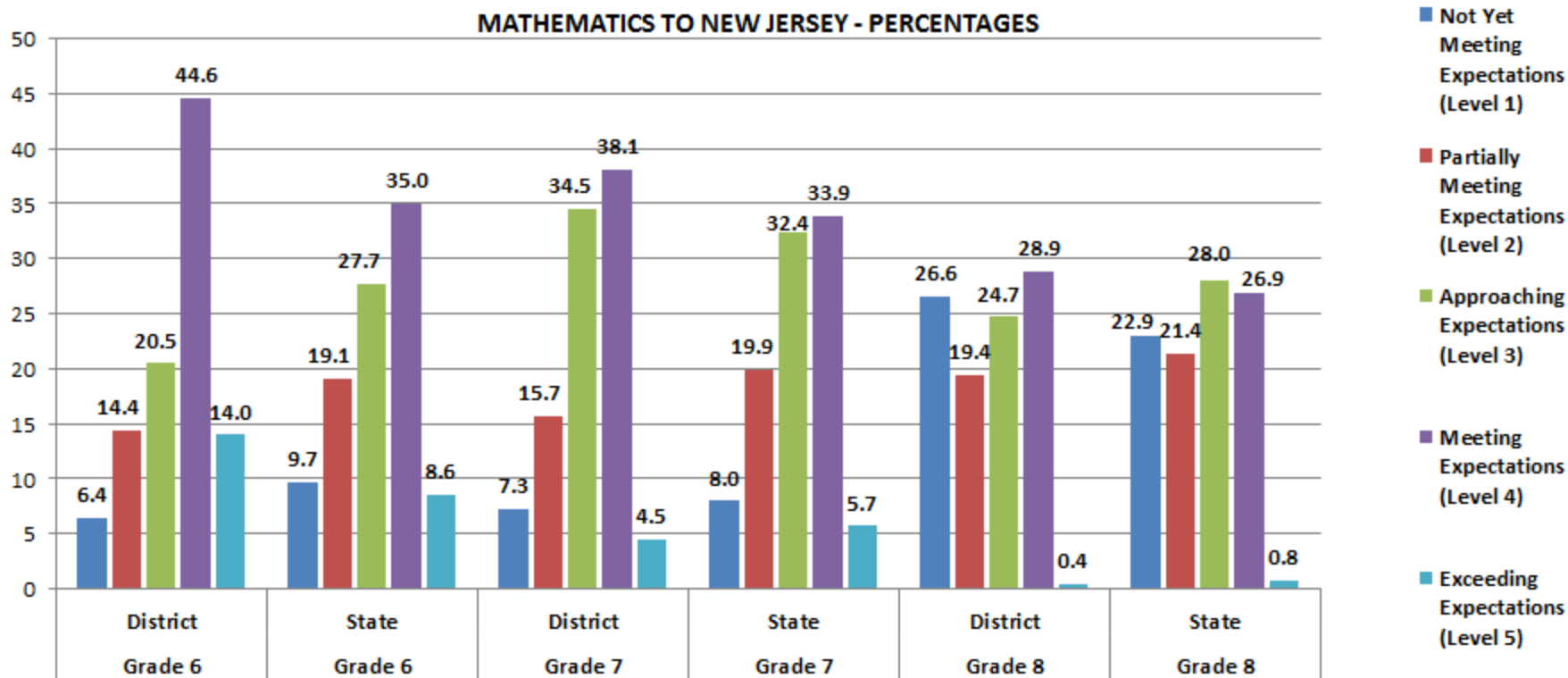


The trend continues in math (except 8th) SOMSD has a fewer % of students scoring level 1, 2 or 3, and a higher % of students scoring 4 & 5.

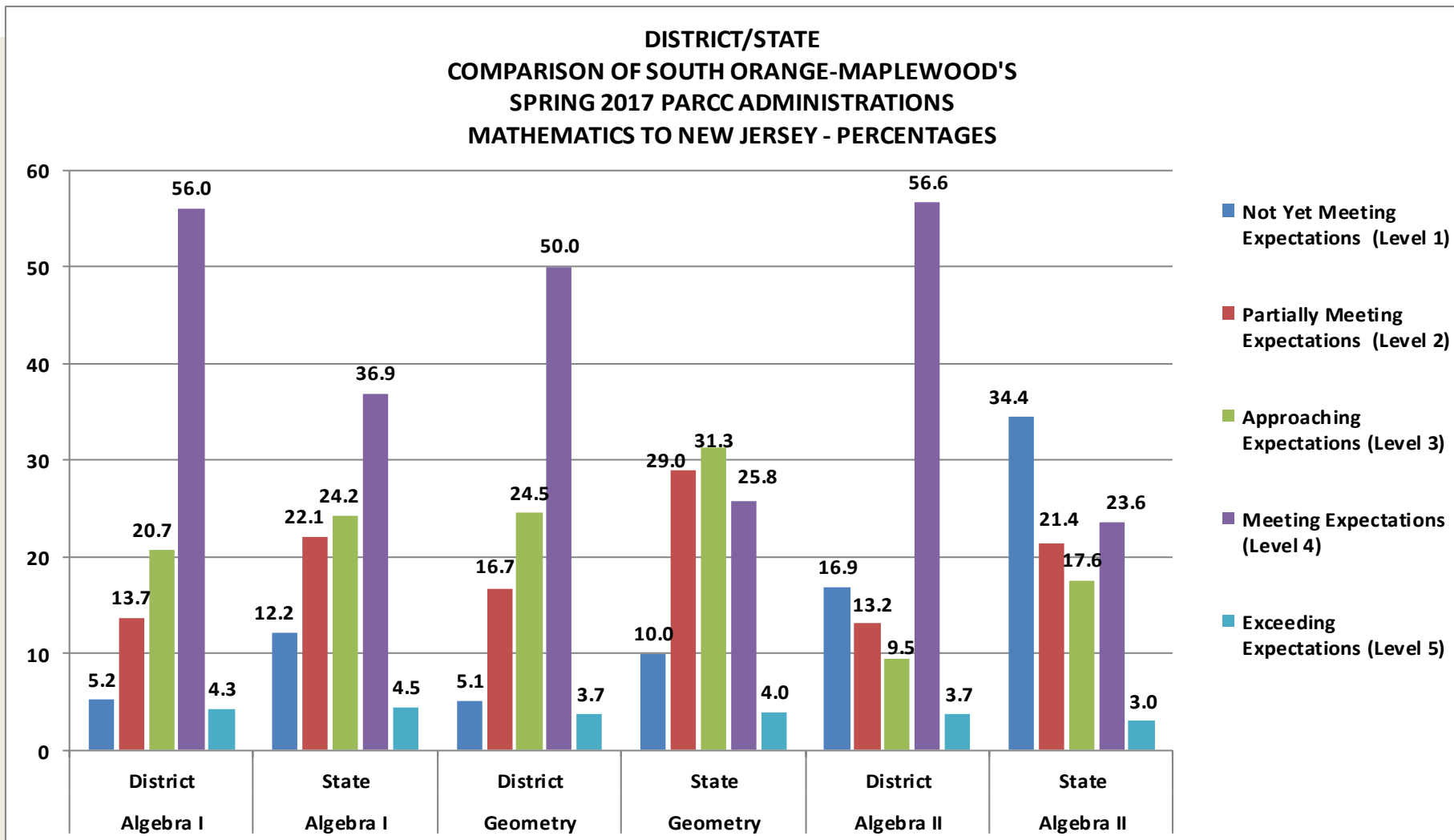


For 8th grade, SOMSD has a higher % of students scoring level 1 and level 2 than the state average. This is not reflective of our 8th grade class as it does not include 8th graders taking Algebra or Geometry. 34% of 8th graders took Algebra I and 15% took Geometry.

**DISTRICT/STATE
COMPARISON OF SOUTH ORANGE-MAPLEWOOD'S
SPRING 2017 PARCC ADMINISTRATIONS
MATHEMATICS TO NEW JERSEY - PERCENTAGES**

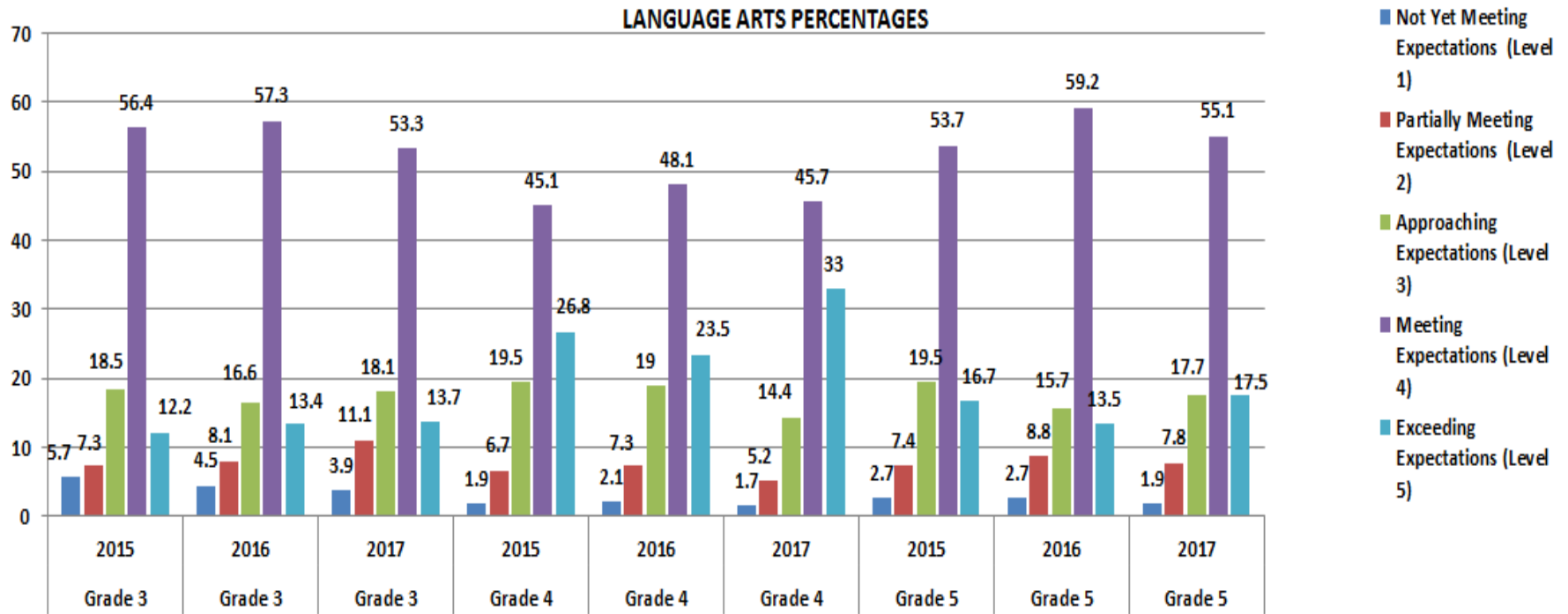


SOMSD performs significantly better than the state in Algebra I, Geometry, and Algebra II.

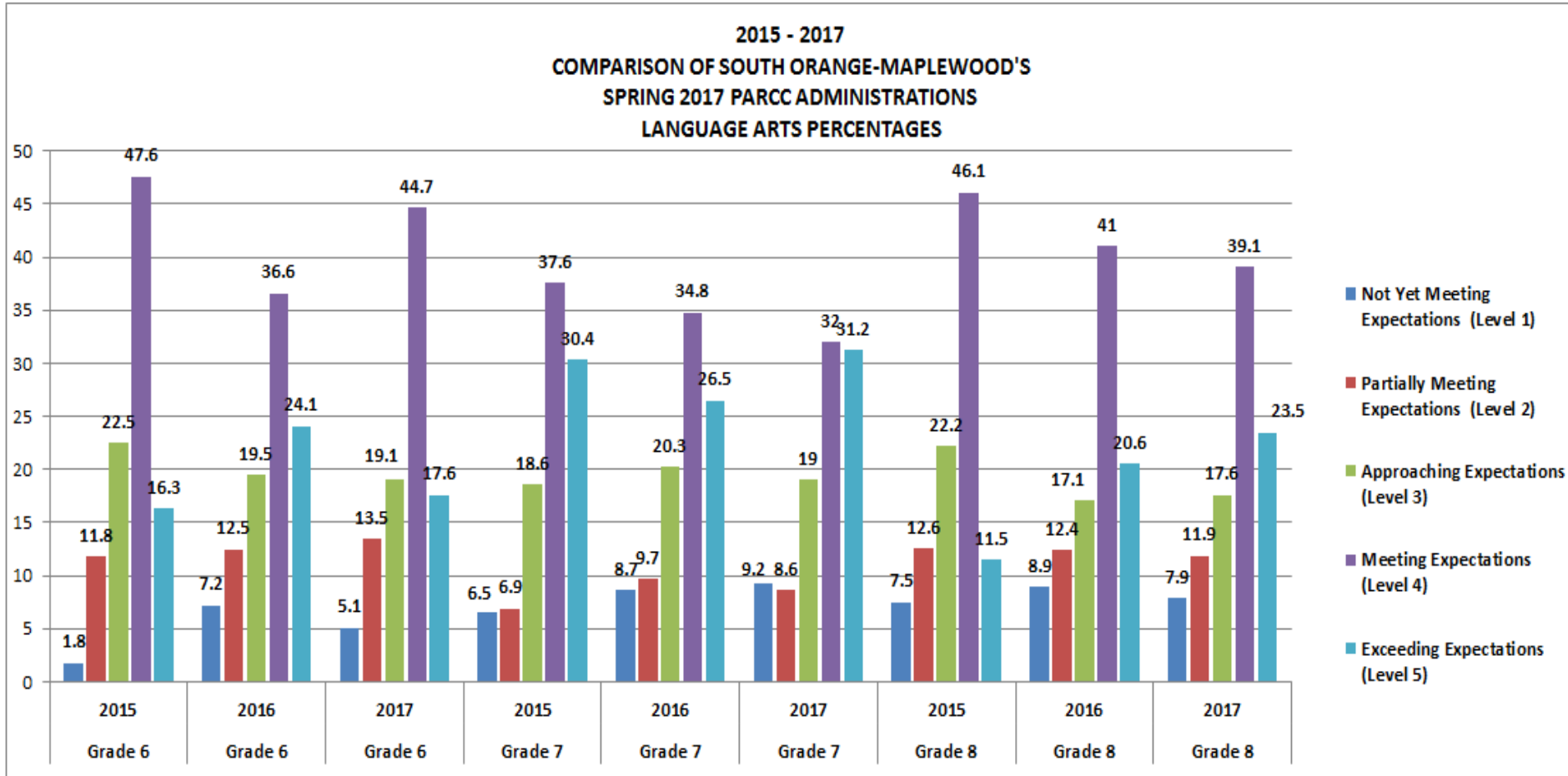


SOMSD ELA results for 3rd, 4th, and 5th grade continue to hover between 75-80% meeting expectations or exceeding expectations, with 10% not yet meeting or partially meeting expectations.

2015 - 2017
 COMPARISON OF SOUTH ORANGE-MAPLEWOOD'S
 SPRING 2017 PARCC ADMINISTRATIONS
 LANGUAGE ARTS PERCENTAGES

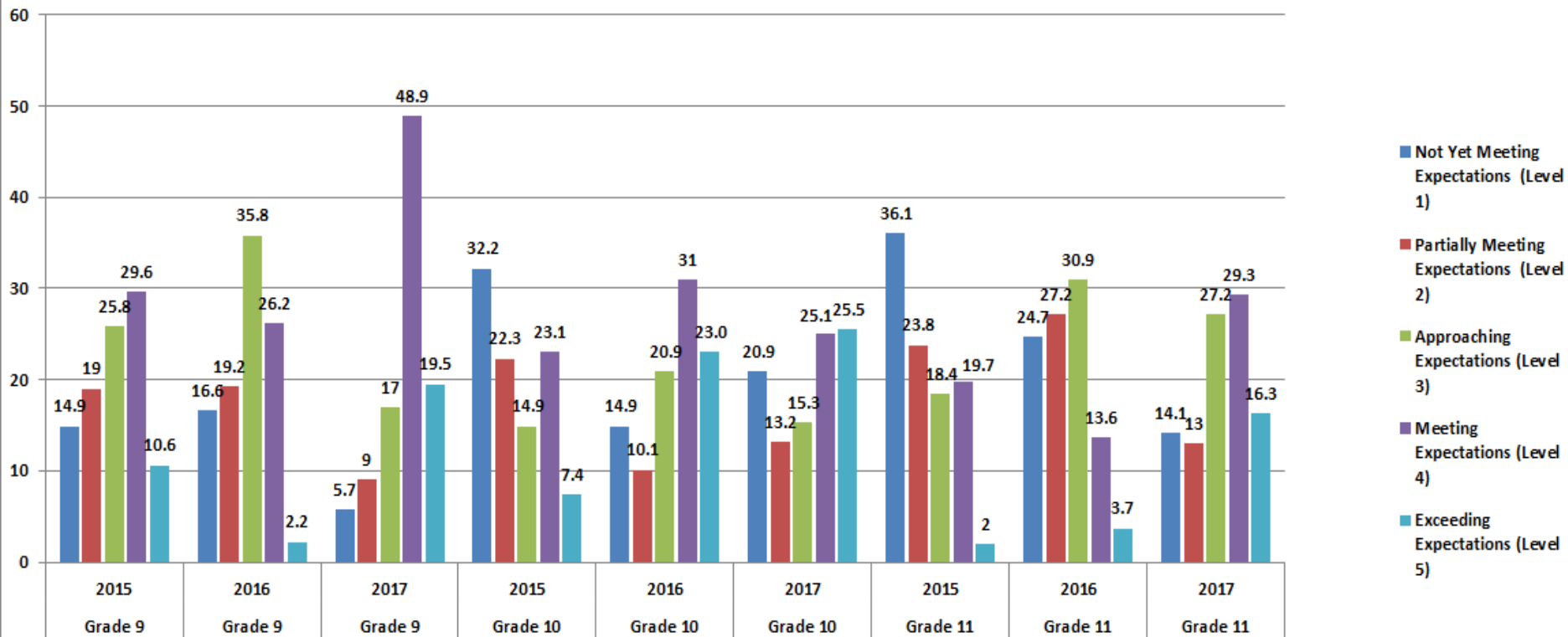


At the middle school ELA results decrease to about 60% meeting or exceeding expectations, with moving toward 18-20% not yet meeting or partially meeting expectations.

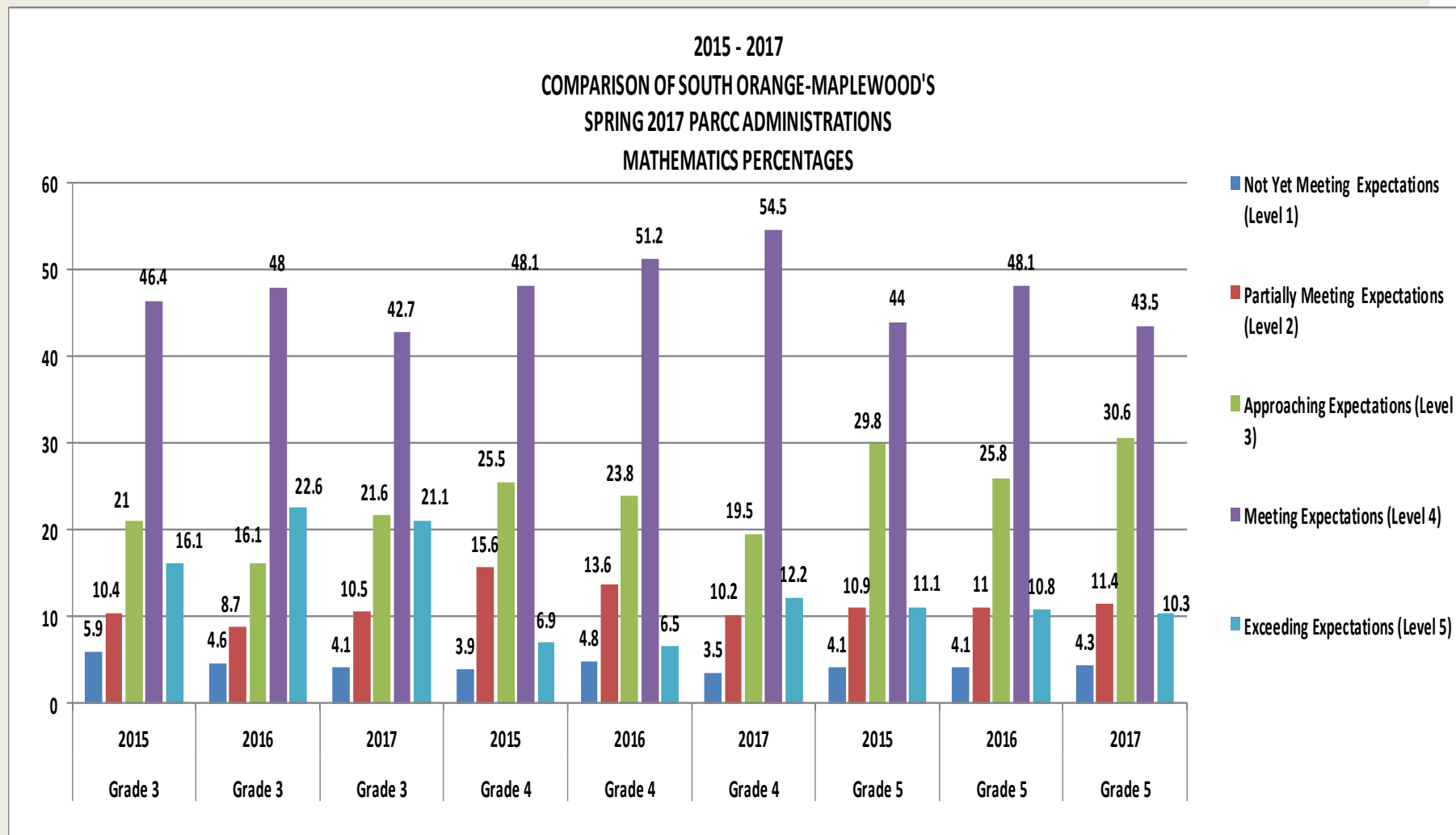


High school results are hard to compare year over year as the first two years SOMSD had limited participation. However 9th grade 2017 results close to 70% meeting or exceeding Expectations, and 15% not yet meeting or partially meeting.

2015 - 2017
 COMPARISON OF SOUTH ORANGE-MAPLEWOOD'S
 SPRING 2017 PARCC ADMINISTRATIONS
 LANGUAGE ARTS PERCENTAGES

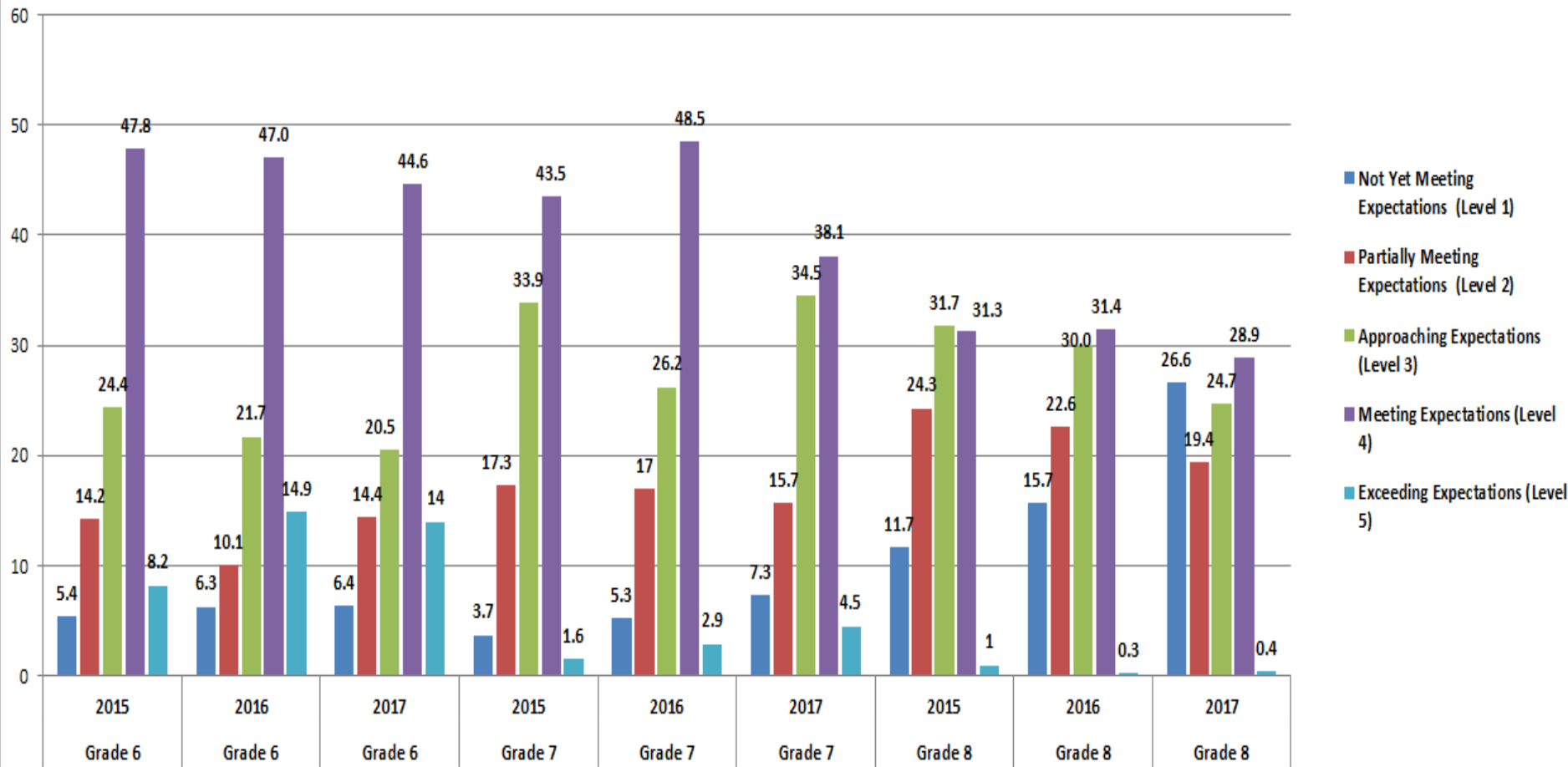


Year over year, SOMSD Math results are more varied than ELA. 4th grade experienced an increase to 67% meeting or exceeding expectations, up from 58% the year before, but 5th grade saw a decrease from 59% to 54%.

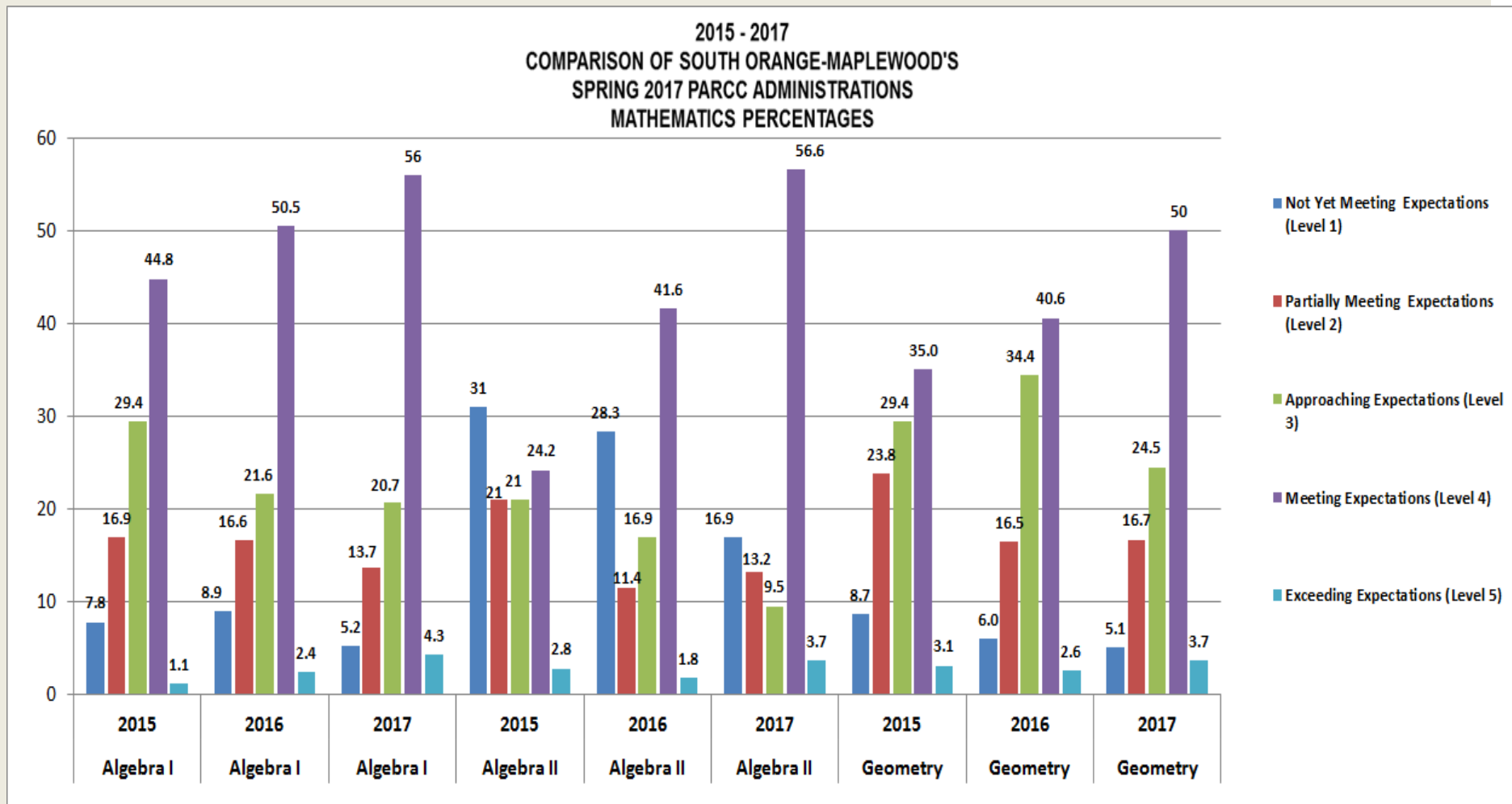


8th grade had a significant uptick in students not yet meeting expectations, 16% to 27%.

2015 - 2017
 COMPARISON OF SOUTH ORANGE-MAPLEWOOD'S
 SPRING 2017 PARCC ADMINISTRATIONS
 MATHEMATICS PERCENTAGES



For Algebra I, Geometry, and Algebra II SOMSD year over year shows good improvement.



District Highlights

SOMSD's percentage of students meeting or exceeding grade level expectations in ELA in grades 3, 4, 5, 6, 7, and 8 are higher than the state average.

SOMSD's percentage of students meeting or exceeding grade level expectations in Math in ALL grades and levels are higher than the state average.

Maplewood Middle School- 91% of students met or exceeded expectations the ALG. I PARCC and 97% of students met or exceeded expectations on the Geometry PARCC

South Orange Middle School- 90% of students met or exceeded expectations on the ALG. I PARCC and 98% of students met or exceeded expectations on the Geometry PARCC

Participation at the High School Level increased in Algebra I and ELA.

2017 PARCC Outcomes

English Language Arts / Literacy

ELA 03	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	542	3.9%	11.1%	18.1%	53.3%	13.7%	67.0%	50.4%
Black	142	11.3%	22.5%	27.5%	35.2%	3.5%	38.7%	
White	309	1.0%	5.2%	12.6%	60.8%	20.4%	81.2%	
Special Ed.	60	20.0%	35.0%	21.7%	23.3%	0.0%	23.3%	
Econ. Disadvan.	78	15.4%	24.4%	26.9%	29.5%	3.8%	33.3%	

Compared to last year, a fewer % of 3rd Graders scoring >=4. Black and Special Ed subgroup both had increases Year over year, but the economically disadvantaged subgroup had a decrease. The gap between Black and White Subgroups decreased From 46% to 42%.

2016	District % >= Level 4
Total	70.7%
Black	34.9%
White	81.1%
Special Ed.	21.6%
Econ. Disadvan.	43.5%

2017 PARCC Outcomes

English Language Arts / Literacy

ELA 04	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	536	1.7%	5.2%	14.4%	45.7%	33.0%	78.7%	55.9%
Black	136	5.1%	16.9%	22.8%	44.9%	10.3%	55.1%	
White	304	0.3%	1.0%	10.5%	47.0%	41.1	88.2%	
Special Ed.	69	11.6%	15.9%	27.5%	36.2%	8.7%	44.9%	
Econ. Disadvan.	83	3.6%	18.1%	27.7%	44.6%	6.0%	50.6%	

Compared to last year greater % of 4th graders scoring >=4, and this held across all subgroups. The gap between the black and white subgroup Decreased from 37% to 33%.

2016	District % >= Level 4
Total	71.5%
Black	48.5%
White	85.7%
Special Ed.	29.2%
Econ. Disadvan.	43.0%

2017 PARCC Outcomes

English Language Arts / Literacy

ELA 05	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	514	1.9%	7.8%	17.7%	55.1%	17.5%	72.6%	59.0%
Black	161	5.6%	17.4%	22.4%	48.4%	6.2%	54.7%	
White	258	0.4%	2.3%	12.8%	60.5%	24.0%	84.5%	
Special Ed.	76	10.5%	28.9%	31.6%	27.6%	1.3%	28.9%	
Econ. Disadvan.	92	4.3%	21.7%	29.3%	42.4%	2.2%	44.6%	

2016	District % >= Level 4
Total	72.7%
Black	46.2%
White	87.4%
Special Ed.	35.1%
Econ. Disadvan.	40.5%

Compared to last year similar % of 5th graders scoring >=4. Black and Econ. Disadvantaged had gains, while the White and Special Ed subgroups % decreased. The gap between black and white subgroup decreased from 41% to 30%.

2017 PARCC Outcomes

English Language Arts / Literacy

ELA o6	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	512	5.1%	13.5%	19.1%	44.7%	17.6%	62.3%	53.4%
Black	161	12.4%	27.3%	23.6%	28.6%	8.1%	36.6%	
White	261	0.8	5.0	17.6	53.6	23.0	76.6%	
Special Ed.	23	26.1%	52.2%	13.0%	8.7%	0.0%	8.7%	
Econ. Disadvan.	46	4.3%	23.9%	28.3%	43.5%	0.0%	43.5%	

For 6th grade overall SOMSD year over year had an increase in the % of students scoring >=4. Black Subgroup had gains while White subgroup decreased. Counts for other subgroups were small. The gap between black and white subgroup decreased from 46% to 40%.

2016	District % >= Level 4
Total	60.7%
Black	32.4%
White	78.3%
Special Ed.	13.9%
Econ. Disadvan.	26.4%

2017 PARCC Outcomes

English Language Arts / Literacy

ELA 07	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	478	9.2%	8.6%	19.0%	32.0%	31.2%	63.2%	59.2%
Black	148	20.9%	18.2%	24.3%	25.0%	11.5%	36.5%	
White	246	2.8%	1.2%	16.7%	37.0%	42.3%	79.3%	
Special Ed.	83	30.1%	28.9%	22.9%	14.5%	3.6%	18.1%	
Econ. Disadvan.	93	24.7%	19.4%	29.0%	20.4%	6.5%	26.9%	

7th grade year over year was generally consistent, with subgroups Econ. Disadvantaged and Special Ed decreasing their percentage >=4.

The gap between black and white subgroup remained flat at 42%.

2016	District % >= Level 4
Total	61.3%
Black	37.2%
White	78.7%
Special Ed.	20.9%
Econ. Disadvan.	32.9%

2017 PARCC Outcomes

English Language Arts / Literacy

ELA o8	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	494	7.9%	11.9%	17.6%	39.1%	23.5%	62.6%	59.1%
Black	163	16.0%	22.7%	26.4%	28.8%	6.1%	35.0%	
White	262	2.3%	4.6%	12.6%	45.0%	35.5%	80.5%	
Special Ed.	62	30.6%	24.2%	25.8%	16.0% ¹	3.2%	19.4%	
Econ. Disadvan.	83	22.9%	26.5%	21.7%	26.5%	2.4%	28.9%	

8th grade year over year was generally consistent, with subgroups Black and Econ. Disadvantaged decreasing their percentage >=4.

The gap between black and white subgroup increased from 37% to 46%.

2016	District % >= Level 4
Total	61.6%
Black	42.4%
White	79.3%
Special Ed.	18.7
Econ. Disadvan.	36.7%

2017 PARCC Outcomes

English Language Arts / Literacy

ELA 09	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	442	5.7%	9.0%	17.0%	48.9%	19.5%	68.3%	50.9%
Black	192	10.4%	16.7%	30.2%	37.5%	5.2%	42.7%	
White	208	0.5%	2.9%	6.7%	58.2%	31.7%	89.9%	
Special Ed.	73	17.8%	31.5%	21.9%	28.8%	0.0%	28.8%	
Econ. Disadvan.	114	12.3%	18.4%	23.7%	36.8%	8.8%	45.6%	

9th grade ELA compared to 8th grade is significantly better and for all subgroups. Comparison year over year not valid with low participation rates last year.

2016	District % >= Level 4
Total	28.4%
Black	17.7%
White	35.1%
Special Ed.	4.3%
Econ.	18.2%

2017 PARCC Outcomes

English Language Arts / Literacy

ELA 10	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District% >= Level 4	NJ % >= Level 4
Total	235	20.9%	13.2%	15.3%	25.1%	25.5%	50.6%	45.2%
Black	107	35.5%	25.2%	15.9%	19.6%	3.7%	23.4%	
White	99	7.1%	0.0	13.1%	30.3%	49.5%	79.8%	
Special Ed.	30	43.3%	13.3%	20.0%	16.7%	6.7%	23.3%	
Econ. Disadvan.	53	39.6%	24.5%	15.1%	15.1%	5.7%	20.8%	

Worse results for 10th grade than 9th grade,
However may be driven by participation.

2016	District% >= Level 4
Total	54.0%
Black	37.7%
White	64.4%
Special Ed.	20.0
Econ. Disadvan.	24.5%

2017 PARCC Outcomes

English Language Arts / Literacy

ELA 11	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	92	14.1%	13.0%	27.2%	29.3%	16.3%	45.7%	37.6%
Black	51	17.6%	19.6%	37.3%	21.6%	3.9%	25.5%	
White	29	10.3%	3.4%	10.3%	37.9%	37.9%	75.9%	
Special Ed.	20	40.0%	15.0%	25.0%	5.0%	15.0%	20.0%	
Econ. Disadvan.	26	7.7%	11.5%	38.5%	38.5%	3.8%	42.3%	

2016	District % >= Level 4
Total	17.3%
Black	18.9%
White	14.3%
Special Ed.	9.5%
Econ. Disadvan.	4.2%

2017 PARCC Outcomes Mathematics

MAT 03	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	541	4.1%	10.5%	21.6%	42.7%	12.1%	63.8%	52.5%
Black	142	12.7%	24.6%	26.8%	27.5%	8.5%	35.9%	
White	308	0.3%	4.5%	17.5%	50.0%	27.6%	77.6%	
Special Ed.	59	22.0%	30.5%	18.6%	23.7%	5.1%	28.8%	
Econ. Disadvan.	78	16.7%	21.8%	39.7%	16.7%	5.1%	21.8%	

For 3rd grade SOMSD decreased % >=4 by 6%, and Each subgroup experienced a decrease except Special Education.
The gap between black and white subgroup decreased from 47% to 42%.

2016	District % >= Level 4
Total	70.6%
Black	36.4%
White	83.2%
Special Ed.	21.6%
Econ. Disadvan.	33.7%

2017 PARCC Outcomes Mathematics

MAT 04	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	539	3.5%	10.2%	19.5%	54.5%	12.2%	66.8%	47.3%
Black	137	7.3%	29.9%	26.3%	35.8%	0.7%	36.5%	
White	304	1.6%	2.0%	16.4%	64.1%	15.8%	79.9%	
Special Ed.	69	18.8%	30.4%	27.5%	21.7%	1.4%	23.2%	
Econ. Disadvan.	83	10.8%	28.9%	30.1%	26.5%	3.6%	30.1%	

4th grade Mathematics improvement from 58% To 67% scoring >=4. Each subgroup experienced an increase (except special ed. generally flat). The gap between black and white subgroup increased from 40% to 43%.

2016	District % >= Level 4
Total	57.8%
Black	32.3%
White	72.3%
Special Ed.	24.6%
Econ. Disadvan.	26.7%

2017 PARCC Outcomes Mathematics

MAT 05	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	517	4.3%	11.4%	30.6%	43.5%	10.3%	53.8%	46.2%
Black	163	9.8%	20.9%	39.3%	26.4%	3.7%	30.1%	
White	259	1.2%	5.8%	25.1%	56.0%	12.0%	68.0%	
Special Ed.	76	19.7%	26.3%	38.2%	11.8%	3.9%	15.8%	
Econ. Disadvan.	92	13.0%	26.1%	34.8%	25.0%	1.1%	26.1%	

5th grade Mathematics decreased from 59% to 54% scoring >=4. Each subgroup experienced a decrease.

The gap between black and white subgroup remained flat from 37% to 38%.

2016	District % >= Level 4
Total	59.0%
Black	34.0%
White	71.4%
Special Ed.	18.2%
Econ. Disadvan.	29.8%

2017 PARCC Outcomes Mathematics

MAT 06	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	513	6.4%	14.4%	20.5%	44.6%	14.0%	58.7%	43.6%
Black	161	14.9%	29.8%	28.0%	23.0%	4.3%	27.3%	
White	261	1.5	5.0	17.2	55.2	21.1	76.2%	
Special Ed.	84	23.8%	35.7%	20.2%	19.0%	1.2%	20.2%	
Econ. Disadvan.	87	17.2%	29.9%	29.9%	19.5%	3.4%	23.0%	

6th grade Mathematics decreased from 62% to 59% scoring >=4. Each subgroup experienced a Decrease, except Special Ed. increased from 15% to 20%.

The gap between black and white subgroup increased from 43% to 49%.

2016	District % >= Level 4
Total	61.9%
Black	35.0%
White	77.9%
Special Ed.	15.2%
Econ. Disadvan.	26.4%

2017 PARCC Outcomes Mathematics

MAT 07	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % \geq Level 4	NJ % \geq Level 4
Total	357	7.3%	15.7%	34.5%	38.1%	4.5%	42.6%	39.6%
Black	136	12.5%	27.2%	37.5%	22.8%	0.0%	22.8%	
White	165	1.8%	4.8%	34.5%	50.3%	8.5%	58.8%	
Special Ed.	79	20.3%	40.5%	26.6%	11.4%	1.3%	12.7%	
Econ. Disadvan.	34	14.7%	35.3%	32.4%	17.6%	0.0%	17.6%	

2016	District % \geq Level 4
Total	51.5%
Black	26.4%
White	73.1%
Special Ed.	16.9%
Econ. Disadvan.	22.5%

7th grade Mathematics decreased from 52% to 43% scoring ≥ 4 . Each subgroup experienced a decrease.

The gap between black and white subgroup decreased from 47% to 36%.

2017 PARCC Outcomes Mathematics

MAT 08	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District% >= Level 4	NJ % >= Level 4
Total	263	26.6%	19.4%	24.7%	28.9%	0.4%	29.3%	27.7%
Black	136	35.3%	27.9%	22.8%	14.0%	0.0%	14.0%	
White	83	14.5%	7.2%	31.3%	45.8%	1.2%	47.0%	
Special Ed.	56	42.9%	33.9%	14.3%	8.9%	0.0%	8.9%	
Econ. Disadvan.	79	36.7%	22.8%	21.5%	19.0%	0.0%	19.0%	

8th grade Mathematics decreased from 32% to 29% scoring >=4. This is our most vulnerable math Population as these are 8th graders not taking algebra by 8th grade.

* Note: Approximately 30,000 New Jersey students participated in the PARCC Algebra 1 assessment while in middle school. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

2015	District% >= Level 4
Total	31.7%
Black	21.0%
White	48.5%
Special Ed.	8.3%
Econ. Disadvan.	27.0%

2017 PARCC Outcomes Mathematics

ALG 01	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District% >= Level 4	NJ % >= Level 4
Total	575	5.2%	13.7%	20.7%	56.0%	4.3%	60.3%	41.4%
Black	207	12.6%	27.5%	32.4%	27.1%	0.5%	27.5%	
White	290	0.7%	4.5%	14.1%	75.2%	5.5%	80.7%	
Special Ed.	76	17.1%	39.5%	23.7%	18.4%	1.3%	19.7%	
Econ. Disadvan.	102	13.7%	30.4%	35.3%	20.6%	0%	20.6%	

As mentioned earlier, Algebra I results continue to improve for all subgroups.

The gap between black and white subgroup increased from 49% to 53%.

* Note: Approximately 30,000 New Jersey students participated in the PARCC Algebra 1 assessment while in middle school. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

2016	District% >= Level 4
Total	52.9%
Black	22.3%
White	71.2%
Special Ed.	11.4%
Econ. Disadvan.	16.7%

2017 PARCC Outcomes Mathematics

GEO	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	294	5.1%	16.7%	24.5%	50.0%	3.7%	53.7%	29.7%
Black	100	13%	39.0%	28.0%	20.0%	0.0%	20.0%	
White	162	0.6%	1.9%	21.0%	71.6%	4.9%	76.5%	
Special Ed.	29	24.1%	24.1%	20.7%	31.0%	0.0%	31.0%	
Econ. Disadvan.	53	11.3%	35.8%	28.3%	24.5%	0.0%	24.5%	

Geometry results continue to improve for all subgroups.

The gap between black and white subgroup increased from 42% to 57%.

2016	District % >= Level 4
Total	43.2%
Black	17.5%
White	60.4%
Special Ed.	17.6
Econ. Disadvan.	19.3%

2017 PARCC Outcomes Mathematics

ALG 02	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District% >= Level 4	NJ % >= Level 4
Total	189	16.9%	13.2%	9.5%	56.6%	3.7%	60.3%	26.6%
Black	55	45.5%	25.5%	12.7%	16.4%	0.0%	16.4%	
White	112	2.7	6.3	8.9	76.8	5.4	82.1	
Special Ed.	--	--	--	--	--	--	--	
Econ. Disadvan.	31	38.7%	25.8%	16.1%	19.4%	0.0%	19.4%	

-- less than 20 students

Algebra II results continue to improve for all subgroups.

The gap between black and white subgroup increased from 47% to 66%.

2016	District% >= Level 4
Total	43.4%
Black	14.9%
White	62.3%
Special Ed.	4.2%
Econ. Disadvan.	12.1%

District Goals

Implement an assessment system that will allow us to receive data in a timely fashion. i.e. Iready, Renaissance, NWEA, etc.

Provide intentional whole group, small group, independent work, and targeted instruction in ELA and Math

Provide library support for all students.

With Algebra I and English 10 counting toward graduation, we will focus on participation of all students as well as standards driven instruction to support student success.

**COMPARISON OF SOUTH ORANGE-MAPLEWOOD'S
STUDENTS TESTED
SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY**

	Students Tested		Year to Year Increase
	2016	2017	
Grade 3	99%	97%	+2%
Grade 4	96%	97%	+1%
Grade 5	96%	94%	-2%
Grade 6	91%	96%	+5%
Grade 7	91%	94%	+3%
Grade 8	88%	91%	+3%
Grade 9	53%	84%	+31%
Grade 10	67%	49%	-18%
Grade 11*	19%	19%	0

Note: "Students Tested" represents individual valid test scores for English Language Arts/Literacy.

COMPARISON OF SOUTH ORANGE-MAPLEWOOD'S STUDENTS TESTED SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS MATHEMATICS

	Students Tested		Year to Year Increase
	2016	2017	
Grade 3	95%	97%	+2
Grade 4	97%	98%	+1%
Grade 5	96%	94%	+2%
Grade 6	90%	97%	+7%
Grade 7	77%	70%	-7%
Grade 8*	54%	48%	-6%
Algebra I	76%	98%	+22%
Algebra II	52%	50%	-2%
Geometry	67%	59%	-8%

*Some students in grade 7 and 8 participated in the PARCC Algebra I assessment in place of the 7th or 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 SOUTH ORANGE-MAPLEWOOD SPRING 2015, SPRING 2016, & SPRING 2017 PARCC ADMINISTRATIONS 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 Expectation (Level 5)			Change in Level 1 and Level 2 From 2015 and 2017	Change in Level 3 from 2015 to 2017	Change in Level 4 and Level 5 From 2015 and 2017**
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017			
3	5.7	4.5	3.9	7.3	8.1	11.1	18.5	16.6	18.1	56.4	57.3	53.3	12.2	13.4	13.7	+2%	- .4%	-1.6%
4	1.9	2.1	1.7	6.7	7.3	5.2	19.5	19.0	14.4	45.1	48.1	45.7	26.8	23.5	33.0	-1.7%	- 5.1%	+6.8%
5	2.7	2.7	1.9	7.4	8.8	7.8	19.5	15.7	17.7	53.7	59.2	55.1	16.7	13.5	17.5	-4%	- 1.8%	+2.2%
6	1.8	7.2	5.1	11.8	12.5	13.5	22.5	19.5	19.1	47.6	36.6	44.7	16.3	24.1	17.6	+5%	-3.4%	-1.6%
7	6.5	8.7	9.2	6.9	9.7	8.6	18.6	20.3	19.0	37.6	34.8	32.0	30.4	26.5	31.2	+4.4%	-4%	-4.8%
8	7.5	8.9	7.9	12.6	12.4	11.9	22.2	17.1	17.6	46.1	41.0	39.1	11.5	20.6	23.5	-0.3%	-4.6%	+5%
9	14.9	16.6	5.7	19.0	19.2	9.0	25.8	35.8	17.0	29.6	26.2	48.9	10.6	2.2	19.5	-19.2%	-8.8%	+28.2%
10	32.2	14.9	20.9	22.3	10.1	13.2	14.9	20.9	15.3	23.1	31.0	25.1	7.4	23.0	25.5	-20.4%	+4%	+20.1
11*	36.1	24.7	14.1	23.8	27.2	13.0	18.4	30.9	27.2	19.7	13.6	29.3	2.0	3.7	16.3	-32.8	-8.8%	+23.9

*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 SOUTH ORANGE-MAPLEWOOD'S SPRING 2015, SPRING 2016, & SPRING 2017 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 2015 and 2017	Change in Level 3 from 2015 to 2017	Change in Level 4 and Level 5 From 2015 and 2017**
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017			
3	5.9	4.6	4.1	10.4	8.7	10.5	21.0	16.1	21.6	46.4	48.0	42.7	16.1	22.6	21.1	- 1.7%	+6	+1.3%
4	3.9	4.8	3.5	15.6	13.6	10.2	25.5	23.8	19.5	48.1	51.2	54.5	6.9	6.5	12.2	- 5.8%	-6	+11.7%
5	4.1	4.1	4.3	10.9	11.0	11.4	29.8	25.8	30.6	44.0	48.1	43.5	11.1	10.8	10.3	- .07%	+8	-1.3%
6	5.4	6.3	6.4	14.2	10.1	14.4	24.4	21.7	20.5	47.8	47.0	44.6	8.2	14.9	14.0	- 1.2%	- 3.9	+2.6%
7	3.7	5.3	7.3	17.3	17.0	15.7	33.9	26.2	34.5	43.5	48.5	38.1	1.6	2.9	4.5	+2%	-6	-2.5%
8*	11.7	15.7	26.6	24.3	22.6	19.4	31.7	30.0	24.7	31.3	31.4	28.9	1.0	0.3	0.4	+2.6%	-7.0	-3%
Alg I	7.8	8.9	5.2	16.9	16.6	13.7	29.4	21.6	20.7	44.8	50.5	56.0	1.1	2.4	4.3	-5.8%	-8.7	+14.4%
Alg II	31.0	28.3	16.9	21.0	11.4	13.2	21.0	16.9	9.5	24.2	41.6	56.6	2.8	1.8	3.7	-21.9%	-11.5	+3.7%
Geom	8.7	6.0	5.1	23.8	16.5	16.7	29.4	34.4	24.5	35.0	40.6	50.0	3.1	2.6	3.7	-10.7%	-4.9	+15.6%

*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.

Science Results

(NJASK_{4/8} & Biology)

NJASK PERFORMANCE LEVELS

■ **Partially Proficient** **100-199**

■ **Proficient** **200-249**

■ **Advanced Proficient** **250-300**

Proficiency & Trends

NJASK 4 Science

Performance 2016-2017	Partially Proficient	Proficient	Advanced Proficient
Total Population	5.8	28.1	66.1%
Special Education	14.7%	55.9%	29.4%
Black	18.6%	52.9%	28.6%
White	1.6	17.9	80.8
Ec. Disadvantaged	77.2%	86.2%	81.1%

District 3-Year Scale Score	2014-2015	2015-2016	2016-2017
Total Population	255.7	258.1	257.9
Black	233.3	226.4	225.3
White	267.5	269.8	269.5
Special Education	228.3	232.6	229.6
Ec. Disadvantaged	230.7	231.8	222.8

Proficiency & Trends

NJASK 8 Science

Performance 2016-2017	Partially Proficient	Proficient	Advanced Proficient
Total Population	19.4	44.4%	36.3%
Black	40.8%	46.9%	12.3%
White	4.4%	42.2%	53.5%
Special Education	56.3%	35.2%	8.5%
Ec. Disadvantaged	38.3%	54.3%	7.4%

District 3-Year Scale Score	2014-2015	2015-2016	2016-2017
Total Population	229.4	231.8	230.9
Black	212.3	208.5	205.8
White	242.4	247.4	248.5
Special Education	202.8	194.8	195.3
Ec. Disadvantaged	205.9	210.3	202.9

Proficiency & Trends

EOC Biology

% Proficient/Advanced	Partially Proficient	Proficient	Advanced Proficient
2016-2017			
Total Population	26.2	43.9	29.9
Special Education	58.2	30.9	10.9
Black	46.9	45.4	7.7
White	10.2	43.8	46.1
Ec. Disadvantaged	48.6	38.7	12.6

District 3-Year Scale Score	2014-2015	2015-2016	2016-2017
Total Population	219.8	217.8	225.3
Black	200.0	194.1	201.3
White	238.2	237.8	243.9
Special Education	197.3	177.9	194.6
Ec. Disadvantaged	196.3	186.6	204.9

SAT

AP

Class of 2017

ACT/SAT Benchmarks

Class of 2017

English Language Arts

Math

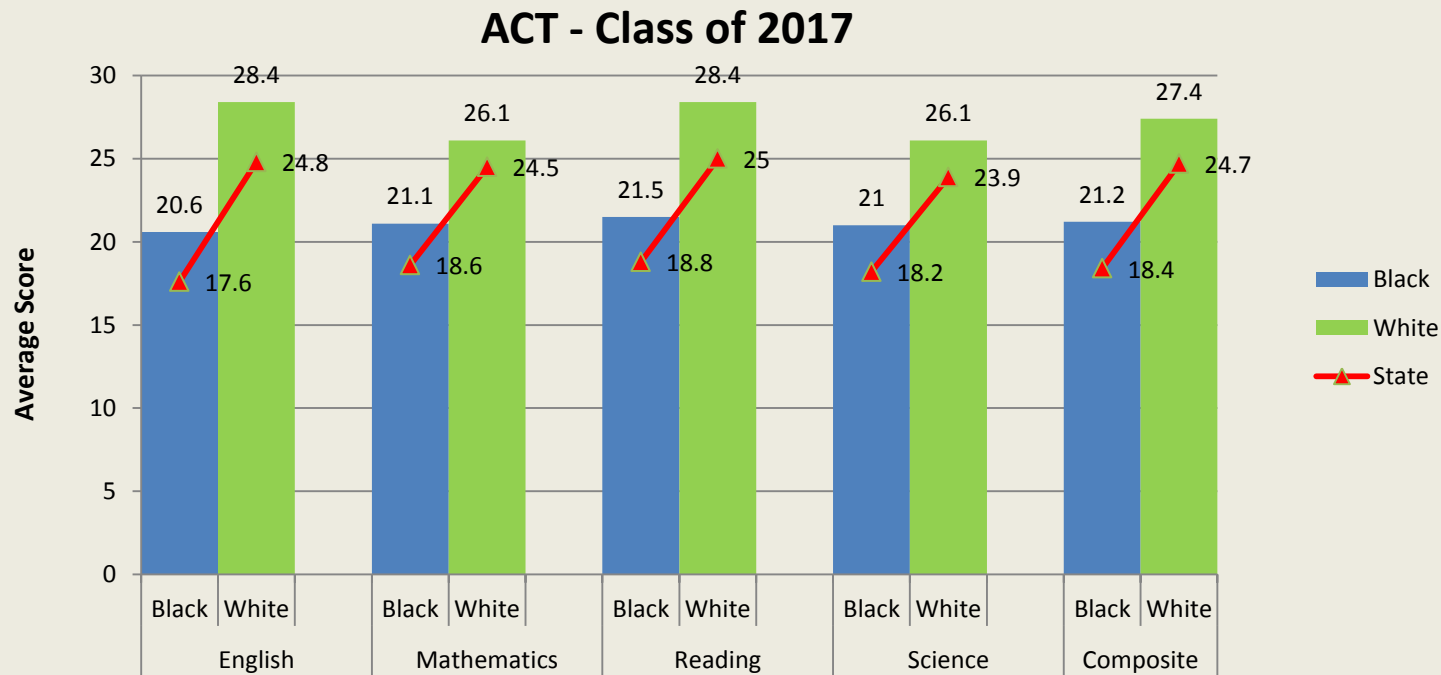
ACT Reading ≥ 16

ACT Math ≥ 16

SAT Reading ≥ 450

SAT Math ≥ 440

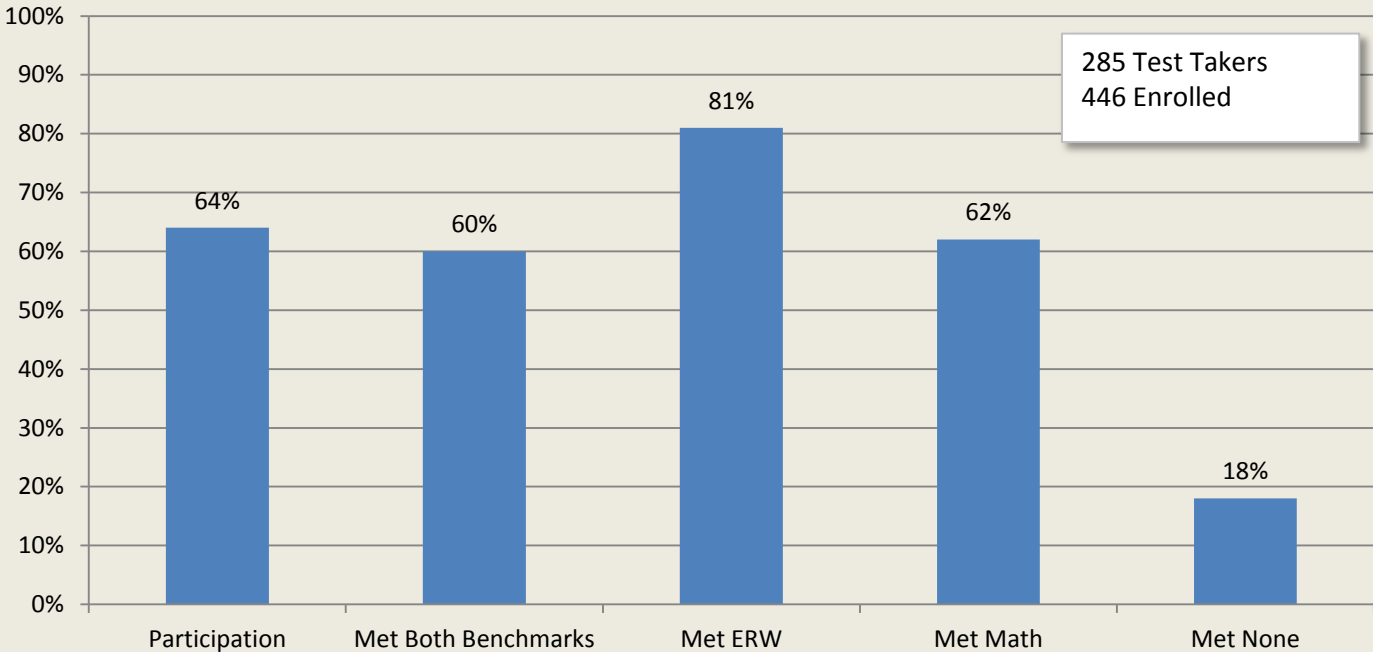
ACT- Overview of Data



A total of 206 students from the class of 2017 participated in the ACT assessment. Overall, students met the benchmark score. This is important as many students used this assessment to meet the graduation requirement.

SAT – Overview of Data

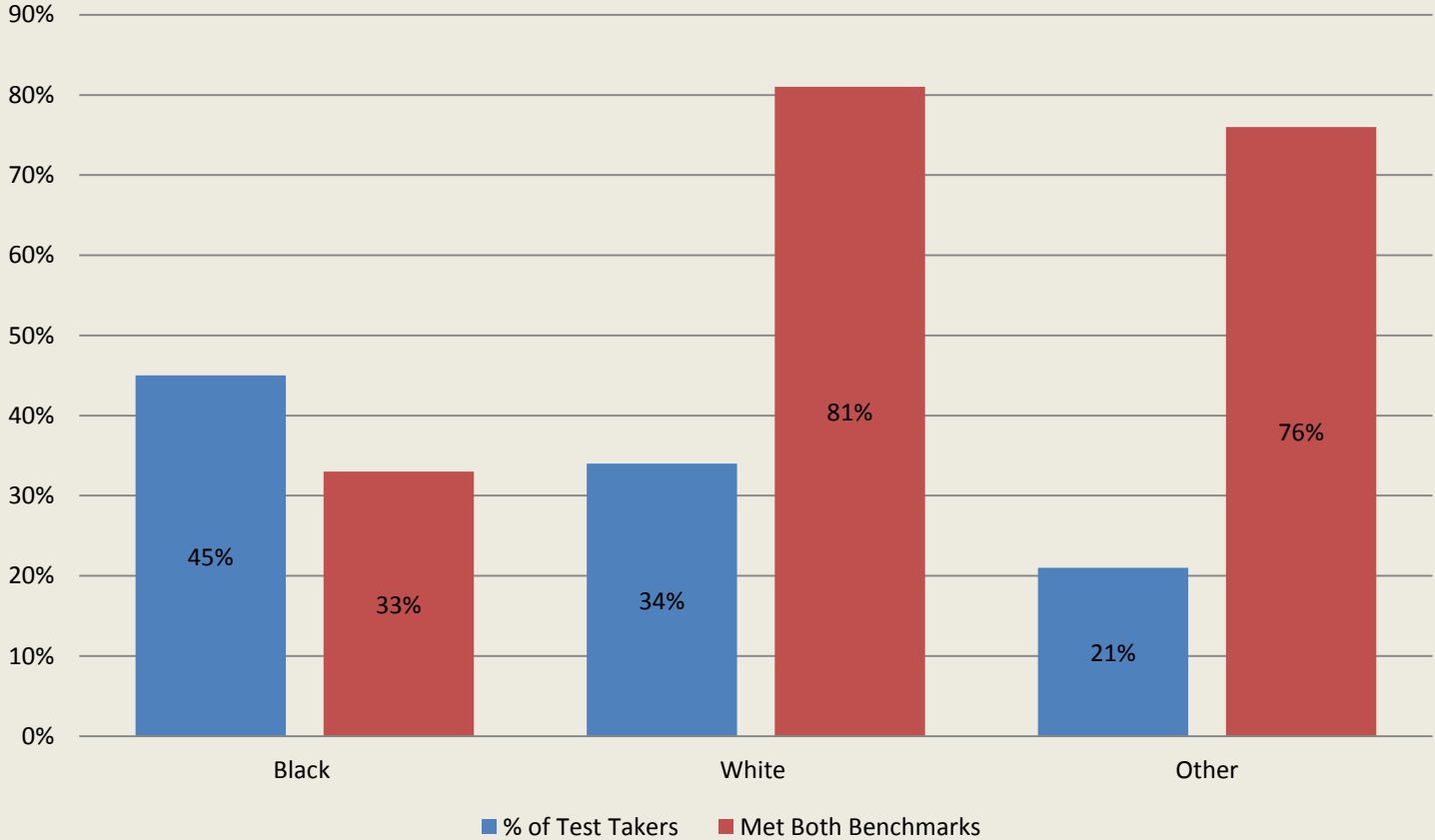
SAT - Class Of 2017



60% of students in the class of 2017 met the benchmark in both areas. This assessment is also used as a graduation requirement.

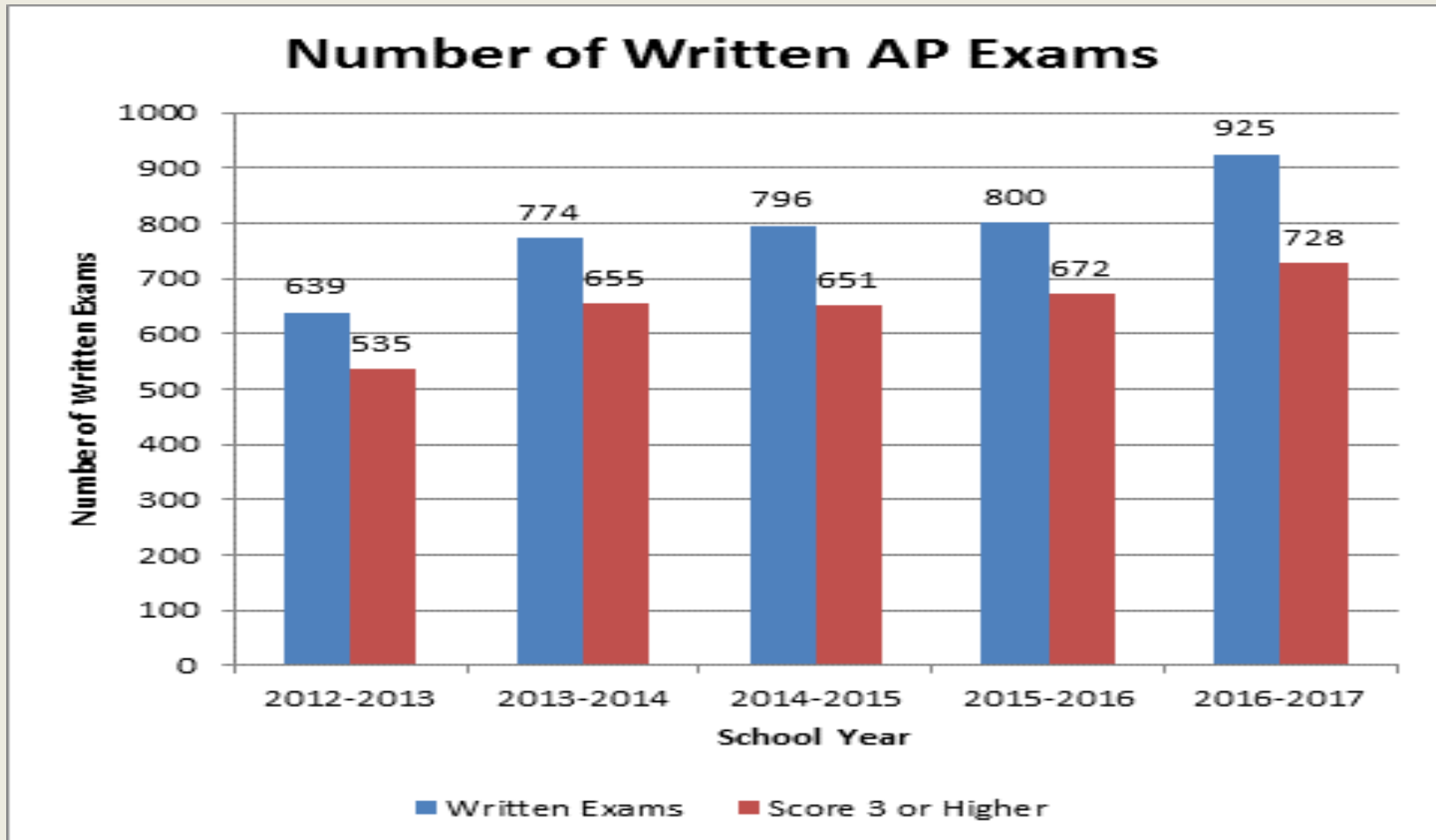
SAT – Overview of Data

Scores by Demographics
Class of 2017

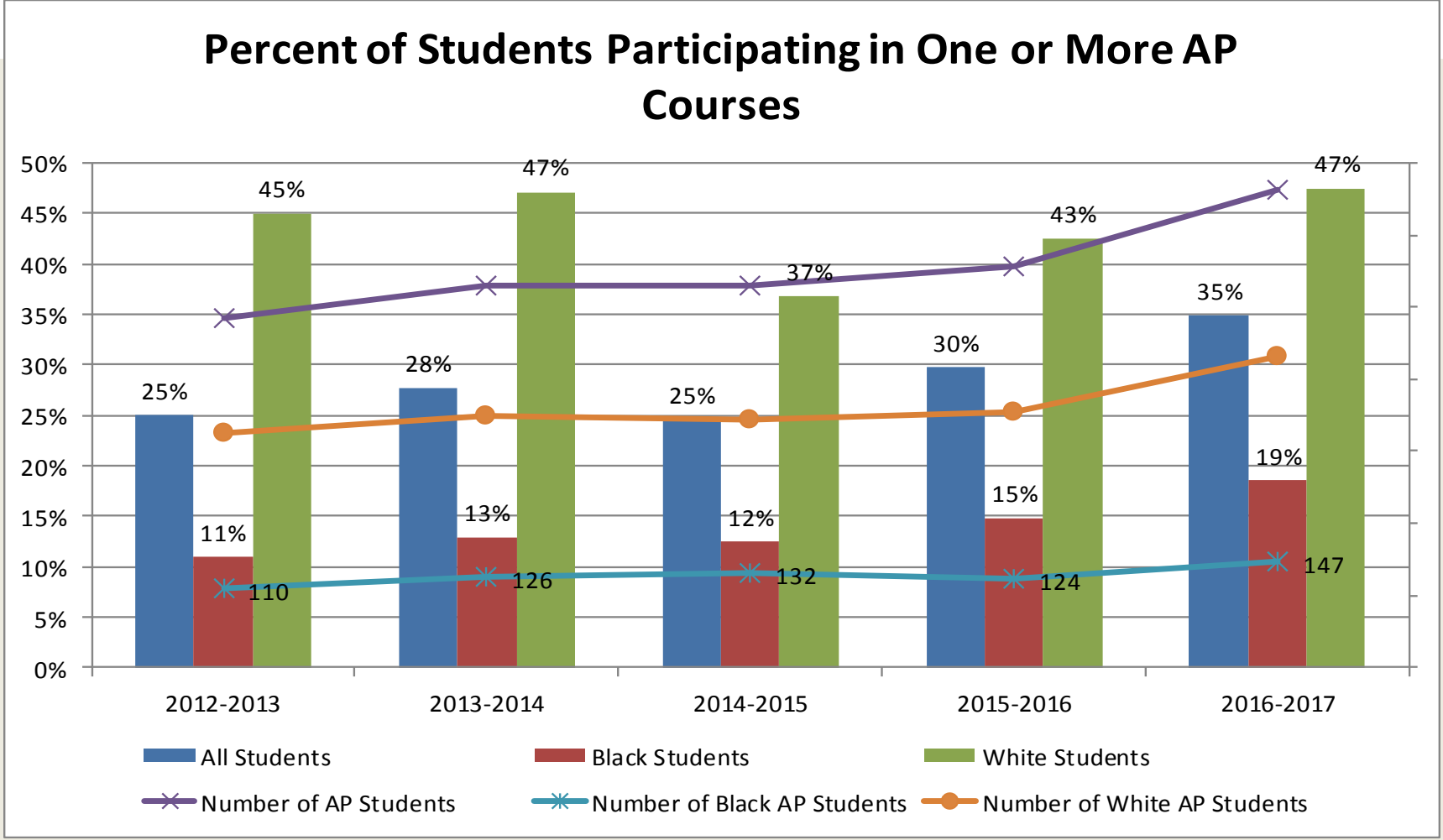


AP – Overview of Data

In 5 years we have increased AP written exams by 45%. The % scoring 3 or above has decreased 5%, from 84% to 79%

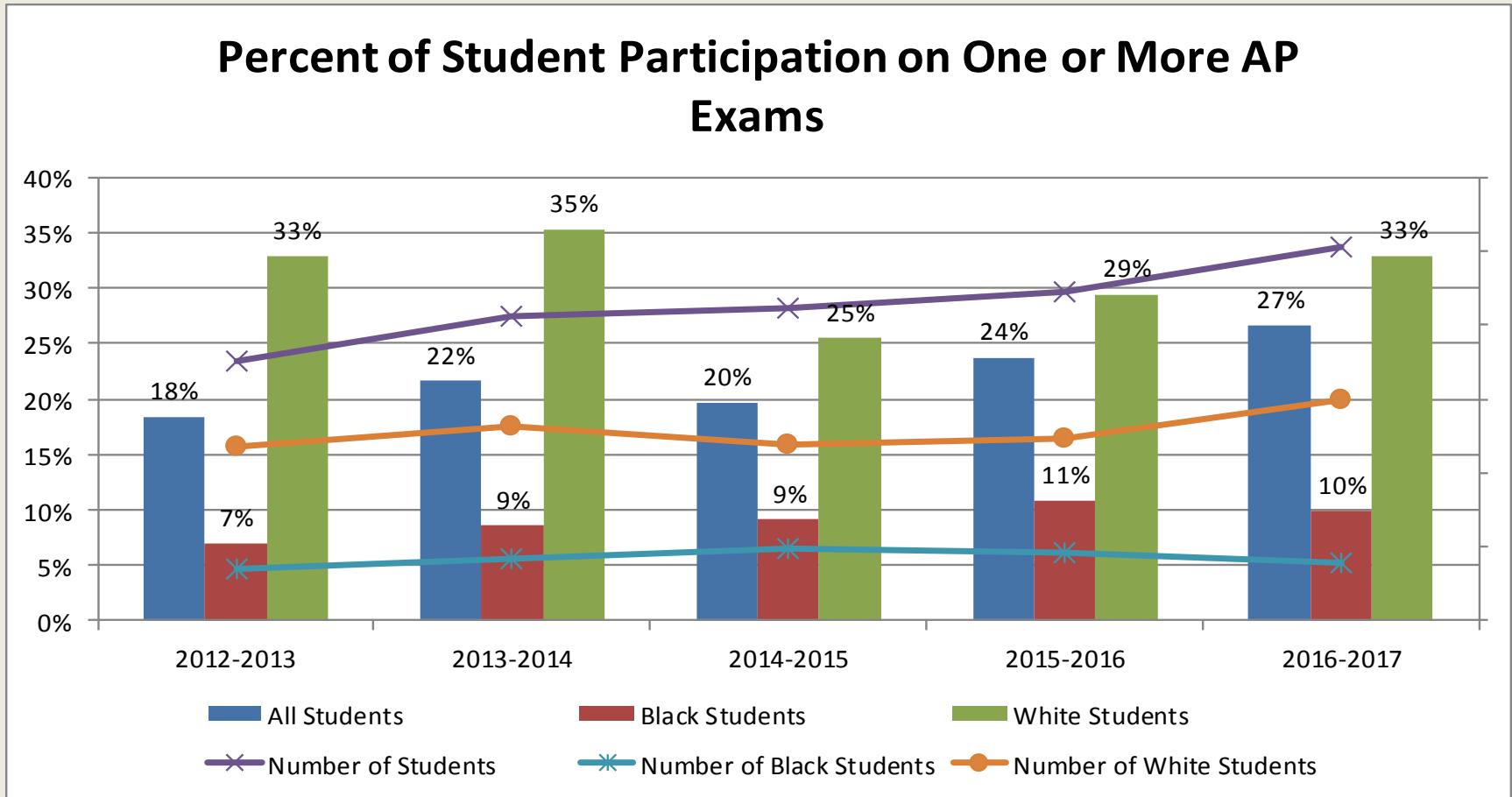


AP – Overview of Data



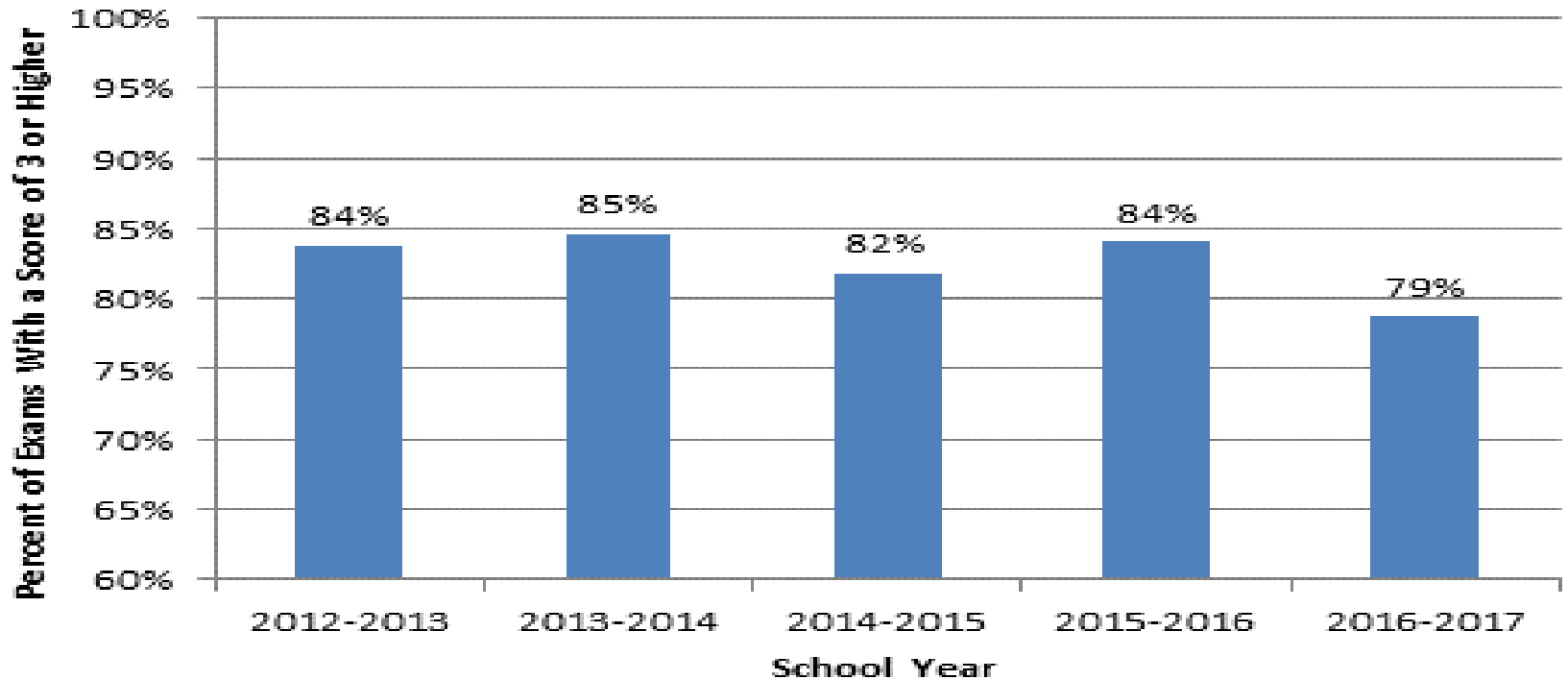
AP – Overview of Data

SOMSD does not have a requirement that students must sit for the exam if they take the an AP course. 8% of students who enrolled in an AP course did not sit for the exam.



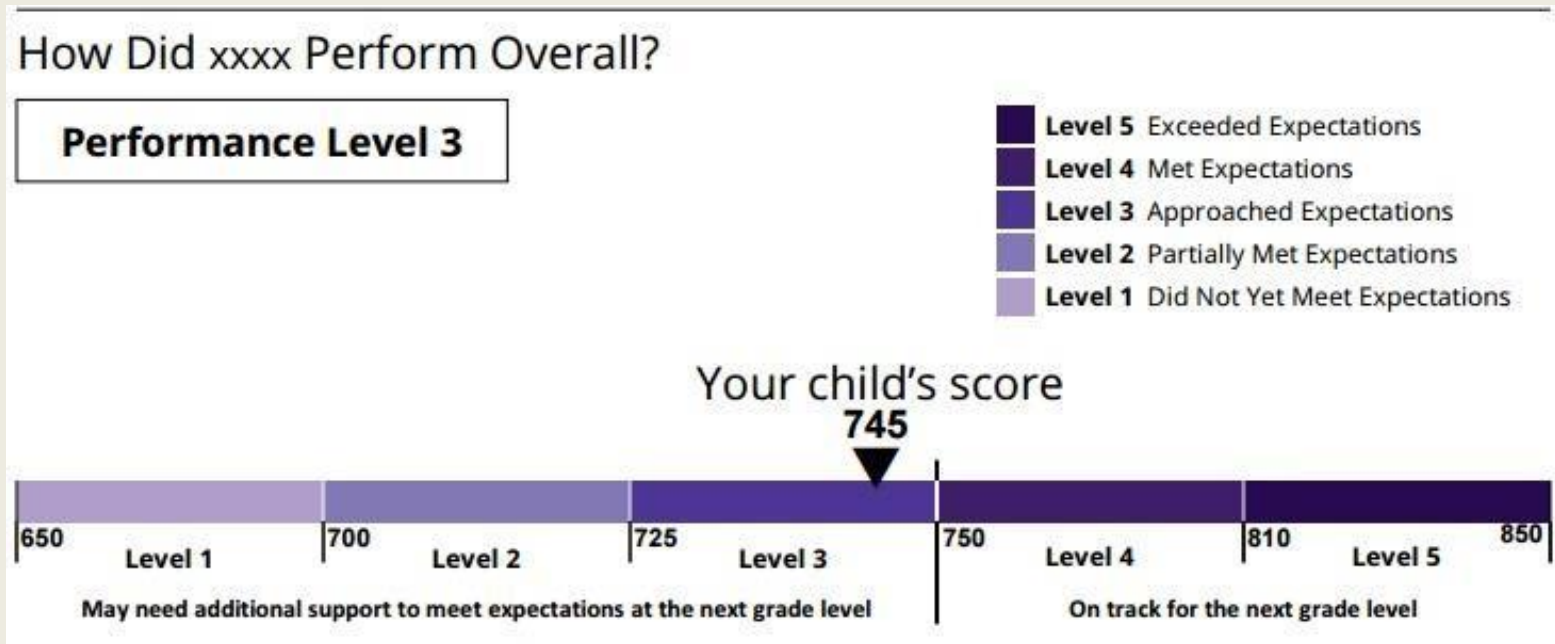
AP – Overview of Data

Percent of Written AP exams Scoring 3 or Higher



RESOURCES FOR PARENTS

- Information on the 2016-17 PARCC Student Reports: www.state.nj.us/education/assessment/parcc/scores/
- Understanding the student score reports (with translations): understandthescore.org/



Sample report