



SPRING 2015 PARCC RESULTS YEAR ONE

South Orange & Maplewood School District
January 2016

Objectives

- PARCC Participation
- School Performance
- English Language Arts Results
- Math Results

How is PARCC Different?

- PARCC moved away from typical multiple choice exams and asked questions that require students to explain their answers.
- PARCC was designed to measure more complex, real-world skills such as critical-thinking, writing, and problem solving.

Can PARCC results be compared to prior NJASK results?

- PARCC results cannot be compared to previous test scores.
- PARCC results set a new baseline from which progress can be measured moving forward.

New Jersey's Statewide Assessment Program for 2014-2015

- Students in grades 3-11 are administered the PARCC English Language Arts (ELA) exam.
- Students in grades 3-8 are administered the PARCC Math exam.
- Students are administered end of course PARCC exams in Algebra I, Geometry and Algebra II.
- Students in the 4th and 8th grade are administered NJASK Science exam.
- Students participating in Biology are administered the New Jersey Biology Competency Test (NJBCT).

PARCC Performance Categories

Scores range from 650-850. A score of 750 (Level 4) is required to meet expectations and a score of 810 (Level 5) is required to exceed expectations.

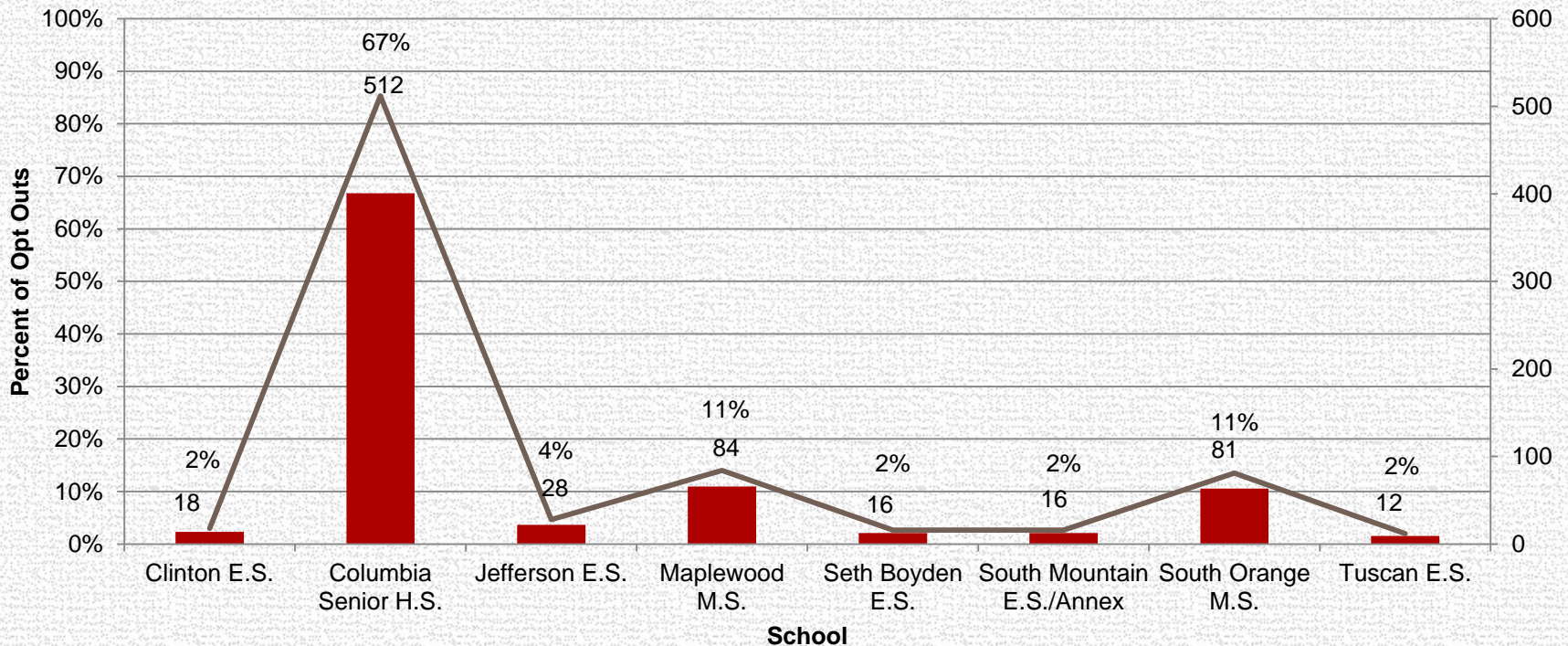
- Level 1 (650-699):
 - Not yet meeting grade-level expectations
- Level 2 (700-724):
 - Partially meeting grade-level expectations
- Level 3 (725-749):
 - Approaching grade-level expectations
- Level 4 (750- 809):
 - Meeting grade-level expectations
- Level 5 (810-850):
 - Exceeding grade-level expectations

PARCC PARTICIPATION

PARCC PARTICIPATION

2014-2015 PARCC Participation

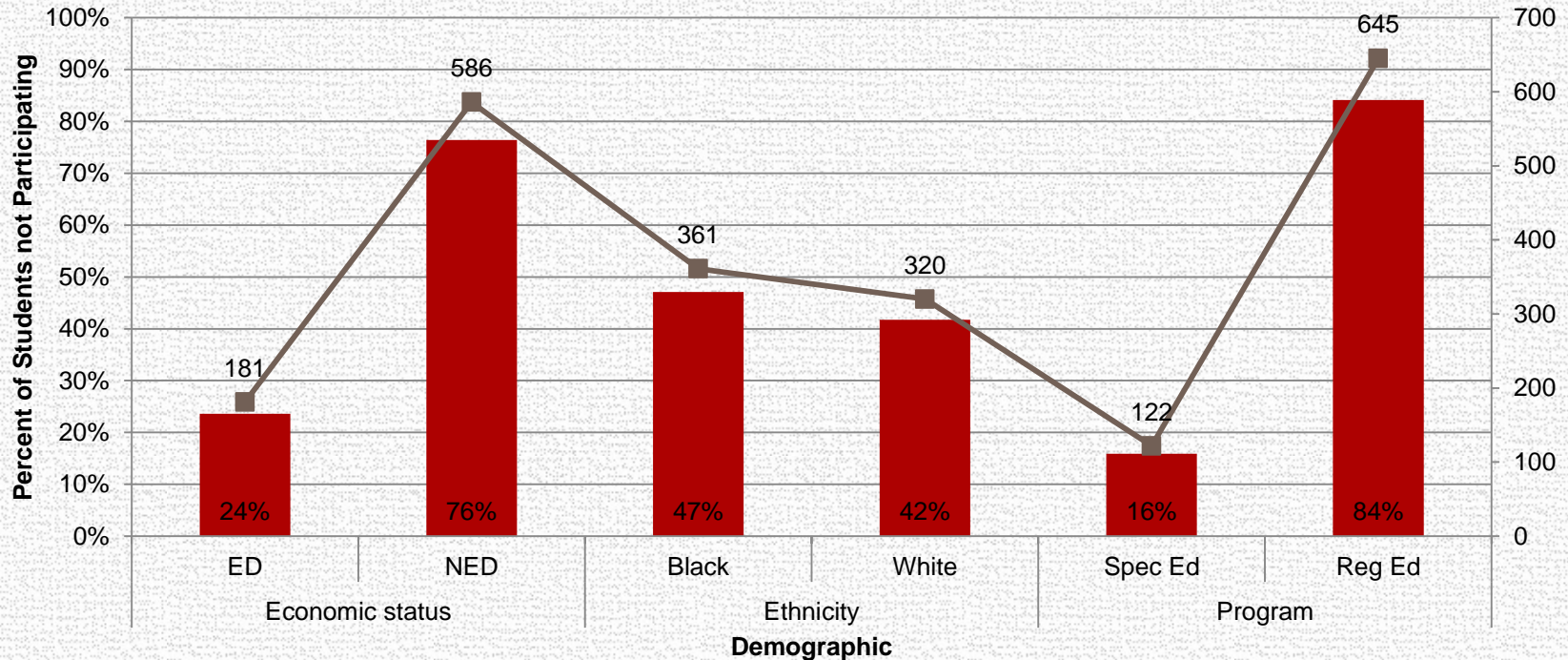
Non-Participants by School



767 (About 22% of students in grades 3-11) students did not participate.
 512 Columbia high School students did not participate.

2014-2015 PARCC Participation

Non Participants by Demographic



22% (767 students in grades 3-11) of students did not participate.

SCHOOL PERFORMANCE

SCHOOL PERFORMANCE

School results were calculated using the students zoned school, not the students “attending” school; therefore

- The school results listed on each individual student score report are not necessarily representative of the students attending that school.
- This had the largest impact on Seth Boyden elementary school.
- A comparison of the “zoned” school and “attending” school results are listed in the appendix of this presentation.

PARCC Results are NOT Representative of School Performance Because.....

- Results were reported based upon the students “zoned” school, not their “attending” school.
- Scores for Grade 8 students participating in Geometry were reported back to the middle schools even though the students attend the course in Columbia High School.
- 67% of “Opt Outs” occurred at the high school.

ENGLISH LANGUAGE ARTS

ENGLISH LANGUAGE ARTS

2014-2015 ELA PARCC Results

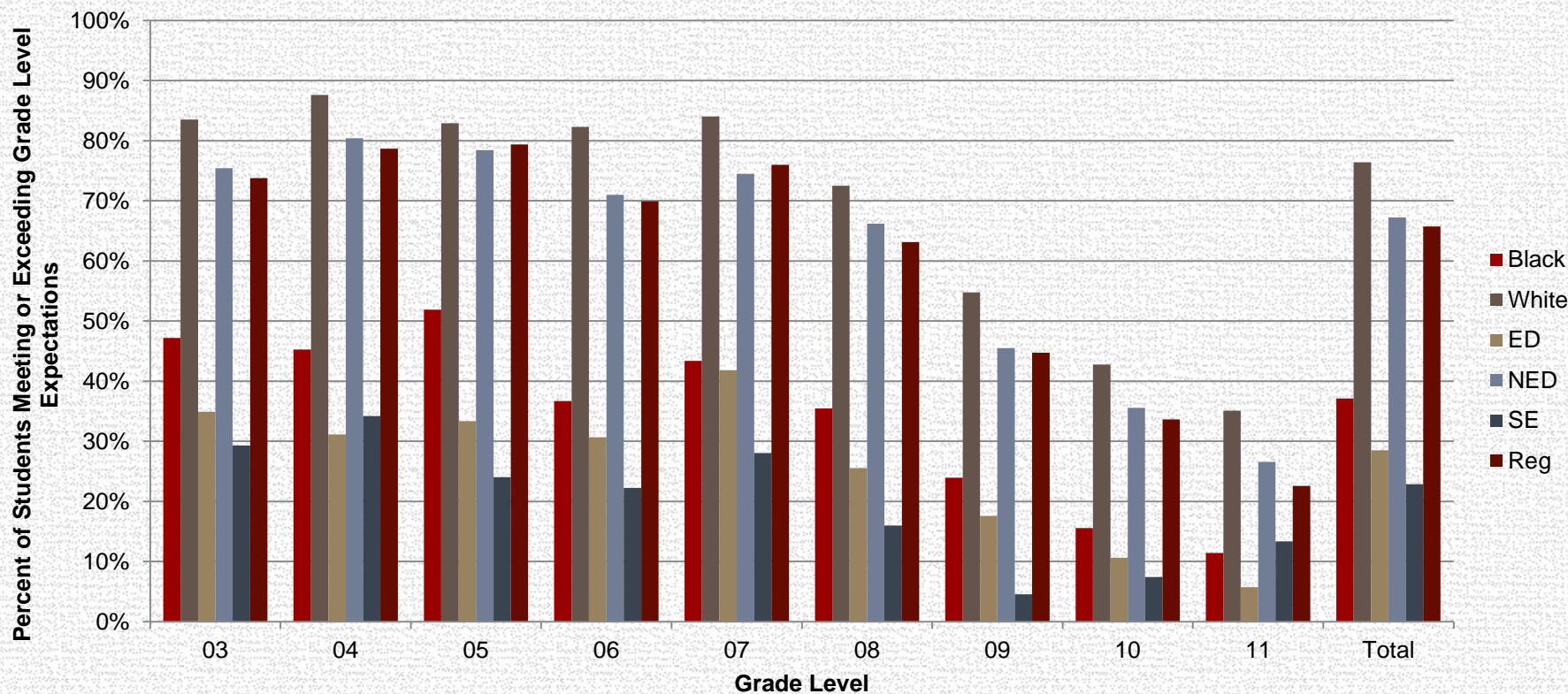
2014-2015 PARCC English Language Arts Results Percent of Students Meeting or Exceeding Grade Level Expectations			
Grade	District	New Jersey	PARCC
03	68	44	38
04	72	51	42
05	71	51	40
06	64	49	39
07	68	52	42
08	57	51	42
09	*41	39	40
10	*30	36	37
11	*22	41	39

*Results are not representative of the grade level due to the large number of students not participating on the PARCC exam.

Grade	ELA PARCC Performance Indicator				
	1	2	3	4	5
03	6%	7%	18%	56%	12%
04	2%	7%	19%	45%	27%
05	3%	7%	20%	54%	17%
06	2%	12%	23%	48%	16%
07	7%	7%	19%	38%	30%
08	7%	13%	22%	46%	11%
09	15%	19%	26%	30%	11%
10	32%	22%	15%	23%	7%
11	36%	24%	18%	20%	2%
Total	8%	11%	20%	43%	17%

Overall, 60% of students met or exceeded grade level expectations.

2015 ELA PARCC Exam Grades 3-11 District Students Meeting or Exceeding Grade Level Expectations



Performance gaps between various demographic groups range from 9 percentage points to 55 percentage points depending on the grade level.

MATH

MATH

2014-2015 Math PARCC Results

2014-2015 PARCC Math Results			
Percent of Students Meeting or Exceeding Grade Level Expectations			
Grade	District	New Jersey	PARCC
03	62	45	38
04	55	40	32
05	55	41	32
06	56	41	32
07	&45	37	29
08	&32	24	27
Algebra I	*46	36	31
Geometry	*26	24	21
Algebra II	*38	23	27

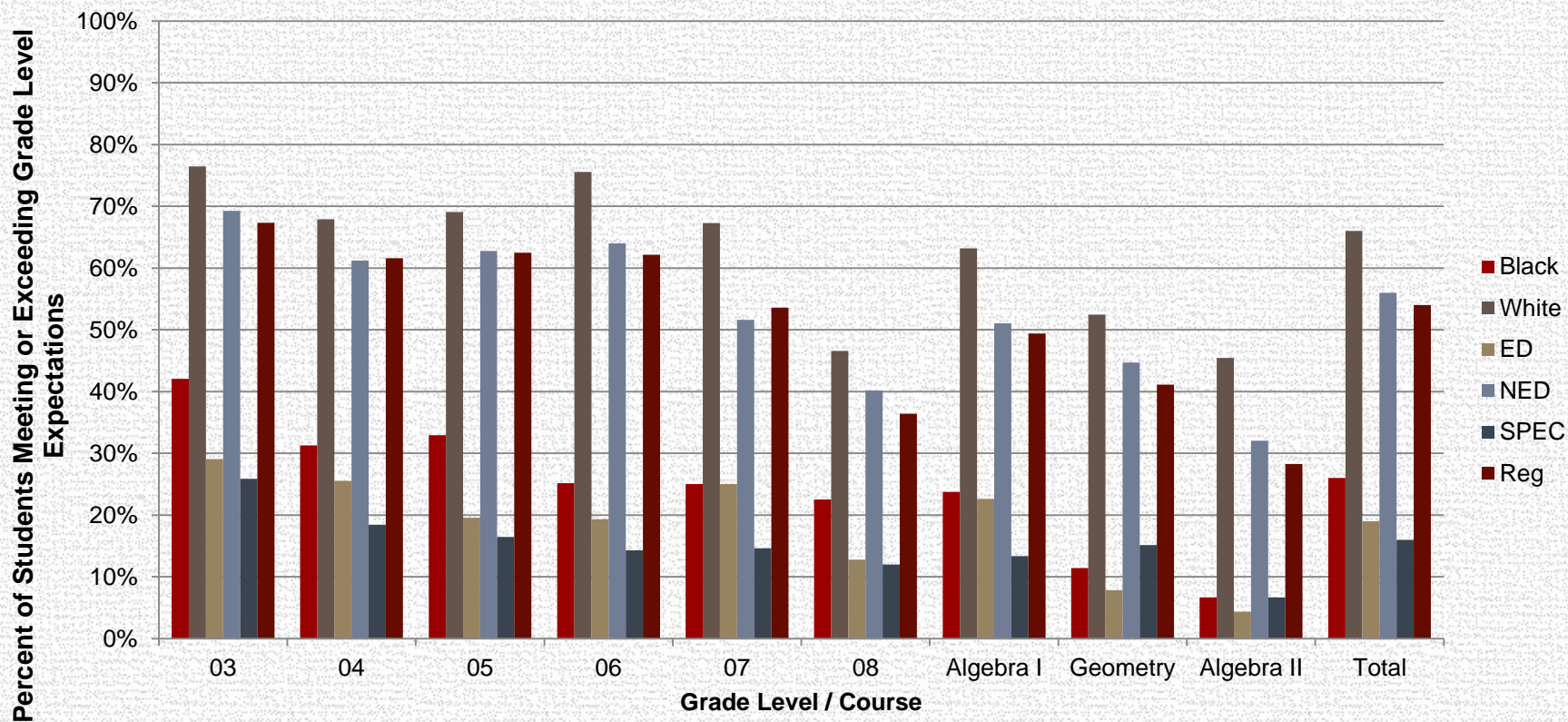
&Results are not representative of the grade level due to 7th and 8th grade students participating in Algebra I and Geometry.

*Results are not representative of the students enrolled in these courses due to the large number of students not participating on the PARCC exam.

	Math PARCC Performance Indicator				
Grade	1	2	3	4	5
03	6%	10%	21%	46%	16%
04	4%	16%	25%	48%	7%
05	4%	11%	30%	44%	11%
06	5%	14%	24%	48%	8%
07	4%	17%	34%	43%	2%
08	12%	24%	32%	31%	1%
Algebra 1	8%	17%	29%	45%	1%
Geometry	9%	24%	29%	35%	3%
Algebra II	31%	21%	21%	24%	3%
Total	8%	16%	27%	42%	7%

Overall, 49% of students met or exceeded grade level expectations.

2015 Math PARCC Exam Grades 3-11 District Students Meeting or Exceeding Grade Level Expectations



Performance gaps between various demographic groups range from 22 percentage points to 50 percentage points depending on the grade level / course.

Additional Analysis

- Continue to analyze data and establish a baseline as more information becomes available
 - Compare district results to the District Factor Group (DFG)
 - Item Analysis
 - Student Level Analysis

Essential Questions

- How can we use PARCC data to identify strengths and gaps that exist in curriculum and instruction?
- How can we use PARCC data to inform conversations **with** our educators?
- What additional resources are needed to meet the learning needs of all students?

Access & Equity

Academic Placement



2314 Academic Placement Policy

PAPER DOCUMENTATION

THE SCHOOL DISTRICT OF SOUTH ORANGE AND MAPLEWOOD, NEW JERSEY

PROGRAM
2314/page 1 of 2
Academic Placement

2314 ACADEMIC PLACEMENT

The primary purpose of academic placement recommendations is to provide meaningful, non-binding guidance to ensure that all students receive an academic program that will encourage and guide academic success and insure college readiness.

Placement recommendations will take into account students' strengths and needs and provide the support students need to achieve that success.

The academic placement recommendation process will include multiple measures and involve the following key elements:

- o Assessment of the student's current academic performance
- o Review of available test data about the student
- o Assessment of academic requirements of the next course in the sequence
- o Teacher judgment regarding the course level that will best meet the academic needs of the student
- o Consultation with the parent/guardian and consideration of the student's preference

Academic placement recommendations should be given serious consideration by students and their parents or guardians. The recommendations, however, are non-binding. All students shall have access to, and the ability to choose between different educational programs in all academic subjects. The Board encourages students to challenge themselves by pursuing courses with the highest academic rigor that will prepare them for success in college or the workforce. The Board shall also make every effort to ensure that enrollment in classes at advanced levels proportionately reflects the demographic profile of the individual school consistent with governing law and the Board's commitment to equal opportunity for all students. The Superintendent shall develop and promulgate regulations for a variety of outreach methods that will provide necessary communication to all households regarding this Policy, and to encourage traditionally underrepresented populations to take advantage of all academic offerings.

The creation or elimination of any academic or enrichment programs in which students are placed pursuant to the factors above shall require Board approval and shall include a plan for measuring the success of the changes proposed. Any program changes that do not require Board approval, including temporary pilot programs of a duration of less than two years, shall nevertheless require prior board and parental notification. At the end of two years, any program for which an extension or permanent status is sought must have Board approval.

How will we ensure that enrollment in advanced academic courses reflect the demographic profile of the district/school?

- SOMSD will Inform parents of level choices in different content in a clear, coherent manner.
 - SOMSD will develop a outreach equity and access events timetable
 - SOMSD will develop/revise protocols to include multiple measures to recommend placement opportunities.

What will support look like for students who challenge themselves in courses that are more rigorous?

- SOMSD will be provide proactive in year and summer school support, both in the form of in-school courses/labs and online web-based support tools.

What will success look like? How will we measure it?

- SOMSD will define success, develop tools to measure it and identify benchmarks to focus adult strategies to support academic placement goals and student achievement.
 - Review current academic placement data in advanced courses
 - Develop goals and progress monitoring plan to focus adult actions
 - Develop goals and progress monitoring plan to focus placement data
 - Develop plan to share success with stakeholders

How will we support staff to achieve our goals?

- SOMSD will ask teachers what they need
- SOMDS will identify our professional capacity to support academic placement goals
- SOMDS will provide teacher development to support student placement goals

2314 Academic Action Plan



SOMSD ACADEMIC PLACEMENT ACTION PLAN

Essential Question	Strategies	Responsibility	Deadline
How will we ensure that enrollment in advanced academic courses reflects the demographic profile of the district/school?	<p>SOMSD will inform parents of level choices in different content areas in a clear, coherent manner.</p> <ul style="list-style-type: none"> ○ Parent Communication ○ CHS Outreach equity and access events timetable <ul style="list-style-type: none"> ○ Format for articulation ○ Course descriptions ○ Grade specific issues 5 - 6, 8 - 9, 9-11 ○ Underrepresented populations outreach ○ Develop promotional materials <p>SOMSD will develop/revise protocols to include multiple measures to recommend placement opportunities.</p> <p>Revise Academic Placement Policy (R23.14)</p> <ul style="list-style-type: none"> ○ Assessment information ○ Teacher placement recommendations ○ Parent input/consultation ○ Student profile – first semester grades, including strengths and weaknesses ○ AP Potential Report 	Alan, Jen, Ramon, Kevin	1/13/16

1/6/2016

2314 Academic Placement Policy

PAPER ON DEMAND

THE SCHOOL DISTRICT OF SOUTH ORANGE AND MAPLEWOOD, NEW JERSEY

PROGRAM
2314/page 1 of 2
Academic Placement

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The School District of

**SOUTH ORANGE
& MAPLEWOOD**

525 Academy Street • Maplewood, NJ 07040

SOMSD Strategic Plan

Presented January 25, 2016

The Charge

Since the convocation on the first teacher day, through the Education Summit and ensuing conversations, we have been engaging the community in thinking about education differently:

- Think about what we need to do as a school system to prepare students for a future that we have yet to imagine.
- How do we move away from trying to recreate an old system to creating a new system?
- How do we move away from a system created for needs of the industrial era to a system that leads our society into and through the information era?
- Don't think outside the box – throw away the box!

The Context

- The Strategic Plan will serve as the blueprint to guide the District's work for the next 3-5 years.
- Multi-phase process, with a wide variety of perspectives included in every step along the way.
 - Listening Tour
 - Education Summit
 - Let's Talk and other communications tools
 - Strategic Direction Committee
 - Action Planning Teams
- Collaborative effort so that the plan ultimately represents the values of our community and the needs of our students.

Strategic Planning Timeline

Phase	Task	Timeframe
Data Collection	<p>Collect feedback from the community about ideas, suggestions, hopes and concerns in a variety of ways including:</p> <ul style="list-style-type: none"> • Community-wide Education Summit, • KIVA on Mathematics, • Town hall meetings with the Superintendent, • Student forum, • Individual dialogues using Let's Talk! and other communication tools. 	October 2015 – January 2016
Data Synthesis	Incorporate all feedback collected by January 4 th into synthesis of the data to serve as foundation for Strategic Plan.	December 2015 – January 2016
Strategic Direction	Committee of stakeholders develops a Strategic Direction document stating our mission for the next 3-5 years, the values which will guide our work, the objectives for students' performance, and the strategies that adults are committing to in order to support students in reaching these objectives. The final document will be submitted to the Board of Education for review and approval.	January 2016
Action Planning	Working committees create specific, concrete plans for each strategy, including who will be responsible for what, by when.	February – August 2016
Implementation and Monitoring	The Strategic Plan will serve as the blueprint to guide the District's work for the next 3-5 years. The Superintendent will update the Board and community monthly on progress in implementation.	August 2016 and beyond

The Strategic Direction Process

- Facilitated by Rocco Rainone, Jr., and Marilyn Gounaris from SoarPoint Associates, who have decades of experience developing strategic plans with schools and school districts.
- 3-day intensive meeting held off-site.
- Many thanks to:
 - The Achieve Foundation for using their annual Superintendent’s grant to fund the \$15,000 cost for the consultants.
 - Temple Sharey Tefilo Israel for donating meeting space in their Mansion and graciously hosting us for 3 days.
- Committee members selected to include wide variety of perspectives, experiences with every age group and school in the district, and outside expertise.
- Data from the Education Summit and other community input infused into the discussions all 3 days.
- Scaffolded process, with large group instructions, small group work, and large group work and consensus building on every component.

Strategic Direction Committee

Name	Affiliation
Elizabeth Aaron, MAT, M.Ed.	Principal, Columbia High School
Thomas Borello	Parent, Architect
Beth Daugherty	Board of Education Member, Systems Engineer
Walter L. Fields	Parent, Journalist, SoMa Black Parents Workshop
Yolande Fleming	Teacher, Clinton Elementary School
Maudjah Francis, LPC	Parent, Psychotherapist, Parenting Center Coordinator of Haitian Family Outreach
William Gaudelli, Ed. D.	Chair of Department of Arts and Humanities, Teachers College, Columbia University
David R. Giles	Parent, Special Education Attorney
Marc Gold	Assistant Principal, Maplewood Middle School
Susan Grierson	Assistant Superintendent for Curriculum & Instruction, SOMSD
Devyani Guha	Parent, Urban Planner, Collective for Community Culture and Environment
Nirlange Heriveaux	CHS Student, MAC Scholar
Karen Wisham Hudson	Parent, Business Consultant
Nina Kambili	CHS Student, Student Representative to the Board of Education

Strategic Direction Committee

Name	Affiliation
Annemarie Maini	Board of Education Member Director of South Orange Country Day School
Lynn McGlotten	Teacher, South Orange Middle School
Charles Mitchel, Ed.D.	Associate Professor and Executive Director of The Academy for Urban School Transformation, Seton Hall University
Tyler Perry	CHS Student
John J. Ramos, Jr., Ed.D.	Superintendent of Schools
Audrey Rowe	Program Director, South Orange/Maplewood Community Coalition on Race
Mara Rubin	Supervisor of Fine and Performing Arts, SOMSD
Filip Saulean	CHS Student Alternate Student Representative to the Board of Education
Peri Smilow, Ed.M.	Parent, Singer/Songwriter, Community Educator
Marisa Stoessel	Teacher, Jefferson Elementary School
Scott Stornetta, Ph.D.	Teacher, Columbia High School
Kevin Walston	Assistant Superintendent for Administration, SOMSD
TJ Whitaker	Teacher, Columbia High School

Enduring Values

An enduring value statement describes how everyone throughout the district is expected to communicate with, relate to and treat one another. It applies to students, families, teachers, staff, administrators, board members and community partners.

SOMSD's Enduring Values

- We value equity and excellence.
- We value students as our primary stakeholders and at the heart of every decision.
- We value the intrinsic potential of every student for continual learning and growth.
- We value and honor our commonalities and our differences.
- We value respectful, transparent and consistent communication in a safe environment.
- We value, in every interaction, empathy, care and compassion.
- We value civic discourse.
- We value collaboration, shared responsibility and accountability for our learning community.
- We value transparency and collaboration in decision making.

Mission

A Mission Statement is a concise statement that captures the strategic direction of the district. It states the district's purpose, identifies its clients, and explains broadly how the district will accomplish its purpose.

SOMSD's Mission

The mission of the South Orange Maplewood School District is to empower and inspire each student to explore and imagine, to pursue personal passions, and to collectively create a better future by creating a learner-centered environment through multiple pathways; reimagined structures, systems and supports; innovative teaching; partnering with families; and maximizing community expertise and resources.

Strategic Boundaries

A strategic boundary is a self-imposed limit that states what the district will always do or never do. It guides the district to make substantive decisions consistent with its enduring values. Equally important is a strategic boundary further defines the mission. Strategic boundaries must be enforceable.

SOMSD's Strategic Boundaries

We will always:

- Ask what is best for the student, as the main driver in our decision making.
- Equip our teachers with relevant tools and resources to create a learner-centered environment.
- Make decisions based on improving learning outcomes for students.
- Encourage students to take an active role in their learning.
- Act honorably and treat each student with respect in upholding our enduring values.

We will never:

- Give up on any student.
- Stop cultivating rapport with families.
- Allow identity to define potential or determine educational opportunity.
- Compromise our enduring values.

Student Performance Statement

A student performance statement describes a high expectation for student achievement and/or performance and the way in which it will be observed, demonstrated and/or measured. Student Performance Statements are driven by the Enduring Value Statements, Mission, and Strategic Boundaries.

SOMSD's Student Performance Statement

All students in SOMSD will have access to relevant curriculum that is not bound by seat-time but guided by teachers through demonstrated student mastery of competence in subject areas. Courses will leverage the rich and growing network of learning resources (e.g., online resources, collaborative partnerships, collective projects, field experiences, mentoring opportunities, and service learning) to meaningfully support the individual growth of students in these competencies, as measured by rubrics and student portfolios.

Strategies

A strategy is a broad statement consistent with district's values and strategic boundaries.

It describes how resources will be used to achieve the mission and student performance statements.

A strategy represents an idea in which the district is willing to invest energy, expertise, time and resources.

Strategies are broad enough to yield a variety of programs, services or approaches.

Each strategy will generate about five or six action plans which will be written later during action planning.

SOMSD's Strategies

- We will redesign curriculum, instruction and assessment to support learner-centered environments (e.g. reimagining seat-time, multiple pathways, competency standards).
- We will develop multiple supports for students to thrive in a learner-centered environment (e.g. mentoring program, peer leadership, individualized academic/emotional support, transitional services, restorative practices and guidance in pursuit of their passions).
- We will work with students to redefine their role as active and engaged contributors to the learning experience of their schools and community.

SOMSD's Strategies

- We will provide ongoing, differentiated and relevant professional development to grow teachers and administrators to theorize, critique, examine, and explore in order to engage every student in a learner-centered environment.
- We will infuse cultural competency in every aspect of our learning community.
- We will partner with families in support of student growth.
- We will reimagine and redesign all aspects of student scheduling, use of facilities and administrative structures to guarantee alignment with mission.

SOMSD's Strategies

- We will maximize community expertise and external resources to provide multiple pathways for student and professional growth and learning.
- We will engage in robust, open, ongoing and transparent communications with all students, families, staff and community members to generate understanding, excitement, trust and support of our school community and its transformation.

Next Step: Action Planning

- An action planning team of 5-7 members will be formed for each of the 9 strategies.
- Each committee will have 2 co-chairs – one member of the Strategic Direction Committee and one with expertise in the area.
- The Strategic Planning consultants will conduct a 2-day training for all co-chairs and any other available action planning team members.
- Action planning teams will receive all of the notes from the Education Summit and ensuing dialogues, and from the small working groups in the Strategic Direction Committee, to serve as the foundation for their work.
- Action planning teams will meet regularly for several months to create specific, concrete plans for each strategy, including who will be responsible for what, by when.
- The action plans will then be submitted to the Strategic Direction Committee to ensure they align to the original intent, and to the Board of Education for approval.
- Membership on the action planning teams will once again include diverse viewpoints and expertise. Information on how to express interest in joining one of the teams will be available shortly.

APPENDIX

APPENDIX

2014-2015 ELA PARCC Results by School

2014-2015 Grade 3 PARCC ELA Results Percent of Students Meeting Expectations		
	Zone	Attending
Clinton E.S.	71	72
Jefferson E.S.	75	73
Seth Boyden E.S.	31	44
South Mountain E.S./Annex	73	73
Tuscan E.S.	78	78

Please note that the state calculated the school results based upon the students “zoned” for the school and not based upon the students “attending” the school; therefore, the school scores do not represent the overall performance of the students attending the school.

2014-2015 ELA PARCC Results by School

2014-2015 Grade 4 PARCC ELA Results Percent of Students Meeting Expectations		
	Zone	Attending
Clinton E.S.	67	67
Jefferson E.S.	84	85
Seth Boyden E.S.	33	44
South Mountain E.S./Annex	83	84
Tuscan E.S.	71	68

Please note that the state calculated the school results based upon the students “zoned” for the school and not based upon the students “attending” the school; therefore, the school scores do not represent the overall performance of the students attending the school.

2014-2015 ELA PARCC Results by School

2014-2015 Grade 5 PARCC ELA Results Percent of Students Meeting Expectations		
	Zone	Attending
Clinton E.S.	67	64
Jefferson E.S.	79	76
Seth Boyden E.S.	45	68
South Mountain E.S./Annex	70	73
Tuscan E.S.	75	71

Please note that the state calculated the school results based upon the students “zoned” for the school and not based upon the students “attending” the school; therefore, the school scores do not represent the overall performance of the students attending the school.

2014-2015 ELA PARCC Results by School

2014-2015 Grade 6 PARCC ELA Results Percent of Students Meeting Expectations	
Maplewood M.S.	59
South Orange M.S.	69

2014-2015 Grade 7 PARCC ELA Results Percent of Students Meeting Expectations	
Maplewood M.S.	65
South Orange M.S.	72

2014-2015 Grade 8 PARCC ELA Results Percent of Students Meeting Expectations	
Maplewood M.S.	54
South Orange M.S.	61

2014-2015 ELA PARCC Results by School

*Columbia High School 2014-2015 PARCC ELA Results Percent of Students Meeting Expectations	
Grade 9	41
Grade 10	30
Grade 11	22

*Results are not representative of the school due to the large number of students not participating on the PARCC exam.

2014-2015 Math PARCC Results by School

2014-2015 Grade 3 PARCC Math Results Percent of Students Meeting Expectations		
	Zone	Attending
Clinton E.S.	62	60
Jefferson E.S.	67	66
Seth Boyden E.S.	34	44
South Mountain E.S./Annex	64	66
Tuscan E.S.	74	75

Please note that the state calculated the school results based upon the students “zoned” for the school and not based upon the students “attending” the school; therefore, the school scores do not represent the overall performance of the students attending the school.

2014-2015 Math PARCC Results by School

2014-2015 Grade 4 PARCC Math Results Percent of Students Meeting Expectations		
	Zone	Attending
Clinton E.S.	46	48
Jefferson E.S.	59	60
Seth Boyden E.S.	28	35
South Mountain E.S./Annex	70	69
Tuscan E.S.	58	56

Please note that the state calculated the school results based upon the students “zoned” for the school and not based upon the students “attending” the school; therefore, the school scores do not represent the overall performance of the students attending the school.

2014-2015 Math PARCC Results by School

2014-2015 Grade 5 PARCC Math Results Percent of Students Meeting Expectations		
	Zone	Attending
Clinton E.S.	48	44
Jefferson E.S.	60	57
Seth Boyden E.S.	30	55
South Mountain E.S./Annex	59	61
Tuscan E.S.	64	62

Please note that the state calculated the school results based upon the students “zoned” for the school and not based upon the students “attending” the school; therefore, the school scores do not represent the overall performance of the students attending the school.

2014-2015 Math PARCC Results by School

2014-2015 Grade 6 PARCC ELA Results Percent of Students Meeting Expectations	
Maplewood M.S.	54
South Orange M.S.	59

2014-2015 Grade 7 PARCC ELA Results Percent of Students Meeting Expectations	
Maplewood M.S.	&46
South Orange M.S.	&45

2014-2015 Grade 8 PARCC ELA Results Percent of Students Meeting Expectations	
Maplewood M.S.	&36
South Orange M.S.	&28

&Results are not representative of the grade level due to 7th and 8th grade students participating in Algebra I and Geometry.

2014-2015 Math PARCC Results by School

2014-2015 PARCC Math Results Percent of Students Meeting Expectations		
Algebra I	District	46
	*Columbia H.S.	30
	Maplewood M.S.	84
	South Orange M.S.	72
Geometry	District	38
	*Columbia H.S.	22
	Maplewood M.S.	90
	South Orange M.S.	66
Algebra II	District	27
	*Columbia H.S.	26

*Results are not representative of the school due to the large number of students not participating on the PARCC exam. Additionally, middle school students attend the high school for Geometry; however, the results were reported as part of the middle schools