

PARCC OUTCOMES: YEAR 2

BELMAR ELEMENTARY SCHOOL

September 29, 2016



*Inspired
United
Prepared
Soaring to Excellence*

Measuring
College and
Career
Readiness

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- ❖ Students take 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

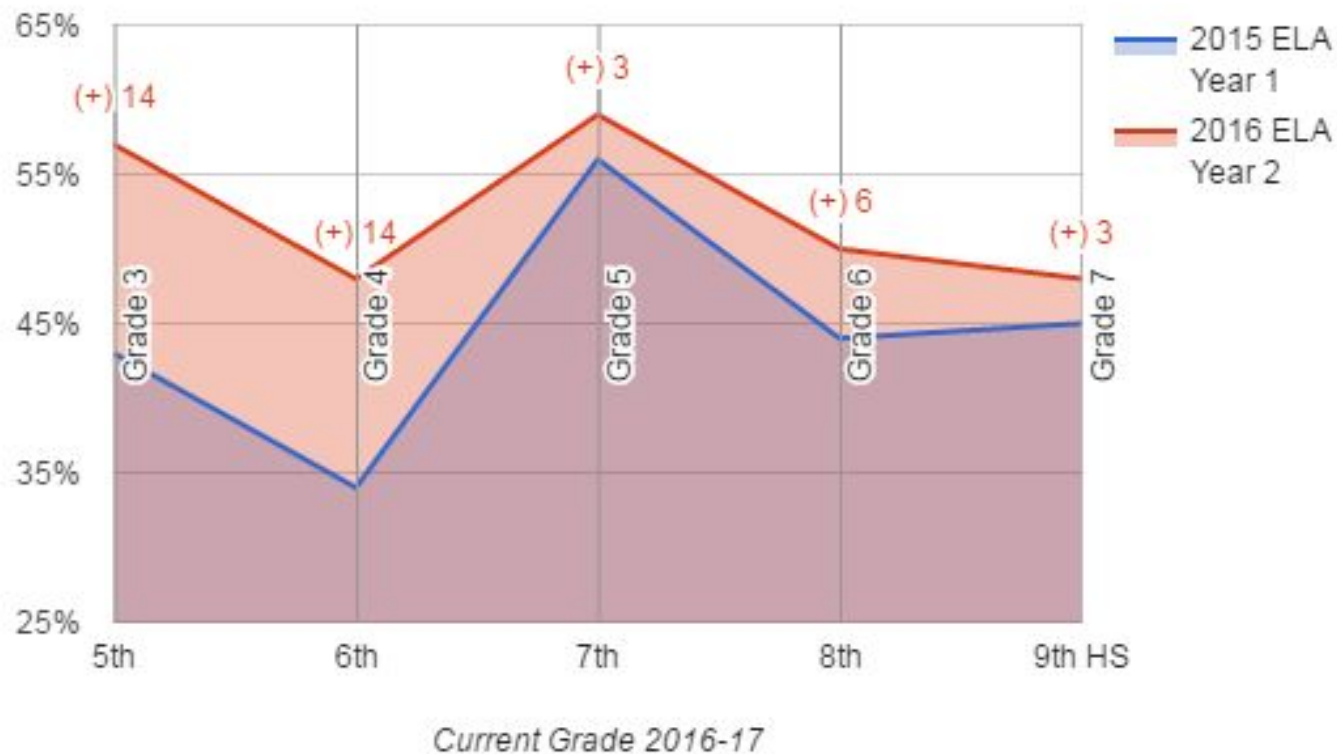
- ❖ **LEVEL 1:** Not yet meeting grade-level expectations
- ❖ **LEVEL 2:** Partially meeting grade-level expectations
- ❖ **LEVEL 3:** Approaching grade-level expectations
- ❖ **LEVEL 4:** Meeting grade-level expectations
- ❖ **LEVEL 5:** Exceeding grade-level expectations

BELMAR ELEMENTARY SCHOOL

Longitudinal Growth Comparison

ELA

Year 1 and Year 2

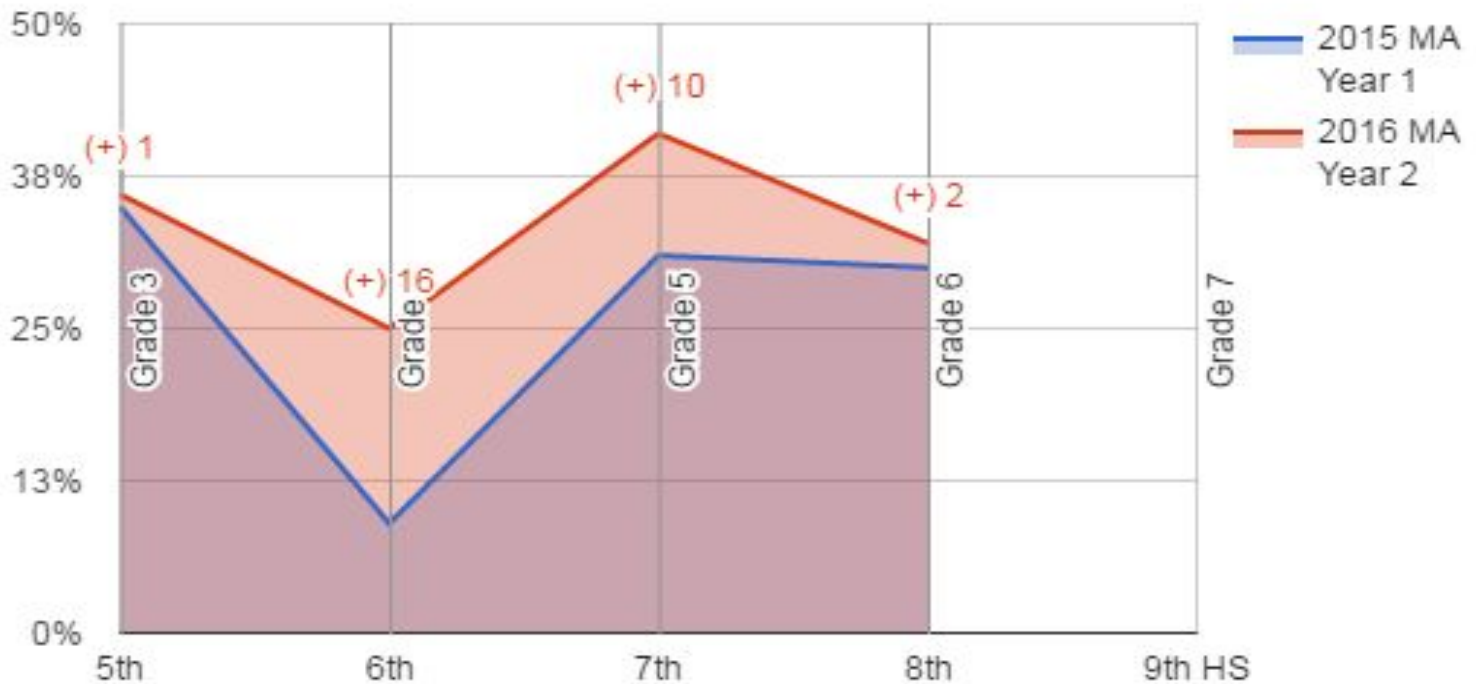


BELMAR ELEMENTARY SCHOOL

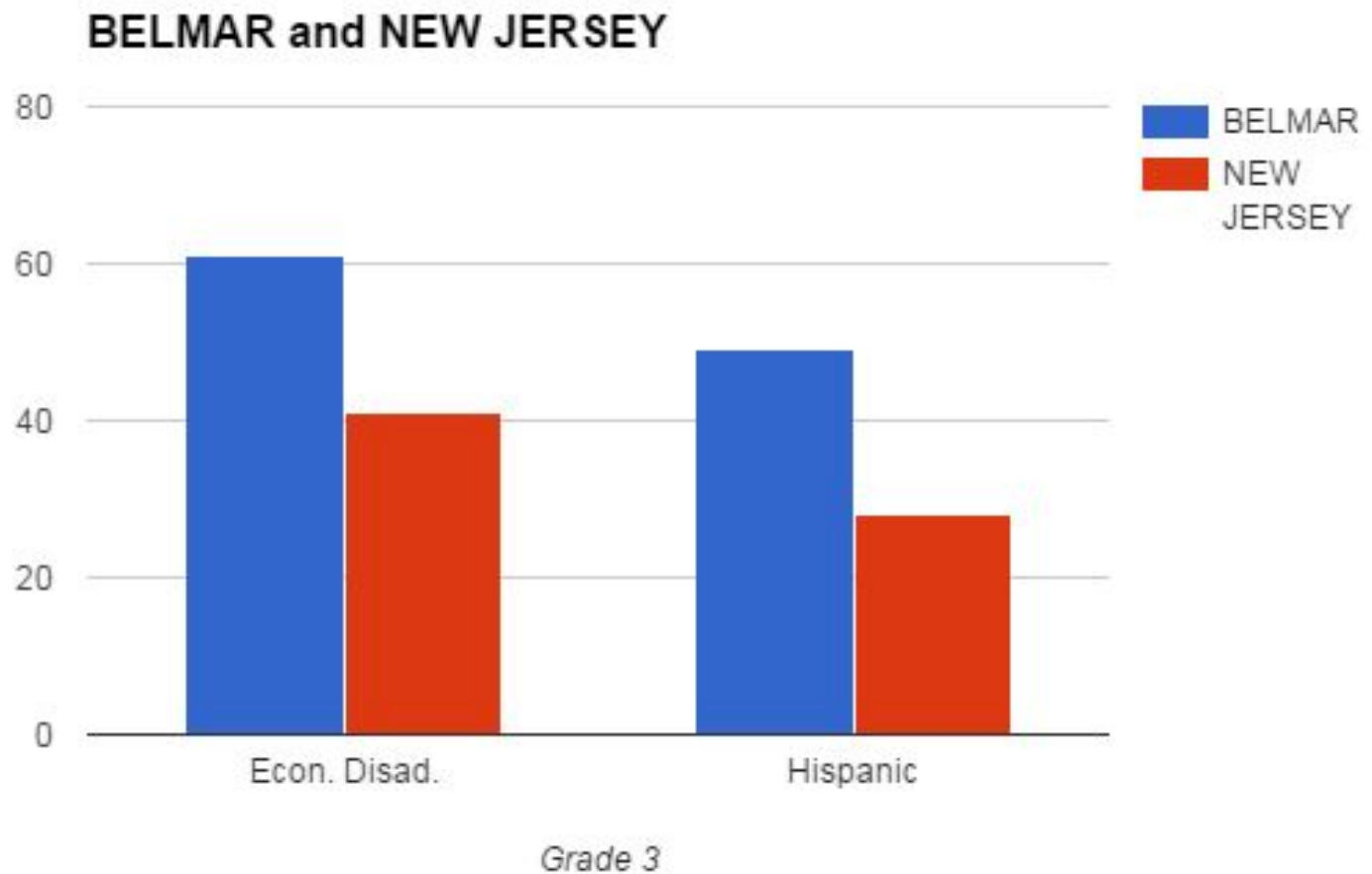
Longitudinal Student Growth Comparison

MATH

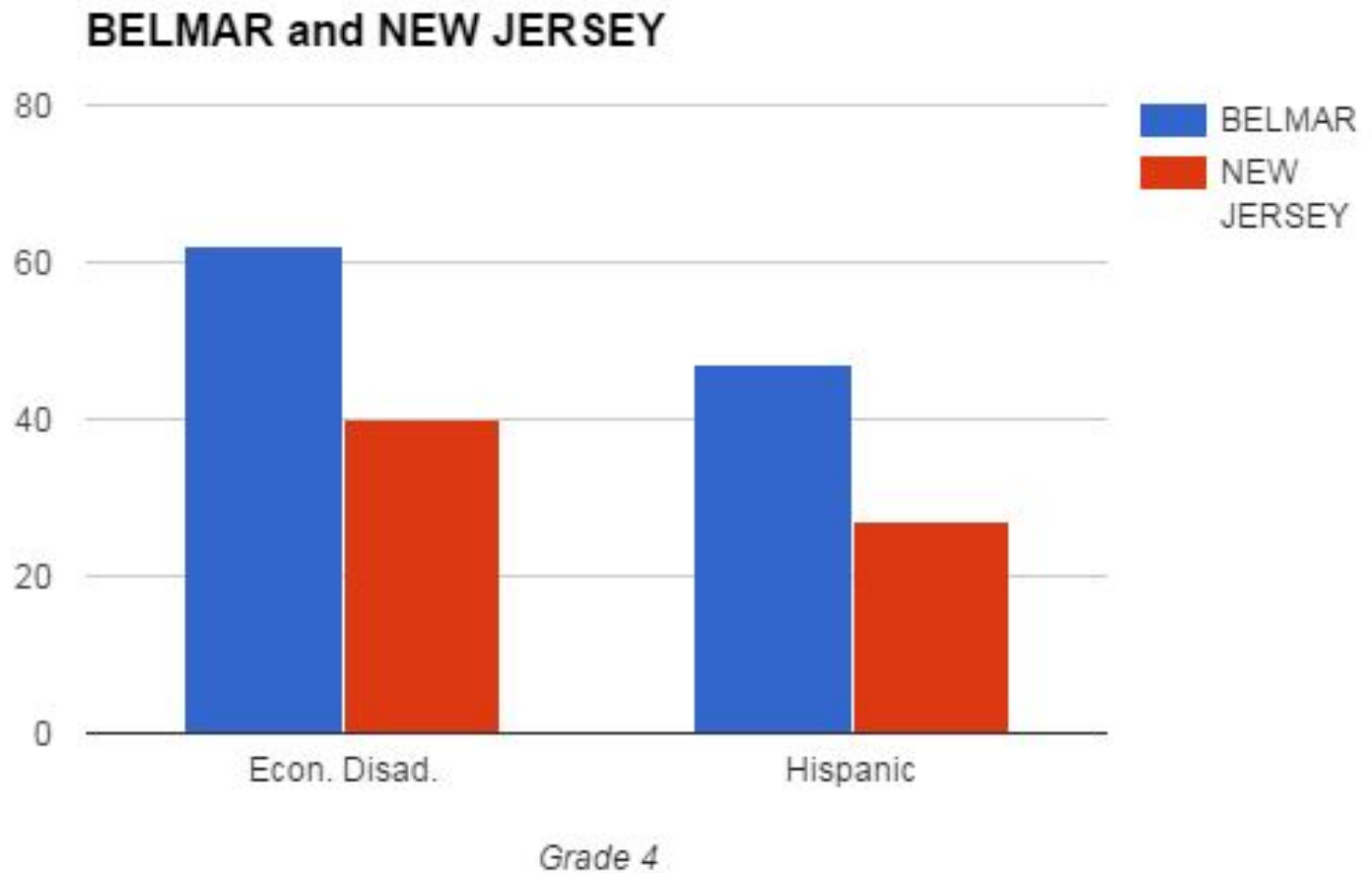
Year 1 and Year 2



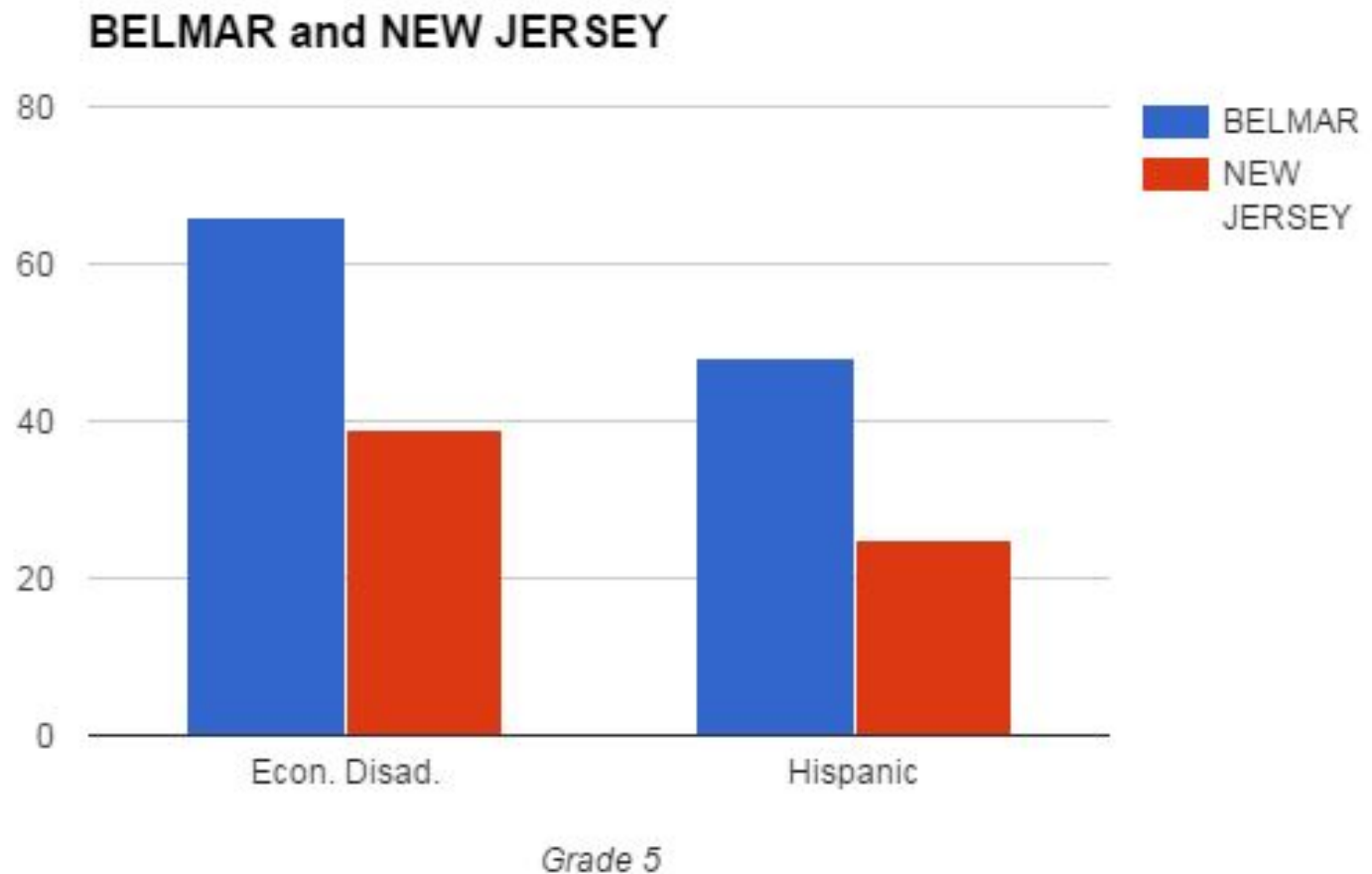
Grade 3 Comparison to State Subgroups



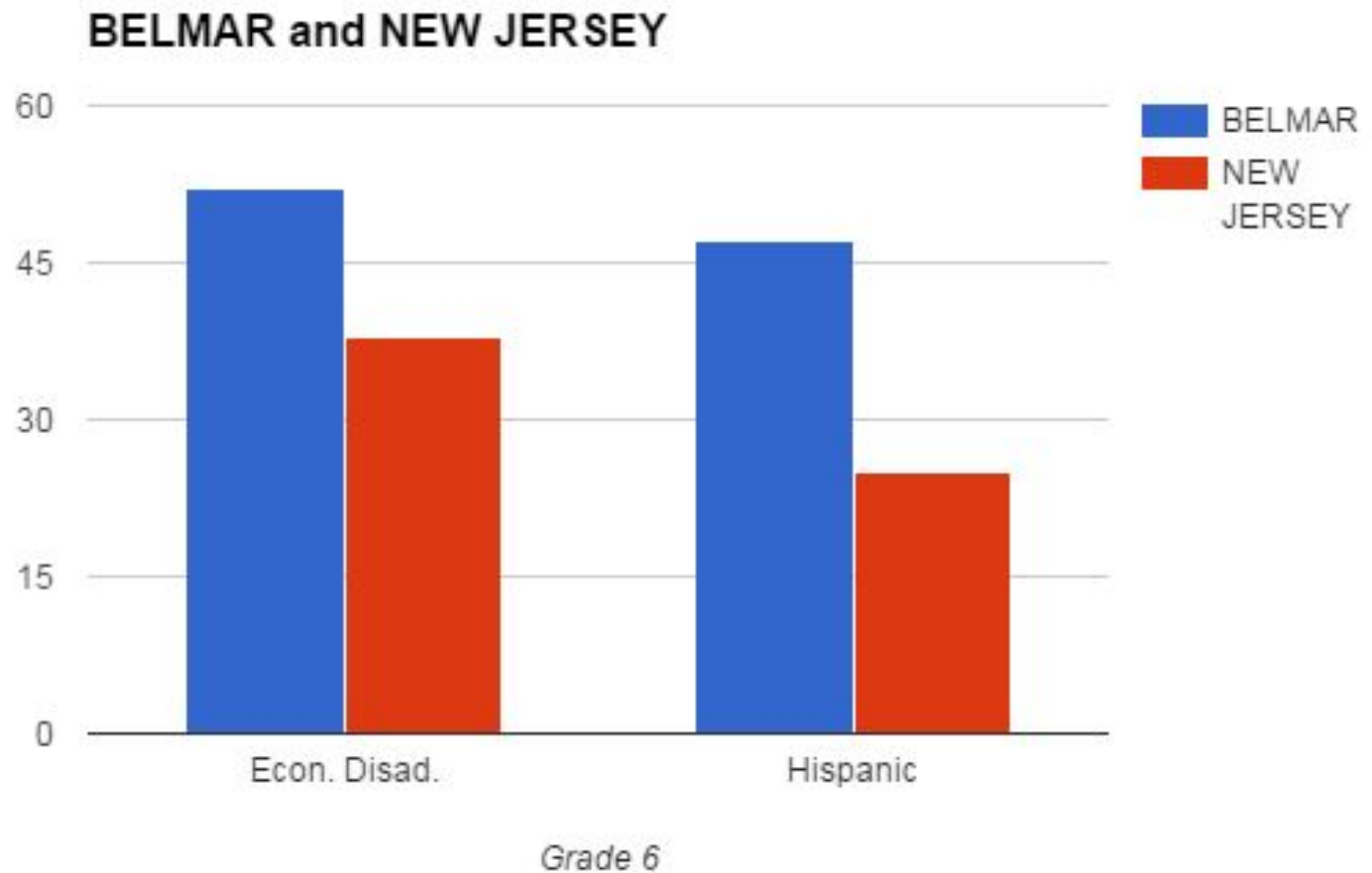
Grade 4 Comparison To State Subgroups



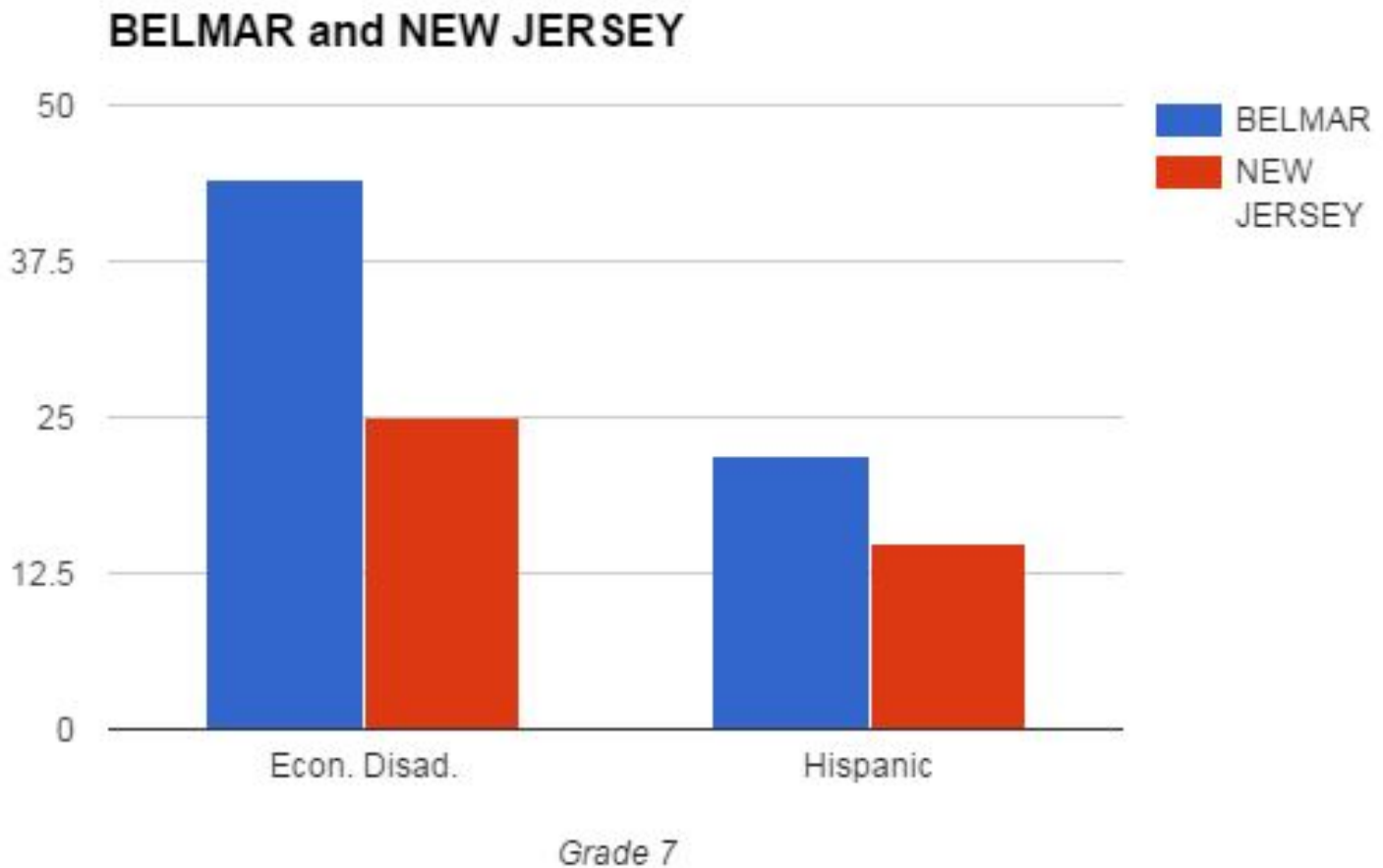
Grade 5 Comparison To State Subgroups



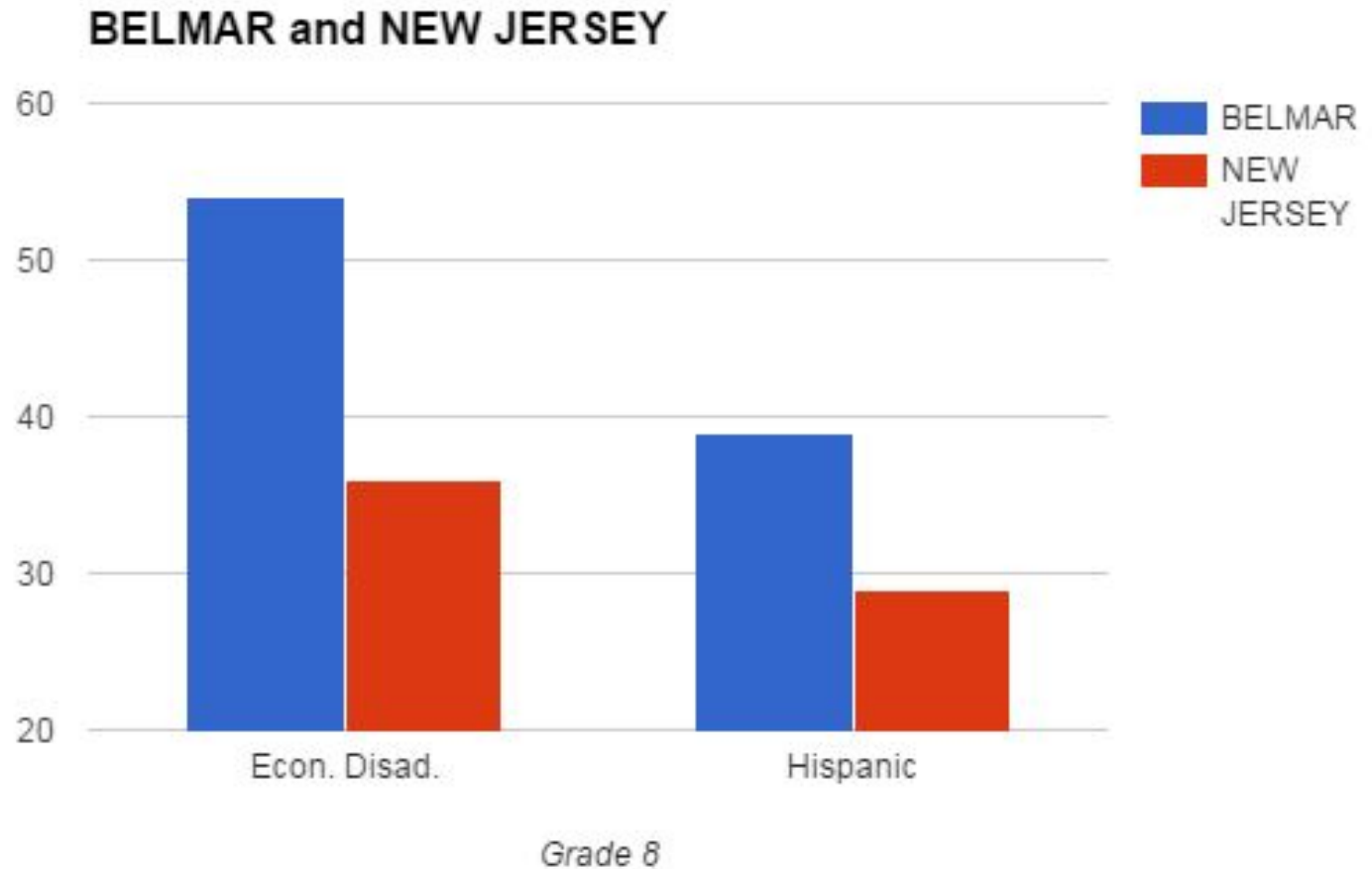
Grade 6 Comparison To State Subgroups



Grade 7 Comparison To State Subgroups



Grade 8 Comparison to State Subgroups



BELMAR ELEMENTARY SCHOOL

2016 PARCC GRADE-LEVEL OUTCOMES

ENGLISH LANGUAGE ARTS/LITERACY

| | 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 |
|---------|----------------------------|---------------------------|-----------------------------|------------------------------------|--------------------------------|---------------------------------|---------------------------|---------------------|
| Grade 3 | 67 | 22% | 13% | 28% | 31% | 5% | 36% | 48% |
| Grade 4 | 58 | 10% | 12% | 21% | 43% | 14% | 57% | 54% |
| Grade 5 | 48 | 8% | 6% | 38% | 44% | 4% | 48% | 53% |
| Grade 6 | 64 | 8% | 11% | 22% | 38% | 22% | 59% | 52% |
| Grade 7 | 54 | 11% | 9% | 30% | 32% | 19% | 50% | 56% |
| Grade 8 | 56 | 2% | 16% | 34% | 43% | 5% | 48% | 55% |



BELMAR ELEMENTARY SCHOOL

2016 PARCC GRADE-LEVEL OUTCOMES

MATHEMATICS

| | 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 |
|-----------|----------------------------|---------------------------|-----------------------------|------------------------------------|--------------------------------|---------------------------------|-----------------------|-----------------|
| Grade 3 | 68 | 18% | 22% | 35% | 16% | 9% | 25% | 52% |
| Grade 4 | 59 | 10% | 24% | 31% | 34% | 2% | 36% | 47% |
| Grade 5 | 49 | 12% | 19% | 45% | 25% | 0% | 25% | 47% |
| Grade 6 | 64 | 8% | 27% | 25% | 41% | 0% | 41% | 43% |
| Grade 7 | 54 | 7% | 19% | 43% | 32% | 0% | 32% | 39% |
| Grade 8* | 32 | 19% | 44% | 22% | 16% | 0% | 16% | 26% |
| Algebra I | 24 | 0% | 21% | 33% | 46% | 0% | 46% | 41% |



QUESTIONS TO GUIDE PARCC DATA REFLECTION

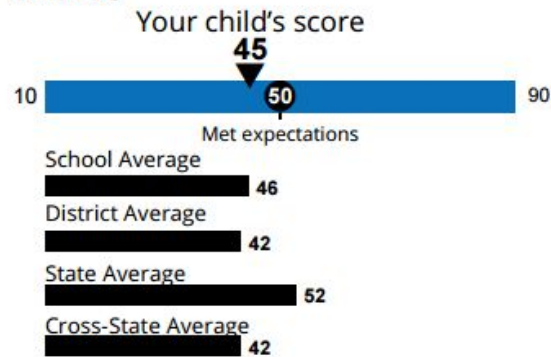
How will we use PARCC data to identify strengths and gaps that exist in curriculum and instruction?

- **Saturday Math Academy for Title I At Risk and Title III ESL students
8 weeks - 9:00-11:00 a.m. beginning January 28, 2017 - March 18, 2017.**
- **TLC (Teacher Leadership Cadre) data teams to analyze individual student reports and create action plans for grade levels.**
- **PLCs (Professional Learning Communities of grade level/department teachers to analyze data and work collaboratively on action plans for improvement in identifying instructional gaps and customizing instruction.**
- **Evaluate master schedule to explore increasing math instructional time.**

Individual Student Report (ISR) Sent to Parents September 19, 2016

How Did Your Child Perform in Reading and Writing?

READING



↑ 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.

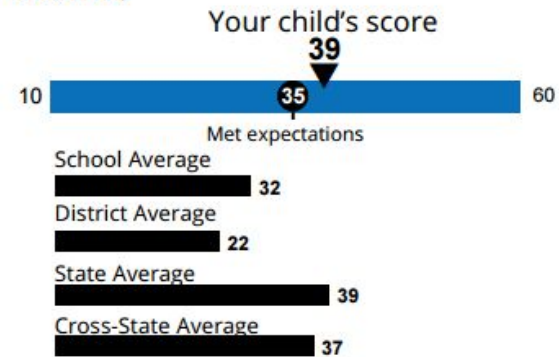
↔ INFORMATIONAL TEXT

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



↔ 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 have read.

↑ 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.

LEGEND

Your child performed about the same as students who:

- ↑ Met or Exceeded Expectations
- ↔ Approached Expectations
- ↓ Did Not Yet Meet or Partially Met Expectations

How Did Your Child Perform in Areas of Mathematics?



MAJOR CONTENT

Your child performed about the same as students who **approached expectations**. Students meet expectations by solving problems involving volume of prisms, adding, subtracting, multiplying and dividing with multi-digit whole numbers, decimals, and fractions.



EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.



ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving writing and interpreting numerical expressions, converting measurements, graphing points, classifying geometric shapes, and representing data.



MODELING & APPLICATION

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND

Your child performed about the same as students who:



Met or Exceeded
Expectations



Approached
Expectations



Did Not Yet Meet
or Partially
Met Expectations

RESOURCES FOR PARENTS

www.understandthescore.org

www.bealearninghero.org



Questions

