

# **PARCC Achievement and Growth Report**

**Bayberry Elementary School**

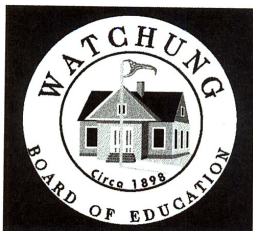


# ELA Achievement and Growth

*Same grade, different students*

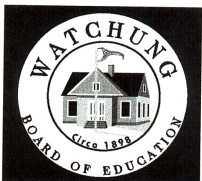
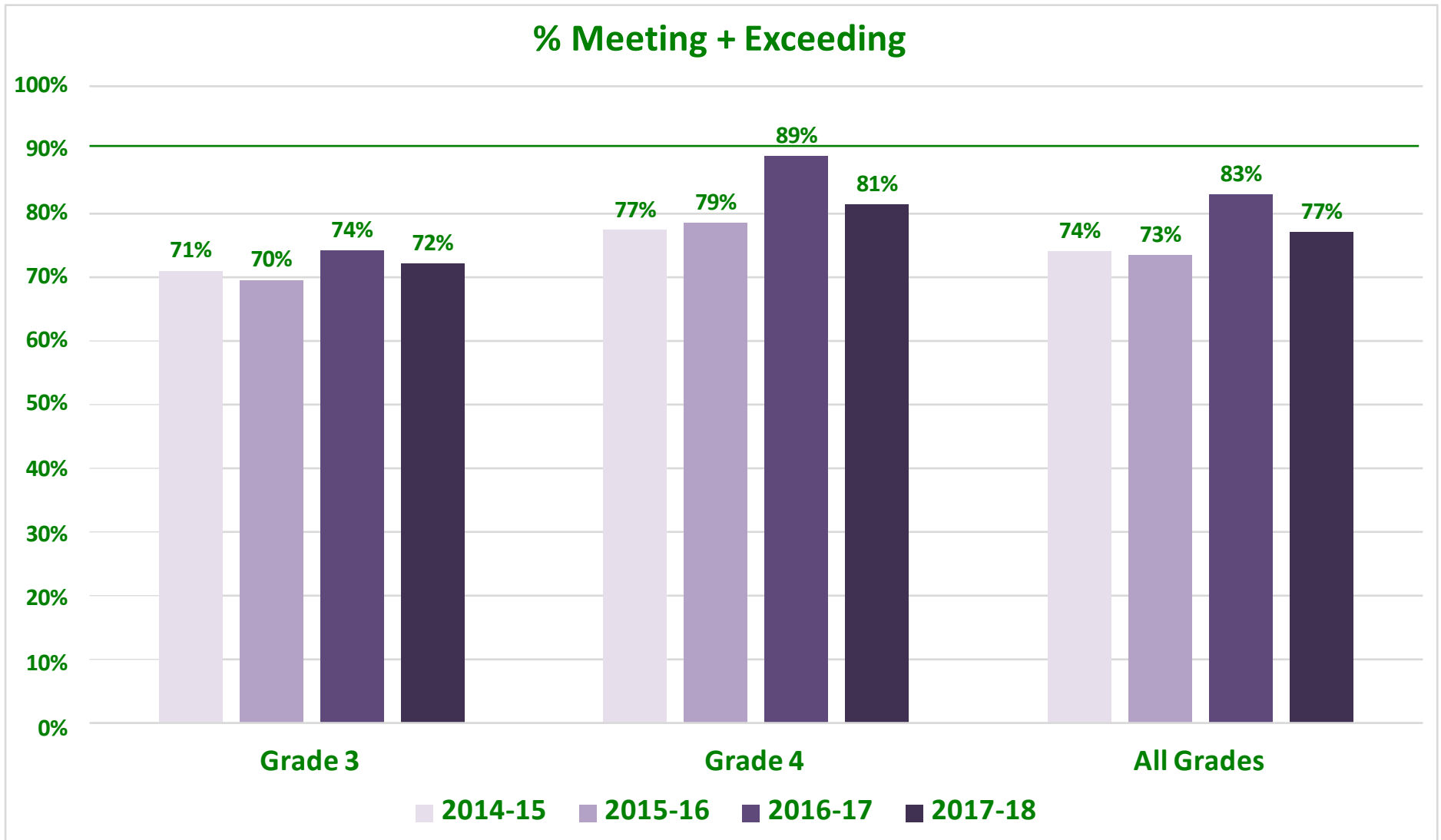
	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2014-15 G3 ELA	69	0%	10%	19%	62%	9%	71%		10%	
2015-16 G3 ELA	92	0%	7%	24%	59%	11%	70%	-1%	7%	-4%
2016-17 G3 ELA	62	0%	5%	21%	56%	18%	74%	5%	5%	-2%
2017-18 G3 ELA	61	5%	10%	13%	59%	13%	72%	-2%	15%	10%
2014-15 G4 ELA	62	2%	0%	21%	56%	21%	77%		2%	
2015-16 G4 ELA	70	0%	0%	21%	66%	13%	79%	1%	0%	-2%
2016-17 G4 ELA	91	0%	1%	10%	53%	36%	89%	10%	1%	1%
2017-18 G4 ELA	70	0%	6%	13%	44%	37%	81%	-8%	6%	5%
2014-15 ELA All Grades	131	1%	5%	20%	60%	15%	74%		6%	
2015-16 ELA All Grades	162	0%	4%	23%	62%	12%	73%	-1%	4%	-2%
2016-17 ELA All Grades	153	0%	3%	14%	54%	29%	83%	10%	3%	-1%
2017-18 ELA All Grades	131	2%	8%	13%	51%	26%	77%	-6%	10%	7%

Note: Throughout the reports, percentages may not sum to 100% because of rounding.



# ELA Achievement and Growth

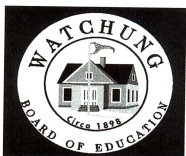
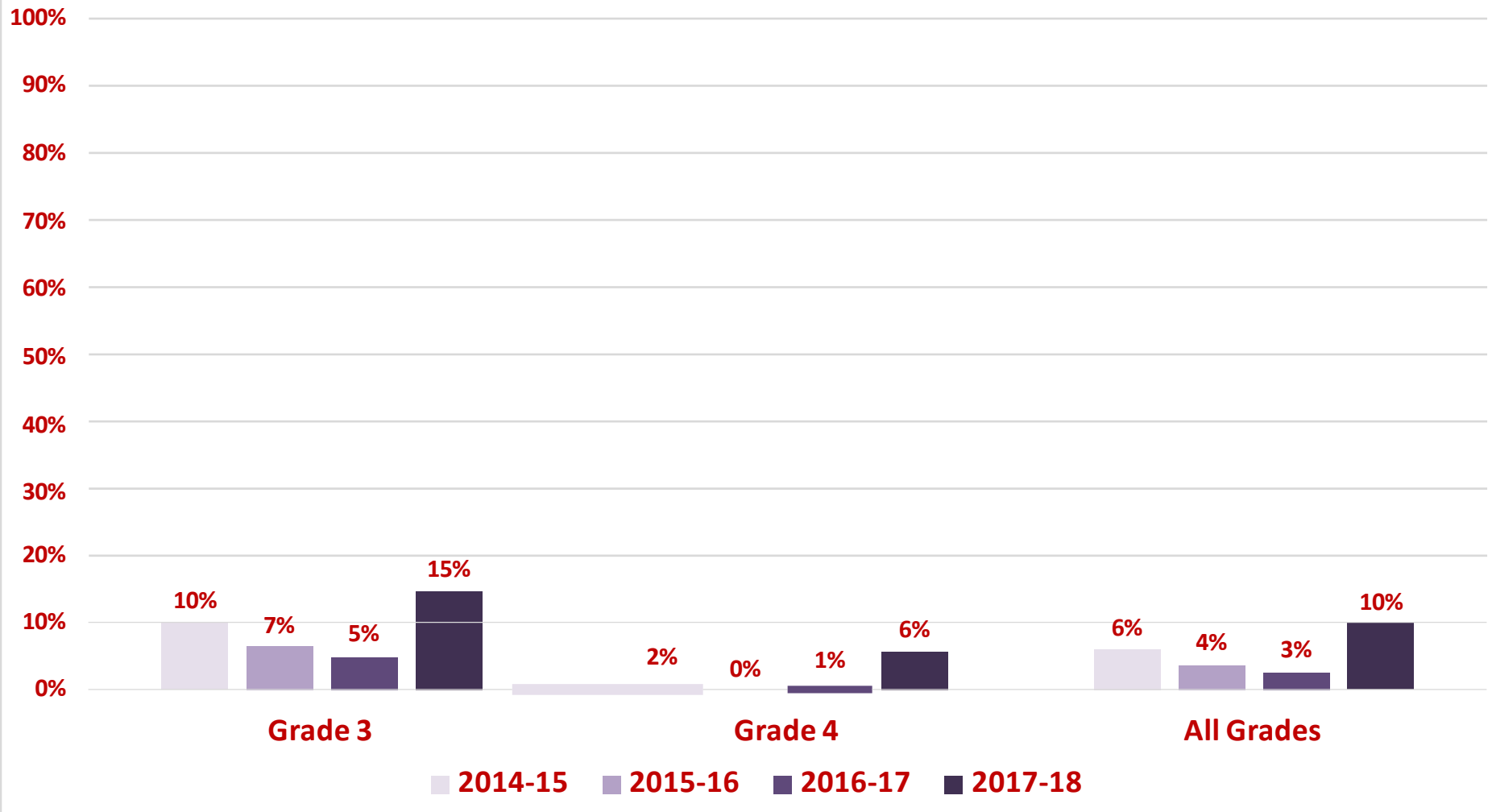
*Same grade, different students*



# ELA Achievement and Growth

*Same grade, different students*

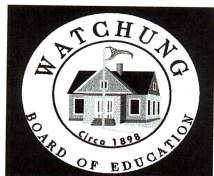
**% Not Meeting + Partially Meeting**



# ELA Cohort Achievement and Growth

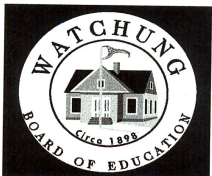
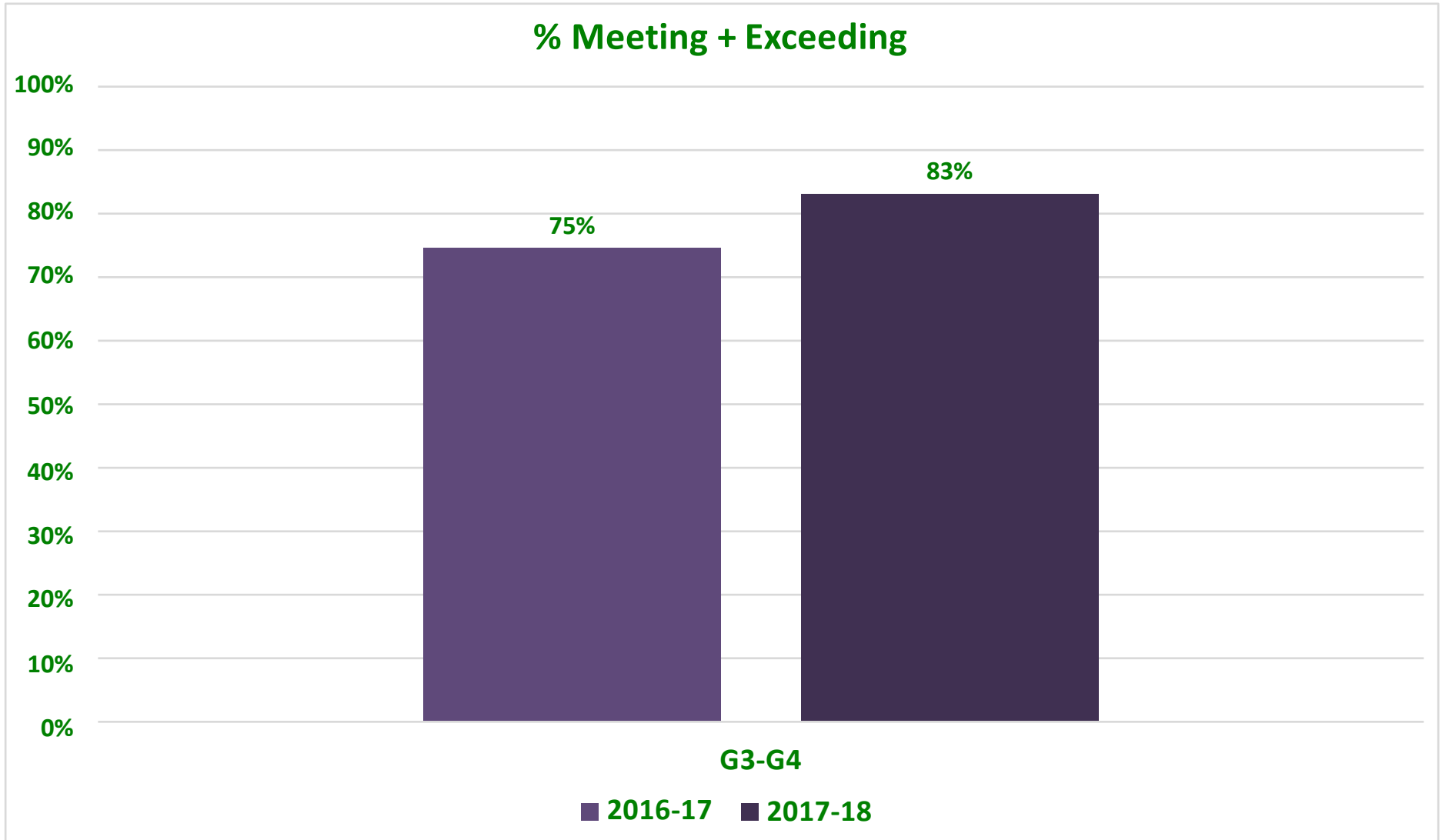
*Same students, consecutive grades*

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2016-17 G3 ELA	59	0%	5%	20%	56%	19%	75%		5%	
2017-18 G4 ELA	59	0%	5%	12%	42%	41%	83%	8%	5%	0%



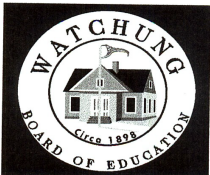
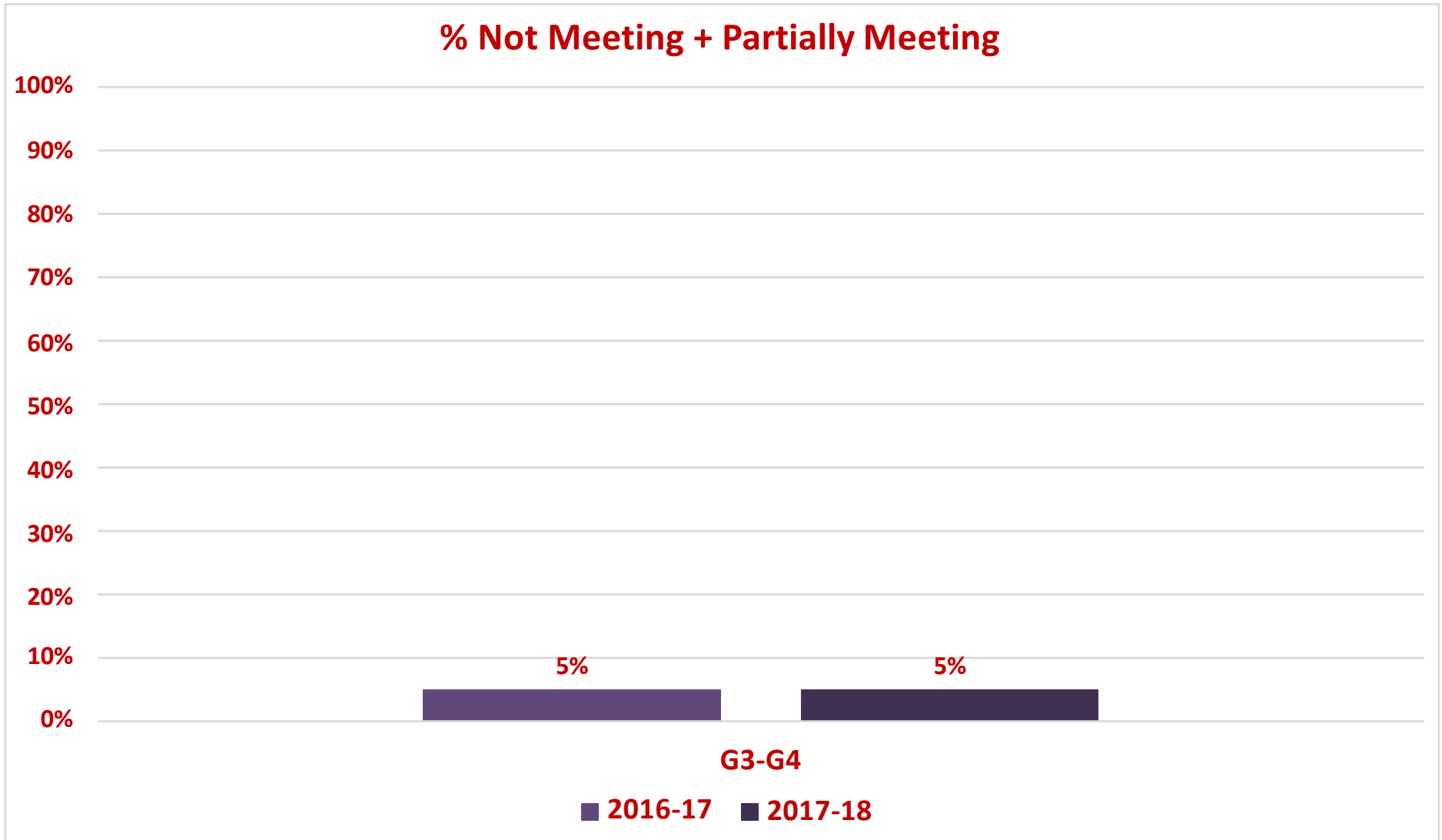
# ELA Cohort Achievement and Growth

*Same students, consecutive grades*



# ELA Cohort Achievement and Growth

*Same students, consecutive grades*

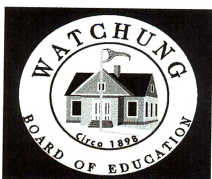


# Math Achievement and Growth

*Same grade, different students*

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2014-15 G3 Math	69	0%	3%	30%	55%	12%	67%		3%	
2015-16 G3 Math	93	1%	6%	23%	47%	23%	70%	3%	8%	5%
2016-17 G3 Math	62	0%	6%	18%	48%	27%	76%	6%	6%	-1%
2017-18 G3 Math	62	3%	8%	21%	50%	18%	68%	-8%	11%	5%
2014-15 G4 Math	64	0%	5%	30%	64%	2%	66%		5%	
2015-16 G4 Math	71	1%	10%	34%	46%	8%	55%	-11%	11%	7%
2016-17 G4 Math	92	0%	9%	29%	55%	7%	62%	7%	9%	-3%
2017-18 G4 Math	70	0%	11%	30%	49%	10%	59%	-3%	11%	3%
2014-15 Math All Grades	133	0%	4%	30%	59%	7%	66%		4%	
2015-16 Math All Grades	164	1%	8%	27%	47%	16%	63%	-3%	9%	5%
2016-17 Math All Grades	154	0%	8%	25%	53%	15%	68%	4%	8%	-1%
2017-18 Math All Grades	132	2%	10%	26%	49%	14%	63%	-5%	11%	4%

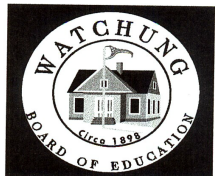
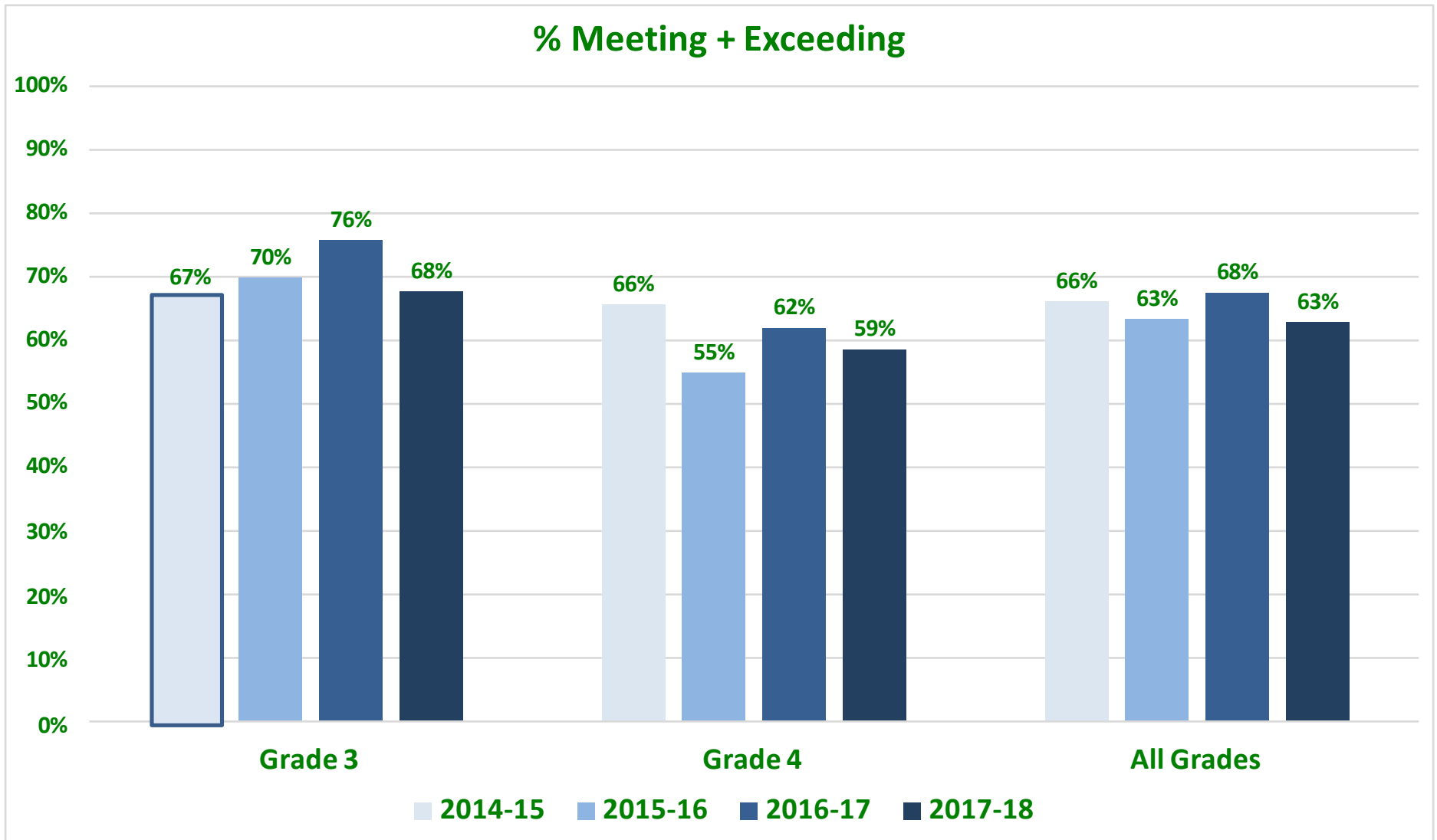
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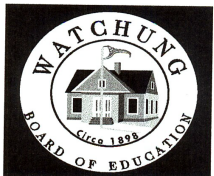
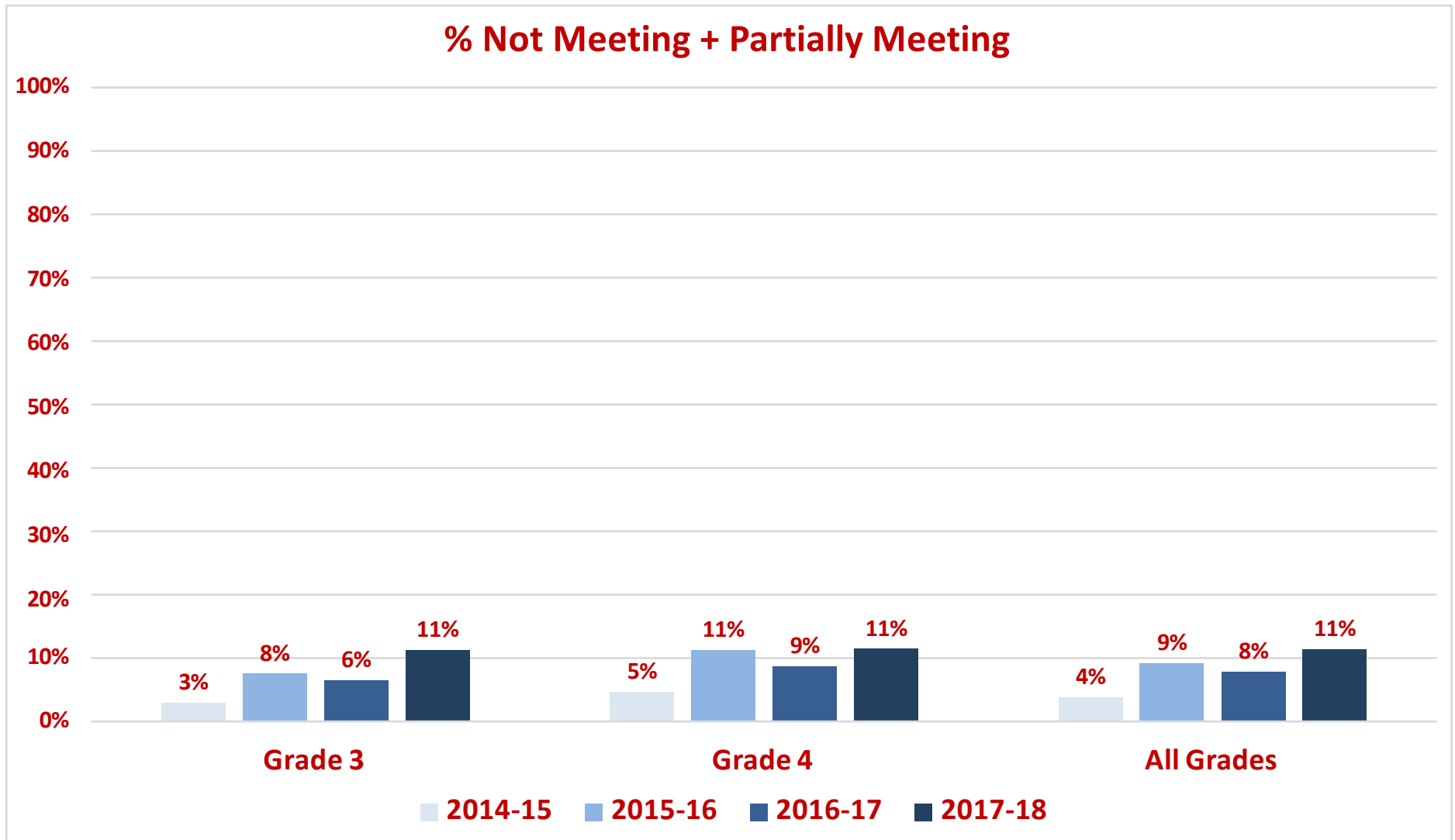
# Math Achievement and Growth

*Same grade, different students*



# Math Achievement and Growth

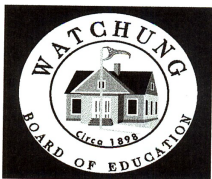
*Same grade, different students*



# Math Cohort Achievement and Growth

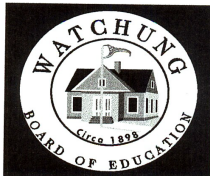
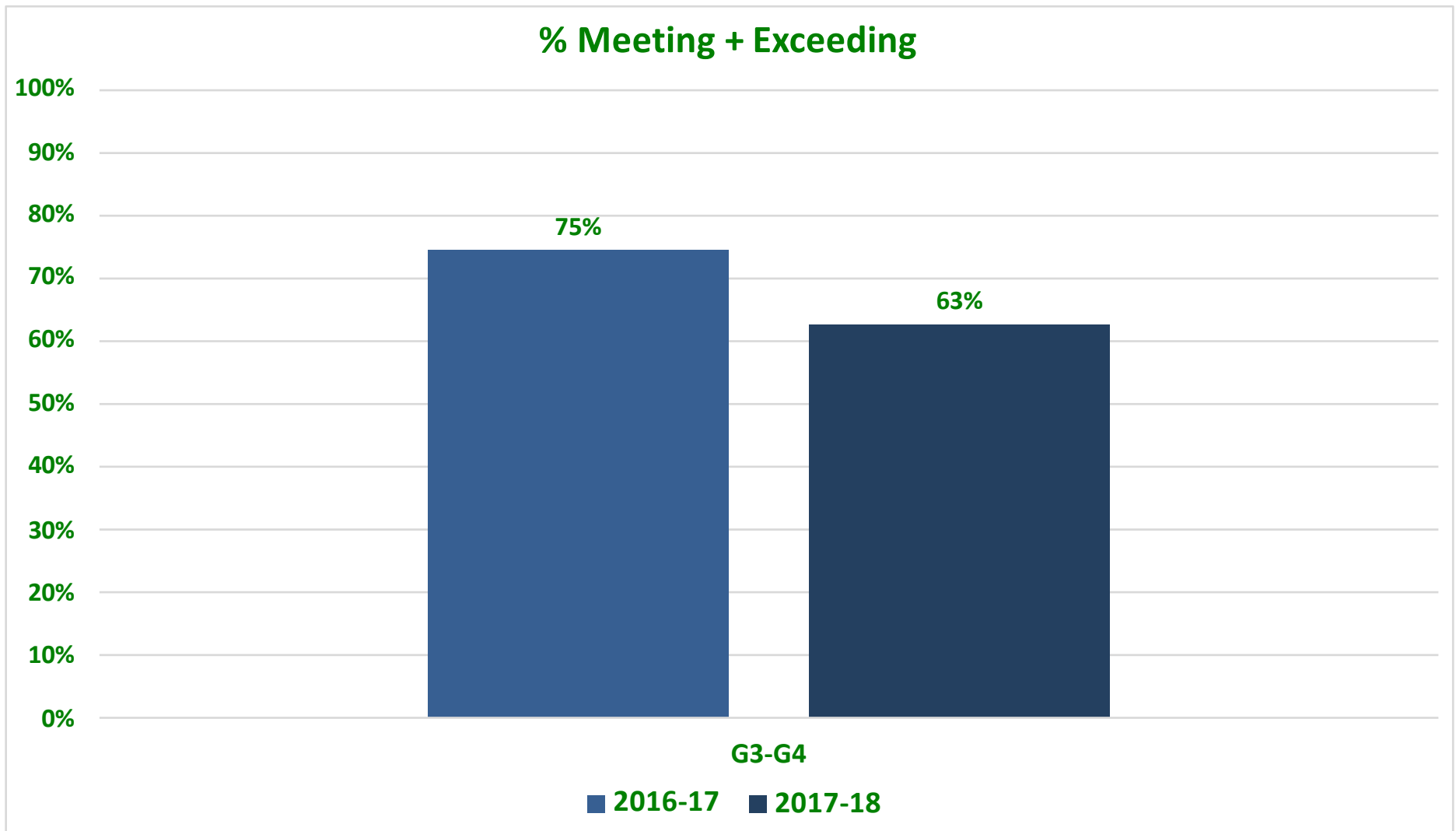
*Same students, consecutive grades*

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2016-17 G3 Math	59	0%	7%	19%	46%	29%	75%		7%	
2017-18 G4 Math	59	0%	12%	25%	51%	12%	63%	-12%	12%	5%



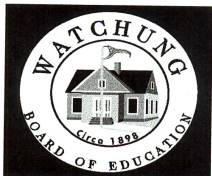
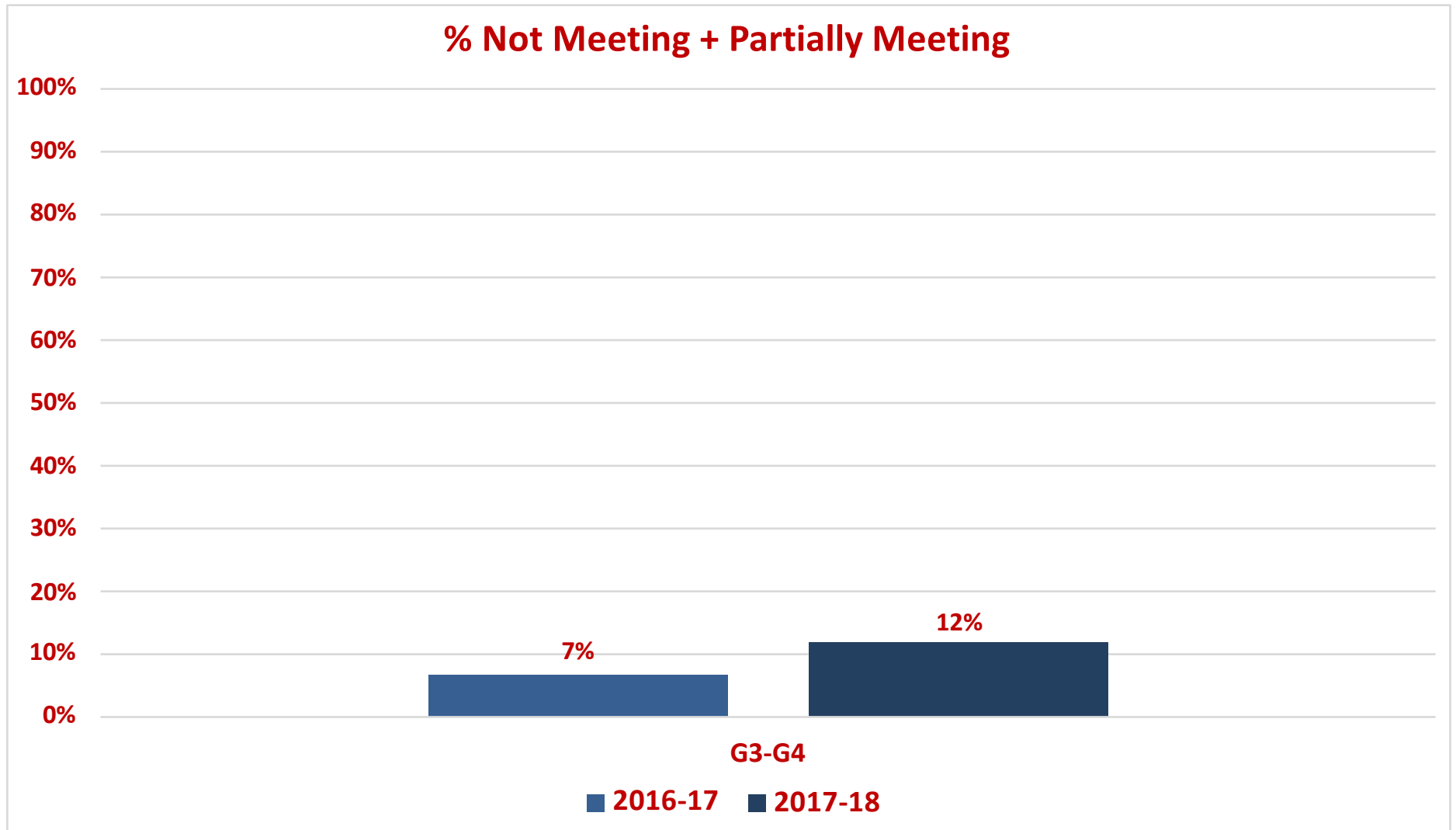
# Math Cohort Achievement and Growth

*Same students, consecutive grades*



# Math Cohort Achievement and Growth

*Same students, consecutive grades*

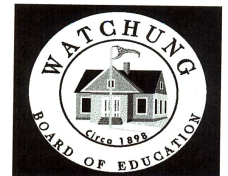


# ELA Subscore Achievement

*Same grade, different students*

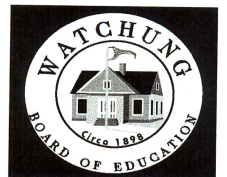
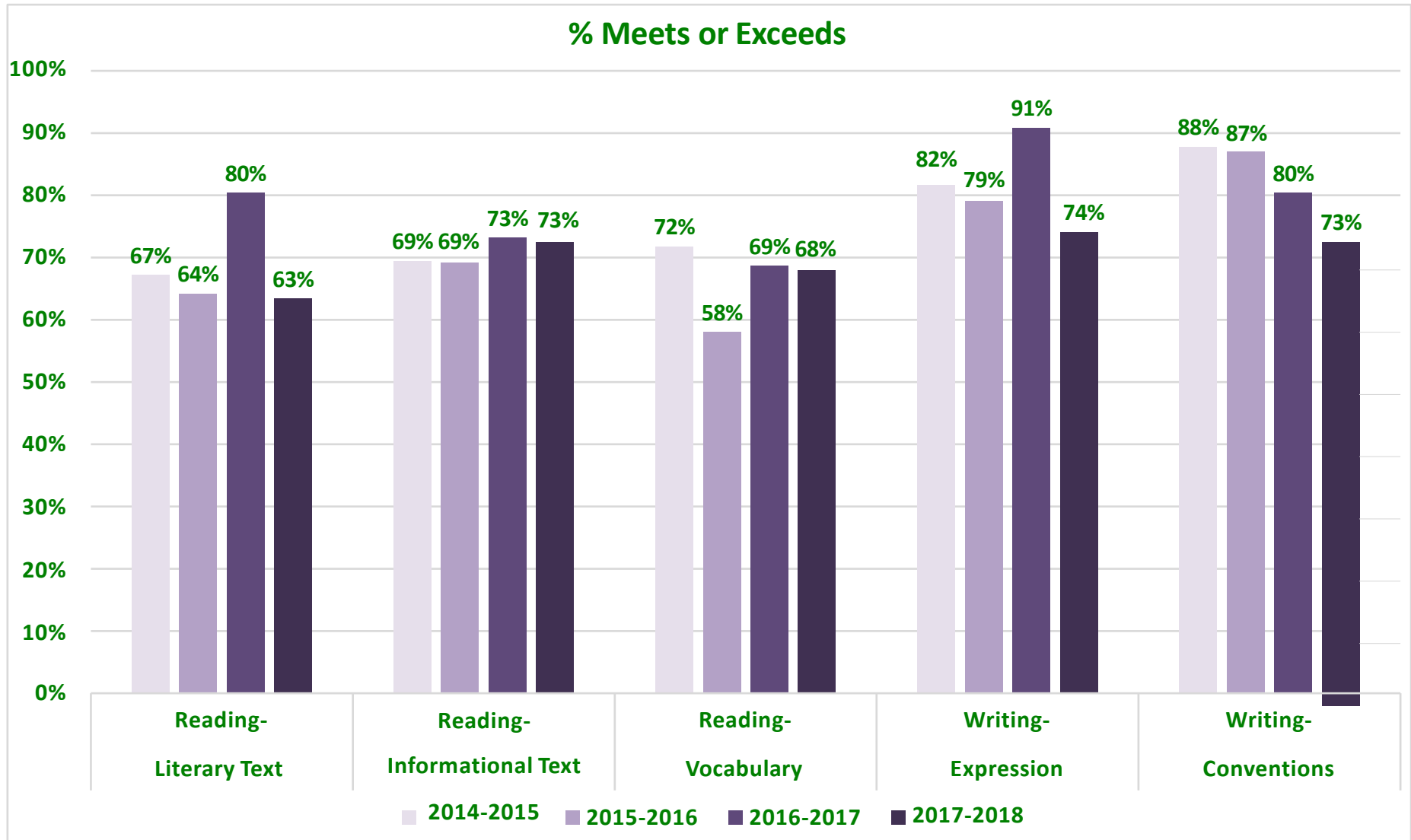
			2014-2015	2015-2016	2016-2017	2017-2018
	Subscore Name	Data Point Analyzed				
G3 ELA	Reading - Literary Text	% Meets or Exceeds	65%	60%	76%	57%
G3 ELA	Reading - Informational Text	% Meets or Exceeds	68%	68%	68%	70%
G3 ELA	Reading - Vocabulary	% Meets or Exceeds	71%	53%	69%	62%
G3 ELA	Writing - Expression	% Meets or Exceeds	74%	79%	85%	67%
G3 ELA	Writing - Conventions	% Meets or Exceeds	81%	88%	73%	72%
G4 ELA	Reading - Literary Text	% Meets or Exceeds	69%	70%	84%	69%
G4 ELA	Reading - Informational Text	% Meets or Exceeds	71%	70%	77%	74%
G4 ELA	Reading - Vocabulary	% Meets or Exceeds	73%	64%	68%	73%
G4 ELA	Writing - Expression	% Meets or Exceeds	90%	79%	95%	80%
G4 ELA	Writing - Conventions	% Meets or Exceeds	95%	86%	86%	73%
ELA All Grades	<b>Reading - Literary Text</b>	<b>% Meets or Exceeds</b>	<b>67%</b>	<b>64%</b>	<b>80%</b>	<b>63%</b>
ELA All Grades	<b>Reading - Informational Text</b>	<b>% Meets or Exceeds</b>	<b>69%</b>	<b>69%</b>	<b>73%</b>	<b>73%</b>
ELA All Grades	<b>Reading - Vocabulary</b>	<b>% Meets or Exceeds</b>	<b>72%</b>	<b>58%</b>	<b>69%</b>	<b>68%</b>
ELA All Grades	<b>Writing - Expression</b>	<b>% Meets or Exceeds</b>	<b>82%</b>	<b>79%</b>	<b>91%</b>	<b>74%</b>
ELA All Grades	<b>Writing - Conventions</b>	<b>% Meets or Exceeds</b>	<b>88%</b>	<b>87%</b>	<b>80%</b>	<b>73%</b>

- PARCC Subscores have the following achievement levels: "Meets or Exceeds Expectations," "Nearly Meets Expectations," and "Below Expectations."



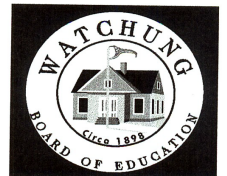
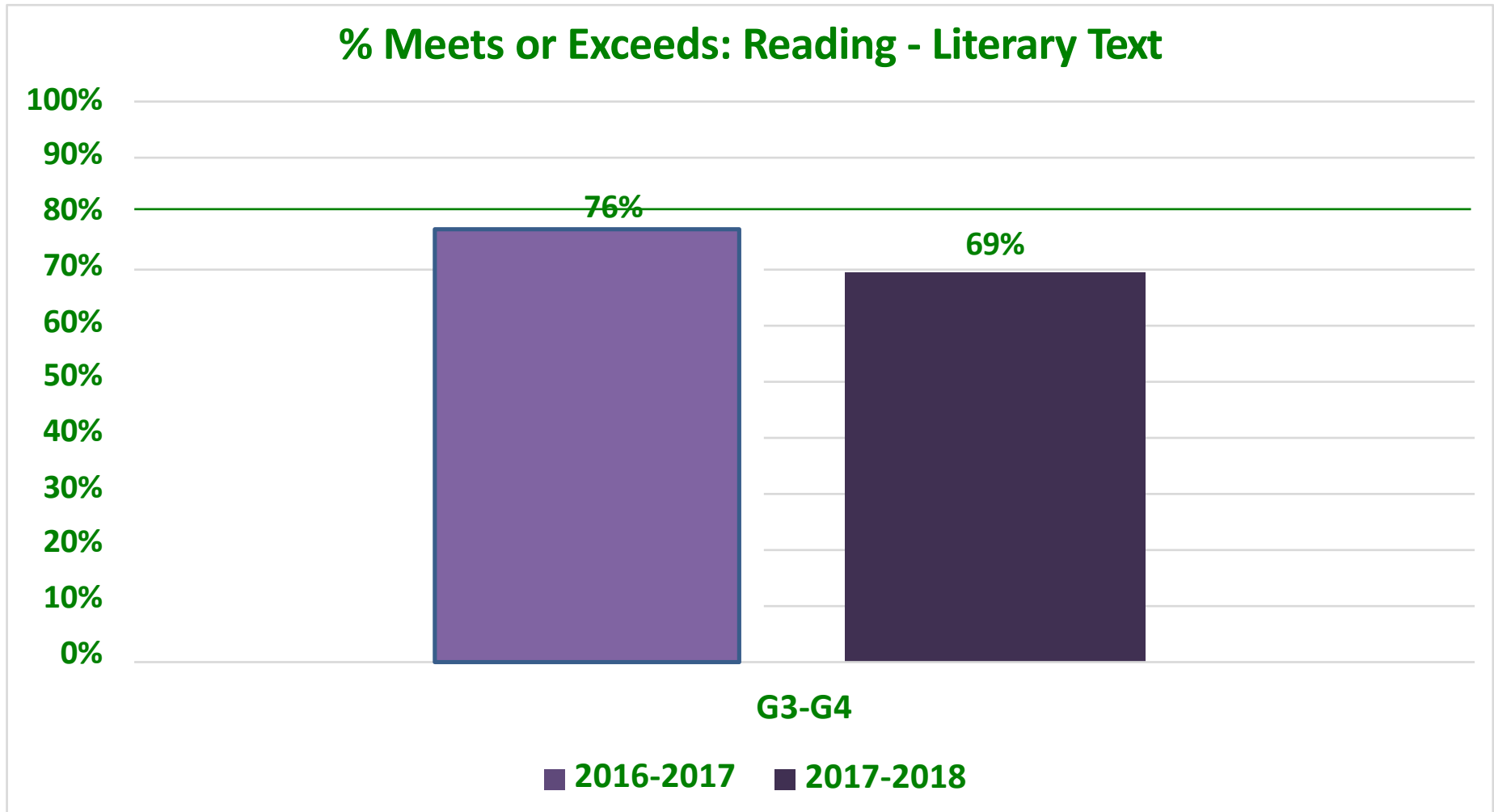
# ELA Subscore Achievement

*Same grade, different students*



# ELA Subscore Cohort Achievement

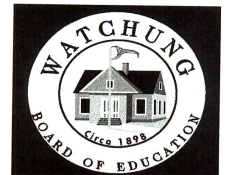
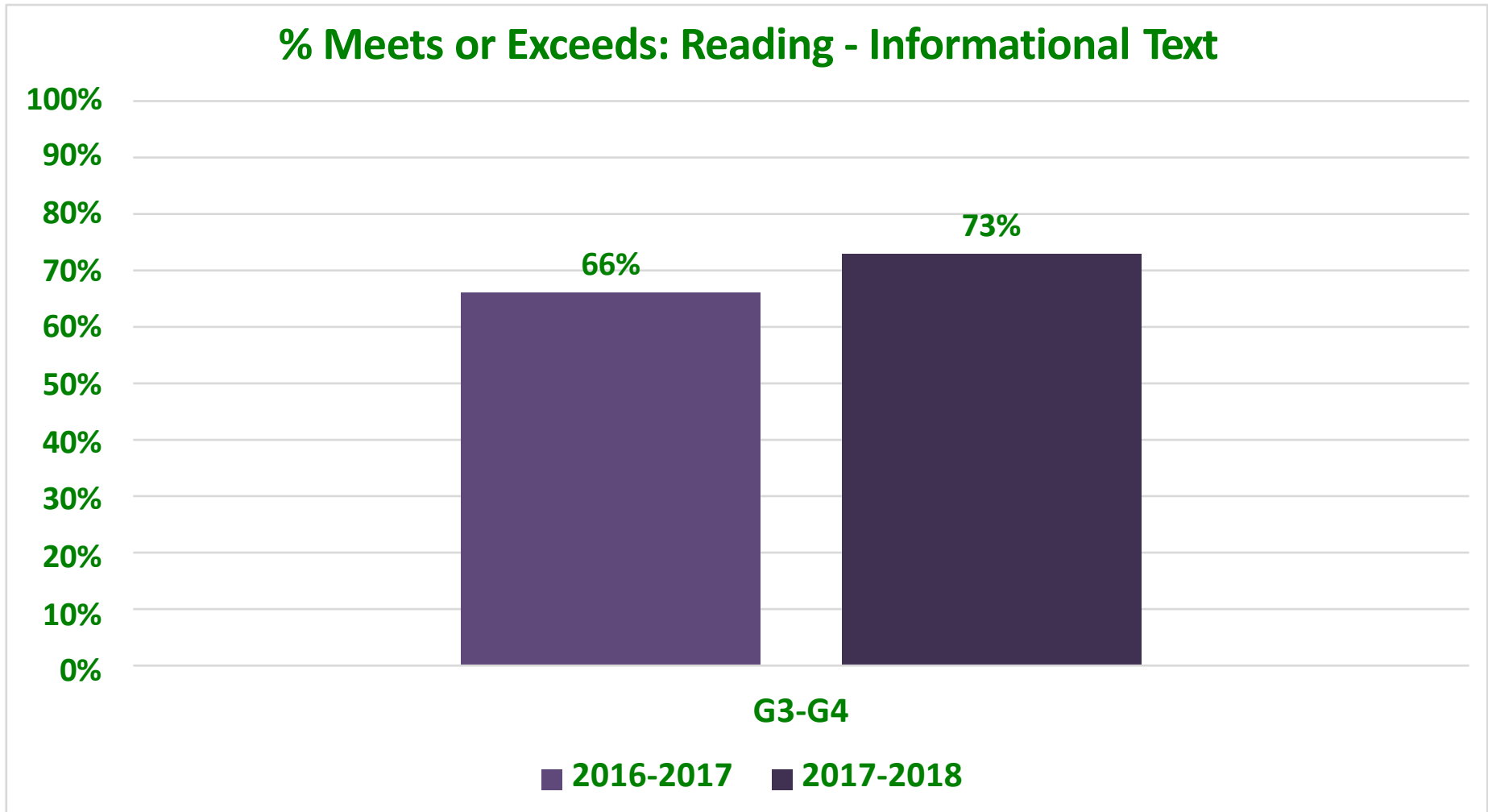
*Same students, consecutive grades*





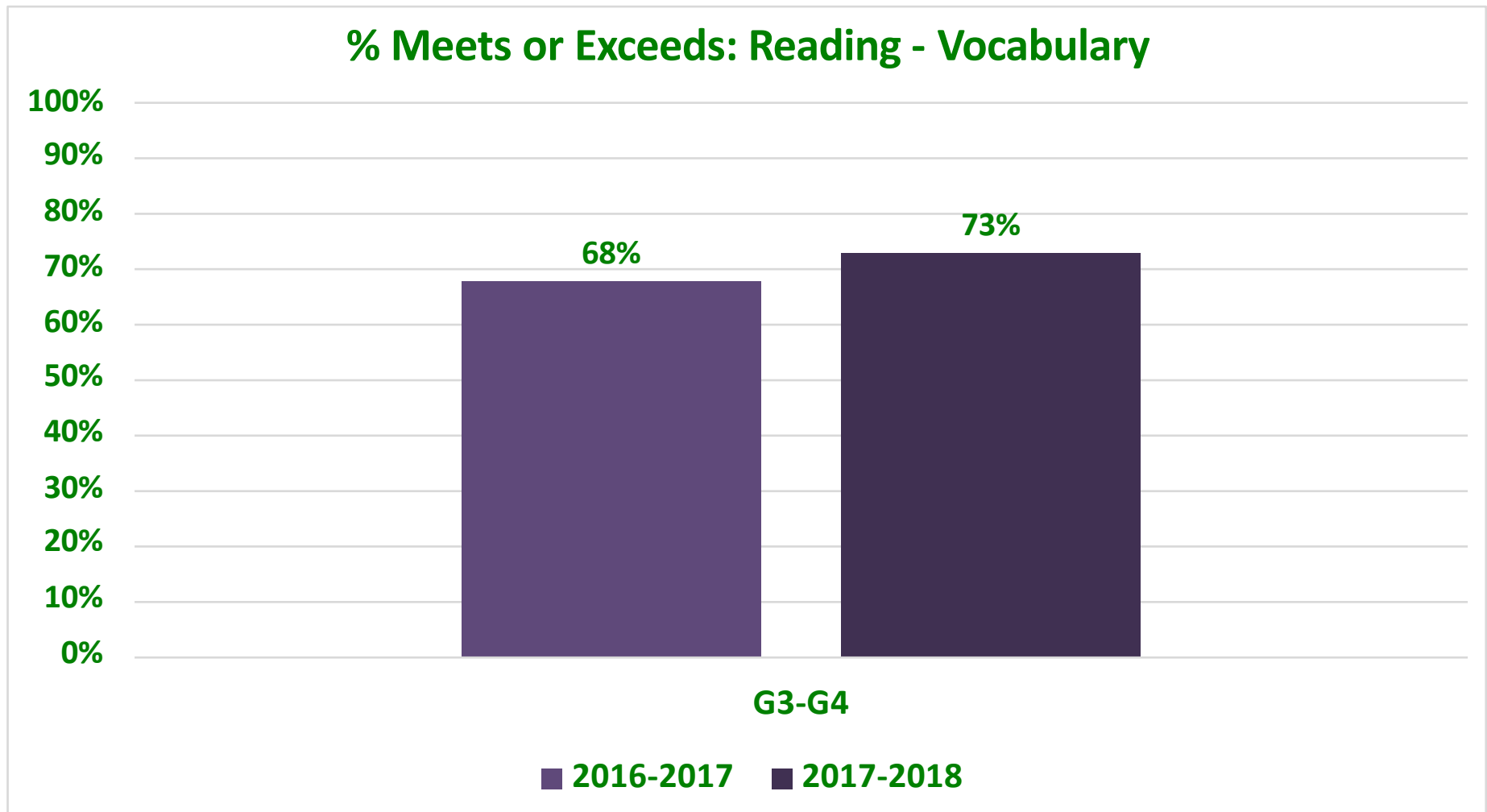
# ELA Subscore Cohort Achievement

*Same students, consecutive grades*



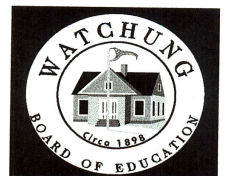
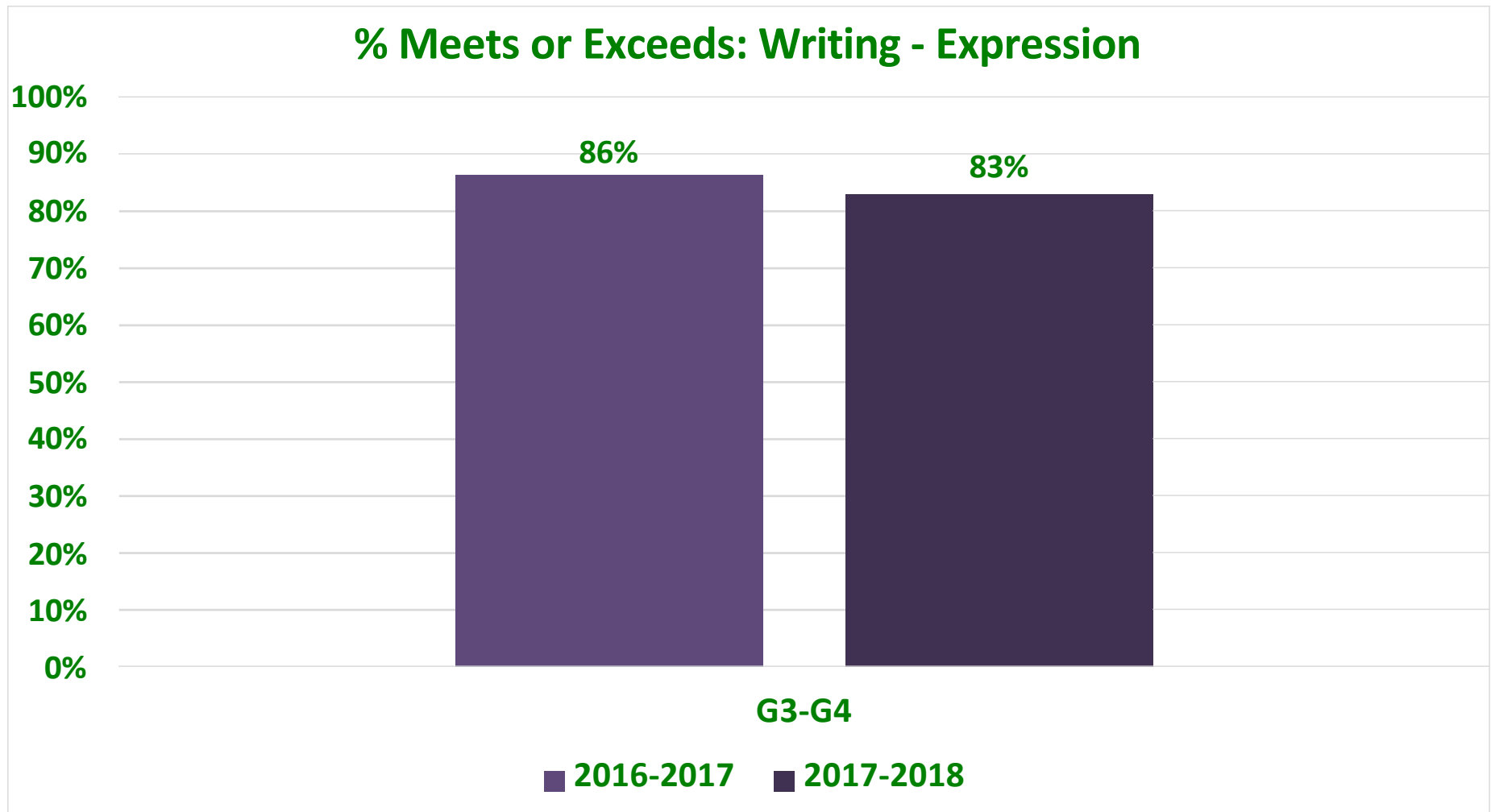
# ELA Subscore Cohort Achievement

*Same students, consecutive grades*



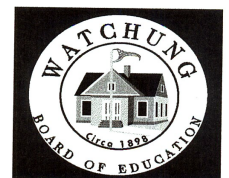
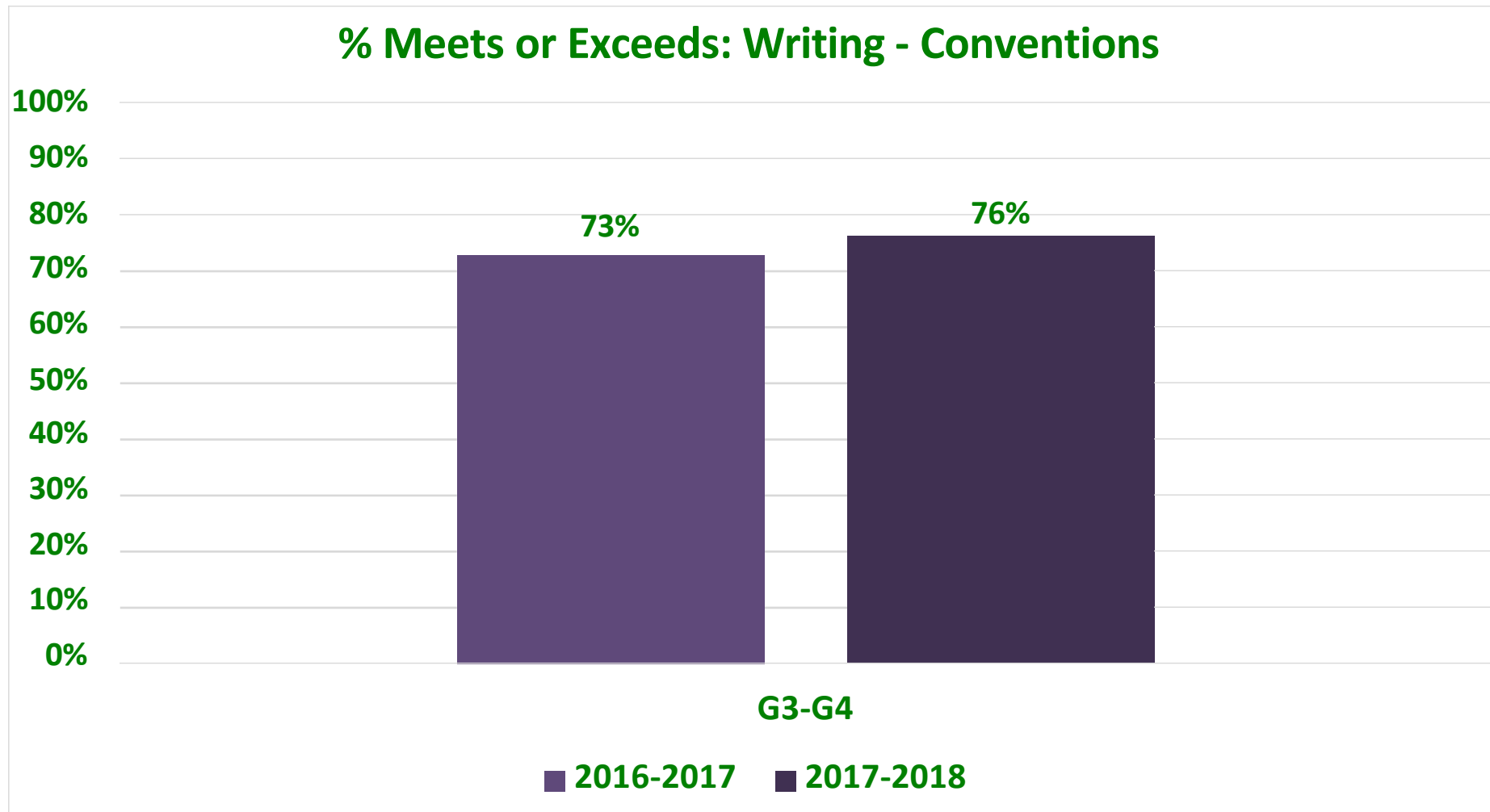
# ELA Subscore Cohort Achievement

*Same students, consecutive grades*



# ELA Subscore Cohort Achievement

*Same students, consecutive grades*

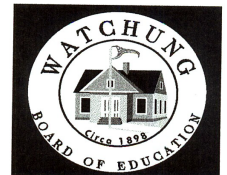


# Math Subscore Achievement

*Same grade, different students*

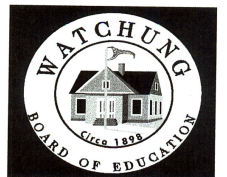
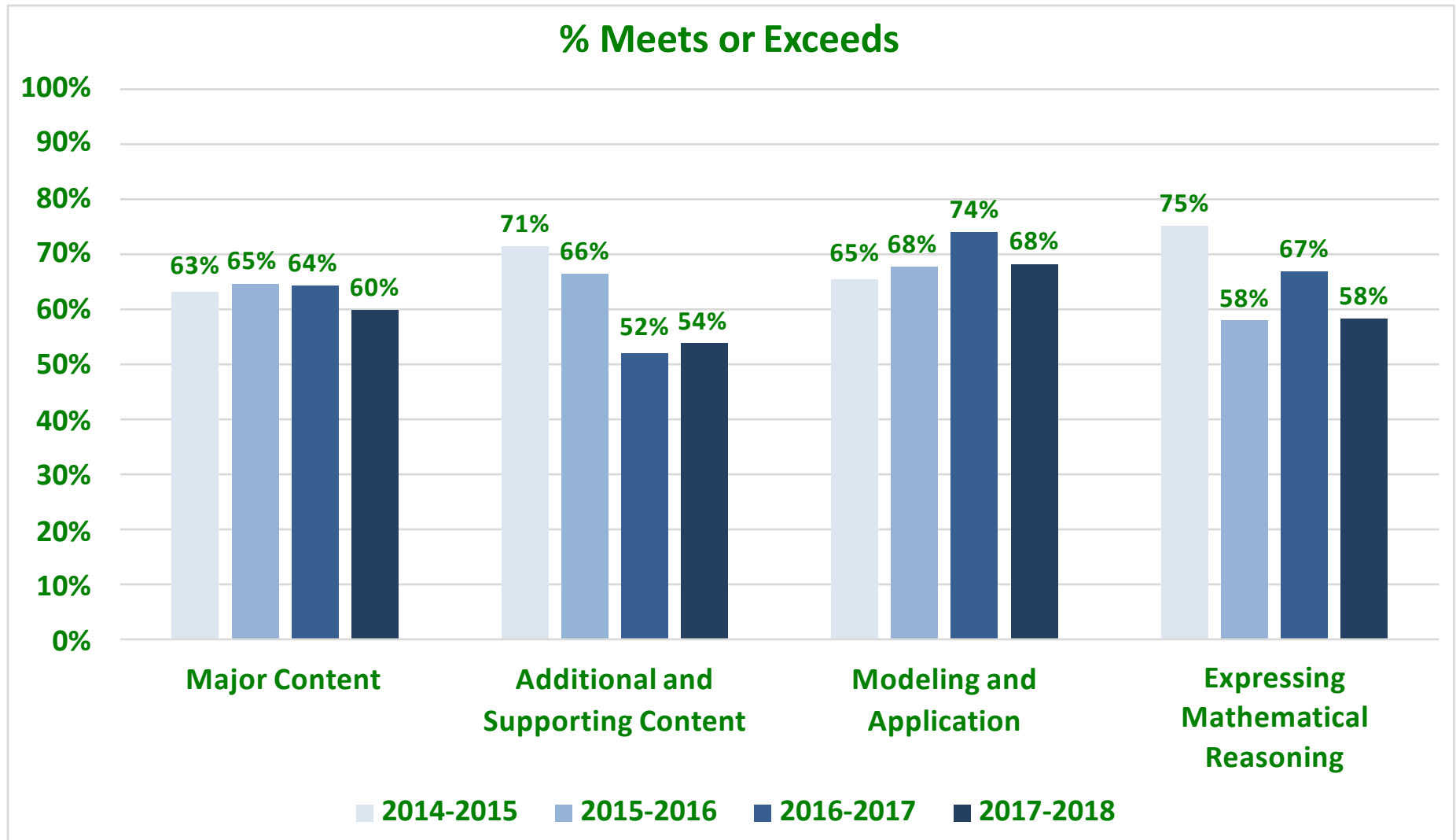
	<b>Subscore Name</b>	<b>Data Point Analyzed</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
G3 Math	Major Content	% Meets or Exceeds	68%	69%	69%	61%
G3 Math	Additional and Supporting Content	% Meets or Exceeds	72%	74%	71%	60%
G3 Math	Modeling and Application	% Meets or Exceeds	72%	75%	74%	65%
G3 Math	Expressing Mathematical Reasoning	% Meets or Exceeds	75%	63%	74%	63%
G4 Math	Major Content	% Meets or Exceeds	58%	59%	61%	59%
G4 Math	Additional and Supporting Content	% Meets or Exceeds	70%	56%	39%	49%
G4 Math	Modeling and Application	% Meets or Exceeds	58%	58%	74%	71%
G4 Math	Expressing Mathematical Reasoning	% Meets or Exceeds	75%	51%	62%	54%
Math All Grades	<b>Major Content</b>	<b>% Meets or Exceeds</b>	<b>63%</b>	<b>65%</b>	<b>64%</b>	<b>60%</b>
Math All Grades	<b>Additional and Supporting Content</b>	<b>% Meets or Exceeds</b>	<b>71%</b>	<b>66%</b>	<b>52%</b>	<b>54%</b>
Math All Grades	<b>Modeling and Application</b>	<b>% Meets or Exceeds</b>	<b>65%</b>	<b>68%</b>	<b>74%</b>	<b>68%</b>
Math All Grades	<b>Expressing Mathematical Reasoning</b>	<b>% Meets or Exceeds</b>	<b>75%</b>	<b>58%</b>	<b>67%</b>	<b>58%</b>

- PARCC Subscores have the following achievement levels: "Meets or Exceeds Expectations," "Nearly Meets Expectations," and "Below Expectations."



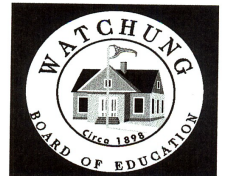
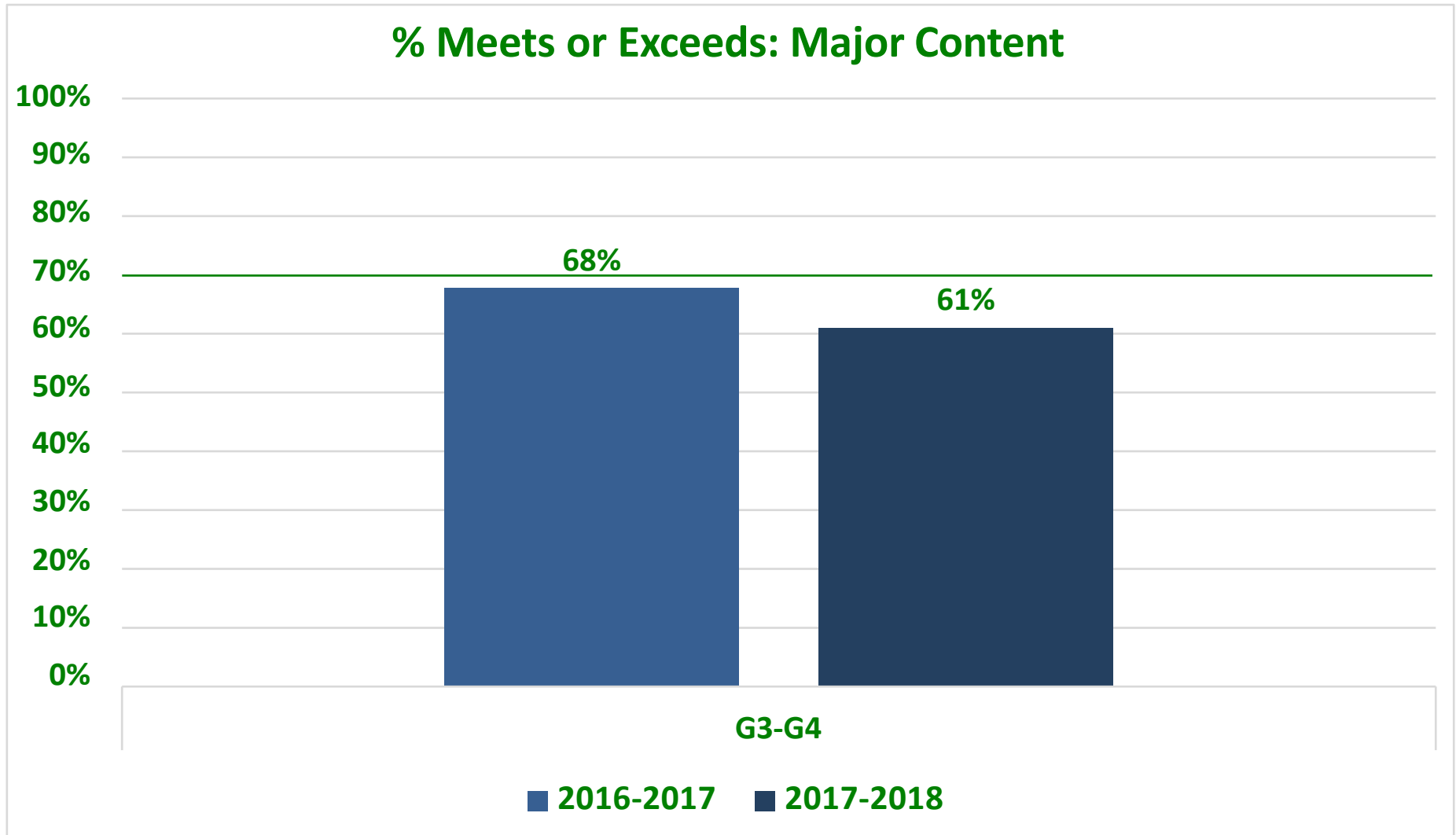
# Math Subscore Achievement

*Same grade, different students*



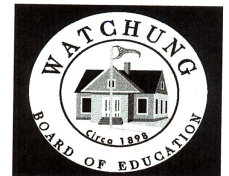
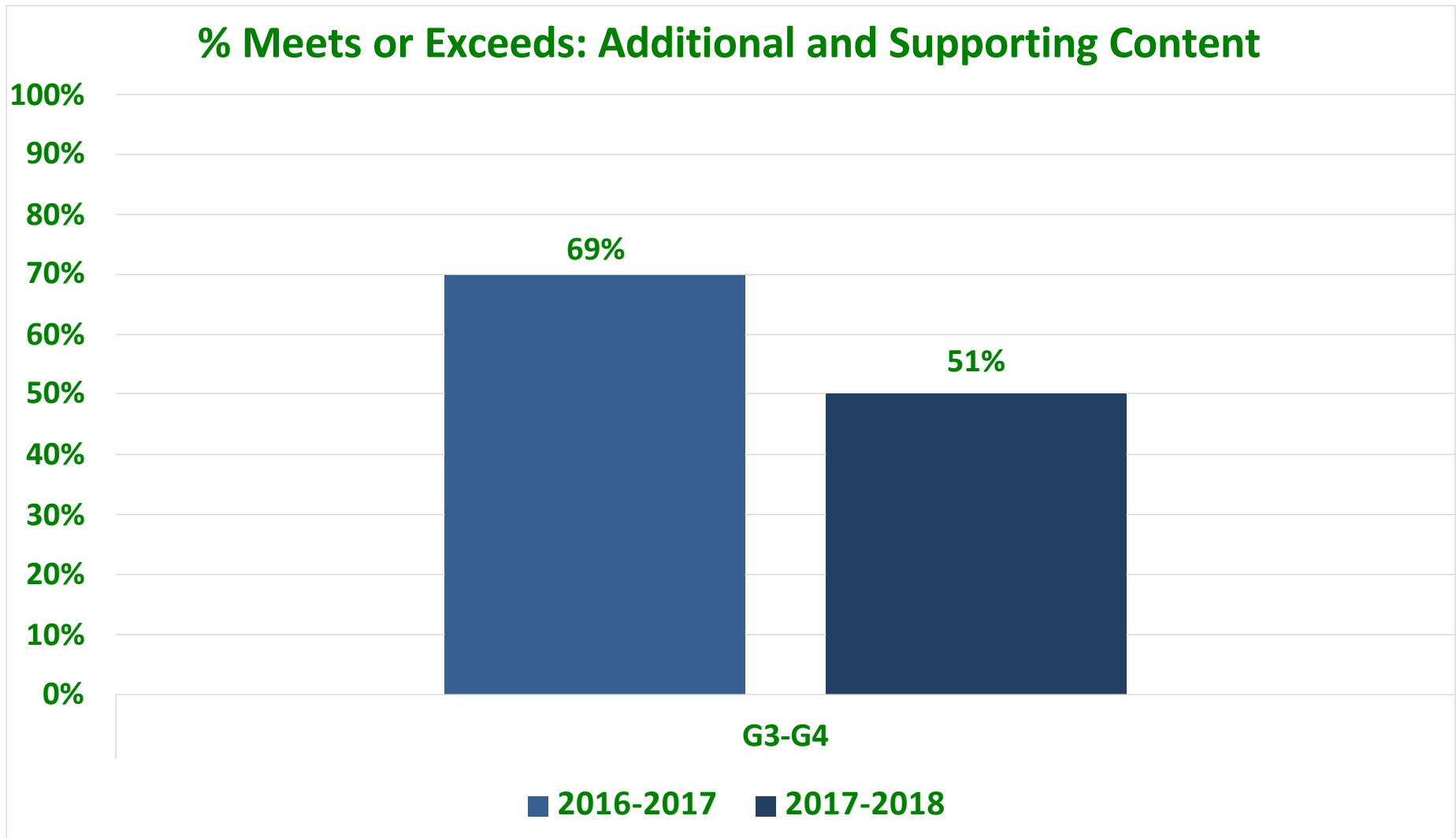
# Math Subscore Cohort Achievement

*Same students, consecutive grades*



# Math Subscore Cohort Achievement

*Same students, consecutive grades*

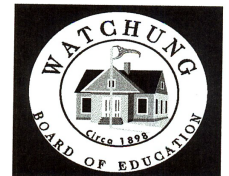
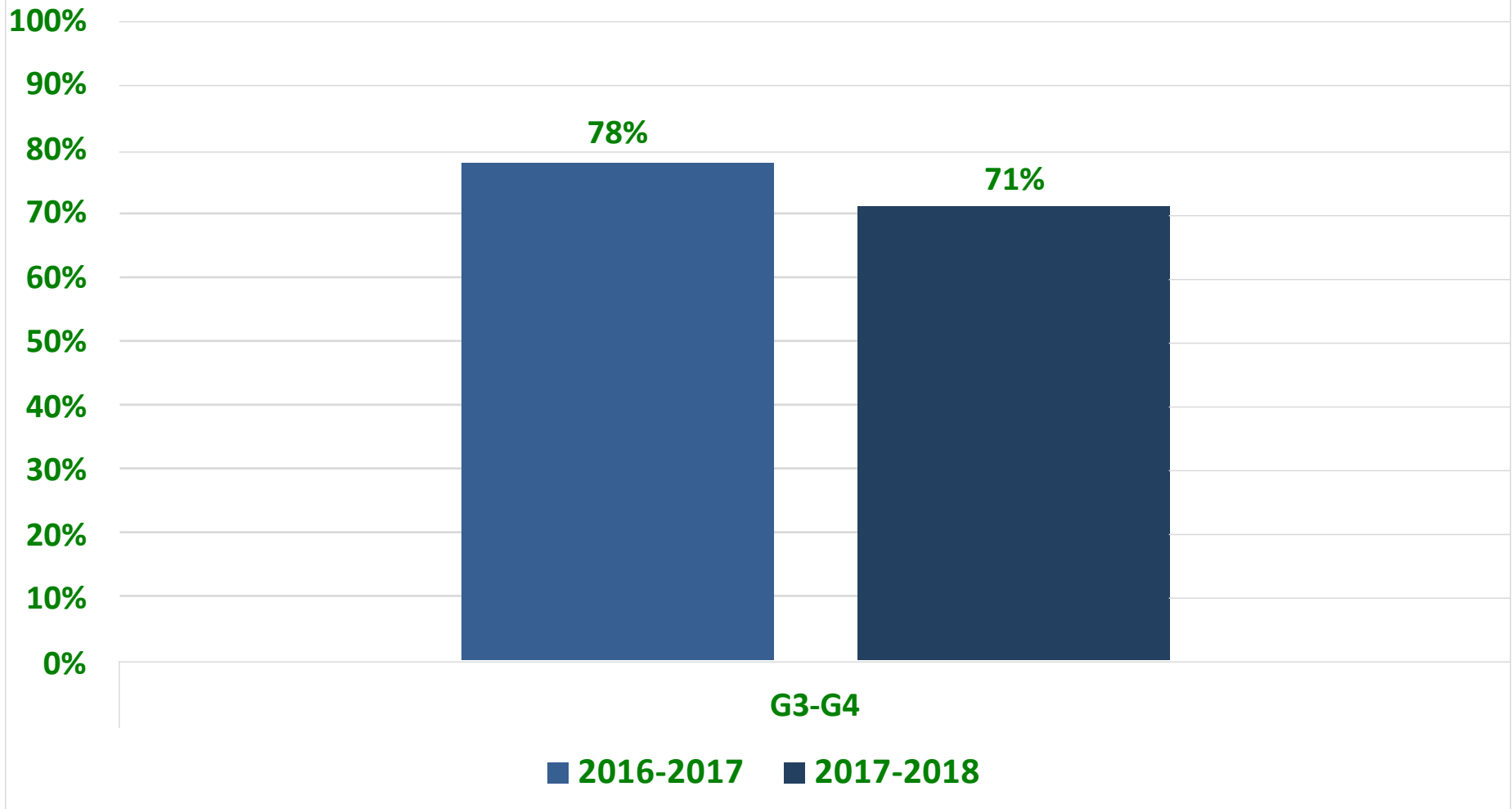




# Math Subscore Cohort Achievement

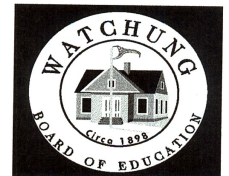
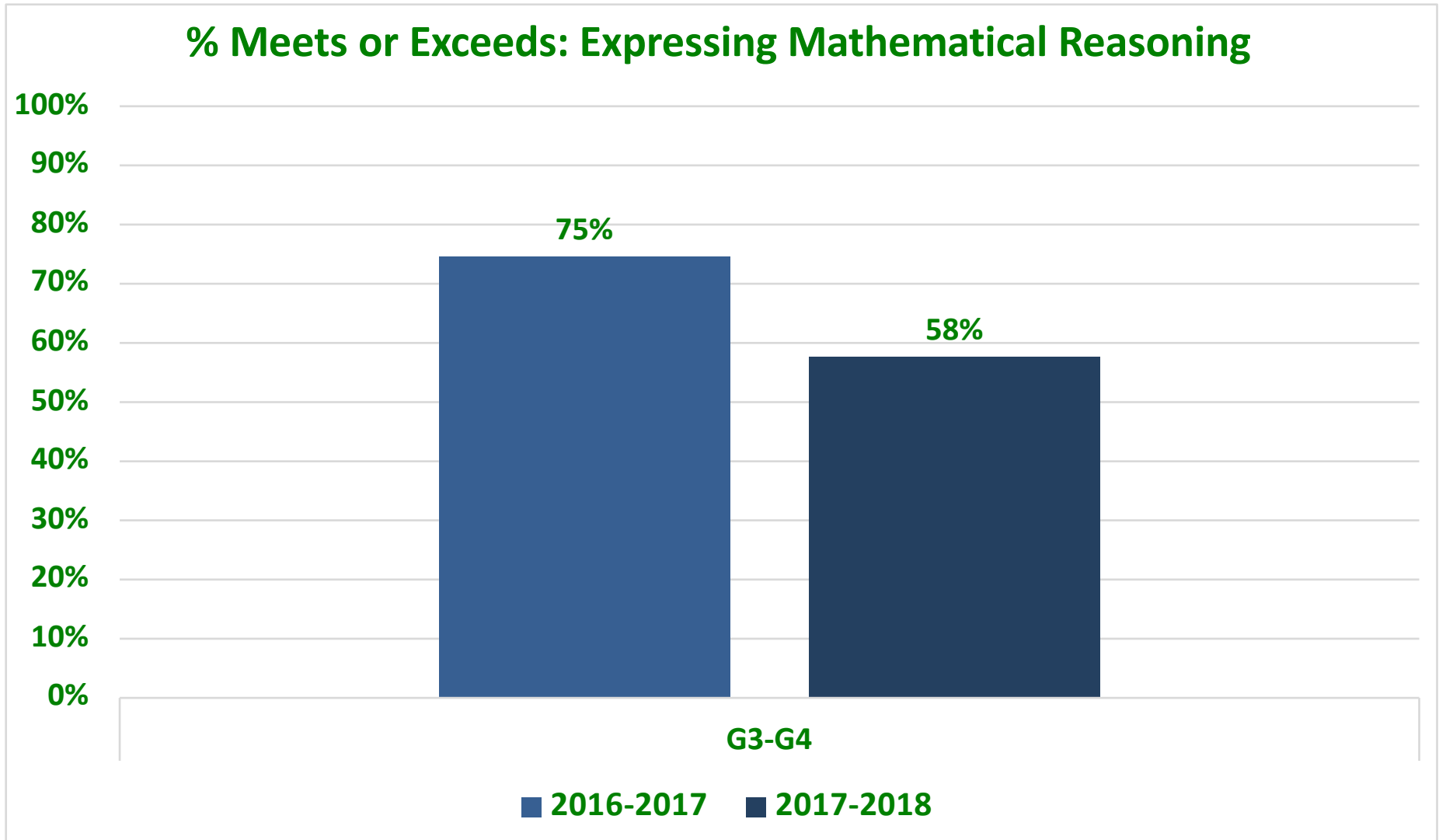
*Same students, consecutive grades*

**% Meets or Exceeds: Modeling and Application**



# Math Subscore Cohort Achievement

*Same students, consecutive grades*



Watchung Borough Schools



Excellence on the Hill

# **PARCC Achievement and Growth Report**

## **Valley View Middle School**



# ELA Achievement and Growth

*Same grade, different students*

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2014-15 G5 ELA	93	0%	4%	18%	70%	8%	77%		4%	
2015-16 G5 ELA	72	0%	7%	29%	57%	7%	64%	-14%	7%	3%
2016-17 G5 ELA	69	0%	6%	20%	59%	14%	74%	10%	6%	-1%
2017-18 G5 ELA	96	1%	5%	16%	65%	14%	78%	4%	6%	0%
2014-15 G6 ELA	77	1%	6%	14%	58%	19%	78%		8%	
2015-16 G6 ELA	94	3%	15%	17%	48%	17%	65%	-13%	18%	10%
2016-17 G6 ELA	75	1%	9%	16%	61%	12%	73%	8%	11%	-7%
2017-18 G6 ELA	65	2%	6%	28%	48%	17%	65%	-9%	8%	-3%
2014-15 G7 ELA	74	1%	1%	11%	53%	34%	86%		3%	
2015-16 G7 ELA	77	4%	8%	9%	39%	40%	79%	-7%	12%	9%
2016-17 G7 ELA	97	8%	6%	19%	41%	26%	67%	-12%	14%	3%
2017-18 G7 ELA	75	0%	7%	9%	43%	41%	84%	17%	7%	-8%
2014-15 G8 ELA	70	1%	1%	21%	47%	29%	76%		3%	
2015-16 G8 ELA	71	1%	3%	14%	52%	30%	82%	6%	4%	1%
2016-17 G8 ELA	82	4%	7%	16%	40%	33%	73%	-9%	11%	7%
2017-18 G8 ELA	95	6%	7%	14%	44%	28%	73%	-1%	14%	3%
2014-15 ELA All Grades	314	1%	4%	16%	58%	21%	79%		4%	
2015-16 ELA All Grades	314	2%	9%	17%	49%	23%	72%	-7%	11%	6%
2016-17 ELA All Grades	323	4%	7%	18%	50%	22%	72%	0%	11%	0%
2017-18 ELA All Grades	331	2%	6%	16%	50%	25%	75%	4%	9%	-2%

Note: Throughout the reports, percentages may not sum to 100% because of rounding.



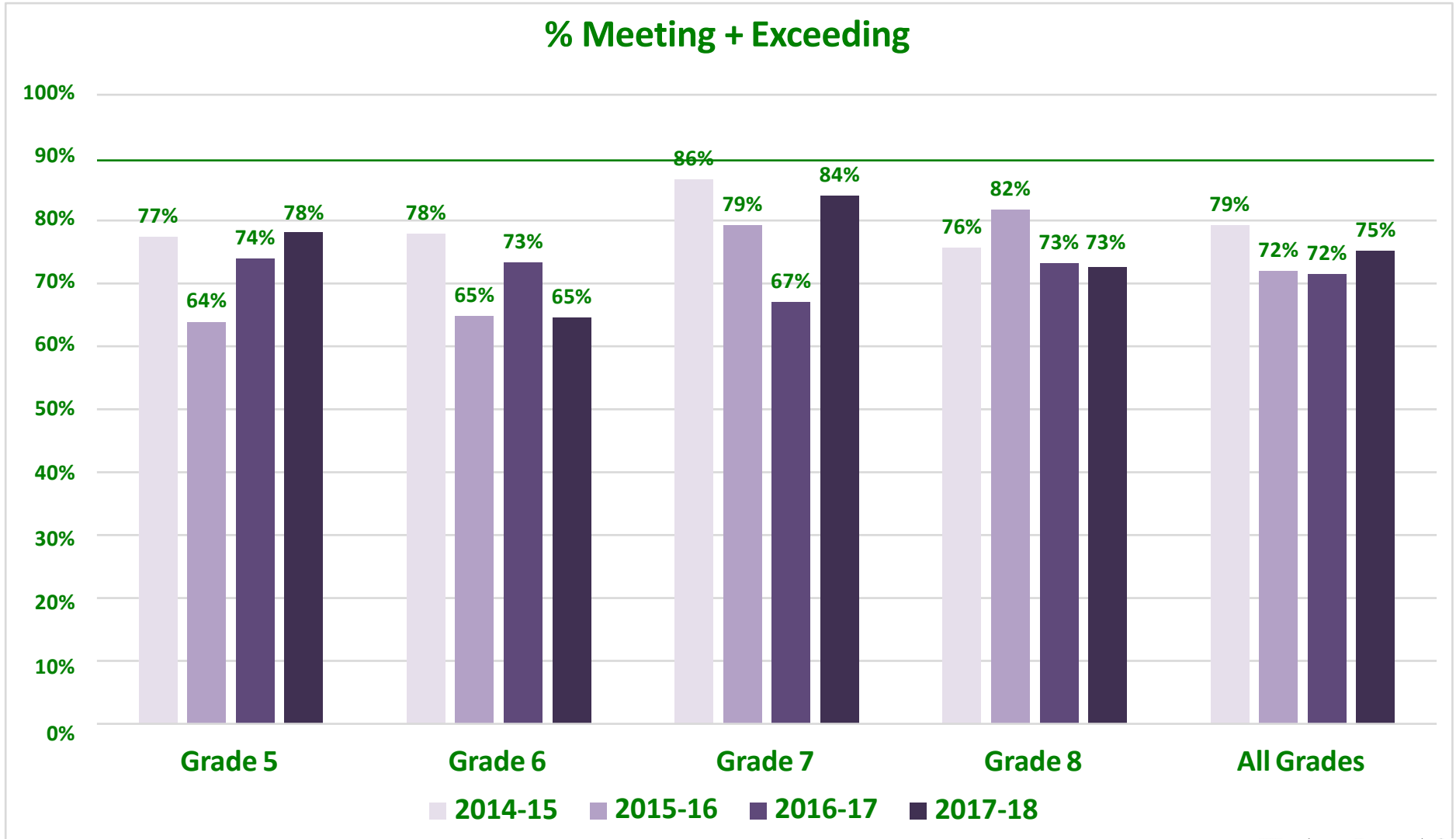
Watchung Borough Schools



Excellence on the Hill

# ELA Achievement and Growth

*Same grade, different students*



Watchung Borough Schools

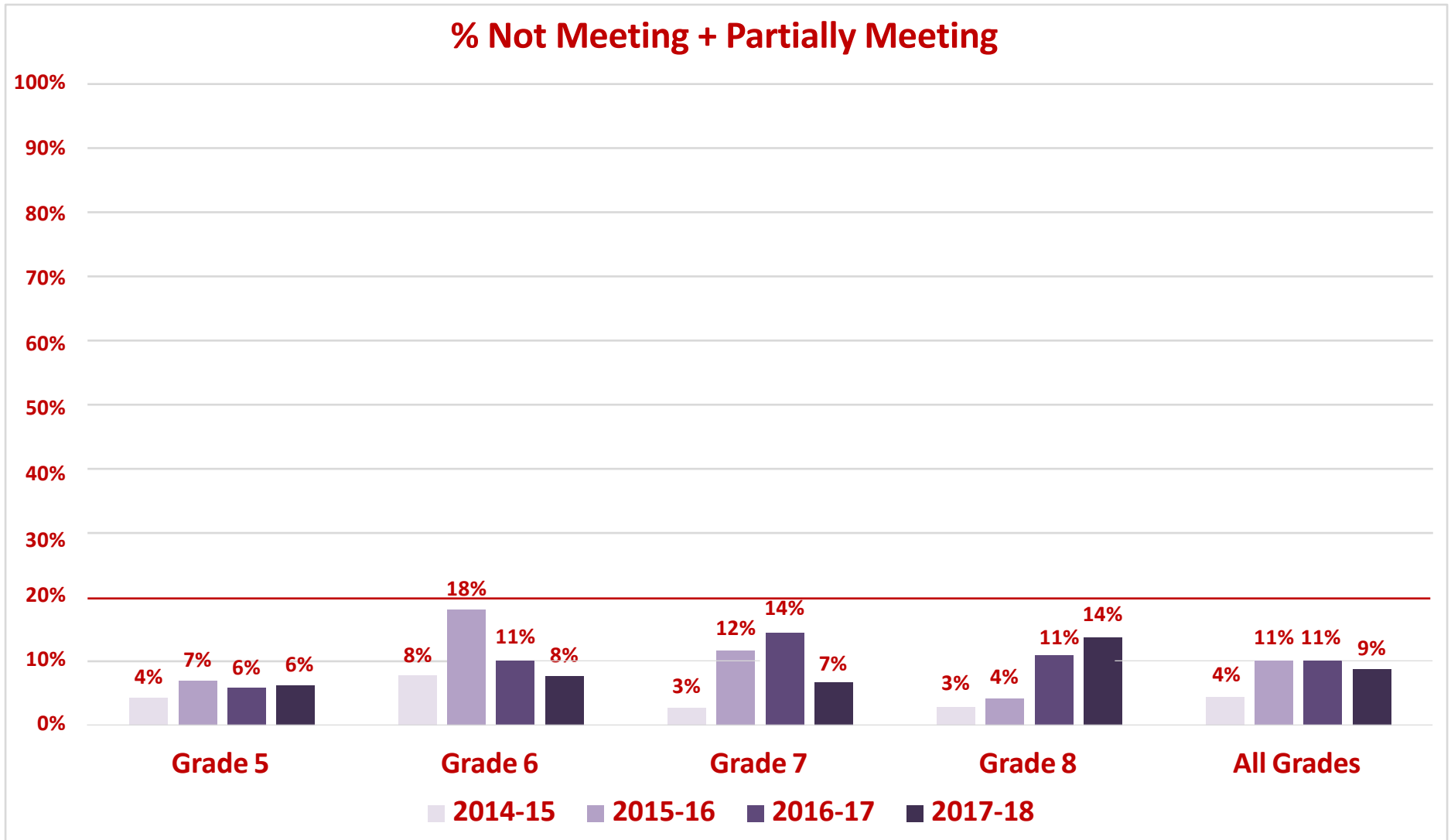


Excellence on the Hill

# ELA Achievement and Growth

*Same grade, different students*

**% Not Meeting + Partially Meeting**



Watchung Borough Schools



Excellence on the Hill

# ELA Cohort Achievement and Growth

*Same students, consecutive grades*

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2015-16 G3 ELA	83	0%	7%	24%	57%	12%	69%		7%	
2016-17 G4 ELA	83	0%	1%	10%	53%	36%	89%	20%	1%	-6%
2017-18 G5 ELA	83	1%	5%	17%	65%	12%	77%	-12%	6%	5%
2014-15 G3 ELA	52	0%	8%	17%	63%	12%	75%		8%	
2015-16 G4 ELA	52	0%	0%	23%	62%	15%	77%	2%	0%	-8%
2016-17 G5 ELA	52	0%	4%	17%	60%	19%	79%	2%	4%	4%
2017-18 G6 ELA	52	2%	8%	23%	52%	15%	67%	-12%	10%	6%
2014-15 G4 ELA	49	2%	0%	18%	53%	27%	80%		2%	
2015-16 G5 ELA	49	0%	2%	29%	63%	6%	69%	-10%	2%	0%
2016-17 G6 ELA	49	0%	8%	14%	65%	12%	78%	8%	8%	6%
2017-18 G7 ELA	49	0%	4%	8%	51%	37%	88%	10%	4%	-4%
2014-15 G5 ELA	79	0%	4%	18%	71%	8%	78%		4%	
2015-16 G6 ELA	79	0%	16%	18%	47%	19%	66%	-13%	16%	13%
2016-17 G7 ELA	79	6%	6%	20%	38%	29%	67%	1%	13%	-4%
2017-18 G8 ELA	79	5%	8%	16%	43%	28%	71%	4%	13%	0%
2014-15 ELA All Grades	180	1%	4%	18%	64%	14%	78%		4%	
2015-16 ELA All Grades	263	0%	8%	23%	56%	14%	70%	-8%	8%	3%
2016-17 ELA All Grades	263	2%	5%	15%	52%	26%	78%	9%	6%	-1%
2017-18 ELA All Grades	263	2%	6%	16%	53%	22%	75%	-3%	8%	2%

Watchung Borough Schools

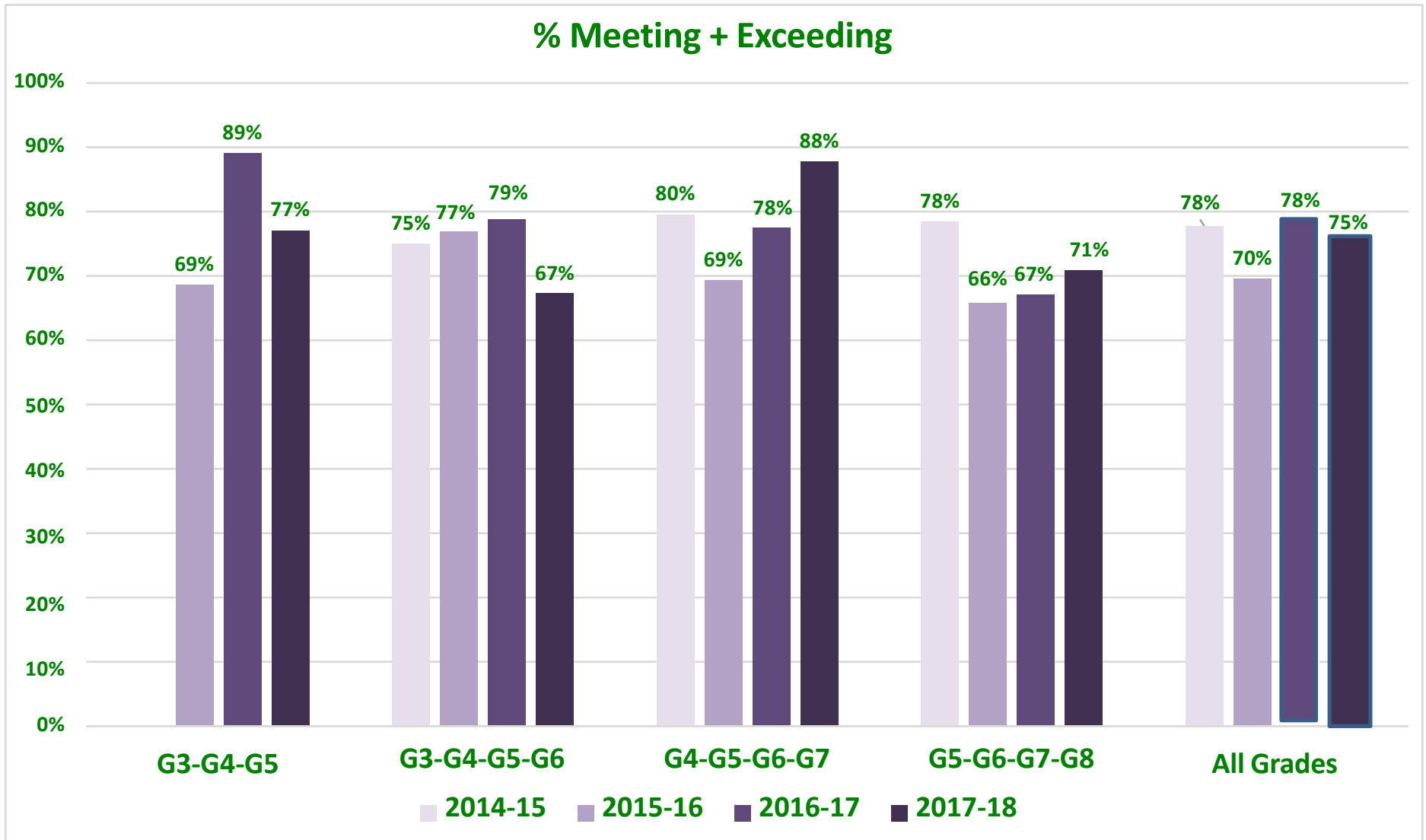
The cohort groups at the lower grades (G3-G4-G5) may not include data for 2014-2015 and/or 2015-2016 because PARCC is not tested before grade 3. This exclusion may positively or negatively impact the "All Grades" growth comparison of 2016-2017 and 2017-2018 relative to 2014-2015 and 2015-2016.



Excellence on the Hill

# ELA Cohort Achievement and Growth

*Same students, consecutive grades*



Watchung Borough Schools

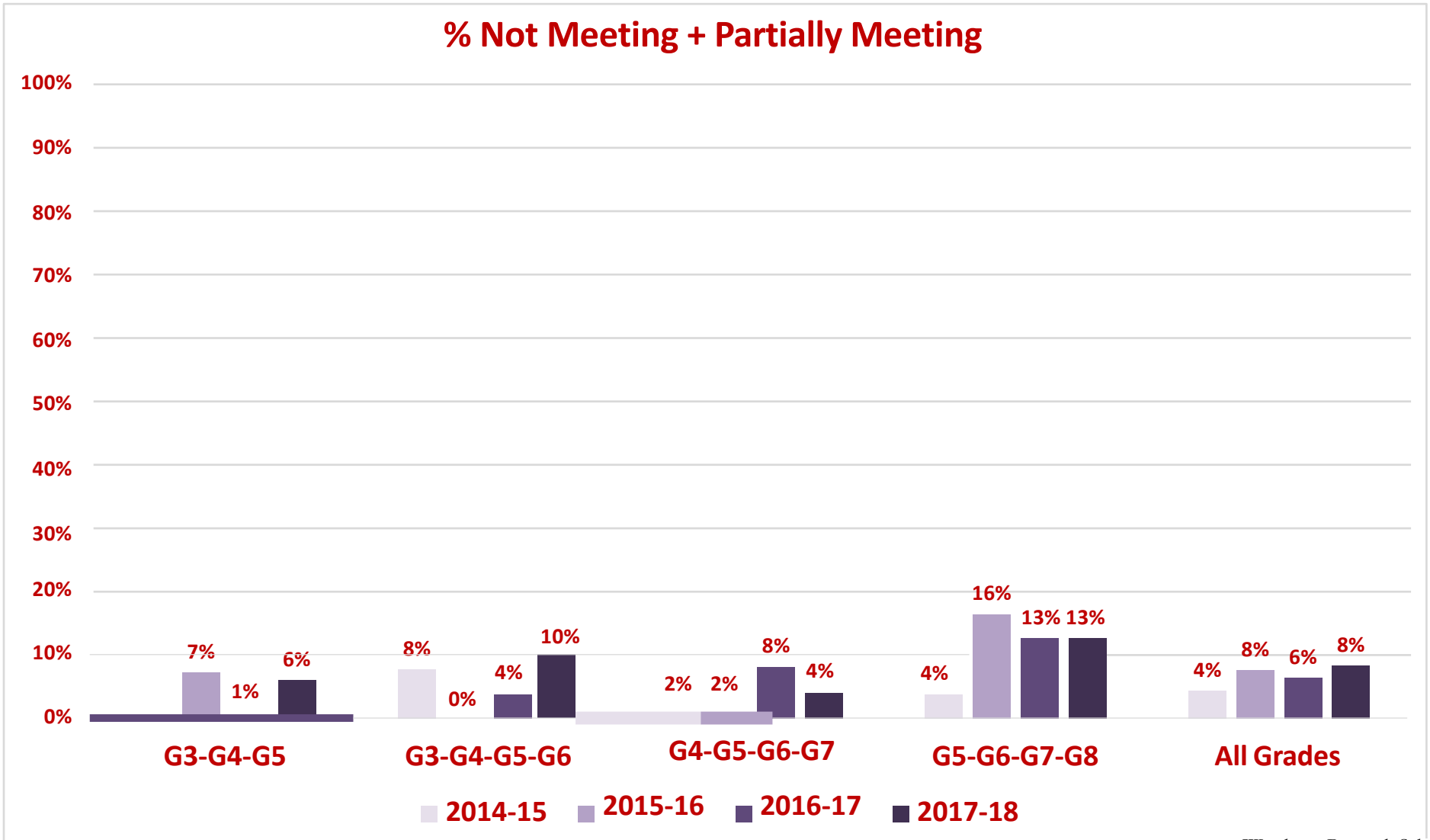




# ELA Cohort Achievement and Growth

*Same students, consecutive grades*

## % Not Meeting + Partially Meeting



Watchung Borough Schools



Excellence on the Hill

# Math Achievement and Growth

*Same grade, different students*

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2014-15 G5 Math	93	2%	14%	19%	58%	6%	65%		16%	
2015-16 G5 Math	73	0%	7%	25%	56%	12%	68%	4%	7%	-9%
2016-17 G5 Math	69	3%	12%	26%	54%	6%	59%	-9%	14%	8%
2017-18 G5 Math	96	2%	10%	29%	43%	16%	58%	-1%	13%	-2%
2014-15 G6 Math	78	0%	10%	27%	47%	15%	63%		10%	
2015-16 G6 Math	93	4%	14%	23%	51%	9%	59%	-4%	18%	8%
2016-17 G6 Math	77	3%	8%	30%	45%	14%	60%	1%	10%	-8%
2017-18 G6 Math	62	0%	11%	31%	47%	11%	58%	-2%	11%	1%
2014-15 G7 Math	69	1%	6%	30%	55%	7%	62%		7%	
2015-16 G7 Math	72	4%	11%	28%	43%	14%	57%	-5%	15%	8%
2016-17 G7 Math	95	11%	11%	20%	47%	12%	59%	2%	21%	6%
2017-18 G7 Math	72	1%	8%	25%	53%	13%	65%	6%	10%	-11%
2014-15 G8 Math	18	28%	44%	28%	0%	0%	0%		72%	
2015-16 G8 Math	17	24%	12%	47%	18%	0%	18%	18%	35%	-37%
2016-17 G8 Math	33	21%	18%	39%	18%	3%	21%	4%	39%	4%
2017-18 G8 Math	32	38%	28%	22%	13%	0%	13%	-9%	66%	26%
2014-15 Algebra I (MS)	54	0%	7%	15%	67%	11%	78%		7%	
2015-16 Algebra I (MS)	55	0%	0%	16%	73%	11%	84%	6%	0%	-7%
2016-17 Algebra I (MS)	43	0%	2%	16%	67%	14%	81%	-2%	2%	2%
2017-18 Algebra I (MS)	70	0%	1%	6%	70%	23%	93%	11%	1%	-1%
2014-15 Geometry (MS)	3	0%	0%	0%	67%	33%	100%		0%	
2015-16 Geometry (MS)	6	0%	0%	17%	83%	0%	83%	-17%	0%	0%
2016-17 Geometry (MS)	9	0%	0%	0%	11%	89%	100%	17%	0%	0%
2014-15 Math All Grades	315	3%	12%	23%	53%	10%	63%		14%	
2015-16 Math All Grades	316	3%	9%	24%	53%	10%	63%	1%	12%	-2%
2016-17 Math All Grades	326	6%	10%	25%	47%	13%	60%	-4%	16%	4%
2017-18 Math All Grades	332	5%	10%	23%	48%	14%	63%	3%	14%	-1%

Note: Throughout the reports, percentages may not sum to 100% because of rounding.



Watchung Borough Schools

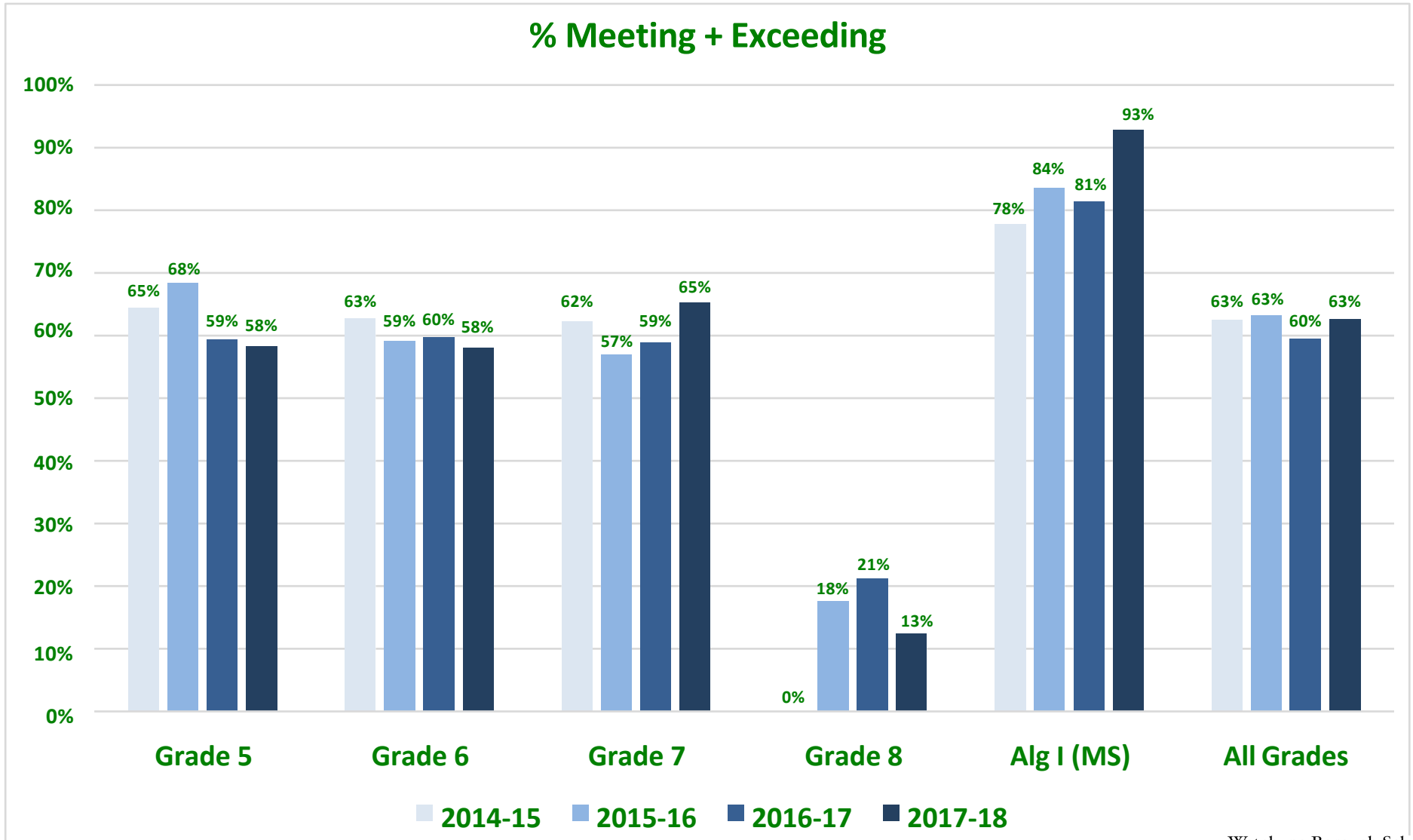


Excellence on the Hill

# Math Achievement and Growth

*Same grade, different students*

**% Meeting + Exceeding**



Watchung Borough Schools

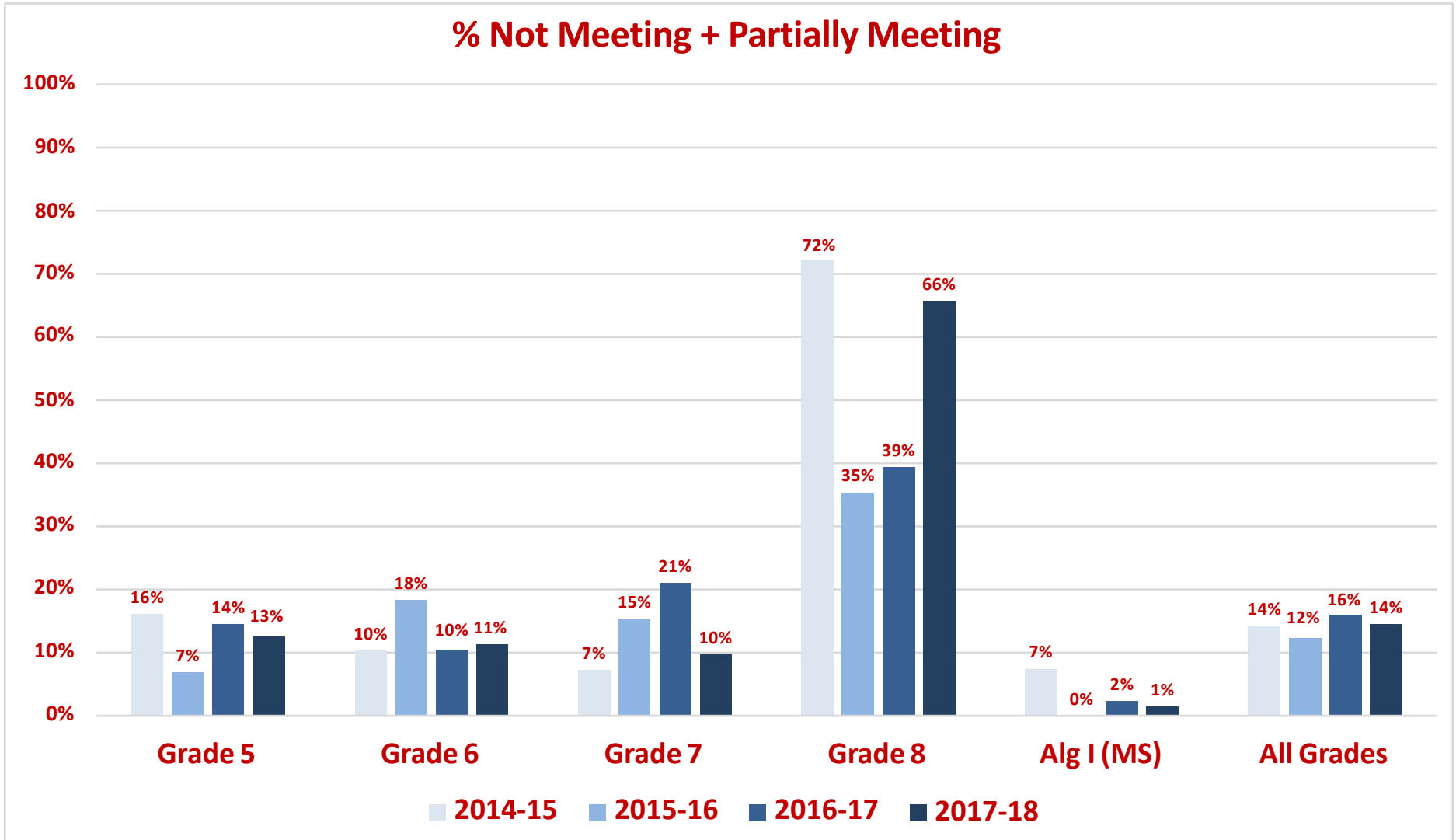


Excellence on the Hill

# Math Achievement and Growth

*Same grade, different students*

## % Not Meeting + Partially Meeting



Watchung Borough Schools



Excellence on the Hill

# Math Cohort Achievement and Growth

*Same students, consecutive grades*

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2015-16 G3 Math	83	1%	6%	24%	45%	24%	69%		7%	
2016-17 G4 Math	83	0%	8%	28%	59%	5%	64%	-5%	8%	1%
2017-18 G5 Math	83	2%	10%	33%	40%	16%	55%	-8%	12%	4%
2014-15 G3 Math	49	0%	2%	24%	63%	10%	73%		2%	
2015-16 G4 Math	49	0%	10%	33%	51%	6%	57%	-16%	10%	8%
2016-17 G5 Math	49	2%	10%	27%	59%	2%	61%	4%	12%	2%
2017-18 G6 Math	49	0%	12%	31%	51%	6%	57%	-4%	12%	0%
2014-15 G4 Math	50	0%	4%	26%	68%	2%	70%		4%	
2015-16 G5 Math	50	0%	2%	24%	60%	14%	74%	4%	2%	-2%
2016-17 G6 Math	50	2%	2%	28%	54%	14%	68%	-6%	4%	2%
2017-18 G7 Math	50	0%	4%	28%	56%	12%	68%	0%	4%	0%
2014-15 G5 Math	26	8%	38%	46%	8%	0%	8%		46%	
2015-16 G6 Math	26	12%	38%	50%	0%	0%	0%	-8%	50%	4%
2016-17 G7 Math	26	27%	31%	38%	4%	0%	4%	4%	58%	8%
2017-18 G8 Math	26	31%	35%	27%	8%	0%	8%	4%	65%	8%
2014-15 G5 Math	51	0%	2%	8%	82%	8%	90%		2%	
2015-16 G6 Math	51	0%	0%	10%	78%	12%	90%	0%	0%	-2%
2016-17 G7 Math	51	0%	2%	10%	75%	14%	88%	-2%	2%	2%
2017-18 Algebra I (MS)	51	0%	0%	6%	78%	16%	94%	6%	0%	-2%
2014-15 Math All Grades	176	1%	8%	23%	62%	6%	68%		9%	
2015-16 Math All Grades	259	2%	8%	25%	51%	14%	65%	-3%	10%	1%
2016-17 Math All Grades	259	3%	8%	25%	56%	7%	63%	-2%	12%	2%
2017-18 Math All Grades	259	4%	10%	25%	49%	12%	61%	-2%	14%	2%

The cohort groups at the lower grades (G3-G4-G5) may not include data for 2014-2015 and/or 2015-16 because PARCC is not tested before grade 3.

\*\*This exclusion may positively or negatively impact the "All Grades" growth comparison of 2016-2017 and 2017-2018 relative to 2014-2015 and 2015-2016.

Watchung Borough Schools

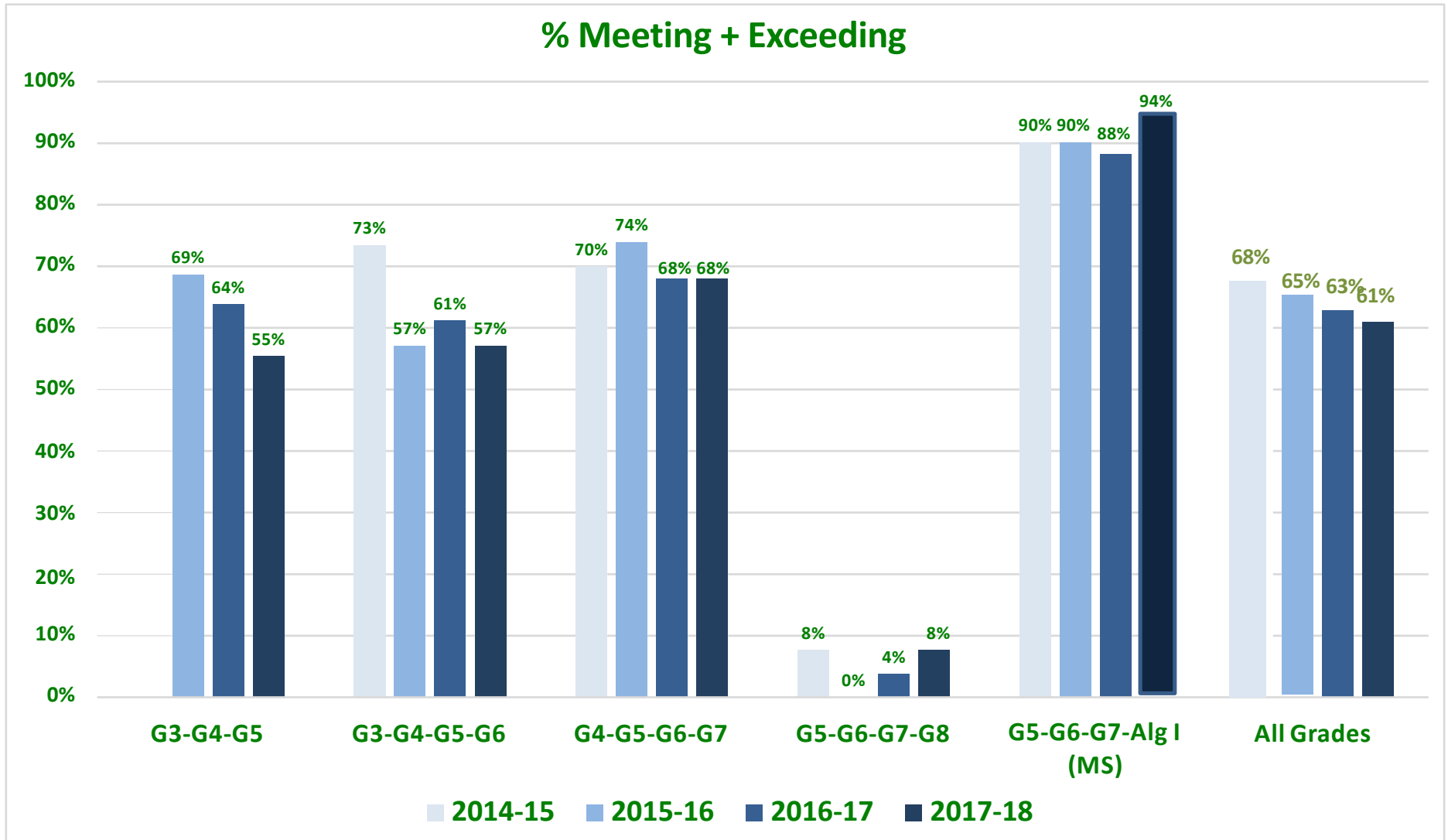


Excellence on the Hill



# Math Cohort Achievement and Growth

*Same students, consecutive grades*



Watchung Borough Schools

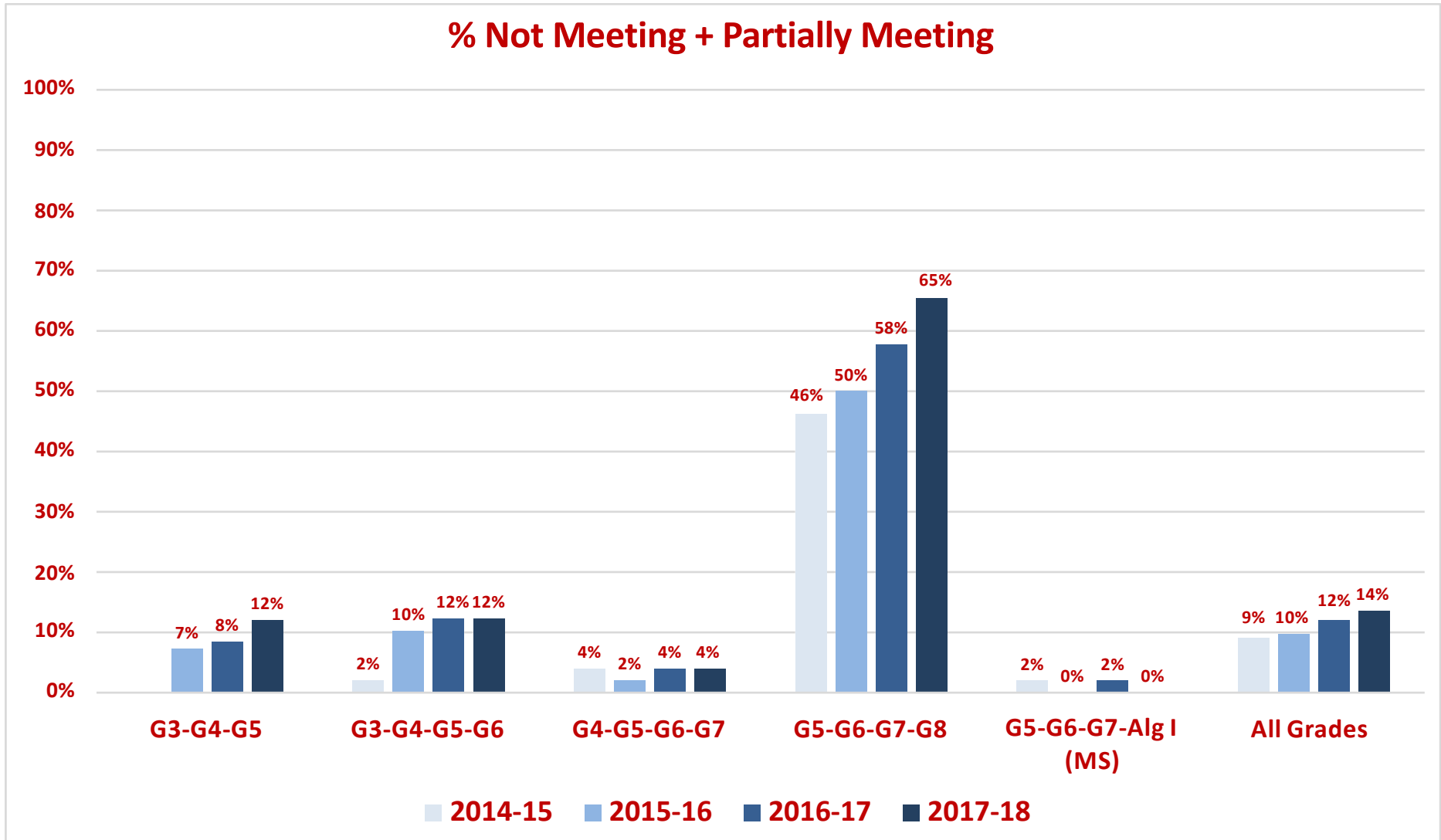


Excellence on the Hill



# Math Cohort Achievement and Growth

*Same students, consecutive grades*



Watchung Borough Schools



Excellence on the Hill



# ELA Subscore Achievement

*Same grade, different students*

	Subscore Name	Data Point Analyzed	2014-2015	2015-2016	2016-2017	2017-2018
G5 ELA	Reading - Literary Text	% Meets or Exceeds	78%	68%	74%	75%
G5 ELA	Reading - Informational Text	% Meets or Exceeds	75%	65%	71%	75%
G5 ELA	Reading - Vocabulary	% Meets or Exceeds	77%	67%	71%	79%
G5 ELA	Writing - Expression	% Meets or Exceeds	73%	61%	65%	77%
G5 ELA	Writing - Conventions	% Meets or Exceeds	87%	57%	62%	75%
G6 ELA	Reading - Literary Text	% Meets or Exceeds	73%	64%	72%	65%
G6 ELA	Reading - Informational Text	% Meets or Exceeds	64%	64%	75%	66%
G6 ELA	Reading - Vocabulary	% Meets or Exceeds	78%	57%	67%	78%
G6 ELA	Writing - Expression	% Meets or Exceeds	74%	65%	61%	57%
G6 ELA	Writing - Conventions	% Meets or Exceeds	81%	69%	71%	57%
G7 ELA	Reading - Literary Text	% Meets or Exceeds	82%	74%	69%	81%
G7 ELA	Reading - Informational Text	% Meets or Exceeds	78%	73%	64%	77%
G7 ELA	Reading - Vocabulary	% Meets or Exceeds	72%	68%	65%	68%
G7 ELA	Writing - Expression	% Meets or Exceeds	89%	83%	66%	84%
G7 ELA	Writing - Conventions	% Meets or Exceeds	91%	83%	67%	85%
G8 ELA	Reading - Literary Text	% Meets or Exceeds	73%	79%	67%	71%
G8 ELA	Reading - Informational Text	% Meets or Exceeds	69%	83%	78%	74%
G8 ELA	Reading - Vocabulary	% Meets or Exceeds	69%	80%	74%	65%
G8 ELA	Writing - Expression	% Meets or Exceeds	81%	79%	78%	68%
G8 ELA	Writing - Conventions	% Meets or Exceeds	83%	76%	76%	72%
ELA All Grades	<b>Reading - Literary Text</b>	<b>% Meets or Exceeds</b>	<b>77%</b>	<b>71%</b>	<b>70%</b>	<b>73%</b>
ELA All Grades	<b>Reading - Informational Text</b>	<b>% Meets or Exceeds</b>	<b>72%</b>	<b>71%</b>	<b>72%</b>	<b>73%</b>
ELA All Grades	<b>Reading - Vocabulary</b>	<b>% Meets or Exceeds</b>	<b>74%</b>	<b>67%</b>	<b>69%</b>	<b>73%</b>
ELA All Grades	<b>Writing - Expression</b>	<b>% Meets or Exceeds</b>	<b>79%</b>	<b>72%</b>	<b>68%</b>	<b>72%</b>
ELA All Grades	<b>Writing - Conventions</b>	<b>% Meets or Exceeds</b>	<b>85%</b>	<b>71%</b>	<b>69%</b>	<b>73%</b>

Watchung Borough Schools

- PARCC Subscores have the following achievement levels: "Meets or Exceeds Expectations," "Nearly Meets Expectations," and "Below Expectations."

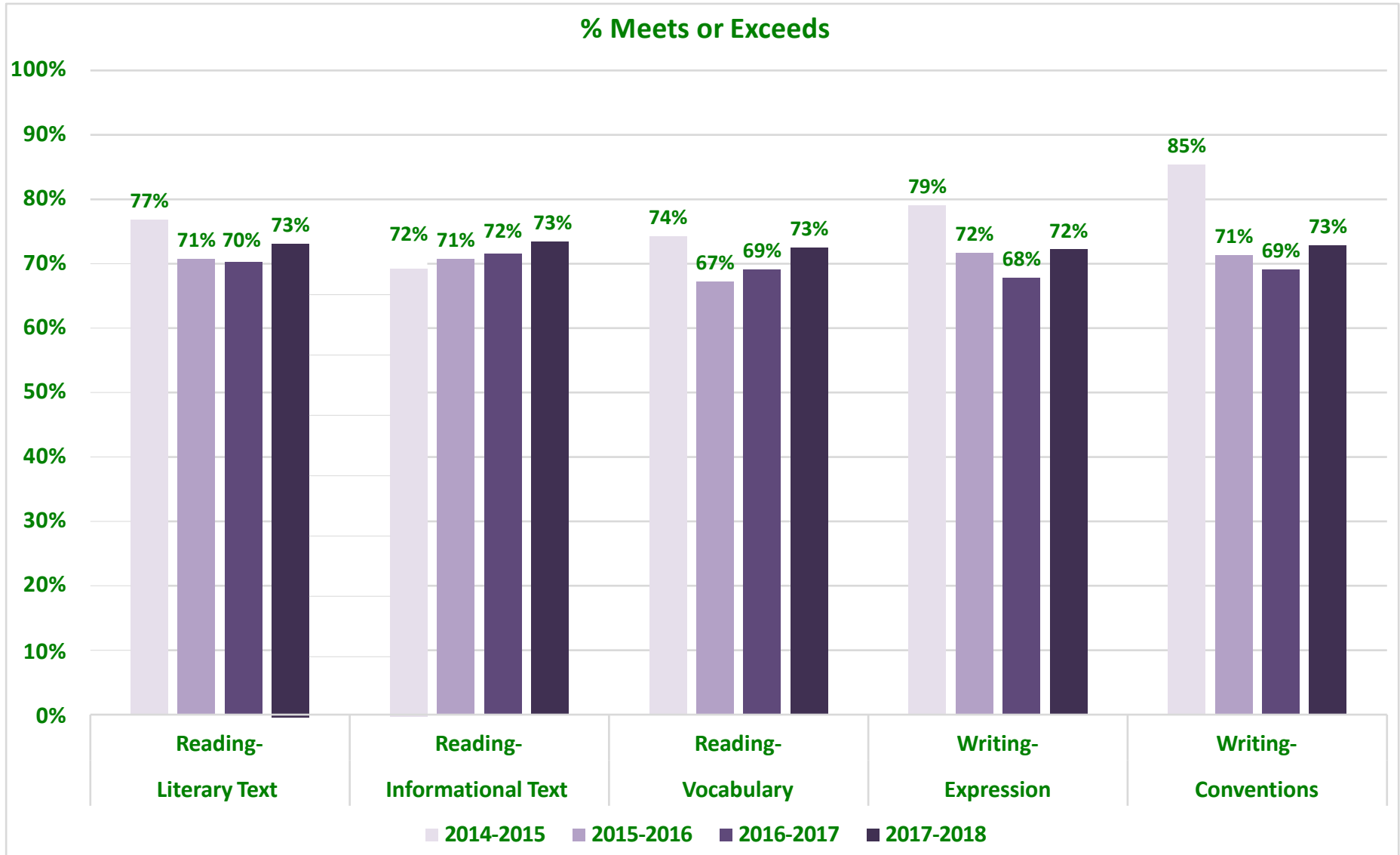


Excellence on the Hill



# ELA Subscore Achievement

*Same grade, different students*



# ELA Subscore Cohort Achievement

*Same students, consecutive grades*

% Meets or Exceeds:	Reading - Literary Text		Reading - Informational Text		Reading - Vocabulary		Writing - Expression		Writing - Conventions	
	District Average	Yr-Yr	District Average	Yr-Yr	District Average	Yr-Yr	District Average	Yr-Yr	District Average	Yr-Yr
2015-16 G3 ELA	64%		66%		55%		78%		88%	
2016-17 G4 ELA	84%	20%	77%	11%	67%	12%	94%	16%	86%	-2%
2017-18 G5 ELA	75%	-10%	77%	0%	81%	13%	76%	-18%	73%	-12%
2014-15 G3 ELA	69%		73%		73%		79%		87%	
2015-16 G4 ELA	73%	4%	69%	-4%	67%	-6%	77%	-2%	85%	-2%
2016-17 G5 ELA	79%	6%	73%	4%	71%	4%	71%	-6%	69%	-15%
2017-18 G6 ELA	65%	-13%	63%	-10%	81%	10%	58%	-13%	58%	-12%
2014-15 G4 ELA	71%		73%		76%		90%		96%	
2015-16 G5 ELA	71%	0%	71%	-2%	76%	0%	63%	-27%	59%	-37%
2016-17 G6 ELA	80%	8%	82%	10%	71%	-4%	61%	-2%	71%	12%
2017-18 G7 ELA	84%	4%	73%	-8%	69%	-2%	86%	24%	84%	12%
2014-15 G5 ELA	80%		76%		77%		73%		86%	
2015-16 G6 ELA	65%	-15%	66%	-10%	61%	-16%	67%	-6%	70%	-16%
2016-17 G7 ELA	70%	5%	63%	-3%	68%	8%	70%	3%	70%	0%
2017-18 G8 ELA	72%	3%	72%	9%	63%	-5%	68%	-1%	71%	1%
2014-15 All Grades	73%		74%		75%		81%		90%	
2015-16 All Grades	68%	-5%	68%	-6%	65%	-11%	71%	-9%	75%	-14%
2016-17 All Grades	78%	10%	74%	6%	70%	5%	74%	3%	74%	-1%
2017-18 All Grades	74%	-4%	72%	-2%	74%	4%	72%	-2%	71%	-3%

Watchung Borough Schools



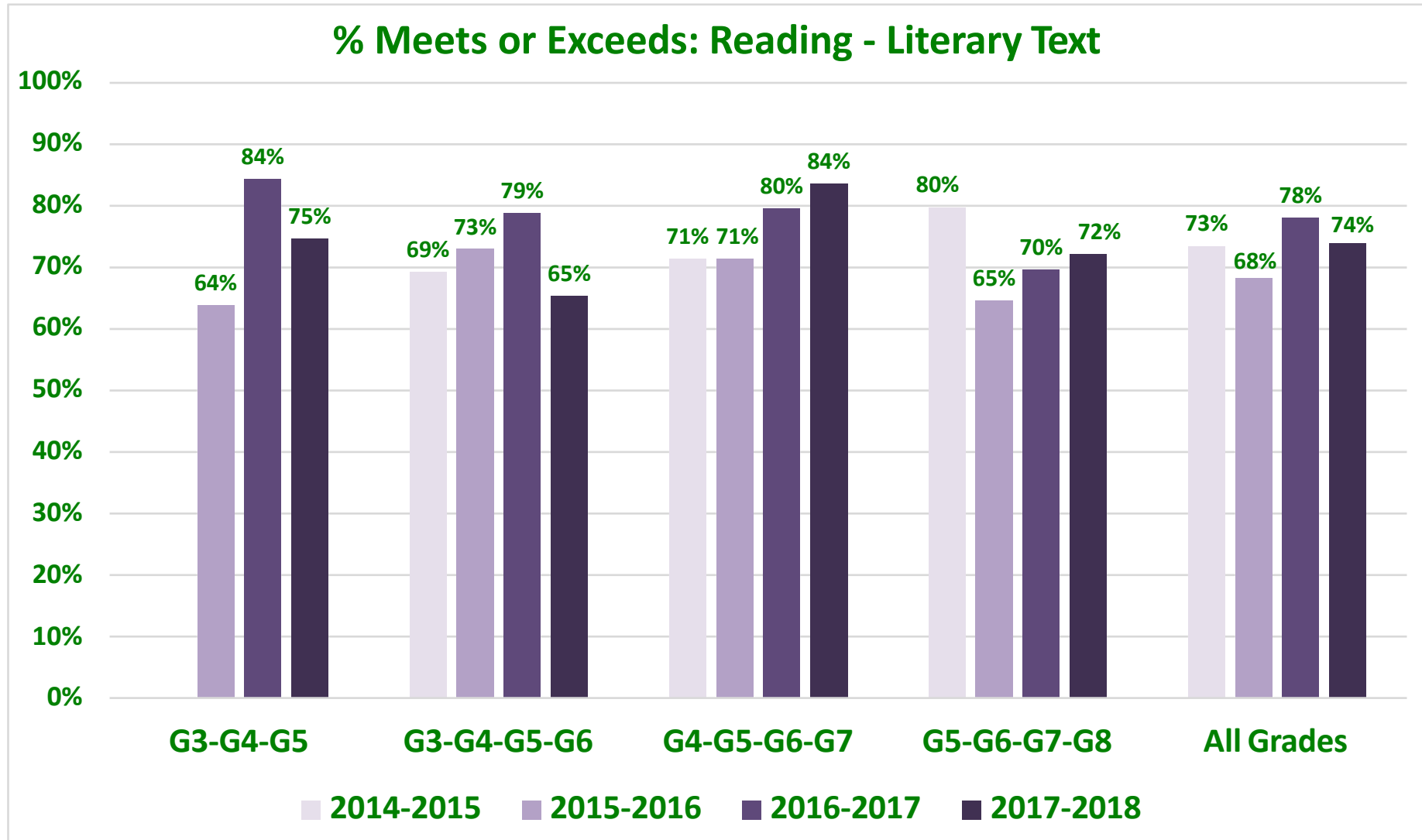
The cohort groups at the lower grades (G3-G4-G5) may not include data for 2014-2015 and/or 2015-16 because PARCC is not tested before grade 3. This exclusion may positively or negatively impact the "All Grades" growth comparison of 2016-2017 and 2017-2018 relative to 2014-2015 and 2015-2016.



Excellence on the Hill

# ELA Subscore Cohort Achievement

*Same students, consecutive grades*



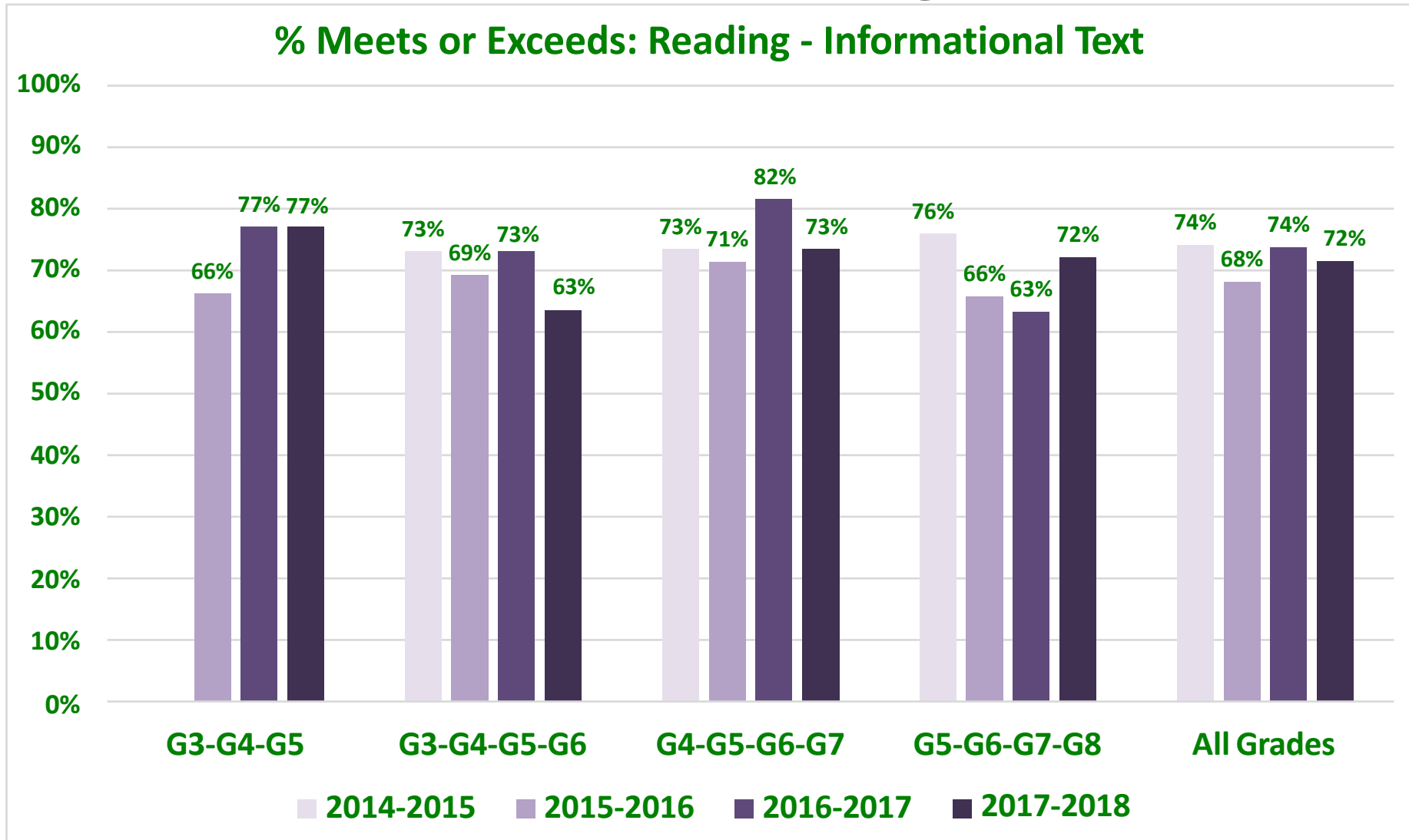
Watchung Borough Schools



Excellence on the Hill

# ELA Subscore Cohort Achievement

*Same students, consecutive grades*



Watchung Borough Schools

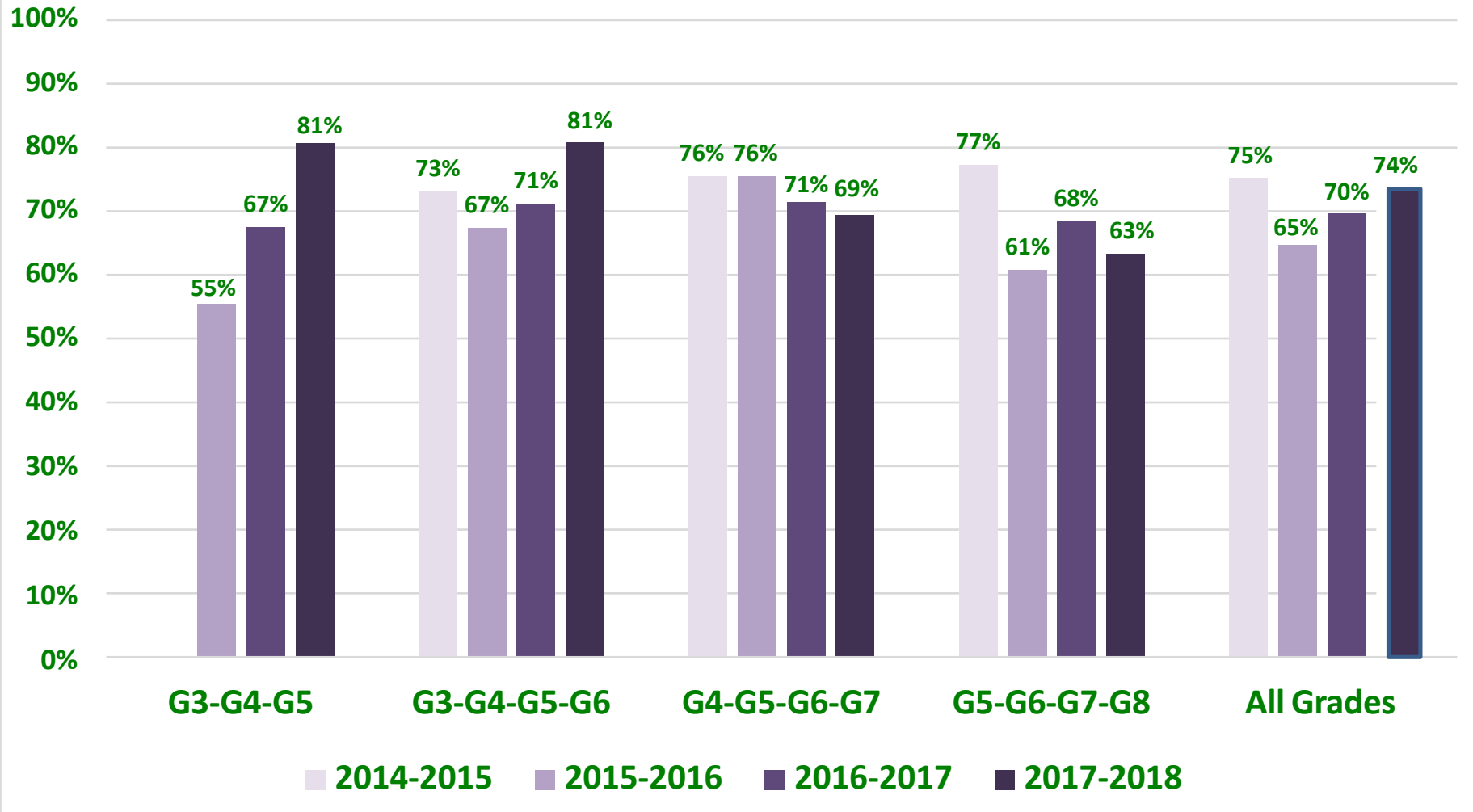


Excellence on the Hill

# ELA Subscore Cohort Achievement

*Same students, consecutive grades*

**% Meets or Exceeds: Reading - Vocabulary**



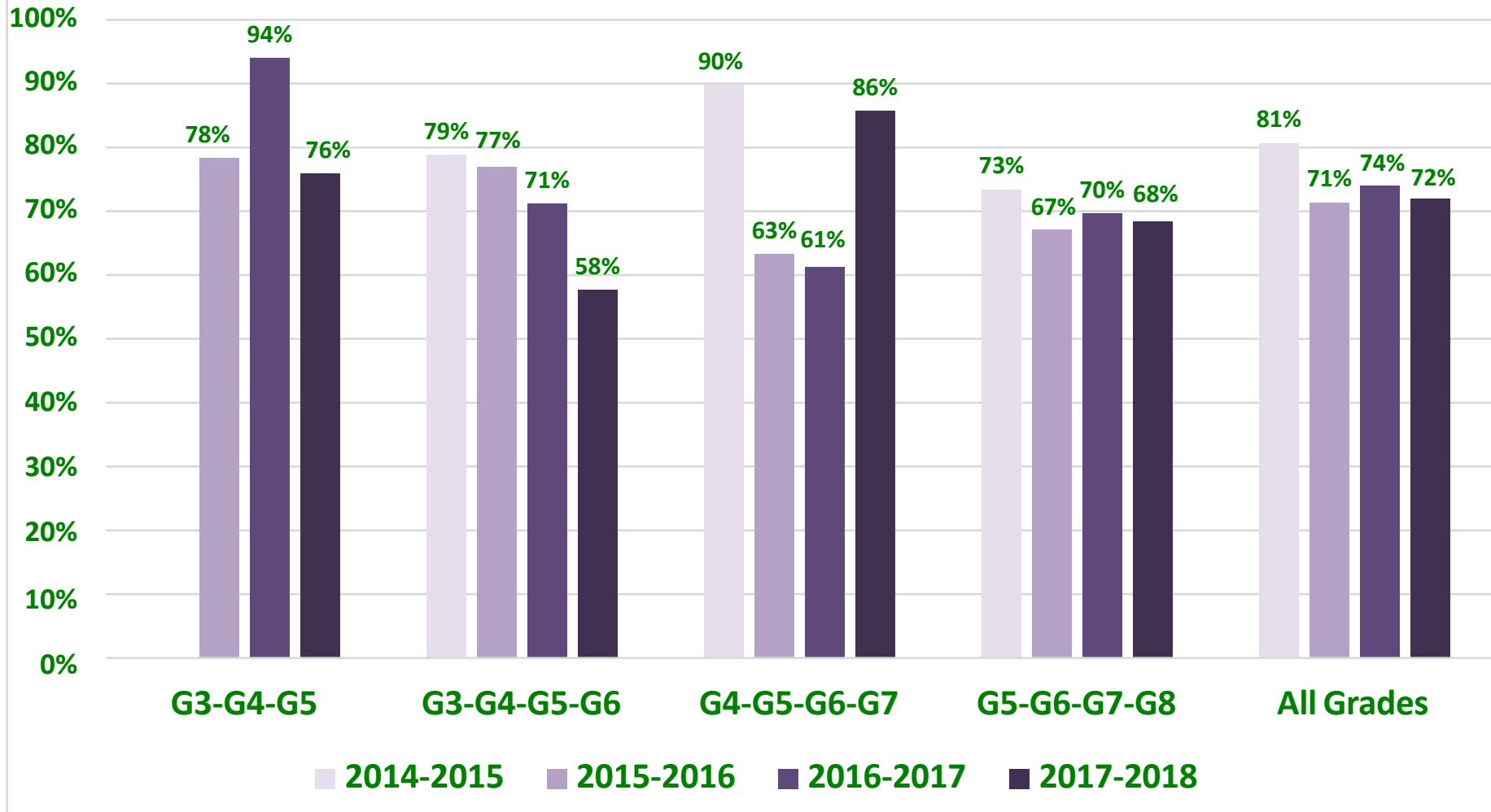
Watching Borough Schools



# ELA Subscore Cohort Achievement

*Same students, consecutive grades*

**% Meets or Exceeds: Writing - Expression**



Watchung Borough Schools

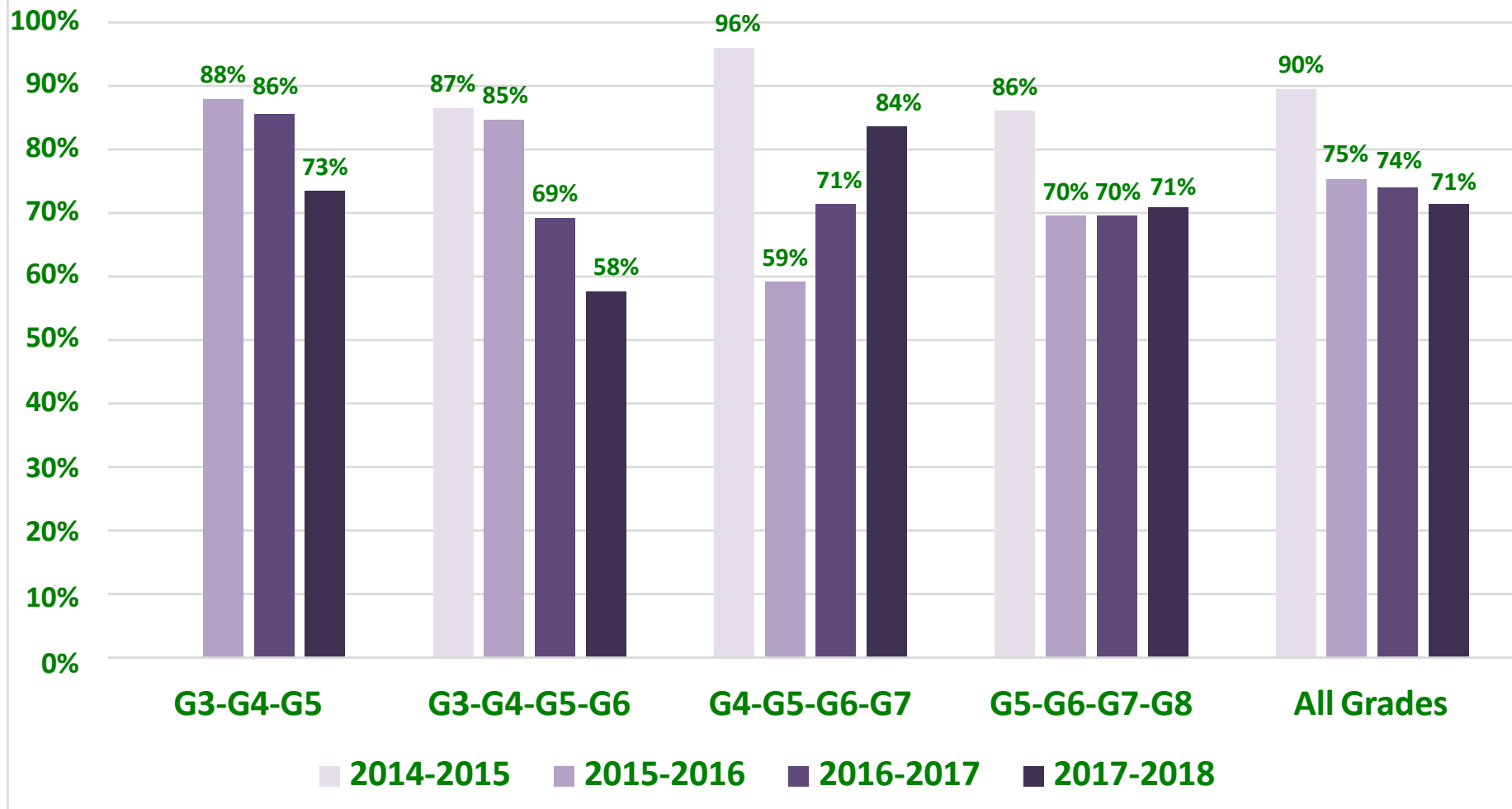


Excellence on the Hill

# ELA Subscore Cohort Achievement

*Same students, consecutive grades*

**% Meets or Exceeds: Writing - Conventions**



Watchung Borough Schools



Excellence on the Hill

# Math Subscore Achievement

*Same grade, different students*

Subscore Name		Data Point Analyzed	2014-2015	2015-2016	2016-2017	2017-2018
G5 Math	Major Content	% Meets or Exceeds	63%	68%	55%	54%
G5 Math	Additional and Supporting Content	% Meets or Exceeds	72%	48%	51%	55%
G5 Math	Modeling and Application	% Meets or Exceeds	70%	64%	58%	56%
G5 Math	Expressing Mathematical Reasoning	% Meets or Exceeds	63%	68%	64%	59%
G6 Math	Major Content	% Meets or Exceeds	64%	51%	64%	52%
G6 Math	Additional and Supporting Content	% Meets or Exceeds	59%	57%	61%	63%
G6 Math	Modeling and Application	% Meets or Exceeds	69%	46%	56%	56%
G6 Math	Expressing Mathematical Reasoning	% Meets or Exceeds	72%	56%	65%	55%
G7 Math	Major Content	% Meets or Exceeds	67%	51%	61%	63%
G7 Math	Additional and Supporting Content	% Meets or Exceeds	70%	49%	44%	49%
G7 Math	Modeling and Application	% Meets or Exceeds	55%	54%	54%	61%
G7 Math	Expressing Mathematical Reasoning	% Meets or Exceeds	71%	69%	58%	67%
G8 Math	Major Content	% Meets or Exceeds	6%	29%	21%	9%
G8 Math	Additional and Supporting Content	% Meets or Exceeds	11%	12%	18%	19%
G8 Math	Modeling and Application	% Meets or Exceeds	11%	24%	39%	28%
G8 Math	Expressing Mathematical Reasoning	% Meets or Exceeds	17%	41%	24%	25%
Algebra I (MS)	Major Content	% Meets or Exceeds	85%	84%	81%	90%
Algebra I (MS)	Additional and Supporting Content	% Meets or Exceeds	57%	78%	72%	87%
Algebra I (MS)	Modeling and Application	% Meets or Exceeds	74%	65%	79%	81%
Algebra I (MS)	Expressing Mathematical Reasoning	% Meets or Exceeds	72%	82%	70%	66%
Geometry (MS)	Major Content	% Meets or Exceeds	100%	83%	100%	
Geometry (MS)	Additional and Supporting Content	% Meets or Exceeds	67%	67%	100%	
Geometry (MS)	Modeling and Application	% Meets or Exceeds	100%	67%	100%	
Geometry (MS)	Expressing Mathematical Reasoning	% Meets or Exceeds	100%	83%	100%	
<b>Math All Grades</b>	<b>Major Content</b>	<b>% Meets or Exceeds</b>	<b>65%</b>	<b>60%</b>	<b>60%</b>	<b>59%</b>
<b>Math All Grades</b>	<b>Additional and Supporting Content</b>	<b>% Meets or Exceeds</b>	<b>62%</b>	<b>54%</b>	<b>52%</b>	<b>58%</b>
<b>Math All Grades</b>	<b>Modeling and Application</b>	<b>% Meets or Exceeds</b>	<b>64%</b>	<b>55%</b>	<b>58%</b>	<b>60%</b>
<b>Math All Grades</b>	<b>Expressing Mathematical Reasoning</b>	<b>% Meets or Exceeds</b>	<b>66%</b>	<b>66%</b>	<b>60%</b>	<b>58%</b>



- PARCC Subscores have the following achievement levels: "Meets or Exceeds Expectations," "Nearly Meets Expectations," and "Below Expectations."

Watchung Borough Schools

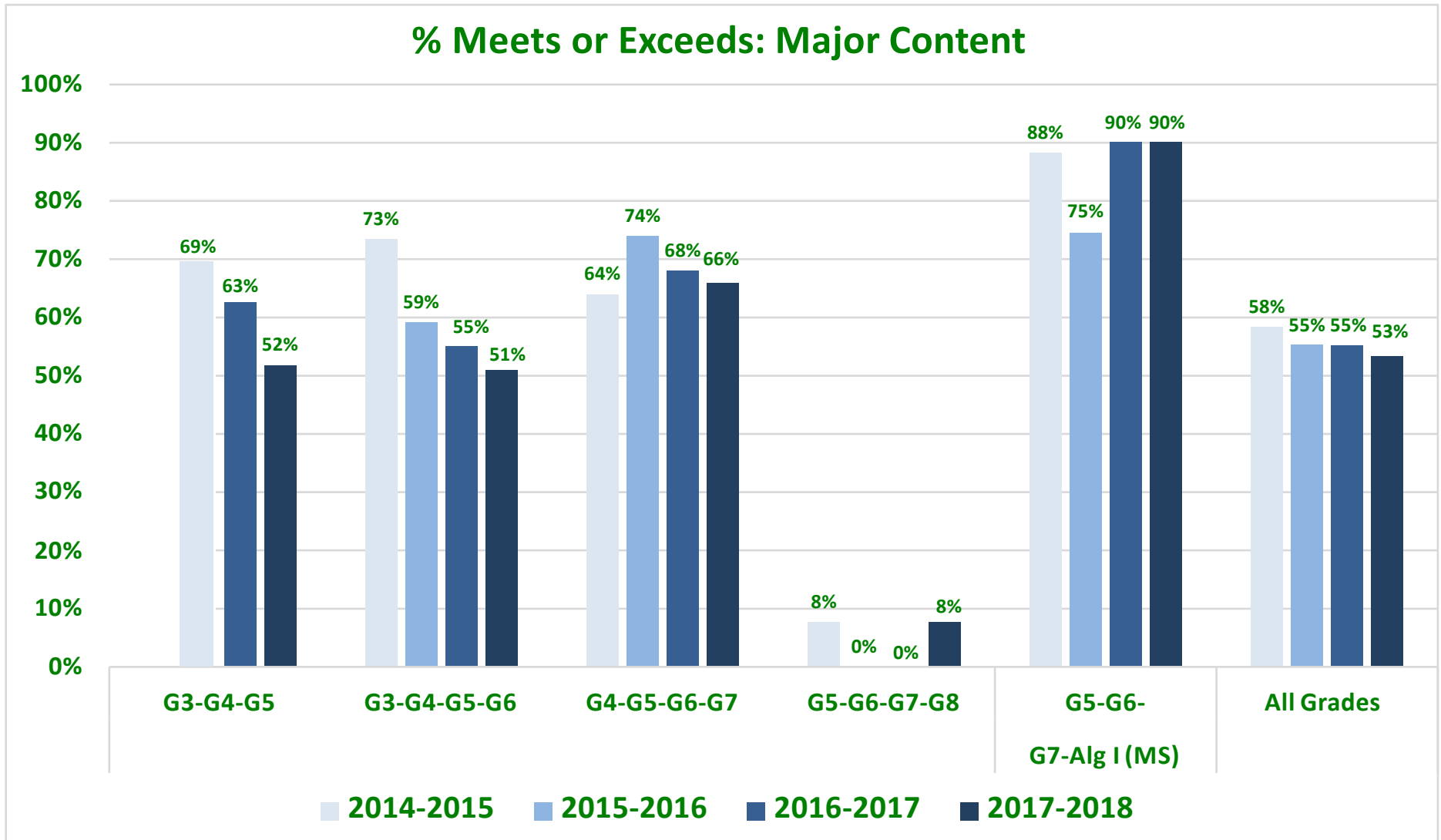


Excellence on the Hill



# Math Subscore Cohort Achievement

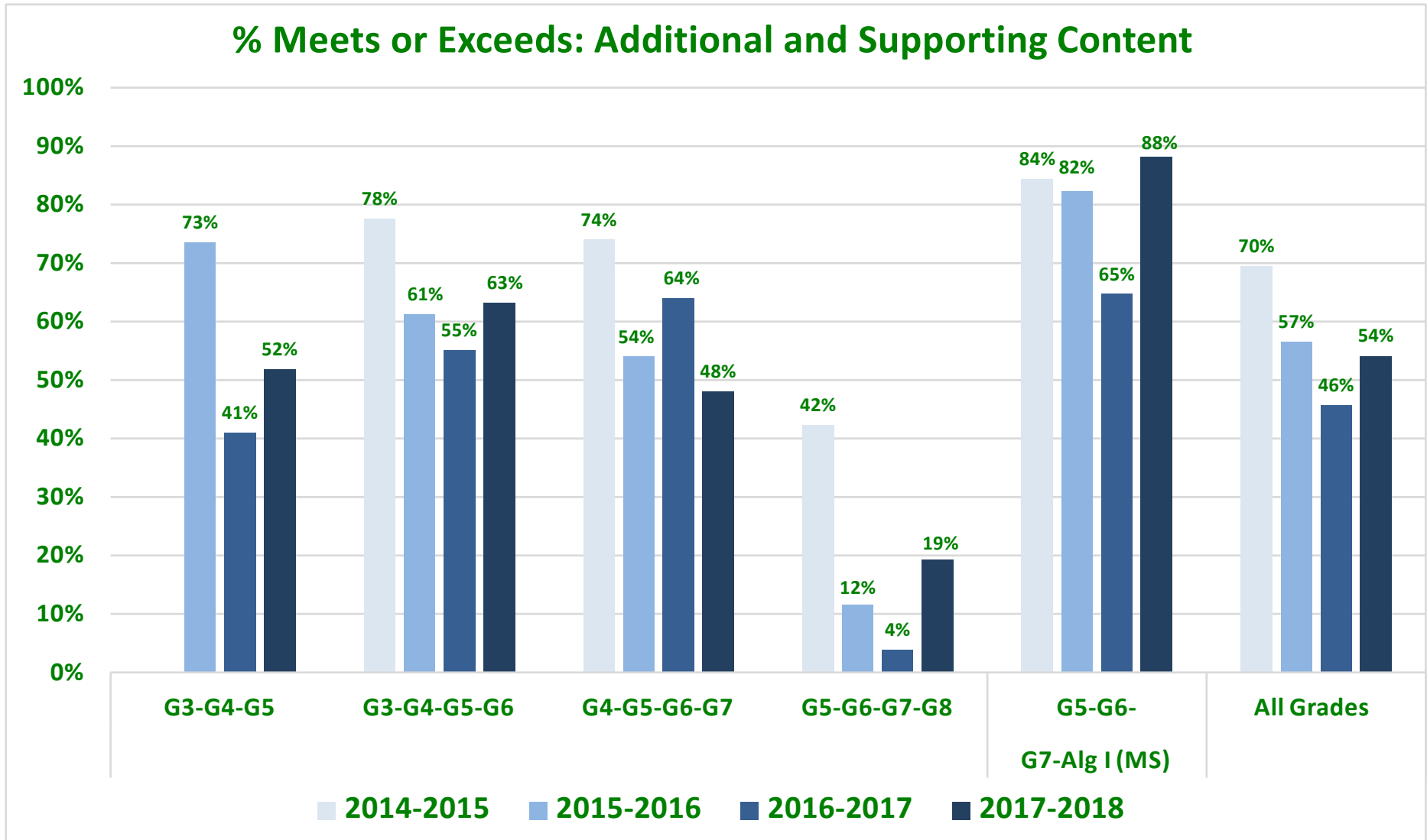
*Same students, consecutive grades*



# Math Subscore Cohort Achievement

*Same students, consecutive grades*

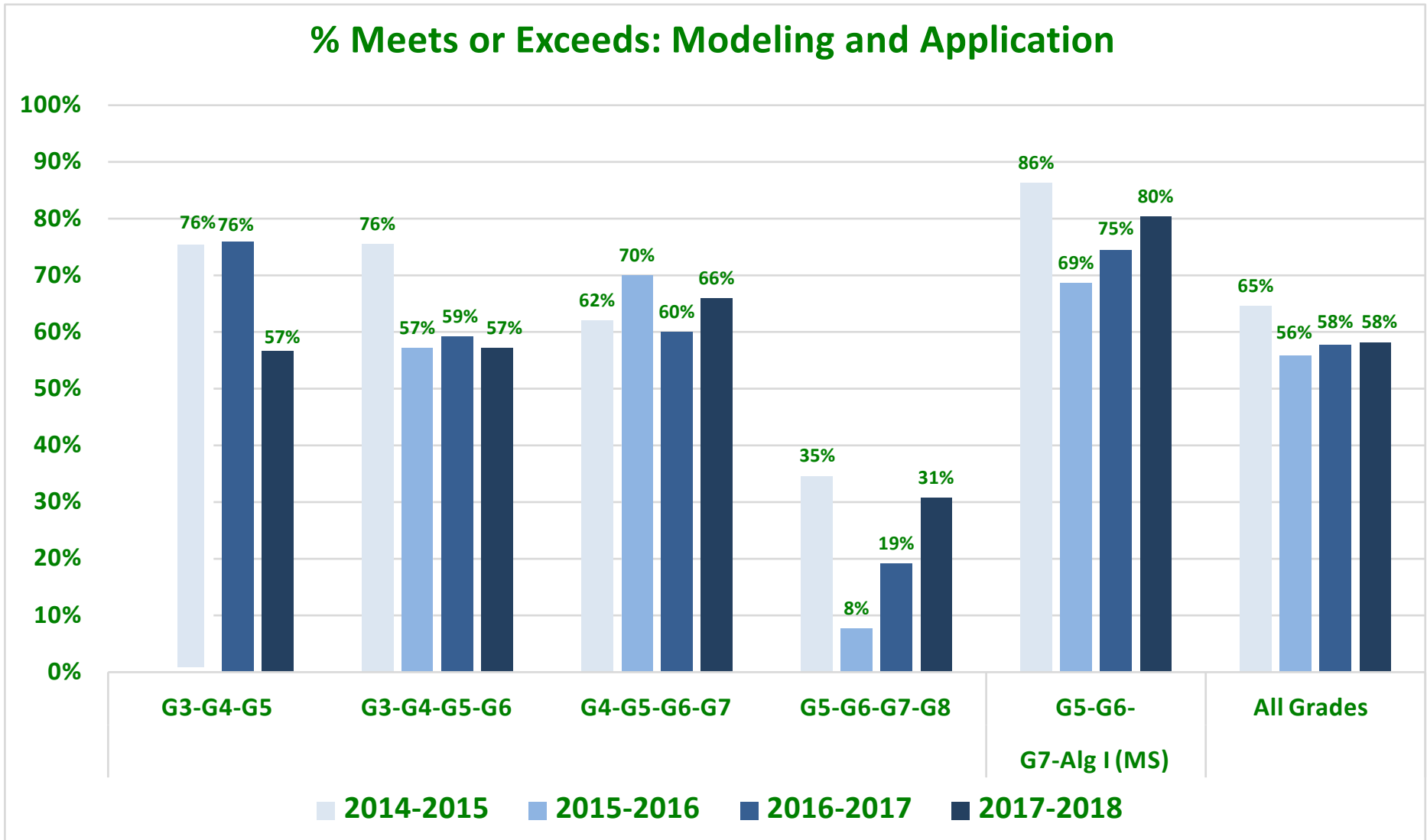
**% Meets or Exceeds: Additional and Supporting Content**



# Math Subscore Cohort Achievement

*Same students, consecutive grades*

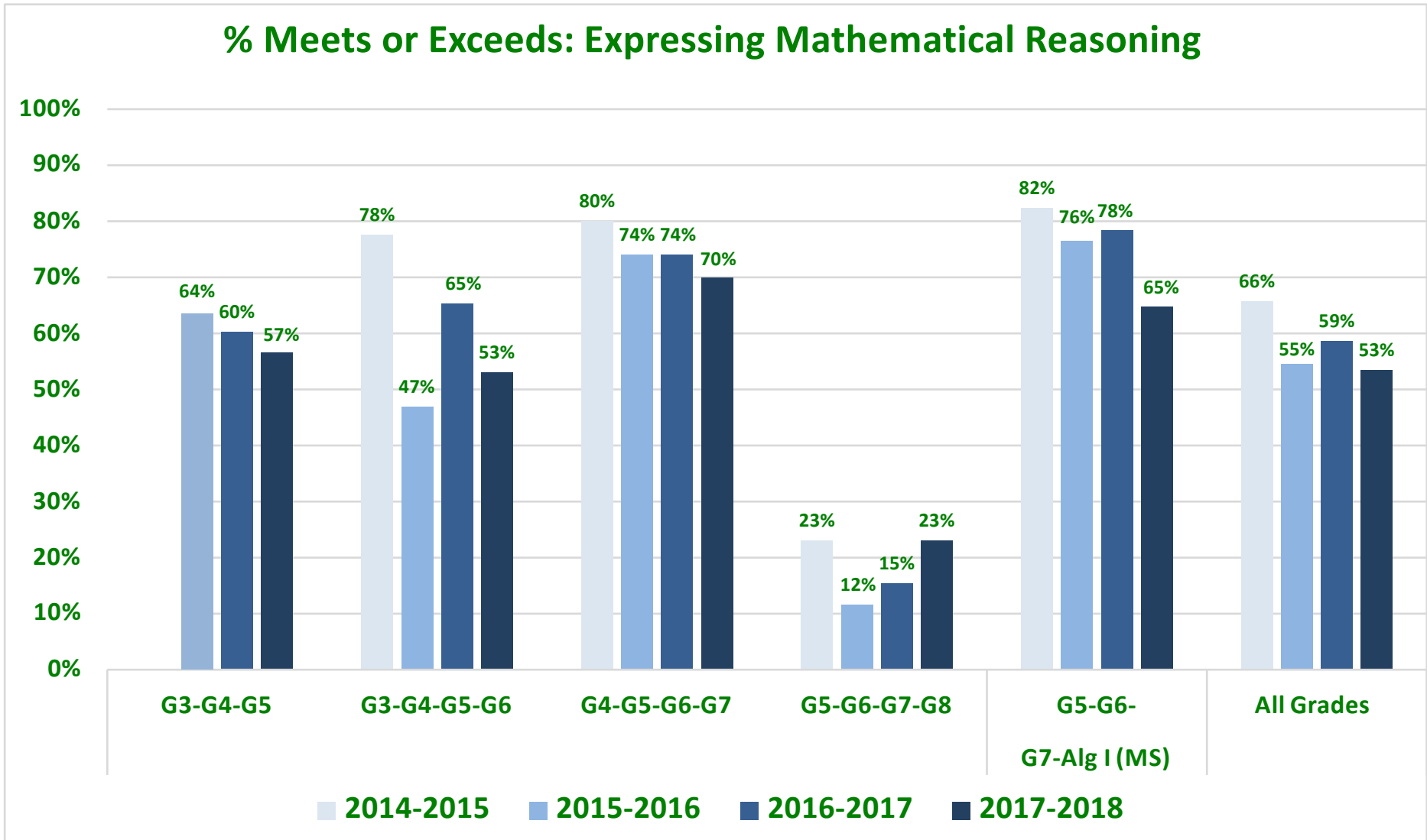
**% Meets or Exceeds: Modeling and Application**



# Math Subscore Cohort Achievement

*Same students, consecutive grades*

**% Meets or Exceeds: Expressing Mathematical Reasoning**



Watchung Borough Schools



Excellence on the Hill

Watchung Borough Schools

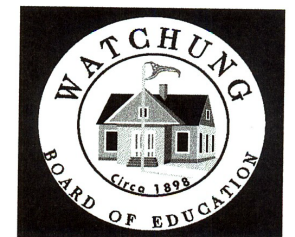


Excellence on the Hill

# Watchung Borough Public Schools

## Annual Benchmark Assessment Results

2018-2019



## Bayberry Elementary School – Reading Comprehension – Grade 3

Targeting students in grade 3, it is projected that by June 2019, 75% of the students will demonstrate reading comprehension proficiency in analyzing text by scoring 80% or higher on a teacher-developed course-level criterion – referenced reading assessment

Teacher	Mp1 Average	Mp2 Average	Mp3 Average	Mp4 Average
Grade level				

Goal: 75 % of Students Scoring 80% +	
MP1	
MP2	
MP3	
MP4	

District Goal #1 – Reading Comprehension Grade 3:

- Targeting students in grade 3, it is projected that by June 2019, 75% of the students will demonstrate reading comprehension proficiency in analyzing text by scoring 80% or higher on a teacher-developed course-level criterion – referenced reading assessment

**District Administration**

Stephanie Bilenker, Interim Superintendent/Director of Special Services

Jill Dobrowansky, Principal/Curriculum Coordinator K-4

<u>Activities</u>	<u>Staff</u>	<u>Resources</u>	<u>Constraints</u>	<u>Evaluative Criteria</u>	<u>Timelines</u>
1. Review Language arts literacy/analyzing text goal with entire staff	Interim Superintendent Principal/Curriculum Coordinator K-4	Teaching Staff Members	N/A	Agenda	September 2018
2. Disseminate and analyze PARCC 3 data (Spring 2018)	Principal/Curriculum Coordinator K-4 Director of Special Services	Individual and Group Scores	N/A	Test Data	September 2018
3. Develop an action plan and review with grade-level language arts literacy teachers, special education language arts literacy teachers, (ASAP) language arts literacy teachers, Reading Specialist, and ESL teacher at grade-level meetings. Action plans <u>must</u> include: a. Quarterly benchmark assessment data for language arts literacy/analyzing text covered in the curriculum b. Item analysis for individual, class and grade-level mastery of language arts literacy/analyzing text literacy count	Principal/Curriculum Coordinator K-4 Director of Special Services Grade level Teachers ASAP Teachers ESL Teacher Special Education Teachers Reading Specialist	Administrators Teaching Staff	N/A	Action Plans Goal Binders/Test Data maintained by Special Education Teachers, General Education Teachers, ASAP Teacher, ESL Teacher, and Reading Specialist to be implemented	October 2018

<u>Activities</u>	<u>Staff</u>	<u>Resources</u>	<u>Constraints</u>	<u>Evaluative Criteria</u>	<u>Timelines</u>
<p>c. Alignment and monitoring of pacing of curriculum for general education language arts literacy classes and special education language arts literacy classes</p> <p>d. Tutorial groups for students at-risk to be implemented during September. <b>Tutorial schedules are to be submitted to the Interim Superintendent</b></p>					
<p>4. Provide staff development for teachers on “Depth of Knowledge” questioning strategies to address the more rigorous standards on the PARCC assessment</p>	Principal/Curriculum Coordinator K-4	Grade Level Teachers, Special Education Teachers, Reading Specialist, ASAP, Language Arts Literacy Teachers	N/A	In-service agendas	November 2018
<p>5. Provide time for staff input and review of student progress at monthly grade-level meetings. Quarterly benchmark test data is to be submitted to the building principal on data tracking forms. Principal is to submit quarterly test data to Interim Superintendent</p>	Principal/Curriculum Coordinator K-4 Director of Special Services	Grade Level Teachers, Special Education Teachers, Reading Specialist, ASAP, Language Arts Literacy Teachers	N/A	Quarterly student benchmark data	September 2018 – June 2019
<p>6. Identify resource persons and contact experts to provide staff development in language arts teaching strategies</p>	Principal/Curriculum Coordinator K-4 Interim Superintendent/Director of Special Services	College Professors Teacher Consultants	Funding availability for personnel and experts	In-service agendas	In-service dates: September 4, 5, 2018 October 9, 10, 2018 February 14, 2019, ½ day (p.m.) Faculty Meetings: November 2018 –



<u>Activities</u>	<u>Staff</u>	<u>Resources</u>	<u>Constraints</u>	<u>Evaluative Criteria</u>	<u>Timelines</u>
7. Staff development, conferences, and/or site visits to exemplary programs	Principal/Curriculum Coordinator K-4 Interim Superintendent/Director of Special Services Teachers	School Districts Workshops Conferences	Time and Funding	Administrators & teachers may engage in professional development experiences and report at faculty meetings	June 2019  October 2018 – June 2019
8. Report of attainment of objective	Principal/Curriculum Coordinator K-4	Teachers	N/A	Test Data Report to Interim Superintendent	May 2019

# Bayberry Elementary School – Reading Comprehension – Grade 4

Targeting students in grade 4, it is projected that by June 2019, 75% of the students will demonstrate reading comprehension proficiency in analyzing text by scoring 80% or higher on a teacher-developed course-level criterion – referenced reading assessment

Teacher	Mp1 Average	Mp2 Average	Mp3 Average	Mp4 Average
Grade level				

Goal: 75 % of Students Scoring 80% +	
MP1	
MP2	
MP3	
MP4	

## Bayberry Elementary School –Writing– Grades 3 & 4

Targeting students in grades 3 and 4, it is projected that by June 2019, 80% of the students will demonstrate proficiency in narrative writing, informational/explanatory writing and opinion writing by scoring a 2 or better on the PARCC Scoring Rubric

Teacher	Mp1 Average	Mp2 Average	Mp3 Average	Mp4 Average
Grade level				

Goal: 80 % of Students Scoring 2 +	
MP1	
MP2	
MP3	
MP4	

## Bayberry Elementary School – Mathematics – Grades K - 4

Targeting students in grades K-4, it is projected that by June 2019, 80% of the students will demonstrate mathematics proficiency in the following categories by scoring 80% or higher on a teacher-developed course-level criterion – referenced mathematics assessment

Teacher	Mp1 Average	Mp2 Average	Mp3 Average	Mp4 Average
Grade level				

Goal: 80% of Students Scoring 80% +	
MP1	
MP2	
MP3	
MP4	

## Valley View – Reading Comprehension – Grade 5

Targeting students in grade 5, it is projected that by June 2019, 75% of the students will demonstrate reading comprehension proficiency in analyzing text by scoring 80% or higher on a teacher-developed course-level criterion – referenced reading assessment

Teacher	Mp1 Average	Mp2 Average	Mp3 Average	Mp4 Average
Grade level				

Goal: 75 % of Students Scoring 80% +	
MP1	
MP2	
MP3	
MP4	

## Valley View –Writing– Grade 5

Targeting students in grade 5, it is projected that by June 2019, 80% of the students will demonstrate proficiency in narrative writing, informational/explanatory writing and opinion writing by scoring a 2 or better on the PARCC Scoring Rubric

Teacher	Mp1 Average	Mp2 Average	Mp3 Average	Mp4 Average
Grade level				

Goal: 80% of Students Scoring 2 +	
MP1	
MP2	
MP3	
MP4	

## Valley View – Mathematics – Grade 5

Targeting students in grade 5, it is projected that by June 2019, 80% of the students will demonstrate mathematics proficiency in the following categories by scoring 80% or higher on a teacher-developed course-level criterion – referenced mathematics assessment

Teacher	Mp1 Average	Mp2 Average	Mp3 Average	Mp4 Average
Grade level				

Goal: 80% of Students Scoring 80% +	
MP1	
MP2	
MP3	
MP4	

## Valley View –Writing – Grade 6,7,8

Targeting students in grades 6, 7, 8, it is projected that by June 2019, 80% of the students will demonstrate in narrative informational/explanatory and argumentative writing by scoring a 3 or better on the PARCC Scoring Rubric

Teacher	Mp1 Average	Mp2 Average	Mp3 Average	Mp4 Average
Grade level				

Goal: 80% of Students Scoring 3+	
MP1	
MP2	
MP3	
MP4	



## Valley View – Mathematics – Grade 6,7,8

Targeting students in grades 6, 7, 8, it is projected that by June 2019, 80% of the students will demonstrate mathematics proficiency in the following categories by scoring 83% or higher on a teacher-developed course-level criterion – referenced mathematics assessment

Teacher	Mp1 Average	Mp2 Average	Mp3 Average	Mp4 Average
Grade level				

Goal: 75 % of Students Scoring 80% +	
MP1	
MP2	
MP3	
MP4	

## Valley View – Algebra I– Grade 7, 8

Targeting students in grades 7 & 8 it is projected that by June 2019, 80% of the students will demonstrate mathematics proficiency in the following categories by scoring 83% or higher on a teacher-developed course-level criterion – referenced mathematics assessment

Teacher	Mp1 Average	Mp2 Average	Mp3 Average	Mp4 Average
Grade level				

Goal: 80% of Students Scoring 83% +	
MP1	
MP2	
MP3	
MP4	

## Valley View – Geometry – Grade 8

Targeting students in grade 8 it is projected that by June 2019, 80% of the students will demonstrate mathematics proficiency in the following categories by scoring 85% or higher on a teacher-developed course-level criterion – referenced mathematics assessment

Teacher	Mp1 Average	Mp2 Average	Mp3 Average	Mp4 Average
Grade level				

Goal: 80% of Students Scoring 85% +	
MP1	
MP2	
MP3	
MP4	

# District Objectives

In both schools, at all grade levels, we are interested in increasing the percentage of students in the advanced proficient range and decreasing the number of students in the partially proficient range. Schools will set priorities and identify specific growth objectives.

The objectives fall into three categories:

- Increasing the number of students in the proficient and advanced proficient categories.
- Decreasing the number of general education students in the partially proficient category.
- Decreasing the number of special education students in the partially proficient category.

# Strategies

- Determine the level of proficiency required for the 2018 administration of NJ standardized tests.
- Develop specific growth objectives to meet the needs of all students.
- Identify sub-groups in each building who are ‘at-risk’ for not meeting adequate yearly progress.
- Identify academic resources, technology, and personnel needed to achieve objectives.

# What are we doing to improve instruction?

- Implementation of curriculum and instructional strategies aligned to the NJ Student Learning Standards.
- Ongoing analysis of quarterly benchmark test data for group and/or individual instructional decisions.
- Implementation of Data Teams comprised of teachers and administrators that analyze quarterly student performance data.

# What are we doing to improve instruction? (continued)

- Systematic staff development to increase teachers' and administrators' understanding of test format and response construction, focusing on writing, reading comprehension, and mathematics.
- Implementation of monthly special education meetings with teachers and building administrators that focus on providing support to enhance student achievement.
- Reading Specialist and Intervention Teachers to provide support for at risk students.