

PARCC Performance Report Update

Northern Highlands BOE Meeting

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October 1, 2018



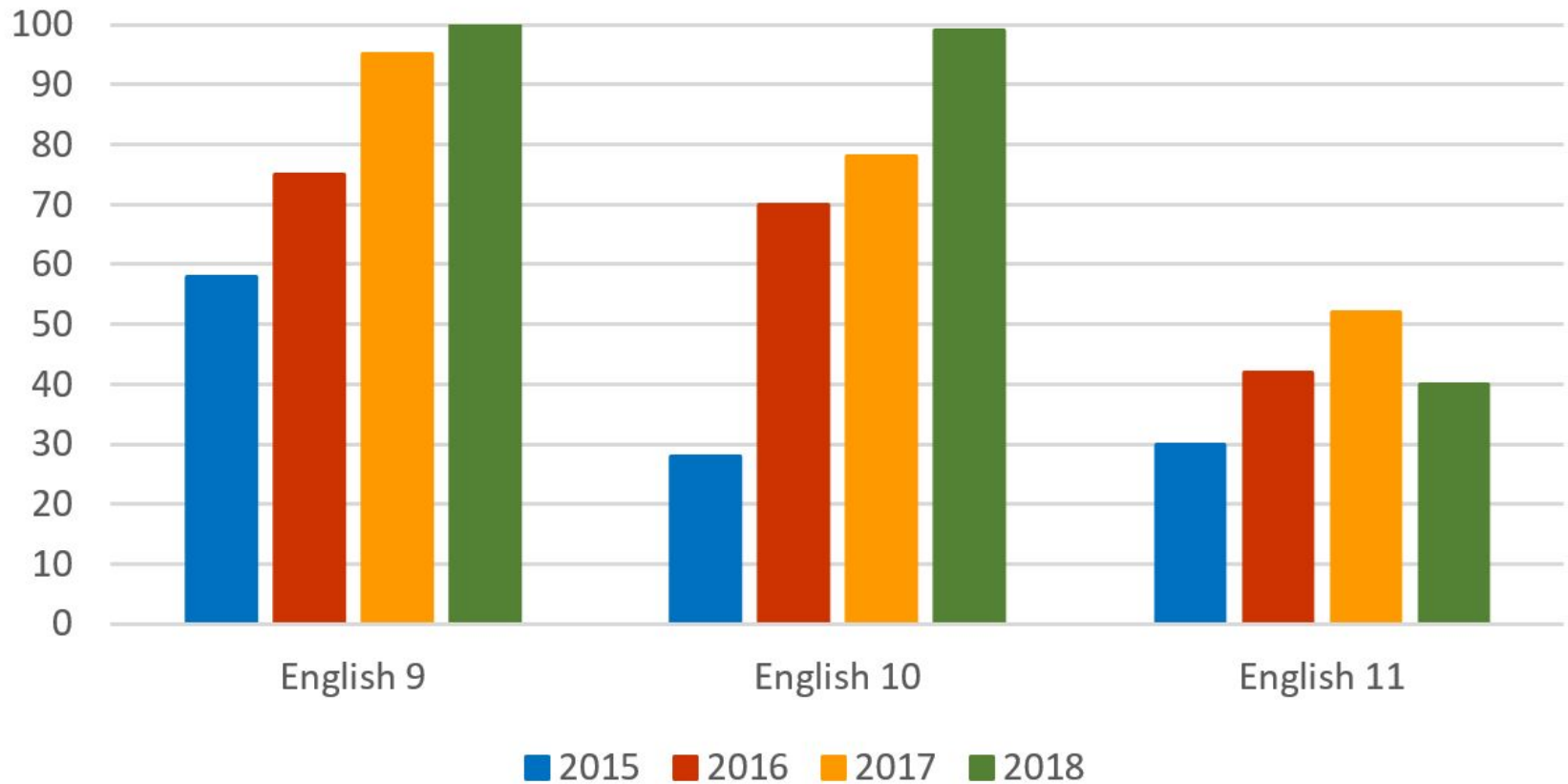
Year 4 PARCC Snapshot

- ❑ NJDOE assessment study updates.
- ❑ State trend of steady growth in scores and participation consistent at NH.

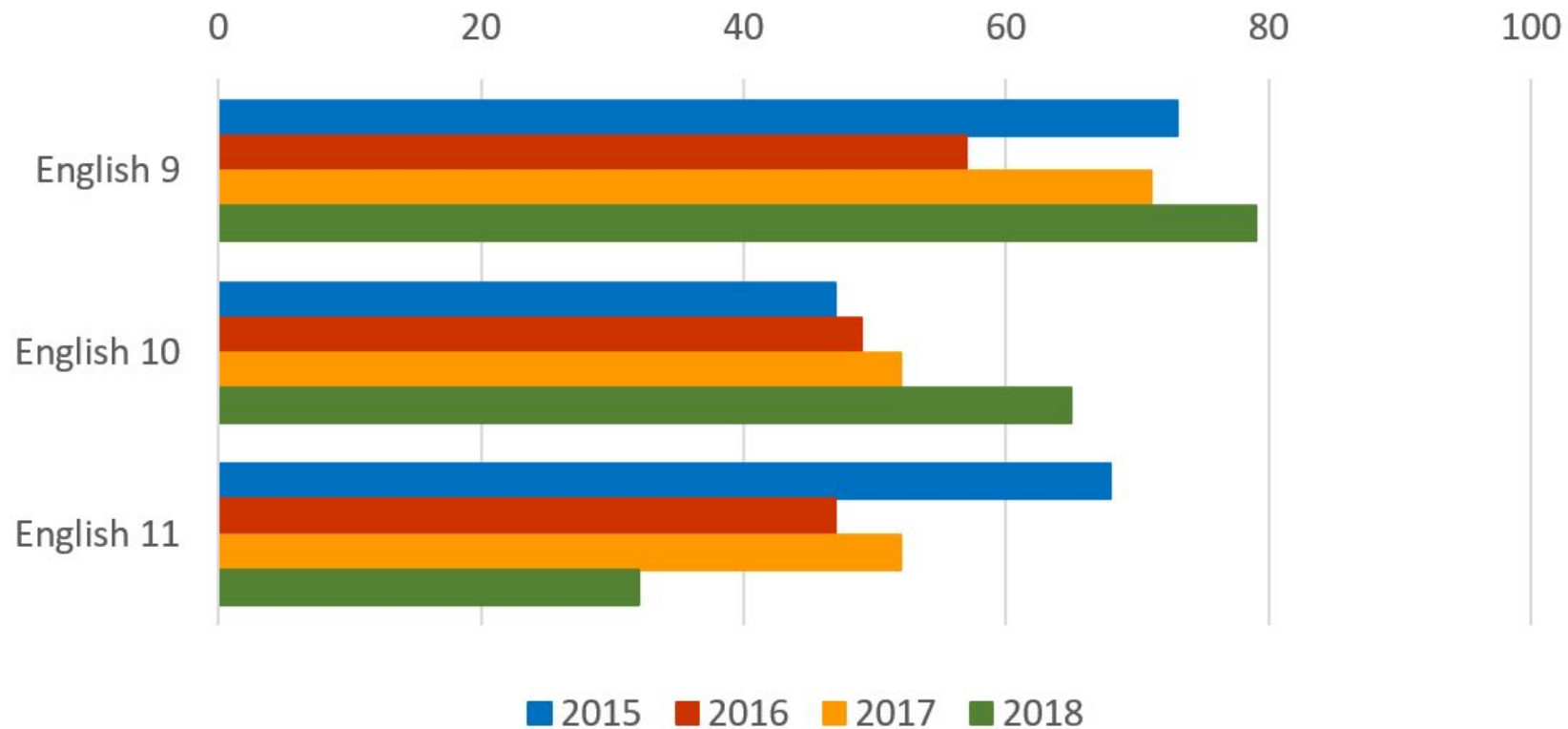
English Language Arts

Course	Valid Scores	Avg. Score	Level 1	Level 2	Level 3	Level 4	Level 5	% 4 or Higher
English 9	356	773	1.4% (5)	5.3% (19)	14.6 (52)	51.7% (184)	27% (96)	78.7% (280)
English 10	342	763	9.6% (33)	12.3% (42)	13.5% (46)	36.5% (125)	28.1% (96)	64.6% (221)
English 11	130	727	33.8% (44)	15.4% (20)	18.5% (24)	23.8% (31)	8.5% (11)	32.3 (42)

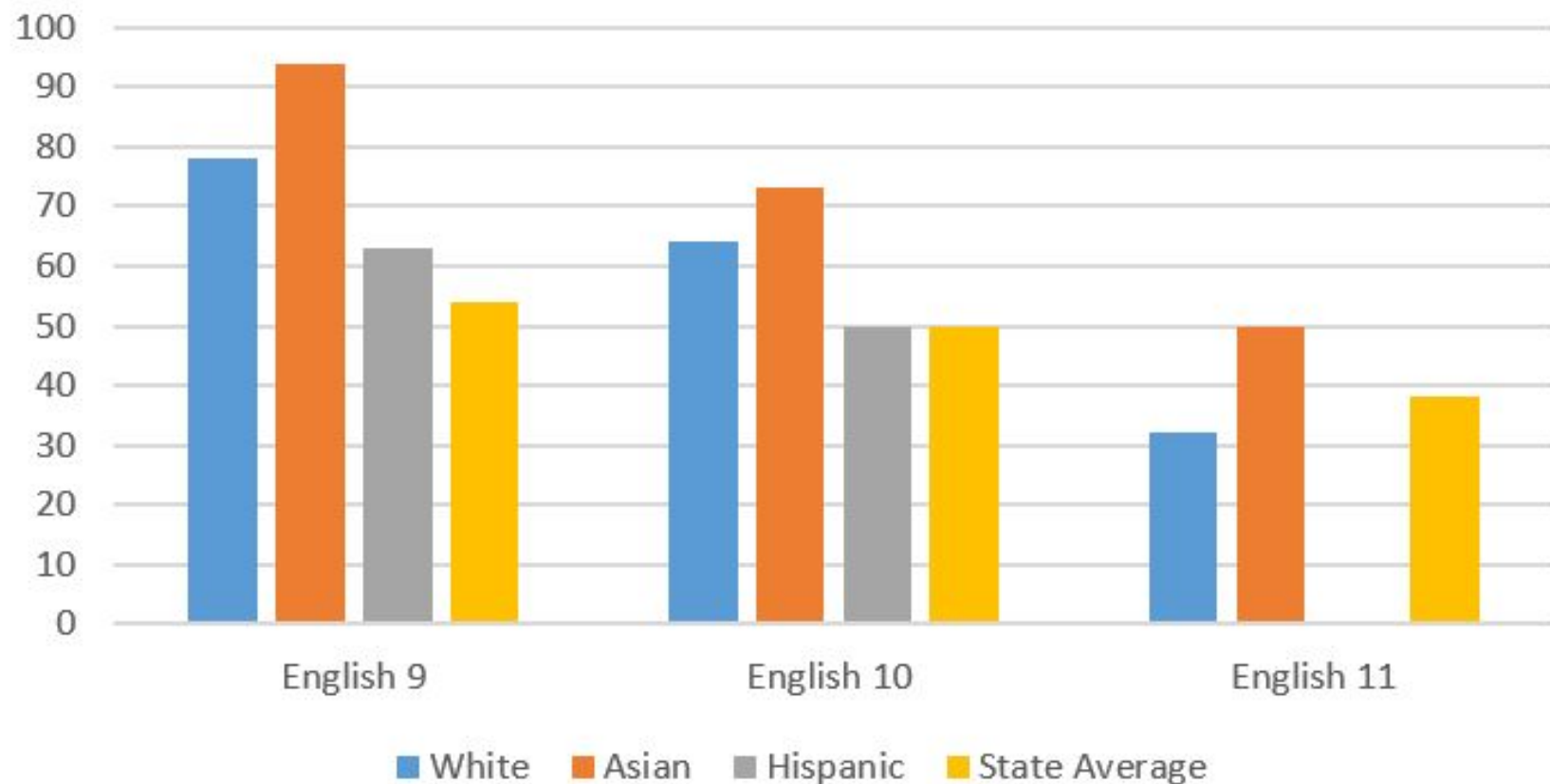
Participation Rate



Percent of Students Scoring 4 or Higher (Meeting College & Career Readiness)



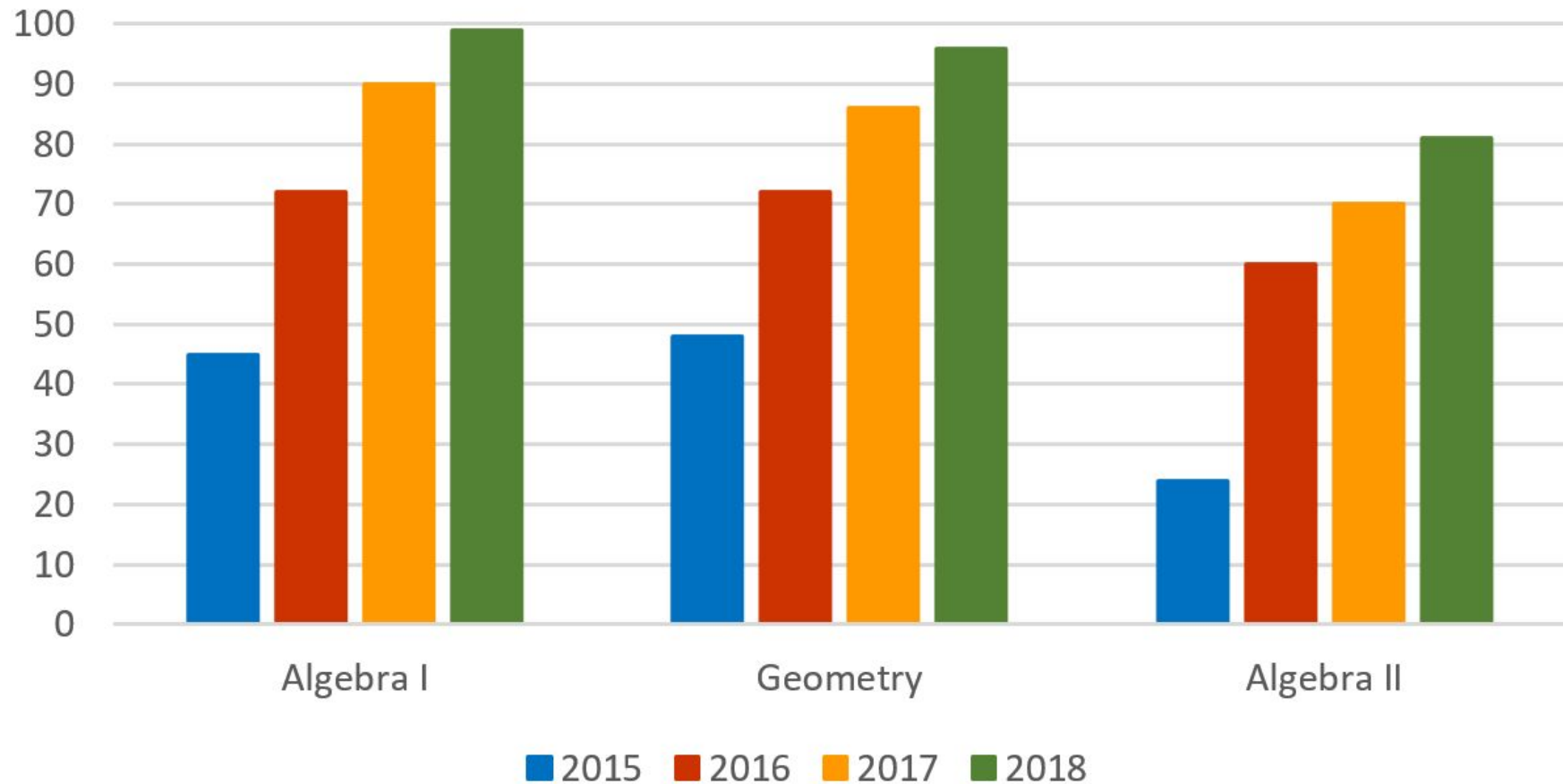
Performance of Subgroup Race in English 2018



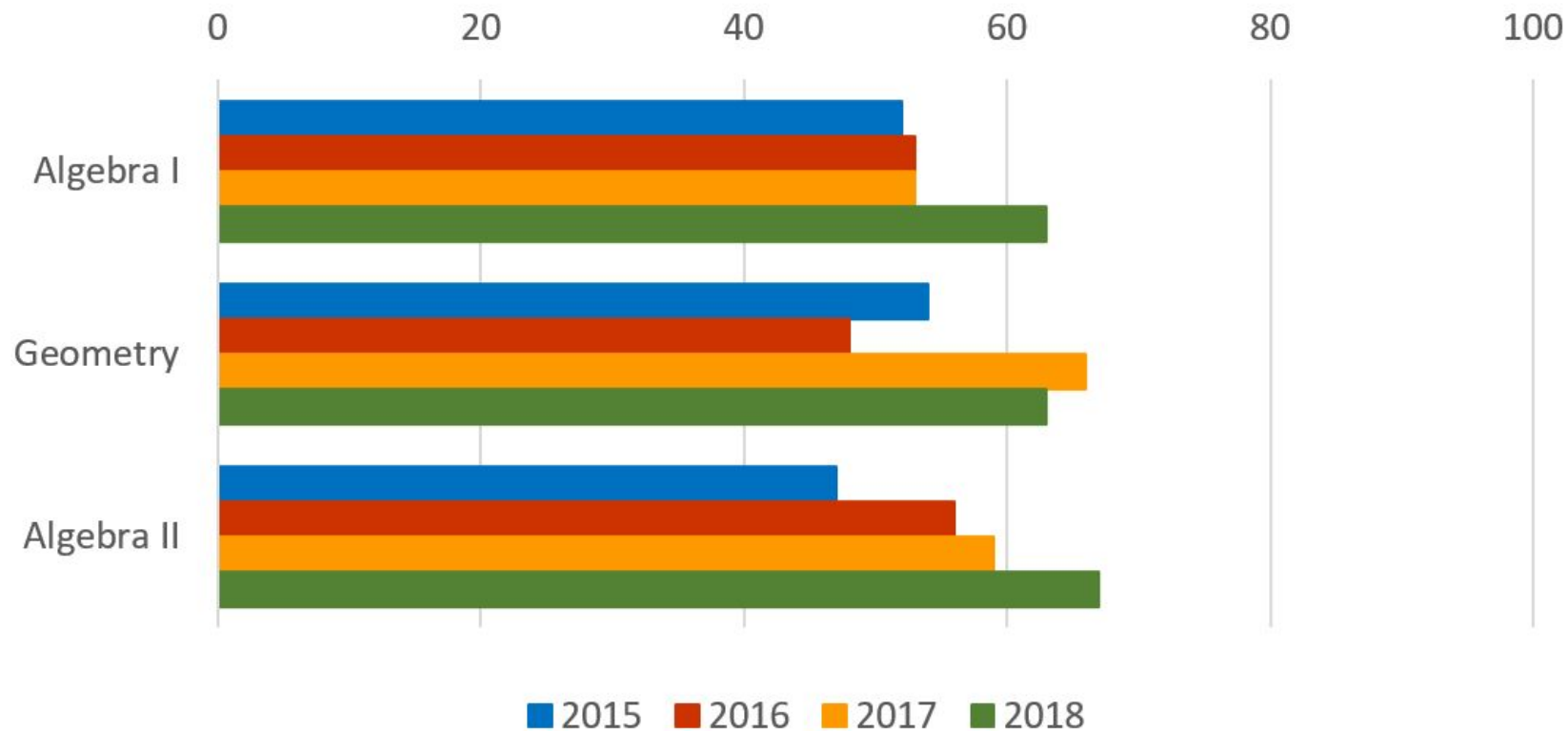
Mathematics

Course	Valid Scores	Avg. Score	Level 1	Level 2	Level 3	Level 4	Level 5	% 4 or Higher
Algebra I	157	757	1.3% (2)	7.0% (11)	28.7 (45)	62.4% (98)	0.6% (1)	63.1 (99)
Geometry	303	757	1.0% (3)	12.2% (37)	24.1% (73)	46.2% (140)	16.5% (50)	62.7% (190)
Algebra II	253	762	9.9% (25)	7.5% (19)	16.2% (41)	55.3% (140)	11.1% (28)	66.4% (168)

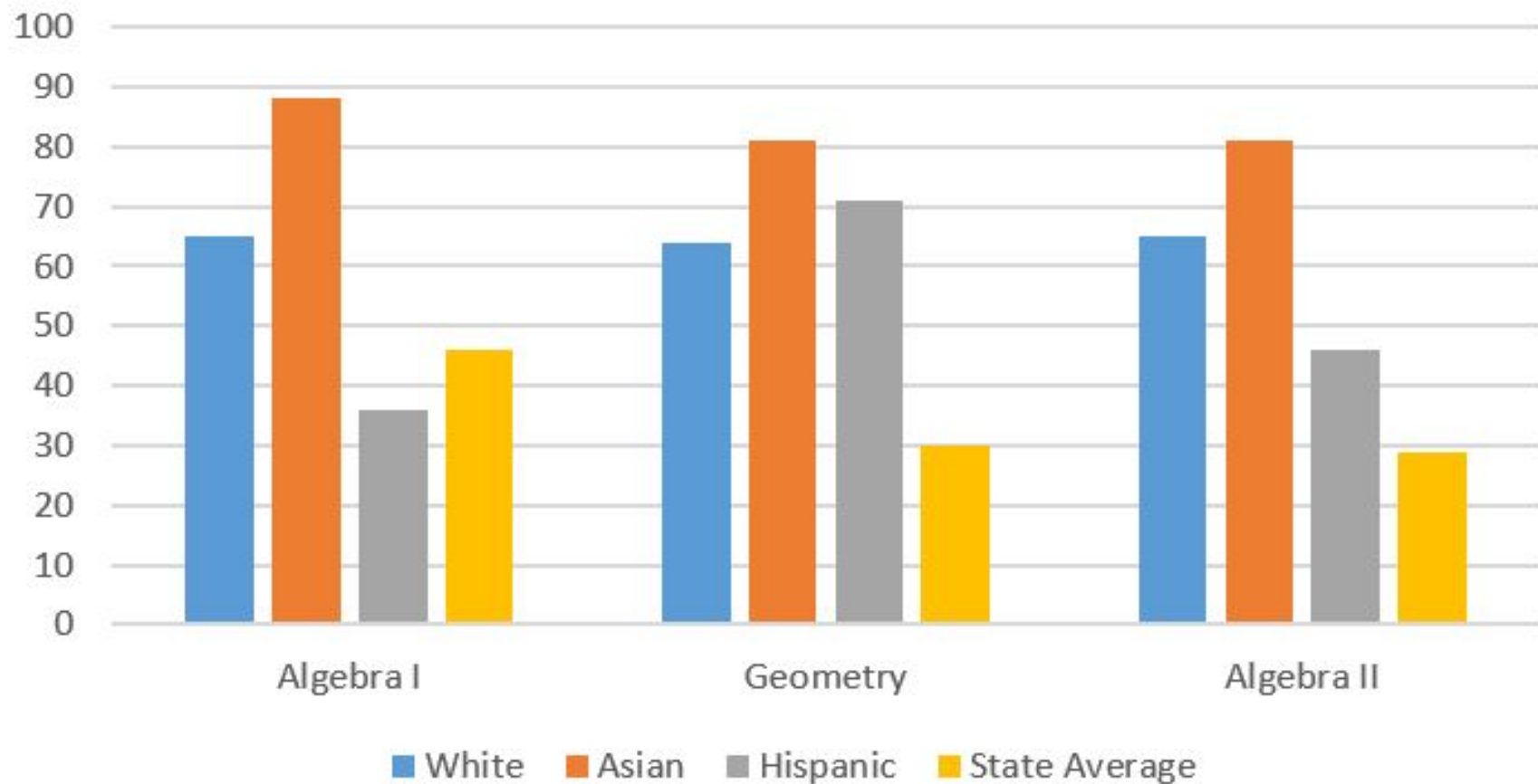
Participation Rate



Percent of Students Scoring 4 or Higher (Meeting College & Career Readiness)



Performance of Subgroup Race in Mathematics 2018



Observations & Actions

- ❖ Geometry shows a slight decline in percentage of students meeting college and career readiness. It is believed this decline is due to a sizable increase in participation. This will be monitored closely to make sure it is not a trend requiring a curricular review.
- ❖ Special Education English scores are lower than general education - a review of the English curriculum and instruction is scheduled for 2018-2019.
- ❖ Special Education mathematics scores show a majority of students are approaching proficiency. The mathematics and special education departments will meet to review the data and discuss curricular supports.



There will be no reporting on NJSLA-S for the first year.
As this was strictly a field test, results would not accurately depict proficiency at any level (student, school, or district).