

**MARGATE CITY DISTRICT BOARD OF EDUCATION**      **FILE CODE: 6171.3 (R)**  
**Margate, New Jersey**

**Regulation**

ENRICHED, ADVANCED, AND ACCELERATED MIDDLE SCHOOL MATHEMATICS COURSES

FIFTH GRADE ENRICHED MATHEMATICS PROGRAM DESCRIPTION

Students meeting the criteria will follow the same grade-level mathematics curriculum as other students in the grade, but will be provided with more challenging exercises, assessments, and horizontal enrichment in a section clustered specifically to meet their needs.

In summary:

- Curriculum and textbooks for all fifth grade classes are identical regardless of section placement.
- Enrichment will expand learning horizontally, not vertically.
- Pacing of content covered will be similar in all sections.
- The principal and grade level math teacher will review all the students’ performance at the end of each marking period to evaluate if changes within any class section are appropriate.
  - Exit procedures will be enforced for students in the enriched sections if they do not maintain an average of 80% or higher.
  - Students initially placed in the regular section that demonstrate a superior command of the content will be considered for movement into the enriched section based on the recommendation of the principal, curriculum supervisor, and math teacher, to be followed by consultation with the parent/guardian.

Fifth Grade Enriched Program Criteria Explanation

- Numerical Academic Achievement – Overall final average earned by the student in his/her previous year’s mathematics class.
- PARCC Scale Score from fourth grade – The scale score earned in Mathematics on this standardized assessment.
- Fourth Grade Summative Exam – All students in the grade will be administered this district created exam at the end of the previous grade. The exam is cumulative and contains the necessary content knowledge and skills to be successful in the enriched math coursework.

Students earning 16\* or more points will be clustered into the Enriched Mathematics section based on the following criteria:

Numerical Mathematics Average for previous school year (Holds Weight of 50% of Score)

97-100	10 points
93-96	8 points
90-92	6 points
87-89	4 points
85-86	2 points
Below 85	0 points

PARCC Mathematics Scale Score (Holds Weight of 25% of Score)

816-850	5 points
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781-815	4 points
765-780	3 points
750-764	2 points
725-749	1 point
Below 725	0 points

Summative Grade Level Exam (Holds Weight of 25% of Score)

95-100	5 points
90-94	4 points
85-89	3 points
80-84	2 points
75-79	1 point
Below 75	0 points

\*The 16 quality point benchmark is a guideline to assist in selecting students that qualify for an enriched section. The principal, curriculum supervisor, and if appropriate, math teacher reserves the right to consider students on the cusp of entry on a case-by-case basis.

SIXTH, SEVENTH AND EIGHTH GRADE ADVANCED MATHEMATICS PROGRAM DESCRIPTION

Grade 6 and 7 – (Advanced Course-Orange Text) Students that have met the criteria for advanced mathematics will utilize a faster paced curriculum than other students in the grade. The coursework will include a rigorous combination of sixth, seventh, and eighth grade-level mathematics content. Students must continue to demonstrate successful performance by maintaining at least an average of 80% or higher each marking period to remain in the course. As this is a two-year program, students that successfully complete the sixth grade course will automatically continue with the advanced seventh grade course.

In summary:

- Acceleration will expand learning vertically to prepare students for Algebra in 8<sup>th</sup> grade
- Pacing of content covered will be much quicker in accelerated sections
- Exit procedures will be enforced for students in the accelerated sections if they do not maintain the required average.

Grade 8 – (Algebra Course-purple text) Students who successfully complete the advanced sixth and seventh grade curriculum will be placed in a high school level Algebra I course. As with the advanced course, students must maintain an average of 80% or higher to remain in Algebra I.

Sixth Grade Advanced Mathematics Program Criteria Explanation

- Numerical Academic Achievement – Overall final average earned by the student in his/her previous year’s mathematics class. If a child was in the enriched program for fifth grade, additional points will be added to his or her final average before quality points are assigned using the matrix to determine seventh grade placement. These points will be assigned as follows: 3 points if in the enriched section for all three marking periods, 2 points if in the enriched section for two marking periods, and 1 point if in the section for one marking period.
- PARCC Scale Score from fifth grade – The scale score earned in Mathematics on this standardized assessment.
- Fifth Grade-Summative Exam – All students in the grade will be administered this district created exam at the end of the previous grade. The exam is cumulative and contains the necessary content knowledge and

skills to be successful in the accelerated math coursework.

- Algebra Aptitude Test – All students will be given this standardized assessment at the end of fifth grade. The results on this exam will assist in identifying students prepared to learn abstract Algebra concepts.

Students earning 20\* or more points will be clustered into an Advanced Mathematics section(s) based on the following criteria:

Numerical Mathematics Average for previous school year (Holds Weight of 40% of Score)

97-100	10 points
93-96	8 points
90-92	6 points
87-89	4 points
85-86	2 points
Below 85	0 points

PARCC Mathematics Scale Score (Holds Weight of 20% of Score)

816-850	5 points
781-815	4 points
765-780	3 points
750-764	2 points
725-749	1 point
Below 725	0 points

Summative Grade Level Exam (Holds Weight of 20% of Score)

95-100	5 points
90-94	4 points
85-89	3 points
80-84	2 points
75-79	1 point
Below 75	0 points

Algebra Aptitude Standardized Assessment (PR-percentile rank) (Holds Weight of 20% of Score)

96-99	5 points
90-95	4 points
77-89	3 points
61-76	2 points
42-60	1 point
Below 42	0 points

\* The 20 quality point benchmark is a guideline to assist in selecting students that qualify for the accelerated program. The principal, curriculum supervisor, and if appropriate, math teacher reserves the right to consider students on the cusp of entry on a case-by-case basis.

SEVENTH AND EIGHTH GRADE ACCELERATED MATHEMATICS PROGRAM DESCRIPTION

Grade 7 – (Accelerated Course- red text) Students that have met the criteria for accelerated mathematics will utilize a faster paced curriculum than other students in the grade. The coursework will include a rigorous combination of both seventh and eighth grade-level mathematics content. Students must continue to demonstrate successful performance by maintaining an average of 80% or higher each marking period to remain in the course.

In summary:

- Acceleration will expand learning vertically to prepare students for Algebra in 8<sup>th</sup> grade
- Pacing of content covered will be much quicker in accelerated sections
- Exit procedures will be enforced for students in the accelerated sections if they do not maintain the required average.

Grade 8 – (Algebra Course) Students who successfully complete the accelerated seventh grade curriculum will be placed in a high school level Algebra I course. As with the accelerated course, students must maintain an average of 80% or higher to remain in Algebra I.

Seventh Grade Accelerated Mathematics Program Criteria Explanation

- Numerical Academic Achievement – Overall final average earned by the student in his/her previous year’s mathematics class.
- PARCC Scale Score from sixth grade – The scale score earned in Mathematics on this standardized assessment.
- Sixth Grade Summative Exam – All students in the grade will be administered this district created exam at the end of the previous grade. The exam is cumulative and contains the necessary content knowledge and skills to be successful in the enriched/accelerated math coursework.
- Algebra Aptitude Test – All students will be given this standardized assessment at the end of sixth grade. The results on this exam will assist in identifying students prepared to learn abstract Algebra concepts.

Students earning 18\* or more points will be clustered into an Accelerated Mathematics section(s) based on the following criteria:

Numerical Mathematics Average for previous school year (Holds Weight of 40% of Score)

97-100	10 points
93-96	8 points
90-92	6 points
87-89	4 points
85-86	2 points
Below 85	0 points

PARCC Mathematics Scale Score (Holds Weight of 20% of Score)

816-850	5 points
781-815	4 points
765-780	3 points
750-764	2 points
725-749	1 point
Below 725	0 points

Summative Grade Level Exam (Holds Weight of 20% of Score)

95-100	5 points
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90-94	4 points
85-89	3 points
80-84	2 points
75-79	1 point
Below 75	0 points

Algebra Aptitude Standardized Assessment (PR-percentile rank) (Holds Weight of 20% of Score)

96-99	5 points
90-95	4 points
77-89	3 points
61-76	2 points
42-60	1 point
Below 42	0 points

\* The 18 quality point benchmark is a guideline to assist in selecting students that qualify for the accelerated program. The principal, curriculum supervisor, and if appropriate, math teacher The principal, the supervisor of instruction, and if applicable, math teacher reserves the right to consider students on the cusp of entry on a case-by-case basis.

Students that did not qualify for the Accelerated Seventh Grade Program and achieved a final seventh grade math average of an A (93% or higher), but who still wish to be considered for the Eighth Grade Algebra I Program will be considered on a case-by-case basis. In order to qualify for consideration, the parent/guardian of the interested student must notify the building principal by June 30<sup>th</sup> in writing of their intent to be evaluated for advanced placement. The student will be assigned a date during the first two weeks of July in which they will be required to take an Algebra placement exam administered at Tighe School. The Algebra placement exam will contain all the content covered in the Accelerated Seventh Grade Program (currently Chapters 1-16) to evaluate readiness. The student's performance as measured on the Algebra placement exam along with their final cumulative average in seventh grade math will be examined. The Math Committee (consisting of principal, curriculum supervisor, and if appropriate, math department members) will make a decision as to the appropriate placement of the individual student. If placed in the advanced Algebra I course for eighth grade, the student will be required to maintain an average of 80% or higher to remain in the program.

Procedure for Prevention of Exit from all Enriched/Advanced/Accelerated Programs

In the event that the teacher, student, parent, or administrator identifies a problem that may be severe enough to lead to the possible exit of a student from Accelerated Mathematics programs before the completion of a school year, a parent-teacher conference will be immediately scheduled. The purpose of the conference will be to define the problem and to develop an individualized student improvement plan. Occasionally, no plan need be developed in the event that there is consensus for exit.

Specifically, problems can fall under one of two categories, either academic or behavioral. Demonstration of unsatisfactory academic achievement will be measured by daily performance and observation, quizzes, tests, projects, and end of marking period grades. Behavioral problems will be defined as any persistent actions that are disruptive to the class instruction process, are detrimental to other students right to learn, or are seen as uncooperative in the classroom setting. The building principal and the program teacher will assess the above criteria.

The student, parent, teacher, and principal will sign a contract agreeing to a specified time frame for student improvement. If the problem still persists at the completion of this probationary period, the student will be exited from the program for the remainder of the school year. Parents or guardians will be notified by mail as to the decision and the reason for the decision.