

**PARCC RESULTS:  
SPRING 2018**

**BLAIRSTOWN ELEMENTARY SCHOOL  
SEPTEMBER 27, 2018**

**PRESENTED BY DR. ELIAS**

Measuring  
College and  
Career  
Readiness

# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- 2018 marks the 4<sup>th</sup> administration of the Partnership for Assessment of Readiness for College and Careers (PARCC).
- BES students took PARCC English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 6.
- BES students took PARCC Mathematics Assessments in grades 3 – 6.
- BES students in 5<sup>th</sup> grade took the NJSLA-Science assessment. This test is new and does not count at this time.

# 2018 PARCC

- We are required to teach the state standards. The PARCC assessment assesses whether students have mastered the standards. Therefore, our teaching throughout the year is preparing students for PARCC. The only PARCC preparation for students at BES is preparing them to take the test online and exposing them to the various types of questions. These are test-taking skills that they can apply to any formal assessment they may take in their educational career.
- All students completed the PARCC assessment online (excluding students who require a paper and pencil test as per their IEP).
- Students were assessed by their grade level teachers.
- Testing was scheduled for the morning (there were some exceptions).
- Students completed one session a day (Grades 3-6 had 3 sessions of ELA testing, Grades 3-5 had 4 sessions of Math testing, Grade 6 had 3 sessions of Math testing).
- Our goal was for students to be calm, comfortable, and to put their best effort forward.
- There were different forms of the test that were automatically assigned by the computer program (Pearson Access Next). Therefore, students took different tests that assessed different standards.

# THINGS TO REMEMBER WHEN ANALYZING PARCC SCORES

- We are not comparing the same group of students taking the same test from year to year.
- We have a small number of students per grade level (often too small to complete a true statistical analysis).
- We want our students to do their best on the PARCC assessment, but it is not the only assessment we use at BES to capture information about the whole child.
- We are looking at the data to identify trends in groups or subgroups and determine if there are any areas we can address.

# QUESTIONS TO GUIDE PARCC DATA REFLECTION

- How will we use PARCC data to identify strengths and gaps that exist in our instruction?
- How will we use PARCC data as a tool to address areas in need of improvement or enhancement?
- How can we provide additional resources and support for our educators to meet the learning needs of all our students?

# 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\***

\*indicates a passing score

## COMPARISON OF NEW JERSEY'S SPRING 2017 AND SPRING 2018 PARCC ENGLISH LANGUAGE ARTS/LITERACY

|         | Not Yet Meeting Expectations (Level 1) |              | Partially Meeting Expectations (Level 2) |              | Approaching Expectations (Level 3) |              | Meeting Expectations (Level 4) |              | Exceeding Expectations (Level 5) |              | % of students with passing score |              |
|---------|--|--------------|--|--------------|------------------------------------|--------------|--------------------------------|--------------|----------------------------------|--------------|----------------------------------|--------------|
|         | 2017                                   | 2018         | 2017                                     | 2018         | 2017                               | 2018         | 2017                           | 2018         | 2017                             | 2018         | 2017                             | 2018         |
| Grade 3 | 12.7%                                  | <b>13.5%</b> | 14.4%                                    | <b>13.5%</b> | 22.5%                              | <b>21.4%</b> | 42.9%                          | <b>43.5%</b> | 7.5%                             | <b>8.1%</b>  | 50.4%                            | <b>51.7%</b> |
| Grade 4 | 7.7%                                   | <b>7.6%</b>  | 12.8%                                    | <b>12.3%</b> | 23.7%                              | <b>22.1%</b> | 40.5%                          | <b>39.1%</b> | 15.3%                            | <b>18.9%</b> | 55.9%                            | <b>58%</b>   |
| Grade 5 | 6.8%                                   | <b>6.9%</b>  | 12.2%                                    | <b>12.6%</b> | 22.1%                              | <b>22.4%</b> | 48.2%                          | <b>47.2%</b> | 10.7%                            | <b>10.8%</b> | 59%                              | <b>58%</b>   |
| Grade 6 | 6.5%                                   | <b>6.2%</b>  | 14.6%                                    | <b>13.6%</b> | 25.6%                              | <b>24%</b>   | 41%                            | <b>41.3%</b> | 12.3%                            | <b>14.9%</b> | 53.4%                            | <b>56.2%</b> |

Notes: Percentages may not total 100 due to rounding.

# COMPARISON OF NEW JERSEY'S SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS MATHEMATICS

|         | Not Yet Meeting Expectations (Level 1) |             | Partially Meeting Expectations (Level 2) |              | Approaching Expectations (Level 3) |              | Meeting Expectations (Level 4) |              | Exceeding Expectations (Level 5) |              | % of students with passing score |              |
|---------|--|-------------|--|--------------|------------------------------------|--------------|--------------------------------|--------------|----------------------------------|--------------|----------------------------------|--------------|
|         | 2017                                   | 2018        | 2017                                     | 2018         | 2017                               | 2018         | 2017                           | 2018         | 2017                             | 2018         | 2017                             | 2018         |
| Grade 3 | 7.8%                                   | <b>8%</b>   | 14.6%                                    | <b>15.3%</b> | 25.1%                              | <b>23.7%</b> | 38.7%                          | <b>37.8%</b> | 13.7%                            | <b>15.2%</b> | 52.5%                            | <b>53%</b>   |
| Grade 4 | 8.1%                                   | <b>7.5%</b> | 17.5%                                    | <b>16.8%</b> | 27.1%                              | <b>26.3%</b> | 40.6%                          | <b>41.8%</b> | 6.7%                             | <b>7.6%</b>  | 47.3%                            | <b>49.4%</b> |
| Grade 5 | 6.5%                                   | <b>7.5%</b> | 17.8%                                    | <b>17%</b>   | 29.6%                              | <b>26.7%</b> | 37.3%                          | <b>38.5%</b> | 8.9%                             | <b>10.4%</b> | 46.2%                            | <b>48.8%</b> |
| Grade 6 | 9.7%                                   | <b>8.5%</b> | 19.1%                                    | <b>20.1%</b> | 27.7%                              | <b>27.9%</b> | 35%                            | <b>35.6%</b> | 8.6%                             | <b>8%</b>    | 43.6%                            | <b>43.5%</b> |

Notes: Percentages may not total 100 due to rounding.



# EXAMPLES OF DATA PROVIDED FOR FURTHER ANALYSIS- ELA

|           |     | Prose Constructed Response |    |                     |    |                   |    |
|-----------|-----|----------------------------|----|---------------------|----|-------------------|----|
|           |     | Literary Analysis          |    | Research Simulation |    | Narrative Writing |    |
|           |     | Form                       | NJ | ST                  | NJ | ST                | NJ |
| Student A | A25 | 8                          | 0  | 6                   | 0  | 8                 | 0  |
| Student B | 022 | 23                         | 33 | 28                  | 33 | 35                | 33 |
| Student C | 021 | 34                         | 7  | 28                  | 7  | 36                | 33 |
| Student D | A25 | 8                          | 0  | 6                   | 33 | 8                 | 33 |
| Student E | 022 | 23                         | 33 | 28                  | 33 | 35                | 8  |
| Student F | 021 | 34                         | 33 | 28                  | 0  | 36                | 8  |

## COMPARISON OF **BLAIRSTOWN ELEMENTARY SCHOOL'S** SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY FOR GRADE 3

|                                    | # of valid test scores |      | Not Yet Meeting Expectations (Level 1) |       | Partially Meeting Expectations (Level 2) |       | Approaching Expectations (Level 3) |       | Meeting Expectations (Level 4) |       | Exceeding Expectations (Level 5) |      | % of students with passing score |       |
|------------------------------------|------------------------|------|--|-------|--|-------|------------------------------------|-------|--------------------------------|-------|----------------------------------|------|----------------------------------|-------|
|                                    | 2017                   | 2018 | 2017                                   | 2018  | 2017                                     | 2018  | 2017                               | 2018  | 2017                           | 2018  | 2017                             | 2018 | 2017                             | 2018  |
| Grade 3                            | 80                     | 67   | 2.5%                                   | 13.4% | 23.8%                                    | 16.4% | 36.3%                              | 32.8% | 37.5%                          | 37.3% | 0%                               | 0%   | 37.5%                            | 37.3% |
| Female                             | 36                     | 32   | 2.8%                                   | 6.3%  | 22.2%                                    | 15.6% | 33.3%                              | 31.3% | 41.7%                          | 46.9% | 0%                               | 0%   | 41.7%                            | 46.9% |
| Male                               | 44                     | 35   | 2.3%                                   | 20%   | 25%                                      | 17.1% | 38.6%                              | 34.3% | 34.1%                          | 28.6% | 0%                               | 0%   | 34.1%                            | 28.6% |
| Economically Disadvantaged-<br>No  | 66                     | 51   | 1.5%                                   | 7.8%  | 18.2%                                    | 11.8% | 36.4%                              | 37.3% | 43.9%                          | 43.1% | 0%                               | 0%   | 43.9%                            | 43.1% |
| Economically Disadvantaged-<br>Yes | 14                     | 16   | 7.1%                                   | 31.3% | 50%                                      | 31.3% | 35.7%                              | 18.8% | 7.1%                           | 18.8% | 0%                               | 0%   | 7.1%                             | 18.8% |
| IEP- YES                           | 17                     | 16   | 5.9%                                   | 50%   | 52.9%                                    | 18.8% | 23.5%                              | 18.8% | 17.6%                          | 12.5% | 0%                               | 0%   | 17.6%                            | 12.5% |
| IEP- NO                            | 63                     | 51   | 1.6%                                   | 2%    | 15.9%                                    | 15.7% | 39.7%                              | 37.3% | 42.9%                          | 45.1% | 0%                               | 0%   | 42.9%                            | 45.1% |
| 504                                | 0                      | 3    | 0%                                     | 0%    | 0%                                       | 33.3% | 0%                                 | 33.3% | 0%                             | 33.3% | 0%                               | 0%   | 0%                               | 33.3% |

Notes: Percentages may not total 100 due to rounding.

# COMPARISON OF **BLAIRSTOWN ELEMENTARY SCHOOL'S** SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY FOR GRADE 4

|                                  | # of valid test scores |      | Not Yet Meeting Expectations (Level 1) |       | Partially Meeting Expectations (Level 2) |       | Approaching Expectations (Level 3) |       | Meeting Expectations (Level 4) |       | Exceeding Expectations (Level 5) |       | % of students with passing score |       |
|----------------------------------|------------------------|------|--|-------|--|-------|------------------------------------|-------|--------------------------------|-------|----------------------------------|-------|----------------------------------|-------|
|                                  | 2017                   | 2018 | 2017                                   | 2018  | 2017                                     | 2018  | 2017                               | 2018  | 2017                           | 2018  | 2017                             | 2018  | 2017                             | 2018  |
| Grade 4                          | 67                     | 79   | 1.5%                                   | 2.5%  | 7.5%                                     | 6.3%  | 32.8%                              | 34.2% | 52.2%                          | 45.6% | 6%                               | 11.4% | 58.2%                            | 57%   |
| Female                           | 31                     | 36   | 3.2%                                   | 2.8%  | 0%                                       | 2.8%  | 41.9%                              | 33.3% | 45.2%                          | 44.4% | 9.7%                             | 16.7% | 54.8%                            | 61.1% |
| Male                             | 36                     | 43   | 0%                                     | 2.3%  | 13.9%                                    | 9.3%  | 25%                                | 34.9% | 58.3%                          | 46.5% | 2.8%                             | 7%    | 61.1%                            | 53.5% |
| Economically Disadvantaged - No  | 57                     | 67   | 1.8%                                   | 3%    | 3.5%                                     | 7.5%  | 29.8%                              | 26.9% | 57.9%                          | 50.7% | 7%                               | 11.9% | 64.9%                            | 62.7% |
| Economically Disadvantaged - Yes | 10                     | 12   | 0%                                     | 0%    | 30%                                      | 0%    | 50%                                | 75%   | 20%                            | 16.7% | 0%                               | 8.3%  | 20%                              | 25%   |
| IEP- YES                         | 16                     | 13   | 6.3%                                   | 15.4% | 12.5%                                    | 30.8% | 56.3%                              | 30.8% | 25%                            | 23.1% | 0%                               | 0%    | 25%                              | 23.1% |
| IEP- NO                          | 51                     | 66   | 0%                                     | 0%    | 5.9%                                     | 1.5%  | 25.5%                              | 34.8% | 60.8%                          | 50%   | 7.8%                             | 13.6% | 68.6%                            | 63.6% |
| 504                              | 1                      | 5    | 0%                                     | 0%    | 0%                                       | 0%    | 0%                                 | 60%   | 100%                           | 40%   | 0%                               | 0%    | 100%                             | 40%   |

Notes: Percentages may not total 100 due to rounding.

# COMPARISON OF **BLAIRSTOWN ELEMENTARY SCHOOL'S** SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY FOR GRADE 5

|                                  | # of valid test scores |      | Not Yet Meeting Expectations (Level 1) |       | Partially Meeting Expectations (Level 2) |       | Approaching Expectations (Level 3) |       | Meeting Expectations (Level 4) |       | Exceeding Expectations (Level 5) |      | % of students with passing score |       |
|----------------------------------|------------------------|------|--|-------|--|-------|------------------------------------|-------|--------------------------------|-------|----------------------------------|------|----------------------------------|-------|
|                                  | 2017                   | 2018 | 2017                                   | 2018  | 2017                                     | 2018  | 2017                               | 2018  | 2017                           | 2018  | 2017                             | 2018 | 2017                             | 2018  |
| Grade 5                          | 61                     | 67   | 1.6%                                   | 6%    | 13.1%                                    | 14.9% | 24.6%                              | 19.4% | 59%                            | 56.7% | 1.6%                             | 3%   | 60.7%                            | 59.7% |
| Female                           | 25                     | 33   | 4%                                     | 3%    | 8%                                       | 15.2% | 16%                                | 12.1% | 68%                            | 63.6% | 4%                               | 6.1% | 72%                              | 69.7% |
| Male                             | 36                     | 34   | 0%                                     | 8.8%  | 16.7%                                    | 14.7% | 30.6%                              | 26.5% | 52.8%                          | 50%   | 0%                               | 0%   | 52.8%                            | 50%   |
| Economically Disadvantaged - No  | 53                     | 59   | 1.9%                                   | 3.4%  | 13.2%                                    | 15.3% | 24.5%                              | 15.3% | 58.5%                          | 62.7% | 1.9%                             | 3.4% | 60.4%                            | 66.1% |
| Economically Disadvantaged - Yes | 8                      | 8    | 0%                                     | 25%   | 12.5%                                    | 12.5% | 25%                                | 50%   | 62.5%                          | 12.5% | 0%                               | 0%   | 62.5%                            | 12.5% |
| IEP- YES                         | 9                      | 19   | 11.1%                                  | 21.1% | 66.7%                                    | 36.8% | 22.2%                              | 21.1% | 0%                             | 21.1% | 0%                               | 0%   | 0%                               | 21.1% |
| IEP- NO                          | 52                     | 48   | 0%                                     | 0%    | 3.8%                                     | 6.3%  | 25%                                | 18.8% | 69.2%                          | 70.8% | 1.9%                             | 4.2% | 71.2%                            | 75%   |
| 504                              | 3                      | 4    | 0%                                     | 0%    | 0%                                       | 25%   | 0%                                 | 25%   | 100%                           | 50%   | 0%                               | 0%   | 100%                             | 50%   |

Notes: Percentages may not total 100 due to rounding.

# COMPARISON OF **BLAIRSTOWN ELEMENTARY SCHOOL'S** SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY FOR GRADE 6

|   | # of valid test scores |           | Not Yet Meeting Expectations (Level 1) |              | Partially Meeting Expectations (Level 2) |              | Approaching Expectations (Level 3) |              | Meeting Expectations (Level 4) |              | Exceeding Expectations (Level 5) |             | % of students with passing score |              |
|---|------------------------|-----------|--|--------------|--|--------------|------------------------------------|--------------|--------------------------------|--------------|----------------------------------|-------------|----------------------------------|--------------|
|   | 2017                   | 2018      | 2017                                   | 2018         | 2017                                     | 2018         | 2017                               | 2018         | 2017                           | 2018         | 2017                             | 2018        | 2017                             | 2018         |
| <b>Grade 6</b>                          | <b>78</b>              | <b>64</b> | <b>2.6%</b>                            | <b>4.7%</b>  | <b>7.7%</b>                              | <b>10.9%</b> | <b>24.4%</b>                       | <b>37.5%</b> | <b>55.1%</b>                   | <b>43.8%</b> | <b>10.3%</b>                     | <b>3.1%</b> | <b>65.4%</b>                     | <b>46.9%</b> |
| <b>Female</b>                           | <b>43</b>              | <b>28</b> | <b>2.3%</b>                            | <b>7.1%</b>  | <b>9.3%</b>                              | <b>7.1%</b>  | <b>11.6%</b>                       | <b>25%</b>   | <b>60.5%</b>                   | <b>57.1%</b> | <b>16.3%</b>                     | <b>3.6%</b> | <b>76.7%</b>                     | <b>60.7%</b> |
| <b>Male</b>                             | <b>35</b>              | <b>36</b> | <b>2.9%</b>                            | <b>2.8%</b>  | <b>5.7%</b>                              | <b>13.9%</b> | <b>40%</b>                         | <b>47.2%</b> | <b>48.6%</b>                   | <b>33.3%</b> | <b>2.9%</b>                      | <b>2.8%</b> | <b>51.4%</b>                     | <b>36.1%</b> |
| <b>Economically Disadvantaged - No</b>  | <b>67</b>              | <b>55</b> | <b>3%</b>                              | <b>1.8%</b>  | <b>4.5%</b>                              | <b>12.7%</b> | <b>26.9%</b>                       | <b>38.2%</b> | <b>53.7%</b>                   | <b>43.6%</b> | <b>11.9%</b>                     | <b>3.6%</b> | <b>65.7%</b>                     | <b>47.3%</b> |
| <b>Economically Disadvantaged - Yes</b> | <b>11</b>              | <b>9</b>  | <b>0%</b>                              | <b>22.2%</b> | <b>27.3%</b>                             | <b>0%</b>    | <b>9.1%</b>                        | <b>33.3%</b> | <b>63.6%</b>                   | <b>44.4%</b> | <b>0%</b>                        | <b>0%</b>   | <b>63.6%</b>                     | <b>44.4%</b> |
| <b>IEP- YES</b>                         | <b>17</b>              | <b>8</b>  | <b>11.8%</b>                           | <b>37.5%</b> | <b>35.3%</b>                             | <b>37.5%</b> | <b>47.1%</b>                       | <b>25%</b>   | <b>5.9%</b>                    | <b>0%</b>    | <b>0%</b>                        | <b>0%</b>   | <b>5.9%</b>                      | <b>0%</b>    |
| <b>IEP- NO</b>                          | <b>61</b>              | <b>56</b> | <b>0%</b>                              | <b>0%</b>    | <b>0%</b>                                | <b>7.1%</b>  | <b>18%</b>                         | <b>39.3%</b> | <b>68.9%</b>                   | <b>50%</b>   | <b>13.1%</b>                     | <b>3.6%</b> | <b>82%</b>                       | <b>53.6%</b> |
| <b>504</b>                              | <b>7</b>               | <b>3</b>  | <b>0%</b>                              | <b>0%</b>    | <b>0%</b>                                | <b>33.3%</b> | <b>28.6%</b>                       | <b>0%</b>    | <b>71.4%</b>                   | <b>66.7%</b> | <b>0%</b>                        | <b>0%</b>   | <b>71.4%</b>                     | <b>66.7%</b> |

Notes: Percentages may not total 100 due to rounding.

# COMPARISON OF **BLAIRSTOWN ELEMENTARY SCHOOL'S** SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS MATHEMATICS FOR GRADE 3

|                                  | # of valid test scores |      | Not Yet Meeting Expectations (Level 1) |       | Partially Meeting Expectations (Level 2) |       | Approaching Expectations (Level 3) |       | Meeting Expectations (Level 4) |       | Exceeding Expectations (Level 5) |      | % of students with passing score |       |
|----------------------------------|------------------------|------|--|-------|--|-------|------------------------------------|-------|--------------------------------|-------|----------------------------------|------|----------------------------------|-------|
|                                  | 2017                   | 2018 | 2017                                   | 2018  | 2017                                     | 2018  | 2017                               | 2018  | 2017                           | 2018  | 2017                             | 2018 | 2017                             | 2018  |
| Grade 3                          | 80                     | 67   | 1.3%                                   | 9%    | 18.8%                                    | 22.4% | 45%                                | 22.4% | 31.3%                          | 40.3% | 3.8%                             | 6%   | 35%                              | 46.3% |
| Female                           | 36                     | 32   | 0%                                     | 9.4%  | 19.4%                                    | 21.9% | 55.6%                              | 25%   | 22.2%                          | 37.5% | 2.8%                             | 6.3% | 25%                              | 43.8% |
| Male                             | 44                     | 35   | 2.3%                                   | 8.6%  | 18.2%                                    | 22.9% | 36.4%                              | 20%   | 38.6%                          | 42.9% | 4.5%                             | 5.7% | 43.2%                            | 48.6% |
| Economically Disadvantaged - No  | 66                     | 51   | 1.5%                                   | 7.8%  | 12.1%                                    | 13.7% | 45.5%                              | 23.5% | 36.4%                          | 47.1% | 4.5%                             | 7.8% | 40.9%                            | 54.9% |
| Economically Disadvantaged - Yes | 14                     | 16   | 0%                                     | 12.5% | 50%                                      | 50%   | 42.9%                              | 18.8% | 7.1%                           | 18.8% | 0%                               | 0%   | 7.1%                             | 18.8% |
| IEP- YES                         | 17                     | 16   | 0%                                     | 25%   | 17.6%                                    | 50%   | 58.8%                              | 12.5% | 23.5%                          | 12.5% | 0%                               | 0%   | 23.5%                            | 12.5% |
| IEP- NO                          | 63                     | 51   | 1.6%                                   | 3.9%  | 19%                                      | 13.7% | 41.3%                              | 25.5% | 33.3%                          | 49%   | 4.8%                             | 7.8% | 38.1%                            | 56.9% |
| 504                              | 0                      | 3    | 0%                                     | 0%    | 0%                                       | 33.3% | 0%                                 | 0%    | 0%                             | 66.7% | 0%                               | 0%   | 0%                               | 66.7% |

Notes: Percentages may not total 100 due to rounding.

# COMPARISON OF **BLAIRSTOWN ELEMENTARY SCHOOL'S** SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS MATHEMATICS FOR GRADE 4

|                                  | # of valid test scores |      | Not Yet Meeting Expectations (Level 1) |       | Partially Meeting Expectations (Level 2) |       | Approaching Expectations (Level 3) |       | Meeting Expectations (Level 4) |       | Exceeding Expectations (Level 5) |      | % of students with passing score |       |
|----------------------------------|------------------------|------|--|-------|--|-------|------------------------------------|-------|--------------------------------|-------|----------------------------------|------|----------------------------------|-------|
|                                  | 2017                   | 2018 | 2017                                   | 2018  | 2017                                     | 2018  | 2017                               | 2018  | 2017                           | 2018  | 2017                             | 2018 | 2017                             | 2018  |
| Grade 4                          | 67                     | 79   | 6%                                     | 3.8%  | 20.9%                                    | 16.5% | 35.8%                              | 36.7% | 32.8%                          | 39.2% | 4.5%                             | 3.8% | 37.3%                            | 43%   |
| Female                           | 31                     | 36   | 0%                                     | 5.6%  | 25.8%                                    | 16.7% | 38.7%                              | 41.7% | 32.3%                          | 30.6% | 3.2%                             | 5.6% | 35.5%                            | 36.1% |
| Male                             | 36                     | 43   | 11.1%                                  | 2.3%  | 16.7%                                    | 16.3% | 33.3%                              | 32.6% | 33.3%                          | 46.5% | 5.6%                             | 2.3% | 38.9%                            | 48.8% |
| Economically Disadvantaged - No  | 57                     | 67   | 1.8%                                   | 3%    | 19.3%                                    | 11.9% | 36.8%                              | 38.8% | 36.8%                          | 41.8% | 5.3%                             | 4.5% | 42.1%                            | 46.3% |
| Economically Disadvantaged - Yes | 10                     | 12   | 30%                                    | 8.3%  | 30%                                      | 41.7% | 30%                                | 25%   | 10%                            | 25%   | 0%                               | 0%   | 10%                              | 25%   |
| IEP- YES                         | 16                     | 13   | 18.8%                                  | 15.4% | 37.5%                                    | 38.5% | 25%                                | 23.1% | 18.8%                          | 23.1% | 0%                               | 0%   | 18.8%                            | 23.1% |
| IEP- NO                          | 51                     | 66   | 2%                                     | 1.5%  | 15.7%                                    | 12.1% | 39.2%                              | 39.4% | 37.3%                          | 42.4% | 5.9%                             | 4.5% | 43.1%                            | 47%   |
| 504                              | 1                      | 5    | 0%                                     | 0%    | 0%                                       | 20%   | 100%                               | 80%   | 0%                             | 0%    | 0%                               | 0%   | 0%                               | 0%    |

Notes: Percentages may not total 100 due to rounding.

# COMPARISON OF **BLAIRSTOWN ELEMENTARY SCHOOL'S** SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS MATHEMATICS FOR GRADE 5

|                                  | # of valid test scores |      | Not Yet Meeting Expectations (Level 1) |             | Partially Meeting Expectations (Level 2) |              | Approaching Expectations (Level 3) |              | Meeting Expectations (Level 4) |              | Exceeding Expectations (Level 5) |             | % of students with passing score |              |
|----------------------------------|------------------------|------|--|-------------|--|--------------|------------------------------------|--------------|--------------------------------|--------------|----------------------------------|-------------|----------------------------------|--------------|
|                                  | 2017                   | 2018 | 2017                                   | 2018        | 2017                                     | 2018         | 2017                               | 2018         | 2017                           | 2018         | 2017                             | 2018        | 2017                             | 2018         |
| Grade 5                          | 61                     | 67   | 0%                                     | <b>1.5%</b> | 16.4%                                    | <b>25.4%</b> | 37.7%                              | <b>32.8%</b> | 41%                            | <b>34.3%</b> | 4.9%                             | <b>6%</b>   | 45.9%                            | <b>40.3%</b> |
| Female                           | 25                     | 33   | 0%                                     | <b>0%</b>   | 16%                                      | <b>24.2%</b> | 28%                                | <b>36.4%</b> | 56%                            | <b>33.3%</b> | 0%                               | <b>6.1%</b> | 56%                              | <b>39.4%</b> |
| Male                             | 36                     | 34   | 0%                                     | <b>2.9%</b> | 16.7%                                    | <b>26.5%</b> | 44.4%                              | <b>29.4%</b> | 30.6%                          | <b>35.3%</b> | 8.3%                             | <b>5.9%</b> | 38.9%                            | <b>41.2%</b> |
| Economically Disadvantaged - No  | 53                     | 59   | 0%                                     | <b>1.7%</b> | 17%                                      | <b>22%</b>   | 37.7%                              | <b>30.5%</b> | 39.6%                          | <b>39%</b>   | 5.7%                             | <b>6.8%</b> | 45.3%                            | <b>45.8%</b> |
| Economically Disadvantaged - Yes | 8                      | 8    | 0%                                     | <b>0%</b>   | 12.5%                                    | <b>50%</b>   | 37.5%                              | <b>50%</b>   | 50%                            | <b>0%</b>    | 0%                               | <b>0%</b>   | 50%                              | <b>0%</b>    |
| IEP- YES                         | 9                      | 19   | 0%                                     | <b>5.3%</b> | 44.4%                                    | <b>47.4%</b> | 55.6%                              | <b>26.3%</b> | 0%                             | <b>21.1%</b> | 0%                               | <b>0%</b>   | 0%                               | <b>21.1%</b> |
| IEP- NO                          | 52                     | 48   | 0%                                     | <b>0%</b>   | 11.5%                                    | <b>16.7%</b> | 34.6%                              | <b>35.4%</b> | 48.1%                          | <b>39.6%</b> | 5.8%                             | <b>8.3%</b> | 53.8%                            | <b>47.9%</b> |
| 504                              | 3                      | 4    | 0%                                     | <b>0%</b>   | 0%                                       | <b>25%</b>   | 66.7%                              | <b>25%</b>   | 33.3%                          | <b>50%</b>   | 0%                               | <b>0%</b>   | 33.3%                            | <b>50%</b>   |

Notes: Percentages may not total 100 due to rounding.



# COMPARISON OF **BLAIRSTOWN ELEMENTARY SCHOOL'S** SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS MATHEMATICS FOR GRADE 6

|                                  | # of valid test scores |      | Not Yet Meeting Expectations (Level 1) |       | Partially Meeting Expectations (Level 2) |       | Approaching Expectations (Level 3) |       | Meeting Expectations (Level 4) |       | Exceeding Expectations (Level 5) |       | % of students with passing score |       |
|----------------------------------|------------------------|------|--|-------|--|-------|------------------------------------|-------|--------------------------------|-------|----------------------------------|-------|----------------------------------|-------|
|                                  | 2017                   | 2018 | 2017                                   | 2018  | 2017                                     | 2018  | 2017                               | 2018  | 2017                           | 2018  | 2017                             | 2018  | 2017                             | 2018  |
| Grade 6                          | 78                     | 64   | 3.8%                                   | 1.6%  | 10.3%                                    | 12.5% | 26.9%                              | 43.8% | 48.7%                          | 34.4% | 10.3%                            | 7.8%  | 59%                              | 42.2% |
| Female                           | 43                     | 28   | 2.3%                                   | 3.6%  | 14%                                      | 14.3% | 23.3%                              | 35.7% | 48.8%                          | 42.9% | 11.6%                            | 3.6%  | 60.5%                            | 46.4% |
| Male                             | 35                     | 36   | 5.7%                                   | 0%    | 5.7%                                     | 11.1% | 31.4%                              | 50%   | 48.6%                          | 27.8% | 8.6%                             | 11.1% | 57.1%                            | 38.9% |
| Economically Disadvantaged - No  | 67                     | 55   | 4.5%                                   | 0%    | 7.5%                                     | 14.5% | 28.4%                              | 41.8% | 47.8%                          | 34.5% | 11.9%                            | 9.1%  | 59.7%                            | 43.6% |
| Economically Disadvantaged - Yes | 11                     | 9    | 0%                                     | 11.1% | 27.3%                                    | 0%    | 18.2%                              | 55.6% | 54.5%                          | 33.3% | 0%                               | 0%    | 54.5%                            | 33.3% |
| IEP- YES                         | 17                     | 8    | 17.6%                                  | 12.5% | 41.2%                                    | 37.5% | 17.6%                              | 37.5% | 23.5%                          | 12.5% | 0%                               | 0%    | 23.5%                            | 12.5% |
| IEP- NO                          | 61                     | 56   | 0%                                     | 0%    | 1.6%                                     | 8.9%  | 29.5%                              | 44.6% | 55.7%                          | 37.5% | 13.1%                            | 8.9%  | 68.9%                            | 46.4% |
| 504                              | 7                      | 3    | 0%                                     | 0%    | 0%                                       | 0%    | 42.9%                              | 66.7% | 57.1%                          | 33.3% | 0%                               | 0%    | 57.1%                            | 33.3% |

Notes: Percentages may not total 100 due to rounding.

- In general, overall math scores have increased (scores were decreasing in previous years).
- Upon further analysis, our students outperformed the state average in Vocabulary and met the state average in reading Literature and Informational Texts. Students scored lower than the state average when completing the writing prompts.
- There were no consistencies in the math subscores.

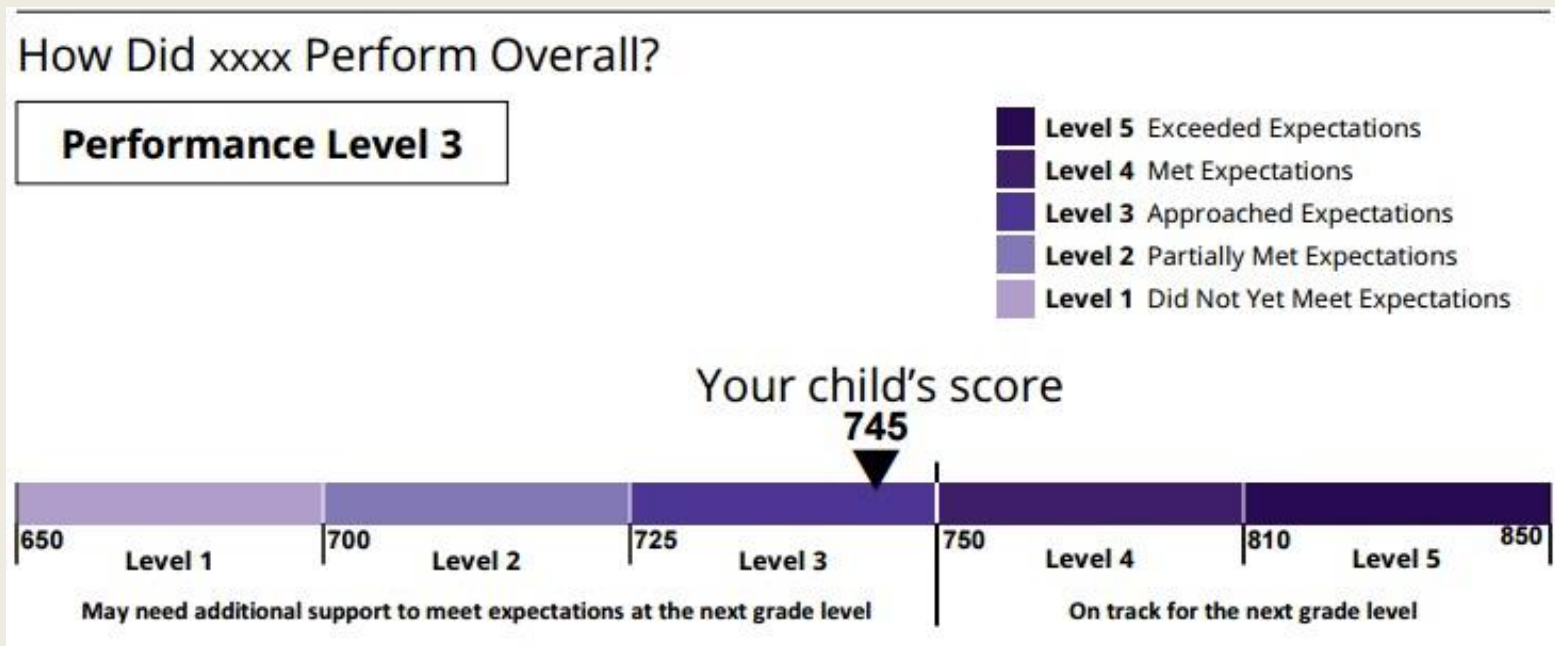
- **Economically disadvantaged students and students with IEPs scored lower, on average, than their peers.**
- **On average, more female students achieved passing scores than their male peers except for the Mathematics assessment in grades 3, 4, and 5.**

# WHAT DO WE DO WITH THIS INFORMATION?

- Continue to support our special education program to meet the needs of our diverse learners
- Continue programs to assist students needing additional support (i.e. Homework Club, Reading Academies, etc.)
- Possibly continue the BSI Summer Camp for next summer
- Possibly start a Math Academy
- Continue to analyze our local assessments (i.e. Fountas & Pinnell Benchmark Assessment System, student portfolios, etc.)
- Continue refining our BSI/RtI program
- Possibly consider transportation in the future for after school activities so that all students can participate
- The BES staff will continue to support our Families in Need committee

# RESOURCES FOR PARENTS

- Information on the PARCC Student Reports: [www.state.nj.us/education/assessment/parcc/scores/](http://www.state.nj.us/education/assessment/parcc/scores/)
- Understanding the student score reports (with translations): [understandthescore.org/](http://understandthescore.org/)



Sample report