2015-2016-2017 LEVEL 4&5 OUTCOMES: **ENGLISH LANGUAGE ARTS/LITERACY**

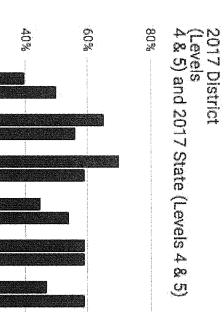
	2015 District (Levels 4 &5)	2016 District (Levels 4 & 5)	District (Levels 4 & 5)
Grade 3	√% √	49%	40%
Grade 4	53%	\63 %	, 65%
Grade 5	58%	58%	70%
Grade 6	27%	44%	45%
Grade 7	36%	41%	59%
Grade 8	39%	38%	47%
Grade 9	21%	35%	29%
Grade 10	25%	24%	23%
Grade 11	55%	35%	32%

2017 LEVEL 4 & 5 OUTCOMES DISTRICT VS. STATE: ELA

Grade 11	Grade 10	Grade 9	Grade 8	Grade 7	Grade 6	Grade 5	Grade 4	Grade 3	
1 32%	0 23%	29%	47%	59%	45%	70%	65%	40%	2017 District (Levels 4 & 5)
38%	46%	52%	59%	59%	54%	59%	56%	50%	2017 State (Levels 4 & 5)

20%

Grade Grade Grade Grade Grade Grade Grade Grade 3 4 5 6 7 8 9 10 11





Alg. II	Geometry	Alg, I	Algebra I Grade 8	Grade 8*	Grade 7	Grade 6	Grade 5	Grade 4	Grade 3		
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40%	20%	10%	0%	20%	8%	3%	10%	4%	7%	2016	A CONTRACTOR
51%	6%	19%	0%	20%	6%	12%	5%	6%	9%	2017	
34%	43%	41%	4%	25%	23%	27%	14%	17%	12%	2015	
27%	39%	24%	0%	34%	26%	17%	11%	14%	13%	2016	
31%	35%	39%	0%	21%	21%	14%	5%	9%	16%	2017	E
28%	20%	21%	25%	39%	36%	36%	34%	36%	40%	2015	
23%	26%	46%	5%	33%	32%	45%	20%	29%	29%	2016	
9%	34%	32%%	19%	32%	36%	33%	28%	30%	26%	2017	
3%	7%	6%	67%	18%	33%	25%	45%	35%	36%	2015	
10%	13%	20%	92%	13%	33%	31%	51%	46%	42%	2016	
9%	23%	10%	81%	28%	31%	36%	52%	46%	45%	2017	
0%	0%	0%	0%	0%	2%	0%	4%	1%	8%	2015	
0%	2%	0%	3%	0%	1%	4%	8%	7%	10%	2016	
L%	2%	0%	0%	9%	6%	5%	11%	7%	5%	2017	



Grade 5	Grade 4	Grade 3		
3%	12%	5%	2015	
10%	4%	7%	2016	
5%	6%	9%	2017	
14%	17%	(12%)	2015	
11%	14%	13%	2016	
5%	9%	16%	2017	
34%	36%	40%	2015	
20%	29%	29%	2016	
28%	30%	26%	2017	
45%	35%	36%	2015	
51%	46%	42%	2015 2016	
52%	46%	45%	2017	
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8%	70%	10%	2016	
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2015-2016-2017 LEVEL 4 & 5 OUTCOMES: MATHEMATICS

Algebra II 3%	Geometry 7%	Algebra I 17%	Grade 8 18%	Grade 7 35%	Grade 6 25%	Grade 5 49%	Grade 4 36%	Grade 3 44%	2015 District (Levels 485)
10%	15%	6 41%	// 13%	% 34%	6 35%	6 59%	53%	6 52%	5 2016 ict District
9%	25%	10%	28%	37%	41%	63%	\$2%	50%	District (Levels

2017 LEVEL 4 & 5 OUTCOMES DISTRICT VS. STATE MATHEMATICS

		170%	Grade 8 28% 28%	Grade 7 37% 40%	Grade 6 41% 44%	Grade 5 63% 46%	Grade 4 52% 47%	Grade 3 50% 52%	- w #	7770 7770
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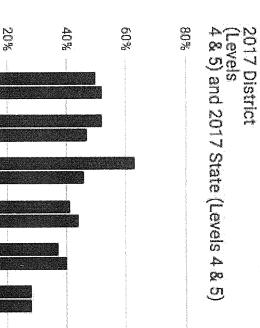
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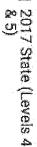
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Achievement Summary ELA

Not Meeting	Partially Meeting	Approaching	Meeting	
11%	14%	37%	38%	1%
14%	11%	27%	47%	2%
12%	18%	30%	38%	2%
10%	11%	27%	44%	9%
4%	9%	25%	41%	22%
4%	7%	24%	52%	13%
1%	9%	31%	56%	2%
8%	11%	23%	55%	4%
5%	5%	19%	62%	8%

Achievement Summary ELA

Not Meeting	Partially Meeting	Approaching	Meeting	
11%	26%	36%	25%	2%
3%	17%	36%	41%	3%
7%	20%	29%	40%	5%
440/	70/0/	43%	2Q%	70/
10%	15%	34%	33%	7%
6%	13%	23%	51%	8%
15%	19%	27%	32%	7%
14%	16%	32%	33%	4%
13%	15%	25%	40%	7%
				(854)

Achievement Summary ELA

Not Meeting	Partially Meeting	Approaching	Meeting	
30%	25%	23%	17%	5%
17%	25%	31%	26%	4%
22%	20%	29%	27%	2%
22%	22%	30%	23%	3%
51%	14%	7%	15%	8%
32%	22%	23%	18%	5%
8%	12%	%95	43%	11%
39%	19%	13%	25%	6%
35%	20%	13%	19%	13%

Achievement Summary Math

Not Meeting	Partially Meeting	Approaching	Meeting	
5%	12%	40%	36%	8%
7%	13%	29%	41%	10%
9%	16%	26%	45%	5%
12%	17%	36%	35%	1%
4%	14%	29%	46%	7%
6%	7%	30%	46%	7%
3%	14%	34%	45%	4%
10%	11%	20%	51%	8%
5%	5%	28%	52%	11%

Achievement Summary Math

Not Meeting	Partially Meeting	Approaching	Meeting	## ## ## ## ## ## ## ## ## ## ## ## ##
11%	27%	36%	25%	0%
3%	17%	45%	30%	4%
12%	74%	33%	36%	5%
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0	0/07	ر ر ر ₍ ر))	2/2
8%	27%	32%	33%	1%
6%	21%	36%	31%	6%
18%	24%	39%	18%	0%
23%	32%	32%	13%	0%
20%	21%	32%	28%	0%

Achievement Summary Math

Not Meeting	Partially Meeting	Approaching	Meeting	
27%	34%	22%	17%	0%
10%	15%	34%	40%	1%
22%	40%	27%	12%	0%
30%	43%	20%	7%	0%
20%	42%	27%	10%	2%
6%	35%	34%	23%	2%
34%	34%	28%	3%	0%
43%	28%	20%	9%	
51%	31%	9%	9%	0%

PENNSVILLE'S 2017 PARCC SUBGROUP OUTCOMES ELA/MATHEMATICS

Math Math Math	ELA	ΠŞ	ELA	Subject	a delle fil (Mr. 190 190), secondo conferencial accidendado del del del del competencia	grgreggestations, open opposite copies de skillet innéménén in me	control contro	Andrew
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F/R Lunch Spec Ed All	All	Spec Ed	F/R Lunch	Program				
18% 8% 28%	40%	8%	28%	PARCC	2015	% Меє	P	Proficiency (
24% 8% 35%	42%	12%	29%	PARCC	2016	% Meeting & Exceeding	PENNSVILLE	Proficiency Comparison by Program
27% 11% 36%	44%	14%	31%	PARCC	2017	ing		Program

PENNSVILLE'S 2017 PARCC SUBGROUP OUTCOMES GENDER

Math Math	E CA	Subject	COMPANIA A A AND AND AND AND AND AND AND AND AN	AMARAMATER PROPERTY AND ANALYSIS ANALYSIS AND ANALYSIS ANALYSIS AND ANALYSIS AND ANALYSIS AND ANALYSIS AND ANALYSIS AND AN	ALLEGARIA (A SERVICE DE LA COMPRESENCE COMPRESENCE DE LA COMPRESENCE DEL COMPRESENCE DE LA COMPRESENCE	
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29% 26%	33%	PARCC	2015	% Me		Proficiency (
37% 34%	35%	PARCC	2016	% Meeting & Exceeding	PENNSVILLE	Proficiency Comparison by Program
40% 32%	37%	PARCC	2017	ng		Program

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DATA

What are Evidence Statements?

item or a task elicits from students. These knowledge and skills that an assessment Evidence Statements describe the are aligned directly to the NJSLS.

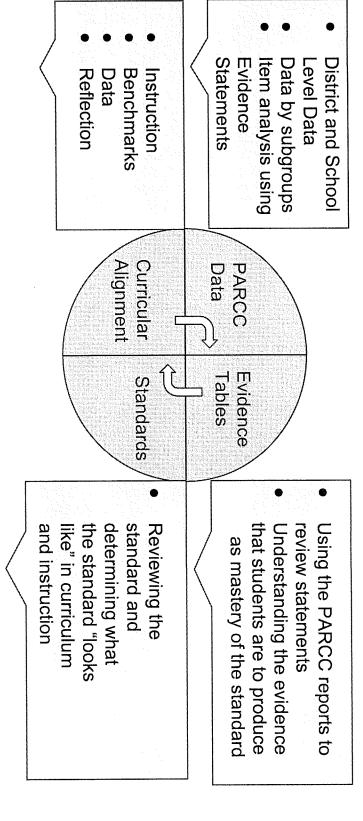
Standard——explicitly to the text as the basis for the answers. basis for the answers.	demonstrate understanding of a text,		Standards:	Claim: Reading Star	Grade 3
explicitly to the text as the basis for the answers. basis for the answers.	referring	recording to		Claim: Reading Standards for Literature	
	referring explicitly to the text as the	Provides questions and/or answers	Evidence to be measured on PARCC		
standard	master the	What students			

What are Evidence Statement Reports?

students performed on questions within each standard. The student performance ranking goes from left to right, hardest to easiest, based upon Evidence Statement Reports are data reports provided to the District, which rank the standards in order based upon how

evaluating the teachers, but about evaluating the standards. the hands of the teachers. These reports are not about Administration has access to them. We need to get them into Evidence Statement Reports are useless, if only

How can Evidence Reports be used to Inform Instruction?



Framing the Conversations About Evidence **Statement PARCC Results**

- What strengths, weaknesses and discrepancies do you see in the data?
- What instructional practices or shifts are prevalent that link to the PARCC data?
- Where might you now shift instructional practices?
- confirmed in the PARCC data? Are there other assessments that link to the same findings
- your work? What additional professional resources are necessary to do

