

PARCC Results: Spring 2018 Data Presentation

Hackensack Public Schools
October 16, 2018

Measuring
College and
Career
Readiness

Comparison of **HACKENSACK PUBLIC SCHOOLS** Spring 2016, Spring 2017 & Spring 2018 PARCC Administrations English Language Arts/Literacy - Percentages

Grade	Level 1 2016	Level 1 2017	Level 1 2018	Level 2 2016	Level 2 2017	Level 2 2018	Level 3 2016	Level 3 2017	Level 3 2018	Level 4 2016	Level 4 2017	Level 4 2018	Level 5 2016	Level 5 2017	Level 5 2018	Change in Level 1 and 2 2016 to 2018	Change in Level 4 and 5 2016 to 2018**
3	13.9	11.9	13.4	18.3	21.2	11.3	27.6	26.3	24.5	36.7	37.0	42.4	3.4	3.6	8.4	- 7.5	+ 10.7
4	7.5	10.1	5.9	20.3	16.3	16.9	25.0	31.0	25.9	38.9	36.2	39.1	8.3	6.4	12.2	- 5.0	+ 4.1
5	12.5	10.0	13.5	26.0	18.9	24.5	30.7	30.0	29.3	30.1	35.6	29.8	0.6	5.6	2.9	- 0.5	+ 2.0
6	12.7	6.7	17.2	21.9	24.2	19.0	31.1	29.1	23.6	28.1	31.8	29.0	6.2	8.3	11.2	+ 1.6	+ 5.9
7	14.2	9.9	13.7	15.7	14.4	12.1	25.2	26.2	28.9	34.4	34.6	27.3	10.4	14.9	18.0	- 4.1	+ 0.5
8	12.1	10.8	11.3	11.5	9.9	16.2	19.2	24.5	20.6	42.6	40.5	37.7	14.5	14.3	14.2	+ 3.9	- 5.2
9	11.0	12.6	12.2	12.9	9.0	14.2	24.3	23.0	22.1	42.1	41.2	40.6	9.6	14.2	10.9	+ 2.5	- 0.2
10	22.8	14.1	19.7	13.5	9.7	12.9	19.6	19.0	19.7	31.0	40.3	32.7	13.1	16.9	15.0	- 3.7	+ 3.6
11*	9.0	11.3	14.5	8.4	14.6	14.3	26.6	18.8	20.9	46.7	41.1	37.7	9.2	14.1	12.6	+ 11.4	- 5.6

Comparison of **HACKENSACK PUBLIC SCHOOLS** Spring 2016, Spring 2017 & Spring 2018 PARCC Administrations **Mathematics - Percentages**

Grade	Level 1 2016	Level 1 2017	Level 1 2018	Level 2 2016	Level 2 2017	Level 2 2018	Level 3 2016	Level 3 2017	Level 3 2018	Level 4 2016	Level 4 2017	Level 4 2018	Level 5 2016	Level 5 2017	Level 5 2018	Change in Level 1 and 2 2016 to 2018	Change in Level 4 and 5 2016 to 2018**
3	4.8	6.1	5.9	23.8	16.3	16.7	33.9	35.2	29.5	31.5	35.9	35.8	6.0	6.5	12.0	- 6.0	+ 10.3
4	8.8	9.0	5.1	23.8	25.9	23.6	30.4	34.4	30.8	34.0	28.3	35.2	3.0	2.4	5.3	- 3.9	+ 3.5
5	10.6	11.4	13.2	40.2	32.5	35.8	33.3	32.8	30.9	14.6	20.9	17.9	1.2	2.4	2.1	- 1.8	+ 4.2
6	13.4	19.5	13.4	32.4	28.4	29.3	36.4	24.9	33.2	16.9	26.0	21.8	0.9	1.2	2.2	- 3.1	+ 6.2
7	17.5	15.5	12.3	24.8	30.7	35.0	39.4	33.5	30.9	18.4	19.8	21.1	0.0	0.6	0.6	+ 5.0	+ 3.3
8*	24.4	24.4	23.2	20.3	18.1	20.5	24.1	23.1	24.2	30.9	34.4	31.4	0.3	0.0	0.7	- 1.0	+ 0.9
ALG I	13.3	12.7	13.7	24.6	27.0	18.2	31.6	29.3	25.2	30.1	30.7	42.0	0.4	0.2	0.8	- 6.0	+ 12.3
GEO	11.9	9.1	10.7	39.6	39.5	32.1	36.0	35.6	39.3	11.4	15.6	17.5	1.0	0.2	0.4	+ 3.0	+ 2.7
ALG II	38.4	36.4	37.9	29.2	26.5	32.7	22.2	21.9	16.5	9.9	14.7	12.2	0.3	0.5	0.7	- 8.7	+ 5.5

Comparison of HACKENSACK PUBLIC SCHOOLS

2016 to 2018 Spring PARCC Administrations

English Language Arts/Literacy – Percentage Changes

Grade	Levels 1 & 2 District Trend	Levels 1 & 2 District	Levels 1 & 2 State Trend	Levels 1 & 2 State	Level 3 District Trend	Level 3 District	Level 3 State Trend	Level 3 State	Levels 4 & 5 District Trend	Levels 4 & 5 District	Levels 4 & 5 State Trend	Levels 4 & 5 State
3	-	7.5%	-	2.4%	-	3.1%	-	1.6%	+	10.7%	+	4.1%
4	-	5.0%	-	1.8%	+	0.9%	-	2.7%	+	4.1%	+	4.5%
5	-	0.5%	-	1.9%	-	1.4%	-	2.9%	+	2.0%	+	4.7%
6	+	1.6%	-	1.7%	-	7.5%	-	2.2%	+	5.9%	+	3.9%
7	-	4.1%	-	3.3%	+	3.7%	-	3.1%	+	0.5%	+	6.3%
8	+	3.9%	-	3.3%	+	1.4%	-	1.9%	-	5.2%	+	5.2%
9	+	2.5%	-	3.9%	-	2.2%	-	1.9%	-	0.2%	+	5.7%
10	-	3.7%	-	5.3%	+	0.1%	-	1.2%	+	3.6%	+	6.6%
11*	+	11.4%	+	2.0%	-	5.7%	-	0.9%	-	5.6%	-	1.1%

Comparison of HACKENSACK PUBLIC SCHOOLS 2016 to 2018 Spring PARCC Administrations Mathematics – Percentage Changes

Grade	Levels 1 & 2 District Trend	Levels 1 & 2 District	Levels 1 & 2 State Trend	Levels 1 & 2 State	Level 3 District Trend	Level 3 District	Level 3 State Trend	Level 3 State	Levels 4 & 5 District Trend	Levels 4 & 5 District	Levels 4 & 5 State Trend	Levels 4 & 5 State
3	–	6.0%	–	0.7%	–	4.4%	–	0.6%	+	10.3%	+	1.3%
4	–	3.9%	–	2.2%	+	0.4%	–	0.5%	+	3.5%	+	2.8%
5	–	1.8%	–	0.2%	–	2.4%	–	1.5%	+	4.2%	+	1.6%
6	–	3.1%	+	0.6%	–	3.2%	–	1.2%	+	6.2%	+	0.5%
7	+	5.0%	–	1.1%	–	8.5%	–	3.7%	+	3.3%	+	4.7%
8	–	1.0%	–	2.1%	+	0.1%	–	0.4%	+	0.9%	+	2.6%
Algebra I*	–	6.0%	–	4.1%	–	6.4%	–	0.5%	+	12.3%	+	4.6%
Algebra II	+	3.0%	–	2.8%	–	5.7%	–	0.8%	+	2.7%	+	3.6%
Geometry	–	8.7%	–	0.7%	+	3.3%	–	1.8%	+	5.5%	+	2.5%

Comparison of **HACKENSACK PUBLIC SCHOOLS**
Number of Students Tested
Spring 2017 & Spring 2018 PARCC Administrations
English Language Arts/Literacy

Grade	Students Tested 2018	Students Tested 2017	Difference between number of students tested in 2017 and 2018
3	417	419	-2
4	409	406	3
5	379	360	19
6	348	327	21
7	322	355	-33
8	345	343	2
9	466	500	-34
10	513	462	51
11*	454	467	-13
TOTAL	3653	3639	14

Comparison of **HACKENSACK PUBLIC SCHOOLS**
 Number of Students Tested
 Spring 2017 & Spring 2018 PARCC Administrations
Mathematics

Grade	Students Tested 2018	Students Tested 2017	Difference between number of students tested in 2017 and 2018
3	424	429	-5
4	415	410	5
5	385	369	16
6	358	334	24
7	317	349	-32
8*	293	299	-6
Algebra I	357	566	-209
Algebra II	449	374	75
Geometry	521	430	91
TOTAL	3519	3560	-41

Comparison of **HACKENSACK PUBLIC SCHOOLS**

Spring 2018 PARCC Administrations

English Language Arts/Literacy to New Jersey

Percentages for 2018

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	13.4	13.5	11.3	13.5	24.5	21.4	42.4	43.5	8.4	8.1
4	5.9	7.6	16.9	12.3	25.9	22.1	39.1	39.1	12.2	18.9
5	13.5	6.9	24.5	12.6	29.3	22.4	29.8	47.2	2.9	10.8
6	17.2	6.2	19.0	13.6	23.6	24.0	29.0	41.3	11.2	14.9
7	13.7	8.6	12.1	10.2	28.9	18.5	27.3	34.1	18.0	28.6
8	11.3	8.7	16.2	11.1	20.6	19.8	37.7	39.9	14.2	20.4
9	12.2	12.3	14.2	12.5	22.1	21.1	40.6	38.0	10.9	16.1
10	19.7	18.3	12.9	12.8	19.7	19.0	32.7	31.8	15.0	18.1
11*	14.5	23.1	14.3	16.6	20.9	22.2	37.7	29.1	12.6	9.0

Comparison of **HACKENSACK PUBLIC SCHOOLS** Spring 2018 PARCC Administrations Mathematics to New Jersey - Percentages for 2018

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	5.9	8.0	16.7	15.3	29.5	23.7	35.8	37.8	12.0	15.2
4	5.1	7.5	23.6	16.8	30.8	26.3	35.2	41.8	5.3	7.6
5	13.2	7.5	35.8	17.0	30.9	26.7	17.9	38.5	2.1	10.4
6	13.4	8.5	29.3	20.1	33.2	27.9	21.8	35.6	2.2	8.0
7	12.3	7.7	35.0	20.3	30.9	28.6	21.1	36.0	0.6	7.4
8*	23.2	22.0	20.5	22.7	24.2	27.1	31.4	27.2	0.7	1.0
Algebra I	13.7	11.3	18.2	18.6	25.2	24.3	42.0	39.3	0.8	6.5
Algebra II	37.9	31.0	32.7	22.4	16.5	18.0	12.2	24.6	0.7	4.0
Geometry	10.7	9.4	32.1	31.5	39.3	29.6	17.5	24.6	0.4	4.9

Hackensack Public Schools

2018 Spring PARCC School- & Grade-Level Outcomes

English Language Arts/Literacy Grade 3 - Percentages

ELA03	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 at Level 4 and 5	JUST ABOUT THERE!
Fairmount	14.7	13.7	28.4	41.2	2.0	43.2	71.6
Hillers	13.9	10.4	19.1	46.1	10.4	56.5	75.6
Jackson	12.8	13.8	29.8	41.5	2.1	43.6	73.4
Parker	12.3	7.5	21.7	40.6	17.9	58.5	80.2

Hackensack Public Schools

2018 Spring PARCC School- & Grade-Level Outcomes

English Language Arts/Literacy Grade 4 - Percentages

ELA04	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 at Level 4 and 5	JUST ABOUT THERE!
Fairmount	5.4	18.8	32.1	37.5	6.3	43.8	75.9
Hillers	4.8	16.3	22.1	41.3	15.4	56.7	78.8
Jackson	6.2	12.3	27.2	40.7	13.6	54.3	81.5
Parker	7.1	18.8	22.3	37.5	14.3	51.8	74.1

Hackensack Public Schools

2018 Spring PARCC School- & Grade-Level Outcomes

Mathematics Grade 3 - Percentages

MAT03	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 at Level 4 and 5	JUST ABOUT THERE!
Fairmount	5.0	15.8	29.7	41.6	7.9	49.5	79.2
Hillers	8.5	20.3	32.2	28.8	10.2	39.0	71.2
Jackson	3.1	16.3	31.6	37.8	11.2	49.0	80.6
Parker	6.5	14.0	24.3	36.4	18.7	55.1	79.4

Hackensack Public Schools

2018 Spring PARCC School- & Grade-Level Outcomes

Mathematics Grade 4 - Percentages

MAT04	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 at Level 4 and 5	JUST ABOUT THERE!
Fairmount	3.5	30.1	31.9	29.2	5.3	34.5	66.4
Hillers	4.8	18.1	29.5	41.0	6.7	47.7	77.2
Jackson	3.6	21.4	36.9	35.7	2.4	38.1	75
Parker	8.0	23.9	26.5	35.4	6.2	41.6	68.1

Comparison of **FAIRMOUNT SCHOOL'S**
 Spring 2018 Administration
 English Language Arts/Literacy to **HACKENSACK PUBLIC SCHOOLS**
 Percentages in 2018

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	14.7	13.4	13.7	11.3	28.4	24.5	41.2	42.4	2.0	8.4
4	5.4	5.9	18.8	16.9	32.1	25.9	37.5	39.1	6.3	12.2

Comparison of **FANNY M. HILLERS SCHOOL'S**
 Spring 2018 Administration
 English Language Arts/Literacy to **HACKENSACK PUBLIC SCHOOLS**
 Percentages in 2018

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	13.9	13.4	10.4	11.3	19.1	24.5	46.1	42.4	10.4	8.4
4	4.8	5.9	16.3	16.9	22.1	25.9	41.3	39.1	15.4	12.2

Comparison of **JACKSON AVENUE SCHOOL'S**
Spring 2018 Administration
English Language Arts/Literacy to **HACKENSACK PUBLIC SCHOOLS**
Percentages in 2018

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	12.8	13.4	13.8	11.3	29.8	24.5	41.5	42.4	2.1	8.4
4	6.2	5.9	12.3	16.9	27.2	25.9	40.7	39.1	13.6	12.2

Comparison of **NELLIE K. PARKER SCHOOL'S**
 Spring 2018 Administration
 English Language Arts/Literacy to **HACKENSACK PUBLIC SCHOOLS**
 Percentages in 2018

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	12.3	13.4	7.5	11.3	21.7	24.5	40.6	42.4	17.9	8.4
4	7.1	5.9	18.8	16.9	22.3	25.9	37.5	39.1	14.3	12.2

Comparison of **HACKENSACK MIDDLE SCHOOL'S**
 Spring 2018 Administration
 English Language Arts/Literacy to **HACKENSACK PUBLIC SCHOOLS**
 Percentages in 2018

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
5	13.5	13.5	24.5	24.5	29.3	29.3	29.8	29.8	2.9	2.9
6	17.0	17.2	19.0	19.0	23.6	23.6	29.1	29.0	11.2	11.2
7	13.7	13.7	12.1	12.1	28.9	28.9	27.3	27.3	18.0	18.0
8	11.3	11.3	16.2	16.2	20.6	20.6	37.7	37.7	14.2	14.2

Comparison of **HACKENSACK HIGH SCHOOL'S**
Spring 2018 Administration
English Language Arts/Literacy to **HACKENSACK PUBLIC SCHOOLS**
Percentages in 2018

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
9	12.1	12.2	14.2	14.2	22.2	22.1	40.5	40.6	11.0	10.9
10	19.7	19.7	12.9	12.9	19.7	19.7	32.7	32.7	15.0	15.0
11	14.5	14.5	14.3	14.3	20.9	20.9	37.7	37.7	12.6	12.6

Comparison of **FAIRMOUNT SCHOOL'S**
Spring 2018 Administration
Mathematics to HACKENSACK PUBLIC SCHOOLS
Percentages for 2018

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	5.0	5.9	15.8	16.7	29.7	29.5	41.6	35.8	7.9	12.0
4	3.5	5.1	30.1	23.6	31.9	30.8	29.2	35.2	5.3	5.3

Comparison of **FANNY M. HILLERS SCHOOL'S**
 Spring 2018 Administration
Mathematics to HACKENSACK PUBLIC SCHOOLS
 Percentages for 2018

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	8.5	5.9	20.3	16.7	32.2	29.5	28.8	35.8	10.2	12.0
4	4.8	5.1	18.1	23.6	29.5	30.8	41.0	35.2	6.7	5.3

Comparison of **JACKSON AVENUE SCHOOL'S**
 Spring 2018 Administration
Mathematics to HACKENSACK PUBLIC SCHOOLS
Percentages for 2018

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	3.1	5.9	16.3	16.7	31.6	29.5	37.8	35.8	11.2	12.0
4	3.6	5.1	21.4	23.6	36.9	30.8	35.7	35.2	2.4	5.3

Comparison of **NELLIE K. PARKER SCHOOL'S**
 Spring 2018 Administration
Mathematics to HACKENSACK PUBLIC SCHOOLS
 Percentages for 2018

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
3	6.5	5.9	14.0	16.7	24.3	29.5	36.4	35.8	18.7	12.0
4	8.0	5.1	23.9	23.6	26.5	30.8	35.4	35.2	6.2	5.3

Comparison of **HACKENSACK MIDDLE SCHOOL'S**
Spring 2018 Administration
Mathematics to HACKENSACK PUBLIC SCHOOLS
Percentages for 2018

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
5	13.2	13.2	35.8	35.8	30.9	30.9	17.9	17.9	2.1	2.1
6	13.2	13.4	29.4	29.3	33.3	33.2	21.8	21.8	2.2	2.2
7	12.3	12.3	35.0	35.0	30.9	30.9	21.1	21.1	0.6	0.6
8*	23.2	23.2	20.5	20.5	24.2	24.2	31.4	31.4	0.7	0.7

Comparison of **HACKENSACK HIGH SCHOOL'S**
Spring 2018 Administration
Mathematics to HACKENSACK PUBLIC SCHOOLS
Percentages for 2018

Grade	Level 1, School	Level 1, District	Level 2, School	Level 2, District	Level 3, School	Level 3, District	Level 4, School	Level 4, District	Level 5, School	Level 5, District
Algebra I	16.4	13.7	21.4	18.2	28.8	25.2	33.1	42.0	0.3	0.8
Algebra II	37.9	37.9	32.7	32.7	16.5	16.5	12.2	12.2	0.7	0.7
Geometry	11.1	10.7	33.0	32.1	40.3	39.3	15.2	17.5	0.4	0.4

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 3 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	9.8%	12.4%	19.1%	9.3%	25.6%	24.4%	40.9%	42%	4.7%	11.9%	+ 1.1%
Male	14.2%	14.3%	23.5%	12.9%	27%	24.6%	32.8%	42.9%	2.5%	5.4%	+ 10.1%
Hispanic	13.7%	14.7%	21.7%	12.4%	25.7%	29.3%	36.1%	37.8%	2.8%	5.8%	+ 1.7%
African American	11%	14%	25.4%	9%	31.4%	19%	28.0%	51.0%	4.2%	7.0%	+ 23.0%
White	0%	10.3%	9.1%	13.8%	18.2%	13.8%	72.7%	55.2%	0%	6.9%	- 17.5%
Economically Disadvantaged	14.9%	16.8%	23.8%	9.5%	27.9%	26.7%	30.5%	42.4%	3%	4.6%	+ 11.9%
Non- Economically Disadvantaged	6.7%	7.7%	16.7%	14.2%	23.3%	20.6%	48.7%	42.6%	4.7%	14.8%	- 6.1%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 4 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	6.2%	2.9%	11.9%	14.9%	31.1%	24.5%	42.2%	40.4%	8.5%	17.3%	- 1.8%
Male	13.1%	9%	19.7%	18.9%	31%	27.4%	31.4%	37.8%	4.8%	7%	+ 6.4%
Hispanic	11.1%	5.6%	18.3%	17.5%	34.5%	25.5%	32.5%	39.8%	3.6%	11.6%	+ 7.3%
African American	11.4%	8.1%	14.3%	16.2%	25.7%	30.6%	38.1%	35.1%	10.5%	9.9%	- 3.0%
White	3.4%	0%	13.8%	4.3%	27.6%	21.7%	44.8%	56.5%	10.3%	17.4%	+ 11.7%
Economically Disadvantaged	12.5%	7.2%	18%	17.8%	33.3%	29.2%	31.8%	35.2%	4.3%	10.6%	+ 3.4%
Non- Economically Disadvantaged	6%	3.4%	13.2%	15.2%	27.2%	20%	43.7%	46.2%	9.9%	15.2%	+ 2.5%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 5 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	6.5%	8.2%	11.3%	22.4%	31.5%	27.6%	42.3%	37.6%	8.3%	4.1%	- 4.7%
Male	13%	17.7%	25.5%	26.3%	28.6%	30.6%	29.7%	23.4%	3.1%	1.9%	- 6.3%
Hispanic	10.7%	13.2%	18.2%	27.8%	31.4%	31.2%	36.4%	26.1%	3.3%	1.7%	- 10.3%
African American	11%	16.8%	24.4%	23.8%	28%	26.7%	30.5%	30.7%	6.1%	2%	+ 0.2%
White	4.5%	7.7%	13.6%	11.5%	36.4%	23.1%	31.8%	46.2%	13.6%	11.5%	+ 14.4%
Economically Disadvantaged	11.1%	12.1%	20.6%	27.9%	33.3%	32.4%	32.1%	26.5%	2.9%	1.1%	- 5.6%
Non- Economically Disadvantaged	7.7%	16.8%	15.4%	15.9%	23.1%	21.5%	42.7%	38.3%	11.1%	7.5%	- 4.4%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 6 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	4.1%	10.3%	24.6%	17.6%	25.7%	22.4%	35.1%	35.2%	10.5%	14.5%	+ 0.1%
Male	9.6%	23.5%	23.7%	20.2%	32.7%	24.6%	28.2%	23.5%	5.8%	8.2%	- 4.7%
Hispanic	6.3%	16.1%	27.5%	18.6%	33.3%	26.7%	27.1%	29.7%	5.8%	8.9%	+ 2.6%
African American	8.4%	21.7%	21.7%	22.9%	21.7%	16.9%	37.3%	27.7%	10.8%	10.8%	- 9.6%
White	0%	20%	21.1%	20%	31.6%	20%	26.3%	13.3%	21.1%	26.7%	- 13%
Economically Disadvantaged	9%	19%	27%	19.8%	30.3%	24.2%	28%	28.6%	5.7%	8.3%	+ 0.6%
Non-Economically Disadvantaged	2.6%	12.5%	19%	16.7%	26.7%	21.9%	38.8%	30.2%	12.9%	18.8%	- 8.6%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 7 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	5.6%	8.6%	11.2%	8.0%	25.8%	30.7%	37.6%	29.4%	19.7%	23.3%	- 8.2%
Male	14.1%	18.9%	17.5%	16.4%	26.6%	27%	31.6%	25.2%	10.2%	12.6%	- 6.4%
Hispanic	10.1%	15%	12.1%	13.1%	27.1%	31.6%	34.2%	26.2%	16.6%	14.1%	- 8%
African American	8%	12.2%	18.6%	9.8%	31.9%	30.5%	35.4%	28%	6.2%	19.5%	- 7.4%
White	17.4%	6.3%	17.4%	18.8%	13%	12.5%	26.1%	25%	26.1%	37.5%	- 1.1%
Economically Disadvantaged	7.3%	15.8%	15.5%	14%	33.5%	29.8%	30.5%	27%	13.3%	13.5%	- 3.5%
Non- Economically Disadvantaged	14.8%	9.3%	12.3%	8.4%	12.3%	27.1%	42.6%	28%	18%	27.1%	- 14.6%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 8 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	6.3%	9.4%	8.1%	9.4%	23.1%	21.1%	42.5%	44.4%	20%	15.8%	+ 1.9%
Male	14.8%	13.2%	11.5%	23%	25.7%	20.1%	38.8%	31%	9.3%	12.6%	- 7.8%
Hispanic	12.7%	12.1%	11.8%	13.6%	26.7%	20.7%	37.1%	39.9%	11.8%	13.6%	+ 2.8%
African American	6.8%	10.2%	6.8%	22.2%	22.7%	22.2%	51.1%	37%	12.5%	8.3%	- 14.1%
White	15.4%	18.2%	7.7%	13.6%	7.7%	18.2%	46.2%	27.3%	23.1%	22.7%	- 18.9%
Economically Disadvantaged	11.8%	10.7%	11.4%	15.9%	27.2%	21%	38.6%	41.2%	11%	11.2%	+ 2.6%
Non- Economically Disadvantaged	8.7%	12.5%	7%	17%	19.1%	19.6%	44.3%	30.4%	20.9%	20.5%	- 13.9%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 9 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	9%	8.3%	5.7%	12.2%	20.4%	23%	46.5%	40.4%	18.4%	16.1%	- 6.1%
Male	16.1%	16.1%	12.2%	16.1%	25.5%	21.2%	36.1%	40.7%	10.2%	5.9%	+ 4.6%
Hispanic	15.9%	15.3%	8.4%	14.9%	26.4%	22.5%	37.2%	41.1%	12.2%	6.2%	+ 3.9%
African American	10.2%	8.2%	11.2%	13.3%	26.5%	22.4%	44.9%	43.9%	7.1%	12.2%	- 1%
White	5.3%	11.1%	8%	11.1%	10.7%	23.8%	49.3%	36.5%	26.7%	17.5%	- 12.8%
Economically Disadvantaged	17.2%	16.9%	10.7%	14%	25.2%	21.2%	37.8%	40.7%	9.2%	7.2%	+ 2.9%
Non- Economically Disadvantaged	7.6%	7.4%	7.1%	14.3%	20.6%	23%	45%	40.4%	19.7%	14.8%	- 4.6%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 10 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	7.4%	13.2%	7%	9.7%	14.9%	21.7%	50.7%	36%	20%	19.4%	- 14.7%
Male	19.8%	26.3%	12.1%	16.1%	22.7%	17.6%	31.2%	29.4%	14.2%	10.6%	- 1.8%
Hispanic	19.6%	23.7%	10%	14%	19.1%	22%	37%	27%	14.3%	13.3%	- 10%
African American	10.6%	19%	13.8%	13%	23.6%	20%	44.7%	39%	7.3%	9%	- 5.7%
White	5.5%	8.6%	5.5%	11.1%	16.4%	14.8%	41.1%	42%	31.5%	23.5%	+ 0.9%
Economically Disadvantaged	15.2%	21.8%	13%	15.2%	20.4%	21.8%	38.7%	29.6%	12.6%	11.5%	- 9.1%
Non- Economically Disadvantaged	12.9%	17.8%	6.5%	10.7%	17.7%	17.8%	41.8%	35.6%	21.1%	18.1%	- 6.2%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 11 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	6.6%	8.4%	13.3%	12.6%	16.8%	18.1%	43.4%	46%	19.9%	14.9%	+ 2.6%
Male	15.8%	20.1%	15.8%	15.9%	20.7%	23.4%	39%	30.1%	8.7%	10.5%	- 8.9%
Hispanic	15.4%	18.2%	16.9%	16.4%	18.1%	19.6%	37.4%	37.3%	12.2%	8.4%	- 0.1%
African American	10.1%	12.3%	17.2%	16.4%	21.2%	30.3%	37.4%	33.6%	14.1%	7.4%	- 3.8%
White	2.3%	9.2%	8%	10.5%	20.7%	13.2%	52.9%	43.4%	16.1%	23.7%	- 9.5%
Economically Disadvantaged	16.1%	17.2%	14.3%	15.3%	22.1%	20.9%	34.1%	36.7%	13.4%	9.8%	+ 2.6%
Non- Economically Disadvantaged	7.2%	12.1%	14.8%	13.4%	16%	20.9%	47.2%	38.5%	14.8%	15.1%	- 8.7%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 3 PARCC ADMINISTRATIONS MATHEMATICS - PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	6.3%	4.6%	15.3%	23.4%	36.5%	26.4%	36.5%	34.5%	5.4%	11.2%	-2%
Male	5.8%	7%	17.4%	11%	33.8%	32.2%	35.3%	37%	7.7%	12.8%	+ 1.7%
Hispanic	5.5%	6.4%	16.8%	17%	37.1%	30.6%	36.3%	37.7%	4.3%	8.3%	+ 1.4%
African American	8.4%	7%	18.5%	21%	38.7%	31%	28.6%	32%	5.9%	9%	+ 3.4%
White	0%	0%	8.7%	10%	17.4%	20%	52.2%	53.3%	21.7%	16.7%	+ 1.1%
Economically Disadvantaged	8%	7.2%	17.4%	19.2%	36.6%	30.6%	34.1%	36.2%	4%	6.8%	+ 2.1%
Non- Economically Disadvantaged	2.6%	3.8%	14.4%	12.6%	32.7%	27.7%	39.2%	35.2%	11.1%	20.8%	-4%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 4 PARCC ADMINISTRATIONS MATHEMATICS - PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	7.2%	4.2%	29.4%	23.6%	33.3%	32.1%	27.8%	34.4%	2.2%	5.7%	+ 6.6%
Male	10.4%	5.9%	23%	23.6%	35.2%	29.6%	28.7%	36%	2.6%	4.9%	+ 7.3%
Hispanic	10.1%	3.5%	26.8%	24.6%	37.4%	31.6%	24.9%	37.9%	0.8%	2.3%	+ 13%
African American	8.6%	5.4%	28.6%	28.8%	31.4%	32.4%	29.5%	28.8%	1.9%	4.5%	- 0.7%
White	3.6%	4.3%	17.9%	4.3%	32.1%	30.4%	35.7%	43.5%	10.7%	17.4%	+ 7.8%
Economically Disadvantaged	8.9%	5.7%	30%	25.7%	35%	30.6%	24.5%	34.3%	1.6%	3.8%	+ 9.8%
Non-Economically Disadvantaged	9.2%	4%	19%	20%	33.3%	31.3%	34.6%	36.7%	3.9%	8%	+ 2.1%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 5 PARCC ADMINISTRATIONS MATHEMATICS - PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	5.8%	15.6%	29.8%	37%	38%	26.6%	24%	18.5%	2.3%	2.3%	- 5.5%
Male	16.2%	11.3%	34.8%	34.9%	28.3%	34.4%	18.2%	17.5%	2.5%	1.9%	- 0.7%
Hispanic	10%	16%	33.3%	35.7%	35.7%	32.4%	19.7%	15.1%	1.2%	0.8%	- 4.6%
African American	14.6%	8.9%	37.8%	38.6%	26.8%	34.7%	19.5%	17.8%	1.2%	0%	- 1.7%
White	17.4%	14.8%	26.1%	25.9%	21.7%	18.5%	26.1%	29.6%	8.7%	11.1%	+ 3.5%
Economically Disadvantaged	11.2%	14.2%	34.8%	40%	32.4%	30.2%	20%	14.9%	1.6%	0.7%	- 5.1%
Non-Economically Disadvantaged	11.8%	10.9%	27.7%	25.5%	33.6%	32.7%	22.7%	25.5%	4.2%	5.5%	+ 2.8%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 6 PARCC ADMINISTRATIONS MATHEMATICS - PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	17.8%	8.9%	31%	27.8%	25.9%	36.1%	25.3%	25.4%	0%	1.8%	+ 0.1%
Male	21.3%	17.5%	25.6%	30.7%	23.8%	30.7%	26.9%	18.5%	2.5%	2.6%	- 8.4%
Hispanic	21.5%	13.4%	29%	30.5%	25.2%	32.9%	23.4%	21.1%	0.9%	2%	- 2.3%
African American	18.3%	15.7%	30.5%	32.5%	26.8%	32.5%	23.2%	18.1%	1.2%	1.2%	- 5.1%
White	10.5%	13.3%	21.1%	20%	26.3%	40%	42.1%	26.7%	0%	0%	- 15.4%
Economically Disadvantaged	23.4%	14.9%	28.4%	31.4%	25.7%	33%	21.6%	19.2%	0.9%	1.5%	- 2.4%
Non- Economically Disadvantaged	12.1%	9.3%	28.4%	23.7%	23.3%	34%	34.5%	28.9%	1.7%	4.1%	- 5.6%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 7 PARCC ADMINISTRATIONS MATHEMATICS - PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	14%	10.4%	29.7%	37.4%	36%	30.1%	19.8%	22.1%	0.6%	0%	+ 2.3%
Male	16.9%	14.3%	31.6%	32.5%	31.1%	31.8%	19.8%	20.1%	0.6%	1.3%	+ 0.3%
Hispanic	15.6%	12.6%	29.6%	34.8%	37.2%	30.9%	17.1%	21.3%	0.5%	0.5%	+ 4.2%
African American	17.1%	14.8%	33.3%	37%	31.5%	30.9%	17.1%	17.3%	0.9%	0%	+ 0.2%
White	9.5%	0%	33.3%	20%	14.3%	33.3%	42.9%	46.7%	0%	0%	+ 3.8%
Economically Disadvantaged	15.3%	14.2%	33.2%	35.6%	33.6%	32.4%	17%	17.8%	0.9%	0%	+ 0.8%
Non- Economically Disadvantaged	15.8%	8.2%	25.4%	33.7%	33.3%	27.6%	25.4%	28.6%	0%	2%	+ 3.2%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GRADE 8 PARCC ADMINISTRATIONS MATHEMATICS - PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	23.4%	19.3%	18.2%	27.1%	24.1%	22.1%	34.3%	31.4%	0%	0%	- 2.9%
Male	25.3%	26.8%	17.9%	14.4%	22.2%	26.1%	34.6%	31.4%	0%	1.3%	- 3.2%
Hispanic	25.3%	22.1%	18.2%	15.7%	23.7%	24.4%	32.8%	37.2%	0%	0.6%	+ 4.4%
African American	18.4%	25%	19.7%	29.2%	27.6%	25%	34.2%	20.8%	0%	0%	- 13.4%
White	33.3%	26.7%	11.1%	20%	0%	26.7%	55.6%	20%	0%	6.7%	- 35.6%
Economically Disadvantaged	28.8%	21.8%	18%	20.9%	21.5%	21.8%	31.7%	35%	0%	0.5%	+ 3.3%
Non- Economically Disadvantaged	14.9%	26.4%	18.1%	19.5%	26.6%	29.9%	40.4%	23%	0%	1.1%	- 17.4%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 ALGEBRA I PARCC ADMINISTRATIONS MATHEMATICS - PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	8.2%	11.4%	23.4%	16.9%	33.5%	28.9%	34.9%	42.8%	0%	0%	+ 7.9%
Male	16.8%	15.7%	30.3%	19.4%	25.6%	22%	26.9%	41.4%	0.3%	1.6%	+ 14.5%
Hispanic	13.5%	16.1%	28.5%	22.9%	29.4%	22.4%	28.5%	37.7%	0%	0.9%	+ 9.2%
African American	16%	11.5%	28.2%	6.6%	30.5%	34.4%	25.2%	47.5%	0%	0%	+ 22.3%
White	6.9%	10%	18.1%	16%	29.2%	30%	44.4%	42%	1.4%	2%	- 2.4%
Economically Disadvantaged	13.8%	13.8%	27.9%	22.1%	29.2%	22.1%	29.2%	41%	0%	1%	+ 11.8%
Non- Economically Disadvantaged	11.6%	13.6%	26.1%	13.6%	29.5%	29%	32.5%	43.2%	0.4%	0.6%	+ 10.7%

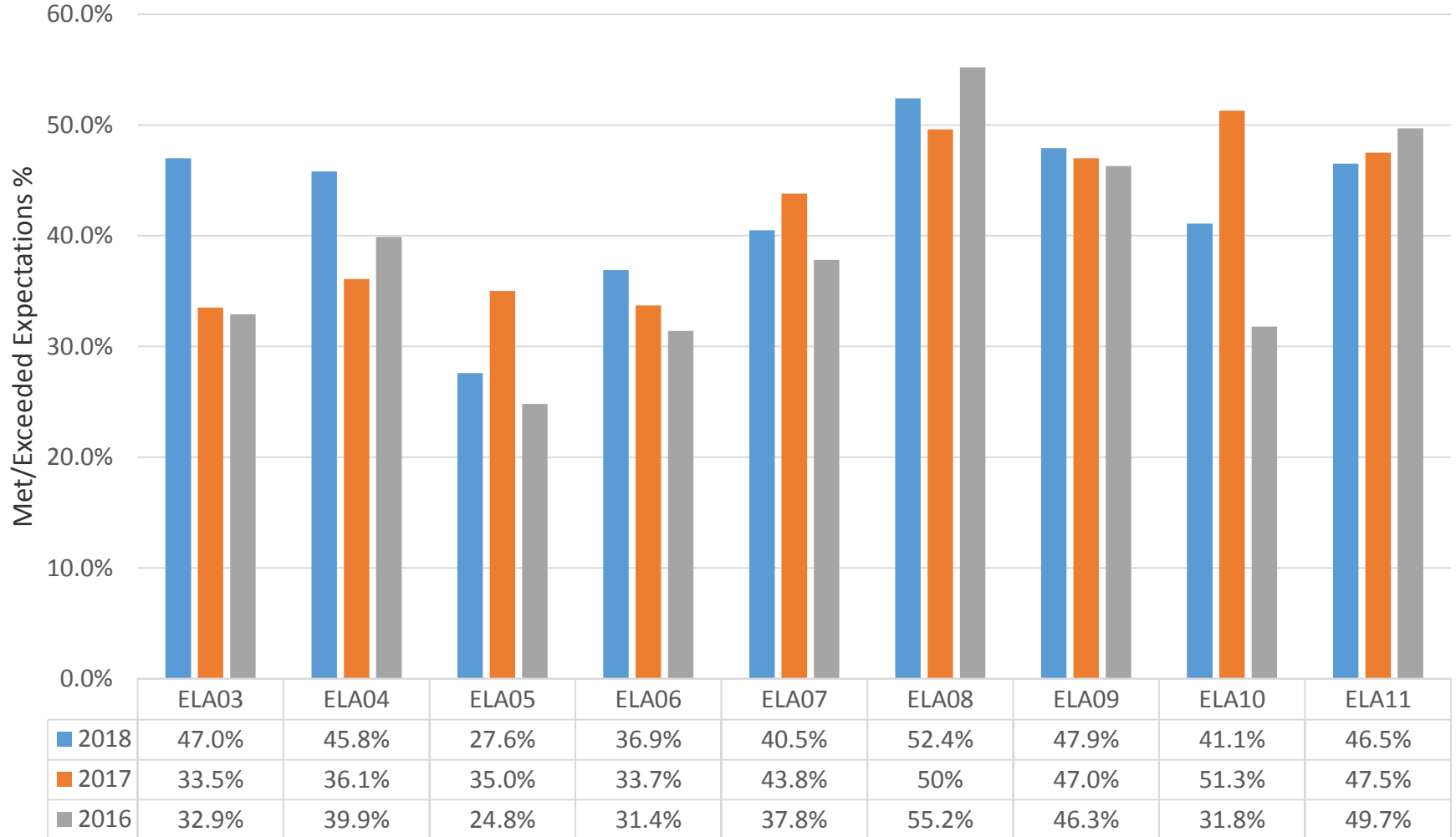
COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 ALGEBRA II PARCC ADMINISTRATIONS MATHEMATICS - PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	39.7%	31.6%	27.7%	35.5%	21.2%	19.3%	11.4%	13.6%	0%	0%	+ 2.2%
Male	33.2%	44.3%	25.3%	29.9%	22.6%	13.6%	17.9%	10.9%	1.1%	1.4%	- 7.0%
Hispanic	33.7%	38.7%	29.7%	31.1%	22.3%	17.3%	14.4%	12%	0%	0.9%	- 2.4%
African American	52%	44.7%	26.7%	39.5%	17.3%	14%	4%	1.8%	0%	0%	- 2.2%
White	34.3%	35.8%	22.4%	25.9%	25.4%	17.3%	17.9%	21%	0%	0%	+ 3.1%
Economically Disadvantaged	34.5%	41.3%	27%	32.7%	21.8%	14.9%	16.7%	10.1%	0%	1%	- 6.6%
Non- Economically Disadvantaged	38%	34.9%	26%	32.8%	22%	17.8%	13%	14.1%	1%	0.4%	+ 1.1%

COMPARISON OF HACKENSACK'S SUBGROUP SPRING 2017 AND SPRING 2018 GEOMETRY PARCC ADMINISTRATIONS MATHEMATICS - PERCENTAGES

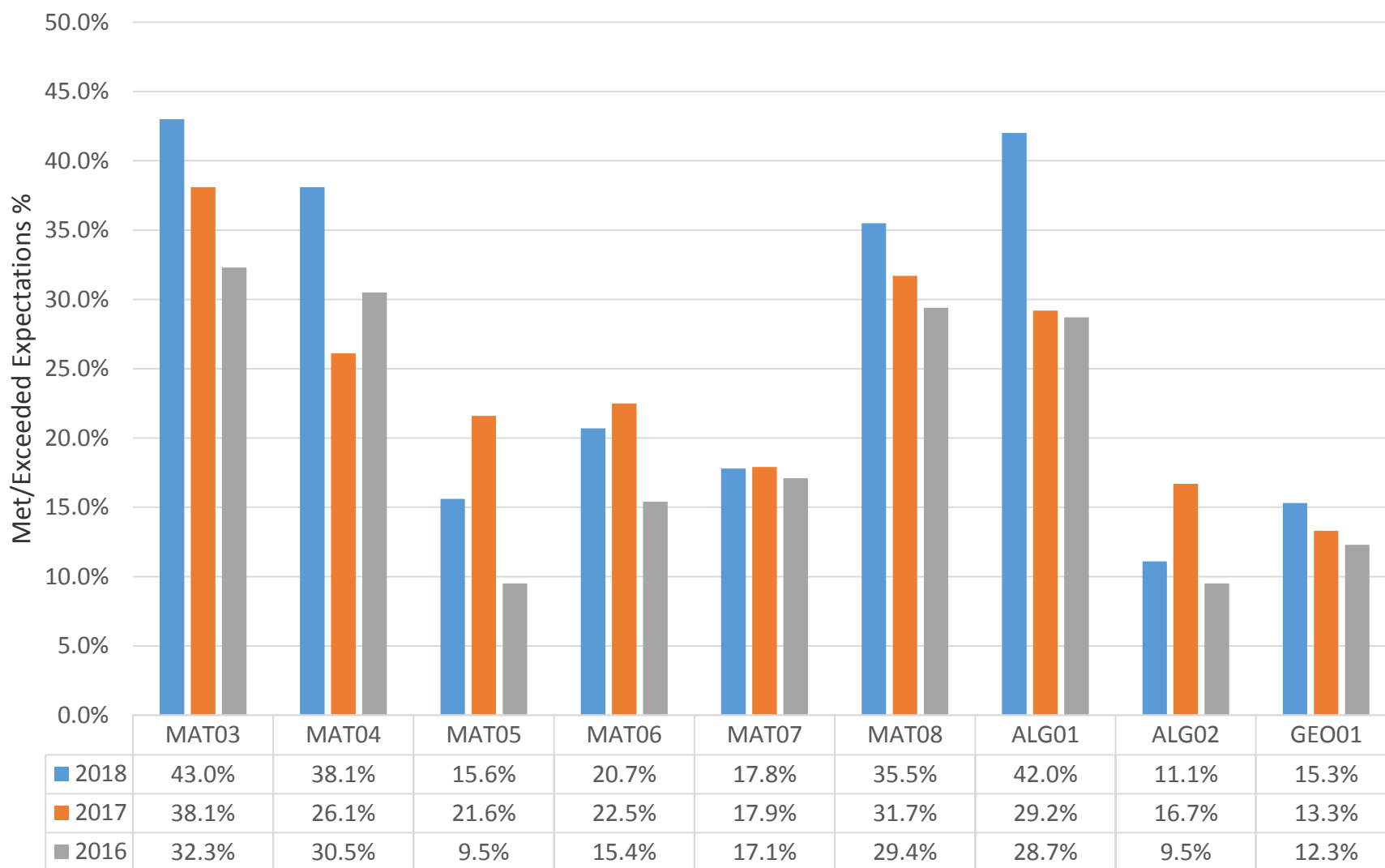
	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	
Female	5.4%	6.1%	39%	32.4%	41.3%	41.2%	14.3%	19.8%	0%	0.4%	+ 5.5%
Male	13%	15.4%	40.1%	31.7%	29.5%	37.5%	16.9%	15.1%	0.5%	0.4%	- 1.8%
Hispanic	11.8%	11.7%	39.8%	32.7%	33.5%	39.7%	14.5%	16%	0.5%	0%	+ 1.5%
African American	9.3%	15.2%	53.3%	37.5%	30.8%	37.5%	6.5%	9.8%	0%	0%	+ 3.3%
White	2.8%	3.8%	25.4%	24.1%	50.7%	45.6%	21.1%	25.3%	0%	1.3%	+ 4.2%
Economically Disadvantaged	10.5%	10.7%	44.8%	36%	31.4%	38%	13.3%	15.3%	0%	0%	+ 2%
Non- Economically Disadvantaged	7.7%	10.8%	34.5%	28.7%	39.5%	40.5%	17.7%	19.4%	0.5%	0.7%	+ 1.7%

Performance of Economically Disadvantaged Subgroup over 3 years



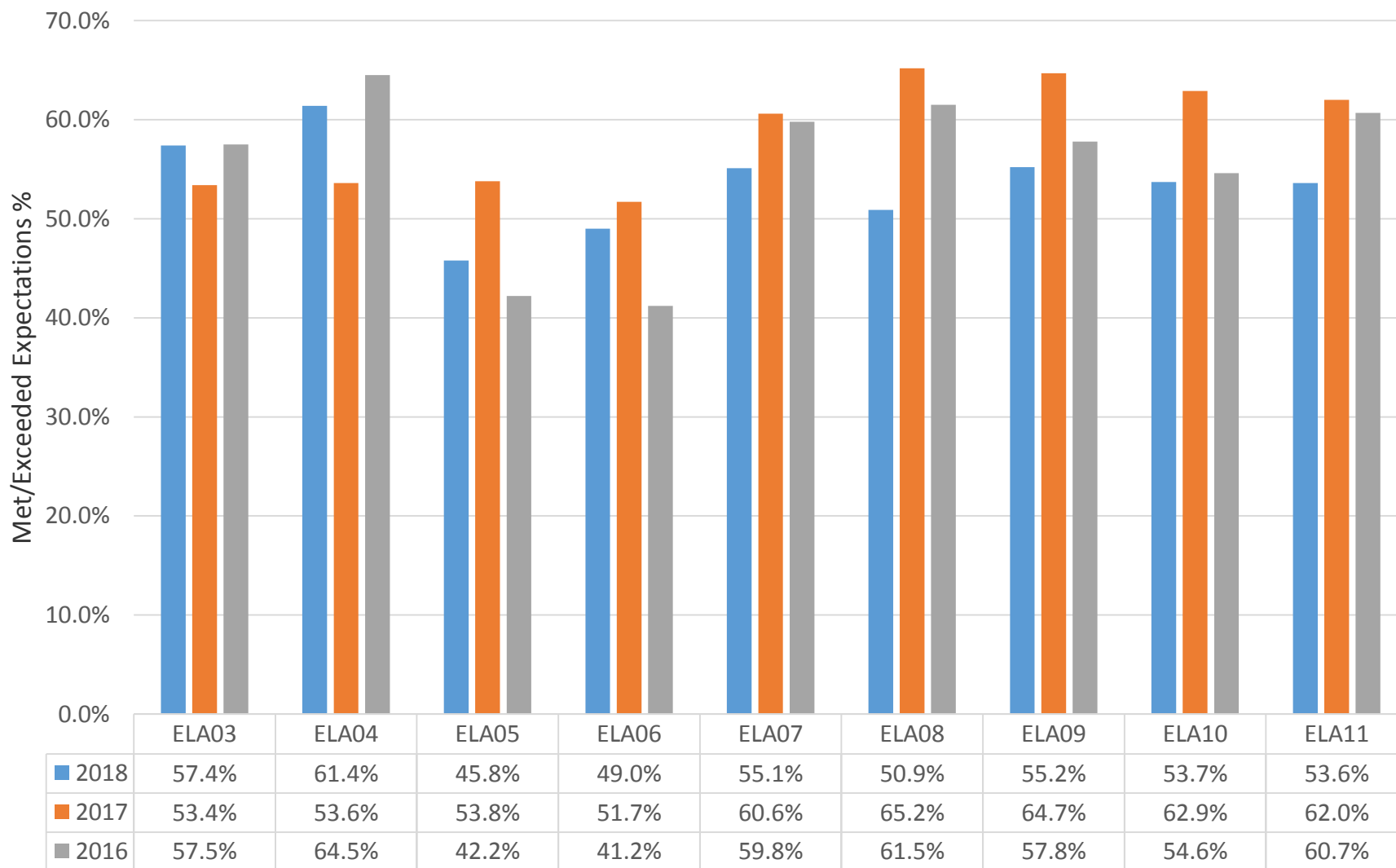
Subgroup Performance – Economic Disadvantaged

Performance of Economically Disadvantaged Subgroup over 3 years



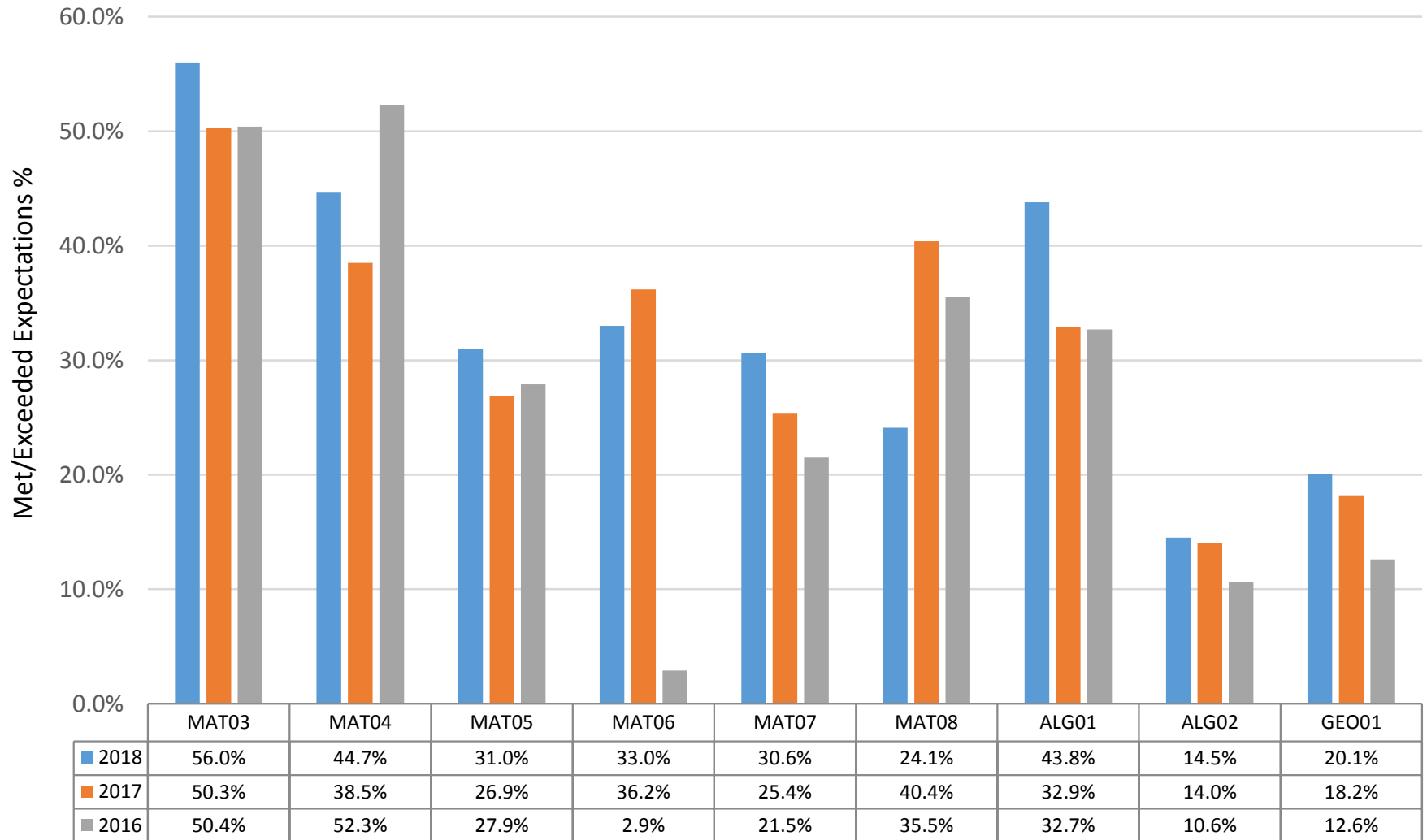
Subgroup Performance – Economic Disadvantaged

Performance of Non-Economically Disadvantaged Subgroup over 3 years



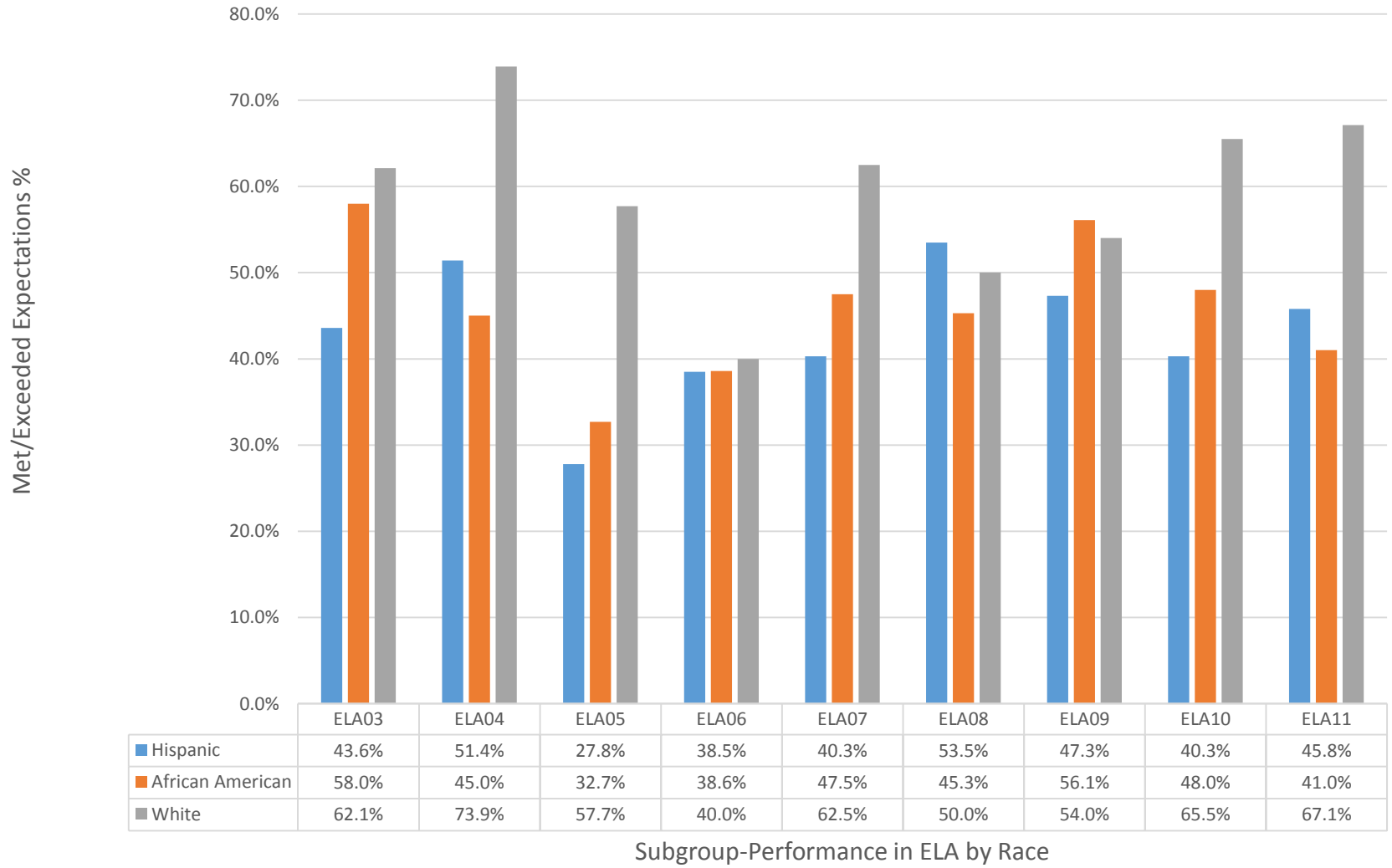
Subgroup Performance – Non-Economic Disadvantaged

Performance of Non-Economically Disadvantaged Subgroup over 3 years

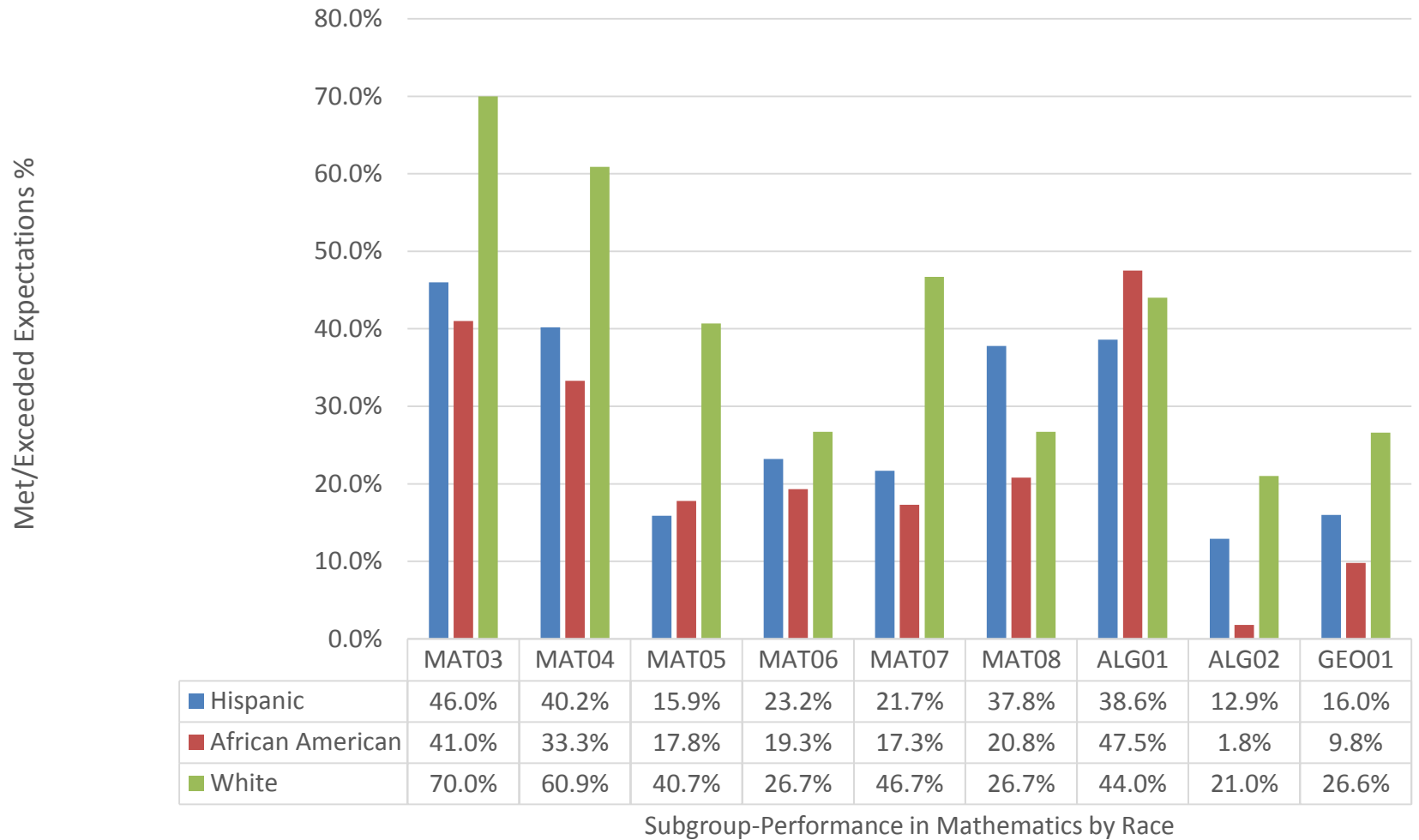


Subgroup Performance – Economic Disadvantaged

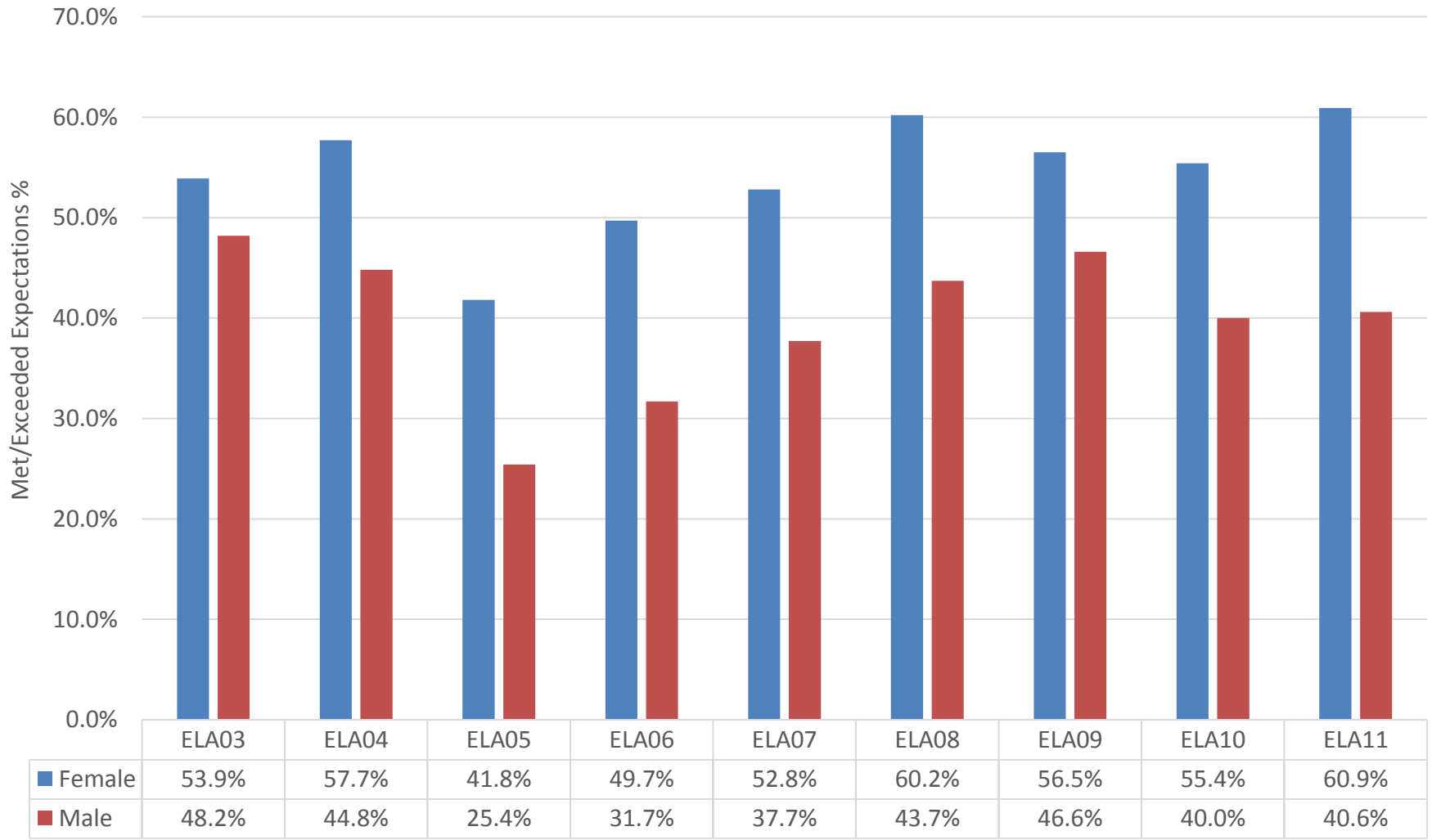
Performance of Subgroup Race in ELA PARCC Spring 2018



Performance of Subgroup Race in Mathematics PARCC Spring 2018

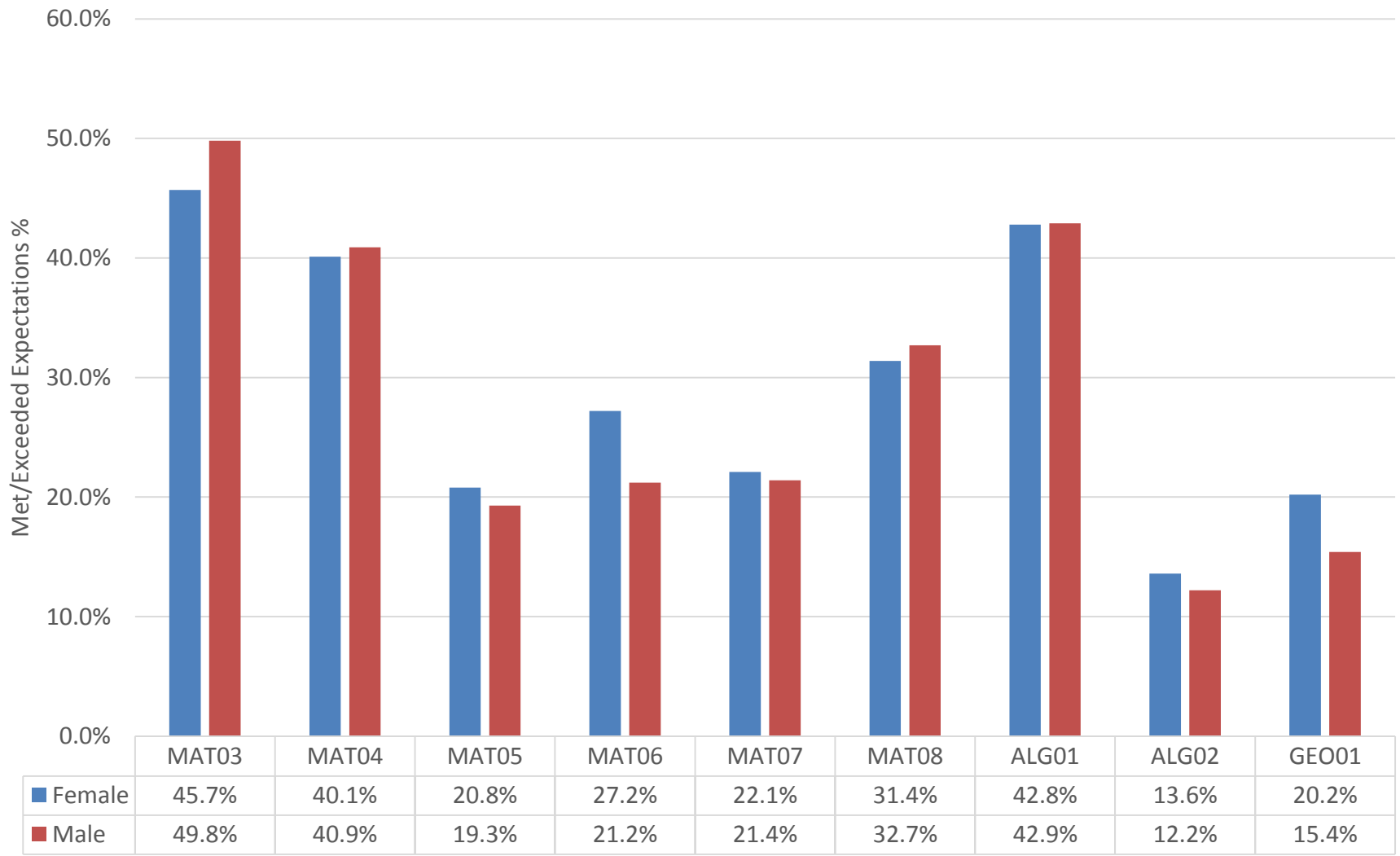


Performance of Subgroup Gender in ELA PARCC Spring 2018



Subgroup Performance in ELA by Gender

Performance of Subgroup Gender in Mathematics PARCC Spring 2018



Subgroup-Performance in Mathematics by Gender



DYNAMIC[®]
LEARNING MAPS

Hackensack Public Schools Dynamic Learning Maps

Year End Model Results

2017-2018

October 16, 2018

DLM Overview

- **DLM is the alternate assessment for students with the most significant cognitive disabilities.**
- NJ uses the DLM **Year-End (YE)** model in English Language Arts, Mathematics, and Science.
- **ELA and Math are tested in Grades 3 - 8 and 11**
- **Science is tested in Grades 5, 8, and 11**
- The NJ Fall Training materials provide a description of the tested population and participation criteria that determine who is eligible to take the NJ DLM test.
- Districts must follow the criteria, as it is based on federal requirements and guidelines.
- Paperwork will be completed by the IEP team to document the eligibility of students.

DLM Student Reports

- Provide results related to a student's overall performance level for the subject.
- Summarize results related to each student's performance on groups of related Essential Elements in ELA and Math
- Are reported using four performance levels approved by New Jersey

DLM Four Performance Levels

- **Emerging** – Student demonstrates *emerging* understanding of and ability to apply content knowledge and skills represented by the Essential Elements
- **Approaching** – Student's understanding of and ability to apply *targeted* content knowledge and skills represented by the Essential Elements
- **Target** – Student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- **Advanced** – Student demonstrates *advanced* understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Results – English Language Arts

Grade	Emerging	Approaching	Target	Advanced	Target and Advanced
3	11.1%	33.3%	44.4%	11.1%	56%
4	60%	0%	40%	0%	40%
5	0%	25%	50%	25%	75%
6	40%	50%	10%	0%	10%
7	0%	100%	0%	0%	0%
8	100%	0%	0%	0%	0%

Results – Mathematics

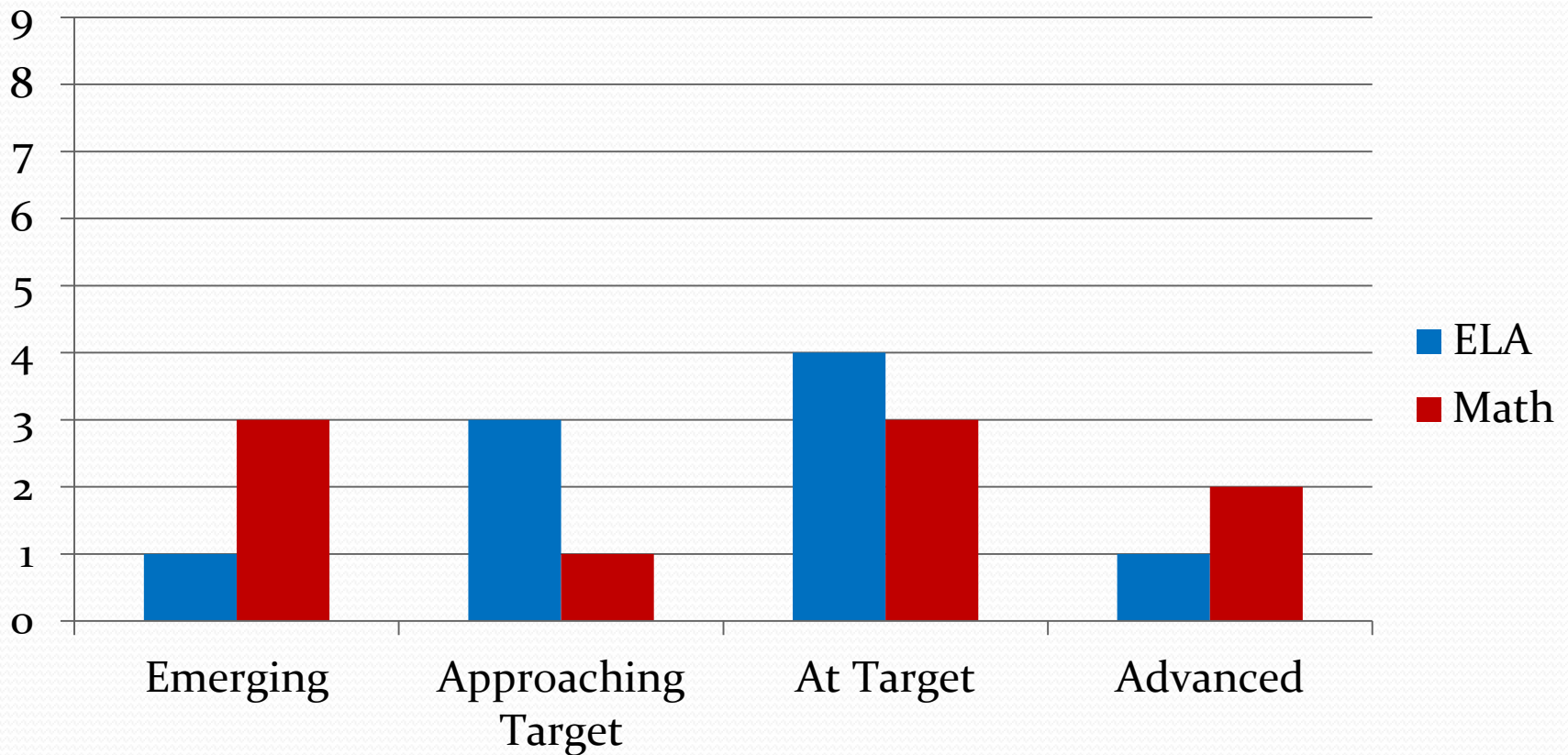
Grade	Emerging	Approaching	Target	Advanced	Target and Advanced
3	33.3%	11.1%	33.3%	22.2%	56%
4	73.3%	40%	20%	0%	20%
5	50%	50%	0%	0%	0%
6	60%	20%	10%	10%	20%
7	80%	0%	20%	0%	20%
8	100%	0%	0%	0%	0%

Results – Science

Grade	Emerging	Approaching	Target	Advanced	Target and Advanced
5	50%	50%	0%	0%	0%
8	100%	0%	0%	0%	0%

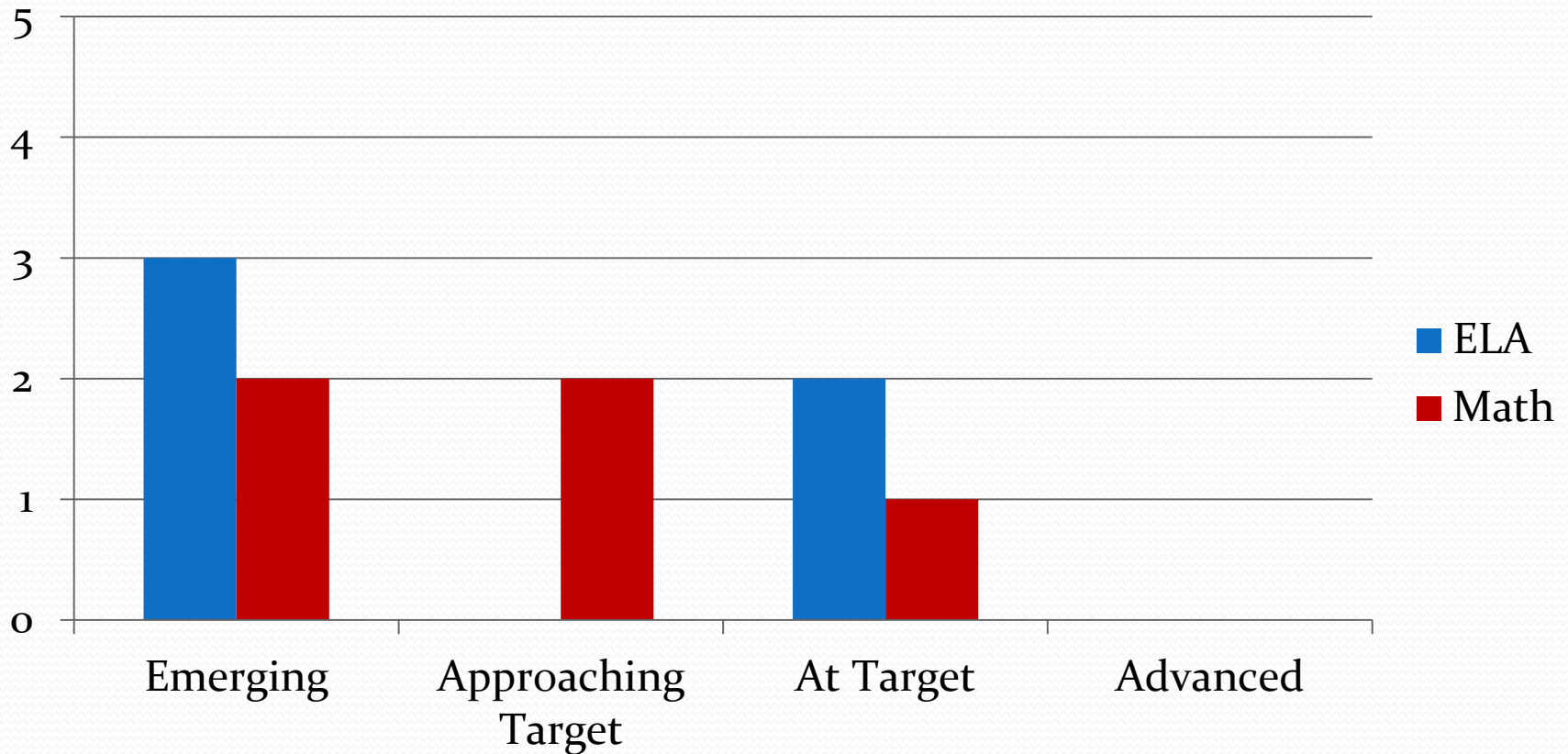
Grade 3 Results

Grade 3



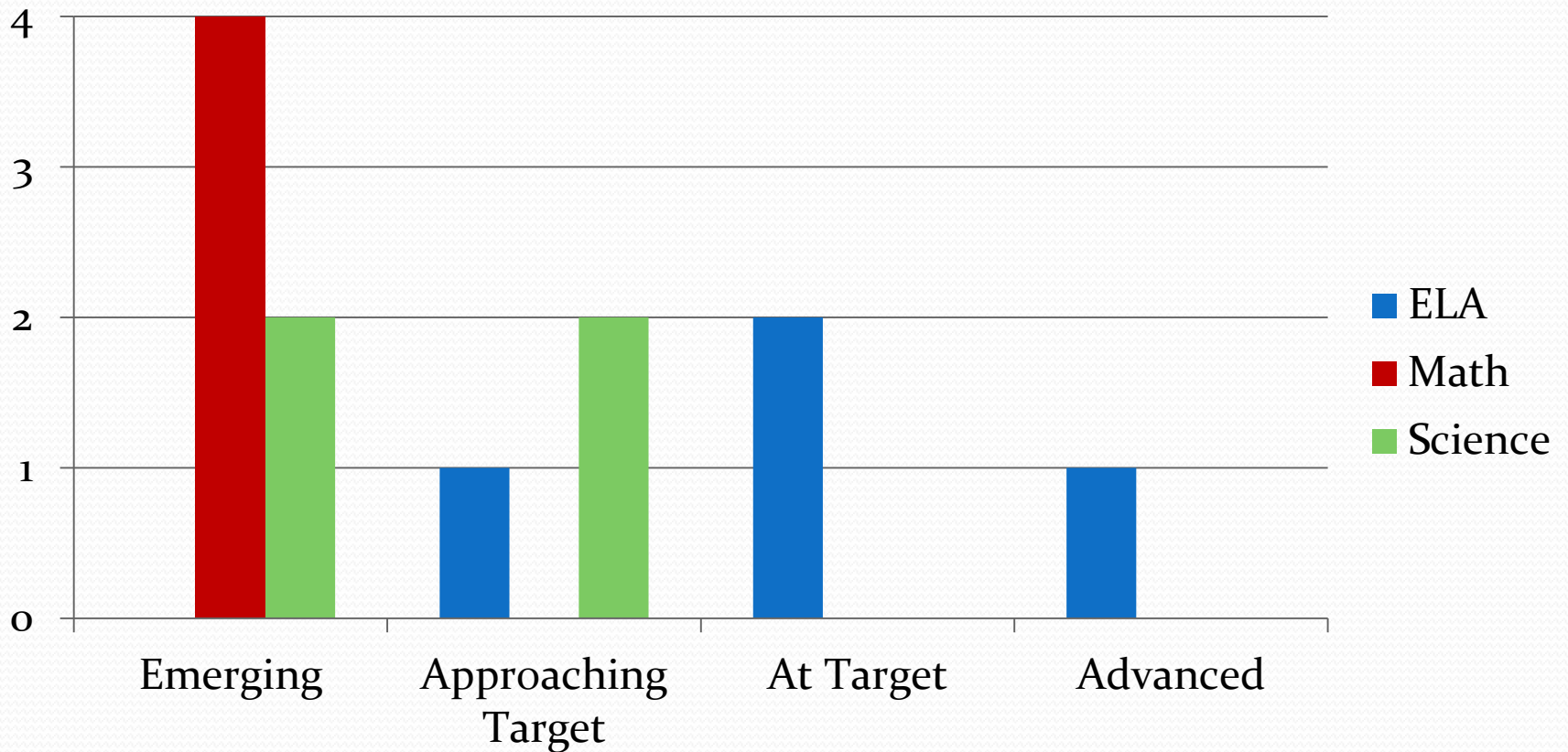
Grade 4 Results

Grade 4



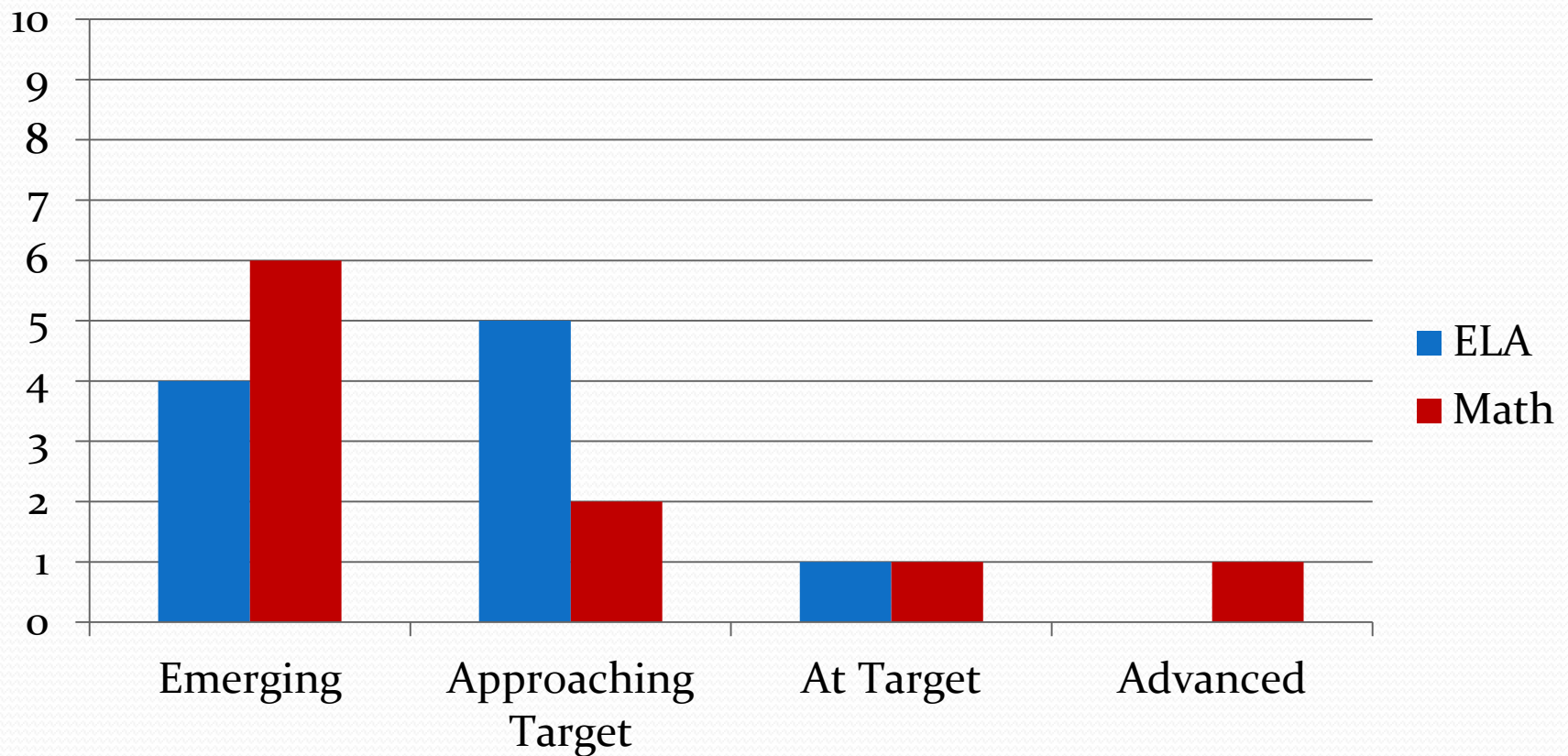
Grade 5 Results

Grade 5



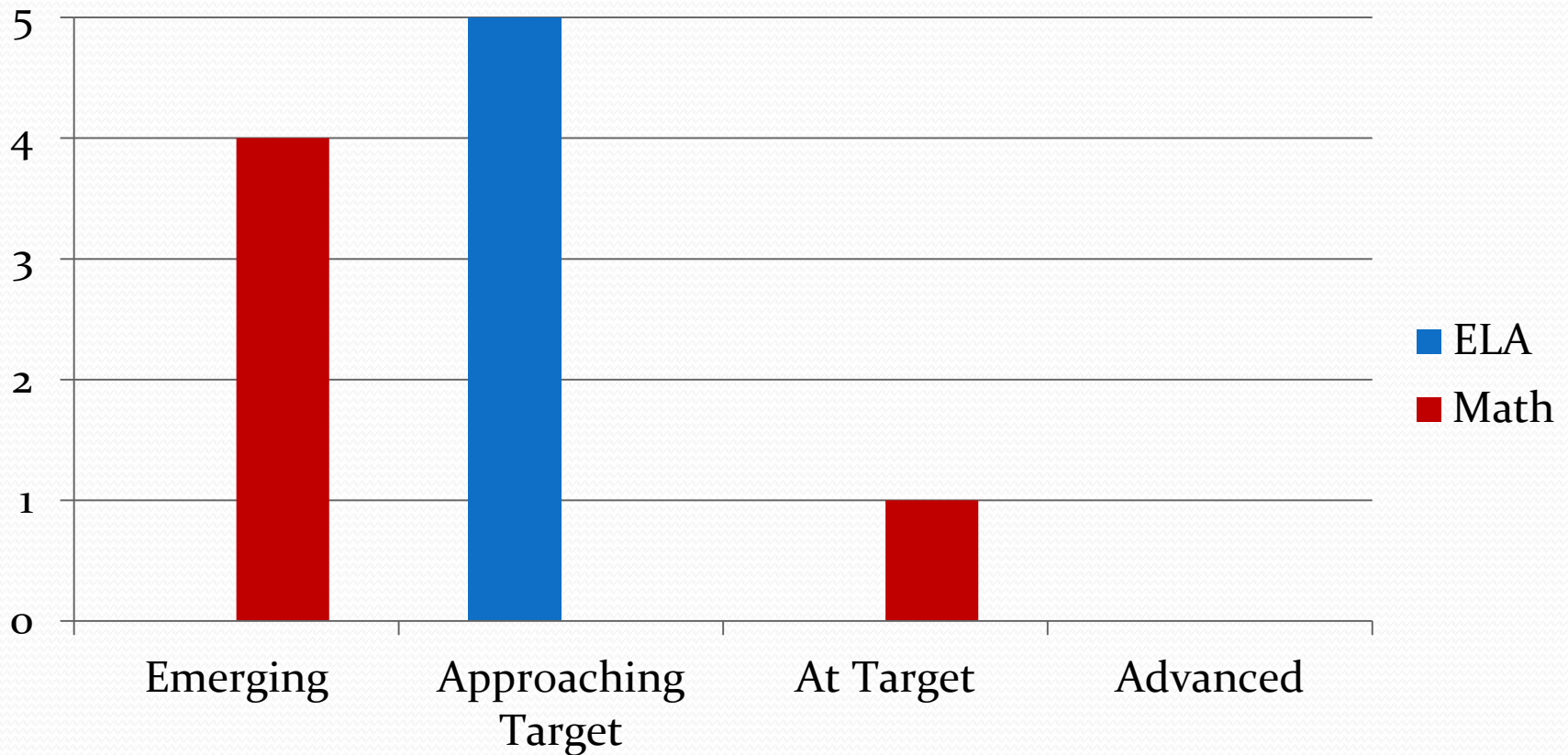
Grade 6 Results

Grade 6



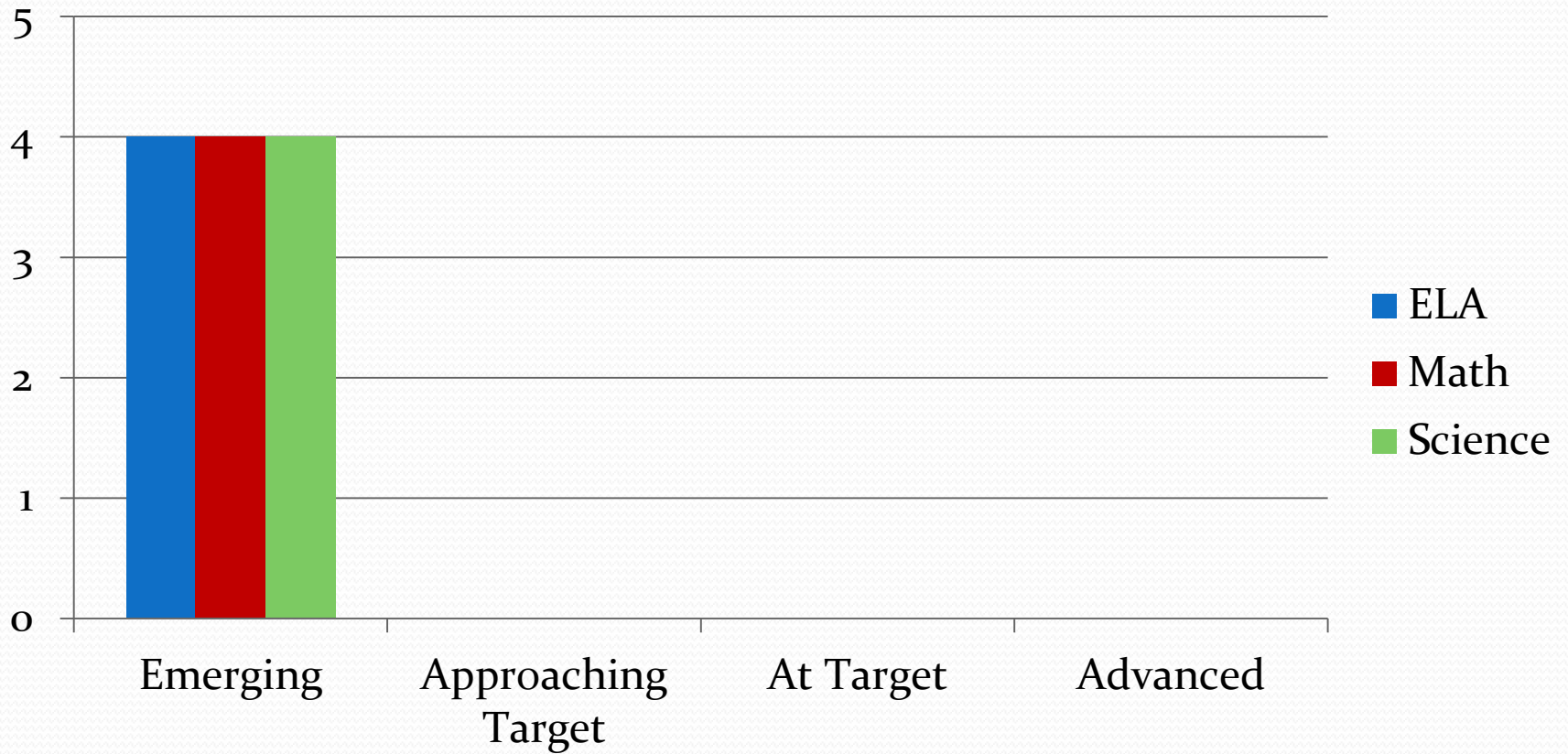
Grade 7 Results

Grade 7



Grade 8 Results

Grade 8



Moving Forward:

- Grades 3, 4, 5, 6, 7, 8 – Will be using “Direct Instruction” supplemental curriculum that focuses on Essential Elements
- Teachers in Grades 5-8 analyzed student data and have decided to focus on:
 - Math:
 - Compare, compose and decompose numbers and set
 - Represent and interpret data
 - ELA:
 - Determining Critical Elements of Text
 - Construct Understandings of text



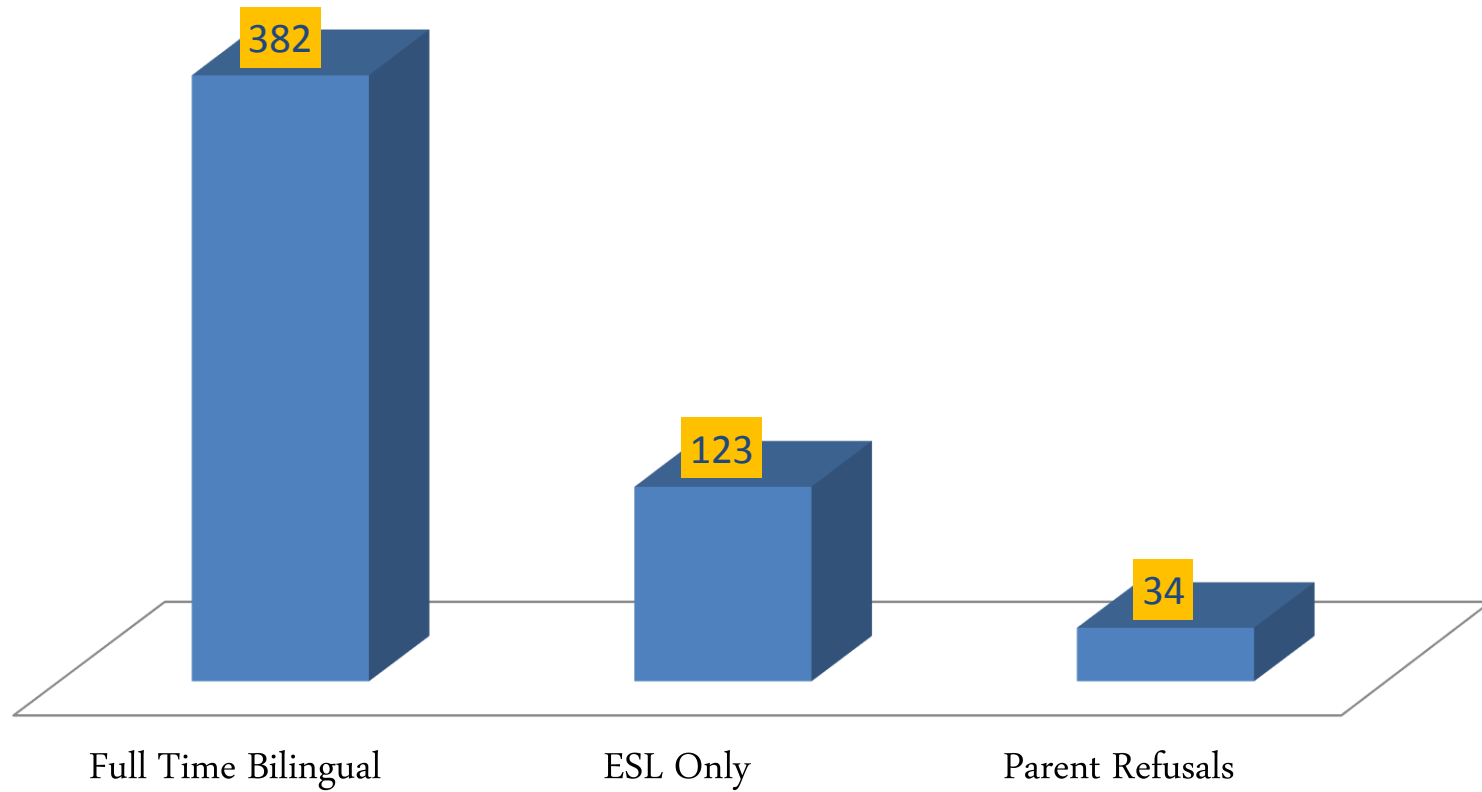
WIDATM

A light blue world map serves as the background for the lower half of the image, showing the outlines of the continents.

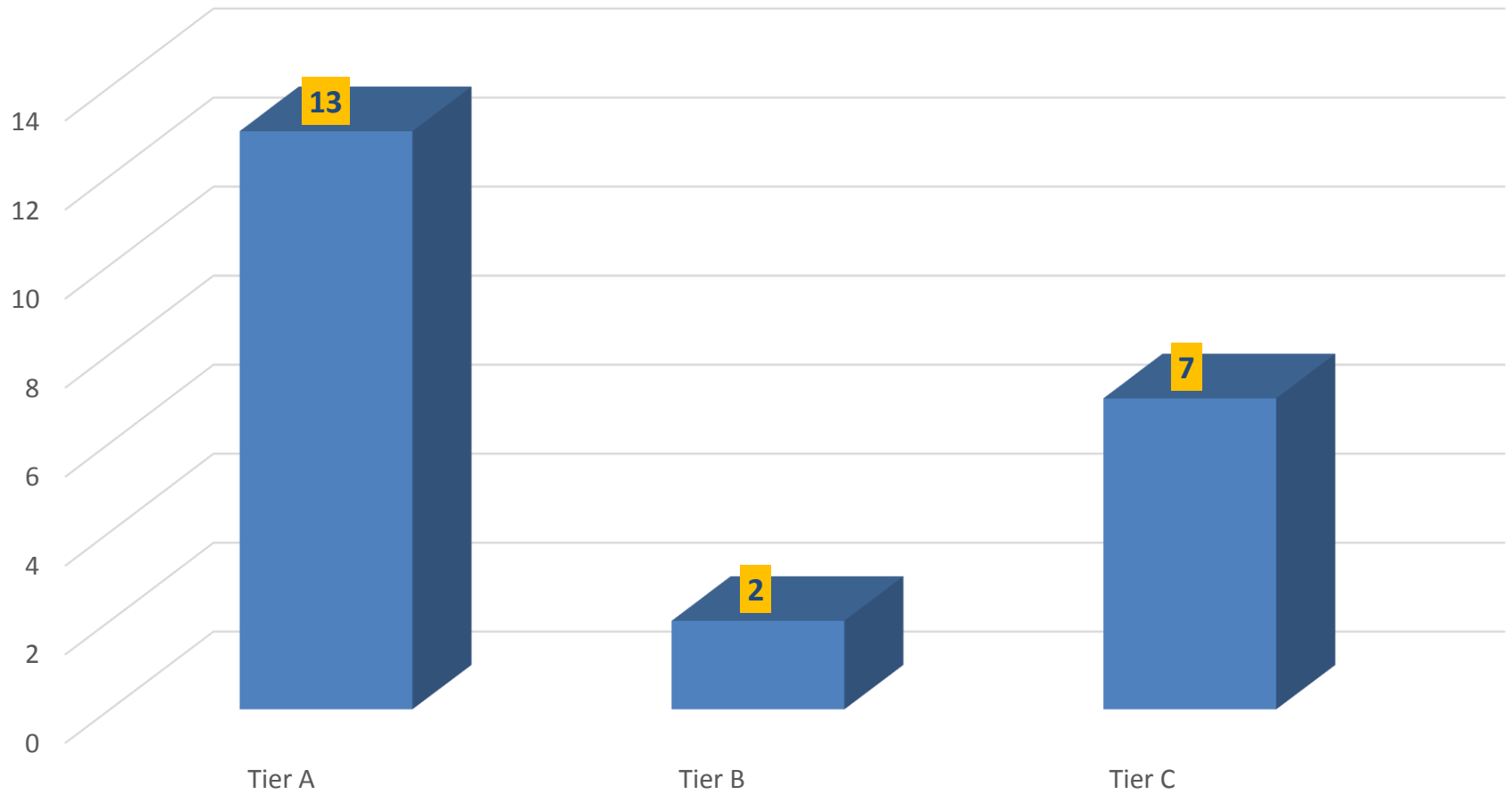
ACCESS for ELLs®

ACCESS WIDA for ELL's 2.0

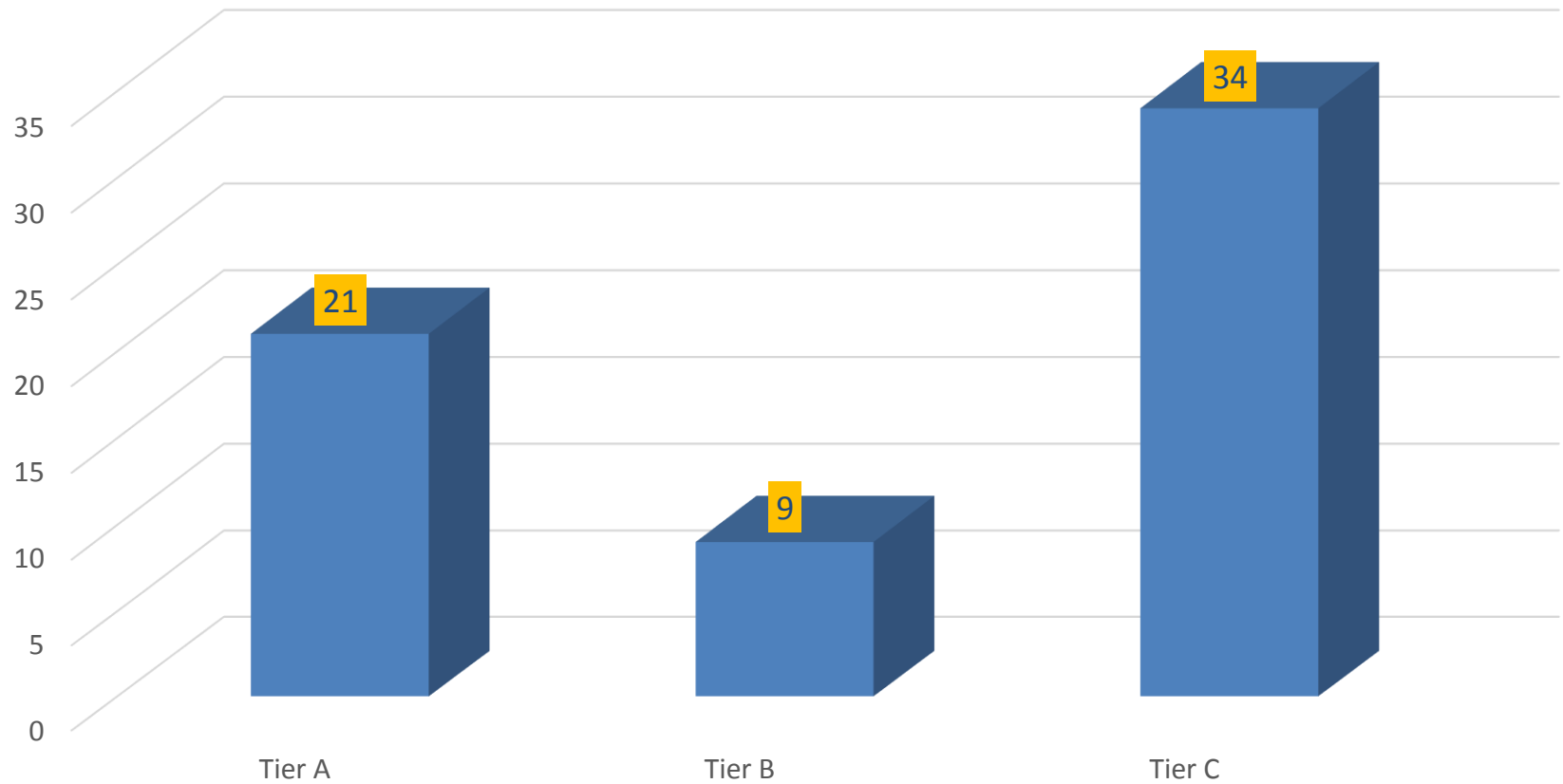
Number of Students Across the District



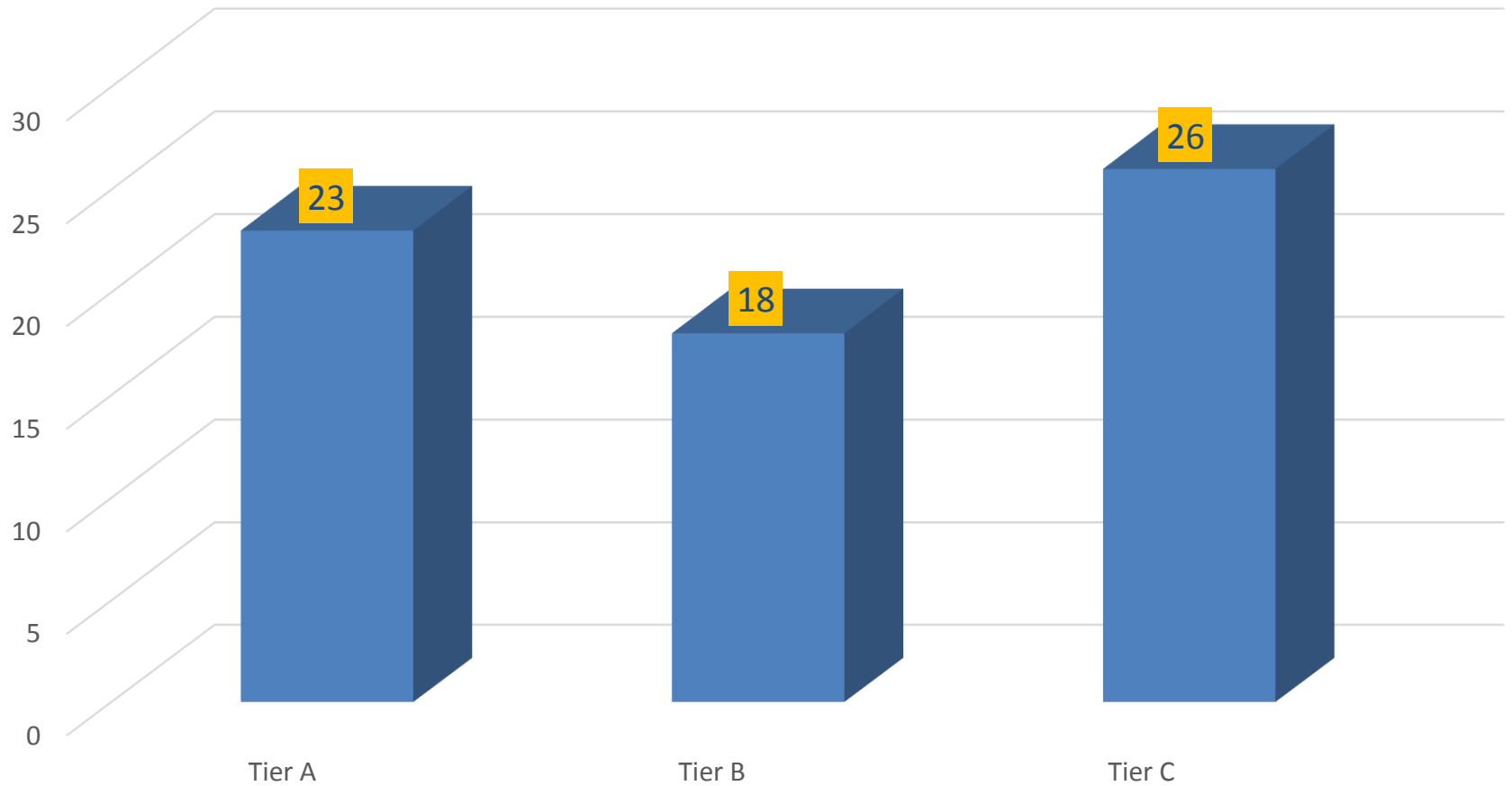
FAIRMOUNT 1ST – 4TH GRADERS



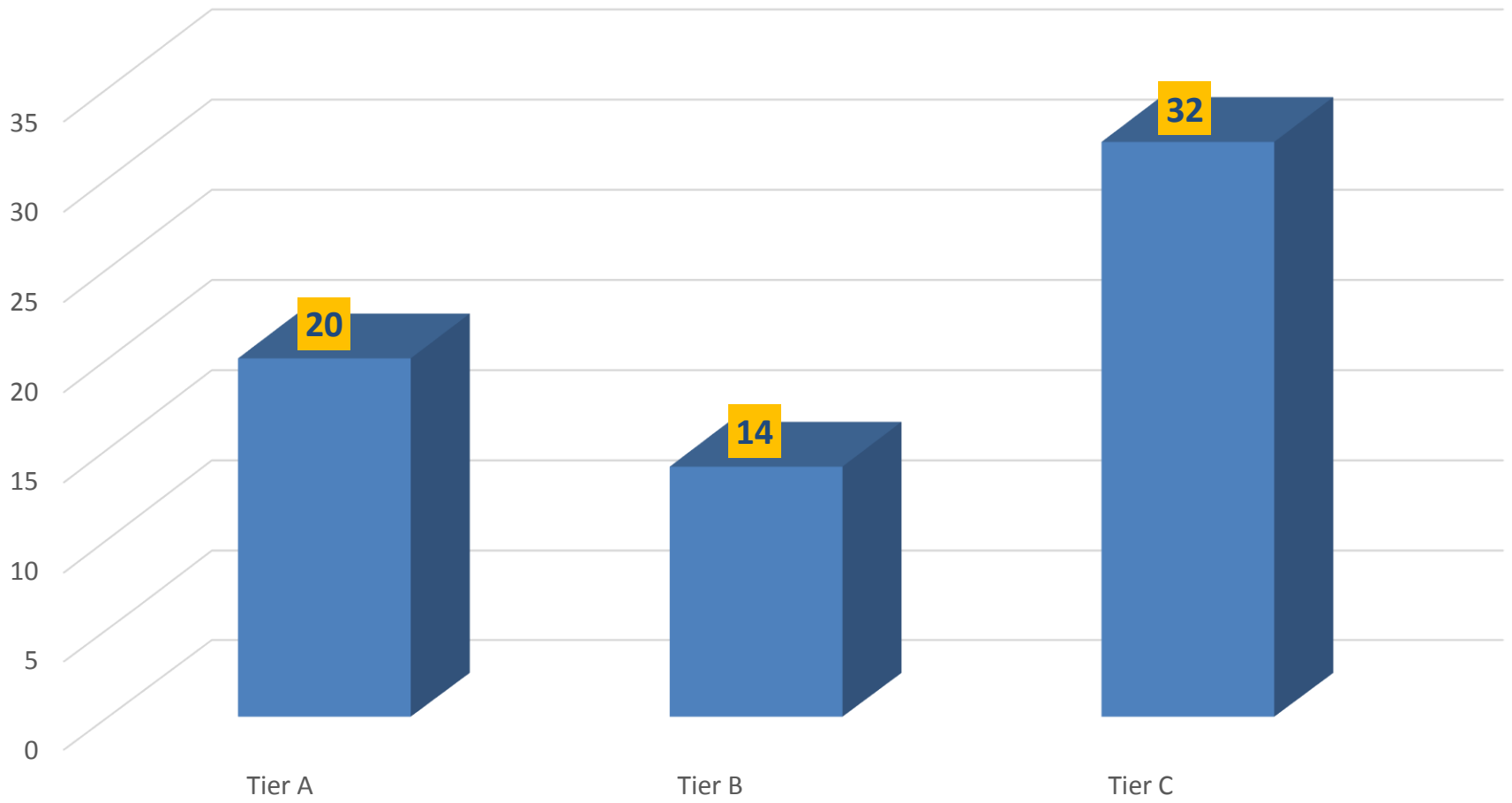
HILLERS 1ST – 4TH GRADERS



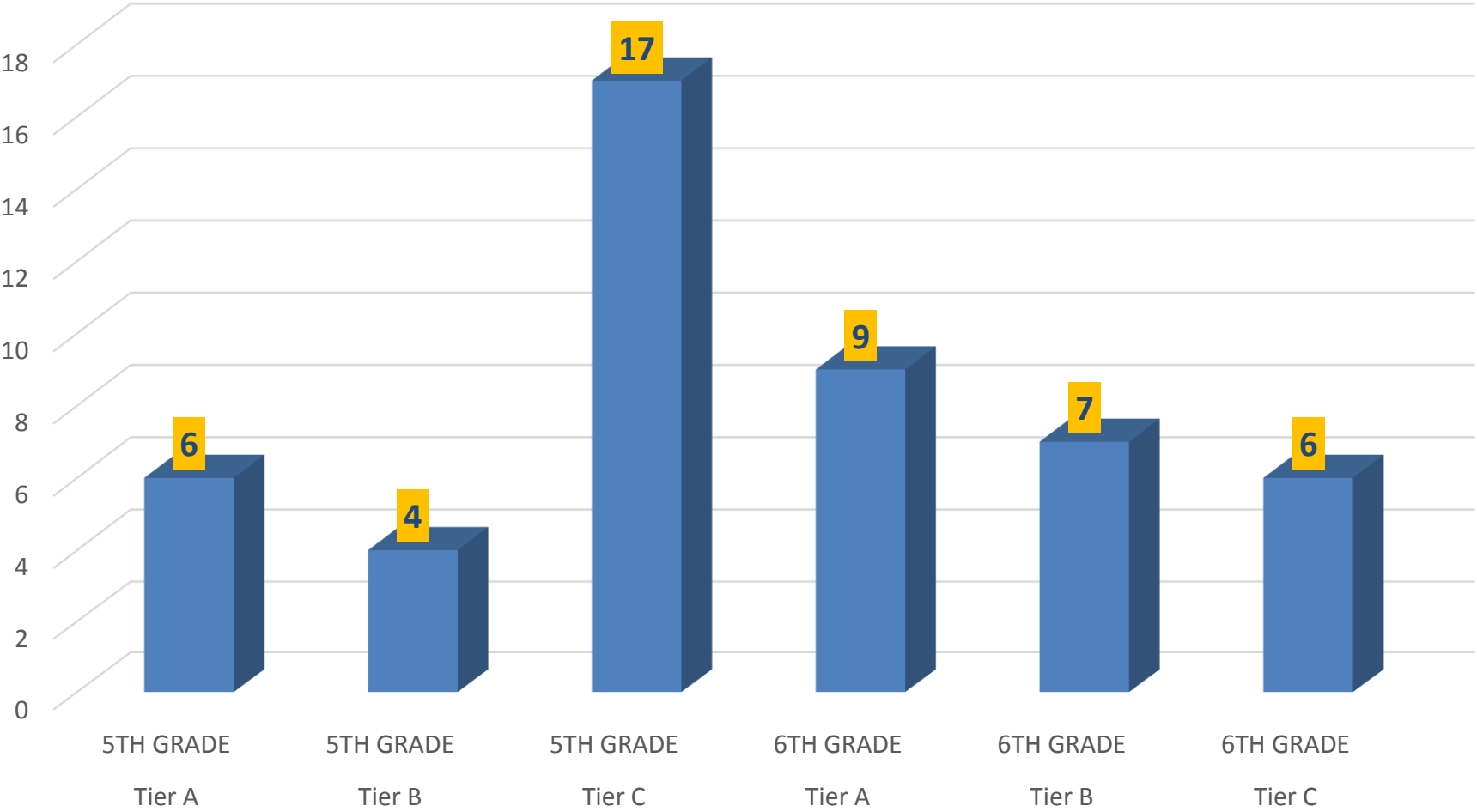
JACKSON AVENUE 1ST – 4TH GRADERS



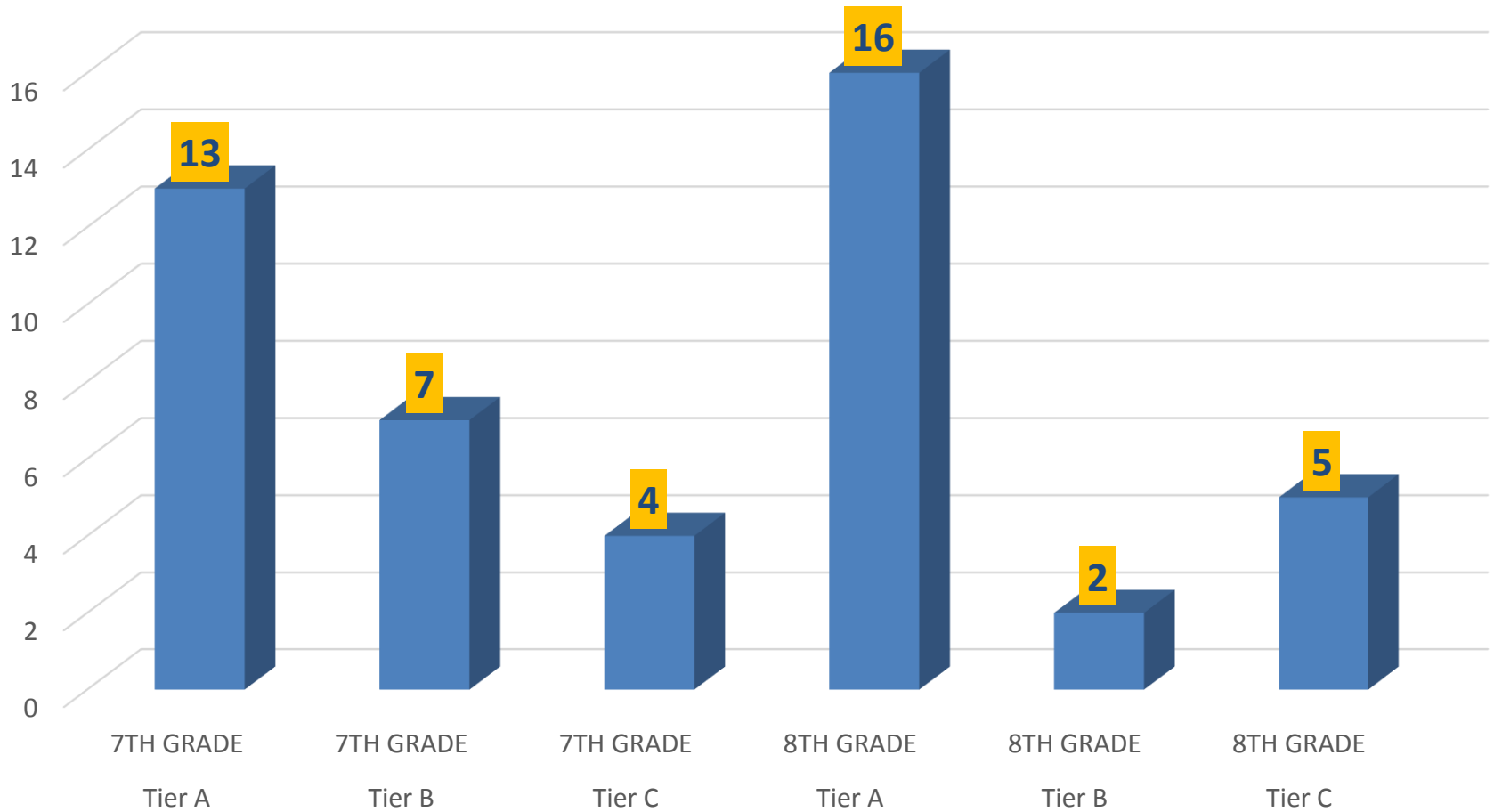
PARKER
1ST – 4TH GRADERS



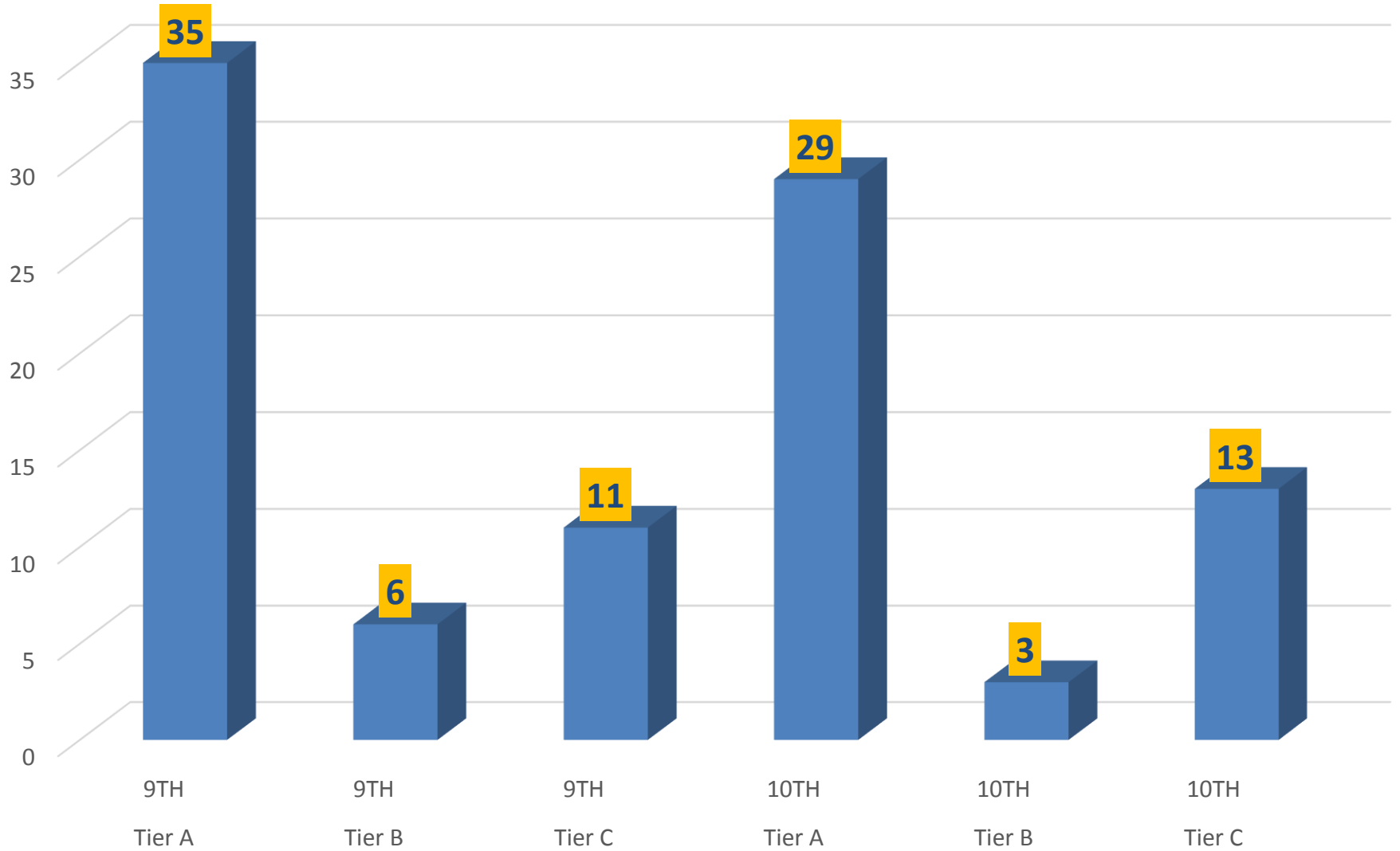
HACKENSACK MIDDLE SCHOOL



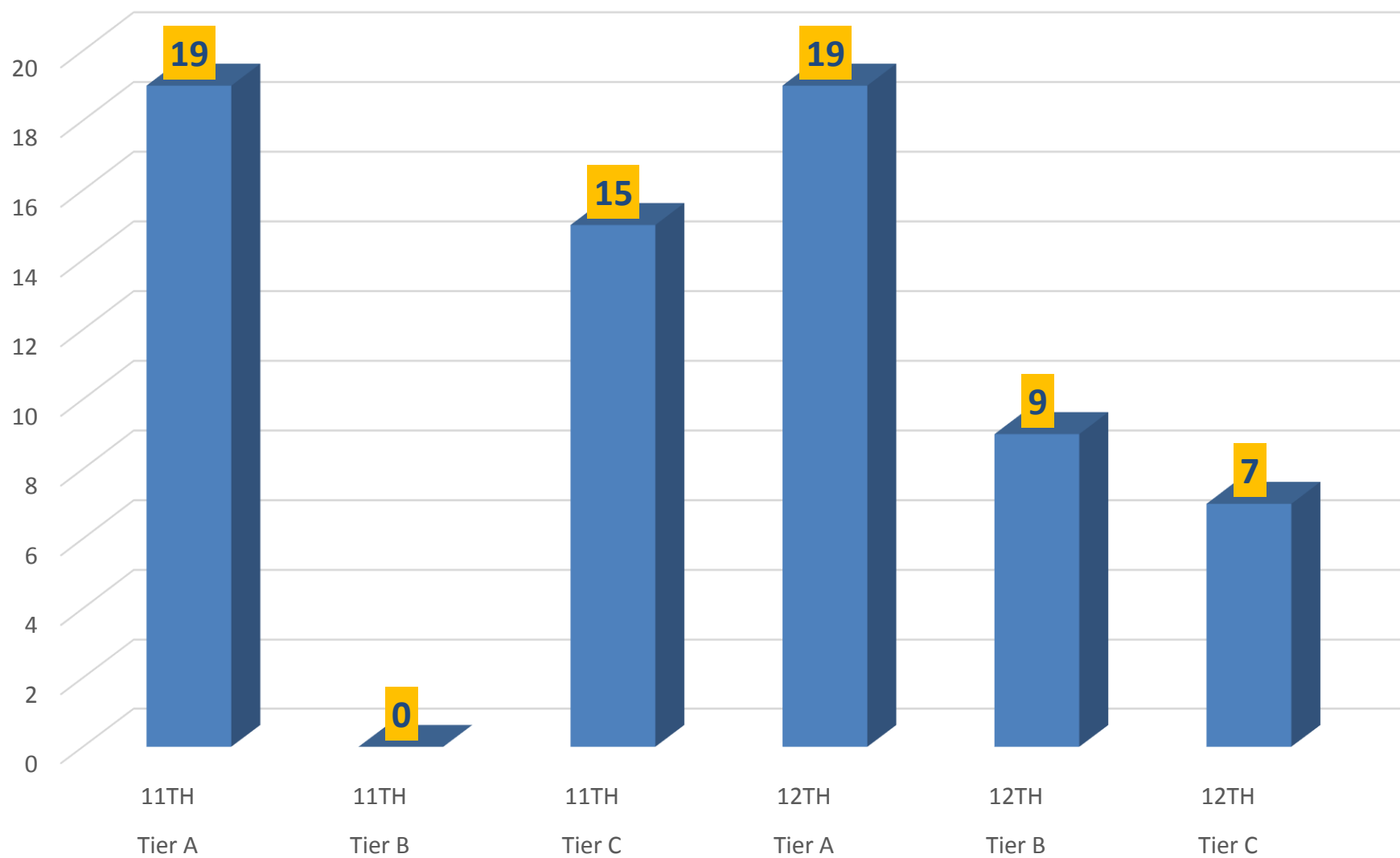
HACKENSACK MIDDLE SCHOOL



HACKENSACK HIGH SCHOOL



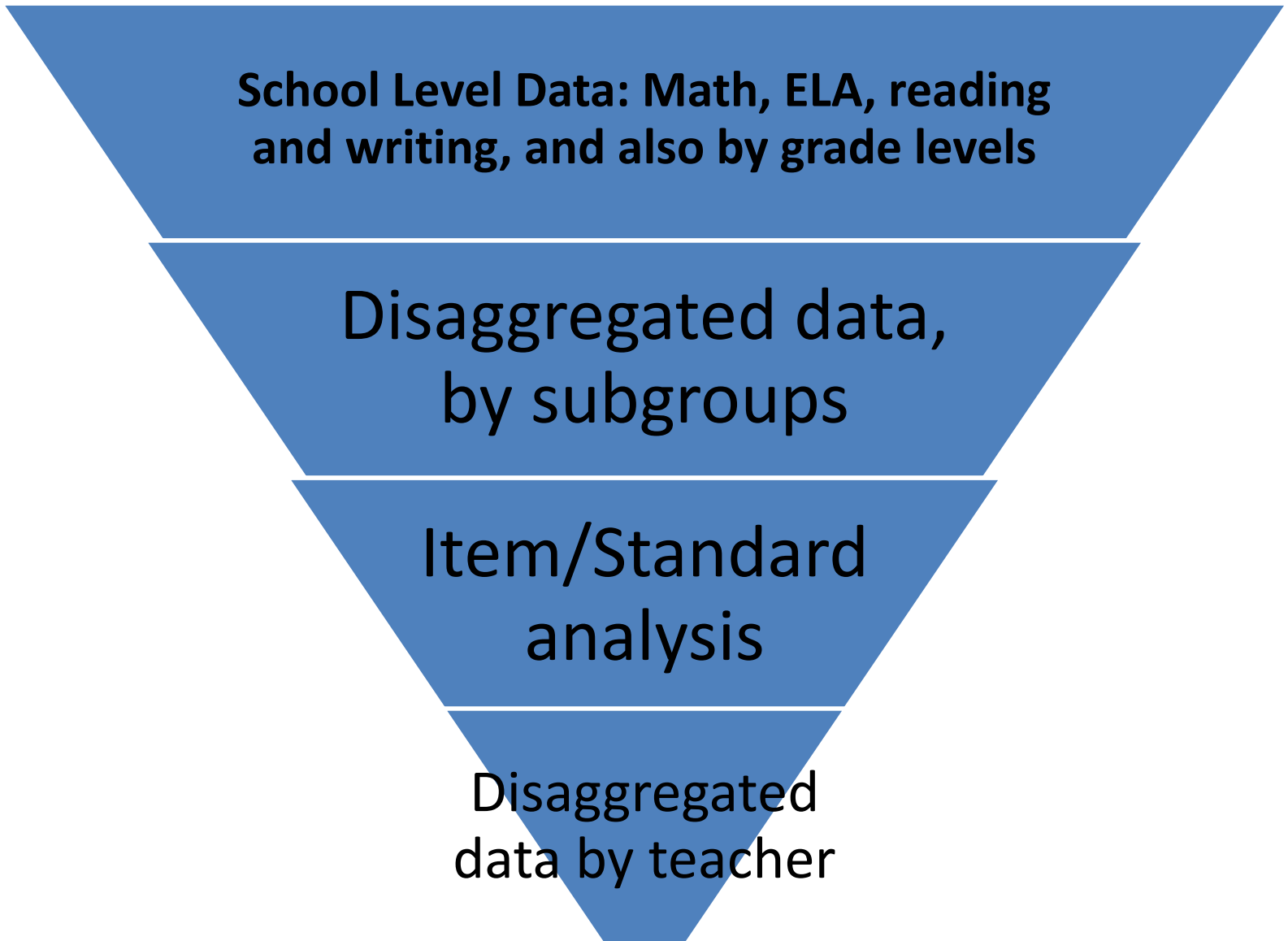
HACKENSACK HIGH SCHOOL



HOW OUR SCHOOLS ARE PROVIDING INTERVENTION IN RESPONSE TO DATA



HHS DATA ANALYSIS PLAN: DRILLING DOWN



HOW DOES THE HHS STAFF UTILIZE THE DATA?

- Evidence Statement Analysis

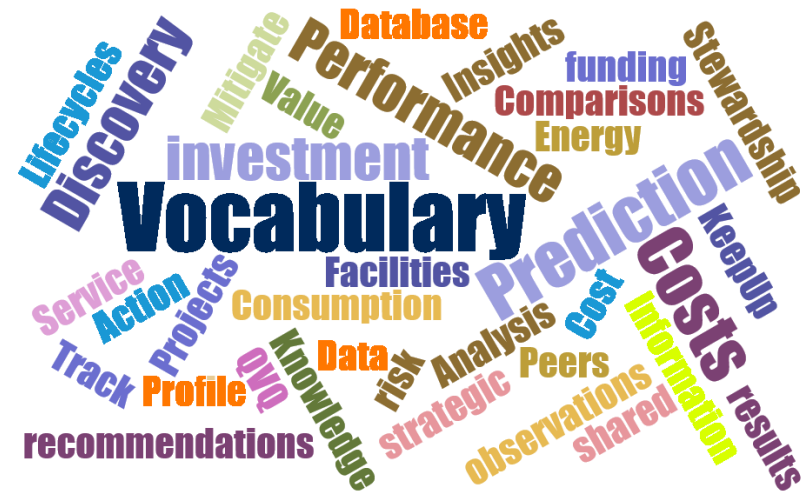
- PLC Meetings to review standards specific data for trends
- Identify power standards and ensure that all standards are being taught in Curricula

- Instructional Strategies

- Data shows a deficiency in Modeling and Reasoning in Math and Reading Vocabulary in ELA on 2018 PARCC
- **Close Reading, Text Structure, Decoding strategies and Vocabulary acquisition to address deficiencies in Math and ELA.**

- Assessment Strategies

- Quarterly Common Benchmark Assessments
- Common Articulation and Data Analysis through PLCs
- Utilizing benchmark assessments in all Algebra and IAG classes (SMI)
- Utilizing benchmark assessments in all ELA classes (SRI)



Lighting Up Literacy @ HMS

- Based on comparative analysis of ELA PARCC scores and Hackensack Middle School scores, we've identified the need to address close reading and identifying text structures as part of the Hackensack Middle School's school-wide goal for the 2018-2019.
- Through the newly created HMS LinC Team, staff across all contents, will be provided professional development throughout the year in the following manner:
 - **MP1:** Content area-specific **close reading** strategies (materials provided)
 - **MP2:** Teachers collaborate on close reading lessons (subject area)
 - **MP3:** A closer look at **text structures** (materials provided)
 - **MP4:** Teachers collaborate on text structure lessons (subject area)



FAIRMOUNT SCHOOL

Priority Problem for Fairmount School –

Upon review of PARCC 2018 data, students in grades 3 & 4 scored below the 20th percentile in 2 major areas on the 2018 Spring PARCC assessment.

“Measurement and Data” and “Modeling and Reasoning” when we compare our performance with the state.

- Math Interventionist pushes into every class K – 4, on a rotating schedule, working with small groups
- Pre-Assessment Renaissance Star Math are being reviewed and students are being identified with areas needed in math
- Collaboration between the Math Interventionist and Classroom Teachers to plan for additional instruction in areas needed
- Best Practices and strategies for “Measurement and Data” and “Modeling and Reasoning” will be discussed in Grade Level Meetings and explicit lessons will be planned to supplement the GoMath! curriculum
- Provide Grade 3 and 4 After-School Tutorials
- Continue and maintain a focus on “fact power” in all grades K - 4
- Specific PD will be offered throughout the school year to provide K – 4 teachers with best practices to refine their small group instruction in all subjects.



Fanny Meyer Hillers School

2018-19 ELA Focus

Action Steps to enhance our **ELA instruction**:

- Creation of Classroom Data Walls and School Data Wall to monitor progress and identify areas of need
- Ongoing Data Analysis throughout the year to inform instruction via data meetings (both grade level and school wide)
- Small Group Monitoring to ensure individual student progress
- Instructional Coaches modeling and conferring with teachers to inform instructional practices
- Implement uniform read alouds across grades K-4
- Analyzing standards to determine curriculum foci and revise curriculum calendar accordingly.

When compared to the New Jersey State PARCC results for 2017-2018:

- Hillers' Grade 3 scores surpassed the State by 4.8%
- From the 2016-2017 to the 2017-2018 school year, grade 3 showcased a 22% increase of students meeting or exceeding grade level expectations.
- Hillers' Grade 4 scores were slightly below the State by 1.3%.
- From the 2016-2017 to the 2017-2018 school year, grade 4 showed a dramatic increase of 30% of students meeting or exceeding grade level expectations.

Our School Vision: "Every Child...Every Day...Every Way"



Fanny Meyer Hillers School 2018-19 Math Focus

Action Steps to enhance our **Math instruction**:

- Small Group monitoring via Guided Math instruction to ensure progress
- Instructional Coach modeling and conferencing with teachers to inform instructional practices
- Data Analysis to determine standards that need more focus throughout the year in grades K-4.
- Professional Development on Mathematical Practices in grades K-4.
- Developing common assessments that will focus on our area of needs and informing instructional practice.

When compared to the New Jersey State PARCC results for 2017-18:

- Hillers' Grades 3 & 4, underperformed in this area compared to the state
- Grade 4 performed slightly below the state by 1.8%
- However, from the 2016-2017 to the 2017-2018 school year, Grade 4 showed a dramatic increase of 30% of students meeting or exceeding grade level expectations

Our School Vision: "Every Child...Every Day...Every Way"



JACKSON AVENUE SCHOOL



ELA Priority Problems:

Grade 3 - Jackson Avenue scored 7% below the district and 8% lower than the state and there is a 19% discrepancy between male and female outcomes, favoring females. Hispanics is a subgroup also identified.

Grade 4 - Jackson Avenue scored 3% above the district but 4% lower than the state and there is a 34% discrepancy between male and female outcomes, favoring females. African-Americans is a subgroup also identified.

SY 2018-2019 Academic Action Plan for ELA

1. Data review and progress monitoring of at-risk students and sub-group populations (Male, Black/African-American, and Hispanic/Latino subgroups).
2. Rigorous independent reading program with targeted and data driven small group instruction.
3. Professional training and coaching by a Literacy Consultant for small group reading instruction.
4. Literacy Instructional coach will support ongoing reading instructional professional focus and deliver intervention for low-performing students.
5. Teacher training at the Paramus Reading and Writing Institute (for selected teachers).
6. Continued enhancement of classroom libraries and literacy Intervention materials in each classroom.
7. After-school tutorial and summer school sessions for literacy intervention for low-performing students.
8. Parent training sessions on how to support literacy development at home and in school.



JACKSON AVENUE SCHOOL



Math Priority Problems:

Grade 3 - Jackson Avenue scored 1.2% above the district but 4% lower than the state and there is a 12.5% discrepancy between male and female outcomes, favoring females. African-Americans is a subgroup also identified..

Grade 4 - Jackson Avenue scored 2.4% below the district and 11.3% lower than the state and there is a 7.1% discrepancy between male and female outcomes, favoring females. African-Americans and Latinos are subgroups also identified.

SY 2018-2019 Academic Action Plan for Math

1. Data review and progress monitoring of at-risk students and sub-group populations (Hispanic, African-American, males subgroups).
2. Professional Training in Math Accountable Talk to deepen students' ability to construct their own meaning.
3. Professional Development seminars for selected teachers with follow-up turn-key training for staff.
4. Professional texts for instructional staff to enhance and support teaching practices.
5. After-school tutorial sessions for math intervention for low-performing students.
6. Parent training sessions on how to support Math development at home and in school.
7. Part-time math Instructional coach will support staff professional development and coaching on Math Accountable Talk and strategic instruction in critical sub-taught standards.

ready, set,
math talk!

Nellie K. Parker School

2018-2019 **ELA FOCUS**

Data-driven Meetings

Identify strengths and weaknesses

Determine root causes

- **Revamp the Curricula Calendar to address students' needs**
- **Differentiate Instruction (fluency & comprehension)**
- **Targeted Guided Reading Instruction**
- **Small Group Instruction by implementing Jennifer Seravallo's reading strategies**

In comparison to NJ State results in grade 3, we surpassed the state by 6.8%.

In comparison with NJ State results, in grade 4, we were slightly below the state by 6.2%.



Nellie K. Parker School

2018-2019 **MATH FOCUS**

In comparison to NJ State results in grade 3, we surpassed the state by 2.1%.

In comparison with NJ State results, in grade 4, we were slightly below the state by 7.8%.

Data-driven Meetings

Identify strengths and weaknesses

Determine root causes

- **Automaticity of basic facts**
- **Differentiated Instruction**
- **Small Group Instruction**
- **Revamp the Curricula Calendar to address students' needs**



AP Data - Tests

	2011	2012	2013	2014	2015	2016	2017	2018
AP Students	106	112	130	175	155	162	153	159
Number of Exams	165	209	238	308	298	296	311	295
Students with 3+	70	81	93	131	117	118	121	126

Higher than state average in:

Calculus AB

Calculus BC

Chemistry

Computer Science A

Italian Language and Culture

Physics I

Spanish Language and Culture

Environmental Science

Physics C: Mech

World History

