

Testing Results: Spring 2018 Administrations

Red Bank Regional
High School District
Fall 2018

Pearson's PARCC ELA Assessment Overview

- ❖ PARCC's annual assessments are available in [English Language Arts/Literacy](#) for Grades 9 - 11 and [Mathematics](#) by content area including Algebra 1, Geometry and Algebra II.
- ❖ Each administration of the PARCC assessment set's [performance levels](#).

Levels range from 1 to a 5

- Level 1 indicating the greatest need for improvement
- Level 5 indicating the strongest performance towards a college and career readiness determination & exceeding grade level standards

❖ **ELA Assessments**

- Students **read and analyze passages** from real texts — fiction and non-fiction — and sometimes watch video or listen to audio.

- Students **write**, using what they've learned from the passages and multi-media to support their arguments.

❖ **Reading Performance Level Assessment**

Differentiated by three factors:

1. Text complexity
2. The range of accuracy in expressing reading comprehension demonstrated in student responses; and
3. The quality of evidence cited from sources read

As opposed to other assessments, The PARCC works to assess a student's ability to find text-based evidence for generalizations, conclusions drawn.

Written Performance Level Assessment

Assess students level of written expression and knowledge of language & conventions on:

1. Narrative Writing Task
2. Literary Analysis Task
3. Research Task

Factors differentiating the performance levels for writing include how consistently and fully students develop ideas, including when drawing evidence from one or more sources, how well they organize their writing, and their command of grammar and language usage.



PARCC 2018 Results Letter to District Parents

September 26, 2018

Dear Parents/Guardians:

Accompanying this letter, please find your student's Individual Student Report for the NJ administration of the Spring 2018 PARCC assessment. Students in grades 9 through 12 take PARCC tests in the following classes, regardless of grade level:

- English 1 CP, English 2 CP, English 3 CP 9, *or course equivalents*
- Algebra 1, Geometry, Algebra 2, *or course equivalents*

When reviewing these results, five performance levels describe how well students met the academic expectations for their grade level.

- Level 1: Did not meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

The passing levels as set by the NJDOE for the 2018 PARCC are different for specific subjects and are as follows:

- Level 4 for Algebra 1, English Language Arts Grade 9, and English Language Arts Grade 10
- Level 3 for Geometry, Algebra 2, and English Language Arts Grade 11

Underclassmen who have met or exceeded the passing score in both subject areas are on track for the next grade level, and for college and career readiness. Those underclassmen who did not meet the passing score on one or both of the subjects will be working with teachers to improve their fundamental skills and knowledge, and to enhance their critical thinking and problem solving abilities in preparation for future PARCC tests.

The State of New Jersey requires students students in Class 2019 and 2020 to pass one ELA and one Mathematics PARCC assessment or one of the alternative exams in each subject at some point during students' high school careers. Students in the Class of 2021, are required to pass the Algebra 1 and English Language Arts Grade 10 PARCC assessments to meet graduation requirements.

We encourage you to read through the PARCC explanations and scores on your the Individual Score Report, in order to develop an understanding of PARCC assessment results. You may also visit www.understandthescore.org for further information.

If your student has not yet achieved the necessary score and anticipates graduating in 2019, Red Bank Regional will provide targeted instruction to support success on an alternate assessment or PARCC portfolio appeal. If you would like further clarification or specifics on the alternative assessments and pathways available to meet his/her graduation requirements, please contact your student's school counselor.



SAMPLE SCORE REPORT

FIRST/LAST NAME

Date of Birth: XX/XX/XXXX ID: XXXX **Grade: 11**

DISTRICT NAME

SCHOOL NAME

NEW JERSEY

GRADE 11 ELA

English Language Arts/Literacy Assessment Report, 2015–2016

This report shows whether XXXX met grade-level expectations and is on track to be college and career ready. This assessment is just one measure of how well your child is performing academically.

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

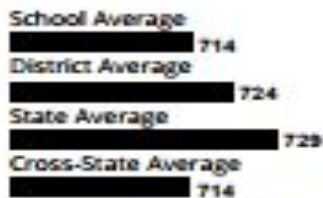
See slide 2 of this report for specific information on your child's performance in reading and writing.

How Did XXXX Perform Overall?

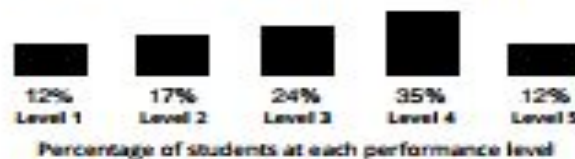
Performance Level 4

- Level 5 Exceeded Expectations
- Level 4 Met Expectations
- Level 3 Approached Expectations
- Level 2 Partially Met Expectations
- Level 1 Did Not Yet Meet Expectations

Your child's score
789



How Students in New Jersey Performed



Sample ISR - ELA 11

Mailed Home with Letter Explaining How to obtain Information on Scores in September 2018

How Did Your Child Perform in Reading and Writing?

READING



WRITING



LITERARY TEXT

Your child performed about the same as students who met or exceeded expectations. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

INFORMATIONAL TEXT

Your child performed about the same as students who met or exceeded expectations. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY

Your child performed about the same as students who met or exceeded expectations. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING EXPRESSION

Your child performed about the same as students who did not yet meet or partially met expectations. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who approached expectations. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND
Your child performed about the same as students who:

| | | |
|------------------------------|-------------------------|--|
| Met or Exceeded Expectations | Approached Expectations | Did Not Yet Meet or Partially Met Expectations |
|------------------------------|-------------------------|--|

Sample ISR - ELA 11 Page 2 Reading & Writing Breakdown

*Mailed Home with
Letter Explaining
How to obtain
Information on
Scores in September
2018*

COMPARISON OF **RED BANK REGIONAL HIGH SCHOOL'S** STUDENTS TESTED
 SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS
 ENGLISH LANGUAGE ARTS/LITERACY

| | Students Tested | | Year to Year Comparison |
|----------|-----------------|-----------|-------------------------|
| | 2017 | 2018 | |
| Grade 9 | 339 (98%) | 301 (99%) | -38 |
| Grade 10 | 272 (99%) | 319(98%) | 47 |
| Grade 11 | 290 (94%) | 265(99%) | 25 |
| TOTAL | 901 | 885 | |

Note: "Students Tested" represents individual valid test scores for English Language Arts/Literacy.

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S
 SPRING 2016, SPRING 2017, & SPRING 2018
 PARCC ADMINISTRATIONS

| | Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2) | | | Approaching Expectations (Level 3) | | | Meeting & Exceeding Expectations (Level 4 & 5) | | | Change in Level 1 and Level 2 From 2016 to 2018 | Change in Level 4 and Level 5 From 2016 to 2018 |
|-------|--|------|------|------------------------------------|------|------|--|------|------|---|---|
| Grade | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | | |
| 9 | 21.5 | 20.6 | 27.9 | 18.3 | 18.9 | 17.3 | 60.2 | 60.5 | 63.5 | +6.4 | +3.2 |
| 10 | 18.9 | 25.8 | 20.4 | 18.3 | 21.7 | 19.7 | 62.8 | 52.5 | 59.9 | +1.5 | -2.9 |
| 11 | 27.8 | 20.3 | 27.9 | 35 | 21 | 29.4 | 37 | 58.6 | 42.6 | +0.1 | +5.6 |

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S
 SPRING 2017 PARCC ADMINISTRATIONS TO STATE PERFORMANCE
 ENGLISH LANGUAGE ARTS/LITERACY TO NEW JERSEY- PERCENTAGES

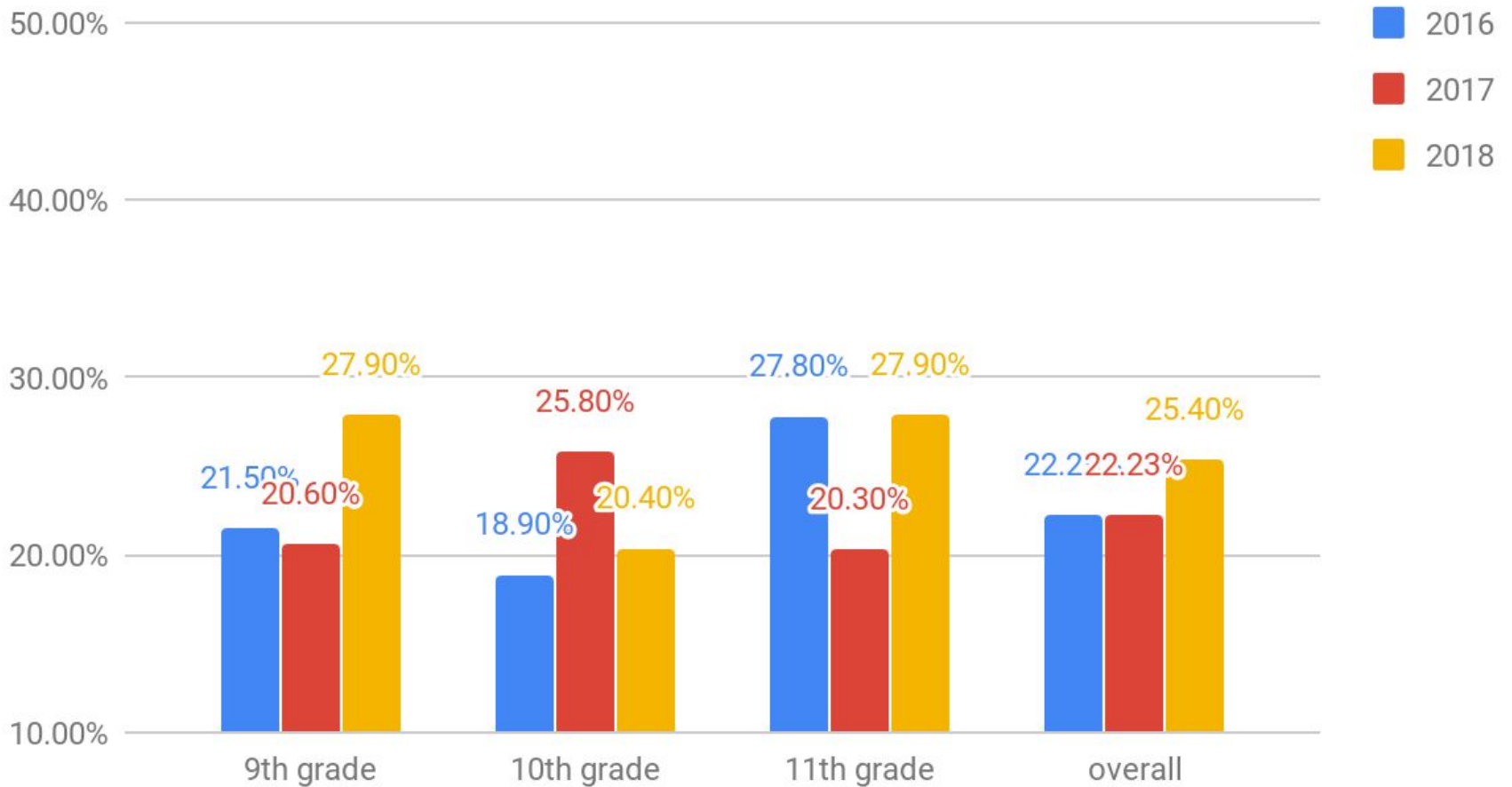
| | Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2) | | Approaching Expectations (Level 3) | | Meeting & Exceeding Expectations (Level 4 & 5) | |
|-----------|--|-------|------------------------------------|-------|--|-------|
| | RBR | State | RBR | State | RBR | State |
| | 2018 | 2018 | 2018 | 2018 | 2018 | 2018 |
| Grade 9 | 27.9 | 24.8 | 17.3 | 21.1 | 63.5 | 54.1 |
| Grade 10 | 20.4 | 31.1 | 19.7 | 19 | 59.9 | 49.9 |
| Grade 11* | 27.9 | 39.7 | 29.4 | 29.4 | 42.6 | 38.1 |

Notes: Percentages may not total 100 due to rounding.

ELA Achievement Growth % Level 4 and 5



ELA Achievement Growth Level 1 & 2



COMPARISON OF **RED BANK REGIONAL HIGH SCHOOL'S** SUBGROUP
 SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS
 ELA Grade 9 PERCENTAGES

| | Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2) | | Approaching Expectations (Level 3) | | Meeting & Exceeding Expectations (Level 4 & 5) | | % Difference >= Level 4 |
|-----------------------------|--|-------------|------------------------------------|-------------|--|------|-------------------------|
| | 2017 | 2018 | 2017 | 2017 | 2017 | 2018 | |
| Hispanic or Latino | 45.9 | 31 | 30.6 | 25.2 | 23.4 | 43.7 | +20% |
| African American | 41.1 | 41.7 | 29.4 | 20.8 | 29.4 | 37.5 | +8.1% |
| White | 5.5 | 9.6 | 11.6 | 12.5 | 82.9 | 78 | -4.9% |
| Economic Disadvantage - NO | 12.3 | 12.9 | 15.1 | 15.5 | 72.6 | 71.7 | -0.9% |
| Economic Disadvantage - YES | 44.8 | 41.1 | 29.9 | 23.5 | 25.2 | 35.3 | +10.1% |
| IEP - YES | 57.8 | 55.8 | 28.9 | 20.9 | 13.3 | 23.3 | +10% |
| IEP - NO | 15 | 13.2 | 17.3 | 16.7 | 16.7 | 70.1 | +53.4% |

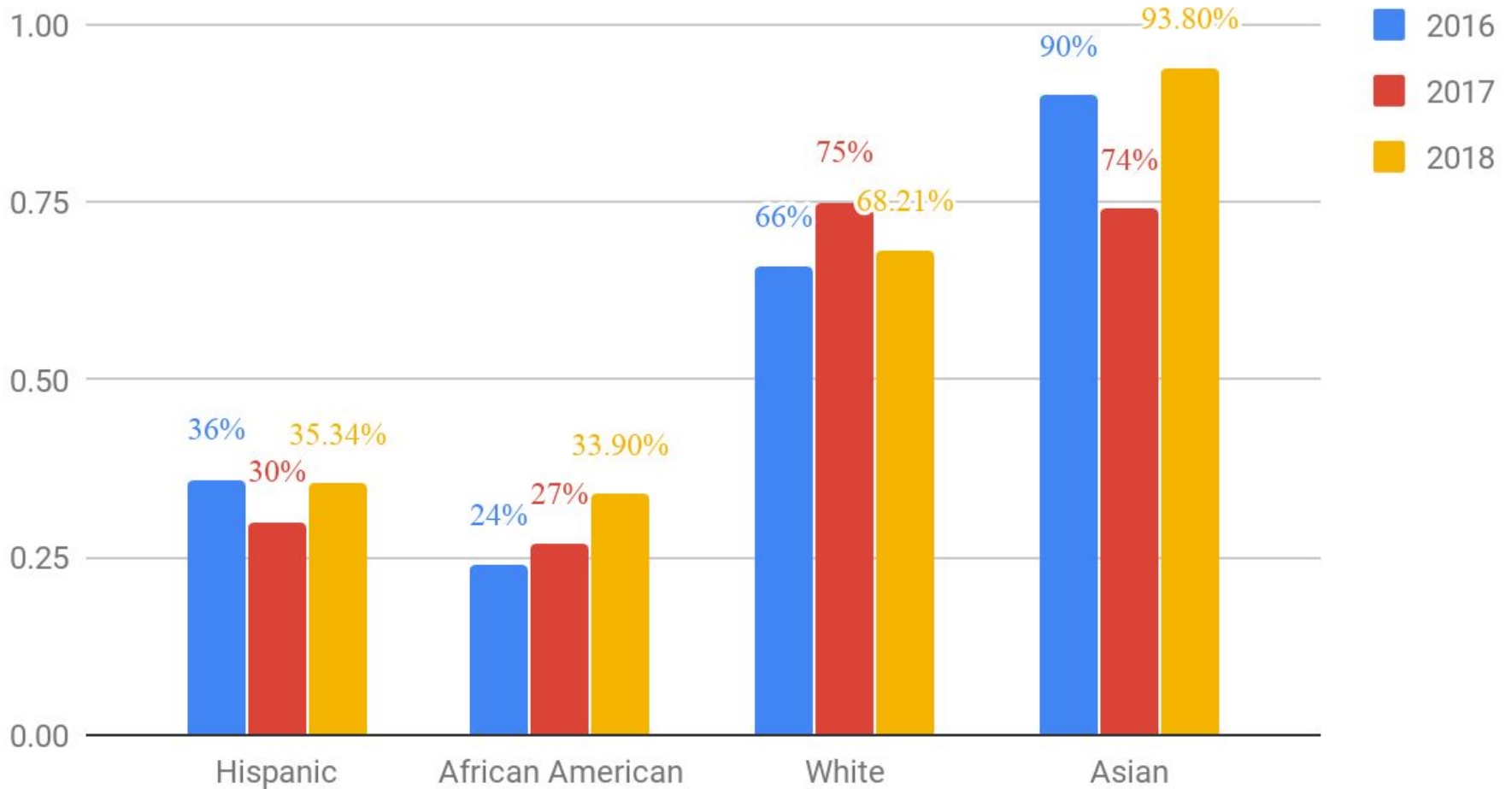
COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP
 SPRING 2016 AND SPRING 2018 PARCC ADMINISTRATIONS
 ELA Grade 10 PERCENTAGES

| | Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2) | | Approaching Expectations (Level 3) | | Meeting & Exceeding Expectations (Level 4 & 5) | | % Difference >= Level 4 |
|-----------------------------|--|------|------------------------------------|------|--|------|-------------------------|
| | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 | |
| Hispanic or Latino | 46.9 | 45 | 29.6 | 27 | 23.5 | 28 | +4.5% |
| African American | 59.1 | 33 | 18.2 | 33.3 | 22.7 | 33.3 | +10.6% |
| White | 11.3 | 7.2 | 17.0 | 15.9 | 71.7 | 76.9 | +5.2% |
| Economic Disadvantage - NO | 18.5 | 14.6 | 22.4 | 17.7 | 59 | 67.7 | +8.7% |
| Economic Disadvantage - YES | 47.8 | 43.1 | 19.4 | 27.7 | 32.9 | 29.2 | -3.7% |
| IEP - YES | 72.2 | 63.6 | 22.2 | 11.4 | 5.6 | 25 | +19.4% |
| IEP - NO | 18.7 | 13.4 | 21.6 | 21.1 | 59.7 | 65.5 | +5.8% |

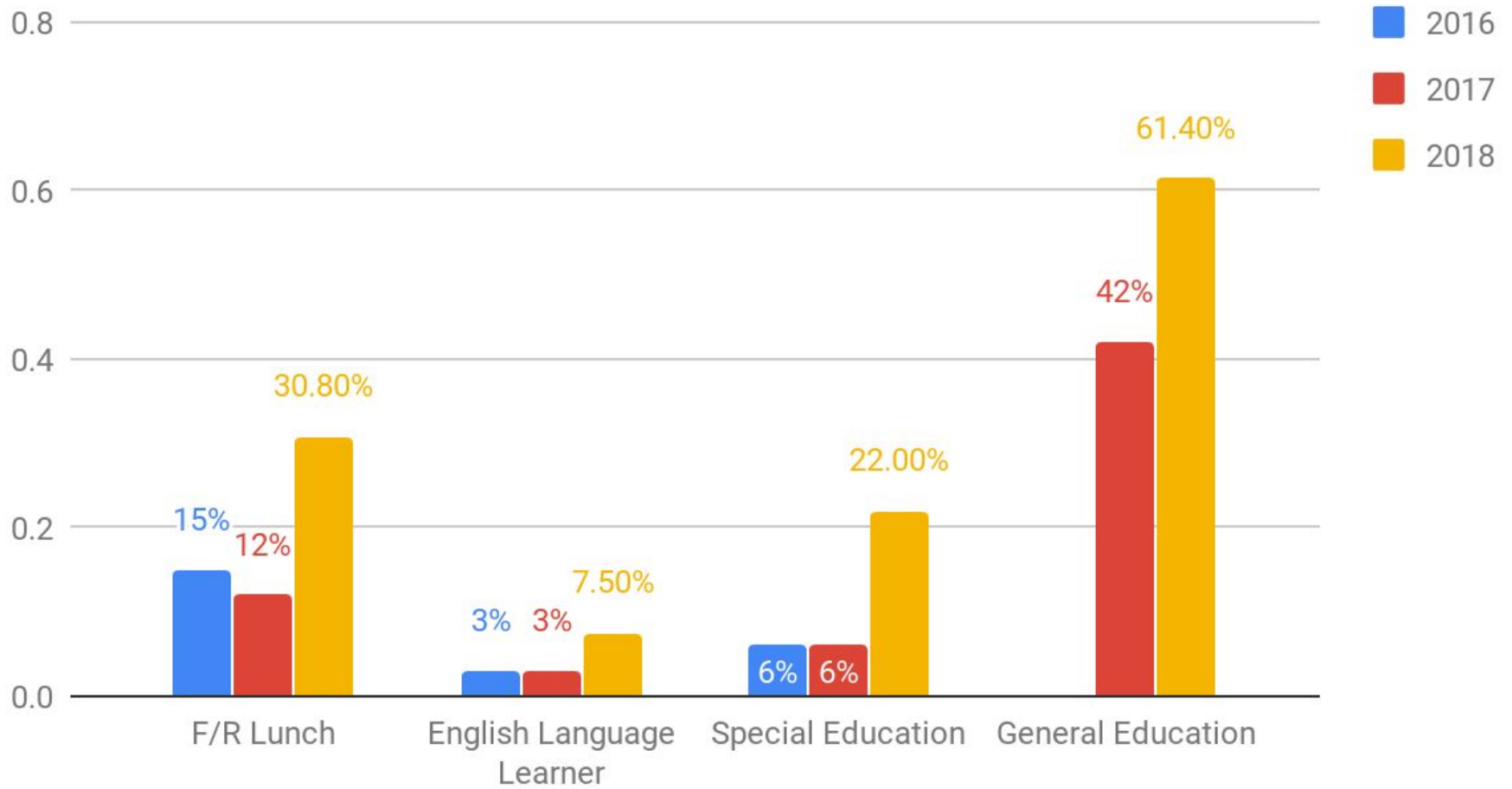
COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP
 SPRING 2016 AND SPRING 2018 PARCC ADMINISTRATIONS
 ELA Grade 11 PERCENTAGES

| | Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2) | | Approaching Expectations (Level 3) | | Meeting & Exceeding Expectations (Level 4 & 5) | | % Difference >= Level 4 |
|-----------------------------|--|------|------------------------------------|------|--|------|-------------------------|
| | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 | |
| Hispanic or Latino | 25 | 35 | 28.6 | 31.3 | 46.4 | 33.8 | -12.6% |
| African American | 62.5 | 45 | 6.3 | 25 | 31.3 | 30 | -1.3% |
| White | 15 | 23.1 | 17.8 | 30.1 | 67.2 | 46.8 | -20.4% |
| Economic Disadvantage - NO | 18 | 23.5 | 20.9 | 29 | 61.1 | 47.5 | -13.6% |
| Economic Disadvantage - YES | 31.4 | 41.6 | 21.6 | 30.8 | 47.1 | 27.7 | -19.4% |
| IEP - YES | 43.8 | 58.4 | 28.1 | 25 | 28.1 | 16.7 | -11.4% |
| IEP - NO | 17.4 | 23.2 | 20.2 | 30.1 | 62.4 | 46.7 | -15.7% |

ELA Proficiency by Race Level 4 & 5 (all grades)



ELA Proficiency by Program (all grades)



Pearson's PARCC Math Assessment Overview

❖ Math Assessment

- Students ***solve multi-step math problems based on the content being assessed*** that require reasoning and address real-world situations. As opposed to previous assessments that focused mostly on procedure only.

Performance level descriptors (PLDs) in this area focus on what a “typical” student should be able to demonstrate based on his/her command of grade-level standards. Including **students can demonstrate ability to:**

- ***Assess Content***
- ***Show Reasoning***
- ***Demonstrate Modeling***

Mathematics Assessment Report, 2015–2016

This report shows whether **xxxx** met course-level expectations and is on track to be college and career ready. This assessment is just one measure of how well your child is performing academically.

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

See side 2 of this report for specific information on your child's performance in mathematics.

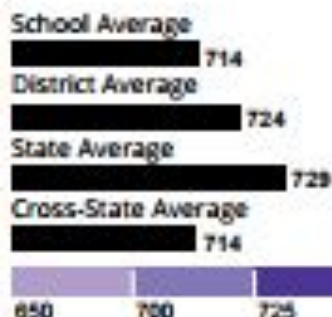
How Can You Use This Report?

Ask your child's teachers:

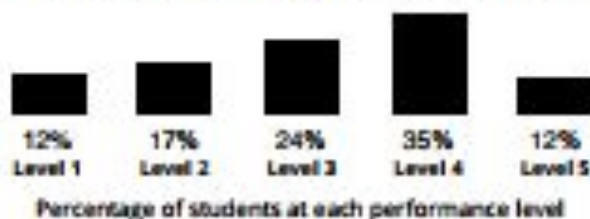
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

How Did **xxxx** Perform Overall?

Performance Level 5



How Students in New Jersey Performed



Sample ISR - Algebra 2

Mailed Home with Letter Explaining How to obtain Information on Scores in September 2018

How Did Your Child Perform in Areas of Mathematics?



MAJOR CONTENT

Your child performed about the same as students who met or exceeded expectations. Students meet expectations by solving problems involving rational exponents, writing and interpreting algebraic expressions, rational and radical equations, graphs of functions, creating linear, quadratic, and exponential functions, and making inferences and justifying conclusions from data.



EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who met or exceeded expectations. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.



ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who approached expectations. Students meet expectations by solving problems involving the complex number system, rational expressions and functions, systems of equations, trigonometric functions, interpreting data, and probability.



MODELING & APPLICATION

Your child performed about the same as students who met or exceeded expectations. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND
Your child performed about the same as students who:

| | | |
|--|---|--|
|  Met or Exceeded Expectations |  Approached Expectations |  Did Not Yet Meet or Partially Met Expectations |
|--|---|--|

Sample ISR - Algebra 2 Page 2

Mailed Home with Letter Explaining How to obtain Information on Scores in September 2018

RED BANK REGIONAL HIGH SCHOOL

| | Students Tested | | Year to Year Comparison |
|--------------|-----------------|------------|-------------------------|
| | 2017 | 2018 | |
| Algebra I | 259 | 241 | -18 |
| Algebra II | 271 | 275 | +4 |
| Geometry | 261 | 281 | +20 |
| TOTAL | 791 | 797 | |

Notes: "Students Tested" represents individual valid test scores for Mathematics.

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S
 SPRING 2016, SPRING 2017, & SPRING 2018
 PARCC ADMINISTRATIONS
MATHEMATICS - PERCENTAGES

| Grade | Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2) | | | Approaching Expectations (Level 3) | | | Meeting & Exceeding Expectations (Level 4 & 5) | | | Change in Level 1 and Level 2 From 2016 to 2018 | Change in Level 4 and Level 5 From 2016 to 2018** |
|--------|--|------|------|------------------------------------|------|------|--|------|------|---|---|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | | |
| ALG I | 30.6 | 27.3 | 19.9 | 29.7 | 30.9 | 32.4 | 39.7 | 41.4 | 47.7 | -10.7 | +8 |
| GEO | 32.7 | 30.7 | 29.9 | 34.5 | 32.6 | 35.2 | 32.7 | 36.8 | 34.9 | -2.8 | +2.2 |
| ALG II | 56.6 | 52.5 | 50.2 | 19.7 | 20.3 | 16.7 | 23.8 | 26.2 | 33.1 | -6.4 | +9.3 |

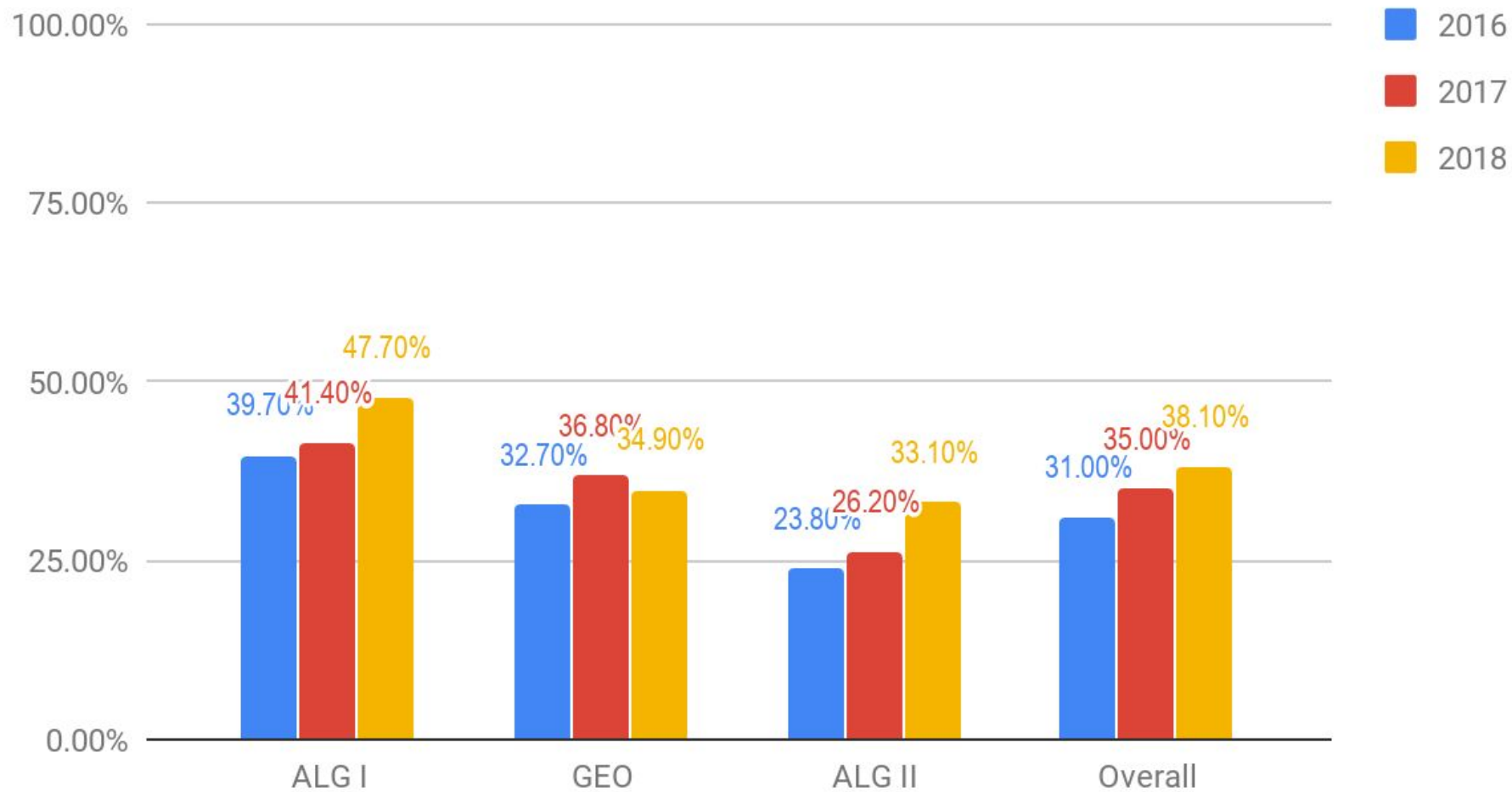
**Level 4 and Level 5 is an indication a student is on pace to be college and career ready.
 Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S
 SPRING 2018 PARCC ADMINISTRATION TO STATE PERFORMANCE
 MATHEMATICS TO NEW JERSEY- PERCENTAGES

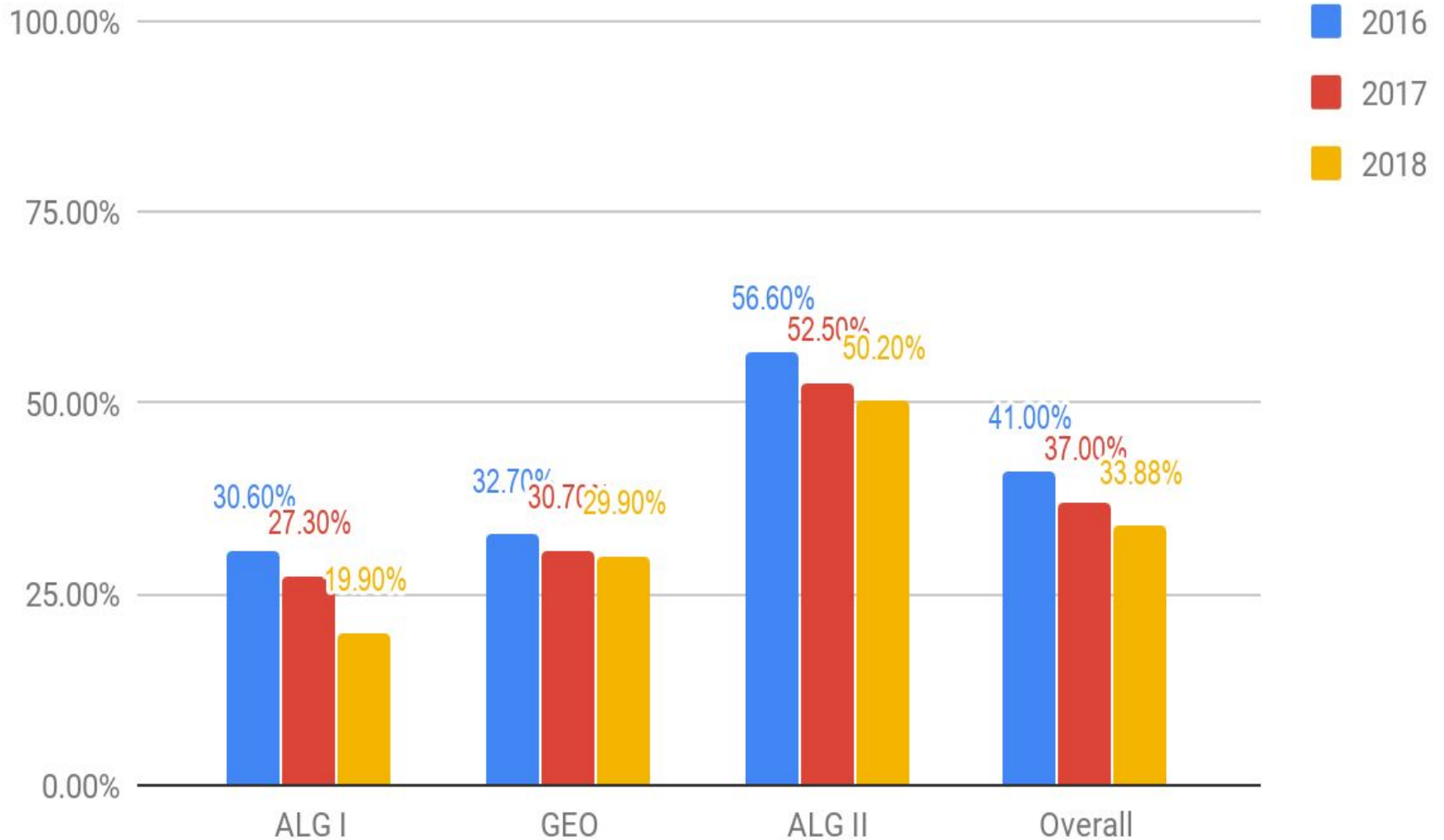
| | Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2) | | Approaching Expectations (Level 3) | | Meeting & Exceeding Expectations (Level 4& 5) | |
|------------|--|-------|------------------------------------|-------|---|-------|
| | RBR | State | RBR | State | RBR | State |
| | 2018 | 2018 | 2018 | 2018 | 2018 | 2018 |
| Algebra I | 19.9 | 29.9 | 32.4 | 24.3 | 47.7 | 45.8 |
| Geometry | 29.9 | 40.9 | 35.2 | 29.6 | 34.9 | 29.5 |
| Algebra II | 50.2 | 53.4 | 16.7 | 18 | 33.1 | 28.6 |

Notes: Percentages may not total 100 due to rounding.

Math Proficiency growth Level 4 & 5



Math Proficiency growth level 1& 2



COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP
 SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS
 ALGEBRA I- PERCENTAGES

| | Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2) | | Approaching Expectations (Level 3) | | Meeting & Exceeding Expectations (Level 4 & 5) | | % Difference >= Level 4 |
|-----------------------------|--|------|------------------------------------|------|--|------|-------------------------|
| | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 | |
| Hispanic or Latino | 47 | 25.3 | 36.7 | 46.5 | 16.3 | 28.3 | +12% |
| African American | 43.8 | 36.3 | 37.5 | 31.8 | 18.8 | 31.8 | +13% |
| White | 12.3 | 11.9 | 25.9 | 21.2 | 61.9 | 66.9 | +5% |
| Economic Disadvantage - NO | 19.4 | 18.9 | 27.2 | 28 | 53.4 | 53.1 | -0.3% |
| Economic Disadvantage - YES | 45.5 | 22.7 | 39.2 | 43.9 | 15.2 | 33.3 | +18.1% |
| IEP - YES | 68.9 | 60.4 | 17.8 | 25.6 | 13.3 | 14 | +0.7% |
| IEP - NO | 18.7 | 11.1 | 33.6 | 33.8 | 47.7 | 55.1 | 7.4% |

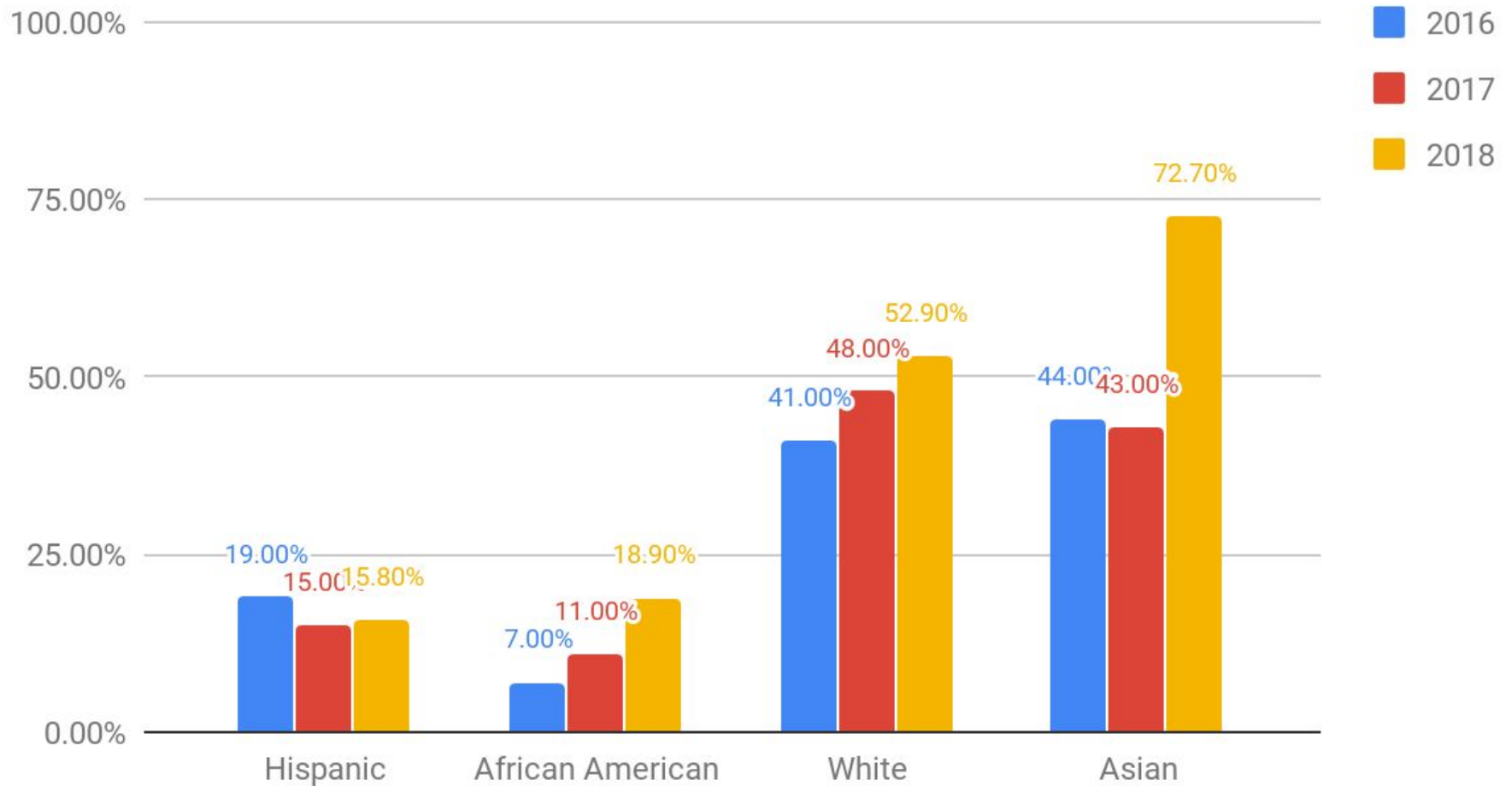
COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP
 SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS
 GEOMETRY - PERCENTAGES

| | Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2) | | Approaching Expectations (Level 3) | | Meeting & Exceeding Expectations (Level 4 & 5) | | % Difference >= Level 4 |
|------------------------------------|--|-------------|------------------------------------|-------------|--|-------------|-------------------------|
| | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 | |
| Hispanic or Latino | 53.2 | 56.2 | 31.6 | 34.4 | 15.2 | 9.4 | -5.8% |
| African American | 85.7 | 40 | 4.8 | 46.7 | 9.5 | 13.3 | +3.8% |
| White | 11.9 | 14.9 | 37.7 | 34.8 | 50.3 | 50.3 | NO CHANGE |
| Economic Disadvantage - NO | 21.4 | 22 | 34.0 | 35.8 | 44.6 | 42.2 | -2.4% |
| Economic Disadvantage - YES | 59.4 | 57.1 | 28.1 | 33.3 | 12.5 | 9.5 | -3% |
| IEP - YES | 78.8 | 70 | 21.2 | 22.5 | 0.0 | 7.5 | +7.5% |
| IEP - NO | 23.7 | 23.2 | 34.2 | 37.3 | 42.1 | 39.4 | -2.7% |

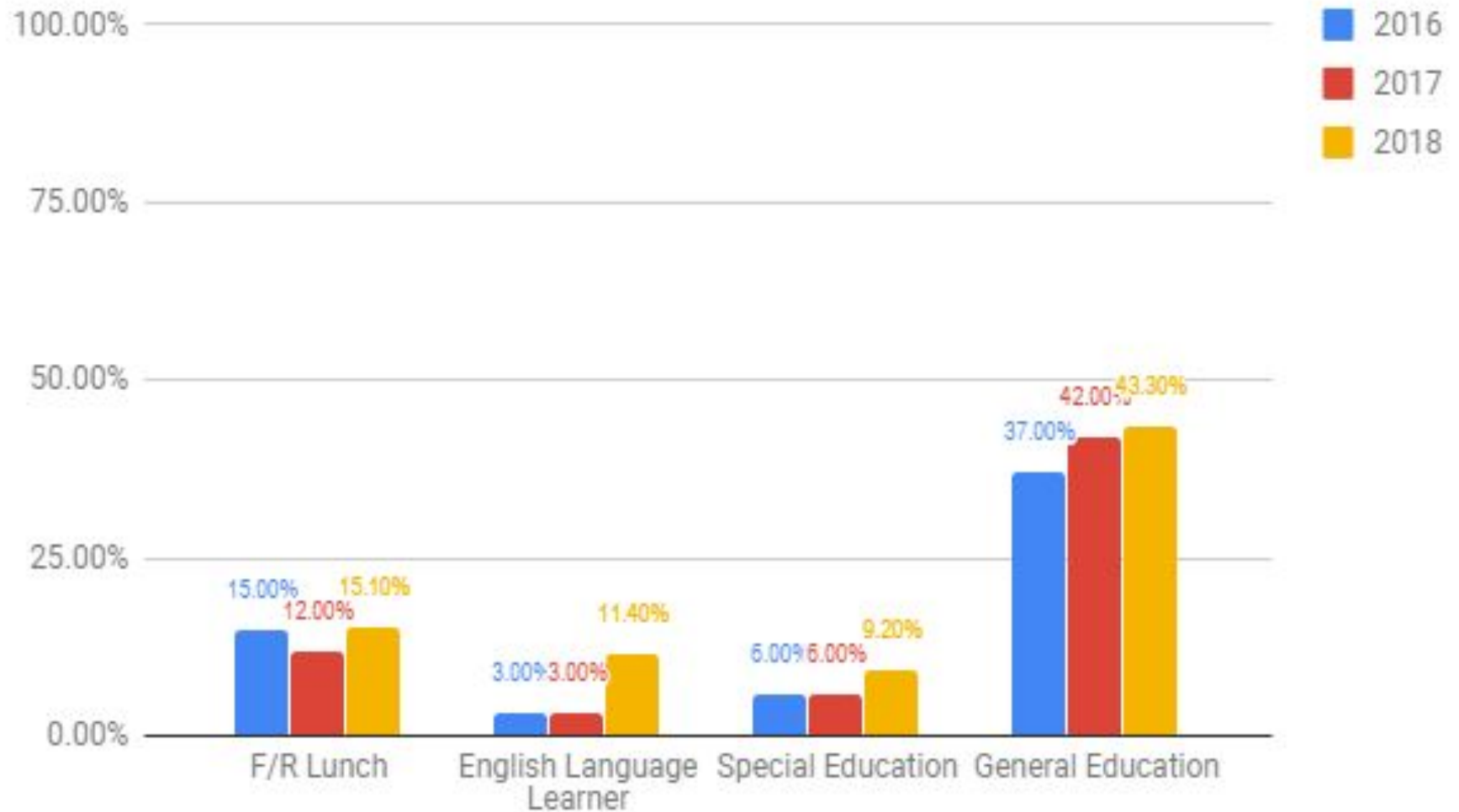
COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP
 SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS
 ALGEBRA II- PERCENTAGES

| | Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2) | | Approaching Expectations (Level 3) | | Meeting & Exceeding Expectations (Level 4 & 5) | | % Difference >= Level 4 |
|-----------------------------|--|------|------------------------------------|------|--|------|-------------------------|
| | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 | |
| Hispanic or Latino | 76.8 | 79.3 | 13.0 | 13 | 10.1 | 7.8 | -2.3% |
| African American | 85.0 | 87.5 | 10.0 | 6.3 | 5.0 | 6.3 | +1.3% |
| White | 41.0 | 34.7 | 23.2 | 19.7 | 35.7 | 45.7 | +10% |
| Economic Disadvantage - NO | 48.8 | 40.5 | 21.7 | 17 | 29.5 | 42.5 | +13% |
| Economic Disadvantage - YES | 72.3 | 82.6 | 14.8 | 15.9 | 13.0 | 1.6 | -11.4% |
| IEP - YES | 81.8 | 91.9 | 15.2 | 2.7 | 3.0 | 5.4 | +2.4% |
| IEP - NO | 49.5 | 43.6 | 21.0 | 18.9 | 29.4 | 37.4 | +8% |

Math Proficiency by Race Level 4& 5 (all grades)



Math Proficiency by Program Level 4&5 (all grades)



ELA and Math Assessment Requirements for the Class of 2019

| <u>Three Pathways Available</u> | <u>English Language Arts (ELA)</u> | <u>Mathematics</u> |
|---|--|--|
| <p><u>First Pathway</u> Take and Pass a PARCC Test</p> | <p>PARCC ELA Grade 9 \geq 750 (Level 4) or PARCC ELA Grade 10 \geq 750 (Level 4) or PARCC ELA Grade 11 \geq 725 (Level 3)</p> | <p>PARCC Algebra I \geq 750 (Level 4) or PARCC Geometry \geq 725 (Level 3) or PARCC Algebra II \geq 725 (Level 3)</p> |
| <p><u>Second Pathway</u> Take and Pass one of the Alternative Assessments</p> | <p>SAT Critical Reading (taken before 3/1/16) or SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) or SAT Reading Test (taken 3/1/16 or later) or ACT Reading or ACT PLAN Reading* or Accuplacer WritePlacer or Accuplacer WritePlacer ESL or PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) or PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) or ACT Aspire Reading* or ASVAB-AFQT Composite</p> | <p>SAT Math (taken before 3/1/16) or SAT Math Section (taken 3/1/16 or later) or SAT Math Test (taken 3/1/16 or later) or ACT or ACT PLAN* Math or Accuplacer Elementary Algebra or PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) or PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) or ACT Aspire Math* or ASVAB-AFQT Composite</p> |
| <p><u>Third Pathway</u> Portfolio Appeals</p> | <p>Meet the criteria of the NJDOE Portfolio Appeal for ELA</p> | <p>Meet the criteria of the NJDOE Portfolio Appeal for Math</p> |

NJDOE Graduation Requirement

Over the next four years, the state has set different benchmarks and graduation requirements through the Class of 2021

Data-based Intervention

- Generate discussions with Administrative Team, RBR Faculty, students, families, community and all stakeholders
- Adjust and develop curriculum and assessment to target areas in need of continued growth and work to identify best practices to target subgroups that are underperforming
- With student support services, RTI and Grade 9 Teams, working to further develop and target interventions to support appropriate students subgroups during Mod periods

AP Exams

- **Most exams are two to three hours long.**
 - **The first part of the exam usually consists of multiple-choice questions.**
 - **The second part of the exam usually consists of free-response questions that require the students to generate their own responses.**
-
- **Taking the AP Exam gives the students opportunity to earn college credit and placement**
 - **Each College and University make their own decisions on credit and placement**

AP Courses and Enrollment

| | # of Exams | # of Courses | # of students enrolled |
|-----------|------------|--------------|------------------------|
| 2015-2016 | 421 | 16 | 240 |
| 2016-2017 | 525 | 20 | 328 |
| 2017-2018 | 471 | 18 | 296 |
| 2018-2019 | 477 | 19 | 294 |

AP EXAM Score Reports

| Exam | 2016 | 2017 | 2018 |
|-----------------------------|-------|-------|------|
| Biology | 2.364 | 3 | 2.67 |
| Calc AB | 2.355 | 2.2 | 2.5 |
| Calc BC | 3.813 | 3.467 | 3.88 |
| Chemistry | N/A | 2.11 | 2.94 |
| Computer Science A | 2.588 | 2.323 | 2.04 |
| Computer Science Principles | N/A | 2.641 | 3.16 |
| English Language | 2.92 | 3.3 | 3.03 |
| English Literature | 2.6 | 2.743 | 2.75 |
| European History | 2.33 | 2.909 | |
| French | 2 | 1 | 1.5 |
| Human Geography | 2.033 | 2.893 | 3.11 |
| Microeconomics | 1.917 | 1.868 | 2.33 |
| Music Theory | 2.75 | 2.375 | 2.85 |

AP EXAM Score Reports

| Exam | 2016 | 2017 | 2018 |
|----------------------|-------|-------|------|
| Physics 1 | 2.49 | 2.793 | 3.42 |
| Physics 2 | 2.429 | 2.571 | 2.68 |
| Physics C: E & M | N/A | N/A | 3.57 |
| Physics C: Mechanics | N/A | N/A | 4.21 |
| Spanish Language | 3.11 | 3.625 | 3.5 |
| Statistics | 2.462 | 1.857 | 2.4 |
| Studio Art | 4.5 | 5 | 5 |
| US History | 3.25 | 2.964 | 2.79 |

IB Score Report Spring 2018

| Subject | # of Students tested | Average Grade RBR |
|---------------------|----------------------|-------------------|
| English A: HL | 70 | 3.95 |
| French B : HL | 3 | 2.5 |
| Italian B SL | 11 | 3.36 |
| Spanish B HL | 3 | 4.67 |
| Spanish B SL | 41 | 4.46 |
| Env. & Soc SL | 84 | 3.26 |
| American History HL | 41 | 3.95 |
| Psychology HL | 5 | 4.40 |
| Psychology SL | 13 | 4.31 |
| Biology SL | 6 | 3.40 |
| Math Studies SL | 8 | 4.0 |

2017-2018 IB School Statistics

- Number of Candidates Registered: 199
- Number of Diploma Candidates : 4
- Number of candidates who successfully passed diploma : 2

IB Enrollment

| | <i>Diploma</i> | <i>Testing</i> |
|-------------|----------------|----------------|
| <i>2016</i> | 16 | 214 |
| <i>2017</i> | 11 | 170 |
| <i>2018</i> | 4 | 199 |
| <i>2019</i> | 8 | 155 |

ACCESS Testing

Every March our ELL program has students participate in the WiDA exam, ACCESS for ELL's 2.0

The test covers 7 areas of language fluency

1. Listening
2. Speaking
3. Reading
4. Writing
5. Oral Language
6. Literacy
7. Comprehension

Students are graded on a scale of 1- 6, 6 means fluent in English Language

District Frequency Report

| | Total students tested | | Level 1 & 2 | | Level 3 & 4 | | Level 5 & 6 | |
|----------|-----------------------|------|-------------|------|-------------|------|-------------|------|
| | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 |
| Grade 9 | 19 | 14 | 13 | 5 | 1 | 7 | 5 | 2 |
| Grade 10 | 16 | 12 | 5 | 2 | 8 | 10 | 2 | 0 |
| Grade 11 | 12 | 14 | 1 | 3 | 8 | 10 | 4 | 0 |
| Grade 12 | 1 | 3 | 0 | 0 | 1 | 2 | 0 | 1 |