

**2016 PARCC  
Results**

**Robbinsville School  
District**

# New Jersey's Statewide Assessment Program

- In 2015, New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) to replace HSPA and previous assessments in the elementary and middle school in language arts and mathematics.
- Students took PARCC English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 11.
- Students took PARCC Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II.

# “College & Career Ready”

- Being **ready** for **college** means that a high school graduate has the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.
- **College today means much more than just pursuing a four-year degree at a university.** Being "college-ready" means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor's degree).
- Being **ready** for a **career** means that a high school graduate has the knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen **career**.
- Other measures that help us gauge this include the ACT, SAT, and AP tests.

# 2016 Average ACT Scores

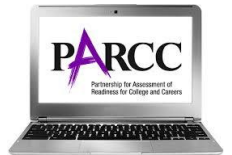
	<b>English</b>	<b>Mathematics</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
<b>RHS 2016</b>	25.3	24.7	25.3	24.2	25
<b>NJ 2016</b>	22.7	23.3	23.5	22.5	23.1
<b>National 2016</b>	20.1	20.6	21.3	20.8	20.8

# 2016 Average SAT Scores

	<b>Mathematics</b>	<b>Critical Reading</b>	<b>Writing</b>
<b>RHS 2016</b>	552	528	534
<b>NJ 2016</b>	514	495	492
<b>National 2016</b>	508	494	482

# What Was Different About the 2016 PARCC?

- Amount of testing was reduced by about 90 minutes from 2015 to 2016.
- There is only one testing window (in May) instead of two separate administrations.
  - The single testing window helps to simplify administration of the test for states and schools.
  - The testing window will remain to be up to 30 days and will move from roughly the 75% mark to the 90% mark of the school year.
- There were 2-3 fewer testing units per grade.



# PARCC PERFORMANCE LEVELS

PARCC uses five performance levels that delineate knowledge, skills and practices students are able to demonstrate:



# Rigorous Expectations

**Today you will read two stories about characters who save family members. As you read these stories, you will answer questions and think about the characters. At the end of the task, you will be asked to write an essay using the information from the stories.**

Cricket and Cougar

Kira-Kira

Read the passage from “The Cricket and the Cougar.” Then answer the questions.

from “The Cricket and the Cougar”



by Katherine Chandler

- 1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, “Oh, please don’t step there. That’s my house, and with one step more you will destroy it.”
- 2 The cougar looked down and saw a little cricket sitting on the log. He roared, “And is it you, weak little creature, that dares to tell me where to step? Don’t you know that I am king of the beasts?”
- 3 “You may be king of the beasts, but I am king of my house, and I

You have read two stories in which one family member saves another. Write an essay describing the mosquito from “Cricket and Cougar” and one of the main characters from “Kira-Kira.” For each character described:

- Explain how the thoughts, words, and/or actions of the character help you understand what the character is like
- Explain why the character chooses to save his or her family member

Be sure to include specific details from each story to support your ideas.

**B** *I* U    



# Rigorous Expectations

Mr. Ruiz is starting a marching band at his school. He first does research and finds the following data about other local marching bands.

	Band 1	Band 2	Band 3
Number of Brass Instrument Players	123	42	150
Number of Percussion Instrument Players	41	14	50

## Part A

Enter your answer in the box.

Mr. Ruiz realizes that there are  brass instrument player(s) per percussion player.

## Part B

Mr. Ruiz has 210 students who are interested in joining the marching band. He decides to have 80% of the band be made up of percussion and brass instruments. Use the unit rate you found in Part A to determine how many students should play brass instruments.

Show or explain all your steps.



# Robbinsville ELA Results: Grades 3-4

	Count of Valid Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding (Level 5)	District % >= Level 4 2015	District % >= Level 4 2016	NJ %>= Level 4 2016
<b>3rd grade</b>	<b>198 students</b>	<b>3%</b>	<b>12%</b>	<b>23%</b>	<b>54%</b>	<b>9%</b>	<b>64%</b>	<b>63%</b>	<b>48%</b>
<b>4th grade</b>	<b>221 students</b>	<b>3%</b>	<b>5%</b>	<b>17%</b>	<b>57%</b>	<b>19%</b>	<b>69%</b>	<b>76%</b>	<b>54%</b>

# Robbinsville Math Results: Grades 3-4

	Count of Valid Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding (Level 5)	District % >= Level 4 2015	District % >= Level 4 2016	NJ %>= Level 4 2016
3rd grade	198 students	3%	10%	20%	45%	22%	59%	67%	52%
4th grade	222 students	4%	7%	22%	56%	11%	54%	67%	47%

# Robbinsville ELA Results: Grades 5-8

	Count of Valid Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding (Level 5)	District % >= Level 4 2015	District % >= Level 2016	NJ % >= Level 4 2016
5th grade	199 students	2%	5%	22%	62%	10%	69%	72%	53%
6th grade	289 students	3%	7%	25%	54%	11%	73%	65%	52%
7th grade	188 students	.5%	7%	18%	44%	30%	69%	74%	56%
8th grade	218 students	2%	12%	22%	50%	14%	70%	64%	55%

# Robbinsville Math Results: Grades 5-8

	Count of Valid Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding (Level 5)	District % >= Level 4 2015	District % >= Level 4 2016	NJ % >= Level 4 2016
5th grade	198 students	3%	8%	18%	57%	15%	60%	72%	47%
6th grade	189 students	1%	7%	28%	51%	13%	62%	63%	43%
7th grade	164 students	2%	6%	25%	60%	8%	56%	68%	39%
8th grade	100 students*	23%	34%	27%	16%	0%	13%	16%	26%

# Robbinsville ELA Results: Grades 9-11

	Count of Valid Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding (Level 5)	District % >= Level 4 2015	District % >= Level 4 2016	NJ %>= Level 4 2016
9th grade	253 students	2%	7%	19%	47%	25%	65%	72%	49%
10th grade	183 students	15%	7%	17%	39%	22%	60%	61%	43%
11th grade	71 students*	14%	10%	23%	45%	9%	64%	54%	39%

# Robbinsville Math Results

	Count of Valid Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding (Level 5)	District % >= Level 4 2015	District % >= Level 4 2016	NJ %>= Level 4 2016
<b>Algebra I PRMS</b>	130 students	0%	1%	18%	72%	9%	72%	81%	36%
<b>Algebra I RHS</b>	112 students	10%	29%	38%	23%	0%	10%	23%	36%
<b>Geometry</b>	179 students	5%	20%	29%	38%	8%	40%	46%	22%
<b>Algebra II</b>	160 students	12%	18%	19%	44%	8%	44%	52%	24%

# Delving into the Data

[Grade 3 ELA Results](#)

[Grade 7 Math Results](#)

[Grade 10 ELA Results](#)

[Geometry Results](#)





# What's Next for Robbinsville?

- Schools have rolled out data to teachers so that they can continue having informed conversations about using data to improve instruction.
- The curriculum department will use PARCC data to review relevant curricula and revise courses accordingly.
- By doing so, Robbinsville can generate a data-driven culture that focuses upon improving student achievement.
- PARCC Information Night will be on **March 2nd at 7pm** in the Pond Cafetorium.

# Additional Resources about PARCC Scores

<http://understandthescore.org/>

<http://www.parcconline.org/resources/parent-resources>

