

# **PARCC RESULTS: YEAR ONE**

**Quinton Township School  
December 22, 2015**

Measuring  
College and  
Career  
Readiness

# VISION FOR PUBLIC EDUCATION IN NEW JERSEY

*“New Jersey will educate all students to prepare them to lead productive, fulfilling lives. Through a public education system that is seamlessly aligned from pre-school to college, students will gain the requisite academic knowledge and technical and critical thinking skills for life and work in the 21<sup>st</sup> century.”*



# College and Career Ready Standards

*“Align New Jersey high school standards and graduation requirements to college and workforce entry requirements.” – NJ High School Redesign Steering Committee (HSRSC - 2008)*

*New Jersey has adopted standards that “are widely recognized as appropriate standards for college and career readiness.” - College and Career Ready Taskforce (CCRT - 2012)*

## RAISING STANDARDS

2009 : New Jersey adopted higher course taking requirements for all students.

2010 : New Jersey adopted the Common Core State Standards in English Language Arts and Mathematics.



The New Jersey High School  
Redesign Steering Committee

***“Currently the New Jersey High School Proficiency Assessment (HSPA) does not measure college or work readiness...Further, New Jersey colleges and universities do not use scores from the HSPA for admissions or placement, because the test does not reflect postsecondary placement requirements.” (HSRSC - 2008)***

**NEXT STEPS:  
REPLACE  
HSPA**



**The New Jersey High School  
Redesign Steering Committee**

# A System of Aligned Assessments

*“Replace HSPA with a series of end of course assessments in math... and a proficiency exam in language arts literacy that are aligned with the expectations of higher education and the workplace.” (HSRSC - 2008)*

*Current tests should be “replaced with a system of end-of-course assessments.” (CCRT - 2012)*

## IMPROVING STUDENT ASSESSMENT

2015 : New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in English Language Arts/Literacy and Mathematics.



The New Jersey High School  
Redesign Steering Committee

# 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.

# PARCC PERFORMANCE LEVELS

- **Level 1: Not yet meeting grade-level expectations**
- **Level 2: Partially meeting grade-level expectations**
- **Level 3: Approaching grade-level expectations**
- **Level 4: Meeting grade-level expectations**
- **Level 5: Exceeding grade-level expectations**

# NEW JERSEY'S 2015 PARCC OUTCOMES

## ENGLISH LANGUAGE ARTS/LITERACY

	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	%>= Level 4
Grade 3	15%	18%	24%	39%	5%	44%
Grade 4	8%	15%	27%	39%	12%	51%
Grade 5	7%	15%	26%	45%	6%	52%
Grade 6	8%	16%	28%	40%	9%	49%
Grade 7	11%	15%	23%	34%	18%	52%
Grade 8	12%	15%	22%	39%	13%	52%
Grade 9	18%	19%	24%	30%	10%	40%
Grade 10	25%	18%	20%	26%	11%	37%
Grade 11	17%	19%	24%	30%	11%	41%

Note: Numbers may not sum to 100% due to rounding.



# NEW JERSEY'S 2015 PARCC OUTCOMES

## MATHEMATICS

	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	%>= Level 4
Grade 3	8%	19%	28%	37%	8%	45%
Grade 4	7%	22%	30%	36%	4%	41%
Grade 5	6%	21%	32%	35%	6%	41%
Grade 6	8%	21%	30%	35%	6%	41%
Grade 7	8%	22%	33%	33%	4%	37%
Grade 8*	22%	26%	28%	23%	1%	24%
Algebra I	14%	25%	25%	33%	3%	36%
Geometry	12%	36%	30%	20%	3%	22%
Algebra II	32%	25%	20%	22%	2%	24%

**\* Note: Approximately 30,000 New Jersey students participated in the PARCC Algebra I assessment while in middle school. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.**

**Note: Numbers may not sum to 100% due to rounding.**

# QUINTON TOWNSHIP SCHOOL DISTRICT'S 2015 PARCC GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/LITERACY



State of New Jersey  
Department of Education

## DISTRICT SUMMARY OF SCHOOLS

Grade 3

QUINTON TWP  
NEW JERSEY

### ENGLISH LANGUAGE ARTS / LITERACY Grade 3 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITING* EXPRESSION	CONVENTIONS
<b>PARCC</b>									
	518,291	736	44				31		
				39 22 39	35 24 41	37 20 42		43 16 42	29 19 52
<b>STATE</b>									
	95,276	743	46				33		
				35 23 42	31 25 44	34 22 45		34 13 52	21 15 63
<b>DISTRICT</b>									
	29	744	48				33		
				28 17 55	28 28 45	24 31 45		38 14 48	14 21 66
<b>QUINTON TWP</b>									
	29	744	48				33		
				28 17 55	28 28 45	24 31 45		38 14 48	14 21 66

# QUINTON TOWNSHIP SCHOOL DISTRICT'S 2015 PARCC GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/ LITERACY



## DISTRICT SUMMARY OF SCHOOLS

Grade 4

QUINTON TWP  
NEW JERSEY

### ENGLISH LANGUAGE ARTS / LITERACY Grade 4 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITING* EXPRESSION	CONVENTIONS
<b>PARCC</b>  11 19 29 34 8	632,154	742	47	 30 26 44	 29 27 44	 30 23 47	33	 35 19 46	 28 20 53
<b>STATE</b>  8 15 27 39 12	93,852	750	49	 25 25 50	 26 26 49	 27 24 50	36	 24 16 60	 18 16 66
<b>DISTRICT</b>  12 21 16 42 9	43	745	45	 35 26 40	 30 28 42	 40 26 35	36	 21 19 60	 23 21 56
<b>QUINTON TWP</b>  12 21 16 42 9	43	745	45	 35 26 40	 30 28 42	 40 26 35	36	 21 19 60	 23 21 56

# QUINTON TOWNSHIP SCHOOL DISTRICT'S 2015 PARCC GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/ LITERACY



State of New Jersey  
Department of Education

## DISTRICT SUMMARY OF SCHOOLS

Grade 5

QUINTON TWP  
NEW JERSEY

### ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITING* EXPRESSION	CONVENTIONS
<b>PARCC</b>									
	637,921	741	46				32		
				30   26   44	32   25   44	31   24   45		38   19   43	27   19   54
<b>STATE</b>									
	94,655	750	49				35		
				25   25   49	27   23   50	27   23   50		26   15   59	17   12   70
<b>DISTRICT</b>									
	37	738	45				32		
				35   30   35	38   22   41	51   11   38		35   27   38	24   24   51
<b>QUINTON TWP</b>									
	37	738	45				32		
				35   30   35	38   22   41	51   11   38		35   27   38	24   24   51

# QUINTON TOWNSHIP SCHOOL DISTRICT'S 2015 PARCC GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/ LITERACY



State of New Jersey  
Department of Education

## DISTRICT SUMMARY OF SCHOOLS

Grade 6

QUINTON TWP  
NEW JERSEY

### ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITING* EXPRESSION	CONVENTIONS
<b>PARCC</b>  10 20 31 34 5	631,735	740	46	 31 28 42	 30 29 41	 31 25 44	32	 32 28 41	 25 29 46
<b>STATE</b>  8 16 28 40 9	92,635	747	47	 27 26 47	 27 28 45	 30 25 45	35	 20 23 57	 15 23 62
<b>DISTRICT</b>  3 19 43 30 5	37	746	48	 24 43 32	 14 43 43	 32 30 38	35	 14 35 51	 8 27 65
<b>QUINTON TWP</b>  3 19 43 30 5	37	746	48	 24 43 32	 14 43 43	 32 30 38	35	 14 35 51	 8 27 65

# QUINTON TOWNSHIP SCHOOL DISTRICT'S 2015 PARCC GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/ LITERACY



## DISTRICT SUMMARY OF SCHOOLS

Grade 7

QUINTON TWP  
NEW JERSEY

### ENGLISH LANGUAGE ARTS / LITERACY Grade 7 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITING* EXPRESSION	CONVENTIONS
<b>PARCC</b>  14 18 26 31 11	<b>623,741</b>	741	46	 32 24 44	 32 24 44	 32 22 45	32	 30 26 44	 29 23 48
<b>STATE</b>  11 14 23 34 18	<b>90,331</b>	749	48	 29 23 48	 28 24 49	 30 22 48	36	 20 20 60	 18 18 64
<b>DISTRICT</b>  7 17 30 37 10	<b>30</b>	746	48	 23 27 50	 13 37 50	 33 17 50	34	 27 20 53	 27 17 57
<b>QUINTON TWP</b>  7 17 30 37 10	<b>30</b>	746	48	 23 27 50	 13 37 50	 33 17 50	34	 27 20 53	 27 17 57

# QUINTON TOWNSHIP SCHOOL DISTRICT'S 2015 PARCC GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/ LITERACY



State of New Jersey  
Department of Education

## DISTRICT SUMMARY OF SCHOOLS

Grade 8

QUINTON TWP  
NEW JERSEY

### ENGLISH LANGUAGE ARTS / LITERACY Grade 8 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITING* EXPRESSION	CONVENTIONS
<b>PARCC</b> 	<b>617,336</b>	741	46				33		
<b>STATE</b> 	<b>88,494</b>	749	48				36		
<b>DISTRICT</b> 	<b>36</b>	733	43				31		
<b>QUINTON TWP</b> 	<b>36</b>	733	43				31		

# Quinton Township School District's 2015 PARCC GRADE-LEVEL OUTCOMES MATHEMATICS



## DISTRICT SUMMARY OF SCHOOLS

Grade 3

QUINTON TWP  
NEW JERSEY

### MATHEMATICS Grade 3 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
<b>PARCC</b> 	649,471	738				
<b>STATE</b> 	95,988	745				
<b>DISTRICT</b> 	29	757				
<b>QUINTON TWP</b> 	29	757				



# Quinton Township School District's 2015 PARCC GRADE-LEVEL OUTCOMES MATHEMATICS



State of New Jersey  
Department of Education

## DISTRICT SUMMARY OF SCHOOLS

Grade 4

QUINTON TWP  
NEW JERSEY

### MATHEMATICS Grade 4 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
<b>PARCC</b>						
	634,705	736				
<b>STATE</b>						
	94,572	743				
<b>DISTRICT</b>						
	43	743				
<b>QUINTON TWP</b>						
	43	743				

# Quinton Township School District's 2015 PARCC GRADE-LEVEL OUTCOMES MATHEMATICS



State of New Jersey  
Department of Education

## DISTRICT SUMMARY OF SCHOOLS

Grade 5

QUINTON TWP  
NEW JERSEY

### MATHEMATICS Grade 5 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
<b>PARCC</b>						
	<b>639,592</b>	736				
			37   30   33	35   17   48	33   28   39	32   28   40
<b>STATE</b>						
	<b>95,354</b>	743				
			26   32   42	29   15   55	25   25   49	26   29   45
<b>DISTRICT</b>						
	<b>37</b>	734				
			35   38   27	30   24   46	32   38   30	35   35   30
<b>QUINTON TWP</b>						
	<b>37</b>	734				
			35   38   27	30   24   46	32   38   30	35   35   30

# Quinton Township School District's 2015 PARCC GRADE-LEVEL OUTCOMES MATHEMATICS

## DISTRICT SUMMARY OF SCHOOLS

Grade 6



State of New Jersey  
Department of Education

QUINTON TWP  
NEW JERSEY

### MATHEMATICS

Grade 6 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
<b>PARCC</b>  11   26   30   28   4	631,545	735	 37   30   33	 36   27   37	 38   26   36	 41   22   37
<b>STATE</b>  8   21   30   35   6	93,201	742	 29   29   41	 27   27   47	 32   24   44	 35   20   45
<b>DISTRICT</b>  0   14   35   46   5	37	750	 8   46   46	 24   16   59	 24   30   46	 27   22   51
<b>QUINTON TWP</b>  0   14   35   46   5	37	750	 8   46   46	 24   16   59	 24   30   46	 27   22   51

# Quinton Township School District's 2015 PARCC GRADE-LEVEL OUTCOMES MATHEMATICS



State of New Jersey  
Department of Education

## DISTRICT SUMMARY OF SCHOOLS

Grade 7

QUINTON TWP  
NEW JERSEY

### MATHEMATICS Grade 7 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
<b>PARCC</b>  10   28   34   26   3	608,462	734	 36   34   30	 28   34   37	 34   31   35	 45   23   32
<b>STATE</b>  8   22   33   33   4	87,430	739	 29   33   38	 25   33   42	 26   29   45	 40   24   36
<b>DISTRICT</b>  0   27   33   40   0	30	741	 23   40   37	 30   27   43	 23   40   37	 23   33   43
<b>QUINTON TWP</b>  0   27   33   40   0	30	741	 23   40   37	 30   27   43	 23   40   37	 23   33   43

# Quinton Township School District's 2015 PARCC GRADE-LEVEL OUTCOMES MATHEMATICS



State of New Jersey  
Department of Education

## DISTRICT SUMMARY OF SCHOOLS

Grade 8

QUINTON TWP  
NEW JERSEY

### MATHEMATICS Grade 8 Assessment, 2014–2015

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
<b>PARCC</b>  22   26   25   25   2	504,142	728	 46   25   29	 40   26   33	 45   22   33	 51   19   30
<b>STATE</b>  22   26   28   23   1	58,158	725	 47   28   26	 40   28   31	 46   24   31	 55   20   26
<b>DISTRICT</b>  14   17   33   33   3	36	737	 36   25   39	 25   19   56	 28   28   44	 39   11   50
<b>QUINTON TWP</b>  14   17   33   33   3	36	737	 36   25   39	 25   19   56	 28   28   44	 39   11   50

# QUESTIONS TO GUIDE PARCC DATA REFLECTION

- How will we use PARCC data to identify strengths and areas to be addressed that exist in curriculum and instruction?
- How will we use PARCC data to inform the conversations of our educators?
- What can we learn about where additional professional resources are needed to meet the learning needs of all students?

# **YEAR ONE DATA ANALYSIS PLAN: DRILLING DOWN**



**District and School Level Data: Math, ELA,  
reading and writing, and also by grade levels**

**Disaggregated data, by subgroups**

**Disaggregated data by  
categories, (i.e., standards  
sub-claims)**

**Item analysis**

**Student-level  
analysis**

# Identified areas in need of additional support ELA

2

## LITERARY TEXT



**In this area, your child did not do as well as students who met the expectations.**

Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

3

## INFORMATIONAL TEXT



**In this area, your child did almost as well as students who met the expectations.**

Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

1

## VOCABULARY



**In this area, your child did as well as or better than students who met the expectations.**

Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

## WRITING EXPRESSION



**In this area, your child did not do as well as students who met the expectations.**

Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

## KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS



**In this area, your child did as well as or better than students who met the expectations.**

Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

## LEGEND



Below  
Expectations



Nearly Meets  
Expectations



Meets or Exceeds  
Expectations

To see selected questions from the test visit, [understandthescore.org](http://understandthescore.org).



### **Claims Structure\*: Mathematics – Grades 3 - 8**

**Master Claim:** On-Track for college and career readiness. The degree to which a student is college and career ready (or “on-track” to being ready) in mathematics. The student solves grade-level /course-level problems in mathematics as set forth in the Standards for Mathematical Content with connections to the Standards for Mathematical Practice.

#### **Sub-Claim A: Major Content<sup>1</sup> with Connections to Practices**

The student solves problems involving the Major Content<sup>1</sup> for her grade/course with connections to the Standards for Mathematical Practice.

#### **Sub-Claim B: Additional & Supporting Content<sup>2</sup> with Connections to Practices**

The student solves problems involving the Additional and Supporting Content for her/his grade/course with connections to the Standards for Mathematical Practice.

**Sub-Claim C: Highlighted Practices MP.3,6 with Connections to Content<sup>3</sup> (expressing mathematical reasoning)** The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.

#### **Sub-Claim D: Highlighted Practice MP.4 with Connections to Content (modeling/application)**

The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), *engaging particularly in the Modeling practice*, and where helpful making sense of problems and persevering to solve them (MP. 1), reasoning abstractly and quantitatively (MP. 2), using appropriate tools strategically (MP.5), looking for and making use of structure (MP.7), and/or looking for and expressing regularity in repeated reasoning (MP.8).

<sup>1</sup> For the purposes of the PARCC Mathematics assessments, the Major Content in a grade/course is determined by that grade level’s Major Clusters as identified in the *PARCC Model Content Frameworks v.3.0* for Mathematics. Note that tasks on PARCC assessments providing evidence for this claim will sometimes require the student to apply the knowledge, skills, and understandings from across several Major Clusters.

<sup>2</sup> The Additional and Supporting Content in a grade/course is determined by that grade level’s Additional and Supporting Clusters as identified in the *PARCC Model Content Frameworks v.3.0* for Mathematics.

<sup>3</sup> Sub-Claim C includes only Major Content.

# Our Current Plan for the 2015-16 School Year

<b>School Code: 4280</b>	<b>School Name: Quinton Township</b>
<b>Content Area</b>	<b>English Language Arts</b>
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	PARCC YEAR ONE WILL PROVIDE NEW BASELINE DATA
Intervention(s) to be implemented:	Literacy Coaching, RTI, Basic Skills, Instructional Support, In-class Support, Tutoring, Intervention Plans, Homework Clinic, IXL and I & RS After School Tutoring, Reading Recovery
Subgroup(s) Targeted for Intervention	School-wide, Black, White Economically Disadvantaged
Amount of Title 1 Part A Funds Allocated for Intervention	\$58,716

Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date-Timeline
Professional Development in areas determined through data analysis with follow-up in-class coaching.	Steve Hempel, Stewart Potter, Margaret Delia	\$1350	2015-16 School Year
Response to Intervention Program for grades K-4	Mrs. Dawson, Mrs. McKelvey and Mrs. Delia	\$126,703	2015-16 School Year
Basic Skills, In-class support program, and instructional support program for identified students	Mrs. Delia, Mr. Potter, Mrs. Banks, Mrs. Lindsey, Mrs. Hofacker and Mrs. Chiacchio	\$20,011	2015-16 School Year
Extended School Day tutoring in ELA for identified students	Mr. Potter, Tutoring Staff	\$5075	2015-16 School Year
Referral of at-risk students to I and RS Team	Mrs. Delia, Mrs. Bonora, Mrs. Bacon, Mrs. Hofacker and Mrs. Dawson	-	2015-16 School Year
Closing the Achievement Gap Series	Mrs. Delia, Mrs. Hofacker, Mr. Potter, Mrs. McKelvey, Mrs. Profero, Mrs. Lodge and Mr. Salerno	\$675	2015-16 School Year

# Our Current Plan for the 2015-16 School Year

Content Area	Mathematics
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	PARCC YEAR ONE WILL PROVIDE BASELINE DATA
Intervention(s) to be implemented:	Mathematics Coaching, Basic Skills, Instructional Support, In-class Support, Tutoring, Intervention Plans, IXL and Homework Clinic
Subgroup(s) Targeted for Intervention	School-wide, Black, White Economically Disadvantaged
Amount of Title 1 Part A Funds Allocated for Intervention	\$53,716

Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date-Timeline
Professional Development in areas determined through data analysis with follow-up in-class coaching.	Dr. Eric Milou Stewart Potter, Margaret Delia	\$6720	2015-16 School Year
Basic Skills, In-class support program, and instructional support program for identified students	Mrs. Delia, Mr. Potter, Mrs. Banks, Mrs. Traum, Mrs. Scarfo, Mrs. Lindsey, Mrs. Hofacker and Mrs. Chiacchio	\$20,011	2015-16 School Year
Extended School Day tutoring in Mathematics for identified students	Mr. Potter, Tutoring Staff	\$5075	2015-16 School Year
Referral of at-risk students to I and RS Team	Mrs. Delia, Mrs. Bonora, Mrs. Bacon, Mrs. Hofacker and Mrs. Dawson	-	2015-16 School Year
Closing the Achievement Gap Series	Mrs. Delia, Mrs. Hofacker, Mr. Potter, Mrs. Lodge, Mrs. Profero, Mrs. McKelvey and Mr. Salerno	\$675	2015-16 School Year

## VOCABULARY DEVELOPMENT ACROSS THE CURRICULUM

# INDIVIDUAL STUDENT REPORTS

Cut-Off Scores, MAP, Grades, RTI/Aimsweb Assessment and Teacher Recommendations will be taken into consideration.

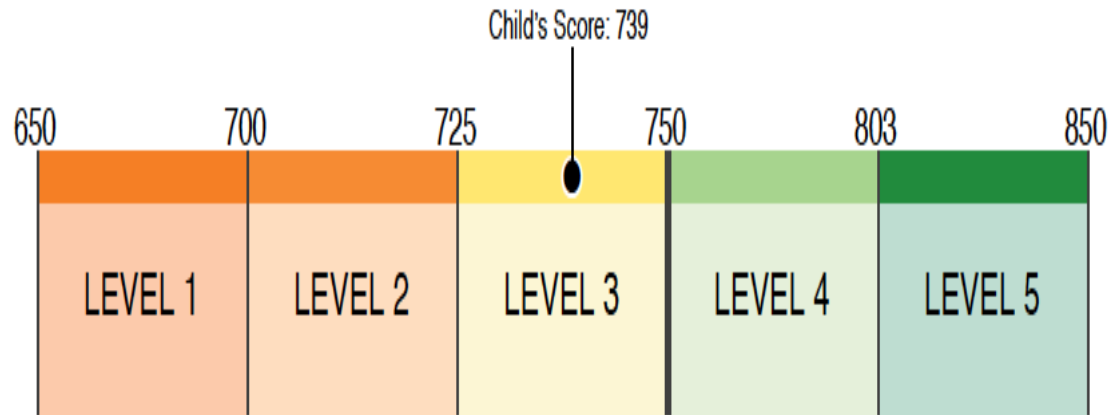
## ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

### Level 3

Your child performed at Level 3  
and earned a score of **739**

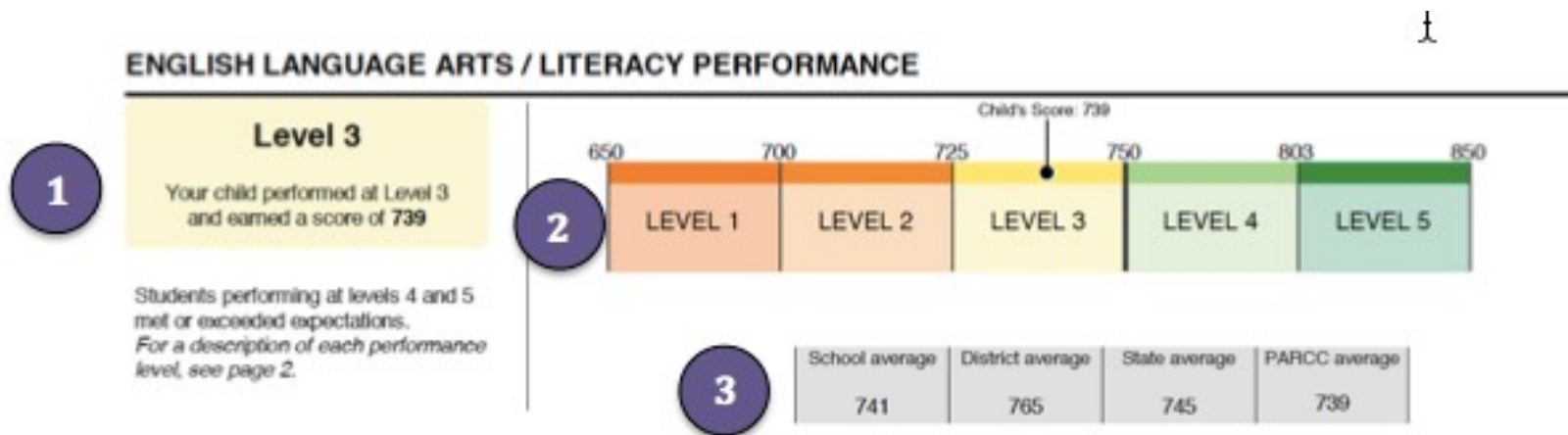
Students performing at levels 4 and 5  
met or exceeded expectations.

*For a description of each performance  
level, see page 2.*



School average	District average	State average	PARCC average
741	765	745	739

# PARENT GUIDE TO THE SCORE REPORTS



## Key Information Provided in the Score Report

**1** **Overall Student Performance** – This section of the report shows your student's overall numerical score and the performance level achieved based on that score. Level 1 indicates a student is not yet meeting grade level expectations and Level 5 indicates the student has a strong understanding of grade level material.

Page two of the score report provides additional information about your child's score and level of performance. Level 4 and above indicates that a student meets or exceeds grade level expectations and is well prepared for the next grade level.

**2** **Score Graph** – The colored graph shows the score ranges for each performance level and where your child's score falls within that range. This gives you an indication of how close your child is to achieving the next level.



Administrative  
Departments

Board Minutes

Bullying Policy

Calendar

Check out our  
classrooms!

Common Core

COMMON CORE  
AND PARCC  
TOOLS FOR  
EDUCATORS

Contact Directory

Curriculum Maps

Employment  
Opportunities

Healthy Garden Grant

Just for teachers

Keyboarding practice

More Websites

Parent Information  
(Including PARCC  
and Common Core)

Quinton School  
Policies

CHOICE: Available  
Seats



QUINTON TOWNSHIP SCHOOL

Proud to be a Choice School!

Job Openings

Check out our Link!

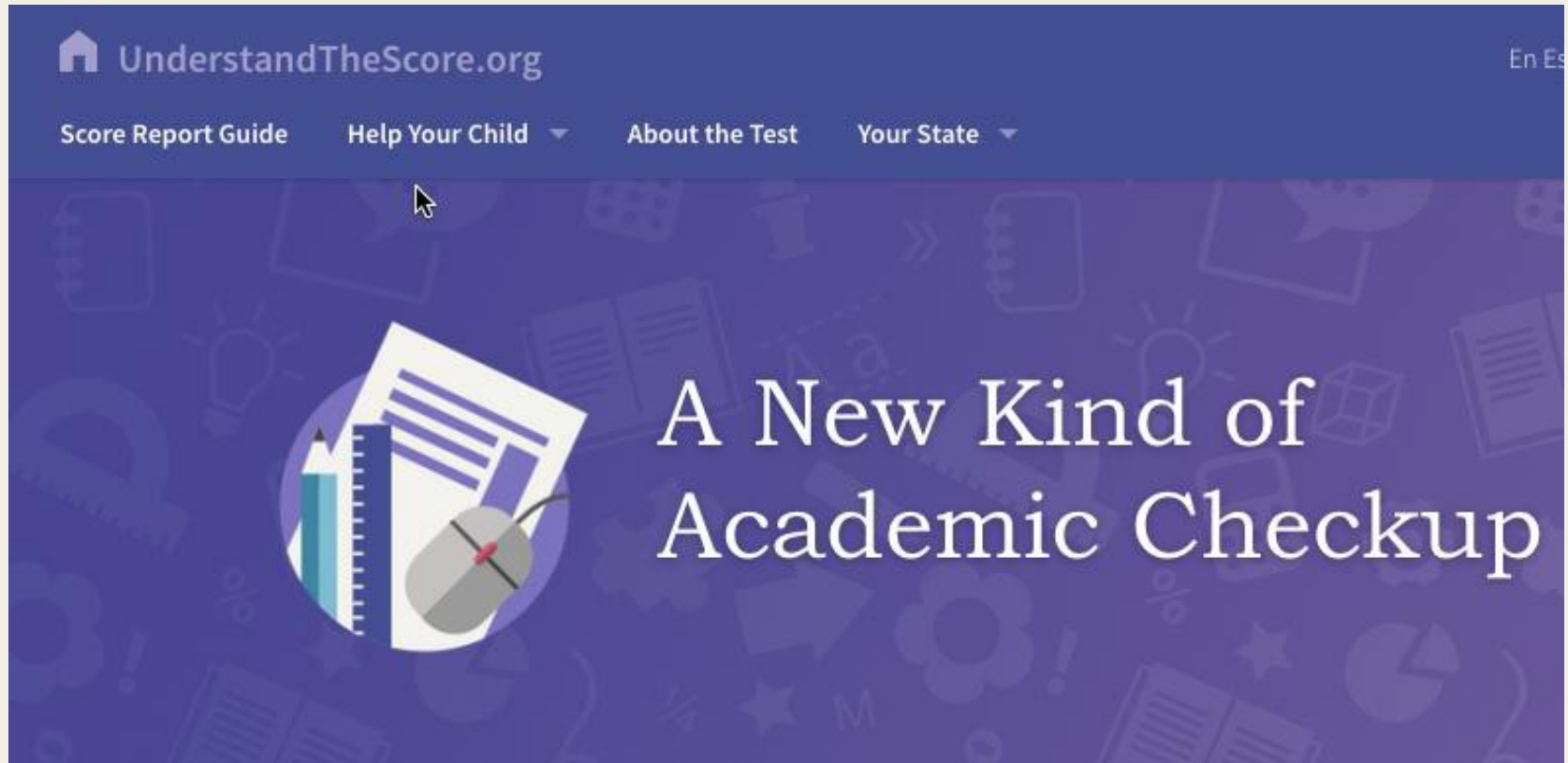
(on the left)

2015-16 School Calendar (Updated 6/25/15)

(Please click on attachment below to view.)

Attachment:

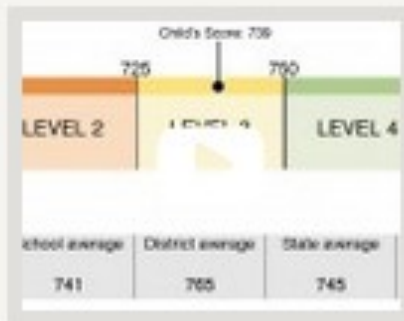
# RESOURCES FOR PARENTS



<http://understandthescore.org/>

# VIDEO: UNDERSTANDING THE SCORE REPORT

## Top resources for parents



### New Video: Understanding the Score Report

Teachers walk through the score report step-by-step. They let parents know what to expect and provide tips on how they can support their child. [▶ Watch the video >](#)



# HOW TO HELP YOUR CHILD

Where is my child doing well? Where does he or she need additional support? And, how can I help?


The score reports provide more than just number scores; they also provide information about subsets of skills that show where your child excels and where he or she may need more support. You can use this information to support your child every day at home. For example, if your child is excelling in reading, you might challenge him or her to read more challenging books, to analyze and report to you on the day's news from the newspaper or to research and dig deeper into subjects of interest. If your child needs to improve in a certain subject area, talk to his or her teacher about additional support and materials, or use our online resources to locate activities you can use to reinforce learning at home. You can also use everyday moments as educational opportunities to enhance your child's learning. For example, if your child is struggling with fractions, have him or her help you in the kitchen and use measuring cups or pizza slices to help explain the relationship of parts to a whole.

<http://understandthescore.org/>

Continue Reading

# ADDITIONAL RESOURCES FOR PARENTS

## Be a Learning Hero Learning Tools

Helpful tools to support your child's learning at home in English Language Arts and math, as well as links to great resources.  Visit [website >](#)

<http://understandthescore.org/>

# QUINTON TOWNSHIP SCHOOL DISTRICT'S MISSION STATEMENT

We, the collective members of the Quinton Township School and its community, **aspire to provide every student with access to equal educational opportunities.** In order to realize this mission, our teachers and staff pledge to serve as advocates who: Provide a caring, safe, nurturing environment. Establish a challenging and diverse learning climate in which every student's needs are met, exceeded, and supported. Embrace high expectations that all children can flourish as successful learners. As a result of our advocacy, we aspire to develop students who: Demonstrate advanced proficiency in accordance with the Core Curriculum Content Standards. Are self-motivated life-long learners. Understand the perspective of others despite their differences. Exhibit mutual respect while collaborating to achieve a goal. Are empowered learners who can thrive in an ever-changing global society. This mission is embodied in the philosophy that school is not just about children; it encompasses families, parents, community, stakeholders, society, the environment and the world.