



PARCC Results:
Spring 2018
Administrations

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Waterford Township
Schools
October 17, 2018

Mission Statement

The mission of the Waterford Township School District, in partnership with our community, is to provide each student with a comprehensive education in a safe and supportive environment that fosters the pursuit of life-long learning.

Through our curriculum and innovation, we will provide an education that develops each child's potential. We will encourage the development of personal strengths, promote a positive self image, and an appreciation for the uniqueness of individuals.

Our goal is to develop students who are capable of meeting future challenges and becoming contributing members of a global society.

Instructional Shifts

Traditional	21st Century Education
Teacher Centered	Student Centered
Fragmented Curriculum	Integrated Curriculum
Memorizing	Understanding
Tie Based	Outcome Based
Textbook Driven	Research Driven
Passive Learning	Active Learning
Speed determined by whole class	self paced
Students easily bored	Student highly motivated
Subjects irrelevant to students	Subjects connected to real world & interests
Students all treated the same	Individual strengths discovered & build up

Instructional Shifts

ELA Lesson

Traditional	21 st Century Education
<p>Phonics Objective- Long "O" Activity 1. Introduce Long "o" with video clip from Basel series Watch video/ follow up with worksheet to complete on Long "o"</p> <p>Grammar Objective- Nouns Activity 1. Glue graphic organizer to Reading Journal 2. Write two example of each type of noun, person place or thing. 3. Complete worksheet with nouns. Highlight nouns in sentence. Share</p>	<p>Word Study Objective Long "o" Activity 1. Students are broken into three ability groups based on pre-assessment of skills. Group #1- Independent Practice Group #2- Sort practice with aide Group #3- Teacher led match sound Sorts include both picture and word cards with long "o" 2. Groups switch every 5-7 minutes</p> <p>Grammar Objective- Nouns Activity 1. After a brief mini-lesson, students are given a mentor text (book previously read) to identify nouns in the text. 2. Practice- reread and write a reader's response to the text. Identify the nouns. 3. Turn & Talk to a partner about your response and the nouns you identified.</p>

Comparison of **Waterford's**
Spring 2017 & SPRING 2018 (Level 4&5)
PARCC Administrations
English Language Arts/Literacy - PERCENTAGES

Grade	2016	2017	2018
3	42.3	35.9	42
4	38.9	41.9	38
5	38.2	52.8	55.2
6	33.8	34.6	52.6

Comparison of **Waterford's**
 Spring 2016, Spring 2017, & SPRING 2018
 PARCC Administrations
English Language Arts/Literacy - PERCENTAGES

Gr	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 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	2016	2017	2018	2016	2017	2018		
3	8.9	18	22	23.1	13	12	26	33	24	40.4	33	38	1.9	3	4	↑ 2%	↓ .3%
4	12.4	8	12	20.4	13	14.1	28.3	37	35.9	35.4	38	31.5	3.6	4	6.5	↓ 6.7%	↑ 1%
5	9	96	4.8	20.2	12	12.4	32.6	30	27.6	37.1	47	46.7	1.1	6	8.6	↓ 12%	↑ 17.1%
6	8.8	14	1.8	22.5	23	15.8	35	28	29.8	30	34	46.5	3.8	1	6.1	↓ 13.7%	↑ 18.8%

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

Comparison of **Waterford's**
 Spring 2018 PARCC Administrations
English Language Arts/Literacy to New Jersey- percentages

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	District	State	District	State	District	State	District	State	District	State
	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018
Grade 3	22	13.5	12	13.5	24	21.4	38	43.5	4	7.5
Grade 4	12	7.6	14.1	12.3	35.9	22.1	31.5	39.1	6.5	18.9
Grade 5	4.8	6.9	12.4	12.6	27.6	22.4	46.7	47.2	8.6	10.8
Grade 6	1.8	6.2	15.8	13.6	29.8	24	46.5	41.3	6.1	14.9

Notes: Percentages may not total 100 due to rounding.

Subgroup Outcomes Highlights (Level 4&5) English Language Arts/Literacy - percentages

Grade	Gender Female/Male	Ethnicity	Economically Disadvantaged	IEP/504
3	53.3/32.7	N/A	30	9.1/33.3
4	42.9/34	N/A	28	0/28.6
5	64.9/50	N/A	39	12.5/45.5
6	72/37.5	N/A	36.4	11.1/40

Comparison of **Waterford's** Students Tested
Spring 2017 and Spring 2018 PARCC Administrations
English Language Arts/Literacy

	Students Tested		Year to Year Increase
	2017	2018	
Grade 3	92	100	+8
Grade 4	105	92	-13
Grade 5	107	105	-2
Grade 6	107	114	+7
Total	411	411	0

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

Comparison of **Waterford's**
Spring 2017 & SPRING 2018 (Level 4&5)
PARCC Administrations
Mathematics - PERCENTAGES

Grade	2016	2017	2018
3	46.2	45.7	42
4	15.3	37.1	38
5	51.8	28.7	53.3
6	25	30.6	40.4

Comparison of **Waterford's**
 Spring 2016, Spring 2017, & SPRING 2018
 PARCC Administrations
Mathematics - PERCENTAGES

Gr	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 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	2016	2017	2018	2016	2017	2018		
3	4.8	8	10	20.2	15	23	28.8	32	25	30.8	40	38	15.5	5	4	↑ 8.0%	↓ 4.3%
4	16.2	6	6.5	35.1	25	19.6	33.3	32	35.9	15.2	36	35.9	0	1	2.2	↓ 25.2%	↑ 22.9%
5	6.8	5	5.7	38.2	28	15.2	43.2	38	25.7	28.4	26	48.6	3.4	3	4.8	↑ 24.1%	↑ 21.6%
6	5	10	5.3	22.5	25	23.7	47.5	34	30.7	25	27	36.8	0	4	3.5	↓ 1.5%	↑ 15.3%

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

Comparison of **Waterford's**
Spring 2018 PARCC Administrations
MATHEMATICS to New Jersey- percentages

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	District	State	District	State	District	State	District	State	District	State
	2018	2018	2018	2018	2018	2018	2018	2018	2018	2018
Grade 3	10	8	23	15.3	25	23.7	38	37.8	4	15.2
Grade 4	6.5	7.5	19.6	16.8	35.9	26.3	35.9	41.8	2.2	7.6
Grade 5	5.7	7.5	15.2	17	25.7	26.7	48.6	38.5	4.8	10.4
Grade 6	5.3	8.5	23.7	20.1	30.7	27.9	36.8	35.6	3.5	8

Notes: Percentages may not total 100 due to rounding.

Subgroup Outcomes Highlights (Level 4&5)
Mathematics - percentages

Grade	Gender Female/Male	Ethnicity	Economically Disadvantaged	IEP/504
3	44.4/40	N/A	30	9.1/33.3
4	31/44	N/A	28	9.1/42.9
5	56.8/51.5	N/A	39.1	25/9.1
6	48/34.4	N/A	29.5	5.6/20

Comparison of **Waterford's** Students Tested
Spring 2017 and Spring 2018 PARCC Administrations
Mathematics

	Students Tested		Year to Year Increase
	2017	2018	
Grade 3	92	100	+8
Grade 4	105	92	-13
Grade 5	107	105	-2
Grade 6	108	114	+6
Total	412	411	-1

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

Hammonton/Waterford

PARCC 2018 Administration

Grades 7 & 8 (Avg. Scores)

English Language Arts/Literacy

Grade	ELA		
	Waterford	Hammonton	Difference
7	745.11	749.32	-4.21
8	758.95	755.75	+3.20

Hammonton/Waterford
PARCC 2018 Administration
Grades 7 & 8 (Avg. Scores)
Mathematics

Grade	Mathematics		
	Waterford	Hammonton	Difference
7	736.83	739.16	-2.33
8	746.13	749.25	-3.12

District Comparison Level 4&5 English-Language Arts

Grade	WTSD	Shamong	Hainesport	Lindenwold	Evesham	Lumberton	Merchantville	Oaklyn	Barrington	Bellmawr	Tabernacle
3	42	51.6	47.1	23	50.9	43.2	61	67.7	48.1	41.5	45.3
4	38	58	58.1	21	63.5	55	46	52.4	62.1	53.9	51.4
5	55.2	58	47.2	22	62.4	56.1	60	70.4	52.9	62.7	37.1
6	52.6	55.2	50.6	29	61.4	48.1	36	56.1	38.6	45.1	41.1

District Comparison Level 4&5 Mathematics

Grade	WTSD	Shamong	Hainesport	Lindenwold	Evesham	Lumberton	Merchantville	Oaklyn	Barrington	Bellmawr	Haddon Township	Tabernacle
3	42	53	58.8	23	52.9	56.8	63	51.6	46.3	31.9	52	44
4	38	49.4	45.1	14	49.3	54.9	52	35.7	44.8	37	47	51.4
5	53.3	48.9	43.6	13	52	44.4	56	59.3	39.6	39.2	48	24.3
6	40.4	43.5	40.2	11	46.8	35.1	29	41.5	21.4	32	49	26.8

Highlights

Glows

PARCC Committee work is paying off!

5th Grade Math-Fractions & Data (STEAM)

6th Grade Constructed Responses- Up 44 from 23 last year

Grows

Importance of following curriculum.

Reading- Subject Area Content

Math- Ratios & Proportions

Closing Thoughts

- **Curriculum Articulation**
 - Professional Learning Community
 - Common Planning Time
 - Grade Level Meeting
 - PARCC Committee
 - Assessment/Curriculum Connections
- **Reflective Practice/Observation**
 - Teacher Strive for Distinguished Ratings
 - Coaches
- **Response to Intervention**
 - Developmental Kindergarten
 - Reading Recovery
- **Staffing Appropriately Placed**
- **Early Childhood Services- Preschool!**