We will begin by examining how the students in our district performed on the PARCC assessment over the last three years when compared to overall State performance.

COMPARISON OF JACKSON TOWNSHIP SCHOOL DISTRICT'S STUDENTS TESTED
SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS

English Language Arts Students Tested			Mathematics Students Tested		
Grade	**2016**	**2017**	**Grade**	**2016**	**2017**
3	553	574	3	556	575
4	623	552	4	621	555
5	607	644	5	606	646
6	672	642	6	674	641
7	625	678	7	566	622
8	689	667	8*	428	452
9	690	708	Algebra I	762	720
10	698	712	Algebra II	686	739
11*					

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With over 95 percent of our students participating in the PARCC assessment, it is evident that the revised graduation requirements and local protocols have effectively communicated the importance of participation on the assessment.

This slide shows the continued increase in overall student participation on the English Language Arts and Math assessments.

Please note that the data from this slide is a Spring to Spring comparison and do not include Fall semester high school students, which accounts for the slight differences in the number of students taking an ELA versus Math assessment.

If nothing else, this chart provides an illustration of the volume of data that is produced by the PARCC assessment. In this slide, you are seeing a three year comparison of how our "total student population" performed on the English Language Arts component of the assessment by comparing the percentage of students who scored at each

So many numbers - zoom in on two outcomes 1. REducing the percentage of students scoring 1 or 2 and 2. Increasing the percentage of students scoring 4 or 5

COMPARISON OF JACKSON TOWNSHIP SCHOOL DISTRICT'S
2015-2017 SPRING PARCC ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY

	% Change in Level 1 and Level 2 from 2015 to 2017		% Change in Level 4 and Level 5 from 2015 to 2017	
Grade	JACKSON TOWNSHIP	State	JACKSON TOWNSHIP	State
3	- 7%	-5.8%	+10%	+6.9%
4	-11%	-1.8%	+10%	+4.8%
5	-13%	-3.3%	+7%	+7.4%
6	-5%	-2.3%	+4%	+4.5%
7	- 37%	-5.0%	+21%	+7.6%
8	-36%	-5.5%	+30%	+7.5%
9	-24%	-11.0%	+39%	+11.7%
10	-35%	-8.8%	+63%	+9.7%
11*	+19%	+3.7%	-16%	-2.6%

*Grade 11 does not include students who took an AP/IB test.
**For 2015, the data for grades 9, 10, and 11 only includes Spring semester and does not include Fall semester students

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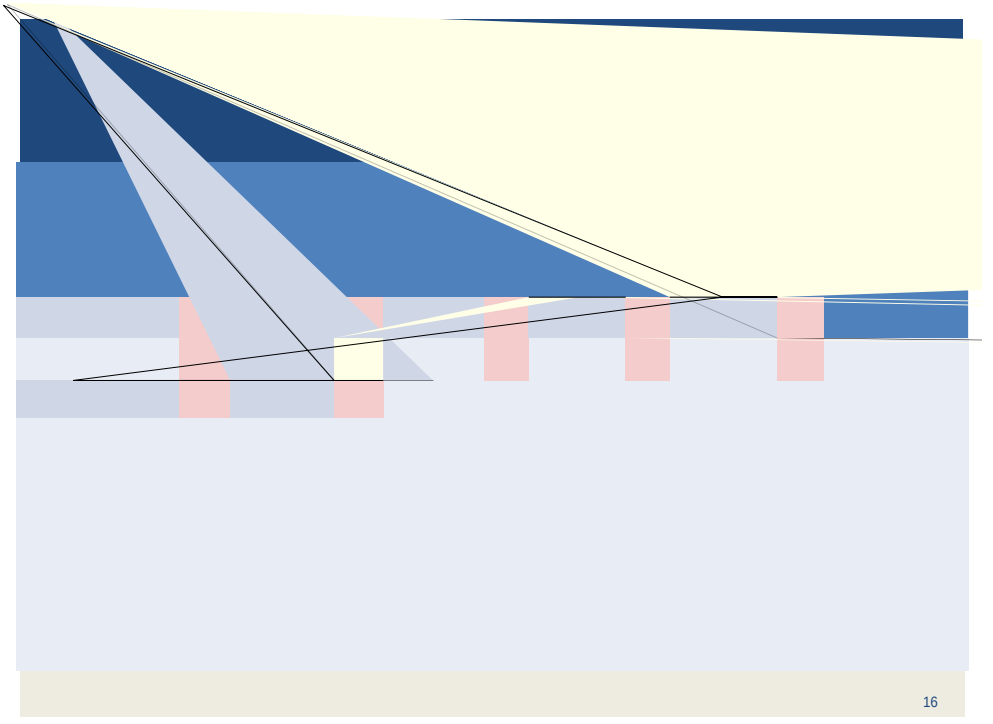
As we zoom in on how the percentage of students scoring at levels 1 and 2 and levels 4 and 5 has changed over the three year period that PARCC has been administered. The chart also illustrates how each grade level has improved their performance by reducing the percentage of students scoring at the lowest levels, while increasing the percentage of students scoring at the highest levels. In simple terms, the minuses on the left side of the table are a good thing and the plusses on the right side are a good thing.

As this data shows, Jackson students outperformed the State in grades 3 - 10 in English Language Arts by reducing the percentage of students scoring Level 1 and 2. The growth in reducing the percentage of students who scored at the lowest levels:

- Indicates an acclimation of students to the online testing platform and the effectiveness of intervention programs for our neediest students; and the
- Impact of readers and writers workshop in grades 3 - 8

The data also suggests a significant improvement in the growth of students who scored at level 4 and 5, which is deemed the threshold for being college and career ready. Large gains at the highest grade levels seem to indicate a positive adjustment by teachers to a more rigorous instructional approach and the movement of the assessment to a graduation requirement has more students taking the assessments seriously.



In a similar manner, this slide shares the district's performance in the area of mathematics over the last three years with an emphasis on moving students out of the lowest levels of performance and into the highest levels of performance.

Again, it is important to note that the 2015 scores for Algebra 1, Geometry, and Algebra 2 do not include the performance of Fall semester students. Also, it is important to know that the scores for Grade 8 students does not include middle school students taking Algebra 1 and Geometry. This calculation of Grade 8 performance is consistently applied throughout the State, but it does have a greater effect on district's like Jackson that have a large percentage of middle school students taking Algebra 1 and Geometry in the middle schools. In fact, on the Spring 2017 PARCC administration, 264 students in our middle schools took the Algebra 1 or Geometry assessment.

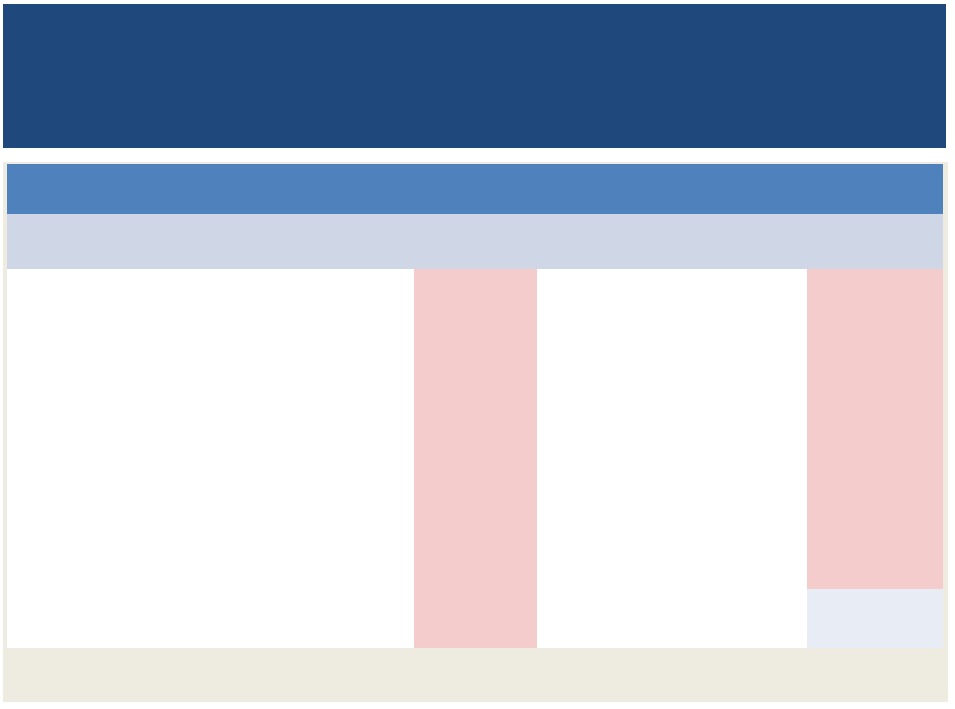
Just as we did with English Language Arts, we will zoom in on how our math performance has changed over the three year period.

COMPARISON OF JACKSON TOWNSHIP SCHOOL DISTRICT'S 2015-2017 SPRING PARCC ADMINISTRATIONS MATHEMATICS

*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

COMPARISON OF JACKSON TOWNSHIP SCHOOL DISTRICT'S
SPRING 2017 PARCC ADMINISTRATION TO STATE AVERAGE
ENGLISH LANGUAGE ARTS/LITERACY TO NEW JERSEY- PERCENTAGES

	English Language Arts/ Literacy			Mathematics		

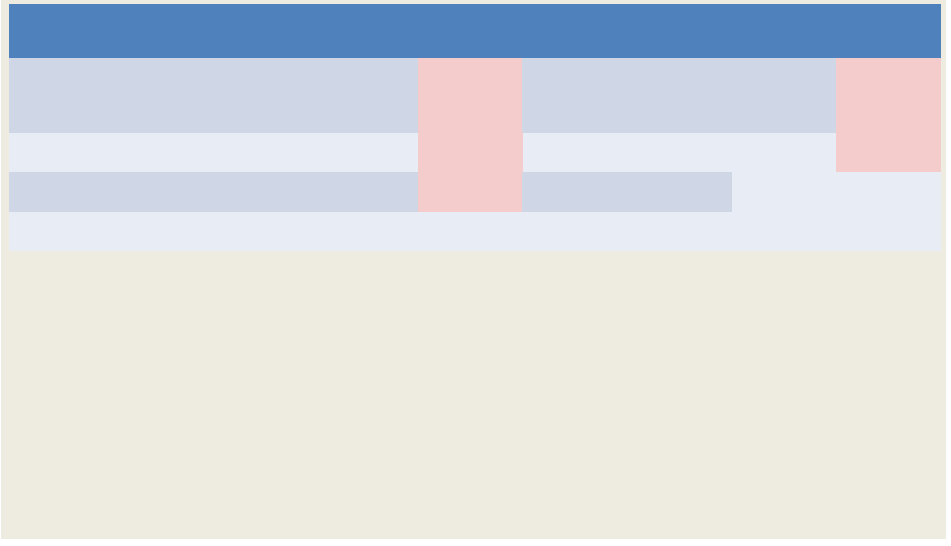


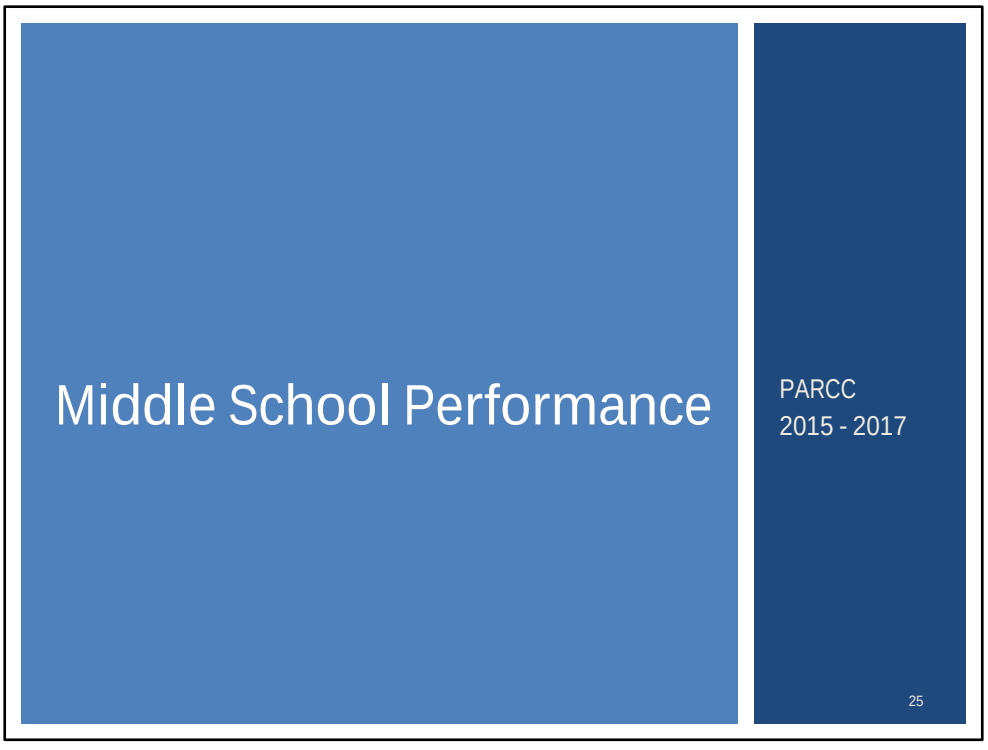
PARCC
2015 - 2017

COMPARISON OF JACKSON TOWNSHIP SCHOOL DISTRICT'S
COMBINED FALL AND SPRING 2015 - 2017 PARCC ADMINISTRATIONS
PERCENTAGE SCORING "4" or Better
JACKSON MEMORIAL

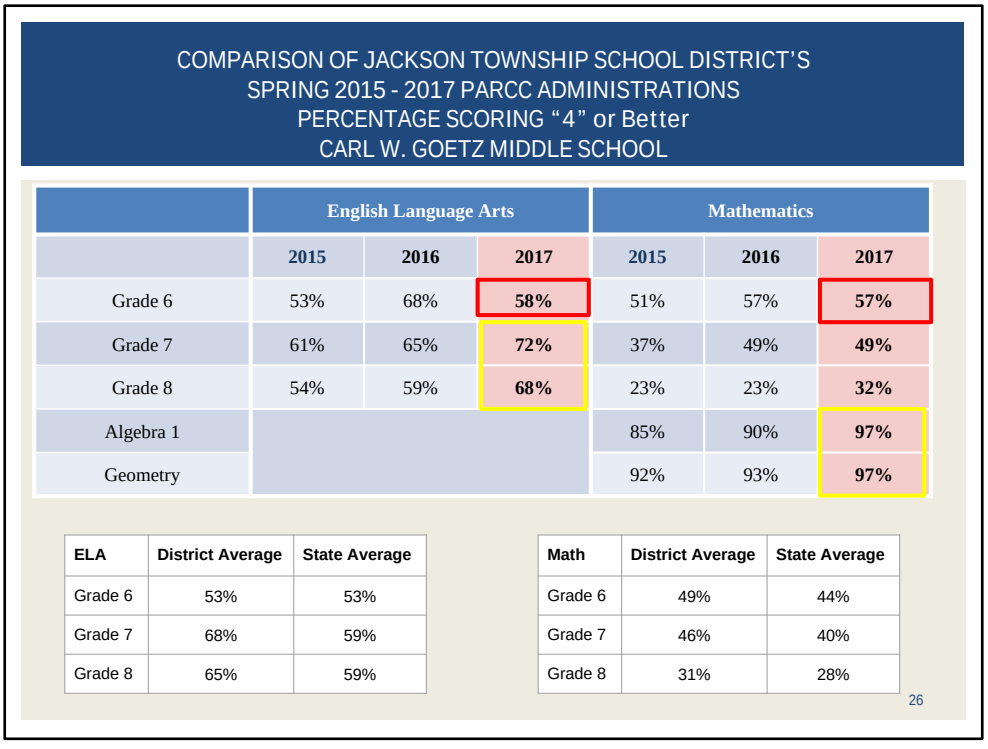
	English Language Arts			Mathematics			

COMPARISON OF JACKSON TOWNSHIP SCHOOL DISTRICT'S
COMBINED FALL AND SPRING 2015 - 2017 PARCC ADMINISTRATIONS
PERCENTAGE SCORING "4" or Better
JACKSON LIBERTY





Moving on from the high schools, we will now take a closer look at the performance of our middle schools on the PARCC assessment.



COMPARISON OF JACKSON TOWNSHIP SCHOOL DISTRICT'S
SPRING 2015 - 2017 PARCC ADMINISTRATIONS
PERCENTAGE SCORING "4" or Better
CARL W. GOETZ MIDDLE SCHOOL

	English Language Arts			Mathematics		
	2015	2016	2017	2015	2016	2017
Grade 6	53%	68%	**58%**	51%	57%	**57%**
Grade 7	61%	65%	**72%**	37%	49%	**49%**
Grade 8	54%	59%	**68%**	23%	23%	**32%**
Algebra 1				85%	90%	**97%**
Geometry				92%	93%	**97%**

ELA	District Average	State Average
Grade 6	53%	53%
Grade 7	68%	59%
Grade 8	65%	59%

Math	District Average	State Average
Grade 6	49%	44%
Grade 7	46%	40%
Grade 8	31%	28%

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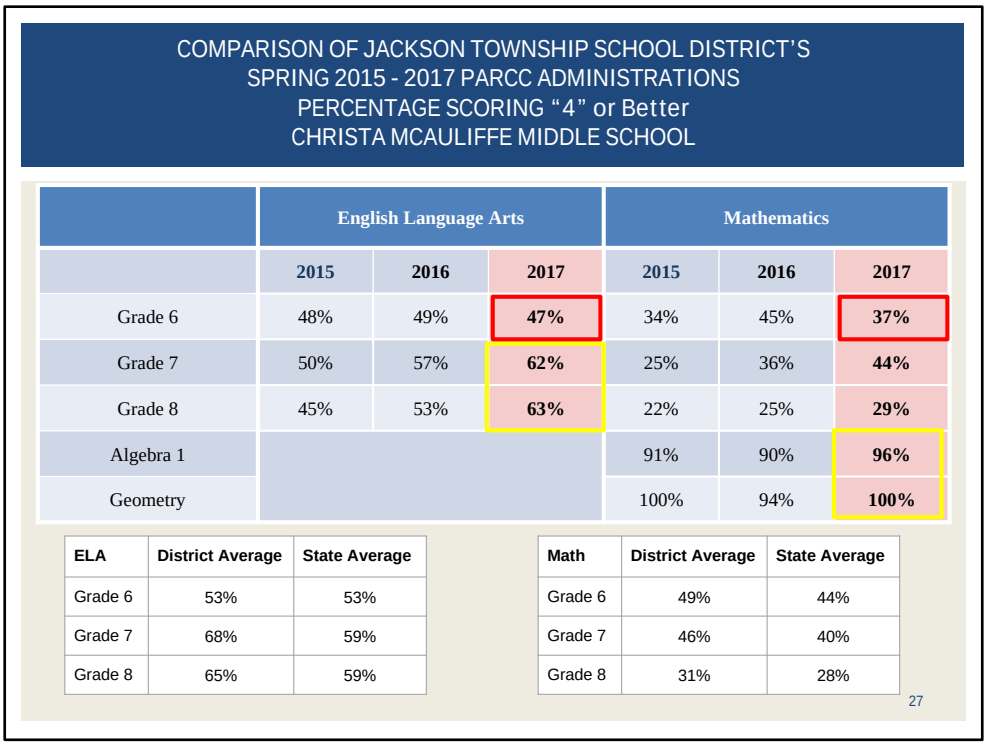
PARCC performance at the Goetz Middle School consistently exceeds the District and State averages.

In the area of Literacy, the performance of 7th and 8th grade students is noteworthy with percentages that are well above state average and significantly improved from 2016 to 2017.

In Math, nearly all Algebra 1 and Geometry students are demonstrating proficiency on the assessment designed for high school students, which is a testament to the rigor of these advanced math courses.

Student performance in 6th grade for both subject areas does appear to lag, which



COMPARISON OF JACKSON TOWNSHIP SCHOOL DISTRICT'S
SPRING 2015 - 2017 PARCC ADMINISTRATIONS
PERCENTAGE SCORING "4" or Better
CHRISTA MCAULIFFE MIDDLE SCHOOL

	English Language Arts			Mathematics		
	2015	2016	2017	2015	2016	2017
Grade 6	48%	49%	**47%**	34%	45%	**37%**
Grade 7	50%	57%	**62%**	25%	36%	**44%**
Grade 8	45%	53%	**63%**	22%	25%	**29%**
Algebra 1				91%	90%	**96%**
Geometry				100%	94%	**100%**

ELA	District Average	State Average
Grade 6	53%	53%
Grade 7	68%	59%
Grade 8	65%	59%

Math	District Average	State Average
Grade 6	49%	44%
Grade 7	46%	40%
Grade 8	31%	28%

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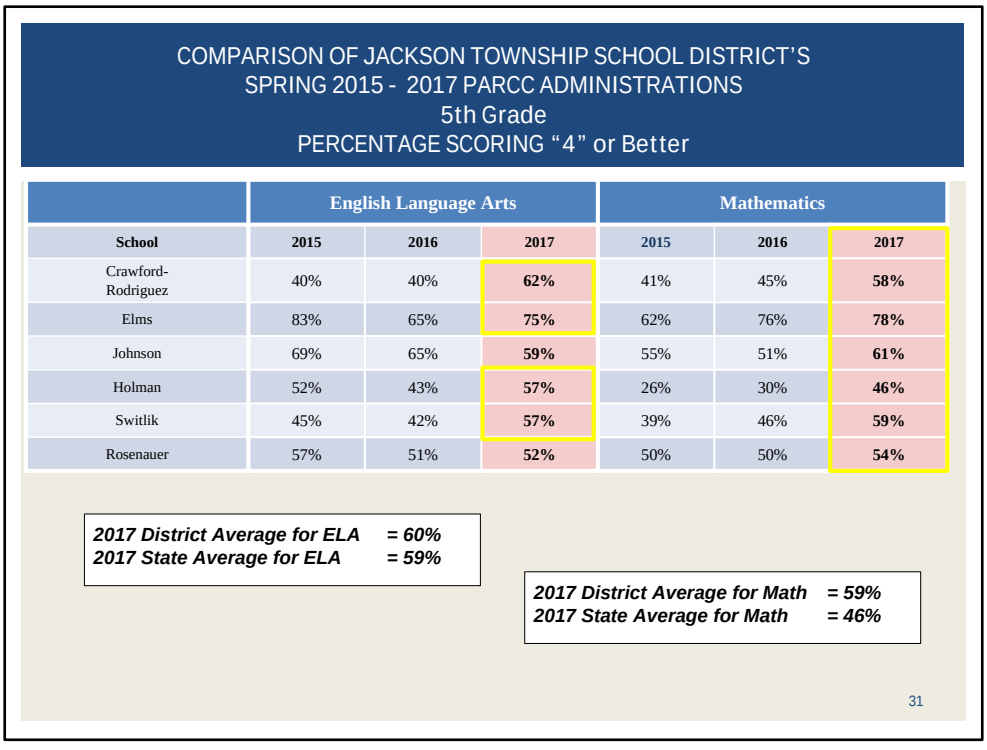
Similar to the Goetz School, the McAuliffe Middle School's performance in 7th and 8th grade Literacy and Math was above state average and significantly improved from 2016 to 2017.

Algebra 1 and Geometry students at McAuliffe also excelled with nearly all of them passing the assessment designed for high school students.

Likewise to the Goetz School, 6th grade performance demonstrates a need to address the effective transition to the middle school.

PARCC
2015 - 2017



COMPARISON OF JACKSON TOWNSHIP SCHOOL DISTRICT'S
SPRING 2015 - 2017 PARCC ADMINISTRATIONS
5th Grade
PERCENTAGE SCORING "4" or Better

	English Language Arts			Mathematics		
School	2015	2016	2017	2015	2016	2017
Crawford-Rodriguez	40%	40%	62%	41%	45%	58%
Elms	83%	65%	75%	62%	76%	78%
Johnson	69%	65%	59%	55%	51%	61%
Holman	52%	43%	57%	26%	30%	46%
Switlik	45%	42%	57%	39%	46%	59%
Rosenauer	57%	51%	52%	50%	50%	54%

2017 District Average for ELA = 60%
2017 State Average for ELA = 59%

2017 District Average for Math = 59%
2017 State Average for Math = 46%

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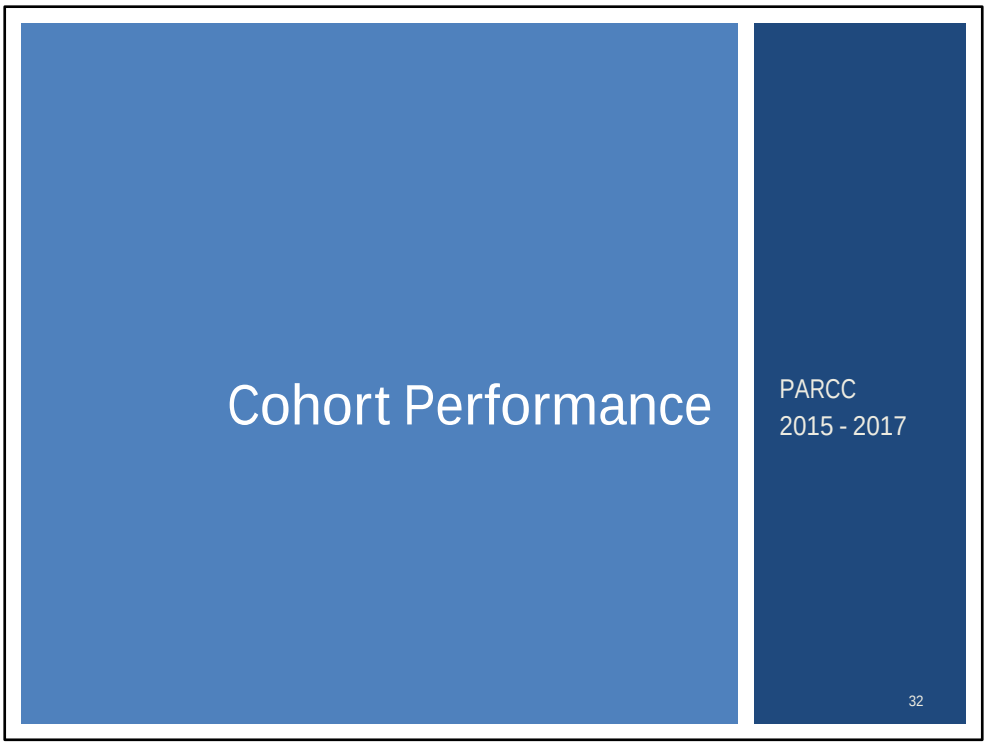
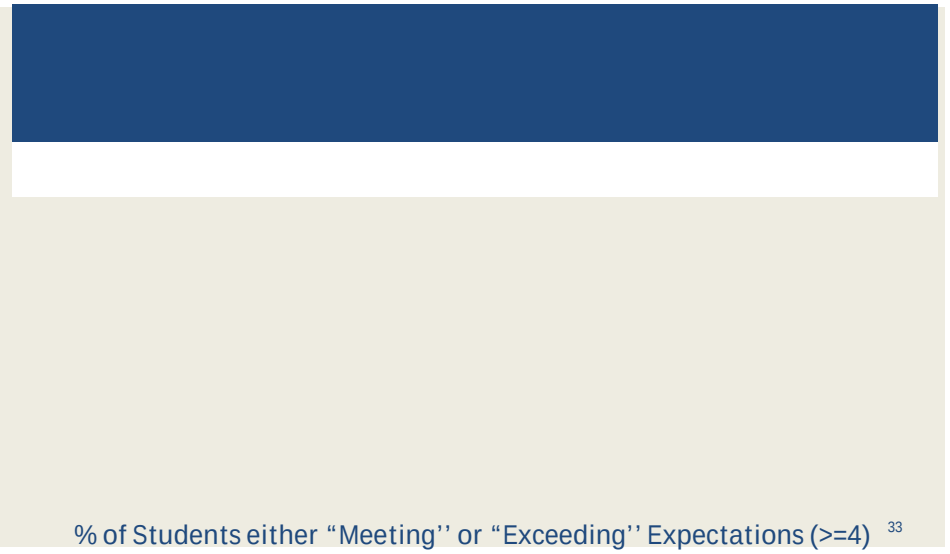
Moving to 5th Grade,
you see that every single Jackson school outperformed the state in 5th grade math with large one year gains in 5th Grade Math at Johnson, Switlik, Holman, and Crawford-Rodriguez.

5th Grade ELA performance also shows huge gains from Crawford-Rodriguez, Holman, and Switlik and a proficiency rate at the Elms School that is among the highest in the State.



The final component of this presentation is an analysis of a single cohort of students moving through our school over the last three years.

Three-Year Comparison by Cohort



% of Students either “Meeting’’ or “Exceeding’’ Expectations (>=4)

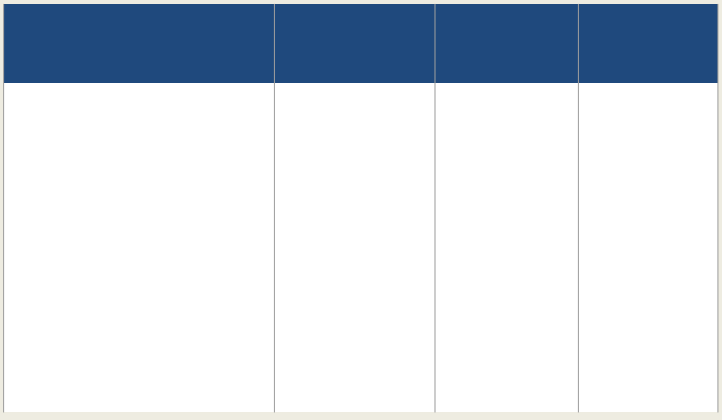
Three-Year Comparison by Cohort

English Language Arts			
	2015 Grade 6 →	2016 Grade 7 →	2017 Grade 8
Goetz Middle School	53%	65%	68%
McAuliffe Middle School	48%	57%	63%

Mathematics			
	2015 Grade 6 →	2016 Grade 7 →	2017 Grade 8, Algebra 1, and Geometry
Goetz Middle School	51%	49%	58%
McAuliffe Middle School	34%	36%	51%

% of Students either "Meeting'' or "Exceeding'' Expectations (>=4)

Three-Year Comparison by Cohort - Literacy



% of Students either “Meeting’’ or “Exceeding’’ Expectations (>=4)

Three-Year Comparison by Cohort - Mathematics

	2015 Grade 3 →	2016 Grade 4 →	2017 Grade 5
Crawford-Rodriguez	**41%**	**48%**	**58%**
Elms	**48%**	**53%**	**78%**
Johnson	**48%**	**50%**	**61%**
Holman	**39%**	**43%**	**46%**
Switlik	**42%**	**40%**	**59%**
Rosenauer	**47%**	**40%**	**54%**

% of Students either "Meeting'' or "Exceeding'' Expectations (>=4)

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When looking at a similar cohort through the lens of Mathematics, it is clear to see the major jump from 2016 to 2017 attributed to the implementation of the new math curriculum. We, as a district, our hopeful that a similar rapid increase will result from a current review of the secondary math curriculum.

In closing, the vast amount of PARCC data provides us with a snapshot of the performance of our district and our schools. A snapshot that affirms the good things that are happening in our schools on a daily basis and a reminder that there is still much work to be done.

Questions??