

**PARCC Results:
Spring 2017
Administrations**

**Lower Township
Elementary School District**

Measuring
College and
Career
Readiness

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- 2017 marks the 3rd administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) and the second opportunity to compare year-to-year results as the following slides will show.
- 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**

**COMPARISON OF LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT
 SPRING 2015, SPRING 2016, & SPRING 2017
 PARCC ADMINISTRATIONS
 ENGLISH LANGUAGE ARTS/LITERACY - PERCENTAGES**

Grade	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
3	8.1%	8.1%	6.7%	22.3%	22.9%	17.3%	36.4%	30.8%	33.8%	32.1%	28.6%	41.3%	1.1%	2.2%	0.9%
4	4.3%	4.2%	2.8%	21.1%	16.9%	18.5%	37.8%	42.9%	34.3%	32.1%	34.4%	36.6%	4.8%	1.6%	7.9%
5	3.0%	8.1%	2.4%	22.2%	24.8%	17.3%	37.9%	31.1%	34.6%	32.8%	34.7%	41.8%	4.0%	1.4%	3.8%
6	1.1%	4.7%	6.7%	17.5%	14.0%	19.7%	36.2%	36.9%	30.0%	35.6%	36.4%	33.6%	9.6%	7.9%	9.9%

****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 LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT SPRING 2015, SPRING 2016, & SPRING 2017 PARCC ADMINISTRATIONS MATHEMATICS - PERCENTAGES

Grade	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
3	6.5%	14.2%	4.9%	28.8%	25.2%	20.4%	38.0%	29.2%	37.3%	24.5%	26.5%	32.4%	2.2%	4.9%	4.9%
4	9.6%	9.0%	8.8%	31.1%	28.2%	28.6%	37.3%	37.2%	30.4%	21.1%	24.5%	30.0%	1.0%	1.1%	2.3%
5	5.1%	7.2%	3.9%	23.7%	33.5%	30.9%	38.4%	33.0%	38.6%	29.3%	23.1%	24.2%	3.5%	3.2%	2.4%
6	2.3%	7.0%	10.8%	18.1%	19.6%	19.3%	38.4%	36.6%	30.5%	39.0%	30.8%	33.6%	2.3%	7.9%	5.8%

****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 LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT 2016 TO 2017 SPRING PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY

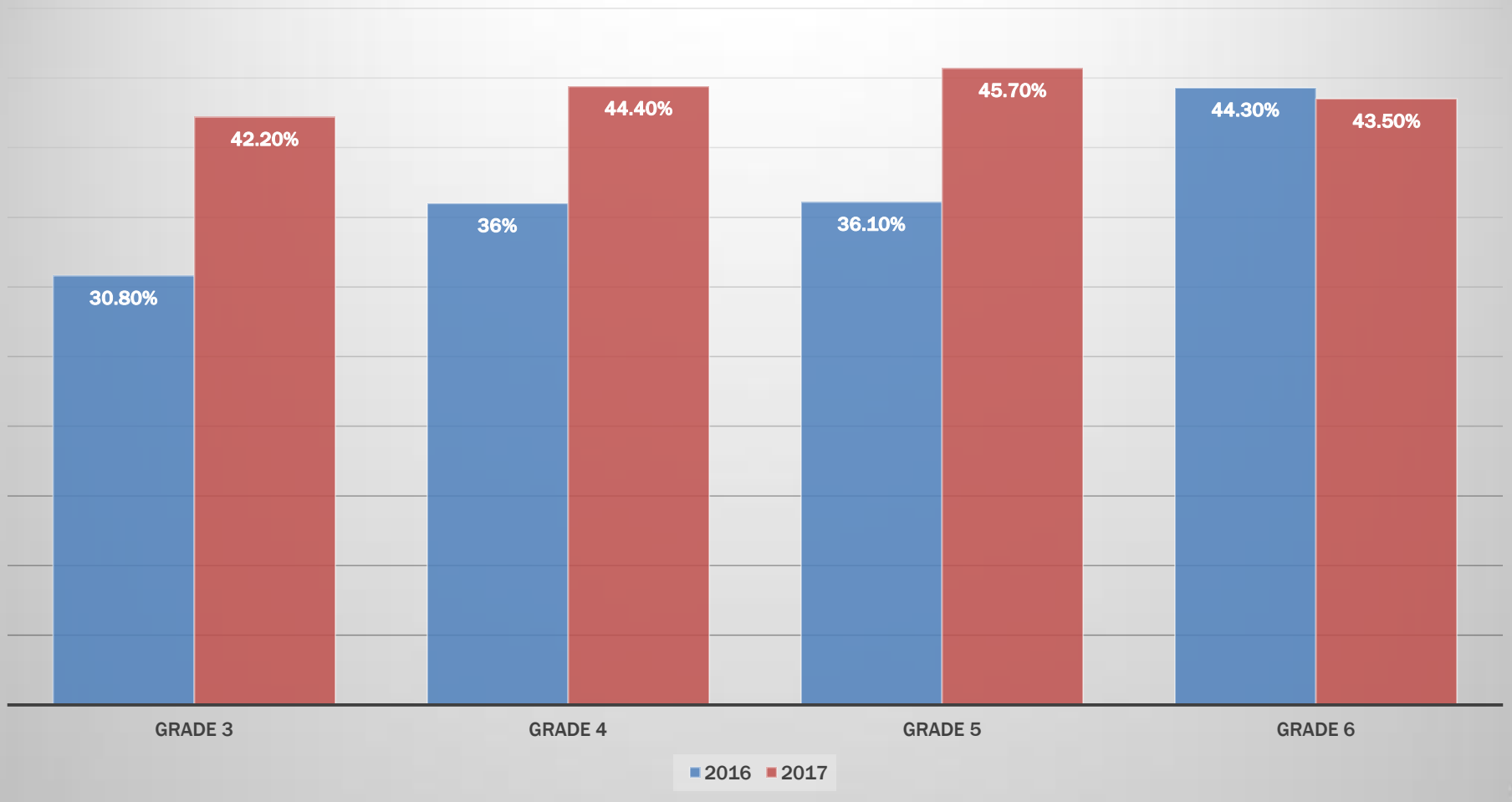
% Change in Level 4 and Level 5				% Change Comparison from Previous Year Level 4 and 5 Tracking grade level cohorts				
Lower Township Elementary Schools				Lower Township Elementary Schools				
Grade Level	2016	2017	% change	2016 Grade Level	% Level 4-5	2017 Grade Level	% Level 4-5	% change
Grade 3	30.8%	42.2%	↑ 11.4%	2	N/A	3	42.2%	N/A Baseline Year
Grade 4	36.0%	44.4%	↑ 8.4%	3	30.8%	4	44.4%	↑ 13.6%
Grade 5	36.1%	45.7%	↑ 9.6%	4	36.0%	5	45.7%	↑ 9.7%
Grade 6	44.3%	43.5%	↓ 0.8%	5	36.1%	6	43.5%	↑ 7.4%

Notes: Percentages may not total 100 due to rounding.

- An up arrow indicates an increase of the % change from the previous year where a down arrow shows a decrease of the % change from the previous year.

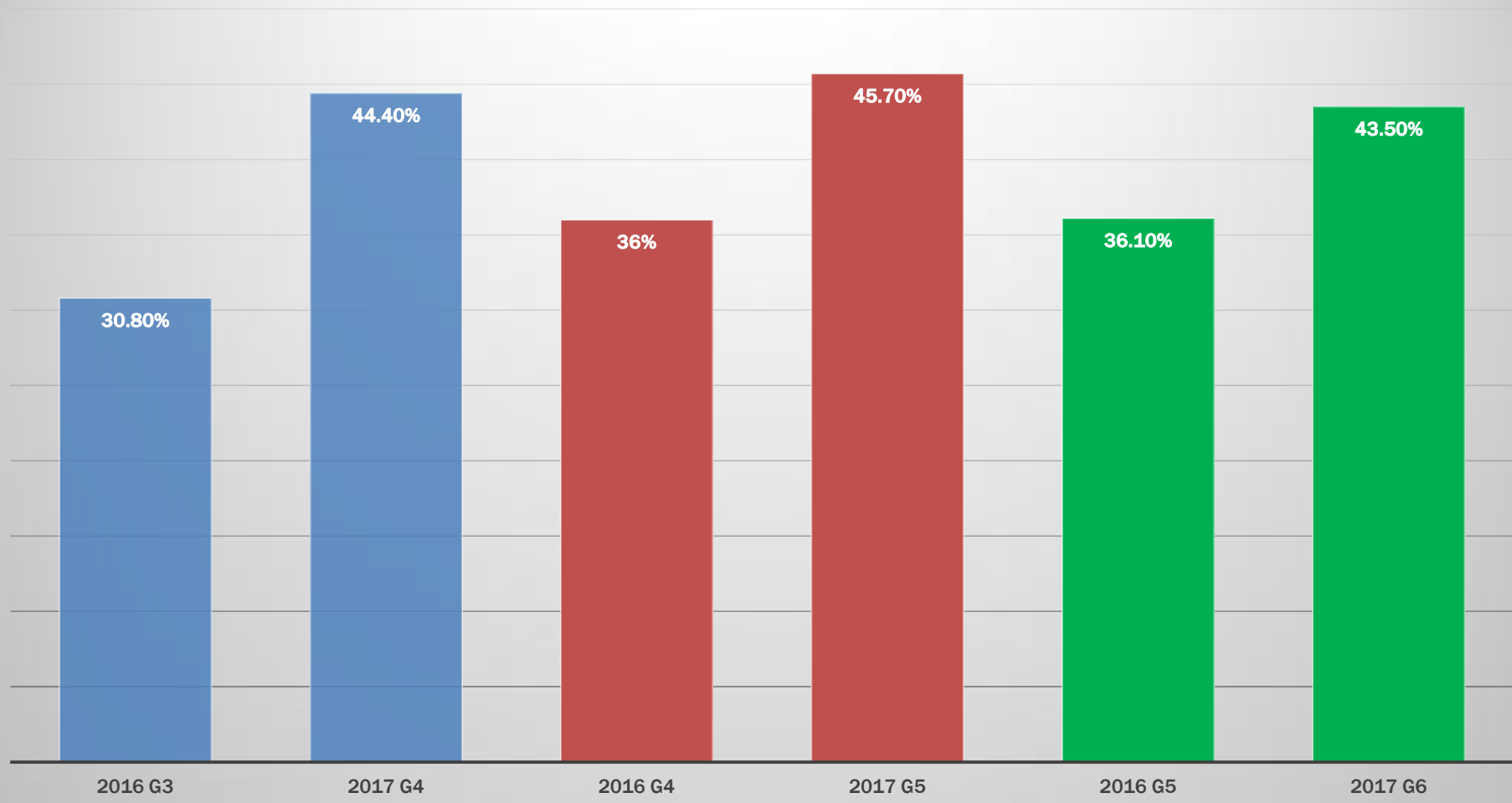
2016 AND 2017 PARCC ELA DISTRICT COMPARISONS: PERCENTAGE OF STUDENTS MET OR EXCEEDED EXPECTATIONS

English Language Arts










2016 AND 2017 PARCC ELA GRADE LEVEL COHORT COMPARISONS OF STUDENTS MET OR EXCEEDED EXPECTATIONS

ELA Grade Level Cohorts



COMPARISON OF LOWER TOWNSHIP ELEMENTARY SCHOOLS DISTRICT 2016 TO 2017 SPRING PARCC ADMINISTRATIONS MATHEMATICS

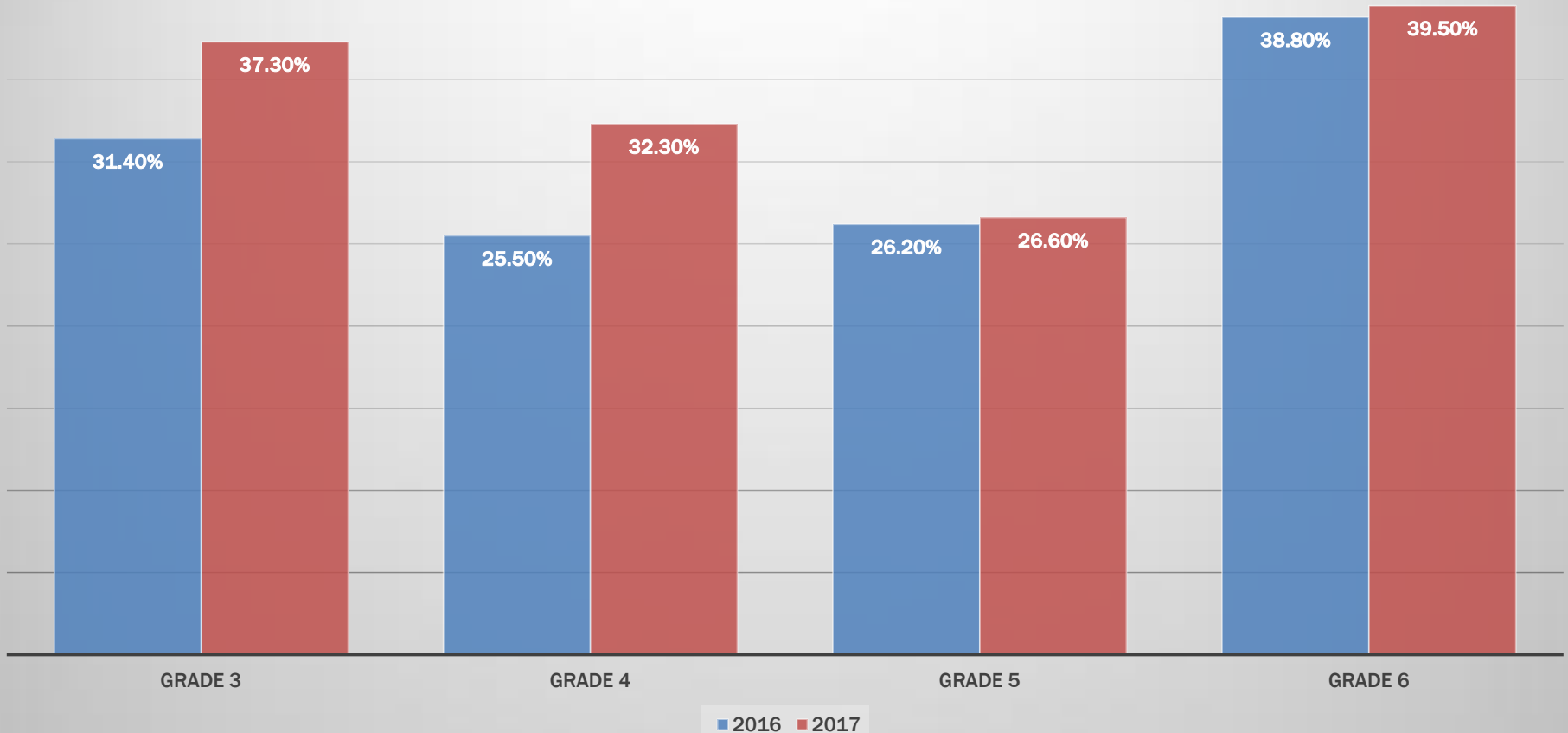
% Change in Level 4 and Level 5				% Change Comparison from Previous Year Level 4 and 5				
Lower Township Elementary Schools				Lower Township Elementary Schools				
Grade Level	2016	2017	% change	2016 Grade Level	% Level 4-5	2017 Grade Level	% Level 4-5	% change
Grade 3	31.4%	37.3%	 5.9%	2	N/A	3	37.3%	N/A Baseline Year
Grade 4	25.5%	32.3%	 6.8%	3	31.4%	4	32.3%	 0.9%
Grade 5	26.2%	26.6%	 0.4%	4	25.5%	5	26.6%	 1.1%
Grade 6	38.8%	39.5%	 0.7%	5	26.2%	6	39.5%	 13.3%

Notes: Percentages may not total 100 due to rounding.

- An up arrow indicates an increase of the % change from the previous year where a down arrow shows a decrease of the % change from the previous year.

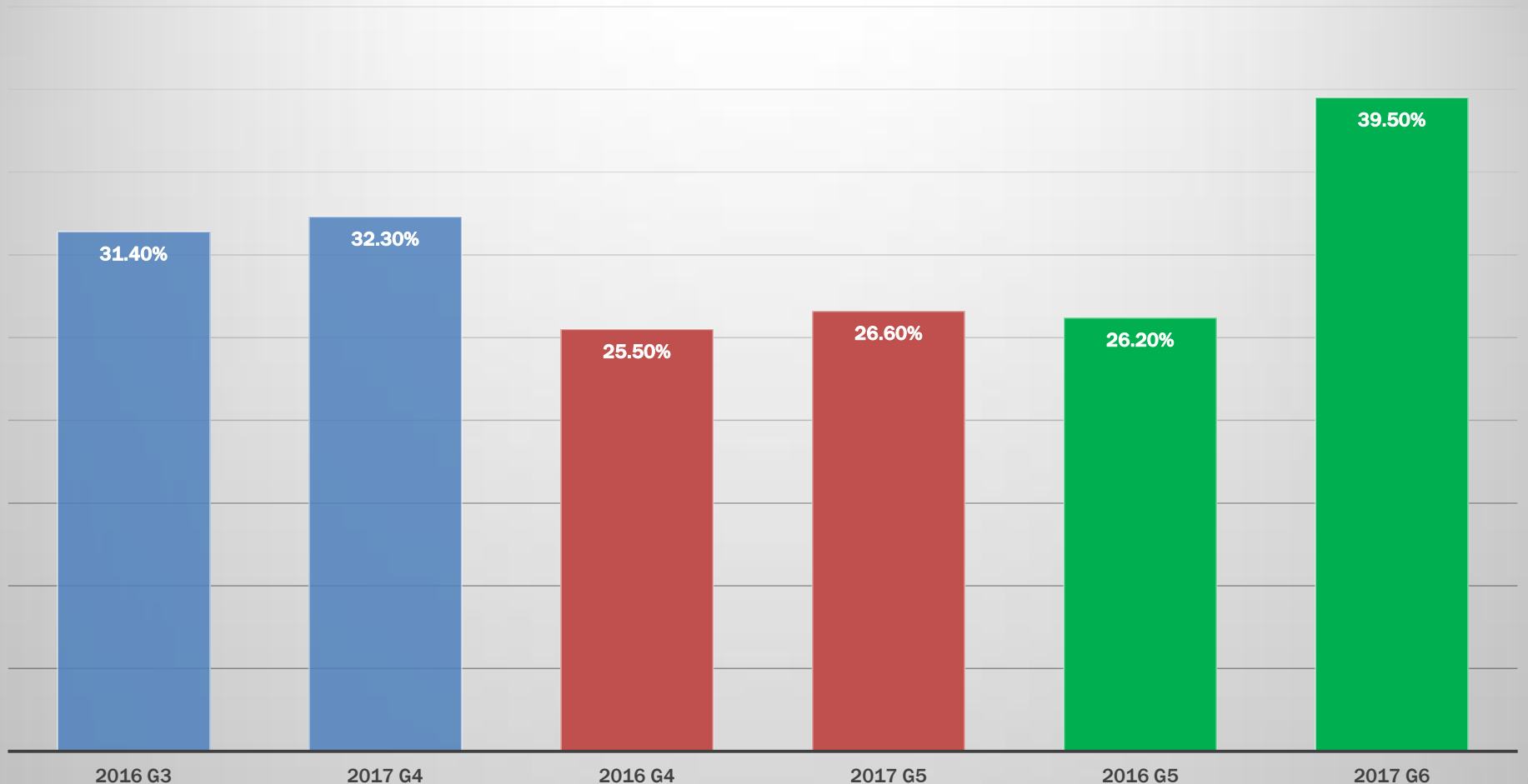
2016 AND 2017 PARCC MATH DISTRICT COMPARISONS: PERCENTAGE OF STUDENTS MET OR EXCEEDED EXPECTATIONS

Mathematics



2016 AND 2017 PARCC MATH GRADE LEVEL COHORT COMPARISONS OF STUDENTS MET OR EXCEEDED EXPECTATIONS

Mathematics Grade Level Cohorts



COMPARISON OF LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT SPRING 2017 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY TO NEW JERSEY- PERCENTAGES

Grade	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	Cross-State	District	State	Cross-State	District	State	Cross-State	District	State	Cross-State	District	State	Cross-State
3	6.7%	12.7%	19.1%	17.3%	14.4%	17.8%	33.8%	22.5%	23.1%	41.3%	42.9%	35.8%	0.9%	7.5%	4.2%
4	2.8%	7.7%	12.8%	18.5%	12.8%	18.2%	34.3%	23.7%	26.4%	36.6%	40.5%	33.7%	7.9%	15.4%	8.9%
5	2.4%	6.8%	11.9%	17.3%	12.2%	18.5%	34.6%	22.1%	25.9%	41.8%	48.2%	38.4%	3.8%	10.7%	5.3%
6	6.7%	6.5%	10.6%	19.7%	14.6%	20.9%	30.0%	25.6%	28.5%	33.6%	41.0%	33.5%	9.9%	12.3%	6.5%

Notes: Percentages may not total 100 due to rounding.

COMPARISON OF LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS MATHEMATICS TO NEW JERSEY- PERCENTAGES

Grade	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	Cross-State	District	State	Cross-State	District	State	Cross-State	District	State	Cross-State	District	State	Cross-State
3	4.9%	7.8%	12.9%	20.4%	14.6%	18.4%	37.3%	25.1%	26.15	32.4%	38.7%	32.5%	4.9%	13.7%	10.0%
4	8.8%	8.1%	13.9%	28.6%	17.5%	22.9%	30.4%	27.1%	27.5%	30.0%	40.6%	31.7%	2.3%	6.7%	4.2%
5	3.9%	6.5%	12.0%	30.9%	17.8%	23.7%	38.6%	29.6%	29.6%	24.2%	37.3%	29.2%	2.4%	8.9%	5.5%
6	10.8%	9.7%	15.1%	19.3%	19.1%	24.3%	30.5%	27.7%	28.4%	33.6%	35.0%	27.1%	5.8%	8.6%	5.2%

Notes: Percentages may not total 100 due to rounding.

**COMPARISON OF
LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT
GRADE 3 SUBGROUP
SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES**

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	
General Education	8.1%	3.1%	21.5%	14.7%	33.9%	34.6%	33.9%	46.6%	2.7%	1.0%	+ 11%
Male	17.3%	7.8%	26.4%	21.4%	36.4%	27.2%	18.2%	42.7%	1.8%	1.0%	+ 23.7%
Female	13.7%	5.7%	19.7%	13.9%	25.6%	39.3%	38.5%	40.2%	2.6%	0.8%	- 0.1%
Hispanic	25.9%	12.0%	29.6%	28.0%	25.9%	32.0%	18.5%	24.0%	0%	4.0%	+ 9.5 %
White	13.3%	6.1%	22.1%	17.1%	30.4%	33.1%	31.5%	43.1%	2.8%	0.6%	+ 9.4%
Special Education	48.8%	26.5%	29.3%	32.4%	17.1%	29.4%	4.9%	11.8%	0%	0%	+ 6.9%
Economically Disadvantaged	21.3%	10.3%	26.8%	18.3%	28.3%	38.1%	22.8%	31.7%	0.8%	0.8%	+ 8.9%
Non-Economically Disadvantaged	8.0%	2.0%	18.0%	16.2%	34.0%	27.3%	36.0%	53.5%	4.0%	1.0%	+ 14.5%
504 Plan	16.7%	0.0%	33.3%	15.4%	50.0%	30.8%	0.0%	53.8%	0.0%	0.0%	+ 53.8%

**COMPARISON OF
LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT
GRADE 4 SUBGROUP
SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES**

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	
General Education	1.9%	2.2%	12.7%	16.7%	43.9%	30.6%	39.5%	41.4%	1.9%	9.1%	+ 9.1%
Male	5.1%	4.8%	22.4%	22.1%	43.9%	41.3%	28.6%	28.8%	0.0%	2.9%	+ 3.1%
Female	3.3%	0.9%	11.0%	15.2%	41.8%	27.7%	40.7%	43.8%	3.3%	12.5%	+ 12.3%
Hispanic	N/A	7.4%	N/A	29.6%	N/A	37.0%	N/A	18.5%	N/A	7.4%	NA
White	4.6%	2.3%	16.3%	16.2%	43.8%	32.4%	34.0%	40.5%	1.3%	8.7%	+ 13.8%
Special Education	15.6%	6.7%	37.5%	30.0%	37.5%	56.7%	9.4%	6.7%	0.0%	0.0%	- 2.7%
Economically Disadvantaged	7.5%	3.3%	24.3%	20.8%	45.8%	41.7%	21.5%	29.2%	0.9%	5.0%	+ 11.8%
Non-Economically Disadvantaged	0.0%	2.1%	7.3%	15.6%	39.0%	25.0%	51.2%	45.8%	2.4%	11.5%	+ 3.7
504 Plan	0.0%	0.0%	20.0%	60.0%	40.0%	20.0%	30.0%	20.0%	10.0%	0.0%	- 20.0%

**COMPARISON OF
LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT
GRADE 5 SUBGROUP
SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES**

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	
General Education	2.6%	0.6%	17.9%	12.6%	34.0%	34.5%	44.2%	48.9%	1.3%	3.4%	+ 6.8%
Male	11.3%	4.6%	28.7%	20.2%	33.9%	34.9%	25.2%	37.6%	0.9%	2.8%	+ 14.3%
Female	4.7%	0.0%	20.6%	14.1%	28.0%	34.3%	44.9%	46.5%	1.9%	5.1%	+ 4.8%
Hispanic	10.7%	N/A	35.7%	N/A	32.1%	N/A	21.4%	N/A	0.0%	N/A	N/A
White	6.8%	2.9%	23.7%	17.1%	30.5%	35.3%	37.3%	40.6%	1.7%	4.1%	+ 5.7%
Special Education	21.2%	11.8%	40.9%	41.2%	24.2%	35.3%	12.1%	5.9%	1.5%	5.9%	- 1.8%
Economically Disadvantaged	10.2%	3.4%	29.2%	25.0%	35.0%	37.1%	25.5%	33.6%	0.0%	0.9%	+ 9%
Non-Economically Disadvantaged	4.7%	1.1%	17.6%	7.6%	24.7%	31.5%	49.4%	52.2%	3.5%	7.6%	+ 6.9%
504 Plan	16.7%	0.0%	33.3%	28.6%	50.0%	35.7%	0.0%	35.7%	0.0%	0.0%	+ 35.7%

**COMPARISON OF
LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT
GRADE 6 SUBGROUP
SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY- PERCENTAGES**

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	
General Education	0.6%	1.3%	6.2%	11.3%	36.0%	34.4%	46.6%	40.0%	10.6%	13.1%	- 4.1%
Male	6.7%	9.6%	20.0%	24.6%	38.1%	28.9%	28.6%	28.9%	6.7%	7.9%	+ 1.5%
Female	2.8%	3.7%	8.3%	14.7%	35.8%	31.2%	44.0%	38.5%	9.2%	11.9%	- 2.8%
Hispanic	N/A	10.0%	N/A	26.7%	N/A	33.3%	N/A	30.0%	N/A	0.0%	N/A
White	4.4%	5.1%	13.3%	19.8%	37.0%	28.2%	36.5%	35.0%	8.8%	11.9%	+ 1.6%
Special Education	17.0%	20.6%	37.7%	41.3%	39.6%	19.0%	5.7%	17.5%	0.0%	1.6%	+ 14.1 %
Economically Disadvantaged	5.2%	9.2%	15.7%	23.8%	41.7%	33.8%	33.0%	26.9%	4.3%	6.2%	- 4.2%
Non-Economically Disadvantaged	4.0%	3.2%	12.1%	14.0%	31.3%	24.7%	40.4%	43.0%	12.1%	15.1%	+ 5.6%
504 Plan	0.0%	0.0%	0.0%	33.3%	22.2%	16.7%	66.7%	33.3%	11.1%	16.7%	- 27.8%

**COMPARISON OF
LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT
GRADE 3 SUBGROUP
SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS
MATHEMATICS - PERCENTAGES**

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	
General Education	8.6%	3.1%	22.6%	18.3%	32.3%	36.6%	30.6%	36.1%	5.9%	5.8%	+ 5.4%
Male	12.7%	6.8%	30.0%	15.5%	32.7%	38.8%	21.8%	35.0%	2.7%	3.9%	+ 14.3%
Female	15.5%	3.3%	20.7%	24.6%	25.9%	36.1%	31.0%	30.3%	6.9%	5.7%	- 1.9%
Hispanic	22.2%	4.0%	33.3%	28.0%	22.2%	40.0%	14.8%	24.0%	7.4%	4.0%	+ 5.8%
White	14.4%	5.5%	21.5%	18.2%	30.9%	38.1%	28.2%	33.1%	5.0%	5.0%	+ 4.9%
Special Education	40.0%	14.7%	37.5%	32.4%	15.0%	41.2%	7.5%	11.8%	0.0%	0.0%	+ 4.3%
Economically Disadvantaged	17.3%	5.6%	31.5%	26.2%	29.1%	35.7%	17.3%	30.2%	4.7%	2.4%	+ 10.6%
Non-Economically Disadvantaged	10.1%	4.0%	17.2%	13.1%	29.3%	39.4%	38.4%	35.4%	5.1%	8.1%	0.0%
504 Plan	0.0%	0.0%	33.3%	0.0%	66.7%	38.5%	0.0%	53.8%	0.0%	7.7%	+ 61.5%

**COMPARISON OF
LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT
GRADE 4 SUBGROUP
SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS
MATHEMATICS - PERCENTAGES**

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	
General Education	5.7%	9.1%	26.8%	23.0%	38.2%	30.5%	28.0%	34.8%	1.3%	2.7%	+ 8.2%
Male	10.3%	9.5%	27.8%	34.3%	39.2%	31.4%	21.6%	22.9%	1.0%	1.9%	+ 2.2%
Female	7.7%	8.0%	28.6%	23.2%	35.2%	29.5%	27.5%	36.6%	1.1%	2.7%	+ 10.7%
Hispanic	N/A	22.2%	N/A	29.6%	N/A	22.2%	N/A	22.2%	N/A	3.7%	N/A
White	9.9%	5.2%	28.3%	26.6%	37.5%	32.4%	23.0%	34.1%	1.3%	1.7%	+ 11.5%
Special Education	25.8%	6.7%	35.5%	63.3%	32.3%	30.0%	6.5%	0.0%	0.0%	0.0%	- 6.5%
Economically Disadvantaged	15.1%	14.9%	33.0%	30.6%	35.8%	31.4%	15.1%	21.5%	0.9%	1.7%	+ 7.2%
Non-Economically Disadvantaged	1.2%	1.0%	22.0%	26.05	39.0%	29.2%	36.6%	40.6%	1.2%	3.1%	+ 5.9%
504 Plan	0.0%	0.0%	30.0%	20.0%	40.0%	60.0%	30.0%	20.0%	0.0%	0.0%	- 10.0%

**COMPARISON OF
LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT
GRADE 5 SUBGROUP
SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS
MATHEMATICS - PERCENTAGES**

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	
General Education	3.2%	1.1%	23.7%	27.6%	38.5%	41.4%	30.8%	27.6	3.8%	2.3%	- 4.7%
Male	9.6%	6.4%	35.1%	33.6%	35.1%	34.5%	15.5%	23.6%	2.6%	1.8%	+ 7.3%
Female	4.7%	1.0%	31.8%	27.8%	30.8%	43.3%	29.0%	24.7%	3.7%	3.1%	- 4.9%
Hispanic	7.1%	N/A	42.9%	N/A	42.9%	N/A	7.1%	N/A	0.0%	N/A	N/A
White	6.8%	3.0%	32.4%	32.1%	31.8%	36.9%	25.6%	26.2%	3.4%	1.8%	- 1.0%
Special Education	16.9%	18.2%	56.9%	48.5%	20.0%	24.2%	4.6%	6.1%	1.5%	3.0%	+ 3.0%
Economically Disadvantaged	8.8%	5.2%	38.0%	40.0%	32.1%	40.0%	19.0%	14.8%	2.2%	0.0%	- 6.4%
Non-Economically Disadvantaged	4.8%	2.2%	26.2%	19.6%	34.5%	37.0%	29.8%	35.9%	4.8%	5.4%	+ 6.7%
504 Plan	0.0%	0.0%	50.0%	21.4%	50.0%	57.1%	0.0%	14.3%	0.0%	7.1%	+ 21.4%

**COMPARISON OF
LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT
GRADE 6 SUBGROUP
SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS
MATHEMATICS - PERCENTAGES**

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	
General Education	2.5%	1.9%	14.3%	15.6%	33.5%	31.9%	39.1%	42.5%	10.6%	8.1%	+ 0.9%
Male	6.7%	14.9%	21.9%	20.2%	28.6%	30.7%	34.3%	30.7%	8.6%	3.5%	- 8.7%
Female	7.3%	6.4%	17.4%	18.3%	40.4%	30.3%	27.5%	36.7%	7.3%	8.3%	+ 10.2%
Hispanic	N/A	10.0%	N/A	26.7%	N/A	33.3%	N/A	30.0%	N/A	0.0%	N/A
White	6.6%	10.2%	18.8%	18.1%	32.0%	30.5%	33.7%	33.9%	8.8%	7.3%	- 1.3%
Special Education	20.8%	33.3%	35.8%	28.6%	37.7%	27.0%	5.7%	11.1%	0.0%	0.0%	+ 5.4%
Economically Disadvantaged	7.8%	16.2%	23.5%	20.8%	41.7%	32.3%	22.6%	28.5%	4.3%	2.3%	+ 3.9%
Non-Economically Disadvantaged	6.1%	3.2%	15.2%	17.2%	26.3%	28.0%	40.4%	40.9%	12.1%	10.8%	- 0.8%
504 Plan	0.0%	0.0%	0.0%	16.7%	44.4%	33.3%	33.3%	50.0%	22.2%	0.0%	- 5.5%

HOW WE PROVIDED ADDITIONAL RESOURCES AND SUPPORT FOR OUR EDUCATORS TO MEET THE LEARNING NEEDS OF ALL OUR STUDENTS 2016-2017

Preschool

- Added Get for School Math Program
- Aligned all preschool learning standards to best practices, and bridged gaps in curriculum

Kindergarten

- Added a Basic Skills Math Intervention teacher to provide small group instruction
- Parent Involvement Night

1st and 2nd Grade

- Added Morning Tutoring Program to work with general education population
- Adjusted guided reading instruction for our basic skills' population and increased the amount of time that BSI students will be instructed in their general education classrooms
- Provided Response to Intervention tutor
- Guided Reading Training
- Title I and Title III Parent Meetings
- Parent Involvement Night

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3rd and 4th

- Restructured the morning reading program.
- Purchased Leveled Literacy Intervention Kits
- All below level students were invited to attend the morning program
- Purchased a subscription to Moby-Max, an online suite of supplemental resources
- Grade level analysis of PARCC evidence statements and content standards to identify gaps in curriculum, and inform pacing and instruction
- Job-embedded professional development for Units of Study in Narrative, Information and Opinion Writing
- Parent Involvement Night
- After school assistance targeting regular education students who need additional help with math fluency in Grade 4

5th and 6th

- Homework Help Club
- Tuesday/Thursday- Tutoring based on teacher recommendation in content area
- Clubs
 - ❖ STEM
 - ❖ Book Club
 - ❖ Art
- Grade level analysis of PARCC evidence statements and content standards to identify gaps in curriculum, and inform pacing and instruction
- Job-embedded professional development for Units of Study in Narrative, Information and Opinion Writing
- Parent Involvement Night
- Purchased additional core-literature novels

NEXT STEPS

- Continue all additional resources/programs from 2016-2017 (i.e., content area tutoring)
- Provide a push-in math program for basic skills math students
- Continue grade-level analysis of PARCC evidence statements to inform gaps in instruction
- Provided professional development opportunities during the summer months (2017) for the upcoming school year
- All PLC meetings will have a curricular focus
- New Science program with emphasis on STEM
- Provide additional content area tutoring opportunities in grades 5 and 6
- Add literary essay compare/contrast and responding to literature units in grade 3
- Restructured scope and sequence of writing units in grade 4
- Purchased additional core literature novels for grade 4
- Grades 3 and 4 resource/basic skills pilot of up the ladder writing units to support students reading below grade level
- Add literary essay writing and responding to literature units in grade 5
- Add responding to literature unit in grade 6