The following slides contain:

- Class of 2019 Information
- AP Results
- SAT
- PSAT
- Access for ELLs
- Dynamic Learning Maps
- 2019 NJSLA Results
  - Disaggregated results and comparisons from last year’s results
  - Subgroup data
  - Intervention Strategies
Class of 2019

Pursuant to N.J.S.A. 18A:7C-7 and 18A:7E-3, we must present to you the following information.
Class of 2019

1. The total number of students graduated.
   **102**

2. The number of students graduated under the substitute competency test process.
   **31**

3. The number of students graduated under the portfolio appeals process.
   **4**

4. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEPs.
   **9**
5. The total number of students denied graduation from the 12th grade class.

**ZERO**

6. The number of students denied graduation from the 12th grade class solely because of failure to pass the high school end-of-course PARCC assessments, substitute competency tests, or portfolio appeals process based on the provisions of this chapter.

**ZERO**
# Class of 2019

## Graduation Path Report

<table>
<thead>
<tr>
<th>Category</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Amer Ind/Alaska</th>
<th>Asian</th>
<th>Native Hawaiian/Pac Isl</th>
<th>Multi</th>
<th>Total</th>
<th>Students with Disability</th>
<th>Economically Disadvantaged Students</th>
<th>English Language Learners</th>
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</thead>
<tbody>
<tr>
<td>Students Graduated through PARCC assessment (ELA and Math)</td>
<td>5</td>
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<td>0</td>
<td>36</td>
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<td>0</td>
<td>0</td>
<td>31</td>
<td>3</td>
<td>7</td>
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<tr>
<td>Students Graduated through portfolio appeals process (ELA and Math)</td>
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<td>2</td>
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<td>0</td>
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<td>4</td>
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<tr>
<td>Students Graduated through alternate requirements specified in their IEP's</td>
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<td>0</td>
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<tr>
<td>Students denied graduation only because of failure to pass PARCC assessments, substitute competency test, or portfolio appeals.</td>
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AP Scores

5 4 3 2 1
## 2018-19 AP Scores

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<tr>
<th>Subject Totals</th>
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<th>4</th>
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<th>Total Exams</th>
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<td>Physics 1</td>
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<td>9</td>
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<td>Studio Art: 2-D Design Portfolio</td>
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<td>Studio Art: Drawing Portfolio</td>
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<td>1</td>
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<td>6</td>
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</table>
Congratulations to our AP Scholars

Weehawken HS is PROUD to announce

THREE AP Capstone Diplomas
Shane Epstein-Petrullo   Rafael Sanchez   Veronica Varghese

TWO AP Scholars with Distinction
Shane Epstein-Petrullo & Zheng Li

ONE AP Seminar & Research Certificate
Celeste Carrasco

TWO AP Scholars with Honor
Misha Nair & Veronica Varghese

SEVENTEEN 2019 AP Scholars!
Elizabeth Andrade   Theresa Cajina   Celeste Carrasco   Nadine Dewan
Michael Fitzgerald   Natalie Jonas   Nash Jonas   Yixuan Li
Christian Janssen   Caitlin Kielty   Nicholas Mirasola   Laurent Reyes
Kellie-Anne Poirier   Julia Sall   Angelica Sanchez   Rafael Sanchez
Soleil Santana
Five Year AP Score Summary

% OF TOTAL AP STUDENTS WITH SCORES 3+

- 2015: 80%
- 2016: 56%
- 2017: 58%
- 2018: 29%
- 2019: 47%
### Five Year AP Score Summary

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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<tr>
<td>Total AP Students</td>
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<td>66</td>
<td>108</td>
<td>194</td>
<td>152</td>
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<tr>
<td>Number of Exams</td>
<td>83</td>
<td>125</td>
<td>231</td>
<td>301</td>
<td>232</td>
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<td>AP Students with Scores 3+</td>
<td>41</td>
<td>37</td>
<td>63</td>
<td>57</td>
<td>71</td>
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<td>% of Total AP Students with Scores 3+</td>
<td>80.4</td>
<td>56.1</td>
<td>58.3</td>
<td>29.4</td>
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### SAT Oct 2018

**12th grade**

<table>
<thead>
<tr>
<th>Mean Total Score</th>
<th>Mean ERW Score</th>
<th>Mean Math Score</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1074</td>
<td>400 to 1600</td>
<td>538</td>
<td>200 to 800</td>
</tr>
<tr>
<td>52% Met Both Benchmarks</td>
<td>82% Met ERW Benchmark</td>
<td>52% Met Math Benchmark</td>
<td>Percentage of Test Taker Population by Gender</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Female 48%</td>
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</table>

### SAT Nov 2018

**12th grade**

<table>
<thead>
<tr>
<th>Mean Total Score</th>
<th>Mean ERW Score</th>
<th>Mean Math Score</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>990</td>
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<td>505</td>
<td>200 to 800</td>
</tr>
<tr>
<td>33% Met Both Benchmarks</td>
<td>47% Met ERW Benchmark</td>
<td>40% Met Math Benchmark</td>
<td>Percentage of Test Taker Population by Gender</td>
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<tr>
<td></td>
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<td>Female 40%</td>
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</table>
## SAT Aug 2018-July 2019

### SAT December 2018

12th grade

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<tr>
<th>Mean Total Score</th>
<th>Mean ERW Score</th>
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<th>Participation</th>
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</thead>
<tbody>
<tr>
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</tr>
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<td>40% Met Both Benchmarks</td>
<td>80% Met ERW Benchmark</td>
<td>40% Met Math Benchmark</td>
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</tbody>
</table>

### SAT May 2019

11th grade

<table>
<thead>
<tr>
<th>Mean Total Score</th>
<th>Mean ERW Score</th>
<th>Mean Math Score</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1056</td>
<td>400 to 1600</td>
<td>543</td>
<td>200 to 800</td>
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<td>31% Met Both Benchmarks</td>
<td>77% Met ERW Benchmark</td>
<td>31% Met Math Benchmark</td>
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</tr>
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</table>

### SAT College and Career Readiness Benchmarks

- Evidence-Based Reading and Writing: 480
- Math: 530

### Percentage of Test Taker Population by Gender

- Female: 50%
- Male: 50%
- No Response: 0%
SAT Aug 2018-July 2019

SAT June 2019

<table>
<thead>
<tr>
<th>11th grade</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td><strong>1063</strong></td>
</tr>
<tr>
<td>400 to 1600</td>
</tr>
<tr>
<td>52% Met Both Benchmarks</td>
</tr>
</tbody>
</table>

Participation

21 Total test takers

Percentage of Test Taker Population by Gender

Female 62% | Male 38% | No Response 0%
### 9th Grade Benchmarks
- Evidence-Based Reading and Writing: 410
- Math: 450

### 8th Grade Benchmarks
- Evidence-Based Reading and Writing: 390
- Math: 430

#### 9th Grade

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score Range</th>
<th>Met Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Total Score</td>
<td>860</td>
<td>240 to 1440</td>
</tr>
<tr>
<td>Mean ERW Score</td>
<td>449</td>
<td>120 to 720</td>
</tr>
<tr>
<td>Mean Math Score</td>
<td>411</td>
<td>120 to 720</td>
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<tr>
<td>Participation</td>
<td>90 Total test takers</td>
<td></td>
</tr>
<tr>
<td>Percentage of Test Taker Population by Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>51%</td>
<td>Male</td>
</tr>
<tr>
<td>No Response</td>
<td>1%</td>
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#### 8th Grade

<table>
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<th>Score Range</th>
<th>Met Benchmarks</th>
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<tbody>
<tr>
<td>Mean Total Score</td>
<td>N/A</td>
<td>240 to 1440</td>
</tr>
<tr>
<td>Mean ERW Score</td>
<td>N/A</td>
<td>120 to 720</td>
</tr>
<tr>
<td>Mean Math Score</td>
<td>N/A</td>
<td>120 to 720</td>
</tr>
<tr>
<td>Participation</td>
<td>1 Total test takers</td>
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</tr>
<tr>
<td>Percentage of Test Taker Population by Gender</td>
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</tr>
<tr>
<td>Female</td>
<td>0%</td>
<td>Male</td>
</tr>
<tr>
<td>No Response</td>
<td>0%</td>
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</tbody>
</table>
### 9th Grade Benchmarks

- Evidence-Based Reading and Writing: 410
- Math: 450

### 8th Grade Benchmarks

- Evidence-Based Reading and Writing: 390
- Math: 430

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mean Total Score</th>
<th>Mean ERW Score</th>
<th>Mean Math Score</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>829</td>
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<td>433</td>
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<tr>
<td>8th</td>
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<td>65% Met ERW Benchmark</td>
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Percentage of Test Taker Population by Gender:

- Female: 52%
- Male: 48%
- No Response: 0%
### 9th Grade Benchmarks
- Evidence-Based Reading and Writing: 410
- Math: 450

### 8th Grade Benchmarks
- Evidence-Based Reading and Writing: 390
- Math: 430

#### PSAT 8/9 2019

**9th grade**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
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<tbody>
<tr>
<td>Mean Total Score</td>
<td>860</td>
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<tr>
<td>Mean ERW Score</td>
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<td>120 to 720</td>
</tr>
<tr>
<td>Mean Math Score</td>
<td>411</td>
<td>120 to 720</td>
</tr>
</tbody>
</table>

- Participation: 90 Total test takers
- Percentage of Test Taker Population by Gender:
  - Female: 51%
  - Male: 48%
  - No Response: 1%

**8th grade**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
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<tbody>
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<td>Mean Total Score</td>
<td>N/A</td>
<td>240 to 1440</td>
</tr>
<tr>
<td>Mean ERW Score</td>
<td>N/A</td>
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</tr>
<tr>
<td>Mean Math Score</td>
<td>N/A</td>
<td>120 to 720</td>
</tr>
</tbody>
</table>

- Participation: 1 Total test takers
- Percentage of Test Taker Population by Gender:
  - Female: 0%
  - Male: 100%
  - No Response: 0%
Last year, the NJDOE used the Dynamic Learning Maps® (DLM®) for our students with the most significant cognitive disabilities. The DLM assessment provides academic standards that are used to measure academic achievement for students who are eligible for the alternate assessment. Students were assessed in English language arts, mathematics, and science.

English language arts ~ 9 testlets: 90-135 minutes
Mathematics ~6-8 testlets: 60-120 minutes
Science ~ 9 testlets: 45 – 125 minutes
Dynamic Learning Maps

Emerging
Approaching the Target
At Target
Advanced

Nine (9) students were tested in the DLM from grades 3-8.
Four Emerging
Three Approaching the Target
One at Target
One Advanced
Access for ELLS

**Entering**- Knows and uses minimal social language and minimal academic language with visual and graphic support

**Emerging**- Knows and uses some social English and general academic language with visual and graphic support

**Developing**- Knows and uses social English and some specific academic language with visual and graphic support

**Expanding**- Knows and uses social English and some technical academic language

**Bridging**- Knows and uses social and academic language working with grade level material

**Reaching**- Knows and uses social and academic language at the highest level measured by this test
Access for ELLS

Kindergarten ~ 11 students

Entering - 55%
Emerging - 27%
Developing - 18%
Expanding - 0%
Bridging - 0%
Reaching - 0%
Access for ELLS

First Grade ~ 10 students

- Entering: 0%
- Emerging: 0%
- Developing: 60%
- Expanding: 40%
- Bridging: 0%
- Reaching: 0%
Access for ELLS

Second Grade ~ 6 students

- Entering: 0%
- Emerging: 0%
- Developing: 60%
- Expanding: 40%
- Bridging: 0%
- Reaching: 0%
Access for ELLS

Third Grade ~ 9 students

- Entering: 22%
- Emerging: 11%
- Developing: 56%
- Expanding: 0%
- Bridging: 0%
- Reaching: 0%
Access for ELLS

Fourth Grade ~ 4 students

Entering - 0%
Emerging - 25%
Developing - 75%
Expanding - 0%
Bridging - 0%
Reaching - 0%
Access for ELLS

Fifth Grade ~ 8 students

- Entering: 0%
- Emerging: 38%
- Developing: 13%
- Expanding: 38%
- Bridging: 0%
- Reaching: 0%
Access for ELLS

Sixth Grade ~ 8 students

Entering - 13%
Emerging - 38%
Developing - 25%
Expanding - 13%
Bridging - 13%
Reaching - 0%
Access for ELLS

Seventh Grade ~ 3 students

Entering - 13%
Emerging - 38%
Developing - 25%
Expanding - 13%
Bridging - 13%
Reaching - 0%
Access for ELLS

Eighth Grade ~ 1 student

Entering - 0%
Emerging - 100%
Developing - 0%
Expanding - 0%
Bridging - 0%
Reaching - 0%
Access for ELLS

Ninth Grade ~ 1 student

Entering - 0%
Emerging - 0%
Developing - 100%
Expanding - 0%
Bridging - 0%
Reaching - 0%
Access for ELLS

Tenth Grade ~ 2 students

Entering - 0%
Emerging - 50%
Developing - 50%
Expanding - 0%
Bridging - 0%
Reaching - 0%
Access for ELLS

Eleventh Grade ~ 7 students

Entering - 0%
Emerging - 43%
Developing - 57%
Expanding - 0%
Bridging - 0%
Reaching - 0%
Access for ELLS

Twelfth Grade ~ 3 students

Entering- 33%
Emerging- 0%
Developing- 33%
Expanding- 33%
Bridging- 0%
Reaching- 0%
Math Performance 2019

2018-19 NJSLSS Average Math Score by Grade

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Algebra I</th>
<th>Geometry</th>
<th>Algebra II</th>
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<tbody>
<tr>
<td>736</td>
<td>728</td>
<td>737</td>
<td>734</td>
<td>738</td>
<td>707</td>
<td>730</td>
<td>734</td>
<td>756</td>
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</table>
Math Performance vs. State
Math Performance 2018

2018 PARCC Average Score by Grade

- Grade 3: 733
- Grade 4: 732
- Grade 5: 744
- Grade 6: 737
- Grade 7: 745
- Grade 8: 713
- Algebra 1: 742
- Geometry: 725
- Algebra 2: 711
2018-19 NJSLA Average ELA Score by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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ELA Performance vs. State
ELA Performance 2018

2018 ELA PARCC Average Score by Grade

<table>
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<tr>
<th>Grade 3</th>
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<th>Grade 7</th>
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Strategies for Improvement of NJSLA scores at TRS

Schedule (increased time for Math)
Increased Math time by adding a weekly class of fluency math program to science classes and WIN
Nightly math homework
Teachers in Gr 3-6 Math re-trained in enVisions Math on Sept 9 and Reflex Math program.
No Movement in the Math classes (extra movement in SS)

Curriculum
Included more non-fiction reading and writing on the ELA pacing guide
(less time on launching/poetry units)
Increased instruction of nonfiction reading standards being taught in SS (twice a week)
Included writing pieces in each special area class

PD
Ongoing PLCs in evidence analysis results with all teachers and highlight weaknesses
Ongoing reader’s and writer’s workshop training in both elementary schools

Data Analysis
Collect, analyze, and share student lexile levels and DRA scores every 3 months
Analysis of Math Benchmark assessments at DWS & TRS (PearsonRealize)
Review and analyze report card grades for each student every trimester

Implementation of new resources/programs
Implementation of instruction spelling level program (3-5)
Implementation of Vocabulary Spelling City (K-3)
New Reading inventory piloted for 2019-2020 (Reading Inventory)
RazKids to be piloted in K-2 until June -implement in 2019-2020

Teacher Feedback
Ongoing discussion with teachers during grade level meetings on current status of students, programs, and resources
Update on students in RTI from Ms. Ickles, the district reading specialist
Strategies for Improvement of NJSLA scores at WHS

WHS ELA Weakest Areas:
- Theme/Central Idea
- Author’s choice/Author’s purpose
- Citing Evidence

Initiatives include:
- Increase Compare and contrast activities
- Include written component on every assessment
- Use the rubrics available online
- Try to motivate students to increase effort

Goals for ELA Teachers:
- Identify the following:
  - 1. An area of strength your current students showed on last year’s PARCC.
  - 2. An area of easily fixable weakness your current students showed on last year’s PARCC.
  - 3. An area of significant weakness your current students showed on last year’s PARCC which will require your instructional attention/intervention during the year.
  - 4. An area of weakness on last year’s PARCC for the courses you currently teach, which will require attention to instructional shifts you may need to make this year to avoid weak performance or gaps in student learning.

PD
Ongoing PLCs in evidence analysis results with all teachers and highlight weaknesses
Teachers in Gr 7-12 trained in Google Apps for Math on Sept 24.

Data Analysis
Collect, analyze, and share student Reading Inventory and Math Inventory scores
Review and analyze report card grades for each student every marking period

Teacher Feedback
Ongoing discussion with teachers during grade level meetings on current status of students, programs, and resources
Strategies for Improvement of NJSLA scores at WHS

WHS Math Analysis:

Grade 7
- **Strengths** - Students did well with theoretical & experimental probability, populations, setting up proportions, and finding rates.
- **Easily Fixable Areas** - Incorporate more word problems in class, especially when addressing Expressions & Equations standards.
- **Significant Weakness** - Students struggle with adding, subtracting, multiplying, and dividing rational numbers, including negative numbers.
- **Instructional Shifts** - Spend more time in the beginning of the year on Topic 1 with a refresher as to how to add, subtract, multiply, and divide fractions and decimals. Spend more time working with two-dimensional and three-dimensional figures.

Grade 8
- **Strengths** - Students did well with scientific notation and powers of 10. Students also adequately performed with questions relating to functions.
- **Easily Fixable Areas** - Incorporate more multi-step problems that involve more than one specific group of standards.
- **Significant Weakness** - Students struggled with geometry concepts, specifically area, surface area, and working with transversals.
- **Instructional Shifts** - Spend more time on geometry standards, as well as expressions and equations standards with more of a refresher of 7th grade math topics in the beginning of the year. Spend less time with number system standards.

Algebra I
- **Strengths** - Students did well with creating equations. Students also adequately performed with questions relating linear, exponential and quadratic models.
- **Easily Fixable Areas** - Spend more time on interpreting functions and reasoning with equations and inequalities.
- **Significant Weakness** - Students struggled with reasoning with equations and inequalities.
- **Instructional Shifts** - Spend more time on reasoning with equations and inequalities and interpreting functions.

Geometry
- **Strengths** - Students did well with multi-step problems that assessed multiple geometry standards in one question.
- **Easily Fixable Areas** - The teacher should incorporate more questions with solving equation standards in his or her instruction.
- **Significant Weakness** - Students struggle with expressing geometric properties with equations, similarity, right triangles, and congruence.
- **Instructional Shifts** - Teacher should spend more time on congruence and trigonometry since it represents a decent portion of PARCC.

Algebra II
- **Strengths** - Students did well with Real Number Systems.
- **Easily Fixable Areas** - Incorporate more word and multi-step problems in class. Spend more time on Functions and Solving Equations.
- **Significant Weakness** - Students struggle with functions, reasoning with equations and inequalities, multi-step/multiple algebra 2 standards, and geometry.
- **Instructional Shifts** - Spend more time in the beginning of the year on Topic 2 with Quadratic Functions which focuses on solving equations. Spend more time building essential blocks in how to interpret functions.
ELA 3 Disaggregated

2018-19 NJSLS ELA Grade 3

- Asian: 767
- Black: 729
- White: 763
- Hispanic: 729
ELA 3 Disaggregated

2018-19 NJSLS ELA Grade 3

- General Ed: 750
- Spec Ed: 704
ELA 3 Disaggregated

2018-19 NJSLS ELA Grade 3

Male: 745
Female: 745
ELA 4 Disaggregated

2018-19 NJSLS ELA Grade 4

Hispanic: 748
Asian: 781
White: 760
Black: 777
ELA 4 Disaggregated

2018-19 NJSLN ELA Grade 4

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ELA 4 Disaggregated

2018-19 NJSLC ELA Grade 4

Female: 762
Male: 749
ELA 5 Disaggregated

2018-19 NJSLS ELA Grade 5

- Hispanic: 737
- Asian: 758
- Black: 736
- White: 756
2018-19 NJSLIS ELA Grade 5

General Ed: 752
Spec Ed: 703
ELA 5 Disaggregated

2018-19 NJSLS ELA Grade 5

Male: 741
Female: 751
ELA 6 Disaggregated

2018-19 NJSLS ELA Grade 6

Hispanic: 745
Asian: 767
Black: 770
White: 782
ELA 6 Disaggregated

2018-19 NJSLC ELA Grade 6

Male: 757
Female: 770
ELA 7 Disaggregated

2018-19 NJSLS ELA Grade 7

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ELA 7 Disaggregated

2018-19 NJSLS ELA Grade 7

General Ed: 765
Spec Ed: 717
ELA 7 Disaggregated

2018-19 NJSLS ELA Grade 7

Male: 749
Female: 771
ELA 8 Disaggregated

2018-19 NJSLS ELA Grade 8

- Hispanic: 758
- Asian: 745
- Black: 737
- White: 766
ELA 8 Disaggregated

2018-19 NJSLS ELA Grade 8

Female: 767
Male: 752
ELA 8 Disaggregated

2018-19 NJSL ELA Grade 8

General Ed: 765
Spec Ed: 718
ELA 9 Disaggregated

2018-19 NJSLS ELA Grade 9

- Hispanic: 733
- Asian: 785
- Black: 724
- White: 749
ELA 9 Disaggregated

2018-19 NJSL A ELA Grade 9

General Ed: 745
Spec Ed: 693
ELA 9 Disaggregated

2018-19 NJSLS ELA Grade 9

Male: 735
Female: 746
ELA 10 Disaggregated

2018-19 NJSLIS ELA Grade 10

General Ed: 765
Spec Ed: 714
ELA 10 Disaggregated

2018-19 NJSLA ELA Grade 10

Male: 753
Female: 760
Math 3 Disaggregated

2018-19 NJSLS Math 3

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Math 3 Disaggregated

2018-19 NJSL Math 3

General Ed: 738
Spec Ed: 726
Math 3 Disaggregated

2018-19 NJSLS Math 3

Male: 741
Female: 733
Math 4 Disaggregated

2018-19 NJSSLS Math 4

Hispanic: 719
Asian: 752
Black: 725
White: 738
Math 4 Disaggregated

2018-19 NJSLMath 4

General Ed: 728
Spec Ed: 726
Math 4 Disaggregated

2018-19 NJSLSS Math 4

- Male: 731
- Female: 725
Math 5 Disaggregated

2018-19 NJSL Math 5

Hispanic: 727
Asian: 755
Black: 735
White: 745
Math 5 Disaggregated

2018-19 NJSLS Math 5

General Ed: 742
Spec Ed: 709
Math 5 Disaggregated

2018-19 NJSLS Math 5

Male: 740
Female: 735
Math 6 Disaggregated

2018-19 NJSLS Math 6

Hispanic: 717
Asian: 750
Black: 718
White: 752
Math 6 Disaggregated

2018-19 NJSL5 Math 6

- General Ed: 735
- Spec Ed: 725
Math 6 Disaggregated

2018-19 NJSL Math 6

Male: 731
Female: 737
Math 7 Disaggregated

2018-19 NJSLS Math 7

General Ed: 743
Spec Ed: 702
Math 7 Disaggregated

2018-19 NJSLS Math 7

Male: 743
Female: 734
Math 8 Disaggregated

2018-19 NJSLS Math 8

- Hispanic: 706
- Asian: 711
- Black: 708
- White: 711
Math 8 Disaggregated

2018-19 NJSLSS Math 8

Male: 703
Female: 710
Geometry Disaggregated

2018-19 NJSLS ELA Geometry

- Hispanic: 729
- Asian: 758
- Black: 720
- White: 738
Geometry Disaggregated

2018-19 NJSLS ELA Geometry

Male: 736
Female: 732
Geometry Disaggregated

2018-19 NJSLS ELA Geometry

General Ed: 736
Spec Ed: 718
Algebra I - Disaggregated

2018-19 NJSLA Algebra I

- Asian: 741
- White: 735
- Black: 729
- Hispanic: 725
Algebra I - Disaggregated

General Ed: 732
Spec Ed: 704

2018-19 NJSLS Algebra I
Algebra I - Disaggregated

2018-19 NJSL Algebra I

Female: 729
Male: 731
Algebra II Disaggregated

2018-19 NJSL Algebra II

- Hispanic: 750
- Black: 747
- Asian: 759
- White: 762
Algebra II Disaggregated

2018-19 NJSLS Algebra II

General Ed: 757
Spec Ed: 749
Algebra II Disaggregated

2018-19 NJSLS Algebra II

Female: 749
Male: 769