

Cliffside Park  
Elementary Schools  
PARCC Results:  
Spring 2018

Cliffside Park Schools  
October 16, 2018

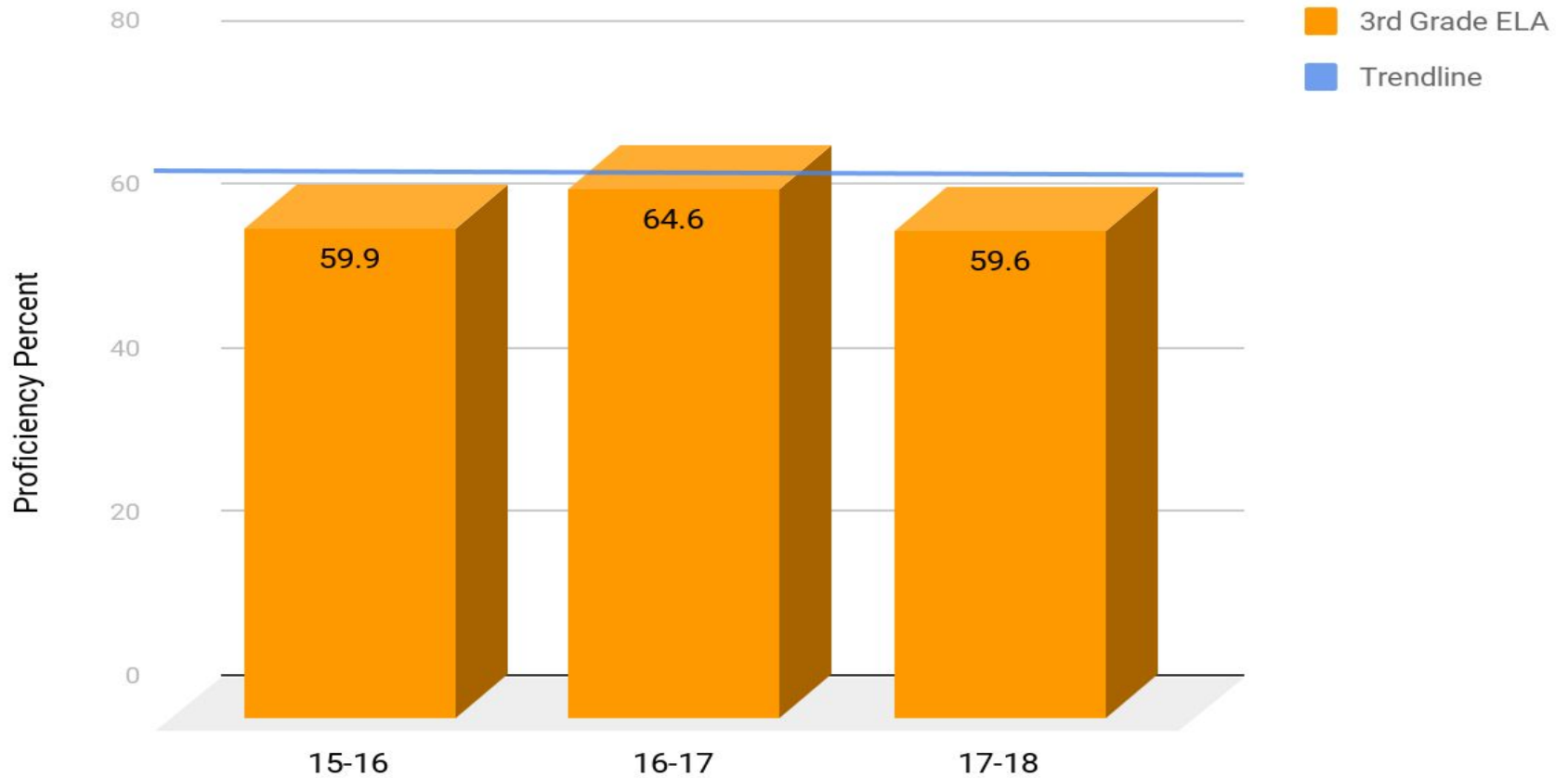
## Comparison of **Cliffside Park** Spring 2016, Spring 2017 & Spring 2018 PARCC Administrations English Language Arts/Literacy - Percentages

Grade	Level 1 2016	Level 1 2018	Level 2 2016	Level 2 2018	Level 3 2016	Level 3 2018	Level 4 2016	Level 4 2018	Level 5 2016	Level 5 2018	Change in Level 1 and 2 2016 to 2018	Change in Level 4 and 5 2016 to 2018**
3	4.3	<b>7.8</b>	11.1	<b>11.7</b>	24.7	<b>20.9</b>	53.7	<b>50.9</b>	6.2	<b>8.7</b>	<b>+4.1</b>	<b>-0.3</b>
4	7.1	<b>5.9</b>	9.3	<b>6.5</b>	17.0	<b>18.4</b>	54.4	<b>45.4</b>	12.1	<b>23.8</b>	<b>-4.0</b>	<b>+2.7</b>
5	4.9	<b>2.9</b>	13.0	<b>9.4</b>	23.4	<b>12.9</b>	53.8	<b>61.8</b>	4.9	<b>12.9</b>	<b>-5.6</b>	<b>+16.0</b>
6	1.7	<b>3.2</b>	9.0	<b>6.4</b>	21.3	<b>14.9</b>	57.9	<b>44.7</b>	10.1	<b>30.9</b>	<b>-1.1</b>	<b>+7.6</b>

Comparison of **Cliffside Park School District**  
 Spring 2018 PARCC Administrations  
 English Language Arts/Literacy to New Jersey Percentages for 2018

Grade	Lvl 1&2 District	Lvl 1&2 State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State	Prof. District	Prof. State	%Diff.
<b>3</b>	<b>19.5</b>	27.0	<b>20.9</b>	21.4	<b>50.9</b>	<b>43.5</b>	<b>8.7</b>	<b>8.1</b>	<b>59.6</b>	51.6	<b>+8.0%</b>
<b>4</b>	<b>12.4</b>	19.9	<b>18.4</b>	22.1	<b>45.4</b>	<b>39.1</b>	<b>23.8</b>	<b>18.9</b>	<b>69.2</b>	58.0	<b>+11.2%</b>
<b>5</b>	<b>12.3</b>	19.5	<b>12.9</b>	22.4	<b>61.8</b>	<b>47.2</b>	<b>12.9</b>	<b>10.8</b>	<b>74.7</b>	58.0	<b>+16.7%</b>
<b>6</b>	<b>9.6</b>	19.8	<b>14.9</b>	24.0	<b>44.7</b>	<b>41.3</b>	<b>30.9</b>	<b>14.9</b>	<b>75.6</b>	56.2	<b>+19.4%</b>

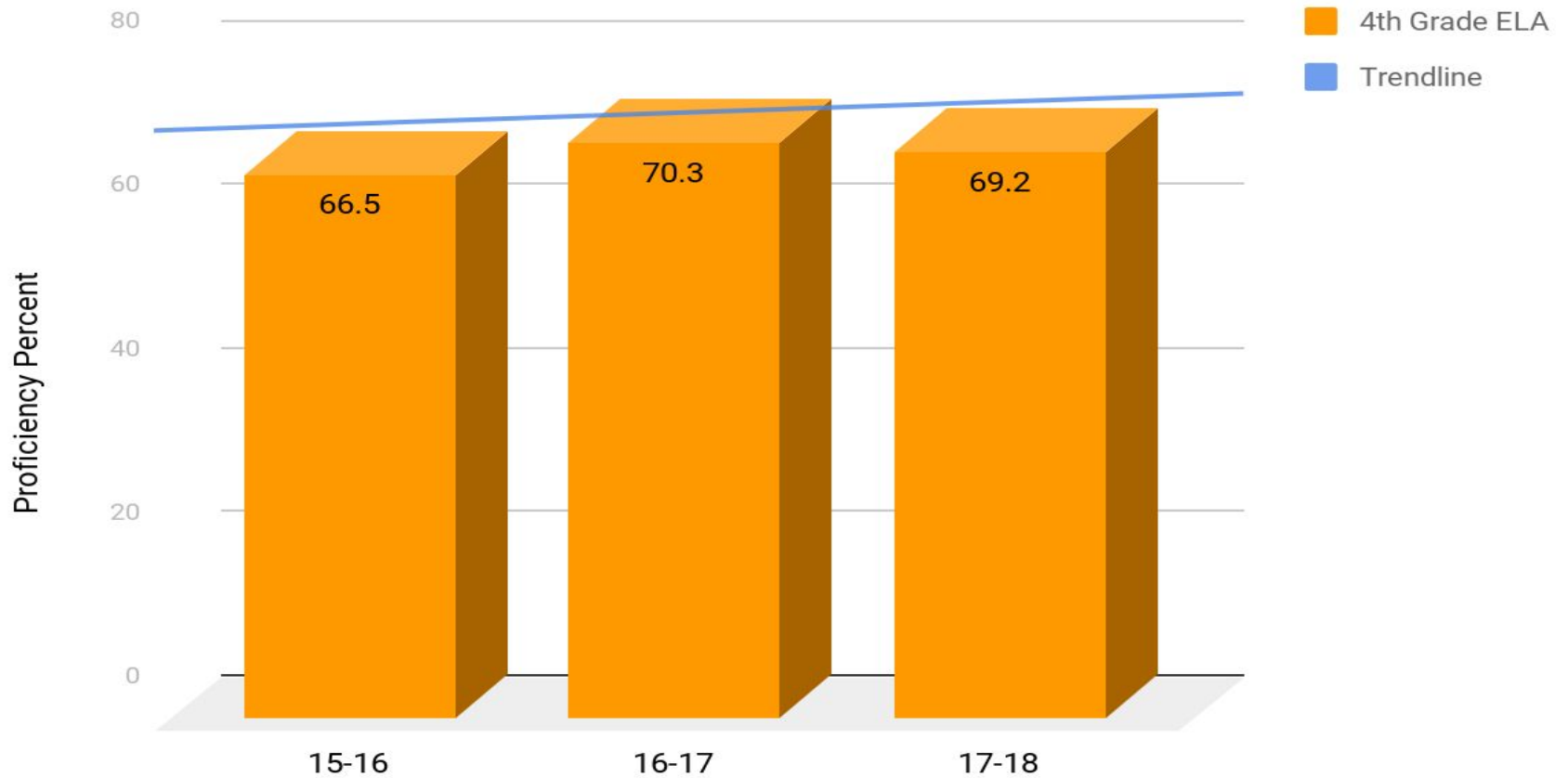
# 3rd Grade ELA Proficiency Change Over 2 Years



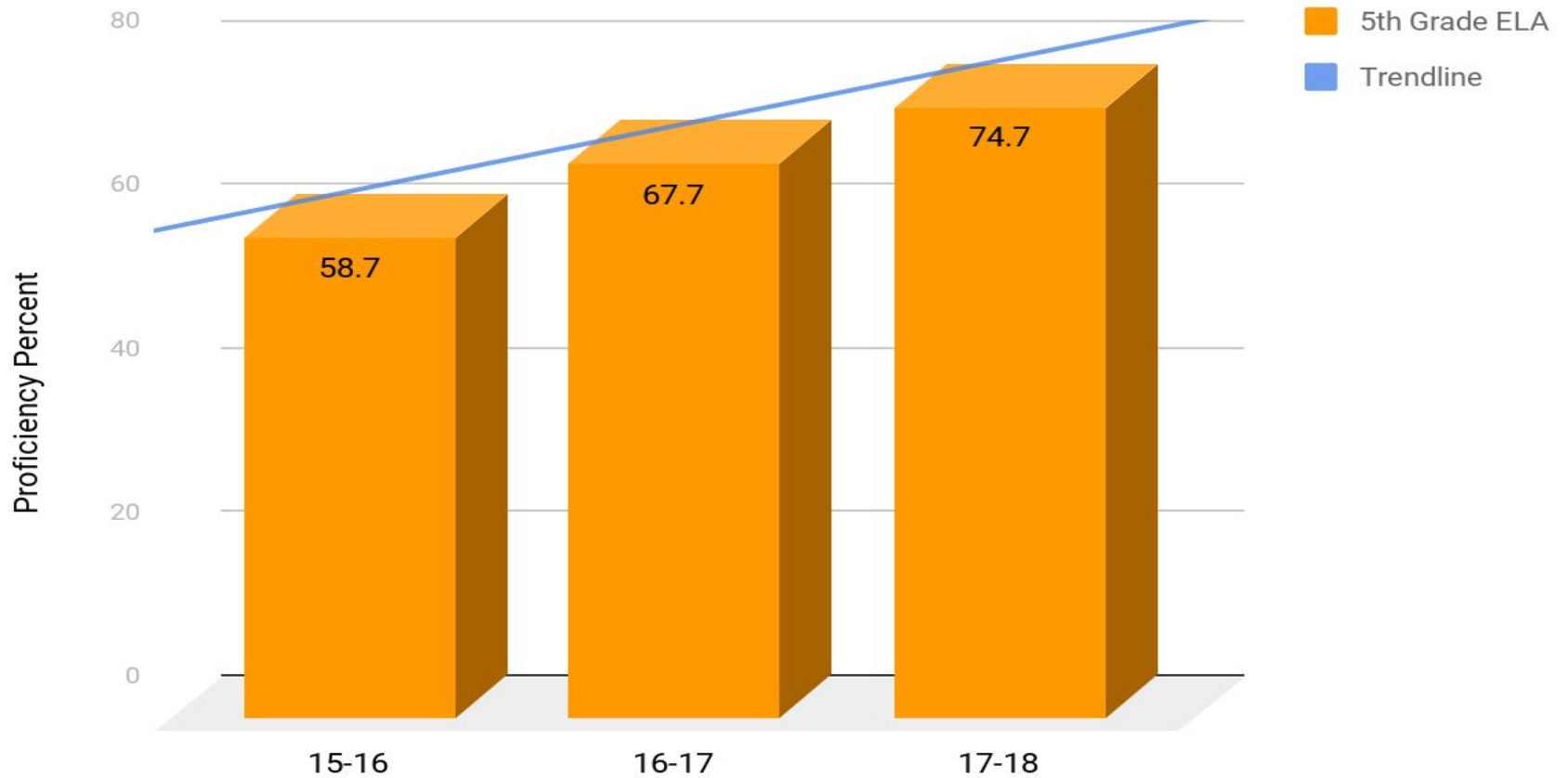
# ELA Third Grade Results Overview

The ELA results over a two year span are incredibly encouraging. As a district we have shown excellent growth, except in third grade where there has been a very slight dip in performance. However, this can be attributed to the fact that our population of students with IEPs grew by an astonishing 79% over two years (52% of that between 2017 and 2018), while our general population of third graders grew by only 26% over the same span. If the IEP students' scores are removed from the equation, the general population proficiency level actually increased by 1.6% from 67.4% to 69.0% proficiency. The fact that the overall change was barely noticeable is actually a testament to how well our special education programs are working to bring our most needy students up to grade level performance.

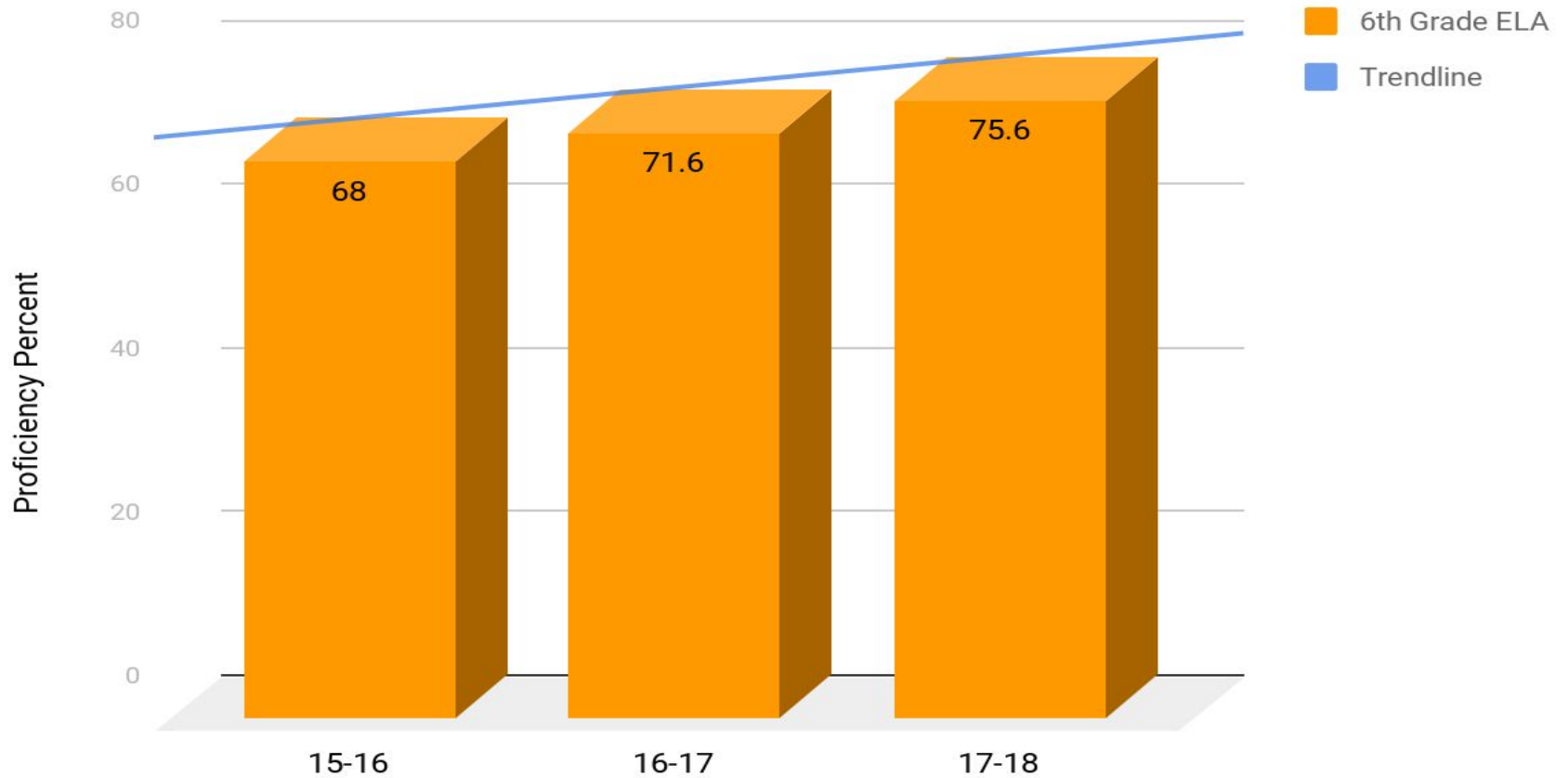
# 4th Grade ELA Proficiency Change Over 2 Years



# 5th Grade ELA Proficiency Change Over 2 Years



# 6th Grade ELA Proficiency Change Over 2 Years





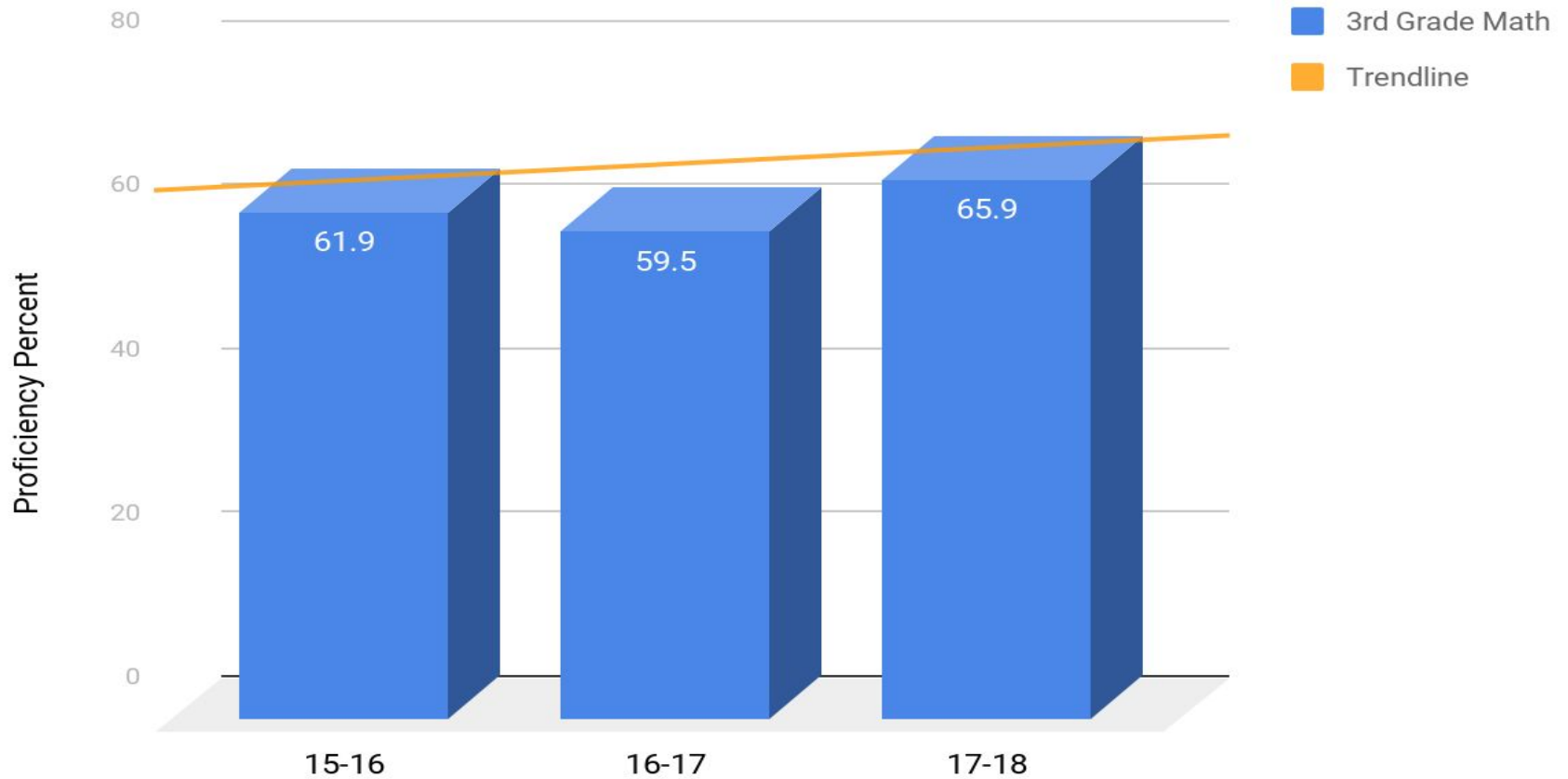
Comparison of **Cliffside Park** Spring 2016,  
Spring 2017 & Spring 2018 PARCC Administrations  
**Mathematics - Percentages**

Grade	Level 1 2016	Level 1 2018	Level 2 2016	Level 2 2018	Level 3 2016	Level 3 2018	Level 4 2016	Level 4 2018	Level 5 2016	Level 5 2018	Change in Level 1 and 2 2016 to 2018	Change in Level 4 and 5 2016 to 2018**
3	3.7	<b>3.0</b>	11.7	<b>7.8</b>	22.7	<b>23.3</b>	47.2	<b>43.1</b>	14.7	<b>22.8</b>	<b>-4.6</b>	<b>+4.0</b>
4	7.4	<b>4.2</b>	17.9	<b>11.5</b>	23.7	<b>24.1</b>	45.8	<b>51.8</b>	5.3	<b>8.4</b>	<b>-9.6</b>	<b>+9.1</b>
5	4.2	<b>0.6</b>	20.5	<b>11.4</b>	30.5	<b>26.7</b>	39.5	<b>48.9</b>	5.3	<b>12.5</b>	<b>-12.7</b>	<b>+16.6</b>
6	4.4	<b>6.7</b>	18.8	<b>16.1</b>	32.0	<b>19.2</b>	43.6	<b>43.0</b>	1.1	<b>15.0</b>	<b>-0.4</b>	<b>+13.3</b>

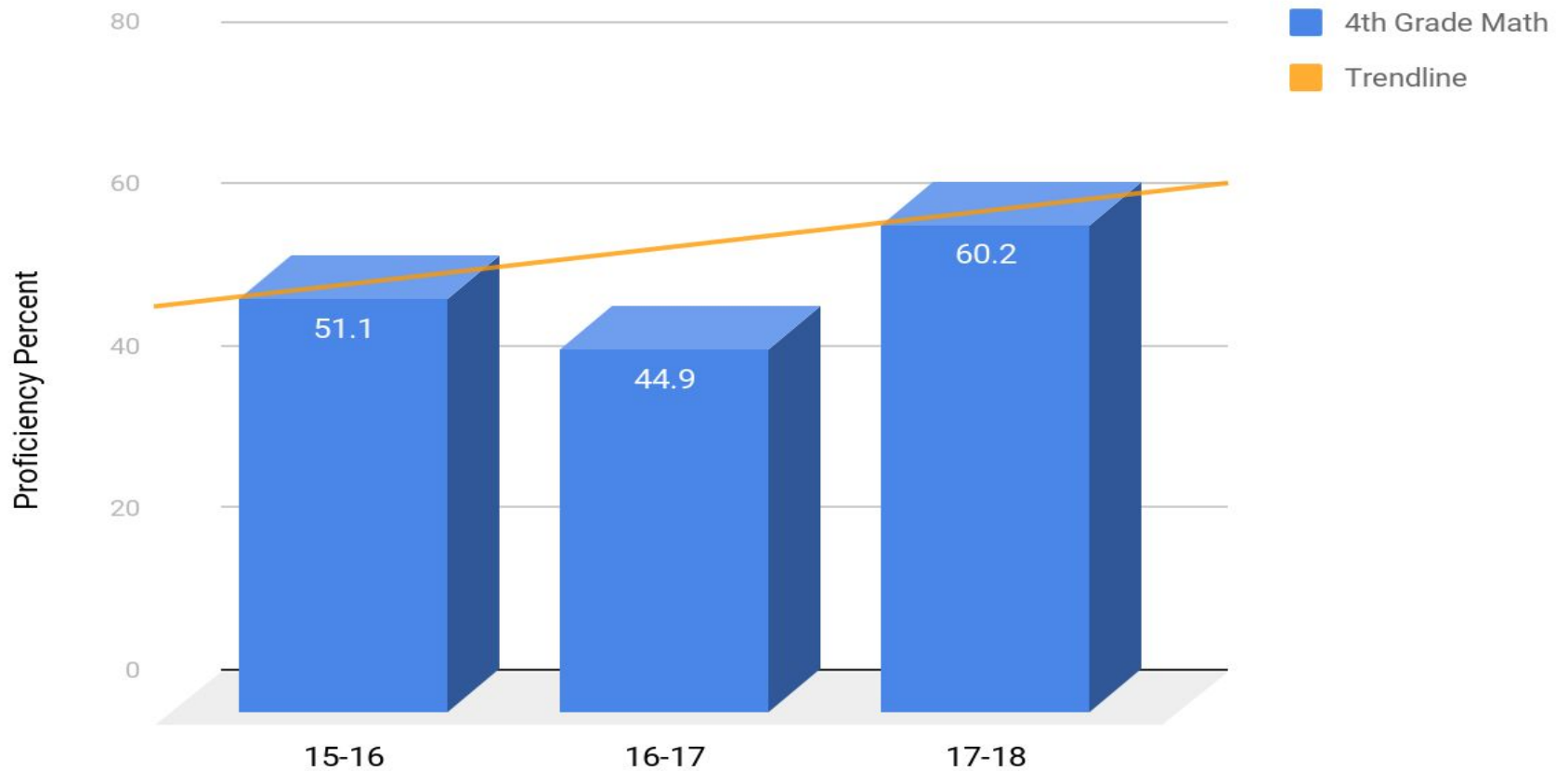
Comparison of **Cliffside Park School District**  
 Spring 2018 PARCC Administrations  
 Mathematics to New Jersey - Percentages for 2018

Grade	Lvl 1&2 District	Lvl 1&2 State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State	Prof. District	Prof. State	%Diff.
3	10.8	23.3	23.3	23.7	43.1	37.8	22.8	15.2	65.9	53.0	+12.9%
4	15.7	24.3	24.1	26.3	51.8	41.8	8.4	7.6	60.2	49.4	+10.8%
5	12.0	24.5	26.7	26.7	48.9	38.5	12.5	10.4	61.4	48.9	+12.5%
6	22.8	28.6	19.2	27.9	43.0	35.6	15.0	7.9	58.0	43.5	+14.5%

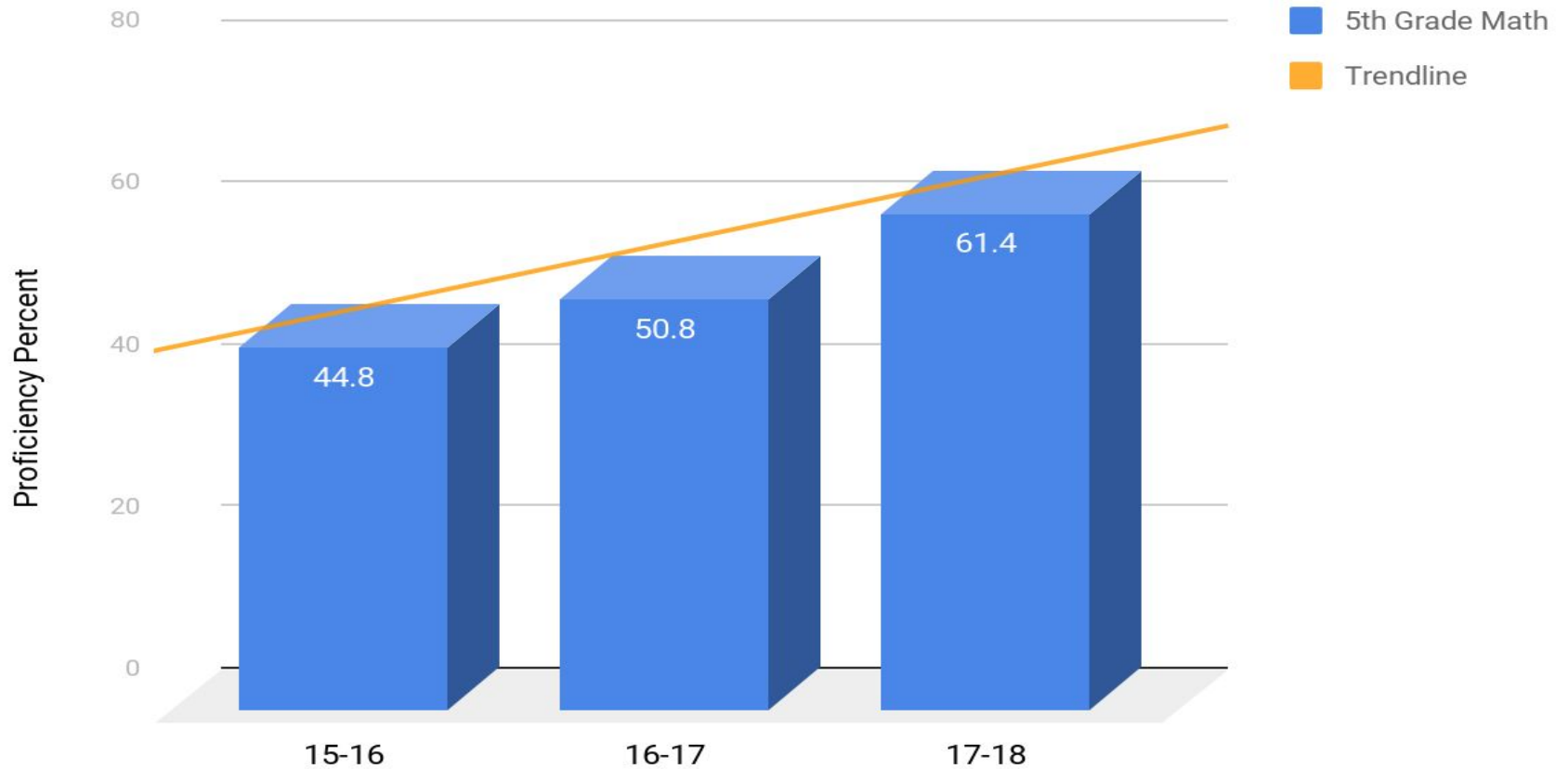
# 3rd Grade Math Proficiency Change Over 2 Years



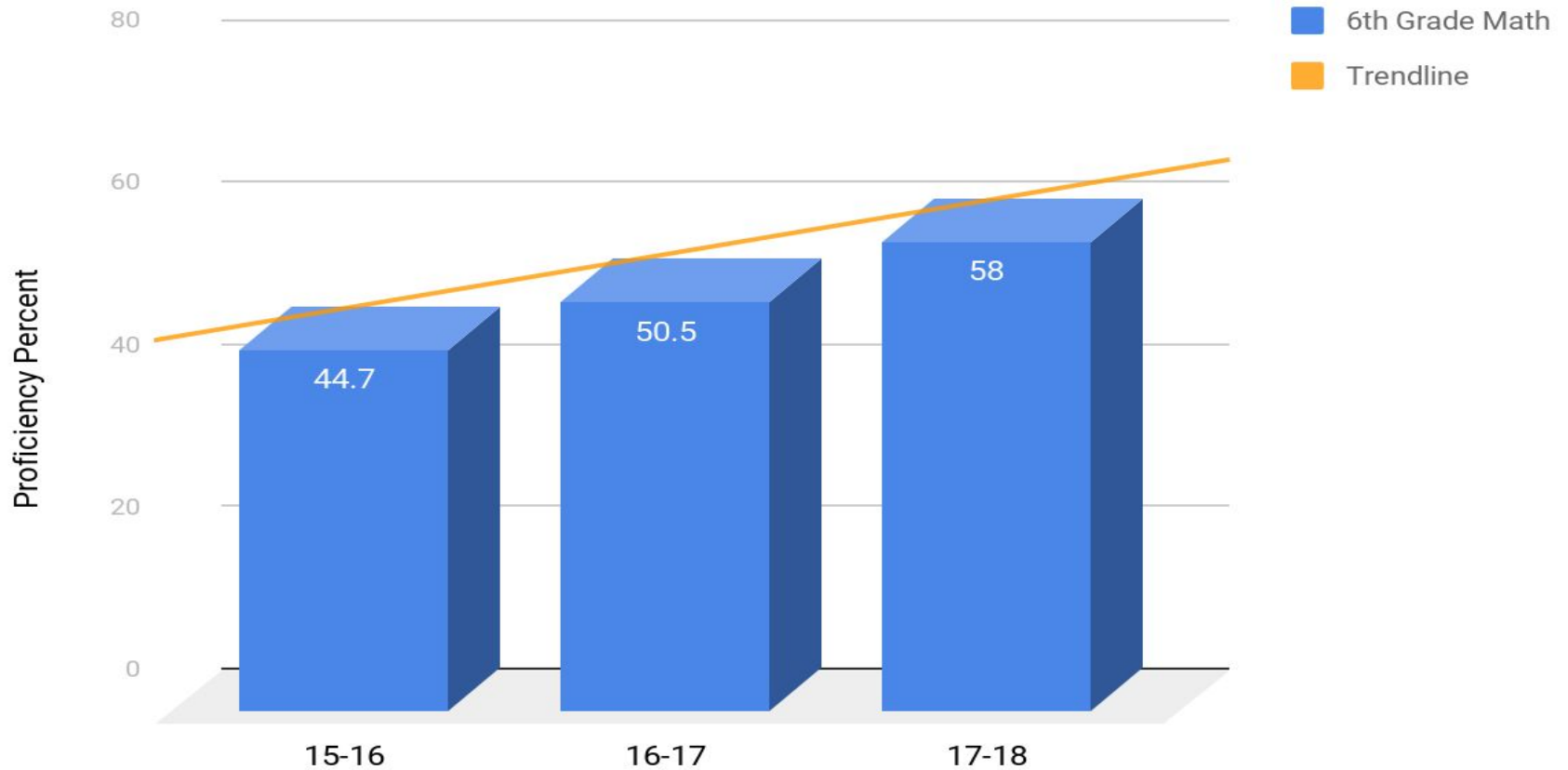
# 4th Grade Math Proficiency Change Over 2 Years



# 5th Grade Math Proficiency Change Over 2 Years



# 6th Grade Math Proficiency Change Over 2 Years



## Cliffside Park School District

### 2018 Spring PARCC Elementary Schools Grade-Level Outcomes English Language Arts Grade 3 - Percentages

ELA 3rd	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approach (Level 3)	Meeting (Level 4)	Exceed (Level 5)	Proficient Level (Lvl 4 & 5)	Non-IEP Students Proficient (Lvl 4 & 5)	Non-LEP Students Proficient (Lvl 4 & 5)
School 3	3.2%	14.5%	25.8%	50.0%	6.5%	56.5%	69.8%	58.3%
School 4	10.7%	12.5%	19.6%	55.4%	1.8%	57.1%	66.7%	58.2%
School 5	11.6%	9.3%	20.9%	53.5%	4.7%	58.1%	62.5%	69.4%
School 6	7.2%	10.1%	17.4%	46.4%	18.8%	65.2%	74.6%	68.2%

## Cliffside Park School District

### 2018 Spring PARCC Elementary Schools Grade-Level Outcomes Mathematics Grade 3 - Percentages

<b>Math 3rd</b>	<b>Not Yet Meeting (Level 1)</b>	<b>Partially Meeting (Level 2)</b>	<b>Approach (Level 3)</b>	<b>Meeting (Level 4)</b>	<b>Exceed (Level 5)</b>	<b>Proficient Level (Lvl 4 &amp; 5)</b>	<b>Non-IEP Students Proficient (Lvl 4 &amp; 5)</b>	<b>Non-LEP Students Proficient (Lvl 4 &amp; 5)</b>
<b>School 3</b>	<b>1.6%</b>	<b>6.5%</b>	<b>14.5%</b>	<b>51.6%</b>	<b>25.8%</b>	<b>77.4%</b>	<b>97.7%</b>	<b>78.3%</b>
<b>School 4</b>	<b>7.0%</b>	<b>7.0%</b>	<b>26.3%</b>	<b>42.1%</b>	<b>17.5%</b>	<b>59.6%</b>	<b>67.4%</b>	<b>60.0%</b>
<b>School 5</b>	<b>4.5%</b>	<b>9.1%</b>	<b>34.1%</b>	<b>43.2%</b>	<b>9.1%</b>	<b>52.3%</b>	<b>56.1%</b>	<b>61.1%</b>
<b>School 6</b>	<b>0.0%</b>	<b>8.7%</b>	<b>21.7%</b>	<b>36.2%</b>	<b>33.3%</b>	<b>69.6%</b>	<b>79.7%</b>	<b>72.7%</b>



## Cliffside Park School District

### 2018 Spring PARCC Elementary Schools Grade-Level Outcomes English Language Arts Grade 4 - Percentages

ELA 4th	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approach (Level 3)	Meeting (Level 4)	Exceed (Level 5)	Proficient Level (Lvl 4 & 5)	Non-IEP Students Proficient (Lvl 4 & 5)	Non-LEP Students Proficient (Lvl 4 & 5)
School 3	0.0%	5.3%	13.2%	55.3%	26.3%	81.6%	81.8%	81.6%
School 4	4.9%	8.2%	21.3%	41.0%	24.6%	65.6%	80.4%	69.6%
School 5	0.0%	10.7%	17.9%	53.6%	17.9%	71.4%	76.0%	74.1%
School 6	13.8%	3.4%	19.0%	39.7%	24.1%	63.8%	78.7%	64.9%

## Cliffside Park School District

### 2018 Spring PARCC Elementary Schools Grade-Level Outcomes Mathematics Grade 4 - Percentages

Math 4th	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approach (Level 3)	Meeting (Level 4)	Exceed (Level 5)	Proficient Level (Lvl 4 & 5)	Non-IEP Students Proficient (Lvl 4 & 5)	Non-LEP Students Proficient (Lvl 4 & 5)
School 3	0.0%	4.9%	17.1%	68.3%	9.8%	78.0%	77.8%	84.2%
School 4	6.5%	11.3%	29.0%	51.6%	1.6%	53.2%	66.0%	57.1%
School 5	3.4%	10.3%	27.6%	41.4%	17.2%	58.6%	61.5%	63.0%
School 6	5.1%	16.9%	22.0%	45.8%	10.2%	55.9%	68.8%	56.1%

## Cliffside Park School District

### 2018 Spring PARCC Elementary Schools Grade-Level Outcomes English Language Arts Grade 5 - Percentages

ELA 5th	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approach (Level 3)	Meeting (Level 4)	Exceed (Level 5)	Proficient Level (Lvl 4 & 5)	Non-IEP Students Proficient (Lvl 4 & 5)	Non-LEP Students Proficient (Lvl 4 & 5)
School 3	0.0%	7.0%	4.7%	72.1%	16.3%	88.4%	88.9%	92.5%
School 4	0.0%	4.9%	7.3%	65.9%	22.0%	87.8%	94.6%	87.8%
School 5	0.0%	7.7%	15.4%	65.4%	11.5%	76.9%	78.3%	--
School 6	8.3%	15.0%	21.7%	50.0%	5.0%	55.0%	76.9%	55.9%

## Cliffside Park School District

### 2018 Spring PARCC Elementary Schools Grade-Level Outcomes Mathematics Grade 5 - Percentages

Math 5th	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approach (Level 3)	Meeting (Level 4)	Exceed (Level 5)	Proficient Level (Lvl 4 & 5)	Non-IEP Students Proficient (Lvl 4 & 5)	Non-LEP Students Proficient (Lvl 4 & 5)
School 3	0.0%	2.2%	21.7%	67.4%	8.7%	76.1%	74.4%	80.0%
School 4	0.0%	7.3%	14.6%	53.7%	24.4%	78.0%	83.8%	78.0%
School 5	0.0%	3.6%	35.7%	42.9%	17.9%	60.7%	64.0%	65.4%
School 6	1.6%	24.6%	34.4%	34.4%	4.9%	39.3%	60.0%	40.7%

## Cliffside Park School District

### 2018 Spring PARCC Elementary Schools Grade-Level Outcomes English Language Arts Grade 6 - Percentages

ELA 6th	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approach (Level 3)	Meeting (Level 4)	Exceed (Level 5)	Proficient Level (Lvl 4 & 5)	Non-IEP Students Proficient (Lvl 4 & 5)	Non-LEP Students Proficient (Lvl 4 & 5)
School 3	0.0%	0.0%	0.0%	41.5%	58.5%	100.0%	100.0%	100.0%
School 4	2.2%	4.3%	10.9%	43.5%	39.1%	82.6%	92.3%	86.4%
School 5	4.0%	8.0%	28.0%	40.0%	20.0%	60.0%	65.2%	75.0%
School 6	5.3%	10.5%	21.1%	48.7%	14.5%	63.2%	86.5%	64.9%

## Cliffside Park School District

### 2018 Spring PARCC Elementary Schools Grade-Level Outcomes Mathematics Grade 6 - Percentages

Math 6th	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approach (Level 3)	Meeting (Level 4)	Exceed (Level 5)	Proficient Level (Lvl 4 & 5)	Non-IEP Students Proficient (Lvl 4 & 5)	Non-LEP Students Proficient (Lvl 4 & 5)
School 3	0.0%	4.7%	20.9%	60.5%	14.0%	74.4%	82.9%	80.0%
School 4	4.3%	17.0%	12.8%	42.6%	23.4%	66.0%	75.0%	70.5%
School 5	3.8%	11.5%	26.9%	50.0%	7.7%	57.7%	62.5%	70.0%
School 6	13.0%	23.4%	19.5%	31.2%	13.0%	44.2%	60.4%	45.9%

# Major Findings for Growth

- Although CP elementary schools continue to outperform the state average in reading, there remains to be a need to focus on reading literary and informational texts, with emphasis on vocabulary.
- Although CP elementary schools continue to outperform the state average in mathematical reasoning, we have identified this as an area that has not shown significant growth as well as strengthening supporting content.
- With the ability to analyze test scores much earlier on, there was more time to adjust instruction and remediate areas of concerns. Educators and the CP Administrative Team were able to identify specific standards for each student as well as grade level anchor standards and mathematical practices that needed more focus.

# Overall Strategic Plan for Growth

- Educators will continue to use data as a springboard to assist in meeting the needs of all students to dig deeper into the scope and sequence of the curriculum - identifying and filling in the gaps in both ELA and Math
- Educators have been empowered to participate in PLC's and Professional Development opportunities
- More intensive support of Title I instruction through a push-in model and providing time for collaboration of teachers
- edConnect training that aligns assessments more closely to identified standards have been scheduled
- Continued teacher support through Conquer Math PD and coaching in literacy
- Title I teacher highly trained in math and data analysis will support staff in planning instruction and assessments
- Implementation of full-time media specialists providing opportunities for increased access to books; libraries have been enhanced with non-fiction texts



# Special Education Supplement

## PARCC Score Overview

Students in all of the Cliffside Park programs are so much more than test scores. Social interaction, behavior, integration with peers, and participation in school, community, and family activities are essential. It is important to also look at the test scores as well in order to aid in determining if changes need to be made in curriculum or instructional methods, or if the changes we have made are effective in improving academic skills from year to year. The overall trend towards growth in both ELA and Math across the past two years districtwide is extremely promising, with generally fewer students attaining PARCC scores in levels 1-2 and more students shifting to levels 4-5.

# Comparison of **Cliffside Park** IEP Population PARCC Results Spring 2016 to Spring 2018 English Language Arts / Literacy - Percentages

Grade	Level 1 2016	Level 1 2018	Level 2 2016	Level 2 2018	Level 3 2016	Level 3 2018	Level 4 2016	Level 4 2018	Level 5 2016	Level 5 2018	Change in Level 1 and 2 2016 to 2018	Change in Level 4 and 5 2016 to 2018**
3	20.8	<b>27.9</b>	33.3	<b>34.9</b>	29.2	<b>18.6</b>	16.7	<b>18.6</b>	0.0	<b>0.0</b>	<b>+8.7</b>	<b>+1.9</b>
4	33.3	<b>26.5</b>	30.3	<b>17.6</b>	15.2	<b>32.4</b>	21.2	<b>17.6</b>	0.0	<b>5.9</b>	<b>-19.5</b>	<b>+2.3</b>
5	20.0	<b>14.3</b>	31.4	<b>31.4</b>	34.3	<b>20.0</b>	11.4	<b>31.4</b>	2.9	<b>2.9</b>	<b>-5.7</b>	<b>+20.0</b>
6	11.5	<b>12.2</b>	30.8	<b>26.8</b>	34.6	<b>29.3</b>	23.1	<b>29.3</b>	0.0	<b>2.4</b>	<b>-3.3</b>	<b>+8.6</b>
7	30.8	<b>21.6</b>	28.2	<b>32.4</b>	17.9	<b>27.0</b>	20.5	<b>16.2</b>	2.6	<b>2.7</b>	<b>-5.0</b>	<b>-4.2</b>
8	17.1	<b>16.0</b>	37.1	<b>36.0</b>	28.6	<b>16.0</b>	14.3	<b>24.0</b>	2.9	<b>8.0</b>	<b>-2.2</b>	<b>+14.8</b>
9	25.0	<b>26.1</b>	39.6	<b>39.1</b>	25.0	<b>17.4</b>	10.4	<b>15.2</b>	0.0	<b>2.2</b>	<b>+0.6</b>	<b>+7.0</b>
10	67.6	<b>47.7</b>	11.8	<b>11.4</b>	20.6	<b>31.8</b>	0.0	<b>6.8</b>	0.0	<b>2.3</b>	<b>-20.3</b>	<b>+9.1</b>
11*	51.1	<b>30.6</b>	17.8	<b>13.9</b>	22.2	<b>25.0</b>	8.9	<b>27.8</b>	0.0	<b>2.8</b>	<b>-24.4</b>	<b>+21.7</b>

# Comparison of **Cliffside Park** IEP Population PARCC Results Spring 2016 to Spring 2018 Mathematics - Percentages

Grade	Level 1 2016	Level 1 2018	Level 2 2016	Level 2 2018	Level 3 2016	Level 3 2018	Level 4 2016	Level 4 2018	Level 5 2016	Level 5 2018	Change in Level 1 and 2 2016 to 2018	Change in Level 4 and 5 2016 to 2018**
<b>3</b>	12.5	<b>14.0</b>	33.3	<b>27.9</b>	20.8	<b>34.9</b>	25.0	<b>18.6</b>	8.3	<b>4.7</b>	<b>-3.9</b>	<b>-10</b>
<b>4</b>	27.3	<b>17.6</b>	42.4	<b>32.4</b>	12.1	<b>29.4</b>	18.2	<b>20.6</b>	0.0	<b>0.0</b>	<b>-19.7</b>	<b>+2.4</b>
<b>5</b>	11.4	<b>2.9</b>	54.3	<b>37.1</b>	25.7	<b>37.1</b>	5.7	<b>22.9</b>	2.9	<b>0.0</b>	<b>-25.7</b>	<b>+14.3</b>
<b>6</b>	26.9	<b>26.8</b>	30.8	<b>31.7</b>	19.2	<b>26.8</b>	23.1	<b>9.8</b>	0.0	<b>4.9</b>	<b>+0.8</b>	<b>-8.4</b>
<b>7</b>	51.4	<b>24.3</b>	24.3	<b>40.5</b>	13.5	<b>27.0</b>	10.8	<b>8.1</b>	0.0	<b>0.0</b>	<b>-10.9</b>	<b>-2.7</b>
<b>8</b>	48.5	<b>48.0</b>	33.3	<b>28.0</b>	18.2	<b>12.0</b>	0.0	<b>12.0</b>	0.0	<b>0.0</b>	<b>-5.8</b>	<b>+12.0</b>
<b>Alg I</b>	30.2	<b>46.7</b>	45.3	<b>20.0</b>	15.1	<b>6.7</b>	9.4	<b>26.7</b>	0.0	<b>0.0</b>	<b>-8.8</b>	<b>+17.3</b>
<b>Alg II</b>	86.5	<b>50.0</b>	13.5	<b>33.3</b>	0.0	<b>0.0</b>	0.0	<b>16.7</b>	0.0	<b>0.0</b>	<b>-16.7</b>	<b>+16.7</b>
<b>Geom</b>	43.2	<b>29.5</b>	56.8	<b>56.8</b>	0.0	<b>13.7</b>	0.0	<b>0.0</b>	0.0	<b>0.0</b>	<b>-13.7</b>	<b>+13.7</b>

# DLM Chart

REPORT DATE: 07-23-2018

End of Year Report  
District Results 2017-18



DISTRICT: CLIFFSIDE PARK (030890)

DISTRICT ID: 030890  
STATE: New Jersey

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	3	1	0	2	0	67%
	Mathematics	3	0	2	1	0	33%
4	English Language Arts	3	0	0	3	0	100%
	Mathematics	3	1	1	1	0	33%
5	English Language Arts	1	0	0	1	0	100%
	Mathematics	1	0	0	1	0	100%
	Science	1	0	1	0	0	0%
6	English Language Arts	1	1	0	0	0	0%
	Mathematics	1	1	0	0	0	0%
11	English Language Arts	2	1	0	1	0	50%
	Mathematics	2	1	1	0	0	0%
	Science	2	2	0	0	0	0%

### Achievement Levels

The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

# Rationale for PARCC Score Changes

PARCC Score improvements for CP students with IEPs can be attributed to increased availability of appropriate instructional materials, professional development, and grade level support from Supervisors of Instruction in every discipline. Within the Special Education programs, as appropriate, there are increased offerings of inclusive settings and more intensive supports in place for younger children. With greater support in early elementary, over time, some students may require lesser restrictive programs or may no longer qualify for services.

It is also important to note that the Cliffside Park population is transient. With students transferring in from other towns, states, or countries, instructional programs may have been inconsistent, and the level of support and timing of Special Education eligibility are all factors that impact academic progress.

# ELA Growth Strategies for Students with Special Needs

- Providing students with equal access to materials, and more skill-specific, specialized materials.
- Use of leveled readers
- Pre-teach vocabulary, note-taking, highlighting within texts
- Multisensory methods
- Increased practice with PARCC accommodations and technology (text to speech or speech to text, etc)
- Graphic organizers
- Increased Participation in Benchmark Testing

# More ELA Growth Strategies for Students with Special Needs

- Allow for Student Choice in completing projects
- Access to word/picture banks
- Provide a PARCC-aligned rubric to self-assess writing product while following an extended revision process
- Provide wait time to allow students to process orally presented information and questions.
- By utilizing individual student assessment results, teachers will provide small group or remedial instruction
- Allowing extra time to complete reading and writing assignments.
- Provide writing templates

# Math Growth Strategies for Students with Special Needs

- Equal access to materials and specialized materials
- Allow student to use calculator. Teach students how to check accuracy.
- Provide manipulatives
- Provide number chart or number line to aid in solving equations. Teach students how to check accuracy.
- Provide graph paper to aid in aligning equations properly
- Provide study guides
- Utilize visual aids such as charts or graphs and provide explicit instruction in how to analyze or use the data or information.



# More Math Growth Strategies for Students with Special Needs

- By utilizing individual student assessment results, the teacher will provide small group or remedial instruction
- Provide wait time
- Pre-teach math-specific vocabulary
- Allow extra time
- Provide students with a sample problem or list of steps or procedures for multi-step problems for student to reference when solving independently.
- Increased participation in Benchmark Testing