

## **Readington News Article – November 2018**

### **FOR IMMEDIATE RELEASE**

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### **STUDENT ACHIEVEMENT RESULTS**

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The Readington Board of Education reviewed 2017-18 student assessment results during their September 25th public meeting. District supervisors provided data from the spring administration of the PARCC assessments, Running Records, Mathematics test results, and special education learning results. While each assessment measures different components of our students' academic growth, the overall news is that Readington students are achieving at high levels and surpassing state norms.

The Partnership for Assessment of Readiness for College and Careers (PARCC) test is an online test that matches the rigorous content and skills outlined in the New Jersey Student Learning Standards. These tests measure more complex, real-world skills such as critical thinking, writing, and problem-solving.

The PARCC assessment uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate, with Levels 4 and 5 considered to be passing:

- Level 1 – Did not meet expectations
- Level 2 – Partially met expectations
- Level 3 – Approached expectations
- Level 4 – Met expectations
- Level 5 – Exceeded expectations

With more than 98% of our students taking the PARCC assessment, the test results for English Language Arts show that Readington students outperformed their peers at the state level at every grade level by as much as 24 percentage points. Students in grade 5, 7, and 8 did exceptionally well, with 78% or more achieving a Level 4 or 5 on the Assessment.

In Mathematics, Readington students outperformed their peers at the state level in all but one grade level. Many of our 7<sup>th</sup> and 8<sup>th</sup> graders are enrolled in Algebra I and Algebra II and, therefore, took the PARCC assessment for Algebra I or Algebra II. In Algebra I, 92% of our Readington students achieved a Level 4 or 5. In Algebra II, 89% of our Readington students achieved a Level 4 or 5 and no student scored at Level 1 or 2. These are outstanding results for our students and for the dedicated teachers who work with them every day.

Our other assessment results show equally strong performance among Readington students. Running record information which measures students' reading levels indicates most of our students are reading at or above their grade level benchmarks. Literacy intervention programs are in place for those needing support, and we have been successful in meeting these children's needs and lifting their levels of fluency and comprehension.

Math end-of-year data shows equally strong performance across grade levels in such areas as Counting and Cardinality, Numbers and Operations, Algebraic Thinking, Measurement and Data, and Geometry. Intervention support is in place for students needing remediation and practice in specific skills and concepts.

Finally, Dynamic Learning Maps® (DLM®) assessments are administered to students with the most significant cognitive disabilities for whom general state assessments are not appropriate. DLM assessments offer these students

a way to show what they know and can do in mathematics, English language arts, and science. Results from DLM assessments support interpretations about what students know and can do.

The Readington community can be proud of the high achievement levels demonstrated by our students. Through a combination of smart, dedicated teachers and ambitious, hard-working students, there isn't anything we cannot achieve. A full presentation of the district's assessment results for 2017-18 is available on the district website.

<https://www.readington.k12.nj.us/cms/lib/NJ01000244/Centricity/Domain/17/PARCC%20and%20Assessment%20Presentation%202018.pdf>