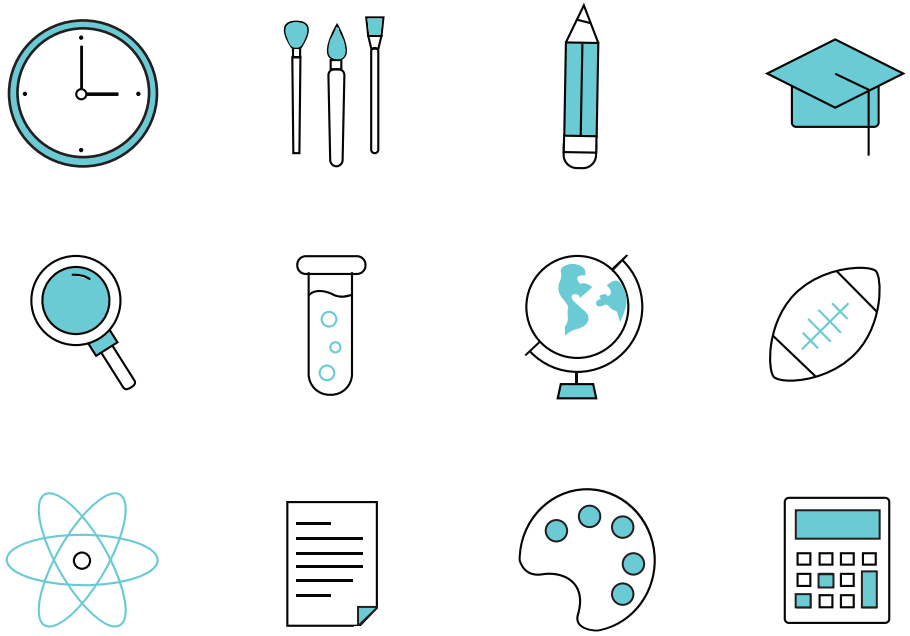

DISTRICT PUBLIC

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SAMPLE ANALYSES

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luke@district-public.com
www.district-public.com

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NYC DOE Vendor: DIS642107

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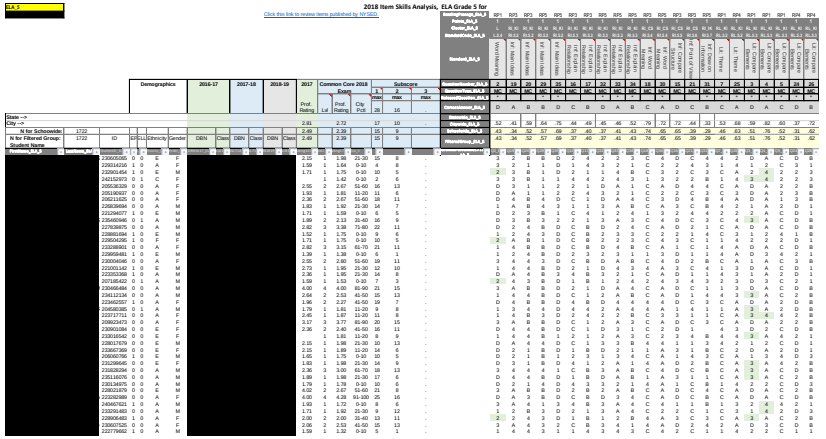

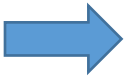

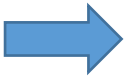

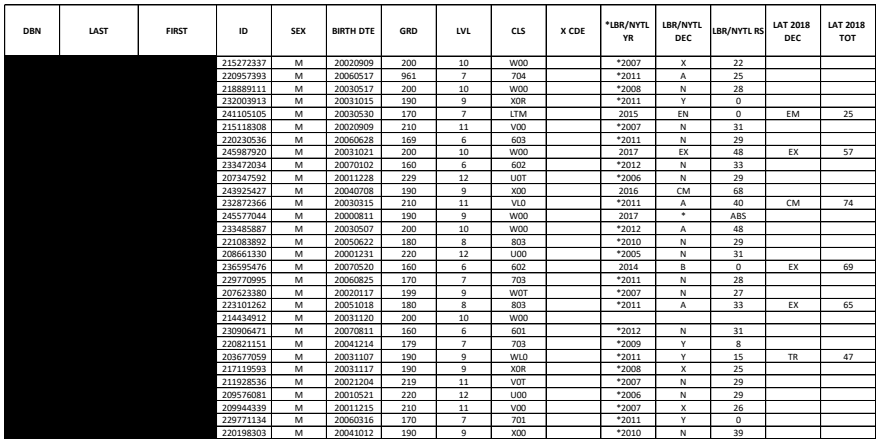

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2018 6th Grade Math Exam

Current 7th Grade - Standards and Questions

3227 Students

Math

Strongest and Weakest Standards and Questions are based on performance vs city

Current Students - Performance on the 6th Grade Math Exam

Total Possible Points on Exam 48

Scored Questions 39

Highly Weighted Standard

Strongest Standards *

Standard	Standard Description	Released Questions	Possible Points	School Avg	City Avg	School vs City
6.RP.A.1	Ratio	Q33	2	68%	72%	-4%
6.EE.B.6	Use Variables in Problem	Q31	1	72%	76%	-4%
6.EE.A.4	ID Equivalent Expressions	Q29	1	52%	56%	-4%
6.RP.A.3.b	Solve Unit Rate Problems	Q19, Q25	2	62%	67%	-5%
6.EE.C.9	Equation for Relationship	Q4, Q16	2	38%	43%	-5%
6.NS.C.5	Understand Signed Numbers	Q32	1	76%	81%	-5%
6.NS.B.4	GCF and LCM	Q3	1	57%	63%	-6%
6.G.A.1	Area of Polygons	Q22	1	33%	39%	-6%

* Given the number of standards in Math, data for only includes standards with released questions

Question Not Released

Weakest Standards

Standard	Standard Description	Released Questions	Possible Points	School Avg	City Avg	School vs City
6.G.A.4	3D Figures Using Nets	Q28	1	41%	53%	-12%
6.NS.C.6.b	Coord Plane: Signed Numbers	Q43	2	23%	33%	-9%
S.G.A.2	Graphing in first quadrant	Q27	1	36%	44%	-8%
6.RP.A.3.d	Convert Measures w Ratios	Q41	2	19%	28%	-8%
6.RP.A.3.c	Find Percent as a Rate	Q2, Q15	2	43%	52%	-8%
6.EE.A.1	Expression with Exponents	Q42	3	27%	35%	-8%
6.G.A.3	Polygons with Coordinates	Q35	2	45%	53%	-7%
6.RP.A.3.a	Table of Equiv. Ratios	Q30	1	54%	61%	-7%

Strongest Questions

Question Number	Standard	Standard Description	Question Type	Correct Answer	Most Common Incorrect	Possible Points	School Avg	City Avg	School vs City
7	6.RP.A.1	Ratio	MC	B	A	1	69%	71%	-2%
45	6.G.A.2	Find Volume	CR	N/A	N/A	2	18%	22%	-4%
31	6.EE.B.6	Use Variables in Problem	MC	C	D	1	72%	76%	-4%
29	6.EE.A.4	ID Equivalent Expressions	MC	C	A	1	52%	56%	-4%
25	6.RP.A.3.b	Solve Unit Rate Problems	MC	B	D	1	64%	69%	-5%
16	6.EE.C.9	Equation for Relationship	MC	A	C	1	23%	28%	-5%
1	6.EE.B.5	Understand Eq/Inq	MC	C	B	1	75%	80%	-5%
33	6.RP.A.1	Ratio	MC	A	B	1	67%	72%	-5%
32	6.NS.C.5	Understand Signed Numbe	MC	D	A	1	76%	81%	-5%
36	6.NS.A.1	Quotients of Fractions	MC	B	C	1	55%	60%	-5%
19	6.RP.A.3.b	Solve Unit Rate Problems	MC	C	D	1	59%	65%	-6%
3	6.NS.B.4	GCF and LCM	MC	B	A	1	57%	63%	-6%
22	6.G.A.1	Area of Polygons	MC	C	D	1	33%	39%	-6%
38	6.RP.A.2	Rate and Ratio	MC	C	A	1	74%	80%	-6%
4	6.EE.C.9	Equation for Relationship	MC	C	A	1	52%	58%	-6%
26	6.EE.A.3	Generate Equiv. Express.	MC	A	B	1	51%	57%	-6%
46	6.EE.B.7	Equation Problems	CR	N/A	N/A	3	14%	20%	-6%
37	6.EE.A.3	Generate Equiv. Express.	MC	A	D	1	25%	31%	-6%
40	6.EE.A.2.a	Write Expressions	CR	N/A	N/A	2	30%	37%	-7%
35	6.G.A.3	Polygons with Coordinates	MC	C	D	1	40%	47%	-7%

Weakest Questions

Question Number	Standard	Standard Description	Question Type	Correct Answer	Most Common Incorrect	Possible Points	School Avg	City Avg	School vs City
6	6.EE.A.2.c	Evaluate Expressions	MC	D	A	1	56%	68%	-12%
28	6.G.A.4	3D Figures Using Nets	MC	D	A	1	41%	53%	-12%
13	6.G.A.2	Find Volume	MC	A	C	1	31%	41%	-10%
18	6.EE.A.1	Expression with Exponen	MC	A	B	1	51%	61%	-10%
43	6.NS.C.6.b	Coord Plane: Signed Nun	CR	N/A	N/A	2	23%	33%	-9%
21	6.EE.B.5	Understand Eq/Inq	MC	A	B	1	35%	44%	-9%
2	6.RP.A.3.c	Find Percent as a Rate	MC	D	A	1	53%	62%	-9%
27	S.G.A.2	Graphing in first quadran	MC	B	C	1	36%	44%	-8%
41	6.RP.A.3.d	Convert Measures w Rati	CR	N/A	N/A	2	19%	28%	-8%
9	6.G.A.3	Polygons with Coordinate	MC	D	A	1	50%	58%	-8%
10	6.EE.B.7	Equation Problems	MC	B	C	1	64%	72%	-8%
44	6.RP.A.2	Rate and Ratio	CR	N/A	N/A	2	21%	29%	-8%
39	6.NS.A.1	Quotients of Fractions	CR	N/A	N/A	2	44%	52%	-8%
15	6.RP.A.3.c	Find Percent as a Rate	MC	D	C	1	34%	41%	-7%
30	6.RP.A.3.a	Table of Equiv. Ratios	MC	A	D	1	54%	61%	-7%
42	6.EE.A.1	Expression with Exponen	CR	N/A	N/A	2	15%	23%	-7%
34	6.EE.B.8	Write Inequalities	MC	B	A	1	60%	67%	-7%
12	6.NS.C.6.c	Number Line & Coord Pla	MC	C	A	1	33%	40%	-7%
24	6.NS.C.6	Number Line w Negative	MC	D	A	1	48%	55%	-7%
35	6.G.A.3	Polygons with Coordinate	MC	C	D	1	40%	47%	-7%

Schoolwide

Schoolwide - Summary

21 Students

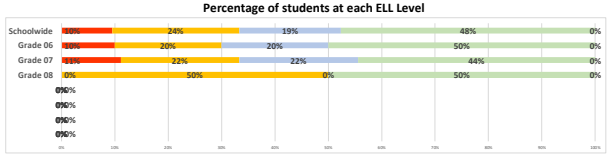
Legend: Entering | Emerging | Transitioning | Expanding | Commanding

Performance by Modality

Group	# Students	2017 Avg Level	2018 Avg Level	% Making Progress *	Total 2017	Total 2018	Total +/-	Listening 2017	Listening 2018	Listening +/-	Speaking 2017	Speaking 2018	Speaking +/-	Reading 2017	Reading 2018	Reading +/-	Writing 2017	Writing 2018	Writing +/-
Schoolwide	21	TR	TR	41%	51%	50%	-0%	54%	51%	-4%	70%	68%	-1%	44%	41%	-3%	35%	42%	+6%
Grade 06	10	TR	TR	56%	48%	52%	+4%	59%	53%	-6%	61%	73%	+12%	42%	43%	+1%	30%	40%	+9%
Grade 07	9	EX	TR	17%	63%	50%	-13%	56%	50%	-6%	90%	67%	-24%	53%	40%	-13%	53%	42%	-11%
Grade 08	2	EM	TR	50%	27%	46%	+19%	26%	40%	+14%	46%	50%	+4%	29%	40%	+11%	-7%	53%	+47%
Females	12	TR	TR	22%	56%	53%	-4%	51%	50%	-1%	79%	67%	-12%	50%	44%	-6%	46%	50%	+5%
Males	9	TR	TR	63%	45%	47%	+2%	59%	51%	-7%	59%	69%	+10%	37%	37%	-0%	24%	31%	+7%
Special Ed	5	EX	TR	50%	61%	50%	-10%	64%	47%	-17%	84%	74%	-9%	52%	39%	-13%	43%	42%	-1%
General Ed	16	TR	TR	38%	48%	50%	+2%	51%	52%	+0%	65%	66%	+1%	42%	42%	-0%	33%	42%	+9%
>= 3 Yrs as ELL	15	TR	EX	43%	58%	58%	+1%	58%	56%	-3%	82%	85%	+3%	47%	43%	-5%	43%	51%	+8%
< 3 Yrs as ELL	6	EN	EM	33%	10%	30%	+11%	36%	38%	+2%	13%	26%	+13%	29%	37%	+8%	0%	20%	+20%

* % Making Progress only accounts for students that have taken the NYSESLAT in both 2017 and 2018.

Percentage of students at each ELL Level



Elementary & Middle School Offerings

ELA & Math – NY State Assessment - June Instructional Report (JUN-MS-19)

Start the school year with a deep understanding of how your students performed on the state assessment, to better inform curriculum planning and teaching practice.

- *Understand how each grade and class performed on the state assessment, including a breakdown by question type, cluster, heavily weighted standards.*
- *Includes a comparison to previous year's performance by cohort to show areas of progress or decline (e.g. how 7th graders performed relative to their performance as 6th graders on the same standards and question types.*
- *Lists released questions for strongest and weakest standards and questions, and most and least heavily weighted standards and questions.*

All Grades

2018-2019: Growth by Grade and Subject Level

Cohort Level (234 Students)

This page examines how each of your student cohorts by grade and subject performed on the 2018 State Exam and 2019 State Exam, looking at growth in terms of how each cohort's difference with the city average changed from one year to the next. The data looks at performance by question type as well as on an overall basis.

Legend: > 10% Above City Avg | 0% to 10% Above City Avg | 0% to 15% Below City Avg | < 15% Below City Avg

*All % are expressed as % of possible raw score points

2018-2019 Grade Level	# Students	2018 State Exams									2019 State Exams									Change in Difference vs City from 2018 to 2019		
		Multiple Choice			*Constructive Response*			*Overall*			Multiple Choice			Constructive Response			Overall			MC	CR	Overall
		School Avg	*City Avg*	*Diff vs City*	*School Avg*	*City Avg*	*Diff vs City*	*School Avg*	*City Avg*	*Diff vs City*	*School Avg*	*City Avg*	Diff vs City	*School Avg*	*City Avg*	Diff vs City	*School Avg*	*City Avg*	Diff vs City			
ELA																						
3rd Grade																						
4th Grade																						
5th Grade																						
6th Grade	71	*53%*	*60%*	*-7%*	*58%*	*66%*	*-8%*	*55%*	*62%*	*-7%*	50%	64%	-14%	56%	69%	-13%	52%	66%	-14%	-7%	-5%	-7%
7th Grade	73	*50%*	*62%*	*-12%*	*48%*	*68%*	*-19%*	*50%*	*64%*	*-15%*	49%	63%	-14%	54%	73%	-19%	51%	67%	-16%	-2%	+0%	-1%
8th Grade	80	*47%*	*60%*	*-13%*	*58%*	*73%*	*-15%*	*51%*	*65%*	*-14%*	51%	66%	-15%	56%	77%	-21%	53%	70%	-17%	-2%	-6%	-3%
Math																						
3rd Grade																						
4th Grade																						
5th Grade																						
6th Grade	71	*51%*	*64%*	*-13%*	*23%*	*37%*	*-15%*	*42%*	*55%*	*-13%*	52%	60%	-8%	29%	43%	-14%	44%	54%	-10%	+5%	+1%	+3%
7th Grade	79	*46%*	*58%*	*-12%*	*12%*	*30%*	*-17%*	*34%*	*48%*	*-14%*	40%	59%	-19%	26%	52%	-26%	35%	57%	-22%	-7%	-9%	-8%
8th Grade	84	*41%*	*56%*	*-15%*	*31%*	*51%*	*-20%*	*38%*	*54%*	*-17%*	47%	57%	-10%	32%	44%	-12%	42%	53%	-11%	+5%	+8%	+6%

6th Grade

2018-2019 6th Graders - Math: Growth by Grade and Class

Cohort Level (71 Students)

Math

This page examines how the same cohort of students by grade and class performed on the 2018 State Exam and 2019 State Exam, looking at growth in terms of how each cohort's difference with the city average changed from one year to the next. The data looks at performance by question type as well as on an overall basis.

> 10% Above City Avg	0% to 10% Above City Avg	0% to 15% Below City Avg	< 15% Below City Avg

*All % are expressed as % of possible raw score points

	# Students	2018: 5th Grade Math Exam						2019: 6th Grade Math Exam						Change in Difference vs City from 2018 to 2019		
		Multiple Choice		*Constructive Response*		*Overall*		Multiple Choice		Constructive Response		Overall		MC	CR	Overall
		Avg	*Diff vs City*	*Avg*	*Diff vs City*	*Avg*	*Diff vs City*	Avg	Diff vs City	Avg	Diff vs City	Avg	Diff vs City			
City Average		*64%*		*37%*		*55%*		60%		43%		54%				
6th Grade (All Classes)	71	*51%*	*-13%*	*23%*	*-15%*	*42%*	*-13%*	52%	-8%	29%	-14%	44%	-10%	+5%	+1%	+3%
Class 000																
Class 601	17	*67%*	*4%*	*34%*	*-4%*	*56%*	*1%*	70%	10%	49%	6%	63%	9%	+6%	+10%	+8%
Class 602	22	*46%*	*-17%*	*19%*	*-19%*	*37%*	*-18%*	49%	-11%	24%	-19%	40%	-14%	+6%	-0%	+4%
Class 603	22	*48%*	*-16%*	*22%*	*-16%*	*39%*	*-16%*	48%	-12%	26%	-17%	40%	-14%	+4%	-1%	+2%
Class 670	5	*33%*	*-31%*	*18%*	*-19%*	*28%*	*-27%*	32%	-28%	8%	-35%	23%	-31%	+3%	-16%	-4%
Class 671	5	*46%*	*-18%*	*13%*	*-24%*	*35%*	*-20%*	43%	-17%	20%	-23%	35%	-19%	+1%	+1%	+1%

This page examines how the same cohort of students performed on the 2018 State Exam and 2019 State Exam, looking at growth in terms of performance by question type and cluster/strand. N/A - Indicates there was no related cluster/strand that was tested in the previous year. If the math foundational strand from 2018 if different from the tested strand in 2019, it is shown below (left blank if same). The strongest and weakest standards on the 2019 exam relative to the city are shown at the bottom of the page. Data for each unique combination of standard + question type

> 10% Above City Avg	0% to 10% Above City Avg	0% to 15% Below City Avg	< 15% Below City Avg

*All % are expressed as % of possible raw score points

	Key Standards	2018: 5th Grade Exam						2019: 6th Grade Exam							Change in Diff vs City
			% of Exam	Possible Points	Class Avg	School Avg	City Avg	School - City		% of Exam	Possible Points	Class Avg	School Avg	City Avg	School - City	
All Questions	All Standards		100%	46	56%	42%	55%	1%		100%	48	63%	44%	54%	9%	+8%
Multiple Choice	All Standards		67%	31	67%	51%	64%	4%		65%	31	70%	52%	60%	10%	+6%
Constructed Response	All Standards		33%	15	34%	23%	37%	-4%		35%	17	49%	29%	43%	6%	+10%
The Number System	6.NS.A.1,6.NS.B.4	NF	37%	17	56%	43%	54%	2%	NS	17%	8	61%	46%	59%	2%	+0%
Ratios and Proportional Relationships	6.RP.A.1, 6.RP.A.2, 6.RP.A.3c, 6.RP.A.3d	NF	37%	17	56%	43%	54%	2%	RP	25%	12	69%	50%	55%	14%	+12%
Expressions and Equations	6.EE.A.2a, 6.EE.A.4, 6.EE.B.7, 6.EE.C.9	OA	4%	2	66%	44%	61%	5%	EE	46%	22	63%	43%	52%	11%	+6%
Geometry	6.G.A.1, 6.G.A.3		4%	2	50%	38%	43%	8%		13%	6	53%	34%	51%	2%	-6%

2019 Standards: The strongest and weakest standards relative to the city average

Strongest Standards	Ques Type	Class Avg	School Avg	City Avg	School - City	Released Questions	Weakest Standards	Ques Type	Class Avg	School Avg	City Avg	School - City	Released Questions
6.EE.A.3	MC	94%	70%	63%	31%	31	**6.NS.B.4**	MC	41%	35%	60%	-19%	16
6.EE.A.4	MC	85%	60%	56%	29%	N/A	**6.NS.C.6b**	MC	29%	17%	39%	-10%	N/A
6.RP.A.3c	MC	91%	74%	63%	28%	33	**6.EE.B.6**	MC	29%	25%	37%	-8%	37
6.RP.A.3b	MC	94%	70%	67%	27%	N/A	**6.G.A.3**	MC	59%	50%	66%	-7%	1, 36
6.EE.A.2a	CR	74%	37%	49%	25%	44	**6.EE.B.7**	CR	41%	37%	42%	-1%	42

This page shows the performance by each unique combination of standard and question type on the 2019 Exam. It also includes a growth analysis, looking at the performance on related standards from the 2018 exam (looking at the same students from the prior grade level). N/A - Indicates there was no related standard tested the previous year.

> 10% Above City Avg	0% to 10% Above City Avg	0% to 15% Below City Avg	< 15% Below City Avg

*All % are expressed as % of possible raw score points

Numbers System (NS), Ratios and Proportions (RP)

Standard	Question Type	Standard Description	2018: 5th Grade Exam						2019: 6th Grade Exam						
			Foundation Standard	Possible Points	Class Avg	School Avg	City Avg	School - City	Standard	Possible Points	Class Avg	School Avg	City Avg	School - City	Released Questions
6.NS.A.1	MC	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will	*5.NF.B.7*	1	88%	49%	65%	*23%*	6.NS.A.1	3	75%	63%	63%	12%	10, 13, 28
6.NS.B.4	MC	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).	*4.OA.B.4*	0					6.NS.B.4	1	41%	35%	60%	-19%	16
6.NS.B.4	CR	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).	*4.OA.B.4*	0					6.NS.B.4	2	65%	39%	62%	3%	40
6.NS.C.6b	MC	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	*5.G.A.1*	0					6.NS.C.6b	1	29%	17%	39%	-10%	N/A
6.NS.C.7d	MC	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	*5.NBT.A.3b*	1	81%	60%	73%	*8%*	6.NS.C.7d	1	65%	46%	57%	8%	17
6.RP.A.1	MC	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”	*5.NF.B.5*	1	63%	49%	59%	*4%*	6.RP.A.1	2	71%	46%	62%	9%	29
6.RP.A.2	MC	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid \	*5.NF.B.3*	1	50%	54%	61%	*-11%*	6.RP.A.2	1	100%	73%	76%	24%	N/A
6.RP.A.2	CR	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid \	*5.NF.B.3*	0					6.RP.A.2	2	50%	35%	45%	5%	41
6.RP.A.3a	MC	Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	*N/A*						6.RP.A.3a	1	82%	68%	70%	12%	26
6.RP.A.3b	MC	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	*N/A*						6.RP.A.3b	1	94%	70%	67%	27%	N/A
6.RP.A.3c	MC	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	*N/A*						6.RP.A.3c	2	91%	74%	63%	28%	33
6.RP.A.3d	MC	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	*5.MD.A.1*	2	78%	50%	62%	*16%*	6.RP.A.3d	1	71%	56%	61%	10%	4
6.RP.A.3d	CR	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	*5.MD.A.1*	2	25%	12%	34%	*-9%*	6.RP.A.3d	2	26%	12%	22%	4%	45
5.OA.B.3	CR	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the	*0*	0					5.OA.B.3	2	38%	26%	34%	4%	43

ELA & Math – NY State Assessment – Item Analysis (ITA-ES-19)

Understand how individual students performed on the state assessment, which questions students struggled with most and least, and analyze results by class and subgroup.

- *Understand how each individual student performed on the assessments, including a breakdown by question type, cluster, heavily weighted standards, reading passages (ELA), and foundational standards (Math)*
- *Analyze top and bottom questions and standards your students struggled on relative to the city as a whole, with most commonly selected incorrect answers, to facilitate error analysis*

How to Use This Document

What is This?:

An analysis of your current (school year 2019-2020) 8th graders, results on the 7th grade Math exam in the 2018-2019 school year. The analysis shows results by question type, standard, strand, individual question, and individual students. The analysis highlights the top and bottom performing standards and released questions compared to the city average.

Purpose*:*

- Better understand your school's results from an instructional point of view – what types of questions and what Common Core standards did students perform strongly or weakly on.
- Facilitate school leader and teacher team data inquiry cycles, by enabling analysis of specific questions from the exam to better understand student misconceptions and identify opportunities to improve instruction
- Clarify the structure of the exams themselves – what percentage of the exams are multiple choice or response questions, or test a particular standard or strand.

When to Use This:

- School Leadership meetings in the Fall
- Professional Development sessions with teaching staff in the Fall

Intended outcome:

- School leaders and faculty have a clear understanding of the question types, standards, and questions that students struggled on and succeeded on
- School leaders and faculty have a clear understanding of the structure of the exams
- Faculty make adjustments to curriculum maps and lesson plans to better focus instruction and identify areas for reteach

Data Inquiry– Group Exercise

Question analysis: ***(use a Grade or Class Level Summary)***

1. Form teams of 2-3 teachers. Select the grade or class you want to analyze as a group.

2. Select 2 released questions students performed poorly on, and 1 they performed well on

3. Find these released questions on the exam using the links below

4. Review the questions and discuss with your team. Look up the full text of the standard each question is testing and include in your discussion how the question relates to the standard.

5. For each question, write your answers these questions:
   a. Why do you think your students struggled or succeeded on this question more than other questions, and more than their peers across the city? Be as specific as possible.
   b. What changes will you make to address this?

6. Share out the following for the entire group:
   a. What questions from which tests did you analyze? What standards did they test?
   b. Why did students struggle or succeed on these questions?
   c. What changes you are going to make to address this?

Released exam questions	Common Core Standards*	Scoring Materials
NY releases about 75% of the exam questions. The link below will open a PDF file with the questions.	The Coherence Map shows the complete descriptions of the standards, and how they build on each other. Use it to identify the standards that build on your students' strong and weak standards.	Examples of strong and weak answers to each released written response question
2019 7th Grade exam	Coherence Map	2019 7th Grade Exam

**Next Generation Standards - NY state has adopted the Next Generation Standards. However, these standards keep in place much of the current common core standards and will not be reflected on the state tests until 2021.*

All Grades

Schoolwide - Summary

ELA

General Information

Proficiency & Growth

Question Type

Cluster

Grade / Exam	# Students	IEP	ELL	2017-2018	2018-2019	Pct Level 3+4	Growth %tile	Overall	Multiple Choice	Response	L - Language and Vocabulary	RI - Key Ideas and Details	RI - Craft and Structure	RI - Integration of Knowledge	RL - Key Ideas and Details	RL - Craft and Structure
Current 6th Graders	52	15	7	**2.67**	**2.43**	**33%**	**54.7**	58%	58%	58%	69%	54%	63%		64%	55%
Citywide (ELA 5th Grade Exam)				2.99	2.71			63%	64%	62%	75%	61%	66%		69%	60%
Difference: Grade vs City								-5%	-6%	-4%	-5%	-7%	-4%		-5%	-5%
Current 7th Graders	57	17	4	**2.27**	**2.20**	**19%**	**32.4**	50%	50%	50%	51%	52%	58%	35%	56%	48%
Citywide (ELA 6th Grade Exam)				2.72	2.91			66%	64%	70%	72%	67%	71%	46%	71%	65%
Difference: Grade vs City								-16%	-14%	-20%	-21%	-15%	-12%	-11%	-15%	-17%
Current 8th Graders	55	11	8	**2.58**	**2.47**	**31%**	**52.3**	59%	58%	61%	51%	55%	61%	54%	63%	59%
Citywide (ELA 7th Grade Exam)				2.96	2.80			67%	63%	74%	55%	65%	71%	66%	68%	66%
Difference: Grade vs City								-8%	-5%	-13%	-4%	-10%	-10%	-11%	-5%	-7%
Current 9th Graders	83	20	4	**2.57**	**2.65**	**33%**	**40.1**	62%	58%	68%	61%	63%	62%	53%	67%	61%
Citywide (ELA 8th Grade Exam)				2.81	3.02			70%	66%	78%	64%	72%	69%	62%	75%	72%
Difference: Grade vs City								-8%	-8%	-9%	-3%	-9%	-7%	-9%	-7%	-12%

Growth Percentiles:

Above 54
50-54
45-49
< 45

School Performance:

> = 15% Above City Avg
0% to 15% Above City Avg
0% to 15% Below City Avg
< 15% Below City Avg

Difference: Grade vs City:

> = 15% Above City Avg
0% to 15% Above City Avg
0% to 15% Below City Avg
< 15% Below City Avg

Current 7th Graders

Classes and Subgroups - Summary Charts

58 Students

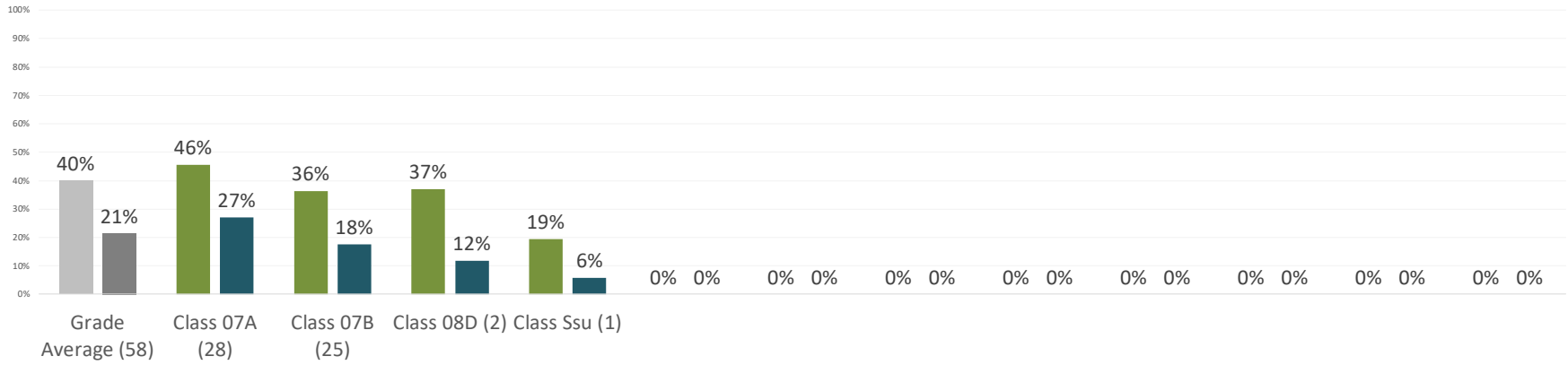
Math

Data from 2019 6th Grade Math state exam

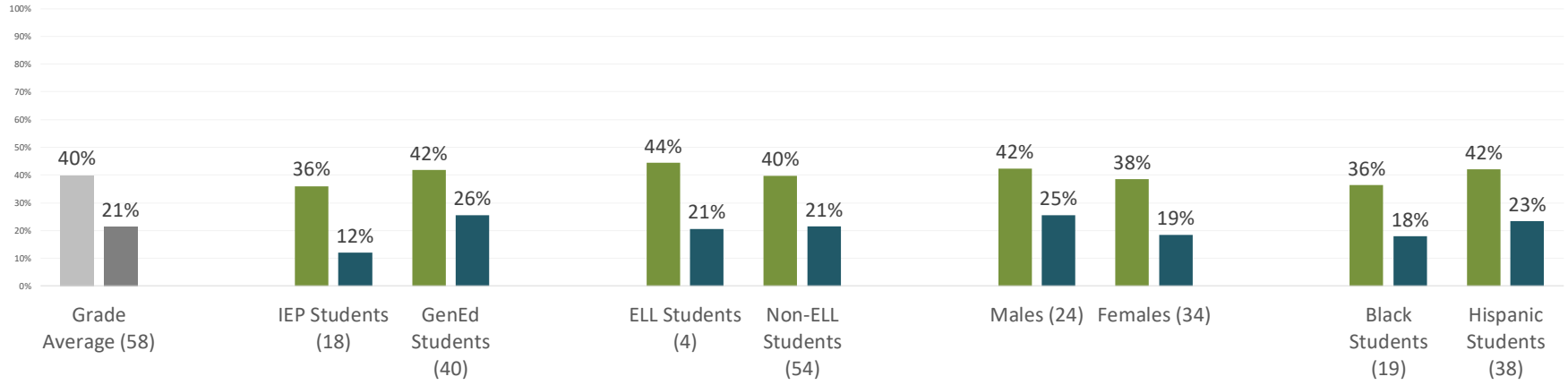
Number of students in each class and subgroup shown in parenthesis

Avg Proficiency: **2.11**

Classes - Performance by Question Type



Subgroups - Performance by Question Type



Legend

Grade Average

Multiple Choice

Response

Current 7th Graders

Class 07B - Summary Charts

25 Students | Math

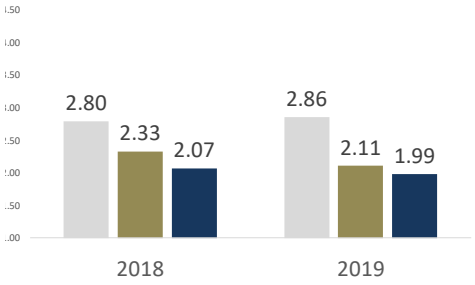
Data from 2019 6th Grade Math state exam

Performance based on percentage of possible points earned

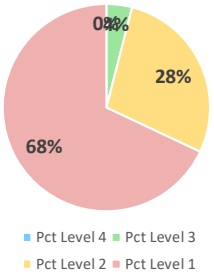
Avg Proficiency: **1.99**

Avg Growth: **37.5**

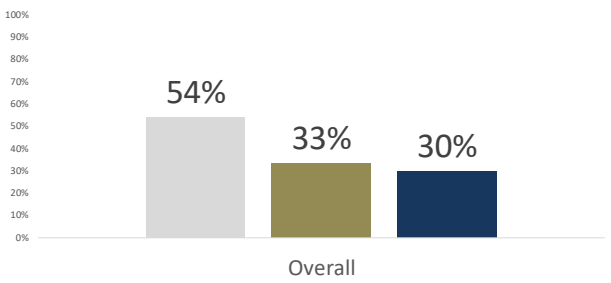
Proficiency Rating



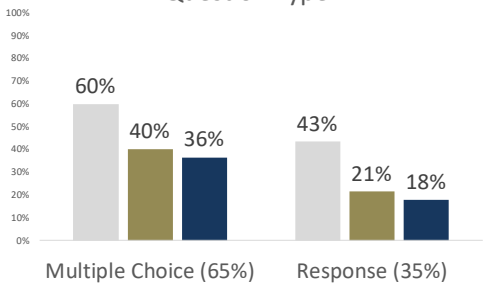
Pct by Proficiency Level



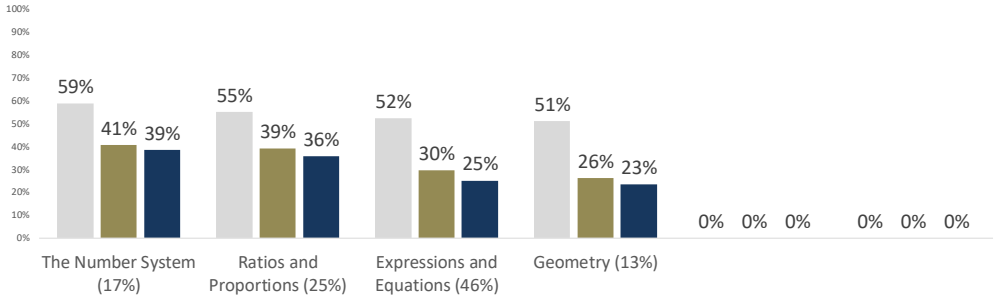
Overall



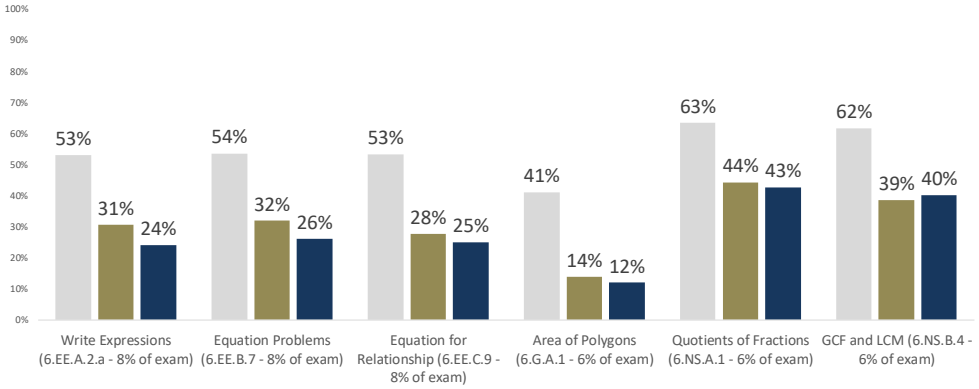
Question Type



Cluster/Strand



Most Tested Standards



Legend

Citywide Performance

Schoolwide Performance

Class 07B Performance

Question Type and Cluster Charts:
Exam Weights shown in parenthesis

Current 7th Graders

Class 07B - Standards and Questions

25 Students

Math

Data from 2019 6th Grade Math state exam

Standards and Questions ordered based on performance relative to the city

Avg Proficiency: **1.99**

Avg Growth: **37.5**

Strongest standards compared with city

Standard	Standard Description	Released Questions	Possible Points	Class 07B	Grade Avg	City Avg	Class 07B vs City
6.RP.A.3.a	Table of Equiv. Ratios	26	1	72%	72%	70%	+2%
6.EE.B.6	Use Variables in Problem	37	1	32%	28%	37%	-5%
6.RP.A.1	Ratio	29	2	46%	41%	62%	-16%
6.RP.A.3.d	Convert Measures w Ratios	4, 45	3	16%	20%	35%	-19%
6.EE.B.5	Understand Eq/Inq	32, 35	2	38%	39%	59%	-21%
6.NS.A.1	Quotients of Fractions	10, 13, 28	3	43%	44%	63%	-21%
6.RP.A.2	Rate and Ratio	41	3	35%	41%	56%	-21%
6.NS.B.4	GCF and LCM	16, 40	3	40%	39%	62%	-22%
6.EE.A.2.c	Evaluate Expressions	27	1	20%	24%	43%	-23%
5.OA.B.3	Analyze patterns and relationships	43	2	12%	18%	35%	-23%
6.G.A.3	Polygons with Coordinates	1, 36	2	42%	47%	66%	-24%
6.EE.B.7	Equation Problems	30, 42	4	26%	32%	54%	-28%

*** Given the number of standards in Math, data for only includes standards with released questions**

Weakest standards compared with city

Standard	Standard Description	Released Questions	Possible Points	Class 07B	Grade Avg	City Avg	Class 07B vs City
6.EE.A.1	Expression with Exponents	2	1	24%	38%	70%	-46%
6.RP.A.3.c	Find Percent as a Rate	33	2	20%	34%	63%	-43%
6.EE.A.3	Generate Equiv. Express.	31	1	24%	28%	63%	-39%
6.G.A.4	3D Figures Using Nets	38	1	20%	21%	51%	-31%
6.EE.A.2.a	Write Expressions	7, 34, 44	4	24%	31%	53%	-29%
6.G.A.1	Area of Polygons	3, 39	3	12%	14%	41%	-29%
6.NS.C.7.d	Absolute Value and Order	17	1	28%	38%	57%	-29%
6.EE.C.9	Equation for Relationship	46	4	25%	28%	53%	-28%
6.EE.B.7	Equation Problems	30, 42	4	26%	32%	54%	-28%
6.G.A.3	Polygons with Coordinates	1, 36	2	42%	47%	66%	-24%
6.EE.A.2.c	Evaluate Expressions	27	1	20%	24%	43%	-23%

Strongest questions compared with city

Question Number	Standard	Standard Description	Question Type	Correct Answer	Class 07B - Common Incorrect	Possible Points	Class 07B	Grade Avg	City Avg	Class 07B vs City
16	6.NS.B.4	GCF and LCM	MC	B	A	1	64%	53%	60%	+4%
8	6.RP.A.3.b	Solve Unit Rate Problems	MC	D	C	1	72%	62%	68%	+4%
26	6.RP.A.3.a	Table of Equiv. Ratios	MC	B	A	1	72%	72%	70%	+2%
37	6.EE.B.6	Use Variables in Problem	MC	A	C	1	32%	28%	37%	-5%
23	6.NS.C.6.b	Coord Plane: Signed Numbe	MC	D	B	1	32%	38%	39%	-7%
13	6.NS.A.1	Quotients of Fractions	MC	C	A	1	48%	43%	56%	-8%
19	6.RP.A.1	Ratio	MC	A	C	1	56%	48%	65%	-9%
36	6.G.A.3	Polygons with Coordinates	MC	C	B	1	48%	47%	57%	-9%
45	6.RP.A.3.d	Convert Measures w Ratios	CR	0-2	N/A	2	8%	8%	22%	-14%
25	6.RP.A.2	Rate and Ratio	MC	C	D	1	60%	69%	76%	-16%
32	6.EE.B.5	Understand Eq/Inq	MC	B	A	1	40%	40%	57%	-17%
42	6.EE.B.7	Equation Problems	CR	0-2	N/A	2	24%	25%	42%	-18%
7	6.EE.A.2.a	Write Expressions	MC	D	B	1	32%	36%	53%	-21%
5	6.EE.A.4	ID Equvialent Expressions	MC	C	D	1	44%	48%	66%	-22%
29	6.RP.A.1	Ratio	MC	A	B	1	36%	34%	59%	-23%
43	5.OA.B.3	Analyze patterns and relatic	CR	0-2	N/A	2	12%	18%	35%	-23%
27	6.EE.A.2.c	Evaluate Expressions	MC	D	B	1	20%	24%	43%	-23%
41	6.RP.A.2	Rate and Ratio	CR	0-2	N/A	2	22%	28%	46%	-24%
35	6.EE.B.5	Understand Eq/Inq	MC	D	A	1	36%	38%	60%	-24%
28	6.NS.A.1	Quotients of Fractions	MC	D	C	1	40%	45%	64%	-24%

Weakest questions compared with city

Question Number	Standard	Standard Description	Question Type	Correct Answer	Class 07B - Common Incorrect	Possible Points	Class 07B	Grade Avg	City Avg	Class 07B vs City
2	6.EE.A.1	Expression with Exponent	MC	D	B	1	24%	38%	70%	-46%
33	6.RP.A.3.c	Find Percent as a Rate	MC	D	C	1	28%	41%	74%	-46%
11	6.RP.A.3.c	Find Percent as a Rate	MC	D	A	1	12%	28%	52%	-40%
20	6.EE.B.7	Equation Problems	MC	C	B	1	20%	28%	60%	-40%
31	6.EE.A.3	Generate Equiv. Express.	MC	D	A	1	24%	28%	63%	-39%
1	6.G.A.3	Polygons with Coordinate	MC	A	C	1	36%	48%	75%	-39%
14	6.EE.A.4	ID Equvialent Expressions	MC	D	A	1	8%	12%	45%	-37%
44	6.EE.A.2.a	Write Expressions	CR	0-2	N/A	2	14%	24%	50%	-36%
40	6.NS.B.4	GCF and LCM	CR	0-2	N/A	2	28%	31%	63%	-35%
30	6.EE.B.7	Equation Problems	MC	B	C	1	36%	50%	70%	-34%
22	6.EE.C.9	Equation for Relationship	MC	C	A	1	20%	21%	53%	-33%
38	6.G.A.4	3D Figures Using Nets	MC	C	A	1	20%	21%	51%	-31%
39	6.G.A.1	Area of Polygons	CR	0-2	N/A	2	2%	3%	32%	-30%
10	6.NS.A.1	Quotients of Fractions	MC	C	D	1	40%	45%	70%	-30%
4	6.RP.A.3.d	Convert Measures w Ratio	MC	C	A	1	32%	45%	61%	-29%
17	6.NS.C.7.d	Absolute Value and Order	MC	A	C	1	28%	38%	57%	-29%
3	6.G.A.1	Area of Polygons	MC	B	C	1	32%	34%	59%	-27%
46	6.EE.C.9	Equation for Relationship	CR	0-3	N/A	3	27%	30%	53%	-27%
34	6.EE.A.2.a	Write Expressions	MC	D	A	1	36%	38%	60%	-24%

Total Standards Tested: **23**

Total Questions: **39**

Total Points: **48**

Questions Not Released

Class 07B vs City

> = 15% Above City Avg	**0% to 15% Below City Avg**
0% to 15% Above City Avg	**< 15% Below City Avg**

Current 7th Graders

Class 07B - Student Summary

25 Students

Math

Data from 2019 6th Grade Math state exam

Students listed from highest to lowest proficiency

Avg Proficiency: **1.99**

General Information			Proficiency and Growth					Question Type		Strand				Most Tested Standards					
			5th Grade	6th Grade						Major Work		Supporting		6.EE.A.2.a	6.EE.B.7	6.EE.C.9	6.G.A.1	6.NS.A.1	6.NS.B.4
Student Name	IEP	ELL	2017-2018	2018-2019	Points to Next Level	Growth	Overall	Multiple Choice	Response	The Number System	Ratios and Proportions	Expressions and Equations	Geometry	Write Expressions	Equation Problems	Equation for Relationship	Area of Polygons	Quotients of Fractions	GCF and LCM
						Points -->	48	31	17	8	12	22	6	4	4	4	3	3	3
						Exam Weight -->	100%	65%	35%	17%	25%	46%	13%	8%	8%	8%	6%	6%	6%
City Average			2.8	2.86			54%	60%	43%	59%	55%	52%	51%	53%	54%	53%	41%	63%	62%
Grade Average			2.33	2.11		32	33%	40%	21%	41%	39%	30%	26%	31%	32%	28%	14%	44%	39%
Class 07B Average	**13**	**0**	**2.07**	**1.99**		**37.5**	30%	36%	18%	39%	36%	25%	23%	24%	26%	25%	12%	43%	40%
Difference: Class 07B vs City							-24%	-23%	-26%	-20%	-19%	-27%	-28%	-29%	-28%	-28%	-29%	-21%	-22%
[redacted]			3.42	3.08	9	28	60%	71%	41%	100%	67%	50%	33%	50%	25%	75%	0%	100%	100%
[redacted]	Y		2.33	2.75	3	64	52%	52%	53%	88%	50%	50%	17%	75%	50%	50%	0%	67%	100%
[redacted]	Y		2.67	2.67	4	41	50%	61%	29%	88%	50%	41%	33%	50%	50%	25%	67%	100%	100%
[redacted]			2.00	2.42	7	62	44%	48%	35%	63%	50%	36%	33%	50%	50%	25%	0%	100%	67%
[redacted]			3.75	2.42	7	3	44%	39%	53%	38%	75%	41%	0%	50%	50%	50%	0%	33%	33%
[redacted]			2.25	2.33	8	46	42%	45%	35%	63%	25%	41%	50%	50%	50%	25%	33%	33%	100%
[redacted]			2.08	2.08	10	42	38%	52%	12%	50%	58%	32%	0%	25%	75%	0%	0%	100%	33%
[redacted]			2.58	2.00	11	19	35%	32%	41%	38%	58%	18%	50%	25%	50%	25%	33%	0%	100%
[redacted]			2.25	1.98	1	27	33%	32%	35%	38%	42%	27%	33%	0%	50%	75%	0%	33%	33%
[redacted]	Y		2.00	1.95	2	32	31%	39%	18%	38%	33%	27%	33%	25%	50%	25%	0%	67%	33%
[redacted]	Y		1.83	1.95	2	67	31%	45%	6%	50%	25%	27%	33%	25%	50%	25%	0%	67%	33%
[redacted]			1.97	1.95	2	37	31%	35%	24%	50%	33%	27%	17%	25%	0%	75%	0%	33%	67%
[redacted]			1.42	1.90	4	86	27%	42%	0%	38%	17%	27%	33%	0%	25%	0%	0%	0%	33%
[redacted]	Y		1.83	1.87	5	48	25%	39%	0%	38%	33%	18%	17%	25%	0%	0%	33%	67%	33%
[redacted]	Y		2.00	1.83	6	14	23%	29%	12%	25%	17%	23%	33%	25%	0%	25%	33%	33%	33%
[redacted]	Y		1.80	1.83	6	48	23%	32%	6%	25%	33%	14%	33%	0%	0%	25%	33%	67%	0%
[redacted]	Y		1.54	1.78	7	66	21%	32%	0%	25%	25%	23%	0%	0%	25%	0%	0%	33%	0%
[redacted]			1.62	1.78	7	62	21%	19%	24%	13%	33%	18%	17%	50%	0%	25%	0%	33%	0%
[redacted]	Y		1.95	1.78	7	16	21%	32%	0%	13%	33%	18%	17%	25%	0%	0%	0%	0%	0%
[redacted]			1.54	1.78	7	66	21%	29%	6%	38%	25%	14%	17%	25%	0%	25%	0%	67%	33%
[redacted]	Y		1.92	1.70	8	15	19%	29%	0%	0%	33%	14%	33%	0%	0%	0%	0%	0%	0%
[redacted]	Y		1.86	1.51	10	9	15%	23%	0%	13%	17%	9%	33%	0%	0%	0%	33%	33%	0%
[redacted]	Y		1.80	1.51	10	16	15%	19%	6%	13%	8%	18%	17%	0%	0%	50%	33%	0%	0%
[redacted]			1.62	1.43	11	18	13%	16%	6%	13%	25%	9%	0%	0%	25%	0%	0%	0%	33%
[redacted]	Y		1.83	1.37	12	5	10%	16%	0%	13%	25%	5%	0%	0%	25%	0%	0%	0%	33%

Growth Percentiles:			Student Performance:			Difference: Class 07B vs City		
	Above 54	45-49		> = 15% Above City Avg	0% to 15% Below City Avg		> = 15% Above City Avg	0% to 15% Below City Avg
	50-54	< 45		0% to 15% Above City Avg	< 15% Below City Avg		0% to 15% Above City Avg	< 15% Below City Avg

Current 7th Graders

Class 07B - Questions (Page 1)

25 Students

Math

Data from 2019 6th Grade Math state exam

Students listed from highest to lowest proficiency

Avg Proficiency: **1.99**

General Information				Question	1	2	3	4	5	7	8	10	11	13	14	16	17	19	20	22	23	25	26	27	28
				Question Type -->	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC
Student Name	IEP	ELL	2018-2019	Standard -->	6.G.A.3	6.EE.A.1	6.G.A.1	6.RP.A.3.d	6.EE.A.4	6.EE.A.2.a	6.RP.A.3.b	6.NS.A.1	6.RP.A.3.c	6.NS.A.1	6.EE.A.4	6.NS.B.4	6.NS.C.7.d	6.RP.A.1	6.EE.B.7	6.EE.C.9	6.NS.C.6.b	6.RP.A.2	6.RP.A.3.a	6.EE.A.2.c	6.NS.A.1
				Correct Answer -->	A	D	B	C	C	D	D	C	D	C	D	B	A	A	C	C	D	C	B	D	D
			Proficiency	Overall																					
City Average			2.86	54%	75%	70%	59%	61%	66%	53%	68%	70%	52%	56%	45%	60%	57%	65%	60%	53%	39%	76%	70%	43%	64%
Grade Average			2.11	33%	48%	38%	34%	45%	48%	36%	62%	45%	28%	43%	12%	53%	38%	48%	28%	21%	38%	69%	72%	24%	45%
Class 07B Average	13	0	1.99	30%	36%	24%	32%	32%	44%	32%	72%	40%	12%	48%	8%	64%	28%	56%	20%	20%	32%	60%	72%	20%	40%
Difference: Class 07B vs City				-24%	-39%	-46%	-27%	-29%	-22%	-21%	+4%	-30%	-40%	-8%	-37%	+4%	-29%	-9%	-40%	-33%	-7%	-16%	+2%	-23%	-24%
[redacted]			3.08	60%	A	D	C	C	C	D	D	C	A	C	A	B	A	C	B	C	D	C	B	C	D
[redacted]	Y		2.75	52%	A	D	D	C	A	D	D	C	A	B	C	B	A	A	A	D	D	C	B	D	D
[redacted]	Y		2.67	50%	B	D	B	C	C	D	A	C	D	C	D	B	A	A	C	D	B	C	B	A	D
[redacted]			2.42	44%	A	B	C	A	B	D	D	C	A	C	A	C	C	A	C	A	B	C	B	C	D
[redacted]			2.42	44%	B	B	D	A		C	D	A	A	B	A	B	C	A	D	A	D	C	B	A	D
[redacted]			2.33	42%	C	D	B	C	D	C	C	A	B	C	C	B	D	D	C	A	D	B	B	D	C
[redacted]			2.08	38%	D	B	C	C	A	D	D	C	B	C	A	B	D	B	C	D	B	C	B	B	D
[redacted]			2.00	35%	A	A	B	D	A	D	D	B	A	D	A	B	B	A	B	D	B	C	B	B	C
[redacted]			1.98	33%	A	B	C	C	D	A	B	B	B	A	C	B	A	A	B	C	A	C	D	B	D
[redacted]	Y		1.95	31%	A	C	C	D	C	C	B	C	B	C	C	B	D	A	A	A	B	C	B	B	C
[redacted]	Y		1.95	31%	C	A	D	B	C	A	A	D	D	C	A	B	C	C	A	C	D	D	B	A	D
[redacted]			1.95	31%	B	C	C	A	C	C	D	C	A	B	A	A	A	A	D	C	C	C	A	C	B
[redacted]			1.90	27%	A	D	D	A	C	B	D	D	B	A	C	B	A	C	D	A	D	B	C	D	C
[redacted]	Y		1.87	25%	B	C	B	A	C	D	D	D	A	C	A	B	D	D	B	D	B	C	B	A	D
[redacted]	Y		1.83	23%	C	A	B	B	D	B	D	B	A	C	B	B	B	A	D	D	C	D	A	D	A
[redacted]	Y		1.83	23%	D	C	B	C	B	B	D	C	B	C	C	A	B	B	B	A	C	A	B	B	B
[redacted]	Y		1.78	21%	B	D	C	C	C	B	C	C	A	A	A	C	D	C	C	A	D	C	B	B	A
[redacted]			1.78	21%	C	B	C	B	A	D	D	C	B	A	A	D	C	A	D	A	C	B	C	A	B
[redacted]	Y		1.78	21%	C	B	A	A	B	C	D	B	A	A	D	A	B	A	D	B	D	C	B	A	B
[redacted]			1.78	21%	C	B	A	A	D	B	D	D	C	C	A	B	C	C	D	A	B	D	B	C	D
[redacted]	Y		1.70	19%	A	B	A	B	C	B	D	D	D	A	B	C	B	D	B	D	A	C	B	A	B
[redacted]	Y		1.51	15%	A	C	B	D	C	C	D	D	A	C	C	D	C	A	B	A	C	D	A	C	A
[redacted]	Y		1.51	15%	C	C	B	A	D	B	D	A	C	A	C	D	A	B	D	C	A	D	A	D	C
[redacted]			1.43	13%	C	B	C	A	C	A	D	B	A	A	A	B	C	A	B	A	B	D	B	B	C
[redacted]	Y		1.37	10%	B	A	C	A	D	B	C	D	A	D	A	B	B	A	A	A	A	C	B	B	A

Student Responses:
Multiple Choice Questions: Correct Answer; Response Questions: Earned all possible points
Multiple Choice Questions: Incorrect Answer; Response Questions: Did not earn all possible points

Questions Not Released

Difference: Class 07B vs City
> = 15% Above City Avg
0% to 15% Above City Avg
0% to 15% Below City Avg
< 15% Below City Avg

Class 07B Average / Overall:
> = 15% Above City Avg
0%-15% Above City Avg
0%-15% Below City Avg
0%-15% Below City Avg

ELA & Math – NY State Assessment – Individual Student Reports (ITA-ES-MS-19)

Help students own their data. Equip teachers and students with an individualized student reports.

- *Empower and coach students with individualized 2-page summary analysis of results for each student*
- *Understand how each individual student performed on the assessments, including a breakdown by question type, cluster, heavily weighted standards, and reading passages (ELA)*
- *Identify the easiest question each student got wrong, and the hardest they got right.*

Current 5th Grade | Class 502

Student Name

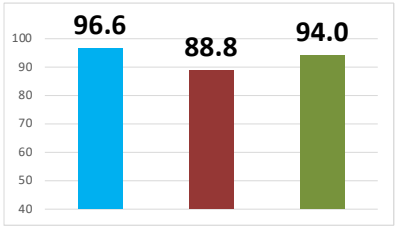
ELA

Performance on the 4th Grade ELA Exam

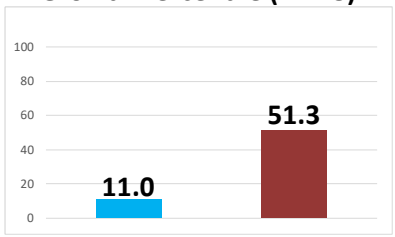
Legend: Student Name | Class 502 | City Avg

Performance is based on percentage of possible points

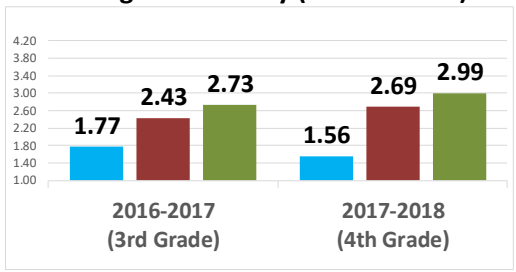
Attendance (17-18)



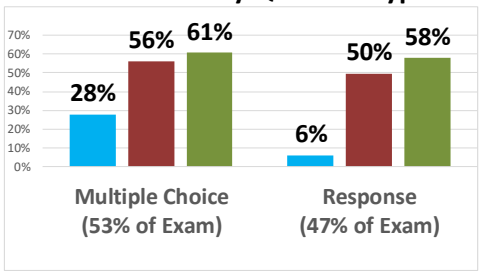
Growth Percentile (17-18)



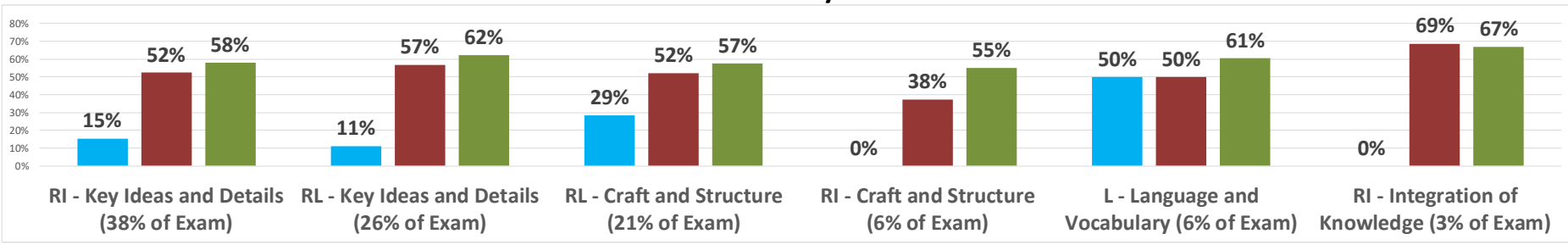
Average Proficiency (Cohort Level)



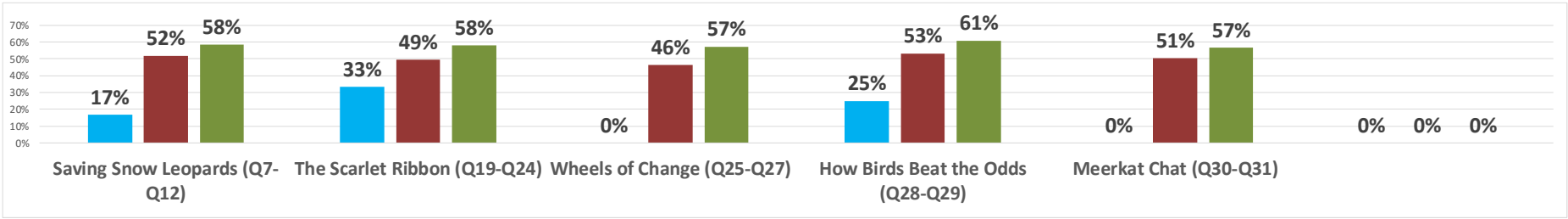
Performance by Question Type



Performance by Cluster



Performance by Reading Passage



Additional Information - Reading Passages

Reading Passage (Exam Questions)	Information about the passage
Saving Snow Leopards (Q7-Q12)	Non-Fiction (RI) - Multiple Choice - DRP 60
The Scarlet Ribbon (Q19-Q24)	Fiction (RL) - Multiple Choice - DRP 55
Wheels of Change (Q25-Q27)	Fiction (RL) - Multiple Choice - DRP 48
How Birds Beat the Odds (Q28-Q29)	Non-Fiction (RI) - Response - DRP 56
Meerkat Chat (Q30-Q31)	Non-Fiction (RI) - Response - DRP 57

Current 5th Grade Class 502

Student Name

ELA

Strongest and Weakest Standards and Questions are based on performance vs city

Performance on the 4th Grade ELA Exam

Total Possible Points on Exam 34

Scored Questions 25

Highly Weighted Standard

Strongest Standards

Standard	Standard Description	Released Questions	Possible Points	Student	School Avg	City Avg	Diff vs City
RI.4.4	Inf: Word Meaning	Q7	1	100%	63%	58%	+42%
RI.4.7	Inf:Interpret Information	Q12	1	100%	57%	67%	+33%
RI.4.2	Inf: Main Idea	Q10, Q29	3	67%	57%	64%	+3%
RL.4.3	Lit: Describe Element	Q22, Q23	4	50%	60%	65%	-15%
RL.4.6	Lit: Point of View	Q27	3	33%	44%	55%	-22%
RL.4.4	Lit: Word Meaning	Q20, Q25	4	25%	52%	59%	-34%
RI.4.3	Inf: Sequence & Cause	Q8, Q9, Q28, Q30, Q31	10	20%	48%	56%	-36%
RI.4.5	Inf: Overall Structure	Q11	1	0%	46%	52%	-52%

Weakest Standards

Standard	Standard Description	Released Questions	Possible Points	Student	School Avg	City Avg	Diff vs City
L.4.4	Word Meaning	Q21	2	0%	49%	61%	-61%
RL.4.2	Lit: Determine Theme	Q19, Q24, Q26	5	0%	56%	60%	-60%
RI.4.5	Inf: Overall Structure	Q11	1	0%	46%	52%	-52%
RI.4.3	Inf: Sequence & Cause	Q8, Q9, Q28, Q30, Q31	10	20%	48%	56%	-36%
RL.4.4	Lit: Word Meaning	Q20, Q25	4	25%	52%	59%	-34%
RL.4.6	Lit: Point of View	Q27	3	33%	44%	55%	-22%
RL.4.3	Lit: Describe Element	Q22, Q23	4	50%	60%	65%	-15%
RI.4.2	Inf: Main Idea	Q10, Q29	3	67%	57%	64%	+3%

Question Not Released

The Student Answer column shows how Karla answered the question.

Strongest Questions (Sorted by the Hardest Questions Correctly Answered)

Question Number	Standard	Standard Description	Question Type	Correct Answer	Student Answer	Possible Points	Student	School Avg	City Avg	Diff vs City
20	RL.4.4	Lit: Word Meaning	MC	A	A	1	100%	48%	47%	+53%
23	RL.4.3	Lit: Describe Element	MC	A	A	1	100%	49%	51%	+49%
7	RI.4.4	Inf: Word Meaning	MC	D	D	1	100%	63%	58%	+42%
12	RI.4.7	Inf:Interpret Information	MC	A	A	1	100%	57%	67%	+33%
10	RI.4.2	Inf: Main Idea	MC	B	B	1	100%	61%	70%	+30%
3	RL.4.6	Lit: Point of View	MC	C	C	1	100%	75%	74%	+26%
5	RL.4.3	Lit: Describe Element	MC	B	B	1	100%	78%	83%	+17%
28	RI.4.3	Inf: Sequence & Cause	CR	0-2	1	2	50%	44%	61%	-11%
29	RI.4.2	Inf: Main Idea	CR	0-2	1	2	50%	55%	61%	-11%
31	RI.4.3	Inf: Sequence & Cause	CR	0-4	1	4	25%	41%	51%	-26%
27	RL.4.6	Lit: Point of View	CR	0-2	0	2	0%	29%	46%	-46%
6	RL.4.2	Lit: Determine Theme	MC	B	D	1	0%	60%	47%	-47%
8	RI.4.3	Inf: Sequence & Cause	MC	A	D	1	0%	54%	48%	-48%
11	RI.4.5	Inf: Overall Structure	MC	D	C	1	0%	46%	52%	-52%
9	RI.4.3	Inf: Sequence & Cause	MC	B	D	1	0%	51%	55%	-55%
22	RL.4.3	Lit: Describe Element	MC	C	D	1	0%	49%	56%	-56%
2	L.4.4	Word Meaning	MC	D	C	1	0%	48%	57%	-57%
19	RL.4.2	Lit: Determine Theme	MC	D	A	1	0%	57%	60%	-60%
1	RL.4.4	Lit: Word Meaning	MC	C	D	1	0%	63%	62%	-62%
26	RL.4.2	Lit: Determine Theme	CR	0-2	0	2	0%	52%	63%	-63%

The Student Answer column shows how Karla answered the questio

Weakest Questions (Sorted by the Easiest Questions Incorrectly Answered)

Question Number	Standard	Standard Description	Question Type	Correct Answer	Student Answer	Possible Points	Student	School Avg	City Avg	Diff vs City
4	RL.4.3	Lit: Describe Element	MC	A	B	1	0%	64%	71%	-71%
24	RL.4.2	Lit: Determine Theme	MC	C	B	1	0%	57%	69%	-69%
30	RI.4.3	Inf: Sequence & Cause	CR	0-2	0	2	0%	63%	67%	-67%
21	L.4.4	Word Meaning	MC	D	A	1	0%	51%	64%	-64%
25	RL.4.4	Lit: Word Meaning	CR	0-2	0	2	0%	49%	64%	-64%
26	RL.4.2	Lit: Determine Theme	CR	0-2	0	2	0%	52%	63%	-63%
1	RL.4.4	Lit: Word Meaning	MC	C	D	1	0%	63%	62%	-62%
19	RL.4.2	Lit: Determine Theme	MC	D	A	1	0%	57%	60%	-60%
2	L.4.4	Word Meaning	MC	D	C	1	0%	48%	57%	-57%
22	RL.4.3	Lit: Describe Element	MC	C	D	1	0%	49%	56%	-56%
9	RI.4.3	Inf: Sequence & Cause	MC	B	D	1	0%	51%	55%	-55%
11	RI.4.5	Inf: Overall Structure	MC	D	C	1	0%	46%	52%	-52%
8	RI.4.3	Inf: Sequence & Cause	MC	A	D	1	0%	54%	48%	-48%
6	RL.4.2	Lit: Determine Theme	MC	B	D	1	0%	60%	47%	-47%
27	RL.4.6	Lit: Point of View	CR	0-2	0	2	0%	29%	46%	-46%
31	RI.4.3	Inf: Sequence & Cause	CR	0-4	1	4	25%	41%	51%	-26%
29	RI.4.2	Inf: Main Idea	CR	0-2	1	2	50%	55%	61%	-11%
28	RI.4.3	Inf: Sequence & Cause	CR	0-2	1	2	50%	44%	61%	-11%
5	RL.4.3	Lit: Describe Element	MC	B	B	1	100%	78%	83%	+17%
3	RL.4.6	Lit: Point of View	MC	C	C	1	100%	75%	74%	+26%

DISTRICT PUBLIC

Schoolwide Summary (EQTY1920)

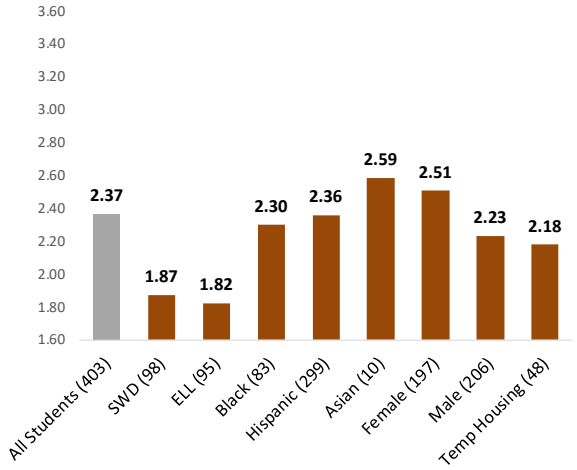
Breakdown performance in state exams and attendance by grade, class, and subgroup, with side-by-side comparisons to identify areas of disproportionality

- *See performance by cohort, for each grade for all students, SWDs and ELLs, males and females, students in temporary housing, and high and low scorers in Math, ELA, and attendance*
- *Can be customized to include subgroups of interest to the school – e.g. students in after school programs, ICT, Self-Contained, ELLs at Expanding level, etc.*

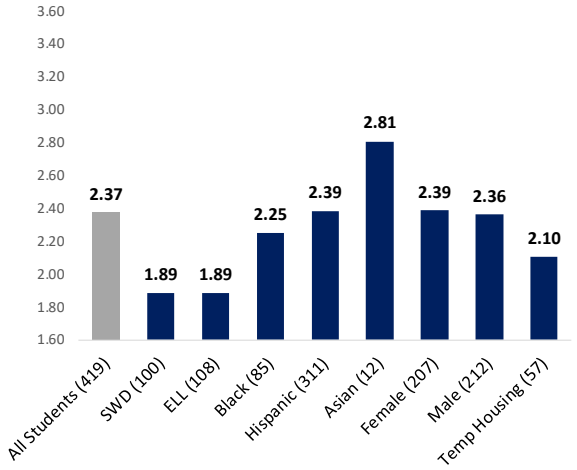
Schoolwide Summary (2018-19)

Data based on students in enrolled over the 2018-19 school year. The number of students in each subgroup is indicated within parenthesis. ELA and Math Growth Percentiles only include students that took both the 2017-18 and 2018-19 exam.

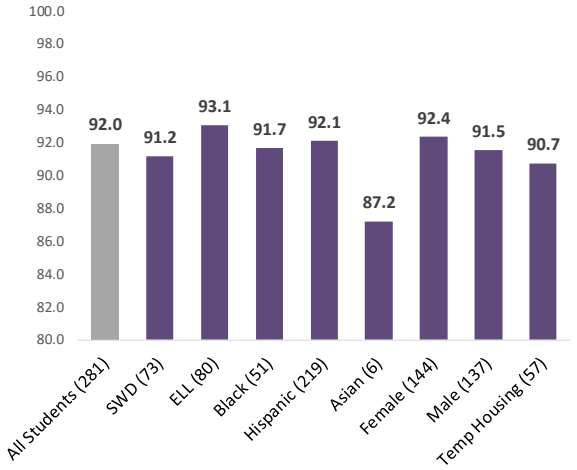
ELA Proficiency



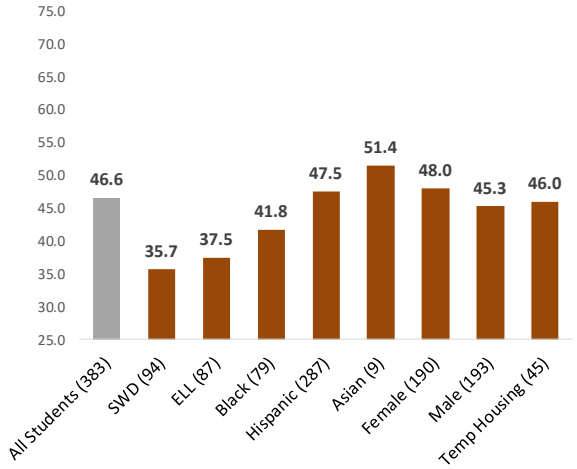
Math Proficiency



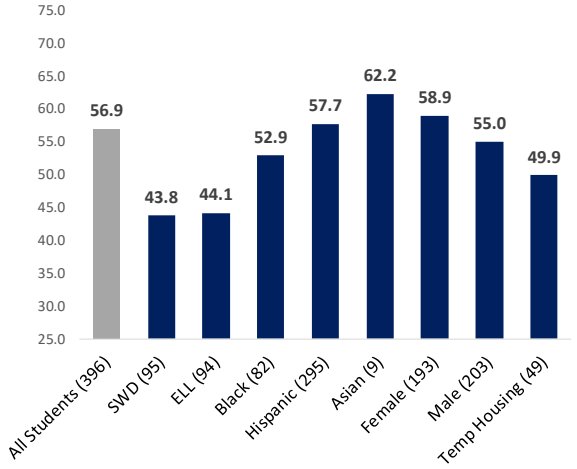
Avg Attendance *



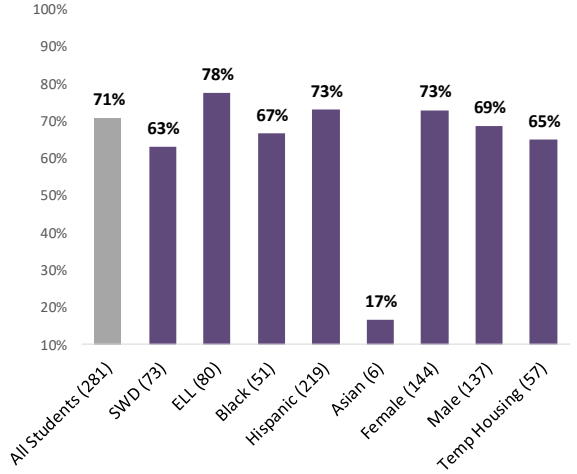
ELA Growth Percentiles



Math Growth Percentiles



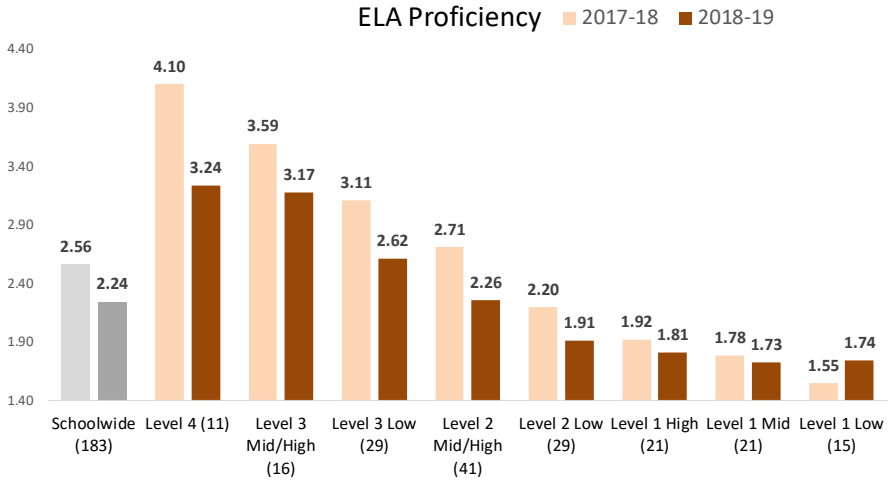
Pct Above 90% Attendance*

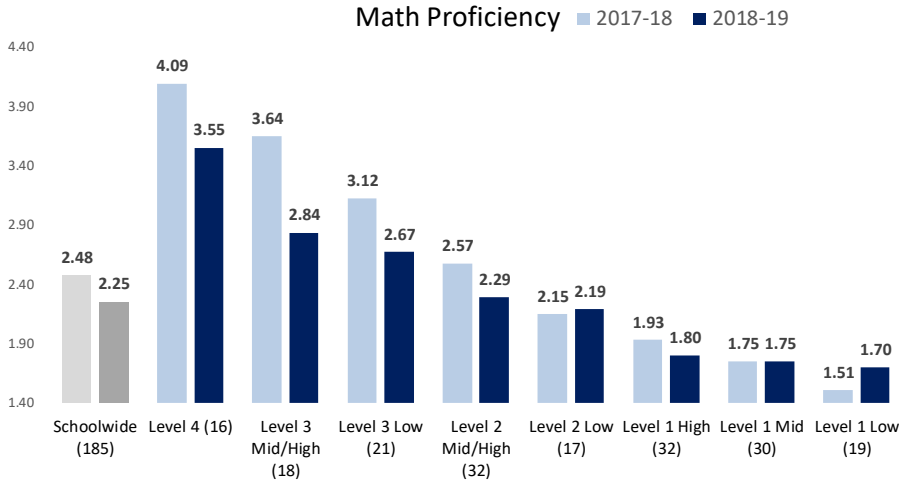


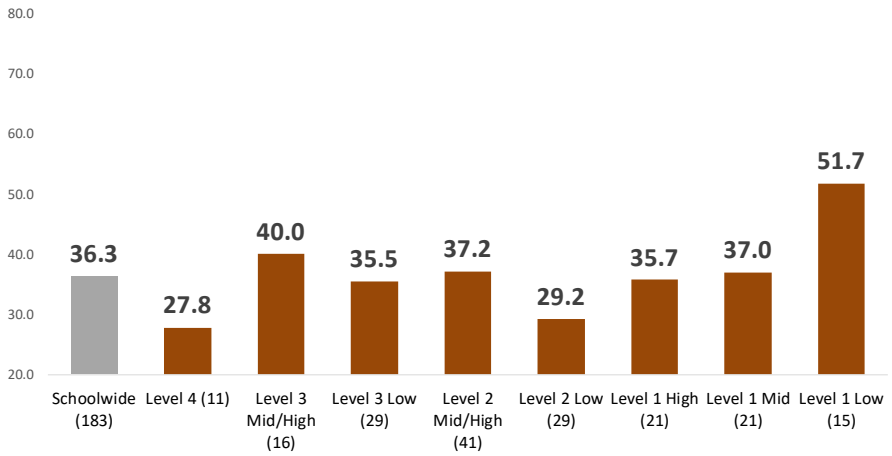
*2018-19 Attendance data was not provided for last year's 8th graders. For students enrolled in 2019-2020, we gathered 18-19 attendance from your school's current RESI file.

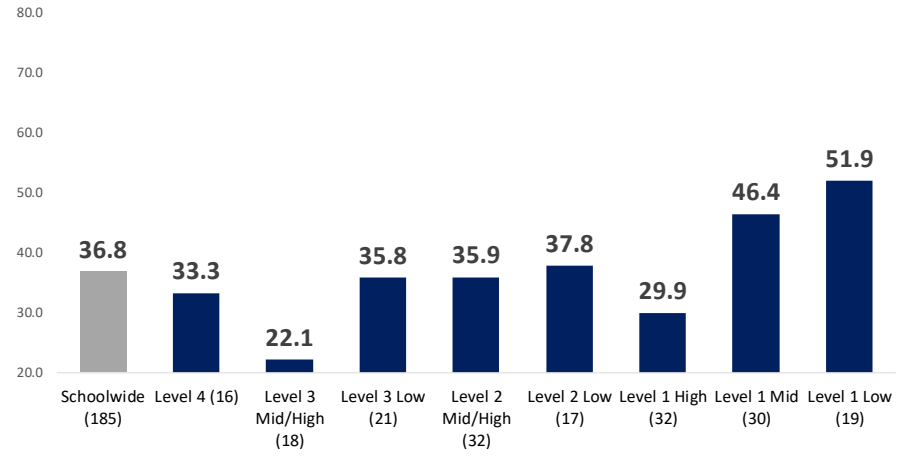
Performance Grouped by Student Scores from the 2017-18 School Year

This page looks at the 2018-19 exam results based on student scores from the 2017-18 year. Only considers students that also took the exam in 17-18 (4th and 5th graders). See appendix page at the back for more details.









Score Ranges by Category :							
Level 4 Students	4.00-4.50	**Level 3 Low**	3.00-3.37	**Level 2 Low**	2.00-2.34	**Level 1 Mid**	1.67-1.84
Level 3 Mid/High	3.38- 3.99	**Level 2 Mid/High**	2.35-2.99	**Level 1 High**	1.85-1.99	**Level 1 Low**	1.00-1.66

Temp Housing - Trends by Cohort

38 Students

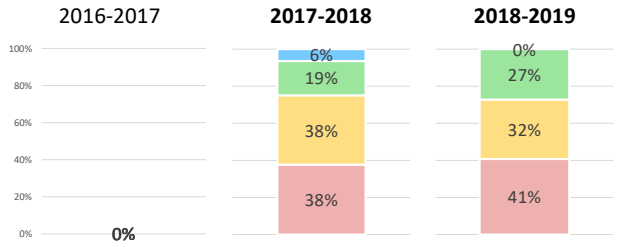
This page examines performance trends for the cohort of students that were enrolled over the 2018-19 school year. The proficiency level trends looks at the **same students** year over year. The 2017-18 ELA and Math data only includes last year's 4th and 5th graders. The 2016-17 ELA and Math data only includes your 5th graders from last year (when they were in 3rd grade).

ELA

- The percentage of Temp Housing Students scoring a Level 3 or 4 on the ELA exam was 27% in 2019. This was 2% higher than the prior year (same students).

- ELA growth for Temp Housing Students was very weak. The average student achieved growth in the 31th percentile, scoring higher than 31 of every 100 students in their 2018 statewide comparison group.*

% of students at each proficiency level



	2016-2017	2017-2018	2018-2019
# Students	0	16	37
Avg Proficiency		2.47	2.37
% Level 3 + 4		25%	**27%**
Avg Growth Percentile from 2017-18 to 2018-19 (4th and 5th graders)			**30.5**

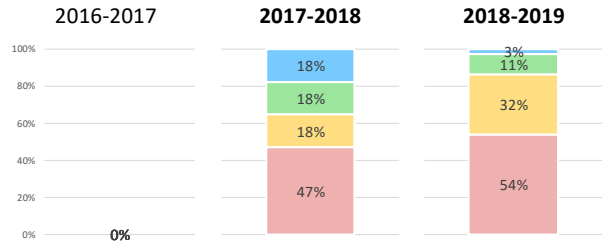
* 2018 Statewide comparison groups are determined for each student based on their 2017-18 exam score and demographic characteristics (IEP, ELL). A student with an IEP that scored a 2.35 in 2017-2018 would be compared against other students with an IEP that scored a 2.35.

Math

- The percentage of Temp Housing Students scoring a Level 3 or 4 on the Math exam was 14% in 2019. This was 22% lower than the prior year (same students).

- Math growth for Temp Housing Students was very weak. The average student achieved growth in the 29th percentile, scoring higher than 29 of every 100 students in their 2018 statewide comparison group.*

% of students at each proficiency level



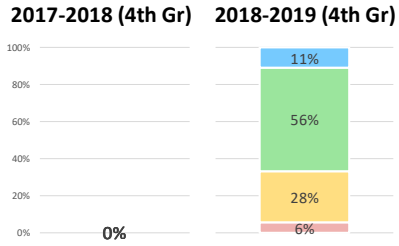
	2016-2017	2017-2018	2018-2019
# Students	0	17	37
Avg Proficiency		2.55	2.22 *
% Level 3 + 4		35%	**14%**
Avg Growth Percentile from 2017-18 to 2018-19 (4th and 5th graders)			**29.4** *

* 2018 Statewide comparison groups are determined for each student based on their 2017-18 exam score and demographic characteristics (IEP, ELL). A student with an IEP that scored a 2.35 in 2017-2018 would be compared against other students with an IEP that scored a 2.35.

Science

We do not have temporary housing data for students in last year's 8th grade class.

% of students at each proficiency level (4th grade exam)

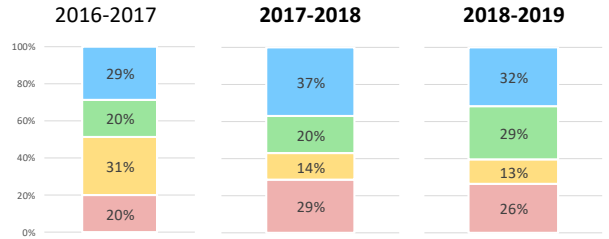


	2017-2018 (4th Gr)	2018-2019 (4th Gr)
# Students		18
% Level 3 +4		**67%**

Attendance *

- 39% of Temp Housing Students were chronically absent in the 2018-19 year (attendance below 90 pct). This was 3% lower than the prior year (same students).

% of students by attendance levels (see legend)



	2016-2017	2017-2018	2018-2019
# Students	35	35	38
Avg Attendance	89.2	89.9	90.5
Pct Below 90% Attendance	51%	43%	**39%**

*2018-19 Attendance data was not provided for last year's 5th graders. For students enrolled in 2019-2020, we gathered 18-19 attendance from your school's current RESI file.

ELA / Math / Science: Level 4 | Level 3 | Level 2 | Level 1

Attendance: > 95% | 90-95% | 85-90% | < 85%

Temp Housing - Equity analysis (2018-19) 38 Students

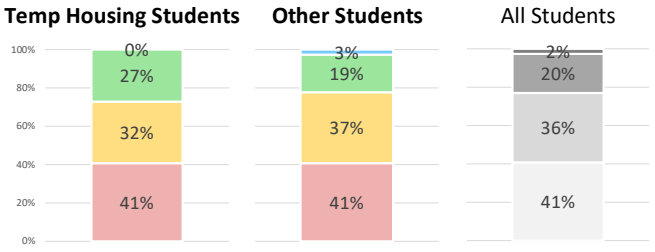
This page examines compares 2018-19 performance for each student subgroup with other students in the school. We look for areas of disproportionality, where the subgroup of students may have significantly higher or lower performance than other students within the school.

ELA

- ELA proficiency rate (level 3+4) amongst Temp Housing Students was 1.2x higher than other students in the school.

- ELA growth for Temp Housing Students was very weak. The average student achieved growth in the 31th percentile, scoring higher than 31 of every 100 students in their 2018 statewide comparison group.*

% of students at each proficiency level (18-19)



	Temp Housing Students	Other Students	All Students
# Students	37	252	289
Avg Proficiency	2.37	2.35	2.35
% Level 3 + 4	**27%**	**22%**	23%
Avg Growth	**30.5**	**37.2**	36.3

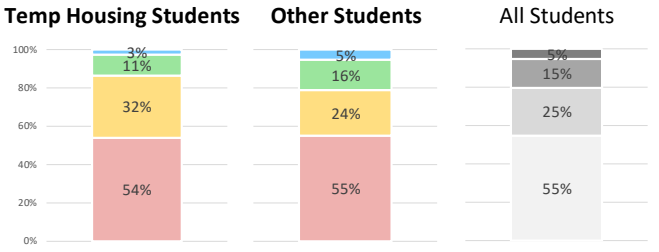
* 2018 Statewide comparison groups are determined for each student based on their 2017-18 exam score and demographic characteristics (IEP, ELL). A student with an IEP that scored a 2.35 in 2017-2018 would be compared against other students with an IEP that scored a 2.35.

Math

- The percentage of Temp Housing Students scoring at a level 3 or 4 on the Math exam in 2019 was 1.6x lower than other students in the school.

- Math growth for Temp Housing Students was very weak. The average student achieved growth in the 29th percentile, scoring higher than 29 of every 100 students in their 2018 statewide comparison group.*

% of students at each proficiency level (18-19)



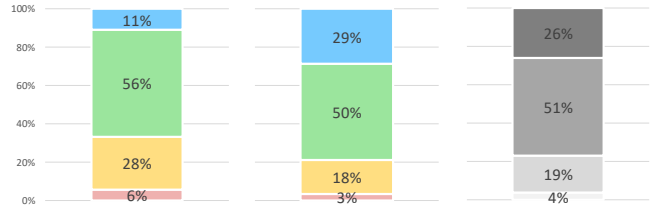
	Temp Housing Students	Other Students	All Students
# Students	37	256	293
Avg Proficiency *	2.22	2.27	2.27
% Level 3 + 4	**14%**	**21%**	20%
Avg Growth	**29.4**	**37.9**	36.8

* 2018 Statewide comparison groups are determined for each student based on their 2017-18 exam score and demographic characteristics (IEP, ELL). A student with an IEP that scored a 2.35 in 2017-2018 would be compared against other students with an IEP that scored a 2.35.

Science

- The percentage of Temp Housing Students scoring at a level 3 or 4 on the Science exam in 2019 was 1.2x lower than other students.

% of students at each proficiency level (18-19 4th grade)



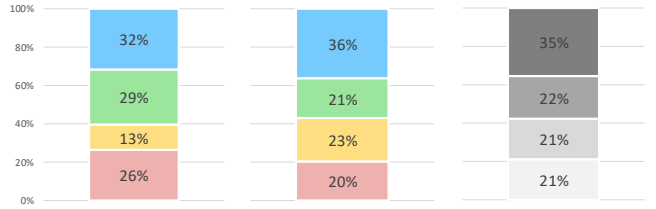
	Temp Housing Students	Other Students	All Students
# Students	18	90	108
% Level 3 + 4	**67%**	**79%**	77%

ELA / Math / Science: Level 4 | Level 3 | Level 2 | Level 1

Attendance

- Chronic absenteeism (attendance below 90 pct) amongst Temp Housing Students was 1.1x lower than other students in the school.

% of students by 18-19 attendance levels (see legend)



	Temp Housing Students	Other Students	All Students
# Students	38	154	192
Avg Attendance	90.5	90.5	90.5
Pct < 90% Attendance	**39%**	**43%**	42%

Attendance: > 95% | 90-95% | 85-90% | < 85%

ESSA Analysis – Middle and Elementary Schools (ESSA-1920)

Understand your school's ESSA results and get specific about the progress needed to improve

- *Analyze your school's previous year results against ESSA targets in CPI, Growth, Academic Progress, and Chronic Absenteeism for each subgroup*
- *Understand your school's starting point in each domain, and the progress needed to achieve higher ESSA accountability levels*

Composite Performance Index (CPI)

2018-2019 Accountability Levels

Based on Data from the SY 17-18 (where you ended last year)

CPI Achievement Level*

Subgroup	CPI Achievement Level	Weighted Index Level	Weighted Index	Core Subject Index Level	Core Subject Index
All Students	3	3	134.0	2	134.0
Black	3	3	130.6	2	132.4
Hispanic	3	3	137.3	2	137.3
SWD	4	4	121.0	4	121.8
ED	3	4	133.3	3	133.3
ELL	3	4	93.6	3	97.4

Weighted Index Levels

(penalizes >5% opting out)

Subgroup	Weighted Index Level	Weighted Index	ELA PI (3/7)	Math PI (3/7)	Science PI (1/7)
All Students	3	134.0	128.1	113.5	206.7
Black	3	130.6	125.0	99.1	186.1
Hispanic	3	137.3	129.3	118.5	205.9
SWD	4	121.0	99.1	97.4	188.5
ED	4	133.3	127.7	112.4	206.2
ELL	4	93.6	71.6	93.2	164.3

Core Subject Levels

(does not penalize opt outs)

Subgroup	Core Subject Index Level	Core Subject Index	ELA PI (3/7)	Math PI (3/7)	Science PI (1/7)
All Students	2	134.0	128.1	113.5	206.7
Black	2	132.4	125.0	99.1	197.1
Hispanic	2	137.3	129.3	118.5	205.9
SWD	4	121.8	99.1	97.4	193.4
ED	3	133.3	127.7	112.4	206.2
ELL	3	97.4	76.8	95.3	164.3

2019-2020 - Projected Levels

ased on Current Students in SY 18-19 (where you started this yea

CPI Achievement Level*

Subgroup	CPI Achievement Level	Weighted Index Level	Weighted Index	Core Subject Index Level	Core Subject Index
All Students	3	3	135.3	3	136.7
Black	3	4	121.2	3	121.2
Hispanic	4	4	139.8	4	140.5
SWD	4	4	91.7	4	94.5
ED	N/A	N/A	N/A	N/A	N/A
ELL	2	2	38.6	2	42.5

Weighted Index Levels

(penalizes >5% opting out)

Projected Level	Weighted Index	Projected Percentile	# Students	ELA PI (3/7)	Math PI (3/7)	Science PI (1/7)
3	135.3	50%-75%	150	141.6	129.0	N/A
4	121.2	75%-100%	35	134.8	107.6	N/A
4	139.8	75%-100%	114	144.0	135.6	N/A
4	91.7	75%-100%	35	93.9	89.4	N/A
N/A	N/A	N/A	N/A			N/A
2	38.6	10%-50%	12	36.4	40.9	N/A

Core Subject Levels

(does not penalize opt outs)

Projected Level	Core Subject Index	Projected Percentile	# Students	ELA PI (3/7)	Math PI (3/7)	Science PI (1/7)
3	136.7	50%-75%	150	142.6	130.9	N/A
3	121.2	50%-75%	35	134.8	107.6	N/A
4	140.5	75%-100%	114	144.0	136.9	N/A
4	94.5	75%-100%	35	96.9	92.2	N/A
N/A	N/A	N/A	N/A			N/A
2	42.5	10%-50%	12	40.0	45.0	N/A

Your CPI Achievement Level is determined as follows: Your Weighted Index Level and Core Subject Index Level are added together to form a CPI Level. Then, you school is ranked among all those with the same CPI Level, and re-ranked based on the higher of the Weighted Index Level and Core Subject Level to determine your CPI Achievement Level.

Legend: Level 4 | Level 3 | Level 2 | Level 1

Composite Performance Index Rank	Composite Performance Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

At the elementary and middle school level, ELA, math and science achievement is measured in two ways.

Weighted Academic Achievement:

$$\frac{(\#\text{ of students at Level 2}) + (\#\text{ of students at Level 3} \times 2) + (\#\text{ of students at Level 4} \times 2.5)}{[\text{The greater of: (1) \# of continuously enrolled students who are tested or (2) 95\% of continuously enrolled students with or without test scores}] \times 100}$$

Core Subject Performance:

$$\frac{(\#\text{ of students at Level 2}) + (\#\text{ of students at Level 3} \times 2) + (\#\text{ of students at Level 4} \times 2.5)}{(\#\text{ of continuously enrolled students who are tested}) \times 100}$$

Note: Projected Targets are based only on currently enrolled students that have past state exam scores (i.e. current 4th and 5th graders). However, 2019-20120 CPI Achievement Levels will include results of current 3rd graders exam scores.

2019-2020 - Projected Targets

mber of students to move up a performance level within each subj

Weighted Index Levels*

	ELA			Math		
	Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
All Students	Met Tgt	Met Tgt	Met Tgt	Met Tgt	Met Tgt	17
Black	Met Tgt	Met Tgt	Met Tgt	Met Tgt	Met Tgt	Met Tgt
Hispanic	Met Tgt	Met Tgt	Met Tgt	Met Tgt	Met Tgt	Met Tgt
SWD	Met Tgt	Met Tgt	Met Tgt	Met Tgt	Met Tgt	Met Tgt
ED	N/A	N/A	N/A	N/A	N/A	N/A
ELL	Met Tgt	2	5	Met Tgt	2	6

Improvements in Weighted Index Levels can be achieved by having students who did not test in 2017-2018 achieve a level 2 or better on the 2018-2019 test, or by having students who tested in 2017-2018 improve 1 or more level in 2018-2019.

Core Subject Levels**

	ELA			Math		
	Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
All Students	Met Tgt	Met Tgt	18	Met Tgt	1	45
Black	Met Tgt	Met Tgt	Met Tgt	Met Tgt	Met Tgt	4
Hispanic	Met Tgt	Met Tgt	Met Tgt	Met Tgt	Met Tgt	Met Tgt
SWD	Met Tgt	Met Tgt	Met Tgt	Met Tgt	Met Tgt	Met Tgt
ED	N/A	N/A	N/A	N/A	N/A	N/A
ELL	Met Tgt	3	5	Met Tgt	2	6

***Improvements in Core Subject Levels can be achieved only by having students who tested in 2017-2018 improve 1 or more level in 2018-2019.*

See the final page for Calculated Percentiles for each Subgroup and Subject Level Index

Academic Progress (ELA / Math)

Legend: Level 4 | Level 3 | Level 2 | Level 1

Academic Progress , Graduation Rate, Chronic Absenteeism; CCCR	Did Not Meet Long-Term Goal	Met Long-term Goal	Exceeded Long-Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

2018-2019 Accountability Levels

Based on Data from the SY 17-18 (where you ended last year)

Subgroup	Avg	ELA	Math
All Students	3	4	3
Black	3	4	3
Hispanic	4	4	4
SWD	4	4	4
ED	4	4	4
ELL	2	3	2

2019-2020 Projected Levels

Based on Current Students in SY 18-19 (where you started this year)

Subgroup	Avg	ELA	Math
All Students	4	4	4
Black	4	4	4
Hispanic	4	4	4
SWD	3	3	3
ED	N/A	N/A	N/A
ELL	1	1	1

Academic Achievement

Based on a set "end" goal of 200 points on the ELA and math Performance Indices, NY State has established a long-term goal for 2021-2022 of each accountability subgroup closing the achievement gap with the "end" goal by 20%.

2018-2019 - Accountability Levels

ELA

Subgroup	Academic Progress Level	Performance Index	2016-2017 School Baseline	Sch./Dist. MIP	State MIP	State Long Term Goal	State Exceed Long Term Goal
All Students	4	128.1	90.0	94.4	100.7	117.3	158.7
Black	4	125.0	57.8	63.5	93.9	111.6	155.8
Hispanic	4	129.3	101.3	105.2	90.8	109.0	154.5
SWD	4	99.1	50.7	56.7	54.4	78.6	139.3
ED	4	127.7	89.9	94.3	90.7	108.9	154.5
ELL	3	71.6	38.9	45.3	60.8	84.0	142.0

Math

Subgroup	Academic Progress Level	Performance Index	2016-2017 School Baseline	Sch./Dist. MIP	State MIP	State Long Term Goal	State Exceed Long Term Goal
All Students	3	113.5	103.2	107.1	103.3	119.4	159.7
Black	3	99.1	81.3	86.0	83.1	102.6	151.3
Hispanic	4	118.5	105.1	108.9	87.0	105.8	152.9
SWD	4	97.4	67.8	73.1	54.4	78.6	139.3
ED	4	112.4	103.2	107.1	89.4	107.8	153.9
ELL	2	93.2	90.5	94.9	77.9	98.2	149.1

2019-2020 - Projected Levels

ELA

Subgroup	Projected Academic Progress Level	Performance Index	2017-2018 School Baseline	Sch./Dist. MIP	State MIP	State Long Term Goal	State Exceed Long Term Goal
All Students	4	141.6	128.1	131.0	104.7	117.3	158.7
Black	4	134.8	125.0	128.0	98.1	111.6	155.8
Hispanic	4	144.0	129.3	132.1	95.2	109.0	154.5
SWD	3	93.9	99.1	103.1	60.2	78.6	139.3
ED	N/A	N/A	127.7	130.6	95.1	108.9	154.5
ELL	1	36.4	71.6	76.7	66.4	84.0	142.0

Math

Subgroup	Projected Academic Progress Level	Performance Index	2017-2018 School Baseline	Sch./Dist. MIP	State MIP	State Long Term Goal	State Exceed Long Term Goal
All Students	4	129.0	113.5	117.0	107.2	119.4	159.7
Black	4	107.6	99.1	103.1	87.8	102.6	151.3
Hispanic	4	135.6	118.5	121.8	91.5	105.8	152.9
SWD	3	89.4	97.4	101.5	60.2	78.6	139.3
ED	N/A	N/A	112.4	115.9	93.8	107.8	153.9
ELL	1	40.9	93.2	97.5	82.8	98.2	149.1

Number of students to move up a performance level within a subject

ELA Targets

# Students in Cohort	Level 2	Level 3	Level 4
150	Met Tgt	Met Tgt	Met Tgt
35	Met Tgt	Met Tgt	Met Tgt
114	Met Tgt	Met Tgt	Met Tgt
35	Met Tgt	Met Tgt	4
N/A			
12	4	5	6

Math Targets

# Students in Cohort	Level 2	Level 3	Level 4
150	Met Tgt	Met Tgt	Met Tgt
35	Met Tgt	Met Tgt	Met Tgt
114	Met Tgt	Met Tgt	Met Tgt
35	Met Tgt	Met Tgt	5
N/A			
12	6	7	7

Student Summaries (SSUM-1920)

See all of your students' key data in one place, in an easy-to-read format

- *Teacher-friendly summary of student data. Includes ELA and Math proficiency and growth percentiles, Science proficiency, and attendance. Can be customized to include grades, ELL levels, reading assessment results, participation in special programs, or any other data of interest.*

Class 506 (2019-2020) - Student Summary

30 Students

Student Name	Ethnicity	Gender	IEP	ELL	Econ Dis	Temp Housing	ELA State Exam Scores 2016-17	ELA State Exam Scores 2017-18	ELA State Exam Scores 2018-19	ELA Points to Next Level *	ELA Points to Lower Level *	ELA Growth 2017-18	ELA Growth 2018-19	Math State Exam Scores 2016-17	Math State Exam Scores 2017-18	Math State Exam Scores 2018-19	Math Points to Next Level *	Math Points to Lower Level *	Math Growth 2017-18	Math Growth 2018-19	Science 4th Gr Exam 2018-19	Attendance 2016-17	Attendance 2017-18	Attendance 2018-19	Days to 90 Pct Attend **
Class 506								2.27	2.37				52.5		1.92	2.11				60.1			91.1	89.7	89.4	
[redacted]	Hispanic	M			Y			3.07	2.79	+1	-7		41.0		1.89	2.43	+6	-6		82.0			94.9	93.3	88.8	+3
[redacted]	American Inc	F			Y			1.81	1.86	+3			45.0		1.74	2.00	+11	-1		83.0			54.0	74.7	82.0	+15
[redacted]	Hispanic	M			Y			1.94	1.95	+1			49.0		1.82	1.79	+7			35.0			90.3	86.5	81.5	+16
[redacted]	Hispanic	M		Y	Y			1.81	1.75	+5			31.0		1.74	1.84	+6			55.0			92.6	92.7	91.6	
[redacted]	Hispanic	M		Y	Y				1.50	+9						1.79	+7							89.1	86.0	+8
[redacted]	Hispanic	F			Y			2.63	3.56	+2	-5		95.0		1.62	1.87	+5			71.0			97.7	95.5	91.6	
[redacted]	Black	F			Y			2.63	2.68	+2	-6		61.0		1.85	1.90	+4			50.0			98.9	97.2	98.9	
[redacted]	Black	F			Y			1.64	2.00	+7	-1		80.0		1.56	1.90	+4			78.0			89.2	86.5	89.3	+2
[redacted]	Hispanic	M						2.32	1.95	+1			27.0		1.82	2.07	+10	-2		76.0			96.0	98.9	98.9	
[redacted]	Hispanic	F			Y	Y		2.47	3.75	+1	-6		98.0		2.31	2.71	+3	-9		73.0			96.6	89.9	96.6	
[redacted]	Hispanic	F			Y			3.00	2.79	+1	-7		46.0			2.86	+1	-11					90.9	85.4	73.6	+30
[redacted]	Hispanic	M		Y	Y	Y										1.79	+7							97.0	90.4	
[redacted]	Hispanic	M			Y	Y		2.16	1.80	+4			15.0		2.38	1.79	+7			6.0			94.3	90.4	91.6	
[redacted]	Hispanic	F			Y			2.32	2.26	+5	-3		50.0		1.92	1.79	+7			21.0			88.6	77.5	90.4	
[redacted]	Hispanic	F		Y	Y	Y										1.55	+11								98.9	
[redacted]	Hispanic	M		Y																						
[redacted]	Hispanic	F						1.81	1.86	+3			45.0		1.74	1.70	+9			32.0			92.0	89.3	89.9	+1
[redacted]	Hispanic	M		Y	Y	Y		1.26							1.85								86.0	76.4	77.5	+23
[redacted]	Hispanic	M		Y	Y			1.36	1.32	+11			13.0		1.85	1.75	+8			24.0			94.9	96.1	97.2	
[redacted]	Black	F			Y			3.26	2.42	+4	-4		9.0		3.73	4.41		-8		99.0			88.1	72.5	68.0	+40
[redacted]	Hispanic	F		Y	Y			2.32	2.68	+2	-6		73.0		1.98	2.64	+4	-8		81.0			95.5	91.0	93.3	
[redacted]	Hispanic	F	Y	Y	Y										1.46									100.0	98.9	
[redacted]	Hispanic	M	Y		Y			2.32	1.91	+2			21.0		1.56	1.79	+7			61.0			88.1	80.3	74.2	+29
[redacted]	Hispanic	F						3.63	3.75	+1	-6		58.0		2.38	3.08	+7	-2		83.0			92.0	88.8	86.5	+7
[redacted]	Hispanic	M		Y	Y	Y		1.81	1.95	+1			62.0		1.56	1.70	+9			44.0			96.0	97.2	88.8	+3
[redacted]	Hispanic	M		Y	Y			1.36	2.00	+7	-1		89.0		1.69	1.70	+9			34.0			92.6	96.6	94.9	
[redacted]	Hispanic	M		Y	Y											1.48	+12								92.0	
[redacted]	Hispanic	F		Y	Y											1.48	+12							96.9	98.9	
[redacted]	Hispanic	M							1.95	+1					1.95	2.50	+5	-7		81.0				86.9	91.0	
[redacted]	Hispanic	F			Y	Y		3.07	4.00		-1		94.0		1.85	2.71	+3	-9		93.0			94.9	96.1	91.0	

ELA / Math / Science:	Level 4	Level 3	Level 2	Level 1	Growth:	>= 54	50-54	45-50	< 45	Attendance:	> 95%	90-95%	85-90%	< 85%

* Points to next level - How many additional points a student would have needed to earn on last year's exam to reach the next proficiency level. The number of points needed is not always the same as the number of questions needed as certain question types (response) are worth more than 1 points. The points to next level does not apply to the 19-20 exams as the difficulty and scaling may differ from one exam to the next.

* Days to 90 Pct Attend - How many additional days a student would need to attend school (compared to last year) in order to reach 90 percent attendance for the 2019-2020 school year. The calculations assume that students are enrolled over 180 days in the 2019-2020 year.

Individual Student Reports (ISR-1920)

Facilitate teacher-student, teacher-parent, and student-parent conferences with key student data

- *Provide parents and students a 1-page snapshot including research-backed presentation of year to date attendance in comparison with schoolwide average, ELA and Math proficiency and growth percentile, and reading assessment results. Can be customize to include any data of interest to the school.*
- *Spanish language versions available*

Dear Family Members of: Student Name

Grade: 7th Grade

Class: 7A3

This report is to inform you how Student is performing in school. Please review the information carefully and let us know if you have any questions or concerns. Blanks mean no data is available.

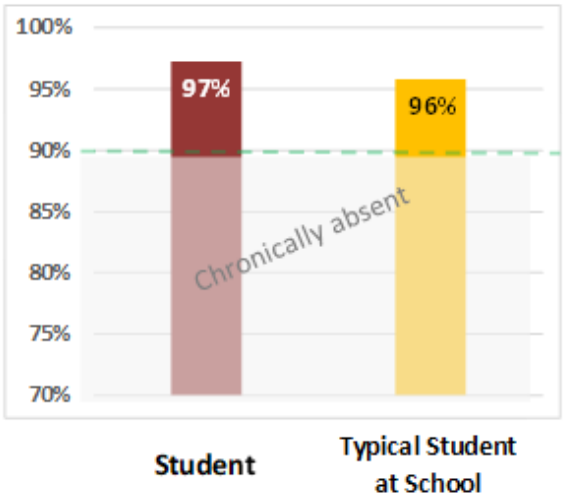
Attendance

The NYC Department of Education determines that a student is **Chronically Absent** if their attendance rate drops below 90%. Students that are **Chronically Absent** have a significantly lower rate of graduating High School and attending college.

Student has been absent 1 days so far this school year, which is the same amount as the typical student. Please be reminded that attendance can have a big impact on your child's academic progress and overall success.

	Student's Attendance*	School Attendance*
Days Absent	1	1.5
Attendance Rate	97.2%	95.8%

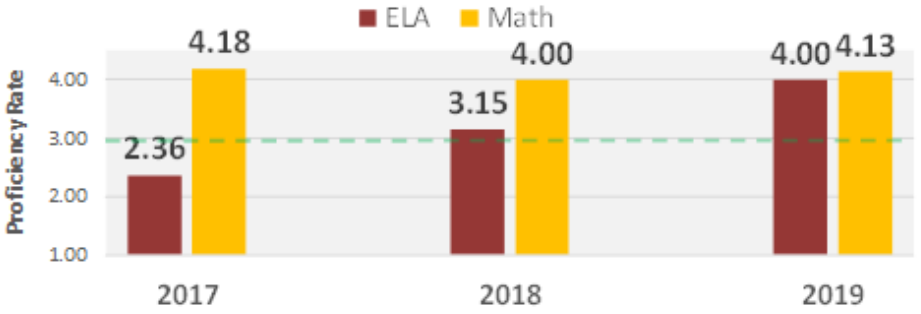
*Attendance as of November 1, 2019



State Exam Results

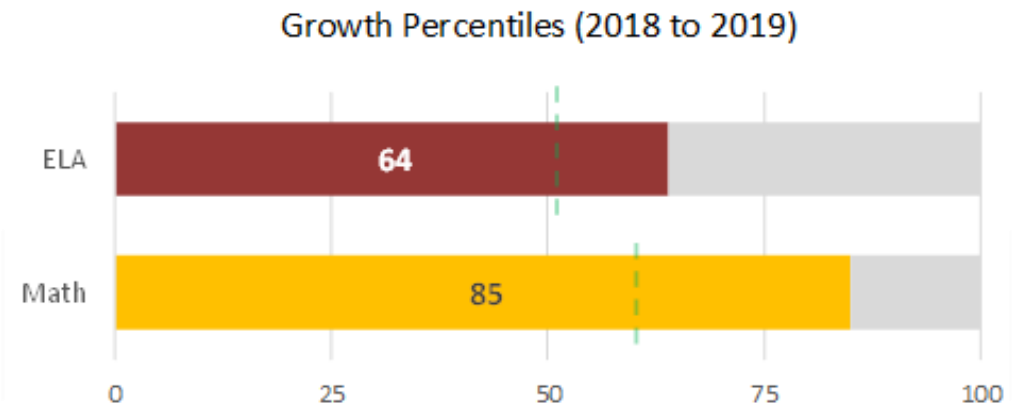
Proficiency:

Student's state exam results over the past few years are shown to the right. Scores range from Level 1 to Level 4. Level 1 means below grade level. Level 2 means approaching grade level. Level 3 means at grade level. Level 4 means above grade level.



Growth Percentile:

Student grew more in ELA than 64% of students in New York State who started at the same level. Student grew in Math more than 85% of students in New York State who started at the same level. For the typical student, the ELA growth percentile was 50.9% while the Math growth percentile was 60.1%.



Degrees of Reading Power

Scores are on a 0-100 scale, corresponding to a level 1, 2, 3 or 4. Level 1 means reading below grade level. Level 2 means approaching grade level reading. Level 3 means reading at grade level. Level 4 means reading above grade level.

	Fall 2019	Winter 2020	Spring 2020
Score	64		
Level	Level 2		

Score needed on next assessment (Winter 2020) for Student to be on track for Level 3 or 4 by end of 8th grade: 66

Estimados miembros de la familia de: Student Name

Grado: 7th Grade

Clase: 7A3

Este informe es para informarle cómo está actuando Student en la escuela. Por favor revise la información cuidadosamente y háganos saber si tiene alguna pregunta o inquietud. Los espacios en blanco significan que no hay datos disponibles.

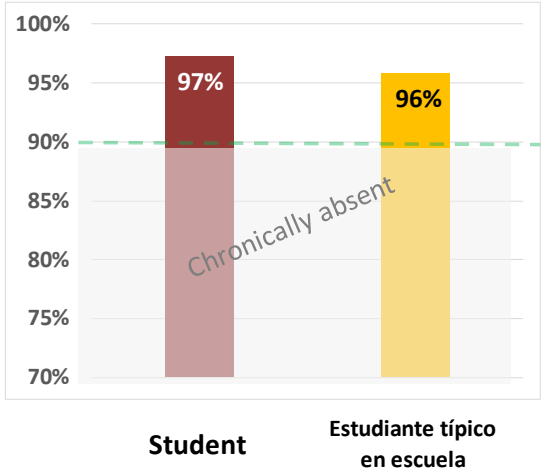
Asistencia

El Departamento de Educación de la Ciudad de Nueva York determina que un estudiante es **Crónicamente Ausente** si su tasa de asistencia cae por debajo del 90%. Los estudiantes que son **Crónicamente Ausentes** tienen una tasa significativamente menor de graduarse de la Escuela Secundaria y asistir a la universidad.

Student ha estado ausente 1 días en lo que va de este año escolar, que es the same amount como el típico estudiante de escuela. Recuerde que la asistencia puede tener un gran impacto en el progreso académico y el éxito general de su hijo.

	Asistencia de Student*	Escuela Asistencia*
Días ausentes	1	1.5
Tasa de asistencia	97.2%	95.8%

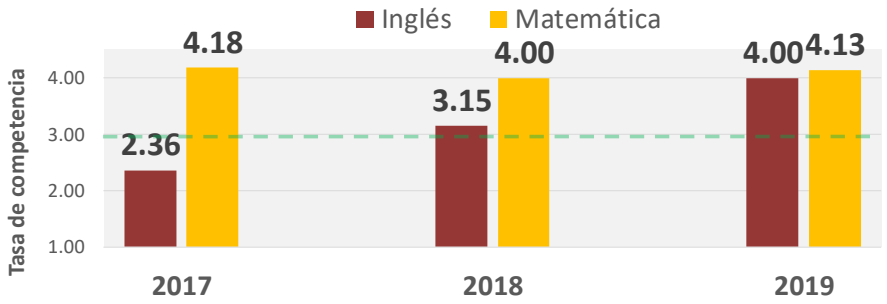
*Asistencia a partir del 1 de noviembre de 2019



Resultados del Examen Estatal

Competencia:

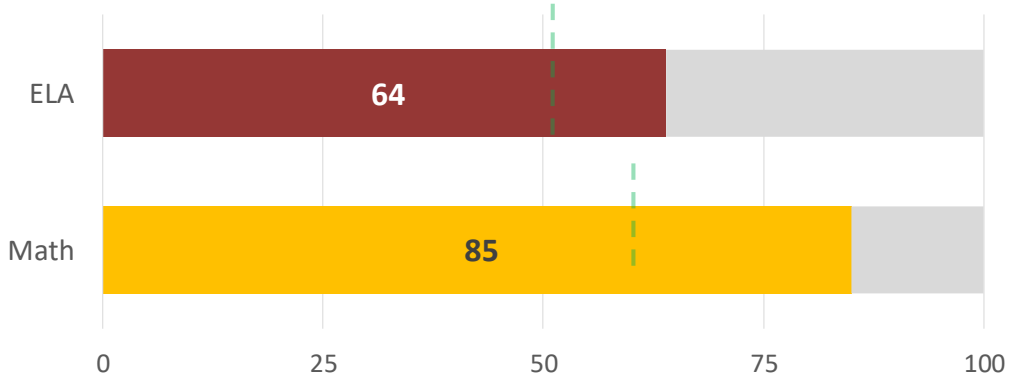
Los resultados del examen de Student en los últimos años se muestran a la derecha. Las puntuaciones van desde el nivel 1 hasta el nivel 4. Nivel 1 significa por debajo del nivel de grado. Nivel 2 significa acercarse al nivel de grado. Nivel 3 significa en el nivel de grado. Nivel 4 significa por encima del nivel de grado.



Porcentaje de crecimiento:

Student creció en Ingles más del 64% de los estudiantes en el estado de Nueva York que comenzaron en el mismo nivel. Student creció en Matemáticas más del 85% de los estudiantes en el estado de Nueva York que comenzaron en el mismo nivel. Para el estudiante típico de MS 343, el percentil de crecimiento de Ingles fue del 50,9%, mientras que el percentil de crecimiento matemático fue del 60,1%.

Porcentaje de crecimiento: (2018 a 2019)



Degrees of Reading Power

Las puntuaciones están en una escala de 0-100, correspondiente a un nivel 1, 2, 3 o 4. Nivel 1 significa leer por debajo del nivel de grado. Nivel 2 significa acercarse a la lectura del nivel de grado. Nivel 3 significa leer a nivel de grado. Nivel 4 significa leer por encima del nivel de grado.

	Otoño 2019	Invierno 2020	Primavera 2020
Puntuación	64		
Nivel	Level 2		

Puntuación necesaria en la próxima evaluación (Invierno 2020) para que Student esté en la pista para el Nivel 3 o 4 al final del octavo grado: 66

4th and 8th Grade Science NY State Exam Analysis (ITA-19)

Equip your science teachers with detailed analysis to guide preparation for 4th or 8th graders on the state science exam

- *Reveal how students performed by question type, domain, and key idea*
- *Understand performance by proficiency level, IEP and ELL status*
- *Compare current to previous year's test results*
- *Identify and highlight questions students struggled on most*

Science — Last Year's 8th Grade - Summary

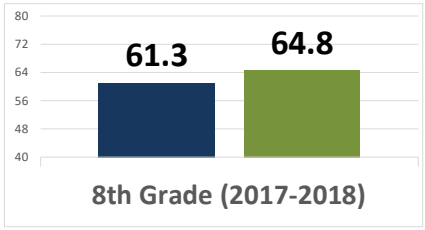
67 Students

Last Year's Students - Performance on the 2018 8th Grade Science Exam

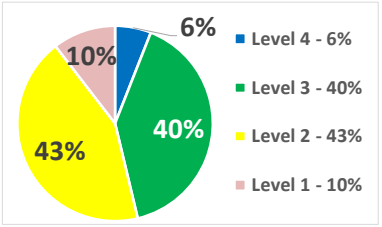
Performance is based on percentage of possible points

Legend: School Avg | City Avg

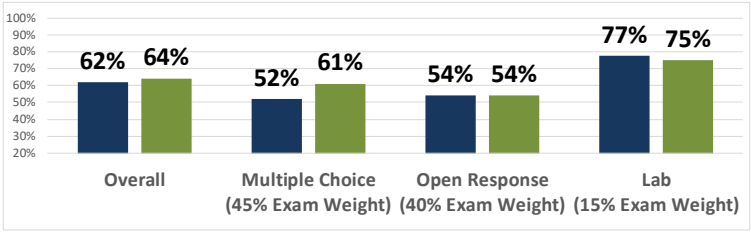
Average Score



% Proficiency Level

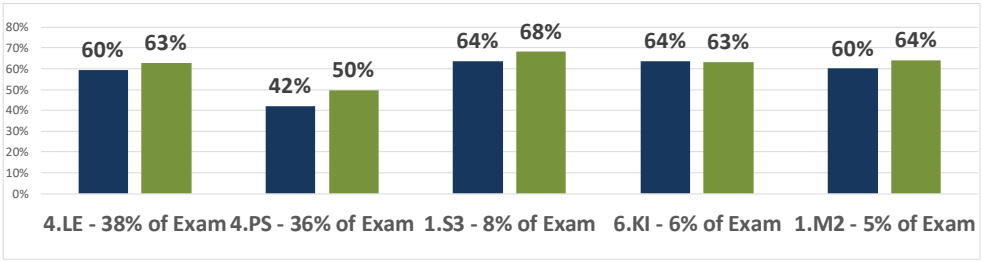


Question Type

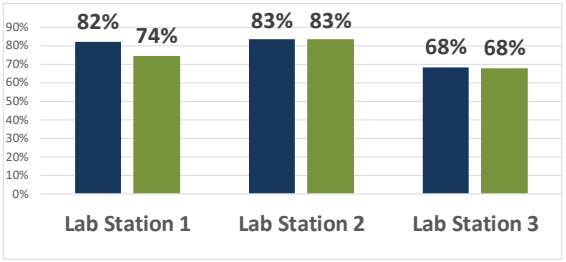


NYS Learning Standards - Mathematics, Science, and Technology

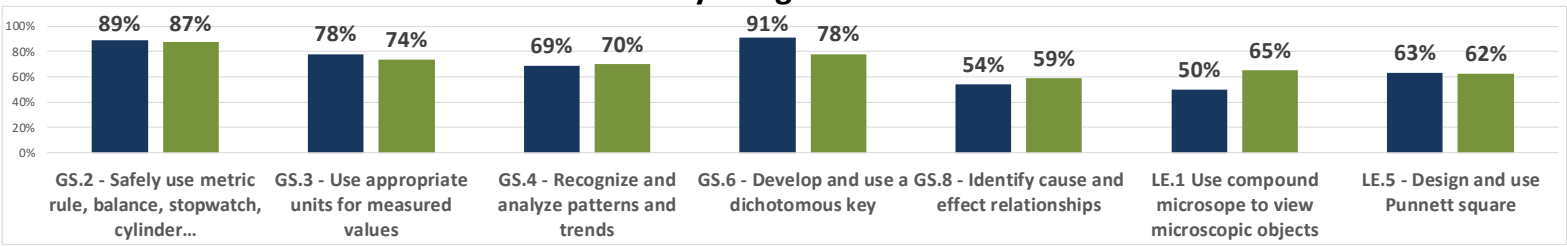
Exam Weightings for Written Exam Only (Multiple Choice, Response)



Lab Section



Most Heavily Weighted Process Skills



Additional Information - Process Skills

Reference Questions

GS 2	Safely and accurately use metric ruler, balance, stopwatch, graduated cylinder, thermometer, spring scale, voltmeter	**46, Lab 2.1**
GS 3	Use appropriate units for measured or calculated values	**Lab 3.1-3.3**
GS 4	Recognize and analyze patterns and trends	**26, 49, 51, 62, Lab 2.7-2.8**
GS 6	Develop and use a dichotomous key	**Lab 1.1-1.5, 1.9**
GS 8	Identify cause-and-effect relationships	**48, 55, 57, 58, 61, 62, 71, 74, Lab 2.4-2.6, 3.6-3.7**
LE 1	Manipulate a compound microscope to view microscopic objects	**Lab 1.6, 1.8**
LE 5	Design and use a Punnett square or a pedigree chart to predict the probability of certain traits	**9, 64, 65**

Science

Last Year's 8th Grade - Key Ideas and Questions

67 Students

Strongest and Weakest Key Ideas and Questions are based on performance vs city

Last Year's Students - Performance on the 2018 8th Grade Science Exam

Strongest Key Ideas

Standard	Released Questions	Exam Weight	Possible Points	School Avg	City Avg	School vs City
1.S3.1	Q47	1%	1	84%	69%	+15%
4.LE.6	Q14	1%	1	61%	51%	+10%
4.LE.3	Q10, Q18, Q66, Q68	5%	4	74%	67%	+7%
7.KI.1	Q59, Q81	2%	2	64%	61%	+4%
6.KI.2	Q45, Q53, Q55, Q56, Q75	6%	5	64%	63%	+0%
4.LE.2	Q7, Q9, Q64, Q65	5%	4	66%	66%	-0%
1.T1.2	Q85	1%	1	54%	54%	-0%
4.LE.5	Q12, Q69, Q73, Q76	5%	4	57%	60%	-2%

Highly Weighted Standard

Weakest Key Ideas

Standard	Released Questions	Exam Weight	Possible Points	School Avg	City Avg	School vs City
1.M1.1	Q48, Q52, Q78	4%	3	41%	53%	-12%
4.PS.1	Q23, Q25, Q26, Q27	5%	4	40%	51%	-11%
4.LE.4	Q4, Q8, Q11, Q20, Q74	6%	5	47%	58%	-11%
4.PS.5	Q44, Q50, Q60, Q61	5%	4	28%	37%	-9%
4.PS.3	Q35, Q36, Q39, Q40, Q41, Q42	12%	10	42%	51%	-9%
1.S3.2	Q16, Q17, Q31, Q43, Q62, Q77	7%	6	60%	68%	-8%
4.LE.7	Q13, Q15, Q19, Q21, Q22, Q71	7%	6	65%	71%	-6%
4.PS.4	Q29, Q33, Q58	4%	3	49%	54%	-6%

Strongest Questions

Question Number	Performance Indicator Tested	Skills Tested	Question Type	Correct Answer	Most Common Incorrect	Possible Points	School Avg	City Avg	School vs City
67	4.PS.2.1f		OE	0-1	N/A	1	64%	41%	+23%
Lab_1.3	1.S1.1, 1.S2.1,	GS 6	Lab	n/a	N/A	2	90%	76%	+15%
47	1.S3.1a		OE	0-1	N/A	1	84%	69%	+15%
66	4.LE.3.2c		OE	0-1	N/A	1	85%	71%	+14%
63	4.LE.1.2f	LE 8	OE	0-1	N/A	1	76%	63%	+13%
Lab_1.1	1.S2.3, 1.S3.1,	GS 6	Lab	n/a	N/A	3	95%	82%	+13%
Lab_1.4	1.S2.1, 1.S2.2,	GS 6	Lab	n/a	N/A	2	93%	80%	+13%
Lab_1.2	1.S1.1, 1.S2.2,	GS 6	Lab	n/a	N/A	2	88%	76%	+12%
Lab_1.5	1.S2.1, 1.S3.1,	GS 6	Lab	n/a	N/A	2	87%	76%	+12%
Lab_1.9	4.GS6, 4.LE6	GS 6	Lab	n/a	N/A	1	88%	77%	+11%
Lab_2.8	1.S1.3, 1.S1.4,	GS 4	Lab	n/a	N/A	3	89%	78%	+11%
64	4.LE.2.2c	LE 5	OE	0-1	N/A	1	60%	49%	+11%
14	4.LE.6.2a		MC	1	2	1	61%	51%	+10%
77	1.S3.2h		OE	0-1	N/A	1	61%	51%	+10%
68	4.LE.3, intro		OE	0-1	N/A	1	67%	57%	+10%
71	4.LE.7.1b	GS 8	OE	0-1	N/A	1	79%	69%	+10%
55	6.KI.2.2	GS 8	OE	0-1	N/A	1	76%	67%	+9%
57	4.PS.3.3b	GS 8	OE	0-1	N/A	1	51%	42%	+9%
10	4.LE.3.1a		MC	1	3	1	72%	63%	+9%
79	4.PS.2.2a		OE	0-1	N/A	1	61%	53%	+8%

Weakest Questions

Question Number	Performance Indicator Tested	Skills Tested	Question Type	Correct Answer	Most Common Incorrect	Possible Points	School Avg	City Avg	School vs City
Lab_3.6	1.S1.3, 1.S3.2,	GS 8	Lab	n/a	N/A	2	18%	45%	-27%
83	4.PS.3.1g	PS 14	OE	0-1	N/A	1	6%	28%	-22%
40	4.PS.3.3g	PS 12	MC	3	2	1	37%	58%	-21%
11	4.LE.4.1d		MC	4	3	1	25%	46%	-21%
24	4.PS.2.2i	PS 9	MC	1	2	1	49%	69%	-20%
31	1.S3.2h		MC	1	2	1	60%	79%	-19%
43	1.S3.2h		MC	2	1	1	57%	76%	-19%
34	4.PS.2.2d		MC	2	3	1	54%	73%	-19%
Lab_1.8	4.LE1	LE 1	Lab	n/a	N/A	1	54%	73%	-19%
Lab_2.4	1.S3.2, 1.M2, 6	GS 8	Lab	n/a	N/A	1	63%	81%	-18%
Lab_2.5	1.S3.2, 1.M2, 6	GS 8	Lab	n/a	N/A	1	60%	78%	-18%
78	1.M1.1b		OE	0-1	N/A	1	10%	28%	-18%
4	4.LE.4.3d		MC	3	2	1	64%	80%	-16%
27	4.PS.1.1e		MC	3	4	1	25%	41%	-16%
76	4.LE.5.1e		OE	0-1	N/A	1	27%	42%	-15%
6	4.LE.1.1f		MC	1	3	1	67%	82%	-15%
60	4.PS.5.1d	PS 16	OE	0-1	N/A	1	28%	43%	-15%
28	4.PS.2.2r		MC	4	2	1	33%	47%	-14%
15	4.LE.7.2b		MC	3	1	1	52%	66%	-14%
35	4.PS.3.1h		MC	3	1	1	63%	76%	-13%

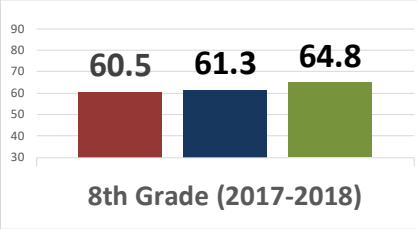
Science — Class 802 - Summary — 24 Students

Last Year's Students (2017-2018) - Performance on the 8th Grade Science Exam

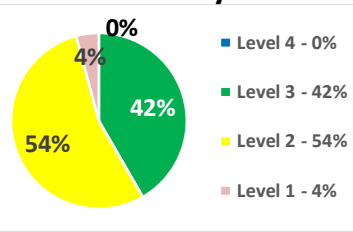
Performance is based on percentage of possible points

Legend: Class 802 Avg | School Avg | City Avg

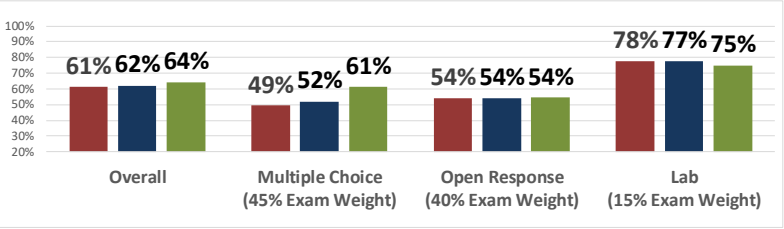
Average Score



% Proficiency Level

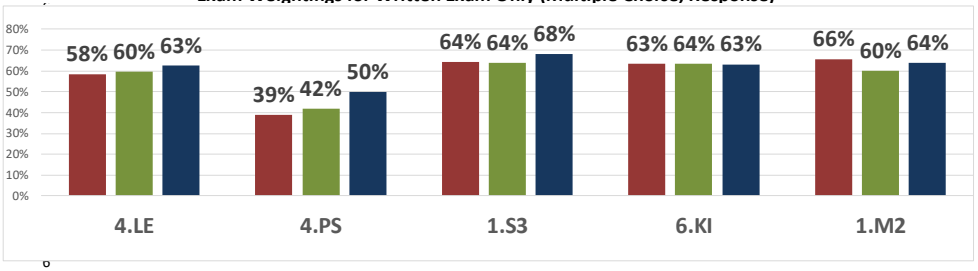


Question Type

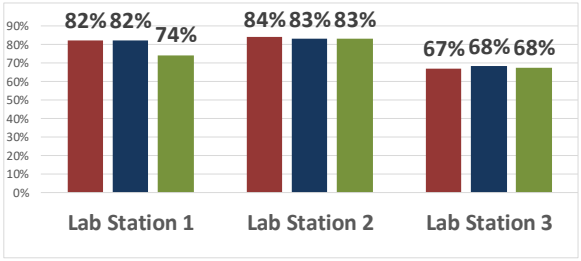


NYS Learning Standards - Mathematics, Science, and Technology

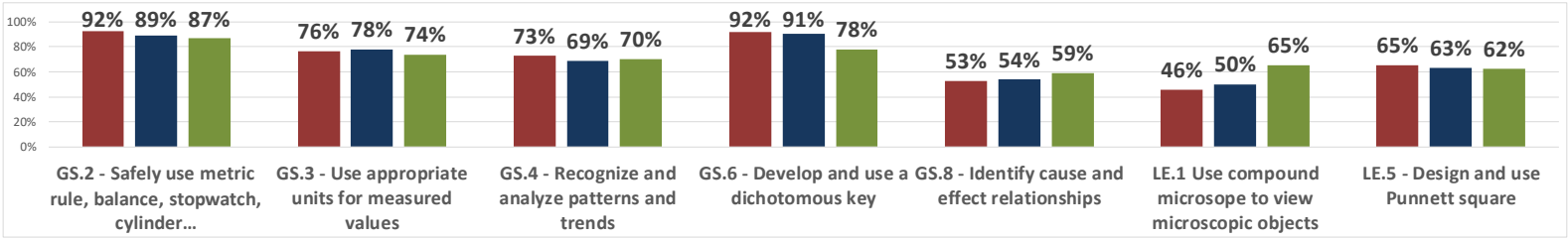
Exam Weightings for Written Exam Only (Multiple Choice, Response)



Lab Section



Most Heavily Weighted Process Skills



Additional Information - Process Skills

		Reference Questions
GS 2	Safely and accurately use metric ruler, balance, stopwatch, graduated cylinder, thermometer, spring scale, voltmeter	**46, Lab 2.1**
GS 3	Use appropriate units for measured or calculated values	**Lab 3.1-3.3**
GS 4	Recognize and analyze patterns and trends	**26, 49, 51, 62, Lab 2.7-2.8**
GS 6	Develop and use a dichotomous key	**Lab 1.1-1.5, 1.9**
GS 8	Identify cause-and-effect relationships	**48, 55, 57, 58, 61, 62, 71, 74, Lab 2.4-2.6, 3.6-3.7**
LE 1	Manipulate a compound microscope to view microscopic objects	**Lab 1.6, 1.8**
LE 5	Design and use a Punnett square or a pedigree chart to predict the probability of certain traits	**9, 64, 65**

Science

Class 802 - Key Ideas and Questions

24 Students

Strongest and Weakest Key Ideas and Questions are based on performance vs city

Last Year's Students (2017-2018) - Performance on the 8th Grade Science Exam

Strongest Key Ideas

Standard	Released Questions	Exam Weight	Possible Points	School Avg	Class 802	City Avg	Subgroup vs City
1.S3.1	Q47	1%	1	84%	88%	69%	+19%
4.LE.3	Q10, Q18, Q66, Q68	5%	4	74%	75%	67%	+8%
7.KI.1	Q59, Q81	2%	2	64%	63%	61%	+2%
4.LE.2	Q7, Q9, Q64, Q65	5%	4	66%	68%	66%	+2%
1.M2.1	Q46, Q49, Q51, Q84	5%	4	60%	66%	64%	+2%
6.KI.2	Q45, Q53, Q55, Q56, Q75	6%	5	64%	63%	63%	+0%
4.LE.6	Q14	1%	1	61%	50%	51%	-1%
4.LE.1	Q1, Q2, Q3, Q5, Q6, Q63	9%	8	54%	53%	59%	-6%

Highly Weighted Key Idea

* Strongest and Weakest Key Ideas are only based on performance on written section of the exam (Multiple Choice, Open Response) and doesn't include performance on Lab section.

Weakest Key Ideas

Standard	Released Questions	Exam Weight	Possible Points	School Avg	Class 802	City Avg	Subgroup vs City
4.PS.1	Q23, Q25, Q26, Q27	5%	4	40%	33%	51%	-18%
1.M1.1	Q48, Q52, Q78	4%	3	41%	40%	53%	-13%
4.PS.4	Q29, Q33, Q58	4%	3	49%	42%	54%	-13%
4.LE.4	Q4, Q8, Q11, Q20, Q74	6%	5	47%	47%	58%	-11%
4.PS.3	Q35, Q36, Q39, Q40, Q41, Q42	12%	10	42%	40%	51%	-11%
4.PS.5	Q44, Q50, Q60, Q61	5%	4	28%	28%	37%	-9%
4.PS.2	Q24, Q28, Q30, Q32, Q34, Q37	12%	10	46%	43%	51%	-9%
1.T1.2	Q85	1%	1	54%	46%	54%	-8%

Strongest Questions

Question Number	Standard Tested	Skills Tested	Question Type	Correct Answer	Most Common Incorrect	Possible Points	School Avg	Class 802	City Avg	Subgroup vs City
55	6.KI.2.2	GS 8	OE	0-1	N/A	1	76%	92%	67%	+25%
63	4.LE.1.2f	LE 8	OE	0-1	N/A	1	76%	88%	63%	+25%
66	4.LE.3.2c		OE	0-1	N/A	1	85%	92%	71%	+21%
Lab_2.8	1.S1.3, 1.S1.4, 1.S3.1, 1.M:	GS 4	Lab	n/a	N/A	3	89%	99%	78%	+21%
77	1.S3.2h		OE	0-1	N/A	1	61%	71%	51%	+20%
Lab_1.2	1.S1.1, 1.S2.2, 6.KI2, 4.GS6	GS 6	Lab	n/a	N/A	2	88%	96%	76%	+20%
47	1.S3.1a		OE	0-1	N/A	1	84%	88%	69%	+19%
67	4.PS.2.1f		OE	0-1	N/A	1	64%	58%	41%	+17%
Lab_1.3	1.S1.1, 1.S2.1, 1.S2.2, 1.S2	GS 6	Lab	n/a	N/A	2	90%	92%	76%	+16%
Lab_1.1	1.S2.3, 1.S3.1, 1.S3.2, 6.KI:	GS 6	Lab	n/a	N/A	3	95%	97%	82%	+16%
82	4.PS.3.1b		OE	0-1	N/A	1	69%	83%	69%	+14%
79	4.PS.2.2a		OE	0-1	N/A	1	61%	67%	53%	+14%
64	4.LE.2.2c	LE 5	OE	0-1	N/A	1	60%	63%	49%	+14%
Lab_1.4	1.S2.1, 1.S2.2, 1.S2.3, 6.KI:	GS 6	Lab	n/a	N/A	2	93%	92%	80%	+12%
13	4.LE.7.1a	LE 6	MC	1	2	1	55%	71%	60%	+11%
71	4.LE.7.1b	GS 8	OE	0-1	N/A	1	79%	79%	69%	+10%
Lab_3.7	1.S3.2, 4.GS8	GS 8	Lab	n/a	N/A	2	58%	60%	51%	+10%
68	4.LE.3, intro		OE	0-1	N/A	1	67%	67%	57%	+10%
73	4.LE.5.1f		OE	0-1	N/A	1	64%	67%	58%	+9%
Lab_2.3	1.S2.3, 1.M1, 6.KI2, 6.KI5		Lab	n/a	N/A	1	97%	100%	92%	+8%

Weakest Questions

Question Number	Standard Tested	Skills Tested	Question Type	Correct Answer	Most Common Incorrect	Possible Points	School Avg	Class 802	City Avg	School vs City
40	4.PS.3.3g	PS 12	MC	3	2	1	37%	25%	58%	-33%
Lab_1.8	4.LE1	LE 1	Lab	n/a	N/A	1	54%	42%	73%	-31%
28	4.PS.2.2r		MC	4	2	1	33%	17%	47%	-30%
Lab_3.6	1.S1.3, 1.S3.2, 6.KI5, 4.GS8	GS 8	Lab	n/a	N/A	2	18%	15%	45%	-30%
11	4.LE.4.1d		MC	4	3	1	25%	17%	46%	-29%
19	4.LE.7.2c		MC	2	1	1	61%	42%	69%	-27%
34	4.PS.2.2d		MC	2	3	1	54%	46%	73%	-27%
3	4.LE.1.1g		MC	2	1	1	48%	33%	60%	-27%
23	4.PS.1.1h		MC	2	4	1	51%	38%	64%	-27%
16	1.S3.2h		MC	4	2	1	55%	42%	67%	-25%
Lab_2.5	1.S3.2, 1.M2, 6.KI5, 4.GS8	GS 8	Lab	n/a	N/A	1	60%	54%	78%	-24%
27	4.PS.1.1e		MC	3	4	1	25%	17%	41%	-24%
83	4.PS.3.1g	PS 14	OE	0-1	N/A	1	6%	4%	28%	-24%
78	1.M1.1b		OE	0-1	N/A	1	10%	4%	28%	-24%
43	1.S3.2h		MC	2	1	1	57%	54%	76%	-22%
4	4.LE.4.3d		MC	3	2	1	64%	58%	80%	-22%
76	4.LE.5.1e		OE	0-1	N/A	1	27%	21%	42%	-21%
Lab_2.6	1.S3.2, 1.M2, 6.KI5, 4.GS8	GS 8	Lab	n/a	N/A	1	60%	46%	66%	-20%
26	4.PS.1.1g	GS 4	MC	3	2	1	45%	38%	57%	-20%
6	4.LE.1.1f		MC	1	3	1	67%	63%	82%	-20%

NYSESLAT Analysis (NYSL-19)

Assess progress and standing on English language modalities for ENLs

- *Compare ability and progress by modality: listening, speaking, reading, and writing by level (Transitioning, Expanding, etc.) grade, class and individual student*

Schoolwide

School Summary - Current & Former ELLs

196 Students

Results by school, grade, and subgroup are provided an ELL level equivalent (e.g. Entering, Emerging, Transitioning, etc) for each modality. Current ELLs are all ELLs enrolled in 2019-2020, including any currently enrolled student who took the NYSITEL in 2019 and scored lower than Commanding, plus any student who took the 2019 NYSESLAT and scored lower than Commanding level. Former ELLs are students who reached Commanding level on the 2017, 2018, or 2019 NYSESLAT. 1st Year Former ELLs are those who reached Commanding on the 2019 NYSESLAT. Performance by Modality considers only currently enrolled students who took the NYSESLAT in 2019.

Legend: Entering | Emerging | Transitioning | Expanding | Commanding

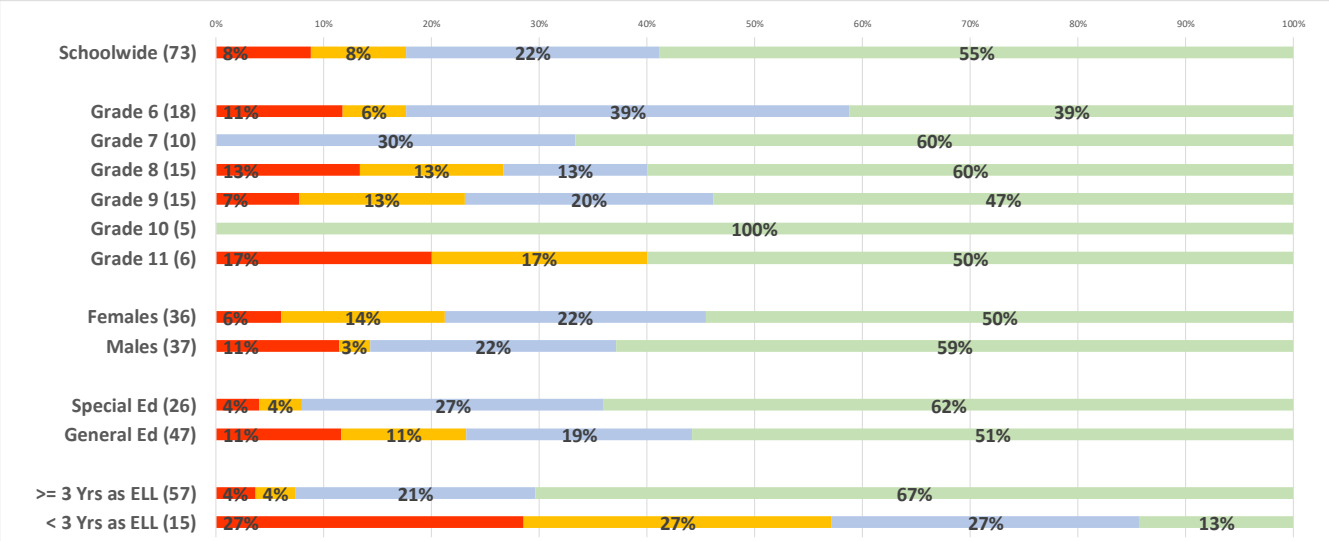
Group	Current ELLs 1st-Yr	Current ELLs 2nd Yr+	Current ELLs Total	Former ELLs 1st Yr	Former ELLs 2 Yrs+	Former ELLs Total	Total	# of 2019 NYSESLAT Takers	Performance by Modality* - 2019 NYSESLAT Takers: Total	Listening	Speaking	Reading	Writing
Schoolwide	1	72	73	16	107	123	196	84	60%	55%	81%	52%	53%
Grade 6		18	18	2	9	11	29	19	56%	51%	79%	44%	49%
Grade 7		10	10	4	12	16	26	13	67%	56%	94%	50%	67%
Grade 8		15	15	2	20	22	37	17	52%	43%	72%	49%	46%
Grade 9		15	15	1	20	21	36	14	57%	49%	77%	48%	54%
Grade 10		5	5	2	18	20	25	7	73%	69%	88%	76%	59%
Grade 11	1	5	6	1	13	14	20	6	60%	66%	69%	57%	48%
Grade 12		4	4	4	15	19	23	8	73%	75%	94%	65%	56%
Females		36	36	11	51	62	98	44	62%	58%	80%	55%	54%
Males	1	36	37	5	56	61	98	40	59%	51%	82%	50%	53%
Special Ed		26	26	4	14	18	44	29	61%	52%	89%	49%	53%
General Ed	1	46	47	12	93	105	152	55	60%	57%	77%	54%	54%
>= 3 Yrs as ELL		57	57	12	106	118	175	66	64%	56%	89%	52%	58%
< 3 Yrs as ELL	1	14	15	2		2	17	16	43%	46%	45%	49%	32%

All values are expressed as percentage of possible points, by taking the scaled score (minmum of 30, maximum of 90) and converting it into percentage of possible points. For example, a scale score of 60 is represented as 50% of possible points.

Grey text indicates no Modality data available for these students

Percentage by Level - Current ELLs only

This chart considers only currently enrolled ELLs, excluding all former ELLS (i.e. those who reached Commanding level on the 2017, 2018, or 2019 NYSESLAT).



Schoolwide

Progress by Modality

55 Students

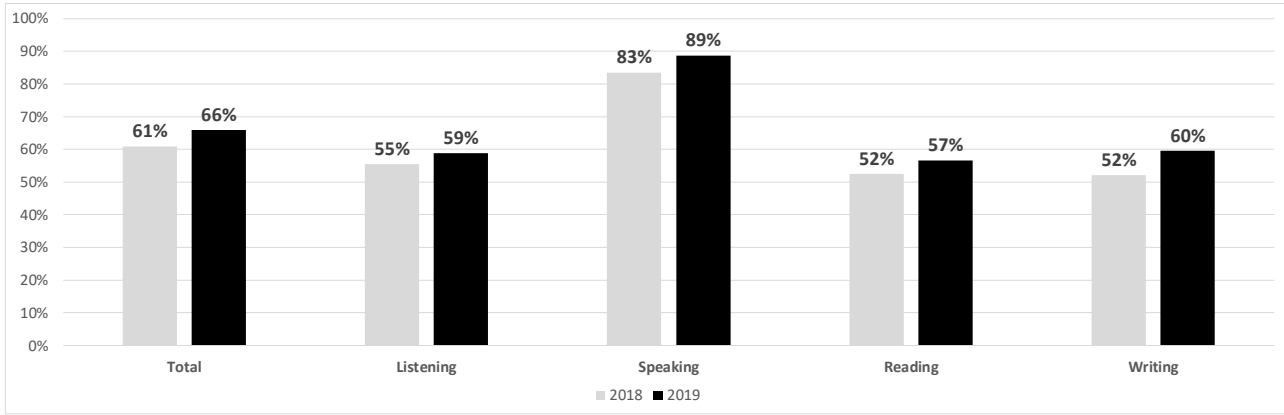
*Analysis looks at progress achieved by your school's returning students: those enrolled in the school on or before 12/01/2018. Includes students that took the NYSESLAT in both 2018 and 2019.

Legend | Entering | Emerging | Transitioning | Expanding | Commanding

Returning Students - Current ELLs with a 2018 NYSESLAT Level + 1st Yr Former ELLs (Students Testing Out in 2019)

Group	# Students	Total			Listening			Speaking			Reading			Writing		
		2018	2019	+/-	2018	2019	+/-	2018	2019	+/-	2018	2019	+/-	2018	2019	+/-
Schoolwide	55	61%	66%	+5%	55%	59%	+3%	83%	89%	+5%	52%	57%	+4%	52%	60%	+7%
Grade 6																
Grade 7	12	58%	67%	+9%	53%	58%	+4%	80%	94%	+13%	45%	50%	+5%	55%	68%	+12%
Grade 8	14	56%	61%	+4%	54%	47%	-7%	86%	87%	+1%	44%	53%	+9%	41%	55%	+14%
Grade 9	10	58%	58%	-0%	54%	49%	-5%	73%	79%	+5%	57%	46%	-11%	48%	58%	+11%
Grade 10	7	68%	73%	+5%	51%	69%	+19%	95%	88%	-7%	66%	76%	+11%	61%	59%	-2%
Grade 11	4	74%	74%	+0%	66%	76%	+10%	93%	95%	+2%	63%	63%	-0%	74%	63%	-12%
Grade 12	8	63%	73%	+9%	61%	75%	+14%	82%	94%	+11%	56%	65%	+9%	54%	56%	+3%
Females	28	61%	68%	+7%	55%	62%	+8%	81%	88%	+6%	53%	60%	+7%	55%	62%	+6%
Males	27	61%	64%	+3%	56%	55%	-1%	85%	89%	+4%	52%	53%	+1%	49%	57%	+9%
Special Ed	25	58%	65%	+7%	53%	55%	+2%	85%	95%	+10%	48%	52%	+5%	48%	58%	+10%
General Ed	30	63%	67%	+4%	57%	62%	+4%	82%	84%	+2%	57%	60%	+4%	56%	61%	+5%
>= 3 Yrs as ELL	50	62%	66%	+4%	55%	58%	+3%	86%	90%	+4%	52%	56%	+3%	54%	61%	+7%
< 3 Yrs as ELL	4	51%	63%	+13%	53%	67%	+14%	57%	71%	+14%	54%	69%	+15%	39%	46%	+7%

Progress by Modality - Returning 2018 and 2019 NYSESLAT Takers - % of possible points



Progress by Level (2018 to 2019)

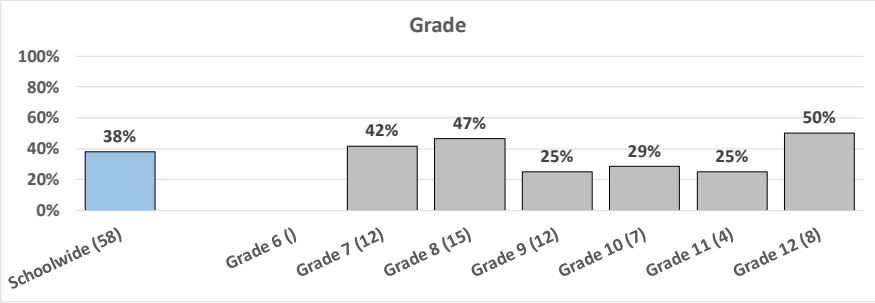
Schoolwide

*Analysis looks at progress achieved by your school's returning students: those enrolled in the school on or before 12/01/2018. Includes students that have an ELL Level from the 2019 NYSESLAT and an ELL Level from either the NYSESLAT or NYSITEL exam in 2018.

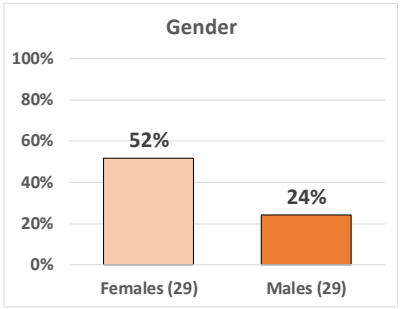
Legend	Entering	Emerging	Transitioning	Expanding	Commanding

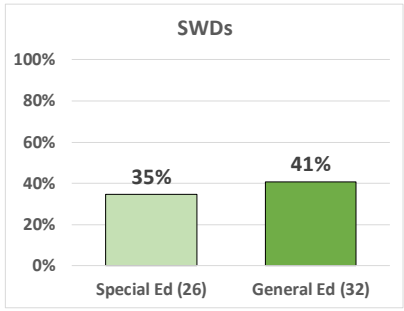
Returning Students - Current ELLs with a 2018 ELL Level + 1st Yr Former ELLs (Students Testing Out in 2019)

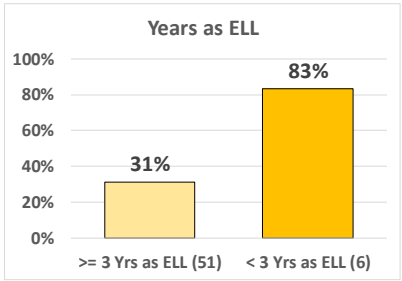
Group	Current ELLs	Former ELLs - 1st Yr	Total	Average Years in ELL	Average Level		% Progressing 1 or More Levels*	
					2018	2019	#	%
Schoolwide	44	14	58	7.1	EX	EX	22	38%
Grade 6								
Grade 7	8	4	12	6.2	EX	EX	5	42%
Grade 8	13	2	15	7.1	TR	EX	7	47%
Grade 9	11	1	12	6.1	TR	TR	3	25%
Grade 10	5	2	7	7.1	EX	EX	2	29%
Grade 11	3	1	4	9.3	EX	EX	1	25%
Grade 12	4	4	8	9.4	EX	EX	4	50%
Females	19	10	29	7.2	EX	EX	15	52%
Males	25	4	29	7.1	EX	EX	7	24%
Special Ed	22	4	26	8.8	EX	EX	9	35%
General Ed	22	10	32	5.9	TR	EX	13	41%
>= 3 Yrs as ELL	40	11	51	7.8	EX	EX	16	31%
< 3 Yrs as ELL	4	2	6	1.7	EM	EX	5	83%



Percentage Making Progress







The numbers in parentheses indicates the number of students conisdered in the analysis. For example, 'Schoolwide (58)' means that there are 58 returning 2nd Yr ELL + 1st year former ELLs schoolwide.

Grade 8

Grade 8 - Summary

17 Students

*The right hand side of the page analyzes performance by modality, and considers ONLY currently enrolled students with 2019 NYSESLAT results. The left hand side of the page counts all Current and Former ELLs currently enrolled at the school, including those who may have only taken the NYSITEL in 2019 or those who have tested out of ELL status in 2018 or before.

Legend	Entering	Emerging	Transitioning	Expanding	Commanding

All Current and Former ELLs

Group	Current ELLs			Former ELLs			Total
	1st-Yr	2nd Yr+	Total	1st Yr	2 Yrs+	Total	
Grade 8		15	15	2	20	22	37
Class 08A		1	1	1	7	8	9
Class 08B		8	8	1	8	9	17
Class 08C			0		3	3	3
Class 08D		6	6		2	2	8

Performance by Modality* - 2019 NYSESLAT Takers

# 2019 NYSESLAT takers	MS Regents ELA Score	Avg ELL Level	Total	Listening	Speaking	Reading	Writing
17	1.96	TR	52%	43%	72%	49%	46%
2	1.86	CM	72%	60%	100%	67%	63%
9	2.11	TR	51%	45%	64%	51%	46%
6	1.84	TR	47%	35%	74%	40%	40%

Grade 8

Class 08B - Current and Former ELLs

19 Students

Legend	Entering	Emerging	Transitioning	Expanding	Commanding

Performance by Modality

Student Name	SWD	Year Initially Tested (NYTL)	Starting Level (NYTL)	MS Regents ELA Score	ELL Level		Total			Listening			Speaking			Reading			Writing		
				2019	2018	2019	2018	2019	+/-	2018	2019	+/-	2018	2019	+/-	2018	2019	+/-	2018	2019	+/-
Class 08B (19 Students)				2	TR	TR	56%	51%	-5%	53%	45%	-8%	81%	64%	-17%	43%	51%	+8%	47%	46%	-1%
[redacted]		*2011		3																	
[redacted]		*2011		2																	
[redacted]		*2011		3																	
[redacted]		*2011		2																	
[redacted]		*2010		2																	
[redacted]		*2011		2																	
[redacted]		*2011		2	TR	TR	54%	48%	-6%	52%	32%	-20%	88%	78%	-10%	32%	35%	+3%	45%	48%	+3%
[redacted]		2014		4																	
[redacted]		*2011		2																	
[redacted]		2017	EN		EM	EM	25%	30%	+5%	42%	37%	-5%	0%	35%	+35%	35%	37%	+2%	25%	12%	-13%
[redacted]		2018	EN			EN		17%			23%			0%			32%			12%	
[redacted]		*2012		3	EX	EX	75%	74%	-1%	78%	65%	-13%	100%	87%	-13%	63%	68%	+5%	58%	77%	+18%
[redacted]		*2011		2	EX	EX	58%	61%	+3%	63%	50%	-13%	88%	93%	+5%	43%	47%	+3%	38%	55%	+17%
[redacted]		2014		2	TR	EX	56%	59%	+3%	38%	42%	+3%	100%	93%	-7%	28%	45%	+17%	58%	55%	-3%
[redacted]		*2010		3																	
[redacted]		*2011		3	EX	CM	70%	87%	+18%	63%	68%	+5%	100%	87%	-13%	63%	93%	+30%	52%	100%	+48%
[redacted]		2014		2	TR	EX	52%	60%	+8%	32%	37%	+5%	88%	100%	+12%	35%	47%	+12%	52%	55%	+3%
[redacted]		*2011		2																	
[redacted]		2018	EN			EM		25%			48%			0%			53%			0%	

Degrees of Reading Power (DRP) Analysis (DRP-1920)

Arm your teachers with easy-to-use analysis of student progress in literacy and reading.

- *Understand how students and classes performed on successive DRP assessments*
- *Compare DRP progress with ELA state exam results from previous two years*
- *Support teacher-student goal-setting with additional points needed to reach grade level*

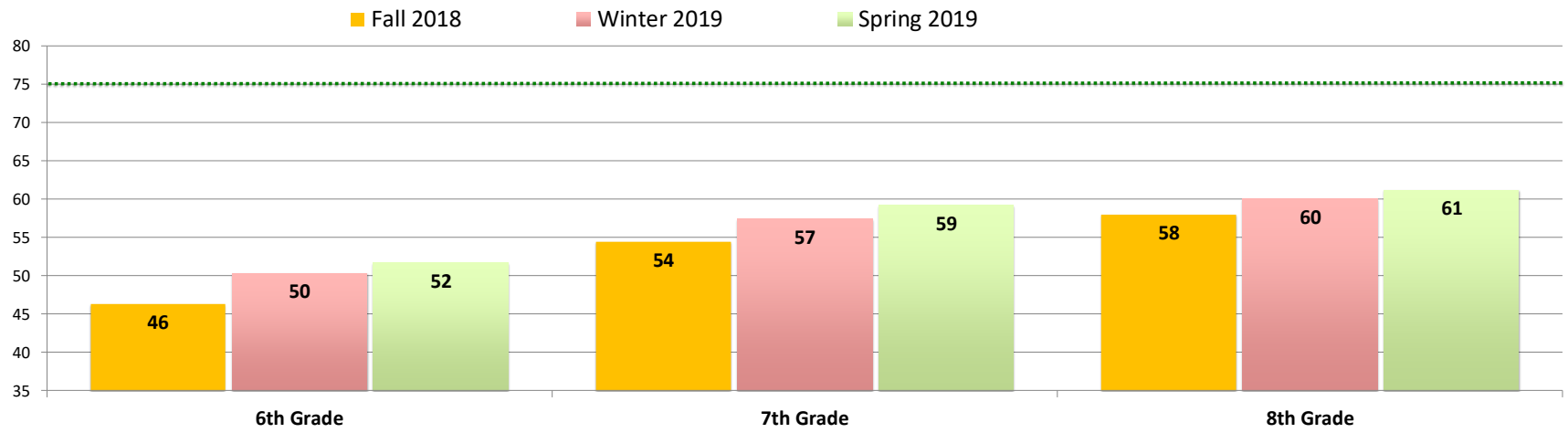
DRP Scores Summary - All Students -

Group	Students	% at Level 3 or above	Fall 2018	Winter 2019	Spring 2019	Change - Winter to Spring	ELA Proficiency 2015	ELA Proficiency 2016	ELA Proficiency 2017	ELA Proficiency 2018	ELA Growth Percentile 2016	ELA Growth Percentile 2017	ELA Growth Percentile 2018
Schoolwide	345	14%	52.9	55.8	57.2	+1.3	2.19	2.31	2.34	2.49	51.5	49.8	51.2
6th Grade	120	10%	46.3 Low Level 2	50.3 Low Level 2	51.6 Low Level 2	+1.3	1.86	2.22	2.31	2.21		50.5	50.0
7th Grade	119	13%	54.4 Low Level 2	57.4 Low Level 2	59.2 Low Level 2	+1.8	2.24	2.46	2.40	2.78	44.3	52.6	57.3
8th Grade	106	19%	57.9 Low Level 2	60.0 Low Level 2	61.1 Low Level 2	+1.1	2.16	2.27	2.34	2.49	58.6	46.7	49.8

Legends

ELA Proficiency
3.00 or above
2.50 to 2.99
2.00 to 2.49
1.75 to 1.99
Below 1.75

DRP
Level 4
Level 3
High Level 2
Low Level 2
High Level 1
Low Level 1



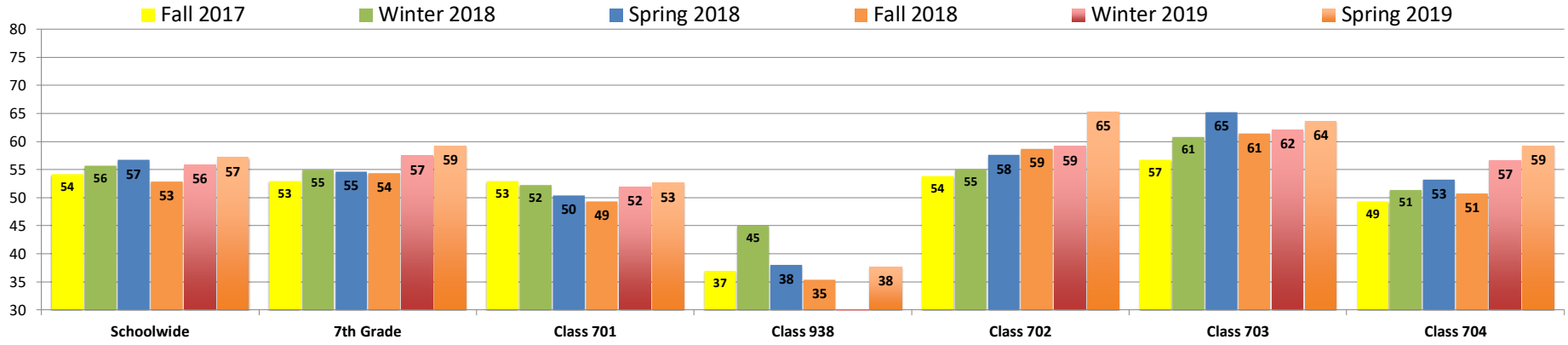
DRP Scores Summary - 7th Grade - All Students -

Group	Students	% at Level 3 or above	Fall 2018	Winter 2019	Spring 2019	Change - Winter to Spring	ELA Proficiency 2015	ELA Proficiency 2016	ELA Proficiency 2017	ELA Proficiency 2018	ELA Growth Percentile 2016	ELA Growth Percentile 2017	ELA Growth Percentile 2018
Schoolwide	345	14%	52.9	55.8	57.2	+1.3	2.19	2.31	2.34	2.49	51.5	49.8	51.2
7th Grade	119	13%	54.4 Low Level 2	57.4 Low Level 2	59.2 Low Level 2	+1.8	2.24	2.46	2.40	2.78	44.3	52.6	57.3
Class 701	27	7%	49.3 High Level 1	51.9 High Level 1	52.6 High Level 1	+0.7	2.31	2.52	2.41	2.67	44.4	49.5	56.8
Class 938	6	0%	35.4 Low Level 1		37.7 Low Level 1		1.58	1.75	1.64	1.76	40.0	42.3	37.5
Class 702	29	10%	58.7 Low Level 2	59.1 Low Level 2	65.3 Low Level 2	+6.2	2.24	2.51	2.43	2.78	44.3	51.8	55.0
Class 703	29	21%	61.4 High Level 2	62.0 Low Level 2	63.6 Low Level 2	+1.6	2.35	2.63	2.55	3.08	49.6	55.6	59.4
Class 704	28	14%	50.8 High Level 1	56.6 Low Level 2	59.3 Low Level 2	+2.6	2.20	2.29	2.32	2.70	38.7	53.6	61.2

Legends

ELA Proficiency
- 3.00 or above
- 2.50 to 2.99
- 2.00 to 2.49
- 1.75 to 1.99
- Below 1.75

DRP
- Level 3
- High Level 2
- Low Level 2
- High Level 1
- Low Level 1



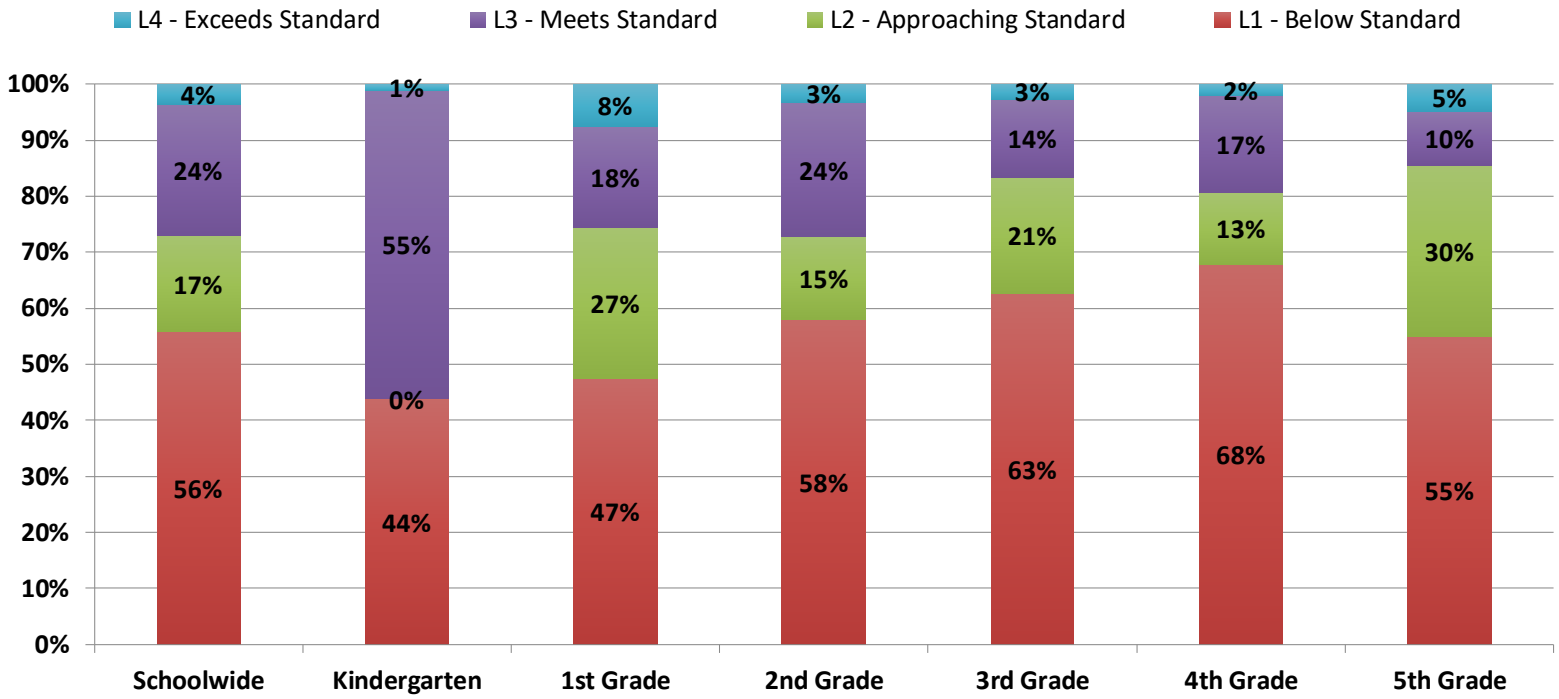
Fountas & Pinnell Analysis (FNP-1920)

Arm your teachers with easy-to-use analysis of student progress on running records.

- *Understand how students and classes performed on successive F&P assessments*
- *See performance against benchmarks for class, grade, and subgroups*
- *Compare F&P progress with ELA state exam results*

F&P - Summary of Round 2 Results - Schoolwide - All_Students - November 2019

Grade	Total # Students Tested	L1 - Below Standard		L2 - Approaching Standard		L3 - Meets Standard		L4 - Exceeds Standard		PA*		Meeting or Exceeding Standard	Avg Reading Level	Avg
		#	%	#	%	#	%	#	%	#	%	%		
Schoolwide	**502**	**280**	56%	**86**	17%	**118**	24%	**18**	4%	**59**	12%	27%	**H**	7.74
Kindergarten	89	39	44%			49	55%	1	1%	39	44%	56%	**A**	0.62
1st Grade	78	37	47%	21	27%	14	18%	6	8%	5	6%	26%	**D**	3.58
2nd Grade	88	51	58%	13	15%	21	24%	3	3%	7	8%	27%	**F**	6.08
3rd Grade	72	45	63%	15	21%	10	14%	2	3%	5	7%	17%	**I**	9.18
4th Grade	93	63	68%	12	13%	16	17%	2	2%	3	3%	19%	**L**	11.86
5th Grade	82	45	55%	25	30%	8	10%	4	5%			15%	**O**	15.27



Progress - Schoolwide

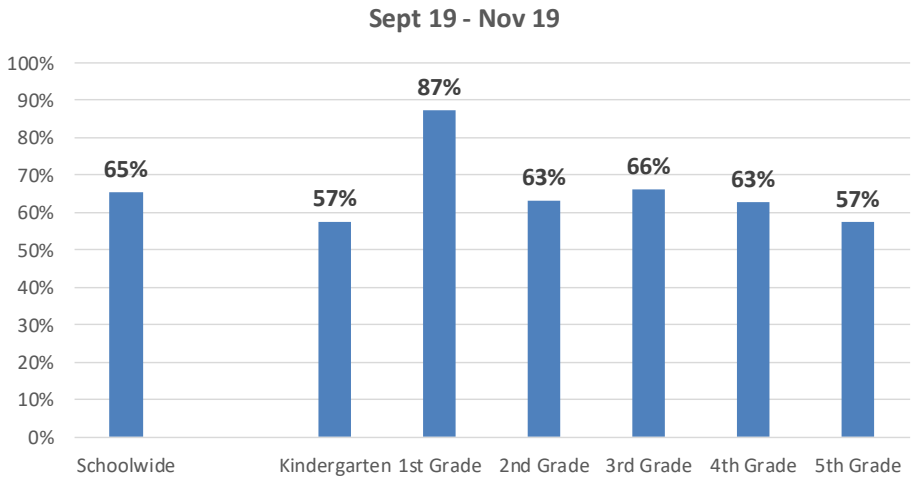
Progress Sept 19 - November 19

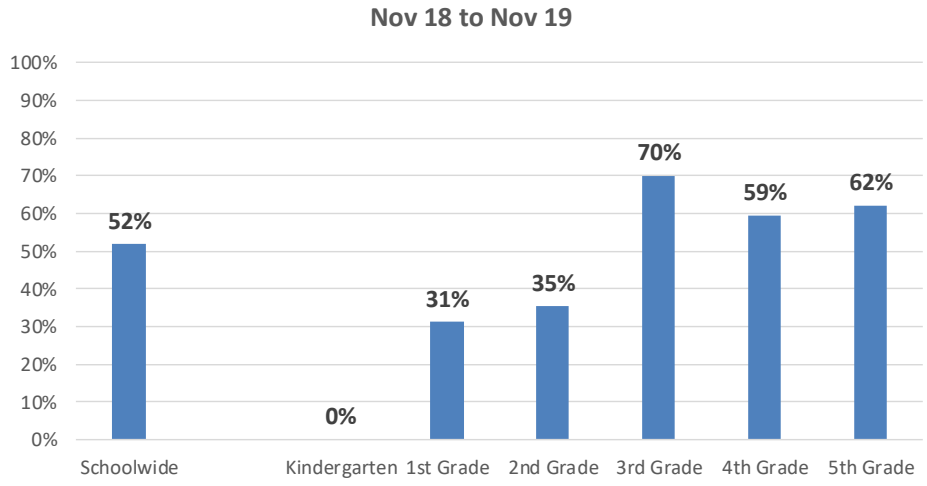
	# of Students with Sept & Nov 19 results	Avg Letter Grade - Sept 19	Avg Letter Grade - Nov 19	Avg Letter Grades Progress	Avg Years Progress*	% on track for 1 or More Year Progress*
For K-2, 1 year progress = 5 letter grades. For 3-5, 1 year progress = 3 letter grades.						
Schoolwide	**496**	G	H	0.92	0.23	65%
Kindergarten	87	PA	A	0.63	0.13	57%
1st Grade	78	B	D	1.56	0.31	87%
2nd Grade	87	E	F	1.01	0.20	63%
3rd Grade	71	I	I	0.75	0.25	66%
4th Grade	91	K	L	0.90	0.30	63%
5th Grade	82	O	O	0.67	0.22	57%

Progress November 18 to November 19

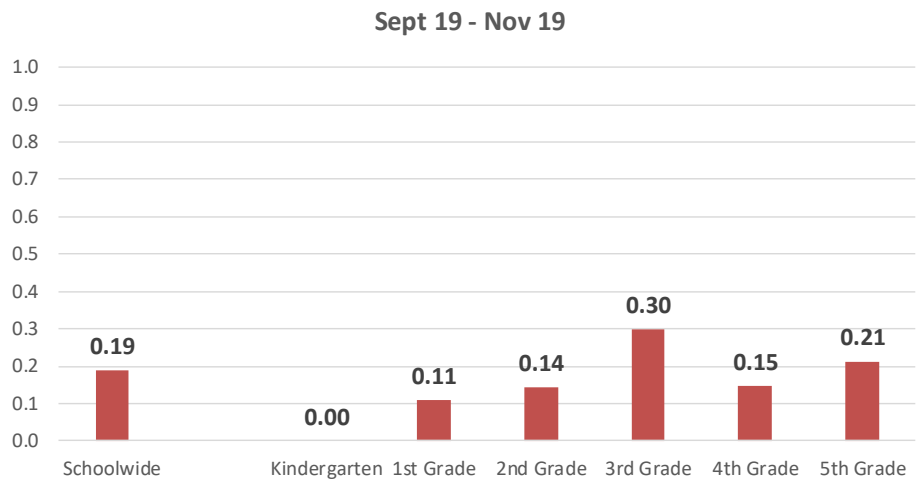
	# of Students with Nov 18 & Nov 19 results	Avg Letter Grade - Nov 18	Avg Letter Grade - Nov 19	Avg Letter Grades Progress	Avg Years Progress*	% on track for 1 or More Year Progress*
Schoolwide	**344**	G	J	3.26	0.91	52%
Kindergarten	0					
1st Grade	61	A	D	3.36	0.67	31%
2nd Grade	71	C	F	3.58	0.72	35%
3rd Grade	60	G	J	3.52	1.17	70%
4th Grade	81	I	L	2.91	0.97	59%
5th Grade	71	M	P	3.04	1.01	62%

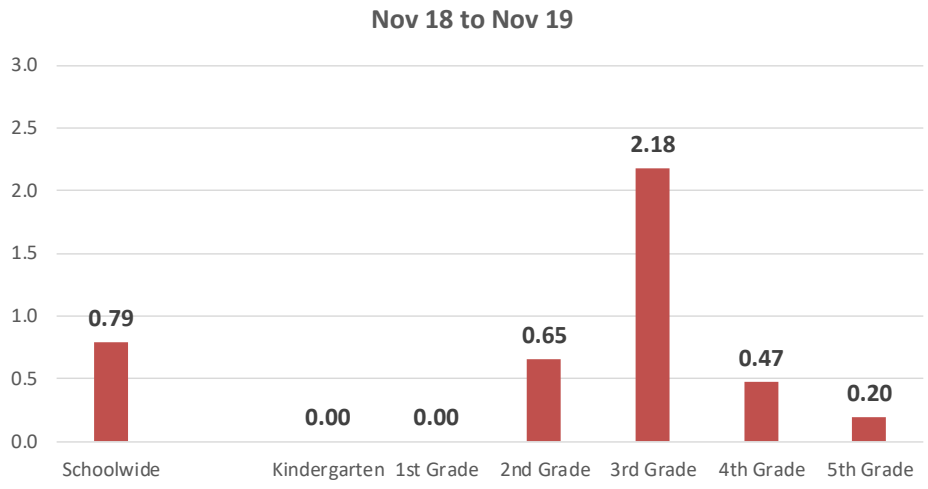
% of Students on Track for 1 year progress



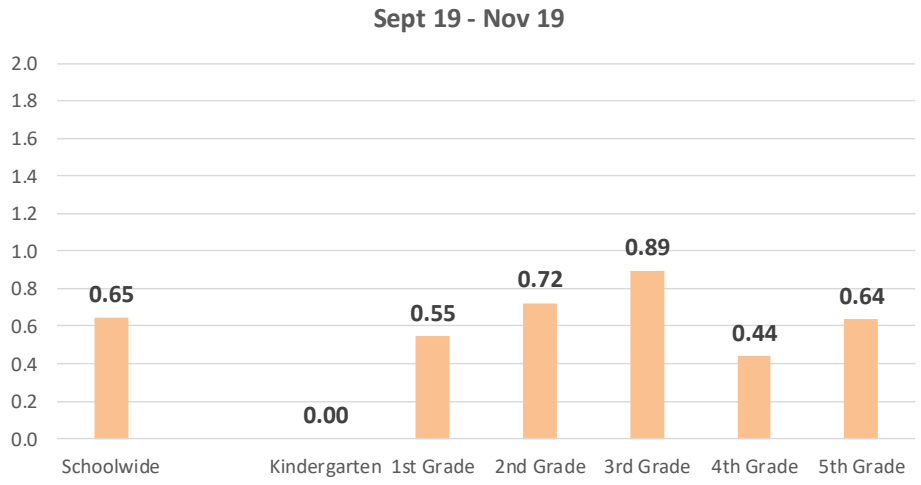


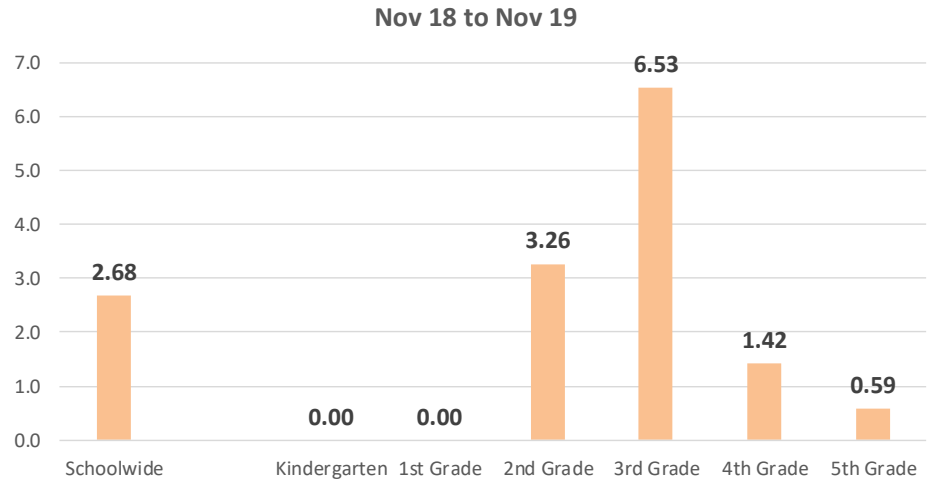
Average years progress





Average letters progress





Student Level Summary - Level F

Student	Grade	Class	Teacher	January 2019			March 2019			June 2019			Progress				2017 ELA Exam		2018 ELA Exam	
				Number Score	Letter Score	Level	Number Score	Letter Score	Level	Number Score	Letter Score	Level	Change March to June	Change Sept-June	Years Progress*	Trendline Sept 18 - June 19	Proficiency	Growth Percentile	Proficiency	Growth Percentile
													*For K-2, 1 year progress = 5 letter grades. For 3-5, 1 year progress = 3 letter grades.							
[redacted]	K	11	[redacted]	2	B	L3 - Meets Standard	3	C	L3 - Meets Standard	6	F	L4 - Exceeds Standard	+3							
	K	11		2	B	L3 - Meets Standard	3	C	L3 - Meets Standard	6	F	L4 - Exceeds Standard	+3							
	K	12		2	B	L3 - Meets Standard	3	C	L3 - Meets Standard	6	F	L4 - Exceeds Standard	+3	+6	+1.2					
	K	13		2	B	L3 - Meets Standard	3	C	L3 - Meets Standard	6	f	L4 - Exceeds Standard	+3	+6	+1.2					
	1	15		2	B	L1 - Below Standard	3	C	L1 - Below Standard	6	F	L1 - Below Standard	+3							
	1	101		2	B	L1 - Below Standard	4	D	L1 - Below Standard	6	F	L1 - Below Standard	+2	+6	+1.2					
	1	103		3	C	L1 - Below Standard	4	D	L1 - Below Standard	6	F	L1 - Below Standard	+2	+5	+1.0					
	1	104		4	D	L1 - Below Standard	4	D	L1 - Below Standard	6	F	L1 - Below Standard	+2	+4	+0.8					
	1	104		5	E	L2 - Approaching Standard	6	F	L2 - Approaching Standard	6	F	L1 - Below Standard	+0	+3	+0.6					
	1	104		3	C	L1 - Below Standard	4	D	L1 - Below Standard	6	F	L1 - Below Standard	+2	+4	+0.8					
	2	201		5	E	L1 - Below Standard	6	F	L1 - Below Standard	6	F	L1 - Below Standard	+0	+3	+0.6					
	2	201		3	C	L1 - Below Standard	3	C	L1 - Below Standard	6	F	L1 - Below Standard	+3	+4	+0.8					
	2	203		4	D	L1 - Below Standard	5	E	L1 - Below Standard	6	F	L1 - Below Standard	+1	+4	+0.8					
	2	204		3	C	L1 - Below Standard	6	F	L1 - Below Standard	6	F	L1 - Below Standard	+0	+4	+0.8					
	2	204		5	E	L1 - Below Standard	6	F	L1 - Below Standard	6	F	L1 - Below Standard	+0	+2	+0.4					
	3	301		5	E	L1 - Below Standard	5	E	L1 - Below Standard	6	F	L1 - Below Standard	+1	+2	+0.7					
	3	302		6	F	L1 - Below Standard	5	E	L1 - Below Standard	6	F	L1 - Below Standard	+1	+0	+0.0					
	3	304		4	D	L1 - Below Standard	5	E	L1 - Below Standard	6	F	L1 - Below Standard	+1	+4	+1.3					
	4	404		4	D	L1 - Below Standard	5	E	L1 - Below Standard	6	F	L1 - Below Standard	+1	+2	+0.7				1.74	
	5	503		6	F	L1 - Below Standard	6	F	L1 - Below Standard	6	F	L1 - Below Standard	+0	+2	+0.7		1.22		1.35	21
	5	504		4	D	L1 - Below Standard	5	E	L1 - Below Standard	6	F	L1 - Below Standard	+1	+2	+0.7		1.43		1.63	42

High School Offerings

Regents Exam Analysis (ITAHS-1920)

Personalize Regents prep and identify class and school-wide challenge areas

- *See a breakdown of results by question type, standard, and content area for subgroups and individual students*
- *Enables teachers to identify challenge areas to focus on for Regents' prep*
- *View progress over multiple tests*
- *Analyze problematic questions*

Schoolwide - Summary of Performance across Regents Exams

June 2019 Regents

**Performance overall, by question type, and by key standard/topic expressed in terms of percent of total possible points. Key standards and topics are based on the most heavily weighted standards and topics over the past 2 years of June and January Regents exams, and may differ slightly from the key standards and topics on the June 2019 Regents exam alone.*

Color codes based on performance in line with ESSA Levels: Level 4 | Level 3 | Level 2 | Level 1

English

# Students	Passed	Score	% Level 4 (>85)	% Level 3 (79-84)	% Level 3 (65-78)	% Level 1 (<65)	Overall	Multiple Choice	Argument Essay	Text Analysis Response	Lit: Elements of Story (RL.3)	Lit: Words in Context (RL.4)	Figurative Language (L.5)	Inf: Analyze Complex Ideas (RI.3)	Inf: Words in Context (RI.4)
8	75%	70.6	13%	25%	38%	25%	62%	66%	65%	42%	56%	58%	66%	88%	67%

Algebra I

# Students	Passed	Score	% Level 4 (>85)	% Level 3 (80-84)	% Level 3 (65-79)	% Level 1 (<65)	Overall	Multiple Choice	Response	Create Equations (A-CED.A)	Graphing Equalities and Ineq. (A-REI.D)	One Var. Equations and Ineq. (A-REI.B)	Function Concept & Notation (F-IF.A)	Interpret Functions (F-IF.B)
94	74%	66.5	2%	13%	53%	32%	40%	49%	28%	35%	31%	43%	48%	20%

Geometry

# Students	Passed	Score	% Level 4 (>85)	% Level 3 (80-84)	% Level 3 (65-79)	% Level 1 (<65)	Overall	Multiple Choice	Response	Prove Geometric Theorems (G-CO.C)	Simple Coordinate Geometry (G-GPE.B)	Right Triangle Trigonometry (G-SRT.C)	Modeling with Geometry (G-MG.A)	Similarity Proofs (G-SRT.B)
38	21%	53.9	0%	3%	13%	84%	28%	36%	16%	22%	15%	24%	26%	19%

Algebra II

# Students	Passed	Score	% Level 4 (>85)	% Level 3 (80-84)	% Level 3 (65-79)	% Level 1 (<65)	Overall	Multiple Choice	Response	Interpret Functions (F-IF.B)	Build Relationship Functions (F-BF.A)	Equation Reasoning (A-REI.A)	Analyze Functions (F-IF.C)	Interpret Expressions (A-SSE.A)
10	10%	51.6	0%	0%	0%	100%	21%	35%	3%	7%	13%	25%	30%	13%

Living Environment

# Students	Passed	Score	% Level 4 (>85)	% Level 3 (65-84)	% Level 3 (55-64)	% Level 1 (<55)	Overall	Multiple Choice	Response	Ecology (4.6)	Genetics & Biotechnology (4.2)	Organization of Life (4.1)	Human Influence on Environment (4.7)	Lab Standards
81	65%	65.0	9%	48%	22%	21%	51%	56%	43%	50%	61%	38%	62%	44%

Earth Science

# Students	Passed	Score	% Level 4 (>85)	% Level 3 (65-84)	% Level 3 (55-64)	% Level 1 (<55)	Overall (Written Portion)	Multiple Choice	Response	Lab	Landscapes	Astronomy	Earth History	Meteorology	Insolation
77	35%	56.6	3%	27%	19%	51%	40%	49%	27%	73%	28%	42%	43%	43%	38%

Chemistry

# Students	Passed	Score	% Level 4 (>85)	% Level 3 (65-84)	% Level 3 (55-64)	% Level 1 (<55)	Overall	Multiple Choice	Response	Kinetics & Equilibrium	Atomic Concepts	Nuclear Chemistry	Chemical Bonding	Acids & Bases
28	4%	49.1	0%	4%	21%	75%	35%	45%	21%	33%	48%	29%	31%	27%

Global History

# Students	Passed	Score	% Level 4 (>85)	% Level 3 (65-84)	% Level 3 (55-64)	% Level 1 (<55)	Multiple Choice	DBQ Essay	Thematic Essay	DBQ Scaffolding	1750-1914 An Age of Revolution	1900-1945 Crisis & Achievement	20th Century since 1945	Methodology of History & Geog.
10	10%	49.5	0%	10%	20%	70%	41%	46%	29%	97%	45%	50%	34%	38%

Global History and Geography II

# Students	Passed	Score	% Level 4 (>85)	% Level 3 (65-84)	% Level 3 (55-64)	% Level 1 (<55)	Multiple Choice	Enduring Essay	DBQ Short Answer	1.S7_How source supports claim	1.S8_Plausible claim based on evidence	1.S9_Select relevant information	3.S8_Identify differences in events presented in	5.S4_Identify problem or issue
103	81%	68.5	4%	70%	17%	9%	58%	40%	87%	77%	53%	57%	62%	66%

US History

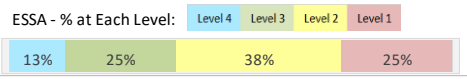
# Students	Passed	Score	% Level 4 (>85)	% Level 3 (65-84)	% Level 3 (55-64)	% Level 1 (<55)	Multiple Choice	DBQ Essay	Thematic Essay	DBQ Scaffolding	Constitutional Foundations	Uncertain Times 1950-Present	The Progressive Movement	At Home and Abroad 1917-1940	Industrialization of the U.S.
72	46%	60.8	4%	40%	22%	33%	50%	47%	22%	90%	41%	47%	47%	60%	51%

English - Schoolwide

8 Students | June 2019 Regents

75% Passing Avg Score: 70.6

ESSA - % at Each Level:



Passing = Score of 65 or higher for GenEd, 55 or higher for students with IEP.
ESSA - Scores: Level 4: >=85, Level 3: 79-84, Level 2: 65-78, Level 1: <65

All percentages indicate percentage of possible points

Strongest standards/topics compared with city

Standard	Reference Questions (up to 8 shown)	Possible Points	School Avg	City Avg	School vs City
Inf: Central Ideas (RI.2)	23	1	88%	62%	26%
Inf: Analyze Structure (RI.5)	15	1	88%	73%	15%
Inf: Analyze Complex Ideas (RI.3)	17, 19, 21	3	88%	77%	10%
Lit: Satire & Sarcasm (RL.6)	9, 14	2	75%	67%	9%
Inf: Words in Context (RI.4)	20, 22, 24	3	67%	59%	7%
Figurative Language (L.5)	5, 11, 13, 18	4	66%	62%	4%
Argument Essay	II	6	65%	66%	-2%
Lit: Elements of Story (RL.3)	2, 4, 7, 10	4	56%	60%	-3%
Lit: Words in Context (RL.4)	1, 8, 12	3	58%	63%	-4%
Lit: Analyze Structure (RL.5)	3	1	38%	47%	-10%

Weakest standards/topics compared with city

Standard	Reference Questions (up to 8 shown)	Possible Points	School Avg	City Avg	School vs City
Determine Word Meaning (L.4)	16	1	50%	71%	-21%
Text Analysis Response	III	4	42%	56%	-14%
Lit: Central Ideas (RL.2)	6	1	38%	51%	-14%
Lit: Analyze Structure (RL.5)	3	1	38%	47%	-10%
Lit: Words in Context (RL.4)	1, 8, 12	3	58%	63%	-4%
Lit: Elements of Story (RL.3)	2, 4, 7, 10	4	56%	60%	-3%
Argument Essay	II	6	65%	66%	-2%
Figurative Language (L.5)	5, 11, 13, 18	4	66%	62%	4%
Inf: Words in Context (RI.4)	20, 22, 24	3	67%	59%	7%
Lit: Satire & Sarcasm (RL.6)	9, 14	2	75%	67%	9%

Strongest questions compared with city

Question Number	Standard	Type	Correct Answer	Most Common Incorrect	Possible Points	School Avg	City Avg	School vs City
23	Inf: Central Ideas (RI.2)	MC	3	2	1	88%	62%	26%
19	Inf: Analyze Complex Ideas (RI.3)	MC	4	1	1	100%	80%	20%
22	Inf: Words in Context (RI.4)	MC	3	2	1	75%	55%	20%
11	Figurative Language (L.5)	MC	3	4	1	88%	70%	18%
12	Lit: Words in Context (RL.4)	MC	3	4	1	88%	71%	17%
14	Lit: Satire & Sarcasm (RL.6)	MC	3	1	1	75%	60%	15%
15	Inf: Analyze Structure (RI.5)	MC	1	4	1	88%	73%	15%
18	Figurative Language (L.5)	MC	2	1	1	75%	62%	13%
24	Inf: Words in Context (RI.4)	MC	2	1	1	75%	64%	11%
17	Inf: Analyze Complex Ideas (RI.3)	MC	4	2	1	88%	82%	6%
21	Inf: Analyze Complex Ideas (RI.3)	MC	1	2	1	75%	70%	5%
2	Lit: Elements of Story (RL.3)	MC	2	1	1	38%	34%	4%
9	Lit: Satire & Sarcasm (RL.6)	MC	4	2	1	75%	73%	2%
13	Figurative Language (L.5)	MC	2	4	1	75%	75%	0%
10	Lit: Elements of Story (RL.3)	MC	4	2	1	75%	76%	-1%
II	Argument Essay	ES	0-6	1	6	65%	66%	-2%
7	Lit: Elements of Story (RL.3)	MC	3	1	1	63%	65%	-3%
20	Inf: Words in Context (RI.4)	MC	2	4	1	50%	59%	-9%

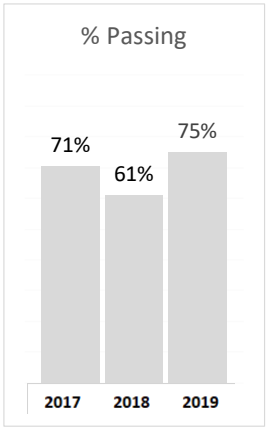
Weakest questions compared with city

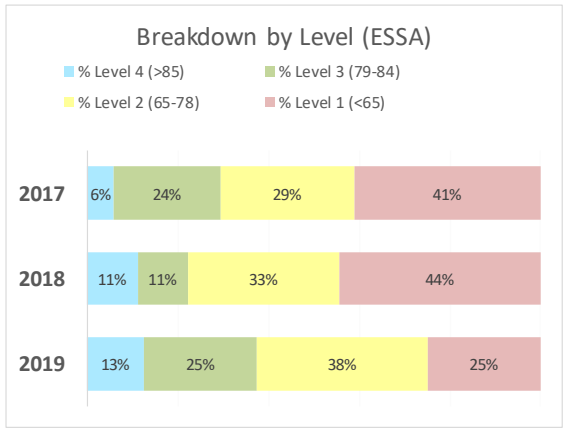
Question Number	Standard	Type	Correct Answer	Most Common Incorrect	Possible Points	School Avg	City Avg	School vs City
16	Determine Word Meaning (L.4)	MC	3	1	1	50%	71%	-21%
1	Lit: Words in Context (RL.4)	MC	3	1	1	38%	58%	-21%
5	Figurative Language (L.5)	MC	1	2	1	25%	41%	-16%
4	Lit: Elements of Story (RL.3)	MC	2	1	1	50%	64%	-14%
III	Text Analysis Response	R	0-4	1	4	42%	56%	-14%
6	Lit: Central Ideas (RL.2)	MC	1	2	1	38%	51%	-14%
3	Lit: Analyze Structure (RL.5)	MC	1	3	1	38%	47%	-10%
20	Inf: Words in Context (RI.4)	MC	2	4	1	50%	59%	-9%
8	Lit: Words in Context (RL.4)	MC	2	3	1	50%	59%	-9%
7	Lit: Elements of Story (RL.3)	MC	3	1	1	63%	65%	-3%
II	Argument Essay	ES	0-6	1	6	65%	66%	-2%
10	Lit: Elements of Story (RL.3)	MC	4	2	1	75%	76%	-1%
13	Figurative Language (L.5)	MC	2	4	1	75%	75%	0%
9	Lit: Satire & Sarcasm (RL.6)	MC	4	2	1	75%	73%	2%
2	Lit: Elements of Story (RL.3)	MC	2	1	1	38%	34%	4%
21	Inf: Analyze Complex Ideas (RI.3)	MC	1	2	1	75%	70%	5%
17	Inf: Analyze Complex Ideas (RI.3)	MC	4	2	1	88%	82%	6%
24	Inf: Words in Context (RI.4)	MC	2	1	1	75%	64%	11%

English - Performance Trends

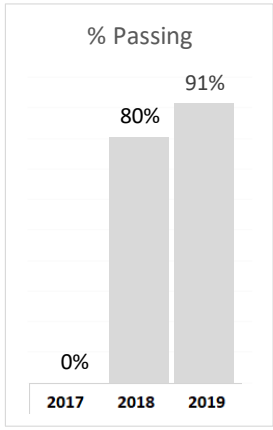
					ESSA Levels				Question Type				Key Standards / Topics				
Year		Students	% Passing	Avg Score	% Level 4 (>85)	% Level 3 (79-84)	% Level 2 (65-78)	% Level 1 (<65)	Overall	Multiple Choice	Argument Essay	Text Analysis Response	Lit: Elements of Story (RL.3)	Lit: Words in Context (RL.4)	Inf: Central Ideas (RI.2)	Figurative Language (L.5)	Inf: Analyze Complex Ideas (RI.3)
2019	June	8	75%	70.6	13%	25%	38%	25%	37%	66%	65%	42%	56%	58%	88%	66%	88%
2019	January	69	91%	74.0	17%	26%	41%	16%	36%	65%	68%	62%	70%	68%	60%	69%	65%
2018	June	18	61%	64.0	11%	11%	33%	44%	26%	47%	64%	66%	59%	41%	44%	44%	31%
2018	January	91	80%	73.2	26%	23%	26%	24%	32%	58%	68%	68%	40%	68%	75%	60%	36%
2017	June	17	71%	64.0	6%	24%	29%	41%	30%	53%	61%	60%	65%	62%	44%	56%	53%
2017	January																

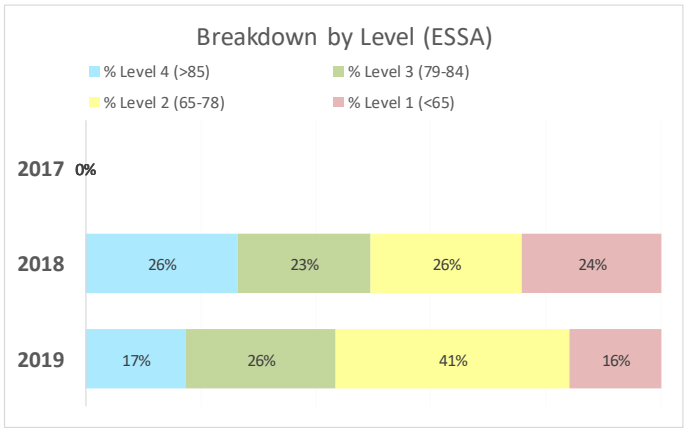
June exams





January Exams



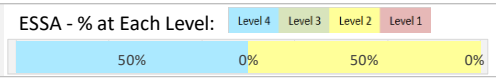


English - IEP Students

2 Students | June 2019 Regents

100% Passing Avg Score: 77

ESSA - % at Each Level:



Passing = Score of 65 or higher for GenEd, 55 or higher for students with IEP.
ESSA - Scores: Level 4: >=85, Level 3: 79-84, Level 2: 65-78, Level 1: <65

All percentages indicate percentage of possible points

Strongest standards/topics compared with city

Standard	Reference Questions (shows up to 8 ques)	Possible Points	IEP Avg	School Avg	City Avg	Subgroup vs City
Determine Word Meaning (L.4)	16	1	100%	50%	71%	29%
Inf: Analyze Structure (RI.5)	15	1	100%	88%	73%	27%
Figurative Language (L.5)	5, 11, 13, 18	4	88%	66%	62%	26%
Inf: Words in Context (RI.4)	20, 22, 24	3	83%	67%	59%	24%
Inf: Analyze Complex Ideas (RI.3)	17, 19, 21	3	100%	88%	77%	23%
Lit: Words in Context (RL.4)	1, 8, 12	3	83%	58%	63%	21%
Lit: Analyze Structure (RL.5)	3	1	50%	38%	47%	3%
Lit: Elements of Story (RL.3)	2, 4, 7, 10	4	63%	56%	60%	3%
Argument Essay	II	6	67%	65%	66%	0%
Lit: Central Ideas (RL.2)	6	1	50%	38%	51%	-1%

Weakest standards/topics compared with city

Standard	Reference Questions (shows up to 8 ques)	Possible Points	IEP Avg	School Avg	City Avg	Subgroup vs City
Lit: Satire & Sarcasm (RL.6)	9, 14	2	50%	75%	67%	-17%
Text Analysis Response	III	4	44%	42%	56%	-12%
Inf: Central Ideas (RI.2)	23	1	50%	88%	62%	-12%
Lit: Central Ideas (RL.2)	6	1	50%	38%	51%	-1%
Argument Essay	II	6	67%	65%	66%	0%
Lit: Elements of Story (RL.3)	2, 4, 7, 10	4	63%	56%	60%	3%
Lit: Analyze Structure (RL.5)	3	1	50%	38%	47%	3%
Lit: Words in Context (RL.4)	1, 8, 12	3	83%	58%	63%	21%
Inf: Analyze Complex Ideas (RI.3)	17, 19, 21	3	100%	88%	77%	23%
Inf: Words in Context (RI.4)	20, 22, 24	3	83%	67%	59%	24%

Strongest questions compared with city

Question Number	Standard Description	Type	Correct Answer	Common Incorrec	Possible Points	IEP Avg	School Avg	City Avg	Subgroup vs City
22	Inf: Words in Context (RI.4)	MC	3	1	1	100%	75%	55%	45%
1	Lit: Words in Context (RL.4)	MC	3	1	1	100%	38%	58%	42%
18	Figurative Language (L.5)	MC	2	1	1	100%	75%	62%	38%
24	Inf: Words in Context (RI.4)	MC	2	1	1	100%	75%	64%	36%
7	Lit: Elements of Story (RL.3)	MC	3	1	1	100%	63%	65%	35%
11	Figurative Language (L.5)	MC	3	1	1	100%	88%	70%	30%
21	Inf: Analyze Complex Ideas (RI.3)	MC	1	2	1	100%	75%	70%	30%
16	Determine Word Meaning (L.4)	MC	3	1	1	100%	50%	71%	29%
12	Lit: Words in Context (RL.4)	MC	3	1	1	100%	88%	71%	29%
15	Inf: Analyze Structure (RI.5)	MC	1	2	1	100%	88%	73%	27%
13	Figurative Language (L.5)	MC	2	1	1	100%	75%	75%	25%
10	Lit: Elements of Story (RL.3)	MC	4	1	1	100%	75%	76%	24%
19	Inf: Analyze Complex Ideas (RI.3)	MC	4	1	1	100%	#####	80%	20%
17	Inf: Analyze Complex Ideas (RI.3)	MC	4	1	1	100%	88%	82%	18%
2	Lit: Elements of Story (RL.3)	MC	2	1	1	50%	38%	34%	16%
5	Figurative Language (L.5)	MC	1	3	1	50%	25%	41%	9%
3	Lit: Analyze Structure (RL.5)	MC	1	3	1	50%	38%	47%	3%
II	Argument Essay	ES	N/A	N/A	6	67%	65%	66%	0%
6	Lit: Central Ideas (RL.2)	MC	1	4	1	50%	38%	51%	-1%
20	Inf: Words in Context (RI.4)	MC	2	3	1	50%	50%	59%	-9%

Weakest questions compared with city

Question Number	Standard Description	Type	Correct Answer	Common Incorrec	Possible Points	IEP Avg	School Avg	City Avg	Subgroup vs City
4	Lit: Elements of Story (RL.3)	MC	2	1	1	0%	50%	64%	-64%
9	Lit: Satire & Sarcasm (RL.6)	MC	4	3	1	50%	75%	73%	-23%
III	Text Analysis Response	R	N/A	N/A	4	44%	42%	56%	-12%
23	Inf: Central Ideas (RI.2)	MC	3	2	1	50%	88%	62%	-12%
14	Lit: Satire & Sarcasm (RL.6)	MC	3	1	1	50%	75%	60%	-10%
20	Inf: Words in Context (RI.4)	MC	2	3	1	50%	50%	59%	-9%
8	Lit: Words in Context (RL.4)	MC	2	4	1	50%	50%	59%	-9%
6	Lit: Central Ideas (RL.2)	MC	1	4	1	50%	38%	51%	-1%
II	Argument Essay	ES	N/A	N/A	6	67%	65%	66%	0%
3	Lit: Analyze Structure (RL.5)	MC	1	3	1	50%	38%	47%	3%
5	Figurative Language (L.5)	MC	1	3	1	50%	25%	41%	9%
2	Lit: Elements of Story (RL.3)	MC	2	1	1	50%	38%	34%	16%
17	Inf: Analyze Complex Ideas (RI.3)	MC	4	1	1	100%	88%	82%	18%
19	Inf: Analyze Complex Ideas (RI.3)	MC	4	1	1	100%	#####	80%	20%
10	Lit: Elements of Story (RL.3)	MC	4	1	1	100%	75%	76%	24%
13	Figurative Language (L.5)	MC	2	1	1	100%	75%	75%	25%
15	Inf: Analyze Structure (RI.5)	MC	1	2	1	100%	88%	73%	27%
16	Determine Word Meaning (L.4)	MC	3	1	1	100%	50%	71%	29%
12	Lit: Words in Context (RL.4)	MC	3	1	1	100%	88%	71%	29%
11	Figurative Language (L.5)	MC	3	1	1	100%	88%	70%	30%

English CC - Question 8

June 2019 Regents

Correct Answer:	2	Common Incorrect Choice:	3	Standard / Topic:	Lit: Words in Context (RL.4)

8 The images in lines 82 through 84 convey feelings of

(1) fear and disappointment
(2) cleansing and renewal
(3) preservation and protection
(4) confusion and impatience

% Correct	
School	50%
City	59%
School vs City	-9%

% Selecting Each Answer Choice									
Choice (1)	0%	Choice (2)	50%	Choice (3)	38%	Choice (4)	13%	Left Blank	0%

NY Regents Analysis – Individual Student Reports (REG-19)

Help students own their data. Equip teachers and students to look at results across all Regents exams.

- *Understand how each individual student performed on each Regents assessment, including a breakdown by question type, cluster, and heavily weighted standards*

Grade 11 (2018-19)

Student Name

Jan 2019 Regents

Exams Taken: 4 **Exams Passed:** 2 **Failed:** 2

**Performance overall, by question type, and by key standard/topic expressed in terms of percent of total possible points. Key standards and topics are based on the most heavily weighted standards and topics over the past 2 years of June and January Regents exams, and may differ slightly from the key standards and topics on the January 2019 Regents exam alone.*

Legend	In Line with Students Above Passing (Scores of 80 and above)	In Line with Students Passing (Scores of 65-79)	In Line with Students Below Passing (Scores of 55-64)	Significantly Below Passing (Scores Below 55)

English

Passed	Score	Multiple Choice	Argument Essay	Text Analysis Response
Y	65	63%	50%	63%

Lit: Elements of Story (RL.3)	Lit: Words in Context (RL.4)	Inf: Central Ideas (RI.2)	Figurative Language (L.5)	Inf: Analyze Complex Ideas (RI.3)
80%	33%	100%	50%	100%

Algebra I

Passed	Score	Multiple Choice	Constructive Response

Create Equations (A-CED.A)	Graphing Eq. and Ineq. (A-REI.D)	One Var. Equations and Ineq. (A-REI.B)	Func. Concept & Notation (F-IF.A)	Interpret Functions (F-IF.B)

Geometry

Passed	Score	Multiple Choice	Constructive Response

Prove Geometric Theorems (G-CO.C)	Simple Coordinate Geometry (G-GPE.B)	Right Triangle Trigonometry (G-SRT.C)	Modeling with Geometry (G-MG.A)	Similarity Proofs (G-SRT.B)

Algebra II

Passed	Score	Multiple Choice	Constructive Response

Interpret Functions (F-IF.B)	Build Relationship Functions (F-BF.A)	Equation Reasoning (A-REI.A)	Analyze Functions (F-IF.C)	Summarize Two Variable Data (S-IC.B)

Living Environment

Passed	Score	Multiple Choice	Constructive Response
Y	72	54%	61%

Ecology (4.6)	Genetics & Biotechnology (4.2)	Organization of Life (4.1)	Human Influence on Environment (4.7)	Lab Standards
81%	67%	25%	44%	38%

Earth Science

Passed	Score	Multiple Choice	Constructive Response

Landscapes	Astronomy	Earth History	Meteorology	Insolation

Global History

Passed	Score	Multiple Choice	DBQ Essay	Thematic Essay	Scaffolding
N	53	40%	40%	50%	92%

20th Century since 1945	1750-1914 An Age of Revolution	1900-1945 Crisis & Achievement	Methodology of History and Geography
46%	13%	57%	50%

US History

Passed	Score	Multiple Choice	DBQ Essay	Thematic Essay	Scaffolding
N	26	26%	20%	0%	

Constitutional Foundations	Uncertain Times 1950-Present	The Progressive Movement	At Home and Abroad 1917-1940	U.S. in Global Crisis (WW2)
23%	67%	13%	29%	0%

Performance by Question Type

Performance on Major Topics/Standard

High School ESSA Analysis (ESSA-HS-1920)

Analysis of ESSA accountability status, targets, and progress required to meet goals

- *Understand your school's starting point and progress needed to reach higher ESSA accountability levels*
- *Analysis includes graduation rates, composite performance index, academic progress, and chronic absenteeism for all subgroups*

HS State Accountability Measures

HS Graduation (4Y ,5Y, and 6Y Rate Levels)

Legend: Level 4 | Level 3 | Level 2 | Level 1

Summary of 2018-19 Accountability Measures Projected 2019-2020 Levels and Targets

Graduation Rates

Based on an "end" goal of a 95% four-year cohort graduation rate, 96% for the five-year rate, and 97% for the six-year rate, NY State has established a long-term goal for 2021-2022 of closing the graduation rate gap with the "end" goal by 20%.

2018-2019 Accountability Levels

Subgroup	Avg - 4Y,5Y,6Y Levels	4Y Level	5Y Level	6Y Level
All Students	2	2	2	2
Black	2	1	4	2
Hispanic	2	1	3	3
SWD	3	1	3	4
ED	2	2	2	3
ELL				

2019-2020 Projected Levels

Subgroup	Avg - 4Y,5Y,6Y	4Y Level	5Y Level	6Y Level
All Students	2	2	1	3
Black	2	N/A	2	N/A
Hispanic	2	3	1	4
SWD	2	1	1	4
ED	2	2	1	4
ELL	N/A	N/A	N/A	N/A

Academic Progress , Graduation Rate, Chronic Absenteeism; CCCR	Did Not Meet Long-Term Goal	Met Long-term Goal	Exceeded Long-Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Accountability Levels - Students in Cohorts Q, R, and S

Based on graduation data through August 2017 (Source: NYC DOE Graduation Rate Report)

4Y Graduation Rate (2013 4Yr) - Cohort S

Subgroup	4 Yr Grad. Rate Level	4 Yr Grad. Rate	2016-2017 School Baseline Cohort R	4 Yr Grad. Rate Sch./Dist. MIP	4 Yr Grad. Rate State MIP	4 Yr Grad. Rate State Long Term Goal	4 Yr Grad. Rate State Exceed Long Term Goal
All Students	2	64.0	61.6	62.9	82.3	84.4	89.7
Black	1	57.7	67.9	69.0	72.4	76.2	85.6
Hispanic	1	63.8	62.7	64.0	72.2	76.0	85.5
SWD	1	34.2	52.6	54.3	58.2	64.4	79.7
ED	2	62.5	60.0	61.4	76.1	79.2	87.1

5Y Graduation Rate (2012 5Yr) - Cohort R

Subgroup	5 Yr Grad. Rate Level	5 Yr Grad. Rate	2016-2017 School Baseline Cohort Q	5 Yr Grad. Rate Sch./Dist. MIP	5 Yr Grad. Rate State MIP	5 Yr Grad. Rate State Long Term Goal	5 Yr Grad. Rate State Exceed Long Term Goal
All Students	2	81.2	80.6	81.2	84.5	86.4	91.2
Black	4	82.8	65.5	66.7	75.9	79.3	87.7
Hispanic	3	79.6	81.8	82.4	74.8	78.3	87.2
SWD	3	72.2	71.4	72.4	61.6	67.4	81.7
ED	2	80.4	80.4	81.0	79.7	82.4	89.2

6Y Graduation Rate (2011 6Yr) - Cohort Q

Subgroup	6 Yr Grad. Rate Level	6 Yr Grad. Rate	2016-2017 School Baseline Cohort P	6 Yr Grad. Rate Sch./Dist. MIP	6 Yr Grad. Rate State MIP	6 Yr Grad. Rate State Long Term Goal	6 Yr Grad. Rate State Exceed Long Term Goal
All Students	2	82.3	79.7	80.4	84.6	86.7	91.9
Black	2	73.3	71.4	72.4	76.0	79.5	88.3
Hispanic	3	81.4	85.4	85.9	75.2	78.8	87.9
SWD	4	76.2	68.8	69.9	59.9	66.1	81.6
ED	3	82.6	78.3	79.0	80.0	82.8	89.9

Projected Levels and Targets - Students in Cohorts R, S, and T

Based on NYSED Graduation Rate data through August 2018

4Y Graduation Rate (2014 4Yr) - Cohort T

Subgroup	Projected Level	4 Yr Grad. Rate *	School Baseline	4 Yr Grad. Rate Sch./Dist. MIP	4 Yr Grad. Rate State MIP	4 Yr Grad. Rate State Long Term Goal	4 Yr Grad. Rate State Exceed Long Term Goal
All Students	2	74.3	62.9	64.2	82.8	84.4	89.7
Black	N/A	s	57.7	59.2	73.3	76.2	85.6
Hispanic	3	73.8	63.8	65.0	73.1	76.0	85.5
SWD	1	33.3	34.2	36.6	59.7	64.4	79.7
ED	2	70.8	61.4	62.7	76.9	79.2	87.1

of students to move towards Graduation

# Students in Cohort T	# Students Still Enrolled *	Level 2	Level 3	Level 4
74	11	Met Tgt	7	8
12	s	N/A	N/A	N/A
61	8	Met Tgt	Met Tgt	2
12	5	1	4	4
65	11	Met Tgt	4	6

* Since the graduation data used to determine accountability for 19-20 is based on data through August 2018, the information for Cohort T above should instead be used for meeting accountability for 5Y Graduation Rates in 20-21.

5Y Graduation Rate (2013 5Yr) - Cohort S

Subgroup	Projected Level	5 Yr Grad. Rate *	School Baseline	4 Yr Grad. Rate Sch./Dist. MIP	4 Yr Grad. Rate State MIP	4 Yr Grad. Rate State Long Term Goal	4 Yr Grad. Rate State Exceed Long Term Goal
All Students	1	73.2	81.2	81.8	85.0	86.4	91.2
Black	2	75.0	66.7	67.9	76.7	79.3	87.7
Hispanic	1	71.4	79.6	80.3	75.6	78.3	87.2
SWD	1	25.0	72.2	73.2	63.0	67.4	81.7
ED	1	71.2	80.4	81.0	80.4	82.4	89.2

of students to move towards Graduation

# Students in Cohort	# Students Still Enrolled *	Level 2	Level 3	Level 4
71	8	7	9	10
12	0	Met Tgt	1	1
56	8	3	4	5
12	2	5	6	6
52	7	5	6	6

* Since the graduation data used to determine accountability for 19-20 is based on data through August 2018, the information for Cohort S above should instead be used for meeting accountability for 6Y Graduation Rates

6Y Graduation Rate (2012 6Yr) - Cohort R

Subgroup	Projected Level	6 Yr Grad. Rate *	School Baseline	4 Yr Grad. Rate Sch./Dist. MIP	4 Yr Grad. Rate State MIP	4 Yr Grad. Rate State Long Term Goal	4 Yr Grad. Rate State Exceed Long Term Goal
All Students	3	85.3	80.4	81.1	85.1	86.7	91.9
Black	N/A	s	72.4	73.4	76.8	79.5	88.3
Hispanic	4	84.9	81.4	82.0	76.1	78.8	87.9
SWD	4	80.0	69.9	71.0	61.4	66.1	81.6
ED	4	84.3	79.0	79.7	80.7	82.8	89.9

of students to move towards Graduation

# Students in Cohort	# Students Still Enrolled *	Level 2	Level 3	Level 4
68	0	Met Tgt	Met Tgt	1
14	s	N/A	N/A	N/A
53	0	Met Tgt	Met Tgt	Met Tgt
20	0	Met Tgt	Met Tgt	Met Tgt
51	0	Met Tgt	Met Tgt	Met Tgt

HS State Accountability Measures	Composite Performance Index (CPI)				
	Legend:	Level 4	Level3	Level 2	Level 1

Accountability Levels - Students in Cohort T

Based on 2017-18 - Data from NYSED Accountability Status File (Publicly Available)

Subgroup	Level	CPI	State Percentil	ELA PI (3/9)	Math PI (3/9)	Science PI (2/9)	History PI (1/9)
All Students	2	125.1	10.1 - 50% Statewide	131.0	86.5	158.5	156.0
Black	2	123.9	10.1 - 50% Statewide	126.9	91.3	157.7	145.2
Hispanic	2	122.7	10.1 - 50% Statewide	129.9	82.1	154.5	159.7
SWD	2	76.0	10.1 - 50% Statewide	64.7	52.9	112.7	105.9
ED	1	114.7	0 - 10% Statewide	116.3	79.4	148.8	147.5
ELL	2	42.3	10.1 - 50% Statewide	23.8	28.6	76.2	71.4
White	1	113.6	0 - 10% Statewide	95.5	90.9	154.5	154.5

Projected Levels - Current students in Cohort U

Based on 18-19 - Data from School's Progress to Graduation Tracker file from 2/10/2019

Projected Level	CPI	Projected Percentile	# Students	ELA PI (3/9)	Math PI (3/9)	Science PI (2/9)	History PI (1/9)
1	117.1	0 - 10%	81	100.0	92.0	163.6	151.2
2	115.8	10.1 - 50%	19	100.0	73.7	181.6	157.9
2	120.9	10.1 - 50%	60	103.3	99.2	163.3	154.2
2	74.1	10.1 - 50%	21	38.1	59.5	128.6	116.7
	N/A	N/A	N/A		N/A	N/A	
2	46.9	10.1 - 50%	9	22.2	33.3	55.6	72.2
1	0.0	0 - 10%	1.0	0.0	0.0	0.0	0.0

District Public - Calculated Percentiles --->

For each student group and subject area (except for All Students, ELL, SWD, and ED CPI, which were provided by NYSED*), we calculated the thresholds for the 10th, 50th, and 75th percentiles for the array of statewide scores using the NYSED Accountability Status database for 2017-2018. These values are used for calculating the projected levels above and the student level targets in the bottom table. This is meant to be a project and may not correctly reflect the actual percentile thresholds used by the State nor does it reflect the cutoffs for 2018-2019.

Subgroup	ELA Calculated Percentiles			Math Calculated Percentiles			Science Calculated Percentiles			History Calculated Percentiles			CPI Percentiles*		
All_Students	131.2	188.3	209.4	83.6	128.6	150.6	172.5	212.8	223.7	178.8	218.5	230.3	118.8	172.6	192.4
Black	110.5	164.1	190.0	72.0	102.3	123.9	155.1	190.5	205.6	160.4	202.4	217.9	115.4	154.2	173.6
Hispanic	114.5	171.6	197.9	73.7	111.1	135.9	155.6	197.3	212.5	163.3	206.3	222.9	116.1	160.6	181.6
SWD	58.6	103.4	132.2	40.0	72.9	93.3	110.7	158.3	181.3	111.9	164.3	189.3	68.6	110.8	134.2
ED	124.6	169.8	188.9	80.4	113.7	132.1	168.0	200.8	212.2	171.6	207.4	219.3	116.4	160.3	175.7
ELL	20.0	55.1	77.8	33.3	66.7	86.9	66.7	122.2	144.4	78.7	138.2	163.9	41.5	79.5	101.0
Asian	152.9	219.5	233.5	115.4	176.1	202.0	187.8	227.3	237.5	202.9	236.7	243.0	154.0	208.2	223.5
White	162.2	200.7	219.3	108.8	139.1	159.6	198.9	219.6	228.5	203.3	225.1	234.8	160.0	187.0	201.5

Projected Targets - Number of students to move up a performance level within each subject

For each student group, there are 3 different targets for reaching Accountability Levels 2-4. The table at the bottom shows projected Performance Index thresholds for each subject and student group, based on last year's distribution of scores statewide. "Met Tgt" means the current Performance Index already reaches exceeds or exceeds the threshold needed to reach a projected level.

Subgroup	# Students	ELA Targets			Math Targets			Science Targets			History Targets		
		Level 2	Level 3	Level 4	Level 2	Level 3	Level 4	Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
All Students	81	26	71	71	Met Tgt	30	48	8	40	49	23	55	65
Black	19	2	13	17	Met Tgt	6	10	Met Tgt	2	5	1	9	12
Hispanic	60	7	41	52	Met Tgt	8	23	Met Tgt	21	30	6	32	42
SWD	21	5	14	20	Met Tgt	3	8	Met Tgt	7	12	Met Tgt	11	16
ED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ELL	9	Met Tgt	3	5	Met Tgt	4	5	2	6	8	1	6	8
White	1	1	1	1	1	1	1	1	1	1	1	1	1

HS State Accountability Measures

Chronic Absenteeism / College and Career Readiness (CCR)

Summary of 2018-19 Accountability Measures
Projected 2019-2020 Levels and Targets

Legend: Level 4 | Level 3 | Level 2 | Level 1

Academic Progress , Graduation Rate, Chronic Absenteeism; CCCR	Did Not Meet Long-Term Goal	Met Long-term Goal	Exceeded Long-Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

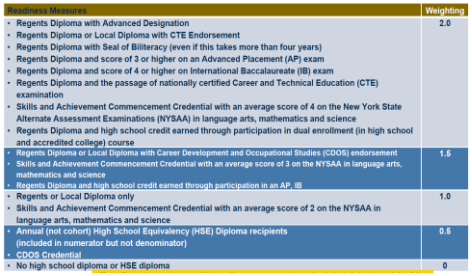
2018-2019 Accountability Levels

Subgroup	Chronic Abs.	CCR
All Students	2	1
Black	2	1
Hispanic	2	1
SWD	2	1
ED	2	1
ELL	1	1
White		

2019-2020 Projected Levels

Subgroup	Chronic Abs.	CCR
All Students	2	N/A
Black	2	N/A
Hispanic	2	N/A
SWD	2	N/A
ED	N/A	N/A
ELL	2	N/A
White	1	1

College and Career Readiness Table



Readiness Measures	Weighting
• Regents Diploma with Advanced Designation • Regents Diploma or Local Diploma with CTE Endorsement • Regents Diploma with Seal of Biliteracy (even if this takes more than four years) • Regents Diploma and score of 3 or higher on an Advanced Placement (AP) exam • Regents Diploma and score of 4 or higher on International Baccalaureate (IB) exam • Regents Diploma and the passage of nationally certified Career and Technical Education (CTE) examination • Skills and Achievement Commencement Credential with an average score of 4 on the New York State Alternate Assessment Examinations (NYSAA) in language arts, mathematics and science • Regents Diploma and high school credit earned through participation in dual enrollment (in high school and accredited college) course	2.0
• Regents Diploma or Local Diploma with Career Development and Occupational Studies (CDOS) endorsement • Skills and Achievement Commencement Credential with an average score of 3 on the NYSAA in language arts, mathematics and science • Regents Diploma and high school credit earned through participation in an AP, IB	1.5
• Regents or Local Diploma only • Skills and Achievement Commencement Credential with an average score of 2 on the NYSAA in language arts, mathematics and science	1.0
• Annual (not cohort) High School Equivalency (HSE) Diploma recipients (included in numerator but not denominator) • CDOS Credential	0.5
• No high school diploma or HSE diploma	0

Chronic Absenteeism - Accountability Levels

Based on Schoolwide Data from 2017-18

Subgroup	Chronic Abs. Level	Chronic Abs. Rate	2016-2017 School Baseline	Chronic Abs. Sch./Dist. MIP	Chronic Abs. State MIP	Chronic Abs. State Long Term Goal	Chronic Abs. State Exceed Long Term Goal
All Students	2	64.6	68.2	65.7	23.4	20.4	12.7
Black	2	59.1	62.0	59.7	32.7	28.1	16.6
Hispanic	2	66.2	69.2	66.6	32.8	28.2	16.6
SWD	2	64.2	72.6	69.9	34.0	29.2	17.1
ED	2	65.7	68.6	66.1	31.3	26.9	16.0
ELL	1	65.0	66.7	64.2	35.1	30.1	17.6
White					14.4	12.8	8.9

Chronic Absenteeism - Projected Levels

Based on 18-19 - Data from School's Progress to Graduation Tracker file from 2/10/2019

Subgroup	Chronic Abs. Level	Chronic Abs. Rate	School Baseline	Chronic Abs. Sch./Dist. MIP	Chronic Abs. State MIP	Chronic Abs. State Long Term Goal	Chronic Abs. State Exceed Long Term Goal
All Students	2	44.4	65.7	63.3	22.7	20.4	12.7
Black	2	42.1	59.7	57.5	31.6	28.1	16.6
Hispanic	2	44.8	66.6	64.1	31.7	28.2	16.6
SWD	2	50.0	69.9	67.3	32.8	29.2	17.1
ED	N/A	N/A	66.1	63.7	30.2	26.9	16.0
ELL	2	43.4	65.0	62.6	33.9	30.1	17.6
White	1	50.0		N/A	14.0	12.8	8.9

Attendance Targets

Net number of students to above 90% attendance

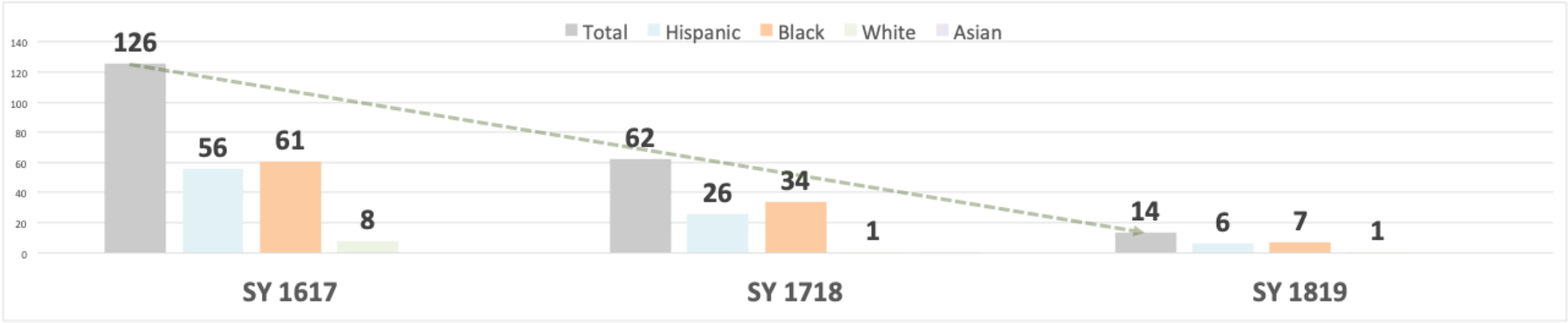
# Students	Level 2	Level 3	Level 4
430	Met Tgt	94	104
114	Met Tgt	12	16
297	Met Tgt	39	50
126	Met Tgt	22	27
76	Met Tgt	8	11
6	3	3	3

Equity Analysis (EQTY-1920)

Identify areas of disproportionality among subgroups within your school – by Credits, Regents exam results, attendance, discipline, for subgroups by race and ethnicity, IEP, ENL, ED, or temporary housing status

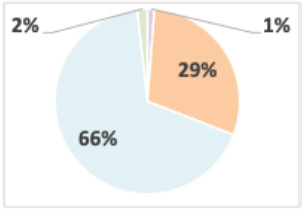
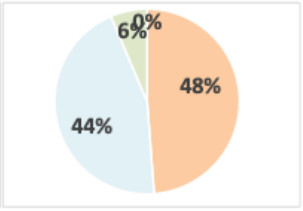
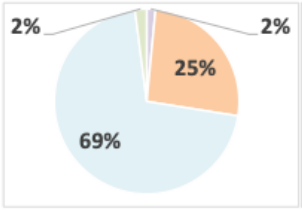
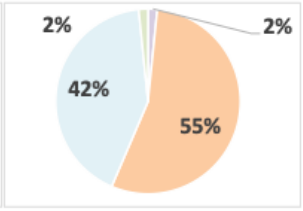
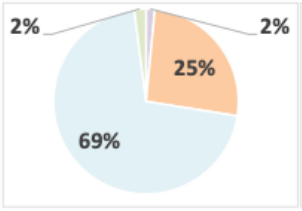
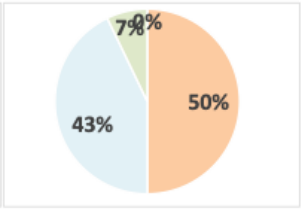
- *See trends in data over time to identify areas of disproportionality between students based on race, economic, IEP, ENL, or temporary housing status*

Suspensions over Time and by Race



Comparing Enrollment vs Suspensions by Race

Legend for Charts	Hispanic	Black	White	Asian

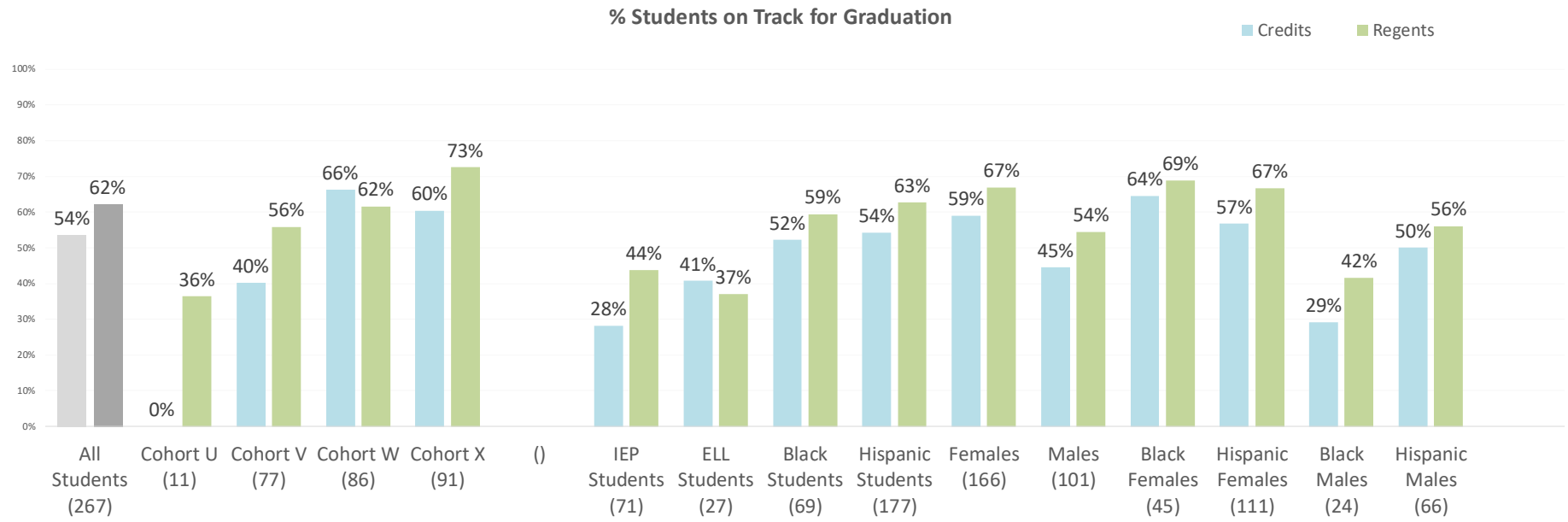
Enrollment (2016-2017)	Suspensions (2016-2017)	Enrollment (2017-2018)	Suspensions (2017-2018)	Enrollment (2018-2019) *	Suspensions (2018-2019) YTD Through 12/2/2018
					

*Based on 2017-2018 enrollment breakdown. Need 2018-2019 enrollment data to ensure enrollment by race is accurate.

Student Achievement by Subgroup

267 Students

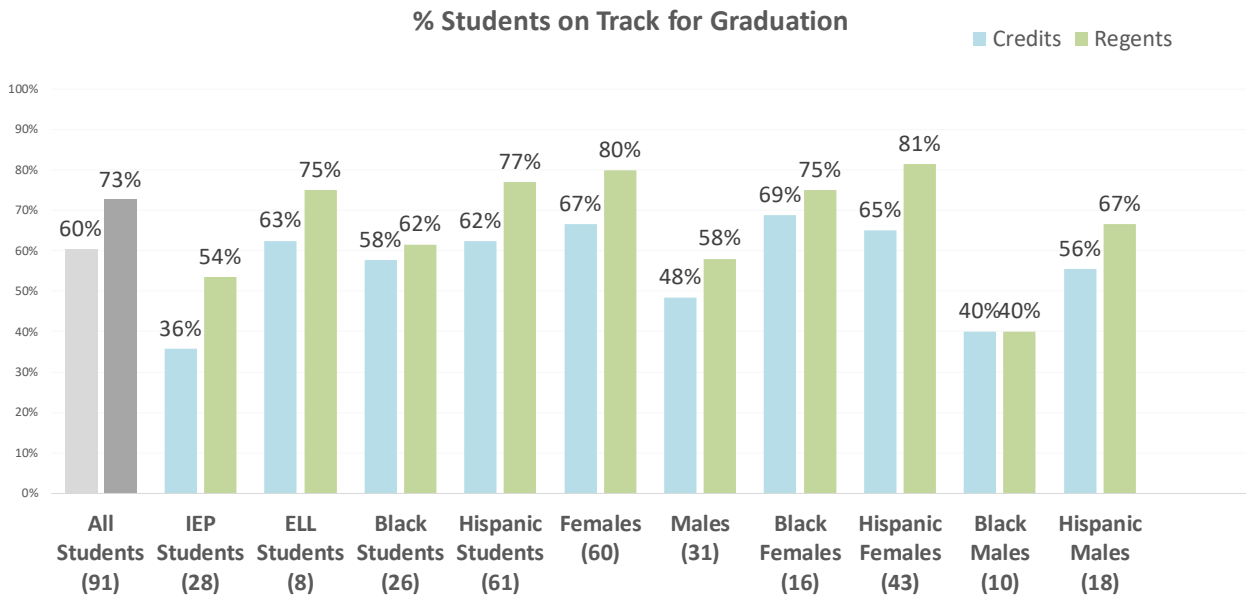
Note: Cohort Y students excluded from this analysis

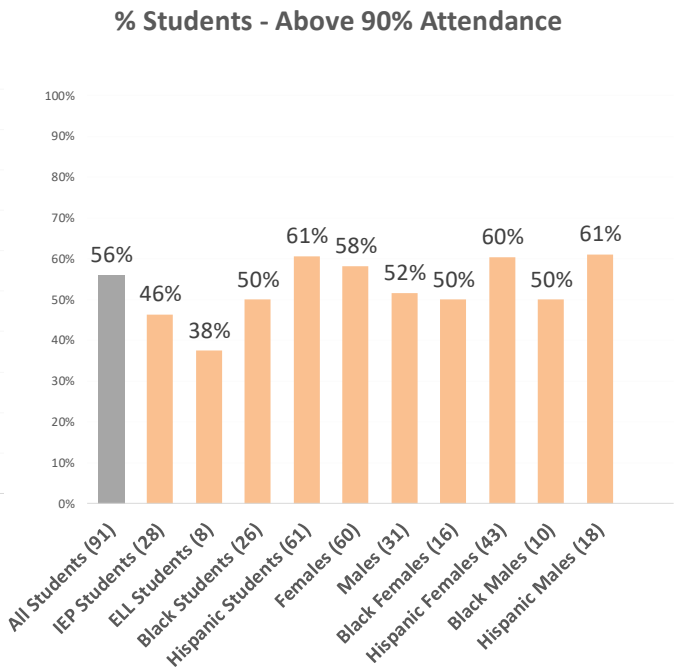


						Credits						Regents					Attendance	
	# Students	Discharged	Current Students	% College Readiness	% On Track - Graduation	% On Track - Credits	HS GPA	% On Track English Credits	% On Track Math Credits	% On Track Science Credits	% On Track History Credits	% On Track - Regents	% Passing English	% Passing Math	% Passing Science	% Passing History	Avg Attendance	Pct Above 90%
All Students	267	0	**267**	7%	47%	54%	75.8	69%	76%	67%	71%	62%	26%	77%	56%	52%	81%	57%
Cohort U	11	0	**11**	0%	0%	0%	63.1	18%	9%	45%	36%	36%	82%	82%	82%	82%	44%	18%
Cohort V	77	0	**77**	23%	34%	40%	73.4	65%	73%	48%	65%	56%	78%	84%	71%	81%	79%	48%
Cohort W	86	0	**86**	0%	55%	66%	78.0	80%	83%	77%	74%	62%	0%	77%	70%	77%	90%	72%
Cohort X	91	0	**91**	0%	58%	60%	76.0	69%	81%	76%	76%	73%	0%	71%	27%	3%	82%	56%
IEP Students	71	0	**71**	0%	23%	28%	67.3	49%	54%	42%	48%	44%	20%	65%	35%	38%	69%	44%
ELL Students	27	0	**27**	0%	30%	41%	70.5	52%	59%	52%	56%	37%	4%	59%	26%	33%	64%	37%
Black Students	69	0	**69**	9%	45%	52%	73.8	65%	74%	65%	67%	59%	23%	67%	54%	45%	79%	55%
Hispanic Students	177	0	**177**	5%	48%	54%	76.5	72%	76%	64%	70%	63%	25%	81%	55%	53%	82%	58%
Females	166	0	**166**	8%	52%	59%	77.7	75%	82%	70%	76%	67%	29%	82%	53%	54%	82%	55%
Males	101	0	**101**	4%	40%	45%	72.5	60%	65%	56%	58%	54%	22%	69%	60%	50%	80%	59%
Black Females	45	0	**45**	13%	58%	64%	76.4	76%	82%	76%	78%	69%	27%	78%	60%	49%	83%	56%
Hispanic Females	111	0	**111**	6%	50%	57%	78.2	75%	82%	68%	75%	67%	28%	83%	50%	54%	82%	54%
Black Males	24	0	**24**	0%	21%	29%	68.9	46%	58%	46%	46%	42%	17%	46%	42%	38%	72%	54%
Hispanic Males	66	0	**66**	3%	45%	50%	73.3	67%	65%	59%	62%	56%	21%	77%	65%	52%	82%	65%

Cohort X - Student Achievement by Subgroup 91 Students

Attendance Data for Cohort U students not included



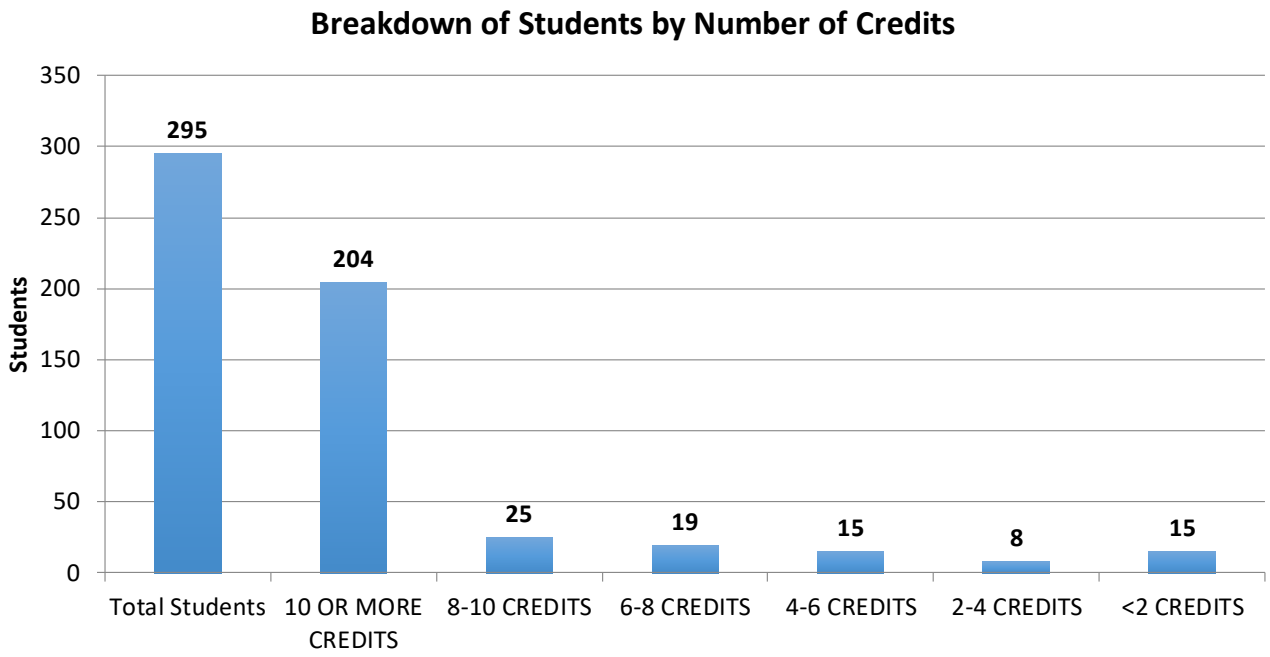


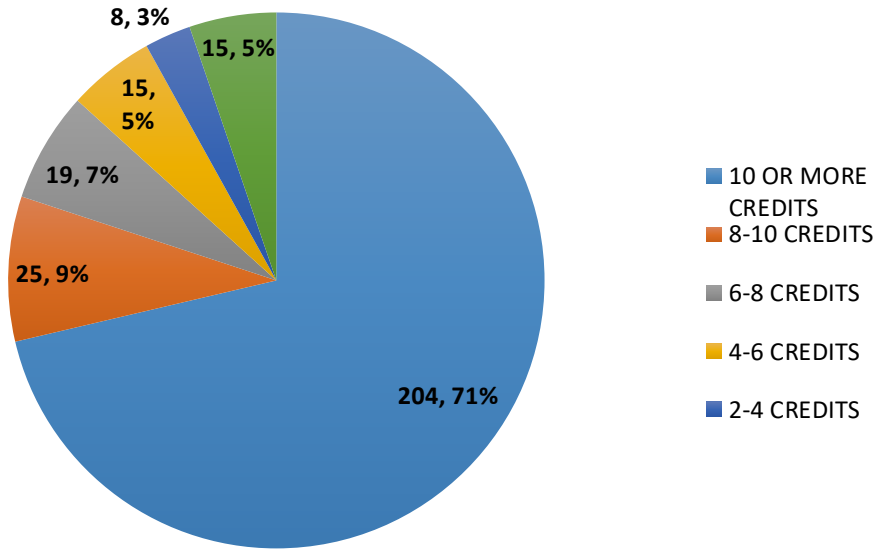
				Credits						Regents					Attendance	
	# Students	% College Readiness	% On Track - Graduation	% On Track - Credits	GPA	% On Track English Credits	% On Track Math Credits	% On Track Science Credits	% On Track History Credits	% On Track - Regents	% Passing English	% Passing Math	% Passing Science	% Passing History	Avg Attendance	Pct Above 90%
All Students	91	0%	58%	60%	76.0	69%	81%	76%	76%	73%	0%	71%	27%	3%	82%	56%
IEP Students	28	0%	32%	36%	68.5	50%	68%	54%	57%	54%	0%	54%	21%	0%	74%	46%
ELL Students	8	0%	63%	63%	76.5	75%	75%	88%	88%	75%	0%	75%	13%	0%	64%	38%
Black Students	26	0%	54%	58%	73.8	62%	77%	69%	65%	62%	0%	58%	27%	0%	76%	50%
Hispanic Students	61	0%	61%	62%	77.0	74%	84%	79%	80%	77%	0%	77%	26%	5%	84%	61%
Females	60	0%	67%	67%	78.6	75%	85%	78%	80%	80%	0%	80%	23%	5%	85%	58%
Males	31	0%	42%	48%	71.1	58%	74%	71%	68%	58%	0%	55%	35%	0%	75%	52%
Black Females	16	0%	69%	69%	77.2	75%	81%	75%	75%	75%	0%	75%	31%	0%	83%	50%
Hispanic Females	43	0%	65%	65%	78.8	74%	86%	79%	81%	81%	0%	81%	21%	7%	85%	60%
Black Males	10	0%	30%	40%	68.4	40%	70%	60%	50%	40%	0%	30%	20%	0%	64%	50%
Hispanic Males	18	0%	50%	56%	72.6	72%	78%	78%	78%	67%	0%	67%	39%	0%	82%	61%

Graduation Tracker (GRD-1920)

Easily identify off-track students for focused intervention before it's too late

- *Identify low attendance and credit-deficient students after each marking period*
- *Spot trends in share of students at risk of dropping out by cohort from one marking period to the next*
- *Provide lists of students for immediate intervention by counselors and teachers*


Breakdown of Students by Number of Credits
Students
350
300
250
200
150
100
50
0
295
204
25
19
15
8
15
Total Students
10 OR MORE CREDITS
8-10 CREDITS
6-8 CREDITS
4-6 CREDITS
2-4 CREDITS
<2 CREDITS


8, 3%
15, 5%
15, 5%
19, 7%
25, 9%
204, 71%
10 OR MORE CREDITS
8-10 CREDITS
6-8 CREDITS
4-6 CREDITS
2-4 CREDITS

Students "On Track"

	Number	Percentage
Total Students	295	100%
Students who are:		
On Track	201	68%
Off Track	94	32%
10 OR MORE CREDITS	204	69%
8-10 CREDITS	25	8%
6-8 CREDITS	19	6%
4-6 CREDITS	15	5%
2-4 CREDITS	8	3%
<2 CREDITS	15	5%
90% Attendance or Above	162	55%
Below 90% Attendance	133	45%
To reach 85% of students "On Track":		
Total Number of Students "On Track" Needed	251	85%
Increase in Students "On Track" Needed	50	25%

Students "Off Track" - Cohort X

Student	Cohort	Year in High School	On track	Main Subjects Passed (need 3)	Total Credits Earned	Credits Earned - English	Credits Earned - ESL	Credits Earned - FOR LANG	Credits Earned - HEALTH	Credits Earned - Math	Credits Earned - PERF ART	Credits Earned - PE	Credits Earned - Science	Credits Earned - Social Studies	Attendance Rate	Attendance <90%
[redacted]	X	2018 COHORT/CLASS OF 202	0	3	4	0	0	0	0	1	0	1	1	1	82%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	3	4	1	0	0	0	1	1	0	0	1	81%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	1	2	0	0	0	0	0	1	0	0	1	100%	0
[redacted]	X	2018 COHORT/CLASS OF 202	0	1	2	0	0	0	0	1	0	1	0	0	68%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	2	3.5	1	0	0	0	1	1	0.5	0	0	95%	0
[redacted]	X	2018 COHORT/CLASS OF 202	0	2	4.5	1	0	1	0	1	1	0.5	0	0	89%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	2	4.5	0	0	1	0	1	1	0.5	0	1	96%	0
[redacted]	X	2018 COHORT/CLASS OF 202	0	1	2	0	0	0	0	1	1	0	0	0	74%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	0	2	0	0	0	0	0	1.5	0.5	0	0	100%	0
[redacted]	X	2018 COHORT/CLASS OF 202	0	1	3.5	0	0	1	0	1	1	0.5	0	0	79%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	2	3	1	0	0	0	0	1	0	0	1	79%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	0	2	0	0	1	0	0	0	1	0	0	98%	0
[redacted]	X	2018 COHORT/CLASS OF 202	0	2	4	0	0	1	0	1	1	0	1	0	88%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	2	4	0	0	1	0	1	1	0	0	1	84%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	0	0	0	0	0	0	0	0	0	0	0	0%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	0	0	0	0	0	0	0	0	0	0	0	77%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	3	4.5	1	0	0	0	1	1	0.5	1	0	93%	0
[redacted]	X	2018 COHORT/CLASS OF 202	0	2	5	1	0	1	0	0	1	1	1	0	100%	0
[redacted]	X	2018 COHORT/CLASS OF 202	0	0	0	0	0	0	0	0	0	0	0	0	18%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	2	4	1	0	1	0	1	1	0	0	0	91%	0
[redacted]	X	2018 COHORT/CLASS OF 202	0	0	0	0	0	0	0	0	0	0	0	0	67%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	0	0	0	0	0	0	0	0	0	0	0	2%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	2	4.5	0	0	1	0	1	1	0.5	1	0	96%	0
[redacted]	X	2018 COHORT/CLASS OF 202	0	3	4.5	0	0	1	0	1	0	0.5	1	1	67%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	0	1	0	0	1	0	0	0	0	0	0	81%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	1	4.5	1	0	1	0	0	1	1.5	0	0	96%	0
[redacted]	X	2018 COHORT/CLASS OF 202	0	1	3.5	0	0	1	0	0	1	0.5	0	1	98%	0
[redacted]	X	2018 COHORT/CLASS OF 202	0	3	4	0	0	0	0	1	1	0	1	1	95%	0
[redacted]	X	2018 COHORT/CLASS OF 202	0	2	4.5	0	0	1	0	1	1	0.5	0	1	89%	1
[redacted]	X	2018 COHORT/CLASS OF 202	0	3	3	1	0	0	0	0	0	0	1	1	88%	1

Additional Offerings

Parent Brochures (OUT-1920)

Tell a data-driven story to put your school's best foot forward

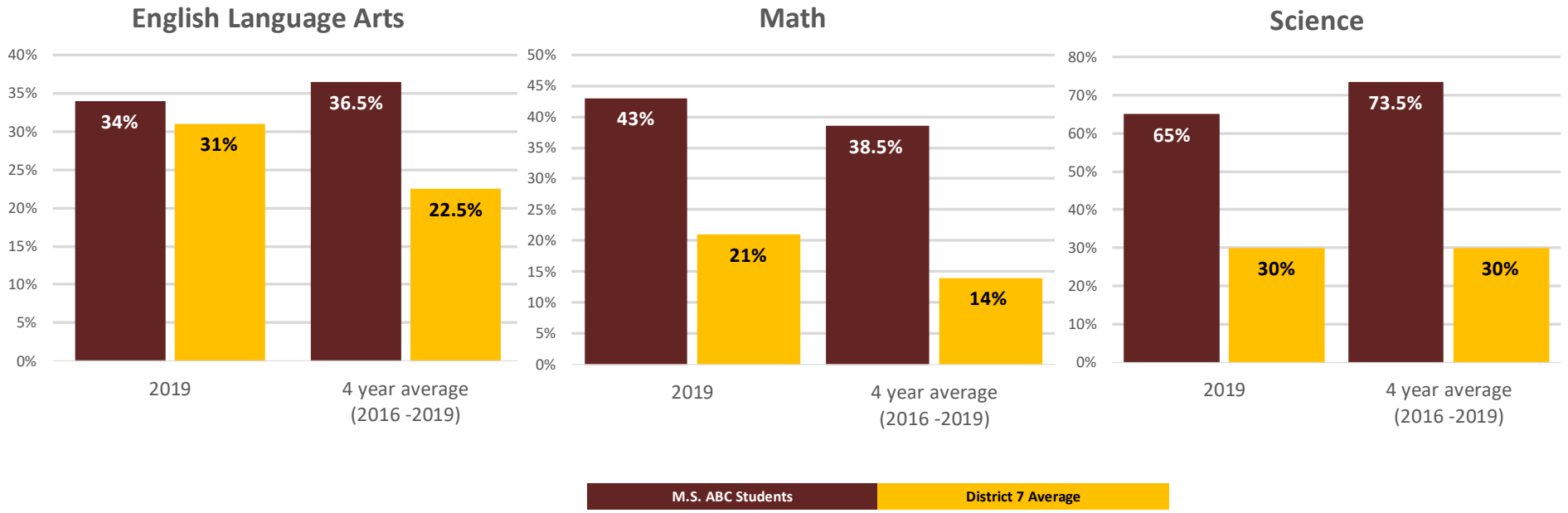
- *Simple and effective brochure highlights your school's strengths to parents and community members*
- *Get advice on how to strengthen your school's story, provide the data analysis to support it, and get help with basic design and layout.*

M.S. ABC - School

M.S. ABC is a small school committed to providing a meaningful learning experience, focusing on technology, to prepare students for the 21st century.

Students at School Demonstrate Academic Success

Average % of Students at Proficiency on State Assessments



o M.S. ABC has ranked 1st in District 7 the past four years according to the NYC School Performance Dashboard when measuring the impact on student learning (95th percentile citywide – four year average).
o M.S. ABC Proficiency Levels in ELA, Math, and Science are significantly higher than the District X Average, and are approaching the city average.
o For the fourth consecutive year (2016 - 2019), more M.S. ABC students scored a level 3 or 4 in Math and English than a level 1.
o 35% of M.S. ABC 8th graders entered High School with Regents credits (Algebra 1 and Living Environment) with a 100% pass rate.
o 65% of M.S. ABC students scored Proficient on the 8th grade NY state science exam in 2019 (with 97% scoring a level 2 or higher).

M.S. ABC - School

M.S. ABC students say…

- 92% of students agree or strongly agree that their classes at their school really make them *think critically.*
- 97% of of students agree or strongly agree that they are *learning a lot in their classes* at their school to prepare them for the next level or grade.
- 93% of students agreed or strongly agree that their teachers *respect their culture/background* .
- 93% of students agree that their *school offers a variety of programs, classes, and activities* to keep them interested in school.
- 97% of students agree or strongly agree that they *feel safe in their classes.*

M.S. ABC parents say…

- 95% of parents feel *respected by their child's teachers.*
- 92% of parents feel that teachers *work closely with them to meet their child's needs.*
- 92% of parents feel *well-informed by the communications they receive* from their child's school.
- 98% of parents feel that their *child is safe at school.*

M.S. ABC teachers say…

- 100% of teachers say that at their school the principal, teachers, and staff *collaborate to make the school run effectively* .
- 100% of teachers say that they use their students' prior knowledge to make their lessons relevant to their everyday life.
- 100% of teachers say that they adapt instruction to ensure it represents all cultures and backgrounds positively.
- 96% of teachers responded that the principal *communicates a clear vision for their school.*
- 96% of teachers say that they *recommend their school to families seeking a place for their child* .

NYC School Survey Analysis (SVY-1920)

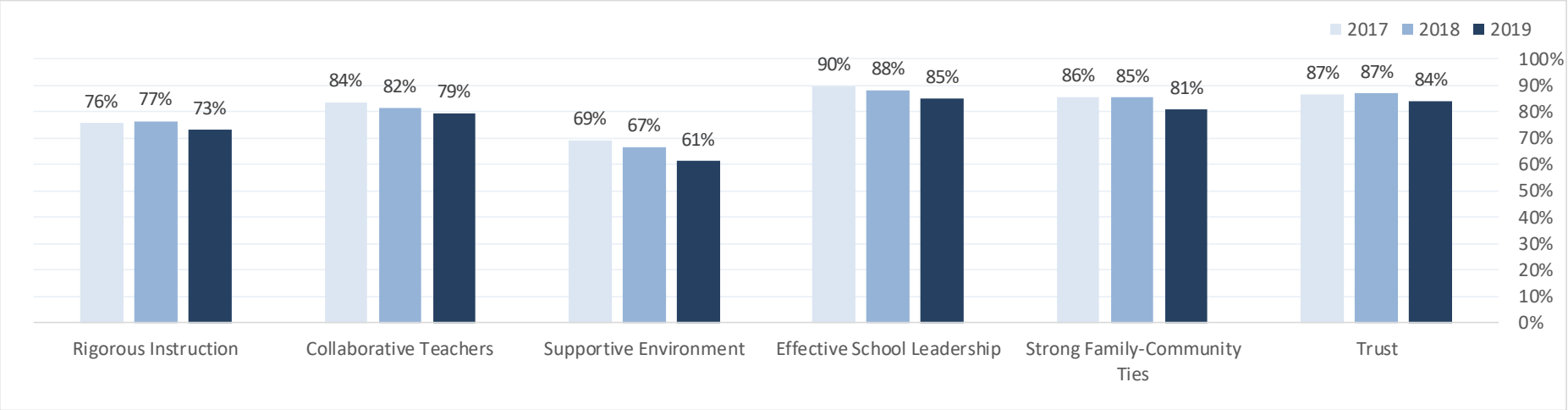
Identify relative strengths and challenges according to students, parents, and teachers

- *See which survey questions your school performed best and worst on, and made most and least progress on from 2017 to 2019, relative to city and district for student, parent, and teacher responses.*
- *See side-by-side comparisons of key student, parent, and teacher questions*
- *Categorizes questions by Danielson Framework component and Quality Review rubric category and indicator*

Summary of Survey Data Trends by Framework Component

Overall Trends:

% Positive Responses over time for each Framework Component (based on averaging score of student, parent, and teacher responses)



Trends by Respondent:

Legend: % of Positive Responses	>95%	85%-95%	75%-85%	Below 75%

	Students			Parents			Teachers		
Framework Component	**2017**	**2018**	**2019**	**2017**	**2018**	**2019**	**2017**	**2018**	**2019**
Rigorous Instruction	**67%**	**70%**	**67%**				**85%**	**83%**	**79%**
Collaborative Teachers	**82%**	**84%**	**81%**				**85%**	**79%**	**78%**
Supportive Environment	**67%**	**67%**	**61%**				**72%**	**66%**	**62%**
Effective School Leadership				**94%**	**94%**	**91%**	**86%**	**82%**	**79%**
Strong Family-Community Ties				**83%**	**88%**	**87%**	**88%**	**83%**	**74%**
Trust	**74%**	**77%**	**73%**	**94%**	**95%**	**92%**	**92%**	**89%**	**88%**
Response Rate	***95%***	***80%***	***83%***	***71%***	***70%***	***56%***	***93%***	***93%***	***92%***
Number of Responses	1255	1060	1129	882	864	711	84	85	84
Overall City Response Rate	***84%***	***82%***	***83%***	***55%***	***55%***	***56%***	***84%***	***84%***	***85%***

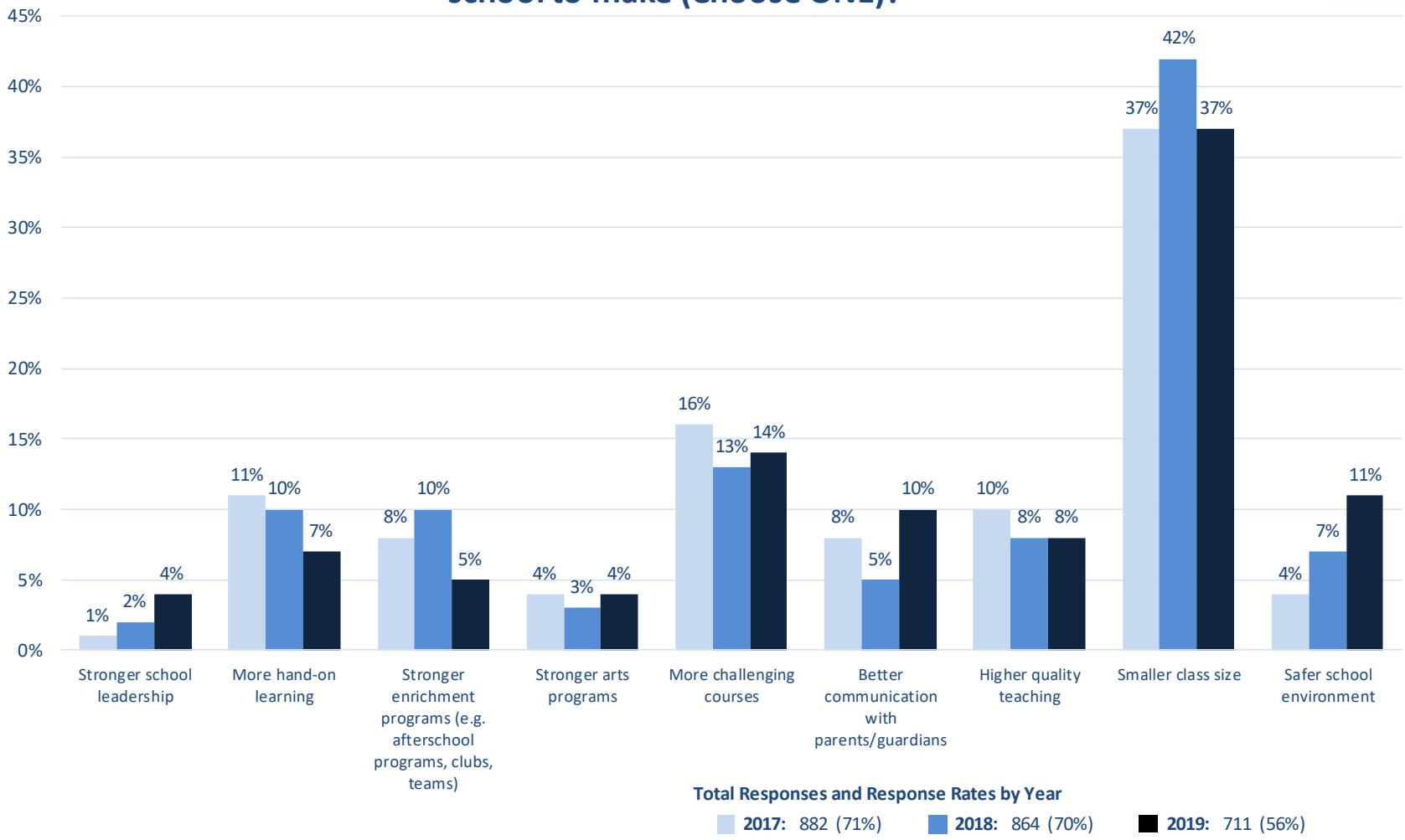
02M167

Summary of Survey Data Trends by Survey Measure

Legend: % of Positive Responses	>95%	85%-95%	75%-85%	Below 75%

		Students			Parents			Teachers		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
	Response Rate	*95%*	*80%*	*83%*	*71%*	*70%*	*56%*	*93%*	*93%*	*92%*
	Number of Responses	1255	1060	1129	882	864	711	84	85	84
Framework Component	**Category**	% Positive			% Positive			% Positive		
Rigorous Instruction	Academic press	62%	66%	63%				74%	70%	63%
	Common Core shifts in literacy							95%	92%	92%
	Common Core shifts in math							91%	95%	90%
	Course clarity	75%	76%	73%						
	Quality of student discussion							69%	66%	59%
Collaborative Teachers	Cultural awareness and inclusive classroom instruction	82%	84%	81%				94%	89%	87%
	Innovation and collective responsibility							78%	70%	69%
	Peer collaboration							90%	82%	81%
	Quality of professional development							69%	65%	67%
	School Commitment							88%	85%	84%
Supportive Environment	Classroom behavior	58%	59%	53%				72%	66%	65%
	Guidance	84%	86%	84%						
	Peer support for academic work	66%	65%	60%						
	Personal attention and support	61%	63%	61%						
	Safety	82%	80%	73%						46%
	Social emotional							78%	78%	66%
	Preventing bullying	61%	61%	49%						
Effective School Leadership	Inclusive leadership				94%	94%	91%			
	Instructional leadership							89%	88%	84%
	Program coherence							81%	76%	75%
	Teacher influence							86%	76%	70%
Strong Family-Community Ties	Outreach to parents				81%	88%	87%	88%	83%	74%
	Parent involvement in school				87%	89%	88%			
Trust	Parent-Principal Trust				96%	95%	91%			
	Parent-Teacher Trust				93%	94%	92%			
	Student-Teacher Trust	74%	77%	73%						
	Teacher-Principal Trust							93%	92%	90%
	Teacher-Teacher Trust							88%	82%	85%

Parents: Which of the following improvements would you most like your school to make (Choose ONE)?



Teacher vs Student

Academic Press

Teacher

Response Average for all Academic Press questions:

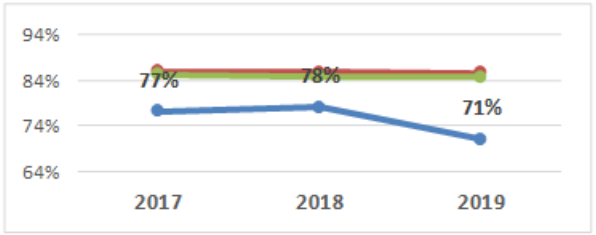
School	63%
District	77%

Student

Response Average for all Academic Press questions:

School	63%
District	68%

22a. How many students in your classes feel challenged?

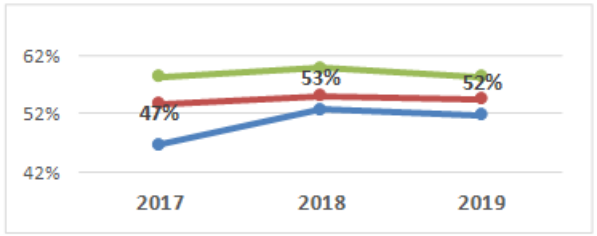


School vs District

-15%

VS.

5a. In how many of your classes are you challenged?

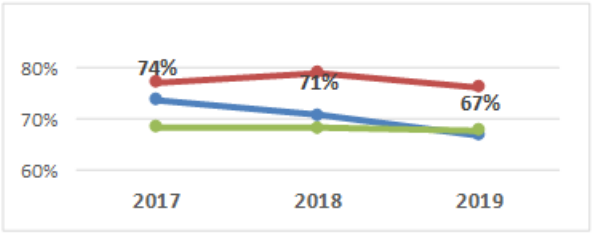


School vs District

-3%

School District City

22e. How many students in your classes respond to challenging test questions?

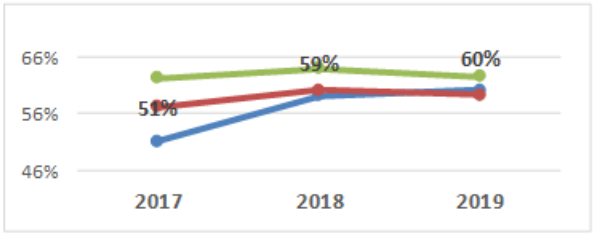


School vs District

-9%

VS.

5b. In how many of your classes do your teachers ask difficult questions on tests?



School vs District

+1%

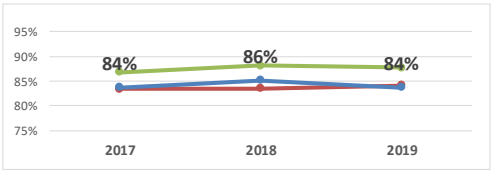
Student Responses

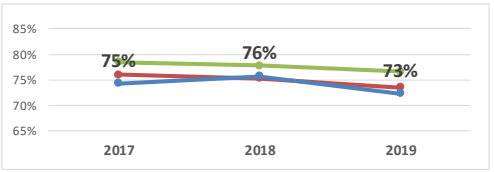
Survey Measures

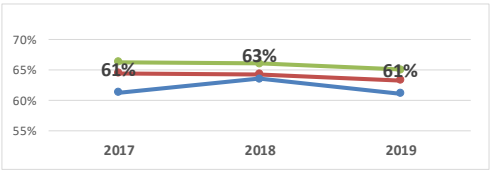
Measures are groups of 3-10 questions per respondent about a particular aspect of the school. Measures here are ordered by weakest to strongest based on the school's percentage of positive responses in 2019 compared to the District average.

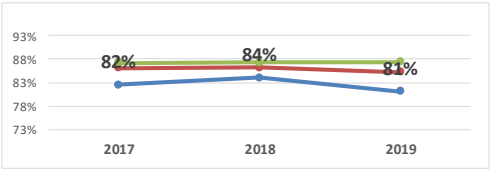
Response Rates: School: 83% District: 81% City: 81%

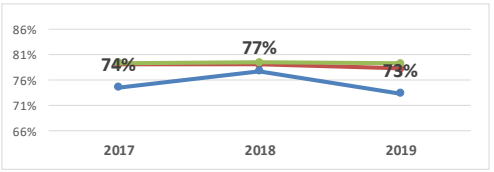
Rank - relative District Avg	Measure	Framework component	School vs District
1	Guidance	Supportive Environment	-0%
2	Course Clarity	Rigorous Instruction	-1%
3	Personal Attention and Support	Supportive Environment	-2%
4	Cultural Awareness and Inclusive Classroom Instruction	Collaborative Teachers	-4%
5	Student-Teacher Trust	Trust	-5%
6	Academic Press	Rigorous Instruction	-5%

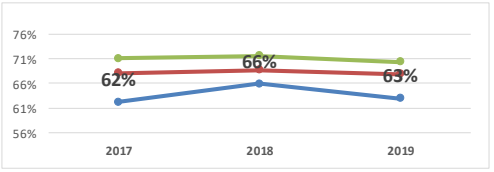












Student Responses

Questions - Personal Attention and Support

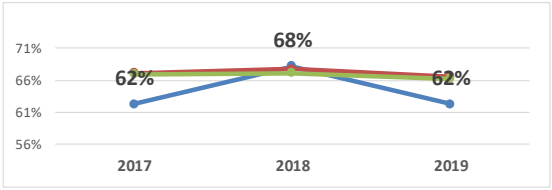
Questions ordered by Weakest vs District

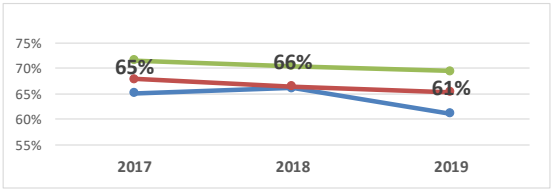
2019 Response Rate: 83%
Number of Responses: 1129

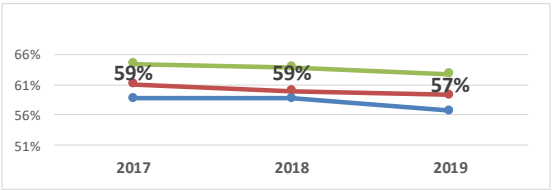
Framework component: Suppportive Environment
Category: Personal Attention and Support
Question Category Rank: 2

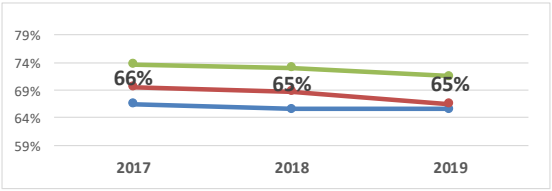
School Avg: 61%
District Avg: 63%

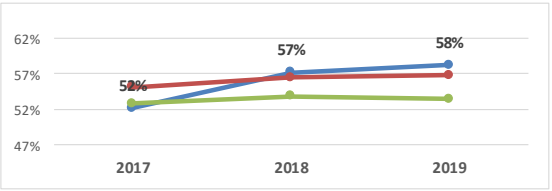
Rank - Relative to District Avg	Question	School vs District
1	3a. My teachers help me catch up if I am behind.	-4%
2	3d. My teachers explain things a different way if I don't understand something in class.	-4%
3	3b. My teachers notice if I have trouble learning something.	-3%
4	3c. My teachers give me specific suggestions about how I can improve my work in class.	-1%
5	3e. My teachers support me when I am upset.	+1%











Interim Assessment Analysis (INT-1920)

Enable teachers to quickly and easily identify gap areas and formulate re-teach plans.

- *Understand how each class, subgroup, and student performed by question type, standard, and cluster and the progress or decline from baseline to benchmark*
- *See standards and questions where school was strongest and weakest relative to peers*
- *Understand performance and common incorrect choices for each question*
- *Customized for your school's needs*

8th Grade Class 821: Math Baseline to Mock Exam Data Trends - Page 2 - Performance by Standards: 27 Students

Performance is based on percentage of total possible points

% of Total Possible Points	Level 4	Level 3	Level 2	Level 1

* PR 18-19 Based on 8th Grade Imputed Scores from the 2017-18 School Quality Guide Educator's Guide

Baseline - Cutoffs for Each Level:	40%	31%	25%	< 25%
Mock Exam - Cutoffs for Each Level:	64%	47%	31%	< 31%
Regents Score - Cutoffs for Each Level:	80	71	52	< 52

General Information						Overall			A_APR.A.1		A_CED.A.1		A_CED.A.4		A_REI.A.1		A_REI.B.4		A_REI.C.5		A_REI.C.6		A_REI.C.7		A_REI.D.12		A_SSE.A.1		A_SSE.A.2		F_BF.A.1.b	
					# Questions -->	27	37		1	1	1	1	1	1	1	1	1	1	1	1	1	7	1	1	2	4	1	1	1	3	1	1
Student Name	IEP	ELL	PR 17-18	REG 18-19	PR 18-19*	Baseline	Mock	Growth	Baseline	Mock	Baseline	Mock	Baseline	Mock	Baseline	Mock	Baseline	Mock	Baseline	Mock	Baseline	Mock	Baseline	Mock	Baseline	Mock	Baseline	Mock	Baseline	Mock	Baseline	Mock
Class 821 Average	12		2.76	65.9	2.97	26%	34%	+8%	39%	48%	39%	52%	11%	37%	57%	67%	14%	30%	29%	44%	29%	21%	21%	26%	27%	30%	14%	19%	7%	14%	21%	33%
[redacted]			3.75	83	4.08	48%	65%	+17%	100%	100%	100%	100%	0%	0%	100%	100%	0%	100%	100%	100%	100%	71%	0%	0%	0%	100%	0%	0%	0%	0%	100%	100%
			3.08	82	4.05	30%	49%	+19%	0%	100%	100%	100%	0%	100%	0%	100%	0%	0%	100%	0%	0%	57%	0%	0%	0%	25%	0%	0%	0%	0%	0%	100%
			3.17	82	4.05	41%	38%	-3%	100%	0%	100%	0%	0%	0%	100%	100%	0%	0%	0%	100%	100%	43%	0%	0%	50%	50%	0%	0%	0%	0%	0%	0%
			2.85	81	4.02	33%	41%	+7%	100%	100%	0%	100%	0%	100%	100%	100%	0%	100%	0%	100%	0%	14%	0%	0%	0%	75%	0%	0%	0%	0%	100%	0%
			3.00	80	4.00	26%	46%	+20%	0%	100%	100%	100%	100%	0%	0%	100%	100%	0%	0%	0%	0%	29%	0%	100%	50%	50%	0%	0%	0%	33%	0%	100%
			3.58	80	4.00	26%	43%	+17%	100%	100%	100%	100%	0%	100%	100%	100%	0%	100%	100%	100%	0%	14%	100%	0%	0%	75%	0%	0%	0%	33%	0%	100%
			3.92	78	3.67	19%	35%	+17%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	14%	0%	0%	0%	50%	0%	0%	0%	0%	100%	0%
			3.58	78	3.67	33%	54%	+21%	0%	100%	100%	100%	0%	100%	100%	100%	0%	100%	0%	0%	0%	57%	0%	0%	0%	0%	100%	100%	0%	0%	100%	100%
			4.00	78	3.67	48%	68%	+19%	100%	100%	100%	100%	0%	100%	0%	100%	0%	0%	0%	100%	100%	57%	0%	0%	50%	75%	100%	100%	0%	33%	0%	100%
	1		3.08	75	3.33	11%	38%	+27%	100%	100%	0%	100%	0%	0%	100%	100%	0%	0%	0%	0%	0%	14%	0%	0%	0%	25%	0%	0%	0%	33%	0%	0%
			3.00	74	3.25	22%	38%	+16%	0%	100%	0%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	50%	25%	0%	0%	0%	67%	0%	0%
			4.09	71	3.00	22%	49%	+26%	100%	0%	0%	100%	0%	0%	100%	100%	0%	100%	0%	0%	0%	29%	100%	100%	50%	50%	0%	0%	0%	0%	0%	100%
	1		2.77	70	2.93	11%	24%	+13%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	14%	0%	100%	50%	25%	0%	0%	0%	0%	0%	0%
	1		3.75	70	2.93	33%	32%	-1%	0%	0%	0%	100%	0%	100%	100%	0%	0%	0%	0%	0%	100%	29%	0%	100%	50%	0%	0%	0%	0%	0%	0%	0%
			3.50	67	2.79	26%	38%	+12%	0%	0%	100%	100%	0%	0%	0%	100%	0%	0%	0%	0%	100%	43%	0%	0%	50%	0%	100%	0%	0%	0%	0%	100%
	1		2.38	65	2.64	30%	24%	-5%	100%	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	25%	0%	0%	0%	0%	0%	0%
	1		1.70	57	2.29	22%	19%	-3%	100%	0%	0%	0%	0%	100%	100%	100%	0%	0%	0%	0%	0%	14%	0%	100%	50%	0%	0%	0%	0%	0%	0%	0%
			2.23	57	2.29	11%	27%	+16%	100%	0%	0%	100%	0%	100%	100%	100%	0%	0%	100%	100%	0%	0%	0%	0%	0%	25%	0%	0%	0%	33%	0%	0%
			1.97	52	2.00	22%	43%	+21%	0%	100%	0%	0%	0%	100%	0%	100%	0%	100%	0%	100%	0%	0%	0%	0%	50%	25%	0%	100%	0%	33%	100%	100%
	1		1.81	48	1.94		16%			100%		0%		0%		0%		0%		0%		0%		0%		25%		0%		0%		0%
	1		1.46	44	1.90	15%	14%	-1%	0%	100%	0%	0%	0%	0%	0%	0%	100%	0%	100%	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	33%	100%	0%
	1		1.61	39	1.83	33%	24%	-9%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	29%	0%	100%	50%	25%	100%	100%	0%	0%	0%	0%
	1		1.93	39	1.83	26%	16%	-10%	0%	0%	0%	0%	0%	0%	100%	100%	0%	100%	0%	0%	0%	0%	0%	0%	50%	0%	0%	0%	0%	0%	0%	0%
	1		1.84	37	1.70	22%	24%	+2%	0%	0%	0%	0%	100%	0%	100%	0%	0%	0%	0%	100%	100%	29%	100%	0%	50%	25%	0%	0%	0%	33%	0%	0%

MOTP Analyses (MOTP-1920)

- *Identify weak and strong areas of teacher practice relative to school averages, to inform professional development planning decisions*
- *Other custom analyses available upon request*

Teacher

MOTP Observation Trends

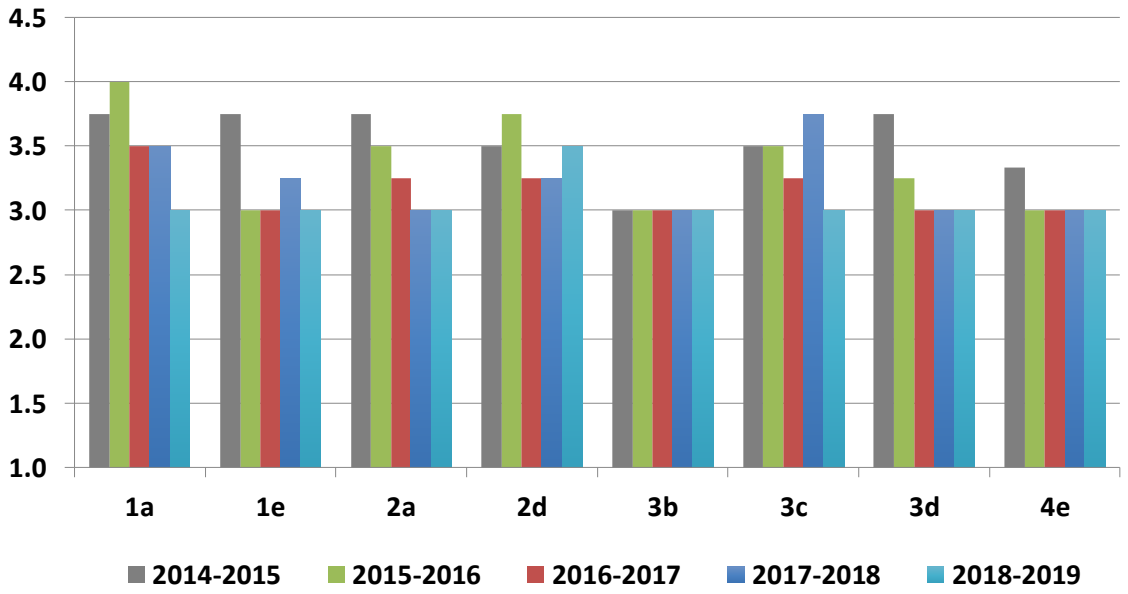
"Teacher Name" is scoring strongest relative to other "School Name" teachers this year in Danielson Components 3d and 2d.

"Teacher Name" is scoring lowest relative to other "School Name" teachers this year in Danielson Components 1a and 4e.

MOTP Data Summary

School Year	# Obs	1a	1e	2a	2d	3b	3c	3d	4e
2014-2015	4	3.8	3.8	3.8	3.5	3.0	3.5	3.8	3.3
2015-2016	4	4.0	3.0	3.5	3.8	3.0	3.5	3.3	3.0
2016-2017	4	3.5	3.0	3.3	3.3	3.0	3.3	3.0	3.0
2017-2018	4	3.5	3.3	3.0	3.3	3.0	3.8	3.0	3.0
2018-2019	2	3.0	3.0	3.0	3.5	3.0	3.0	3.0	3.0
Growth: 17-18 to 18-19 YTD*		-0.5	-0.3	0.0	+0.3	0.0	-0.8	0.0	0.0
Comp vs School: 18-19 YTD*		0.0	+0.4	+0.0	+0.7	+0.4	+0.4	+0.7	-0.1

** 2018-2019 YTD data is as of 2/14/19*



MOTP Performance by Content Area

2018-2019 YTD* MOTP Analysis

** 2018-2019 YTD data is as of 2/14/19*

Content Area	# Obs	Overall Avg	1a	1e	2a	2d	3b	3c	3d	Domain 3 Avg	4e
Schoolwide	59	2.8	3.0	2.6	3.0	2.8	2.6	2.6	2.3	2.5	3.1
ESL	1	2.1	2.0	2.0	3.0	3.0	2.0	1.0	1.0	1.3	3.0
Math	15	2.8	3.1	2.6	3.1	2.9	2.6	2.8	2.2	2.5	3.3
Science	8	2.8	3.0	2.8	3.0	2.6	2.6	3.0	2.3	2.6	3.0
ELA	17	2.7	2.9	2.5	2.9	2.9	2.6	2.5	1.9	2.3	3.1
Other-Instrumental Music	N/A										
Other-Music	2	3.1	3.0	3.0	3.0	3.5	3.0	3.0	3.0	3.0	3.0
Science Lab	N/A										
Other-Dance	2	3.3	3.5	3.5	3.0	3.0	3.0	3.0	3.5	3.2	3.5
Social Studies	8	2.6	2.9	2.4	3.0	2.9	2.4	2.3	2.3	2.3	3.0
Art	2	3.2	3.5	3.0	3.0	3.0	3.0	3.0	3.5	3.2	3.5
Regents Math	N/A										
PE and Health	4	2.7	3.0	2.5	2.8	2.3	2.8	2.5	2.5	2.6	3.0

LEGEND

Below 2.5	2.5 to 3.0	3.0 to 3.5	3.5 to 4.0

4 - Highly Effective; 3 - Effective; 2- Developing; 1 - Ineffective

MOTP Performance by Teacher

2018-2019 MOTP Analysis

Content Area	# Obs	Overall Avg	1a	1e	2a	2d	3b	3c	3d	Domain 3 Avg	4e
Schoolwide	**59**	**2.8**	**3.0**	**2.6**	**3.0**	**2.8**	**2.6**	**2.6**	**2.3**	**2.5**	**3.1**
[redacted]	1	2.1	2.0	2.0	3.0	3.0	2.0	1.0	1.0	1.3	3.0
	2	2.9	3.0	3.0	3.0	2.5	3.0	3.0	2.0	2.7	3.5
	2	2.6	3.0	2.5	3.0	2.5	2.0	2.5	2.0	2.2	3.0
	2	2.8	3.0	3.0	3.0	3.0	2.0	3.0	2.0	2.3	3.0
	2	3.1	3.0	3.0	3.0	3.5	3.0	3.0	3.0	3.0	3.0
	2	2.8	3.0	2.5	3.0	3.0	3.0	2.5	2.0	2.5	3.0
	1	2.9	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.7	3.0
	1	2.8	3.0	3.0	3.0	3.0	2.0	3.0	2.0	2.3	3.0
	2	1.9	2.0	1.5	3.0	2.5	1.5	1.5	1.0	1.3	2.5
	2	2.9	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.7	3.0
	1	2.9	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.7	3.0
	1	2.9	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.7	3.0
	2	2.8	3.0	2.0	3.0	3.0	2.5	3.0	2.0	2.5	4.0
	2	3.3	3.5	3.5	3.0	3.0	3.0	3.0	3.5	3.2	3.5
	2	2.4	3.0	2.0	2.5	3.0	2.0	2.0	2.0	2.0	3.0
	2	2.4	2.5	2.0	3.0	3.0	2.0	2.0	2.0	2.0	3.0
	4	2.9	3.3	2.8	3.0	3.0	2.8	2.8	2.8	2.8	3.0
	2	2.8	3.0	2.5	3.0	2.5	3.0	3.0	2.5	2.8	3.0
	1	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.7	4.0
	2	2.9	3.0	3.0	3.0	3.0	3.0	3.0	2.5	2.8	3.0
	2	3.2	3.5	3.0	3.0	3.0	3.0	3.0	3.5	3.2	3.5
	2	3.4	4.0	3.0	4.0	3.0	3.0	3.5	3.0	3.2	4.0
	1	2.9	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.7	3.0
	1	2.5	3.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	3.0
	2	2.6	3.0	2.0	3.0	2.5	2.5	2.0	3.0	2.5	3.0
	2	2.7	3.0	2.5	3.0	3.0	2.5	2.5	2.0	2.3	3.0
	1	3.0	3.0	3.0	3.0	4.0	3.0	3.0	2.0	2.7	3.0
	1	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.7	4.0
	2	2.9	3.0	3.0	3.0	3.0	3.0	3.0	2.5	2.8	3.0
	1	2.5	3.0	2.0	3.0	2.0	2.0	3.0	2.0	2.3	3.0
	2	2.4	3.0	2.0	2.5	1.5	2.5	2.0	2.5	2.3	3.0
	2	2.7	3.0	2.5	3.0	3.0	2.5	2.5	2.0	2.3	3.0
	2	2.6	3.0	3.0	3.0	2.5	2.5	2.5	2.0	2.3	2.5
	2	2.1	2.5	1.5	2.5	2.5	2.0	1.5	1.5	1.7	3.0

Marking Period Analysis (MPA-1920)

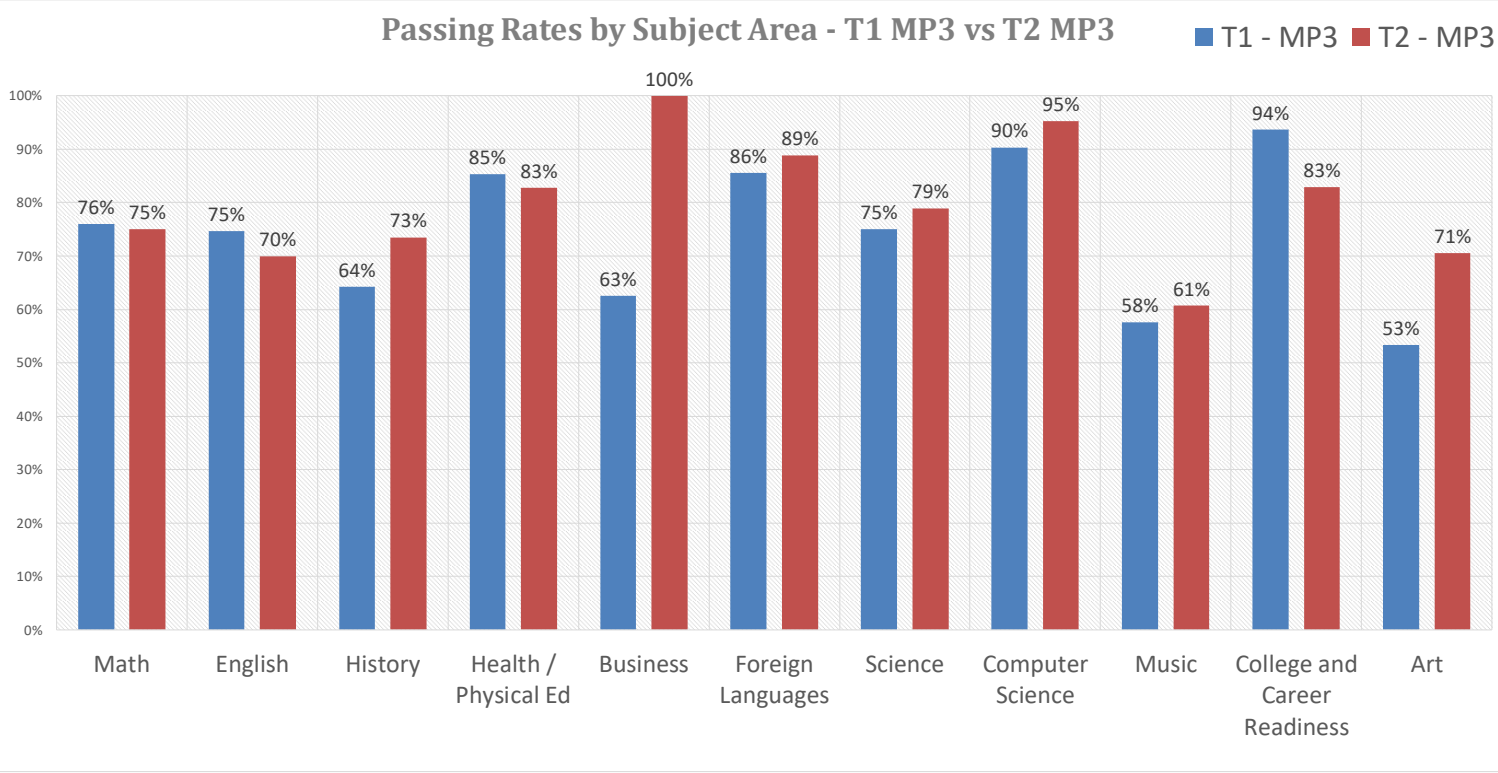
Identify trends in passing rates by subject and teacher for a more focused response

- *Understand student performance on classroom grades by subject and teacher*
- *Spot trends in share of students at risk of failing by subject and teacher*
- *Identify courses with highest and lowest passing rates*

Subject Level Summary

Legend (Grades):	% 90-100	% 80-89	Other Pass	% 70-79	% 65-69	% Failing

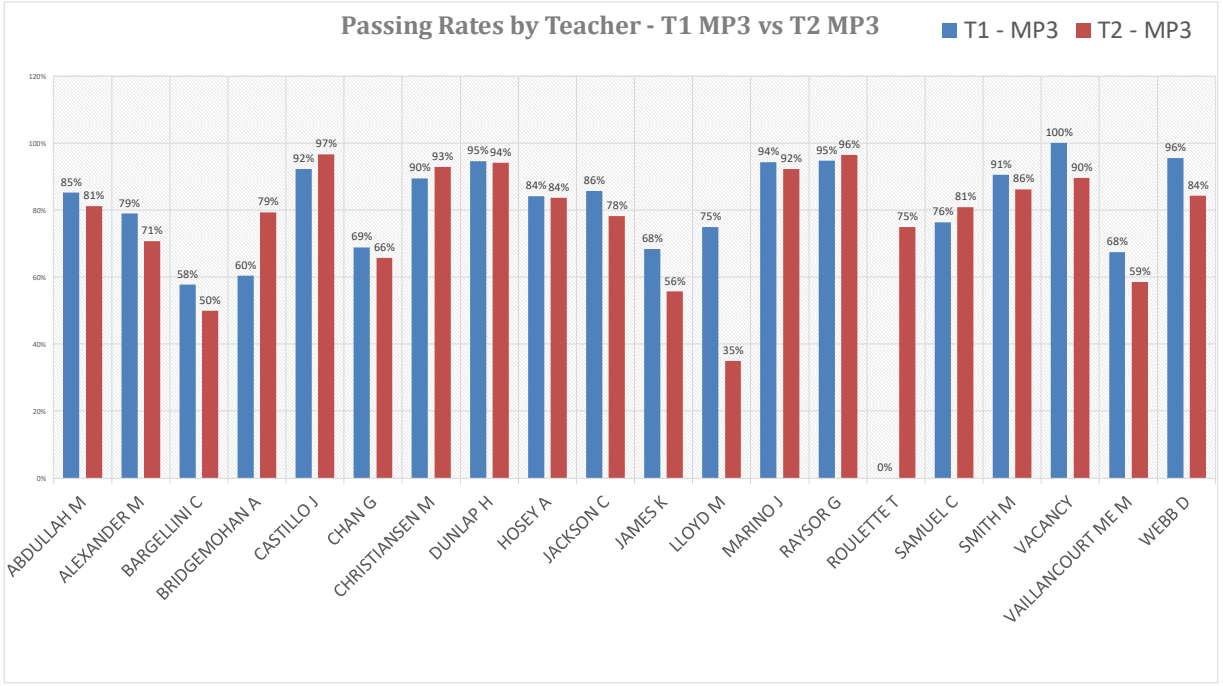
	Term 1 - Marking Period 3 (Distribution of Grades)										Term 2 - Marking Period 3 (Distribution of Grades)										Change		
SubjectCat	Total Students	Failing	Total Pass	Total Scores	% 90-100	% 80-89	Other Passing	% 70-79	% 65-69	% Failing	Total Students	Failing	Total Pass	Total Scores	% 90-100	% 80-89	Other Passing	% 70-79	% 65-69	% Failing	T1 % Passing	T2 % Passing	+/-
Math	331	76	241	317	8%	17%	11%	21%	19%	24%	331	81	244	325	8%	16%	7%	19%	25%	25%	76%	75%	-1%
English	559	134	395	529	15%	23%	7%	16%	14%	25%	597	174	405	579	19%	21%	4%	14%	12%	30%	75%	70%	-5%
History	280	97	174	271	14%	26%	0%	15%	9%	36%	331	82	227	309	16%	23%	6%	13%	16%	27%	64%	73%	9%
Health / Physical Ed	266	38	221	259	10%	36%		33%	7%	15%	281	48	231	279	10%	29%		24%	20%	17%	85%	83%	-3%
Business	17	6	10	16	13%	19%		25%	6%	38%	11		10	10	20%	50%		10%	20%	0%	63%	100%	38%
Foreign Languages	73	10	59	69	49%	12%		9%	16%	14%	91	10	80	90	39%	11%		20%	19%	11%	86%	89%	3%
Science	545	129	388	517	7%	16%	33%	12%	7%	25%	524	108	404	512	8%	12%	38%	10%	11%	21%	75%	79%	4%
Computer Science	32	3	28	31	35%	48%		0%	6%	10%	21	1	20	21	43%	14%		10%	29%	5%	90%	95%	5%
Music	33	14	19	33	0%	0%	58%	0%	0%	42%	28	11	17	28	0%	0%	61%	0%	0%	39%	58%	61%	3%
College and Career Readiness	47	3	44	47	36%	38%	2%	4%	13%	6%	36	6	29	35	43%	20%		17%	3%	17%	94%	83%	-11%
Art	80	35	40	75	24%	9%		15%	5%	47%	87	25	60	85	22%	21%		18%	9%	29%	53%	71%	17%



Teacher Level Summary

Legend (Grades):	% 90-100	% 80-89	Other Pass	% 70-79	% 65-69	% Failing

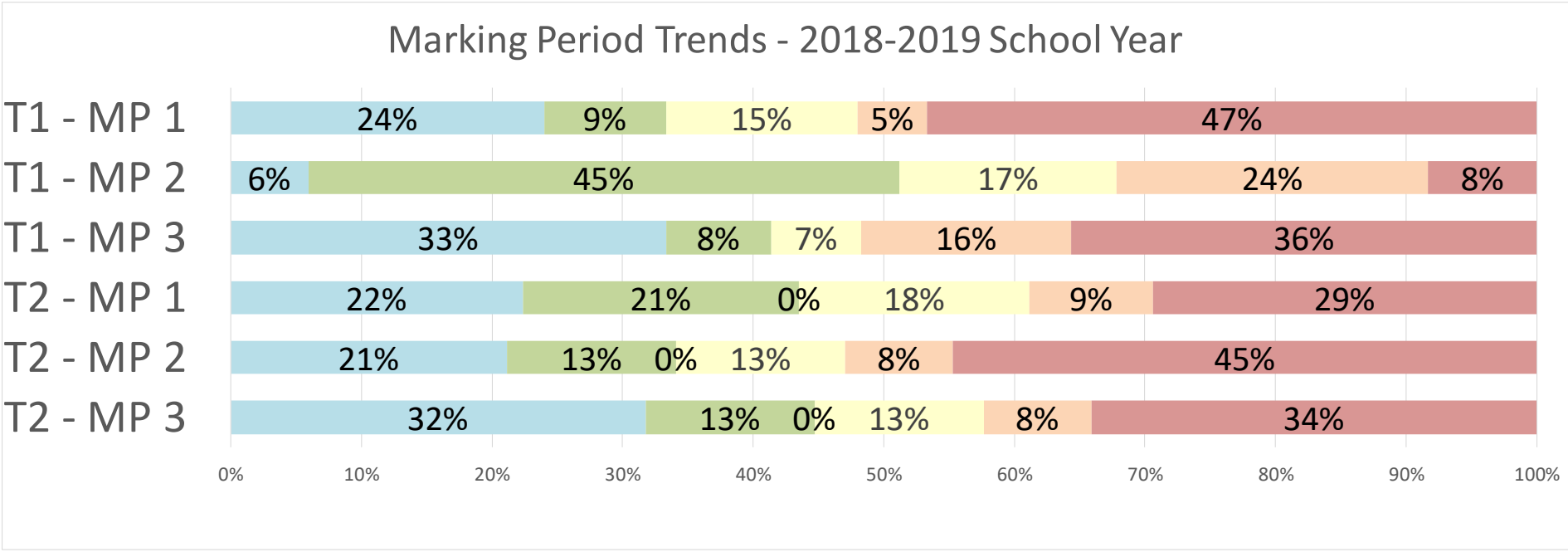
Teacher	Term 1 - Marking Period 3 (Distribution of Grades)										Term 2 - Marking Period 3 (Distribution of Grades)										Change		
	Total Students	Failing	Total Pass	Total Scores	% 90-100	% 80-89	Other Passing	% 70-79	% 65-69	% Failing	Total Students	Failing	Total Pass	Total Scores	% 90-100	% 80-89	Other Passing	% 70-79	% 65-69	% Failing	T1 % Passing	T2 % Passing	+/-
[redacted]	88	13	75	88	7%	18%	1%	28%	31%	15%	90	17	73	90	6%	20%		16%	40%	19%	85%	81%	-4%
	95	20	75	95	11%	15%		22%	32%	21%	82	24	58	82	12%	10%		21%	28%	29%	79%	71%	-8%
	52	22	30	52	0%	0%	58%	0%	0%	42%	18	9	9	18	0%	0%	50%	0%	0%	50%	58%	50%	-8%
	107	42	64	106	9%	15%		18%	18%	40%	97	20	77	97	16%	24%	1%	15%	23%	21%	60%	79%	19%
	167	13	154	167	54%	4%	16%	8%	10%	8%	152	5	147	152	44%	18%		15%	19%	3%	92%	97%	4%
	119	37	82	119	2%	17%		23%	28%	31%	99	34	65	99	3%	18%		12%	32%	34%	69%	66%	-3%
	105	11	94	105	22%	22%		21%	25%	10%	98	7	91	98	34%	12%		23%	23%	7%	90%	93%	3%
	74	4	70	74	16%	46%		11%	22%	5%	69	4	65	69	17%	32%		22%	23%	6%	95%	94%	0%
	101	16	85	101	25%	22%		20%	18%	16%	123	20	103	123	26%	28%		7%	22%	16%	84%	84%	0%
	119	17	102	119	14%	22%		27%	23%	14%	119	26	93	119	7%	16%		23%	33%	22%	86%	78%	-8%
	139	44	95	139	6%	13%		32%	18%	32%	140	62	78	140	0%	14%		24%	19%	44%	68%	56%	-13%
	8	2	6	8	0%	0%	75%	0%	0%	25%	40	26	14	40	0%	0%	35%	0%	0%	65%	75%	35%	-40%
	195	11	184	195	41%	43%		5%	6%	6%	246	19	227	246	48%	35%		4%	5%	8%	94%	92%	-2%
	38	2	36	38	0%	0%	95%	0%	0%	5%	28	1	27	28	0%	0%	96%	0%	0%	4%	95%	96%	2%
											48	12	36	48	0%	2%	73%	0%	0%	25%		75%	
	260	61	197	258	1%	6%	37%	10%	22%	24%	288	55	233	288	2%	6%	41%	12%	20%	19%	76%	81%	5%
	200	19	181	200	16%	16%	46%	11%	4%	10%	188	26	162	188	24%	13%	42%	1%	5%	14%	91%	86%	-4%
	71		71	71	21%	11%	51%	4%	13%	0%	126	13	112	125	10%	40%	20%	14%	6%	10%	100%	90%	-10%
	120	39	81	120	32%	10%		9%	17%	33%	116	48	68	116	28%	10%		11%	9%	41%	68%	59%	-9%
	114	5	109	114	21%	36%		21%	18%	4%	134	21	113	134	17%	25%	2%	20%	20%	16%	96%	84%	-11%



Art

Subject Level - 2018-19 Marking Period Analysis (All Classes Taught)

Legend: % 90-100 | % 80-89 | Other Pass | % 70-79 | % 65-69 | % Failing



Marking Period (18-19)	Total Students	90-100	85-89	80-84	75-79	70-74	65-69	Failing	Total Pass	Total Scores	% 90-100	% 80-89	Other Passing	% 70-79	% 65-69	% Failing
T1 - MP 1	80	18	3	4	4	7	4	35	40	75	24%	9%		15%	5%	47%
T1 - MP 2	87	5	4	34	13	1	20	7	77	84	6%	45%		17%	24%	8%
T1 - MP 3	87	29	4	3	3	3	14	31	56	87	33%	8%		7%	16%	36%
T2 - MP 1	87	19	7	11	8	7	8	25	60	85	22%	21%		18%	9%	29%
T2 - MP 2	85	18	5	6	5	6	7	38	47	85	21%	13%		13%	8%	45%
T2 - MP 3	85	27	4	7	5	6	7	29	56	85	32%	13%		13%	8%	34%