

# POCANTICO HILLS SCHOOL

## 2015-2016 STATE TESTING DATA

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## Comparison of State Test Results from 2014 to 2016

*Percentage of Students with 3s and 4s*

*Cohort Rankings in Westchester (~40 Districts)*

**E  
L  
A**

2014		2015		2016	
Grade	Building %3/4	Grade	Building %3/4	Grade	Building %3/4
				3	71%
		3	37%	4	52%
3	64%	4	59%	5	50%
4	55%	5	42%	6	63%
5	59%	6	14%	7	33%
6	72%	7	61%	8	75%
7	45%	8	50%		
8	53%				

2014		2015		2016	
Grade	District Ranking	Grade	District Ranking	Grade	District Ranking
				3	12
		3	27	4	29
3	8	4	17	5	15
4	14	5	27	6	13
5	16	6	39	7	32
6	4	7	17	8	12
7	22	8	25		
8	24				

# ELA: STRENGTHS AND AREAS OF FOCUS

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- Overall, our cohorts of students showed improvement in ELA compared to their peers.
- On the tests, our students showed strength in:
  - Citing/Identifying textual details to explain and support facts and inferences
  - Understanding central ideas and relationships between characters and events
    - (these developed over time)
  - Explaining the structure of texts
- We will focus on:
  - Academic and domain-specific vocabulary
  - Evaluating arguments/claims of others as being sufficiently supported by evidence
  - Writing across grade levels and genres

# ELA: OUR WORK IN ACTION

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- We're collaborating with literacy consultants Gravity Goldberg and Laura Sarsten to:
  - Audit our ELA curriculum for strengths, gaps, and overlaps
  - Create ELA curriculum outlines for all grade levels
  - Develop a comprehensive and balanced skill-based reading and writing curriculum K-8
  - Align all work to the Standards
  - Provide additional professional development in the form of coaching and lesson modeling
  - Ensure information from testing data analysis is embedded in the curriculum and PD
  - Connect the literacy initiative to other content areas

## Comparison of State Test Results from 2014 to 2016

### Percentage of Students with 3s and 4s

### Cohort Rankings in Westchester (~40 Districts)

MATH

2014		2015		2016		2014		2015		2016	
Grade	Building %3/4	Grade	Building %3/4	Grade	Building %3/4	Grade	District Ranking	Grade	District Ranking	Grade	District Ranking
				3	66%					3	16
		3	75%	4	64%			3	7	4	27
3	78%	4	75%	5	53%	3	6	4	14	5	26
4	68%	5	81%	6	63%	4	14	5	2	6	20
5	59%	6	60%	7	53%	5	23	6	24	7	25
6	64%	7	59%	8*		6	14	7	27	8*	
7	40%	8*				7	26	8*			
8*						8*					

\* Students in advanced Algebra did NOT take this exam (approximately 60% of all 8th graders)

# MATH: STRENGTHS AND AREAS OF FOCUS

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- Overall, our cohorts of students under performed as compared to prior years.
- On the tests, our students showed strength in foundational skills such as:
  - Number sense and operations
  - Basic geometry
- We will focus on:
  - Fractions and decimals, including visualization of relationships
  - Additive relationships of area and volume
  - Word problems and applications of concepts
  - Vocabulary, including converting phrases to mathematical expressions

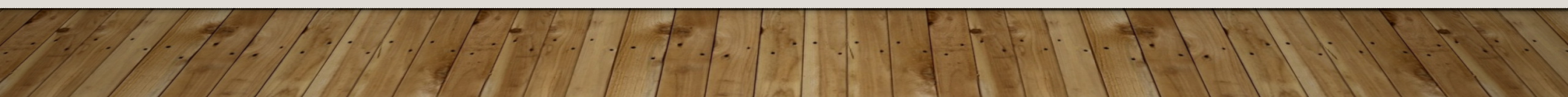
# MATH: OUR WORK IN ACTION

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## At the Middle School Level:

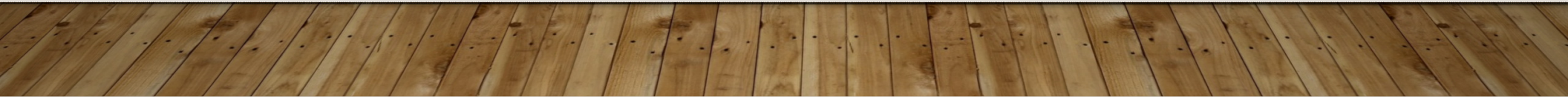
- We are collaborating with Jen Walsh, Tarrytown Math Department Chair, on:
  - Building differentiated centers in all middle school math classrooms
  - Expanding opportunities for students to challenge themselves in math –
    - Math Olympiads; enriched grade 7 curriculum
  - Strengthening units of study based on testing data
    - Fractions and decimals; area and volume application; word problems
  - Collaborating with partner schools to share resources and instructional strategies

## At the Elementary Level:

- Working with math consultants
  - Implementing Primary Mathematics curriculum
  - Utilizing resources and strategies from last year's professional development
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A SAMPLE OF HOW  
**PRIMARY MATH**  
 ALIGNS STUDENT  
 LEARNING TO THE  
**COMMON CORE**  
**STANDARDS**

Common Core State Standards		Unit	Student Textbook Lessons	Student Workbook Exercises
4.NF.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, for example, by using a visual fraction model. <i>Examples:</i> $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ ; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$ .	<b>Unit 3 Lesson 2 Adding and Subtracting Like Fractions</b>	<b>TB 4A:</b> 89	
4.NF.3c	Add and subtract mixed numbers with like denominators, for example, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	<b>Unit 4 Lesson 2 Adding and Subtracting Mixed Numbers</b>	<b>TB 4A:</b> 117-120	<b>TB 4A:</b> 119-120, 121-124, 123-124
4.NF.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, for example, by using visual fraction models and equations to represent the problem.	<b>Unit 3 Lesson 2 Adding and Subtracting Like Fractions</b>	<b>TB 4A:</b> 90-94	<b>WB 4A:</b> 87-90, 91-93
4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	<b>Unit 4 Lesson 3 Multiplying a Fraction and a Whole Number</b>  <b>Unit 4 Lesson 4 Fraction of a Set</b>	<b>TB 4A:</b> 121-127	<b>WB 4A:</b> 127-128, 129-131, 135-136, 137-139





# ELA AND MATH: ANALYZING DATA REPORTS

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- On the following slides, you will see one way we're able to take testing data and analyze it for patterns and trends.
  - The sample ELA report has grouped the multiple choice questions based upon the Standards they address. Each student has a row in the report, and the students are sorted by overall score (highest scores at the top; lowest at the bottom).
  - For each student, the report highlights with color any Standard where the student got at least half the questions incorrect.
  - A second section of the report lists the questions tied to each Standard and the overall success rates for the question.
  - A third section of the report explains each tested Standard. (The Standards are aligned across grade levels, so the reports can be aligned and analyzed across grade levels as well.)

Standard

L.4.5a	RI.4.1	RI.4.2	RI.4.3	RI.4.4	RI.4.5	RI.4.8	RL.4.1	RL.4.2	RL.4.3	RL.4.4	RL.4.5
District: 48%	District: 61%	District: 59%	District: 62%	District: 35%	District: 46%	District: 39%	District: 54%	District: 70%	District: 67%	District: 70%	District: 74%
Building: 52%	Building: 62%	Building: 60%	Building: 65%	Building: 38%	Building: 45%	Building: 40%	Building: 56%	Building: 76%	Building: 69%	Building: 71%	Building: 74%

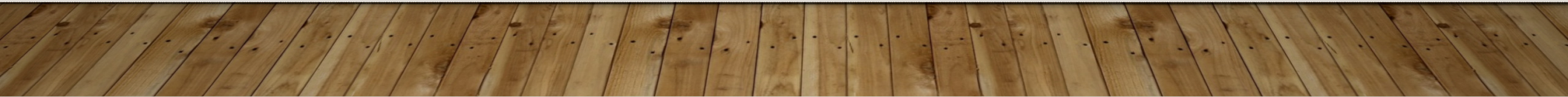
Percentage of correctly answered questions for that Standard

Box gets filled if student gets at least half the questions wrong related to that Standard

Each Student is a different row



Student 1  
Student 2



Multiple Choice Questions organized by each Standard being addressed

Percentage of students correctly answering each question in our building, as well as that of students in the region who ended up receiving a low Level 3 on the test

X indicates the student got the question wrong

	RI.4.4	RI.4.5		RI.4.8			RL.4.1				
	MC20	MC18	MC24	MC13	MC14	MC19	MC01	MC02	MC05	MC27	MC28
	Region: 58%	Region: 61%	Region: 47%	Region: 46%	Region: 49%	Region: 50%	Region: 61%	Region: 54%	Region: 71%	Region: 47%	Region: 45%
	District: 35%	District: 48%	District: 43%	District: 17%	District: 57%	District: 43%	District: 48%	District: 65%	District: 70%	District: 26%	District: 61%
	Building: 38%	Building: 48%	Building: 43%	Building: 14%	Building: 57%	Building: 48%	Building: 52%	Building: 67%	Building: 76%	Building: 24%	Building: 62%
Student 1	-	X	-	-	-	X	-	-	-	X	-
Student 2	X	-	X	X	-	-	-	-	-	X	-
	X	X	X	X	-	-	-	-	-	X	-

Common Core Standard #	Common Core Standard
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.