## 2014-2015

# Student Performance Trend Data by School 

Board of Education Presentation October 13, 2015

## GRADE 3 ELA PERFORMANCE PERCENT AT LEVELS 3 AND 4

## ELA - GRADE 3



## GRADE 4 ELA PERFORMANCE PERCENT AT LEVELS 3 AND 4

## ELA - GRADE 4



## GRADE 5 ELA PERFORMANCE PERCENT AT LEVELS 3 AND 4

## ELA - GRADE 5



## GRADE 6 ELA PERFORMANCE PERCENT AT LEVELS 3 AND 4

## ELA - GRADE 6



## GRADE 7 ELA PERFORMANCE PERCENT AT LEVELS 3 AND 4

## ELA - GRADE 7



## GRADE 8 ELA PERFORMANCE PERCENT AT LEVELS 3 AND 4

## ELA - GRADE 8



## GRADE 3 MATH PERFORMANCE PERCENT AT LEVELS 3 AND 4

## MATH - GRADE 3



## GRADE 4 MATH PERFORMANCE PERCENT AT LEVELS 3 AND 4

## MATH - GRADE 4



## GRADE 5 MATH PERFORMANCE PERCENT AT LEVELS 3 AND 4

## MATH - GRADE 5



# GRADE 6 MATH PERFORMANCE PERCENT AT LEVELS 3 AND 4 

## MATH - GRADE 6



# GRADE 7 MATH PERFORMANCE PERCENT AT LEVELS 3 AND 4 

## MATH - GRADE 7



# GRADE 8 MATH PERFORMANCE PERCENT AT LEVELS 3 AND 4 

## MATH - GRADE 8



## GRADE 4 SCIENCE PERFORMANCE PERCENT AT LEVELS 3 AND 4

SCIENCE - GRADE 4


## GRADE 8 SCIENCE PERFORMANCE PERCENT AT LEVELS 3 AND 4

## SCIENCE - GRADE 8



## ELA COMMON CORE



## ALGEBRA 1 COMMON CORE



## GEOMETRY REGENTS



2014-15
Erie 1 Results
Level 4 =
32.73\% $\qquad$
Level 3 =
53.15\% $\qquad$

## ALGEBRA 2/TRIGONOMETRY REGENTS



2014-15
Erie 1 Results
Level 4 =
32.38\% $\qquad$
Level 3 =
41.47\% $\qquad$

## GLOBAL HISTORY REGENTS



## U.S. HISTORY \& GOVERNMENT REGENTS



## MIDDLE SCHOOL EARTH SCIENCE REGENTS



## HIGH SCHOOL EARTH SCIENCE REGENTS



## LIVING ENVIRONMENT REGENTS



## CHEMISTRY REGENTS



## PHYSICS REGENTS



## NEXT STEPS

District efforts will include:

- Focus on the single greatest determinant of learning...the classroom teacher's instruction
- Targeted classroom observations resulting in feedback from DTSDE scan tool
- Curriculum aligned with state standards \& assessments reinforced through targeted PD \& coaching
- Progress monitoring to refine learning targets to meet student needs
- Continue to realign resources for teaching \& learning


## QUESTIONS?

