



Schenectady City School District
Second Quarter Academic Progress Report
Executive Summary
2012-13

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Elementary

Summary

- Reading levels increased between 6-10% in grades K-2
- ELA Interim assessment for grades 3 baseline data shows 41% of our 3rd graders are meeting or exceeding grade level expectations
- ELA Interim assessment for grades 4 baseline data shows 20% of our 4th graders are meeting or exceeding grade level expectations
- ELA Interim assessment for grades 5 baseline data shows 40% of our 5th graders are meeting or exceeding grade level expectations
- ELA Interim assessment for grades 6 baseline data shows 31% of our 6th graders are meeting or exceeding grade level expectations
- Increase in the percentage of Kindergarten students meeting or exceeding grade level expectations in 7 out of 10 content areas
- Increase in the percentage of 1st grade students meeting or exceeding grade level expectations in 9 out of 10 content areas
- Increase in the percentage of 2nd grade students meeting or exceeding grade level expectations in 7 out of 10 content areas
- Increase in the percentage of 3rd grade students meeting or exceeding grade level expectations in 6 out of 10 content areas
- Increase in the percentage of 4th grade students meeting or exceeding grade level expectations in 5 out of 10 content areas
- Increase in the percentage of 5th grade students meeting or exceeding grade level expectations in 4 out of 10 content areas
- Increase in the percentage of 6th grade students meeting or exceeding grade level expectations in 8 out of 10 content areas
- 14% increase in the percentage of students with 90% or better attendance
- 2% increase in the percentage of students receiving one or more discipline referrals
- Measures were added to the Fountas and Pinnell assessment including a Words Per Minute count as well as an increased cut point on the comprehension rubric. (Students do not move on to the next level with limited comprehension).
- Our initial interim assessments are aligned to the CCLS. Currently we are studying the data at the district, building, and classroom level to look for trends and to inform our teaching practices.
- The grade 3-6 interim percentages include the results for their whole test, which included two reading passages, multiple choice questions, and a few short responses.

<u>Kindergarten</u>				<u>3rd Grade</u>			<u>6th Grade</u>				
	<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>		<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>		<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>
Math	47%	55%	8%	Math	52%	48%	-4%	Math	40%	41%	1%
Reading	49%	49%	0%	Reading	46%	48%	2%	Reading	44%	45%	1%
Science	50%	57%	7%	Science	67%	68%	1%	Science	59%	69%	10%
Social Studies	42%	58%	16%	Social Studies	65%	63%	-2%	Social Studies	61%	68%	7%
Writing	28%	37%	9%	Writing	30%	39%	9%	Writing	40%	46%	6%
Art	58%	70%	12%	Art	80%	83%	3%	Art	84%	87%	3%
Music	89%	88%	-1%	Music	84%	92%	8%	Music	88%	91%	3%
Physical Education	69%	75%	6%	Physical Education	94%	94%	0%	Physical Education	95%	94%	-1%
Spanish*	100%	98%	-2%	Spanish*	84%	71%	-13%	Spanish*	75%	70%	-5%
<u>1st Grade</u>				<u>4th Grade</u>			<u>Attendance</u>				
	<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>		<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>		<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>
Math	41%	49%	8%	Math	45%	45%	0%	Perfect	22%	21%	-1%
Reading	45%	50%	5%	Reading	47%	48%	1%	95% or better	38%	52%	14%
Science	61%	66%	5%	Science	69%	66%	-3%	90% or better	58%	72%	14%
Social Studies	64%	68%	4%	Social Studies	60%	58%	-2%	85% or better	68%	85%	17%
Writing	25%	35%	10%	Writing	33%	40%	7%	80% or better	95%	94%	-1%
Art	75%	77%	2%	Art	82%	87%	5%	Below 80%	5%	6%	1%
Music	83%	91%	8%	Music	90%	94%	4%				
Physical Education	90%	90%	0%	Physical Education	95%	95%	0%				
Spanish*	83%	88%	5%	Spanish*	83%	88%	5%				
<u>2nd Grade</u>				<u>5th Grade</u>			<u>Discipline</u>				
	<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>		<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>		<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>
Math	46%	55%	9%	Math	44%	44%	0%	No referrals	92.9%	91.0%	-1.9%
Reading	41%	53%	12%	Reading	45%	47%	2%	1 to 5 Referrals	6.0%	8.1%	2.1%
Science	69%	72%	3%	Science	62%	76%	14%	6 to 10 Referrals	0.4%	0.7%	0.3%
Social Studies	67%	74%	7%	Social Studies	68%	66%	-2%	11 to 15 Referrals	0.1%	0.3%	0.2%
Writing	26%	43%	17%	Writing	32%	40%	8%	16 to 20 Referrals	0.1%	0.1%	0.0%
Art	80%	79%	-1%	Art	84%	83%	-1%	20+ Referrals	0.1%	0.1%	0.0%
Music	89%	90%	1%	Music	85%	91%	6%				
Physical Education	93%	93%	0%	Physical Education	96%	95%	-1%				
Spanish*	88%	85%	-3%	Spanish*	75%	62%	-13%				

<u>K-2 Fountas & Pinnell Reading Levels</u>	<u>September Baseline</u>	<u>January</u>	<u>Change</u>	
KDG	0%	63%	63%	
Grade 1	44%	50%	6%	
Grade 2	46%	54%	8%	
<u>Grades 3-6 Interim Assessments</u>	<u>Grade 3 (n=794)</u>	<u>Grade 4 (n=736)</u>	<u>Grade 5 (n=731)</u>	<u>Grade 6 (n=732)</u>
Not Tested	8%	11%	14%	8%
Level 1	30%	40%	22%	28%
Level 2	22%	29%	24%	33%
Level 3	23%	17%	26%	19%
Level 4	18%	3%	14%	12%
	100%	100%	100%	100%

* **Interim assessment** is the term we suggest for the assessments that fall between formative and summative assessment, including the medium-scale, medium-cycle assessments currently in wide use. Interim assessments (1) evaluate student’s knowledge and skills relative to a specific set of academic goals, typically within a limited time frame, and (2) are designed to inform decisions at both the classroom and beyond the classroom level, such as the school or district level. Thus, they may be given at the classroom level to provide information for the teacher, but unlike true formative assessments, the results of interim assessments can be meaningfully aggregated and reported at a broader level. As such, the timing of the administration is likely to be controlled by the school or district rather than by the teacher, which therefore makes these assessments less instructionally relevant than formative assessments. These assessments may serve a variety of purposes, including predicting a student’s ability to succeed on a large-scale summative assessment, evaluating a particular educational program or pedagogy, or diagnosing gaps in a student’s learning. Many of the assessments currently in use that are labeled “benchmark,” “formative,” “diagnostic,” or “predictive” fall within our definition of interim assessments.

Middle Level

Summary

- ELA Interim assessment for grade 7 baseline data shows 45% of our 7th graders are meeting or exceeding grade level expectations
- ELA Interim assessment for grade 8 baseline data shows 45% of our 8 graders are meeting or grade level expectations
- Decrease in the percentage of students passing by subject and courses in 7th and 8th grade
- 100% of students are passing 7th grade Chinese, a 29% increase from the first quarter
- 100% of students are passing 8th grade Chinese, an 18% increase from the first quarter
- Increase in the percentage of students failing one or more courses
- 9% increase in the percentage of students with 90% or better attendance
- 3.5% increase in the percentage of students receiving one or more discipline referrals
- Our initial interim assessments are aligned to the CCLS. Currently we are studying the data at the district, building, and classroom level to look for trends and to inform our teaching practices.
- The grade 7-8 interim percentages include only the multiple choice results. The 7-8 assessments mirror the anticipated NYS Book 1 and Book 4. The two books were entered into PPLUS as two separate assessments so the Book 1 results could be available immediately. Building level teams are analyzing the results, creating and implementing action plans with the literacy coaches. The Book 4 assessment includes five short response questions and one full essay.

Thoughts:

- Inconsistency in grading practices
- More teachers are grading according to CCLS standards and expectations
- Increase in rigor

<u>Percent Passing Classes</u>	<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>	<u>Percent Passing by Subject</u>	<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>
All	52%	48%	-4%	English	87%	82%	-5%
Incomplete	2%	9%	7%	FACS	84%	80%	-4%
Failing 1 or more	46%	52%	6%	Fine Arts	96%	90%	-6%
Failing 2 or more	26%	33%	7%	Math	84%	80%	-4%
Failing 3 or more	15%	28%	13%	Music	93%	90%	-3%
Failing 4 or more	9%	16%	7%	PE/Health	93%	88%	-5%
Failing 5 or more	6%	11%	5%	Science	83%	77%	-6%
Failing 6 or more	4%	6%	2%	Social Studies	83%	75%	-8%
Failing 7 or more	2%	3%	1%	Technology	84%	79%	-5%
Failing 8 or more	2%	2%	0%	World Language	87%	84%	-3%
Failing 9 or more	1.0%	1%	0%				
<u>7th Grade Percent Passing by Course</u>	<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>	<u>8th grade Percent Passing by Course</u>	<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>
English 7	85%	77%	-8%	English 8	86%	81%	-5%
Math 7	81%	78%	-3%	Math 8	79%	75%	-4%
Math 7A	92%	92%	0%	Algebra	95%	87%	-8%
Social Studies 7	84%	75%	-9%	Social Studies 8	83%	75%	-8%
Science 7	84%	76%	-8%	Global 9	66%	49%	-17%
Literacy Workshop 7	94%	87%	-7%	Science 8	80%	80%	0%
Math Workshop 7	82%	75%	-7%	Literacy Workshop 8	92%	89%	-3%
Technology 7	85%	76%	-9%	World Studies	100%	81%	-19%
Chinese 7A	71%	100%	29%	Lit Across Content	100%	94%	-6%
French 7a	95%	90%	-5%	Math Workshop 8	85%	81%	-4%
French 7	92%	88%	-4%	Technology 8	75%	76%	1%
Spanish 7	97%	90%	-7%	Chinese 8A	82%	100%	18%
Spanish 7a	92%	92%	0%	French 8A	91%	84%	-7%
Home & Careers 7	78%	77%	-1%	French 8	80%	70%	-10%
Art 7	97%	95%	-2%	Spanish 8A	84%	78%	-6%
Music 7	90%	84%	-6%	Spanish 8	81%	81%	0%
Health 7	85%	73%	-12%	Home & Careers 8	83%	79%	-4%
Physical Education 7	95%	91%	-4%	Art 8	95%	91%	-4%
				Music 8	90%	84%	-6%
				Physical Education 78	92%	90%	-2%

<u>Grades 7-8 Interim Assessment *</u>	<u>Grade 7 (n=761)</u>	<u>Grade 8 (n=720)</u>	
Not Tested	14%	20%	
Level 1	21%	13%	
Level 2	20%	22%	
Level 3	28%	34%	
Level 4	17%	11%	
*Multiple Choice only			
<u>Attendance</u>	<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>
Perfect	21%	18%	-3%
95% or better	33%	44%	11%
90% or better	52%	61%	9%
85% or better	64%	73%	9%
80% or better	89%	85%	-4%
Below 80%	11%	15%	4%
<u>Discipline</u>	<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>
No referrals	66.7%	61.4%	-5.3%
1 to 5 Referrals	23.0%	26.5%	3.5%
6 to 10 Referrals	6.3%	7.6%	1.3%
11 to 15 Referrals	2.0%	2.4%	0.4%
16 to 20 Referrals	0.7%	1.1%	0.4%
20+ Referrals	0.6%	0.0%	-0.6%

High School

Summary

- Increase in the percentage of students passing by subject in 12 out of 16 the subjects
- Increase in the percentage of students failing one or more courses
- 14% increase in the percentage of students with 90% or better attendance
- Almost a 2% decrease in the percentage of students receiving one to five discipline referrals

Thoughts:

- Inconsistency in grading practices
- More teachers are grading according to CCLS standards and expectations
- Increase in rigor
- Positive climate and culture of the building

<u>Percent Passing Classes</u>	<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>	<u>Percent Passing by Subject</u>	<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>
All	38%	38%	0%	English	68%	72%	4%
No Grade	29%	45%	16%	FACS	79%	73%	-6%
Failing 1 or more	59%	61%	2%	Fine Arts	81%	91%	10%
Failing 2 or more	37%	39%	2%	Math	68%	69%	1%
Failing 3 or more	23%	25%	2%	Music	90%	98%	8%
Failing 4 or more	13%	16%	3%	PE/Health	81%	78%	-3%
Failing 5 or more	8%	10%	2%	Science	68%	70%	2%
Failing 6 or more	4%	5%	1%	Social Studies	72%	74%	2%
Failing 7 or more	1%	2%	1%	Technology	90%	92%	2%
Failing 8 or more	1%	1%	0%	World Language	81%	81%	0%
Failing 9 or more	1%	0.3%	-1%	Business	84%	85%	1%
				Dance	88%	93%	5%
				IB Essay	83%	100%	17%
				JROTC	81%	98%	17%
				Theatre	87%	96%	9%
				VOTEC	89%	89%	0%
<u>Attendance</u>	<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>	<u>Discipline</u>	<u>Q 1</u>	<u>Q 2</u>	<u>Change</u>
Perfect	17%	18%	1%	No referrals	65.0%	66.0%	1.0%
95% or better	29%	44%	15%	1 to 5 Referrals	29.0%	27.1%	-1.9%
90% or better	47%	61%	14%	6 to 10 Referrals	4.0%	4.6%	0.6%
85% or better	61%	72%	11%	11 to 15 Referrals	1.0%	1.7%	0.7%
80% or better	84%	82%	-2%	16 to 20 Referrals	0.3%	0.3%	0.0%
Below 80%	16%	18%	2%	20+ Referrals	0.0%	0.2%	0.2%