

MAARS Data Warehouse Guide – Level 1 Instructional Reports

I want to see...	Name of reports that could be helpful	Navigation	Notes	Page #
How our students as a whole compare to other districts in our BOCES and/or region	Common View #2: Performance Report with Gap Analysis (3-8 only)	2.0 Instructional Reports<2.3 Common Data Views (ELA & Math 3-8)	-Allows comparison to multiple Gaps -shows percentage of questions answered correctly	4
	Performance Report with Gap Analysis (3-8 only)	2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports	-Bar graph included at top -Can only compare to one Gap at a time	6
	Regents - Performance Report with Gap Analysis	2.0 Instructional Reports<2.4 Common Data Views (Regents)	-Allows comparison to multiple Gaps	8
How students answered the multiple choice questions	Common View #3: Released Question Report (3-8)	2.0 Instructional Reports<2.3 Common Data Views (ELA & Math 3-8)	See how many students chose A, B, C, D	12
	Performance Report with Gap Analysis (Regents)	2.0 Instructional Reports<2.4 Common Data Views (Regents)	- See how many students chose A, B, C, D	14
	Regents Distribution of Responses with Gap Analysis	2.0 Instructional Reports<2.2 Item Analysis Reports<Regents Item Difficulty & Response Reports	-Sort by question number or standard -Includes bar graph of student responses for each question	16
How a particular student performed on an assessment	Common View #1: Individual Student Performance Report	2.0 Instructional Reports<2.3 Common Data Views (ELA & Math 3-8)	-Grouped by learning standard -used to facilitate student remediation	20
	Individual Student Performance by Subskill (Regents only)	2.0 Instructional Reports<2.4 Common Data Views	-Used to facilitate student remediation -Can compare student's score to the region's	22
	Item Response Analysis Per Student (3-8 only)	2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports	- sorted by NYS Common Core Learning Standards, Domains, and Clusters	N/A
	Individual Strengths and Weaknesses	2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports	-Shows a student's total number of points earned in a standard area compared to the regional mean	24

How special education students compared to General education students	Item Analysis by Ed Type (3-8 Only)	2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports	-Shows percentages of correct answers for each standard and MC question	28
	Assessment Performance Visualization Report (3-8 and Regents)	0.3 Visualizations<Assessment Performance Visualization Report	-Can be filtered by subgroups (Gen Ed, Spec Ed, Poverty level, gender race)	30
How has our school/district done with questions aligned to different standards over time?	Longitudinal Item Difficulty Gap Analysis (3-8 only)	2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports	-Shows any weaknesses on standards over several years -make sure to choose the “highlight negative gaps” option	34
	Regents Longitudinal Gap Analysis (Regents only)	2.0 Instructional Reports<2.2 Item Analysis Reports<Regents Item Difficulty & Response Reports	-use to highlight what standards are frequently tested -can identify potential weaknesses in curriculum	36
	3 Year Standard Trend Report (3-8 and Regents)	2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports 2.0 Instructional Reports<2.2 Item Analysis Reports<Regents Item Difficulty & Response Reports	-last column shows an how your district has performed compared to BOCES and Region in the last 3 years	38
Which NYS standards have been tested heavily so I can inform my teachers	Trend Map Summary	2.0 Instructional Reports<2.2 Item Analysis Reports<WNYRIC Item Maps and Trend Maps	-available for 3-8 and Regents Exams -Use the bottom left “page down” “page up” buttons to navigate report OR run as pdf	42

How do we compare to others?



Pages	Name	Navigation	Notes
4-5	Common View #2: Performance Report with Gap Analysis (3-8 only)	2.0 Instructional Reports<2.3 Common Data Views (ELA & Math 3-8)	-Allows comparison to multiple Gaps -shows percentage of questions answered correctly -also can be run by location and by teacher
6-7	Performance Report with Gap Analysis (3-8 only)	2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports	-Bar graph included at top -Can only compare to one Gap at a time
8-9	Regents - Performance Report with Gap Analysis	2.0 Instructional Reports<2.4 Common Data Views (Regents)	-Allows comparison to multiple Gaps

Common View #2: Performance Report with Gap Analysis (by District, Location, Course Section, or Teacher)

(Grades 3-8 only)

Navigation	Notes
2.0 Instructional Reports < 2.3 Common Data Views (ELA & Math 3-8)	-Allows comparison to multiple Gaps -shows percentage of questions answered correctly

Filters:

Performance Report with Gap Analysis by District

This report is organized by learning standard and shows the number and percent of multiple choice questions answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which students were awarded full credit. Similar information is shown for any Gaps chosen. For more information, view the Report Guide [here](#).

School Year

- 2019
- 2018
- 2017
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011
- 2010
- 2009

District

- All Saints Coming Academy
- Aquinas Institute of Rochester
- Bishop Kearney High School
- Brighton
- Brockport
- Churchville Chili
- Destiny Christian School
- Discovery Charter School
- East Irondequoit
- East Rochester
- Eugenio Maria De Hostos Charter School

Assessment(s)

-

Gap(s)

- BOCES
- RIC
- Region
- Level 3+
- Level 4

[Select all](#) [Deselect all](#)

*Example of report on next page

Performance Report with Gap Analysis by District

District Name: XXXXXXXXXX
 School Year: 2019

Test: Grade 5 Math

		District n=173		Monroe #2 BOCES n=1,875		Region n=36,886	
		% Points Earned	% CR Full Credit	% Points Earned	Gap to Monroe #2 BOCES	% Points Earned	Gap to Region
Domain: Operations and Algebraic Thinking							
Cluster: Write and interpret numerical expressions.							
5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	10-MC	73%		69%	4%	63%	9%
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	08-MC	86%		78%	8%	72%	13%
Domain: Number and Operations in Base Ten							
Cluster: Understand the place value system.							
5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	41-CR	70%	64%	53%	17%	46%	24%
5.NBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	36-MC	62%		64%	-2%	64%	-1%
5.NBT.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	06-MC	62%		62%	0%	60%	2%
5.NBT.4 Use place value understanding to round decimals to any place.	19-MC	80%		80%	0%	74%	7%
Cluster: Perform operations with multi-digit whole numbers and with decimals to hundredths.							
5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	16-MC	64%		65%	-1%	61%	3%
	28-MC	75%		75%	0%	73%	2%
5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	27-MC	42%		41%	1%	37%	5%
	35-MC	76%		74%	2%	69%	7%
	45-CR	80%	69%	76%	4%	73%	7%

Performance Report with Gap Analysis (by District, Location, or Teacher)

(Grades 3-8 only)

Navigation	Notes
2.0 Instructional Reports < 2.2 Item Analysis Reports < Elementary & Middle ELA & Math Item Response & Analysis Reports	-Bar graph included at top -Can only compare to one Gap at a time

Filters:

Performance Report with Gap Analysis by District

For the 3-8 ELA or Math 3-8 assessment(s) selected, this report includes: (1) A gap analysis graph comparing overall district results to the to the comparison group by learning standard. (2) a table comparing district performance on each question (sorted by domain/cluster/standard) to the comparison group. The comparison group in (1) and (2) above is selected from: the aggregate of component districts in your BOCES, the aggregate of all districts in WNY region, all students within the WNY region scoring at Level 3 cut point or higher, or all students within the WNY region scoring at Level 4 cut point or higher.

School Year

- 2019
- 2018
- 2017
- 2016
- 2015
- 2014
- 2013

District Name

- ALL SAINTS CATHOLIC ACADEMY
- ALL SAINTS CORNING ACADEMY
- All Saints Corning Academy
- Aquinas Institute of Rochester
- Archangel School
- Bishop Kearney High School
- Brighton
- Brockport
- CATHEDRAL SCHOOL OF HOLY ROSARY
- CATHERINE MC AULEY SCHOOL
- CORPUS CHRISTI SCHOOL

Assessment(s)

Gap Comparison

- Gap to BOCES
- Gap to Region
- Gap to Region L3+
- Gap to Region L4

Include Text of Standards

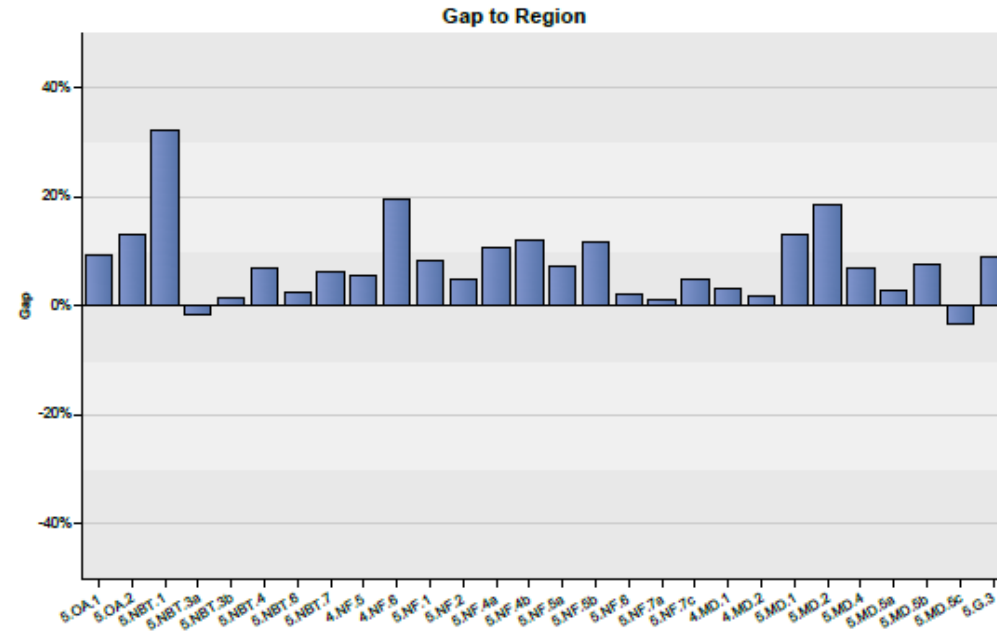
Yes [Details](#)

*Example of report on next page

Performance Report with Gap Analysis by District

District: ██████████

Assessment: Grade 5 Math
School Year: 2019



		██████████ N = 173 % Full Credit	Region N = 36888 % Full Credit	Gap to Region
Operations and Algebraic Thinking				
Write and Interpret numerical expressions.				
5.OA.1	10-MC	73%	63%	9%
5.OA.2	08-MC	86%	72%	13%
Number and Operations In Base Ten				
Understand the place value system.				
5.NBT.1	41-CR	64%	32%	32%
5.NBT.3a	36-MC	62%	64%	-1%
5.NBT.3b	06-MC	62%	60%	2%
5.NBT.4	19-MC	80%	74%	7%
Perform operations with multi-digit whole numbers and with decimals to hundredths.				
5.NBT.6	16-MC	64%	61%	3%
	28-MC	75%	73%	2%
5.NBT.7	27-MC	42%	37%	5%
	35-MC	76%	69%	7%
	45-CR	69%	62%	6%
Number and Operations—Fractions				
Understand decimal notation for fractions, and compare decimal fractions.				
4.NF.5	02-MC	66%	63%	6%

Regents - Performance Report with Gap Analysis (By District or Location)

Navigation	Notes
2.0 Instructional Reports < 2.4 Common Data Views (Regents)	-Allows comparison to multiple Gaps

Filters:

Performance Report with Gap Analysis by District

This report is organized by learning standard and shows the number and percent of multiple choice questions answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which students were awarded full credit. The gaps shown reflect the difference in the % Points Earned (not the % Full Credit). To view the report guide for this report, click [here](#).

School Year

- 2020
- 2019
- 2018
- 2017
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011
- 2010

District

- All Saints Coming Academy
- Aquinas Institute of Rochester
- Bishop Kearney High School
- Brighton
- Brockport
- Churchville Chili
- Destiny Christian School
- Discovery Charter School
- East Irondequoit
- East Rochester
- Eugenio Maria De Hostos Charter School

Test(s)

Gap(s)

- BOCES
- RIC
- Region
- Level 3+
- Level 4+

[Select all](#) [Deselect all](#)

*Example of report on next page

Multiple Choice Performance Report with Gap Analysis - 2019

This report is organized by learning standard and shows the number and percent of multiple choice questions answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which students were awarded full credit. The gaps shown reflect the difference in the % Points Earned (not the % Full Credit).

District Name: XXXXXXXXXX

Test: Regents Common Core Algebra I - Jun

District n=202												BOCES n= 2,527	Region n= 47,326	
% Points Earned	#					%					Gap to BOCES	Gap to REGION		
	1	2	3	4	No Response	1	2	3	4	No Response				
The Real Number System														
Cluster - Use properties of rational and irrational numbers.														
Standard - N.RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	I-07	90%	182	5	10	5	0	90%	2%	5%	2%	0%	8%	12%
Quantities														
Cluster - Reason quantitatively and use units to solve problems.														
Standard - N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	I-24	33%	66	105	12	19	0	33%	52%	6%	9%	0%	3%	4%
Seeing Structure in Expressions														
Cluster - Interpret the structure of expressions.														
Standard - A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients.	I-05	87%	175	7	12	8	0	87%	3%	6%	4%	0%	13%	12%
Standard - A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	I-01	91%	6	3	10	183	0	3%	1%	5%	91%	0%	8%	10%
	I-17	80%	9	14	162	17	0	4%	7%	80%	8%	0%	13%	17%
Arithmetic with Polynomials & Rational Expressions														
Cluster - Understand the relationship between zeros and factors of polynomials.														
Standard - A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	I-08	89%	2	13	180	7	0	1%	6%	89%	3%	0%	5%	7%

How did our students answer multiple choice questions?



Pages	Name	Navigation	Notes
12-13	Common View #3: Released Question Report (3-8)	2.0 Instructional Reports<2.3 Common Data Views (ELA & Math 3-8)	See how many students chose A, B, C, D
14-15	Performance Report with Gap Analysis (Regents)	2.0 Instructional Reports<2.4 Common Data Views (Regents)	- See how many students chose 1,2,3,4
16-17	Regents Distribution of Responses with Gap Analysis	2.0 Instructional Reports<2.2 Item Analysis Reports<Regents Item Difficulty & Response Reports	-Sort by question number or standard -Includes bar graph of student responses for each question

Common View #3: Released Question Report

(Grades 3-8 only)

Navigation	Notes
2.0 Instructional Reports < 2.3 Common Data Views (ELA & Math 3-8)	See how many students chose A, B, C, D

Filters:

Released Question Report by District

This report is intended to be used with the Released Questions with Annotations publication available on EngagedNY. Page numbers referenced are from that publication. The report is organized by learning standard and shows the number of released multiple choice questions answered correctly as well as the distribution of student responses (the number and percent of students who selected each multiple choice response). The constructed response section shows the percentage of available points awarded for each question, as well as the percentage of students who were awarded full credit for that question. It also shows the number and percentage of students who were awarded each score point for the question. The comparison group's performance (for all selected) shows summary information for that group. For more information, view the Report Guide [here](#).

School Year

- 2019
- 2018
- 2017
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011
- 2010
- 2009

District

- All Saints Coming Academy
- Aquinas Institute of Rochester
- Bishop Kearney High School
- Brighton
- Brockport
- Churchville Chili
- Destiny Christian School
- Discovery Charter School
- East Irondequoit
- East Rochester
- Eugenio Maria De Hostos Charter School

Assessment(s)

- Grade 3 ELA
- Grade 4 ELA
- Grade 5 ELA
- Grade 6 ELA
- Grade 7 ELA
- Grade 8 ELA
- Grade 3 Math
- Grade 4 Math
- Grade 5 Math
- Grade 6 Math
- Grade 7 Math

[Select all](#) [Deselect all](#)

Gap(s)

- BOCES
- RIC
- Region
- Level 3+
- Level 4

[Select all](#) [Deselect all](#)

Example of report on next page

Released Question Report by District - Multiple Choice Analysis

This report is only for 3-8 NYSED Released Questions. It is organized by learning standard and shows the number and percent of multiple choice questions answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which students were awarded full credit. Similar information is shown for any Gaps chosen. For more information, view the Report Guide

District Name: XXXXXXXXXX

School Year: Jun 30, 2019

Test: Grade 5 Math

													BOCES n= 1,875											
													District n=173											
													#		%									
													% Points Earned	A	B	C	D	No Response	A	B	C	D	No Response	GAP to BOCES
Domain: Geometry																								
Cluster: Classify two-dimensional figures into categories based on their properties.																								
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	pg#: UIN:	31-MC	76%	12	131	20	10	0	7%	76%	12%	6%	0%	3%										
Domain: Measurement and Data																								
Cluster: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.																								
5.MD.5a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	pg#: UIN:	18-MC	58%	32	20	20	101	0	18%	12%	12%	58%	0%	-3%										
5.MD.5b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	pg#: UIN:	01-MC	90%	12	4	1	156	0	7%	2%	1%	90%	0%	1%										
5.MD.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	pg#: UIN:	30-MC	62%	37	18	10	108	0	21%	10%	6%	62%	0%	-9%										
Cluster: Represent and interpret data.																								
5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.	pg#: UIN:	29-MC	74%	16	16	13	128	0	9%	9%	8%	74%	0%	12%										
Cluster: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.																								
4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	pg#: UIN:	33-MC	40%	63	69	33	7	1	36%	40%	19%	4%	1%	0%										

Regents - Performance Report with Gap Analysis (by District or Location)

Navigation	Notes
2.0 Instructional Reports < 2.4 Common Data Views (Regents)	-See how many students picked 1,2,3,4

Filters:

Performance Report with Gap Analysis by District

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School Year

- 2020
- 2019
- 2018
- 2017
- 2016
- 2015
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- 2013
- 2012
- 2011
- 2010

District

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- Aquinas Institute of Rochester
- Bishop Kearney High School
- Brighton
- Brockport
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- East Irondequoit
- East Rochester
- Eugenio Maria De Hostos Charter School

Test(s)

Gap(s)

- BOCES
- RIC
- Region
- Level 3+
- Level 4+

[Select all](#) [Deselect all](#)

*Example of report on next page

Multiple Choice Performance Report with Gap Analysis - 2019

This report is organized by learning standard and shows the number and percent of multiple choice questions answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which students were awarded full credit. The gaps shown reflect the difference in the % Points Earned (not the % Full Credit).

District Name: XXXXXXXXXX

Test: Regents Common Core Algebra I - Jun

District n=202													BOCES n= 2,527	Region n= 47,326
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The Real Number System														
Cluster - Use properties of rational and irrational numbers.														
Standard - N.RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	I-07	90%	182	5	10	5	0	90%	2%	5%	2%	0%	8%	12%
Quantities														
Cluster - Reason quantitatively and use units to solve problems.														
Standard - N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	I-24	33%	66	105	12	19	0	33%	52%	6%	9%	0%	3%	4%
Seeing Structure in Expressions														
Cluster - Interpret the structure of expressions.														
Standard - A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients.	I-05	87%	175	7	12	8	0	87%	3%	6%	4%	0%	13%	12%
Standard - A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	I-01	91%	6	3	10	183	0	3%	1%	5%	91%	0%	8%	10%
	I-17	80%	9	14	162	17	0	4%	7%	80%	8%	0%	13%	17%
Arithmetic with Polynomials & Rational Expressions														
Cluster - Understand the relationship between zeros and factors of polynomials.														
Standard - A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	I-08	89%	2	13	180	7	0	1%	6%	89%	3%	0%	5%	7%

Regents Distribution of Responses with Gap Analysis

Navigation	Notes
2.0 Instructional Reports < 2.2 Item Analysis Reports < Regents Item Difficulty & Response Reports	-Sort by question number or standard -Includes bar graph of student responses for each question

Filters:

Regents Distribution of Responses with Gap Analysis - by District

For additional information about this report, view the Report Guide [here](#)

School Year	District	Assessment
2020	Academy of Health Sciences Charter School	Regents Algebra2/Trigonometry - Jan
2019	All Saints Catholic Academy	Regents Algebra2/Trigonometry - Jun
2018	All Saints Corning Academy	Regents Common Core Algebra I - Jun
2017	Aquinas Institute of Rochester	Regents Common Core Algebra I - Jun
2016	Archangel School	Regents Common Core ELA - Jun
2015	Bishop Kearney High School	Regents Common Core Geometry - Jun
2014	Brighton	Regents ELA - Jan
2013	Brockport	Regents ELA - Jun
2012	Cathedral School of Holy Rosary	Regents Geometry - Jan
2011	Catherine Mc Auley School	Regents Geometry - Jun
	Churchville Chili	Regents Global History - Jan

[Select all](#) [Deselect all](#)

GAP for Comparison

- BOCES
- RIC
- Region
- Proficient
- Mastery

**** Report may take up to 2 minutes to run depending on GAP chosen**

After hitting "Next"

What to show on report

Pages to Show	What to show on pages
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sort by Question Number <input checked="" type="checkbox"/> Sort by Standard <input type="checkbox"/> Sort by Units (Social Studies Only) <input type="checkbox"/> Text of Standards <p>Select all Deselect all</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> MC Analysis <input checked="" type="checkbox"/> CR Analysis <input type="checkbox"/> CR Distribution of Responses for Comparison Group <input type="checkbox"/> Units / Reference Tables (Social Studies and Science Tests Only) <p>Select all Deselect all</p>


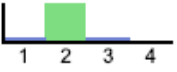
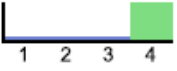
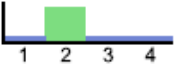
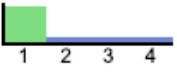


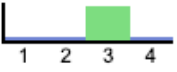


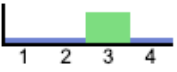
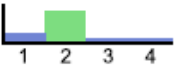

*Example of report, after "Run as PDF," is on next page

2019 Regents Distribution of MC Responses with Gap Analysis - by Question

District: ██████████

Test Name: Regents Common Core Algebra I - Jun

Gap Chosen: BOCES

Q #	*Question Level	Identifier	Student Selections	District n = 202					BOCES n = 2,527					Gaps Gap to BOCES
				% Correct	1	2	3	4	% Correct	1	2	3	4	
I-01	L2	A.SSE.2		91%	3% 6	1% 3	5% 10	91% 183	82%	6%	6%	6%	82%	9%
I-02	L2	F.IF.2		91%	4% 8	91% 184	4% 9	0% 1	86%	7%	86%	5%	2%	5%
I-03	L1	F.IF.1		92%	4% 9	2% 5	1% 2	92% 186	87%	5%	5%	4%	87%	5%
I-04	L3	F.BF.3		84%	5% 11	84% 170	4% 9	6% 12	75%	9%	75%	4%	11%	9%
I-05	L3	A.SSE.1a		87%	87% 175	3% 7	6% 12	4% 8	74%	74%	9%	10%	7%	13%
I-06	L3	F.LE.1c		79%	79% 159	1% 2	20% 40	0% 1	75%	75%	2%	22%	1%	4%
I-07	L2	N.RN.3		90%	90% 182	2% 5	5% 10	2% 5	82%	82%	7%	7%	4%	8%
I-08	L2	A.APR.3		89%	1% 2	6% 13	89% 180	3% 7	84%	3%	7%	84%	6%	5%
I-09	L3	A.REI.1		71%	7% 14	15% 31	6% 13	71% 144	54%	13%	18%	15%	54%	17%
I-10	L4	A.CED.3		65%	65% 132	16% 33	10% 21	8% 16	57%	57%	22%	12%	10%	8%
I-11	L3	F.LE.1		77%	8% 17	9% 19	77% 156	5% 10	68%	12%	13%	68%	6%	9%
I-12	L3	S.ID.5		74%	12% 25	74% 150	9% 19	4% 8	65%	15%	65%	14%	7%	9%
I-13	L3	A.REI.3		65%	14% 29	5% 10	16% 32	65% 131	62%	16%	6%	16%	62%	3%

* Question Level is a WNYRIC calculated field to help reflect the overall difficulty of the question and what level of student would be expected to get it correct. It is reflected by a code of L1 - L5. Additional detailed information can be found in the report guide.

How did a particular student do?



Pages	Name	Location	Notes
20-21	Common View #1: Individual Student Performance Report	2.0 Instructional Reports<2.3 Common Data Views (ELA & Math 3-8)	-Grouped by learning standard -used to facilitate student remediation
22-23	Individual Student Performance by Subskill (Regents only)	2.0 Instructional Reports<2.4 Common Data Views	-Used to facilitate student remediation -Can compare student's score to the region's
24-25	Individual Strengths and Weaknesses	2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports	-Shows a student's total number of points earned in a standard area compared to the regional mean

Common View #1: Individual Student Performance Report

Navigation	Notes
2.0 Instructional Reports < 2.3 Common Data Views (ELA & Math 3-8)	-Grouped by learning standard -used to facilitate student remediation

Filter:

Individual Student Performance Report

This report shows student performance on each assessment question. The information is organized and grouped by learning standard. The number of points the student was awarded for each question is indicated. If an optional comparison group has been selected, the report shows the percentage of students in that group who answered each multiple choice question correctly. Constructed response comparisons are presented somewhat differently; the percentage of points earned for that question (total points awarded divided by the total number of points possible) is shown along with a measure showing the percentage of students who were awarded full credit for that question. For more information, view the Report Guide [here](#).

School Year

- 2019
- 2018
- 2017
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011
- 2010
- 2009

District

- All Saints Corning Academy
- Aquinas Institute of Rochester
- Bishop Kearney High School
- Brighton
- Brockport
- Churchville Chili
- Destiny Christian School
- Discovery Charter School
- East Irondequoit
- East Rochester
- Eugenio Maria De Hostos Charter School

Assessment(s)

- Grade 3 ELA
- Grade 4 ELA
- Grade 5 ELA
- Grade 6 ELA
- Grade 3 Math
- Grade 4 Math
- Grade 5 Math
- Grade 6 Math

Location(s)

-

Gaps

- District
- BOCES
- RIC
- Region
- Level 3+
- Level 4

[Select all](#) [Deselect all](#)

Report by

- Questions - Grouped by Standard
- Questions Individually - sorted by Standard

*Example of report on next page

Report by

- * Questions - Grouped by Standard
- Questions Individually - sorted by Standard

Individual Student Performance Report by Subskill - MC

This report is organized and grouped by learning standard and shows the number and percent of multiple choice questions the student answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which the student was awarded full credit. If a comparison group's performance is included, that group's average percentages of the same measures are indicated. For more information, view the Report Guide [here](#).

District Name: [REDACTED]	Location: [REDACTED]			
School Year: 2019	Test: Grade 5 ELA			
Student: [REDACTED]	Numeric Score: 612			
Level: Level 3	State Percentile: 72			
Multiple Choice Analysis				
	Number of Questions	Student # Correct	Student % Correct	District % Correct
Strand: Language				
Cluster: Vocabulary Acquisition and Use				
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	1	1	100%	85%
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1	1	100%	72%
Strand: Reading-Informational Text				
Cluster: Craft and Structure				
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	1	1	100%	83%
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	2	1	50%	70%
Cluster: Key Ideas and Details				
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	2	2	100%	64%
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	7	6	86%	61%

Report by

- * Questions - Grouped by Standard
- Questions Individually - sorted by Standard

Key Ideas and Details			
two or more main ideas of a text and explain how they are supported by key details; summarize the text.	10-MC	1	75%
	34-MC	1	54%
	12-MC	1	57%
	13-MC	1	69%
	14-MC	1	49%
	29-MC	1	73%
	31-MC	0	50%
	32-MC	1	53%
	35-MC	1	73%
relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.			

Individual Student Performance by Subskill

(Regents)

Navigation	Notes
2.0 Instructional Reports<2.4 Common Data Views	-Used to facilitate student remediation -Can compare student's score to the region's

Filters:

Regents - Individual Student Performance Report

This report shows student performance on each assessment question. The information is organized and grouped by learning standard. The number of points the student was awarded for each question is indicated. If an optional comparison group has been selected, the report shows the percentage of students in that group who answered each multiple choice question correctly. Constructed response comparisons are presented somewhat differently; the percentage of points earned for that question (total points awarded divided by the total number of points possible) is shown along with a measure showing the percentage of students who were awarded full credit for that question. To view the report guide for this report click [here](#).

School Year

- 2020
- 2019
- 2018
- 2017
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011
- 2010

District

- All Saints Corning Academy
- Aquinas Institute of Rochester
- Bishop Kearney High School
- Brighton
- Brockport
- Churchville Chili
- Destiny Christian School
- Discovery Charter School
- East Irondequoit
- East Rochester
- Eugenio Maria De Hostos Charter School

Assessment(s)

Location(s)

Gaps

- District
- BOCES
- RIC
- Region
- Level 3+
- Level 4+

[Select all](#) [Deselect all](#)

Report by

- Questions - Grouped by Standard
- Questions Individually - sorted by Standard

*Example of report on next page

Report by

- Questions - Grouped by Standard
- Questions Individually - sorted by Standard

Individual Student Performance Report by Subskill - Multiple Choice

This report is organized and grouped by learning standard and shows the number and percent of multiple choice questions the student answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which the student was awarded full credit. If a comparison group's performance is included, that group's average percentages of the same measures are indicated. To view the report guide for this report, click [here](#).

District Name: [REDACTED] Location: [REDACTED] Test: 2019 - Regents Common Core ELA - Jun
 Student: [REDACTED] Numeric Score: 88 Level: Scored 85 - 100%

Multiple Choice Analysis				
	Number of Questions	Student Points Earned	Student % Correct	District % Correct
Language				
Vocabulary Acquisition and Use				
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	1	0	0%	79%
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4	3	75%	75%
Reading Informational Text				
Craft and Structure				
RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	3	2	67%	76%
RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	1	1	100%	85%
Key Ideas and Details				
RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	1	1	100%	79%
RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	3	3	100%	90%

Report by

- Questions - Grouped by Standard
- Questions Individually - sorted by Standard

onal Text			
	Number of Questions	Student Points Earned	Student % Correct
eaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses ing of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	1-20	1	81%
	1-22	1	68%
	1-24	0	78%
RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	1-15	1	85%
Key Ideas and Details			
RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	1-23	1	79%
RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	1-17	1	93%
	1-19	1	92%
	1-21	1	86%

Individual Strengths and Weaknesses

Navigation	Notes
2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports	-Shows a student's total number of points earned in a standard area compared to the regional mean

Filters:

Individual Strengths and Weaknesses

This report provides information about an individual student's results within a standard area. The report provides the total number of points earned for the student compared to the regional mean. When graphs are shown, a microchart is provided that shows where a student scored above and below the regional mean. When shading is selected, the table is highlighted to indicate areas where a student scored above and below the regional mean. In both areas, the color blue indicates scores above the mean, and orange indicates areas below the mean. For additional information, view the report guide [here](#)

Year

- 2020
- 2019
- 2018
- 2017
- 2016
- 2015
- 2014
- 2013

District

- All Saints Corning Academy
- Aquinas Institute of Rochester
- Bishop Kearney High School
- Brighton
- Brockport
- Churchville Chili
- Destiny Christian School
- Discovery Charter School
- East Irondequoit
- East Rochester
- Eugenio Maria De Hostos Charter School

Assessment

- Grade 3 ELA
- Grade 3 Math
- Grade 4 ELA
- Grade 4 Math
- Grade 5 ELA
- Grade 5 Math
- Grade 6 ELA
- Grade 6 Math
- Grade 7 ELA
- Grade 7 Math
- Grade 8 ELA

Show Graph?

No

Yes

Show Shading?

No

Yes

Sort Order

By Name

By Level, Name

*Example of report, after "Run as PDF," is on next page

Individual Strengths and Weaknesses

This report provides information about an individual student's results within a standard area. The report provides the total number of points earned for the student compared to the regional mean. When graphs are shown, a microchart is provided that shows where a student scored above and below the regional mean. When shading is selected, the table is highlighted to indicate areas where a student scored above and below the regional mean. In both areas, the color blue indicates scores above the mean, and orange indicates areas below the mean.

District: [REDACTED]
School Year: 2019

Assessment: Grade 5 Math

		Geometry (Questions: 1, Possible Points: 1, Regional Mean: 1)		Measurement and Data (Questions: 10, Possible Points: 12, Regional Mean: 6)		Number and Operations in Base Ten (Questions: 9, Possible Points: 12, Regional Mean: 7)		Number and Operations—Fractions (Questions: 16, Possible Points: 19, Regional Mean: 10)		Operations and Algebraic Thinking (Questions: 2, Possible Points: 2, Regional Mean: 1)		
		Total Points Earned	Difference	Total Points Earned	Difference	Total Points Earned	Difference	Total Points Earned	Difference	Total Points Earned	Difference	
		Level 1	0	-1	3	-3	5	-2	5	-5	2	1
		Level 3	1	0	10	4	10	3	14	4	1	0
		Level 3	1	0	10	4	10	3	14	4	1	0
		Level 3	1	0	6	0	11	4	14	4	2	1
		Level 2	1	0	7	1	6	-1	5	-5	2	1

How did our Special Education students perform?



Pages	Report Name	Navigation	Notes
28-29	Item Analysis by Ed Type (3-8 Only)	2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports	-Shows percentages of correct answers for each standard and MC question
30-31	Assessment Performance Visualization Report (3-8 and Regents)	0.3 Visualizations<Assessment Performance Visualization Report	-Can be filtered by subgroups (Gen Ed, Spec Ed, Poverty level, gender race)

Item Analysis by Ed Type

Navigation	Notes
2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports	-Shows percentages of correct answers for each standard and MC question

Filters:

Item Analysis by Education Type

Select District

- * All Saints Corning Academy
- Aquinas Institute of Rochester
- Archangel School
- Bishop Kearney High School
- Brighton
- Brockport
- Cathedral School of Holy Rosary
- Churchville Chili
- Discovery Charter School
- East Irondequoit
- East Rochester

Select Year

- * 2019
- 2018
- 2017
- 2016
- 2015
- 2014
- 2013
- 2011
- 2010
- 2009

[Select all](#) [Deselect all](#)

Select Assessment

- * Grade 3 ELA
- Grade 3 Math
- Grade 4 ELA
- Grade 4 Math
- Grade 5 ELA
- Grade 5 Math
- Grade 6 ELA
- Grade 6 Math
- Grade 7 ELA
- Grade 7 Math
- Grade 8 ELA

*Example of report on next page, after running as PDF

Item Analysis by Education Type

2019 Grade 5 ELA









Item Detail					% Correct	# of Students	General Education	Special Education	General Education	Special Education	
							% Correct	% Correct	# of Students	# of Students	
Language	Vocabulary Acquisition and Use	L. 5.4	2019	09-MC	84.75%	177	89.93%	57.14%	149	28	
		L. 5.5		30-MC	72.32%	177	77.18%	46.43%	149	28	
Reading-Informational Text	Craft and Structure	RI. 5.4	2019	08-MC	83.05%	177	86.58%	64.29%	149	28	
				11-MC	59.89%	177	62.42%	46.43%	149	28	
				33-MC	80.23%	177	83.89%	60.71%	149	28	
	Key Ideas and Details	RI. 5.2	2019	10-MC	74.58%	177	77.18%	60.71%	149	28	
				34-MC	54.24%	177	59.06%	28.57%	149	28	
				36-CR	71.47%	177	77.18%	41.07%	149	28	
				RI. 5.3	12-MC	57.06%	177	60.40%	39.29%	149	28
					13-MC	68.93%	177	75.17%	35.71%	149	28
					14-MC	48.59%	177	51.68%	32.14%	149	28

Assessment Performance Visualization Report

(3-8 and Regents)

Navigation	Notes
0.3 Visualizations < Assessment Performance Visualization Report	-Can be filtered by subgroups (Gen Ed, Spec Ed, Poverty level, gender race)

Options:

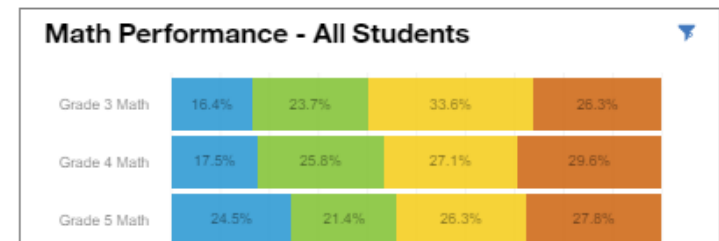
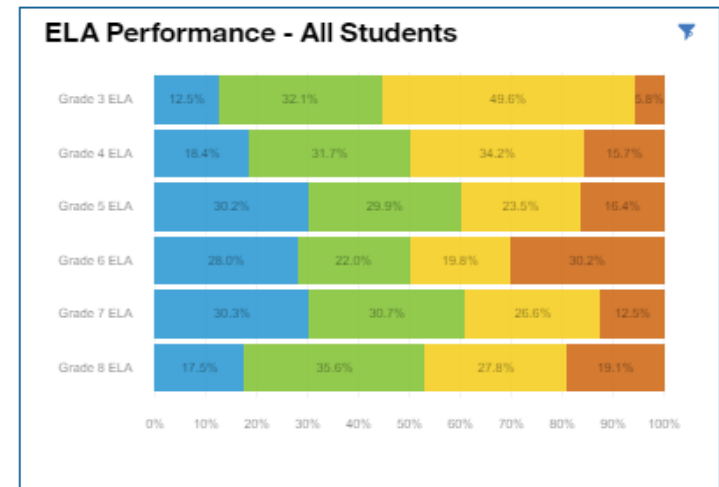
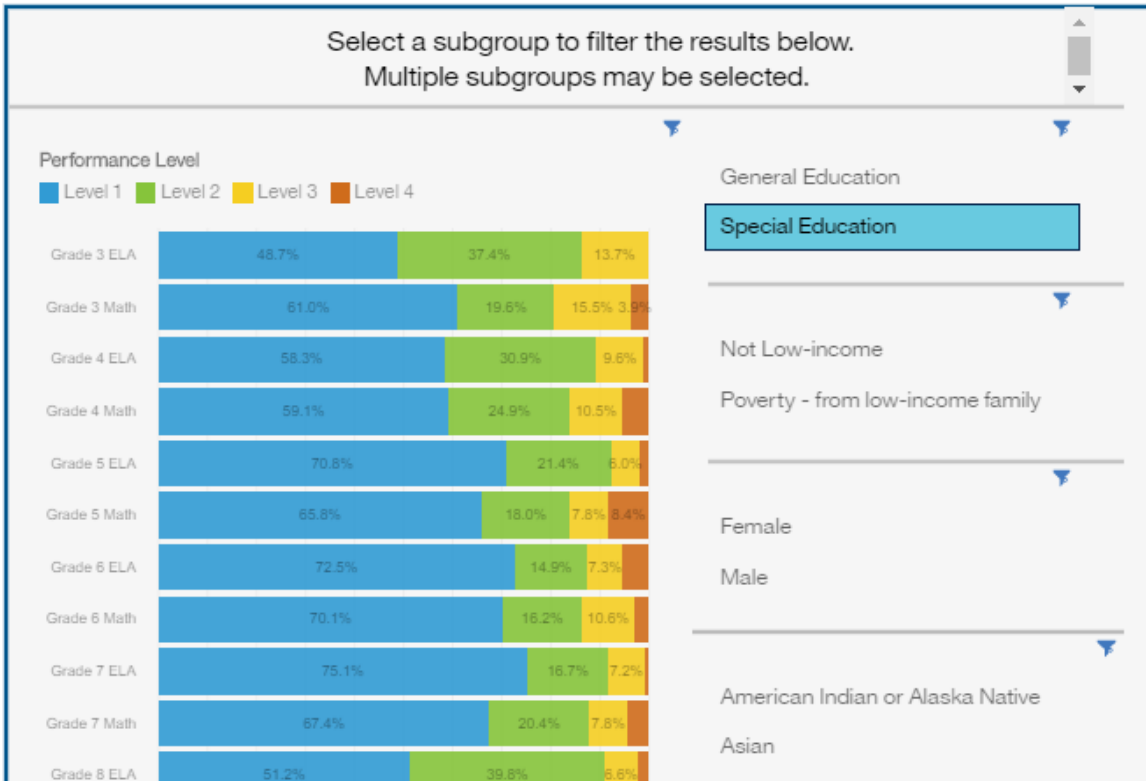
-  Team content > 0.3 Visualizations
-  0.1 - Data Sources
9/17/2019 3:08 PM
-  Assessment Performance Visualization Report (3-8 ELA, Math, & Science)
10/10/2019 1:59 PM
-  Assessment Performance Visualization Report (Regents)
11/12/2019 8:41 AM
-  Comprehensive Regents Visualization
11/13/2019 11:11 AM
-  Daily (Negative) Attendance Verification Visualization
11/13/2019 11:12 AM
-  Enrollment Dashboard
11/12/2019 8:49 AM
-  Student Daily Attendance Visualization
11/7/2019 8:49 AM

Select Filtered Tab:

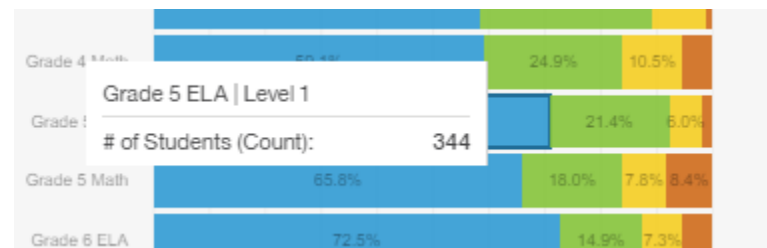
3-8 ELA & Math Performance	3-8 ELA & Math Filtered	Historic 3-8 Performance	Science 4 & 8
----------------------------	-------------------------	--------------------------	---------------

After selecting “Special Education”:

3-8 ELA & Math Performance 3-8 ELA & Math Filtered Historic 3-8 Performance Science 4 & 8



- Subgroup on the left; All Students on the right
- Hover over a percentage to see actual number of students



How has our school performed on standards over time?



Pages	Name	Navigation	Notes
34-35	Longitudinal Item Difficulty Gap Analysis (3-8 only)	2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports	-Shows any weaknesses on standards over several years -make sure to choose the “highlight negative gaps” option
36-37	Regents Longitudinal Gap Analysis (Regents only)	2.0 Instructional Reports<2.2 Item Analysis Reports<Regents Item Difficulty & Response Reports	-use to highlight what standards are frequently tested -can identify potential weaknesses in curriculum
38-40	3 Year Standard Trend Report (3-8 and Regents)	2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports 2.0 Instructional Reports<2.2 Item Analysis Reports<Regents Item Difficulty & Response Reports	-last column shows an how your district has performed compared to BOCES and Region in the last 3 years

Longitudinal Item Difficulty Gap Analysis (by District or Location)

(Grades 3-8 only)

Navigation	Notes
2.0 Instructional Reports < 2.2 Item Analysis Reports < Elementary & Middle ELA & Math Item Response & Analysis Reports	-Shows any weaknesses on standards over several years -make sure to choose the “highlight negative gaps” option

Filters:

Longitudinal Item Difficulty Gap Analysis by District

This report displays each item's district success rate (multiple school years) compared to the BOCES aggregate of component districts, the Regional success rate (aggregate of all WNY data). Select the desired gaps to display: the aggregate of component districts in your BOCES, the aggregate of all districts WNY region, all students within the WNY region scoring at Level 3 cut point or higher, or all students within the WNY region scoring at Level 4 cut point or higher.

District

- ALL SAINTS CATHOLIC ACADEMY
- ALL SAINTS CORNING ACADEMY
- All Saints Corning Academy
- Aquinas Institute of Rochester
- Archangel School
- Bishop Kearney High School
- Brighton
- Brockport
- CATHEDRAL SCHOOL OF HOLY ROSARY
- CATHERINE MC AULEY SCHOOL
- CORPUS CHRISTI SCHOOL

Assessment

- Grade 3 ELA
- Grade 4 ELA
- Grade 5 ELA
- Grade 6 ELA
- Grade 7 ELA
- Grade 8 ELA
- Grade 3 Math
- Grade 4 Math
- Grade 5 Math
- Grade 6 Math
- Grade 7 Math

Gap(s)

- BOCES
- RIC
- Region
- Level 3+
- Level 4

[Select all](#) [Deselect all](#)

Highlight Negative Gaps

Yes

No

*Example of report on next page

Longitudinal Item Difficulty Gap Analysis by District

This report displays each item's district success rate (multiple school years) compared to the BOCES aggregate of component districts, the Regional success rate (aggregate of all WNY data). Select the desired gaps to display: the aggregate of component districts in your BOCES, the aggregate of all districts in WNY region, all students within the WNY region scoring at Level 3 cut point or higher, or all students within the WNY region scoring at Level 4 cut point or higher.

District Name:

Assessment: Grade 5 Math

Domain	Cluster	Standard	School Year	Question	District % Points Earned	% CR Full Credit	Monroe #2 BOCES % Points Earned	Gap to Monroe #2 BOCES
Geometry	Classify two-dimensional figures into categories based on their properties.	5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	2019	31-MC	58%		73%	-14%
			2017	25-MC	56%		64%	-8%
				39-MC	39%		43%	-4%
			2016	36-MC	50%		53%	-3%
			2015	36-MC	52%		54%	-2%
			2014	25-MC	52%		61%	-8%
			2013	05-MC	57%		68%	-11%
		5.G.4 Classify two-dimensional figures in a hierarchy based on properties.	2018	13-MC	24%		33%	-9%
				37-MC	44%		51%	-8%
			2016	05-MC	62%		71%	-8%
				24-MC	47%		56%	-9%
			2015	05-MC	63%		74%	-10%
			2014	32-MC	55%		66%	-11%
			2013	56-MC	51%		50%	1%
Measurement and Data	Convert like measurement units within a given measurement system.	5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	2019	12-MC	44%		51%	-7%
				43-CR	35%	30%	45%	-9%
			2018	24-MC	65%		67%	-2%
				36-MC	57%		59%	-2%
				39-CR	31%	23%	34%	-3%
			2017	14-MC	51%		51%	0%
				42-MC	39%		42%	-3%
			2016	46-CR	26%	15%	32%	-6%
16-MC	44%			50%	-6%			

Regents Longitudinal Gap Analysis (by District or Location)

Navigation	Notes
2.0 Instructional Reports<2.2 Item Analysis Reports<Regents Item Difficulty & Response Reports	-use to highlight what standards are frequently tested -can identify potential weaknesses in curriculum

Filters:

Longitudinal Performance Report with Gap Analysis by District

This report is organized by learning standard and shows the number and percent of multiple choice questions answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which students were awarded full credit. The gaps shown reflect the difference in the % Points Earned (not the % Full Credit). To view the report guide for this report, click [here](#).

Select desired school years of data

- 2020
- 2019
- 2018
- 2017
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011
- 2010

[Select All](#) [Deselect All](#)

District

- ALL SAINTS CATHOLIC ACADEMY
- ALL SAINTS CORNING ACADEMY
- All Saints Corning Academy
- Aquinas Institute of Rochester
- Archangel School
- Bishop Kearney High School
- Brighton
- Brockport
- CATHEDRAL SCHOOL OF HOLY ROSARY
- CATHERINE MC AULEY SCHOOL
- CORPUS CHRISTI SCHOOL

Test

- Regents Common Core ELA
- Regents ELA
- Regents Math A
- Regents Math B
- Regents Common Core Algebra I
- Regents Common Core Algebra II
- Regents Integrated Algebra
- Regents French
- Regents Spanish
- Regents Phy Set/Earth Sci
- Regents German

Gap(s)

- BOCES
- RIC
- Region
- Level 3+
- Level 4

[Select All](#) [Deselect All](#)

Select multiple years to see trends

*Example of report on next page

Longitudinal Multiple Choice Performance Report with Gap Analysis - by District

This report is organized by learning standard and shows the number and percent of multiple choice questions answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which students were awarded full credit. The gaps shown reflect the difference in the % Points Earned (not the % Full Credit).

District Name: Central Schools

Test: Regents Common Core Algebra I

				District										BOCES	
				#					%						
% Points Earned				1	2	3	4	No Response	1	2	3	4	No Response	Gap to BOCES	
	The Real Number System														
Cluster - Use properties of rational and irrational numbers.															
Standard - N.RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	2018	Jan	I-08	54%	17	28	75	20	0	12%	20%	54%	14%	0%	1%
	2019	Jan	I-03	64%	21	23	123	23	0	11%	12%	64%	12%	0%	1%
		Jun	I-07	79%	712	75	62	46	0	79%	8%	7%	5%	0%	-3%
Quantities															
Cluster - Reason quantitatively and use units to solve problems.															
Standard - N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	2017	Jun	I-20	41%	147	125	244	360	0	17%	14%	28%	41%	0%	-9%
	2018	Jun	I-15	55%	516	86	192	141	0	55%	9%	20%	15%	0%	-7%
	2019	Jan	I-24	20%	60	31	60	38	0	31%	16%	31%	20%	0%	-6%
		Jun	I-24	25%	221	413	137	124	0	25%	46%	15%	14%	0%	-5%
Seeing Structure in Expressions															
Cluster - Interpret the structure of expressions.															
Standard - A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients.	2018	Jan	I-11	50%	16	70	24	29	0	11%	50%	17%	21%	0%	3%
		Jun	I-10	53%	495	84	280	76	0	53%	9%	30%	8%	0%	-10%
			I-17	51%	53	325	479	79	0	6%	35%	51%	8%	0%	-9%
			I-19	42%	109	119	396	312	0	12%	13%	42%	33%	0%	-11%
	2019	Jan	I-13	35%	67	46	37	38	0	35%	24%	19%	20%	0%	-4%
		Jun	I-05	66%	594	97	130	75	0	66%	11%	15%	8%	0%	-8%
Standard - A.SSE.1b Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.	2017	Jun	I-02	69%	203	606	34	35	0	23%	69%	4%	4%	0%	-8%
Standard - A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	2017	Jan	I-01	58%	13	111	40	28	0	7%	58%	21%	15%	0%	-1%
		Jun	I-06	78%	100	41	687	50	0	11%	5%	78%	6%	0%	-4%

3 Year Standard Trend Report (3-8 and Regents)

Navigation	Notes
2.0 Instructional Reports<2.2 Item Analysis Reports<Elementary & Middle ELA & Math Item Response & Analysis Reports	-last column shows an how your district has performed compared to BOCES and Region in the last 3 years
2.0 Instructional Reports<2.2 Item Analysis Reports<Regents Item Difficulty & Response Reports	

Filters: 3-8

3 Year Standard Trend Report

For the selected year and 2 prior years, this report shows how your district did, Identifier by Identifier, as well as how many questions were tested that year.

School Year

- * 2019
- 2018
- 2017
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011
- 2010
- 2009

District

- * Churchville Chili
- Destiny Christian School
- Discovery Charter School
- East Irondequoit
- East Rochester
- Eugenio Maria De Hostos Charter School
- Exploration Elementary CS for Science & Technology
- Fairport
- Gates Chili
- Genesee Community Charter School
- Greece Central Schools

Assessment

- * Grade 3 ELA
- Grade 4 ELA
- Grade 5 ELA
- Grade 6 ELA
- Grade 7 ELA
- Grade 8 ELA
- Grade 3 Math
- Grade 4 Math
- Grade 5 Math
- Grade 6 Math
- Grade 7 Math

Highlighting

- * Do Not Highlight
- Highlight when District Outperforms BOCES
- Highlight when District Outperforms Region

** Report may take up to 2 minutes to run depending on GAP chosen

Cancel Next >

Filters: Regents

3 Year Standard Trend Report

For the selected year and 2 prior years, this report shows how your district did, Identifier by Identifier, as well as how many questions were tested that year. To view the report guide for this report, click [here](#).

School Year

- * 2020
- 2019
- 2018
- 2017
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011
- 2010

District

- * Holy Cross School
- Holy Family Elementary School
- Honeoye Falls
- Hope Hall School
- Kendall
- Monroe #1 BOCES
- Monroe #2 BOCES
- Nativity Preparatory Academy
- Norman Howard School
- Penfield
- Pittsford

Assessment

- * Regents Common Core Algebra I - Jun
- Regents Common Core Algebra I - Jun
- Regents Common Core Algebra II - Jun
- Regents Common Core Algebra II - Jun
- Regents Common Core ELA - Jun
- Regents Common Core ELA - Jun
- Regents Common Core Geometry - Jun
- Regents Common Core Geometry - Jun
- Regents Global History Transition - Jun
- Regents Global History Transition - Jun
- Regents Living Environment - Jun

Highlighting

- * Do Not Highlight
- Highlight when District Outperforms BOCES
- Highlight when District Outperforms Region

*Example of 3-8 report, after "Run as PDF"

3 Year Standard Trend Report

For the selected year and 2 prior years, this report shows how your district did, Identifier by Identifier, as well as how many questions were tested that year.

Look at this column first. Tells you how often a standard was assessed the past 3 years and how the district performed

		Grade 5 Math									
		2019			2018			2017			2017 - 2019
24 MC (Multiple Choice - Not Released)											
76 MC R (Multiple Choice - Released)											
0 CR (Constructed Response - Not Released)											
24 CR R (Constructed Response - Released)		38 Questions	46 Points	38 Questions	46 Points	48 Questions	62 Points				
Geometry											
5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	MC MC R 31 CR CR R	Questions 1 3% Points 1 2%			MC MC R 25 CR CR R	Questions 2 4% Points 2 3%			Questions 3 Points 3 BOCES 60% Region 56%	
		District % 76%	BOCES 73%	Region 67%		District % 51%	BOCES 53%	Region 50%		District 59%	
5.G.4	Classify two-dimensional figures in a hierarchy based on properties.				MC MC R 13 37 CR CR R	Questions 2 5% Points 2 4%				Questions 2 Points 2 BOCES 42% Region 40%	
					District % 43%	BOCES 42%	Region 40%			District 43%	
Measurement and Data											
4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	MC MC R 33 CR CR R	Questions 1 3% Points 1 2%			MC MC R 27 CR CR R	Questions 1 2% Points 1 2%			Questions 2 Points 2 BOCES 50% Region 46%	
		District % 40%	BOCES 38%	Region 37%		District % 66%	BOCES 62%	Region 57%		District 53%	
4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	MC MC R 15 CR CR R	Questions 1 3% Points 1 2%		MC MC R 07 CR CR R	Questions 1 3% Points 1 2%				Questions 2 Points 2 BOCES 55% Region 51%	
		District % 58%	BOCES 50%	Region 58%		District % 48%	BOCES 52%	Region 45%		District 53%	
5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	MC MC R CR CR R 43	Questions 2 5% Points 3 7%		MC MC R 24 36 CR CR R 39	Questions 3 8% Points 4 9%		MC MC R 14 42 CR CR R 46	Questions 3 6% Points 4 6%	Questions 8 Points 11 BOCES 45% Region 41%	
		District % 55%	BOCES 47%	Region 42%		District % 53%	BOCES 49%	Region 45%		District 47%	

Quickly see what NYS Standards have been Tested Heavily



Pages	Report Name	Navigation	Notes
42-43	Trend Map Summary	2.0 Instructional Reports<2.2 Item Analysis Reports <WNYRIC Item Maps and Trend Maps	-available for 3-8 and Regents Exams -Use the bottom left “page down” “page up” buttons to navigate report OR run as pdf

Trend Map

Navigation	Notes
2.0 Instructional Reports<2.2 Item Analysis Reports<WNYRIC Item Maps and Trend Maps	-available for 3-8 and Regents Exams -Use the bottom left “page down” “page up” buttons to navigate report OR run as pdf

Trend Map Summary

This report shows the alignment of individual assessment questions to the New York State Learning Standards.

- * Grade 3 ELA
- Grade 3 Math
- Grade 4 ELA
- Grade 4 Math
- Grade 5 ELA
- Grade 5 Math
- Grade 6 ELA
- Grade 6 Math
- Grade 7 ELA
- Grade 7 Math
- Grade 8 ELA

Scroll down for Regents Exams

Trend Map Summary

Test: Grade 5 Math

Geometry				
Classify two-dimensional figures into categories based on their properties.		Standard Statement	Year	Questions
Classify two-dimensional figures into categories based on their properties.	5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	2013	05
			2014	25
			2015	36
			2016	36
			2017	25 39
			2019	31
	5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.	2013	56
			2014	32
			2015	05
			2016	05 24
	2018	13 37		
Measurement and Data				
Convert like measurement units within a given measurement system.		Standard Statement	Year	Questions
Convert like measurement units within a given measurement system.	5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	2013	17 26 48 66
			2014	14 34 38 44
			2015	16 40 43 44
			2016	16 19 50
			2017	14 42 46
			2018	24 36 39
			2019	12 43