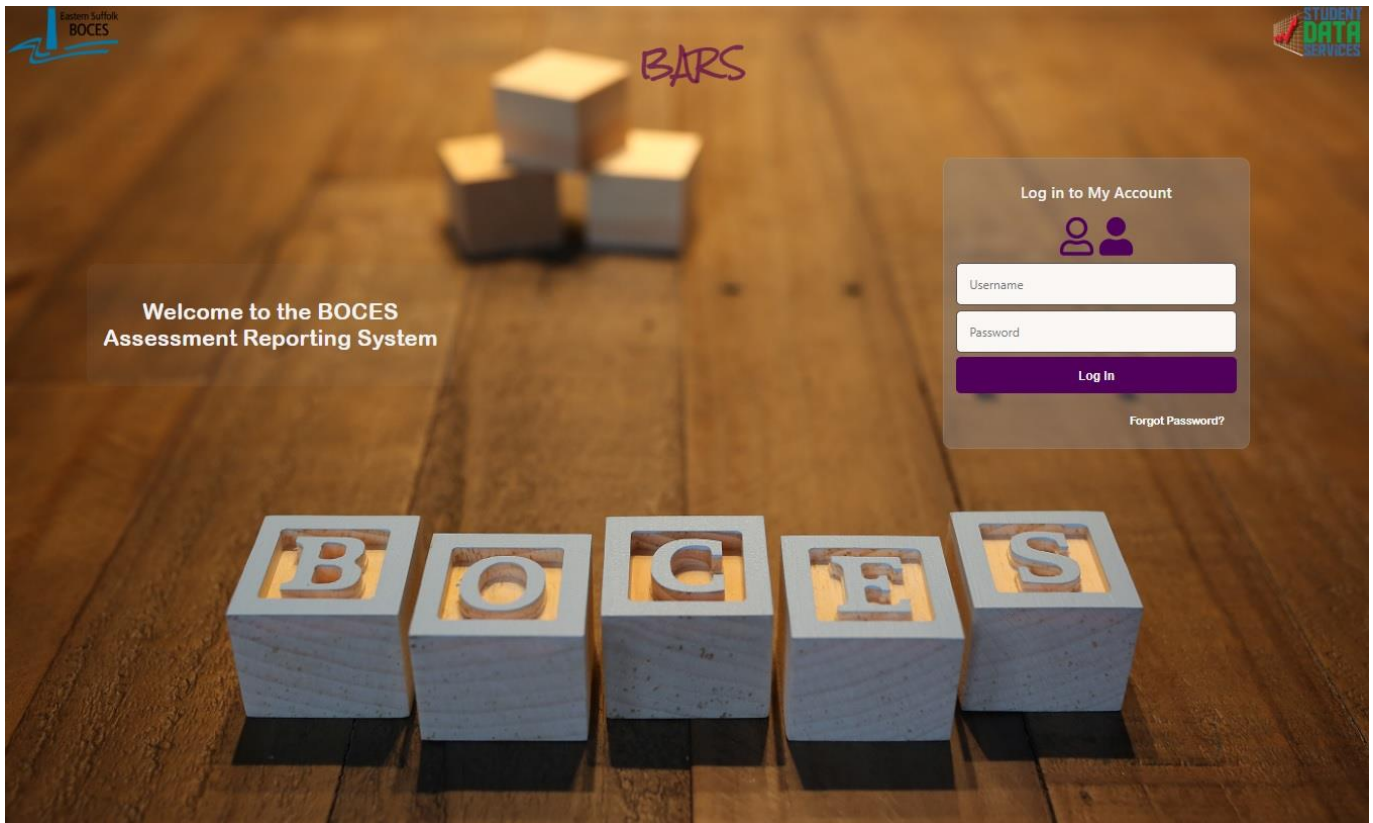


# BOCES Assessment Reporting System

## BARS User Manual



## Purpose

This manual will guide the end user to navigate the BOCES Assessment Reporting System successfully. The components of this manual will demonstrate:

### *How to ....*

1. Access the BOCES Assessment Reporting System (BARS)
2. Log in
3. Home/Dashboard
4. Reports
5. Interpret reports
6. Utilize the reports
7. Understand the layout of reports
8. Student Data

## Table of Contents

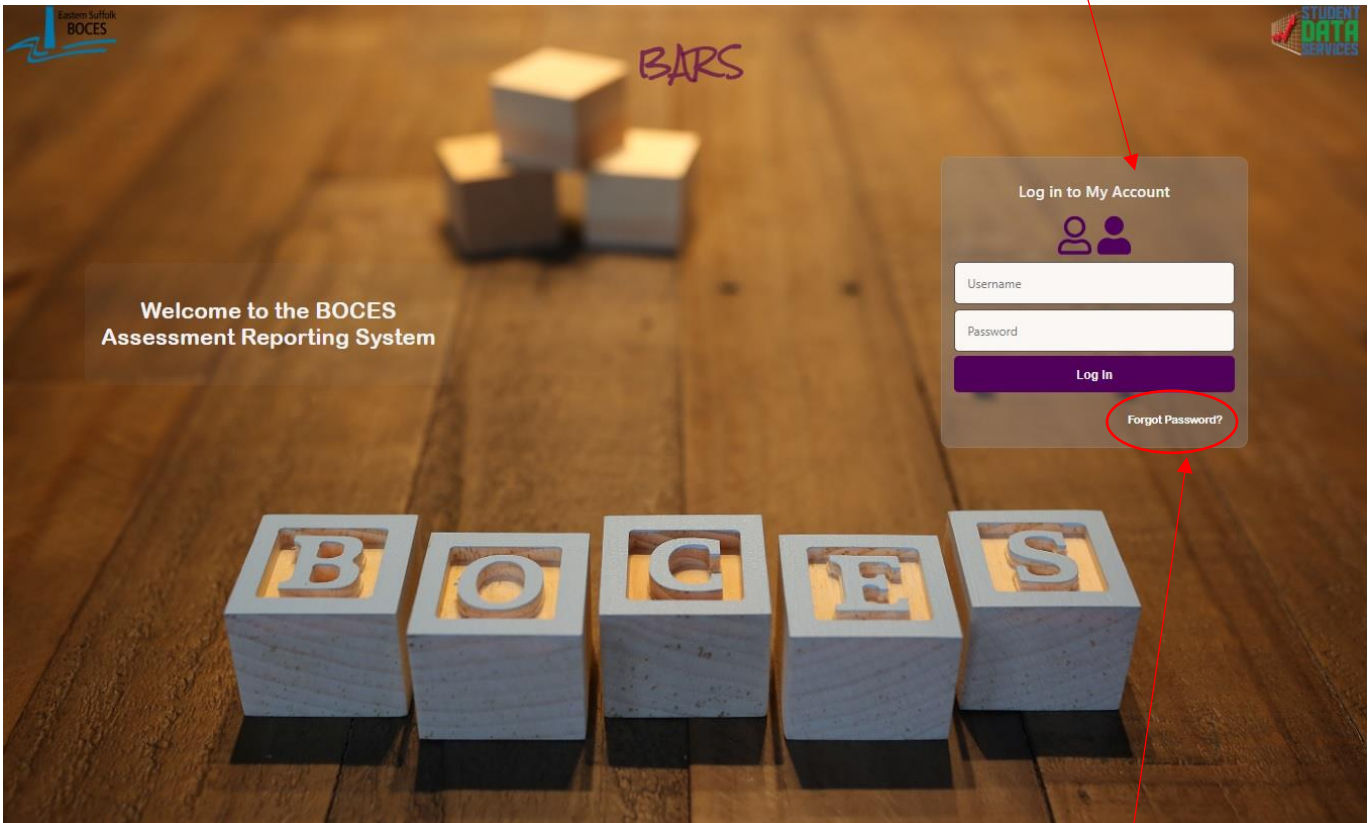
Purpose	Page 2
Table of Contents	Page 3
BARS Welcome Page and Login Screen	Page 4
Home Page/Dashboard	Page 5
Report Selection Screen	Page 6-11
Report Overview	Page 12-29
Student Data	Page 30-35

## Report Overview

CDV p-Value Comparison Report	Page 12-14
Constructed Response Distribution of Points Awarded	Page 15-16
Individual Student Performance	Page 17
Performance Report with Gap Analysis	Page 18-21
Released Question Performance	Page 22-23
Frequency Distribution	Page 24
Group Item Analysis	Page 25-26
Individual Item Analysis	Page 27
Rank List	Page 28
Student Profile	Page 29

## Welcome Page and Login Screen

When the Login Screen appears enter your “Username” and “Password” and click “Log In”.



If you have forgotten your Password select the “Forgot Password” link and follow the prompts.

## Home Page/Dashboard

After you log in the **Home Page/Dashboard** screen will display. On this page you have the option of viewing the count of students for a particular *Class Roster Year*, *Exam Year*, *Exam* (NYS/Regents or Benchmarks) and *Teacher*. These results can be filtered by ELL, SWD, Economically Disadvantaged or Ethnicity.

The user can run either the **Frequency Distribution** or **Rank List** for a more granular view of the selections.

On this page the User also has the option to select various tabs for **Reports**, **Student Data**, **User Administration** and **Import Files**.

The screenshot shows the dashboard interface for 'The BOCES Assessment Reporting System'. At the top, there is a navigation bar with tabs for Home, Reports, Student Data, User Administration, and Import Files. Below this is a filter section with several dropdown menus and radio buttons. A bar chart displays student counts for different exam items.

**Callout Boxes:**

- Select Exam Year and Class Roster Year:** Points to the 'Exam Year' and 'Class Roster Year' dropdown menus.
- Select a filter to focus the data presented to specific student populations:** Points to the 'Filters' section with checkboxes for ELL, SWD, and Economically Disadvantaged.
- Select the Test/Grade Level:** Points to the 'Exams' dropdown menu.
- Select the Teacher:** Points to the 'Teachers' dropdown menu.
- Auto-fill/click on District and School:** Points to the 'District Name' and 'School' dropdown menus.
- Select the NYS/Regents or Benchmarks radio button:** Points to the 'Exam Types' radio buttons.

**Bar Chart Data:**

Item Description	Student Count
03: L1	19
03: L2	75
03: L3	92
03: L4	12

## Report Selection Screen

(Page 1 of 6)

The **Reports** tab on the **Home Page/Dashboard** will bring you to the **Report Selection** screen. After all the report criteria have been defined, select the **View Report** button located at the bottom of the report selection screen.

The screenshot shows the 'The BOCES Assessment Reporting System' interface. The top navigation bar includes 'Home', 'Reports', 'Student Data', 'User Administration', 'Import Files', 'Contact Us', and 'Help Center'. The main content area is divided into several sections:

- Year:** A dropdown menu showing 'July 1, 2022 - June 30, 2023' and radio buttons for 'Public Schools', 'Non-Public Schools', and 'Providers'. A 'District Name' dropdown is also present.
- Exam:** Radio buttons for 'NYS/NYSAA/NYSESAT', 'Regents', 'Score Projection', and 'Benchmarks'.
- Subjects/Exams:** A dropdown menu for 'ELA' and a scrollable list of grades: 'Grade 3 English Language Arts', 'Grade 4 English Language Arts', 'Grade 5 English Language Arts', 'Grade 6 English Language Arts', 'Grade 7 English Language Arts', and 'Grade 8 English Language Arts'.
- Reports:** A scrollable list of report types including 'CDV p-Value Comparison Report', 'Common Core State Standards Analysis', 'Constructed Response Distribution of Points Awarded', 'Frequency Distribution', 'Frequency Distribution by Subgroup', 'Frequency Distribution by Teacher', 'Group Item Analysis', 'Group Item Analysis All Tested', and 'Individual Item Analysis'.
- Additional Criteria:** Two empty sections for additional filtering.
- Sequence:** Radio buttons for 'District', 'District, School', 'District, School, Teacher', 'District, School, Room', and 'Region Totals'.
- Schools:** A scrollable list of school types: 'Elementary School', 'High School', 'Middle School', 'Out Of District', 'Primary School A', and 'Primary School B'.
- Rooms:** Radio buttons for 'Course-Section' and 'Home Room', with a scrollable list of rooms below.
- Preview Settings:** Radio buttons for 'PDF', 'Viewer (Drill Down)', and 'XML'.

At the bottom of the screen is a large blue 'View Report' button.

Callout boxes provide the following instructions:

- Select the School Type and autofill/click on the District Name:** Points to the Year and District Name sections.
- Select the School Year:** Points to the Year dropdown.
- Select the Exam radio button:** Points to the Exam radio buttons.
- Select the Assessment Subject and the Test/Grade Level:** Points to the Subjects/Exams dropdown and list.
- Select the Report to view (scroll to view the available for subjects and grades selected):** Points to the Reports scrollable list.
- Select the School(s):** Points to the Schools scrollable list.
- Click the radio button to select either the District, District/School, District/School/Teacher, District/School/Room or Region sort. (If the "room" is selected please follow the directions to make a specific room selection):** Points to the Sequence radio buttons.
- With the District/School/Teacher or District/School/Room radio button selected in the Sequence, click the radio button to select either Course-Section or Homeroom. Use the scroll bar to view available rooms for your selected school. Multiple rooms can be selected by holding down the CTRL key while making your selections:** Points to the Rooms radio buttons and scrollable list.
- Select the Preview Settings (PDF, View or XML). The report will default to PDF. If the drill down reports are needed select View.** Points to the Preview Settings radio buttons.

Depending on your level of access/permission, some or all of the selection options will appear. The level of access is set by the BARS Administrator.

## Report Selection Screen (cont'd)

(Page 2 of 6)

Filter selections will allow you to focus your reports on specific student populations. The user has the option of choosing a filter. If no filters are chosen the report will default to the **ALL STUDENTS** group.

- Click the box for specific filter(s)
- Only users given specific permission will be able to view Poverty or Homeless students

**NOTE:** When choosing multiple filters, the population you are looking at must meet all filter choices

Once all selections have been made, click on the **View Report** button located in the middle of the page.

The screenshot displays the Report Selection Screen interface. At the top center is a blue button labeled "View Report". Below this are six filter panels: "Accountability Filters" (with three sub-sections), "Race/Ethnicity" (with a dropdown menu), "Levels/Ranges" (with "Performance Levels", "Grade Levels", and "Scale Score Range" sections), and "Additional Criteria". At the bottom center is a blue button labeled "Clear Filters". A red arrow points from the "View Report" button to the text box above, and another red arrow points from the "Clear Filters" button to the text box below.

If you need to remove all previous filters selected, click on the **Clear Filters** button located at the bottom of the page.

## Report Selection Screen (cont'd)

(Page 3 of 6)

**Accountability Filters**

- SWD
- Former SWD
- Not SWD
- Economically Disadvantaged
- Not Econ Disadvantaged
- ELL
- Former ELL
- Never ELL
- Ever ELL

**SWD – Students with Disabilities**

**Economically Disadvantaged – Students** reported with program service code 0198 (Poverty – from low-income family) in the Program Service Code field of the Programs Fact template anytime during the school year or as of the date of their last enrollment record. These students are included in the economically disadvantaged accountability subgroup.

**ELL – English Language Learners**

**Former ELL – Students** reported anytime in the school year in at least one of the two previous reporting years but not at anytime in the current reporting year with program service code 0231 (ELL Eligible) in the Program Service Code field of the Programs Fact template. These students are included in the ELL accountability subgroup for Performance Index (PI) calculations if the count of ELL students is equal to or greater than 30.



## Report Selection Screen (cont'd)

(Page 4 of 6)

**Accountability Filters**

- Continuously Enrolled in Bldg
- Continuously Enrolled Diff Bldg.
- Not Continuously Enrolled
- Migrant
- Not Migrant
- Homeless
- Not Homeless
- Immigrant
- Not Immigrant

**Mobility:**

- **Continuously Enrolled in Bldg:** Continuously enrolled in a building
- **Continuously Enrolled Diff Bldg:** Continuously enrolled in the district, but not in the same building
- **Not continuously Enrolled:** Not continuously enrolled in the district

**Migrant:**

- A student is a migrant child if the student is, or the student's parents, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: has moved from one school district to another, or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in temporary or seasonal employment in agriculture or fishing.
- All students eligible to be served by programs supported with Title I – Part C funds should have a Certificate of Eligibility signed by a parent or guardian and filed with the Superintendent of schools.

## Report Selection Screen (cont'd)

(Page 5 of 6)

**Accountability Filters**

- Continuously Enrolled in Bldg
- Continuously Enrolled Diff Bldg.
- Not Continuously Enrolled
- Migrant
- Not Migrant
- Homeless
- Not Homeless
- Immigrant
- Not Immigrant

**Homeless:** A homeless student is one who:

- Lacks a fixed, regular and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; awaiting foster care placement or a migratory child, as defined in subsection 2 of Section 1309 of the Elementary and Secondary Education Act of 1965, as amended who qualifies as homeless under any of the above provisions; or
- Has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placement or receiving educational services.

**Immigrant:** Students who are considered immigrants:

- Students who were born outside the United States and were subsequently adopted by U.S. citizens, even though these students may never need Title III services;
- Students who were born outside the United States to parents who now reside in the United States as resident aliens or are in the United States on work visas;
- Students who were born outside the United States to parents who now reside in the United States as permanent resident aliens; or children adopted from overseas as United States citizens who require extensive new language and cultural skills
- Students who were born on a United States military base, were born outside the United States and do not require extensive new language and cultural skills, or are in the United States on a temporary basis to attend school (such as through a foreign exchange educational program) are not immigrants. Students from American Samoa, Guam Northern Mariana Islands, Puerto Rico, US Minor Outlying Islands, and US Virgin Islands are not considered immigrants.

## Report Selection Screen (cont'd)

(Page 6 of 6)

**Accountability Filters**

Neglected

Not Neglected

Section 504

Not Section 504

Male

Female

**Years in U.S. school:**

From:  To:

**LEP Duration:**

From:  To:

Click on the **Race/Ethnicity** selection(s) that you would like to filter (Multiple selections can be made by holding down the **CTRL** key while making your selections.)

**Race/Ethnicity**

- American Indian/Alaskan Native
- Asian
- Black or African American
- Hawaiian/Other Pacific Islander
- Hispanic or Latino
- Multiracial (2 or more races)
- White

**LEP:** Limited English Proficiency

**LEP Duration:** Cumulative number of years a student has received ELL Services, as reported in the Duration of ELL field in the Student Lite Template

Click on the **Performance Level(s)** you would like to filter on

Click on the **Grade Level(s)** you would like to filter on

**NOTE: Grade Level selections are commonly used for NYSESLAT**

 To: )."/>

**Levels/Ranges**

**Performance Levels:**

- 01
- 02
- 03
- 04
- 05

**Grade Levels:**

- K
- 01
- 02
- 03

**Scale Score Range:**

From:  To:

**Scale Score Range** filtering is achieved by:

Click in the **From** box and enter the beginning score value

Click in the **To** box and enter the ending score value

**NOTE: Both boxes need to be populated in order for the scale score range selection to generate a result**

## CDV p-Value Comparison Report

(page 1 of 3)

The **Common Data Views p-Value Comparison** Report is designed to provide an overview of a population’s performance by question. Comparisons can be made between **Region** and **District**. This report can be generated by **order of difficulty**, **item-number** or **standard**. The data for this assessment is summarized in a bar graph and then shown as an expanded view of **aggregated** student performance. Comparisons can be made between **Region** and **District**.

The report includes the question number, identifying each as **multiple-choice** or **constructed response**, the **percent** of students who earned full-credit (MC) and the percent of points eared (CR).

The Common Data Views p-Value Comparison Report indicates the percentage of Level 3 and 4 students within the Region (Suffolk County) who achieved proficiency on a **NYS assessment**. L3+ combines student **Performance Levels 3 & 4** to illustrate proficiency. Level 4 is the percentage of students who achieved mastery on the specific assessment.

The data for this assessment is summarized in a bar graph into an expanded view of aggregated student performance. Comparisons can be made between **Region** and **District**. The report includes the question number, identifying each as **Multiple-Choice (MC)** or **Constructed Response (CR)**.

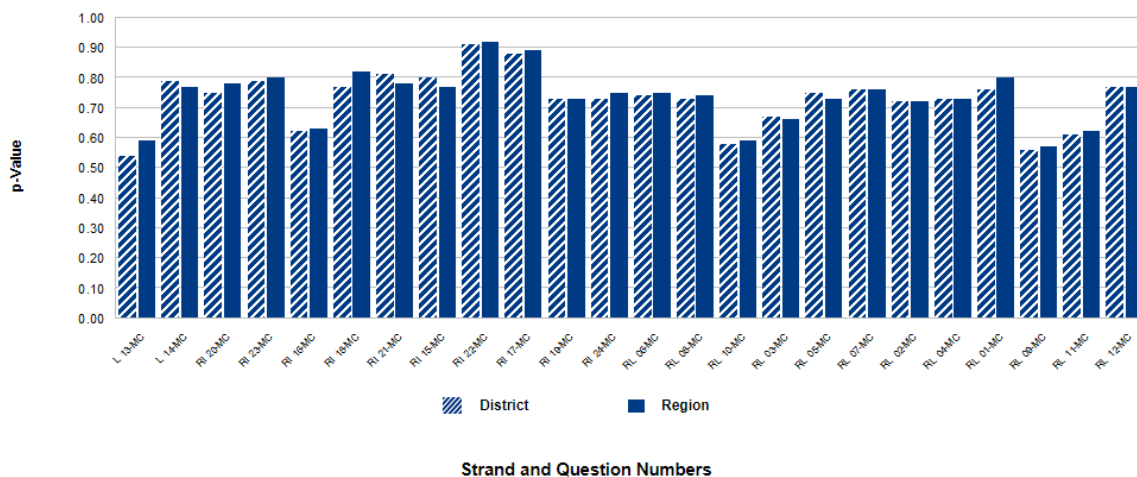
### Common Data Views p-Value Comparison Report

Regents Common Core ELA - Jun 2017

District Name

Sorted By: **District**  
Sort Order: **Standards**

#### p-Value Comparison: Multiple-Choice



## CDV p-Value Comparison Report (cont'd)

(page 2 of 3)

The second bar graph in this report illustrates the District to Region **p-Value Gap**.

The green bars represent the **Positive Gap** to Region and the red bars represent the **Negative Gap** to Region.

**Note:** This report is available for NYS and Regents exams and displays a **Level 5 for New Generation Standards**.

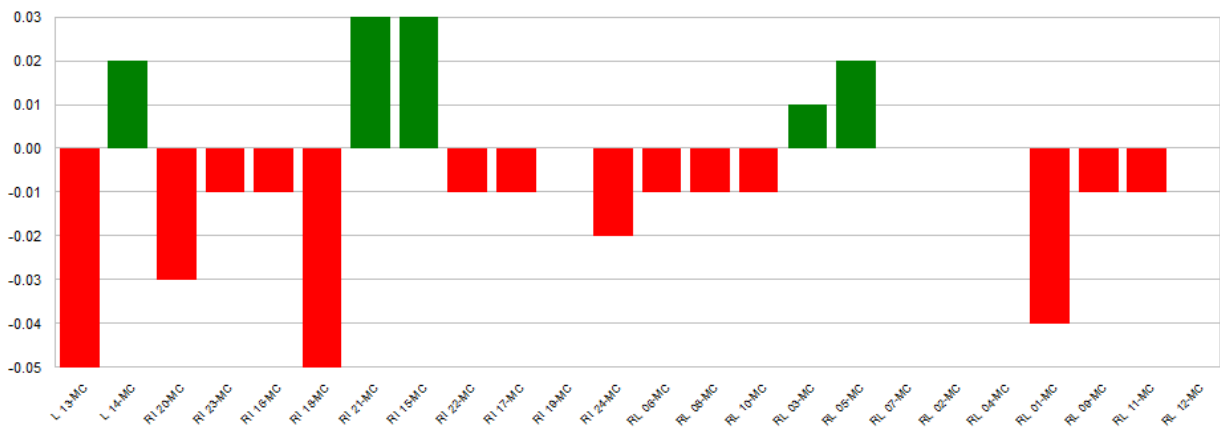
### Common Data Views p-Value Comparison Report

Regents Common Core ELA - Jun 2017

District Name

Sorted By: **District**  
Sort Order: **Standards**

**Gap Analysis: Multiple-Choice**



■ Positive Gap to Region     
 ■ Negative Gap to Region

Strand and Question Numbers

District to Region Gap

Region = Suffolk County

## CDV p-Value Comparison Report (cont'd)

(page 3 of 3)

The data representation page compares the Gap to **ES BOCES** and the **Region**. The **Region** is equal to **Suffolk County**.

The **Question Number** in the Item Type column is a hyperlink to **Engage NY** for released questions.

This report is available for both NYS and Regents exams and displays a **Level 5** for **New Generation Standards**.

Hyperlink to **Engage NY** for released questions and question type

### Common Data Views p-Value Comparison Report

Regents Common Core ELA - Jun 2017

District Name

Sorted By: **District**  
Sort Order: **Standards**

Strand	Anchor Standard	Standard	Item Type	District n=349	ESB n=11,046	Gap to ESB	Region n=16,278	Gap to Region	Region L3+ n=14,732	Gap to L3+	Region L4+ n=12,529	Gap to L4+	Region L5 n=9,965	Gap to L5
Language	5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<a href="#">L.11-12.5</a>	<a href="#">13-MC</a>	0.54	0.59	-0.05	0.59	-0.05	0.62	-0.08	0.64	-0.10	0.65	-0.11
Language	5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<a href="#">L.11-12.5</a>	14-MC	0.79	0.77	0.02	0.77	0.02	0.81	-0.02	0.84	-0.05	0.87	-0.08
Reading Informational	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.	<a href="#">RI.11-12.2</a>	20-MC	0.75	0.77	-0.02	0.78	-0.03	0.84	-0.09	0.89	-0.14	0.92	-0.17
Reading Informational	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.	<a href="#">RI.11-12.2</a>	23-MC	0.79	0.79	0.00	0.80	-0.01	0.85	-0.06	0.89	-0.10	0.91	-0.12
Reading Informational	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.	<a href="#">RI.11-12.3</a>	16-MC	0.62	0.62	0.00	0.63	-0.01	0.67	-0.05	0.71	-0.09	0.74	-0.12
Reading Informational	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.	<a href="#">RI.11-12.3</a>	18-MC	0.77	0.82	-0.05	0.82	-0.05	0.87	-0.10	0.91	-0.14	0.94	-0.17
Reading Informational	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.	<a href="#">RI.11-12.3</a>	21-MC	0.81	0.76	0.05	0.78	0.03	0.83	-0.02	0.87	-0.06	0.90	-0.09

## Constructed Response Distribution of Points Awarded

(page 1 of 2)

The **Constructed Response Distribution of Points Awarded Report** is designed to provide a more complete picture of a population’s performance on constructed response questions. This report shows the **number** and **percent** of students who received **full** or **partial-credit** on each question. It shows the **percentage** of students who received **full credit** on the question and the **percentage of points earned** (the total points awarded divided by the total number of points possible).

Determined by the **sequence** chosen, comparisons can be made between **Room, School, District, BOCES** and **Region**. Additional parameters are available on the Report Selection Screen which can highlight a population’s performance compared to other groups.

### Constructed Response Distribution of Points Awarded

Grade 4 English Language Arts March 2022

**District Name**

Elementary School

Sorted By: **School**

Question Number	% Points Earned	% Full Credit	Distribution of Points Earned: School n = 193												District n = 195	ESB n = 5,915	Gap to BOCES	Region n = 9,451	% Full Credit	Gap to Region
			#						%											
			5	4	3	2	1	0	No Response	5	4	3	2	1						
<b>Constructed Response</b>																				
<b>Strand: Reading - Informational Text</b>																				
<b>Craft and Structure</b>																				
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.																				
27-CR	71%	50%	-	-	-	96	82	12	3	-	-	-	50%	42%	8%	49%	25%	25%	29%	21%
<b>Key Ideas and Details</b>																				
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.																				
26-CR	54%	21%	-	-	-	41	128	21	3	-	-	-	21%	66%	12%	21%	13%	8%	16%	5%
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.																				
25-CR	67%	39%	-	-	-	76	106	8	3	-	-	-	39%	55%	6%	39%	26%	13%	31%	8%
<b>Strand: Reading - Literature</b>																				
<b>Craft and Structure</b>																				
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.																				
29-CR	78%	61%	-	-	-	117	69	5	2	-	-	-	61%	36%	4%	60%	28%	33%	32%	29%
<b>Key Ideas and Details</b>																				
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.																				
30-CR	46%	19%	-	-	-	36	104	51	2	-	-	-	19%	54%	27%	18%	15%	4%	17%	2%
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).																				
28-CR	59%	30%	-	-	-	58	110	23	2	-	-	-	30%	57%	13%	30%	20%	10%	23%	7%
31-CR	49%	0%	-	0	37	119	27	7	3	-	0%	19%	62%	14%	5%	0%	4%	<b>-4%</b>	5%	<b>-5%</b>

## Constructed Response Distribution of Points Awarded (cont'd)

(page 2 of 2)

**Question Number:** identifies the question number and type pertaining to a particular standard  
**% Points Earned:** percentage of points a group earned, the total points the group earned divided by the total possible points the group could have earned for a specific question  
**% Full Credit:** percentage of students who earned the maximum possible points for a specific question

**District:** a population of students who have taken an exam district wide  
**Region:** the population of students who took an exam in Suffolk County  
**Eastern Suffolk BOCES (ESB)/Western Suffolk BOCES(WSB):** the population of students who took an exam  
**N =** number of students

### Constructed Response Distribution of Points Awarded

Grade 4 English Language Arts March 2022																	District Name Elementary School Sorted By: School			
Question Number	% Points Earned	% Full Credit	Distribution of Points Earned: School n = 193											% Full Credit	% Full Credit	Gap to BOCES	% Full Credit	Gap to Region		
			#																District n = 195	ESB n = 5,915
			5	4	3	2	1	0	No Response	5	4	3	2	1	0					
<b>Constructed Response</b>																				
Strand: Reading - Informational Text																				
Craft and Structure																				
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.																				
27-CR	71%	50%	-	-	-	96	82	12	3	-	-	-	50%	42%	8%	49%	25%	25%	29%	21%
Key Ideas and Details																				
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.																				
26-CR	54%	21%	-	-	-	41	128	21	3	-	-	-	21%	66%	12%	21%	13%	8%	16%	5%
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.																				
25-CR	67%	39%	-	-	-	76	106	8	3	-	-	-	39%	55%	6%	39%	26%	13%	31%	8%
Strand: Reading - Literature																				
Craft and Structure																				
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.																				
29-CR	78%	61%	-	-	-	117	69	5	2	-	-	-	61%	36%	4%	60%	28%	33%	32%	29%
Key Ideas and Details																				
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.																				
30-CR	46%	19%	-	-	-	36	104	51	2	-	-	-	19%	54%	27%	18%	15%	4%	17%	2%
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).																				
28-CR	59%	30%	-	-	-	58	110	23	2	-	-	-	30%	57%	13%	30%	20%	10%	23%	7%
31-CR	49%	0%	-	0	37	119	27	7	3	-	0%	19%	62%	14%	5%	0%	4%	-4%	5%	-5%

Indicates the **number** of students who earned 0-5 points and the **number** of students who did not respond on a specific question

**Gap:** the difference between the smallest population and other larger populations

**Distribution of Points Earned (#):** based on the number of points possible, this represents the **number** of students who earned full and partial credit

**No Response:** Indicates the **number** of students who did not respond to the question



## Individual Student Performance Report

The Individual Student Performance Report, formerly known as the Skills Enhancement Report, is designed to provide a more complete picture of an individual student’s performance on both **multiple-choice** and **constructed response** questions. The report shows the strengths and areas of opportunities; organized by **strand** then **grouped by standard**. Comparisons can be made between **District, BOCES, and Region**. This report can be generated by **Individual Questions** or **Grouped by Standard – Summary**.

**Questions:** the item number question on the assessment

**Number of Questions:** number of questions in that standard

**Incorrectly Answered:** the question/item number that the student was incorrect

### Individual Student Performance Report

Grade 8 English Language Arts March 2017

Course/Section 1820-60  
Teacher - N/A

*Abbruzzese, Jaydin*  
Student ID - 910021753  
Scale Score - 243  
Performance Level - 1  
Local Percentile - 7

**District Name**  
Middle School  
Sorted by: School  
Report By: Standard - Summary

#### Multiple Choice Analysis

	Number of Questions	Questions	Incorrectly Answered	Student # Correct	Student % Correct	District % Correct n=108	ESB % Correct n=3,308	Region % Correct n=5,674
<b>Language</b>	1			0		69%		
<b>Vocabulary Acquisition and Use</b>								
L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	1	20	20	0	0%	69%	68%	70%
<b>Reading - Informational Text</b>	21			7		56%		
<b>Craft and Structure</b>								
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	2	22,24	22,24	0	0%	43%	46%	48%
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	4	25,30,34,40	25,30,40	1	25%	57%	61%	63%
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	1	42		1	100%	69%	69%	71%
<b>Integration of Knowledge and Ideas</b>								
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	4	23,32,33,41	23,33,41	1	25%	65%	65%	66%

**District % Correct:** the district’s % of questions correct for that particular standard  
**ESB % Correct:** Eastern Suffolk BOCES % of questions correct for that particular standard  
**Region % Correct:** Suffolk County’s % of questions correct for that particular standard

**Student # Correct:** shows the student’s amount of questions that were correct for that standard  
**Student % Correct:** shows the student’s percent of the questions that were correct for the standard

## Performance Report with Gap Analysis

(page 1 of 4)

The **Performance Report with Gap Analysis** report is designed to provide an overview of a population’s performance by question. Determined by the **sequence** chosen, comparisons can be made between **Room, School, District, BOCES, and Region**. This report can be generated by **region** or **level** cut points to make comparisons between different populations in the chosen sequence. The data for this assessment is summarized as a line graph leading into an expanded view of **aggregated** student performance.

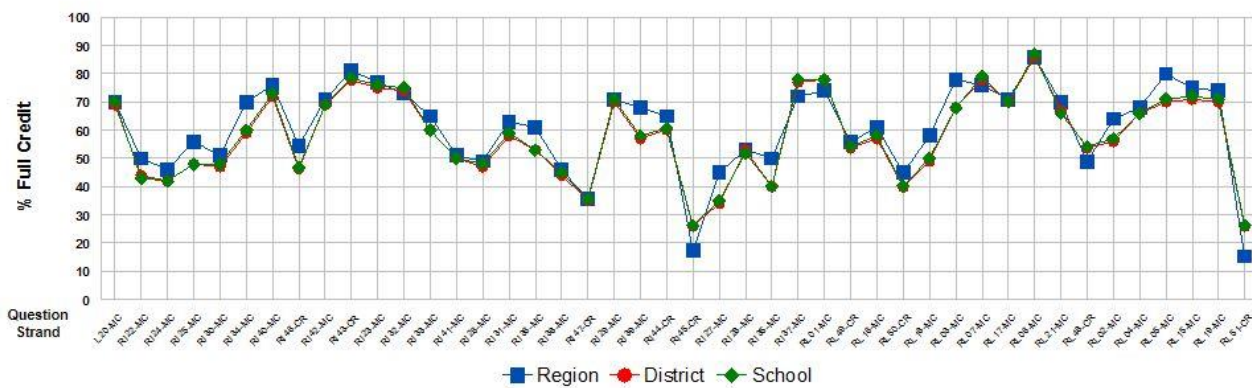
It shows the number of students and percent of students that earned a specific amount of points.

This report has a link to the **performance indicator** for each **item number** and a link from there that takes you to the **Constructed Response** question.

### Performance Report with Gap Analysis

Grade 8 English Language Arts March 2017

**District Name**  
Middle School  
Sorted By: **School**  
Sort Order: **Standards**



Student Counts		
Region	District	School
5,674	108	107

## Performance Report with Gap Analysis (cont'd)

(page 2 of 4)

The **Performance Report with Gap Analysis** encompasses: the question number, identifying each as **multiple-choice** or **constructed response**, the percent of points earned and the percent of students who earned full credit. This report can be organized by **strand** then **standard**; **question number** or in **order of difficulty**. Additional parameters can be selected in the report to show how a population's performance compares to that of other groups.

**Question Number:** identifies the question number and type pertaining to a particular standard.

**n:** the total number of students in a specific population who took the exam

**School:** a population of students who took an exam in a specific building

**District:** a population of students who have taken an exam district wide

**Performance Report with Gap Analysis**

Regents Common Core ELA - Jun 2017 District Name: High School  
Sorted By: School  
Sort Order: Standards

Question Number	Strand	Max Points	School n = 342		District n = 349		ESB n = 11,046		Region n = 16,278		Distractor by School (Bold denotes correct answer)					
			% Points Earned	% Full Credit	% Full Credit	Gap to District	% Full Credit	Gap to ESB	% Full Credit	Gap to Region	A/F	B/G	C/H	D/J	Other	
<b>Language</b>																
<b>Production and Distribution of Writing</b>																
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																
13-MC	L	1	54%	54%	54%	0%	59%	-5%	59%	-5%		26%	13%	6%	<b>54%</b>	0%
14-MC	L	1	79%	79%	79%	0%	77%	2%	77%	2%		4%	<b>79%</b>	15%	2%	0%
<b>Reading Informational</b>																
<b>Craft Structure</b>																
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																
18-MC	RI	1	80%	80%	80%	0%	76%	4%	77%	3%		6%	12%	<b>80%</b>	1%	0%
22-MC	RI	1	91%	91%	91%	0%	91%	0%	92%	-1%		3%	<b>91%</b>	3%	3%	0%

**Strand/Standard/Domain:** determined by SED, this shows which standards the question was testing

**Region:** the population of students who took an exam in Suffolk County

## Performance Report with Gap Analysis (cont'd)

(page 3 of 4)

**Question Number Link:** Item detail can be viewed by clicking on the question number

**Strand/Standard/Domain Link:** Longitudinal question detail for the Standards can be displayed in a drilldown report by clicking on the abbreviated standard. The drilldown will describe the standard description and related question numbers by year.

**Gap:** the difference between the smallest population and other larger populations.

**Max Points:** the maximum number of possible points that could be scored on the item

### Performance Report with Gap Analysis

Regents Common Core ELA - Jun 2017

**District Name**  
High School  
Sorted By: **School**  
Sort Order: **Standards**

Question Number	Strand	Max Points	School n = 342		District n = 349		ESB n = 11,046		Region n = 16,278		Distractor by School (Bold denotes correct answer)					
			% Points Earned	% Full Credit	% Full Credit	Gap to District	% Full Credit	Gap to ESB	% Full Credit	Gap to Region	A/F	B/G	C/H	D/J	Other	
<b>Language</b>																
<b>Production and Distribution of Writing</b>																
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																
13-MC	L	1	54%	54%	54%	0%	59%	-5%	59%	-5%		26%	13%	6%	<b>54%</b>	0%
14-MC	L	1	79%	79%	79%	0%	77%	2%	77%	2%		4%	<b>79%</b>	15%	2%	0%
<b>Reading Informational</b>																
<b>Craft Structure</b>																
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																
15-MC	RI	1	80%	80%	80%	0%	76%	4%	77%	3%		6%	12%	<b>80%</b>	1%	0%
22-MC	RI	1	91%	91%	91%	0%	91%	0%	92%	-1%		3%	<b>91%</b>	3%	3%	0%
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.																
17-MC	RI	1	89%	89%	88%	1%	88%	1%	89%	0%		<b>89%</b>	7%	1%	3%	0%
19-MC	RI	1	74%	74%	73%	1%	72%	2%	73%	1%		14%	<b>74%</b>	6%	6%	0%
24-MC	RI	1	74%	74%	73%	1%	74%	0%	75%	-1%		5%	18%	<b>74%</b>	3%	0%

**% Points Earned:** percentage of points a group earned.: the total points the group earned divided by the total possible points the group could have earned for a specific question

**% Full-Credit:** percentage of students who earned the maximum possible points for a specific question

**Distractor By (the smallest population in a sequence):** The percent of how often an answer choice was selected, highlighting the correct answer. **NOTE:** For districts with few than 7 students the distractor analysis will not populate.

## Performance Report with Gap Analysis (cont'd)

(page 4 of 4)

**Question Number Link:** Item detail can be viewed by clicking on the **question number**

**Strand/Standard/Domain Link:** Longitudinal question detail for the **Standards** can be displayed in a drilldown report by clicking on the abbreviated standard. The drilldown will describe the **standard description** and related **question numbers** by year.

### Performance Report with Gap Analysis

Regents Common Core ELA - Jun 2022

**District Name**

High School

Sorted By: **School**

Sort Order: **Standards**

Question Number	Strand	Max Points	School		District		Region		Distractor by School					
			% Points Earned	% Full Credit	% Full Credit	Gap to District	% Full Credit	Gap to Region	A/F	B/G	C/H	D/J	Other	
			n = 292		n = 294		n = 0		n =					
													<i>(Bold denotes correct answer)</i>	

**Language**

**Production and Distribution of Writing**

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.

05-MC	L	1	55%	55%	55%	0%							2%	39%	<b>55%</b>	4%	0%
12-MC	L	1	88%	88%	88%	0%							2%	<b>88%</b>	6%	4%	0%

**Standard Link:** Standard detail can be viewed by clicking on the **standard description** in the drill down report  
**Question Number Link:** Item detail can be viewed by clicking on the **question number** in the drill down report

## District Name

### Regents Common Core ELA - Jun 2022

#### High School

#### Standard

L.11-12.4 - 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.

*See questions related to this standard by clicking on the Question Number links below:*

	Question Number	Correct Answer	District % Correct	School % Correct
<b>School Year</b>	<b>2021-22</b>			
	<b>Regents Common Core ELA - Jun</b>			
	05	3	54.76%	54.79%
	12	2	88.10%	88.36%
<b>School Year</b>	<b>2020-21</b>			
	<b>Regents Common Core ELA - Jun</b>			
	06	2	75.00%	100.00%
	13	3	50.00%	100.00%
	20	1	100.00%	100.00%

## Released Question Performance Report

(page 1 of 2)

The **Released Question Performance Report** is designed to provide a more complete picture of a population’s performance on the released questions from the NYS assessment.

Determined by the **sequence** chosen, comparisons can be made between **Room, School, District, BOCES,** and **Region**. The data for this assessment is summarized as a collective list of data by question, in the order they appeared on the exam leading into an expanded version of **aggregated** student performance.

The report encompasses: the question number, NYSED annotated guide page number, percent correct, and the distribution of responses. It separates multiple-choice from constructed response. This report is organized by strand or domain then standard. Additional parameters can be selected.

**Question number:**  
question of the exam

**Book page number:**  
where the question number is located on the exam

**Region:** students who have taken taken the exam in Suffolk County

**Question Type**

**ESB:** students who have taken the exam in the **Eastern Suffolk BOCES Region**

### Released Question Performance Report

Grade 5 Mathematics May 2017

**District Name**  
Elementary School  
Sorted by: **School**

**Multiple-Choice**

School Summary Report in Question Number Order

Distribution of Responses: School

n = 199

Question Number	Book-Page Number	% Correct	Distribution of Responses: School (n = 199)					District n = 199				ESB n = 4,778			Region n = 7,865	
			A	B	C	D	Other	% Correct	% Correct	Gap to ESB	% Correct	Gap to Region				
<b>G - Geometry</b>																
Classify two-dimensional figures into categories based on their properties.																
<b>5.G.B.3</b> 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.																
25-MC	2 - 3	64%	128	24	18	28	1	64%	12%	9%	14%	64%	57%	7%	60%	4%
<b>MD - Measurement and Data</b>																
Convert like measurement units within a given measurement system.																
<b>5.MD.A.1</b> 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.																
14-MC	1 - 8	53%	67	105	20	6	1	34%	53%	10%	3%	53%	46%	7%	50%	3%
42-MC	2 - 11	41%	52	81	44	21	1	26%	41%	22%	11%	41%	43%	-2%	44%	-3%
<b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b>																
<b>5.MD.C.3a</b> A cube with side length 1 unit, called a 'unit cube', is said to have 'one cubic unit' of volume, and can be used to measure volume.																
17-MC	1 - 9	79%	28	4	158	9	0	14%	2%	79%	5%	79%	60%	19%	64%	15%
36-MC	2 - 9	85%	169	27	1	1	1	85%	14%	1%	1%	85%	65%	20%	69%	16%
<b>5.MD.C.3b</b> A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.																
23-MC	2 - 2	87%	2	7	173	16	1	1%	4%	87%	8%	87%	86%	1%	87%	0%
44-MC	2 - 12	75%	150	12	26	10	1	75%	6%	13%	5%	75%	60%	15%	63%	12%

The **number of students** who took the assessment, **n**, is shown for the school and the teacher if that sequence is selected, the entire District, ESB (Eastern Suffolk BOCES) and the Region (ESB plus Western Suffolk BOCES)

## Released Question Performance Report (cont'd)

(page 2 of 2)

Displays both the number of students selecting a specific response as well as the percentage

Question Type

No Response: students who attempted the question and did not receive any credit

### Released Question Performance Report

Grade 5 Mathematics May 2017

District Name

Elementary School

Sorted by: School

#### Constructed Response

School Summary Report in Question Number Order

Distribution of Responses: School  
n = 199

Question Number	Book-Page Number	% Points Earned	% Full Credit	Distribution of Responses: School n = 199											District n = 199	ESB n = 4,778	Region n = 7,865
				#	%	#	%	#	%	#	%	#	%	% Full Credit			
<b>MD - Measurement and Data</b>																	
<b>Convert like measurement units within a given measurement system.</b>																	
<b>5.MD.A.1</b> 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.																	
46-CR	3 - 2	34%	19%	38	61	96	4	19%	31%	50%	19%	15%	4%	17%	2%		
<b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b>																	
<b>5.MD.C.5b</b> 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.																	
51-CR	3 - 7	77%	59%	118	72	7	2	59%	36%	5%	59%	52%	7%	54%	5%		
<b>NBT - Number and Operations in Base Ten</b>																	
<b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>																	
<b>5.NBT.B.6</b> 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.																	
48-CR	3 - 4	39%	16%	32	91	74	2	16%	46%	38%	16%	11%	5%	14%	2%		
53-CR	3 - 9	52%	30%	60	49	34	53	3	30%	25%	17%	28%	30%	20%	10%	23%	7%
<b>5.NBT.B.7</b> 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.																	
50-CR	3 - 6	66%	42%	84	93	20	2	42%	47%	11%	42%	33%	9%	36%	6%		
<b>NF - Number and Operations - Fractions</b>																	
<b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b>																	
<b>5.NF.B.6</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.																	
52-CR	3 - 8	33%	20%	40	23	30	103	3	20%	12%	15%	53%	20%	9%	11%	11%	9%
54-CR	3 - 10	43%	19%	38	52	36	71	2	19%	26%	18%	37%	19%	13%	6%	15%	4%

% points earned: students who have received partial and/or full-credit on a specific question

Gap to ESB: comparison of the percentages between the district or school to all of the students who took the exam in the Eastern Suffolk BOCES Region

% full credit: students who received the highest points possible on a specific question

Gap to Region: comparison of the percentages between the district or school to all of the students who took the exam in Suffolk County

## Frequency Distribution

The **Frequency Distribution** report shows the number and percent of students who scored at each level of Proficiency as well as the ranges with each of the levels.

**Scaled Score** – is the total number of correct points (raw score) on the assessment

**Hyperlink** - to individual students within that level (Rank List Report)

**Count** – number of students in each level

**Percent** – percent of students in each performance level

<b>Frequency Distribution</b>		<b>District Name</b>
<b>Grade 7 English Language Arts April 2023</b>		Middle School
		Sorted by: <b>School</b>

**SCHOOL TOTALS**

	<i>Level</i>		<b>RANGE</b>	<b>COUNT</b>	<b>PERCENT</b>
% at Level 3 & Level 4 56.52%	<i>4</i>	<a href="#">27</a>	487-503	4	2.48%
	472-503	16.77%	472-486	23	14.29%
	<i>3</i>	<a href="#">64</a>	464-471	19	11.80%
	450-471	39.75%	457-463	28	17.39%
	<i>2</i>	<a href="#">33</a>	450-456	17	10.56%
	444-449	5.59%	438-443	14	8.70%
	433-449	20.50%	433-437	10	6.21%
	<i>1</i>	<a href="#">37</a>	410-432	34	21.12%
	388-409	1.24%	366-387	1	0.62%
	366-432	22.98%			

NUMBER OF STUDENTS TESTED 161 PERFORMANCE INDEX 134 - 2 (% at Level 3 + % at Level 4) + % at Level 2 (Rounded to the nearest whole number)

**Performance Levels** – are performance levels 1 through 4 (or 1-5 for Common Core Regents Exams) based on the scaled score range



## Group Item Analysis

(page 1 of 2)

The **Group Item Analysis** report shows the count and percent of students that choose each answer grouped by performance level. Each of the item number bars on the graph will show the exact percent of students who answered the question correctly.

**Item:** identifies the question number

**Correct Answer:** the correct choice for the question

**Performance Level:** students grouped by performance level

### Group Item Analysis

**Grade 3 English Language Arts April 2023** District Name

Sorted By: **District**

Item	Percent Correct	Correct Ans.	1		2		3		4		5		No Resp / Multiple Resp
			Cnt.	%	Cnt.	%	Cnt.	%	Cnt.	%	Cnt.	%	
<a href="#">01</a>	81.54%	1	159*	81.54	11	5.64%	6	3.08%	17	8.72%		2	1.03%
<a href="#">02</a>	73.33%	4	16	8.21	30	15.38%	5	2.56%	143*	73.33%		1	0.51%
<a href="#">03</a>	81.03%	1	158*	81.03	15	7.69%	18	9.23%	3	1.54%		1	0.51%
<a href="#">04</a>	81.03%	2	9	4.62	158*	81.03%	19	9.74%	8	4.10%		1	0.51%
<a href="#">05</a>	42.05%	4	50	25.64	48	24.62%	14	7.18%	82*	42.05%		1	0.51%
<a href="#">06</a>	78.97%	2	13	6.67	154*	78.97%	16	8.21%	12	6.15%		0	0.00%
<a href="#">19</a>	54.87%	2	27	13.85	107*	54.87%	36	18.46%	25	12.82%		0	0.00%
<a href="#">20</a>	61.03%	2	48	24.62	119*	61.03%	15	7.69%	12	6.15%		1	0.51%
<a href="#">21</a>	53.33%	3	35	17.95	37	18.97%	104*	53.33%	19	9.74%		0	0.00%
<a href="#">22</a>	52.82%	4	15	7.69	58	29.74%	19	9.74%	103*	52.82%		0	0.00%
<a href="#">23</a>	45.13%	1	88*	45.13	20	10.26%	63	32.31%	24	12.31%		0	0.00%
<a href="#">26</a>	77.95%	1	152*	77.95	15	7.69%	15	7.69%	11	5.64%		2	1.03%
<a href="#">27</a>	60.00%	4	27	13.85	19	9.74%	30	15.38%	117*	60.00%		2	1.03%
<a href="#">28</a>	78.97%	3	27	13.85	5	2.56%	154*	78.97%	7	3.59%		2	1.03%
<a href="#">29</a>	81.03%	1	158*	81.03	12	6.15%	9	4.62%	14	7.18%		2	1.03%
<a href="#">30</a>	73.85%	2	29	14.87	144*	73.85%	8	4.10%	12	6.15%		2	1.03%
<a href="#">31</a>	62.05%	1	121*	62.05	17	8.72%	34	17.44%	21	10.77%		2	1.03%

District Total Tested      **195**

**Percent Correct:** the percentage of participated students who answered correctly for that specific question

**Count:** number of students who selected each answer  
**Percent:** the percent of students who selected each answer

**No Rep/Multiple Resp:** indicates the number/percent of students who did not respond to the question or selected multiple answers

## Group Item Analysis (cont'd)

(page 2 of 2)

The **Group Item Analysis** also provides a graph displaying each of the item numbers as bars showing the exact percent of students who answered the question correctly.

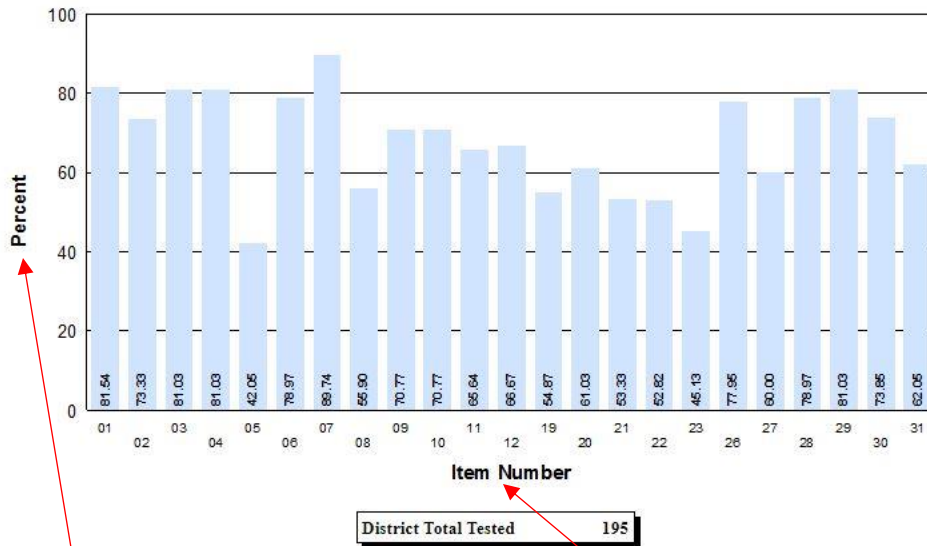
### Group Item Analysis

Grade 3 English Language Arts April 2023

District Name

Sorted By: **District**

**Percent Correct - Multiple Choice Items**



**Percent:** the percentage of participated students who answered correctly for that specific question

**Item Number:** identifies the question number

## Individual Item Analysis

The **Individual Item Analysis** Report shows a list of students and their responses to all NYS Exams.

### Individual Item Analysis

Grade 3 English Language Arts April 2023

District Name

Sorted by: **District**

Student's Name	Student ID	Raw	Item Number																																
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
Admin, Naly	920032721	15	X	.	.	.	X	.	.	.	X	.	X	.	.	X	.	.	X	.	X	X	.	.	X	.	X	X	.	.	.	.	.	.	
Aller, Elizabeth A.	920032553	15	.	X	X	X	.	.	.	X	.	.	.	.	.	X	X	X	.	.	.	X	.	.	.	.	.	.	.	.	.	.	.	.	
Allopenma, Guillaume	920032066	22	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
Altmann, Urian	920032614	17	.	.	X	.	.	.	.	.	X	.	.	.	X	.	.	X	.	.	X	X	.	.	.	X	X	.	.	.	.	.	.		
Angelotte, Marion	920032230	16	.	.	.	.	.	.	.	X	.	X	.	.	X	.	.	X	X	.	X	X	.	.	.	X	.	.	.	.	.	.	X	.	
Arato, Naim	920032137	13	.	.	.	.	X	.	.	X	X	.	.	X	.	X	X	X	X	X	X	.	.	.	X	.	.	.	.	.	.	.	X	.	
Argandona, Timothy	920032501	6	X	.	X	.	X	X	.	X	X	.	X	X	X	X	X	X	X	X	X	X	.	X	.	.	.	.	.	.	.	.	.	.	
Avignone, Fen	920032162	11	X	X	.	.	.	.	.	X	X	.	.	X	X	.	X	X	X	X	X	.	X	.	.	X	.	.	.	.	.	.	X	.	
Aweh, Ariele	920032710	19	.	X	.	.	.	.	.	X	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	X	X	.	.	.	.	.	.	.	
Bachmair, Keith	920032188	18	.	X	.	.	.	.	.	X	X	.	.	X	.	X	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
Bailis, Adan	920032094	15	X	.	.	.	.	.	.	X	X	X	.	.	X	.	X	X	X	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
Balter, Kathryn	920032041	13	X	X	X	.	.	X	.	.	X	.	.	X	.	X	.	.	.	.	.	.	.	.	X	.	X	.	.	.	.	.	X	.	
Barbera, Almeda	920032051	14	.	X	.	.	.	.	.	.	.	.	.	X	X	.	X	X	X	.	X	X	X	.	X	X	X	.	.	.	.	.	.	.	
Barnitt, Mane	920032714	16	.	.	.	.	X	.	.	.	.	.	.	.	X	.	.	X	.	X	X	.	.	X	X	.	.	X	X	.	.	.	X	X	
Baron, Satoshi	920032541	20	.	.	.	.	X	.	.	.	.	.	X	.	.	.	X	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Barra, Owen	920032153	15	.	.	.	.	X	X	.	X	.	.	X	X	X	X	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	X	.	.	
Bartholomew, Paris	920032222	20	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	X	.	X	.	X	.	.	.	.	.
Bashir, Henri	920032163	13	.	X	.	.	.	.	.	X	X	X	X	.	X	.	.	.	X	X	X	.	.	.	.	.	.	.	.	.	.	.	.	X	.
Belger, Sidney	920032074	12	.	.	X	.	.	.	.	X	X	X	X	.	X	X	X	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	X	X	.

Field Test Items Are Not Being Reported  
 CORRECT = PERIOD (.)    INCORRECT = (X)    NO/MULTI RESPONSE = BLANK (.)

**Raw** – the total number of correct points (raw score) on the assessment

The **Key** describes what each particular response represents

## Rank List

The **Student Rank List** is a report that displays a list of students in a particular class with their performance level and score on a particular NYS Exam. This report is available for both 3-8 state exams and NYS Regents Exams.

### Student Ranking List

Grade 7 English Language Arts April 2023

District Name

Middle School

Sorted By: School

4	496 Bergovoy, Catalina	4	472 Healion, Julice	3	461 Adamo, Nerissa	3	458 Felsman, Ubaka
4	492 Cruceru, Jaye	4	472 Heflich, Coryn	3	461 Baghdadi, Jaelyn	3	458 Gang, Flora
4	489 Dearie, Odell	4	472 Kiriyanthan, Hye	3	461 Barresi, Arahja	3	458 Haas, Kermit
4	489 Malczewski, Dane	4	472 Laing, Cedric	3	461 Bottiglieri, Devontay	3	458 Kessler, Kelci
4	485 Cullen, Jorge	3	468 Bauner, Angelo	3	461 Bunnell, Jacquelyn	3	458 Landress, Laurice
4	485 Krajewski, Jahnaysia	3	468 Eisenbraun, Leydis	3	461 Cristodero, Pierce	3	455 Corsello, Jolien
4	485 Liff, Marcian	3	468 Eletto, Pavandeep	3	461 Deus, Pok	3	455 Corwin, Jaquann
4	482 Boltrek, Fatbardha	3	468 Ely, Mary	3	461 Egerton, Morrice	3	455 Cross, Praveen
4	482 Buner, Meena	3	468 Federico, Esme	3	461 Eiss, Rahmel	3	455 Devila, Nico
4	482 Cintorino, Javier	3	468 Harkins, Shurvell	3	461 Fiorenza, Felipe	3	455 Ehrlich, Winston
4	482 Curran, Lyric	3	468 Iannacone, Jonti	3	461 Flamiano, Branli	3	455 Fry, Tavian
4	482 Irfan, Na'Khari	3	468 Kapelyan, Marina	3	461 Foda, Keyana	3	455 Garry, Juliana
4	477 Broverman, Marleen	3	468 Marchesano, Lexi	3	461 Gong, Denie	3	453 Chave, Vic
4	477 Gesualdo, Martine	3	464 Attendance, Eleonor	3	461 Gutierrez, Warwick	3	453 Kiga, Karla
4	477 Jaeger, Kathrie	3	464 Crispino, Abrial	3	461 Langrock, Marquez	3	453 Kristol, Awilda
4	477 Layne, Meagan	3	464 Cuevas, Adrianna	3	461 Lapp, Yandry	3	453 Kunzinger, Rodolfo
4	477 Malhotra, Allee	3	464 Daidola, Rasheem	3	461 Margolin, Vachel	3	450 Arasi, Elwood
4	477 Masters, Catheliya	3	464 Eldor, Matthew	3	458 Aloni, Margorie	3	450 Chitty, Jennessa
4	472 Avella, Justice	3	464 Gursky, Bhavesh	3	458 Bartunek, Catherine	3	450 DeHayes, Javyn
4	472 Bendfeldt, Alivia	3	464 Hendrickson, Heidi	3	458 Blakely, Kieth	3	450 Hollingsworth, Israel
4	472 Chandran, Kirby	3	464 Krupp, Sonny	3	458 Boecker, Aaman	3	450 Izzillo, Aaliyah
4	472 Claudio, Kiana	3	464 Lydon, Celine	3	458 Chilicki, Keiasha	3	450 Klabenesh, Jayde
4	472 Conley, Michel	3	464 Marion, Giavanna	3	458 Cleere, Mikayla	2	448 Beaulieu, Eاونice

Level 1 366-432, Level 2 433-449, Level 3 450-471, Level 4 472-503

**Performance Level** – levels 1 through 4 (or 1-5) for Common Core Regents exams) on the scaled score

**Score** – the total number of correct points (raw score on the assessment)

## Student Profile

The **Student Profile Report** shows each student and every NYS Exam that he/she has ever taken in his/her academic career. The Profile displays the current grade score, level, Not Tested and Year/Month in which the test was taken.

**Score:** result/outcome

**Level:** performance level

**Not Tested:** student who did not take the Exam. The key on the bottom of the report has specific codes with the explanations

**Student ID:** local ID

Student Profile					District Name High School <small>Sorted by: School</small>
2022 / 2023					
<b>Alvarado, Jordon</b>		<b>Current Grade: 09</b>			<b>960026152</b>
Subject	Score	Level	Not Tested	Year/Month	
Regents Common Core Algebra I - Jun	74	3		2023/06	
Regents Living Environment - Jun	88	4		2023/06	
Grade 8 English Language Arts			96	2022/03	
Grade 7 English Language Arts			92	2021/04	
Grade 5 English Language Arts	618	3		2019/04	
Grade 4 English Language Arts	623	4		2018/04	
Grade 3 English Language Arts	345	3		2017/03	
Grade 8 Mathematics			96	2022/04	
Grade 7 Mathematics			92	2021/05	
Grade 5 Mathematics	598	2		2019/04	
Grade 4 Mathematics	609	3		2018/05	
Grade 3 Mathematics	299	2		2017/05	
Grade 8 Science			96	2022/05	
Grade 4 Science	90	4		2018/05	
NYSESLAT 02	313	5		2016/04	
NYSESLAT 1-2	249	4		2015/04	
NYSESLAT K	843	3		2014/04	
<b>Alvarez, Blaise</b>		<b>Current Grade: 10</b>			<b>950025384</b>
Subject	Score	Level	Not Tested	Year/Month	
Regents Common Core Algebra I - Jun	87	5		2023/06	
Regents Living Environment - Jun	95	4		2023/06	

**Current Grade:** the grade level that the individual student is presently in

**Year/Month:** year and month in which the student took the exam

## Student Data

(page 1 of 4)

The **Student Data** tab provides a full longitudinal picture of each student that includes assessments, scores, levels, administration dates, counts of absences, tardies and suspensions.

The **Retrieve Student Data** selection displays detailed assessment and attendance data for each student. A Student Profile report can be selected in addition to the ability to enter and save student notes for future reference and collaboration.

The **Student Data** page also allows the user to create and save specific groups of students along with the ability to run a suite of reports for comparisons for just those groupings.

The screenshot displays the 'Student Data' interface with the following components:

- Navigation Bar:** Home, Reports, Student Data (active), User Administration, Import Files, Contact Us, Help Center.
- Filters:**
  - Year:** July 1, 2022 - June 30, 2023
  - Type:** Public (selected), Non-Public
  - District:** District Name (dropdown)
  - School:** Elementary School, High School, Middle School, Primary School A, Primary School B
  - Teacher:** Adigveme, Kinnard; Amos, Brolynt; Ancona, Brittnee; Andreach, Briyana; Andwood, Brooklyn; Angeli, Bryan; Annunziata, Bryn; Antipas, Burhan; Antonelli, Cadell; Ayyala, Garfield; Babstock, Garth
  - Course:** 7331-313 - AIS - Math 3 2
  - Students:** Galinsky, Claire; Granger, Aleya
- Actions:** Retrieve Student Data (button)
- Group Management Panels:**
  - Groups:** (dropdown), Add, Edit, Delete (buttons)
  - Group Criteria:** July 1, 2022 - June 30, 2023; NYS (selected), Regents; ELA, Mathematics, Science (dropdown)
  - Group Reports:** Group Item Analysis, Individual Item Analysis, Individual Student Performance Report, Performance Report with GAP Anal, Student Profile (dropdown), View Report (button)

### Student Data (cont'd)

(page 2 of 4)

The screenshot shows a web interface for selecting student data. At the top, there are dropdown menus for 'Year' (set to 'July 1, 2022 - June 30, 2023') and 'Type' (with radio buttons for 'Public' and 'Non-Public'). Below these are five selection lists: 'District' (empty), 'School' (listing Elementary, High, Middle, and Primary schools), 'Teacher' (listing names like Adigweme, Kinnard, Amos, Brolynt, etc.), 'Course' (set to '7331-313 - AIS - Math 3 2'), and 'Students' (listing Galinsky, Claire and Granger, Aleya). A 'Retrieve Student Data' button is located at the bottom right. Red callout boxes with arrows point to each of these elements, with labels: 'Select District', 'Select School Year', 'Select School Type', 'Select Student', 'Select School', 'Select Teacher', 'Select Course', and 'Retrieve Student Data'. A larger callout box at the bottom right says 'After all selections are made click on Retrieve Student Data'.

The screenshot displays the student data report for Galinsky, Claire. The top section shows student details: Student Name: Galinsky, Claire; District: District Name; Teacher: Adigweme, Kinnard; Student ID: 920032132; School: Elementary School; Course: 7331-313 - AIS - Math 3 2. Below this are two tables. The first table shows assessment scores for Grade 3 English Language Arts and Grade 3 Mathematics. The second table shows attendance data for School Year 06/30/2023 and 06/30/2022, including Excused, Unexcused, Tardy, ISS, and OSS counts. At the bottom, there is a text input field and two buttons: 'Enter Student Notes' and 'Student Profile Report'. Red callout boxes with arrows point to these buttons, with labels: 'Select Enter Student Notes to create and save notes for future reference' and 'Select Student Profile Report to run the report which will provide detailed longitudinal data'.

Assessment	Score	Level	Not Tested	Year/Month
Grade 3 English Language Arts	432	2		2023/04
Grade 3 Mathematics	429	2		2023/05

School Year	Excused	Unexcused	Tardy	ISS	OSS
06/30/2023	38	14	0	0	0
06/30/2022	0	30	0	0	0

## Student Data (cont'd)

(page 3 of 4)

The top section of the interface consists of three panels. The 'Groups' panel on the left has a dropdown menu and three buttons: 'Add', 'Edit', and 'Delete', which are circled in red. The 'Group Criteria' panel in the middle shows a date range of 'July 1, 2022 - June 30, 2023', radio buttons for 'NYS' (selected) and 'Regents', and a list of subjects: 'ELA', 'Mathematics', and 'Science'. The 'Group Reports' panel on the right has a dropdown menu with options like 'Group Item Analysis' and 'Individual Student Performance Report', and a 'View Report' button.

Select **Add** to create a group of students for selection or **Edit/Delete** to modify or remove existing groups

Select **Student(s)** you would like to include in the group and click on the right arrow to move the group to the Students Selected box

Create a **Group Code** and **Description** for the group you are creating

Once the student(s) are selected click the **Save and Exit** button

The main interface features a dark blue header with fields for 'District: District Name', 'School: Elementary School', and 'Teacher: Adigueme, Kinnard'. To the right, there are fields for 'Group Code' (containing '1') and 'Group Description' (containing 'Test'), both circled in red. Below the header are two list boxes: 'Students available for Selection' on the left and 'Students Selected' on the right. The 'Students Selected' box contains 'Granger, Aleya' and 'Galinsky, Claire'. Between the list boxes are two blue arrow buttons: a right-pointing arrow (circled in red) and a left-pointing arrow. At the bottom, there are three buttons: 'Cancel', 'Save', and 'Save and Exit' (circled in red). Red arrows point from the instructional text boxes to these specific elements.



## Student Data (cont'd)

(page 4 of 4)

The screenshot shows three main panels: 'Groups', 'Group Criteria', and 'Group Reports'. 
 

- Groups:** A dropdown menu is set to 'Test'. Below are 'Add', 'Edit', and 'Delete' buttons. A callout points to the dropdown with the text 'Select Group'.
- Group Criteria:** A date range dropdown is set to 'July 1, 2022 - June 30, 2023'. Below are radio buttons for 'NYS' (selected) and 'Regents'. A subject dropdown is set to 'ELA'. A callout points to the date dropdown with 'Select School Year and Assessment Type'. Another callout points to the subject dropdown with 'Select Subject'.
- Group Reports:** A report type dropdown is set to 'Performance Report with GAP Anal'. Below is a 'View Report' button. A callout points to this button with 'Click View Report to display results'. Another callout points to the report type dropdown with 'Select Report'.

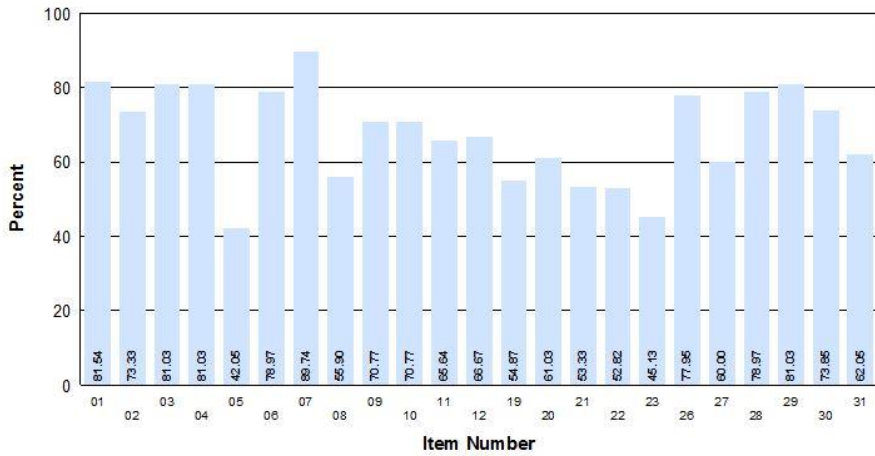
Performance Report with Gap Analysis															
Grade 3 English Language Arts April 2023											District Name				
											Sorted By: <b>Group</b> Sort Order: <b>Standards</b>				
Question Number	Strand	Max Points	Group		District		ESB		Region		A/F	B/G	C/H	D/J	Other
			% Points Earned	% Full Credit	% Full Credit	Gap to District	% Full Credit	Gap to ESB	% Full Credit	Gap to Region					
Language															
Vocabulary Acquisition and Use															
NY-3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to:															
07-MC	L	1	50%	50%	90%	-40%	83%	-33%	85%	-35%					

Student Profile			
2022 / 2023			District Name
			Sorted by: <b>District</b>
<b>Granger, Aleya</b>		<b>Current Grade: 03</b>	<b>910031677</b>
Score	Score	Level	Year/Month
Grade 3 English Language Arts	420	1	2023/04
Grade 3 English Language Arts	575	1	2022/03

**Group Item Analysis**

<b>Grade 3 English Language Arts April 2023</b>	<b>District Name</b>
	Sorted By: <b>District</b>

**Percent Correct - Multiple Choice Items**



**District Total Tested 195**

**Group Item Analysis**

<b>Grade 3 English Language Arts April 2023</b>	<b>District Name</b>
	Sorted By: <b>District</b>

Item	Percent Correct	Correct Ans.	1 Cnt.	1 %	2 Cnt.	2 %	3 Cnt.	3 %	4 Cnt.	4 %	5 Cnt.	5 %	No Resp / Multiple Resp Cnt.	%
<u>01</u>	81.54%	1	159*	81.54	11	5.64%	6	3.08%	17	8.72%			2	1.03%
<u>02</u>	73.33%	4	16	8.21	30	15.38%	5	2.56%	143*	73.33%			1	0.51%
<u>03</u>	81.03%	1	158*	81.03	15	7.69%	18	9.23%	3	1.54%			1	0.51%
<u>04</u>	81.03%	2	9	4.62	158*	81.03%	19	9.74%	8	4.10%			1	0.51%
<u>05</u>	42.05%	4	50	25.64	48	24.62%	14	7.18%	82*	42.05%			1	0.51%
<u>06</u>	78.97%	2	13	6.67	154*	78.97%	16	8.21%	12	6.15%			0	0.00%
<u>19</u>	54.87%	2	27	13.85	107*	54.87%	36	18.46%	25	12.82%			0	0.00%
<u>20</u>	61.03%	2	48	24.62	119*	61.03%	15	7.69%	12	6.15%			1	0.51%
<u>21</u>	53.33%	3	35	17.95	37	18.97%	104*	53.33%	19	9.74%			0	0.00%
<u>22</u>	52.82%	4	15	7.69	58	29.74%	19	9.74%	103*	52.82%			0	0.00%
<u>23</u>	45.13%	1	88*	45.13	20	10.26%	63	32.31%	24	12.31%			0	0.00%
<u>26</u>	77.95%	1	152*	77.95	15	7.69%	15	7.69%	11	5.64%			2	1.03%
<u>27</u>	60.00%	4	27	13.85	19	9.74%	30	15.38%	117*	60.00%			2	1.03%
<u>28</u>	78.97%	3	27	13.85	5	2.56%	154*	78.97%	7	3.59%			2	1.03%
<u>29</u>	81.03%	1	158*	81.03	12	6.15%	9	4.62%	14	7.18%			2	1.03%
<u>30</u>	73.85%	2	29	14.87	144*	73.85%	8	4.10%	12	6.15%			2	1.03%
<u>31</u>	62.05%	1	121*	62.05	17	8.72%	34	17.44%	21	10.77%			2	1.03%

**District Total Tested 195**

### Individual Item Analysis

Grade 3 English Language Arts April 2023

District Name

Sorted by: **District**

Student's Name	Student ID	Raw	Item Number																							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Admin, Naly	920032721	15	X	.	.	.	X	.	.	.	X	.	X	.	.	X	.	X	X	X	.	.	.	.	.	.
Aller, Elizabeth A.	920032553	15	.	X	X	X	.	.	.	X	.	.	.	.	.	X	X	X	.	.	.	X	.	.	.	.
Allopenna, Guillaume	920032066	22	.	.	.	.	.	.	.	.	.	.	.	.	.	.	X	.	.	.	.	.	.	.	.	.
Altmann, Urian	920032614	17	.	.	X	.	.	.	.	.	X	.	.	.	X	.	X	.	.	X	X	.	.	.	.	.
Angelotte, Marion	920032230	16	.	.	.	.	.	.	.	X	.	X	.	.	X	.	X	X	.	X	.	.	.	.	X	.

### Individual Student Performance Report

Grade 3 English Language Arts April 2023

District Name

Course/Section - N/A  
Teacher - N/A

*Admin, Naly*  
Student ID - 920032721  
Scale Score - **442**  
Performance Level - **2**

Sorted by: **District**  
Report By: **Question - Detail**

#### Multiple Choice Analysis

	Question	Student Points Earned	District % Correct n=0	ESB % Correct n=7,022	Region % Correct n=10,860
<b>Language</b>					
<b>Vocabulary Acquisition and Use</b>					
NY-3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to:					
	07-MC	1	0%	83%	85%
<b>Reading-Informational Text</b>					
<b>Craft and Structure</b>					
NY-3.RI.5 In informational texts, identify and use text features to build comprehension.					
	12-MC	1	0%	62%	63%
<b>Integration of Knowledge and Ideas</b>					
NY-3.RI.7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).					
	10-MC	1	0%	66%	68%
<b>Key Ideas and Details</b>					
NY-3.RI.2 Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.					
	11-MC	0	0%	62%	63%
NY-3.RI.3 In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.					
	08-MC	1	0%	54%	56%
	09-MC	0	0%	67%	69%
<b>Reading-Literature</b>					
<b>Craft and Structure</b>					
NY-3.RL.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words.					
	03-MC	1	0%	72%	75%
	22-MC	1	0%	49%	51%