



**PELHAM PUBLIC SCHOOLS**  
INSPIRING A STANDARD OF EXCELLENCE FOR ALL STUDENTS

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# Student Performance Report

Pelham Public Schools

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Report to the Board of Education  
October 2022

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# Strategic Plan Overview

## Goal #1

- Cultural Competence: To cultivate an empathetic, inclusive and equitable school community that values and encourages respect, voice and agency for all.

## Goal #2

- Authentic Learning: To develop innovative problem solvers, critical and creative thinkers, effective communicators and strong collaborators who can apply their knowledge and skills to navigate real-world challenges.

## Goal #3

- Whole Child: To deepen our systemic academic and social-emotional supports for health, safety, and well-being of the whole child, recognizing that our learners need to balance academic, physical, social, and emotional demands.



# Guiding Questions



- What is our status?
  - What evidence do we have to support this?
  - What are we doing to continuously improve?
- How do we measure our student progress and achievement?
  - What forms of assessment are used?
  - How do they provide us with data that improves teaching and learning?

# Purposes for Assessment and the Data it Provides

- “On assessment: measure what you value instead of valuing only what you can measure.” -Andy Hargreaves
- The root of the word assessment is from the Latin, assidere, or ‘to sit beside’.
- “Assessment is today’s means of understanding how to modify tomorrow’s instruction.” - Carol Ann Tomlinson

**Data tells us a story of student learning and growth, and it informs our decision making to support that very continuous learning and growth.**

- Reflective practice for growth
- MTSS supports
- Monitoring of systems and structures

# Types of Assessment

Formative and Summative

Growth and Achievement

Formative Assessment:

- Daily assessment
- Directly connected to learning experience
- Assesses understanding and mastery of skills
- Data used to modify instruction

**Summative Assessment:**

- **End of year assessment**
- **State assessments**
- **Aligned to content area state standards**

Growth:

- Self-comparison over time (ie. current vs prior)

**Achievement:**

- **Comparison to a standard**
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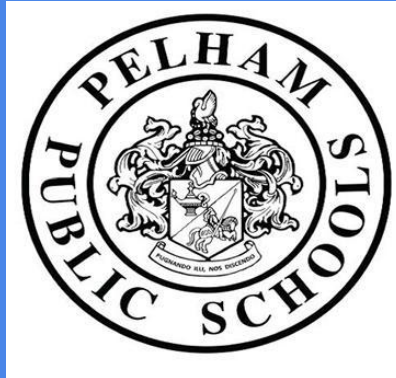
# Impact of Covid

- Interrupted instruction for all
- Modified learning experiences
- Changes in instructional time
- Limited experience with high stakes/standardized tests

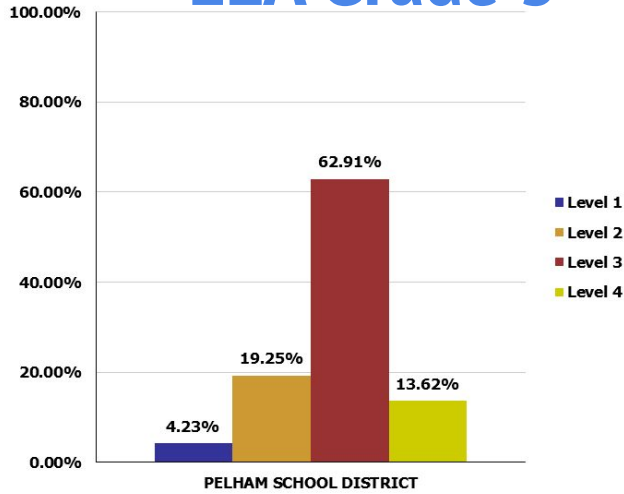
2019-2020	2020-2021	2021-2022
No Administration	3-8 ELA Assessments	3-8 ELA Assessments
	3-8 Math Assessments	3-8 Math Assessments
	English	English
	Algebra	Algebra
	Geometry	Geometry
	Earth Science	Earth Science
	Living Environment	Living Environment
		Chemistry
		World History

Students who are in this grade...	Were in this grade when the pandemic closed school doors.
12	9
11	8
10	7
9	6
8	5
7	4
6	3
5	2
4	1
3	K
2	Pre-K
1	Nursery
K	

# New York State 3-8 ELA Assessments

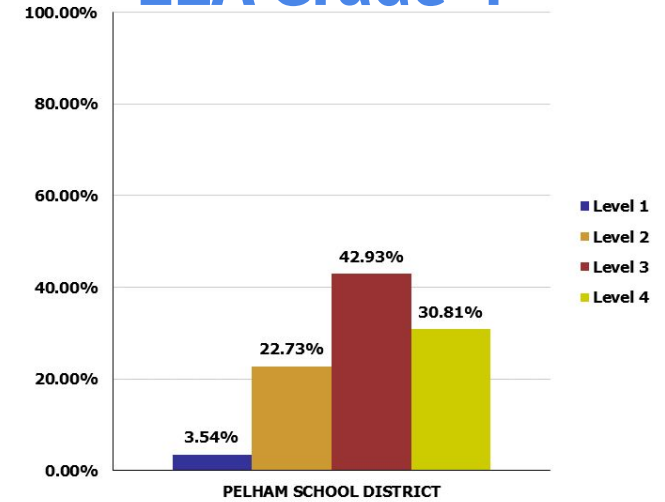


# ELA Grade 3



Performance Level	District Percent 2021-2022	Region Percent 2021-2022	District Percent 2018-2019
Level 4	13.62%	6.0%	5.85%
Level 3	62.91%	41.0%	70.24%
Proficient (3+4)	76.53%	47%	76.09%
Level 2	19.25%	26%	20.98%
Level 1	4.23%	27%	2.93%

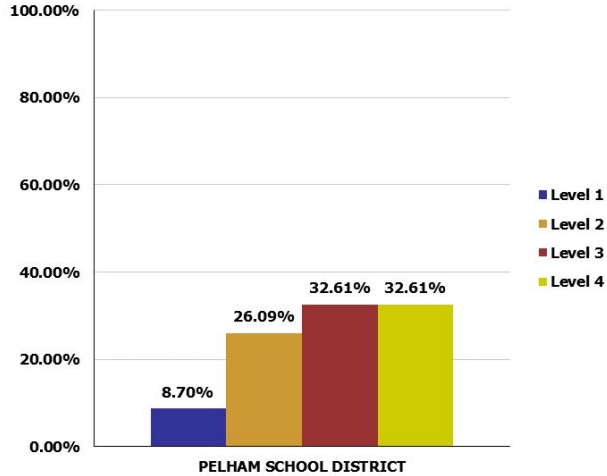
# ELA Grade 4



Performance Level	District Percent 2021-2022	Region Percent 2021-2022	District Percent 2018-2019
Level 4	30.81%	16%	25.81%
Level 3	42.93%	25%	47.85%
Proficient (3+4)	73.74%	41%	73.66%
Level 2	22.73%	28%	19.35%
Level 1	3.54%	31%	6.99%

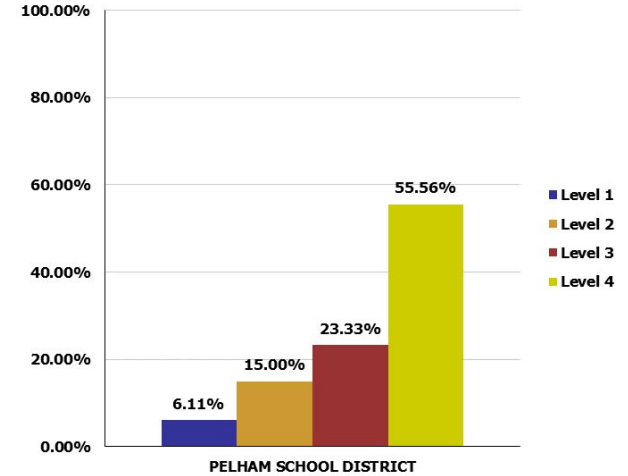


# ELA Grade 5



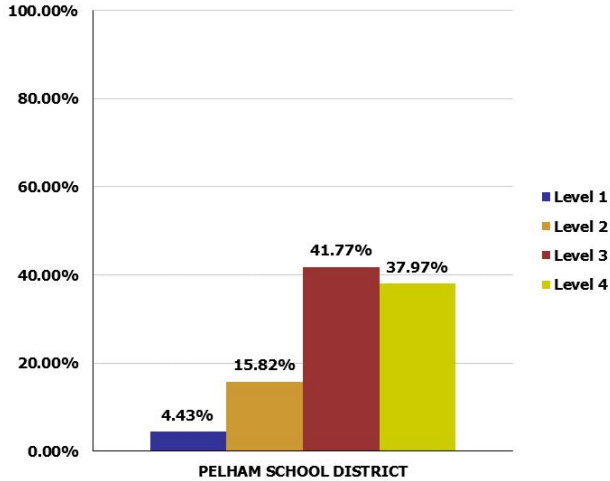
Performance Level	District Percent 2021-2022	Region Percent 2021-2022	District Percent 2018-2019
Level 4	32.61%	18%	28.22%
Level 3	32.61%	21%	37.62%
Proficient (3+4)	65.22%	39%	65.84%
Level 2	26.09%	27%	23.76%
Level 1	8.70%	34%	10.4%

# ELA Grade 6



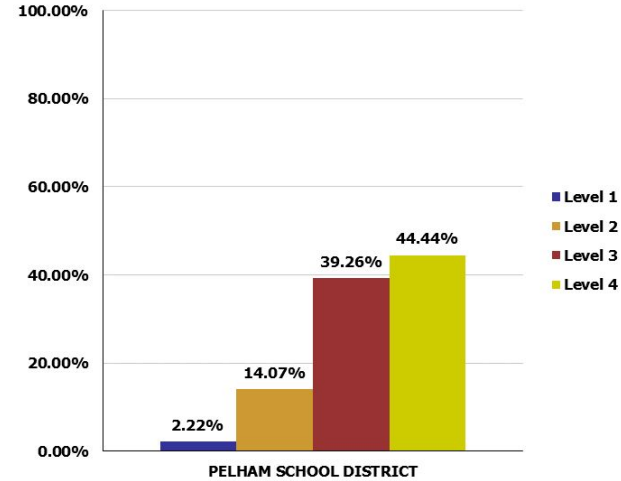
Performance Level	District Percent 2021-2022	Region Percent 2021-2022	District Percent 2018-2019
Level 4	55.56%	32%	53.37%
Level 3	23.33%	22%	20.67%
Proficient (3+4)	78.89%	54%	74.04%
Level 2	15.00%	15%	15.38%
Level 1	6.11%	31%	10.58%

# ELA Grade 7



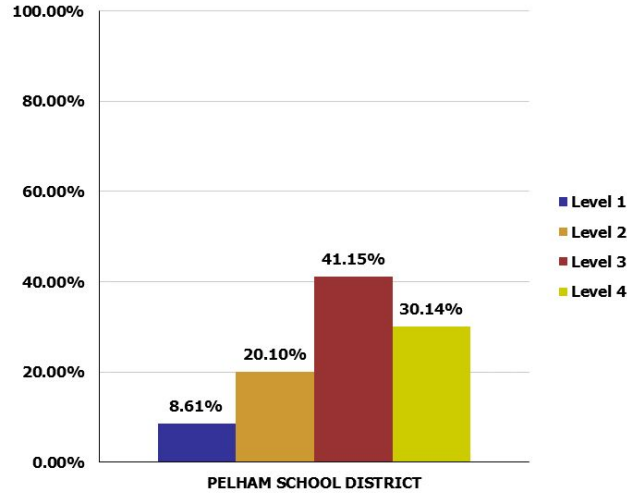
Performance Level	District Percent 2021-2022	Region Percent 2021-2022	District Percent 2018-2019
Level 4	37.97%	19%	24.65%
Level 3	41.77%	29%	36.28%
Proficient (3+4)	79.74%	48%	60.93%
Level 2	15.82%	27%	30.23%
Level 1	4.43%	25%	8.43%

# ELA Grade 8



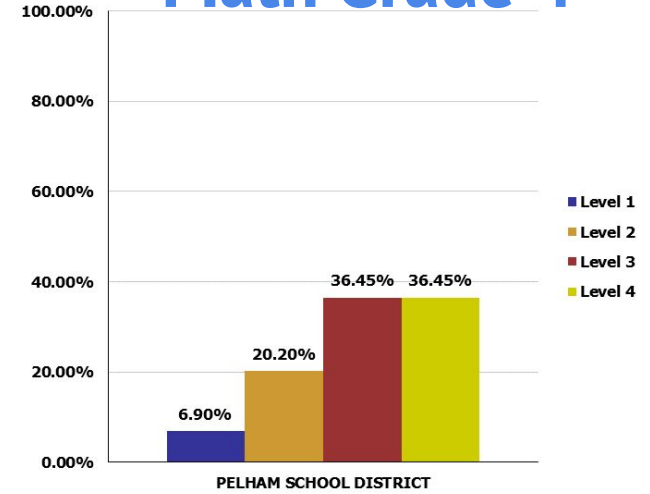
Performance Level	District Percent 2021-2022	Region Percent 2021-2022	District Percent 2018-2019
Level 4	44.44%	23%	46.02%
Level 3	39.26%	29%	34.66%
Proficient (3+4)	83.7%	52%	80.68%
Level 2	14.07%	26%	15.91%
Level 1	2.22%	22%	3.41%

# Math Grade 3



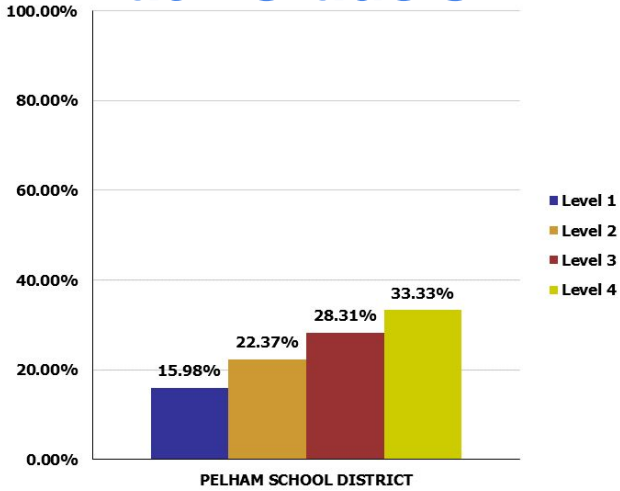
Performance Level	District Percent 2021-2022	Region Percent 2021-2022	District Percent 2018-2019
Level 4	30.14%	18%	34.12%
Level 3	41.15%	29%	37.44%
Proficient (3+4)	71.29%	47%	71.56%
Level 2	20.10%	22%	18.48%
Level 1	8.61%	31%	9.95%

# Math Grade 4



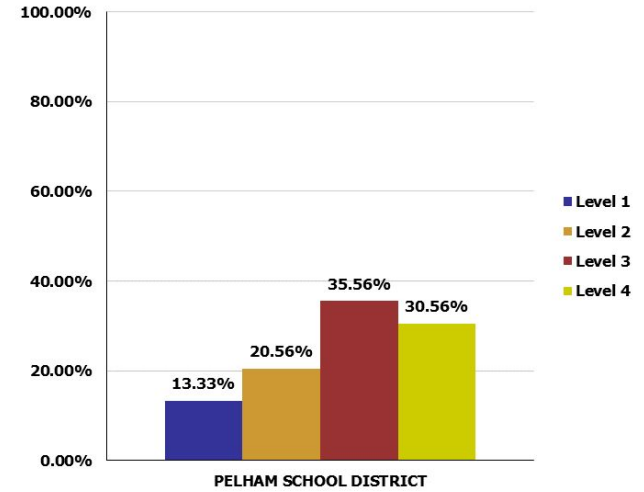
Performance Level	District Percent 2021-2022	Region Percent 2021-2022	District Percent 2018-2019
Level 4	36.45%	21%	47.37%
Level 3	36.45%	21%	30.00%
Proficient (3+4)	72.9%	42%	77.37%
Level 2	20.20%	22%	15.79%
Level 1	6.90%	35%	6.84%

# Math Grade 5



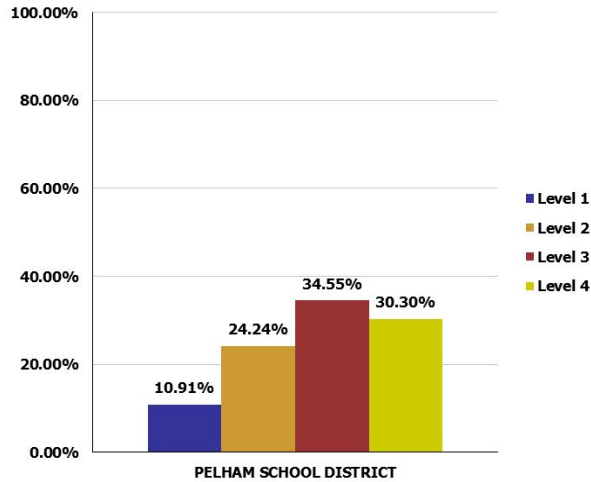
Performance Level	District Percent 2021-2022	Region Percent 2021-2022	District Percent 2018-2019
Level 4	33.33%	21%	38.42%
Level 3	28.31%	21%	34.48%
Proficient (3+4)	61.64%	42%	72.9%
Level 2	22.37%	22%	14.29%
Level 1	15.98%	35%	12.81%

# Math Grade 6



Performance Level	District Percent 2021-2022	Region Percent 2021-2022	District Percent 2018-2019
Level 4	30.56%	21%	39.00%
Level 3	35.56%	20%	37.50%
Proficient (3+4)	66.12%	41%	76.50%
Level 2	20.56%	22%	15.50%
Level 1	13.33%	37%	8.00%

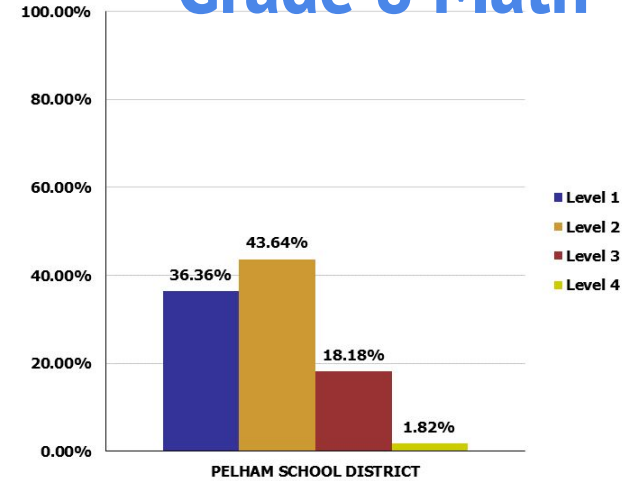
# Grade 7 Math



Performance Level	District Percent 2021-2022	Region Percent 2021-2022	District Percent 2018-2019
Level 4	30.30%	17%	33.18%
Level 3	34.55%	22%	34.10%
Proficient (3+4)	64.85%	39%	67.28%
Level 2	24.24%	27%	23.50%
Level 1	10.91%	35%	9.22%

\*Only 8th grade students who are not accelerated and enrolled in Algebra I sit for the Math 8 Assessment.

# \*Grade 8 Math



Performance Level	District Percent 2021-2022	Region Percent 2021-2022 (2018-2019)	District Percent 2018-2019
Level 4	1.82%	16% (17%)	4.69%
Level 3	18.18%	17% (24%)	31.25%
Proficient (3+4)	20.00%	33% (41%)	35.94%
Level 2	43.64%	26% (28%)	45.31%
Level 1	36.36%	41% (30%)	18.75%

# NYS ELA and Math Assessment Grades 3-8

## Summary

### Grades 3-8 ELA

- **Regional comparison:**
  - Consistently above region in proficiency as well as Level 4
- **Pelham 2021-2022 and 2018-2019**
  - **Proficiency:**
    - Grades 3-5: Maintained same levels
    - Grades 6-8: Increased proficiency

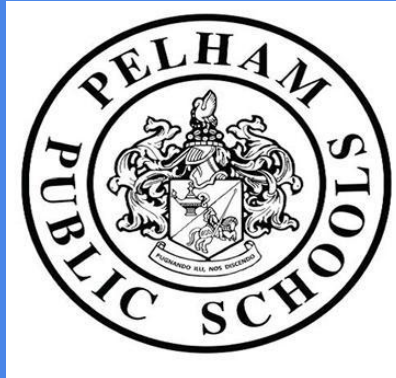
### Grades 3-8 Mathematics

- **Regional comparison:**
  - Grades 3-7: Above region in proficiency as well as Level 4
  - Grade 8: Below region in proficiency; accounted for through assessment participation differences
- **Pelham 2021-2022 and 2018-2019**
  - **Proficiency:**
    - Grades 3: Maintained same percentage of students achieving proficiency
    - Grades 4-8: Proficiency levels decreased

# Strategic Shifts

- **Multi-Tiered Systems of Support (MTSS) - Districtwide Review**
  - Building Level and District Level Committees
  - Branching Minds Adoption and Implementation
- **Increased Interventions**
  - Addition of Interventionists in Elementary Schools
  - Addition of Middle School Mathematics Interventionist
  - Provision of Interventions for Parallel Groups of Students in Reading and Math
- **Focused Professional Development**
- **Instructional Rounds**
- **Professional Learning Communities**
- **Data Teams**
- **Grade Level Meetings**
- **Progress Monitoring - Multiple Measures**
  - Universal Screeners
    - AimsWeb
    - Dream Box
    - TCRWP Running Records
    - Fountas & Pinnell Benchmarking

# High School and NYS Regents Exam Performance





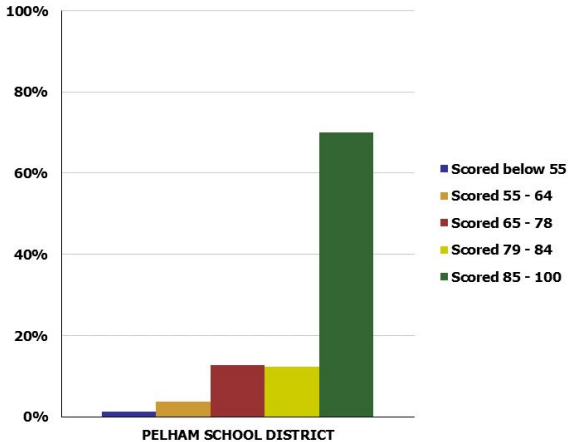
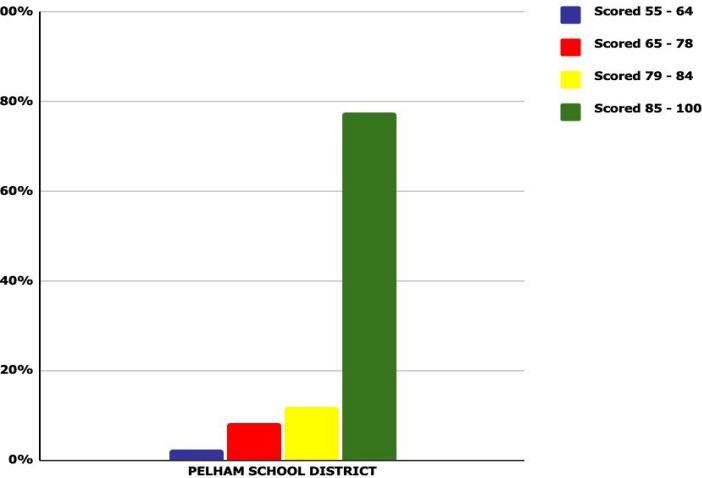
# Pelham Regents Diplomas Awarded

Year	Graduates	Regents Diplomas
2022	239	100%
2021	217	96%
2020	233	94%
2019	211	95%
2018	206	95%
2017	207	96%
2016	207	94%
2015	192	95%

2021-2022

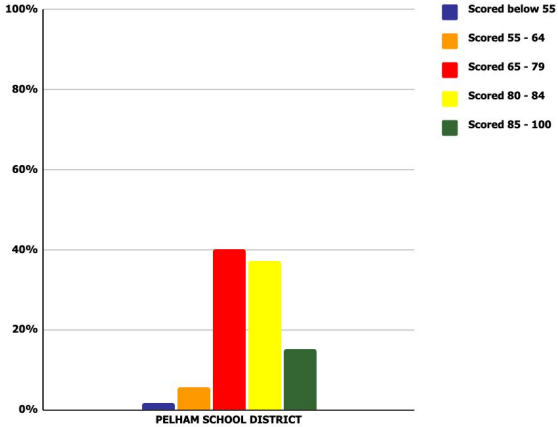
English

2018-2019



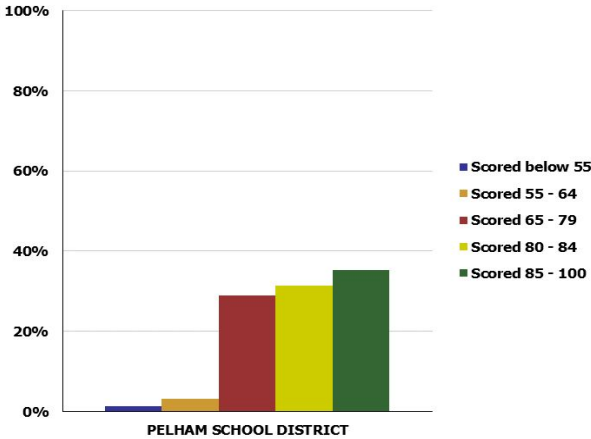
Performance Level	District Count 2021-2022	District Percent 2021-2022	District Count 2018-2019	District Percent 2018-2019
Scored below 55	0	0	3	1.27%
Scored 55 - 64	5	2.45%	9	3.80%
Scored 65 - 78	17	8.33%	30	12.66%
Scored 79 - 84	24	11.76%	29	12.24%
Scored 85 - 100	158	77.45%	166	70.04%

2021-2022



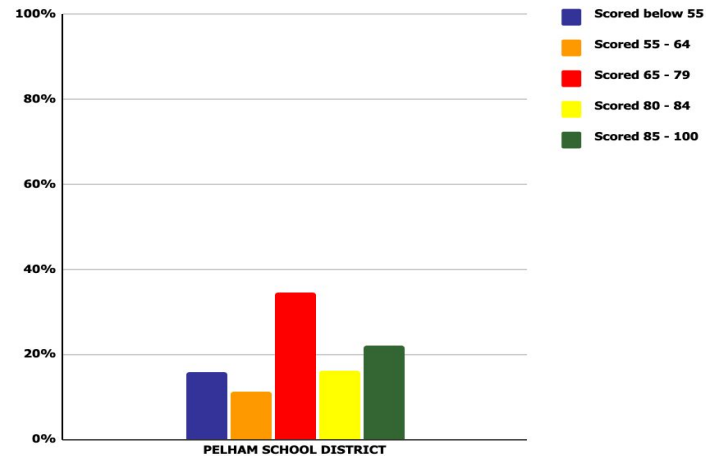
Algebra I

2018-2019



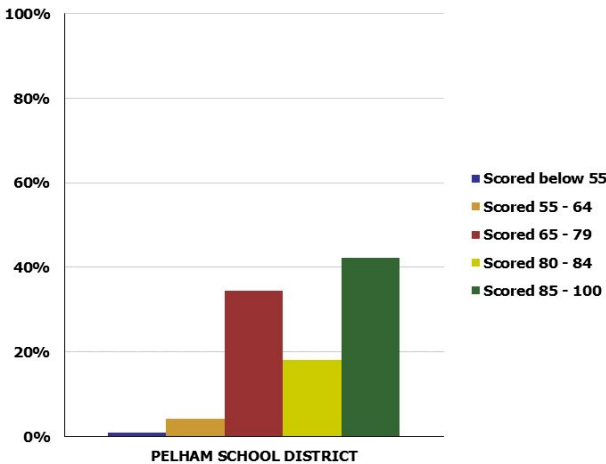
Performance Level	District Count 2021-2022	District Percent 2021-2022	District Count 2018-2019	District Percent 2018-2019
Scored below 55	4	1.79%	3	1.22%
Scored 55 - 64	13	5.80%	8	3.25%
Scored 65 - 79	90	40.18%	71	28.86%
Scored 80 - 84	83	37.05%	77	31.30%
Scored 85 - 100	34	15.18%	87	35.37%

2021-2022



Geometry

2018-2019

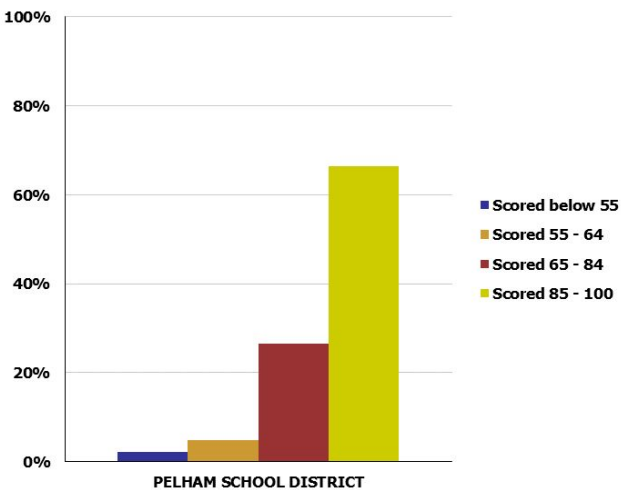
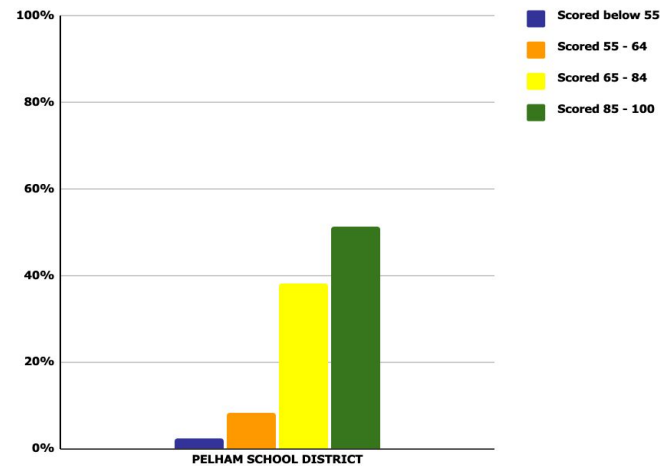


Performance Level	District Count	District Percent	District Count	District Percent
Scored below 55	32	15.76%	2	0.93%
Scored 55 - 64	23	11.33%	9	4.19%
Scored 65 - 79	70	34.48%	74	34.42%
Scored 80 - 84	33	16.26%	39	18.14%
Scored 85 - 100	45	22.17%	91	42.33%

2021-2022

Earth Science

2018-2019

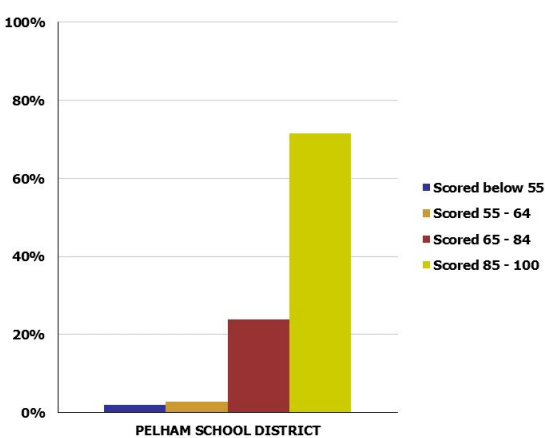
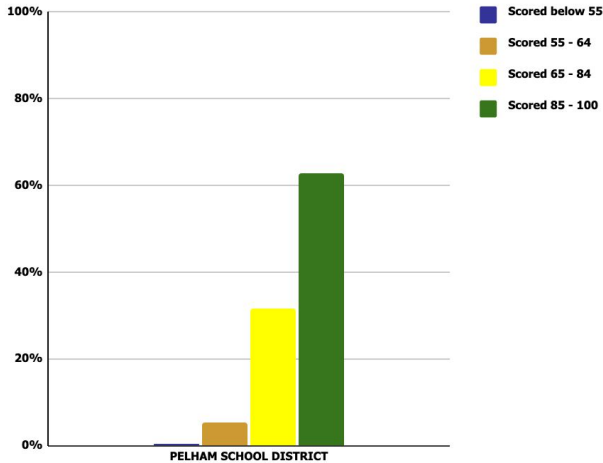


Performance Level	District Count 2021-2022	District Percent 2021-2022	District Count 2018-2019	District Percent 2018-2019
Scored below 55	5	2.30%	5	2.20%
Scored 55 - 64	18	8.29%	11	4.85%
Scored 65 - 84	83	38.25%	60	26.43%
Scored 85 - 100	111	51.15%	151	66.52%

2021-2022

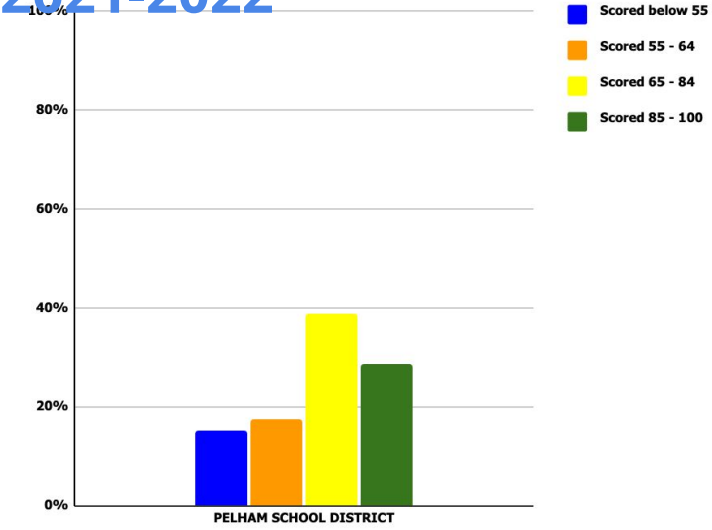
Living Environment

2018-2019



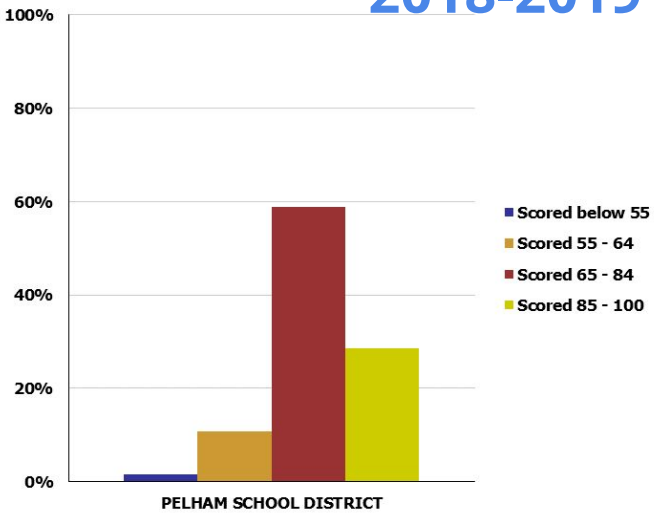
Performance Level	District Count 2021-2022	District Percent 2021-2022	District Count 2018-2019	District Percent 2018-2019
Scored below 55	1	0.44%	5	1.95%
Scored 55 - 64	12	5.33%	7	2.73%
Scored 65 - 84	71	31.56%	61	23.83%
Scored 85 - 100	141	62.67%	183	71.48%

2021-2022



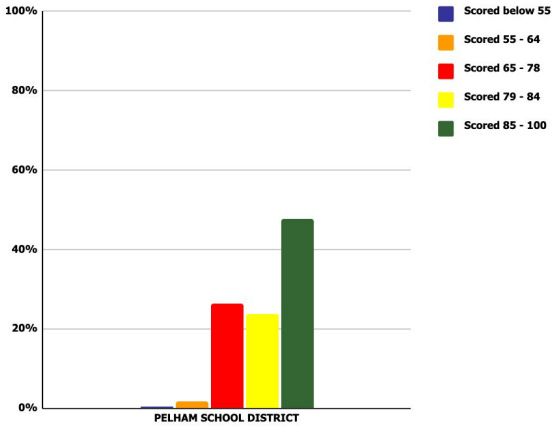
# Chemistry

2018-2019



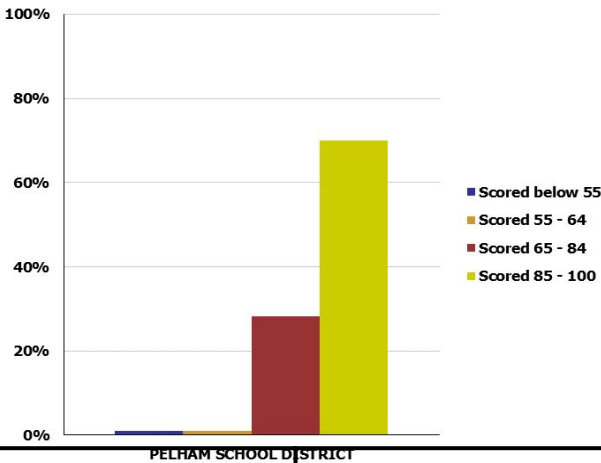
Performance Level	District Count 2021-2022	District Percent 2021-2022	District Count 2018-2019	District Percent 2018-2019
Scored below 55	33	15.21%	3	1.62%
Scored 55 - 64	38	17.51%	20	10.81%
Scored 65 - 84	84	38.71%	109	58.92%
Scored 85 - 100	62	28.57%	53	28.65%

# 2021-2022



# Global History

# 2018-2019



Performance Level	District Count 2021-2022	District Percent 2021-2022	District Count 2018-2019	District Percent 2018-2019
Scored below 55	1	0.44%	2	0.94%
Scored 55 - 64	4	1.76%	2	0.94%
Scored 65 - 78	60	26.43%	60	28.17%
Scored 79 - 84	54	23.79%		
Scored 85 - 100	108	47.58%	149	69.95%



# High School and NYS Regents Summary

Exam	Grade Level Assessed	Highlights
*English	11	<ul style="list-style-type: none"><li>• Increased passing</li><li>• Increased mastery</li><li>• ELA Assessment experience in grades 3-8</li></ul>
*Algebra I	8/9	<ul style="list-style-type: none"><li>• Spiraled curriculum</li><li>• First Regents Exam in Math</li><li>• Covid interruption created need for instructional decisions to fill gaps</li></ul>
Geometry	9/10	<ul style="list-style-type: none"><li>• Spiraled curriculum</li><li>• All students encouraged to enroll and sit for Regents exam</li><li>• Algebraic foundational skills necessary</li><li>• Covid interruption created need for instructional decisions to fill gaps</li></ul>
*Earth Science	8	<ul style="list-style-type: none"><li>• Acceleration for all</li><li>• First Regents Exam in Science</li></ul>
Living Environment	9	<ul style="list-style-type: none"><li>• Many students in this cohort's first Regents Exam in Science</li></ul>
Chemistry	10	<ul style="list-style-type: none"><li>• Single year curriculum</li><li>• Algebraic foundational skills necessary</li></ul>
*Global History	10	<ul style="list-style-type: none"><li>• 1st year with New Framework being assessedd</li></ul>

# Strategic Shifts

- MTSS - Districtwide Review
  - Building Level and District Level Committees
  - Branching Minds Adoption and Implementation
- Increased Interventions
  - Addition of Middle School Mathematics Interventionist
  - Provision of Interventions for Parallel Groups of Students in Reading and Math
- Focused Professional Development
- Instructional Rounds
- Professional Learning Communities
- Data Teams
- Grading Shifts
- Department Meetings
- Curriculum Meetings
- Progress Monitoring

# In Summary

- State assessment data provides the District with information regarding how students performed on a specific assessment on a specific date
- Information is useful, but limited
  - Useful to inform instruction and curriculum development
  - Progress monitoring of students and programs
  - Informs strategic planning
  - Helpful to MTSS
- Performance report includes summative and performance assessment data
- For progress monitoring, formative, real time assessment data and student growth are factors to develop student portfolios





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INSPIRING A STANDARD OF EXCELLENCE FOR ALL STUDENTS

## Discussion

