Port Chester-Rye UFSD

Fall 2025 Data Presentation

November 25, 2025

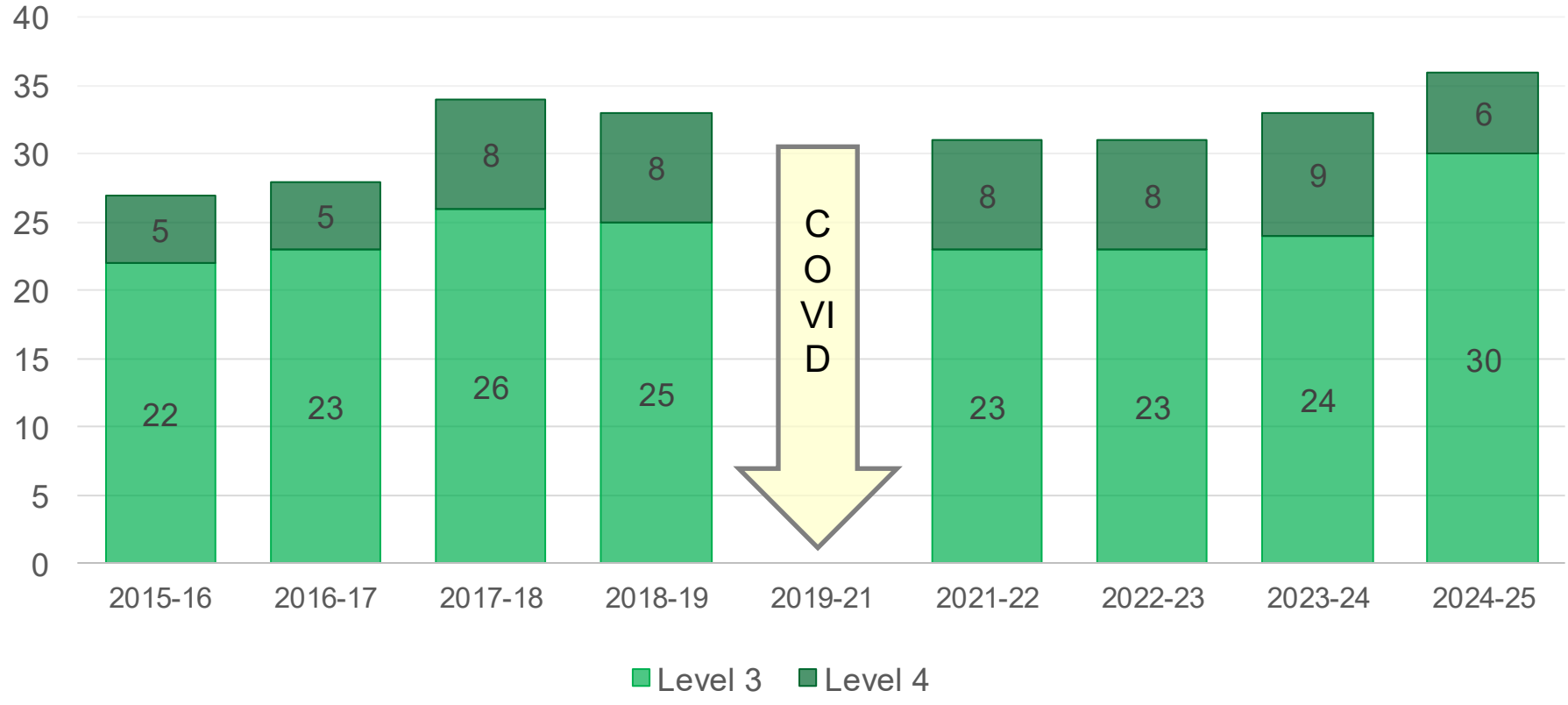


District Demographics

PCRUFSD	2017-18		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25		2025-26	
Total	4,623		4,623		4,775		4,615		4,531		4,486		4,447		4,377		4,193	
Female	2,240	48%	2,232	48%	2,273	48%	2,223	48%	2,163	48%	2,144	48%	2,128	48%	2089	48%	1998	48%
Male	2,383	52%	2,391	52%	2,502	52%	2,392	52%	2,368	52%	2,342	52%	2,319	52%	2288	52%	2195	52%
American Indian/Alaska Native	7	0%	8	0%	13	0%	16	0%	18	0%	16	0%	17	0%	14	0%	10	0%
Black	194	4%	182	4%	163	3%	148	3%	131	3%	121	3%	125	3%	113	3%	96	2%
Hispanic	3,681	80%	3,713	80%	3,895	82%	3,810	83%	3,789	84%	3,808	85%	3,799	85%	3768	86%	3634	87%
Asian/Pacific Islander	78	2%	77	2%	81	2%	72	2%	67	1%	56	1%	43	1%	53	1%	51	1%
White	645	14%	603	13%	603	13%	546	12%	500	11%	459	10%	434	10%	394	9%	360	9%
Multiracial	18	0%	20	0%	20	0%	23	0%	26	1%	26	1%	29	1%	35	1%	42	1%
Students with Disabilities	566	12%	613	13%	613	13%	640	14%	701	15%	752	16%	761	17%	734	17%	711	17%
Students with 504 plans	129	3%	151	3%	155	3%	125	3%	139	3%	139	3%	155	3%	160	4%	150	4%
English Language Learner	1,383	30%	1,553	33%	1,553	33%	1,668	36%	1,724	38%	1,727	38%	1,755	39%	1746	40%	1541	37%
Economically Disadvantaged	3,530	76%	3,687	77%	3,687	77%	3,447	75%	3,438	76%	3,556	79%	3,526	79%	3310	76%	TBD	TBD

NYS ELA: District Data

NYS ELA Combined 3-8 Proficiency

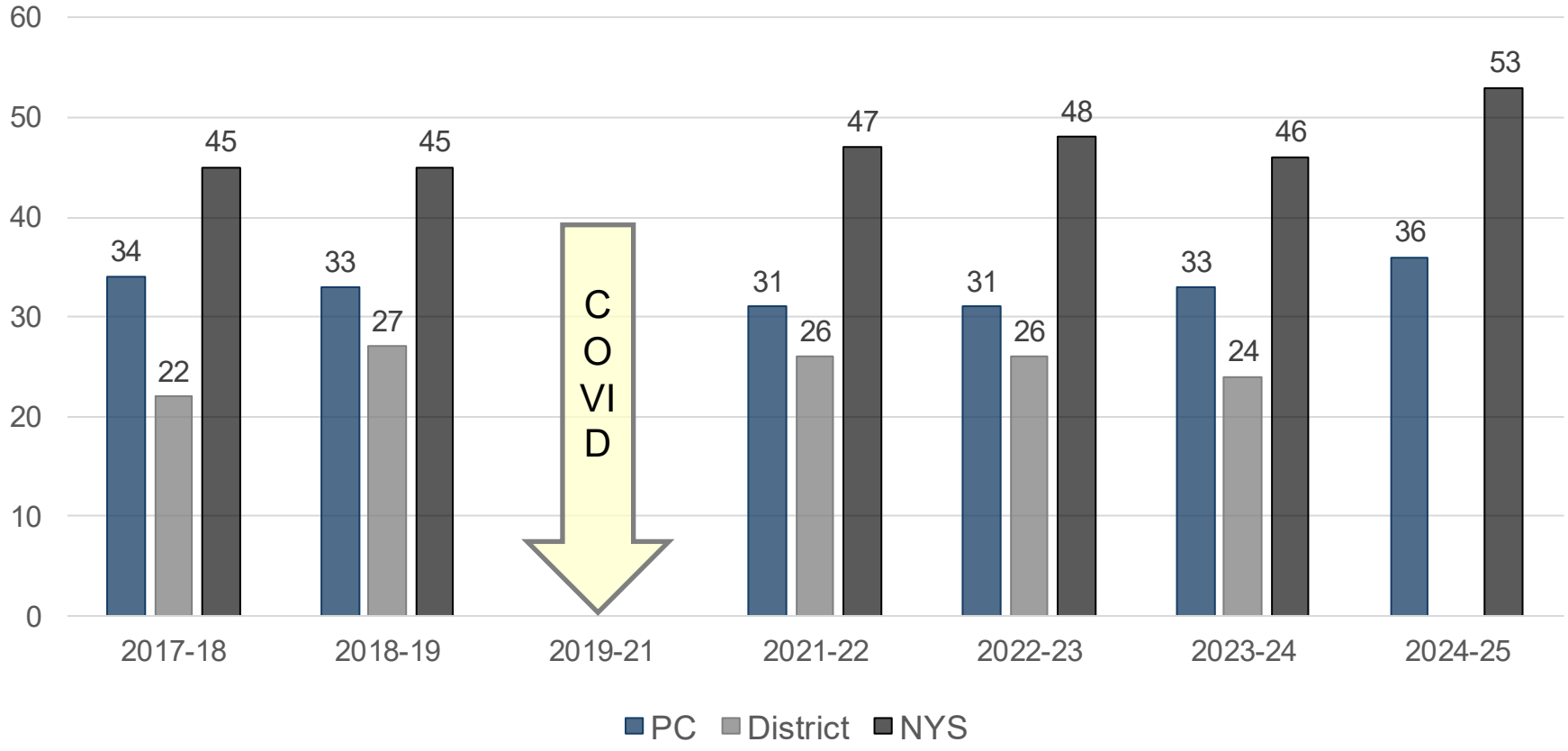


Comparison Group Metrics

District Name	County	Enrollment	ELL %	ED %
Port Chester-Rye UFSD	Westchester	4,447	39.0%	79.0%
Hempstead UFSD	Nassau	5,738	45.2%	82.0%
Central Islip UFSD	Suffolk	7,569	34.3%	77.0%
Peekskill City SD	Westchester	3,520	31.9%	78.0%
Roosevelt UFSD	Nassau	2,884	27.6%	79.0%
Wyandanch UFSD	Suffolk	2,574	31.3%	85.0%

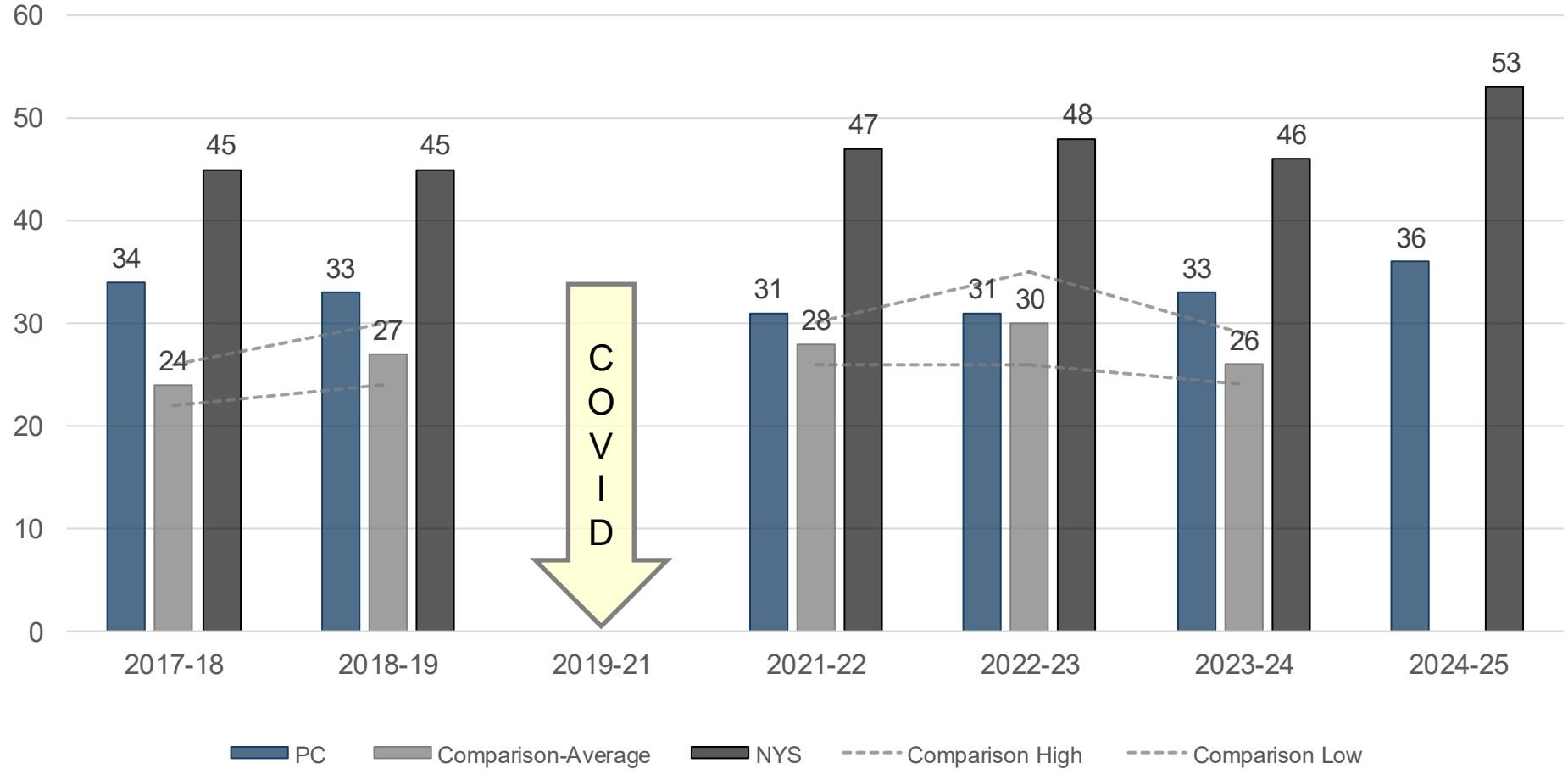
Metrics (Based on 2023-24)	Target Range (Closest Match)
Overall K-12 Enrollment	3,500 to 8,000
English Language Learner (ELL) Percentage	35% - 45%
Economically Disadvantaged (ED) Percentage	70% - 85%

ELA: Similar District Comparison

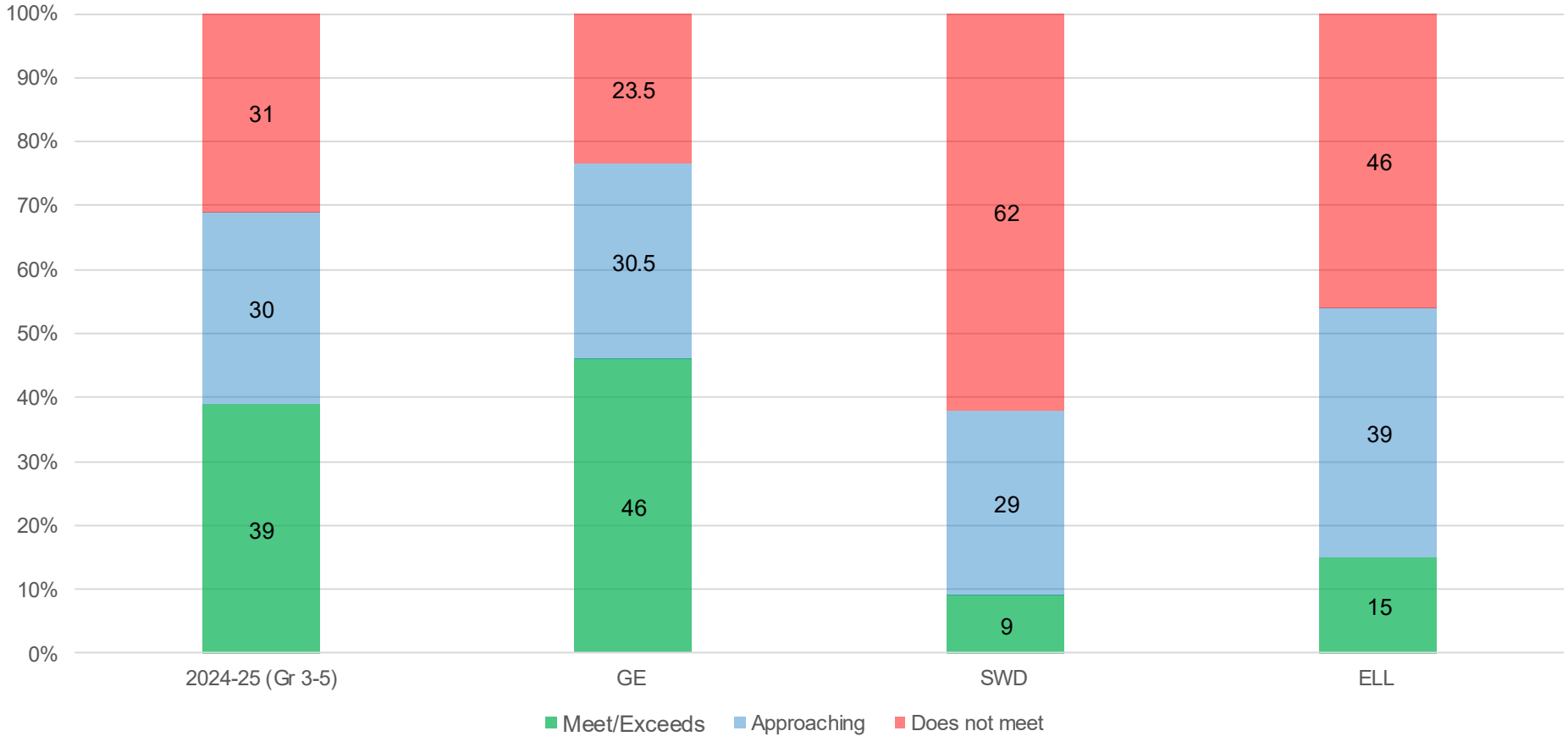


Comparison District: 32% ELLs, 78% Economically disadvantaged
Port Chester-Rye UFSD: 40% ELLs, 79% Economically disadvantaged

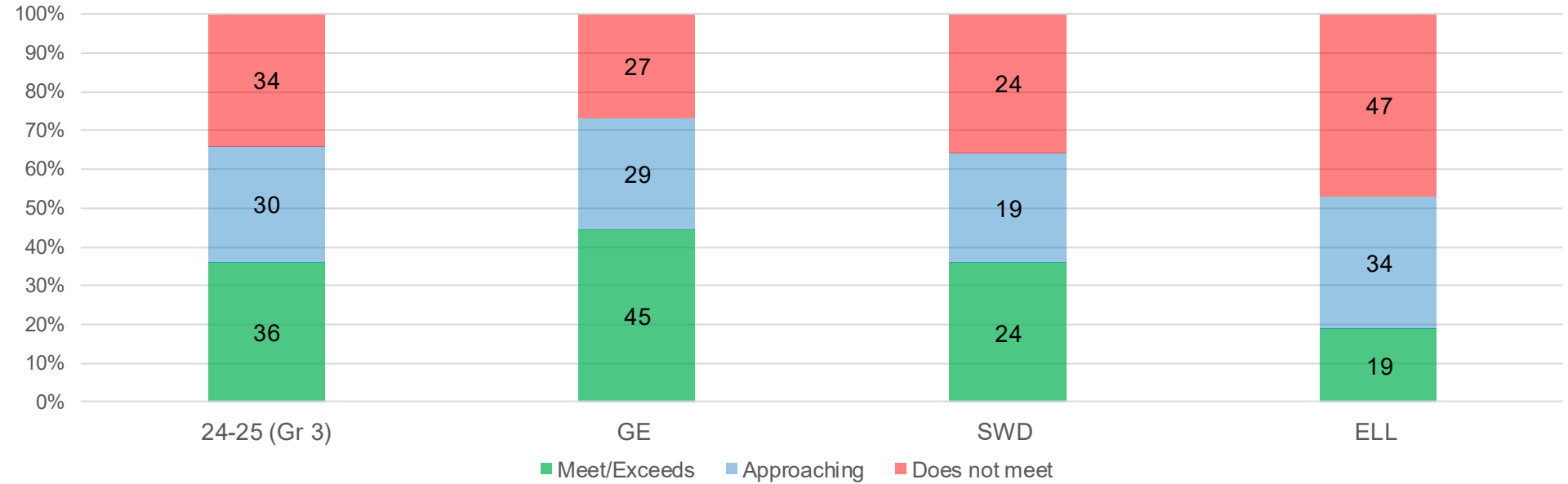
ELA: Similar Districts Comparison



NYS ELA: Elementary Grades 3-5

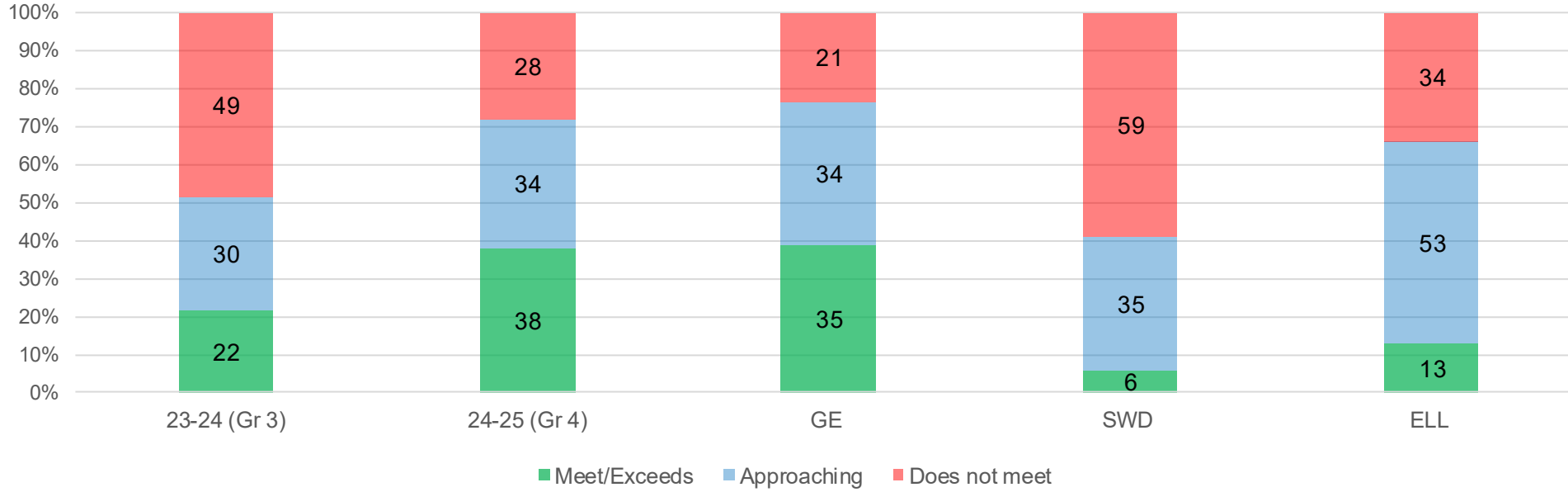


NYS ELA: Grade 3



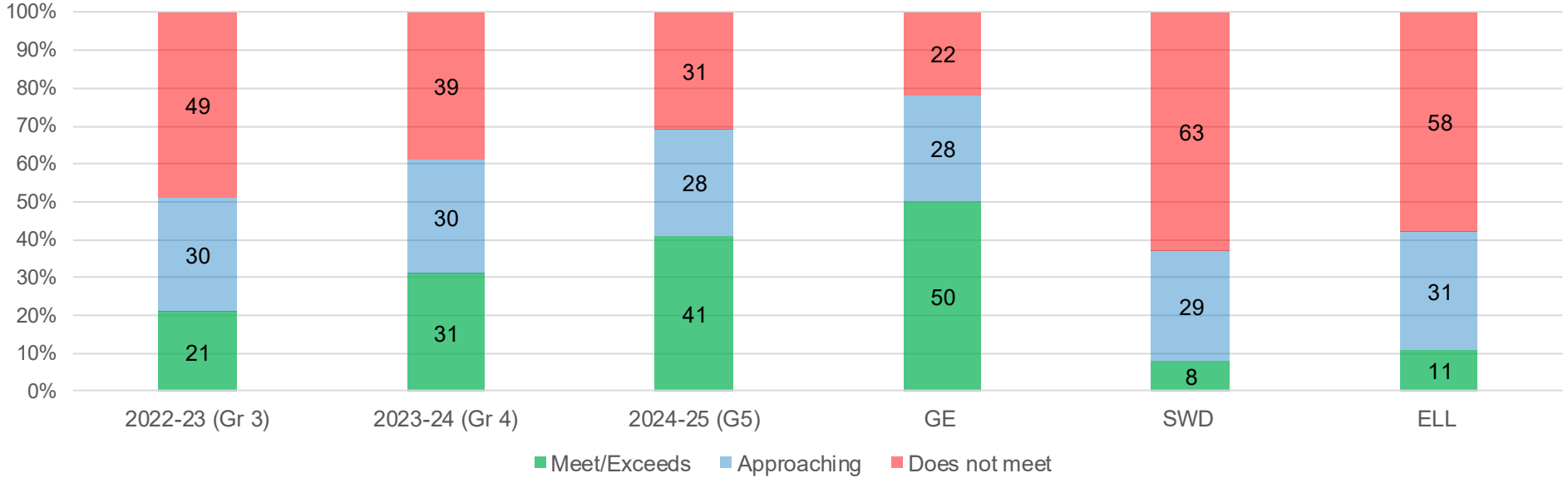
Grade	Group	Level 1			Level 2			Level 3			Level 4
		Total	384-419	420-431	Total	432-439	440-449	Total	450-465	466-473	Total (474-499)
3	ALL	101	43 (43%)	58 (57%)	87	47 (54%)	40 (46%)	89	80 (90%)	9 (10%)	17
	Gen Ed	71	26 (37%)	45 (63%)	76	40 (53%)	36 (47%)	82	73 (89%)	9 (11%)	32
	SWD	31	18 (58%)	13 (42%)	10	7 (70%)	3 (30%)	7	7 (100%)	0 (0%)	6
	ELL	75	29 (39%)	46 (61%)	53	31 (58%)	22 (42%)	27	25 (93%)	2 (7%)	3
	SWD & ELL	18	8 (44%)	10 (56%)	8	5 (62%)	3 (38%)	3	3 (100%)	0 (0%)	4

NYS ELA: Grade 4



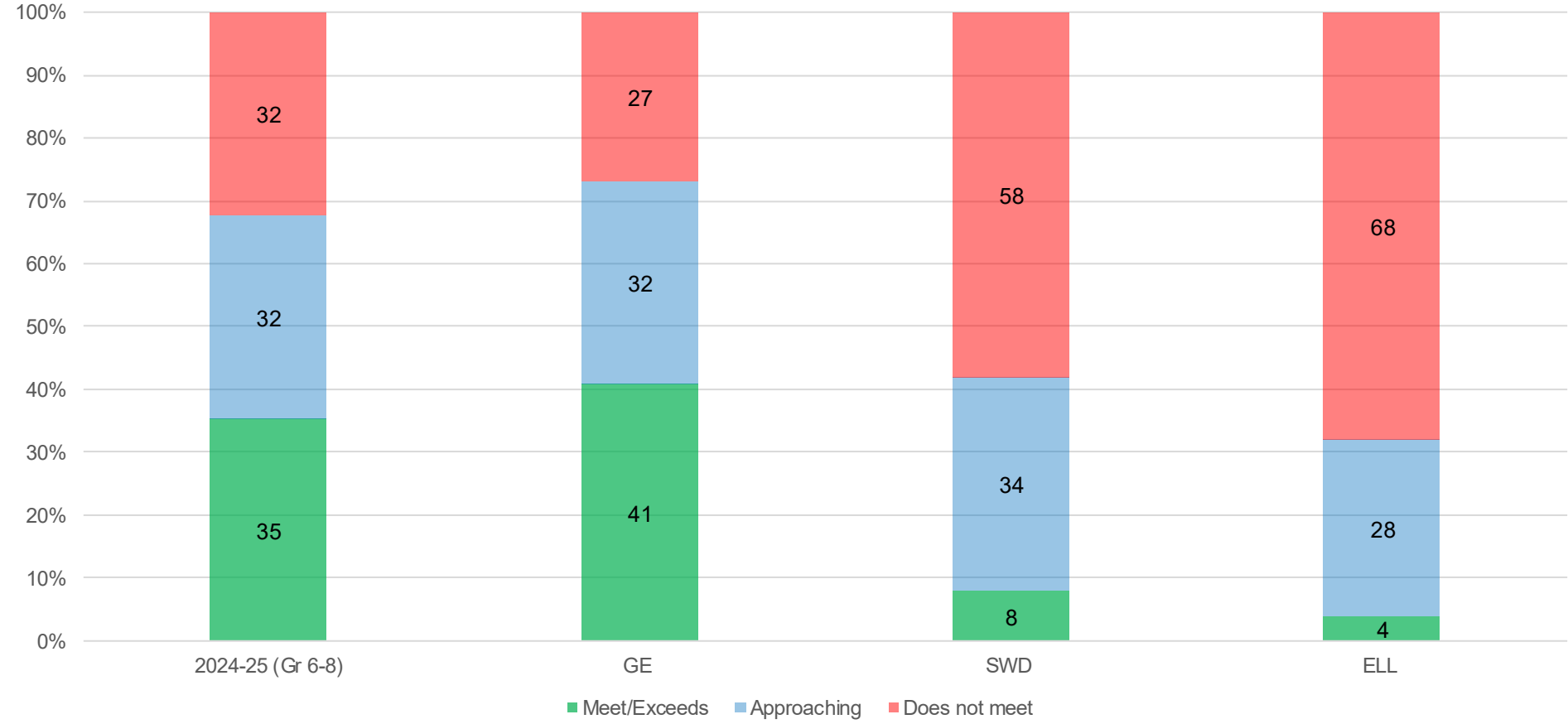
Grade	Group	Level 1			Level 2			Level 3			Level 4
		Total	384-419	420-431	Total	432-439	440-449	Total	450-459	460-470	Total (471-502)
4	ALL	77	27 (35%)	45 (58%)	94	48 (51%)	46 (49%)	64	38 (59%)	28 (44%)	43
	Gen Ed	48	11 (23%)	37 (77%)	77	40 (52%)	37 (48%)	63	36 (57%)	27 (43%)	41
	SWD	29	21 (72%)	8 (28%)	17	8 (47%)	9 (53%)	1	0 (0%)	1 (100%)	2
	ELL	54	20 (37%)	34 (63%)	83	55 (66%)	28 (34%)	16	11 (68%)	5 (32%)	5
	SWD & ELL	13	9 (69%)	4 (31%)	13	6 (46%)	7(54%)	0	0 (0%)	0 (0%)	1

NYS ELA: Grade 5

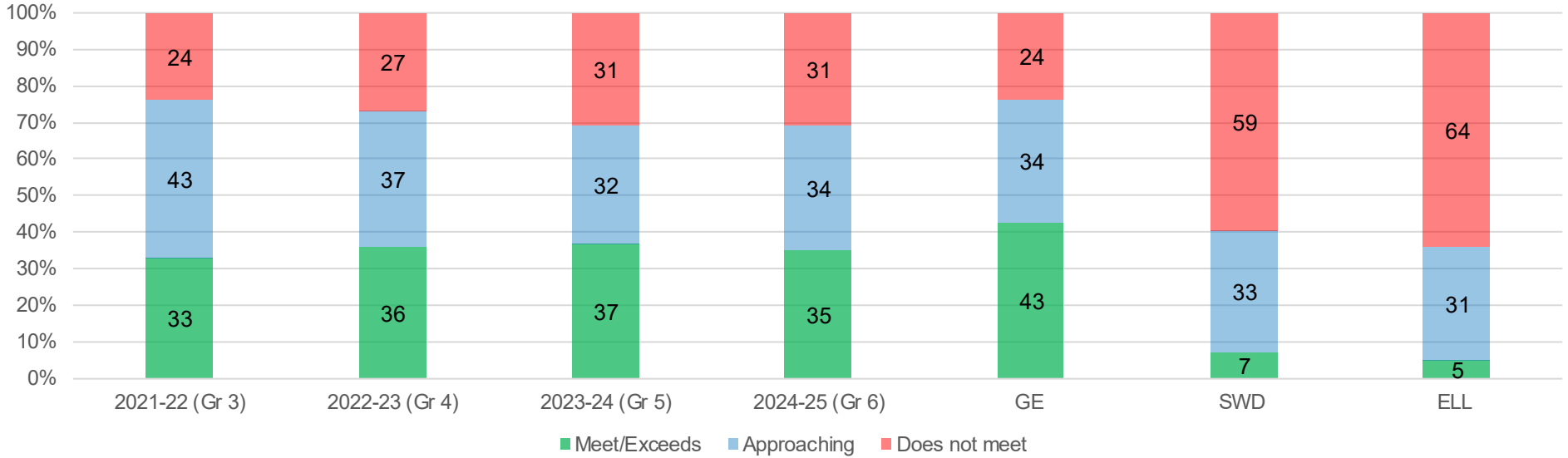


Grade	Group	Level 1			Level 2			Level 3			Level 4
		Total	372-419	420-431	Total	432-439	440-449	Total	450-465	466-473	Total (474-504)
5	ALL	92	43 (47%)	49 (53%)	84	51 (61%)	33 (39%)	85	75 (88%)	10 (12%)	39
	Gen Ed	52	20 (38%)	32 (62%)	66	38 (58%)	28 (42%)	80	71 (89%)	9 (11%)	39
	SWD	40	23 (58%)	17 (42%)	18	13 (72%)	5 (28%)	5	4 (80%)	1 (20%)	0
	ELL	73	36 (49%)	37 (51%)	39	25 (64%)	14 (36%)	14	14 (100%)	0 (0%)	0
	SWD & ELL	25	16 (64%)	9 (36%)	9	6 (67%)	3 (33%)	1	1 (100%)	0 (0%)	0

NYS ELA: Intermediate Grades 6-8

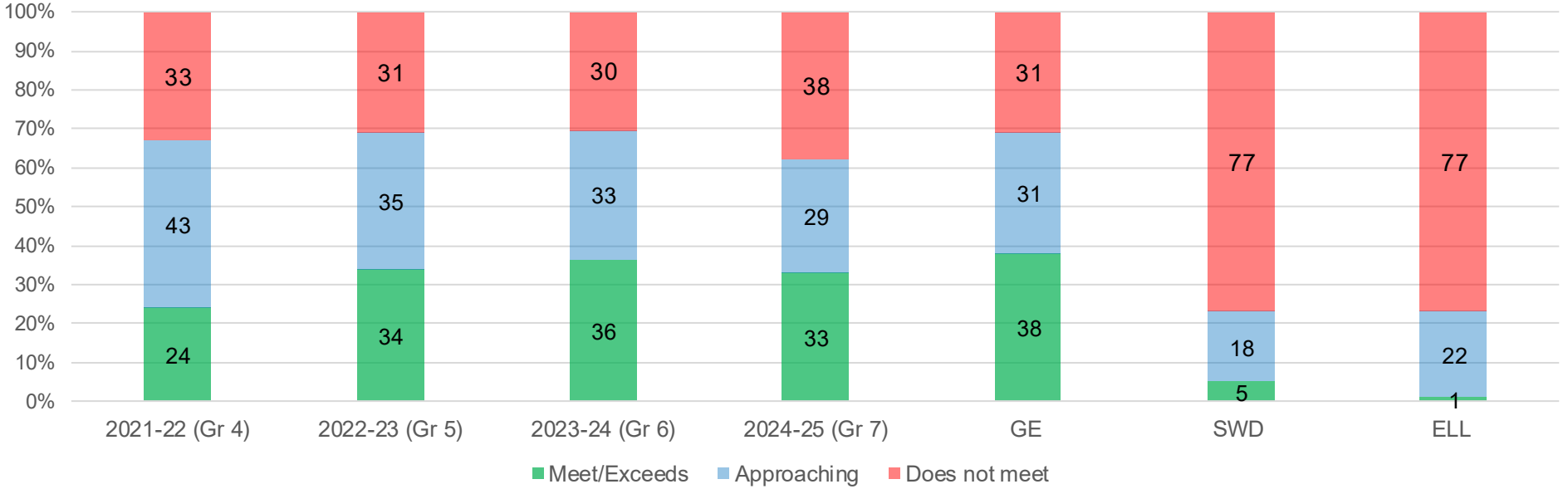


NYS ELA: Grade 6



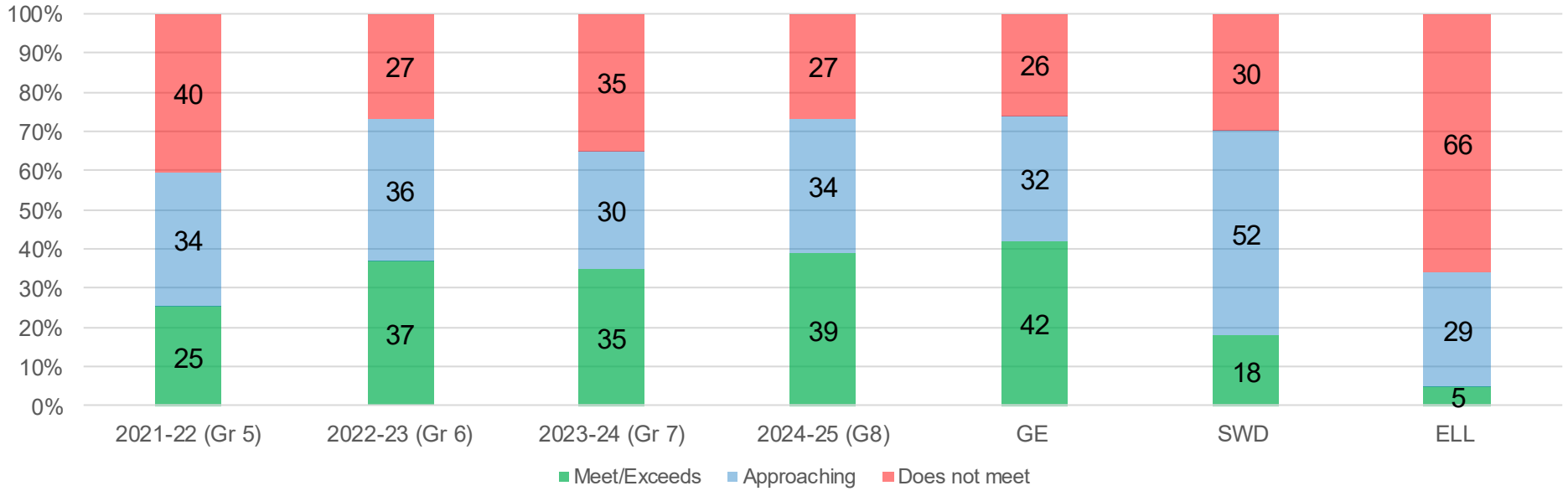
Grade	Group	Level 1			Level 2			Level 3			Level 4
		Total	373–419	420-430	Total	431-439	440-449	Total	450-459	460-469	Total (470-507)
6	ALL	101	45 (45%)	56 (55%)	109	56 (51%)	53 (49%)	76	51 (67%)	25 (33%)	38
	Gen Ed	62	27 (44%)	35 (56%)	87	41 (47%)	46 (53%)	74	49 (66%)	25 (34%)	36
	SWD	39	18 (46%)	21 (54%)	22	15 (68%)	7 (32%)	2	2 (100%)	0 (0%)	2
	ELL	70	38 (54%)	32 (46%)	34	20 (59%)	14 (41%)	6	6 (100%)	0 (0%)	0
	SWD & ELL	22	14 (64%)	8 (36%)	8	6 (75%)	2 (25%)	1	1 (100%)	0 (0%)	0

NYS ELA: Grade 7



Grade	Group	Level 1			Level 2			Level 3			Level 4
		Total	384-419	420-432	Total	433-439	440-449	Total	450-461	462-471	Total (472-499)
7	ALL	110	54 (49%)	56 (51%)	85	46 (54%)	39 (46%)	70	50 (71%)	20 (29%)	25
	Gen Ed	77	36 (47%)	41 (53%)	77	38 (49%)	39 (51%)	68	49 (72%)	19 (28%)	25
	SWD	33	18 (55%)	15 (45%)	8	8 (100%)	0 (0%)	1	1 (100%)	0 (0%)	0
	ELL	57	36 (63%)	21 (37%)	16	10 (62%)	6 (38%)	1	1 (100%)	0 (0%)	0
	SWD & ELL	13	7 (54%)	6 (46%)	1	1 (100%)	0 (0%)	0	0 (0%)	0 (0%)	0

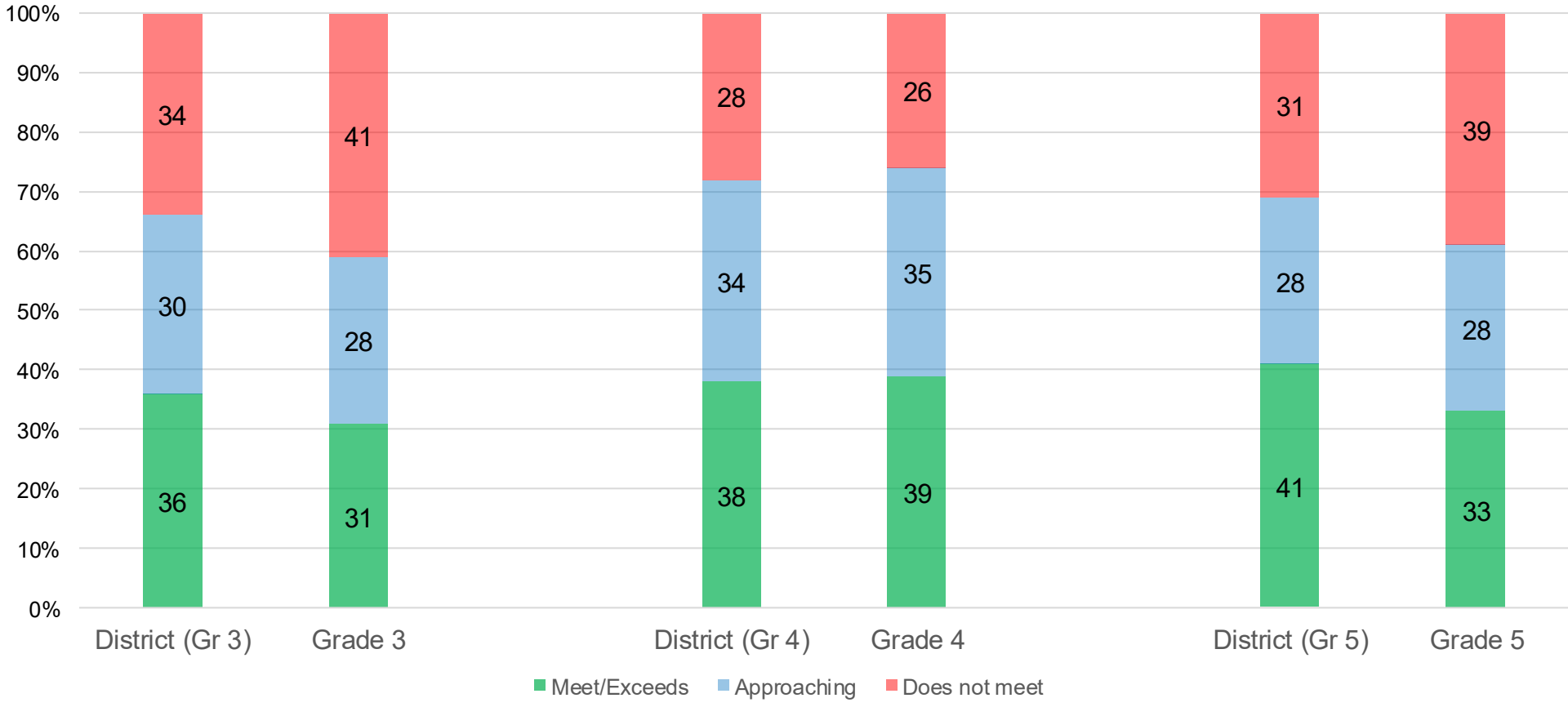
NYS ELA: Grade 8



Grade	Group	Level 1			Level 2			Level 3			Level 4
		Total	384-419	420-429	Total	430-439	440-449	Total	450-461	462-471	Total (472-498)
8	ALL	69	31 (45%)	38 (45%)	89	52 (58%)	37 (42%)	67	45 (67%)	22 (33%)	34
	Gen Ed	60	27 (45%)	33 (55%)	72	38 (53%)	34 (47%)	61	40 (66%)	21 (34%)	34
	SWD	9	4 (44%)	5 (54%)	17	14 (82%)	3 (18%)	6	5 (83%)	1 (17%)	0
	ELL	43	26 (60%)	17 (40%)	19	16 (84%)	3 (16%)	3	3 (100%)	0 (0%)	0
	SWD & ELL	5	3 (60%)	2 (40%)	5	5 (100%)	0 (0%)	1	1 (100%)	0 (0%)	0

NYS ELA: School Data & Action Plans

NYS ELA: JFK


100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
34
30
36
41
28
31
28
34
38
26
35
39
31
28
41
39
28
33
District (Gr 3)
Grade 3
District (Gr 4)
Grade 4
District (Gr 5)
Grade 5
Meet/Exceeds
Approaching
Does not meet

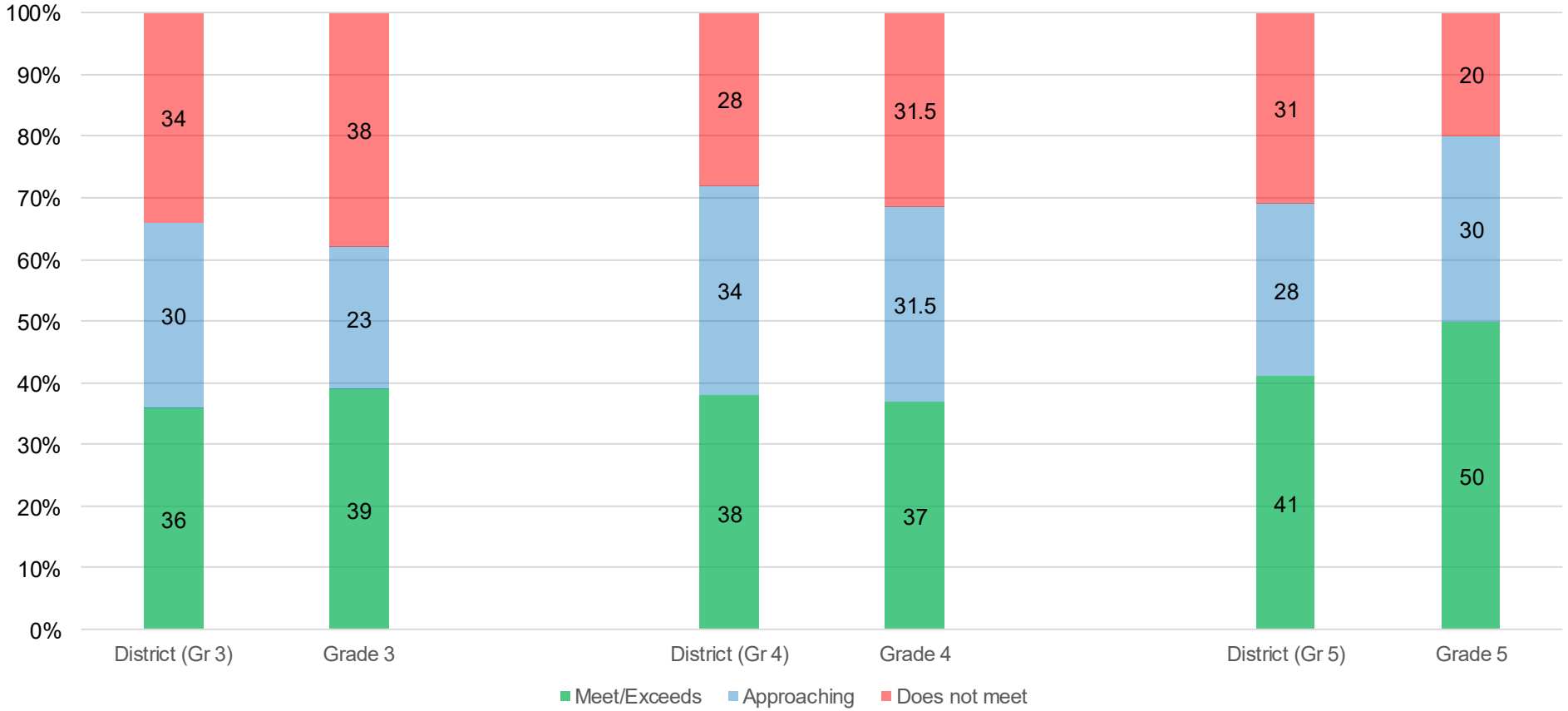
JFK: Action Plan to Meet Literacy Goals

Year	Grade 3		Grade 4		Grade 5	
	District	JFK	District	JFK	District	JFK
2024-25	36	31	38	39	41	33
2025-26 Target	41	36	43	44	46	38

Next Steps:

- Weekly common planning and data inquiry sessions facilitated by instructional coaches and/or building administration
- Daily small group differentiated instruction in Reading Lab and WIN (What I Need) blocks with interventionist support
- K-1 classes pilot UFLI phonics and use Heggerty for phonemic awareness
- Schoolwide programs boost reading engagement and real-world application skills
    - Real world application of reading and writing skills (i.e., JFK Newscast: RAM Report and the 5th grade newspaper: The Ram Report)
- Administrators completing the Science of Reading microcredential

NYS ELA: KSS


100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
34
30
36
38
23
39
28
34
38
31.5
31.5
37
31
28
41
20
30
50
District (Gr 3)
Grade 3
District (Gr 4)
Grade 4
District (Gr 5)
Grade 5
Meet/Exceeds
Approaching
Does not meet

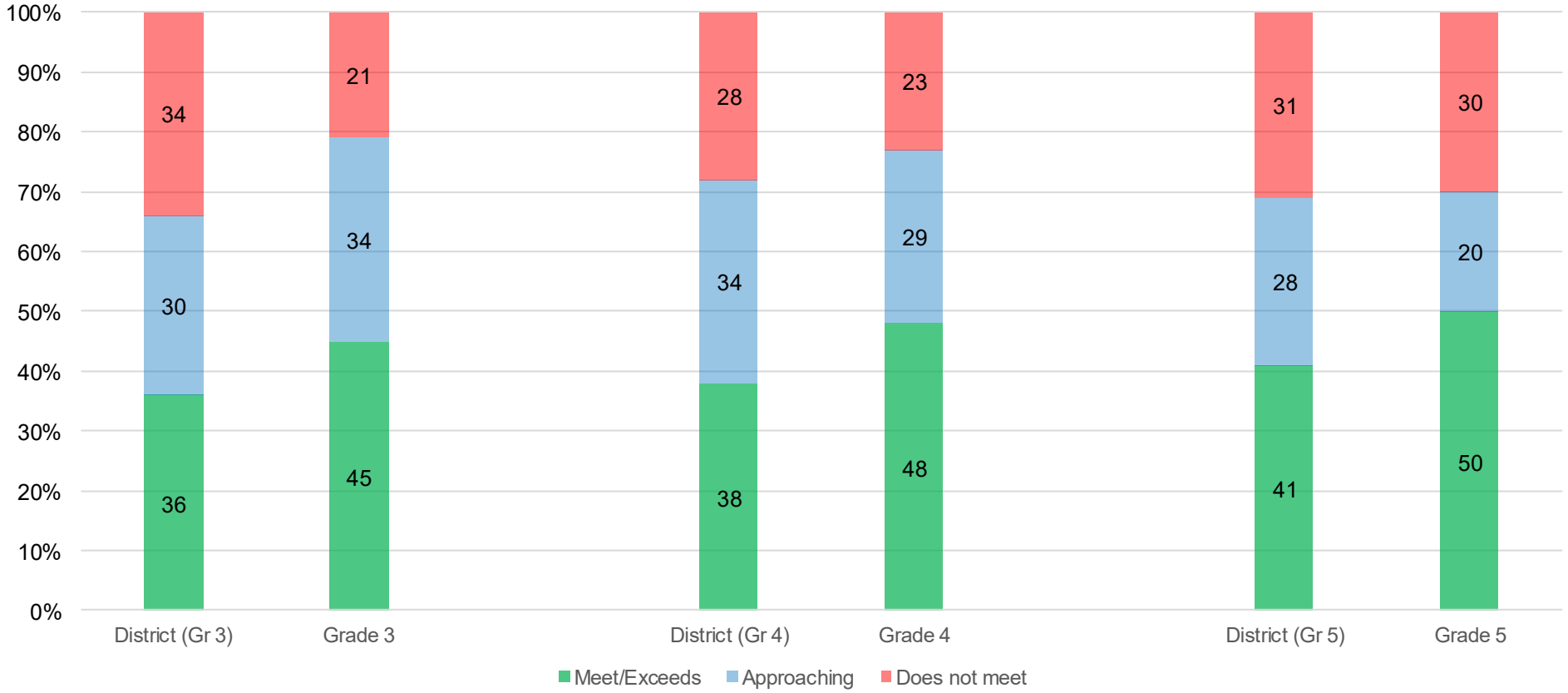
KSS: Action Plan to Meet Literacy Goals

Year	Grade 3		Grade 4		Grade 5	
	District	KSS	District	KSS	District	KSS
2024-25	36	39	38	37	41	50
2025-26 Target	41	44	43	42	46	55

Next Steps:

- NYS ELA Item Analysis indicates focus on extended response questions
  - Implementation of Student Response Journals in grades 1 to 5
- Establish Target Population of English Language Learners
  - Targeting transitioning and expanding on the NYSESLAT exam
  - Targeted skills-based instruction during the school day and after school
- Triangulation of Data
  - i.e., ARC, STAR, NYS ELA
- Student supports
  - Students below proficiency through MTSS/RTI-a
  - Students approaching grade level through after school Academic Intervention Services

NYS ELA: PAS


100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
34
30
36
21
34
45
28
34
38
23
29
48
31
28
41
30
20
50
District (Gr 3)
Grade 3
District (Gr 4)
Grade 4
District (Gr 5)
Grade 5
Meet/Exceeds
Approaching
Does not meet

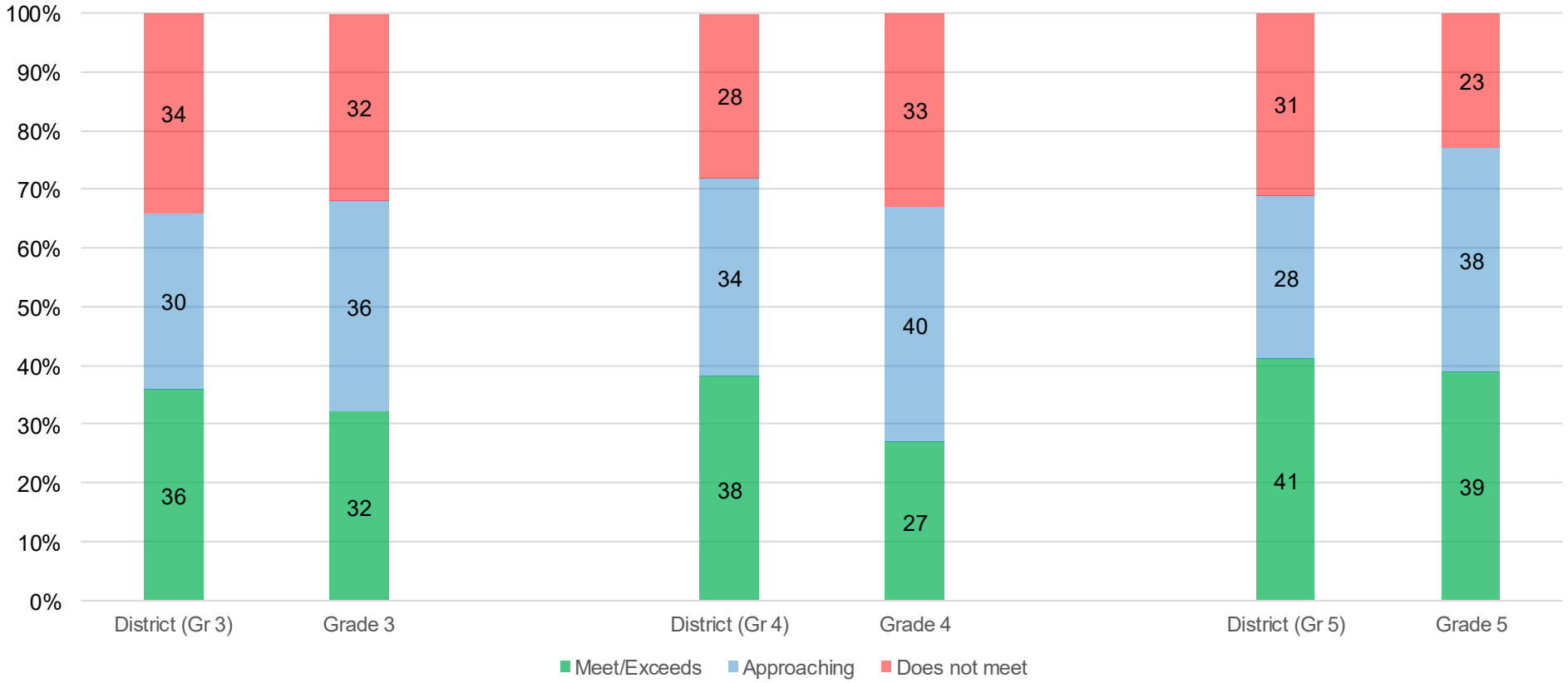
PAS: Action Plan to Meet Literacy Goals

Year	Grade 3		Grade 4		Grade 5	
	District	PAS	District	PAS	District	PAS
2024-25	36	45	38	48	41	50
2025-26 Target	41	49	43	53	46	55

Next Steps:

- Use data (School Pace, STAR) to monitor Tier 1 instruction, track student growth, and adjust teaching (Focus: 1st grade team)
- Interventionists and MTSS team to strengthen foundational reading skills
  - Implementing ARC Phonics/Word Study
  - Providing targeted supports—including UFLI/PAF interventions and double dosing for emergency-level first graders
- Teaching Assistants (TAs) training to support ARC Toolkit small-group instruction, School Pace data entry, and adjusting groups based on updated power goals
- Accuracy checks twice-yearly by K-5 teachers and leadership to ensure vertical alignment, calibrated leveling, and appropriate challenge for all students

NYS ELA: TAE


100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
34
30
36
32
36
32
28
34
38
33
40
27
31
28
41
23
38
39
District (Gr 3)
Grade 3
District (Gr 4)
Grade 4
District (Gr 5)
Grade 5
Meet/Exceeds
Approaching
Does not meet

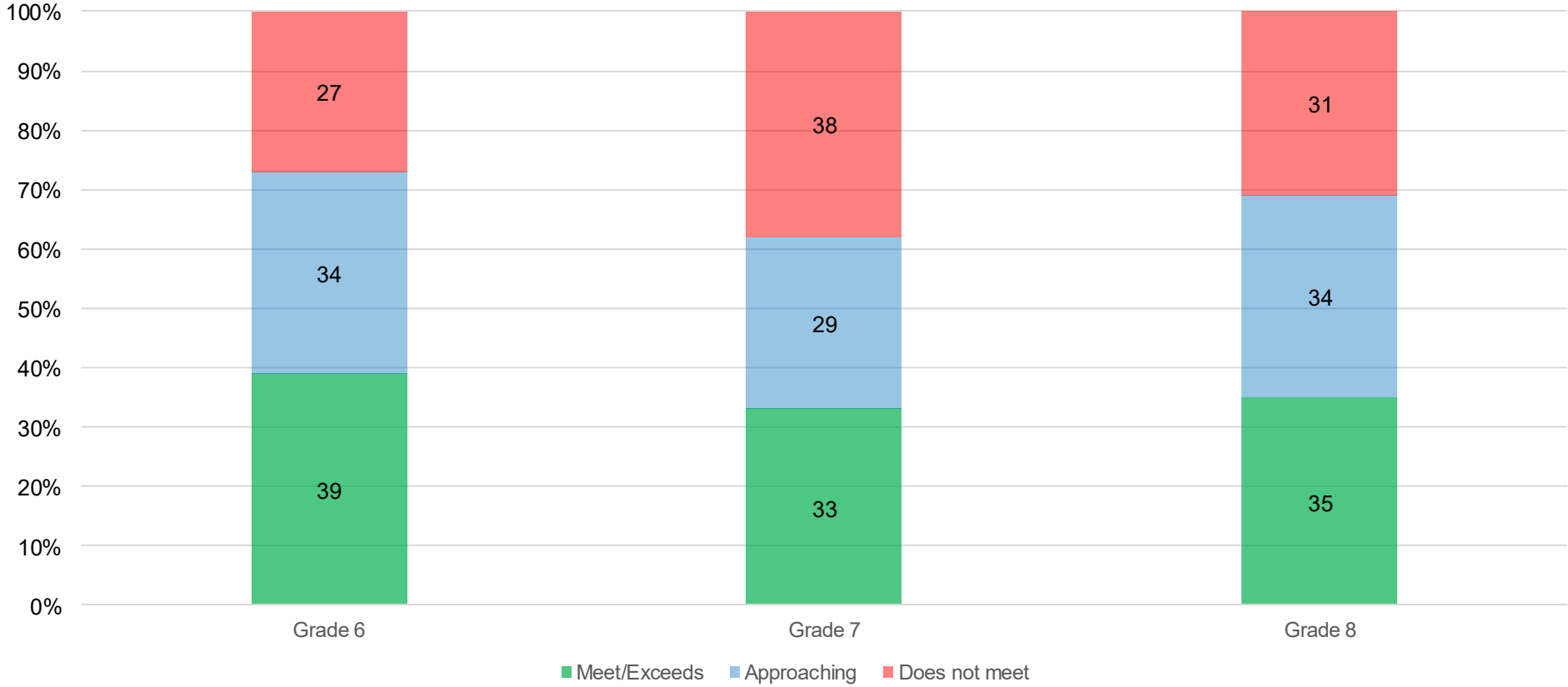
TAE: Action Plan to Meet Literacy Goals

Year	Grade 3		Grade 4		Grade 5	
	District	TAE	District	TAE	District	TAE
2024-25	36	32	38	27	41	39
2025-26 Target	41	37	43	32	46	44

Next Steps:

- Item Analysis from NYS and Star Assessment
  - Using Data from Analysis, teachers will plan what standards to focus on and create questions to assess student knowledge
- Identify Level 1 and Level 2 ELL students based on the NYS ELA Assessment, who are performing at transitioning or above based on the NYSESLAT
  - Create a 4th and 5th grade cohort for the ELL after school program to target specific skills needed to become proficient
- Triangulation of Data Points for ELA (i.e., NYS, Star, SchoolPace)
  - Ensure all students who are below proficiency on two or more assessments are receiving Response to Intervention support

NYS ELA: PCMS


100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
27
34
39
38
29
33
31
34
35
Grade 6
Grade 7
Grade 8
Meet/Exceeds
Approaching
Does not meet

PCMS: Action Plan to Meet Literacy Goals

PCMS	Grade 6	Grade 7	Grade 8
2024-25	39	33	35
2025-26 Target	44	38	40

Next Steps:

- Data teams
  - BOCES consultant and Professional development
  - Building level stakeholders on MTSS
  - Assigning and designing tiers and interventions
  - Triangulating data-ARC toolkit, STAR and NYS Assessments
- Schoolwide focus on reading and writing across the content areas
  - Use of writing strategies (RACE and CER) with 2-point grading rubric
  - Increase text complexity to build stamina and provide appropriate challenge
- Providing targeted Academic Intervention Support (AIS) services during lunch and after school

NYS ELA: PCHS

Year	Group/Subgroup	Scored <55%	55 - 64%	65 - 78%	79 - 84%	85 - 100%
2024-25	Overall	8	11	39	20	21
	General Ed	7	10	40	20	24
	SWD	19	21	38	19	2
	ELL	15	24	50	10	1
2023-24	Overall	13	12	25	22	28
	General Ed	13	10	24	22	30
	SWD	14	23	40	21	2
	ELL	29	20	33	10	7

PCHS: Action Plan to Meet Literacy Goals

PCHS	ELA Regents
2024-25	80
2025-26 Target	85

Next Steps:

- Professional development to support the development and use of performance-based assessments as part of the PLAN pilot
- PLAN pilot regulatory exemption for ELLs to complete the performance-based assessments as alternate means to satisfy ELA Regents graduation requirement
- Must have previously taken and failed English Language Arts



NYS ELA: Sample Question & Analysis

NYS ELA: Sample Test Question

2024 (Grade 3)

26 Which sentence **best** shows a theme of the story?

- **A** Goals can be reached through hard work.
- **B** Good things happen to people who tell the truth.
- **C** Trusting what others do can be rewarding.
- **D** The happiest moments in life are those spent with family.

24 **This question is worth 2 credits.**

What theme is **best** supported by paragraphs 17 through 25 of "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*"? Use **two** details from the story to support your response.

Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

2025 (Grade 4)

23 Which sentence **best** states a theme of the story?

- **A** The best mysteries are solved using teamwork.
- **B** People in different cities can have a lot in common.
- **C** Helping others can bring surprising rewards.
- **D** Pets are important for bringing families together.

34 **This question is worth 2 credits.**

In *A Wedding-Cake Tale*, how do Able's actions in paragraphs 4 through 6 support a theme about being a good friend? Use **two** details from the story to support your response.

NYS ELA: Sample Analysis

2024

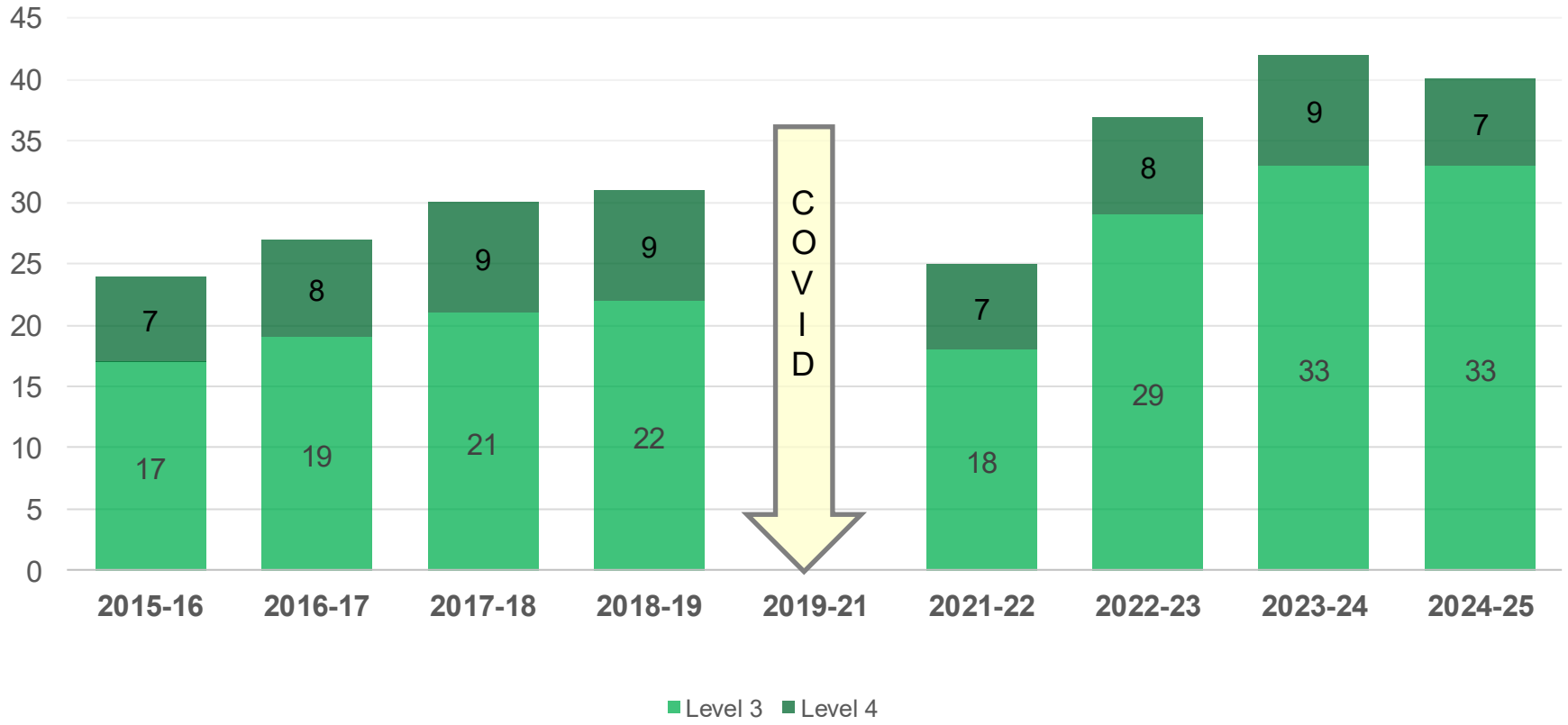
Standard	3.RL.2 Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.			
Item #	Points	Building Success	District Success	Region Success
26	MC	JFK 25% KSS 19% PAS 22% TAE 19%	22%	42%
24	2	JFK 33% KSS 33% PAS 57% TAE 33%	38%	50%

2025

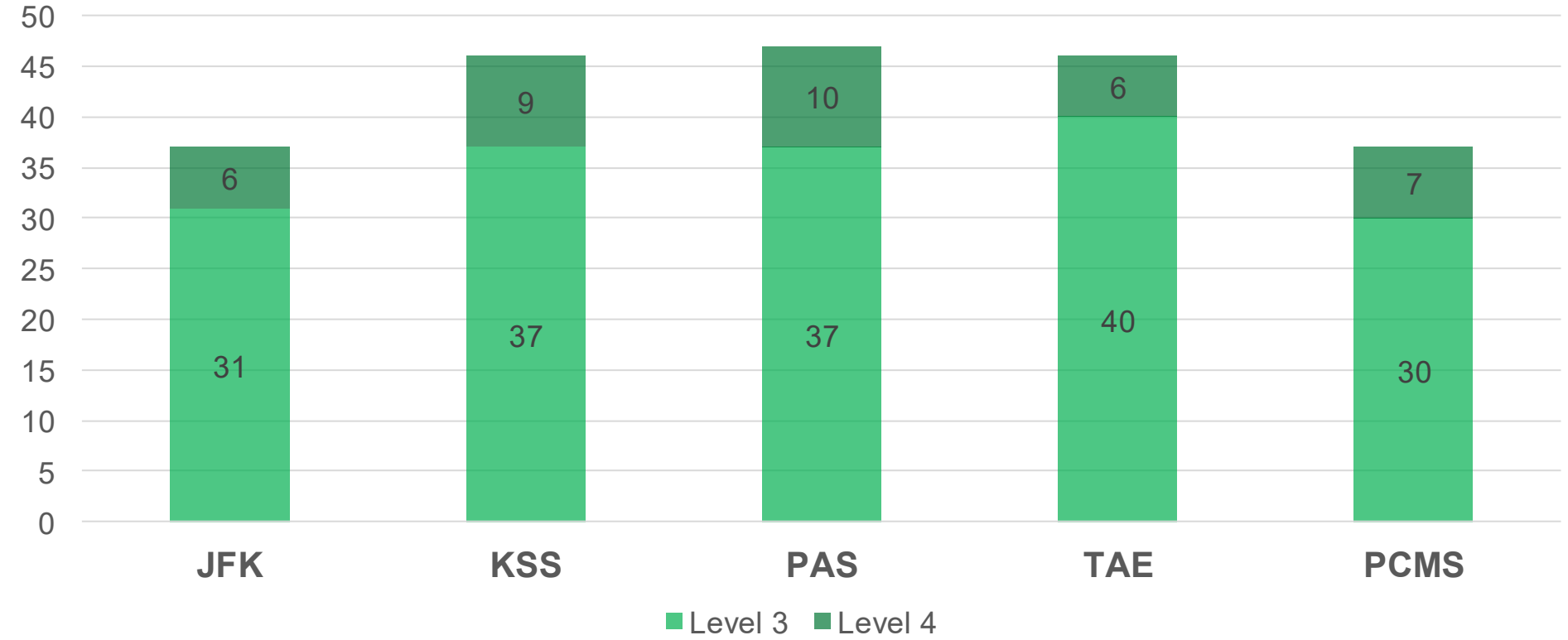
Standard	4.RL.2 Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.			
Item #	Points	Building Success	District Success	Region Success
23	MC	JFK 54% KSS 65% PAS 58% TAE 46%	56%	69%
34	2	JFK 56% KSS 53% PAS 65% TAE 50%	56%	68%

NYS Math: District & School Data

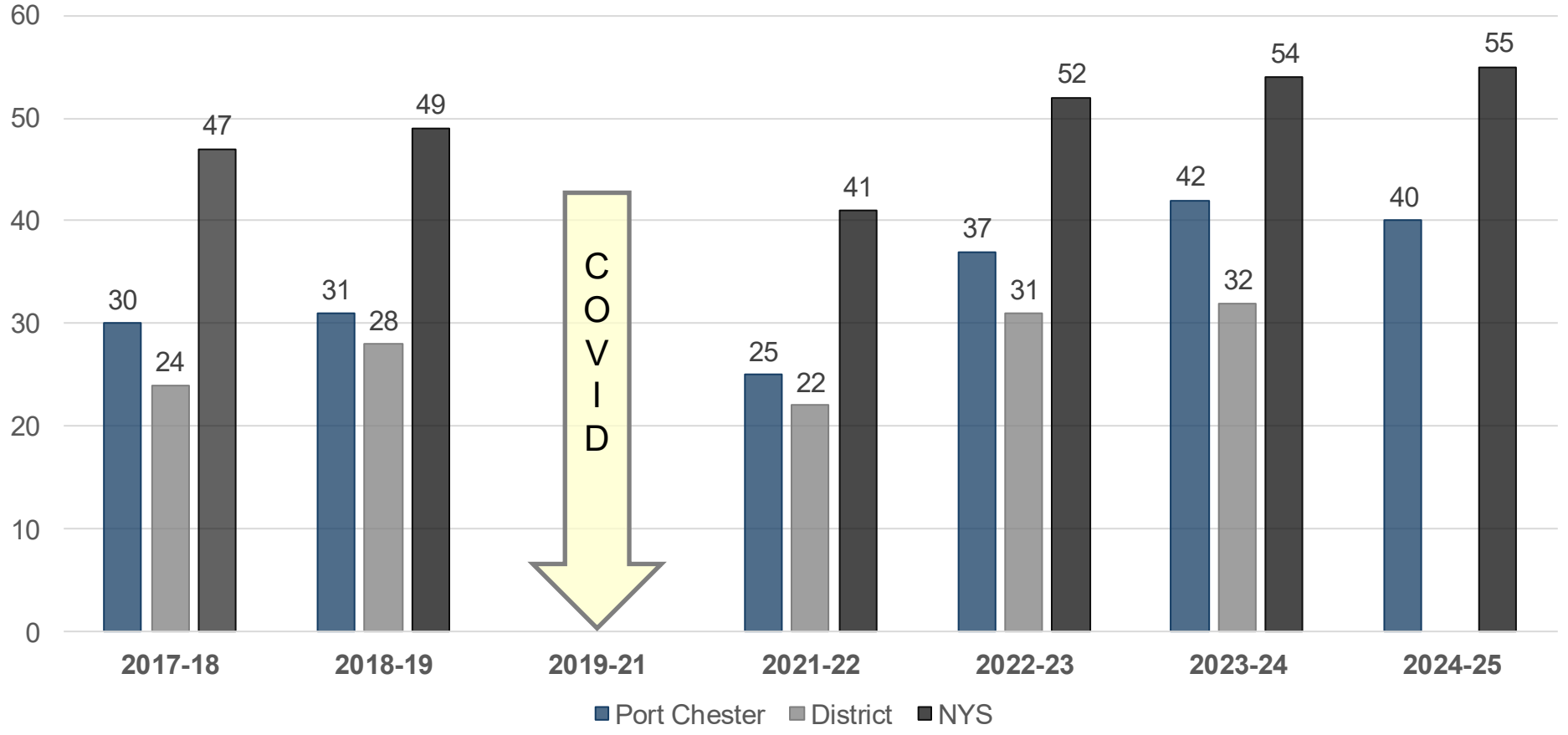
NYS Combined 3-8 Math Proficiency



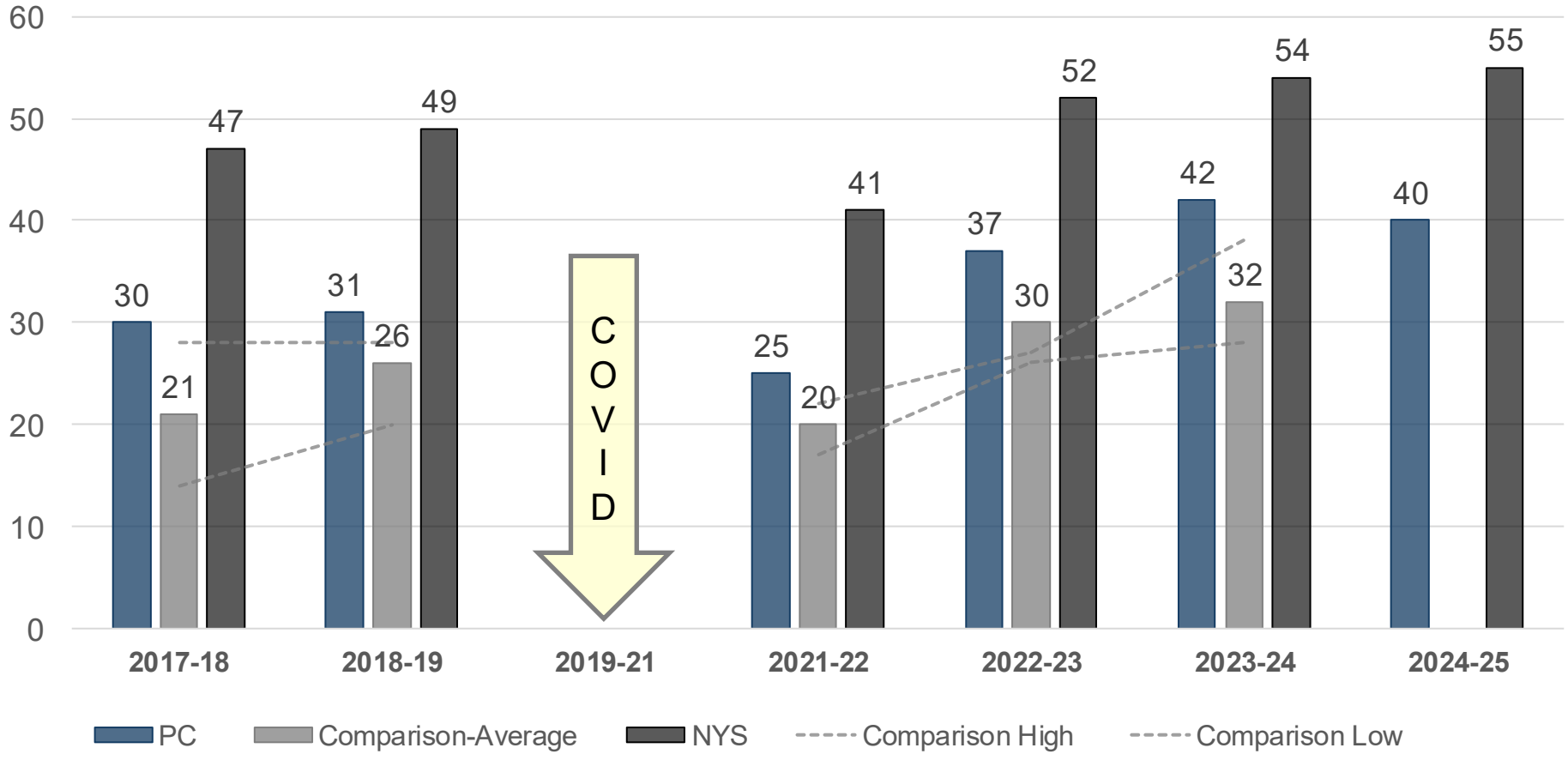
NYS Combined 3-8 Math Proficiency By School



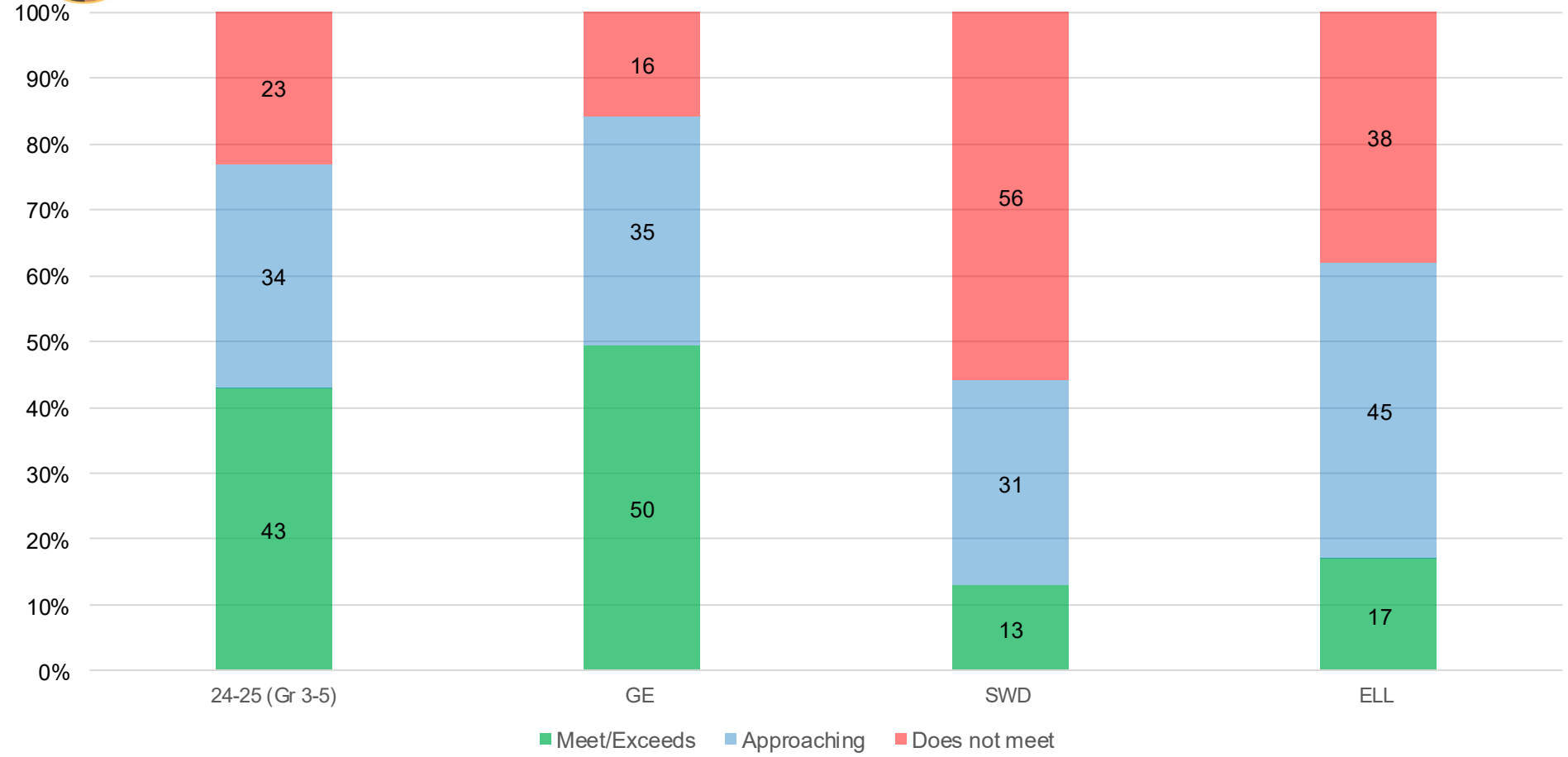
Math: Similar District Comparison



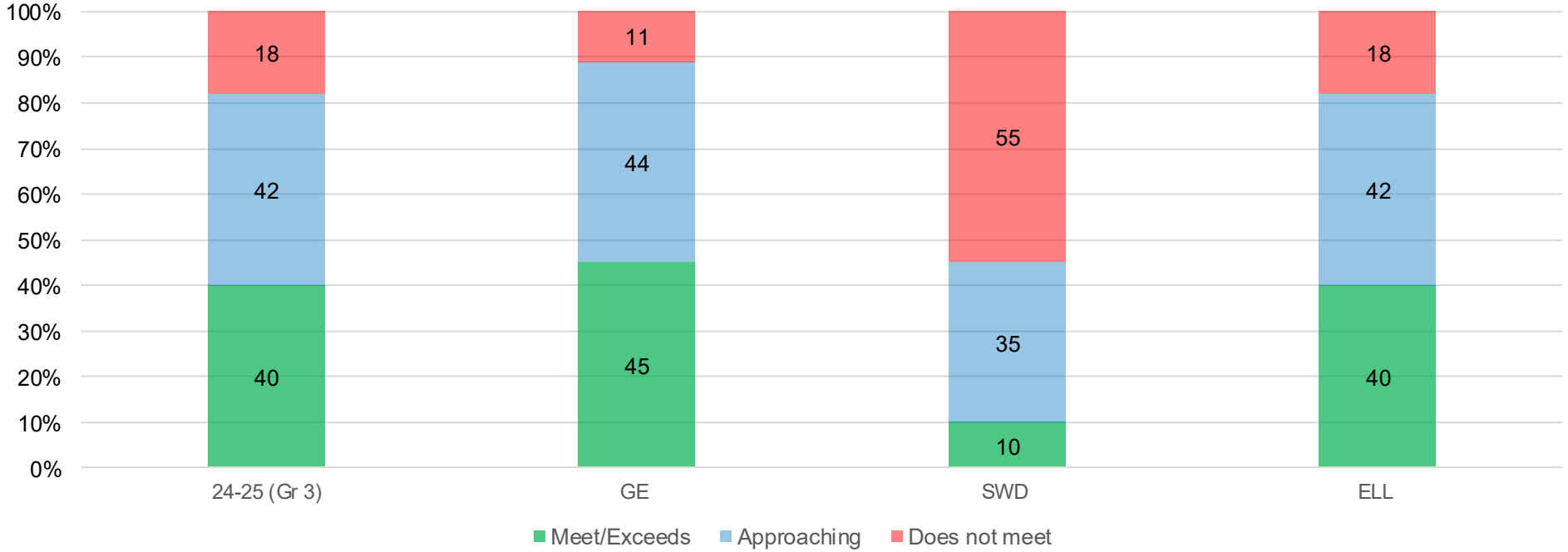
Math: Similar Districts Comparison



NYS Math: Grade 3-5

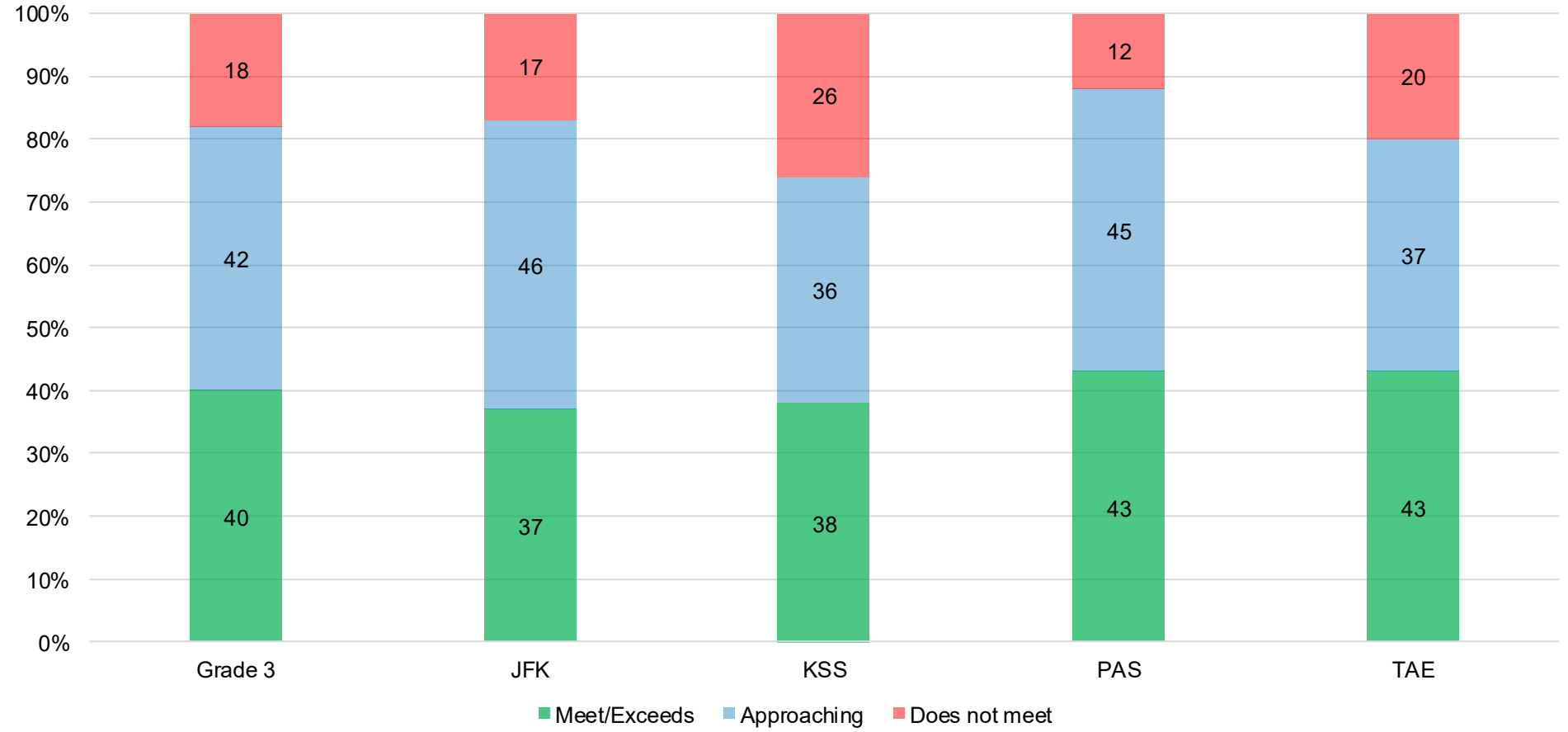


NYS Math: Grade 3

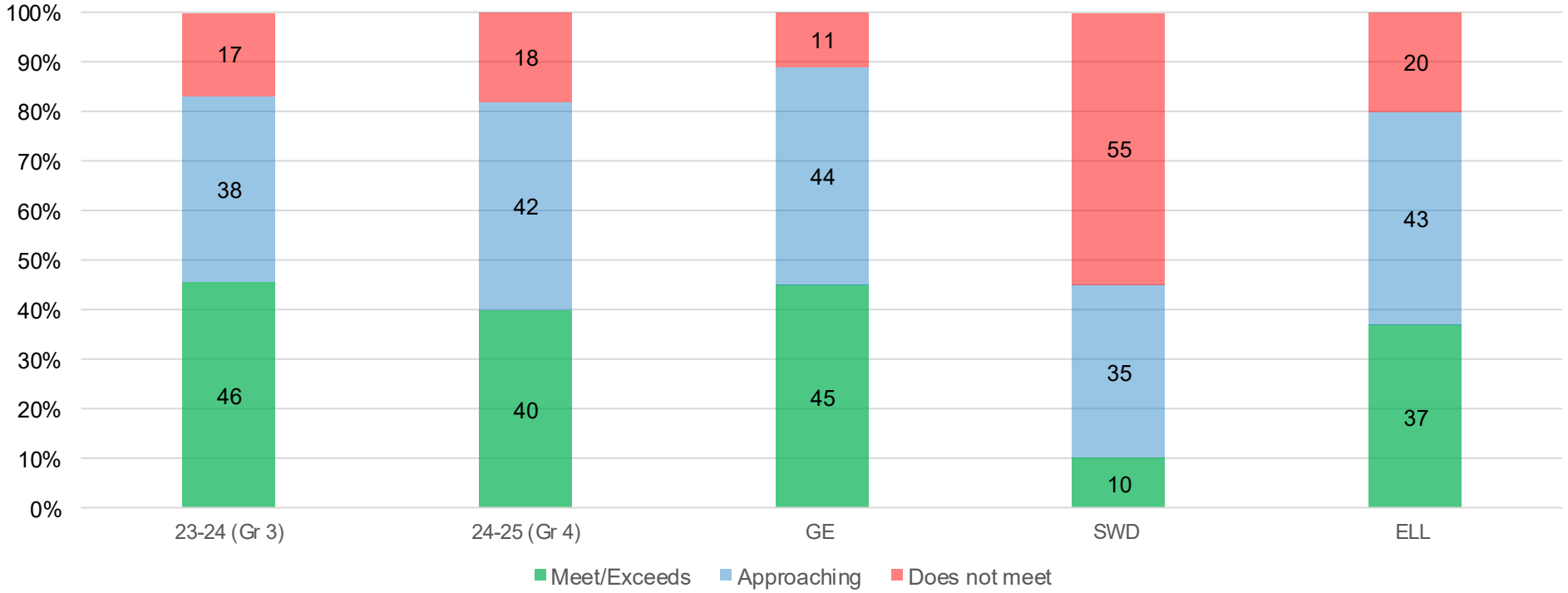


Grade	Level 1			Level 2			Level 3			Level 4
3	Total	381-413	413-423	Total	424-433	434-449	Total	450-477	478-486	Total (487–509)
	56	21 (38 %)	35 (63%)	128	52 (41%)	76 (59%)	103	80 (78%)	11 (11%)	17

NYS Math: Grade 3 Across the District

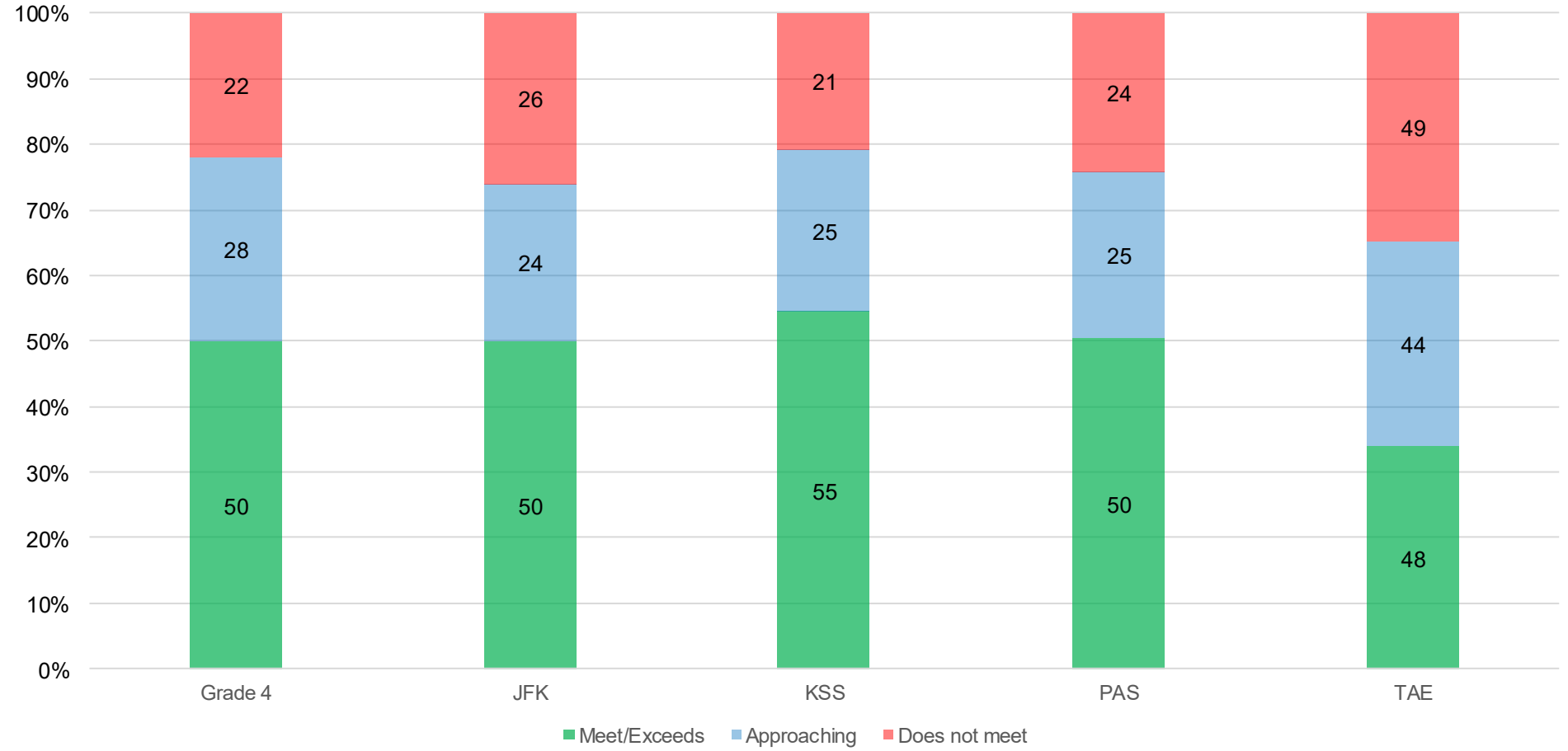


NYS Math: Grade 4

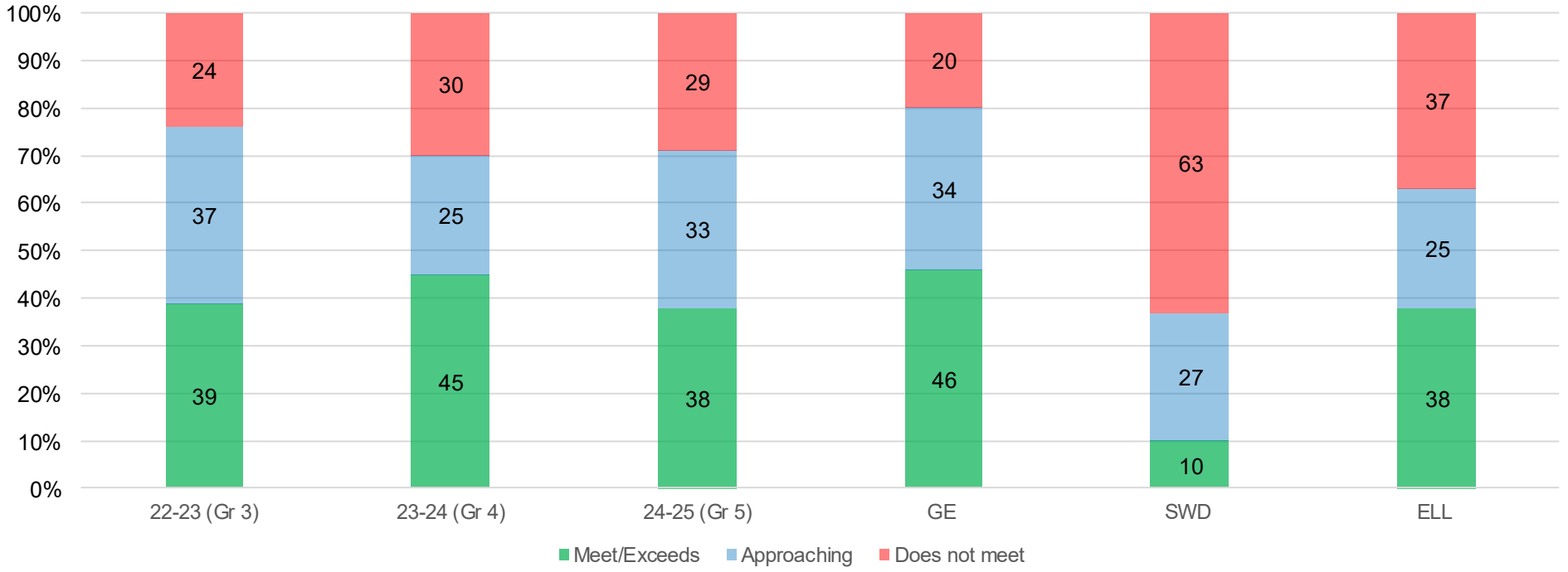


Grade	Level 1			Level 2			Level 3			Level 4
4	Total	381-419	420-431	Total	431-439	440-449	Total	450-476	477-485	Total (486–516)
	77	27 (35%)	45 (58%)	94	48 (51%)	46 (49%)	64	38 (59%)	28 (44%)	43

NYS Math: Grade 4 Across the District

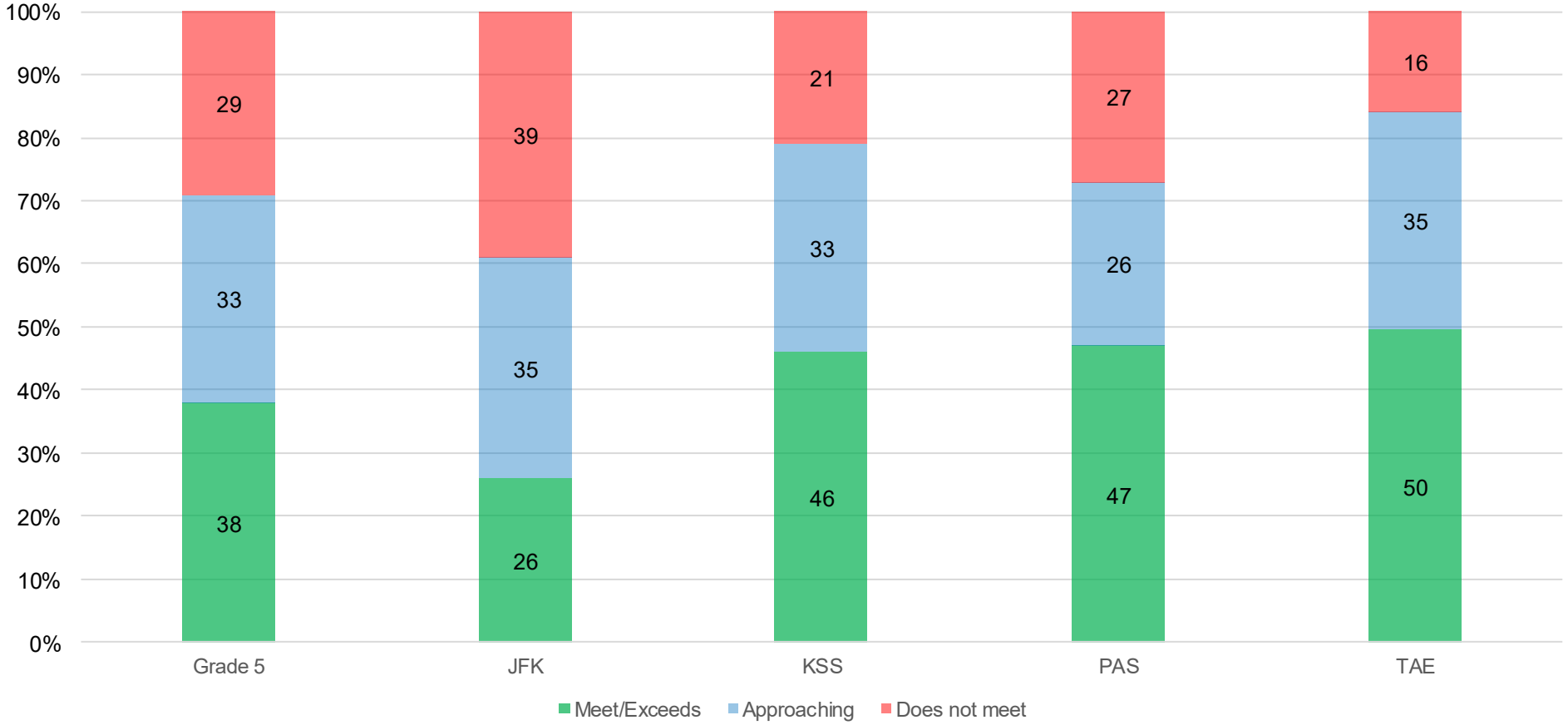


NYS Math: Grade 5

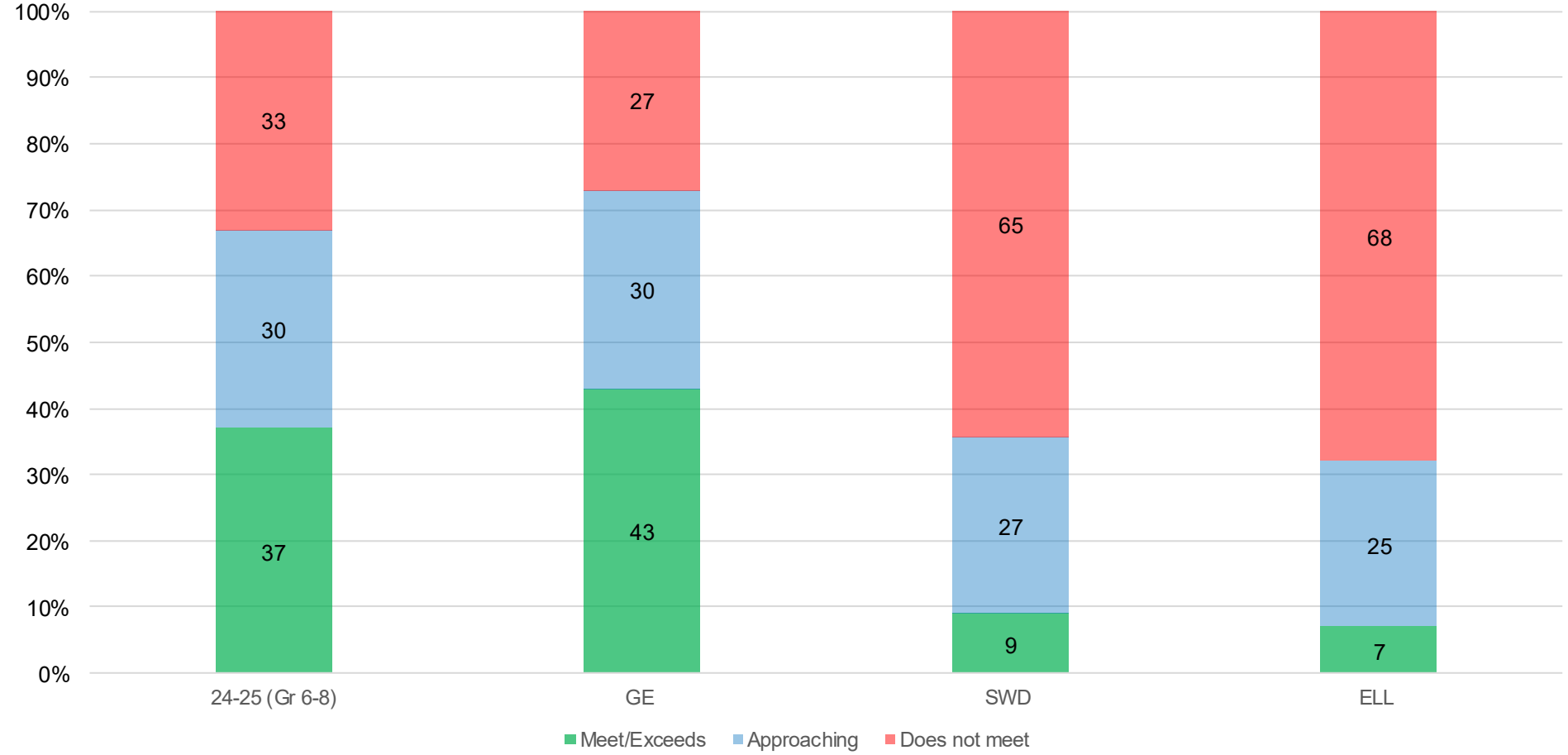


Grade	Level 1			Level 2			Level 3			Level 4
5	Total	385-419	420-431	Total	432-439	440-449	Total	450-471	472-482	Total (483–513)
	92	43 (47%)	49 (53%)	84	51 (61%)	33 (39%)	85	75 (88%)	10 (12%)	39

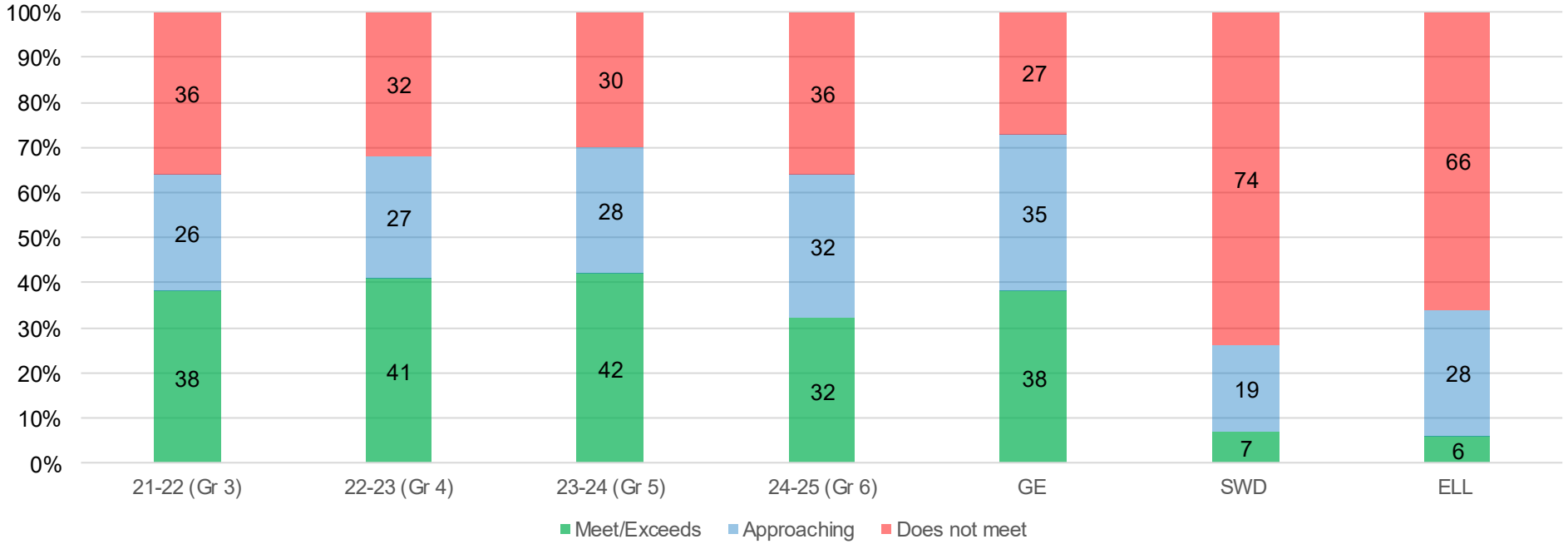
NYS Math: Grade 5 Across the District



NYS Math: Grades 6-8

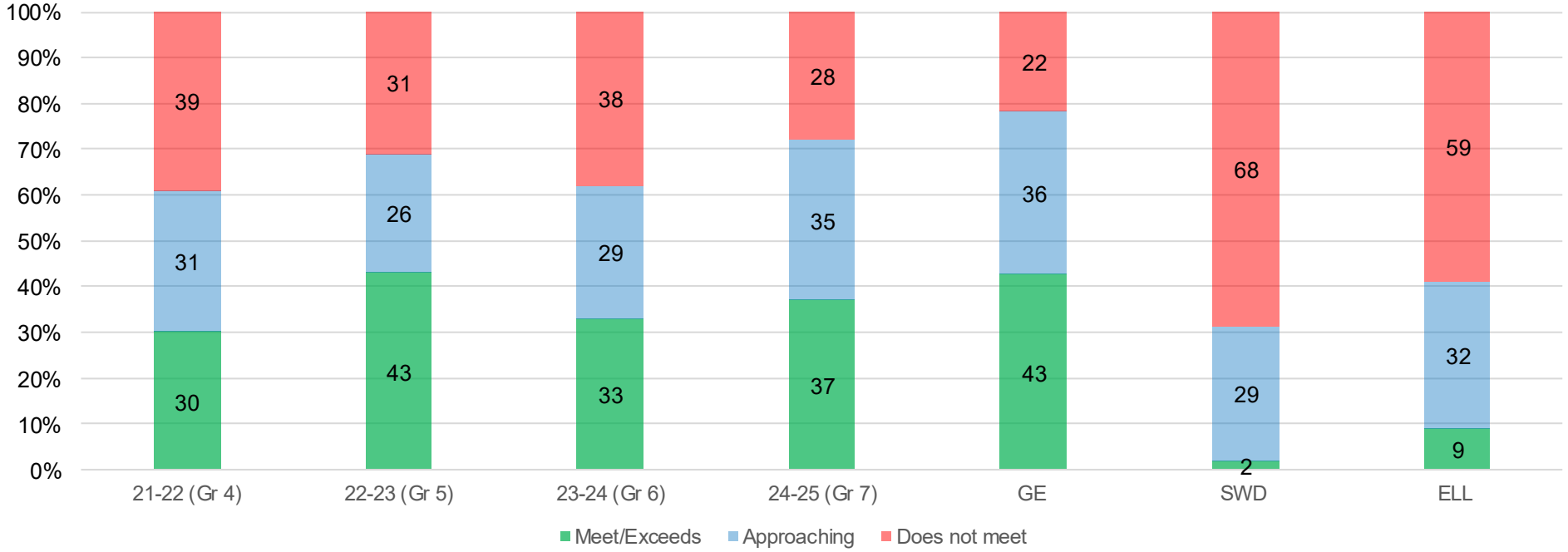


NYS Math: Grade 6



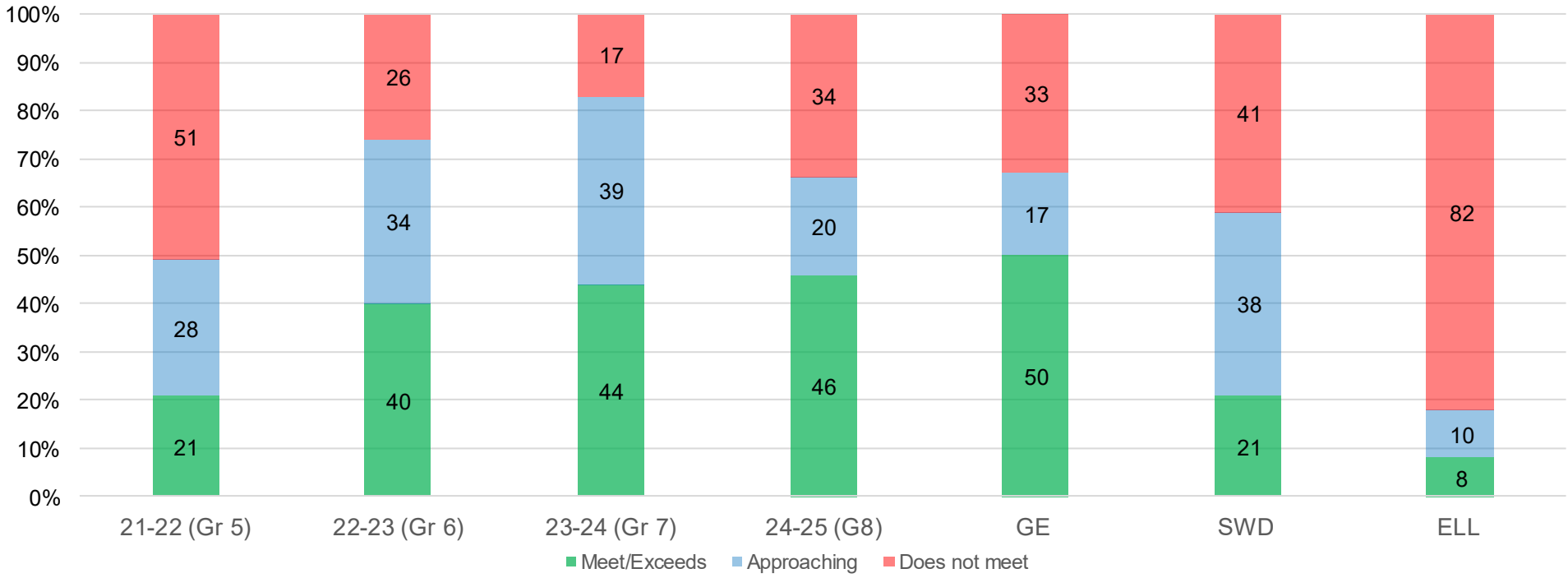
Grade	Level 1			Level 2			Level 3			Level 4
6	Total	387-419	420-430	Total	431-439	440-449	Total	450-473	474-484	Total (485–518)
	117	53 (45%)	64 (55%)	105	49 (47%)	56 (53%)	88	71 (81%)	17 (19%)	15

NYS Math: Grade 7



Grade	Level 1			Level 2			Level 3			Level 4
7	Total	380-418	419-429	Total	431-439	440-449	Total	450-465	466-476	Total (477–513)
	83	33 (40%)	50 (60%)	103	63 (61%)	40 (39%)	81	63 (78%)	18 (22%)	27

NYS Math: Grade 8



Grade	Level 1			Level 2			Level 3			Level 4
8	Total	376-419	420-435	Total	436-441	442-449	Total	450-470	471-481	Total (482–516)
	85	29 (34%)	56 (66%)	49	27 (55%)	22 (45%)	96	77 (80%)	19 (20%)	20

NYS Math: Algebra

Year	Group/Subgroup	Scored <55%	55 - 64%	65 - 78%	79 - 84%	85 - 100%
2024-25 * New exam	Overall	19	34	34	11	3
	General Ed	16	34	35	12	3
	SWD	37	34	28	0	0
	ELL	31	40	27	2	1
2023-24	Overall	11	21	41	25	3
	General Ed	10	19	42	26	3
	SWD	15	29	35	19	2
	ELL	19	31	32	14	4

PCHS: Action Plan to Meet Math Goal

PCHS	Algebra I Regents
2024-25	48
2025-26 Target	60

Next Steps:
Mathemtics teacher leader analyzed June Algebra 1 data to identify trends

- Algebra 1-Plus teachers using common assessments to measure progress towards standards mastery in preparation for this year's Regents
- Meet regularly to discuss instructional best practices and adapting instruction based on assessment data
- Targeted, intensive regents review (after school and in-class) leading up to January exam



NYS Math: Sample Question & Analysis

NYS Math: Sample Test Question

2024 (Grade 3)

38 **This question is worth 3 credits.**

The list below describes the distances between Manny's home, his school, and a park.

- The distance between his home and his school is $\frac{3}{4}$ mile.
- The distance between his home and the park is $\frac{3}{8}$ mile.

Does Manny live closer to the school or closer to the park? Be sure to include what you know about fractions in your answer.

Explain your answer.

The distance between Pilar's home and the same park is $\frac{5}{8}$ mile. Who lives closer to the park, Manny or Pilar? Be sure to include what you know about fractions in your answer.

Explain your answer.

2025 (Grade 4)

39 **This question is worth 2 credits.**

How can the fraction $\frac{1}{2}$ be used to compare the fractions $\frac{3}{5}$ and $\frac{4}{10}$? Be sure to include a number sentence using the symbols $>$, $<$, or $=$ to compare the fractions $\frac{3}{5}$ and $\frac{4}{10}$ in your answer.

Explain how you determined your answer.

24 Which comparison is true?

A $\frac{1}{3} = \frac{4}{6}$

B $\frac{2}{5} < \frac{4}{10}$

C $\frac{3}{4} > \frac{7}{8}$

D $\frac{5}{10} = \frac{3}{6}$

NYS Math: Sample Analysis

2024

Standard	3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.			
Item #	**Points**	**Building Success**	**District Success**	**Region Success**
38	3	JFK 15% KSS 14% PAS 25% TAE 13%	17%	30%

2025

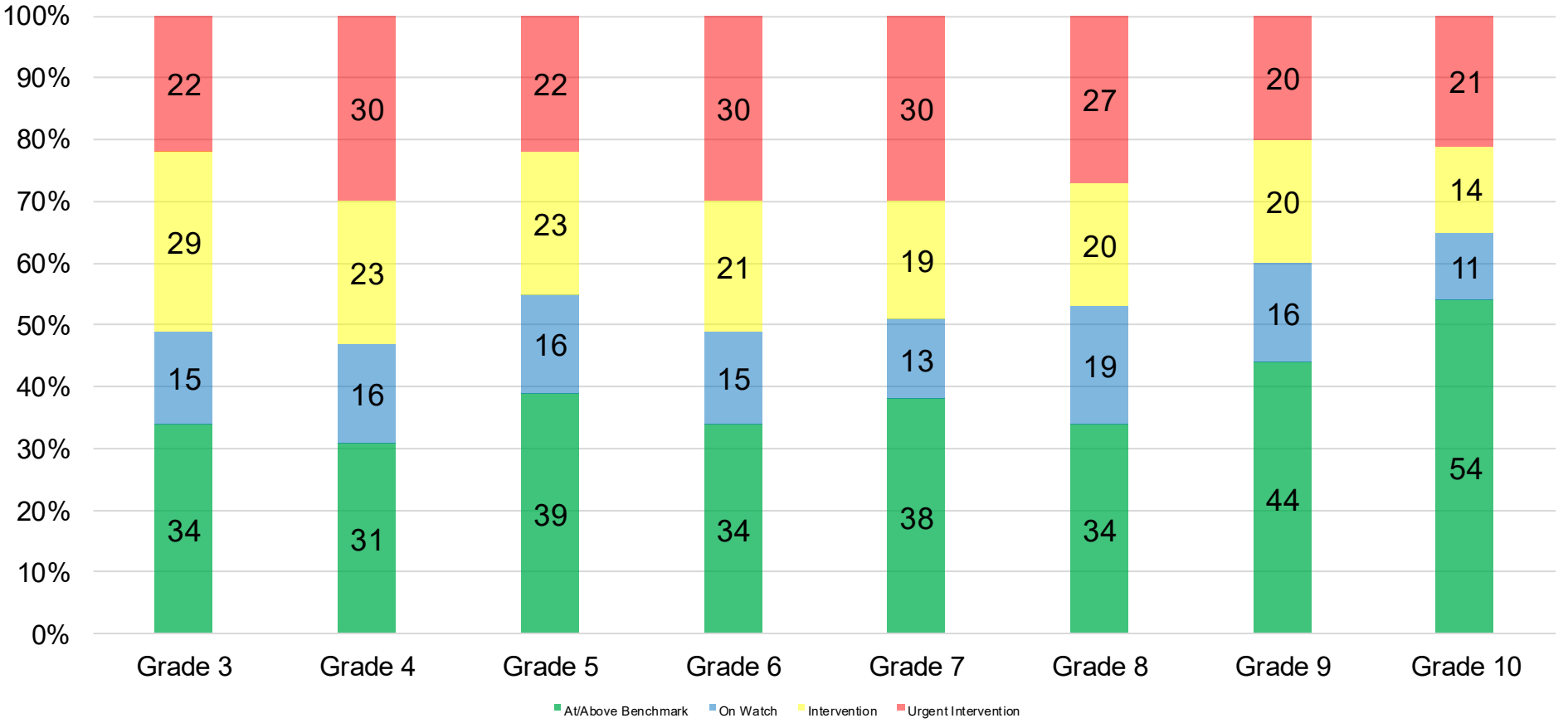
Standard	4.NF.2 Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2 . Record the results of comparisons with symbols >, =, or <, and justify the conclusions. e.g., using a visual fraction model.			
Item #	**Points**	**Building Success**	**District Success**	**Region Success**
39	2	JFK 22% KSS 27% PAS 28% TAE 21%	24%	33%
24	MC	JFK 25% KSS 60% PAS 46% TAE 27%	37%	55%



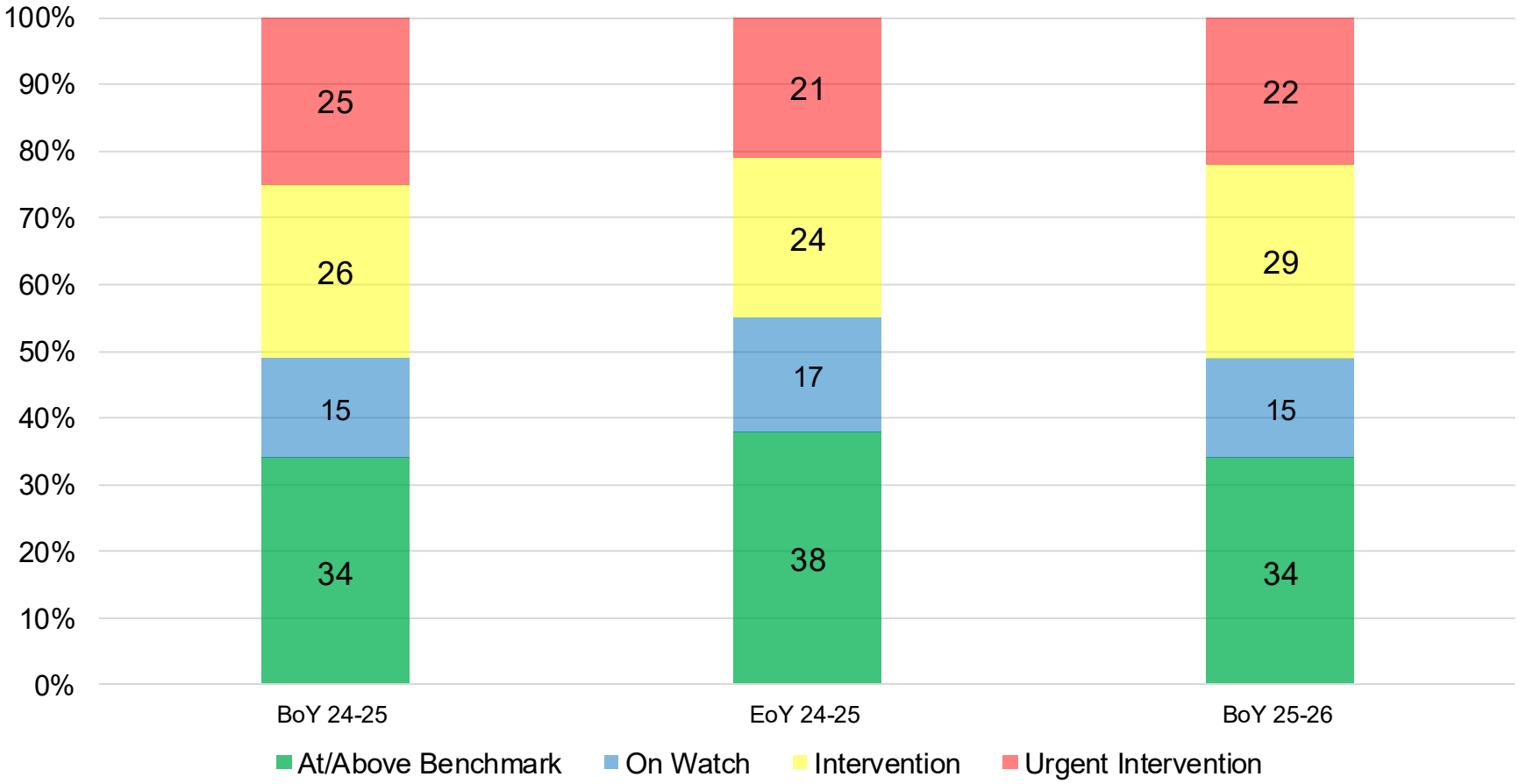
2025-26 STAR Assessments

Testing Window: Beginning of Year (September 3 – October 3)

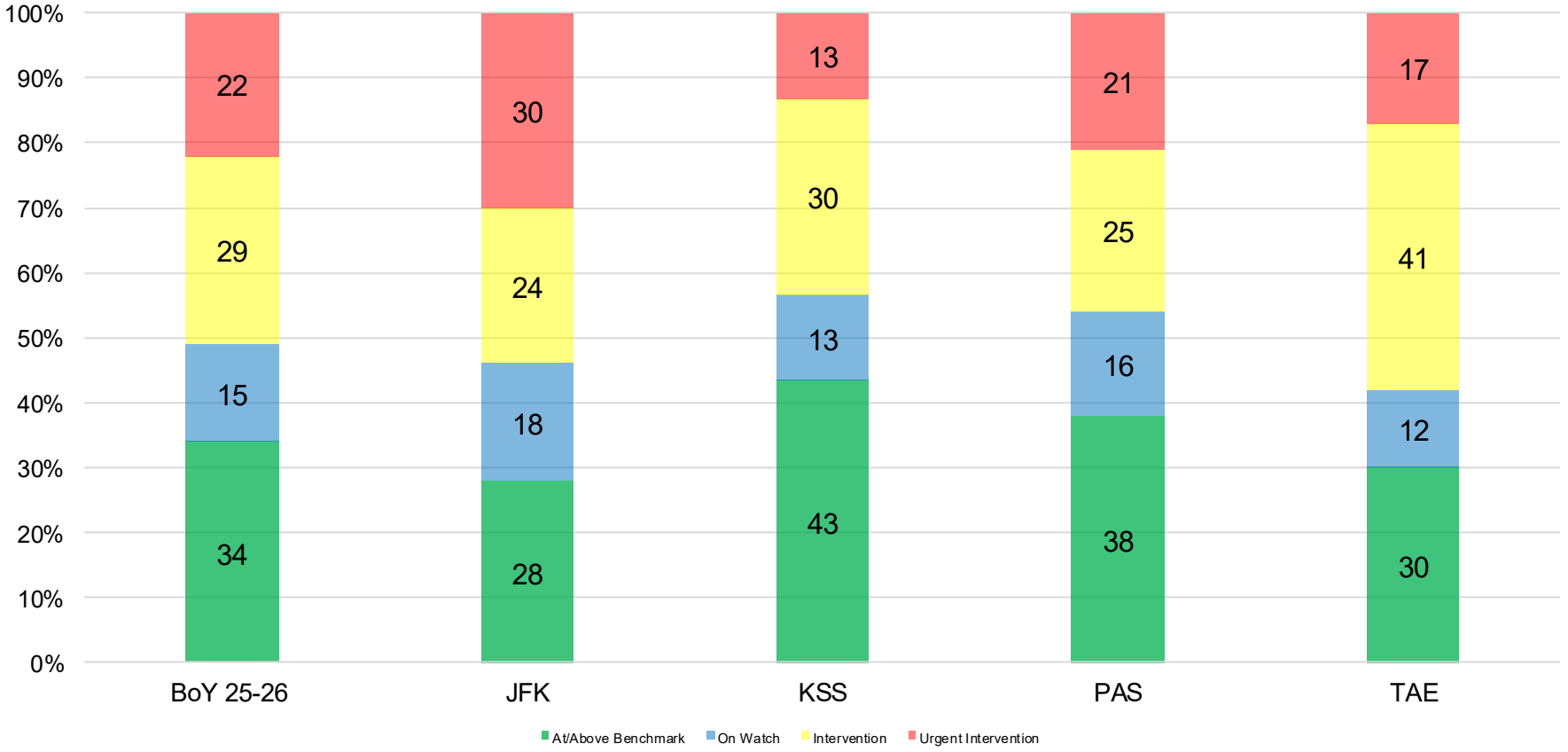
STAR Reading: District Proficiency



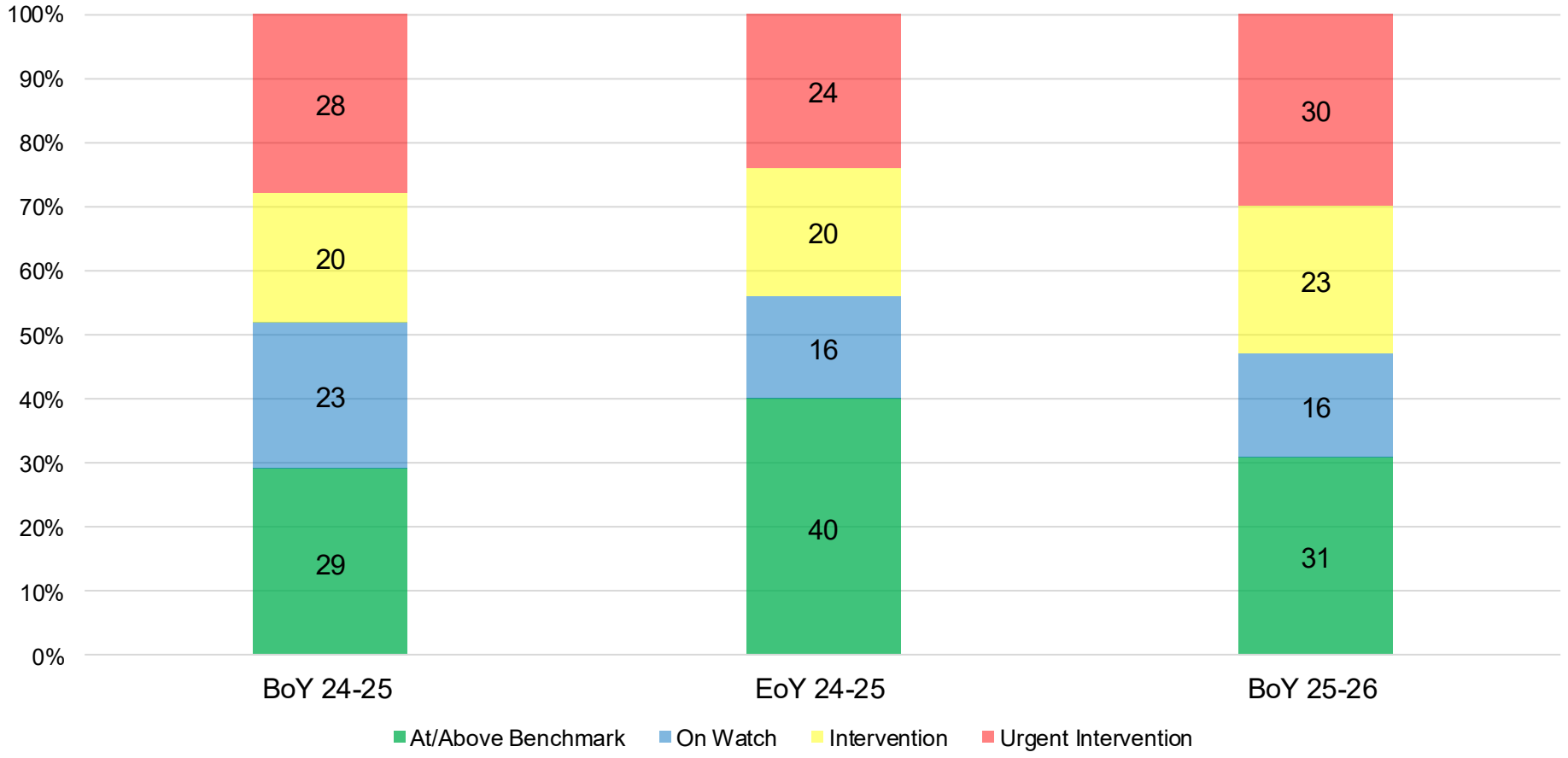
STAR Reading: Grade 3 Cohort



STAR Reading: Grade 3 Across the District



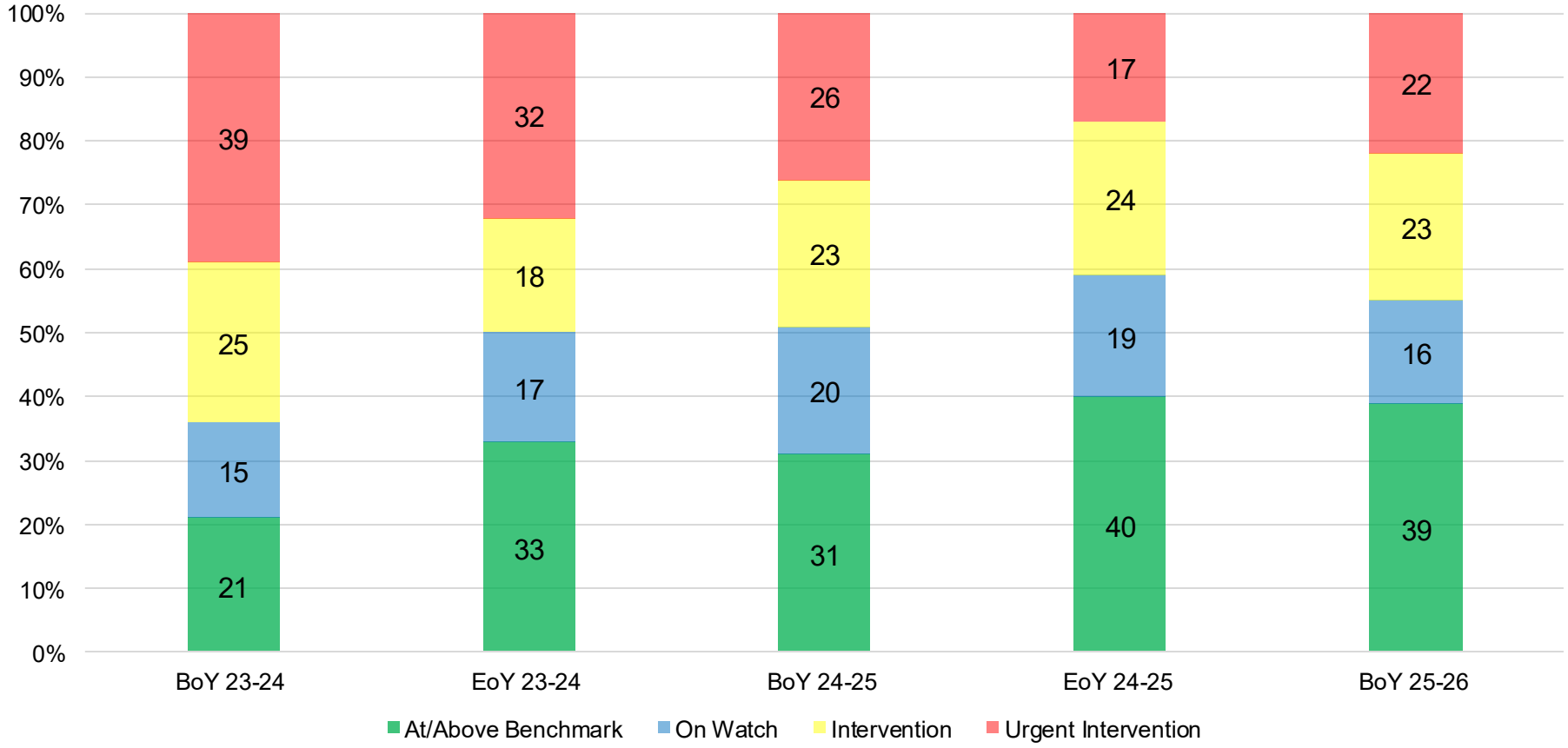
STAR Reading: Grade 4 Cohort



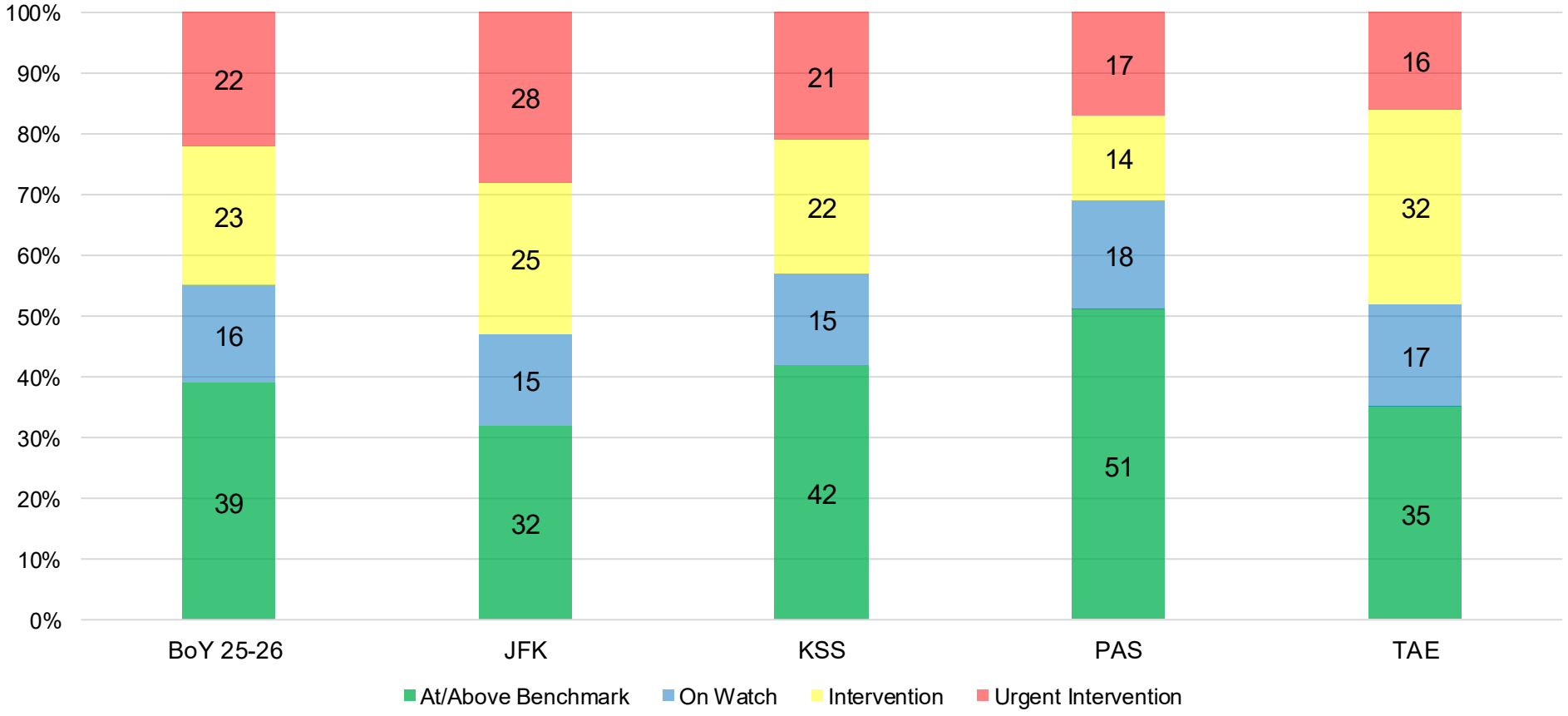
STAR Reading: Grade 4 Across the District



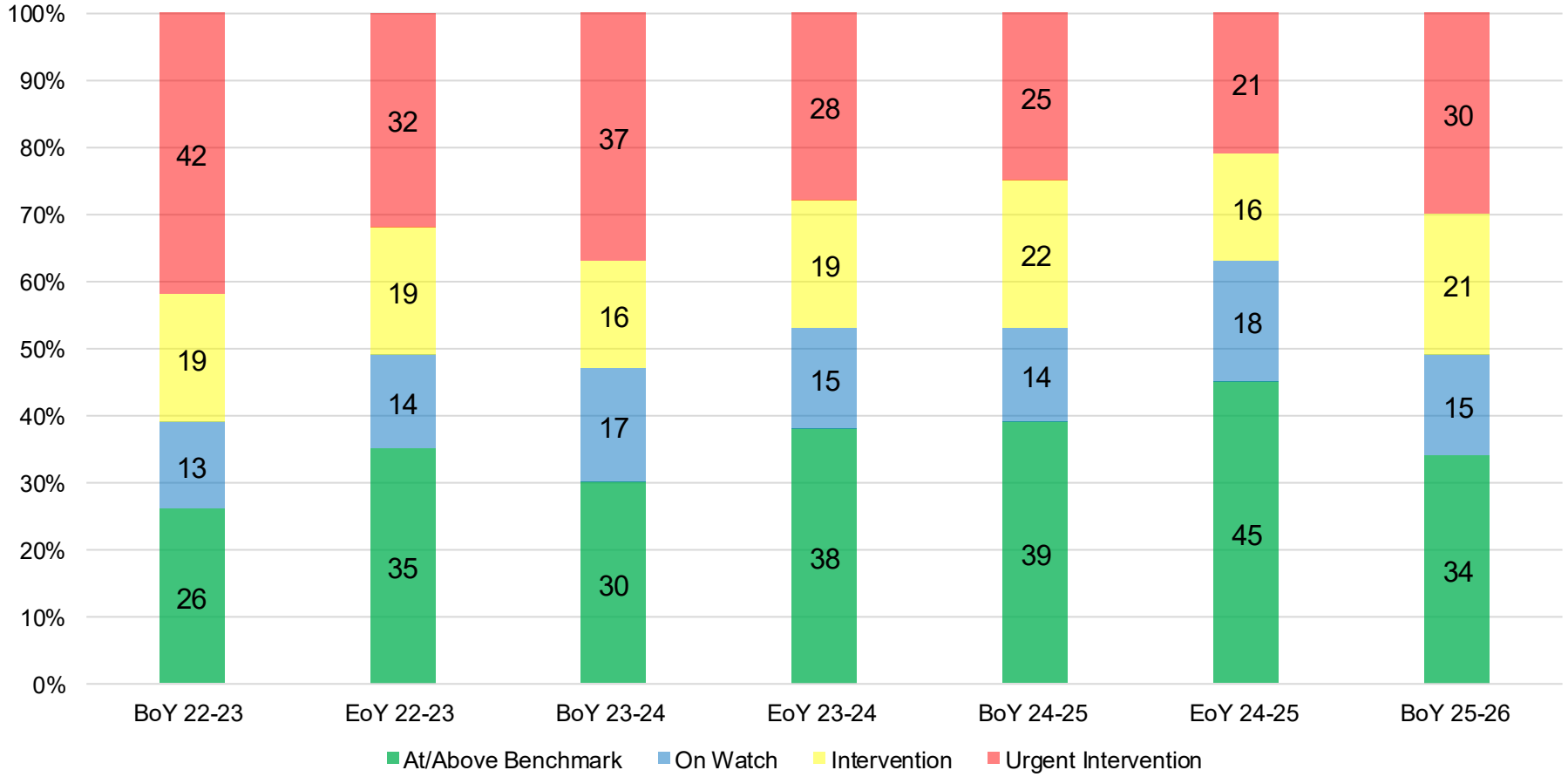
STAR Reading: Grade 5 Cohort



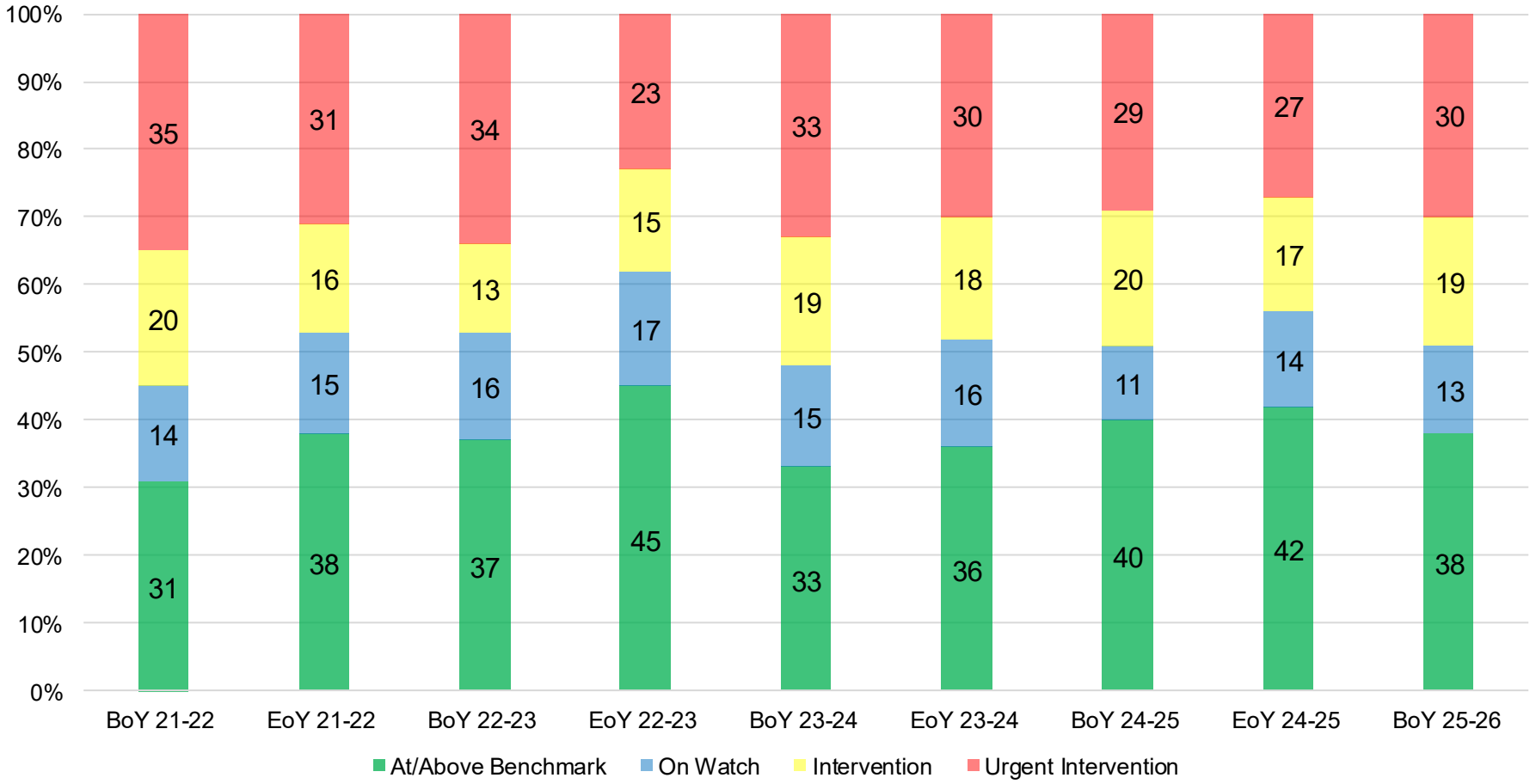
STAR Reading: Grade 5 Across the District



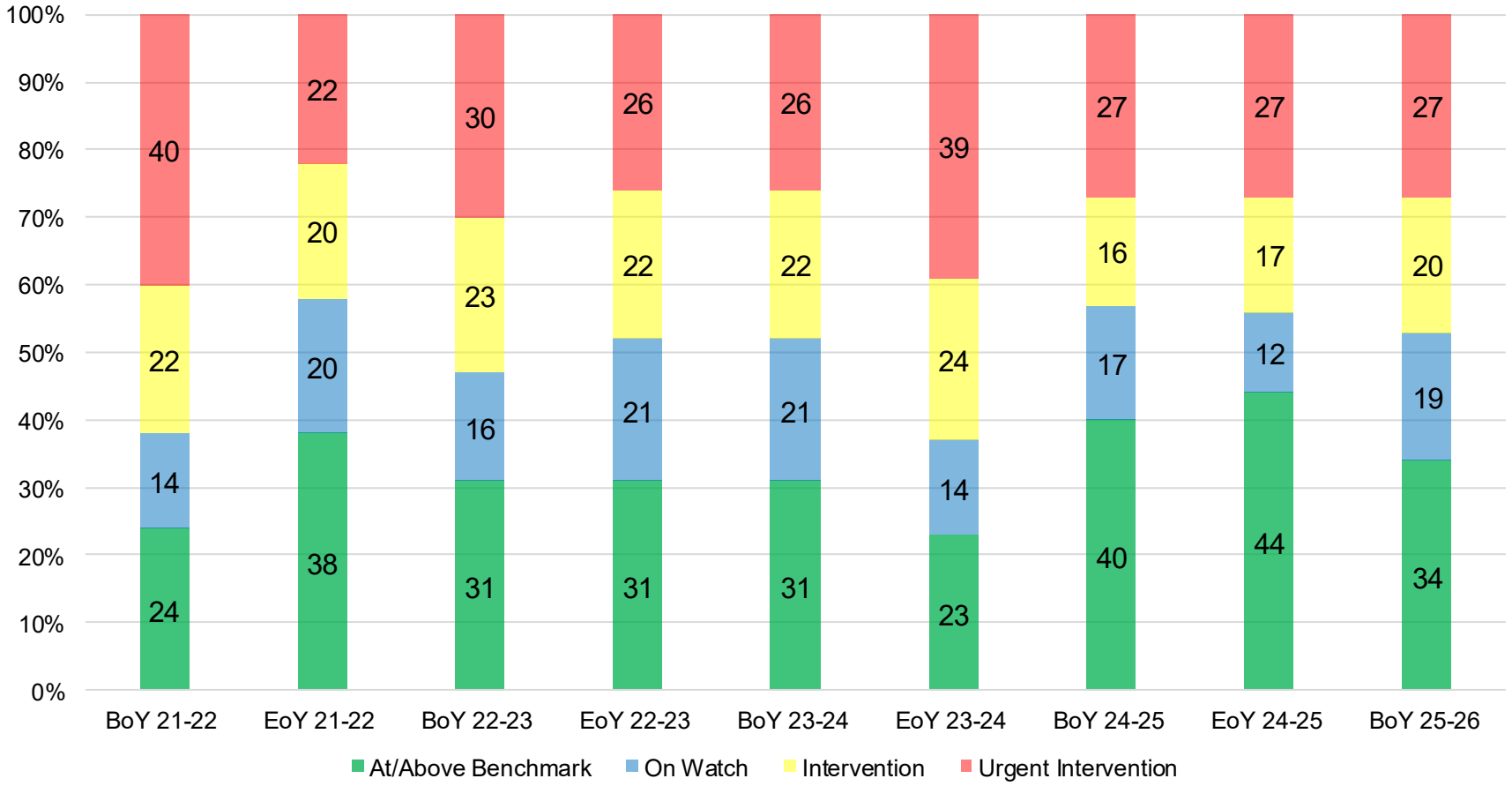
STAR Reading: Grade 6 Cohort



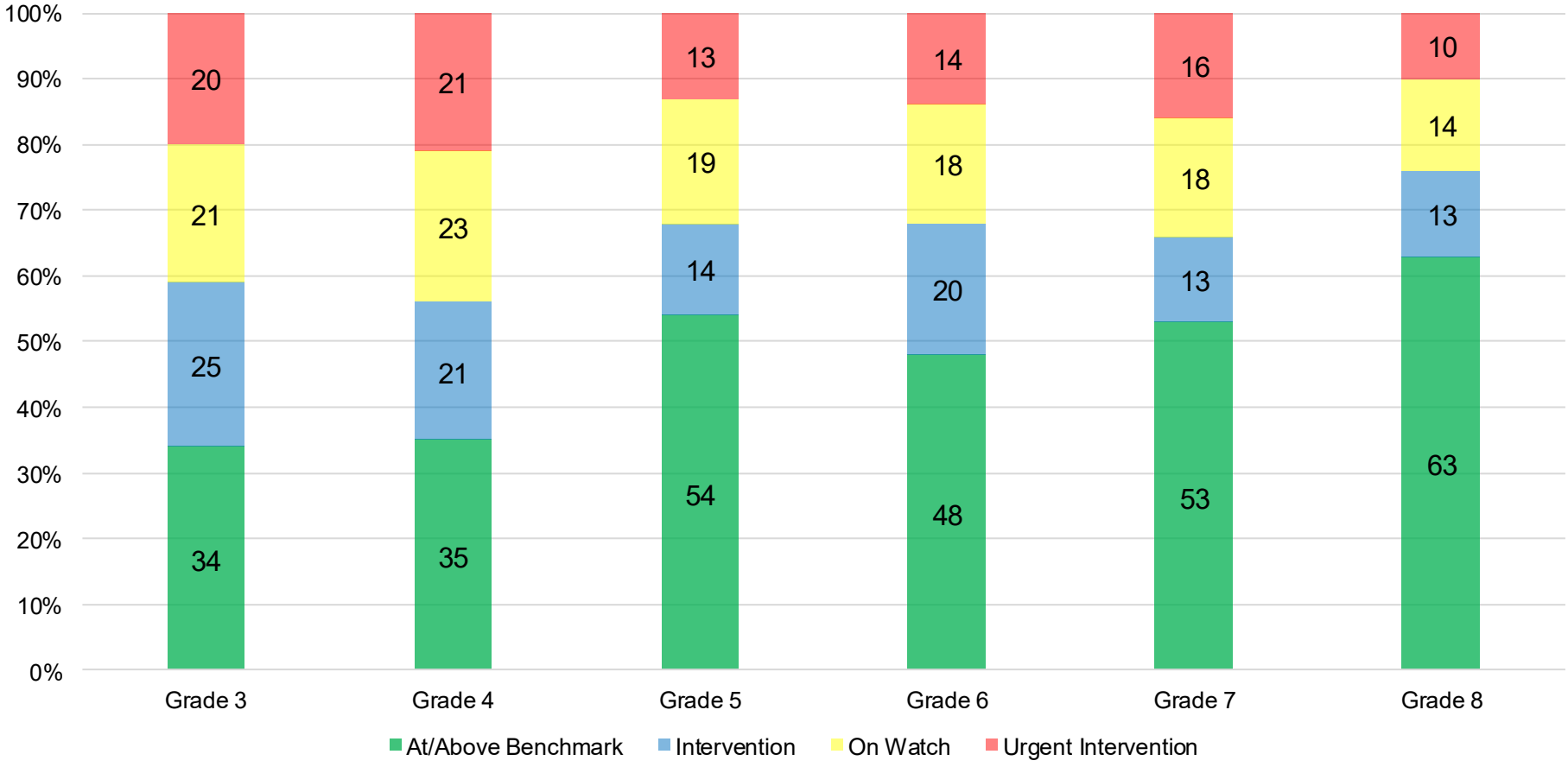
STAR Reading: Grade 7 Cohort



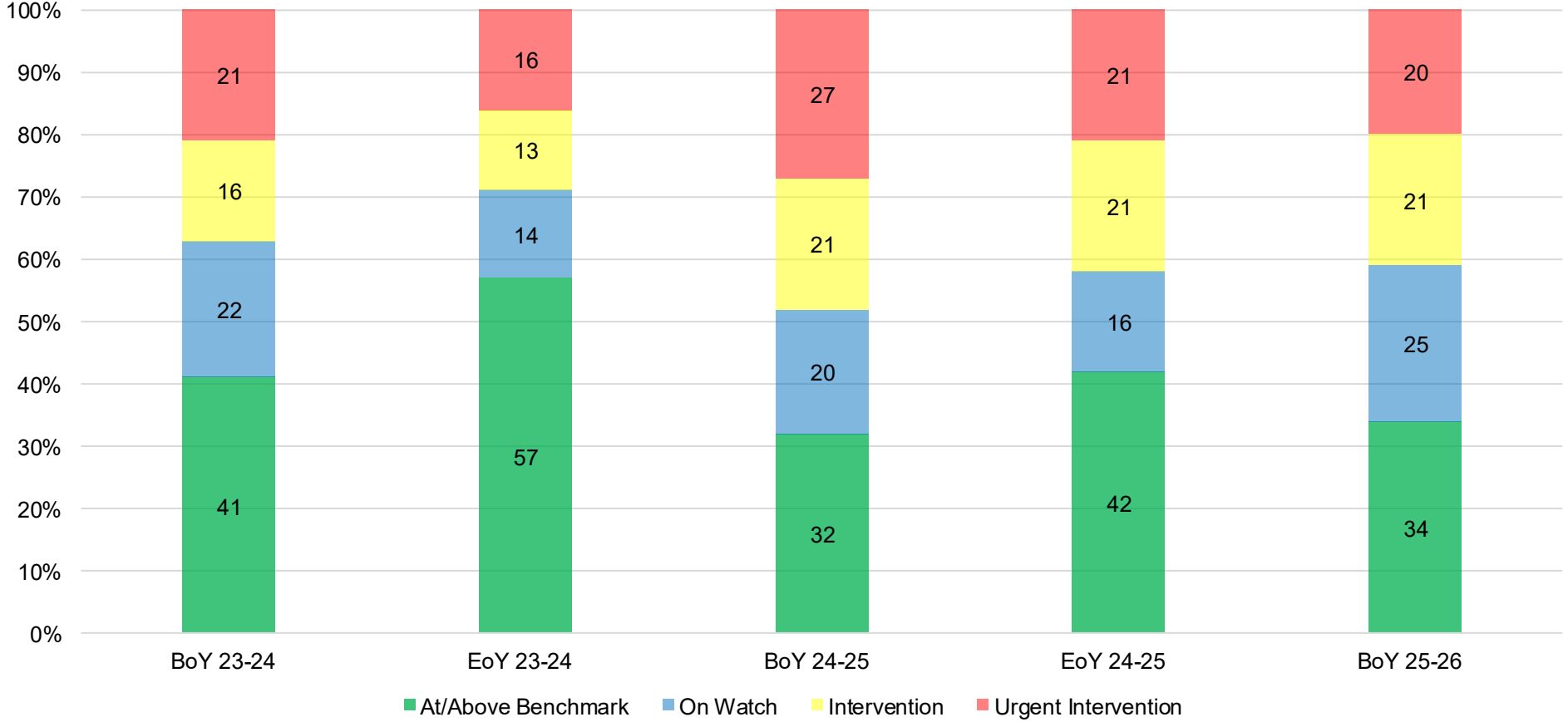
STAR Reading: Grade 8 Cohort



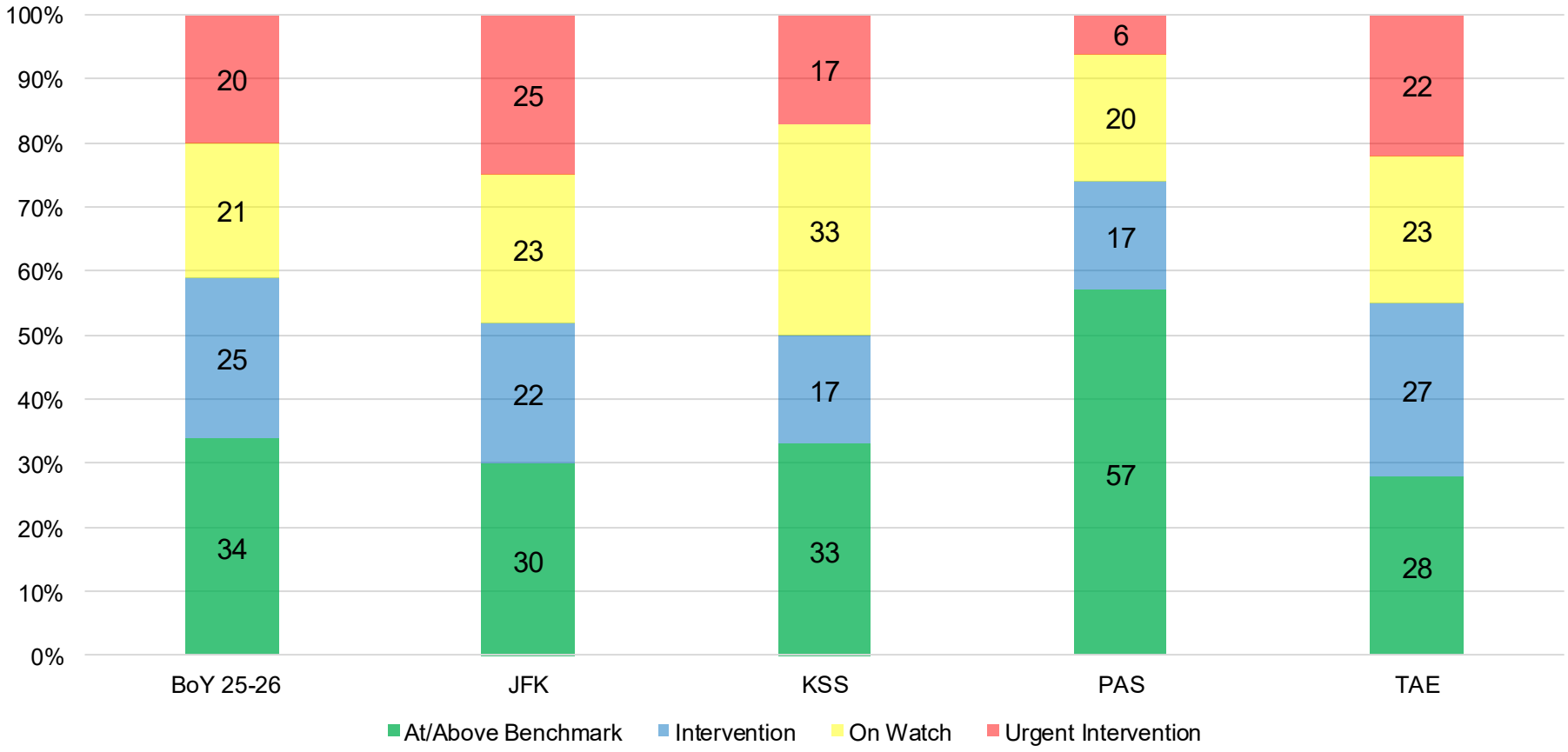
STAR Math: Across the District



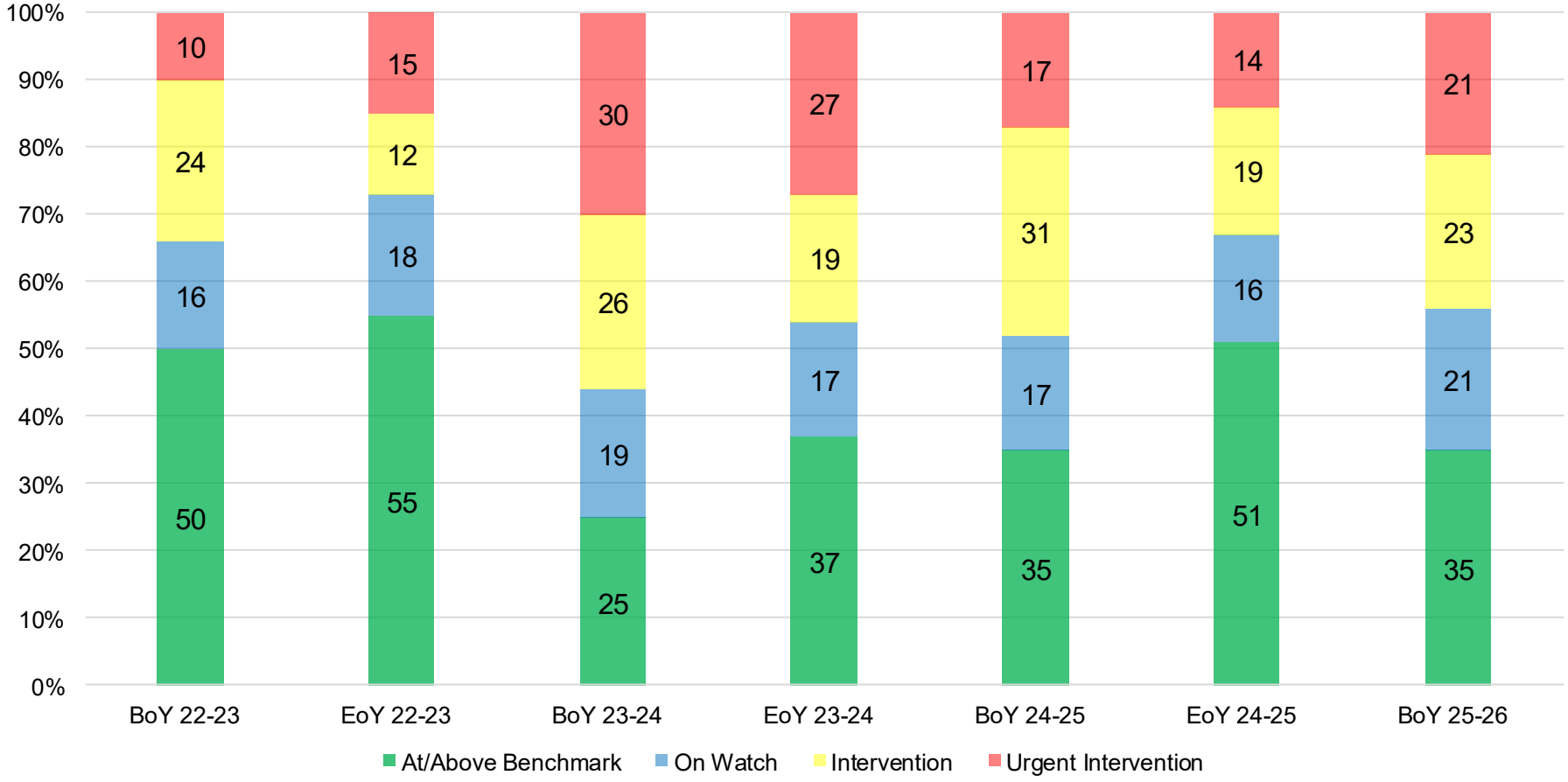
STAR Math: Grade 3 Cohort over Time



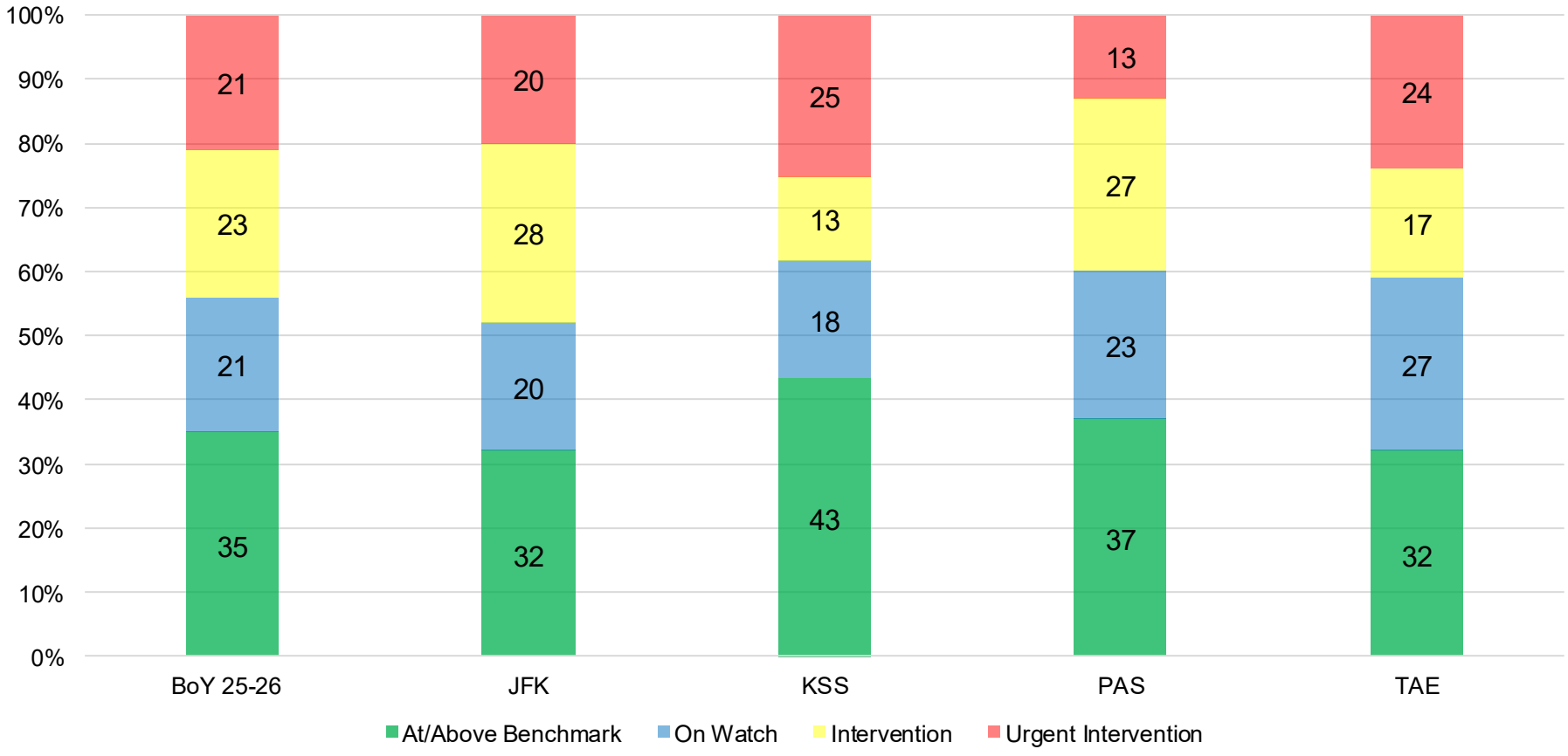
STAR Math: Grade 3 Across the District



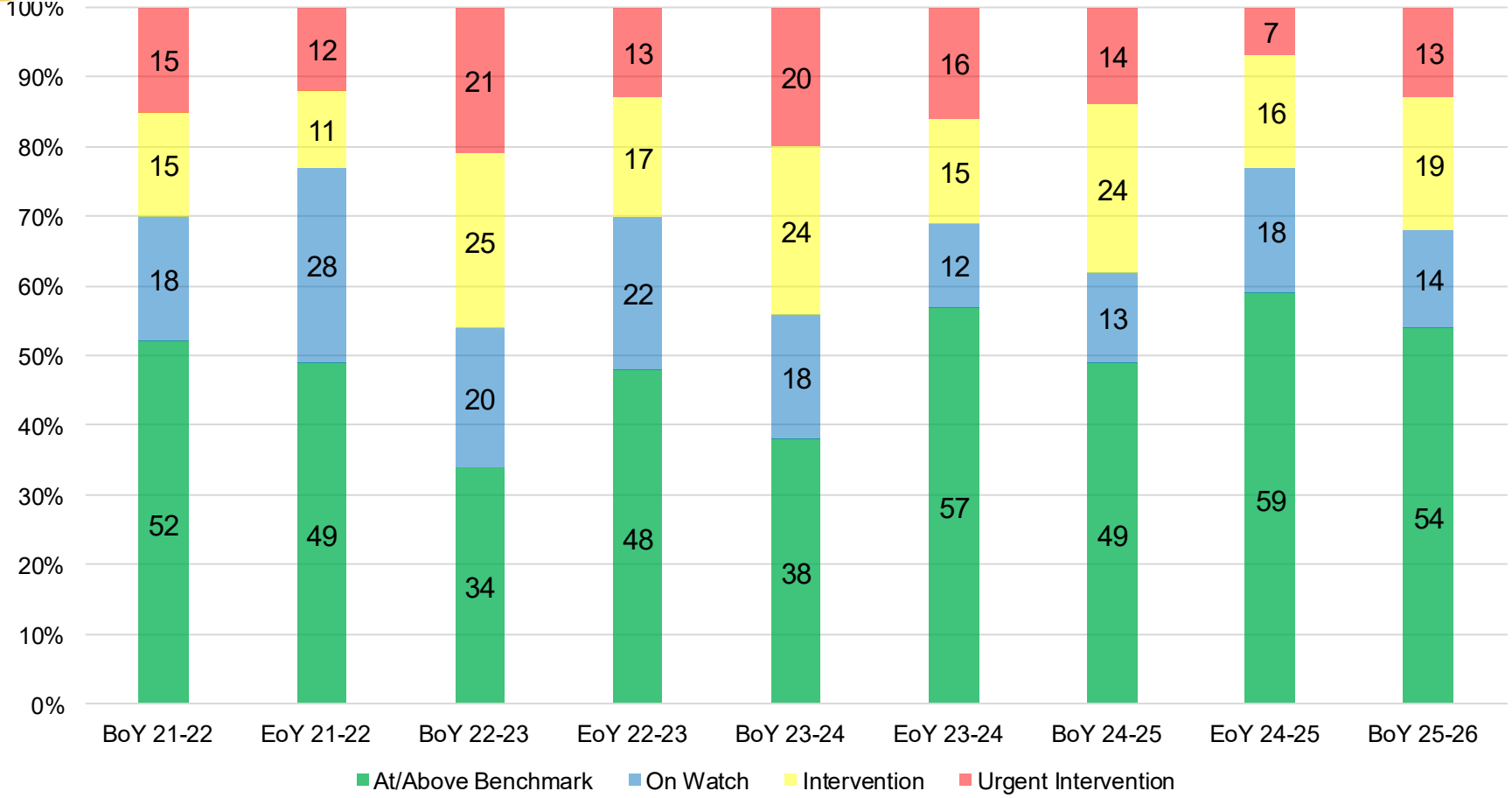
STAR Math: Grade 4 Cohort Over Time



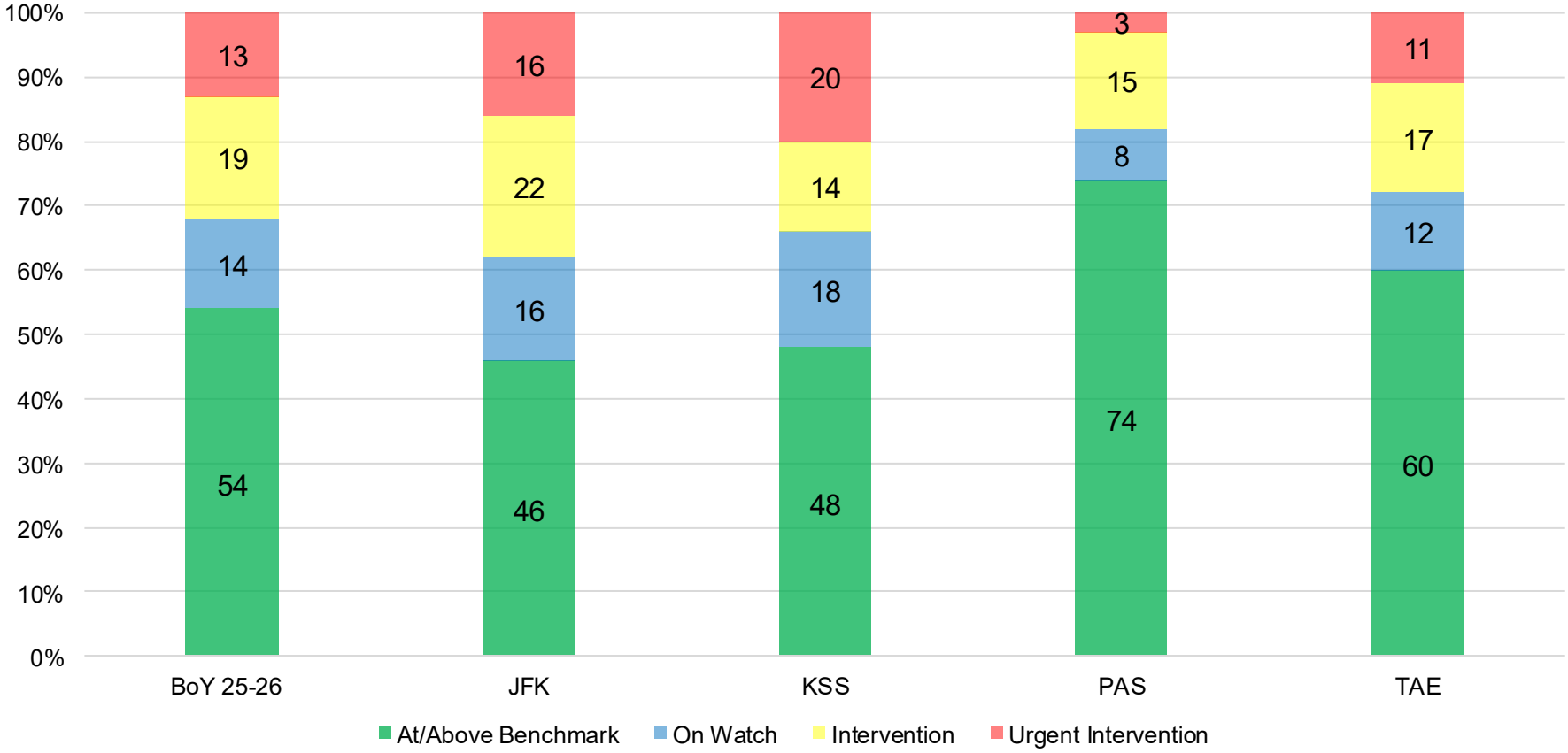
STAR Math: Grade 4 Across the District



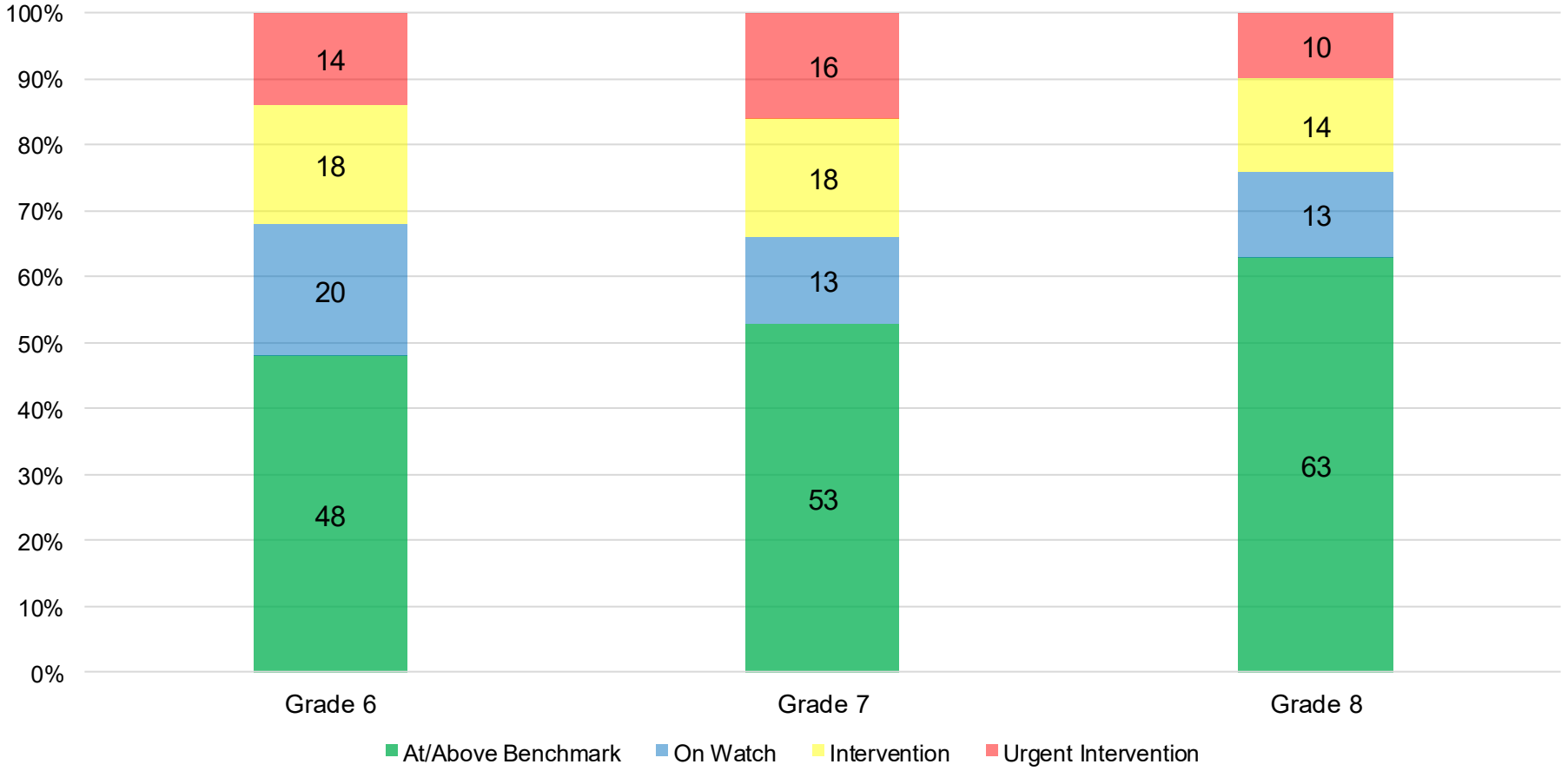
STAR Math: Grade 5 Cohort Over Time



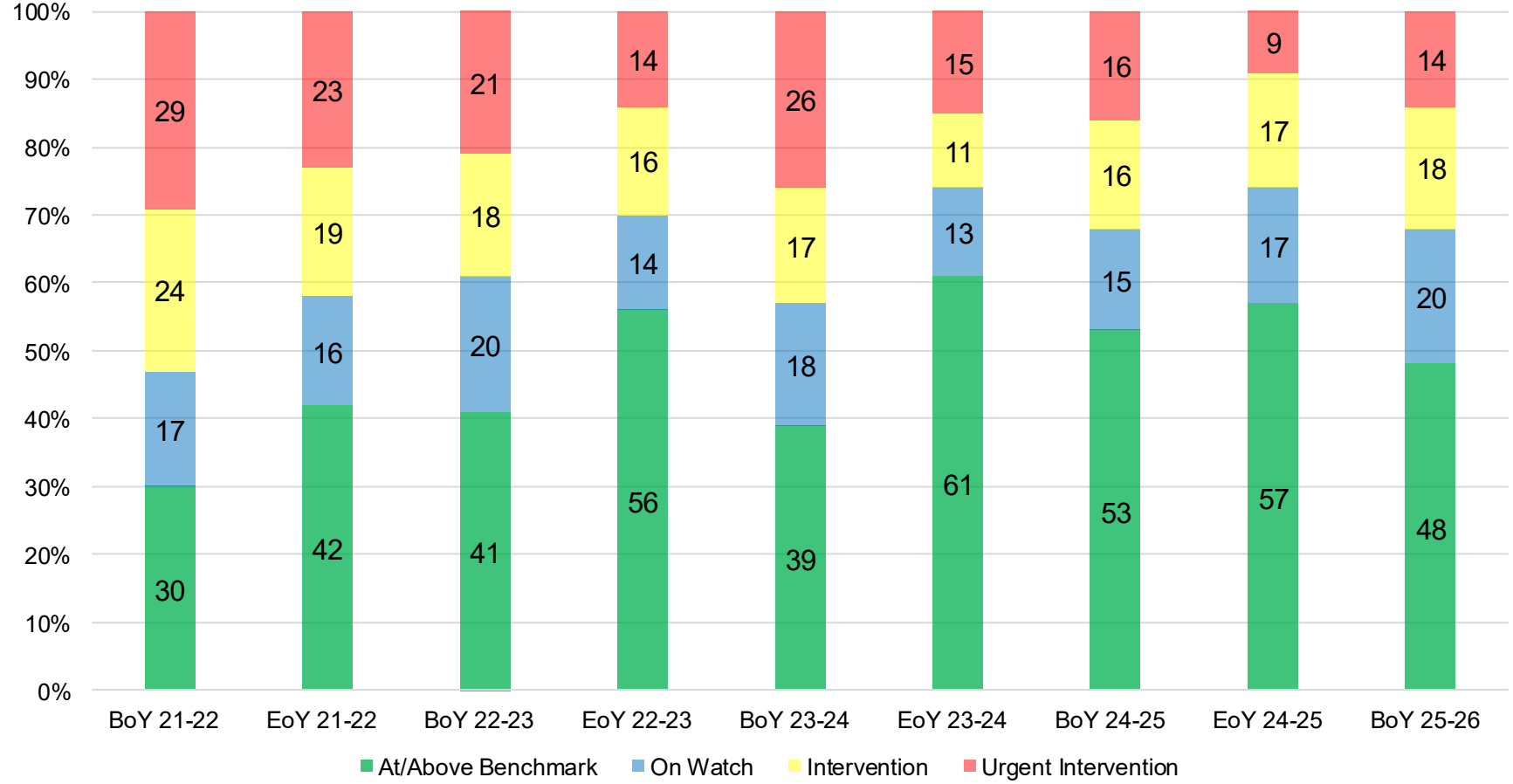
STAR Math: Grade 5 Across the District



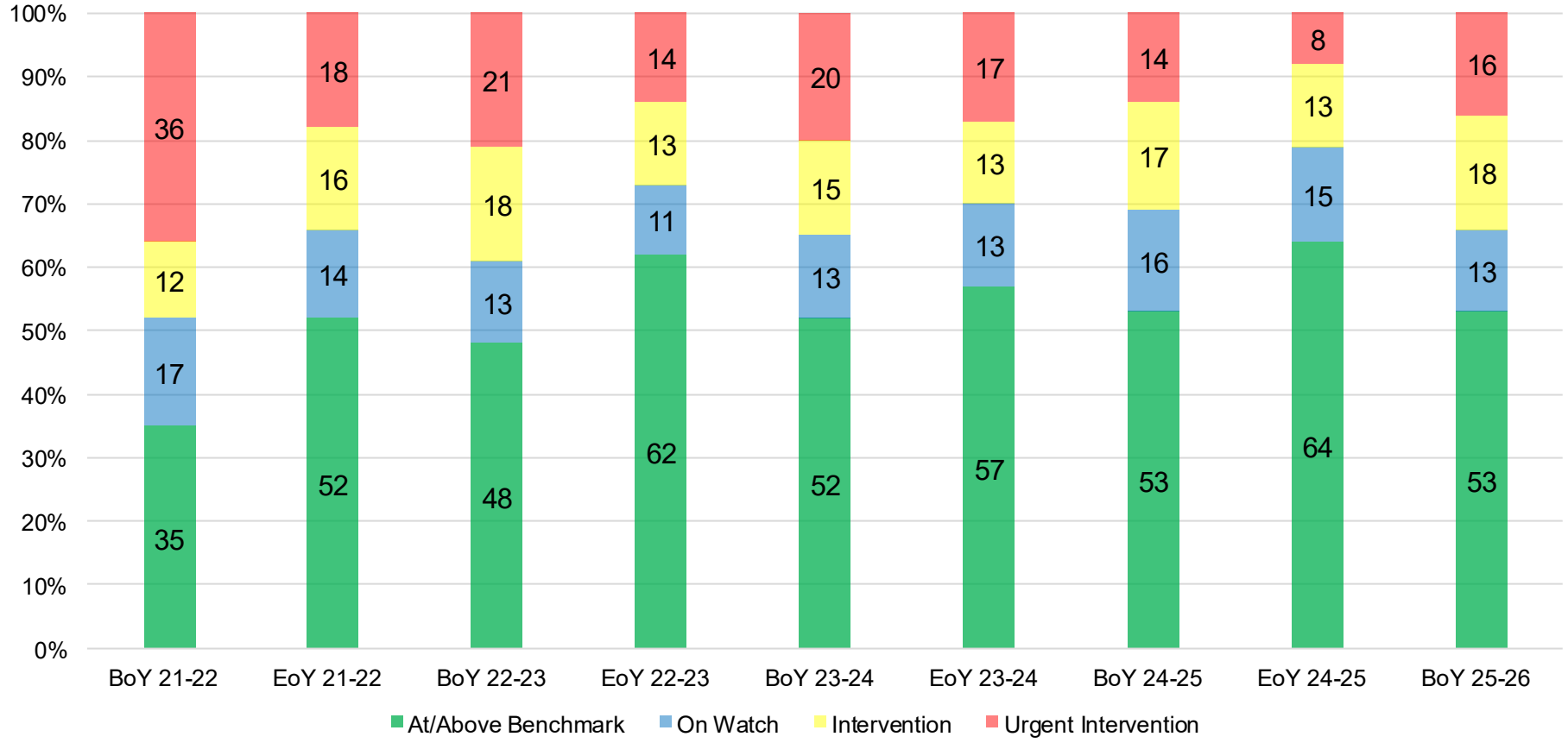
STAR Math: PCMS



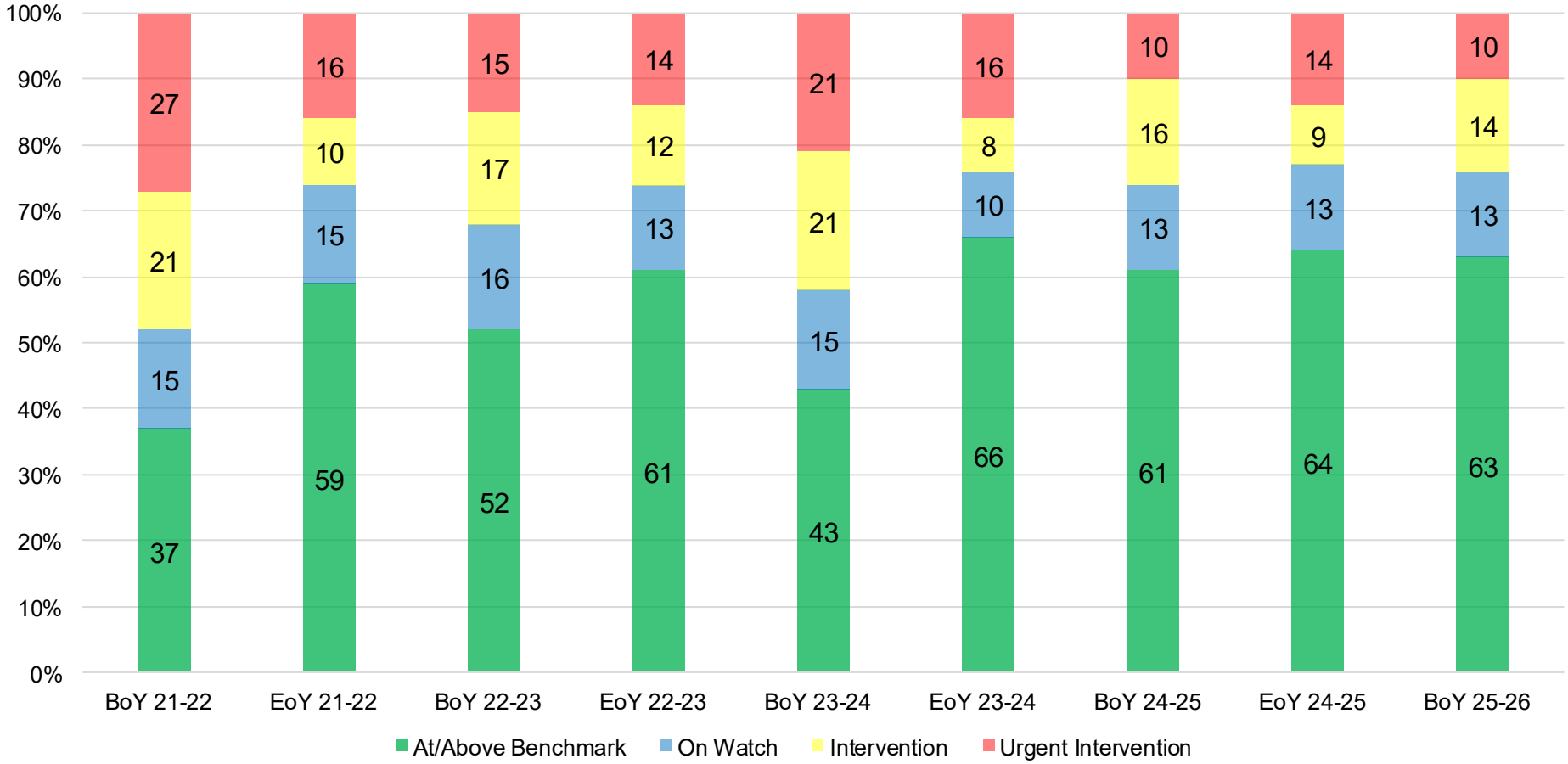
STAR Math: Grade 6 Cohort Over Time



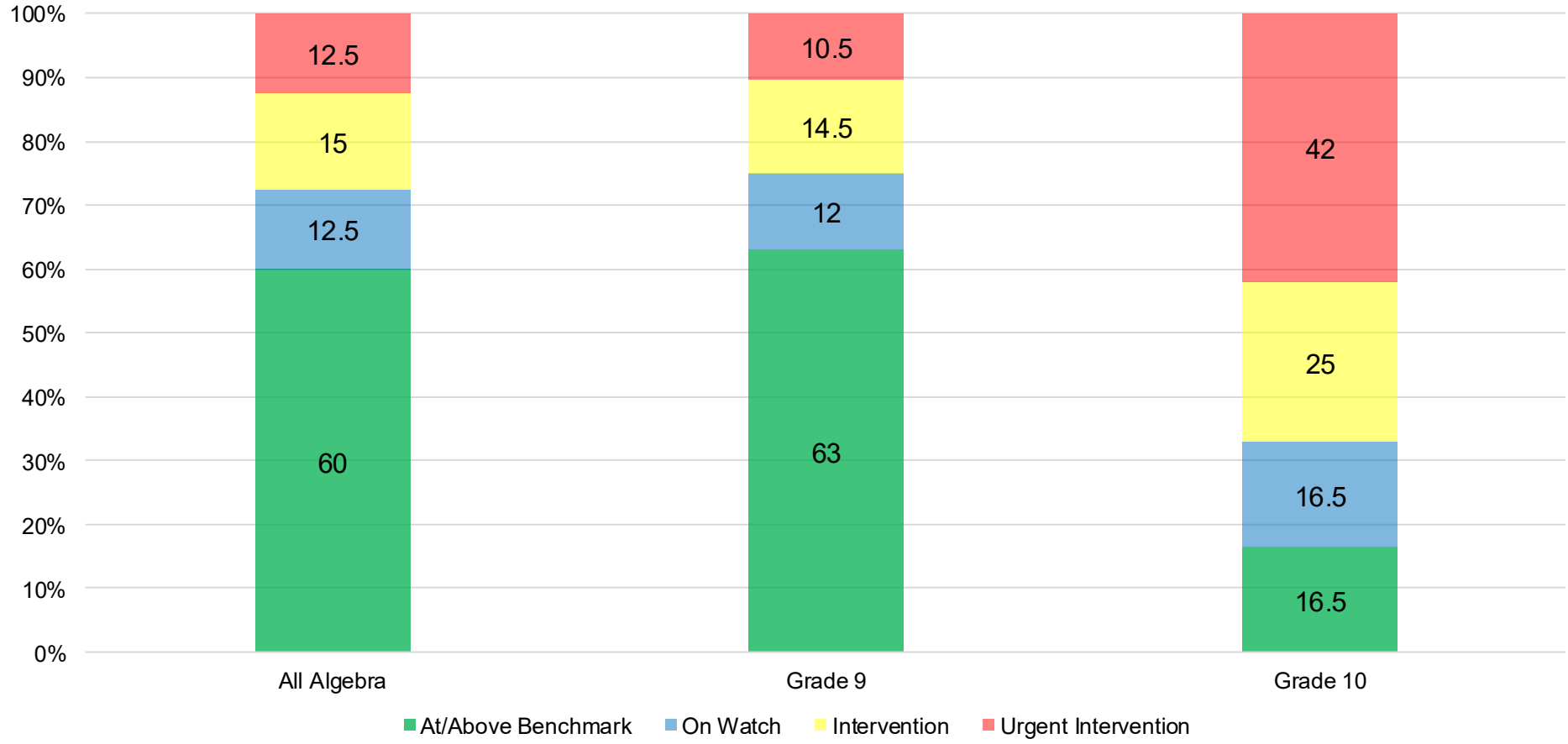
STAR Math: Grade 7 Cohort Over Time



STAR Math: Grade 8 Cohort Over Time



STAR Math: PCHS



Next Steps Across the District

1. **Continued focus on data-informed leadership at monthly Leadership Team meetings**
   a. School level action plans including Plan-Do-Study-Act Cycles
   b. Mid-year and End-of-year data presentations: Review, reflect and respond to data
2. **Continued focus on curriculum efforts**
   a. Literacy: ARC (K-6) with UFLI K-1 supplementation and intervention support
   b. Math: (Illustrative Math implementation for elementary K-2, Amplify Desmos Math implementation for 6-8
   c. Summer School: Planning curriculum updates
3. **Continued professional development to support leadership development and strong instruction**
   a. ARC Leadership Learning Series focused learning walks (e.g., most recent focus was retention/recall)
   b. Math Retention and Fluency Strategies (i.e., Dr. Paul J. Riccomini, Penn State University)
   c. PLAN Pilot & Project Based Learning (i.e., PBL in the City, NY Inspires)
   d. Science of Reading aligned literacy support (i.e., Orton Gillingham, PAF, UFLI, etc.)
4. **Additional programming, opportunities and/or supports**
   a. Targeted school Academic Intervention Services (AIS) after school 6-8 using STAR Data
   b. Skills focused, high-dosage small group tutoring in grade 6 Reading
   c. After-school programming (i.e., STEM enrichment in select buddings K-8), FSSY Reading Buddies, high-dosage 1:1 tutoring pilots in select elementary schools, Elementary and Middle School Spelling Bee, Elementary Math Olympiad)
   d. Continued alignment and strengthening of Multi-tiered System of Supports (i.e. , addition of speech improvement and OT)