State of the District

A Leadership Team Report of the District 2013-2014

Submitted to the Board of Education by Maria C. Rice, Superintendent of Schools

2014

New Paltz

Central School District

CORE INTELLIGENCE

Our Mission…

The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

Our Vision…

Our school community – students, staff, families and community members – are citizens of the world, passionate about learning and empowered to achieve their dreams.

Citizens of the world: responsible, ethical, contributing, participating members of local, national and global communities who value all peoples and care about each other; we respect the environment, work to improve the society in which we live, and understand our role in it.

Passionate about learning: confident and reflective, curious, nimble thinkers whose knowledge of the past makes them capable of questioning, analyzing, and assimilating new information. They are technologically creative and able to imagine alternatives to what is and what is yet to be. They also dare to be risk takers in crafting their futures.

Empowered: they are well prepared to be self-directed and expressive, to develop and use their personal skills and abilities, to be comfortable with change, achieve deep understanding, make informed and wise decisions, and to cooperate, collaborate, and compete. They live a healthy life style, are creative, and are empowered to achieve their dreams.

Our Guiding Principles…

1. To maintain a focus on learning and success for all.
2. To create a cohesive and inclusive culture PK-12, across buildings and departments.
3. To empower and create success for disengaged and disenfranchised students.

Educational Standards

These standards are the scaffolding upon which the educational master plan is built:

Core Intelligence:

Standard 1.0

All policies, decisions, agreements, and procedures developed and implemented by policy makers and leadership in the New Paltz Central School District are compatible with the mission, vision and guiding principles, and enhance and assure the learning and success for all students.

Program Coherence:

Standard 2.0

All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Teacher Skill and Competency:

Standard 3.0

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Learning Environment:

Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Leadership Capacity:

Standard 5.0

Leadership within the district is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision making, and promotes excellence, to enhance and to improve student learning.

Resources:

Standard 6.0

The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Standard 7.0

The District is a valued resource within the community.

Introduction

This evaluative report is a reflective assessment of the many aspects and activities that have transpired over the **2013-2014 school year in the New Paltz Central School District**. It is impossible to capture all of the positive events that have moved us toward the quality education for which we have been recognized.

This report will provide data from each of the four buildings, the department of pupil personnel services, as well as the financial and programmatic supports that are in place to help us achieve our goals, live our vision, and accomplish our mission. The report is divided into several components: the Superintendent's Overview of the State of the District (including a brief synopsis of the progress we have made toward meeting the Board established District Goals), directions for the future, and a plan to consolidate and coordinate the many efforts in our school system.

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Section One

Superintendent's Overview

Superintendent's Overview

Schools have always been at their best when confronted with overwhelming problems and when people are allowed to address them at the level of the problem and not given solutions from the "great designer." In this case the great designer may be the New York State Legislature, or the State Education Department imposing laws and regulations that too many times have no basis in research, nor do they focus on the students our schools serve. Fortunately, the New Paltz Central School District is unique in its focus, its core values, and its unflinching focus on student learning.

The New Paltz Central School District has a strong sense of its purpose and reason for its existence. We refer to this as our Core Intelligence – the formal and informal understanding of the way things are done in New Paltz. These shared understandings and common values are the main element of our district. It is the collective commitment to these principles that articulate what the people in the district believe and what they seek to create. It is our mission, the vision we live, our guiding principles and the educational standards designed by and for our district.

Each and every day our schools—students, faculty, and staff—are engaged in meaningful and productive learning and growing. In fact we are focused on learning and growing as a collective and adaptive organization. It is this focus and this adaptive process which enables our school district to consistently achieve excellence. This statement is true even though we are faced with considerable challenges.

The past few years have been froth with trials. Specific examples of these challenges include: Unfunded mandates such as APPR, Gap Elimination, and a complex tax levy formula which limits our mechanism to raise funds. In many otherwise stable districts these challenges have resulted in a changing of course, veering from the organization's goals and aspirations.

Not in New Paltz Central School District. Our Master Plan, along with our Mission and Vision Statements, has provided the "terra firma" on which to stand as we navigate these rough waters. Our resolve is unwavering; our objectives clear. "The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth." Guided by this common moral compass, all of our schools and departments have achieved excellence throughout the 2013 – 2014 school year. Below are highlights of these achievements.

Duzine

As the socio-economically disadvantaged subgroup of students did not meet a NY State benchmark on Math and ELA assessments, Duzine was designated as a Local Assistance Plan School (LAP). This challenge engendered a call to action. Teachers, administrators, and a parent representative came together to support this student population. The LAP team engaged in a Diagnostic-Self

Review process. Through their deep refection they were able to identify root causes and thereby successful suggest and implement solutions. In 2014 Duzine Elementary was relieved of the LAP designation. Describing this achievement as "a success story" Ulster County BOCES (Board of Cooperative Educational Services) which had achieved this goal, requested Principal Deborah Hogencamp and Assistant Superintendent Michelle Martoni to present on this topic to a group of administrators and teachers from around the County. Principal Deborah Hogencamp and Assistant Superintendent Michelle Martoni continue to provide support to colleagues who reach out for assistance in this regard.

Lenape

Lenape Elementary instituted a very exciting annual program which occurs during the weeks of New York State Assessments! The special area teachers collaborated and designed a multi-disciplinary special area activity. Thus, a "Twist on Zumba" was born! In the afternoons during the weeks of State Testing, students join together in the gym in grade level groups in lieu of their special class. Facilitated by the Physical Education, FLES, Art, and Music teachers, students learn songs and dances from around the world. After a long day of testing, the gym turns into a Latin Dance Club! The students enjoy an enthusiastic release of energy and stay fit, as they sing and dance!

Middle School

In an opportunity made possible by the New Paltz Central School District Foundation for Student Enhancement, a group of 30 seventh grade students volunteered to take part in an after-school book club based on the memoir *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai. Interested students read the memoir, took guided notes, and attended four meetings after-school to discuss the book. These discussions turned quite lively, as students grappled to come to terms with Ms. Yousafzai's story of persistence in the face of violent extremism. Students explored the current social atmosphere of the Swat Valley in Pakistan and other areas of the Middle East. They wrote their own discussions questions and investigated their own curiosities. Afterwards, they put together a display case which advertised the book and shared Ms. Yousafzai's story. Each student wrote what they learned from the book. Responses included: "I have learned that you should be thankful for what you have and help people who have fewer opportunities than you to achieve their goals," "It showed me what people are willing to do to achieve their goals," and "I have learned that education is for everyone no matter what race or gender they are."

Many thanks to the New Paltz Central School District Foundation for generously donating the books to the Middle School.

High School

The New Paltz High School has consistently been recognized as one of the most challenging high schools, ranking 73rd in the Northeast. This is a designation bestowed by the education columnist, Jay Mathews from the Washington Post. A philosophy which opens the most challenging courses to all students (rather than imposing a strict exit and entrance criteria) contributes to the High School's continued designation as a "challenging" school.

Additionally, the New Paltz High School is committed to college and career readiness. A simple walkthrough demonstrates this commitment. On a daily basis, students are engaged in creating original broadcasts, designing items for 3D printing, engineering and designing blueprints for homes, computer programming, creating videos for authentic purposes, identifying social problems, gathering data, and suggesting solutions.

All of these achievements are possible because our teachers and our staff know who we. Our actions fount from our "Core Intelligence." When actions and words are aligned, what seems impossible becomes possible. In the face of top down State directives and mandates, which effectively layer bureaucratic principles upon a profoundly human profession, we have remained undaunted. We have ardently protected a locally developed curriculum, and we have advocated for changes in the APPR system. In our own District we have focused on individual students—their growth and progress.

This introduction has merely touched upon the many accomplishments of our District. Following is a complete review of the efforts and achievements of our schools and departments during the 2013 – 2014 school year.

Board of Education

When the legislature and State Education Department mandated the new Annual Professional Performance Review (APPR) and connected it to state and local assessments the New Paltz Central School District worked diligently to implement it as mandated by continuing its focus on learning and without over testing its students. The new State assessments focused on the newly mandated Common Core Learning Standards which did not allow an adequate amount of time in understanding the shifts in the standards, let alone writing and implementing new curriculum.

Staying true to form, the New Paltz CSD administrators and teachers immediately got to work in trying to figure out ways to refocus without losing their way. Alongside them, and in total support of them, stood the New Paltz Board of Education. They continually reminded the staff that they too lived our Core Intelligence through their conversations and actions at the Board table.

Actions during the 2013 – 2014 school year that the Board of Education took that demonstrated their support and confirmed their commitment to the districts Core Intelligence are as follows:

- Approved a policy on *State and Local Assessments* that addressed students who refused to take the New York State Assessments.
- Passed a resolution to "Protect Student Privacy and Withdraw Student Data from iNBLOOM Data Dashborad (which assisted in the legislature passing a law that eventually ended the State Education Department's relationship with this company).
- Passed a resolution regarding using our students to do Field Tests in Grades 4-8.

Capital Facilities Planning

The New Paltz Central School District's Board of Education spent the full school year working diligently to learn, research, and understand the district-wide facilities needs of the district. In 2013 and early 2014, the Board looked at five different campus options, as well as several "sub-options." One of the major considerations was the cost of various options to the taxpayer. The cost of the capital project work was weighed against the possible annual operational budget savings that could be realized through having fewer campuses.

The following options were considered:

- Consolidating the HS & MS (three-campus model)
    - Estimated costs: $82,080,849 plus possible additional cost of acquiring land to replace field space used for new construction, as well as expense of new furniture, fixtures, and equipment for a new building.
    - Estimated annual operational savings created by shortening bus routes by 30 minutes per day: $50,000 per year
    - Anticipated tax levy increase: 4.6 percent or more
- Consolidating Lenape & Duzine (three-campus model)
    - Estimated cost: $87,550,596
    - Estimated annual operational savings created by combining the Duzine and Lenape bus runs: $400,000 per year
    - Anticipated tax levy increase: 4.9 percent
- Consolidating both HS/MS and Lenape/Duzine (two-campus model)
    - Estimated Cost: $107,390,903
    - Estimated annual operational savings created by combining the Elementary bus runs and shortening the HS/MS bus runs, along with reduction of the food services courier (due to the elimination of a Central Kitchen): $550,000 per year
    - Anticipated tax levy increase: 6 percent
- Status quo (four-campus model)
    - Adopted cost: $52,900,000
    - No annual operational savings
    - Anticipated tax levy increase: 1 percent

The Board ultimately voted to keep the four-campus model. None of the current school buildings have the space available for consolidation without expansion to accommodate the additional students. The cost of new construction is higher than the cost of renovations. The Board evaluated the added taxpayer cost of building new space in order to reduce the number of campuses. The expected long-term operational savings for consolidation was not fiscally realistic, resulting in a tax levy increase of 4.6 to 6 percent, depending on the option. Renovating the current buildings resulted in a 1 percent increase.

When a business consolidates, workflow is streamlined, allowing management and other positions to be combined and costs to be reduced. The numbers of teachers or administrators would not be reduced under consolidation because their function is based on the size and needs of the student population, meeting mandates, and other factors that are not related to the buildings. The District has class size guidelines that determine the number of teachers. The State's new teacher evaluation system has increased the time demands placed on administrators. The level of work related to serving students remains the same under consolidation. The exception is in transportation,

Section Two

Educational master Plan

The following resolution was approved by the BOE on June 16, 2010:

BE IT RESOLVED, that the Board of Education approve the Educational Master Plan dated June 2010 from the Superintendent of Schools thereby approving the Educational Standards by which the Educational Master Plan is built. The Board of Education recognizes that such plan is flexible, designed to guide the learning process by focusing on educational programs and practices, administrative procedures, and the board's decision making and planning process.

Motion carried 7 – 0 with 7 members voting.

EDUCATIONAL MASTER PLAN

Adopted by the Board of Education
on
June 16, 2010

Revised December 2011

New Paltz
Central School District

Introduction to the Plan

by
Superintendent Maria C. Rice

This planning document is designed to create and maintain school excellence through a focus on results. It is built on a complex adaptive planning model and replaces the complicated, command and control strategic planning process. The Plan is based on seven district approved educational standards that flow directly from a clearly articulated, compelling purpose for the district and its schools. It provides the Board of Education with a vehicle to clarify and set annual priorities, monitor the progress of long-range plans, and embed continuous improvement throughout the organization.

This comprehensive District *Educational Master Plan* for the New Paltz Central District is the result of much discussion, assessment, collaboration and envisioning since the fall of 2006. The district staff and community constituents have worked diligently to define the vision, mission, and beliefs. They are already beginning to put these aspects into action by refining the curriculum, reforming the instruction, and refocusing on learning.

As these actions and intentions take form, they bring clarity and purpose to our endeavors disclosing the strength and potential of the New Paltz Central School District. They provide an understanding of the actions we must take today to achieve our aspirations.

This document describes a dynamic and an evolutionary process. It is not complete and, perhaps, as an evolutionary process, ought never to be complete. This *Master Plan* is designed to be a learning and living document, and not to be placed on the shelf to gather dust. It is designed to breathe life into the learning process for all of us by guiding and focusing the educational program and student learning, the administrative procedures, and the board's decisions and planning process.

I am grateful for the many hours of effort and work on the part of the district administration, faculty, and staff.

CORE INTELLIGENCE

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Empowered: they are well prepared to be self-directed and expressive, to develop and use their personal skills and abilities, to be comfortable with change, achieve deep understanding, make informed and wise decisions, and to cooperate, collaborate, and compete. They live a healthy life style, are creative, and are empowered to achieve their dreams.

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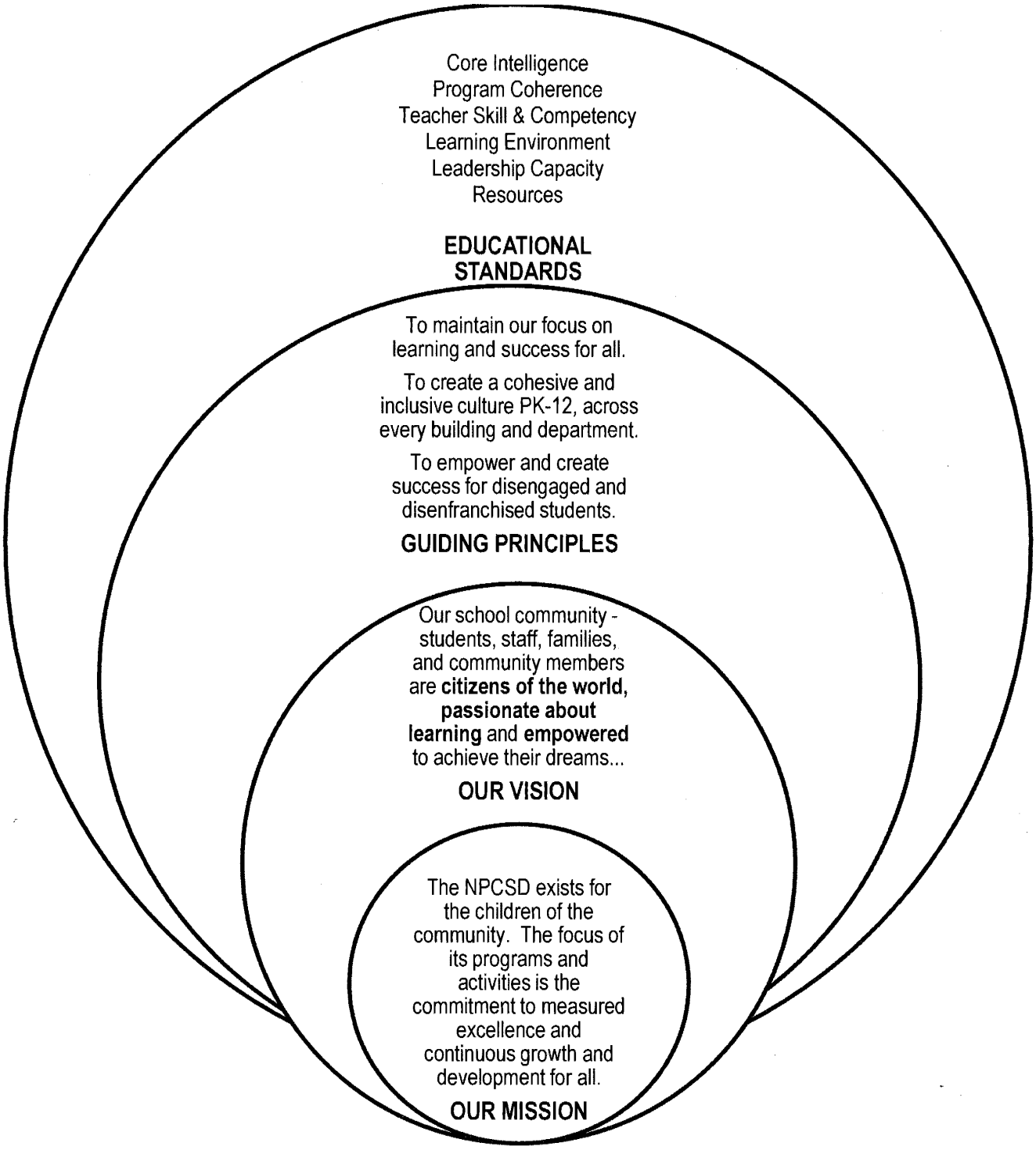
Educational Master Plan



Educational Master Plan

Introduction and Rationale:

This *Educational Master Plan* is a shared and collaborative endeavor built around the concept of a "Transformational School Model." This is an amalgamation of several pertinent concepts and models, including systems theory, professional learning communities, 21st century schools, transformational leadership, cognitive learning theory, and standards-based instruction.

Organizational research and education literature are quite clear about what these various models look and act like. The *Educational Master Plan* has incorporated all of these models into a framework to provide focus and direction for our decisions, actions, and programs for the future. The six areas of focus within the Plan and for our planning endeavors are:

- A Core Intelligence: the shared vision and mission developed from staff's steadfast commitment to students' learning and are consistently articulated and referenced for the staff's work. This area also includes the policies, regulations, beliefs and philosophical frameworks we hold as a school and a learning community.

- Program Coherence: a comprehensive, coherent, standards-based curriculum.

- Teaching Skills and Abilities: incorporates an instructional staff with an understanding of the curriculum content, learning theory, and teaching process, and who continuously seek to improve and learn.

- Learning Environment: incorporates collegial inquiry and collaborative learning among all staff, and the application of that learning to solutions that address students' diverse needs and improve student learning.

- Leadership Capacity: effective schools require leaders who can guide and direct the learning process and empower all to excellence. This requires collegial and facilitative participation by school administrators, who share leadership through inviting staff input in decision making and learning.

- Resources: the appropriate and necessary facilities, instructional resources, materials, physical conditions, and the human capital that support an effective learning community, and

Transformational schools are comprised of these six interacting elements which must be understood and considered together – holistically. An important point to emphasize is that **none of these elements stands alone and separate**. Because of the nature of systems, all of the parts and elements interact and these interrelationships often cause new elements to form and new phenomena, new structures, and new rules of behavior to occur. For example, the *learning environment* interacts with and alters the *program* which influences the leadership capacity which can influence the teacher capacity, etc. The relationships and the interactions become more important than the structures and activities.

Therefore, a school should not be perceived, as a machine comprised of parts and pieces which can be changed and altered from outside, or which can be "repaired" one part at a time. **It must be seen as a living organism with each component a vital and contributing member of the system**. We cannot change or tinker with one part without influencing the other parts or the whole system. In this way, the whole is greater than the sum of the component parts.

Achieving the concepts and ideals contained within this Plan will require a paradigm shift by the public, the administration, and by teachers themselves about the role of the teacher, the school, and the teaching and

learning process. However, research demonstrates that this model does make a difference and produces the kind of learning outcomes and climate that we envision. For example, for staff the following results have already been observed in various research studies:

- A reduction in the isolation of teachers.
- An increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission and vision [core intelligence].
- A shared responsibility for the total development of students and collective responsibility for students' success.
- Powerful learning that defines good teaching and classroom practice and creates new knowledge and beliefs about teaching and learners.
- Increased meaning and understanding of the content that teachers teach and the roles they play in helping **all** students learn and achieve expectations.
- Higher likelihood that teachers are well-informed, professionally renewed, and motivated to inspire students.
- More satisfaction, higher morale, and lower rates of absenteeism.
- Significant advances in adapting teaching to the students, accomplished more quickly than in traditional schools.
- Commitment to making significant and lasting changes.
- Higher likelihood of undertaking fundamental systemic change.

As a result of the changes and learning for the teachers, the research shows the results of students' participation include:

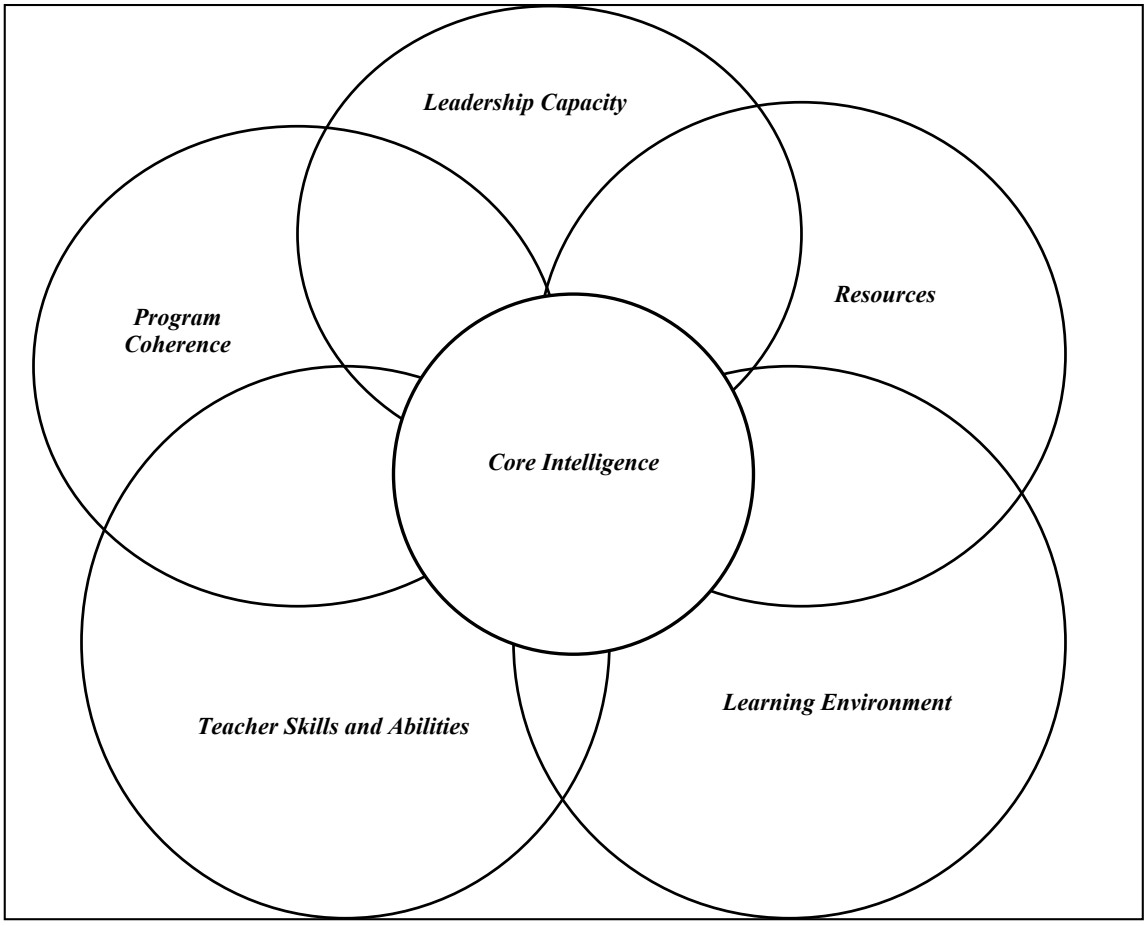
- Decreased dropout rate and fewer classes "skipped."
- Lower rates of absenteeism.
- Increased learning that is distributed more equitably in the smaller high schools.
- Greater academic gains in math, science, history, and reading than in traditional schools.[1]
- Smaller achievement gaps between students from different and diverse backgrounds.

All of these outcomes are within our vision and goals, and within our grasp. It will require dedication, good planning, and lots and lots of communication and work. However, it is also important to note that, despite our greatest intentions, foresight, training, and knowledge, the future is impossible to predict. Change and growth in any human organization is not linear. One can only build a structure or scaffolding and a guide for the organization to "grow" upon.

The standards provided in this *Educational Master Plan* are the scaffolding for the district's growth. If all proceeds as hoped, then, in the words of Michael Fullan, "More good things will result than bad things."

[1] Hord, S. (1997) Professional Learning Communities: Communities of continuous inquiry and improvement, Southwest Development Laboratory: Austin TX. (p. 27. 28).

The graphic below provides a visual of the component parts of our *Educational Master Plan*.



Educational Standards

These standards are the scaffolding upon which the educational master plan is built:

Core Intelligence:

Standard 1.0
All policies, decisions, agreements, and procedures developed and implemented by policy makers and leadership in the New Paltz Central School District are compatible with the mission, vision and guiding principles, and enhance and assure the learning and success for all students.

Program Coherence:

Standard 2.0
All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Teacher Skill and Competency:

Standard 3.0
All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Learning Environment:

Standard 4.0
A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Leadership Capacity:

Standard 5.0
Leadership within the district is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision making, and promotes excellence, to enhance and to improve student learning.

Resources:

Standard 6.0
The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Standard 7.0
The District is a valued resource within the community.

EDUCATIONAL STANDARDS AND EVIDENCE OF ACHIEVEMENT

The Core Intelligence [Mission, Vision, Guiding Principles, and Traditions]:

In any organization there is a purpose and reason for its existence and for the subsequent activities. The members of the organization have both a formal and informal understanding of the way things are done in the organization. These shared understandings and common values are the "main element" of a school. The collective commitment to guiding principles that articulate what the people in the school believe and what they seek to create is what separates a transformational school from an ordinary school.

These guiding principles are not just articulated by those in positions of leadership; they are embedded in the hearts and minds of people throughout the school. Mission, vision, and principles are so integral to an effective school that they are considered the "core intelligence" of the organization, describing **who** we are, **what** we do, and **how** we do it. The greater the congruence between the formal and the informal understanding of the mission, vision, and philosophical beliefs the more powerful, appealing and motivational these "core intelligence" elements are for the members.

The New Paltz community has worked diligently to discover and formalize the "core intelligence," make it public, use it to make program decisions, drive policy, and develop plans, and make it a part of the heart of the organization. In this sense, the vision/mission is the guiding and informing force that brings direction, clarity, and purpose to the organization. It is an integral part of all of our plans, discussions, and deliberations.

The core intelligence of the *New Paltz Central School District* makes clear that the school's purpose is *for the children of the* community and all involved have a *commitment to measured excellence and continuous growth and development for all.* This is *why* we do what we do. (Mission)

The vision is a statement of *Who we are* rather than what we hope to be someday. Vision statements directed toward the future are simply dreams, and are seldom achieved. Vision statements that are directed toward the potential and strength of the organization today empower the members to work diligently toward achieving the goals and aspirations of the district. They have an understanding of what the school is, its abilities, strengths and potential.

The New Paltz School District – ***students, staff, families and community members – are citizens of the world, passionate about learning, and empowered to achieve our dreams.***

As Citizens of the World:

We are responsible, ethical, contributing, participating members of local, national and global communities.
Who value all peoples and care about each other.
We respect the environment.
Work to improve the society in which we live, and to understand our role in it.

We are Passionate about Learning:

We are confident and reflective, curious, nimble thinkers, whose knowledge of the past make us capable of questioning, analyzing, and assimilating new information.
We are technologically creative and able to imagine alternatives to what is and what is yet to be.
We also dare to be risk takers in crafting our futures.

We are Empowered:
We are well prepared to be self-directed and expressive,
to develop and use our personal skills and abilities,
to be comfortable with change, achieve deep understanding,
make informed and wise decisions, and
to cooperate, collaborate, and compete.
We live a healthy life style, are creative, and
are empowered to achieve our dreams.

This is "who we are!" The New Paltz Central School District is learner-focused and all of us in the organization are learners who are passionate about learning and growing and striving for excellence in everything that we do. There is an understanding that the students entrusted to our care will be living in a world that is quite different from ours and will require competencies, skills, and dispositions that are different from what has been traditionally taught. We perceive learning to be the heart of education and we understand that students must be self-directed, creative, imaginative, and enabled to construct their own understandings and knowledge.

Finally, we believe that education is more than facts, algorithms, and formulae. We believe an effective education empowers the learner with deep understanding and appreciation for learning, for him/herself, and for others.

Our educational master plan reflects and resonates with these values, beliefs, and purposes, as do our decisions, policies, procedures, and daily activities.

Standard 1.0

All policies, decisions, agreements, and procedures developed and implemented by policy makers and leadership in the New Paltz Central School District are compatible with the mission, vision and guiding principles, and enhance and assure the learning and success for all students.

Evidence of Achievement: When this standard is achieved, the following elements and components will be evidenced in the district.

1. Decisions, policies, and procedures made by the Board of Education are congruent with the core intelligence, and enhance and enrich all aspects of the school and its purpose, especially student learning and success.

2. Decisions, procedures, and actions conducted by school district leadership and staff are congruent with the core intelligence, and enhance and enrich all aspects of the school and its purpose, especially student learning and success.

3. The formal structures, policies, mandates, and regulations developed and applied by the Board of Education and administration is appropriate and sufficient to empower the staff and students, and allow for effective learning and success.

4. The District is in compliance and observance of New York State laws, regulations, and program regulations, and applies these to effectively enrich and enhance student learning and success.

Program Coherence:

The primary and driving purpose of school is found in its curriculum. It determines what learners are to understand, how we must teach, and how we must assess the learning and our endeavors. In a transformational model of education the curriculum must have meaning and purpose to all of the learners who come in contact with it. It must be coherent, i.e. rational, sound, logical, and reasoned. The school curriculum can no longer be an endless listing of behavioral objectives for students to master without question. It can no longer be simply an instructional guide or a scope and sequenced map of interesting activities for teachers to apply. Nor can it be a catalog of skills to be exhibited by students in anticipation that they may "someday" use them "on the job" or, even more critical, appear on a test.

As we come to better understand the way we learn, more effective teaching methods, and the needs of the citizen of the future, the more we understand that our curriculum must be continually revised and reformed. These activities are guided and assessed by standards that have been derived from our current planning process with staff, New York State Standards, including the Common Core Learning Standards in mathematics and English language arts and literacy in the content areas, and the New Paltz CSD mission, vision, and guiding principles.

The New Paltz Board of Education has developed and accepted the following District Standard to guide and direct the action plans and program evaluation to assure program coherence throughout the district, and to achieve success for all learners. This standard is the scaffolding upon which the educational master plan is built. The standard for the *Program Coherence* area is listed below:

Standard 2.0

All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement: When this standard is achieved, the following elements and components will be evidenced in the district.

1. The learning activities, strategies, and assessment techniques used in the district classrooms are congruent to the learning outcome, have purpose and provide meaning and understanding.

2. Learners in the district are engaged and fully participate in the learning process to ensure that they are successful and achieving understanding.

3. Programs and curricula offered within the district are based on the district's core intelligence and consistent with student needs as **Citizens of the Future** including, but not limited to, the concepts, skills, and dispositions in
    a. problem solving,
    b. creative and flexible thinking,
    c. love of learning,
    d. life-long learning, and
    e. confidence in their abilities.

4. The curriculum structure fosters and enables constructivist learning and the building of understanding by students, including affective learning outcomes for all students.

5. Curricula within the district are
    a. *structurally coherent*, built on the standards and the disciplines, with meaning, purpose, and having consistency and congruence from grade to grade, between and among all classrooms, and pre-K through graduation,
    b. *conceptually coherent*, having clear and consistent conceptual integrity throughout, and
    c. *functionally coherent,* providing performance indicators focused on students and student learning.

6. The curriculum, instruction, and learning activities in the district classrooms encourage and empower students to exhibit:
    a. self-direction, responsibility, ethical behavior and confidence as demonstrated through self selection of voluntary activities, school related activities, and personal behaviors and communication,
    b. fluency, flexibility, and efficiency when applying their knowledge and understanding in a variety of contexts and problem solutions,
    c. reflective learning through open ended instructional activities, volunteer activities, and challenging questions and curiosity,
    d. an awareness of the boundaries of their own and others understanding, and
    e. recognition of their own prejudices and projections.

7. Curriculum revision, instructional planning, and program implementation are based on comprehensive data gathering and analysis.

8. Student learning and achievement are continuously assessed and reported, using both formal and informal means.

9. Students within the district achieve at the highest levels of the New York State and other selected examinations and assessments.

Teacher Skill and Competency Area:

To effectively implement a standards-based curriculum and foster student understanding, construction of knowledge, and love of learning, the teachers need to have skills and competencies in three areas.

- First, the teacher must be a scholar of the academic area they are teaching. They must know, be comfortable with, and understand the concepts, skills, and processes of the discipline.
- Secondly, the teachers must have a thorough understanding of how people learn. They must be able to apply different strategies and modalities to assure each child is learning at his/her maximum.
- Finally, the teacher must be an expert in the art and science of instruction, applying the appropriate motivational techniques, activities, and questions to enable the student to construct his/her own understanding and knowledge.

The third educational standard addresses teacher skill and competency. It is presented here as an indication of the drive for excellence that the district has initiated, and to provide an indication of the kind of resources, skills, and directions we will need in the near future.

Standard 3.0:

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement: When this standard is achieved, the following elements and components will be evidenced in the district.

1. Instructional staff throughout the district demonstrates a thorough knowledge of the subject matter area and curriculum for the area the teacher is responsible for teaching and demonstrates appropriate preparation employing the necessary pedagogical practices to support instruction resulting in student learning.

2. Student learning and the achievement of intended learning outcomes are the result of meaningful lesson planning, appropriate teacher/student interaction, and active student involvement.

3. Instructional staff members demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

4. Instructional staff members implement assessment techniques based on appropriate learning standards designed to measure students' learning progress.

Learning Environment:

In the New Paltz Central School District, the focus is on *learning for all*. A learning environment is one which allows learners to explore, inquire, and take learning risks in a safe and supportive climate. As students are learning about their world and its many wonders, teachers are improving their craft, adapting their techniques, and learning how to improve student learning. This collaborative learning process creates a community in which teachers, administrators, and even students are engaged in collegial inquiry and research. Collegial inquiry helps participants to overcome disconnection caused by various specializations of grade level and subject matter. Collaborative and collegial inquiry forces debate among teachers about what is important and promotes understanding and appreciation for the work of others

This includes the need for shared values and vision [core intelligence], supportive physical settings, time allotments and scheduling, and a culture of inquiry and problem solving as a shared personal practice for all. This impinges upon the facilities and resources by requiring that flexible areas for meeting be provided and accommodated. It also has impact on the teaching schedule and the traditional roles of administrators, teachers, students, and community members.

Administrative staff encourages and supports such exploration and facilitates the collaboration by providing time and space for teachers to meet and share the findings of their action research. Data and information about the learning process and other elements that impinge upon it are shared and used for making improvements in the school, to enhance student learning, and to refine teaching practices. Everyone works to assure that successful learning is the focus for all as is clearly stated in the fourth educational standard:

Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Evidence of Achievement: When this standard is achieved, the following elements and components will be evidenced in the district.

1. Instructional staff members develop effective collaborative relationships with students, parents/caregivers, teachers, administrators and other school professionals, and appropriate support personnel to meet the learning needs of each student.

2. The programs, curricula, instructional strategies and the school culture within the district are supportive and designed to motivate and empower learners to fluently, flexibly, and efficiently apply their knowledge and understanding in a variety of contexts.

3. Learners at all levels voluntarily take advantage of multiple opportunities to apply their learning and understanding toward community service: classroom-wide, school-wide, community-wide, or world-wide.

4. Action research and studies of effective instruction and learning are conducted throughout the district.

Leadership Capacity:

The traditional pattern that "teachers teach, students learn, and administrators supervise and manage" is being revised in the New Paltz schools to more closely align with the transformational school model. In a "learning and collaborative system" there is no longer a hierarchy of who knows more than someone else, but rather the need for everyone to contribute and lead within the context of the problem and challenge. A transformational school requires the collegial and facilitative participation of the school administrator, who shares leadership through inviting staff input.

This is a redefinition of the traditional role and characteristics of school administrators. The collegial leader is willing to share authority in certain areas, has a capacity to facilitate the work of staff, and has the ability to participate without dominating. Most importantly, New Paltz administrators are able to create an environment in which the staff can learn continuously within a safe and supportive environment.

An important factor in this process is communication and interaction and encouraging staff to stay in tune with the district mission, purpose, and vision [core intelligence]. A collaborative relationship between administrators and staff leads to a shared and collegial leadership in the school – a learning community - where all grow professionally and learn to view themselves as all working toward the same goals and purpose - [core intelligence]. The fifth standard, Leadership Capacity is listed below:

Standard 5.0

Leadership within the district is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision making, and promotes excellence, to enhance and to improve student learning.

Evidence of Achievement: When this standard is achieved, the following elements and components will be evidenced in the district.

1. Leaders within the district support and facilitate the emergence of new ideas, knowledge, skills, and patterns of operation which enhance student learning and achievement.

2. Leaders support, facilitate, and encourage collaboration, dialogue, and activities to enhance instruction and student learning.

3. Leaders within the district develop and maintain clear, consistent, and interactive channels of communication and dialogue and provide staff with decision-making parameters.

4. Leaders within the district use a variety of evaluation and assessment techniques and data informed decision processes to assure effective and efficient student learning and success.

5. Leaders are supportive of and provide opportunities for staff to improve skills and content knowledge.

6. Leaders involve staff in decision making and empower individuals to act by delegating responsibility to the areas, groups, and individuals.

7. Leaders maintain and model continuous improvement and life-long learning.

8. Leaders understand and consistently communicate, model, and lead through the tenets, principles, and values of the district's core intelligence.

9. Leaders in the district involve staff in the development, maintenance, evaluation, and implementation of Action Plans.

Resources:

In the New Paltz Central Schools, as in the transformational school model, the amount, appropriateness, and nature of the resources that are introduced into the system, and the facilities and structures in which the school is housed influence the effectiveness and ability of the school to achieve its goals. Resources should be seen not only as a one-way import into the system, but as the way the school influences its surrounding community.

As an open system, the school must interact with its environment to survive; it both consumes resources and exports resources to the environment. Not only is the school a resource **to** the community, but it should also be seen as a resource **in** the community, exporting experience, learning, skills, creativity, problem solving, and knowledge.

The resources have a great deal of influence on all of the areas and are critical to its success. These resources include *time, capital, technology, support personnel, instructional materials,* and all other *peripheral equipment* and *facilities* that go to support and sustain the learning.

The implications to future planning and preparation are many. It is in the area of financial support that often drives the program. There must be a high correlation and coherence between the program goals and the financial resources and the community's ability to pay. Neither should overwhelm the other.

The fact that the facilities are "permanent" resources and can have a great deal of influence over the nature of the learning, the program, and the environment, it is imperative that the facilities be planned with these aspects in mind.

There are two Resource standards, one that addresses the internal resources, and the other the external resources. They are as follows:

Standard 6.0

The District assures that all resources (human, physical and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Evidence of Achievement: When this standard is achieved, the following elements and components will be evidenced in the district.

1. The district resources (including capital funds) are allotted and expended efficiently.

2. The district budget is developed to provide maximum student benefit for a reasonable and acceptable cost to the taxpayer.

3. A variety of avenues and opportunities are employed to assure an efficient and effective operation, including, but not limited to – BOCES programs, energy conservation, transportation routing, regular budget audits and reviews, food service, facilities maintenance and operations, and state contracting.

4. District faculty and staff are dedicated to innovative and creative ways of lowering district costs without hindering student learning opportunities and the learning climate.

5. District facilities are physically accessible, appropriate and sufficient for all learners, and provide a safe, supportive, and enriching environment for student learning and success.

6. Learning resources, materials, technologies, and equipment are selected in consideration of the core intelligence, the curriculum expectations, and the learning environment and recognizing financial constraints.

7. Teachers, students, staff and administrators have the necessary training required to effectively and efficiently utilize the learning technologies.

8. The network and technology infrastructure is designed to support learning, instruction, and the District curriculum.

9. The network and technology infrastructure is sustainable, and extensible to support the dynamic changes in technology and the adoption/integration by teachers, staff and administration.

10. Classroom resources and instructional support personnel are used effectively and efficiently to support and enrich student learning and success.

Standard 7.0
The District is a valued resource within the community.

Evidence of Achievement: When this standard is achieved, the following elements and components will be evidenced in the district.

1. The school is perceived by the general public as a resource and contributor to the community, including, but not limited to facilities use, academic center, creative center for problem solving and research.

2. There is rich and strong collaboration and interaction between the District [staff, administration, and students] with the college, area businesses, and community members.

ACTION PLANNING

Action Planning Process:

The strength of adaptive planning is in its dynamic nature. A traditional strategic planning process is often considered complete when all the activities have been assigned, timelines established, and goals delineated. Far too often the plan dies on the shelf as new and challenging problems arise across the district that could not be foreseen or incorporated into the strategic plan by the master planners. An adaptive plan, such as this, is a dynamic and evolutionary process, in that it is not complete and, perhaps, like evolution, ought never to be complete. This Educational Master Plan is a living and flexible document, and designed to breathe life into the learning process for all by enabling us to address problems as they arise and to learn from our experiences. It will guide and focus the educational program and practice, the administrative procedures, and the board's and staff's decisions and planning process.

The *Core Intelligence* and *Educational Standards* are the foundation of the *Educational Master Plan*. The *Core Intelligence* with its mission, vision, and guiding values, informs our actions and intentions, and directs our decisions by engaging everyone in a common purpose. The approved District Standards, built on the *Core Intelligence* are the scaffolding upon which we have developed our action plans and by which we shall judge our growth and achievement. This process provides focus, singularity of effort, and efficiency to the operation by assuring that all are expending effort and time on the same priorities. It is also important to note that in adaptive planning, the effectiveness is assessed on the basis of documented results rather than emotional satisfaction and good intentions. Individuals, teams, and schools seek relevant data and information to assess the achievement of the strategies and activities of the action plan and then use that information to work for and to promote continuous improvement.

The Action Planning process is the most involved and active part of Adaptive Planning and must be done at the point of decision making and problem involvement. This may be at the classroom level, the building level, or at the Central Office level, and in many cases there will be overlap in the activities and strategies. However, this overlapping process brings coherence and clarity to our endeavors, allows for quick revision and modification, when needed, and produces a dynamic and living Plan.

The *Action Plans* delineate and specify the strategies, activities, tactics and timeframe that are being implemented to assure the achievement and fulfillment of the Standards. They begin by clearly defining the need and then creating a results-oriented goal. For example, if the purpose of the standard is to increase student learning, that purpose should be explicitly stated in a goal that will answer the question, "How will we know if our strategies are resulting in gains in student learning?" Effective team goals will focus on the intended outcome rather than on the strategies to achieve the outcome.[2] Once again this is contrary to the traditional approach of writing goals where the focus is on evidence of what teachers will do [Activity] rather than on evidence of what students will learn [Results].

This plan engages all employees, the Board of Education, and the community in a process of *ongoing* and continuous improvement, in which they establish short-term goals at the point of the decision, and develop strategies and activities to achieve them. It seeks to make the complex nature of planning a simpler and more dynamic endeavor by allowing for frequent adjustments based on the analysis of the evidence and degree of success. By revisiting and reviewing the progress and achievements we have made, by revising as new problems arise, and by communicating with one another as we learn together, the Plan provides a vehicle for future actions.

The inclusion of the *Action Planning Process* into the *Educational Master Plan* is also an ongoing process. While there should be documentation available for all members to know the extent and degree of completion or processing of the *Actions Plans*, it is this ongoing process that makes the *Educational Master Plan* viable. It is a networking, interacting, collaborating, communicating, and re-formational process, not a control, command, directive, and static process.

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[2] Dufour, Richard and Rebecca, Eaker, Robert, Many Thomas, Learning by Doing, p. 134.

State of the District Report:

Peter Sengè tells us that the rationale and purpose for building a learning organization revolves around the premise and intent that such organizations will produce dramatically improved results in student learning. [3] As we learn and improve as individuals and as an organization, these results and improvement strategies, if they are to have any meaning or purpose, must be recorded, communicated, and used in decision-making.

The District's Annual Report is designed to provide a consistent means and process of communicating and reporting the results and achievements of the Action Plans, and subsequently, the attainment of the standards and priorities of the *Educational Master Plan*. Regardless of the status of the *Action Plans*, it is important that each group report as to the current effectiveness and degree of achievement of the goals on at least an annual basis. This provides continuity of effort and a current "picture" of the district for all to see, set priorities, and allocate resources.

The Board of Education is ultimately responsible for judging the extent of improvement and achievement of the district in meeting its Standards and living up to the mission, vision, and core principles. The superintendent will provide, on an annual basis, a State of the District Report to the Board that communicates the degree to which the district is meeting its *Educational Master Plan*'s Standards, priorities, and commitment to the children of the community.

[3] Senge, Peter, The fifth Discipline: The Art and Practice of the Learning Organization, (1994), p. 44.

Section Three

Building Level Activities toward meeting District Goals

Section Three

Duzine / Lenape Elementary Schools

Progress toward the District Goals

2013-2014

Submitted by:

Debra Hogencamp, Principal
Jacqueline Sinatra, Principal

Duzine & Lenape Elementary School

"The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results." Unless these results are recorded, reported, and used in decision-making, the efforts have little meaning and purpose. The following narrative, data analysis, and Annual Reports contained in this section are designed to provide a consistent means of reporting the results of the Action Plans implemented in the Duzine and Lenape schools during the 2013 – 2014 school year.

Duzine and Lenape Elementary Schools are learning communities dedicated to continuous improvement. The District's Core Intelligence, which consists of our Mission, Vision, Guiding Principles, and Traditions, guides our actions. Administrators, faculty, and staff remain committed to the children of the community. A commitment to measured excellence and continuous growth and development for all is the focus of all we do.

This year, we focused on:

- Assisting teachers in making the connections between Professional Learning Communities (PLC), Data Inquiry Teams, and individual student growth.
- Expanding the dialogue in the PLC to align with Data Inquiry Protocols.
- Tuning lessons and units and utilizing the District Unit Design and Review Template to more closely align curriculum, instruction, and assessment with the Common Core Learning Standards (CCLS).
- Increasing achievement levels for all students, targeting specific subgroups of students as identified by varied sources of data, by working collaboratively within grade level teams and among schools.
- Ensuring the District APPR plan is implemented with fidelity.
- Modifying assessments to be developmentally appropriate.
- Implementing the Dignity for All Students Act (DASA) through building Diversity Cadres and the Responsive Classroom Approach.

Duzine Elementary School

Evidence of Achievement

DATA TABLE 1: COMPARATIVE ACADEMIC DATA

English Language Arts (ELA)		12 - 13	13 - 14
Kindergarten	Passing	83%	74%
Kindergarten	Mastery	52%	45%
Grade 1	Passing	74%	86%
Grade 1	Mastery	48%	59%
Grade 2	Passing	77%	81%
Grade 2	Mastery	56%	49%
Writing		12 - 13	13 - 14
Kindergarten	Conventions-Passing	88%	90%
Kindergarten	Conventions-Mastery	48%	53%
Kindergarten	Meaning-Passing	91%	92%
Kindergarten	Meaning-Mastery	51%	63%
Grade 1	Conventions-Passing	89%	74%
Grade 1	Conventions-Mastery	49%	13%
Grade 1	Meaning-Passing	97%	83%
Grade 1	Meaning-Mastery	75%	20%
Grade 2	Passing	59%	73%
Grade 2	Mastery	17%	27%
Mathematics		12 - 13	13 - 14
Kindergarten	Passing	99%	99%
Kindergarten	Mastery	90%	89%
Grade 1	Passing	95%	97%
Grade 1	Mastery	88%	86%
Grade 2	Passing	91%	93%
Grade 2	Mastery	64%	58%
Social Studies		12 - 13	13 - 14
Kindergarten	Passing	99%	99%
Kindergarten	Mastery	82%	86%
Grade 1	Passing	98%	98%
Grade 1	Mastery	93%	92%
Grade 2	Passing	95%	96%
Grade 2	Mastery	72%	76%
Science		12 - 13	13 - 14
Kindergarten	Passing	98%	99%
Kindergarten	Mastery	87%	87%
Grade 1	Passing	99%	99%
Grade 1	Mastery	93%	93%
Grade 2	Passing	95%	97%
Grade 2	Mastery	71%	73%

Assessments: State of the District Data Table 1

Data Table I Narrative Analysis:

In terms of English Language Arts (running record) scores, Kindergarten demonstrated a decrease in performance (9%) compared to the previous year's class, whereas Grade 1 student performance increased (12%), as did Grade 2 (4%).

This year in writing, Kindergarten and Grade 1 continued to focus on assessing specific skills and strategies (conventions and meaning). Kindergarten performance increased compared to the previous year's class (2% in conventions and 1% in meaning). Due to significant language development needs, Grade 1 achievement decreased (74% compared to 89% for the previous year's class in conventions, and 83% compared to 97% for the previous year's class in meaning). Grade 2 experienced an overall increase in achievement of 14% compared to the previous year's class.

Unit assessment results in Math, Social Studies, and Science continued to reflect relatively high achievement levels across all three of the grade levels (scores in the 90s).

The Common Core Learning Standards (CCLS) form the foundation for teaching and learning. ELA and Math assessments aligned with the CCLS and were modified to be developmentally appropriate. The results across all three grade levels were positive.

In addition, data indicate that students continue to demonstrate high levels of achievement; i.e., proficiency or above on the end-of-year ELA and Math assessment. As a school, students achieved an average score of 94% on the ELA assessment and 98% on the Math assessment.

Moving forward, we will continue to focus on being "students of our students." Collaboratively, educational staff will carry on the work they have begun in terms of thinking deeply about the skills and competencies our students are to master, as well as the instructional strategies needed to support them.

Lenape Elementary School

DATA TABLE II: COMPARATIVE ACADEMIC DATA

Grades 3-5 NYS English Language Arts Test Scores					
2013-2014					
GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	% Proficient (3+4 together)
3	32%	22%	42%	4%	46%
4	15%	41%	26%	18%	44%
5	25%	38%	25%	12%	37%

Grades 3-5 NYS Math Test Scores					
2013-2014					
GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	% Proficient (3+4 together)
3	22%	38%	29%	11%	40%
4	18%	42%	30%	10%	40%
5	28%	31%	29%	12%	41%

Grades 3-5 State Assessment Data 2013-2014						
% at level 3 and 4	ELA 3	Math 3	ELA 4	Math 4	ELA 5	Math 5
New Paltz	46*	40**	44*	40*	37**	41**
Ellenville	18	19	14	17	13	18
Highland	27	28	30	38	28	31
Kingston	25	40	22	23	15	22
Onteora	40	52	35	32	39	50
Rondout	25	39	30	32	17	21
Saugerties	24	29	34	29	25	35
Wallkill	22	31	25	33	21	36

* Highest in County
** 2nd Highest in County

Data Table II Narrative Analysis:

At Lenape, we continue to focus on the Common Core Learning Standards (CCLS) and become familiar with the more rigorous state tests. We remain number one and two in the County in all areas. We continue to analyze student work throughout the year and craft our instruction to meet individual student learning needs, as per Response to Intervention (RTI). Moving forward, our goal is to improve state scores and student achievement through participation in the Vertical Alignment Task Force, a team comprised of varied staff from Grades K-12, the focus of which is the New Paltz Central School District Special Education program. Our faculties will also work with the Assistant Superintendent of Educational Programs on the Math Steering Committee, as our data has shown some areas in need of improvement in mathematics.

Annual Report for Duzine/Lenape

"The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results." Unless these results are recorded, reported, and used in decision-making, the efforts have little meaning and purpose. The Annual Report framework on the following pages is designed to provide a consistent means of reporting the results of the Action Plans implemented on a yearly basis and have been incorporated into the annual State of the District Report.

Team Leader/Facilitator: Debra Hogencamp and Jackie Sinatra

Team Members: Educational Staff

Standard 5.0: Leadership Capacity

Leadership within the District is collaborative, aligned with the District Mission and Vision, invites staff input in collegial inquiry and decision-making, and promotes excellence, to enhance and to improve student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Administrators and staff examine both state assessment data and artifacts of ongoing student learning to monitor and ensure individual student growth. This process is focused on learning, is iterative in nature, and requires attention to particular protocols to ensure an in-depth examination of student work.

- Administrators and staff meet during opening days to examine data, in particular individual student reports.

- Administrators and staff meet regularly to analyze student work, engage in data dialogues focused on student learning, and, when necessary, adjust teaching strategies to increase student learning outcomes.

    - Meetings may be organized around grade level, departments, discipline, or articulation teams.
    - Meetings occur about twice a month.
    - Educators examine student work (samples of ongoing learning) utilizing a specific protocol, becoming "students of their students."
    - This dialogue should at times prompt a re-examination of lessons and units, benchmarked against the District Unit Design and Review Template.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- Schools are in the process of implementing Data Inquiry Teams.
- Staff continues to analyze ongoing student learning (growth) and utilize this information when necessary to change the direction and outcome of student learning through Data Inquiry Teams.
- Staff continues to:
    - Identify student growth/needs.
    - Attend to student growth formatively and within short increments of time.
    - Engage in this practice with fidelity to support educators as they continue to focus on learning and living and growing in practice.

Goal(s) [in Action Plan] established to achieve Standard.

By June 30, 2014:

- 100% of the educational staff will apply the "student of my students" protocols to deeply examine student work for evidence of learning.
- 100% of the educational staff will meet with colleagues on a regular basis.
- 100% of the educational staff will utilize the District template to "tune" lessons and units.
- 100% of students in cohort will demonstrate growth as evidenced by local, common, or state assessments.

Results, as evidenced by evaluation and assessment data.

Professional Learning Communities

- Duzine and Lenape faculties received professional development on data inquiry protocols.
- Duzine and Lenape faculties worked collaboratively to analyze data to inform instruction both within and across buildings and grade levels.

Tuning Lessons and Units

- Duzine and Lenape faculties participated in professional development on unpacking the CCLS in order to more closely align lessons and units. Turn-key training was provided by faculty members to colleagues to deepen understanding of the CCLS as they apply to 21st century learning, a constructivist approach to learning and cognitive engagement.
- Duzine and Lenape faculties worked on grade level teams to refine lessons and units throughout the year.

Student Achievement

- See data tables and accompanying narratives.

Annual Professional Performance Review (APPR), Student Learning Objectives (SLO), and Local Measures

- The NPCSD APPR Plan was implemented with fidelity.
- Duzine and Lenape faculties refined assessments to be developmentally appropriate and part of the learning process.

Dignity for All Students Act (DASA)

- Both elementary schools continued to comply with DASA requirements.
- Both elementary schools continued to implement the Responsive Classroom Approach.
- Both elementary schools continued to hold regular Diversity Cadre meetings to implement relevant activities throughout their respective school communities.

Conclusions, recommendations, and priorities for future.

The goals for the 2014-2015 school year are to continue to utilize data inquiry to analyze products of student learning. This information will be used to inform instruction, and, when necessary, make changes to the teaching process so as to effect a change in the learning outcome. Educational staff will continue to meet with colleagues on a regular basis to monitor student progress.

The recommendations and priorities are as follows:

- Educational staff will continue to engage in professional development to grow their practice of being "students of our students."
- Educational staff will continue to follow necessary measures to ensure the District APPR plan is implemented with fidelity.
- Educational staff will continue to make connections between their Data Inquiry Team work and student growth.
- Educational staff will continue to focus on increasing achievement levels for all students, targeting specific subgroups of students by working collaboratively within grade levels and departments and between schools on data analysis through Data Inquiry Teams.
- Educational staff will continue to review assessment measures to monitor student progress toward deeper levels of understanding.
- Educational staff will continue to implement the Dignity for All Students Act via the building level Diversity Cadres and the Responsive Classroom Approach.

2013 – 2014: Duzine Elementary School Student Racial Demographics

Grade Level	Number of Students	Asian	African American	Hispanic /Latino	American Indian/ Alaskan Native	Multi-racial	Pacific Island	White
K	152	4	5	13	0	14	0	116
1	144	3	6	19	0	8	0	108
2	170	6	4	22	0	7	0	131
Total	466	13	15	54	0	29	0	355

2013 – 2014: Lenape Elementary School Student Racial Demographics

Grade Level	Number of Students	Asian	African American	Hispanic /Latino	American Indian/ Alaskan Native	Multi-racial	Pacific Island	White
3	156	5	7	15	0	4	0	124
4	148	2	6	8	2	6	0	124
5	201	6	16	13	0	6	0	159
Total	505	13	29	36	2	16	0	407

NOTE: Percent students of color in Grades K-5: **22%**
(Percentages have been rounded to the nearest percent.)

2013–14 Professional Staff Assigned to Duzine Elementary School

Staff Category		American Indian/Alaska Native	Black or African American (not Hispanic)	Asian	Native Hawaiian or other Pacific Islander	Hispanic or Latino	White (not Hispanic origin)	Multi-Racial (not Hispanic origin)
Full – Time	Principals						1	
	Assistant Principals							
	Teachers					1	31	1
	Other Prof Staff						2	
Part-time	Principals							
	Assistant Principals							
	Teachers							
	Other Prof Staff							

**Does not include professional staff in this school who also work in other schools in this District or in the Central Office.*

2013-14 Professional Staff Assigned to Lenape Elementary School

Staff Category		American Indian/Alaska Native	Black or African American (not Hispanic)	Asian	Native Hawaiian or other Pacific Islander	Hispanic or Latino	White (not Hispanic origin)	Multi-Racial (not Hispanic origin)
Full – Time	Principals						1	
	Assistant Principals							
	Teachers		1				43	
	Other Prof Staff						4	
Part-time	Principals							
	Assistant Principals							
	Teachers							
	Other Prof Staff							

**Does not include professional staff in this school who also work in other schools in this District or in the Central Office.*

Annual Report for Kindergarten Math & ELA

Team Leader/Facilitator: Joan Cherney

Team Members: Kerri McIntyre, Iva Profaci, Elayne Zinn, Ellen Allis, Ellen Makow, Trish Lewis, Brandi Keyser, Karen Bryant

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- At least 75% of the students in Kindergarten, including special populations (e.g. English language learners and students with disabilities), will have demonstrated growth as measured by multiple assessments.
- All Kindergarten and Special Education teachers will have implemented the Common Core Learning Standards.
- All Kindergarten and Special Education teachers will have implemented the Dignity for All Students Act through the Responsive Classroom Approach.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning:</u>

- Schools are in the process of implementing Data Inquiry Teams.
- Staff continues to analyze ongoing student learning (growth) and utilize this information when necessary to change the direction and outcomes of student learning through Data Inquiry Teams.
- Staff continues to:
    - Identify student growth/needs.
    - Attend to student growth formatively and within short increments of time.
    - Engage in this practice with fidelity to support educators as they continue to focus on learning and living and growing in practice.

Goal(s) [in Action Plan] established to achieve Standard.

- 100% of the educational staff will apply the "student of my students" protocols to deeply examine student work for evidence of learning.
- 100% of the educational staff will meet with colleagues on a regular basis.
- 100% of the educational staff will utilize the District template to "tune" lessons and units.
- 100% of students in the cohort will demonstrate growth as evidenced by local, common, or state assessments.
- 100% of the teachers will implement Responsive Classroom techniques as measured through observations and evaluations.

Results, as evidenced by evaluation and assessment data.

- At least 75% of the students in Kindergarten, including special populations (e.g. English language learners and students with disabilities), demonstrated growth as measured by multiple assessments.
- 100% of Kindergarten teachers applied the "student of my students" protocols to deeply examine student work for evidence of learning.
- 100% of Kindergarten teachers met and collaborated on a regular basis.
- 100% of Kindergarten teachers utilized the District template to "tune" lessons and units. A majority of the Kindergarten team participated in the "Unpacking the Common Core" study group.
- 100% of students in the cohort demonstrated growth as evidenced by local, common, or state assessments.
- 100% of Kindergarten teachers understand the connection between Professional Learning Communities, Data Inquiry Teams, and individual student growth.
- 100% of the Kindergarten teachers created and implemented data inquiry practices to gather information and achieve academic goals for individual students.
- 100% of the Kindergarten teachers implemented elements of the Responsive Classroom approach, as measured through observations and evaluations.
- 100% of Kindergarten teachers and students participated in the Kindness and Justice Challenge, read several books related to the Dignity for All Students Act, and attended the James Childs anti-bullying workshop.

Conclusions, recommendations, and priorities for future.

Math

Conclusions

- Information from study groups and workshops was disseminated during collaboration meetings and assessment development meetings.
- Collaboration throughout the development of assessments enabled Kindergarten teachers to complete the District and State requirements.
- Embedding math concepts throughout the day provided multiple opportunities for students to learn, practice, and apply foundational skills.

Recommendations

- Kindergarten teachers will continue to collaborate with each other and administrators to review end-of-unit assessments in the content areas.
- Kindergarten teachers will continue to participate in common staff development around current best practice.
- Kindergarten teachers will continue to spend time engaging in thoughtful and productive conversations regarding student needs and best teaching practices.
- Kindergarten teachers will continue to implement the use of common math resources (curriculum, manipulatives, etc.) for effective implementation of 21st century math approaches.
- Kindergarten teachers will continue to work together with administrators to streamline the process of designing, implementing, and scoring assessments in order to provide more time for collaboration and classroom and lesson preparation.

ELA

Conclusions

- The revised Kindergarten assessment is developmentally appropriate for students.

Recommendations

- Several Kindergarten teachers will participate in the development of an interdisciplinary unit for implementation in the 2014-2015 school year.

Responsive Classroom

Conclusions

- Kindergarten teachers continue to implement Responsive Classroom techniques, including developing classroom rules with the children and modeling appropriate behaviors. Kindergarten teachers also use the Responsive Classroom approach to integrate curricular content and strategies that teach children to be kind and include others.

Annual Report for Grade 1 Math & ELA

Team Leader/Facilitator: Matthew Elkin

Team Members: Robin Taliaferro, Tina Bodo, Susan Kobza, Ginger King, Lynn Bartlett, Luke Biffar, Heather O'Donnell, Rebecca Burdett, Elizabeth Rizza, Matthew Elkin

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- At least 75% of the students in Grade 1, including special populations (e.g. English language learners and students with disabilities), will have demonstrated growth as measured by multiple assessments.
- All Grade 1 and Special Education teachers will have implemented the Common Core Learning Standards.
- All Grade 1 and Special Education teachers will have implemented the Dignity for All Students Act through the Responsive Classroom approach.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning:</u>

- Schools are in the process of implementing Data Inquiry Teams.
- Staff continues to analyze ongoing student learning (growth) and utilize this information when necessary to change the direction and outcome of student learning through Data Inquiry Teams.
- Staff continues to:
    - Identify student growth/needs.
    - Attend to student growth formatively and within short increments of time.
    - Engage in this practice with fidelity to support educators as they continue to focus on learning and living and growing in practice.

Goal(s) [in Action Plan] established to achieve Standard.

- 100% of the educational staff will apply the "student of my students" protocols to deeply examine student work for evidence of learning.
- 100% of the educational staff will meet with colleagues on a regular basis.
- 100% of the educational staff will utilize the District template to "tune" lessons and units.
- 100% of students in cohort will demonstrate growth as evidenced by local, common, or state assessments.
- 100% of the teachers will implement Responsive Classroom techniques as measured through observations and evaluations.

Results, as evidenced by evaluation and assessment data.

- At least 75% of the students in Grade 1, including special populations (e.g. English language learners and students with disabilities), demonstrated growth as measured by multiple assessments.
- 100% of Grade 1 teachers applied the "student of my students" protocols to deeply examine student work for evidence of learning.
- 100% of Grade 1 teachers met and collaborated on a regular basis.
- 100% of Grade 1 teachers utilized the district template to "tune" lessons and units. A majority of the Grade 1 team participated in the "Unpacking the Common Core" study group.
- 100% of students in the cohort demonstrated growth as evidenced by local, common, or state assessments.
- 100% of Grade 1 teachers understand the connection between Professional Learning Communities, Data Inquiry Teams, and individual student growth.
- 100% of the Grade 1 teachers created and implemented data inquiry practices to gather information and achieve academic goals for individual students.
- 100% of the Grade 1 teachers implemented elements of the Responsive Classroom approach, as measured through observations and evaluations.
- 100% of Grade 1 teachers and students participated in the Kindness and Justice Challenge, read several books related to the Dignity for All Act and attended the James Childs anti-bullying workshop.

Conclusions, recommendations, and priorities for future.

Math

Conclusions

- Information from study groups and workshops was disseminated during collaboration meetings and assessment development meetings.
- Collaboration throughout the development of these assessments enabled Grade 1 teachers to complete the District and State requirements.
- Embedding math concepts throughout the day provided multiple opportunities for students to learn, practice, and apply foundational skills.

Recommendations

- Grade 1 teachers will continue to collaborate with administrators to review end-of-unit assessments in the content areas.
- Grade 1 teachers will continue to participate in common staff development around current best practice.
- Grade 1 teachers will continue to implement the use of common math resources (curriculum, manipulatives, etc.) for effective implementation of 21st century math approaches.
- Grade 1 teachers will continue to spend time engaging in thoughtful and productive conversations regarding student needs and best teaching practices.
- Grade 1 teachers will continue to work together with administrators to streamline the process of designing, implementing, and scoring assessments in order to provide more time for collaboration and classroom and lesson preparation.

ELA

Conclusions

- The revised Grade 1 assessment is developmentally appropriate for students.

Recommendations

- Several Grade 1 teachers will participate in the development of an interdisciplinary unit for implementation in the 2014-2015 school year.

Responsive Classroom

Conclusions

- Grade 1 teachers continue to implement Responsive Classroom techniques including developing classroom rules with the children and modeling appropriate behaviors. Grade 1 teachers also use the Responsive Classroom Approach to integrate curricular content and strategies that teach children to be kind and include others.

Annual Report for Grade 2 Math & ELA

Team Leader/Facilitator: Lilly Andino-Skinner and Arielle Chiger

Team Members: Lilly Andino-Skinner, Melissa Manning, Rachel Busher, Arielle Chiger, Michele Favale, Kathryn Gulitti, Lisa Hasbrouck, Janice Hoffer, Cheryl Tomasetti, Sara Sheppard

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- At least 75% of the students in Grade 2, including special populations (e.g. English language learners and students with disabilities), will have demonstrated growth as measured by multiple assessments.
- All Grade 2 and Special Education teachers will have implemented the Common Core Learning Standards.
- All Grade 2 and Special Education teachers will have implemented the Dignity for All Students Act through the Responsive Classroom approach.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

- Schools are in the process of implementing Data Inquiry Teams.
- Staff continues to analyze ongoing student learning (growth) and utilize this information when necessary to change the direction and outcome of student learning through Data Inquiry Teams.
- Staff continues to:
    - Identify student growth/needs.
    - Attend to student growth formatively and within short increments of time.
    - Engage in this practice with fidelity to support educators as they continue to focus on learning and living and growing in practice.

Goal(s) [in Action Plan] established to achieve Standard.

- 100% of the educational staff will apply the "student of my students" protocols to deeply examine student work for evidence of learning.
- 100% of the educational staff will meet with colleagues on a regular basis.
- 100% of the educational staff will utilize the District template to "tune" lessons and units.
- 100% of students in cohort will demonstrate growth as evidenced by local, common, or state assessments.

Results, as evidenced by evaluation and assessment data.

- At least 75% of the students in Grade 2, including special populations (e.g. English language learners and students with disabilities), demonstrated growth as measured by multiple assessments.
- 100% of Grade 2 teachers created and implemented data inquiry practices to gather student work.
- 100% of the Grade 2 teachers applied the "student of my students" protocols to deeply examine student work for evidence of learning.
- 100% of the Grade 2 teachers met with colleagues on a regular basis.
- 100% of the Grade 2 teachers utilized the District template to "tune" lessons and units.
- 100% of students in the cohort demonstrated growth as evidenced by local, common, or state assessments.

Math

- The assessment was aligned with the Common Core Learning Standards. Students were proficient in the concepts taught and assessed throughout the year, i.e., single- and double-digit addition and subtraction, story problems, etc.
- The Grade 2 team reconstructed the assessment to reflect a more developmentally appropriate and child-friendly design, thus reducing student anxiety relative to the administration.

ELA

- The assessment was aligned with the Common Core Learning Standards. Students were proficient in the concepts taught and assessed throughout the year, i.e., responding to nonfiction and fiction texts, providing evidence-based responses, and demonstrating readers' responses.
- The Grade 2 team reconstructed the assessment to reflect a more developmentally appropriate and child-friendly design, thus reducing student anxiety relative to the administration. This change enabled students to clearly demonstrate their understanding of the tasks.

Responsive Classroom

- 100% of teachers implemented Responsive Classroom techniques as they developed and maintained productive and respectful classroom communities.

Conclusions, recommendations, and priorities for future.

- Grade 2 teachers found that data could be gleaned more effectively with a complete revamping of end-of-unit math assessments. We would like to explore the implementation of an authentic diagnostic tool that would inform math instruction.
- As we move toward a more integrated project-based instructional model in the content areas, we would like to eliminate the current end-of-unit assessments and replace them with activities/assessments that are aligned with the new standards, are developmentally appropriate, and provide us with valuable information about student learning.

Future Recommendations/Priorities:

- Grade 2 teachers will continue to collaborate with administrators to review and consolidate/eliminate end-of-unit assessments in the content areas.
- Grade 2 teachers will continue to use collaboration time to work together on sharing and developing best classroom practices.
- Grade 2 teachers will continue to implement the use of common math resources (curriculum, manipulatives, etc.) for effective implementation of 21st century math approaches.
- Grade 2 teachers will continue to work together with administrators to streamline the process of designing, implementing, and scoring assessments in order to provide more time for collaboration and classroom and lesson preparation.

Annual Report for Grade 3

Team Leader/Facilitator: Denise Sanchez

Team Members: Erin Bulson, Jill Christensen, Brittany D'Orazio, Shawn Doyle, Paulette Easterlin, Tina Harris, Jim Longbotham, Amanda Rivero, Suzanne Seaholm, Denise Sanchez, Elaine Thomas

Standard 3.0: Teacher Skill & Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Administrators and staff examine both state assessment data and artifacts of ongoing student learning to monitor and ensure individual student growth. This process is focused on learning, iterative in nature, and requires attention to particular protocols to ensure an in-depth examination of student work.

- Administrators and staff meet during opening days to examine data, in particular individual student reports.

- Administrators and staff meet regularly to analyze student work, engage in data dialogues focused on student learning, and, when necessary, adjust teaching strategies to increase student learning outcomes.

- Meetings may be organized around grade level, departments, discipline, or articulation teams.

- Meetings occur about twice a month (grade level and/or faculty meetings).

- Educators examine student work (samples of ongoing learning) utilizing a specific protocol, becoming "students of their students."

- This dialogue should at times prompt a re-examination of lessons and units, benchmarked against the District Unit Design and Review Template.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- Schools are in the process of implementing Data Inquiry Teams.
- Staff continues to analyze ongoing student learning (growth) and utilize this information when necessary to change the direction and outcome of student learning through Data Inquiry Teams.
- Staff continues to:
    - Identify student growth/needs.
    - Attend to student growth formatively and within short increments of time.
    - Engage in this practice with fidelity to support educators as they continue to focus on learning and living and growing in practice.

Goal(s) [in Action Plan] established to achieve Standard.

- 100% of the educational staff will apply the "student of my students" protocols to deeply examine student work for evidence of learning.
- 100% of the educational staff will meet with colleagues on a regular basis (grade level and/or faculty meetings, and/or teacher-initiated collaboration).
- 100% of the educational staff will utilize the District template to "tune" lessons and units (during time provided by District).
- 100% of students in cohort will demonstrate growth as evidenced by local, common, or state assessments

Results, as evidenced by evaluation and assessment data.

- 100% of the educational staff applied the "student of my students" protocols to deeply examine student work for evidence of learning.
- 100% of the educational staff met with colleagues on a regular basis (grade level and/or faculty meetings, and/or teacher-initiated collaboration).
- 97% of Grade 3 students met proficiency on ELA local assessments.
- 94% of Grade 3 students met proficiency on Math local assessments.

Conclusions, recommendations, and priorities for future.

- Work on utilizing the District template to "tune" lessons and units.
- Continue to meet with colleagues to align District curriculum/lessons with the CCLS.
- Continue professional development during Superintendent Conference days as done on May 8, 2014.

Annual Report for Grade 4

Team Leader/Facilitator: Collaborative Process

Team Members: Linda Sinforoso, Maggie Kievit, Alex Majthenyi, Kelly Costello, Sarah Sebald, Mary Jo Serrao, Adrienne Maley, Deb Martin, Liz Burdick

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement is continuously assessed and reported, using both formal and informal means.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Our SMART goals were to utilize data from formative and summative assessments to set academic goals for individual students as measured by state and local assessments and to incorporate Responsive Classroom techniques into our classrooms.

Summary of where we were at beginning: (Needs Assessment Data)

- Schools are in the process of implementing Data Inquiry Teams.
- Staff continues to analyze ongoing student learning (growth) and utilize this information when necessary to change the direction and outcome of student learning through Data Inquiry Teams.
- Staff continues to:
    - Identify student growth/needs.
    - Attend to student growth formatively and within short increments of time.
    - Engage in this practice with fidelity to support educators as they continue to focus on learning and living and growing in practice.

Goal(s) [in Action Plan] established to achieve Standard.

Grade 4 teachers will use formative and ongoing data to determine student needs and implement appropriate instruction to meet state standards.

Grade 4 teachers will implement strategies aimed at meeting the Dignity for All Students Act (DASA) regulations.

Results, as evidenced by evaluation and assessment data.

As a result of ongoing assessments, data collection, and analysis of the Common Core Learning Standards, as well as ongoing collaborative process, we added a rigorous, evidence-based writing component to our ELA summative assessment. We also standardized the scoring of the local assessment. Students did well on local post-assessments, with the majority achieving proficiency, despite the additional component. We anticipate that fewer students will achieve proficiency on the state exams due to the continuing changes in the assessment and lack of clarity from the State on the Common Core requirements.

Teachers implemented a variety of strategies aimed at meeting the Dignity for All Students Act (DASA). To address student needs, teachers implemented strategies which included: conflict management training, individualized and group behavior management plans, social skills training, specialist consultations, logical consequences, frequent parent communication, and classroom meetings. We incorporated Responsive Classroom techniques as well.

Conclusions, recommendations, and priorities for future.

Priority for the future includes collaborative in-depth analysis of student work, math Common Core Learning Standards, and assessments in multiplication and division.

Annual Report for Grade 5

Team Members: J. Beck, R. Fisher, C. Dates, S. Erceg, A. Macur, E. Savelson, A. Sheldon, M. Oppenheimer, D. Walling, K. Fisher, D. Monheit, A Majthenyi

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

All Grade 5 and Special Education teachers will be knowledgeable in the Common Core Learning Standards. They will have reviewed, revised, and developed curriculum units in ELA and Mathematics with corresponding assessments that are aligned with the Common Core Learning Standards. They will implement the units and the assessments. All Grade 5 and Special Education teachers will begin to look at authentic assessment projects.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

- Schools are in the process of implementing Data Inquiry Teams.
- Staff continues to analyze ongoing student learning (growth) and utilize this information when necessary to change the direction and outcome of student learning through Data Inquiry Teams.
- Staff continues to:
    - Identify student growth/needs.
    - Attend to student growth formatively and within short increments of time.
    - Engage in this practice with fidelity to support educators as they continue to focus on learning and living and growing in practice.

<u>Goal(s) [in Action Plan] established to achieve Standard.</u>

In 2013-2014, 100% of the teachers will utilize data from formative and summative assessments to set academic goals for individual students as measured by state and local assessments.

Teachers will apply the CCLS in the development and implementation of curriculum units and assessments.

Grade 5 teachers will use formative and ongoing data to determine student needs and implement appropriate instruction to meet state standards.

Results, as evidenced by evaluation and assessment data.

- Grade 5 teachers implemented a NYS CCLS-aligned comprehensive math assessment. The results of this end-of-the-year math assessment showed that 98% of Grade 5 students achieved proficiency.
- Grade 5 teachers implemented a NYS CCLS-aligned ELA assessment. The results of this end-of-the-year ELA assessment showed that 100% of Grade 5 students achieved proficiency.
- Grade 5 teachers developed and implemented authentic multimedia projects that integrated informational literacy skills and also aligned with science/social studies learning.

Conclusions, recommendations, and priorities for future.

- Professional collaboration time to continue designing authentic CCLS-aligned grade level assessments.
- Professional collaboration time to finish aligning our Common Unit assessments in ELA, Science, and Social Studies to the CCLS.

Annual Report for Elementary School Foreign Language

Team Leader/Facilitator: Jenny Delfini

Team Members: Jennifer Pizzarello, Jenny Delfini

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement are continuously assessed and reported, using both formal and informal means. For example, a formal assessment would be a presentation to the class or a conversation with the teacher, using the vocabulary and structures from the unit of study, graded with a rubric. Formal assessments would be done for each unit. Informal assessments would be done in class as often as possible, during either partner activities or small group activities. The teacher would circulate with a class list in order to ensure assessment of each student present. A checklist, as well as anecdotal notes as needed, would be included.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Our content is based upon the high frequency vocabulary sets used in Spanish. These sets are spiraled and built upon each school year. Our assessment incorporates the four essential skills for learning a foreign language: speaking and listening, as well as reading and writing in the upper grades. We believe this is a fair measure of our students' achievement and abilities.

Goal(s) [in Action Plan] established to achieve Standard.

- 75% of students will demonstrate mastery of the Spanish FLES performance indicators, as measured by developed summative assessments in June 2014.

Results, as evidenced by evaluation and assessment data.

- We met our goal as evident in the results of all our summative assessments for Grades 1-5.
- 95% of our student population demonstrated mastery.

Conclusions, recommendations, and priorities for future.

The goal achieved was better than expected. Our students are excelling within the program due to the cohesive structure of our curriculum and our frequent collaboration on unit development. Next year, we would like to modify the Grade 3 and 4 curriculum to make room for more depth within each unit. We also plan to continue modifying the program.

Annual Report for Library Media Specialists

Team Leader/Facilitator: Collaborative Process

Team Members: Joanna Arkans, Mary Ann Lis-Simmons, Joann Martin, Stella Mouyios

Standard 3.0: Teacher Skill & Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Inquiry-based formative and summative assessments that reflected the Common Core Learning Standards and the Information Fluency Continuum (IFC)* were implemented.

*Statewide adoption by School Library Systems

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- Schools are in the process of implementing Data Inquiry Teams.
- Staff continues to analyze ongoing student learning (growth) and utilize this information when necessary to change the direction and outcome of student learning through Data Inquiry Teams.
- Staff continues to:
    - Identify student growth/needs.
    - Attend to student growth formatively and within short increments of time.
    - Engage in this practice with fidelity to support educators as they continue to focus on learning and living and growing in practice.

Goal(s) [in Action Plan] established to achieve Standard.

The Library Media Specialists continue to grow in our use of the IFC and its integration with the curriculum. We collaborated with teachers to integrate Information Literacy Standards, as well as Common Core and ISTE Standards (International Society for Technology in Education) into lessons/assignments/projects. We implemented the District's APPR plan with fidelity.

Results, as evidenced by evaluation and assessment data.

See attached evidence from each school located in the building's Annual Report.

Conclusions, recommendations, and priorities for future.

Building on the awareness of the Common Core and IFC integration, we will continue to integrate these skills in the effort to strengthen students' career and college readiness skills. Students need to continue to regularly apply knowledge gained in the use of online subscription databases, properly cite sources, understand the ethics of preventing plagiarism, and understand the difference between primary and secondary sources. Research skills will be also reinforced.

Grade 1 concentrated on the various library skills during the 2013-2014 school year:

- Identifying the five sections in the library and their location in the library
- Spine label identification (811-Poetry: 398.2 – Fairytale: F-Fiction, E – Picture Books, True Fact-numbers)
- Location Cards – locating a particular section and author
- Understanding the basic structure of the library – ABC order
- Recognizing that fiction and picture books are organized by author's last name in ABC order
- Focused on Informational Text/Biographies/Fiction
- Differentiated between fiction and true-fact sources
- Function and parts of a true-fact book
- Research skills using print and non-print formats
- Research skills – highlighting, note-taking
- Locating facts and briefly summarizing them via writing, drawing, or verbalization to answer questions
- Identifying plot, characters, times, and places in a story
- Navigating a website

The Grade 1 Summative Assessment concentrated on an inquiry-based research project where students located and recorded evidence on a specific topic (e.g. bird, fish, and mammal). Overall, students demonstrated an increase in achievement.

Grade 2 concentrated on the various library skills during the 2013-2014 school year:

- ABC order; identifying the five sections in the library and their location in the library
- Location Cards by title, author, call number
- Spine label identification (811-Poetry; 398.2 – Fairytale; F-Fiction; E – Picture Books; True Fact – numbers)
- Focused on Informational Text/Biographies/Fiction
- Differentiated between fiction and true-fact sources
- Distinguishing between fact and opinion
- Function and parts of a true-fact book
- Writing, drawing, or verbalizing the main idea
- Research skills using print and non-print formats
- Research skills – highlighting, note-taking
- Recognizing that questions can be answered by locating information in the text or online (database)
- Navigating a website
- Plagiarism – citing sources (simple bibliography: Title, Author, Copyright)

The Grade 2 Summative Assessment concentrated on an inquiry-based research project where students located, recorded evidence on a specific topic (e.g. Famous Woman in History). Overall, students demonstrated an increase in achievement.

Annual Report for Grades K – 2 Physical Education

Team Members: Roger Norcross and Patrick Barberio

Standard 3.0: Teacher Skill & Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

All of our students in Grades 1 and 2 will participate in a performance-based assessment.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- Schools are in the process of implementing Data Inquiry Teams.
- Staff continues to analyze ongoing student learning (growth) and utilize this information when necessary to change the direction and outcome of student learning through Data Inquiry Teams.
- Staff continues to:
    - Identify student growth/needs.
    - Attend to student growth formatively and within short increments of time.
    - Engage in this practice with fidelity to support educators as they continue to focus on learning and living and growing in practice.

Goal(s) [in Action Plan] established to achieve Standard.

Our goal was to have an assessment tool in place to measure motor skill development. Our goal was to meet with the Athletic Director and our PE department to collaboratively develop and design our rubrics. We also worked towards setting up a database on Microsoft Excel to keep track of our students and the data collected. We worked very closely with the Duzine SYSOP to develop our spreadsheets and formulas.

- 100% of the educational staff will apply the "student of my students" protocols to deeply examine student work for evidence of learning.
- 100% of the educational staff will meet with colleagues on a regular basis.

- 100% of the educational staff will utilize the District template to "tune" lessons and units.
- 100% of students in cohort will demonstrate growth as evidenced by local, common, or state assessments.

Results, as evidenced by evaluation and assessment data.

A review of our assessment data indicated that students achieved at high levels in their fundamental motor and object control skills.

Conclusions, recommendations, and priorities for future.

- As a department, it took 2-3 full days to input and analyze the data collected, aside from the teaching load.
- As a department, it took 1-2 weeks of a PE cycle to complete the integrated performance assessments.
- We would like to look into a more efficient way to collect and analyze the data.
- When we design next year's assessments, we would like to include a "social responsibility" component.
- We need to continue to use collaboration time to work together on sharing and developing best classroom practices.

Annual Report for Grades 3 – 5 Physical Education

Team Leader/Facilitator: Suzanne Wirth

Team Members: Suzanne Wirth and Dal Veeder

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement is continuously assessed and reported, using both formal and informal means to measure student achievement, the degree of understanding, and to ensure a positive, safe, healthy, and enriched learning environment.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

- Schools are in the process of implementing Data Inquiry Teams.
- Staff continues to analyze ongoing student learning (growth) and utilize this information when necessary to change the direction and outcome of student learning through Data Inquiry Teams.
- Staff continues to:
    - Identify student growth/needs.
    - Attend to student growth formatively and within short increments of time.
    - Engage in this practice with fidelity to support educators as they continue to focus on learning and living and growing in practice.

<u>Goal(s) [in Action Plan] established to achieve Standard.</u>

- Implement the DASA via the Diversity Cadres and BLTs.
- Engage common prep time for compilation and computation of fitness test results, student learning objectives, and written evaluations.

Results, as evidenced by evaluation and assessment data.

- Implemented the District's APPR plan with fidelity.
- We met one day out of six to perform these tasks.
- Local assessments were developed and post-assessment scores were recorded.

Conclusions, recommendations, and priorities for future.

- We will continue to gather diagnostic data during the first six weeks of school to establish a starting point for each student's learning.
- We will continue to revise the assessments.

Annual Report for Elementary Art

Team Leader/Facilitator: Susan Gruschow, Joy Ward

Team Members: Susan Gruschow, Joy Ward

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Standard 3.0 – Teacher Skill and Competency:
All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- In the 2013-2014 school year, work was displayed within the school and at local venues.
- Diversity is evident in assignments and incorporates community awareness.
- Projects reflect understanding and curiosity.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

- Teachers will develop, implement, and synthesize performance, project, and visual literacy-based assessments.
- We will meet several times during the year to unify and strengthen the department.

<u>Goal(s) [in Action Plan] established to achieve Standard.</u>

- Facilitate inquiry-based art projects, which align with the CCLS.
- Lessons will contain a problem-solving component, be mindful of students as citizens of the world, include cross-curricular strategies, and encourage independent and creative thinking.
- Students will participate in collaborative and/or individual presentation of their work in the classroom, school, and/or community.

Results, as evidenced by evaluation and assessment data.

- Assignments were open-ended and allowed for curiosity, self-direction, and individual student empowerment.
- Student work exhibited interdisciplinary connections throughout the learning process.
- Students were given the opportunity to respond and reflect on projects.

Conclusions, recommendations, and priorities for future.

- Performance-based assessments had a more logical connection to the art discipline than a written test.
- Students demonstrated proficiency on performance-based assessments.
- The art department will continue to pursue professional development in the visual arts in CCLS.
- The art department will continue to teach inquiry-based lessons that are mindful of the elementary art student.

Annual Report for Elementary School Music

Team Leader/Facilitator: Laura Faure

Team Members: Laura Faure and Jessica Holter

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement is continuously assessed and reported, using both formal and informal means, to measure student learning achievement and the degree of understanding, and to ensure a positive, safe, healthy, and enriched learning environment.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning (Needs Assessment Data)

In the beginning of the school year, we began utilizing a common rubric to assess students on pitch accuracy and rhythmic accuracy. We were able to begin to see how students were progressing musically from grade to grade and school to school. This information was also utilized to help in setting targets for our students.

- Schools are in the process of implementing Data Inquiry Teams.
- Staff continues to analyze ongoing student learning (growth) and utilize this information when necessary to change the direction and outcome of student learning through Data Inquiry Teams.
- Staff continues to:
    - Identify student growth/needs.
    - Attend to student growth formatively and within short increments of time.
    - Engage in this practice with fidelity to support educators as they continue to focus on learning and living and growing in practice.

Goal(s) [in Action Plan] established to achieve Standard.

We created and utilized a rubric that will assess tone, pitch-matching, and the ability to read and write rhythms appropriate for their grade level. The information from the rubric will allow us to diagnose strengths and weaknesses in student singing and reading. Seventy-five percent of students will demonstrate increased achievement, as measured by developed summative assessments in June 2014.

Results, as evidenced by evaluation and assessment data.

Using the data from the rubrics we created, we were able to establish student learning goals for our students. Ninety-two percent of Lenape music students achieved proficiency or mastery in their local music assessments.

Conclusions, recommendations, and priorities for future.

We will use this data to help understand where student strengths and weaknesses are and to develop activities to make our program stronger.

Annual Report for Band
Instrumental Music: Grade 5

***Team Leader/Facilitator**:* David Finch

***Team Members**:* Scott Milici

Standard 3.0: Teacher Skill & Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):
A high level of achievement is met through a high level of participation in the Grade 5 instrumental program. This high level of participation is accompanied by a high level of learning, understanding, and development of necessary music reading skills as it applies to instrumental performances. Evidence of achievement is met through assessments and reporting using both formal and informal means to measure student learning. This evidence of achievement is seen in differentiated assessments including, but not limited to, individual and group playing performances, written tests, and question and answer sessions.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)
There is a continued level of high participation amongst Grade 5. Continuing high levels of participation strengthens the program. Students in the beginning of the school year have little to no instrumental background. Students are in need of understanding how to read music notation while performing on their instruments.

Goal(s) [in Action Plan] established to achieve Standard.

- Specify the reading music notation skills to be taught in Grade 5.
- Create a system of assessing the degree to which these skills were being learned.
- Identify and utilize the specific skills related to sight-reading.

Results, as evidenced by evaluation and assessment data.

- A Band 5 curriculum exists for student achievement and is continually edited for continued student growth.
- Music notation skills are assessed in September. These skills are then reassessed in May. Indications of student growth in reading music notation were noted throughout Grade 5. Scores indicated student success rates of the mid 90 percentile.

Conclusions, recommendations, and priorities for future.

- The band curriculums in Grades 5 and 6 are continually revised and edited to best work towards the goals of each band.
- One priority for the future is to provide a continued cohesive instrumental band program from Grades 5-8 while maintaining high levels of participation.
- Another priority for the 2014-2015 school year is to help the incoming Middle School band director with all items related to the band program. It is a priority to establish a smooth transition from one band director to another in regards to student expectations and achievements.

Annual Report for Speech & Language

Team Leader/Facilitator: Collaborative Effort

Team Members: Lara Savelson, Candice Cramer, Justin Finnegan, Sue Frampton, Amy Jett

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement is continuously assessed and reported, using both formal and informal means, to measure student learning achievement and the degree of understanding, and to ensure a positive, safe, healthy, and enriched learning environment.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Students with articulation deficits require direct intervention in order to accurately produce age appropriate phonemes. These students need specific strategies to be taught, re-taught, and practiced throughout the year in order to master target sounds. Students will show an increase in mastery of target phonemes at the word level.

Goal(s) [in Action Plan] established to achieve Standard.

In 2013-2014, 75% of the students in the identified population will demonstrate a decrease in the raw score (increase in accurate production of phonemes at the word level) of the Sounds-in-Words subtest of the *Goldman Fristoe-2 Test of Articulation* or decrease the number of articulatory errors on a paragraph length reading sample.

Results, as evidenced by evaluation and assessment data.

Ninety-four percent of students demonstrated a decrease in the raw score (increase in accurate production of phonemes at the word level) of the Sounds-in-Words subtest of the *Goldman Fristoe-2 Test of Articulation*. One hundred percent of the students demonstrated a decrease in the number of articulatory errors on a paragraph length reading sample. Four out of 70 students did not demonstrate a decrease in the raw score of the Sounds-in-Words subtest of the *Goldman Fristoe-2*, but did make progress according to anecdotal records. Even though four students maintained their raw score, anecdotal records and clinical impression suggest overall articulation growth. These students require a therapist model or verbal reminders for proper oral motor positioning in order to produce their target sounds correctly.

Conclusions, recommendations, and priorities for future.

In conclusion, the strategies and activities that were used for us to obtain our goals were found to be successful across grade levels and student needs. We were all able to show growth on the assessments that were used to evaluate our students. We realized that as the process unfolded, we needed to continue to communicate specific articulation successes and strategies that are observed in therapy with the teachers who work with the students and the students' parents to allow for carry over of the learned skill. We also noted that some students require more modeling in order for it to become an independent skill. Our priorities for the future will be to ensure that we continue to work collaboratively while we work to meet our students' individual needs.

Annual Report for Social Workers & Psychologists

Team Leader/Facilitator: Meri Lederer

Team Members: Lisa Watkins, David Rosenfeld, Rheam Deans, Mary Kay Fiore, Renee Reynolds

Standard 4.0: Learning Environment

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

While counseling sessions and crisis intervention occurred to help promote a safe and supportive learning environment, the magnitude of social and emotional issues relating to anxiety exceeded the resources that were available in each school.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

High anxiety and stress levels among students were witnessed through observations of behaviors and self-reports, as well as from reports from faculty, staff, parents, and outside providers.

Goal(s) [in Action Plan] established to achieve Standard.

Students who exhibit highly anxious behaviors will be identified by their teachers. Assessment of need will be made on an individual basis. Social workers and psychologists will research and examine strategies, tools, and best practices to effectively address these emerging needs.

Results, as evidenced by evaluation and assessment data.

Anxiety assessments were conducted as needed based on observations and referrals. Parent contacts were made and sessions were conducted to help students develop coping skills for managing stress and anxiety. Teachers and administrators were informed of individual issues and provided supportive strategies to address student needs. Referrals to outside providers were made as indicated. In some instances, referrals to outpatient programs were made, such as Benedictine Hospital, I.D.T., Astor Day Treatment, etc. In some cases, home tutoring had to be provided for students whose anxiety prohibited them from attending school.

Conclusions, recommendations, and priorities for future.

- While many efforts were made to help address the issue of stress and anxiety among our student population, the social worker/psychologist team feels that needs far exceed the resources available. Increased high stakes testing, economic pressures, family dysfunction and disintegration, social media, substance abuse, and increased social and emotional pressure all contribute to an increase in the incidents of anxiety which impacts students' ability to attend and learn in the school setting.
- Recommendations would be to increase resources to help students to understand and utilize more effective coping strategies to manage anxiety, which impacts learning and social/emotional growth and development.

Annual Report for Occupational/Physical Therapy

Team Leader/Facilitator: Ann Gregory

Team Members: Ann Gregory PTR/L, Meredith Hershbein MA, OTR/L, Cindi Valdina, COTA, Camaron Croce MS, OTR/L

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Obtain functional participation within the classroom setting as related to areas of need.
- Decrease overall needs and duration of service provision.
- Establish improved efficiency of goal creation and implementation.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

At the start of the school year:

- We needed to broaden our scope of data collection.
- We needed to establish the Sensory Movers program.
- We wanted to create more resource materials for ease of teacher implementation and student review.

Goal(s) [in Action Plan] established to achieve Standard.

- Rubrics were implemented for the following Performance Areas:
    - Writing Skills
    - Core Strength
- Completion of specific rubrics for Sensory Movers program.
- Need to gather data derived from Sensory Movers group.
- Continue to plan and implement video clips available for teachers' use.

Results, as evidenced by evaluation and assessment data.

- Data collection was limited for writing skills this year. For the 2014-2015 school year it has been determined that data collection will include an entire grade.
    - PT data collection for the 2013-2014 school year:

      Point to muscle when therapist calls it:

Started 2 ended 2	Total was 4;	Started 2 ended 3	Total was 4
Started 2 ended 4	Total was 6;	Started 3 ended 4	Total was 1
Started 4 ended 4	Total was 4;	Started 4 ended 2	Total was 1

      Therapist points to muscle and child names it:

Started 2 ended 2	Total was 8;	Started 2 ended 3	Total was 6
Started 2 ended 4	Total was 2;	Started 4 ended 4	Total was 4;

      Demonstrate 4 core exercises on command:

Started 0 ended 2	Total was 1;	Started 0 ended 4	Total was 1
Started 1 ended 4	Total was 1;	Started 2 ended 2	Total was 1
Started 2 ended 4	Total was 3;	Started 3 ended 4	Total was 1
Started 4 ended 4	Total was 12		

      Child names 4 core exercises:

Started 0 ended 0	Total was 1;	Started 0 ended 4	Total was 5
Started 1 ended 1	Total was 1;	Started 2 ended 4	Total was 4
Started 3 ended 4	Total was 2;	Started 3 ended 3	Total was 1
Started 4 ended 4	Total was 6		

    - OT data collection for the 2013-2014 school year demonstrated the following growth (average of 4 individual students):
        - Upper and lower case letter formation: Started at 2 and ended at 2.75
        - Independent letter writing or copying: Started at 1.25 and ended at 2.5
        - Letter orientation to the line: Started at 1.5 and ended at 3

- A rubric was created and handed out to the teachers and/or aides.
- The information that came back was too subjective to gather accurate data. This showed us we needed to provide more instruction to the personnel filling out the form. In addition, a new form was modified; however, it was not implemented yet.
- We did not create any new material due to staffing constraints. We were available to review old material as needed.

Conclusions, recommendations, and priorities for future.

Future considerations for the collection of data for determination of service provision or discharge should include the following:

- Revision of data collection rubrics for designated performance areas.
- Revision of pre/post data information for OT rubric.
- Continuation of further education tools for faculty/staff.

Annual Report for Reading Department

Team Leader/Facilitator: Joanne Dingee

Team Members: Carol Ucci, Joanne Dingee

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Standard 3.0: Teacher Skill and Competency:

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

All students will demonstrate an increase in achievement on the end-of-year ELA assessments.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Thirty-four students in Grades 4 and 5 scored Level 1 ELA, Spring 2013. The Reading Specialists provided eight weeks of intensive RTI instruction.

Goal(s) [in Action Plan] established to achieve Standard.

By June 2014:

- 100% of the Reading Specialists will utilize data from formative assessments to set academic goals for individual students.
- 100% of Reading Specialists will implement RTI strategies as measured through assessments and evaluations.

Results, as evidenced by evaluation and assessment data.

- Assessments revealed certain students needed a change in program from Tier 2 to Tier 3 Interventions.

- Targeted instruction was Close Reading to enable students to comprehend complex texts.
- Assessments were utilized for conferencing with classroom teachers, which allowed the reading teacher and classroom teacher to work as a team to provide a consistent, cohesive program for the student. This process was reciprocal in that sometimes the classroom teacher would bring concerns to the reading teacher and vice versa.

- Assessment tools were also used to monitor the progress of borderline students who were not currently receiving reading services in order to determine if they were maintaining benchmark level. (The progress monitoring decisions were impacted by the changes in the ELA cut-off scores.)

- Through the analysis of the running record, students continue to need explicit instruction in decoding, re: blends, vowel rules, etc.

Conclusions, recommendations, and priorities for future.

Although we have been addressing the above goals, it is necessary that we continue to develop explicit ways to teach these skills.

Recommendations:

Based on this year's plan we found smaller group size enables us to assess students' needs in depth so we could provide the changes in program children needed to progress. Our recommendation is to make scheduling considerations for next year so students can receive the support services deemed necessary.

Priorities:

Students need to become more proficient with accuracy and oral rate of reading in order to meet grade level benchmarks.

Section Three

New Paltz Middle School

Progress toward the District Goals

2013-2014

Submitted by:

Richard Wiesenthal, Principal

New Paltz Middle School

"The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results." Unless these results are recorded, reported, and used in decision making the efforts have little meaning and purpose. The following narrative, data analysis and Annual Reports contained in this section is designed to provide a consistent means of reporting the results of the Action Plans implemented in New Paltz Middle School during the 2013-2014 school year.

The true focus this year has been teaching and learning. With so many new implementations, including the Common Core Learning Standards and associated state assessments, development of Student Learning Objectives, re-evaluation and assessment of our local/authentic assessments, as well as maintaining our current outstanding programs, we truly had to focus on student learning and our teaching. This was accomplished through collaborative efforts and dialogue with staff and our learning community. All of our work has been aligned with District Core Intelligences and educational standards.

We have addressed the following items as part of our building action plan.

1. Development of departmental action plans using 2012-2013 data (state and local). Each department developed action plans based on collected state and local data.

2. Development of Student Learning Objects and associated pre- and post-assessments.

3. Each department, at individual grade levels, modified Common Core assessments. These were jointly prepared and scored to align teaching and assessment.

4. Regular team meetings with focus on critical questions of teaching and learning were held.

    a. Team meetings dedicated to answering critical curricular questions. What do we want students to know, do, and be like? How will we measure success? How will the Common Core be integrated into all subject areas?

5. Peer review of completed authentic assessments was conducted.

    a. Teachers met to review authentic assessments.
    b. Baseline data was collected from the 2012-2013 school year. Peer review of authentic assessments was conducted.
        i. Teachers set up display exemplars of each grade level/department in the cafeteria. Teachers reviewed other assessments and completed an assessment sheet. Focus was on four questions:
            1. What common threads ran through the assessments?
            2. What strengths did you notice about the other assessments?
            3. What changes would you make to your assessments?
            4. Additional comments.
        ii. Data was compiled, analyzed and shared. This was a focus of team meetings/faculty meetings.

c. Authentic assessments were reviewed by a psychometrician to ensure reliability and validity. Suggestions were made for improvement by teachers.
d. Revision of authentic assessments.
e. Authentic assessments/local assessments were given May-June 2013-2014.
f. Collect data, evaluate, and revise.

6. Expanded the use of study groups to focus attention and energy on learning and working collaboratively.
    a. Continued to revise Middle School LA/English curriculum to focus on information learned at study group. Helped create a cohesive, commonly focused English Department, Lit Circles, etc. Grade 7 hosted a Literature Circle Symposium, bringing all students together, regardless of team, to share and analyze books read.
    b. Grade 6 began Lit Circles, coordinating with Grades 7 and 8.
    c. Evaluations/reviews of each study group were completed on MLP and shared.
    d. English and social studies teachers began individual student book clubs, both during and after school.
    e. Nora Raleigh Baskin, author and former New Paltz Middle School student, spent the day at the MS with Grade 6 students talking about and teaching about writing.

7. Continued implementation of Developmental Design to include all students as part of the school learning community.
    a. Shared successful interventions between teachers.
    b. Made a connection between Grade 5 Responsive Classroom and Developmental Design at the MS.
    c. Continued to integrate Developmental Design into Middle School activities.

8. Created/revised plans to reduce bullying at the Middle School.
    a. Diversity training at the MS and for Grade 6 students at Frost Valley. A new program was developed for evening program at Frost Valley.
    b. Conducted multiple programs on Internet safety. Students produced anti-bullying infomercials.
    c. Carlie's Crusade safety presentations were held.

9. Item analysis of state assessments/curriculum review and alignment.
    a. Teachers were provided data in two ways:
        i. Current class
        ii. Class moving on
    b. Item analysis departmentally and by grade level to determine broad areas of need. Individual analysis provided specific areas of strengths and weaknesses for teachers to address in class.
    c. Information used throughout the year to modify curriculum and reconnect to our authentic assessments.

Additional areas of success at the MS this year included:

1. Diversity training at the MS and for Grade 6 students at Frost Valley. A new program was developed for evening program at Frost Valley.

2. Book Clubs (English 2 and Social Studies 1) were offered.

3. Continued to grow our Organic Garden. More than 20 MS teachers and all MS students, as well as community members, were involved in the design and creation of the MS Organic Garden. The garden was integrated into various subject areas.

4. Continued Karaoke Fridays in the Cafeteria. Our PTA purchased a karaoke machine, which made lunchtime on Fridays most unique. This allowed students the opportunity to "express" themselves. There were many unexpected participants and great audience enthusiasm.

5. *Alice in Wonderland*, our drama production, involved more than 150 Middle School students. There were three performances open to the public. Enrollment in the play has steadily increased.

6. Conducted multiple programs on Internet safety.

We continue to have our Step-Up program, along with Step-Up breakfasts, GOAL, three grade level trips, Statue of Liberty art trip, Medieval Times trip, Albany Museum and Planetarium visit, Geography Bee, newspaper, literary magazine, student tutors, and sports teams.

The Middle School maintained a focus on learning while juggling many other requirements. It is this focus on learning that provides our students with an outstanding education. The Middle School staff has stepped up to new state challenges, making modifications to their teaching, as appropriate. They did their work, moving forward even while the State was still in the process of making their decisions. Solid teaching goes beyond State requirements.

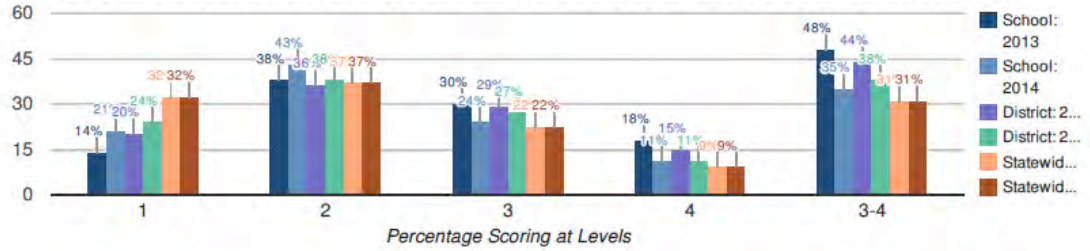
Our coordination with the District Office, both with the Superintendent and Assistant Superintendents, helped us move in positive directions. Superintendent Rice's continued support helped the Middle School succeed. Ms. Martoni put together the study groups as well as the foundational piece for Developmental Design. The MS staff was outstanding in the work they accomplished in motivating students towards success. Mr. Tantillo completed his fifth year and did an amazing job. His work with students, teachers, and parents was remarkable. There was a sense that everyone felt that we were "focused on learning" and, as a result, much was accomplished.

2013-2014 : New Paltz Middle School Student Racial Demographic Data

Grade Level	Number of Students	Asian	African American	Hispanic/Latino	American Indian/ Alaskan Native	Multi-racial	Pacific Island	White
6	191	2%	6%	11%	0%	1%	1%	79%
7	164	2%	6%	10%	0%	1%	1%	80%
8	180	2%	2%	10%	1%	1%	2%	82%
Total	535	2%	5%	10%	1%	1%	1%	80%

NEW PALTZ MIDDLE SCHOOL 3-8 ELA Assessments (2013 - 14)

ELA Unmatched Assessment Results for Students in GRADES 3-8 for the 2013 and 2014 School Year



Results by Student Group	2013 GRADES 3-8						2014 GRADES 3-8					
	Total Tested	Percent Scoring at Level(s) 1	2	3	4	% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s) 1	2	3	4	% Proficient (Levels 3 and 4)
All Students	514	14	38	30	18	48	396	21	43	24	11	35
Female	260	8	33	36	22	58	210	17	41	27	15	41
Male	254	20	43	24	13	37	186	26	46	20	8	28
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	28	18	61	21	0	21	20	30	60	10	0	10
Hispanic or Latino	55	25	42	25	7	33	51	33	29	29	8	37
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—
White	406	14	35	30	21	51	306	19	45	24	13	36
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—
General-Education Students	434	6	39	33	21	55	332	13	46	27	14	41
Students with Disabilities	80	60	30	10	0	10	64	66	28	6	0	6
English Proficient	—	—	—	—	—	—	—	—	—	—	—	—
Limited English Proficient	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	416	11	38	31	21	52	317	15	45	26	14	40
Economically Disadvantaged	98	31	40	24	5	30	79	48	37	14	1	15
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—

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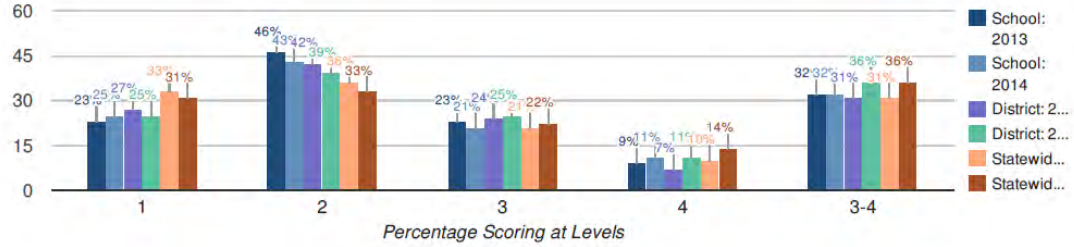
NEW PALTZ MIDDLE SCHOOL 3-8 Mathematics Assessments (2013 - 14)

Mathematics Unmatched Assessment Results for Students in GRADES 3-8 for the 2013 and 2014 School Year



Percentage Scoring at Levels

Results by Student Group	2013 GRADES 3-8						2014 GRADES 3-8					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	514	23	46	23	9	32	299	25	43	21	11	32
Female	259	20	49	25	7	32	159	25	43	23	9	33
Male	255	25	43	21	11	32	140	26	43	18	13	31
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	28	43	54	4	0	4	19	32	58	11	0	11
Hispanic or Latino	55	40	44	15	2	16	36	50	36	11	3	14
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—
White	405	20	45	26	10	35	229	21	44	23	13	35
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—
General-Education Students	435	15	49	27	10	37	256	19	46	22	13	35
Students with Disabilities	79	65	30	4	1	5	43	65	21	12	2	14
English Proficient	509	22	46	23	9	32	—	—	—	—	—	—
Limited English Proficient	5	80	20	0	0	0	—	—	—	—	—	—
Not Economically Disadvantaged	416	19	45	26	10	36	242	18	44	25	13	38
Economically Disadvantaged	98	38	48	12	2	14	57	58	37	2	4	5
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—

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Data Tables (Integrated Algebra/Biology)
(Math and ELA at end of section)

Integrated Algebra	2010-2011	2011-2012	2012-2013	2013-2014
Average for the class	88% (40 students)	89% (43 students)	89% (45 Students)	89% (43 students)

Living Environment	2010-2011	2011-2012	2012-2013	2013-2014
Average for the class	89% (45 students)	90% (48 students)	91% (47 students)	88% (47 students)

Annual Report for New Paltz Middle School

Team Leader/Facilitator: Dr. Richard Wiesenthal and Anthony Tantillo

Team Members: Educational Staff

Standard 5.0: Leadership Capacity

Leadership within the District is collaborative, aligned with the District mission and vision, invites staff input in collegial inquiry and decision-making, and promotes excellence, to enhance and to improve student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Collaborative relationships between administrators and staff result in a learning community where all grow professionally and learn to view themselves as working toward the same goals and purpose, and where leaders:

- Support, facilitate, and encourage collaboration, dialogue, and activities to enhance instruction and student learning.
- Involve staff in decision-making and empower individuals to act by delegating responsibility to the areas, groups, and individuals.
- Involve staff in the development, implementation, maintenance, and evaluation of Action Plans.

To what degree have you met your goals and attained the Evidence of Achievement of this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Staff continues to focus their attention and energy developing common assessments and jointly analyzing the results in order to plan for and implement strategies for educational improvement.

Goal(s) [in Action Plan] established to achieve Standard.

- By June 30, 2014, 100% of the educational staff will share responsibility for pursuing the critical questions of teaching and learning:
    - What is it we want our students to learn?
    - How will we know if each student has learned it?
    - How will we respond when some students do not learn it?
    - How can we extend and enrich the learning for students who have demonstrated proficiency?

- 100% of the educational staff will meet with colleagues on a regular basis; team and departmental meetings.
- 100% of the students in each collaborative team's cohort will be fully engaged, participate in the learning process, and demonstrate growth in learning as measured by the team's authentic and/or state assessment.
- 100% of the educational staff will utilize the District template to "tune" lessons and units.
- 100% of students in cohort will demonstrate growth as evidenced by local, authentic, or state assessments.
- 100% of the teachers will create assessments aligned with the Common Core Learning Standards.
- 100% of educational staff will incorporate technological resources as an integral part of the learning process.
- 100% of the educational staff will participate in professional development opportunities to enhance our learning community.

Goals were achieved as evidenced by the following:

- The minutes of meetings (grade level, subject, and staff) where educational staff actively participated in dialogue and activities to enhance instruction and student learning; continued team and departmental meetings.
- Formal staff self-evaluations.
- Formal evaluations and the overall Annual Professional Performance Review (APPR).

Results, as evidenced by evaluation and assessment data. (See Department annual reports)

100% of the educational staff was responsible for pursuing the critical questions of teaching and learning.

- **Professional Learning Community:** 100% of the professional staff designed lessons focusing on the shifts in the Common Core.
- **Assessments:** Authentic assessments aligned with the Common Core Learning Standards. Ongoing revision of our end-of-year authentic assessment to stress analysis and evaluation.
- **Data:** The process of collecting, reviewing, and using data in decision making continued. 100% of staff implemented data-based strategies.
- **Evaluations:** 100% of the staff were evaluated as evidenced by classroom walk-throughs focused on student engagement, evidence of learning and written APPRs.

- **Climate and Culture:** The Middle School continues to develop a positive climate through innovative activities that engage students in the learning process. The Dignity for All Students Act was implemented. Positive student behavior continued to be emphasized throughout the year, through our Step-Up program as well as other grade level initiatives.
- **Technology:** The educational staff continued to incorporate technological resources as an integral part of the learning process as evidenced by the lesson plans, parent communication, attendance at staff development workshops, and presentations at faculty meetings.

Conclusions, recommendations, and priorities for future.

Conclusions

Our work this year continued to focus on implementing the Annual Professional Performance Review (APPR). Our professional community again was provided with a structure to examine results, reflect upon our practice, establish Student Learning Objectives, and develop plans for improvement integral to the APPR.

- Administrative support (building and District level) for study groups, staff development, innovative ideas, and technology continued to be very well received and served as the basis for examining teaching and learning and addressing new mandates.
- Curricular and co-curricular programs and activities continue to address the diverse needs of all students. Increased number of Co-Recs, the Talent Show, and other programs including Carlie's Crusade, Don't be a Monster, Stepping-Up, grade level field trips integrated into the curriculum, have also provided additional opportunities for our students.
- The average daily attendance was 96%.

Recommendations

- Continue to provide time to review data and reflect on and revise our practice.
- Continue to pursue the critical questions of teaching and learning and provide for staff development to stay current in the profession.
- Continue to provide data in a user-friendly format and use data to support the decision making process.

Priorities

Continue to provide support to staff as we implement the APPR. Modify and adjust the process to provide opportunities to enhance instruction and student learning.

Be attentive to the realities of a global economy and provide programs for all students to learn and be college and career ready. Continue to provide time and resources for teams to collaborate, work with the data, make recommendations based on findings, and, as appropriate, implement changes based on the data.

Annual Report for Grade 6 English Language Arts

Team Members: Barbara Weiner, Barbara Sunshine, Heather Hopper, Susan Pereira, Mary Guirma, Trina Naclerio, Rebecca Kachmor, Melissa Giordano

Standard 2.0: Program Coherence

All programs, curriculum and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest level of understanding, empathy and self-knowledge and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Students successfully used Easybib.com to cite print and electronic sources correctly while researching several topics, including roles in medieval society.
- Students created and updated a book log in a Word document. This document was passed on to the Grade 7 teachers, which will show students' progress and growth throughout the middle school years.
- Students correctly determined key words and information while researching medieval roles and incorporated them into an original piece of historical writing.
- Students paraphrased information found in print and electronic sources.
- Students read in literature circles, as well as wrote and discussed key literary elements.
- Students created book jackets using literature circle books and knowledge from class discussions and online research.
- During the year, students wrote several pieces, including narrative, Medieval Diary entries, and a position essay.
- Students compared and contrasted nonfiction articles to fiction novels and wrote both an extended paragraph and an essay.
- Students wrote responses to independent books through journal writing.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Each goal was met within an appropriate time within the school year. Some of these goals were part of a spiraling curriculum so that students revisited them throughout the year and in several content areas.

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

After pre-assessing students' abilities, it was determined that they had little or no experience with the following: digital media, researching specific topics, identifying main ideas, paraphrasing from informational text, avoiding plagiarism, citing sources, and writing in various genres.

A plan was developed to incorporate these skills and concepts into the current curriculum.

Goal(s) [in Action Plan] established to achieve Standard.

- Every student would be given specific instruction and experience with the use of print and electronic resources, as well as various program applications.
- Students would read an independent book and respond to a variety of prompts using specific text details.
- Students analyzed, compared, contrasted, and synthesized various pieces of fiction and nonfiction.
- Students demonstrated standard essay format, including organization of ideas and supporting details.

Results, as evidenced by evaluation and assessment data.

- The new New York State ELA assessment based on the Common Core curriculum made it difficult to compare students' previous results to their Grade 6 scores.
- The end-of-year assessments indicated an increase in student achievement.

Conclusions, recommendations, and priorities for future.

- Continue to incorporate the new Common Core Learning Standards.
- Continue to incorporate the use of digital media into the Grade 6 reading and language arts curriculum.
- Students need to develop reading skills and concepts in order to be successful in independent small group literature discussions.
- Technology updates are needed to support the recording of student work.
- Continue to provide students with a variety of experiences in finding main ideas and supporting details in informational text.
- Author Nora Raleigh Baskin's assembly and workshops encouraged students to read and to write about their daily lives.

Annual Report for Grade 7 English

Team Members: Kristen Conrad, Valerie Hughes, Randi Rosen, Michelle Olson, Ayesha Ibrahim

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Standard 3.0: Teacher Skill & Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Standard 4.0: Learning Environment

A safe and supportive learning environment is sustained throughout the District to promote inquiry and learning for all.

Standard 7.0: Resources

The District is a valued resource within the community.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Pre-assessments were administered. Students showed growth through GSRT and a content-based ELA style assignment.
- Independent reading was assigned and evaluated each quarter.
- Literary paragraphs were introduced and mastered; we then transitioned to essay writing.
- Using *The Cay*, students were introduced to and made accustomed to literary devices and high school level vocabulary.
- Students participated in the Literature Circles unit, culminating in a literary essay.
- Students analyzed poetry and produced a comprehensive culminating project.
- Students applied Common Core analytical components to our final work of literature, *The Miracle Worker*.
- Students identified the central idea and located supporting evidence from all in-class texts.
- Students applied all content skills to create Final Authentic Projects based on all literature read.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

The evidence of effectiveness is:

- The Reading Logs were utilized by ELA teachers for Grades 6-8 to ensure that students were reading at the appropriate level and showing growth in their reading levels and choices.
- Students' independent reading choices and projects improved progressively throughout the school year.
- The Literary Paragraph was assigned numerous times. Writer's Workshop and Literacy Class was used to edit student work. Midway through the school year, we transitioned to essays using all of the same strategies we used when writing paragraphs. The majority of students showed excellent growth in essay writing skills.
- Literature Circles afforded students the opportunity to direct their own learning. Assessments showed that the students achieved true understanding of the plot, themes, and characters of the novels.
- FAAs show that students mastered the texts from the curriculum.

Summary of where we were at beginning: (Needs Assessment Data)

From our knowledge of the components of the NYS ELA exam and the CCLS, we know that students must have the ability to read a variety of genres for a variety of skills. The skills include reading for central idea, making inferences and drawing conclusions, reading for supporting details, using context clues, and identifying figurative language. In addition, students will be able to identify character traits and make inferences based on textual evidence. Areas of focus include vocabulary, character, theme, plot development, and style elements. Furthermore, students are required to monitor their own reading with regard to these skills and their ability to identify these tasks while they are reading. Reading comprehension, academic and content vocabulary, and fluency need to improve, as does analyzing what is being asked in multiple-choice questions.

The GSRT was also used to establish a baseline for the students' reading levels, as was the ELA pre-assessment. However, our observations of the ELA review process indicated student understanding and growth, which will hopefully be evident on the official exams. The skills required by the ELA are practiced, evaluated, modified, re-taught daily in the classroom, and assessments are utilized.

Goal(s) [in Action Plan] established to achieve Standard.

- Students improved their analytical abilities, comprehension, and writing.
- Students developed a solid understanding of the skills the ELA exam was assessing and were able to use this information to analyze the test itself.
- Students were challenged to find individual books they enjoyed reading and to produce creative responses to texts.

Results, as evidenced by evaluation and assessment data.

- Many students showed significant growth on the GSRT.
- Through observation and evaluation of the writing process, student writing showed significant growth.
- More than 95% of students demonstrated an increase in academic achievement in ELA.
- Students grew in their learning independence.
- Remedial students were given the GORT twice a year and monthly running records to measure ongoing student growth. We met and discussed reading growth according to monthly achievement.

Conclusions, recommendations, and priorities for future.

- Continue to enhance poetry unit before the ELA unit in order to hone students' analytical and comprehension skills.
- Continue to expand *The Miracle Worker* unit. Teach the play earlier in the year, directly after *The Cay* so students can apply literary analysis learned in the previous unit.
- Reprise Symposium during the Literature Circle unit.
- Create and share a common writing rubric with subject area teachers.
- Incorporate more nonfiction supplementary texts.
- Require more short writing pieces.
- Meet as a team to discuss Data Inquiry based on individual students. Use formative and summative assessments.
- "Literacy through the Curriculum" will be used to support student reading and writing across the primary academic subjects.
- Continue after-school book club, book challenge, *Reflections* literary magazine, Grade 7 poetry contest, after-school poetry event, theater field trip, and guest speakers.

Annual Report for Grade 8 English

Team Leader/Facilitator: Jenny Denman and Nicole Sullivan

Team Members: Kristen Conrad and Jackie Wild

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students have not only made improvements in their reading and writing skills over the course of the year, but they are also confident that they are ready to take their knowledge and ability and apply it to high school curriculum. They have become more independent learners, choosing how to best demonstrate their knowledge and skills. They have become more careful readers who are able to discern and evaluate subtle nuances in different texts. They are able to analyze different pieces of literature as a whole and are also able to evaluate the purposes of small sections, lines, and words. They are able to construct evidence-based written responses to specific prompts. Many students have an intrinsic motivation for learning because they have been exposed to multiple nonfiction and fiction sources, both of their individual choosing and in whole class instruction.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

- We gave the GSRT in September to establish a base level for each student's individual reading ability.
- We examined last year's ELA scores to ensure that students were appropriately placed in AIS.
- We obtained writing samples so that we could evaluate each student's writing ability.
- We added more articles and poems to our plans to address more varied types of reading and cover a variety of relevant and contemporary topics.
- Students developed individualized independent reading lists that included titles in both fiction and nonfiction.
- Students had basic research skills and limited knowledge of how to properly cite a source.
- We modeled book talks to facilitate student discussion of literature and to introduce students to new books that they may consider reading.

Goal(s) [in Action Plan] established to achieve Standard.

Students perform well on their final authentic assessments and ELA exams, and GSRT will show improvement from their pre-assessments administered in early September. Students will improve independent reading skills by individualizing choices.

Results, as evidenced by evaluation and assessment data.

- The GSRT showed some improvements.
- Students were engaged in the Final Authentic Assessment and performed well as they synthesized and expanded upon the skills they developed this year.
- Students completed assignments requiring a Works Cited page, some of which included original research.
- Students participated in more and better quality discussions of literature with a focus on author's craft and style.

Conclusions, recommendations, and priorities for future.

- We are planning on placing more emphasis on other types of writing besides the five-paragraph essay to enhance each student's intrinsic motivation to be real world writers.
- We are going to continue to emphasize becoming comfortable with more sophisticated vocabulary and using it in their writing.
- We are planning to develop each student's decision making process with regard to utilizing resources and evaluating different venues of expression for specific purposes.
- We will continue to align curriculum with the Common Core Learning Standards.

Annual Report for Middle School Math

Team Members: Janine McNamee, Jess Grey, Diane Batista, MaryBeth Ferrante

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Learners in the District are engaged and fully participate in the learning process to ensure that they are successful and achieving understanding.

Programs and curricula offered within the District are based on the District's core intelligence and are consistent with student needs as "citizens of the future" including, but not limited to, the concepts, skills, and dispositions in confidence in their abilities.

The curriculum, instruction, and learning activities in the District's classrooms encourage and empower students to exhibit:

- Fluency, flexibility, and efficiency when applying their knowledge and understanding in a variety of contexts and problem solutions.
- An awareness of the boundaries of their own and others' understanding.
- Recognition of their own prejudices and projections.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

During the 2013-2014 school year, math teachers noticed student difficulties with math fluency on grade level. This fluency deficiency hindered the implementation of the required Common Core curriculum.

<u>Needs Statement (Where we are right now.):</u>

During the 2013-2014 school year, math teachers addressed student math fluency as described in the new Common Core Learning Standards. During the Pre-K – Grade 5 years, there is a focus on student fluency on basic foundational skills. Fall 2012 was the implementation of the new Common Core Learning Standards. The middle level classes will not see students coming in with a background in this fluency until the incoming Grade 6 in the fall of 2018. Until that time, we will need to continue to work on these skills with our students.

Goal(s) [in Action Plan] established to achieve Standard.

Students will demonstrate increased math fluency as measured in formal and informal assessments.

Results, as evidenced by evaluation and assessment data.

The Common Core Learning Standards, as outlined by the State of New York, have embedded opportunities for students to practice fluency of foundational concepts to be mastered by the end of Grade 5. We have developed tools for periodic checks on student fluency of specific skills to be used to monitor student progress. Here is a summary of skills addressed in 2013 – 2014:

Skill	**6th**		**7th**		**8th**	
√	Significant Improvement	Some Improvement	Significant Improvement	Some Improvement	Significant Improvement	Some Improvement
Place value (whole and decimal)		√		√	√	
Rounding (whole numbers)		√		√		√
Rounding (decimal numbers)		√		√		√
Compare and Order decimal numbers		√		√		√
Integer addition	N/A	N/A	√		√	
Integer subtraction	N/A	N/A		√	√	
Integer multiplication and division	N/A	N/A	√		√	
Basic fraction addition and subtraction		√		√	√	
Basic fraction multiplication and division		√	√		√	
Mixed fraction addition and subtraction	N/A	N/A		√	√	
Mixed fraction multiplication and division	N/A	N/A		√	√	
Basic fraction operations with integers	N/A	N/A		√		√
Mixed fraction subtraction with decomposition	N/A	N/A		√		√
Mixed number operations with integers	N/A	N/A		√		√
Basic decimal operations (add and subtract)	√		S/A/S	S/A/S	S/A/S	S/A/S
Basic decimal operations (multiply)		√		√		√
Basic decimal operations (divide)		√	N/A	N/A		√
Decimal operations with integers	N/A	N/A		√		√
Conversions between decimals and fractions		√		√	√	

Notation:
N/A→ Due to the gaps in the math curriculum, these skills could not be assessed during the 2013-2014 school year. A focus needed to be placed on sub-skills required before the subsequent skills can be addressed.
S/A/S→ No focus given. Skills already sufficient.

The table above refers to non-enrichment/accelerated students only.

Conclusions, recommendations, and priorities for future.

Due to the fact that the State did not allow any time for a transitional period, it is recognized and understood by the math department that the content of instruction must consider the lack of foundational skill-building opportunities and the emphasis on fluency must continue.

Annual Report for Grade 6 Social Studies

Team Members: Trina Naclerio, Mary Guirma, Heather Hopper, Laura Van Etten, and Barbara Weiner

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empowers learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Inquiry-based discovery will allow student learning and achievement to be continually assessed, both formally and informally, through the use of technology, evaluation, analysis, and synthesis of various types of print and electronic resources. Learners in the District are engaged and fully participate in the learning process to ensure that they are successful and achieving understanding.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Each goal was met within an appropriate time within the school year.

Summary of where we were at beginning: (Needs Assessment Data)

- Students need experience with distinguishing fact from opinion, specifically relating to credible Internet sources.
- Students need skills to be proficient in the use of technology and in constructing meaning from print and electronic resources.
- Students need to develop analytical thinking during map reading, graph interpretation, and with drawing conclusions.
- Students need to accurately cite sources.
- Students need to utilize comprehension strategies when reading informational texts.
- Students need to develop expository writing.

Goal(s) [in Action Plan] established to achieve Standard.

- Students will analyze documents in both print and electronic resources to help them become 21st century learners.
- Students will cite specific textual evidence to support analysis of primary and secondary sources.
- Students will utilize comprehension strategies to better understand nonfiction resources.

- Students will interpret visual information including charts, graphs, photographs, and maps, as well as compare to identify patterns between them.
- Students will analyze and evaluate real-life issues and events through articles in periodicals and newspapers.
- Students will write informative/explanatory paragraphs to examine a topic and convey ideas, concepts, and information in an organized way.

Results, as evidenced by evaluation and assessment data.

- Students navigated Grolier, Country Watch, and Culture Grams to create an African postcard.
- Students accurately cited both print and electronic resources in MLA format for several projects, including the African postcard.
- Students learned to navigate websites and assess the credibility of the sources. Students also learned about using key terms, how to summarize main ideas, and how to appropriately cite sources.
- Students used critical thinking skills to understand visual information (e.g. in charts, graphs, photographs, or maps) with other information in print and digital texts. The final assessment project for social studies assessed student understanding.
- Students critically evaluated current event articles and used their background knowledge to analyze political cartoons.
- Students interpreted timelines and employed mathematical skills to measure time by years, decades, centuries, and millennia, to calculate time from the fixed points of the calendar system (BC or BCE and AD or CE).
- Students compared patterns in population density, climate, and physical features within the Eastern Hemisphere to understand how economic activity is affected.
- Students utilized comprehension strategies to understand nonfiction resources in order to construct an expository essay on an ancient civilization.
- Students wrote expanded paragraphs using a topic sentence, specific supporting details or evidence, expanded information, and a conclusion that connects and comments.

Conclusions, recommendations, and priorities for future.

- Technology integration will continue to be an important influence in lesson planning.
- Students will need to continue to develop writing skills using CEI format. Students will support claims using evidence (examples, quotes, textual references) as well as providing an explanation and/or analysis of the evidence.

Annual Report for Grades 7 & 8 Social Studies

Team Leader/Facilitator: Jennifer Hicks

Team Members: Jennifer Hicks, Jackie Wild, Ron Constable, John Thompson, Scott Taylor

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Teachers and students are noting improved connections across grade levels in terms of content and skills assessed. Student data from classroom and authentic assessments indicate improved student performance and comprehension.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

As the 2013-2014 school year began, the social studies department looked to continue the incorporation of the Common Core Learning Standards and increasing the rigor in our classrooms to meet the new demands of the classroom in the 21st century. We identified a need to reflect, revise, and reinvent the authentic assessments and incorporate more ELA-based standards into our content area.

Goal(s) [in Action Plan] established to achieve Standard.

- Social studies curriculum for Grades 6-8 will continue to incorporate the Common Core Learning Standards.
- Supplemented pre/post-task examples and revised authentic assessments will be integrated.
- Several literary text sources will be identified and incorporated into identified core standard units.
- Written assigments including CRQ and DBQ will include additional CCLS.
- Development of written responses supporting strong historical claims using various sources.

Results, as evidenced by evaluation and assessment data.

Pre-assessment and post-assessment data for both Grades 7 and 8 indicated that the students improved their social studies skills and content throughout the school year. Lesson plans and activities throughout the year were driven by the data collected with an end result of student growth and mastery of both social studies concepts and skills as evidenced by multiple assessments that were administered. Across the department, continued improvements in CRQs, DBQS, and writing have been noted.

Conclusions, recommendations, and priorities for future.

Through the collection of data, the social studies department finds that we are moving in a positive direction that continues to improve the strength and effectiveness of our department and increases student success. We will look to continue this trend by continuing alignment of the CCLS with NYS learning standards in social studies and continue efforts to standardize practices and terminology across grade levels.

Annual Report for Science Grades 6-8

Team Leader/Facilitator: Susanna O'Brien

Team Members: Rebecca Masters, Terri Ritter, Laura Van Etten, Marisa Nadareski, Donna Gallo, Kathy Eckenroth

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Revised and published curriculum for Grade 6-8 science.
- Revised local assessments incorporating the Common Core Learning Standards.
- Assessments will be created and administered throughout the year to collect data on student growth.
- Continue to emphasize reading and writing in the content areas.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

- Need to develop and administer additional formative and sumative assessments to collect specific data documenting student growth throughout the school year.
- In a collaborative setting, teachers need to review and reflect (using tuning protocols) on assessments administered and update assessments based on teacher discussions, data collected, and Common Core Learning Standards.
- Expand the use of expository text sources in curriculum units that are leveled at appropriate reading bands. Continue to incorporate scientific writing in units.

<u>Goal(s) [in Action Plan] established to achieve Standard.</u>

- Continued revision of science assessments for Grades 6-8 that demonstrates the incorporation of the Common Core Learning Standards, concentrating on areas of weakness as identified through data analysis in our pre/post assessments from the 2012-2013 school year.
- At least two expository text sources will be incorporated into the identified core standard units.
- Incorporate procedural and observational writing tasks into the identified core standard units.

Results, as evidenced by evaluation and assessment data.

Continued revision of science assessments for Grades 6-8 that demonstrates the incorporation of the Common Core Learning Standards, concentrating on areas of weakness as identified through data analysis.

- In Grades 6-8, assessments were developed and revised based on the Common Core Learning Standards and data collected on previous student performance.

Gather expository texts appropriate for identified units:

- In Grade 6, students read and analyzed texts about acid rain, astronomy, and chemical and physical changes.
- In Grade 7, students read and analyzed texts about life sciences, ecology, genetics, viruses, and human systems.
- In Grade 8, students read and analyzed texts and other documents about chemistry, energy conversions, and engineering.

Incorporate procedural and observational writing tasks appropriate for identified units:

- In Grades 6-8, students recorded observations and analyzed data for specific units of study throughout the year.

Conclusions, recommendations, and priorities for future.

We will continue to focus on technical reading and writing, critical thinking, organizational skills, and problem solving in authentic contexts, while implementing the Common Core Learning Standards.

Annual Report for Middle School World Languages

Team Leader/Facilitator: Jill Belgrave, Lauren O'Malley, Mary Holmes

Team Members: Jill Belgrave, Lauren O'Malley, Mary Holmes

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement was continuously assessed and reported using both formal and informal means to measure student learning achievement and the degree of understanding, taking into account the students' developmental stages.

- Spanish 1A – Local assessment average was 92%.
- Spanish 1B – Local assessment (proficiency) average was 92%.
- French 2 – Local assessment average was 93%.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

Final assessments from the previous year indicated the need to improve reading comprehension skills at each level, with the expectations increasing as the level of study progresses.

- Spanish 1A – Pre-assessment average was 41%.
- Spanish 1B – Pre-assessment average was 38%.
- French 2 – Pre-assessment average was 58%.

<u>Goal(s) [in Action Plan] established to achieve Standard.</u>

Students will demonstrate improved skills in reading comprehension when reading extended passages and chapter books, as measured by formal and informal assessments.

Results, as evidenced by evaluation and assessment data.

Grade 6

The focus was on speaking as a precursor to reading literacy. The students were formally assessed regularly. Although they were assessed in traditional ways (reading comprehension, matching, etc.), they were also assessed with a high focus on the essential words. Students were also given a list in English of the words they had learned since the beginning of the year. The students had to write the word in the target language. This method of assessment is often more challenging than many traditional assessments because the students don't have contextual clues to help them remember the information. End-of-the-year authentic assessment results reflected that 100% of Spanish 1A students demonstrated growth.

Grade 7

Due to the benefits of early language-learning adopted by our District, most of our students who have had a language other than English prior to middle school have been able to achieve mastery on the LOTE proficiency assessments. However, the current classes are composed of a significant number of students identified as needing additional time and support for learning, as well as students who did not have the same opportunity to learn the target language in prior years, many of whom are starting Level 1B without having taken Level 1A. Through spiraling and numerous reading/writing/listening activities, all of Level 1A and 1B materials were presented. End of the year results reflected that 100% of Spanish 1B students demonstrated growth.

Grade 8

In addition to the focus on improving reading comprehension skills, the results of last year's proficiency exams indicated a need for the students to improve their listening comprehension skills. An increase in comprehensible input was emphasized. End-of-the-year authentic assessment results reflected that 100% of French 2 students demonstrated growth.

Conclusions, recommendations, and priorities for future.

Based on student success as evident through analysis of assessment data, we will continue to build upon and develop the strategies and skills necessary to increase overall literacy in the target language.

Annual Report for Middle School Art

Team Leader/Facilitator: Kim Sturgis

Team Members: Kim Sturgis and Susan Gruschow

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Standard 3.0: Teacher Skill & Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Standard 4.0: Learning Environment

A safe and supportive learning environment is sustained throughout the District to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

The standards above will be achieved by creating an artistic environment that encourages students in the following ways:

- To continue to expand Visual Literacy: observing and analyzing art, "reading" artwork.
- To continue to expand Cultivation of Art Appreciation: speaking and listening.
- To continue to strengthen the relationship between Art & Self: art as self-expression, that of students and master artists.
- To continue to show an emphasis on craftsmanship.
- To continue to understand Art & Culture: global art, issues of diversity, social justice, community, collaboration, history, and artists.
- To continue to demonstrate use of materials and techniques: exploration of materials leading to material mastery, balance of digital and conventional technologies, and student autonomy in material selection.
- To continue to show an understanding of Careers in the Arts.
- To continue to expand autonomy: freedom to choose subject matter/topic/content, developing students' confidence and understanding of the multiplicity of art-making possibilities.
- To continue to reflect imagination: enhancing imaginative thinking through storytelling, creative problem solving, developing solutions to challenges.
- Students will make connections between the arts and other disciplines: science/nature, math, literature, social studies.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Evidence of achievement of these goals is reflected in multiple sources of assessments, but more importantly was reflected in the artwork created during the year. Students in all three grades participated in art activities such as:

- More than 30 students submitted entries to this year's "Doodle for Google" competition.
- More than 200 students submitted entries to be considered for the cover of our Middle School yearbook.
- Students were actively engaged in a variety of art units that encourage a personal connection with the artwork they create.
- All students' artwork was displayed throughout the year in the building's hallways.
- Students in Grade 6 art created a new unit called Identity Print, which encouraged them to discover who they are as a person based on culture, family, experiences, and interests.
- Students in Grade 7 art continue to explore the concepts of Liberty and Justice through an interdisciplinary study of Liberty, which includes a trip to Ellis Island and the Statue of Liberty.
- Grade 8 art students continue to study more contemporary art movements and are encouraged to view art as a part of everyday life.
- Art Club students assisted in the set design for our school play.
- Students' work was displayed at a yearly District-wide BOCES art exhibit.

Summary of where we were at beginning: (Needs Assessment Data)

In order to comply with new NYS teacher evaluation mandates, during the school year each art teacher needed to develop pre-assessments. Then, based on the results of the pre-assessment, each art teacher needed to develop a revised end of the year authentic assessment. Teachers implement these approved authentic assessments at the end of the year.

Goal(s) [in Action Plan] established to achieve Standard.

- Revised and created new pre-tests for individual courses.
- Revised and administered final local assessment.
- Continued to research and develop rubrics that correspond to the Common Core final assessments created by other districts and art teachers.
- By the end of the year, all art teachers will have developed and implemented pre-assessments and final local authentic assessments. We will synthesize project and visual literacy based assessments.

Results, as evidenced by evaluation and assessment data.

Students in the Middle School art program are engaged in an interdisciplinary approach to art. They are encouraged to make personal connections to their artwork. Through their artwork, students have demonstrated growth in skill, use of materials, and conceptual concepts. Students have been encouraged to incorporate technology as a tool for making art in our in-depth unit on Liberty and Pop Art portraits. Evidence of success was demonstrated in the artwork created and through written reflections on the art making process.

Conclusions, recommendations, and priorities for future.

Overall, students were successful this past year according to multiple sources of assessments. A priority for the future of the Middle School art department would be to continue to develop useful information from art assessments without compromising the artistic goals we have identified for our students. We strive to encourage students to make a personal connection to their art and this will continue to be a priority.

Annual Report for Grade 6-8 Physical Education

Team Leader/Facilitator: Toni Woody, A.D.

Team Members: Coach O'Sullivan and Coach Phelps

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students are engaged, responsible learners who take direct action and responsibility for their learning and improvement.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

The 2013-2014 school year was the first year that we did not combine the "cognitive assessment" with the physical "game play" rubric to assess our students.

We strictly assessed growth within each designated unit in physical performance. Each unit was tested pre and post (16 being the maximum points per unit). Level 3 was the target for our students.

Goal(s) [in Action Plan] established to achieve Standard.

Students will score at least a 70% on the PE rubric.

"The grade percentage for each student will be determined by combining the number of points the student earns in the performance assessment and dividing that score by the total amounts of points possible."

Results, as evidenced by evaluation and assessment data.

Students demonstrated an increase in achievement based on the combined PE game play rubric and designed cognitive assessments.

99.4% of our total population scored at least a 70% on the PE game play rubric.

Conclusions, recommendations, and priorities for future.

- This was a very successful plan and year for our building and department.
- We had an overwhelming majority of our students pass or obtain that 70% designated mark. One thought may be to increase that mark to 80% to help promote rigor in our curriculum and promote teacher growth.
- Discussions with the secondary physical education staff and Athletic Director are ongoing and cohesive plans of action are the results.
- In the continued search for teacher improvement and promotion of student success, we are currently looking into Data Inquiry Teams to help student achievement in all disciplines.

Annual Report for Middle School Instrumental/Vocal/General Music

Team Leader/Facilitator: Scott Milici

Team Members: Kimberly Harrison, Nicole Foti, David Finch

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- New Paltz Middle School students will be involved in many facets of music.
- Students in Grade 6, 7, and 8 band and chorus will learn and perform age-appropriate yet challenging repertoire and show improvement in technique, aptitude, musicianship, and performance skills.
- Students will participate in the Drama Club (musical), Talent Show, and School of Rock.
- Non-performing music students taking general music classes will have valuable experiences that engage them in the creative arts.
- Students will demonstrate growth on summative assessments.
- Teachers will strive to increase resources available to students.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

- Students in Grade 6, 7, and 8 band and chorus learned and performed age-appropriate yet challenging repertoire at the Winter and Spring Concerts.
- 30 student musicians in School of Rock performed at the Winter Concert, Lenape Elementary School, and a school-wide assembly.
- Approximately 75 students participated in the Drama Club production of *Peter Pan, Jr.* in the capacities of stage crew, acting, makeup, sound production, lighting design, dancing, and singing.
- The music department was awarded a $1,525 grant by the New Paltz Foundation for Student Enhancement to purchase 30 ukuleles and cases, which allowed the formation of the Ukulele Ensemble, which performed at the Spring Concert.
- More than 40 students across all grades volunteered to learn the ukulele from March through June.
- More than 30 students performed in the annual Talent Show and/or assisted with stage crew, sound production, and rehearsal organization.

- Grade 8 general music students visited Bethel Woods Center for the Arts for hands-on experience of the interdependence between music and socioeconomic issues in America during the 1960s.
- Most students increased achievement as measured by multiple sources of data.

Summary of where we were at beginning:

- Grade 6 students transitioned from Lenape Elementary School to the more rigorous expectations of the Middle School music program.
- Grade 7 and 8 students adapted to the increasing challenges of higher-level music education.
- Middle School music department faculty set the tone of collaboration for the 2013-2014 school year.

Goal(s) [in Action Plan] established to achieve Standard.

- Students will perform at or above the appropriate level and show improvement in technique, aptitude, musicianship, and performance skills.
- Enrollment will maintain or increase in performing ensemble and extracurricular arts activities.
- Students will articulate what they know about music through spoken and written responses.
- Students will understand the role of music in their life, community, culture, and cultures around the world.
- Students will be active listeners and appreciators of music and the arts.
- Students will understand resources available to them, both in and out of school, to further their musical knowledge.
- Technology will be utilized to enhance student learning.

Results, as evidenced by evaluation and assessment data.

- Student data reflected grade level appropriate performances.
- Student enrollment continues to reflect high levels of participation and enthusiasm for the program.
- Students demonstrated an increase in comprehension and achievement based on local and authentic assessments
- In performing ensembles and general music, technology use thrived in the form of web-based apps, computer-based research, and a single iPad classroom.

Conclusions, recommendations, and priorities for future.

- Students had multifarious, engaging opportunities across all areas of the Middle School music department.
- Music faculty will continue their collaboration within the building and between buildings to facilitate continuity in the curriculum and student experiences.
- Faculty strives to involve as many students as possible in the music department by expanding offerings.

Annual Report for Grade 7 and 8 Technology Education

Team Leader/Facilitator: Mark Pizzarello

Team Members: Lenny Vaccaro

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning is continuously assessed and reported using both formal and informal means to measure achievement and the degree in understanding and to ensure a positive, safe, healthy, and enriching learning environment within the Project Lead the Way curriculum.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- As in past years, pre-assessment data showed a huge deficiency in measurement and its application.
- Pre-assessment data again shows a deficiency in understanding the problem solving method and its proper application.

Goal(s) [in Action Plan] established to achieve Standard.

- To address the measurement deficiency, a weekly measurement evaluation will be done to check skills. In addition, the use of projects with strict measurement standards aided in building their measurement skills.
- The problem solving method was used in all major projects this year. The goal is for this method to foster self-directed learning while increasing problem solving skills.

Results, as evidenced by evaluation and assessment data.

96% of the students found success with this method by meeting the benchmarks set in the beginning of the school year. While a high percentage met those benchmarks, most students still could have achieved a higher score. With measurement, the success rate was slightly lower. The need for more application of measurement is clearly needed.

Conclusions, recommendations, and priorities for future.

In conclusion, we need to continue this process and further develop our strategies to increase the understanding of the problem-solving method and measurement. We also need to increase the understanding of how these components affect real life problems, as well as problems presented in the classroom.

Annual Report for Home & Careers

Team Leader/Facilitator/Member: Susan Ehrlich

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy, and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students are engaged, responsible learners who take direct action and responsibility for their learning and improvement.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

The Home & Careers program is evolving and being developed within the guidelines of the NYS mandated standards, the CCLS, as well as the Career and Technical Education standards that include college and career readiness skills. At the beginning of 2013-2014, there was a need to refine pre-assessments and post-assessments. Authentic assessments also needed to be revised.

Goal(s) [in Action Plan] established to achieve Standard.

The goals for the Home & Careers courses included infusing the Common Core ELA writing standards into the content of the curriculum. Nonfiction reading sources need to be added to infuse the Common Core reading standards in the course. The use of Common Core technology standards needs to be added throughout the curriculum of Home & Careers.

Results, as evidenced by evaluation and assessment data.

Pre-assessments and post-assessments were revised and the results were reviewed. These results were used to develop lesson plans throughout the year that focus on including CCLS and Career and Technical Education concepts into the lessons and activities. Grade 8 ELA teachers continue to be consulted in order to practice consistent techniques that are presented in those classes. The technology standards were promoted through the use of an online program: The Stock Market Game. Both Grade 7 and 8 students volunteered to participate in this nationwide program.

Conclusions, recommendations, and priorities for future.

The Home & Careers department will continue to implement these strategies going forward next year.

Annual Report for Speech and Language Department

Team Leader/Facilitator: Collaborative Effort

Team Members: Lara Savelson, Candice Cramer, Justin Finnegan, Sue Frampton, Amy Jett

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective learners who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement is continuously assessed and reported using both formal and informal means to measure student learning achievement and the degree of understanding, and to ensure a positive, safe, healthy, and enriched learning environment.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Students with articulation deficits require direct intervention in order to accurately produce age appropriate phonemes. These students need specific strategies to be taught, re-taught and practiced throughout the year in order to master target sounds. Students will show an increase in mastery of target phonemes at the word level.

Goal(s) [in Action Plan] established to achieve Standard.

In 2013-2014, 75% of the students in the identified population will demonstrate a decrease in the raw score (increase in accurate production of phonemes at the word level) of the Sounds-in-Words subtest of the *Goldman Fristoe-2 Test of Articulation* or decrease the number of articulatory errors on a paragraph-length reading sample.

Results, as evidenced by evaluation and assessment data.

Ninety-four percent of students demonstrated a decrease in the raw score (increase in accurate production of phonemes at the word level) of the Sounds-in-Words subtest of the *Goldman Fristoe-2 Test of Articulation*. One hundred percent of the students demonstrated a decrease in the number of articulatory errors on a paragraph-length reading sample. Four out of 70 students did not demonstrate a decrease in the raw score of the Sounds-in-Words subtest of the *Goldman Fristoe-2*, but did make progress according to anecdotal records. Even though four students maintained their raw score, anecdotal records, and clinical impression suggest overall articulation growth. These students require a therapist model or verbal reminders for proper oral motor positioning in order to produce their target sounds correctly.

Conclusions, recommendations, and priorities for future.

In conclusion, the strategies and activities that were used for us to obtain our goals were found to be successful across grade levels and student needs. We were all able to show growth on the assessments that were used to evaluate our students. We realized that as the process unfolded, we needed to continue to communicate specific articulation successes and strategies that are observed in therapy with the teachers who work with the students and the students' parents to allow for carry-over of the learned skill. We also noted that some students require more modeling in order for it to become an independent skill. Our priorities for the future will be to ensure that we continue to work collaboratively while we work to meet our students' individual needs.

Annual Report for Grade 7 & 8 Health Education

Team Leader/Facilitator: Melissa Gruver-LaPolt

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the world; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Standard 4.0: Learning Environment

A safe and supportive learning environment is sustained throughout the District to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students create a climate in the classroom that allows for open dialogue, discussion, questions to be asked, and information to be given. An atmosphere of respect and empathy is developed so all will have the opportunity to learn. Student success in both the classroom assignments and behavior changes should also demonstrate growth throughout the year.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

The Needs Assessment data showed:

- A pre-course assessment was needed for students in Grades 7 and 8.
- The Grade 8 community service component needs a higher completion rate.

Goal(s) [in Action Plan] established to achieve Standard.

- Students were to be assessed on prior knowledge at the beginning of each individual unit, both for Grade 7 and 8.
- Grade 8 community service completion rate is to be increased by roughly 2-3%. The overall completion rate was approximately 92%. This year's class also completed the most overall hours with a total of 3,800 hours.
- One of the main goals this year was to strengthen the curriculum by incorporating more of the CCLS and intertwine these standards with the NYSS.

Results, as evidenced by evaluation and assessment data.

1. By establishing a pre-unit assessment in Grade 7, the students' responses were found to be extremely helpful for planning out the focus. We were given a better idea of what sub-topics needed more emphasis.
2. By establishing a Grade 8 pre-assessment, we were able to develop a better sense of what information was received/understood and what topics needed to be re-visited (e.g. HIV/AIDS).
3. This year's Grade 8 class had a high rate of completion of community service hours. There was a 2% increase in total number of students that completed their community service. This means the completion rate for this year's class was approximately 90% total.
4. The Grade 8 students hosted two Blood Drives with the NY Blood Center. With these two drives, we achieved the highest number of units collected throughout the Hudson Valley's participating elementary and middle schools. We received the "Little Doctors" award through the NY Blood Center.
5. A team of 10 Grade 7 students competed in the YMCA/United Health Care "United Health Bee" this spring. Although we did not place, we have established a team and will continue to grow and develop future Grade 7 teams to compete in years to come.

Conclusions, recommendations, and priorities for future.

A revised formal pre- and post-assessment survey will be given to Grade 7 and 8 students and results will be compiled. The data collected will demonstrate student prior knowledge and new understanding and supply concrete data from year to year. This evidence will offer feedback about the strengths and weaknesses of the health curriculum in the Middle School.

- Progress has been made this year, both with student learning and teacher learning. We recognize the need for continued attention to the CCLS and development of curriculum.
- We continue to work on concrete pre-assessments to be given to both Grade 7 and 8 next year at the beginning of the year/semester.
- We continue to strive to upkeep the community service involvement of the Grade 8 students, as that is a crucial piece to social/community learning.

Annual Report for SYSOPs

Team Leader/Facilitator: Janice Pallus

Team Members: Sue Bowers (Lenape), Karen Heaning (MS), Janice Pallus (Duzine), and Katherine McEachin (HS)

Standard 6.0:

The District assures that all resources (human, physical and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Teachers, staff, and administrators will continuously receive the necessary training required to effectively and efficiently utilize the learning technologies available to them in their respective buildings.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Teachers need assistance utilizing specific technologies.

Goal(s) [in Action Plan] established to achieve Standard.

Teachers will demonstrate an increased proficiency utilizing specific technologies.

Results, as evidenced by evaluation and assessment data.

Individual discussions are used to evaluate teacher needs. User specific software was taught. Windows 7 and Office 10 upgrades were taught and tutorials were made available. There was increased usage of online projects, online curriculum, and parent communication. Electronic portfolios were produced at the High School and Middle School. Paperless communication was increased. By using the Trackit system, computer issues were corrected in a timely matter.

Conclusions, recommendations, and priorities for future.

Teachers are becoming more proficient and comfortable with technology and trying new things. We will continue to evaluate teacher needs and promote the technology tools available to us that meet those needs. We will focus training on specific technologies and presentation tools. We will continue to use Trackit to report technology problems.

Annual Report for Library Media Specialists

Team Leader/Facilitator: Collaborative Process

Team Members: Joanna Arkans, Mary Ann Lis-Simmons, Joann Martin, Stella Mouyios

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Inquiry-based formative and summative assessments that reflected the Common Core Learning Standards and the Information Fluency Continuum (IFC)* were implemented.

* Statewide adoption by School Library Systems

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

The Library Media Specialists continue making connections between the Common Core Learning Standards and the Information Fluency Continuum to our staff and students.

Goal(s) [in Action Plan] established to achieve Standard.

The Library Media Specialists continue to grow in our use of the IFC and its integration with the curriculum. We collaborated with teachers to integrate Information Literacy Standards as well as Common Core and ISTE standards (International Society for Technology in Education) into lessons/assignments/projects.

Results, as evidenced by evaluation and assessment data.

See attached evidence and/or description of assessment from each school, as appropriate.

Conclusions, recommendations, and priorities for future.

Building on the awareness of the Common Core and IFC integration, we will continue to integrate these skills in the effort to strengthen students' college and career readiness skills. Students need to continue to regularly apply knowledge gained in the use of online subscription databases, evaluate sources for reliability, properly cite sources, understand the ethics of preventing plagiarism, and understand the difference between primary and secondary sources.

Section Three

New Paltz Central High School

Progress toward the District Goals

2013-2014

Submitted by:

Barbara Clinton, Principal

New Paltz High School

The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results."[1] Unless these results are recorded, reported, and used in decision-making the efforts have little meaning and purpose. The following narrative, data analysis and Annual Reports contained in this section are designed to provide a consistent means of reporting the results of the actions implemented in the High School during the 2013-2014 school year.

New Paltz High School was once again named one of America's best high schools. While this was the eighth consecutive year we received recognition, it continues to be the District's mission, vision, educational standards, and guiding principles that provide the focus of our work.

By keeping our focus on learning and success for all, we continued to organize our time and efforts toward developing our learning community and pursuing the critical questions of teaching and learning.

For our school community, the 2013-2014 school year was devoted to increasing our knowledge and understanding of the Common Core Learning Standards, designing lessons aligned to the standards, creating Student Learning Objectives (SLOs), and implementing the Annual Professional Performance Review (APPR).

Our annual reports continued to provide the structure for using data in our decision-making and are included in the attached annual report.

Annual Report for New Paltz High School

Team Leader/Facilitator: Barbara P. Clinton & Dennis D. DiBari

Team Members: Educational Staff

Standard 5.0: Leadership Capacity

Leadership within the District is collaborative, aligned with the District mission and vision, invites staff input in collegial inquiry and decision-making, and promotes excellence, to enhance and to improve student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Collaborative relationships between administrators and staff result in a learning community where all grow professionally and learn to view themselves as working toward the same goals and purpose, and where leaders:

- Support, facilitate, and encourage collaboration, dialogue, and activities to enhance instruction and student learning.
- Involve staff in decision-making and empower individuals to act by delegating responsibility to the areas, groups, and individuals.
- Involve staff in the development, implementation, maintenance, and evaluation of Action Plans.

To what degree have you met your goals and attained the Evidence of Achievement of this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Staff continues to focus their attention and energy developing common assessments and jointly analyzing the results in order to plan for and implement strategies for educational improvement.

Goal(s) [in Action Plan] established to achieve Standard.

- By June 30, 2014, 100% of the educational staff will share responsibility for pursuing the critical questions of teaching and learning:
    - What is it we want our students to learn?
    - How will we know if each student has learned it?
    - How will we respond when some students do not learn it?
    - How can we extend and enrich the learning for students who have demonstrated proficiency?

- Goals were achieved as evidenced by the following:
    - The minutes of meetings where educational staff actively participate in dialogue and activities to enhance instruction and student learning.
    - Formal staff self-evaluations.
    - Formal evaluations and the overall Annual Professional Performance Review.
- 100% of the educational staff will be knowledgeable of our focus on College and Career Readiness and will incorporate the Common Core Learning Standards into the teaching and learning process.
- 100% of the students in each collaborative team's cohort will be fully engaged, participate in the learning process, and demonstrate growth in learning as measured by the team's common and/or state assessments.
- 100% of the teachers will create assessments aligned with the Common Core Learning Standards.
- 100% of educational staff will incorporate technological resources as an integral part of the learning process.
- 100% of the educational staff will participate in professional development opportunities to enhance our learning community.

Results, as evidenced by evaluation and assessment data. (See Department annual reports)

100% of the educational staff was responsible for pursuing the critical questions of teaching and learning.

- **Professional Learning Community:** 100% of the professional staff and administration continued to attend workshops on the Common Core Learning Standards, designed lessons focused on the shifts in the Common Core.
- **Assessments:** Common and authentic assessments aligned with the Common Core Learning Standards.
- **Data:** The process of collecting, reviewing, and using data in decision-making continued. 100% of staff implemented data-based strategies.
- **Evaluations:** 100% of the staff were evaluated as evidenced by classroom walk-throughs focused on student engagement, evidence of learning, and written APPRs.
- **Climate and Culture:** Staff continued to create a climate and culture where all students can learn as evidenced by the daily attendance rate, graduation rate, community service experiences, internships, enrollment in college-level courses, and participation in sports, music, and extra-curricular activities. The Dignity for All Students Act was implemented. Positive student behavior continued to be emphasized throughout the year.
- **Technology:** The educational staff continued to incorporate technological resources as an integral part of the learning process as evidenced by the lesson plans, online courses, portfolios, databases, tutorials, parent communication, attendance at staff development workshops, presentations at faculty meetings, enhanced use of the Student Management System, Naviance, written technology reports, and increased collaboration with SUNY New Paltz, especially in the area of engineering and design. Information Literacy continued to be emphasized in all content areas.

Conclusions, recommendations, and priorities for future.

Conclusions

Our work this year continued to focus on implementing the Annual Professional Performance Review (APPR). Our professional community again was provided with a structure to examine results, reflect upon our practice, establish learning goals, and develop plans for improvement,

- Administrative support (building and District level) for study groups, staff development, innovative ideas, and technology continued to be very well received and served as the basis for examining teaching and learning and addressing new mandates.
- Increased collaboration with SUNY New Paltz and SUNY Ulster has provided increased opportunities to experience college and to receive college credit.
- Curricular and co-curricular programs and activities continue to address the diverse needs of all students. Organizations such as the PTSA, the Athletic Association, the NPCSD Foundation for Student Enhancement, and the Community Partnership for a Safer New Paltz have also provided additional resources for our students.
- Our student "voice" continues to be evident in school assemblies, course offerings, school procedures, and overall governance of this school community (Student Government Association, NPZ, Peer Leaders, Youth For Unity, Gay Straight Alliance etc.).
- Average daily attendance was 95% and our graduation rate for students who entered Grade 9 in 2009 was 96% as of August 2013. Our SAT and ACT scores continued to be above the New York State average. AP scores continued to increase, as did the total number of college bound students. Annual yearly progress was once again achieved in all areas.

Recommendations

- Continue to provide time to review, reflect, and revise our practice.
- Continue to pursue the critical questions of teaching and learning and provide for staff development to stay current in the profession.
- Continue to provide data in a user-friendly format and use data to support the decision making process.

Priorities

- Continue to provide support to staff as we implement the APPR. Modify and adjust the process to provide opportunities to enhance instruction and student learning.
- Be attentive to the realities of a global economy and provide programs for all students to learn and be college and career ready. Continue to provide time and resources for teams to collaborate, work with the data, make recommendations based on findings, and as appropriate, implement changes based on the data.

2013-2014: New Paltz High School Student Racial Demographic Data

Grade Level	Number of Students	Asian	African American	Hispanic /Latino	American Indian/ Alaskan Native	Multi-racial	Pacific Island	White
9	198	5%	9%	12%	1%	2%	0%	72%
10	189	3%	5%	6%	1%	2%	0%	83%
11	192	3%	7%	12%	0%	1%	0%	78%
12	166	3%	7%	6%	0%	1%	1%	82%
TOTAL Grades 9-12	745	3%	7%	9%	1%	1%	1%	78%

District Graduation Rates and Aspirational Performance Measures

District graduation rates and aspirational performance measures are based on the four-year outcomes of the 2009 Total Cohort as released in August 2014 by the State Education Department, as well as the five-year graduation rate results for the 2008 Total Cohort through August 2013.

The Board of Regents has determined that it is important to establish and report aspirational performance measures to be used by schools, districts, and parents to better inform them of the progress of their students. Therefore, in addition to reporting cohort graduation rate results, the following aspirational measures of achievement are reported in this section:

- The percent of students in the cohort who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed 8-9 Regents exams at a score of 65 or above; or took advanced course sequences in Career and Technical Education, the arts, or a language other than English); and
- The percent of students in the cohort who graduated with a local, Regents, or Regents with Advanced Designation diploma and earned a score of 75 or greater on their English Regents examination and an 80 or better on a Math Regents exam.

These reports reflect data that was in the Student Information Repository System (SIRS) at the close of data collection for the 2012-2013 school year.

New York State Education Department

Annual Graduation and Post Graduation Plans Report

Data Contained in the Student Information Repository System

School or District Name: NEW PALTZ CSD - 621101060000
School Year: 2013-14
Data Refresh Date: Sep 13, 2014

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Total Graduates	Total Completers	Local Diplomas	Regents Diplomas	Regents Diplomas with Honors	Regents with Advanced Designation	Regents with Advanced Designation with Honors	Regents with CTE Endorsement	Commencement Credentials	Post - Secondary Plans of Completers							
	a = (c+d+e+f+g)	b = (c+d+e+f+g+i)	c	d	e	f	g	h	i	4 - Year College j	2 - Year College k	Other Post Secondary l	Military m	Employment n	Adult Services o	Plan Unknown p	Other Known Plan q
*All Students	166	168	6	63	0	72	25	11	2	93	47	3	5	8	2	2	8
Female	91	91	2	29	0	44	16	5	0	58	24	2	1	1	0	1	4
Male	75	77	4	34	0	28	9	6	2	35	23	1	4	7	2	1	4
*Black	13	14	0	8	0	4	1	0	1	8	3	0	1	1	1	0	0
*Hispanic	12	12	1	7	0	3	1	2	0	4	8	0	0	0	0	0	0
*Asian/Pacific Islander	6	6	0	3	0	1	2	1	0	3	0	2	0	1	0	0	0
*White	134	135	5	45	0	64	20	8	1	77	36	1	4	6	1	2	8
*Multiracial	1	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0
General Education Students	151	151	2	53	0	71	25	7	0	92	38	2	4	6	0	2	7
*Students with Disabilities	15	17	4	10	0	1	0	4	2	1	9	1	1	2	2	0	1
Former Students with Disabilities	2	2	1	1	0	0	0	0	0	0	2	0	0	0	0	0	0
Not Limited English Proficient	166	168	6	63	0	72	25	11	2	93	47	3	5	8	2	2	8
*Economically Disadvantaged	28	28	2	20	0	6	0	3	0	9	11	0	3	2	0	1	2
Not Economically Disadvantaged	138	140	4	43	0	66	25	8	2	84	36	3	2	6	2	1	6
Migrant	1	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0
Not Migrant	165	167	6	62	0	72	25	11	2	93	46	3	5	8	2	2	8

The count of graduates includes all students who earned a Regents or local diploma. Students who are awarded IEP diplomas and commencement credentials are not included in the count of graduates but are included in the count of completers.

Local Diplomas (c) includes students reported with credential codes 068 and 612.
Regents Diplomas (d) includes students reported with credential codes 779 and 796.
Regents Diplomas with Honors (e) includes students reported with credential codes 762 and 813.
Regents Diplomas with Advanced Designation (f) includes students reported with credential codes 680, 697, 204, 221, 238, 255, 272 and 289.
Regents Diplomas with Advanced Designation with Honors (g) includes students reported with credential codes 714, 731, 306, 323, 340, 357, 374 and 391.
Regents Diplomas with Career and Technical Education (CTE) Endorsement (h) includes students reported with credential codes 813, 796, 697, 731 ,255, 272, 289, 357, 374, 391.
Commencement Credentials (i) includes students reported with credential codes 119 and 136.

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Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2013-14
Examination: Regents Algebra2/Trigonometry
Data Refresh Date: Sep 7, 2014

		Number of Students Scoring					Percentage of Tested Students Scoring				
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	153	15	20	55	63	0	9.8%	13.1%	35.9%	41.2%	0.0%
Female	73	5	6	31	31	0	6.8%	8.2%	42.5%	42.5%	0.0%
Male	80	10	14	24	32	0	12.5%	17.5%	30.0%	40.0%	0.0%
* American Indian/Alaska Native *	1	0	0	0	1	0	0.0%	0.0%	0.0%	100.0%	0.0%
* Black *	8	1	1	4	2	0	12.5%	12.5%	50.0%	25.0%	0.0%
* Hispanic *	12	3	2	4	3	0	25.0%	16.7%	33.3%	25.0%	0.0%
* Asian/Pacific Islander *	7	2	1	1	3	0	28.6%	14.3%	14.3%	42.9%	0.0%
* White *	125	9	16	46	54	0	7.2%	12.8%	36.8%	43.2%	0.0%
General Education Students	148	12	20	55	61	0	8.1%	13.5%	37.2%	41.2%	0.0%
* Students with Disabilities *	5	3	0	0	2	0	60.0%	0.0%	0.0%	40.0%	0.0%
Former Students with Disabilities	2	1	1	0	0	0	50.0%	50.0%	0.0%	0.0%	0.0%
Not Limited English Proficient	153	15	20	55	63	0	9.8%	13.1%	35.9%	41.2%	0.0%
* Economically Disadvantaged *	18	2	5	5	6	0	11.1%	27.8%	27.8%	33.3%	0.0%
Not Economically Disadvantaged	135	13	15	50	57	0	9.6%	11.1%	37.0%	42.2%	0.0%
Not Migrant	153	15	20	55	63	0	9.8%	13.1%	35.9%	41.2%	0.0%

Regents Assessments based on Common Core Learning Standards have 5 performance levels (Algebra I: level 1 = 0-54, level 2 = 55-64, level 3 = 65-73, level 4 = 74-84, level 5 = 85-100; English: level 1 = 0-54, level 2 = 55-64, level 3 = 65-78, level 4 = 79-84, level 5 = 85-100); Regents Assessments based on 2005 Learning Standards have 4 performance levels (level 1 = 0-54, level 2 = 55-64, level 3 = 65-84,

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Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2013-14
Examination: Regents Phy Set/Chemistry
Data Refresh Date: Sep 7, 2014

		Number of Students Scoring					Percentage of Tested Students Scoring				
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	148	5	21	80	42	0	3.4%	14.2%	54.1%	28.4%	0.0%
Female	69	3	12	38	16	0	4.3%	17.4%	55.1%	23.2%	0.0%
Male	79	2	9	42	26	0	2.5%	11.4%	53.2%	32.9%	0.0%
* American Indian/Alaska Native *	1	0	0	1	0	0	0.0%	0.0%	100.0%	0.0%	0.0%
* Black *	8	1	2	3	2	0	12.5%	25.0%	37.5%	25.0%	0.0%
* Hispanic *	7	0	0	5	2	0	0.0%	0.0%	71.4%	28.6%	0.0%
* Asian/Pacific Islander *	5	0	0	1	4	0	0.0%	0.0%	20.0%	80.0%	0.0%
* White *	127	4	19	70	34	0	3.1%	15.0%	55.1%	26.8%	0.0%
General Education Students	144	5	20	79	40	0	3.5%	13.9%	54.9%	27.8%	0.0%
* Students with Disabilities *	4	0	1	1	2	0	0.0%	25.0%	25.0%	50.0%	0.0%
Former Students with Disabilities	1	0	0	1	0	0	0.0%	0.0%	100.0%	0.0%	0.0%
Not Limited English Proficient	148	5	21	80	42	0	3.4%	14.2%	54.1%	28.4%	0.0%
* Economically Disadvantaged *	14	1	4	7	2	0	7.1%	28.6%	50.0%	14.3%	0.0%
Not Economically Disadvantaged	134	4	17	73	40	0	3.0%	12.7%	54.5%	29.9%	0.0%
Not Migrant	148	5	21	80	42	0	3.4%	14.2%	54.1%	28.4%	0.0%

Regents Assessments based on Common Core Learning Standards have 5 performance levels (Algebra I: level 1 = 0-54, level 2 = 55-64, level 3 = 65-73, level 4 = 74-84, level 5 = 85-100; English: level 1 = 0-54, level 2 = 55-64, level 3 = 65-78, level 4 = 79-84, level 5 = 85-100); Regents Assessments based on 2005 Learning Standards have 4 performance levels (level 1 = 0-54, level 2 = 55-64, level 3 = 65-84,

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Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2013-14
Examination: Regents Phy Set/Earth Sci
Data Refresh Date: Sep 7, 2014

		Number of Students Scoring					Percentage of Tested Students Scoring				
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	178	13	15	102	48	0	7.3%	8.4%	57.3%	27.0%	0.0%
Female	95	7	11	50	27	0	7.4%	11.6%	52.6%	28.4%	0.0%
Male	83	6	4	52	21	0	7.2%	4.8%	62.7%	25.3%	0.0%
* American Indian/Alaska Native *	1	0	1	0	0	0	0.0%	100.0%	0.0%	0.0%	0.0%
* Black *	13	1	2	10	0	0	7.7%	15.4%	76.9%	0.0%	0.0%
* Hispanic *	18	3	1	11	3	0	16.7%	5.6%	61.1%	16.7%	0.0%
* Asian/Pacific Islander *	7	0	1	3	3	0	0.0%	14.3%	42.9%	42.9%	0.0%
* White *	137	9	10	76	42	0	6.6%	7.3%	55.5%	30.7%	0.0%
* Multiracial *	2	0	0	2	0	0	0.0%	0.0%	100.0%	0.0%	0.0%
General Education Students	150	7	10	86	47	0	4.7%	6.7%	57.3%	31.3%	0.0%
* Students with Disabilities *	28	6	5	16	1	0	21.4%	17.9%	57.1%	3.6%	0.0%
Former Students with Disabilities	2	1	0	1	0	0	50.0%	0.0%	50.0%	0.0%	0.0%
Not Limited English Proficient	177	13	15	101	48	0	7.3%	8.5%	57.1%	27.1%	0.0%
* Limited English Proficient *	1	0	0	1	0	0	0.0%	0.0%	100.0%	0.0%	0.0%
* Economically Disadvantaged *	38	4	3	26	5	0	10.5%	7.9%	68.4%	13.2%	0.0%
Not Economically Disadvantaged	140	9	12	76	43	0	6.4%	8.6%	54.3%	30.7%	0.0%
Not Migrant	178	13	15	102	48	0	7.3%	8.4%	57.3%	27.0%	0.0%

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Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2013-14
Examination: Regents Common Core English Language Arts
Data Refresh Date: Sep 7, 2014

		Number of Students Scoring					Percentage of Tested Students Scoring				
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	75	0	2	3	11	59	0.0%	2.7%	4.0%	14.7%	78.7%
Female	45	0	2	1	5	37	0.0%	4.4%	2.2%	11.1%	82.2%
Male	30	0	0	2	6	22	0.0%	0.0%	6.7%	20.0%	73.3%
* American Indian/Alaska Native *	1	0	0	0	1	0	0.0%	0.0%	0.0%	100.0%	0.0%
* Black *	2	0	1	1	0	0	0.0%	50.0%	50.0%	0.0%	0.0%
* Hispanic *	7	0	0	0	1	6	0.0%	0.0%	0.0%	14.3%	85.7%
* Asian/Pacific Islander *	4	0	0	0	0	4	0.0%	0.0%	0.0%	0.0%	100.0%
* White *	60	0	1	2	9	48	0.0%	1.7%	3.3%	15.0%	80.0%
* Multiracial *	1	0	0	0	0	1	0.0%	0.0%	0.0%	0.0%	100.0%
General Education Students	75	0	2	3	11	59	0.0%	2.7%	4.0%	14.7%	78.7%
Not Limited English Proficient	75	0	2	3	11	59	0.0%	2.7%	4.0%	14.7%	78.7%
* Economically Disadvantaged *	9	0	2	1	1	5	0.0%	22.2%	11.1%	11.1%	55.6%
Not Economically Disadvantaged	66	0	0	2	10	54	0.0%	0.0%	3.0%	15.2%	81.8%
Not Migrant	75	0	2	3	11	59	0.0%	2.7%	4.0%	14.7%	78.7%

Regents Assessments based on Common Core Learning Standards have 5 performance levels (Algebra I: level 1 = 0-54, level 2 = 55-64, level 3 = 65-73, level 4 = 74-84, level 5 = 85-100; English: level 1 = 0-54, level 2 = 55-64, level 3 = 65-78, level 4 = 79-84, level 5 = 85-100); Regents Assessments based on 2005 Learning Standards have 4 performance levels (level 1 = 0-54, level 2 = 55-64, level 3 = 65-84, level 4 = 85-100)

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Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2013-14
Examination: Regents English
Data Refresh Date: Sep 7, 2014

		Number of Students Scoring					Percentage of Tested Students Scoring				
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	151	4	7	59	81	0	2.6%	4.6%	39.1%	53.6%	0.0%
Female	60	2	2	22	34	0	3.3%	3.3%	36.7%	56.7%	0.0%
Male	91	2	5	37	47	0	2.2%	5.5%	40.7%	51.6%	0.0%
* Black *	11	0	2	7	2	0	0.0%	18.2%	63.6%	18.2%	0.0%
* Hispanic *	18	1	2	7	8	0	5.6%	11.1%	38.9%	44.4%	0.0%
* Asian/Pacific Islander *	4	0	0	3	1	0	0.0%	0.0%	75.0%	25.0%	0.0%
* White *	118	3	3	42	70	0	2.5%	2.5%	35.6%	59.3%	0.0%
General Education Students	125	0	1	46	78	0	0.0%	0.8%	36.8%	62.4%	0.0%
* Students with Disabilities *	26	4	6	13	3	0	15.4%	23.1%	50.0%	11.5%	0.0%
Former Students with Disabilities	3	0	0	1	2	0	0.0%	0.0%	33.3%	66.7%	0.0%
Not Limited English Proficient	151	4	7	59	81	0	2.6%	4.6%	39.1%	53.6%	0.0%
* Economically Disadvantaged *	31	2	5	12	12	0	6.5%	16.1%	38.7%	38.7%	0.0%
Not Economically Disadvantaged	120	2	2	47	69	0	1.7%	1.7%	39.2%	57.5%	0.0%
Not Migrant	151	4	7	59	81	0	2.6%	4.6%	39.1%	53.6%	0.0%

Regents Assessments based on Common Core Learning Standards have 5 performance levels (Algebra I: level 1 = 0-54, level 2 = 55-64, level 3 = 65-73, level 4 = 74-84, level 5 = 85-100; English: level 1 = 0-54, level 2 = 55-64, level 3 = 65-78, level 4 = 79-84, level 5 = 85-100); Regents Assessments based on 2005 Learning Standards have 4 performance levels (level 1 = 0-54, level 2 = 55-64, level 3 = 65-84, level 4 = 85-100)

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Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2013-14
Examination: Regents Geometry
Data Refresh Date: Sep 7, 2014

		Number of Students Scoring					Percentage of Tested Students Scoring				
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	192	4	11	87	90	0	2.1%	5.7%	45.3%	46.9%	0.0%
Female	92	2	5	43	42	0	2.2%	5.4%	46.7%	45.7%	0.0%
Male	100	2	6	44	48	0	2.0%	6.0%	44.0%	48.0%	0.0%
* Black *	7	0	0	6	1	0	0.0%	0.0%	85.7%	14.3%	0.0%
* Hispanic *	14	0	2	5	7	0	0.0%	14.3%	35.7%	50.0%	0.0%
* Asian/Pacific Islander *	9	0	0	2	7	0	0.0%	0.0%	22.2%	77.8%	0.0%
* White *	160	4	9	74	73	0	2.5%	5.6%	46.2%	45.6%	0.0%
* Multiracial *	2	0	0	0	2	0	0.0%	0.0%	0.0%	100.0%	0.0%
General Education Students	180	4	9	80	87	0	2.2%	5.0%	44.4%	48.3%	0.0%
* Students with Disabilities *	12	0	2	7	3	0	0.0%	16.7%	58.3%	25.0%	0.0%
Former Students with Disabilities	2	0	0	1	1	0	0.0%	0.0%	50.0%	50.0%	0.0%
Not Limited English Proficient	192	4	11	87	90	0	2.1%	5.7%	45.3%	46.9%	0.0%
* Economically Disadvantaged *	30	0	4	15	11	0	0.0%	13.3%	50.0%	36.7%	0.0%
Not Economically Disadvantaged	162	4	7	72	79	0	2.5%	4.3%	44.4%	48.8%	0.0%
Not Migrant	192	4	11	87	90	0	2.1%	5.7%	45.3%	46.9%	0.0%

Regents Assessments based on Common Core Learning Standards have 5 performance levels (Algebra I: level 1 = 0-54, level 2 = 55-64, level 3 = 65-73, level 4 = 74-84, level 5 = 85-100; English: level 1 = 0-54, level 2 = 55-64, level 3 = 65-78, level 4 = 79-84, level 5 = 85-100); Regents Assessments based on 2005 Learning Standards have 4 performance levels (level 1 = 0-54, level 2 = 55-64, level 3 = 65-84,

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Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2013-14
Examination: Regents Living Environment
Data Refresh Date: Sep 7, 2014

		Number of Students Scoring					Percentage of Tested Students Scoring				
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	150	4	4	68	74	0	2.7%	2.7%	45.3%	49.3%	0.0%
Female	74	2	3	31	38	0	2.7%	4.1%	41.9%	51.4%	0.0%
Male	76	2	1	37	36	0	2.6%	1.3%	48.7%	47.4%	0.0%
* Black *	8	1	1	5	1	0	12.5%	12.5%	62.5%	12.5%	0.0%
* Hispanic *	11	1	2	2	6	0	9.1%	18.2%	18.2%	54.5%	0.0%
* Asian/Pacific Islander *	5	0	0	2	3	0	0.0%	0.0%	40.0%	60.0%	0.0%
* White *	125	2	1	59	63	0	1.6%	0.8%	47.2%	50.4%	0.0%
* Multiracial *	1	0	0	0	1	0	0.0%	0.0%	0.0%	100.0%	0.0%
General Education Students	125	1	2	53	69	0	0.8%	1.6%	42.4%	55.2%	0.0%
* Students with Disabilities *	25	3	2	15	5	0	12.0%	8.0%	60.0%	20.0%	0.0%
Former Students with Disabilities	2	0	0	2	0	0	0.0%	0.0%	100.0%	0.0%	0.0%
Not Limited English Proficient	147	3	3	67	74	0	2.0%	2.0%	45.6%	50.3%	0.0%
* Limited English Proficient *	3	1	1	1	0	0	33.3%	33.3%	33.3%	0.0%	0.0%
* Economically Disadvantaged *	37	1	3	19	14	0	2.7%	8.1%	51.4%	37.8%	0.0%
Not Economically Disadvantaged	113	3	1	49	60	0	2.7%	0.9%	43.4%	53.1%	0.0%
Not Migrant	150	4	4	68	74	0	2.7%	2.7%	45.3%	49.3%	0.0%

Regents Assessments based on Common Core Learning Standards have 5 performance levels (Algebra I: level 1 = 0-54, level 2 = 55-64, level 3 = 65-73, level 4 = 74-84, level 5 = 85-100; English: level 1 =

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New York State Education Department

Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2013-14
Examination: Regents Phy Set/Physics
Data Refresh Date: Sep 7, 2014

		Number of Students Scoring					Percentage of Tested Students Scoring				
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	71	2	4	40	25	0	2.8%	5.6%	56.3%	35.2%	0.0%
Female	30	2	2	19	7	0	6.7%	6.7%	63.3%	23.3%	0.0%
Male	41	0	2	21	18	0	0.0%	4.9%	51.2%	43.9%	0.0%
* Black *	1	0	0	0	1	0	0.0%	0.0%	0.0%	100.0%	0.0%
* Hispanic *	5	0	1	2	2	0	0.0%	20.0%	40.0%	40.0%	0.0%
* Asian/Pacific Islander *	3	0	1	1	1	0	0.0%	33.3%	33.3%	33.3%	0.0%
* White *	61	2	2	36	21	0	3.3%	3.3%	59.0%	34.4%	0.0%
* Multiracial *	1	0	0	1	0	0	0.0%	0.0%	100.0%	0.0%	0.0%
General Education Students	71	2	4	40	25	0	2.8%	5.6%	56.3%	35.2%	0.0%
Former Students with Disabilities	1	0	0	0	1	0	0.0%	0.0%	0.0%	100.0%	0.0%
Not Limited English Proficient	71	2	4	40	25	0	2.8%	5.6%	56.3%	35.2%	0.0%
* Economically Disadvantaged *	3	0	0	2	1	0	0.0%	0.0%	66.7%	33.3%	0.0%
Not Economically Disadvantaged	68	2	4	38	24	0	2.9%	5.9%	55.9%	35.3%	0.0%
Not Migrant	71	2	4	40	25	0	2.8%	5.6%	56.3%	35.2%	0.0%

Regents Assessments based on Common Core Learning Standards have 5 performance levels (Algebra I: level 1 = 0-54, level 2 = 55-64, level 3 = 65-73, level 4 = 74-84, level 5 = 85-100; English: level 1 = 0-54, level 2 = 55-64, level 3 = 65-78, level 4 = 79-84, level 5 = 85-100); Regents Assessments based on 2005 Learning Standards have 4 performance levels (level 1 = 0-54, level 2 = 55-64, level 3 = 65-84, level 4 = 85-100)

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2012-13 School Year Total Cohort Graduation Rate and Enrollment Outcome Summary

School

BEDS Code 621101060005
District/School Name: NEW PALTZ SENIOR HIGH SCHOOL
Cohort: 2009 Total Cohort - 4 Year Outcome - August 2013

Data presented in this report are based on data submitted by school districts to the SIRS for the 2012-13 school year. Students are reported based on their date of entry in grade 9 and their last enrollment status as reported in the SIRS as of the 2012-13 reporting deadline.

Student Subgroup	*Count of Cohort Members*	*Total Graduates (Regents with Advanced Designation, Regents or Local Diploma)*	***Regents Diploma with Advanced Designation (Aspirational Performance Measure APM)***	*Regents Diploma (without Advanced Designation)*	*Local Diplomas*	*Earned IEP Diploma*	*Still Enrolled*	*Transferred to GED Preparation Program*	*Dropped Out*
All Students	178	96.1%	53.9%	36.5%	5.6%	0.0%	1.1%	0.0%	1.7%
Female	88	97.7%	54.5%	37.5%	5.7%	0.0%	1.1%	0.0%	1.1%
Male	90	94.4%	53.3%	35.6%	5.6%	0.0%	1.1%	0.0%	2.2%
Black	10	90.0%	40.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic	14	92.9%	35.7%	42.9%	14.3%	0.0%	7.1%	0.0%	0.0%
Asian/Pacific Islander	6	#	#	#	#	#	#	#	#
White	146	97.3%	57.5%	34.9%	4.8%	0.0%	0.7%	0.0%	1.4%
Multiracial	2	#	#	#	#	#	#	#	#
General Education Students	153	97.4%	62.1%	35.3%	0.0%	0.0%	0.7%	0.0%	1.3%
Students with Disabilities	25	88.0%	4.0%	44.0%	40.0%	0.0%	4.0%	0.0%	4.0%
Not Limited English Proficient	178	96.1%	53.9%	36.5%	5.6%	0.0%	1.1%	0.0%	1.7%
Formerly Limited English Proficient	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Economically Disadvantaged	30	90.0%	36.7%	36.7%	16.7%	0.0%	3.3%	0.0%	3.3%
Not Economically Disadvantaged	148	97.3%	57.4%	36.5%	3.4%	0.0%	0.7%	0.0%	1.4%
Not Migrant	178	96.1%	53.9%	36.5%	5.6%	0.0%	1.1%	0.0%	1.7%

The federal Family Education Rights and Privacy Act (FERPA) prohibits the release of personally identifiable student information. This Act precludes the publication of summary information based on fewer than five students or in which subtraction or other simple mathematical operations could be used to obtain personal information. Cells that contain the ("#") symbol have been suppressed to protect student privacy.

BOCES Code/Name
6290 BOCES ULSTER

District Name/Code
NEW PALTZ 621101060000

Embargoed until news release at http://www.p12.nysed.gov/irs/press.html

2012-13 School Year Total Cohort Graduation Rate and Enrollment Outcome Summary

School

BEDS Code 621101060005
District/School Name: NEW PALTZ SENIOR HIGH SCHOOL
Cohort: 2008 Total Cohort - 5 Year Outcome - August 2013

Data presented in this report are based on data submitted by school districts to the SIRS for the 2012-13 school year. Students are reported based on their date of entry in grade 9 and their last enrollment status as reported in the SIRS as of the 2012-13 reporting deadline.

Student Subgroup	*Count of Cohort Members*	*Total Graduates (Regents with Advanced Designation, Regents or Local Diploma)*	***Regents Diploma with Advanced Designation (Aspirational Performance Measure APM)***	*Regents Diploma (without Advanced Designation)*	*Local Diplomas*	*Earned IEP Diploma*	*Still Enrolled*	*Transferred to GED Preparation Program*	*Dropped Out*
All Students	191	94.2%	46.1%	40.8%	7.3%	0.0%	0.5%	2.1%	2.6%
Female	90	98.9%	58.9%	33.3%	6.7%	0.0%	0.0%	0.0%	1.1%
Male	101	90.1%	34.7%	47.5%	7.9%	0.0%	1.0%	4.0%	4.0%
American Indian/Alaska Native	1	#	#	#	#	#	#	#	#
Black	14	92.9%	21.4%	64.3%	7.1%	0.0%	0.0%	0.0%	7.1%
Hispanic	13	76.9%	15.4%	53.8%	7.7%	0.0%	0.0%	7.7%	15.4%
Asian/Pacific Islander	8	#	#	#	#	#	#	#	#
White	155	96.1%	51.0%	38.1%	7.1%	0.0%	0.6%	1.9%	0.6%
General Education Students	159	95.0%	54.7%	37.7%	2.5%	0.0%	0.0%	1.9%	3.1%
Students with Disabilities	32	90.6%	3.1%	56.3%	31.3%	0.0%	3.1%	3.1%	0.0%
Not Limited English Proficient	191	94.2%	46.1%	40.8%	7.3%	0.0%	0.5%	2.1%	2.6%
Formerly Limited English Proficient	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Economically Disadvantaged	32	84.4%	21.9%	50.0%	12.5%	0.0%	0.0%	3.1%	9.4%
Not Economically Disadvantaged	159	96.2%	50.9%	39.0%	6.3%	0.0%	0.6%	1.9%	1.3%
Not Migrant	191	94.2%	46.1%	40.8%	7.3%	0.0%	0.5%	2.1%	2.6%

The federal Family Education Rights and Privacy Act (FERPA) prohibits the release of personally identifiable student information. This Act precludes the publication of summary information based on fewer than five students or in which subtraction or other simple mathematical operations could be used to obtain personal information. Cells that contain the ("#") symbol have been suppressed to protect student privacy.

BOCES Code/Name
6290 BOCES ULSTER

District Name/Code
NEW PALTZ 621101060000

Embargoed until news release at http://www.p12.nysed.gov/irs/press.html

SAT

2014 College-Bound Seniors

NEW PALTZ CENTRAL HIGH SCHOOL

SAT® Data

Data in this report are for high school graduates in the year 2014. Information is summarized for seniors who took the SAT at any time during their high school years through June 2014. If a student took the test more than once, the most recent score is used.

Table 1: Overall Mean Scores

SAT	Test-Takers	Critical Reading		Mathematics		Writing*		Writing Subscores: Multiple Choice		Writing Subscores: Essay	
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Total	116	551	98	544	95	529	105	51.6	10.8	8.0	1.3

Table 2: Mean Scores by Gender

SAT	Test-Takers	Critical Reading		Mathematics		Writing		Writing Subscores: Multiple Choice		Writing Subscores: Essay	
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Female	67	554	86	534	83	545	88	52.8	9.2	8.3	1.0
Male	49	546	113	558	108	506	120	50.0	12.5	7.6	1.5

Table 3: Year in Which Seniors Last Took the SAT

Scores are from the last administration in which seniors took the SAT.

SAT	Test-Takers	Critical Reading		Mathematics		Writing		Writing Subscores: Multiple Choice		Writing Subscores: Essay	
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Senior (2013-2014)	71	543	90	536	82	523	102	51.1	10.7	8.0	1.2
Junior (2012-2013)	45	564	109	556	111	539	107	52.4	10.9	8.1	1.4
Sophomore (2011-2012)											
Freshman (2010-2011)											
Total	116	551	98	544	95	529	105	51.6	10.8	8.0	1.3

Table 4: Mean Scores for State and Total Group

Mean scores for the state and total group may serve as points of reference when evaluating mean scores for the high school.

SAT	Test-Takers	Critical Reading		Mathematics		Writing		Writing Subscores: Multiple Choice		Writing Subscores: Essay	
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
New York	154,809	488	114	502	120	478	116	47.5	11.6	7.2	1.6
Total	1,672,395	497	115	513	120	487	115	48.9	11.6	7.0	1.7

*Writing data are based on students who took the current version of the SAT, first administered in March 2005. The Writing section contains one essay (30 percent of the total score) and 49 multiple-choice questions (70 percent of the total score). Essay scores range from 2 to 12, with a very small percentage of students (less than 0.3%) receiving scores of 0 on the essay, for essays written completely off topic. Multiple-choice scores range from 20 to 80.

Note: Mean scores are reported when there are five or more test-takers. Standard deviations are reported when there are 25 or more test-takers.

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent[2]		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More[1]	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2010	29	2	94	6	23.9	18.5	23.7	19.0	24.4	23.0	23.2	22.5	23.9	20.5
2011	39	10	80	20	24.4	18.8	23.3	19.2	25.6	20.8	24.4	19.6	24.6	19.8
2012	50	5	89	9	24.4	20.6	24.6	19.2	25.3	20.2	24.6	20.8	24.8	20.4
2013	36	4	88	10	23.3	16.0	24.4	17.8	24.4	18.5	24.7	20.5	24.4	18.5
2014	**30**	**5**	**86**	**14**	**26.1**	**22.6**	**25.4**	**21.4**	**27.2**	**26.0**	**25.9**	**23.2**	**26.2**	**23.4**

[1]"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

[2]Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

	2010			2011			2012			2013			2014		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	**N**	**%**	**Avg**
All Students	**31**	**100**	**23.7**	**49**	**100**	**23.6**	**56**	**100**	**24.4**	**41**	**100**	**23.6**	**35**	**100**	**25.8**
Black/African American	0	0	.	1	2	17.0	1	2	17.0	1	2	15.0	**2**	**6**	**21.0**
American Indian/Alaska Native	0	0	.	2	4	23.5	0	0	.	0	0	.	**0**	**0**	**.**
White	27	87	24.0	32	65	24.2	38	68	24.5	33	80	24.4	**28**	**80**	**25.6**
Hispanic/Latino	2	6	20.5	4	8	20.5	5	9	23.6	2	5	25.5	**2**	**6**	**24.5**
Asian	0	0	.	2	4	28.0	1	2	35.0	1	2	19.0	**3**	**9**	**31.7**
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	**0**	**0**	**.**
Two or more races	0	0	.	1	2	20.0	2	4	24.0	0	0	.	**0**	**0**	**.**
Prefer not to respond/No response	2	6	22.5	7	14	23.3	9	16	24.1	4	10	19.8	**0**	**0**	**.**

3 YEAR TRENDS - AVERAGE SAT SCORES

	2014				2013				2012			
	Participating Students	Mean Scores			Participating Students	Mean Scores			Participating Students	Mean Scores		
		Critical Reading	Mathematics	Writing		Critical Reading	Mathematics	Writing		Critical Reading	Mathematics	Writing
Full Cohort	1,672,395	497	513	487	1,660,047	496	514	488	1,664,479	496	514	488

College-Bound Seniors, NEW PALTZ CENTRAL HIGH SCHOOL (NEW PALTZ, NY)

	2014				2013				2012			
	Participating Students	Mean Scores			Participating Students	Mean Scores			Participating Students	Mean Scores		
		Critical Reading	Mathematics	Writing		Critical Reading	Mathematics	Writing		Critical Reading	Mathematics	Writing
Full Cohort	116	551	544	529	114	532	539	516	120	547	544	521

College-Bound Seniors, NEW YORK STATE

	2014				2013				2012			
	Participating Students	Mean Scores			Participating Students	Mean Scores			Participating Students	Mean Scores		
		Critical Reading	Mathematics	Writing		Critical Reading	Mathematics	Writing		Critical Reading	Mathematics	Writing
Full Cohort	154,809	488	502	478	157,989	485	501	477	161,430	483	500	475

AP Five-Year School Score Summary (2014)

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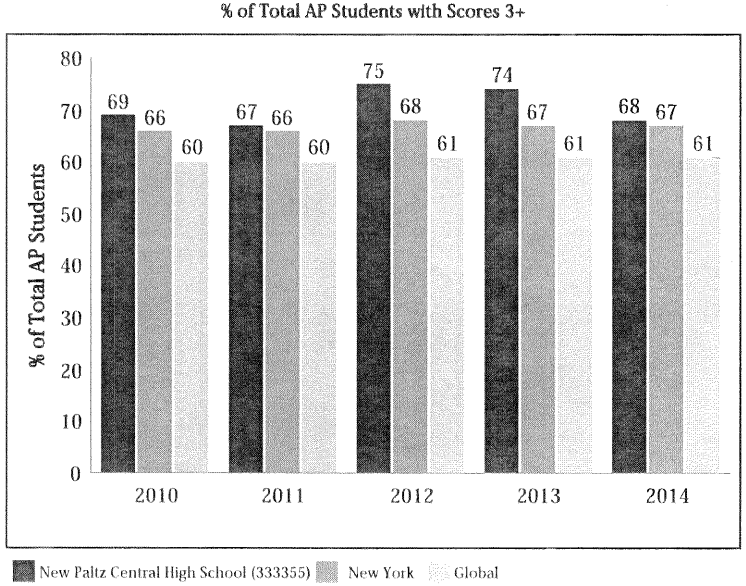
This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

Data Updated Jul 2, 2014, Report Run Jul 8, 2014

New Paltz Central High School (333355)



	2010	2011	2012	2013	2014
New Paltz Central High School (333355)					
Total AP Students	211	212	209	247	253
Number of Exams	430	447	439	489	501
AP Students with Scores 3+	146	142	156	184	172
% of Total AP Students with Scores 3+	69.2	67.0	74.6	74.5	68.0
New York					
Total AP Students	129,742	134,597	139,048	142,866	148,457
Number of Exams	221,450	229,510	238,728	246,688	256,911
AP Students with Scores 3+	85,519	88,816	93,970	96,052	99,548
% of Total AP Students with Scores 3+	65.9	66.0	67.6	67.2	67.1
Global					
Total AP Students	1,855,310	1,982,133	2,106,843	2,225,625	2,342,710
Number of Exams	3,236,335	3,475,395	3,714,079	3,955,410	4,177,281
AP Students with Scores 3+	1,116,959	1,193,662	1,295,051	1,354,800	1,435,431
% of Total AP Students with Scores 3+	60.2	60.2	61.5	60.9	61.3

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.

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AP Five-Year School Score Summary (2014)

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Data Updated Jul 2, 2014, Report Run Jul 8, 2014

New Paltz Central High School (333355)

	New Paltz Central High School (333355)					New York					Global				
Biology	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5		1			1	3,500	3,600	4,190	1,013	1,117	32,361	34,934	37,875	11,188	14,099
4	6	4	5	4	8	2,694	3,072	3,277	4,167	4,201	26,206	30,627	32,512	44,035	47,775
3	8	8	4	20	28	2,675	2,774	2,509	6,723	6,683	26,607	28,139	27,513	73,865	75,031
2	4	13	6	14	22	2,278	2,544	2,468	4,287	4,374	24,426	27,018	27,896	59,665	57,831
1	9	12	7		2	4,215	4,481	4,119	653	939	63,297	64,536	66,153	15,149	18,609
Total Exams	27	38	22	38	61	15,362	16,471	16,563	16,843	17,314	172,897	185,254	191,949	203,902	213,345
Mean Score	2.41	2.18	2.32	2.74	2.74	2.93	2.93	3.06	3.04	3.01	2.65	2.70	2.73	2.88	2.91

Calculus AB	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	5	3	6	8	10	3,793	3,957	4,759	4,898	4,822	52,336	54,880	67,630	67,783	72,351
4	2	3	8	18	4	3,053	3,006	3,149	3,649	3,422	40,591	42,049	45,705	51,440	48,883
3	9	12	6	5	8	3,236	3,207	3,093	3,201	3,492	44,582	47,378	46,711	49,101	51,963
2	6	5	8	3	4	1,908	1,742	1,714	1,891	1,882	27,682	27,354	27,309	31,833	31,344
1	7	5	5	1	6	4,705	4,621	4,355	3,974	4,693	81,669	84,843	80,731	83,261	89,600
Total Exams	29	28	33	35	32	16,695	16,533	17,070	17,613	18,311	246,860	256,504	268,086	283,418	294,141
Mean Score	2.72	2.79	3.06	3.83	3.25	2.96	3.00	3.13	3.20	3.10	2.81	2.82	2.97	2.96	2.94

Calculus BC	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5		1				2,620	2,601	3,031	3,069	3,239	39,252	40,656	47,708	47,972	54,233
4						850	872	873	1,008	1,062	12,248	13,601	15,287	16,896	18,494
3						946	886	825	1,005	987	14,290	14,301	15,004	18,762	18,183
2						304	257	275	303	319	4,579	5,038	5,080	5,950	5,982
1						594	642	626	757	748	9,058	11,781	11,570	15,018	15,276
Total Exams		1				5,314	5,258	5,630	6,142	6,355	79,427	85,377	94,649	104,598	112,168
Mean Score		5.00				3.87	3.86	3.96	3.87	3.90	3.86	3.78	3.87	3.73	3.81

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New Paltz Central High School (333355)

	New Paltz Central High School (333355)					New York					Global				
Calculus BC: AB Subscore	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5		1				2,657	2,969	3,464	3,638	3,671	40,578	47,108	56,165	58,790	61,744
4						1,078	976	927	1,177	1,093	15,387	15,304	15,964	20,792	18,804
3						758	688	508	633	770	11,231	11,290	9,179	11,725	14,436
2						316	212	279	314	344	4,531	4,162	5,492	5,640	7,060
1						505	412	452	380	477	7,697	7,505	7,843	7,645	10,124
Total Exams		1				5,314	5,257	5,630	6,142	6,355	79,424	85,369	94,643	104,592	112,168
Mean Score		5.00				3.95	4.12	4.19	4.20	4.12	3.96	4.06	4.13	4.12	4.03

Chemistry	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	2	1		5	2	1,584	1,486	1,728	2,064	1,004	19,806	21,026	21,735	26,535	14,995
4	6	1	1	4	1	1,773	1,639	1,962	2,230	1,845	21,391	22,712	25,674	30,081	25,040
3	5	6	7	8	11	1,677	1,707	1,898	1,740	2,676	22,350	24,033	26,714	26,318	38,415
2	2		6	4	4	1,028	1,163	1,194	1,169	2,145	14,662	17,948	19,874	20,841	38,330
1	4	8	4	3		1,619	1,686	1,646	1,506	1,121	37,237	37,334	38,786	36,403	31,809
Total Exams	19	16	18	24	18	7,681	7,681	8,428	8,709	8,791	115,446	123,053	132,783	140,178	148,589
Mean Score	3.00	2.19	2.28	3.17	3.06	3.09	3.01	3.11	3.25	2.94	2.76	2.77	2.79	2.93	2.68

Comparative Government and Politics	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	2	4	3	3	4	192	172	203	208	205	3,075	2,999	3,571	3,847	4,005
4	5	10	3		7	242	257	323	267	255	3,447	3,757	4,411	4,315	4,818
3	9	10	7	4	2	261	275	252	206	184	3,567	3,490	3,424	4,011	3,803
2	4	4	4	4	3	243	302	248	264	219	3,794	3,661	3,828	4,648	4,472
1	4	2	5	3		126	184	169	136	123	3,032	3,240	3,224	3,550	3,270
Total Exams	24	30	22	14	16	1,064	1,190	1,195	1,081	986	16,915	17,147	18,458	20,371	20,368
Mean Score	2.88	3.33	2.77	2.71	3.75	3.12	2.94	3.12	3.14	3.20	2.98	2.98	3.07	3.01	3.09

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New Paltz Central High School (333355)

	New Paltz Central High School (333355)					New York					Global				
Computer Science A	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5					7	394	332	468	536	646	5,331	5,552	6,220	8,285	8,372
4	1	1			6	392	370	483	499	591	4,991	5,533	6,396	8,295	9,093
3					2	202	171	265	242	437	2,823	3,162	4,099	4,353	6,588
2						128	100	131	114	189	1,588	1,740	2,005	2,160	3,017
1					1	357	364	497	466	871	5,467	6,240	7,497	8,042	12,218
Total Exams	1	1			16	1,473	1,337	1,844	1,857	2,734	20,200	22,227	26,217	31,135	39,288
Mean Score	4.00	4.00			4.13	3.23	3.15	3.16	3.28	2.98	3.16	3.11	3.07	3.21	2.96

English Language and Composition	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	6	9	9	6	9	2,745	3,208	3,170	3,091	2,989	40,476	45,833	48,795	48,927	48,315
4	14	21	16	12	13	4,964	5,304	5,628	4,557	5,254	78,184	82,701	90,100	77,548	90,262
3	11	15	17	25	16	6,084	6,765	6,991	7,429	7,630	110,266	124,294	128,834	136,438	143,416
2	9	10	6	10	9	4,313	4,546	5,058	6,376	6,660	104,106	113,742	124,286	142,270	152,082
1	1	1	1	1	1	1,250	1,249	1,344	2,262	2,097	44,064	46,833	53,157	72,552	71,255
Total Exams	41	56	49	54	48	19,356	21,072	22,191	23,715	24,630	377,096	413,403	445,172	477,735	505,330
Mean Score	3.37	3.48	3.53	3.22	3.42	3.19	3.22	3.19	2.99	3.02	2.91	2.92	2.90	2.77	2.79

English Literature and Composition	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	4	5	2	1	1	2,032	2,098	2,167	1,911	2,044	28,740	31,094	31,628	29,387	30,431
4	7	11	7	15	9	4,927	4,630	4,710	4,857	4,650	67,921	65,822	68,478	72,663	70,615
3	20	16	17	18	23	7,724	8,238	7,855	8,093	7,670	107,316	114,464	115,711	121,601	117,777
2	21	18	15	4	17	8,140	8,198	8,231	7,923	8,443	116,436	118,592	122,977	122,374	131,239
1		1			1	2,046	2,136	2,112	2,379	2,504	35,758	39,858	42,279	40,506	47,504
Total Exams	52	51	41	38	51	24,869	25,300	25,075	25,163	25,311	356,171	369,830	381,073	386,531	397,566
Mean Score	2.88	3.02	2.90	3.34	2.84	2.87	2.86	2.86	2.84	2.81	2.82	2.81	2.80	2.81	2.76

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New Paltz Central High School (333355)

	New Paltz Central High School (333355)					New York					Global				
Environmental Science	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	5	3	3	3	3	652	659	654	601	666	9,056	8,884	9,726	9,456	10,841
4	8	6	10	9	5	1,501	1,645	1,801	1,620	1,876	19,619	24,715	27,139	27,715	30,803
3	9	3	7	4	4	1,103	991	1,089	1,169	1,134	14,772	15,507	18,073	19,934	19,998
2	7	7	5	4	6	928	1,421	1,454	1,581	1,818	15,692	24,715	26,416	30,016	33,282
1	9	2	2	2	3	1,438	1,180	1,097	1,293	1,751	27,772	25,699	27,600	31,362	35,424
Total Exams	38	21	27	22	21	5,622	5,896	6,095	6,264	7,245	86,911	99,520	108,954	118,483	130,348
Mean Score	2.82	3.05	3.26	3.32	2.95	2.82	2.86	2.91	2.79	2.71	2.61	2.66	2.68	2.61	2.60

European History	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	3		4	5	5	1,155	958	949	920	784	13,051	11,400	11,488	11,439	9,542
4	8	6	7	18	8	1,581	1,734	1,634	1,552	1,393	18,935	20,147	20,936	20,678	18,607
3	16	14	23	32	25	3,005	3,004	2,988	2,699	2,791	35,577	38,225	39,289	38,307	37,494
2	4	4	2	8	8	880	897	867	859	892	11,601	12,444	11,717	12,116	12,966
1	17	5	5	11	9	1,588	1,649	1,653	1,785	2,207	23,915	25,325	25,553	27,564	31,711
Total Exams	48	29	41	74	55	8,209	8,242	8,091	7,815	8,067	103,079	107,541	108,983	110,104	110,320
Mean Score	2.50	2.72	3.07	2.97	2.85	2.98	2.93	2.92	2.87	2.71	2.86	2.81	2.83	2.78	2.65

Human Geography	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5					1	117	194	254	297	288	6,678	9,805	12,413	13,750	15,001
4						207	299	389	436	419	11,329	15,268	19,284	23,284	27,228
3						198	295	324	366	401	14,145	17,820	20,118	23,736	28,695
2						149	205	269	262	312	11,928	14,651	17,607	21,338	25,111
1						174	215	290	226	364	24,464	26,464	29,441	32,467	40,444
Total Exams					1	845	1,208	1,526	1,587	1,784	68,544	84,008	98,863	114,575	136,479
Mean Score					5.00	2.93	3.04	3.03	3.20	2.97	2.47	2.61	2.67	2.69	2.64

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New Paltz Central High School (333355)

	New Paltz Central High School (333355)					New York					Global				
Macroeconomics	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
5		2	2		1	955	910	1,185	1,317	1,641	12,022	11,884	13,927	15,878	18,850
4	3	4		4	1	1,945	1,871	2,140	2,094	2,287	21,342	21,664	23,954	25,298	27,262
3	2	6	4	2	1	1,091	1,301	1,578	1,421	1,801	12,706	15,074	17,974	18,072	21,711
2	8	8	3	7	3	1,212	1,278	1,370	1,449	1,448	13,830	16,409	17,815	20,745	20,504
1	11	9	10	7	3	1,225	1,184	1,262	1,241	1,314	23,473	25,369	26,358	28,919	28,952
Total Exams	24	29	19	20	9	6,428	6,544	7,535	7,522	8,491	83,373	90,400	100,028	108,912	117,279
Mean Score	1.88	2.38	2.00	2.15	2.33	3.03	3.01	3.08	3.11	3.18	2.82	2.76	2.81	2.80	2.89

Microeconomics	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
5	1		2	1	2	577	637	652	705	644	8,574	9,093	10,418	12,268	11,815
4	3	2	2	1	3	1,046	1,074	1,209	1,134	1,230	13,966	14,794	17,647	19,330	21,443
3	2	1	5	3	1	831	908	954	787	938	10,441	12,016	13,076	13,524	15,354
2		4	7	1	4	560	603	654	578	638	7,653	8,770	9,870	10,079	11,510
1	5	7	2	5	3	574	611	554	615	656	11,072	11,758	11,573	12,457	14,011
Total Exams	11	14	18	11	13	3,588	3,833	4,023	3,819	4,106	51,706	56,431	62,584	67,658	74,133
Mean Score	2.55	1.86	2.72	2.27	2.77	3.14	3.14	3.19	3.19	3.14	3.03	3.01	3.09	3.13	3.07

Physics B	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
5			2	1	1	1,272	1,584	1,577	1,749	1,592	10,068	12,424	13,129	14,830	14,769
4		3		2	2	1,712	1,802	1,759	2,200	2,066	12,528	14,563	15,612	17,781	17,327
3		4	5	11	6	2,375	2,229	2,511	2,626	2,818	17,681	19,654	21,316	23,358	24,763
2		5	6	3	7	1,501	1,298	1,335	1,309	1,510	12,604	13,087	13,512	14,524	15,907
1		3	6	2		1,070	1,031	940	944	1,275	14,838	16,124	17,161	18,881	20,851
Total Exams		15	19	19	16	7,930	7,944	8,122	8,828	9,261	67,719	75,852	80,730	89,374	93,617
Mean Score		2.47	2.26	2.84	2.81	3.08	3.20	3.21	3.28	3.13	2.86	2.92	2.93	2.95	2.89

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New Paltz Central High School (333355)

	New Paltz Central High School (333355)					New York					Global				
Physics C: Mechanics	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5						557	670	865	823	922	8,650	9,363	12,524	12,230	15,254
4		1				544	554	654	697	708	8,098	8,569	10,199	11,145	12,026
3						388	503	446	502	490	6,649	7,809	7,200	8,648	8,771
2						285	303	257	289	281	4,678	4,982	4,843	6,081	5,966
1			1			188	223	201	173	201	3,995	4,485	3,879	4,793	5,010
Total Exams		1	1			1,962	2,253	2,423	2,484	2,602	32,070	35,208	38,645	42,897	47,027
Mean Score		4.00	1.00			3.51	3.51	3.71	3.69	3.72	3.40	3.38	3.59	3.46	3.56

Psychology	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	2	3	2	2	1	1,933	2,089	2,209	2,383	2,070	35,037	39,992	45,811	50,833	48,680
4	6	1	6	5	4	2,560	2,417	2,743	2,916	2,964	47,453	52,226	57,351	63,606	69,798
3	2	3	4	2	6	1,755	1,853	1,977	2,056	2,206	35,736	39,330	42,944	46,778	51,823
2	1	4	7	2	8	1,074	1,116	1,381	1,324	1,539	22,687	25,645	29,832	31,026	35,138
1	4	9	4	1	3	1,582	1,800	1,984	1,893	2,196	37,674	41,502	44,942	47,277	54,398
Total Exams	15	20	23	12	22	8,904	9,275	10,294	10,572	10,975	178,587	198,695	220,880	239,520	259,837
Mean Score	3.07	2.25	2.78	3.42	2.64	3.25	3.20	3.18	3.24	3.11	3.11	3.12	3.13	3.17	3.09

Statistics	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	2		4	3	6	929	1,035	1,079	1,217	1,456	16,773	17,821	19,293	21,678	26,272
4	6	3	6	5	4	1,576	1,799	1,708	1,801	1,905	29,235	30,683	32,574	34,573	38,520
3		3	16	13	10	1,651	2,108	1,887	2,152	2,274	30,609	35,880	39,402	42,148	45,067
2	3	5	3	3	3	1,320	1,410	1,323	1,619	1,512	23,725	25,238	27,701	31,879	32,766
1	1	2	3	4	1	1,465	1,519	1,278	1,717	1,625	30,279	33,860	35,182	39,757	41,613
Total Exams	12	13	32	28	24	6,941	7,871	7,275	8,506	8,772	130,621	143,482	154,152	170,035	184,238
Mean Score	3.42	2.54	3.16	3.00	3.46	2.88	2.93	3.00	2.90	3.01	2.84	2.81	2.83	2.80	2.86

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New Paltz Central High School (333355)

	New Paltz Central High School (333355)					New York					Global				
Studio Art: 2-D Design Portfolio	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	2	2	6	1	1	225	266	323	311	291	2,359	2,657	3,391	3,411	3,739
4	8	4	4	3	2	525	535	585	603	637	5,500	5,633	6,776	7,931	7,901
3	2	5	1			610	592	563	553	617	6,844	7,618	7,681	8,757	9,399
2				1		440	357	302	292	267	5,363	5,246	5,134	4,553	4,910
1						59	40	36	50	61	943	995	1,062	893	862
Total Exams	12	11	11	5	3	1,859	1,790	1,809	1,809	1,873	21,009	22,149	24,044	25,545	26,811
Mean Score	4.00	3.73	4.45	3.80	4.33	3.22	3.35	3.47	3.46	3.44	3.14	3.17	3.26	3.33	3.33

Studio Art: 3-D Design Portfolio	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5						29	27	17	17	22	325	343	396	459	470
4		1				30	39	40	51	36	535	615	787	813	836
3	1					72	76	79	80	66	1,124	1,139	1,331	1,574	1,566
2	1					64	40	65	80	46	985	1,072	1,096	1,093	1,180
1						16	12	19	20	12	218	234	234	246	204
Total Exams	2	1				211	194	220	248	182	3,187	3,403	3,844	4,185	4,256
Mean Score	2.50	4.00				2.96	3.15	2.87	2.86	3.05	2.93	2.93	3.00	3.03	3.04

Studio Art: Drawing Portfolio	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5		1	1	1	1	231	214	221	270	198	2,189	2,071	2,277	2,576	2,707
4	2		2	1	2	283	281	346	313	301	2,926	2,871	3,412	3,451	3,537
3		2		3	4	529	636	558	666	573	5,909	6,812	6,313	7,242	6,868
2					1	266	311	272	229	235	3,532	3,837	3,663	3,226	3,222
1						36	43	37	20	35	690	904	788	518	594
Total Exams	2	3	3	5	8	1,345	1,485	1,434	1,498	1,342	15,246	16,495	16,453	17,013	16,928
Mean Score	4.00	3.67	4.33	3.60	3.38	3.30	3.21	3.31	3.39	3.29	3.16	3.08	3.17	3.26	3.27

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AP Five-Year School Score Summary (2014)

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Data Updated Jul 2, 2014. Report Run Jul 8, 2014

New Paltz Central High School (333355)

	New Paltz Central High School (333355)					New York					Global				
United States Government and Politics	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	2	1	1	1	2	1,766	1,685	1,689	1,660	1,775	26,695	28,534	30,048	28,845	32,146
4	2	2	2	3	1	1,896	2,035	2,001	2,221	2,039	28,367	31,466	35,792	36,550	33,763
3	3	5	3	4		3,553	3,750	3,582	4,072	4,212	54,129	56,723	59,352	66,864	71,586
2	6	8	6	6	5	3,181	3,493	3,513	3,747	3,683	51,016	54,862	58,820	63,612	66,927
1		3	2	2	2	2,152	2,432	2,337	2,565	2,574	52,431	54,716	55,892	60,346	66,714
Total Exams	13	19	14	16	10	12,548	13,395	13,122	14,265	14,283	212,638	226,301	239,904	256,217	271,136
Mean Score	3.00	2.47	2.57	2.69	2.60	2.84	2.78	2.79	2.77	2.77	2.65	2.67	2.69	2.65	2.62

United States History	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	7	4	5	7	5	4,528	4,806	5,394	5,074	5,158	42,896	45,030	50,106	47,306	50,838
4	15	10	9	15	15	7,526	8,515	8,950	9,268	9,601	73,305	84,795	91,098	95,758	98,592
3	20	14	17	20	19	8,149	7,627	8,093	8,396	8,163	88,809	85,415	92,766	96,020	93,190
2	12	17	10	28	31	7,705	7,883	7,925	8,531	9,714	100,578	108,420	114,111	120,095	129,566
1	6	5	5	4	7	4,467	4,035	3,587	3,728	4,149	84,274	83,632	80,636	85,449	90,650
Total Exams	60	50	46	74	77	32,375	32,866	33,949	34,997	36,785	389,862	407,292	428,717	444,628	462,836
Mean Score	3.08	2.82	2.98	2.91	2.74	3.00	3.07	3.14	3.10	3.05	2.72	2.75	2.80	2.77	2.76

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AP School Summary with Comparable Groups (2014)

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This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

Data Updated Jul 2, 2014. Report Run Jul 8, 2014

New Paltz Central High School (333355)

	Score	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Comp Gov Pol	Euro Hist	Hum Geog	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Calc AB	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys B	Total Exams*
School (333355)	5	1	1	9	1	4	5	1	1	2	1	2	5	10	7	6	1	2	3	1	63
	4	2	2	13	9	7	8		1	3	4	1	15	4	6	4	8	1	5	2	95
	3		4	16	23	2	25		1	1	6		19	8	2	10	28	11	4	6	166
	2		1	9	17	3	8		3	4	8	5	31	4		3	22	4	6	7	135
	1			1	1		9		3	3	3	2	7	6	1	1	2		3		42
	Total Number of Exams	3	8	48	51	16	55	1	9	13	22	10	77	32	16	24	61	18	21	16	501
	Mean Score	4.33	3.38	3.42	2.84	3.75	2.85	5.00	2.33	2.77	2.64	2.60	2.74	3.25	4.13	3.46	2.74	3.06	2.95	2.81	3.00
	Standard Deviation	0.58	0.92	1.07	0.81	1.06	1.15	0.00	1.41	1.48	1.09	1.51	1.08	1.50	1.09	1.14	0.79	0.87	1.32	0.91	1.14
	Total Schools	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
New York	5	291	198	2,989	2,044	205	784	288	1,641	644	2,070	1,775	5,158	4,822	646	1,456	1,117	1,004	666	1,592	39,361
	4	637	301	5,254	4,650	255	1,393	419	2,287	1,230	2,964	2,039	9,601	3,422	591	1,905	4,201	1,845	1,876	2,066	57,708
	3	617	573	7,630	7,670	184	2,791	401	1,801	938	2,206	4,212	8,163	3,492	437	2,274	6,683	2,676	1,134	2,818	70,677
	2	267	235	6,660	8,443	219	892	312	1,448	638	1,539	3,683	9,714	1,882	189	1,512	4,374	2,145	1,818	1,510	55,126
	1	61	35	2,097	2,504	123	2,207	364	1,314	656	2,196	2,574	4,149	4,693	871	1,625	939	1,121	1,751	1,275	34,039
	Total Number of Exams	1,873	1,342	24,630	25,311	986	8,067	1,784	8,491	4,106	10,975	14,283	36,785	18,311	2,734	8,772	17,314	8,791	7,245	9,261	256,911
	Mean Score	3.44	3.29	3.02	2.81	3.20	2.71	2.97	3.18	3.14	3.11	2.77	3.05	3.10	2.98	3.01	3.01	2.94	2.71	3.13	3.05
	Standard Deviation	1.02	1.00	1.14	1.10	1.33	1.30	1.37	1.34	1.30	1.40	1.25	1.24	1.54	1.58	1.34	0.98	1.19	1.33	1.27	1.26
	Total Schools	222	209	625	913	71	321	84	242	194	402	468	938	796	219	400	712	467	313	387	1,285
United States	5	3,568	2,542	47,316	29,761	3,714	9,258	14,599	16,466	9,088	46,449	32,040	50,169	67,765	7,835	24,632	13,523	13,309	10,641	12,433	551,711
	4	7,644	3,402	88,906	68,980	4,565	18,236	26,731	24,985	18,469	68,061	33,688	97,805	46,729	8,636	37,120	46,048	22,998	30,399	16,002	810,560
	3	9,148	6,677	141,381	115,471	3,637	36,915	28,334	20,577	13,926	50,634	71,478	92,725	50,122	6,261	43,762	73,184	36,260	19,788	23,548	1,021,428
	2	4,796	3,137	150,380	129,459	4,301	12,816	24,878	19,512	10,380	34,433	66,827	128,975	30,191	2,868	31,998	56,742	36,918	32,980	15,362	912,390
	1	850	587	70,572	47,208	3,180	31,388	40,194	27,799	12,533	53,286	66,567	90,230	87,339	11,732	40,779	18,345	31,066	35,215	20,289	766,715
	Total Number of Exams	26,006	16,345	498,555	390,879	19,397	108,613	134,736	109,339	64,396	252,863	270,600	459,904	282,146	37,332	178,291	207,842	140,551	129,023	87,634	4,062,804
	Mean Score	3.32	3.26	2.78	2.76	3.07	2.64	2.63	2.84	3.02	3.08	2.62	2.76	2.92	2.95	2.85	2.90	2.65	2.60	2.83	2.87
	Standard Deviation	1.03	1.05	1.17	1.11	1.37	1.29	1.37	1.41	1.34	1.41	1.30	1.29	1.57	1.55	1.35	1.05	1.25	1.32	1.35	1.31
	Total Schools	3,910	3,424	11,353	13,070	1,161	4,497	3,319	4,081	3,273	6,866	8,425	12,180	12,743	3,431	7,507	9,829	8,019	5,115	5,226	17,906

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AP School Summary with Comparable Groups (2014)

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This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

Data Updated Jul 2, 2014. Report Run Jul 8, 2014

	Score	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Comp Gov Pol	Euro Hist	Hum Geog	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Calc AB	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys B	Total Exams*
Global	5	3,739	2,707	48,315	30,431	4,005	9,542	15,001	18,850	11,815	48,680	32,146	50,838	72,351	8,372	26,272	14,099	14,995	10,841	14,769	587,430
	4	7,901	3,537	90,262	70,615	4,818	18,607	27,228	27,262	21,443	69,798	33,763	98,592	48,883	9,093	38,520	47,775	25,040	30,803	17,327	837,773
	3	9,399	6,868	143,416	117,777	3,803	37,494	28,695	21,711	15,354	51,823	71,586	93,190	51,963	6,588	45,067	75,031	38,415	19,998	24,763	1,044,239
	2	4,910	3,222	152,082	131,239	4,472	12,966	25,111	20,504	11,510	35,138	66,927	129,566	31,344	3,017	32,766	57,831	38,330	33,282	15,907	927,363
	1	862	594	71,255	47,504	3,270	31,711	40,444	28,952	14,011	54,398	66,714	90,650	89,600	12,218	41,613	18,609	31,809	35,424	20,851	780,476
	Total Number of Exams	26,811	16,928	505,330	397,566	20,368	110,320	136,479	117,279	74,133	259,837	271,136	462,836	294,141	39,288	184,238	213,345	148,589	130,348	93,617	4,177,281
	Mean Score	3.33	3.27	2.79	2.76	3.09	2.65	2.64	2.89	3.07	3.09	2.62	2.76	2.94	2.96	2.86	2.91	2.68	2.60	2.89	2.89
	Standard Deviation	1.03	1.05	1.18	1.11	1.37	1.29	1.37	1.42	1.35	1.41	1.30	1.29	1.57	1.55	1.36	1.05	1.26	1.32	1.37	1.31
	Total Schools	4,061	3,553	11,874	13,720	1,301	4,746	3,528	4,607	3,827	7,414	8,526	12,512	13,715	3,750	7,939	10,502	8,731	5,316	5,796	19,410

* The scores, total number of exams, mean score, and standard deviation for each comparable group represent all exams taken by students in that group. Therefore, data for exam subjects not offered at your school may still be included in the Total Exams column.

This table shows the total number of students, by education level, who took AP Exams at your school. If you apply filter options to customize this report, the data in this table will not change. It is available in each school summary report as a reference.

Students by Education Level

Comparable Group	Total Schools	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
New Paltz Central High School	1	253			89	107	57		
New York	1,285	148,457	2,851	64	61,644	54,560	27,900	1,410	28
United States	17,906	2,284,984	56,991	777	846,474	837,940	418,412	118,494	5,896
Global	19,410	2,342,708	58,457	2,512	875,511	857,005	424,116	119,183	5,924

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.

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AP Equity and Excellence (2014)

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This report provides you with a means to assess both the equity and excellence of your school's AP program. Specifically, it shows the proportion of your school's entire senior class who scored a 3 or higher on an AP Exam at any point during high school. Additionally, you can see what percentage of your school's entire tenth, eleventh, and twelfth grade classes took and scored a 3 or higher on at least one AP Exam in May 2014.

In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school. Note: your school's enrollment counts were submitted by your AP Coordinator when placing your school's order for AP Exams.

Data Updated Jul 2, 2014, Report Run Jul 8, 2014

New Paltz Central High School (333355)

Group	Percentage	How is this calculated?
Graduating Class Summary	48.6	Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school **divided by** the total number of your school's seniors.
12th Grade	38.3	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year **divided by** the total number of students in each grade.
11th Grade	34.7	
10th Grade	21.1	

If 'n/a' appears in the table above, the percentage is not available because the enrollment count was not submitted for this grade level.

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June 2013 & June 2014 Regents Results (based on SED Annual Report)

	June 2013 Results			June 2014 Results		
Regents Exam	**% Passing**	**%Mastery**	**Total**	**% Passing**	**%Mastery**	**Total**
Regents Physical Setting/Chemistry	85%	20%	132	83%	28%	148
Regents Physical Setting/Earth Science	86%	38%	181	84%	27%	178
Regents Living Environment	91%	46%	149	95%	49%	150
Regents Physical Setting/Physics	87%	38%	68	92%	35%	71
Common Core Algebra I	NA	NA	NA	77%	1%	138
Regents Integrated Algebra	94%	31%	190	66%	9%	47
Regents Algebra 2/ Trigonometry	79%	30%	119	77%	41%	153
Regents Geometry	95%	46%	164	92%	47%	192
Regents Comprehensive English	95%	57%	199	93%	54%	151
Regents Common Core English Language Arts	NA	NA	NA	97%	79%	75
Regents Global History and Geography	89%	53%	211	92%	53%	211
Regents U.S. History and Government	95%	59%	179	92%	57%	193

Annual Reports

"The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results."[5] Unless these results are recorded, reported, and used in decision making the efforts have little meaning and purpose. The Annual Report framework below is designed to provide a consistent means of reporting the results of the Action Plans implemented on a yearly basis. These reports will be incorporated into the annual State of the District Report.

[5]Senge, Peter, The fifth Discipline: The Art and Practice of the Learning Organization, (1994), p. 44.

Annual Report for Art & Technology

Team Leader/Facilitator: Jen Cone and Laurene Pountain

Team Members: Jen Cone, Alexis Mallory, Laurene Pountain, Todd Martin, Mark Kleis

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Continued exhibition of student work in school and community environments and competitive events.
- Students will demonstrate knowledge and awareness of world cultures through the creation of original art, design, productions, and presentations.
- Students will reflect upon their work in various manners and identify areas that require modifications.
- Student responses to art and design assignments will reflect fostered curiosity, interdisciplinary knowledge, and an understanding of global perspectives.
- Students will use and understand research techniques, which reflect and reinforce the Common Core Learning Standards as they relate to art and technology.
- Students will demonstrate proficiency on all assessments.
- Students will incorporate 21st century skills and digital resources into different phases of the art and design process, where applicable.
- Students will develop and/or maintain art and design portfolios or other visual documentation as described by teacher.
- Students will learn to identify and understand bullying and be able to “say something if they see something.”

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- There is a need to encourage student confidence in risk-taking, creative thinking, and originality.
- Students need to be able to follow written and verbal instructions to become more self-directed learners, problem-solvers, and curious thinkers.
- Students need to develop effective communication skills and a range of vocabulary related to visual literacy.
- Each teacher will continue to incorporate research and supporting activities into lesson plans in order to align with the Common Core Learning Standards.
- Each teacher will continue to address the issue of bullying in the classroom and encourage students to be proactive.
- Teachers will develop Student Learning Objectives in order to demonstrate student achievement over the length of the course.

Goal(s) [in Action Plan] established to achieve Standard.

- As part of their learning process in a class, students will participate in collaborative and/or individual presentation of his or her work in the classroom, school, and/or the community.
- Each teacher will participate in at least one professional development experience that improves his/her ability to be highly effective.
- Lessons and project based learning experiences will contain a problem solving component, be mindful of students as citizens of the world, include cross-curricular strategies, and encourage independent and creative thinking.
- Students will be active participants in the preparation of rubrics and reflective assessments. Students will be more active participants in self-evaluation.
- Teachers will foster safe classroom environments encouraging students to "say something if they see something."

Results, as evidenced by evaluation and assessment data.

- Students completed project summaries, rubrics, and other reflections based on their projects and presentation formats.
- All teachers attended District provided professional development opportunities. Additional workshops: "Steam it up," 3D Print Lecture Series at SUNY New Paltz, RIT two week class, and SUNY New Paltz Multicultural Conference.
- Two 3D printers acquired through participation in grant proposal and attendance in a semester long course (Crafting in Virtual Space) donated by the college.
- Students discussed their response to project challenges with each other and with instructors.

- Student work exhibited interdisciplinary connections throughout the learning process.
- Assignments were open-ended and allowed for curiosity, self-direction, and individual student empowerment.
- As a department, we have continued cross-curricular activities and collaborations.
- Students were able to exhibit work at the Annual Art Show, as well as exhibit or compete at/in the Elting Memorial Library, Gardiner Library, Woodstock Artists Association and Museum Darkroom Photo Show, Fall for Art Competition/Show, Dimensions Redesign, Student Life Production, various culture-based video segments, and the Scholastic Art Awards.
- Students continued to participate in self-reflective activities.
- Field studies occurred at: SONY Wonder Technology Lab, Museum of Art and Design, Museum of Moving Image, SUNY New Paltz Digi Fab Lab, The Metropolitan Museum of Art, Olana State Historic Site, Museum of Modern Art, Vassar College Art Gallery, R and F Paint, Town of New Paltz, Storm King Art Center, HV Materials Exchange, and IBM. Additional 21st century opportunities were explored and students were exposed to current art, design, technology, and business trends throughout the world.

Conclusions, recommendations, and priorities for future.

- All instructors will continue to develop a comprehensive and coherent standards-based curriculum.
- All instructors will proceed with the development and implementation of Student Learning Goals.
- Provide opportunity for students to become self-directed learners and creative thinkers who have initiative to solve problems independently.
- Facilitate collaborative projects, which support alignment to the core curriculum.
- Maintain student participation in exhibitions and competitions.

Annual Report for Business and Family and Consumer Science

Team Leader/Facilitator: Kieran Bell

Team Members: Kieran Bell, Alicia Tuttle

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

College and Career Readiness Anchor Standards:

Key Ideas and Details

- **RST.9-10.1.** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- **RST.9-10.2.** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- **RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

- **RST.9-10.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grade 9-10 texts and topics.
- **RST.9-10.5.** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- **RST.9-10.6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

- **RST.9-10.7.** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., an equation) into words.

- **RST.9-10.8.** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- **RST.9-10.9.** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

- **RST.9-10.10.** By the end of Grade 10, read and comprehend science/technical texts in the Grade 9-10 text complexity band independently and proficiently.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

All students will meet or surpass established goals.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- 92% of students failed the personal finance pre-test.
- 100% of students failed the accounting pre-test.
- 90% of students failed the food and nutrition pre-test.
- 93% of students failed the fashion pre-test.
- 100% of students failed the culture and foods pre-test.

Goal(s) [in Action Plan] established to achieve Standard.

- 100% of our students will pass their respective final exam/project.
- There will be a 10% increase in mastery level achievement.

Results, as evidenced by evaluation and assessment data.

In all areas mentioned above, students demonstrated an increase in achievement.

- 89% of students passed the personal finance post-test.
- 88% of students passed the accounting post-test.
- 100% of students passed the fashion post-test.
- 98% of students passed the food and nutrition test.
- 100% of students passed the culture and foods test.

Conclusions, recommendations, and priorities for future.

- By using the new standards, students are continuing to show achievement and growth in all subjects.
- All instructors will continue to develop a comprehensive and coherent standards-based curriculum.
- All instructors will proceed with the development and implementation of Student Learning Goals.
- Provide opportunity for students to become self-directed learners and creative thinkers who have initiative to solve problems independently.
- Facilitate collaborative projects, which support alignment to the core curriculum.

Annual Report for High School English Department

Team Leader/Facilitator: Joseph Dolan

Team Members: Lauren DePoala, Michelle Diana, Joseph Dolan, Eileen Kamrass, Joel Neden, Lisa St. John, Linda Sutton, Lara Tozzi, and Joanna Arkans.

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

College and Career Readiness Anchor Standards

Writing (standards 1-10)

Reading (standards 1-11)

Speaking and Listening (standards 1-6)

Language (standards 1-6)

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students successfully completed a revised English 11 class that addresses the Career and College Readiness Anchor Standards.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

On the NYS English Comprehensive Regents exam given in January 2013 and June 2014, approximately 92% of students who took the exam passed the exam with 53% mastery.

On the Common Core English Regents examination in June 2014, 73 students took the exam, 72 passed the exam and 59 achieved mastery level scores.

Goal(s) [in Action Plan] established to achieve Standard.

- Implement revised English 9 curriculum that reflects the Common Core Learning Standards.
- Continue to revise English 10 curriculum to reflect and address the Common Core Learning Standards.

- Revise English 11 and 12 curriculums to reflect and address the Career and College Readiness Anchor Standards.
- Review and revise elective curricula to ensure alignment with the Common Core Learning Standards.
- 2014-2015 NPHS students will take the Common Core English Regents examination at the completion of *Writing Focus*.

Results, as evidenced by evaluation and assessment data.

Grade 9-12 English classes have been aligned with the Common Core Learning Standards. Implementation of Grade 9 curriculum was successful as reflected by assessment scores. English 10 curriculum has been revised to reflect and address the Common Core Learning Standards. The revised ELA Regents exam was given in June 2013 to all Grade 11 students and challenging Grade 10 students. There was a 100% passing rate with 55% mastery. This indicates that Grade 10 students are prepared for the NYS English Regents exam. English 11 and 12 curriculums have been revised to reflect and address the Career and College Readiness Anchor Standards.

Conclusions, recommendations, and priorities for future.

The department needs to:

- Administer NYS English Regents exam at the end of Grade 10 English.
- Implement Grade 10 curriculum to incorporate the newest version of the NYS English Regents exam (revised draft 2013 provided by EngageNY.com) and utilize data to reflect and address the Common Core Learning Standards.
- Revise English courses that have not yet been approved by NCAA.
- Continue to align Grade 9-12 with the Common Core Learning Standards in terms of vertical teaming since the English Regents will now be given at the end of sophomore year.

Annual Report for High School Guidance Department

Team Leader/Facilitator: Stephanie Shoemaker

Team Members: Katie Flanagan, Sarah Oles, Jessica Peterson

Standard 2.0: Program Coherence

All programs, curriculum and instructional strategies employed within the district are coherent and provide the learners with knowledge, skills, and dispositions that are expected of citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge, and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

By June 2014, the High School Guidance Department will:

- Have built upon the college and career readiness program for all students. Students will have had career planning in the area of career exploration, career assessments, and connecting career aspirations to course work. Upperclassmen will receive instruction on college planning, tracking colleges of interest, and the college admissions process. Counselors will have electronic documentation of submission to, and acceptance by, colleges that seniors applied to.
- Have assisted students to the New Paltz Central School District with transition to the High School.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

- There was a need for continued efforts to make our college and career readiness program more connected and coherent involving Grade 9-12 students. This included maintaining career development and readiness data using technology that is accessible to counselors, students, and parents. We also saw a need to make the submission of college application materials more efficient.
- We also saw a need to increase monitoring of students new to the District.

<u>Goal(s) [in Action Plan] established to achieve Standard.</u>

- Continue to expand on the career development, college planning, and communication components of Naviance through completed career/interest inventories by all Grade 9 and 10 students using Naviance, electronic tracking of college admissions documents for all materials submitted to colleges, and communication with students and parents using Naviance.

- Offer several opportunities for new students to become acclimated to New Paltz High School. We will organize New Student "Breakfasts" and "Lunches" to give them the chance to meet other new students and hold additional individual and group meetings with new students to closely monitor their progress.

Results, as evidenced by evaluation and assessment data.

- Grade 9 students created a career interest profile as a component of their Life Prep Course. They worked on resume building and were all invited to attend a "Resume Writing Workshop" and a subsequent "Job Fair" to obtain employment. All sophomores completed a "career interest inventory" and attended a "Career Day" which included informational panels and placed a strong emphasis on college and career readiness. All students were also invited to attend an annual College Fair to make connections with admissions counselors and to develop their post-high school plans.
- Naviance was used as a resource for communication and college planning. Counselors reviewed career assessments, resumes, and used college search features during annual meetings. The department used the email feature to notify students of upcoming events and deadlines.
- All senior application materials were submitted through Naviance including transcripts and letters of recommendations.
- During 2012-2013, approximately 60% of senior students used Naviance. We wanted to provide more information for students, parents, and teachers to use Naviance for college application submission so the Guidance Department offered additional training opportunities after school for teachers, students, and parents with the Naviance process. Approximately 80% of seniors used Naviance for submitting college materials with the added training. One hundred percent of senior students completed the Senior Survey using Naviance. Students and parents used the questionnaires that were created on Naviance for letters of recommendation. The Guidance Department will continue to help make Naviance a source for everything related to college and career planning.
- New students at NPHS this year were given more attention. They had more academic and emotional support than in prior years. This year we held a breakfast during the first quarter to check in with our new students. We introduced them to each other and checked in with them regarding their transition to New Paltz High School. Periodic check-ins were done throughout the year to assist in helping them make a successful adjustment to New Paltz High School. As a result, students expressed an easier transition to the high school.

Conclusions, recommendations, and priorities for future.

- Counselors will continue to learn about updated Naviance features, including the Naviance App, and make use of the informative/user friendly videos that they offered to students, including their "Road Trip Nation" feature and the "Strengths Explorer" feature. Counselors will continue to involve parents in the college and career readiness pathway through the promotion of Naviance Family Connection.

- Next year, we plan to offer additional activities for new students so that we can continue efforts to monitor new student progress both academically and emotionally.

Annual Report for Grades 9-12 Health Education

Team Leader/Facilitator: Antonia Woody – Director, Health, PE, Athletics, School Health Services

Team Members: Shannan Magnetico (High School)

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Standard 4.0: Learning Environment

A safe and supportive learning environment is sustained throughout the District to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Standard 2 – Program Coherence: The curriculum structure fosters and enables constructivist learning and the building of understanding by students, including affective learning outcomes for all students.

Standard 3 – Teacher Skill and Competency Area: Instructional staff members implement assessment techniques based on appropriate learning standards designed to measure students' learning progress.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

First Semester Pre-Assessment Results for Health Education:

- 27% of students passed the Health Education pre-assessment with a class average of 56%; 0% achieved Mastery Level

Second Semester Pre-Assessment Results for Health Education:

- 24% of students passed the Health Education pre-assessment with a class average of 57%; 0% achieved Mastery Level

Cumulative Pre-Assessment Results for Health Education for the 2013-2014 School Year:

- 26% of students passed the Health Education pre-assessment with an overall average of 56%; 0% achieved Mastery Level

Goal(s) [in Action Plan] established to achieve Standard.

- In 2013-2014, 100% of the students will continue to demonstrate an increase of content knowledge as measured by formal and informal methods of assessment.
- In 2013-2014, 100% of students enrolled in Health Education will participate in a pre- and post-assessment. Results will be analyzed and data used in the planning and implementation of health lessons throughout the 20-week semester.

Results, as evidenced by evaluation and assessment data.

First Semester Final and Local Assessment Results for Health Education:

- Based on results from the summative and local assessments, students demonstrated an increase in achievement.

First Semester Post-Assessment Results for Health Education:

- 98% of students passed the Health Education post-assessment with a class average of 85%; 64% achieved Mastery Level

Second Semester Final and Local Assessment Results for Health Education:

- Based on results from the summative and local assessments, students demonstrated an increase in achievement.

Second Semester Post-Assessment Results for Health Education:

- 95% of students passed the Health Education post-assessment with a class average of 83%; 55% achieved Mastery Level

Cumulative Assessment Results for Health Education for the 2013-2014 School Year:

- Based on results from the summative assessments, students demonstrated an increase in achievement.
- There were a total of 29 students identified as "Students with Disabilities" for the 2013-2014 school year; 97% passed the Final Summative Assessment with 38% achieving Mastery Level on the Final Summative Assessment.

Conclusions, recommendations, and priorities for future.

- There was a 71% cumulative increase in passing scores when comparing pre- and post-assessment data for the Final Summative Assessment; 151 students total were tested.
- There was a 60% cumulative increase in students achieving Mastery Level (at or above an 85%) when assessing Final Summative Assessment data.
- Goals established in September 2013 were met based on the assessment data analysis.
- The instructor will continue to use authentic means to inspire and develop critical thinking through projects, activities, journaling, and class discussion.
- NYS Health Education Learning Standards and the Common Core Learning Standards will continue to be incorporated into the health curriculum in meaningful ways.
- Professional development opportunities will be attended and acquired information will be incorporated into learning objectives.
- Students will be provided with opportunities to share their creative ideas and talents and encouraged to produce meaningful, health-oriented projects and displays.
- Collaboration with colleagues on various health-related issues and ways to integrate lessons will continue.

Annual Report for Library Media/Information Literacy

Team Leader/Facilitator: Collaborative Process

Team Members: Stella Mouyios, Joann Martin, MaryAnn Lis-Simmons, Joanna Arkans

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

CC Anchor Standards ELA/Literacy and IFC Standards

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Inquiry based pre-, formative-, and summative-assessments that reflected the Common Core Learning Standards and the Information Fluency Continuum (IFC)* were implemented.

* Statewide adoption by School Library Systems

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

The Library Media Specialists continue making connections between the Common Core Learning Standards and the Information Fluency Continuum to our staff.

<u>Goal(s) [in Action Plan] established to achieve Standard.</u>

The Library Media Specialists continue to grow in our use of the IFC and its integration with the curriculum. We collaborated with teachers to integrate Information Literacy Standards as well as Common Core and ISTE standards (International Society for Technology in Education) into lessons/assignments/projects. We rigorously executed SLOs and assessments, where appropriate and/or necessary.

<u>Results, as evidenced by evaluation and assessment data.</u>

See individualized school reports.

Conclusions, recommendations, and priorities for future.

Building on the awareness of the Common Core and IFC integration, we will continue to integrate these skills in the effort to strengthen students' college and career readiness skills. Students need to continue to regularly apply knowledge gained in the use of online subscription databases, evaluate sources for reliability, properly cite sources, understand the ethics of preventing plagiarism, and understand the difference between primary and secondary sources.

Annual Report for Life Skills

Team Leader/Facilitator: Marianne Wilson

Team Members: Marianne Wilson

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students with intensive learning needs maintain placements in District where appropriate, instruction provided meets the needs for each student based on individual goals and objectives per IEPs, progress individualized per student.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Students are placed in the Life Skills program per CSE recommendations.

Goal(s) [in Action Plan] established to achieve Standard.

Program goal is to provide the appropriate supports and instruction designed to promote achievement of students with intensive learning needs. IEP goals are specific to individual students.

Results, as evidenced by evaluation and assessment data.

District placements were maintained where appropriate programming was available, in keeping with the SED mandate for least restrictive environment.

All students placed in Life Skills for the full academic year met/exceeded their learning goals for local assessments as well as on IEP goals and objectives.

Conclusions, recommendations, and priorities for future.

The Life Skills program serves a small group of students with diverse, intensive learning needs. Most or all of these students qualify for NYSAA (New York State Alternate Assessment). Achievement for each student is most accurately reflected in IEP goals, where success based on each student's development is documented. Recommendation – to continue maintaining a District based program to serve these students. Priorities will be to work with incoming Special Education administration to keep the program current, as well as to meet the individual needs of students as determined by CSE.

Annual Report for Mathematics Department

Team Leader/Facilitator: Kathryn Stewart

Team Members: Joe Haas, Deneen Jackson, Toni Russolello, Sarah Potenza, Kathryn Stewart, Matt Paley, Souad Kurzban, Randa Abdelrahman

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like when we have achieved the Standard.):

Student learning and achievement is continuously assessed and reported, using both formal and informal means. Learners are engaged and fully participate in the learning process to ensure that they are successful and achieving understanding.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

In 2012-2013, students had difficulty identifying the concepts required to successfully attack a problem (see data below). Students reported this as the number one issue both in class and in tests, including the Regents exams. Students demonstrated a weakness in being able to identify what type of problem they were facing and how best to begin working towards a solution.

2012-2013 Regents Results

- Integrated Algebra (155 students): 92% passed, 28% achieved mastery
- Geometry (160 students): 96 % passed, 48% achieved mastery
- Algebra 2/Trig (113 students): 80% passed, 31% achieved mastery
- POE (21 students): 95% passed, 76% mastery
- CPM (25 students): 76% passed, 44% mastery
- Algebra 2 (26 students): 96% passed, 35% mastery
- Geometry A (31 students): 74% passed, 26% mastery
- Integrated Algebra A (32 students): 84% passed, 34% mastery

2012-2013 Non-Regents Results

- Introduction to Calculus Final Exam (74 students): 95% passed, 51% mastery, 5% failed
- Computer Science (15 students): 100% passed, 100% mastery, 0% failed
- AP Calculus (35 students): 22.9% scored 5, 51.4% scored 4, 14.3% scored 3, 8.6% scored 2, 2.9% scored 1
- AP Statistics (27 students): 11.1% scored 5, 18.5% scored 4, 44.4% scored 3, 11.1% scored 2, 14.8% scored 1

Goal(s) [in Action Plan] established to achieve Standard.

In 2013-2014, students will be effective, reflective, and confident when working independently and collaboratively on math problems. Students will engage in authentic open-ended and/or multi-step problems (as exemplified by the new Algebra 1 state curriculum), find and use appropriate resources to help solve problems, and be advocates for their own learning. Students will "make sense of problems and persevere in solving them" and "construct viable arguments and critique the reasoning of others" (Common Core Standards for Mathematical Practice). This will all be evidenced by class discussions, student presentations, student work on open-ended problems, and written assessments. In addition, students will recognize and appreciate math applications in other disciplines and in everyday life.

Results, as evidenced by evaluation and assessment data.

As per our Action Plan, the math department has been focusing on problem solving and the creativity and expression involved in the process. In addition to more "traditional" problems, where students follow an often-prescribed series of steps to arrive at a solution, we've been incorporating more "bare bones" problems, where students need to analyze a problem and plan a strategy to solve it. In these problems, we've stripped away hints, steps, and other information that might suggest a specific strategy, leaving students to be more creative in their approaches. Students must brainstorm, plan their strategy, gather any data or information they need, and then solve the problem. Since students will have varying methods to solve these types of problems, they must communicate and justify their process and their solution clearly, orally, and/or in writing.

Students have been encouraged to seek various sources, including each other, sources on the Internet, and (in many classes) their reflective portfolios. In some classes, for each unit students have been asked to collect key vocabulary and concepts, real-world examples that incorporate these concepts, and sample problems for their portfolios. In other classes, the portfolios consist of a collection of open-ended problems that students have solved and written up. All of these portfolios have served as a great place for students to start when they attack a new problem.

Anecdotal evidence has been very positive. We've found that over the year, students have become more willing to dive into these sparse problems. We've also discovered, as we planned, that these problems serve as a perfect way to differentiate learning. For example, a student may solve a certain type of problem recursively while another student, with perhaps more robust mathematical thinking skills, might solve the same problem by creating an explicit equation. Students of varying ability are able to meet with success and become more adept at problem solving in the process. As students present their approaches, they come to understand that there is no one correct method, as is the case for any rich problem.

Conclusions, recommendations, and priorities for future.

2013-2014 Regents Results

- Algebra 1 (136 students): 80% passed, 1.5% mastery
- Geometry (184 students): 95% passed, 49 % mastery
- Algebra 2/Trig (148 students): 77% passed, 43% mastery

2013-2014 Non-Regents Results

- Introduction to Calculus Final Exam (82 students): 94% passed, 62% mastery
- Computer Science 2 (35 students): 94% passed, 51% mastery
- Algebra 2 (29 students): 83% passed, 52% mastery
- Geometry A (25 students): 88% passed, 24% mastery
- Algebra A (37 students): 76% passed, 38% mastery

We are encouraged by the progress of our students but recognize that there is still much to do to help our students become independent and able problem solvers. Students need to learn that these types of problems (i.e. problems that don't look like they come from a math book) are what mathematics is really all about. These are also the types of problems that students will face in the new Common Core Algebra 1, Geometry, and Algebra 2 curricula. They need to learn to get used to being a little uncomfortable in the process of doing a problem rather than giving up or asking how to do the problem. This takes time. For that reason, we plan to continue this process into the next year. We hope to plan for more projects and portfolios, where appropriate, and to expand on the portfolios, perhaps adding a journal component.

Annual Report for High School Music Department

Team Leader/Facilitator: Ralph Schroer / Nicole Foti

Team Members: Ralph Schroer / Nicole Foti

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- High-level of student participation across the high school student community.
- High-level of musical achievement at both individual and ensemble levels.
- Diverse course offerings to attract a wide student population.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Student participation levels have increased from previous years. A wide variety of music classes were again offered at the beginning of this year to help meet student needs.

Goal(s) [in Action Plan] established to achieve Standard.

- Continue to build the music program and solidify the progress started with restructuring.
- Continue teacher professional development opportunities.
- Maintain atmosphere where students feel welcome and comfortable making music.

Results, as evidenced by evaluation and assessment data.

At the end of the 2013-2014 school year, approximately 250 students participated in music classes throughout the year. For next year, student music enrollment is approximately the same. Student participation levels remained high throughout the school year. Classes and ensembles implemented in the last two years continue to be successful. The three annual concerts (Winter, Scholarship, and Spring) were well performed and attended. Glee Choir met successfully as a full year course for the first time this year. For next year, Nicole Foti's position at the high school will be full time. This change will allow for added choral lessons to accommodate the increased enrollment in the choral program. In addition, choral lessons will now be scheduled throughout the school day to minimize impact on any one block. The music courses being offered next year are among the most ever offered at NPHS in one year. They will include Band, Mixed Choir, Glee Choir, Voice 1, Voice 2, African Drumming (two sections), Music Literature, Music Theory, Band, and Choir lessons.

Conclusions, recommendations, and priorities for future.

- Continue to follow in the direction that we have established in the past two years.
- Continue to maintain interest and enthusiasm in classes and ensembles.

Annual Report for Grades 9-12 Physical Education

Team Leader/Facilitator: Tom Tegeler, Mike Vance, Bill DeFino, Brooke Frey

Team Members: Tom Tegeler, Mike Vance, Bill DeFino, Brooke Frey

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement is continually assessed and reported using the New York State PE Profile and cognitive assessment. Students are encouraged to seek community resources. Students participate in school-wide tournaments as well as community involvement. They will also show achievement on written assessments in the form of unit exams and a program-wide final exam.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

This was our second year collecting data from four specific units (Archery, Orienteering, Badminton, Floor Hockey). The assessment data was collected using the New York State PE Profile and a written final local exam.

Goal(s) [in Action Plan] established to achieve Standard.

- Increase number of students who reach competency.
- Give formal cognitive and written assessment in each unit.
- Add a literacy component.
- Inform students of community activities.

Results, as evidenced by evaluation and assessment data.

- Using the PE Profile we found: 95% of our students achieved competency level or a score of 12.
- Using a final exam as an assessment tool we found: 93% of our students scored a 70 or above on the cognitive assessment.

Conclusions, recommendations, and priorities for future.

We will continue to use the PE Profile as our main assessment tool. We will also continue to add more cognitive assessments for each unit. In order to comply with the Common Core literacy component, we will include usage of websites and literature for student discussion and collaboration during class and in the community.

Annual Report for High School Science Department

Team Leader/Facilitator: Joe Foti

Team Members: Don Bucher, Kurt Ulrich, Jim Tracy, Stephanie Costello, Chad Foti, Joe Foti, Jon Stern, Cathy Law, Sue Sherburne, Jared Avligliano, Ron Bonagura

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Every teacher implemented labs and assessments that were structured to conform to the ELA Standard #7
- Data was collected and aggregated to modify instruction based on needs identified after implementing the unit.
- Data from lab assignments and assessments based off the standard, as well as Regents results, were used to determine success.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

While the science department has always included research-based projects and laboratory reports, we had not specifically documented which standards were included from the new ELA Common Core Learning Standards for Literacy in Science and Technical Subjects.

After reviewing the standards, we selected Standard #7 to first implement across the department in specifically designed instructional units aligned with the Common Core Standard #7: *Integrate and evaluate multiple sources of information presented in diverse formats and media (eg., quantitative data, video, multimedia) in order to address a question or solve a problem.*

Each teacher implemented multiple labs for each semester based on the above standard. Within these labs, students conducted authentic laboratory activities that challenged their scientific and technological literacy, including their ability to analyze data based on various sources, including but not limited to graphs and videos. Students were required to evaluate their data after completing a series of experiments in which the students took measurements.

Each department also gave students quarterly common assessments, which were then analyzed to find areas in need of improvement. Such areas included graphing, appropriate problem-solving steps, identification of a variable, etc.

Goal(s) [in Action Plan] established to achieve Standard.

Each teacher will implement a unit that addresses the ELA Common Core Standards at least once per semester. The science department will incorporate Standard #7. The students will integrate and evaluate multiple sources of information presented in diverse formats and media, such as graphs, charts, video, and multimedia, in order to gain more information about a system and solve a problem.

Results, as evidenced by evaluation and assessment data.

Chemistry:

Throughout the year, students completed laboratory experiments utilizing and evaluating data through diverse formats. Loggerpro and Vernier probes were used to collect and present quantitative data in order to solve and analyze chemical equations and relationships between measured variables. All labs are aligned with the ELA CCR, analysis of data and aligned to the NYS Physical Setting in Chemistry curriculum. ELA CCR Standard #7, which was addressed throughout the year, was assessed through lab reports and our final local assessment. 99.3% of the chemistry students completed laboratory portfolios at the satisfactory level. 97.9% of the population received a passing score on the final assessment, compared to 31.5% of the students who passed a similar pre-assessment administered earlier in the 2013-2014 school year. 66.2% of the population scored on or above the mastery level on the final assessment.

Physics:

During the course of the year, physics students completed several labs that met ELA Standard #7. Two in particular, also met ELA Standard #3. The first lab, which was given during the first semester, required students to take measurements of the force required to move an object. To do so, they used Vernier probe ware along with the Logger Pro software. They then had to graph the data and analyze the graph to determine information about the system. The students completed this lab with 84% passing and 75% mastery. During the second semester the students completed a lab that required them to measure how far a spring would stretch under the presence of a force. By taking measurements and graphing the data, the students were able to determine information about the individual springs. The students completed this lab with 82% passing and 42% mastery.

Biology:

We implemented many labs and classroom activities that meet ELA Standard #7. Notable examples include but are not limited to the NYS Regents laboratory activities *The Beaks of Finches* and *Diffusion Through a Membrane* as well as New Paltz laboratory activities such as *Lung Capacity* and *How Milkmaids Saved Western Civilization*. All of these activities involve, among other things, gathering data from their own experiences and/or from reading historical documents, creating graphical representations, and interpreting those graphics and data to form valid conclusions. On average, biology students were able to receive 3.6 of the 4 points from the graphing section of the final exam. Most notably among those who did not receive full credit on those questions, it was most common for students to erroneously make the curve pass through the origin or include extrapolated points.

Earth Science:

The results of our labs were analyzed based on percent passing and percent mastery. For the first semester we had 59% mastery and 87% passing. For the second semester we had 55% mastery and 97% passing. Our labs required that students read background information about the lab and perform a complex set of procedures, including technical tasks. The results of the lab were then analyzed based on the students' experimental evidence. Reading, writing, and graphical data analysis were important components of the laboratory exercises.

Conclusions, recommendations, and priorities for future.

The department will continue to use Standard #7 of the Common Core ELA Standards. Each teacher will use their data from this year to improve their results for next year. The department will assess the student population and investigate and implement ways to group students and execute labs to address different levels of ability with regards to reading, writing, and comprehension. Emphasis will be given to determining the meaning of symbols, key terms, and other domain-specific words and phrases as they apply to labs and the NYS Regents exams.

Annual Report for Social Studies 9-12

Team Leader/Facilitator: Committee

Team Members: D. Bartlett, A. Cook, L. Costello, J. Gill, B. Masseo, A. Nneji, J. Fredericks, K. Seim

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement is continuously assessed and reported, using both formal and informal means, to measure student learning achievement and the degree of understanding, and to ensure a positive, safe, healthy, and enriched learning environment.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning: (Needs Assessment Data)</u>

Data for 2013 US History and Government <u>All Students</u>: # enrolled - 165 # tested - 164 # mastery - 102 # passing - 157 # failing - 7 % tested - 99 % mastery - 61.8 % passing - 95.7 % failing - 4.3	Data for 2014 US History and Government <u>All Students</u>: # enrolled - 185 # tested - 181 # mastery - 108 # passing - 169 # failing - 12 % tested - 97.8 % mastery - 59.6 % passing - 93.3 % failing - 6.6

Students with Disabilities: # tested - 11 # mastery - 2 # passing - 10 # failing - 1 % tested - NA % mastery - 18.2 % passing - 90.9 % failing - 9.1	Students with Disabilities: # tested - 32 # mastery - 9 # passing - 28 # failing - 4 % tested - NA % mastery - 28 % passing- 87.5 % failing - 12.5
Global History and Geography All Students: # enrolled - 197 # tested - 192 # mastery - 112 # passing - 175 # failing - 17 % tested - 97.5 % mastery - 58.3 % passing - 91.1 % failing 8.9	Global History and Geography All Students: # enrolled - 191 # tested - 189 # mastery - 109 # passing - 180 # failing - 9 % tested - 98.9 % mastery - 57.6 % passing - 95.2 % failing - 4.7
Students with Disabilities: # tested - 27 # mastery - 5 # passing - 14 # failing - 13 % tested - NA % mastery - 18.5 % passing - 51.8 % failing - 48.2	Students with Disabilities: # tested - 30 # mastery - 11 # passing - 26 # failing - 4 % tested - NA % mastery - 29.7 % passing - 70 % failing - 10.8

Aid students in becoming college and career ready through:

- Improve success rates of students with disabilities on state exams.
- Maintain high success rates for general education students.
- Student improvement from midterm exam to Regents exam (final exam).

Goal(s) [in Action Plan] established to achieve Standard.

For the 2013-2014 school year:

- Improve passing rates of students with disabilities in Global History and US History.
- Maintain high success rates for general education students in Global History and US History.

Results, as evidenced by evaluation and assessment data.

Improve passing rates of students with disabilities in:

- Global History passing rate was 70%. Target was above 51%.
- United States History passing rate was 87.5%. Target was above 90%.

Maintain high success rates for general education students:

- Global History passing rate was 95.2% and mastery rate was 57.6%. This represents a 4% increase in passing from 2012-2013.
- United States History passing rate was 93.3% and mastery rate was 59.6%. This represents an increase in passing and mastery rates for the Class of 2015 from last year's Regents scores.

Student improvement from midterm exam to Regents exam (final exam):

- Grade 10 core improvement rates – midterm passing rate: 76.6%; final passing rate: 95.2%
- Grade 11 core improvement rates – midterm passing rate: 53%; final passing rate: 93.3%
- A total of 228 tests were written in the following AP Social Studies courses: AP European History, AP United States History, AP Comparative Government and Politics, AP U.S. Government and Politics, AP Psychology, AP Microeconomics, AP Macroeconomics: See AP Results.

Conclusions, recommendations, and priorities for future.

- The Class of 2015's passing rate in 2013 on the Global History & Geography Regents was 91.1%. The passing rate of this class was 93.3% in 2013 on the US History & Government Regents. This rate improved.
- The Class of 2015's mastery rate in 2012 on the Global History & Geography Regents was 58.3%. Mastery increased to 59.6% in 2013 on the US History & Government Regents. This rate has improved.
- There is no state exam baseline for comparison for the results of current Global 10 students in the Class of 2016. We will continue looking at deficiencies in the current Global 9 exam results to prepare students for the Global 10 exam in 2015.
- Item analysis of the multiple choice of the US and Global Regents exams will reveal student deficiencies.

Annual Report for World Languages Department

Team Leader/Facilitator: Eliezer Espinosa

Team Members: Emily Abramson, Rodrigo Castro , Marc Knittel, Souad Kurzban, Renee Salamone, Jing Jing Xu

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- In the Target Language, write about the NYS required topics as appropriate to State checkpoints B and C.
- Write narratives about real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences and discuss these in the Target Language.
- Write about, discuss, and discover differences between our culture and the Target Language culture based on Researching "Focus/Essential Questions."
- Re-write, edit, and revise written work.
- Produce projects using technology (e.g. PowerPoint, Prezi, Toon-do, Animoto, Movie Maker, etc) to share in class.
- Complete an instructional task aligned with ELA Common Core Learning Standards as appropriate to World Languages.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

At the beginning of the 2013-2014 school year, students were given a baseline assessment.

Goal(s) [in Action Plan] established to achieve Standard.

- Common pre-test assessments were completed in September 2013 in Spanish, French, and Italian.
- Sentences/structures were reviewed daily.

- Assessments were compared to gauge degree of improvement.
- Students wrote well-formed original sentences demonstrating logical sequencing and improved use of grammar and vocabulary.

Results, as evidenced by evaluation and assessment data.

The results were as follows: (percentage rounded to the nearest tenth):

ARABIC LOCAL LEVEL 1
Number of students tested: 20 ..... Percentage of students with mastery: 90%
Percentage of students that passed: 100% ..... Percentage of students that failed: 0%

FRENCH LOCAL LEVEL 4
Number of students tested: 110 ..... Percentage of students with mastery: 39%
Percentage of students that passed: 85% ..... Percentage of students that failed: 15%

FRENCH LOCAL LEVEL 6
Number of students tested: 29 ..... Percentage of students with mastery: 57%
Percentage of students that passed: 90% ..... Percentage of students that failed: 10%

ITALIAN PROFICIENCY
Number of students tested: 20 ..... Percentage of students with mastery: 70%
Percentage of students that passed: 90% ..... Percentage of students that failed:10%

ITALIAN LOCAL LEVEL 1
Number of students tested: 20 ..... Percentage of students with mastery: 40%
Percentage of students that passed: 90% ..... Percentage of students that failed: 10%

ITALIAN LOCAL LEVEL 2
Number of students tested: 11 ..... Percentage of students with mastery: 45%
Percentage of students that passed: 90% ..... Percentage of students that failed: 10%

ITALIAN LOCAL LEVEL 3
Number of students tested: 6 ..... Percentage of students with mastery: 67%
Percentage of students that passed: 83: ..... Percentage of students that failed: 17%

ITALIAN REGENTS LEVEL 3
Number of students tested: 7 ..... Percentage of students with mastery: 57%
Percentage of students that passed: 100% ..... Percentage of students that failed: 0%

ITALIAN LOCAL LEVEL 5
Number of students tested: 7 ..... Percentage of students with mastery: 57%
Percentage of students that passed: 100% ..... Percentage of students that failed: 0%

MANDARIN CHINESE LOCAL LEVEL 1
Number of students tested: 5 ..... Percentage of students with mastery: 5%
Percentage of students that passed: 100% ..... Percentage of students that failed: 0%

MANDARIN CHINESE LOCAL LEVEL 2
Number of students tested: 4 ..... Percentage of students with mastery: 75%
Percentage of students that passed: 100% ..... Percentage of students that failed: 0%

SPANISH REGENTS
Number of students tested: 155 ..... Percentage of students with mastery: 49%
Percentage of students that passed: 90..... Percentage of students that failed: 10%

SPANISH LOCAL LEVEL 3
Number of students tested: 156 ..... Percentage of students with mastery: 65%
Percentage of students that passed: 97% ..... Percentage of students that failed: 3%

SPANISH LOCAL LEVEL 4
Number of students tested: 16 ..... Percentage of students with mastery: 63%
Percentage of students that passed: 100% ..... Percentage of students that failed: 0%

SPANISH LOCAL LEVEL 5
Number of students tested: 56 ..... Percentage of students with mastery: 88%
Percentage of students that passed: 100% ..... Percentage of students that failed: 0%

Conclusions, recommendations, and priorities for future.

Rubrics will be further revised to reflect the Common Core Learning Standards at appropriate levels. Department collaboration will develop common skill expectations per level. All areas of language learning will continue to be improved upon by strengthening individual skills through language acquisition sequence by level. Based on end of the year data analysis, we have identified areas in need of improvement at each respective level and language. Varied activities will serve to strengthen the aforementioned areas.

Annual Report for Social Workers and Psychologists

Team Leader/Facilitator: Meri Lederer

Team Members: Lisa Watkins, David Rosenfeld, Rheam Deans, Mary Kay Fiore, Renee Reynolds

Standard 4.0: Learning Environment

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

While counseling sessions and crisis intervention occurred to help promote a safe and supportive learning environment, the magnitude of social and emotional issues relating to anxiety exceeded the resources that were available in each school.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

High anxiety and stress levels among students were witnessed through observations of behaviors and self-reports as well as from reports from faculty, staff, parents, and outside providers.

Goal(s) [in Action Plan] established to achieve Standard.

Students who exhibit highly anxious behaviors will be identified by their teachers. Assessment of need will be made on an individual basis. Social workers and psychologists will research and examine strategies, tools, and best practices to effectively address these emerging needs.

Results, as evidenced by evaluation and assessment data.

Anxiety assessments were conducted as needed based on observations and referrals. Parent contacts were made and sessions were conducted to help students develop coping skills for managing stress and anxiety. Teachers and administrators were informed of individual issues and provided supportive strategies to address student needs. Referrals to outside providers were made as indicated. In some instances, referrals were made to outpatient programs such as Benedictine Hospital, I.D.T., Astor Day Treatment, etc. In some cases, home tutoring had to be provided for students whose anxiety prohibited them from attending school.

Conclusions, recommendations, and priorities for future.

- While many efforts were made to help address the issue of stress and anxiety among our student population, the social worker/psychologist team feels that needs far exceed the resources available. Increased high stakes testing, economic pressures, family dysfunction and disintegration, social media, substance abuse, and increased social and emotional pressure all contribute to an increase in the incidents of anxiety which impact students' availability to attend and learn in the school setting.
- Recommendations would be increased resources to help students to understand and utilize more effective coping strategies to manage anxiety which impacts learning and social/emotional growth and development.

Annual Report for SYSOPS

Team Leader/Facilitator: Janice Pallus

Team Members: Sue Bowers (Lenape), Karen Heaning (MS), Janice Pallus (Duzine) and Katherine McEachin (HS)

Standard 6.0: Resources

The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Teachers, staff, and administrators will continuously receive the necessary training required to effectively and efficiently utilize the learning technologies available to them in their respective buildings.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Teachers need assistance utilizing specific technologies.

Goal(s) [in Action Plan] established to achieve Standard.

Teachers will demonstrate an increased proficiency utilizing specific technologies.

Results, as evidenced by evaluation and assessment data.

Individual discussions are used to evaluate teacher needs. User-specific software was taught. There was increased usage of online projects, online curriculum, and parent communication. Electronic portfolios were produced at the High School and Middle School. Paperless communication was increased. By using the Trackit system, computer issues were corrected in a timely matter.

Conclusions, recommendations, and priorities for future.

Teachers are becoming more proficient and comfortable with technology and trying new things. We will continue to evaluate teacher needs and promote the technology tools available to us that meet those needs. We will focus training on specific technologies and presentation tools. We will continue to use Trackit to report technology problems.

Section Four

District Level Activities toward meeting District Goals

Section Four

Pupil Personnel Services

Department Progress toward the District Goals

2013-2014

Submitted by:

Meghan Febbie,
Director of Pupil Personnel Services

Pupil Personnel Services

The report focuses on the following departmental areas of responsibility:

- Special Education
- 504 Services
- Home Tutoring Program
- Homeless Children and Youth Programs
- Home Schooled Students
- Central Registration
- Title IX Activity

Special Education Program and Services

This report includes information on Special Education trends, programs, and data with regard to the Special Education program (classification rates, performance, ethnicity profile, preschool, graduation), as well as ideas/reflections based on this data.

Changes in Special Education Trends: National and New Paltz

According to the latest report issued in May 2011 by the Thomas B. Fordham Institute entitled, *Shifting Trends in Special Education,* "although the overall numbers of identified students are in a decline, individual categories of students with disabilities differed markedly in their trajectories."

Students identified as having specific learning disabilities, the most prevalent of all disability types, have shown a considerable decrease throughout the decade, falling from 6.1 to 4.9% of all students nationwide. The population of students identified as intellectually disabled also dropped from 1.3 to 0.9%.

Autism and Other Health Impaired (OHI) populations have risen. The number of autistic students has quadrupled, while OHI numbers have more than doubled. Even so, autistic and OHI populations constituted only 0.8 and 1.4%, respectively, of all students in 2009-2010. The statistics for New Paltz are indicative of an upward trend with regard to the OHI and autistic populations.

Enrollment of Students Classified with a Learning Disability

School Year	Number of classified students	Percent of students classified with a learning disability
2005	177/340	52%
2006	164/314	52%
2007	146/331	44%
2008	144/329	44%
2009	127/320	40%
2010	122/316	39%
2011	110/318	35%
2012	107/332	32%
2013	115/360	32%

The following data indicates that we also need to continue exploring program enhancements to meet the needs of students who are classified with autism and other health impairments:

Classification	2005	2006	2007	2008	2009	2010	2011	2012	2013
# of students – Autism	**19**	**20**	**25**	**28**	**29**	**31**	**38**	**38**	**46**
# of students – OHI	**35**	**44**	**55**	**52**	**54**	**63**	**65**	**78**	**85**

Despite all of the changes and challenges at the state and federal levels, New Paltz School District Special Education programming continues to move forward, embracing the Mission Statement of the District, which is to "exist for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all."

It is important for our children that we focus on how to differentiate learning for *all* students. Surely the advent of new tools, service providers, and customized technology packages can help on this front. To the extent possible, we deliver supports within the regular education classroom, reduce pullouts, and ensure we are looking not only to student weaknesses, but also considering strengths to support student progress.

The following information represents focus areas consistent with the District's Mission and Vision that have been addressed in the 2013-2014 school year.

Special Education Action Plans

Implementation Plan: Co-Teacher Training, IEP Direct Training, FBA/BIP Training

- Provided professional development for new teams of co-teachers.
- Targeted group training through Ulster BOCES.
- Offered follow-up, one-to-one staff training, as necessary.
- Trained PPS clerical staff.

Special Education Placement/Services

- Continued review of out-of-district placements for consideration of in-district programming.
- Continued review of in-district programs focused on least restrictive environment for students based on strengths per state mandates.
- Reviewed and updated FBA/BIPs (Functional Behavior Assessments/Behavior Intervention Plans) for all students as needed.
- Continued appropriate placement recommendation discussions with Special Education teachers.
- Continued review of aide support at all annual reviews and developed fade-out plans as appropriate or as a result of recommendations to discontinue aide support per state mandates.

Related Services Action Plans:

Occupational Therapy/Physical Therapy

- Focused on strength building.
- Focused on pre-writing, handwriting.
- Focused on keyboarding as appropriate.

Psychologists/Social Workers/Guidance

- Began work on a counseling screener to make informed decisions on counseling needs.
- Began work on a counseling exit criterion.

Speech Language Therapists

- Continued integration with grade level regular education teachers to address Common Core Learning Standards in ELA as it relates to children speaking aloud.
- Provided structured opportunities to rehearse the use of accurate grammatical forms leading to fading support.
- Provided opportunities for students to use higher-level grammar skills.

Special Education Teachers

- Integrated with grade level general education teachers for training.
- Provided co-teaching training for newly formed co-teaching groups.
- Training in the administration of the New York State Alternate Assessment.

Parent Training

- Parent Workshop "Transition for Families: Preparing for Life After High School."
- Parent Workshop "Behavior Management."
- Parent-specific training for primary Special Education students.

Teacher Aide Training

- Training on de-escalation techniques.
- Training on the role of the paraprofessional.
- Specific software training.
- Overview on Common Core Learning Standards.
- Training on how to administer testing accommodations.

Students with Disabilities Performance on Standardized Testing

The first chart on the following page shows a comparison of the eight component districts in Ulster BOCES (Rondout Valley, Ellenville, Highland, Kingston, Wallkill, Saugerties, Onteora, and New Paltz). New Paltz is ranked relatively high with an average ranking of 2.6. As for the specific state assessment in ELA, New Paltz ranked first for Grade 8 and second for Grades 5 and 7. Performance is stronger in Math as indicated by ranking first in Grades 4, 5, 6, and 7. The second K-8 chart compares New Paltz students' performance against the State and enables us to consider ways to continue to increase student achievement.

Comparisons are made between years with the expectation that an improvement in performance results from year to year will be shown. In any given school year, we may have an influx of either newly classified students or newly registered students with disabilities at a particular grade level, and depending on their level of disability, those students may perform at a Level 1 or 2. Unfortunately, the State's standardized test system by its very nature ignores the realities of the students that populate our school system (offering just one assessment for all but one percent of the population and two percent if an enormous amount of paperwork is completed – this is the New York State Alternate Assessment).

We also, by design, declassify students as soon as they are able to perform at or near their typical peers. So, for any one year, top performing students are considered for declassification, leaving the lower performing students to be included in the next year's cohort.

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Cohort summary for New Paltz CSD:

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Year	District Group	Subgroup	Metric	Automode
2014	BOCES Ulster	Students with Disabilities	%Lev3&4	High

Test	District Group	Subgroup	Pct'12	Pct'13	Pct'14	Cnt	Metric	Value	Rank	Total
ELA 3	BOCES Ulster	Students with Disabilities			42.9	21	%Lev3&4	4.8	4	7
ELA 4	BOCES Ulster	Students with Disabilities		75.0	37.5	19	%Lev3&4	0.0	5	8
ELA 5	BOCES Ulster	Students with Disabilities	37.5	87.5	75.0	23	%Lev3&4	4.3	2	8
ELA 6	BOCES Ulster	Students with Disabilities	50.0	75.0	50.0	26	%Lev3&4	3.8	4	8
ELA 7	BOCES Ulster	Students with Disabilities	87.5	62.5	75.0	22	%Lev3&4	4.5	2	8
ELA 8	BOCES Ulster	Students with Disabilities	37.5	75.0	87.5	21	%Lev3&4	9.5	1	8
Math 3	BOCES Ulster	Students with Disabilities			37.5	20	%Lev3&4	10.0	5	8
Math 4	BOCES Ulster	Students with Disabilities		62.5	87.5	16	%Lev3&4	12.5	1	8
Math 5	BOCES Ulster	Students with Disabilities	37.5	50.0	87.5	18	%Lev3&4	22.2	1	8
Math 6	BOCES Ulster	Students with Disabilities	50.0	75.0	85.7	19	%Lev3&4	21.1	1	7
Math 7	BOCES Ulster	Students with Disabilities	87.5	62.5	85.7	15	%Lev3&4	13.3	1	7
Math 8	BOCES Ulster	Students with Disabilities	75.0	62.5	42.9	13	%Lev3&4	0.0	4	7
Avg			**57.8**	**68.8**	**66.2**				**2.6**	**7.7**

Source: The New York State Education Department with additional analysis by SchoolMeter.com. For more details see: About Data
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Cohort summary for New Paltz CSD:

Export

Year	District Group	Subgroup	Metric	Automode
2014	New York State	Students with Disabilities	%Lev3&4	High

Test	District Group	Subgroup	Pct'12	Pct'13	Pct'14	Cnt	Metric	Value	Rank	Total
ELA 3	New York State	Students with Disabilities			52.8	21	%Lev3&4	4.8	221	468
ELA 4	New York State	Students with Disabilities		64.4	43.7	19	%Lev3&4	0.0	298	529
ELA 5	New York State	Students with Disabilities	27.2	66.4	65.9	23	%Lev3&4	4.3	168	492
ELA 6	New York State	Students with Disabilities	50.0	89.6	66.7	26	%Lev3&4	3.8	186	559
ELA 7	New York State	Students with Disabilities	91.1	69.2	71.3	22	%Lev3&4	4.5	146	509
ELA 8	New York State	Students with Disabilities	57.2	81.5	80.0	21	%Lev3&4	9.5	110	549
Math 3	New York State	Students with Disabilities			46.0	20	%Lev3&4	10.0	289	535
Math 4	New York State	Students with Disabilities		33.4	66.7	16	%Lev3&4	12.5	188	564
Math 5	New York State	Students with Disabilities	44.0	42.0	90.2	18	%Lev3&4	22.2	54	552
Math 6	New York State	Students with Disabilities	42.7	73.2	91.2	19	%Lev3&4	21.1	49	556
Math 7	New York State	Students with Disabilities	85.7	63.7	87.2	15	%Lev3&4	13.3	68	531
Math 8	New York State	Students with Disabilities	47.6	67.4	52.8	13	%Lev3&4	0.0	252	534
Avg			**55.7**	**65.1**	**67.9**				**169.1**	**531.5**

Source: The New York State Education Department with additional analysis by SchoolMeter.com. For more details see: About Data
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State Performance Plan (SPP)
Based on 2013 – 2014 School Year Data

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires each state to have in place a State Performance Plan (SPP) that evaluates its efforts to implement the requirements and purposes of Part B of IDEA and describes how the State will improve such implementation. The SPP, submitted every six years, includes measurable and rigorous targets for the 20 indicators established within three monitoring priority areas:

1. Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Disproportionally
3. General Supervision Part B, including Child Find, effective transition, and effective general supervision

"The New York State Education Department elicited broad stakeholder involvement in the development of its SPP in order to set measurable and rigorous annual performance targets. The SPP provides the baseline data, measurable and rigorous targets, improvement activities, timelines, and resources established by the State for each indicator." (http://www.emsc.nysed.gov/specialed/spp/)

This is the sixth year of the six-year data collection effort (SPP) launched by the State in response to a federal audit of NYS Special Education programs that identified a number of "**areas needing improvement.**" These areas are assessed annually by our response to 20 Performance Indicators (PI) associated with Special Education programs. Six of the 20 indicators will be reported over a six-year period by assigning 1/6 of the districts within the State one indicator per year. The final results will then be aggregated and reported to the federal government to document response to the identified "areas needing improvement."

The "Special Education School District Data Profile for New Paltz Central School District" for the past six school years, and the most current report for 2012-2013, is available online at http://eservices.nysed.gov/sepubrep/. The most current report reflects that New Paltz is meeting the performance targets in most areas.

According to the most recent report, based on the 2012-2013 school year, New Paltz had 332 students classified as of October 2012 out of a total enrollment (public and non-public school age students) of 2,449. These figures represent a Special Education classification rate of 13.6%. There are also 23 classified preschool students. The report also reveals that New Paltz not only meets, **but far exceeds**, state performance targets in all target areas. These areas include graduation rates, dropout rates, suspension rates, school-age least restrictive environment, and disproportionality identification for Special Education, and they are all positive indicators with regard to Special Education programs and services offered by the District.

This year, the District was required to report on compliance with Indicator 11, Child Find. Indicator 11 measures the percent of children with parental consent to evaluate who were evaluated and had their eligibility determined within 60 days. NYS law and regulations require the evaluation and eligibility determination of a preschool student be made within 30 school days of receipt of the parent's consent to evaluation. The CPSE provides the parent with a list of approved programs that have a multidisciplinary evaluation component. The parent selects the approved evaluation program to conduct the individual evaluation of his or her child and the Board of Education arranges for the evaluation by the service provider selected by the parent. In addition, with the consent of the parents, approved evaluators and

CPSEs must be provided with the most recent evaluation report for a child in transition from programs and services provided. For school-age students, the initial evaluation to determine if a student is a student with a disability must be completed within 60 calendar days of receiving parental consent for the evaluation, with exceptions for students who transfer to another school district after the evaluation period has begun and when the parent of a student repeatedly fails or refuses to produce the student for the evaluation.

Elimination of the Regents Competency Test (RCT) Option for those Students Entering Grade 9 after September 2011

Regents Competency Tests (RCTs) were eliminated for students entering Grade 9 for the first time in the 2011-2012 school year. Now students who score 55-64 on one or more required Regents examinations have a local diploma option. RCTs will continue for students who entered Grade 9 before the 2011-2012 school year.

This will be an issue that has the potential to impact many of our graduates. Of the 17 students with disabilities who graduated, four received a local diploma and 11 earned a Regents diploma.

Reference: November 2012 Memo from James P. DeLorenzo "Amendment to Section 100.5 of the Regulations of the Commissioner of Education Relating to the Safety Net for Students With Disabilities to Graduate with a Local High School Diploma"

Website: http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.pdf

Summary

It seems in many areas the state and federal government are enacting change faster than they can create regulations and guidance to inform the field. Special Education changes have been driven in the past by IDEA reauthorization, but more recently are reflective of the need to comply with federal demands via the audit that led to the State Performance Plan, the Race to the Top initiative, and cost containment. Additionally, the changes in education (Common Core Learning Standards, teacher evaluations, and assessment changes) will also impact Special Education services. New reporting requirements, as well as new mandates, will demand increased staff time and energy as we provide professional development and create systems and protocols. At the same time, addressing our students' learning needs will continue to be the primary focus of the Special Education program.

Special Education Program Statistics and Analysis

The graduation rate, declassification rate, referral rate, ethnicity trends, and preschool program information are important data to look at. The following statistics/data reflect performance of students with disabilities in the District.

Graduation Information – Ethnicity

As of June 2014, 17 students with disabilities received the following diplomas:

# Students	Diploma Type	Ethnicity
2	Skills Achievement Commencement Credential	{1 White, 1 Black or African American}
4	Local Diploma	{3 White, 1 Hispanic or Latino}
11	Regents Diploma	{5 White, 3 Black or African American, 3 Hispanic or Latino}

Students with disabilities are eligible to continue programming until the school year in which they turn 21 ends or they are eligible for a Regents or a local diploma.

Graduation Information – Students with Disabilities - Trends

	June 2006	June 2007	June 2008	June 2009	June 2010	June 2011	June 2012	June 2013	June 2014
Regents Diploma	11	11	12	16	20	13	19	12	11
Local Diploma	6	7	16	10	16	11	10	12	4
Skills Achievement Commencement Credential*	3	3	1	2	1	2	1	1	2
GED Diploma	0	2	2	3	0	4	0	0	1
Reached Max Age**			2	0	0	2	0	1	1

*A Skills Achievement Commencement Credential is a reflection of progress made with regard to specific Individual Education Program Goals and Objectives. Students achieving this diploma remain eligible for public school programming until the end of the school year in which the student turns 21.

**Students with Disabilities are entitled to a "free appropriate public education" (FAPE) until the end of the school year in which they reach 21 OR meet requirements for either a Local or Regents diploma.

This data reflects that the majority of students with disabilities are continuing to receive either a Regents or a local diploma, as opposed to an IEP or GED.

Dropouts

Four students have been identified as dropouts during the 2013-2014 school year.

Declassification Rate

The number of declassified students indicates that students have made gains in all the areas that rendered them eligible for Special Education services. Declassification decisions are made by the CSE/CPSE. Students may be eligible to a year of "appropriate declassification services" as well as retention of test modifications (as determined by the CSE). Declassification rates reflect not only student progress, but also program/service efficacy and trusting relationships among families and school.

05/06 = 12 students declassified

06/07 = 12 students declassified

07/08 = 20 students declassified

08/09 = 31 students declassified

09/10 = 17 students declassified

10/11 = 7 students declassified

11/12 = 2 students declassified

12/13 = 8 students declassified

13/14 = 5 students declassified

Referrals to Committee on Special Education

This is an area that has been tracked for the last seven years because of concerns regarding the number of students referred to the CSE due to reading deficits, as well as the overall classification rate. Of the 69 school-age students referred for evaluation:

22	Ineligible
16	Learning Disabled
3	Emotional Disturbance
4	Speech/Language
6	Other Health Impaired
0	Intellectually Disabled
0	Visually Impaired
0	Deafness
15	Pending Referral
2	Withdrawn Referral
1	Autism

As was true last year, the majority of the students classified as learning disabled were referred due to lack of progress in the area of reading, despite, in many cases, having interventions of Reading Recovery and/or remedial reading support. We are also seeing some progress in addressing student need earlier in the school career, as evidenced by the Grade 1 and 2 referral numbers.

Referrals to the Committee on Special Education (school age students)

06/07 = 50 referrals

07/08 = 30 referrals

08/09 = 56 referrals

09/10 = 55 referrals

10/11 = 45 referrals

11/12 = 93 referrals

12/13 = 82 referrals

13/14 = 69 referrals

Referrals by Grade Level
(July 1, 2013 – June 30, 2014)

Grade	#	Ethnicity	Eligibility/Classification
K	2	2W, 1A	1 inelig, 1 LD
1	11	7W, 3H, 1A	3 LD, 2 SLI, 2 OHI, 4 pending
2	3	3W	2 LD, 1 SLI
3	15	12W, 1B, 1H, 1A	4 inelig, 1 A, 5 LD, 1 SLI, 1 OHI, 2 pending, 1 withdraw
4	6	4W, 1H, 1A	2 inelig, 2 LD, 1 OHI, 1 pending
5	6	6W	3 inelig, 1 ED, 1 LD, 1 pending
6	3	2W, 1B	2 inelig, 1 pending
7	4	4W	2 inelig, 1 LD, 1 pending
8	5	4W, 1B	3 inelig, 2 pending
9	7	7W	2 inelig, 1 ED, 1 LD, 1 OHI, 1 pending, 1 withdraw
10	4	4W	2 inelig, 1 ED, 1 pending
11	1	1B	1 OHI
12	2	1W, 1B	1 inelig, 1 pending
Total 69			

KEY:
Ethnicity:
W – White, H – Hispanic, B – Black, M – Multi-Racial, A- Asian

Classification:
LD=Learning Disability, OHI=Other Health Impaired, ED=Emotional Disturbance, MD=Multiple Disabilities, SLI-Speech-Language Impairment, A=Autism, V=Visually Impaired, ID=Intellectually Disabled

Students Transferring into the District

During the 2013-2014 school year, 36 classified students transferred into the New Paltz Central School District. These students required programs and services. The transfer students affected the overall classification rate of the year.

Short Term Psychiatric Admission

The numbers within the classification "Emotional Disturbance" are increasing and becoming more prevalent in the younger aged students. Twenty-two students required in-patient services to address psychiatric issues during the school year. Of these students, three had multiple admissions.

Student needs in this classification frequently include continuous psychiatric clinical oversight, as well as an intensive daily therapeutic program staffed with clinical social workers and specially trained teachers/support staff to meet needs. Discussions with other directors in the Ulster BOCES region, as well as at the state level, indicate that this is occurring across New York State.

Classification and Ethnicity

The following information was extracted from the 2013 Annual PD Data System Report Student Snapshot filed on October 2, 2013. The information reflects "School Age Students by Disability and Race/Ethnicity Receiving Special Education Services as of October 2, 2013.

Ethnicity/Disability

Disability Classification	American Indian/ Alaska Native	Asian/Pacific Islander	Black	Hispanic	White	Multi-Racial	Total
Autism	0	1	4	6	34	1	46
Emotional Disturbance	0	1	4	8	20	0	33
Learning Disability	0	3	12	18	80	2	115
Intellectual Disability	0	0	0	0	4	0	4
Deafness	0	0	0	0	1	0	1
Hearing Impairment	0	0	0	0	0	0	0
Speech/Lang Impairment	0	3	6	13	39	0	61
Visual Impairment	0	0	0	0	2	0	2
Orthopedic Impairment	0	0	0	0	1	0	1
Other Health Impairment	0	1	4	8	69	3	85
Multiple Disabilities	0	0	0	1	8	1	10
Deaf-Blindness	0	0	0	0	0	0	0
Traumatic Brain Injury	0	0	0	0	2	0	2
Totals (2013)	**0**	**9**	**30**	**54**	**260**	**7**	**360**
The PD System also provides 2012 totals as a Reasonability check, they are as follows:							
Totals (2012)	**0**	**10**	**30**	**45**	**245**	**2**	**332**

Ethnicity Classification Trends – SASI, Power School End of Year, PD 1/4

ETHNICITY	2009			2010			2011			2012			2013			2014		
	Students	Classified	Percentage	Students	Classified	Percentage	Students	Classified	Percentage	Students	Classified	Percentage	Students	Classified	Percentage	Students	Classified	Percentage
Am. Indian or Alaskan Native	9	0	0%	10	0	0%	6	0	0%	7	0	0%	7	0	0%	6	0	0%
Asian or Pacific Islander	69	6	9%	79	10	8%	67	10	15%	81	9	11%	77	9	12%	74	9	12%
African American (not of Hispanic Origin)	168	36	21%	152	30	20%	138	34	25%	146	31	21%	129	30	23%	124	30	24%
Hispanic	179	28	16%	202	39	20%	204	37	18%	210	36	17%	213	40	19%	228	54	24%
White (not of Hispanic Origin)	1896	260	14%	1923	239	12%	1811	234	13%	1870	223	12%	1829	222	12%	1869	260	14%
Multiracial (not of Hispanic Origin)	New Category to be Reported on							1	%	38	1	0.03%	49	1	2%	63	7	11%

As this data demonstrates, the numbers of African American (not of Hispanic origin) and Hispanic ethnic subgroups are continued areas of concern. We are continuing to collect and analyze data, i.e., drilling down to determine classification categories by ethnicity and by grade level, tracking new referrals to the CSE and also to the CPSE by ethnicity, and tracking individual growth within the smaller subgroups to inform and support planning to address this issue.

Preschool Children with a Disability (Ages 3 – 5)

A preschool student needing Special Education services is simply classified as a Preschool Child with a Disability. Services for preschool children with disabilities are coordinated with the Ulster County Pre-School Intervention Programs. Ulster County contracts with preschool agencies such as Early Education Center, Ulster County Association for Retarded Children (ARC), Community Rehabilitation Center (CRC), the Children's Annex, Ulster United Cerebral Palsy, several daycare providers, and other licensed individuals to provide these services. The services include: Special Class Programs (integrated or non-integrated), Special Education Itinerant Teacher Services (a certified Special Education teacher providing services either in the home or daycare setting), and Related Services such as Occupational Therapy, Physical Therapy, Counseling, and Speech Therapy. Services can be provided in the home/community or within a preschool program, depending on the child's needs.

As of October 2013, we had 22 classified preschool students with disabilities who received services. Of them, 15 received related services only, and seven of these students required a much more intensive level of service that included a full- or half-day Special Education program.

At the close of the 2013-2014 school year, we reported that the District served 60 preschool age students with a disability. Due to the numbers, as well as new state mandates, administrative and clerical support necessary to address this area has increased dramatically. We are now required to hold "transition meetings" with all families of students who are receiving Early Intervention Services prior to the child's third birthday to discuss preschool services. We are required to complete a survey (State Performance Plan Indicator 7) for each individual student that identifies levels of performance at the initiation of preschool services and levels of performance when students age out.

Ulster County contracts for transportation needs associated with providing service for preschool students. Program and transportation costs for the program are paid for by Ulster County with a reimbursement rate of approximately 60% (paid to the County by New York State). There are no charges to parents for these services, as they are currently funded by Ulster County.

Ulster County also participates in "Child Find," an initiative to heighten awareness regarding disabilities. The program advocates for evaluation, identification, early intervention, and access to services. We will be sharing our ethnicity reports with the County to request support to ensure appropriate outreach to all preschoolers, including ethnic subgroups.

We are continuing to track CPSE referrals by ethnicity and to explore ways of reaching families/students that would benefit from early intervention services.

CPSE New Referrals by Ethnicity

	Number of Students					
Ethnicity	**08/09**	**09/10**	**10/11**	**11/12**	**12/13**	**13/14**
Hispanic	2	2	6	0	0	2
Multiracial	0	1	0	0	0	0
White	35	27	25	16	14	29
Black	0	0	3	3	4	4
Asian	0	0	0	2	0	1
Total	37	30	34	21	18	36

Profile of Preschool Age Students Receiving Services by Ethnicity (as of October 2013)

Ethnicity Category	06/07 # of Students	07/08 # of Students	08/09 # of Students	09/10 # of Students	10/11 # of Students	11/12 # of Students	12/13 # of Students	13/14 # of Students
Hispanic	4	2	3	4	2	6	2	2
White	31	33	36	42	36	19	16	47
Black	3	2	0	0	0	3	3	3
Multiracial	0	1	0	0	0	1	1	7
Asian	0	0	0	0	2	0	1	1

The very small numbers of Hispanic/Black children referred for and/or receiving preschool Special Education services is an area that continues to be disproportionate in light of our school-age classification rates. We do have a local agency, the Agri-Business Child Development (ABCD) Center, which works closely with the District and has supported referral of Hispanic students. We will continue to bring this issue to the County's attention for comparison with other geographic areas and urge a county initiative to target this population.

Services to Parentally Placed Private School Students

We are continuing to provide CSE services (meetings/evaluations/creation of an IESP {same as an IEP}) for all classified students who attend non-public schools physically located within District boundaries. We are responsible as a "district of location" to comply with this regulation for these schools: Mountain Laurel Waldorf School K-8 program, the Bruderhof Woodcrest K-6 program, and the Montessori of New Paltz K-5 program. We are currently providing services for three New Paltz students and five non-district students with disabilities who attend Mountain Laurel. We are also the "district of residence" (responsible for paying the district that the private school is located within for delivery of IEP services) for four students attending Poughkeepsie Day School, Hudson Valley Sudbury, Hawk Meadow School, and John A. Coleman.

Annual Planning

Annual reviews began in January to allow us to effectively budget/plan for the next school year. We collaborate with staff/administration to examine our out-of-district enrollment/program needs/ages to determine whether students can be returned to the District to continue their education. Additionally, we include data-based information (grade reports, classroom samples of work) to demonstrate levels of functionality within the classrooms and determine appropriate levels of support necessary for the school year, as part of the Educational Benefit initiative. We work closely with our regular education counterparts throughout this year to support compliance and monitor progress as we continue.

In the meantime, we continue to address the daily needs of the department. The rest of the report includes program information and distribution of services. To the extent possible, prior year(s) data have been included for pattern/trend information.

Special Education Services Staffing Data:

The District has designated three administrators: Jo-Anne Dobbins, Director of PPS; and Roseanne Mele and Kathleen Clark, Special Education Coordinators, to provide administrative support for Special Education programs and serve as Special Education chairpersons. Additionally, direct support staff for the PPS Office includes three administrative assistants.

	Total Staff		**Duzine**		**Lenape**		**MS**		**HS**	
Year	13/14	12/13	13/14	12/13	13/14	12/13	13/14	12/13	13/14	12/13
Special Ed. Teachers	29.2	29	4	4.4	9.2	8	10	10.6	6	6.4
S/L Therapists	3.3	4.6	1.3	1.6	1	1	.8	.8	.2	.2
Teacher of Deaf	1	1	.4	.5	.4	.5	.1	0	.1	0
Social Workers	4	4	1	1	1	1	1	1	1	1
School Psychologists	2	2.5	District Wide							
Teacher Aides	44	35.5	20	14	11	10	7	6.5	6	5
Orientation & Mobility Spec.	.2	.25	0	0	.2	.25	0	0	0	0
COTA	1	1	District Wide							
OT	1	1	District Wide							
PT	1	1	District Wide							
LPN/TA*	1	2	0	0	0	0	0	0	1	2
Teacher of the Visually Impaired	.6	.6	District Wide							

*LPN/TA - Supports a student attending out-of-district programming. All teachers and related service providers are appropriately certified. All staff are observed and evaluated as per the New Paltz United Teachers' contract.

Building Program Profiles

(Figures for 13/14 based on IEP Direct Data as of June 30, 2014)

Duzine Elementary	**08/09**	**09/10**	**10/11**	**11/12**	**12/13**	**13/14**
Total Classified Students/Total Students	41/473=9%	46/499=9%	55/454=12%	66/474=14%	54/451=12%	58/471=12%

- Co-Teaching Model, Related Services
- Resource Room
- Non-Integrated Special Class 12:1:1 (Grades K-2)
- 2 transfer students

Lenape Elementary	**08/09**	**09/10**	**10/11**	**11/12**	**12/13**	**13/14**
Total Classified Students/Total Students	65/483=13%	71/499=14%	72/514=14%	85/515=17%	77/516=15%	99/503=20%

- Co-Teaching Model, Related Services
- Non-Integrated Special Class 15:1:1 (Grade 3-4)
- Non-Integrated Special Class 15:1:1 (Grades 4-5)
- 13 transfer students

Middle School	**08/09**	**09/10**	**10/11**	**11/12**	**12/13**	**13/14**
Total Classified Students/Total Students	67/525=13%	63/513=12%	85/542=16%	77/542=14%	81/526=15%	92/535=17%

- Co-Teaching Model, Related Services
- Resource Room
- Non-Integrated Special Class 15:1:1 Grade 6 - All Core Academics
- Non-Integrated Special Class 15:1:1 Grade 7 - All Core Academics
- Non-Integrated Special Class 15:1:1 Grade 8 - All Core Academics
- 7 transfer students

High School	08/09	09/10	10/11	11/12	12/13	13/14
Total Classified Students/Total Students	123/801=15%	109/763=14%	96/770=12%	81/729=11%	70/717=10%	111/738=15%

- Co-Teaching Model, Related Services
- Resource Room
- Life Skills Program 15:1:1
- 14 transfer students

Students Placed Out of District:	07/08	08/09	09/10	10/11	11/12	12/13	13/14
• BOCES Special Education Programs	31	26	27	27	21	26	25
• BOCES Alternative Education Programs	6	1	0	7	5	2	2
• "Other Public School" Program	2	0	0	0	1	1	2
• Approved Private Day Schools*	12	17	13	11	17	12	18
• Approved Residential Private Schools	2	3	3	3	3	2	4
Total Placed Out of the District	**53**	**47**	**43**	**48**	**47**	**43**	**51**

*NYS Approved Private Schools: Astor Day School, Brookside School, The Center for Spectrum Services, The Center for Discovery, Devereux Foundation, Mountain Lake Academy, Green Chimneys, Summit, Wildwood, and Melmark.

Classified Students

Placed by Parent in Private Schools:	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
	17	19	9	8	11	14	19	12

Bruderhof, Mountain Laurel, Poughkeepsie Day School, John A. Coleman, Hawk Meadow, High Meadow, The Ridge School, Hudson Valley Sudbury School.

We are required to provide Special Education services for any student who attends any school, including private schools, located within the District.

Space Availability

Every effort continues to be made to provide programming for Students with Disabilities in the least restrictive environment with their non-disabled peers. We are required by law and regulation to do this, but more importantly, there is a plethora of research and information that validates this model as optimal for all students, including those with disabilities. Many of the resources that support the Special Education programs also complement the regular education programs and have a positive contribution to the overall educational environment. Self-contained Special Education classes are located in proximity to age-appropriate regular classrooms whenever possible. Resource Rooms are assigned in each building to provide instructional space for small groups of students. Additionally, consideration must be given for the provision of related services, specifically speech, counseling, OT, and PT in each building. Space needs vary from year to year and are dependent on the needs of students.

Supplies and Materials

Supplies and materials are purchased as budgeted and are adequate to support the instructional and non-instructional activities. Examples include specialized reading programs, such as the Edmark Reading Program, designed for students with learning or developmental disabilities.

Class Size

Class size and class compositions of the programs for students with disabilities are according to state regulation. Special Education classes at the elementary school level may have a 36-month age span and three-year grade level span (i.e., K-2, 3-5, 4-6).

Transportation

All disabled students are provided transportation to and from school as needed. District and contract vehicles are adequately equipped to transport non-ambulatory students. Special transportation was provided for 44 students during the school year. Examples of "special transportation" accommodations for this school year include:

- Wheelchair accommodation.
- Transportation by small vehicle.
- Air conditioning.
- Access to an Aide/1:1 Aide/LPN/Teacher Aide.
- Transportation to/from out-of-district day placements.

Professional Development

Training is an important aspect of the Special Education program. Our students present with a variety of instructional needs. The more proficient staff becomes in developing and incorporating instructional delivery styles that complement a variety of learning styles, the less likely there will be a need for referral to access "Special Education" services. All professional development activities are tracked through MyLearningPlan.com. Activities are provided at Superintendent's Conference Days, as well as teacher-selected professional development through a variety of entities including NYS Education Department, BOCES, etc. This year we provided training to support co-teaching, NYS alternate assessments, and transition planning.

504 Services

During the 2013-2014 school year, 131 students were identified as having a disability that required accommodation under Section 504. The primary difference between a student recognized under IDEA and a student recognized under Section 504 is the degree of educational impact of the student's disability and/or the accommodations/supports necessary to ensure access to a free, appropriate public education.

All 504 students are entitled to an annual review to create a 504 Plan that specifies services/accommodations.

Home Tutoring

The Home Tutoring Protocols and Program ensure consistent service provision, response time, and adequate documentation of tutoring activities for compliance with NYS laws. It also helps foster communication between regular education teachers and tutors to support students' educational needs during absence (for disciplinary or health issues) from the regular school program and the transition back. There are 43 certified teacher tutors approved by the Board.

Our records indicate that for the 2013-2014 school year, tutoring was provided to 48 students as a result of out of school suspension. This is eight more students from the previous year.

As of the end of the 2013-2014 school year, tutoring was provided to 78 students as follows:

- 25 students – Grade 6-12 (Medical)
- 2 students – Grade 6-12 (Students awaiting CSE placements)
- 48 students – Grades 6-12 (Out of School Suspension)
- 3 students - Miscellaneous
- 78 Total - All categories

Homeless Children and Youth Program

This year, services were provided for 35 students. This is five more students than reported last year. We are required to provide transportation, free/reduced lunch, and materials/supplies. All services are required under the McKinney-Vento Act and are grant funded through required funding set aside within Title I.

Home School Information

The PPS Office received notice of intent to Home School on behalf of 39 children during the 2013-2014 school year. Parents who choose this option must file an "Individualized Home Instruction Plan (IHIP)" with the District, outlining the activities and educational objectives they intend to provide their child throughout the school year. Quarterly progress reports are also required. The PPS Office forwards a copy of IHIPs received to appropriate building principals for review and maintains these records in the District Office.

Distribution across grade levels during the school year, totaling 39 students:

Grade Levels	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
# of Students	1	2	3	2	3	11	2	4	0	3	2	5	1

Title IX Concerns

During the school year one concern was addressed. The concern was student-to-student.

Harassment Officer Activity

Last year, one complaint was reported. A thorough investigation was conducted and a verbal report was provided to the Superintendent of Schools. The District policy was adhered to, including timelines to address the issues.

Central Registration

This is our fifth full year processing registrations centrally. The process has resulted in:

- Timely processing of registrations.
- Consistency for the public (single point of entry).
- Consistency in data entry.
- Consistent interpretation of necessary documentation.
- Consistency internally with information flow between building offices and registrar.
- Updated residency documentation.
    - Central Registration packets were updated to include the New Code of Conduct Summary for 2013-2014.

The following data reflects the registration information from July 2013 through June 30, 2014:

	Regular Ed. Students	Special Ed. Students
Grade K	1	0
Grade 1	14	1
Grade 2	17	0
Grade 3	20	3
Grade 4	8	5
Grade 5	16	5
Grade 6	15	2
Grade 7	8	3
Grade 8	14	3
Grade 9	14	4
Grade 10	8	4
Grade 11	13	4
Grade 12	9	1
TOTAL	**157**	**35**

Two administrative assistants in the PPS Office are trained in registration processes to ensure personnel coverage during business hours.

During the school year, 192 students were registered with the District. A typical registration requires a review of the paperwork with parents/guardians, explanation/address questions/concerns, establishment of guardianship/parental role, examination of custody paperwork, documentation review and copying, packet review, distribution of various pieces of the packet to appropriate offices (transportation, school nurse, building secretary, previous school request for records, free/reduced lunch applications as appropriate, athletic director if involved in sports or requesting religious exemption). As is evident, the amount of registrations required collaboration and sharing of work assignments within the PPS Office.

Section Four
Department of Educational Programs

Department Progress toward the District Goals

2013-2014

Submitted by:

Michelle Martoni,
Assistant Superintendent for
Educational Services & Personnel

Department of Educational Programs

Standard 5.0: Leadership Capacity

Leadership within the District is collaborative, aligned with the District mission and vision, invites staff input in collegial inquiry and decision-making, and promotes excellence, to enhance and to improve student learning.

This standard is realized through overt and ongoing efforts to provide a forum for input from instructional staff and administrators. Insight from staff is enlisted to design professional development, revise curriculum, and approach challenges such as a Local Assistance Plan designation.

The Department of Educational Programs also fosters collaboration with community partners such as SUNY New Paltz and Ulster BOCES.

During the 2013-2014 school year, the New Paltz Central School District embarked on a partnership with SUNY New Paltz to support the Hudson Valley Writing Project. Now housed on-site at the District, this partnership offers professional development opportunities for New Paltz teachers and teachers from neighboring districts.

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy, and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Curriculum is a local endeavor. In the 2013-2014 school year, the Department of Educational Programs sought to ensure that the Common Core Learning Standards were brought to life in our classrooms in alignment with our New Paltz Central School District Mission and Vision Statements. As a District, we did not choose to adopt "Modules" for curriculum that were developed and issued from the State Education Department. Ensuring a locally developed curriculum required on-site professional development in unpacking the Common Core Learning Standards through a lens of tried and true best practices such as: Cognitive Engagement, a Constructivist Approach, and 21st Century Thinking Skills.

Additionally, the Department of Educational Programs provided presentations to parents and to the Board of Education clarifying the difference between state mandated modules and a locally developed curriculum aligned to the Common Core Learning Standards.

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Ongoing professional development continues to be a high priority in the New Paltz Central School District. Choosing paths for professional development has become an important responsibility of the Department of Educational Programs. This need has arisen as more and more professional development opportunities offered from organizations other than our own District are promoting the use of State developed curricula. A critical analysis of professional development opportunities is therefore necessary, to preserve our locally developed curriculum and to remain true to the Mission and Vision Statements of New Paltz Central School District.

Priorities for Educational Programs: 2013 – 2014

The goal of this department is to provide leadership to the educational program and to ensure that the instructional staff has the knowledge and resources it needs to optimize student learning. During the 2013-2014 school year, this department focused on several important instructional support initiatives.

These initiatives included:

- Revising the New Paltz Central School District Annual Professional Performance Review Plan.
- Forming a Local Assistance Plan Committee and supporting the Diagnostic Self- Review Process.
- Convening an English Language Learners Team.
- Professional Development.
    - Providing on-site professional development focused on unpacking the Common Core Learning Standards to preserve a locally developed curriculum.
    - Supporting teaching and learning through various professional development opportunities.
- Implementing Data Inquiry Teams.
- Revising curriculum to reflect an interdisciplinary approach to learning.
- Review of Special Education program.

Annual Professional Performance Review

Data from 2012-2013 indicated that the New Paltz Central School District Annual Professional Performance Review (APPR) plan required refinement. A holistic review of the data generated by the APPR process revealed a less than accurate depiction of staff vis-à-vis teacher effectiveness. An APPR Committee was convened. The task of this committee was to provide suggestions for revision to produce a more balanced outcome. Overall, the recommended changes helped to shift the plan from an "achievement" model to a "growth" model.

Making sense of the APPR evaluation system, as mandated by the New York State Education Department, comes with many challenges. Among these challenges are inconsistencies which surface as individual districts implement this system in many different ways. Additionally, the State Education Department mandated the utilization of assessment data as a means of evaluating teacher effectiveness before allowing ample time to implement the standards on which these assessments are said to be based. Finally, utilizing state assessments as a means to evaluate teacher effectiveness has not yet been rigorously supported by sound statistics.

Nevertheless, moving from an "achievement" model to a "growth" model has provided the space for individualized expectations for students and differentiated approaches to student learning outcomes.

Local Assistance Plan

Duzine Elementary School was designated as Local Assistance Plan (LAP) School for the 2012-2013 school year. This designation resulted from the following criterion:

> The composite score for Math and English Language Arts for Grade 3 students in the economically disadvantaged subgroup did not reach a set standard mandated by the New York State Education Department.

As a result of this designation, a Local Assistance Plan Committee was formed. The committee consisted of teachers, special service support providers, administrators, and a parent representative. This team met regularly and membership was consistent at each meeting.

The committee engaged in a rigorous process of self-reflection: the Diagnostic Self-Review. During this process, six aspects of teaching and learning were discussed. The members of the LAP Committee reflected deeply on each one of these teaching and learning tenets. The question was not simply: "Do we engage in this practice?" The question became: "To what degree do we engage in this practice and with what fidelity?"

Where areas for growth were identified, specific action steps were recommended (see Appendix A). Additionally, team members were assigned responsibilities for particular action steps.

This approach became a march to sustainability. Members were dedicated to this task not only in the short term. Members of the committee agreed that the practices being recommended would require support as they moved from emergent to embedded practices.

The overall philosophy in each and every recommendation embodies an enrichment approach to learning. Committee members staunchly agreed that the sub-group which had been identified would benefit mostly from a broad learning experience which allowed students to analyze critically, problem solve, and move toward independent thinking.

Duzine Elementary School was removed from the LAP designation in 2014. The LAP Committee has been renamed the School Support Team. This team will continue to meet and support the practices that have been implemented as a result of the work of the LAP Committee. Moving forward, the School Support Team will include members of the guidance staff to provide a specific means of articulation.

A copy of the Diagnostic Self-Review is appended to this document as well as a copy of the LAP Committee's presentation to the Board of Education.

Best Practices for English Language Learners (ELL)

The teachers of English Language Learners are a small but vital force among our teaching staff. Feedback from focus group meetings indicated that opportunities for collaboration within the department have been few. Establishing a forum for communication of best practices specifically for English Language Learners was a priority for the Department of Educational Programs during the 2013-2014 school year.

A team of professionals was convened for this purpose. The team included teachers of English Language Learners and general education teachers who co-teach with teachers of English Language Learners. Also present were building principals and a representative from Ulster BOCES.

Discussions addressed issues of compliance in terms of the amount of instructional time students were receiving and the mandated instructional time. The forum provided time for the sharing of data (NYSESLAT results) and discussions on instructional practices based on these data.

Additionally, teachers reviewed measures in place to assist ELL students as they transition from one building to another; i.e., Duzine to Lenape, Lenape to the Middle School, and the Middle School to the High School.

Based on these meetings, recommendations were rendered for the following items to be implemented in the 2014-2015 school year:

- Family Night for parents/guardians of English Language Learners (focused on Math Instruction).

  Goal: Encouraging family-school communication and partnership

- Convening a preschool sub-committee for visitations to preschools known as feeder schools for our ELL population.

  Goal: Articulating program/encouraging family-school communication and partnership

- Providing professional development on the Progressions Document (companion to the Common Core Learning Standards) for ELL students.

Goal: Promoting best practices for English Language Learners

This team is scheduled to continue collaboration this year (2014-2015). A major topic for discussion will be the newly released regulations (Part 154) governing the teaching and learning processes for English Language Learners. These regulations are scheduled to be implemented during the 2015-2016 school year.

Professional Development

Unpacking the Common Core Learning Standards

As state mandates grow in scope, protecting a locally developed curriculum has become a matter of vigilance. To that end, during the 2013-2014 school year, on-site professional development was provided for teachers to ensure that the Common Core Learning Standards were being operationalized in classrooms in a manner that preserved best teaching practices and honored students as individual learners.

During these sessions, teachers identified the embedded skills and competencies in each standard. In this way, a progression for learning was derived and a clear roadmap for differentiation was established.

Additionally, teachers collaborated to utilize a constructivist approach to learning, to provide opportunities for critical analysis and independent thinking, and to ensure learning opportunities which would engender high levels of cognitive engagement.

Overall, these sessions emphasized students as individual learners. At the same time, these sessions focused on the development of a local curriculum.

Teachers who participated in this professional development were responsible to turn-key this information on Superintendent's Conference Day. In this way, this professional development was articulated to Grades K-8.

Secondary Math Teachers Roundtable

In an after-school forum, Algebra teachers collaborated around best practices as the Regents exams shifted to a Common Core format. Teachers discussed ways in which to construct learning activities that reflected open-ended scenarios whereby students were required to identify a problem and suggest methods for solving the problem. As the teachers continued to collaborate, it became apparent that a goal of their collaboration was to shift their practice so that learning experiences brought students to a deep level of understanding of Algebra—an understanding on a conceptual level rather than on the level of simply memorizing facts and algorithms.

Based on the information gleaned at these roundtable discussions and the results of the Common Core Algebra Regents, this collaboration will continue this year. The goal of the collaboration will be to guide teachers in making the necessary shifts in teaching, in both Algebra and Geometry, which will effect a change in learning.

Additional Professional Development opportunities offered during 2013 – 2014 included:

- Grade Level/Department Collaboration
    - Duzine Grade Level Collaboration
    - Lenape Grade Level Collaboration
    - New Paltz Middle School Department Collaboration
    - New Paltz High School ELA Department Collaboration
    - New Paltz High School Math Department Collaboration
    - New Paltz High School Science Department Collaboration
    - New Paltz High School Social Studies Department Collaboration
    - New Paltz High School Math and Science Horizontal Collaboration (Algebra)
- Unpacking the Common Core (Turn-key Protocol)
    - Duzine Part I
    - Duzine Part II – Interdisciplinary Units
    - Lenape Part I
    - Lenape Part II
    - Middle School Part I
- "Design Thinking" Research Presentation
- Designing Flipped Video Lessons
- Middle School Roundtable with High School: Transitional Services*
- Identifying Signs of Mental/Emotional Stress in Students*
- Best Practices for Students with Autism*
- Introduction to Microsoft 365**
- District Databases: Utilization, Alignment, and Articulation**
- Establishing Protocols to Maintain District Websites**
- Articulate Research: K-5 Curriculum**
- The Role of the Library Media Specialist in Bringing Technology into the Curriculum**
- High School Co-teachers' Roundtable Discussion*
- Goals of Special Education at the High School*
- Drugs and Their Effect on Adolescents*
- Interventions and Resources for Drug Addictions*
- Women in Science and Engineering*
- Dealing with Sensory and Behavior Issues*
- ABC's of Para-professionalism**
- Medical, First Aid, Physical Education Expectations**

Evaluations of professional development are an important feedback mechanism. Appended to this document is a data analysis of the feedback received from our April 16 and 17, 2014 Superintendent's Conference Day (see Appendix B).

The data referenced above provides a culling of teachers' responses to four critical questions regarding the professional development opportunities offered on these days. Overall responses are positive indicating a high percentage of teachers finding the information provided in the workshops as "valuable or highly valuable." Additionally, responses indicated a high percentage of teachers who are "highly likely or likely to apply the information to their practice." Of the four questions this question would most demonstrate the impact of the professional development.

An interesting anomaly: In some cases the data demonstrate teachers answering very favorably about the impact of the professional development; i.e., "highly likely" to apply to teaching practice. At the same time, teachers indicate that overall the days were "productive" or "somewhat productive," the latter occurring less often. This apparent paradox indicates the need to re-evaluate question #2 for spuriousness. In any case, all questions, particularly question #2 will be refined as necessary based on qualitative feedback received during focus group conversations.

** Indicates a session designed through Pupil Personnel Services.*
The Department of Educational Programs will collaborate with the Department of Pupil Personnel Services to evaluate these data to inform professional development choices for the 2014-2015 school year.

*** Indicates a small group response.*
Several workshops offered through the Technology Department were focused on small groups of teachers/professionals. Therefore, focus groups will be convened to ascertain a clearer sense of the efficacy of the workshops.

Overall indications: The Department of Educational Programs will continue to provide collaborative opportunities for departments and grade levels and will continue to employ the turn-key model to ensure that professional development is articulated across grade levels and buildings.

Indeed based on the success of this format, this type of professional development will be replicated in 2014-2015. As New York State has adopted new Social Studies Standards, the unpacking of these standards locally (in our District) is underway. Implementation of these standards will be deliberate and over time. The timeline will be derived based on the degree of difference between the new and old standards and a developmentally appropriate progression of implementation from grade level to grade level.

The list provided above is not an exhaustive accounting of all professional development opportunities. Professional development is often designed contemporaneously as a teaching or learning need surfaces. An example of one such experience was the *Teaching with Poverty in Mind* book study. The efficacy of this workshop is noted in the appended Local Assistance Plan (LAP) presentation.

Additionally, teachers participated in various workshops offered through Ulster BOCES. Teachers were also participants in select national conferences.

Data Inquiry Teams

In 2013-2014, Data Inquiry Teams were implemented at the elementary level. The purpose of this collaborative teacher time is to examine products of student learning and to determine the extent to which a concept has been learned. The philosophy behind Data Inquiry Teams demonstrates a shift from a focus on teaching to a focus on learning. The teachers follow a "students of our students" protocol to determine what portion of a concept a student internalized and conversely, what portion was not transferred. Teachers also seek to uncover misconceptions and to identify where in the learning process this misconception occurred. Finally, teachers discuss strategies to change the teaching process to effect a change/improvement in learning. A copy of the "students of our students" protocol is appended to this document.

Based on feedback from principals and teachers, teachers will continue to engage in this practice and continue to hone their skills in applying this protocol (see Appendix C).

Revising Curriculum

In meetings with teachers at Duzine Elementary School, a consistent theme emerged. Scheduling short 40-minute learning periods constrained teachers' ability to provide creative learning experiences for students. In response to this issue, grade level teams of teachers (K-2) collaborated over the summer to design interdisciplinary learning units or case studies. The case studies are wrapped around an essential understanding and therefore provide the basis for students to learn content as it is related to a conceptual understanding. An example of this shift is exemplified by a study of local animals turning into a study of interdependence. The questions with which students will grapple become: How does where you live affect how you live? How do I affect where I live?

Assessments will be embedded in the learning process and proficiency and mastery of the concept and critical content will be evaluated on an ongoing and formative basis; not as a snapshot in time.

These collaborations also provided an opportunity to refine the format in which our curriculum is presented publicly. Implementation of these case study units and the publication to our curriculum website is scheduled for spring 2015.

In this way, these case studies will act as models for future such units across grade levels.

Appended to this document is a DRAFT of the framework for publication of these case studies (see Appendix D).

Review of Special Education Program

As recommended by *Futures Education*, which conducted a review of our Special Education program in the 2013-2014 school year, the Department of Educational Programs convened a Vertical Alignment Task Force. There are three primary goals of this Task Force:

- Review our Continuum of Services and make recommendations thereof.
- Specify the components of our Special Education program.
- Review and revitalize the New Paltz Central School District Response to Intervention Plan.

This Task Force will continue to meet in the 2014-2015 school year. Recommendations and products are scheduled for presentation in spring 2015.

Executive Summary

The Department of Educational Programs exists to support teaching and learning. Of late, the role of this department has deepened. The Department of Educational Programs must be ever vigilant in protecting our curriculum as a locally derived document, aligned with our Mission and Vision Statements, and demonstrative of developmentally appropriate practices that keep safe our students and their learning.

Appendix A

Local Assistance Plan

- Diagnostic Self-Review

- Presentation to the Board of Education

Local Assistance Plan (LAP)

Diagnostic Self-Review Document and Report Template

Name of Principal:	**Debra Hogencamp**
Name/Number of School:	**Duzine Elementary School**
School Address:	**196 Main Street, New Paltz, NY 12561**
School Telephone Number:	**(845) 256-4350**
Principal's Direct Phone Number:	**(845) 256-4350**
Principal's E-Mail:	**dhogencamp@newpaltz.k12.ny.us**
District Telephone Number:	**(845) 256-4020**
Superintendent's Direct Phone Number:	**(845) 256-4020**
Superintendent's E-Mail:	**mrice@newpaltz.k12.ny.us**
Reason for LAP Designation:	**Composite score for ELA and Math—subgroup socio-economically disadvantaged**
Website Link for Published Report:	

School Principal's Signature _____ Date _____

I certify that the information provided above and in the attached documents is true and accurate to the best of my knowledge. I understand that the accountability status determination reported in the Information Reporting Services (IRS) portal/nySTART is official and that the district and its school must meet all federal and State requirements pertaining to such accountability designations and expected student performance improvements.

I further certify that I have reviewed the Diagnostic Self-Review Document and met with the school leadership to discuss and revise the rubric ratings as appropriate and that I concur that the ratings provided in the rubric are an accurate assessment of the school's current performance in relation to the tenets.

Superintendent's Signature _____ Date _____

For New York City schools, the Community School District Superintendent must sign the self-assessment.

A Message to School/District Leaders

The purpose of the New York State Education Department (NYSED) school review is to provide all New York State (NYS) stakeholders currently involved in school and/or district evaluation cogent messages around school improvement and highly effective educational practices. Our thinking is that the more the NYS educational community engages in common practices and uses common language to evaluate and describe effective schools, the more readily we, as an educational community, will be able to provide high-quality seats to all students in our state.

Guidance

The Diagnostic Self-Review Document provides an opportunity for the school, with the assistance of the district, to assess it's current level of performance in regard to the school leadership, teacher practices and decisions, curriculum development and support, student social and emotional developmental health, and family and community engagement. Schools should use the self-review as an opportunity to identify actions to be taken to improve student academic results for the identified subgroup(s), describe the district resources to be used to implement the actions identified, and describe the professional development activities planned to support the implementation of the actions to improve student academic results.

The Diagnostic Self-Review Document and Report Template must be approved by the district's Board of Education (for New York City (NYC) schools, it must be approved by the Chancellor) and posted to the district's website by Friday, November 22, 2013, as well as kept on file at both the school and the district offices.

Completing This Form

- ✓ Before completing this form, please examine the rubric, and discuss the tenets and the statements of practice with the district representative who will be assisting you in completing, reviewing and approving your LAP Self-Assessment. As the rubric used for the Diagnostic Self-Review is the same one as used for Diagnostic Review for School and District Effectiveness (DTSDE) conducted in Focus Districts, the DTSDE website (http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html) contains helpful information about the rubric.
- ✓ In collaboration with your school leadership team and your district representatives, complete the Self-Review by identifying the strategies and practices you either are planning to implement or have implemented that meet the needs of your school, as identified by the assessment.
    - Pay particular attention to the performance of the subgroups that caused the school to be identified as requiring a Local Assistance Plan (LAP).
    - Use evaluative language and connect how the strategies and practices have or will impact teaching and learning.
    - Make sure the activities proposed reflect a new and robust direction or a continuation of practices that are showing evidence-based positive results in closing the achievement gap(s).
- ✓ Be concise and clear when describing the evidence that supports your ratings.
- ✓ Provide information in the plan that addresses the "who, what, when, and why" of the strategies chosen to meet the needs of the school.
- ✓ **Please Note:** The designation of a school as a LAP means that a school has areas that need improvement, particularly as they relate to the subgroup(s) of students who are failing to make academic gains. These areas should be reflected in the ratings, evidence and action plans outlined in this assessment.
- ✓ Before the completed Self-Review Document and Report Template are submitted to the Board of Education (for NYC, the Chancellor) for approval, the school superintendent must meet with the school leadership to discuss and revise the rubric ratings as appropriate.

A successfully completed Self-Review provides an accurate picture of your school and its needs and describes the actions you and the district will take to address these needs. The evidence and plans for improvement described in the document will closely align to the expectations put forth in the rubric, therefore aligning the plan to the optimal conditions for school effectiveness.

If you have any questions regarding completion of the Local Assistance Plan Self Assessment, please send an email to accountinfo@mail.nysed.gov.

School Information Sheet 2011-12													
Grade Configuration		K-2	Total Enrollment (463 students)		100%	Title 1 Population (64 students)		14%	Attendance Rate		95%		
Free Lunch	14%	Reduced Lunch	6%	Student Sustainability	95 %	Limited English Proficient		4%	Students with Disabilities (68 students)		15%		
Types and Number of English Language Learner Classes													
#Transitional Bilingual	0	#Dual Language		0	#Self-Contained English as a Second Language			1					
Types and Number of Special Education Classes													
#Special Classes	3	#Consultant Teaching		#Integrated Collaborative Teaching				5					
# Resource Room	0												
Types and Number Special Classes													
#Visual Arts	1	#Music	1	#Drama		# Foreign Language	1	# Dance		CTE	#		
Racial/Ethnic Origin													
American Indian or Alaska Native	1%	Black or African American	5 %	Hispanic or Latino	11 %	Asian or Native Hawaiian/Other Pacific Islander	3%	White	80 %	Multi-racial	1%		
Personnel													
Years Principal Assigned to School	20	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	1						
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	5%	Average Teacher Absences	unavailable						
Overall Accountability Status grades 3-5 2011-12													
ELA Performance at levels 3 & 4	64%	Mathematics Performance at levels 3 & 4	61%	Science Performance at levels 3 & 4	98%	4 Year Graduation Rate (HS Only)							
Credit Accumulation (High School Only)													
% of 1st yr. students who earned 10+ credits		% of 2nd yr. students who earned 10+ credits		% of 3rd yr. students who earned 10+ credits		6 Year Graduation Rate							

Reason for LAP (Indicate under the Category)
Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)

ELA	*Mathematics*	*Science*	*Graduation Rate*	*Subgroup*
				American Indian or Alaska Native
				Hispanic or Latino
	AYP			White
				Students with Disabilities
	AYP			Economically Disadvantaged
				Black or African American
				Asian or Native Hawaiian/Other Pacific Islander
				Multi-racial
				Limited English Proficient

Rate each practice with an H, E, D, or I in the space provided. Before assigning a rating of Effective or Highly Effective to a Statement of Practice, the school should pay particular attention to how the statement of practice is related to the performance of the subgroup(s) of students who caused the school to be identified as requiring a LAP. When providing a response to a Statement of Practice that is Effective, Developing, or Ineffective, the school should specify whether actions will be targeted to the subgroup(s) of students who caused the school's identification or be part of a whole school transformation or turnaround strategy.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.		
Rating	**Statement of Practice 2.2:** Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	
☐	Highly Effective	a) The school community shares and promotes a distinctive and robust vision for student achievement and well-being based on data and holds itself accountable for working as a community to realize this vision as outlined in its SCEP and other school improvement documents. b) The vision is created and enthusiastically supported by staff, families and students such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect urgent priorities and ensure the realization of the vision.
☒	Effective	a) The school community shares a vision concerning student achievement and well-being and for how they want to work as a community to realize this vision as outlined in the SCEP and other school improvement documents and data. b) The vision is created by a select group of staff and families and is supported by the school community such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect priorities that are aligned with the vision.
☐	Developing	a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school's data. b) The vision created is gaining more support with the staff, families and students across the community. c) The school community is developing and working toward specific, measurable, ambitious, results oriented and timely goals; these goals are not priorities aligned to the vision.
☐	Ineffective	a) The school community has a vision, but it is misaligned to student achievement and well-being based on the school's data. b) The vision is unknown, not commonly understood and/or has not been shared with the staff, families and students across the community. c) The school community does not develop and work toward goals, or, if the community is working toward goals, they are not specific, measurable, ambitious, results oriented and timely.
Please indicate the evidence used to determine the rating. *Check all that apply*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: District Mission and Vision Statement Attendance at Open House Open House Informational Video Parent teacher conferences Review of Building Level and Grade Level Action Plans
If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	• Include New Paltz Central School District Mission and Vision Statements in open house packets. • These Statements will be translated into Spanish. • At a faculty meeting, building leader will review the process for the LAP designation. Building leader will point out gaps in performance and explain how the LAP plan was written. The building leader will explain the vision developed by the LAP team and practical methods to carry out the vision.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Funds for translator Duzine/Lenape PTA	
Describe the professional	Building leader will share relevant articles.	

development activities planned to support the implementation of the actions in this area	Book Study: *Teaching with Poverty in Mind*, Eric Jensen

Rating		**Statement of Practice 2.3:** Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals
☐	**Highly Effective**	a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.
☒	**Effective**	a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.
☐	**Developing**	a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.
☐	**Ineffective**	• a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.

Please indicate the evidence used to determine the rating. *Check all that apply*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: Summative and formative assessments

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels	• Data Inquiry Teams—Feedback on student progress/achievement • Continue to collaborate with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life. • Seek professional development on specific strategies for teaching identified sub population. • Identify strategies that have worked with low income students. • Frequently monitor the implementation of these actions.
Describe the district resources to be used to implement the actions in this area to improve the identified	Assistant Superintendent Building Administrator LAP Team

subgroup(s) student performance levels.	Teachers Time: Grade Level and Faculty Meetings
Describe the professional development activities planned to support the implementation of the actions in this area.	Building level professional development in Data Inquiry Book Study, *Teaching with Poverty in Mind*, Eric Jensen

Rating	Statement of Practice 2.4: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	
☐	Highly Effective	a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.
☒	Effective	a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.
☐	Developing	a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.
☐	Ineffective	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.

Please indicate the evidence used to determine the rating. *Check all that apply.*		
	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: Staff Presentations; i.e., DASA, Occupational Therapists, Reading Teachers

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue to build a professional library Offer book study resources Acquire more bilingual children's books Continue to use staff expertise to support students and teachers
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Building Leader Teachers—including support staff Building budget

Describe the professional development activities planned to support the implementation of the actions in this area.	Continue to allow teachers to visit each other's classrooms to observe best practice Continue to encourage teachers to plan together for a specific area of the curriculum

Rating	Statement of Practice 2.5: The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	
☒	Highly Effective	a) The school leader and other school administrators have developed and implemented an explicit and widely communicated system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and individualized teacher improvement plans. b) The school leader and other school administrators strategically use student data over time, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to assess and adjust supports provided to teachers and other staff members. c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to a clear understanding of the next steps, aligned to their improvement plan, that are necessary to be able to yield a positive year-end evaluation rating.
☐	Effective	a) The school leader and other school administrators have developed and implemented a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. b) The school leader and other school administrators use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members. c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to an understanding of the next steps that are necessary to be able to yield a positive year-end evaluation rating.
☐	Developing	a) The school leader and other school administrators are planning to develop a system for frequently observing teachers that will result in relevant feedback and teacher improvement plans. b) The school leader and other school administrators use feedback from formal and informal observations to provide supports to teachers and other staff members. c) The school leader conducts check-ins of specific staff members, but does not align the findings of the check-ins to improvement steps necessary to yield a positive year-end evaluation rating.
☐	Ineffective	a) The school leader and other school administrators have no formal plans for frequently observing teachers, do not have teacher improvement plans or conversations about teacher improvement plans are not prioritized. b) The school leader and other school administrators do not connect information about student data or former feedback to the development of supports provided to teachers and other staff members. c) The school leader does not conduct periodic check-ins of staff and administrators, and the steps necessary for positive year-end evaluation ratings are not known or communicated.

Please indicate the evidence used to determine the rating *Check all that apply*		
	x☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ x☐ Interviews with Support Staff – #: _____ x☐ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: Teacher Evaluations (by administrators only) APPR Composite Sheets (by administrators only) My Learning Plan Professional Development Log

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels	
Describe the professional development activities planned to support the implementation of the actions in this area.	

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are ***appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.

Rating		**Statement of Practice 3.2:** The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.
☐	**Highly Effective**	a) The school leader and staff provide consistent, systematic, and timely individualized and group professional development support to all teachers across grades and subjects to ensure that pertinent decisions are made about the delivery of the curricula. b) The school leader fosters a culture where teachers ensure that the implemented CCLS curricula are dynamic and address what students need to know in order for the school-wide goals to be achieved. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to the CCLS and consider what students need to know across all grades to become college and career ready.
☒	**Effective**	a) The school leader and staff provide consistent and systematic support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula. b) The school leader and teachers work to ensure that the implemented curricula are appropriately aligned to the CCLS. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to standards and consider what students need to know across all grades.
☐	**Developing**	a) The school leader and staff provide curriculum support that does not target the expectations set forth in the CCLS. b) The school leader and staff use of curricula focuses on standards that are not CCLS-appropriately aligned. c) The school uses curricula that consider standards and what students need to know.
☐	**Ineffective**	a) The school leader and staff do not provide curriculum support to teachers. b) The school leader and staff use of curricula are static and are not appropriately aligned to standards. c) The school has plans for teaching students that are not aligned to any standards.

Please indicate the evidence used to determine the rating *Check all that apply.*		
	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: Curriculum

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Building leadership will facilitate the dissemination of practices designed at the Network Team professional development (See 3.3 for details on Professional Development Network Team Protocols) • Educate staff on the gap in performance for the identified sub group
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Assistant Superintendent will provide professional development in aligning units to CCLS New Paltz Central School District Unit Design and Review Templates *Teaching with Poverty in Mind*, Eric Jensen

Describe the professional development activities planned to support the implementation of the actions in this area.	See 3.3 Book Study

Rating	Statement of Practice 3.3: Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	
☐	Highly Effective	a) Teachers are supported so that their instructional expertise is developed and nurtured during regularly scheduled grade-level meetings, which are guided by targeted agendas based on student and school data to ensure that all unit plans across their grade/subject are appropriately aligned to the CCLS coherent curriculum and meet students' needs. b) Teachers use pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced and scaffolded complex materials appropriately aligned to the CCLS that meet the learning needs of pertinent groups of students (i.e., special education and English language learners) so that they are able to achieve at high consistent rates. c) Teachers use CCLS appropriately aligned lesson plans that promote higher-order thinking skills in all groups of students and develop analytical, evaluative and reflective skills across content areas by providing supports and extensions necessary for student achievement.
☐	Effective	a) Teachers formally participate in grade-level or other meetings to collaboratively create and examine coherent CCLS-appropriately aligned curriculum unit plans across their grade/subject. b) Teachers use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced complex materials. c) Teachers use CCLS-appropriately aligned lesson plans that promote higher-order thinking skills and help students analyze information.
☒	Developing	a) Teachers formally participate in grade-level or other meeting opportunities to discuss unit plans across their grade/subject areas. b) Teachers use unit plans in classes that expose students to materials aligned to their grade. c) Teachers use lesson plans that are aligned to standards and appropriate for the grade and subject.
☐	Ineffective	a) Teachers meet informally and/or have no systems or protocols for working on unit plans. b) Teachers use grade/subject materials that are not aligned to unit plans or pacing calendars. c) Teachers do not consistently use lesson plans to instruct students that are aligned to the standards or appropriately addresses the grade and subject.

Please indicate the evidence used to determine the rating. *Check all that apply.*		
	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: Curriculum Unit Plans Lesson Plans

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Continue to hone Data Inquiry activities: Data Inquiry sessions should include examining students work as well as evaluating units. Provide pacing guides Evaluate and revise units as needed
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Human Resources: Assistant Superintendent to provide PD for network teams; Building leader to facilitate book study; teachers to cull best practices and share at district and building level. Materials: *Teaching with Poverty in Mind*, by Eric Jensen Varied math and ELA resources utilized by teachers Common/shared drive for teachers to collaborate on lesson plans
Describe the professional	Professional Development

development activities planned to support the implementation of the actions in this area.	Network Team Protocol: Teachers will cull best practices at the building level and work in an after school forum to evaluate and refine units. Teachers will utilize the NPCSD design and review template to align units to the CCLS and the mission and vision of NPCSD. Teachers will turn-key information at the building level. Book Study: *Teaching with Poverty in Mind*, by Eric Jensen

Rating	Statement of Practice 3.4: The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	
☐	Highly Effective	a) The school has a culture where all teachers work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting student development, what is taught and why it is taught. b) The school leader and teachers ensure that students are exposed to a rich CCLS-appropriately aligned academic curriculum that enables them to develop and demonstrate high cognitive abilities/competency in discovering, creating and communicating information using the arts, technology and other enrichment areas.
☒	Effective	a) The school leader and staff create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught. b) The school leader and teachers ensure that students are exposed to a standards-based aligned curriculum that enables students to discover, create and communicate information using the arts, technology and other enrichment areas.
☐	Developing	a) The school leader creates opportunities for specific teams of teachers to work horizontally across grades or subjects on a regular basis. b) The school leader has not ensured that students' exposure to the arts and technology is aligned to the implemented academic curriculum, which limits how students fully benefit from using the arts, technology and other enrichment areas.
☐	Ineffective	a) Formal opportunities for teachers to meet across grades or subjects to plan and discuss strategies do not exist. b) The school leader has not taken measures to ensure that students are exposed to the arts, technology and other enrichment areas.

Please indicate the evidence used to determine the rating *Check all that apply*		
	☒ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: Curriculum Map Lesson plans

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Increase vertical articulation
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Assistant Superintendent and Building Administrators Teachers Lessons Units of Study
Describe the professional development activities planned to	As part of the Network Team professional development, representatives from grade levels will share "what a certain standard looks like" at that grade level. As consecutive grade levels share this

support the implementation of the actions in this area	information, clarity around the coherence and progression of the standard will emerge. An outgrowth of this professional development will be peer visitation to classrooms above or below their grade level.

Rating	Statement of Practice 3.5: The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	
☐	Highly Effective	a) The school leader cultivates exemplary practices and models the collection and use of timely data (formative and summative assessments including screening, interim measures and progress monitoring) to assess school-wide effectiveness, identify student needs, and promote high levels of student learning and success. b) The school leader and teachers actively develop multiple points of assessments for students that immerse school teams in an in-depth analysis of assessment results and lead to the adaptation of instruction that is empirically/evidence based. c) The school leader and teachers collaboratively analyze collected data, leading to the development of comprehensive instructional plans for groups of students that capture current levels of student achievement, map out a clear and timely path for progress and growth, and engage students as active participants in their own learning.
☒	Effective	a) The school leader collects timely data (formative and summative assessments including screening, interim measures and progress monitoring) and shares it with teachers and instructional staff so they can assess school effectiveness, identify student needs, and promote high levels of student learning and success. b) The school leader and teachers use assessment tools to identify patterns of student learning that lead to the adaptation of instruction. c) The school leader and teachers analyze collected data, leading to the development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth.
☐	Developing	a) The school leader reviews limited data and informs teachers and instructional staff of student achievement levels. b) The school leader and teachers use summative assessments to identify patterns of student learning and inform instruction. c) The school leader and teachers' analysis of data leads to an adaptation of instructional plans based on the performance of specific students, which causes a misalignment of instruction for other students.
☐	Ineffective	a) The school leader does not use data as a mechanism to assess student achievement levels. b) The school leader and teachers do not utilize assessment tools as a vehicle to identify patterns of student learning. c) The school leader and teachers struggle with the use of data, which impedes their ability to inform the development of instructional plans for students.

Please indicate the evidence used to determine the rating. *Check all that apply*		
	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: State Assessment Data Formative Assessments

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s)	Examine data to make pupil recommendations in addition to programmatic recommendations Continue to work toward making the IST process as efficient as possible

student performance levels.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Administrators Data Inquiry—time Lessons Units of Study
Describe the professional development activities planned to support the implementation of the actions in this area.	During Data Inquiry Teams teachers will examine individual student work. This will be guided by protocols and facilitated by the building administrator. A member of the IST will be assigned as a liaison to support the implementation of recommendations.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

Rating		**Statement of Practice 4.2:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.
☐	Highly Effective	a) Teachers have a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.), grade-level and school-wide goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students to provide timely and appropriate instructional interventions and extensions for all students. c) Teachers create short- and long-term goals based on data with learning trajectories for groups of students based on identified and timely needs that lead to student involvement in their own learning.
☒	Effective	a) Teachers have a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students and provide instructional interventions to students that lead to inquiry and engagement. c) Teachers create short- and long-term goals for groups of students based on grade-level benchmarks and leads to student involvement in their own learning.
☐	Developing	a) Teachers have a plan and are learning how to align it to class data. b) Teachers use instructional practices and strategies that are aligned to plans and provide instructional interventions to students. c) Teachers' established goals for groups of students are static and do not consider students' short- or long-term progress.
☐	Ineffective	a) Teachers do not have plans that are based on data. b) Teachers use instructional practices and strategies that are neither aligned to a plan nor provide instructional interventions to students. c) Teachers have not established short or long-term goals for groups of students.

Please indicate the evidence used to determine the rating. *Check all that apply.*		
	☒ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: Lesson Plans

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Move from differentiated instruction to individualized student goals within the classroom as well as through reading recovery, literacy groups, speech and language therapy, social skills groups, occupational therapy, physical therapy Data Inquiry Seek professional development on specific strategies for teaching identified sub group Identify teaching strategies that have worked with identified sub group

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Administrators Time for Data Inquiry and Goal Setting
Describe the professional development activities planned to support the implementation of the actions in this area.	Professional Development in setting individual student goals Data Inquiry Teams to focus on individual student growth Book Study, *Teaching with Poverty in Mind*, Eric Jensen

Rating		**Statement of Practice 4.3:** Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.
☐	**Highly Effective**	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS curriculum maps to instruct students, leading to high levels of achievement. b) Teachers use data and multiple strategies to provide students with a wide variety of ways to engage in learning so that the students can achieve their targeted goals.
☒	**Effective**	a) Teachers use instructional practices appropriately aligned to CCLS curriculum maps to instruct students, leading to student achievement. b) Teachers provide students with a wide variety of ways to engage in learning that enable students to achieve their targeted goals.
☐	**Developing**	a) Teachers use instructional practices that are aligned to standards but do not lead to increased student achievement. b) Teachers provide generic instruction to students that limit the ways in which students are able to access learning and achieve goals.
☐	**Ineffective**	a) Teacher instruction is incoherent and not based on any lesson plans. b) Teachers' instruction is not purposeful or adaptive.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☒ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: Curriculum Plans

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels	Produce more coherent curriculum maps **Create pacing guides**
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Administrators Teachers **Curriculum** **Units** **NPCSD Unit Design and Review Template**
Describe the professional development activities planned to support the implementation of the actions in this area.	Network Team Protocol: Teachers will cull best practices at the building level and work in an after school forum to evaluate and refine units. Teachers will utilize the NPCSD design and review template to align units to the CCLS and the mission and vision of NPCSD. Teachers will turn-key information at the building level.

Rating	Statement of Practice 4.4: Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	
☒	**Highly Effective**	a) Teachers and students create environments by which students are citizens of their class and there is a common understanding of how one is treated, treats others and contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught. b) Teachers across the school use strategies that acknowledge diverse groups of students, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers and students stimulate deep levels of thinking and questioning through the use of instructional materials that contain high levels of text and content complexity.
☐	**Effective**	a) Teachers create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught. b) Teachers use strategies that are sensitive to diverse groups of students and their needs, which provide access to learning and social opportunities. c) Teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.
☐	**Developing**	a) Teachers put forth a plan for acceptable student behaviors that is inconsistently recognized by students. b) Some teachers provide opportunities to acknowledge diverse groups of students. c) Teachers ask questions that relate to generic instructional materials and foster a compliant classroom environment.
☐	**Ineffective**	a) Teachers do not have an established set of expectations for student behavior. b) Teachers' strategies are not sensitive to students' needs and limit learning and social opportunities. c) Teachers ask lower-order thinking questions that do not garner student engagement.

Please indicate the evidence used to determine the rating. *Check all that apply*		
	☒ Classroom Observations – # Visited: _____	☒ Documents Reviewed:
	☐ Interviews with Students – #: _____	Lesson Plans
	☐ Interviews with Support Staff – #: _____	Curriculum
	☒ Interviews with Teachers – #: _____	
	☐ Interviews with Parents/Guardians – #: _____	
	☐ Other: _____	

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	

Rating	Statement of Practice 4.5: Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	
☒	Highly Effective	a) Teachers use summative and formative assessments including screening, progress monitoring, interim measures and outcome assessments to develop highly dynamic and responsive plans, based on students' strengths and needs. b) Teachers use a wide variety of relevant data sources to create robust lesson plans that account for student grouping and to determine the appropriate intensity and duration of instruction. c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect, adjust and assess their own progress.
☐	Effective	a) Teachers utilize data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. b) Teachers use targeted plans to adjust student grouping and instructional strategies based on data for most students. c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.
☐	Developing	a) Teachers utilize data sources to inform instructional decision-making. b) Teachers have action plans for adjusting student groupings, but the plans lack specificity and do not provide targeted intervention for students requiring additional support. c) Teachers provide data-based feedback to students.
☐	Ineffective	a) Teachers do not use assessments to inform instructional decision-making. b) Teachers do not use their action plans for grouping and adjusting their instruction, or they do not have action plans. c) Teachers do not use data to provide feedback to students, which makes the feedback inadequate.

Please indicate the evidence used to determine the rating. *Check all that apply.*		
	☒ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed: Early Literacy Profile Kindergarten Screening NYSESLAT Lab-R Formative and Summative Assessments

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.		
Rating	**Statement of Practice 5.2:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	
☒	**Highly Effective**	a) A deliberate system has been established that allows each child to be well known by a designated adult who coordinates social and emotional developmental health needs in a system that positively reinforces academic success for all students. b) There is a strategic and comprehensive system for referral and support for all students that effectively addresses barriers to social and emotional developmental health and academic success. c) The school strategically uses data to identify areas of need and leverages internal or external resources and cultivates partnerships that strongly impact the social and emotional developmental health of students.
☐	**Effective**	a) A system has been established that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs. b) There is a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs. c) The school uses data to identify areas of need and cultivates partnerships that impact student social and emotional developmental health.
☐	**Developing**	a) The school is developing a system to address the social and emotional developmental health needs of students. b) The school is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students. c) The school use of data identifies surface areas of need connected to the social and emotional developmental health of students.
☐	**Ineffective**	a) The school does not have a system to coordinate the social and emotional developmental health needs of students. **b) The school does not have a system of referral and support, or the system in place is ineffective.** c) The school does not use data to identify student areas of need connected to social and emotional developmental health.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☒ Other: _____	☒ Documents Reviewed: Confidential Health List Notes from Case Management
If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.		
Describe the district resources to be used to implement the actions in this area to improve the identified **subgroup(s) student performance** levels.		
Describe the professional development activities planned to support the implementation of the actions in this area.		

Rating	Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	
☒	Highly Effective	a) All school constituents can articulate a shared understanding of skills and behaviors that demonstrate social and emotional developmental health and how those behaviors are linked and lead to academic success. b) There is a rigorous and coherent curriculum/program in place that teaches, supports and measures social and emotional developmental health for students that results in all students demonstrating these skills and articulating a sense of belonging and ownership in the school community. c) There is a deliberate professional development plan that builds adult capacity to facilitate learning experiences and to support social and emotional developmental health for all students, resulting in a safe and healthy environment that is conducive to learning across the school community and impacts student academic success.
☐	Effective	a) All school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. b) There is a curriculum/program in place that teaches, supports and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills. c) There is professional development in place that builds adult capacity in supporting students' social and emotional developmental health that results in a safe, respectful learning community.
☐	Developing	a) The school is developing an understanding of the skills and behaviors connected to social and emotional developmental health and how those behaviors are linked to academic success. b) The school is developing a curriculum/program to teach, support, and measure social and emotional developmental health for students, or there is a curriculum in place that is not clearly aligned to defined outcomes. c) The school is developing supports to build adult capacity in terms of supporting students' social and emotional developmental health.
☐	Ineffective	a) The school has not identified skills and behaviors connected to social and emotional developmental health. b) The school does not have a curriculum or program in place to support social and emotional developmental health. c) The school does not provide professional development to support staff and faculty in supporting the social and emotional developmental health of students.

Please indicate the evidence used to determine the rating. *Check all that apply*		
	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ Other: _____	☒ Documents Reviewed: DASA Responsive Classroom Curriculum Report Cards Project Charlie Curriculum

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	

Rating	Statement of Practice 5.4: All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	
☒	Highly Effective	a) Across the school community, students are able to express that they feel safe, supported in their social and emotional developmental health growth, and have a voice in decisions that impact their lives as students (as developmentally appropriate). b) Across the school community, teachers articulate their investment in the school vision and how they have a voice in decisions that impact the school environment and student learning. c) Across the school community, parents are able to express how their children have demonstrated growth as a result of the school's social and emotional developmental health support and how this support is tied to the school's vision and students' needs.
☐	Effective	a) Across the school community, students express that they feel safe and supported in their social and emotional developmental health growth. b) Across the school community, teachers are able to articulate the school vision and how it is connected to student social and emotional developmental health and the role teachers play in achieving that vision. c) Across the school community, parents are able to express the work the school does that is linked to the social and emotional developmental health of their children and how this support is tied to the school's vision.
☐	Developing	a) Students express that the school supports their social and emotional developmental health, but they do not consistently feel safe—or students express that they feel safe but are unaware of where to turn for social and emotional supports. b) Among teachers, there is uncertainty regarding their role in supporting students' social and emotional developmental health, and how it ties into the school vision or the limited awareness of the vision hinders teachers from making meaningful connections to student support. c) Parents are able to express how the school provides levels of social and emotional developmental health supports to students, but there isn't a clear understanding of how the support connects to the school's vision.
☐	Ineffective	a) Students express that they do not feel safe and supported in their school community. b) Teachers are unable to articulate the school's vision connected to social and emotional developmental health and/or do not express their role in supporting students. c) Parents are unable to express the school vision connected to social and emotional developmental health and/or express that they do not feel their children are supported.

Please indicate the evidence used to determine the rating. *Check all that apply.*		
	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _5_____ ☒ Interviews with Parents/Guardians – #: _____ Other: _____	☒ Documents Reviewed: Responsive Classroom Curriculum Project Charlie Parent Placement Letters

If the SOP rating is **Effective, Developing or Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	

Rating	Statement of Practice 5.5: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	
☒	**Highly Effective**	a) The school leader and student support staff work collaboratively to develop a strategic plan to incentivize teachers' use of a wide variety of data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader provides time and space for teachers to work with other staff members so that a comprehensive action plan is developed and implemented, so students can become academically and socially successful.
☐	**Effective**	a) The school leader and student support staff work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader and student support staff expect staff members to use data to effectively address student needs.
☐	**Developing**	a) The school leader encourages specific teachers to use data to address students' social and emotional developmental health needs. b) The school leader is developing support systems to address the staff's ability to meet student needs.
☐	**Ineffective**	a) The school leader has not prioritized the need for systems that address how teachers and other staff use data to address students' social and emotional developmental health needs. b) The school has no specific plan to support staff efforts to address student needs.

Please indicate the evidence used to determine the rating *Check all that apply*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☒ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: Nurse's log; confidential health list Banana Splits and Social Skills Group Roster Giving Tree Project Roster Behavior Plans

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	
Describe the professional development activities planned to support the implementation of the actions in this area.	

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.		
Rating	**Statement of Practice 6.2:** The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success	
☐	**Highly Effective**	a) The school is a welcoming space and is responsive to families and community members and collaboratively designs an open-door policy to ensure appropriate access to school leaders and staff. b) The school community proactively cultivates trusting and respectful relationships with diverse families and community stakeholders. c) The school provides support to families by creating diverse and meaningful opportunities for volunteering and engaging with the school using multiple points of entry focused on student learning and development.
☒	**Effective**	a) The school is a welcoming space and is responsive to families and community members and designs an open-door policy to ensure appropriate access to school leaders and staff. b) The school community espouses a trusting and respectful relationship with diverse families and community stakeholders. c) The school offers families opportunities for volunteering and engaging with the school focused on student learning and development.
☐	**Developing**	a) The school welcomes families and provides opportunities to engage with staff during select times throughout the year. b) The school community encourages relationships with families and community stakeholders who are consistently visible/vocal at the school or whose children are in immediate need. c) The school delegates promoting volunteer opportunities to the parent association or other involved families at the school.
☐	**Ineffective**	a) The school is welcoming to parents who can access English and parents who initiate the relationship. b) The school community does not prioritize relationships with families or the community. c) There are no efforts made to promote volunteers opportunities.
Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ X☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed:
If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.		
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Open house for summer school at the summer school location and with the summer school teachers for all invited parents PTA support Provide translators Continue school events such as Art and Music Celebration and classroom author celebrations Continue to provide Cultural Arts Programming	
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Administrators Teachers PTA	
Describe the professional development activities planned to support the implementation of the actions in this area.	*Teaching with Poverty in Mind*, by Eric Jensen, book study	

Rating	Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	
☐	Highly Effective	a) The school staff respects, acknowledges, and validates the diversity of the existing knowledge and culture held by families and community members and provides a space to celebrate the diversity. b) The school staff provides opportunities for purposeful, strategic and authentic dialogue about school achievement, development and improvement in all pertinent languages so that all parents can participate in the dialogue. c) The school staff regularly communicates and solicits family feedback concerning student achievement, needs, issues and concerns using multiple, interactive communication paths in all pertinent languages so that student achievement is increased.
☒	Effective	a) The school staff respects and acknowledges the diversity of the existing knowledge and culture held by families and community members. b) The school staff communicates about school issues and concerns in all languages so that all parents are aware of the communication. c) The school staff regularly communicates with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.
☐	Developing	a) The school staff is aware of the diverse culture and is developing a plan to cultivate an understanding of the diversity and needs of the community. b) The school staff sends communications out to families and provides translations upon request. c) The school disseminates information to families about students during scheduled parent-teacher conferences and provides translations upon request.
☐	Ineffective	a) The school staff has not made efforts toward recognizing all cultural groups that makeup their community. b) The school staff communicates with families without considering translation needs. c) The school sends summative student information to families at the end of the year and does not consider translation needs.

Please indicate the evidence used to determine the rating *Check all that apply*		
	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ x☐ Interviews with Teachers – #: _____ x☐ Interviews with Parents/Guardians – #: _____ ☐ Other:	☒ Documents Reviewed: Report cards Family communications

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels	Translate School Documents and District-wide notices and registration packets
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Funding for translation
Describe the professional development activities planned to support the implementation of the actions in this area.	Communication to teachers regarding which documents are translated and should be sent home

Rating	Statement of Practice 6.4: The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	
☐	Highly Effective	a) The school builds partnerships and creates opportunities that link and engage all families with the community to support student learning and growth. b) The school provides professional development for all school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
☒	Effective	a) The school makes connections between families and the community to support student learning and growth. b) The school provides professional development for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
☐	Developing	a) The school shares information with families regarding community resources. b) The professional development for targeted school staff is inclusive of information on how staff can seek partnerships with families.
☐	Ineffective	a) The school does not have partnerships that link families with the community and does not share community resources to support student learning. b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ x☐ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☐ Documents Reviewed:

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	Compile a list of community resources
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	Administrators Teachers
Describe the professional development activities planned to support the implementation of the actions in this area.	Create community resource brochure Share information with teachers

Rating	Statement of Practice 6.5: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success	
☐	Highly Effective	a) The school community provides a wide range of learning opportunities for families and community members to elevate their understanding of student and school data. b) The entire school community shares data in a way in which families can understand student learning needs and successes so that they can proactively advocate and partner with the school around student support and sustainability.
☒	Effective	a) The school community provides a wide range of learning opportunities for families to elevate their understanding of student data. b) The school community shares data in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability.
☐	Developing	a) The school community provides learning opportunities for families who actively seek to understand their student data. b) The school community shares data and families can access it to understand student learning needs and successes.
☐	Ineffective	a) The school community does not provide learning opportunities for families to understand student data. b) The school community shares data in a way that limits the way in which families understand student learning and needs.

Please indicate the evidence used to determine the rating. *Check all that apply.*	☐ Classroom Observations – # Visited: _____ ☐ Interviews with Students – #: _____ ☐ Interviews with Support Staff – #: _____ ☒ Interviews with Teachers – #: _____ ☒ Interviews with Parents/Guardians – #: _____ ☐ Other: _____	☒ Documents Reviewed: Report Card Common Core Learning Standards

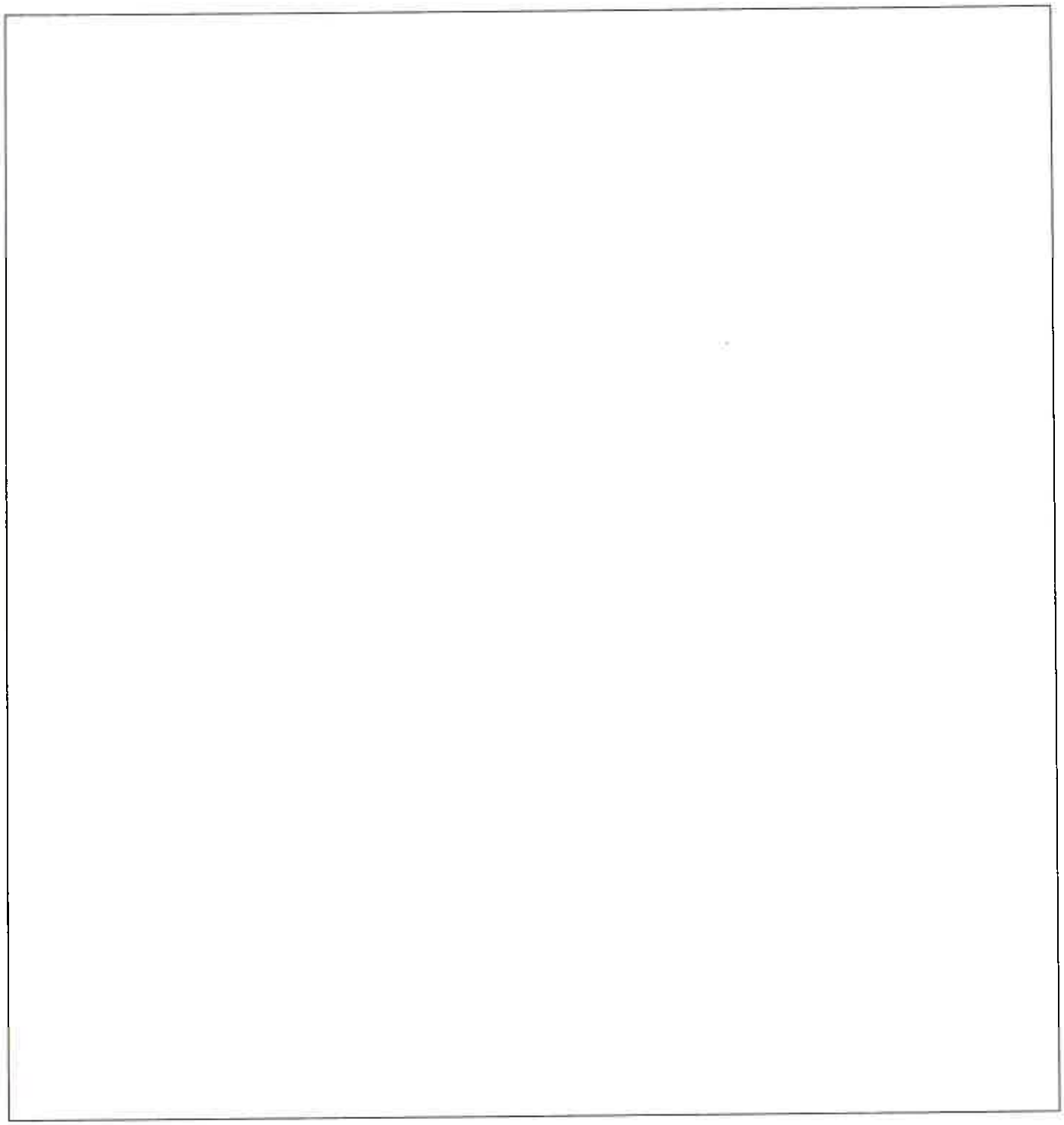
If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels	Presentation on Common Core Learning Standards Continue to invite families to classroom and school-wide events Continue to hold parent teacher conferences twice a year Continue to provide translators for parent teacher meetings
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	PTA support Administrators Bank of comments for report cards
Describe the professional development activities planned to support the implementation of the actions in this area	Principal will continue to review report card comments and provide feedback

Describe the process used to develop this plan pursuant to CR100.11

A team consisting of administrators, classroom teachers, support teachers, and parents came together for several meetings to review the data for the LAP draft. The team brainstormed ideas. The team worked through the protocols at an all-day session with our local BOCES. A draft plan was reviewed by staff, administrators and BOCES coordinator. Draft was presented to Superintendent and then finalized LAP was presented to BOE for submission to school web page.

Provide any additional information that is relevant to the Local Assistance Plan but is not addressed in the tenets and/or SOPs.



New Paltz Central School District

Local Assistance Plan

A Presentation to the Board of Education

Prepared by:

Michelle Martoni, Assistant Superintendent for Educational Programs

Principal Deborah Hogencamp, Duzine Elementary School

Designation Criterion

- Economically Disadvantaged Subgroup
- Composite Score for ELA and Math
- Below Target for Focus District
- Resulting in LAP designation

Three Important Insights

- See the LAP process as an opportunity
- Invest in teachers—not quick fixes
- Have the courage to do what's right for students

Foundational Thinking

- New Paltz Central School District Mission and Vision Statements
- Strategy: Cast a Wide Net
- Raise Awareness: Report to Board and Faculty

Diagnostic Self-Review

Six Tenets

Reflection

Recommendations

Action Steps

- Regularly Scheduled Meetings and Consistent Membership
- LAP Action Responsibility Chart

Action Responsibility Chart

- Aligning Learning to the Common Core Standards
- Network Protocol
- Articulation of Professional Development
- Data Inquiry Practices: Monitoring Students' Work

Action Responsibility Chart

- Book Study: *Teaching With Poverty in Mind,* Eric Jensen
- Identified Translators in the Community
- Translation of Documents
- Purchasing Materials: Bilingual Books for Classroom

Continued Commitment

The Journey Does NOT End

Monitoring the Interventions to Sustainability

School Support Plan

Appendix B

Professional Development Evaluation Data

- Educational Programs Professional Development
  - Collaborative Planning Time (Professional Learning Communities)
- Pupil Personnel Professional Development

Appendix B

Educational Programs Professional Development

Collaborative Planning Time: Professional Learning Communities

2013 - 2014

NPCSD Professional Development Evaluation Form

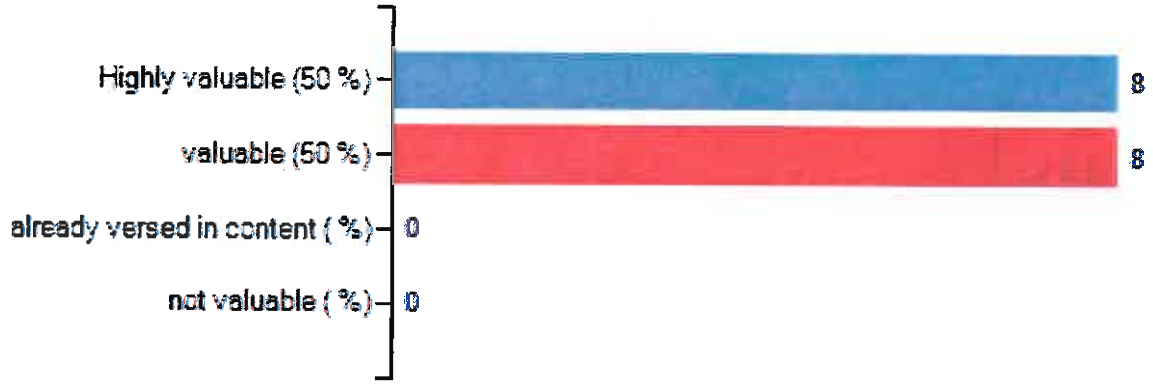
Survey Results

Activity Summary

Grade Level Collaboration--Duzine

Question #1

How valuable did you find the information provided in this professional development?

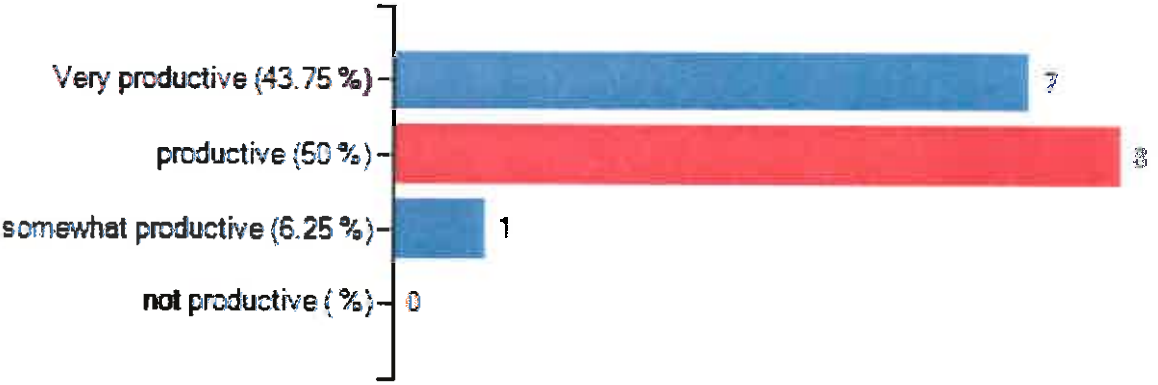


District Wide Users Responding = 16

10/7/2014

Question #2

Did you find these days as a productive use of your time?

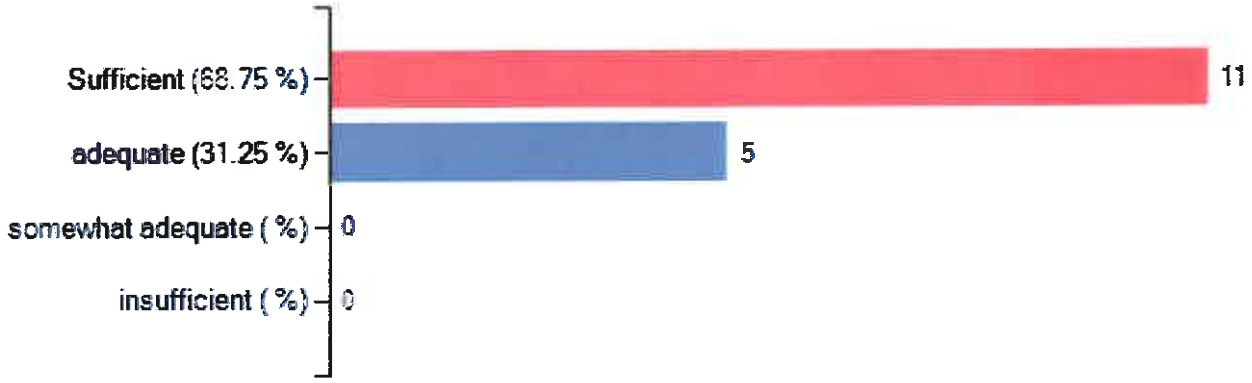


District Wide Users Responding = 16

10/7/2014

Question #3

Was sufficient time allotted for the activities?

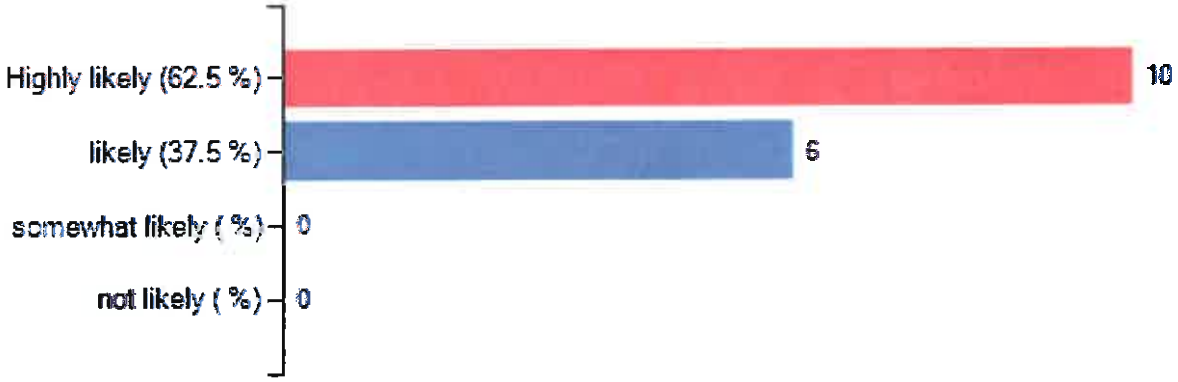


District Wide Users Responding = 16

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 16

10/7/2014

NPCSD Professional Development Evaluation Form

Survey Results

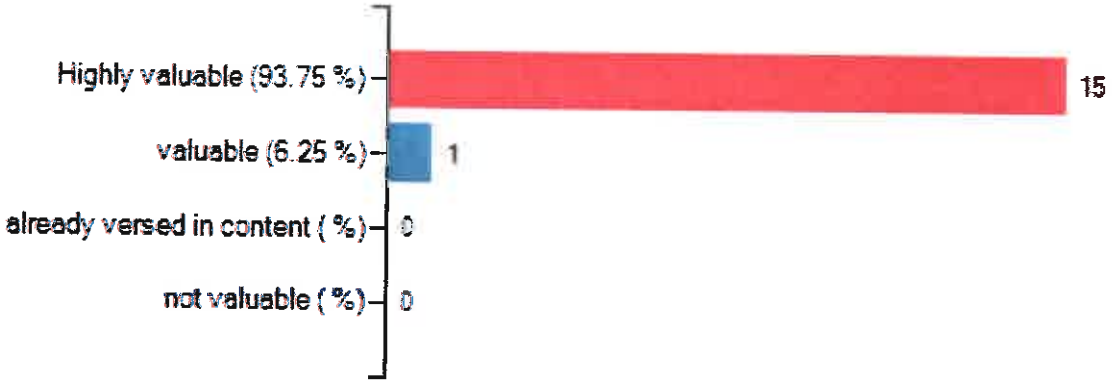
Activity Summary

Grade Level Collaboration--Lenape

Closed

Question #1

How valuable did you find the information provided in this professional development?

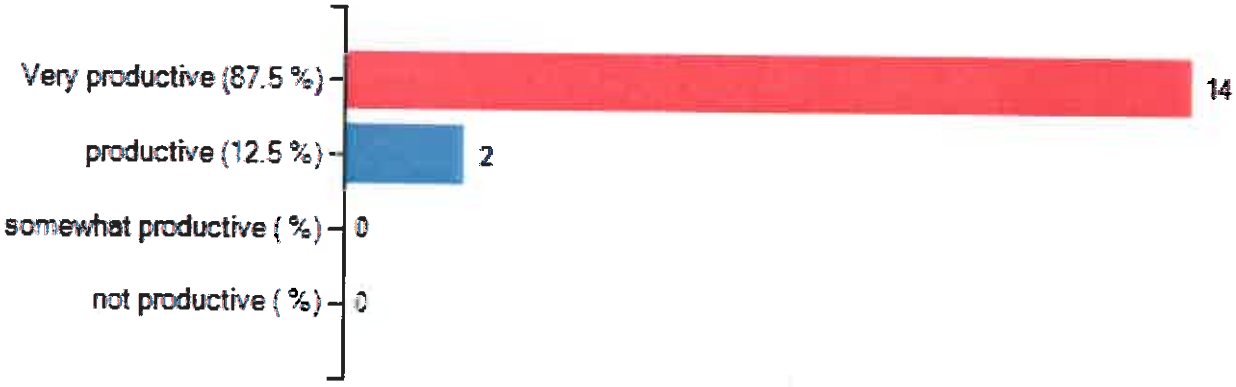


District Wide Users Responding = 16

10/7/2014

Question #2

Did you find these days as a productive use of your time?

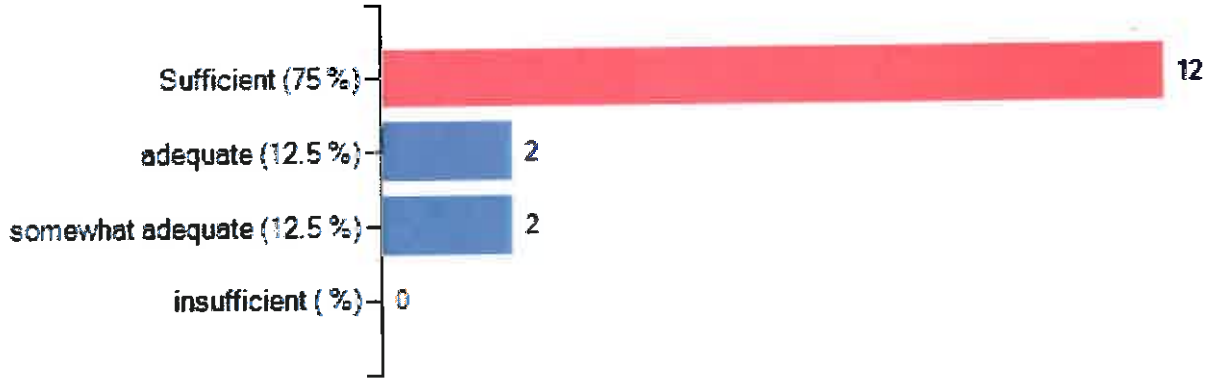


District Wide Users Responding = 16

10/7/2014

Question #3

Was sufficient time allotted for the activities?



District Wide Users Responding = 16

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?

District Wide Users Responding = 16

10/7/2014

NPCSD Professional Development Evaluation Form

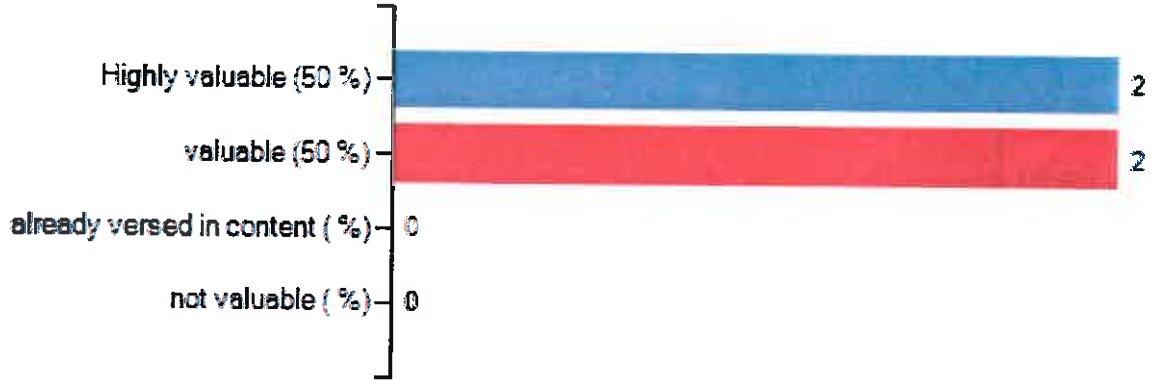
Survey Results

Activity Summary

High School Department Collaboration - ELA

Question #1

How valuable did you find the information provided in this professional development?

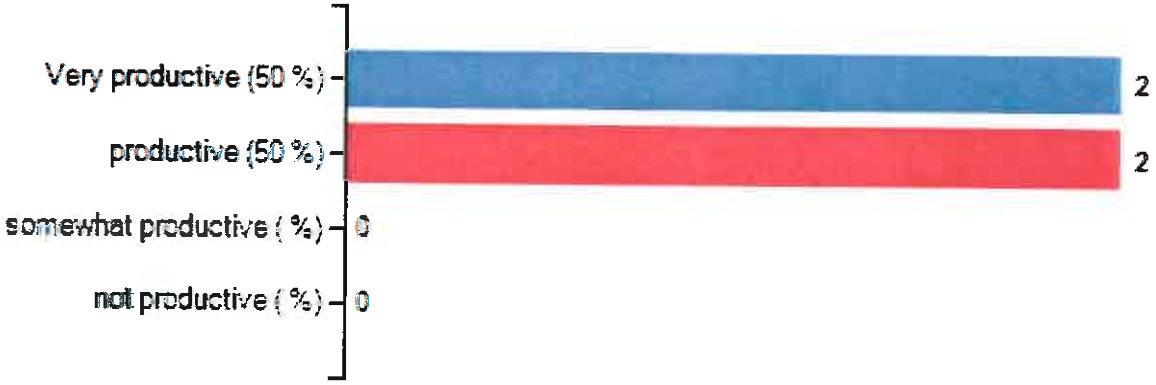


District Wide Users Responding = 4

10/7/2014

Question #2

Did you find these days as a productive use of your time?

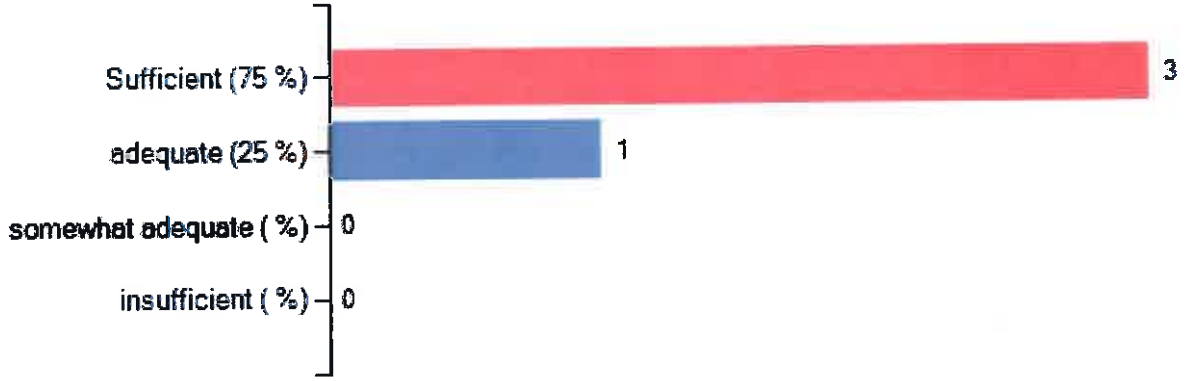


District Wide Users Responding = 4

10/7/2014

Question #3

Was sufficient time allotted for the activities?

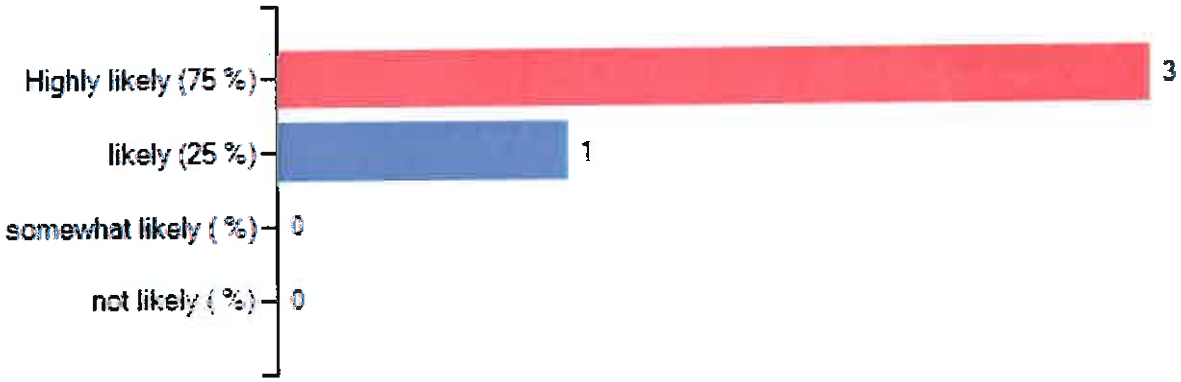


District Wide Users Responding = 4

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 4

10/7/2014

NPCSD Professional Development Evaluation Form

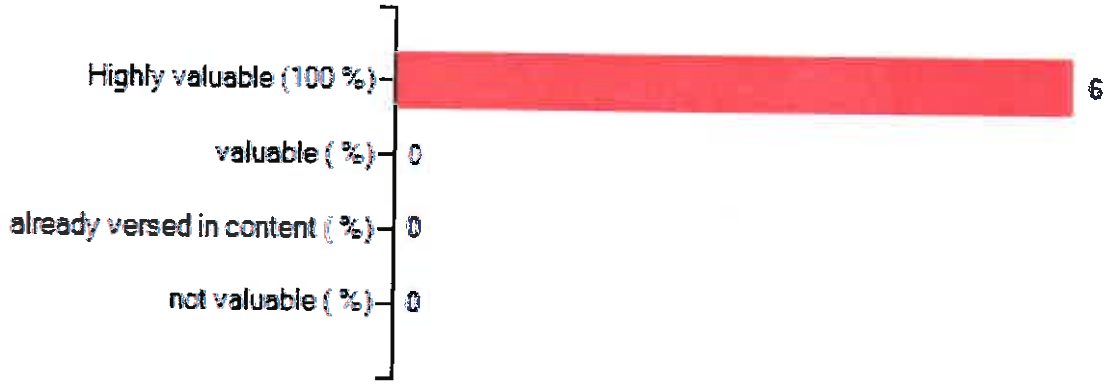
Survey Results

Activity Summary

High School Department Collaboration - Math

Question #1

How valuable did you find the information provided in this professional development?

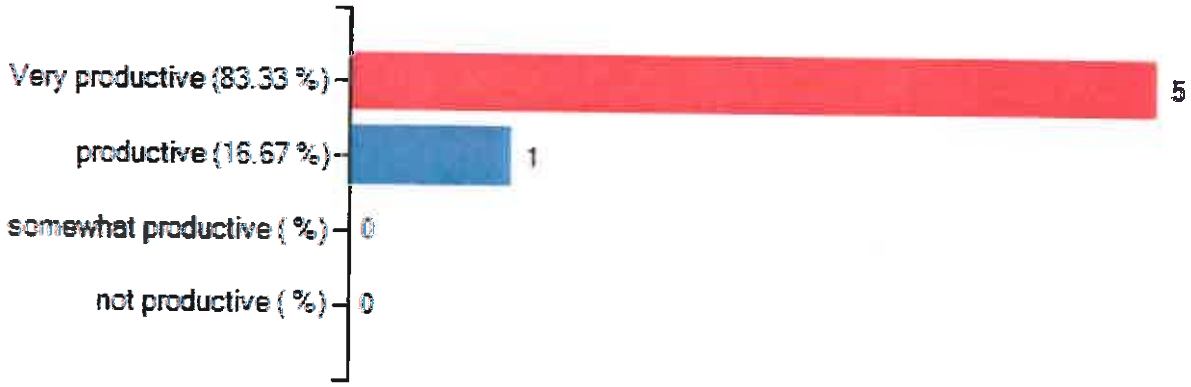


District Wide Users Responding = 6

10/7/2014

Question #2

Did you find these days as a productive use of your time?

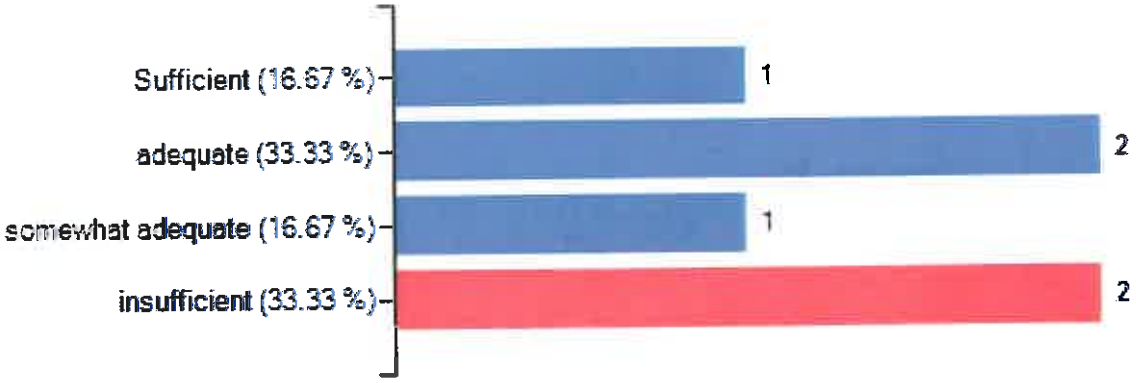


District Wide Users Responding = 6

10/7/2014

Question #3

Was sufficient time allotted for the activities?

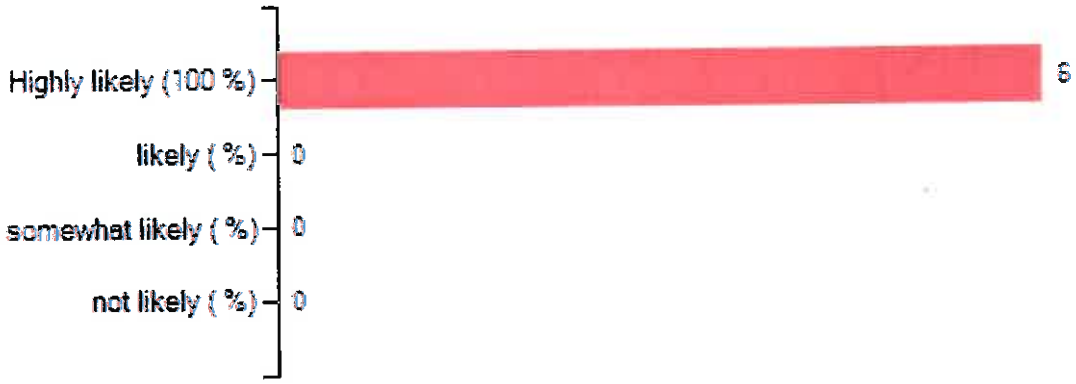


District Wide Users Responding = 6

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 6

10/7/2014

NPCSD Professional Development Evaluation Form

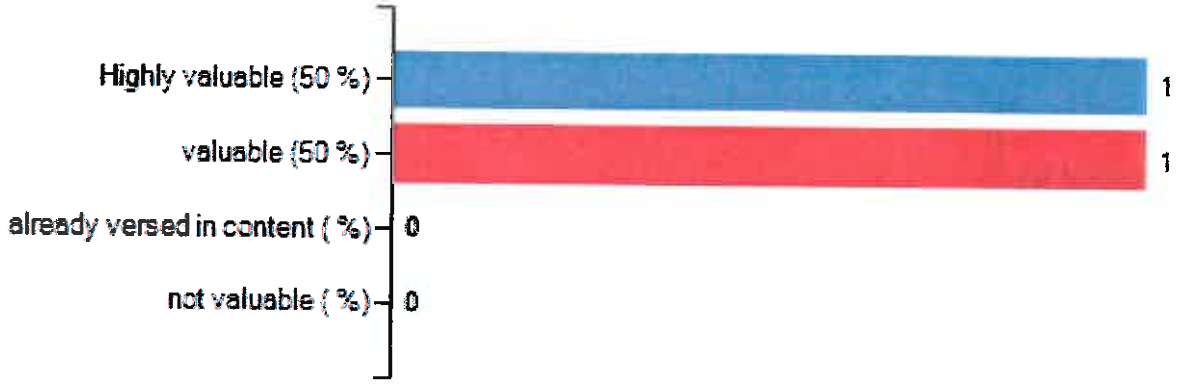
Survey Results

Activity Summary

High School Department Collaboration - Science

Question #1

How valuable did you find the information provided in this professional development?

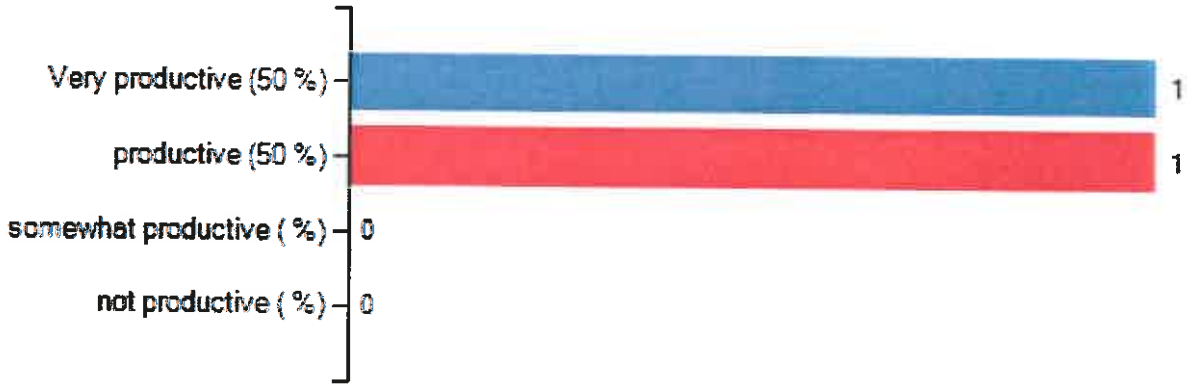


District Wide Users Responding = 2

10/7/2014

Question #2

Did you find these days as a productive use of your time?



District Wide Users Responding = 2

10/7/2014

Question #3

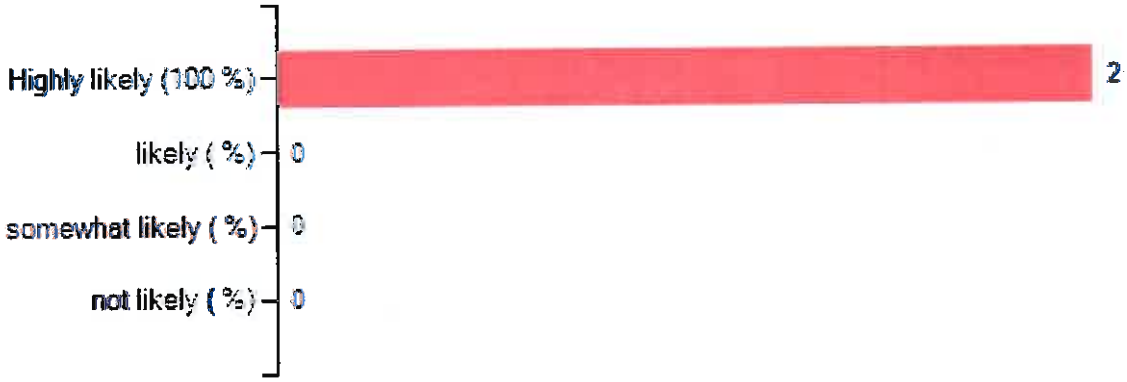
Was sufficient time allotted for the activities?

District Wide Users Responding = 2

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 2

10/7/2014

NPCSD Professional Development Evaluation Form

Survey Results

Activity Summary

High School Department Collaboration - Social Studies

Question #1

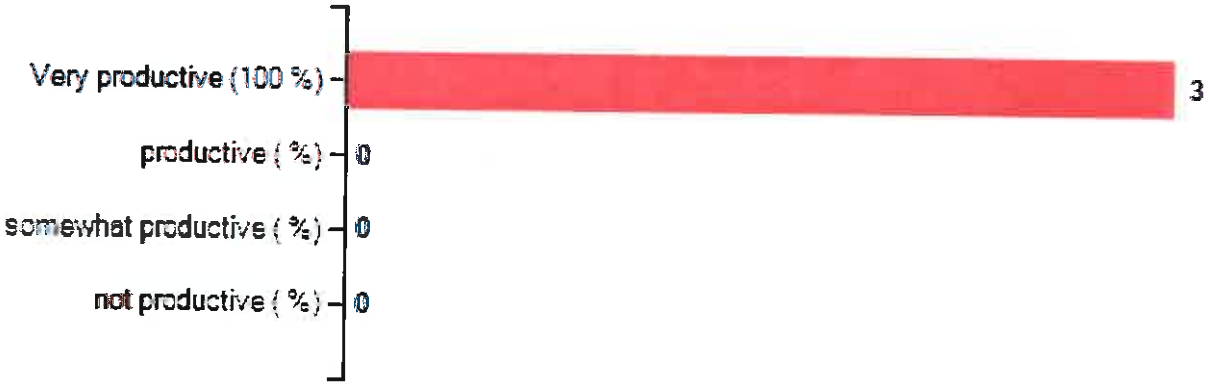
How valuable did you find the information provided in this professional development?

District Wide Users Responding = 3

10/7/2014

Question #2

Did you find these days as a productive use of your time?

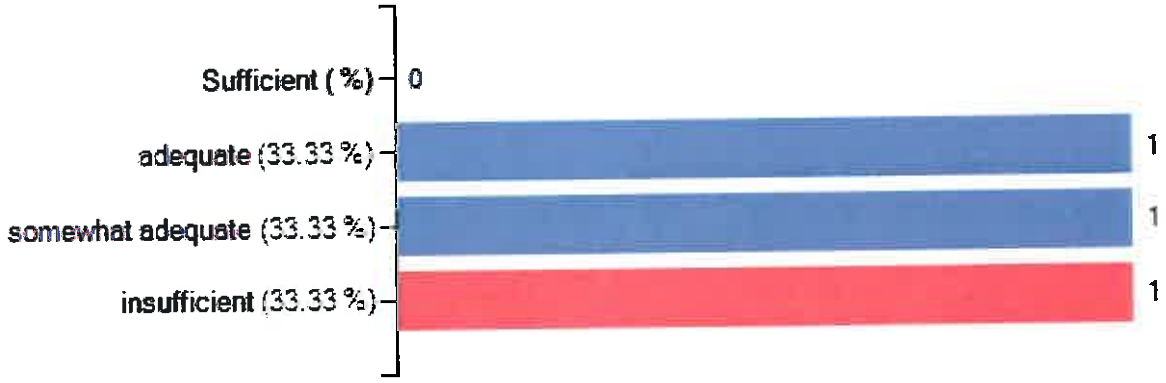


District Wide Users Responding = 3

10/7/2014

Question #3

Was sufficient time allotted for the activities?



District Wide Users Responding = 3

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?

District Wide Users Responding = 3

10/7/2014

NPCSD Professional Development Evaluation Form

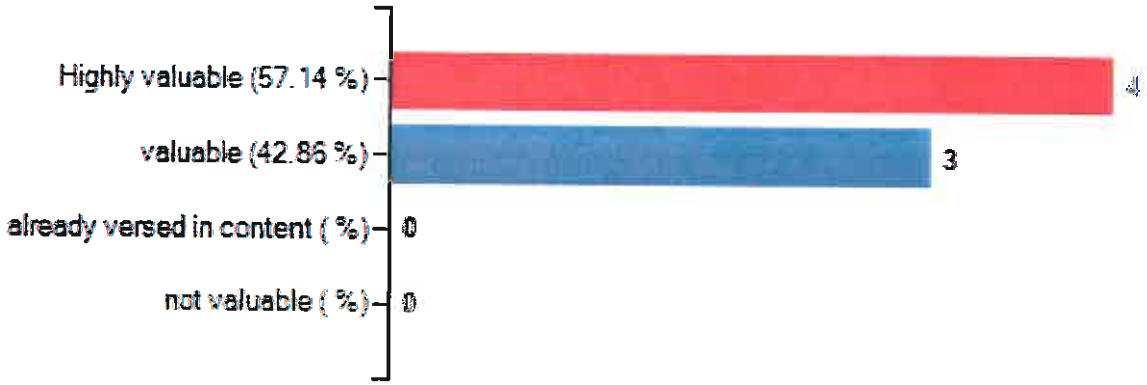
Survey Results

Activity Summary

High School Math & Science Departments Honizontal Articulation Discussion

Question #1

How valuable did you find the information provided in this professional development?

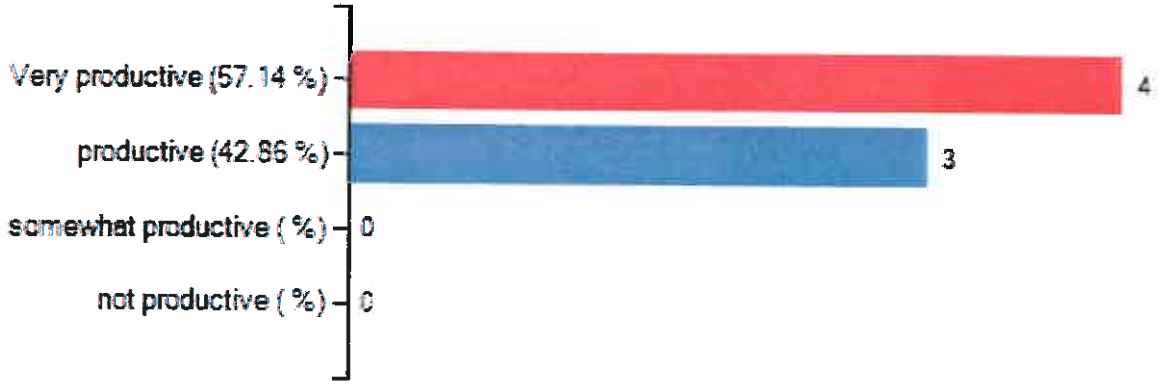


District Wide Users Responding = 7

10/7/2014

Question #2

Did you find these days as a productive use of your time?

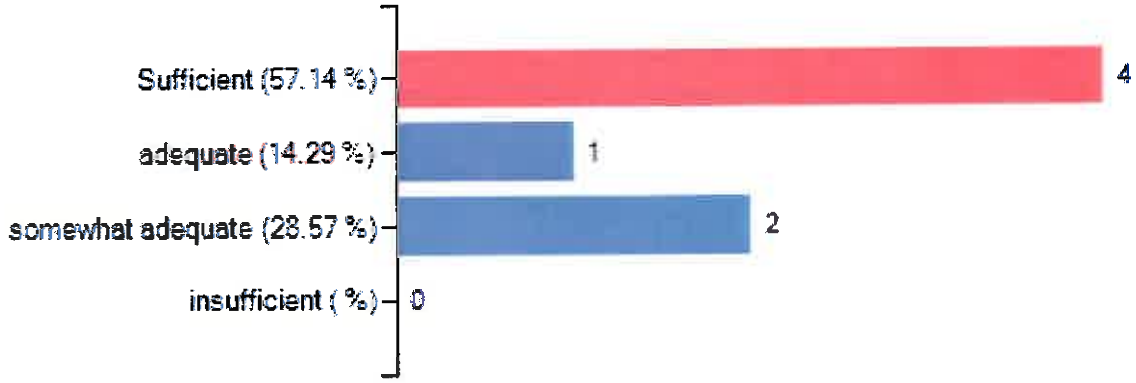


District Wide Users Responding = 7

10/7/2014

Question #3

Was sufficient time allotted for the activities?

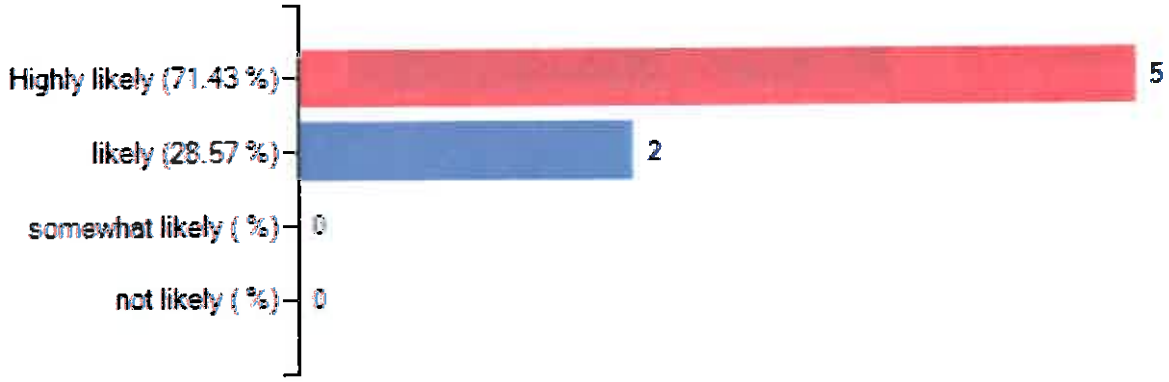


DistrictWide Users Responding = 7

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



DistrictWide Users Responding = 7

10/7/2014

NPCSD Professional Development Evaluation Form

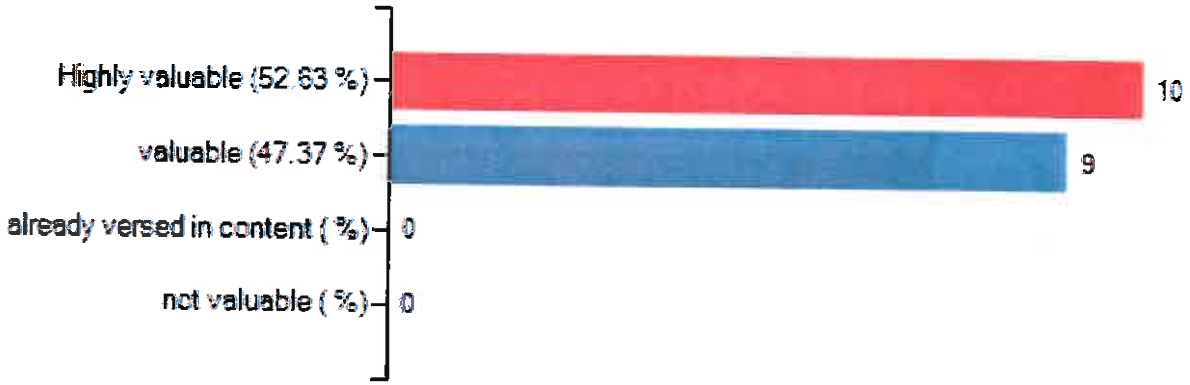
Survey Results

Activity Summary

Middle School April 17 PM Session Department Collaboration

Question #1

How valuable did you find the information provided in this professional development?

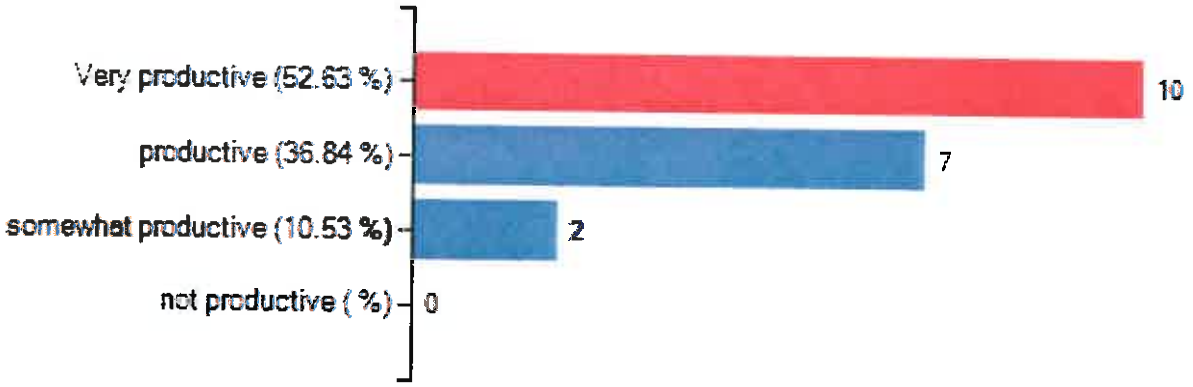


District Wide Users Responding = 19

10/7/2014

Question #2

Did you find these days as a productive use of your time?



District Wide Users Responding = 19

10/7/2014

Question #3

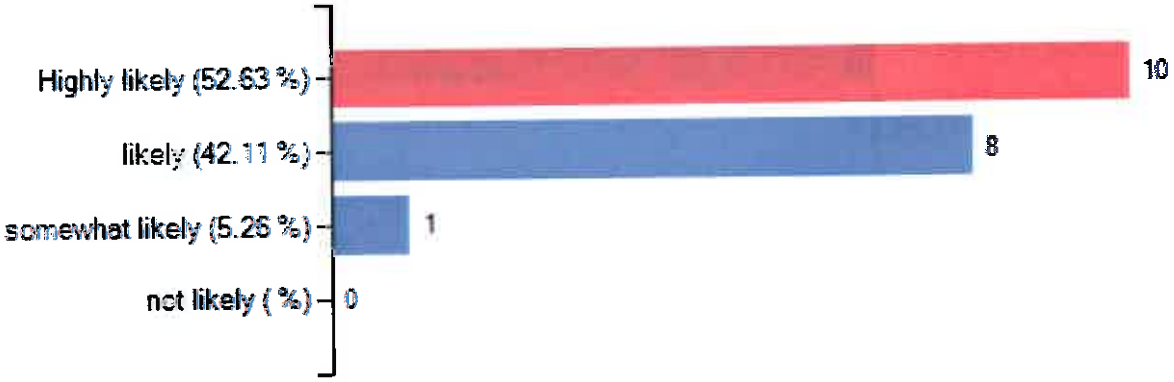
Was sufficient time allotted for the activities?

District Wide Users Responding = 19

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 19

10/7/2014

NPCSD Professional Development Evaluation Form

Survey Results

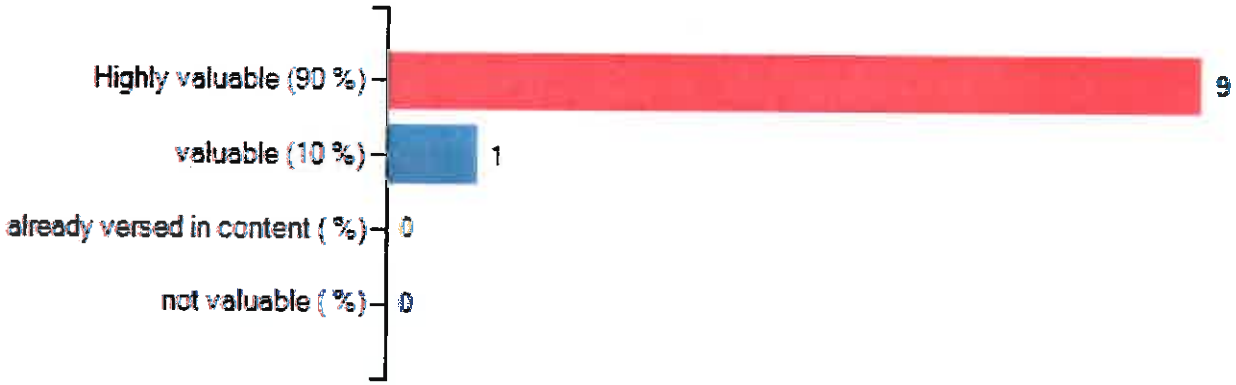
Activity Summary

PLANNING TIME: Unpacking the Common Core

Closed

Question #1

How valuable did you find the information provided in this professional development?



District Wide Users Responding = 10

10/7/2014

Question #2

Did you find these days as a productive use of your time?

District Wide Users Responding = 10

10/7/2014

Question #3

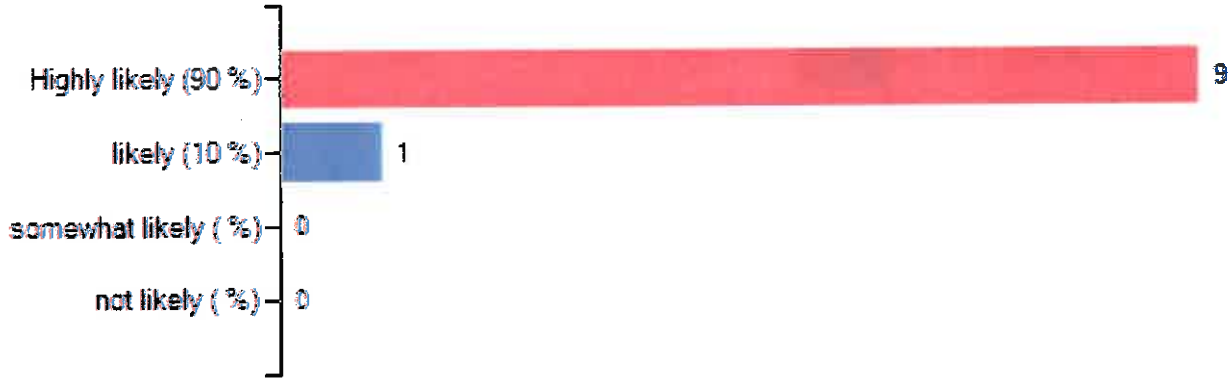
Was sufficient time allotted for the activities?

District Wide Users Responding = 10

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 10

10/7/2014

Appendix B

Educational Programs Professional Development

Continued

2013 - 2014

NPCSD Professional Development Evaluation Form

Survey Results

Activity Summary

Unpacking the Common Core Part II--Lenape

Question #1

How valuable did you find the information provided in this professional development?

District Wide Users Responding = 25

10/7/2014

Question #2

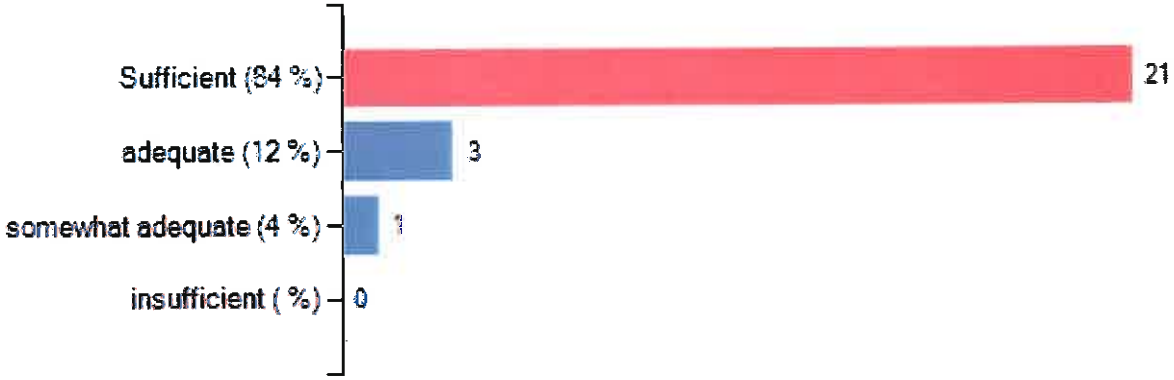
Did you find these days as a productive use of your time?

District Wide Users Responding = 25

10/7/2014

Question #3

Was sufficient time allotted for the activities?

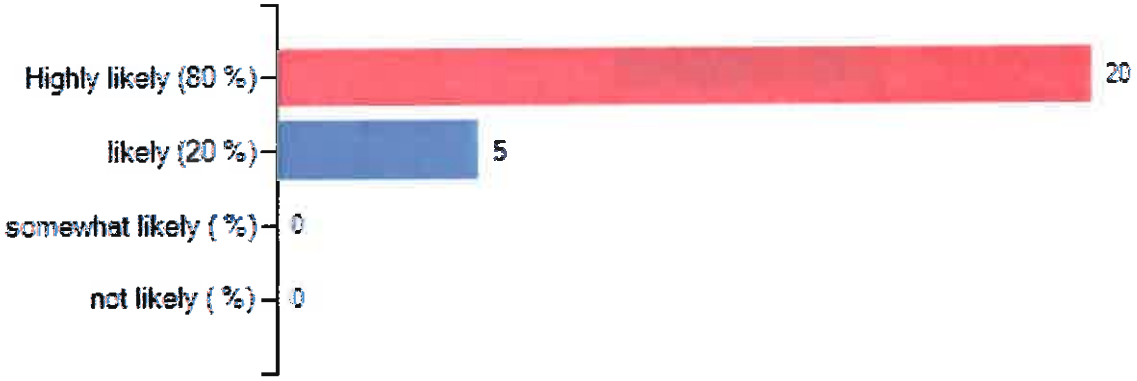


District Wide Users Responding = 25

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 25

10/7/2014

NPCSD Professional Development Evaluation Form

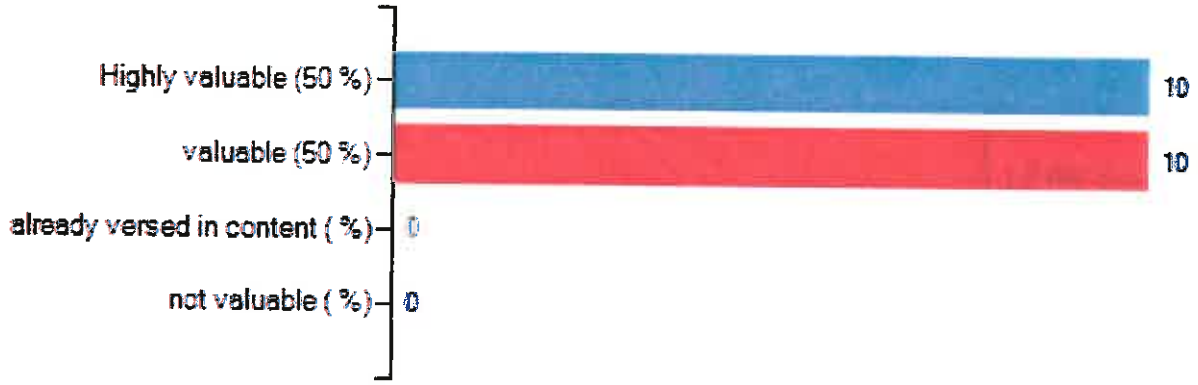
Survey Results

Activity Summary

Unpacking the Common Core Part II: Interdisciplinary Units--Duzine

Question #1

How valuable did you find the information provided in this professional development?

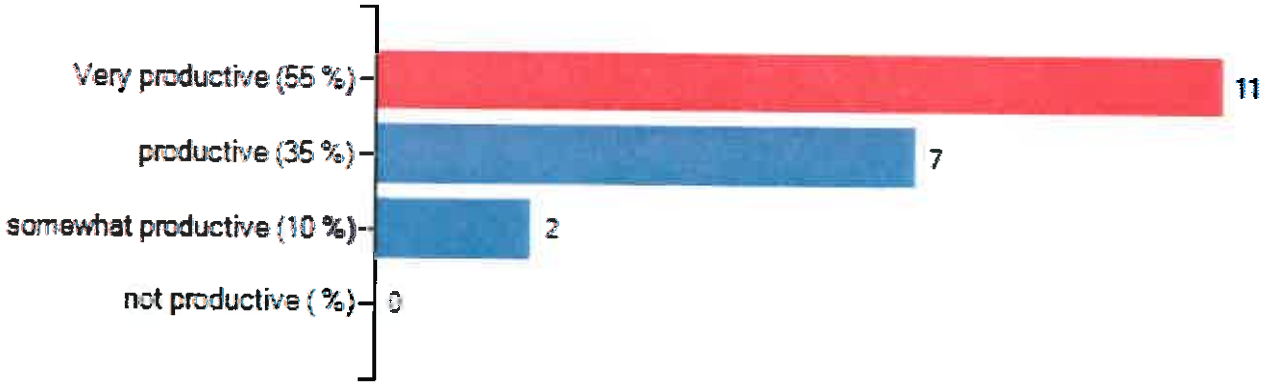


District Wide Users Responding = 20

10/7/2014

Question #2

Did you find these days as a productive use of your time?

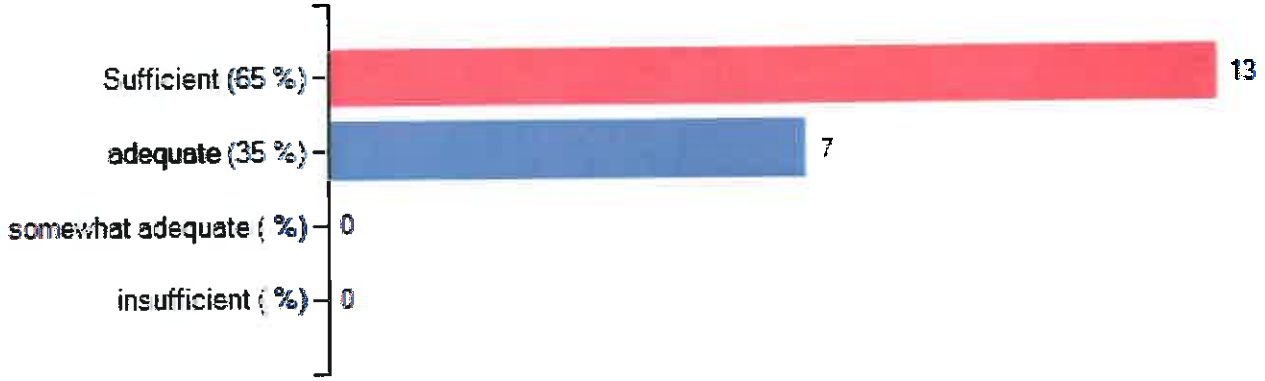


District Wide Users Responding = 20

10/7/2014

Question #3

Was sufficient time allotted for the activities?

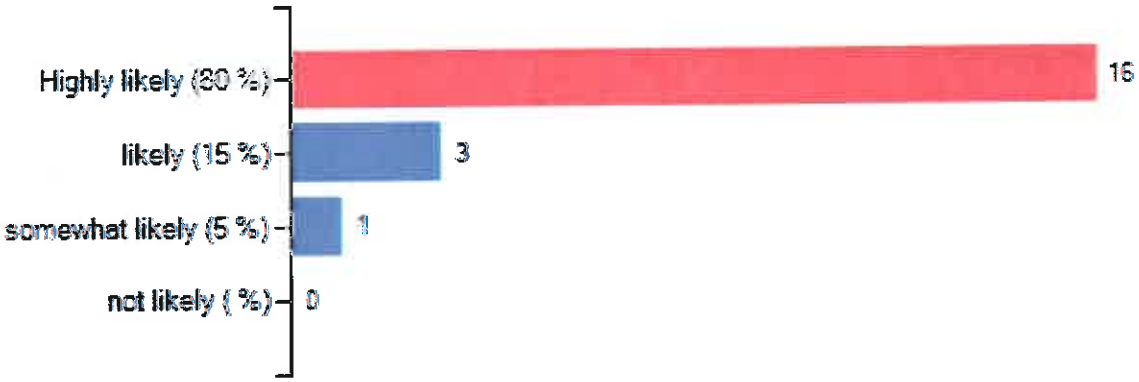


District Wide Users Responding = 20

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 20

10/7/2014

NPCSD Professional Development Evaluation Form

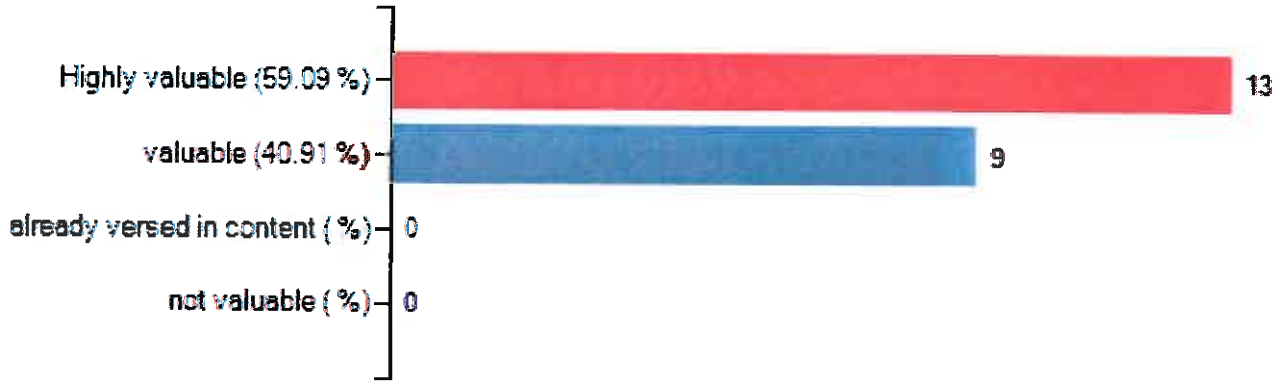
Survey Results

Activity Summary

Unpacking the Common Core Part I--Duzine

Question #1

How valuable did you find the information provided in this professional development?

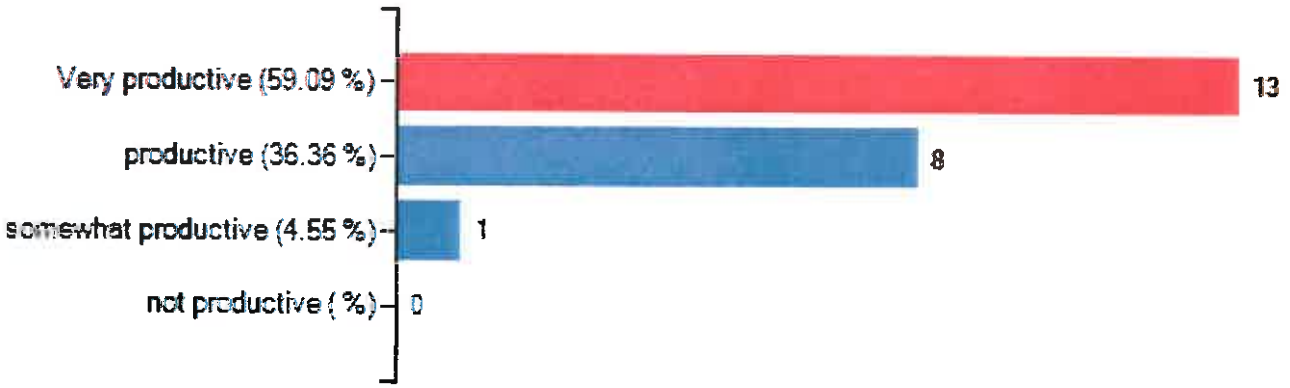


District Wide Users Responding = 22

10/7/2014

Question #2

Did you find these days as a productive use of your time?

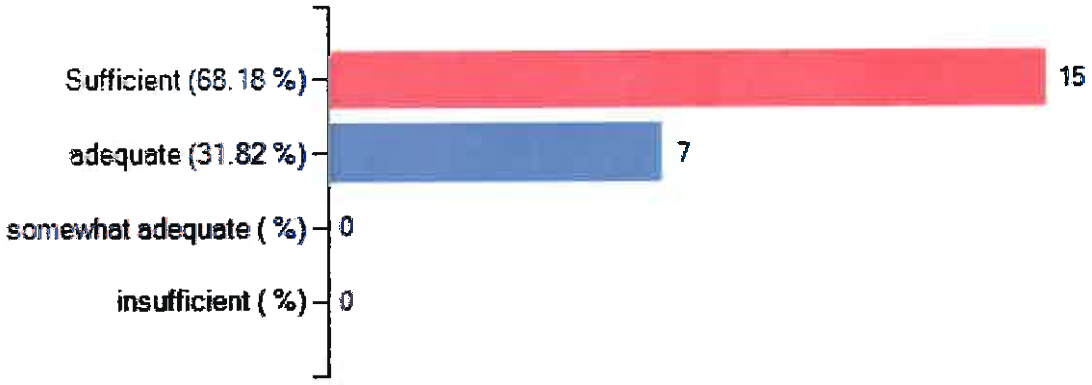


District Wide Users Responding = 22

10/7/2014

Question #3

Was sufficient time allotted for the activities?

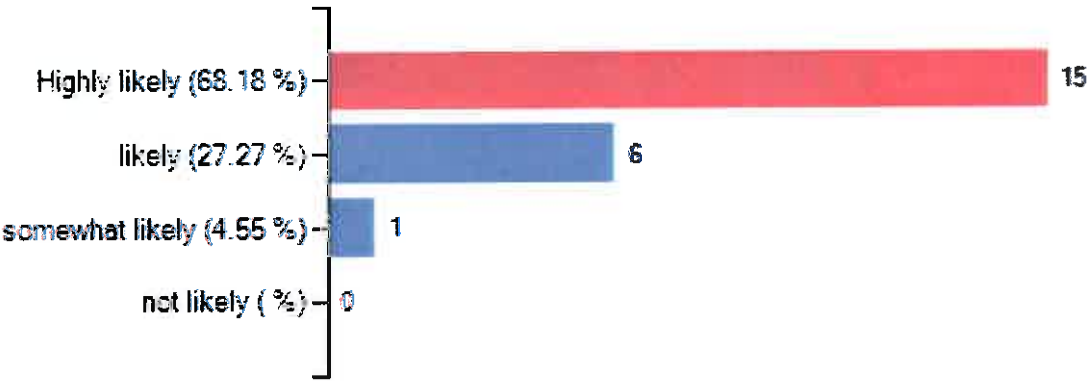


District Wide Users Responding = 22

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 22

10/7/2014

NPCSD Professional Development Evaluation Form

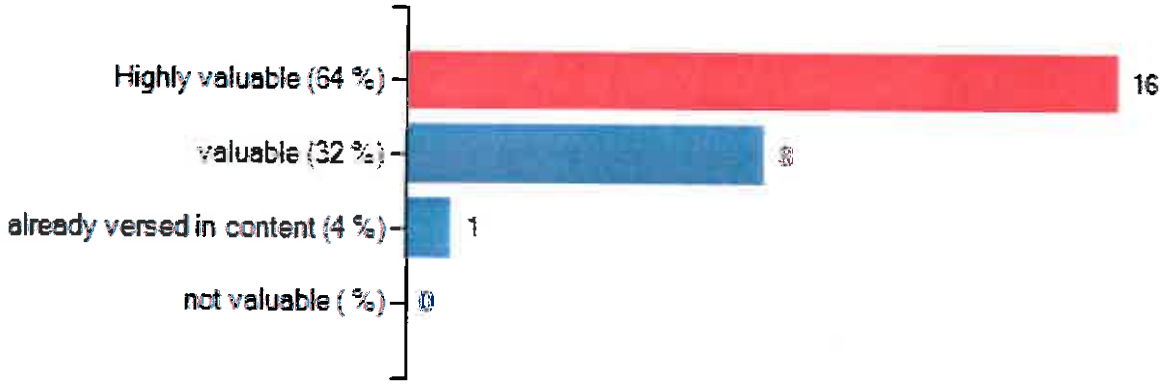
Survey Results

Activity Summary

Unpacking the Common Core Part I--Lenape

Question #1

How valuable did you find the information provided in this professional development?

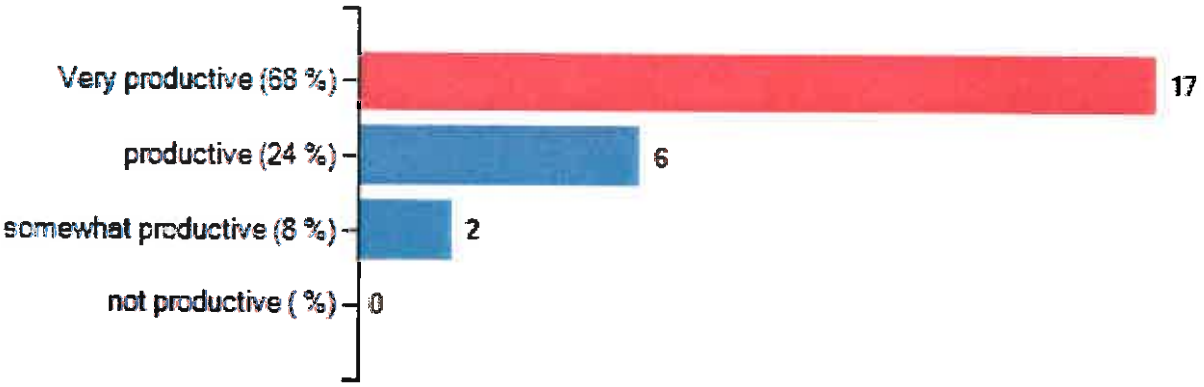


District Wide Users Responding = 25

10/7/2014

Question #2

Did you find these days as a productive use of your time?

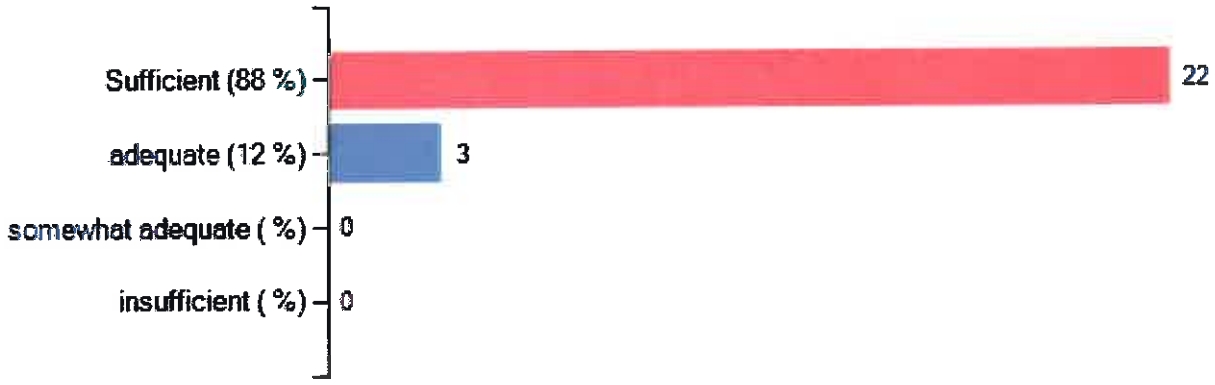


District Wide Users Responding = 25

10/7/2014

Question #3

Was sufficient time allotted for the activities?

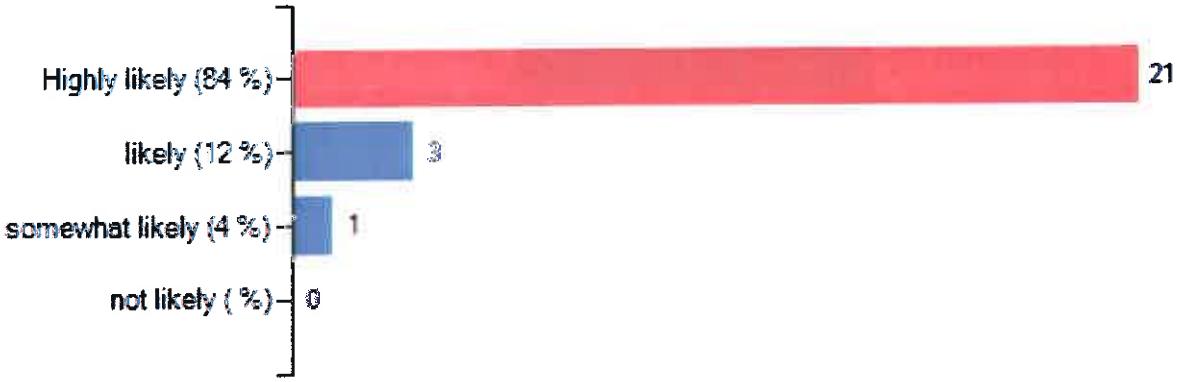


District Wide Users Responding = 25

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 25

10/7/2014

NPCSD Professional Development Evaluation Form

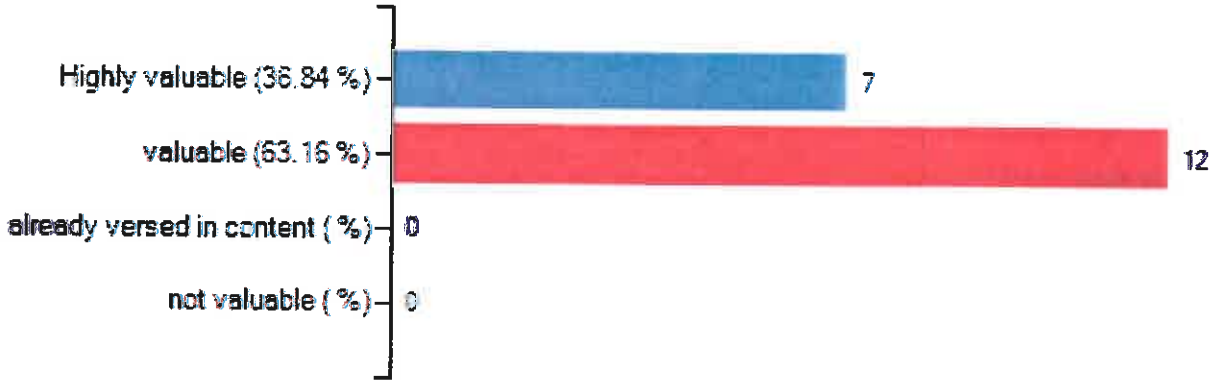
Survey Results

Activity Summary

Unpacking the Common Core - Middle School

Question #1

How valuable did you find the information provided in this professional development?

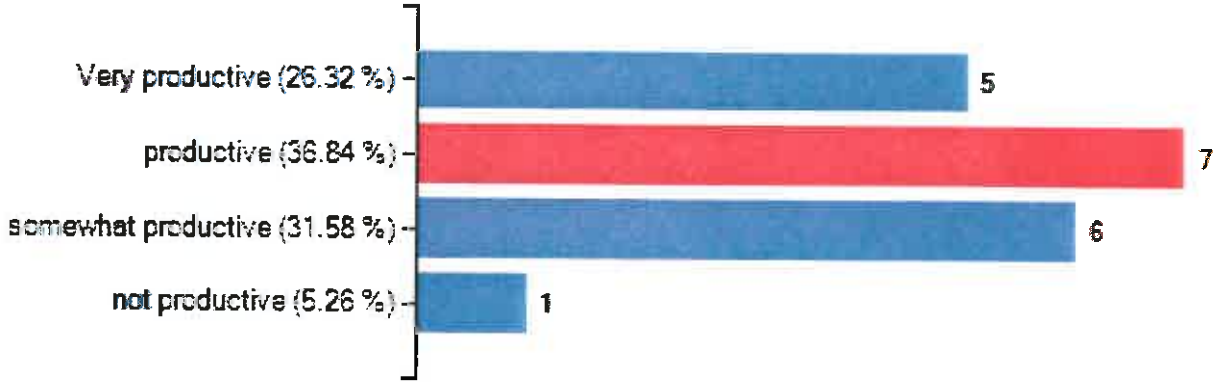


District Wide Users Responding = 19

10/7/2014

Question #2

Did you find these days as a productive use of your time?

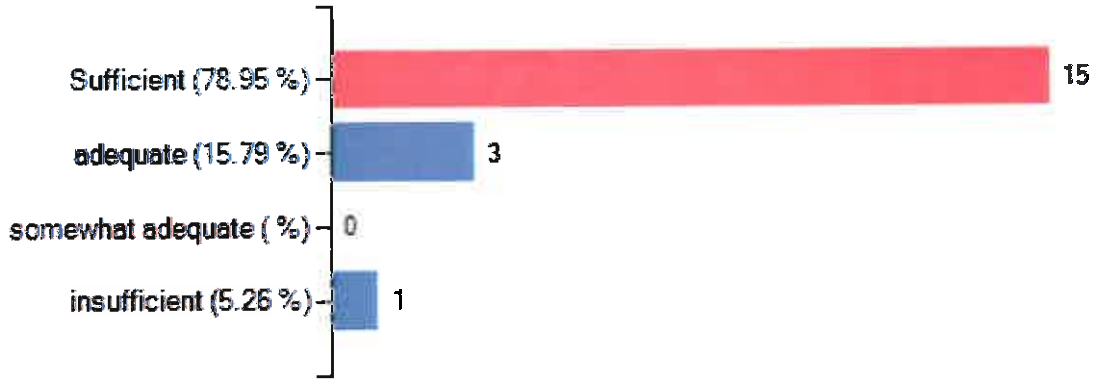


District Wide Users Responding = 19

10/7/2014

Question #3

Was sufficient time allotted for the activities?

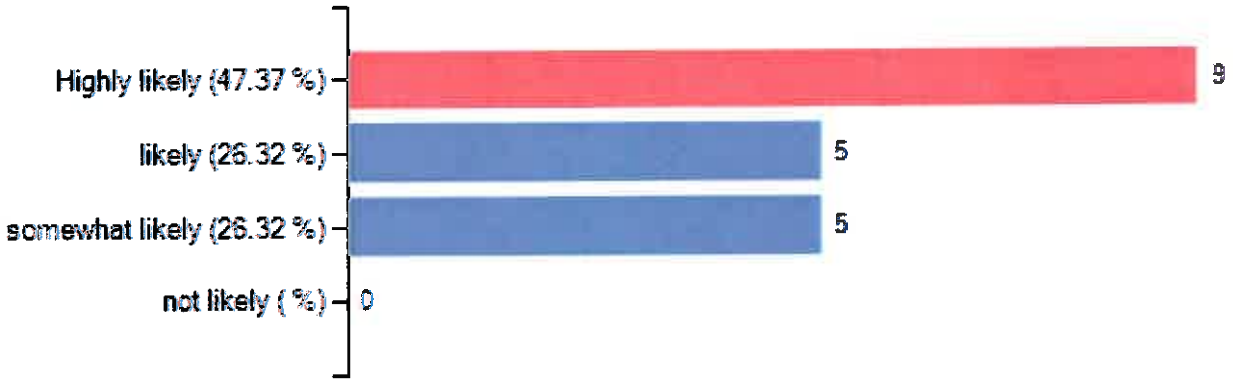


District Wide Users Responding = 19

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 19

10/7/2014

NPCSD Professional Development Evaluation Form

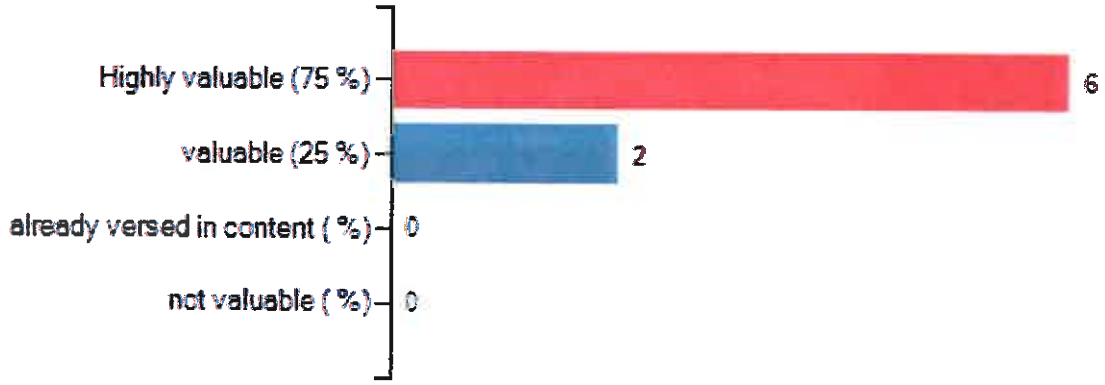
Survey Results

Activity Summary

Design Thinking Research

Question #1

How valuable did you find the information provided in this professional development?

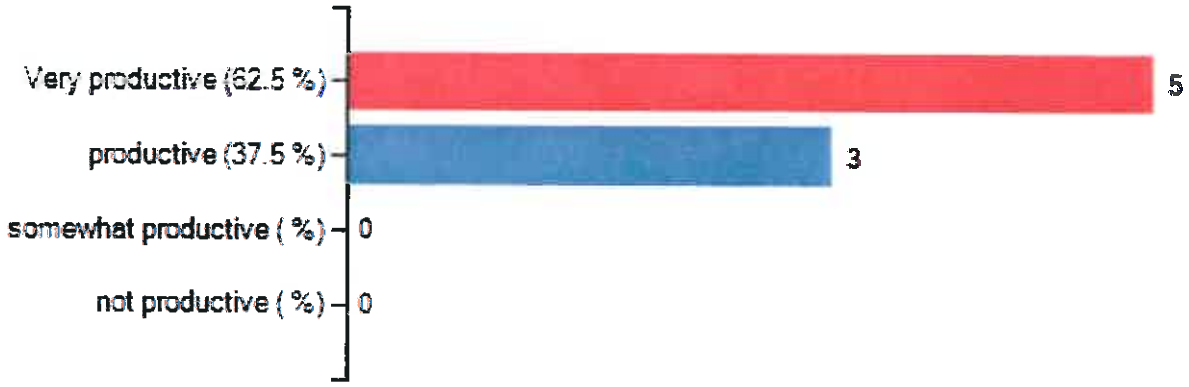


District Wide Users Responding = 8

10/7/2014

Question #2

Did you find these days as a productive use of your time?



District Wide Users Responding = 8

10/7/2014

Question #3

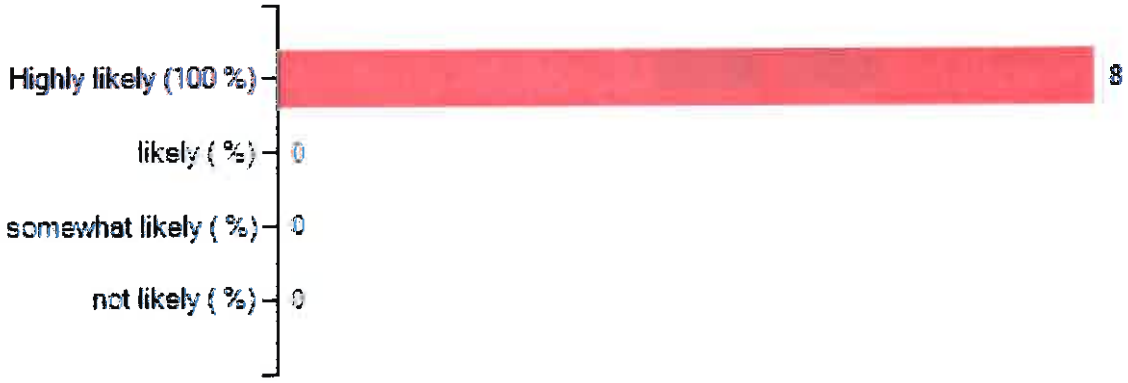
Was sufficient time allotted for the activities?

District Wide Users Responding = 8

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 8

10/7/2014

NPCSD Professional Development Evaluation Form

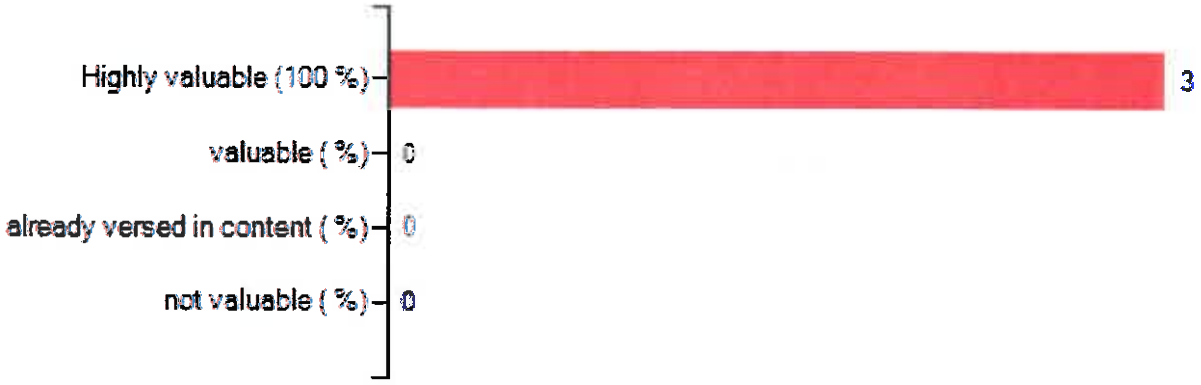
Survey Results

Activity Summary

Math Department Collaboration - Designing Flipped Video Lessons

Question #1

How valuable did you find the information provided in this professional development?

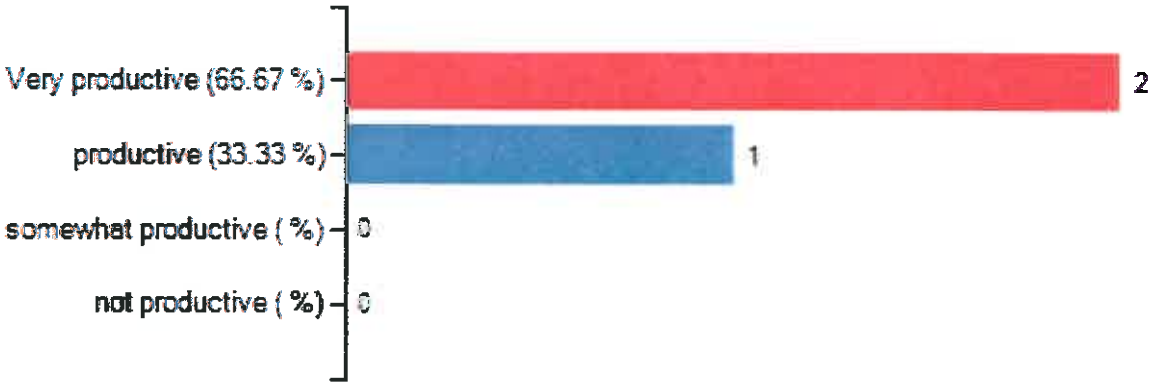


District Wide Users Responding = 3

10/7/2014

Question #2

Did you find these days as a productive use of your time?



District Wide Users Responding = 3

10/7/2014

Question #3

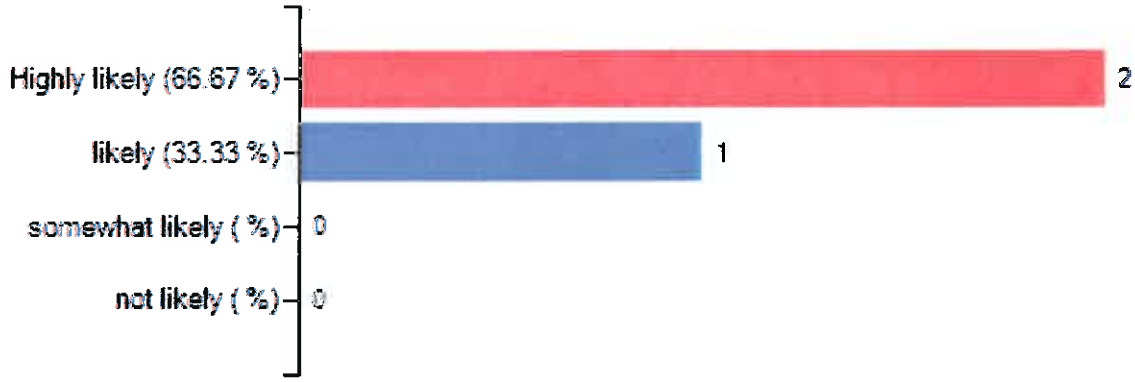
Was sufficient time allotted for the activities?

District Wide Users Responding = 3

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 3

10/7/2014

Appendix B

Pupil Personnel Professional Development

2013 – 2014

NPCSD Professional Development Evaluation Form

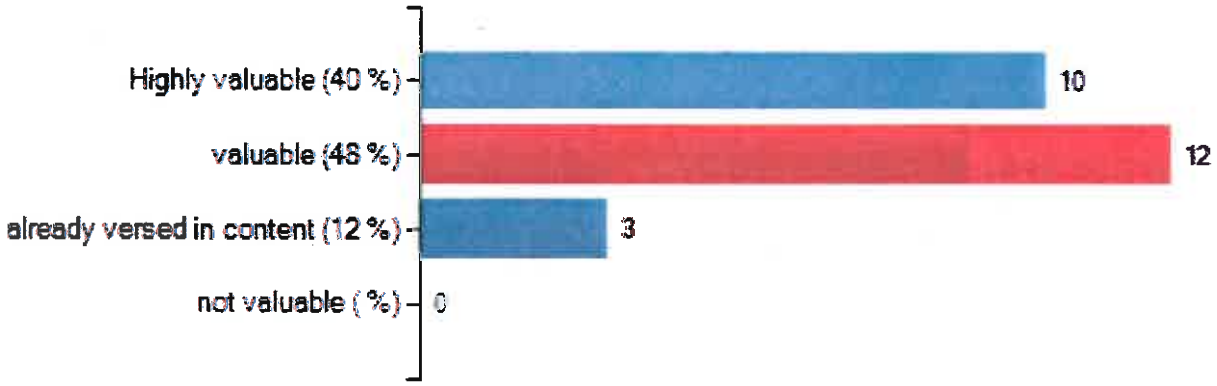
Survey Results

Activity Summary

Identifying signs of mental/emotional stress in students

Question #1

How valuable did you find the information provided in this professional development?

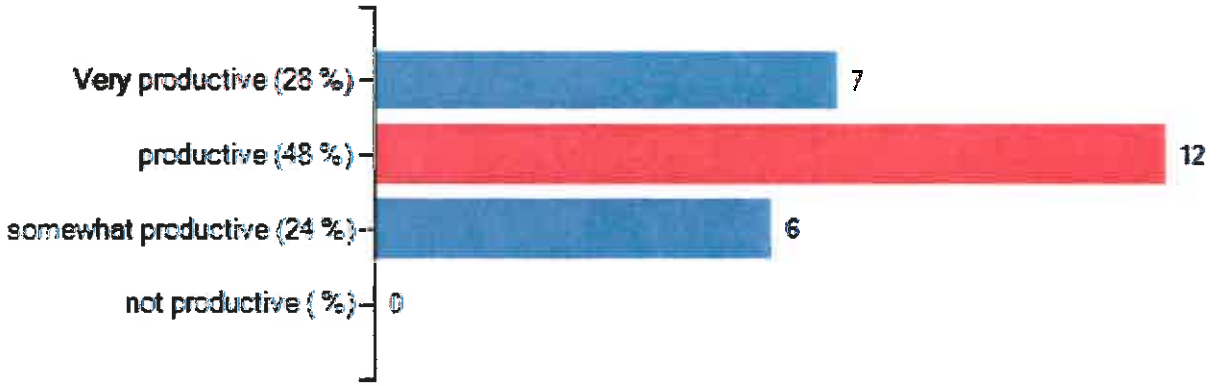


District Wide Users Responding = 25

10/7/2014

Question #2

Did you find these days as a productive use of your time?

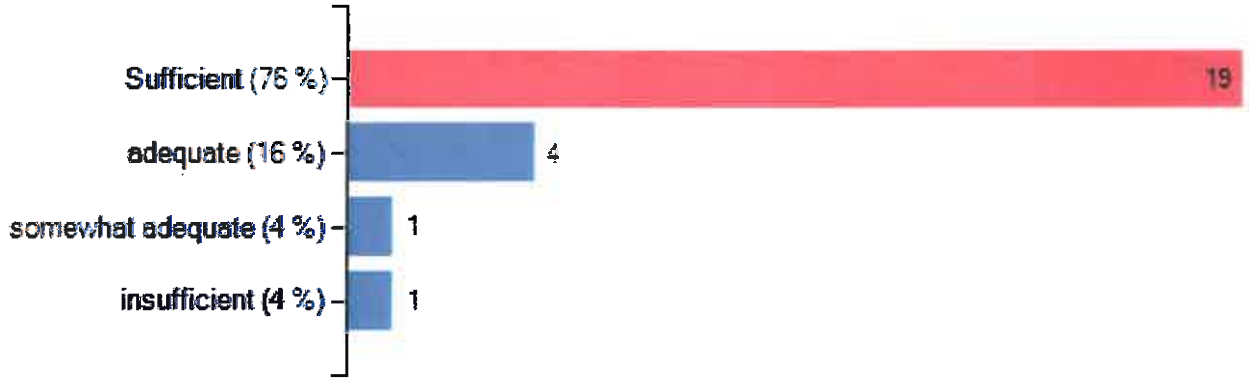


District Wide Users Responding = 25

10/7/2014

Question #3

Was sufficient time allotted for the activities?

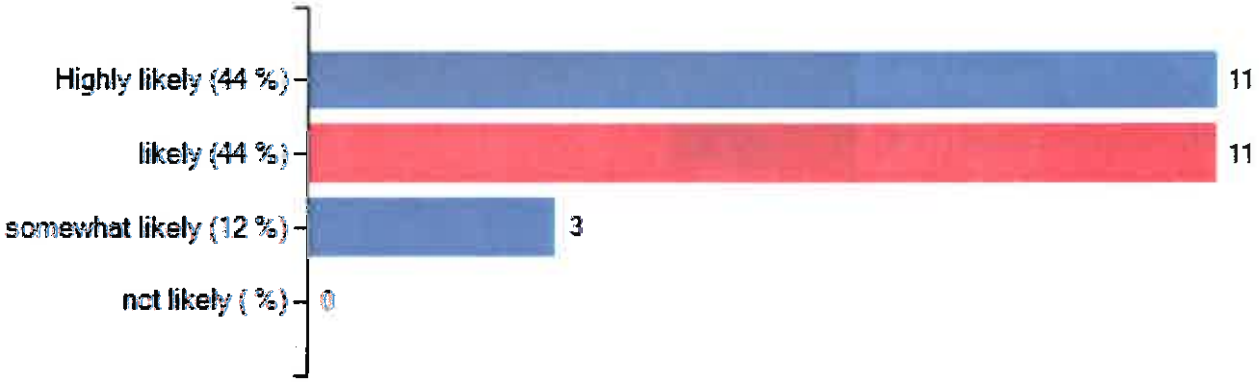


District Wide Users Responding = 25

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 25

10/7/2014

NPCSD Professional Development Evaluation Form

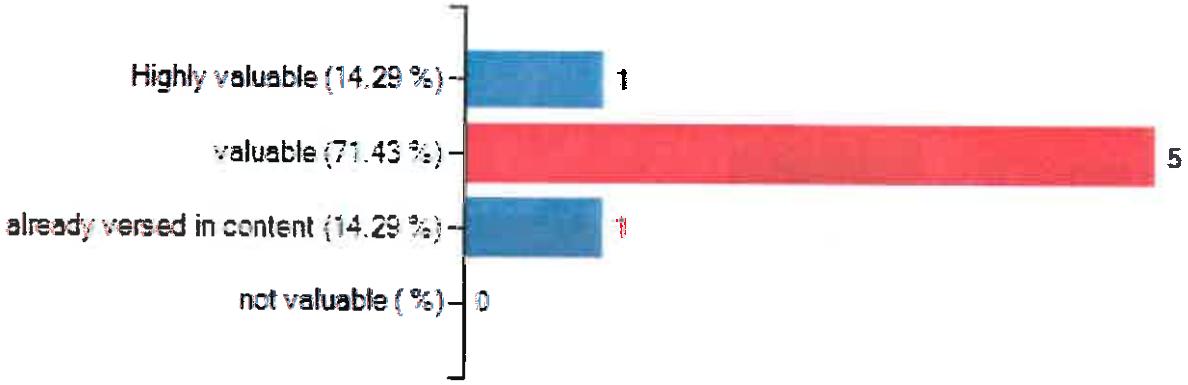
Survey Results

Activity Summary

Identifying signs of mental/emotional stress in students - OT, PT, COTA, SPEECH, TVI

Question #1

How valuable did you find the information provided in this professional development?

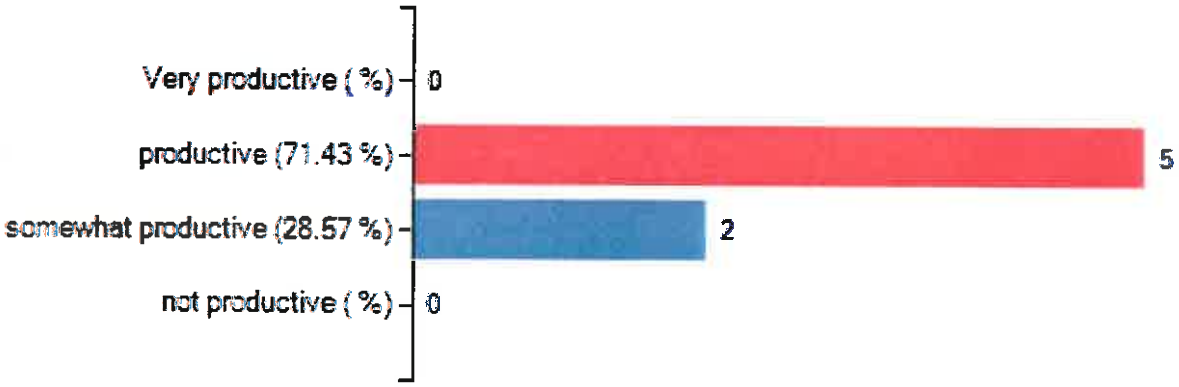


District Wide Users Responding = 7

10/7/2014

Question #2

Did you find these days as a productive use of your time?

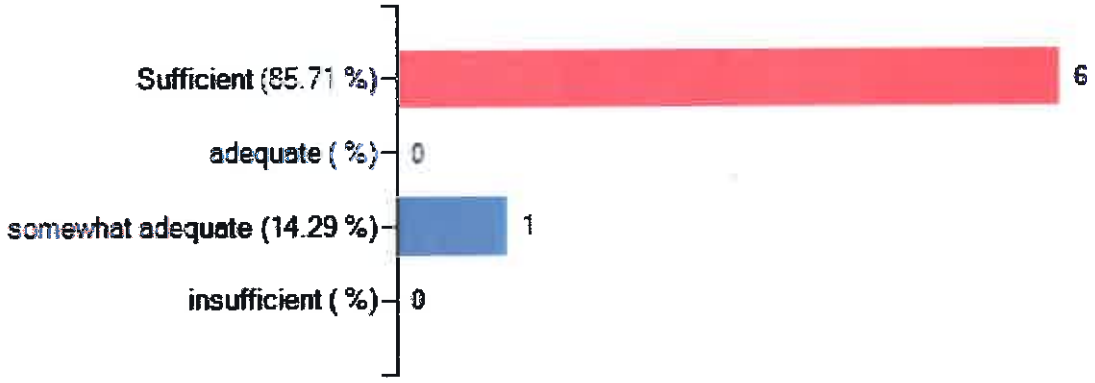


District Wide Users Responding = 7

10/7/2014

Question #3

Was sufficient time allotted for the activities?



District Wide Users Responding = 7

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?

District Wide Users Responding = 7

10/7/2014

NPCSD Professional Development Evaluation Form

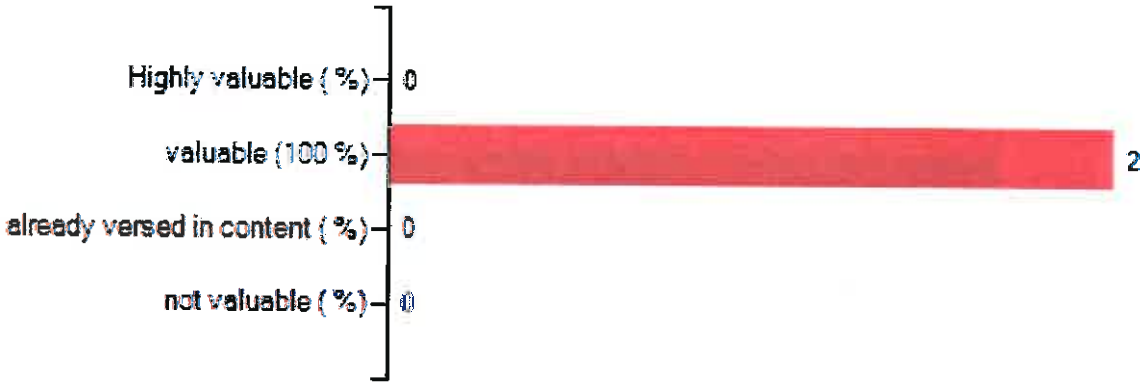
Survey Results

Activity Summary

Autism Workshop - Psychologists, Guidance Counselors, Social Workers

Question #1

How valuable did you find the information provided in this professional development?

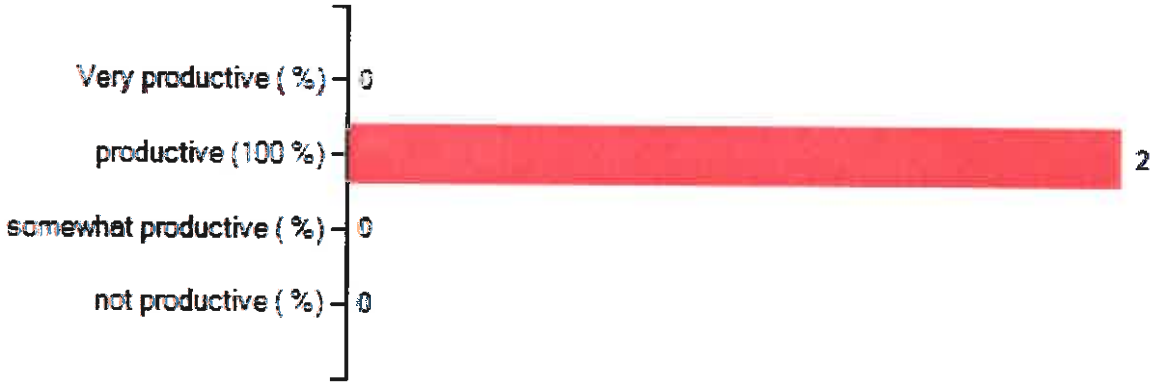


District Wide Users Responding = 2

10/7/2014

Question #2

Did you find these days as a productive use of your time?

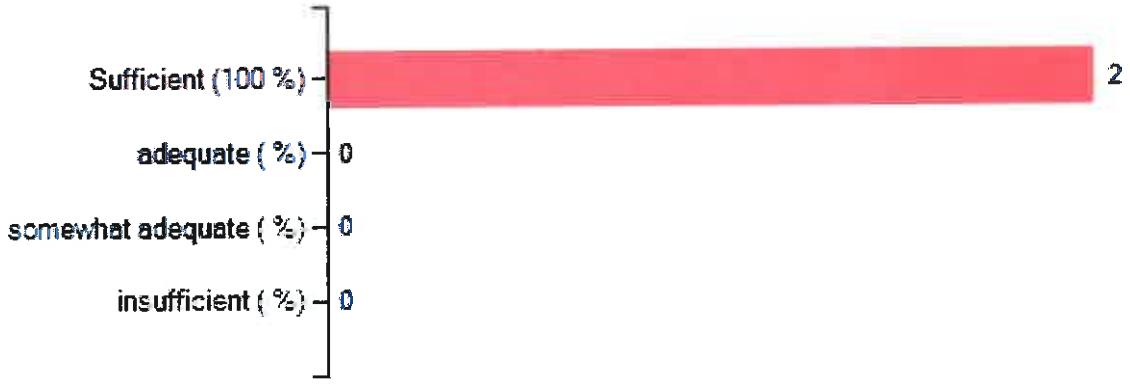


District Wide Users Responding = 2

10/7/2014

Question #3

Was sufficient time allotted for the activities?

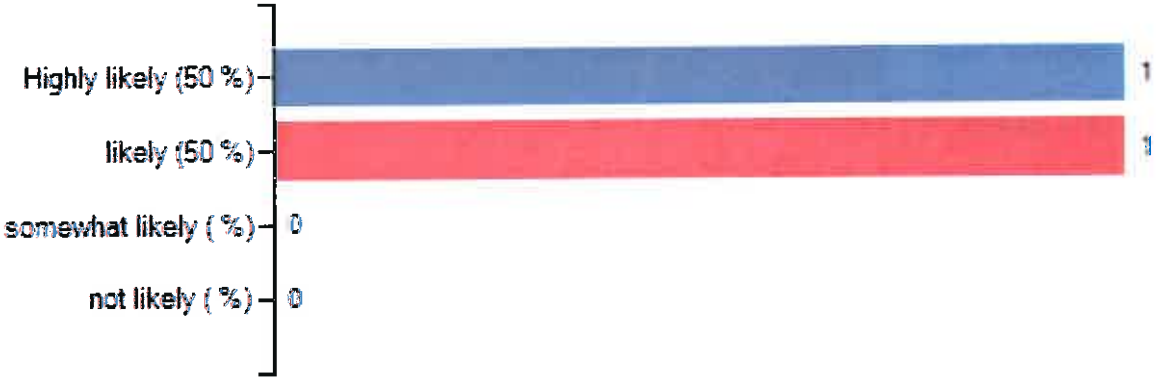


District Wide Users Responding = 2

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 2

10/7/2014

NPCSD Professional Development Evaluation Form

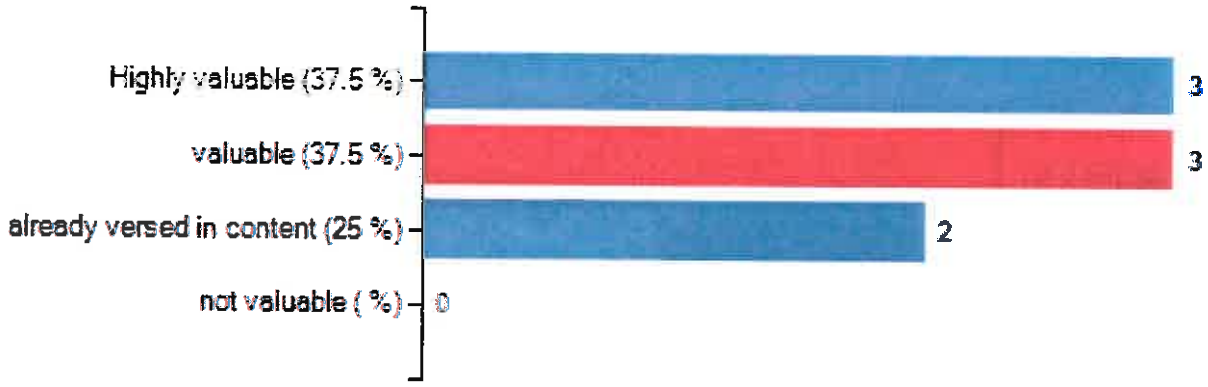
Survey Results

Activity Summary

Autism Workshop - OT, PT, COTA, SPEECH, TVI

Question #1

How valuable did you find the information provided in this professional development?

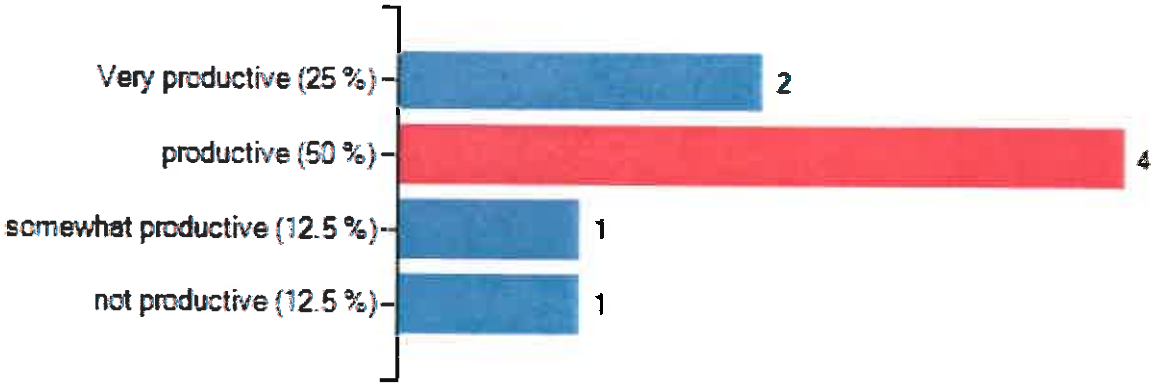


District Wide Users Responding = 8

10/7/2014

Question #2

Did you find these days as a productive use of your time?

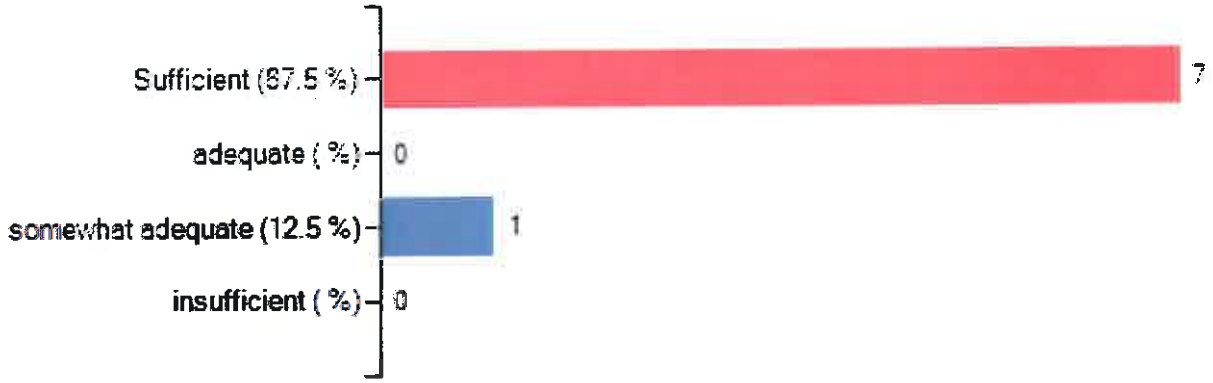


District Wide Users Responding = 8

10/7/2014

Question #3

Was sufficient time allotted for the activities?

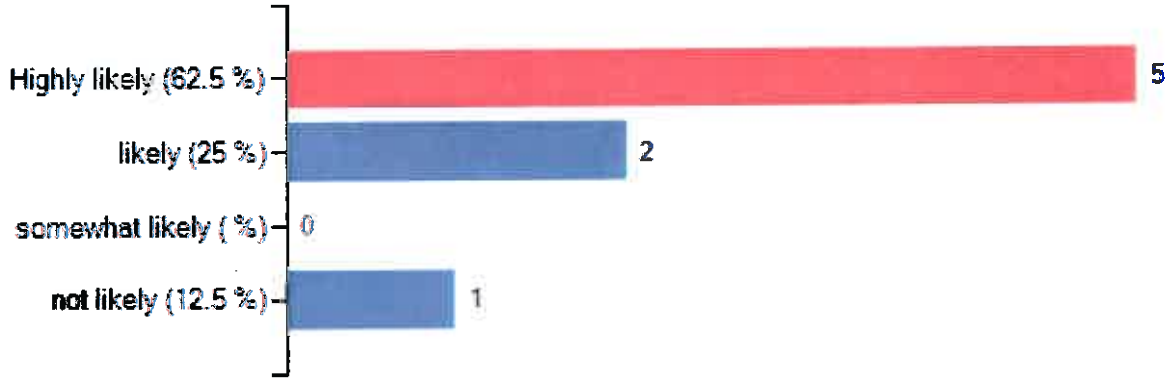


District Wide Users Responding = 8

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 8

10/7/2014

NPCSD Professional Development Evaluation Form

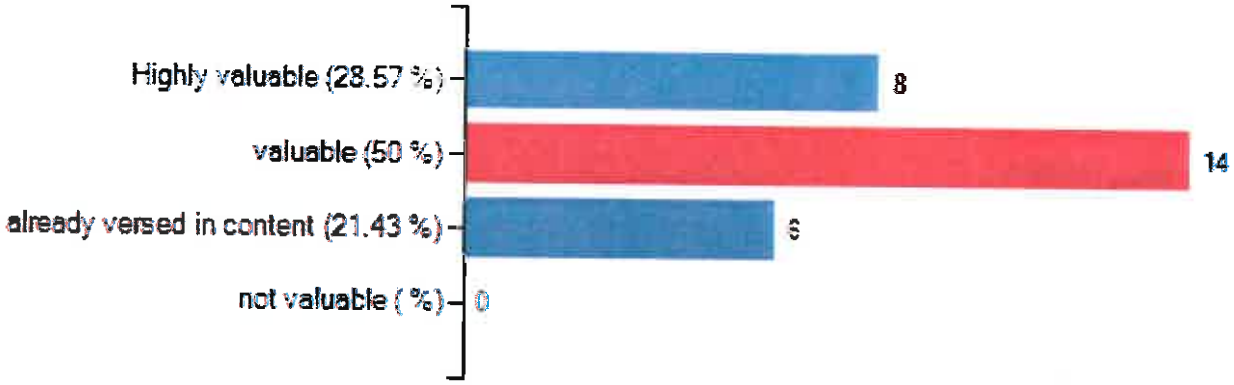
Survey Results

Activity Summary

Autism Workshop - Middle School AM Session

Question #1

How valuable did you find the information provided in this professional development?

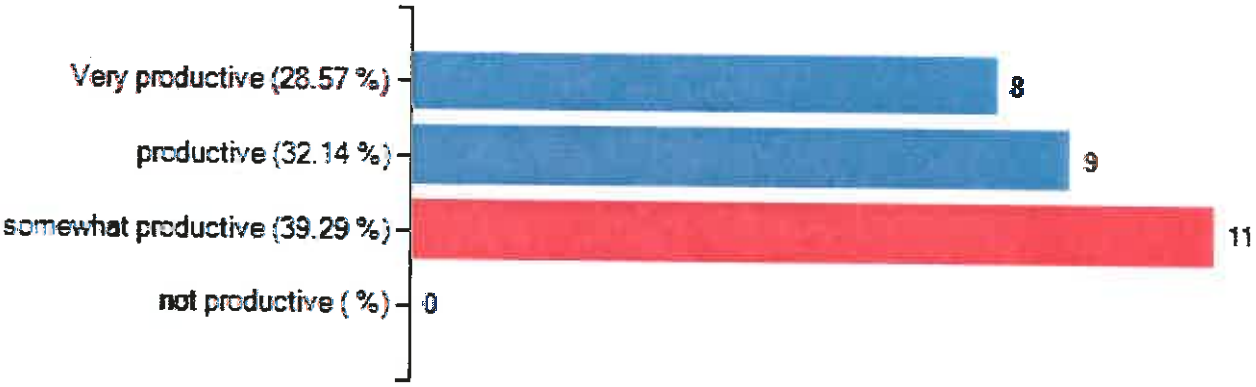


District Wide Users Responding = 28

10/7/2014

Question #2

Did you find these days as a productive use of your time?

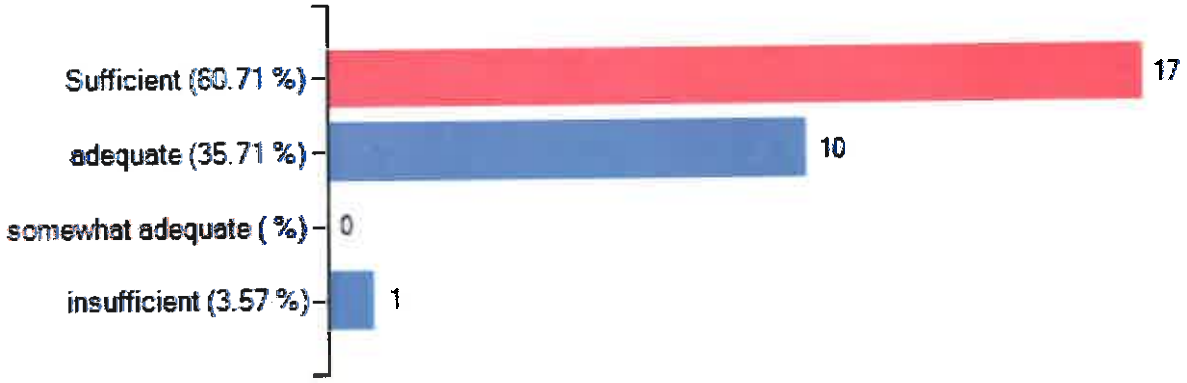


District Wide Users Responding = 28

10/7/2014

Question #3

Was sufficient time allotted for the activities?

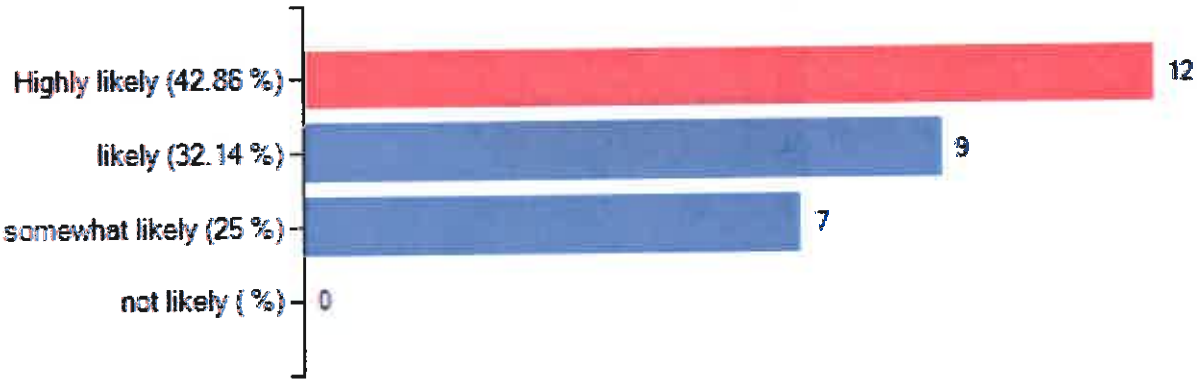


District Wide Users Responding = 28

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 28

10/7/2014

NPCSD Professional Development Evaluation Form

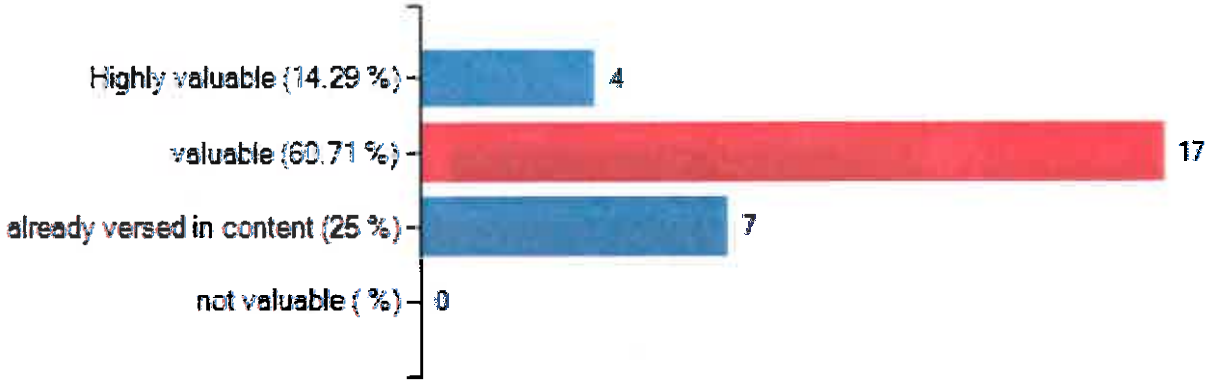
Survey Results

Activity Summary

Autism Workshop - High School PM Session

Question #1

How valuable did you find the information provided in this professional development?

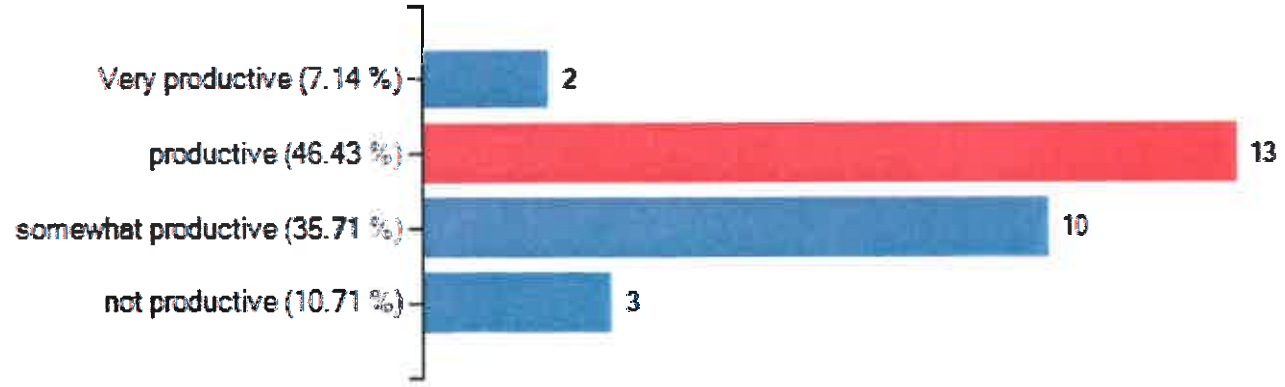


District Wide Users Responding = 28

10/7/2014

Question #2

Did you find these days as a productive use of your time?

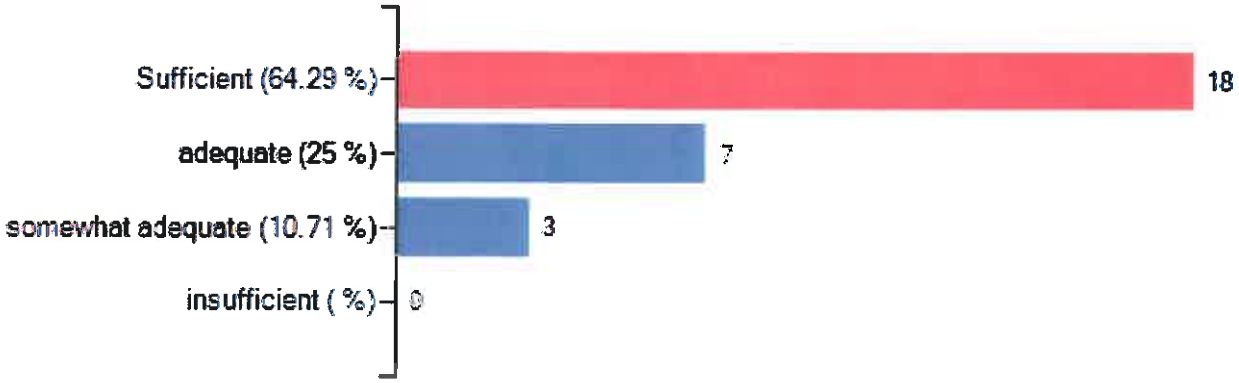


District Wide Users Responding = 28

10/7/2014

Question #3

Was sufficient time allotted for the activities?

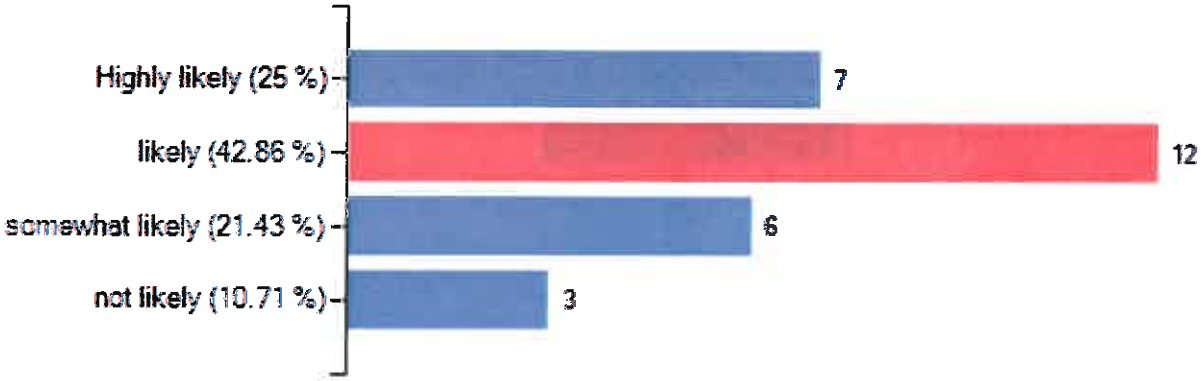


District Wide Users Responding = 28

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 28

10/7/2014

NPCSD Professional Development Evaluation Form

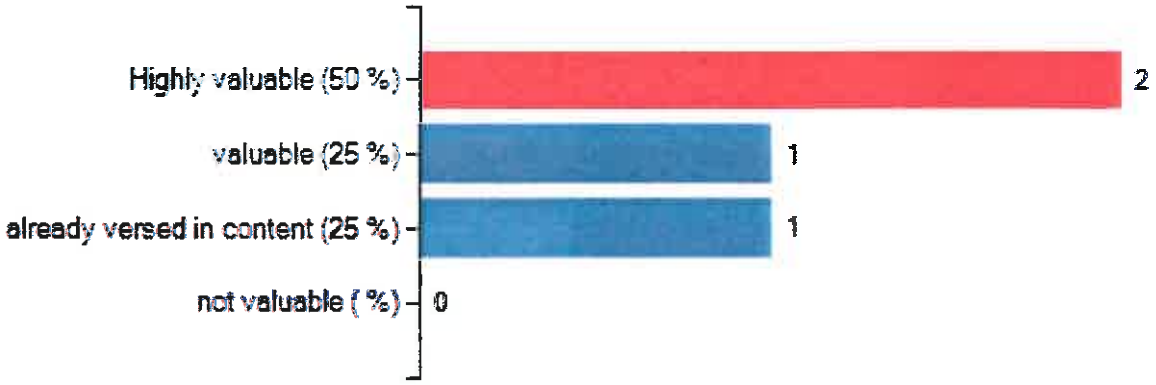
Survey Results

Activity Summary

Autism Workshop - Aides, Library Clerks, LPN Aides/AM Session

Question #1

How valuable did you find the information provided in this professional development?

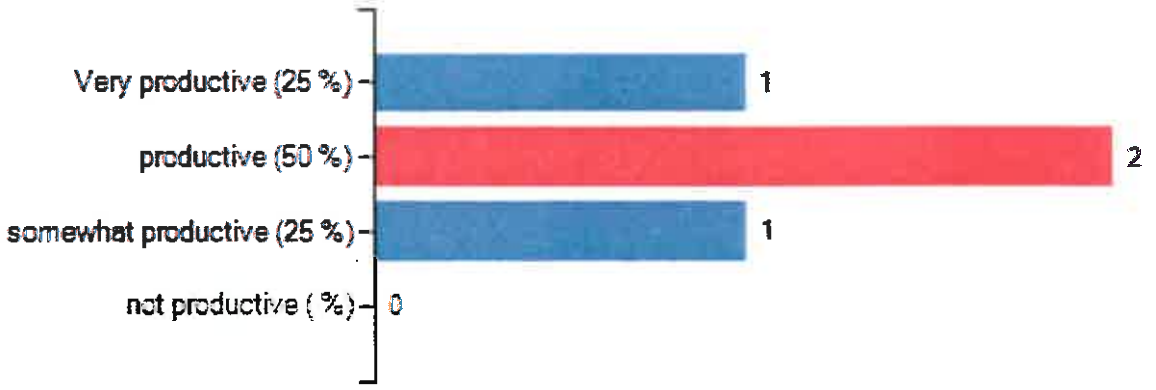


District Wide Users Responding = 4

10/7/2014

Question #2

Did you find these days as a productive use of your time?

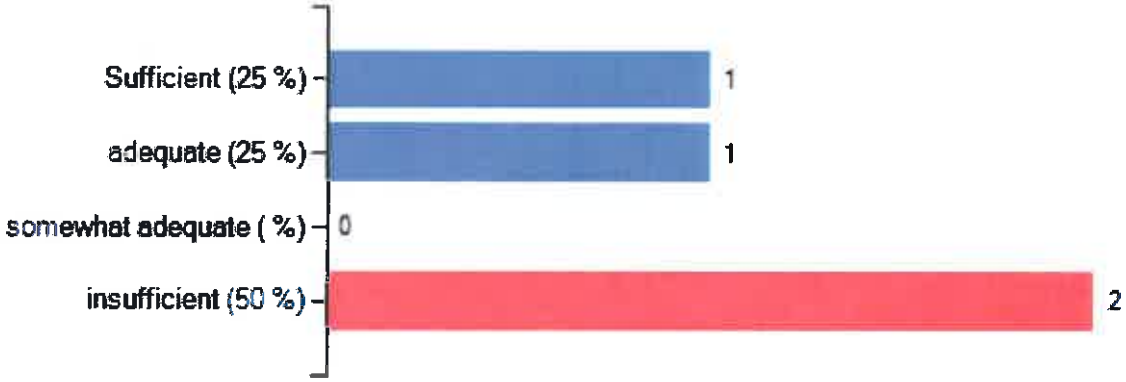


District Wide Users Responding = 4

10/7/2014

Question #3

Was sufficient time allotted for the activities?

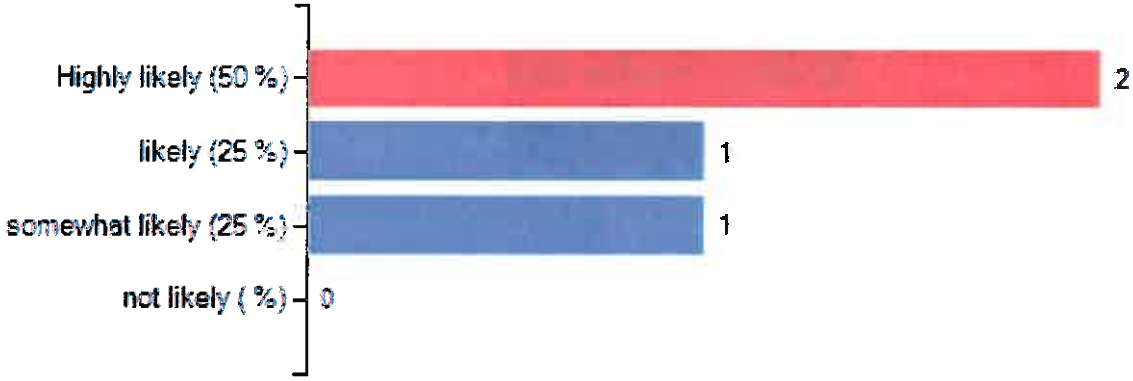


District Wide Users Responding = 4

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 4

10/7/2014

NPCSD Professional Development Evaluation Form

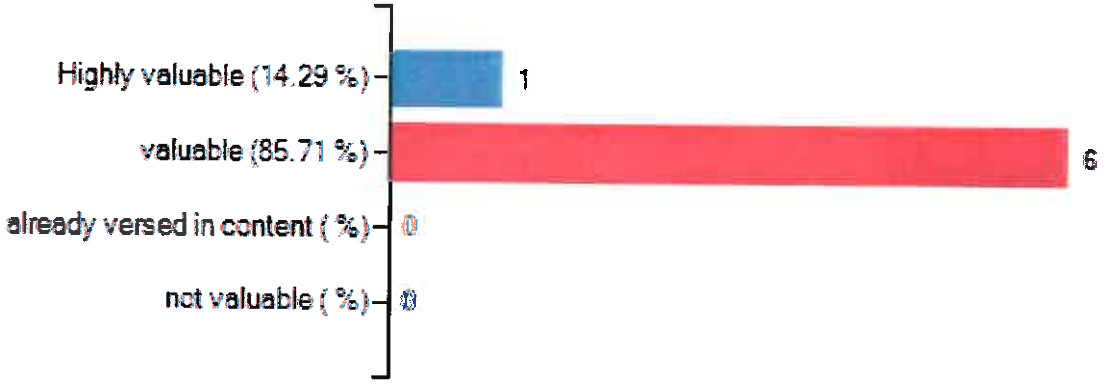
Survey Results

Activity Summary

Goals of Special Education at the High School: What can we do to meet the needs of students?

Question #1

How valuable did you find the information provided in this professional development?

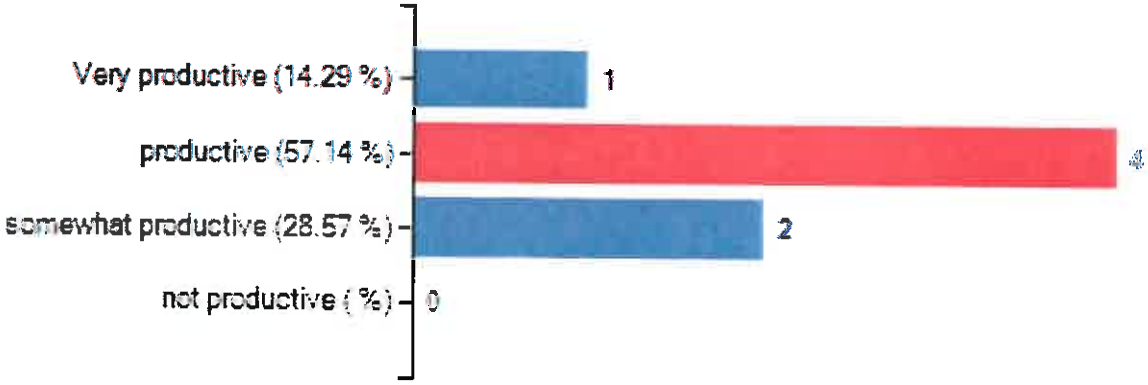


District Wide Users Responding = 7

10/7/2014

Question #2

Did you find these days as a productive use of your time?

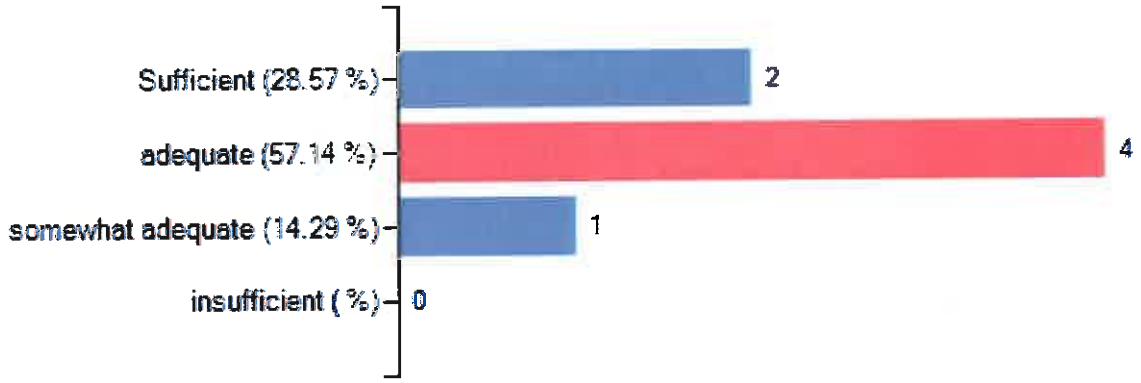


District Wide Users Responding = 7

10/7/2014

Question #3

Was sufficient time allotted for the activities?

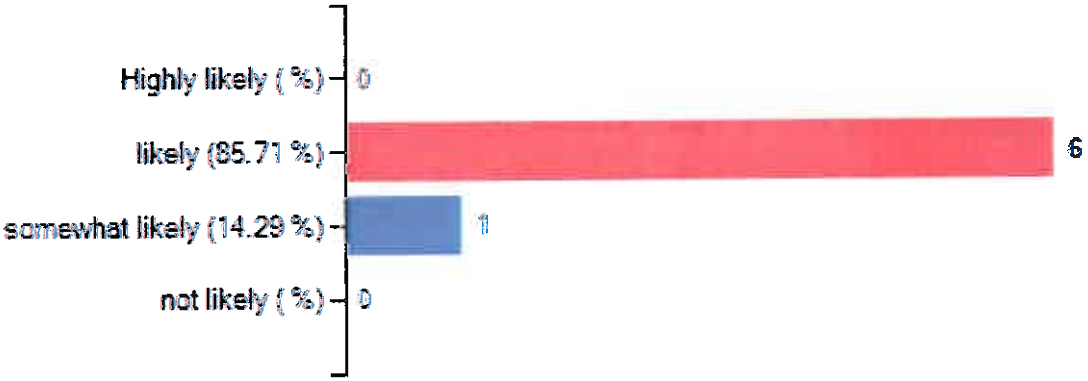


District Wide Users Responding = 7

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 7

10/7/2014

NPCSD Professional Development Evaluation Form

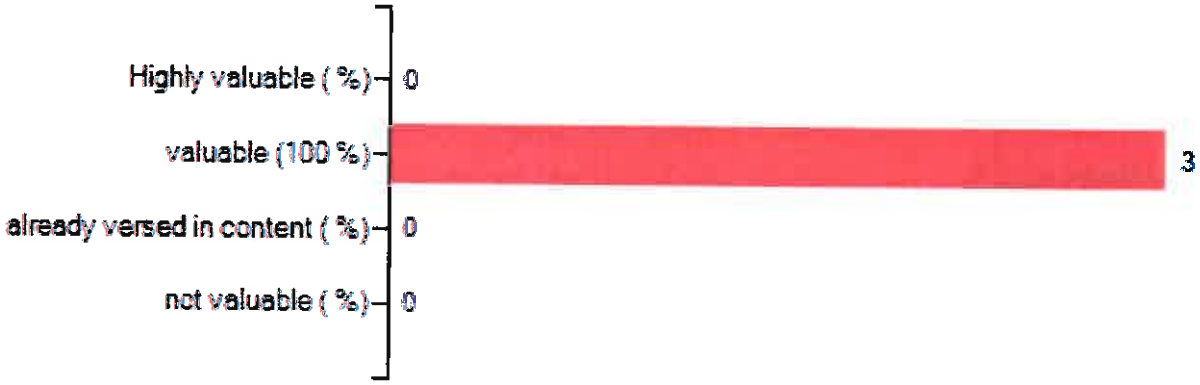
Survey Results

Activity Summary

Drugs and their effect on Adolescents - Psychologists, Guidance Counselors, Social Workers

Question #1

How valuable did you find the information provided in this professional development?

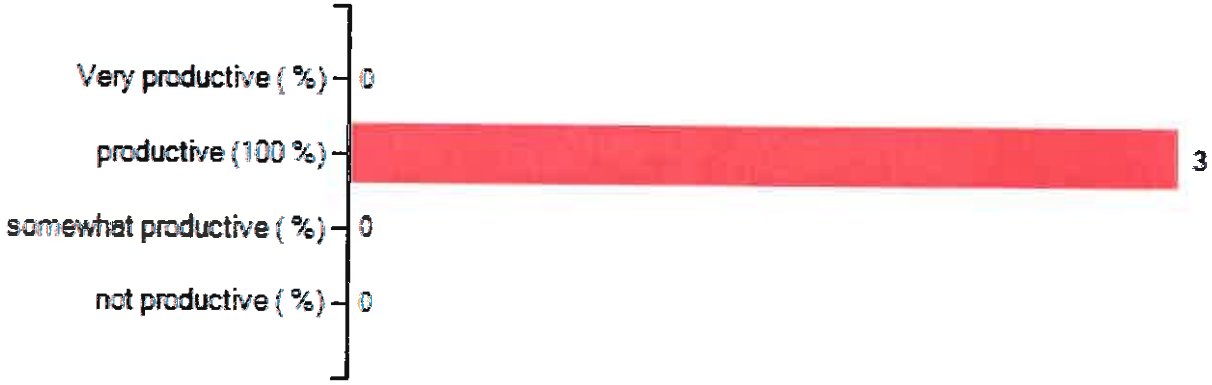


District Wide Users Responding = 3

10/7/2014

Question #2

Did you find these days as a productive use of your time?

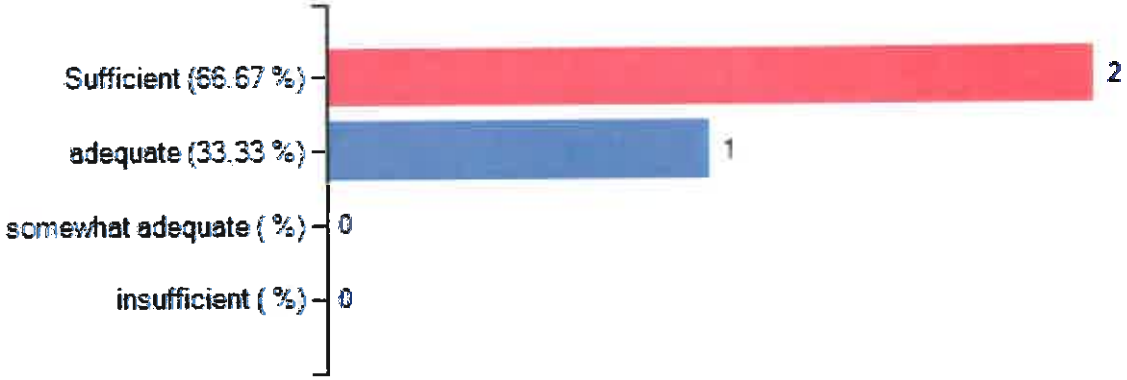


District Wide Users Responding = 3

10/7/2014

Question #3

Was sufficient time allotted for the activities?

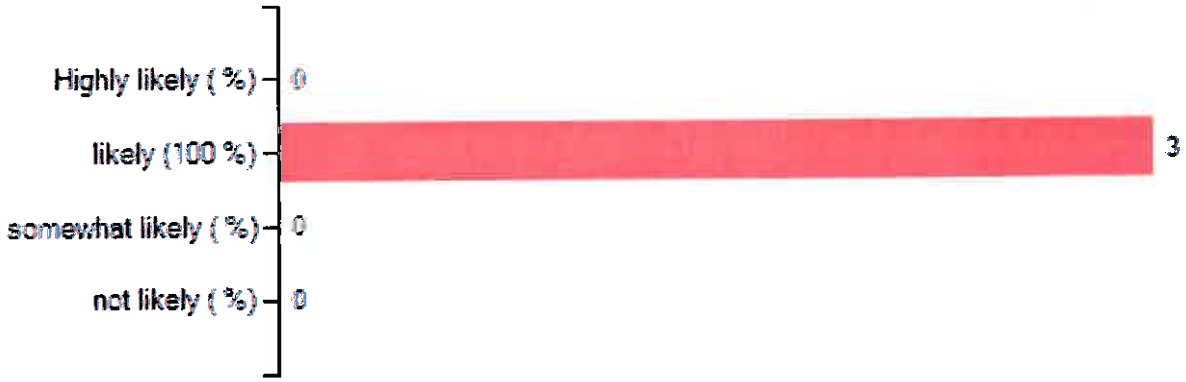


District Wide Users Responding = 3

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 3

10/7/2014

NPCSD Professional Development Evaluation Form

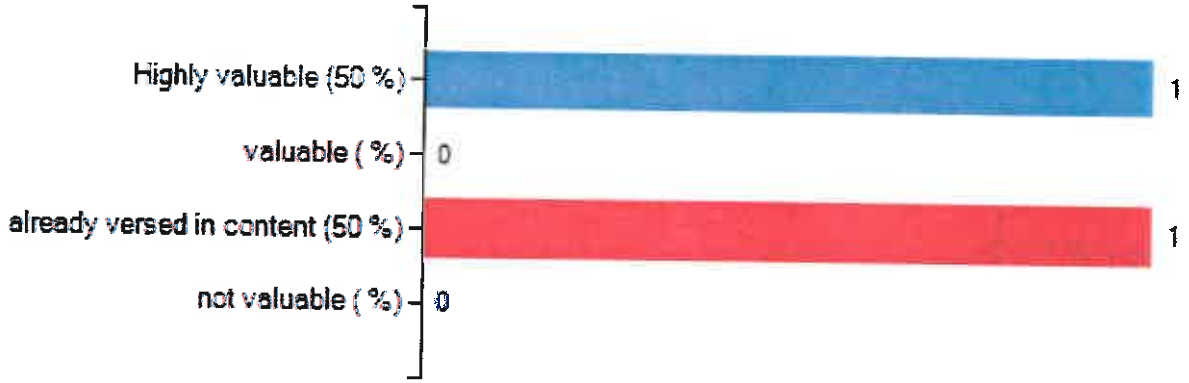
Survey Results

Activity Summary

Interventions and Resources for Drug Addictions - Psychologists, Guidance Counselors, Social Workers

Question #1

How valuable did you find the information provided in this professional development?

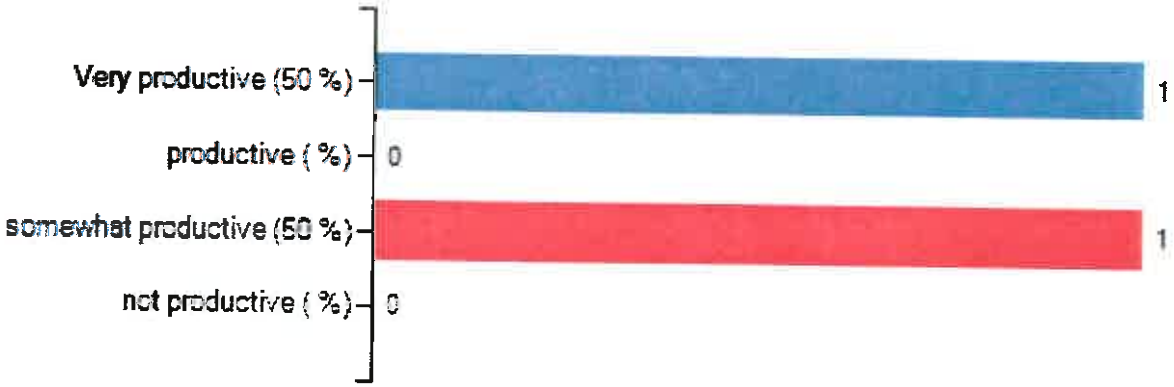


District Wide Users Responding = 2

10/7/2014

Question #2

Did you find these days as a productive use of your time?



District Wide Users Responding = 2

10/7/2014

Question #3

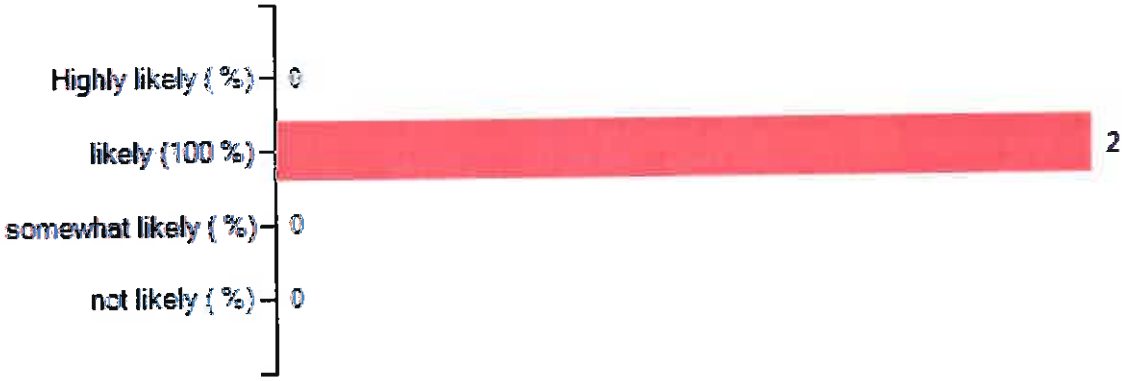
Was sufficient time allotted for the activities?

District Wide Users Responding = 2

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 2

10/7/2014

NPCSD Professional Development Evaluation Form

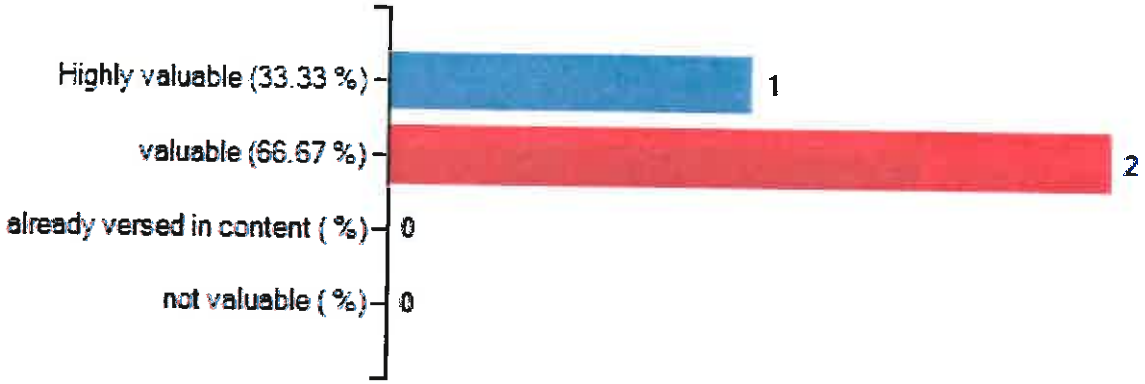
Survey Results

Activity Summary

Women in Science and Engineering

Question #1

How valuable did you find the information provided in this professional development?

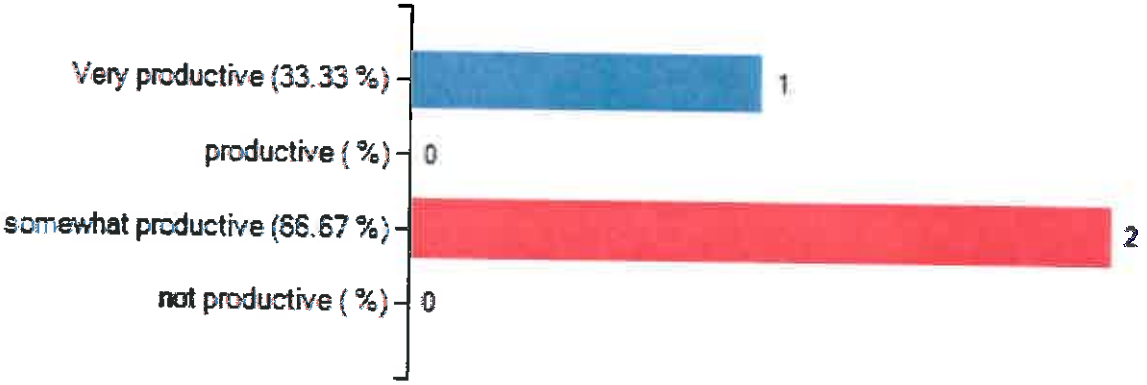


District Wide Users Responding = 3

10/7/2014

Question #2

Did you find these days as a productive use of your time?



District Wide Users Responding = 3

10/7/2014

Question #3

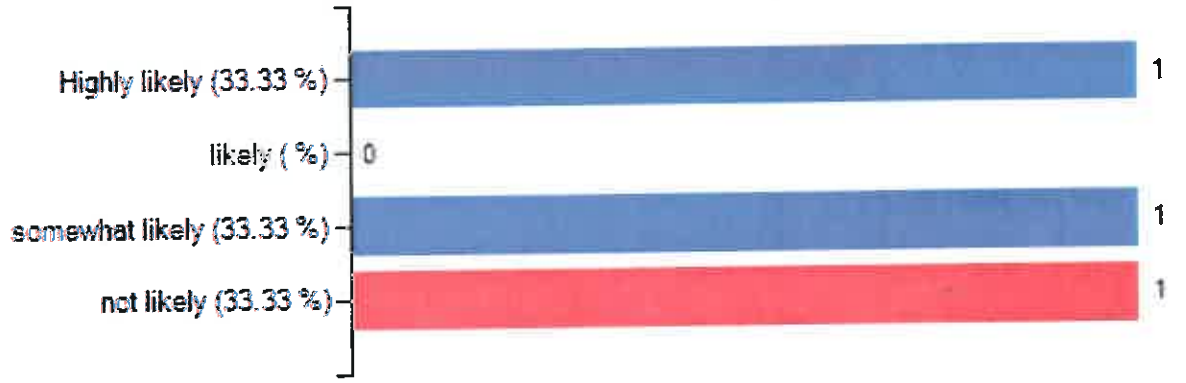
Was sufficient time allotted for the activities?

DistrictWide Users Responding = 3

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



DistrictWide Users Responding = 3

10/7/2014

NPCSD Professional Development Evaluation Form

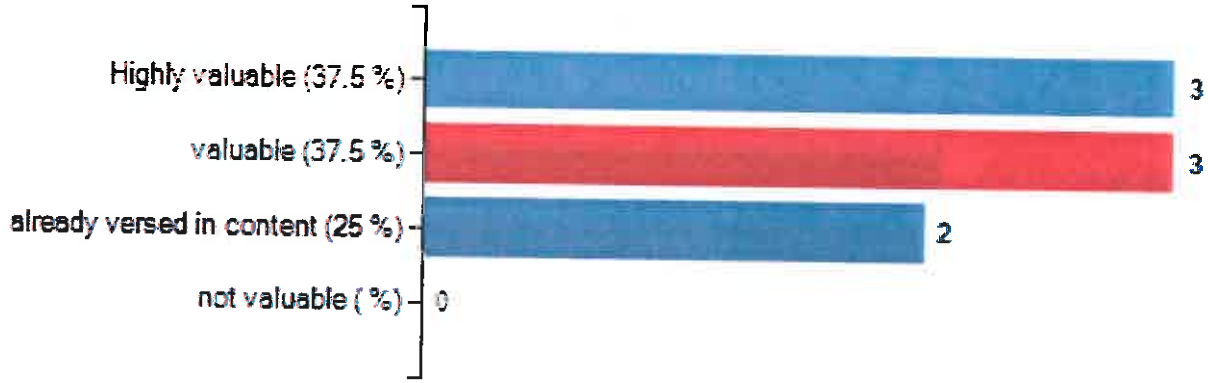
Survey Results

Activity Summary

Dealing with Sensory and Behavior Issues - OT, PT, COTA, SPEECH, TVI

Question #1

How valuable did you find the information provided in this professional development?

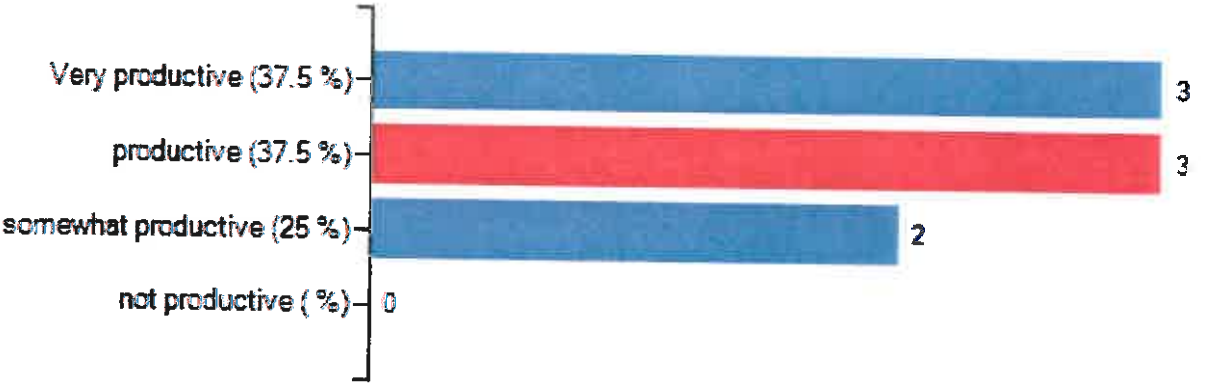


District Wide Users Responding = 8

10/7/2014

Question #2

Did you find these days as a productive use of your time?

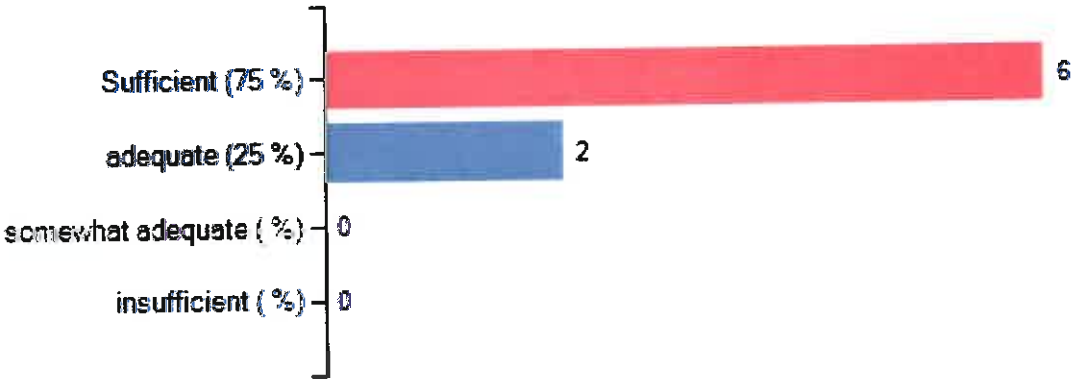


District Wide Users Responding = 8

10/7/2014

Question #3

Was sufficient time allotted for the activities?



District Wide Users Responding = 8

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?

District Wide Users Responding = 8

10/7/2014

NPCSD Professional Development Evaluation Form

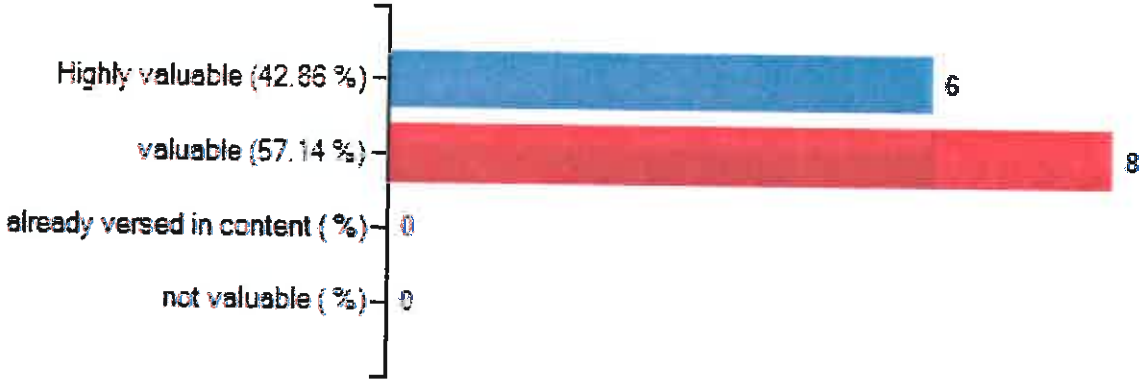
Survey Results

Activity Summary

Transitional Special Education Services - Middle School to High School

Question #1

How valuable did you find the information provided in this professional development?

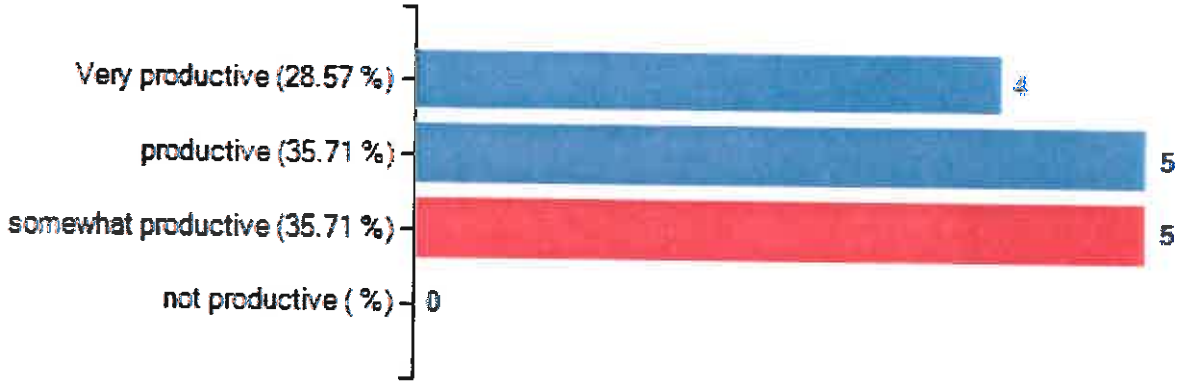


District Wide Users Responding = 14

10/7/2014

Question #2

Did you find these days as a productive use of your time?

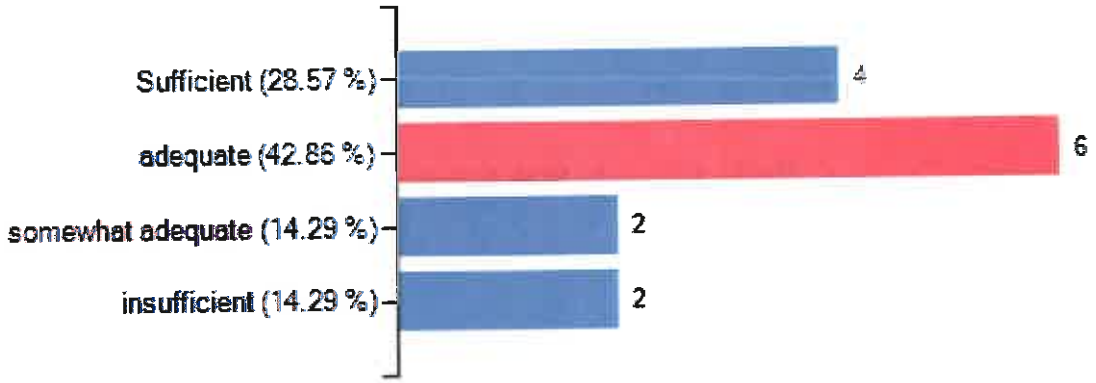


District Wide Users Responding = 14

10/7/2014

Question #3

Was sufficient time allotted for the activities?

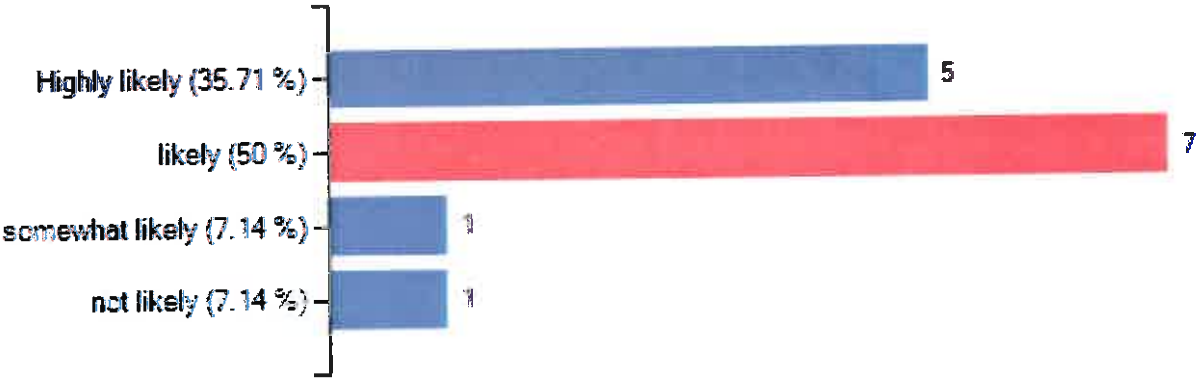


District Wide Users Responding = 14

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 14

10/7/2014

NPCSD Professional Development Evaluation Form

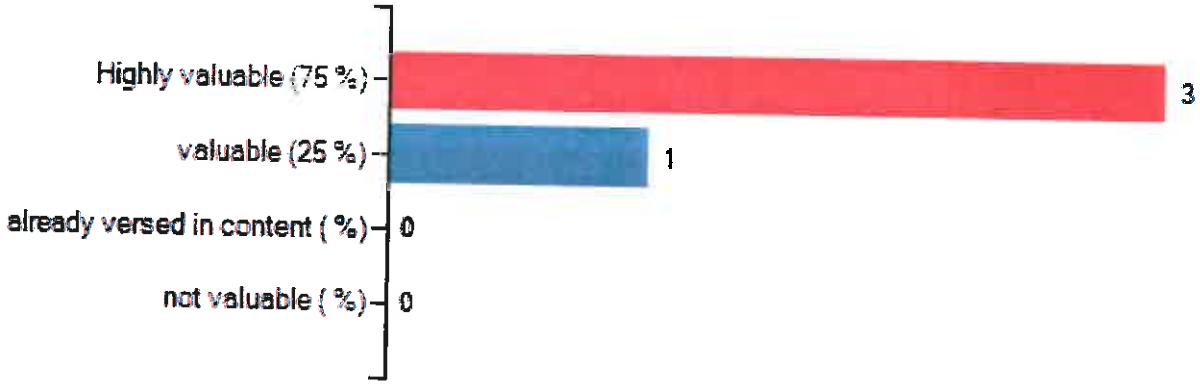
Survey Results

Activity Summary

Department Collaboration - OT, PT, COTA, TVI: Action Plan Review and Planning

Question #1

How valuable did you find the information provided in this professional development?

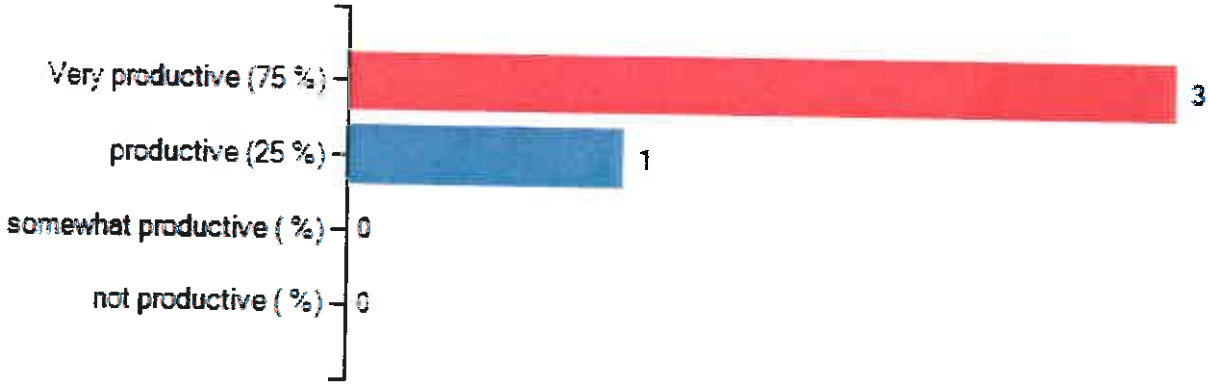


District Wide Users Responding = 4

10/7/2014

Question #2

Did you find these days as a productive use of your time?



District Wide Users Responding = 4

10/7/2014

Question #3

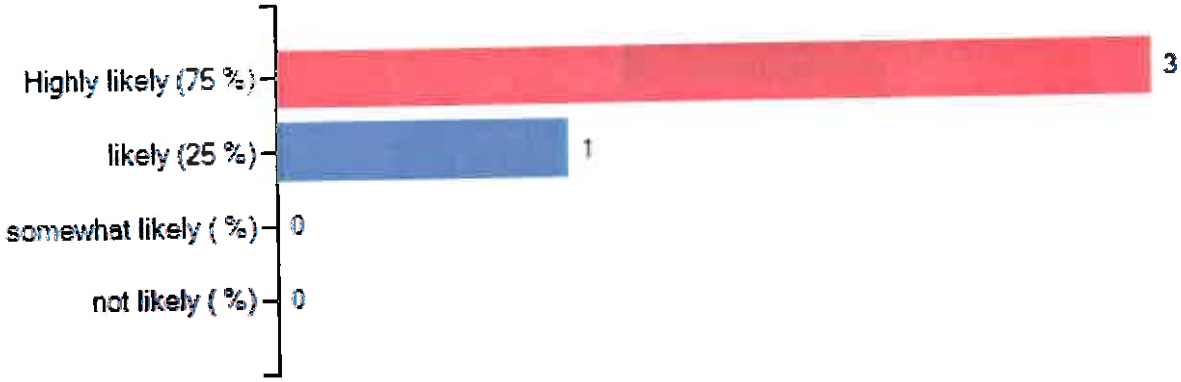
Was sufficient time allotted for the activities?

District Wide Users Responding = 4

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 4

10/7/2014

NPCSD Professional Development Evaluation Form

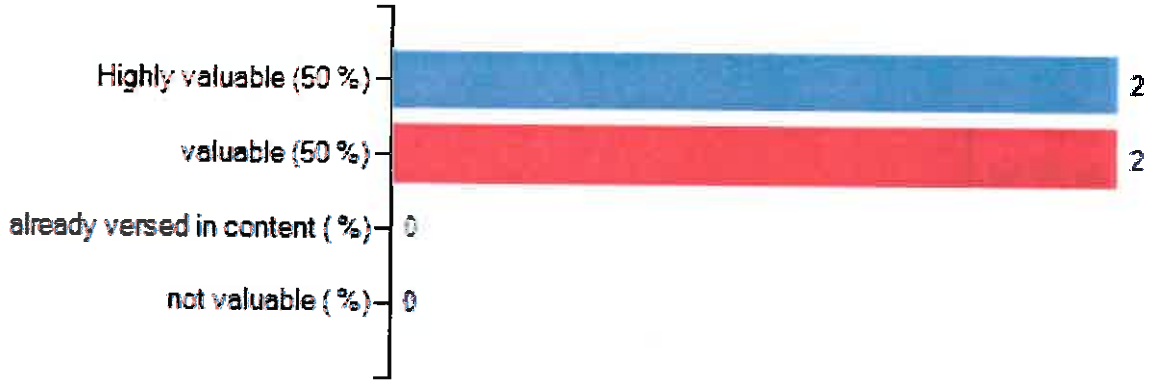
Survey Results

Activity Summary

Department Collaboration - SPEECH: Action Plan Review and Planning

Question #1

How valuable did you find the information provided in this professional development?

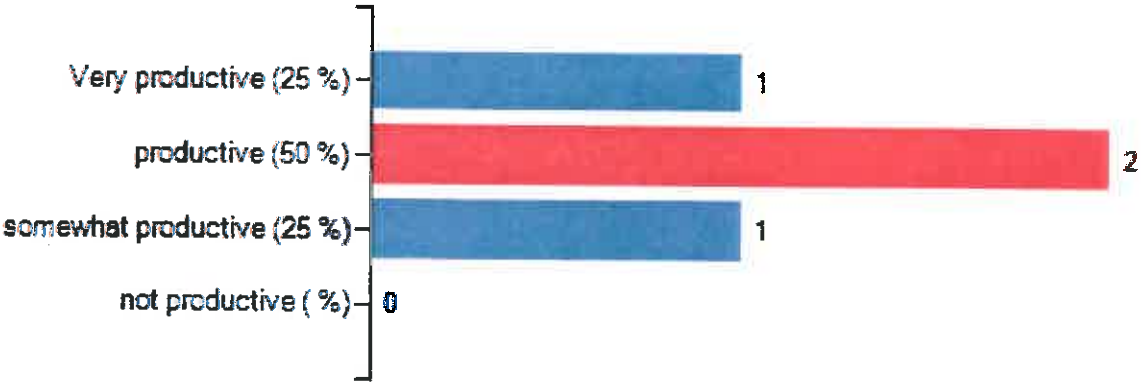


District Wide Users Responding = 4

10/7/2014

Question #2

Did you find these days as a productive use of your time?

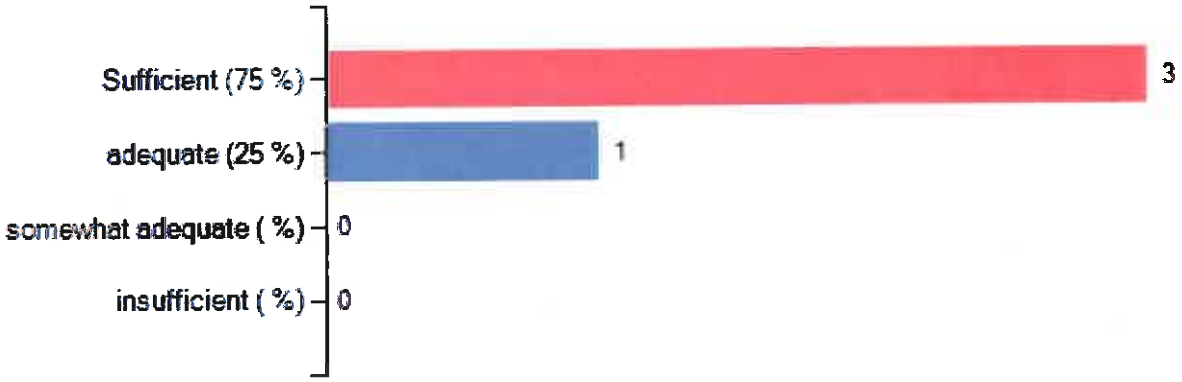


District Wide Users Responding = 4

10/7/2014

Question #3

Was sufficient time allotted for the activities?

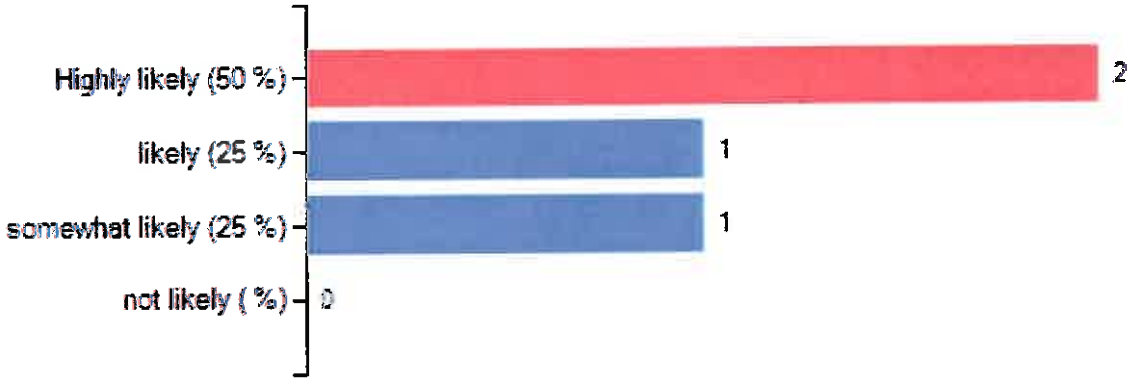


District Wide Users Responding = 4

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 4

10/7/2014

NPCSD Professional Development Evaluation Form

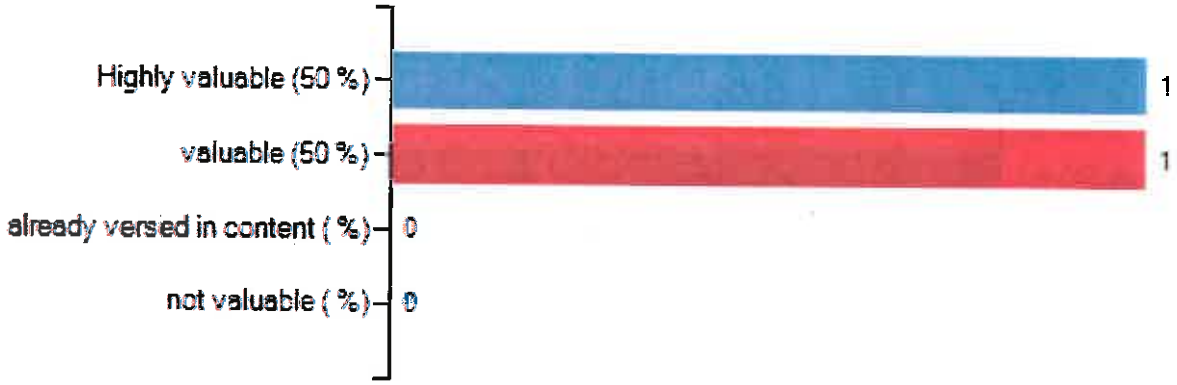
Survey Results

Activity Summary

Department Collaboration - Social Workers: Action Plan Review and Planning

Question #1

How valuable did you find the information provided in this professional development?

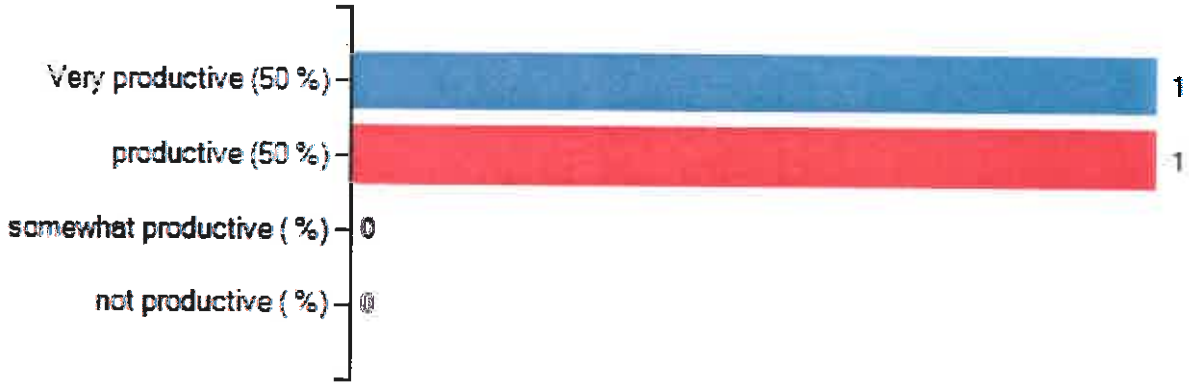


District Wide Users Responding = 2

10/7/2014

Question #2

Did you find these days as a productive use of your time?

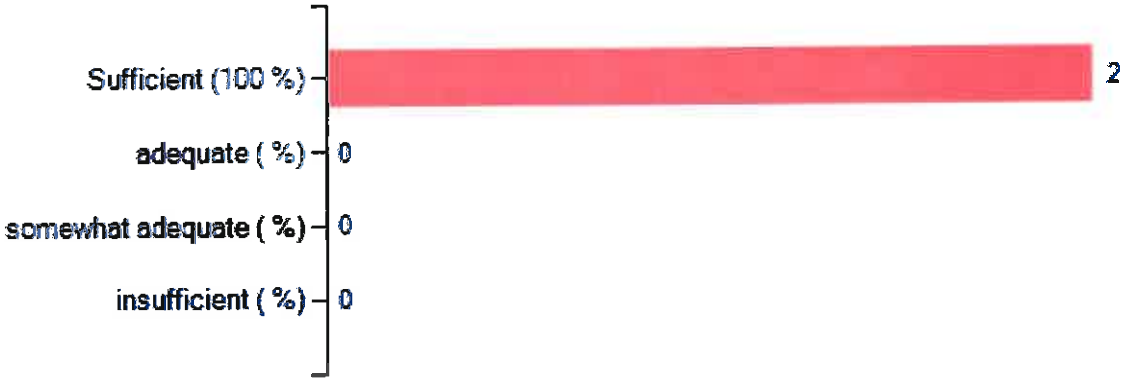


District Wide Users Responding = 2

10/7/2014

Question #3

Was sufficient time allotted for the activities?

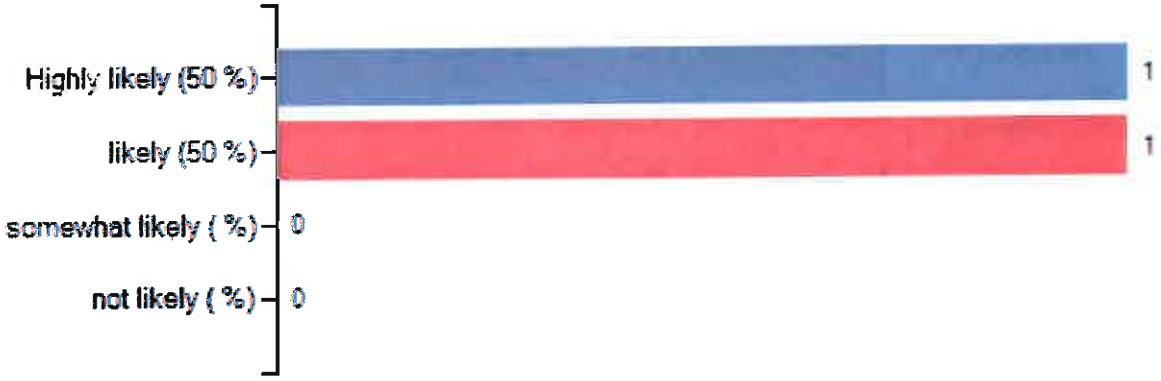


District Wide Users Responding = 2

10/7/2014

Question #4

How likely are you to apply to your teaching practice the knowledge or strategies you have acquired?



District Wide Users Responding = 2

10/7/2014

Appendix C

"Students of our Students" Protocols

Becoming Students of Our Students

It's not what you look at that matters, it's what you see...Henry David Thoreau

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Protocols

1. What concept/skill/competency did you intend to transfer?

2. What concept/skill/competency does the student's work demonstrate?

3. What concept/skill/competency is an area for growth?

4. What misconceptions occurred in the learning process?

5. What teaching strategies were successful?

6. Which teaching strategies need improvement or will be changed?

7. What are your next steps?
    a. Where will you meet the student in his/her learning?

    b. What is your starting point?

    c. How will you change instruction to change the learning outcome? Grouping?

Appendix D

Draft Curriculum Framework

New Paltz Central School District
Curriculum Framework

Grade: _____ Time Frame_____ Conceptual Understanding_____

Essential Understanding/Question
Rationale
Statement of Student Learning Experiences
Statement of Student Learning Outcomes
Critical Content Understandings

DRAFT

Section Four

Business Office

Department Progress toward the District Goals

2013-2014

Submitted by:

Richard Linden,
Assistant Superintendent for Business

Business Office Annual Report

Financial Management:

The allocation, distribution, acquisition, and efficient management of District resources are vital to the motivation, maintenance, and application of effective educational practices. The major goals/accomplishments for the 2013-2014 school year were:

- Budgeting under the new Tax Limit legislation while accommodating large increases in Special Education costs.
- Examining possible cost savings and efficiencies that could result from moving out of the BOCES Central Business Office and sharing services directly with the Highland Central School District. A final decision on this is deferred pending requirements of the new tax freeze legislation.
- Developing various possible tax levy options for Capital Project scenarios, which were considered by the Board of Education, and then finalizing a financing plan for a $52.9 million bond issue that would involve a tax increase of 1% in 2015-2016.

Budgeting Under the Tax Limit Legislation

The budget process was changed dramatically when a new State law known as the "Tax Cap" was signed into law in June 2011. This is the third year that school districts have had to operate under these new restrictions. The implications of this new law for school districts have been:

- The District has continued to educate the community that the "tax cap" was NOT a cap and NOT 2% (even though these were the terms the governor was using). The actual limit was a calculation from a complex formula that included ten pieces of data, many of which were not available until January.
- Each school district needed to calculate their individual limit and once the limit was calculated, each school board needed to decide between two major budget options:
    - Put up a budget that included a tax levy above the calculated limit. This required at least 60% voter approval to pass.
    - Put up a budget at or below the tax levy limit. This required a majority (50% + 1) to pass.
- If the first budget failed (whichever option was chosen), then a second vote could be conducted. If this vote also failed, then the tax levy for the following school year could not be increased from the previous school year (0% tax levy increase).

All of this limited the District's options. This year we received an increase in State Aid, but due to increased Special Education costs the Board of Education was not able to restore any regular education programs which were cut in prior year budgets.

A budget was developed for 2014-2015 within the tax levy limit. The major factors influencing the budget were:

- Increase in projected State Aid (from 2013-2014).
- Increase in Special Education costs (by more than $1 million) from 2013-2014 budget.
- Separate proposition for school buses (removing them from a budget line).
- No budget related reductions in staff.

The resulting budget included a 2.3% tax levy increase, which was the tax levy limit (without needing 60% voter approval). The bus proposition increased the tax levy by an additional 1.3%. Both the budget and proposition were presented to the voters on May 20, 2014, and passed with 73% (budget) and 66% (proposition) approval.

Central Business Office

This was the second year of the operation of an Ulster BOCES Central Business Office (CBO) as well as operating with new Financial and Human Resources software.

- On July 1, there was a change in BOCES administration and a resulting major change in the operation of the Central Business Office. During the first year of operation (2012-2013 the service was operated in a cooperative manner with all major decisions made through agreement with BOCES and the participating school districts. In 2013 – 2014 there was a major change in BOCES attitude in which all decisions were made by BOCES without agreement (or even input) from the participating districts. After much discussion at the superintendent's level, BOCES has agreed to work with the participating districts. Time will tell.

- Due to the change in how the CBO was run, New Paltz and Highland investigated pulling out of the CBO in 2014-2015 and sharing the services directly. Even though this would result in a cost savings, the decision was deferred for one year due to the possible requirements of the new tax freeze legislation.

- For the 2014-2015 school year, one district dropped out of the CBO and a different district joined the CBO to operate their payroll function.

- In conjunction with the new CBO, both Highland and New Paltz changed Financial and Human Resources software to a common platform. This continues to involve a learning curve by staff from both districts, as well as the CBO staff. Due to the numerous potential capabilities of the new software, this training will continue throughout the 2014-2015 school year.

- New procedures were developed and refined to deal with moving needed documents between the CBO and the component districts. We are pleased to report that the purchasing/accounts payable/internal auditing functions are now essentially 100% paperless. This includes the following:

- Purchase orders are entered and approved electronically.
- Receiving is handled electronically; packing slips are signed, scanned in, and stored electronically.
- Invoices are signed and then scanned in and stored electronically.
- The claims auditor has all of the documentation available electronically and is able to approve payments electronically.

- In the first year of operation, the CBO operated with about 2.5 FTE employees. The preceding year, there were 4.0 FTE employees between Highland and New Paltz (2.0 each) handling the same functions. This past year there was supposed to be an additional back-up clerical employee (per agreement with BOCES and the three participating districts in May 2013). Instead, BOCES brought in a CBO administrator to supervise three employees. This was an example of a unilateral BOCES decision without agreement of any of the participating districts.

Development of a Capital Project/Bond Proposition

After several years of work, the Board of Education approved a bond issue to go to the public on October 28, 2014. As part of the development of the project, a financial plan was developed to minimize the impact on District taxpayers. Due to the State Aid reimbursement and retiring debt, we were able to develop a plan that will result in an additional tax levy increase of only 1%. This will occur in 2015-2016.

Update on Expired Contracts

- Two new contracts were settled in 2013-2014. They were:
  - CWA (Custodial, Maintenance, and Mechanics) – This was settled within the BOE parameters and included elimination of automatic longevity increases. The new contract is for five years, 7/1/2014 – 6/30/2019.
  - CWA (Cafeteria Workers) – This was settled within the BOE parameters and also eliminated automatic longevity increases. The new contract is for five years, 7/1/2014 – 6/30/2019.
- Other contracts which expired on 6/30/2014:
  - NPUT (Teachers) – Negotiations have begun but the contract was not settled.
  - NPAA (Building Administrators) – The association has not requested a start of negotiations.
  - NPESS (Aides, Monitors, and Library Clerks) – The association has not requested a start of negotiations.

Annual Report: Business Office

Team Leader/Facilitator: Richard Linden

Team Members: Administrative Staff, Bargaining Units, Audit Committee, Board of Education

Standard 5.0: Leadership Capacity

Leadership within the District is collaborative, aligned with the District mission and vision, invites staff input in collegial inquiry and decision-making, and promotes excellence, to enhance and to improve student learning.

Standard 6.0: Resources

The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Throughout the entire budget process, input from the entire school community was sought and considered, and plans were revised based on this input.

To what degree have you met your goals and attained the Evidence of Achievement of this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Data on staffing, programs, and options for consideration needed to be developed.

Goal(s) [in Action Plan] established to achieve Standard.

A thorough discussion of the budget options with all parts of the New Paltz school community to arrive at the best use of resources to support student learning.

Results, as evidenced by evaluation and assessment data.

- Many budget options were considered by the administration, Audit Committee, and the Board of Education.

- The budget allowed for increased Special Education costs without any corresponding reductions in regular education programs. School buses were presented in a separate proposition.

- The final budget was adopted by the Board and presented to the public. The public supported this budget with an affirmative vote of 73% and the bus proposition by 66%.

Conclusions, recommendations, and priorities for future.

The budget process under the new tax levy limit is still very challenging, but with probable stabilization or reductions of TRS and ERS rates and possible future retirements, it is hopeful that future budgets will allow for further restorations. This may be tempered by an extremely low fund balance and possible corresponding budget reductions.

Section Four

Department of Health, Physical Education, Health Services, and Athletics

Department Progress toward the District Goals

2013-2014

Submitted by:
Antonia Woody, Director

Department of Health, Physical Education, Athletics, and Health Services

The Department of Health, Physical Education, Athletics, and School Health Services was involved in a number of initiatives directly related to the improvement of student learning and safety through focus on the District Standards of Program Coherence, Teacher Skill and Competency, and Learning Environment.

This past year, the Physical Education and Health Education faculty concentrated on the new APPR and SLOs mandates. This work covered creation and implementation of both performance and knowledge assessments (see examples below). Efforts also included continuing to refine the data collection and analysis process in Health and Physical Education.

What is being taught over the instructional period covered?

Physical Education

NY Standard 1A: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.

NY Standard 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NY Standard 3: Students will understand and be able to manage their personal and community resources.

Health Education

NY Standard 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NY Standard 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NY Standard 3: Students will understand and be able to manage their personal and community resources.

What is the expected outcome of students' level of knowledge of the learning content at the end of the instructional period?

Physical Education

Students will score at least a 70% on the combined PE rubric performance assessment test. The grade percentage for each student will be determined by combining the number of points a student earns on the performance assessment and dividing that score by the total amount of points possible.

HS Health Education

- In 2013-2014, 100% of HS students will continue to demonstrate an increase of content knowledge as measured by formal and informal methods of assessment.
- In 2013-2014, 100% of HS students enrolled in Health Education will participate in a pre- and post-assessment. Results will be analyzed and data will be used in the planning and implementation of health lessons throughout the 20-week semester.

MS Health Education

- Students were to be assessed on prior knowledge at the beginning of each individual unit, for both Grade 7 and 8.
- Grade 8 community service completion rate is to be increased by roughly 2-3%. The overall completion rate was approximately 92%. This year's class also completed the most overall hours with a total of 3,800 hours.
- One of the main goals this year was to strengthen the curriculum by incorporating more of the CCLS and intertwine these standards with the NYSS.

<u>Evidence of Achievement</u>

Physical Education

High School: 95% of our students achieved competency level (12 of 16 points) on the performance rubric. Ninety-three percent of our students achieved proficiency or mastery on the local cognitive assessment.

Middle School: 100% of our students achieved proficiency or better on the combined PE game play rubric and designed cognitive assessments. Cognitive assessment average 93.5%.

Lenape: 95.5% of our students achieved a level 4/proficient on their performance rubrics.

Duzine: 82% of our students achieved a level 3/competent on their performance rubrics.

HS Health

First Semester Final and Local Assessment Results for Health Education:

- 97% passed the final summative assessment with 47% achieving mastery level.
- 98% passed the local assessment with 86% achieving mastery level.

Second Semester Post-Assessment Results for Health Education:

- 95% of students passed the Health Education post-assessment with a class average of 83%; 55% achieved mastery level.

Cumulative Assessment Results for Health Education for the 2013 – 2014 School Year:

- Based on results from the summative assessments, students demonstrated an increase in achievement.
- There were a total of 29 students identified as "Students with Disabilities" for the 2013-2014 school year; 97% passed the final summative assessment with 38% achieving mastery level.

MS Health

- A pre-unit assessment was established in Grade 7 and the students' responses were extremely helpful for planning out the focus. This information provided a better idea of what sub-topics needed more emphasis.
- A Grade 8 pre-assessment was established that provided a better sense of what information was received/understood and what topics needed to be re-visited (e.g. HIV/AIDS).
- This year's Grade 8 class had a high rate of completion of community service hours. There was a 2% increase in total number of students that completed their community service. This means the completion rate for this year's class was approximately 90% total.
- The Grade 8 students hosted two blood drives with the New York Blood Center. With these two drives, we achieved the highest number of units collected throughout the Hudson Valley's participating elementary and middle schools. We received the "Little Doctors" award through the New York Blood Center.
- A team of 10 Grade 7 students competed in the YMCA/United Health Care "United Health Bee" this spring. Although we did not place, we have established a team and will continue to grow and develop future Grade 7 teams to compete in years to come.

PLEASE NOTE: INDIVIDUAL REPORTS ON EACH SCHOOL ARE FOUND WITHIN THE ANNUAL BUILDING REPORTS IN SECTION 3

The Department of School Health Services continued the process of revising medical forms to assist with completion compliance. An updated Student and Emergency Contact Information form using nurse suggested improvements and a new Student Health Appraisal Form (physical form) which also included a section on Authorization for Administration of Medication in School was instituted in January 2014. Completion compliance at this early date appears promising.

The nurses have also become more proficient in using the updated Student Management system to store and sort student medical data. Use of this software in conjunction with the more user friendly New York State immunization management system has given the nurses quicker access to student information. The health staff continues to work diligently on keeping abreast of the ever changing immunization requirements for our students.

Annual Report for Health Services

Team Leader/Facilitator: Antonia Woody, Director Health, Physical Education, Athletics, and School Health Services

Team Members: Sandy Hekking R.N., Cindy Dubois R.N., Maria Meoli R.N., Joy Van Vlack Weis R.N.

Standard 4.0: Learning Environment

A safe and supportive learning environment is sustained throughout the District to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Staff, parents, and students will demonstrate knowledge of concussion symptoms and impact. Power School will be updated with clearer/current immunization information used for visit collection and inclusion of pertinent data for daily needs and emergency situations. Suggestion with DOB, allergies, and medical conditions will be given to the District to possibly revise Student and Emergency Contact Information sheet.

Summary of where we were at beginning: (Needs Assessment Data)

Continue data collection for concussions. Create an education plan for parents, teachers, and students regarding concussions. Communicate with the SYSOPs the need of revising Power School to improve immunization compliance and tracking and creation of a similar Health Office Daily Log.

Goal(s) [in Action Plan] established to achieve Standard.

- Revise form in which immunizations are reported in Power School to aid in identifying incomplete NYS mandated vaccines.
- Revise Power School student record screens to include other pertinent data valuable for daily needs and emergency situations.
- Introduce for consideration changes to Student and Emergency Contact Information for aiding in emergency preparedness.
- Continue concussion data collection and education of school personnel, parents, and students to promote understanding and management of concussion.

- Create a new Health Office Daily Log in Power School, which will be HIPPA/FERPA compliant. This will enable tracking, record keeping, and identification of student pattern of visits.

Results, as evidenced by evaluation and assessment data.

In 2013-2014 the nurses saw more than 40,000 patients. More than 12,700 phone calls to parents were made and more than 3,400 student screenings were done. As is evidenced by the chart below, the New Paltz nurses are not only responsible for medications, they are also an integral part of educational health care planning, are entry level respondents for mental health as well as physical crises, perform mandated screenings, and work with both student and the District physicians to attend to the needs of our students.

School	# Visits to the Health Office	# Phone calls home	# Health/ Emergency Care plans written	# Medications given	# Mandated Screenings
High School	8452	2804	12	694	525
Middle School	8851	8267	70	740	82
Lenape	9193	1647	105	551	1592
Duzine	14043	Too numerous to count	85	1530	1282
TOTAL	40539	12718 +	272	3515	3481

New Medical Forms

STUDENT HEALTH EXAMINATION FORM (To be completed by private health care provider or school medical director)

Note: NYSED requires an annual physical exam for new entrants and students in Grades pre-K or K, 2, 4, 7 & 10, interscholastic sport) and working papers.

Name: DOB: Gender: ☐ M ☐ F
School: Grade: ☐NA Exam Date:

HEALTH HISTORY

Specify Current Diseases

☐Asthma (☐Intermittent or ☐Persistent)
Quick relief inhaler: ☐Yes ☐No
Asthma Action Plan: ☐Yes ☐No
☐Type 1 Diabetes ☐Type 2 Diabetes
☐Hyperlipidemia ☐Hypertension
☐Other:

Sickle Cell Screen: ☐Positive ☐Negative ☐Not Done Date:
PPD: ☐Positive ☐Negative ☐Not Done Date:
Elevated Lead: ☐Yes ☐No ☐Not Done Date:
Dental Referral: ☐Yes ☐No ☐Not Done Date:

☐ Allergies - See page 2 for details.

Significant Medical/Surgical Information:

PHYSICAL EXAMINATION

Height: Weight: BP: Pulse: Respirations:

Scoliosis: ☐Negative ☐Positive
Degree of deviation: _____
Angle of trunk rotation via scoliometer: _____

Body Mass Index:
Weight Status Category (BMI Percentile):
☐ <5th ☐ 85th-94th
☐ 5th-49th ☐ 95th-98th
☐ 50th-84th ☐ 99th & higher

Vision	Right	Left	Referral
Distance acuity			☐Yes ☐No
Distance acuity with lenses			
Vision - near vision			
Vision - color perception	☐ Pass	☐ Fail	

Hearing	Right	Left	Referral
☐ 20 db sweep screen both ears or			☐Yes ☐No

Circle developmental stage (ONLY for selection classification for 7th & 8th graders) Tanner: ☐I ☐II ☐III ☐IV ☐V

☐ SYSTEM REVIEW AND EXAM ENTIRELY NORMAL ☐ See attached
Specify any abnormalities:

RECOMMENDATIONS OR RESTRICTIONS FOR PARTICIPATION IN PHYSICAL EDUCATION/SPORTS/PLAYGROUND/WORK

☐ Free from contagions and physically qualified for all activities (phys ed, athletics, playground, work, school)
☐ Expected Body Contact (full or limited): football, wrestling, basketball, ice/field/floor hockey, baseball, softball,
☐ Strenuous: cross-country, gymnastics, track & field, swim, diving, crew, ski, cheering, tennis, badminton, fencing,
☐ Non-contact/non-strenuous: bowling, golfing, table tennis, archery, riflery, shuffleboard, walking
☐ Protective Equipment: ☐Athletic Cup ☐Sport/safety goggles ☐Other:
☐ Medical/prosthetic device:
☐ Recommendations/restrictions:

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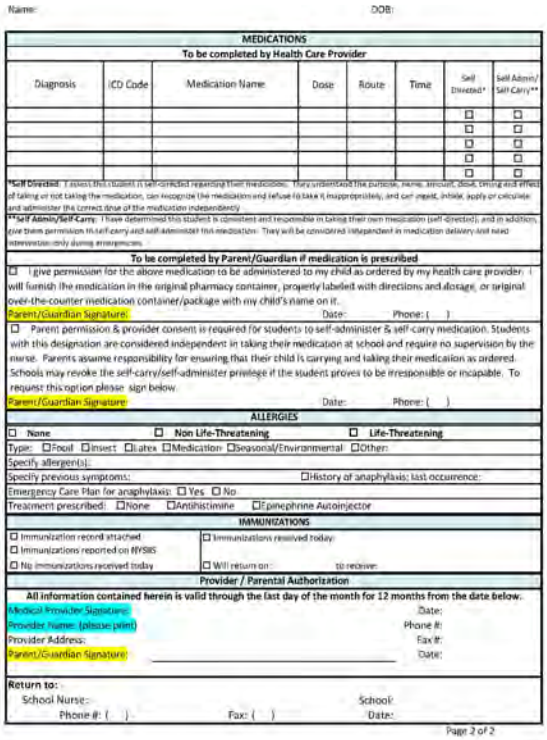


Name: DOB:

MEDICATIONS
To be completed by Health Care Provider

Diagnosis	ICD Code	Medication Name	Dose	Route	Time	Self Directed*	Self Admin/ Self Carry**
						☐	☐
						☐	☐
						☐	☐
						☐	☐
						☐	☐

***Self Directed:** I assess this student is self-controlled regarding their medication. They understand the purpose, name, amount, dose, timing and effect of taking or not taking the medication, can recognize the medication and refuse to take it inappropriately, and can read, initial, apply or calculate and administer the correct dose of the medication independently.

****Self Admin/Self-Carry:** I have determined this student is consistent and responsible in taking their own medication (self-directed), and in addition, give them permission to self-carry and self-administer this medication. They will be considered independent in medication delivery and need intervention only during emergencies.

To be completed by Parent/Guardian if medication is prescribed

☐ I give permission for the above medication to be administered to my child as ordered by my health care provider. I will furnish the medication in the original pharmacy container, properly labelled with directions and dosage, or original over-the-counter medication container/package with my child's name on it.
Parent/Guardian Signature: Date: Phone: ( )

☐ Parent permission & provider consent is required for students to self-administer & self-carry medication. Students with this designation are considered independent in taking their medication at school and require no supervision by the nurse. Parents assume responsibility for ensuring that their child is carrying and taking their medication as ordered. Schools may revoke the self-carry/self-administer privilege if the student proves to be irresponsible or incapable. To request this option please sign below.
Parent/Guardian Signature: Date: Phone: ( )

ALLERGIES

☐ None ☐ Non Life-Threatening ☐ Life-Threatening
Type: ☐Food ☐Insect ☐Latex ☐Medication ☐Seasonal/Environmental ☐Other:
Specify allergen(s):
Specify previous symptoms: ☐History of anaphylaxis; last occurrence:
Emergency Care Plan for anaphylaxis: ☐ Yes ☐ No
Treatment prescribed: ☐None ☐Antihistimine ☐Epinephrine Autoinjector

IMMUNIZATIONS

☐ Immunization record attached ☐ Immunizations received today:
☐ Immunizations reported on NYSIIS
☐ No immunizations received today ☐ Will return on: to receive:

Provider / Parental Authorization

All information contained herein is valid through the last day of the month for 12 months from the date below.
Medical Provider Signature: Date:
Provider Name: (please print) Phone #:
Provider Address: Fax #:
Parent/Guardian Signature: _____ Date:

Return to:
School Nurse: School:
Phone #: ( ) Fax: ( ) Date:

Page 2 of 2

Annual Report for Athletics

In 2013-2014, New Paltz Athletics had 56 coaches and more than 970 participants in Grades 7-12 throughout the year. Less than 1% of these athletes became academically or behaviorally ineligible.

Team Leader/Facilitator: Antonia Woody, Director Health, Physical Education, Athletics, and School Health Services

Team Members: Varsity, JV, and Modified Coaches

Standard 5.0: Leadership Capacity

Leadership within the District is collaborative, aligned with the District mission and vision, invites staff input in collegial inquiry and decision making, and promotes excellence, to enhance and assure the learning and success for all students.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Collaborative relationships among coaching staff result in a learning community where all grow professionally and learn to view themselves as working toward the same goals and purpose, where leaders engage in:

- Collaboration and self-reflection department-wide to provide, maintain, and/or revise high standards of instruction and injury care.
- Vertical alignment of skill and performance criteria through the use of rubrics for team sports to assess athletes' ability to successfully play on a team and/or at a level of competition.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- Coaches are at varying levels of understanding about traumatic brain injury, specifically concussions and the processes involved in managing an injury of this type.
- Parents and players are at varying levels of understanding about concussions and what that means for returning their child to play.
- Skill and performance criteria for use in assessing an athlete's abilities were loosely aligned for team sports.

Goal(s) [in Action Plan] established to achieve Standard.

- Continue to update Concussion Management education and increase understanding of concussion procedures for coaches.
- Establish stronger criteria for assessing athletes' performance, which can be used at all three levels of play: Varsity, JV, and Modified.

Results, as evidenced by evaluation and assessment data.

- Coaches continued to collaborate with the nursing staff to manage concussions that involved athletes. Through these combined efforts, parents were more accepting of the protocols that guide return to play.

Conclusions, recommendations, and priorities for future.

- Continue to train not only in concussion management but in all aspects of injury recognition for athletes. All coaches are mandated to retrain using the NYSPHSAA required Concussion Management courses for the 2014-2015 season.
- Continue to remind all athletes that reporting an injury is a necessity, as is taking the appropriate time to heal.
- Continue to assess performance rubrics for reliability.

Performance rubric for soccer

< 10 marks Limited	10–14 marks Satisfactory	15–20 marks High	21–30 marks Very High
	Performs linked movement skills with consistency and control in an open environment and demonstrates a range of strategies in modified games and physical activities.	Performs and modifies a range of physical skills in different forms of physical activity and applies appropriate strategies to optimise individual and group performance in games and physical activities.	Displays advanced movement skills and an ability to adapt strategies to the environment and opposing players in physical activity.
Kicking/passing and scoring	Controls limited range of kicks and passes in game on the run. /1 Accurately passes ball while being defended. /1 Shoots on the run. /1 Displays control over lofted kick, under limited pressure. /1 Uses non-preferred foot to short pass in game. /1 Kicks accurately for goal from at least 15 m. /1	Uses variety of foot surfaces to achieve success with passes and shots. /1 Consistently hits moving targets in game with range of kicks and rarely intercepted. /2 Modifies kick to lift ball with chip or clearance to avoid defenders. /1 Passes accurately with non-preferred foot over short–medium distances on run. /1	Controls a range of accurate kicks controlling force, direction & trajectory in game. /3 Controls limited range of kicks and passes with non-preferred foot in game. /2
Dribbling	Controls the dribbling of ball while jogging, using inside and outside of both feet. /1 Dribbles ball and changes direction in game. /1 Maintains control of ball while being defended 1:1. /1 Runs with ball and looks up to locate team mates and space. /1	Controls dribble on both sides of body, inside and outside of feet while changing direction. /1 Controls variations in direction to dodge opponent. /1 Controls variations in speed of dribbles to dodge opponent. /1 Uses all surfaces of feet to control and protect ball with body and feet while being defended. /2	Weaves through opponents, evades tackles, while controlling ball. /2 Demonstrates a variety of dribbling skills. /2 'Fakes' to evade opponents. /1

Other areas of participation the department is involved in which support our students' quest for knowledge:

- Membership on the Concussion Management Team
- Attend appropriate meetings/conferences
    - New York State Association for Health, Physical Education, Recreation, and Dance
    - SPARK Physical Education webinars and trainings
    - Nursing Conferences: Nursing Association, Ulster and Orange Department of Health
    - NYS Association for Health, Physical Education, Recreation, and Dance Conference
    - NYS Association for Health, Physical Education, Recreation, and Dance Council of Administrators
    - NYS Athletic Administrators Association Conference
- Serve as Section 9 Athletic Chairpersons
- Serve on NYSPHSAA Ad Hoc Committee on Mixed Competition
- Serve as executive council member of Mid-Hudson Athletic League and Section 9
- Interface with the New Paltz Police for District security
- Membership on the Health Advisory Committee and sub-committees
- Membership on building-wide Safety Teams
- NPHS Academic Eligibility listings
- New Paltz Athletic Association membership
- Works on fundraising events and Athletic Awards Banquet
- Compliance work with the National Incident Management Systems (NIMS)
- Member of Town/Village Emergency Planning Committee
- Responsible for Proximity Cards for coaches and serve as backup system administrator
- Part of District Safety/Security projects: District Safety Co-Officer
- Create and revise both the NP Athletic Handbook for students and the NP Coaches Handbook
- Coordinate the CPR/AED instruction for faculty and staff, AED maintenance
- Coordinate District-wide Blood Borne Pathogen and Right to Know Training
- District-wide Hepatitis B shots and infectious disease control
- Responsible for student and athletic physicals and collaboration with the District Medical Officer
- Responsible for student immunization compliance
- Coordinates information for publication of the District-wide calendar in conjunction with Ulster BOCES
- Creates packets for Annual Notice to Employees

- Serve as co-coordinator for facilities use, interfaces with athletic facilities “outside” user groups
- Collaborates with SUNY New Paltz Athletics for interagency use of athletic facilities

Summary

The Department of Health, Physical Education, Athletics, and School Health Services is an integral part of building and District-wide efforts to improve the quality of instruction, health, and safety of our students. Evaluation of performance scores continues to inform instructional revision. Form compliance and injury data has prompted the creation of more “user friendly” forms, as well as allowed for better understanding by all involved with concussion management. Members of the department continue to serve on the many committees at the building and District level and use the information gleaned from formal and informal research in their areas to assist with committee focus and function.

Section Five

Auxiliary Support Services

Section Five

Department of Food Service

Department Progress toward the District Goals

2013-2014

Submitted by:

Michael Robinson, Director

Department of Food Service

The Food Service Department assumes the responsibility for efficiently and economically providing nutritious meals for school children. There are many important tasks that various members of the Food Service Department take responsibility for over the course of the day, week, and year. Three significant items are as follows:

- Cooking and preparation of food on a large scale in a safe and efficient manner.
- Providing information to staff, students, and community agencies that will promote increased interest in the program.
- Interacting with students, staff, and community in a respectful and positive manner.

Although many are routine and cyclical, the primary responsibilities of the Director of Food Service are to maintain the high standards and quality of the entire department as well as to ensure the District's compliance with all federal, state, and county laws and regulations. A few of the specific tasks are:

- Recruits, interviews, and selects new hires in all areas of the department.
- Conducts performance appraisals of all department staff.
- Administers disciplinary actions.
- Implements all of the principles and practices of large quantity food preparation, menu planning, equipment care, sanitary food handling, and storage.
- Plans and prepares menu items with due regard for nutritional values, acceptability, and budgetary limitations.
- Continually conducts research for foods and recipes that comply with as many of the District's Nutrition Task Force recommendations to the superintendent as possible for implementation into the food program in compliance with federal mandates.
- Maintains records and prepares narrative and statistical reports of a written and verbal nature.

A major focus this past year has been implementation of the new Federal National School Lunch regulations. The first phase of an extensive multi-year overhaul of the regulations went into effect last year. The new regulations and their implementation were communicated to the District community and extensive training was conducted with the Food Service staff.

Annual Report for Food Service

Team Leader/Facilitator: Michael Robinson, Food Service Director

Team Members: Food Service Staff

Standard 1.0: Core Intelligence

All policies, decisions, agreements, and procedures developed and implemented by policy makers and leadership in the New Paltz Central School District are compatible with the mission, vision, and guiding principles, and enhance and assure the learning and success for all students.

Standard 6.0: Resources

The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard):

Decisions, procedures, and actions conducted by District leadership and staff are congruent with the core intelligence, and enhance and enrich all aspects of the school and its purpose, especially student learning and success.

The District is in compliance and observance of New York State laws, regulations, and program regulations, and applies these to effectively enrich and enhance student learning and success. A variety of avenues and opportunities are employed to assure an efficient and effective operation.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning (Needs Assessment Data):

The District participates in the National School Meal programs. The USDA regulates these programs. Congress updated these regulations through the Hunger-Free Kids Act of 2010. These new regulations are required to be implemented in phases throughout the next 10 years. The bulk of these major changes are mandated to be implemented over the first five years of a 10 year phase-in period.

Goal(s) [in Action Plan] established to achieve Standard

- Communicate the new regulations to the entire District community.
- Train the Food Service staff how to implement the next phase of the new regulations.
- Implement the changes needed to have the New Paltz meal programs certified for full compliance.

Results, as evidenced by evaluation and assessment data

The new regulations were communicated through the District calendar, monthly menus, a Board of Education presentation, and a presentation to the Administrative Leadership Team. Additional training of all Food Service staff was conducted in August 2013. Building level training was conducted throughout the school year to reinforce and clarify the implementation procedures for each grade level. The Food Service Director attended numerous Child Nutrition training sessions throughout the year to keep abreast of the various interpretations and changes in the new regulations.

Conclusions, recommendations, and priorities for future

Continue to implement the new federal regulations.

Overview

During the 2013-2014 school year, the Food Service Department, with the assistance of other departments and the Business Office, achieved the following milestones in the key areas of Safety, Efficiency, and Conservation. This chart provides a brief overview of these accomplishments.

Area of Focus: Healthy Foods:		
1	Local Products	Participated in the Regional School Food Summit and the Healthier Hudson Valley Conference.
2	Whole Grain Selections	Increased the whole grain selections at breakfast.
3	Healthy Food Choices	Increased the variety of vegetable selections.
4	New Federal Regulations	Implemented new regulations addressing calories, fat, sodium, whole grains, and portion sizes.
5	School Garden Harvests	Partnered with teachers from Duzine and Lenape to utilize produce from the school gardens.
Area of Focus: Efficiency and Fiscal Results		
1	Donated Foods	Maximized the use of donated foods and increased our allotment by 21%.
2	Reduced Staff Hours and Positions	Deleted three positions through attrition and reduced staff hours by an additional five hours per week.
3	Cooperative Bidding	We now collaboratively bid 100% of our Food Service bids through BOCES with seven other school districts.
Area of Focus: Service and Communication Improvements		
1	Staff Training	Trained all Food Service employees on the new Federal School Lunch regulations.
2	District-wide Communication of the New Federal Regulations	Communicated the ongoing changes in the School Lunch Program due to the new federal regulations to the District staff, students, parents, and Board of Education.
3	New York State Child Nutrition Program Training on New Federal Regulations	Attended training sessions on the Healthy, Hunger-Free Kids Act required by the new regulations.

Statistical Data on the District's Food Service Department

The District's Free and Reduced meals rate was 20.89%.

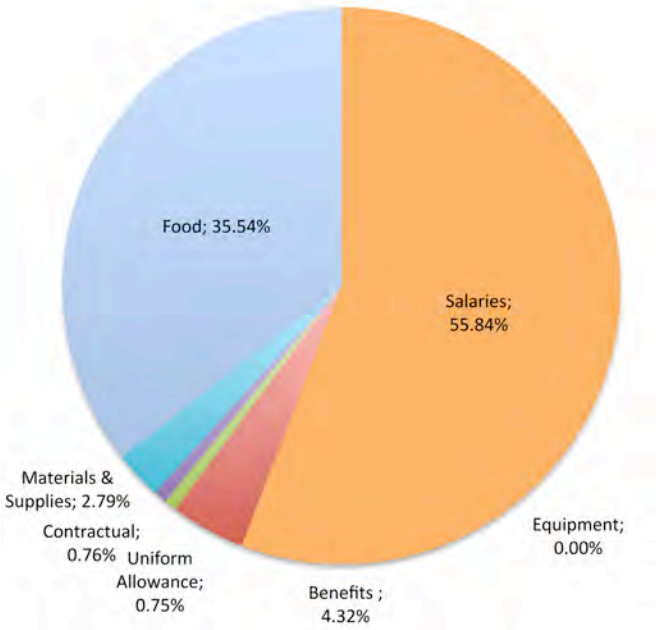
	For Breakfast (Number of Students Served)	For Lunch (Number of Students Served)
Free	11,039	41,979
Reduced	1,424	9005
Paid	9,042	89,965
Total	**21,505**	**140,949**

Personnel

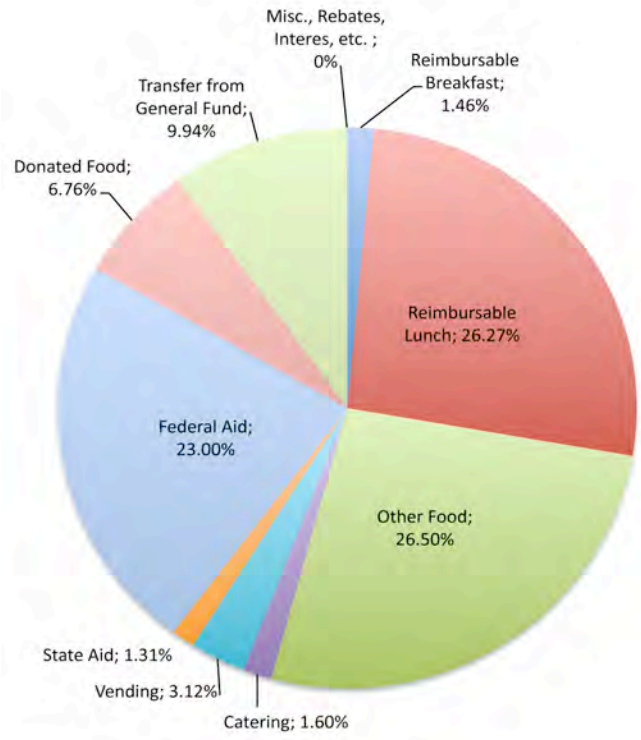
Below is a listing of all of the titles included in this department. These titles are recognized by the Communications Workers of America, AFL-CIO, and CLC that comprise this department.

Administration		**Support Staff**	
Director	1	Account Clerk/Typist	1
		Head Cook	1
		Cook Manager	3
		School Lunch Cashier	6
		Food Service Helpers	14
Total Administrator	**1**	**Total Staff**	**25**

Food Services Expenses



Food Services Revenues



Food Service 2013-2014 Financial Overview

Revenue			
Reimbursable Breakfast		$12,249.85	
Reimbursable Lunch		$220,141.50	
Other Food		$222,128.04	
Catering		$13,428.12	
Vending		$26,142.61	
State Aid		$10,980.00	
Federal Aid		$192,769.00	
Donated Food		$56,665.87	
Transfer from General Fund		$83,277.41	
Misc., Rebates, Interest, etc.		$291.98	
	TOTAL REVENUES		***$838,074.38***
Expenses			
Salaries		$461,673.63	
Benefits		$35,734.19	
Uniform Allowance		$6,210.00	
			$503,617.82
Contractual		$6,242.84	
Materials & Supplies		$23,087.34	
Equipment		$0.00	
			$29,330.18
Food		$293,798.39	
			$293,798.39
	TOTAL EXPENSES		***$826,746.39***
	NET		***$11,327.99***

FUND BALANCE	
Reserved for Inventories	$ 40,045.59
Unreserved Fund Balance	200.00
TOTAL FUND BALANCE	**40,245.59**

Section Five

Department of Transportation

Department Progress toward the District Goals

2013-2014

Submitted by:
Maureen Ryan, Director

Department of Transportation

The Department of Transportation assumes the responsibility for the management of the District-owned fleet of school buses and vans, as well as the efficient administration of the District's Transportation program. Major functions of the department include providing bus and van transportation for District students on scheduled routes as well as school-sponsored trips. Department personnel are professionally trained and create a safe and healthy environment in which the students arrive at school ready to learn. Drivers take an active role in the learning process using the positive reinforcement techniques at the elementary level.

The Transportation Department's activities, including the hiring process for department personnel, are highly regulated by state and federal statutes.

The safety standards, in accordance with federal, state, and local regulations, include drug and alcohol testing, annual physicals for drivers, and fingerprinting for drivers and attendants. Ongoing testing includes road tests, observations, physical performance, and annual and semi-annual workshops. Training and testing is provided by New Paltz Transportation Department staff, who are certified by the New York State Education Department (NYSED) and New York State Department of Motor Vehicles (NYSDMV). The certified training staff consists of:

- ❑ Master Instructor - (1)
- ❑ School Bus Driver Instructors - (4)
- ❑ Article 19-A Examiners - (6)

There are many important tasks for which various members of the Transportation Department take responsibility over the course of the day, week, and year. Some of the key aspects of the overall function of this department are:

- Ongoing communication and connection with the families of the students of the District who are transported by school bus is paramount.
- Bus radio transmissions are monitored and drivers' requests are responded to appropriately.
- Alternate bus routes are implemented due to road conditions or other circumstances.
- Bus routes are defined and driver schedules and assignments are made.
- Preparation, implementation, review, and update of vehicle maintenance and inspection schedules are an ongoing cycle.
- Orientation and training of drivers and other transportation service personnel is paramount.
- Interior and exterior of buses and other vehicles are cleaned.
- Records of mileage, routes, times, and incidents are completed.
- The bus drivers adhere to maps of routes and pick-up points.
- Operating condition of the buses and vans are checked before the start of and after the return of any trip.

The primary responsibilities of the Director of Transportation, though many are routine and cyclical, are to maintain the high standards and quality of the entire department, as well as ensuring the District's compliance with all laws and regulations. A few of the specific tasks are:

- Certifies the current appropriate licensure of drivers.
- Recruits, interviews, and selects new hires in all areas of the department.
- Develops and maintains liaison with other administrative units and private carriers.
- Conducts performance appraisals of all department staff.
- Administers disciplinary actions.
- Advises drivers and responds in emergency situations.
- Conducts Quality Circles meetings to ensure all department voices are heard in order to maintain a positive and respectful work environment.
- Maintains records and prepares narratives and statistical reports of a written and verbal nature.
- Addresses questions and complaints from drivers, parents, and students regarding bus routes, schedules, and other items in an immediate or timely fashion.
- Serves as a District resource for Board of Education meetings.
- Maintains membership on the Town of New Paltz Emergency Planning Committee.
- Maintains membership on the District Health Advisory Committee and is active in the continual updating of the District Safety Plan.
- Participates on several committees of the New York Association for Pupil Transportation, focusing mainly on professional development for supervisors, bus drivers, attendants, and technicians.

The Transportation Department provides safe, efficient transportation supporting a climate of respect and cooperation. Emphasis this past year has been on continuing the positive reinforcement program at Duzine Elementary School, introducing the concepts of the Peaceful Bus Program at Lenape Elementary School, and enhancing the cost-effective and efficient operational systems.

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Annual Report for Transportation

Team Leader/Facilitator: Maureen Ryan

Team Members: Maureen Ryan, Jackie Sinatra, Debra Hogencamp, Lenape and Duzine Teachers, Lenape and Duzine Bus Drivers, Substitute Bus Drivers, Bus Attendants

Standard 4.0: Learning Environment
A safe and supportive learning environment is sustained throughout the District to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard):
Transportation supervisors, bus drivers, and school bus attendants develop effective collaborative relationships with students, parents/caregivers, and administrators. They develop subsequent skills in diminishing negative behaviors on the school buses transporting students in Grades K-5, so that students arrive at school ready to learn and return home in a safe and supportive environment.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

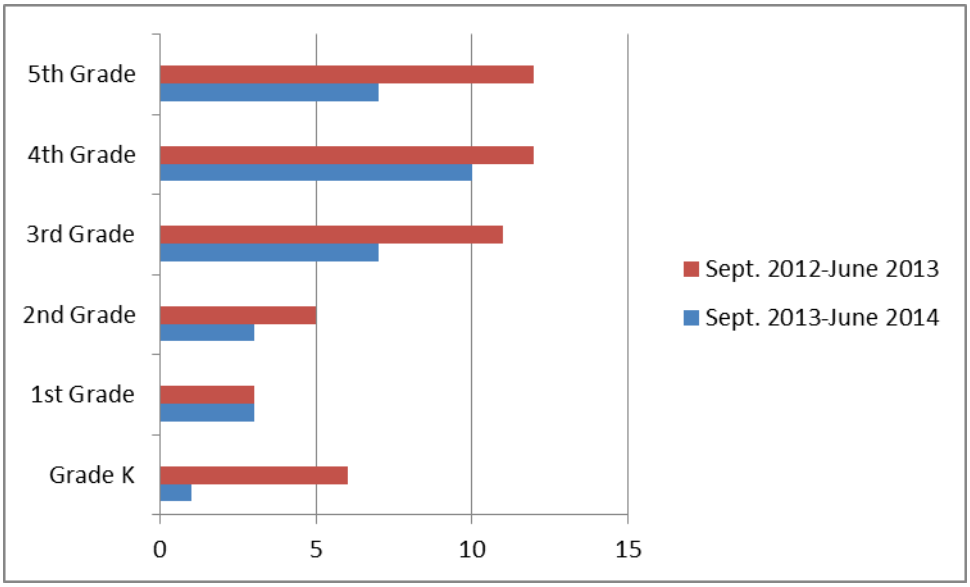
Summary of where we were at beginning (Needs Assessment Data):
Students at this age level are learning appropriate behaviors and expectations needed for safe interaction in both the school and school bus setting.

Goal(s) [in Action Plan] established to achieve Standard

- A complementary comprehensive bus behavior program has continued on all Lenape and Duzine buses.
- 100% of the Lenape and Duzine bus drivers and school bus attendants participated in a customized positive reinforcement program.
- School bus infractions by students in Grades K-5 will decrease by 15%, as demonstrated by the number of referrals.

Results, as evidenced by evaluation and assessment data

- 100% Lenape and Duzine driver participation in new bus behavior program:
    - 100% of Lenape and Duzine bus drivers and attendants participated in their respective positive reinforcement programs custom-tailored based on the needs of our students.
    - School bus infractions at the Lenape and Duzine Elementary Schools in the 2013-2014 school year decreased by 36%, as compared to the 2012 – 2013 school year. (See chart.)



Conclusions, recommendations, and priorities for future

The Lenape and Duzine administration and staff joined with the Transportation staff to continue the respective positive reinforcement programs implemented the previous year. This was accomplished with meetings attended by both Lenape and Transportation staff and Duzine and Transportation staff. Almost all of the bus drivers saw positive results from this program. Based on this success, it is recommended to continue with these programs and continue to look for improvements keeping the specific needs of our students in mind.

Annual Report for Transportation

Team Leader/Facilitator: Maureen Ryan

Team Members: Rick Linden, Leigh Benton, Jean Bain, Gary Crawn, School Bus Drivers

Standard 6.0: Resources

The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion to support and enhance student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard):

A variety of avenues and opportunities are employed to ensure efficient and cost-effective operation, including cooperative fuel bidding, appropriate inventory procedure, and NYSERDA grant explorations, among other yet-to-be determined efficiencies.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning (Needs Assessment Data):

In these tough economic times it is essential to explore options for cost savings and efficiency while examining the impact on student safety.

Goal(s) established to achieve Standard

- Examine cost-effective cooperative fuel bid, to be approved by the Board of Education.
- Continue to investigate cost-saving scenarios and implement those with the least adverse impact, as appropriate.
- Create an updated inventory procedure to monitor bus parts and garage supplies.
- Review and update the bus replacement plan.

Results, as evidenced by evaluation and assessment data

General results and assessment data with details follow:

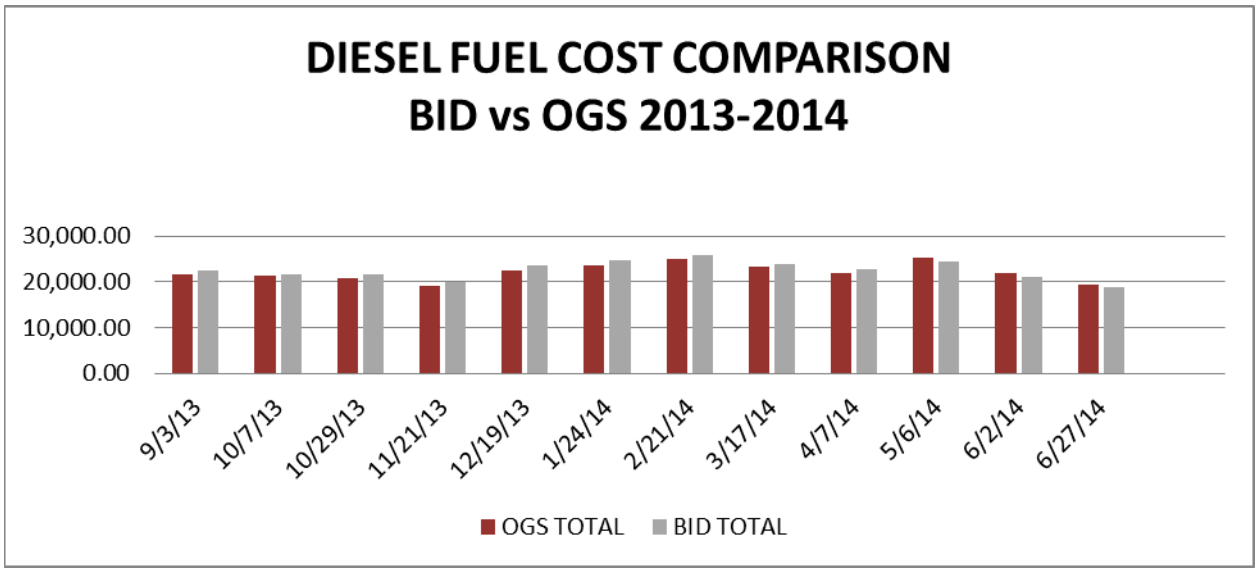
- Participated in the Cooperative Fuel Bid for six years, netting an annual average savings of approximately $7,600.00. (See chart below for this year's savings.)
- Cost savings were realized by continuing the out-of-district cooperative bus run for special needs students (see below).
- Updated bus replacement plan (see below).

Conclusions, recommendations, and priorities for future

To promote the continued success of the District-owned transportation program, we will further explore areas of safety and efficiency to improve the environment in which we transport our students to and from school.

Cooperative Diesel Fuel Bid

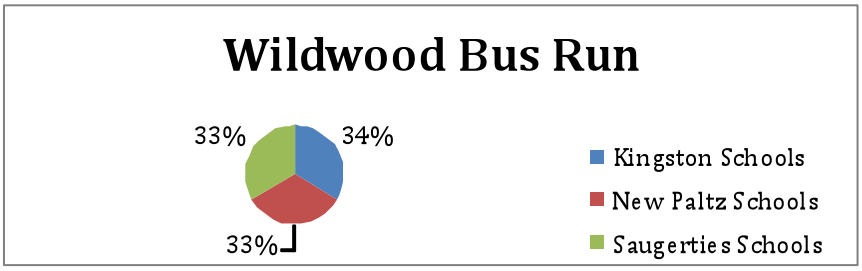
New Paltz CSD continues to join with several other school districts from Orange, Dutchess, Rockland, and Westchester counties to prepare a cooperative fuel bid.

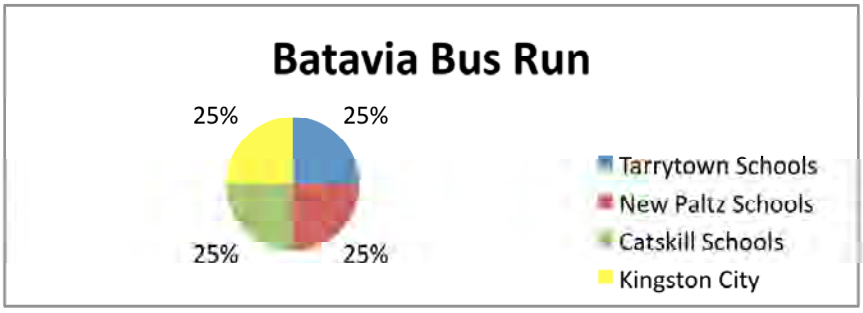


Route Consolidation by Eliminating Outsourcing

In the spirit of efficiency, the Transportation Department continues the cooperative bus runs to Schenectady and Batavia with students from other districts attending the same institution. These runs have proven to be a cost savings to all participating districts. The total cost of the run to Schenectady is $142,190. The total cost of the run to Batavia is $62,430. By participating in the cooperative runs, the net cost for New Paltz for each is as follows:

Schenectady: $47,397, a savings of $94,793 Batavia: $15,608, a savings of $46,822





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Bus Replacement Plan

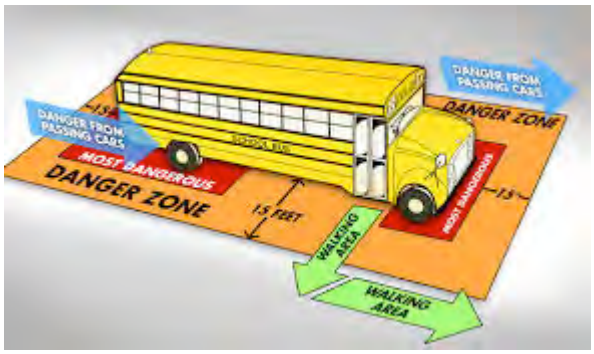
The bus replacement plan was revised in order to make recommendations for proposed bus purchases. The importance of this activity is to ensure that no bus outlives its usefulness in safely transporting students to and from school.

Bus Replacement Plan - updated August 2014

School Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	TOTAL
Large	3	2	3	4	4	3	4	2	4	2	3	34
Small	3	2	2		1		2	6	2	5	3	26
W/C						2						2
Truck/ Car		2			1	2					1	6

Additional Noteworthy Activities

During the 2013-2014 school year, the Transportation Department, with the assistance of other departments, monitored the following key areas of Safety, Efficiency, and Conservation. This chart provides a brief overview.

Area of Focus: Safety		
1	Student Bus Stops	Bus stops are continually evaluated for safety and changed accordingly. With cooperation from the Ulster County Department of Transportation, several new "School Bus Stop Ahead" signs were placed throughout the District.
2	Student Loading & Unloading at School Buildings	Loading and unloading sites are monitored daily, with special emphasis on student transfer points.
3	Student Safety Training 	Students are trained in depth on safe ridership, with emphasis on safe loading and unloading procedures. In addition to the daily reminders to students as outlined above, bus evacuation drills are conducted three times a year at each school building.
4	Upgraded District-wide Radios	The District, after several years of research, developed comprehensive bid specs and sought bids for a new radio system. With the cooperation of the Principals and the Athletic and Facilities Directors, the Transportation Director tested the radios in all four school buildings. In addition, extensive testing was done in the field, covering distances of more than 60 miles from our transportation facility. The bid was awarded on June 18, 2014 and implementation will commence September 1, 2014.

Area of Focus: Efficiency and Energy Conservation		
1	Environmental Consideration	Anti-Idling regulations implemented several years ago are continually observed. The NYSERDA grant previously approved for the coolant heaters and oxidation catalyst mufflers have resulted in idling reduction. Bus drivers and all District staff are provided with the SED anti-idling regulations annually.
2	Shared Services	The department continues the shared service with both Highland Central School District and Kingston City Schools, sharing bus runs and resulting in a savings for the taxpayers in both districts.
Area of Focus: Community Outreach		
1	Touch a Truck Day	The department participated in the Annual "Touch a Truck Day" held at the Ulster County Fairgrounds. This day offered parents and students alike the opportunity to meet staff, explore the school bus, and ask questions.

Statistical Data on the District's Transportation Department

Personnel

Administration		Support Staff	
Director	1	Dispatcher	1
Assistant Director	1	Account Clerk/Typist	1
		Bus Attendant	13
		Bus Driver	47
		Automotive Mechanic	3
Total Administration	2	Total Support Staff	67

Fleet

Vehicle Type		Passenger Capacity
Large Buses	38	65/66
Mid Size Buses	1	30
Small Buses	19	16-20
Wheel Chair Buses	3	8-10 with 2 Wheel Chairs
Cars	3	5
Suburban	2	6
Service Truck	1	2
Total Vehicles	**67**	

The above fleet ran approximately 1,035,239 miles for the 2013-2014 school year. This includes all athletic events, field trips, and late runs.

Bus Runs

In District*	Runs	Comment
High/Middle Schools	62	Includes AM and PM
Lenape School	27	Includes AM and PM
Duzine School	28	Includes AM and PM
Total Runs	117	
*The above number of runs includes all Regular and Special Education, Shuttles, and Late Runs.		

Out of District*	Runs	Comment
Ulster County	20	Includes AM and PM
Dutchess County	11	Includes AM and PM
Orange County	4	Includes AM and PM
Sullivan County	2	Includes AM and PM
Other	6	
Total Runs	43	
*The above number of runs includes all Regular and Special Education Runs and Shuttles.		

Athletic and Field Trips

Trip Type	# of Trips	Comment
Athletic	273	Includes Varsity, Junior Varsity, and Modified
High School Field	107	
Middle School Field	65	
Lenape Field	103	
Duzine Field	88	
Total Trips	636	

Transportation to Non-District Schools

School Location	Special Education	Private/ Parochial	Total # of Schools
Ulster County	6	4	10
Dutchess County	6	4	10
Orange County	2	1	3
Sullivan County	1		1
Other	4		4
Total	19	9	28

Section Five

Facilities and Operations Department

Department Progress toward the District Goals

2013-2014

Submitted by:

Stephen J. Callahan, Director

Department of Facilities and Operations

The Facilities and Operations Department is responsible for the daily operation and coordination of the maintenance and cleaning of school district facilities and grounds in order to provide clean, safe, efficient, environmentally healthy, and structurally sound facilities that offer students and staff the best possible atmosphere for instruction and learning. The Director of Facilities and Operations ensures that the District's facilities and equipment are well maintained, and that the preventative maintenance plans and five-year facilities plan are in place. He also works directly with the District's safety committee, architects, building principals, local code enforcement, fire and police departments, and the Superintendent of Schools. He reviews department manpower levels and workload and makes recommendations to his supervisor for changes needed to maintain the District's facilities.

Coordination and Development

- Coordinates cleaning work schedules to include work weeks, vacations, support of educational programs, outside usage, and contractor support.
- Coordinates cleaning methods and requirements, reviews new cleaning products, and ensures that adequate training is given in the proper use and application of these products.
- Coordinates with District architects and engineers in the development of plans and specifications for District projects.
- Develops and oversees the District's preventative maintenance program and work order program.
- Coordinates the annual visual inspection with building principals and code enforcement officials, and submits the results in accordance with current requirements.
- Coordinates the annual fire inspection with building principals, code enforcement officials and the local fire department, and submits the results in accordance with current requirements.
- Coordinates the semi-annual asbestos inspection and report in accordance with current requirements.
- Coordinates the tri-annual asbestos inspection and report in accordance with current requirements.
- Coordinates the District's integrated pest management control program and notification requirements.
- Coordinates the District's energy management program.
- Coordinates the District's turf management program.
- Coordinates departmental training to meet all program requirements.

Recordkeeping

- Maintains training records as required by PESH.
- Maintains asbestos management plan.
- Maintains pesticide records as required by the DEC.
- Maintains annual fire reports.
- Maintains structural and visual reports.
- Maintains District blueprint and specification library.
- Maintains the safety data sheet (SDS) library, formerly known as MSDS.

Administrative

- Serves as a District resource for the Board of Education Health Advisory Committee and District Facilities Committee.
- Confers with various administrators on the use of buildings and grounds, alterations, and construction within the District and overall facility operations.
- Develops good public relations with the community, student body, administrative and instructional staff, labor organizations, and local government and commercial establishments.
- Attends professional organizational meetings and seminars, such as the School Superintendents of Buildings and Grounds (SBGA), state, county, and local governmental groups, committees and organizations.

Legal

- Institutes methods to conform with requirements pertaining to accidents, compensation insurance, liability, Civil Service rules and regulations, personnel procedures, and school law.
- Has knowledge of all state, federal, and local regulations such as "Right to Know," Department of Health regulations, asbestos, hazardous materials, radon, lead, noise pollution, indoor air quality, recycling, PCBs, OSHA, ADA, solid waste, emergency disaster planning, and the laws and regulations relating to school facilities.
- Develops and maintains the District's Integrated Pest Management Program (IPM).

Personnel

- Interviews and recommends hiring/dismissal of department personnel.
- Assigns, transfers, and manages personnel within the department.
- Writes annual evaluations of department staff and reviews with staff. Provides constructive direction to correct deficiencies.
- Addresses personnel problems such as grievances, inefficiencies, and personnel situations.
- Acquaints personnel with and enforces various local, state, federal, and civil service regulations.

Annual Report for Facilities & Operations

Team Leader/Facilitator: Stephen Callahan

Team Members: Richard Linden, NPCSD Facilities Committee, and Department Staff

Standard 6.0:

The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion to support and enhance student learning.

Evidence of Achievement (What it looks like when we have achieved the Standard):

- The District resources (including capital funds) are allotted and expended efficiently.
- A variety of avenues and opportunities are employed to assure an efficient and effective operation.
- Resources and personnel are used effectively and efficiently.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- The District contracted with Architects and Engineers, PC to develop a long-term facilities plan and present options for possible Capital Project within the District.

Goal(s) [in Action Plan] established to achieve Standard

- Incorporate a major portion of findings into the District's long-term facilities plan and Capital Project.

Results, as evidenced by evaluation and assessment data

- The Architects and Engineers have incorporated many suggested ideas into the five options for District consolidation and proposed Capital Project.

Conclusions, recommendations, and priorities.

- The Board of Education should incorporate as many suggestions and findings as possible into its final facilities plan and proposed Capital Project.

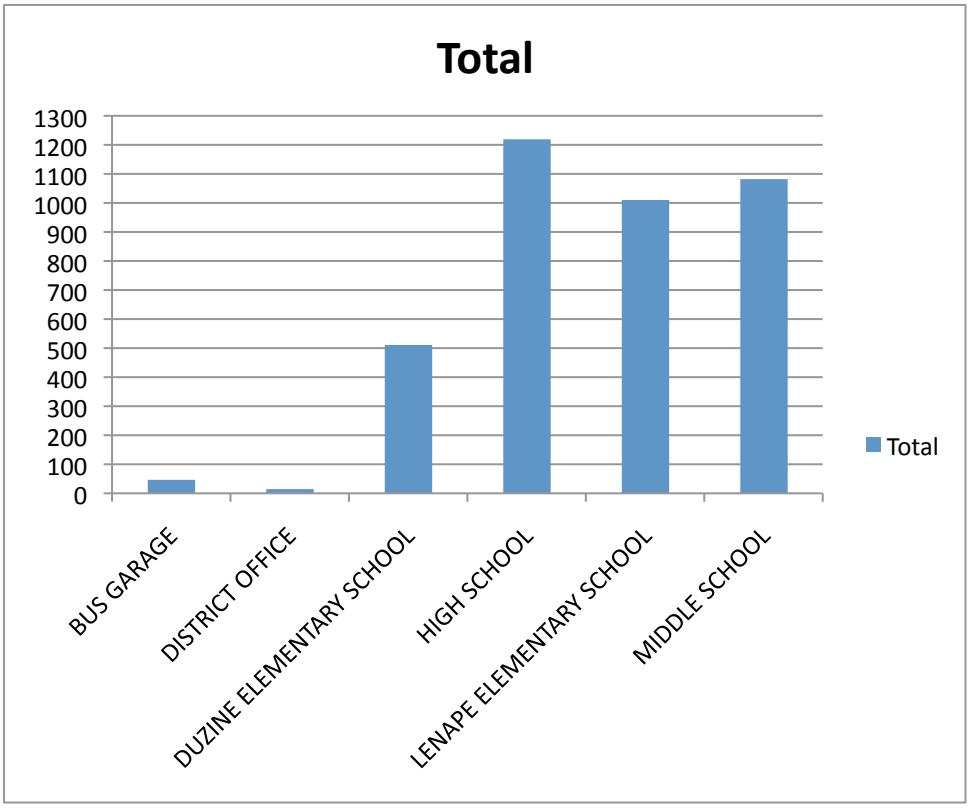
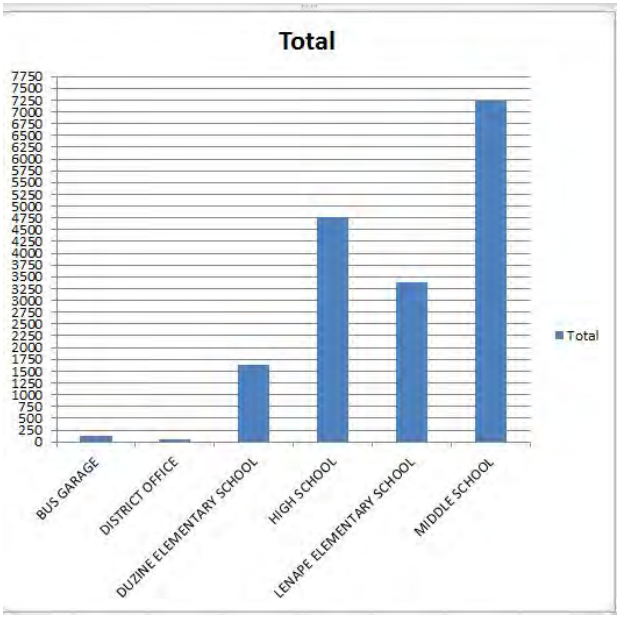
Department Capital Project Recommendations:

Construct a storage building for Facilities and Operations to shelter equipment and supplies (keeping them out of the elements and therefore extending their useful life) and minimizing deterioration, which can lead to premature replacement.

Additional Noteworthy Activities:

During the 2013-2014 school year, the Facilities and Operations Department achieved the following milestones in the key areas of Conservation, Efficiency, and Safety. This chart provides a brief overview of some of these accomplishments.

Area of Focus: Security, Safety, and Compliance		
1	District-wide	Installed new card reader door access system throughout the District. Installed video surveillance cameras at main entrances to all buildings. Installed guest monitoring intrusion system at all building entrances.
2	Personnel Trainings	Chemical Hygiene/Exposure Control/Hazard Communication Program/Lockout-Tagout/Back Safety/Partition Door/Playground/and Building Procedures.
Area of Focus: Repair and Renovations		
1	Duzine School	Replaced central air-conditioning system in library.
2	High School	Designed, bid, and oversaw the upgrade of the Cleavor Brooks, Hydrotherm Modular, and domestic hot water boilers to dual fuel.
3	Bus Garage	Replaced inefficient heating systems by installing ceiling mounted radiant tube heaters in mechanics bays of Bus Garage. Installed support piping to fuel new radiant heaters. Design and installation performed in-house by District Maintenance staff.
4	Processed 1,429 Work Orders	10 - Emergency 8 - Safety 871 - Medium Priority 196 - High Priority 344 - Scheduled

Area of Focus: Facility Usage by School and Outside Groups		
1	Processed 3,890 Facility Usage Requests 	48 Bus Garage 16 District Office 512 Duzine School 1,011 Lenape School 1,083 Middle School 1,220 High School
2	Total Hours Buildings were in use for requests: 17,182.5 	123.75 Bus Garage 48.5 District Office 1,630.75 Duzine School 3,377 Lenape School 7,226.25 Middle School 4,776.25 High School

The Preventative Maintenance Schedule is a critical function of the Facilities and Operations Department. It has been researched and proven that one dollar spent on preventative maintenance can save as much as four dollars later on equipment replacement costs.

KEY	PREVENTATIVE MAINTENANCE SCHEDULE
	KEY: D= DAILY W= WEEKLY M= MONTHLY Q= QUARTERLY SA= SEMI-ANNUAL A= ANNUAL 3YR= EVERY 3 YRS 5YR= EVERY 5 YRS
D	CHECK LENAPE WATER FOR CHLORINE LEVELS
W	CHECK INTERSTITIAL TANK MONITORING SYSTEMS FOR MOISTURE AND FLUIDS
W	CHECK TENNIS COURT - NETS, CLEAN AREA
W	CHECK MS OUTDOOR BASKETBALL COURTS - BASKETS, NETS, AND CLEAN AREA
M	CHECK SYSTEMS AND SERVICE ELEVATORS
M	CHECK AND TREAT ALL BUILDINGS FOR INTEGRATED PEST MANAGEMENT
M	GENERAL INSPECTION - FUEL STORAGE TANKS (DUZ / HS / BUS G)
M	MONITOR LEAK DETECTION IN OUTSIDE CONTAINMENT LOGS - DUZ & HS
M	PLAYGROUND INSPECTIONS- CHECK FOR BREAKAGE AND REPAIR LOOSE OR BROKEN PARTS
M	E-LIGHT INSPECTIONS
M	EXIT LIGHT INSPECTIONS
M	EYE WASH STATION INSPECTIONS
M	TREAT BOILER WATER DURING HEATING SEASON FOR ALL BUILDINGS
Q	TESTING OF LENAPE WATER FOR BACTERIOLOGICAL (FOR BOH)
Q	CHECK ENZYME DRIP TO GREASE TRAPS - ALL BUILDING KITCHENS
SA	ROOF INSPECTIONS
SA	HVAC CHECK - CHANGE FILTERS/ BELTS
SA	UNIVENTS - CHANGE FILTERS EVERY CLASSROOM, HALLWAYS, AND STAIRWELLS
SA	SERVICE AIR HANDLERS - CHANGE FILTERS, LUBRICATE, INSPECT MOTORS, BELTS, BEARINGS
SA	BOILER CLEANED & SERVICED - ALL BLDGS
SA	CLEAN AND CLEAR ALL BUILDINGS ROOF DRAINS
SA	TRUCKS & TRACTORS SERVICED
SA	FIRE ALARM INSPECTIONS IN ALL BUILDINGS (all smoke heads/pull stations/horns/strobes/panels)
SA	6 MONTHS SURVEILLANCE OF ASBESTOS CONTAINING BLDG MATERIALS - AHERA REPORT
SA	AERATE & OVER SEED ALL ATHLETIC FIELDS
A	ELEVATOR SAFETY INSPECTION
A	FIRE INSPECTIONS / WITH BOCES
A	INSPECT, SERVICE AND TEST AND INSTALL NEW TAGS FOR ALL FIRE EXTINGUISHERS DISTRICT WIDE
A	TEST AND CERTIFY BACKFLOW DEVICES IN ALL BUILDINGS
A	CLEAN UNIVENTS IN EVERY CLASSROOM, HALLWAYS, AND STAIRWELLS
A	CHECK AIR COMPRESSORS FOR TEMP CONTROLS AND CALIBRATE THERMOSTATS
A	BOILER INSURANCE INSPECTION
A	VISUAL ROOF INSPECTION - ALL BUILDINGS
A	ROOF EXHAUST FANS INSPECTED / CHECK MOTORS, REPLACE BELTS - ALL BUILDINGS
A	INSPECT WALK BEHIND FORK LIFT IN RECEIVING
A	INSPECT GENIE / SCISSOR LIFT
A	INSPECT BUCKET TRUCK AND PERFORM DIELECTRIC TESTS
A	INSPECT KITCHEN ANSUL FIRE SUPPRESSION SYSTEM FOR RANGE HOODS

KEY	PREVENTATIVE MAINTENANCE SCHEDULE (Continued)
	KEY: D= DAILY W= WEEKLY M= MONTHLY Q= QUARTERLY SA= SEMI-ANNUAL A= ANNUAL 3YR= EVERY 3 YRS 5YR= EVERY 5 YRS
A	INSPECT MS KITCHEN FIRE DOOR
A	INSPECT FOLDING DOORS (ALL BLDGS)
A	PERFORM CATHOTIC PROTECTION TESTING ON FUEL TANK AT MS
A	PERFORM TANK TIGHTNESS TESTING (MS & LEN)
A	PERFORM LENAPE WATER TESTING FOR NITRATES / TRIHALOMETHANES AND HALO ACETIC ACIDS
A	ANNUAL VISUAL INSPECTIONS - ALL BUILDINGS
A	HS FIELDS - DRAIN SPRINKLER SYSTEM
A	CONCESSION STAND - DRAIN WATER LINES
A	PLAYGROUND INSPECTION - WITH INSURANCE CO
A	HS TRACK INSPECTION AND REPORT
A	PAINTING OF PARKING LOT LINES - ALL BUILDINGS
A	SEPTIC TANKS PUMPED - ALL BUILDINGS
A	LAWN MOWERS SERVICED
A	TOP DRESSER SERVICED
A	SERVICE SKID STEER & ATTACHMENTS: ROTOTILLER / BACK HOE / SNOW BLOWER / POWER BROOM/PREPERATOR
A	SERVICE KUBOTA TRACTOR/ FRONT END LOADER
A	SERVICE: TRACTORS, ZERO TURN, AND SCAG
A	SERVICE WEEDWACKERS AND LEAF BLOWERS
A	SERVICE AND SHARPEN CHAIN SAWS
A	SERVICE TRUCK SNOW PLOWS - CHANGE OIL AND INSPECT HOSES
A	SERVICE ALL SNOW BLOWERS
A	SERVICE ALL SANDERS
A	WINTERIZE WATER CANNON
A	REPLACE HEPA FILTER CARTRIDGES
A	CHECK AND TEST EMERGENCY LIGHTING SYSTEMS
3 YR	PERFORM LENAPE WATER TESTING FOR LEAD AND COPPER
3 YR	PERFORM LENAPE WATER TESTING FOR INORGANIC AND ORGANIC CHEMICALS
3 YR	TRI-ANNUAL AHERA ASBESTOS INSPECTION
5 YR	SUBMIT PETROLEUM BULK STORAGE TANK APPLICATION (DUZ) 2007/ DUE 2012
5 YR	SUBMIT PETROLEUM BULK STORAGE TANK APPLICATION (MS) 2007/ DUE 2012
5 YR	SUBMIT PETROLEUM BULK STORAGE TANK APPLICATION (HS/BUS G) DUE 2012
5 YR	SUBMIT PETROLEUM BULK STORAGE TANK APPLICATION (LEN) 2009/ DUE 2014
5 YR	APPLY FLAME RETARDANT FOR STAGE CURTAINS AT HS / MS 8/2009 DUE 8/2013

Statistical Data on the District's Facilities and Operations Department Staffing

Administration		**Support Staff**	
Director	1.0	**MAINTENANCE STAFF**	
		Facilities & Operations Worker	3.0
		Building Maintenance Worker II	1.0
		Groundskeeper/Building Maintenance/Driver-Messenger	2.0
		School Driver/Messenger	1.0
		CUSTODIAL STAFF	
		Head Custodian	4.0
		Custodian	2.0
		Custodial Worker	13.5
Administrative	**1.0**	**Maintenance & Custodial Staff**	**26.5**

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