

State of the District

A LEADERSHIP TEAM REPORT OF THE DISTRICT 2015-2016



SUBMITTED
TO THE
BOARD OF
EDUCATION
BY MARIA C. RICE,
SUPERINTENDENT
OF SCHOOLS

2016

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 2015-2016 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

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 elements of our district. It is the collective commitment to these principles that articulates 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 that enables our school district to consistently achieve excellence.

District-wide

In keeping with the district's Core Intelligence, all four schools put an emphasis on the process to provide intervention to students who seemed to struggle with learning. Each school re-examined the process used to refer and support students through the Instructional Support Team (IST). All four schools addressed important changes:

- The New Paltz High School revamped the IST committee with *consistent* members including a general education and a special education teacher. The committee members became adept at the IST process and worked toward consistent implementation of the Response to Intervention (RtI) model.
- The New Paltz Middle School revitalized the IST team by expanding membership to include a general education and a special education teacher. The Middle School IST team afforded special attention to gathering data in order to make recommendations for remedial interventions.
- Both the Duzine and the Lenape Elementary Schools had well-established Instructional Study Teams. The focus for these schools in the 2015-2016 school year was to ensure that decisions were based on data and that students were not languishing in the RtI process when a referral to CSE was necessary.

Duzine and Lenape

The focus at the elementary level was on creating new curriculum. At the early primary level interdisciplinary units were developed. Intermediate level curriculum was designed and implemented that utilized a host of learning activities that increased student engagement, resulting in more in-depth learning and increased achievement.

Middle School

Refining the Middle school Common Assessments was a major focus at the Middle School. The data from the assessments have proven to provide a host of individual as well as programmatic information with which to make informed educational decisions.

High School

The New Paltz High School has consistently been recognized as one of the most challenging high schools. This is a designation bestowed by the education columnist Jay Mathews from the *Washington Post*. A philosophy that opens the most challenging courses to all students (rather than imposing 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 walk-through would demonstrate 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 are. Our "Core Intelligence" is the fount of all our actions. 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.

Board of Education

The Board of Education has consistently kept the needs of the students first. This may best be demonstrated by their desire to begin the conversation about the important research recognizing the benefits of optimizing sleep for teens and adolescents. The research demonstrates that later start times for teens and adolescents allow for more sleep, which leads to improved physical and mental health, academic achievement, and safety. The Board of Education fully recognizes that any potential changes come with challenges, but is committed to thoroughly exploring options and putting the hard work necessary to engage the staff, students, and parents of the community in order to determine if solutions are available. This work will continue into the 2016-2017 school year.

Board of Education actions during the 2015-2016 school year that demonstrated their support and confirmed their commitment to the district's Core Intelligence are as follows:

- Beginning the conversation regarding pushing back start times for secondary students.
- Developed and unanimously agreed on a position statement on the Value Added Model/APPR (11/4/15).
- Passed a resolution regarding not using our students to do Field Tests in Grade 8.
- Passed a resolution to reject the editorial of New York State School Boards Association (NYSSBA) Executive Director, which agreed with many of the aspects of State testing and the APPR.
- Created and approved a position statement on the Ulster County Industrial Development Agency's (UCIDA) proposed policy (04/06/16).
- Recommended legislation to be adopted that would decouple the teacher evaluations from the State Assessments and the APPR; repeal the takeover of failing schools; reduce testing; create an alternate pathway to graduation by establishing a Career and Practical Education (CPE) pathway, and decouple eligibility for new State Aid increases to district and union renegotiation of existing contractual APPR systems.

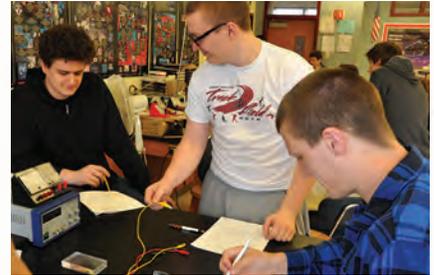
This introduction has merely touched upon the many accomplishments of our district. The State of the District Report is a complete review of the efforts and achievements of our schools and departments during the 2015-2016 school year, and many of the activities our Board of Education has done to support our mission, vision, and guiding principles.

Capital Project

In 2015-2016, the district's architects and project manager made significant progress in the construction planning phase of our \$52.9 million capital project. The full scope of the Capital Project was initially divided into 11 smaller projects for planning and management purposes. This strategy, along with a high level of collaboration and commitment throughout the district, enabled the planning phase to move quickly. This was an important factor in our ability to quickly secure State Education Department approval for some of our projects, which in turn allowed us to conduct the bidding process at an optimal time.

By June 2015, the septic at the Transportation Center was replaced, the installation of new folding walls at Lenape was nearly complete, and roof replacement work at Duzine, the Middle School, and the High School was started. Project schematics for four of the remaining projects had also been submitted to the State Education Department and were waiting for approval.

Section Two



EDUCATIONAL MASTER PLAN

The following resolution was approved by the BOE on June 16, 2010 and reaffirmed on January 6, 2016.

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

Reaffirmed January 6, 2016



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

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 Master Plan

Core Intelligence
Program Coherence
Teacher Skill & Competency
Learning Environment
Leadership Capacity
Resources

EDUCATIONAL STANDARDS

To maintain our focus on learning and success for all.

To create a cohesive and inclusive culture PK-12, across every building and department.

To empower and create success for disengaged and disenfranchised students.

GUIDING PRINCIPLES

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

OUR VISION

The NPCSD 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 MISSION

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:

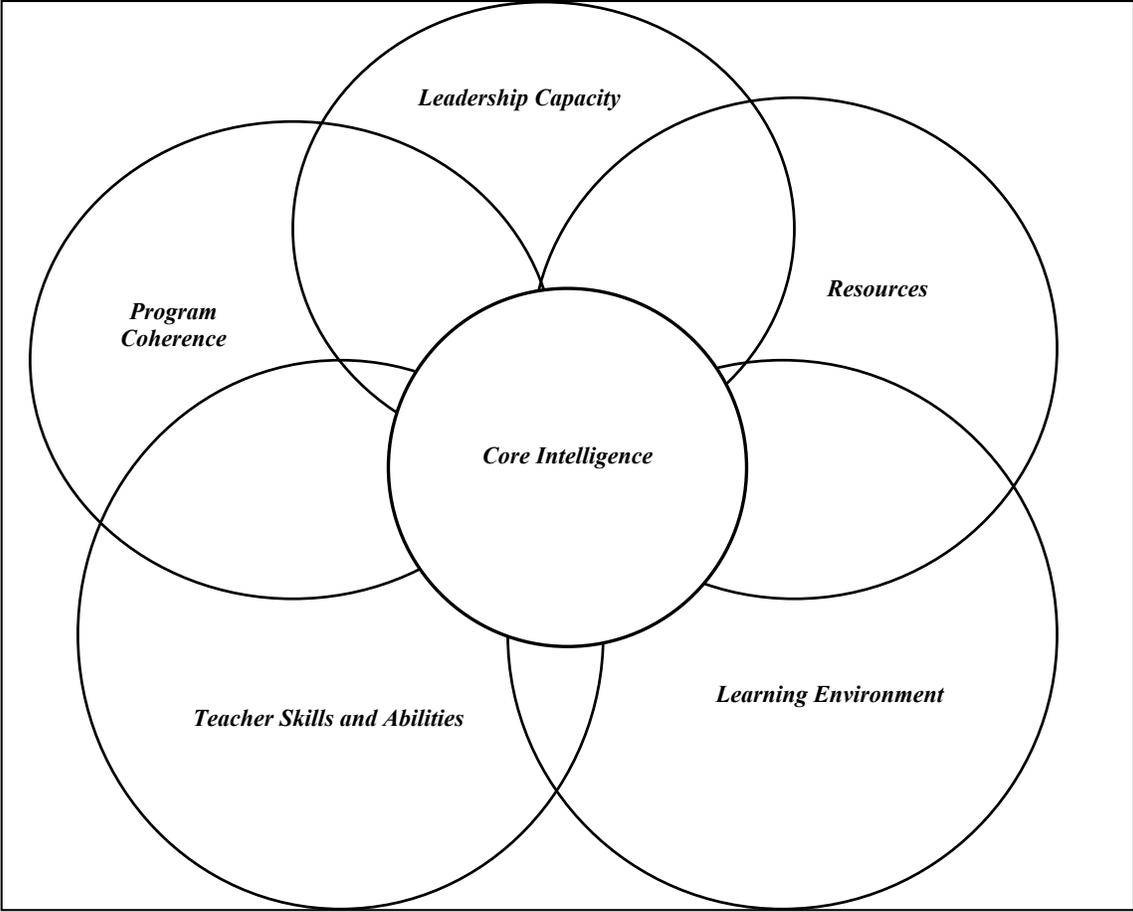
- Decreased dropout rate and fewer classes "skipped."
- Lower rates of absenteeism.
- Increased learning that is distributed more equitably in the smaller high schools.
- Greater academic gains in math, science, history, and reading than in traditional schools.
- Smaller achievement gaps between students 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-formatational process, not a control, command, directive, and static process.

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

State of the District Report:

Peter Senge 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.

APPENDIX

Action Plan Template

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Sample Action Plans

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Annual Report Template

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Action Plan Template

The following Action Plan framework is designed to assure the achievement and attainment of the guidelines, principles, and expectations contained within the *Standards* and the *Evidence of Achievement*. The Action Plan provides a statement of the current status of the situation, a “SMART” goal or set of SMART goals including a timeline for achievement. **SMART** goals are **S**pecific, **M**easurable, **A**ttainable, **R**esults-oriented, and **T**imebound.⁴

Action Plans are the focus and topic of discussion and assessment on a periodic basis. The process is based on data, research, and assessment information, and these should be the foundation for all discussion that occurs regarding achievement and success. A focus on outcomes rather than inputs or intentions maintains the commitment to seeing evidence that the efforts are producing the intended outcomes and achieving the desired results.

Action Plan Framework:

<i>Action Plan for</i>			
<i>Team Leader/Facilitator:</i>			
<i>Team Members:</i>			
<i>Time Frame of the Action Plan (School Year(s)):</i>			
<i>Standard:</i>			
<i>Evidence of Achievement (What it looks like when we have achieved the Standard.):</i>			
<i>Needs Statement (Where we are right now.):</i>			
<i>SMART Goal: (To bring us to, or close to the criteria in the Evidence of Achievement)</i> <i>(Specific, Measurable, Attainable, Results-oriented, and Timebound)</i>			
<i>Strategies/Activities To Attain Goal</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness (What will be in place when the activity is complete and how will you measure it?)</i>

⁴ Cozemius & O’Neill, 2005.

Action Plan for Comprehensive Facilities Planning

Team Leader/Facilitator: BOE Facilities Committee Chair

Team Members: Members, Board of Education, Director of Facilities and Operations, Assistant Superintendent for Business, Superintendent of Schools

Time Frame of the Action Plan (School Year(s)): May 2010 – June 2011

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.):

1. *The district resources (including capital funds) are allotted and expended efficiently.*
2. *District facilities are physically accessible, appropriate and sufficient for all learners, and provide a safe, supportive, and enriching environment for student learning and success.*

Needs Statement (Where we are right now.):

The first step in the action planning process will be the completion of the **Building Conditions Survey** and a **Five-Year Capital Facilities Plan** in accordance with the NYSED requirements of 8 NYCRR Section 155, and get an in-depth assessment.

SMART Goal: (To bring us to, or close to the criteria in the Evidence of Achievement)

(Specific, Measurable, Attainable, Results-oriented, and Timebound)

By June 30, 2011, the Board of Education will adopt a Comprehensive Facilities Plan that is both educationally and fiscally responsive to the needs of the School District as measured by full engagement of the district's stakeholders, (i.e., community, staff, students, parents, Board of Education, and business owners), in-depth assessment of facilities and grounds, capital budget planning, long-range facility repair and renovation projects, demographic planning and enrollment projections and its foundation in the district's core intelligence and community values.

<i>Strategies/Activities To Attain Goal</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness (What will be in place when the activity is complete and how will you measure it?)</i>
Appoint Facilities Planning Firm	BOE	May, 2010	BOE resolution in minutes
Complete Needs Assessment in form of the Building Conditions Survey and a Five-Year Capital Facilities Plan	CSArch, Facilities Planning Firm	October 15, 2010	Submitted to BOE prior to SED
Full engagement of the district's stakeholders, (i.e., community, staff, students, parents, Board of Education, and business owners)	CSArch	Ongoing thru completion of plan	Data shows that the facilities planning process rests upon a foundation formed by the District's educational mission and vision, an understanding of community values and a thorough grasp of the changing nature and needs of its student body
To be determined by the Facilities Planning Firm, CSArch	CSArch	By June 30, 2011	Plan includes realistic and acceptable target levels for each of tax levy, state aid, and bonded indebtedness over a multi-year time horizon with yearly contingencies

THIS ACTION PLAN IS INCOMPLETE

Action Plan for Grade 2

Team Leader/Facilitator: Grade 2 Teacher A

Team Members: Grade 2 Teacher B Grade 2 Teacher C Grade 2 Teacher D Grade 2 Teacher E
Grade 2 Teacher F Grade 2 Teacher G

Time Frame of the Action Plan (School Year(s)): 2010 - 2011

Standard 2 - 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 when 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.

Needs Statement (Where we are right now.):

Last year (2009 – 2010), 18% of our third graders were unable to meet grade-level proficiency standards in reading fluency and comprehension as measured by a standardized, individualized assessment program for early literacy development. Six percent (6%) of Caucasian and 33% of minority students were unable to demonstrate proficiency.

SMART Goal (Specific, Measurable, Attainable, Results-oriented, and Timebound) (To bring us to, or close to the criteria in the Evidence of Achievement):

In 2010 – 2011, 100% of third graders will demonstrate proficiency in reading fluency and comprehension as measured by the standardized individualized program for early literacy.

Strategies/Activities To Attain Goal	Responsibility	Timeline	Evidence of Effectiveness (What will be in place when the activity is complete and how will you measure it?)
We will create a common team schedule that reserves 9:00 – 10:30 a.m. for language arts each day. We will designate 45 minutes (9:15 – 10:00 a.m.) each day for regrouping students into three groups (intensive e support, strategic support, and achieving benchmark) based on demonstration of reading fluency and comprehension.	Third-grade team will adhere to the agreed-upon schedule and identify the appropriate reading group for each student by the end of September.	End of September, 2010	Students will be assigned one of three groups on the basis of individual reading assessment results.
The team will expand to include the special education teacher, AIS teacher, and speech therapist during the designated 45 minutes each day. Students in need of intensive support will be assigned to a member of the team in groups of no more than four students. Students in need of more strategic support will be assigned to groups of no more than eight students. Students at benchmark proficiency will be assigned to the remaining team members for reading enrichment and extension activities created by the team. Student proficiency will be monitored on an ongoing basis and membership in the three groups will be fluid.	The team will: <ol style="list-style-type: none"> 1. Work with the principal and staff members listed above to create the schedule that allows for this intervention. 2. Create a series of ongoing assessments of reading fluency and comprehension and analyze the results. 3. Align assessments with the content of the curriculum for language arts. 4. Identify specific and precise instructional strategies to address the needs of students assigned to each group. 5. Create a variety of enrichment activities for proficient readers, including reading circles, independent and group research projects, computerized based explorations, silent sustained reading, and teacher read-alouds. 	The team will administer the standardized assessment three times per year to determine growth in student learning: in mid September (baseline), January, and late May The team will develop and administer its own authentic/ performance assessments every six weeks.	Evidence will include: <ol style="list-style-type: none"> 1. Student movements to higher groups. 2. All students demonstrating growth in fluency and comprehension on the standardized assessments. 3. All students meeting the proficiency standard on the state assessment in language arts/ reading.

Annual Report

“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.

<i>Annual Report for</i>
<i>Team Leader/Facilitator:</i> <i>Team Members:</i>
<i>Standard:</i>
<i>Evidence of Achievement (What it looks like if we have achieved the Standard.):</i>
<i>To What Degree have you met your goals and attained the Evidence of Achievement of this Standard?</i> <ul style="list-style-type: none">• <i>Summary of where we were at beginning: (Needs Assessment Data)</i> • <i>Goal(s) [in Action Plan] established to achieve Standard.</i> • <i>Results, as evidenced by evaluation and assessment data.</i> • <i>Conclusions, recommendations, and priorities for future.</i>

⁵ 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

2015-2016

SUBMITTED BY:

DEBRA HOGENCAMP, PRINCIPAL
AUDREY WOOD, PRINCIPAL

Duzine & Lenape Elementary Schools

“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 2015-2016 school year.

Duzine and Lenape Elementary Schools work in concert to support the social, emotional, and intellectual development of the children of our community. We continue to collaborate in order to maintain our focus on providing a learning environment that supports all learners. Through collegial interactions, we strengthened common educational practices and experiences. The District’s Core Intelligence has remained our guide.

The 2015-2016 school year focused on:

- Increasing our ability to use data to support academic decisions and interventions.
- Maintaining an emphasis on promoting academic growth and refining assessment.
- Strengthening balanced literacy practices.
- Providing professional development regarding the implementation of the Fountas & Pinnell Benchmark Assessment System, Fountas & Pinnell Word Study Program, and Words Their Way Program to provide continuity from Kindergarten through Grade 5.
- Supporting the consistent implementation of Instructional Study Team practices.
- Continuing to facilitate the alignment of instructional practices between both buildings.
- Building an increasingly supportive school environment through the work of the building level Diversity Cadres and the Responsive Classroom Approach.

Duzine Elementary School

Evidence of Achievement

DATA TABLE 1: COMPARATIVE ACADEMIC DATA

English Language Arts (ELA)		14 - 15	15 - 16
Kindergarten	Passing	78%	84%
Kindergarten	Mastery	45%	57%
Grade 1	Passing	79%	85%
Grade 1	Mastery	52%	47%
Grade 2	Passing	90%	82%
Grade 2	Mastery	64%	59%
Writing		14 - 15	15 - 16
Kindergarten	Conventions-Passing	94%	95%
Kindergarten	Conventions-Mastery	52%	50%
Kindergarten	Meaning-Passing	97%	99%
Kindergarten	Meaning-Mastery	65%	60%
Grade 1	Conventions-Passing	76%	79%
Grade 1	Conventions-Mastery	11%	20%
Grade 1	Meaning-Passing	88%	93%
Grade 1	Meaning-Mastery	17%	27%
Grade 2	Passing	75%	66%
Grade 2	Mastery	31%	24%
Mathematics		14 - 15	15 - 16
Kindergarten	Passing	99%	100%
Kindergarten	Mastery	87%	94%
Grade 1	Passing	98%	95%
Grade 1	Mastery	91%	84%
Grade 2	Passing	94%	93%
Grade 2	Mastery	76%	64%
Social Studies		14 - 15	15 - 16
Kindergarten	Passing	98%*	N/A
Kindergarten	Mastery	60% *	N/A
Grade 1	Passing	98%*	97%
Grade 1	Mastery	95%*	89%
Grade 2	Passing	96%	95%
Grade 2	Mastery	78%	73%
Science		14 - 15	15 - 16
Kindergarten	Passing	98%*	N/A
Kindergarten	Mastery	86%*	N/A
Grade 1	Passing	98%*	N/A
Grade 1	Mastery	91%*	N/A
Grade 2	Passing	97%	98%
Grade 2	Mastery	83%	82%

*** The scores for the 2015-2016 school year include only some of the End of Unit assessments previously given. This is the result of integrating curricula content into interdisciplinary units that are assessed holistically rather than using fact-based measures. Methods of assessment in the interdisciplinary units include, but are not limited to: portfolio assessment, checklists, collaborative behavioral self-assessment rubric, projects, and presentations. In the 2016–2017 school year, the results of these assessments will be collated so that data collection and analysis will be more efficient.**

Data Table I Narrative Analysis:

In terms of English Language Arts (running record) scores, Kindergarten demonstrated an increase in performance (6%) compared to the previous year's class, as did Grade 1 (also 6%). Grade 2 student performance decreased (8%).

Kindergarten and Grade 1 continued to focus on assessing specific skills and strategies (conventions and meaning) in writing. Kindergarten performance increased in conventions (1%) and meaning (2%) compared to the previous year's class. Grade 1 achievement also increased (3% in conventions and 5% in meaning) compared to the previous year's class. Grade 2 experienced a decrease in achievement (9%).

Students continued to achieve at high levels in math, social studies, and science as measured by factually based end-of-unit assessments as well as interdisciplinary units. Administration and faculty continue to redesign these units in an effort to provide students with discovery learning experiences or "inquiries" throughout the content areas. These units are assessed formatively, on an ongoing basis, and through authentic learning experiences. This occurs through the use of rubrics and anecdotal notes collected throughout the learning to assess student growth and understanding. The incorporation of the interdisciplinary units has resulted in fewer fact-based end-of-unit assessments being given.

Lenape Elementary School

DATA TABLE II: ACADEMIC DATA

Grades 3-5 NYS English Language Arts Test Scores 2015-2016					
Grade	Level 1	Level 2	Level 3	Level 4	% Proficient (3+4 together)
3	26.8%	35.2%	35.2%	2.8%	38.0%
4	17.4%	29.0%	37.7%	15.9%	53.6%
5	28.1%	32.8%	29.7%	9.4%	39.1%

Grades 3-5 NYS Math Test Scores 2015-2016					
Grade	Level 1	Level 2	Level 3	Level 4	% Proficient (3+4 together)
3	28.8%	33.9%	16.9%	20.3%	37.2%
4	22.4%	43.1%	20.7%	13.8%	34.5%
5	25.8%	35.5%	24.2%	14.5%	38.7%

Local Assessment Data for Grades 3-5 2015-2016		
Grade	Percent showing growth on Fountas & Pinnell Benchmark	Percent showing growth on math formative assessments
3	100%	100%
4	97%	97%
5	99%	100%

Data Table II Narrative Analysis:

Our focus at Lenape is on creating meaningful, connected learning for our students that incorporates the Common Core Learning Standards (CCLS). Our instruction provides students with the conceptual framework needed to gain a deeper understanding of the curriculum and perform well on academic assessments. In the 2015-2016 school year, more than one half of the students in Grades 3-5 refused New York State testing. The data points we have from this testing do not provide us with a strong basis for conclusions regarding student growth or achievement. To provide us with this information, we reviewed local assessment data. In math, we utilized data from formative assessments. Starting in the 2015-2016 school year, we collected data from the Fountas & Pinnell Benchmark Assessment System to demonstrate student growth in reading. Our focus on these data provides the basis for deeper inquiry and a source of information regarding student growth beyond the New York State testing.

In the 2016-17 school year, we will continue to focus on improving student growth, learning, and achievement. Administration and faculty will continue to strengthen assessment in math, social studies, and science as we work on the design of integrated curriculum units. We will continue to collect data regarding student growth through a variety of assessments – common local assessments, both formative and summative, employing a variety of authentic strategies to measure student growth and achievement. In the coming year, we will continue to work with the Assistant Superintendent for Education Programs to strengthen our data inquiry protocols as well as our instruction and assessment methods in all curricular areas, with a particular focus on English language arts and mathematics and on building integrated units of study.

Annual Report for Duzine/Lenape Elementary Schools

Team Leaders/Facilitators: Debra Hogencamp and Audrey Wood

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 when we have achieved the Standard):

Administrators and staff will collaborate to resolve complex problems including but not limited to:

- Data Inquiry Teams are an embedded practice.
- Instructional Study Teams and Response to Intervention are implemented with consistency throughout the District.
- Special Education decisions are based on data and student need.
- A transition plan for Section 504 meetings to be conducted at the building level will continue.

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)

Staff was engaged in reviewing the Continuum of Services in the New Paltz Central School District. This process began in 2014-2015 and continues. This review included an examination of Response to Intervention and the Instructional Study Team process in each building. The examination began in committee and then moved out into the buildings to continue to cull data. Analysis of this information is presented below as a “Needs Statement.”

The following practices are yet at the emergent stage. Continued support is necessary for these practices to become embedded:

- Identifying data points.
- Analyzing data points to support intervention.
- Recommending the appropriate intervention based on data.
- Improving understanding of when to refer to CSE.
- Monitoring and analyzing ongoing student learning (growth) and when necessary utilizing this information to change the direction of teaching and the outcome of student learning.
- Data Inquiry Teams.

Additional needs which surfaced:

- Instructional Study Teams and Response to Intervention have been implemented and interpreted in various ways by staff across buildings.
- Special education services have been unevenly provided to students and often provided without appropriate data to support the service.

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

By June 30, 2016:

- 100% of the educational staff will gain competency in coding student products for level of skill competencies (progress monitoring).
- 100% of staff will utilize this information for the purpose of changing teaching to effect a change in learning.
- 100% of students in cohort will demonstrate growth as evidenced by formative, local, common, or State assessments.
- Teachers and administrators will recommend special education services based upon data.
- Teachers and administrators will consistently implement the special education program at the building level.
- Response to Intervention and Instructional Study Teams will be implemented consistently across buildings.
- A document review of Section 504 indicates that students' needs match interventions.
- Section 504 Transition Plan remains in effect.

Results, as evidenced by evaluation and assessment data

Professional Development

- Duzine and Lenape teachers received professional development in literacy to support the implementation of the Fountas & Pinnell Benchmark Assessment System, Fountas & Pinnell Word Study Program, and Words Their Way Program.
- Lenape teachers received professional development from math consultants to deepen their mathematical conceptual understanding.

Interdisciplinary Units

- Duzine teachers collaborated with the Assistant Superintendent for Educational Programs on the development of interdisciplinary units that integrated English language arts with social studies and science, which included appropriate formative assessments.

Student Growth and Achievement

- Both faculties continued to engage in identifying data points to support learning interventions.
- Administrators conferred periodically with teachers regarding student progress.
- See data tables and accompanying narratives.

Diversity Cadres

- Duzine and Lenape Elementary Schools continued to work through their building-level Diversity Cadres on designing age-appropriate activities aimed at promoting kindness, fairness, and an appreciation and respect for differences.
- The Responsive Classroom approach continues to be used from Kindergarten through Grade 5 as a central approach to developing positive classroom communities.

Response to Intervention (Rti)

- Duzine and Lenape Elementary Schools implemented the revised Instructional Study Team process.
- Instructional Study Teams in both elementary schools utilized data to inform decisions regarding interventions.

Conclusions, recommendations, and priorities for future

The goals for the 2016-17 school year are:

- To strengthen our practices in terms of data inquiry.
- To continue working with teachers to monitor student growth and progress throughout the school year.
- To work collaboratively with a literacy consultant to continue to strengthen balanced literacy practices and to continue the implementation of the Fountas & Pinnell Benchmark Assessment System, the Fountas & Pinnell Word Study Program, and the Words Their Way Program.
- To implement Section 504 at the building level.
- To continue to refine interdisciplinary curricular units, assessments, and implementation.
- To continue to utilize data to inform Response to Intervention practices.
- To continue to build a culture of caring, respect, and inclusion through the Responsive Classroom approach and the work of the building-level Diversity Cadres.
- To work collaboratively with a consultant to reinforce the work of our building-level Diversity Cadres as well as address district-wide initiatives.

2015-2016: 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	135	5	8	15	1	5	0	101
1	135	10	5	11	0	1	1	107
2	158	6	5	14	0	14	0	119
Total	428	21	18	40	1	20	1	327

2015-2016: 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	144	3	4	21	0	8	0	107
4	183	8	3	21	0	10	0	140
5	161	7	3	14	0	4	0	133
Total	488	18	10	56	0	22	0	380

NOTE: Percent students of color in Grades K-5: **23%**
(Percentages are rounded to the nearest percent.)

2015-16 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	30	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.*

2015-2016 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				37	
	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.*

Annual Report for Kindergarten

Team Leader/Facilitator: Joan Cherney

Team Members: Kerri McIntyre, Iva Profaci, Elayne Zinn, Tina Bodo, Trish Lewis, Michaela Schaller, Rebecca Burdett, Rachel Busher

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 will collaborate to resolve complex problems including but not limited to:

- Data Inquiry Teams are an embedded practice.
- Instructional Study Teams and Response to Intervention are implemented with consistency throughout the District.
- Special education decisions are based on data and student need.
- A transition plan for Section 504 meetings to be conducted at the building level will continue.

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)

Staff was engaged in reviewing the Continuum of Services in the New Paltz Central School District. This process began in 2014-2015 and continues. This review included an examination of Response to Intervention and the Instructional Study Team process in each building. The examination began in committee and then moved out into the buildings to continue to cull data. Analysis of this information is presented below as a “Needs Statement.”

The following practices are yet at the emergent stage. Continued support is necessary for these practices to become embedded:

- Identifying data points.
- Analyzing data points to support intervention.
- Recommending the appropriate intervention based on data.
- Improving understanding of when to refer to CSE.
- Monitoring and analyzing ongoing student learning (growth) and when necessary utilizing this information to change the direction of teaching and the outcome of student learning.
- Data Inquiry Teams.

Additional needs which surfaced:

- Instructional Study Teams and Response to Intervention have been implemented and interpreted in various ways by staff across buildings.
- Special education services have been unevenly provided to students and often provided without appropriate data to support the service.

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

By June 30, 2016:

- 100% of the educational staff will gain competency in coding student products for level of skill competencies (progress monitoring).
- 100% of staff will utilize this information for the purpose of changing teaching to effect a change in learning.
- 100% of students in cohort will demonstrate growth as evidenced by formative, local, common, or State assessments.
- Teachers and administrators will recommend special education services based upon data.
- Teachers and administrators will consistently implement the special education program at the building level.
- Response to Intervention and Instructional Study Teams will be implemented consistently across buildings.
- A document review of Section 504 indicates that students' needs match interventions.
- Section 504 Transition Plan remains in effect.

Results, as evidenced by evaluation and assessment data.

Teachers engaged in professional development to increase their ability to monitor student learning and in particular student growth.

- 100% of students in the Kindergarten cohort achieved growth as evidenced by letter and sound identification.
- 84% of Kindergarten students achieved benchmark or above, and 57% of these students achieved mastery or above, according to running record data.
- 95% of students passed and 50% achieved mastery, according to the conventions scores of the Kindergarten writing prompt.
- 99% of students passed and 60% achieved mastery, according to the meaning scores of the Kindergarten writing prompt.
- 100% of students in the Kindergarten cohort achieved growth in mathematics according to formative Kindergarten mathematics assessments.
- 100% of students passed and 94% achieved mastery, according to the summative Kindergarten mathematics assessment.
- The Fountas & Pinnell Assessment kit helped guide our instruction by providing specific reading characteristics through running records.
- Fountas & Pinnell Phonics Word Study lessons enhanced our literacy centers by providing an array of differentiated materials.
- The Kindergarten teachers successfully implemented the Interdisciplinary Unit about the New Paltz Community for the second year.

- The Interdisciplinary Unit is cross-curricular and integrates all subject areas.
- The educational staff was introduced to coding at the Kindergarten level.
- The students in cohort demonstrated growth as evidenced by formative, local, common, or State Assessments.

Teachers understand the connection between data inquiry teams and student growth.

- Anecdotal evidence helped us gain information to monitor progress.
- The educational staff translated this information into a baseline or starting point for learning.
- The educational staff utilized this baseline information to monitor the progress of student learning.
- Kindergarten teachers created individual portfolios of student work to continuously measure student progress.

Diversity Cadres in each building continue to align to the NPCSD mission and vision statement. Kindergarten integrates an understanding of diversity and acceptance into the classroom communities with:

- Responsive Classroom.
- Reading aloud various stories.
- Assemblies.
- Interdisciplinary Unit.
- Writer's Workshop book: *We Are All Alike, We Are All Different*.

Conclusions, recommendations, and priorities for future.

- The Kindergarten teachers are pleased with our assessment results this year. We would like to continue to have enough collaboration time and grade-level meeting time to share our lessons and discuss assessments.
- Kindergarten teachers successfully implemented an Interdisciplinary Community Unit. We will continue to further develop the unit. As we look at student work, we will continue to revise the rubric in order to enhance instruction.
- Kindergarten teachers were provided professional development with Dr. Greene from SUNY New Paltz on the Fountas & Pinnell literacy assessment kit.
- The English as a New Language (ENL) Committee successfully held its second ENL Family Night. The teachers, staff, and families collaborated to culminate this event. This created a strong sense of community.
- Kindergarten teachers will continue to implement the Fountas & Pinnell phonemic awareness program.
- Kindergarten teachers will use the Fountas & Pinnell Benchmark Assessment System to monitor student growth.
- The Kindergarten teachers will continue to learn about coding at the Kindergarten level.

Annual Report for Grade 1

Team Leader/Facilitator: Matthew Elkin

Team Members: Lynn Bartlett, Luke Biffar, Laura Bilodeau, Matthew Elkin, Ginger King, Susan Kobza, Brandi Keyser, Andrea Miele, Elizabeth Rizza, Robin Taliaferro

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 will collaborate to resolve complex problems including but not limited to:

- Data Inquiry Teams are an embedded practice.
- Instructional Study Teams and Response to Intervention are implemented with consistency throughout the District.
- Special education decisions are based on data and student need.
- A transition plan for Section 504 meetings to be conducted at the building level will continue.

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)

Staff was engaged in reviewing the Continuum of Services in the New Paltz Central School District. This process began in 2014-2015 and continues. This review included an examination of Response to Intervention and the Instructional Study Team process in each building. The examination began in committee and then moved out into the buildings to continue to cull data. Analysis of this information is presented below as a “Needs Statement.”

The following practices are yet at the emergent stage. Continued support is necessary for these practices to become embedded:

- Identifying data points.
- Analyzing data points to support intervention.
- Recommending the appropriate intervention based on data.
- Improving understanding of when to refer to CSE.
- Monitoring and analyzing ongoing student learning (growth) and when necessary utilizing this information to change the direction of teaching and the outcome of student learning.
- Data Inquiry Teams.

Additional needs which surfaced:

- Instructional Study Teams and Response to Intervention have been implemented and interpreted in various ways by staff across buildings.
- Special education services have been unevenly provided to students and often provided without appropriate data to support the service.

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

By June 30, 2016:

- 100% of the educational staff will gain competency in coding student products for level of skill competencies (progress monitoring).
- 100% of staff will utilize this information for the purpose of changing teaching to effect a change in learning.
- 100% of Grade 1 students in cohort will demonstrate growth as evidenced by formative, local, common, or State Assessments.
- Teachers and administrators will recommend special education services based upon data.
- Teachers and administrators will consistently implement the special education program at the building level.
- Response to Intervention and Instructional Study Teams will be implemented consistently across buildings.
- A document review of Section 504 indicates that students' needs match interventions.
- Section 504 Transition Plan remains in effect.

Results, as evidenced by evaluation and assessment data.

Teachers engaged in professional development to increase their ability to monitor student learning and in particular student growth.

- All Grade 1 teachers participated in the Fountas & Pinnell Assessment professional development.
- All Grade 1 teachers participated in the Fountas & Pinnell Word Study professional development.
- All Grade 1 students participated in computer coding in the library.

Teachers understand the connection between data inquiry teams and student growth. 100% of Grade 1 students demonstrated growth evidenced by formative, local, common, or State assessments with the following results:

- ELA: 85% passed; 47% achieved mastery.
 - Of the 15% of students that did not pass, growth was demonstrated through an increase of one or more running record levels and improved Early Literacy Profile scores.
- Math: 95% passed; 84% achieved mastery.
 - Of the 5% of students that did not pass, growth was demonstrated through increased accuracy with number identification, improved number sense, and problem-solving skills.

- All Grade 1 teachers and their students implemented and completed all elements contained in the grade-wide Interdisciplinary Unit.
- Teachers collected student work and used the grade-wide checklist to monitor student progress throughout the interdisciplinary unit.
- Anecdotal evidence helped Grade 1 teachers gain information to monitor student growth.
- Teachers used data and formative assessments at the start of the school year as baseline information for informing instruction.

Diversity Cadres in each building continue to align to the NPCSD mission and vision statement.

- All Grade 1 teachers used common texts and activities (such as the story: *One*) to reinforce concepts that promote diversity and acceptance.
- All classes participated in school-wide events with themes relevant to diversity and acceptance.
- All classes built community through the Responsive Classroom approach.

Conclusions, recommendations, and priorities for future.

Conclusions:

- Fountas & Pinnell Assessment: The Running Record Kit provides an accurate representation of students' reading ability as demonstrated during classroom reading instruction.
- Fountas & Pinnell Word Study: During word study professional development, Grade 1 teachers engaged in a rich discussion about balanced literacy and the diverse approaches that benefit reading instruction.
- Coding: Students had the opportunity to apply problem-solving skills on computers.
- Interdisciplinary Units: In the second year of implementation of the Grade 1 Animal Island Unit, teachers embedded more content material and assessments. Teachers collaborated throughout the year to discuss ways to integrate balanced literacy approaches into the interdisciplinary unit.

Recommendations and priorities for future:

- During staff development time, teachers will begin to make the necessary materials, including ordering classroom supplies, in order to implement the Fountas & Pinnell Word Study program.
- Continue participating in professional development for deepening bias awareness.
- Continue to discuss opportunities to support teachers and struggling students in math.
- Continue to collaborate as a grade level to create more interdisciplinary learning experiences throughout the school year and embed remaining end-of-unit assessments

Annual Report for Grade 2

Team Leader/Facilitator: Lilly Andino-Skinner, Lisa Hasbrouck

Team Members: Lilly Andino-Skinner, Melissa Manning, Arielle Chiger, Michele Favale, Kathryn Gulitti, Lisa Hasbrouck, Janice Doherty, Cheryl Tomasetti, Sara Sheppard, Brandi Keyser, Katherine Losee

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 will collaborate to resolve complex problems including but not limited to:

- Data Inquiry Teams are an embedded practice.
- Instructional Study Teams and Response to Intervention are implemented with consistency throughout the District.
- Special education decisions are based on data and student need.
- A transition plan for Section 504 meetings to be conducted at the building level will continue.

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)

Staff was engaged in reviewing the Continuum of Services in the New Paltz Central School District. This process began in 2014-2015 and continues. This review included an examination of Response to Intervention and the Instructional Study Team process in each building. The examination began in committee and then moved out into the buildings to continue to cull data. Analysis of this information is presented below as a “Needs Statement.”

The following practices are yet at the emergent stage. Continued support is necessary for these practices to become embedded:

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- Recommending the appropriate intervention based on data.
- Improving understanding of when to refer to CSE.
- Monitoring and analyzing ongoing student learning (growth) and when necessary utilizing this information to change the direction of teaching and the outcome of student learning.
- Data Inquiry Teams.

Additional needs which surfaced:

- Instructional Study Teams and Response to Intervention have been implemented and interpreted in various ways by staff across buildings.
- Special education services have been unevenly provided to students and often provided without appropriate data to support the service.

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

By June 30, 2016:

- 100% of the educational staff will gain competency in coding student products for level of skill competencies (progress monitoring).
- 100% of staff will utilize this information for the purpose of changing teaching to effect a change in learning.
- 100% of students in cohort will demonstrate growth as evidenced by formative, local, common, or State assessments.
- Teachers and administrators will recommend special education services based upon data.
- Teachers and administrators will consistently implement the special education program at the building level.
- Response to Intervention and Instructional Study Teams will be implemented consistently across buildings.
- A document review of Section 504 indicates that students' needs match interventions.
- Section 504 Transition Plan remains in effect.

Results, as evidenced by evaluation and assessment data.

- 100% of Grade 2 teachers implemented assessments in all academic areas to monitor student progress.
- 100% of Grade 2 teachers utilized this information to inform and implement effective teaching strategies to improve student performance.
- 82% of students in Grade 2 met the grade level benchmark based on the Fountas & Pinnell Benchmark Assessments; 59% of those students achieved mastery.
- 66% of Grade 2 students met the grade level benchmark in writing based on second grade writing standards; 24% of those students achieved mastery.
- 93% of Grade 2 students met the grade level benchmark in math as evidenced by second grade math assessments; 64% of those students achieved mastery.
- 100% of the teachers that utilized the Instructional Study Team made Response to Intervention (RtI) recommendations based on data.

Grade 2 teachers engaged in professional development to increase their ability to monitor student learning and in particular student growth.

- 100% of Grade 2 teachers utilized the Fountas & Pinnell Benchmark Assessments in Literacy to accurately determine running record levels and inform/guide reading instruction.
- 100% of Grade 2 teachers received initial training in the Fountas & Pinnell resources (Benchmark Assessments in literacy and Word Study program), which helped us navigate the materials and program.

- 100% of Grade 2 teachers implemented shared ideas for the fall interdisciplinary unit based on reflections and collaborative discussions. Teachers continued to collaborate on ways to monitor growth.

Teachers understand the connection between data inquiry teams and student growth.

- 100% of teachers analyzed running records to inform individual and group reading instruction.
- 100% of teachers used anecdotal records and student work to follow individual student growth and plan instruction.

Diversity Cadres in each building continue to align to the NPCSD mission and vision statement.

- 100% of teachers implemented the many diversity activities that we have in place. We shared new ideas and revisited the diversity assessment questions in an effort to make them more authentic.
 - Responsive Classroom.
 - Various read alouds.
 - Assemblies.
 - Books: *The Bucket Book, One*.

Conclusions, recommendations, and priorities for future.

- Grade 2 teachers will continue to use the Fountas & Pinnell Benchmark Assessments in literacy to monitor student growth.
- Grade 2 teachers will use professional development time to assemble materials needed for lessons and order supplies in order to implement the Fountas & Pinnell Word Study program.
- Grade 2 teachers will continue to work on developing the Interdisciplinary Unit. While looking at student work, teachers will continue to create, revise, and implement lessons while monitoring student progress.
- Grade 2 teachers will continue to incorporate diversity through the Responsive Classroom philosophy, Interdisciplinary Units, and reinforcing concepts that promote acceptance. Teachers will continue to engage in building-wide activities to foster community and acceptance of all.
- The second English as a New Language (ENL) Family Night helped build a connection with families whose primary language is not English. This collaborative event is supported by all grade levels and is planned for the next school year as well.
- Through Coding instruction, students applied problem-solving skills on computer.
- Grade 2 teachers will continue professional development on bias awareness.

Annual Report for Grade 3

Team Leader/Facilitator: Ann Macur

Team Members: Erin Bulson, Jill Christensen, Tina Harris, Jim Longbotham, Suzanne Seaholm, Ellen Makow, Ann Macur, Nicole DeNome, Maggie Kievit

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.

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. Data from formative and summative assessments are used to set academic goals for individual students as measured by State and local 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)

- In the 2015-2016 school year, the Fountas & Pinnell benchmark system was utilized as a common assessment for Grades K- 5. In this second year of implementation, teachers engaged in professional development to increase accuracy in the administration of this measurement tool.
- In addition, a comprehensive assessment system was utilized for Grades 3-5 that included formative and summative assessments.

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

- 100% of Grade 3 teachers will gain competency in coding students work samples for level of skill competencies.
- 100% of Grade 3 teachers will utilize this information for the purpose of changing teaching to effect a change in learning.
- 100% of Grade 3 students will demonstrate growth as evidenced by formative, local, common, or State assessments.

- As a result of improved data collection, student achievement in reading will increase. 100% of third grade students will demonstrate at least one year's growth as measured by the Fountas & Pinnell benchmark assessment system.

Results, as evidenced by evaluation and assessment data.

- 100% of students were assessed for reading levels in English Language Arts at the beginning and end of the 2015-2016 school year using the Fountas & Pinnell benchmark system.
- 100% of Grade 3 students demonstrated growth in reading as measured by the Fountas & Pinnell benchmark system.
- As a result of ongoing assessments, data collection, and analysis of the Common Core Standards as well as ongoing collaborative process, we continued to better align our instruction and assessments to the NYS Common Core Standards. We met collaboratively as a grade level to analyze student work and plan differentiated instruction.

Conclusions, recommendations, and priorities for future.

- Grade 3 teachers will continue to hone their skills in terms of administration of the common assessments.
- In order to increase skill, teachers will participate in professional development. Teachers will apply the knowledge gained through professional development to classroom practice.
- Teachers will utilize collaborative time to discuss the administration of the common assessments with specific attention to student results and the commonalties and disparities evident in student results.
- Based on student results (data), teachers will recommend changes to teaching strategies to effect a change in the learning outcome.
- Teachers will conduct a mid-year reflection for the purpose of evaluating progress toward 2016-2017 smart goals.

Annual Report for Grade 4

Team Leader/Facilitator: Collaborative Process

Team Members: Linda Sinforoso, Mary Joe Serrao, Erin Bulson, Liz Burdick, Adrienne Houk Maley, Sarah Sebald, Amanda Rivero, Elaine Thomas, Deb Martin, Alex Majtheyni, Trina Naclerio

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.):

Grade 4 teachers utilize student running records, formative assessments, exit tickets, conferences with students, discussion, and observation to monitor student learning. These tools facilitate our efforts to address areas of strengths and needs, track student growth and progress, and guide our instruction.

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

- 100% of Grade 4 students were assessed with the Fountas & Pinnell benchmark assessment system.
- 97% of all Grade 4 students made growth from September to June as measured by the Fountas & Pinnell benchmark assessment system.

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

In the 2015- 2016 school year, the Fountas & Pinnell benchmark assessment system was utilized as the common assessment in literacy for students in Grades K through 5. Teachers participated in professional development to increase their ability to utilize this tool effectively.

Data gathered from the Fountas & Pinnell assessments indicated a need to increase comprehension skills.

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

- 100% of Grade 4 teachers will gain competency in coding students work samples for level of skill competencies.
- 100% of Grade 4 teachers will utilize this information for the purpose of changing teaching to effect a change in learning.
- 100% of Grade 4 students will demonstrate growth as evidenced by formative, local, common, or State assessments.
- 100% of Grade 4 teachers will use data from formative and ongoing assessments to determine student needs and implement appropriate instruction to meet State standards.

Results, as evidenced by evaluation and assessment data.

97% of all Grade 4 students made growth from September to June as measured by the Fountas & Pinnell benchmark assessment system.

Conclusions, recommendations, and priorities for future.

- Continued participation in professional development in literacy and tools for literacy assessment.
- Continued development of formative and summative assessments for mathematics.

Annual Report for Grade 5

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

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.):

Administrators and the Grade 5 team examine any available assessment data and artifacts of ongoing student learning to monitor and ensure individual student growth. This process is focused on learning and requires attention to particular protocols to ensure an in-depth examination of student work.

- 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 reexamination 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?

- 100% of the teachers participated in Fountas & Pinnell professional development and implemented the benchmark assessments to their students.
- 100% of teachers used the data collected from the Fountas & Pinnell Reading Assessment, Scholastic Next Step Guided Reading Assessment, and The Words Their Way Spelling Inventory to guide instruction and promote learning in their classrooms.
- 99% of Grade 5 students demonstrated growth in literacy as evidenced by the Fountas & Pinnell benchmark.

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

In the 2015-2016 school year, the Fountas & Pinnell benchmark system was introduced as a common assessment for Grades K-5. In the first year of implementation, Grade 5 teachers engaged in professional development to increase accuracy in the administration of this measurement tool.

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

- 100% of Grade 5 teachers will gain competency in coding student work samples for level of skill competencies (progress monitoring).
- 100% of Grade 5 teachers will utilize this information for the purpose of changing teaching methods to effect a change in learning.
- 100% of Grade 5 students will demonstrate growth as evidenced by local, formative, and summative assessments.

Results, as evidenced by evaluation and assessment data.

- As evidenced by the Fountas & Pinnell assessment, 99% of Grade 5 students demonstrated growth in reading, from the beginning to the end of the year.

Conclusions, recommendations, and priorities for future.

- Professional collaboration to align and refine our Common Unit Assessments in English language arts, math, science, and social studies.
- Participation in continued professional development to deepen teacher understanding of how to utilize and implement the Fountas & Pinnell Continuum Toolkit and Words Their Way resources is recommended.

Annual Report for Elementary 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.

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 Standards):

All students receiving Spanish language instruction will develop proficiency in the areas of listening, speaking, reading, and writing. Students will learn through listening exercises, collaborative peer-to-peer sharing, interactive classroom activities, the use of visuals, manipulatives, and technology (e.g. videos, SMART Board activities), songs, and games. Units of study reflect topics such as personal identification, community, family, leisure activities, meal taking, and culture. Teachers will continually assess student growth in these areas through ongoing authentic assessment, both formal and informal. Based on the data from these assessments, instruction will be modified to meet the needs of the learners.

During collaborative time, teachers will use the language of instruction to keep current and fluent and will utilize all forms of media for input and output of Spanish. Teachers will participate in Personal Learning Networks (PLNs) that are specific to methodologies and current educational trends that are applicable to language acquisition. When possible, teachers will attend conferences and professional development opportunities offered by local, state, and regional organizations.

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)

While students' receptive abilities in understanding spoken Spanish have steadily increased consistent with grade-level expectations, continued emphasis on students' expressive abilities in Spanish is a focus for the primary and intermediate grades. Additional needs for the intermediate grades include reading and writing. For intermediate students, receptive skills, including reading, are stronger than expressive skills, including writing.

In 2015-2016 school year, our Grades 1 and 2 program was reduced to two days in a six-day rotation (previously, it had been three days out of six in a rotation). This created the need to adapt and change both curriculum and assessments for those grade levels.

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

Students will demonstrate growth in terms of the Spanish FLES performance indicators, as measured by formative and summative assessments administered throughout the school year.

Results, as evidenced by evaluation and assessment data.

Ninety-five percent (95%) demonstrated mastery on FLES summative assessments in Grades 1-5. In Grades 1 and 2, students performed just slightly better on listening than speaking. Assessments in these grades were modified this year to reflect the loss of time in instruction. In Grade 3, students performed well overall, with a minor difference in speaking and listening. For this grade, students scored higher on speaking. The results of the writing and culture assessments indicated a high degree of mastery. In Grade 4, students' highest average score came from the reading section; their lowest, from the writing. In Grade 5, the highest average score came from reading; listening and speaking were slightly lower.

Conclusions, recommendations, and priorities for future.

We met our goal in that students demonstrated significant growth. This year, we will continue to modify the existing program to focus on a proficiency-based model, Total Physical Response in Storytelling (TPRS), for the upper elementary grades. Program restoration brought back the day that was lost in the 2015-2016 school year. Curriculum for the current Grades 2 and 3 will be modified and adjusted to reflect this restoration.

Annual Report for Library Media/Information Literacy

Team Leader/Facilitator: Joann Martin

Team Members: 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.

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

All students in Grades K-5, through formative and summative assessments, are able to demonstrate the knowledge and skills reflected in the Common Core Learning Standards and the Information Fluency Continuum (IFC), which has been adopted statewide by the 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)

- Library Media Specialists continue making connections between the Common Core Learning Standards and the Information Fluency Continuum with our staff.
- Staff continues to analyze ongoing student learning (growth) and utilize this information when necessary to change the direction and outcome of student learning.
- After reviewing assessment data for the both the primary and intermediate grades, students needed to work on identifying and locating the five genres of poetry, picture books, fiction, non-fiction, and fairy tales. Students in the intermediate grades also needed to refine research skills using websites, databases, and print sources.
- Students were just beginning their study of coding/computer programming.

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

By June 30, 2016:

- 100% of the students in Grades K-5 will demonstrate growth in the area of information literacy skills as outlined in the Common Core Learning Standards and the Information Fluency Continuum through lessons, assignments, and/or projects.
- 100% of the students in Grades 1-5 will demonstrate growth in computer programming through age-appropriate coding skills to elementary students.
- The Library Media Specialist will collaborate regularly with colleagues to attain these goals and provide support.

Results, as evidenced by evaluation and assessment data

A review of formative assessment data showed that Kindergarten students showed growth in:

- Identifying the five sections in the library and their location in the library, including spine label identification (811-Poetry: 398.2 – Fairytale: F-Fiction, E – Picture Books, Non-fiction books have many different numbers based on subject matter).
- Differentiating between fiction and non-fiction sources.

A review of both formal and informal assessment data showed that Grade 1 students showed growth in:

- Identifying the five sections in the library and their location in the library, including spine label identification (811-Poetry: 398.2 – Fairytale: F-Fiction, E – Picture Books, Non-fiction books have many different numbers based on subject matter), locating authors in alphabetical order.
- Differentiating between fiction and non-fiction sources, including recognizing the function and parts of a non-fiction book in order to develop research skills that incorporate note-taking.
- Navigating online subscription databases in order to research a particular topic.
- Developing problem-solving skills through coding/computer programming.

A review of both formal and informal assessment data showed that Grade 2 students showed growth in:

- Identifying the five sections in the library by title, author, and call number in addition to using the spine label containing the genre.
- Expanding their ability to distinguish between fact and opinion, fiction, and non-fiction sources and to utilize the elements of a non-fiction text (e.g. table of contents, index, captions, glossary) to locate information.
- Continuing to increase and enhance their skill level in researching topics using print and non-print formats (e.g. on-line subscription data bases; the On-line Public Access Catalog) that incorporates note-taking.
- Developing a simple bibliography (e.g. Title, Author, Copyright) and knowing that credit must be given to the author/creator of the information (e.g. plagiarism).
- Amplifying problem-solving skills through coding/computer programming.

A review of both formal and informal assessment data showed that Grades 3-5 students showed growth in:

- Differentiating between reliable and unreliable websites.
- Developing a bibliography following an MLA format.
- Navigating online subscription databases in order to research a particular topic.
- Identifying and locating the various genres in the library.
- Continuing to increase and enhance their skill level in researching topics using print and non-print formats that incorporates note-taking.

Conclusions, recommendations, and priorities for future.

- Significant time was spent analyzing student data to determine the degree of growth. The analysis shows that students increased their ability to apply information literacy skills and strategies, and coding.
- Building on the Common Core and IFC integration, we will continue to focus on these skills in an effort to strengthen students' college and career readiness skills.
- Further emphasis will be placed on growing students' ability to locate books related to a specific genre or topic when researching or selecting a book for pleasure.
- The librarian will continue a collegial relationship with staff in order to meet common goals and expectations.

Annual Report for Grades K-2 Physical Education

Team Members: Roger Norcross & 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 K-2 are able to demonstrate appropriate motor and object control (manipulative) skills and social skills.

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,
- Engaging in this practice with fidelity will 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, 2016:

- 100% of the students in Grades K-2 will demonstrate growth in motor, object control/manipulative, and social skills as evidenced by assessment (e.g. anecdotal data; checklists and rubrics).
- Physical Education staff will meet regularly with colleagues.

Results, as evidenced by evaluation and assessment data.

- Kindergarten students demonstrated steady improvement in motor skills as evidenced by their performance on a skills checklist.
- In Grade 1 and Grade 2, 82% of all students assessed met the benchmark in motor and object control/manipulative skills.
- Students in Grades K-2 demonstrated growth in social skills as evidenced by teacher observation.

Conclusions, recommendations, and priorities for future.

- As a department, significant time was spent analyzing student data to determine the degree of growth. The analysis shows that students were able to integrate discrete skills into more complex games and activities.
- Catching and throwing skills (object control/manipulative skills) will be a focus in the future. Time will be spent on selecting additional activities to strengthen these skills.
- We need to continue to use collaboration time to work together on researching and sharing best classroom practices.

Annual Report for 3-5 Physical Education

Team Leader/Facilitator: Dal Veeder

Team Members: Suzanne Sliwa and Dal Veeder

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 skill development are monitored and assessed on a continuous basis through observation of student performance. Students gain knowledge of a variety of athletic and fitness activities as well as a sense of community and individual responsibility within the community. Teachers monitor student growth through both formal and informal assessments.

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

95% of students demonstrated proficiency on tracking (Grade 3), readiness (Grade 4), and overhand throw (Grade 5), as measured by their performance rubric.

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

At the beginning of the year, we noticed that our students need more instruction and practice in ball skills. We are continuing to work on visual tracking, readiness, and the performance of the overhand throw. Being successful at both throwing and catching becomes a very important aspect in the success of students as they begin to play more and more games each year in physical education class. As the students advance towards the Middle School, the competition in those games often depends on being successful at both throwing and catching (for example, you cannot make an out in kickball or softball if you are unable to catch the ball or throw it accurately to a base). Despite earlier skill work, we found many students who simply did not move to get to the ball, did not understand the correct hand position, and did not step on the opposite foot and follow through with their throwing action.

For the second year, the Grade 3 students have been receiving a fourth physical education class as an enrichment period. Half of the class comes to us for small group instruction and extra skill practice.

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

As a result of focus on tracking (eyes on the ball, feet and shoulders facing the ball, and body behind the ball) in Grade 3, readiness (body behind ball, arms extended, pinkies/thumbs together depending on the height of the ball, and body position) in Grade 4, and the performance of the overhand throw (opposite shoulder facing, throwing arm going behind the head, stepping on the opposite foot, and the follow through) with the Grade 5, student skills in each area will improve.

The Grade 3 enrichment classes will be used to provide students with extra small group instruction.

Results, as evidenced by evaluation and assessment data.

A performance-based rubric was used to assess student skills. A review of the data collected indicated student growth in their abilities in tracking (Grade 3), readiness (Grade 4), and overhand throw (Grade 5). Students demonstrated an increasing level of sportsmanship over time.

Conclusions, recommendations, and priorities for future.

The Physical Education department is undergoing a change in physical fitness testing that will give us a broader picture of student progress in physical education. Additionally, we will continue to do informal assessments to monitor student growth.

The Physical Education department received 25 pairs of snowshoes through the New Paltz School District Foundation for Student Enhancement. Due to a lack of snow this winter, we were unable to pilot a program with the Grade 5 students during PE class. We hope to be able to do so in the coming year.

Physical Education teachers will continue to collaborate with classroom teachers on an informal basis and special education teachers through monthly meetings.

We will continue to enrich student fitness and community-building through the following activities: a Grade 5 volleyball tournament, collaboration with the music department, an all-day/all-school field day, and picnic and games for the students at the Grade 5 Moving Up ceremony. These are great ways to practice the sportsmanship we teach and practice all year.

Annual Report for K-5 Art

Team Leader/Facilitator: Joy Gallagher

Team Members: Krista Pachomski & Susan Grushow

Standard 2.0: Program Coherence

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.):

Student learning and growth are assessed on an ongoing basis using performance-based assessment and creative alternative assessment. Assessments based on visual literacy, will be given to monitor student growth. Art projects will reflect student understanding and curiosity. We will continue to develop and implement collaborative projects, which support alignment to the core curriculum. Through an increased amount of vertical conversations with colleagues, teachers will ensure a more thorough examination of student work. Data Inquiry practices will continue to be used.

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

90% of students demonstrated proficiency in age-appropriate fine motor development demonstrated through the use of art tools such as scissors, rulers, paint brushes, and weaving looms, and the manipulation of art materials including clay, wire, and textiles.

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

At the beginning of the year, the art teachers identified, through observation and student work, a need to focus on appropriate fine motor skills to address the challenges before them in an imaginative and creative way so each student would be able to achieve successful completion of art projects. To accomplish this goal, we designed specific art projects that would allow for the reinforcement and development of fine motor skills while maintaining a focus on imaginative engagement of each learner.

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

As a result of focusing on the development and refinement of fine motor skills, students will have the technical skill to complete art projects with greater proficiency and with greater expression. These improved skills will expand possibilities for expressing their imaginings/ideas.

Results, as evidenced by evaluation and assessment data.

Performance-based assessment was used to review student artwork. A review of these works indicated student growth in their ability to use art tools and design a solution to the open-ended artistic possibilities placed before them.

Conclusions, recommendations, and priorities for future.

Teachers will continue to use the review of performance-based assessments to determine student needs and strengths and accordingly adapt the art program. While we will continue to work on fine motor skills, a focus for the coming year will be a greater immersion of students in the world of painting, sculpture, and fiber art.

Annual Report for Grade 5 Band

Team Leader/Facilitator: David Finch

Team Members: Sonja Beard and 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.):

A high level of achievement is met through a high level of participation and performance in the Grade 5 instrumental program. This high level of participation continues throughout the school year. 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 & 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 students. Continuing high levels of participation strengthens the district music program as a whole. 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 reading skills are assessed throughout the school year. Students are assessed in May on their knowledge of music notation. 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 curricula in both Grades 5-6 band 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 2016-2017 school year is to concentrate more time with sight-reading abilities.

Annual Report for Lenape Reading Department

Team Leader/Facilitator: Kristian Anderson

Team Members: Kristian Anderson

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.):

100% of students that participated in reading services will demonstrate growth in reading according to the *Fountas & Pinnell Benchmark* assessment.

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

95.8% of students that participated in reading services have demonstrated growth in reading according to the *Fountas & Pinnell Benchmark* assessment.

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

In the 2015-2016 school year, the *Fountas & Pinnell Benchmark* assessment was utilized as an assessment tool in reading.

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

The reading teacher will use formative and ongoing data to determine student needs and implement appropriate instruction to meet student needs. As a result of data collection and appropriate instruction, student achievement in reading will increase. All students will demonstrate growth in reading.

Results, as evidenced by evaluation and assessment data.

- 95.8% of students that participated in reading services have demonstrated growth in reading according to the Fountas & Pinnell Benchmark assessment.
- Of the 95.8% of students who did demonstrate growth, 34.8% of these students grew two years or greater and 52.1 % of these students demonstrated at least one year of growth.
- 16.6% of all students that participated in reading services that started below grade level have demonstrated ability to read on grade level according to the Fountas & Pinnell Benchmark assessment.

Conclusions, recommendations, and priorities for future.

- The reading teacher will continue to develop explicit ways to teach specific reading skills.
- The reading teacher and classroom teachers will meet to analyze students work and assessments in order to provide consistent and appropriate support for students.
- The reading teacher will conduct a mid-year reflection for the purpose of evaluating progress toward 2016-2017 SMART goals.

Annual Report for English as a New Language

Team Leader/Facilitator: Shawn Doyle

Team Members: Shawn Doyle and Amy Chapman

Standard 2.0 Program Coherence

All program, 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.):

- 100% of ENL students at Lenape will demonstrate growth in reading according to the Fountas & Pinnell Benchmark assessment.
- 100% of students will demonstrate growth on the NYSESLAT in the four skill areas of reading, writing, listening and speaking.

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

- 100% of ENL students at Lenape have demonstrated growth in reading according to the Fountas & Pinnell Benchmark assessment.
- 70% of ENL students demonstrated growth on the NYSESLAT (80% of students who did not show growth moved to a higher grade band of testing).

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

In the 2015-2016 school year, the *Fountas & Pinnell Benchmark* assessment was utilized as an assessment tool as well as the New York State English as a Second Language Achievement Test.

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

ENL teachers will use formative and ongoing data to determine student needs and implement appropriate instruction to meet student needs. As a result of data collection and appropriate instruction, students will demonstrate progress in listening, speaking, reading, and writing.

Results, as evidenced by evaluation and assessment data.

- 100% of ENL students demonstrated growth in reading according to the Fountas & Pinnell Benchmark assessment.
- 69% of ENL students made at least one year's growth in reading according to the Fountas & Pinnell Benchmark assessment during the 2015-2016 school year.
- 70% of ENL students demonstrated growth according to the New York State English as a Second Language Achievement Test (80% of students who did not show growth moved to a higher grade band of testing).

Conclusions, recommendations, and priorities for future.

- The ENL teachers and classroom teachers will meet to analyze students' work and assessment data and collaborate in order to provide consistent and appropriate support for students.
- The ENL teachers will collaborate to plan and implement activities to engage ENL families.
- The ENL teachers will connect with ENL families to promote attendance at English language instruction classes for ENL parents.
- The ENL teachers will work with the Technology Department to explore software and digital support in language learning.
- The ENL teachers will assist in identifying and collecting documents for translation for ENL parents.

Annual Report for Social Workers/Psychologists

Team Leader/Facilitator: David Rosenfeld

Team Members: Mary Kay Fiore, Lisa Watkins, Rheam Deans, Kate Hughes, Renee Reynolds, Meri Lederer

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.):

- A guide for faculty and staff to use in the event of a critical incident in the school community is developed.
- The guide includes ways to communicate information relevant to the situation. It also addresses developmental issues relevant to each building and debriefing and defusing strategies.
- In addition, the guide includes information on self-care for staff as well as resources for students, parents, staff, and community members.
- The guide was submitted to New Paltz Central School District administrators for review and feedback.

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 were indications that staff members felt concerned about how to best respond to the needs evidenced by students, staff, and parents after a critical incident occurred. A guide addressing these concerns and providing strategies for staff was developed and submitted to New Paltz administrators.
- Attend Critical Incident Stress Management Training.
- Gather information from training and existing publications in addressing this topic.
- Develop a rough draft of a guide to present to administration for review and feedback.
- Final draft of guide will be developed.

Results, as evidenced by evaluation and assessment data.

- Guide was developed and submitted and will be reviewed by administrators.

Conclusions, recommendations, and priorities for future.

- In order to address the uncertainty that many staff members felt over how to support students, parents, and the community in the event of a critical incident in the school community, a guide was developed.
- After review and feedback by administration and the Board of Education, training on how to use the document should be provided to all staff.
- Training should include tabletop exercises and role-play simulations.

Annual Report for Occupational (OT) & Physical Therapy (PT)

Team Leader/Facilitator: Ann Gregory

Team Members: Ann Gregory PT/L, Meredith Hershbein MA, OTR/L, Cindi Valdina, COTA

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.):

- The OT/PT department will enhance teacher instruction by creating video clips to be placed on the webpage for student use.
- Students will show a decreased need for OT/PT services by demonstrating improved independence in the school environment.
- The OT/PT department will continue to evaluate the rubrics to become more efficient in purposeful data collection.

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

Summary of where we were at beginning:

At the start of the 2015-2016 school year:

- OT/PT needed to develop online supplemental educational tools for faculty/staff use.
- OT needed to collect data to determine proficiency of manuscript by the end of Grade 2 using established rubric.
- OT needed to collect data to determine proficiency of the preferred handwriting method (manuscript or cursive) for Grade 4 students using a revised rubric.

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

- By June 30, 2016, planning and implementation of the following video clips will be completed: pencil grips, formation of upper case manuscript letters, and the Yoga series.
- By June 30, 2016, the OT/PT departments will establish a rubric that provides more meaningful and useful data for determination of individual need.

Results, as evidenced by evaluation and assessment data.

PT data collection for the 2015- 2016 school years:

Point to muscle when therapist calls it:

Started 2 ended 4 Total was 8

Therapist points to muscle and child names it:

Started 2 ended 4	Total was 3	Started 2 ended 3	Total was 1
Started 2 ended 2	Total was 5		

Demonstrate 4 core exercises on command:

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

Child names 4 core exercises:

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

OT data collection for the 2015-2016 school year demonstrated the following growth (average of 8 individual students): Each of the two categories was scored from 0 to 4.

- Upper and lower case letter formation: Started at 2.75 and ended at 3.25
- Independent writing of a five word sentence: Started at .75 and ended at 2.62

The new rubric was implemented this year and the point value system was changed to obtain more accurate results. The current point value of zero to four was changed to one to four. Number one will be an emergent skill; number two will be a beginning level skill; number three will be at age level; and number four will exceed age level expectations.

Conclusions, recommendations, and priorities for future.

Conclusions

- Rubrics were revised to better measure handwriting data.
- The upper case manuscript letters performed in sequence is now completed on the school website.

Recommendations

- Educate and inform teachers of the video clips on the OT webpage that can enhance their classroom instruction.

Priorities for future

- Yoga cards have been filmed, but not put onto the webpage to date.
- Add upper case manuscript letters in isolation on the school website.
- The Physical Therapist needs to re-evaluate the current rubric being implemented for more useful data collection.

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. Technology hardware problems will be addressed.

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. Hardware by nature needs occasional repairs.

Results, as evidenced by evaluation and assessment data.

Individual discussions are used to evaluate teacher needs. Sysops created materials to support technology needs. There was increased usage of online projects, online curriculum, and parent communication. Electronic portfolios were produced at all schools. Paperless communication continued and was supported. By using the Trackit system, computer issues were corrected in a timely manner.

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. We will support the District-wide Technology Committee.

Section Three
New Paltz Middle School



**PROGRESS TOWARD THE
DISTRICT GOALS**

2015-2016

**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 are designed to provide a consistent means of reporting the results of the Action Plans implemented in New Paltz Middle School during the 2015-2016 school year.

Middle School teachers continued to align their work with the Common Core Learning Standards. Additionally, we have re-evaluated our local/authentic assessments to enable us to collect and use data to inform instruction. We have maintained our current outstanding programs, and kept the focus on student learning. This was accomplished through collaborative efforts and dialogue with staff and our learning community. All of our work continues to be aligned with District core intelligences and educational standards.

We have continued to address the following items.

1. Revision of departmental action plans using 2015-2016 data (collected throughout the year).
2. Revision of goals for student achievement and associated pre- and post-assessments.
3. Assessments were modified to align with student needs. These were jointly prepared (common among grade level) and scored to align teaching and assessment.
4. Teacher team meetings continue focus on data collection and student growth.
5. Grade 8 hosted a Literature Symposium, bringing all Grade 8 students together regardless of team, for a full day activity to provide a foundational piece prior to the reading of The Adoration of Jenna Fox.
6. Technology:
 - Began using Minecraft.edu as a platform for Grade 6 social studies units. Roll out was accomplished with a collaborative team of teachers, students, and technology personnel.
 - Continued the Flipped Classroom at Grade 6 and extended this strategy into Grade 7.
 - Expanded Literature Circles, coordinating Grades 6, 7 and 8. We are now integrating a Literature Circle format in foreign language.
 - Expanded the use of grade-level tablets to social studies and science.
7. Create/revise plans to reduce bullying at the Middle School.
 - “Don’t Be A Monster” program presented to Grade 6 students (designed by the creators of the Headless Horseman - engaging program).
 - Diversity training at the MS and for Grade 6 students. Special diversity activities also hosted for Grade 8 students through health classes.
 - Charlie’s Crusade safety presentations for Grade 6.

Additional major areas of success at the Middle School this year included:

- Organic Garden has involved more than three dozen students and 10 teachers. A seasonal routine has been established. Produce from the garden has been used in foreign language classes as well as science and home and careers classes.
- *The Little Mermaid*, our drama production, involved over 170 Middle School students. Three performances were open to the public. Enrollment in the play has steadily increased. Cast members had the unique opportunity to perform in front of and meet Samuel Wright (the voice of Sebastian in the movie), as well as have him sing to our Ariel, “*Under the Sea*.”
- Internet safety/social media has become an important Middle School topic. We have hosted three different programs highlighting Internet safety and social media responsibility.

Ongoing

We continue to have our Step-Up Program, 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, lit magazine, student tutors, and sports teams.

It is our focus on learning that provides our students with an outstanding education. The Middle School staff has stepped-up to new Common Core challenges, making modifications to their teaching, as appropriate. Using our in-house assessments, to help determine student growth has been a large component for our staff this year. Common and scaffolded assessments, grading rubrics, along with authentic assessments, continue to move us in the right direction.

We coordinate with the District Office, both with the Superintendent and Assistant Superintendent. The MS staff is flexible in adapting to new circumstances while still motivating students to succeed.

2015-2016: New Paltz Middle School Student Racial Demographic Data

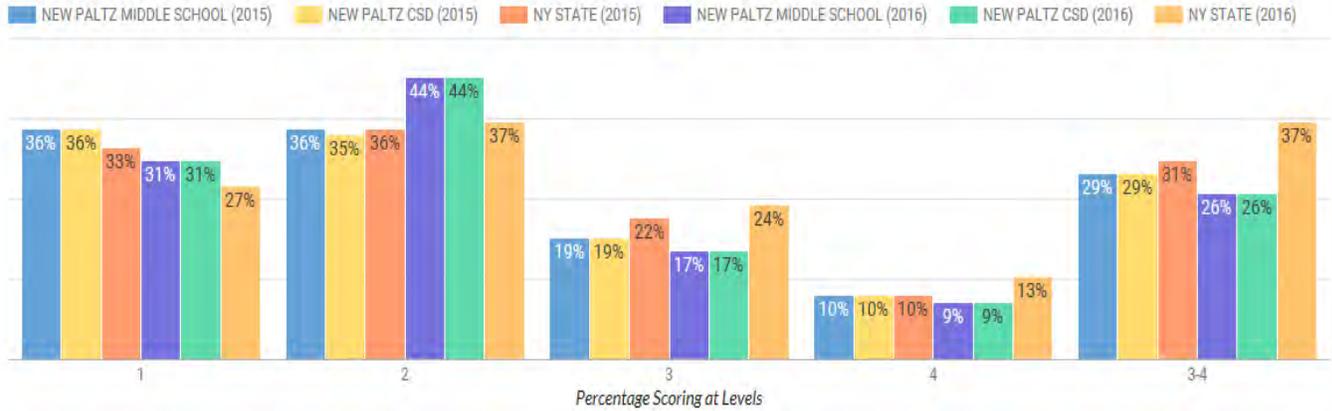
Grade Level	Number of Students	Asian	African American	Hispanic/Latino	American Indian/Alaskan Native	Multiracial	Pacific Island	White
6	147	1%	3%	7%	2%	4%	0%	82%
7	206	2%	7%	7%	0%	4%	0%	79%
8	190	3%	6%	12%	0%	1%	1%	78%
Total	543	2%	6%	9%	1%	3%	0%	80%

Data Tables (Algebra 1/Biology)

Algebra Regents	2012-2013	2013-2014	2014-2015	2015-2016
Average for the class	89% (45 students)	89% (43 students)	83% (40 students)	85% (40 students)

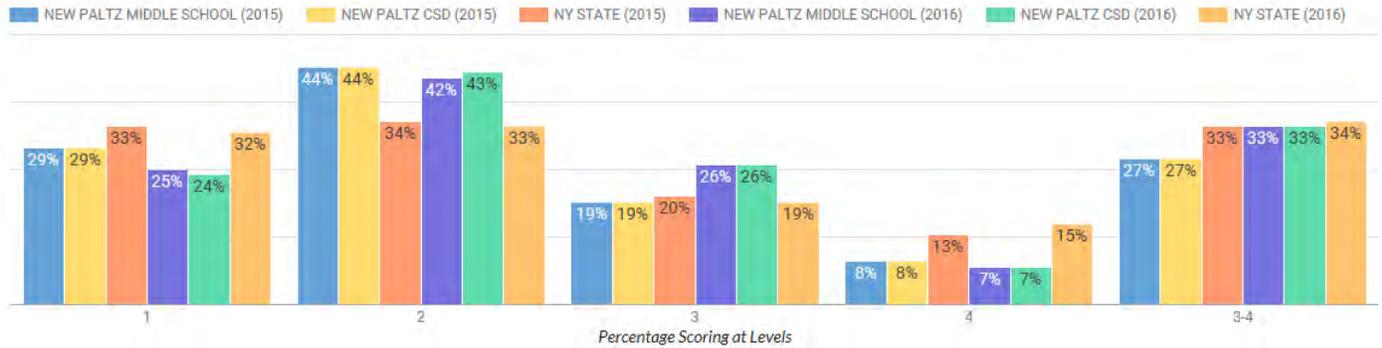
Living Environment Regents	2012-2013	2013-2014	2014-2015	2015-2016
Average for the class	91% (47 students)	88% (47 students)	91% (49 students)	91% (49 students)

NEW PALTZ MIDDLE SCHOOL Grade 6-8 ENGLISH LANGUAGE ARTS ASSESSMENT (2015 AND 2016)



Results by Student Group	2015 ELA GRADES 6,7,8						2016 ELA GRADES 6,7,8					
	Total Tested	Percent scoring at level(s)					Total Tested	Percent Scoring at Level(s)				
		1	2	3	4	3 and 4 (Proficient)		1	2	3	4	3 and 4 (Proficient)
All Students	202	36	36	19	10	29	177	31	44	17	9	26
Female	100	30	35	22	13	35	79	20	46	19	15	34
Male	102	41	36	16	7	23	98	39	42	15	4	19
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	19	58	32	11	0	11	16	69	25	6	0	6
Hispanic or Latino	23	52	26	13	9	22	21	38	33	19	10	29
Asian or Native Hawaiian/Pacific Islander	8	38	25	0	38	38	0	0	0	0	0	0
White	152	30	38	22	10	32	131	25	47	17	11	28
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
General Education Students	173	26	40	22	12	34	151	22	48	20	11	31
Students with Disabilities	29	93	7	0	0	0	26	81	19	0	0	0
English Proficient	-	-	-	-	-	-	-	-	-	-	-	-
Limited English Proficient	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	155	28	40	20	12	32	122	22	45	21	11	32
Economically Disadvantaged	47	60	21	15	4	19	55	49	40	7	4	11
Not Migrant	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-

NEW PALTZ MIDDLE SCHOOL Grade 6-8 MATH ASSESSMENT (2015 AND 2016)



Results by Student Group	2015 MATH GRADES 6,7,8						2016 MATH GRADES 6,7,8					
	Total Tested	Percent scoring at level(s)					Total Tested	Percent Scoring at Level(s)				
		1	2	3	4	3 and 4 (Proficient)		1	2	3	4	3 and 4 (Proficient)
All Students	145	29	44	19	8	27	126	25	42	26	7	33
Female	72	31	47	15	7	22	58	19	45	26	10	36
Male	73	27	41	23	8	31	68	29	40	26	4	30
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	15	67	27	7	0	7	12	50	42	8	0	8
Hispanic or Latino	14	43	21	29	7	36	11	27	36	27	9	36
Asian or Native Hawaiian/Pacific Islander	6	33	33	17	17	34	0	0	0	0	0	0
White	110	22	50	20	8	28	95	22	43	27	7	34
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
General Education Students	123	20	50	23	8	31	109	15	47	30	8	38
Students with Disabilities	22	82	14	0	5	5	17	88	12	0	0	0
English Proficient	-	-	-	-	-	-	-	-	-	-	-	-
Limited English Proficient	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	114	21	47	23	9	32	93	18	44	29	9	38
Economically Disadvantaged	31	58	32	6	3	9	33	42	36	18	3	21
Not Migrant	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-

Annual Report for New Paltz Middle School

Team Leader/Facilitator: Dr. Richard Wiesenthal and Nicole Vitale

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 will collaborate to resolve complex issues.

- Identifying data points to be used in analyzing student growth and guiding instruction.
- Instructional Study Teams (IST) and Response to Intervention implementation.
- Special Education referrals based on data and student need.

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)

- Identify data points.
- Analyze data points to inform intervention.
- Recommendations of appropriate interventions, based on data.
- Monitor and analyze ongoing student growth and when necessary, change direction of teaching and the outcome of student learning.

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

By June 30, 2016:

- 100% of the educational staff will gain competency in coding student products for level of skill competencies (progress monitoring).
- 100% of staff will utilize this information for the purpose of changing teaching to effect a change in learning.
- Response to Intervention and Instructional Study Teams re-articulated to align with District parameters.
- 100% of teachers will engage in professional development to increase their abilities to monitor student growth.

Goals were achieved, as evidenced by the following:

- Teachers attended in-house as well as outside staff development activities to continue to monitor student progress.
- Common assessments are given and evaluated by various members of the department with a common grading rubric.
- Results of assessments used in redesign of lessons to address student growth and development.
- Instructional Study Teams modified operational plan:
 - IST meet on a bi-monthly schedule.
 - IST members attend team meetings to better understand potential problems.
 - Teachers and appropriate staff attend IST meetings providing suggestions and potential solutions.
- RTI protocols used based upon collected data.
- Progress monitored during RTI interventions, modified as needed.
- Team meetings focus on monitoring student progress (collection of data, analysis, and modification of lessons).

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.

- Teachers attended in-house as well as outside staff development activities to continue to monitor student progress. These activities were translated into newly designed lessons and assessments.
- 100% of the professional staff designed lessons focusing on the shifts in the Common Core. The data from these assessments is used to determine student growth.
- The process of collecting, reviewing, and using data in decision-making continued. 100% of staff implemented data-based strategies.
- Authentic assessments aligned with the Common Core Learning Standards. Ongoing revision of our end-of-year authentic assessment to stress analysis and evaluation.
- IST process streamlined and enhanced. Strategies were advanced to promote student progress and associated monitoring.

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. Emphasis on positive student behavior continued throughout the year, through our Step-Up program as well as other grade-level initiatives.

Conclusions, recommendations, and priorities for future.

Conclusions

Our work this year focused on implementation of Common Core lessons, collecting data, and using the data to make decisions about instruction. Coupled with this is the monitoring of student progress. The IST team along with our RTI program support data-based decision making to enhance student learning.

Review:

- Curricular and co-curricular programs and activities continue to address the diverse needs of all students. Increased number of Co-Recs, Karaoke Fridays, the Talent Show, and other programs including Carlie's Crusade, Don't Be a Monster, Stepping-Up, and grade-level field trips integrated into the curriculum have also provided additional opportunities for our students.
- Through grant money (New Paltz Central School District Foundation for Student Enrichment), we have purchased green screens and tablets to be used in foreign language classes in the design and video taping of reports and PSAs.
- Flipped Classroom teacher training has continued, integrating 21st century technology and the social studies curriculum. Minecraft.edu has also been implemented in social studies classes.
- We continue to use AMYQ (Ask Me Your Question) to enable students to get information on a topic without having to go to the teacher. Students can get up, go to the computer (always ready), get the information needed, and return to their seats. Computers are set up in seven classrooms.

Recommendations

- Continue to design assessments from which we use data to monitor student growth.
- Continue to provide staff development on data collection and use of data.
- Continue to provide time to review data and reflect on and revise our practice.
- Continue to monitor the results of the IST interventions as related to student progress.
- Continue to monitor the results of RTI programs.

Priorities

- Staff development to provide teachers with advanced assessment development and associated data collection.
- Provide staff development on ongoing data analysis.
- Continue to develop alternative assessment modes to determine student knowledge and progress.
- Develop a user-friendly process to share relevant student information between grade levels and buildings.

Annual Report for Grade 6 English Language Arts

Team Members: Barbara Weiner, Barbara Sunshine, Heather Hopper, Melissa Giordano, Kelly Costello, 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 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.):

- Pre-assessment (GSRT and grade-level pre-assessments in language arts, writing, and spelling): Students who achieve the standard score above a 40% on the GSRT, above a 50% on the language arts and spelling pre-assessment, and a three or higher on the writing pre-assessment, will be considered on or above grade level.
- Independent Reading: Students will choose and read at least one book and complete a journal entry, an independent reading project which includes a written and a creative component, and a book notes sheet each of the first three quarters. In the fourth quarter, students will also read a nonfiction book and complete a book notes sheet on it.
- Literature Circles: Students will read in Literature Circles, as well as write and discuss key literary elements in an independent group.
- Final Authentic Assessment: Students will complete an independent reading and writing project. The creative component will be completed as a home assignment and all of the writing will be completed in class. This assessment will incorporate literary elements and writing components taught throughout the year.
- Formal Literary Writing: Students will write paragraphs including text evidence for class novels, independent books, and Literature Circle books. Students will write extended responses on tests and quizzes about class novels and Literature Circle books. Students also will write paragraphs and essays citing evidence from nonfiction articles that compare and contrast to the novel they are reading in class.
- Nonfiction and Informational Text: Students will be required to read at least one nonfiction book for the fourth quarter independent reading project. Students will also read nonfiction articles related to class novels and write paragraphs that incorporate how this piece of nonfiction enhances their understanding of the class novel.
- Whole Class Novel Instruction: Whole class novels will be read to introduce literary elements, reinforce citing text evidence to answer comprehension questions, and teach new vocabulary.
- During the year, students will write several pieces, including writing to prove literary elements, a friendly letter, and a book review.

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

Based on the end of the year authentic assessment, 100% of the Grade 6 students demonstrated proficiency.

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

Using pre-assessment data in spelling, reading, and language arts, curriculum was developed to meet the students' needs within the parameters of the District's goals. Common assessments were used to evaluate end of the unit goals.

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

- Students will read, interpret, apply, synthesize and reflect on a variety of genres with emphasis on informational text.
- Students will write for different purposes including: to explain, compare and contrast, summarize, describe, narrate, persuade, or express feelings.
- Students will recognize and apply conventions of Standard English, use language appropriately in different context, and acquire new vocabulary and use appropriately.
- Students read independent books each quarter and choose one to complete an independent reading project. This included written components that analyzed literary elements.
- Students analyzed, compared, contrasted, and synthesized various pieces of fiction and nonfiction using text elements to prove their reasoning.
- Students demonstrated standard paragraph and essay format, including organization of ideas and supporting details.
- Students read class novels and short stories in different genres applying the skills and concepts above.

Results, as evidenced by evaluation and assessment data.

- Independent Reading: Students chose and read at least one book and completed a journal entry, an independent reading project, which included a written and a creative component, and a book notes sheet each of the first three quarters. In the fourth quarter, students also read a nonfiction book and completed a book notes sheet. Each quarter students showed improvement in their independent reading projects. This culminated in all students being able to pass their end of the year authentic assessment.
- Literature Circles: Students read in Literature Circles, as well as wrote and discussed key literary elements in an independent group.
- Final Authentic Assessment: Students completed an independent reading and writing project. The creative component was completed as a home assignment and all of the writing was completed in class. This assessment incorporated literary elements and writing components taught throughout the year.

- **Formal Literary Writing:** Students wrote paragraphs including text evidence for class novels, independent books, and Literature Circle books. Students wrote extended responses on tests and quizzes about class novels and Literature Circle books. Students also wrote paragraphs and essays citing evidence from nonfiction articles that compared and contrasted to the novel they were reading in class.
- **Nonfiction and Informational Text:** Students were required to read at least one nonfiction book for the fourth quarter independent reading project. Students also read nonfiction articles related to class novels and wrote paragraphs that incorporated how this piece of nonfiction enhanced their understanding of the class novel.
- **Whole Class Novel Instruction:** Whole class novels were read to introduce literary elements, reinforce citing text evidence to answer comprehension questions, and teach new vocabulary.
- During the year, students wrote several pieces, including writing to prove literary elements, a friendly letter, and a book review.
- Data was gathered during September through both reading and language arts pre-assessments.

Conclusions, recommendations, and priorities for future.

- Continue to incorporate the new Common Core Learning Standards as they fit into the District goals and curriculum.
- Students need to continue to develop reading skills and concepts in order to be successful in independent small group literature discussions.
- Continue to provide students with a variety of experiences in finding main ideas and supporting details in informational text.
- Horizontal alignment meetings have continued to align Grade 6 curriculum with emphasis on unified, content-specific vocabulary for the writing process.
- Across the subject areas common writing structure and vocabulary as related to the writing process is ongoing.

Annual Report for Grade 7 English

Team Leader/Facilitator: Hughes and Rosen

Team Members: Valerie Hughes, Randi Rosen, Kristen Conrad, Wendy Lockard, Mary Guirma, Michelle Olson

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.):

- Pre-Assessment is administered. Students will show growth and demonstrate grade-level proficiency on GSRT and English department pre-assessments. If below grade level, they are examined for more proficiencies.
- Independent Reading: Students in Grade 7 will independently read two teacher-approved, self-selected books per quarter.
- Whole Novel Instruction: Students will demonstrate reading comprehension strategies and apply them to a whole-class novel, *The Cay*. Students will understand parts of a plot triangle.
- Literature Circles: Students will demonstrate independence during the Literature Circle unit by applying reading strategies practiced during instruction of whole-class novels. Students will be exposed to multiple genres.
- Formal Literary Writing: Students will correctly incorporate literary language into formal writing. Students will expand on the foundations of literary writing by incorporating meaningful commentary into literary paragraphs and essays. Students will incorporate analysis of author's purpose.
- Vocabulary: Students will use context clues to make meaning from new vocabulary.
- Non-Fiction/Informational Texts: Students will read and understand informational texts, summarize, synthesize, and respond alongside corresponding fictional works.
- Poetry: Students will analyze poetry in whole-class settings and individually. Students will compare poetry to multiple forms of literature and media.
- Drama: Students will view a dramatic work on the annual Grade 7 field trip. Students will review a performance. Students will identify elements of drama in *The Miracle Worker* and analyze the text thematically.
- Final Authentic Assessment: Students will demonstrate proficiency on their FAAs.

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

Based on the end of the year Final Authentic Assessment, 95% of the Grade 7 students demonstrated proficiency.

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

- Each student was assessed using the GSRT.
- In the first several weeks, we gathered writing samples to use as pre-assessment of prior writing ability.
- Students needed guidance in choosing appropriate book titles and completing long-term independent reading assignments and goals.
- Students had limited exposure to commentary within the literary paragraph.

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

- To make better use of student data to inform assessment, questioning, and teaching practices.
- To reorganize curriculum to enhance student progress.
- To enhance student engagement with the curriculum and each other, 100% of students will participate in a Literature Circle Symposium.

Results, as evidenced by evaluation and assessment data.

- Pre-Assessment: 85% of students met or exceeded grade-level standards for the GSRT. Most students who initially fell below grade level showed growth.
- Independent Reading: 100% of students in Grade 7 read two teacher-approved, self-selected books independently per quarter. 100% of students grew in their ability to select appropriate and increasingly challenging titles, and met a reading goal, as evidenced by cohesive and insightful projects and writing.
- Whole Novel Instruction: Students demonstrated reading comprehension strategies and applied them to a whole-class novel, *The Cay*. Students understood parts of a plot triangle and successfully applied its elements.
- Literature Circles: Students directed their own learning during the Literature Circle unit, as evidenced by their Literature Circle journals.
- Formal Literary Writing: Students improved their understanding of what makes sophisticated commentary, as evidenced by their final literary essay.
- Vocabulary: 100% of students incorporated literary language into their writing and classroom discussions, appropriate to their grade level.
- Non-Fiction/Informational Texts: Students read and understood informational texts, summarized, synthesized, and responded alongside corresponding fictional works.
- Poetry: Students self-selected appropriate poetry, analyzed, responded, and created a culminating poetry project.

- Drama: Students viewed a performance of *Sunrise at Campobello*. Students reviewed the performance. Students identified elements of drama in *The Miracle Worker* and analyzed the text thematically.
- Final Authentic Assessment: 95% of students demonstrated proficiency on their FAAs.

Conclusions, recommendations, and priorities for future.

- Grade 7 teachers will attend team meetings and use department time to discuss student data, assessment, and vertical alignment.
- Teachers will adjust instruction (both content and process) to increase the number of students attaining mastery.
- Teachers will conduct a mid-year reflection after students complete their Mid-Year Assessments for the purpose of evaluating progress.
- Meet as a team to discuss Data Inquiry based on individual students. Use formative and summative assessments.
- Continue after-school book club, book challenge, The Mirror newspaper, 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

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.):

- Pre-assessment and GSRT and grade-level pre-assessments in short response, paragraph, and essay introduction formal writing.
- Independent Reading: Students will read at least 750 pages a quarter independently and at least 200 should be nonfiction.
- Literature Circles: Students read in Literature Circles and analyze literature in small groups. Students select key elements in the novel and continue daily discussion and analysis of writer's craft.
- Final Authentic Assessment: Students were able to read critically, identify a worldwide problem, research that it exists, and support it in a final, polished essay where they presented their findings and a solution.
- Formal Literary Writing: Students were able to demonstrate growth from their pre-assessment scores in Short Response Writing, Paragraph Writing, and Literary Essay Writing.
- Nonfiction and Information Text: Students appropriately analyze synergistic nonfiction texts to compare and contrast how they approach similar themes and central ideas.
- Whole Class Novel Instruction: Students analyze vocabulary, engage in literary analysis, and engage in higher-level texts.
- Students engaged in a grade-level symposium.

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)

- All students were pre-assessed with the GSRT and Writing Pre-assessment.
- Writing samples were evaluated so that students' needs could be appropriately addressed.
- Skills-based instruction continued to be a part of curriculum.

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

- All students demonstrate proficiency on the Final Authentic Assessment.
- 90% of students will achieve their quarterly independent reading goal.
- 100% of students will fulfill their Literature Circle requirements on a daily basis.
- 100% of students will demonstrate improvement in formal writing.

Results, as evidenced by evaluation and assessment data.

- 86% achieved proficiency on the Final Authentic Assessment.
- 90% of students achieved their quarterly independent reading goal.
- 90% of students achieved their Literature Circle requirements on a daily basis.
- 100% of students demonstrated improvement in formal writing.

Conclusions, recommendations, and priorities for future.

Student performance on the final assessment does not seem reflective of their skill development throughout the year. We need to develop intrinsic motivation for culminating assessments because we have found that there is evidence of stronger skills in smaller benchmarks that are not always reflected in a higher stakes situation.

Annual Report for Middle School Math

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

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 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.
- 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?

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

During the 2014-2015 academic school year, math teachers continued to observe student difficulties with math fluency on grade level. This fluency deficiency limits students' abilities to reach full potential within the Common Core Learning Standards (CCLS).

During the 2015-2016 academic school year math teachers addressed student math fluency as described in the new Common Core Learning Standards. Fall of 2012 began the implementation of a curriculum aligned to the new CCLS. Middle level classes will not see students coming in with a background in this fluency until the incoming Grade 6 students in the fall of 2018. Until that time, we will need to continue to modify our curriculum and assessments to work on the identified 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. The results below are based on the pre- and post-assessments.

Here is a summary of skills addressed in 2015- 2016: PART 1 – GRADES 6-8

Skill	6th		7th	8th
	PERCENT SUCCESS		PERCENT CHANGE within the year	PERCENT CHANGE within the year
Place value (whole) Part 1/Question 1	86		X	X
Place value (decimal) Part 1/Question 2	72		X	X
Rounding (whole numbers) Part 1/Question 3	77		X	X
Rounding (decimal numbers) Part 1/Question 4	50		X	X
Compare & Order decimals Part 1/Question 5	65		X	X
Fraction to decimal Conversion Part 1/Question 6	11		52	X
Decimal to Fraction Conversion Part 1/Question 7	16		54	X
Basic fraction addition Part 1/Question 8	66		49	33
Basic fraction subtraction Part 1/Question 9	51		55	18
Basic fraction multiplication Part 1/Question 10	57		30	12
Basic fraction division Part 1/Question 11	51		-4	30
Basic decimal addition Part 1/Question 12	84		8	-7
Basic decimal subtraction Part 1/Question 13	57		38	22
Basic decimal multiplication Part 1/Question 14	61		23	14
Basic decimal division Part 1/Question 15	20		57	57

Notation:

The table above refers to non-accelerated Grade 7-8 students only.

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 6. 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 2015-2016: PART 2 – GRADES 7-8

Skill	7th	8th
	PERCENT CHANGE	PERCENT CHANGE
Integer Addition (diff signs) Part 2/Question 1	82	X
Integer Addition (same signs) Part 2/Question 2	68	X
Integer Subtraction (diff signs) Part 2/Question 3	48	X
Integer Subtraction (same signs) Part 2/Question 4	48	X
Integer Multiplication Part 2/Question 5	84	X
Integer Division Part 2/Question 6	85	X
Mixed Fraction Addition Part 2/Question 7	63	4
Mixed Fraction Subtraction Part 2/Question 8	62	13
Mixed Fraction Multiplication Part 2/Question 9	21	X
Mixed Fraction Division Part 2/Question 10	26	X
Mixed Fraction Subt w/decomposition Part 2/11	28	X

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 that the emphasis on fluency must continue.

Substantial improvement has been noted in most fluency skills assessed. Note that relatively low percent changes are due to student fluency currently being on track for those specific skills. The other skills/areas will continue to be monitored. This will be ongoing.

Annual Report for Middle School Science

Team Leader/Facilitator: Laura Bryant

Team Members: Sue O'Brien, Donna Gallo, Terri Ritter, Ryan Burns, Rebecca Masters, and Kathy Eckenroth

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.

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.

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

Middle School science and math teachers collaborate to continually revise assessments and instructional strategies. Formative and summative assessments provide data to inform these revisions. In the 2015-2016 school year, this goal of collaboratively assessing student data on an ongoing basis was achieved, as evidenced by the practices enumerated in the next section of this report.

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

Revision of science assessments for Grades 6-8 is a continual process. As the year progressed, we continued to work both formally (staff development opportunities) and informally on the alignment of content and skills based on the Common Core Learning Standards amongst grade levels. In addition, all grade-level science teachers collaborated with Middle School math teachers in application of math skills, such as organizing results, using appropriate graphs, diagrams, data tables, and other models to show relationships.

All grade levels incorporated three or more expository texts where students identified scientific concepts and language, which they then applied throughout the year in classroom discussions, assignments, and assessments.

All grade levels continue to scaffold scientific writing. Starting in Grade 6, students formulate hypotheses based on research and write analysis and conclusions based on the data collected. In Grade 7, this is expanded to include the identification of variables. Finally, in Grade 8 students are engaged with designing their own experiments and will complete a comprehensive procedural lab write-up.

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

In the 2015-2016 school year, the department identified areas of weakness. Specifically in the areas of reading expository texts and in applying math skills in a scientific setting (i.e. graphs, diagrams, data tables, and other models to show relationships).

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

Goals were set to address these areas of weakness, specifically reading at least three expository texts and applying math skills.

Results, as evidenced by evaluation and assessment data.

85% of students achieved proficiency on authentic assessments that involved reading expository texts and the application of math skills. Students were required to synthesize information provided in these texts and apply scientific language to their authentic assessment. Additionally, students showed more independence when applying mathematical skills as exhibited when creating a graph.

Conclusions, recommendations, and priorities for future.

Moving forward, we will continue to work together as a cohesive science department and align assessments within each grade level. We will continue to evaluate student progress and adjust curriculum and assessments, as needed.

Annual Report for Middle School Social Studies

Team Leader/Facilitator: Jennifer Hicks

Team Members: Jennifer Hicks, Ron Constable, Thomas Chervenak, Scott Taylor, Wendy Lockard, Terri Ritter, Laura Bryant, Heather Hopper, Kelly Costello

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 will show growth from the pre-assessment to the final authentic assessment in terms of average score (1.0).
- Students will show development of Constructed Response Question skills through sentence structure and use of document detail (2.0).
- Classroom lessons make use of primary and secondary sources (3.0).
- Classroom lessons make connections to current events and issues for clearer understanding of concepts and skills (3.0).
- Students will consistently use the formal writing process and format for all writing assignments without prompting (4.0).

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

100% of students in Grades 6-8 social studies demonstrated growth from the Pre-assessment to the Final Authentic Assessment in terms of average score.

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

Student performance on the pre-assessment demonstrated a need to refine and review both social studies content and skills, particularly Constructed Response Questions and formal writing (1.0). Pre-assessment data also demonstrated a need to continue developing the skill of referencing the documents and incorporating outside information when answering Constructed Response Questions (2.0). Pre-assessment data provided evidence that development should still continue in encouraging student use of outside information, based on social studies concepts, in their formal writing (2.0). Department discussion and collaboration on lesson planning indicated that we should continue to incorporate the use of primary and secondary sources as we move away from relying on the textbook as a classroom resource (3.0).

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 as they are presented by the State, supplemented with pre/post task examples and revised authentic assessments (1.0).
- At least two literary non-fiction text sources will be identified and incorporated into the identified core standard units (one per semester) (2.0).
- Paragraph and essay writing will be woven into all unit plans and common rubrics will be developed to help standardize the grading of said tasks (2.0).
- Develop Constructed Response Questions and other writing responses that reflect the recognition of various points of view throughout history (3.0).

Results, as evidenced by evaluation and assessment data.

- As evidenced through the midyear assessment continuing through the Final Authentic Assessment, students demonstrated proficiency in answering Common Core based multiple choice questions, analyzing primary source Constructed Response Questions, and connected content with a formal written assessment (1.0).
- All units in Grades 6-8 have incorporated at least two literary non-fiction text sources into the core standards units (2.0).
- Common rubrics and language was successfully integrated across grades levels to standardize results and inter-rater reliability, as evidenced by the results of the midterm and Final Authentic Assessments (2.0).
- Unit Constructed Response Questions, midyear assessments, and the Final Authentic Assessment included multiple-choice questions and written questions that reflected various historical points of view (3.0).

Conclusions, recommendations, and priorities for future.

The social studies department is committed to continuing the design of lesson plans and activities that apply current, 21st century-focused, student-centered methods that are in alignment with Webb's Depth of Knowledge.

Annual Report for Middle School World Languages

Team Leader/Facilitator: Jill Belgrave

Team Members: Jill Belgrave, Lauren O'Malley, Mary Holmes, 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 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 – 92%
- Spanish 1B – Local Assessment (Proficiency) average –96 %
- Spanish 2 – Local Assessment average – 85%

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

Student achievement towards the departmental goals was met at a level of 92%.

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

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 91%
- Spanish 1B – Pre-Assessment average was 22%
- Spanish 2 – Pre-Assessment average was 23%

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

Students will demonstrate improved skill in reading comprehension when reading extended passages and chapter books, as well as writing/listening/speaking as measured by formal and informal assessments.

Results, as evidenced by evaluation and assessment data.

Grade 6

The focus for the 2015-2016 school year was on speaking and listening as a precursor to reading literacy. The students were formally assessed regularly. They were assessed in traditional ways (speaking participation, listening comprehension, vocabulary matching, etc.), with a particular focus on the essential words and the ability to talk about others. End of the year Authentic Assessment results reflected that 100% of Spanish 1A students were able to achieve the local target of 70% or better or their individual target score.

7th Grade

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 who completed the exam were able to achieve the goal of 70% or better or their individual target score on the locally created Proficiency Exam.

8th Grade

In addition to the focus on improving reading comprehension skills, the results of 2014-2015 Proficiency Exam indicated a need for the students to improve their listening comprehension skills. To that end, during the 2015-2016 school year, increasing comprehensible input was emphasized through numerous reading/writing/listening activities. End of the year Authentic Assessment results reflected that 98% of Spanish 2 students were able to achieve the goal of 70% or better or their individual target score.

Conclusions, recommendations, and priorities for future.

Based on student success as evidenced 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 Grade 6-8 Physical Education

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

Team Members: Coach Frey, 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 goal for the 2015-2016 school year was to have 100% of our student population obtain a combined target score of 70%, based on the PE game play rubric.
- In the 2014-2015 school year, 99% of our students met the expectation of 70%, using the same PE game play rubric.
- We did our performance and growth testing in four units (one per quarter) throughout the school year.
- The units in which we test have been changing for the past two years to help promote a wider scope of testing. 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 amount of points possible.”

Results, as evidenced by evaluation and assessment data.

- As a staff, in the 2015-2016 school year, 100% of our total population scored at least a 70% on the PE game play rubric.
- An individual student may have scored less than 70% on a single specific unit of testing. However, overall through our four units 100% of our population scored at least a 70%.

Conclusions, recommendations, and priorities for future.

- The 2015-2016 school year was a very successful year in regards to our performance testing.
- The PE game play rubric for Grades 6-8 has been a helpful tool to enhance student learning. It will clearly show a student's strength as well as areas for improvement.
- We feel it is important to note that a student's physical development (and therefore ability) differs greatly across the three Middle School grade levels and could be evident in student scores (meaning Grade 6 students may have a more difficult time scoring higher cumulatively on the rubric compared to a Grade 8 student, but their own personal growth within each unit will still be evident).
- We plan to test different units in a three-year sequence to allow for more in-depth student exposure/participation in varying styles of sports.
- Designated time for K-12 Physical Education department meetings allows us to align the program.

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.):

A climate in the classroom had been developed that allows for open dialogue, discussion, questions to be asked, and information to be given. An atmosphere of respect and empathy is present so all will feel safe to learn and to develop a higher confidence in themselves. Student success in both the classroom assignments and personal behavior changes will 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)

- As the 2015-2016 school year began, the health department looked to continue the incorporation of the Common Core Learning Standards (CCLS) and to increase the rigor within the classroom to meet the new demands of the classroom in the 21st century and to also coordinate with the New York State Learning Standards for Health Education. A need to revise the Grade 8 final authentic assessment and to reinvent the authentic assessment for Grade 7 was identified. Ways to incorporate more ELA-based standards into the content area were also explored.
- Pre- and post-assessments were revised and reevaluated to continue to develop curriculum in both Grade 7-8.
- Work continued on how to raise the completion rate for the Grade 8 community service hours.

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

- Students were to be assessed on prior knowledge at the beginning of each individual unit, for Grade 8.
- The Grade 8 community service completion rate was to be increased by roughly 2-3% from the previous year. The previous year's completion rate was 90% of the class. A little over 3,000 hours were accumulated overall.
- One of the main goals this year was to strengthen the curriculum by incorporating more of the CCLS and to intertwine these standards with the New York State Standards.

Results, as evidenced by evaluation and assessment data.

- By reviewing the post-unit assessments in Grade 7, student responses continued to help guide what content needed to be redeveloped for the upcoming Grade 7 students the following year. The pre-assessment given in Grade 8 created a sense of what was retained/understood and what material needed to be re-visited (e.g. HIV/AIDS) for further depth of understanding.
- This year's Grade 8 class had a total completion of 3,100 community service hours. The number of total hours is up from last year, but the number of students that completed hours was down approximately 2% from the year before. The completion rate for this year's class was approximately 88% total.
- Grade 8 students hosted two Blood Drives with the NY Blood Center. With these two drives, they achieved the highest number of units collected throughout the Hudson Valley's participating elementary and middle schools. NPMS received the "Little Doctors" award through the NY Blood Center. This is our fifth time winning this award.

Conclusions, recommendations, and priorities for future.

A revised pre-assessment will be given to Grade 8 students at the beginning of the semester. The data collected will demonstrate students' prior knowledge and supply concrete data from year to year. This evidence will help with analysis and feedback about the strengths and weaknesses of the health curriculum in the Middle School.

- Continued attention and revisions need to be made to the curriculum to incorporate the Common Core both in the areas of ELA and math.
- Continued work on pre- and post-assessments for Grade 7 and 8 next year at the beginning and end of the year/semester.
- Continued work on the Final Authentic Assessments to be given at the end of the semester and year.
- Continued effort to keep up the community service involvement in Grade 8, as this component is a crucial piece to social/community learning and NYS Learning Standards II & III.
- Work to begin analysis of the District's current K-12 Sexuality Education curriculum. The analysis of what we have, what we need, and at what level we should begin is all to be reviewed. The possibility of a more formal Sexuality Education curriculum in the elementary grades is recommended.

Annual Report for Middle School Art

Team Leader/Facilitator: Kim Sturgis

Team Members: Kim Sturgis, Krista Pachomski

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:

- Students will continually explore aspects of their own identity. Our program will continue to strengthen students' relationships between art and self by using art as a means of self-expression and self-discovery, resulting in self-sufficiency and self-empowerment.
- Students will begin to discover their own artistic aesthetic and passions through their freedom to choose subject matter/topic/content resulting in the development of students' confidence and understanding of art-making possibilities.
- Students will make connections between the arts and other disciplines, both in and outside of academia, by bringing aspects of science/nature, math, literature, and social studies to the art room, as well as bringing skills learned through art into other disciplines.
- Students will eventually demonstrate knowledge of material techniques via experimentation with materials designed to enhance students' material familiarity leading to autonomous material selection. Students will be exposed to a balance of digital and conventional technologies.
- Students will continue to understand art and culture through exposure to art from various cultures, leading to students' ability to identify issues of diversity, community, collaboration, and social justice within both their own personal artwork and the artwork of others, and resulting in multicultural acceptance and empathy.
- Students will utilize problem-solving skills, as they develop creative solutions to artistic challenges and spatial relationships. Students will continue to reflect on and enhance imaginative thinking through storytelling.

- Students will continue to expand visual literacy through verbal and written critique of individual and peer artwork. Students will “read” artwork, looking for context clues, visual imagery, and symbolism. Students will also analyze artwork for use of principles and elements of art, expanding their artistic vocabulary.
- Students will gain an appreciation for the arts, understanding what art can mean for each student as an individual, as well as careers within the arts.

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:

- Students in Grade 6 art created six in-depth projects that challenged them to explore their identity, imagination, and creativity. The primary focus of the Grade 6 art curriculum is to develop a personal connection to art though reflecting on who they are as a person. In the art room, students are encouraged to explore and use media choices. It is evident through the work created that students make a personal connection to the art they create. Students began to develop their own artistic aesthetic and selected materials of their choice to use with experiments.
- Students in Grade 7 art completed three in-depth projects with an emphasis on evaluating what it means to be a part of a community of artists. Projects address how art can be used for social change within our own school and in our community. Students explore art that addresses social issues. The curriculum continues to address the concepts of liberty and justice. Through an interdisciplinary study of liberty, students create a silhouette in which they reflect on who they are on the inside through the use of text and imagery. In the beginning of the year students create a locker installation project for individual lockers based on personality traits they admire in a friend. Students furthered their developing aesthetic as they were challenged to formulate solutions to creative tasks.
- Students in Grade 8 art completed four in-depth units, which focused on leaving the middle school with a concrete understanding of the elements of art and the principles of design, use of technology in art and applied mathematical concepts used in art. Students also continued to study contemporary art and were exposed to a variety of careers in art.
- Students were actively engaged in a variety of art units that encouraged a personal connection with the artwork they created.
- All students’ artwork was displayed throughout the year in the building’s hallways.
- Art Club students assisted in the set design for our school play.
- Students’ work was displayed at a yearly District-wide Ulster BOCES art exhibit.
- Over 100 students in Grades 6-8 submitted an entry for the Doodle for Google competition this past year.
- Students discussed the principles and elements of art that they utilized in their work. Students also responded to art making tasks focusing on individual principles and elements of art.

- All grades used their art to tell a story, some through symbolism, others through direct visual imagery. Their classmates were able to use clues within their art to decipher meaning.
- Students used their art not only to express aspects of their developing identity, but also to explore their own heritage and social injustices.

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

Students in art enter with a varied number of experiences and preconceived ideas about art and art making. The challenge each year continues to be having students feel successful and enjoy creating art.

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

- Students will be actively engaged in art making.
- Students will be exposed to varied art media.
- Students will be encouraged to make a personal connection with the art they create.
- Students will feel successful and passionate about the artwork they create.

Results, as evidenced by evaluation and assessment data.

Evaluation of project created, written and verbal critiques show that 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 concepts.

Conclusions, recommendations, and priorities for future.

A priority for the future of the Middle School art program would be for students to continue to enjoy the art room as a place to engage in creativity, imagination, and the freedom necessary to make artistic choices.

Annual Report for Instrumental/Vocal/General Music

Team Leader/Facilitator: Sonja Nosovsky

Team Members: David Finch, Scott Milici, and Jessica Rodriguez

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.):

The music department will continue to edit and revise music curriculum throughout the school year in band, chorus, and general music classes. The curriculum helps students improve their understanding and implementation of concepts related to general, instrumental, and vocal music. Within the curriculum are opportunities for student assessments that are appropriate for each class and level. Student evidence of achievement will be met through a variety of differentiated assessments, including but not limited to individual and group 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)

The current curricula in the areas of general, instrumental, and vocal music were established documents that continue to go through revisions. The curricula should continue to implement evidence of achievement through the use of assessments. Assessments should be reviewed and edited for greater student data analysis.

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

- Identifying grade-level appropriate music reading and performance skills.
- Establishing curriculum coherency throughout the entire Middle School music program.
- The curriculum will be continuously revised to suit student needs.

Results, as evidenced by evaluation and assessment data.

- Utilizing student needs and the NYSSMA manual standards, students performed two grade-level appropriate concerts.
- Middle School music department utilized team time to drive curriculum revisions based on student needs and common goals per grade level.
- Students' needs are met through curriculum revisions.

Conclusions, recommendations, and priorities for future.

In conclusion, for the 2015-2016 school year, students had diverse and engaging opportunities across all areas of the Middle School music department.

Mrs. Nosovsky and Mr. Milici will continue to build a curriculum that is flexible and adaptable to meet ever-changing student needs and learning styles. Mrs. Nosovsky is recommending the use of a lesson book in conjunction with the other materials for the MS music program, specifically in the band program.

A priority for the MS music program, specifically the band program, is to implement the curriculum within small groups (5-8 students) to provide the best opportunities for individualized learning.

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?

100% of the students in Grade 7-8 Home & Careers demonstrated growth from the pre-assessment to the post-assessment in each disparate unit of study.

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

The Home & Careers program continues to evolve. The guidelines of the NYS Home & Careers course standards are the primary force that determines course content. In addition, the Common Core Learning Standards (CCLS), the Career and Technical Education standards, and the College and Career Readiness skills are infused into the curriculum. The pre-assessments and post-assessments continue to be revised. Authentic Assessments for each disparate unit also are revised. Twenty-first century skills need to be infused in the curriculum across Grades 7-8.

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

The goals for the Home & Careers courses included infusing the CCLS ELA writing standards into the content of the curriculum. The use of CCLS technology standards needs to be revised throughout the curriculum of Home & Careers. CCLS science standards will continue to be coordinated with the Grade 7 Food Science unit. 21st century skills of critical thinking, global awareness, collaboration, career and life management, information literacy, and healthy living continue to be revised in the Grade 8 career unit through the use of project/problem-based learning.

Results, as evidenced by evaluation and assessment data.

Pre-assessment and post-assessments were revised and the results were reviewed. These results were used to develop lesson plans throughout the year that focus beginning at the right level to introduce the concepts contained in each unit. Grade 8 ELA teachers continue to be consulted in order to practice consistent techniques that are presented in those classes. The technology standards continue to be promoted with the assistance of the librarian. The science department was consulted to merge appropriate science concepts with the Home & Careers standards in the Food Science unit. The culminating activity for Home & Careers 8 included an Iron Chef competition including problem solving, critical thinking, and resource management, as well as food preparation techniques.

Conclusions, recommendations, and priorities for future.

The Home & Careers department will continue to implement these strategies going forward next year. Data will continue to be collected through the use of pre- and post-assessments. The curriculum will continue to be aligned with the CCLS and State standards. Continued student success is a priority for the future in a subject that prepares students to be college and career ready.

Annual Report for Grade 7 & 8 Technology Education

Team Leader/Facilitator: Mark Pizzarello

Team Members: Krista Pachomski

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

Multiple sources of data demonstrate 90% of students are proficient in applying measurement skills:

- Post-testing indicates 90% of students demonstrating proficiency in measurement skills.
- Project-based measurement activities demonstrate 90% of student demonstrating proficiency in applying measurement skills in an authentic context.
- Data derived from Air Racer activity (culminating project) demonstrates 90% of students proficient in applying measurement skills.

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

Our measurement success rate was 90% this year. Based on pretest data, we were very surprised that we reached 90% since the starting point was lower than in recent years. Post-testing, as well as measurement derived from project-based activities, was used as evidence of student achievement.

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

Grade 7 students entering Technology were found to be deficient in measuring ability, with approximately 35-40% unable to measure. Most students could read a ruler but were unable to properly apply this skill in context. We would like to cut the overall percentage of students unable to measure to less than 10%. This is less than previous years.

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

In response to the data indicating a deficit in measurement skills, the following strategies were implementing in the 2015-2016 school year:

- Break down the inch fraction groups.
- Reading ruler activity.
- Practical measurement on classroom objects and accompanying rubric.
- Air Racer activity assessment and accompanying rubric.
- Weekly notebook evaluations and accompanying rubric, focused on measurement applications.

Results, as evidenced by evaluation and assessment data.

- Weekly notebook evaluations demonstrated proper measurement use.
- Students demonstrated strict adherence to measurement standards and constraints when applying measurement skills during project activities.
- Determination of increased achievement in measuring skills (on all projects and activities) was guided by rubric grading for measurement accuracy.

Conclusions, recommendations, and priorities for future.

After implementing our new measurement activities, students demonstrated gains in achievement. We met our goal of 90% proficiency as demonstrated on local assessments. Of that 90% of students demonstrating proficiency in measurement skills, the entire group was able to apply measurement to their projects with little or no help. We will continue our action plan efforts into next year 2016-2017.

Annual Report for Speech and Language Department

Team Leader/Facilitator: Collaborative Effort

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

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 expressive language, receptive language, and hearing disabilities frequently use incorrect grammatical features (i.e., derivations of nouns and verbs, irregular noun/verb forms, tense markers, and pronouns). These students need specific strategies to be taught, re-taught, and practiced throughout the year to utilize their expressive language skills in structured and unstructured settings.

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

In 2015-2016, 75% of the students in the identified population will improve one year's growth in one year's time according to the raw score and/or scaled score of the Word Structure and/or the Formulated Sentences subtest of the *Clinical Evaluation of Language Fundamentals 5th Edition*. Students for whom these subtests are not appropriate will demonstrate an increase in their developmental level as noted on *Brown's Stages of Morphological Development*.

Results, as evidenced by evaluation and assessment data.

- 100% of students demonstrated an increase in the raw score on the Formulated Sentences and/or Word Structure subtest of the *Clinical Evaluation of Language Fundamentals 5th Edition* or progressed on *Brown's Stages of Morphological Development*.
- 91% of students demonstrated a scaled score equal to or greater than his/her baseline score. This indicates that these students made at least one year's growth in one year's time. The vast majority of these students demonstrated a scaled score higher than the baseline score, indicating more than a year's growth in a year's time.
- These students require direct teaching, a therapist model, and/or verbal reminders to improve their ability to use age appropriate grammatical features when formulating sentences in structured and unstructured settings.

Conclusions, recommendations, and priorities for future.

- The strategies and activities used were successful across grade levels and students' needs.
- All students demonstrated growth on the assessments used to measure syntax and morphology development.
- We need to continue to communicate specific expressive language successes and the strategies that are observed in therapy with the teachers who work with the students and the students' parents to allow for carryover of the learned skill.
- We also noted that some students require more modeling and practice 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.

New Paltz High School

The sudden and tragic loss of two students had a significant impact on our school community during the 2015-2016 academic year. Our immediate challenge was to identify the social and emotional needs of our students and provide information, resources, and/or services as appropriate. In partnership with multiple agencies and associations organized to address these needs, we have begun the healing process. While we continue to address the academic needs of our students, their health and wellness will continue to be carefully monitored and assessed as we move forward.

“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 actions implemented in the High School during the 2015-2016 school year.

In May 2016, New Paltz Central High School was named one of 220 High Achieving, High Progress Reward Schools in New York State for 2016-2017 and was one of 99 Reward High Schools recognized outside of New York City.

New Paltz High School was recognized for its high academic achievement based on the following results:

- ❖ In the top 20% in the State for ELA and Math (2013-2014 and 2014-2015).
- ❖ No significant gaps in student achievement between sub groups.
- ❖ A graduation rate of more than 80%.
- ❖ Made Adequate Yearly Progress (2013-2014 and 2014-2015).
- ❖ The percent of students in the school who graduated with advanced designation or CTE exceeded State average.
- ❖ The graduation rate for students who entered the school performing below the proficient level in ELA and Math exceeds State average.

And, for the tenth consecutive year, New Paltz High School was named one of America’s Best High Schools.

In both situations, it is the district’s mission, vision, educational standards, and guiding principles that provide the focus of our work and the basis for our recognition.

By keeping our focus on success for all, we continued to pursue the critical questions of teaching and learning for understanding.

During 2015-2016, the High School staff continued to engage in professional development designed to align curriculum with the changing standards and to increase their ability to monitor student learning and in particular student growth.

The educational staff used local, common, and/or State assessments to monitor levels of understanding, learning, and student growth. Formative assessments were introduced in all content areas and used to assess levels of understanding. In many classes, instructional delivery was revisited and the number of “flipped lessons” increased.

Utilizing the data, the educational staff modified and adjusted their teaching and continued to monitor the achievement levels for all students, targeting students with disabilities (SWD) and economically disadvantaged students. Instructional Study Team (IST), RtI, and Special Education Committee recommendations were based on data.

Each department used available State and local data to create the annual report. The data was then reviewed and used to create the 2015-2016 department action plan. The summary report for each department is included in the State of the District reports.

The Diversity Cadre continued to align its work with the mission and vision statement of the District. The Cadre, with the assistance of the Department of Justice’s Community Relations Service, introduced the SPIRIT program to our school.

Section Three
New Paltz Central High School



**PROGRESS TOWARD THE
DISTRICT GOALS**

2015-2016

**SUBMITTED BY:
BARBARA CLINTON, PRINCIPAL**

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.):

Administrators and staff will collaborate to resolve complex issues:

- Identifying data points to be used in analyzing student growth and guiding instruction.
- Instructional Study Teams and Response to Intervention implementation.
- Special education referrals based on data and student need.

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)

While significant progress has been made in reviewing the continuum of services in the New Paltz Central School District, continued support is necessary when monitoring student progress and recommending intervention based on data.

- Identify data points.
- Analyze data points to inform intervention.
- Recommendations of appropriate interventions, based on data.
- Monitor and analyze ongoing student growth and, when necessary, modify and adjust teaching to improve student learning.

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

By June 30, 2016:

- 100% of the educational staff will gain competency in coding student products for level of skill competencies (progress monitoring).
- 100% of staff will utilize this information to increase their ability to monitor student learning and student growth.
- Response to Intervention and Instructional Study Teams will be re-articulated to align with district parameters.

- 100% of the educational staff will engage in professional development to increase their abilities to monitor and report student growth.
- 100% of educational staff will incorporate technological resources as an integral part of the learning process.
- 100% of the students will be fully engaged and participate in the learning process, and demonstrate growth in learning as measured by the common assessments aligned with the Common Core Learning Standards.
- 100% of the educational staff will participate in professional development opportunities to enhance our learning community and to increase their ability to identify data points to support learning initiatives.
- 100% of the educational staff will be knowledgeable of our focus on College and Career Readiness and will focus on increasing achievement levels for all students, targeting SWD and economically disadvantaged students.

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

- 100% of the professional staff continued to design lessons focusing on the shifts in the new standards. The data from these assessments were used to determine student growth.
- Instructional Study Teams (IST) modified their operational plan:
 - IST process was reviewed and restructured. Strategies were advanced to promote student progress and associated monitoring.
 - IST met on a weekly schedule. IST membership increased to include one classroom teacher for all meetings in addition to a regularly assigned teacher of record. Protocols were reviewed.
 - Teachers and appropriate staff analyzed data points to support intervention.
- IST recommendations were based on data.
- RtI protocols were based on collected data. Progress was monitored and intervention adjustments were made based on results.
- Grade level and department meetings focused on reviewing curriculum and assessment to ensure questions reflect varying levels of understanding. Student progress was assessed, data was collected, and teachers were monitoring and reporting levels of understanding.
- Positive student behavior continued to be reinforced throughout the year.
- The Dignity for All Students Act was implemented.
- The NPCSD and the Greater New Paltz Community Partnership (GNPCP) addressed issues of health and wellness within the school community and provided multiple workshops including Stress Busters and Bystander Intervention training.
- The Department of Justice “SPIRIT” program was introduced to provide all students with opportunities to identify problems and resolve issues together. The work of this program will continue in 2016-2017.
- The school community continued to focus on creating a positive climate and engaging students in the learning process.
- The school community continued to focus on caring, connecting, and making a difference.

Conclusions, recommendations, and priorities for future.

Conclusions

Our work this year continued to focus on improving student learning. Our professional community was again provided with a structure to examine results, reflect upon our practice, establish learning goals, and develop plans for improvement. Particular attention was given to identifying data points to better monitor individual student learning and student growth.

- Administrative support (building and District level) for 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.
- Continued collaboration with SUNY New Paltz, SUNY Albany, SUNY Ulster, and Rochester Institute of Technology has provided increased opportunities to receive college credit while experiencing real world challenges and college level work.
- 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 practices and procedures, and overall governance of the school community (Student Government Association, NPZ, Peer Leaders, Youth For Unity, the Maroon, Gay Straight Alliance LBGTQ, Interact Club, etc.).
- Average daily attendance was 94% and our 4-year graduation rate for students who entered Grade 9 in 2011 was 95% as of August 2015. Our 5-year graduation rate for students who entered grade 9 in 2010 was 96%. Our SAT and ACT scores continued to be above the New York State average. Enrollment in AP courses increased, as did the total number of college bound students. Our equity and excellence percentage continued to increase to 53.2%. Annual yearly progress was once again achieved in all areas.

Recommendations

- Continue to provide time to review, reflect, and revise our practice to inspire student learning.
- Continue to pursue the critical questions of teaching and learning for understanding and provide meaningful staff development for all.
- Continue to provide data in a user-friendly format and use data to support the decision-making process.
- Continue to monitor the requests of IST and RtI and as necessary revise plans for academic support.
- Continue to assess the needs of all students, explore options, and make recommendations for program adjustment as appropriate.
- Continue to provide opportunities for constructive dialogue with all members of our school community, especially students, and work together to achieve resolution.
- Continue to provide support to students, families, and staff as we further monitor student learning and identify data points to support learning intervention. Modify and adjust the process to provide opportunities to enhance instruction and student learning.

Priorities

- Continue to support our students as we implement changing curriculum and assessments.
- Continue to be attentive to the realities of the 21st century and our changing global environment.
- Monitor and adjust curriculum and instruction as necessary to truly prepare our students for “success” in an ever-changing world.
- Encourage students to be critical thinkers, innovators, problem-solvers, and creative, collaborative, compassionate, effective communicators, as well as to have fun and be healthy.
- Provide opportunities for students to demonstrate their success.

Co-Curricular Activities:

The following list of highlights reflects an array of co-curricular activities available to our students.

- Activities were provided in APES, Environmental Club, Field Biology, and the expanded Living Classroom in our courtyard.
- Peer Leadership participated in Red Ribbon Day and Wellness Day activities.
- Students participated in Youth for Unity and the Women in History Celebration.
- NPHS hosted the Hispanic Heritage Celebration, Black History Celebration, and Michael Fowlin Assembly.
- A Poetry Out Loud competition was held.
- Interact Club participated in “Walk in My Shoes,” Movember, and “Haitian Child Support” projects.
- Drama Club presented a Fall Drama, “Arsenic and Old Lace,” and Spring Musical, “Fiddler on the Roof.”
- The ENL program was expanded to address the needs of students and family.
- Student Government hosted a community lunch, arranged guest speakers, and represented the official voice of the student body.
- Students participated in the Multi-Cultural Conference at SUNY New Paltz.
- The Science Olympiad was reinstated.
- English Department hosted “Night in a Day” and sustained silent reading.
- The Mock Trial team was named 2016 Ulster County Champions.
- Three New Paltz students were chosen to represent the Hudson Valley in the Puerto Rican/Hispanic Youth Leadership Institute.
- New Paltz High School PTSA work included hosting the Book Fair, providing student recognition, coordinating school picture day, hosting the graduation reception, and providing financial support to student programming when requested.

- NPCSD Foundation for Student Enhancement activities included multiple grants for students and staff including the “solar-powered robots” project.
- NPHS Scholarship Committee awarded scholarship auction/money to students at graduation.

Community Participation

Several opportunities to participate in community activities and initiatives were supported. These include:

- Multi-Cultural Conference at SUNY New Paltz.
- One Book/One New Paltz events held from November 15-22, 2015 for “Orange is the New Black.”
- Multiple art shows that were hosted December 2015-June 2016.
- Greater New Paltz Community Partnership activities (in October 2015, GNPCP provided ongoing resources for grief, drug, and alcohol awareness programs, as well as continued support for health and wellness education programing).
- Ongoing Community Service projects were coordinated through PIGLETS
- and the Social Studies Department, Student Government, Honor Society, and Interact Club.
- Ongoing collaboration with SUNY New Paltz including the STEAM, Science, Technology, Engineering, Art, and Math programs, which have afforded our students real world hands-on opportunities.
- And more.

Special Guests

SED Commissioner Elia visited the High School and was impressed with our students.

2015-2016: New Paltz High School Student Racial Demographic Data

Grade Level	Number of Students	Asian	African American	Hispanic /Latino	American Indian/ Alaskan Native	Multiracial	Native Hawaiian/ Pacific Island	White
9	187	6	14	21	0	3	0	143
10	194	5	5	20	2	3	2	157
11	191	8	14	24	1	5	0	139
12	188	7	7	13	1	5	1	154
TOTAL 9 – 12	760	26	40	78	4	16	3	593

District Graduation Rates and Aspirational Performance Measures

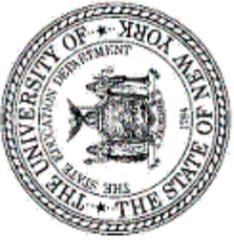
District graduation rates and aspirational performance measures are based on the four-year outcomes of the 2011 Total Cohort as released in August 2015 by the State Education Department, as well as the five-year graduation rate results for the 2011 Total Cohort through August 2015.

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 were in the Student Information Repository System (SIRS) at the close of data collection for the 2014-2015 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: 2015-16
 Data Refresh Date: Jul 24, 2016

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Total Graduates		Total Completers $b = (c+d+e+f+g+i)$	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	j
*All Students	187	188	188	7	68	1	60	51	12	1	105	58	2	2	6	1	6	8
Female	93	93	93	4	31	0	30	28	5	0	55	28	2	1	1	0	4	2
Male	94	95	95	3	37	1	30	23	7	1	50	30	0	1	5	1	2	6
*American Indian/Alaska Native	1	1	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0
*Black	7	7	7	1	3	0	3	0	2	0	2	4	0	0	1	0	0	0
*Hispanic	15	15	15	2	4	0	4	5	0	0	8	5	0	0	0	0	1	1
*Asian/Pacific Islander	7	7	7	0	2	0	1	4	2	0	4	2	0	0	0	0	0	1
*White	155	156	156	4	58	1	51	41	8	1	89	47	2	2	4	1	5	6
*Multiracial	2	2	2	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0
General Education Students	167	167	167	0	55	1	60	51	10	0	103	50	0	2	3	0	4	5
*Students with Disabilities	20	21	21	7	13	0	0	0	2	1	2	8	2	0	3	1	2	3
Not Limited English Proficient	187	188	188	7	68	1	60	51	12	1	105	58	2	2	6	1	6	8
Formerly Limited English Proficient	2	2	2	0	2	0	0	0	0	0	0	2	0	0	0	0	0	0
*Economically Disadvantaged	45	45	45	3	24	1	13	4	5	0	16	20	1	0	4	0	0	4
Not Economically Disadvantaged	142	143	143	4	44	0	47	47	7	1	89	38	1	2	2	1	6	4
Not Migrant	187	188	188	7	68	1	60	51	12	1	105	58	2	2	6	1	6	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.

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: 2015-16
 Examination: Regents Common Core Algebra I
 Data Refresh Date: Jul 24, 2016

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number of Students Scoring						Percentage of Tested Students Scoring					
	Number Tested b	Performance Level 1 c	Performance Level 2 d	Performance Level 3 e	Performance Level 4 f	Performance Level 5 (common core assessments only) g	Performance Level 1 h	Performance Level 2 i	Performance Level 3 j	Performance Level 4 k	Performance Level 5 (common core assessments only) l	
* All Students *	197	11	30	84	52	20	5.6%	15.2%	42.6%	26.4%	10.2%	
Female	89	3	8	36	32	10	3.4%	9.0%	40.4%	36.0%	11.2%	
Male	108	8	22	48	20	10	7.4%	20.4%	44.4%	18.5%	9.3%	
* Black *	17	2	7	5	3	0	11.8%	41.2%	29.4%	17.6%	0.0%	
* Hispanic *	30	2	6	15	4	3	6.7%	20.0%	50.0%	13.3%	10.0%	
* Asian/Pacific Islander *	7	0	0	3	2	2	0.0%	0.0%	42.9%	28.6%	28.6%	
* White *	139	6	15	60	43	15	4.3%	10.8%	43.2%	30.9%	10.8%	
* Multiracial *	4	1	2	1	0	0	25.0%	50.0%	25.0%	0.0%	0.0%	
General Education Students	147	4	17	60	47	19	2.7%	11.6%	40.8%	32.0%	12.9%	
* Students with Disabilities *	50	7	13	24	5	1	14.0%	26.0%	48.0%	10.0%	2.0%	
Former Students with Disabilities	2	0	1	0	0	1	0.0%	50.0%	0.0%	0.0%	50.0%	
Not Limited English Proficient	189	9	27	83	51	19	4.8%	14.3%	43.9%	27.0%	10.0%	
* Limited English Proficient *	8	2	3	1	1	1	25.0%	37.5%	12.5%	12.5%	0.0%	
Formerly Limited English Proficient	1	0	0	1	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	
* Economically Disadvantaged *	57	8	11	26	10	2	14.0%	19.3%	45.6%	17.5%	3.5%	
Not Economically Disadvantaged	140	3	19	58	42	18	2.1%	13.6%	41.4%	30.0%	12.9%	
Not Migrant	197	11	30	84	52	20	5.6%	15.2%	42.6%	26.4%	10.2%	

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/irs/sirs/home.html>

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: 2015-16
 Examination: Regents Common Core Algebra II
 Data Refresh Date: Jul 24, 2016

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number of Students Scoring					Percentage of Tested Students Scoring						
	a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	117	5	5	29	45	45	17	4.3%	4.3%	38.5%	38.5%	14.5%
Female	62	1	3	29	22	22	7	1.6%	4.8%	46.8%	35.5%	11.3%
Male	55	4	2	16	23	23	10	7.3%	3.6%	29.1%	41.8%	18.2%
* American Indian/Alaska Native *	1	0	0	0	1	1	0	0.0%	0.0%	0.0%	100.0%	0.0%
* Black *	4	1	0	2	1	1	0	25.0%	0.0%	50.0%	25.0%	0.0%
* Hispanic *	11	0	2	5	3	3	1	0.0%	18.2%	45.5%	27.3%	9.1%
* Asian/Pacific Islander *	9	0	0	1	5	5	3	0.0%	0.0%	11.1%	55.6%	33.3%
* White *	92	4	3	37	35	35	13	4.3%	3.3%	40.2%	38.0%	14.1%
General Education Students	115	4	4	45	45	45	17	3.5%	3.5%	39.1%	39.1%	14.8%
* Students with Disabilities *	2	1	1	0	0	0	0	50.0%	50.0%	0.0%	0.0%	0.0%
Former Students with Disabilities	1	0	0	0	1	1	0	0.0%	0.0%	0.0%	100.0%	0.0%
Not Limited English Proficient	115	5	5	45	44	44	16	4.3%	4.3%	39.1%	38.3%	13.9%
* Limited English Proficient *	2	0	0	0	1	1	1	0.0%	0.0%	0.0%	50.0%	50.0%
Formerly Limited English Proficient	1	0	0	0	1	1	0	0.0%	0.0%	0.0%	100.0%	0.0%
* Economically Disadvantaged *	18	1	2	9	5	5	1	5.6%	11.1%	50.0%	27.8%	5.6%
Not Economically Disadvantaged	99	4	3	36	40	40	16	4.0%	3.0%	36.4%	40.4%	16.2%
Not Migrant	117	5	5	45	45	45	17	4.3%	4.3%	38.5%	38.5%	14.5%

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/irs/sirs/home.html>

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: 2015-16
 Examination: Regents Common Core English Language Arts
 Data Refresh Date: Jul 24, 2016

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number of Students Scoring							Percentage of Tested Students Scoring				
	a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	313	7	17	49	43	197	2.2%	5.4%	15.7%	13.7%	62.9%	
Female	145	0	5	15	26	99	0.0%	3.4%	10.3%	17.9%	68.3%	
Male	168	7	12	34	17	98	4.2%	7.1%	20.2%	10.1%	58.3%	
* American Indian/Alaska Native *	2	0	0	0	0	2	0.0%	0.0%	0.0%	0.0%	100.0%	
* Black *	16	1	2	6	3	4	6.2%	12.5%	37.5%	18.8%	25.0%	
* Hispanic *	41	2	4	11	7	17	4.9%	9.8%	26.8%	17.1%	41.5%	
* Asian/Pacific Islander *	9	0	0	2	1	6	0.0%	0.0%	22.2%	11.1%	66.7%	
* White *	240	4	10	29	32	165	1.7%	4.2%	12.1%	13.3%	68.8%	
* Multiracial *	5	0	1	1	0	3	0.0%	20.0%	20.0%	0.0%	60.0%	
General Education Students	260	0	7	35	39	179	0.0%	2.7%	13.5%	15.0%	68.8%	
* Students with Disabilities *	53	7	10	14	4	18	13.2%	18.9%	26.4%	7.5%	34.0%	
Former Students with Disabilities	3	0	2	0	0	1	0.0%	66.7%	0.0%	0.0%	33.3%	
Not Limited English Proficient	311	7	16	48	43	197	2.3%	5.1%	15.4%	13.8%	63.3%	
* Limited English Proficient *	2	0	1	1	0	0	0.0%	50.0%	50.0%	0.0%	0.0%	
Formerly Limited English Proficient	1	0	0	0	0	1	0.0%	0.0%	0.0%	0.0%	100.0%	
* Economically Disadvantaged *	63	4	6	18	10	25	6.3%	9.5%	28.6%	15.9%	39.7%	
Not Economically Disadvantaged	250	3	11	31	33	172	1.2%	4.4%	12.4%	13.2%	68.8%	
Not Migrant	313	7	17	49	43	197	2.2%	5.4%	15.7%	13.7%	62.9%	

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/sirs/sirs/home.html>

New York State Education Department

Annual Regents Report



Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 6211101060005
 School Year: 2015-16
 Examination: Regents Common Core Geometry
 Data Refresh Date: Jul 24, 2016

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number of Students Scoring						Percentage of Tested Students Scoring				
	a	b	c	d	e	f	g	h	i	j	k
* All Students *	168	8	26	75	24	35	4.8%	15.5%	44.6%	14.3%	20.8%
Female	83	6	11	41	9	16	7.2%	13.3%	49.4%	10.8%	19.3%
Male	85	2	15	34	15	19	2.4%	17.6%	40.0%	17.6%	22.4%
* American Indian/Alaska Native *	2	0	0	2	0	0	0.0%	0.0%	100.0%	0.0%	0.0%
* Black *	7	0	5	0	1	1	0.0%	71.4%	0.0%	14.3%	14.3%
* Hispanic *	16	2	5	7	0	2	12.5%	31.2%	43.8%	0.0%	12.5%
* Asian/Pacific Islander *	5	0	0	2	0	3	0.0%	0.0%	40.0%	0.0%	60.0%
* White *	137	6	16	64	22	29	4.4%	11.7%	46.7%	16.1%	21.2%
* Multiracial *	1	0	0	0	1	0	0.0%	0.0%	0.0%	100.0%	0.0%
General Education Students	161	8	22	72	24	35	5.0%	13.7%	44.7%	14.9%	21.7%
* Students with Disabilities *	7	0	4	3	0	0	0.0%	57.1%	42.9%	0.0%	0.0%
Not Limited English Proficient	167	8	26	75	24	34	4.8%	15.6%	44.9%	14.4%	20.4%
* Limited English Proficient *	1	0	0	0	0	1	0.0%	0.0%	0.0%	0.0%	100.0%
Formerly Limited English Proficient	1	1	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	29	3	12	9	1	4	10.3%	41.4%	31.0%	3.4%	13.8%
Not Economically Disadvantaged	139	5	14	66	23	31	3.6%	10.1%	47.5%	16.5%	22.3%
Not Migrant	168	8	26	75	24	35	4.8%	15.5%	44.6%	14.3%	20.8%

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/irs/sirs/home.html>

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: 2015-16
 Examination: Regents Global History
 Data Refresh Date: Jul 24, 2016

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number of Students Scoring										Percentage of Tested Students Scoring				
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
* All Students *	217	4	15	75	123	0	0	1.8%	6.9%	34.6%	56.7%	0.0%	0.0%	0.0%	0.0%
Female	109	0	10	34	65	0	0	0.0%	9.2%	31.2%	59.6%	0.0%	0.0%	0.0%	0.0%
Male	108	4	5	41	58	0	0	3.7%	4.6%	38.0%	53.7%	0.0%	0.0%	0.0%	0.0%
* American Indian/Alaska Native *	1	0	0	0	1	0	0	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
* Black *	7	0	0	7	0	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
* Hispanic *	26	3	6	8	9	0	0	11.5%	23.1%	30.8%	34.6%	0.0%	0.0%	0.0%	0.0%
* Asian/Pacific Islander *	7	0	0	0	7	0	0	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
* White *	173	1	8	60	104	0	0	0.6%	4.6%	34.7%	60.1%	0.0%	0.0%	0.0%	0.0%
* Multiracial *	3	0	1	0	2	0	0	0.0%	33.3%	0.0%	66.7%	0.0%	0.0%	0.0%	0.0%
General Education Students	178	0	7	58	113	0	0	0.0%	3.9%	32.6%	63.5%	0.0%	0.0%	0.0%	0.0%
* Students with Disabilities *	39	4	8	17	10	0	0	10.3%	20.5%	43.6%	25.6%	0.0%	0.0%	0.0%	0.0%
Former Students with Disabilities	1	0	0	1	0	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Limited English Proficient	215	4	14	75	122	0	0	1.9%	6.5%	34.9%	56.7%	0.0%	0.0%	0.0%	0.0%
* Limited English Proficient *	2	0	1	0	1	0	0	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	41	2	8	17	14	0	0	4.9%	19.5%	41.5%	34.1%	0.0%	0.0%	0.0%	0.0%
Not Economically Disadvantaged	176	2	7	58	109	0	0	1.1%	4.0%	33.0%	61.9%	0.0%	0.0%	0.0%	0.0%
Not Migrant	217	4	15	75	123	0	0	1.8%	6.9%	34.6%	56.7%	0.0%	0.0%	0.0%	0.0%

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/irs/sirs/home.html>

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: 2015-16
 Examination: Regents Living Environment
 Data Refresh Date: Jul 24, 2016

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number of Students Scoring										Percentage of Tested Students Scoring				
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
* All Students *		<u>150</u>	<u>2</u>	<u>4</u>	<u>79</u>	<u>65</u>	<u>0</u>	<u>1.3%</u>	<u>2.7%</u>	<u>52.7%</u>	<u>43.3%</u>	<u>0.0%</u>			
Female		<u>78</u>	<u>1</u>	<u>3</u>	<u>38</u>	<u>36</u>	<u>0</u>	<u>1.3%</u>	<u>3.8%</u>	<u>48.7%</u>	<u>46.2%</u>	<u>0.0%</u>			
Male		<u>72</u>	<u>1</u>	<u>1</u>	<u>41</u>	<u>29</u>	<u>0</u>	<u>1.4%</u>	<u>1.4%</u>	<u>56.9%</u>	<u>40.3%</u>	<u>0.0%</u>			
* American Indian/Alaska Native *		<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>100.0%</u>	<u>0.0%</u>			
* Black *		<u>5</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>1</u>	<u>0</u>	<u>0.0%</u>	<u>0.0%</u>	<u>80.0%</u>	<u>20.0%</u>	<u>0.0%</u>			
* Hispanic *		<u>18</u>	<u>0</u>	<u>1</u>	<u>11</u>	<u>6</u>	<u>0</u>	<u>0.0%</u>	<u>5.6%</u>	<u>61.1%</u>	<u>33.3%</u>	<u>0.0%</u>			
* Asian/Pacific Islander *		<u>6</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>0.0%</u>	<u>0.0%</u>	<u>50.0%</u>	<u>50.0%</u>	<u>0.0%</u>			
* White *		<u>117</u>	<u>1</u>	<u>2</u>	<u>60</u>	<u>54</u>	<u>0</u>	<u>0.9%</u>	<u>1.7%</u>	<u>51.3%</u>	<u>46.2%</u>	<u>0.0%</u>			
* Multiracial *		<u>3</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>33.3%</u>	<u>33.3%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>			
General Education Students		<u>120</u>	<u>0</u>	<u>0</u>	<u>59</u>	<u>61</u>	<u>0</u>	<u>0.0%</u>	<u>0.0%</u>	<u>49.2%</u>	<u>50.8%</u>	<u>0.0%</u>			
* Students with Disabilities *		<u>30</u>	<u>2</u>	<u>4</u>	<u>20</u>	<u>4</u>	<u>0</u>	<u>6.7%</u>	<u>13.3%</u>	<u>66.7%</u>	<u>13.3%</u>	<u>0.0%</u>			
Not Limited English Proficient		<u>146</u>	<u>2</u>	<u>3</u>	<u>77</u>	<u>64</u>	<u>0</u>	<u>1.4%</u>	<u>2.1%</u>	<u>52.7%</u>	<u>43.8%</u>	<u>0.0%</u>			
* Limited English Proficient *		<u>4</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0.0%</u>	<u>25.0%</u>	<u>50.0%</u>	<u>25.0%</u>	<u>0.0%</u>			
* Economically Disadvantaged *		<u>30</u>	<u>1</u>	<u>2</u>	<u>19</u>	<u>8</u>	<u>0</u>	<u>3.3%</u>	<u>6.7%</u>	<u>63.3%</u>	<u>26.7%</u>	<u>0.0%</u>			
Not Economically Disadvantaged		<u>120</u>	<u>1</u>	<u>2</u>	<u>60</u>	<u>57</u>	<u>0</u>	<u>0.8%</u>	<u>1.7%</u>	<u>50.0%</u>	<u>47.5%</u>	<u>0.0%</u>			
Not Migrant		<u>150</u>	<u>2</u>	<u>4</u>	<u>79</u>	<u>65</u>	<u>0</u>	<u>1.3%</u>	<u>2.7%</u>	<u>52.7%</u>	<u>43.3%</u>	<u>0.0%</u>			

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/irs/sirs/home.html>

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: 2015-16
 Examination: Regents Phy Set/Chemistry
 Data Refresh Date: Jul 24, 2016

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number of Students Scoring										Percentage of Tested Students Scoring				
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
* All Students *	146	4	23	81	38	0	2.7%	15.8%	55.5%	26.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	76	1	13	44	18	0	1.3%	17.1%	57.9%	23.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	70	3	10	37	20	0	4.3%	14.3%	52.9%	28.6%	0.0%	0.0%	0.0%	0.0%	0.0%
* Black *	6	0	2	4	0	0	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
* Hispanic *	12	0	3	5	4	0	0.0%	25.0%	41.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%
* Asian/Pacific Islander *	6	0	1	3	2	0	0.0%	16.7%	50.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%
* White *	122	4	17	69	32	0	3.3%	13.9%	56.6%	26.2%	0.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	145	4	23	80	38	0	2.8%	15.9%	55.2%	26.2%	0.0%	0.0%	0.0%	0.0%	0.0%
* Students with Disabilities *	1	0	0	1	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Former Students with Disabilities	2	0	0	2	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Limited English Proficient	146	4	23	81	38	0	2.7%	15.8%	55.5%	26.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Formerly Limited English Proficient	1	0	0	1	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	22	2	7	11	2	0	9.1%	31.8%	50.0%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Economically Disadvantaged	124	2	16	70	36	0	1.6%	12.9%	56.5%	29.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Migrant	146	4	23	81	38	0	2.7%	15.8%	55.5%	26.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/sirs/sirs/home.html>

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: 2015-16
 Examination: Regents Phy Set/Earth Sci
 Data Refresh Date: Jul 24, 2016

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number of Students Scoring										Percentage of Tested Students Scoring				
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
* All Students *	173	17	11	67	78	0	9.8%	6.4%	38.7%	45.1%	0.0%				
Female	86	10	9	33	34	0	11.6%	10.5%	38.4%	39.5%	0.0%				
Male	87	7	2	34	44	0	8.0%	2.3%	39.1%	50.6%	0.0%				
* Black *	10	3	1	4	2	0	30.0%	10.0%	40.0%	20.0%	0.0%				
* Hispanic *	20	3	2	10	5	0	15.0%	10.0%	50.0%	25.0%	0.0%				
* Asian/Pacific Islander *	4	1	0	1	2	0	25.0%	0.0%	25.0%	50.0%	0.0%				
* White *	139	10	8	52	69	0	7.2%	5.8%	37.4%	49.6%	0.0%				
General Education Students	150	10	7	61	72	0	6.7%	4.7%	40.7%	48.0%	0.0%				
* Students with Disabilities *	23	7	4	6	6	0	30.4%	17.4%	26.1%	26.1%	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	173	17	11	67	78	0	9.8%	6.4%	38.7%	45.1%	0.0%				
* Economically Disadvantaged *	29	6	3	14	6	0	20.7%	10.3%	48.3%	20.7%	0.0%				
Not Economically Disadvantaged	144	11	8	53	72	0	7.6%	5.6%	36.8%	50.0%	0.0%				
Not Migrant	173	17	11	67	78	0	9.8%	6.4%	38.7%	45.1%	0.0%				

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/irs/sirs/home.html>

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: 2015-16
 Examination: Regents Phy Set/Physics
 Data Refresh Date: Jul 24, 2016

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number of Students Scoring										Percentage of Tested Students Scoring				
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
* All Students *	91	9	11	45	26	7	0	9.9%	12.1%	49.5%	28.6%	0.0%	0.0%	0.0%	0.0%
Female	34	3	5	19	7	0	0	8.8%	14.7%	55.9%	20.6%	0.0%	0.0%	0.0%	0.0%
Male	57	6	6	26	19	0	0	10.5%	10.5%	45.6%	33.3%	0.0%	0.0%	0.0%	0.0%
* Black *	1	1	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
* Hispanic *	6	0	3	2	1	0	0	0.0%	50.0%	33.3%	16.7%	0.0%	0.0%	0.0%	0.0%
* Asian/Pacific Islander *	5	1	0	2	2	0	0	20.0%	0.0%	40.0%	40.0%	0.0%	0.0%	0.0%	0.0%
* White *	77	7	8	39	23	0	0	9.1%	10.4%	50.6%	29.9%	0.0%	0.0%	0.0%	0.0%
* Multiracial *	2	0	0	2	0	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	89	9	10	45	25	0	0	10.1%	11.2%	50.6%	28.1%	0.0%	0.0%	0.0%	0.0%
* Students with Disabilities *	2	0	1	0	1	0	0	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%
Not Limited English Proficient	91	9	11	45	26	0	0	9.9%	12.1%	49.5%	28.6%	0.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	13	1	3	6	3	0	0	7.7%	23.1%	46.2%	23.1%	0.0%	0.0%	0.0%	0.0%
Not Economically Disadvantaged	78	8	8	39	23	0	0	10.3%	10.3%	50.0%	29.5%	0.0%	0.0%	0.0%	0.0%
Not Migrant	91	9	11	45	26	0	0	9.9%	12.1%	49.5%	28.6%	0.0%	0.0%	0.0%	0.0%

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/irs/sirs/home.html>

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: 2015-16
 Examination: Regents US History&Gov't
 Data Refresh Date: Jul 24, 2016

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number of Students Scoring										Percentage of Tested Students Scoring				
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
* All Students *	185	3	12	77	93	0	1.6%	6.5%	41.6%	50.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	90	2	7	38	43	0	2.2%	7.8%	42.2%	47.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	95	1	5	39	50	0	1.1%	5.3%	41.1%	52.6%	0.0%	0.0%	0.0%	0.0%	0.0%
* American Indian/Alaska Native *	1	0	0	1	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
* Black *	14	0	1	12	1	0	0.0%	7.1%	85.7%	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%
* Hispanic *	22	1	4	7	10	0	4.5%	18.2%	31.8%	45.5%	0.0%	0.0%	0.0%	0.0%	0.0%
* Asian/Pacific Islander *	8	0	0	2	6	0	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%
* White *	137	0	7	55	75	0	0.0%	5.1%	40.1%	54.7%	0.0%	0.0%	0.0%	0.0%	0.0%
* Multiracial *	3	2	0	0	1	0	66.7%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	158	0	6	63	89	0	0.0%	3.8%	39.9%	56.3%	0.0%	0.0%	0.0%	0.0%	0.0%
* Students with Disabilities *	27	3	6	14	4	0	11.1%	22.2%	51.9%	14.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Former Students with Disabilities	3	0	0	1	2	0	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Limited English Proficient	185	3	12	77	93	0	1.6%	6.5%	41.6%	50.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Formerly Limited English Proficient	2	0	0	1	1	0	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	40	3	7	17	13	0	7.5%	17.5%	42.5%	32.5%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Economically Disadvantaged	145	0	5	60	80	0	0.0%	3.4%	41.4%	55.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Migrant	185	3	12	77	93	0	1.6%	6.5%	41.6%	50.3%	0.0%	0.0%	0.0%	0.0%	0.0%

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/irs/sirs/home.html>

2011 Total Cohort - 4 Year Outcome

Subgroup	# in Cohort	Total graduated	Local diploma	Regents	Adv. Regents	No diploma	Still enrolled	GED	Dropout
All Students	193	94%	4%	38%	53%	0%	3%	3%	1%
Female	89	93%	6%	34%	54%	0%	2%	3%	1%
Male	104	95%	2%	41%	52%	0%	3%	2%	0%
Black or African American	12	100%	0%	58%	42%	0%	0%	0%	0%
Hispanic or Latino	22	91%	14%	36%	41%	0%	9%	0%	0%
Asian or Pacific Islander	5	-	-	-	-	-	-	-	-
White	152	95%	3%	38%	55%	0%	2%	3%	1%
Multiracial	2	-	-	-	-	-	-	-	-
General Education Students	164	97%	0%	36%	61%	0%	2%	1%	1%
Students with Disabilities	29	79%	24%	48%	7%	0%	7%	14%	0%
Not Limited English Proficient	192	-	-	-	-	-	-	-	-
Limited English Proficient	1	-	-	-	-	-	-	-	-
Economically Disadvantaged	39	92%	8%	62%	23%	0%	5%	3%	0%
Not Economically Disadvantaged	154	95%	3%	32%	60%	0%	2%	3%	1%
Not Migrant	193	-	-	-	-	-	-	-	-

Data presented in this report are based on data submitted by school districts to the SIRS for the 2014-15 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 2014-15 reporting deadline. 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.

2011 Total Cohort - 4 year outcome - August 2015

Subgroup	# in Cohort	Total graduated	Local diploma	Regents	Adv. Regents	No diploma	Still enrolled	GED	Dropout
All Students	193	95%	4%	39%	53%	0%	2%	3%	1%
Female	89	93%	6%	34%	54%	0%	2%	3%	1%
Male	104	97%	2%	43%	52%	0%	1%	2%	0%
Black or African American	12	100%	0%	58%	42%	0%	0%	0%	0%
Hispanic or Latino	22	91%	14%	36%	41%	0%	9%	0%	0%
Asian or Pacific Islander	5	-	-	-	-	-	-	-	-
White	152	96%	3%	39%	55%	0%	1%	3%	1%
Multiracial	2	-	-	-	-	-	-	-	-
General Education Students	164	98%	0%	37%	61%	0%	1%	1%	1%
Students with Disabilities	29	79%	24%	48%	7%	0%	7%	14%	0%
Not Limited English Proficient	192	-	-	-	-	-	-	-	-
Limited English Proficient	1	-	-	-	-	-	-	-	-
Economically Disadvantaged	39	95%	8%	64%	23%	0%	3%	3%	0%
Not Economically Disadvantaged	154	95%	3%	32%	60%	0%	1%	3%	1%
Not Migrant	193	-	-	-	-	-	-	-	-

Section 3: High School 145

Data presented in this report are based on data submitted by school districts to the SIRS for the 2014-15 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 2014-15 reporting deadline. 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.

2010 Total Cohort - 5 Year Outcome

Subgroup	# in Cohort	Total graduated	Local diploma	Regents	Adv. Regents	No diploma	Still enrolled	GED	Dropout
All Students	172	96%	3%	36%	57%	0%	1%	1%	2%
Female	91	97%	2%	30%	65%	0%	1%	1%	1%
Male	81	95%	4%	43%	48%	0%	0%	1%	4%
Black or African American	14	93%	7%	43%	43%	0%	0%	0%	7%
Hispanic or Latino	12	100%	8%	58%	33%	0%	0%	0%	0%
Asian or Pacific Islander	6	-	-	-	-	-	-	-	-
White	139	96%	2%	33%	60%	0%	1%	1%	2%
Multiracial	1	-	-	-	-	-	-	-	-
General Education Students	158	97%	2%	34%	61%	0%	1%	1%	1%
Students with Disabilities	14	86%	14%	64%	7%	0%	0%	0%	14%
Not Limited English Proficient	172	-	-	-	-	-	-	-	-
Economically Disadvantaged	31	94%	6%	68%	19%	0%	0%	3%	3%
Not Economically Disadvantaged	141	96%	2%	29%	65%	0%	1%	1%	2%
Migrant	1	-	-	-	-	-	-	-	-
Not Migrant	171	-	-	-	-	-	-	-	-

Data presented in this report are based on data submitted by school districts to the SIRS for the 2014-15 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 2014-15 reporting deadline. 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.

2009 Total Cohort - 6 Year Outcome

Subgroup	# in Cohort	Total graduated	Local diploma	Regents	Adv. Regents	No diploma	Still enrolled	GED	Dropout
All Students	174	98%	6%	37%	55%	0%	0%	0%	1%
Female	87	99%	6%	38%	55%	0%	0%	0%	1%
Male	87	98%	6%	37%	55%	0%	0%	0%	1%
Black or African American	10	90%	0%	50%	40%	0%	0%	0%	0%
Hispanic or Latino	14	93%	14%	43%	36%	0%	0%	0%	7%
Asian or Pacific Islander	6	-	-	-	-	-	-	-	-
White	143	99%	5%	36%	59%	0%	0%	0%	1%
Multiracial	1	-	-	-	-	-	-	-	-
General Education Students	150	99%	0%	36%	63%	0%	0%	0%	1%
Students with Disabilities	24	92%	42%	46%	4%	0%	0%	0%	4%
Not Limited English Proficient	174	-	-	-	-	-	-	-	-
Economically Disadvantaged	27	96%	19%	37%	41%	0%	0%	0%	0%
Not Economically Disadvantaged	147	99%	3%	37%	58%	0%	0%	0%	1%
Not Migrant	174	-	-	-	-	-	-	-	-

Data presented in this report are based on data submitted by school districts to the SIRS for the 2014-15 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 2014-15 reporting deadline. 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.

SAT® Data

Data in this report are for high school graduates in the year 2016. Information is summarized for seniors who took the SAT at any time during their high school years through January 2016. If a student took the pre-March 2016 SAT more than once, the most recent score is used. A small percentage of seniors take their first SAT between March and June of their senior years.

Table 1: Overall Mean Scores

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Total	126	562	90	544	91	532	95	52.9	9.5	7.5	1.7

Table 2: Mean Scores by Gender

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Female	69	554	82	526	91	533	89	52.6	8.7	7.7	1.6
Male	57	572	98	566	86	531	102	53.3	10.4	7.3	1.8

Table 3: Year in Which Seniors Last Took the SAT

Scores are from the last administration in which seniors took the pre-March 2016 SAT.

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Senior (2015-2016)	76	551	77	542	90	527	83	52.5	8.5	7.5	1.8
Junior (2014-2015)	50	579	104	546	92	540	110	53.6	10.9	7.6	1.5
Sophomore (2013-2014)											
Freshman (2012-2013)											
Total	126	562	90	544	91	532	95	52.9	9.5	7.5	1.7

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.

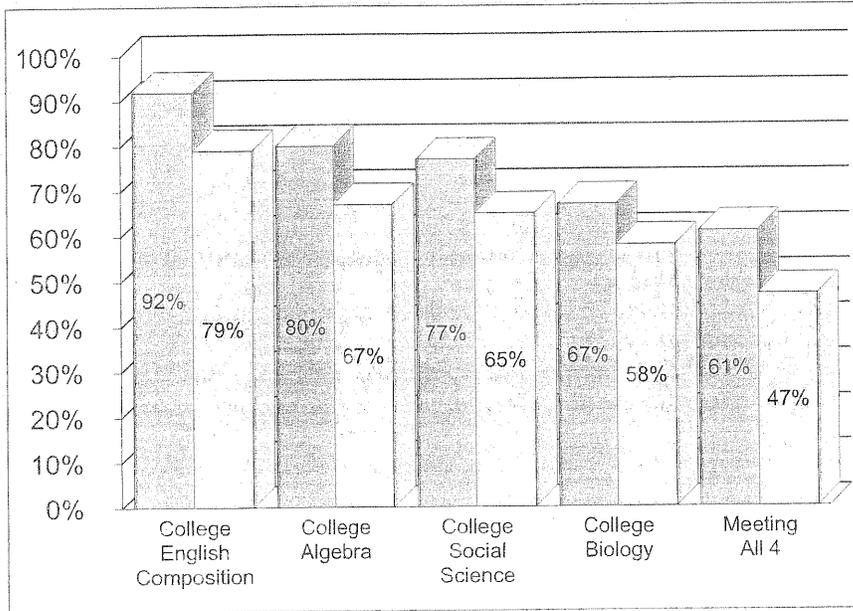
SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
New York	148,727	489	113	501	120	477	115	47.3	11.5	7.2	1.6
Total	1,637,589	494	117	508	121	482	115	48.4	11.7	6.9	1.7

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: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2012	56	52,771	24.1	22.7	24.1	23.7	24.8	23.4	24.2	23.1	24.4	23.3
2013	41	53,287	22.4	22.6	23.5	23.8	23.7	23.7	24.1	23.1	23.6	23.4
2014	35	54,496	25.6	22.7	24.8	23.8	27.1	23.6	25.5	23.2	25.8	23.4
2015	63	58,136	23.3	23.0	24.4	23.8	25.4	23.9	24.2	23.5	24.5	23.7
2016	64	60,628	24.7	23.2	24.6	23.9	26.3	24.4	25.4	23.7	25.4	23.9

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- * English Composition: 18 on ACT English Test
- * College Algebra: 22 on ACT Mathematics Test
- * Social Science: 22 on ACT Reading Test
- * Biology: 23 on ACT Science Test

■ Your School
■ State

A District College Readiness Letter has been sent to the Superintendent of the district.

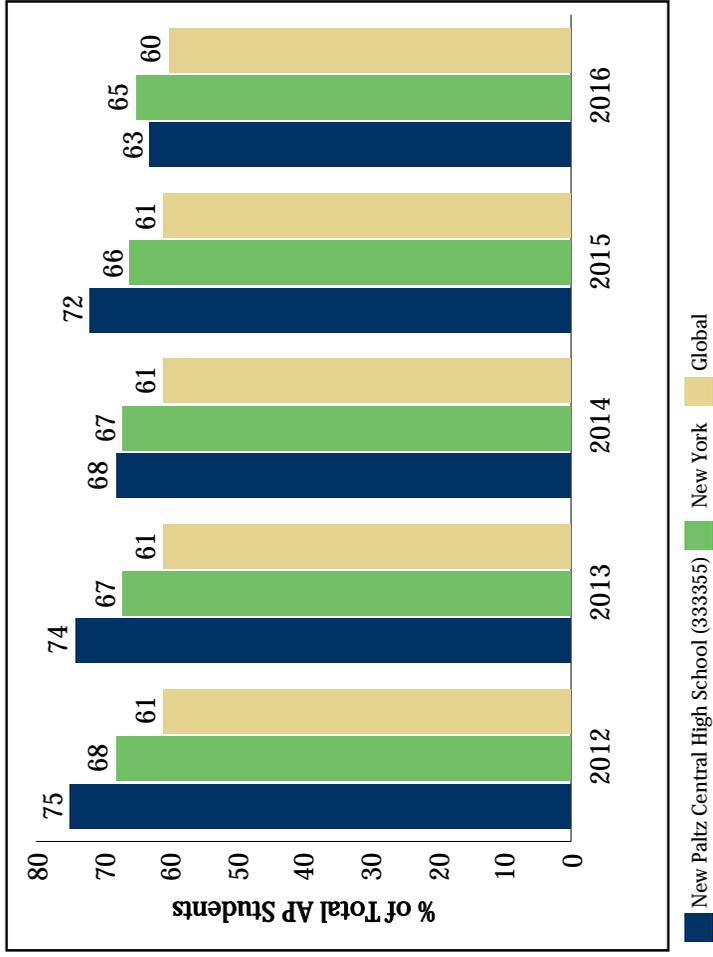
AP Five-Year School Score Summary (2016)

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 Aug 12, 2016, Report Run Oct 5, 2016

New Paltz Central High School (333355)

% of Total AP Students with Scores 3+



	2012	2013	2014	2015	2016
Total AP Students	209	247	253	249	271
Number of Exams	439	489	503	551	581
AP Students with Scores 3+	156	184	172	179	171
% of Total AP Students with Scores 3+	74.6	74.5	68.0	71.9	63.1

New York

Total AP Students	139,048	142,866	149,006	154,553	159,456
Number of Exams	238,728	246,688	258,129	272,419	282,294
AP Students with Scores 3+	93,970	96,052	99,989	101,357	103,894
% of Total AP Students with Scores 3+	67.6	67.2	67.1	65.6	65.2

Global

Total AP Students	2,106,843	2,225,625	2,352,026	2,497,164	2,625,101
Number of Exams	3,714,079	3,955,410	4,199,454	4,516,044	4,741,224
AP Students with Scores 3+	1,295,051	1,354,800	1,442,136	1,515,264	1,582,764
% of Total AP Students with Scores 3+	61.5	60.9	61.3	60.7	60.3

“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.



AP Five-Year School Score Summary (2016)

✓ Data Updated Aug 12, 2016, Report Run Oct 5, 2016

New Paltz Central High School (333355)

New York

Global

Biology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5			1	1	2	4,190	1,013	1,120	1,086	1,144	37,875	11,188	14,169	14,351	15,737
4	5	4	8	7	10	3,277	4,167	4,216	4,131	4,050	32,512	44,035	47,989	49,708	50,158
3	4	20	28	10	10	2,509	6,723	6,703	7,039	6,688	27,513	73,865	75,312	80,744	80,228
2	6	14	22	6	7	2,468	4,287	4,390	4,505	5,167	27,896	59,665	58,024	61,741	68,681
1	7		2			4,119	653	955	919	1,260	66,153	15,149	18,770	18,384	24,163
Total Exams	22	38	61	24	29	16,563	16,843	17,384	17,680	18,309	191,949	203,902	214,264	224,928	238,967
Mean Score	2.32	2.74	2.74	3.13	3.24	3.06	3.04	3.01	3.00	2.93	2.73	2.88	2.91	2.91	2.85

Calculus AB	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	6	8	10	9	17	4,759	4,898	4,828	4,494	5,101	67,630	67,783	72,511	66,411	76,864
4	8	18	4	6	10	3,149	3,649	3,430	3,582	3,697	45,705	51,440	48,984	51,769	53,694
3	6	5	8	7	8	3,093	3,201	3,507	3,508	3,515	46,711	49,101	52,076	56,482	53,743
2	8	3	4	2	3	1,714	1,891	1,884	1,908	1,884	27,309	31,833	31,360	31,371	30,118
1	5	1	6	1	1	4,355	3,974	4,702	5,177	5,079	80,731	83,261	89,775	98,285	95,131
Total Exams	33	35	32	25	39	17,070	17,613	18,351	18,669	19,276	268,086	283,418	294,706	304,318	309,550
Mean Score	3.06	3.83	3.25	3.80	4.00	3.13	3.20	3.10	3.02	3.10	2.97	2.96	2.94	2.86	2.96

Calculus BC	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						3,031	3,069	3,242	3,281	3,521	47,708	47,972	54,335	54,148	60,902
4				1		873	1,008	1,062	1,169	1,097	15,287	16,896	18,525	19,551	19,249
3						825	1,005	988	1,198	1,163	15,004	18,762	18,200	21,482	21,497
2						275	303	318	336	387	5,080	5,950	5,966	6,505	7,219
1						626	757	748	917	775	11,570	15,018	15,259	17,725	16,485
Total Exams				1		5,630	6,142	6,358	6,901	6,943	94,649	104,598	112,285	119,411	125,352
Mean Score				4.00		3.96	3.87	3.90	3.81	3.89	3.87	3.73	3.81	3.72	3.80



AP Five-Year School Score Summary (2016)

✓ Data Updated Aug 12, 2016, Report Run Oct 5, 2016

New Paltz Central High School (333355)

New Paltz Central High School (333355)

New York

Global

Calculus BC: AB Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	3,464	3,638	3,673	3,930	3,642	3,464	3,638	3,673	3,930	3,642	56,165	58,790	61,853	66,942	64,075
4	927	1,177	1,095	1,150	1,511	927	1,177	1,095	1,150	1,511	15,964	20,792	18,826	19,481	26,216
3	508	633	769	843	870	508	633	769	843	870	9,179	11,725	14,440	15,234	16,391
2	279	314	343	359	306	279	314	343	359	306	5,492	5,640	7,040	6,555	5,773
1	452	380	478	619	614	452	380	478	619	614	7,843	7,645	10,121	11,194	12,892
Total Exams	5,630	6,142	6,358	6,901	6,943	5,630	6,142	6,358	6,901	6,943	94,643	104,592	112,280	119,406	125,347
Mean Score	4.19	4.20	4.12	4.07	4.05	4.19	4.20	4.12	4.07	4.05	4.13	4.12	4.03	4.04	3.98

Chemistry

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1,728	2,064	1,006	951	1,070	1,728	2,064	1,006	951	1,070	21,735	26,535	15,047	14,178	16,202
4	1,962	2,230	1,852	1,726	1,601	1,962	2,230	1,852	1,726	1,601	25,674	30,081	25,155	24,703	23,992
3	1,898	1,740	2,693	2,991	2,741	1,898	1,740	2,693	2,991	2,741	26,714	26,318	38,533	43,084	42,341
2	1,194	1,169	2,151	2,323	2,050	1,194	1,169	2,151	2,323	2,050	19,874	20,841	38,359	38,033	38,094
1	1,646	1,506	1,124	1,239	1,118	1,646	1,506	1,124	1,239	1,118	38,786	36,403	31,946	33,277	33,381
Total Exams	8,428	8,709	8,826	9,230	8,580	8,428	8,709	8,826	9,230	8,580	132,783	140,178	149,040	153,275	154,010
Mean Score	3.11	3.25	2.94	2.87	2.94	3.11	3.25	2.94	2.87	2.94	2.79	2.93	2.68	2.66	2.69

Comparative Government and Politics

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	203	208	206	182	268	203	208	206	182	268	3,571	3,847	4,018	3,239	4,535
4	323	267	255	266	295	323	267	255	266	295	4,411	4,315	4,841	4,262	4,674
3	252	206	185	297	288	252	206	185	297	288	3,424	4,011	3,822	4,666	4,499
2	248	264	220	303	331	248	264	220	303	331	3,828	4,648	4,502	4,892	4,731
1	169	136	125	215	287	169	136	125	215	287	3,224	3,550	3,304	4,395	3,612
Total Exams	1,195	1,081	991	1,263	1,469	1,195	1,081	991	1,263	1,469	18,458	20,371	20,487	21,454	22,051
Mean Score	3.12	3.14	3.20	2.92	2.95	3.12	3.14	3.20	2.92	2.95	3.07	3.01	3.09	2.86	3.08



AP Five-Year School Score Summary (2016)

✓ Data Updated Aug 12, 2016, Report Run Oct 5, 2016

New Paltz Central High School (333355)

New Paltz Central High School (333355)

New York

Global

Computer Science A	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	7	10	5	468	536	647	835	857	6,220	8,285	8,397	12,015	12,116		
4	6	8	6	483	499	592	741	814	6,396	8,295	9,122	12,135	11,950		
3	2	2	2	265	242	438	461	808	4,099	4,353	6,588	7,505	13,450		
2	1	1	1	131	114	189	201	452	2,005	2,160	3,007	3,529	7,222		
1	16	20	13	497	466	876	907	852	7,497	8,042	12,205	14,018	13,432		
Total Exams				1,844	1,857	2,742	3,145	3,783	26,217	31,135	39,319	49,202	58,170		
Mean Score				3.16	3.28	2.98	3.13	3.10	3.07	3.21	2.96	3.09	3.04		

English Language and Composition

English Language and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	9	6	9	9	17	3,170	3,091	2,994	3,210	3,740	48,795	48,927	48,497	52,434	58,637
4	16	12	13	13	13	5,628	4,557	5,262	5,624	5,993	90,100	77,548	90,548	97,172	96,614
3	17	25	16	23	22	6,991	7,429	7,638	7,979	8,673	128,834	136,438	143,859	144,613	149,155
2	6	10	9	16	16	5,058	6,376	6,666	7,671	8,461	124,286	142,270	152,507	157,552	176,271
1	1	1	1	2	1	1,344	2,262	2,112	2,874	2,644	53,157	72,552	71,713	78,604	69,446
Total Exams	49	54	48	63	69	22,191	23,715	24,672	27,358	29,511	445,172	477,735	507,124	530,375	550,123
Mean Score	3.53	3.22	3.42	3.17	3.42	3.19	2.99	3.01	2.95	2.99	2.90	2.77	2.79	2.79	2.82

English Literature and Composition

English Literature and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	2	1	1	3	2	2,167	1,911	2,044	1,995	1,879	31,628	29,387	30,531	30,460	30,222
4	7	15	9	12	13	4,710	4,857	4,654	4,651	4,560	68,478	72,663	70,802	73,125	72,397
3	17	18	23	26	22	7,855	8,093	7,681	8,140	7,959	115,711	121,601	118,081	122,631	119,609
2	15	4	17	19	24	8,231	7,923	8,463	8,669	8,860	122,977	122,374	131,572	131,534	135,866
1	41	38	51	61	61	2,112	2,379	2,520	2,389	2,667	42,279	40,506	47,745	45,004	48,934
Total Exams	2.90	3.34	2.84	2.95	2.89	25,075	25,163	25,362	25,844	25,925	381,073	386,531	398,731	402,754	407,028
Mean Score						2.86	2.84	2.81	2.81	2.77	2.80	2.81	2.76	2.78	2.75



AP Five-Year School Score Summary (2016)

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New Paltz Central High School (333355)

New Paltz Central High School (333355)

New York

Global

Environmental Science	New Paltz Central High School (333355)														
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	3	3	3	2	2	654	601	669	626	652	9,726	9,456	10,883	10,771	11,381
4	10	9	5	8	9	1,801	1,620	1,882	1,980	2,012	27,139	27,715	30,922	33,717	34,721
3	7	4	4	5	9	1,089	1,169	1,141	1,190	1,243	18,073	19,934	20,079	21,001	22,062
2	5	4	6	8	9	1,454	1,581	1,823	1,873	2,063	26,416	30,016	33,383	35,374	38,594
1	2	2	3	4	6	1,097	1,293	1,760	1,870	2,181	27,600	31,362	35,563	38,583	42,884
Total Exams	27	22	21	27	35	6,095	6,264	7,275	7,539	8,151	108,954	118,483	130,830	139,446	149,642
Mean Score	3.26	3.32	2.95	2.85	2.77	2.91	2.79	2.71	2.68	2.62	2.68	2.61	2.60	2.59	2.55

European History	New Paltz Central High School (333355)														
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	4	5	5	1	3	949	920	786	868	679	11,488	11,439	9,557	11,177	8,090
4	7	18	8	8	5	1,634	1,552	1,396	1,438	1,320	20,936	20,678	18,661	18,770	17,560
3	23	32	25	24	17	2,988	2,699	2,794	2,776	2,331	39,289	38,307	37,602	38,484	32,013
2	2	8	8	4	31	867	859	892	794	2,627	11,717	12,116	13,011	11,535	38,592
1	5	11	9	13	4	1,653	1,785	2,207	1,710	715	25,553	27,564	31,877	28,363	13,505
Total Exams	41	74	55	50	60	8,091	7,815	8,075	7,586	7,672	108,983	110,104	110,708	108,329	109,760
Mean Score	3.07	2.97	2.85	2.60	2.53	2.92	2.87	2.71	2.86	2.82	2.83	2.78	2.65	2.75	2.71

Human Geography	New Paltz Central High School (333355)														
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5			1	1		254	297	288	389	329	12,413	13,750	15,033	19,526	22,231
4						389	436	419	617	604	19,284	23,284	27,297	32,770	37,396
3						324	366	403	546	503	20,118	23,736	28,787	33,768	36,745
2						269	262	313	382	482	17,607	21,338	25,204	26,752	35,516
1				1	1	290	226	365	440	573	29,441	32,467	40,705	47,285	53,884
Total Exams			1	1		1,526	1,587	1,788	2,374	2,491	98,863	114,575	137,026	160,101	185,772
Mean Score			5.00	5.00		3.03	3.20	2.97	3.06	2.85	2.67	2.69	2.64	2.69	2.67



AP Five-Year School Score Summary (2016)

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New Paltz Central High School (333355)

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New York

Global

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Macroeconomics															
5	2		1	1	2	1,185	1,317	1,646	1,336	1,796	13,927	15,878	18,908	19,390	23,691
4		4	1	3	4	2,140	2,094	2,292	2,267	2,328	23,954	25,298	27,343	28,223	31,775
3	4	2	1	6	3	1,578	1,421	1,807	1,745	1,653	17,974	18,072	21,758	21,685	21,849
2	3	7	3	7	5	1,370	1,449	1,452	1,577	1,596	17,815	20,745	20,497	21,579	22,974
1	10	7	3	6	5	1,262	1,241	1,315	1,657	1,652	26,358	28,919	29,036	36,195	35,196
Total Exams	19	20	9	23	19	7,535	7,522	8,512	8,582	9,025	100,028	108,912	117,542	127,072	135,485
Mean Score	2.00	2.15	2.33	2.39	2.63	3.08	3.11	3.18	3.01	3.11	2.81	2.80	2.89	2.79	2.90

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Microeconomics															
5	2	1	2	1		652	705	644	847	783	10,418	12,268	11,847	15,129	14,689
4	2	1	3	4	5	1,209	1,134	1,232	1,377	1,337	17,647	19,330	21,527	22,617	22,798
3	5	3	1	8	3	954	787	937	956	989	13,076	13,524	15,404	15,282	18,214
2	7	1	4	8	8	654	578	638	617	646	9,870	10,079	11,546	10,822	11,298
1	2	5	3	5	5	554	615	660	702	717	11,573	12,457	14,168	15,048	15,717
Total Exams	18	11	13	26	21	4,023	3,819	4,111	4,499	4,472	62,584	67,658	74,492	78,898	82,716
Mean Score	2.72	2.27	2.77	2.54	2.38	3.19	3.19	3.14	3.23	3.18	3.09	3.13	3.07	3.15	3.11

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Physics 1															
5									719	608				8,619	7,789
4				5	3				2,094	1,955				23,632	23,887
3				7	12				3,157	2,907				35,691	36,044
2				10	10				3,610	3,446				51,239	51,365
1				2	3				2,010	2,115				53,337	51,307
Total Exams				24	28				11,590	11,031				172,518	170,392
Mean Score				2.63	2.54				2.65	2.59				2.32	2.33



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New Paltz Central High School (333355)

New Paltz Central High School (333355)

New York

Global

Physics B *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	2	1	1			1,577	1,749	1,594			13,129	14,830	14,828		
4		2	2			1,759	2,200	2,069			15,612	17,781	17,363		
3	5	11	6			2,511	2,626	2,819			21,316	23,358	24,823		
2	6	3	7			1,335	1,309	1,510			13,512	14,524	15,917		
1	6	2				940	944	1,281			17,161	18,881	20,939		
Total Exams	19	19	16			8,122	8,828	9,273			80,730	89,374	93,870		
Mean Score	2.26	2.84	2.81			3.21	3.28	3.13			2.93	2.95	2.89		

Physics C: Mechanics

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						865	823	924	936	987	12,524	12,230	15,297	15,910	17,188
4						654	697	713	921	867	10,199	11,145	12,055	14,754	14,371
3						446	502	491	586	566	7,200	8,648	8,782	10,582	9,600
2						257	289	281	343	421	4,843	6,081	5,960	6,138	6,973
1	1					201	173	202	236	223	3,879	4,793	4,995	5,530	5,056
Total Exams	1					2,423	2,484	2,611	3,022	3,064	38,645	42,897	47,089	52,914	53,188
Mean Score	1.00					3.71	3.69	3.72	3.65	3.64	3.59	3.46	3.57	3.56	3.60

Psychology

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	2	2	1	5	8	2,209	2,383	2,072	2,564	2,394	45,811	50,833	48,766	56,123	56,170
4	6	5	4	8	7	2,743	2,916	2,969	3,208	3,393	57,351	63,606	69,937	73,009	76,751
3	4	2	6	4	7	1,977	2,056	2,212	2,233	2,399	42,944	46,778	51,953	55,148	56,209
2	7	2	8	4	5	1,381	1,324	1,542	1,503	1,821	29,832	31,026	35,206	36,423	41,716
1	4	1	3	3	5	1,984	1,893	2,209	2,184	2,539	44,942	47,277	54,608	57,657	63,891
Total Exams	23	12	22	24	32	10,294	10,572	11,004	11,692	12,546	220,880	239,520	260,470	278,360	294,737
Mean Score	2.78	3.42	2.64	3.33	3.25	3.18	3.24	3.10	3.21	3.10	3.13	3.17	3.09	3.12	3.07



AP Five-Year School Score Summary (2016)

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New Paltz Central High School (333355)

New Paltz Central High School (333355)

New York

Global

Spanish Language and Culture *	New Paltz Central High School (333355)					New York					Global				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5					1	1,777	1,814	1,772	2,048	2,103	33,232	34,686	34,303	41,066	45,236
4						2,027	1,946	2,671	2,668	2,778	35,106	35,573	48,729	53,023	56,908
3						1,737	1,588	2,328	2,162	2,343	28,791	27,617	42,264	41,934	44,737
2						1,285	1,356	695	701	852	20,133	22,818	13,306	13,548	15,720
1						1,192	1,070	141	102	126	17,170	19,014	2,382	2,075	2,516
Total Exams					1	8,018	7,774	7,607	7,681	8,202	134,432	139,708	140,984	151,646	165,117
Mean Score					5.00	3.24	3.27	3.69	3.76	3.72	3.35	3.32	3.70	3.77	3.77

Statistics

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	4	3	6	4	6	1,079	1,217	1,456	1,439	1,430	19,293	21,678	26,333	26,390	29,671
4	6	5	4	5	10	1,708	1,801	1,905	1,889	2,032	32,574	34,573	38,613	37,489	44,960
3	16	13	10	18	8	1,887	2,152	2,277	2,267	2,292	39,402	42,148	45,137	49,495	51,464
2	3	3	3	7	7	1,323	1,619	1,514	1,686	1,495	27,701	31,879	32,794	36,556	32,203
1	3	4	1	1	9	1,278	1,717	1,629	1,893	2,161	35,182	39,757	41,746	46,435	48,880
Total Exams	32	28	24	35	40	7,275	8,506	8,781	9,174	9,410	154,152	170,035	184,623	196,365	207,178
Mean Score	3.16	3.00	3.46	3.11	2.93	3.00	2.90	3.01	2.92	2.90	2.83	2.80	2.86	2.80	2.88

Studio Art: 2-D Design Portfolio

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	6	1	2	3	2	323	311	296	350	326	3,391	3,411	3,795	4,892	4,536
4	4	3	2	3	2	585	603	645	563	715	6,776	7,931	8,055	8,177	10,400
3	1				4	563	553	623	524	665	7,681	8,757	9,646	9,200	11,090
2		1				302	292	268	277	238	5,134	4,553	5,039	5,077	4,927
1						36	50	71	96	40	1,062	893	969	1,385	743
Total Exams	11	5	4	6	8	1,809	1,809	1,903	1,810	1,984	24,044	25,545	27,504	28,731	31,696
Mean Score	4.45	3.80	4.50	4.50	3.75	3.47	3.46	3.43	3.44	3.53	3.26	3.33	3.32	3.35	3.41

AP Five-Year School Score Summary (2016)

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New Paltz Central High School (333355)

New Paltz Central High School (333355)

New York

Global

Studio Art: Drawing Portfolio	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1	1	1	1	1	221	270	199	264	261	2,277	2,576	2,749	2,872	3,192
4	2	1	2	3	1	346	313	308	340	425	3,412	3,451	3,611	4,100	5,097
3	3	3	4	2	2	558	666	587	650	521	6,313	7,242	7,007	7,470	7,302
2	2	1	1	3	4	272	229	239	230	152	3,663	3,226	3,316	3,466	2,774
1	3	5	8	3	4	37	20	39	46	18	788	518	679	732	510
Total Exams						1,434	1,498	1,372	1,530	1,377	16,453	17,013	17,362	18,640	18,875
Mean Score						3.31	3.39	3.28	3.36	3.55	3.17	3.26	3.26	3.26	3.41

United States Government and Politics

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1	1	2	1	3	1,689	1,660	1,778	1,516	1,907	30,048	28,845	32,336	27,546	36,532
4	2	3	1	1	4	2,001	2,221	2,043	2,144	2,189	35,792	36,550	33,898	38,345	40,187
3	3	4	5	7	6	3,582	4,072	4,220	3,969	4,214	59,352	66,864	71,829	70,019	74,002
2	6	6	5	7	6	3,513	3,747	3,692	3,853	3,975	58,820	63,612	67,126	70,847	71,310
1	2	2	2	6	1	2,337	2,565	2,579	2,999	3,021	55,892	60,346	66,996	76,566	74,974
Total Exams						13,122	14,265	14,312	14,481	15,306	239,904	256,217	272,185	283,323	297,005
Mean Score						2.79	2.77	2.77	2.68	2.74	2.69	2.65	2.62	2.54	2.64

United States History

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	5	7	5	9	4	5,394	5,074	5,164	4,299	5,351	50,106	47,306	50,976	44,897	59,010
4	9	15	15	17	9	8,950	9,268	9,629	8,230	7,967	91,098	95,758	98,927	85,806	88,664
3	17	20	19	22	16	8,093	8,396	8,183	10,079	9,810	92,766	96,020	93,548	112,701	111,398
2	10	28	32	15	26	7,925	8,531	9,766	8,971	8,823	114,111	120,095	130,143	118,045	114,960
1	5	4	7	6	13	3,587	3,728	4,175	6,111	5,880	80,636	85,449	91,384	115,077	120,389
Total Exams						33,949	34,997	36,917	37,690	37,831	428,717	444,628	464,978	476,526	494,421
Mean Score						3.14	3.10	3.05	2.88	2.95	2.80	2.77	2.76	2.64	2.70



AP Five-Year School Score Summary (2016)

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New Paltz Central High School (333355)

New Paltz Central High School (333355)

* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.

* The AP Physics B Exam was discontinued following the 2014 AP Exam administration.

New York

Global

AP School Summary with Comparable Groups (2016)

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.

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New Paltz Central High School (333355)

Score	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Comp Gov Pol	Euro Hist	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Calc AB	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys 1	Span Lang	Total Exams*
5	2	1	17	2	2	3	2	2	8	3	4	17	5	6	2	1	2		1	78
4	2	1	13	13		5	4	5	7	4	9	10	6	10	10	7	9	3		118
3	4	2	22	22	2	17	3	3	7	6	16	8	2	8	10	6	9	12		159
2			16	24	7	31	5	8	5	6	26	3		7	7	5	9	10		169
1			1	1	1	4	5	5	5	1	13	1	1	9		3	6	3		57
Total Number of Exams	8	4	69	61	12	60	19	21	32	20	68	39	13	40	29	22	35	28	1	581
Mean Score	3.75	3.75	3.42	2.89	2.58	2.53	2.63	2.38	3.25	3.10	2.49	4.00	4.23	2.93	3.24	2.91	2.77	2.54	5.00	2.98
Standard Deviation	0.89	0.96	1.14	0.86	1.24	0.93	1.38	1.12	1.41	1.17	1.13	1.10	0.73	1.40	0.91	1.15	1.19	0.84	0.00	1.19
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	326	3,740	1,879	268	679	1,796	783	2,394	1,907	5,351	5,101	857	1,430	1,144	1,070	662	608	2,103	41,762
	4	715	5,993	4,560	295	1,320	2,328	1,337	3,393	2,189	7,967	3,697	814	2,032	4,050	1,601	2,012	1,955	2,778	59,638
	3	665	8,673	7,959	288	2,331	1,653	989	2,399	4,214	9,810	3,515	808	2,292	6,688	2,741	1,243	2,907	2,343	76,417
	2	238	8,461	8,860	331	2,627	1,596	646	1,821	3,975	8,823	1,884	452	1,495	5,167	2,050	2,063	3,446	852	64,781
	1	40	2,644	2,667	287	715	1,652	717	2,539	3,021	5,880	5,079	852	2,161	1,260	1,118	2,181	2,115	126	39,696
Total Number of Exams	1,984	1,377	29,511	25,925	1,469	7,672	9,025	4,472	12,546	15,306	37,831	19,276	3,783	9,410	18,309	8,580	8,151	11,031	8,202	282,294
Mean Score	3.53	3.55	2.99	2.77	2.95	2.82	3.11	3.18	3.10	2.74	2.95	3.10	3.10	2.90	2.93	2.94	2.62	2.59	3.72	3.00
Standard Deviation	0.97	0.96	1.16	1.08	1.39	1.10	1.40	1.32	1.41	1.27	1.28	1.55	1.46	1.38	1.01	1.20	1.32	1.14	1.01	1.26
Total Schools	233	226	715	915	64	302	231	183	408	468	974	811	268	428	742	484	351	376	437	1,392
	5	4,261	57,357	29,263	4,222	7,843	20,062	10,950	53,885	36,391	58,397	71,840	11,194	27,679	14,976	14,064	11,162	6,613	43,892	627,541
	4	10,080	94,992	70,752	4,427	17,167	29,296	19,393	74,628	40,086	87,970	51,273	11,093	43,055	48,448	21,891	34,223	21,561	56,480	889,298
	3	10,789	147,074	117,432	4,330	31,510	20,503	16,233	54,882	73,861	110,676	51,524	12,581	49,586	78,363	40,016	21,822	34,079	44,573	1,128,999
	2	4,817	174,607	134,002	4,533	38,165	21,906	10,182	40,784	71,190	114,308	29,104	6,818	31,352	67,546	36,717	38,223	49,819	15,677	1,063,602
	1	736	68,920	48,508	3,448	13,429	33,993	14,150	62,370	74,864	119,686	92,443	12,960	47,807	23,878	32,760	42,599	50,414	2,497	891,604
Total Number of Exams	30,683	18,268	542,950	399,957	20,960	108,114	125,760	70,908	286,549	296,392	491,037	296,184	54,646	199,479	233,211	145,448	148,029	162,486	163,119	4,601,044
Mean Score	3.40	3.40	2.81	2.75	3.07	2.70	2.84	3.04	3.06	2.64	2.70	2.94	3.01	2.86	2.84	2.64	2.55	2.29	3.76	2.85
Standard Deviation	0.99	1.02	1.18	1.11	1.37	1.10	1.45	1.35	1.42	1.32	1.33	1.58	1.45	1.37	1.07	1.25	1.32	1.16	1.00	1.31
Total Schools	4,378	3,732	12,450	13,390	1,145	4,425	4,378	3,448	7,766	9,037	12,717	13,188	4,305	8,122	10,369	8,380	5,787	6,432	7,607	19,992



AP School Summary with Comparable Groups (2016)

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 Aug 12, 2016, Report Run Oct 5, 2016

Score	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Comp Gov Pol	Euro Hist	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Calc AB	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys 1	Span Lang	Total Exams*
5	4,536	3,192	58,637	30,222	4,535	8,090	23,691	14,689	56,170	36,532	59,010	76,864	12,116	29,671	15,737	16,202	11,381	7,789	45,236	670,791
4	10,400	5,097	96,614	72,397	4,674	17,560	31,775	22,798	76,751	40,187	88,664	53,694	11,950	44,960	50,158	23,992	34,721	23,887	56,908	922,532
3	11,090	7,302	149,155	119,609	4,499	32,013	21,849	18,214	56,209	74,002	111,398	53,743	13,450	51,464	80,228	42,341	22,062	36,044	44,737	1,158,396
2	4,927	2,774	176,271	135,866	4,731	38,592	22,974	11,298	41,716	71,310	114,960	30,118	7,222	32,203	68,681	38,094	38,594	51,365	15,720	1,081,842
1	743	510	69,446	48,934	3,612	13,505	35,196	15,717	63,891	74,974	120,389	95,131	13,432	48,880	24,163	33,381	42,884	51,307	2,516	907,663
Total Number of Exams	31,696	18,875	550,123	407,028	22,051	109,760	135,485	82,716	294,737	297,005	494,421	309,550	58,170	207,178	238,967	154,010	149,642	170,392	165,117	4,741,224
Mean Score	3.41	3.41	2.82	2.75	3.08	2.71	2.90	3.11	3.07	2.64	2.70	2.96	3.04	2.88	2.85	2.69	2.55	2.33	3.77	2.87
Standard Deviation	0.99	1.02	1.18	1.11	1.38	1.10	1.46	1.37	1.42	1.32	1.33	1.58	1.44	1.37	1.07	1.26	1.32	1.17	1.00	1.32
Total Schools	4,570	3,884	13,025	14,100	1,299	4,688	5,057	4,171	8,431	9,166	13,103	14,305	4,793	8,691	11,118	9,183	6,069	7,103	7,814	21,782

* 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	271	1		104		102		1
New York	1,392	159,456	2,257	41	64,432		58,681		1,831
United States	19,991	2,556,230	43,994	650	904,476		928,630		167,354
Global	21,781	2,625,100	45,324	2,528	936,662		952,268		168,362

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.

AP Equity and Excellence (2016)

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 2016.

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 Aug 12, 2016, Report Run Oct 5, 2016

New Paltz Central High School (333355)

Group	Percentage	How is this calculated?
Graduating Class Summary	52.6	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	42.6	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	33.3	
10th Grade	16.6	

If 'n/a' appears in the table above, the percentage is not available because the enrollment count was not submitted for this grade level.



Annual Report for High School English Department

Team Leader/Facilitator: Joel Neden

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 June 2015 Common Core English Regents, 135 students took the exam. A high percentage of students passed the exam and a majority 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 curricula 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.
- 2015-2016 NPHS students will take the Common Core English Regents examination at the completion of English 10.

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. The English 10 curriculum has been revised to reflect and address the Common Core Learning Standards. The revised ELA Regents exam was given in June 2015 to all Grade 11 students and some Grade 10 students up for the challenge. There was an extremely high passing rate. This indicates that Grade 10 students are prepared for the NYS English Regents exam. English 11 and 12 curricula 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.
- 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 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, Rhea Primus, 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?

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

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. 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 Common Core Regents, analysis of data, and the NYS Physical Setting in Chemistry curriculum. ELA Common Core Regents Standard #7, which was addressed throughout the year, was assessed through lab reports. 98.7% of the chemistry students completed laboratory portfolios at the satisfactory level.

Physical Setting:

Chemistry was used as the final assessment. 31.2% of students scored at the mastery level; 84.3% of students passed the Regents exam.

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 and determine the location of where a projectile would land. To do so, they used their knowledge of physics and various electronic sources to determine how they would calculate this distance. They then tested their hypothesis and recorded where their projectile landed. The students completed this lab with 84% passing and 58% mastery. During the second semester the students completed a lab that required them to verify the law of conservation of momentum. The students were required to cause two carts to collide with each other under differing circumstances. They used Vernier probes and Logger Pro software to aid in their collection of data. The students completed this lab with 78% passing and 41% mastery.

Biology:

We implemented many labs and classroom activities that meet ELA Standards #3 and #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. More specifically, the *Diffusion Through a Membrane* lab had students go through a series of complex instructions to set up the experiment with the dialysis tubing.

Students who submitted a completed lab report earned an average of 84% of the total points with the vast majority receiving full credit on the “following instructions” portion of the lab rubric.

On average, biology students were able to receive 86% of the points from questions involving graphing and graphic interpretation on the Regents 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 the lab segment of the Regents exam were analyzed based on average and distribution of scores. The June 2014 Regents had an average score of 11.9 (of 16) while the June 2015 exam had an average of 12.4. The 2014 Regents had 50% of scores that were “mastery” at 13 or higher while the 2015 exam had 60% mastery. The lab exam requires that students carefully read a series of task instructions and perform a complex set of procedures, including technical tasks. Students then use their knowledge of the subject to analyze the results of the tasks and draw appropriate conclusions.

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 High School 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, Tom Shanley, 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.):

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 2014-2015, 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.

2014-2015 Regents Results

- Algebra 1 Common Core - 169 students: 78% passed, 1% mastery
- Geometry Common Core - 145 students: 81% passed, 32% mastery
- Algebra 2/Trig - 137 students: 74% passed, 39 % mastery

2014-2015 Non-Regents Results

- Introduction to Calculus Final Exam - 106 students: 93% passed, 51% mastery
- Computer Science 2 - 32 students: 81% passed, 56% mastery
- Algebra 2 - 50 students: 92% passed, 18% mastery
- Geometry A - 34 students: 65% passed, 18% mastery
- Algebra A - 14 students: 86% passed, 36% mastery
- AP Calculus - 25 students: 36% scored 5, 24% scored 4, 28% scored 3, 8% scored 2, 4% scored 1
- AP Statistics - 35 students: 11.4% scored 5, 14.3% scored 4, 51.4% scored 3, 20% scored 2, 2.9% scored 1
- AP Computer Science - 20 students: 50% scored 5, 40% scored 4, 10% scored 3, 0% scored 2, 0% scored 1

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

In 2015-2016, 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.

2015-2016 Regents Results

- Algebra 1 Common Core - 160 students: 87% passed, 11% mastery
- Geometry Common Core - 145 students: 86% passed, 23% mastery
- Algebra 2 Common Core - 117 students: 91% passed, 15% mastery

2015-2016 Non-Regents Results

- Introduction to Calculus Final Exam - 82 students: 85% passed, 59% mastery
- Computer Science 2 - 32 students: 91% passed, 41% mastery
- Algebra 2 - 62 students: 84% passed, 50% mastery
- Geometry A - 42 students: 71% passed, 24% mastery
- Algebra A - 10 students: 90% passed, 20% mastery
- AP Calculus - 39 students: 43.6% scored 5, 25.6% scored 4, 20.5% scored 3, 7.7% scored 2, 2.6% scored 1
- AP Statistics - 40 students: 15% scored 5, 25% scored 4, 20% scored 3, 17.5% scored 2, 22.5% scored 1
- AP Computer Science - 13 students: 39% scored 5, 46% scored 4, 15% scored 3, 0% scored 2, 0% scored 1

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 World Languages

Team Leader/Facilitator: Marc Knittel

Team Members: Rodrigo Castro , Eliezer Espinosa, Souad Kurzban, Renee Salamone, Lu Liu

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 A, 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 cultural differences.
- Edit and revise written work for certain levels and activities.
- Use technology for activities, projects, and presentations (e.g. Office 365, OneNote, PowerPoint, Kahoot, Prezi, Edmodo, Tutorial Videos, and Teacher Websites).

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 2015-2016 school year, students were given a baseline assessment.

- Spanish 3 students were given a writing assessment in which students showed a lack of knowledge of past tenses.
- Spanish 5 students were given a writing assessment to measure their level of subjunctive, past, and future tenses. All students showed a strength in grammar formulation but showed a need for oral communication improvement.
- French 4 students performed an oral presentation to measure fluency, vocabulary, and grammar. Students showed room for growth in most areas of communication.
- French 6 students were given a writing assignment to demonstrate their abilities to navigate varied tenses and display vocabulary knowledge. Results indicated a need for improvement in conjugation and expansion.
- Chinese 1/2 data is missing as the current teacher arrived in February of 2016.

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

Pre-assessments were administered in the Fall of 2015 in Spanish and French.

- Sentences/structures were reviewed in class.
- Cross-curricular, common pre-assessment and post-assessment and a cross-language assignment/project.
- Established a stronger grammar and conversation plan for college level expectations. A plan was developed with SUNY New Paltz language teachers led by Ms. Porras. The plan included our students in college-level conversation roundtables at SUNY New Paltz once per week after school hours. These conversation roundtables include college students currently taking the same college courses our students are taking to help our students meet college expectations in communicating in the target language.
- Students wrote well-formed original sentences demonstrating logical sequencing and improved use of grammar and vocabulary.

Results, as evidenced by evaluation and assessment data.

In French, there was growth in skills noted, however transitions and conjugations still need improvement.

In Chinese, improvement was noted in basic communication skills.

In Spanish, level 1 students showed improvement in communication. Level 3 students improved in writing and reading skills with a total of 95% passing rate on Regents Exam. Level 5 students showed growth in cultural awareness and writing skills, especially in the use of advanced grammar during conversation, such as the Subjunctive and Conditional moods.

Conclusions, recommendations, and priorities for future.

Continue to strengthen skills in need, especially in advanced grammar, in order to facilitate conversation. We recommend increased frequency of topic and conversation starters incorporating all language skills. We would like to have more access to consistent technology use and training in World Languages professional development.

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

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

Student learning and achievement is continually assessed and reported using a local final assessment. Students are encouraged to seek community resources. Students participate in school-wide tournaments as well as community involvement.

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 third year collecting data from the local exam. Each student was assessed at the end of each quarter with a local exam.

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

- Increase number of students who reach competency.
- Add a literacy component.
- Inform students of community activities.

Results, as evidenced by evaluation and assessment data.

- Using a final exam as an assessment tool we found: 92% of our students scored a 70 or above on the cognitive assessment.

Conclusions, recommendations, and priorities for future.

We will continue to monitor student learning through the use of our local assessment. 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 Art & Technology

Team Leader/Facilitator: Alexis Mallory

Team Members: Jen Cone, Alexis Mallory, Laurene Pountain, Todd Martin, Suzan Brassard

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.

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

- As part of their learning process in a class, students will participate in a collaborative and/or an 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 included “Ulster County AP Teacher Conference,” 6-week Ceramic Course at Hudson Valley Pottery, 3-D Print Lecture Series at SUNY New Paltz.
- Continued collaborative work with SUNY New Paltz Fine Art and Engineering Departments and Mid-Hudson Teacher Center enabling creation of new 3-D course.
- New Studio in 3-D Design and Animation course proposal approved.
- 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, Dimensions Extreme Redesign, Student Life Production, various culture-based video segments, From Prodigies to Pros, the Art of NPHS Alumni and Students, the tribute video for Kyle Brewer, and the Scholastic Art Awards.
- Students created the positive affirmation posters posted throughout the school.
- Students continued to participate in self-reflective activities.
- Field studies occurred at: Smithsonian National Museum of Design, the Paley Center of radio and television archives, Museum of Moving Image, 3-D Print Lecture Series at SUNY New Paltz, Museum of Motorcycle-pedia, 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, SUNY New Paltz Ceramics Workshop, and Guggenheim Museum. 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 & 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)

- 48% of students failed the personal finance pre-test.
- 100% of students failed the accounting pre-assessment.
- 100% of students failed the fashion pre-assessment.
- 90% of students failed the food and nutrition pre-assessment.

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.

- Through the Personal Finance Class New Paltz High School was designated as one of the WISE 100 Best Schools teaching personal finance for the third consecutive year.
- Eleven students in business class earned college credit in Accounting and/or Entrepreneurship through the SUNY Ulster Collegian Program.
- 90% of students passed the personal finance post-test.
- 100% of students passed the accounting final project.
- 100% of students passed the fashion summative assessment.
- 100% of students successfully completed final sewing fashion design project.
- 98% of students passed the food and nutrition test summative assessment.
- 100% of students successfully completed final food and nutrition cooking lab

Annual Report for High School Guidance Department

Team Leader/Facilitator: Stephanie Shoemaker

Team Members: 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.):

At the end of the 2014-2015 school year, the New Paltz Central School District will have the Career Development and Occupational Studies (CDOS) Commencement Credential available and in place for our Students with Disabilities (must have an IEP). School counselors will make students aware of the credential and the requirements needed to earn the certificate. School counselors will make available through Naviance the "Annual Career Plan" and the "Employability Profile." To support students within the realm of College and Career Readiness, we will continue to offer the numerous activities we are currently running (i.e., Ulster Career Conference, College Fair, college field trips).

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 was a need to fully understand the components of the CDOS credential. In collaboration with Pupil Personnel Services, we aimed to continue to do research, gather data, and network so we can better assist in creating a system for implementing the CDOS credential.

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

Goals of the High School Guidance Department by June 2015 were:

1. Have a comprehensive understanding of the CDOS credential.
2. Have the ability to be able to articulate to the New Paltz community the CDOS criteria and rationale.

Results, as evidenced by evaluation and assessment data.

In order to gain a better understanding of what the CDOS Credential entails, learn best practices from other schools and NYSED, and create solutions and strategies to effectively implement the Credential, the members of the Guidance Department attended workshops sponsored by NYSED and BOCES. Guidance counselors also attended meetings with the Director of Pupil Personnel Services, Meghan Febbie, and Coordinator of Special Education Kathleen Coughlin and teachers in the Special Education Department to discuss ways of implementing the various components of the Credential and identified potential students interested in earning the Credential.

The *Career Plan* is currently in survey format and is accessible on Naviance. Starting 2015-2016, all Special Education students will complete the *Career Plan* on an annual basis, while the *Employability Profile* is a document that will become part of a student's permanent educational record.

Conclusions, recommendations, and priorities for future.

While the initial steps have been taken to offer and implement the CDOS Credential, it is recommended that students' progress toward meeting the requirements is closely monitored and that opportunities to meet the work-based experience requirement be further explored.

Annual Report for High School Social Studies Department

Team Members: Don Bartlett, Karen Bryant, Albert Cook, Lynda Costello, Jessica Fredericks, James Gill, Kristen Kiley, Bonne Maseo, Kara Seim

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.):

Student learning and achievement is continuously assessed and reported, using both formal and informal means, to measure 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)

- On the NYS Global History & Geography Regents exam in June 2015: 186 students took the exam, 164 passed the exam (88%), and 97 achieved mastery (52%).
- On the NYS United States History Regents exam in June 2015: 186 students took the exam, 181 passed the exam (97%), and 115 achieved mastery (62%).

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

- Revise and implement Global 9 curriculum that reflects the Common Core Learning Standards.
- Revise and implement Global 10 curriculum to reflect and address the Common Core Learning Standards.
- Revise and implement U.S. History curriculum to reflect and address the Common Core Learning Standards.
- Review and revise elective curricula to ensure alignment with the Common Core Learning Standards.
- Maintain high success rates for general education students in Global History and US History.

Results, as evidenced by evaluation and assessment data.

- On the NYS Global History & Geography Regents exam in June 2016: 190 students took the exam, 180 passed the exam (95%), and 121 achieved mastery (64%).
- On the NYS United States History Regents exam in June 2016: 183 students took the exam, 170 passed the exam (93%), and 91 achieved mastery (50%).

Conclusions, recommendations, and priorities for future.

Conclusions:

- While the class of 2017 cohort passing rates improved, there is room for growth in the achievement of mastery.
- 95% of the class of 2018 passed the Global Regents exam with 64% mastery. These results meet our expectations.

Recommendations:

- Teachers will participate in professional development and apply the knowledge gained to classroom practice.
- Teachers will utilize collaborative time to discuss common assessments with specific attention to student results and the commonalities and disparities evident in student results.

Priorities for the Future:

- Based on student results, teachers will continue to focus on reading and writing in the content area to effect a change in the learning outcome.
- Teachers will conduct a mid-year reflection after midterms for the purpose of evaluating progress toward 2016-2017 SMART goals.

Annual Report for High School Music

Team Members: Ralph Schroer / Nicole Foti

Standard 2.0: Program Coherence

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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 as indicated by NYSSMA scores and selection to honor ensembles such as all-county, area all-state and all-state.
- 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 had increased from previous years. A wide variety of music classes were again offered at the beginning of the year to help meet student needs.

- 250 students enrolled in music courses for 2014-2015 school year.
- 30 students were selected to participate in the All-County ensembles.
- 50 students participated in Spring 2016 NYSSMA Solo Festival
- 25 of the 50 participating NYSSMA soloists performed solos rated at the most advanced level VI.
- One of these participating students was selected to this year's All-State NYSSMA Conference ensembles.

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

- Work to maintain current level of participation and achievement.
- 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 2015-2016 school year, approximately 290 students participated in music classes throughout the year. For next year (2016-2017), student music enrollment is anticipated to be about 275 students from our total high school enrollment of 788. This figure represents 35 percent of the high school. Individual and ensemble performances continue to be successful as defined by the following participation and achievement figures: 40 students were selected to participate in the All-County ensembles.

Sixty students participated in spring NYSSMA Solo Festivals, and 35 of those students performed at the most advanced Level VI. Two of these students were selected to New York All-State Conference Ensembles. 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 maintain interest and enthusiasm in music education as evidenced by maintained enrollment in classes and ensembles. Maintain high achievement levels as evidenced by the number of students performing level VI solos and being selected to honor ensembles such as All-County, Area All-State, and All-State.

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

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

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

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)

First Semester Pre-Assessment Results for Health Education:

- 27% of students passed the Health Education pre-assessment with a class average of 55%; 0% achieved Mastery Level.

Second Semester Pre-Assessment Results for Health Education:

- 30% of students passed the Health Education pre-assessment with a class average of 58%; 2% achieved Mastery Level.

Cumulative Pre-Assessment Results for Health Education for the 2015-2016 School Year:

- 29% of students passed the Health Education pre-assessment with an overall average of 56%; 1% achieved Mastery Level.

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

- In 2015-2016, 100% of the students will continue to demonstrate an increase of content knowledge as measured by formal and informal methods of assessment.
- In 2015-2016, 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 assessment, 100% of students demonstrated an increase in achievement.

First Semester Post-Assessment Results for Health Education:

- 97% of students passed the Health Education post-assessment with a class average of 84%; 60% achieved Mastery Level.

Second Semester Final and Local Assessment Results for Health Education:

- Based on results from the summative assessment, 100% of students demonstrated an increase in achievement.

Second Semester Post-Assessment Results for Health Education:

- 98% of students passed the Health Education post-assessment with a class average of 87%; 66% achieved Mastery Level.

Cumulative Assessment Results for Health Education for the 2015-2016 School Year:

- Based on results from the summative assessments, 99% of students demonstrated an increase in achievement.
- 2% of students achieved Mastery Level (between an 85% and 100%) on the pre-assessment; 64% achieved Mastery Level on the Post-Assessment.
- 92% of students with disabilities passed the Final Summative Assessment with 23% achieving Mastery Level on the Final Summative Assessment. In addition, 8% of students with disabilities had passed the pre-assessment.

Conclusions, recommendations, and priorities for future.

- There was a 69% cumulative increase in passing scores when comparing pre- and post-assessment data for the Final Summative Assessment; 200 students total were tested.
- There was a 62% cumulative increase in students achieving Mastery Level (at or above an 85%) when assessing Final Summative Assessment data.
- Goals established in September 2015 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.
- Curriculum design and development will continue to take place aligned with NYS Education requirements.
- Sexuality Education Curriculum will be updated during the 2016-2017 school year.

Annual Report for Library Media/Information Literacy

Team Leader/Facilitator: Collaborative Process

Team Members: Joanna Arkans, MaryAnn Lis-Simmons, Joann Martin

Standard 2.0: Program Coherence

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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.

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.

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.

Our Grade 9 Information Literacy curriculum continues to reach all freshmen students in their English classes. Students learn to navigate library databases, evaluate websites, and synthesize information from texts to support written arguments. These skills are assessed in a cumulative Learning Project that demonstrates student competency with inquiry research skills.

The value of reading continues to be supported by the library program. Grade 9 and Grade 10 classes read consistently as part of a Sustained Silent Reading program in English classes and library circulation statistics continue to rise. Regular book talks in classrooms and displays in the library encourage students to widen their reading choices.

Upper grade students are instructed in strategies for college level research; library database usage assists us in monitoring that students are learning to use scholarly sources. The focus on inquiry and problem solving also continues as students use various strategies such as design thinking in their research process.

The library continues to use the Information Fluency Continuum to support teachers in the planning of inquiry processes.

Conclusions, recommendations, and priorities for future.

- We will continue to integrate Common Core and IFC skills in the effort to strengthen students' college and career readiness skills.
- At the High School, we have implemented a new online library sign-in system, which will give us more detailed data on how students are using the library resources. We hope that this will assist us in development of our resources.
- We also hope to explore new models such as “embedded librarianship,” which will bring the support of the librarian to students and teachers on a more regular and consistent basis.

Annual Report for Life Skills

Team Leader/Facilitator: Marianne Wilson

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.):

Students with intensive learning needs:

- Are provided with appropriate supports.
- Maintain placements in the least restrictive environment of their home school.
- Receive instruction that meets the needs of each student based on individual goals and objectives per IEPs.
- Progress is 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' IEP goals were met at a rate exceeding 80%; good or intermittent progress was made on all goals as documented in individual IEP progress notes.

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 to keep with SED mandate for least restrictive environment. All students placed in Life Skills met/made progress on their learning goals as per IEPs.

Conclusions, recommendations, and priorities for future.

The Life Skills program serves a small group of students with diverse, intensive learning needs. Most of these students qualify for NYSAA (New York State Alternate Assessment) and are working toward the SACC (Skills and Achievement Commencement Credential). Achievement for each student is most accurately reflected in IEP goals and progress notes, where success based on each student's development is documented.

Recommendation: continue maintaining a District based program to serve these students in the least restrictive environment. Priorities will be to work with Special Education administration to keep the program current, as well as to continue to meet the individual needs of students as determined by CSE.

Section Four



DISTRICT LEVEL ACTIVITIES TOWARD
MEETING DISTRICT GOALS

Section Four

Pupil Personnel Services



DEPARTMENT PROGRESS TOWARD THE DISTRICT GOALS

2015-2016

**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.

Despite all of the changes and challenges at the state and federal levels, New Paltz Central 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 2015-2016 school year.

Special Education Action Plans

Implementation Plan: Integrated Co-Teacher Training, Progress Monitoring Training, IEP Goal Writing Training, Transition Planning Training, FBA/BIP Training, Continuum of Services Training, IEP Direct Training, Multi-Sensory Reading Training, Mental Health Training, Overview of Autism Training, Therapeutic Crisis Intervention Training, and Section 504 Plan Training

- Integrated Co-Teaching
 - Provided opportunity for professional development at the elementary level for all teams of co-teachers.
 - Provided professional development opportunity for all secondary co-teaching teams within the District to plan together.
- Progress Monitoring Training
 - Provided professional development at the elementary level through Dutchess BOCES.
- Individualized Education Plan Goal Writing
 - Provided professional development at the elementary level through Dutchess BOCES to demonstrate how to write goals to support progress monitoring. This was the next step in skill development after the progress monitoring workshop.
- Transition Planning Training
 - Provided professional development at the secondary level through Berkshire Union Free School District and Access VR.
- Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP) Training
 - Social workers provided professional development on the process and forms to general education staff. All forms were placed online for staff to access.
 - A Behavior Specialist provided professional development to specific teams of staff to support identified student behavioral needs.
- Continuum of Services Training
 - Continued targeted discussions around data and the Continuum of Services Document with Special Education staff and administration.
- IEP Direct Training
 - Trained PPS clerical staff and administration through MHRIC and the Centris Group.
- Multi-Sensory Reading Training
 - Provided targeted professional development for cohorts of teachers.
- Overview of Autism Training
 - Provided professional development to staff through Anderson.

- Mental Health Training
 - Secondary Social Workers provided professional development to secondary staff to identify signs of students at risk.
 - Elementary Social Workers provided professional development to elementary staff to identify anxiety and other disorders in students.
- Therapeutic Crisis Intervention Training
 - Trained specific staff members in targeted techniques to de-escalate crisis situations.
- 504 Training
 - Annual training provided by Shaw, Perelson, May & Lambert to Coordinators of Special Education, District Administration, and School Psychologists.
 - Coaching of Chairpersons by the Coordinators of Special Education
 - Clerical training of building level clerical staff provided by MHRIC and the Centris Group.

Special Education Placement/Services

- Reviewed out-of-district placements for consideration of in-district programming.
- Reviewed in-district programs focused on least restrictive environment for students based on strengths per state mandates.
- Utilization of Continuum of Service document to guide discussions for appropriate placement recommendation discussions with Special Education teachers and parents.
- Introduced credit bearing special classes at the High School for a cohort of students with similar needs.
- Reviewed and updated FBA/BIPs (Functional Behavior Assessments/Behavior Intervention Plans) for all students, as needed.
- Review of aide support at all annual reviews and development of fade-out plans as appropriate or as a result of recommendations to discontinue aide support per state mandates.
- Planned for the requirements of the Career Development and Occupational Studies Commencement Credential (CDOS).

Related Services Action Plans:

Occupational Therapy/Physical Therapy

- Developed instructional video clips for teachers' website to demonstrate use of pencil grips, formation of upper and lower case manuscript letters, and yoga.
- Updated data collection rubrics to determine exit eligibility.

Psychologists/Social Workers

- Development of Resource Guide for faculty and staff to use in the event of a critical incident in the school community.

Speech Language Therapists

- Continued integration with grade level regular education teachers to address Common Core Learning Standards in ELA as it relates to children and use of grammar when writing and speaking.
- Provided structured opportunities to rehearse the use of accurate grammatical forms with fading support.
- Provided opportunities for students to build higher-level grammar skills in a hierarchal order.

Special Education Teachers

- Integrated with grade level general education teachers for training.
- Provided integrated co-teaching training to co-teaching teams.
- Training in the administration of the New York State Alternate Assessment.

Parent Training

- Parent Workshop "Transition Planning to Life After High School."
- Parent Workshop "Understanding the CSE Process and Preparing for Your Annual Review."
- Parent specific training for Special Education students.

Teacher Aide Training

- Reviewed Individual Education Plans for students they are assigned to work with.
- Targeted training on identified assistive technology the students utilize.
- Targeted training on how to de-escalate students and behavior management techniques for identified students requiring the support.

Students with Disabilities Performance on Standardized Testing

The chart on the bottom of this page compares the eight component districts in Ulster BOCES (Rondout Valley, Ellenville, Highland, Kingston, Wallkill, Saugerties, Onteora, and New Paltz) and how the students with disabilities ranked on New York State standardized testing. New Paltz is ranked with an average of 2.7 within the county. As for the specific state assessment in ELA, New Paltz ranked first in the county for students with disabilities in Grades 4 and 5. Based upon the results of the students that took the examinations, the District's performance is stronger in ELA. In Math, New Paltz ranked first in Grade 5. New Paltz's scores for Math 3, 6, and 8 were suppressed by the state and not released to the public to analyze due to the small sample size. The State does not release information on a specific cohort when the sample size is less than five students. Due to the information being suppressed, New Paltz was not ranked in these areas. When analyzing this information, it is important to keep in mind the large number of students who refuse to take the test in the District. The State Education Department expects 95% of all classified students to participate in Grades 3-8 assessments in ELA and Math. In New Paltz, for ELA Grades 3-8 assessments, 54% of classified students participated. For the Math s 3-8 assessments 43% of classified students participated in New Paltz. New Paltz's sample size for students with disabilities was extremely small. In some instances, (ELA 6) only the minimum number of students required to release results (five students) sat for the exam.

The second chart on the following page compares the performance of New Paltz students with disabilities against the State. With our sample sizes ranging from 5 to 14 students per grade level, it becomes challenging to interpret our rank.

In the past, comparisons were 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, New York 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 – 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: Export

Year: 2016 | District Group: BOCES Ulster | Subgroup: Students with Disabilities | Metric: %Lev3&4 | Automode: High

Test	District Group	Subgroup	Pct'14	Pct'15	Pct'16	Cnt	Metric	Value	Rank	Total
ELA 3	BOCES Ulster	Students with Disabilities			20.0	8	%Lev3&4	0.0	4	5
ELA 4	BOCES Ulster	Students with Disabilities		62.5	85.7	9	%Lev3&4	33.3	1	7
ELA 5	BOCES Ulster	Students with Disabilities	50.0	42.9	80.0	14	%Lev3&4	7.1	1	5
ELA 6	BOCES Ulster	Students with Disabilities	37.5	87.5	71.4	5	%Lev3&4	0.0	2	7
ELA 7	BOCES Ulster	Students with Disabilities	75.0	37.5	33.3	12	%Lev3&4	0.0	4	6
ELA 8	BOCES Ulster	Students with Disabilities	50.0	62.5	37.5	9	%Lev3&4	0.0	5	8
Math 4	BOCES Ulster	Students with Disabilities			71.4	9	%Lev3&4	11.1	2	7
Math 5	BOCES Ulster	Students with Disabilities	37.5	16.7	83.3	13	%Lev3&4	15.4	1	6
Math 7	BOCES Ulster	Students with Disabilities	87.5	25.0	33.3	10	%Lev3&4	0.0	4	6
Avg			56.3	47.8	57.3				2.7	6.3

Source: The New York State Education Department with additional analysis by SchoolMeter.com. For more details see: [About Data](#)
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*Math 3, 6, and 8 had less than 5 students with disabilities taking the exam, so these were not reported.

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Cohort summary for New Paltz CSD: Export

Year: 2016 | District Group: New York State | Subgroup: Students with Disabilities | Metric: %Lev3&4 | Automode: High

Test	District Group	Subgroup	Pct'14	Pct'15	Pct'16	Cnt	Metric	Value	Rank	Total
ELA 3	New York State	Students with Disabilities			35.4	8	%Lev3&4	0.0	303	469
ELA 4	New York State	Students with Disabilities		52.0	97.6	9	%Lev3&4	33.3	12	490
ELA 5	New York State	Students with Disabilities	61.1	51.7	71.9	14	%Lev3&4	7.1	117	416
ELA 6	New York State	Students with Disabilities	49.3	58.2	53.3	5	%Lev3&4	0.0	228	488
ELA 7	New York State	Students with Disabilities	72.3	58.2	57.1	12	%Lev3&4	0.0	202	471
ELA 8	New York State	Students with Disabilities	69.2	61.5	46.9	9	%Lev3&4	0.0	257	484
Math 4	New York State	Students with Disabilities			53.1	9	%Lev3&4	11.1	239	510
Math 5	New York State	Students with Disabilities	48.9	27.7	70.9	13	%Lev3&4	15.4	142	488
Math 7	New York State	Students with Disabilities	90.9	38.5	48.2	10	%Lev3&4	0.0	234	452
Avg			65.3	49.7	59.4				192.7	474.2

Source: The New York State Education Department with additional analysis by SchoolMeter.com. For more details see: [About Data](#)
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*Math 3 and 6 had less than 5 students with disabilities taking the exam, so these were not reported.

State Performance Plan (SPP) Based on 2014 – 2015 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. Disproportionality

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/>)

Our District is required to participate in a data collection effort (SPP) launched by New York 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.”

During the 2015-2016 school year, the District was required to report on compliance with Indicator 13 and Indicator 14.

Indicator 13 is the “Secondary Transition IEP Review for Students with Disabilities.” The Indicator is a focused self-review of the content of the school district’s IEPs with respect to transition planning and services. The review focuses on six requirements set forth by the state. The requirements include participation of the student in transition planning, post-secondary goals, present levels of performance and transition needs, annual goals, transition activities, and a statement of responsibilities of the school district and participating agencies.

A random sample of IEPs for students aged 15 and above had to be gathered and reviewed. The IEPs had to include appropriate measurable post-secondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals, and annual IEP goals related to the student’s transition service needs. There also had to be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. All of these factors had to be present for the IEP to be in compliance.

State law and regulations define transition services to mean a coordinated set of activities for a student with a disability, designed within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including, but not limited to, post-secondary education, vocational education, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and must include needed activities in instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and when appropriate, acquisition of daily living skills and functional vocational evaluation.

When the purpose of an IEP meeting is to consider transition services, the meeting notice must indicate this purpose, indicate that the school district/agency will invite the student to participate in the meeting; and identify any other agency that will be invited to send a representative.

In NYS, transition services must be in a student's IEP beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate), and updated annually. The IEP must, under the applicable components of the student's IEP, include:

- under the student's present levels of performance, a statement of the student's needs, taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities;
- appropriate measurable post-secondary goals based upon age appropriate transition assessments relating to training, education, employment and, where appropriate, independent living skills;
- annual IEP goals related to the student's transition service needs;
- statement of the transition service needs of the student that focuses on the student's courses of study, such as participation in advanced placement courses or a vocational education program;
- needed activities to facilitate the student's movement from school to post-school activities, including instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation; and
- a statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote movement from school to post-school opportunities, or both, before the student leaves the school setting.

In the Office of Vocational and Educational Services for Individuals with Disabilities' (VESID) Strategic Plan Goals, Key Performance Indicators and Targets (June 2004, revised October 2004), it included the Key Performance Indicator, "Individualized Education Program (IEP) with transition goals, objectives and services for students with disabilities."

During the 2015-2016 school year, New Paltz had 118 students aged 15 to 21. Out of 118 students, the District had to create a random sample of 30. Twenty-five of the thirty IEPs reviewed were in compliance. The percentage for youth with IEPs that included coordinated, measurable annual IEP goals and transition services that would reasonably enable the student to meet their post-secondary goals was 83.33%. Upon review of the five IEPs not in compliance, four of them did not list an agency and one did not contain transition information in the present level of performance with a corresponding goal. Since submitting this information to the state, the Administrators in PPS have worked with outside agencies to strengthen the transition process and are in the process of planning professional development to special education teachers.

Indicator 14 measures post-school outcomes. Specifically, school districts must participate in reporting the percent of youth with disabilities who had IEPs and are no longer attending secondary school. The students must have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. The State Education Department (SED) has contracted with the Potsdam Institute for Applied Research (PIAR) located at the State University of New York (SUNY) at Potsdam. The New Paltz Office of Pupil Personnel had to identify students who exited the previous year, notify these students and families to expect the post-school contact, and then enroll the students and submit student demographic and contact information to PIAR. PIAR conducts follow-up interviews with former students and reports the results back to individual school districts and SED. New Paltz provided information pertaining to 28 students to PIAR in regards to Indicator 14.

To prepare and increase awareness on the transition compliance Indicators, New Paltz worked with various professionals whose roles directly support transition work. We partnered with staff from Dutchess BOCES, Berkshire Union Free School, Access VR, and the Hudson Valley Special Education

Parent Center. Staff development was provided to secondary special education staff and a Special Education Parent Night focused on transition. Staff members also participated in the Ulster County Transition Council. The Special Education Department is committed to continuing this work to increase awareness around transition.

Special Education School District Data Profile

The “Special Education School District Data Profile” for New Paltz Central School District is available online at <http://data.nysed.gov/specialed/?year=2015&instid=800000036174>. It is for the 2014-2015 school year, the most current year available. New Paltz is meeting the performance targets in most areas.

According to the most recent report, based on the 2014-2015 school year, New Paltz had 373 students classified as of October 2014 out of a total enrollment (public and non-public school age students) of 2,686. These figures represent a Special Education classification rate of 13.9%. There are also 35 classified preschool students. These data are consistent with the data available from 2013-2014. The report also reveals that New Paltz not only meets, but far exceeds, state performance targets for indicator: 1 (Graduation Rate of Students with Disabilities), 4 (Suspension Rate), 5 (School-age Least Restrictive Environment), 6 (Preschool Least Restrictive Environment), 9 (Disproportionality in Identification for Special Education), and 10 (Disproportionality in Specific Categories and Placements). These are all positive indicators with regard to Special Education programs and services offered by the District. The only Indicator the District did not meet the state target for was Indicator 3. Indicator 3 is State Assessment Participation Rate. The State expects 95% of all classified students to take state assessments for ELA and Math Grades 3-8. In ELA, 54% of classified students participated in the Grades 3-8 assessments and in Math, 43% of classified students participated in the Grades 3-8 assessments.

During the 2014-2015 school year, our District had to report on Indicator 12, which measures the percent of children referred to the Committee on Preschool Special Education prior to age 3, who are found eligible for services, and who have an IEP developed and implemented by their third birthdays. The District had 10 students who transitioned from Early Intervention services to preschool and 100% of them received their preschool Special Education services by their third birthdays.

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 23 students with disabilities who graduated, 8 received a local diploma and 13 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>

Superintendent Determination of Graduation with a Local Diploma

As of June 2016, Superintendents of school districts are now charged with determining the academic proficiency for eligible students with disabilities to graduate with a local diploma. This is for all classified students eligible to graduate in June 2016 and thereafter. When a student with a disability has otherwise met the standards for graduation with a local diploma but was not successful on the Regents examinations required for graduation because of his/her disability, the Superintendent reviews other documentation of proficiency. In June 2016, no students in New Paltz had to be reviewed by the Superintendent to determine graduation eligibility.

Reference: June 2016 Memo from Patricia J. Geary “Superintendent Determination of Graduation with a Local Diploma”

Website: <http://www.p12.nysed.gov/specialed/publications/superintendent-determination-of-graduation-with-a-local-diploma.htm>

Career Development and Occupational Studies Commencement Credential (CDOS)

Beginning in the 2013-2014 school year, the New York State Board of Regents approved the CDOS as an exiting credential for students with disabilities. The credential recognizes a student’s preparation and skills for post-school employment and their work readiness skills. The goal is for the CDOS to supplement their regular diploma (Regents or local). A student can graduate with CDOS as their only exiting credential, as long as they met the requirements and were in school for at least 12 years. Requirements include coursework, work-based learning experiences, a career plan, and employability profile. In June 2016, one student graduated with a CDOS to complement their local diploma.

Reference: June 2013 Special Education Field Advisory from James P. DeLorenzo “New York State Career Development and Occupational Studies Commencement Credential”

Website: <http://p1232.nysed.gov/specialed//publications/CDOScredential-memo-613.htm>

In June 2016, the regulations were revised to expand the opportunity for any student to achieve a CDOS, not just classified students through Special Education.

Reference: June 2016 Field Advisory from Angelica Infate-Green “Career Development Occupational Studies Graduation Pathway Option”

Website: <http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html>

Blueprint for Improved Results for Students with Disabilities

The Blueprint for Improved Results for Students with Disabilities was released by the New York State Education Department in November of 2015. It was created to ensure that students with disabilities have opportunities to benefit from high quality instruction, to reach the same standards as all students, and to leave school prepared to successfully transition to post-school learning, living and employment. It focuses on seven core principles and practices supported by research for all students with disabilities. The core principles include:

1. Students engage in self-advocacy and are involved in determining their own educational goals and plan.
2. Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
3. Teachers design, provide, and assess the effectiveness of specially designed instruction to provide students with disabilities with opportunities to participate and progress in the general education curriculum.
4. Teachers provide research-based instructional teaching and learning strategies and support for students with disabilities.
5. Schools provide multi-tiered systems of behavioral and academic support.
6. Schools provide high quality inclusive programs and activities.
7. Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

The State will use the Blueprint to develop State policy and guidance. The New York State Education Department expects Districts to utilize the Blueprint to review their policies. The Blueprint was shared in New Paltz with administrators and staff to review practices and to identify areas where improvement is needed.

Reference: November 2015 Special Education Field Advisory from James P. DeLorenzo “Blueprint for Improved Results for Students with Disabilities”

Website: <http://www.p12.nysed.gov/specialed/publications/2015-memos/blueprint-for-improved-results-for-students-with-disabilities.html>

Summary

The 2015-2016 school year brought about many changes in the area of Special Education. It seems as if 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, Every Student Succeeds Act, 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 2016, 22 students with disabilities received the following diplomas:

# Students	Diploma Type	Ethnicity
8	Local Diploma	7 White, 1 Black
11	Regents Diploma	9 White, 2 Black
2	Advanced Regents Diploma	2 White
1	Test Assessing Secondary Completion (TASC)	1 White

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. The Test Assessing Secondary Completion was formerly known as the GED.

Two students earned the following credentials:

# Students	Credential Type	Ethnicity
3	Skills Achievement Commencement Credential	2 White, 1 Hispanic
1	Career Development Occupational Studies	1 White

A Skills Achievement Commencement Credential (formerly known as an IEP Diploma) 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. The Career Development Occupational Studies Credential (CDOS) was only allowed for classified students until June 2016. The student that earned the CDOS also exited with a local diploma.

Graduation Information – Students with Disabilities - Trends

	June 2012	June 2013	June 2014	June 2015	June 2016
Regents Diploma	19	12	11	15	11
Advanced Regents				3	2
Local Diploma	10	12	4	10	8
Skills Achievement Commencement Credential	1	1	2	3	3
Reached Max Age*	0	1	1	0	1
Test Assessing Secondary Completion (TASC)	0	0	1	4	1
Career Development and Occupational Studies Commencement Credential				0	1

*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 classified students in New Paltz are challenged and given the opportunity to demonstrate their strengths and skills through a vigorous academic program. The majority of seniors during the 2015-2016 school year graduated with a Regents diploma or higher. New York State only allows one percent of students to earn a Skills Achievement Commencement Credential. The District takes this seriously and believes all students can learn and achieve. Homeschooling is a popular option in the District. Students who are homeschooled cannot earn a Regents diploma but can achieve a TASC as their exiting diploma. The TASC is a typical exiting credential for students who graduate in New Paltz on home schooling.

Dropouts

Four students have been identified as dropouts during the 2015-2016 school year. This is an increase of one student when compared to the numbers that dropped out during the 2014-2015 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 Committee on Special Education (CSE). Students may be eligible for a year of appropriate “declassification support services” as well as retention of test modifications for the remainder of their student career (as determined by the CSE). Declassification rates not only reflect student progress, but also program/service efficacy and trusting relationships among families and school. During the 2015-2016 school year, the CSE focused on data and updated evaluation information to make informed decisions about continued eligibility. Students made gains and acquired compensatory skills to help them function on grade level. For the 2015-2016 school year, although the number of students declassified decreased from 2014-2015, there was discussion regarding continued eligibility and an awareness that the goal of special education is to provide supports and skills so a student can become independent. In reviewing the specifics, six students were declassified at the elementary level (K to Grade 5), three students were declassified at the middle school level (Grades 6 through 8), and four students were declassified at the high school level (Grades 9 through 12).

11/12 = 2 students declassified

12/13 = 8 students declassified

13/14 = 5 students declassified

14/15 = 22 students declassified

15/16 = 13 students declassified

Referrals to Committee on Special Education

During the 2015-2016 school year, 83 students were referred to the CSE to determine eligibility. This is an increase of 23 students from the previous school year. Two of the students had existing Section 504 Plans and were referred from Section 504. Building level Instructional Support Teams referred 31 students and the remaining 50 students were referred by parents. The Instructional Support Teams have doubled their referral rate to the CSE. Through professional development provided by the Office of Educational Programs, Instructional Study Teams are following the Response to Intervention Plan and referring students earlier. Parent referrals continue to be the highest way in which students are referred to the CSE. A new trend has emerged during the 2015-2016 school year in the referral process. The majority of referrals are now based upon social-emotional concerns, specifically anxiety and depression. Research in the field supports increasing concerns pertaining to adolescents and mental health. Across the country, there is a growing number of students being diagnosed and treated for mental health concerns, specifically depression and anxiety. During the 2015-2016 school year, the High School generated the greatest number of referrals, which is usual for the Committee on Special Education. Within one year, the referral rate almost doubled at the high school. A student tragedy occurred within the District that resulted in numerous referrals made by parents. Professional development was provided to support teachers and staff in relation to this.

Reference: Firth, S. (2014, March 17). Study: Mental Health Hospitalizations Increasing in Children. US News World Report on Web. Retrieved September 1, 2016 from <http://www.usnews.com/news/articles/2014/03/17/study-mental-health-hospitalizations-increasing-in-children>

Below is a breakdown of the 83 school-age students referred for evaluation for the 2015-2016 school year:

21	Pending Referral
25	Ineligible
8	Withdrawn Referral
6	Learning Disabled
5	Emotional Disturbance
10	Speech/Language
7	Other Health Impaired
0	Intellectually Disabled
0	Visually Impaired
0	Deafness
0	Autism
1	Traumatic Brain Injury

Out of the 83 students referred, at least 33 of them were not classified by CSE. Another 21 students are still pending in the process and a decision regarding eligibility has not been made. Until the process is fully completed for those 21 students, it is difficult to make conclusions regarding the referrals.

Referrals to the Committee on Special Education (School Age Students)

11/12 = 93 referrals

12/13 = 82 referrals

13/14 = 69 referrals

14/15 = 60 referrals

15/16 = 83 referrals

**Referrals by Grade Level
(July 1, 2015 – June 30, 2016)**

Grade	#	Ethnicity	Eligibility/Classification
K	8	7W, 1B	4 SLI, 2 OHI, 1 ineligible, 1 pending
1	8	7W, 1A	3 SLI, 1 OHI, 2 ineligible, 2 withdrawn
2	4	4W	2 SLI, 1 OHI, 1 ED
3	8	4W, 4H	2 LD, 3 ineligible, 1 withdraw, 2 pending
4	11	7W, 3H, 1M	2 LD, 1 SLI, 3 ineligible, 5 pending
5	3	3W	1 LD, 2 ineligible
6	4	4W	3 ineligible, 1 pending
7	3	3W	2 ineligible, 1 pending
8	7	7W	2 OHI, 1 ED, 1 ineligible, 1 withdrawn, 2 pending
9	11	5W, 2B, 3H, 1M	1 LD, 1 OHI, 2 ED, 2 ineligible, 1 withdraw, 4 pending
10	10	8W, 1B, 1H	1 TBI, 3 ineligible, 5 pending, 1 withdrawn
11	6	4W, 1A, 1M	1 ED, 3 ineligible, 2 withdrawn
12	0	0	
Total	83		

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, TBI- traumatic brain injury

Students Transferring into the District

During the 2015-2016 school year, 29 classified students transferred into the New Paltz Central School District. These students required programs and services that ranged from related services to out-of-district programs. This is seven more students than the previous school year. It is difficult to account and plan for these students as we do not know what to expect. We try to use previous data and account for additions when we plan for the next year.

Short Term Psychiatric Admission

The number of students with emotional issues and/or mental illness is increasing and becoming more prevalent in the younger aged students. Nineteen students required in-patient services to address psychiatric issues during the school year. Of these students, three had multiple admissions. During the 2014-2015 school year, the District only had six students that required hospitalization.

The increase in hospitalizations has led to the increase in referrals to the Committee on Special Education and Section 504. For CSE, student needs in this area are usually classified under “Emotional Disturbance” and/or “Other Health Impaired” and they frequently require 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. Programs are full, have wait lists, and some agencies no longer provide supports to students.

Due to the increase in mental health issues reported within the District, efforts in professional development have focused on mental health concerns. Staff members have attended workshops to turnkey the information, outside professionals have come in to work with staff, and district-employed service providers have led trainings on topics pertaining to mental health.

Classification and Ethnicity

The following information was extracted from the 2015 Annual PD Data System Report Student Snapshot filed on October 1, 2015. The information reflects “School Age Students by Disability and Race/Ethnicity Receiving Special Education Services as of October 1, 2015.

Ethnicity/Disability

Disability Classification	Hispanic	American Indian/Alaska Native	Asian	Black	Hawaiian/Pacific Islander	White	Multi-Racial	Total
Autism	4	0	0	1	0	30	1	36
Emotional Disturbance	4	0	0	3	0	14	0	21
Learning Disability	21	0	1	9	0	98	1	130
Intellectual Disability	0	0	0	0	0	3	0	3
Deafness	1	0	0	0	0	0	0	1
Hearing Impairment	1	0	0	0	0	2	0	3
Speech/Lang Impairment	14	0	2	8	0	33	1	58
Visual Impairment	0	0	0	0	0	2	0	2
Orthopedic Impairment	0	0	0	0	0	1	0	1
Other Health Impairment	7	0	1	4	0	73	3	88
Multiple Disabilities	0	0	0	0	0	8	1	9
Deaf-Blindness	0	0	0	0	0	0	0	0
Traumatic Brain Injury	0	1	0	0	0	1	0	2
Totals (2015)	52	1	4	25	0	265	7	354
The PD System also provides 2014 totals as a Reasonability check; they are as follows:								
Totals (2014)	48	0	8	27	1	280	9	373

Ethnicity Classification Trends – Power School BEDS Day (October 7, 2015), PD VR3

ETHNICITY	2012			2013			2014			2015			2016		
	Students	Classified	Percentage												
Am. Indian or Alaskan Native	7	0	0%	7	0	0%	6	0	0%	6	0	0%	8	1	13%
Asian or Pacific Islander	81	9	11%	77	9	12%	74	9	12%	81	9	11%	82	4	5%
African American (not of Hispanic Origin)	146	31	21%	129	30	23%	124	30	24%	102	27	26%	99	25	25%
Hispanic	210	36	17%	213	40	19%	228	54	24%	227	48	21%	226	52	23%
White (not of Hispanic Origin)	1870	223	12%	1829	222	12%	1869	260	14%	1843	280	15%	1783	265	15%
Multiracial (not of Hispanic Origin)	38	1	0.03%	49	1	2%	63	7	11%	61	9	15%	77	7	9%

As these data demonstrate, 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, e.g., 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.

The CSE follows Part 154 to review the Special Education status of English Language Learners (ELLs). An ESL teacher who is knowledgeable about the student’s English language development is included in the CSE, bilingual evaluations are completed, and clinicians on the CSE have knowledge of the relationship between language acquisition and learning disability.

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 2015, we had 29 classified preschool students with disabilities who received services. Of them, 15 received related services only, and 14 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 2015-2016 school year, we reported that the District served 49 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 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 Ulster 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	14/15	15/16
Hispanic	2	2	6	0	0	2	1	3
Multiracial	0	1	0	0	0	0	2	0
White	35	27	25	16	14	29	10	23
Black	0	0	3	3	4	4	0	1
Asian	0	0	0	2	0	1	0	0
Total	37	30	34	21	18	36	13	27

Profile of Preschool Age Students Receiving Services by Ethnicity (as of October 2015)

Ethnicity Category	08/09 # of Students	09/10 # of Students	10/11 # of Students	11/12 # of Students	12/13 # of Students	13/14 # of Students	14/15 # of Students	15/16 # of Students
Hispanic	3	4	2	6	2	2	4	3
White	36	42	36	19	16	47	27	24
Black	0	0	0	3	3	3	2	0
Multiracial	0	0	0	1	1	7	2	2
Asian	0	0	2	0	1	1	0	0

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 Individual Education Service Plan (IEPS) {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.

During the 2015-2016 school year, the District provided services for six New Paltz students and two 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 12 students attending Poughkeepsie Day School, Hudson Valley Sudbury, Good Shepherd, Hawk Meadow School, Oakwood Friends School, Our Lady of Lourdes, The Ridge School, High Meadow School and Grand River Academy.

Annual Planning

Annual reviews began in February to allow us to effectively budget and plan for the next school year. We collaborate with staff and administration to examine our in-district as well as out-of-district enrollment and program needs. Through discussion, a cohort of students at the High School was identified with similar needs. The Pupil Personnel Office was able to plan accordingly to create a special class program for the 2015-2016 school year so the cohort of students could remain in district, in the least restrictive environment, instead of having to be placed in a BOCES or Private Day setting.

We strive to 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. We work closely with our regular education counterparts throughout the 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, Meghan Febbie, Director of PPS, and Kathleen Coughlin 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.

Year	Total Staff		Duzine		Lenape		MS		HS	
	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16	14/15	15/16
Special Ed. Teachers	37	33	6	5	10	11	13	9.4	8	7.6
S/L Therapists	3.4	3.4	1	1	1.2	1.2	1	1	.2	.2
Teacher of Deaf	.8	.6	.2	.2	.4	.2	.1	.2	.1	.1
Social Workers	4	4	1	1	1	1	1	1	1	1
School Psychologists	3	3	District Wide							
Teacher Aides	40 3 part-time	42 2 part-time	9	11	16 1 part-time	12 1 part-time	7	11	8 2 part-time	8 1 part-time
Orientation & Mobility Spec.	.2	.1	0	0	.2	.1	0	0	0	0
COTA	1	1	District Wide							
OT	1	1	District Wide							
PT	1	1	District Wide							
LPN/TA*	1	0	0	0	0	0	0	0	1	0
Teacher of the Visually Impaired	.5	.4	District Wide							

*LPN/TA - Supported 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 15/16 based on IEP Direct Data as of June 30, 2016)

<u>Duzine Elementary</u>	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>
Total Classified Students/Total Students	66/474 = 14%	54/451 = 12%	58/471 = 12%	44/426 = 10%	46/433 = 11%

- Integrated Co-Teaching Model
- Related Services
- Resource Room
- Non-Integrated Special Class 12:1:1 (Grades K-2)
- 4 transfer students

<u>Lenape Elementary</u>	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>
Total Classified Students/Total Students	85/515 = 17%	77/516 = 15%	99/503 = 20%	86/479 = 18%	88/502 = 18%

- Integrated Co-Teaching Model
- Multi-Sensory Reading embedded in the Integrated Co-Teaching Model
- Related Services
- Special Class 8:1:1 (NYSAA)
- Special Class 12:1:1 (Grade 3-4)
- Special Class 15:1 (Grades 4-5)
- 7 transfer students

<u>Middle School</u>	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>
Total Classified Students/ Total Students	77/542 = 14%	81/526 = 15%	92/535 = 17%	93/556 = 17%	92/565 = 16%

- Integrated Co-Teaching Model
- Related Services
- Resource Room
- Multi-Sensory Reading
- Special Class 15:1 Grade 6 - All Core Academics
- Special Class 15:1 Grade 7 - All Core Academics
- Special Class 15:1 Grade 8 - All Core Academics
- 7 Transfer Students

<u>High School</u>	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>
Total Classified Students/ Total Students	81/729 = 11%	70/717 = 10%	111/738 = 15%	84/764 = 11%	114/780 = 15%

- Integrated Co-Teaching Model
- Related Services
- Resource Room
- Special Class (12:1:1)- Pre-Algebra (elective), Global 10, English 10, General Science
 - All credit bearing
 - Two ending in a Regents exam
- Special Class (15:1) Algebra A
 - Credit bearing, take second year of algebra to sit for Regents
- Life Skills Program 12:1:1
- 11 transfer students

Students Placed Out of District:	11/12	12/13	13/14	14/15	15/16
<i>BOCES Special Education Programs*</i>	21	26	25	24	25
• BOCES Alternative Education Programs	5	2	2	3	0
• “Other Public School” Program**	1	1	2	1	2
• Approved Private Day Schools* **	17	12	18	12	8
• Approved Residential Private Schools ****	3	2	4	5	4
Total Placed Out of the District	47	43	51	45	39

* BOCES Programs: Ulster County, Orange-Ulster County and Dutchess County

**Other Public School Programs: Rondout Valley Central School District

***NYS Approved Private Schools: Abilities First, Astor Day Treatment School, Brookside School, The Center for Spectrum Services, The Center for Discovery, Hawthorne Cedar Knolls, Green Chimneys, Summit, Greenburgh- North Castle (Kaplan School).

**** NYS Approved Residential Schools in and out of State: Batavia, Mt. Pleasant Cottage School, Center for Discovery, Crotched Mountain.

Classified Students

Placed by Parent in Private Schools:	11/12	12/13	13/14	14/15	15/16
	14	19	12	20	21

Parents can place their child in a private or parochial school. During the 2015-2016 school year, New Paltz parents placed their classified children in the following schools: Mountain Laurel, Poughkeepsie Day School, John A. Coleman, Hawk Meadow, The Ridge School, Hudson Valley Sudbury School, Our Lady of Lourdes, Oakwood Friends, High Meadow, Good Shepherd and St. Martin de Porres.

We are required to provide Special Education services for any student who attends any school, including private schools, located within the District. When a classified student that resides in district is placed by their parent in a school located outside of the District, we are responsible to pay the public school district it is located in to provide Special Education services to the child.

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. Supplies pertain to those items required to modify the curriculum.

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).

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 29 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.
- 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, in afterschool sessions, 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 integrated co-teaching, NYS Alternate Assessments, multi-sensory reading, mental health, Autism, de-escalation and restraint training, and Section 504. We also provided training on progress monitoring, IEP goal writing, transition planning, areas that were identified as needing to be addressed by Special Education administration.

504 Services

During the 2015-2016 school year, 119 students were identified as having a disability that required accommodation under Section 504. This is five less than the previous year. 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.

There were 42 referrals to Section 504, mainly made by parents. Five referrals were from Duzine, eight from Lenape, nine from the Middle School and twenty from the High School. The large number of referrals at the High School mirror the CSE trends. This was a large increase and the majority of reasons for referral pertained to social-emotional functionality.

All 504 students are entitled to an annual review to create a 504 Plan that specifies services/accommodations. This was the second year parents were asked to provide updated information for annual reviews to ensure the District had documentation to support the continuation of plans. The District continued to evaluate students in the area of concern reported by the parent.

The 2015-2016 school year marked the final year of a transition plan to move Section 504 responsibility to the building level. Building principals were provided professional development. School psychologists were also provided professional development, chaired meetings, and were coached by Special Education Administrators. Clerical staff at the building level was trained in Section 504.

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 47 certified teacher tutors approved by the Board. This was nine less than the previous year.

Our records indicate that for the 2015-2016 school year, tutoring was provided to 81 students. This is two less students from the previous year. Below is a breakdown of the specific tutoring needs.

As of the end of the 2015-2016 school year, tutoring was provided to 81 students as follows:

- 29 students – Grade 6-12 (Medical: 16 mental health, 13 medical)
- 7 students – Grade 6-12 (Students awaiting CSE placements)
- 42 students – Grades 6-12 (Out of School Suspension)
- 3 students – Miscellaneous
- 81 Total – All categories

Homeless Children and Youth Program

During the 2015-2016 school year, services were provided for 17 students (last year there were 22 students). 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. Monthly paperwork is filed to Ulster BOCES regarding this information.

Home School Information

The PPS Office received notice of intent to Home School on behalf of 53 children during the 2015-2016 school year. Home schooling is a trend that continues to grow in the District and more parents are choosing this option. We had an increase of three students being home schooled. 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.

The following is the distribution across grade levels during the school year, totaling 53 students:

Grade Levels	K	1	2	3	4	5	6	7	8	9	10	11	12
# of Students	0	2	9	3	5	3	4	10	6	6	1	3	1

Title IX Concerns

During the school year two concerns were addressed. The concerns were staff-to-staff and student-to-staff. The District policy was adhered to, and written reports were provided to the Superintendent of Schools.

Harassment Officer Activity

Last year, four complaints were reported. Three student-to-student reports and one staff-to-staff report were made. Thorough investigations were conducted. One student-to-student report resulted in a written report provided to the Superintendent of Schools. The other two student-to-student reports resulted with a referral back to the building for Dignity for All Students Act (DASA) reporting. The staff-to-staff report was referred back to the immediate supervisor to handle. The District policy was adhered to, including timelines to address the issues.

Central Registration

This is our seventh 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.
- Consistent internal flow of information between building offices and registrar.
- Updated residency documentation.
 - Central Registration packets were updated to include the new Code of Conduct Summary for 2015-2016.

The following data reflect the registration information from July 2015 through June 30, 2016:

	Regular Ed. Students	Special Ed. Students
Grade K	8	1
Grade 1	9	1
Grade 2	16	3
Grade 3	9	2
Grade 4	9	3
Grade 5	7	2
Grade 6	11	4
Grade 7	12	2
Grade 8	8	2
Grade 9	28	2
Grade 10	5	6
Grade 11	12	1
Grade 12	8	2
TOTAL	142	31

Three administrative assistants in the PPS Office are trained in registration processes to ensure personnel coverage during business hours.

During the school year, 173 students were registered with the District. This is 56 more students than the previous school year. 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), and then entering student information into Power School, the District's student management system. 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

2015-2016

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. During the 2015-2016 school year, teacher focus groups were the foundation for receiving feedback and suggestions.

The Department of Educational Programs also fosters collaboration with community partners such as SUNY New Paltz, Ulster County BOCES, and Ulster Literacy.

During the 2015-2016 school year, the New Paltz Central School District continued to support the Hudson Valley Writing Project. This forum for adult professional development continues to be housed on-site at New Paltz Central School District. This partnership offers professional development opportunities for New Paltz teachers and teachers from neighboring districts.

The partnership with the Hudson Valley Writing Project was expanded during the 2015-2016 school year. Scholarships to summer writing camps were provided to several English Language Learner (ELL) students. These writing camps are differentiated according to age and facilitated by local teachers and SUNY professors. The camps take place on the SUNY New Paltz campus. Students are encouraged to find creativity and inspiration from the beautiful setting. Students and teachers reported a productive experience in terms of writing practices and also reported an enriching social experience for our ELL students.

Additionally, a long-standing partnership with SUNY New Paltz and the New Paltz Central School District is related to providing opportunities for student teachers. In Lenape, ten cooperating teachers provide mentorship for ten student teachers. In return, the supervising professor from SUNY New Paltz provides various professional development opportunities to both the student teachers and the entire Lenape staff. The professional development is focused on improving literacy instruction.

During the 2015-2016 school year, the New Paltz Central School District established a partnership with Ulster Literacy. Through this partnership, adult English language classes are now offered to the parents of our ELL students. Parents learn English through content pertinent to them and their children; i.e., opening day packets, navigating homework, becoming familiar with the community, and when necessary understanding the job application process. To encourage participation, childcare has been arranged.

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.

The New Paltz Central School District curriculum continues to be a local endeavor. In the 2015-2016 school year, the Department of Educational Programs continued 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, which were developed and issued from the State Education Department. Ensuring a locally developed curriculum continues to require on-site professional development. Specific professional development and curriculum development endeavors will be highlighted later in this document.

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 in order 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: 2015-2016

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 2015-2016 school year, this department focused on several important initiatives.

These initiatives included but are not limited to:

- Revising the New Paltz Central School District Annual Professional Performance Review (APPR) Plan to comply with the Commissioner’s Regulations 3012.D;
- Designing a comprehensive Professional Development Plan as per the Commissioner’s Regulations;

- Providing Professional Development in multi-sensory reading instruction, in response to growing student learning needs;
- Collaborating with the teachers of English as a New Language (ENL) to address the New Part 154 Regulations and to continue to expand the New Paltz Central School District ENL Program;
- Expanding the Role of Data Inquiry Teams to continually monitor the growth of sub groups such as economically disadvantaged students;
- Revising curriculum to reflect an interdisciplinary approach to learning as well as inquiry practices;
- Continued implementation of the recommendations of the *Futures, Inc.* Special Education Review. Particular attention has been afforded to consistent implementation of the building level Instructional Study Teams (IST) as a driver of the Response to Intervention (RTI) model and to moving the practices and responsibilities for Section 504 to the building level.

Annual Professional Performance Review

For clarity, below is the history of the implementation of the APPR in New Paltz Central School District since 2012.

Data from the 2012-2013 school year indicated that the New Paltz Central School District Annual Professional Performance Review 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. In 2013-2014, 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. These challenges are engendered by inherent flaws in this approach to teacher evaluation. Inconsistencies surface as individual districts implement this system in many different ways. Additionally, utilizing State assessments as a means to evaluate teacher effectiveness has not yet been rigorously supported by sound statistics.

Nevertheless, moving from an “Achievement” approach to a “Growth” model has provided the space for individualized expectations for students and differentiated approaches to student learning outcomes.

In 2014-2015, efforts to refine the New Paltz Central School District APPR Plan continued. The changes that were sought focused mainly on reducing testing of students and increasing teacher autonomy. To this end, “team scores” were implemented in Lenape, the New Paltz Middle School, and at the New Paltz High School. Overall, this plan resulted in reduced student testing. The plan also resulted in teachers spending less time involved with APPR paper work and therefore more time focusing on teaching and learning.

In order to streamline this process, spreadsheets for each building were created which delineated teacher responsibility in terms of a “team score” or individual scores based on State assessments. Sample Student Learning Objective templates were also circulated.

Feedback from teachers indicated that the impact of this new system proved to be more manageable.

During the 2015-2016 school year, it was necessary to design an Annual Professional Performance Review Plan which aligned with the new Commissioner’s Regulations, 3012.D. These regulations prescribed significant changes to the APPR requirements. These changes included but are not limited to:

- Fifty percent of a teacher’s or principal’s APPR score is attributable to a student achievement measure;
- Fifty percent of a teacher’s or principals’ APPR score is attributable to “other measures,” i.e., teacher observations and principal site visits;
- A prescribed range of scores to be attributed to teacher observations or principal site visits (issued from the State Education Department).

In accordance with State Education Department (SED) regulations, teachers were apprised of these changes. The Assistant Superintendent for Educational Programs presented the revised regulations to all teachers at all buildings in the spring of 2015.

Through successful negotiations, an APPR Plan aligned with 3012.D regulations, was produced, submitted to SED, and approved. In addition, a request for exemption from the “external evaluator” requirement was submitted to and approved by SED.

The State Education Department also required that APPR scores reported to the State for teachers and principals during the 2015-2016, 2016-2017, and 2017-2018 school years include transitional scores as well as the full composite scores. The transitional scores affected those teachers whose scores were tied to any Grades 3-8 New York State Math or ELA Assessment. During the transitional period, for the transitional scores, the portion of a teacher’s or principal’s APPR score tied to a Grades 3-8 New York State Math or ELA assessment will be suppressed. All scores were reported accurately and in accordance with SED deadlines.

Next Steps:

- Implementation of 3012.D
- Continued reporting of transitional and composite scores
- Monitoring scenarios to determine if material changes to the APPR should be made during the transitional period

Comprehensive Professional Development Plan

As per the Commissioner's Regulations, a comprehensive professional development plan for the New Paltz Central School District was designed. The tenets of this plan were written into a report, which was presented to the New Paltz Board of Education, approved by the Board of Education, and then submitted to the State.

Required elements included:

- Professional Development Planning Committee
- Professional Development Hours
- Professional Development Alignment to Standards
- Planning Processes
- Process for Evaluation of the Plan
- Articulation of Goals Across Educational Program
- Assurances
- Mentor Program
- Professional Development Vendor List

All elements of this plan as prescribed by the State were accurately represented. The plan was submitted in accordance with SED deadlines. A written letter of approval was received from SED.

Next Steps:

The comprehensive professional development plan established a professional development team. This team will meet regularly to provide input into the goals and direction of professional development. The plan will be updated every year as per SED regulations.

Multi-Sensory Reading Instruction and Professional Development

In response to a growing population of students displaying very specific reading delays, the Department of Educational Programs researched and secured *Literacy through Multisensory Teaching*.

“The mission of *Literacy through Multisensory Teaching* is to provide professional development for teachers and reading specialists in an explicit, direct, multisensory, structured, and phonetic approach to teaching reading, writing, and spelling to individuals with dyslexia and related written language disorders. Research has shown that with intensive early instruction (45 - 60 minute sessions – 4 times weekly for two years) by teachers using such methods, most students

can catch up with their peers and the most severely disabled can be greatly helped.” *Literacy through Multi-sensory Teaching*

In the New Paltz Central School District specialized reading instruction is currently provided for students identified through special education evaluation as having a disability, who are demonstrating delays in the skills needed for learning to read, and/or in their reading progress. These classified students have received balanced literacy instruction and often participated in academic intervention services without making adequate progress in reading, writing and spelling.

The evaluation process for this type of reading instruction includes these steps:

- Following initial evaluation by the Committee on Special Education (CSE), which includes cognitive and academic testing, a review of reading performance in the classroom, and additional evaluation using the Gray Diagnostic Reading Test (GRDT) subtests, a determination is made related to weaknesses in specific core skills needed for development of reading. The CSE team uses all the evaluative information to determine if specialized reading instruction is appropriate.

The **Gray Diagnostic Reading Test — Second Edition** (GDRT-2) is a test of oral reading ability. The GDRT-2 has four core subtests, which measure different aspects of reading. The results of the core subtests are combined to create three composites: Decoding and comprehension as well as general reading ability. There are also three supplemental subtests: Listening vocabulary, rapid naming and phonological awareness.

The implementation of this specialized reading instruction posed varied challenges. The most salient challenge was related to the model of delivery. In the 2014-2015 school year (first year of implementation) the decision was made to provide the direct reading instruction within the co-teaching model. The rationale for the decision to implement within the co-teaching model was based on the idea that while students would receive the direct reading instruction as per an Individualized Education Plan; i.e., 45 minutes, the learning acquired during those 45 minutes could be applied throughout the day and across disciplines. The thinking here was that the co-teaching model would promote a multiplicative effect on student achievement. In fact in the two co-taught classrooms in which this model was implemented the following reading gains were evident:

Please see the following table.

Independent Reading Levels Grade Equivalents

2014-2015 School Year	Beginning of Year	End of Year
Student 1	Feb/March of 1 st Grade	September of 3 rd Grade
Student 2	April of 1 st Grade	End of 2 nd Grade
Student 3	Feb/March of 1 st Grade	September of 3 rd Grade
Student 4	June of 1 st Grade	Nov/Dec. of 3 rd Grade
Student 5	September of 1 st Grade	Mid 3 rd Grade
Student 6*	End of 1 st Grade	Beginning of 3 rd Grade

**Student not placed in co-taught class full time.*

To ensure the efficacy of the program, a feedback loop was established between teachers and administrators. Several meetings were held during the year to discuss the professional development itself, the implementation in the co-teaching model, and any other concerns. During one of these focus sessions, one teacher commented that the co-teaching model allows her to hold the students accountable for the direct reading instruction strategies throughout the day. She further elucidated that in a previous model where a student was pulled for this instruction, this deeper learning could not occur. Another teacher mentioned that she was enlivened by the professional development and reading strategies she was learning in the professional development. She expressed feeling as if she were fresh out of college.

Based on this quantitative and qualitative data, this professional development was replicated in the 2015-2016 school year with two purposes. As a result the cadre of teachers who are trained in this method increased and the skills of the teachers who had received the first level of training were increased.

During the 2015- 2016 school year, the District offered professional development in multi-sensory reading for Introductory II and Introductory I.

Below are the student achievement results of the 2015-2016 school year.

Independent Reading Levels Grade Equivalents		
2015-2016 School year	Beginning of Year	End of Year
Student 1	April of Grade 1	January – March of Grade 3
Student 2	January of Grade 1	April – June of Grade 2
Student 3+	January of Grade 1	May/June Grade 1
Student 4	May/June Grade 1	October – December of Grade 3
Student 5*+	April – June of Kindergarten	January of Grade 1
Student 6	February/March of Grade 1	October – December of Grade 3
Student 7	April of Grade 1	October – December of Grade 3
Student 8	February/March of Grade 2	April – June of Grade 3
Student 9	February/March of Grade 2	April – June of Grade 3
Student 10	April – June of Grade 2	April – June of Grade 3
Student 11	April – June of Grade 3	April – June of Grade 4
Student 12	January – March of Grade 3	April – June of Grade 4
Student 13*+	January of Grade 1	April of Grade 1
Student 14*+	January – March of Grade 2	October – December of Grade 3
Student 15	October – December of Grade 3	October – December of Grade 4

Student 16	January – March of Grade 3	October – December of Grade 4
Student 17+	January – March of Grade 3	April – June of Grade 3
Student 18	January – March of Grade 3	October – December of Grade 5
Student 19	January – March of Grade 3	April – June of Grade 5
Student 20	January – March of Grade 3	October – December of Grade 4
Student 21	January – March of Grade 3	October – December of Grade 4

** Student not placed in co-taught class full time.*

+ Student growth in areas measured by multi-sensory assessments (i.e. phonemic awareness, phonological correspondence, spelling, writing).

In addition to student achievement data, data related to the number of students receiving multi-sensory instruction is presented below.

Grade	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11
2014-2015	5	2						1	
2015-2016	4	9	9						
2016-2017	3*	5	9	9	2	2			

**Pending additional placements.*

2016-2017 Placement Data by Curriculum Level

	Gr. 3	Gr. 4	Gr. 5
Level 1A	3*	2	3
Level 2A		2	2
Level 2B		1	2
Level 2C			3
Level 3A			2

**Pending additional placements.*

Next Steps:

As the number of students receiving multi-sensory reading instruction has grown and at the same time the number of students at the varied levels of the curriculum has increased, the District plans to implement a modified model for the delivery of direct reading instruction.

For the 2016-2017 school year, students will receive this instruction in a “special class.” Additionally, as much as possible, students will be placed in co-taught classrooms where teachers are trained in the multi-sensory strategies.

English as a New Language (ENL) Teachers Team and the Part 154 Regulations

In the 2015-2016 school year, the ENL teachers continued to meet with administrators to address the challenges of the new Part 154 Regulations. The Team also addressed the influx of ELL students at the high school level, many of whom were designated as refugees. Working in partnership with building administrators and parents, the ENL Team effectively expanded the New Paltz Central School District ENL program to meet the growing and changing needs of our ELL students and their families.

Accomplishments during the 2015-2016 school year:

ELL Family Night

The New Paltz Central School District hosted an ELL family night in the spring of 2015. This joyous event featured foods from the various cultures of our ELL families, song and dance from our students, demonstrations of learning products, and an educational component for parents; i.e., manipulatives that will help your children learn math concepts.

Adult Literacy

In partnership with Ulster Literacy the New Paltz Central School District established English language classes for the parents of our ELL students. The curriculum is designed to expose parents to the English language through practical experiences, such as utilizing the internet, completing opening day packets for their children, understanding the community, and if necessary, the job application process. In order to encourage attendance, childcare is provided. Based on the work completed during the 2015-2016 school year, this program is up and running for the 2016-2017 school year.

High School Summer School

Our Elementary School Summer Academy for ELL students is partially funded by Title III grant money. In addition to this elementary program, and in response to an unanticipated increase of ELL students at the High School level, the New Paltz Central School District funded and implemented a High School Summer Academy for ELL students. Both our Elementary Summer Academy and our High School Summer Academy provided rich learning experiences for our ELL students. The curriculum is designed around a concept, which is pertinent to the local community, and project-based learning is the most often utilized learning process. Additionally, several field trips were arranged which tie directly into the curriculum. Overall, our ELL students were afforded with an academically and socially enriching summer experience.

Hudson Valley Writing Project Summer Camps

For ELL students who did not “test” into the Summer Academies as described above, the New Paltz Central School District in partnership with the Hudson Valley Writing Project offered scholarships to ELL students to various writing camps. In the scenic setting of the SUNY New Paltz campus, students are encouraged to find creativity and imagination inspired by the natural beauty all around them. These writing camps are differentiated by

age group and facilitated by local teachers and professors. The New Paltz Central School District arranged transportation for all of our participating ELL students.

Translation Services

During the 2015-2016 school year, the New Paltz Central School District contracted with Ulster BOCES to ensure the translation of critical documents such as opening day packets and student handbooks. The service will ensure quality translation into all of the varied languages of our ELL students. In addition, the New Paltz Central School District has invested in software that will provide translation for High School content material such as Biology as well as a translation application for teacher-generated items such as weekly newsletters. Based on this foundational work in the 2015-2016 school year, these translation services will be operationalized in the 2016-2017 school year.

Part 154 Regulations

Also in the 2015-2016 school year, the ENL team continued to monitor the new Part 154 Regulations, which govern the teaching and learning of English Language Learners (ELLs). These regulations have brought changes to the process and the content of learning for ELLs. For example, ELL students are now required to more often receive instruction within an integrated setting as opposed to within a homogeneous stand-alone class. Several other mandates were attached to these new regulations including the creation of a Language Proficiency Team (LPT) charged with determining the learning needs of ELLs who arrive in the District with an Individualized Education Plan (IEP).

The ENL Team continues to recommend and implement changes to the District ENL program so that the New Paltz Central School District is in complete compliance with the Part 154 Regulations. The ENL team continues to meet as they encounter and resolve the challenges surfacing as a result of the implementation of Part 154 this year.

Next Steps:

- In the 2016-2017 school year a fall and spring ELL family night will be implemented
- Monitor attendance and outcomes of Ulster Literacy partnership
- Reflect on Summer Academies and plan curriculum for summer of 2016
- Continue partnership with Hudson Valley Writing Project, offering summer camp experiences to ELL students
- Operationalize translation services

Expanding Data Inquiry

During the 2015-2016 school year, teachers continued to engage in monitoring student data on a formative basis. The purpose of this practice is to identify the degree to which a student learns a particular concept. Based on this information, changes are made to the teaching process to effect a change in the learning outcome. The big idea is to catch misconceptions early and reteach before students are expected to go on to the next topic.

Also during the 2015-2016 school year, the building principals worked with teachers to establish three checkpoints in terms of student progress. Whether during morning collaborative time or during department meetings, teachers stopped to think about the progress of students up to that point.

During the 2015-2016 school year, a common literacy assessment was implemented at Duzine and Lenape. The implementation of a common reading benchmark, the Fountas and Pinnell Benchmark System, is supporting the data inquiry process. Teachers received professional development focused on the administration of this common assessment. Initial data demonstrate that continued professional development is needed in order to ensure inter-rater reliability.

Next Steps:

Purposefully and systematically reviewing of student work products (data inquiry) remains an emergent skill for teachers at this point. To that end, in the 2016-2017 school year, teachers will be afforded professional development targeted to this specific and important learning strategy. The goal of the professional development is to grow the practice of data inquiry so that it becomes an embedded practice in each building. In the 2016-2017 school year, this work will begin with Grades K-6. In addition, professional development focused on honing skills in regard to the administration of the Fountas and Pinnell Benchmark System will continue.

Revising Curriculum: Interdisciplinary Units

In meetings with teachers at Duzine Elementary School, a consistent theme emerged. Scheduling short 40-minute learning periods constrained the teachers' ability to provide creative learning experiences for students. In response to this issue, grade level teams of teachers (K-1) collaborated during the school year and 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. For example a study of local animals shifts to a study of interdependence. The questions with which students will grapple become: "How does where I live affect how I live?" "How does how I live affect where I live?"

Assessments become embedded in the learning process and proficiency and mastery of the concept and critical content are evaluated as the learning journey unfolds; not as a snapshot in time.

These collaborations provided an opportunity to refine the format in which our curriculum is presented publicly. The first implementation of these case study units occurred in the 2014-2015 school year.

The thinking here is that these case studies will act as models for future such units across grade levels.

To date, Kindergarten teachers have implemented one such case study. They have reflected upon this implementation, refined the case study, and implemented the updated case study in the 2015-2016 school year.

Grade 1 implemented one case study in the 2015-2016 school year. The teachers also designed a second case study during the 2015-2016 school year. The second case study is scheduled for implementation during the 2016-2017 school year.

Both the Kindergarten and Grade 1 case studies have been posted to the Educational Programs website under the curriculum tab.

In Grade 2, individual teachers are presenting integrated units. The grade level as a whole has struggled to design interdisciplinary units. In the 2015-2016, school year second grade teachers began the design of an interdisciplinary unit. The completed design and the implementation of the unit is scheduled for the spring of the 2017 school year.

In terms of feedback, informal discussions with teachers indicated that the learning from the interdisciplinary case studies had a broad effect on student achievement. Specifically, teachers indicated the students' ability to write in varied genres became much more fluid and deep.

In the 2015-2016 school year, teachers noted high achievement for students on the spring writing prompt. In particular, first grade teachers noted that although the interdisciplinary units engaged students in non-fiction writing, the students demonstrated high levels of proficiency on the spring narrative writing prompt. When reflecting, teachers noted that the structures, which support narrative writing, were embedded in the learning experiences of the interdisciplinary units. For example, when returning from a field trip, students would report on what they saw, heard, and discovered. These reports would necessarily require the application of cause and effect, beginning-middle-end, and retelling. In the past, in preparation for the spring writing prompt, the teachers would spend many days focused narrowly on narrative writing. This change in instruction and the positive achievement levels on the spring writing prompt demonstrate the students' abilities to not simply replicate a skill. The data show the students' internalization of important literacy skills and the subsequent translation of those skills when confronted with an unfamiliar task (the spring narrative writing prompt). This makes sense as students were exposed to broad experiences, content, and vocabulary.

Other measures of student achievement within the interdisciplinary units were implemented in the 2015-2016 school year. These included: Portfolios, checklists, anecdotal data, collaborative behavior reflective rubric, and artifacts of student work.

Next Steps:

Teachers in Grades K-2 will continue to refine current interdisciplinary case studies. Teachers in Grade K-2 will continue to design additional case studies. Also, in the 2016- 2017 school year a process for recording, monitoring, and analyzing the results of the assessments enumerated above will be in place.

Review of Special Education Program

During the 2014-2015 school year the work of the Vertical Alignment Task force was moved out of committee and into the schools. Through meetings with administrators and teachers, teachers began to shift their mindset. An understanding that recommendations for special services should be based on data rather than program became an embedded practice.

Additionally, through the work of the Response to Intervention Sub-committee, referral documents to the Instructional Study Teams (IST) were updated. The updated documents require documentation of interventions in Tier I as well as progress monitoring data. In all buildings these referral documents have been implemented.

During the 2015-2016 school year, the Assistant Superintendent for Educational programs continued to monitor IST meetings and referrals. In this way a more consistent approach to Response to Intervention was established across the District as evidenced by:

- The New Paltz High School revamped the IST committee. Consistent members were established including a general education and a special education teacher. The committee members became adept at the IST process. The High School Instructional Study Team kept a steady schedule and worked toward consistent implementation of the Response to Intervention (RtI) model. The High School Team established a goal for the 2016-2017 school year: Increasing knowledge of interventions and establishing a cadre of intervention strategies.
- Likewise the New Paltz Middle School revitalized the IST team—expanding membership to include a general education and a special education teacher. The Middle School IST team afforded special attention to gathering data in order to make recommendations for remedial interventions. The team has established a goal for the 2016- 2017 school year: Utilize existing assessments to gather data points. This work will focus on establishing rubrics for the purpose of gleaning this specific type of information.
- Both the Duzine and the Lenape Elementary Schools had well-established Instructional Study Teams. The focus for these schools in the 2015-2016 school year was to ensure that decisions were based on data and that students were not languishing in the RtI process when a referral to CSE was necessary.
- Referral data culled by the Department of Pupil Personnel Services show an increase in referrals from IST to CSE across all schools.

Next Steps:

The Assistant Superintendent for Educational Programs will continue to monitor the Instructional Study Teams in all buildings as a participant observer.

Executive Summary

The Department of Educational Programs exists to support teaching and learning. Managing State mandates so as to minimize negative impacts on teaching and learning is a large part of the work of this Department. Over the past years, both the APPR and the new Part 154 Regulations posed challenges in this regard. The Department of Educational Programs will continue to be diligent in meeting these challenges. The Department of Educational Programs is committed to the Mission and Vision Statements of the New Paltz Central School District and to keeping safe the learning of each and every student.

Section Four

Business Office



DEPARTMENT PROGRESS TOWARD THE DISTRICT GOALS

2015-2016

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 2015-2016 school year were:

- Minimize program (and staff) reductions while increasing the unappropriated fund balance to over 3.5%.
- Refinanced Bonds and NYPA payments to eliminate all previous debt by June 2019.

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 fourth year that school districts have had to operate under these new restrictions. The implications of this new law for school districts have required changes to the budget planning and communication process, including the following:

- 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 involves 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 simple 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. For the 2016-2017 budget, the District tax levy limit was actually -1.07% (a negative calculation), which would actually cause a decrease in the available tax levy to support the budget.

A budget was developed for 2016-2017 with a zero percent tax levy increase. Because this was over the limit of -1.07%, the budget required a 60% approval. This budget did not require any staffing reductions. In addition, a separate bus proposition was proposed to the voters.

Both the budget and bus proposition were presented to the voters on May 17, 2016, and passed with 78% (budget) and 72% (proposition) approval.

Development of a Capital Project/Bond Proposition

- Developed a financing plan for phasing in borrowing for the recently approved \$52.9 million Capital Project.

Update on Expired Contracts

- Seven new contracts were settled in 2015-2016. They were:
 - NPUT (Teachers) – This contract was settled through the 2018-2019 school year. There was no retroactive money for 2014-2015 or 2015-2016.
 - PPS Admin – This contract was settled through the 2018-2019 school year.
 - Bus Drivers - This contract was settled through the 2018-2019 school year.
 - DO Support Staff & Technology - This contract was settled through the 2020-2021 school year.
 - Directors Association - This contract was settled through the 2020-2021 school year.
 - Bus Attendants - This contract was settled through the 2020-2021 school year.
 - NPSS (Aides, Monitors, Library Clerks) - This contract was settled through the 2018-2019 school year.
- Other contracts which expired on 6/30/2016 are:
 - Secretaries Association – Negotiations completed in August 2016.

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 and the Board of Education.
- The budget was very tight as the District was dealing with a negative tax levy limit. 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 78% and the bus proposition by 72%.

Conclusions, recommendations, and priorities for future.

The budget process under the new tax levy limit is still very challenging, but with probable increases in future State Aid and stabilization of Teacher Retirement System (TRS) and Employee Retirement System (ERS) rates and possible future retirements, it is hopeful that future budgets will allow for further restorations. This will be helped by the restoration of a healthy fund balance.

Section Four

*Department of Health, Physical Education,
Health Services, and Athletics*



**DEPARTMENT PROGRESS TOWARD
THE DISTRICT GOALS**

2015-2016

**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 continues to concentrate on the improvement of students' physical, social, and emotional growth. To this end, the High School and Middle School Physical Education teachers and the Middle School Health teacher combined their efforts to give instruction in the recently mandated "Hands Only" CPR and AED use. All Middle and High School students received this training. As a result of data that showed students need more instruction and practice in ball skills, Lenape Physical Educators concentrated on visual tracking, and ball reception readiness. Middle School physical educators continue to acknowledge the developmental differences in their students and worked to refine the Middle School performance assessment rubrics. Duzine Physical Educators focused on age appropriate motor and manipulative (object control) abilities as well as social skills while involved in activity. The entire Physical Education staff has once again been recertified in Concussion Management.

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

- In 2015-16, 100% of students, K-12 will score at least a 70% on the combined physical education (PE) rubric performance assessment tests. 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.

High School Health Education

- In 2015-2016, 100% of HS students will continue to demonstrate an increase of content knowledge as measured by formal and informal methods of assessment.
- In 2015-2016, 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.

Middle School Health Education

- The Grade 8 community service completion rate was to be increased by roughly 2-3% from the previous year. The previous year's completion rate was 90% of the class. A little over 3,000 hours were accumulated overall.
- One of the main goals this year was to strengthen the curriculum by incorporating more of the Common Core Learning Standards (CCLS) and intertwine these standards with the New York State Physical Education Standards.

Evidence of Achievement

Physical Education

- Duzine: Kindergarten students demonstrated steady improvement in motor skills evidenced by their performance on a skills checklist. In first and second grade, 82% of all students assessed met the benchmark in motor and object control/manipulative skills.
- Students in Grades K-2 demonstrated growth in social skills as evidenced by teacher observation.
- Lenape: 95% of our students achieved a level 4/proficient (student is consistent in their application of skill strategy, rules and conventions of the activities and personal/social responsibility and safety) on their performance rubrics.
- Middle School: 100 % of our students achieved the target goal of 70% (Level 3) based on the performance game play rubrics. Performance scores were calculated over four separate rubrics, one assessment each quarter.
- High School: 94% of our students scored a 70% or higher on the assessment and 92.7% of students scored at least 75%.

High School Health

First Semester Final and Local Assessment Results for Health Education:

- Based on results from the summative assessment, 100% of students demonstrated an increase in achievement.

First Semester Post-Assessment Results for Health Education:

- 97% of students passed the Health Education post-assessment with a class average of 84%; 60% achieved Mastery Level.

Second Semester Final and Local Assessment Results for Health Education:

- Based on results from the summative assessment, 100% of students demonstrated an increase in achievement.

Second Semester Post-Assessment Results for Health Education:

- 98% of students passed the Health Education post-assessment with a class average of 87%; 66% achieved Mastery Level.

Cumulative Assessment Results for Health Education for the 2015-2016 School Year:

- Based on results from the summative assessments, 99% of students demonstrated an increase in achievement.
- 2% of students achieved Mastery Level (between an 85% and 100%) on the Pre-Assessment; 64% achieved Mastery Level on the Post-Assessment.
- 92% of students with disabilities passed the Final Summative Assessment with 23% achieving Mastery Level on the Final Summative Assessment. 8% of students with disabilities had passed the pre-assessment.

Middle School Health

- By reviewing the post-unit assessments in Grade 7, student responses continued to help guide what content needed to be redeveloped for the upcoming Grade 7 students the following year. The pre-assessment given in Grade 8 created a sense of what was retained/understood and what material needed to be revisited (e.g. HIV/AIDS) for further depth of understanding.
- This year's Grade 8 class had a total completion of 3,100 community service hours. The number of total hours is up from last year, but the number of students that completed hours was down approximately 2% from the year before. This completion rate for this year's class was approximately 88% total.
- Grade 8 students hosted two Blood Drives with the NY Blood Center. With these two drives, they achieved the highest number of units collected throughout the Hudson Valley's participating elementary and middle schools. New Paltz Middle School received the "Little Doctors" award through the NY Blood Center. This is our fifth time winning this award.

PLEASE NOTE: INDIVIDUAL REPORTS ON EACH SCHOOL ARE FOUND WITHIN THE ANNUAL BUILDING REPORTS IN SECTION 3

The Department of School Health Services has an ongoing practice to revise medical forms for consistency with Department of Health and State Education Department requirements. An updated Student and Emergency Contact Information sheet using nurse-suggested improvements and a new Student Health Appraisal Form (physical form), which included a section on Authorization for Administration of Medication in School, was instituted in January 2016. The revision appears to have assisted parents and physicians with returning the necessary medical orders/information more quickly. The lack of substitute Registered Nurses for the department continued to be an issue. After discussion with neighboring districts, the department has made suggestions to alleviate some of the problem.

The nurses have 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 Commerce System, has given the nurses quicker access to student information. The health staff continues to work diligently on keeping abreast of the ever-changing medical 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 will show knowledge of CPR, glucagon, and EpiPen use. Nurses will have available for staff, educational materials to train and improve practice.
- Monitoring of new immunization requirements and provision of information to parents as soon as it becomes available.

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

- Nurses are the lead person in training of CPR, glucagon, and EpiPen usage with staff. Finding concurrent time for training is difficult.
- Limited availability/time for continuing nursing education.

- Ongoing issues of student immunizations not being consistent with NYS requirements.
- Opioid overdose data led to the inclusion of Naloxone (Narcan) training for the nursing staff. NPCSD has also become an Opioid Overdose Prevention Program, able to train volunteers in the usage of Naloxone, in conjunction with the Institute for Family Health, the District medical providers. To date 31 faculty and staff members have been trained.

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

- Develop uniformed training format for CPR and EpiPen training, depending on staff education/needs, which can be used by individual nurses across District.
- Meet with Technology Department to establish Health Office needs with regard to Power School and student information.
- Guidelines and current immunization information reviewed and disseminated to staff and pertinent parents.
- Investigate nursing continuing education options.

Results, as evidenced by evaluation and assessment data.

- Educational packets on CPR and EpiPen were made for training staff. Investigation of video for CPR training. Investigation to see if Hands Only CPR complies with requirements for bus drivers.
- Ongoing work with the Technology Department to develop reports to assist with tracking of immunizations. This included a new immunization screen accessible through the student health screen in PowerSchool.
- An educational component for nurses was made available during conference days.

In 2015-2016, the nurses saw more than 40,000 patients. More than 20,000 phone calls to parents were made, and more than 2100 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 healthcare planning, are entry-level respondents for mental health as well as physical crises, perform mandated screenings, and work with both students and the District physicians to attend to the needs of our students. Nurses are also mandated to report to NYS immunization compliance and health statistics of students.

School	# Visits to the Health Office	# Phone Calls Home Re: Student Medical *	# Health/Emergency Care Plans	# Medications Given	# Mandated Screenings/Concussion Management
High School	8208	2478	29	394	560/10
Middle School%	8673**	9516**	44	459**	100+/8**
Lenape	10591	2404	74	958	880/3
Duzine	12740	5750	55	1501	630/3
TOTAL	40212	20148	202	3312	2170+/24

*Phone call numbers do not include calls to student and/or District physicians for medical forms which are incomplete, etc.

**Middle School numbers are based on the first two weeks and averaged for the 2016-17 school year. This is due to the transition in nurses.

Final numbers, except for the #Health/Emergency Care Plans, have included the Middle School averaging.

Conclusions, recommendations, and priorities for future.

- Suggest CPR and EpiPen training be extended to include cafeteria workers, aides, and monitors in each school.
- Continue to improve Power School health screens for more user-friendly medical record keeping. Investigate stand-alone medical software, which is designed specifically for record-keeping purposes.
- Continue pursuit of nursing-specific continuing education for conference days.

Annual Report for Athletics

Throughout the 2015-2016 school year, New Paltz Athletics had 62 coaches and more than 930 participants in Grades 7-12. 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 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.
- All coaches will be certified in Concussion Management.

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 aware of the dangers of concussion. Approximately 97% of the current coaches will need to refresh their concussion management certificate before the start of the 2016-17 school year.
- Parents/players are in need of a more data-driven idea of their actual physical abilities. Athletes need to be better informed about the categories in the sport-specific try-out rubric(s).
- Transition to full-time use from Selection Classification to the Athletic Placement Process is occurring, including an update to BOE policy 7420.

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

- Provide time to collectively review concussion management standards and retrain for certification.
- Inform parents and players of the criteria for assessing athletes' performance, through parent meetings and rubric handouts.
- Continue to interface with the NYSED Associate for Physical Education and colleagues about the Athletic Placement Process to alleviate issues with performance standard interpretation.

Results, as evidenced by evaluation and assessment data.

- Coaches continued to collaborate with the nursing staff to manage concussions that involved athletes. 99% of all coaches in need have recertified in Concussion Management.
- Rubrics for athlete evaluation are being shared with players prior to tryouts, and explained at team parent meetings.
- Athletes are familiar with the new Athletic Placement Process fitness tests and appear comfortable with them because they mirror other fitness testing done across the District. Acquisition of equipment to assist with the assessments has taken away questions that the test givers have had about the performance standards.
- BOE policy 7420 was updated.

Conclusions, recommendations, and priorities for future.

- Integrate ongoing medical information and practices into the 'return to play' progressions for athletes with concussions.
- Sharing performance rubrics pre-tryouts has given athletes a better understanding of the goals that are set for try-outs. Personal scores are individually shared with the athlete so the player can clearly see how they did during try-outs. More work needs to be done so parents understand the difference between club play and competitive educational athletics as well as the philosophy of each level of play.

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, Dance
 - SPARK Physical Education webinars and trainings
 - Nursing Conferences: Nursing Association, Ulster & Orange Dept. of Health
 - NYS Association for Health, Physical Education, Recreation & Dance Conference

- NYS Association for Health, Physical Education, Recreation & Dance Council of Administrators
- NYS Athletic Administrators Association Conference
- Serve as Section 9 Athletic Chairpersons
- 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, building-wide Safety Teams
- Work with various groups for donations to District programs
- New Paltz Athletic Association membership, 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
- Provide training for faculty and staff in CPR/AED, EpiPen and glucagon administration, and recognition of the signs and symptoms of the myriad of chronic illnesses students have.
- 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 and reporting
- 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. Data collection has driven improvements within the School Health Offices and state mandates have resulted in changes to Physical Education and Health curriculum. Members of the department continue to serve on the many committees at the building and District-level.

Section Five



AUXILIARY SUPPORT SERVICES

Section Five

Department of Food Service



DEPARTMENT PROGRESS TOWARD THE DISTRICT GOALS

2015-2016

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 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 another phase of the new Federal National School Meal regulations. The newest regulation was a requirement for Professional Standards and Development. For the 2015-2016 school year the Food Service staff were required to complete four hours of specialized training, the Cook Managers were required to complete six hours, and the Director was required to complete 12 hours.

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 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 ensure 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 modified these regulations through the Hunger-Free Kids Act of 2010, which included a 10-year phase-in period. Major changes were mandated over the first five years and have been implemented.

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

- Communicate the newest regulations involving Professional Standards and Development to the Food Service staff.
- Create and acquire training information and materials for presentation to the Food Service staff.
- Conduct and participate in the required Staff Development training sessions.

Results, as evidenced by evaluation and assessment data

- All of the Food Service staff participated in a four-hour training session encompassing a variety of focus areas including proper food handling practices, meal component requirements, interacting with students and operational procedures for numerous situations. The three Cook Managers and Head Cook attended an additional two-hour training related to supervising employees, communications, and how to improve the efficiency between the Central Kitchen and the satellite schools. The Director participated in monthly training sessions.

Conclusions, recommendations, and priorities for future

The Professional Standards and Development of Food Service staff regulation implementation cost approximately \$2,000 in the 2015-2016 school year and will cost approximately \$4,000 for the 2016-2017 year. During the 2016-2017 school year the hours of training will increase: specifically, Food Service Helpers will be required to complete eight hours of specialized training, the Cook Managers and the Head Cook will be required to complete 12 hours, and the Food Service Director will be required to complete 15 hours. We are planning to have the Senior Sanitation Inspector from the Ulster County Board of Health conduct food safety and sanitation training sessions for the Food Service staff.

Overview

During the 2015-2016 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	Fruit Selections Expanded	The selection of fresh fruit was expanded, and we were able to maximize seasonal cost savings.
2	Whole Grain Selections	Changes in the whole grain products were offered in an effort to increase student acceptance.
3	Vegetable Selections Enhanced	Many of the offered vegetables were enhanced to encourage students to select them (i.e. garlic green beans, orange glazed carrots, and a southwest bean salad).
Area of Focus: Efficiency and Fiscal Results		
1	Full Cost Reimbursement for the Implementation of the National School Breakfast Program	After years of tracking, the Food Service Department finally received the full cost reimbursement for the first year of participation in the National School Breakfast Program at the Middle and High School for the 2007-2008 school year.
2	Fresh Fruit and Vegetable Pilot	The Food Service participated in a fresh fruit and vegetable pilot through Office of General Services (OGS) to access over \$2,000 of free produce.
Area of Focus: Service and Communication Improvements		
1	Staff Training	The Food Service Staff received a total of 120 hours of specialized training on the Federal School Meals regulations and operational procedures.
2	Director Appointed to State Advisory Committee	The Director was appointed to the New York School Lunch Advisory Committee for a three-year term. (2015-2018).
3	Legal and Nutritional Signage was Updated	Civil Rights and Food Allergy posters were updated. New informational nutrition and meal signage was displayed in all of the schools.

Statistical Data on the District's Food Service Department

The District's Free and Reduced Meals rate as of June 2016 was 23.8%.

The rate in June 2015 was 22.5%

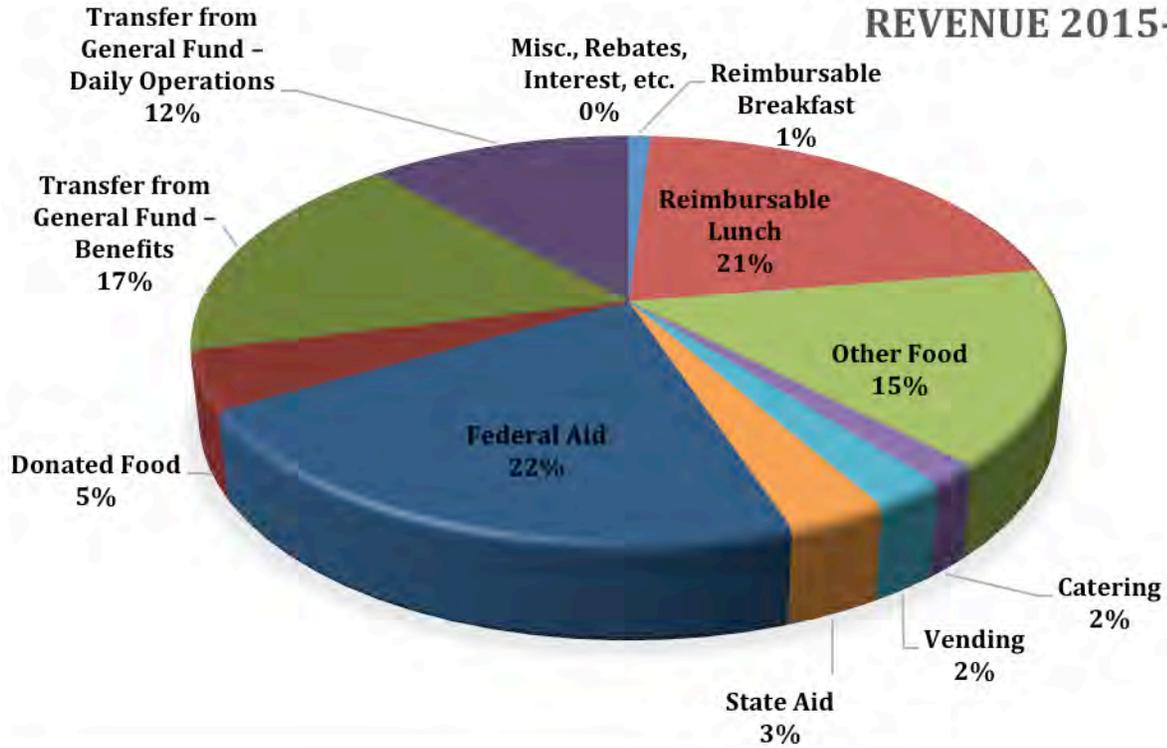
	For Breakfast (Number of Meals Served)	For Lunch (Number of Meals Served)
Free	10,900	50,044
Reduced	908	6,310
Paid	6,394	76,927
Total	18,202	133,281

Personnel

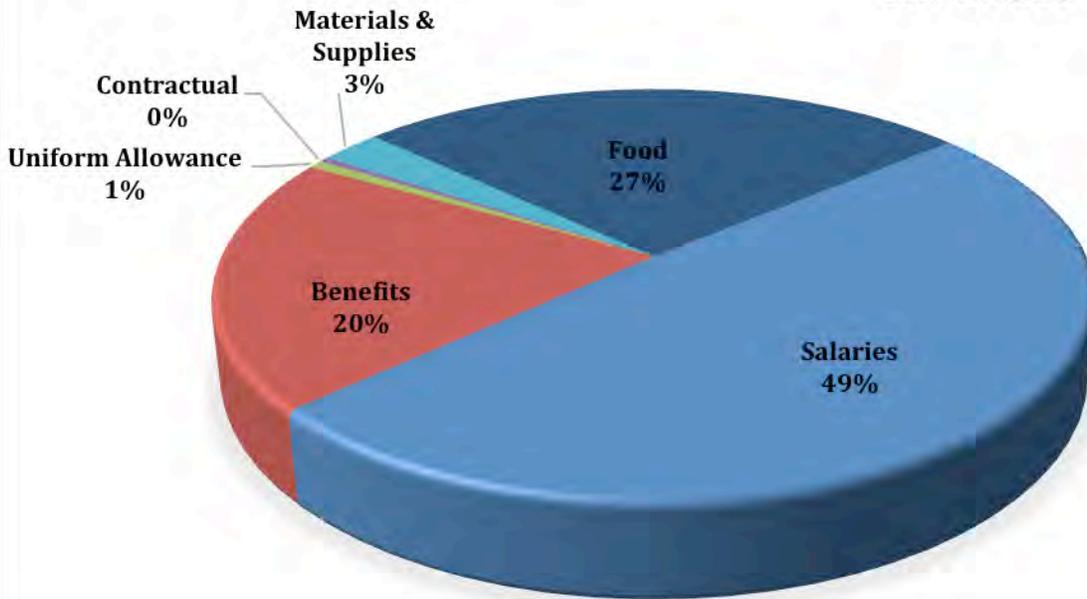
Below is a listing of all of the titles included in this department.

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

REVENUE 2015-2016



EXPENSES 2015-2016



Food Service 2015-2016 Financial Overview

Revenue

Reimbursable Breakfast	\$9,999.50
Reimbursable Lunch	\$219,691.83
Other Food	\$158,272.39
Catering	\$16,537.35
Vending	\$23,519.71
State Aid (1 st year of Breakfast HS/MS 07-08)	\$22,154.00
State Aid	\$10,118.00
Federal Aid	\$221,970.00
Donated Food	\$47,174.95
Transfer from General Fund – Benefits	\$175,000.00
Transfer from General Fund – Daily Operations	\$120,000.00
Misc., Rebates, Interest, etc.	\$248.02
TOTAL REVENUES	\$1,024,685.75

Expenses

Salaries	\$485,162.52
Benefits	\$197,263.34
Uniform Allowance	\$6,480.00
Contractual	\$3,888.42
Materials & Supplies	\$26,585.84
Equipment	\$0.00
Food	\$265,612.28
TOTAL EXPENSES	\$984,992.40

NET	\$39,693.35
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FUND BALANCE

Reserved for Inventories	\$ 37,353.21
Unreserved Fund Balance	\$ 49,664.24
TOTAL FUND BALANCE	\$87,017.45

Section Five

Department of Transportation



**DEPARTMENT PROGRESS TOWARD
THE DISTRICT GOALS**

2015-2016

**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 introduced 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 - (6)
- Article 19-A Examiners - (7)

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 include:

- 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.
- Encourages Quality Circle 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 improving the bus safety positive reinforcement program at Duzine Elementary School. This program is modeled after the Peaceful Bus Program. Additionally, focus was also afforded to enhancing the cost-effectiveness and efficiency of operational systems.

Annual Report for Transportation

Team Leader/Facilitator: Maureen Ryan

Team Members: Maureen Ryan, Colin Little, Debra Hogencamp, Renee Reynolds, 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-2, 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):

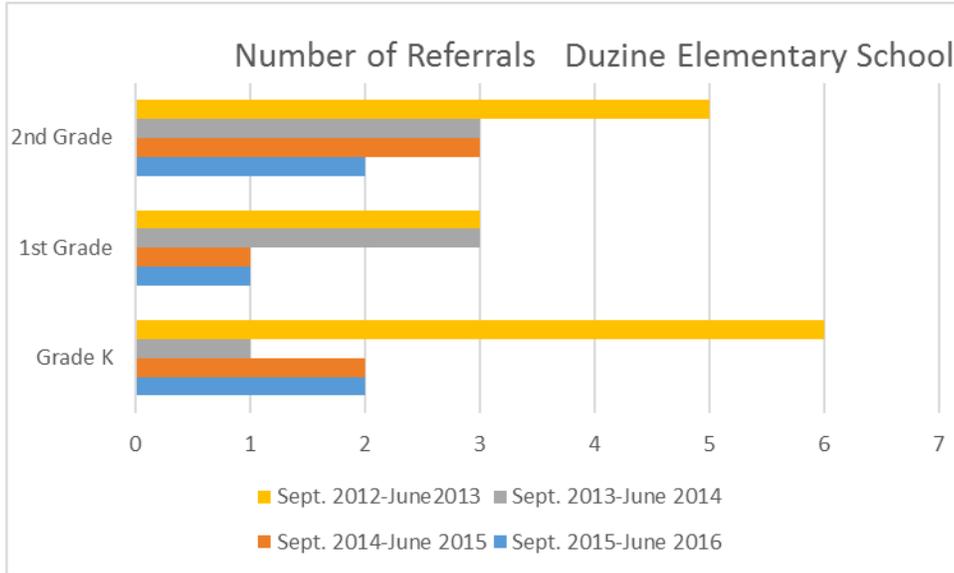
Students at this age level are learning appropriate behaviors and expectations needed for safe interaction in both the school and school bus setting.

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

- An enhanced comprehensive bus behavior program continues with Duzine students on all buses.
- 100% of the Duzine bus drivers and school bus attendants participated in a customized positive reinforcement program with segments modeled after the Peaceful School Bus Program.
- Assigned seating for students was implemented. Students had the opportunity to participate in the assignments. As a result, a decrease of negative behavior was observed.
- School bus infractions by students in Grades K-2 will decrease as demonstrated by the number of referrals.

Results, as evidenced by evaluation and assessment data

- 100% of the Duzine drivers participated in a customized positive reinforcement program, with segments modeled after the Peaceful School Bus Program.
- There were no increases in school bus infractions at the Duzine Elementary School in the 2015-2016 school year. (See chart.)



Conclusions, recommendations, and priorities for future

For the fourth consecutive year, the Duzine administration and staff joined with the Transportation staff to educate the students in their respective positive reinforcement program modeled from the Peaceful Bus Program.

This was accomplished with meetings attended by Duzine faculty and Transportation staff. The majority of the bus drivers saw positive results from this program. Based on this success, it is recommended to continue with these programs on an ongoing basis.

Annual Report for Transportation

Team Leader/Facilitator: Maureen Ryan

Team Members: Rick Linden, Jean Bain, Gary Crown, Phil Clayton, 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 bus safety 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, NYSERDA grant explorations, and video cameras on buses. Other yet-to-be determined efficiencies will be implemented.

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 challenging 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

- Continue to analyze the cost effectiveness of a cooperative fuel bid.
- Investigate cost-saving scenarios such as shared bus routes and implement those deemed appropriate.
- An updated inventory procedure is used to monitor bus parts and garage supplies.
- Review and update the bus replacement plan.
- Install video cameras on all new buses. Thirty-eight (38) out of sixty-eight (68) buses have cameras installed.

Results, as evidenced by evaluation and assessment data

General results and assessment data with details follow:

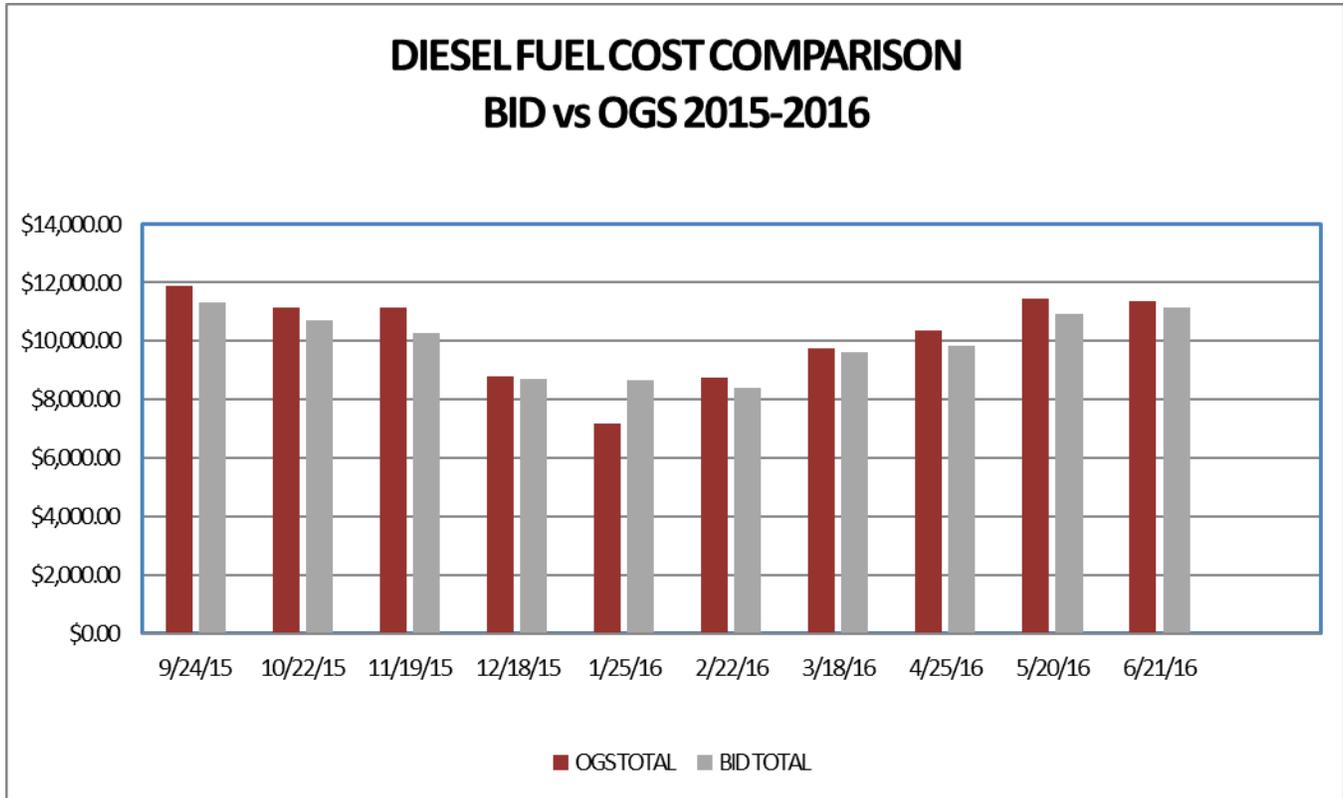
- Continue to participate in the Cooperative Fuel Bid. For the past eight years, participation has netted the District an annual average savings of approximately \$5,440.52. (See chart below for this year's savings.)
- Cost savings were realized by continuing the out-of-D cooperative bus run for special needs students.
- Maintain an 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, Putnam, and Westchester counties to prepare a cooperative fuel bid.



Route Consolidation by Eliminating Outsourcing

In the spirit of efficiency, the Transportation Department has participated in a cooperative bus run to Batavia, NY, with students from other districts attending the same school. This run has proved to be a cost savings to all participating districts. The total savings for the New Paltz CSD since 2012 has been \$223,146.00.

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 June 2016

School Year	Actual 14-15	Actual 15-16	Actual 16-17	Proj. 17-18	Proj. 18-19	Proj. 19-20	Proj. 20-21	Proj. 21-22	Proj. 22-23	Proj. 23-24	Proj. 24-25	TOTAL
Large/Mid	3	3	4	3	4	4	4	4	3	3	3	38
Small	3	2		2	1		2	2	2	3	3	20
W/C				1		1				1		3
Truck/ Car		1	1		1	1	1		1		1	7



Additional Noteworthy Activities

During the 2015-2016 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, and the local highway superintendents, bus stops are reviewed regularly for safety. Brush is trimmed and winter road treatments are provided where needed.
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	<p>Students receive in-depth training on safe ridership, with emphasis on safe loading and unloading procedures.</p> <p>In addition to the daily reminders to students as outlined above, bus evacuation drills are conducted three times a year at each school building.</p>
4	District Bus Cameras	<p>The district, since 2006, continues to install bus cameras on all newly purchased buses. These cameras enhance student safety as well as offer GPS history.</p> <p>Thirty-eight (38) out of sixty-eight (68) buses have cameras installed.</p>

Area of Focus: Efficiency and Energy Conservation

1	Environmental Consideration	<p>Anti-idling regulations implemented several years ago are observed. The New York State Energy Research Development Authority (NYSERDA) grant, previously approved for the coolant heaters and oxidation catalyst mufflers, has resulted in idling reduction. Semi-annual reports are submitted to NYSERDA indicating the fuel savings.</p> <p>Bus drivers and all District staff are provided with the SED anti-idling regulations annually.</p>
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2	Shared Services	<p>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.</p>
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Area of Focus: Community Outreach

1	Touch a Truck Day	<p>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.</p>
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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	46
		Automotive Mechanic	3
Total Administration	2	Total Support Staff	64

Fleet

Vehicle Type		Passenger Capacity
Large Buses	37	65/66
Mid Size Buses	1	30
Small Buses	20	16-20
Wheel Chair Buses	3	8-10 with 2 Wheel Chairs
Cars	3	5
Suburban	3	6
Service Truck	1	2
Total Vehicles	68	

The above fleet ran approximately 956,875 miles for the 2015-2016 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	36	Includes AM and PM
Duzine School	29	Includes AM and PM
Total Runs	127	
*The above number of runs includes all Regular and Special Education, Shuttles, and Late Runs.		

Out of District*	Runs	Comment
Ulster County	18	Includes AM and PM
Dutchess County	10	Includes AM and PM
Orange County	5	Includes AM and PM
Sullivan County	2	Includes AM and PM
Other	6	
Total Runs	41	
*The above number of runs includes all Regular and Special Education Runs and Shuttles.		

Athletic and Field Trips

Trip Type	# of Trips	Comment
Athletic	343	Includes Varsity, Junior Varsity, and Modified
High School Field	90	
Middle School Field	47	
Lenape Field	98	
Duzine Field	70	
Total Trips	648	

Transportation to Out of District Schools

School Location	Special Education	Private/Parochial	Total # of Schools
Ulster County	6	8	14
Dutchess County	6	4	10
Orange County	3	1	4
Sullivan County	1		1
Other	3		3
Total	19	13	32

Section Five

Facilities and Operations Department



DEPARTMENT PROGRESS TOWARD THE DISTRICT GOALS

2015-2016

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 the District's Capital Project.
- 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 surveillance/report in accordance with current requirements.
- Coordinates the tri-annual asbestos inspection/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 Public Employees Safety and Health (PESH) and Department of Labor (DOL).
- Maintains asbestos management plan Asbestos Hazard Emergency Response Act of 1986 (AHERA).
- Maintains pesticide Integrated Pest Management (IPM) records as required by the Department of Environmental Conservation (DEC).
- Maintains annual fire drill reports.
- Maintains structural and visual reports in Building Condition Survey (BCS).
- Maintains District blueprint and specification library.
- Maintains the safety data sheet (SDS) library, formerly known as Material Safety Data Sheet (MSDS).
- Maintains State Pollution Discharge Elimination System (SPDES) permit daily monitoring records required by the Department of Environmental Conservation (DEC) for Bus Garage, High School, and Duzine Elementary School.

Administrative

- Serves as a District resource for the Board of Education Health Advisory Committee and Board of Education 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, Polychlorinated Biphenyls (PCBS), Occupational Safety & Health Administration (OSHA), Americans with Disabilities Act of 1990 (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)

- Capital Project was passed by District voters in March of 2015; worked with architects and engineers to develop plans to submit to the State Education Department (SED) for review and approval.

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

- Incorporate a major portion of findings from building condition survey (BCS) into the Capital Project.

Results, as evidenced by evaluation and assessment data

- Completed construction on two District Capital Projects—the Bus Garage Septic and the High School and Lenape Folding Wall Projects. Started construction on three Capital Roofing Projects at Duzine, the Middle School, and the High School. Submitted Capital Project construction plans to SED for the Middle School and the High School for review and approval.

Conclusions, recommendations, and priorities.

- Continue construction of the District’s current Capital Roofing Projects at Duzine, the Middle School, and the High School. Advertise and award public bids for future work to be done in the upcoming District Capital Projects at the Middle School and the High School once approved by the State Education Department (SED).

Additional Noteworthy Activities:

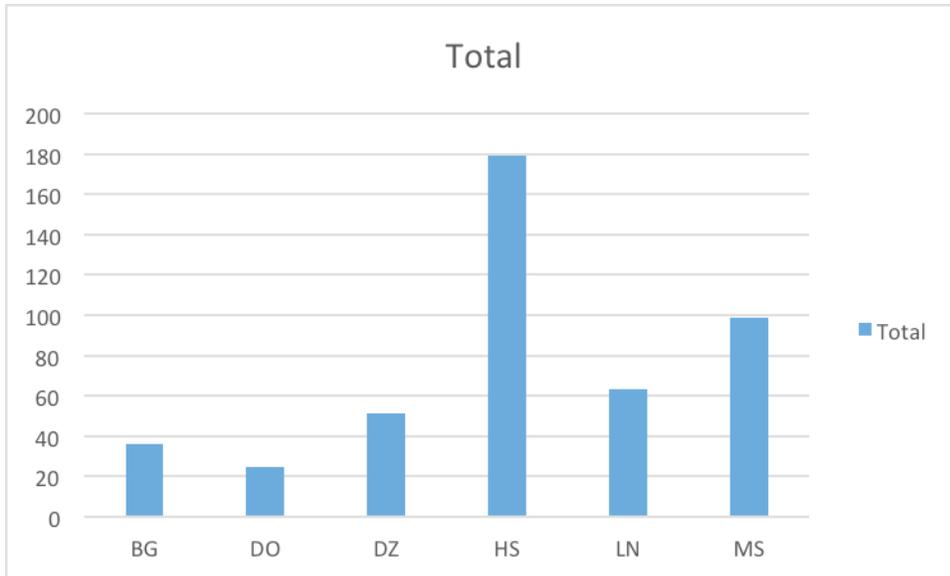
During the 2015-2016 school year, the Facilities and Operations Department achieved the following milestones in the key areas of conservation, efficiency, and safety. This chart provides a brief overview of some of these accomplishments.

Area of Focus: Security, Safety, and Compliance		
1	Personnel Trainings and Testing	Conduct ongoing training on Chemical Hygiene, Electrical Lockout-Tagout Procedure, Partition Door Operation, Playground Equipment Safety Inspection, and Building Procedures.
Area of Focus: Repair and Renovations		
1	Bus Garage	Reinstated Industrial State Pollution Discharge Elimination System (SPDES) Permit with DEC until 2021. Provided temporary septic tank and piping for failed septic system.
2	Lenape	Replaced all aged and rusted water main piping in well house. Applied solar tint to library windows to help reduce heat gain.
3	Middle School	Resolved flooding and drainage issues on Middle School track and modified girls softball field.
4	Duzine	Re-piped and reconfigured domestic hot water in boiler room for added efficiency and ease of operation.
5	District	Repaired and replaced major deteriorated blacktop parking areas and roadways.
6	Processed 1,770 Work Orders	6 – Emergency 6 – Safety 0 – Low 1,217 – Medium Priority 22 – High Priority 519 – Scheduled (Safety Inspections and Preventative Maintenance)

Area of Focus: Facility Usage by School and Outside Groups

1 Processed 453 requests, which equaled 3,433 events.

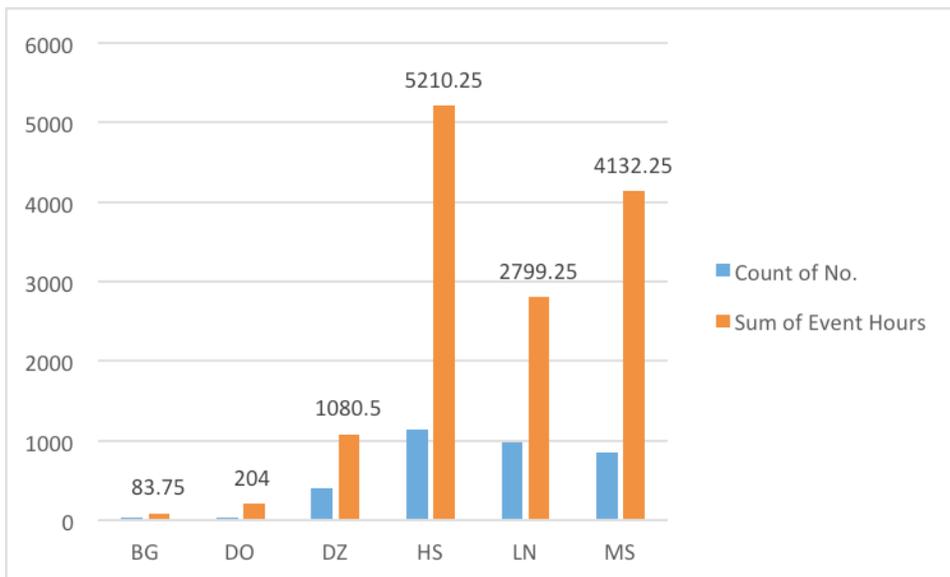
Facility Usage Requests



36 Bus Garage
 25 District Office
 51 Duzine School
 179 High School
 63 Lenape
 99 Middle School

2 Total hours buildings were in use for requests:

3,433 events equalled 13,510 hours



83.75 Bus Garage
 204.00 Dist. Office
 1,080.50 Duzine
 5,210.25 High Sch.
 2,799.25 Lenape
 4,132.25 Middle Sch.

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
D	MONITOR/RECORD TESTING OF HIGH SCHOOL SEPTIC OUTFALL FOR SPDES COMPLIANCE
D	MONITOR/RECORD FLOW OF DUZINE SEPTIC OUTFALL PER SPDES PERMIT
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 GARAGE)
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
M	MONITOR/RECORD DICHARGE OF OIL WATER SEPARATOR AT BUS GARAGE FOR SPDES COMPLIANCE
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) 2012 DUE 2017
5 YR	SUBMIT PETROLEUM BULK STORAGE TANK APPLICATION (MS) 2012 DUE 2017
5 YR	SUBMIT PETROLEUM BULK STORAGE TANK APPLICATION (HS/BUS G) DUE 2017
5 YR	SUBMIT PETROLEUM BULK STORAGE TANK APPLICATION (LEN) 2014 DUE 2019
5 YR	APPLY FLAME RETARDANT FOR STAGE CURTAINS AT HS / MS 2015 DUE 2020

Statistical Data on the District's Facilities and Operations Department Staffing

Administration		Support Staff	
Director	1.0	MAINTENANCE STAFF	
		Facilities & Operations Worker	5.0
		Building Maintenance Worker II	1.0
		Groundskeeper/Building Maintenance/Driver-Messenger	1.0
		School Driver/Messenger	1.0
		CUSTODIAL STAFF	
		Head Custodian	4.0
		Custodian	2.0
		Custodial Worker	13.0
Administrative	1.0	Maintenance & Custodial Staff	27.0



New Paltz
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