



**THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK**

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Commissioner of Education  
President of the University of the State of New York  
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Albany, New York 12234

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December 12, 2012

Dr. Craig Tice, Superintendent  
Marcellus Central School District  
2 Reed Parkway  
Marcellus, NY 13108

Dear Superintendent Tice:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: J. Francis Manning

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

# Annual Professional Performance Reviews: 2012-13

Created Friday, June 15, 2012

Updated Tuesday, December 11, 2012

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## 1

### Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-c and subpart 30-2 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's or BOCES' plan.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 421101060000

If this is not your BEDS Number, please enter the correct one below

421101060000

#### 1.2) School District Name: MARCELLUS CSD

If this is not your school district, please enter the correct one below

MARCELLUS CSD

#### 1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

(No response)

#### 1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

## 1.5) Assurances

Please check all of the boxes below:

1.5) Assurances   Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents	Checked
1.5) Assurances   Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later	Checked
1.5) Assurances   Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

## 1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

*Re-submission to address deficiencies*

## 1.7) Is this submission for an annual or multi-year plan?

*If the plan is multi-year, please write the years that are included.*

*Annual (2012-13)*

## 2. Growth on State Assessments or Comparable Measures (Teachers)

Created Friday, June 15, 2012

Updated Thursday, December 06, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

2.1) Assurances   Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances   Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

#### STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

**For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:**

State assessments (or Regents or Regent equivalents), *required if one exists*

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

**Please note:** If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

## 2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Marcellus CSD Developed K Assessment - ELA
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We will analyze baseline data, the teacher will set individual growth targets for the students, the principal will approve the targets and the HEDI points will be assigned at the end of the process based on the student achieving the performance targets. See 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85%-100% of students meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of students meet target

### 2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	Math	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We will analyze baseline data, the teacher will set individual growth targets for the students, the principal will approve the targets and the HEDI points will be assigned at the end of the process based on the student achieving the performance targets. See 2.11
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of students meet target

## 2.4) Grades 6-8 Science

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Science	Assessment
6	District, regional or BOCES-developed assessment	Marcellus CSD Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Marcellus CSD Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We will analyze baseline data, the teacher will set individual growth targets for the students, the principal will approve the targets and the HEDI points will be assigned at the end of the process based on the student achieving the performance targets. See 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85%-100% of students meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of students meet target

## 2.5) Grades 6-8 Social Studies

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Social Studies	Assessment
6	Not applicable	None
7	District, regional or BOCES-developed assessment	Marcellus CSD Developed Grade 7 Social Studies Assessment Developed
8	District, regional or BOCES-developed assessment	Marcellus CSD Developed Grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the

Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We will analyze baseline data, the teacher will set individual growth targets for the students, the principal will approve the targets and the HEDI points will be assigned at the end of the process based on the student achieving the performance targets. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85%-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students meet target

## 2.6) High School Social Studies Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Marcellus CSD Developed Global 1 Assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We will analyze baseline data, the teacher will set individual growth targets for the students, the principal will approve the targets and the HEDI points will be assigned at the end of the process based on the student achieving the performance targets. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85%-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students meet target

## 2.7) High School Science Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We will analyze baseline data, the teacher will set individual growth targets for the students, the principal will approve the targets and the HEDI points will be assigned at the end of the process based on the student achieving the performance targets. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85%-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students meet target

## 2.8) High School Math Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances

in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We will analyze baseline data, the teacher will set individual growth targets for the students, the principal will approve the targets and the HEDI points will be assigned at the end of the process based on the student achieving the performance targets. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85%-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students meet target

## 2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Marcellus CSD Developed ELA 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Marcellus CSD Developed ELA 10 Assessment
Grade 11 ELA	Regents assessment	English Regents

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We will analyze baseline data, the teacher will set individual growth targets for the students, the principal will approve the targets and the HEDI points will be assigned at the end of the process based on the student achieving the performance targets. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85%-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students meet target



## 2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*None*

## 2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Monday, October 01, 2012

Updated Friday, December 07, 2012

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

"Comparable across classrooms" means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 3.1 through 3.11, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, the district does not have certain grades, the district does not offer a specific subject, etc.

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

.Please note: Only one locally-selected measure is required for teachers in the same grade/subject across the district, but some districts may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one locally-selected measure for **different** groups of teachers **within a grade/subject** if the district/BOCES verifies comparability based on Standards of Educational and Psychological Testing. This APPR form only provides space for one measure for teachers in the same grade/subject across the district. Therefore, if more than one locally-selected measure is used for all teachers in any grades or subject, districts must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

#### LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

**Growth or achievement measure(s) from these options.**

*One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.*

*The options in the drop-down menus below are abbreviated from the following list:*

Measures based on:

1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause

4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science
5	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science

6	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science
7	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science
8	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Student Mastery on the twelve NYS Exams including Grades 4, 5, 6, 7, and 8 ELA; and Grades 4, 5, 6, 7, and 8 Mathematics; and Grades 6 and 8 Science. The overall mastery level (those scoring level 4) for the twelve exams will be calculated using the product sum (# tested * % mastery) totals for each of the twelve exams combined. A chart developed by the school district to track the 6-year mastery averages is attached to this submission under Section 3.3. A spreadsheet outlining the calculations and the HEDI distribution for teachers can be found as an attachment in Section 3.13.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14 points would be assigned to district teachers for mastery levels greater than 25 and less than or equal to 26% whereas 15 points would be assigned for mastery levels greater than 27%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 points would be assigned to the district teachers maintaining the current district mastery level for all twelve NYS Exams greater than 22% and less than or equal to 25%. (The district mastery level is 25%).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 points would be assigned to the district teachers for achieving greater than 8% and less than or equal to 10%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points would be awarded to district teachers for earning greater than 2 and less than or equal to 3% student mastery for the twelve NYS Exams. 1 point would be awarded for mastery levels greater than 1% and less than or equal to 2% whereas 0 points would be awarded for mastery levels less than or equal to 1%.

### 3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Locally-Selected Measure from List of Approved Measures	Assessment
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4	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science
5	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science
6	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science
7	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science
8	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Student Mastery on the twelve NYS Exams including Grades 4, 5, 6, 7, and 8 ELA; and Grades 4, 5, 6, 7, and 8 Mathematics; and Grades 6 and 8 Science. The overall mastery level (those scoring level 4) for the twelve exams will be calculated using the product sum (# tested * % mastery) totals for each of the twelve exams combined. A chart developed by the school district to track the 6-year mastery averages is attached to this submission under Section 3.3. A spreadsheet outlining the calculations and the HEDI distribution for teachers can be found as an attachment in Section 3.13.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14 points would be assigned to district teachers for mastery levels greater than 25 and less than or equal to 26% whereas 15 points would be assigned for mastery levels greater than 27%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 points would be assigned to the district teachers maintaining the current district mastery level for all twelve NYS Exams greater than 22% and less than or equal to 25%. (The district mastery level is 25%).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 points would be assigned to the district teachers for achieving greater than 8% and less than or equal to 10%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points would be awarded to district teachers for earning greater than 2 and less than or equal to 3% student mastery for the twelve NYS Exams. 1 point would be awarded for mastery levels greater than 1% and less than or equal to 2% whereas 0 points would be awarded for mastery levels less than or equal to 1%.

### 3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to,

and upload that file here.

*assets/survey-uploads/5139/184637-rhJdBgDruP/MCSD APPR Mastery Conversion Chart.xlsx*

## LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

**Growth or achievement measure(s) from these options.**

*One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.*

*The options in the drop-down menus below are abbreviated from the following list:*

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Mastery Levels and Passing Levels on the two (2) NCLB Exams for Grade 3 ELA and Grade 3 Math
1	6(ii) School-wide measure computed locally	Mastery Levels and Passing Levels on the two (2) NCLB Exams for Grade 3 ELA and Grade 3 Math
2	6(ii) School-wide measure computed locally	Mastery Levels and Passing Levels on the two (2) NCLB Exams for Grade 3 ELA and Grade 3 Math
3	6(ii) School-wide measure computed locally	Mastery Levels and Passing Levels on the two (2) NCLB Exams for Grade 3 ELA and Grade 3 Math

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student Mastery (those at level 4) and Passing (those at levels 3 and 4) levels on the two NYS Exams in Grade 3 ELA and Grade 3 Mathematics will be used. A score for the overall mastery and passing levels for the two exams will be calculated using the product sum (# tested * % mastery and or % passing) totals for each of the two exams combined. A chart developed by the school district to track the 6-year mastery and passing averages is attached to this submission under Section 3.3. A spreadsheet outlining the calculations and the HEDI distribution for teachers can be found as an attachment in Section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18 points would be assigned to district teachers for mastery and passing levels greater than 57% and less than or equal to 59% whereas 19 points would be assigned for mastery and passing levels greater than 59% and less than or equal to 61%, whereas 20 points would be assigned for mastery and passing levels greater than 61%.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points would be assigned to the district teachers maintaining the current district mastery and passing levels greater than 55% and less than or equal to 57%.

The district mastery and passing levels for all two NYS Exams for ELA and Mathematics have an average of 55.8% whereas 13 points will be assigned for mastery and passing levels greater than 41% and less than or equal to 47% because the New York State Average for mastery and passing levels on the two NYS ELA and Math tests is 44.5%.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

8 points would be assigned to the district teachers for achieving mastery and passing percentage levels greater than 26% and less than or equal to 29% whereas 3 points would be awarded for mastery and passing percentages of greater than 11% and less than or equal to 14%

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

2 points would be awarded to district teachers for earning greater than 8 and less than or equal to 11% student mastery and passing percentage levels. 1 point would be awarded for mastery and passing levels greater than 5% and less or equal to 8% whereas 0 points would be awarded for mastery and passing percentage levels less than 5%

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Mastery Levels and Passing Levels on the two (2) NCLB Exams for Grade 3 ELA and Grade 3 Math
1	6(ii) School-wide measure computed locally	Mastery Levels and Passing Levels on the two (2) NCLB Exams for Grade 3 ELA and Grade 3 Math
2	6(ii) School-wide measure computed locally	Mastery Levels and Passing Levels on the two (2) NCLB Exams for Grade 3 ELA and Grade 3 Math
3	6(ii) School-wide measure computed locally	Mastery Levels and Passing Levels on the two (2) NCLB Exams for Grade 3 ELA and Grade 3 Math

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Student Mastery (those at level 4) and Passing (those at levels 3 and 4) levels on the two NYS Exams in Grade 3 ELA and Grade 3 Mathematics will be used. A score for the overall mastery and passing levels for the two exams will be calculated using the product sum (# tested \* % mastery and or % passing) totals for each of the two exams combined. A chart developed by the school district to track the 6-year mastery and passing averages is attached to this submission under Section 3.3. A

	spreadsheet outlining the calculations and the HEDI distribution for teachers can be found as an attachment in Section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18 points would be assigned to district teachers for mastery and passing levels greater than 57% and less than or equal to 59% whereas 19 points would be assigned for mastery and passing levels greater than 59% and less than or equal to 61%, whereas 20 points would be assigned for mastery and passing levels greater than 61%.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points would be assigned to the district teachers maintaining the current district mastery and passing levels greater than 55% and less than or equal to 57%. The district mastery and passing levels for all two NYS Exams for ELA and Mathematics have an average of 55.8% whereas 13 points will be assigned for mastery and passing levels greater than 41% and less than or equal to 47% because the New York State Average for mastery and passing levels on the two NYS ELA and Math tests is 44.5%.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points would be assigned to the district teachers for achieving mastery and passing percentage levels greater than 26% and less than or equal to 29% whereas 3 points would be awarded for mastery and passing percentages of greater than 11% and less than or equal to 14%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points would be awarded to district teachers for earning greater than 8 and less than or equal to 11% student mastery and passing percentage levels. 1 point would be awarded for mastery and passing levels greater than 5%and less or equal to 8% whereas 0 points would be awarded for mastery and passing percentage levels less than 5%

### 3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science
7	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science
8	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Student Mastery on the twelve NYS Exams including Grades 4, 5, 6, 7, and 8 ELA; and Grades 4, 5, 6, 7, and 8
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Mathematics; and Grades 6 and 8 Science. The overall mastery level (those scoring level 4) for the twelve exams will be calculated using the product sum (# tested * % mastery) totals for each of the twelve exams combined. A chart developed by the school district to track the 6-year mastery averages is attached to this submission under Section 3.3. A spreadsheet outlining the calculations and the HEDI distribution for teachers can be found as an attachment in Section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18 points would be assigned to district teachers for mastery levels greater than 25% and less than or equal to 26% whereas 19 points would be assigned for mastery levels greater than 26% and less than or equal to 27%, whereas 20 points would be assigned for mastery levels greater than 27%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points would be assigned to the district teachers maintaining the current district mastery level greater than 24% and less than or equal to 25%. The district mastery percentage average for the six year period is 25%. 13 points will be awarded for those teachers who perform at the New York State (NYS) mastery average greater than 19% and less than or equal to 20%. This is because the NYS Mastery Percentage average for the six year period is 19%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points would be assigned to the district teachers for achieving mastery levels of greater than 14% and less than or equal to 15% whereas 3 points will be assigned for teacher achieving mastery levels of greater than 9% and less than or equal to 10%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points would be awarded to district teachers for earning greater than 8% and less than or equal to 9% student mastery. 1 point would be awarded for mastery levels greater than 7% and less than or equal to 8% whereas 0 points would be awarded for mastery levels less than or equal to 7%.

### 3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	None
7	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science
8	6(i) School-wide measure based on State-provided measure	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Student Mastery on the twelve NYS Exams including Grades 4, 5, 6, 7, and 8 ELA; and Grades 4, 5, 6, 7, and 8 Mathematics; and Grades 6 and 8 Science. The overall mastery level (those scoring level 4) for the twelve exams will be calculated using the product sum (# tested * % mastery) totals for each of the twelve exams combined. A chart developed by the school district to track the 6-year mastery averages is attached to this submission under Section 3.3. A spreadsheet outlining the calculations and the HEDI distribution for teachers can be found as an attachment in Section 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>14 points would be assigned to district teachers for mastery levels greater than 25 and less than or equal to 26% whereas 15 points would be assigned for mastery levels greater than 27%.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 points would be assigned to the district teachers maintaining the current district mastery level greater than 24% and less than or equal to 25%. The district mastery percentage average for the six year period is 25%. 13 points will be awarded for those teachers who perform at the New York State (NYS) mastery average greater than 19% and less than or equal to 20%. This is because the NYS Mastery Percentage average for the six year period is 19%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8 points would be assigned to the district teachers for achieving mastery levels of greater than 14% and less than or equal to 15% whereas 3 points will be assigned for teacher achieving mastery levels of greater than 9% and less than or equal to 10%.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2 points would be awarded to district teachers for earning greater than 8% and less than or equal to 9% student mastery. 1 point would be awarded for mastery levels greater than 7% and less than or equal to 8% whereas 0 points would be awarded for mastery levels less than or equal to 7%.</p>

### 3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Mastery Levels on the five (5) Regents Exams required for Graduation
Global 2	6(ii) School wide measure computed locally	Mastery Levels on the five (5) Regents Exams required for Graduation

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Student Mastery on the five Regents Exams required for NYS Graduation will be used. These include: English Regents, Algebra Regents, Global Regents, US History Regents, and Living Environment Regents. The overall mastery level for the five exams will be calculated using the product sum (# tested * % mastery) totals for each of the five exams combined. A chart developed by the school district to track the 10-year mastery averages is attached to this submission under Section 3.3. A spreadsheet outlining the calculations and the HEDI distribution for teachers can be found as an attachment in Section 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>18 points would be assigned to district teachers for mastery levels greater than 51% and less than or equal to 53% whereas 19 points would be assigned for mastery levels greater than 53% and less than or equal to 55%, whereas 20 points would be assigned for mastery levels greater than 55%.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 points would be assigned to the district teachers maintaining the current district mastery level greater than 46% and less than or equal to 51% for all five Regents Exams. The district mastery percentage average for the ten year period is 50.87%. 13 points will be awarded for those teachers who perform at the New York State (NYS) mastery average greater than 26% and less than or equal to 31%. This is because the NYS Mastery Percentage average for the ten year period is 29.2%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8 points would be assigned to the district teachers for achieving mastery levels of greater than 16% and less than or equal to 18% whereas 3 points will be assigned for teacher achieving mastery levels of greater than 6% and less than or equal to 8%.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2 points would be awarded to district teachers for earning greater than 4% and less than or equal to 6% student mastery for the five Regents Exams required for graduation. 1 point would be awarded for mastery levels greater than 2% and less than or equal to 4% whereas 0 points would be awarded for mastery levels less than or equal to 2%.</p>

### 3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Mastery Levels on the five (5) Regents Exams required for Graduation
Earth Science	6(ii) School wide measure computed locally	Mastery Levels on the five (5) Regents Exams required for Graduation
Chemistry	6(ii) School wide measure computed locally	Mastery Levels on the five (5) Regents Exams required for Graduation
Physics	6(ii) School wide measure computed locally	Mastery Levels on the five (5) Regents Exams required for Graduation

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student Mastery on the five Regents Exams required for NYS Graduation will be used. These include: English Regents, Algebra Regents, Global Regents, US History Regents, and Living Environment Regents. The overall mastery level for the five exams will be calculated using the product sum (# tested * % mastery) totals for each of the five exams combined. A chart developed by the school district to track the 10-year mastery averages is attached to this submission under Section 3.3. A spreadsheet outlining the calculations and the HEDI distribution for teachers can be found as an attachment in Section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18 points would be assigned to district teachers for mastery levels greater than 51% and less than or equal to 53% whereas 19 points would be assigned for mastery levels greater than 53% and less than or equal to 55%, whereas 20 points would be assigned for mastery levels greater than 55%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points would be assigned to the district teachers for achieving mastery levels of greater than 16% and less than or equal to 18% whereas 3 points will be assigned for teacher achieving mastery levels of greater than 6% and less than or equal to 8%.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points would be assigned to the district teachers maintaining the current district mastery level greater than 46% and less than or equal to 51% for all five Regents Exams. The district mastery percentage average for the ten year period is 50.87%. 13 points will be awarded for those teachers who perform at the New York State (NYS) mastery average greater than 26% and less than or equal to 31%. This is because the NYS Mastery Percentage

average for the ten year period is 29.2%

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

2 points would be awarded to district teachers for earning greater than 4% and less than or equal to 6% student mastery for the five Regents Exams required for graduation. 1 point would be awarded for mastery levels greater than 2% and less than or equal to 4% whereas 0 points would be awarded for mastery levels less than or equal to 2%.

### 3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Mastery Levels on the five (5) Regents Exams required for Graduation
Geometry	6(i) School-wide measure based on State-provided measure	Mastery Levels on the five (5) Regents Exams required for Graduation
Algebra 2	6(ii) School wide measure computed locally	Mastery Levels on the five (5) Regents Exams required for Graduation

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Student Mastery on the five Regents Exams required for NYS Graduation will be used. These include: English Regents, Algebra Regents, Global Regents, US History Regents, and Living Environment Regents. The overall mastery level for the five exams will be calculated using the product sum (# tested \* % mastery) totals for each of the five exams combined. A chart developed by the school district to track the 10-year mastery averages is attached to this submission under Section 3.3. A spreadsheet outlining the calculations and the HEDI distribution for teachers can be found as an attachment in Section 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

18 points would be assigned to district teachers for mastery levels greater than 51% and less than or equal to 53% whereas 19 points would be assigned for mastery levels greater than 53% and less than or equal to 55%, whereas 20 points would be assigned for mastery levels greater than 55%.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points would be assigned to the district teachers maintaining the current district mastery level greater than 46% and less than or equal to 51% for all five Regents Exams. The district mastery percentage average for the ten year period is 50.87%. 13 points will be awarded for those teachers who perform at the New York State (NYS) mastery average greater than 26% and less than or equal to 31%. This is because the NYS Mastery Percentage average for the ten year period is 29.2%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points would be assigned to the district teachers for achieving mastery levels of greater than 16% and less than or equal to 18% whereas 3 points will be assigned for teacher achieving mastery levels of greater than 6% and less than or equal to 8%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points would be awarded to district teachers for earning greater than 4% and less than or equal to 6% student mastery for the five Regents Exams required for graduation. 1 point would be awarded for mastery levels greater than 2% and less than or equal to 4% whereas 0 points would be awarded for mastery levels less than or equal to 2%.

### 3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Mastery Levels on the five (5) Regents Exams required for Graduation
Grade 10 ELA	6(i) School-wide measure based on State-provided measure	Mastery Levels on the five (5) Regents Exams required for Graduation
Grade 11 ELA	6(ii) School wide measure computed locally	Mastery Levels on the five (5) Regents Exams required for Graduation

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student Mastery on the five Regents Exams required for NYS Graduation will be used. These include: English Regents, Algebra Regents, Global Regents, US History Regents, and Living Environment Regents. The overall mastery level for the five exams will be calculated using
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the product sum (# tested \* % mastery) totals for each of the five exams combined. A chart developed by the school district to track the 10-year mastery averages is attached to this submission under Section 3.3. A spreadsheet outlining the calculations and the HEDI distribution for teachers can be found as an attachment in Section 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

18 points would be assigned to district teachers for mastery levels greater than 51% and less than or equal to 53% whereas 19 points would be assigned for mastery levels greater than 53% and less than or equal to 55%, whereas 20 points would be assigned for mastery levels greater than 55%.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

17 points would be assigned to the district teachers maintaining the current district mastery level greater than 46% and less than or equal to 51% for all five Regents Exams. The district mastery percentage average for the ten year period is 50.87%. 13 points will be awarded for those teachers who perform at the New York State (NYS) mastery average greater than 26% and less than or equal to 31%. This is because the NYS Mastery Percentage average for the ten year period is 29.2%

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

8 points would be assigned to the district teachers for achieving mastery levels of greater than 16% and less than or equal to 18% whereas 3 points will be assigned for teacher achieving mastery levels of greater than 6% and less than or equal to 8%.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

2 points would be awarded to district teachers for earning greater than 4% and less than or equal to 6% student mastery for the five Regents Exams required for graduation. 1 point would be awarded for mastery levels greater than 2% and less than or equal to 4% whereas 0 points would be awarded for mastery levels less than or equal to 2%.

### 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other Courses not listed above for Grades K - 3	6(ii) School wide measure computed locally	Mastery Levels and Passing Levels on the two (2) NCLB Exams for Grade 3 ELA and Grade 3 Math
All Other Courses not listed above for Grades 4- 8	6(ii) School wide measure computed locally	Mastery Levels on the twelve (12) NCLB Exams for Grades 4, 5, 6, 7, and 8 ELA and Math as well as Grades 6 and 8 Science
All Other Courses not listed above for Grades 9 - 12	6(ii) School wide measure computed locally	Mastery Levels on the five (5) Regents Exams required for Graduation

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Student Mastery on the five Regents Exams required for NYS Graduation will be used. These include: English Regents, Algebra Regents, Global Regents, US History Regents, and Living Environment Regents. The overall mastery level for the five exams will be calculated using the product sum (# tested * % mastery) totals for each of the five exams combined. A chart developed by the school district to track the 10-year mastery averages is attached to this submission under Section 3.3. A spreadsheet outlining the calculations and the HEDI distribution for teachers can be found as an attachment in Section 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>18 points would be assigned to district teachers for mastery levels greater than 51% and less than or equal to 53% whereas 19 points would be assigned for mastery levels greater than 53% and less than or equal to 55%, whereas 20 points would be assigned for mastery levels greater than 55%.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 points would be assigned to the district teachers maintaining the current district mastery level greater than 46% and less than or equal to 51% for all five Regents Exams. The district mastery percentage average for the ten year period is 50.87%. 13 points will be awarded for those teachers who perform at the New York State (NYS) mastery average greater than 26% and less than or equal to 31%. This is because the NYS Mastery Percentage average for the ten year period is 29.2%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8 points would be assigned to the district teachers for achieving mastery levels of greater than 16% and less than or equal to 18% whereas 3 points will be assigned for teacher achieving mastery levels of greater than 6% and less than or equal to 8%.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2 points would be awarded to district teachers for earning greater than 4% and less than or equal to 6% student mastery for the five Regents Exams required for graduation. 1 point would be awarded for mastery levels greater than 2% and less than or equal to 4% whereas 0 points would be awarded for mastery levels less than or equal to 2%.</p>

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

### 3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/184637-y92vNseFa4/MCSD APPR Local Achievement Historical Trend Data\_1.pdf

### 3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

None

### 3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

None

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances   Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances   Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances   Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances   If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances   Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Monday, October 01, 2012

Updated Thursday, December 06, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on NYS Teaching Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

*NYSUT Teacher Practice Rubric*

*(No response)*

#### 4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

Is the following points assignment applicable to all teachers?

*Yes*

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word )

(No response)

### 4.3) Survey Tools (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

### 4.4) Assurances

Please check all of the boxes below:

4.4) Assurances   Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances   Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances   Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

### 4.5) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

#### *Multiple Measures of Effectiveness*

*The teacher evaluation process criteria will be based upon the 60% multiple measures aligned with the NYS Teaching Standards.*

*Teachers will be evaluated using the New York Teaching Standards. The NYS Teaching Standards are as follows:*

- Knowledge of Students and Student Learning: Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.*

- *Knowledge of Content and Instructional Planning: Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.*
- *Instructional Practice: Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.*
- *Learning Environment: Teachers work with all students to create a dynamic learning environment that supports achievement and growth.*
- *Assessment for Student Learning: Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction.*
- *Professional Responsibilities and Collaboration: Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed and appropriate support personnel to meet the learning needs of students.*
- *Professional Growth: Teachers set informed goals and strive for continuous professional growth.*

#### *Process for Multiple Measures of Effectiveness*

*The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation. The New York State Teaching Standards rubric will be used to evaluate classroom teachers. That rubric is included in the appendix.*

*In order to support continuous professional growth, 60 points shall be based on observations of teacher and submission of a portfolio binder that demonstrates competency in the NYS Teaching Standards.*

*Deadline for choosing the observation option is October 1, 2012. Once a decision is made you are not allowed to change it.*

*One observation will be announced, with a pre-conference before the observation and a post conference within 5 school days. Tenured teachers will have the choice of one announced and one unannounced full period observation or one announced full period observation and 3 unannounced mini observations (15-20 min). Each observation will be followed within 5 school days with a post conference meeting. Non Tenured teachers will have two announced full period observations and 3 unannounced mini observations (15-20 min). Each observation will be followed by a post conference within 5 school days. Unannounced mini observations will result in the evaluator leaving a card that indicates possible dates for the teacher to select from for the post conference. The teacher will return a copy of the card to the evaluator. It is the responsibility for both parties to schedule the post conference within 5 school days. Teachers will have 5 school days following the post conference to provide supporting evidence on the NYS standards relating to the observation. Teachers will be able to provide supporting evidence of competency in the standards on an ongoing basis to support those standards that are not readily observed within the classroom observation up to May 31, 2013. Evidence should include but not be limited to student work, videos, lesson plans, conversations, or student outcomes.*

*The first observation (tenured) or the first two observations (non-tenured) must be completed by December 15, 2012. The remaining observations or mini observations must be completed by April 1, 2013.*

*Teachers and lead evaluators will have a mid-year review to discuss evidence collected to date by January 31, 2013.*

*Teachers who select the one announced one unannounced full period observations will schedule a March meeting that may be cancelled if the teacher chooses. All other teachers have the option of requesting a second review by March 31, 2013 to review their evidence of competency. A joint email from the administration and MFA will be sent out by February 16th reminding teachers of this option.*

*Evidence collected through observations will focus on standards 3, 4 and the first element of standard 5. Supporting documentation for standards 1, 2, the remainder of 5, 6 and 7 will be provided by the teacher. All evidence points will be documented and will be accessible throughout the year by the teacher through a web based process.*

*Teachers and lead evaluators will have a summative meeting to review the 60% measure between May 1-24, 2013. The teacher may submit additional evidence in support of his/her competencies up to 5 days after his/her summative conference.*

Teachers will earn points as follows:

- Administrators will allocate 31 points based upon evidence observed in the observation and post conference discussions: 17 points for Standard 3, 12 points for Standard 4 and 2 points for Standard 5, indicator 1.
- Teachers will allocate 29 points based upon evidence provided during post-conferences or throughout the year as listed above: 6 points for standard 1, 6 points for standard 2, 8 points for standard 5, 5 points for standard 6 and 4 points for standard 7.

#### *Subcomponent and Composite Scoring Ranges*

Points for each of the individual standards will be assigned holistically in the following manner in accordance with the HEDI rating scale:

*Standards 1 and 2, teachers will earn the HEDI scale as follows:*

*H = 6 points*

*E = 4-5 points*

*D = 2-3 points*

*I = 0-1 points*

*Standard 3*

*H = 15 - 17 points*

*E = 9 - 14 points*

*D = 4 - 8 points*

*I = 0 - 3 points*

*Standard 4*

*H = 10 - 12 points*

*E = 6 - 9 points*

*D = 3 - 5 points*

*I = 0 - 2 points*

*Standard 5*

*H = 8 - 10 points*

*E = 5 - 7 points*

*D = 3 - 4 points*

*I = 0 - 2 points*

*Standard 6*

*H = 5 points*

*E = 4 points*

*D = 2 - 3 points*

*I = 0 - 1 points*

*Standard 7*

*H = 4 points*

*E = 3 points*

*D = 1 - 2 points*

*I = 0 points*

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

*(No response)*

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be

assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Highly Effective Results are well-above State average for similar students (or district goals if no State test). Results are well above district or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject. Overall performance and results exceed standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective Results meet State average for similar students (or district goals if no State test). Results meet district or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject. Overall performance and results meet standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing Results are below State average for similar students (or district goals if no State test). Results are below district or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject. Overall performance and results need improvement in order to meet standards
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective Results are well-below State average for similar students (or district goals if no State test). Results are well-below district or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject. Overall performance and results are well below standards.

Provide the ranges for the 60-point scoring bands.

Highly Effective	53-60
Effective	31-52
Developing	10-30
Ineffective	0-9

#### 4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	3
4.6) Observations of Probationary Teachers   Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?

- 
- In Person
- 

Will informal/short observations of probationary teachers be done in person, by video, or both?

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	1
4.7) Observations of Tenured Teachers   Informal/Short	3
4.7) Observations of Tenured Teachers   Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of tenured teachers be done in person, by video, or both?

- 
- In Person
- 

Will informal/short observations of tenured teachers be done in person, by video, or both?

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Monday, October 01, 2012

Updated Wednesday, October 03, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet NYS Teaching Standards.

#### **Ineffective**

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness subcomponent (same as question 4.5), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

**Locally-selected Measures of  
growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Monday, October 01, 2012  
Updated Friday, November 30, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans   Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans   Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5265/184640-Df0w3Xx5v6/Teacher Improvement Plan.pdf](assets/survey-uploads/5265/184640-Df0w3Xx5v6/Teacher%20Improvement%20Plan.pdf)

### 6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

#### **APPEALS**

*The following procedure is the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher's or principal's performance review, and/or improvement plan.*

*A teacher who receives an effectiveness composite score rating of “ineffective” or “developing” may appeal his or her performance review. Ratings of “highly effective” or “effective” cannot be appealed.*

*A teacher may appeal only the school district’s adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.*

*A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

*Appeals concerning a teacher’s performance review must be filed no later than fifteen (15) calendar days of the date when the teacher receives it.*

*A teacher wishing to initiate an appeal must submit, in writing, to the Superintendent a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.*

*Under this appeals process the teacher bears the burden of proving by substantial evidence the merits of his or her appeal.*

*The decision will be rendered by a three person review panel for an appeal concerning a teacher’s performance review. The superintendent, working with the Marcellus Faculty Association President, will appoint the panel comprised of the superintendent, one district lead evaluator who has not participated in the evaluation process for that teacher, and one MFA executive board member (teacher). The panel shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher filed his or her appeal.*

*The decision of the panel shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the panel shall not be subject to any further appeal.*

*Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within fifteen (15) calendar days of the alleged failure of the District to comply with such requirements.*

*Any evaluation or APPR rating that is determined in part or whole by an administrator who is not fully trained and certified by the end of the school year in which the APPR rating was completed shall upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher’s record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of a lead evaluator for an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.*

*Our school district will ensure that the appeal process will be timely and expeditious in compliance with Education Law 3012-c.*

## 6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

### *EVALUATOR AND STAFF TRAINING*

*The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:*

- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;*
- 2) Evidence-based observation techniques that are grounded in research;*
- 3) Application and use of the student growth percentile model and the value-added growth model;*
- 4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;*
- 5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, Structured portfolio reviews; student, parent. Teacher and/or community surveys; professional growth goals and school improvement goals, etc.*
- 6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;*

7) Use of the Statewide Instructional Reporting System;

8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and

9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification.

The school district through continuous training with the OCM BOCES Network Team, the use of multiple evaluators for any given teacher, and the systematic review of the APPR procedures during Administrative Cabinet will ensure "inter-rater reliability."

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers   Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers   Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data   Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data   Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

# 7. Growth on State Assessments or Comparable Measures (Principals)

Created Monday, October 01, 2012  
Updated Friday, November 30, 2012

## Page 1

### 7.1) STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved Value-Added Measure)

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments. This will include most schools in the State.

Value-Added measures will apply to schools or principals with the following grade configurations in this district (please list, e.g., K-5, PK-6, 6-8, 6-12, 9-12):

4-8
9-12
(No response)

### 7.2) Assurances -- State-Provided Measures of Student Growth

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

### 7.3) STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed using the assessment covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

***Please remember that State assessments must be used with SLOs if applicable to the school or program type.***

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	State-approved 3rd party assessment	AIMSweb
3	State assessment	Grade 3 NYS Assessments for ELA and Mathematics

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Student Growth Measures: The 20 points for student growth measures shall be the state provided score. Where there is no state score generated, the principal shall develop Student Learning Objectives (SLO) for approval by the superintendent for the 20 points comparable measure. They shall be developed by October 3rd. The superintendent shall meet with the principals and provide the decision on approval within 5 days of submission by the principal. SLOs are set by the teacher, upon review and analysis of the data and finally approved by the superintendent. Points will be assigned in the following HEDI scale: Highly Effective (18-20); Effective (9 - 17); Developing (3-8); and Ineffective (0-2).
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	85%-100% meet the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% meet the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% meet the target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-49% meet the target.

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

*assets/survey-uploads/5365/185139-lha0DogRNw/MCSD Growth Measure HEDI.xlsx*

## 7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*None*

## 7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked

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7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

# 8. Local Measures (Principals)

Created Monday, October 01, 2012

Updated Friday, December 07, 2012

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for **different** groups of principals **within the same or similar programs or grade configurations** if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

### 8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)

**In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.**

*Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.*

*The options in the drop-down menus below are abbreviated from the following list:*

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
4-8	(d) measures used by district for teacher evaluation	Mastery Levels on NYS Grades 4 - 8 ELA and Mathematics and Grades 6 8 Science
9-12	(d) measures used by district for teacher evaluation	Mastery Levels on the five (5) Regents Exams required for Graduation

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Student Mastery on the five Regents Exams required for NYS Graduation will be used for Grades 9 -12. These include: English Regents, Algebra Regents, Global Regents, US History Regents, and Living Environment Regents. For Grades 4 through 8, the mastery levels (scoring level 4) will be used for the twelve (12) NYS Exams in Grade 4 - 8 ELA, Grade 4 - 8 Math, and Grades 6 8 Science. The overall mastery percentage level for the exams will be calculated using the product sum (# tested * % mastery) totals for each of the exams combined. A chart developed by the school district to track the 10-year (for Grades 9 - 12) or 6-year (for Grades 4 - 9) mastery averages is attached to this submission under Section 8.1. A spreadsheet outlining the calculations and the HEDI distribution for principals can be found as an attachment in Section 8.2. Mastery is defined as 85% or higher on Regents Exams and or Level 4 on the NYS ELA or Mathematics assessments.</p>
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14 points would be assigned to district principals for mastery levels greater than 25% and less than or equal to 27% whereas 15 points would be assigned for mastery percentage levels greater than 27%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 points would be assigned to the district principals with mastery percentage levels greater than 22% and less than or equal to 25%. 11 points will be awarded to district principals with mastery percentage levels greater than 16% and less than or equal to 19%. These cut points were used as the NYS Average is 19% whereas the Marcellus CSD average is 25%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 points would be assigned to the district principals for achieving mastery percentage levels greater than 8% and less than or equal to 10% where 3 points will be awarded for mastery percentage levels of greater than 3% and less than 4%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points would be awarded to district principals for earning mastery percentage levels greater than 2% and less than or equal to 3% whereas 1 point would be awarded for mastery levels greater than 1% and less than or equal to 2% whereas 0 points would be awarded for mastery levels at or below 1%.

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word )

[assets/survey-uploads/5366/184910-8o9AH60arN/MCSD APPR Mastery Conversion Chart.xlsb](#)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

[assets/survey-uploads/5366/184910-qBFVOWF7fC/MCSD APPR Local Achievement Historical Trend Data\\_1.pdf](#)

## 8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points)

**In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.**

***Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.***

***The options in the drop-down menus below are abbreviated from the following list: <!--***

***(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)***

- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

**Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.**

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-3	(d) measures used by district for teacher evaluation	Mastery and Passing Levels on the two (2) NYS Grade 3 Exams for ELA and Mathematics

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For Grades K-3: Student Mastery (level 4) and Student Passing (levels 3 and 4) will be used to calculate the local achievement score. The overall mastery and passing
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levels for the two (2) NYS exams for Grade 3 ELA and Grade 3 Mathematics will be calculated using the product sum (# tested \* % mastery) and product sum (# tested \* % passing) totals for both of the exams combined. A chart developed by the school district to track the 6-year mastery and passing averages for the Grade 3 Exams is attached to this submission under Section 8.1. A spreadsheet outlining the calculations and the HEDI distribution for principals can be found as an attachment in Section 8.2. Mastery is defined as 85% or higher on Regents Exams and or Level 4 on the NYS ELA or Mathematics assessments.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

18 points would be assigned to district principals for mastery/passing levels greater than 57% and less than or equal to 59% whereas 19 points would be assigned for mastery/passing levels greater than 59% and less than or equal to 61%, whereas 20 points would be assigned for mastery/passing levels of 61% and above.

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

17 points would be assigned to the district principals for mastery/passing percentages greater than 55% and less than 57% whereas 13 points will be awarded to principals for mastery/passing percentages greater than 41% and less than or equal to 47%. These cut scores were selected because the NYS mastery/passing percentages (over the 6-year trend) is 44.5% and the Marcellus CSD passing/mastery percentage for the same six year trend is 55.8%.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

8 points would be assigned to the district principals for mastery/passing percentages greater than 26% and less than or equal to 29% whereas 3 points would be awarded for percentages greater than 11% and less than or equal to 14%.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

2 points would be awarded to district principals for having passing/mastery percentages greater than 8% and less than or equal to 11% whereas 1 point would be awarded for mastery/passing percentages greater than 5% and less than or equal to 8% whereas 0 points would be awarded for mastery levels at or below 5%.

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. [Click here](#) for a downloadable copy of Form 8.2. (MS Word)

*(No response)*

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

[assets/survey-uploads/5366/184910-T8MIGWUVm1/MCSD APPR Local Achievement Historical Trend Data\\_1.pdf](assets/survey-uploads/5366/184910-T8MIGWUVm1/MCSD APPR Local Achievement Historical Trend Data_1.pdf)

### 8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the

controls or adjustments.

*None*

#### 8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

*None*

#### 8.5) Assurances

Please check all of the boxes below:

8.5) Assurances   Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances   Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Monday, October 01, 2012  
Updated Monday, November 26, 2012

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## Page 1

### 9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following points assignment for all principals?

*Yes*

If you checked "no" above, fill in the group of principals covered:

*(No response)*

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	56
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	4
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

### 9.4) Sources of Evidence (if applicable)

If you indicated above that one or more points will be assigned to the "ambitious and measurable goals" measure, identify at least two of the following sources of evidence that will be utilized as part of assessing every principal's goal(s):

9.4) Sources of Evidence (if applicable)   Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   School visits by other trained evaluators	Checked
9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

### 9.5) Survey Tool(s) (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

*(No response)*

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)

## 9.6) Assurances

Please check all of the boxes below:

9.6) Assurances   Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances   Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances   Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

## 9.7) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the principal practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

### *Measures of Leadership and Management:*

*The district shall utilize the LCI Multidimensional Principal Performance Rubric for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management. The superintendent's assessment will be based on observations, visitations, and conferences with the principal. The superintendent will complete at least 2 observations for tenured principals and 3 visits for non-tenured principals of 30 minutes or more to the school, while in session. One will be as agreed to between the superintendent and principal, one (two for non-tenured) will be unannounced. Visits are to be completed no later than April 1st. See below for additional timeline information.*

*The three additional sources of information for the superintendent's consideration in utilizing the rubric shall be:*

- a. A portfolio of school documents and/or the school building report with information related to components of the rubric. These shall be provided to the superintendent by April 1st.*
- b. The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management: 1.) The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than October 15, including identification of actions to be taken to address components and district resources to be made available to the principal and building. 2.) No later than May 31, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.*
- c. The principal's self-analysis on the rubric for the superintendent's consideration and discussion.*

*The superintendent is responsible for 56 of the 60 points on the rubric in the 6 Domains while the principal is responsible for the 4 points allocated to Goal Setting and Attainment. The principal will have the opportunity to submit evidence to substantiate any portion of the rubric not observed by the superintendent. The points in the rubric will be allocated as follows:*

### *Domain Total Points Number of indicators/points assigned*

*1 8 4 worth 2 points each  
2 20 10 worth 2 points each  
3 10 5 worth 2 points each  
4 3 3 worth 1 point each  
5 12 6 worth 2 points each  
6 3 3 worth 1 point each  
Goal Setting/Attainment  
4 1 point per area  
60 points total*

*The overall Performance Level for the 60 points will follow the rubric below:*

*Rubric Performance Levels and Score Scale*

*Performance Level Points ranges negotiated (subject to negotiated revision should NYSED ranges change)*

*Highly Effective 59-60*

*Effective 57-58*

*Developing 55-56*

*Ineffective 0-54*

*Based on the meetings between the principal and superintendent, the principal will be awarded points for each of the domains (using the scale above) as documented via evidence in their Annual Building Report (in the autumn), Curriculum Task Force Reports (in the winter), Action Plans (using the SMART Goals process), and the analysis of the NYS School Report Card data (in the spring).*

*Timeline:*

*The Principals will submit SLO for Student Growth by September 17th.*

*Superintendent will hold an initial meeting with the principal to discuss SLOs and Goal Setting by October 3rd.*

*The superintendent will complete the first observation by December 15th.*

*A mid-year review will be held between the superintendent and the principal between January 1st and January 31st. After which, the principal will have 5 days to submit any additional evidence.*

*The principal may request another review in March.*

*The superintendent will complete the second (and third) observation(s) by April 1st.*

*The superintendent will complete a final evaluation meeting between May 1st and May 24th. The principal will have 5 days after this meeting to submit any additional evidence.*

*Principals will be given their completed evaluation and rating no later than September 1st.*

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

*(No response)*

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 59 to 60 is highly effective.
Effective: Overall performance and results meet standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 57 to 58 is effective.
Developing: Overall performance and results need improvement in order to meet standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 55 to 56 is developing.
Ineffective: Overall performance and results do not meet standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 0 to 54 is ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56

## 9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

### **Probationary Principals**

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

### **Tenured Principals**

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

# 10. Composite Scoring (Principals)

Created Monday, October 01, 2012

Updated Wednesday, October 03, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of growth or achievement**

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet ISLLC leadership standards.

##### **Ineffective**

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of  
growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

**Locally-selected Measures of growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Monday, October 01, 2012  
Updated Tuesday, December 11, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans   Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
11.1) Assurances -- Improvement Plans   Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/184747-Df0w3Xx5v6/Principal Improvement Plan.pdf](assets/survey-uploads/5276/184747-Df0w3Xx5v6/Principal%20Improvement%20Plan.pdf)

### 11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

#### *SECTION IV: APPEAL PROCESS*

*Marcellus Central School District  
Principal APPR Appeal Process*

*An appeal of a principal's evaluation shall be only for ineffective and developing ratings or any rating tied to compensation. The*

reasons for appeal shall be those identified in 3012-c. The attached appeal process shall be utilized. An appeal of an evaluation may NOT be initiated prior to the issuance of the final composite score and rating.

#### *CHALLENGES IN AN APPEAL:*

*Appeals are limited to those identified by Education Law §3012-c, as follows:*

- (1) The substance of the annual professional performance review;*
- (2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;*
- (3) The adherence to the Commissioner's regulations, as applicable to such reviews;*
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (5) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.*

#### *RATINGS THAT MAY BE APPEALED:*

*Appeals of annual professional performance reviews may be brought for ineffective developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.*

#### *PROHIBITION AGAINST MORE THAN ONE APPEAL*

*A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.*

#### *BURDEN OF PROOF*

*The principal bears the burden of proving by substantial evidence the merits of his or her appeal.*

#### *TIME FRAME FOR FILING APPEAL*

*All appeals shall be filed in writing. The act of mailing the appeal, as evidenced by the postmark, shall constitute filing.*

*An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.*

*The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request.*

*When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.*

#### *TIME FRAME FOR DISTRICT RESPONSE*

*Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the*

school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

#### *DECISION PROCESS FOR APPEAL*

*The decision will be rendered by a three person review panel for an appeal concerning a principal's performance review. The panel will be comprised of one administrator appointed by the Marcellus Administrators Association, a district-level (non-MAA) administrator appointed by the superintendent and a third party mutually agreed upon by the MAA and the superintendent. To determine the third party, the MAA and the Superintendent will submit a list of three individuals of their choice. If there is a common individual on the two lists, that person will be selected. If there is no common individual on the two lists, each side will rank order the six individuals (1 indicating the highest preference) and the person with the lowest combined score will be selected. The panel shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher filed his or her appeal.*

*The decision of the panel shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the panel shall not be subject to any further appeal.*

*Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within fifteen (15) calendar days of the alleged failure of the District to comply with such requirements.*

#### *EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE*

*This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.*

*Any evaluation or APPR rating that is determined in part or whole by an administrator who is not fully trained and certified by the end of the school year in which the APPR rating was completed shall upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the principal's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of a principal evaluator for an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.*

*Our school district will ensure that the appeal process will be timely and expeditious in compliance with Education Law 3012-c.*

## 11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

#### *Evaluator Training*

*The superintendent will ensure that all evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team principal evaluator training and certification in accordance with SED procedures and processes. Principal evaluator training will include training on the Interstate School Leaders Licensure Consortium (ISLLC) Standards which include:*

- 1) An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship; of a vision of learning that is shared and supported by all stakeholders;*
- 2) An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;*
- 3) An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment;*
- 4) An education leader promotes the success of every student by collaborating with faculty, community members, responding to diverse community interests and needs, and mobilizing community resources;*
- 5) An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner; and*
- 6) An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

*The superintendent will ensure that principal evaluators participate in annual training and are re-certified on an annual basis. The*

*BOCES Network Team will be utilized to provide the principal evaluator training and recertification.*

*The school district through continuous training with the OCM BOCES Network Team, the use of multiple evaluators for any given principal (using Central Office Administrators), and the systematic review of the APPR procedures with the Central Office staff will ensure "inter-rater reliability."*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

- Checked

## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals   Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals   Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data   Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
11.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data   Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

## 12. Joint Certification of APPR Plan

Created Monday, October 01, 2012

Updated Tuesday, December 11, 2012

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

<assets/survey-uploads/5581/184623-3Uqgn5g9Iu/Marcellus APPR Signature Page.pdf>

#### File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

### Student Learning Objective Structure

<b>Population</b>	Students assessed			
<b>Learning Content</b>	New York State Learning Standards			
<b>Interval</b>	Course duration			
<b>Evidence</b>	<ol style="list-style-type: none"> <li>1. Summative assessment results from students in previous year or</li> <li>2. District-wide pre-assessment administered at the beginning of the school year</li> <li>3. District-wide summative assessment administered at the end of the school year</li> </ol>			
<b>Baseline</b>	Summary of student results on 1 or 2 above.			
<b>Target(s) and HEDI Scoring</b>	<ol style="list-style-type: none"> <li>1. ___% of students scoring ___% on baseline assessment will score ___% or higher, as measured by the summative assessment or</li> <li>2. ___% of students will score ___% or higher as measured by the summative assessment</li> </ol>			
	High Effective (18-20 points)	Effective (9-17 points)	Developing (3-8 points)	Ineffective (0-2 points)
	85-100% of students meet above targets	70-84% of students meet above targets	50-69% of students meet above targets	0-49% of students meet above targets
<b>Rationale</b>	<p>Previous work in _____ focused on _____. The diagnostic assessment is heavily focused on _____, which are essential components of the _____ curriculum. Current course _____ requires students build on their learning from past course _____ in order to acquire mastery in these areas to be prepared for next course _____. Since ___ students completed the past course _____ having achieved basic proficiency levels, I am confident they will achieve ___ mastery or above on at least *_ % of the current course _____ materials.</p>			

### Student Learning Objective Conversion Scale

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95+	94-90	89-85	84	83	82	81	80-79	78-77	76-75	74-73	72-70	69-66	65-62	61-58	57-54	53-52	51-50	49-30	29-15	14-0

**Annual Professional Performance Review  
Marcellus Central School District  
Teacher Improvement Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teaching Assignment: \_\_\_\_\_

Building: \_\_\_\_\_

Implementation of the Teacher Improvement Plan: \_\_\_\_\_

**Concerns/Deficient Area**

**Strategies**

**Resources**

**Desired Outcomes**

**Evidence of Improvement (that will be used to determine if a teacher has improved)**

**Timeline:**

**Administrator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Year	2002	2003	2004	2005	2006	2007
Mathematics 4 Number Tested					135	164
% Mastery					31	37
Product (# Tested * % Mastery)					4185	6068
NYS Mathematics 4 % Mastery					26	28
Mathematics 5 Number Tested					173	138
% Mastery					28	20
Product (# Tested * % Mastery)					4844	2760
NYS Mathematics 5 % Mastery					19	22
Mathematics 6 Number Tested					157	177
% Mastery					25	23
Product (# Tested * % Mastery)					3925	4071
NYS Mathematics 6 % Mastery					13	20
Mathematics 7 Number Tested					188	161
% Mastery					17	19
Product (# Tested * % Mastery)					3196	3059
NYS Mathematics 7 % Mastery					12	18
Mathematics 8 Number Tested					181	183
% Mastery					11	5
Product (# Tested * % Mastery)					1991	915
NYS Mathematics 8 % Mastery					10	12
MCS Mathematics Mean Mastery 26.9%						

Year	2002	2003	2004	2005	2006	2007
Science 4 Number Tested					134	164
% Mastery					45	66
Product (# Tested * % Mastery)					6030	10824
NYS Science 4 % Mastery					49	49
Science 8 Number Tested					180	182
% Mastery					38	47
Product (# Tested * % Mastery)					6840	8554
NYS Science 8 % Mastery					18	24
Overall MCS Science Mastery 55.2%						

NYS Average Mastery 12 Exams	23.2	Ineffective	0	
	52.3	Ineffective	1	>
	15.7	Ineffective	2	>
	24.5	Developing	3	>

23.3	Developing	4	>
25.2	Developing	5	>
28.5	Developing	6	>
5.3	Developing	7	>
6.5	Developing	8	>
7.7	Effective	9	>
9.3	Effective	10	>
6.7	Effective	11	>
19.02	Effective	12	>
	Effective	13	>
	Effective	14	>
	Effective	15	>
	Effective	16	>
	Effective	17	>
	Highly Effective	18	>
	Highly Effective	19	>
	Highly Effective	20	>

Verification of 6 Year Trend Data by year

2006	1197	2768	2945	3008	1260
	133	173	155	188	180
	9	12	12	8	5
2007	1956	690	1424	1782	1830
	163	138	178	162	183
	8	7	9	6	6
2008	2772	1848	1104	724	2067
	154	168	138	181	159
	8	6	5	3	6
2009	2850	3234	2565	1260	708
	150	154	171	140	177
	7	14	9	7	5
2010	745	2480	2528	3612	1656
	149	155	158	172	138
	6	13	7	11	8
2011	1064	770	1449	825	338
	133	154	161	165	169
	2	4	4	4	2

2008	2009	2010	2011	Product Sum	Population	NYS Mean
155	149	149	132		884	
45	52	36	43			40.7
6975	7748	5364	5676	36016		
29	35	26	27			28.5
167	154	155	154		941	
38	51	18	20			29.4
6346	7854	2790	3080	27674		
27	36	24	23			25.2
137	171	158	162		962	
31	26	34	33			28.5
4247	4446	5372	5346	27407		
26	28	27	26			23.3
181	140	171	165		1006	
30	24	32	39			26.8
5430	3360	5472	6435	26952		
28	30	29	30			24.5
160	176	138	169		1007	
14	11	11	15			11.1
2240	1936	1518	2535	11135		
17	19	18	18			15.7
					4800	
				129184		26.9

2008	2009	2010	2011	Product Sum	Population	NYS Mean
153	150	150	133		884	
70	68	63	75			64.7%
10710	10200	9450	9975	57189		
50	59	55	52			52.3%
159	172	137	168		998	
63	47	47	40			46.7%
10017	8084	6439	6720	46654		
26	21	28	22			23.2%
					1882	
				103843		37.8%

7                    ≤            7  
 7    and            ≤            8  
 8    and            ≤            9  
 9    and            ≤            10

10	and	≤	11	
11	and	≤	12	
12	and	≤	13	
13	and	≤	14	
14	and	≤	15	
15	and	≤	16	
16	and	≤	17	
17	and	≤	18	
18	and	≤	19	
19	and	≤	20	NYS average of 19% would be 13 points
20	and	≤	21	
21	and	≤	23	
23	and	≤	24	
24	and	≤	25	MCS average of 25% would be 17 points
25	and	≤	26	
26	and	≤	27	
27				

4185	4844	3925	3196	1991	6030	6840	42189	21.0
135	173	157	188	181	134	180	1977	
26	19	13	12	10	49	18		16.1
6068	2760	4071	3059	915	10824	8554	43933	22
164	138	177	161	183	164	182	1993	
28	22	20	18	12	49	24		17.4
6975	6346	4247	5430	2240	10710	10017	54480	28.5
155	167	137	181	160	153	159	1912	
29	27	26	28	17	50	26		19.3
7748	7854	4446	3360	1936	1200	8084	45245	23.8
149	154	171	140	176	150	172	1904	
35	36	28	30	19	59	21		22.5
5364	2790	5372	5472	1518	9450	6439	47426	25.9
149	155	158	171	138	150	137	1830	
26	24	27	29	18	55	28		21.0
5676	3080	5346	6435	2535	9975	6720	44213	23.7
132	154	162	165	169	133	168	1865	
27	23	26	30	18	52	22		17.8

Marcellus Central  
School District

NYS APPR  
Local Achievement  
Mastery Trend Data

**2012 - 2013**

## KCH K – 3 Overview

The data that follows has been excerpted from the *Office of Information Reporting Systems on-line database (nySTART – New York State Testing and Accountability Reporting Tool)*. Unless otherwise noted, data is reported from *nySTART* system for the 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 school years. The data represented on these tables is from the actual statistical charts from the *on-line nySTART database*.

Worth noting is that all of this information can be authenticated and verified from the database available on the New York State Education Department (NYSED) website or from the earlier the Chapter 655 Report from NYSED to the Governor and Legislature of New York (Chapter 655 of the Laws of 1987 - which amended Section 215-1 of State Education Law - requires the Board of Regents and the State Education Department to submit an annual report to the Governor and the Legislature with respect to "enrollment trends; indicators of student achievement in reading, writing, mathematics, science, and vocational courses; graduation, college attendance and employment rates; as well as information concerning teacher and administrator preparation, turnover, in-service education and performance." The report consist of the Statewide Profile of the Educational System, which reports trends in New York State student enrollment, assessment performance, graduation, and postgraduate plans, teacher qualifications, and school expenditures, and the Statistical Profiles of Public School Districts, which reports these same data by county and district in tabular format. Beginning in 2007, data from the Statewide Profile of the Educational System are made available only through links to source materials available on other web sites).

In order to ascertain a trend in Marcellus Central School District performance, data was collected and analyzed for each of the two (2) NCLB Exams required for English/Language Arts and Mathematics from either the on-line database. **The longitudinal comparisons show the percent (%) of students at mastery (those scoring at level 4) and those scoring a passing grade (level 3 and 4) for the Grade 3 ELA and Mathematics Exams.** Additional data was collected regarding local sample size (the number of students who sat for the exam) and the New York State Average for Mastery (those scoring at 85% or higher). The data is represented in individual tables as illustrated below. The actual data follows on the second page of this document.

<i>Specific NCLB ELA or Mathematics Exam</i>						<i>Number Tested/%Mastery</i>			
<i>NYS %Mastery</i>									
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>

The final chart at the bottom of the second page represents the overall averages for mastery (25.3% for the Marcellus Central School District) and New York State (17.2%) using six year averaging. This information was used to benchmark the HEDI scale to measure local achievement. What is disconcerting about using only two years of data is that in the most recent year the mastery levels dropped off considerably from past trends. To compensate, in future APPRs, the six year averaging the school district will use the most current six years of data to calculate the NYS Average and the District Average.

<i>NCLB Grade 3 English/Language Arts</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	161/13%	152/24%	143/21%	144/17%	129/31%	140/9%	18.9%
N/A	N/A	N/A	N/A	7%	10%	12%	11%	17%	5%	10.3%

<i>NCLB Grade 3 Mathematics</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	160/31%	151/37%	145/36%	144/34%	129/32%	139/19%	31.6%
N/A	N/A	N/A	N/A	25%	29%	26%	27%	24%	13%	24.0%

<i>NCLB Grade 3 English/Language Arts</i>					<i>Number Tested/%Passing</i>					
<i>NYS %Passing</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	161/83%	152/87%	143/87%	144/86%	129/78%	140/86%	84.6%
N/A	N/A	N/A	N/A	69%	67%	70%	76%	55%	56%	65.5%

<i>NCLB Grade 3 Mathematics</i>					<i>Number Tested/%Passing</i>					
<i>NYS %Passing</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	160/91%	151/93%	145/94%	144/99%	129/71%	139/77%	88.0%
N/A	N/A	N/A	N/A	81%	85%	90%	93%	59%	60%	78.0%

<i>Grand Mean for the 2 NCLB Exams in ELA and Mathematics</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	321/54.5%	303/60.2%	288/59.5%	288/59.0%	258/53.0%	279/47.8%	55.8%
N/A	N/A	N/A	N/A	45.5%	47.8%	49.5%	51.8%	38.8%	33.5%	44.5%

## 20 Point K – 3 HEDI Scale

Ineffective	0				≤	5
Ineffective	1	>	5	and	≤	8
Ineffective	2	>	8	and	≤	11
Developing	3	>	11	and	≤	14
Developing	4	>	14	and	≤	17
Developing	5	>	17	and	≤	20
Developing	6	>	20	and	≤	23
Developing	7	>	23	and	≤	26
Developing	8	>	26	and	≤	29
Effective	9	>	29	and	≤	32
Effective	10	>	32	and	≤	35
Effective	11	>	35	and	≤	38
Effective	12	>	38	and	≤	41
Effective	13	>	41	and	≤	47
Effective	14	>	47	and	≤	50
Effective	15	>	50	and	≤	53
Effective	16	>	53	and	≤	55
Effective	17	>	55	and	≤	57
Highly Effective	18	>	57	and	≤	59
Highly Effective	19	>	59	and	≤	61
Highly Effective	20	>	61			

## DMS 4 – 8 Overview

The data that follows has been excerpted from the *Office of Information Reporting Systems on-line database (nySTART – New York State Testing and Accountability Reporting Tool)*. Unless otherwise noted, data is reported from *nySTART* system for the 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 school years. The data represented on these tables is from the actual statistical charts from the *on-line nySTART database*.

Worth noting is that all of this information can be authenticated and verified from the database available on the New York State Education Department (NYSED) website or from the earlier the Chapter 655 Report from NYSED to the Governor and Legislature of New York (Chapter 655 of the Laws of 1987 - which amended Section 215-1 of State Education Law - requires the Board of Regents and the State Education Department to submit an annual report to the Governor and the Legislature with respect to "enrollment trends; indicators of student achievement in reading, writing, mathematics, science, and vocational courses; graduation, college attendance and employment rates; as well as information concerning teacher and administrator preparation, turnover, in-service education and performance." The report consist of the Statewide Profile of the Educational System, which reports trends in New York State student enrollment, assessment performance, graduation, and postgraduate plans, teacher qualifications, and school expenditures, and the Statistical Profiles of Public School Districts, which reports these same data by county and district in tabular format. Beginning in 2007, data from the Statewide Profile of the Educational System are made available only through links to source materials available on other web sites).

In order to ascertain a trend in Marcellus Central School District performance, data was collected and analyzed for each of the twelve (12) NCLB Exams in English/Language Arts, Mathematics and Science in Grades 4 - 8 from either the on-line database. **The longitudinal comparisons show the percent (%) of students at mastery (those scoring at 3 or 4).** Additional data was collected regarding local sample size (the number of students who sat for the exam) and the New York State Average for Mastery (those scoring at 85% or higher). The data is represented in individual tables as illustrated below. The actual data follows on the second page of this document.

<i>Specific NCLB Exam in Grades 4 to 8</i>						<i>Number Tested/%Mastery</i>			
						<i>NYS %Mastery</i>			
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>

The final chart at the bottom of the second page represents the overall averages for mastery (25% for the Marcellus Central School District) and New York State (19.02%) using six year averaging. This information was used to benchmark the HEDI scale to measure local achievement. In the future, the school district will use the most recent six year's data to calculate the six-year averages (as new data becomes available).

<i>English/Language Arts 4</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	133/9%	163/12%	154/18%	150/19%	149/5%	133/8%	12.0%
N/A	N/A	N/A	N/A	9%	8%	8%	7%	6%	2%	6.7%

<i>English/Language Arts 5</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	173/16%	138/5%	168/11%	154/21%	155/16%	154/5%	12.5%
N/A	N/A	N/A	N/A	12%	7%	6%	14%	13%	4%	9.3%

<i>English/Language Arts 6</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	155/19%	178/8%	138/8%	171/15%	158/16%	161/9%	12.5%
N/A	N/A	N/A	N/A	12%	9%	5%	9%	7%	4%	7.7%

<i>English/Language Arts 7</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	188/16%	162/11%	181/4%	140/9%	172/21%	165/5%	11.1%
N/A	N/A	N/A	N/A	8%	6%	3%	7%	11%	4%	6.5%

<i>English/Language Arts 8</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	180/7%	183/10%	159/13%	177/4%	138/12%	169/2%	7.8%
N/A	N/A	N/A	N/A	5%	6%	6%	5%	8%	2%	5.3%

<b>Mathematics 4</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	135/31%	164/37%	155/45%	149/52%	149/36%	132/43%	40.7%
N/A	N/A	N/A	N/A	26%	28%	29%	35%	26%	27%	28.5%

<b>Mathematics 5</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	173/28%	138/20%	167/38%	154/51%	155/18%	154/20%	29.4%
N/A	N/A	N/A	N/A	19%	22%	27%	36%	24%	23%	25.2%

<b>Mathematics 6</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	157/25%	177/23%	137/31%	171/26%	158/34%	162/33%	28.5%
N/A	N/A	N/A	N/A	13%	20%	26%	28%	27%	26%	23.3%

<b>Mathematics 7</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	188/17%	161/19%	181/30%	140/24%	171/32%	165/39%	26.8%
N/A	N/A	N/A	N/A	12%	18%	28%	30%	29%	30%	24.5%

<b>Mathematics 8</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	181/11%	183/5%	160/14%	176/11%	138/11%	169/15%	11.1%
N/A	N/A	N/A	N/A	10%	12%	17%	19%	18%	18%	15.7%

<i>Science 4</i>										<i>Number Tested/%Mastery</i>
										<i>NYS %Mastery</i>
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	134/45%	164/66%	153/70%	150/68%	150/63%	133/75%	64.7%
N/A	N/A	N/A	N/A	49%	49%	50%	59%	55%	52%	52.3%

<i>Science 8</i>										<i>Number Tested/%Mastery</i>
										<i>NYS %Mastery</i>
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	180/38%	182/47%	159/63%	172/47%	137/47%	168/40%	46.7%
N/A	N/A	N/A	N/A	18%	24%	26%	21%	28%	22%	23.2%

<i>Grand Mean for the 12 NCLB Exams in Grades 4 through 8</i>										<i>Number Tested/%Mastery</i>
										<i>NYS %Mastery</i>
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	1977/21.3%	1993/22.0%	1912/28.5%	1904/23.8%	1830/25.9%	1865/23.7%	25.0%
N/A	N/A	N/A	N/A	16.1%	17.4%	19.3%	22.5%	21.0%	17.8%	19.0%

## 15 Point 4 – 8 Value Added HEDI Scale

Ineffective	0			≤	1
Ineffective	1	>	1	and	≤ 2
Ineffective	2	>	2	and	≤ 3
Developing	3	>	3	and	≤ 4
Developing	4	>	4	and	≤ 5
Developing	5	>	5	and	≤ 6
Developing	6	>	6	and	≤ 8
Developing	7	>	8	and	≤ 10
Effective	8	>	10	and	≤ 12
Effective	9	>	12	and	≤ 14
Effective	10	>	14	and	≤ 16
Effective	11	>	16	and	≤ 19
Effective	12	>	19	and	≤ 22
Effective	13	>	22	and	≤ 25
Highly Effective	14	>	25	and	≤ 27
Highly Effective	15	>	27		

## 20 Point 4 – 8 HEDI Scale

Ineffective	0				≤	7
Ineffective	1	>	7	and	≤	8
Ineffective	2	>	8	and	≤	9
Developing	3	>	9	and	≤	10
Developing	4	>	10	and	≤	11
Developing	5	>	11	and	≤	12
Developing	6	>	12	and	≤	13
Developing	7	>	13	and	≤	14
Developing	8	>	14	and	≤	15
Effective	9	>	15	and	≤	16
Effective	10	>	16	and	≤	17
Effective	11	>	17	and	≤	18
Effective	12	>	18	and	≤	19
Effective	13	>	19	and	≤	20
Effective	14	>	20	and	≤	21
Effective	15	>	21	and	≤	23
Effective	16	>	23	and	≤	24
Effective	17	>	24	and	≤	25
Highly Effective	18	>	25	and	≤	26
Highly Effective	19	>	26	and	≤	27
Highly Effective	20	>	27			

## SHS 9 – 12 Overview

The data that follows has been excerpted from the *Office of Information Reporting Systems on-line database (nySTART – New York State Testing and Accountability Reporting Tool)*. Unless otherwise noted, data is reported from *nySTART* system for the 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 school years. The data represented on these tables is from the actual statistical charts from the *on-line nySTART database*.

Worth noting is that all of this information can be authenticated and verified from the database available on the New York State Education Department (NYSED) website or from the earlier the Chapter 655 Report from NYSED to the Governor and Legislature of New York (Chapter 655 of the Laws of 1987 - which amended Section 215-1 of State Education Law - requires the Board of Regents and the State Education Department to submit an annual report to the Governor and the Legislature with respect to "enrollment trends; indicators of student achievement in reading, writing, mathematics, science, and vocational courses; graduation, college attendance and employment rates; as well as information concerning teacher and administrator preparation, turnover, in-service education and performance." The report consist of the Statewide Profile of the Educational System, which reports trends in New York State student enrollment, assessment performance, graduation, and postgraduate plans, teacher qualifications, and school expenditures, and the Statistical Profiles of Public School Districts, which reports these same data by county and district in tabular format. Beginning in 2007, data from the Statewide Profile of the Educational System are made available only through links to source materials available on other web sites).

In order to ascertain a trend in Marcellus Central School District performance, data was collected and analyzed for each of the five (5) Regents Exams required for high school graduation from either the on-line database or from the Chapter 655 Report. **The longitudinal comparisons show the percent (%) of students t mastery (those scoring at 85% or higher)**. Additional data was collected regarding local sample size (the number of students who sat for the exam) and the New York State Average for Mastery (those scoring at 85% or higher). The data is represented in individual tables as illustrated below. The actual data follows on the second page of this document.

<i>Specific Regents Exam required for Graduation</i>					<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>									
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005–2006</b>	<b>2006–2007</b>	<b>2007–2008</b>	<b>2008–2009</b>	<b>2009–2010</b>	<b>2010–2011</b>

The final chart at the bottom of the second page represents the overall averages for mastery (50.9% for the Marcellus Central School District) and New York State (29.2%) using ten year averaging. This information was used to benchmark the HEDI scale to measure local achievement. The data for the Mastery Levels (a score of 85% and above) in each of the five (5) Regents Exams required for graduation is corroborated by the Marcellus Central School District Graduation Rate data (listed below) which suggests that the Marcellus Central School District has historically and consistently prepared its graduates for their post-secondary experiences.

<i>Graduation Rates (Regents Diplomas/Advance Designation)</i>					<i>% Regents Diplomas/% Advance Designation</i>				
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005–2006</b>	<b>2006–2007</b>	<b>2007–2008</b>	<b>2008–2009</b>	<b>2009–2010</b>	<b>2010–2011</b>
76%/NA	75%/NA	73%/NA	92%/61%	94%/58%	97%/60%	95%/63%	94%/67%	98%/71%	99%/65%

As the current APPR is valid for the 2012-13 school year, the ten years being averaged begin in 2001-2002 and end with 2010-2011. When the APPR is renewed, it is our understanding that subsequent years will utilize a new ten-year average. For example, it is assumed in 2013-2014, the ten years being averaged will begin in 2002-2003 and end in 2011-2012.

<i>High School English Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
161/37%	150/42%	162/51%	172/42%	159/60%	166/52%	170/54%	171/55%	178/49%	161/65%	50.7%
34%	34%	38%	33%	32%	30%	33%	33%	35%	37%	33.9%

<i>High School Integrated Algebra Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
N/A	N/A	N/A	N/A	N/A	N/A	180/29%	177/20%	166/20%	150/29%	24.4%
N/A	N/A	N/A	N/A	N/A	N/A	18%	15%	15%	17%	16.3%

<i>High School Global History Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
155/45%	169/49%	173/55%	152/56%	185/64%	179/47%	196/51%	189/60%	168/57%	181/52%	53.7%
23%	28%	32%	29%	30%	24%	28%	30%	29%	27%	28.0%

<i>High School U.S. History Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
174/40%	159/58%	162/62%	169/60%	159/69%	176/69%	169/70%	173/70%	183/65%	163/58%	62.1%
27%	39%	41%	42%	46%	42%	47%	43%	44%	44%	41.5%

<i>High School Living Environment (Biology) Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
149/38%	190/39%	166/36%	151/44%	165/44%	171/36%	173/47%	235/62%	196/64%	149/57%	45.5%
25%	24%	24%	25%	23%	22%	26%	29%	31%	32%	26.1%

<i>Grand Mean for the 5 Regents Exams required for Graduation</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
639/40.0%	668/46.7%	663/51.0%	644/50.5%	668/59.3%	692/51.1%	888/50.0%	945/53.9%	891/51.7%	804/52.5%	50.9%
27.3%	31.3%	33.8%	32.3%	32.8%	29.5%	30.4%	30.0%	30.8%	31.4%	29.2%

## 20 Point 9 - 12 HEDI Scale

Ineffective	0				≤	2
Ineffective	1	>	2	and	≤	4
Ineffective	2	>	4	and	≤	6
Developing	3	>	6	and	≤	8
Developing	4	>	8	and	≤	10
Developing	5	>	10	and	≤	12
Developing	6	>	12	and	≤	14
Developing	7	>	14	and	≤	16
Developing	8	>	16	and	≤	18
Effective	9	>	18	and	≤	20
Effective	10	>	20	and	≤	22
Effective	11	>	22	and	≤	24
Effective	12	>	24	and	≤	26
Effective	13	>	26	and	≤	31
Effective	14	>	31	and	≤	36
Effective	15	>	36	and	≤	41
Effective	16	>	41	and	≤	46
Effective	17	>	46	and	≤	51
Highly Effective	18	>	51	and	≤	53
Highly Effective	19	>	53	and	≤	55
Highly Effective	20	>	55			

# Principal Improvement Plan

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement (to indicate that the principal made improvements):

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

Year	2002	2003	2004	2005	2006	2007
Mathematics 4 Number Tested					135	164
% Mastery					31	37
Product (# Tested * % Mastery)					4185	6068
NYS Mathematics 4 % Mastery					26	28
Mathematics 5 Number Tested					173	138
% Mastery					28	20
Product (# Tested * % Mastery)					4844	2760
NYS Mathematics 5 % Mastery					19	22
Mathematics 6 Number Tested					157	177
% Mastery					25	23
Product (# Tested * % Mastery)					3925	4071
NYS Mathematics 6 % Mastery					13	20
Mathematics 7 Number Tested					188	161
% Mastery					17	19
Product (# Tested * % Mastery)					3196	3059
NYS Mathematics 7 % Mastery					12	18
Mathematics 8 Number Tested					181	183
% Mastery					11	5
Product (# Tested * % Mastery)					1991	915
NYS Mathematics 8 % Mastery					10	12
MCS Mathematics Mean Mastery 26.9%						

Year	2002	2003	2004	2005	2006	2007
Science 4 Number Tested					134	164
% Mastery					45	66
Product (# Tested * % Mastery)					6030	10824
NYS Science 4 % Mastery					49	49
Science 8 Number Tested					180	182
% Mastery					38	47
Product (# Tested * % Mastery)					6840	8554
NYS Science 8 % Mastery					18	24
Overall MCS Science Mastery 55.2%						

NYS Average Mastery 12 Exams	23.2	Ineffective	0	
	52.3	Ineffective	1	>
	15.7	Ineffective	2	>
	24.5	Developing	3	>

23.3	Developing	4	>
25.2	Developing	5	>
28.5	Developing	6	>
5.3	Developing	7	>
6.5	Developing	8	>
7.7	Effective	9	>
9.3	Effective	10	>
6.7	Effective	11	>
19.02	Effective	12	>
	Effective	13	>
	Effective	14	>
	Effective	15	>
	Effective	16	>
	Effective	17	>
	Highly Effective	18	>
	Highly Effective	19	>
	Highly Effective	20	>

Verification of 6 Year Trend Data by year

2006	1197	2768	2945	3008	1260
	133	173	155	188	180
	9	12	12	8	5
2007	1956	690	1424	1782	1830
	163	138	178	162	183
	8	7	9	6	6
2008	2772	1848	1104	724	2067
	154	168	138	181	159
	8	6	5	3	6
2009	2850	3234	2565	1260	708
	150	154	171	140	177
	7	14	9	7	5
2010	745	2480	2528	3612	1656
	149	155	158	172	138
	6	13	7	11	8
2011	1064	770	1449	825	338
	133	154	161	165	169
	2	4	4	4	2

2008	2009	2010	2011	Product Sum	Population	NYS Mean
155	149	149	132		884	
45	52	36	43			40.7
6975	7748	5364	5676	36016		
29	35	26	27			28.5
167	154	155	154		941	
38	51	18	20			29.4
6346	7854	2790	3080	27674		
27	36	24	23			25.2
137	171	158	162		962	
31	26	34	33			28.5
4247	4446	5372	5346	27407		
26	28	27	26			23.3
181	140	171	165		1006	
30	24	32	39			26.8
5430	3360	5472	6435	26952		
28	30	29	30			24.5
160	176	138	169		1007	
14	11	11	15			11.1
2240	1936	1518	2535	11135		
17	19	18	18			15.7
					4800	
				129184		26.9

2008	2009	2010	2011	Product Sum	Population	NYS Mean
153	150	150	133		884	
70	68	63	75			64.7%
10710	10200	9450	9975	57189		
50	59	55	52			52.3%
159	172	137	168		998	
63	47	47	40			46.7%
10017	8084	6439	6720	46654		
26	21	28	22			23.2%
					1882	
				103843		37.8%

7                    ≤            7  
 7    and            ≤            8  
 8    and            ≤            9  
 9    and            ≤            10

10	and	≤	11	
11	and	≤	12	
12	and	≤	13	
13	and	≤	14	
14	and	≤	15	
15	and	≤	16	
16	and	≤	17	
17	and	≤	18	
18	and	≤	19	
19	and	≤	20	NYS average of 19% would be 13 points
20	and	≤	21	
21	and	≤	23	
23	and	≤	24	
24	and	≤	25	MCS average of 25% would be 17 points
25	and	≤	26	
26	and	≤	27	
27				

4185	4844	3925	3196	1991	6030	6840	42189	21.0
135	173	157	188	181	134	180	1977	
26	19	13	12	10	49	18		16.1
6068	2760	4071	3059	915	10824	8554	43933	22
164	138	177	161	183	164	182	1993	
28	22	20	18	12	49	24		17.4
6975	6346	4247	5430	2240	10710	10017	54480	28.5
155	167	137	181	160	153	159	1912	
29	27	26	28	17	50	26		19.3
7748	7854	4446	3360	1936	1200	8084	45245	23.8
149	154	171	140	176	150	172	1904	
35	36	28	30	19	59	21		22.5
5364	2790	5372	5472	1518	9450	6439	47426	25.9
149	155	158	171	138	150	137	1830	
26	24	27	29	18	55	28		21.0
5676	3080	5346	6435	2535	9975	6720	44213	23.7
132	154	162	165	169	133	168	1865	
27	23	26	30	18	52	22		17.8

Marcellus Central  
School District

NYS APPR  
Local Achievement  
Mastery Trend Data

**2012 - 2013**

## KCH K – 3 Overview

The data that follows has been excerpted from the *Office of Information Reporting Systems on-line database (nySTART – New York State Testing and Accountability Reporting Tool)*. Unless otherwise noted, data is reported from *nySTART* system for the 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 school years. The data represented on these tables is from the actual statistical charts from the *on-line nySTART database*.

Worth noting is that all of this information can be authenticated and verified from the database available on the New York State Education Department (NYSED) website or from the earlier the Chapter 655 Report from NYSED to the Governor and Legislature of New York (Chapter 655 of the Laws of 1987 - which amended Section 215-1 of State Education Law - requires the Board of Regents and the State Education Department to submit an annual report to the Governor and the Legislature with respect to "enrollment trends; indicators of student achievement in reading, writing, mathematics, science, and vocational courses; graduation, college attendance and employment rates; as well as information concerning teacher and administrator preparation, turnover, in-service education and performance." The report consist of the Statewide Profile of the Educational System, which reports trends in New York State student enrollment, assessment performance, graduation, and postgraduate plans, teacher qualifications, and school expenditures, and the Statistical Profiles of Public School Districts, which reports these same data by county and district in tabular format. Beginning in 2007, data from the Statewide Profile of the Educational System are made available only through links to source materials available on other web sites).

In order to ascertain a trend in Marcellus Central School District performance, data was collected and analyzed for each of the two (2) NCLB Exams required for English/Language Arts and Mathematics from either the on-line database. **The longitudinal comparisons show the percent (%) of students at mastery (those scoring at level 4) and those scoring a passing grade (level 3 and 4) for the Grade 3 ELA and Mathematics Exams.** Additional data was collected regarding local sample size (the number of students who sat for the exam) and the New York State Average for Mastery (those scoring at 85% or higher). The data is represented in individual tables as illustrated below. The actual data follows on the second page of this document.

<i>Specific NCLB ELA or Mathematics Exam</i>						<i>Number Tested/%Mastery</i>			
<i>NYS %Mastery</i>									
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>

The final chart at the bottom of the second page represents the overall averages for mastery (25.3% for the Marcellus Central School District) and New York State (17.2%) using six year averaging. This information was used to benchmark the HEDI scale to measure local achievement. What is disconcerting about using only two years of data is that in the most recent year the mastery levels dropped off considerably from past trends. To compensate, in future APPRs, the six year averaging the school district will use the most current six years of data to calculate the NYS Average and the District Average.

<i>NCLB Grade 3 English/Language Arts</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	161/13%	152/24%	143/21%	144/17%	129/31%	140/9%	18.9%
N/A	N/A	N/A	N/A	7%	10%	12%	11%	17%	5%	10.3%

<i>NCLB Grade 3 Mathematics</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	160/31%	151/37%	145/36%	144/34%	129/32%	139/19%	31.6%
N/A	N/A	N/A	N/A	25%	29%	26%	27%	24%	13%	24.0%

<i>NCLB Grade 3 English/Language Arts</i>					<i>Number Tested/%Passing</i>					
<i>NYS %Passing</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	161/83%	152/87%	143/87%	144/86%	129/78%	140/86%	84.6%
N/A	N/A	N/A	N/A	69%	67%	70%	76%	55%	56%	65.5%

<i>NCLB Grade 3 Mathematics</i>					<i>Number Tested/%Passing</i>					
<i>NYS %Passing</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	160/91%	151/93%	145/94%	144/99%	129/71%	139/77%	88.0%
N/A	N/A	N/A	N/A	81%	85%	90%	93%	59%	60%	78.0%

<i>Grand Mean for the 2 NCLB Exams in ELA and Mathematics</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	321/54.5%	303/60.2%	288/59.5%	288/59.0%	258/53.0%	279/47.8%	55.8%
N/A	N/A	N/A	N/A	45.5%	47.8%	49.5%	51.8%	38.8%	33.5%	44.5%

## 20 Point K – 3 HEDI Scale

Ineffective	0				≤	5
Ineffective	1	>	5	and	≤	8
Ineffective	2	>	8	and	≤	11
Developing	3	>	11	and	≤	14
Developing	4	>	14	and	≤	17
Developing	5	>	17	and	≤	20
Developing	6	>	20	and	≤	23
Developing	7	>	23	and	≤	26
Developing	8	>	26	and	≤	29
Effective	9	>	29	and	≤	32
Effective	10	>	32	and	≤	35
Effective	11	>	35	and	≤	38
Effective	12	>	38	and	≤	41
Effective	13	>	41	and	≤	47
Effective	14	>	47	and	≤	50
Effective	15	>	50	and	≤	53
Effective	16	>	53	and	≤	55
Effective	17	>	55	and	≤	57
Highly Effective	18	>	57	and	≤	59
Highly Effective	19	>	59	and	≤	61
Highly Effective	20	>	61			

## DMS 4 – 8 Overview

The data that follows has been excerpted from the *Office of Information Reporting Systems on-line database (nySTART – New York State Testing and Accountability Reporting Tool)*. Unless otherwise noted, data is reported from *nySTART* system for the 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 school years. The data represented on these tables is from the actual statistical charts from the *on-line nySTART database*.

Worth noting is that all of this information can be authenticated and verified from the database available on the New York State Education Department (NYSED) website or from the earlier the Chapter 655 Report from NYSED to the Governor and Legislature of New York (Chapter 655 of the Laws of 1987 - which amended Section 215-1 of State Education Law - requires the Board of Regents and the State Education Department to submit an annual report to the Governor and the Legislature with respect to "enrollment trends; indicators of student achievement in reading, writing, mathematics, science, and vocational courses; graduation, college attendance and employment rates; as well as information concerning teacher and administrator preparation, turnover, in-service education and performance." The report consist of the Statewide Profile of the Educational System, which reports trends in New York State student enrollment, assessment performance, graduation, and postgraduate plans, teacher qualifications, and school expenditures, and the Statistical Profiles of Public School Districts, which reports these same data by county and district in tabular format. Beginning in 2007, data from the Statewide Profile of the Educational System are made available only through links to source materials available on other web sites).

In order to ascertain a trend in Marcellus Central School District performance, data was collected and analyzed for each of the twelve (12) NCLB Exams in English/Language Arts, Mathematics and Science in Grades 4 - 8 from either the on-line database. **The longitudinal comparisons show the percent (%) of students at mastery (those scoring at 3 or 4).** Additional data was collected regarding local sample size (the number of students who sat for the exam) and the New York State Average for Mastery (those scoring at 85% or higher). The data is represented in individual tables as illustrated below. The actual data follows on the second page of this document.

<i>Specific NCLB Exam in Grades 4 to 8</i>						<i>Number Tested/%Mastery</i>			
						<i>NYS %Mastery</i>			
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>

The final chart at the bottom of the second page represents the overall averages for mastery (25% for the Marcellus Central School District) and New York State (19.02%) using six year averaging. This information was used to benchmark the HEDI scale to measure local achievement. In the future, the school district will use the most recent six year's data to calculate the six-year averages (as new data becomes available).

<i>English/Language Arts 4</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	133/9%	163/12%	154/18%	150/19%	149/5%	133/8%	12.0%
N/A	N/A	N/A	N/A	9%	8%	8%	7%	6%	2%	6.7%

<i>English/Language Arts 5</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	173/16%	138/5%	168/11%	154/21%	155/16%	154/5%	12.5%
N/A	N/A	N/A	N/A	12%	7%	6%	14%	13%	4%	9.3%

<i>English/Language Arts 6</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	155/19%	178/8%	138/8%	171/15%	158/16%	161/9%	12.5%
N/A	N/A	N/A	N/A	12%	9%	5%	9%	7%	4%	7.7%

<i>English/Language Arts 7</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	188/16%	162/11%	181/4%	140/9%	172/21%	165/5%	11.1%
N/A	N/A	N/A	N/A	8%	6%	3%	7%	11%	4%	6.5%

<i>English/Language Arts 8</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	180/7%	183/10%	159/13%	177/4%	138/12%	169/2%	7.8%
N/A	N/A	N/A	N/A	5%	6%	6%	5%	8%	2%	5.3%

<b>Mathematics 4</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	135/31%	164/37%	155/45%	149/52%	149/36%	132/43%	40.7%
N/A	N/A	N/A	N/A	26%	28%	29%	35%	26%	27%	28.5%

<b>Mathematics 5</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	173/28%	138/20%	167/38%	154/51%	155/18%	154/20%	29.4%
N/A	N/A	N/A	N/A	19%	22%	27%	36%	24%	23%	25.2%

<b>Mathematics 6</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	157/25%	177/23%	137/31%	171/26%	158/34%	162/33%	28.5%
N/A	N/A	N/A	N/A	13%	20%	26%	28%	27%	26%	23.3%

<b>Mathematics 7</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	188/17%	161/19%	181/30%	140/24%	171/32%	165/39%	26.8%
N/A	N/A	N/A	N/A	12%	18%	28%	30%	29%	30%	24.5%

<b>Mathematics 8</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	181/11%	183/5%	160/14%	176/11%	138/11%	169/15%	11.1%
N/A	N/A	N/A	N/A	10%	12%	17%	19%	18%	18%	15.7%

<i>Science 4</i>										<i>Number Tested/%Mastery</i>
										<i>NYS %Mastery</i>
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	134/45%	164/66%	153/70%	150/68%	150/63%	133/75%	64.7%
N/A	N/A	N/A	N/A	49%	49%	50%	59%	55%	52%	52.3%

<i>Science 8</i>										<i>Number Tested/%Mastery</i>
										<i>NYS %Mastery</i>
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	180/38%	182/47%	159/63%	172/47%	137/47%	168/40%	46.7%
N/A	N/A	N/A	N/A	18%	24%	26%	21%	28%	22%	23.2%

<i>Grand Mean for the 12 NCLB Exams in Grades 4 through 8</i>										<i>Number Tested/%Mastery</i>
										<i>NYS %Mastery</i>
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	1977/21.3%	1993/22.0%	1912/28.5%	1904/23.8%	1830/25.9%	1865/23.7%	25.0%
N/A	N/A	N/A	N/A	16.1%	17.4%	19.3%	22.5%	21.0%	17.8%	19.0%

## 15 Point 4 – 8 Value Added HEDI Scale

Ineffective	0			≤	1
Ineffective	1	>	1	and	≤ 2
Ineffective	2	>	2	and	≤ 3
Developing	3	>	3	and	≤ 4
Developing	4	>	4	and	≤ 5
Developing	5	>	5	and	≤ 6
Developing	6	>	6	and	≤ 8
Developing	7	>	8	and	≤ 10
Effective	8	>	10	and	≤ 12
Effective	9	>	12	and	≤ 14
Effective	10	>	14	and	≤ 16
Effective	11	>	16	and	≤ 19
Effective	12	>	19	and	≤ 22
Effective	13	>	22	and	≤ 25
Highly Effective	14	>	25	and	≤ 27
Highly Effective	15	>	27		

## 20 Point 4 – 8 HEDI Scale

Ineffective	0				≤	7
Ineffective	1	>	7	and	≤	8
Ineffective	2	>	8	and	≤	9
Developing	3	>	9	and	≤	10
Developing	4	>	10	and	≤	11
Developing	5	>	11	and	≤	12
Developing	6	>	12	and	≤	13
Developing	7	>	13	and	≤	14
Developing	8	>	14	and	≤	15
Effective	9	>	15	and	≤	16
Effective	10	>	16	and	≤	17
Effective	11	>	17	and	≤	18
Effective	12	>	18	and	≤	19
Effective	13	>	19	and	≤	20
Effective	14	>	20	and	≤	21
Effective	15	>	21	and	≤	23
Effective	16	>	23	and	≤	24
Effective	17	>	24	and	≤	25
Highly Effective	18	>	25	and	≤	26
Highly Effective	19	>	26	and	≤	27
Highly Effective	20	>	27			

## SHS 9 – 12 Overview

The data that follows has been excerpted from the *Office of Information Reporting Systems on-line database (nySTART – New York State Testing and Accountability Reporting Tool)*. Unless otherwise noted, data is reported from *nySTART* system for the 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 school years. The data represented on these tables is from the actual statistical charts from the *on-line nySTART database*.

Worth noting is that all of this information can be authenticated and verified from the database available on the New York State Education Department (NYSED) website or from the earlier the Chapter 655 Report from NYSED to the Governor and Legislature of New York (Chapter 655 of the Laws of 1987 - which amended Section 215-1 of State Education Law - requires the Board of Regents and the State Education Department to submit an annual report to the Governor and the Legislature with respect to "enrollment trends; indicators of student achievement in reading, writing, mathematics, science, and vocational courses; graduation, college attendance and employment rates; as well as information concerning teacher and administrator preparation, turnover, in-service education and performance." The report consist of the Statewide Profile of the Educational System, which reports trends in New York State student enrollment, assessment performance, graduation, and postgraduate plans, teacher qualifications, and school expenditures, and the Statistical Profiles of Public School Districts, which reports these same data by county and district in tabular format. Beginning in 2007, data from the Statewide Profile of the Educational System are made available only through links to source materials available on other web sites).

In order to ascertain a trend in Marcellus Central School District performance, data was collected and analyzed for each of the five (5) Regents Exams required for high school graduation from either the on-line database or from the Chapter 655 Report. **The longitudinal comparisons show the percent (%) of students t mastery (those scoring at 85% or higher)**. Additional data was collected regarding local sample size (the number of students who sat for the exam) and the New York State Average for Mastery (those scoring at 85% or higher). The data is represented in individual tables as illustrated below. The actual data follows on the second page of this document.

<i>Specific Regents Exam required for Graduation</i>					<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>									
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005–2006</b>	<b>2006–2007</b>	<b>2007–2008</b>	<b>2008–2009</b>	<b>2009–2010</b>	<b>2010–2011</b>

The final chart at the bottom of the second page represents the overall averages for mastery (50.9% for the Marcellus Central School District) and New York State (29.2%) using ten year averaging. This information was used to benchmark the HEDI scale to measure local achievement. The data for the Mastery Levels (a score of 85% and above) in each of the five (5) Regents Exams required for graduation is corroborated by the Marcellus Central School District Graduation Rate data (listed below) which suggests that the Marcellus Central School District has historically and consistently prepared its graduates for their post-secondary experiences.

<i>Graduation Rates (Regents Diplomas/Advance Designation)</i>					<i>% Regents Diplomas/% Advance Designation</i>				
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005–2006</b>	<b>2006–2007</b>	<b>2007–2008</b>	<b>2008–2009</b>	<b>2009–2010</b>	<b>2010–2011</b>
76%/NA	75%/NA	73%/NA	92%/61%	94%/58%	97%/60%	95%/63%	94%/67%	98%/71%	99%/65%

As the current APPR is valid for the 2012-13 school year, the ten years being averaged begin in 2001-2002 and end with 2010-2011. When the APPR is renewed, it is our understanding that subsequent years will utilize a new ten-year average. For example, it is assumed in 2013-2014, the ten years being averaged will begin in 2002-2003 and end in 2011-2012.

<i>High School English Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
161/37%	150/42%	162/51%	172/42%	159/60%	166/52%	170/54%	171/55%	178/49%	161/65%	50.7%
34%	34%	38%	33%	32%	30%	33%	33%	35%	37%	33.9%

<i>High School Integrated Algebra Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
N/A	N/A	N/A	N/A	N/A	N/A	180/29%	177/20%	166/20%	150/29%	24.4%
N/A	N/A	N/A	N/A	N/A	N/A	18%	15%	15%	17%	16.3%

<i>High School Global History Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
155/45%	169/49%	173/55%	152/56%	185/64%	179/47%	196/51%	189/60%	168/57%	181/52%	53.7%
23%	28%	32%	29%	30%	24%	28%	30%	29%	27%	28.0%

<i>High School U.S. History Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
174/40%	159/58%	162/62%	169/60%	159/69%	176/69%	169/70%	173/70%	183/65%	163/58%	62.1%
27%	39%	41%	42%	46%	42%	47%	43%	44%	44%	41.5%

<i>High School Living Environment (Biology) Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
149/38%	190/39%	166/36%	151/44%	165/44%	171/36%	173/47%	235/62%	196/64%	149/57%	45.5%
25%	24%	24%	25%	23%	22%	26%	29%	31%	32%	26.1%

<i>Grand Mean for the 5 Regents Exams required for Graduation</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
639/40.0%	668/46.7%	663/51.0%	644/50.5%	668/59.3%	692/51.1%	888/50.0%	945/53.9%	891/51.7%	804/52.5%	50.9%
27.3%	31.3%	33.8%	32.3%	32.8%	29.5%	30.4%	30.0%	30.8%	31.4%	29.2%

## 20 Point 9 - 12 HEDI Scale

Ineffective	0				≤	2
Ineffective	1	>	2	and	≤	4
Ineffective	2	>	4	and	≤	6
Developing	3	>	6	and	≤	8
Developing	4	>	8	and	≤	10
Developing	5	>	10	and	≤	12
Developing	6	>	12	and	≤	14
Developing	7	>	14	and	≤	16
Developing	8	>	16	and	≤	18
Effective	9	>	18	and	≤	20
Effective	10	>	20	and	≤	22
Effective	11	>	22	and	≤	24
Effective	12	>	24	and	≤	26
Effective	13	>	26	and	≤	31
Effective	14	>	31	and	≤	36
Effective	15	>	36	and	≤	41
Effective	16	>	41	and	≤	46
Effective	17	>	46	and	≤	51
Highly Effective	18	>	51	and	≤	53
Highly Effective	19	>	53	and	≤	55
Highly Effective	20	>	55			

Marcellus Central  
School District

NYS APPR  
Local Achievement  
Mastery Trend Data

**2012 - 2013**

## KCH K – 3 Overview

The data that follows has been excerpted from the *Office of Information Reporting Systems on-line database (nySTART – New York State Testing and Accountability Reporting Tool)*. Unless otherwise noted, data is reported from *nySTART* system for the 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 school years. The data represented on these tables is from the actual statistical charts from the *on-line nySTART database*.

Worth noting is that all of this information can be authenticated and verified from the database available on the New York State Education Department (NYSED) website or from the earlier the Chapter 655 Report from NYSED to the Governor and Legislature of New York (Chapter 655 of the Laws of 1987 - which amended Section 215-1 of State Education Law - requires the Board of Regents and the State Education Department to submit an annual report to the Governor and the Legislature with respect to "enrollment trends; indicators of student achievement in reading, writing, mathematics, science, and vocational courses; graduation, college attendance and employment rates; as well as information concerning teacher and administrator preparation, turnover, in-service education and performance." The report consist of the Statewide Profile of the Educational System, which reports trends in New York State student enrollment, assessment performance, graduation, and postgraduate plans, teacher qualifications, and school expenditures, and the Statistical Profiles of Public School Districts, which reports these same data by county and district in tabular format. Beginning in 2007, data from the Statewide Profile of the Educational System are made available only through links to source materials available on other web sites).

In order to ascertain a trend in Marcellus Central School District performance, data was collected and analyzed for each of the two (2) NCLB Exams required for English/Language Arts and Mathematics from either the on-line database. **The longitudinal comparisons show the percent (%) of students at mastery (those scoring at level 4) and those scoring a passing grade (level 3 and 4) for the Grade 3 ELA and Mathematics Exams.** Additional data was collected regarding local sample size (the number of students who sat for the exam) and the New York State Average for Mastery (those scoring at 85% or higher). The data is represented in individual tables as illustrated below. The actual data follows on the second page of this document.

<i>Specific NCLB ELA or Mathematics Exam</i>						<i>Number Tested/%Mastery</i>			
<i>NYS %Mastery</i>									
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>

The final chart at the bottom of the second page represents the overall averages for mastery (25.3% for the Marcellus Central School District) and New York State (17.2%) using six year averaging. This information was used to benchmark the HEDI scale to measure local achievement. What is disconcerting about using only two years of data is that in the most recent year the mastery levels dropped off considerably from past trends. To compensate, in future APPRs, the six year averaging the school district will use the most current six years of data to calculate the NYS Average and the District Average.

<i>NCLB Grade 3 English/Language Arts</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	161/13%	152/24%	143/21%	144/17%	129/31%	140/9%	18.9%
N/A	N/A	N/A	N/A	7%	10%	12%	11%	17%	5%	10.3%

<i>NCLB Grade 3 Mathematics</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	160/31%	151/37%	145/36%	144/34%	129/32%	139/19%	31.6%
N/A	N/A	N/A	N/A	25%	29%	26%	27%	24%	13%	24.0%

<i>NCLB Grade 3 English/Language Arts</i>					<i>Number Tested/%Passing</i>					
<i>NYS %Passing</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	161/83%	152/87%	143/87%	144/86%	129/78%	140/86%	84.6%
N/A	N/A	N/A	N/A	69%	67%	70%	76%	55%	56%	65.5%

<i>NCLB Grade 3 Mathematics</i>					<i>Number Tested/%Passing</i>					
<i>NYS %Passing</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	160/91%	151/93%	145/94%	144/99%	129/71%	139/77%	88.0%
N/A	N/A	N/A	N/A	81%	85%	90%	93%	59%	60%	78.0%

<i>Grand Mean for the 2 NCLB Exams in ELA and Mathematics</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	321/54.5%	303/60.2%	288/59.5%	288/59.0%	258/53.0%	279/47.8%	55.8%
N/A	N/A	N/A	N/A	45.5%	47.8%	49.5%	51.8%	38.8%	33.5%	44.5%

## 20 Point K – 3 HEDI Scale

Ineffective	0				≤	5
Ineffective	1	>	5	and	≤	8
Ineffective	2	>	8	and	≤	11
Developing	3	>	11	and	≤	14
Developing	4	>	14	and	≤	17
Developing	5	>	17	and	≤	20
Developing	6	>	20	and	≤	23
Developing	7	>	23	and	≤	26
Developing	8	>	26	and	≤	29
Effective	9	>	29	and	≤	32
Effective	10	>	32	and	≤	35
Effective	11	>	35	and	≤	38
Effective	12	>	38	and	≤	41
Effective	13	>	41	and	≤	47
Effective	14	>	47	and	≤	50
Effective	15	>	50	and	≤	53
Effective	16	>	53	and	≤	55
Effective	17	>	55	and	≤	57
Highly Effective	18	>	57	and	≤	59
Highly Effective	19	>	59	and	≤	61
Highly Effective	20	>	61			

## DMS 4 – 8 Overview

The data that follows has been excerpted from the *Office of Information Reporting Systems on-line database (nySTART – New York State Testing and Accountability Reporting Tool)*. Unless otherwise noted, data is reported from *nySTART* system for the 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 school years. The data represented on these tables is from the actual statistical charts from the *on-line nySTART database*.

Worth noting is that all of this information can be authenticated and verified from the database available on the New York State Education Department (NYSED) website or from the earlier the Chapter 655 Report from NYSED to the Governor and Legislature of New York (Chapter 655 of the Laws of 1987 - which amended Section 215-1 of State Education Law - requires the Board of Regents and the State Education Department to submit an annual report to the Governor and the Legislature with respect to "enrollment trends; indicators of student achievement in reading, writing, mathematics, science, and vocational courses; graduation, college attendance and employment rates; as well as information concerning teacher and administrator preparation, turnover, in-service education and performance." The report consist of the Statewide Profile of the Educational System, which reports trends in New York State student enrollment, assessment performance, graduation, and postgraduate plans, teacher qualifications, and school expenditures, and the Statistical Profiles of Public School Districts, which reports these same data by county and district in tabular format. Beginning in 2007, data from the Statewide Profile of the Educational System are made available only through links to source materials available on other web sites).

In order to ascertain a trend in Marcellus Central School District performance, data was collected and analyzed for each of the twelve (12) NCLB Exams in English/Language Arts, Mathematics and Science in Grades 4 - 8 from either the on-line database. **The longitudinal comparisons show the percent (%) of students at mastery (those scoring at 3 or 4).** Additional data was collected regarding local sample size (the number of students who sat for the exam) and the New York State Average for Mastery (those scoring at 85% or higher). The data is represented in individual tables as illustrated below. The actual data follows on the second page of this document.

<i>Specific NCLB Exam in Grades 4 to 8</i>						<i>Number Tested/%Mastery</i>			
						<i>NYS %Mastery</i>			
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>

The final chart at the bottom of the second page represents the overall averages for mastery (25% for the Marcellus Central School District) and New York State (19.02%) using six year averaging. This information was used to benchmark the HEDI scale to measure local achievement. In the future, the school district will use the most recent six year's data to calculate the six-year averages (as new data becomes available).

<i>English/Language Arts 4</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	133/9%	163/12%	154/18%	150/19%	149/5%	133/8%	12.0%
N/A	N/A	N/A	N/A	9%	8%	8%	7%	6%	2%	6.7%

<i>English/Language Arts 5</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	173/16%	138/5%	168/11%	154/21%	155/16%	154/5%	12.5%
N/A	N/A	N/A	N/A	12%	7%	6%	14%	13%	4%	9.3%

<i>English/Language Arts 6</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	155/19%	178/8%	138/8%	171/15%	158/16%	161/9%	12.5%
N/A	N/A	N/A	N/A	12%	9%	5%	9%	7%	4%	7.7%

<i>English/Language Arts 7</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	188/16%	162/11%	181/4%	140/9%	172/21%	165/5%	11.1%
N/A	N/A	N/A	N/A	8%	6%	3%	7%	11%	4%	6.5%

<i>English/Language Arts 8</i>					<i>Number Tested/%Mastery</i>					
<i>NYS %Mastery</i>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	180/7%	183/10%	159/13%	177/4%	138/12%	169/2%	7.8%
N/A	N/A	N/A	N/A	5%	6%	6%	5%	8%	2%	5.3%

<b>Mathematics 4</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	135/31%	164/37%	155/45%	149/52%	149/36%	132/43%	40.7%
N/A	N/A	N/A	N/A	26%	28%	29%	35%	26%	27%	28.5%

<b>Mathematics 5</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	173/28%	138/20%	167/38%	154/51%	155/18%	154/20%	29.4%
N/A	N/A	N/A	N/A	19%	22%	27%	36%	24%	23%	25.2%

<b>Mathematics 6</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	157/25%	177/23%	137/31%	171/26%	158/34%	162/33%	28.5%
N/A	N/A	N/A	N/A	13%	20%	26%	28%	27%	26%	23.3%

<b>Mathematics 7</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	188/17%	161/19%	181/30%	140/24%	171/32%	165/39%	26.8%
N/A	N/A	N/A	N/A	12%	18%	28%	30%	29%	30%	24.5%

<b>Mathematics 8</b>				<b>Number Tested/%Mastery</b>						
<b>NYS %Mastery</b>										
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>6 Year Averages</b>
N/A	N/A	N/A	N/A	181/11%	183/5%	160/14%	176/11%	138/11%	169/15%	11.1%
N/A	N/A	N/A	N/A	10%	12%	17%	19%	18%	18%	15.7%

<i>Science 4</i>										<i>Number Tested/%Mastery</i>
										<i>NYS %Mastery</i>
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	134/45%	164/66%	153/70%	150/68%	150/63%	133/75%	64.7%
N/A	N/A	N/A	N/A	49%	49%	50%	59%	55%	52%	52.3%

<i>Science 8</i>										<i>Number Tested/%Mastery</i>
										<i>NYS %Mastery</i>
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	180/38%	182/47%	159/63%	172/47%	137/47%	168/40%	46.7%
N/A	N/A	N/A	N/A	18%	24%	26%	21%	28%	22%	23.2%

<i>Grand Mean for the 12 NCLB Exams in Grades 4 through 8</i>										<i>Number Tested/%Mastery</i>
										<i>NYS %Mastery</i>
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	6 Year Averages
N/A	N/A	N/A	N/A	1977/21.3%	1993/22.0%	1912/28.5%	1904/23.8%	1830/25.9%	1865/23.7%	25.0%
N/A	N/A	N/A	N/A	16.1%	17.4%	19.3%	22.5%	21.0%	17.8%	19.0%

## 15 Point 4 – 8 Value Added HEDI Scale

Ineffective	0			≤	1
Ineffective	1	>	1	and	≤ 2
Ineffective	2	>	2	and	≤ 3
Developing	3	>	3	and	≤ 4
Developing	4	>	4	and	≤ 5
Developing	5	>	5	and	≤ 6
Developing	6	>	6	and	≤ 8
Developing	7	>	8	and	≤ 10
Effective	8	>	10	and	≤ 12
Effective	9	>	12	and	≤ 14
Effective	10	>	14	and	≤ 16
Effective	11	>	16	and	≤ 19
Effective	12	>	19	and	≤ 22
Effective	13	>	22	and	≤ 25
Highly Effective	14	>	25	and	≤ 27
Highly Effective	15	>	27		

## 20 Point 4 – 8 HEDI Scale

Ineffective	0				≤	7
Ineffective	1	>	7	and	≤	8
Ineffective	2	>	8	and	≤	9
Developing	3	>	9	and	≤	10
Developing	4	>	10	and	≤	11
Developing	5	>	11	and	≤	12
Developing	6	>	12	and	≤	13
Developing	7	>	13	and	≤	14
Developing	8	>	14	and	≤	15
Effective	9	>	15	and	≤	16
Effective	10	>	16	and	≤	17
Effective	11	>	17	and	≤	18
Effective	12	>	18	and	≤	19
Effective	13	>	19	and	≤	20
Effective	14	>	20	and	≤	21
Effective	15	>	21	and	≤	23
Effective	16	>	23	and	≤	24
Effective	17	>	24	and	≤	25
Highly Effective	18	>	25	and	≤	26
Highly Effective	19	>	26	and	≤	27
Highly Effective	20	>	27			

## SHS 9 – 12 Overview

The data that follows has been excerpted from the *Office of Information Reporting Systems on-line database (nySTART – New York State Testing and Accountability Reporting Tool)*. Unless otherwise noted, data is reported from *nySTART* system for the 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 school years. The data represented on these tables is from the actual statistical charts from the *on-line nySTART database*.

Worth noting is that all of this information can be authenticated and verified from the database available on the New York State Education Department (NYSED) website or from the earlier the Chapter 655 Report from NYSED to the Governor and Legislature of New York (Chapter 655 of the Laws of 1987 - which amended Section 215-1 of State Education Law - requires the Board of Regents and the State Education Department to submit an annual report to the Governor and the Legislature with respect to "enrollment trends; indicators of student achievement in reading, writing, mathematics, science, and vocational courses; graduation, college attendance and employment rates; as well as information concerning teacher and administrator preparation, turnover, in-service education and performance." The report consist of the Statewide Profile of the Educational System, which reports trends in New York State student enrollment, assessment performance, graduation, and postgraduate plans, teacher qualifications, and school expenditures, and the Statistical Profiles of Public School Districts, which reports these same data by county and district in tabular format. Beginning in 2007, data from the Statewide Profile of the Educational System are made available only through links to source materials available on other web sites).

In order to ascertain a trend in Marcellus Central School District performance, data was collected and analyzed for each of the five (5) Regents Exams required for high school graduation from either the on-line database or from the Chapter 655 Report. **The longitudinal comparisons show the percent (%) of students t mastery (those scoring at 85% or higher)**. Additional data was collected regarding local sample size (the number of students who sat for the exam) and the New York State Average for Mastery (those scoring at 85% or higher). The data is represented in individual tables as illustrated below. The actual data follows on the second page of this document.

<i>Specific Regents Exam required for Graduation</i>					<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>									
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005–2006</b>	<b>2006–2007</b>	<b>2007–2008</b>	<b>2008–2009</b>	<b>2009–2010</b>	<b>2010–2011</b>

The final chart at the bottom of the second page represents the overall averages for mastery (50.9% for the Marcellus Central School District) and New York State (29.2%) using ten year averaging. This information was used to benchmark the HEDI scale to measure local achievement. The data for the Mastery Levels (a score of 85% and above) in each of the five (5) Regents Exams required for graduation is corroborated by the Marcellus Central School District Graduation Rate data (listed below) which suggests that the Marcellus Central School District has historically and consistently prepared its graduates for their post-secondary experiences.

<i>Graduation Rates (Regents Diplomas/Advance Designation)</i>					<i>% Regents Diplomas/% Advance Designation</i>				
<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005–2006</b>	<b>2006–2007</b>	<b>2007–2008</b>	<b>2008–2009</b>	<b>2009–2010</b>	<b>2010–2011</b>
76%/NA	75%/NA	73%/NA	92%/61%	94%/58%	97%/60%	95%/63%	94%/67%	98%/71%	99%/65%

As the current APPR is valid for the 2012-13 school year, the ten years being averaged begin in 2001-2002 and end with 2010-2011. When the APPR is renewed, it is our understanding that subsequent years will utilize a new ten-year average. For example, it is assumed in 2013-2014, the ten years being averaged will begin in 2002-2003 and end in 2011-2012.

<i>High School English Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
161/37%	150/42%	162/51%	172/42%	159/60%	166/52%	170/54%	171/55%	178/49%	161/65%	50.7%
34%	34%	38%	33%	32%	30%	33%	33%	35%	37%	33.9%

<i>High School Integrated Algebra Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
N/A	N/A	N/A	N/A	N/A	N/A	180/29%	177/20%	166/20%	150/29%	24.4%
N/A	N/A	N/A	N/A	N/A	N/A	18%	15%	15%	17%	16.3%

<i>High School Global History Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
155/45%	169/49%	173/55%	152/56%	185/64%	179/47%	196/51%	189/60%	168/57%	181/52%	53.7%
23%	28%	32%	29%	30%	24%	28%	30%	29%	27%	28.0%

<i>High School U.S. History Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
174/40%	159/58%	162/62%	169/60%	159/69%	176/69%	169/70%	173/70%	183/65%	163/58%	62.1%
27%	39%	41%	42%	46%	42%	47%	43%	44%	44%	41.5%

<i>High School Living Environment (Biology) Regents</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
149/38%	190/39%	166/36%	151/44%	165/44%	171/36%	173/47%	235/62%	196/64%	149/57%	45.5%
25%	24%	24%	25%	23%	22%	26%	29%	31%	32%	26.1%

<i>Grand Mean for the 5 Regents Exams required for Graduation</i>						<i>Number Tested/%Mastery</i>				
<i>NYS %Mastery</i>										
2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	10 Year Averages
639/40.0%	668/46.7%	663/51.0%	644/50.5%	668/59.3%	692/51.1%	888/50.0%	945/53.9%	891/51.7%	804/52.5%	50.9%
27.3%	31.3%	33.8%	32.3%	32.8%	29.5%	30.4%	30.0%	30.8%	31.4%	29.2%

## 20 Point 9 - 12 HEDI Scale

Ineffective	0				≤	2
Ineffective	1	>	2	and	≤	4
Ineffective	2	>	4	and	≤	6
Developing	3	>	6	and	≤	8
Developing	4	>	8	and	≤	10
Developing	5	>	10	and	≤	12
Developing	6	>	12	and	≤	14
Developing	7	>	14	and	≤	16
Developing	8	>	16	and	≤	18
Effective	9	>	18	and	≤	20
Effective	10	>	20	and	≤	22
Effective	11	>	22	and	≤	24
Effective	12	>	24	and	≤	26
Effective	13	>	26	and	≤	31
Effective	14	>	31	and	≤	36
Effective	15	>	36	and	≤	41
Effective	16	>	41	and	≤	46
Effective	17	>	46	and	≤	51
Highly Effective	18	>	51	and	≤	53
Highly Effective	19	>	53	and	≤	55
Highly Effective	20	>	55			

Ineffective	0				<	20
Ineffective	1	≥	20	and	<	35
Ineffective	2	≥	35	and	<	50
Developing	3	≥	50	and	<	52
Developing	4	≥	52	and	<	54
Developing	5	≥	54	and	<	58
Developing	6	≥	58	and	<	62
Developing	7	≥	62	and	<	66
Developing	8	≥	66	and	<	70
Effective	9	≥	70	and	<	71
Effective	10	≥	71	and	<	72
Effective	11	≥	72	and	<	73
Effective	12	≥	73	and	<	76
Effective	13	≥	76	and	<	79
Effective	14	≥	79	and	<	81
Effective	15	≥	81	and	<	82
Effective	16	≥	82	and	<	83
Effective	17	≥	84	and	<	85
Highly Effective	18	≥	85	and	<	90
Highly Effective	19	≥	90	and	<	95
Highly Effective	20	≥	95			

**DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form**

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

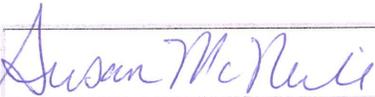
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

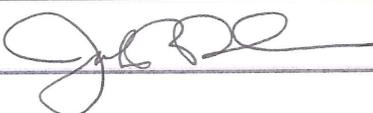
Superintendent Signature:      Date:

 12/10/12

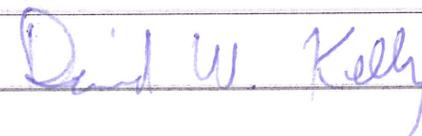
Teachers Union President Signature:      Date:

 12/10/12

Administrative Union President Signature:      Date:

 12/10/12

Board of Education President Signature:      Date:

 12/10/12