



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

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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November 30, 2012

Brian L. Conboy, Superintendent
Seaford Union Free School District
1600 Washington Avenue
Seaford, NY 11783

Dear Superintendent Conboy:

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: Thomas Rogers

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 Thursday, May 03, 2012

Updated Friday, November 16, 2012

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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 : 280206030000

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

280206030000

1.2) School District Name: SEAFORD UFSD

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

SEAFORD UFSD

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 Tuesday, May 22, 2012

Updated Friday, November 16, 2012

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	State-approved 3rd party assessment	STAR Reading Enterprise
1	State-approved 3rd party assessment	STAR Reading Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	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	A percentage of growth comparing the baseline and summative assessments will be established for the
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	teacher's roster. The principal and teacher will collaboratively develop the SLO target score for each subject for the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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	STAR Math Enterprise
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	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.	A percentage of growth comparing the baseline and summative assessments will be established for the teacher's roster. The principal and teacher will collaboratively develop the SLO target score for each subject for the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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	Seaford UFSD Developed Science 6 Assessment
7	District, regional or BOCES-developed assessment	Seaford UFSD Developed Science 7 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.	A percentage of growth comparing the baseline and summative assessments will be established for the teacher's roster. The principal and teacher will collaboratively develop the SLO target score for each subject for the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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	District, regional or BOCES-developed assessment	Seaford UFSD Developed Social Studies 6 Assessment
7	District, regional or BOCES-developed assessment	Seaford UFSD Developed Social Studies 7 Assessment
8	District, regional or BOCES-developed assessment	Seaford UFSD Developed Social Studies 8 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.	A percentage of growth comparing the baseline and summative assessments will be established for the teacher's roster. The principal and teacher will collaboratively develop the SLO target score for each subject for the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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	Seaford UFSD 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.	A percentage of growth comparing the baseline and summative assessments will be established for the teacher's roster. The principal and teacher will collaboratively develop the SLO target score for each subject for the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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.	A percentage of growth comparing the baseline and summative assessments will be established for the teacher's roster. The principal and teacher will collaboratively develop the SLO target score for each subject for the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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.	A percentage of growth comparing the baseline and summative assessments will be established for the teacher's roster. The principal and teacher will collaboratively develop the SLO target score for each subject for the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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	Seaford UFSD Developed ELA 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Seaford UFSD Developed ELA 10 Assessment
Grade 11 ELA	Regents assessment	ELA Regents Exam

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.	A percentage of growth comparing the baseline and summative assessments will be established for the teacher's roster. The principal and teacher will collaboratively develop the SLO target score for each subject for the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
Elementary Art	District, Regional or BOCES-developed	Seaford UFSD Developed Elementary Art Assessment

Elementary Physical Education	District, Regional or BOCES-developed	Seaford UFSD Developed Elementary Physical Education Assessment
Elementary Music	District, Regional or BOCES-developed	Seaford UFSD Developed Elementary Music Assessment
Elementary Speech	District, Regional or BOCES-developed	Seaford UFSD Developed Elementary Speech Assessment
Elementary Reading-Rtl	State Assessment	State Assessment- ELA as appropriate
Elementary Math Lab	State Assessment	State Assessment- Math as appropriate
Ungraded Primary 1	District, Regional or BOCES-developed	Seaford UFSD Developed Ungraded Primary 1 Assessment
Ungraded Primary 2	District, Regional or BOCES-developed	SeafordUFSD Developed Ungraded Primary 2 Assessment
Student Support Class K-1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
Student Support Class Grade 2	State-approved 3rd party assessment	STAR Reading/Math Enterprise
Student Support Class Grade 3	State Assessment	3rd Grade State Assessments in ELA and Math
Elementary Band	District, Regional or BOCES-developed	Seaford UFSD Developed Elementary Band Assessment
Elementary ESL	State Assessment	NYSESLAT
Grade 6 Art	District, Regional or BOCES-developed	Seaford UFSD Developed Grade 6 Art Assessment
Grade 7 Art	District, Regional or BOCES-developed	Seaford UFSD Developed Grade 7 Art Assessment
Grade 6 Music	District, Regional or BOCES-developed	Seaford UFSD Developed Grade 6 Music Assessment
Grade 6 Band	District, Regional or BOCES-developed	Seaford UFSD Developed Grade 6 Band Assessment
Grade 7 Band	District, Regional or BOCES-developed	Seaford UFSD Developed Grade 7 Band Assessment
Grade 8 Band	District, Regional or BOCES-developed	Seaford UFSD Developed Grade 8 Band Assessment

For all other courses, as applicable: 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.	A percentage of growth comparing the baseline and summative assessments will be established for the teacher's roster. The principal and teacher will collaboratively develop the SLO target score for each subject for the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

Effective (9 - 17 points) Results meet District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

[assets/survey-uploads/5364/132084-avH4IQNZMh/APPR Application Part 2 All Other Courses\[1\]_1.doc](#)

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 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/5364/132084-TXEttx9bQW/Variable Target calculator.xlsx](#)

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.

No Controls

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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	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 Tuesday, May 22, 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	3) Teacher specific achievement or growth score computed locally	NYS ELA 4
5	3) Teacher specific achievement or growth score computed locally	NYS ELA 5
6	3) Teacher specific achievement or growth score computed locally	NYS ELA 6
7	3) Teacher specific achievement or growth score computed locally	NYS ELA 7
8	3) Teacher specific achievement or growth score computed locally	NYS ELA 8

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.	A percentage of students achieving proficiency on the negotiated assessments will be established for the teacher's roster. Proficiency shall be defined as level 3 and 4 on assessments graded on a 4 point scale, 65% or better on assessments graded on a 100 point scale, and 25th percentile or better on the STAR 3rd party assessment. The principal and teacher will collaboratively establish a target score for each subject at the mid-point of the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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
4	3) Teacher specific achievement or growth score computed locally	NYS Math 4
5	3) Teacher specific achievement or growth score computed locally	NYS Math 5
6	3) Teacher specific achievement or growth score computed locally	NYS Math 6
7	3) Teacher specific achievement or growth score computed locally	NYS Math 7
8	3) Teacher specific achievement or growth score computed locally	NYS Math 8

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.

<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 3.3, below.</p>	<p>A percentage of students achieving proficiency on the negotiated assessments will be established for the teacher's roster. Proficiency shall be defined as level 3 and 4 on assessments graded on a 4 point scale, 65% or better on assessments graded on a 100 point scale, and 25th percentile or better on the STAR 3rd party assessment. The principal and teacher will collaboratively establish a target score for each subject at the mid-point of the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.</p>

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/5139/132086-rhJdBgDruP/Variable Target calculator_1.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	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Reading Enterprise
2	4) State-approved 3rd party assessments	STAR Reading Enterprise
3	3) Teacher specific achievement or growth score computed locally	NYS ELA 3

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.	A percentage of students achieving proficiency on the negotiated assessments will be established for the teacher's roster. Proficiency shall be defined as level 3 and 4 on assessments graded on a 4 point scale, 65% or better on assessments graded on a 100 point scale, and 25th percentile or better on the STAR 3rd party assessment. The principal and teacher will collaboratively establish a target score for each subject at the mid-point of the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	3) Teacher specific achievement or growth score computed locally	NYS Math 3

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.	A percentage of students achieving proficiency on the negotiated assessments will be established for the teacher's roster. Proficiency shall be defined as level 3 and 4 on assessments graded on a 4 point scale, 65% or better on assessments graded on a 100 point scale, and 25th percentile or better on the STAR 3rd party assessment. The principal and teacher will collaboratively establish a target score for each subject at the mid-point of the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed Science 6 Assessment
7	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed Science 7 Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Science 8

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 this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A percentage of students achieving proficiency on the negotiated assessments will be established for the teacher's roster. Proficiency shall be defined as level 3 and 4 on assessments graded on a 4 point scale, 65% or better on assessments graded on a 100 point scale, and 25th percentile or better on the STAR 3rd party assessment. The principal and teacher will collaboratively establish a target score for each subject at the mid-point
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of the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)

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

See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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

See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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

See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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

See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed SS 6 Assessment
7	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed SS 7 Assessment
8	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed SS 8 Assessment

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.

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.

A percentage of students achieving proficiency on the negotiated assessments will be established for the teacher's roster. Proficiency shall be defined as level 3 and 4 on assessments graded on a 4 point scale, 65% or better on assessments graded on a 100 point scale, and 25th percentile or better on the STAR 3rd party assessment. The principal and teacher will collaboratively establish a target score for each subject at the mid-point of the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed SS 9 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global History Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	NYS US History Regents Exam

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.

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.	A percentage of students achieving proficiency on the negotiated assessments will be established for the teacher's roster. Proficiency shall be defined as level 3 and 4 on assessments graded on a 4 point scale, 65% or better on assessments graded on a 100 point scale, and 25th percentile or better on the STAR 3rd party assessment. The principal and teacher will collaboratively establish a target score for each subject at the mid-point of the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents

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.	A percentage of students achieving proficiency on the negotiated assessments will be established for the teacher's roster. Proficiency shall be defined as level 3 and 4 on assessments graded on a 4 point scale, 65% or better on assessments graded on a 100 point scale, and 25th percentile or better on the STAR 3rd party assessment. The principal and teacher will collaboratively establish a target score for each subject at the mid-point of the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached
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	table.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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	3) Teacher specific achievement or growth score computed locally	NYS Algebra I Regents
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents

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.	A percentage of students achieving proficiency on the negotiated assessments will be established for the teacher's roster. Proficiency shall be defined as level 3 and 4 on assessments graded on a 4 point scale, 65% or better on assessments graded on a 100 point scale, and 25th percentile or better on the STAR 3rd party assessment. The principal and teacher will collaboratively establish a target score for each subject at the mid-point of the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed ELA 9 Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed ELA 10 Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS ELA Regents

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.	A percentage of students achieving proficiency on the negotiated assessments will be established for the teacher's roster. Proficiency shall be defined as level 3 and 4 on assessments graded on a 4 point scale, 65% or better on assessments graded on a 100 point scale, and 25th percentile or better on the STAR 3rd party assessment. The principal and teacher will collaboratively establish a target score for each subject at the mid-point of the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
---	--

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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
Elementary Art	5) District/regional/BOCES—developed	Seaford UFSD Developed Elementary Art Assessment
Elementary Physical Education	5) District/regional/BOCES—developed	Seaford UFSD Developed Elementary Physical Education Assessment
Elementary Music	5) District/regional/BOCES—developed	Seaford UFSD Developed Elementary Music Assessment
Elementary Reading-RTI	6(ii) School wide measure computed locally	NYS ELA 3,4,5
Elementary Math Lab	6(ii) School wide measure computed locally	NYS Math 3,4,5
Ungraded Primary 1	5) District/regional/BOCES—developed	Seaford UFSD Developed UP I Assessment
Ungraded Primary 2	5) District/regional/BOCES—developed	Seaford UFSD Developed UP II Assessment
Student Support Class K-1	4) State-approved 3rd party	STAR Early Literacy Enterprise
Student Support Class Grade 2	4) State-approved 3rd party	STAR Reading/Math Enterprise
Student Support Class Grade 3	1) Change in % of student performance level on State	NYS ELA 3
Elementary Band	5) District/regional/BOCES—developed	Seaford UFSD Developed Elementary Band Assessment
Elementary ESL	3) Teacher specific achievement/growth score computed locally	NYSESLAT
Grade 6 Art	5) District/regional/BOCES—developed	Seaford UFSD Developed Grade 6 Art Assessment
Grade 7 Art	5) District/regional/BOCES—developed	Seaford UFSD Developed Grade 7 Art Assessment

Grade 6 Music	5) District/regional/BOCES–developed	Seaford UFSD Developed Grade 6 Music Assessment
Grade 7 Music	5) District/regional/BOCES–developed	Seaford UFSD Developed Grade 7 Music Assessment
Grade 7 Band	5) District/regional/BOCES–developed	Seaford UFSD Developed Grade 7 Band Assessment
Grade 8 Band	5) District/regional/BOCES–developed	Seaford UFSD Developed Grade 8 Band Assessment

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.

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.	A percentage of students achieving proficiency on the negotiated assessments will be established for the teacher's roster. Proficiency shall be defined as level 3 and 4 on assessments graded on a 4 point scale, 65% or better on assessments graded on a 100 point scale, and 25th percentile or better on the STAR 3rd party assessment. The principal and teacher will collaboratively establish a target score for each subject at the mid-point of the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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)

[assets/survey-uploads/5139/132086-Rp00l6pk1T/APPR Application Part 3 All Other Courses\[1\]_1.doc](#)

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.

(No response)

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.

No Controls

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.

For teachers with more than one locally selected measure the percentage of students contributing to the teachers HEDI score will equate equally to the percentage of the total points related to the 15 or 20 point rating. For example, if a teacher has one group of students totaling 75 for which a locally selected measure must be used and a second group totaling 25, 75% of the 15 or 20 points will be tied to the first local measure and 25% to the second.

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 Tuesday, May 22, 2012

Updated Friday, November 16, 2012

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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 (2012 Edition)

(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]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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.

A minimum of forty points within the 60 points will be attributable to classroom observation. Up to twenty of the 60 points will be attributable to other evidence provided by teachers to their supervisor including specific artifacts related to the teaching standards.

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.

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.	A teacher who demonstrates mastery of the seven teaching standards through lesson observation and artifact collection.
Effective: Overall performance and results meet NYS Teaching Standards.	A teacher who demonstrates proficiency of the seven teaching standards through lesson observation and artifact collection.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A teacher who demonstrates they are progressing toward proficiency in the seven teaching standards through lesson observation and artifact collection.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A teacher who demonstrates an unsatisfactory level of proficiency in the seven teaching standards through lesson observation and artifact collection.

Provide the ranges for the 60-point scoring bands.

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

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	1
4.6) Observations of Probationary Teachers Enter Total	3

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	1
4.7) Observations of Tenured Teachers Total	2

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 Thursday, May 03, 2012

Updated Friday, November 16, 2012

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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 Tuesday, May 22, 2012

Updated Friday, November 16, 2012

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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/5265/132099-Df0w3Xx5v6/Teacher Improvement Plan Form.docx](#)

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 shall be limited, after the composite score has been received, to annual teacher evaluation ratings of Developing or Ineffective only. The appeals process shall be in place as long as Brian L. Conboy is serving as the Superintendent of Schools in Seaford. Should Brian L. Conboy no longer serve as the Superintendent of Schools in Seaford, the plan shall remain in place until such time as the parties can reconvene to renegotiate the appeals process, and the new plan is approved.

Each teacher's score and rating on the locally-selected measures sub-component (if available) and on the the other measures of effectiveness sub-component must be computed and provided to the teacher in writing no later than the last day of teacher attendance. The entire evaluation must be completed and provided to 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.

Within fifteen school calendar days a teacher who has received a rating of ineffective or developing may submit in writing to the Principal artifacts and evidence reflecting their work throughout the evaluated year. Within five school calendar days the Principal will issue his/her decision on whether a change in the evaluation is deemed appropriate.

Within five school calendar days of receiving the principal's decision of Ineffective or Developing the teacher may appeal that evaluation to the Superintendent of Schools in writing. The appeal shall state:

1. The substance of the APPR.
 2. The school district's adherence to the standards and methodologies required for such reviews pursuant to 3012(c) of the education law.
 3. The school district's adherence to the Regulations of the Commissioner and compliance with applicable locally negotiated procedures.
 4. The school district's issuance and/or implementation of the terms of the teacher's improvement plan.
- Any issue not raised in the appeal shall be deemed waived.

The Superintendent shall issue a written determination related to the appeal within five school calendar days. The decision of the Superintendent shall not be grievable or arbitrable. The timeframes above may be modified upon mutual agreement of the parties. All steps in this process shall be completed in a timely and expeditious manner.

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.

The Superintendent and Assistant Superintendent for Curriculum, Instruction and Personnel have received Lead Evaluator Training from Nassau BOCES during the 11-12 school year. This included five full day workshops. The building principals, assistant principals and the Director of Special Services have received a combination of direct training from Nassau BOCES and turnkey training from Seaford's Lead evaluators (Superintendent and Assistant Superintendent for Curriculum, Instruction and Personnel) during the 11-12 school year. This totaled seven separate training sections. This training has included examination of the NYSUT rubric and its effective use as an evaluative tool. Inter-rater reliability was part of the training but will also be continually reassessed through discussions by trained district personnel who have observation and evaluation responsibility. It is the intention of the Seaford School District to utilize future training sessions offered by Nassau BOCES to remain current and certified with regard to APPR. Seaford will take part in ongoing training for the certification and/or recertification for all evaluators on an annual basis.

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

-
- Checked
-

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 Tuesday, May 22, 2012

Updated Friday, October 12, 2012

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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):

Seaford Harbor Elementary K-5
Seaford Manor Elementary K-5
Seaford Middle School 6-8
Seaford High School 9-12
(No response)
(No response)
(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

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.	NA
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	NA

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.

(No response)

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.

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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	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
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 Tuesday, May 22, 2012

Updated Tuesday, November 27, 2012

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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
K-5	(a) achievement on State assessments	NYS ELA and Math Grades 4 and 5
6-8	(a) achievement on State assessments	NYS ELA and Math Grades 6, 7, 8
9-12	(f) % of students with advanced Regents or honors	Analysis of Advanced Regents Diploma as compared to NYS

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>FOR ELEMENTARY AND MIDDLE SCHOOL PRINCIPALS: A percentage above the NYS average of students achieving proficiency on the negotiated assessments will be established for the principal in collaboration with the lead evaluator. Proficiency is defined as either a level 3 or 4 on state assessments. FOR HIGH SCHOOL PRINCIPAL: A percentage above the NYS average for Advanced Regents diploma rates will be used for the evaluation. A target score for each assessed indicator defined above will be established collaboratively with the lead evaluator for the mid-point of the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See the table contained in this section for the specific district adopted percentages/expectations aligned to the HEDI bands.</p>

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the table contained in this section for the specific district adopted percentages/expectations aligned to the HEDI bands.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the table contained in this section for the specific district adopted percentages/expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the table contained in this section for the specific district adopted percentages/expectations aligned to the HEDI bands.

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)

(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/5366/132101-qBFVOWF7fC/Variable Target calculator_1.xlsx](#)

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

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.	NA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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.

(No response)

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.

No controls.

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.

NA

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 Tuesday, May 22, 2012

Updated Friday, November 16, 2012

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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.

Marshall's Principal Evaluation 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]	60
---	----

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.	0
--	---

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	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

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.

Principals will be able to garner a minimum of 31 points from observations by a trained supervisor. A maximum of 29 points will be attributable to anecdotal and artifact evidence provided by the principal. Please refer to the entire attached Marshall Plan APPR form.

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.

assets/survey-uploads/5143/132103-pMADJ4gk6R/Copy of Marshall Plan APPR (4) 10-2-12 Revised MAS.xlsx

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 highly effective principal demonstrates a mastery level of the six domains detailed in the Marshall Principal Evaluation Rubric.
Effective: Overall performance and results meet standards.	An effective principal demonstrates a solid, expected professional performance level of the six domains detailed in the Marshall Principal Evaluation Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	A developing principal demonstrates progress toward an effective level of performance in the six domains detailed in the Marshall Principal Evaluation Rubric.
Ineffective: Overall performance and results do not meet standards.	A ineffective principal demonstrates an unsatisfactory level of performance in the six domains detailed in the Marshall Principal Evaluation Rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
------------------	-------

Effective	57-58
Developing	40-56
Ineffective	0-39

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	3
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Friday, November 16, 2012

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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	40-56
Ineffective	0-39

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

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Updated Friday, November 16, 2012

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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/5276/132105-Df0w3Xx5v6/Principal Improvement Plan-Seafood_1.pdf](assets/survey-uploads/5276/132105-Df0w3Xx5v6/Principal%20Improvement%20Plan-Seafood_1.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:

Appeals shall be limited, after the composite score has been received, to annual principal evaluation ratings of Developing or Ineffective only. The appeals process shall be in place as long as Brian L. Conboy is serving as the Superintendent of Schools in Seaford. Should Brian L. Conboy no longer serve as the Superintendent of Schools in Seaford, the plan shall remain in place until such time as the parties can reconvene to renegotiate the appeals process, and the new plan is approved.

A draft of the annual evaluation shall be given to the principal at a meeting between the principal and the Assistant Superintendent of

Schools for Curriculum, Instruction and Personnel.

Within ten school calendar days a principal will submit in writing to the Assistant Superintendent for Curriculum, Instruction and Personnel, artifacts and evidence reflecting their work throughout the evaluated year. Within five school calendar days the Assistant Superintendent of Schools for Curriculum, Instruction and Personnel will issue the final evaluation.

Within five school calendar days of receiving a final evaluation of Ineffective or Developing a principal may appeal that evaluation to the Superintendent of Schools in writing. The appeal shall state:

- 1. The substance of the APPR.*
- 2. The school district's adherence to the standards and methodologies required for such reviews pursuant to 3012(c) of the education law.*
- 3. The school district's adherence to the Regulations of the Commissioner and compliance with applicable locally negotiated procedures.*
- 4. The school district's issuance and/or implementation of the terms of the principal's improvement plan.*

Any issue not raised in the appeal shall be deemed waived.

The Superintendent shall issue a written determination related to the appeal within five school calendar days. The decision of the Superintendent shall not be grievable, arbitrable, nor reviewable in any other forum. The timeframes above may be modified upon mutual agreement of the parties. All steps in this process shall be completed in a timely and expeditious manner.

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.

The Superintendent and Assistant Superintendent for Curriculum, Instruction and Personnel have received Lead Evaluator Training from Nassau BOCES. This training has included five full-day sessions during which there was extensive examination of the Marshall rubric and its effective use as an evaluative tool. Inter-rater reliability was part of their training and will be continually reassessed through discussions of trained Central Office personnel. Certification and recertification of lead evaluators in Seaford will take place in partnership with Nassau BOCES.

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 Tuesday, May 22, 2012

Updated Thursday, November 29, 2012

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/5581/132106-3Uqgn5g9Iu/Seaford Certification Form 11.29.12.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.

Form 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above."

	Course(s) or Subject(s)	Option	Assessment
	Grade 7 General Music	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Seaford UFSD Developed Grade 7 Music Assessment
	Grade 6 Chorus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Seaford UFSD Developed Grade 6 Chorus Assessment
	Grade 7/8 Chorus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Seaford UFSD Developed Grade 7/8 Chorus Assessment
	Grade 6 Computer	<input type="radio"/> State Assessment	Seaford UFSD Developed Grade 6 Computer Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Family and Consumer Science 6	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Grade 6 Family and Consumer Science Assessment
Family and Consumer Science 7	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Grade 7 Family and Consumer Science Assessment
Grade 7 Health	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Grade 7 Health Assessment
Grade 6 Foreign Cultures	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Grade 6 Foreign Cultures

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Assessment
Grade 6 Physical Education	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Grade 6 Physical Education Assessment
Grade 7 Spanish	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Grade 7 Spanish Assessment
Grade 7 French	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Grade 7 French Assessment
Grade 7 Physical Education	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Grade 7 Physical Education

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Assessment
Grade 8 Physical Education	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Grade 8 Physical Education Assessment
Foreign Cultures 6	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Grade 6 Foreign Cultures Assessment
MS Resource Room	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	State Assessments- NYS ELA and Math grades 6, 7, or 8 as appropriate for each student
Spanish 7	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Grade 7 Spanish Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Spanish 8	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Regionally Developed Foreign Language Association of Curriculum Supervisors (FLACS) Checkpoint A Exam-Spanish
French 7	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Grade 7 French Assessment
French 8	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Regionally Developed Foreign Language Association of Curriculum Supervisors (FLACS) Checkpoint A Exam-French
Technology Education 8	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Grade 8 Technology Education

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Assessment
Science 7 Enriched	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Grade 7 Enriched Science Assessment
Career Development Program-MS	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Middle School Career Development Program Assessment
Career Development Plan- HS	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed High School Career Development Program Assessment
English 12	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Grade 12 English Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Economics	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Economics Assessment
Participation in Government	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Participation in Government Assessment
Math 12	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Math 12 Assessment
Learning Lab-HS	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment 	State Regents exams appropriate to the student grade level and subject

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Resource Room- HS	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	State Regents exams appropriate to the student grade level and subject
Publications-HS	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Publications Assessment
Sociology	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Sociology Assessment
Psychology	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Psychology Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Participation in Government-SUPA	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Syracuse University Project Advanced Assessment
Psychology-SUPA	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Syracuse University Project Advanced Assessment
Economics-SUPA	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Syracuse University Project Advanced Assessment
Integrated Geometry Emphasized	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment 	Regents Exam-Integrated Geometry

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Integrated Algebra 2/Trigonometry Extended 1	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Integrated Algebra 2 Trigonometry Extended – Year 1 Assessment
Integrated Algebra 2/Trigonometry Extended 2	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Regents Exam Integrated Algebra Trigonometry
Pre-Calculus	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Pre- Calculus Assessment
Pre-Calculus-Advanced	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Pre-Calculus Advanced Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Calculus AB	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Calculus AB Assessment
Calculus BC	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Calculus BC Assessment
Biology AP	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Biology AP Assessment
Chemistry AP	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Chemistry AP Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
AP Physics B	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed AP Physics B Assessment
Human Anatomy and Physiology	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Human Anatomy and Physiology Assessment
Marine Biology	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Marine Biology Assessment
Forensic Science	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Forensic Science Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
The Oceans	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed The Oceans Assessment
French 2	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed French 2 Assessment
French 3	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Regionally Developed Foreign Language Association of Chairpersons and Supervisors Checkpoint B exam in French
French AP	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed French AP Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Spanish 1	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Spanish 1 Assessment
Spanish 2	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Spanish 2 Assessment
Spanish 3	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Regionally Developed Foreign Language Association of Chairpersons and Supervisor Checkpoint B Exam in Spanish
Spanish AP	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Spanish AP Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Italian 3	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Regionally Developed Foreign Language Association of Chairpersons and Supervisors Check point B exam in Italian
Keyboarding for Business and College	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Keyboarding for Business and College Assessment
Computer Skills for College and Careers	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Computer Skills for College and Careers Assessment
Fashion Merchandizing	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Fashion Merchandizing

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Assessment
Career and Financial Management	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Career and Financial Management Assessment
Sports and Entertainment Marketing	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Sports and Entertainment Marketing Assessment
Marketing/Advertizing	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Marketing/Advertizing Assessment
Accounting	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Accounting

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Assessment
College Accounting	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed College Accounting Assessment
Business and Personal Law	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Business and Personal Law Assessment
Math and Finance Applications	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Math and Financial Applications Assessment
Intro to Software Development VB-1	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Intro to Software Development-

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	VB 1 Assessment
Pre- AP Computer Science Java-1	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Pre AP Computer Science JAVA 1 Assessment
Software Development VB-2	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Software Development VB- 2 Assessment
Electricity/Electronics	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Electricity/Electronics Assessment
Production Systems	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Production Systems Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Transportation Systems	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Transportation Systems Assessment
Architectural CAD	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Architectural CAD Assessment
Basic Car Care	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Basic Car Care Assessment
Photography 1	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Photography 1 Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State 	
Photography 2	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Photography 2 Assessment
Math/Science/Technology Principles	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Math/Science/Technology Principles Assessment
Intro to Art	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Intro to Art Assessment
Introduction to Media Arts	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Introduction to Media Arts

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Assessment
Computer Graphics 1	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Computer Graphics 1 Assessment
Computer Graphics 2	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Computer Graphics 2 Assessment
Graphic Design	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Graphic Design Assessment
Digital Film Production 1	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Digital Film Production 1 Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Drawing and Painting 1	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Drawing and Painting 1 Assessment
Drawing and Painting 2	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Drawing and Painting 2 Assessment
Sculpture	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Sculpture Assessment
AP Art/Drawing	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed AP Art/Drawing Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Health -HS	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed HS Health Assessment
Physical Education -HS	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed HS Physical Education Assessment
HS Mixed Chorus	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed HS Mixed Chorus Assessment
HS Chorale	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed HS Chorale Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Symphonic Band	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Symphonic Band Assessment
HS Concert Band	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed HS Concert Band Assessment
Music Theory 1	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seaford UFSD Developed Music Theory 1 Assessment
Music Theory 2	<ul style="list-style-type: none"> <input type="radio"/> State Assessment 	Seaford UFSD Developed Music Theory 2 Assessment

	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	
Literacy Workshop Grade 7	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Grade 7 ELA Assessment
Literacy Workshop Grade 8	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Grade 8 ELA Assessment

For all other courses, as applicable: 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.

<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 2.11.</p>	<p>A percentage of growth comparing the baseline and summative assessments will be established for the teacher's roster. The SLO will establish a target score for each subject for the Effective range. The Highly Effective, Developing and Ineffective scores will be derived from the Effective target using the explanations below. (See the attached table.)</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>A teacher who achieves more than 20% above the target growth on their SLO will be judged highly effective.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>A teacher who achieves the target of their SLO will receive 13 points and be judged at the midpoint of effective. A teacher who achieves within 20% above or below the target remains in the effective range.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>A teacher who achieves between 20 and 55% below the target growth of their SLO will be judged developing.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>A teacher who achieves more than 55% below the target growth of their SLO will be judged ineffective.</p>

HEDI Translation Template for Local Scores Counting as 15% of Component

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as a percent) in the green boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 8 to 13

11

Target Percent - as %

80%

Note: The point values and ranges on the HEDI point scale (from zero to

	HEDI Points	Percent Mastery Achieved	HEDI scores and Mastery Range		
Ineffective	0	0.00%	0.00%	to	8.12%
	1	8.13%	8.13%	to	16.24%
	2	16.25%	16.25%	to	24.37%
Developing	3	24.38%	24.38%	to	32.49%
	4	32.50%	32.50%	to	40.62%
	5	40.63%	40.63%	to	48.74%
	6	48.75%	48.75%	to	56.87%
	7	56.88%	56.88%	to	64.99%
Effective	8	65.00%	65.00%	to	69.99%
	9	70.00%	70.00%	to	74.99%
	10	75.00%	75.00%	to	79.99%
	11	80.00%	80.00%	to	84.99%
	12	85.00%	85.00%	to	89.99%
	13	90.00%	90.00%	to	94.99%
Highly Effective	14	95.00%	95.00%	to	97.50%
	15	100.00%	97.51%	to	100.00%

This template trans shown in columns l target required for selected.

HEDI scores in the ‘ defined by the num selected and 100%. four equal steps to Effective” and “Eff between the Anchr

HEDI scores in the defined by the eigh diminished by 1/8tl

For a given Anchor useful translation t and target combina

Standard rounding numbers.

site	HEDI Calculator					
HEDI Calculator	Number of students	Target or Percent Mastery Selected	Percent Mastery Achieved	HEDI score	HEDI Points Awarded	
Class 1	30	90%	92	14	5.7	
Class 2	21	65%	70	14	4.0	
Class 3	23	80%	78	12	3.7	
Class 4					0.0	
Class 5					0.0	
Class 6					0.0	
Total	74				13.4	

Calculated values are printed in red.

template translates a target score to a HEDI score. As shown in columns E, F & G, each translation is based on the HEDI score required for the HEDI Anchor Point (from 9 to 17).

Percentages in the “Highly Effective” and “Effective” ranges are calculated by the number of steps between the Anchor Point and 100%. For example, at Anchor Point 11, there are 10 steps to 100%. Thus, all steps in the “Highly Effective” and “Effective” ranges represent 1/4 of the difference between the Anchor Point and 100%.

Percentages in the “Developing” and “Ineffective” ranges are calculated by the eight scores (0 to 7) in these ranges. Each step is represented by 1/8th of the score cited for HEDI level 9.

For each Anchor Point, only certain targets will result in a HEDI score. Always check the Anchor Point and HEDI score combination before using this template.

Only whole number rounding rules apply and will be converted to whole numbers.

HEDI Translation Template for Local Scores Counting as 15% of Component

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as a percent) in the green boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 8 to 13

11

Target Percent - as %

80%

Note: The point values and ranges on the HEDI point scale (from zero to

	HEDI Points	Percent Mastery Achieved	HEDI scores and Mastery Range		
Ineffective	0	0.00%	0.00%	to	8.12%
	1	8.13%	8.13%	to	16.24%
	2	16.25%	16.25%	to	24.37%
Developing	3	24.38%	24.38%	to	32.49%
	4	32.50%	32.50%	to	40.62%
	5	40.63%	40.63%	to	48.74%
	6	48.75%	48.75%	to	56.87%
	7	56.88%	56.88%	to	64.99%
Effective	8	65.00%	65.00%	to	69.99%
	9	70.00%	70.00%	to	74.99%
	10	75.00%	75.00%	to	79.99%
	11	80.00%	80.00%	to	84.99%
	12	85.00%	85.00%	to	89.99%
	13	90.00%	90.00%	to	94.99%
Highly Effective	14	95.00%	95.00%	to	97.50%
	15	100.00%	97.51%	to	100.00%

This template trans shown in columns l target required for selected.

HEDI scores in the ‘ defined by the num selected and 100%. four equal steps to Effective” and “Eff between the Anchr

HEDI scores in the defined by the eigh diminished by 1/8tl

For a given Anchor useful translation t and target combina

Standard rounding numbers.

site	HEDI Calculator					
HEDI Calculator	Number of students	Target or Percent Mastery Selected	Percent Mastery Achieved	HEDI score	HEDI Points Awarded	
Class 1	30	90%	92	11	4.5	
Class 2	21	65%	70	11	3.1	
Class 3	23	80%	78	10	3.1	
Class 4					0.0	
Class 5					0.0	
Class 6					0.0	
Total	74				10.7	

Calculated values are printed in red.

template translates a target score to a HEDI score. As shown in columns E, F & G, each translation is based on the HEDI score required for the HEDI Anchor Point (from 9 to 17).

Percentages in the “Highly Effective” and “Effective” ranges are calculated by the number of steps between the Anchor Point and 100%. For example, at Anchor Point 11, there are 4 steps to 100%. Thus, all steps in the “Highly Effective” and “Effective” ranges represent 1/4 of the difference between the Anchor Point and 100%.

Percentages in the “Developing” and “Ineffective” ranges are calculated by the eight scores (0 to 7) in these ranges. Each step is represented by 1/8th of the score cited for HEDI level 9.

For each Anchor Point, only certain targets will result in the same HEDI score translation templates. Always check the Anchor Point and HEDI score combination before using this template.

For all HEDI scores, rounding rules apply and will be converted to whole numbers.

i. Relationships												
j. Resources												
This chart will be utilized to memorialize the point totals from each of the domains identified on the Marshall Rubric,												
for the Other Measures of Effectiveness Subcomponent totaling a maximum of 60 points.												
						Highly Effective	59-60 points= 150-180 Rubric points					
						Effective	57-58 points= 120-149 Rubric Points					
						Developing	40-56 points=60-119 Rubric Points					
						Ineffective	0-39 points = 0-118 Rubric Points					
Each subdomain will be scored as follows: H=3, E=2, D=1, I=0.												
The chart below converts the point values (Column A) from the Marshall Rubric and converts them to a scoring band (Column B)												
and then to a HEDI rating (Column C).												
						<u>A</u>	<u>B</u>	<u>C</u>		<u>A</u>	<u>B</u>	<u>C</u>
						180	60	HE		119	56	D
						179	60	HE		118	56	D
						178	60	HE		117	56	D
						177	60	HE		116	56	D
						176	60	HE		115	55	D
						175	60	HE		114	55	D
						174	60	HE		113	55	D
						173	60	HE		112	55	D
						172	60	HE		111	54	D
						171	60	HE		110	54	D
						170	60	HE		109	54	D
						169	60	HE		108	54	D
						168	60	HE		107	53	D
						167	60	HE		106	53	D
						166	60	HE		105	53	D
						165	60	HE		104	53	D
						164	59	HE		103	52	D
						163	59	HE		102	52	D
						162	59	HE		101	52	D

						161	59	HE		100	52	D
						160	59	HE		99	51	D
						159	59	HE		98	51	D
						158	59	HE		97	51	D
						157	59	HE		96	51	D
						156	59	HE		95	50	D
						155	59	HE		94	50	D
						154	59	HE		93	50	D
						153	59	HE		92	50	D
						152	59	HE		91	49	D
						151	59	HE		90	49	D
						150	59	HE		89	49	D
						149	58	E		88	49	D
						148	58	E		87	48	D
						147	58	E		86	48	D
						146	58	E		85	48	D
						145	58	E		84	48	D
						144	58	E		83	47	D
						143	58	E		82	47	D
						142	58	E		81	47	D
						141	58	E		80	47	D
						140	58	E		79	46	D
						139	58	E		78	46	D
						138	58	E		77	46	D
						137	58	E		76	45	D
						136	58	E		75	45	D
						135	58	E		74	45	D
						134	57	E		73	44	D
						132	57	E		72	44	D
						131	57	E		71	44	D
						130	57	E		70	43	D
						129	57	E		69	43	D
						128	57	E		68	43	D
						127	57	E		67	42	D

	40	30	
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	11	11	
	10	10	
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	8	8	
	7	7	

	6	6	
	5	5	
	4	4	
	3	3	
	2	2	
	1	1	
	0	0	

Rubric Generated Score (Out of 60)

Standard	Standard Name	Number of Times Rated "Ineffective"	Number of Times Rated "Developing"	Number of Times Rated "Effective"	Number of Times Rated "Highly Effective"	Average Rating for this Standard
Standard I	Knowledge of Students and Student Learning	0	0	0	0	
Standard II	Knowledge of Content and Instructional Planning	0	0	0	0	
Standard III	Instructional Practice	0	0	0	0	
Standard IV	Learning Environment	0	0	0	0	
Standard V	Assessment for Student Learning	0	0	0	0	
Standard VI	Professional Responsibilities and Collaboration	0	0	0	0	
Standard VII	Professional Growth	0	0	0	0	

Average Rating of all Standards=

Teacher Rating =

Number of Points (Out of 60) Awarded (Standard Rounding Rules Apply)=

HEDI Translation Template for Local Scores Counting as 15% of Component

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as a percent) in the green boxes.

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HEDI Anchor Point - 8 to 13

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	9	70.00%	70.00%	to	74.99%
	10	75.00%	75.00%	to	79.99%
	11	80.00%	80.00%	to	84.99%
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Percentages in the “Developing” and “Ineffective” ranges are calculated by the eight scores (0 to 7) in these ranges. Each step is represented by 1/8th of the score cited for HEDI level 9.

For each Anchor Point, only certain targets will result in the same translation templates. Always check the Anchor Point and target combination before using this template.

Final rounding rules apply and will be converted to whole numbers.

Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 7 General Music	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Grade 7 General Music Assessment
Grade 6 Chorus	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed 	Seaford UFSD Developed Grade 6 Chorus Assessment

	<ul style="list-style-type: none"> ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	
Grade 7/8 Chorus	<ul style="list-style-type: none"> 1) Change in % of student performance level on OState ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Seaford UFSD Developed Grade 7/8 Chorus Assessment
Grade 6 Computer	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party 	Seaford UFSD Developed Grade 6 Computer Assessment

	<ul style="list-style-type: none"> <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Family and Consumer Science 6	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Grade 6 Family and Consumer Science Assessment
Family and Consumer Science 7	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally 	Seaford UFSD Developed Grade 7 Family and Consumer Science Assessment

	<ul style="list-style-type: none"> <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Grade 7 Health	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Grade 7 Health Assessment
Grade 6 Foreign Cultures	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED 	Seaford UFSD Developed Grade 6 Foreign Cultures Assessment

	<ul style="list-style-type: none"> <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Grade 6 Physical Education	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Grade 6 Physical Education Assessment
Grade 7 Spanish	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED 	Seaford UFSD Developed Grade 7 Spanish Assessment

	<ul style="list-style-type: none"> <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Grade 7 French	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seafood UFSD Developed Grade 7 French Assessment

<p>Grade 7 Physical Education</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Grade 7 Physical Education Assessment</p>
<p>Grade 8 Physical Education</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Grade 8 Physical Education Assessment</p>

<p>MS Resource Room</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed MS Resource Room Assessment</p>
<p>Spanish 8</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Regionally Developed Foreign Language Association of Curriculum Supervisors (FLACS) Checkpoint A Exam-Spanish</p>

<p>French 8</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Regionally Developed Foreign Language Association of Curriculum Supervisors (FLACS) Checkpoint A Exam-French</p>
<p>Technology Education 8</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Technology 8 Assessment</p>

<p>Science 7 Enriched</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Science 7 Enriched Assessment</p>
<p>Career Development Program- MS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Middle School Career Development Program Assessment</p>

<p>Career Development Program-HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed High School Career Development Program Assessment</p>
<p>English 12</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed English 12 Assessment</p>

<p>Economics</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Economics Assessment</p>
<p>Participation in Government</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Participation in Government Assessment</p>

<p>Math 12</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Math 12 Assessment</p>
<p>Learning Lab -HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Learning Lab Assessment</p>

<p>Resource Room-HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Resource Room Assessment</p>
<p>Publications-HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Publications Assessment</p>

<p>Sociology</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Sociology Assessment</p>
<p>Psychology</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Psychology Assessment</p>

<p>Participation in Government-SUPA</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Syracuse University Project Advanced Participation in Government Assessment</p>
<p>Psychology-SUPA</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Psychology Syracuse University Project Advanced Assessment</p>

Economics-SUPA	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Syracuse University Project Advanced Economics Assessment
Integrated Geometry Emphasized	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Integrated Geometry Emphasized Assessment

<p>Integrated Algebra 2/ Trigonometry Extended 1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Integrated Algebra 2 Trigonometry Extended 1 Assessment</p>
<p>Integrated Algebra 2/ Trigonometry Extended 2</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Regents Exam Integrated Algebra Trigonometry</p>

Pre-Calculus	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Pre-Calculus Assessment
Pre-Calculus Advanced	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Pre Calculus Advanced Assessment

<p>Calculus AB</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Calculus AB Assessment</p>
<p>Calculus BC</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Calculus BC Assessment</p>

<p>Biology AP</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Biology AP Assessment</p>
<p>Chemistry AP</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Chemistry AP Assessment</p>

<p>AP Physics B</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed AP Physics B Assessment</p>
<p>Human Anatomy and Physiology</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Human Anatomy and Physiology Assessment</p>

<p>Marine Biology</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Marine Biology Assessment</p>
<p>Forensic Science</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Forensic Science Assessment</p>

<p>The Oceans</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed The Oceans Assessment</p>
<p>French 2</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed French 2 Assessment</p>

<p>French 3</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Regionally Developed Foreign Language Association of Curriculum Supervisors (FLACS) Checkpoint B Exam-French</p>
<p>French AP</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed French AP Assessment</p>

<p>Spanish 1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Spanish 1 Assessment</p>
<p>Spanish 2</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Spanish 2 Assessment</p>

Spanish 3	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Regionally Developed Foreign Language Association of Curriculum Supervisors (FLACS) Checkpoint B Exam - Spanish
Spanish AP	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Spanish AP Assessment

<p>Italian 3</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Regionally Developed Foreign Language Association of Chairpersons and Supervisors Check point B exam in Italian</p>
<p>Keyboarding for Business and College</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Keyboarding for Business and College Assessment</p>

<p>Computer Skills for College and Careers</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Computer Skills for College and Careers Assessment</p>
<p>Fashion Merchandizing</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Fashion Merchandizing Assessment</p>

<p>Career and Financial Management</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Career and Financial Management Assessment</p>
<p>Sports and Entertainment Marketing</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Sports and Entertainment Marketing Assessment</p>

<p>Marketing/Advertisizing</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Marketing/Advertisizing Assessment</p>
<p>Accounting</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Accounting Assessment</p>

<p>College Accounting</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed College Accounting Assessment</p>
<p>Business and Personal Law</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Business and Personal Law Assessment</p>

<p>Math and Finance Applications</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Math and Finance Applications Assessment</p>
<p>Intro. To Software Development VB-1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Intro to Software Development VB-1 Assessment</p>

<p>Pre -AP Computer Science Java-1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Pre-AP Computer Science Java 1 Assessment</p>
<p>Software Development VB-2</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Software Development VB-2 Assessment</p>

<p>Electricity/Electronics</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Electricity/Electronics Assessment</p>
<p>Production Systems</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Production Systems Assessment</p>

<p>Transportation Systems</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Transportation Systems Assessment</p>
<p>Architectural CAD</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Architectural CAD Assessment</p>

<p>Basic Car Care</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Basic Car Care Assessment</p>
<p>Photography 1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Photography 1 Assessment</p>

<p>Photography 2</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Photography 2 Assessment</p>
<p>Math/Science/Technology Principles</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Math/Science/Technology Assessment</p>

Intro. to Art	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seafood UFSD Developed Intro to Art Assessment
Intro. to Media Arts	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seafood UFSD Developed Intro to Media Arts Assessment

<p>Computer Graphics 1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Computer Graphics 1 Assessment</p>
<p>Computer Graphics 2</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Computer Graphics 2 Assessment</p>

<p>Graphic Design</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Graphic Design Assessment</p>
<p>Digital Film Production 1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Digital Film Production 1 Assessment</p>

<p>Drawing and Painting 1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Drawing and Painting 1 Assessment</p>
<p>Drawing and Painting 2</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Drawing and Painting 2 Assessment</p>

<p>Sculpture</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Sculpture Assessment</p>
<p>AP Art and Drawing</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed AP Art and Drawing Assessment</p>

<p>Health-HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Health Assessment</p>
<p>Physical Education- HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Physical Education Assessment</p>

<p>Mixed Chorus- HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Mixed Chorus Assessment</p>
<p>Chorale-HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Chorale Assessment</p>

Symphonic Band	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Symphonic Band Assessment
Concert Band-HS	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Concert Band Assessment

<p>Music Theory 1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Music Theory 1 Assessment</p>
<p>Music Theory 2</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Music Theory 2 Assessment</p>

<p>Literacy Workshop 7</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Grade 7 ELA Assessment</p>
<p>Literacy Workshop 8</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Grade 8 ELA Assessment</p>

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>A percentage of achievement on the summative assessment will be established for the teacher's roster. A target score will be established for the middle of the Effective range. The Highly Effective, Developing, and Ineffective scores will be derived from the Effective target. (See the attached table.)</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher who achieves more than 20% above</p>

	the target will be judged highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves their target will be given 11 points and be judged at the mid-point of effective. A teacher who achieves 20% above of or below the target remains in the effective range.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves between 20 and 55% below the target will be judged Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves more than 55% below the target will be judged ineffective.

SEAFORD UNION FREE SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN

Name:

Date:

School:

Status: (Probationary/Tenured)

1. **SPECIFIC AREAS FOR IMPROVEMENT:**

2. **EXPECTED OUTCOMES OF THE PIP:**

3. **RESPONSIBILITIES:**

4. **RESOURCES/ACTIVITIES:**

5. **EVIDENCE OF ACHIEVEMENT:**

SEAFORD UNION FREE SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN

6. TIMELINE:

Superintendent

Date

Principal

Date

SEAFORD UNION FREE SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN

Name:

Date:

School:

Status: (Probationary/Tenured)

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
Diagnosis & Planning			
Priority Management & Communications			
Curriculum & Data			
Supervision, Evaluation & Professional Development			
Discipline & Parent Involvement			
Management & External Relations			

SEAFORD UNION FREE SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN

(To be completed by teacher in consultation with administrator)

School Year 20__ - 20__

Name: _____

Position: _____

Signature: _____

Date: _____

Building(s): _____

Principal/Designee Name: _____

Title: _____

Signature: _____

Date: _____

AREA(S)NEEDING IMPROVEMENT	ACTION PLAN (DETAIL STEPS TO BE TAKEN AND SUPPORTS TO BE PROVIDED)	TIMELINE FOR COMPLETION	EVIDENCE

Teacher's Comments:

Administrator's Comments:

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)

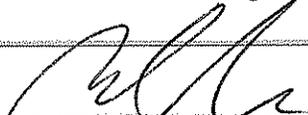
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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

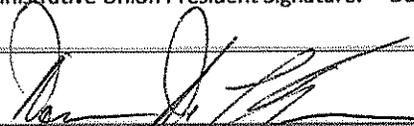
Superintendent Signature: Date: 11/27/12



Teachers Union President Signature: Date: 11/27/12



Administrative Union President Signature: Date: 11/27/12



Board of Education President Signature: Date: 11/28/12

