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
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter:@JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

October 22, 2012

Maureen Goldberg, Superintendent
Wantagh Union Free School District
3301 Beltagh Ave.
Wantagh, NY 11793

Dear Superintendent Goldberg:

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 L. 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 31, 2012
Updated Thursday, September 13, 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 : 280223030000

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

280223030000

1.2) School District Name: WANTAGH UFSD

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

WANTAGH 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?

First-time submission

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 Thursday, May 31, 2012
Updated Tuesday, October 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	District, regional, or BOCES-developed assessment	Wantagh Developed ELA Kindergarten Assessment
1	District, regional, or BOCES-developed assessment	Wantagh Developed ELA Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	Wantagh Developed ELA Grade 2 Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Grades K-2: Students growth in literacy skills (reading level, letter/sound association, high frequency words,

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	listening/responding to stories, writing) from the baseline towards mastery of the grade-level expectations will be assessed. Grade 3: Results on the 3rd Grade ELA Assessment will be measured against baseline pretests to determine growth towards mastery.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Depending on the course and the content, please see SLOs in attached file labeled ELAKindergarten, ELAgrade1, ELAgrade2, or ELAgrade3. Please also see file labeled ELA and Reading HEDI targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Depending on the course and the content, please see SLOs in attached file labeled ELAKindergarten, ELAgrade1, ELAgrade2, or ELAgrade3. Please also see file labeled ELA and Reading HEDI targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Depending on the course and the content, please see SLOs in attached file labeled ELAKindergarten, ELAgrade1, ELAgrade2, or ELAgrade3. Please also see file labeled ELA and Reading HEDI targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Depending on the course and the content, please see SLOs in attached file labeled ELAKindergarten, ELAgrade1, ELAgrade2, or ELAgrade3. Please also see file labeled ELA and Reading HEDI targets.

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	School-or BOCES-wide, group or team results based on State assessments	Wantagh Developed Math Kindergarten Assessment
1	School-or BOCES-wide, group or team results based on State assessments	Wantagh Developed Math Grade 1 Assessment
2	School-or BOCES-wide, group or team results based on State assessments	Wantagh Developed Math Grade 2 Assessment

	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.	Grades K-2: Students growth in from the baseline towards Mastery of the grade-level expectations will be assessed. Grade 3: Results on the 3rd Grade Math Assessment will be measured against baseline pretests to determine growth towards mastery.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Depending on the course and the content, please see SLOs in attached file labeled MATHKindergarten, MATHgrade1,

	MATHgrade2, or MATHgrade3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Depending on the course and the content, please see SLOs in attached file labeled MATHKindergarten, MATHgrade1, MATHgrade2, or MATHgrade3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Depending on the course and the content, please see SLOs in attached file labeled MATHKindergarten, MATHgrade1, MATHgrade2, or MATHgrade3.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Depending on the course and the content, please see SLOs in attached file labeled MATHKindergarten, MATHgrade1, MATHgrade2, or MATHgrade3.

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	Not applicable	N/A
7	District, regional or BOCES-developed assessment	Wantagh District Developed 7th Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 7: Students' growth in Science content knowledge, skills and conceptual understanding from the baseline towards mastery of grade level expectations will be assessed. Grade 8: Results on the 8th grade assessment will be measured against baseline pretests to determine growth towards mastery.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Depending on the course and the content, please see SLOs in attached file labeled SCIENCE 7 or SCIENCE 8
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Depending on the course and the content, please see SLOs in attached file labeled SCIENCE 7 or SCIENCE 8
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Depending on the course and the content, please see SLOs in attached file labeled SCIENCE 7 or SCIENCE 8
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Depending on the course and the content, please see SLOs in attached file labeled SCIENCE 7 or SCIENCE 8

2.5) Grades 6-8 Social Studies

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

Social Studies	Assessment

6	Not applicable	N/A
7	District, regional or BOCES-developed assessment	Wantagh District Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Wantagh District Developed 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students' growth in SS content knowledge, skills and conceptual understanding from the baseline towards mastery of grade level expectations will be assessed. .
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Depending on the course and the content, please see SLOs in attached file labeled SS 7 or SS 8
Effective (9 - 17 points) Results meet District goals for similar students.	Depending on the course and the content, please see SLOs in attached file labeled SS 7 or SS 8
Developing (3 - 8 points) Results are below District goals for similar students.	Depending on the course and the content, please see SLOs in attached file labeled SS7 orSS 8
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Depending on the course and the content, please see SLOs in attached file labeled SS7 or SS 8

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	Wantagh Developed Global I (9th grade) 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.	Results on the Global History and Geography and the US History and Government Regents will be measured against baseline pretests to determine growth towards mastery.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Depending on the content area and course please see SLOs in attached file labeled SSgrade9 (Global I), SSgrade10 (Global II), Or SSgrade11 (American History)
Effective (9 - 17 points) Results meet District goals for similar students.	Depending on the content area and course please see SLOs in attached file labeled SSgrade9 (Global I), SSgrade10 (Global II), Or SSgrade11 (American History)
Developing (3 - 8 points) Results are below District goals for similar students.	Depending on the content area and course please see SLOs in attached file labeled SSgrade9 (Global I), SSgrade10 (Global II), Or SSgrade11 (American History)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Depending on the content area and course please see SLOs in attached file labeled SSgrade9 (Global I), SSgrade10 (Global II), Or SSgrade11 (American History)

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.	Results on the Earth Science/Living Environmnet/Chemistry/Physics Regents will be measured against baseline pretests to determine growth towards mastery
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Depending on the content area and course, please see SLOs in attached file labeled SCIENCELivingenvironment, SCIENCEEarthscience, SCIENCEChemistry, or SCIENCEPhysics
Effective (9 - 17 points) Results meet District goals for similar students.	Depending on the content area and course, please see SLOs in attached file labeled SCIENCELivingenvironment, SCIENCEEarthscience, SCIENCEChemistry, or SCIENCEPhysics
Developing (3 - 8 points) Results are below District goals for similar students.	Depending on the content area and course, please see SLOs in attached file labeled SCIENCELivingenvironment, SCIENCEEarthscience, SCIENCEChemistry, or SCIENCEPhysics
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Depending on the content area and course, please see SLOs in attached file labeled SCIENCELivingenvironment, SCIENCEEarthscience, SCIENCEChemistry, or

	SCIENCEPhysics

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.	Results on the Algebra I/Geometry/ and Algebra II/Trigonometry Regents will be measured against baseline pretests to determine growth towards mastery.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Depending on the content area and course, please see SLOs in attached file labeled MATHAlgebra, MATHGeometry, or MATHAlgebra2/Trig
Effective (9 - 17 points) Results meet District goals for similar students.	Depending on the content area and course, please see SLOs in attached file labeled MATHAlgebra, MATHGeometry, or MATHAlgebra2/Trig
Developing (3 - 8 points) Results are below District goals for similar students.	Depending on the content area and course, please see SLOs in attached file labeled MATHAlgebra, MATHGeometry, or MATHAlgebra2/Trig
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Depending on the content area and course, please see SLOs in attached file labeled MATHAlgebra, MATHGeometry, or MATHAlgebra2/Trig

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Results on the 9th grade ELA assessment, 10th grade ELA assessment, and the NYS English Regents will be measured against baseline pretests to determine growth towards mastery.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Depending on the content area and course please see SLOs in attached file labeled ELAgrade9, ELAgrade10, and ELAgrade11. Please also see accompanying document labeled "ELA and Reading HEDI Targets"
Effective (9 - 17 points) Results meet District goals for similar students.	Depending on the content area and course please see SLOs in attached file labeled ELAgrade9, ELAgrade10, and ELAgrade11. Please also see accompanying document labeled "ELA and Reading HEDI Targets"
Developing (3 - 8 points) Results are below District goals for similar students.	Depending on the content area and course please see SLOs in attached file labeled ELAgrade9, ELAgrade10, and ELAgrade11. Please also see accompanying document labeled "ELA and Reading HEDI Targets"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Depending on the content area and course please see SLOs in attached file labeled ELAgrade9, ELAgrade 10, and ELAgrade11SLOs . Please also see accompanying document labeled "ELA and Reading HEDI Targets"

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
Art	District, Regional or BOCES-developed	Wantagh Developed Art Assessments
Business	District, Regional or BOCES-developed	Wantagh Developed Business Assessments
Computers	District, Regional or BOCES-developed	Wantagh Developed Computers Assessments
English (ELA)	District, Regional or BOCES-developed	Wantagh Developed ELA Assessments
Foreign Language (LOTE)	District, Regional or BOCES-developed	Wantagh Developed LOTE Assessments
Home Economics (FACS)	District, Regional or BOCES-developed	Wantagh Developed FACS Assessments
Mathematics (MATH)	District, Regional or BOCES-developed	Wantagh Developed MATH Assessments
Music	District, Regional or BOCES-developed	Wantagh Developed Music Assessments
Physical Education (PE)	District, Regional or BOCES-developed	Wantagh Developed PE Assessments

Reading	District, Regional or BOCES-developed	Wantagh Developed Reading Assessments
Science	District, Regional or BOCES-developed	Wantagh Developed Science Assessments
Social Studies (SS)	District, Regional or BOCES-developed	Wantagh Developed Social Studies Assessments
Special Education (SE)/Special Class	District, Regional or BOCES-developed	Wantagh Developed Special Education Assessments or NYS Alternative Assessment for Special Classes
Technology (TECH)	District, Regional or BOCES-developed	Wantagh Developed Technology Assessments
Health	District, Regional or BOCES-developed	Wantagh Developed Health Assessments
Library	District, Regional or BOCES-developed	Wantagh Developed Library Assessments

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.	In each area cited above, targets will be identified to determine mastery goals for the subject area and measure growth from baseline pretests towards mastery.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Depending on the content area and course please see SLOs in attached file labeled by content area indicated above. For ELA and Reading, please also see accompanying document labeled "ELA and Reading HEDI Targets". Also for Library, see file labeled "Library HEDI targets".
Effective (9 - 17 points) Results meet District goals for similar students.	Depending on the content area and course please see SLOs in attached file labeled by content area indicated above. For ELA and Reading, please also see accompanying document labeled "ELA and Reading HEDI Targets". Also for Library, see file labeled "Library HEDI targets".
Developing (3 - 8 points) Results are below District goals for similar students.	Depending on the content area and course please see SLOs in attached file labeled by content area indicated above. For ELA and Reading, please also see accompanying document labeled "ELA and Reading HEDI Targets". Also for Library, see file labeled "Library HEDI targets".
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Depending on the content area and course please see SLOs in attached file labeled by content area indicated above. For ELA and Reading, please also see accompanying document labeled "ELA and Reading HEDI Targets". Also for Library, see file labeled "Library HEDI targets".

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/5364/137432-avH4IQNZMh/SUBMITTED SLO'S.pdf

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.

(No response)

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, June 05, 2012
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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	4th /5th Grade NYS ELA/MATH
5	6(ii) School wide measure computed locally	4th /5th Grade NYS ELA/MATH
6	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA/MATH
7	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA/MATH
8	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA/MATH

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 group metric will be used using the scale scores on the NYS ELA/MATH assessment and comparing them to the scale scores in NYS.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 Points - Student scale scores are ≥.98 percentage points higher than the State mean. 14 Points - Student scale scores are .97- .96 percentage points higher than the State mean.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 Points - Student scale scores are .86-.95 percentage points higher than the State mean. 12-Points - Student scale scores are .84-.85 percentage points higher than the State mean. 11 Points - Student scale scores are .82-.83 percentage points higher than the State mean. 10-Points - Student scale scores are .80-.81 percentage points higher than the State mean. 9 Points - Student scale scores are .78-.79 percentage points higher than the State mean. 8 Points - Student scale scores are .76-.77 percentage points higher than the State mean.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 Points - Student scale scores are .66-.75 percentage points higher than the State mean. 6-Points - Student scale scores are .60-.65 percentage points higher than the State mean. 5 Points - Student scale scores are .56-.59 percentage points higher than the State mean. 4 -Points - Student scale scores are .53-.55 percentage points higher than the State mean. 3 Points - Student scale scores are .51-.52 percentage points higher than the State mean.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points - Student scale scores are .50 percentage points higher than the State mean. 1 Point - Student scale scores are .49 percentage points higher than the State mean. 0 Points - Student scale scores are less than .49 percentage points higher than the State mean.

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	6(ii) School wide measure computed locally	4th /5th Grade NYS ELA/MATH
5	6(ii) School wide measure computed locally	4th /5th Grade NYS ELA/MATH
6	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA/MATH

7	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA/MATH
8	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA/MATH

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	A group metric will be used using the scale scores on the NYS ELA/MATH assessments and comparing them to the scale scores in NYS.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 Points - Student scale scores are ≥.98 percentage points higher than the State mean. 14 Points - Student scale scores are .97- .96 percentage points higher than the State mean.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 Points - Student scale scores are .86-.95 percentage points higher than the State mean. 12-Points - Student scale scores are .84-.85 percentage points higher than the State mean. 11 Points - Student scale scores are .82-.83 percentage points higher than the State mean. 10-Points - Student scale scores are .80-.81 percentage points higher than the State mean. 9 Points - Student scale scores are .78-.79 percentage points higher than the State mean. 8 Points - Student scale scores are .76-.77 percentage points higher than the State mean.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 Points - Student scale scores are .66-.75 percentage points higher than the State mean. 6-Points - Student scale scores are .60-.65 percentage points higher than the State mean. 5 Points - Student scale scores are .56-.59 percentage points higher than the State mean. 4 -Points - Student scale scores are .53-.55 percentage points higher than the State mean. 3 Points - Student scale scores are .51-.52 percentage points higher than the State mean.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points - Student scale scores are .50 percentage points higher than the State mean. 1 Point - Student scale scores are .49 percentage points higher than the State mean. 0 Points - Student scale scores are less than .49 percentage points higher than the State mean.

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.

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	4th /5th Grade NYS ELA/MATH
1	6(ii) School-wide measure computed locally	4th /5th Grade NYS ELA/MATH
2	6(ii) School-wide measure computed locally	4th /5th Grade NYS ELA/MATH
3	6(ii) School-wide measure computed locally	4th /5th Grade NYS ELA/MATH

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A group metric will be used using the scale scores on the NYS ELA/MATH assessments and comparing them to the scale scores in NYS.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points - Student scale scores are ≥.98 percentage points higher than the State mean. 19 Points - Student scale scores are .97- .96 percentage points higher than the State mean. 18 Points - Student scale scores are .96-.97 percentage points higher than the State mean.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points - Student scale scores are .86-.95 percentage points higher than the State mean. 16 Points - Student scale scores are .84-.85 percentage points higher than the State mean. 15 Points - Student scale scores are .82-.83 percentage points higher than the State mean. 14 Points - Student scale scores are .81 percentage points higher than the State mean. 13 Points - Student scale scores are percentage .80 points higher than the State mean. 12 Points - Student scale scores are .79 percentage points higher than the State mean. 11 Points - Student scale scores are .78 percentage points higher than the State mean. 10 Points - Student scale scores are .77 percentage points higher than the State mean. 9 Points - Student scale scores are .76 percentage points higher than the State mean.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points - Student scale scores are .66-.75 percentage points higher than the State mean. 7 Points - Student scale scores are .63-.65 percentage points higher than the State mean. 6 Points - Student scale scores are .60-.62 percentage points higher than the State mean. 5 Points - Student scale scores are .57-.59 percentage points higher than the State mean. 4 Points - Student scale scores are .54-.56 percentage points higher than the State mean. 3 Points - Student scale scores are .51-.53 percentage points higher than the State mean.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points - Student scale scores are .50 percentage points higher than the State mean. 1 Point - Student scale scores are .49 percentage points higher than the State mean. 0 Points - Student scale scores are less than .49 percentage points higher than the State mean.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	4th/5th Grade NYS ELA/MATH
1	6(ii) School-wide measure computed locally	4th/5th Grade NYS ELA/MATH
2	6(ii) School-wide measure computed locally	4th/5th Grade NYS ELA/MATH
3	6(ii) School-wide measure computed locally	4th/5th Grade NYS ELA/MATH

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A school district based group metric will be used using the scale scores on the NYS ELA/MATH and comparing them to the scale scores in NYS.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points - Student scale scores are ≥.98 percentage points higher than the State mean. 19 Points - Student scale scores are .97- .96 percentage points higher than the State mean. 18 Points - Student scale scores are .96-.97 percentage points higher than the State mean.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points - Student scale scores are .86-.95 percentage points higher than the State mean. 16 Points - Student scale scores are .84-.85 percentage points higher than the State mean.

	15 Points - Student scale scores are .82-.83 percentage points higher than the State mean. 14 Points - Student scale scores are .81 percentage points higher than the State mean. 13 Points - Student scale scores are percentage .80 points higher than the State mean. 12 Points - Student scale scores are .79 percentage points higher than the State mean. 11 Points - Student scale scores are .78 percentage points higher than the State mean. 10 Points - Student scale scores are .77 percentage points higher than the State mean. 9 Points - Student scale scores are .76 percentage points higher than the State mean.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points - Student scale scores are .66-.75 percentage points higher than the State mean. 7 Points - Student scale scores are .63-.65 percentage points higher than the State mean. 6 Points - Student scale scores are .60-.62 percentage points higher than the State mean. 5 Points - Student scale scores are .57-.59 percentage points higher than the State mean. 4 Points - Student scale scores are .54-.56 percentage points higher than the State mean. 3 Points - Student scale scores are .51-.53 percentage points higher than the State mean.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points - Student scale scores are .50 percentage points higher than the State mean. 1 Point - Student scale scores are .49 percentage points higher than the State mean. 0 Points - Student scale scores are less than .49 percentage points higher than the State mean.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA and MATH
7	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA and MATH
8	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA and MATH

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 school based group metric will be used using the scale scores on the NYS ELA/MATH assessments and comparing them to the scale scores in NYS.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points - Student scale scores are ≥.98 percentage points higher than the State mean. 19 Points - Student scale scores are .97- .96 percentage points

	higher than the State mean. 18 Points - Student scale scores are .96-.97 percentage points higher than the State mean.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points - Student scale scores are .86-.95 percentage points higher than the State mean. 16 Points - Student scale scores are .84-.85 percentage points higher than the State mean. 15 Points - Student scale scores are .82-.83 percentage points higher than the State mean. 14 Points - Student scale scores are .81 percentage points higher than the State mean. 13 Points - Student scale scores are percentage .80 points higher than the State mean. 12 Points - Student scale scores are .79 percentage points higher than the State mean. 11 Points - Student scale scores are .78 percentage points higher than the State mean. 10 Points - Student scale scores are .77 percentage points higher than the State mean. 9 Points - Student scale scores are .76 percentage points higher than the State mean.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points - Student scale scores are .66-.75 percentage points higher than the State mean. 7 Points - Student scale scores are .63-.65 percentage points higher than the State mean. 6 Points - Student scale scores are .60-.62 percentage points higher than the State mean. 5 Points - Student scale scores are .57-.59 percentage points higher than the State mean. 4 Points - Student scale scores are .54-.56 percentage points higher than the State mean. 3 Points - Student scale scores are .51-.53 percentage points higher than the State mean.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points - Student scale scores are .50 percentage points higher than the State mean. 1 Point - Student scale scores are .49 percentage points higher than the State mean. 0 Points - Student scale scores are less than .49 percentage points higher than the State mean.

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	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA and MATH
7	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA and MATH
8	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA and MATH

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 school based group metric will be used using the scale scores on the ELA/MATH assessments and comparing them to the scale scores in NYS.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points - Student scale scores are ≥.98 percentage points higher than the State mean. 19 Points - Student scale scores are .97- .96 percentage points higher than the State mean. 18 Points - Student scale scores are .96-.97 percentage points higher than the State mean.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points - Student scale scores are .86-.95 percentage points higher than the State mean. 16 Points - Student scale scores are .84-.85 percentage points higher than the State mean. 15 Points - Student scale scores are .82-.83 percentage points higher than the State mean. 14 Points - Student scale scores are .81 percentage points higher than the State mean. 13 Points - Student scale scores are percentage .80 points higher than the State mean. 12 Points - Student scale scores are .79 percentage points higher than the State mean. 11 Points - Student scale scores are .78 percentage points higher than the State mean. 10 Points - Student scale scores are .77 percentage points higher than the State mean. 9 Points - Student scale scores are .76 percentage points higher than the State mean.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points - Student scale scores are .66-.75 percentage points higher than the State mean. 7 Points - Student scale scores are .63-.65 percentage points higher than the State mean. 6 Points - Student scale scores are .60-.62 percentage points higher than the State mean. 5 Points - Student scale scores are .57-.59 percentage points higher than the State mean. 4 Points - Student scale scores are .54-.56 percentage points higher than the State mean. 3 Points - Student scale scores are .51-.53 percentage points higher than the State mean.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points - Student scale scores are .50 percentage points higher than the State mean. 1 Point - Student scale scores are .49 percentage points higher than the State mean. 0 Points - Student scale scores are lesss than .49 percentage points higher than the State mean.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
Global 2	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
American History	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents

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 school based group metric will be used based upon the number of percentage points achieved compared to the state average for Mastery on the following Regents exams: Comprehensive English, Chemistry, US History and Government, and Algebra II/Trigonometry.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points - 9 points or more above the state mean 19 Points - 8. 5 points above the mean 18 Points - 8 points above the state mean
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17Points - 7.5 points above the state mean 16 Points - 7 points above the mean 15 Points - 6.5 points above the state mean 14 Points - 6 points above the state mean 13 Points - 5 points above the mean 12 Points -4 points above the state mean 11 Points - 3 points above the state mean 10 Points - 2 points above the state mean 9 Points - 1 point above the state mean
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points - scores are equal to the state mean 7 Points - 1 point below the state mean 6 Points - 2 points below the state mean 5 Points - 3 points below the state mean 4 Points - 4 points below the state mean 3 Points - 5 points below the state mean
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points - 6 points below the state mean 1 Points - 7 points below the state mean 0 Points - 8 points or more below the state mean

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
Earth Science	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
Chemistry	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
Physics	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA 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 school based group metric will be used based upon the number of percentage points achieved compared to the state average for Mastery on the following Regents exams: Comprehensive English, Chemistry, US History and Government, and Algebra II/Trigonometry.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points - 9 points or more above the state mean 19 Points - 8. 5 points above the mean 18 Points - 8 points above the state mean
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17Points - 7.5 points above the state mean 16 Points - 7 points above the mean 15 Points - 6.5 points above the state mean 14 Points - 6 points above the state mean 13 Points - 5 points above the mean 12 Points -4 points above the state mean 11 Points - 3 points above the state mean 10 Points - 2 points above the state mean 9 Points - 1 point above the state mean
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points - scores are equal to the state mean 7 Points - 1 point below the state mean 6 Points - 2 points below the state mean 5 Points - 3 points below the state mean 4 Points - 4 points below the state mean 3 Points - 5 points below the state mean
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points - 6 points below the state mean 1 Points - 7 points below the state mean 0 Points - 8 points or more below the state mean

3.10) High School Math

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

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

Locally-Selected Measure from List of Approved Measures	Assessment

Algebra 1	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
Geometry	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
Algebra 2	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA 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 school based group metric will be used based upon the number of percentage points achieved compared to the state average for Mastery on the following Regents exams: Comprehensive English, Chemistry, US History and Government, and Algebra II/Trigonometry.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points - 9 points or more above the state mean 19 Points - 8. 5 points above the mean 18 Points - 8 points above the state mean
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17Points - 7.5 points above the state mean 16 Points - 7 points above the mean 15 Points - 6.5 points above the state mean 14 Points - 6 points above the state mean 13 Points - 5 points above the mean 12 Points -4 points above the state mean 11 Points - 3 points above the state mean 10 Points - 2 points above the state mean 9 Points - 1 point above the state mean
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points - scores are equal to the state mean 7 Points - 1 point below the state mean 6 Points - 2 points below the state mean 5 Points - 3 points below the state mean 4 Points - 4 points below the state mean 3 Points - 5 points below the state mean
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points - 6 points below the state mean 1 Points - 7 points below the state mean 0 Points - 8 points or more below the state mean

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents

Grade 11 ELA	6(ii) School wide measure computed locally	NYS SS, Science, Math, and 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 school based group metric will be used based upon the number of percentage points achieved compared to the state average for Mastery on the following Regents exams: Comprehensive English, Chemistry, US History and Government, and Algebra II/Trigonometry.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points - 9 points or more above the state mean 19 Points - 8. 5 points above the mean 18 Points - 8 points above the state mean
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17Points - 7.5 points above the state mean 16 Points - 7 points above the mean 15 Points - 6.5 points above the state mean 14 Points - 6 points above the state mean 13 Points - 5 points above the mean 12 Points -4 points above the state mean 11 Points - 3 points above the state mean 10 Points - 2 points above the state mean 9 Points - 1 point above the state mean
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points - scores are equal to the state mean 7 Points - 1 point below the state mean 6 Points - 2 points below the state mean 5 Points - 3 points below the state mean 4 Points - 4 points below the state mean 3 Points - 5 points below the state mean
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points - 6 points below the state mean 1 Points - 7 points below the state mean 0 Points - 8 points or more below the state mean

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Art Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All Business Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All ELA courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA

		Regents
All Foreign Language Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All Home Economics Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All Mathematics Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All Music Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All Physical Education Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All Reading Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All Science Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All Social Studies Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All Special Education Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All Technology Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All Computer Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All Health Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All Library Courses 9-12	6(ii) School wide measure computed locally	NYS SS, Science, Math, and ELA Regents
All other Courses Grades 6-8 (Art, Business, LOTE, FACS, Music, PE, Reading, SE, TECH, Computer, Health, Library)	6(ii) School wide measure computed locally	NYS ELA and Math Grades 6, 7 and 8
All other Courses K-5(Art, Business, LOTE, FACS, Music, PE, Reading, SE, TECH, Computer, Health, Library)	6(ii) School wide measure computed locally	NYS ELA and Math Grades 4, and 5

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 school based group metric will be used based upon the number of percentage points achieved compared to the state average for Mastery on the following Regents exams: Comprehensive English, Chemistry, US History and Government, and Algebra II/Trigonometry.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	20 Points - 9 points or more above the state mean 19 Points - 8. 5 points above the mean 18 Points - 8 points above the state mean
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17Points - 7.5 points above the state mean 16 Points - 7 points above the mean 15 Points - 6.5 points above the state mean 14 Points - 6 points above the state mean 13 Points - 5 points above the mean 12 Points -4 points above the state mean 11 Points - 3 points above the state mean 10 Points - 2 points above the state mean 9 Points - 1 point above the state mean
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points - scores are equal to the state mean 7 Points - 1 point below the state mean 6 Points - 2 points below the state mean 5 Points - 3 points below the state mean 4 Points - 4 points below the state mean 3 Points - 5 points below the state mean
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points - 6 points below the state mean 1 Points - 7 points below the state mean 0 Points - 8 points or more below the state mean

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

(No response)

3.13) HEDI Tables or Graphics

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

(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 grades 9-12, the four Mastery percentages from the State mean will be added and divided by four. Then, the four mastery scores for the district will be added and divided by four. The difference between the State Mastery and the District Mastery will then dictate the scores between 0-20 as outlined in the tables above.
For grade K-8, the results for the ELA and Math as provided by the State will be collected. The means will be added and divided by two for the Wantagh mean and the State mean. The score will be determined as per the HEDI bands outlined in the tables above.

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 Saturday, June 09, 2012
Updated Tuesday, October 02, 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

(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.

Using the seven domains and each of the elements on the NYSUT Teacher Practic Rubric, teachers will be assigned from 0-10 points on each element. The score a teacher could recieve on the entire evaluation is 360. Using a regression scale, teachers will be assigned anywhere from a 0-60 based on the 360 points.

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

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.	324 points though 360 points converting to 59-60 points
Effective: Overall performance and results meet NYS Teaching Standards.	216 points through 323 points converting to 57-58 points
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	108 points through 215 points converting to 50-56 points
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0 points through 107 points converting to 0-49 points

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	5
4.6) Observations of Probationary Teachers | Informal/Short	0
4.6) Observations of Probationary Teachers | Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

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	2
4.7) Observations of Tenured Teachers | Informal/Short	0
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?

- Not Applicable

5. Composite Scoring (Teachers)

Created Saturday, June 09, 2012
Updated Thursday, September 13, 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 Saturday, June 09, 2012
Updated Thursday, September 13, 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/5265/140908-Df0w3Xx5v6/TIP PLAN 6-13-12_1_2.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:

IX. APPEALS PROCESS

Appealing the results of the Annual Professional Performance Review for Teachers

• Appeals shall be limited to those evaluations which have resulted in a rating of

Developing or Ineffective.
• A teacher may appeal the evaluation to the Superintendent of Schools within five (5) school days of its receipt and the evaluation conference. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
3. The school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures;
4. The school district's issuance and/or implementation of the terms of a Teacher Improvement Plan (TIP).
• Any issue not raised in the written appeal shall be deemed waived.
• The Superintendent of Schools shall render a written determination in response within ten (10) school days of receipt of the appeal.
• The determination of the Superintendent of Schools as to the substance of the annual professional performance review shall not be grievable, nor reviewable in any other forum. Procedural issues relative to the annual professional performance review shall be subject to the grievance process of the contract.
• The time frames referenced above may be extended by mutual agreement of the district and the WUT.

_____ _____
TIP Administrator Date

_____ _____
Additional Responsible Administrator Date
[if not the TIP Administrator]

_____ _____
Department Supervisor/Director Date

_____ _____
Teacher Date

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 District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Evaluators will attend this BOCES training throughout the year at a duration as offered by BOCES. Turn-key training will be provided for lead evaluators at a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:
• New York State Teaching Standards and ISSLC Standards;
• Evidence-based observation;
• Application and use of Student Growth Percentile and Value Added Growth Model data;
• Application and use of the State-approved teacher or principal practice rubrics;
• Application and use of any assessment tools used to evaluate teachers and principals;
• Application and use of State-approved locally selected measures of student achievement;
• Use of Statewide Instructional Reporting System;
• Scoring methodology used to evaluate teachers and principals; and
• Specific considerations in evaluating teachers and principals of English language learners ("ELLS") and students with disabilities.
The District will work with the BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.
The Superintendent of Schoolswill certify and recertify all lead evaluators annually.

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	Checked

the classroom teacher's performance is being measured.	
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 Saturday, June 09, 2012
Updated Thursday, October 18, 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):

K-5
6-8
9-12
(No response)
(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.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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.

Given that State assessments are being used, there are no potentially problematic incentives associated with the controls or adjustments. Further, all assessments will be graded in committee by other teachers and/or supervisors or by an outside vendor to mitigate the issue of teachers grading their own assessments.

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)

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Updated Thursday, October 18, 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
6-8	(a) achievement on State assessments	NYS ELA and Math
9-12	(a) achievement on State assessments	NYS US History Regents, NYS Algebra and Trigonometry Regents, NYS Chemistry Regents, and NYS English Regents (please see attached Word Document for HEDI bands)

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For the K-5 Principals we will use the percentage above or below the State mean scale score on the 4th and 5th grade ELA and MATH assessments. We will add the two NYS ELA assessments (grades 4 and 5) and the two NYS MATH assessments (grades 4 and 5)divide by four (Four assessments) Repeat the process for the State mean. The difference will place them in the HEDI ratings as indicated below. For the 6-8 Principal, we will add the three NYS ELA assessments (grades 6, 7, 8) and the three NYS MATH assessments (grades 6, 7, 8)divide by six. (Six assessments) Repeat the process for the State mean. The difference will place them in the HEDI ratings as indicated below.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 Points - Student scale scores are ≥.98 percentage points higher than the State mean. 14 Points - Student scale scores are .97- .96 percentage points higher than the State mean.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13Points - Student scale scores are .86-.95 percentage points higher than the State mean. 12-Points - Student scale scores are .84-.85 percentage points higher than the State mean. 11 Points - Student scale scores are .82-.83 percentage points higher than the State mean. 10-Points - Student scale scores are .80-.81 percentage points higher than the State mean. 9 Points - Student scale scores are .78-.79 percentage points higher than the State mean. 8 Points - Student scale scores on the are .76-.77 percentage points higher than the State mean.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 Points - Student scale scores are .66-.75 percentage points higher than the State mean. 6-Points - Student scale scores are .60-.65 percentage points higher than the State mean. 5 Points - Student scale scores are .56-.59 percentage points higher than the State mean. 4 -Points - Student scale scores are .53-.55 percentage points higher than the State mean. 3 Points - Student scale scores are .51-.52 percentage points higher than the State mean.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points - Student scale scores are .50 percentage points higher than the State mean. 1 Point - Student scale scores are .49 percentage points higher than the State mean. 0 Points - Student scale scores on the NYS ELA on the grade level for the teacher are <.49 percentage points higher than the State mean.

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/5366/142799-qBFVOWF7fC/10-18-12 High School Principal Local.docx

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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.

(No response)

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 Thursday, June 14, 2012
Updated Thursday, October 18, 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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	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.	(No response)
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).	(No response)

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.

(No response)

(No response)

(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 evaluated using the Multidimensional Rubric approved by SED. There are 18 elements. Each principal will be rated on each element based on a scale of 0-10. Using the attached conversion chart, the principal will recieve a rating of 0-60. The district will also use the rating scale of H(59-60), E (57-58), D (50-56) and I (0-49)

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.

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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.	Significantly exceeds District and State expectations. (59-60)
Effective: Overall performance and results meet standards.	Meets or exceeds District and State Expectations.(57-58),
Developing: Overall performance and results need improvement in order to meet standards.	Falls below District and State expectations. (50-56)
Ineffective: Overall performance and results do not meet standards.	Falls significantly below District and State expectations. (0-49)

Please provide the locally-negotiated 60 point scoring bands.

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

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	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

Tenured Principals

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

10. Composite Scoring (Principals)

Created Saturday, June 09, 2012
Updated Thursday, September 13, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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	50-56
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, June 13, 2012
Updated Thursday, September 13, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/142459-Df0w3Xx5v6/PIP6-20-12.docx

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 Process for Principals

1. First Year APPR Ineffective or Developing Rating, or Issuance of a Principal Improvement Plan and/or Implementation of a Principal Improvement Plan

A. i. A principal who receives an Ineffective or Developing rating on their annual composite shall be entitled to appeal such rating to a panel of three (3) individuals one chosen by the administrators union, one by the school District who is certified as a Principal lead

evaluator and one mutually agreed to by the individuals chosen by the respective parties. The appeal shall be filed within ten (10) school days of personal service of the final performance review upon the principal, which time period may be extended for extraordinary circumstances, such as the principal's scheduled absence from work during the time period to file an appeal.

ii. A principal who receives a principal improvement plan ("PIP") and disputes its issuance and/or implementation shall be entitled to appeal. An appeal of the issuance of the PIP shall be filed within ten (10) school days of personal service of the PIP, which time period may be extended for extraordinary circumstances, such as the principal's scheduled absence from work during the time period to file an appeal.

B. The appeal shall include a written description of the specific areas of disagreement over his or her performance review as prescribed in Section 3012-c of the Education Law, or where applicable the issuance and/or implementation of the terms of his/her improvement plan in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. The principal shall include in his appeal the disputed performance review (or improvement plan). In addition, the principal may submit other documents or materials in support of his/her position up to the date of the hearing. The principal may also request information from the school district that is relevant to his/her appeal, and that information shall be disclosed as soon as possible. Until the material is furnished to the principal and delivered to the panel, the appeal shall remain open.

D. Within ten (10) school days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

E. The school district shall have the burden of proof before the panel that the performance review, issuance of a PIP, or implementation of a PIP is proper in all respects to the mandates of Education Law Section 3012-c.

F. The panel shall review and render a decision on the principal's appeal within ten (10) school days from their appointment.

G. Within ten (10) school days of the decision of the panel and only if the decision is not unanimous, the decision shall be reviewed by the Superintendent of Schools, or if the superintendent was the principal's evaluator, then by a designee who is not employed by the school district. The superintendent or his/her non-district designee shall issue a written decision on the merits of the appeal no later than ten (10) school days after the panel's decision. Such decision shall be a final administrative decision.

H. The conclusion of the appeal process in the first year of an ineffective or developing rating, issuance of a PIP, or implementation of a PIP shall not preclude any challenge of that performance review or PIP at any subsequent 3020-a disciplinary arbitration initiated by the school district.

2. Second Consecutive Year Ineffective or Developing Rating

A. If a principal receives a second Ineffective or Developing APPR evaluation, issuance of a second consecutive year PIP, or implementation of a second year PIP the steps and timelines articulated in 1 "A" through "E" shall apply here, except that the appeal shall be heard by a single arbitrator.

B. The Arbitrator shall conduct an evidentiary hearing consistent with the due process rights and discovery articulated in Education Law Section 3020-a.

C. The arbitration shall be heard within thirty (30) school days of the filing of the Appeal.

D. The affected principal shall have the prerogative to elect that the hearing be public, but such selection shall be made no later than two (2) school days before the hearing date. Otherwise, the hearing shall be private.

E. The District shall have the burden of proof to establish that the principal's APPR evaluation, issuance of the PIP or implementation of the PIP is supported by a preponderance of the evidence.

F. The arbitrator shall render a decision on the appeal no later than twenty (20) school days after the close of the hearing. Such decision shall be final and binding.

G. As to the second consecutive APPR appeal only, the one involving the arbitrator's decision, if the principal is subsequently the subject of a proceeding commenced under Education Law Section 3020-a, that principal shall be precluded from re-litigating at the

disciplinary arbitration the identical issues arbitrated under the underlying APPR appeal.

However, the principal shall be entitled to litigate any other issue in any subsequent 3020-a hearing, including the first ineffective APPR rating.

3. Miscellaneous

A. An evaluation shall not be placed in a principal's personnel file until ten (10) school days after the conclusion of the appeal process described herein.

B. A principal who invokes the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation.

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 District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Evaluators will attend this training throughout the year at a duration as offered by Nassau BOCES. Turn-key training will be provided for lead evaluators of a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:
• New York State Teaching Standards and ISSLC Standards;
• Evidence-based observation;
• Application and use of Student Growth Percentile and Value Added Growth Model data;
• Application and use of the State-approved teacher or principal practice rubrics;
• Application and use of any assessment tools used to evaluate teachers and principals;
• Application and use of State-approved locally selected measures of student achievement;
• Use of Statewide Instructional Reporting System;
• Scoring methodology used to evaluate teachers and principals; and
• Specific considerations in evaluating teachers and principals of English language learners ("ELLS") and students with disabilities.
The District will work with the BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

The Superintendent of Schools will certify and recertify all lead evaluators annually.

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 Thursday, May 31, 2012
Updated Friday, October 19, 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/5581/137444-3Uqgn5g9Iu/10-19-12 APPR Certification Form 4.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.

New York State Student Learning Objective Template

STUDIO IN ART

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* Three classes of ninth, tenth, and eleventh grade students of a wide range of artistic and academic abilities as determined by the total enrollment on a specific district-determined date. (86 students) Please refer to the attached class rosters for specific notes on individual students
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* *What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* Evaluation will be based on two standards from the New York State Learning Standards for Visual Arts: *Creating Art,* and *Responding to and Analyzing Works of Art.* These standards will be focused on during the interval of instruction. **NYS Learning Standards** **1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.** Students: • create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints (a) • create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images (b) • demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition (c) • reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust

	their decisions accordingly (d). **2. Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.** Students: • select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums (a) • use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation (b) **(optional depending on course content/access to media in the particular school).** • understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art (d). **3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.** Students: • use the language of art criticism by reading and discussing critical reviews in newspapers and journals and by writing their own critical responses to works of art (either their own or those of others) (a) • explain the visual and other sensory qualities in art and nature and their relation to the social environment (b) • analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art (c) • develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines and in everyday life (d). **Common Core Application** **Math** Students: • understand how meanings and communication in Art (Art as text) are enhanced by the artists' use of mathematical strategies and thinking. • will employ mathematical skills and understanding in the creative process. • will employ mathematical thinking and skills in creating Art (as text) when utilizing media and materials in the creation of meaningful and personally significant Art (as text) • will practice mathematical skills and thinking on practical and conceptual levels within the Art Curriculum **ELA/Literacy** Students • will read secondary source text for information about art, artists and art movements

	• will understand how meaning and communication are enhanced by the artist's use of the elements and principles of design • will analyze Art (as text), including their own art, using a variety of perspectives • will write about and discuss Art (as text), including their own art will learn and employ the language and vocabulary of the Visual Art domain in response to Art (as text)
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* The instructional period will begin at the start of the school year in September and conclude at the end of May. Classes meet every day for 42 minutes per class.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline: Many, but not all, of the students will be coming from eigth grade with 20 weeks of Art experience. As a result, students will be given a district-developed pre-assessment to determine their abilities within the New York State Visual Arts Standards at the beginning of the school year. Summative: A district-developed summative assessment administered over 2 days at the end of May. Offers accommodations as legally required and appropriate? Yes, students' IEPs and 504 plans will be followed.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* Pre-Assessment(s): Early in the school year students will be given a task similar to the Summative and scored on the same rubric.
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* It is expected that by the end of the course, at least 80% of the students will have demonstrated 30% growth as measured by the district-developed summative assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0

	97 - 100	94 - 96	93 - 90	87 - 89	85 - 86	83 - 84	81 - 82	77 - 80	75 - 76	73 - 74	71 - 72	69 - 70	67 - 68	65 - 66	63 - 64	61 - 62	59 - 60	57 - 58	40 - 56	02 - 39	00 - 01

Rationale

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

The learning content is based on two of the four New York State Learning Standards for the Visual Arts: *Creating Art,* and *Responding to and Analyzing Works of Art.* The baseline and summative assessments consist of two parts to reflect these learning standards: a still life drawing and a written response to a piece of artwork.

These two parts will be scored using a common rubric based on four levels of accomplishment with certain criteria: *Exemplary* (4 points), *Proficient* (3 points), *Developing* (2 points), and *Emerging* (1 point). At the conclusion of this course, it is expected that most students, at least 80%, will have demonstrated these learning standards at a *Proficient* level. Once the ability to work at the Proficient level is achieved, the student will be prepared to be successful in the advanced level art courses during their high school career.

Rationale for Standards:

- Application of the elements and principles of art and design are the basic vocabulary for artwork in all mediums.

As students incorporate the elements and principles into photographic composition their images will have more impact.

- Students can make stylistic decisions that will enable them to communicate ideas and meaning through their photographs.
- The consideration of the Common Core Standards demonstrates how students can begin to access art making as a pathway to learning across the curriculum, as well as a course of post-secondary study and potential employment.
- The evidence authentically measures how students' progress through key developmental phases.
- The target requires students to demonstrate significant growth based on a rigorous evaluative rubric.

Differentiation of instructional delivery will provide all students with the ability to create artwork that demonstrates their understanding, skills and abilities and prepare them for future success.

New York State Student Learning Objective Template: Art, 2nd Grade

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* 7 sections of 2nd grade art students, heterogeneously grouped, 166 students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* New York State Standards for the Arts STANDARD 1: Creating, Performing, and Participating in The Arts STANDARD 2: Knowing and Using Arts Materials and Resources
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* 40 minutes per art class, meeting once every 6 days during the school year.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline Assessment: Draw a cityscape. The students will have one, 40 minute art class to draw their cityscape on paper. This artwork will be used to evaluate their baseline. Summative Assessment: Draw a Cityscape. The students will have one, 40 minute art class to draw their cityscape on paper. This artwork will be used to evaluate their

	summative assessment.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* 80% of students will show 30% growth.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	97-98 %	95-96 %	92-94 %	88-91 %	85-87 %	82-84 %	79-81 %	76-78 %	73-75 %	71-72 %	68-70 %	64-67 %	60-63 %	57-59 %	53-56 %	49-52 %	45-48 %	40-44 %	30-39 %	<30 %

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* NYS Learning Standards for the Arts, Visual Arts, Elementary Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences

	Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.

New York State Student Learning Objective Template: Art, 3rd Grade

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* 8 sections of 3rd grade art students, heterogeneously grouped, 153 students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* New York State Standards for the Arts STANDARD 1: Creating, Performing, and Participating in The Arts STANDARD 2: Knowing and Using Arts Materials and Resources STANDARD 3: Responding to and Analyzing Works of Art
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* 40 minutes per art class, meeting once every 6 days during the 2012/2013 school year.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline Assessment: Draw five different repeating patterns that incorporate the elements and principles of design. The students will have one, 40 minute art class to draw their patterns on paper. This artwork will be used to evaluate their baseline. Summative Assessment: Draw five different repeating patterns that incorporate the elements and principles of design.

	The students will have one, 40 minute art class to draw their patterns on paper. This artwork will be used to evaluate their summative assessment.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* 35% of students were able to correctly draw a self-portait
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* 80% of students will show 30% growth.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	97-98 %	95-96 %	92-94 %	88-91 %	85-87 %	82-84 %	79-81 %	76-78 %	73-75 %	71-72 %	68-70 %	64-67 %	60-63 %	57-59 %	53-56 %	49-52 %	45-48 %	40-44 %	30-39 %	<30 %

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* NYS Learning Standards for the Arts, Visual Arts, Elementary Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences

	Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.

New York State Student Learning Objective Template: Art, 4th Grade

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* 7 sections of 4th grade art students, heterogeneously grouped, 153 students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* New York State Standards for the Arts STANDARD 1: Creating, Performing, and Participating in The Arts STANDARD 2: Knowing and Using Arts Materials and Resources
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* 40 minutes per art class, meeting once every 6 days during the 2012/2013 school year.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline Assessment: Draw A Self-Portrait. The students will have one, 40 minute art class to draw their self-portrait on paper. This artwork will be used to evaluate their baseline. Summative Assessment: Draw A Self-Portrait. The students will have one, 40 minute art class to draw their self-portrait on paper. This artwork will be used to evaluate their

	summative assessment.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* 80% of students will show 30% growth.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	97-98 %	95-96 %	92-94 %	88-91 %	85-87 %	82-84 %	79-81 %	76-78 %	73-75 %	71-72 %	68-70 %	64-67 %	60-63 %	57-59 %	53-56 %	49-52 %	45-48 %	40-44 %	30-39 %	<30 %

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* NYS Learning Standards for the Arts, Visual Arts, Elementary Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences

	Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.

New York State Student Learning Objective Template

ART Grade 6

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* Eight sections of heterogeneously grouped 6th grade classes: 214 middle school students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* **Color Theory: Students will be able to:** • **Identify and reproduce the color wheel.** • **Have basic knowledge of color relationships and color mixing.** • **Use color as a tool to produce artwork with color knowledge.** **Standard 1**: Creating, Performing, and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. **Standard 2**: Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in

	various roles. **Standard 3**: Responding to and Analyzing Works of Art Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. **Standard 4**: Understanding the Cultural Contributions of the Arts Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* Quarter: One class daily for 10 weeks.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Students will be asked to show knowledge of the color wheel, color relationships, and mixing color. (See handout) This will be asked before and after color lesson.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* Students will have little or no prior knowledge of the contents to be taught.

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* 80% of the students will show 30% growth.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	97-98 %	95-96 %	92-94 %	88-91 %	85-87 %	82-84 %	79-81 %	76-78 %	73-75 %	71-71 %	68-70 %	64-67 %	60-63 %	57-59 %	53-56 %	49-52 %	45-48 %	40-44 %	30-39 %	<30 %

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* Having knowledge of the color wheel will be a tool to improve artwork and prepare students for seventh grade art.

New York State Student Learning Objective Template

ART Grade 7

All SLOs MUST include the following basic components:	
Population	***These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)*** ***Five sections of art 7, heterogeneously grouped with approximately 115 students.***
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards? NYS Art Standards 1-4 will be met.*** **. The Arts** **Standard 1: Creating, Performing, and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.** **Standard 2: Knowing and Using Arts Materials and Resources** **Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.** **Standard 3: Responding to and Analyzing Works of Art** **Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.**

	Standard 4: Understanding the Cultural Contributions of the Arts **Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.** **Through viewing and discussing various works of art through history as well as from a direct hands-on experience, students will learn the correct proportions of the human face, how to draw in 1-point perspective, and will be taught color theory where 6th grade left off.** **Various artists from different cultures will be explored, there will be discussions as well as, of course, physically creating the works, and students will used many different media to create their works.**
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** **One semester**
Evidence	***What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*** ***Aside from a written test, students will create a portrait showing the correct proportions of a human face. Students will also be able to put basic shapes into 1-point perspective, as well as use vocabulary relating to it. Students will also be able to correctly identify and use specific color schemes in their projects.***
Baseline	***What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*** ***Students will have little to no prior knowledge of the contents being taught.***
Target(s)	***What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?***

	80% of students will perform at a level 3 or higher on a summative performance task.
HEDI Scoring	***How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?***

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
99-100 %	**97-98 %**	**95-96 %**	**92-94 %**	**88-91 %**	**85-87 %**	**82-84 %**	**79-81 %**	**76-78 %**	**73-75 %**	**71-72 %**	**68-70 %**	**64-67 %**	**60-63 %**	**57-59 %**	**53-56 %**	**49-52 %**	**45-48 %**	**40-44 %**	**30-39 %**	**<30 %**

Rationale	***Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*** ***Portraiture, 1-point perspective, and color theory all need to be experienced and understood in order for students to successfully continue in art throughout high school, college, and most careers in art. They are continuously not only a common theme often used on their own, but more importantly, without knowledge and understanding of these, students cannot progress into more advanced art classes and/or careers.***

New York State Student Learning Objective:

Art History and Studio in Creative Crafts

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* Two combined classes of grades 9-12 students with a broad range of artistic and academic abilities as determined by the total enrollment on a specific district-determined date (24 students). Please refer to the attached class rosters for specific notes on individual students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* Evaluation will be based on three standards from the New York State Learning Standards for Visual Arts: Creating, Knowing and Using Art Materials and Resources and Responding to and Analyzing Works of Art. These standards will be focused on during the interval of instruction.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* The instructional period covered begins at the start of the school year in September and concludes in May when the final project and evaluation begins. Classes meet daily for approximately 40 minutes per class.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline: All ninth grade students will be coming from eighth grade with 20 weeks of Art experience (from our district) or perhaps a greater or lesser amount from another district (either within NY State or not). As a result, students will be given a district-developed pre-assessment to determine their abilities within the NY State Visual Arts Standards. A district-developed pre-assessment administered at the beginning of the school year (see Studio in Art S.L.O.).

	Summative: A district-developed summative assessment administered over several days beginning in mid-May (see Studio in Art S.L.O.).
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* One the baseline assessment, 50% scored at the Developing level of accomplishment on the pre-assessment rubric; 25% Proficient; 25% Exemplary. The rubric is based on Exemplary (4), Proficient (3), Developing (2), and Emerging (1) levels of Accomplishment.
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* It is expected that by the end of the course, at least 80% of students will have demonstrated growth and development as measured by the district-developed summative assessment by scoring in at least the Proficient range according to the rubric. The summative assessment will be given in mid-May. (The Proficient level is similar to the Effective level on the HEDI scoring guide.)
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* The scoring targets were based on the baseline data as well as the historical data for the course and district.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	94-96	90-93	87-89	85-86	83-84	81-82	77-80	75-76	73-74	71-72	69-70	67-68	65-66	63-64	61-62	59-60	57-58	40-56	2-39	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* The learning is based on three of the four NY State Learning Standards for the Arts: Creating, Knowing and Using Arts Materials and Resources, and Responding to and Analyzing Works of Art. The baseline and summative assessments will consist of three parts to reflect these learning standards: • A self-portrait drawing (b & w), to become a page in a bookbinding project. • A self-portrait (color) to become a page in a bookbinding project. • A written response to three pieces of cartographic related "portraiture" artwork. These three parts will be scored using a common rubric based on four levels of accomplishment with certain criteria: Exemplary (4 points), Proficient (3 points), Developing (2 points), and Emerging (1 point). At the conclusion of this course, it is expected that most students, at least 80%, will have demonstrated the three learning standards at a Proficient level. Once the ability to work at the Proficient level is achieved, the student will be prepared to be successful in the advanced level art courses during their high school career.

Pre/Post Drawing Assignment: "Personal Mind Map, Draw a Map of Who you Are"

Objective: Students will draw an outline of the profile of their head and necks that fills a 9x12" (vertical) piece of paper. They will then fill in this entire shape with all of the characteristics, interests, traits and qualities that make them who they are as individuals. They will be encouraged to utilize vary mark making, utilize shapes, include text, etc. in an inventive manner to express what is representative of themselves and their identity. (Note: this assignment will determine student growth and development with NY Standard 1: Creating Art.)

New York State Student Learning Objective:

Studio in Art

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* Two classes of ninth grade students with a broad range of artistic and academic abilities as determined by the total enrollment on a specific district-determined date (46 students). Please refer to the attached class rosters for specific notes on individual students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* Evaluation will be based on three standards from the New York State Learning Standards for Visual Arts: Creating, Knowing and Using Art Materials and Resources, and Responding to and Analyzing Works of Art. These standards will be focused on during the interval of instruction.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* The instructional period covered begins at the start of the school year in September and concludes in May when the final project and evaluation begins. Classes meet daily for approximately 40 minutes per class.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline: All ninth grade students will be coming from eighth grade with 20 weeks of Art experience (from our district) or perhaps a greater or lesser amount from another district (either within NY State or not). As a result, students will be given a district-developed pre-assessment to determine their abilities within the NY State Visual Arts Standards. A district-developed pre-assessment administered at the beginning of the school year (see attached).

	Summative: A district-developed summative assessment administered over several days beginning in Mid-May (see attached).
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* One the baseline assessment, 50% scored at the Developing level of accomplishment on the pre-assessment rubric; 25% Proficient; 25% Exemplary. The rubric is based on Exemplary (4), Proficient (3), Developing (2), and Emerging (1) levels of Accomplishment.
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* It is expected that by the end of the course, at least 80% of students will have demonstrated growth and development as measured by the district-developed summative assessment by scoring in at least the Proficient range according to the rubric. The summative assessment will be given in mid-May. (The Proficient level is similar to the Effective level on the HEDI scoring guide.)
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* The scoring targets were based on the baseline data as well as the historical data for the course and district.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	94-96	90-93	87-89	85-86	83-84	81-82	77-80	75-76	73-74	71-72	69-70	67-68	65-66	63-64	61-62	59-60	57-58	40-56	2-39	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* The learning is based on three of the four NY State Learning Standards for the Arts: Creating, Knowing and Using Arts Materials and Resources, and Responding to and Analyzing Works of Art. The baseline and summative assessments will consist of three parts to reflect these learning standards: • A still life drawing (b & w). • A still life (color). • A written response to two pieces of artwork. These three parts will be scored using a common rubric based on four levels of accomplishment with certain criteria: Exemplary (4 points), Proficient (3 points), Developing (2 points), and Emerging (1 point). At the conclusion of this course, it is expected that most students, at least 80%, will have demonstrated the three learning standards at a Proficient level. Once the ability to work at the Proficient level is achieved, the student will be prepared to be successful in the advanced level art courses during their high school career.

Pre/Post Drawing Assignment: Still Life with All White 3D Inanimate Objects

Objective: Given a still life with subject matter containing entirely white 3 dimensional objects with ellipses (example: bottles), straight edges (examples: boxes), as well as organic forms (examples: plaster cast anatomical forms, etc.), students will demonstrate their ability to draw from observation using a view finder to accurately represent each form by drawing a shape with proper proportion and scale using the Rule of Thirds to locate their focal point and their ability to create values to represent the illusion of three dimensions on a two dimensional surface. (Note: This assignment will determine student growth and development with NYS Standard 1: Creating Art.)

SLO: For Bookkeeping/Accounting

Population	9 – 12 grade high school Bookkeeping/Accounting (courses may include mixed grades 9-12)
Learning Content	• Accounting for a service business organized as a proprietorship. Full accounting cycle including analyzing business transactions into debit/credit parts, journalizing, posting to a general ledger, trial balance and work sheet preparation with adjusting entries, then formal financial statement preparation. • Tax return preparation including payroll and federal tax forms • Accounting for a merchandising business organized as a partnership. Full accounting cycle including analyzing business transactions into debit/credit parts, journalizing, posting to a general ledger, trial balance and work sheet preparation with adjusting entries, then formal financial statement preparation.
Interval	One year course (1 high school business credit).
Evidence	1. Pre-assessment administered during the first week/two weeks of class will assess baseline skills in content. 2. Summative assessment administered at the end of the school year will measure skills acquired by students.
Baseline	A baseline exam will be administered in September to assess students' understanding of learning outcomes.

Target and Scoring HEDI Scoring

Target: 75% of the students will receive a 75% or higher on the summative assessment.

Highly Effective (18-20 points)	Effective (12-17)		Developing (3-8 points)		Ineffective (0-2 points)
20 = 90+	17 = 81 – 84	12 = 69 - 70	8 = 61 – 62	5 = 55 - 56	2 = 49 – 50
19 = 88 – 89	16 = 78 – 80	11 = 67 - 68	7 = 59 – 60	4 = 53 - 54	1 = 47 – 48
18 = 85 – 87	15 = 75 – 77	10 = 65 - 66	6 = 57 – 58	3 = 51 - 52	0 = 46 –
	14 = 73 – 74	9 = 63 - 64			
	13 = 71 – 72				

Rationale

Due to multi-grade scheduling students enter with 9th grade math skills or 9th and 10th grade math skills. This is an introductory accounting course for high school students. Excel is an integral application used in the course. This course will support college and career readiness skills by teaching students to use industry standards to:

- Identify accounting concepts and practices
- Analyze how business transactions relate to starting and operating a service business organized as a proprietorship, then affect the appropriate business accounts in order to prepare all working papers leading up to the creation of a company's financial statements.
- Demonstrate knowledge learned and researched of payroll taxes including preparing all federal tax forms leading up to the creation of a personal income tax return.
- Analyze how business transactions relate to starting and operating a merchandising business organized as a partnership, then affect the appropriate business accounts in order to prepare all working papers leading up to the creation of a company's financial statements.

SLO_College Business Law

Population	11-12th grade students			
Learning Content	Introductory College Business law course based upon civil legal concepts including court systems, trial procedures, tort law, and contract law. This course is aligned with NYSED CTE standards for Business Education.			
Interval	1 year			
Evidence	• Pre-assessment administered in September will access baseline knowledge in content. • Summative assessment administered at the end of the school year.			
Baseline	25 multiple choice exam administered in September will assess student understanding of learning outcomes.			
Target and Scoring HEDI Scoring	Target: 75% of the students will receive a 75% or higher on the summative assessment			
	Highly Effective (18-20 points)	Effective (12-17)	Developing (3-11 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	Students will be able to recognize the social and ethical context underlying the rules of contract law and other business law topics. Students will be able to apply the rules of contract law and other business law topics to real world conflicts and management challenges. Students will be able to identify distinctions between the federal and state court systems. Students will be able to demonstrate good civil trial techniques in a mock trial setting.			

SLO: Fashion Marketing

Population	Fashion Marketing – Grades 9-12
Learning Content	7 Functions of Marketing based on fashion products and the fashion industry which include: * Product/Service Management – life cycle of a product, supply and demand, target markets and market segmentation. *Distribution – channels of distribution, wholesalers and retailers and delivery options. *Financing and Pricing – expenses of a business, where to obtain financing and at what cost, factors to consider when pricing a product appropriately. *Marketing Information Management – methods of market research, gathering, storing and analyzing data collected, making business decisions based on primary and secondary data collected, creating business surveys using open and close-ended questions as a tool to conduct market research, input of all information into the database application "Access" and creating tables and queries to analyze and make business decisions. *Promotion – sales promotion, public relations & publicity, advertising and personal selling *Selling. This course also explores different career options in the fashion industry and how important this industry is to our economy and on a global scale.
Interval	Half-year course (1/2 high school business credit).
Evidence	1. Pre-assessment administered during the first week/two weeks of class will assess baseline skills in content. 2. Summative assessment administered at the end of the school year will measure skills acquired by students.
Baseline	A baseline exam will be administered in September to assess students' understanding of learning outcomes.

Target and Scoring HEDI Scoring	Target: 75% of the students will receive a 75% or higher on the summative assessment.			
	Highly Effective (18-20 points)	Effective (12-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 = 90+ 19 = 88 – 89 18 = 85 – 87	17 = 81 – 84 16 = 78 – 80 15 = 75 – 77 14 = 73 – 74 13 = 71 – 72 12 = 69 - 70 11 = 67 - 68 10 = 65 - 66 9 = 63 - 64	8 = 61 – 62 7 = 59 – 60 6 = 57 – 58 5 = 55 - 56 4 = 53 - 54 3 = 51 - 52	2 = 49 – 50 1 = 47 – 48 0 = 46 –

Rationale	Due to multi-grade scheduling students enter with 9th grade reading and math skills. This is an introductory marketing course for high school students. MS Word, PowerPoint and Access are all used throughout. This course will support college and career readiness skills by teaching students to use industry standards to: • Enable students to understand and apply marketing, management, and entrepreneurial principles to make rational economic decisions, and to exhibit social responsibility in a global economy.

SLO – N. O'Connor/Middle School/6th Grade Computer Skills

Population	6th Grade Computer Skills			
Learning Content	NYS Learning Standards for Career Development and Occupational Studies (CDOS)			
Interval	School Year 2012-2013 (1 year – 4 groups of 10 week classes)			
Evidence	•Pre-assessment administered during the first week of the semester will assess baseline skills in content. •Summative assessment administered at the end of the 10 week cycle will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes. Each student will bring knowledge based on previous computer experience/exposure at home and in elementary school.			
Target	75% of the students will earn a 75% or above in the summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to perform fundamental operations and application of functions in the following programs: Microsoft Word, Microsoft Publisher, Microsoft Access, Microsoft Excel, Microsoft PowerPoint, and Windows MovieMaker. Students will be required to complete tasks/projects in each of the programs listed above. Students will be able to give an oral presentation using a MS PowerPoint presentation or a MovieMaker project that they will create.			

SLO – N. O'Connor/Middle School/Business Management

Population	8th Grade Business Management			
Learning Content	NYS Learning Standards for Career Development and Occupational Studies (CDOS) Business Management Technology is a fundamental course in entrepreneurship for Middle School students.			
Interval	½ year; one semester class			
Evidence	-Pre-assessment administered during the first week of the semester will assess baseline skills in content. -Summative assessment administered at the end of the semester will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
	75% of the students will receive a 75% and above on the summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: -work in the School Store providing exceptional customer service, operate the cash register, price products, take inventory, conduct market research and promote the store. -develop a business concept and present the idea to a team of investors/judges. (Shark Tank) -participate in an online stock market game simulation.			

SLO – N. O'Connor/Middle School/E-Business

Population	8th Grade E-Business;			
Learning Content	NYS Learning Standards for Career Development and Occupational Studies (CDOS)			
Interval	½ year- one semester class			
Evidence	•Pre-assessment administered during the first week of the semester will assess baseline skills in content. •Summative assessment administered at the end of the semester will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
Target	755 of the students will achieve a 75% or higher on the summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: • apply skills learned to create Web sites using Adobe DreamWeaver. • create video games using Adobe Flash and GameMaker. • create virtual worlds using Alice 3D. • communicate via email and Skype with teens in different countries. • participate in an online stock market game simulation.			

SLO_Business Computer Application

Population	Grades 9-12			
Learning Content	MS Office application skills for school, college and future employment			
Interval	One semester course; ½ year; ½ unit of credit			
Evidence	• Pre-assessment administered during the first week of the semester will access baseline skills in content. • Summative assessment administered at the end of the semester will measure skills acquired by students .			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
Target and Scoring HEDI Scoring	Target: 75% of the students will receive a 75% or higher on the summative assessment			
	Highly Effective (18-20 points)	Effective (12-17)	Developing (3-11 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: *Perform fundamental operations using the office suite; modify and edit a document, use appropriate document formatting , create, edit, enhance a document as necessary to organize and manage the layout of information for assignments, college and career readiness. *Presentation skills through PowerPoint projects. Students will be required to apply formatting techniques to the presentations and delivery to convey an effective and professional presentation. *Use of excel spreadsheets and charts to exemplify, clarify and organize data. *All office suite applications are project based and have respective and objective rubrics that assess the students technical ability and aptitude to convey the most effective presentation of output *Research and group based projects will prepare students for college and the future job market by analyzing their resources, collaboration and delivery of material for industry standards.			

SLO_Business Law

Population	10-12th grade students (majority 10th grade)			
Learning Content	Introductory Business law course based upon civil legal concepts including court systems, trial procedures, tort law, and contract law. This course is aligned with NYSED CTE standards for Business Education.			
Interval	1 year			
Evidence	• Pre-assessment administered in September will access baseline knowledge in content. • Summative assessment administered at the end of the school year.			
Baseline	25 multiple choice exam administered in September will assess student understanding of learning outcomes.			
Target and Scoring HEDI Scoring	Target: 75% of the students will receive a 75% or higher on the summative assessment			
	Highly Effective (18-20 points)	Effective (12-17)	Developing (3-11 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	Students will be able to recognize the social and ethical context underlying the rules of contract law and other business law topics. Students will be able to apply the rules of contract law and other business law topics to real world conflicts and management challenges. Students will be able to identify distinctions between the federal and state court systems. Students will be able to demonstrate good civil trial techniques in a mock trial setting.			

SLO: For College Level Accounting

Population	11 – 12 grade high school College Level Accounting (courses may include mixed grades 11-12)
Learning Content	• College Accounting Curriculum to include: Accounting for a service business organized as a proprietorship. Full accounting cycle including analyzing business transactions into debit/credit parts, journalizing, posting to a general ledger, trial balance and work sheet preparation with adjusting entries, then formal financial statement preparation. • Accounting for a merchandising business organized as a partnership. Full accounting cycle including analyzing business transactions into debit/credit parts, journalizing, posting to a general ledger, trial balance and work sheet preparation with adjusting entries, then formal financial statement preparation.
Interval	One year course (1 high school business credit).
Evidence	1. Pre-assessment administered in early September will assess baseline skills in content. 2. Summative assessment administered at the end of the school year will assess skills acquired by students. 3. Data from the summative assessment administered to those students enrolled in the high school level accounting class during the prior school year.
Baseline	A baseline exam will be administered in September to assess students' understanding of learning outcomes.

Target and Scoring HEDI Scoring	Target: 75% of the students will receive a 75% or higher on the summative assessment.			
	Highly Effective (18-20 points)	Effective (12-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 = 90+ 19 = 88 – 89 18 = 85 – 87	17 = 81 – 84 16 = 78 – 80 15 = 75 – 77 14 = 73 – 74 13 = 71 – 72 12 = 69 - 70 11 = 67 - 68 10 = 65 - 66 9 = 63 - 64	8 = 61 – 62 7 = 59 – 60 6 = 57 – 58 5 = 55 - 56 4 = 53 - 54 3 = 51 - 52	2 = 49 – 50 1 = 47 – 48 0 = 0- 46

Rationale	Due to multi-grade enrollment, students enter with math skills acquired from previous years. This is a college level introductory accounting course for high school students. Excel is an integral application used in the course. This course will support college and career readiness skills by teaching students to use industry standards to: • Identify accounting concepts and practices • Analyze how business transactions relate to starting and operating a service business organized as a proprietorship, then affect the appropriate business accounts in order to prepare all working papers leading up to the creation of a company's financial statements. • Analyze how business transactions relate to starting and operating a merchandising business organized as a partnership, then affect the appropriate business accounts in order to prepare all working papers leading up to the creation of a company's financial statements.

SLO – College Introduction Business

Population	College Introduction to Business; all 60+students			
Learning Content	• Understanding how a business works in this global economy. • Functions of business management, marketing, accounting, leadership, and ethics.			
Interval	School Year 2012-2013 (1year)			
Evidence	1. Pre-assessment administered during the first week of the semester will access baseline skills in content. 2. Summative assessment administered at the end of the year will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
	75% of the students will receive a 75% and above on the summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: • Identify global business concepts and practices • Create a new business using specific global business categories: global market, economics,			

	business ownership, leadership, ethics, and global promotion *This course is offered under the auspices of Adelphi University and the syllabus is approved by School of Business at Adelphi University

SLO – College Sport Marketing

Population	College Sport Marketing; (mixed grades 10-12)			
Learning Content	• Sport Marketing is a competitive industry that involves front-office strategy, risk, discipline, and energy in the public's image. • Read and discuss case studies about the impact that the Sports Industry helps sponsors reach key target markets of consumers and how sports marketing plans and strategies can be developed to achieve increased sales and profits.			
Interval	School Year 2012-2013 (1/2 year course)			
Evidence	1. Pre-assessment administered during the first week of the semester will access baseline skills in content. 2. Summative assessment administered at the end of the semester will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
	75% of the students will achieve a 75% and above on the summative asessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 12=*69-70* 16 =*78-80* 11=*67-68* 15 =*77-75* 10=*65-66* 14 =*74-73* 9=*63-64* 13 =*72-71*	8 =*62-61* 5=*55-56* 7 =*60-59* 4=*53-54* 6 =*58-57* 3=*51-52*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: • Identify sport marketing concepts and practices • Create a new sport franchise using specific marketing categories: target market, consumer behavior, sponsorship, licensing, promotion, electronic media, and public relations. • Study and analyze both print and broadcast advertisements.			

SLO – Notetaking for College

Population	Notetaking for College; (grades 10-12)			
Learning Content	• Speedwriting skills for the ability to take notes at a faster pace. • Understanding effective time management skills, listening skills, reading skills, memory skills, learning styles.			
Interval	1 full year			
Evidence	1. Pre-assessment administered during the first week of the semester will access baseline skills in content. 2. Summative assessment administered at the end of the semester will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
	75% of the students will receive a 75% and above on the summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: • Identify their current levels of college readiness skills and how to improve them. • Demonstrate proper note taking skills with speedwriting techniques and computer techniques.			

	• Demonstrate accurate and proper speedwriting skill to achieve a high level of words per minute.

SLO – Sport Marketing

Population	Sports Marketing;			
Learning Content	• Introduction to the business side of sports. • Visual Simulation is used throughout the course to support concepts and allow students to explore sport marketing on a virtual level.			
Interval	1 full year course			
Evidence	1. Pre-assessment administered during the first week of the semester will access baseline skills in content. 2. Summative assessment administered at the end of the year will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
	75% of the students will earn 75% and above on the summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: • Identify sport marketing concepts and practices • Create a new sport franchise using specific marketing categories: product image, pricing, distribution, promotion, sponsorship, licensing, endorsements, and target market.			

	• Experience the development of a sport franchise and make decisions on how to keep the franchise profitable through a visual simulation.

SLO_BA

Population	Grades 9-12			
Learning Content	E-Commerce and Entrepreneurship			
Interval	One semester course; ½ year; ½ unit of credit			
Evidence	• Pre-assessment administered during the first week of the semester will access baseline skills in content. • Summative assessment administered at the end of the semester will measure skills acquired by students .			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
Target and Scoring HEDI Scoring	Target: 75% of the students will receive a 75% or higher on the summative assessment			
	Highly Effective (18-20 points)	Effective (12-17)	Developing (3-11 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: *Analyze entrepreneurs traits and characteristics, business models and how can those successful attributes be applied to their life. *Vocabulary acquisition of general business terms and the understanding of general business financing. *Students will be required to utilize the MS Office Suite, Internet through individual and group projects and presentations. *Specific and objective rubrics to follow for each assessment *Guest speakers will provide first hand insight into the industry and prepare students the work place and college			

SLO_CFM

Population	Grades 9-12			
Learning Content	Career and Financial Management			
Interval	One semester course; ½ year; ½ unit of credit			
Evidence	• Pre-assessment administered during the first week of the semester will access baseline skills in content. • Summative assessment administered at the end of the semester will measure skills acquired by students .			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
Target and Scoring HEDI Scoring	Target: 75% of the students will receive a 75% or higher on the summative assessment			
	Highly Effective (18-20 points)	Effective (12-17)	Developing (3-11 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: *Asses their personality attributes and weaknesses, how can they improve on their weaknesses and utilize their strengths in the job market *Research and gain a broader knowledge of the working field and a specific career that suites their potential *Use of Internet and Careerzone.org to asses and research *Projects, group and individual, allow students to explore career options and college preparedness *Objective rubrics to follow for class work and projects assessments * Effectively create and maintain budgets in MS Excel , purposeful for home and business use in the future *Gain a general understanding through non-fictional sources of the job market they will enter after college and gain the foundation for interviewing, resumes, and presentation skills			

Wantagh School District
New York State Learning Objective (SLO)

Computer Education – Approach	
Population	Based on enrollment numbers, SLOs will be needed in the following grades: 5, 4, 3* * Enrollment Numbers are not finalized for 12-13, so the 11-12 enrollment numbers were used
Analysis	• Total Students: 1392, so 697 = more than 50% • District-wide: Grade 5: 261, Grade 4: 256, Grade 3: 237 = 752 • Forest Lake (Krista Albrecht): 384/2 = 192 (Grade 3 = 73, Grade 6 = 64, Grade 4 = 61) • Mandalay (Cathy Schlaich): 290/2 = 145 (Grade 5 = 55, Grade 3 = 52, Grade 4 = 45) • Wantagh Elementary (Sue Gavin): 718/2 = 359 (Grade 5 = 137, Grade 4 = 131, Grade 3 = 101)
Testing Instrument / Process	• 20-question Baseline Assessment, 20-question Summative Assessment • Test administered using CPS (remotes) or computer-based program (Faronics Insight)

Wantagh School District
New York State Learning Objective (SLO)

Computer Education – Grade 5				
Population	Students in Grade 5			
Learning Content	ISTE NETS			
Interval	2012 – 2013 school year (Students meet once every 6-day cycle – roughly 20-25 times/year)			
Evidence	• Pre-Assessment – District-created examination administered district-wide in Sept. 2012 • Summative Assessment – District-created examination administered district-wide in June 2013			
Baseline	The scores range from _____ to ____ on the pre-assessment given at the beginning of the year.			
Target	80% of students will demonstrate mastery of at least 75% of the Computer Education Standards Grade 5, as measured by the district's summative assessment in June 2013.			
HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	86% or more students will receive a score of 75 or higher on the Summative Assessment	45-85% of students will receive a score of 75 or higher on the Summative Assessment	15-44% of students will receive a score of 75 or higher on the Summative Assessment	14% or fewer students will receive a score of 75 or higher on the Summative Assessment

HEDI Breakdown	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0
Rationale	The learning content was chosen as it is modeled on the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Students. These standards are used to evaluate the skills and knowledge students need to learn to live productively in an increasingly global and digital world.																				

Wantagh School District
New York State Learning Objective (SLO)

Computer Education – Grade 4				
Population	Students in Grade 5			
Learning Content	ISTE NETS			
Interval	2012 – 2013 school year (Students meet once every 6-day cycle – roughly 20-25 times/year)			
Evidence	• Pre-Assessment – District-created examination administered district-wide in Sept. 2012 • Summative Assessment – District-created examination administered district-wide in June 2013			
Baseline	The scores range from _____ to ____ on the pre-assessment given at the beginning of the year.			
Target	80% of students will demonstrate mastery of at least 75% of the Computer Education Standards Grade 5, as measured by the district's summative assessment in June 2013.			
HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	86% or more students will receive a score of 75 or higher on the Summative Assessment	45-85% of students will receive a score of 75 or higher on the Summative Assessment	15-44% of students will receive a score of 75 or higher on the Summative Assessment	14% or fewer students will receive a score of 75 or higher on the Summative Assessment

HEDI Breakdown	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0
Rationale	The learning content was chosen as it is modeled on the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Students. These standards are used to evaluate the skills and knowledge students need to learn to live productively in an increasingly global and digital world.																				

Wantagh School District
New York State Learning Objective (SLO)

Computer Education – Grade 3				
Population	Students in Grade 5			
Learning Content	ISTE NETS			
Interval	2012 – 2013 school year (Students meet once every 6-day cycle – roughly 20-25 times/year)			
Evidence	• Pre-Assessment – District-created examination administered district-wide in Sept. 2012 • Summative Assessment – District-created examination administered district-wide in June 2013			
Baseline	The scores range from _____ to ____ on the pre-assessment given at the beginning of the year.			
Target	80% of students will demonstrate mastery of at least 75% of the Computer Education Standards Grade 5, as measured by the district's summative assessment in June 2013.			
HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	86% or more students will receive a score of 75 or higher on the Summative Assessment	45-85% of students will receive a score of 75 or higher on the Summative Assessment	15-44% of students will receive a score of 75 or higher on the Summative Assessment	14% or fewer students will receive a score of 75 or higher on the Summative Assessment

HEDI Breakdown	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0
Rationale	The learning content was chosen as it is modeled on the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Students. These standards are used to evaluate the skills and knowledge students need to learn to live productively in an increasingly global and digital world.																				

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	***These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)*** **Grade 1 English Language Arts classes (including classified, ELL, and ESL students)**
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** ***NYSED Common Core Reading Standards for Grade 1***
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** **SY 2012-13 (one year)**
Evidence	***What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*** **1. STARS Reading Pre-Assessment administered at the September of the school year; grade level reading target** **2. STARS Reading Summative Assessment administered in May of the school year; students will have met their grade-level reading targets**
Baseline	***What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*** **Students' individual baseline targets will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	***What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*** ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 1:*** **1. Demonstrate understanding of the organization and basic features of print.** **a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).** **2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** **a. Distinguish long from short vowel sounds in spoken single-syllable words.** **b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.** **c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.** **d. Segment spoken single-syllable words**
HEDI Scoring	***How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*** ***Please see the attached HEDI scoring band.***
Rationale	***Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*** **Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.** **Literacy acquisition remains the essential goal of grade one ELA studies and the primary goal of the district's first-grade program. The Wantagh ELA department has identified a strong need to accelerate students' reading gains in the primary grades. We have chosen to use the STAR Reading assessment because it scrutinizes Common Core reading**

	skills and ultimately prepares students for future success in college and career.
HEIDI SCORING	***Please see below.***

If the highest percentage of the class scores 65% or lower on the pre-assessment, the HEDI band below will apply.
The target score is 65% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 65% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	93%-98%	86%-92%	79%-85%	72%-78%	65%-71%	58%-64%	51%-57%	44%-50%	37%-43%	30%-36%	23%-29%	20%-22%	18%-19%	15%-17%	13%-14%	10%-12%	8%-9%	5%-7%	3%-4%	0%-2%

If the highest percentage of the class scores between 66% and 85% on the pre-assessment, the HEDI band below will apply.
The target score is 75% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 75% or better on their summative assessments.

HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE

20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	95%-98%	90%-94%	85%-89%	80%-84%	75%-79%	70%-74%	65%-69%	60%-64%	55%-59%	50%-54%	45%-49%	40%-44%	35%-39%	30%-34%	25%-29%	20%-24%	15%-19%	10%-14%	5%-9%	0%-4%

If the highest percentage of the class scores 86% or better on the pre-assessment, the HEDI band below will apply.
The target score is 85% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 85% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	97%-99%	94%-96%	91%-93%	88%-90%	85%-87%	82%-84%	79%-81%	76%-78%	73%-75%	70%-72%	67%-69%	60%-66%	52%-59%	45%-51%	37%-44%	30%-36%	22%-29%	15%-21%	7%-14%	0%-6%

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 10 ELA Collaborative, Regents, and Honors level classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core ELA Standards for Grade 10*** ***Priority Standards:*** ***Reading Standards, grade 10*** ***Reading for Informational Text, grade 10***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. Department-wide grade 10 pre-assessment in September 2. Department-wide grade 10 summative assessment in June
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core ELA Standards for Grade 10:*** 1. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. 2. By the end of grade 10, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. 3. Draw evidence from literary or informational texts to support written analysis and reflection. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Historical data from both the NYS English Regents and local midterm and summative assessments indicates that our students need to improve in three areas: literary-based reading comprehension, non-fiction reading comprehension, and analysis writing. As such, the department has determined that these will be our particular instructional goals and points of data analysis in grades 9-12. The targets have been set to reflect potential student performance (based on the baseline assessment) and to challenge all students with a high level of academic rigor. All three skills are key components in the NYS Common Core State Standards, high stakes tests (e.g. SAT and ACT), and research on college and career readiness (e.g. Connolly). We plan to track student progress over the next four years in these three areas using a combination of high stakes testing and these SLO summative assessments—this will give us a very good idea of our students' (and instructional) growth.**
HEIDI SCORING	*Please see below.*

If the highest percentage of the class scores 65% or lower on the pre-assessment, the HEDI band below will apply.
The target score is 65% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 65% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	93%-98%	86%-92%	79%-85%	72%-78%	65%-71%	58%-64%	51%-57%	44%-50%	37%-43%	30%-36%	23%-29%	20%-22%	18%-19%	15%-17%	13%-14%	10%-12%	8%-9%	5%-7%	3%-4%	0%-2%

If the highest percentage of the class scores between 66% and 85% on the pre-assessment, the HEDI band below will apply.
The target score is 75% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 75% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	95%-98%	90%-94%	85%-89%	80%-84%	75%-79%	70%-74%	65%-69%	60%-64%	55%-59%	50%-54%	45%-49%	40%-44%	35%-39%	30%-34%	25%-29%	20%-24%	15%-19%	10%-14%	5%-9%	0%-4%

If the highest percentage of the class scores 86% or better on the pre-assessment, the HEDI band below will apply.
The target score is 85% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 85% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	97%-99%	94%-96%	91%-93%	88%-90%	85%-87%	82%-84%	79%-81%	76%-78%	73%-75%	70%-72%	67%-69%	60%-66%	52%-59%	45%-51%	37%-44%	30%-36%	22%-29%	15%-21%	7%-14%	0%-6%

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 11 ELA Collaborative, Regents, Honors, and Advanced Placement level classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core ELA Standards for Grade 11*** ***Priority Standards:*** ***Reading Standards, grade 11*** ***Reading for Informational Text, grade 11*** ***Writing Standards, grade 11***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. Department-wide grade 11 pre-assessment in September 2. NYS English Regents (summative assessment) in June

Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core ELA Standards for Grade 11:*** 1. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 2. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 3. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring bands.***
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Historical data from both the NYS English Regents and local midterm and summative assessments indicates that our students need to improve in three areas: literary-based reading comprehension, non-fiction reading comprehension, and analysis writing. As such, the department has determined that these will be our particular instructional goals and points of data analysis in grades 9-12. The targets have been set to reflect potential student performance (based on the baseline assessment) and to challenge all students with a high level of academic rigor. All three skills are key components in the NYS Common Core State Standards, high stakes tests (e.g. SAT and ACT), and research on college and career readiness (e.g. Connolly). We plan to track student progress over the next four years in these three areas using a combination of high stakes testing and these SLO summative assessments—this will give us a very good idea of our students' (and instructional) growth.**

HEIDI SCORING	*Please see below.*

If the highest percentage of the class scores 65% or lower on the pre-assessment, the HEDI band below will apply.
The target score is 65% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 65% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	93%-98%	86%-92%	79%-85%	72%-78%	65%-71%	58%-64%	51%-57%	44%-50%	37%-43%	30%-36%	23%-29%	20%-22%	18%-19%	15%-17%	13%-14%	10%-12%	8%-9%	5%-7%	3%-4%	0%-2%

If the highest percentage of the class scores between 66% and 85% on the pre-assessment, the HEDI band below will apply.
The target score is 75% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 75% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	95%-98%	90%-94%	85%-89%	80%-84%	75%-79%	70%-74%	65%-69%	60%-64%	55%-59%	50%-54%	45%-49%	40%-44%	35%-39%	30%-34%	25%-29%	20%-24%	15%-19%	10%-14%	5%-9%	0%-4%

If the highest percentage of the class scores 86% or better on the pre-assessment, the HEDI band below will apply.
The target score is 85% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 85% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	97%-99%	94%-96%	91%-93%	88%-90%	85%-87%	82%-84%	79%-81%	76%-78%	73%-75%	70%-72%	67%-69%	60%-66%	52%-59%	45%-51%	37%-44%	30%-36%	22%-29%	15%-21%	7%-14%	0%-6%

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 12 ELA Collaborative, Regents, College-Level, and Advanced Placement level classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core ELA Standards for Grade 12*** ***Priority Standards:*** ***Reading Standards, grade 12*** ***Reading for Informational Text, grade 12***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. Department-wide grade 12 pre-assessment in September 2. Department-wide grade 12 summative assessment in June
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core ELA Standards for Grade 12:*** 1. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. 2. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. 3. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring bands.***
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Historical data from both the NYS English Regents and local midterm and summative assessments indicates that our students need to improve in three areas: literary-based reading comprehension, non-fiction reading comprehension, and analysis writing. As such, the department has determined that these will be our particular instructional goals and points of data analysis in grades 9-12. The targets have been set to reflect potential student performance (based on the baseline assessment) and to challenge all students with a high level of academic rigor. All three skills are key components in the NYS Common Core State Standards, high stakes tests (e.g. SAT and ACT), and research on college and career readiness (e.g. Connolly). We plan to track student progress over the next four years in these three areas using a combination of high stakes testing and these SLO summative assessments—this will give us a very good idea of our students' (and instructional) growth.**

HEIDI SCORING	*Please see below.*

If the highest percentage of the class scores 65% or lower on the pre-assessment, the HEDI band below will apply.
The target score is 65% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 65% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	93%-98%	86%-92%	79%-85%	72%-78%	65%-71%	58%-64%	51%-57%	44%-50%	37%-43%	30%-36%	23%-29%	20%-22%	18%-19%	15%-17%	13%-14%	10%-12%	8%-9%	5%-7%	3%-4%	0%-2%

If the highest percentage of the class scores between 66% and 85% on the pre-assessment, the HEDI band below will apply.
The target score is 75% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 75% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	95%-98%	90%-94%	85%-89%	80%-84%	75%-79%	70%-74%	65%-69%	60%-64%	55%-59%	50%-54%	45%-49%	40%-44%	35%-39%	30%-34%	25%-29%	20%-24%	15%-19%	10%-14%	5%-9%	0%-4%

If the highest percentage of the class scores 86% or better on the pre-assessment, the HEDI band below will apply.
The target score is 85% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 85% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	97%-99%	94%-96%	91%-93%	88%-90%	85%-87%	82%-84%	79%-81%	76%-78%	73%-75%	70%-72%	67%-69%	60%-66%	52%-59%	45%-51%	37%-44%	30%-36%	22%-29%	15%-21%	7%-14%	0%-6%

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 2 English Language Arts classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 2***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; grade level reading target** **2. STARS Reading Summative Assessment administered in May of the school year; students will have met their grade-level reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Class targets will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 2:*** **1. Demonstrate understanding of the organization and basic features of print.** **a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).** **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** **a. Distinguish long from short vowel sounds in spoken single-syllable words.** **b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.** **c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.** **d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).** **2. Know and apply grade-level phonics and word analysis skills in decoding words.** **a. Distinguish long and short vowels when reading regularly spelled one-syllable words.** **b. Know spelling-sound correspondences for additional common vowel teams.** **c. Decode regularly spelled two-syllable words with long vowels.** **d. Decode words with common prefixes and suffixes.** **e. Identify words with inconsistent but common spelling-sound correspondences.** **f. Recognize and read grade-appropriate irregularly spelled words.**
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Literacy acquisition remains the essential goal of grade two ELA studies and the primary goal of the district's second-grade program. The Wantagh ELA department has identified a strong need to accelerate students' reading gains in the primary grades. We have chosen to use the STAR Reading assessment because it scrutinizes Common Core reading skills and ultimately prepares students for future success in college and career.**

HEIDI SCORING	*Please see below.*

If the highest percentage of the class scores 65% or lower on the pre-assessment, the HEDI band below will apply.
The target score is 65% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 65% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	93%-98%	86%-92%	79%-85%	72%-78%	65%-71%	58%-64%	51%-57%	44%-50%	37%-43%	30%-36%	23%-29%	20%-22%	18%-19%	15%-17%	13%-14%	10%-12%	8%-9%	5%-7%	3%-4%	0%-2%

If the highest percentage of the class scores between 66% and 85% on the pre-assessment, the HEDI band below will apply.
The target score is 75% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 75% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	95%-98%	90%-94%	85%-89%	80%-84%	75%-79%	70%-74%	65%-69%	60%-64%	55%-59%	50%-54%	45%-49%	40%-44%	35%-39%	30%-34%	25%-29%	20%-24%	15%-19%	10%-14%	5%-9%	0%-4%

If the highest percentage of the class scores 86% or better on the pre-assessment, the HEDI band below will apply.
The target score is 85% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 85% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	97%-99%	94%-96%	91%-93%	88%-90%	85%-87%	82%-84%	79%-81%	76%-78%	73%-75%	70%-72%	67%-69%	60%-66%	52%-59%	45%-51%	37%-44%	30%-36%	22%-29%	15%-21%	7%-14%	0%-6%

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 3 English Language Arts classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 3***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STAR Reading Pre-Assessment administered at the September of the school year which gives predicted percentage of students who will pass the grade 3 ELA assessment with a three or four** **2. NYS Grade 3 ELA assessment (April)**

Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 3:*** **1. Know and apply grade-level phonics and word analysis skills in decoding words.** **a. Distinguish long and short vowels when reading regularly spelled one-syllable words.** **b. Know spelling-sound correspondences for additional common vowel teams.** **c. Decode regularly spelled two-syllable words with long vowels.** **d. Decode words with common prefixes and suffixes.** **e. Identify words with inconsistent but common spelling-sound correspondences.** **f. Recognize and read grade-appropriate irregularly spelled words.** **Know and apply grade-level phonics and word analysis skills in decoding words.** **a. Identify and know the meaning of the most common prefixes and derivational suffixes.** **b. Decode words with common Latin suffixes.** **c. Decode multisyllable words.** **d. Read grade-appropriate irregularly spelled words.** **2. Know and apply grade-level phonics and word analysis skills in decoding words.** **a. Identify and know the meaning of the most common prefixes and derivational suffixes.** **b. Decode words with common Latin suffixes.** **c. Decode multisyllable words.** **d. Read grade-appropriate irregularly spelled words.** **3. Read with sufficient fluency to support comprehension.** **a. Read grade-level text with purpose and understanding.**

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness* **Literacy acquisition with an emphasis on grade level comprehension skills remains the essential goal of grade three ELA studies and the primary goal of the district's third grade program. The Wantagh ELA department has identified a strong need to accelerate students' reading gains in the early elementary grades. We have chosen to use the STAR Reading assessment because it scrutinizes Common Core reading skills and ultimately prepares students for future success in college and career.**
HEIDI SCORING	*Please see below.*

If 70% or lower of the class is projected to score a "3" or "4" on the grade ELA assessment as projected by the STAR pre-assessment, the HEDI band below will apply.
The target score is 65% of the class scoring a "3" or "4" on the grade 3 ELA assessment.
The HEDI score represents the percentage of students who have achieved a "3" or better on their grade 3 ELA assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	93%-98%	86%-92%	79%-85%	72%-78%	65%-71%	58%-64%	51%-57%	44%-50%	37%-43%	30%-36%	23%-29%	20%-22%	18%-19%	15%-17%	13%-14%	10%-12%	8%-9%	5%-7%	3%-4%	0%-2%

If between 69% and 80% is projected to score a "3" or "4" on the grade 3 ELA assessment as projected by the STAR pre-assessment, the HEDI band below will apply.
The target score is 75% scoring a "3" or "4" on the grade 3 ELA assessment.
The HEDI score represents the percentage of students who have achieved a "3" or better on their grade 3 ELA assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	95%-98%	90%-94%	85%-89%	80%-84%	75%-79%	70%-74%	65%-69%	60%-64%	55%-59%	50%-54%	45%-49%	40%-44%	35%-39%	30%-34%	25%-29%	20%-24%	15%-19%	10%-14%	5%-9%	0%-4%

If between 81% or better is projected to score a "3" or "4" on the 3 grade ELA as projected by the STAR pre-assessment, the HEDI band below will apply.
The target score is 85% of the class scoring a "3" or "4" on the grade 3 ELA assessment.
The HEDI score represents the percentage of students who have achieved a "3" or better on their grade 3 ELA assessments.

HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE

20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	97%-99%	94%-96%	91%-93%	88%-90%	85%-87%	82%-84%	79%-81%	76%-78%	73%-75%	70%-72%	67%-69%	60%-66%	52%-59%	45%-51%	37%-44%	30%-36%	22%-29%	15%-21%	7%-14%	0%-6%

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 9 ELA Collaborative, Regents, and Honors level classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core ELA Standards for Grade 9*** ***Priority Standards:*** ***Reading Standards, grade 9*** ***Reading for Informational Text, grade 9***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. Department-wide grade 9 pre-assessment in September 2. Department-wide grade 9 summative assessment in June

Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core ELA Standards for Grade 9:*** 1. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 3. Draw evidence from literary or informational texts to support written analysis and reflection. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring bands.***
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Historical data from both the NYS English Regents and local midterm and summative assessments indicates that our students need to improve in three areas: literary-based reading comprehension, non-fiction reading comprehension, and analysis writing. As such, the department has determined that these will be our particular instructional goals and points of data analysis in grades 9-12. The targets have been set to reflect potential student performance (based on the baseline assessment) and to challenge all students with a high level of academic rigor. All three skills are key components in the NYS Common Core State Standards, high stakes tests (e.g. SAT and ACT), and research on college and career readiness (e.g. Connolly). We plan to track student progress over the next four years in these three areas using a combination of high stakes testing and these SLO summative assessments—this will give us a very good idea of our students' (and instructional) growth.**

HEIDI SCORING	*Please see below.*

If the highest percentage of the class scores 65% or lower on the pre-assessment, the HEDI band below will apply.
The target score is 65% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 65% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	93%-98%	86%-92%	79%-85%	72%-78%	65%-71%	58%-64%	51%-57%	44%-50%	37%-43%	30%-36%	23%-29%	20%-22%	18%-19%	15%-17%	13%-14%	10%-12%	8%-9%	5%-7%	3%-4%	0%-2%

If the highest percentage of the class scores between 66% and 85% on the pre-assessment, the HEDI band below will apply.
The target score is 75% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 75% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	95%-98%	90%-94%	85%-89%	80%-84%	75%-79%	70%-74%	65%-69%	60%-64%	55%-59%	50%-54%	45%-49%	40%-44%	35%-39%	30%-34%	25%-29%	20%-24%	15%-19%	10%-14%	5%-9%	0%-4%

If the highest percentage of the class scores 86% or better on the pre-assessment, the HEDI band below will apply.
The target score is 85% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 85% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	97%-99%	94%-96%	91%-93%	88%-90%	85%-87%	82%-84%	79%-81%	76%-78%	73%-75%	70%-72%	67%-69%	60%-66%	52%-59%	45%-51%	37%-44%	30%-36%	22%-29%	15%-21%	7%-14%	0%-6%

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade K English Language Arts (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Kindergarten***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; grade level reading target** **2. STARS Reading Summative Assessment administered in May of the school year; students will have met their grade-level reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Class targets will be determined by their performance on the pre-assessment administered at the beginning of the school year.**
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*

	Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Kindergarten: **1. Demonstrate understanding of the organization and basic features of print.** **a. Follow words from left to right, top to bottom, and page by page.** **b. Recognize that spoken words are represented in written language by specific sequences of letters.** **c. Understand that words are separated by spaces in print.** **d. Recognize and name all upper- and lowercase letters of the alphabet.** **2. Know and apply grade-level phonics and word analysis skills in decoding words.** **a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.** **b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.** **c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).**
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Literacy acquisition remains the essential goal of Kindergarten ELA studies and the primary goal of the district's Kindergarten program. The Wantagh ELA department has identified a strong need to accelerate students' reading gains in the primary grades. We have chosen to use the STAR Reading assessment because it scrutinizes Common Core reading skills and ultimately prepares students for future success in college and career.**

HEIDI SCORING	*Please see below.*

If the highest percentage of the class scores 65% or lower on the pre-assessment, the HEDI band below will apply.
The target score is 65% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 65% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	93%-98%	86%-92%	79%-85%	72%-78%	65%-71%	58%-64%	51%-57%	44%-50%	37%-43%	30%-36%	23%-29%	20%-22%	18%-19%	15%-17%	13%-14%	10%-12%	8%-9%	5%-7%	3%-4%	0%-2%

If the highest percentage of the class scores between 66% and 85% on the pre-assessment, the HEDI band below will apply.
The target score is 75% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 75% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	95%-98%	90%-94%	85%-89%	80%-84%	75%-79%	70%-74%	65%-69%	60%-64%	55%-59%	50%-54%	45%-49%	40%-44%	35%-39%	30%-34%	25%-29%	20%-24%	15%-19%	10%-14%	5%-9%	0%-4%

If the highest percentage of the class scores 86% or better on the pre-assessment, the HEDI band below will apply.
The target score is 85% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 85% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	97%-99%	94%-96%	91%-93%	88%-90%	85%-87%	82%-84%	79%-81%	76%-78%	73%-75%	70%-72%	67%-69%	60%-66%	52%-59%	45%-51%	37%-44%	30%-36%	22%-29%	15%-21%	7%-14%	0%-6%

SLO – English as a Seond Language

Population	ESL Grades 2-4			
Learning Content	NYS Learning Standards for ELA; Common Core Standards; ELL standards			
Interval	Class meeting times vary by proficiency level as per NYSED and NCLB regulations. Students receive 1 (advanced) or 2 (beginner & intermediate) periods of daily instruction based on proficiency level.			
Evidence	•Baseline exam administered during the first week of the school year will measure entry skills •Exam administered at the end of the school year will assess skills acquired by students.			
Baseline	All students have LAB-r or NYSESLAT scores prior to entering the ESL program. All scores range from beginner proficiency level to advanced proficiency level. A baseline exam will be administered in September to assess students' listening, reading, speaking and writing skills.			
Target	Students will improve 1 level of proficiency in 2 of the 4 targeted areas by the end of the school year.			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	The students in this class will heighten the level of their English language skills throughout the year. The students will consistently work on improving their listening, speaking, reading, and writing skills in English throughout the year. I am confident the students will improve in 2 of the 4 language development areas by the end of the year. This will ensure that students are prepared for the next proficiency level, or to exit out of ESL services.			

SLO – English as a Seond Language

Population	ESL Grades 5-6			
Learning Content	NYS Learning Standards for ELA; Common Core Standards; ELL standards			
Interval	Class meeting times vary by proficiency level as per NYSED and NCLB regulations. Students receive 1 (advanced) or 2 (beginner & intermediate) periods of daily instruction based on proficiency level.			
Evidence	•Baseline exam administered during the first week of the school year will measure entry skills •Exam administered at the end of the school year will assess skills acquired by students.			
Baseline	All students have LAB-r or NYSESLAT scores prior to entering the ESL program. All scores range from beginner proficiency level to advanced proficiency level. A baseline exam will be administered in September to assess students' listening, reading, speaking and writing skills.			
Target	Students will improve 1 level of proficiency in 2 of the 4 targeted areas by the end of the school year.			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	The students in this class will heighten the level of their English language skills throughout the year. The students will consistently work on improving their listening, speaking, reading, and writing skills in English throughout the year. I am confident the students will improve in 2 of the 4 language development areas by the end of the year. This will ensure that students are prepared for the next proficiency level, or to exit out of ESL services.			

SLO – English as a Second Language

Population	ESL Grades K-1			
Learning Content	NYS Learning Standards for ELA; Common Core Standards; ELL standards			
Interval	Class meeting times vary by proficiency level as per NYSED and NCLB regulations. Students receive 1 (advanced) or 2 (beginner & intermediate) periods of daily instruction based on proficiency level.			
Evidence	•Baseline exam administered during the first week of the school year will measure entry skills •Exam administered at the end of the school year will assess skills acquired by students.			
Baseline	All students have LAB-r or NYSESLAT scores prior to entering the ESL program. All scores range from beginner proficiency level to advanced proficiency level. A baseline exam will be administered in September to assess students' listening, reading, speaking and writing skills.			
Target	75% of the students will improve 1 performance point in 2 of the 4 Skill Areas			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	The students in this class will heighten the level of their English language skills throughout the year. The students will consistently work on improving their listening, speaking, reading, and writing skills in English throughout the year. I am confident the students will improve in 2 of the 4 language development areas by the end of the year. This will ensure that students are prepared for the next proficiency level, or to exit out of ESL services.			

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** ***Chefs 12*** 12th grade Family and Consumer Sciences, heterogeneous classes.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** **NYS FACS Standard 1**: Personal Health and Fitness *Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.* **NYS FACS Standard 2**: A safe and healthy environment *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.* **NYS FACS Standard 3**: Resource Management *Students will understand and be able to manage their personal and community resources.* ***Common Core Math Standard*** 1. Make sense of problems and persevere in solving them. 4. Model with mathematics. 5. Use appropriate tools strategically**.**
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** *20 weeks, one semester.* *40 minute periods, 5 times per week.*

Evidence	***What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*** The Baseline assessment will be an exam consisting of 25 multiple choice questions. The Summative Assessment will be of an exam consisting of 25 multiple choice questions.
Baseline	***What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*** The starting level of student's knowledge will be determined by a baseline assessment of 25 multiple choice questions.

Target(s)	***What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*** ***75% of students will score at 75% of the Summative Assessment.***
HEDI SCORING	***How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?***

HIGHLY EFFECTIVE			**EFFECTIVE**									**DEVELOPING**						INEFFECTIVE		
			17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75-71	70-68	67-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	***Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*** The design of the course is meant to provide students with the tools and resources necessary to manage their personal environment, specifically: • Students will gain awareness as consumers, of issues such as cost, value and the nutritional value in the ingredients of various foods. • Healthy choices in meal preparation and in food selection. • The knowledge necessary to produce meals in a safe environment, as well as ordering food in a restaurant or their future college cafeteria, while using principles of good of nutrition. • Students will be able to apply and integrate skills to their own lives, now and in the future. • Students will be able to use math principles effectively and follow a written recipe.

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** ***Chefs 9*** 9th grade Family and Consumer Sciences, heterogeneous classes.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** **NYS FACS Standard 1**: Personal Health and Fitness *Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.* **NYS FACS Standard 2**: A safe and healthy environment *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.* **NYS FACS Standard 3**: Resource Management *Students will understand and be able to manage their personal and community resources.* ***Common Core Math Standard*** 1. Make sense of problems and persevere in solving them. 4. Model with mathematics. 5. Use appropriate tools strategically**.**
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** *20 weeks, one semester.* *40 minute periods, 5 times per week.*

Evidence	***What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*** The Baseline assessment will be an exam consisting of 25 multiple choice questions. The Summative Assessment will be of an exam consisting of 25 multiple choice questions.
Baseline	***What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*** The starting level of student's knowledge will be determined by a baseline assessment of 25 multiple choice questions.

Target(s)	***What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*** ***75% of students will score at 75% of the Summative Assessment.***
HEDI SCORING	***How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?***

HIGHLY EFFECTIVE			**EFFECTIVE**									**DEVELOPING**						INEFFECTIVE		
			17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75-71	70-68	67-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	***Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*** The design of the course is meant to provide students with the tools and resources necessary to manage their personal environment, specifically: • Students will gain awareness as consumers, of issues such as cost, value and the nutritional value in the ingredients of various foods. • Healthy choices in meal preparation and in food selection. • The knowledge necessary to produce meals in a safe environment while using principles of good of nutrition. • Students will be able to apply and integrate skills to their own lives, now and in the future. • Students will be able to use math principles effectively and follow a written recipe.

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** ***College Level Developmental Psychology: Childhood*** High school, 11th and 12th grade students, heterogeneously grouped. The prerequisites for the course are as follows: • Students must have an 85% overall average in English courses taken previously. • They must have teacher recommendation and the approval of the Department Supervisor.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** ***NYS CDOS 2 –*** *Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.* ***NYS CDOS 3a (Thinking Skills) –*** *Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.* ***(Personal Qualities) –*** *Students will develop competence and self-management and the ability to plan, organize, and take independent action.* ***(Interpersonal Skills)*** *– Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups and family, social, and work situations.* ***(Managing Information)*** *– Students will access and use information obtained from other people, community resources, and computer networks.* ***(Managing Resources)*** *– Students will sue resources to successfully carry out a planned activity.*

Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** *Full year course; two semesters.* *40 minute periods, 5 times per week.*
Evidence	***What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*** *The Baseline assessment will consist of 25 question test.* *The Summative assessment will consist of 25 question test.*
Baseline	***What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*** The starting level of student's knowledge will be determined by a baseline assessment of 25 multiple choice questions.
Target(s)	***What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*** *75% of students will score at 75% of the Summative Assessment.*
	How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

HEDI SCORING

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
			17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75-71	70-68	67-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

Students in this course will apply the process skills of leadership, management, communication and critical thinking in an experiential setting. This course will provide students with a broad foundation of the knowledge, skills and attitudes necessary to promote quality growth and development in children.

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** Sixth Grade Home and Careers, heterogeneous classes.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** NYS FACS Standard 2: A safe and healthy environment *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.* NYS FACS Standard 3: Resource Management *Students will understand and be able to manage their personal and community resources.* *Common Core Math,* 1. Make sense of problems and persevere in solving them. 4. Model with mathematics. 5. Use appropriate tools strategically. *Reading Standards for Literacy in Science and Technical Subjects 6–12* **3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. **4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. CTE Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** One half semester consisting of 10 weeks, with daily instruction of 40 minutes periods.
Evidence	***What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*** The Baseline assessment will consist of an exam consisting of 25 multiple choice questions. The Summative Assessment will be of an exam consisting of 25 multiple choice questions.
Baseline	***What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*** The starting level of student's knowledge will be determined by a baseline assessment of 25 multiple choice questions.

Target(s)	***What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*** *75% of students will score at 75% of the Summative Assessment.*
HEDI SCORING	***How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?***

HIGHLY EFFECTIVE			**EFFECTIVE**									**DEVELOPING**						INEFFECTIVE		
			17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75-71	70-68	67-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	***Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*** ***The goals for students in this course will be to acquire and apply life skills and to explore potential career paths. The students will be able to use safe and correct techniques to prepare food. In addition they will be able to use safe and correct hand sewing stitches and techniques to make and maintain items in the home.*** ***In addition, as Math, English, and Science topics are essential for life skills as well as academic performance, these topics will be reinforced throughout the various units of the course.***

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** Seventh Grade Home and Careers, heterogeneous classes.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** NYS FACS Standard 1: Personal Health and Fitness *Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.* NYS FACS Standard 2: A safe and healthy environment *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.* NYS FACS Standard 3: Resource Management *Students will understand and be able to manage their personal and community resources.*
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** One semester consisting of 20 weeks, with daily instruction of 40 minutes periods.
Evidence	***What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*** The Baseline assessment will be an exam consisting of 25 multiple choice questions. The Summative Assessment will be of an exam consisting of 25 multiple choice questions.
Baseline	***What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*** The starting level of student's knowledge will be determined by a baseline assessment of 25 multiple choice questions.

	What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional

Target(s)	***period?*** 75% of students will score at 75% of the Summative Assessment.
HEDI SCORING	***How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?***

HIGHLY EFFECTIVE			**EFFECTIVE**									**DEVELOPING**						INEFFECTIVE		
			17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75-71	70-68	67-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	***Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*** The unifying theme throughout the units of the seventh grade curriculum is the acquisition and application of both life and workplace skills. The goal of this unit is to educate students in the area of their own health and wellness. The growing epidemic of obesity related diseases necessitates this instruction. Students will critically evaluate their own current dietary patterns and will gain the tools to implement modifications to their nutritional patterns. Learning to maintain a healthful lifestyle by making proper food choices is a life skill. This instructional content crosses the curricula of science, health, and mathematics. Most importantly however; it addresses student wellbeing. Having a firm understanding of nutrition will empower individuals to claim ownership of their health.

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** 8th grade Home and Careers, heterogeneous classes.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** ***Common Core Writing Standard for Grade 8 Writing #6:*** *Students will use technology to produce writing and present the relationship between information and ideas.* ***CDOS Standard #1 and 2****: Students will be knowledgeable about the world of work as well as demonstrate how academic knowledge and skills are applied to the workplace.* ***FACS Standard 1 Personal Health and Fitness, Performance Indicator 1.1:*** *Understand the relationships between diet, health and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals.*
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** *20 weeks, one semester.*
Evidence	***What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*** The Baseline assessment will be an exam consisting of 25 multiple choice questions. The Summative Assessment will be of an exam consisting of 25 multiple choice questions.
Baseline	***What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*** The starting level of student's knowledge will be determined by a baseline assessment of 25 multiple choice questions.

Target(s)	***What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*** ***75% of students will score at 75% of the Summative Assessment.***
HEDI SCORING	***How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?***

HIGHLY EFFECTIVE			**EFFECTIVE**									**DEVELOPING**						INEFFECTIVE		
			17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75-71	70-68	67-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	***Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*** The design of the course is meant to provide students with the tools and resources necessary to manage their personal environment in regard to: • consumer choices and clothing manufacturing • Healthy choices in meal preparation and in food selection • Career Research and workplace skills such as oral presentation and working as a team • Reading and listening to instruction as well as writing effectively

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** ***Parenting A*** Mixed level high school, majority 9th grade students, heterogeneously grouped.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** ***NYS FACS 1 – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*** ***NYS FACS 2 – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*** ***NYS FACS 3 – Students will be able to understand and be able to manage personal resources of talent, time, energy, and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.***
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** *Fall 2012 semester.* *40 minute periods, 5 times per week.*
Evidence	***What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*** *The Baseline assessment will consist of 25 question test.* *The Summative assessment will consist of 25 question test.*

Baseline	***What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*** The starting level of student's knowledge will be determined by a baseline assessment of 25 multiple choice questions.
Target(s)	***What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*** *75% of students will score at 75% of the Summative Assessment.*
HEDI SCORING	***How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?***

HIGHLY EFFECTIVE			**EFFECTIVE**									**DEVELOPING**						INEFFECTIVE		
			17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75-71	70-68	67-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	***Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*** All students are members of current and future families. Students in this course will learn parenting skills and will be able to identify characteristics of social, emotional, cognitive and physical development in children ages birth through three years old. Understanding the dynamics of relationships is a key to a successful future in home, school, community, and workplace settings. Employers stress the importance of employees demonstrating personal and interpersonal skills in the workplace. The Human Services and Family Studies field is an important component of the economy of New York State and provides many opportunities for employment. This course will help students explore careers related to Parenting and help them develop skills needed for employment.

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** ***Parenting B (Child Development)*** Mixed level high school, majority 9th grade students, heterogeneously grouped.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** ***NYS FACS 1 – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*** ***NYS FACS 2 – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*** ***NYS FACS 3 – Students will be able to understand and be able to manage personal resources of talent, time, energy, and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.***
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** *Spring 2013 semester.* *40 minute periods, 5 times per week.*

Evidence	***What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*** *The Baseline assessment will consist of 25 question test.* *The Summative assessment will consist of 25 question test.*
Baseline	***What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*** The starting level of student's knowledge will be determined by a baseline assessment of 25 multiple choice questions.
Target(s)	***What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*** *75% of students will score at 75% of the Summative Assessment.*
HEDI SCORING	***How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?***

HIGHLY EFFECTIVE			**EFFECTIVE**									**DEVELOPING**						INEFFECTIVE		
			17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75-71	70-68	67-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	***Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*** All students are members of current and future families. Students in this course will learn parenting skills and will be able to identify characteristics of social, emotional, cognitive and physical development in children ages four through six years old. Understanding the dynamics of relationships is a key to a successful future in home, school, community, and workplace settings. Employers stress the importance of employees demonstrating personal and interpersonal skills in the workplace. The Human Services and Family Studies field is an important component of the economy of New York State and provides many opportunities for employment. This course will help students explore careers related to Parenting and help them develop skills needed for employment.

New York State Student Learning Objective: High School Health

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO.* High School health students
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* New York State Health, Physical Education and Family/Consumer Science Standards: Standard 1: Personal Health and Fitness. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?* 2012-2013 School Year.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline: District created pre-assessment that is based on Health related physical questions taken from a previous high school tests. Questions focus on a variety of units covered throughout the New York State Health Curriculum. Summative: District created final exam will be used as the summative assessment.

Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* Pre-assessment will be administered in September.
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* 65% of students will achieve 70% or higher on the year end health education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* The assessment developed is based on basic content-specific knowledge of current students. Many health-related concepts are taught in the intermediate years. This allows for the use of previous exam assessing the range of topics presented in Health class.

New York State Student Learning Objective: Middle School Health

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO.* Middle School health students
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* New York State Health, Physical Education and Family/Consumer Science Standards: Standard 1: Personal Health and Fitness. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?* 2012-2013 School Year. Students have Health class every other day for a semester.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline: District created pre-assessment that is based on Health related physical questions taken from a previous middle school unit tests. Questions focus on a variety of units covered throughout the New York State Health Curriculum. Summative: District created final exam will be used as the summative assessment.

Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* Pre-assessment will be administered during the first week of class.
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* 65% of students will achieve 70% or higher on the year end health education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* The assessment developed is based on basic content-specific knowledge of current students. Many health-related concepts are taught in the intermediate years. This allows for the use of previous exam assessing the range of topics discussed in Health class.

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Third Grade Library classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* **We adhere to the grade-level appropriate American Association of School Librarians. Standards for the 21st-Century Learner. (2007) which have been cross-walked to the the NYS Common Core ELA Standards.**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. 3rd party Pre-Assessment administered at the beginning of the school year** **2. 3rd party Summative Assessment administered at the end of the school year**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **By the end of Grade 3, the information-literate student can:** • **Identify and distinguish between different genres of fiction** • **Discuss the main idea, problems, and solutions in a story** • **Understand major areas of nonfiction and what main topics are included in each**

	• **Formulate questions about a topic with guidance** • **Use various reference sources, both online and in print**
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring bands.***
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***In 2010, the Wantagh School District created K-12 information literacy benchmarks (see attached) for our libraries, anticipating the upcoming requirements of the Common Core as well as other major research-based college and career readiness standard bearers. Using these benchmark skills, we have created online assessments to track student progress in transition grades. We have chosen grades 3, 6, and 9 for our first year with SLOs: grade 3 because students have been introduced to the research process in grade 2 library classes and have acquired sufficient independent literacy to apply information literacy skills; grade 6 in order to provide a middle school information literacy benchmark, and grade 9 in order to provide a high school information literacy benchmark. We will add a grade 12 exit assessment within the next four years in order to track student progress from 9th grade. Our HEDI bands reflect our district ELA HEDI band targets for ELA and Supportive Reading classes; we consider library skills to be inseparable from these other literacy-based disciplines.***

HEIDI SCORING	*Please see below.*

If the highest percentage of the class scores 65% or lower on the pre-assessment, the HEDI band below will apply.
The target score is 65% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 65% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	93%-98%	86%-92%	79%-85%	72%-78%	65%-71%	58%-64%	51%-57%	44%-50%	37%-43%	30%-36%	23%-29%	20%-22%	18%-19%	15%-17%	13%-14%	10%-12%	8%-9%	5%-7%	3%-4%	0%-2%

If the highest percentage of the class scores between 66% and 85% on the pre-assessment, the HEDI band below will apply.
The target score is 75% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 75% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	95%-98%	90%-94%	85%-89%	80%-84%	75%-79%	70%-74%	65%-69%	60%-64%	55%-59%	50%-54%	45%-49%	40%-44%	35%-39%	30%-34%	25%-29%	20%-24%	15%-19%	10%-14%	5%-9%	0%-4%

If the highest percentage of the class scores 86% or better on the pre-assessment, the HEDI band below will apply.
The target score is 85% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 85% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	97%-99%	94%-96%	91%-93%	88%-90%	85%-87%	82%-84%	79%-81%	76%-78%	73%-75%	70%-72%	67%-69%	60%-66%	52%-59%	45%-51%	37%-44%	30%-36%	22%-29%	15%-21%	7%-14%	0%-6%

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Sixth Grade Library classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* **We adhere to the grade-level appropriate American Association of School Librarians. Standards for the 21st-Century Learner. (2007) which have been cross-walked to the the NYS Common Core ELA Standards.**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. Locally created pre-assessment administered at the beginning of the school year** **2. Locally created summative assessment administered at the end of the school year**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*

	By the end of Grade 6, the information-literate student can: • **Use online catalog of both school and public library independently to locate specific books, get classification numbers, and browse** • **Use different formats, including websites and subscription databases, as sources of information** • **Identify main ideas and supporting details** • **Read a variety of literacy forms independently, including mythology, folklore, poetry and short stories** • **Evaluate websites for detail, authority, and bias** • **Publish information and work on projects in a variety of media using different technologies**
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring bands.***
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***In 2010, the Wantagh School District created K-12 information literacy benchmarks (see attached) for our libraries, anticipating the upcoming requirements of the Common Core as well as other major research-based college and career readiness standard bearers. Using these benchmark skills, we have created online assessments to track student progress in transition grades. We have chosen grades 3, 6, and 9 for our first year with SLOs: grade 3 because students have been introduced to the research process in grade 2 library classes and have acquired sufficient independent literacy to apply information literacy skills; grade 6 in order to provide a middle school information literacy benchmark, and grade 9 in order to provide a high school information literacy benchmark. We will add a grade 12 exit assessment within the next four years in order to track student progress from 9th grade. Our HEDI bands reflect our district ELA HEDI band targets for ELA and Supportive Reading classes; we consider library skills to be inseparable from these other literacy-based disciplines.***
HEIDI SCORING	*Please see below.*

If the highest percentage of the class scores 65% or lower on the pre-assessment, the HEDI band below will apply.
The target score is 65% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 65% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	93%-98%	86%-92%	79%-85%	72%-78%	65%-71%	58%-64%	51%-57%	44%-50%	37%-43%	30%-36%	23%-29%	20%-22%	18%-19%	15%-17%	13%-14%	10%-12%	8%-9%	5%-7%	3%-4%	0%-2%

If the highest percentage of the class scores between 66% and 85% on the pre-assessment, the HEDI band below will apply.
The target score is 75% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 75% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	95%-98%	90%-94%	85%-89%	80%-84%	75%-79%	70%-74%	65%-69%	60%-64%	55%-59%	50%-54%	45%-49%	40%-44%	35%-39%	30%-34%	25%-29%	20%-24%	15%-19%	10%-14%	5%-9%	0%-4%

If the highest percentage of the class scores 86% or better on the pre-assessment, the HEDI band below will apply.
The target score is 85% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 85% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	97%-99%	94%-96%	91%-93%	88%-90%	85%-87%	82%-84%	79%-81%	76%-78%	73%-75%	70%-72%	67%-69%	60%-66%	52%-59%	45%-51%	37%-44%	30%-36%	22%-29%	15%-21%	7%-14%	0%-6%

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Ninth Grade Library classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* **We adhere to the grade-level appropriate American Association of School Librarians. Standards for the 21st-Century Learner. (2007) which have been cross-walked to the the NYS Common Core ELA Standards.**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. Locally created pre-assessment administered at the beginning of the school year** **2. Locally created summative assessment administered at the end of the school year**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*

	By the end of Grade 9, the information-literate student can: • **Identify keywords and synonyms for topics and use them to further research** • **Recognize relationships among ideas by using an outline or graphic organizer** • **Use information and technology ethically and responsibly** • **Use an anti-plagiarism service, such as Turnitin, to check for improperly cited sources and electronically submit work**
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring bands.***
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***In 2010, the Wantagh School District created K-12 information literacy benchmarks (see attached) for our libraries, anticipating the upcoming requirements of the Common Core as well as other major research-based college and career readiness standard bearers. Using these benchmark skills, we have created online assessments to track student progress in transition grades. We have chosen grades 3, 6, and 9 for our first year with SLOs: grade 3 because students have been introduced to the research process in grade 2 library classes and have acquired sufficient independent literacy to apply information literacy skills; grade 6 in order to provide a middle school information literacy benchmark, and grade 9 in order to provide a high school information literacy benchmark. We will add a grade 12 exit assessment within the next four years in order to track student progress from 9th grade. Our HEDI bands reflect our district ELA HEDI band targets for ELA and Supportive Reading classes; we consider library skills to be inseparable from these other literacy-based disciplines.***
HEIDI SCORING	*Please see below.*

If the highest percentage of the class scores 65% or lower on the pre-assessment, the HEDI band below will apply.
The target score is 65% on the summative assessment.

The HEDI score represents the percentage of students who have achieved 65% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	93%-98%	86%-92%	79%-85%	72%-78%	65%-71%	58%-64%	51%-57%	44%-50%	37%-43%	30%-36%	23%-29%	20%-22%	18%-19%	15%-17%	13%-14%	10%-12%	8%-9%	5%-7%	3%-4%	0%-2%

If the highest percentage of the class scores between 66% and 85% on the pre-assessment, the HEDI band below will apply.
The target score is 75% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 75% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	95%-98%	90%-94%	85%-89%	80%-84%	75%-79%	70%-74%	65%-69%	60%-64%	55%-59%	50%-54%	45%-49%	40%-44%	35%-39%	30%-34%	25%-29%	20%-24%	15%-19%	10%-14%	5%-9%	0%-4%

If the highest percentage of the class scores 86% or better on the pre-assessment, the HEDI band below will apply.
The target score is 85% on the summative assessment.
The HEDI score represents the percentage of students who have achieved 85% or better on their summative assessments.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	97%-99%	94%-96%	91%-93%	88%-90%	85%-87%	82%-84%	79%-81%	76%-78%	73%-75%	70%-72%	67%-69%	60%-66%	52%-59%	45%-51%	37%-44%	30%-36%	22%-29%	15%-21%	7%-14%	0%-6%

Population	LOTE levels 2R			
Learning Content	NYS Checkpoint B			
Interval	1 year			
Evidence	Level 2 pre assessment administered at beginning of year And summative final assessment results			
Baseline	**Pre-assessment-multiple choice, multi-skill diagnostic exams (listening- 5 items, reading- 1 long passage-5 questions and 5 ads, 1 essay- 100 words** **Target…75% of students will score 75% or better on summative assessment**			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on working with basic vocabulary and grammar, and building oral skills. The diagnostic assessment is heavily focused on more advanced writing and reading skills, which are essential components of the Italian curriculum. Level 2 requires students to build on their learning from previous levels in order to acquire mastery in these areas and to be prepared for the Checkpoint B Consortium assessment. Since all students successfully met curriculum requirements prior to level 2 having achieved Checkpoint A proficiency levels, we are confident they will achieve 75% or above on the summative assessment.			

EXAMPLE OF AN SLO

Population	LOTE ; College Level Language			
Learning Content	NYS Checkpoint C grammar and vocabulary topics integrated within the framework of the following themes: the children's story/fairy tale, art, literary excerpts, film and a retrospective of their educational experience			
Interval	1 year			
Evidence	Student results on the Level 4H summative assessment exam Score on the pre-assessment writing prompt Score on the summative writing prompt *Writing prompts will be graded with the use of the NYS Checkpoint C rubric			
Baseline	**Pre-Assessment:** **125 word written response in target language to guided prompt targeting level appropriate grammar and familiar vocabulary as per the Checkpoint C Curriculum and in accordance with Adelphi University's 111 and 112 curricular expectations.**			
Target	80% of the students will receive a 6/8 or higher on the summative writing assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=85-90%% 19=91-94% 20-95-100%	9=68-69% 10=70-71% 11-72-73% 12-74-75% 13=76-77% 14=78-79% 15=80% 16= 81-82% 17= 83-84%	3=50-54% 4=55-59% 5=60-61% 6=62-63% 7=64-65% 8=66-67%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on working with basic vocabulary and grammar, and building oral skills. The diagnostic assessment is heavily focused on more advanced writing and reading skills, which are essential components of the college level curriculum. College Level 5 requires students build on their learning from previous levels in order to acquire mastery in these areas and to be prepared to study language at the university level. Since all students completed level 4 having met or exceeded curricular			

	expectations, the goal is for students enrolled in the college courses, to demonstrate a two point improvement on the performance based assessment which will evaluate: content, development of the theme , use of grammatical structure, and level of vocabulary used.

EXAMPLE OF AN SLO

Population	5th Grade FLEX			
Learning Content	ACTFL/National Foreign Language Standards A series of content based vocabulary topics included in each of 4 -ten week exploratory experiences in the 5th FLEX Course			
Interval	3 – 30 minutes class lessons in a six day cycle			
Evidence	This is an exploratory experience for students which informs language selection for the MS level. There will be a multiple choice assessment administered at the beginning of the year to assess the students' recall of Spanish. (presented in Grades 3 and 4) Students will participate in an exploratory course of study in Grade 5 and the summative assessment will evaluate the students' ability to recognize, identify and distinguish familiar vocabulary and expressions acquired by the students as a result of the 5th Grade FLEX course.			
Baseline	Results on the June summative assessment administered at the conclusion of Grade 4 FLES. A multiple choice pre-assessment will be administered at the beginning of the language exploratory experience to assess the students' understanding assess the students' pror knowledge of Spanish which was presented in Grades 3 and 4.			
	75% of the students will recognize 50% of the familiar vocabulary learned in 5th grade FLEX course			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	FLEX classes are conducted 3 TIMES in a 6 day cycle. Assemblies, standardized testing, absences and other special occasions limit the actual number of class periods during which FLEX is taught. As a result, it is expected that students will acquire the ability to recognize, identify and distinguish familiar vocabulary and expressions that are presented in Spanish, Franch and Italian as part of the 5th grade FLEX course.			

EXAMPLE OF AN SLO

Population	LOTE LEVEL 3			
Learning Content	NYS Checkpoint B Curriculum			
Interval	1 year			
Evidence	Spanish 3 pre assessment administered at beginning of year Spanish 2 summative assessment results administered in June of the prior year. Spanish 3 summative assessment results.			
Baseline	**Pre-assessment-multiple choice, multi-skill diagnostic exams (listening- 5 items, reading- 1 long passage-5 questions and 5 ads, 1 essay- 100 words** **Target…75% of students will score 75% or better on summative assessment**			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on basic vocabulary and grammar, and building oral skills. The diagnostic assessment for this course is focused on more complex writing and reading skills, which are essential skills for Checkpoint B. Level 3 requires students to build upon their learning from previous levels in order to master the skills and be prepared for the Checkpoint B Consortium assessment which is administered at the conclusion of Level 3. Given the students' prior language assessment results, we expect that they will achieve 75% or above on the summative assessment.			

EXAMPLE OF AN SLO

Population	LOTE LEVEL 4 Honors			
Learning Content	NYS Checkpoint C grammar and vocabulary topics integrated within the framework of the following themes: the autobiography, culture including travel, economy and traditions, film and immigration			
Interval	1 year			
Evidence	Student results on the June Checkpoint C exam Score on the pre-assessment writing prompt Score on the summative writing prompt *Writing prompts will be graded with the use of the Checkpoint C rubric			
Baseline	**Pre-Assessment:** **125 word written response in target language to guided prompt targeting level appropriate grammar and familiar vocabulary as per the Checkpoint C Curriculum.**			
TARGET	80% of the students will receive a 6/8 or higher on the summative writing assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=85-90%% 19=91-94% 20-95-100%	9=68-69% 10=70-71% 11-72-73% 12-74-75% 13=76-77% 14=78-79% 15=80% 16= 81-82% 17= 83-84%	3=50-54% 4=55-59% 5=60-61% 6=62-63% 7=64-65% 8=66-67%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on working with basic vocabulary and grammar, and building oral skills. The diagnostic assessment is heavily focused on more advanced writing and reading skills, which are essential components of the Italian curriculum. Level 4 requires students build on their learning from previous levels in order to acquire mastery in these areas and to be prepared for level 5. Since all students completed levels prior to 4 having achieved proficiency levels, the goal is for students to demonstrate a two point improvement on the performance based assessment which will evaluate: content, use of grammatical structure, and level of vocabulary used.			

EXAMPLE OF AN SLO

Population	LOTE LEVEL 4 Honors			
Learning Content	NYS Checkpoint C grammar and vocabulary topics integrated within the framework of the following themes: the autobiography, culture including travel, economy and traditions, film and immigration			
Interval	1 year			
Evidence	Student results on the June Checkpoint C exam Score on the pre-assessment writing prompt Score on the summative writing prompt *Writing prompts will be graded with the use of the Checkpoint C rubric			
Baseline	**Pre-Assessment:** **125 word written response in target language to guided prompt targeting level appropriate grammar and familiar vocabulary as per the Checkpoint C Curriculum.**			
	80% of the students will demonstrate a 2 point improvement on the Checkpoint C writing rubric on the summative writing prompt			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=85-90%% 19=91-94% 20-95-100%	9=68-69% 10=70-71% 11-72-73% 12-74-75% 13=76-77% 14=78-79% 15=80% 16= 81-82% 17= 83-84%	3=50-54% 4=55-59% 5=60-61% 6=62-63% 7=64-65% 8=66-67%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on working with basic vocabulary and grammar, and building oral skills. The diagnostic assessment is heavily focused on more advanced writing and reading skills, which are essential components of the Italian curriculum. Level 4 requires students build on their learning from previous levels in order to acquire mastery in these areas and to be prepared for level 5. Since all students completed levels prior to 4 having achieved proficiency levels, the goal is for students to demonstrate a two point improvement on the performance based assessment which will evaluate: content, use of grammatical structure, and level of vocabulary used.			

EXAMPLE OF AN SLO

Population	LOTE -Spanish E			
Learning Content	NYS Checkpoint B- (first part of a 3 year course of study to meet Checkpoint B curriculum requirements)			
Interval	1 year			
Evidence	Spanish E pre assessment administered at beginning of year June Assessment results from the prior year Summative final assessment results			
Baseline	**Pre-assessment-multiple choice, multi-skill diagnostic exams (listening- 5 items, reading- 1 long passage-5 questions and 5 ads, 1 essay- 100 words**			
	Target:75% of students will score 65% or better on summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on basic vocabulary and grammar, and building oral skills. The diagnostic assessment for this course is focused on more complex writing and reading skills, which are essential components of the checkpoint B curriculum. Spanish E requires students to build upon their learning from previous levels in order to master the skills and be prepared for the Checkpoint B Consortium assessment which is administered at the conclusion of Spanish G. All students enrolled in the stretch program demonstrate a need for further reinforcement of their fundamental skills in Spanish. As a result of their work in either 8th grade or 9th grade level 1, the students were scheduled in an extended course of study which presents the curriculum at a more manageable rate and allows for more extensive			

	reinforcement of the target grammatical and vocabulary topics which are introduced and expanded upon. Given the students' prior language assessment results, we are hopeful that they will achieve 65% or above on the summative assessment.

EXAMPLE OF AN SLO

Population	LOTE levels Spanish F			
Learning Content	NYS Checkpoint B- (second part of a 3 year course of study to meet Checkpoint B curriculum requirements)			
Interval	1 year			
Evidence	Spanish F pre assessment administered at beginning of year Spanish Level 2 or E summative assessment results administered in June of the prior year. Spanish F summative final assessment results			
Baseline	**Pre-assessment-multiple choice, multi-skill diagnostic exams (listening- 5 items, reading- 1 long passage-5 questions and 5 ads, 1 essay- 100 words** **Target…75% of students will score 65% or better on summative assessment**			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on basic vocabulary and grammar, and building oral skills. The diagnostic assessment for this course is focused on more complex writing and reading skills, which are essential components of the checkpoint B curriculum. Spanish F requires students to build upon their learning from previous levels in order to master the skills and be prepared for the Checkpoint B Consortium assessment which is administered at the conclusion of Spanish G. All students enrolled in the stretch program demonstrate a need for further reinforcement of their fundamental skills in Spanish. As a result of their work in Spanish 2 or Spanish E, the students were recommended for the extended course of study which presents the curriculum at a more manageable rate and allows for more extensive reinforcement of the target grammatical and vocabulary topics which are introduced and expanded upon.			

	Given the students' prior language assessment results, we are hopeful that they will achieve 65% or above on the summative assessment.

EXAMPLE OF AN SLO

Population	LOTE Spanish G			
Learning Content	NYS Checkpoint B- (third part of a 3 year course of study to meet Checkpoint B curriculum requirements)			
Interval	1 year			
Evidence	Spanish G pre assessment administered at beginning of year Spanish F summative assessment results administered in June of the prior year. Spanish G summative assessment results.			
Baseline	**Pre-assessment-multiple choice, multi-skill diagnostic exams (listening- 5 items, reading- 1 long passage-5 questions and 5 ads, 1 essay- 100 words** **Target…75% of students will score 65% or better on summative assessment**			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on basic vocabulary and grammar, and building oral skills. The diagnostic assessment for this course is focused on more complex writing and reading skills, which are essential skills for Checkpoint B. Spanish G requires students to build upon their learning from previous levels in order to master the skills and be prepared for the Checkpoint B Consortium assessment which is administered at the conclusion of Spanish G. All students enrolled in the stretch program demonstrate a need for further reinforcement of their fundamental skills in Spanish. As a result of their work in Spanish F, the students continued in this extended course of study which presents the curriculum at a more manageable rate and allows for more extensive reinforcement of the target grammatical and vocabulary topics which are introduced and expanded upon. Given the students' prior language assessment results,			

	we are hopeful that they will achieve 65% or above on the summative assessment.

EXAMPLE OF AN SLO

Population	LOTE ; College Level Language			
Learning Content	NYS Checkpoint C grammar and vocabulary topics integrated within the framework of the following themes: the children's story/fairy tale, art, literary excerpts, film and a retrospective of their educational experience			
Interval	1 year			
Evidence	Student results on the Level 4H summative assessment exam Score on the pre-assessment writing prompt Score on the summative writing prompt *Writing prompts will be graded with the use of the NYS Checkpoint C rubric			
Baseline	**Pre-Assessment:** **125 word written response in target language to guided prompt targeting level appropriate grammar and familiar vocabulary as per the Checkpoint C Curriculum and in accordance with Adelphi University's 111 and 112 curricular expectations.**			
	80% of the students will demonstrate a 2 point improvement on the Checkpoint C writing rubric on the summative writing prompt			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=85-90%% 19=91-94% 20-95-100%	9=68-69% 10=70-71% 11-72-73% 12-74-75% 13=76-77% 14=78-79% 15=80% 16= 81-82% 17= 83-84%	3=50-54% 4=55-59% 5=60-61% 6=62-63% 7=64-65% 8=66-67%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on working with basic vocabulary and grammar, and building oral skills. The diagnostic assessment is heavily focused on more advanced writing and reading skills, which are essential components of the college level curriculum. College Level 5 requires students build on their learning from previous levels in order to acquire mastery in these areas and to be prepared to study			

	language at the university level. Since all students completed level 4 having met or exceeded curricular expectations, the goal is for students enrolled in the college courses, to demonstrate a two point improvement on the performance based assessment which will evaluate: content, development of the theme , use of grammatical structure, and level of vocabulary used.

EXAMPLE OF AN SLO

3rd Grade Math

Population	3rd Grade Students			
Learning Content	3rd Grade Common Core Standards for Math			
Interval	2012 – 2013 school year			
Evidence	New York State Assessment			
Baseline	Administered in September			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75% received a 3 or higher on the New York State Math Assessment	65% received a 3 or higher on the New York State Math Assessment	55% received a 3 or higher on the New York State Math Assessment	Less than 50% received a 3 or higher on the New York State Math Assessment
Rationale	Given the historical data from 2012, 88% of the students got a Level 3 or higher on the 3rd Grade Math State Assessment. Therefore, in Wantagh the highly effective teacher should have 75% receive a 3 or higher.			

20 (HE)	75% or higher
19 (HE)	71% to 74%
18 (HE)	68% to 70%
17 (E)	67%
16 (E)	66%
15 (E)	65%
14 (E)	64%
13 (E)	63%
12 (E)	62%
11 (E)	61%
10 (E)	60%
9 (E)	59%
8 (D)	58%
7 (D)	57%
6 (D)	56%
5 (D)	55%
4 (D)	54%
3 (D)	53%
2 (IE)	52%
1 (IE)	51%
0 (IE)	50% or lower

6th Grade Supportive Math

Population	6th Grade Supportive Math Students			
Learning Content	6th Grade Common Core Standards for Math			
Interval	2012 – 2013 school year			
Evidence	New York State Assessment			
Baseline				
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	70% received a 2 or higher on the New York State Math Assessment	60% received a 2 or higher on the New York State Math Assessment	50% received a 2 or higher on the New York State Math Assessment	30% received a 2 or higher on the New York State Math Assessment
Rationale	Given how our population varies in supportive math, Wantagh's highly effective teacher should be able to have 70% of their students achieve a 2 or higher on the State Math Assessment.			

K-2 Math

Population	K, 1st, or 2nd Grade Math Students			
Learning Content	Common Core Standards for Math			
Interval	2012 – 2013 school year			
Evidence	Post Assessment given in May.			
Baseline	Placement Exam administered in September.			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75% received a 65 on the End of the Year Test administered in May.	65% received a 65 on the End of the Year Test administered in May.	55% received a 65 on the End of the Year Test administered in May.	Less than 50% received a 65 on the End of the Year Test administered in May.
Rationale				

20 (HE)	75% or higher
19 (HE)	71% to 74%
18 (HE)	68% to 70%
17 (E)	67%
16 (E)	66%
15 (E)	65%
14 (E)	64%
13 (E)	63%
12 (E)	62%
11 (E)	61%
10 (E)	60%
9 (E)	59%
8 (D)	58%
7 (D)	57%
6 (D)	56%
5 (D)	55%
4 (D)	54%
3 (D)	53%
2 (IE)	52%
1 (IE)	51%
0 (IE)	50% or lower

Population	Math 10 Honors – Algebra II and Trigonometry			
Learning Content	Algebra II and Trigonometry NY State standards			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Regents Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75% of students received a level of mastery of 75% on the regents exam	65% of students received a level of mastery of 75% on the regents exam	55% of students received a level of mastery of 75% on the regents exam	Less than 50% of students received a level of mastery of 75% on the regents exam
Rationale	Students in this course have a strong understanding of mathematics, and therefore should be held at a slightly higher standard than our Math 11R Algebra II and Trigonometry population. The students should not merely just pass the State Assessment but also achieve a level of mastery.			
	20 (HE)	75% or higher		

	19 (HE)	71% to 74%	
	18 (HE)	68% to 70%	
	17 (E)	67%	
	16 (E)	66%	
	15 (E)	65%	
	14 (E)	64%	
	13 (E)	63%	
	12 (E)	62%	
	11 (E)	61%	
	10 (E)	60%	
	9 (E)	59%	
	8 (D)	58%	
	7 (D)	57%	
	6 (D)	56%	
	5 (D)	55%	
	4 (D)	54%	
	3 (D)	53%	
	2 (IE)	52%	
	1 (IE)	51%	
	0 (IE)	50% or lower	

Population	Math 10R: Geometry			
Learning Content	Geometry NY State standards			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment – administered district wide in September • Regents Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year.			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	85% received a 65 or higher on the regents exam	75% received a 65 or higher on the regents exam	65% received a 65 or higher on the regents exam	50% received a 65 or higher on the regents exam
Rationale	Given the region results from 2011 85% of the students got a 65 or higher. Wantagh's highly effective teacher should score similar to the region.			
	20 (HE)	85% or higher		

	19 (HE)	81% to 84%	
	18 (HE)	78% to 80%	
	17 (E)	77%	
	16 (E)	76%	
	15 (E)	75%	
	14 (E)	74%	
	13 (E)	73%	
	12 (E)	72%	
	11 (E)	71%	
	10 (E)	70%	
	9 (E)	69%	
	8 (D)	68%	
	7 (D)	67%	
	6 (D)	66%	
	5 (D)	65%	
	4 (D)	64%	
	3 (D)	63%	
	2 (IE)	57% to 62%	
	1 (IE)	51% to 56%	
	0 (IE)	50% or lower	

Population	Math 10X			
Learning Content	Math 10X topics include a review of algebra, functions, coordinate geometry, transformational geometry, locus, geometric relationships, polygons, and logic.			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Final Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	70% received a 65 or higher on the final exam	50% received a 65 or higher on the final exam	40% received a 65 or higher on the final exam	30% received a 65 or higher on the final exam
Rationale	Given the nature of the course and the caliber of the students in regards to their mathematical weaknesses, a highly effective teacher should get 70% of their kids to pass.			
	20 (HE)	70% or higher		

	19 (HE)	65% to 69%	
	18 (HE)	61% to 64%	
	17 (E)	56% to 60%	
	16 (E)	51% to 55%	
	15 (E)	50%	
	14 (E)	49%	
	13 (E)	48%	
	12 (E)	47%	
	11 (E)	46%	
	10 (E)	45%	
	9 (E)	44%	
	8 (D)	43%	
	7 (D)	42%	
	6 (D)	41%	
	5 (D)	40%	
	4 (D)	37% to 39%	
	3 (D)	35% to 36%	
	2 (IE)	33% to 34%	
	1 (IE)	31% to 32%	
	0 (IE)	30% or lower	

HONORS PRECALCULUS

Population	Pre-Calculus 11 Honors			
Learning Content	Review of Basic Concepts , Working with the TI-89 Graphing Calculator, Functions, Linear Functions, Quadratic Functions, Polynomial Functions, Rational Functions, Exponential Functions, Logarithms and Natural Logarithms, Trigonometric Functions, Limits and Continuity, The Derivative & Applications of Derivatives			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Post-Assessment – administered in June worth 30 points			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75% received a 65 or higher on the final exam	65% received a 65 or higher on the final exam	55% received a 65 or higher on the final exam	Less than 55% received a 65 or higher on the final exam
Rationale	Given the rigor of the exam, the level of difficulty of the curriculum being taught in regards to the amount of AP Calculus AB topics being covered, a teacher would expect 75% of their students to receive 65 or higher in order to be highly effective.			
	20 (HE)	75% or higher		

	19 (HE)	71% to 74%	
	18 (HE)	68% to 70%	
	17 (E)	67%	
	16 (E)	66%	
	15 (E)	65%	
	14 (E)	64%	
	13 (E)	63%	
	12 (E)	62%	
	11 (E)	61%	
	10 (E)	60%	
	9 (E)	59%	
	8 (D)	58%	
	7 (D)	57%	
	6 (D)	56%	
	5 (D)	55%	
	4 (D)	54%	
	3 (D)	53%	
	2 (IE)	52%	
	1 (IE)	51%	
	0 (IE)	50% or lower	

MATH 11X

Population	Math 11X: Geometry and Introduction to Algebra II and Trigonometry			
Learning Content	Geometry NYS Standards and Introduction to Algebra II and Trigonometry NY State standards, such as, factoring, solving quadratic equations, complex fractions, reducing fractions, writing the equation given the roots, sum and product of the roots, fractional equations, absolute value equations, radicals and basic trigonometry.			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Regents Exam – administered in January • Final Exam- administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	45% received a 65 or higher on the regents exam in January and/or for the final exam in June	35% received a 65 or higher on the regents exam in January and/or for the final exam in June	25% received a 65 or higher on the regents exam in January and/or for the final exam in June	Less than 20% received a 65 or higher on the regents exam in January and/or for the final exam in June
Rationale	Given the rigor of the exam, the amount of content covered over a year and a half and the lack of continuity from the prior year, if 40%-50% pass the Geometry Regents and/or the final exam this should be considered highly effective.			

20 (HE)	45% or higher
19 (HE)	43% to 44%
18 (HE)	40% to 42%
17 (E)	37% to 39%
16 (E)	36%
15 (E)	35%
14 (E)	34%
13 (E)	33%
12 (E)	32%
11 (E)	31%
10 (E)	30%
9 (E)	29%
8 (D)	28%
7 (D)	27%
6 (D)	26%
5 (D)	25%
4 (D)	24%
3 (D)	23%
2 (IE)	22%
1 (IE)	21%
0 (IE)	20% or lower

Population	3rd or 4th Grade Supportive Math Students			
Learning Content	3rd or 4th Grade Common Core Standards for Math			
Interval	2012 – 2013 school year			
Evidence	New York State Assessment			
Baseline				
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	85% received a 2 or higher on the New York State Math Assessment	75% received a 2 or higher on the New York State Math Assessment	65% received a 2 or higher on the New York State Math Assessment	50% received a 2 or higher on the New York State Math Assessment
Rationale	Given the historical data from 2010, 95% of the students got a level 2 or higher on the Math State Assessment. However, given how our population varies in supportive math, Wantagh's highly effective teacher should be able to have 85% of their students achieve a 2 or higher on the State Math Assessment.			
	20 (HE)	85% or higher		

	19 (HE)	81% to 84%	
	18 (HE)	78% to 80%	
	17 (E)	77%	
	16 (E)	76%	
	15 (E)	75%	
	14 (E)	74%	
	13 (E)	73%	
	12 (E)	72%	
	11 (E)	71%	
	10 (E)	70%	
	9 (E)	69%	
	8 (D)	68%	
	7 (D)	67%	
	6 (D)	66%	
	5 (D)	65%	
	4 (D)	64%	
	3 (D)	63%	
	2 (IE)	57% to 62%	
	1 (IE)	51% to 56%	
	0 (IE)	50% or lower	

Population	5th Grade Supportive Math Students			
Learning Content	5th Grade Common Core Standards for Math			
Interval	2012 – 2013 school year			
Evidence	New York State Assessment			
Baseline				
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	70% received a 2 or higher on the New York State Math Assessment	60% received a 2 or higher on the New York State Math Assessment	50% received a 2 or higher on the New York State Math Assessment	30% received a 2 or higher on the New York State Math Assessment
Rationale	Given the historical data from 2010, ___% of the students got a level 2 or higher on the Math State Assessment. However, given how our population varies in supportive math, Wantagh's highly effective teacher should be able to have 70% of their students achieve a 2 or higher on the State Math Assessment.			
	20 (HE)	70% or higher		

	19 (HE)	67% to 69%	
	18 (HE)	64% to 66%	
	17 (E)	62% to 63%	
	16 (E)	61%	
	15 (E)	60%	
	14 (E)	58% to 59%	
	13 (E)	56% to 57%	
	12 (E)	54% to 55%	
	11 (E)	53%	
	10 (E)	52%	
	9 (E)	51%	
	8 (D)	50%	
	7 (D)	47% to 49%	
	6 (D)	44% to 46%	
	5 (D)	41% to 43%	
	4 (D)	37% to 40%	
	3 (D)	35% to 36%	
	2 (IE)	33% to 34%	
	1 (IE)	31% to 32%	
	0 (IE)	30% or lower	

Population	Math 9 Honors – Geometry			
Learning Content	Geometry NY State standards			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Regents Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75% of students received a level of mastery of 75% on the regents exam	65% of students received a level of mastery of 75% on the regents exam	55% of students received a level of mastery of 75% on the regents exam	Less than 50% of students received a level of mastery of 75% on the regents exam
Rationale	Students in this course have a strong understanding of mathematics, and therefore should be held at a slightly higher standard than our Math 10R Geometry population. The students should not merely just pass the State Assessment but also achieve a level of mastery.			
	20 (HE)	75% or higher		

	19 (HE)	71% to 74%	
	18 (HE)	68% to 70%	
	17 (E)	67%	
	16 (E)	66%	
	15 (E)	65%	
	14 (E)	64%	
	13 (E)	63%	
	12 (E)	62%	
	11 (E)	61%	
	10 (E)	60%	
	9 (E)	59%	
	8 (D)	58%	
	7 (D)	57%	
	6 (D)	56%	
	5 (D)	55%	
	4 (D)	54%	
	3 (D)	53%	
	2 (IE)	52%	
	1 (IE)	51%	
	0 (IE)	50% or lower	

Population	Math 9R: Algebra			
Learning Content	Algebra NY State standards			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment – administered district wide in September • Regents Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year.			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	85% received a 70 or higher on the regents exam	75% received a 70 or higher on the regents exam	65% received a 70 or higher on the regents exam	50% received a 70 or higher on the regents exam
Rationale	Given the region results from 2011 87% of the students got a 65 or higher. Wantagh's highly effective teacher should score higher than the region.			
	20 (HE)	85% or higher		

	19 (HE)	81% to 84%	
	18 (HE)	78% to 80%	
	17 (E)	77%	
	16 (E)	76%	
	15 (E)	75%	
	14 (E)	74%	
	13 (E)	73%	
	12 (E)	72%	
	11 (E)	71%	
	10 (E)	70%	
	9 (E)	69%	
	8 (D)	68%	
	7 (D)	67%	
	6 (D)	66%	
	5 (D)	65%	
	4 (D)	64%	
	3 (D)	63%	
	2 (IE)	57% to 62%	
	1 (IE)	51% to 56%	
	0 (IE)	50% or lower	

Population	Math 11R: Algebra II and Trigonometry			
Learning Content	Algebra II and Trigonometry NY State standards			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment – administered district wide in September • Regents Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year.			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	70% received a 65 or higher on the regents exam	60% received a 65 or higher on the regents exam	50% received a 65 or higher on the regents exam	30% received a 65 or higher on the regents exam
Rationale	Given the rigor of the exam, the amount of content covered within one school year, the lack of continuity from the prior year and that our average passing rate from 2011 was 67%, 70% getting a 65 or higher should be considered highly effective in Wantagh.			

	20 (HE)	70% or higher	
	19 (HE)	67% to 69%	
	18 (HE)	64% to 66%	
	17 (E)	62% to 63%	
	16 (E)	61%	
	15 (E)	60%	
	14 (E)	58% to 59%	
	13 (E)	56% to 57%	
	12 (E)	54% to 55%	
	11 (E)	53%	
	10 (E)	52%	
	9 (E)	51%	
	8 (D)	50%	
	7 (D)	47% to 49%	
	6 (D)	44% to 46%	
	5 (D)	41% to 43%	
	4 (D)	37% to 40%	
	3 (D)	35% to 36%	
	2 (IE)	33% to 34%	
	1 (IE)	31% to 32%	
	0 (IE)	30% or lower	

BC CALCULUS

Population	BC Calculus students			
Learning Content	Interpretations and Properties of Definite Integrals, Applications of Integrals, Fundamental Theorem of Calculus, Techniques of Antidifferentiation, Applications of Antidifferentiation, Numerical Approximations to Definite Integrals, Concept of Series, Series of Constants, Taylor Series			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Post-Assessment – administered in June worth 30 points			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75% received a 65 or higher on the final exam	65% received a 65 or higher on the final exam	55% received a 65 or higher on the final exam	Less than 55% received a 65 or higher on the final exam
Rationale	This course represents college-level mathematics for which most colleges grant advanced placement and credit. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus I. Given the level of difficulty of the curriculum being taught, a teacher would expect 75% of their students to receive 65 or higher in order to be highly effective.			

20 (HE)	75% or higher

19 (HE)	71% to 74%
18 (HE)	68% to 70%
17 (E)	67%
16 (E)	66%
15 (E)	65%
14 (E)	64%
13 (E)	63%
12 (E)	62%
11 (E)	61%
10 (E)	60%
9 (E)	59%
8 (D)	58%
7 (D)	57%
6 (D)	56%
5 (D)	55%
4 (D)	54%
3 (D)	53%
2 (IE)	52%
1 (IE)	51%
0 (IE)	50% or lower

Population	College Algebra and Trigonometry			
Learning Content	• Real numbers • Rational Expressions • Functions and their graphs • Solving equations and inequalities • Polynomials and Rational Functions • Exponential Functions and their graphs • Trigonometric Functions • Analytical Trigonometry			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Final Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	40% receive a grade of 65 or higher on the Final Exam	30% of the students receive a grade of 65 or higher on the Final Exam	20% of the students receive a grade of 65 or higher on the Final Exam	Less than 10% of students receive a grade of 65 or higher on the Final Exam
Rationale	Wantagh High School has a philosophy of having every senior take a math course. For students who have traditionally been unsuccessful in their previous high school math classes, this is the course that they are enrolled in to satisfy their fourth year of math. However, it is still a rigorous course that parallels the content in Algebra II and Trigonometry.			

	20 (HE)	40% or higher	
	19 (HE)	37% to 39%	
	18 (HE)	34% to 36%	
	17 (E)	32% to 33%	
	16 (E)	31%	
	15 (E)	30%	
	14 (E)	28% to 29%	
	13 (E)	26% to 27%	
	12 (E)	24% to 25%	
	11 (E)	23%	
	10 (E)	22%	
	9 (E)	21%	
	8 (D)	20%	
	7 (D)	18% to 19%	
	6 (D)	16% to 17%	
	5 (D)	15%	
	4 (D)	14%	
	3 (D)	13%	
	2 (IE)	12%	
	1 (IE)	11%	
	0 (IE)	10% or lower	

PRECALCULUS

Population	Pre-Calculus 12, College Level			
Learning Content	Review of Basic Concepts, Functions, Linear Functions, Quadratic Functions, Polynomial Functions, Rational Functions, Exponential Functions, Logarithms and Natural Logarithms, Trigonometric Functions, Limits and Continuity & The Derivative			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Post-Assessment – administered in June worth 100 points			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	70% received a 65 or higher on the final exam	60% received a 65 or higher on the final exam	50% received a 65 or higher on the final exam	30% received a 65 or higher on the final exam
Rationale	Given the rigor of the exam, the level of difficulty of the curriculum being taught, and that our average passing rate from 2011 was 83%, a teacher would expect 70% of their students to receive 65 or higher in order to be highly effective.			

20 (HE)	70% or higher
19 (HE)	67% to 69%
18 (HE)	64% to 66%
17 (E)	62% to 63%
16 (E)	61%
15 (E)	60%
14 (E)	58% to 59%
13 (E)	56% to 57%
12 (E)	54% to 55%
11 (E)	53%
10 (E)	52%
9 (E)	51%
8 (D)	50%
7 (D)	47% to 49%
6 (D)	44% to 46%
5 (D)	41% to 43%
4 (D)	37% to 40%
3 (D)	35% to 36%
2 (IE)	33% to 34%
1 (IE)	31% to 32%
0 (IE)	30% or lower

20 (HE)	**STATISTIC**	r higher
19 (HE)		67% to 69%

Population	College Statistics			
Learning Content	College Statistics topics include organization of data using tables and graphs, normal distribution, regression of linear and non-linear relationships, probability models, discrete and continuous random variables, binomial distribution, tests of significance and the Chi-Square procedure.			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Final Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	70% received a 65 or higher on the final exam	60% received a 65 or higher on the final exam	50% received a 65 or higher on the final exam	30% received a 65 or higher on the final exam
Rationale	Given the nature of the course and that the passing rate from 2010 was 88%, and that we are now offering AP Statistics which will remove some of the higher scoring students, 70% getting a 65 or higher should be considered highly effective.			

18 (HE)	64% to 66%
17 (E)	62% to 63%
16 (E)	61%
15 (E)	60%
14 (E)	58% to 59%
13 (E)	56% to 57%
12 (E)	54% to 55%
11 (E)	53%
10 (E)	52%
9 (E)	51%
8 (D)	50%
7 (D)	47% to 49%
6 (D)	44% to 46%
5 (D)	41% to 43%
4 (D)	37% to 40%
3 (D)	35% to 36%
2 (IE)	33% to 34%
1 (IE)	31% to 32%
0 (IE)	30% or lower

20 (HE)	70% or higher
19 (HE)	65% to 69%
18 (HE)	61% to 64%
17 (E)	56% to 60%
16 (E)	51% to 55%
15 (E)	50%
14 (E)	49%
13 (E)	48%
12 (E)	47%
11 (E)	46%
10 (E)	45%
9 (E)	44%
8 (D)	43%
7 (D)	42%
6 (D)	41%
5 (D)	40%
4 (D)	37% to 39%
3 (D)	35% to 36%
2 (IE)	33% to 34%
1 (IE)	31% to 32%
0 (IE)	30% or lower

20 (HE)	75% or higher
19 (HE)	71% to 74%
18 (HE)	68% to 70%
17 (E)	67%
16 (E)	66%
15 (E)	65%
14 (E)	64%
13 (E)	63%
12 (E)	62%
11 (E)	61%
10 (E)	60%
9 (E)	59%
8 (D)	58%
7 (D)	57%
6 (D)	56%
5 (D)	55%
4 (D)	54%
3 (D)	53%
2 (IE)	52%
1 (IE)	51%
0 (IE)	50% or lower

20 (HE)	70% or higher
19 (HE)	67% to 69%
18 (HE)	64% to 66%
17 (E)	62% to 63%
16 (E)	61%
15 (E)	60%
14 (E)	58% to 59%
13 (E)	56% to 57%
12 (E)	54% to 55%
11 (E)	53%
10 (E)	52%
9 (E)	51%
8 (D)	50%
7 (D)	47% to 49%
6 (D)	44% to 46%
5 (D)	41% to 43%
4 (D)	37% to 40%
3 (D)	35% to 36%
2 (IE)	33% to 34%
1 (IE)	31% to 32%
0 (IE)	30% or lower

New York State Student Learning Objective:

Instrumental Band Lessons for First Year Players

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* First year instrumental music students, grouped in small instructional groups by instrument, 124 students total.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* Students will independently perform music notation on their given instrument.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* 2012-2013 School Year
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline Assessment: Musical pre-test covering the ability to play the first six notes and four rhythms/rests on their given instrument, scored on the attached rubric. Summative Assessment: Performance evaluation on their instrument, covering the first six notes and four rhythms/rests, scored on the attached rubric.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* Eighty percent of students will show thirty percent growth.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30 %

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* The learning content is based on the National Standards for Music Education (2, 5, 6, and 7) which are the standards that most directly impact beginning instrumental music students. The baseline assessment is taken from their prior knowledge of instrument technique and music notation reading ability, assessed through a musical pre-test. The summative assessment is based on the ability to apply knowledge of music notation to a performance evaluation on their musical instrument. The expected outcome is that students will be able to improve their instrument technique and music note-reading ability by thirty percent in their first year of being an instrumental band student. This will prepare them to be a valued, contributing member of the music program at Wantagh School District in years to come.

New York State Student Learning Objective Template

6th Grade Band

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **6th graders from Wantagh Middle School**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* **Course: 6th Grade Band** In the 6th grade band, students will learn the Bb, C, and Eb major scales. The focus will be on technique, posture, breath control, and rhythm patterns as assessed by the accompanying rubric. They'll apply their learning to the performance of Level 1 – 3 band music arrangements. New York Standards: Standard 2.1a: Incorporate key concepts during instruction through the use of multiple representation and explanations. 2.1b: Engage students to use key disciplinary language with comprehension through instruction. National Music Standards: Standard 2: Students perform on instruments, alone and with others, varied repertoire of music Standard 5: Students read and notate music Standard 7: Students evaluate music and music performances

Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* One to two 35 minute lesson(s) per week from September 13, 2012 through June 7 2013.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Students will take a pre and post assessment to measure their achievement with the learning content Accommodations are given to all students with IEP'S. The performance of C, D, and Eb scales and an excerpt of a level II NYSSMA solo assessed by rubric. Pre assessment administered within the first month of instruction, and post assessment administered within the last month of instruction.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* Pre-assessment – Students will perform 3 major scales and a level II NYSSMA excerpt
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* At the conclusion of the stated instructional period, 80% of all students will show 30% growth.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30 %

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* Students at the end of their third year of playing should be able to play 3 major scales, and perform at a NYSSMA LEVEL 2. Appropriate ensemble literature, Standard 1, will be presented after the pre-assessment. These assessments will determine the instructional strategies, and instructional practice by means of educational technology, communication, and critical thinking. (Standards 2, 3, 5)

New York State Student Learning Objective Template

High School Symphonic Band

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* All 68 students from the High School Symphonic Band (grades 10-12) at Wantagh High School
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* This is a performance based group. Students will be expected to perform a varied repertoire of band literature from multiple genres and composers. The National Standards for the Arts that are addressed in this class include the following: 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* One academic year – September 2012 to June 2013.

Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Student will be assessed while sight-reading a selection at the appropriate level of difficulty. The assessment will be ensemble based, and will take place in October and then again in May. Assessment includes scoring of ensemble's ability to perform written pitch, rhythm, dynamics, and articulation within the conducted tempo.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* Students will have no knowledge of selected repertoire. However, students will possess basic performance skills, including the ability to read, count, and perform on their respective instrument.
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* 80% of students will show 30% growth of knowledge of the learning content.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* Highly effective = 93% - 100% of students meet their goals. Effective = 66%-92% of students meet their goals. Developing = 50%-65% of students meet their goals. Ineffective = 0% -49% of students meet their goals.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98%	93-96%	90-92%	87-89%	85-86%	83-84%	78-82%	74-77%	72-73%	70-71%	66-69%	63-65%	61-62%	59-60%	56-58%	53-55%	50-52%	41-49%	31-40%	0-30%

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* Students must be prepared to increase their technical skills in order to become eligible for higher level learning in the Wind Ensemble(H). This preparation will occur when 80% of the student population show 30% growth, all evidenced within the appropriate selection of repertoire.

New York State Student Learning Objective:

GENERAL MUSIC GRADE 2

All SLOs MUST include the following basic components:	
Population	All sections of 2nd Grade General Music, 212 students.
Learning Content	All National Standards for Music Education will be covered over the course of the year. Standards 2, 4, 5, & 7 will be particularly focused on (Performing on instruments, alone and with others, a varied repertoire of music – 2, Composing and arranging music within specified guidelines – 4, Reading and notating music – 5, Evaluating music and music performances – 7).
Interval of Instructional Time	2012 – 2013 School Year
Evidence	Baseline Assessment: Students will be asked to compose, using the attached worksheet, four four-beat long rhythm ostinatos that will be played simultaneously using quarter, pairs of eighth, half, whole notes and quarter rests, and designating one instrument from the membrane, shaker, metal and wood families to be used for each ostinato respectively. Students will be asked to notate the time signature for four beats per measure using the quarter note for the beat. Students will also be asked to choose both a dynamic level and a tempo for their piece. See attached rubric. Summative Assessment: Students will be asked to compose, using the attached worksheet, four four-beat long rhythm ostinatos that will be played simultaneously using quarter, pairs of eighth, half, whole notes and quarter rests, and designating one instrument from the membrane, shaker, metal and wood families to be used for each ostinato respectively. Students will be asked to notate the time signature for four beats per measure using the quarter note for the beat. Student will also be asked to choose both a dynamic level and a tempo for their piece. Students will be asked to write five sentences describing their composition. See attached rubric.
Baseline	

Target(s)	80% of students will achieve 30% growth.
HEDI Scoring	See ranges below.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30 %

Rationale	The second grade music curriculum focuses heavily on securing knowledge of rhythm reading and performance skills in order to prepare students fully for 3rd grade where they will learn to read and notate music for the first time during their yearlong recorder instruction. The learning content contains National music standards that address the nine different focus areas of second grade, with a specific focus on Standards 2, 4, 5 and 7. Composition of rhythm patterns with the goal of performance helps to combine many different music skill sets in one activity and serves as an excellent vehicle to secure rhythm notation knowledge and understanding. The baseline assessment assesses students' compositional skills using rhythms and the basic elements of music, before the formal elements of music training has begun. The summative assessment task assesses students' ability to use the required rhythm notation and elements of music students should know by the end of second grade, and assesses students' ability to evaluate their work using critical thinking and analysis. The target represents 80% of students achieving a 30% growth according to the task rubric.

New York State Student Learning Objective:

GENERAL MUSIC GRADE 3

All SLOs MUST include the following basic components:	
Population	All sections of 3rd Grade General Music, 126 students.
Learning Content	All National Standards for Music Education will be covered over the course of the year. Standards 2, 5 and 7 will be particularly focused on (Performing on instruments, alone and with others, a varied repertoire of music – 2, Reading and notating music – 5, and Evaluating music and music performances – 7).
Interval of Instructional Time	2012 – 2013 School Year
Evidence	1. All students took a district –developed assessment on the recorder to demonstrate baseline knowledge in rhythm, pitch, articulation and technique. 2. The students will take a district developed summative assessment in June to assess their growth in the same skills.
Baseline	
Target(s)	80% of students will achieve 30% growth.
HEDI Scoring	See ranges below.

	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
	99-100 %	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30 %
Rationale	Third grade is the first opportunity for students in school to learn to play a wind instrument. The students will have the opportunity to play a band instrument in fourth grade, thus stressing the importance of students developing note and rhythm reading skills. This assessment includes the critical elements and principles of music which are fundamental to the core of music, and the assessment allows for clear measurement of the students' ability to read and play music with proper articulation and technique. This will give the band and orchestra teachers students with some fundamental skills that will enable them to be more successful musicians. Throughout the year, the standards for music will be incorporated with those of the Common Core through ongoing written assignments to ensure that students fully comprehend the content. This integration of the Common Core with the music content will be critical to ensuring the long-term success of the students.																				

New York State Student Learning Objective:

GENERAL MUSIC GRADE 5

All SLOs MUST include the following basic components:	
Population	All sections of 5th Grade General Music, 142 students.
Learning Content	Describe music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc. (Standard 6) Students will read simple standard notation in performance. (Standards 1 & 5)
Interval of Instructional Time	2012 – 2013 School Year
Evidence	Baseline Assessment: Students will be asked to sight-read the rhythm of three varied, unfamiliar excerpts of music by clapping or using rhythm syllables. The excerpts will include whole, half, quarter, eighth and sixteenth notes, rests in 2/4, ¾ and 4/4 meters. Students will listen to two short works of music and will identify the form of the work and write a description of what they hear. See attached rubric. Summative Assessment: The student is asked to sight-read the rhythm of three varied, unfamiliar excerpts of music by clapping or using rhythm syllables. The excerpts will include whole, half, quarter, eighth and sixteenth notes, rests in 2/4, ¾ and 4/4 meters. Students will listen to two short works of music and will identify the form of the work and describe how pitch, rhythm, melody, harmony, dynamics and texture are used in the works. See attached rubric.
Baseline	

Target(s)	80% of students will achieve 30% growth.
HEDI Scoring	See ranges below.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30 %

Rationale	The fifth grade general music curriculum continues to develop music reading and performing skills. Students in fifth grade general music also begin studying in depth the elements of music as part of a yearlong focus on composition. Listening to varied works of music is a natural part of the task of composition and is important for teaching students how to fully understand the elements of music. The learning content contains National music standards that address the nine different focus areas of fifth grade general music, with a specific focus on Standards 2, 5 and 6. The rhythm reading baseline assessment task is a performance task from fourth grade general music. The critical listening baseline assessment assesses students' ability to listen and describe music before the formal elements of music training has begun. The summative assessment tasks assess students' ability to read and perform rhythms students should know by the end of fifth grade and assesses students' abilities to identify elements of music during listening tasks and also describe how the elements are connected to each particular musical work. The target represents 80% of students achieving a 30% growth according to the task rubrics on each of the tasks.

New York State Student Learning Objective Template

Second Year Orchestra

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Population**: Fourth grade violin, viola and cello students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards* **Learning Content:** Elementary Standard 1, a- students will create a short piece of music on their instrument. Standard 1, b- students will play their instrument and maintain tone quality, pitch, rhythm, tempo, and dynamics and perform expressively. Standard 1, c- Students will read simple notation in performance. Standard 1, d- Students will read very easy music. Standard 1, e- students will learn the basics of following a conductor.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **Interval of Instructional Time:** Approximately 20 - 25 class periods (one day per week) throughout the 2012-2013 school year.
Evidence	**Evidence:** The students will perform an excerpt from a Level II NYSSMA piece and four scales. Accommodations will be made for students with IEP and 504 plans.

Baseline	**Evidence:** A pre and post assessment. The students will perform a short simple piece and a scale. Accommodations will be made for students with IEP and 504 plans. **Baseline:** The starting level of the student's ability to perform the above mentioned tasks will be accessed. Using the following: Tone - quality up to 4 points Intonation - tonality up to 4 points Technique - left hand position, fingering, articulation, right hand grip, bowing - up to 4 points. Interpretation - expression- up to 4 points Accuracy - of notes, rhythms, pulse up to 4 points `Scale - accuracy - up to 4 points A total of 24 points is possible.
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Target:** 80% of the students will show 30% growth.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30 %

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Rationale:** Now that the students have a foundation from their first year or instruction. They will now continue to grow and develop in their string playing and as critical thinking musicians.

New York State Student Learning Objective MS ORCHESTRA

Population	*All students from the Grade 6 Orchestra at Wantagh Middle School.* *All students from the Grade 7 Orchestra at Wantagh Middle School.*
Learning Content	*-This is a performance based group-the students will be able to perform multiple works by composers from different eras as a group, while also learning scales, etudes, and solos on their specific instrument.* *-The National Standards for Music Education that are addressed include the following:* **Standard 2-Performing a varied repertoire of music, alone and with others, on a specific instrument.* **Standard 3-Improvising melodies, variations, and accompaniments.* **Standard 5- Reading and notating music.* **Standard 6- Listening to, analyzing, and describing music.* **Standard 7- Evaluating music and music performances.* **Standard 8- Understanding relationships between music, the other arts, and disciplines outside the arts.* **Standard 9- Understanding music in relation to history and culture.* *-Students address these standards throughout the interval of instructional time by performing as a group and individually.*
Interval of Instructional Time	*One academic year: September 2012- June 2013*
Evidence	-A district-developed pre- and post-assessment. The district-developed assessment is a performance-based assessment that is scored using a district-developed rubric. The performance-based assessment requires students to perform scales, play an 8 measure excerpt from a district-selected solo piece, and perform an orchestral excerpt from a district-selected orchestral arrangement.

	-Student IEP's and 504 plans will be followed, as applicable. -Summative assessments will be scored by another teacher in my school/district following my district's rules.
Baseline	*65% or below- 17%* *66-74%- 32%* *75-85%- 34%* *86-100%-17%*
Target(s)	*-Students who scored 65% or below will score 80% or above on the summative assessment.* *-Students who scored 66-74% will score 85% or above on the summative assessment.* *-Students who scored 76% or above will score 90% or above on the summative assessment.* *The overall target is that 90% of the students will meet their differentiated target set above.*
HEDI Scoring	*Highly Effective: 94-100% of students meet their goals.* *Effective: 67-93% of students meet their goals.* *Developing: 51-66% of students meet their goals.* *Ineffective: 50% or less of students meet their goals*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	96-97	94-95	92-93	89-91	86-88	83-85	78-82	75-77	72-74	69-71	67-68	65-66	63-64	61-62	59-60	56-58	51-55	41-50	31-40	0-30

Rationale	*Students who have had ongoing instruction on their instruments should be able to execute a major scale (or, in the case of Orchestra 7. a chromatic scale) with accurate intonation, and be able to perform a solo piece and orchestral excerpt. This choice is based on the criteria we as a department set up in our curriculum maps as a graduation competency standard. This allows our students to continue performing on their instrument after graduation if they so desire, and includes components of the National Standards for Music Education. Instruction on the writing and performing of scales, solos, and orchestral excerpts will take place each year. Students scoring a 90% or better on the summative assessment should be prepared to move on to the next level.*

New York State Student Learning Objective Template

Beginning Orchestra

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Population**: third grade violin, viola and cello students at Forest Lake and Mandalay Elementary Schools
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards* **Learning Content:** Elementary Standard 1, a- students will create a short piece of music on their instrument. Standard 1, b- students will play their instrument and maintain tone quality, pitch, rhythm, tempo, and dynamics and perform expressively. Standard 1, c- Students will read simple notation in performance. Standard 1, d- Students will read very easy music. Standard 1, e- students will learn the basics of following a conductor.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **Interval of Instructional Time:** Approximately 20 - 25 class periods (once in six day cycle) throughout the 2012-2013 school year.
Evidence	**Evidence:** The students will perform an excerpt from a Level I NYSSMA piece and three scales. Accommodations will be made for students with IEP and 504 plans.

Baseline	**Evidence:** A pre and post assessment. The students will perform a short simple piece and a scale. Accommodations will be made for students with IEP and 504 plans. **Baseline:** The starting level of the student's ability to perform the above mentioned tasks will be accessed. Using the following: Tone - quality up to 4 points Intonation - tonality up to 4 points Technique - left hand position, fingering, articulation, right hand grip, bowing - up to 4 points. Interpretation - expression- up to 4 points Accuracy - of notes, rhythms, pulse up to 4 points `Scale - accuracy - up to 4 points A total of 24 points is possible.
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Target:** 80% of the students will show 30% growth.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30 %

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Rationale:** Third grade is the first opportunity for students to learn to play a string instrument in school. Learning these standards of content will create a foundation for further musical development.

New York State Student Learning Objective

HS ORCHESTRA

Population	*All 43 students from the HS level (grades 9-12) Symphony Orchestra at Wantagh High School.*
Learning Content	*-This is a performance based group-the students will be able to perform multiple works by composers from different eras as a group, while also learning scales, etudes, and solos on their specific instrument.* *-The National Standards for Music Education that are addressed include the following:* **Standard 2-Performing a varied repertoire of music, alone and with others, on a specific instrument.* **Standard 3-Improvising melodies, variations, and accompaniments.* **Standard 5- Reading and notating music.* **Standard 6- Listening to, analyzing, and describing music.* **Standard 7- Evaluating music and music performances.* **Standard 8- Understanding relationships between music, the other arts, and disciplines outside the arts.* **Standard 9- Understanding music in relation to history and culture.* *-Students address these standards throughout the interval of instructional time by performing as a group and individually.*

Interval of Instructional Time	*One academic year: September 2012- June 2013*
Evidence	-A district-developed pre- and post-assessment. The district-developed assessment is a performance-based assessment that is scored using a district-developed rubric. The performance-based assessment requires students to perform scales, play an 8 measure excerpt from a district-selected solo piece, and perform and orchestral excerpt from a district-selected orchestral arrangement. -Student IEP's and 504 plans will be followed, as applicable. -Summative assessments will be scored by another teacher in my school/district following my district's rules.
Baseline	*65% or below- 17%* *66-74%- 32%* *75-85%- 34%* *86-100%-17%*
Target(s)	*-Students who scored 65% or below will score 80% or above on the summative assessment.* *-Students who scored 66-74% will score 85% or above on the summative assessment.* *-Students who scored 76% or above will score 90% or above on the summative assessment.* *The overall target is that 90% of the students will meet their differentiated target set above.*
HEDI Scoring	*Highly Effective: 94-100% of students meet their goals.* *Effective: 67-93% of students meet their goals.* *Developing: 51-66% of students meet their goals.* *Ineffective: 50% or less of students meet their goals*

	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
	98-100	96-97	94-95	92-93	89-91	86-88	83-85	78-82	75-77	72-74	69-71	67-68	65-66	63-64	61-62	59-60	56-58	51-55	41-50	31-40	0-30
Rationale	*Students who have had on-going instruction on their instruments should be able to hear if they are playing a major scale, and be able to perform a solo piece and orchestral excerpt. This choice is based on the criteria we as a department set up in our curriculum maps as a graduation competency standard. This allows our students to continue performing on their instrument after graduation if they so desire, and includes components of the National Standards for Music Education. Instruction on the writing and performing of scales, solos, and orchestral excerpts will take place each year. Students scoring a 90% or better on the summative assessment should be prepared to move on to the next level.*																				

Wantagh Physical Education

Student Learning Objectives

SLO GRADE 1: Demonstrates knowledge of how the body responds to various forms of physical activity.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District wide Physical Education students in Grade 1**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Elementary*** • **understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition** • **demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness** • **understand the relationship between physical activity and individual well being**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*

	1. ***District-wide common <u>cognitive</u> pre-assessment administered at the beginning of the school year.*** 2. ***District-wide common <u>cognitive</u> summative assessment will be administered in June 2013*** See attached assessment used for pre and summative assessment
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* ***Pre-assessment will be administered in September indicating the student's current level of knowledge and performance in regards to personal fitness management.***
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Student targets will be measured by the district-wide common summative assessment in June 2013.** 65% of students will achieve 70% or higher on the year end physical education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	**17**	**16**	**15**	**14**	**<u>13</u>**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***Students at the early elementary levels need to develop and understand how their bodies respond to various types of physical activity.***

Wantagh Physical Education

Student Learning Objective

SLO GRADE 9 and10: Demonstrate knowledge of healthy habits needed to maintain a physically active lifestyle.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grades 9 and 10.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Commencement*** • **make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs** • **know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness** • **follow a program that relates to wellness, including weight control and stress management**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. ***District-wide common cognitive pre-assessment administered at the beginning of the school year.*** 2. ***District-wide common cognitive summative assessment will be administered in June 2013*** ***See attached assessment used for pre and summative assessment***
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* ***Pre assessment will be administered in September indicating the student's current level of knowledge and performance in regards to healthy habits needed to maintain a physically active lifestyle.***
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Student targets will be measured by the district-wide common summative assessment in June 2013.** 65% of students will achieve 70% or higher on the year end physical education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***Students need to have the appropriate information regarding healthy behaviors and habits that can lead toward fitness and maintaining lifelong fitness.***

Wantagh Physical Education

Student Learning Objectives

<u>SLO GRADES 11 and 12:</u> Demonstrates knowledge of the fitness training principles and FITT guidelines to monitor and adjust activity levels to meet person fitness needs.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grades 11 and 12.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Commencement*** • **make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs** • **know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness** • **follow a program that relates to wellness, including weight control and stress management**.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. ***District-wide common cognitive pre-assessment administered at the beginning of the school year.*** 2. ***District-wide common cognitive summative assessment will be administered in June 2013*** See attached assessment used for pre and summative assessment
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* ***Pre assessment will be administered in September indicating the students current level of knowledge and performance in regards to fitness training principles and FITT guidelines to monitor and adjust activity levels to meet person fitness needs.***
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* 65% of students will achieve 70% or higher on the year end physical education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***When developing personal fitness goals, understanding the FITT Principle is important to making appropriate choices for continued participation in health enhancing lifetime fitness activities.***

Wantagh Physical Education

Student Learning Objective

<u>SLO GRADE 11 and 12:</u> Demonstrates knowledge of how to interpret and utilize health related fitness data.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grades 11 and 12.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Commencement*** • **make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs** • **know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness** • **follow a program that relates to wellness, including weight control and stress management**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. ***District-wide common cognitive pre-assessment administered at the beginning of the school year.*** 2. ***District-wide common cognitive summative assessment will be administered in June 2013*** ***See attached assessment used for pre and summative assessment***
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* ***Pre assessment will be administered in September indicating the students current level of knowledge and performance in regards to interpreting and utilizing health related fitness data.***
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Student targets will be measured by the district-wide common summative assessment in June 2013.** 65% of students will achieve 70% or higher on the year end physical education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***Students at the commencement level need to have all the information they need to manage and participate in lifelong fitness activities.***

Wantagh Physical Education

Student Learning Objectives

<u>SLO GRADE 2</u> Demonstrates knowledge of how the body responds to various forms of physical activity.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District wide Physical Education students in grade 2.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Elementary*** • **understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition** • **demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness** • **understand the relationship between physical activity and individual well being**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. ***District-wide common cognitive pre-assessment administered at the beginning of the school year.*** 2. ***District-wide common cognitive summative assessment will be administered in June 2013*** ***See attached assessment used for pre and summative assessment***
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* ***Pre assessment will be administered in September indicating the student's current level of knowledge and performance in regards to personal fitness management.***
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Student targets will be measured by the district-wide common summative assessment in June 2013.** 65% of students will achieve 70% or higher on the year end physical education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***Students at the early elementary levels need to develop and understand how their bodies respond to various types of physical activity.***

Wantagh Physical Education

Student Learning Objectives

SLO GRADE 3 Demonstrates knowledge of health related fitness and how to maintain personal health.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District-wide Physical Education students in grade 3.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Elementary*** • **understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition** • **demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness** • **understand the relationship between physical activity and individual well being**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. ***District-wide common cognitive pre-assessment administered at the beginning of the school year.***

	2. ***District-wide common <u>cognitive</u> summative assessment will be administered in June 2013*** See attached assessment used for pre and summative assessment.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* ***Pre-assessment will be administered in September indicating the student's current level of knowledge and performance in regards to health related fitness and how to maintain personal health.***
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Student targets will be measured by the district-wide common summative assessment in June 2013.** 65% of students will achieve 70% or higher on the year end physical education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	**17**	**16**	**15**	**14**	**<u>13</u>**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***Students at the upper elementary grade levels need to develop and understand the benefits of each component of physical fitness.***

Wantagh Physical Education

Student Learning Objectives

SLO GRADE 4 Demonstrates knowledge of health related fitness and how to maintain personal health.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District-wide Physical Education students in grade 4.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Elementary*** • **understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition** • **demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness** • **understand the relationship between physical activity and individual well being**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. ***District-wide common cognitive pre-assessment administered at the beginning of the school year.*** 2. ***District-wide common cognitive summative assessment will be administered in June 2013*** See attached assessment used for pre and summative assessment.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* ***Pre-assessment will be administered in September indicating the student's current level of knowledge and performance in regards to health related fitness and how to maintain personal health.***
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Student targets will be measured by the district-wide common summative assessment in June 2013.** 65% of students will achieve 70% or higher on the year end physical education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***Students at the upper elementary grade levels need to develop and understand the benefits of each component of physical fitness.***

Wantagh Physical Education

Student Learning Objectives

SLO GRADE 5 Demonstrates knowledge of health related fitness and how to maintain personal health.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District-wide Physical Education students in grade 5.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Elementary*** • **understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition** • **demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness** • **understand the relationship between physical activity and individual well being**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. ***District-wide common cognitive pre-assessment administered at the beginning of the school year.*** 2. ***District-wide common cognitive summative assessment will be administered in June 2013*** See attached assessment used for pre and summative assessment.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* ***Pre-assessment will be administered in September indicating the student's current level of knowledge and performance in regards to health related fitness and how to maintain personal health.***
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Student targets will be measured by the district-wide common summative assessment in June 2013.** 65% of students will achieve 70% or higher on the year end physical education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***Students at the upper elementary grade levels need to develop and understand the benefits of each component of physical fitness.***

Wantagh Physical Education

Student Learning Objectives

SLO GRADE 6 Demonstrates knowledge of personal fitness management.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grade 6.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Intermediate*** • **understand the relationship between physical activity and the prevention of illness, disease, and premature death** • **develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. ***District-wide common cognitive pre-assessment administered at the beginning of the school year.***

	2. ***District-wide common <u>cognitive</u> summative assessment will be administered in June 2013*** ***See attached assessment used for pre and summative cognitive assessment***
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* ***Pre-assessment will be administered in September indicating the student's current level of knowledge and performance in regards to personal fitness management.***
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Student targets will be measured by the district-wide common summative assessment in June 2013.** 65% of students will achieve 70% or higher on the year end physical education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	**17**	**16**	**15**	**14**	**<u>13</u>**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***Students need to identify the components of a physical activity plan in order to make appropriate decisions regarding their personal fitness plans and lifetime participation.***

Wantagh Physical Education

Student Learning Objective

SLO GRADE 7 Demonstrate knowledge of healthy habits needed to maintain a physically active lifestyle.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grade 7.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Intermediate*** • **understand the relationship between physical activity and the prevention of illness, disease, and premature death** • **develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. ***District-wide common cognitive pre-assessment administered at the beginning of the school year.*** 2. ***District-wide common cognitive summative assessment will be administered in June 2013*** ***See attached assessment used for pre and summative assessment***
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* ***Pre-assessment will be administered in September indicating the student's current level of knowledge and performance in regards to healthy habits needed to maintain a physically active lifestyle.***
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Student targets will be measured by the district-wide common summative assessment in June 2013.** 65% of students will achieve 70% or higher on the year end physical education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***Students need to have the appropriate information regarding healthy behaviors and habits that can lead toward maintaining lifelong fitness.***

Wantagh Physical Education

Student Learning Objective

<u>SLO GRADE 8</u> Demonstrates knowledge of healthy habits needed to maintain a physically active lifestyle, including the understanding of fitness training principles.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grade 8.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Intermediate*** • **understand the relationship between physical activity and the prevention of illness, disease, and premature death** • **develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. ***District-wide common cognitive pre-assessment administered at the beginning of the school year.*** 2. ***District-wide common cognitive summative assessment will be administered in June 2013*** ***See attached assessment used for pre and summative assessment***
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* ***Pre-assessment will be administered in September indicating the student's current level of knowledge and performance in regards to healthy habits needed to maintain a physically active lifestyle, including the understanding of fitness training principles.***
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Student targets will be measured by the district-wide common summative assessment in June 2013.** 65% of students will achieve 70% or higher on the year end physical education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***When developing personal fitness goals, understanding the FITT Principle is important to making appropriate choices for continued participation in health enhancing fitness activities.***

Wantagh Physical Education

Student Learning Objectives

SLO GRADE 9 & 10 Demonstrates knowledge of personal fitness management.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grades 9 and 10.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Commencement*** • **make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs** • **know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness** • **follow a program that relates to wellness, including weight control and stress management**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. ***District-wide common cognitive pre-assessment administered at the beginning of the school year.***

	2. ***District-wide common <u>cognitive</u> summative assessment will be administered in June 2013*** ***See attached assessment used for pre and summative assessment.***
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* ***Pre assessment will be administered in September indicating the student's current level of knowledge and performance in regards to personal fitness management.***
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Student targets will be measured by the district-wide common summative assessment in June 2013.** 65% of students will achieve 70% or higher on the year end physical education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	**17**	**16**	**15**	**14**	**<u>13</u>**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***Students need to identify the components of a physical activity plan in order to make appropriate decisions regarding their personal fitness plans and lifetime participation.***

Wantagh Physical Education

Student Learning Objective

SLO GRADE K Demonstrates knowledge of how the body responds to various forms of physical activity.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District-wide Physical Education students in Kindergarten.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Elementary*** • **understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition** • **demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness** • **understand the relationship between physical activity and individual well being**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. ***District-wide common cognitive pre-assessment administered at the beginning of the school year.*** 2. ***District-wide common cognitive summative assessment will be administered in June 2013*** ***See attached assessment used for pre and summative assessment***
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* ***Pre assessment will be administered in September indicating the student's current level of knowledge and performance in regards to how the body responds to various forms of physical activity.***
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **Student targets will be measured by the district-wide common summative assessment in June 2013.** 65% of students will achieve 70% or higher on the year end physical education assessment.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95	91	87	82	78	74	70	65	61	57	52	49	41	35	29	23	17	11	5	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* ***Students at the early elementary levels need to develop and understand how their bodies respond to various types of physical activity.***

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 1 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 1***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' individual baseline targets will be determined by their performance on the pre-assessment administered at the beginning of the school year.**
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* *Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 1:*

1. Demonstrate understanding of the organization and basic features of print.
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Distinguish long from short vowel sounds in spoken single-syllable words.
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken single-syllable words

HEDI Scoring

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

Please see the attached HEDI scoring band.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99% - 100 %	95% - 99%	90% - 94%	85% - 89%	80% - 84%	75% - 79%	70% - 74%	65% - 69%	60% - 64%	55% - 59%	50% - 54%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	25% - 29%	20% - 24%	15% - 19%	10% - 14%	5%- 9%	0%- 4%

Rationale

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

Students enrolled in Supportive Reading classes are, on average, reading 1-2 years or more below grade level. In order to reflect the diverse needs of our neediest and often classified students, growth targets will be individually differentiated based on their baseline STAR Reading Assessment score. The STAR Reading assessment scrutinizes Common Core reading skills that which support every discipline and ultimately prepare students for college and career.

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 10 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 10***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 10:*** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99% - 100%	95% - 99%	90% - 94%	85% - 89%	80% - 84%	75% - 79%	70% - 74%	65% - 69%	60% - 64%	55% - 59%	50% - 54%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	25% - 29%	20% - 24%	15% - 19%	10% - 14%	5%-9%	0%-4%

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Students enrolled in Supportive Reading classes are, on average, reading 1-2 years or more below grade level. In order to reflect the diverse needs of our neediest and often classified students, growth targets will be individually differentiated based on their baseline STAR Reading Assessment score. The STAR Reading assessment scrutinizes Common Core reading skills that support every discipline and ultimately prepare students for college and career.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 11 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 11***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 11:*** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99% - 100 %	95% - 99%	90% - 94%	85% - 89%	80% - 84%	75% - 79%	70% - 74%	65% - 69%	60% - 64%	55% - 59%	50% - 54%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	25% - 29%	20% - 24%	15% - 19%	10% - 14%	5%- 9%	0%- 4%

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Students enrolled in Supportive Reading classes are, on average, reading 1-2 years or more below grade level. In order to reflect the diverse needs of our neediest and often classified students, growth targets will be individually differentiated based on their baseline STAR Reading Assessment score. The STAR Reading assessment scrutinizes Common Core reading skills that support every discipline and ultimately prepare students for college and career.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 12 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 12***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 12:*** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99% - 100%	95% - 99%	90% - 94%	85% - 89%	80% - 84%	75% - 79%	70% - 74%	65% - 69%	60% - 64%	55% - 59%	50% - 54%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	25% - 29%	20% - 24%	15% - 19%	10% - 14%	5%-9%	0%-4%

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Students enrolled in Supportive Reading classes are, on average, reading 1-2 years or more below grade level. In order to reflect the diverse needs of our neediest and often classified students, growth targets will be individually differentiated based on their baseline STAR Reading Assessment score. The STAR Reading assessment scrutinizes Common Core reading skills which support every discipline and ultimately prepare students for college and career.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 2 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 2***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; students will have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 2:*** **1. Demonstrate understanding of the organization and basic features of print.** **a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).** **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** **a. Distinguish long from short vowel sounds in spoken single-syllable words.** **b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.** **c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.** **d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).** **2. Know and apply grade-level phonics and word analysis skills in decoding words.** **a. Distinguish long and short vowels when reading regularly spelled one-syllable words.** **b. Know spelling-sound correspondences for additional common vowel teams.** **c. Decode regularly spelled two-syllable words with long vowels.** **d. Decode words with common prefixes and suffixes.** **e. Identify words with inconsistent but common spelling-sound correspondences.** **f. Recognize and read grade-appropriate irregularly spelled words.**
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99% - 100%	95% - 99%	90% - 94%	85% - 89%	80% - 84%	75% - 79%	70% - 74%	65% - 69%	60% - 64%	55% - 59%	50% - 54%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	25% - 29%	20% - 24%	15% - 19%	10% - 14%	5%- 9%	0%- 4%

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Students enrolled in Supportive Reading classes are, on average, reading 1-2 years or more below grade level. In order to reflect the diverse needs of our neediest and often classified students, growth targets will be individually differentiated based on their baseline STAR Reading Assessment score. The STAR Reading assessment scrutinizes Common Core reading skills that which support every discipline and ultimately prepare students for college and career.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 3 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 3***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 3:*** **1. Know and apply grade-level phonics and word analysis skills in decoding words.** **a. Distinguish long and short vowels when reading regularly spelled one-syllable words.** **b. Know spelling-sound correspondences for additional common vowel teams.** **c. Decode regularly spelled two-syllable words with long vowels.** **d. Decode words with common prefixes and suffixes.** **e. Identify words with inconsistent but common spelling-sound correspondences.** **f. Recognize and read grade-appropriate irregularly spelled words.** **Know and apply grade-level phonics and word analysis skills in decoding words.** **a. Identify and know the meaning of the most common prefixes and derivational suffixes.** **b. Decode words with common Latin suffixes.** **c. Decode multisyllable words.** **d. Read grade-appropriate irregularly spelled words.** **2. Know and apply grade-level phonics and word analysis skills in decoding words.** **a. Identify and know the meaning of the most common prefixes and derivational suffixes.** **b. Decode words with common Latin suffixes.** **c. Decode multisyllable words.** **d. Read grade-appropriate irregularly spelled words.** **3. Read with sufficient fluency to support comprehension.** **a. Read grade-level text with purpose and understanding.**
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99%-100%	95%-99%	90%-94%	85%-89%	80%-84%	75%-79%	70%-74%	65%-69%	60%-64%	55%-59%	50%-54%	45%-49%	40%-44%	35%-39%	30%-34%	25%-29%	20%-24%	15%-19%	10%-14%	5%-9%	0%-4%

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness* **Students enrolled in Supportive Reading classes are, on average, reading 1-2 years or more below grade level. In order to reflect the diverse needs of our neediest and often classified students, growth targets will be individually differentiated based on their baseline STAR Reading Assessment score. The STAR Reading assessment scrutinizes Common Core reading skills that which support every discipline and ultimately prepare students for college and career.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 4 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 4***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. **STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** 2. **STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 4:*** **1. Know and apply grade-level phonics and word analysis skills in decoding words.** **a. Identify and know the meaning of the most common prefixes and derivational suffixes.** **b. Decode words with common Latin suffixes.** **c. Decode multisyllable words.** **d. Read grade-appropriate irregularly spelled words.** **2. Know and apply grade-level phonics and word analysis skills in decoding words.** **a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.** **3. Read with sufficient fluency to support comprehension.** **a. Read grade-level text with purpose and understanding.**
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99% - 100 %	95% - 99%	90% - 94%	85% - 89%	80% - 84%	75% - 79%	70% - 74%	65% - 69%	60% - 64%	55% - 59%	50% - 54%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	25% - 29%	20% - 24%	15% - 19%	10% - 14%	5%- 9%	0%- 4%

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Students enrolled in Supportive Reading classes are, on average, reading 1-2 years or more below grade level. In order to reflect the diverse needs of our neediest and often classified students, growth targets will be individually differentiated based on their baseline STAR Reading Assessment score. The STAR Reading assessment scrutinizes Common Core reading skills that support every discipline and ultimately**

	prepare students for college and career.

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 5 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 5***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. **STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** 2. **STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* *Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 5:* 1. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 2. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 3.Read with sufficient fluency to support comprehension. a. Read grade-level text with purpose and understanding.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99% - 100 %	95% - 99%	90% - 94%	85% - 89%	80% - 84%	75% - 79%	70% - 74%	65% - 69%	60% - 64%	55% - 59%	50% - 54%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	25% - 29%	20% - 24%	15% - 19%	10% - 14%	5%- 9%	0%- 4%

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Students enrolled in Supportive Reading classes are, on average, reading 1-2 years or more below grade level. In order to reflect the diverse needs of our neediest and often classified students, growth targets will be individually differentiated based on their baseline STAR Reading Assessment score. The STAR Reading assessment scrutinizes Common Core reading skills that support every discipline and ultimately prepare students for college and career.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 6 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 6***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 6:*** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99% - 100%	95% - 99%	90% - 94%	85% - 89%	80% - 84%	75% - 79%	70% - 74%	65% - 69%	60% - 64%	55% - 59%	50% - 54%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	25% - 29%	20% - 24%	15% - 19%	10% - 14%	5%-9%	0%-4%

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Students enrolled in Supportive Reading classes are, on average, reading 1-2 years or more below grade level. In order to reflect the diverse needs of our neediest and often classified students, growth targets will be individually differentiated based on their baseline STAR Reading Assessment score. The STAR Reading assessment scrutinizes Common Core reading skills that support every discipline and ultimately prepare students for college and career.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 7 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 7***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 7:*** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99% - 100%	95% - 99%	90% - 94%	85% - 89%	80% - 84%	75% - 79%	70% - 74%	65% - 69%	60% - 64%	55% - 59%	50% - 54%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	25% - 29%	20% - 24%	15% - 19%	10% - 14%	5%-9%	0%-4%

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Students enrolled in Supportive Reading classes are, on average, reading 1-2 years or more below grade level. In order to reflect the diverse needs of our neediest and often classified students, growth targets will be individually differentiated based on their baseline STAR Reading Assessment score. The STAR Reading assessment scrutinizes Common Core reading skills that support every discipline and ultimately prepare students for college and career.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 8 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 8***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 8:*** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99% - 100%	95% - 99%	90% - 94%	85% - 89%	80% - 84%	75% - 79%	70% - 74%	65% - 69%	60% - 64%	55% - 59%	50% - 54%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	25% - 29%	20% - 24%	15% - 19%	10% - 14%	5%-9%	0%-4%

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Students enrolled in Supportive Reading classes are, on average, reading 1-2 years or more below grade level. In order to reflect the diverse needs of our neediest and often classified students, growth targets will be individually differentiated based on their baseline STAR Reading Assessment score. The STAR Reading assessment scrutinizes Common Core reading skills that support every discipline and ultimately prepare students for college and career.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 9 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 9***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Grade 9:*** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* ***Please see the attached HEDI scoring band.***

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99% - 100 %	95% - 99%	90% - 94%	85% - 89%	80% - 84%	75% - 79%	70% - 74%	65% - 69%	60% - 64%	55% - 59%	50% - 54%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	25% - 29%	20% - 24%	15% - 19%	10% - 14%	5%- 9%	0%- 4%

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **Students enrolled in Supportive Reading classes are, on average, reading 1-2 years or more below grade level. In order to reflect the diverse needs of our neediest and often classified students, growth targets will be individually differentiated based on their baseline STAR Reading Assessment score. The STAR Reading assessment scrutinizes Common Core reading skills that support every discipline and ultimately prepare students for college and career.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade K Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Kindergarten***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. **STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** 2. **STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' individual baseline targets will be determined by their performance on the pre-assessment administered at the beginning of the school year.**
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* ***Students will demonstrate the following skills taken from the NYSED Common Core Reading Standards for Kindergarten:***

1. Demonstrate understanding of the organization and basic features of print.
a. Follow words from left to right, top to bottom, and page by page.
b. Recognize that spoken words are represented in written language by specific sequences of letters.
c. Understand that words are separated by spaces in print.
d. Recognize and name all upper- and lowercase letters of the alphabet.

2. Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

HEDI Scoring

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

Please see the attached HEDI scoring band.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99% - 100 %	95% - 99%	90% - 94%	85% - 89%	80% - 84%	75% - 79%	70% - 74%	65% - 69%	60% - 64%	55% - 59%	50% - 54%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	25% - 29%	20% - 24%	15% - 19%	10% - 14%	5%- 9%	0%- 4%

Rationale

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

Students enrolled in Supportive Reading classes are, on average, reading 1-2 years or more below grade level. In order to reflect the diverse needs of our neediest and often classified students, growth targets will be individually differentiated based on their baseline STAR Reading Assessment score. The STAR Reading assessment scrutinizes Common Core reading skills that support every discipline and ultimately prepare students for college and career.

BIOETHICS

Population	Students enrolled in Bioethics
Learning Content	MST Standards: Standard 1; Key ideas 1, 2 and 3: Standard 2; Key Ideas 1 and 2: Standard 7; Key Ideas 1 and 2.
Interval	One semester during the 2012 – 13 school year.
Evidence	Student score on department developed final project using department rubric for written and oral work.
Baseline	Department developed pre-assessment given in September 2012.

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75 % of students achieve 65 or better on department developed final project	50% of students achieve 65 or better on department developed final project	40% of students achieve 65 or better on department developed final project	Less than 40% of students achieve 65 or better on department developed final project

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
94% to 100%	87% to 94%	75% to 86%	74%	73%	72%	71%	70%	64 to 69%	60% to 63%	54% to 59%	50% to 53%	63% to- 64%	60% to 62%	55% to 59%	50% to 54%	45% to 49%	40% to 44%	30% to 39%	16% to 29 %	0% to 15%

Rationale	Target scores are based on historical data since inception of course in 2006.

Chemistry

Population	Students enrolled in Chemistry
Learning Content	NYS Core Curriculum for PS: Chemistry
Interval	School year 2012 - 13
Evidence	Student score on June 2013 Regents examination
Baseline	Department developed pre-assessment given in September 2012

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	80 % of students achieve 65 or better on state assessment	65% of students achieve 65 or better on state assessment	50% of students achieve 65 or better on state assessment	Less than 50% of students achieve 65 or better on state assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93% to 100%	86% to 92%	80% to 85%	79%	78%	77%	75% to 76%	73% to 74%	70% to 72%	67% to 69%	66%	65%	63% to 64%	60% to 62%	57% to 59%	54% to 56%	51% to 53%	50%	41% to 49%	26% to 40%	0% to 25%

Rationale	Our target scores are based on a review of district passing percentages from 2008 to 2011 as well as passing percentages for the region. We feel that it is more appropriate to use regional data rather than a single district's data to determine target scores as well as the HEDI breakdown.

CONCEPTUAL PHYSICS

Population	Students enrolled in Conceptual Physics
Learning Content	PS: Physics Core Curriculum Course will follow Core however mathematical calculations will be limited. Focus of course is application of principles of physics as related to everyday real-world situations.
Interval	School year 2012 - 13
Evidence	Student score on department developed final examination. Students enrolled in Conceptual Physics will not take Regents.
Baseline	Department developed pre-assessment given in September 2012

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	60 % of students achieve 50 or better on district developed assessment	50% of students achieve 50 or better on district developed assessment	40% of students achieve 50 or better on district developed assessment	Less than 25% of students achieve or better on district developed assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86% to 100%	75% to 85%	60% to 74%	58% to 59%	56% to 57%	54% to 55%	52% to 53%	50% to 51%	47% to 48%	45% to 46%	43% to 44%	41% to 42%	39% to- 40%	37% to 38%	35% to 36%	33% to 34%	30% to 32%	26% to 29%	19% to 25%	11% to 18 %	0% to 10%

Rationale	Our target scores are based on a review of student scores on past exams over a period of three years. Majority of students in this class are enrolled because they want to learn about concepts. There are some students, however, that are placed in the course to fill a void in their schedule and have no desire to learn physics.

Earth Science

Population	Students enrolled in PS: Earth Science
Learning Content	PS: Earth Science Core Curriculum
Interval	School year 2012 - 13
Evidence	Student score on June 2013 ES Regents
Baseline	Department developed pre-assessment given in September 2012

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	85% of students achieve 65 or better on state assessment	75% of students achieve 65 or better on state assessment	65% of students achieve 65 or better on state assessment	Less than 65% of students achieve 65 or better on state assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93% to 100%	86% to 92%	80% to 85%	79%	78%	77%	75% to 76%	73% to 74%	70% to 72%	67% to 69%	66%	65%	63% to 64%	61% to 52%	60%	58% to 59%	56% to 57%	55%	46% to 54%	26% to 45%	0% to 25%

Rationale	Target numbers were set by reviewing passing percentages on the PS: Earth Science Regents exam from 2008 to 2011. Percentages were compared by district, region and state. It was also noted that with additional honors classes in the middle school, the high might see a decline in mastery level of its Earth science results.

7th Grade Science

Population	7th grade students enrolled in Science 7
Learning Content	ILS Core Curriculum: Standard 4, Key Ideas 1 through 7 for Living Environment
Interval	School year 2012 - 13
Evidence	Student score on district-wide final examination
Baseline	Department developed pre-assessment given in September 2012

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	85% of students achieve 65 or better on district final assessment	75% of students achieve 65 or better on district final assessment	65% of students achieve 65 or better on district final assessment	Less than 65% of students achieve 65 or better on district final assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% to 100%	90% to 94%	85% to 89%	83% to 84%	82%	81%	80%	79%	78%	77%	76%	75%	74%	72% to 73%	70% to 71%	68% to 69%	66% to 67%	65%	56% to 64%	41% to 55%	Less than 40%

Rationale	Students enrolled in Science 7 have made the transition from two or three teachers for content to a different teacher for each academic area. Students are tasked with learning about the human body and genetics. Two or three topics have been introduced in grade 5 but the majority of the material is new to students.

8th Grade Science

Population	8th grade students enrolled in Science 8
Learning Content	ILS Core Curriculum: Standard 4 The Physical Setting: 3.1 a – l; 3.2 a-e; 3.3 a-g; 4.2 a-e; 4.3 a; 4.4 a-g; 5.2 a-g
Interval	School year 2012 - 13
Evidence	Student score on ILS assessment
Baseline	Department developed pre-assessment given in September 2012

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	85% of students achieve 65 or better on state assessment	75% of students achieve 65 or better on state assessment	65% of students achieve 65 or better on state assessment	Less than 65% of students achieve 65 or better on state assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96% to 100%	91% to 95%	85% to 90%	83% to 84%	82%	81%	80%	79%	78%	77%	76%	75%	74%	73%	72%	70% to 71%	68% to 69%	65% to 67%	51% to 65%	26% to 50%	0% to 25%

Rationale	Students enrolled in Grade 8 science have completed the ILS core curriculum by the end of 8th grade. These students are not accelerated and have not taken any Regents examinations in science. Students have gone through grades 5 to 8 with a scope and sequence that covers the core in detail, and in some cases spirals the core: especially as it pertains to the human body.

Living Environment

Population	Students enrolled in Living Environment
Learning Content	NYS Core Curriculum for Living Environment
Interval	School year 2012 - 13
Evidence	Pre-assessment composed of previous regents questions
Baseline	Students entering Living Environment will have basic knowledge of the human systems and ecology from the Intermediate Level Core Curriculum taught during their time in middle school.

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	93% or better passing (65 or greater) on June 2013 Living Environment Regents Examination.	84% to 92% passing (65 or greater) on June 2013 Living Environment Regents Examination	70% to 83% passing (65 or greater) on June 2013 Living Environment Regents Examination	Below 70% passing (65 or greater) on June 2013 Living Environment Regents Examination.

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97% to 100%	94% to 96%	93%	92%	91%	90%	89%	88%	87%	86%	85%	84%	83%	81% to 82%	79% to 80%	76% to 78%	73% to 75%	70% to 72%	65% to 69%	55% to 64%	Less than 55%

Rationale	Our target scores are based on a review of district passing percentages from 2008 to 2011 as well as passing percentages for the region. We feel that it is more appropriate to use regional data rather than a single district's data to determine target scores as well as the HEDI breakdown.

Marine Biology

Population	Students enrolled in Marine Biology
Learning Content	Science Standards for Commencement: Physical Setting Earth Science: Standard 4: 1.2e-g; 2.1h-p;2.1u;2.2d; Living Environment: Standard 4:1.1a-f;6.1a, d-g;6.3a-c;7.1a-c
Interval	School year 2012 - 13
Evidence	Student score on district final assessment.
Baseline	Department developed pre-assessment given in September 2012

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	80% of students achieve 65 or better on district assessment	65% of students achieve 65 or better on district assessment	55% of students achieve 65 or better on district assessment	Less than 55% of students achieve 65 or better on district assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93% to 100%	86% to 92%	80% to 85%	78% to 79%	77%	76%	75%	73% to 74%	70% to 72%	67% to 69%	66%	65%	63% to 64%	61% to 52%	60%	58% to 59%	56% to 57%	55%	41% to 54%	26% to 40%	0% to 25%

Rationale	Students enrolled in marine biology are those that typically find chemistry too challenging. These students are typically enrolled in lower level math classes and/or math support labs.

PHYSICS

Population	Students enrolled in PS: Physics
Learning Content	PS: Physics Core Curriculum
Interval	School year 2012 - 13
Evidence	Student score on June 2013 Physics Regents
Baseline	Department developed pre-assessment given in September 2012

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75 % of students achieve 65 or better on state assessment	50% of students achieve 65 or better on state assessment	40% of students achieve 65 or better on state assessment	Less than 40% of students achieve 65 or better on state assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91% to 100%	83% to 90%	75% to 82%	74%	73%	72%	71%	70%	64 to 69%	60% to 63%	54% to 59%	50% to 53%	63% to- 64%	60% to 62%	55% to 59%	50% to 54%	45% to 49%	40% to 44%	30% to 39%	16% to 29 %	0% to 15%

Rationale	Our target scores are based on a review of district passing percentages from 2008 to 2011 as well as passing percentages for the region. We feel that it is more appropriate to use regional data state data rather than a single district's data to determine target scores as well as the HEDI breakdown.

Wantagh Public Schools

New York State Student Learning Objective

Global History and Geography 10th Grade	
Population	All Students enrolled in the following; 1. Global History and Geography 10th Grade
Learning Content	**Course**: Global History and Geography II, High School Students will articulate the development of and relationships between different civilizations, cultural traditions, ideas and/or institutions through the application of non-empirical, analytical reasoning. Students will develop an awareness of cultures other than our own which have placed major roles in shaping the area of study. This includes the ability to: a) Understand the "cyclical" nature of historic events: how the past continues to influence the present. b) Evaluate major historic patterns and trends as "indicators" of directions for the future. **Standards**: NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.**: All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • RHST.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. • RHST.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Wantagh Public Schools

New York State Student Learning Objective

United States History and Government 11th Grade	
Population	All Students enrolled in the following; 1. United States History and Government 11th Grade
Learning Content	**Course:** United States History and Government 11th Grade Students will learn and articulate about the structure and function of the United States government and to learn how to take on their roles as citizens. Students should understand the basic principles and the cultural heritage that support our democracy so that they can become informed, committed participants in our democracy. Students will understand how ordinary citizens and groups of people interacted with lawmakers and policy makers and made a difference. Since the curriculum emphasizes government and basic constitutional principles, students will learn and understand the importance of key United States Supreme Court decisions. **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • RHST.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • RHST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Wantagh Public Schools

New York State Student Learning Objective

Participation in Government 12th Grade	
Population	All Students enrolled in the following; 1. Participation in Government 12th Grade
Learning Content	**Course:** Participation in Government 12th Grade Participation in Government emphasizes the interaction between citizens and government at all levels: local, state, and federal. The importance of participation in the process of government is stressed and true participation is required. Students will examine and deliberate on issues pertaining to American Society. Students will become more aware of different points of view and will be able to support conclusions of their own. Students will learn and articulate about the structure and function of the United States government and to learn how to take on their roles as citizens. Students should understand the basic principles and the cultural heritage that support our democracy so that they can become informed, committed participants in our democracy. Students will understand how ordinary citizens and groups of people interacted with lawmakers and policy makers and made a difference. **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • RHST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

7th Grade Technology

Population	7th grade students enrolled in Technology 7
Learning Content	MST Standards: Standard 5: 5.1a-d; 5.2 a, d, f; 5.3a
Interval	School year 2012 – 13: Semester course
Evidence	Student score on district-wide final assessment
Baseline	Department developed pre-assessment given in September 2012 (Or February 2013)

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	80% of students achieve 65 or better on district final assessment	65% of students achieve 65 or better on district final assessment	50% of students achieve 65 or better on district final assessment	Less than 50% of students achieve 65 or better on district final assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% to 100%	89% to 94%	80% to 88%	79%	77% to 78%%	74% to 75%	72% to 73%	71%	70%	68% to 69%	66% to 67%	65%	64%	62% to 63%	60% to 61%	58% to 59%	54% to 57%	50% to 53%	41% to 49%	26% to 40%	0% to 25%

Rationale	Students are enrolled in Technology 7 for one semester. Typically these classes are heterogeneous with honors level and self-contained special education students in the same classroom. The course is a 20 week introduction to technology education. The district has not given the optional technology assessment in many years but will utilize that model in creating district assessments.

8th Grade Technology

Population	8th grade students enrolled in Technology 8
Learning Content	MST Standards: Standard 5: 5.1 c, d; 5.2 a, b, d; 5.3 b; 5.4 b, c; 5.6 a
Interval	School year 2012 – 13: Semester course
Evidence	Student score on district-wide final assessment
Baseline	Department developed pre-assessment given in September 2012 (Or February 2013)

	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
Target and Scoring HEDI Scoring	80% of students achieve 65 or better on district final assessment	65% of students achieve 65 or better on district final assessment	50% of students achieve 65 or better on district final assessment	Less than 50% of students achieve 65 or better on district final assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% to 100%	89% to 94%	80% to 88%	79%	77% to 78%%	74% to 75%	72% to 73%	71%	70%	68% to 69%	66% to 67%	65%	64%	62% to 63%	60% to 61%	58% to 59%	54% to 57%	50% to 53%	41% to 49%	26% to 40%	0% to 25%

Rationale	Students are enrolled in Technology 8 for one semester. Typically these classes are heterogeneous with honors level and self-contained special education students in the same classroom. The course is a 20 week introduction to technology education. The district has not given the optional technology assessment in many years but will utilize that model in creating district assessments.

New York State Student Learning Objective Template

STUDIO IN ART

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* Three classes of ninth, tenth, and eleventh grade students of a wide range of artistic and academic abilities as determined by the total enrollment on a specific district-determined date. (86 students) Please refer to the attached class rosters for specific notes on individual students
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* *What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* Evaluation will be based on two standards from the New York State Learning Standards for Visual Arts: *Creating Art,* and *Responding to and Analyzing Works of Art.* These standards will be focused on during the interval of instruction. **NYS Learning Standards** **1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.** Students: • create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints (a) • create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images (b) • demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition (c) • reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly (d). **2. Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and**

New York State Student Learning Objective Template: Art, 2nd Grade

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* 7 sections of 2nd grade art students, heterogeneously grouped, 166 students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* New York State Standards for the Arts STANDARD 1: Creating, Performing, and Participating in The Arts STANDARD 2: Knowing and Using Arts Materials and Resources
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* 40 minutes per art class, meeting once every 6 days during the school year.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline Assessment: Draw a cityscape. The students will have one, 40 minute art class to draw their cityscape on paper. This artwork will be used to evaluate their baseline. Summative Assessment: Draw a Cityscape. The students will have one, 40 minute art class to draw their cityscape on paper. This artwork will be used to evaluate their summative assessment.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*

New York State Student Learning Objective Template: Art, 3rd Grade

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* 8 sections of 3rd grade art students, heterogeneously grouped, 153 students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* New York State Standards for the Arts STANDARD 1: Creating, Performing, and Participating in The Arts STANDARD 2: Knowing and Using Arts Materials and Resources STANDARD 3: Responding to and Analyzing Works of Art
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* 40 minutes per art class, meeting once every 6 days during the 2012/2013 school year.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline Assessment: Draw five different repeating patterns that incorporate the elements and principles of design. The students will have one, 40 minute art class to draw their patterns on paper. This artwork will be used to evaluate their baseline. Summative Assessment: Draw five different repeating patterns that incorporate the elements and principles of design. The students will have one, 40 minute art class to draw their patterns on paper. This artwork will be used to evaluate their summative assessment.

New York State Student Learning Objective Template: Art, 4th Grade

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* 7 sections of 4th grade art students, heterogeneously grouped, 153 students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* New York State Standards for the Arts STANDARD 1: Creating, Performing, and Participating in The Arts STANDARD 2: Knowing and Using Arts Materials and Resources
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* 40 minutes per art class, meeting once every 6 days during the 2012/2013 school year.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline Assessment: Draw A Self-Portrait. The students will have one, 40 minute art class to draw their self-portrait on paper. This artwork will be used to evaluate their baseline. Summative Assessment: Draw A Self-Portrait. The students will have one, 40 minute art class to draw their self-portrait on paper. This artwork will be used to evaluate their summative assessment.

New York State Student Learning Objective Template

ART Grade 6

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* Eight sections of heterogeneously grouped 6th grade classes: 214 middle school students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* **Color Theory: Students will be able to:** • **Identify and reproduce the color wheel.** • **Have basic knowledge of color relationships and color mixing.** • **Use color as a tool to produce artwork with color knowledge.** **Standard 1**: Creating, Performing, and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. **Standard 2**: Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles. **Standard 3**: Responding to and Analyzing Works of Art Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

New York State Student Learning Objective Template

ART Grade 7

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* *Five sections of art 7, heterogeneously grouped with approximately 115 students.*
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards? NYS Art Standards 1-4 will be met.* . **The Arts** **Standard 1**: Creating, Performing, and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. **Standard 2**: Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles. **Standard 3**: Responding to and Analyzing Works of Art Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. **Standard 4**: Understanding the Cultural Contributions of the Arts Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

New York State Student Learning Objective:

Art History and Studio in Creative Crafts

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* Two combined classes of grades 9-12 students with a broad range of artistic and academic abilities as determined by the total enrollment on a specific district-determined date (24 students). Please refer to the attached class rosters for specific notes on individual students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* Evaluation will be based on three standards from the New York State Learning Standards for Visual Arts: Creating, Knowing and Using Art Materials and Resources and Responding to and Analyzing Works of Art. These standards will be focused on during the interval of instruction.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* The instructional period covered begins at the start of the school year in September and concludes in May when the final project and evaluation begins. Classes meet daily for approximately 40 minutes per class.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline: All ninth grade students will be coming from eighth grade with 20 weeks of Art experience (from our district) or perhaps a greater or lesser amount from another district (either within NY State or not). As a result, students will be given a district-developed pre-assessment to determine their abilities within the NY State Visual Arts Standards. A district-developed pre-assessment administered at the beginning of the school year (see Studio in Art S.L.O.). Summative: A district-developed summative assessment administered over several days beginning in mid-May (see Studio in Art S.L.O.).

New York State Student Learning Objective:

Studio in Art

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* Two classes of ninth grade students with a broad range of artistic and academic abilities as determined by the total enrollment on a specific district-determined date (46 students). Please refer to the attached class rosters for specific notes on individual students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* Evaluation will be based on three standards from the New York State Learning Standards for Visual Arts: Creating, Knowing and Using Art Materials and Resources, and Responding to and Analyzing Works of Art. These standards will be focused on during the interval of instruction.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* The instructional period covered begins at the start of the school year in September and concludes in May when the final project and evaluation begins. Classes meet daily for approximately 40 minutes per class.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline: All ninth grade students will be coming from eighth grade with 20 weeks of Art experience (from our district) or perhaps a greater or lesser amount from another district (either within NY State or not). As a result, students will be given a district-developed pre-assessment to determine their abilities within the NY State Visual Arts Standards. A district-developed pre-assessment administered at the beginning of the school year (see attached). Summative: A district-developed summative assessment administered over several days beginning in Mid-May (see attached).

SLO: For Bookkeeping/Accounting

Population	9 – 12 grade high school Bookkeeping/Accounting (courses may include mixed grades 9-12)
Learning Content	• Accounting for a service business organized as a proprietorship. Full accounting cycle including analyzing business transactions into debit/credit parts, journalizing, posting to a general ledger, trial balance and work sheet preparation with adjusting entries, then formal financial statement preparation. • Tax return preparation including payroll and federal tax forms • Accounting for a merchandising business organized as a partnership. Full accounting cycle including analyzing business transactions into debit/credit parts, journalizing, posting to a general ledger, trial balance and work sheet preparation with adjusting entries, then formal financial statement preparation.
Interval	One year course (1 high school business credit).
Evidence	1. Pre-assessment administered during the first week/two weeks of class will assess baseline skills in content. 2. Summative assessment administered at the end of the school year will measure skills acquired by students.
Baseline	A baseline exam will be administered in September to assess students' understanding of learning outcomes.

Target and Scoring HEDI Scoring

Target: 75% of the students will receive a 75% or higher on the summative assessment.

Highly Effective (18-20 points)	Effective (12-17)		Developing (3-8 points)		Ineffective (0-2 points)
20 = 90+	17 = 81 – 84	12 = 69 - 70	8 = 61 – 62	5 = 55 - 56	2 = 49 – 50
19 = 88 – 89	16 = 78 – 80	11 = 67 - 68	7 = 59 – 60	4 = 53 - 54	1 = 47 – 48
18 = 85 – 87	15 = 75 – 77	10 = 65 - 66	6 = 57 – 58	3 = 51 - 52	0 = 46 –
	14 = 73 – 74	9 = 63 - 64			
	13 = 71 – 72				

Rationale

Due to multi-grade scheduling students enter with 9th grade math skills or 9th and 10th grade math skills. This is an introductory accounting course for high school students. Excel is an integral application used in the course. This course will support college and career readiness skills by teaching students to use industry standards to:

- Identify accounting concepts and practices
- Analyze how business transactions relate to starting and operating a service business organized as a proprietorship, then affect the appropriate business accounts in order to prepare all working papers leading up to the creation of a company's financial statements.
- Demonstrate knowledge learned and researched of payroll taxes including preparing all federal tax forms leading up to the creation of a personal income tax return.
- Analyze how business transactions relate to starting and operating a merchandising business organized as a partnership, then affect the appropriate business accounts in order to prepare all working papers leading up to the creation of a company's financial statements.

SLO College Business Law

Population	11-12th grade students			
Learning Content	Introductory College Business law course based upon civil legal concepts including court systems, trial procedures, tort law, and contract law. This course is aligned with NYSED CTE standards for Business Education.			
Interval	1 year			
Evidence	• Pre-assessment administered in September will access baseline knowledge in content. • Summative assessment administered at the end of the school year.			
Baseline	25 multiple choice exam administered in September will assess student understanding of learning outcomes.			
Target and Scoring HEDI Scoring	Target: 75% of the students will receive a 75% or higher on the summative assessment			
	Highly Effective (18-20 points)	Effective (12-17)	Developing (3-11 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	Students will be able to recognize the social and ethical context underlying the rules of contract law and other business law topics. Students will be able to apply the rules of contract law and other business law topics to real world conflicts and management challenges. Students will be able to identify distinctions between the federal and state court systems. Students will be able to demonstrate good civil trial techniques in a mock trial setting.			

SLO: Fashion Marketing

Population	Fashion Marketing – Grades 9-12
Learning Content	7 Functions of Marketing based on fashion products and the fashion industry which include: * Product/Service Management – life cycle of a product, supply and demand, target markets and market segmentation. *Distribution – channels of distribution, wholesalers and retailers and delivery options. *Financing and Pricing – expenses of a business, where to obtain financing and at what cost, factors to consider when pricing a product appropriately. *Marketing Information Management – methods of market research, gathering, storing and analyzing data collected, making business decisions based on primary and secondary data collected, creating business surveys using open and close-ended questions as a tool to conduct market research, input of all information into the database application "Access" and creating tables and queries to analyze and make business decisions. *Promotion – sales promotion, public relations & publicity, advertising and personal selling *Selling. This course also explores different career options in the fashion industry and how important this industry is to our economy and on a global scale.
Interval	Half-year course (1/2 high school business credit).
Evidence	1. Pre-assessment administered during the first week/two weeks of class will assess baseline skills in content. 2. Summative assessment administered at the end of the school year will measure skills acquired by students.
Baseline	A baseline exam will be administered in September to assess students' understanding of learning outcomes.

Target and Scoring HEDI Scoring	Target: 75% of the students will receive a 75% or higher on the summative assessment.			
	Highly Effective (18-20 points)	Effective (12-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 = 90+ 19 = 88 – 89 18 = 85 – 87	17 = 81 – 84 16 = 78 – 80 15 = 75 – 77 14 = 73 – 74 13 = 71 – 72 12 = 69 - 70 11 = 67 - 68 10 = 65 - 66 9 = 63 - 64	8 = 61 – 62 7 = 59 – 60 6 = 57 – 58 5 = 55 - 56 4 = 53 - 54 3 = 51 - 52	2 = 49 – 50 1 = 47 – 48 0 = 46 –

Rationale	Due to multi-grade scheduling students enter with 9th grade reading and math skills. This is an introductory marketing course for high school students. MS Word, PowerPoint and Access are all used throughout. This course will support college and career readiness skills by teaching students to use industry standards to: • Enable students to understand and apply marketing, management, and entrepreneurial principles to make rational economic decisions, and to exhibit social responsibility in a global economy.

SLO – N. O'Connor/Middle School/6th Grade Computer Skills

Population	6th Grade Computer Skills			
Learning Content	NYS Learning Standards for Career Development and Occupational Studies (CDOS)			
Interval	School Year 2012-2013 (1 year – 4 groups of 10 week classes)			
Evidence	•Pre-assessment administered during the first week of the semester will assess baseline skills in content. •Summative assessment administered at the end of the 10 week cycle will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes. Each student will bring knowledge based on previous computer experience/exposure at home and in elementary school.			
Target	75% of the students will earn a 75% or above in the summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to perform fundamental operations and application of functions in the following programs: Microsoft Word, Microsoft Publisher, Microsoft Access, Microsoft Excel, Microsoft PowerPoint, and Windows MovieMaker. Students will be required to complete tasks/projects in each of the programs listed above. Students will be able to give an oral presentation using a MS PowerPoint presentation or a MovieMaker project that they will create.			

SLO – N. O'Connor/Middle School/Business Management

Population	8th Grade Business Management			
Learning Content	NYS Learning Standards for Career Development and Occupational Studies (CDOS) Business Management Technology is a fundamental course in entrepreneurship for Middle School students.			
Interval	½ year; one semester class			
Evidence	-Pre-assessment administered during the first week of the semester will assess baseline skills in content. -Summative assessment administered at the end of the semester will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
	75% of the students will receive a 75% and above on the summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: -work in the School Store providing exceptional customer service, operate the cash register, price products, take inventory, conduct market research and promote the store. -develop a business concept and present the idea to a team of investors/judges. (Shark Tank) -participate in an online stock market game simulation.			

SLO – N. O'Connor/Middle School/E-Business

Population	8th Grade E-Business;			
Learning Content	NYS Learning Standards for Career Development and Occupational Studies (CDOS)			
Interval	½ year- one semester class			
Evidence	•Pre-assessment administered during the first week of the semester will assess baseline skills in content. •Summative assessment administered at the end of the semester will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
Target	755 of the students will achieve a 75% or higher on the summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: • apply skills learned to create Web sites using Adobe DreamWeaver. • create video games using Adobe Flash and GameMaker. • create virtual worlds using Alice 3D. • communicate via email and Skype with teens in different countries. • participate in an online stock market game simulation.			

SLO_Business Computer Application

Population	Grades 9-12			
Learning Content	MS Office application skills for school, college and future employment			
Interval	One semester course; ½ year; ½ unit of credit			
Evidence	• Pre-assessment administered during the first week of the semester will access baseline skills in content. • Summative assessment administered at the end of the semester will measure skills acquired by students .			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
Target and Scoring HEDI Scoring	Target: 75% of the students will receive a 75% or higher on the summative assessment			
	Highly Effective (18-20 points)	Effective (12-17)	Developing (3-11 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: *Perform fundamental operations using the office suite; modify and edit a document, use appropriate document formatting , create, edit, enhance a document as necessary to organize and manage the layout of information for assignments, college and career readiness. *Presentation skills through PowerPoint projects. Students will be required to apply formatting techniques to the presentations and delivery to convey an effective and professional presentation. *Use of excel spreadsheets and charts to exemplify, clarify and organize data. *All office suite applications are project based and have respective and objective rubrics that assess the students technical ability and aptitude to convey the most effective presentation of output *Research and group based projects will prepare students for college and the future job market by analyzing their resources, collaboration and delivery of material for industry standards.			

SLO_Business Law

Population	10-12th grade students (majority 10th grade)			
Learning Content	Introductory Business law course based upon civil legal concepts including court systems, trial procedures, tort law, and contract law. This course is aligned with NYSED CTE standards for Business Education.			
Interval	1 year			
Evidence	• Pre-assessment administered in September will access baseline knowledge in content. • Summative assessment administered at the end of the school year.			
Baseline	25 multiple choice exam administered in September will assess student understanding of learning outcomes.			
Target and Scoring HEDI Scoring	Target: 75% of the students will receive a 75% or higher on the summative assessment			
	Highly Effective (18-20 points)	Effective (12-17)	Developing (3-11 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	Students will be able to recognize the social and ethical context underlying the rules of contract law and other business law topics. Students will be able to apply the rules of contract law and other business law topics to real world conflicts and management challenges. Students will be able to identify distinctions between the federal and state court systems. Students will be able to demonstrate good civil trial techniques in a mock trial setting.			

SLO: For College Level Accounting

Population	11 – 12 grade high school College Level Accounting (courses may include mixed grades 11-12)
Learning Content	• College Accounting Curriculum to include: Accounting for a service business organized as a proprietorship. Full accounting cycle including analyzing business transactions into debit/credit parts, journalizing, posting to a general ledger, trial balance and work sheet preparation with adjusting entries, then formal financial statement preparation. • Accounting for a merchandising business organized as a partnership. Full accounting cycle including analyzing business transactions into debit/credit parts, journalizing, posting to a general ledger, trial balance and work sheet preparation with adjusting entries, then formal financial statement preparation.
Interval	One year course (1 high school business credit).
Evidence	1. Pre-assessment administered in early September will assess baseline skills in content. 2. Summative assessment administered at the end of the school year will assess skills acquired by students. 3. Data from the summative assessment administered to those students enrolled in the high school level accounting class during the prior school year.
Baseline	A baseline exam will be administered in September to assess students' understanding of learning outcomes.

Target and Scoring HEDI Scoring

Target: 75% of the students will receive a 75% or higher on the summative assessment.

Highly Effective (18-20 points)	Effective (12-17)		Developing (3-8 points)		Ineffective (0-2 points)
20 = 90+	17 = 81 – 84	12 = 69 - 70	8 = 61 – 62	5 = 55 - 56	2 = 49 – 50
19 = 88 – 89	16 = 78 – 80	11 = 67 - 68	7 = 59 – 60	4 = 53 - 54	1 = 47 – 48
18 = 85 – 87	15 = 75 – 77	10 = 65 - 66	6 = 57 – 58	3 = 51 - 52	0 = 0- 46
	14 = 73 – 74	9 = 63 - 64			
	13 = 71 – 72				

Rationale

Due to multi-grade enrollment, students enter with math skills acquired from previous years. This is a college level introductory accounting course for high school students. Excel is an integral application used in the course. This course will support college and career readiness skills by teaching students to use industry standards to:

- Identify accounting concepts and practices
- Analyze how business transactions relate to starting and operating a service business organized as a proprietorship, then affect the appropriate business accounts in order to prepare all working papers leading up to the creation of a company's financial statements.
- Analyze how business transactions relate to starting and operating a merchandising business organized as a partnership, then affect the appropriate business accounts in order to prepare all working papers leading up to the creation of a company's financial statements.

Population	College Introduction to Business; all 60+students			
Learning Content	• Understanding how a business works in this global economy. • Functions of business management, marketing, accounting, leadership, and ethics.			
Interval	School Year 2012-2013 (1year)			
Evidence	1. Pre-assessment administered during the first week of the semester will access baseline skills in content. 2. Summative assessment administered at the end of the year will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
	75% of the students will receive a 75% and above on the summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: • Identify global business concepts and practices • Create a new business using specific global business categories: global market, economics,			

Population	College Sport Marketing; (mixed grades 10-12)			
Learning Content	• Sport Marketing is a competitive industry that involves front-office strategy, risk, discipline, and energy in the public's image. • Read and discuss case studies about the impact that the Sports Industry helps sponsors reach key target markets of consumers and how sports marketing plans and strategies can be developed to achieve increased sales and profits.			
Interval	School Year 2012-2013 (1/2 year course)			
Evidence	1. Pre-assessment administered during the first week of the semester will access baseline skills in content. 2. Summative assessment administered at the end of the semester will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
	75% of the students will achieve a 75% and above on the summative asessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 12=*69-70* 16 =*78-80* 11=*67-68* 15 =*77-75* 10=*65-66* 14 =*74-73* 9=*63-64* 13 =*72-71*	8 =*62-61* 5=*55-56* 7 =*60-59* 4=*53-54* 6 =*58-57* 3=*51-52*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: • Identify sport marketing concepts and practices • Create a new sport franchise using specific marketing categories: target market, consumer behavior, sponsorship, licensing, promotion, electronic media, and public relations. • Study and analyze both print and broadcast advertisements.			

Population	Notetaking for College; (grades 10-12)			
Learning Content	• Speedwriting skills for the ability to take notes at a faster pace. • Understanding effective time management skills, listening skills, reading skills, memory skills, learning styles.			
Interval	1 full year			
Evidence	1. Pre-assessment administered during the first week of the semester will access baseline skills in content. 2. Summative assessment administered at the end of the semester will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
	75% of the students will receive a 75% and above on the summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: • Identify their current levels of college readiness skills and how to improve them. • Demonstrate proper note taking skills with speedwriting techniques and computer techniques.			

Population	Sports Marketing;			
Learning Content	• Introduction to the business side of sports. • Visual Simulation is used throughout the course to support concepts and allow students to explore sport marketing on a virtual level.			
Interval	1 full year course			
Evidence	1. Pre-assessment administered during the first week of the semester will access baseline skills in content. 2. Summative assessment administered at the end of the year will measure skills acquired by students.			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
	75% of the students will earn 75% and above on the summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: • Identify sport marketing concepts and practices • Create a new sport franchise using specific marketing categories: product image, pricing, distribution, promotion, sponsorship, licensing, endorsements, and target market.			

SLO_BA

Population	Grades 9-12			
Learning Content	E-Commerce and Entrepreneurship			
Interval	One semester course; ½ year; ½ unit of credit			
Evidence	• Pre-assessment administered during the first week of the semester will access baseline skills in content. • Summative assessment administered at the end of the semester will measure skills acquired by students .			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
Target and Scoring HEDI Scoring	Target: 75% of the students will receive a 75% or higher on the summative assessment			
	Highly Effective (18-20 points)	Effective (12-17)	Developing (3-11 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: *Analyze entrepreneurs traits and characteristics, business models and how can those successful attributes be applied to their life. *Vocabulary acquisition of general business terms and the understanding of general business financing. *Students will be required to utilize the MS Office Suite, Internet through individual and group projects and presentations. *Specific and objective rubrics to follow for each assessment *Guest speakers will provide first hand insight into the industry and prepare students the work place and college			

SLO_CFM

Population	Grades 9-12			
Learning Content	Career and Financial Management			
Interval	One semester course; ½ year; ½ unit of credit			
Evidence	• Pre-assessment administered during the first week of the semester will access baseline skills in content. • Summative assessment administered at the end of the semester will measure skills acquired by students .			
Baseline	A baseline exam will be administered in September to assess students' skills and understanding of learning outcomes.			
Target and Scoring HEDI Scoring	Target: 75% of the students will receive a 75% or higher on the summative assessment			
	Highly Effective (18-20 points)	Effective (12-17)	Developing (3-11 points)	Ineffective (0-2 points)
	20 =*90+* 19 =*89-88* 18 =*87-85*	17 =*84-81* 16 =*78-80* 15 =*77-75* 14 =*74-73* 13 =*72-71* 12 =*70-69* 11 =*68-67* 10 =*66-65* 9 =*64-63*	8 =*62-61* 7 =*60-59* 6 =*58-57* 5 =*56-55* 4 =*54-53* 3 =*52-51*	2 =*50-49* 1 =*48-47* 0 =*46-*
Rationale	This course will support College and Career readiness skills by teaching students to use industry standards to: *Asses their personality attributes and weaknesses, how can they improve on their weaknesses and utilize their strengths in the job market *Research and gain a broader knowledge of the working field and a specific career that suites their potential *Use of Internet and Careerzone.org to asses and research *Projects, group and individual, allow students to explore career options and college preparedness *Objective rubrics to follow for class work and projects assessments * Effectively create and maintain budgets in MS Excel , purposeful for home and business use in the future *Gain a general understanding through non-fictional sources of the job market they will enter after college and gain the foundation for interviewing, resumes, and presentation skills			

Wantagh School District
New York State Learning Objective (SLO)

Computer Education – Approach	
Population	Based on enrollment numbers, SLOs will be needed in the following grades: 5, 4, 3* * Enrollment Numbers are not finalized for 12-13, so the 11-12 enrollment numbers were used
Analysis	• Total Students: 1392, so 697 = more than 50% • District-wide: Grade 5: 261, Grade 4: 256, Grade 3: 237 = 752 • Forest Lake (Krista Albrecht): 384/2 = 192 (Grade 3 = 73, Grade 6 = 64, Grade 4 = 61) • Mandalay (Cathy Schlaich): 290/2 = 145 (Grade 5 = 55, Grade 3 = 52, Grade 4 = 45) • Wantagh Elementary (Sue Gavin): 718/2 = 359 (Grade 5 = 137, Grade 4 = 131, Grade 3 = 101)
Testing Instrument / Process	• 20-question Baseline Assessment, 20-question Summative Assessment • Test administered using CPS (remotes) or computer-based program (Faronics Insight)

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 1 English Language Arts classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 1***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. **STARS Reading Pre-Assessment administered at the September of the school year; grade level reading target** 2. **STARS Reading Summative Assessment administered in May of the school year; students will have met their grade-level reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' individual baseline targets will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 2 English Language Arts classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 2***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; grade level reading target** **2. STARS Reading Summative Assessment administered in May of the school year; students will have met their grade-level reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Class targets will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 3 English Language Arts classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 3***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STAR Reading Pre-Assessment administered at the September of the school year which gives predicted percentage of students who will pass the grade 3 ELA assessment with a three or four** **2. NYS Grade 3 ELA assessment (April)**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 9 ELA Collaborative, Regents, and Honors level classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core ELA Standards for Grade 9*** ***Priority Standards:*** ***Reading Standards, grade 9*** ***Reading for Informational Text, grade 9***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. Department-wide grade 9 pre-assessment in September 2. Department-wide grade 9 summative assessment in June

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 10 ELA Collaborative, Regents, and Honors level classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core ELA Standards for Grade 10*** ***Priority Standards:*** ***Reading Standards, grade 10*** ***Reading for Informational Text, grade 10***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. Department-wide grade 10 pre-assessment in September 2. Department-wide grade 10 summative assessment in June
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 11 ELA Collaborative, Regents, Honors, and Advanced Placement level classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core ELA Standards for Grade 11*** ***Priority Standards:*** ***Reading Standards, grade 11*** ***Reading for Informational Text, grade 11*** ***Writing Standards, grade 11***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. Department-wide grade 11 pre-assessment in September 2. NYS English Regents (summative assessment) in June

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 12 ELA Collaborative, Regents, College-Level, and Advanced Placement level classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core ELA Standards for Grade 12*** ***Priority Standards:*** ***Reading Standards, grade 12*** ***Reading for Informational Text, grade 12***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. Department-wide grade 12 pre-assessment in September 2. Department-wide grade 12 summative assessment in June
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade K English Language Arts (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Kindergarten***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; grade level reading target** **2. STARS Reading Summative Assessment administered in May of the school year; students will have met their grade-level reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Class targets will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

SLO – English as a Seond Language

Population	ESL Grades 2-4			
Learning Content	NYS Learning Standards for ELA; Common Core Standards; ELL standards			
Interval	Class meeting times vary by proficiency level as per NYSED and NCLB regulations. Students receive 1 (advanced) or 2 (beginner & intermediate) periods of daily instruction based on proficiency level.			
Evidence	•Baseline exam administered during the first week of the school year will measure entry skills •Exam administered at the end of the school year will assess skills acquired by students.			
Baseline	All students have LAB-r or NYSESLAT scores prior to entering the ESL program. All scores range from beginner proficiency level to advanced proficiency level. A baseline exam will be administered in September to assess students' listening, reading, speaking and writing skills.			
Target	Students will improve 1 level of proficiency in 2 of the 4 targeted areas by the end of the school year.			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	The students in this class will heighten the level of their English language skills throughout the year. The students will consistently work on improving their listening, speaking, reading, and writing skills in English throughout the year. I am confident the students will improve in 2 of the 4 language development areas by the end of the year. This will ensure that students are prepared for the next proficiency level, or to exit out of ESL services.			

SLO – English as a Seond Language

Population	ESL Grades 5-6			
Learning Content	NYS Learning Standards for ELA; Common Core Standards; ELL standards			
Interval	Class meeting times vary by proficiency level as per NYSED and NCLB regulations. Students receive 1 (advanced) or 2 (beginner & intermediate) periods of daily instruction based on proficiency level.			
Evidence	•Baseline exam administered during the first week of the school year will measure entry skills •Exam administered at the end of the school year will assess skills acquired by students.			
Baseline	All students have LAB-r or NYSESLAT scores prior to entering the ESL program. All scores range from beginner proficiency level to advanced proficiency level. A baseline exam will be administered in September to assess students' listening, reading, speaking and writing skills.			
Target	Students will improve 1 level of proficiency in 2 of the 4 targeted areas by the end of the school year.			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	The students in this class will heighten the level of their English language skills throughout the year. The students will consistently work on improving their listening, speaking, reading, and writing skills in English throughout the year. I am confident the students will improve in 2 of the 4 language development areas by the end of the year. This will ensure that students are prepared for the next proficiency level, or to exit out of ESL services.			

SLO – English as a Seond Language

Population	ESL Grades K-1			
Learning Content	NYS Learning Standards for ELA; Common Core Standards; ELL standards			
Interval	Class meeting times vary by proficiency level as per NYSED and NCLB regulations. Students receive 1 (advanced) or 2 (beginner & intermediate) periods of daily instruction based on proficiency level.			
Evidence	•Baseline exam administered during the first week of the school year will measure entry skills •Exam administered at the end of the school year will assess skills acquired by students.			
Baseline	All students have LAB-r or NYSESLAT scores prior to entering the ESL program. All scores range from beginner proficiency level to advanced proficiency level. A baseline exam will be administered in September to assess students' listening, reading, speaking and writing skills.			
Target	75% of the students will improve 1 performance point in 2 of the 4 Skill Areas			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	The students in this class will heighten the level of their English language skills throughout the year. The students will consistently work on improving their listening, speaking, reading, and writing skills in English throughout the year. I am confident the students will improve in 2 of the 4 language development areas by the end of the year. This will ensure that students are prepared for the next proficiency level, or to exit out of ESL services.			

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** ***Chefs 9*** 9th grade Family and Consumer Sciences, heterogeneous classes.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** **NYS FACS Standard 1**: Personal Health and Fitness *Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.* **NYS FACS Standard 2**: A safe and healthy environment *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.* **NYS FACS Standard 3**: Resource Management *Students will understand and be able to manage their personal and community resources.* ***Common Core Math Standard*** 1. Make sense of problems and persevere in solving them. 4. Model with mathematics. 5. Use appropriate tools strategically**.**
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** *20 weeks, one semester.* *40 minute periods, 5 times per week.*

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** ***Chefs 12*** 12th grade Family and Consumer Sciences, heterogeneous classes.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** **NYS FACS Standard 1**: Personal Health and Fitness *Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.* **NYS FACS Standard 2**: A safe and healthy environment *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.* **NYS FACS Standard 3**: Resource Management *Students will understand and be able to manage their personal and community resources.* ***Common Core Math Standard*** 1. Make sense of problems and persevere in solving them. 4. Model with mathematics. 5. Use appropriate tools strategically**.**
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** *20 weeks, one semester.* *40 minute periods, 5 times per week.*

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** ***College Level Developmental Psychology: Childhood*** High school, 11th and 12th grade students, heterogeneously grouped. The prerequisites for the course are as follows: • Students must have an 85% overall average in English courses taken previously. • They must have teacher recommendation and the approval of the Department Supervisor.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** ***NYS CDOS 2 –*** *Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.* ***NYS CDOS 3a (Thinking Skills) –*** *Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.* ***(Personal Qualities) –*** *Students will develop competence and self-management and the ability to plan, organize, and take independent action.* ***(Interpersonal Skills)*** *– Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups and family, social, and work situations.* ***(Managing Information)*** *– Students will access and use information obtained from other people, community resources, and computer networks.* ***(Managing Resources)*** *– Students will sue resources to successfully carry out a planned activity.*

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** Sixth Grade Home and Careers, heterogeneous classes.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** NYS FACS Standard 2: A safe and healthy environment *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.* NYS FACS Standard 3: Resource Management *Students will understand and be able to manage their personal and community resources.* *Common Core Math,* 1. Make sense of problems and persevere in solving them. 4. Model with mathematics. 5. Use appropriate tools strategically. *Reading Standards for Literacy in Science and Technical Subjects 6–12* **3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. **4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. CTE Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** Seventh Grade Home and Careers, heterogeneous classes.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** NYS FACS Standard 1: Personal Health and Fitness *Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.* NYS FACS Standard 2: A safe and healthy environment *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.* NYS FACS Standard 3: Resource Management *Students will understand and be able to manage their personal and community resources.*
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** One semester consisting of 20 weeks, with daily instruction of 40 minutes periods.
Evidence	***What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*** The Baseline assessment will be an exam consisting of 25 multiple choice questions. The Summative Assessment will be of an exam consisting of 25 multiple choice questions.
Baseline	***What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*** The starting level of student's knowledge will be determined by a baseline assessment of 25 multiple choice questions.

What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** 8th grade Home and Careers, heterogeneous classes.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** ***Common Core Writing Standard for Grade 8 Writing #6:*** *Students will use technology to produce writing and present the relationship between information and ideas.* ***CDOS Standard #1 and 2****: Students will be knowledgeable about the world of work as well as demonstrate how academic knowledge and skills are applied to the workplace.* ***FACS Standard 1 Personal Health and Fitness, Performance Indicator 1.1:*** *Understand the relationships between diet, health and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals.*
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** *20 weeks, one semester.*
Evidence	***What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*** The Baseline assessment will be an exam consisting of 25 multiple choice questions. The Summative Assessment will be of an exam consisting of 25 multiple choice questions.
Baseline	***What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*** The starting level of student's knowledge will be determined by a baseline assessment of 25 multiple choice questions.

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** ***Parenting A*** Mixed level high school, majority 9th grade students, heterogeneously grouped.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** ***NYS FACS 1 – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*** ***NYS FACS 2 – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*** ***NYS FACS 3 – Students will be able to understand and be able to manage personal resources of talent, time, energy, and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.***
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** *Fall 2012 semester.* *40 minute periods, 5 times per week.*
Evidence	***What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*** *The Baseline assessment will consist of 25 question test.* *The Summative assessment will consist of 25 question test.*

New York State Student Learning Objective Template

Family and Consumer Sciences

Population	***These are the students assigned to the course section(s) in this SLO-all students who are assigned to the course section(s) must be included in the SLO.*** ***(Full class rosters of all students must be provided for all included course sections.)*** ***Parenting B (Child Development)*** Mixed level high school, majority 9th grade students, heterogeneously grouped.
Learning Content	***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*** ***NYS FACS 1 – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*** ***NYS FACS 2 – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*** ***NYS FACS 3 – Students will be able to understand and be able to manage personal resources of talent, time, energy, and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.***
Interval of Instructional Time	***What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*** *Spring 2013 semester.* *40 minute periods, 5 times per week.*

New York State Student Learning Objective: High School Health

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO.* High School health students
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* New York State Health, Physical Education and Family/Consumer Science Standards: Standard 1: Personal Health and Fitness. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?* 2012-2013 School Year.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline: District created pre-assessment that is based on Health related physical questions taken from a previous high school tests. Questions focus on a variety of units covered throughout the New York State Health Curriculum. Summative: District created final exam will be used as the summative assessment.

New York State Student Learning Objective: Middle School Health

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO.* Middle School health students
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* New York State Health, Physical Education and Family/Consumer Science Standards: Standard 1: Personal Health and Fitness. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?* 2012-2013 School Year. Students have Health class every other day for a semester.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline: District created pre-assessment that is based on Health related physical questions taken from a previous middle school unit tests. Questions focus on a variety of units covered throughout the New York State Health Curriculum. Summative: District created final exam will be used as the summative assessment.

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Third Grade Library classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* **We adhere to the grade-level appropriate American Association of School Librarians. Standards for the 21st-Century Learner. (2007) which have been cross-walked to the the NYS Common Core ELA Standards.**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. 3rd party Pre-Assessment administered at the beginning of the school year** **2. 3rd party Summative Assessment administered at the end of the school year**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **By the end of Grade 3, the information-literate student can:** • **Identify and distinguish between different genres of fiction** • **Discuss the main idea, problems, and solutions in a story**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Sixth Grade Library classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* **We adhere to the grade-level appropriate American Association of School Librarians. Standards for the 21st-Century Learner. (2007) which have been cross-walked to the the NYS Common Core ELA Standards.**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. Locally created pre-assessment administered at the beginning of the school year** **2. Locally created summative assessment administered at the end of the school year**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Ninth Grade Library classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* **We adhere to the grade-level appropriate American Association of School Librarians. Standards for the 21st-Century Learner. (2007) which have been cross-walked to the the NYS Common Core ELA Standards.**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. **Locally created pre-assessment administered at the beginning of the school year** 2. **Locally created summative assessment administered at the end of the school year**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

Population	LOTE levels 2R			
Learning Content	NYS Checkpoint B			
Interval	1 year			
Evidence	Level 2 pre assessment administered at beginning of year And summative final assessment results			
Baseline	**Pre-assessment-multiple choice, multi-skill diagnostic exams (listening- 5 items, reading- 1 long passage-5 questions and 5 ads, 1 essay- 100 words** **Target…75% of students will score 75% or better on summative assessment**			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on working with basic vocabulary and grammar, and building oral skills. The diagnostic assessment is heavily focused on more advanced writing and reading skills, which are essential components of the Italian curriculum. Level 2 requires students to build on their learning from previous levels in order to acquire mastery in these areas and to be prepared for the Checkpoint B Consortium assessment. Since all students successfully met curriculum requirements prior to level 2 having achieved Checkpoint A proficiency levels, we are confident they will achieve 75% or above on the summative assessment.			

Population	LOTE ; College Level Language			
Learning Content	NYS Checkpoint C grammar and vocabulary topics integrated within the framework of the following themes: the children's story/fairy tale, art, literary excerpts, film and a retrospective of their educational experience			
Interval	1 year			
Evidence	Student results on the Level 4H summative assessment exam Score on the pre-assessment writing prompt Score on the summative writing prompt *Writing prompts will be graded with the use of the NYS Checkpoint C rubric			
Baseline	**Pre-Assessment:** **125 word written response in target language to guided prompt targeting level appropriate grammar and familiar vocabulary as per the Checkpoint C Curriculum and in accordance with Adelphi University's 111 and 112 curricular expectations.**			
Target	80% of the students will receive a 6/8 or higher on the summative writing assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=85-90%% 19=91-94% 20-95-100%	9=68-69% 10=70-71% 11-72-73% 12-74-75% 13=76-77% 14=78-79% 15=80% 16= 81-82% 17= 83-84%	3=50-54% 4=55-59% 5=60-61% 6=62-63% 7=64-65% 8=66-67%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on working with basic vocabulary and grammar, and building oral skills. The diagnostic assessment is heavily focused on more advanced writing and reading skills, which are essential components of the college level curriculum. College Level 5 requires students build on their learning from previous levels in order to acquire mastery in these areas and to be			

Population	5th Grade FLEX			
Learning Content	ACTFL/National Foreign Language Standards A series of content based vocabulary topics included in each of 4 -ten week exploratory experiences in the 5th FLEX Course			
Interval	3 – 30 minutes class lessons in a six day cycle			
Evidence	This is an exploratory experience for students which informs language selection for the MS level. There will be a multiple choice assessment administered at the beginning of the year to assess the students' recall of Spanish. (presented in Grades 3 and 4) Students will participate in an exploratory course of study in Grade 5 and the summative assessment will evaluate the students' ability to recognize, identify and distinguish familiar vocabulary and expressions acquired by the students as a result of the 5th Grade FLEX course.			
Baseline	Results on the June summative assessment administered at the conclusion of Grade 4 FLES. A multiple choice pre-assessment will be administered at the beginning of the language exploratory experience to assess the students' understanding assess the students' pror knowledge of Spanish which was presented in Grades 3 and 4.			
	75% of the students will recognize 50% of the familiar vocabulary learned in 5th grade FLEX course			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	FLEX classes are conducted 3 TIMES in a 6 day cycle. Assemblies, standardized testing, absences and other special occasions limit the actual number of class periods during which FLEX is taught. As a result, it is expected that students will acquire the ability to recognize, identify and distinguish familiar vocabulary and expressions that are presented in Spanish, Franch and Italian as part of the 5th grade FLEX course.			

Population	LOTE LEVEL 3			
Learning Content	NYS Checkpoint B Curriculum			
Interval	1 year			
Evidence	Spanish 3 pre assessment administered at beginning of year Spanish 2 summative assessment results administered in June of the prior year. Spanish 3 summative assessment results.			
Baseline	**Pre-assessment-multiple choice, multi-skill diagnostic exams (listening- 5 items, reading- 1 long passage-5 questions and 5 ads, 1 essay- 100 words** **Target…75% of students will score 75% or better on summative assessment**			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on basic vocabulary and grammar, and building oral skills. The diagnostic assessment for this course is focused on more complex writing and reading skills, which are essential skills for Checkpoint B. Level 3 requires students to build upon their learning from previous levels in order to master the skills and be prepared for the Checkpoint B Consortium assessment which is administered at the conclusion of Level 3. Given the students' prior language assessment results, we expect that they will achieve 75% or above on the summative assessment.			

Population	LOTE LEVEL 4 Honors			
Learning Content	NYS Checkpoint C grammar and vocabulary topics integrated within the framework of the following themes: the autobiography, culture including travel, economy and traditions, film and immigration			
Interval	1 year			
Evidence	Student results on the June Checkpoint C exam Score on the pre-assessment writing prompt Score on the summative writing prompt *Writing prompts will be graded with the use of the Checkpoint C rubric			
Baseline	**Pre-Assessment:** **125 word written response in target language to guided prompt targeting level appropriate grammar and familiar vocabulary as per the Checkpoint C Curriculum.**			
TARGET	80% of the students will receive a 6/8 or higher on the summative writing assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=85-90%% 19=91-94% 20-95-100%	9=68-69% 10=70-71% 11-72-73% 12-74-75% 13=76-77% 14=78-79% 15=80% 16= 81-82% 17= 83-84%	3=50-54% 4=55-59% 5=60-61% 6=62-63% 7=64-65% 8=66-67%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on working with basic vocabulary and grammar, and building oral skills. The diagnostic assessment is heavily focused on more advanced writing and reading skills, which are essential components of the Italian curriculum. Level 4 requires students build on their learning from previous levels in order to acquire mastery in these areas and to be prepared for level 5. Since all students completed levels prior to 4 having achieved proficiency levels, the goal is for students to demonstrate a two point improvement on the performance based assessment which will evaluate: content, use of grammatical structure, and level of vocabulary used.			

Population	LOTE LEVEL 4 Honors			
Learning Content	NYS Checkpoint C grammar and vocabulary topics integrated within the framework of the following themes: the autobiography, culture including travel, economy and traditions, film and immigration			
Interval	1 year			
Evidence	Student results on the June Checkpoint C exam Score on the pre-assessment writing prompt Score on the summative writing prompt *Writing prompts will be graded with the use of the Checkpoint C rubric			
Baseline	**Pre-Assessment:** **125 word written response in target language to guided prompt targeting level appropriate grammar and familiar vocabulary as per the Checkpoint C Curriculum.**			
	80% of the students will demonstrate a 2 point improvement on the Checkpoint C writing rubric on the summative writing prompt			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=85-90%% 19=91-94% 20-95-100%	9=68-69% 10=70-71% 11-72-73% 12-74-75% 13=76-77% 14=78-79% 15=80% 16= 81-82% 17= 83-84%	3=50-54% 4=55-59% 5=60-61% 6=62-63% 7=64-65% 8=66-67%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on working with basic vocabulary and grammar, and building oral skills. The diagnostic assessment is heavily focused on more advanced writing and reading skills, which are essential components of the Italian curriculum. Level 4 requires students build on their learning from previous levels in order to acquire mastery in these areas and to be prepared for level 5. Since all students completed levels prior to 4 having achieved proficiency levels, the goal is for students to demonstrate a two point improvement on the performance based assessment which will evaluate: content, use of grammatical structure, and level of vocabulary used.			

Population	LOTE -Spanish E			
Learning Content	NYS Checkpoint B- (first part of a 3 year course of study to meet Checkpoint B curriculum requirements)			
Interval	1 year			
Evidence	Spanish E pre assessment administered at beginning of year June Assessment results from the prior year Summative final assessment results			
Baseline	**Pre-assessment-multiple choice, multi-skill diagnostic exams (listening- 5 items, reading- 1 long passage-5 questions and 5 ads, 1 essay- 100 words**			
	Target:75% of students will score 65% or better on summative assessment			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on basic vocabulary and grammar, and building oral skills. The diagnostic assessment for this course is focused on more complex writing and reading skills, which are essential components of the checkpoint B curriculum. Spanish E requires students to build upon their learning from previous levels in order to master the skills and be prepared for the Checkpoint B Consortium assessment which is administered at the conclusion of Spanish G. All students enrolled in the stretch program demonstrate a need for further reinforcement of their fundamental skills in Spanish. As a result of their work in either 8th grade or 9th grade level 1, the students were scheduled in an extended course of study which presents the curriculum at a more manageable rate and allows for more extensive			

Population	LOTE levels Spanish F			
Learning Content	NYS Checkpoint B- (second part of a 3 year course of study to meet Checkpoint B curriculum requirements)			
Interval	1 year			
Evidence	Spanish F pre assessment administered at beginning of year Spanish Level 2 or E summative assessment results administered in June of the prior year. Spanish F summative final assessment results			
Baseline	**Pre-assessment-multiple choice, multi-skill diagnostic exams (listening- 5 items, reading- 1 long passage-5 questions and 5 ads, 1 essay- 100 words** **Target…75% of students will score 65% or better on summative assessment**			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on basic vocabulary and grammar, and building oral skills. The diagnostic assessment for this course is focused on more complex writing and reading skills, which are essential components of the checkpoint B curriculum. Spanish F requires students to build upon their learning from previous levels in order to master the skills and be prepared for the Checkpoint B Consortium assessment which is administered at the conclusion of Spanish G. All students enrolled in the stretch program demonstrate a need for further reinforcement of their fundamental skills in Spanish. As a result of their work in Spanish 2 or Spanish E, the students were recommended for the extended course of study which presents the curriculum at a more manageable rate and allows for more extensive reinforcement of the target grammatical and vocabulary topics which are introduced and expanded upon.			

Population	LOTE Spanish G			
Learning Content	NYS Checkpoint B- (third part of a 3 year course of study to meet Checkpoint B curriculum requirements)			
Interval	1 year			
Evidence	Spanish G pre assessment administered at beginning of year Spanish F summative assessment results administered in June of the prior year. Spanish G summative assessment results.			
Baseline	**Pre-assessment-multiple choice, multi-skill diagnostic exams (listening- 5 items, reading- 1 long passage-5 questions and 5 ads, 1 essay- 100 words** **Target…75% of students will score 65% or better on summative assessment**			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=80-84% 19=85-90% 20-91-100%	9=65-66% 10=67-69% 11-70% 12-71% 13=72% 14=73-74% 15=75-76% 16=77% 17=78-79%	3=50-54% 4=55% 5=56% 6=57-59% 7=60% 8=61-64%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on basic vocabulary and grammar, and building oral skills. The diagnostic assessment for this course is focused on more complex writing and reading skills, which are essential skills for Checkpoint B. Spanish G requires students to build upon their learning from previous levels in order to master the skills and be prepared for the Checkpoint B Consortium assessment which is administered at the conclusion of Spanish G. All students enrolled in the stretch program demonstrate a need for further reinforcement of their fundamental skills in Spanish. As a result of their work in Spanish F, the students continued in this extended course of study which presents the curriculum at a more manageable rate and allows for more extensive reinforcement of the target grammatical and vocabulary topics which are introduced and expanded upon. Given the students' prior language assessment results,			

Population	LOTE ; College Level Language			
Learning Content	NYS Checkpoint C grammar and vocabulary topics integrated within the framework of the following themes: the children's story/fairy tale, art, literary excerpts, film and a retrospective of their educational experience			
Interval	1 year			
Evidence	Student results on the Level 4H summative assessment exam Score on the pre-assessment writing prompt Score on the summative writing prompt *Writing prompts will be graded with the use of the NYS Checkpoint C rubric			
Baseline	**Pre-Assessment:** **125 word written response in target language to guided prompt targeting level appropriate grammar and familiar vocabulary as per the Checkpoint C Curriculum and in accordance with Adelphi University's 111 and 112 curricular expectations.**			
	80% of the students will demonstrate a 2 point improvement on the Checkpoint C writing rubric on the summative writing prompt			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	**Effective** **(9-17)**	Developing (3-8 points)	Ineffective (0-2 points)
	18=85-90%% 19=91-94% 20-95-100%	9=68-69% 10=70-71% 11-72-73% 12-74-75% 13=76-77% 14=78-79% 15=80% 16= 81-82% 17= 83-84%	3=50-54% 4=55-59% 5=60-61% 6=62-63% 7=64-65% 8=66-67%	0=0-29% 1=30-44% 2=45-49%
Rationale	Previous work in LOTE focused on working with basic vocabulary and grammar, and building oral skills. The diagnostic assessment is heavily focused on more advanced writing and reading skills, which are essential components of the college level curriculum. College Level 5 requires students build on their learning from previous levels in order to acquire mastery in these areas and to be prepared to study			

3rd Grade Math

Population	3rd Grade Students			
Learning Content	3rd Grade Common Core Standards for Math			
Interval	2012 – 2013 school year			
Evidence	New York State Assessment			
Baseline	Administered in September			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75% received a 3 or higher on the New York State Math Assessment	65% received a 3 or higher on the New York State Math Assessment	55% received a 3 or higher on the New York State Math Assessment	Less than 50% received a 3 or higher on the New York State Math Assessment
Rationale	Given the historical data from 2012, 88% of the students got a Level 3 or higher on the 3rd Grade Math State Assessment. Therefore, in Wantagh the highly effective teacher should have 75% receive a 3 or higher.			

6th Grade Supportive Math

Population	6th Grade Supportive Math Students			
Learning Content	6th Grade Common Core Standards for Math			
Interval	2012 – 2013 school year			
Evidence	New York State Assessment			
Baseline				
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	70% received a 2 or higher on the New York State Math Assessment	60% received a 2 or higher on the New York State Math Assessment	50% received a 2 or higher on the New York State Math Assessment	30% received a 2 or higher on the New York State Math Assessment
Rationale	Given how our population varies in supportive math, Wantagh's highly effective teacher should be able to have 70% of their students achieve a 2 or higher on the State Math Assessment.			

K-2 Math

Population	K, 1st, or 2nd Grade Math Students			
Learning Content	Common Core Standards for Math			
Interval	2012 – 2013 school year			
Evidence	Post Assessment given in May.			
Baseline	Placement Exam administered in September.			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75% received a 65 on the End of the Year Test administered in May.	65% received a 65 on the End of the Year Test administered in May.	55% received a 65 on the End of the Year Test administered in May.	Less than 50% received a 65 on the End of the Year Test administered in May.
Rationale				

Population	3rd or 4th Grade Supportive Math Students			
Learning Content	3rd or 4th Grade Common Core Standards for Math			
Interval	2012 – 2013 school year			
Evidence	New York State Assessment			
Baseline				
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	85% received a 2 or higher on the New York State Math Assessment	75% received a 2 or higher on the New York State Math Assessment	65% received a 2 or higher on the New York State Math Assessment	50% received a 2 or higher on the New York State Math Assessment
Rationale	Given the historical data from 2010, 95% of the students got a level 2 or higher on the Math State Assessment. However, given how our population varies in supportive math, Wantagh's highly effective teacher should be able to have 85% of their students achieve a 2 or higher on the State Math Assessment.			
	20 (HE)	85% or higher		

Population	5th Grade Supportive Math Students			
Learning Content	5th Grade Common Core Standards for Math			
Interval	2012 – 2013 school year			
Evidence	New York State Assessment			
Baseline				
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	70% received a 2 or higher on the New York State Math Assessment	60% received a 2 or higher on the New York State Math Assessment	50% received a 2 or higher on the New York State Math Assessment	30% received a 2 or higher on the New York State Math Assessment
Rationale	Given the historical data from 2010, ___% of the students got a level 2 or higher on the Math State Assessment. However, given how our population varies in supportive math, Wantagh's highly effective teacher should be able to have 70% of their students achieve a 2 or higher on the State Math Assessment.			
	20 (HE)	70% or higher		

Population	Math 9 Honors – Geometry			
Learning Content	Geometry NY State standards			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Regents Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75% of students received a level of mastery of 75% on the regents exam	65% of students received a level of mastery of 75% on the regents exam	55% of students received a level of mastery of 75% on the regents exam	Less than 50% of students received a level of mastery of 75% on the regents exam
Rationale	Students in this course have a strong understanding of mathematics, and therefore should be held at a slightly higher standard than our Math 10R Geometry population. The students should not merely just pass the State Assessment but also achieve a level of mastery.			
	20 (HE)	75% or higher		

Population	Math 10 Honors – Algebra II and Trigonometry			
Learning Content	Algebra II and Trigonometry NY State standards			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Regents Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75% of students received a level of mastery of 75% on the regents exam	65% of students received a level of mastery of 75% on the regents exam	55% of students received a level of mastery of 75% on the regents exam	Less than 50% of students received a level of mastery of 75% on the regents exam
Rationale	Students in this course have a strong understanding of mathematics, and therefore should be held at a slightly higher standard than our Math 11R Algebra II and Trigonometry population. The students should not merely just pass the State Assessment but also achieve a level of mastery.			
	20 (HE)	75% or higher		

Population	Math 10R: Geometry			
Learning Content	Geometry NY State standards			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment – administered district wide in September • Regents Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year.			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	85% received a 65 or higher on the regents exam	75% received a 65 or higher on the regents exam	65% received a 65 or higher on the regents exam	50% received a 65 or higher on the regents exam
Rationale	Given the region results from 2011 85% of the students got a 65 or higher. Wantagh's highly effective teacher should score similar to the region.			
	20 (HE)	85% or higher		

Population	Math 10X			
Learning Content	Math 10X topics include a review of algebra, functions, coordinate geometry, transformational geometry, locus, geometric relationships, polygons, and logic.			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Final Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	70% received a 65 or higher on the final exam	50% received a 65 or higher on the final exam	40% received a 65 or higher on the final exam	30% received a 65 or higher on the final exam
Rationale	Given the nature of the course and the caliber of the students in regards to their mathematical weaknesses, a highly effective teacher should get 70% of their kids to pass.			
	20 (HE)	70% or higher		

HONORS PRECALCULUS

Population	Pre-Calculus 11 Honors			
Learning Content	Review of Basic Concepts , Working with the TI-89 Graphing Calculator, Functions, Linear Functions, Quadratic Functions, Polynomial Functions, Rational Functions, Exponential Functions, Logarithms and Natural Logarithms, Trigonometric Functions, Limits and Continuity, The Derivative & Applications of Derivatives			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Post-Assessment – administered in June worth 30 points			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75% received a 65 or higher on the final exam	65% received a 65 or higher on the final exam	55% received a 65 or higher on the final exam	Less than 55% received a 65 or higher on the final exam
Rationale	Given the rigor of the exam, the level of difficulty of the curriculum being taught in regards to the amount of AP Calculus AB topics being covered, a teacher would expect 75% of their students to receive 65 or higher in order to be highly effective.			
	20 (HE)	75% or higher		

MATH 11X

Population	Math 11X: Geometry and Introduction to Algebra II and Trigonometry			
Learning Content	Geometry NYS Standards and Introduction to Algebra II and Trigonometry NY State standards, such as, factoring, solving quadratic equations, complex fractions, reducing fractions, writing the equation given the roots, sum and product of the roots, fractional equations, absolute value equations, radicals and basic trigonometry.			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Regents Exam – administered in January • Final Exam- administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	45% received a 65 or higher on the regents exam in January and/or for the final exam in June	35% received a 65 or higher on the regents exam in January and/or for the final exam in June	25% received a 65 or higher on the regents exam in January and/or for the final exam in June	Less than 20% received a 65 or higher on the regents exam in January and/or for the final exam in June
Rationale	Given the rigor of the exam, the amount of content covered over a year and a half and the lack of continuity from the prior year, if 40%-50% pass the Geometry Regents and/or the final exam this should be considered highly effective.			

Population	Math 9R: Algebra			
Learning Content	Algebra NY State standards			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment – administered district wide in September • Regents Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year.			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	85% received a 70 or higher on the regents exam	75% received a 70 or higher on the regents exam	65% received a 70 or higher on the regents exam	50% received a 70 or higher on the regents exam
Rationale	Given the region results from 2011 87% of the students got a 65 or higher. Wantagh's highly effective teacher should score higher than the region.			
	20 (HE)	85% or higher		

Population	Math 11R: Algebra II and Trigonometry			
Learning Content	Algebra II and Trigonometry NY State standards			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment – administered district wide in September • Regents Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year.			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	70% received a 65 or higher on the regents exam	60% received a 65 or higher on the regents exam	50% received a 65 or higher on the regents exam	30% received a 65 or higher on the regents exam
Rationale	Given the rigor of the exam, the amount of content covered within one school year, the lack of continuity from the prior year and that our average passing rate from 2011 was 67%, 70% getting a 65 or higher should be considered highly effective in Wantagh.			

BC CALCULUS

Population	BC Calculus students			
Learning Content	Interpretations and Properties of Definite Integrals, Applications of Integrals, Fundamental Theorem of Calculus, Techniques of Antidifferentiation, Applications of Antidifferentiation, Numerical Approximations to Definite Integrals, Concept of Series, Series of Constants, Taylor Series			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Post-Assessment – administered in June worth 30 points			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75% received a 65 or higher on the final exam	65% received a 65 or higher on the final exam	55% received a 65 or higher on the final exam	Less than 55% received a 65 or higher on the final exam
Rationale	This course represents college-level mathematics for which most colleges grant advanced placement and credit. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus I. Given the level of difficulty of the curriculum being taught, a teacher would expect 75% of their students to receive 65 or higher in order to be highly effective.			

20 (HE)	75% or higher

Population	College Algebra and Trigonometry			
Learning Content	• Real numbers • Rational Expressions • Functions and their graphs • Solving equations and inequalities • Polynomials and Rational Functions • Exponential Functions and their graphs • Trigonometric Functions • Analytical Trigonometry			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Final Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	40% receive a grade of 65 or higher on the Final Exam	30% of the students receive a grade of 65 or higher on the Final Exam	20% of the students receive a grade of 65 or higher on the Final Exam	Less than 10% of students receive a grade of 65 or higher on the Final Exam
Rationale	Wantagh High School has a philosophy of having every senior take a math course. For students who have traditionally been unsuccessful in their previous high school math classes, this is the course that they are enrolled in to satisfy their fourth year of math. However, it is still a rigorous course that parallels the content in Algebra II and Trigonometry.			

PRECALCULUS

Population	Pre-Calculus 12, College Level			
Learning Content	Review of Basic Concepts, Functions, Linear Functions, Quadratic Functions, Polynomial Functions, Rational Functions, Exponential Functions, Logarithms and Natural Logarithms, Trigonometric Functions, Limits and Continuity & The Derivative			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Post-Assessment – administered in June worth 100 points			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	70% received a 65 or higher on the final exam	60% received a 65 or higher on the final exam	50% received a 65 or higher on the final exam	30% received a 65 or higher on the final exam
Rationale	Given the rigor of the exam, the level of difficulty of the curriculum being taught, and that our average passing rate from 2011 was 83%, a teacher would expect 70% of their students to receive 65 or higher in order to be highly effective.			

20 (HE)	**STATISTIC**	r higher
19 (HE)		67% to 69%

Population	College Statistics			
Learning Content	College Statistics topics include organization of data using tables and graphs, normal distribution, regression of linear and non-linear relationships, probability models, discrete and continuous random variables, binomial distribution, tests of significance and the Chi-Square procedure.			
Interval	2012 – 2013 school year			
Evidence	• Pre-Assessment - administered district wide in September • Final Exam – administered in June			
Baseline	The scores range from _____ to _____ on the pre-assessment given at the beginning of the year			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	70% received a 65 or higher on the final exam	60% received a 65 or higher on the final exam	50% received a 65 or higher on the final exam	30% received a 65 or higher on the final exam
Rationale	Given the nature of the course and that the passing rate from 2010 was 88%, and that we are now offering AP Statistics which will remove some of the higher scoring students, 70% getting a 65 or higher should be considered highly effective.			

20 (HE)	75% or higher
19 (HE)	71% to 74%
18 (HE)	68% to 70%
17 (E)	67%
16 (E)	66%
15 (E)	65%
14 (E)	64%
13 (E)	63%
12 (E)	62%
11 (E)	61%
10 (E)	60%
9 (E)	59%
8 (D)	58%
7 (D)	57%
6 (D)	56%
5 (D)	55%
4 (D)	54%
3 (D)	53%
2 (IE)	52%
1 (IE)	51%
0 (IE)	50% or lower

20 (HE)	70% or higher
19 (HE)	65% to 69%
18 (HE)	61% to 64%
17 (E)	56% to 60%
16 (E)	51% to 55%
15 (E)	50%
14 (E)	49%
13 (E)	48%
12 (E)	47%
11 (E)	46%
10 (E)	45%
9 (E)	44%
8 (D)	43%
7 (D)	42%
6 (D)	41%
5 (D)	40%
4 (D)	37% to 39%
3 (D)	35% to 36%
2 (IE)	33% to 34%
1 (IE)	31% to 32%
0 (IE)	30% or lower

20 (HE)	70% or higher
19 (HE)	67% to 69%
18 (HE)	64% to 66%
17 (E)	62% to 63%
16 (E)	61%
15 (E)	60%
14 (E)	58% to 59%
13 (E)	56% to 57%
12 (E)	54% to 55%
11 (E)	53%
10 (E)	52%
9 (E)	51%
8 (D)	50%
7 (D)	47% to 49%
6 (D)	44% to 46%
5 (D)	41% to 43%
4 (D)	37% to 40%
3 (D)	35% to 36%
2 (IE)	33% to 34%
1 (IE)	31% to 32%
0 (IE)	30% or lower

New York State Student Learning Objective:

Instrumental Band Lessons for First Year Players

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* First year instrumental music students, grouped in small instructional groups by instrument, 124 students total.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* Students will independently perform music notation on their given instrument.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* 2012-2013 School Year
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Baseline Assessment: Musical pre-test covering the ability to play the first six notes and four rhythms/rests on their given instrument, scored on the attached rubric. Summative Assessment: Performance evaluation on their instrument, covering the first six notes and four rhythms/rests, scored on the attached rubric.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*

New York State Student Learning Objective Template

6th Grade Band

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **6th graders from Wantagh Middle School**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* **Course: 6th Grade Band** In the 6th grade band, students will learn the Bb, C, and Eb major scales. The focus will be on technique, posture, breath control, and rhythm patterns as assessed by the accompanying rubric. They'll apply their learning to the performance of Level 1 – 3 band music arrangements. New York Standards: Standard 2.1a: Incorporate key concepts during instruction through the use of multiple representation and explanations. 2.1b: Engage students to use key disciplinary language with comprehension through instruction. National Music Standards: Standard 2: Students perform on instruments, alone and with others, varied repertoire of music Standard 5: Students read and notate music Standard 7: Students evaluate music and music performances

New York State Student Learning Objective Template

High School Symphonic Band

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* All 68 students from the High School Symphonic Band (grades 10-12) at Wantagh High School
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* This is a performance based group. Students will be expected to perform a varied repertoire of band literature from multiple genres and composers. The National Standards for the Arts that are addressed in this class include the following: 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* One academic year – September 2012 to June 2013.

New York State Student Learning Objective:

GENERAL MUSIC GRADE 2

All SLOs MUST include the following basic components:	
Population	All sections of 2nd Grade General Music, 212 students.
Learning Content	All National Standards for Music Education will be covered over the course of the year. Standards 2, 4, 5, & 7 will be particularly focused on (Performing on instruments, alone and with others, a varied repertoire of music – 2, Composing and arranging music within specified guidelines – 4, Reading and notating music – 5, Evaluating music and music performances – 7).
Interval of Instructional Time	2012 – 2013 School Year
Evidence	Baseline Assessment: Students will be asked to compose, using the attached worksheet, four four-beat long rhythm ostinatos that will be played simultaneously using quarter, pairs of eighth, half, whole notes and quarter rests, and designating one instrument from the membrane, shaker, metal and wood families to be used for each ostinato respectively. Students will be asked to notate the time signature for four beats per measure using the quarter note for the beat. Students will also be asked to choose both a dynamic level and a tempo for their piece. See attached rubric. Summative Assessment: Students will be asked to compose, using the attached worksheet, four four-beat long rhythm ostinatos that will be played simultaneously using quarter, pairs of eighth, half, whole notes and quarter rests, and designating one instrument from the membrane, shaker, metal and wood families to be used for each ostinato respectively. Students will be asked to notate the time signature for four beats per measure using the quarter note for the beat. Student will also be asked to choose both a dynamic level and a tempo for their piece. Students will be asked to write five sentences describing their composition. See attached rubric.
Baseline	

New York State Student Learning Objective:

GENERAL MUSIC GRADE 3

All SLOs MUST include the following basic components:	
Population	All sections of 3rd Grade General Music, 126 students.
Learning Content	All National Standards for Music Education will be covered over the course of the year. Standards 2, 5 and 7 will be particularly focused on (Performing on instruments, alone and with others, a varied repertoire of music – 2, Reading and notating music – 5, and Evaluating music and music performances – 7).
Interval of Instructional Time	2012 – 2013 School Year
Evidence	1. All students took a district –developed assessment on the recorder to demonstrate baseline knowledge in rhythm, pitch, articulation and technique. 2. The students will take a district developed summative assessment in June to assess their growth in the same skills.
Baseline	
Target(s)	80% of students will achieve 30% growth.
HEDI Scoring	See ranges below.

New York State Student Learning Objective:

GENERAL MUSIC GRADE 5

All SLOs MUST include the following basic components:	
Population	All sections of 5th Grade General Music, 142 students.
Learning Content	Describe music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc. (Standard 6) Students will read simple standard notation in performance. (Standards 1 & 5)
Interval of Instructional Time	2012 – 2013 School Year
Evidence	Baseline Assessment: Students will be asked to sight-read the rhythm of three varied, unfamiliar excerpts of music by clapping or using rhythm syllables. The excerpts will include whole, half, quarter, eighth and sixteenth notes, rests in 2/4, ¾ and 4/4 meters. Students will listen to two short works of music and will identify the form of the work and write a description of what they hear. See attached rubric. Summative Assessment: The student is asked to sight-read the rhythm of three varied, unfamiliar excerpts of music by clapping or using rhythm syllables. The excerpts will include whole, half, quarter, eighth and sixteenth notes, rests in 2/4, ¾ and 4/4 meters. Students will listen to two short works of music and will identify the form of the work and describe how pitch, rhythm, melody, harmony, dynamics and texture are used in the works. See attached rubric.
Baseline	

New York State Student Learning Objective Template

Second Year Orchestra

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Population**: Fourth grade violin, viola and cello students.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards* **Learning Content:** Elementary Standard 1, a- students will create a short piece of music on their instrument. Standard 1, b- students will play their instrument and maintain tone quality, pitch, rhythm, tempo, and dynamics and perform expressively. Standard 1, c- Students will read simple notation in performance. Standard 1, d- Students will read very easy music. Standard 1, e- students will learn the basics of following a conductor.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **Interval of Instructional Time:** Approximately 20 - 25 class periods (one day per week) throughout the 2012-2013 school year.
Evidence	**Evidence:** The students will perform an excerpt from a Level II NYSSMA piece and four scales. Accommodations will be made for students with IEP and 504 plans.

New York State Student Learning Objective MS ORCHESTRA

Population	*All students from the Grade 6 Orchestra at Wantagh Middle School.* *All students from the Grade 7 Orchestra at Wantagh Middle School.*
Learning Content	*-This is a performance based group-the students will be able to perform multiple works by composers from different eras as a group, while also learning scales, etudes, and solos on their specific instrument.* *-The National Standards for Music Education that are addressed include the following:* **Standard 2-Performing a varied repertoire of music, alone and with others, on a specific instrument.* **Standard 3-Improvising melodies, variations, and accompaniments.* **Standard 5- Reading and notating music.* **Standard 6- Listening to, analyzing, and describing music.* **Standard 7- Evaluating music and music performances.* **Standard 8- Understanding relationships between music, the other arts, and disciplines outside the arts.* **Standard 9- Understanding music in relation to history and culture.* *-Students address these standards throughout the interval of instructional time by performing as a group and individually.*
Interval of Instructional Time	*One academic year: September 2012- June 2013*
Evidence	-A district-developed pre- and post-assessment. The district-developed assessment is a performance-based assessment that is scored using a district-developed rubric. The performance-based assessment requires students to perform scales, play an 8 measure excerpt from a district-selected solo piece, and perform an orchestral excerpt from a district-selected orchestral arrangement.

New York State Student Learning Objective Template

Beginning Orchestra

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Population**: third grade violin, viola and cello students at Forest Lake and Mandalay Elementary Schools
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards* **Learning Content:** Elementary Standard 1, a- students will create a short piece of music on their instrument. Standard 1, b- students will play their instrument and maintain tone quality, pitch, rhythm, tempo, and dynamics and perform expressively. Standard 1, c- Students will read simple notation in performance. Standard 1, d- Students will read very easy music. Standard 1, e- students will learn the basics of following a conductor.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **Interval of Instructional Time:** Approximately 20 - 25 class periods (once in six day cycle) throughout the 2012-2013 school year.
Evidence	**Evidence:** The students will perform an excerpt from a Level I NYSSMA piece and three scales.

New York State Student Learning Objective

HS ORCHESTRA

Population	*All 43 students from the HS level (grades 9-12) Symphony Orchestra at Wantagh High School.*
Learning Content	*-This is a performance based group-the students will be able to perform multiple works by composers from different eras as a group, while also learning scales, etudes, and solos on their specific instrument.* *-The National Standards for Music Education that are addressed include the following:* **Standard 2-Performing a varied repertoire of music, alone and with others, on a specific instrument.* **Standard 3-Improvising melodies, variations, and accompaniments.* **Standard 5- Reading and notating music.* **Standard 6- Listening to, analyzing, and describing music.* **Standard 7- Evaluating music and music performances.* **Standard 8- Understanding relationships between music, the other arts, and disciplines outside the arts.* **Standard 9- Understanding music in relation to history and culture.* *-Students address these standards throughout the interval of instructional time by performing as a group and individually.*

Wantagh Physical Education

Student Learning Objectives

SLO GRADE 1: Demonstrates knowledge of how the body responds to various forms of physical activity.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District wide Physical Education students in Grade 1**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Elementary*** • **understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition** • **demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness** • **understand the relationship between physical activity and individual well being**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Wantagh Physical Education

Student Learning Objectives

SLO GRADE 2 Demonstrates knowledge of how the body responds to various forms of physical activity.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District wide Physical Education students in grade 2.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Elementary*** • **understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition** • **demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness** • **understand the relationship between physical activity and individual well being**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Wantagh Physical Education

Student Learning Objectives

SLO GRADE 3 Demonstrates knowledge of health related fitness and how to maintain personal health.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District-wide Physical Education students in grade 3.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Elementary*** • **understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition** • **demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness** • **understand the relationship between physical activity and individual well being**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Wantagh Physical Education

Student Learning Objectives

<u>SLO GRADE 4</u> Demonstrates knowledge of health related fitness and how to maintain personal health.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District-wide Physical Education students in grade 4.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Elementary*** • **understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition** • **demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness** • **understand the relationship between physical activity and individual well being**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Wantagh Physical Education

Student Learning Objectives

SLO GRADE 5 Demonstrates knowledge of health related fitness and how to maintain personal health.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District-wide Physical Education students in grade 5.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Elementary*** • **understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition** • **demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness** • **understand the relationship between physical activity and individual well being**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Wantagh Physical Education

Student Learning Objectives

SLO GRADE 6 Demonstrates knowledge of personal fitness management.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grade 6.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Intermediate*** • **understand the relationship between physical activity and the prevention of illness, disease, and premature death** • **develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Wantagh Physical Education

Student Learning Objective

SLO GRADE 7 Demonstrate knowledge of healthy habits needed to maintain a physically active lifestyle.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grade 7.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Intermediate*** • **understand the relationship between physical activity and the prevention of illness, disease, and premature death** • **develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Wantagh Physical Education

Student Learning Objective

<u>SLO GRADE 8</u> Demonstrates knowledge of healthy habits needed to maintain a physically active lifestyle, including the understanding of fitness training principles.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grade 8.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Intermediate*** • **understand the relationship between physical activity and the prevention of illness, disease, and premature death** • **develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Wantagh Physical Education

Student Learning Objectives

SLO GRADE 9 & 10 Demonstrates knowledge of personal fitness management.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grades 9 and 10.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Commencement*** • **make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs** • **know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness** • **follow a program that relates to wellness, including weight control and stress management**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Wantagh Physical Education

Student Learning Objective

SLO GRADE 9 and10: Demonstrate knowledge of healthy habits needed to maintain a physically active lifestyle.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grades 9 and 10.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Commencement*** • **make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs** • **know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness** • **follow a program that relates to wellness, including weight control and stress management**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Wantagh Physical Education

Student Learning Objectives

<u>SLO GRADES 11 and 12:</u> Demonstrates knowledge of the fitness training principles and FITT guidelines to monitor and adjust activity levels to meet person fitness needs.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grades 11 and 12.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Commencement*** • **make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs** • **know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness** • **follow a program that relates to wellness, including weight control and stress management**.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Wantagh Physical Education

Student Learning Objective

<u>SLO GRADE 11 and 12:</u> Demonstrates knowledge of how to interpret and utilize health related fitness data.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District Physical Education students in grades 11 and 12.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Commencement*** • **make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs** • **know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness** • **follow a program that relates to wellness, including weight control and stress management**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

Wantagh Physical Education

Student Learning Objective

SLO GRADE K Demonstrates knowledge of how the body responds to various forms of physical activity.	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **District-wide Physical Education students in Kindergarten.**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***[1] Health Related Fitness*** ***[2] NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.*** ***[3] Elementary*** • **understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition** • **demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness** • **understand the relationship between physical activity and individual well being**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* ***Full year - September 2012 – June 2013***

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 1 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 1***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. **STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** 2. **STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' individual baseline targets will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 2 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 2***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; students will have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 3 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 3***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. **STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** 2. **STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 4 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 4***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. **STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** 2. **STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 5 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 5***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 6 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 6***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 7 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 7***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 8 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 8***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 9 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 9***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 10 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 10***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* 1. **STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** 2. **STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 11 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 11***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade 12 Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Grade 12***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' baseline will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* **Grade K Supportive Reading classes (including classified, ELL, and ESL students)**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* ***NYSED Common Core Reading Standards for Kindergarten***
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **SY 2012-13 (one year)**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **1. STARS Reading Pre-Assessment administered at the September of the school year; individual target determined by the program** **2. STARS Reading Summative Assessment administered in May of the school year; percentage of students who have met their individual reading targets**
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Students' individual baseline targets will be determined by their performance on the pre-assessment administered at the beginning of the school year.**

BIOETHICS

Population	Students enrolled in Bioethics			
Learning Content	MST Standards: Standard 1; Key ideas 1, 2 and 3: Standard 2; Key Ideas 1 and 2: Standard 7; Key Ideas 1 and 2.			
Interval	One semester during the 2012 – 13 school year.			
Evidence	Student score on department developed final project using department rubric for written and oral work.			
Baseline	Department developed pre-assessment given in September 2012.			
Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75 % of students achieve 65 or better on department developed final project	50% of students achieve 65 or better on department developed final project	40% of students achieve 65 or better on department developed final project	Less than 40% of students achieve 65 or better on department developed final project

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
94% to 100%	87% to 94%	75% to 86%	74%	73%	72%	71%	70%	64 to 69%	60% to 63%	54% to 59%	50% to 53%	63% to- 64%	60% to 62%	55% to 59%	50% to 54%	45% to 49%	40% to 44%	30% to 39%	16% to 29 %	0% to 15%

Rationale	Target scores are based on historical data since inception of course in 2006.

Chemistry

Population	Students enrolled in Chemistry
Learning Content	NYS Core Curriculum for PS: Chemistry
Interval	School year 2012 - 13
Evidence	Student score on June 2013 Regents examination
Baseline	Department developed pre-assessment given in September 2012

	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
Target and Scoring HEDI Scoring	80 % of students achieve 65 or better on state assessment	65% of students achieve 65 or better on state assessment	50% of students achieve 65 or better on state assessment	Less than 50% of students achieve 65 or better on state assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93% to 100%	86% to 92%	80% to 85%	79%	78%	77%	75% to 76%	73% to 74%	70% to 72%	67% to 69%	66%	65%	63% to 64%	60% to 62%	57% to 59%	54% to 56%	51% to 53%	50%	41% to 49%	26% to 40%	0% to 25%

Rationale	Our target scores are based on a review of district passing percentages from 2008 to 2011 as well as passing percentages for the region. We feel that it is more appropriate to use regional data rather than a single district's data to determine target scores as well as the HEDI breakdown.

CONCEPTUAL PHYSICS

Population	Students enrolled in Conceptual Physics
Learning Content	PS: Physics Core Curriculum Course will follow Core however mathematical calculations will be limited. Focus of course is application of principles of physics as related to everyday real-world situations.
Interval	School year 2012 - 13
Evidence	Student score on department developed final examination. Students enrolled in Conceptual Physics will not take Regents.
Baseline	Department developed pre-assessment given in September 2012

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	60 % of students achieve 50 or better on district developed assessment	50% of students achieve 50 or better on district developed assessment	40% of students achieve 50 or better on district developed assessment	Less than 25% of students achieve or better on district developed assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86% to 100%	75% to 85%	60% to 74%	58% to 59%	56% to 57%	54% to 55%	52% to 53%	50% to 51%	47% to 48%	45% to 46%	43% to 44%	41% to 42%	39% to- 40%	37% to 38%	35% to 36%	33% to 34%	30% to 32%	26% to 29%	19% to 25%	11% to 18 %	0% to 10%

Rationale	Our target scores are based on a review of student scores on past exams over a period of three years. Majority of students in this class are enrolled because they want to learn about concepts. There are some students, however, that are placed in the course to fill a void in their schedule and have no desire to learn physics.

Earth Science

Population	Students enrolled in PS: Earth Science
Learning Content	PS: Earth Science Core Curriculum
Interval	School year 2012 - 13
Evidence	Student score on June 2013 ES Regents
Baseline	Department developed pre-assessment given in September 2012

	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
Target and Scoring HEDI Scoring	85% of students achieve 65 or better on state assessment	75% of students achieve 65 or better on state assessment	65% of students achieve 65 or better on state assessment	Less than 65% of students achieve 65 or better on state assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93% to 100%	86% to 92%	80% to 85%	79%	78%	77%	75% to 76%	73% to 74%	70% to 72%	67% to 69%	66%	65%	63% to 64%	61% to 52%	60%	58% to 59%	56% to 57%	55%	46% to 54%	26% to 45%	0% to 25%

Rationale	Target numbers were set by reviewing passing percentages on the PS: Earth Science Regents exam from 2008 to 2011. Percentages were compared by district, region and state. It was also noted that with additional honors classes in the middle school, the high might see a decline in mastery level of its Earth science results.

7th Grade Science

Population	7th grade students enrolled in Science 7
Learning Content	ILS Core Curriculum: Standard 4, Key Ideas 1 through 7 for Living Environment
Interval	School year 2012 - 13
Evidence	Student score on district-wide final examination
Baseline	Department developed pre-assessment given in September 2012

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	85% of students achieve 65 or better on district final assessment	75% of students achieve 65 or better on district final assessment	65% of students achieve 65 or better on district final assessment	Less than 65% of students achieve 65 or better on district final assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% to 100%	90% to 94%	85% to 89%	83% to 84%	82%	81%	80%	79%	78%	77%	76%	75%	74%	72% to 73%	70% to 71%	68% to 69%	66% to 67%	65%	56% to 64%	41% to 55%	Less than 40%

Rationale	Students enrolled in Science 7 have made the transition from two or three teachers for content to a different teacher for each academic area. Students are tasked with learning about the human body and genetics. Two or three topics have been introduced in grade 5 but the majority of the material is new to students.

8th Grade Science

Population	8th grade students enrolled in Science 8
Learning Content	ILS Core Curriculum: Standard 4 The Physical Setting: 3.1 a – l; 3.2 a-e; 3.3 a-g; 4.2 a-e; 4.3 a; 4.4 a-g; 5.2 a-g
Interval	School year 2012 - 13
Evidence	Student score on ILS assessment
Baseline	Department developed pre-assessment given in September 2012

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	85% of students achieve 65 or better on state assessment	75% of students achieve 65 or better on state assessment	65% of students achieve 65 or better on state assessment	Less than 65% of students achieve 65 or better on state assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96% to 100%	91% to 95%	85% to 90%	83% to 84%	82%	81%	80%	79%	78%	77%	76%	75%	74%	73%	72%	70% to 71%	68% to 69%	65% to 67%	51% to 65%	26% to 50%	0% to 25%

Rationale	Students enrolled in Grade 8 science have completed the ILS core curriculum by the end of 8th grade. These students are not accelerated and have not taken any Regents examinations in science. Students have gone through grades 5 to 8 with a scope and sequence that covers the core in detail, and in some cases spirals the core: especially as it pertains to the human body.

Living Environment

Population	Students enrolled in Living Environment
Learning Content	NYS Core Curriculum for Living Environment
Interval	School year 2012 - 13
Evidence	Pre-assessment composed of previous regents questions
Baseline	Students entering Living Environment will have basic knowledge of the human systems and ecology from the Intermediate Level Core Curriculum taught during their time in middle school.

	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
Target and Scoring HEDI Scoring	93% or better passing (65 or greater) on June 2013 Living Environment Regents Examination.	84% to 92% passing (65 or greater) on June 2013 Living Environment Regents Examination	70% to 83% passing (65 or greater) on June 2013 Living Environment Regents Examination	Below 70% passing (65 or greater) on June 2013 Living Environment Regents Examination.

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97% to 100%	94% to 96%	93%	92%	91%	90%	89%	88%	87%	86%	85%	84%	83%	81% to 82%	79% to 80%	76% to 78%	73% to 75%	70% to 72%	65% to 69%	55% to 64%	Less than 55%

Rationale	Our target scores are based on a review of district passing percentages from 2008 to 2011 as well as passing percentages for the region. We feel that it is more appropriate to use regional data rather than a single district's data to determine target scores as well as the HEDI breakdown.

Marine Biology

Population	Students enrolled in Marine Biology
Learning Content	Science Standards for Commencement: Physical Setting Earth Science: Standard 4: 1.2e-g; 2.1h-p;2.1u;2.2d; Living Environment: Standard 4:1.1a-f;6.1a, d-g;6.3a-c;7.1a-c
Interval	School year 2012 - 13
Evidence	Student score on district final assessment.
Baseline	Department developed pre-assessment given in September 2012

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	80% of students achieve 65 or better on district assessment	65% of students achieve 65 or better on district assessment	55% of students achieve 65 or better on district assessment	Less than 55% of students achieve 65 or better on district assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93% to 100%	86% to 92%	80% to 85%	78% to 79%	77%	76%	75%	73% to 74%	70% to 72%	67% to 69%	66%	65%	63% to 64%	61% to 52%	60%	58% to 59%	56% to 57%	55%	41% to 54%	26% to 40%	0% to 25%

Rationale	Students enrolled in marine biology are those that typically find chemistry too challenging. These students are typically enrolled in lower level math classes and/or math support labs.

PHYSICS

Population	Students enrolled in PS: Physics
Learning Content	PS: Physics Core Curriculum
Interval	School year 2012 - 13
Evidence	Student score on June 2013 Physics Regents
Baseline	Department developed pre-assessment given in September 2012

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	75 % of students achieve 65 or better on state assessment	50% of students achieve 65 or better on state assessment	40% of students achieve 65 or better on state assessment	Less than 40% of students achieve 65 or better on state assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91% to 100%	83% to 90%	75% to 82%	74%	73%	72%	71%	70%	64 to 69%	60% to 63%	54% to 59%	50% to 53%	63% to- 64%	60% to 62%	55% to 59%	50% to 54%	45% to 49%	40% to 44%	30% to 39%	16% to 29 %	0% to 15%

Rationale	Our target scores are based on a review of district passing percentages from 2008 to 2011 as well as passing percentages for the region. We feel that it is more appropriate to use regional data state data rather than a single district's data to determine target scores as well as the HEDI breakdown.

Wantagh Public Schools

New York State Student Learning Objective

Long Island University/C.W. Post Introduction to Criminal Justice – CRJ11	
Population	All Students enrolled in the following; 1. Long Island University/C.W. Post Introduction to Criminal Justice – CRJ11
Learning Content	**Course:** Long Island University/C.W. Post Introduction to Criminal Justice – CRJ11 **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • Demonstrate understanding of the the sequence of events in the criminal justice system, including entry into the system, prosecution and pretrial services, adjudication, sentencing and sanctions, and corrections (RH.11-12.2) • Identify key terms and concepts related to criminal justice (RH.11-12.4) • Identify, describe and explain institutional context, implementation, and issues the criminal justice system (RH.11-12.3)

Wantagh Public Schools

New York State Student Learning Objective

Syracuse University (SUPA) Economics – ECO 203	
Population	All Students enrolled in the following: 1. Syracuse University (SUPA) Economics – ECO 203
Learning Content	**Course**: Syracuse University (SUPA) Economics – ECO 203 **Standards**: NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.**: All 5 NYS learning standards for the course will be targeted, including all performance indicators. Economics 203 is the standard introduction to economics taught at Syracuse University. It covers all the principles of Micro and Macroeconomics that a student should master for a well-grounded education as preparation for further college coursework in economics. As such, all standards are met. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • Demonstrate understanding of the tools of economic analysis and apply these tools to real-world settings (RH.11-12.2) • Identify key terms and concepts related to economics and apply them to real-world setting (RH.11-12.4) • Describe and explain various aspects of the Microeconomic market system (RH.11-12.3) • Describe and explain various aspects of the Macroeconomic system (RH.11-12.3) • Identify and describe and explain relationships between Micro and Macro Economics (RH.11-12.3) • Identify, describe and explain institutional context, implementation, and issues involving macroeconomic policy (trade, fiscal, monetary) (RH.11-12.3)

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New York State Student Learning Objective

Syracuse University (SUPA) Introduction to Public Policy Analysis – PAF101	
Population	All Students enrolled in the following; 1. Syracuse University (SUPA) Introduction to Public Policy Analysis – PAF101
Learning Content	**Course:** Syracuse University (SUPA) Introduction to Public Policy Analysis – PAF101 **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • Define and identify the components of public policy issues. (RH. 11-12.1) • Communicate ideas and findings with respect to public policy issues. (RH. 11-12.7) • Collect information on public policy issues. (RH. 11-12.1) • Use graphs, tables, and statistics to analyze public policy. (RH. 11-12.7) • Identify a social problem and come up with a proposed public policy to deal with it. (RH. 11-12.9) • List the benefits and costs of a proposed public policy. (RH. 11-12.3) • Develop benchmarks to assess the impact of your policy on societal conditions. (RH. 11-12.9) • Analyze the political factors and develop strategies to implement a proposed public policy. (RH. 11-12.7)

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New York State Student Learning Objective

Syracuse University (SUPA) Introduction to Psychology: Foundations of Human Behavior – PSY 205	
Population	All Students enrolled in the following; 1. Syracuse University (SUPA) Introduction to Psychology: Foundations of Human Behavior – PSY 205
Learning Content	**Course:** Syracuse University (SUPA) Introduction to Psychology: Foundations of Human Behavior – PSY 205 **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • Demonstrate an understanding of theoretical perspectives in psychology (RH. 11-12.2) • Learn the key terms, concepts, and principles in the field of psychology (RH. 11-12.1) • Describe and critique influential research studies in psychology (RH. 11-12.6) • Demonstrate knowledge of major topics in psychology (RH. 11-12.7)

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New York State Student Learning Objective

Syracuse University (SUPA) Introduction to Sociology – SOC101	
Population	All Students enrolled in the following: 1. Syracuse University (SUPA) Introduction to Sociology – SOC101
Learning Content	**Course:** Syracuse University (SUPA) Introduction to Sociology – SOC101 **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • Demonstrate an understanding of "the sociological imagination" and the fundamental theoretical notion that we are always participating in something larger than ourselves (RH. 11-12.3, 11-12.9) • Learn key terms, concepts, methods, and principles in the field of sociology (e.g., culture, structure, institution, norm, role, identity, hierarchy, inequality, ethnography) (RH. 11-12.2) • Describe and critique findings and conclusions from research studies in sociology (RH. 11-12.2) • Develop the capacity for analytic reading, writing, and thinking (RH. 11-12.4-6, 11-12.9, 11-12.10) • Demonstrate knowledge of major topics in sociology (RH. 11-12.2)

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New York State Student Learning Objective

Economics 12th Grade	
Population	All Students enrolled in the following; 1. Economics 12th Grade
Learning Content	**Course**: Economics 12th Grade The study of economics in grade 12 will provide students with the economic knowledge and skills that enable them to function as informed and economically literate citizens in our society and in the world. The study of economics in grade 12 will emphasize rational decision making, and encourage students to become wiser consumers as well as better citizens. Mastering these important skills is vital as our students prepare for their collegiate and career lives. These abilities are consistent with what students will need as they continue in our ever-changing society. **Standards**: NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.**: All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standard from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • WHST.11-12.9 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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New York State Student Learning Objective

The Eastern Hemisphere – 6th Grade	
Population	All Students enrolled in the following; 1. The Eastern Hemisphere – 6th Grade
Learning Content	**Course:** The Eastern Hemisphere – 6th Grade, Middle School Content in The Eastern Hemisphere 6th Grade course focuses on a social science perspective emphasizing the interaction of geography and economics. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life in the Eastern Hemisphere. **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • RHST.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • RHST.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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New York State Student Learning Objective

United States and New York State History – 7th Grade	
Population	All Students enrolled in the following; 1. United States and New York State History – 7th Grade
Learning Content	**Course**: United States and New York State History – 7th Grade, Middle School Content in United States and New York State History Grade 7 focuses on a chronologically organized study of United States and New York State history. Course content is divided into 5 units, tracing the human experience in the United States from pre-Columbian times to the Civil War, and tying political, geographic, economic, and social trends in United States history to parallel trends and time frames in New York State history. **Standards**: NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.**: All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • RHST.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • RHST.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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New York State Student Learning Objective

United States and New York State History – 8th Grade	
Population	All Students enrolled in the following; 1. United States and New York State History – 8th Grade
Learning Content	**Course**: United States and New York State History – 8th grade, Middle School Content in United States and New York State History Grade 8 focuses on a chronologically organized study of United States and New York State history. Course content is divided into 6 units, tracing the human experience in the United States from the Civil War to the present, and tying political, geographic, economic, and social trends in United States history to parallel trends and time frames in New York State history. **Standards**: NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.**: All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • RHST.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • RHST.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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New York State Student Learning Objective

Global History and Geography 9th Grade	
Population	All Students enrolled in the following: 1. Global History and Geography 9th Grade
Learning Content	**Course**: Global History and Geography I, High School Students will articulate the development of and relationships between different civilizations, cultural traditions, ideas and/or institutions through the application of non-empirical, analytical reasoning. Students will develop an awareness of cultures other than our own which have placed major roles in shaping the area of study. This includes the ability to: a) Understand the "cyclical" nature of historic events: how the past continues to influence the present. b) Evaluate major historic patterns and trends as "indicators" of directions for the future. **Standards**: NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.**: All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • RHST.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. • RHST.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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New York State Student Learning Objective

Long Island University/C.W. Post Introduction to Criminal Justice – CRJ11	
Population	All Students enrolled in the following; 1. Long Island University/C.W. Post Introduction to Criminal Justice – CRJ11
Learning Content	**Course:** Long Island University/C.W. Post Introduction to Criminal Justice – CRJ11 **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • Demonstrate understanding of the the sequence of events in the criminal justice system, including entry into the system, prosecution and pretrial services, adjudication, sentencing and sanctions, and corrections (RH.11-12.2) • Identify key terms and concepts related to criminal justice (RH.11-12.4) • Identify, describe and explain institutional context, implementation, and issues the criminal justice system (RH.11-12.3)

Interval of Instructional Time	The SLO begins; • Fall Semester (October, 2012 - January, 2013) • Spring Semester (February 2013 - June 2013) Nationally, most Introduction to Criminal Justice courses are taught as one-semester courses
Evidence	**Pre-assessment:** University-developed pre-assessment (comprehensive exam) administered at the beginning of the semester. **Summative assessment:** University-developed summative assessment (comprehensive final exam) administered at the end of the semester. (Students' IEPs and 504 plans will be followed)
Baseline	• All students be administered a University-developed pre-assessment comprehensive exam (September 2012/February 2013). This will set the baseline for progress.

Target(s)	• ≥ 75% of all students or more will meet or exceed a score of 65 on the summative assessment.
HEDI Scoring	• Highly effective = 86% of students or more will meet or exceed their target goal on the summative assessment. • Effective = 45-85% of students will meet or exceed their target goal on the summative assessment. • Developing= 15-40% of students will meet or exceed their target goal on the summative assessment. • Ineffective= 14% or fewer students will meet or exceed their target goal on the summative assessment.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	This course serves as an elective for social studies in high school education by providing students with the opportunity to apply both the skills and knowledge developed through the previous 11 years of social studies. This course introduces students to agencies and processes involved in the administration of criminal justice and survey the roles of the police, district attorney, courts, probation, corrections and parole. The course is designed to take the student through the sequence of events in the criminal justice system, including entry into the system, prosecution and pretrial services, adjudication, sentencing and sanctions, and corrections.

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New York State Student Learning Objective

Syracuse University (SUPA) Economics – ECO 203	
Population	All Students enrolled in the following; 1. Syracuse University (SUPA) Economics – ECO 203
Learning Content	**Course:** Syracuse University (SUPA) Economics – ECO 203 **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. Economics 203 is the standard introduction to economics taught at Syracuse University. It covers all the principles of Micro and Macroeconomics that a student should master for a well-grounded education as preparation for further college coursework in economics. As such, all standards are met. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • Demonstrate understanding of the tools of economic analysis and apply these tools to real-world settings (RH.11-12.2) • Identify key terms and concepts related to economics and apply them to real-world setting (RH.11-12.4) • Describe and explain various aspects of the Microeconomic market system (RH.11-12.3) • Describe and explain various aspects of the Macroeconomic system (RH.11-12.3) • Identify and describe and explain relationships between Micro and Macro Economics (RH.11-12.3) • Identify, describe and explain institutional context, implementation, and issues involving macroeconomic policy (trade, fiscal, monetary) (RH.11-12.3)

Interval of Instructional Time	The SLO begins; • Fall Semester (October, 2012 - January, 2013) • Spring Semester (February 2013 - June 2013) Nationally, most Introductory Economics courses are taught as one-semester courses
Evidence	**Pre-assessment:** 1. University-developed pre-assessment (comprehensive exam) administered at the beginning of the semester. **Summative assessment:** 2. University-developed summative assessment (comprehensive final exam) administered at the end of the school year with questions that parallel the pre-assessment in terms of coverage. (Students' IEPs and 504 plans will be followed)
Baseline	• All students be administered a University-developed pre-assessment comprehensive exam (September 2012/February 2013). This will set the baseline for progress.

Target(s)	• ≥ 65% of all students will demonstrate mastery of at least 75% on the University-developed final assessment administered at the end of the semester.
HEDI Scoring	• **Highly Effective:** 86-100% of students demonstrate mastery of 75% of public policy analysis and research. • **Effective:** 45%-85% of students demonstrate mastery of 75% of public policy analysis and research. • **Developing:** 15%-44% of students demonstrate mastery of 75% of public policy analysis and research. • **Ineffective:** 14% or less of students demonstrate mastery of 75% of public policy analysis and research.
Rationale	The Introduction to Economics course provides the foundation for well-informed citizen participation and for further study in economics. This is a content-laden course covering major domains of study in the field of economics, including all of the basic principles in micro and macroeconomics. Students will be given a baseline comprehensive exam at the beginning of the course to assess their entry knowledge regarding key terms, concepts, and principles. It is expected that a very small percentage will exceed 65% correct on the baseline comprehensive exam (40 test items). It is expected that at the end of the course 65% of all enrolled students will meet or excedd a score 75% or better on the comprehensive final exam (40 test items). Meeting this standard will ensure that students are prepared for more advanced and specialized courses in economics.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

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New York State Student Learning Objective

Syracuse University (SUPA) Introduction to Public Policy Analysis – PAF101	
Population	All Students enrolled in the following; 1. Syracuse University (SUPA) Introduction to Public Policy Analysis – PAF101
Learning Content	**Course:** Syracuse University (SUPA) Introduction to Public Policy Analysis – PAF101 **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • Define and identify the components of public policy issues. (RH. 11-12.1) • Communicate ideas and findings with respect to public policy issues. (RH. 11-12.7) • Collect information on public policy issues. (RH. 11-12.1) • Use graphs, tables, and statistics to analyze public policy. (RH. 11-12.7) • Identify a social problem and come up with a proposed public policy to deal with it. (RH. 11-12.9) • List the benefits and costs of a proposed public policy. (RH. 11-12.3) • Develop benchmarks to assess the impact of your policy on societal conditions. (RH. 11-12.9) • Analyze the political factors and develop strategies to implement a proposed public policy. (RH. 11-12.7)

Interval of Instructional Time	The SLO begins; • Fall Semester (October, 2012 - January, 2013) • Spring Semester (February 2013 - June 2013) Nationally, most Introduction to Public Policy courses are taught as one-semester courses
Evidence	**Pre-assessment:** 1. Written policy memo at the beginning of the class (done in teams of approximately 4) known as the Team Policy Exercise (TPE) 2. Pre-student self-assessment questionnaire done the beginning of the class **Summative assessment:** 1. Written policy memo at the end of the class done individually or in teams which is 11.1 Exercise Assignment 2. Post-student self-assessment questionnaire done at the end of class (Students' IEPs and 504 plans will be followed)
Baseline	1. The average score for the initial assessment, Team Policy Exercise (TPE), in spring semester 2012 was 76%. 2. The average score for the pre-student self-assessment was 2.9. 3. The average score for the post-student self-assessment was 4.3.

Target(s)	• ≥ 65% of all students will demonstrate mastery of at least 75% of public policy analysis and research, as measured by their final policy memos administered at the end of the semester.
HEDI Scoring	• **Highly Effective:** 86-100% of students demonstrate mastery of 75% of public policy analysis and research. • **Effective:** 45%-85% of students demonstrate mastery of 75% of public policy analysis and research. • **Developing:** 15%-44% of students demonstrate mastery of 75% of public policy analysis and research. • **Ineffective:** 14% or less of students demonstrate mastery of 75% of public policy analysis and research.
Rationale	This course serves as a capstone for social studies in high school education by providing students with the opportunity to apply both the skills and knowledge developed through the previous 11 years of social studies. Students collect and present information that shows background knowledge of the societal problem. Students will demonstrate the skills needed for both effective citizenship and to pursue their career paths following high school. They will apply basic public policy analysis concepts that will allow them to take intelligent positions on public policy issues.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Wantagh Public Schools

New York State Student Learning Objective

Syracuse University (SUPA) Introduction to Psychology: Foundations of Human Behavior – PSY 205	
Population	All Students enrolled in the following; 1. Syracuse University (SUPA) Introduction to Psychology: Foundations of Human Behavior – PSY 205
Learning Content	**Course:** Syracuse University (SUPA) Introduction to Psychology: Foundations of Human Behavior – PSY 205 **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • Demonstrate an understanding of theoretical perspectives in psychology (RH. 11-12.2) • Learn the key terms, concepts, and principles in the field of psychology (RH. 11-12.1) • Describe and critique influential research studies in psychology (RH. 11-12.6) • Demonstrate knowledge of major topics in psychology (RH. 11-12.7)

Interval of Instructional Time	The SLO begins; • Fall Semester (October, 2012 - January, 2013) • Spring Semester (February 2013 - June 2013) Nationally, most Introductory Psychology courses are taught as one-semester courses
Evidence	**Pre-assessment:** University-developed pre-assessment (comprehensive exam) administered at the beginning of the semester. **Summative assessment:** University-developed summative assessment (comprehensive final exam) administered at the end of the semester. (Students' IEPs and 504 plans will be followed)
Baseline	1. All students will perform below 75% correct on the pre-assessment comprehensive exam.

Target(s)	• ≥ 65% of all students or more will meet or exceed a score of 75 on the University-developed summative assessment (comprehensive final exam) administered at the end of the semester.
HEDI Scoring	• **Highly Effective:** 86-100% of students demonstrate mastery of 75% of the Sociology performance indicators, including all special populations. "Unsure" responses will be rare overall and will count as evidence of lack of mastery. • **Effective:** 45%-85% of students demonstrate mastery of 75% of the Sociology performance indicators, including all special populations. "Unsure" responses will be rare overall and will count as evidence of lack of mastery. • **Developing:** 15%-44% of students demonstrate mastery of 75% of the Sociology performance indicators. For some questions, "Unsure" will be a relatively common response; "Unsure" responses will count as evidence of lack of mastery. • **Ineffective:** 14% or less of students demonstrate mastery of 75% of the Sociology performance indicators. For some questions, "Unsure" will be a relatively common response; "Unsure" responses will count as evidence of lack of mastery.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	The Introduction to Psychology course provides the foundation for further study in psychology and related disciplines. This is a content-laden course covering major domains of study in the field of psychology, including history, theoretical perspectives, research methods, biological bases of behavior, sensation and perception, learning, memory, intelligence, development, states of consciousness, emotion and motivation, personality, mental disorders and their treatment, as well as health psychology and social psychology. Assessment in this course is largely focused on objective exam questions that sample all key domains and topics in psychology. Students will be given a baseline comprehensive exam at the beginning of the course to assess their entry knowledge regarding key terms, concepts, principles and research study findings. Students may or may not have had a high school psychology class; however, it is expected that none of the students will exceed 75% correct on the baseline comprehensive exam. It is expected that at the end of the course 65% of all enrolled students will score 75% or better on the comprehensive final exam. Meeting this standard will ensure that students are prepared for more advanced and specialized courses in psychology.

Wantagh Public Schools

New York State Student Learning Objective

Syracuse University (SUPA) Introduction to Sociology – SOC101	
Population	All Students enrolled in the following; 1. Syracuse University (SUPA) Introduction to Sociology – SOC101
Learning Content	**Course:** Syracuse University (SUPA) Introduction to Sociology – SOC101 **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • Demonstrate an understanding of “the sociological imagination” and the fundamental theoretical notion that we are always participating in something larger than ourselves (RH. 11-12.3, 11-12.9) • Learn key terms, concepts, methods, and principles in the field of sociology (e.g., culture, structure, institution, norm, role, identity, hierarchy, inequality, ethnography) (RH. 11-12.2) • Describe and critique findings and conclusions from research studies in sociology (RH. 11-12.2) • Develop the capacity for analytic reading, writing, and thinking (RH. 11-12.4-6, 11-12.9, 11-12.10) • Demonstrate knowledge of major topics in sociology (RH. 11-12.2)

Interval of Instructional Time	The SLO begins; • Fall Semester (October, 2012 - January, 2013) • Spring Semester (February 2013 - June 2013) Nationally, most Introduction to Sociology courses are taught as one-semester courses
Evidence	**Pre-assessment:** University-developed pre-assessment (comprehensive exam) administered at the beginning of the semester. **Summative assessment:** University-developed summative assessment (comprehensive final exam) administered at the end of the semester. (Students' IEPs and 504 plans will be followed)
Baseline	1. All students will perform below 75% correct on the pre-assessment comprehensive exam. 2. The modal response for many questions will be "Unsure".

Target(s)	• ≥ 65% of all students or more will meet or exceed a score of 75 on the University-developed summative assessment (comprehensive final exam) administered at the end of the semester.
HEDI Scoring	• **Highly Effective:** 86-100% of students demonstrate mastery of 75% of the Sociology performance indicators, including all special populations. "Unsure" responses will be rare overall and will count as evidence of lack of mastery. • **Effective:** 45%-85% of students demonstrate mastery of 75% of the Sociology performance indicators, including all special populations. "Unsure" responses will be rare overall and will count as evidence of lack of mastery. • **Developing:** 15%-44% of students demonstrate mastery of 75% of the Sociology performance indicators. For some questions, "Unsure" will be a relatively common response; "Unsure" responses will count as evidence of lack of mastery. • **Ineffective:** 14% or less of students demonstrate mastery of 75% of the Sociology performance indicators. For some questions, "Unsure" will be a relatively common response; "Unsure" responses will count as evidence of lack of mastery.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	The Introduction to Sociology course provides the foundation for further study in Sociology and related disciplines. The course is designed in accordance with current expert opinion about what students should know after taking Introduction to Sociology (see Caroline Hodges Purcell, Kathryn M. Pfeiffer, and Ali Syed. 2007. "What Should Students Understand after Taking Introduction to Sociology?" Teaching Sociology 35: 300-314). Based on interviews with leaders in the field, these investigators identified nine points of consensus. In declining order of importance, these are: (1) The "social" part of sociology, or learning to think sociologically; (2) the scientific nature of sociology; (3) complex and critical thinking; (4) the centrality of inequality; (5) a sense of sociology as a field; (6) the difference between sociology and other social sciences; (7) the social construction of ideas; (8) the importance of trying to improve the world; and (9) the importance of social institutions in society. With varying degrees of emphasis, this course addresses all of these foci. Assessment in this course is focused on the demonstrated capacity to read, write, and think analytically using the sociological perspective; this is not a test-based course. Students do a combination of assignments, including: (1) completing article summaries that demonstrate the capacity to read and understand the main arguments in primary source, academic research; (2) synthesis papers that allow them to draw together multiple sources to develop an argument and illustrate their points with examples drawn from class readings; (3) in-class presentations about and discussions of articles; (4) assignments developed by instructors to enhance students' understandings of core concepts; (5) responses to documentaries and films shown to enhance students' understandings of core concepts; and (6) original research projects. It is expected that students will have limited exposure to or knowledge of Sociology prior to taking the course; some may have had a high school-level Sociology course. Assessment at the beginning of the course (Fall/Spring) will demonstrate low levels of knowledge overall, and it is expected that a high proportion of students will answer "Unsure" in response to many of the questions asked in the pre-assessment. After completing the course, students will demonstrate a high degree of mastery of the key terms, concepts, methods, principles, and research findings. It is expected that 65% of students will demonstrate mastery of at least 75% of the Sociology performance indicators, as measured by the summative assessment comprehensive final exam administered at the end of the course (January/June), and that "Unsure" responses to questions will be rare. Meeting this standard will ensure that students are prepared for more-advanced and specialized Sociology courses, and will be better-prepared for college in general.

Wantagh Public Schools

New York State Student Learning Objective

Economics 12th Grade	
Population	All Students enrolled in the following; 1. Economics 12th Grade
Learning Content	**Course:** Economics 12th Grade The study of economics in grade 12 will provide students with the economic knowledge and skills that enable them to function as informed and economically literate citizens in our society and in the world. The study of economics in grade 12 will emphasize rational decision making, and encourage students to become wiser consumers as well as better citizens. Mastering these important skills is vital as our students prepare for their collegiate and career lives. These abilities are consistent with what students will need as they continue in our ever-changing society. **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standard from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • WHST.11-12.9 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Interval of Instructional Time	The SLO begins October 1, 2012 and concludes on May 31, 2013.
Evidence	**Pre-assessment:** Department developed assessment. (40 multiple choice questions) **Summative assessment:** June 2013 department developed final examination. (Students' IEPs and 504 plans will be followed)
Baseline	1. Students studying Economics in grade 12 should experience a culminating course that relates the content and skills component of the K-11 social studies curriculum, as well as the total educational experience, to the individual student's need to act as a responsible citizen. 2. Students should have prior knowledge of the following concepts and themes in United States history that are emphasized in this curriculum: • Change • Economic Systems • Foreign Policy • Government • Individuals, Groups, Institutions • Interdependence • Presidential Decisions and Actions

Target(s)	• ≥ 75% of all students or more will meet or exceed a score of 65 on June 2013 department developed final examination.
HEDI Scoring	• Highly effective = 90% of students or more will meet or exceed their target goal on the summative assessment. • Effective = 45-85% of students will meet or exceed their target goal on the summative assessment. • Developing= 15-40% of students will meet or exceed their target goal on the summative assessment. • Ineffective= 14% or fewer students will meet or exceed their target goal on the summative assessment.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	The learning content for Economics will be interdisciplinary, for it will be drawn from areas beyond the defined social studies curriculum; will include life experience beyond classroom and school; it will also be related to problems or issues addressed by students regarding real and substantive issues at the local, State, national, and global levels. The content will emphasize rational decision making, and encourage students to become wiser consumers as well as better citizens. While all course standards are the basis of this SLO, one Common Core standards for writing is included as well, as our school-wide initiative to align with the common core standards. For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately.

Wantagh Public Schools

New York State Student Learning Objective

Global History and Geography 10th Grade	
Population	All Students enrolled in the following; 1. Global History and Geography 10th Grade
Learning Content	**Course:** Global History and Geography II, High School Students will articulate the development of and relationships between different civilizations, cultural traditions, ideas and/or institutions through the application of non-empirical, analytical reasoning. Students will develop an awareness of cultures other than our own which have placed major roles in shaping the area of study. This includes the ability to: a) Understand the "cyclical" nature of historic events: how the past continues to influence the present. b) Evaluate major historic patterns and trends as "indicators" of directions for the future. **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • RHST.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. • RHST.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Interval of Instructional Time	The SLO begins October 1, 2012 and concludes on May 31, 2013.
Evidence	**Pre-assessment:** January 2012 released Global History and Geography Regents exam (Multiple Choice Section – 50 Questions) **Summative assessment:** The summative assessment is the Global History and Geography Regents exam to be administered June 2013. (Students' IEPs and 504 plans will be followed)
Baseline	1. The student population should have prior knowledge of Global History and Geography based on enrollment in Global History and Geography I - Knowledge should include the following units from the NYS Global History and Geography curriculum: • UNIT ONE: ANCIENT WORLD—CIVILIZATIONS AND RELIGIONS (4000 BC - 500 AD) • UNIT TWO: EXPANDING ZONES OF EXCHANGE AND ENCOUNTER (500 - 1200) • UNIT THREE: GLOBAL INTERACTIONS (1200 - 1650) • UNIT FOUR: THE FIRST GLOBAL AGE (1450 - 1770) 2. Much of the Regents exam is devoted to document based questions where students are first asked to read excerpts from factual documents and respond to questions about the text. In addition, they must consolidate their knowledge of the readings to respond to a final essay question. This led to including Common Core standards in this SLO.

Target(s)	**Past Global History and Geography Regents Examination Performance:** Past exam data was reviewed and school wide performance on the Global History and Geography Regents exam has been proficient, therefore: • ≥ 75% of all students or more will meet or exceed a score of 65 on the Global History and Geography Regents exam.
HEDI Scoring	• Highly effective = 90% of students or more will meet or exceed their target goal on the summative assessment. • Effective = 45-85% of students will meet or exceed their target goal on the summative assessment. • Developing= 15-40% of students will meet or exceed their target goal on the summative assessment. • Ineffective= 14% or fewer students will meet or exceed their target goal on the summative assessment.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	The learning content was chosen as it is measured by the Global History and Geography Regents exam and important for college and career readiness. While all course standards are the basis of this SLO, two Common Core standards for reading are included as well, as our school-wide initiative to align with the common core standards and more opportunities for reading comprehension of informational texts. The Global History and Geography Regents exam is rigorous, as students must review textual information with a critical eye, draw supportable conclusions, and make connections among world events. Mastering these important skills is vital as our students prepare for their collegiate and career lives. These abilities are consistent with what students will need as they continue in our ever-changing society. Given the extent of document based questioning and essays on the Global History and Geography Regents exam, this evidence will measure the selected learning content. Higher order thinking skills represent a large portion of the exam and a significant number of items require students to make inferences based on facts presented to them, which also demonstrates the rigor of this evidence. The performance targets for our students on the summative assessment represent high expectations and help ensure our students are ready for graduation, college, and careers. Our department agreed that due to historical data relating to Wantagh High School's past performance on the on the Global History and Geography Regents exam the student performance ranges were demanding.

Wantagh Public Schools

New York State Student Learning Objective

United States History and Government 11th Grade	
Population	All Students enrolled in the following; 1. United States History and Government 11th Grade
Learning Content	**Course:** United States History and Government 11th Grade Students will learn and articulate about the structure and function of the United States government and to learn how to take on their roles as citizens. Students should understand the basic principles and the cultural heritage that support our democracy so that they can become informed, committed participants in our democracy. Students will understand how ordinary citizens and groups of people interacted with lawmakers and policy makers and made a difference. Since the curriculum emphasizes government and basic constitutional principles, students will learn and understand the importance of key United States Supreme Court decisions. **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • RHST.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • RHST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Interval of Instructional Time	The SLO begins October 1, 2012 and concludes on May 31, 2013.
Evidence	**Pre-assessment:** January 2012 released United States History and Government Regents exam (Multiple Choice Section – 50 Questions) **Summative assessment:** The summative assessment is the United States History and Government Regents exam to be administered June 2013. (Students' IEPs and 504 plans will be followed)
Baseline	1. The student population should have prior knowledge of United States History and Government bases on enrollment in United States and New York State History on the intermediate level. The social studies program at the intermediate level provides a solid content base in American history, allowing the grade 11 course to do greater justice to the study of the United States as a developing and fully developed industrial nation. Knowledge should include the following units from the intermediate NYS social studies core curriculum • UNIT THREE - A Nation is Created • UNIT FOUR - Experiments in Government • UNIT FIVE - Life in the New Nation • UNIT SIX - Division and Reunion • UNIT SEVEN - An Industrial Society • UNIT EIGHT - The United States as an Independent Nation in an Increasingly Interdependent World • UNIT NINE - The United States Between the Wars • UNIT TEN - The United States Assumes Worldwide Responsibilities • UNIT ELEVEN - The Changing Nature of the American People from World War II to the Present 2. Much of the United States History and Government Regents exam is devoted to document based questions where students are first asked to read excerpts from factual documents and respond to questions about the text. In addition, they must consolidate their knowledge of the readings to respond to a final essay question. This led to including Common Core standards in this SLO.

Target(s)	**Past United States History and Government Regents Examination Performance:** Past exam data was reviewed and school wide performance on the United States History and Government Regents exam has been proficient, therefore: • ≥ 75% of all students or more will meet or exceed a score of 65 on the United States History and Government Regents exam.
HEDI Scoring	• Highly effective = 90% of students or more will meet or exceed their target goal on the summative assessment. • Effective = 45-85% of students will meet or exceed their target goal on the summative assessment. • Developing= 15-40% of students will meet or exceed their target goal on the summative assessment. • Ineffective= 14% or fewer students will meet or exceed their target goal on the summative assessment.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	The learning content was chosen as it is measured by the United States History and Government Regents exam and important for college and career readiness. While all course standards are the basis of this SLO, two Common Core standards for reading are included as well, as our school-wide initiative to align with the common core standards and more opportunities for reading comprehension of informational texts. The United States History and Government Regents exam is rigorous, as students must review textual information with a critical eye, draw supportable conclusions, and make connections among world events. Mastering these important skills is vital as our students prepare for their collegiate and career lives. These abilities are consistent with what students will need as they continue in our ever-changing society. Given the extent of document based questioning and essays on the United States History and Government Regents exam, this evidence will measure the selected learning content. Higher order thinking skills represent a large portion of the exam and a significant number of items require students to make inferences based on facts presented to them, which also demonstrates the rigor of this evidence. The performance targets for our students on the summative assessment represent high expectations and help ensure our students are ready for graduation, college, and careers. Our department agreed that due to historical data relating to Wantagh High School's past performance on the on the United States History and Government Regents exam the student performance ranges were demanding.

Wantagh Public Schools

New York State Student Learning Objective

The Eastern Hemisphere – 6th Grade	
Population	All Students enrolled in the following; 1. The Eastern Hemisphere – 6th Grade
Learning Content	**Course:** The Eastern Hemisphere – 6th Grade, Middle School Content in The Eastern Hemisphere 6th Grade course focuses on a social science perspective emphasizing the interaction of geography and economics. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life in the Eastern Hemisphere. **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • RHST.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • RHST.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Interval of Instructional Time	The SLO begins October 1, 2012 and concludes on May 31, 2013.
Evidence	**Pre-assessment:** Department developed assessment. (40 multiple choice questions) **Summative assessment:** June 2013 department developed final examination. (Students' IEPs and 504 plans will be followed)
Baseline	The student population should have prior knowledge of the Eastern Hemisphere 6th Grade course. The social studies program at the elementary level focuses on helping students develop awareness of themselves as growing individuals. Knowledge should include the following units from the elementary NYS social studies core curriculum: • Communities around the World - Learning about People and Places: In the grade 3 social studies program, students study about communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world's peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities. • Students will continue to locate places on maps and globes and learn how maps serve as representations of physical features and objects. Building on the elementary program, the grade 6 program, encourages interdisciplinary learning to assist in developing the content, concepts, and skills outlined for the K-12 social studies program.

Target(s)	≥ 75% of all students or more will meet or exceed a score of 65 on the June 2013 department developed final examination.
HEDI Scoring	• Highly effective = 90% of students or more will meet or exceed their target goal on the summative assessment. • Effective = 45-85% of students will meet or exceed their target goal on the summative assessment. • Developing= 15-40% of students will meet or exceed their target goal on the summative assessment. • Ineffective= 14% or fewer students will meet or exceed their target goal on the summative assessment.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale

The Eastern Hemisphere 6th Grade course focuses on a social science perspective emphasizing the interaction of geography and economics. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life in the Eastern Hemisphere. The focus should be on major turning points that segue into the 7th-grade social history of the United States.

While all course standards are the basis of this SLO, two Common Core standards for reading are included as well, part of our school-wide initiative to align with the common core standards and more opportunities for reading comprehension of informational texts. Students must review textual information with a critical eye, draw supportable conclusions, and make connections among world events. Mastering these important skills is vital as our students prepare for their high school lives. These abilities are consistent with what students will need as they continue in our ever-changing society.

The grade 6 social studies program emphasizes the interdependence of all people, keying on the Eastern Hemisphere. Many of the lessons and activities for this grade level draw on specific examples of nations and regions in the Eastern Hemisphere.

Given the extent of document based questioning and essays on the state assessments, this evidence will measure the selected learning content. Higher order thinking skills represent a large portion of the exam and a significant number of items require students to make inferences based on facts presented to them, which also demonstrates the rigor of this evidence.

Wantagh Public Schools

New York State Student Learning Objective

United States and New York State History – 7th Grade	
Population	All Students enrolled in the following; 1. United States and New York State History – 7th Grade
Learning Content	**Course:** United States and New York State History – 7th Grade, Middle School Content in United States and New York State History Grade 7 focuses on a chronologically organized study of United States and New York State history. Course content is divided into 5 units, tracing the human experience in the United States from pre-Columbian times to the Civil War, and tying political, geographic, economic, and social trends in United States history to parallel trends and time frames in New York State history. **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • RHST.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • RHST.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Interval of Instructional Time	The SLO begins October 1, 2012 and concludes on May 31, 2013.
Evidence	**Pre-assessment:** June 2012 Final examination **Summative assessment:** Department developed Final examination. (Students' IEPs and 504 plans will be followed)
Baseline	1. The student population should have prior knowledge of United States and New York State History The social studies program at the elementary level focuses on helping students develop awareness of themselves as growing individuals. Knowledge should include the following units from the NYS social studies core curriculum: • The grade 4 social studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. • The grade 5 social studies program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the grade 4 social studies program. .

Target(s)	**History of United States and New York State History (7th Grade) Final Examination Performance:** Past exam data was reviewed and school wide performance on the United States and New York State History (7th Grade) examination has been proficient, therefore: • ≥ 75% of all students or more will meet or exceed a score of 65 on the United States and New York State History – 7th Grade final exam.
HEDI Scoring	• Highly effective = 90% of students or more will meet or exceed their target goal on the summative assessment. • Effective = 45-85% of students will meet or exceed their target goal on the summative assessment. • Developing= 15-40% of students will meet or exceed their target goal on the summative assessment. • Ineffective= 14% or fewer students will meet or exceed their target goal on the summative assessment.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	The learning content was chosen as it is modeled on the former New York State Intermediate Assessment exam and important for high school success. While all course standards are the basis of this SLO, two Common Core standards for reading are included as well, part of our school-wide initiative to align with the common core standards and more opportunities for reading comprehension of informational texts. The New York State Intermediate Assessment exam was rigorous, as students must review textual information with a critical eye, draw supportable conclusions, and make connections among world events. Mastering these important skills is vital as our students prepare for their high school lives. These abilities are consistent with what students will need as they continue in our ever-changing society. Given the extent of document based questioning on the New York State Intermediate Assessment exam, this evidence will measure the selected learning content. Higher order thinking skills represent a large portion of the exam and a significant number of items require students to make inferences based on facts presented to them, which also demonstrates the rigor of this evidence. The performance targets for our students on the summative assessment represent high expectations and help ensure our students are ready for high school. Our department agreed that due to historical data relating to Wantagh Middle School's past performance on the on the New York State Intermediate Assessment exam the student performance ranges were demanding.

Wantagh Public Schools

New York State Student Learning Objective

United States and New York State History – 8th Grade	
Population	All Students enrolled in the following; 1. United States and New York State History – 8th Grade
Learning Content	**Course:** United States and New York State History – 8th grade, Middle School Content in United States and New York State History Grade 8 focuses on a chronologically organized study of United States and New York State history. Course content is divided into 6 units, tracing the human experience in the United States from the Civil War to the present, and tying political, geographic, economic, and social trends in United States history to parallel trends and time frames in New York State history. **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • RHST.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • RHST.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Interval of Instructional Time	The SLO begins October 1, 2012 and concludes on May 31, 2013.
Evidence	**Pre-assessment:** June 2012 Long Island Regional 8th grade examination. **Summative assessment:** June 2013 Long Island Regional 8th grade examination. (Students' IEPs and 504 plans will be followed)
Baseline	1. The student population should have prior knowledge of United States and New York State History The social studies program at the elementary level focuses on helping students develop awareness of themselves as growing individuals. Knowledge should include the following units from the NYS social studies core curriculum: • The grade 4 social studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. • The grade 5 social studies program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the grade 4 social studies program. 2. The student population should have prior knowledge of United States and New York State History Knowledge should include the following units from the United States and New York State History 7th grade curriculum: Knowledge should include the following units from the NYS social studies core curriculum: • UNIT ONE - The Global Heritage of the American People Prior to 1500 • UNIT TWO - European Exploration and Colonization of the Americas • UNIT THREE - A Nation is Created • UNIT FOUR - Experiments in Government • UNIT FIVE - Life in the New Nation

Target(s)	**History of United States and New York State History (8th Grade) Final Examination Performance:** Past exam data was reviewed and school wide performance on the United States and New York State History (8th Grade) examination has been proficient, therefore: • ≥ 75% of all students or more will meet or exceed a score of 65 on the United States and New York State History – Long Island Regional 8th grade examination.
HEDI Scoring	• Highly effective = 90% of students or more will meet or exceed their target goal on the summative assessment. • Effective = 45-85% of students will meet or exceed their target goal on the summative assessment. • Developing= 15-40% of students will meet or exceed their target goal on the summative assessment. • Ineffective= 14% or fewer students will meet or exceed their target goal on the summative assessment.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	The learning content was chosen as it is modeled on the former New York State Intermediate Assessment exam and important for high school success. While all course standards are the basis of this SLO, two Common Core standards for reading are included as well, part of our school-wide initiative to align with the common core standards and more opportunities for reading comprehension of informational texts. The New York State Intermediate Assessment exam was rigorous, as students must review textual information with a critical eye, draw supportable conclusions, and make connections among world events. Mastering these important skills is vital as our students prepare for their high school lives. These abilities are consistent with what students will need as they continue in our ever-changing society. The Long Island Regional 8th grade examination was developed among a consortium to provide a challenging assessment. Given the extent of document based questioning on the New York State Intermediate Assessment exam, this evidence will measure the selected learning content. Higher order thinking skills represent a large portion of the exam and a significant number of items require students to make inferences based on facts presented to them, which also demonstrates the rigor of this evidence. The performance targets for our students on the summative assessment represent high expectations and help ensure our students are ready for high school. Our department agreed that due to historical data relating to Wantagh Middle School's past performance on the on the New York State Intermediate Assessment exam the student performance ranges were demanding.

Wantagh Public Schools

New York State Student Learning Objective

Global History and Geography 9th Grade	
Population	All Students enrolled in the following; 1. Global History and Geography 9th Grade
Learning Content	**Course:** Global History and Geography I, High School Students will articulate the development of and relationships between different civilizations, cultural traditions, ideas and/or institutions through the application of non-empirical, analytical reasoning. Students will develop an awareness of cultures other than our own which have placed major roles in shaping the area of study. This includes the ability to: a) Understand the "cyclical" nature of historic events: how the past continues to influence the present. b) Evaluate major historic patterns and trends as "indicators" of directions for the future. **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • RHST.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. • RHST.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Interval of Instructional Time	The SLO begins October 1, 2012 and concludes on May 31, 2013.
Evidence	**Pre-assessment:** June 2012 9th Grade Global History and Geography final examination. **Summative assessment:** June 2013 9th Grade Global History and Geography final examination. (Students' IEPs and 504 plans will be followed)
Baseline	1. The student population should have prior knowledge of United States and New York State History The social studies program at the elementary level focuses on helping students develop awareness of themselves as growing individuals. Knowledge should include the following units from the NYS social studies core curriculum: • The grade 6 social studies program emphasizes the interdependence of all people, keying on the Eastern Hemisphere. Many of the lessons and activities for this grade level draw on specific examples of nations and regions in the Eastern Hemisphere chosen by the district • The grade 6 program focuses on a social science perspective emphasizing the interaction of geography and economics. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life in the Eastern Hemisphere. Historical insights are used as a means of developing a total perspective. 2. Much of the Global History and Geography Regents exam in 10th grade is devoted to document based questions where students are first asked to read excerpts from factual documents and respond to questions about the text. In addition, they must consolidate their knowledge of the readings to respond to a final essay question. This led to including Common Core standards in this SLO.

Target(s)	**History of Global History and Geography Final Examination Performance:** Past exam data was reviewed and school wide performance on the Regents Exam has been proficient, therefore: • ≥ 75% of all students or more will meet or exceed a score of 65 on the Global History and Geography Regents Exam.
HEDI Scoring	• Highly effective = 90% of students or more will meet or exceed their target goal on the summative assessment. • Effective = 45-85% of students will meet or exceed their target goal on the summative assessment. • Developing= 15-40% of students will meet or exceed their target goal on the summative assessment. • Ineffective= 14% or fewer students will meet or exceed their target goal on the summative assessment.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale	The learning content was chosen as it is measured by the Regents exam and important for college and career readiness. While all course standards are the basis of this SLO, two Common Core standards for reading are included as well, as our school-wide initiative to align with the common core standards and more opportunities for reading comprehension of informational texts. Much of the Global History and Geography Regents exam in 10th grade is devoted to document based questions where students are first asked to read excerpts from factual documents and respond to questions about the text. In addition, they must consolidate their knowledge of the readings to respond to a final essay question. This led to including Common Core standards in this SLO, as students must review textual information with a critical eye, draw supportable conclusions, and make connections among world events. Mastering these important skills is vital as our students prepare for their collegiate and career lives. These abilities are consistent with what students will need as they continue in our ever-changing society. Given the extent of document based questioning and essays on the Global History and Geography Regents Exam, this evidence will measure the selected learning content. Higher order thinking skills represent a large portion of the exam and a significant number of items require students to make inferences based on facts presented to them, which also demonstrates the rigor of this evidence. The performance targets for our students on the summative assessment represent high expectations and help ensure our students are ready for graduation, college, and careers. Our department agreed that due to historical data relating to Wantagh High School's past performance on the on the Global History and Geography Regents Exam the student performance ranges were demanding.

Wantagh Public Schools

New York State Student Learning Objective

Participation in Government 12th Grade	
Population	All Students enrolled in the following; 1. Participation in Government 12th Grade
Learning Content	**Course:** Participation in Government 12th Grade Participation in Government emphasizes the interaction between citizens and government at all levels: local, state, and federal. The importance of participation in the process of government is stressed and true participation is required. Students will examine and deliberate on issues pertaining to American Society. Students will become more aware of different points of view and will be able to support conclusions of their own. Students will learn and articulate about the structure and function of the United States government and to learn how to take on their roles as citizens. Students should understand the basic principles and the cultural heritage that support our democracy so that they can become informed, committed participants in our democracy. Students will understand how ordinary citizens and groups of people interacted with lawmakers and policy makers and made a difference. **Standards:** NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies **Standards, Performance Indicators, etc.:** All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also: • WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • RHST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Interval of Instructional Time	The SLO begins October 1, 2012 and concludes on May 31, 2013.
Evidence	**Pre-assessment:** DBQ essay on the Growth of Democracy **Summative assessment:** DBQ essay on the Growth of Democracy (Students' IEPs and 504 plans will be followed)
Baseline	1. Students studying participation in government in grade 12 should experience a culminating course that relates the content and skills component of the K-11 social studies curriculum, as well as the total educational experience, to the individual student's need to act as a responsible citizen. 2. Students should have prior knowledge of the following concepts and themes in United States history that are emphasized in this curriculum: • Change • Citizenship • Civic Values • Constitutional Principles • Culture and Intellectual Life • Diversity • Economic Systems • Foreign Policy • Government • Individuals, Groups, Institutions • Interdependence • Reform Movements • Presidential Decisions and Actions

Target(s)	• ≥ 75% of all students or more will meet or exceed a score of 65 on the DBQ essay on the Growth of Democracy
HEDI Scoring	• Highly effective = 90% of students or more will meet or exceed their target goal on the summative assessment. • Effective = 45-85% of students will meet or exceed their target goal on the summative assessment. • Developing= 15-40% of students will meet or exceed their target goal on the summative assessment. • Ineffective= 14% or fewer students will meet or exceed their target goal on the summative assessment.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-86	85-81	80-76	75	70-66	65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-1	0

Rationale

The learning content for Participation in Government will be interdisciplinary, for it will be drawn from areas beyond the defined social studies curriculum; will include life experience beyond classroom and school; it will also be related to problems or issues addressed by students regarding real and substantive issues at the local, State, national, and global levels.

In addition, the term “participation” will be interpreted in the broad sense to include in-class, in-school activities that involve students in the analysis of public issues chosen because of some unique relevance to the student involved. Defining, analyzing, monitoring, and discussing issues and policies is the fundamental participatory activity in a classroom.

While all course standards are the basis of this SLO, two Common Core standards for writing and reading are included as well, as our school-wide initiative to align with the common core standards and more opportunities for reading comprehension of informational texts.

7th Grade Technology

Population	7th grade students enrolled in Technology 7
Learning Content	MST Standards: Standard 5: 5.1a-d; 5.2 a, d, f; 5.3a
Interval	School year 2012 – 13: Semester course
Evidence	Student score on district-wide final assessment
Baseline	Department developed pre-assessment given in September 2012 (Or February 2013)

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	80% of students achieve 65 or better on district final assessment	65% of students achieve 65 or better on district final assessment	50% of students achieve 65 or better on district final assessment	Less than 50% of students achieve 65 or better on district final assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% to 100%	89% to 94%	80% to 88%	79%	77% to 78%%	74% to 75%	72% to 73%	71%	70%	68% to 69%	66% to 67%	65%	64%	62% to 63%	60% to 61%	58% to 59%	54% to 57%	50% to 53%	41% to 49%	26% to 40%	0% to 25%

Rationale	Students are enrolled in Technology 7 for one semester. Typically these classes are heterogeneous with honors level and self-contained special education students in the same classroom. The course is a 20 week introduction to technology education. The district has not given the optional technology assessment in many years but will utilize that model in creating district assessments.

8th Grade Technology

Population	8th grade students enrolled in Technology 8
Learning Content	MST Standards: Standard 5: 5.1 c, d; 5.2 a, b, d; 5.3 b; 5.4 b, c; 5.6 a
Interval	School year 2012 – 13: Semester course
Evidence	Student score on district-wide final assessment
Baseline	Department developed pre-assessment given in September 2012 (Or February 2013)

Target and Scoring HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17)	Developing (3-8 points)	Ineffective (0-2 points)
	80% of students achieve 65 or better on district final assessment	65% of students achieve 65 or better on district final assessment	50% of students achieve 65 or better on district final assessment	Less than 50% of students achieve 65 or better on district final assessment

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% to 100%	89% to 94%	80% to 88%	79%	77% to 78%%	74% to 75%	72% to 73%	71%	70%	68% to 69%	66% to 67%	65%	64%	62% to 63%	60% to 61%	58% to 59%	54% to 57%	50% to 53%	41% to 49%	26% to 40%	0% to 25%

Rationale	Students are enrolled in Technology 8 for one semester. Typically these classes are heterogeneous with honors level and self-contained special education students in the same classroom. The course is a 20 week introduction to technology education. The district has not given the optional technology assessment in many years but will utilize that model in creating district assessments.

APPENDIX D

Wantagh Public Schools

Annual Teacher Evaluation Report

Teacher: _____

Subject/Grade Level: _____

Evaluator: _____

Evaluation Date: _____

Appointment Status: _____ **Year:** _____

Please refer to the New York State Standards Teacher Practice Rubric for the following analysis:

HE = Highly Effective **E** = Effective **D** = Developing **I** = Ineffective

Standard 1: Knowledge of Students and Student Learning		**HE**	**E**	**D**	**I**
		10-9	8-5	4-3	2-0
1.1	Demonstrates knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.				
1.2	Demonstrates knowledge of current, research-based knowledge of learning and language acquisition theories and processes.				
1.3	Demonstrates knowledge of and is responsive to diverse learning needs, interests, and experiences of all students.				
1.4	Demonstrates knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.				
1.5	Demonstrates knowledge of and is responsive to the economic, social, cultural, linguistic, family and community factors that influences students' learning				
1.6	Demonstrates knowledge and understanding of technological and information literacy and how they affect student learning.				
				Raw Score:	**0**

Standard 1: Comments/Suggestions _____

Standard 2: Knowledge of Content and Instructional Planning	

		HE	E	D	I
		10-9	8-5	4-3	2-0
2.1	Demonstrates knowledge of content taught, including relationships among central concepts, tools of inquiry, and structures and current developments within discipline(s)				
2.2	Understands how to connect concepts across disciplines and engages learners in critical and innovative thinking and collaborative problem solving related to real world contexts				
2.3	Uses a broad range of instructional strategies to make subject matter accessible				
2.4	Establishes goals and expectations for all students that are aligned with learning standards and allows for multiple pathways to achievement				
2.5	Designs relevant instruction that connects students' prior understanding and experiences to new knowledge				
2.6	Evaluates and utilizes curricular materials and other appropriate resources to promote student success in meeting learning goals				
			Raw Score:	**0**	

Standard 2: Comments/Suggestions

Standard 3: Instructional Practice		**HE**	**E**	**D**	**I**
		10-9	8-5	4-3	2-0
3.1	Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning				
3.2	Communicates clearly and accurately with students to maximize their understanding and learning				
3.3	Sets high expectations and creates challenging learning experiences for students				
3.4	Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement				
3.5	Engages students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology				
3.6	Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs				
				Raw Score:	**0**

Standard 3: Comments/Suggestions

Standard 4: Learning Environment		**HE**	**E**	**D**	**I**
		10-9	8-5	4-3	2-0
4.1	Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student				
4.2	Creates an intellectually challenging and stimulating learning environment				
4.3	Manages the learning environment for the effective operation of the classroom				
4.4	Organizes and utilizes available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment				
			Raw Score:	**0**	

Standard 4: Comments/Suggestions

Standard 5: Assessment for Student Environment		**HE**	**E**	**D**	**I**
		10-9	8-5	4-3	2-0
5.1	Designs, adapts, selects, and uses a range of assessment tools and processes to measure and document student learning and growth				
5.2	Understands, analyzes, interprets, and uses assessment data to monitor student progress and to plan and differentiate instruction				
5.3	Communicates information about various components of the assessment system				
5.4	Reflects upon and evaluates the effectiveness of a comprehensive assessment system to adjust assessment and plan instruction accordingly				
5.5	Prepares students to understand the format and directions of assessments used and the criteria by which students will be evaluated				
				Raw Score:	**0**

Standard 5: Comments/Suggestions

Standard 6: Professional Responsibilities and Collaboration		**HE**	**E**	**D**	**I**
		10-9	8-5	4-3	2-0
6.1	Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities				
6.2	Engages and collaborates with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning				
6.3	Communicates and collaborates with families, guardians, and caregivers to enhance student development and success				
6.4	Manages and performs non-instructional duties in accordance with school district guidelines or other applicable expectations				
6.5	Understands and complies with relevant laws and policies as related to students' rights and teachers' responsibilities				
				Raw Score:	**0**

Standard 6: Comments/Suggestions

Standard 7: Professional Growth		**HE**	**E**	**D**	**I**
		10-9	8-5	4-3	2-0
7.1	Reflects on practice to improve instructional effectiveness and guides professional growth				
7.2	Sets goals for and engages in ongoing professional development needed to continuously improve teaching competencies				
7.3	Communicates and collaborates with students, colleagues, other professionals, and the community to improve practice				
7.4	Remains current in knowledge of content and pedagogy by utilizing professional resources				
				Raw Score:	**0**

Standard 7: Comments/Suggestions

Total Raw Score: **0**

Evaluation Score:

(From Conversion Chart)

Date

Signature of Evaluator

Date

Signature of Teacher

360	***60***	323	58	286	58	249	57	212	56	175	54	138	51	101	47	64	33
359	60	322	58	285	58	248	57	211	56	174	54	137	51	100	47	63	32
358	60	321	58	284	58	247	57	210	56	173	54	136	51	99	47	62	32
357	60	320	58	283	58	246	57	209	56	172	54	135	51	98	46	61	31
356	60	319	58	282	58	245	57	208	56	171	54	134	51	97	46	60	31
355	60	318	58	281	58	244	57	207	56	170	53	133	51	96	46	59	30
354	60	317	58	280	58	243	57	206	56	169	53	132	51	95	45	58	30
353	60	316	58	279	58	242	57	205	56	168	53	131	51	94	45	57	29
352	60	315	58	278	58	241	57	204	56	167	53	130	51	93	45	56	29
351	60	314	58	277	58	240	57	203	56	166	53	129	51	92	44	55	28
350	60	313	58	276	58	239	57	202	56	165	53	128	51	91	44	54	28
349	60	312	58	275	58	238	57	201	56	164	53	127	51	90	44	53	27
348	60	311	58	274	58	237	57	200	55	163	53	126	51	89	43	52	27
347	60	310	58	273	58	236	57	199	55	162	53	125	50	88	43	51	26
346	60	309	58	272	58	235	57	198	55	161	53	124	50	87	43	50	26
345	60	308	58	271	58	234	57	197	55	160	53	123	50	86	42	49	25
344	60	307	58	270	57	233	57	196	55	159	53	122	50	85	42	48	25
343	60	306	58	269	57	232	57	195	55	158	53	121	50	84	42	47	24
342	59	305	58	268	57	231	57	194	55	157	53	120	50	83	41	46	24
341	59	304	58	267	57	230	57	193	55	156	53	119	50	82	41	45	23
340	59	303	58	266	57	229	57	192	55	155	52	118	50	81	41	44	23
339	59	302	58	265	57	228	57	191	55	154	52	117	50	80	40	43	22
338	59	301	58	264	57	227	57	190	55	153	52	116	50	79	40	42	22
337	59	300	58	263	57	226	57	189	55	152	52	115	50	78	40	41	21
336	59	299	58	262	57	225	57	188	55	151	52	114	50	77	39	40	21
335	59	298	58	261	57	224	57	187	55	150	52	113	50	76	39	39	20
334	59	297	58	260	57	223	57	186	55	149	52	112	50	75	38	38	20
333	59	296	58	259	57	222	57	185	54	148	52	111	50	74	38	37	19
332	59	295	58	258	57	221	57	184	54	147	52	110	50	73	37	***36***	***19***
331	59	294	58	257	57	220	57	183	54	146	52	109	50	***72***	***37***	35	18
330	59	293	58	256	57	219	57	182	54	145	52	***108***	***50***	71	36	34	18
329	59	292	58	255	57	218	57	181	54	***144***	***52***	107	49	70	36	33	17
328	59	291	58	254	57	217	57	***180***	***54***	143	52	106	49	69	35	32	17
327	59	290	58	253	57	***216***	***57***	179	54	142	52	105	49	68	35	31	16
326	59	289	58	***252***	***57***	215	56	178	54	141	52	104	48	67	34	30	16
325	59	***288***	***58***	251	57	214	56	177	54	140	51	103	48	66	34	29	15
324	***59***	287	58	250	57	213	56	176	54	139	51	102	48	65	33	28	15

Sum	Scaled
27	14
26	14
25	13
24	13
23	12
22	12
21	11
20	11
19	10
18	10
17	9
16	9
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11	6
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9	5
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7	4
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5	3
4	3
3	2
2	2
1	1
0	***0***

VIII. TEACHER IMPROVEMENT PLAN (TIP)

The **Teacher Improvement Plan (TIP)** is a structured plan designed to identify specific concerns in instruction and related professional responsibilities. It outlines a plan of action to address the noted concerns. The purpose of a TIP is to assist teachers in meeting the New York State standards in accordance with Education Law 3012(c) and implementing regulations as adopted by the WUT and the Wantagh School District. The TIP provides assistance and feedback to the teacher and establishes a timeline for assessing the teacher's performance in their effort to meet the state standards.

A TIP must be initiated whenever a teacher receives a rating of Developing or Ineffective in an evaluation. Both the teacher and the administrator who wrote the evaluation will meet for an evaluation conference within three (3) schools days of when the Developing or Ineffective evaluation rating is received by the teacher. During this meeting, all responsible administrators may be involved. In some cases, the teacher may have a number of responsible administrators present (e.g., principal, assistant principal, department supervisor or director). A TIP is designed by the administrator who wrote the evaluation in collaboration with any possible responsible administrator, the teacher, and the president of the WUT (and/or his/her designee). If the evaluation is an end-of-year evaluation, then the implementation of the TIP must commence no later than ten (10) school days after the date on which the teacher is required to report for the opening of classes for the school year. If the evaluation is written during the school year (in the case of teachers without tenure), the implementation of the TIP must then commence within seven (7) school days following the evaluation conference. If the evaluation is the last one for the year in the case of a non-tenured teacher, then the same requirements apply as if this was a tenured teacher's end-of-year evaluation. The TIP is discussed, signed and dated by the teacher and the TIP administrator.

As part of the TIP process, the teacher must be offered the opportunity for a peer mentor selected by consensus between the president of the WUT (and/or his/her designee), the TIP administrator, and the teacher. All work between the mentor and the teacher will be confidential. The mentor and the teacher will collaborate during the subsequent ten (10) week period of the school year. While on a TIP, the teacher will be observed by administrators, including the Assistant to the Superintendent or his/her designee, who will concentrate on observing and evaluating goals identified in the TIP. However, it is understood that additional areas of concern may be noted at any time and added to a subsequent and/or modified TIP. Following the observation, the administrator who conducted the observation will meet with the teacher in a timely manner to discuss the observation. Observations are to be written within eight (8) days of the classroom observation. A conference with the teacher is to be held five (5) days thereafter and the teacher is to submit a response within five (5) days after the conference or be deemed to have waived the right to do so. "Days" are workdays.

Within two (2) weeks after the ten (10) week period of the school year, the TIP administrator and/or an additional responsible administrator will assess the effectiveness of the TIP intervention(s) and the level of improvement of the teacher. Based on that assessment, the TIP may be adjusted appropriately, and quarterly meetings among all parties will continue for the remainder of the school year. At the end of the year, if the TIP goals are met, the TIP will end.

The culmination of the TIP will be communicated in writing to the teacher by the TIP administrator. A copy will be sent to the president of the WUT. Both the teacher and the administrator will sign the TIP at the end of the school year if it is to be ended. If the teacher is again rated as Developing or Ineffective, the existing TIP will continue for the following school year, as per the parameters noted above, with adjustments made as necessary to further assist the teacher in meeting state standards in accordance with Education Law Section 3012-c.

The TIP must consist of the following components:

a. **Specific areas for improvement**: Identify specific areas in need of improvement. Develop specific behaviorally written goals for the teacher to accomplish during the period of the TIP.
b. **Expected outcomes of the TIP**: Identify specific expectations for what the teacher is expected to do to improve.
c. **Resources:** Identify specific resources available to assist the teacher to improve performance. Examples: reference to colleagues, courses,workshops; peer visits; materials; etc.
d. **Responsibilities**: Identify all responsible administrator(s), as well as the TIP administrator. Identify steps to be taken by administrator(s) and the teacher throughout the plan. Examples: classroom observations of the teacher; supervisory conferences between the teacher and administrator(s); written reports and/or evaluations, etc.
e. **Evidence of achievement**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful, or unsuccessful in efforts to improve performance.
f. **Timeline**: Provide a specific timeline for implementation of the various components of the TIP and for the final completion of the TIP. Identify the dates for preparation of written documentation regarding the completion of the TIP.

Sample components of a TIP:

a. **Targeted goals: areas for improvement:**

1. Instructional Planning
2. Student Assessment
3. Classroom Management
4. Fulfillment of Professional Responsibilities
5. Attendance
6. Communication with colleagues/administration
7. Communication with home

b. **Expected outcomes:**

List of specific expectations related to targeted goals identified in Section A

c. **Recommended activities:**

List of specific activities related to targeted goals identified in Section A

1. Observe colleagues identified by TIP administrator
2. Attend workshops related to targeted goals
3. Meet with a designated administrator on a quarterly schedule

d. **Recommended resources:**

1. Identify TIP administrator(s)
2. List specific materials, people, workshops to be used to support the TIP
3. Identify the instrument or rubric used to monitor progress
4. Utilize Danielson video or online PD *(Educational Impact or ASCD)*

e. **Evidence of achievement:**

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

f. **Timeline for measuring achievement of expected outcomes:**

1. Identify dates for classroom observations consistent with APPR Plan
2. Identify dates for progress meetings with administrators related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

A school based group metric will be used based upon the number of percentage points achieved compared to the state average for Mastery on the following Regents exams: Comprehensive English, Chemistry, US History and Government, and Algebra II/Trigonometry.

15 Points - 9 points or more above the state mean

14 Points - 8.5 points above the mean

13 Points - 8 points above the state mean

12 Points - 7.5 points above the state mean

11 Points - 7 points above the mean

10 Points - 6.5 points above the state mean

9 Points - 6 points above the state mean

8 Points - 5 points above the mean

7 Points -4 points above the state mean

6 Points - 3 points above the state mean

5 Points - 2 points above the state mean

4 Points - 1 point above the state mean

3 Points - meets state mean

2 Points - 1 point below the state mean

1 Points - 2 points below the state mean

60 points **Multidimensional Principal Performance Rubric:**

Principal's evaluations shall be based upon a minimum of five (5) building visitations by the Superintendent for non-tenured principals, three (3) of which must be completed by February 1st and the remainder by May 1st. For tenured Principals, there shall be a minimum of two (2) building visitations one of which must be completed by February 1st and the other by May 1st.

Evaluations shall include references to evidence and observations as noted in the domains of the **Multidimensional Principal Performance Rubric**.

The Superintendent's building visits shall be followed by a brief written narrative report and a meeting within ten (10) days of each visit.

At the conclusion of the school year, the Superintendent will submit his final evaluation using the **Multidimensional Principal Performance Rubric** with the agreed upon scale/score point allocation.

180	60	**HE**	151	59	**HE**	122	58	**E**	93	58	**E**	64	54	**D**	35	48	**I**	6	12	**I**
179	60	**HE**	150	59	**HE**	121	58	**E**	92	58	**E**	63	53	**D**	34	47	**I**	5	10	**I**
178	60	**HE**	149	59	**HE**	120	58	**E**	91	58	**E**	62	53	**D**	33	46	**I**	4	8	**I**
177	60	**HE**	148	59	**HE**	119	58	**E**	90	57	**E**	61	53	**D**	32	45	**I**	3	6	**I**
176	60	**HE**	147	59	**HE**	118	58	**E**	89	57	**E**	60	52	**D**	31	44	**I**	2	4	**I**
175	60	**HE**	146	59	**HE**	117	58	**E**	88	57	**E**	59	52	**D**	30	43	**I**	1	2	**I**
174	60	**HE**	145	59	**HE**	116	58	**E**	87	57	**E**	58	52	**D**	29	42	**I**	0	0	**I**
173	60	**HE**	144	58	**E**	115	58	**E**	86	57	**E**	57	51	**D**	28	41	**I**			
172	60	**HE**	143	58	**E**	114	58	**E**	85	57	**E**	56	51	**D**	27	40	**I**			
171	60	**HE**	142	58	**E**	113	58	**E**	84	57	**E**	55	51	**D**	26	39	**I**			
170	60	**HE**	141	58	**E**	112	58	**E**	83	57	**E**	54	50	**D**	25	38	**I**			
169	60	**HE**	140	58	**E**	111	58	**E**	82	57	**E**	53	50	**D**	24	37	**I**			
168	60	**HE**	139	58	**E**	110	58	**E**	81	57	**E**	52	50	**D**	23	36	**I**			
167	60	**HE**	138	58	**E**	109	58	**E**	80	57	**E**	51	50	**D**	22	35	**I**			
166	60	**HE**	137	58	**E**	108	58	**E**	79	57	**E**	50	50	**D**	21	34	**I**			
165	60	**HE**	136	58	**E**	107	58	**E**	78	57	**E**	49	50	**D**	20	33	**I**			
164	60	**HE**	135	58	**E**	106	58	**E**	77	57	**E**	48	50	**D**	19	32	**I**			
163	60	**HE**	134	58	**E**	105	58	**E**	76	57	**E**	47	50	**D**	18	31	**I**			
162	59	**HE**	133	58	**E**	104	58	**E**	75	57	**E**	46	50	**D**	17	30	**I**			
161	59	**HE**	132	58	**E**	103	58	**E**	74	57	**E**	45	50	**D**	16	29	**I**			
160	59	**HE**	131	58	**E**	102	58	**E**	73	57	**E**	44	50	**D**	15	28	**I**			
159	59	**HE**	130	58	**E**	101	58	**E**	72	56	**D**	43	50	**D**	14	27	**I**			
158	59	**HE**	129	58	**E**	100	58	**E**	71	56	**D**	42	50	**D**	13	26	**I**			
157	59	**HE**	128	58	**E**	99	58	**E**	70	56	**D**	41	50	**D**	12	24	**I**			
156	59	**HE**	127	58	**E**	98	58	**E**	69	55	**D**	40	50	**D**	11	22	**I**			
155	59	**HE**	126	58	**E**	97	58	**E**	68	55	**D**	39	50	**D**	10	20	**I**			
154	59	**HE**	125	58	**E**	96	58	**E**	67	55	**D**	38	50	**D**	9	18	**I**			
153	59	**HE**	124	58	**E**	95	58	**E**	66	54	**D**	37	50	**D**	8	16	**I**			
152	59	**HE**	123	58	**E**	94	58	**E**	65	54	**D**	36	49	**I**	7	14	**I**			

PRINCIPAL IMPROVEMENT PLAN

The Superintendent shall be responsible for the Evaluation of Building Principals.

Upon rating a principal as Ineffective or Developing, an improvement plan designed to rectify perceived or demonstrated deficiencies shall be developed and commenced no later than ten (10) school days after the start of a school year. The school district shall prepare the improvement plan based on obtainable objective standards. If the principal's appeal is successful, and the rating is reissued as Effective or Highly effective, the improvement plan will be canceled.

The improvement plan shall articulate what professional assistance the school district shall provide the principal, including assignment of a mentor, enrollment at conferences or professional development workshops or trainings, or provide additional administrative support to ensure the principal's successful completion of the improvement plan.

After the issuance of the improvement plan, every four weeks the principal shall meet with his lead evaluator to review his/her progress toward the stated goals. At the meeting, the principal shall be provided with a written report reflecting his/her progress toward the articulated goals. Additional meetings may be held if deemed necessary by the Superintendent or the Principal.

A formal, final meeting shall be held within ten (10) school days of the completion of the improvement plan.

Within ten (10) school days of the final meeting, the Superintendent shall issue a final written summative assessment delineating progress made with an opportunity for comments by the principal.

DEFINITIONS

Area(s) in need of improvement – The Superintendent will only list those areas in need of improvement that were directly responsible for the principal receiving an Ineffective or Developing Rating.

Desired outcomes – The Superintendent will provide specific success driven outcome/goal statements.

Activities to support the achievement of the desired outcomes – The Superintendent will list the activities that the principal should engage in to meet the desired outcomes.

Timeline for completion – The Superintendent will meet with the Principal in December, March, and two additional dates to assess the progress of the Principal. If at any time the Superintendent determines that a goal has been met, it will be noted on the attached chart.

Resources to be provided by the District – The Superintendent will list the resources that will be provided to assist the Principal in achieving the desired outcomes.

Evidence to support achievement of goal – The Superintendent and the Principal will mutually decide what items will be presented in support of goal attainment.

Was desired outcome achieved (Y/N date) – The Superintendent will indicate on the chart when specific outcome has been met.

NAME _____ **SCHOOL** _____ _____ **SCHOOL YEAR** _____

Area(s) in Need of Improvement	Desired Outcomes	Activities to Support the Achievement of the Desired Outcomes	Timeline for Completion	Resources to be Provided by the District	Evidence to Support Achievement of Goal	Was Desired Outcome Achieved (Y/N date)

Duplicate as necessary

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 the 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:

Maureen Geddes 10-18-2012

Teachers Union President Signature: Date:

10·18·2012

Administrative Union President Signature: Date:

10-18-2012

Board of Education President Signature: Date: 10/18/2012