

East Irondequoit Central School District

Contract for Excellence Achievement Targets: 2007-08 AYP Summary Form Attachment A

District: East Irondequoit Central School District

School: East Irondequoit Middle School identified as a SINI 1

Eastridge High School SRAP 1

(Column 1) Accountability Criterion	(Column 2) Disaggregated Group	(Column 3) Percent Gap Reduction
Grades 3-8 ELA	All Students	10%
Grades 3-8 ELA	Students with Disabilities	10%
Grades 6-8 ELA	Students with Disabilities	10%
Grades 3-8 Math	All Students	10%
Grades 3-8 Math	Students with Disabilities	10%
Grades 6-8 Math	Students with Disabilities	10%
Grades 9-12 Math	All Students	10%
Graduation Rate	Students with Disabilities	10%
Graduation Rate	Students Low SES	10%

Please use the above table to identify the accountability criteria and disaggregated groups for which the school will use Contract for Excellence funds to close the achievement gap and the percent of the targeted gap reduction. In Column 1, the following accountability criteria may be entered: Grade 3-8 English language arts, Grade 3-8 mathematics, high school English language arts, high school mathematics, elementary-middle science, and graduation rate. In Column 2, the following disaggregated groups may be entered: All students, Asian, Black, Hispanic, Multicultural, Native American, White, Limited English proficient, low-income, and students with disabilities. In Column 3, enter the targeted percentage by which the school intends to close the gap between a Performance Index of 200 and the school's Performance Index in 2006-07 for the specified accountability criterion and disaggregated group.

The identified accountability criteria and disaggregated groups should be focused on those for which the school has failed to make Adequate Yearly Progress in past years. The specified percent gap reduction should be a minimum of ten percent. Please add additional rows as needed if the school will target more than eight disaggregated groups.

If Contract for Excellence funds are not being targeted to help a school demonstrate gap reduction on an accountability criterion in 2007-08 (for example, implementation of all day pre-kindergarten programs or reduction of class sizes in grades K-2 will not have an immediate impact on AYP in 2007-08), please use the table on the following page to indicate the achievement targets for these funds.

Please prepare your achievement targets for your 2007-08 Contract for Excellence in an Excel format and submit it to the following E-mail address:
EMSCMGTS@MAIL.NYSED.GOV.

**Attachment B: Contract for Excellence Goals for Schools Not Subject to AYP
Determinations Using State Assessments**

East Irondequoit Central School District

The form below is to be used by schools that will in 2007-08 participate in Self-Assessment of School Performance Program. (Schools typically participate in the self-assessment program if the highest grade of enrollment in the school is Kindergarten, the school is a high school that has not yet graduated a class, the school is new, or the school has insufficient numbers of continuously enrolled students to be held accountable using Grade 3-8 or high school State assessments.) Schools that are participating in the Self-Assessment program for 2006-07 school year results are encouraged to review their submission when completing this form. This table may also be used for schools that are targeting C4E funds in ways that are not intended to result in a school making AYP with a group of students in 07-08 (For example a K-5 building that will reduce class sizes in Grade 1 in 07-08.) This form may also be used for schools participating in State assessments but where Contract funds are being used to support improvement in results for students who do not participate in State assessments.

Criteria	Response
Annual Academic Goal: Identify the State Learning Standard(s) on which Contract for Excellence funds will be used to support efforts to have students achieve proficiency	Early literacy development
Target Population: Identify the group(s) of students with greatest needs on which funds are being targeted. If funds are being allocated to specific subpopulations within a needs group (i.e. newly arrived LEP students; low-income students in grades K-2), specify this subpopulation	<ol style="list-style-type: none"> 1. Expand extended day kindergarten for identified students who will benefit from additional time on task 2. Class size reduction at first grade – adding one class to each of our two primary schools – resulting in average class sizes at 15 students 3. Increase the number of students participating in pre-kindergarten programs
INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT: Explain how the school will know whether strategies are working to enable students to achieve proficiency	<p>For items 1 and 2:</p> <ul style="list-style-type: none"> ➤ Common explicit curriculum has been developed for implementation ➤ Common assessments of reading and writing are in place ➤ New standards based report card is in place <p>For item 3:</p> <ul style="list-style-type: none"> ➤ Completed Child Find Process, parent responses, parent canvass letters, confirmation of student eligibility ➤ Addition of 3 new UPK sections (48 students who will be 4 years old by December 1st) ➤ Goal is to provide UPK experience to a total of 112 preschool students
Measure: Identify the assessment that will be used to measure progress or accomplishment.	<p>For items 1 and 2:</p> <ul style="list-style-type: none"> ➤ Kindergarten <ul style="list-style-type: none"> ○ District end of year assessment ○ Developmental Reading Assessment ➤ Grade One <ul style="list-style-type: none"> ○ Developmental Reading Assessment ○ Running Reading Records ○ District writing assessments <p>For item 3:</p> <ul style="list-style-type: none"> ➤ Eligible 4 year old students screened using the Denver Developmental Screening Test including speech language assessment. ➤ Progress monitored using preschool observation form
Timeline: Identify the timeline for measuring progress	<p>For items 1 and 2:</p> <ul style="list-style-type: none"> ➤ Student performance assessed quarterly in the area of writing ➤ Kindergarten – Developmental Reading Assessment – end of year only ➤ Grade One – Developmental Reading Assessment – mid and end of year, Running Reading Records done monthly <p>For item 3:</p> <ul style="list-style-type: none"> ➤ January 2008 ➤ June 2008
Baseline: Provide the school's baseline performance for this academic goal	<p>For items 1 and 2:</p> <ul style="list-style-type: none"> ➤ Kindergarten screening ➤ Grade One – kindergarten end of year DRA results, district writing assessment in September 2007 <p>For item 3:</p> <ul style="list-style-type: none"> ➤ Summer 2007 screening
Target: Provide the school's target performance on this goal for the 2007-08 school year.	<p>For items 1 and 2:</p> <ul style="list-style-type: none"> ➤ Kindergarten <ul style="list-style-type: none"> ○ Level 2 DRA at the end of school year ○ Writing at early writing phase at the end of school year ➤ Grade One <ul style="list-style-type: none"> ○ Level 18 DRA at the end of the school year ○ Writing at a level 3 or higher on a district 4 point rubric <p>For item 3:</p> <ul style="list-style-type: none"> ➤ Students function at 60 month level in academic, social-emotional, language, and fine/gross motor skills based on preschool observation form.

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