

Attachment A

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

District: Union Free District of the Tarrytowns

School: WL Morse School (grades 2 &3)

(Column 1) Accountability Criterion	(Column 2) Disaggregated Group	(Column 3) Percent Gap Reduction
	All Students	
ELA 3	Hispanic Students	10% Gap reduction between the 2006-
Math 3	LEP Students	2007 PIs for the indicated subgroups
	Low-Income Students	And the target PI of 200.
	Students with Disabilities	

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 and are the focus of the district's Contract for Excellence. 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 five 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

District: Union Free District of the Tarrytowns
School: John Paulding School (Grade 1 School)

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.)

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	<u>English Language Arts and Mathematics</u>
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	All Students, Hispanic Students, LEP Students, Economically Disadvantaged Students and Students with Disabilities
INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT: Explain how the school will know whether strategies are working to enable students to achieve proficiency	We will know that strategies are working when there is an increase in students attaining proficiency levels for district grade level literacy and math targets
Measure: Identify the assessment that will be used to measure progress or accomplishment.	There are no formal assessments at the grade 1 level. We will use teacher feedback as documented on 2007-08 progress reports. 2009-2010 ELA and Math PIs will be the first formal measure of accomplished progress for this cohort.
Timeline: Identify the timeline for measuring progress	Informal measures in 2007-2008 and 2008-2009. Formal PI comparisons will be made at the end of 2009-2010.
Baseline: Provide the school's baseline performance for this academic goal	Using 2005-2006 PIs: All= 158 ELA, 157 Math Hispanic= 140 ELA, 135 Math LEP= 126 ELA, 84 Math Econ Disadv. = 137 ELA, 131 Math SWD = 100 ELA, 111 MATH
Target: Provide the school's target performance on this goal for the 2007-08 school year.	We are unable to establish target performance in 2007-2008 for this cohort of students

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

District: Union Free District of the Tarrytowns

School: Washington Irving Intermediate School (grades 4-6)

(Column 1) Accountability Criterion	(Column 2) Disaggregated Group	(Column 3) Percent Gap Reduction
	All Students	
ELA 4, 5, 6	Hispanic Students	10% Gap reduction between the 2006-2007 PIs for the indicated subgroups And the target PI of 200.
Math 4, 5, 6	LEP Students	
	Low-Income Students	
	Students with Disabilities	

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 and are the focus of the district's Contract for Excellence. 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 five 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

District: Union Free District of the Tarrytowns
School: Tappan Hill School (Grades PK & K)

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.)

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	<u>English Language Arts and Mathematics</u>
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	All Students, Hispanic Students, LEP Students, Economically Disadvantaged Students and Students with Disabilities
INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT: Explain how the school will know whether strategies are working to enable students to achieve proficiency	We will know that strategies are working when there is an increase in students attaining reading and math readiness skills.
Measure: Identify the assessment that will be used to measure progress or accomplishment.	There are no formal assessments at these grade levels. We will use teacher feedback as documented on 2007-08 progress reports.
Timeline: Identify the timeline for measuring progress	Informal measures in 2007-2008 and 2008-2009
Baseline: Provide the school's baseline performance for this academic goal	Using 2005-2006 PIs: All= 158 ELA, 157 Math Hispanic= 140 ELA, 135 Math LEP= 126 ELA, 84 Math Econ Disadv. = 137 ELA, 131 Math SWD = 100 ELA, 111 MATH
Target: Provide the school's target performance on this goal for the 2007-08 school year.	We are unable to establish target performance in 2007-2008 for this cohort of students

Attachment A

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

District: Union Free District of the Tarrytowns
School: Sleepy Hollow Middle School (grades 7 &8)

(Column 1) Accountability Criterion	(Column 2) Disaggregated Group	(Column 3) Percent Gap Reduction
	All Students	
ELA 7 & 8	Hispanic Students	10% Gap reduction between the 2006-
Math 7 & 8	LEP Students	2007 PIs for the indicated subgroups
	Low-Income Students	And the target PI of 200.
	Students with Disabilities	

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 and are the focus of the district's Contract for Excellence. 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 five 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
District: Union Free District of the Tarrytowns
School: Sleepy Hollow High School

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.)

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	<u>English Language Arts and Mathematics</u>
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	All Students, Hispanic Students, LEP Students, Economically Disadvantaged Students and Students with Disabilities
INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT: Explain how the school will know whether strategies are working to enable students to achieve proficiency	We will know that strategies are working when there is an increase in students attaining proficiency levels (above 64) on the Comprehensive English Regents and first-year Math Regents (Math A/ Algebra)
Measure: Identify the assessment that will be used to measure progress or accomplishment.	Comprehensive English Regents and first-year Math Regents (Math A/ Algebra)
Timeline: Identify the timeline for measuring progress	2008 -2009 for Math 2010-2011 for ELA
Baseline: Provide the school's baseline performance for this academic goal	Using 2005-2006 PIs: All= 173 ELA, 192 Math Hispanic= 159 ELA, 188 Math LEP= N/A ELA, N/A Math Econ Disadv. = 166 ELA, 192 Math SWD = N/A ELA, N/A MATH
Target: Provide the school's target performance on this goal for the 2007-08 school year.	2008 -09 Secondary Math PIs and 2020-2011 Secondary ELA PIs: All= 1891 ELA, 194 Math Hispanic= 171 ELA, 191 Math LEP= N/A ELA, N/A Math Econ Disadv. = 176 ELA, 194 Math SWD = N/A ELA, N/A MATH