



# **Orchard Park Central School District 2022-2023 Accountability Data Report**

**Board of Education Meeting  
December 12, 2023**

Presented by: Sarah Hornung  
Assistant Superintendent for Curriculum, Innovation and Pupil Services

# Current NYS Assessment Data (2022-2023)

The results of the 2022-2023 Grades 3-8 English Language Arts and Mathematics represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

For the purpose of tonight's presentation, we will look at the opportunity for us to use the 2022-2023 data as a baseline to evaluate the effectiveness of our District Comprehensive Improvement Plan, our Literacy Steering Committee, and all other curricular initiatives where data can be collected, reviewed and evaluated.





ORCHARD PARK CENTRAL SCHOOL DISTRICT

# A 6-Year Overview of Assessments

<b>2017-18</b>	Typical assessment year - 3 day test, timed
<b>2018-19</b>	Typical assessment year - 2 day test, untimed
<b>2019-20</b>	No 3-8 assessments administered
<b>2020-21</b>	Pandemic schooling (i.e. hybrid grades 4-12; remote learning, etc.) Limited 3-8 assessments (only session 1; multiple choice)
<b>2021-22</b>	Post-pandemic Typical assessment year - 2 day test
<b>2022-23</b>	Typical assessment year - 2 day test 3-8 assessments aligned to the Next Generation Learning Standards for the first time. These assessments will become baseline for NYSED.



# Accountability Subgroups in NYS

An accountability subgroup is a group of students who are assigned to a certain category based on their race/ethnicity, English language proficiency, disability status, or economic status.

**The accountability subgroups are:**

- **All students are in a racial/ethnic category:** American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial
- **Some students may be in additional subgroup categories:**
  - Economically Disadvantaged;
  - English Language Learners; and
  - Students with Disabilities.



# Gender Categories by School Building (23-24)

Building	Female	Male	Total
Eggert	291 (47%)	319 (53%)	610
Ellicott	350 (48%)	367 (52%)	717
S. Davis	184 (47%)	209 (53%)	393
Windom	287 (47%)	328 (53%)	615



# Racial/Ethnic Categories by Elementary School Building (2023-24)

Building	Asian	Black	Hispanic	Indian	Multi-Racial	Pacific Islander	White	Total Students
<b>Eggert</b>	22	4	48		16		520	610
<b>Ellicott</b>	1	3	20		21		672	717
<b>S. Davis</b>	7	4	8		5		369	393
<b>Windom</b>	3	20	25	3	24		540	615



# Number of Economically Disadvantaged by Elementary School Building (2023-24)

BEDS Day Snapshot	# Students Economically Disadvantaged	2023-2024 Enrollment	% Economically Disadvantaged
Eggert	67	610	10.9%
Ellicott	51	717	7.1%
S. Davis	33	393	8.4%
Windom	105	615	17.1%
<b>Total</b>	<b>256</b>	<b>2,335</b>	<b>10.9%</b>



# Income Eligibility Guidelines (2023-2024)

INCOME ELIGIBILITY GUIDELINES												
Effective from July 1, 2023 to June 30, 2024												
HOUSEHOLD SIZE	FEDERAL POVERTY GUIDELINES	REDUCED PRICE MEALS - 185 %					FREE MEALS - 130 %					
	ANNUAL	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	
<b>48 CONTIGUOUS STATES, DISTRICT OF COLUMBIA, GUAM, AND TERRITORIES</b>												
1 .....	14,580	26,973	2,248	1,124	1,038	519	18,954	1,580	790	729	365	
2 .....	19,720	36,482	3,041	1,521	1,404	702	25,636	2,137	1,069	986	493	
3 .....	24,860	45,991	3,833	1,917	1,769	885	32,318	2,694	1,347	1,243	622	
4 .....	30,000	55,500	4,625	2,313	2,135	1,068	39,000	3,250	1,625	1,500	750	
5 .....	35,140	65,009	5,418	2,709	2,501	1,251	45,682	3,807	1,904	1,757	879	
6 .....	40,280	74,518	6,210	3,105	2,867	1,434	52,364	4,364	2,182	2,014	1,007	
7 .....	45,420	84,027	7,003	3,502	3,232	1,616	59,046	4,921	2,461	2,271	1,136	
8 .....	50,560	93,536	7,795	3,898	3,598	1,799	65,728	5,478	2,739	2,528	1,264	



# Subgroup Definition: Economically Disadvantaged

Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.



# Percent of Students with Disabilities by Elementary School Building (2023-24)

BEDS Day Snapshot	# Special Education Students	2023-2024 Enrollment	% Special Education Students
Eggert	83	610	13.6%
Ellicott	98	717	13.7%
S. Davis	56	393	14.2%
Windom	88	615	14.3%
Total	325	2,335	13.9%



# Percent of English Language Learners (ELL) by School Building (2023-24)

Building	Current ELL Eligible	Former ELL Count	Ever ELL Count
Eggert	29	14	16



# 2022-2023 Test Refusals

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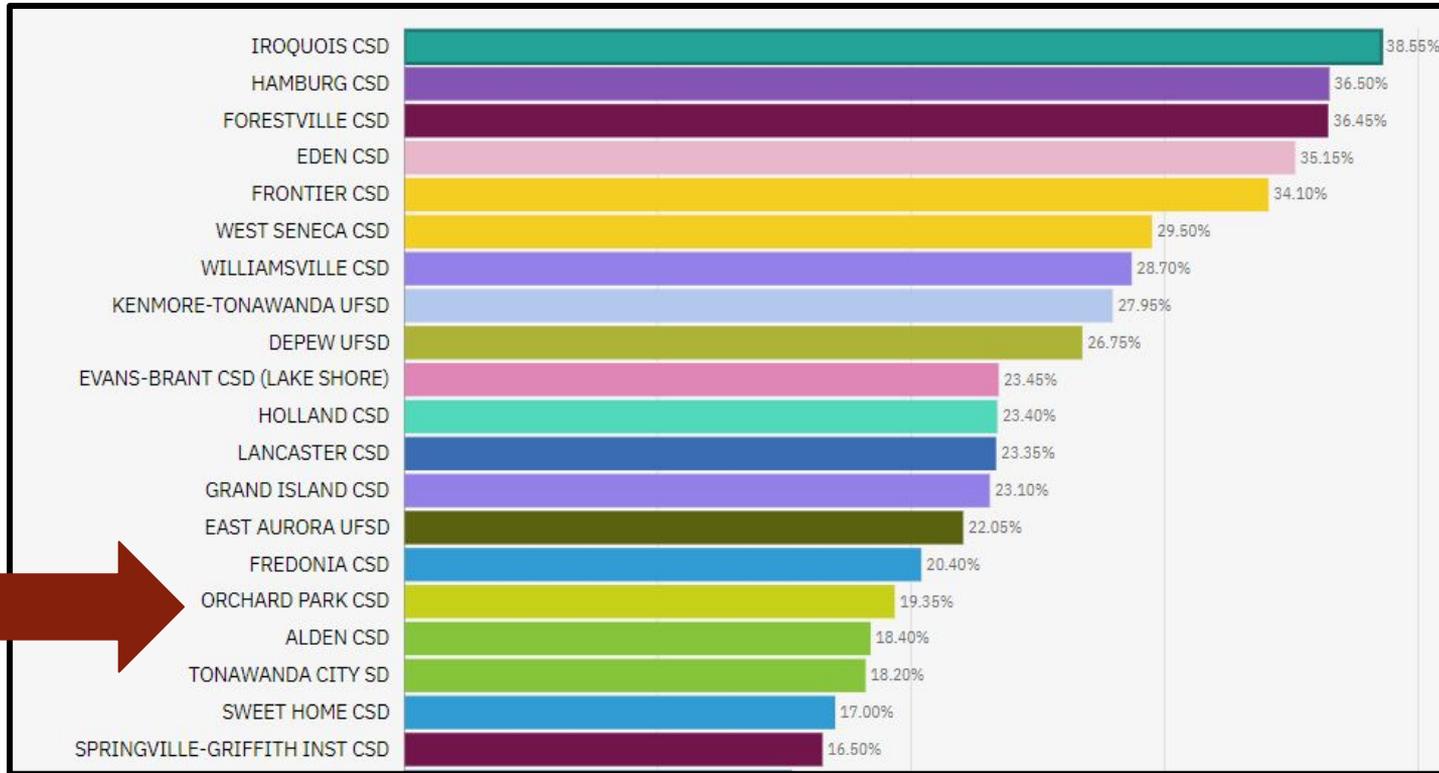
# Test Refusals

	Eligible	Tested	Refused	% Refused
<b>Grade 3 ELA</b>	394	347	41	10%
<b>Grade 4 ELA</b>	357	312	42	11%
<b>Grade 5 ELA</b>	367	307	60	16%

	Eligible	Tested	Refused	% Refused
<b>Grade 3 Math</b>	393	355	35	8%
<b>Grade 4 Math</b>	357	320	36	10%
<b>Grade 5 Math</b>	367	300	66	18%



# Overall District Refusal Rate



**2022-2023**

**Elementary Proficiency**

**Math & ELA**



# 3 Year Comparison Data - ELA Exam

	2022-2023 Passing*	2021-2022 Passing*	2018-2019 Passing*
<b>Grade 3 ELA</b>	58%	61%	67%
<b>Grade 4 ELA</b>	70%	58%	57%
<b>Grade 5 ELA</b>	58%	57%	50%

\*Passing percentages are the total students scoring a Level 3 or Level 4 combined.



# Levels 1-4 - ELA Exam

	Level 1	Level 2	Level 3	Level 4	Total Passing
<b>Grade 3 ELA</b>	12%	30%	36%	22%	<b>58%</b>
<b>Grade 4 ELA</b>	8%	22%	42%	28%	<b>70%</b>
<b>Grade 5 ELA</b>	14%	28%	39%	18%	<b>58%</b>

\*Passing percentages are the total students scoring a Level 3 or Level 4 combined.



# 3 Year Comparison Data - Math Exam

	2022-2023 Passing	2021-2022 Passing	2018-2019 Passing
<b>Grade 3 Math</b>	73%	66%	63%
<b>Grade 4 Math</b>	75%	61%	70%
<b>Grade 5 Math</b>	74%	55%	58%

\*Passing percentages are the total students scoring a Level 3 or Level 4 combined.



# Levels 1-4 Data - Math Exam

	Level 1	Level 2	Level 3	Level 4	Total Passing
<b>Grade 3 Math</b>	4%	24%	48%	25%	<b>73%</b>
<b>Grade 4 Math</b>	7%	18%	59%	16%	<b>75%</b>
<b>Grade 5 Math</b>	10%	16%	48%	26%	<b>74%</b>

\*Passing percentages are the total students scoring a Level 3 or Level 4 combined.

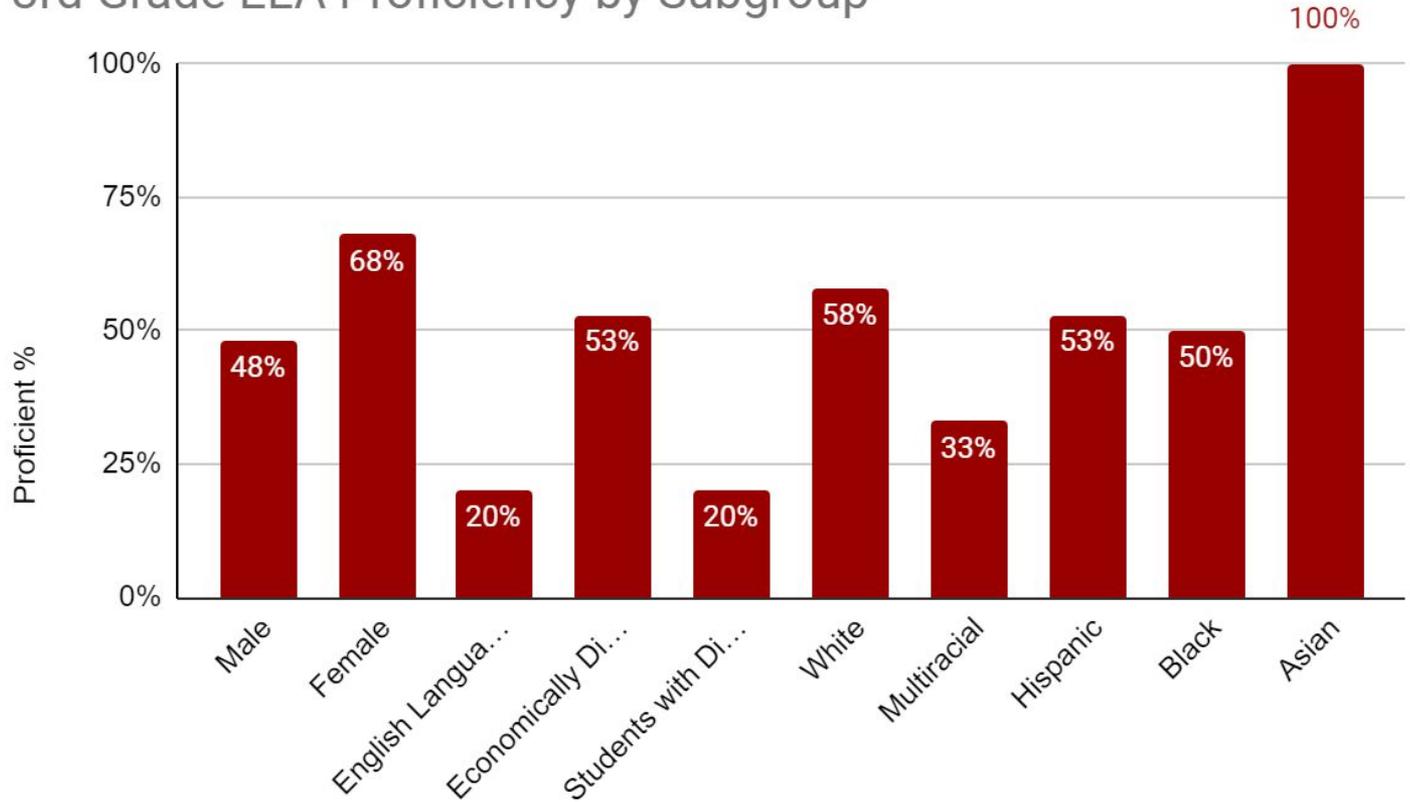


# ELA Grade 3 Subgroup Proficiency Levels 22-23

	Proficient %	Total Tested	Total Eligible	Proficient	Not Proficient
<b>Asian</b>	100%	5	6	5	0
<b>Black</b>	50%	3	4	2	1
<b>Hispanic</b>	53%	15	16	8	7
<b>Multiracial</b>	33%	12	15	4	8
<b>White</b>	58%	312	353	182	171
<b>Students with Disabilities</b>	20%	40	53	8	32
<b>Non-Economically Disadvantaged</b>	59%	272	302	161	111
<b>Economically Disadvantaged</b>	53%	75	92	40	35
<b>English Language Learners</b>	20%	5	5	1	4
<b>Female</b>	68%	167	187	114	73
<b>Male</b>	48%	180	207	87	120



## 3rd Grade ELA Proficiency by Subgroup

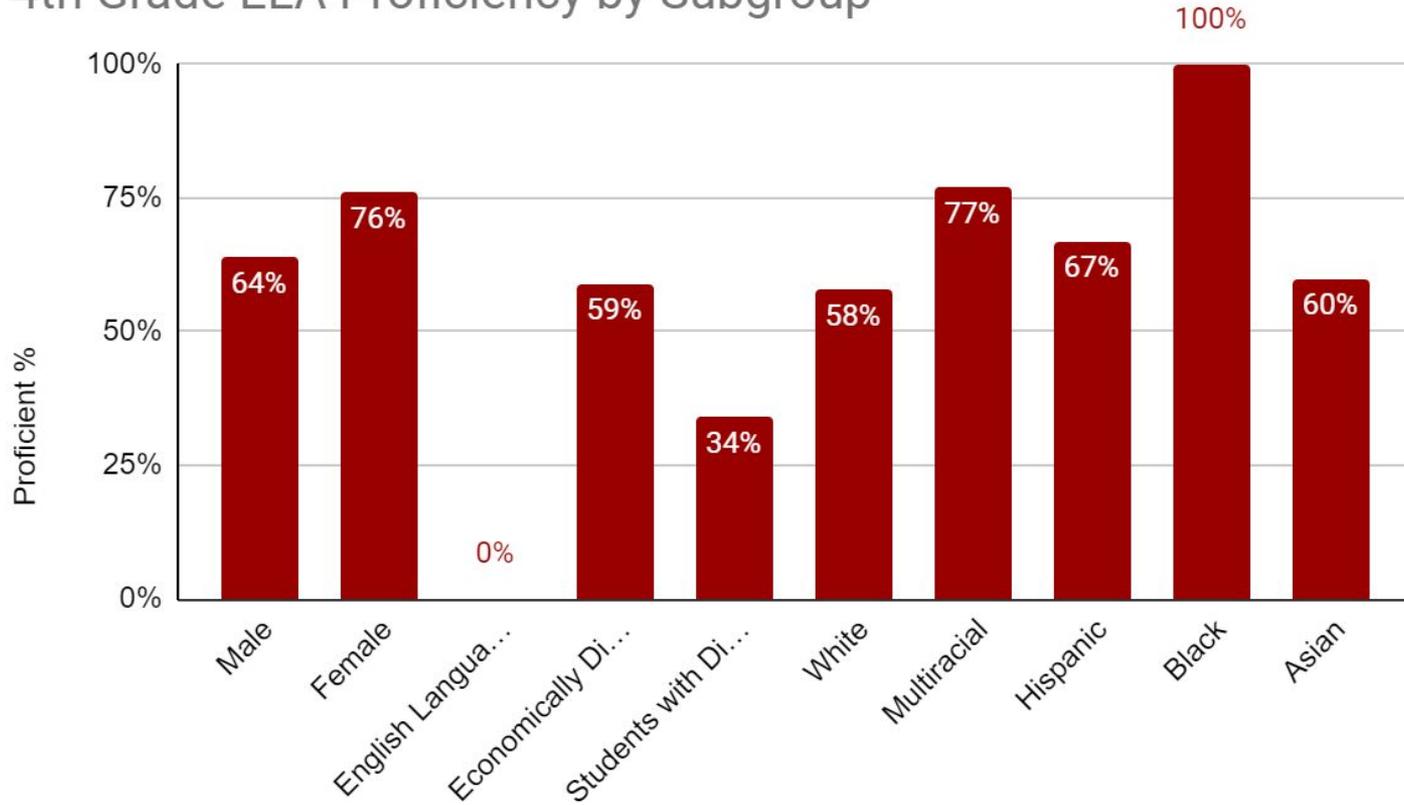


# ELA Grade 4 Subgroup Proficiency Levels 22-23

	Proficient %	Total Tested	Total Eligible	Proficient	Not Proficient
<b>Asian</b>	60%	5	6	3	2
<b>Black</b>	100%	2	2	2	0
<b>Hispanic</b>	67%	12	14	8	4
<b>Multiracial</b>	77%	13	15	10	3
<b>White</b>	58%	279	319	194	85
<b>Students with Disabilities</b>	34%	50	64	17	33
<b>Non-Economically Disadvantaged</b>	73%	249	277	181	68
<b>Economically Disadvantaged</b>	59%	63	80	37	26
<b>English Language Learners</b>	0%	2	2	0	2
<b>Female</b>	76%	148	164	113	35
<b>Male</b>	64%	164	193	105	59



## 4th Grade ELA Proficiency by Subgroup

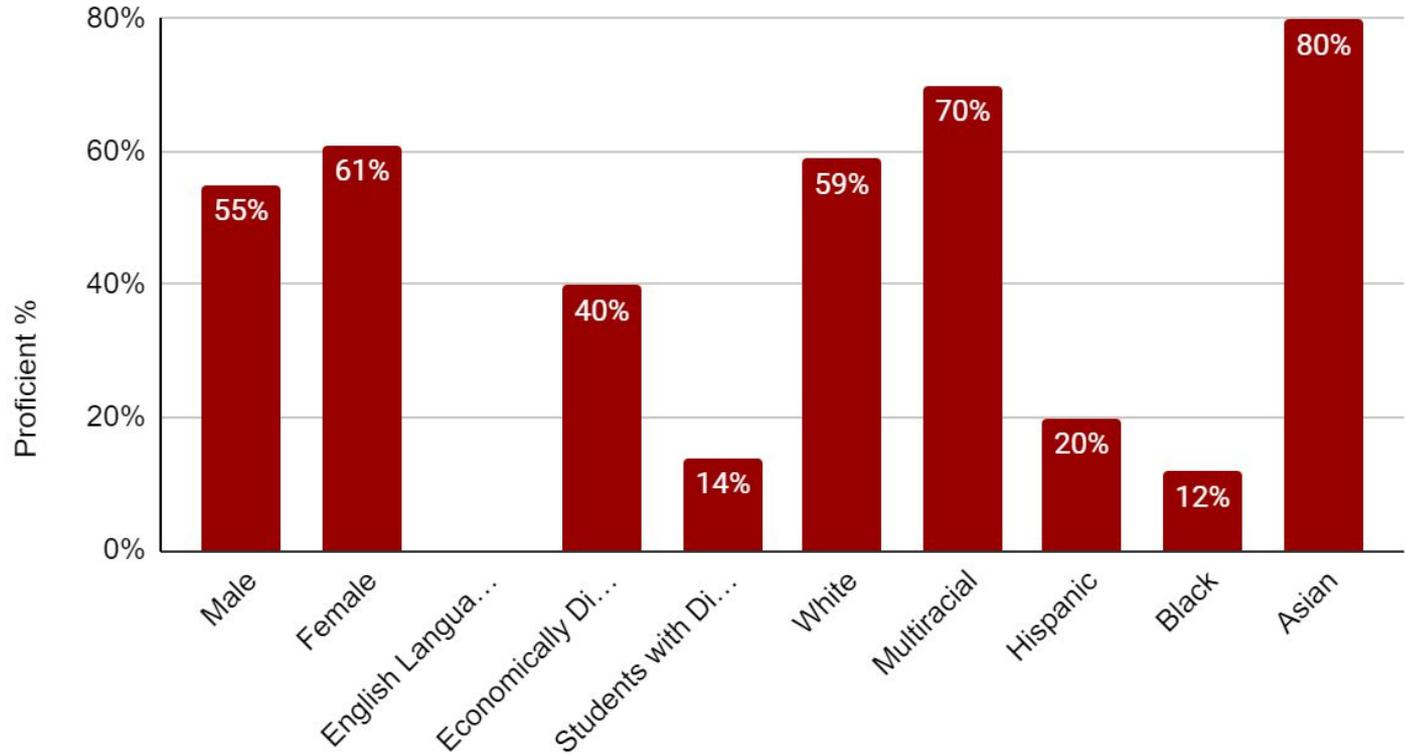


# ELA Grade 5 Subgroup Proficiency Levels 22-23

	Proficient %	Total Tested	Total Eligible	Proficient	Not Proficient
Asian	60%	5	6	3	2
Black	100%	2	2	2	0
Hispanic	67%	12	14	8	4
Multiracial	77%	13	15	10	3
White	58%	279	319	194	85
Students with Disabilities	34%	50	64	17	33
Non-Economically Disadvantaged	62%	252	296	155	97
Economically Disadvantaged	59%	63	80	37	26
English Language Learners	0%	2	2	0	2
Female	76%	148	164	113	35
Male	64%	164	193	105	59



## 5th Grade ELA Proficiency by Subgroup

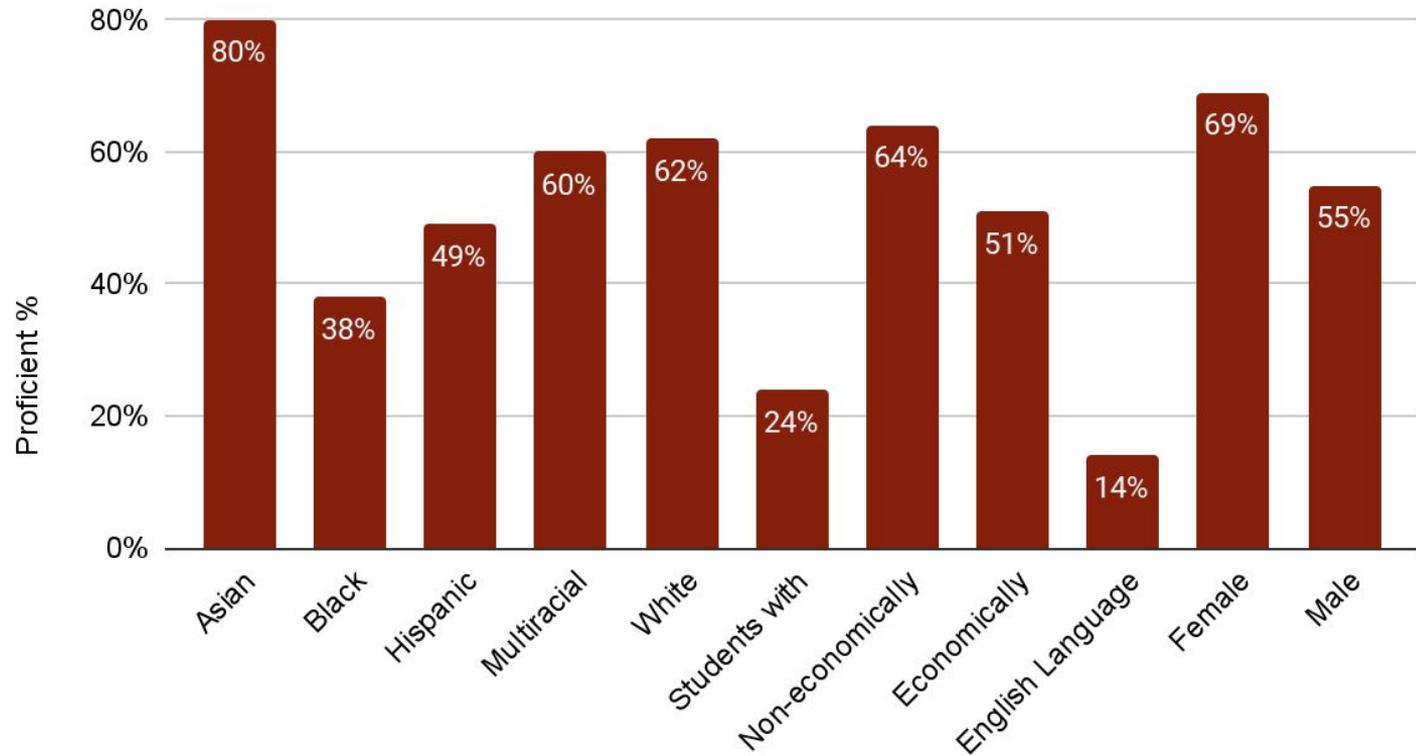


# ELA Subgroup Proficiency Data, 3-5 Combined

	Proficient %	Total Proficient	Total Tested
Asian	80%	12	15
Black	38%	5	13
Hispanic	48%	18	37
Multiracial	60%	21	35
White	62%	539	865
Students with Disabilities	24%	30	127
Non-Economically Disadvantaged	64%	497	773
Economically Disadvantaged	51%	99	193
English Language Learners	14%	1	7
Female	68%	311	453
Male	55%	285	513



## Grades 3-5 Combined ELA Proficiency Data



# A Deeper Look at ELA & Subgroups

## 2021-2022

*Note: 2022-2023 has not been released to the public yet. It is under embargo until December 14, 2023.*



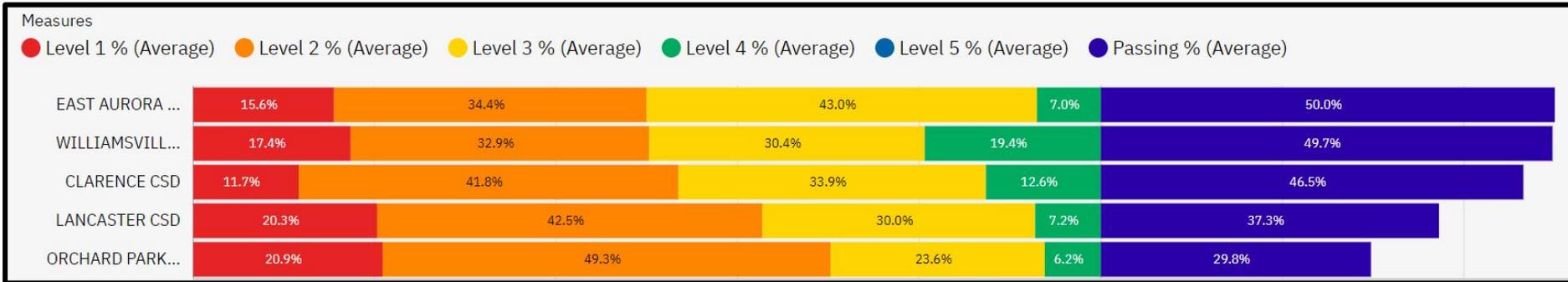
# A Snapshot of Comparison School Districts

District	2021-2022 Enrollment	Economically Disadvantaged	Students with Disabilities	English Language Learners
Orchard Park	4,597	559 students (12%)	716 students (16%)	31 students (1%)
Clarence	4,073	542 students (13%)	657 students (16%)	32 students (1%)
Williamsville	9,506	1,906 students (20%)	1,202 students (13%)	385 students (4%)
Lancaster	5,341	1,359 students (25%)	963 students (18%)	53 students (1%)
East Aurora	1,643	179 students (11%)	222 students (14%)	0 students

Source: NYSED Level 1 Data Warehouse, 2021-2022 school year



# Similar District ELA Proficiency Data *Economically Disadvantaged*



Source: NYSED Level 1 Data Warehouse, 2021-2022 school year



# Similar District ELA Proficiency Data

## *Students with Disabilities*



Source: NYSED Level 1 Data Warehouse, 2021-2022 school year



# Similar District ELA Proficiency Data

## Grade 3, All Students

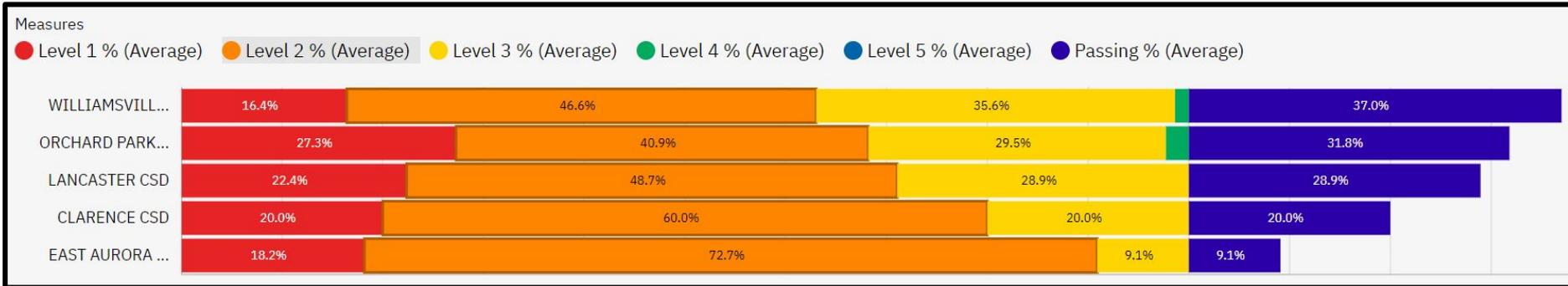


Source: NYSED Level 1 Data Warehouse, 2021-2022 school year



# Similar District ELA Proficiency Data

## *Grade 3, Students with Disabilities*



Source: NYSED Level 1 Data Warehouse, 2021-2022 school year



# Similar District ELA Proficiency Data

## *Grade 3, Economically Disadvantaged*



Source: NYSED Level 1 Data Warehouse, 2021-2022 school year



# How do we discuss data at the elementary level?

## Elementary Data Days

- Tri-annual grade-level meetings
- All classroom teachers, special education teachers, interventionists, administration, and relevant related service staff
- Review universal screening data by student
- Determine areas of need by student
- Determine enrollment into AIS - Tier 1, Tier 2, or Tier 3
  - What does “lowest 20%” mean?
    - Running Record vs aReading vs CBM vs Unit Assessments
    - Student could be above 20% in some, below in others



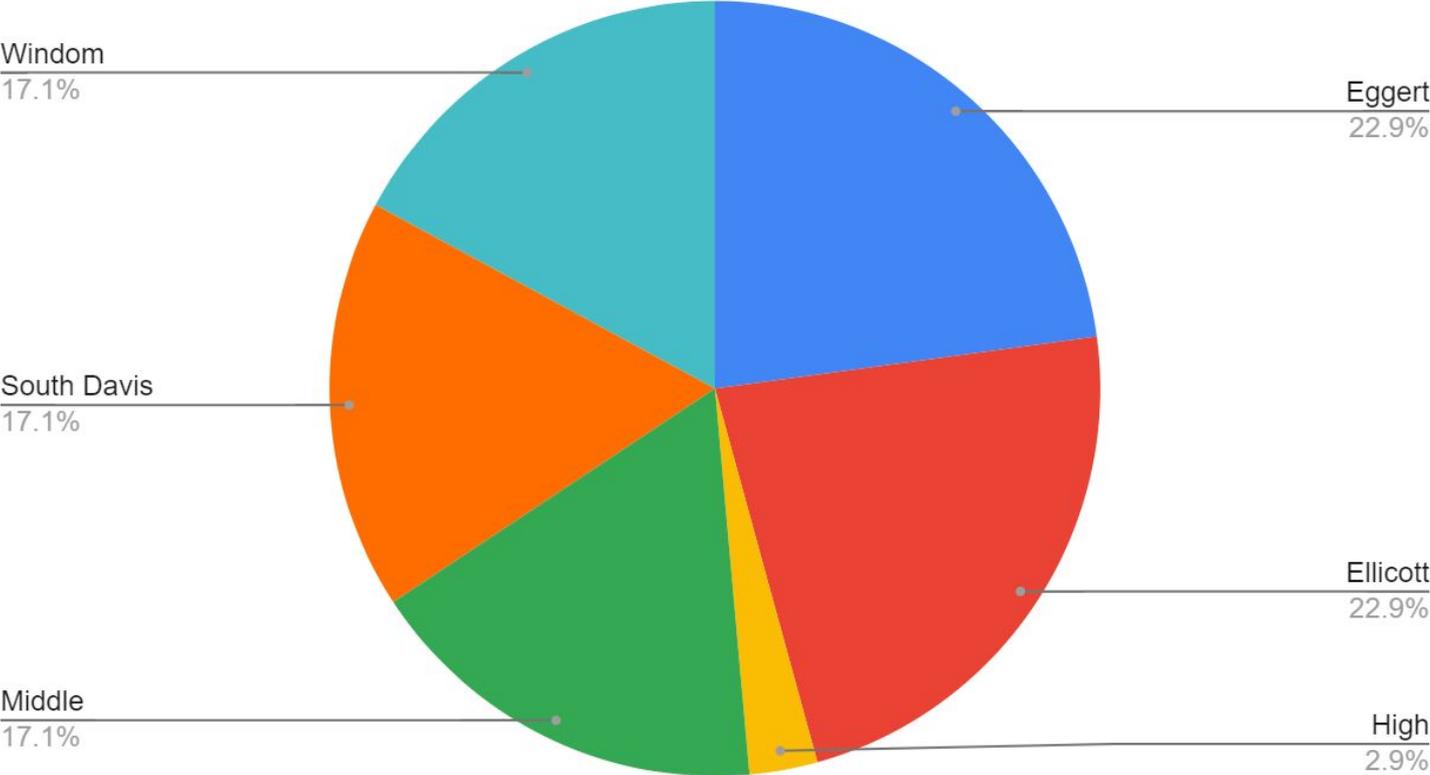
# Yearly Data Points - At a Glance

## *Fall/Winter/Spring*

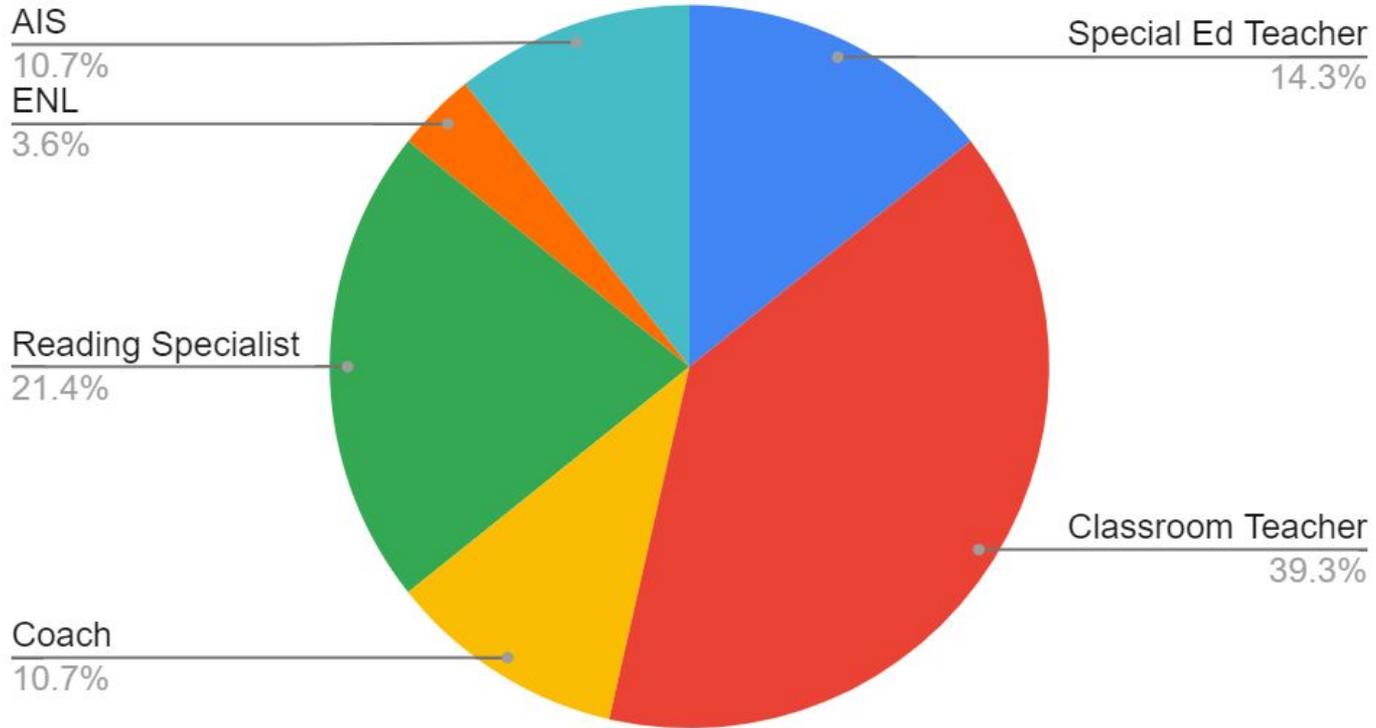
Kindergarten	Second	Fourth
<ul style="list-style-type: none"><li>• DIAL 4</li><li>• Heggerty Phonemic Awareness</li><li>• Fastbridge Early Reading</li><li>• Sight Words</li><li>• Letter/Sound Inventory</li><li>• Decoding Assessment (Walpole McKenna - IDI)</li></ul>	<ul style="list-style-type: none"><li>• Fastbridge aReading</li><li>• Fastbridge CBM</li><li>• Sight Words</li><li>• Running Record</li><li>• Decoding Assessment (Walpole McKenna - IDI)</li></ul>	<ul style="list-style-type: none"><li>• Fastbridge aReading</li><li>• Fastbridge CBM</li><li>• Sight Words</li><li>• Running Record</li><li>• Independent Reading Level</li><li>• Unit Assessment</li><li>• Decoding Assessment (Walpole McKenna - IDI), when needed for diagnostic use</li></ul>



# Count of Building



# Count of Role



# Questions?

