

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

2017-18	Typical assessment year - 3 day test, timed
2018-19	Typical assessment year - 2 day test, untimed
2019-20	No 3-8 assessments administered
2020-21	Pandemic schooling (i.e. hybrid grades 4-12; remote learning, etc.) Limited 3-8 assessments (only session 1; multiple choice)
2021-22	Post-pandemic Typical assessment year - 2 day test
2022-23	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
Eggert	22	4	48		16		520	610
Ellicott	1	3	20		21		672	717
S. Davis	7	4	8		5		369	393
Windom	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%
Total	256	2,335	10.9%



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		MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY		
48 CONTIGUOUS STATES, DISTRICT OF COLUMBIA, GUAM, AND TERRITORIES													
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

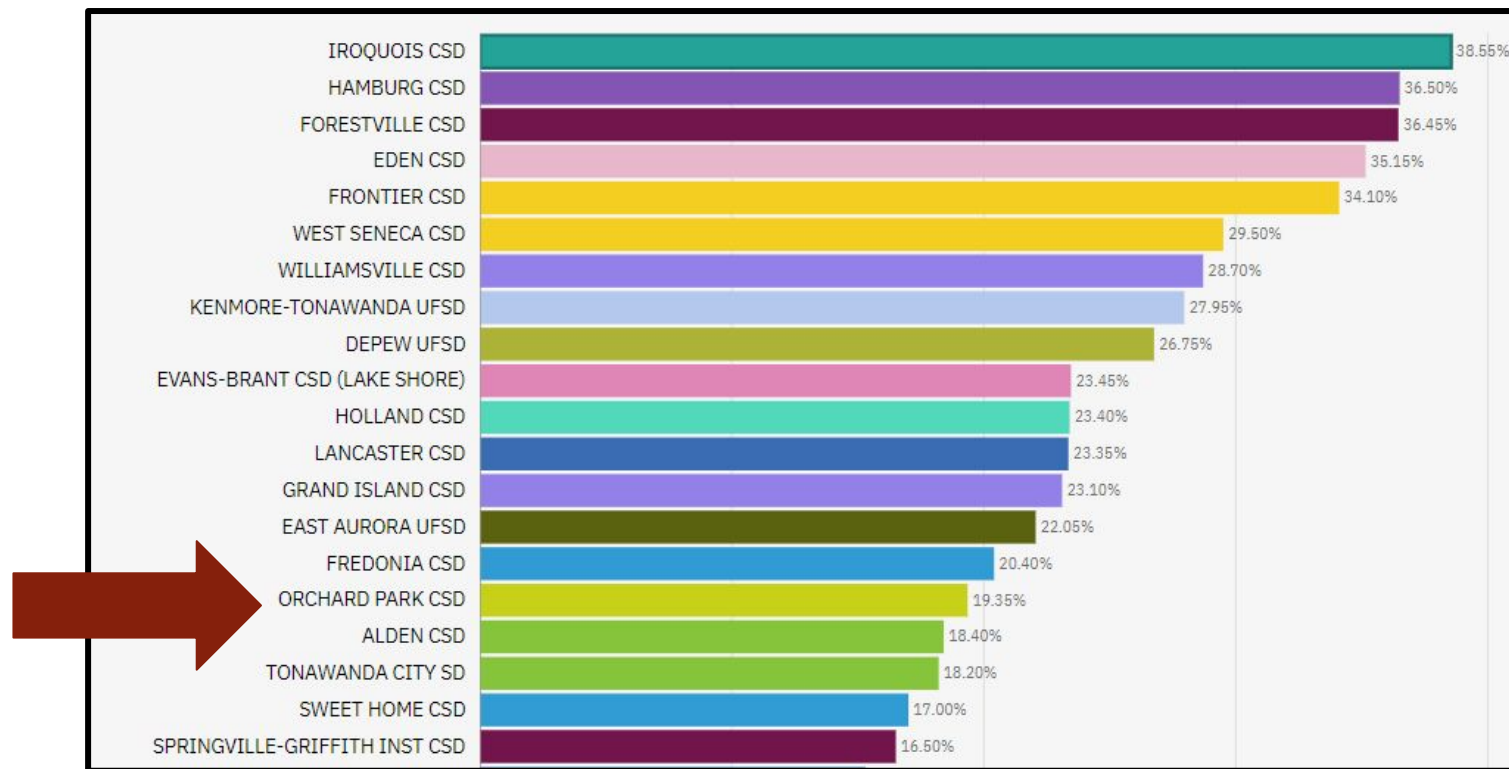
Test Refusals

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

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



Overall District Refusal Rate



ORCHARD PARK CENTRAL SCHOOL DISTRICT

2022-2023

Elementary Proficiency

Math & ELA

3 Year Comparison Data - ELA Exam

	2022-2023 Passing*	2021-2022 Passing*	2018-2019 Passing*
Grade 3 ELA	58%	61%	67%
Grade 4 ELA	70%	58%	57%
Grade 5 ELA	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
Grade 3 ELA	12%	30%	36%	22%	58%
Grade 4 ELA	8%	22%	42%	28%	70%
Grade 5 ELA	14%	28%	39%	18%	58%

*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
Grade 3 Math	73%	66%	63%
Grade 4 Math	75%	61%	70%
Grade 5 Math	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
Grade 3 Math	4%	24%	48%	25%	73%
Grade 4 Math	7%	18%	59%	16%	75%
Grade 5 Math	10%	16%	48%	26%	74%

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

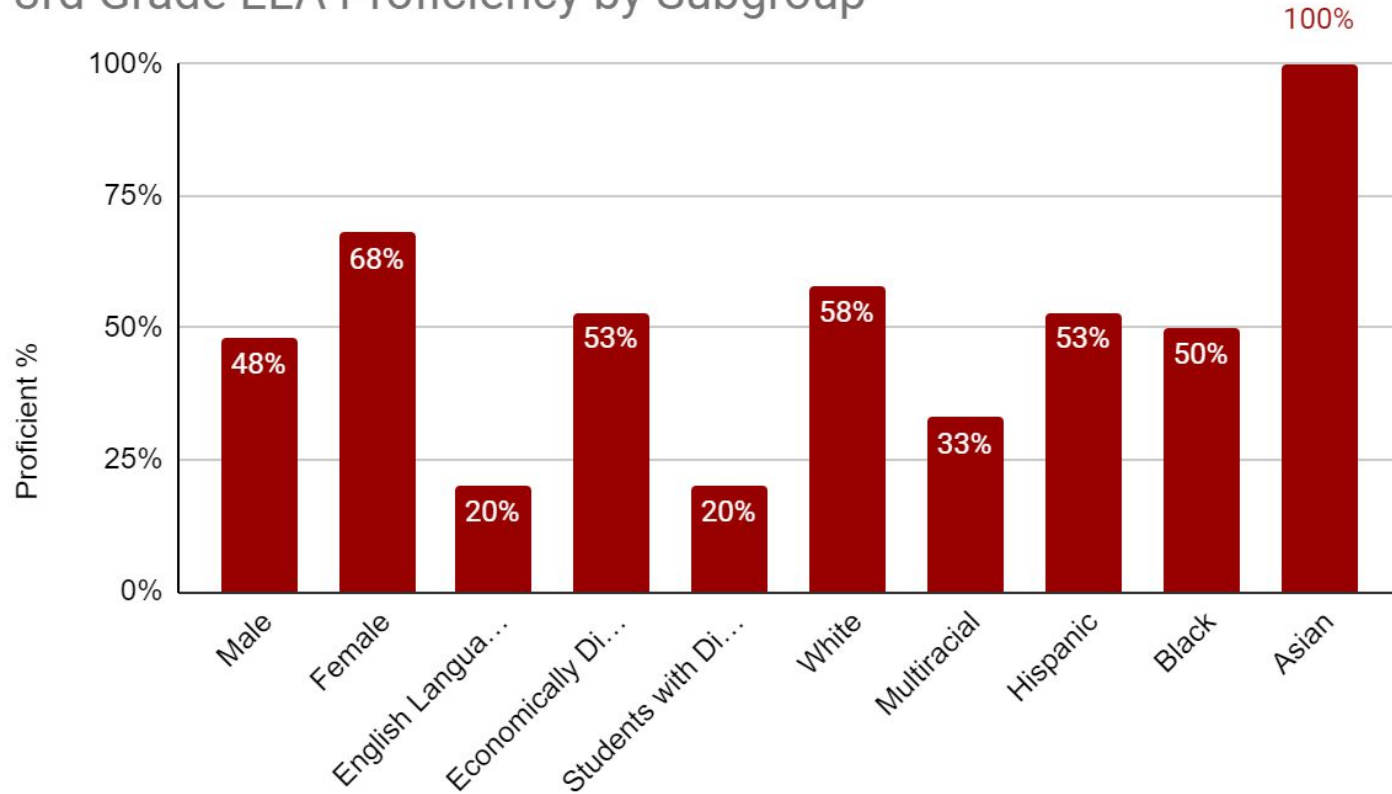


ELA Grade 3 Subgroup Proficiency Levels 22-23

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



3rd Grade ELA Proficiency by Subgroup

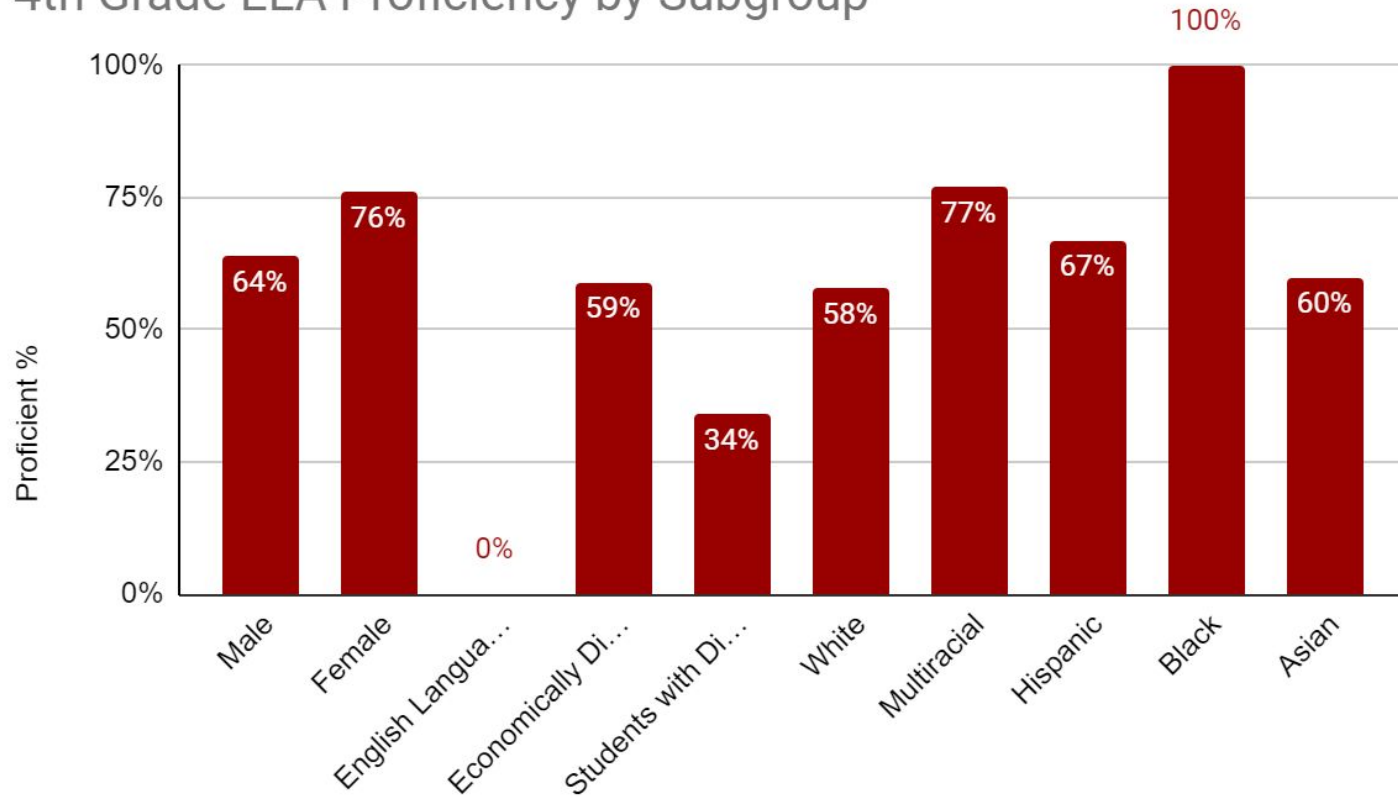


ELA Grade 4 Subgroup Proficiency Levels 22-23

	Proficient %	Total Tested	Total Eligible	Proficient	Not Proficient
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	73%	249	277	181	68
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



4th Grade ELA Proficiency by Subgroup

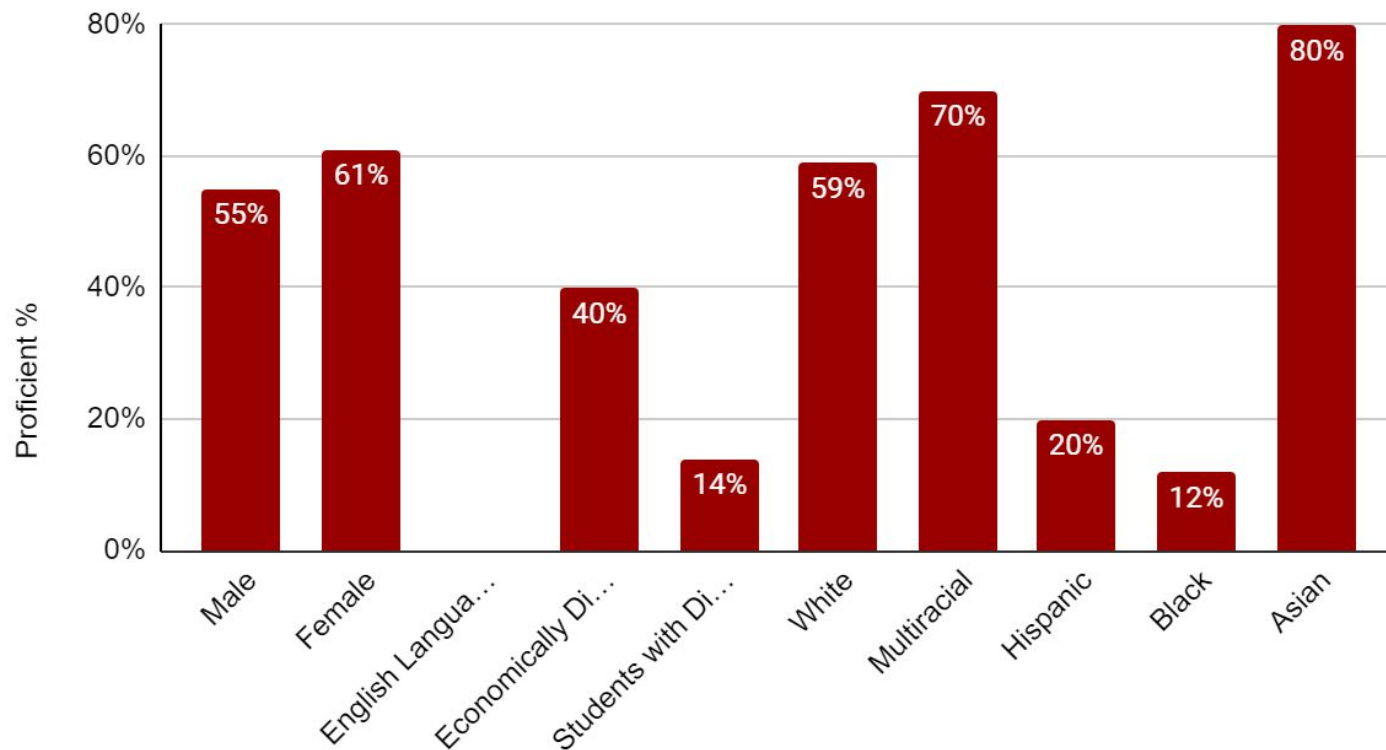


ELA Grade 5 Subgroup Proficiency Levels 22-23

	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

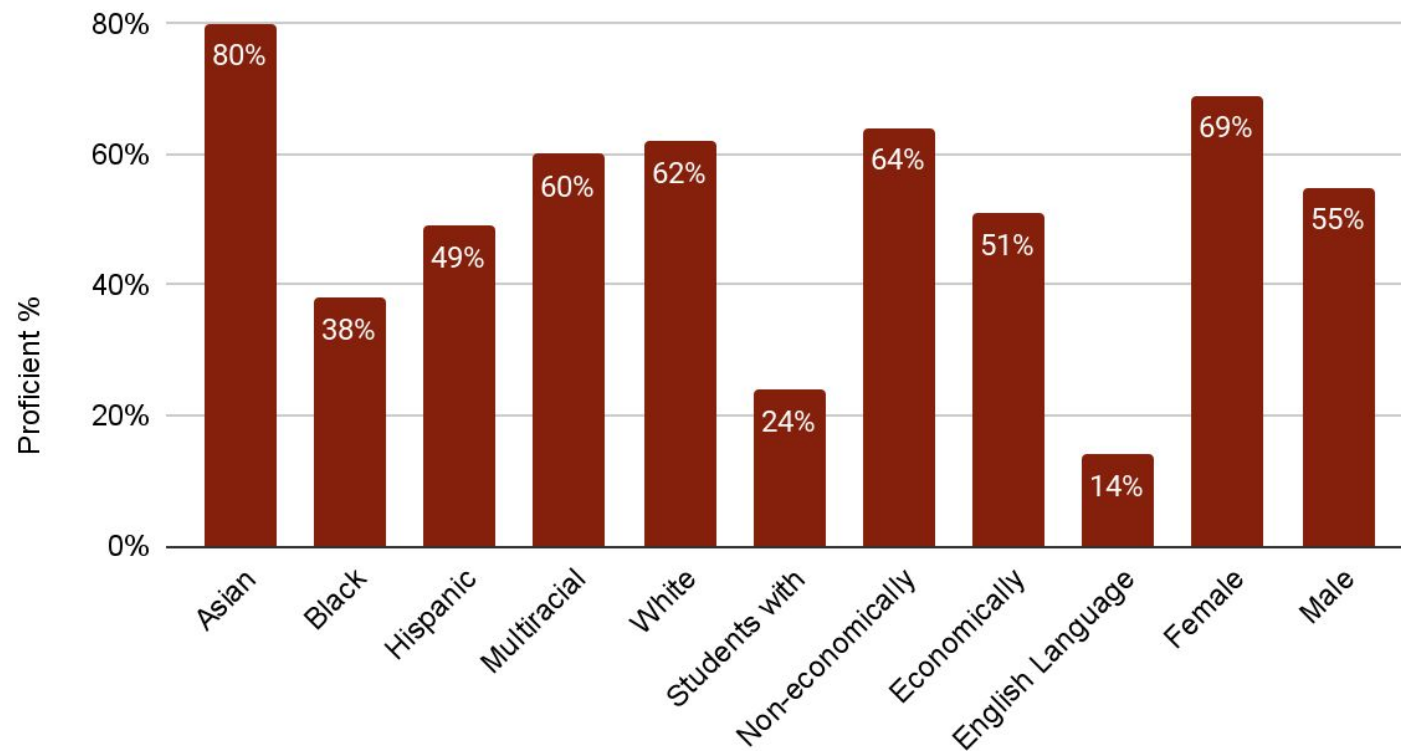


ELA Subgroup Proficiency Data, 3-5 Combined

	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

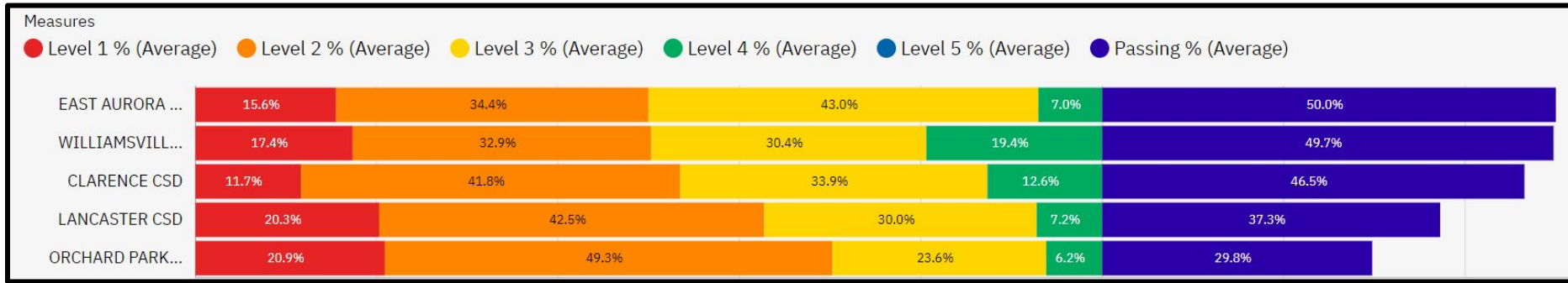
Source: NYSED Level 1 Data Warehouse, 2021-2022 school year



ORCHARD PARK CENTRAL SCHOOL DISTRICT

Similar District ELA Proficiency Data

Economically Disadvantaged



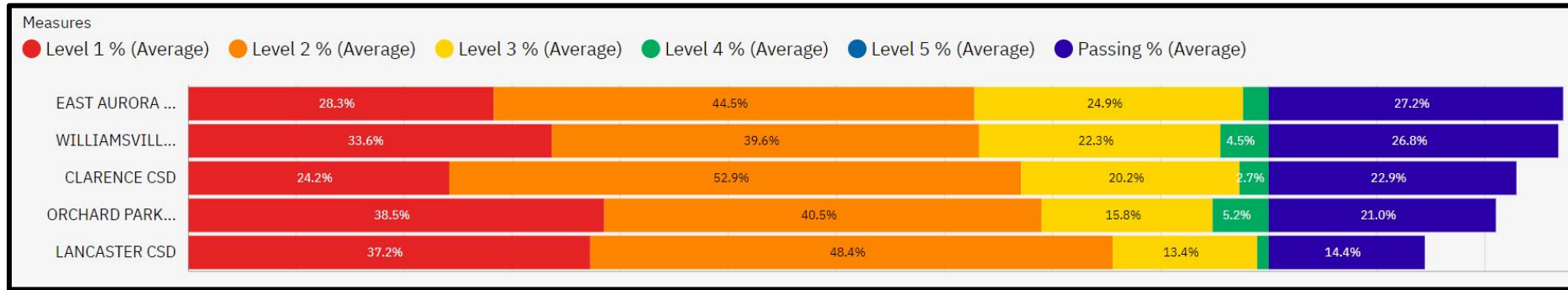
Source: NYSED Level 1 Data Warehouse, 2021-2022 school year



ORCHARD PARK CENTRAL SCHOOL DISTRICT

Similar District ELA Proficiency Data

Students with Disabilities



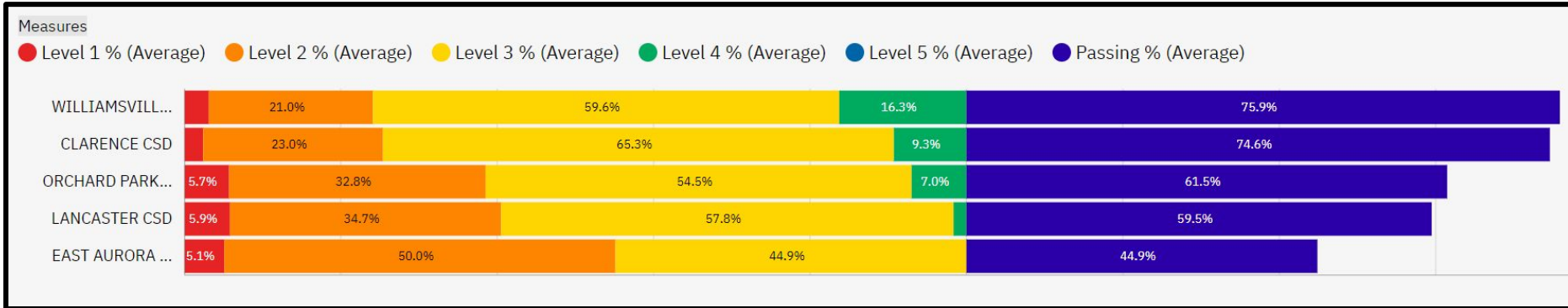
Source: NYSED Level 1 Data Warehouse, 2021-2022 school year



ORCHARD PARK CENTRAL SCHOOL DISTRICT

Similar District ELA Proficiency Data

Grade 3, All Students



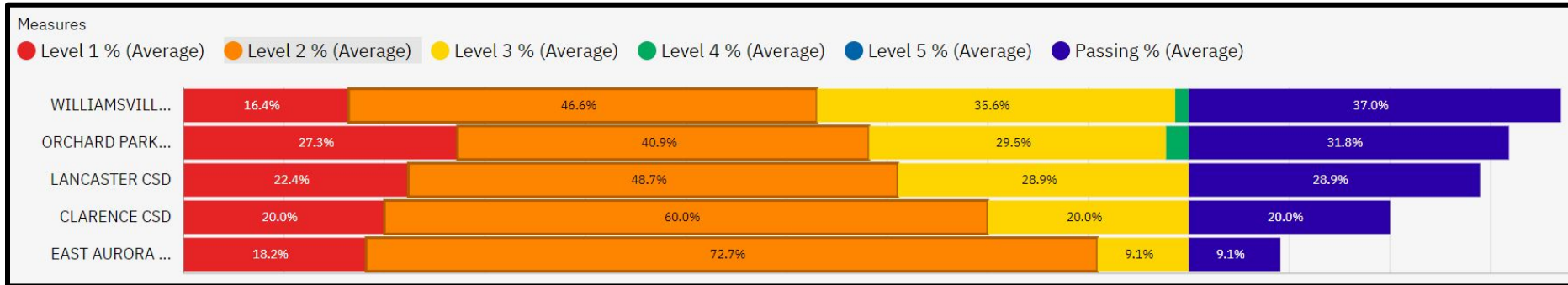
Source: NYSED Level 1 Data Warehouse, 2021-2022 school year



ORCHARD PARK CENTRAL SCHOOL DISTRICT

Similar District ELA Proficiency Data

Grade 3, Students with Disabilities



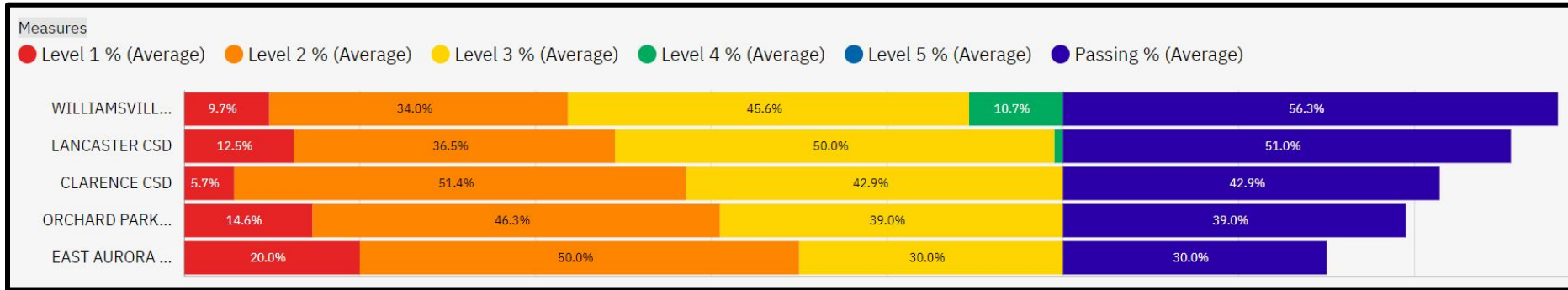
Source: NYSED Level 1 Data Warehouse, 2021-2022 school year



ORCHARD PARK CENTRAL SCHOOL DISTRICT

Similar District ELA Proficiency Data

Grade 3, Economically Disadvantaged



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



ORCHARD PARK CENTRAL SCHOOL DISTRICT

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



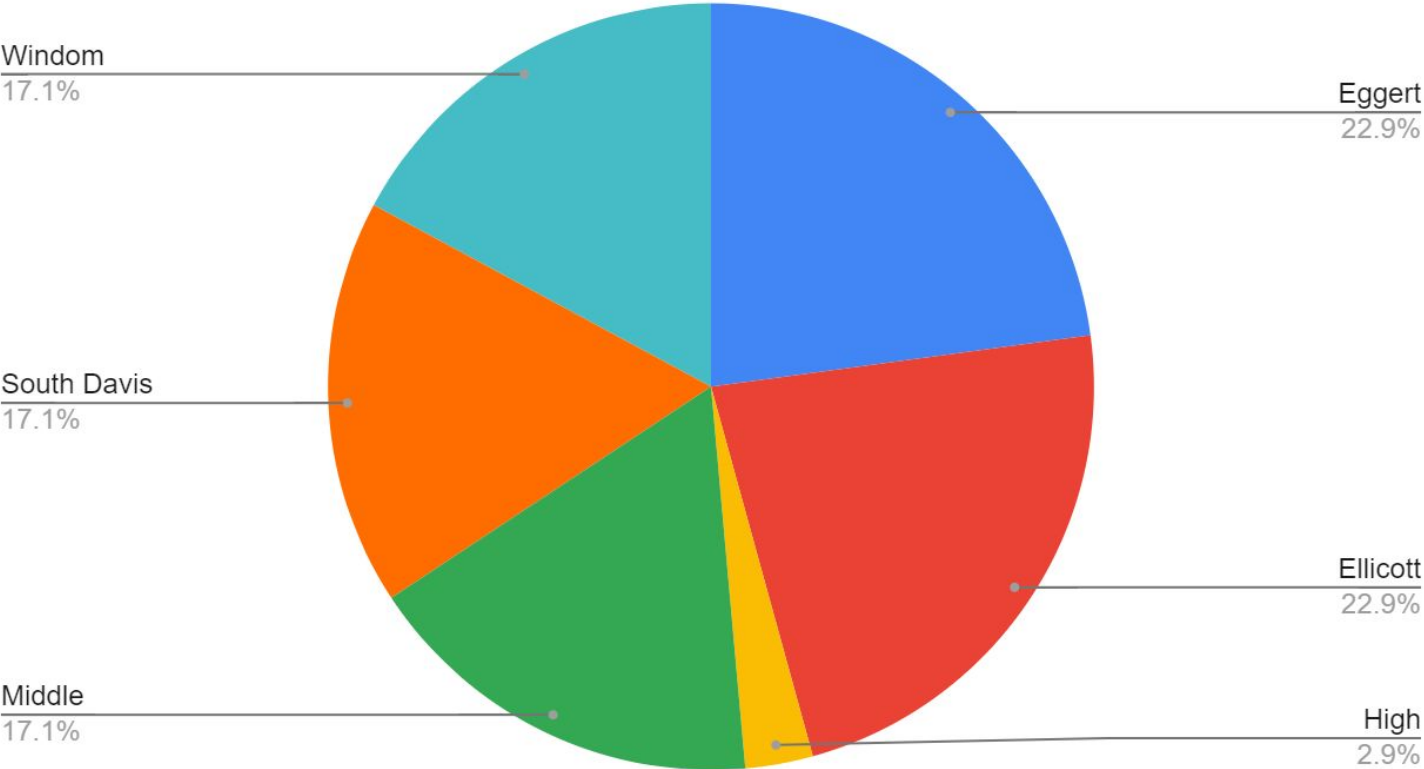
Yearly Data Points - At a Glance

Fall/Winter/Spring

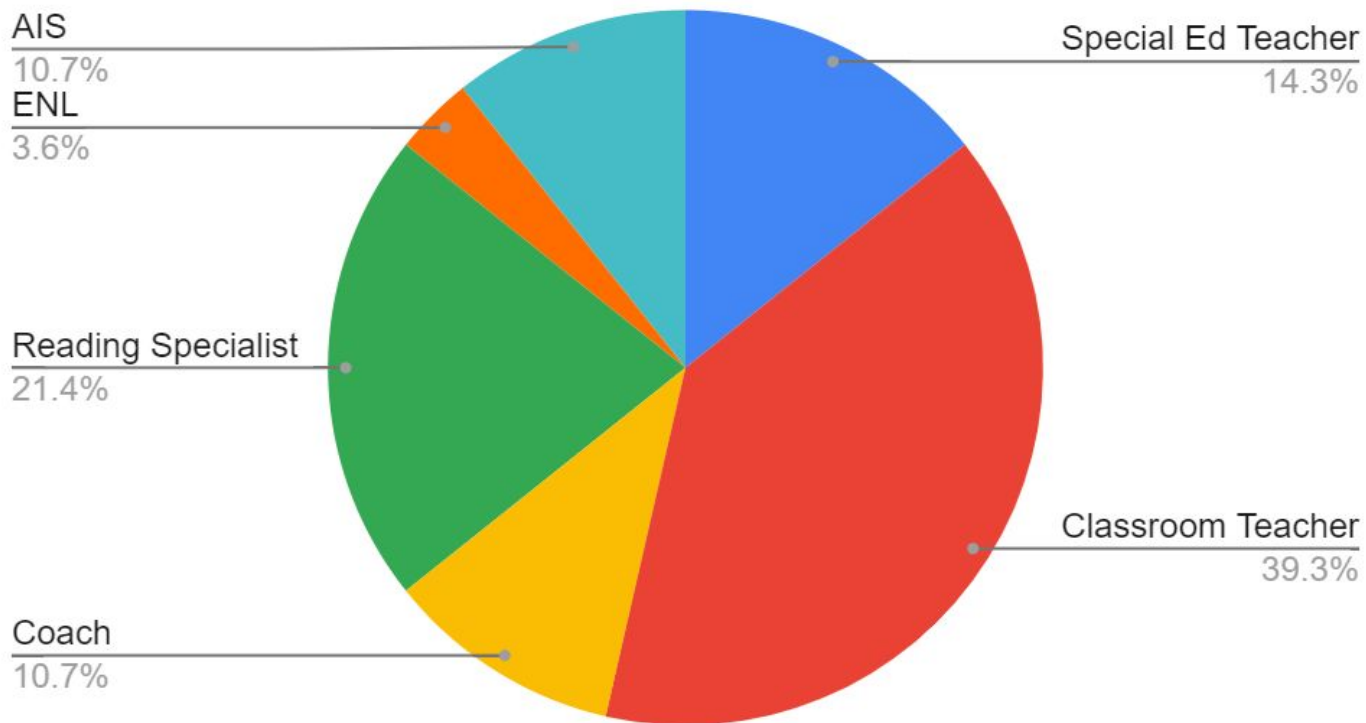
Kindergarten	Second	Fourth
<ul style="list-style-type: none">• DIAL 4• Heggerty Phonemic Awareness• Fastbridge Early Reading• Sight Words• Letter/Sound Inventory• Decoding Assessment (Walpole McKenna - IDI)	<ul style="list-style-type: none">• Fastbridge aReading• Fastbridge CBM• Sight Words• Running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



Count of Building



Count of Role



Questions?
