

Franklin Square Union Free School District

APPR Plan

Statement of Purpose for The Franklin Square Union Free School District Annual

Professional Performance Review Plan:

It is the intent of the Franklin Square Union Free School District to foster ongoing professional growth and development, reflection, and refinement of professional practice for all of its faculty and staff in order to improve teaching and learning. The protocols, instruments, and rubrics included in this document are to be considered a framework for a cycle of continuous improvement and efficacy for all students, faculty, and staff.

Rationale:

In accordance with 3012d, the evaluation processes herein are based on the New York Teaching and ISLLC Standards provided by the Commissioner of Education pursuant to the Regulation 100.2. However, the ultimate purpose of a quality Annual Professional Performance Review plan (APPR) is much more than fulfilling a State mandate. It is an essential process by which the entire learning organization can achieve its mission and vision for all students.

The Franklin Square Union Free School District is committed to focusing its efforts and resources to bring about a meaningful evaluation process as an important means to achieve this goal.

Demographic Information:

The Franklin Square Union Free School District is located in western Nassau County and it serves children from Franklin Square, West Hempstead and Garden City South. The District's students attend classes in three elementary schools. All of the school buildings provide bright, pleasant, and well-equipped learning environments. The students complete their secondary educational programs in the Sewanhaka Central High School District, with most of our children attending the H. Frank Carey High School, which is located in Franklin Square.

The Franklin Square Union Free School District has long been known for the quality education and the Foundation of Success provided to the students who attend these schools. The students are offered a nurturing, caring, safe and educationally stimulating environment

in which to develop healthy attitudes, strong character, and intellectual curiosity.

The Franklin Square Union Free School District is characterized by the spirit of cooperation that encourages community involvement, professional development, and academic success. Board members, administrators, teachers, parents, students and community members are partners committed to excellence. As the District continues to grow educationally, we strive to build upon the Foundation of Strength and Success for which the District is known.

The Annual Professional Performance Review Plan

The Franklin Square Union Free School District Board of Education will approve an APPR plan on an annual basis by July 1 and immediately make it public on the district website (www.franklinsquare.k12.ny.us).

All educators will receive timely and constructive feedback as part of the evaluation process.

- Each tenured teacher will receive a minimum of one formal observation by the building principal or assistant principal each year. The Danielson ASCD Framework Rubric will be utilized. The Instruction and Classroom Environment Domains will be completed by the observing administrator for each formal observation. The rubric will be presented to the teacher within five days of the formal observation. Formal observations may be scheduled or unscheduled. At least one observation must be unscheduled. One additional observation will be conducted by an independent evaluator. The independent evaluator will present their observation notes to the teacher within five business days of the observation in a post-observation conference. The rubric will be presented to the teacher following the post-observation conference

Informal observations will be unscheduled and occur frequently throughout the school year. Feedback will be provided to the teacher through written notification, informal meetings or discussions.

The OASYS management system will be utilized to record teacher information using the Danielson ASCD Framework Rubric.

- Each untenured teacher will receive a minimum of two formal observations by the building principal or assistant principal each year. The Danielson Framework Rubric will be utilized. The Instruction and Classroom Environment Domains will be completed by the observing administrator for each formal observation. The rubric will be presented and discussed at a post-conference to take place within five days of the formal observation. At least one formal observation must be unscheduled. One additional observation will be conducted by an independent evaluator utilizing a similar format used for tenured teachers.

The OASYS management system will be utilized to record teacher information using the Danielson ASCD Framework Rubric.

- A mid-year and End-of-Year evaluation will be completed by the principal for every untenured teacher.

Informal observations will be unscheduled and occur frequently throughout the school year. Feedback will be provided to the teacher through written notification, informal meetings and/or discussions.

All teachers will complete a binder which contains evidence of Domain 4: Professional Responsibility. Parent contacts, AIS, RTI and Extra Help logs, and a record of participation in school and District events and committees as well as professional development and collegial activities will be detailed in the binder.

Each tenured and untenured teacher will have his/her plan book and record book reviewed by the principal a minimum of once a year. These documents will assist the principal in evaluating Domain 1: Planning and Preparation. The principal/assistant principal may review the plans in the classroom as part of the observation process.

The District has adopted the New York State Approved Renaissance Learning STAR Reading and STAR Math as the local assessment in grades 1-6. The STAR Early Literacy Profile will be used as the local assessment for students in primary grades who are emergent readers.

The New York State approved Danielson ASCD Framework is the “other measure” of Effectiveness which will be used to evaluate all teachers in the Franklin Square school.

Each principal will be evaluated using the Marshall Framework. The rubric will be completed by the Superintendent of Schools. The Assistant Superintendent for Curriculum and Instruction will serve as the independent evaluator.

Performance Improvement Plans

- The Franklin Square Union Free School District will support teachers whose performance is evaluated as needing an individual improvement plan (TIP) by providing the teacher with a written Improvement Plan which outlines areas needing improvement. It is understood that the ultimate objective of an improvement plan is increased student achievement, and that the intent of such a plan is remedial rather than disciplinary.
- The Franklin Square Union Free School District will support principals whose performance is evaluated as needing an individual improvement plan (PIP) by providing the principal with a written improvement plan. It is understood that the ultimate objective of an improvement plan is increased student achievement, and that the intent of such a plan is remedial rather than disciplinary.

Appeals of Annual Performance Evaluations

To the extent that a teacher/principal wishes to challenge a performance review and/or improvement, The Franklin Square Union Free School District will entertain appeals of tenured teachers receiving an Ineffective rating on a performance review.

Appeal procedures should limit the scope of appeals under Education Law §3012-d to the following subjects:

- (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (4) the school district's issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-d.

A decision shall be rendered by a committee consisting of: the Superintendent of Schools, one building principal, and one highly qualified teacher (selected by the FSTA). The building principal will not be the administrator who is responsible for the appealed evaluation.

Evaluator Training

The Franklin Square Union Free School District will ensure that all lead evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be certified by the Superintendent of Schools and the Board of Education. Evaluator training will occur among component districts and will replicate the recommended SED model certification process following the 3012d regulations. This training will include the following Requirements for Lead 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 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
- Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.

The Franklin Square Union Free School District will work with the Nassau BOCES and local school districts to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

Data Management

The Franklin Square Union Free School District will work with Nassau BOCES and SED to develop a process that aligns its Student Information System (e-School), TEACH, and Finance Manager, systems to ensure that SED receives timely and accurate teacher, course and student "linkage" data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.

The Franklin Square Union Free School District will work the Nassau BOCES and SED to develop a process that aligns its e-School, TEACH, and Finance Manager systems for reporting to SED the individual subcomponent scores and the total composite effectiveness score for each applicable educator.

Also, The Franklin Square Union Free School District will work with the Nassau BOCES, SED, and the regional testing center to ensure that assessments are not disseminated to students before administration and that teachers or principals do not have a vested interest in the outcome of the assessments they score.

The Franklin Square Union Free School District will work with the Nassau BOCES Instructional Support Division to facilitate the secure scoring of all 3-8 assessments to help ensure that neither teachers nor principals have a vested interest in the scoring process.

Monitoring

The Franklin Square Union Free School District agrees to collaborate with the SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.

Scoring Ranges for APPR State Provided Value Added Measures Apply

Level	Measures of student growth	Overall Scoring Range
Ineffective	0-35	0-12
Developing	29-40	13-14
Effective	36-68	15-17
Highly Effective	67-94	18-20

The Franklin Square Union Free School District will utilize the State Approved Renaissance Star Reading, Star Math and Early Literacy Program to comprise the Student Learning Objectives (SLOs).

Scoring Ranges for APPR
No State Provided Value Added Measures Apply

Level	Percentage of Student Meeting Target	Overall Scoring Range
Ineffective	0-59%	0-12
Developing	60-74%	13-14
Effective	75-89%	15-17
Highly Effective	90-100%	18-20

The Franklin Square Union Free School District will utilize the State Approved STAR Reading and STAR Math Program to comprise the Backup Student Learning Objectives in the event the State cannot generate an adequate growth score due to low register class sizes or lack of student participation.

The resulting levels designated by the scoring ranges above will be converted into a final evaluation level utilizing the following scoring matrix as prescribed by law:

		Teacher	Observation		
		Highly Effective	Effective	Developing	Ineffective
Student	Highly Effective	Highly Effective	Highly Effective	Effective	Developing
Performance	Effective	Highly Effective	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Ineffective
	Ineffective	Developing	Developing	Ineffective	Ineffective

Franklin Square Annual Professional Performance Review

<p>Domain 1: Planning and Preparation Planning is about all of the work involved in preparing for a lesson. It represents how the teacher organizes the content students are to learn – how the teacher designs instruction.</p> <ul style="list-style-type: none"> 1a. Planning 1b. Knowledge of Content 1c. Value, Sequence and Alignment 1d. Unit Structure 1e. Congruence with Instructional Goals 1f. Suitability for Diverse Learners 1g. Utilizes Formative Assessment 1h. Uses Data and Assessment in Planning and Instruction 1i. Technology 	<p>Domain 2: Classroom Environment Classroom Environment summarizes the aspects of teaching that are not associated with the learning of any particular content; instead they set the stage for all learning. They establish a comfortable and respectful classroom environment that cultivates a culture for learning and creates a safe place for risk taking.</p> <ul style="list-style-type: none"> 2a. Teacher Interaction with Students 2b. Management of Instructional Groups 2c. Classroom Procedures 2d. Expectation for Student Conduct 2e. Monitoring Student Behavior 2f. Safety 2g. Classroom Physical Environment
<p>Domain 4: Professional Responsibilities Professional Responsibilities are associated with growing as a professional educator. They encompass the roles that teachers assume outside of the classroom that enable them to grow in their professional practice.</p> <ul style="list-style-type: none"> 4a. Maintaining Student Records 4b. Provides Information About the Instructional Program 4c. Collaboration with Colleagues 4d. Service to School and District 4e. Enhancement of Content Knowledge and Pedagogical Skill 	<p>Domain 3: Instruction Instruction contains the elements that are at the essential heart of teaching – the actual engagement of students in content. This is the primary mission of schools - to enhance student learning.</p> <ul style="list-style-type: none"> 3a. Learning Activities 3b. Instructional Materials and Resources 3c. Varied Instructional Groups 3d. Quality of Questions 3e. Student Participation 3f. Structure and Pacing 3g. Response to Students 3h. Expectations For Learning 3i. Directions and Procedures

Domain 1: Planning and Preparation

Planning is about all of the work involved in preparing for a lesson. It represents how the teacher organizes the content students are to learn – how the teacher designs instruction.

	Highly Effective 2	Effective 1.75	Developing 1	Ineffective 0
1a. Planning	Daily and weekly plans are comprehensive. Lessons contain evidence of differentiated instruction. Objectives are clear and measurable. Assessments are formative and differentiated.	Daily and weekly plans are detailed and complete containing measurable objectives, procedures and assessments. There is evidence of cooperative groups and differentiated instruction.	Daily and weekly plans contain materials and descriptions but lack some components of effective planning.	Daily and weekly plans are incomplete or missing.
1b. Knowledge of content	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	In planning and practice, teacher makes content errors or does not correct errors made by students.
1c. Value, sequence, and alignment	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	Outcomes represent moderate expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.
1d. Unit structure	The unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.	The unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The unit has no clearly defined structure. Activities do not follow organized progression, and time allocations are unrealistic.

1e. Congruence with instructional goals	The assessment procedures are congruent with instructional goals. Assessment methodologies have been adapted for individual students, as needed.	The assessment procedures are congruent with instructional goals.	Some of the assessment procedures are congruent with instructional goals.	Assessment procedures are not congruent with instructional goals.
1f. Suitability for diverse learners	Outcomes are based on a comprehensive assessment of student progress and take into account the varying needs of individual students or groups.	Most of the outcomes are suitable for all students in the class and are based on evidence of student progress.	Some of the outcomes are suitable for many of the students in the class based on limited assessments of student progress.	Outcomes are not suitable for the class or are not based on any assessment of student needs.
1g. Utilizes formative assessments	Teacher consistently utilizes formative assessment in the lesson or unit.	Teacher frequently utilizes formative assessment in the lesson or unit.	Teacher is beginning to utilize formative assessment in the lesson or unit.	Teacher does not utilize formative assessment in the lesson or unit.
1h. Uses data and assessment in planning and instruction	Teacher uses data and assessments for planning and instruction for groups and individual students. Pre-assessment drives instruction.	Teacher uses data and assessments for planning and instruction for groups of students. There is evidence of pre-assessment.	Teacher uses data and assessments for planning and instruction for the class as a whole. There is no evidence of pre-assessment.	Teacher does not use data and assessments in planning and instruction.
1i. Technology	Teacher exceeds proficiency in technology and can effectively choose appropriate applications for student learning. Integration of technology is seamless with curricular and instructional goals. Teacher encourages critical thinking through the use of technology.	Teacher proficiency enhances students learning and integration of technology into the curriculum and instructional goals.	Teacher has basic level of proficiency required to incorporate technology into the curriculum.	Teacher has not attained a level of proficiency required to incorporate technology into the curriculum.

Domain 2: Classroom Environment

Classroom Environment summarizes the aspects of teaching that are not associated with the learning of any particular content; instead they set the stage for all learning. They establish a comfortable and respectful classroom environment that cultivates a culture for learning and creates a safe place for risk taking.

	Highly Effective 2	Effective 1.75	Developing 1	Ineffective 0
2a. Teacher interaction with students	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students.	Teacher-student interactions are friendly and demonstrate general caring and respect.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies.	Teacher interaction with students is inappropriate.
2b. Management of instructional groups	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.	Small-group work is well organized, and most students are productively engaged in learning while working independent of the teacher.	Some students are productively engaged in learning while working independent of the teacher.	Students working independent of the teacher are not productively engaged in learning.
2c. Classroom procedures	Transitions are seamless. Routines for handling materials and supplies are highly efficient.	Transitions occur smoothly and routines for handling materials and supplies are efficient with little loss of instructional time.	Some transitions are efficient and routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Transitions are chaotic. Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.
2d. Expectations for student conduct	Standards of conduct are clear to all students and appear to have been developed with student participation.	Standards of conduct are clear to all students.	Standards of conduct appear to have been established, and most students seem to understand them.	No standards of conduct appear to have been established.
2e. Monitoring of student behavior	Teacher is alert to student behavior at all times, monitoring is subtle and preventive.	Teacher is alert to student behavior at all times and addresses student behavior effectively.	Teacher is generally aware of student behavior but may miss the activities of some students.	Student behavior is not monitored, and teacher is unaware of what the students are doing.
2f. Safety	The classroom is safe, and students take an active role in maintaining a safe environment.	The classroom is safe.	The classroom is safe with minor oversights.	The classroom is unsafe.
2g. Classroom Physical Environment	Instructional materials are organized for efficient use. Students take an active role in	Instructional materials are organized for efficient use.	There is an attempt to organize instructional materials for efficient class use.	The classroom appears disorganized and cluttered. Instructional materials are

	maintaining an organized classroom environment.			not organized for efficient class use.
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Domain 3: Instruction

Instruction contains the elements that are at the essential heart of teaching – the actual engagement of students in content. This is the primary mission of schools – to enhance student learning.

	Highly Effective 2	Effective 1.75	Developing 1	Ineffective 0
3a. Learning activities	The learning activities are suitable to students and to the instructional outcomes. There is evidence of student engagement and differentiation. There is evidence of use of multiple modalities and higher level thinking strategies.	The learning activities are suitable to students and to the instructional outcomes. There is evidence of student engagement and differentiation.	Some of the learning activities are suitable to students and to the instructional outcomes. There is evidence of student engagement and differentiation.	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students or differentiate instruction.
3b. Instructional materials and resources	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. Students initiate the choice, adaptation, or creation of materials to enhance their learning.	The materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.
3c. Varied instructional groups	Instructional groups are varied as appropriate to the students and different instructional outcomes. There is evidence of student choice based on students' learning needs.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups partially support the instructional outcomes.	Instructional groups do not support the instructional outcomes and offer no variety.

3d. Quality of questions	Teacher's questions are of consistently high quality, with adequate time for students to respond. Students formulate many questions.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are a combination of low and high quality. Some invite a thoughtful response.	Teacher's questions are of poor quality, with single correct responses. They are asked in rapid succession.
3e. Student participation	Teacher ensures that all voices are heard in the discussion. Teacher provides opportunities for all students to share and discuss information through small and large groups.	Teacher successfully engages students in the discussion.	Teacher attempts to engage students in the discussion, but with only limited success.	A few students dominate the discussion.
3f. Structures and pacing	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.
3g. Response to students	Teacher seizes opportunities to enhance learning, building on student interests or a spontaneous event.	Teacher successfully accommodates students' questions or interests.	Teacher attempts to accommodate students' questions or interests, affecting flow of lesson.	Teacher ignores or brushes aside students' questions or interests.
3h. Expectations for learning	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking the purpose to student interests.	Teacher's purpose for the lesson or unit is clear including where it is situated within broader learning.	Teacher attempts to explain the instruction purpose with limited success.	Teacher's purpose in a lesson or unit is unclear to students.
3i. Directions and procedures	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are confusing to students.

Domain 4: Professional Responsibilities

Professional Responsibilities are associated with growing as a professional educator. They encompass the roles that teachers assume outside of the classroom that enable them to grow in their professional practice.

	Highly Effective 2	Effective 1.75	Developing 1	Ineffective 0
4a. Maintaining student records	Teacher's system for maintaining student records is highly effective. Teacher's record keeping reflects a high level of organization.	Teacher's system for maintaining student records is effective.	Teacher's system for maintaining student records is partially effective.	Teacher lacks a system for maintaining student records.
4b. Information about the instructional program	Teacher provides frequent and ongoing information to families, as appropriate, about the instructional program and individual student progress.	Teacher consistently provides information to families, as appropriate, about the instructional program and individual student progress.	Teacher does not consistently provide information to families about the instructional program and student progress.	Teacher provides little or no information about the instructional program or student progress to families.
4c. Collaboration with colleagues	Interactions with colleagues are characterized by mutual support and collaboration. Teacher takes initiative in assuming leadership among colleagues.	Interactions with colleagues are characterized by mutual support and collaboration.	Teacher minimally interacts with colleagues to fulfill duties that the school or district requires.	Teacher's interactions with colleagues are negative or self-serving.
4d. Service to the school and district	Teacher volunteers to participate in school/district programs and activities, making a substantial contribution.	Teacher volunteers to participate in school/district programs and activities.	Teacher becomes involved in school/district programs and activities only when asked.	Teacher does not become involved in school/district programs and activities.
4e. Enhancement of content knowledge and pedagogical skill	Teacher seeks out opportunities for professional development, makes a systematic effort to apply learned skills and shares information with the learning community.	Teacher seeks out opportunities for professional development and makes a systematic effort to apply learned skills to own practice.	Teacher participates in professional activities to a limited extent.	Teacher does not engage in professional development activities.

The Franklin Square Union Free School District will utilize the following table to convert the rubric into a 1-4 scale:

4	60	2.4	43	1.4	25
3.9	59	2.3	42	1.3	24
3.8	58	2.2	41	1.2	23
3.7	57	2.1	40	1.1	22
3.6	56	2	39	1	21
3.5	55	1.9	38	0.9	20
3.5	54	1.8	37	0.8	19
3.4	53	1.7	36	0.7	18
3.3	52	1.6	35	0.6	17
3.2	51	1.5	34	0.5	16
3.1	50	1.5	33	0.4	15
3	49	1.5	32	0.3	14
2.9	48	1.5	31	0.2	13
2.8	47	1.5	30	0.1	12
2.7	46	1.5	29	0	11
2.6	45	1.5	28	0	10
2.5	44	1.5	27	0	9
		1.5	26	0	8
				0	7
				0	6
				0	5
				0	4
				0	3
				0	2
				0	1

Teacher Improvement Plan

Teacher: _____

Date Initiated: _____

School Year: _____

Dates of classroom visits, observations:

Other sources of feedback:

Areas in Need of Improvement:
(List elements under domains)

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

Improvement Goals: (List)

Plan of Action and timeline:

Support Provided:

Review of Goal(s) Achievement and Manner of Assessment

Teacher

Date

Principal

Date

Dir. of CSE, Asst. Supt., Supt.
profdevelplan 1-12

Date

Teacher Responsibilities Log

Teacher Name: _____

Date: _____

Parent Communication:

Student	Date	Reason for Contact

Shared Instructional Activities and Planning Sessions with Colleagues:

Date	Activity

Service to School and District:

Date	Activity

Professional Development:

Date	Format (In-service, Conference.....)	Hours/Credit

Student Learning Objectives for Library, Art, Music and Physical Education teachers were developed during the 2011-2012 school year. A committee of all teachers in each special area met:

- ✓ Review Learning Objectives for each grade level K-6.
- ✓ Establish specific measureable skills for each grade K-6.
- ✓ Plan for baseline testing of all skills and post-assessment following instruction.
- ✓ Develop a scoring guide and rubric for all skills being assessed.

The Student Learning Objectives that were developed were reviewed by the APPR Committee consisting of 10 teachers and 5 administrators from the district. The Superintendent reviewed and approved the Student Learning Objective for all special area teachers.

Scoring APPR

Kindergarten

Danielson ASCD Rubric and STAR Early Literacy Profile and STAR Math

Grades 1-2, Reading and ENL

Danielson ASCD Rubric, STAR Reading, STAR Math, and/or STAR Early Literacy as appropriate

Grade 3

Danielson ASCD Rubric, STAR Reading and STAR Math in relation to the New York State Assessments in ELA and Math

Grade 4-6

Danielson ASCD Rubric and New York State Assessments in ELA and Math

Backup SLOs: STAR Reading and STAR Math

Kindergarten
 State Approved Star Early Literacy
 Student Learning Objective (SLO)

Students showing scale score growth of 100 points or more on STAR Early Literacy and 60 points or more on STAR Math

Points	Percentage of Students Meeting Target	Rating
20	97-100%	Highly Effective
19	93-96%	Highly Effective
18	90-92%	Highly Effective
17	85-89%	Effective
16	80-84%	Effective
15	75-79%	Effective
14	67-74%	Developing
13	60-66%	Developing
12	55-59%	Ineffective
11	49-54%	Ineffective
10	44-48%	Ineffective
9	39-43%	Ineffective
8	34-38%	Ineffective
7	29-33%	Ineffective
6	25-28%	Ineffective
5	21-24%	Ineffective
4	17-20%	Ineffective
3	13-16%	Ineffective
2	9-12%	Ineffective
1	5-8%	Ineffective
0	0-4%	Ineffective

Grade 1, and 2
 State Approved
 STAR Reading and STAR Math
 And/Or STAR Early Literacy
 Student Learning Objective (SLO)

Students showing scale score growth of 60 points or more on STAR Reading and STAR Math using an average of the two measures.

Students showing a scale score growth of 100 points or more on STAR Early Literacy if the STAR Reading and STAR Math programs are not developmentally appropriate for an individual student.

Points	Percentage of Students Meeting Target	Rating
20	97-100%	Highly Effective
19	93-96%	Highly Effective
18	90-92%	Highly Effective
17	85-89%	Effective
16	80-84%	Effective
15	75-79%	Effective
14	67-74%	Developing
13	60-66%	Developing
12	55-59%	Ineffective
11	49-54%	Ineffective
10	44-48%	Ineffective
9	39-43%	Ineffective
8	34-38%	Ineffective
7	29-33%	Ineffective
6	25-28%	Ineffective
5	21-24%	Ineffective
4	17-20%	Ineffective
3	13-16%	Ineffective
2	9-12%	Ineffective
1	5-8%	Ineffective
0	0-4%	Ineffective

Reading and ENL
 State Approved
 STAR Reading
 And/Or STAR Early Literacy
 Student Learning Objective (SLO)

Students showing scale score growth of 60 points or more on STAR Reading.
 Students showing a scale score growth of 100 points or more on STAR Early Literacy if the STAR Reading programs are not developmentally appropriate for an individual student.

Points	Percentage of Students Meeting Target	Rating
20	97-100%	Highly Effective
19	93-96%	Highly Effective
18	90-92%	Highly Effective
17	85-89%	Effective
16	80-84%	Effective
15	75-79%	Effective
14	67-74%	Developing
13	60-66%	Developing
12	55-59%	Ineffective
11	49-54%	Ineffective
10	44-48%	Ineffective
9	39-43%	Ineffective
8	34-38%	Ineffective
7	29-33%	Ineffective
6	25-28%	Ineffective
5	21-24%	Ineffective
4	17-20%	Ineffective
3	13-16%	Ineffective
2	9-12%	Ineffective
1	5-8%	Ineffective
0	0-4%	Ineffective

Grade 3
 State Approved
 STAR Reading and STAR Math

Students showing scale score growth predicting proficiency on the State ELA and Math Assessments and exceeding the State median on the Assessment using an average of the two measures

Points	Percentage of Students Meeting Target	Rating
20	97-100%	Highly Effective
19	93-96%	Highly Effective
18	90-92%	Highly Effective
17	85-89%	Effective
16	80-84%	Effective
15	75-79%	Effective
14	67-74%	Developing
13	60-66%	Developing
12	55-59%	Ineffective
11	49-54%	Ineffective
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4	17-20%	Ineffective
3	13-16%	Ineffective
2	9-12%	Ineffective
1	5-8%	Ineffective
0	0-4%	Ineffective

Grades 4 – 6

The State provided growth score will be assigned to each teacher. In the absence of the State provided growth score the following measure will be utilized as a Backup SLO.

State Approved STAR Reading and STAR Math

Students showing scale score growth of 60 points or more on STAR Reading and STAR Math using an average of the two measures.

Points	Percentage of Students Meeting Target	Rating
20	97-100%	Highly Effective
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Library Student Objectives

Kindergarten

Student Learning Objectives:

1. Students will be able to make a prediction based on a picture.
2. Students will be able to identify the author as the one who writes a book.
3. Students will be able to identify the illustrator as the one who draws the pictures in a book.
4. Students will be able to recognize a nursery rhyme as a distinctive text type.
5. Students will be able to identify the distinctive style of a particular illustrator.
6. Students will be able to identify the spine of a book.
7. Students will be able to identify the cover of a book.
8. Students will be able to identify a famous author/illustrator.

First Grade

Student Learning Objectives:

1. Students will be able to identify the illustrator based on the cover of a book.
2. Students will be able to identify the author based on the cover of a book.
3. Students will be able to identify the title of a book based on its cover.
4. Students will be able to identify a sequence of events of a simple story.
5. Students will be able to identify a fiction book as one that did not happen.
6. Students will be able to identify a non-fiction book as one that has facts and information.
7. Students will be able to identify the characters of a story.
8. Students will be able to identify the setting of a story.
9. Students will be able to identify a famous author/illustrator.

Second Grade

Student Learning Objectives:

1. Students will be able to identify the problem of a simple story.
2. Students will be able to identify the solution of a simple story.
3. Students will be able to identify a famous author/illustrator.
4. Students will be able to identify a table of contents.
5. Students will be able to identify a fiction book as one that did not happen.
6. Students will be able to identify a non-fiction book as one that has facts and information.

7. Students will be able to compare and contrast two pieces of text.
8. Students will be able to identify the characters of a story.
9. Students will be able to identify the setting of a story.

Third Grade

Student Learning Objectives:

1. Students will be able to identify a realistic fiction text.
2. Students will be able to identify a fantasy text.
3. Students will be able to identify a mystery text.
4. Students will be able to identify a biography text.
5. Students will be able to identify the publisher of a book.
6. Students will be able to identify the copyright date of a book.
7. Students will be able to identify the dedication page of a book.
8. Students will be able to identify the table of contents of a book.
9. Students will be able to identify the index of a book.
10. Students will be able to identify the glossary of a book.

Fourth Grade

Student Learning Objectives:

1. Students will be able to identify and use a dictionary.
2. Students will be able to identify and use a thesaurus.
3. Students will be able to identify and use guide words.
4. Students will be able to identify and use captions.
5. Students will be able to alphabetize a set of words.
6. Students will be able to identify the OPAC and its purpose.
7. Students will be able to identify the genre of a text.

Fifth Grade

Student Learning Objectives:

1. Students will be able to identify and use an atlas.
2. Students will be able to identify and use an almanac.
3. Students will be able to determine an appropriate source of information to answer a question.
4. Students will be able to select an appropriate keyword to find information.
5. Students will be able to identify the genre of a text.

Sixth Grade

Student Learning Objectives:

1. Students will be able to identify plagiarism.
2. Students will be able to identify a bibliography and its purpose.
3. Students will be able to determine an appropriate source of information to answer a question.
4. Students will be able to identify literary devices.
5. Students will be able to write a bibliographic citation for a website.
6. Students will be able to use strategies for finding information with an internet search engine.

General Music Student Objectives

Kindergarten

Student Learning Objectives:

1. Students will be able to demonstrate a steady beat.
Access: Students will demonstrate a steady beat through the playing of a classroom instrument to a simple song.
2. Students will be able to sing alone and with others.
Access: Students will sing "Twinkle Twinkle Little Star" alone and with others.
3. Students will be able to identify tempo.
Access: Students will identify tempo through fast and slow dancing and movement.

First Grade

Student Learning Objectives:

1. Students will be able to demonstrate simple rhythm patterns.
Access: Students will demonstrate simple rhythm patterns by echo play on classroom instruments.
2. Students will be able to identify and demonstrate melodic direction aurally and visually.
Access: Students will identify and demonstrate melodic direction using body movement to sing and direct the musical scale.
3. Students will be able to identify classroom instruments and demonstrate proper playing technique.
Access: Students will identify classroom instruments by name and using correct playing techniques in simple rhythm echo patterns.

Second Grade

Student Learning Objectives:

1. Students will be able to identify and demonstrate simple rhythmic notation.
Access: Students will identify notated rhythms displayed on board and demonstrate them using body percussion and instruments.
2. Students will be able to identify and perform an ascending and descending musical scale.
Access: Students will identify and perform an ascending and descending musical scale by using solfege.

3. Students will be able to identify and differentiate between orchestral families through listening.

Access: Students will identify and differentiate between orchestra families through listening to "The Young Person's Guide to the Orchestra".

Third Grade

Student Learning Objectives:

1. Students will be able to identify notation and symbols on the musical staff.
Access: Students will identify notation and symbols on the musical staff through the "Musical Staff Quiz".
2. Students will be able to demonstrate proper playing technique on the recorder.
(Jan./June)
Access: Students will demonstrate proper playing technique on the recorder through completing the "Technique Check List".
3. Students will be able to perform simple songs on the recorder alone and with others.
(Jan./June)
Access: Students will perform simple songs on the recorder alone and with others such as "Hot Cross Buns".

Fourth Grade

Student Learning Objectives:

1. Students will be able to identify and perform more complex rhythm patterns.
Access: Students will identify rhythms containing eighth notes, quarter notes, and half notes and will perform them on classroom instruments.
2. Students will be able to sing melodies and harmonies through a variety of songs such as partner songs, ostinati, and canons.
Access: Students will sing melodies and harmonies through songs such as "Frere Jacques", "Slow Down", and "Kookabura".
3. Students will be able to aurally identify elements of music such as form, melody, and dynamics in a listening selection.
Access: Students will be able to aurally identify elements of music such as form, melody and dynamics by listening to the "William Tell Overture".

Fifth Grade

Student Learning Objectives:

1. Students will be able to define and differentiate between the functions of a composer and a conductor. (Jan./June)
Access: Students will define and differentiate between the functions of a composer and a conductor in the "Composer vs. Conductor" composition.
2. Students will be able to identify, compose and perform rhythms within various meters.
Access: Students will identify, compose and perform rhythms within various meters through the "Time Signature Showdown" activity.
3. Students will be able to sing alone and with others while demonstrating good intonation and vocal techniques.
Access: Student will sing "America" while demonstrating good intonation and vocal techniques.

Sixth Grade

Student Learning Objectives:

1. Students will be able to demonstrate the musical elements (rhythm, tempo, dynamics) through a performance.
Access: Students will demonstrate the musical elements through the performance of "This Land is Your Land".
2. Students will be able to compose more complex musical notation.
Access: Students will compose and perform a rhythmic composition of sixteenth notes and eighth notes.
3. Students will be able to identify influential composers and their contribution to our musical history. (Jan./June)
Access: Students will identify influential composers and their contribution to our musical history in the "Composer Presentation" project.

Library

Student Learning Objectives and Local Assessment

Target Growth: Proficiency in the district developed student learning objectives as predicted by growth in STAR Reading Assessment

Points	Percentage of Students Meeting Target	Rating
20	97-100%	Highly Effective
19	93-96%	Highly Effective
18	90-92%	Highly Effective
17	85-89%	Effective
16	80-84%	Effective
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0	0-4%	Ineffective

Art Student Learning Objectives

Target Growth: Proficiency in the district developed student learning objectives as predicted by growth in STAR Math Assessment

Points	Percentage of Students Meeting Target	Rating
20	97-100%	Highly Effective
19	93-96%	Highly Effective
18	90-92%	Highly Effective
17	85-89%	Effective
16	80-84%	Effective
15	75-79%	Effective
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Art

Skills	
4 Exceeding Standards:	Student project demonstrates a thorough understanding of the knowledge and skills expected at this grade level.
3 Meeting Standards	Student project demonstrates an understanding of the knowledge and skills expected at this grade level.
2 Partially Meeting Standards	Student project demonstrates a partial understanding of the knowledge and skills expected at this grade level.
1 Not Meeting Standards	Student project does not demonstrate an understanding of the knowledge and skills expected at this grade level.

Art Student Objectives

Kindergarten

Project: 3-D Abstract Paper Sculpture

Skills:

- Working with construction paper
- Cutting
- Paper manipulating
- Gluing
- Folding paper
- Shapes
- Sculpting
- Balance
- Rhythm
- Flow
- Movement
- Handling materials
- Creating 3-D art work

Grade 1

Project: Mondrian Butterflies

Skills:

- Tracing butterflies
- Drawing straight lines
- Understanding horizontal and vertical lines
- Listing primary colors and secondary colors
- Displays understanding of Mondrian use of primary colors in art
- Using color to create art
- Movement
- Symmetry

Grade 2

Project: Dinosaur Torn Paper Collage

Skills:

- Manipulating paper to give it different texture and shape
- Introducing perspective by overlapping background created by torn paper
- Horizon lines
- Introducing parts of a painting
- Foreground, middle ground, background
- Overlapping shapes
- Tracing dinosaurs

Adding texture
Appropriate use of color
Creating 3-D
Curriculum integration

Grade 3

Project: Multi-Culture Awareness Project (Japanese Bamboo Paints)

Skills:

Reinforcing classroom social studies curriculum with art project
Working with paint – creating different values
Developing bamboo brush painting techniques
Painting directions
Filling the space

Grade 4

Project: Native American Masks

Skills:

Integrating fourth grade social studies curriculum
Oil pastels
Using construction paper
Paper manipulating to create a mask
Symmetry/Asymmetry
Limited pallet of colors
Color – contrast
Shapes
Principals of design
Art expression
Texture

Grade 5

Project: 3-D Sculpture Project

Skills:

Balance
Movement
Space
Handling materials to create form

Proportion
Principals of sculpture
Using imagination to create art
Relevant art – making a connection to child’s own experiences

Grade 6

Project: Water Color Painted Designs

Skills:

Developing water color paints to create art
Elements of design
Balance
Rhythm
Flow
Brush techniques
Creating a design
Use of color
Contrast
Color value

Art – Local Assessment

Concert and building displays of student work.

20 Points –

- During concerts and at holidays, sample of student work (K-6) are displayed in the gym and at other designated areas.
- Displays demonstrate knowledge and mastery of a variety of skills appropriate to each grade level.

15 Points –

- Some samples of student work are displayed during concerts and/or at holidays.
- Most displays demonstrate mastery of skills appropriate to each grade level.

10 Points –

- Few samples of student work are displayed during the school year.
- Displays demonstrate minimal mastery of skills appropriate to each grade level.

0 Points –

- No student work is displayed around school.

Physical Education Student Objectives

Grade	PE Knowledge	Upper Body	Cardio	Abdominal	Flex	Agility and Balance
K	Personal and general space	Bridge/Crab 10 seconds	Run in place 20 seconds	Lay on back Bicycle 10 seconds Balance on bottom/feet up 5 seconds	Ability to touch knees shins toes	Balance on one foot 5 seconds Gallop and walk without flight at appropriate pace
1	Traveling and general space/walking safely	Shoulder touches 10x Bridge/Crab position 15 seconds	Skip for 20 seconds Run in place for 30 seconds	Crunches 5x Bicycle on back 15 seconds	Sit and reach 5 seconds	Hop on one foot 5x Jump with 2 feet 5x
2	Travel safely in shared space while playing game-like activity	Shoulder touches 10x Be able to crab walk	Skip for 20 seconds Run around gym 30 seconds	Crunches 7x Bicycle on back 20 seconds	Sit-Reach- hold for 5 seconds	Hop with direction Jump with direction Front/back/side/side
3	Can form partner groups cooperatively	Push-up – 1 or personal best Mods-three level cones Knee push-up	Complete ½ mile in 7 minutes or personal best	5 sit-ups without pause or personal best	Measured Sit-Reach negative 9 (to Shin) or personal best	Complete Shuttle Run in 14.5 seconds or personal best
4	Knows and apply 3 components of good sportsmanship	Push-up – 2 or personal best	Complete ½ mile in 6 minutes 45 seconds or personal best	7 sit-ups without pause or personal best	Measured Sit-Reach negative 8.5 or personal best	Complete Shuttle Run in 14 seconds or personal best
5	Knows and applies 4 components of good sportsmanship	Push-up - 3 or personal best	Complete 1 mile in 16 minutes or personal best	9 sit-ups without pause or personal best	Measured Sit-Reach negative 8.0 or personal best	Complete Shuttle Run in 13.5 seconds or personal best
6	Play cooperative games while demonstrating good sportsmanship	Push-up – 4 or personal best	Complete 1 mile in 15 minutes 45 seconds or personal best	11 sit-ups without pause or personal best	Measures Sit-Reach negative 7.5 or personal best	Complete Shuttle Run in 13 seconds or personal best

Physical Education – Local Assessment Field Day/Sports Night

20 Points –

- Well organized activity that involve all students and promote physical well-being, respect and good sportsmanship.

15 points –

- Organized activity that involve all students and promote physical well-being, respect and good sportsmanship.

10 points –

- Some activity organized that involve all students and promote physical well-being, respect and good sportsmanship.

5 points –

- Some attempt at organizing activities that that involve all students and promote physical well-being, respect and good sportsmanship.

0 points –

- No event planned.

General Music, Physical Education Student Learning Objectives

Target Growth: Proficiency in the district developed student learning objectives as predicted by growth in STAR Math Assessment

Points	Percentage of Students Meeting Target	Rating
20	97-100%	Highly Effective
19	93-96%	Highly Effective
18	90-92%	Highly Effective
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General Music - Local Objectives

Concert –

20 Points –

- All students engaged and singing.
- Appropriate song choice for grade level.
- Strong grade level participation.

15 Points –

- Many students engaged.
- Most songs appropriate.
- Good grade level participation.

10 Points –

- Some students engaged.
- Some songs appropriate.
- Students are struggling with lyrics and/or sing of some song.
- Grade level participation weak.

0 Points –

- Minimal student engagement.
- Most songs inappropriate to grade level.
- Students unable to remember lyrics/or sing songs.
- Minimal grade level participation.

Instrumental Music

Student Learning Objectives

The instrumental music program will be designed to provide a dynamic and rewarding musical experience for each student. Every child will be aware of specific student learning objectives, and teachers will provide the guidance and motivation necessary for progressive mastery of each level. These detailed objectives are delineated in the attached rubrics.

Overall program goals will include:

1. Creating a long lasting enjoyment and appreciation of music and the arts through “hands-on” instrumental performance.
2. Challenging each student to meet or exceed his/her own level of musicianship by improving eye/hand coordination, finger dexterity, sight reading, and rhythmic understanding.
3. Widening students’ musical horizons through exposure to a variety of musical styles, traditions and composers of band repertoire.
4. Providing students with the opportunity to be contributing members of the ensemble, thus encouraging team spirit and group participation.
5. Establishing a sense of commitment and follow through by structuring a daily practice routine for students with set objectives and goals.
6. Developing concert etiquette and decorum.
7. Having students perform competently for peers, parents, and the community, thus generating feelings of pride in performance.

More specific program goals will include:

1. Students will receive instruction in instrument assembly, cleaning techniques, and overall instrument care and maintenance.
2. Students will be shown how to produce a free and open tone, while striving for accurate intonation.
3. Students will demonstrate correct posture, breathing, and tonguing techniques to support tone while sitting or standing.
4. Students will demonstrate appropriate, attentive behavior within the concert band framework where group discipline will be encouraged.
5. Beginning students will audition successfully for continuation in the band program.
6. More advanced students will maintain skills, and subsequently build on them in each successive level.
7. Teachers will interface with parents via telephone and email to keep them updated on student progress.
8. Teachers will closely monitor improvements in student technique, allowing for differences in ability within levels.
9. Teachers will cultivate student enthusiasm by selecting a wide variety of concert pieces, including arrangements of current popular music.

Franklin Square Union Free School District
Principal/Assistant Principal Improvement Plan

Administrative Name

Title

School

Date

Description of area(s) in need of improvement.

Time line for achieving improvement.

Activities to support improvement.

Manner in which improvement will be assessed.

Name of Evaluating Administrator

Position of Evaluating Administrator

Date

Franklin Square Union Free School District
Principal/Assistant Principal
Evaluation Form

(This form contains confidential information. Teacher's names will not be used in providing feedback to the principal.)

Name of Principal/Assistant Principal
Being Evaluated

Teacher Completing Form

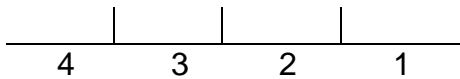
School

Date

Teachers, please complete the Principal/Assistant Principal Evaluation Form below and submit it to the Superintendent of Schools by _____.

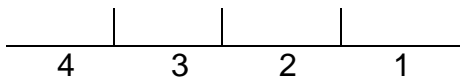
Circle the appropriate place on each scale that describes the principal/assistant principal's performance on each question. A score of 4 is highly descriptive of the administrative performance. A score of one (1) is not at all descriptive of the principal/assistant principal's performance.

1. The principal/assistant principal has created a positive working climate in our school.



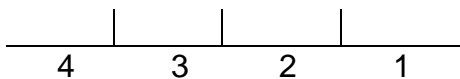
Comments:

2. The principal/assistant principal is responsive to the needs of teachers in our school.



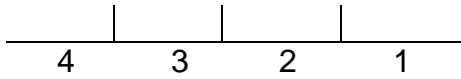
Comments:

3. The principal/assistant principal provides staff development that helps teachers to grow as professionals.



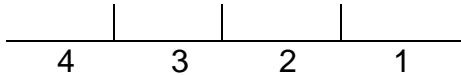
Comments:

4. The principal/assistant principal works with my grade level (special area) to keep us informed on current trends and mandates.



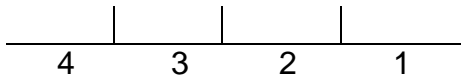
Comments:

5. The principal/assistant principal through class observation and feedback provided opportunities for me to develop professionally.



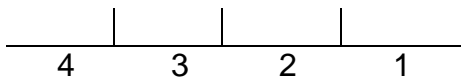
Comments:

6. The principal/assistant principal is organized. Correspondence is delivered in a timely manner.



Comments:

7. The principal/assistant provided opportunities for a teacher to develop a shared leadership role in the school.



Comments:

Principals

The State provided growth score will be assigned to each teacher. In the absence of the State provided growth score the following measure will be utilized as a Backup SLO.

State Approved STAR Reading and STAR Math

Students showing scale score growth of 60 points or more on STAR Reading and STAR Math in each grade level using an average of the two measures.

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