2023-2024
Hoover Elementary School
School Improvement Plan

The Herbert Hoover Elementary School's Shared Decision Making Team (SDMT) is composed of Building Leaders, Teacher Leaders, Support Staff Leaders and Parent, Student and Community Members. Each Leader works with a team of stakeholders to complete the needs assessment for the respective area and identifies those items of focus and priority with the SDMT for review as part of the comprehensive improvement process.

Team Members:	Role:
Michael Huff	Principal
Maria Cooper	Assistant Principal
Susan Sperrazza	School Social Worker
Melissa Feickert	SPED Teacher
Danielle Kessler	Teacher
Natalie McCarthy	Teacher
Laura McLean	Teacher
Samantha Page	Teacher
Amy Butler	Instructional Support Specialist
Claire Bellia	Instructional Support Specialist
Mary Bieger	Instructional Support Specialist
Erica Wiseman	Parent
Tammy Notto	Lead Secretary

The Herbert Hoover Elementary School's Shared Decision Making Team is designed to comprehensively review and evaluate progress toward the Ken-Ton Forward Goals and Objectives, and ESSA Indicators.

There are five fundamental areas of district improvement including:
Instruction for All Students • Social Emotional Health and Wellness • Technology • Community Engagement • Finance, Safety and Operations

KT Forward Focus Area:
INSTRUCTION FOR ALL STUDENTS

School-Wide Goal: Literacy

➢ By June 2024, all students in grades K-4 will demonstrate a 75% minimum in reading proficiency, as measured by NSGRA Step 4.

School-Wide Goal: Mathematics

➢ By June 2024, all students in grades K-4 will demonstrate a 70% minimal proficiency on the Eureka Math² module assessments.

Goal: Literacy

➢ By June 2024, all students in grades K-4 will demonstrate a 75% minimum in reading proficiency, as measured by the NSGRA Step 4.

Activity(s) or Action Steps *What activities, or Action Steps will we pursue to address our FOCUS AREA(s)?*	**The Plan to Assess - What / Who** *How will each action plan or action step be monitored and who will be responsible?*		**Goal Target & Progress** *How often and when will progress monitoring occur*		
	How will it be Monitored? (What, assessment, instrument, etc will be used?)	**Who will be Responsible**	**Baseline** **(June 2023 Results)**	**Mid-Year Goal & Progress** **(Short-Term)**	**EOY Goal & Progress** **(Long-Term)**
➢ Continued professional development designed to build capacity with district resources and strengthen the execution of whole-group and small-group guided reading instruction in all classrooms ➢ Fidelity of Heggerty implementation in kindergarten and grade 1 ➢ Implementation of RISE reading intervention block in grade 2	Professional development sessions with Scholastic Literacy Trainers and utilization ISSs NSGRA data used to group students for instruction Use of Jan Richardson resources (lesson plan templates, PD strategies, etc.) Heggerty materials and website DAT Meetings, IST Meetings	Literacy Liaisons Building Admin. Team Scholastic Literacy Coaches ELA ISS's K-4 Teachers K - 1 Teachers Reading Interventionists Paraprofessionals IST Members	NSGRA Data from June 2023 indicates that 71% of students were at or above grade level benchmark in reading.	**Goal: 20 week Target** 73% of students will be at or above grade level as measured by NSGRA Step 4.	**Goal: EOY Target** By June 2024 we expect 75% of students to be at or above grade level as measured by NSGRA Step 4.
				Updated Progress: By February, 2024 76% of students are at or above grade level benchmark as measured by NSGRA Step 4	**Updated Progress: by June 2024** 73% of students are at or above grade level benchmark as measured by NSGRA Step 4

Goal: Mathematics

➢ By June 2024, all students in grades K-4 will demonstrate a 70% minimal proficiency on the Eureka Math² module assessments.

Activity(s) or Action Steps *What activities, or Action Steps will we pursue to address our FOCUS AREA(s)?*	**The Plan to Assess - What / Who** *How will each action plan or action step be monitored and who will be responsible?*		**Goal Target & Progress** *How often and when will progress monitoring occur*		
	How will it be Monitored? (What, assessment, instrument, etc will be used?)	**Who will be Responsible**	**Baseline** **(June 2023 Results)**	**Mid-Year Goal & Progress** **(Short-Term)**	**EOY Goal & Progress** **(Long-Term)**
➢ K-4 teachers will include all lesson components (Fluency, Launch, Learn, and Land…Mini-lesson, Problem set, Number Sense activities, Debrief) within the 60 minute math block ➢ K-4 teachers will continue to use and reference pacing guides and maintain the scope and sequence ➢ K-4 teachers will work to build instructional routines embedded in Eureka Math ➢ K-4 teachers will focus on student discourse with emphasis on Math Talk and engagement strategies	Eureka Math student achievement data Module proficiency levels	K-4 teachers Math ISS Numeracy Liaisons Building Admin. Team	Eureka Math module data from June 2023 indicates that 66% of students were proficient in math based on the average scores from module assessments.	**Goal: 20 week Target** 68% of students in grades K-4 will be proficient on the Eureka Math² module assessments.	**Goal: EOY Target** By June 2024, we expect 70% of students in grades K-4 to be proficient on the Eureka Math² module assessments.
				Updated Progress: By February, 2024 60% of students in grades K-4 were proficient on the Eureka Math² module assessments.	**Updated Progress: by June 2024** 64% of students in grades K-4 were proficient on the Eureka Math² module assessments.

KT Forward Focus Area:

SOCIAL EMOTIONAL HEALTH AND WELLNESS

Goal: K-4 Social Emotional Learning

➢ Hoover staff will utilize restorative practices, including community building circles in any/all classrooms..

Activity(s) or Action Steps *What activities, or Action Steps will we pursue to address our FOCUS AREA(s)?*	**The Plan to Assess - What / Who** *How will each action plan or action step be monitored and who will be responsible?*		**Goal Target & Progress** *How often and when will progress monitoring occur*		
	How will it be Monitored? (What, assessment, instrument, etc will be used?)	**Who will be Responsible**	**Baseline** **(June 2023 Results)**	**Mid-Year Goal & Progress** **(Short-Term)**	**EOY Goal & Progress** **(Long-Term)**
➢ Best practices for community building circles (topic starters and visual prompts) will be shared and implemented during conference days, staff meetings, and additional meetings ➢ Community building circles will be implemented in all classrooms at a minimum 2x/weekly ➢ Develop and distribute resources for staff to include topic starters, visual prompts and circle guidelines ➢ Conduct a screener of SEL competencies for all students using Satchel-Pulse	Agendas for conference days and meetings Circle Tracker provided to each teacher Class reward systems Checklist of resources Satchel-Pulse Screener data	Admin Team Sue Sperrazza Bettymarie Sullivan Crista Maghrak Melissa Feickert Michelle Morella Heather Ratka Caitlin Hoch	Satchel-Pulse Data from June 2023 indicates that 78% of students' needs were met via Tier 1 services as identified by teachers	**Goal: 20 week Target** Stachel-Pulse data will show that 82% of students' needs were met via Tier 1 services as identified by teachers	**Goal: EOY Target** By June 2024, we expect that Satchel-Pulse data will show that 82% of students' needs were met via Tier 1 services as identified by teachers
				Updated Progress: By February, 2024 **No student data provided.**	**Updated Progress: by June 2024** By June 2024, Satchel-Pulse data showed that 78% of students' needs were met via Tier 1 services as identified by teachers

Goal: K-4 Attendance Improvement

- To strive for at least a 95% school attendance rate for the 23-24 school year.
- By June 2024, Hoover Elementary's Chronic Absenteeism Rate will not exceed 21%.

Activity(s) or Action Steps *What activities, or Action Steps will we pursue to address our FOCUS AREA(s)?*	**The Plan to Assess - What / Who** *How will each action plan or action step be monitored and who will be responsible?*		**Goal Target & Progress** *How often and when will progress monitoring occur*		
	How will it be Monitored? (What, assessment, instrument, etc will be used?)	**Who will be Responsible**	**Baseline** **(June 2023 Results)**	**Mid-Year Goal & Progress** **(Short-Term)**	**EOY Goal & Progress** **(Long-Term)**
➢ Increase parental awareness of the importance of regular school attendance ➢ Monthly Attendance Team meetings ➢ Review of District Attendance Procedures by Attendance Team (Nudge letters, explicit nudge letters, phone calls, etc.). ➢ Communicate explicit expectations and implementation of District Attendance Procedures with faculty (Nudge letters, explicit nudge letters, phone calls, etc.). ➢ Continue to disaggregate District Attendance Policy into a multi-tiered system of supports to build a toolbox of strategies.	Track resources sent to communicate with families Establish and track monthly attendance meetings Faculty, SDMT, and/or grade level meetings Documentation of contacts, letters, etc. in Infinite Campus Multi-tiered system of supports clearly established and defined	Building Admin. Team Susan Sperrazza Tammy Notto Classroom Teachers	The percent of chronically absent students in the 22-23 school year was 21%. The average rate of daily attendance for the 22-23 school year was 93%	**Goal: 20 week Target** 19% or less of students in grades 1-4 will be chronically absent *(10% or more of the days enrolled in school).*	**Goal: EOY Target** No more than 17% of students will be chronically absent in the 23-24 school year.
				Updated Progress: By February, 2024 6.08% or less of students in grades were chronically absent *(10% or more of the days enrolled in school).*	**Updated Progress: by June 2024** 6.31% or less of students in grades were chronically absent *(10% or more of the days enrolled in school).*

Appendix A
Data Sets

Performance Report with Gap Analysis by Location

District Name: Kenmore
School Year: 2023

Location: Herbert Hoover ES
Test: Grade 3 ELA

		Location n=107		District n=461		Erie 1 BOCES n=4,320	
		% Points Earned	% CR Full Credit	% Points Earned	Gap to District	% Points Earned	Gap to Erie 1 BOCES
Strand: Reading-Literature							
Cluster: Key Ideas and Details							
3.RL.2 Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.	01-MC	84%		79%	6%	84%	0%
	06-MC	71%		72%	-1%	76%	-5%
	25-CR	41%	12%	39%	1%	49%	-9%
	31-MC	70%		62%	8%	64%	7%
3.RL.3 In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text.	02-MC	73%		71%	2%	75%	-2%
	21-MC	44%		46%	-2%	53%	-9%
	24-CR	29%	6%	31%	-2%	41%	-12%
	26-MC	71%		64%	7%	69%	2%
	29-MC	82%		74%	8%	80%	2%
Cluster: Craft and Structure							
3.RL.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words.	03-MC	85%		73%	12%	79%	6%
	22-MC	52%		47%	5%	52%	0%
	28-MC	86%		81%	5%	86%	0%
3.RL.5 In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza.	05-MC	45%		38%	6%	42%	2%
	27-MC	51%		48%	4%	54%	-2%
3.RL.6 Discuss how the reader's point of view or perspective may differ from that of the author, narrator, or characters in a text.	19-MC	56%		52%	4%	56%	0%
	30-MC	77%		73%	4%	77%	0%
Cluster: Integration of Knowledge and Ideas							
3.RL.8 Explain how claims in a text are supported by relevant reasons and evidence.	04-MC	74%		69%	5%	76%	-2%
	20-MC	62%		57%	4%	60%	2%
3.RL.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	23-MC	54%		48%	6%	53%	1%

Performance Report with Gap Analysis by Location

District Name: Kenmore
School Year: 2023

Location: Herbert Hoover ES
Test: Grade 3 ELA

		Location n=107		District n=461		Erie 1 BOCES n=4,320	
		% Points Earned	% CR Full Credit	% Points Earned	Gap to District	% Points Earned	Gap to Erie 1 BOCES
Strand: Reading-Informational Text							
Cluster: Key Ideas and Details							
3.RI.2 Determine a theme or central idea and explain howit is supported by key details; summarize portions of a text.	11-MC	63%		61%	1%	68%	-5%
	32-CR	40%	14%	42%	-2%	55%	-15%
3.RI.3 In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.	08-MC	56%		56%	0%	60%	-4%
	09-MC	68%		67%	1%	73%	-5%
	33-CR	58%	32%	52%	6%	65%	-7%
Cluster: Craft and Structure							
3.RI.5 In informational texts, identify and use text features to build comprehension.	12-MC	59%		61%	-2%	67%	-8%
Cluster: Integration of Knowledge and Ideas							
3.RI.7 Explain howspecific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and howkey events occur).	10-MC	67%		69%	-1%	75%	-7%
3.RI.8 Explain howclaims in a text are supported by relevant reasons and evidence.	34-CR	43%	10%	42%	1%	55%	-12%
Strand: Language							
Cluster: Vocabulary Acquisition and Use							
3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	07-MC	86%		85%	1%	90%	-4%

Performance Report with Gap Analysis by Location

District Name: Kenmore
School Year: 2023

Location: Herbert Hoover ES
Test: Grade 4 ELA

		Location n=83		District n=411		Erie 1 BOCES n=4,055	
		% Points Earned	% CR Full Credit	% Points Earned	Gap to District	% Points Earned	Gap to Erie 1 BOCES
Strand: Reading-Literature							
Cluster: Key Ideas and Details							
4.RL.2 Determine a theme or central idea of text and explain howit is supported by key details; summarize a text.	02-MC	61%		57%	4%	62%	-1%
	11-MC	72%		72%	1%	78%	-6%
4.RL.3 In literary texts, describe a character, setting, or event, drawing on specific details in the text.	04-MC	82%		75%	7%	76%	5%
	05-MC	52%		53%	-1%	57%	-5%
	08-MC	65%		70%	-5%	75%	-10%
	09-MC	71%		68%	3%	72%	-1%
Cluster: Craft and Structure							
4.RL.4 Determine the meaning of words, phrases, figurative language, academic, and contentspecific words.	01-MC	61%		62%	-1%	68%	-7%
4.RL.5 In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions.	03-MC	64%		59%	5%	68%	-4%
	10-MC	65%		63%	2%	69%	-4%
Cluster: Integration of Knowledge and Ideas							
4.RL.8 Explain howclaims in a text are supported by relevant reasons and evidence.	06-MC	66%		66%	0%	76%	-9%
4.RL.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	12-MC	41%		45%	-4%	50%	-9%
Strand: Reading-Informational Text							
Cluster: Key Ideas and Details							
4.RI.2 Determine a theme or central idea of text and explain howit is supported by key details; summarize a text.	20-MC	39%		47%	-9%	55%	-16%
	21-MC	45%		42%	2%	45%	0%
	29-MC	64%		71%	-7%	77%	-13%
	31-MC	51%		50%	0%	55%	-5%
	33-CR	52%	25%	53%	0%	63%	-11%
4.RI.3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.	22-MC	39%		41%	-2%	49%	-11%
	24-CR	39%	13%	39%	0%	51%	-12%

Performance Report with Gap Analysis by Location

District Name: Kenmore
School Year: 2023

Location: Herbert Hoover ES
Test: Grade 4 ELA

		Location n=83		District n=411		Erie 1 BOCES n=4,055	
		% Points Earned	% CR Full Credit	% Points Earned	Gap to District	% Points Earned	Gap to Erie 1 BOCES
Strand: Reading-Informational Text							
Cluster: Key Ideas and Details							
4.RI.3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.	30-MC	53%		54%	-1%	64%	-11%
	35-CR	36%	1%	32%	3%	48%	-12%
Cluster: Craft and Structure							
4.RI.4 Determine the meaning of words, phrases, figurative language, academic, and contentspecific words.	19-MC	31%		38%	-7%	37%	-6%
	34-CR	51%	17%	53%	-1%	62%	-10%
4.RI.5 In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.	23-MC	47%		52%	-5%	55%	-8%
	28-MC	55%		58%	-3%	63%	-8%
Cluster: Integration of Knowledge and Ideas							
4.RI.7 Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations, and explain how the information contributes to an understanding of the text).	26-MC	52%		50%	1%	59%	-7%
4.RI.8 Explain how claims in a text are supported by relevant reasons and evidence.	25-CR	36%	11%	38%	-2%	50%	-14%
	27-MC	45%		47%	-2%	59%	-14%
4.RI.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	32-CR	42%	18%	45%	-4%	57%	-15%
Strand: Language							
Cluster: Vocabulary Acquisition and Use							
4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	07-MC	70%		65%	5%	70%	0%

Performance Report with Gap Analysis by Location

District Name: Kenmore
School Year: 2023

Location: Herbert Hoover ES
Test: Grade 3 Math

		Location n=105		District n=458		Erie 1 BOCES n=4,315	
		% Points Earned	% CR Full Credit	% Points Earned	Gap to District	% Points Earned	Gap to Erie 1 BOCES
Domain: Operations and Algebraic Thinking							
Cluster: Represent and solve problems involving multiplication and division.							
NY-3.OA.1 Interpret products of whole numbers. e.g., Interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5 × 7.	12-MC	52%		60%	-8%	71%	-19%
NY-3.OA.2 Interpret whole-number quotients of whole numbers. e.g., Interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. Describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	31-CR	73%	73%	67%	6%	77%	-4%
NY-3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.	22-MC	64%		63%	1%	76%	-12%
	28-MC	57%		59%	-2%	66%	-9%
NY-3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. e.g., Determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = __ ÷ 3, 6 × 6 = ?.	01-MC	83%		79%	4%	85%	-2%
Cluster: Understand properties of multiplication and the relationship between multiplication and division.							
NY-3.OA.5 Apply properties of operations as strategies to multiply and divide. e.g., • If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication) • 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication) • Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property)	19-MC	73%		73%	0%	80%	-7%
NY-3.OA.6 Understand division as an unknown-factor problem. e.g., Find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	25-MC	80%		71%	9%	82%	-2%
Cluster: Solve problems involving the four operations, and identify and extend patterns in arithmetic.							
NY-3.OA.8a Represent these problems using equations or expressions with a letter standing for the unknown quantity.	08-MC	71%		69%	3%	75%	-4%
	26-MC	70%		67%	3%	74%	-4%
NY-3.OA.9 Identify and extend arithmetic patterns (including patterns in the addition table or multiplication table).	15-MC	32%		34%	-1%	41%	-8%
	35-CR	41%	30%	36%	6%	47%	-6%

Performance Report with Gap Analysis by Location

District Name: Kenmore
School Year: 2023

Location: Herbert Hoover ES
Test: Grade 3 Math

		Location n=105		District n=458		Erie 1 BOCES n=4,315	
		% Points Earned	% CR Full Credit	% Points Earned	Gap to District	% Points Earned	Gap to Erie 1 BOCES
Domain: Number and Operations in Base Ten							
Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic.							
NY-3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	10-MC	40%		50%	-10%	62%	-22%
NY-3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.	03-MC	62%		63%	-1%	74%	-12%
NY-3.NBT.4a Understand that the digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones. e.g., 3,245 equals 3 thousands, 2 hundreds, 4 tens, and 5 ones.	37-CR	36%	20%	35%	0%	44%	-9%
Domain: Number and Operations—Fractions							
Cluster: Develop understanding of fractions as numbers.							
NY-3.NF.2a Represent a fraction 1/b on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part starting at 0 locates the number 1/b on the number line.	20-MC	87%		77%	10%	81%	5%
NY-3.NF.2b Represent a fraction a/b on a number line by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	24-MC	79%		73%	6%	83%	-4%
NY-3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	05-MC	45%		49%	-4%	55%	-10%
NY-3.NF.3b Recognize and generate equivalent fractions. e.g., 1/2 = 2/4 ; 4/6 = 2/3 . Explain why the fractions are equivalent. e.g., using a visual fraction model.	29-MC	50%		44%	6%	57%	-7%
NY-3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. e.g., Express 3 in the form 3 = 3/1 , recognize that 6/3 = 2, and locate 4/4 and 1 at the same point on a number line.	16-MC	69%		66%	2%	76%	-7%
NY-3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions. e.g., using a visual fraction model.	38-CR	43%	10%	38%	5%	50%	-7%

Performance Report with Gap Analysis by Location

District Name: Kenmore
School Year: 2023

Location: Herbert Hoover ES
Test: Grade 3 Math

		Location n=105		District n=458		Erie 1 BOCES n=4,315	
		% Points Earned	% CR Full Credit	% Points Earned	Gap to District	% Points Earned	Gap to Erie 1 BOCES
Domain: Measurement and Data							
Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.							
NY-3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve one-step word problems involving addition and subtraction of time intervals in minutes. e.g., representing the problem on a number line or other visual model.	09-MC	72%		69%	3%	73%	-1%
	36-CR	58%	44%	56%	1%	64%	-7%
NY-3.MD.2b Add, subtract, multiply, or divide to solve one-step word problems involving masses or liquid volumes that are given in the same units. e.g., using drawings (such as a beaker with a measurement scale) to represent the problem.	06-MC	87%		80%	6%	86%	1%
Cluster: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.							
NY-3.MD.5a Recognize a square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	23-MC	48%		51%	-3%	55%	-7%
	33-CR	26%	26%	31%	-5%	41%	-16%
NY-3.MD.5b Recognize a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	27-MC	90%		91%	-1%	93%	-2%
NY-3.MD.6 Measure areas by counting unit squares.	02-MC	85%		88%	-3%	89%	-4%
NY-3.MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	14-MC	51%		47%	4%	60%	-9%
NY-3.MD.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side length a and side length b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	30-MC	70%		70%	0%	76%	-5%
NY-3.MD.7d Recognize area as additive. Find areas of figures composed of non-overlapping rectangles, and apply this technique to solve real world problems.	18-MC	34%		41%	-7%	49%	-15%
Domain: Geometry							
Cluster: Reason with shapes and their attributes.							
NY-3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. e.g., Partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	32-CR	67%	67%	57%	10%	62%	4%
	34-CR	37%	26%	40%	-2%	48%	-10%

Performance Report with Gap Analysis by Location

District Name: Kenmore
School Year: 2023

Location: Herbert Hoover ES
Test: Grade 4 Math

		Location n=80		District n=407		Erie 1 BOCES n=4,055	
		% Points Earned	% CR Full Credit	% Points Earned	Gap to District	% Points Earned	Gap to Erie 1 BOCES
Domain: Measurement and Data							
Cluster: Represent and interpret data.							
NY-3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Showthe data by making a line plot where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	09-MC	42%		45%	-2%	50%	-7%
NY-4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2 , 1/4 , 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. e.g., Given measurement data on a line plot, find and interpret the difference in length between the longest and shortest specimens in an insect collection.	13-MC	52%		51%	1%	58%	-5%
Cluster: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.							
NY-3.MD.8b Identify rectangles with the same perimeter and different areas or with the same area and different perimeters.	40-CR	31%	14%	27%	5%	44%	-13%
Cluster: Geometric measurement: understand concepts of angle and measure angles.							
NY-4.MD.5a Recognize an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	38-CR	52%	52%	57%	-4%	64%	-12%
NY-4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	25-MC	70%		72%	-2%	81%	-11%
Domain: Geometry							
Cluster: Reason with shapes and their attributes.							
NY-3.G.1 Recognize and classify polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons, and hexagons). Identify shapes that do not belong to one of the given subcategories.	28-MC	62%		67%	-5%	74%	-12%
Cluster: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.							
NY-4.G.1 Drawpoints, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	33-MC	42%		43%	-1%	55%	-12%
NY-4.G.2a Identify and name triangles based on angle size (right, obtuse, acute).	06-MC	79%		74%	5%	84%	-5%
NY-4.G.2b Identify and name all quadrilaterals with 2 pairs of parallel sides as parallelograms.	15-MC	42%		45%	-3%	55%	-12%
NY-4.G.2c Identify and name all quadrilaterals with four right angles as rectangles.	39-CR	12%	6%	13%	-1%	21%	-9%
NY-4.G.3 Recognize a line of symmetry for a two dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and drawlines of symmetry.	23-MC	31%		38%	-6%	50%	-19%
	31-MC	84%		79%	5%	82%	2%

Performance Report with Gap Analysis by Location

District Name: Kenmore
School Year: 2023

Location: Herbert Hoover ES
Test: Grade 4 Math

		Location n=80		District n=407		Erie 1 BOCES n=4,055	
		% Points Earned	% CR Full Credit	% Points Earned	Gap to District	% Points Earned	Gap to Erie 1 BOCES
Domain: Operations and Algebraic Thinking							
Cluster: Use the four operations with whole numbers to solve problems.							
NY-4.OA.1 Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations. e.g., • Interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 or 7 times as many as 5. • Represent "Four times as many as eight is thirty-two" as an equation, 4 x 8 = 32.	02-MC	90%		91%	-1%	94%	-4%
	14-MC	38%		36%	1%	44%	-6%
NY-4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Use drawings and equations with a symbol for the unknown number to represent the problem.	08-MC	52%		50%	3%	60%	-8%
	20-MC	45%		41%	4%	53%	-8%
	42-CR	61%	45%	52%	8%	65%	-4%
NY-4.OA.3a Represent these problems using equations or expressions with a letter standing for the unknown quantity.	34-MC	76%		79%	-2%	82%	-6%
Cluster: Gain familiarity with factors and multiples.							
NY-4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	11-MC	36%		40%	-4%	47%	-11%
Cluster: Generate and analyze patterns.							
NY-4.OA.5 Generate a number or shape pattern that follows a given rule. Identify and informally explain apparent features of the pattern that were not explicit in the rule itself. e.g., Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	17-MC	24%		31%	-7%	50%	-26%
Domain: Number and Operations in Base Ten							
Cluster: Generalize place value understanding for multi-digit whole numbers.							
NY-4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. e.g., Recognize that 70 × 10 = 700 (and, therefore, 700 ÷ 10 = 70) by applying concepts of place value, multiplication, and division.	22-MC	36%		49%	-13%	56%	-20%
NY-4.NBT.2a Read and write multi-digit whole numbers using base ten numerals, number names, and expanded form. e.g., 50,327 = 50,000 + 300 + 20 + 7.	01-MC	76%		81%	-5%	88%	-12%
NY-4.NBT.2b Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	26-MC	71%		72%	-1%	81%	-10%
NY-4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	37-CR	46%	46%	47%	-1%	65%	-18%

Performance Report with Gap Analysis by Location

District Name: Kenmore
School Year: 2023

Location: Herbert Hoover ES
Test: Grade 4 Math

		Location n=80		District n=407		Erie 1 BOCES n=4,055	
		% Points Earned	% CR Full Credit	% Points Earned	Gap to District	% Points Earned	Gap to Erie 1 BOCES
Domain: Number and Operations in Base Ten							
Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic.							
NY-4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	05-MC	45%		44%	1%	68%	-23%
	35-MC	76%		79%	-3%	87%	-10%
NY-4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	18-MC	26%		33%	-6%	44%	-18%
	30-MC	61%		59%	2%	71%	-10%
	43-CR	49%	39%	44%	4%	54%	-5%
Domain: Number and Operations—Fractions							
Cluster: Extend understanding of fraction equivalence and ordering.							
NY-4.NF.1 Explain why a fraction a/b is equivalent to a fraction a/bxn by using visual fraction models, with attention to howthe number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	04-MC	54%		55%	-2%	72%	-18%
	29-MC	56%		56%	0%	66%	-10%
NY-4.NF.2 Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2 . Record the results of comparisons with symbols >, =, or <, and justify the conclusions. e.g., using a visual fraction model.	32-MC	46%		50%	-4%	67%	-20%
Cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.							
NY-4.NF.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions. e.g., by using a visual fraction model such as, but not limited to: ▪ 3/8 = 1/8 + 1/8 + 1/8 ▪ 3/8 = 1/8 + 2/8 ▪ 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1	41-CR	64%	40%	61%	3%	68%	-4%
NY-4.NF.3c Add and subtract mixed numbers with like denominators. e.g., replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	10-MC	61%		59%	2%	65%	-4%
NY-4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. e.g., using visual fraction models and equations to represent the problem.	36-CR	69%	69%	70%	-1%	71%	-3%
NY-4.NF.4b Understand a multiple of a/b as a multiple of 1/b , and use this understanding to multiply a whole number by a fraction. e.g., Use a visual fraction model to express 3 × 2/5 as 6 × 1/5 , recognizing this product as 6/5 , in general, n × a/b = (n × a) /b.	19-MC	58%		66%	-8%	70%	-12%

District Attendance Rate

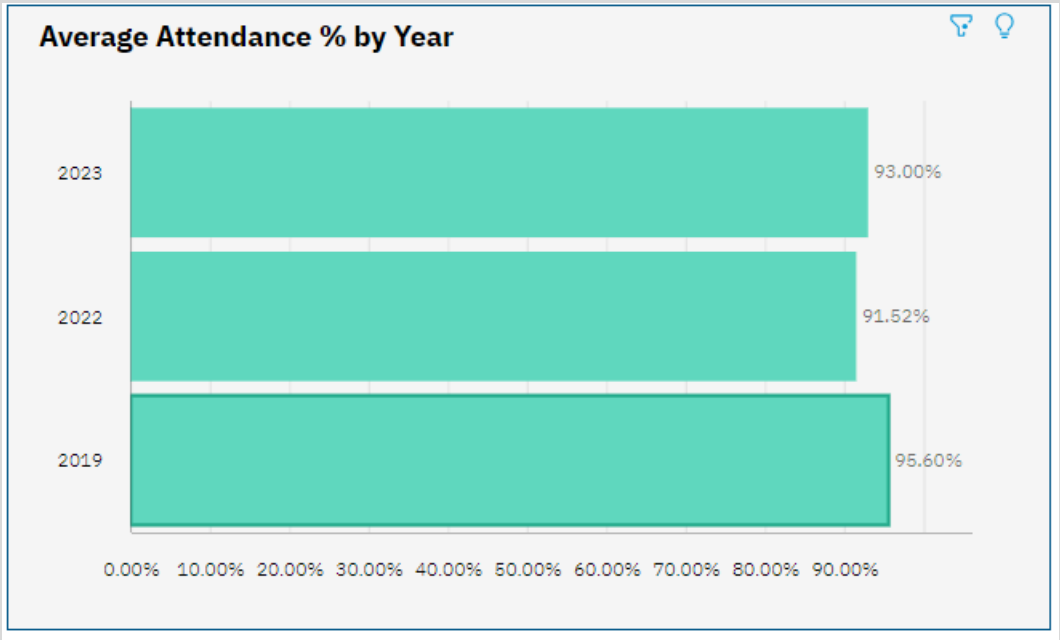
Yearly Average Attendance Rate %

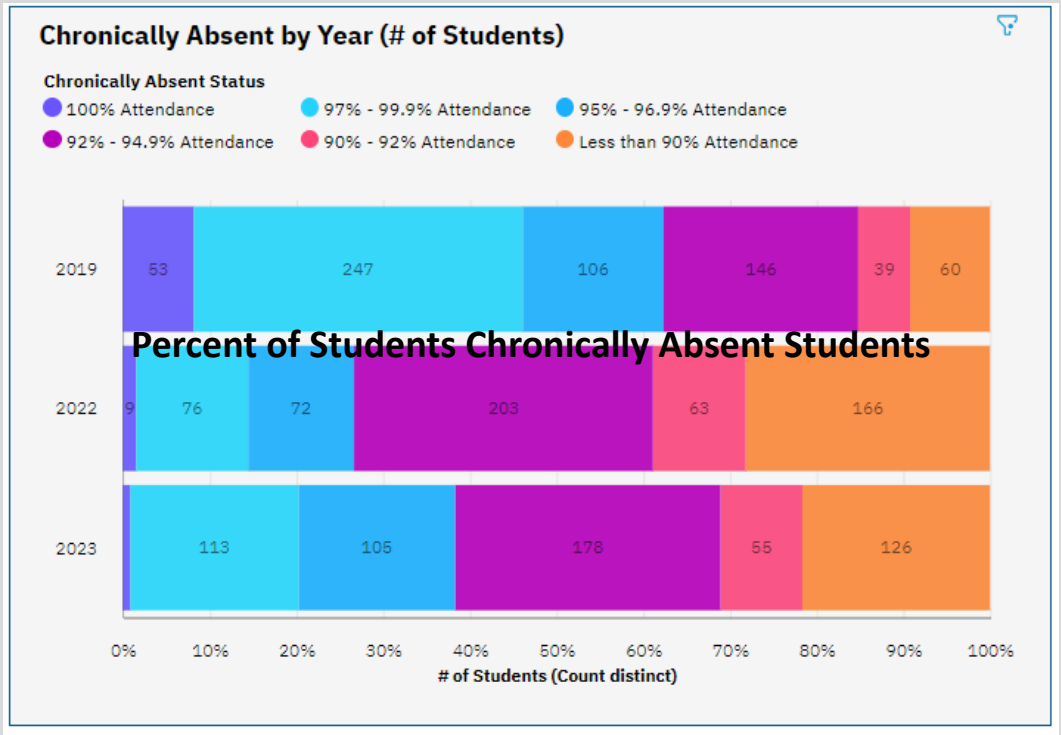
2022-2023 School Year

Location Name	Year To Date										
	Present In School			Present Out Of School			Present				
	In Person	Both	Remote	In Person	Both	Remote	In Person	Both	Remote	Absent	Missing
BEN FRANKLIN ELEMENTARY SCHOOL	74,724 92%	0 0%	0 0%	0 0%	0 0%	112 0%	0 0%	0 0%	0 0%	5,947 7%	0 0%
BEN FRANKLIN MIDDLE SCHOOL	102,360 92%	0 0%	0 0%	0 0%	0 0%	203 0%	0 0%	0 0%	0 0%	8,189 7%	66 0%
CHARLES A LINDBERGH ELEMENTARY	79,606 94%	0 0%	0 0%	0 0%	0 0%	18 0%	0 0%	0 0%	0 0%	5,316 6%	0 0%
HB - KENMORE-TONAWANDA UFSD	1,287 79%	0 0%	0 0%	0 0%	0 0%	95 6%	0 0%	0 0%	0 0%	224 14%	21 1%
HERBERT HOOVER ELEMENTARY SCHOOL	92,906 93%	0 0%	0 0%	0 0%	0 0%	20 0%	0 0%	0 0%	0 0%	6,992 7%	0 0%
HERBERT HOOVER MIDDLE SCHOOL	123,989 91%	0 0%	0 0%	0 0%	0 0%	494 0%	0 0%	0 0%	0 0%	11,582 9%	99 0%
HOLMES ELEMENTARY SCHOOL	45,677 91%	0 0%	0 0%	0 0%	0 0%	117 0%	0 0%	0 0%	0 0%	4,255 9%	0 0%
KENMORE EAST SENIOR HIGH SCHOOL	169,939 91%	0 0%	0 0%	0 0%	0 0%	1,461 1%	0 0%	0 0%	0 0%	15,797 8%	0 0%
KENMORE WEST SENIOR HIGH SCHOOL	197,908 88%	0 0%	0 0%	0 0%	0 0%	2,813 1%	0 0%	0 0%	0 0%	24,444 11%	5 0%
THOMAS A EDISON ELEMENTARY SCHOOL	100,833 93%	0 0%	0 0%	0 0%	0 0%	14 0%	0 0%	0 0%	0 0%	7,489 7%	0 0%

Data Source: Level 2 Data Warehouse SIRS 376

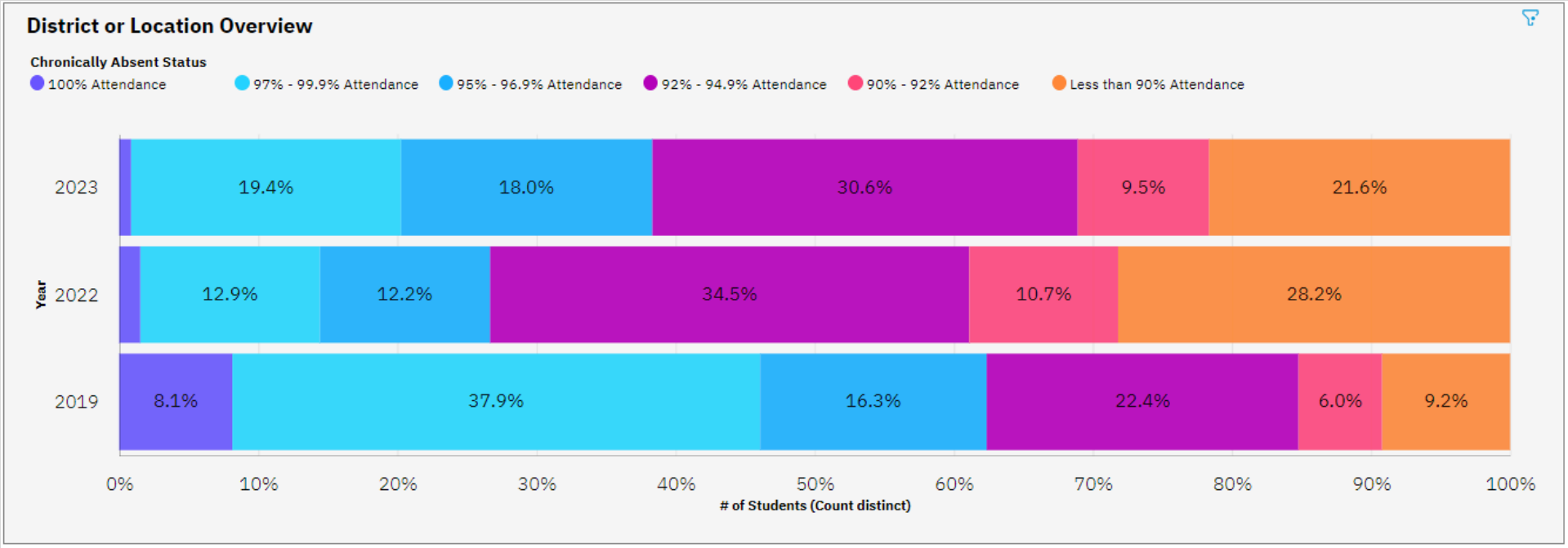
School Attendance Data





Percent of Students Chronically Absent Students

Percent of Students Chronically Absent Students



Satchel Pulse Data from EOY School Profile for 22-23

Stakeholder Satisfaction

Satchel Pulse School Climate and Culture Results

Based on # of participants who took the survey

Area	Students		Parents		Staff	
	Fall '22	Spring '23	Fall '22	Spring '23	Fall '22	Spring '23
Health & Safety	8.2	n/a	8.4	8.4	8.2	7.9
Relationships with Teachers	8.8	n/a	8.6	8.6	8.4	8.4
Relationships with Students	7.9	n/a	n/a	n/a	n/a	n/a
Communication and Feedback	8.9	n/a	8.6	8.6	7.6	7.4
School Culture	8.7	n/a	8.4	8.4	8.2	8.0
School Safety	8.1	n/a	8.3	8.3	7.2	7.3
Culture of Learning	8.5	n/a	8.5	8.5	8.3	8.1