

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13NY5**

School Type (Public Schools): Charter  Title 1  Magnet  Choice

Name of Principal: Ms. Johane Ligonde

Official School Name: Shaw Avenue School

School Mailing Address: 99 Shaw Avenue  
Valley Stream, NY 11580-3195

County: Nassau State School Code Number\*: 280230020003

Telephone: (516) 872-4320 E-mail: jligonde@vs30.org

Fax: (516) 568-2436 Web site/URL: [http://www.valleystream30.com/our\\_schools/shaw\\_avenue](http://www.valleystream30.com/our_schools/shaw_avenue)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Nicholas Stirling PhD Superintendent e-mail: nstirling@vs30.org

District Name: Valley Stream 30 UFSD District Phone: (516) 285-9880

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Carolyn Pean

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district   3   Elementary schools (includes K-8)  
  0   Middle/Junior high schools  
  0   High schools  
  0   K-12 schools  
  3   Total schools in district
2. District per-pupil expenditure:  13637

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:  Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school:   2

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

| Grade                            | # of Males | # of Females | Grade Total |
|----------------------------------|------------|--------------|-------------|
| PreK                             | 0          | 0            | 0           |
| K                                | 82         | 72           | 154         |
| 1                                | 59         | 51           | 110         |
| 2                                | 58         | 38           | 96          |
| 3                                | 61         | 50           | 111         |
| 4                                | 43         | 36           | 79          |
| 5                                | 47         | 57           | 104         |
| 6                                | 65         | 59           | 124         |
| 7                                | 0          | 0            | 0           |
| 8                                | 0          | 0            | 0           |
| 9                                | 0          | 0            | 0           |
| 10                               | 0          | 0            | 0           |
| 11                               | 0          | 0            | 0           |
| 12                               | 0          | 0            | 0           |
| <b>Total in Applying School:</b> |            |              | <b>778</b>  |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
18 % Asian  
39 % Black or African American  
33 % Hispanic or Latino  
2 % Native Hawaiian or Other Pacific Islander  
6 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 10%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| Step | Description   | Value |
|------|---|-------|
| (1)  | Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.   | 20    |
| (2)  | Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year. | 54    |
| (3)  | Total of all transferred students [sum of rows (1) and (2)].  | 74    |
| (4)  | Total number of students in the school as of October 1, 2011  | 778   |
| (5)  | Total transferred students in row (3) divided by total students in row (4).                                       | 0.10  |
| (6)  | Amount in row (5) multiplied by 100.  | 10    |

8. Percent of English Language Learners in the school: 8%  
Total number of ELL students in the school: 62  
Number of non-English languages represented: 16  
Specify non-English languages:

Bengali, Chinese, Haitian Creole, Farsi, Filipino, French, German, Gujarati, Hindi, Italian, Japanese, Mayalam, Panjabi, Pashto, Spanish, and Urdu.

9. Percent of students eligible for free/reduced-priced meals: 35%  
 Total number of students who qualify: 269

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%  
 Total number of students served: 38

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

|                                |  |
|--------------------------------|--|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>13</u> Specific Learning Disability         |
| <u>3</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

11. Indicate number of full-time and part-time staff members in each of the categories below:

|   | <u><b>Full-Time</b></u> | <u><b>Part-Time</b></u> |
|---|-------------------------|-------------------------|
| Administrator(s)  | <u>2</u>                | <u>0</u>                |
| Classroom teachers  | <u>33</u>               | <u>0</u>                |
| Resource teachers/specialists<br>(e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>22</u>               | <u>0</u>                |
| Paraprofessionals   | <u>0</u>                | <u>0</u>                |
| Support staff<br>(e.g., school secretaries, custodians, cafeteria aides, etc.)                              | <u>21</u>               | <u>13</u>               |
| Total number  | <u>78</u>               | <u>13</u>               |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

|                             | <b>2011-2012</b> | <b>2010-2011</b> | <b>2009-2010</b> | <b>2008-2009</b> | <b>2007-2008</b> |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|
| Daily student attendance    | 96%              | 96%              | 95%              | 96%              | 0%               |
| High school graduation rate | 0%               | 0%               | 0%               | 0%               | 0%               |

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

|  |       |           |
|--|-------|-----------|
| Graduating class size:                     | _____ | 0         |
| Enrolled in a 4-year college or university | _____ | 0%        |
| Enrolled in a community college            | _____ | 0%        |
| Enrolled in vocational training            | _____ | 0%        |
| Found employment                           | _____ | 0%        |
| Military service                           | _____ | 0%        |
| Other                                      | _____ | 0%        |
| <b>Total</b>                               | _____ | <b>0%</b> |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

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Shaw Avenue School exemplifies the qualities of a Blue Ribbon School. It is a school that performs at the highest levels in New York State and is a leader in the state for the performance of African American and Hispanic students as well as other critical needs subgroups. The hallmark of our school is that we hold firm to high standards and excellence for a student population that has been steadily impacted by a rising poverty rate of 35% and a student mobility rate of 10%.

Shaw Avenue is located on Long Island and is near New York City. The school is made up of a diverse student population that represents multiple cultures and nationalities with students speaking a variety of languages, such as Urdu, Farsi, Haitian Creole and Spanish. This diversity brings richness to the school experience for both students and staff. Our school defies the stereotype that a school with students with diverse needs cannot succeed!

The vision of Shaw Avenue school states, "Through collaboration with parents and community partners, we will educate all students to the highest levels of performance in nurturing learning environments that are safe, inclusive and student centered." All decisions are made through a close review of what the students need academically, socially and physically. This approach guides professional development decisions, data driven instructional decisions, parent partnerships, and the programs in the school that support the "whole child."

Shaw Avenue has a robust intervention system that has been recognized by the American School Board Association and the New York State Education Department as being a model for best practice. It is a system that begins in at the Kindergarten screening and leaves no student out. The system considers and addresses the academic and social needs of all students consistently across the school year and into the summer as well. It includes in-school and extended day learning opportunities for students that do meet the high standards, such as instrumental lessons, financial literacy programs, sports clubs and student council.

The school's faculty and staff have continuously applied comprehensive educational practices for each child to reach his or her maximum potential in order for them to be college and career ready. All students are held against the minimum performance bar of 80% percent mastery on state and local assessments. Students that do not meet the bar are afforded many opportunities to master the skills they need through extended-day opportunities, such as our academic academy or extra help sessions by staff. A summer enrichment program is also provided for students who perform below the benchmark. Our school also implements the use of co-teaching arrangements to help ELL and special education students master skills in the context of the regular classroom.

A dynamic Student Council brings attention to the needs of others, within and outside the community, such as collecting Pennies for Haiti, a contribution to earthquake relief; donating food items to create Thanksgiving baskets for local families in need; performing holiday songs at a nursing home facility; or by making Valentines for Veterans. Our faculty supports social emotional learning (SEL) beyond the classroom with the Check and Connect Program, which provides students with mentors. The Leadership Club, another SEL program, encourages positive self-improvement and self-esteem.

Our students' talents and educational aspirations are exhibited through artistic, literary, and whole-class projects. Sixth grade students who master concepts in financial, economic, business and entrepreneurial literacy earn a Twenty-First Century Certificate. Our school community enthusiastically supports the annual Science Fair, field trips, Art Festival, instrumental and chorus concerts, Scripps National Spelling Bee, Memorial Day parade, and "100,000 Minutes of Reading," a school-wide reading initiative with the incentive that the principal and assistant principal will dress up as literary characters for a day.

Shaw Avenue School implements the Charlotte Danielson's Framework for Teaching guidelines to set achievable expectations and measurements for educational attainment. In order to fully integrate the Common Core Learning Standards (CCLS) in our curriculum, the faculty participates in onsite professional development opportunities and elects to take in-service courses provided by the Valley Stream Teachers Resource Center (VSTRC). Support for CCLS and other curricular matters are provided by professional specialists: a full-time Literacy Coach, Academic Intervention Specialists (AIS) for Math, ELL, Reading, Speech, Resource Room Specialists; School Psychologist, and state-certified music, art and library teachers.

Learning is a shared responsibility amongst teachers, parents, students and the community of Valley Stream. Communication between school and home is of utmost importance to the monitoring of student progress towards planned objectives. Our school newsletter, the Shaw Avenue Scoop, is published weekly, and keeps families informed of district and school news, information and activities. Shaw Avenue School's PTA maintains a balance between academics and togetherness for our families by sponsoring events such as Parents as Reading Partners (PARP), Family Fun Night, and book fairs. The home and school partnership along with our comprehensive curriculum ensure that all scholars reach their summit of excellence.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

Shaw Avenue School outperforms the state on every assessment at all tested grades. We set high standards of excellence by the implementation of programs that are interwoven in their design to support both the overall student population as well as those students with the greatest educational needs. Our present program and future plans are designed to ensure that students have strong literacy, numeracy and critical thinking skills, as well as a strong base of content knowledge, that enable them to easily access the common core curriculum without struggle and a need for remediation. We have instituted clear reading benchmarks for all grades that include beginning, middle and year end expectations. We have implemented a comprehensive progress monitoring system that includes regular review of all students to make sure they are reading at grade level or beyond and to monitor the interventions of those students who are receiving support to make sure the students are progressing and if not to change or adjust the intervention they are receiving before the gap widens further between them and their grade-level peers.

At Shaw Avenue School, we use the performance levels of the New York State Standardized assessments along with other localized assessments to diagnose and continuously measure our students' success. As a building we have set our expectations for students to achieve at a minimum 80% mastery on district and local assessments and to score at a minimum level 3 on all state assessments. Our faculty and staff use the data obtained from these assessments to inform and differentiate instruction. This focus on data driven instruction ensures that each student successfully progresses along his/her continuum of learning. Teacher and student goal setting conferences empower each individual to take ownership of teaching and learning and to closely monitor overall academic and social-emotional student performance, with a special focus on identified skills in English Language Arts and Mathematics. Our teachers consistently monitor and adjust their instructional practices based on data for students to meet and exceed the state expectations.

Over the past five years, our student results have been consistently higher than the rest of New York State in achieving score of Levels 3 (Meets proficiency standard) and 4 (Exceeds proficiency standard) on all English Language Arts and Mathematics assessments. We have found that our students perform better by exceeding the proficiency standard on the mathematics assessments than on the English Language Arts assessments. We attribute this trend to the major changes that New York State has made to its testing program over the past five years. It has increased the performance level, the rigor and length of the assessments at each grade level for increased alignment to college and career readiness. Despite these varying changes, our scores have remained at the top of the state student results. Our students in grades 3-6 have outscored the state in ELA by 43% and in math by 41%.

In recent years, our subgroups have outperformed the state by approximately 30% on the ELA and mathematics assessments due to our rigorous intervention program. We have established a clear and consistent benchmarking program that provides teachers and administrators the information necessary to know when to promptly intervene if students require additional support, before significant learning gaps develop and students fall far below grade level. Benchmarking tools include administration, up to three times a year, of Fountas and Pinnell running records assessment; fall and spring administration of local assessments by the Northwest Evaluation Association (NWEA) in grades 3-6; AIMSweb literacy probes in grades K-3; and monthly unit assessments in Foundations in grades K-3; as well as a December and February assessment of ELA skills linked to the New York State Assessment in grades 3-6. Students who are receiving reading support are progress-monitored in addition to the above, with a mid-year NWEA, as well as a formative running records assessment every 6 weeks.

There is sustained ongoing professional development in effective practices to support students in poverty, ELL students and Students with Disabilities. Ongoing professional development in critical areas is effective to improve student learning. The Sheltered Instruction Observation Protocol (SIOP) supports our

ELL students to acquire academic knowledge while becoming proficient in the English Language. Additionally, a bilingual aide is provided to support the newly arrived ELL students in their classes. Our collaborative team teaching classes provide the instructional support needed for special education students to excel.

Students in grades 3-6 who are still struggling readers (or who may have entered our District without a strong reading skills background) participate in our Wilson Reading System. Grades 3-6 students also participate in 30 minutes extra help sessions and an extended-day academic academy in the areas of ELA and Math based on an analysis of their New York State test score data and data gathered from their performance on other district measures. Presently, these students attend a one-hour program in either ELA or Math twice a week. Grade six students with the greatest need participate in a three day one hour literacy program. This program increases these students' knowledge and skills in the areas where they are not achieving benchmark so that learning gaps can be eliminated. Our school also runs a Literacy Summer Program that addresses the needs of the critical needs subgroups of students with the greatest reading needs.

## **2. Using Assessment Results:**

At Shaw Avenue School, we work as a team to diagnose data, plan instruction, and deploy resources to target identified needs, using a variety of data to continuously monitor performance. Our success with all students, especially the students in our subgroups is due to our extensive use of data and implementation of college and career-ready instructional practices. Teachers at Shaw Avenue School set their professional goals using Charlotte Danielson Framework for teaching and data from various diagnostic and states assessments. Teachers analyze the assessment data and highlight areas in which students score above the 80 % proficiency and others in which students' scores are below. For example, on the grade six ELA assessment, the grade six team reviewed the Gap analysis report which indicates student achievement on each test question and found that more focus should be placed on the standard: Critical Analysis & Evaluation: Evaluate information, ideas, opinions, and themes by identifying-a central idea and supporting details. To ensure the change in their instructional practices, the six grade team has met on numerous occasions to plan and refine their lesson plans on the Common Core instructional shifts that would further help students' performance on this standard and others. This is just one example of how teachers use data to improve teaching and learning.

In addition to the NY state assessments, teachers, students and parents, use results from benchmark assessments, such as Aimsweb, Fountas and Pinnel Benchmark System, and the NWEA and a series of formative and summative assessments to diagnose students' academic strengths and growth areas. After each student's needs are identified, each teacher meets with a data team, which consists of the principal or assistant principal, and all service providers that support students in that class, such as the Reading, Speech, ELL, Resource Room teacher. At this meeting, each student is discussed and a plan of action is created for him/her in order to continue to ensure student growth at all performance levels.

We use this system at the inception of our Response to Intervention (RtI) process by identifying the lowest performing students and referring them to the Instructional Support Team (IST). At the IST meeting, an individualized action plan, using differentiated instructional learning strategies and scientific, research based interventions, is created and goals are set with a timeline for achievement. Parents are regularly notified of student progress every six weeks and are invited to participate in the process and offer feedback.

Our data meetings are held every eight to ten weeks and our Instructional Support Team meetings are held on every day three of the six day school cycle. Therefore, teachers have formal opportunities to monitor and report student progress. Data for critical needs students are disaggregated and teachers are able to identify gaps in their own teaching and effectively collaborate with colleagues to address the particular needs of each student. Teachers are especially compelled to maintain the highest standards for all students while clarifying the difference between modifications and accommodations for special education and ELL populations.

All of our support specialists participate in the literacy focused professional development programs provided by the district in an effort to continue to refine and align their craft to the Common Core standards and the best instructional practices. For example, every teacher participated in the Strategic Instruction Model (SIM) for writing, after recognizing that our students experienced difficulty with demonstrating mastery with standard language conventions in their writing. Currently, all teachers and students use a common language when discussing writing and common rubrics when evaluating writing. In addition to SIM, ELL teachers have also received training in the research based Wilson Foundations to ensure students transfer their learned skills and have continuity of learning.

In order to provide students with effective interventions, we have trained all of our reading teachers in Preventing Academic Failure (PAF) reading, spelling, and handwriting techniques, Leveled Literacy Intervention, Wilson and Just Words in order to build their capacity to help students. All K-3 classroom teachers have received extensive training from the Wilson Language Foundation in Foundations. K-6 teachers have had the support of our literacy coach in reading and writing workshops, as well as training from the University of Kansas in SIMS (Strategic Intervention Management Strategies), to support writing instruction, grammar and language usage. Students that receive reading services are placed in these programs according to their individual needs based on the recommendation of the teams.

Our reading teachers have conducted parent workshops at PTA meetings and have presented at Board of Education meetings to inform the public of successful strategies parents can employ at home to better support their children. In addition, the principal and assistant principal have presented on Shaw Avenue students' performance on New York state assessments and the new Common Core standards and assessments. Teachers use a variety of communication tools to share more specific, individual student data, such as the use formal report cards and progress reports.

### **3. Sharing Lessons Learned:**

The members of our school community feels a great sense of responsibility to share lessons learned with each other and with other educators. We understand that the conversations about best practices create a greater sense of collaboration and enable everyone to continuously reflect and improve their instructional practices.

Grade-level teachers and teachers across grade levels, along with administration, regularly meet to look at student work in focused study groups and to discuss best practices, as well as to support the implementation of new curriculum and instructional practices. Our grade level teams meet regularly to share their Common Core teaching strategies and methodologies that will help them refine their content and instructional delivery.

Our teachers are recognized as instructional leaders in the region. They are often invited to present on their best teaching practices. Our math AIS teacher presented at the National Council of Teachers of Mathematics. One of our ELL teachers is a representative on the New York State Review Committee for ELL assessments. Our enrichment teacher for our Quest program presented on the district's technology advancements at the Long Island Technology Summit. Quest is a pull-out support program designed to extend academic experiences with high level challenges. Our teachers are also involved in their local professional organizations.

Our administrative team also shares its best instructional and leadership practices with the greater educational community. Our assistant principal has visited local school districts to share our best literacy practices. Our principal is a member of the Nassau County Elementary School Principals Association. This group meets approximately six times a year and provides all elementary principals in Nassau County the opportunity to share their best leadership practices. Our principal has also presented on the effective use of data to improve teaching and learning to aspiring administrators in the Summer Principals Academy at Teachers College, Columbia University. Our principal has also presented at Nassau BOCES

with the assistant superintendent of instruction on our use of interim assessments, data analysis and RtI implementation.

Information regarding District initiatives, curriculum, and student achievement is provided on a regular basis through weekly Shaw Avenue and Superintendent newsletters and a weekly Superintendent's newsletter that are backpacked home with each child and also available on our website: [http://www.valleystream30.com/our\\_schools/shaw\\_avenue\\_scoop](http://www.valleystream30.com/our_schools/shaw_avenue_scoop). It is through this open sharing of lessons learned with our faculty, students, parents, and community that we are able to achieve this high academic success. Our school community is committed to a rigorous process of reflection and refinement to sustain a college and career-ready and developmentally program for all students.

#### **4. Engaging Families and Communities:**

Shaw Avenue Elementary School, a school rich in cultural diversity, takes great pride in its collaborative relationship among staff, parents, students, and community members. We share a common belief of high expectations for academic achievement for all students. Therefore, all family and community activities are linked to student learning. Parent and community involvement plays a pivotal role in greater student success.

In order to create a successful learning environment for all students, the staff keeps parents informed through continuous communication. The Shaw Avenue Scoop, the Superintendent's newsletter, the district web site, email, and phone calls are some of the ways parents are always kept in the loop. We strive to reach the greatest number of parents and community members through bilingual communication. In addition to Back to School Night and Parent Teacher Conferences, all staff members have an open door policy. Title I and Title III meetings are held biannually to inform parents of how federal funds are used in our Reading and ELL programs, and are conducted in various languages. Parents and teachers communicate about student progress; teachers also use test results to inform parents which student skills need strengthening.

In addition to high academic achievement, our school promotes empathy and good citizenship through community outreach. The Student Council sponsors an annual food and coat drive to provide for our neediest families. We also participate in Valentine's for Veterans, Pennies for Haiti, Toys for Tots, and most recently Snowflakes for Sandy Hook that were mailed to provide hope and comfort to the students of Sandy Hook Elementary School. Our PTA also offers various opportunities for families to come together for academic enrichment, including P.A.R.P (Parents as Reading Partners), Multicultural Night, and Family Math Night. Partnered with our PTA, we offer workshops such as Kindergarten Readiness, Internet safety, Literacy support, Dignity for All Students Act, and the Common Core Learning Standards to inform our parents, so they are better able to support our students.

The home/school connection empowers parents to be actively involved in their child's learning. Our Building Leadership Team (BLT), comprised of an administrator, teachers, support staff, and parents, encourages practices and activities that address improving student achievement, school climate, and parent-teacher collaboration. Our BLT members used the Schools to Watch Self-Study and Rating rubric from the National Forum to Accelerate Middle Grades Reform to assess academic excellence, developmental responsiveness, social equity, and organizational structures and processes. This reflective tool enables us to identify the strengths of our school and to create a collaborative plan for continuous school improvement.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Efforts to nurture a “well rounded student” are of critical concern. With the onset of an atmosphere where accountability is at the forefront, Shaw Avenue has not lost sight of the joy of learning that comes from an academically rich curriculum. Shaw Avenue School places great importance on providing teachers and students with all the instructional tools necessary to meet and exceed New York State Common Core Learning Standards. Shaw Avenue blocks four periods a day where support instruction and intervention may not intrude. This time is identified as “Block” time. Ninety minutes for ELA and sixty for Mathematics daily assure continuity of instruction for all students.

Our English Language Arts curriculum aims to develop literate independent readers who are able to identify their literary genres of choice and understand that good readers read for different purposes including pleasure. To build a stronger foundation for our literacy instruction we use the Common Core Learning Standards and the five components of a scientifically-based reading instruction in the early grades: phonics, phonemic awareness, fluency, vocabulary and comprehension. As students advance through the grades we expect them to engage with literary and informational texts on a deeper level by analyzing, explaining, comparing and contrasting, integrating, evaluating, and citing supportive evidence for their arguments. Our library program also supports these skills through the *Big 6 Research Skills*.

Our students consider themselves mathematicians who can relate theoretical concepts to the real world. We implement the Common Core Learning Standards by asking students to engage in a variety of activities, such as reasoning abstractly and quantitatively, constructing viable arguments and critiquing the logic of others, applying mathematics to solve everyday problems, and using appropriate tools strategically, such as rulers and protractors.

Our Science curriculum offers hands – on, inquiry based activities in the Life and Physical sciences. Delivered by the classroom teacher as well as a Science specialist in K-4, we educate scientists who explore various thematic units, including ecosystems and habitats, life cycles with live animals, mass, velocity, electrical circuits. The science classroom becomes a laboratory in which students create hypotheses and conduct experiments that prove or disprove their initial ideas.

Our students are engaged in an Integrated Social Studies/English Language Arts curriculum developed by teachers from the Putnam/Northern Westchester BOCES Curriculum Council. This framework for this curriculum was based on CCLS for English Language Arts and Literacy, and the New York State Education Department Social Studies Scope and Sequence Content Understandings. Students study many topics including citizenship, rules and laws, economics, local and national governments through real world connections and virtual visits to different parts of the world using the internet.

Quest expands opportunities for differentiated instruction for the top 15% of Shaw Avenue School’s population. Quest is a pull-out support program designed to extend academic experiences with high level challenges. These experiences require the use of advanced technology, academic knowledge and thinking skills in “the real world.” An example of this is The Stock Market Game. Alternative opportunities like these are more challenging for our academically eager learners.

Shaw Avenue School provides a clear, consistent expectation for technology which specifies the learning objectives students are to master grade by grade. Over the last four years, teachers have received technological resources and training and have used the interactive whiteboards to provide exceptional levels of interaction in the classroom, compare and contrast a text to an audio, develop phonemic awareness through interactive software to our K-3 learners, or add fluency practice to our ESL instruction.

The physical education curriculum aims to develop “strong bodies along with strong minds” through the teaching of many concepts and life changing skills, such as wellness, fitness, and bullying prevention. Each concept aligns with progress indicators that are age appropriate.

Our Visual and Performing Arts curriculum, which serves grades K-6, is a multifaceted program that explores art, theater, and musical concepts while discovering interdisciplinary connections with mathematics, social studies language arts and science. The vocal music program serves all grades and correlates with learning in the content areas. Students learn about traditional elements of music while analyzing the role of music in past and present cultures. Sixth grade students explore music from the Renaissance and Baroque periods; third graders partake in Recorder Karate while learning about China and students throughout the grades learn a culturally diverse repertoire of songs. Music reinforces concepts in literacy like syllabication through the study of rhythm. Science themes are reinforced through the exploration of sound as fifth grade students make their own instruments. Students apply vocal and instrumental musical skills by performing a varied repertoire of music representing various genres, styles, and cultures.

## **2. Reading/English:**

All instruction and outcomes meet or exceed the requirements of the grade as outlined in the Common Core. Evidence-based literacy structures (shared reading, interactive read aloud, strategy groups, guided reading groups, accountable independent reading, meta-cognitive reading skill comprehension strategy instruction) are used in conjunction with daily phonics and phonemic awareness instruction. Instruction is designed to build towards independence in reading. Students are expected to leave grade 2 reading independently for understanding at the high end of the Lexile range for grades 2-3 (450-790.) This is approximately a level O/P in the Fountas and Pinnell Leveling system for reading.

Students are taught the core phonemic awareness and phonological skills through the daily use of Foundations in grades K-3. In addition, students are instructed in Tier 1, 2 and 3 vocabulary words in the context of the content areas. Required sight word lists are used in each grade. Academic words, as defined in the Common Core Learning Standards, are taught in each grade as well.

In addition, students are instructed in guided reading groups with the purpose to move students through the levels of reading as defined in the Fountas and Pinnell literacy continuum. As students progress thorough the levels the skills required to master increasingly difficult text are taught through the guided reading approach. Guided reading supports students’ mastery in four cueing systems for reading: semantic, syntactic, grapho-phonemic, and pragmatic.

Students are taught reading comprehension skills and the strategies to support their acquisition of those skills by reading in fiction and nonfiction text. These skills allow students to master the CCLS in literacy. Skills and strategies are modeled and students apply the skills during independent reading. Students read independently in books of their choice that are matched to their reading level and interest. Students are held accountable for their reading through the use of writing in response to reading, partner talk and reading logs. Independent reading is where students combine the skills they learned in guided reading, Foundations and vocabulary work to master grade-level text and to read independently for meaning. Students are asked to display their understanding through inferring which is supported by text-based evidence. Students are pushed for fluency, volume and stamina and measured against District Benchmarks for Reading levels. Students work independently or in small teacher-led groups. The reading level benchmarks for each grade are aligned to the Common Core Lexile range expectations for each grade level.

## **3. Mathematics:**

The Shaw Ave School Math program has evolved to meet the needs of the students first and align itself completely with the Common Core Standards. Our instruction is based on the National Council of Teachers of Mathematics (NCTM) process standards of problem solving, reasoning and proof, communication, representation, and connections. Ninety minutes of enrichment or intervention time is set aside for support and interventional services to pull from classes, such as additional math instruction to underperforming students. This allows for the delivery of services that supplement, not supplant, instruction. Students learn through inductive and deductive methods with a focus on constructivist learning.

We also incorporate the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy). Teachers begin to teach these proficiencies at the outset of each student's first educational experience in kindergarten.

Beginning in Kindergarten, students are engaged in solving problems with counting and cardinality, operations and algebraic thinking, numbers and operations, measurement and data, and geometry. In subsequent grades, the mathematical topics are more focused and aligned with one another. For example, in grade 1 students focus on the critical area of developing understanding of addition, subtraction, and strategies for addition and subtraction within 20. In grade 2, students are expected to build fluency with addition and subtraction. In grade 3 students must develop understanding of multiplication and division and strategies for multiplication and division within 100. In grade 4 students are to develop understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends. In grade 5 students are expected to develop fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions). In grade 6 students are asked to connect ratio and rate to whole number multiplication and division and use concepts of ratio and rate to solve problems.

#### **4. Additional Curriculum Area:**

Shaw Avenue Elementary School prides itself in creating a safe, inclusive and student centered environment for all students to reach their highest level of performance. Our Visual and Performing Arts programs provide developmentally appropriate methods of learning using an integrated curriculum to build students' sense of self-expression, creativity, teamwork, critical thinking and problem solving skills.

Walking through the hallways of our school, one gravitates towards the vibrant displays of student artwork which exhibit the creativity and skill that is nurtured in our students. Our Visual Arts program, grades K-6, is a multifaceted program that utilizes the study of art and artists of various cultures and periods to enhance the core curriculum. Students engage in a variety of techniques and media including sculpture, drawing, ceramics, painting and collage which allow expression of knowledge and understandings. The art program plays a significant role in annual community events, such as our school Visual and Fine Arts Show and Lights On for Education, a community event that enables all schools in the greater Valley Stream community to showcase the academic, visual and performing Arts, and technology achievements of our students.

The Shaw Avenue Performing Arts Department offers a wide array of options that include chorus, select choir, orchestra, band, third grade recorder as well as extracurricular marching, jazz and holiday bands. Orchestra and band are offered as elective classes, grades 4-6. Students learn fundamental skills for string, woodwind, brass, and percussion instruments.

The orchestra, band, and chorus provide opportunities for mutual effort and success at various times throughout the year. Students perform for the school population at winter and spring concerts and for the community at large during parades, PTA functions and visits to local nursing homes, malls and our annual Fine and Performing Arts Show. Regional functions include the Nassau County All-County, Long Island String Festival, and New York State School Music Association Festival. These performances provide opportunities for teamwork and character building which are values which we not only emphasize, but celebrate.

## **5. Instructional Methods:**

Shaw Avenue's learning environment supports differentiation addressing a range of interests, aptitudes, skills, and abilities of all learners. Flexible grouping within classrooms differentiates instruction for our culturally diverse population providing student focused teaching including a blend of whole class, group, paired and individual instruction. Extensive classroom material provides opportunities to learn in the style of the child.

In a student population where 16 languages are spoken, mainstream and ELL teachers collaborate to teach a curriculum supported by second language acquisition strategies. The Sheltered Instruction Observational Protocols model (SIOP) provides a framework to collaboratively plan lessons for ELLs. To ensure the goal that content and language objectives are met, classroom lessons are differentiated using scaffolding techniques, such as breaking complex tasks into "doable" steps to facilitate student achievement. Via the pull out model, classroom taught concepts are reinforced and enriched. The Ipad Touch, Ipad, and books on tape provide multi-modal pathways to develop literacy and phonemic awareness. Zip Zoom, a technology program that helps beginning ELLs develop critical language and reading skills and Bi-lingual resources accelerate ELL's oral reading fluency and vocabulary development.

Co-teaching classrooms provide instruction that includes students with and without disabilities. Co-teachers pay particular attention to special education Individual Education Plan guidelines for at risk students with disabilities; yet take responsibility for the learning of all students in the classroom. The Resource Room teacher provides services in two modalities: push in consultant and pull out teacher. Resource Room targets special education students and provides supplemental instruction encompassing IEP goals and general classroom skills.

Technology offers teachers a range of tools to enhance and expand the curriculum via learner-centered and interdisciplinary activities. Interactive whiteboards, document cameras, laptop carts, computer lab, and website subscriptions such as Discovery Education, Brain Pop, and Book Flix provide audio visual and targeted support that enhances creativity, student literacy and content area skills. Earobics, a computer program that builds phonemic awareness, auditory processing and phonics skills, is used to address the needs of our pre-readers.

Opportunities for academic challenges and higher learning are afforded all students. Our Quest Program uniquely challenges grade 4-6 students at or exceeding grade level. A documentary celebrating the 100 year history of Valley Stream employed Storyboarding, Digital/Video Editing, and Blogging. The 21st Century Skills program engages all sixth graders in real world project based learning. Critical thinking and problem solving, communication and collaboration, creativity and innovation prepare students to thrive in the world ahead. Instructionally designed computer programs such as the Stock Market, provide experiences in electronic communication.

## **6. Professional Development:**

Shaw Avenue School has developed a serious and efficient approach towards teacher learning and Professional Development. The cornerstone of that P.D. is the CIAC (Curriculum Instruction Assessment

Committee) and drives our 5 year planning. The committee designs “Smart Goals” aimed at improving student achievement by improving teacher learning. These goals are identified after examination of NWEA, locally developed assessments, and NYS testing. The committee compares student needs to state requirements and formulates the “Smart Goal”.

Smart Goals are referred to our Professional Development Planning committee (PDP). The PDP researches and recommends programming for piloting, provides appropriate support and staff training and monitors feedback. Throughout this process best practices are shared, concerns about implementation are considered and all opinions are valued. It is truly a collaborative effort involving CIAC members, teachers, support staff, parents and administration.

Professionals are engaged for teacher training and turn-key teachers are developed for in-house and immediate and on-going staff support. These efforts insure continuous support for veteran teachers and maintain program continuity for new hires and those crossing grade levels. Coaches and department heads exist to coordinate and aid teacher learning.

Examples of most recent PDP initiatives are:

SIM –Strategic Instructional Model - This is a structured writing fundamentals program. It develops strategies for sentence writing, paragraph construction and report writing in paragraph form. It empowers students with a potent approach towards writing.

LLI - Leveled Literacy Instruction - Reading specialists employ this Fountas and Pinnell intervention program for Tier 2 & 3 learners. The program scaffolds reading behaviors and understandings that are required for students to read successfully. Support in Phonetics & letter/word work is intertwined with Guided Reading. This initiative addresses students in need in grades K-5.

Foundations – a primary phonics and phonemic initiative addressing strong multi-modality approach for skills development addresses at risk children in grades K-3.

My Math – Text based, technology supported, differentiated approach to math, completely aligned with CCLS.

Do The Math – a program for students at risk. It develops basic concepts, fluency in basic facts and mathematics literacy.

Integrated ELA/SS curriculum – a curriculum designed to eliminate redundancy in instruction and improve student learning by combining the use of writing, reading and research skills with Social Studies content understandings.

Interactive White Boards – These represent significant and potent technology in the classroom. The White Board empowers the teacher with the applications that support his/her effectiveness and student learning.

## **7. School Leadership:**

At Shaw Avenue Elementary our core philosophical foundation is grounded in creating an environment that engages and challenges students to grow academically, socially and emotionally through collaborative leadership and shared decision making. Our school administrative team consists of a principal and an assistant principal who are always accessible and approachable to families, students, teachers and community members. This accessibility helps to foster relationships with all members of the school community to continuously improve student achievements and outcomes.

Our administrators are known as instructional leaders who model best instructional practices through the teaching of small student reading and writing groups afterschool and at lunch time. Through daily classroom observations, our principal and assistant principal suggest modifications to improve teaching

practices. Additionally, they provide professional development in multiple areas that impact students including: bullying, behavior management, data warehousing, common core curriculum, math and reading programs.

Our instructional leaders realize that collaboration and shared decision making are crucial to the success of our students. Ongoing dialogue, communication and planning are consistently coordinated with the district administration and board of education. Our principal and assistant principal facilitate leadership opportunities for its staff, students and parents. They lead formal and informal meetings to discuss and interpret data to help develop strategies for optimal student learning. Teachers act as turn-key coordinators for various school programs, conduct workshops for staff and parents and serve as members of committees to discuss curriculum, instruction and assessments on a district level. Experienced teachers also serve as mentors for novice teachers, offering advice on instruction, curriculum, procedures and practices to best meet student needs.

Leadership doesn't just lie with administrators and teachers. Student leaders take part in daily activities at the school. Students in the Boys and Girls Leadership clubs fulfill important responsibilities that contribute to a positive school climate. They serve as recess equipment managers as well as student monitors who assist younger students in the cafeteria and in the classroom. Another student lead group is the Student Council. In this group, members have a say in what educational activities and events are planned during the school year. Members of the council also help organize student fundraisers and perform community services, such as coat and food drives. Parents are also involved in leadership roles. Through the PTA and membership in the Building Level Team, parents have an opportunity to address their concerns as well as to help the school address the educational needs of students. Shaw Avenue's shared leadership enables all members of the school community to contribute their best for the academic, intellectual, and social and emotional growth of our students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Grade 3 Math Test

Edition/Publication Year: 2007-2011/ 2012 Publisher: CTB McGraw Hill/ Pearson Inc.

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | May       | May       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Levels 3 & 4  | 78        | 86        | 69        | 100       | 98        |
| Level 4   | 31        | 27        | 24        | 22        | 36        |
| Number of students tested   | 82        | 90        | 106       | 97        | 93        |
| Percent of total students tested  | 100       | 99        | 100       | 100       | 99        |
| Number of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | 67        | 81        | 63        | 100       | 97        |
| Level 4   | 17        | 19        | 14        | 13        | 21        |
| Number of students tested   | 30        | 21        | 35        | 40        | 34        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 76        | 86        | 73        | 100       | 95        |
| Level 4   | 27        | 26        | 20        | 17        | 27        |
| Number of students tested   | 37        | 42        | 51        | 42        | 37        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 73        | 81        | 50        | 100       | 100       |
| Level 4   | 23        | 19        | 10        | 26        | 37        |
| Number of students tested   | 26        | 26        | 30        | 35        | 27        |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | Masked    | Masked    | Masked    | Masked    |           |
| Level 4   | Masked    | Masked    | Masked    | Masked    |           |
| Number of students tested   | 7         | 5         | 2         | 4         |           |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 27        | 83        | 20        | 100       | 100       |
| Level 4   | 0         | 25        | 0         | 8         | 25        |
| Number of students tested   | 11        | 12        | 15        | 12        | 12        |
| <b>6. Asian</b>   |           |           |           |           |           |
| Levels 3 & 4  | 91        | 93        | 88        | 100       | 100       |
| Level 4   | 46        | 36        | 56        | 31        | 44        |
| Number of students tested   | 11        | 14        | 16        | 16        | 18        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math test scores for the Basic and Proficient performance levels. This change caused a statewide drop in students performing at proficiency levels 3 and 4. In the July 28, 2010 news release, then Senior Deputy Commissioner for p-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower number of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information |           |           |           |           |           |

can be found in the news release materials at: [http://www.oms.nysed.gov/press/Grade3-8\\_Results07282010.html](http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html). In 2012, the New York State Education Department increased the number of test questions on the English language arts and mathematics assessments in order to make the tests more comprehensive. In addition, each test was scheduled for a 90 minute period over three consecutive days. Additional information can be found at: <http://www.p12.nysed.gov/assessment/sam/ei/ei-sam-12w.pdf>.

13NY5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: NYSTP ELA

Edition/Publication Year: 2007-2011/2012 Publisher: CTB McGraw Hill/ Pearson Inc.

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | May       | Apr       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| LEVELS 3 & 4  | 77        | 78        | 74        | 84        | 81        |
| LEVEL 4   | 9         | 8         | 29        | 12        | 13        |
| Number of students tested   | 81        | 88        | 106       | 94        | 90        |
| Percent of total students tested  | 99        | 98        | 100       | 99        | 99        |
| Number of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| LEVELS 3 & 4  | 67        | 75        | 66        | 85        | 79        |
| LEVEL 4   | 3         | 5         | 26        | 8         | 12        |
| Number of students tested   | 30        | 20        | 35        | 40        | 34        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| LEVELS 3 & 4  | 70        | 76        | 73        | 83        | 70        |
| LEVEL 4   | 5         | 10        | 28        | 10        | 11        |
| Number of students tested   | 37        | 42        | 51        | 42        | 37        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| LEVELS 3 & 4  | 68        | 80        | 63        | 88        | 85        |
| LEVEL 4   | 12        | 0         | 17        | 9         | 15        |
| Number of students tested   | 25        | 25        | 30        | 33        | 26        |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| LEVELS 3 & 4  | Masked    | Masked    | Masked    | Masked    |           |
| LEVEL 4   | Masked    | Masked    | Masked    | Masked    |           |
| Number of students tested   | 7         | 5         | 2         | 4         |           |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| LEVELS 3 & 4  | 40        | 80        | 40        | 75        | Masked    |
| LEVEL 4   | 0         | 0         | 7         | 8         | Masked    |
| Number of students tested   | 10        | 10        | 15        | 12        | 8         |
| <b>6. Asian</b>   |           |           |           |           |           |
| LEVELS 3 & 4  | 100       | 86        | 88        | 93        | 94        |
| LEVEL 4   | 9         | 7         | 50        | 27        | 19        |
| Number of students tested   | 11        | 14        | 16        | 15        | 16        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math test scores for the Basic and Proficient performance levels. This change caused a statewide drop in students performing at proficiency levels 3 and 4. In the July 28, 2010 news release, then Senior Deputy Commissioner for p-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower number of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: <a href="http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html">http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html</a> . In 2012, the |           |           |           |           |           |

New York State Education Department increased the number of test questions on the English language arts and mathematics assessments in order to make the tests more comprehensive. In addition, each test was scheduled for a 90 minute period over three consecutive days. Additional information can be found at: <http://www.p12.nysed.gov/assessment/sam/ei/ei-sam-12w.pdf>.

13NY5

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYSTP Grade 4 Mathematics

Edition/Publication Year: 2007-2011/2012 Publisher: CTB McGraw Hill/Pearson Inc.

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | May       | May       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Levels 3 & 4  | 98        | 90        | 80        | 99        | 94        |
| Level 4   | 59        | 39        | 38        | 71        | 50        |
| Number of students tested   | 92        | 109       | 103       | 100       | 107       |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 99        |
| Number of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | 97        | 81        | 77        | 97        | 95        |
| Level 4   | 58        | 19        | 36        | 68        | 90        |
| Number of students tested   | 38        | 36        | 39        | 34        | 31        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 98        | 88        | 73        | 98        | 91        |
| Level 4   | 59        | 36        | 40        | 59        | 48        |
| Number of students tested   | 41        | 50        | 45        | 41        | 44        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 100       | 90        | 89        | 100       | 97        |
| Level 4   | 63        | 27        | 38        | 81        | 58        |
| Number of students tested   | 30        | 30        | 37        | 31        | 31        |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | Masked    | Masked    | Masked    |           | Masked    |
| Level 4   | Masked    | Masked    | Masked    |           | Masked    |
| Number of students tested   | 3         | 4         | 5         |           | 6         |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | Masked    | 77        | Masked    | 100       | 95        |
| Level 4   | Masked    | 15        | Masked    | 73        | 52        |
| Number of students tested   | 7         | 13        | 7         | 84        | 99        |
| <b>6. Asian</b>   |           |           |           |           |           |
| Levels 3 & 4  | 100       | 95        | 87        | 100       | 91        |
| Level 4   | 47        | 68        | 40        | 88        | 52        |
| Number of students tested   | 15        | 19        | 15        | 16        | 23        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math test scores for the Basic and Proficient performance levels. This change caused a statewide drop in students performing at proficiency levels 3 and 4. In the July 28, 2010 news release, then Senior Deputy Commissioner for p-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower number of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: <a href="http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html">http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html</a> . In 2012, the |           |           |           |           |           |

New York State Education Department increased the number of test questions on the English language arts and mathematics assessments in order to make the tests more comprehensive. In addition, each test was scheduled for a 90 minute period over three consecutive days. Additional information can be found at: <http://www.p12.nysed.gov/assessment/sam/ei/ei-sam-12w.pdf>.

13NY5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYSTP Grade 4 English Language Arts

Edition/Publication Year: 2007-2011/ 2012 Publisher: CTB McGraw Hill/Pearson Inc.

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | May       | Apr       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Levels 3 & 4  | 87        | 82        | 75        | 97        | 86        |
| Level 4   | 11        | 3         | 14        | 17        | 17        |
| Number of students tested   | 90        | 109       | 102       | 96        | 105       |
| Percent of total students tested  | 98        | 100       | 100       | 100       | 99        |
| Number of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | 87        | 81        | 84        | 94        | 77        |
| Level 4   | 5         | 0         | 5         | 16        | 7         |
| Number of students tested   | 37        | 36        | 38        | 32        | 30        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 88        | 78        | 73        | 98        | 86        |
| Level 4   | 15        | 4         | 13        | 8         | 14        |
| Number of students tested   | 40        | 50        | 45        | 40        | 43        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 86        | 83        | 81        | 97        | 90        |
| Level 4   | 7         | 0         | 14        | 21        | 16        |
| Number of students tested   | 29        | 30        | 37        | 29        | 31        |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | Masked    | Masked    | Masked    |           | Masked    |
| Level 4   | Masked    | Masked    | Masked    |           | Masked    |
| Number of students tested   | 3         | 7         | 5         |           | 6         |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | Masked    | 54        | Masked    | 100       | Masked    |
| Level 4   | Masked    | 0         | Masked    | 0         | Masked    |
| Number of students tested   | 6         | 13        | 6         | 12        | 6         |
| <b>6. Asian</b>   |           |           |           |           |           |
| Levels 3 & 4  | 93        | 95        | 67        | 100       | 86        |
| Level 4   | 7         | 0         | 13        | 38        | 23        |
| Number of students tested   | 15        | 19        | 15        | 16        | 22        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math test scores for the Basic and Proficient performance levels. This change caused a statewide drop in students performing at proficiency levels 3 and 4. In the July 28, 2010 news release, then Senior Deputy Commissioner for p-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower number of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: <a href="http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html">http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html</a> . In 2012, the |           |           |           |           |           |

New York State Education Department increased the number of test questions on the English language arts and mathematics assessments in order to make the tests more comprehensive. In addition, each test was scheduled for a 90 minute period over three consecutive days. Additional information can be found at: <http://www.p12.nysed.gov/assessment/sam/ei/ei-sam-12w.pdf>.

13NY5

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NYSTP Mathematics

Edition/Publication Year: 2007-2011/2012 Publisher: CTB McGraw Hill/ Pearson Inc.

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | May       | May       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Levels 3 & 4  | 86        | 90        | 87        | 96        | 92        |
| Level 4   | 40        | 47        | 47        | 58        | 40        |
| Number of students tested   | 110       | 101       | 108       | 107       | 101       |
| Percent of total students tested  | 100       | 99        | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | 82        | 85        | 85        | 94        | 92        |
| Level 4   | 32        | 42        | 42        | 64        | 35        |
| Number of students tested   | 34        | 33        | 33        | 33        | 26        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 82        | 83        | 83        | 96        | 93        |
| Level 4   | 39        | 55        | 47        | 48        | 32        |
| Number of students tested   | 49        | 42        | 47        | 46        | 41        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 80        | 95        | 91        | 97        | 94        |
| Level 4   | 23        | 42        | 49        | 47        | 33        |
| Number of students tested   | 30        | 38        | 33        | 32        | 33        |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | Masked    | Masked    |           | Masked    | Masked    |
| Level 4   | Masked    | Masked    |           | Masked    | Masked    |
| Number of students tested   | 8         | 7         |           | 5         | 6         |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 70        | Masked    | 60        | Masked    | Masked    |
| Level 4   | 0         | Masked    | 20        | Masked    | Masked    |
| Number of students tested   | 10        | 7         | 10        | 9         | 6         |
| <b>6. Asian</b>   |           |           |           |           |           |
| Levels 3 & 4  | 100       | 100       | 86        | 95        | 88        |
| Level 4   | 60        | 44        | 57        | 85        | 56        |
| Number of students tested   | 20        | 16        | 14        | 20        | 16        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math test scores for the Basic and Proficient performance levels. This change caused a statewide drop in students performing at proficiency levels 3 and 4. In the July 28, 2010 news release, then Senior Deputy Commissioner for p-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower number of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: <a href="http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html">http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html</a> . In 2012, the |           |           |           |           |           |

New York State Education Department increased the number of test questions on the English language arts and mathematics assessments in order to make the tests more comprehensive. In addition, each test was scheduled for a 90 minute period over three consecutive days. Additional information can be found at: <http://www.p12.nysed.gov/assessment/sam/ei/ei-sam-12w.pdf>.

13NY5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYSTP Grade 5 English Language Arts

Edition/Publication Year: 2007-2011/2012 Publisher: CTB McGraw Hill/ Pearson Inc.

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | May       | Apr       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Levels 3 & 4  | 83        | 81        | 80        | 93        | 85        |
| Level 4   | 8         | 13        | 36        | 31        | 7         |
| Number of students tested   | 110       | 100       | 106       | 106       | 99        |
| Percent of total students tested  | 100       | 99        | 100       | 99        | 99        |
| Number of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | 79        | 82        | 79        | 91        | 80        |
| Level 4   | 3         | 15        | 28        | 12        | 4         |
| Number of students tested   | 34        | 33        | 29        | 33        | 25        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 82        | 86        | 74        | 94        | 78        |
| Level 4   | 10        | 12        | 33        | 26        | 5         |
| Number of students tested   | 49        | 42        | 46        | 46        | 40        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 77        | 84        | 85        | 94        | 84        |
| Level 4   | 7         | 14        | 33        | 26        | 6         |
| Number of students tested   | 30        | 37        | 33        | 31        | 32        |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | Masked    | Masked    |           | Masked    | Masked    |
| Level 4   | Masked    | Masked    |           | Masked    | Masked    |
| Number of students tested   | 8         | 5         |           | 5         | 6         |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 40        | Masked    | Masked    | Masked    | Masked    |
| Level 4   | 0         | Masked    | Masked    | Masked    | Masked    |
| Number of students tested   | 10        | 6         | 8         | 9         | 5         |
| <b>6. Asian</b>   |           |           |           |           |           |
| Levels 3 & 4  | 95        | 75        | 93        | 95        | 100       |
| Level 4   | 5         | 13        | 50        | 35        | 7         |
| Number of students tested   | 20        | 16        | 14        | 20        | 15        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math test scores for the Basic and Proficient performance levels. This change caused a statewide drop in students performing at proficiency levels 3 and 4. In the July 28, 2010 news release, then Senior Deputy Commissioner for p-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower number of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: <a href="http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html">http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html</a> . In 2012, the |           |           |           |           |           |

New York State Education Department increased the number of test questions on the English language arts and mathematics assessments in order to make the tests more comprehensive. In addition, each test was scheduled for a 90 minute period over three consecutive days. Additional information can be found at: <http://www.p12.nysed.gov/assessment/sam/ei/ei-sam-12w.pdf>.

13NY5

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: NYSTP Grade 6 Mathematics

Edition/Publication Year: 2007-2011/ 2012 Publisher: CTB McGraw Hill/Pearson Inc.

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | May       | May       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Levels 3 & 4  | 95        | 95        | 86        | 98        | 97        |
| Level 3   | 56        | 60        | 53        | 62        | 44        |
| Number of students tested   | 103       | 110       | 120       | 107       | 109       |
| Percent of total students tested  | 100       | 99        | 100       | 100       | 99        |
| Number of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | 94        | 94        | 81        | 96        | 100       |
| Level 3   | 58        | 44        | 50        | 54        | 55        |
| Number of students tested   | 36        | 36        | 32        | 28        | 20        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 95        | 92        | 79        | 98        | 96        |
| Level 3   | 69        | 49        | 51        | 60        | 35        |
| Number of students tested   | 42        | 49        | 53        | 45        | 51        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 97        | 94        | 89        | 100       | 97        |
| Level 3   | 64        | 62        | 54        | 66        | 43        |
| Number of students tested   | 39        | 34        | 35        | 35        | 35        |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | Masked    |           | Masked    | Masked    | Masked    |
| Level 3   | Masked    |           | Masked    | Masked    | Masked    |
| Number of students tested   | 8         |           | 6         | 6         | 4         |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Level 3   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested   | 3         | 3         | 7         | 9         | 5         |
| <b>6. Asian</b>   |           |           |           |           |           |
| Levels 3 & 4  | 94        | 100       | 90        | 94        | 100       |
| Level 3   | 63        | 85        | 58        | 69        | 63        |
| Number of students tested   | 16        | 13        | 19        | 16        | 16        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math test scores for the Basic and Proficient performance levels. This change caused a statewide drop in students performing at proficiency levels 3 and 4. In the July 28, 2010 news release, then Senior Deputy Commissioner for p-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower number of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: <a href="http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html">http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html</a> . In 2012, the |           |           |           |           |           |

New York State Education Department increased the number of test questions on the English language arts and mathematics assessments in order to make the tests more comprehensive. In addition, each test was scheduled for a 90 minute period over three consecutive days. Additional information can be found at: <http://www.p12.nysed.gov/assessment/sam/ei/ei-sam-12w.pdf>.

13NY5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: NYSTP Grade 6 English Language Arts

Edition/Publication Year: 2007-2011/ 2012 Publisher: CTB McGraw Hill/Pearson Inc.

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Apr       | May       | Apr       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Levels 3 & 4  | 78        | 81        | 79        | 95        | 90        |
| Level 4   | 6         | 10        | 16        | 26        | 9         |
| Number of students tested   | 80        | 110       | 116       | 106       | 108       |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | 73        | 75        | 70        | 89        | 95        |
| Level 4   | 0         | 8         | 17        | 18        | 5         |
| Number of students tested   | 26        | 36        | 30        | 28        | 20        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 80        | 76        | 78        | 93        | 90        |
| Level 4   | 4         | 4         | 14        | 29        | 8         |
| Number of students tested   | 39        | 49        | 50        | 45        | 51        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | 75        | 79        | 79        | 100       | 94        |
| Level 4   | 4         | 18        | 12        | 24        | 9         |
| Number of students tested   | 24        | 34        | 34        | 34        | 34        |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Levels 3 & 4  | Masked    |           | Masked    | Masked    | Masked    |
| Level 4   | Masked    |           | Masked    | Masked    | Masked    |
| Number of students tested   | 5         |           | 6         | 6         | 4         |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Levels 3 & 4  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Level 4   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Number of students tested   | 4         | 3         | 3         | 8         | 5         |
| <b>6. Asian</b>   |           |           |           |           |           |
| Levels 3 & 4  | 81        | 92        | 84        | 94        | 88        |
| Level 4   | 6         | 15        | 32        | 25        | 13        |
| Number of students tested   | 16        | 13        | 19        | 16        | 16        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math test scores for the Basic and Proficient performance levels. This change caused a statewide drop in students performing at proficiency levels 3 and 4. In the July 28, 2010 news release, then Senior Deputy Commissioner for p-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower number of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: <a href="http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html">http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html</a> . In 2012, the |           |           |           |           |           |

New York State Education Department increased the number of test questions on the English language arts and mathematics assessments in order to make the tests more comprehensive. In addition, each test was scheduled for a 90 minute period over three consecutive days. Additional information can be found at: <http://www.p12.nysed.gov/assessment/sam/ei/ei-sam-12w.pdf>.

13NY5