



## **PART I - ELIGIBILITY CERTIFICATION**

---

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

---

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 4 Elementary schools (includes K-8)  
1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
6 Total schools in district
2. District per-pupil expenditure: 15949

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

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 8
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	34	32	66
1	24	41	65
2	30	32	62
3	33	29	62
4	37	40	77
5	32	41	73
6	0	0	0
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>			405

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
1 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
93 % White  
0 % 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: 3%

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.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2011	410
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 3

Number of non-English languages represented: 2

Specify non-English languages:

Mandarin Chinese and Gujarati

9. Percent of students eligible for free/reduced-priced meals: 5%  
 Total number of students who qualify: 19

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: 12%  
 Total number of students served: 47

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</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>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>12</u>
Paraprofessionals	<u>17</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>6</u>
Total number	<u>51</u>	<u>18</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:

22:1

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	97%	97%	96%	96%	96%
High school graduation rate	%	%	%	%	%

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: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_ %

Enrolled in a community college \_\_\_\_\_ %

Enrolled in vocational training \_\_\_\_\_ %

Found employment \_\_\_\_\_ %

Military service \_\_\_\_\_ %

Other \_\_\_\_\_ %

**Total** \_\_\_\_\_ **0%**

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

---

South Davis Elementary School is a neighborhood elementary school in the village of Orchard Park, a suburb of Buffalo, New York. It houses Kindergarten through Grade 5, with a student population of 405 students and 69 teachers and support staff. The community of Orchard Park places a high priority on educating its students. The community consists of supportive families that work together with our teachers and administrative teams to strive toward helping each learner reach their potential and become productive members of society. Our mission statement that guides our learning community is:

South Davis Elementary School, in partnership with families and community will prepare our students to:

- Achieve their fullest potential
- Develop critical thinking, creativity, and character
- Become healthy, lifelong learners
- Be responsive and contributing members of an ever changing and global society

South Davis Elementary School is a learning community committed to a strong tradition of academic excellence. For the past 6 years, South Davis has been among the top 12 ranked elementary schools for academic excellence, according to Buffalo's *Business First* publication, which annually ranks over 250 elementary schools in the 8 counties of Western New York, using the NYS standardized assessments. Every day the principal, teachers and staff believe that maintaining this excellence stems from the practice of educating the whole child. By emphasizing the intellectual, social, emotional and physical development, each child is able to **achieve their fullest potential**.

Collaborative teams comprised of the principal and instructional teacher leaders analyze assessment results and inquiry team data to ensure that students are provided rigorous, challenging instruction, which is differentiated to meet the needs of all learners. Instructional teacher leaders often present at faculty meetings to disseminate the best strategies for improving instruction to classroom teachers. This collaborative leadership model enables us to tap the talent of a team of instructional leaders and ensures that South Davis is rooted in sustainable excellence.

Curriculum integration is the foundation of our school's instructional philosophy, allowing for maximized teaching time. When teachers practice curriculum integration they are able to create lessons and units that delve deeper into the curriculum, engaging students in **developing critical thinking skills**. Reading and writing are integrated into all subject areas. In mathematics, for example, students are not only expected to be engaged in problem solving, but are taught through higher level thinking skills how to explain the mathematical process and how they arrived at their answers. This is done orally and also in writing using math journals. In Social Studies, our units of study commonly integrate reading, writing, mathematics and the arts. For example, in third grade, our teachers created units of study for the United States, India, China, England and Australia. These units incorporate reading trade books, exploring art and music, researching with trade books, reference books and the Internet, writing about chosen topics. Students become immersed in learning and gain a rich, diverse understanding of cultures around the world.

Our co-curricular teachers, provide South Davis students with valuable opportunities for **healthy, lifelong learning**. All students in grades kindergarten through grade 5 experience physical education, art, music, and computer instruction. Physical education at all levels, focuses on sportsmanship and the importance of active, healthy life styles. Our library media specialist collaborates with classroom teachers on extended curriculum embedded research projects. In computer classes, students learn keyboarding skills

and active research. Art instruction culminates with an Art Show in which every student is featured. In addition to the integrated Music curriculum, South Davis boasts two performing choral groups, a third grade chorus and the Harmonaires, our 4<sup>th</sup> and 5<sup>th</sup> grade chorus. Every February, the musical and art talents of our students are highlighted in our annual Operetta. This year's production is "School House Rock." Students in grades three-five are featured, along with staff performers. We believe this is a spectacular performance that allows are students to shine.

Critical to the success of South Davis Elementary is parent engagement. We are fortunate to have parents who seek participation on school decision making bodies such as our Bullying Prevention Coordinating Committee (BPCC) and our Shared Decision Making team (SDM). This level of engagement affords parents the opportunity to provide input at the decision making level, generating a true vested interest in our school. South Davis also hosts Volunteer Training Programs to prepare family members for classroom volunteer assignments. Our school is also fortunate to have an active Parent Teacher Organization (PTO). The PTO has a long established tradition of engaging families by sponsoring free or low cost events such as our annual Holiday House, Movie Nights, Family Fun Nights and our annual Science Night. In addition, our PTO is a fundraising body, providing students with academic programming, field trips and technology equipment.

South Davis administration, teachers and staff believe we must prepare our students to **become responsible contributing members of an ever-changing and global society**. In doing so, **building strong character** in the school setting is paramount. Our Student Council has defined and adopted the terms RESPECT, RESPONSIBILITY AND REALLY GOOD MANNERS as guiding concepts that are the cornerstone of good character at South Davis. Large banners hang in the school foyer as well as posters in every classroom that remind students each day of these formative character themes.

Starting in September 2011, South Davis Elementary, in conjunction with the Orchard Park Central School District, began the implementation of the Olweus Bullying Prevention Program. This program is a research-based, school-wide "systems change" program that has been used successfully in schools nationally and internationally. The South Davis Bullying Prevention Coordinating Committee hosted a "Bullying Prevention Kick-Off Event." Classroom teachers and Special Area teachers facilitate regular class meetings during which students can talk about bullying issues, peer relations, and inclusive behavior.

The South Davis School Community believes that we provide our students with skills and confidence to become **healthy, lifelong learners** and builders of their future.

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

---

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

**1. A.** All New York State students, beginning in third grade, take the English Language Arts (ELA) and Mathematics test in April. Performance levels (i.e. scores) range between 1 and 4. There is an expectation that all students are tracked to ensure they are meeting the standards. Therefore, it is the goal of our district that all students' assessment scores will be 3, or higher, as this level is meeting the proficiency standard set by New York State. Annual Yearly Progress (AYP) is recorded to track each student's progress.

What these performance levels mean is described below:

#### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level.

#### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.

#### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the knowledge and skills expected at this grade level.

#### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.

All tests are scored by trained teachers through the Erie 2 BOCES Center. Several teachers from our school are trained to score and are Table Facilitators for ELA and Math assessments. Participating and scoring of the assessments gives teachers the opportunity to become more familiar with the high standards of performance expected of the students while gaining a first-hand experience as to how students performed. Schools submit their scored tests to the New York State Department of Education, where individual student performance, results by student groups and school district performance are determined.

**1.B.** Although testing is not the only measure of a student's knowledge and abilities, state-wide, standardized assessments allow our staff to analyze the performance of individuals, groups, and our school. In addition, such assessments allow for comparison among groups, schools and/or regions. This is particularly important when interpreting test results. Furthermore, our results are reported and tracked by groups of all students, students with disabilities, economically disadvantage students, limited English proficient, and minority racial/ethnic groups. This information allows for increased accountability, by holding our staff and school accountable for the performance of not just the majority, but for every child. South Davis Elementary does not have substantial number in any of these subgroups (i.e.  $n < 10$ ). Although the numbers of students are statistically insignificant, these numbers (however small) are analyzed and tracked by our staff so that we ensure ample growth and progress of all students.

The New York State assessment results for 250 Public and Private Schools in Western New York are ranked by Business First. South Davis has consistently been ranked in the top 12 each year, over the past five years. Our status for 2008 – 2012 is as follows; #2, #2, #7, #11, and #10 respectively. Based on these results, it is clear to see that our teachers and staff are continuously striving to meet the students' needs, yet challenge them at their highest potential.

Well over 80% of our students have met or exceeded the State's proficiency standards for the past five years. However, the number at level 4, exceeding the standards, has decreased. This might be due to yearly statistical fluctuations in the test scores or the change in the cut scores and rigor of the test, yet this

is concerning and we are committed to continued improvement. This year, our district implemented a Spectrum program that targets students that are currently proficient and are on the threshold of exceeding the standards. It is the goal of this program to improve the critical thinking and analytical skills of these students to help them reach their highest potential. On the other hand, our school is also concerned about students that are at risk for not meeting the standards. This year we added a full-time Academic Intervention Services teacher and a District ESL teacher to service students that are in subgroups and that were identified as not meeting the 2012 assessment standards. All these students receive focused instruction. The students are placed into small groups with skill focused instruction for 45 minutes four days per week. Several of these students receive an additional 45 minutes in each session in a focused ELA small group. It is worth noting that in the analysis of the data for students partially meeting the standards, many students were only a few points away from the proficient cut score. We believe with increased remediation and differentiation these students will meet the proficiency standards for the 2013 assessments.

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

South Davis Elementary effectively uses assessment data in reading and mathematics to understand and improve student and school performance. When results from our state testing are received, we immediately analyze the data.

Our staff identifies school-wide areas of strength and areas of needed improvement through item analysis of the results. Our staff also analyzes the individual student performance records to identify the individualized needs of a learner. In other words, we consider the “big picture” of a school-wide performance as well as the individual performance of each learner. Also, our school has put forth considerable effort to ensure all teachers understand and are implementing the Common Core Learning Standards so the students are prepared for all assessments.

Instructional decisions are influenced by and linked to assessment performance. Students that do not meet expectations of the assessment are provided additional support through a variety of venues. Our school has two Academic Intervention (AIS) teachers and a Reading Specialist who provide small group instruction for children, with remediation in areas of weakness as identified in test results. Remediation is provided to develop reading, writing, mathematics and information literacy skills. Continual communication between the AIS staff, classroom teachers, and parents link instruction to deficiencies to maximize improvement.

Teachers identified as Instructional Leaders in ELA, mathematics, social studies and science are content specialists. These leaders assist the building principal in reviewing test results, looking for areas needing fortification. Instructional leaders provide strategies to classroom teachers for the improvement of instruction and are available to push in to the classroom and co-teach with our teachers. In addition, they present their assessment findings and instructional strategies related to assessment results at staff meeting. Also, the leaders are responsible to lead study groups for students in need of developing ELA and mathematics skills.

Although standardized assessments begin in 3<sup>rd</sup> grade, we begin evaluating our students prior to this. Our thorough kindergarten screening gives us a substantial head start in working with children with instructional needs. Using the Boehm standardized language assessment, early literacy profile, primary running records, concepts of print, AIMSWEB data and Inquiry Team Data, we are able to respond to instructional needs and provide early intervention well before 3<sup>rd</sup> grade. Because of these early measures, our students are provided instructional support as soon as possible.

Individual student performance as well as school-wide performance is communicated to staff, families and the community. Results are sent home to parents as they are received, on the Parent Report provided by New York State Education Department. The Parent Reports show individualized performance for both English Language Arts and mathematics. Included in this mailing is a letter from the building principal,

providing an overview of the school's performance and offering assistance if parents have questions regarding their son/daughter's assessment results. Also, for parents' convenience, the test results are available on-line through the parent portal. Teachers that are available to discuss the results include the classroom teacher, the Reading Specialist or A.I.S. teachers. School-wide performance is also presented to parents at our building Parent Teacher's Organization (PTO), the district-wide Central Council PTO meeting, and the Board of Education.

Communicating assessment results with the staff is vital to instructional improvement. While we enjoy celebrating the success of areas of strength, we also seriously scrutinize areas where improvement is needed. Using the Data Mentor program, our staff interprets numeric and graphic representations of assessment. Here, we are able to analyze individual as well as school-wide performance. Analyzing the data further, our staff determines our ranking in both local and statewide comparisons. We are able to draw conclusions from the test data to drive instruction. This is communicated with staff at meetings such as; staff meetings, our professional development committee, the curriculum council, and Instructional Leaders meetings.

The greater community receives test results via a very thorough analysis of all the regional schools, provided by *Business First*. In addition, *The Buffalo News* reports the performance of all Western New York Schools. Finally, at the local level, both our school and district reports assessment results in community publications and newsletters.

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

As a professional learning community, we believe that our staff is both teacher and learner. Annually we have several teachers that attend regional and state conferences, whom in return present to our staff and share with other teachers in the district. For example, four teachers attended a New York State Reading Association Conference, which featured the authors of the Daily Five and CAFÉ. In turn, the teachers provided support to teachers that were interested in learning more about these topics through study groups. Also, these teachers made their classrooms available for teachers from other districts to observe Daily Five and CAFÉ instruction in their classroom. In addition, several teachers provide instruction to colleagues through our extensive professional development offerings, especially in the area of technology such as the use of IPADS, Smart boards and databases.

Over the past few years, our school has been committed to providing teachers with support in areas that are identified by a small Collegial Circles Groups. The members of the Collegial Circle discuss and investigate topics of interest and offer expertise to assist other group members. They also meet with experts to assist in attainment of the goals that are set by the group which help in the advancement of the learning process.

Our instructional leaders attend district meetings and share successes with other teachers in the district. For example, ELA and Mathematics Instructional Leaders recently shared Common Core material and units created with other teachers in the district during a staff development day. This type of sharing has become very common in our school and many of our teachers are respected for sharing and offering ideas.

In addition to sharing our success with current teachers, we believe in reaching out to pre-service teachers. Our school accepts student teachers annually from several colleges in the area. Also, we have an on-going presence of Junior Participants from local colleges and universities who fulfill observation requirements by observing our teachers. Our school administration has a commitment to developing future school leaders. Our principal has served on the committee that developed the district's Administrative Mentor Plan. In addition, the principal has mentored an administrative intern. We strongly believe in the notion of a professional learning community, and strive to develop that image daily.

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

In both belief and practice, South Davis Elementary embraces the premise that the home and school are the most powerful environments that impact our students. South Davis teachers and staff promote a collaborative environment in which parents are valued and recognized as essential partners in their child's education. Several days prior to the beginning of every school year South Davis hosts a teacher "Meet & Greet." This is a time set aside for families to visit their child's classroom, meet their new teachers, bring in supplies and set the tone for a positive beginning to the new school year. During the first week of school our primary teachers invite parents back to school, in the evening for "Parent Information Nights," where general procedure, routines and curriculum overviews are presented. Later in the first month of school each grade level hosts an "Open House" evening where students bring their families to make more connections to their school and classroom environments. Formal parent/teacher conferences occur in early December and as needed throughout the school year. This is a time when teachers focus on students' academic progress, highlighting ways families can provide support at home.

Recognizing that parent volunteers are a valuable asset to our school, our principal and staff conduct 3 Volunteer Orientation & Training programs, which define ways in which parents & family members can effectively contribute to the classroom and school culture. The teachers are continually implementing ways in which working families can contribute to their child's classroom by volunteering for classroom projects and initiatives at home.

Our School Wellness Team, led by staff members with guidance from our school nurse, continues to connect and reach out to families. The Wellness Team conducts an annual Food Drive at the holiday time that not only supports the local food pantry but provides for several needy families within the South Davis community. Our Hat & Mitten drive is another school-wide initiative that reaches out to our community. Our Wellness team also coordinates a Lending Library which provides literature on relevant topics related to education, health, and parenting.

South Davis is fortunate to have a strong Parent Teacher Organization (PTO). We are proud of our nearly 100% family and teacher membership. The South Davis PTO has a long established tradition of engaging families by providing free or low cost events such as our annual Holiday House, Movie nights, Family Fun Nights, and our Annual Science Night. Our PTO sponsors a school-wide Family Wellness Walk which is the major annual fundraiser. All proceeds are earmarked for academic programming such as author visits and student environmental seminars for grade K-5 and snowshoeing for grades 3-5. In recent years the PTO has raised revenue, to provide our teachers with smart board technology in every classroom and educational software to promote academic remediation and enrichment.

Finally, and notably, to foster school and community collaboration, the principal recently worked with Village leaders to secure a Safe Routes to School grant from the NYS Department of Transportation. This grant will directly provide South Davis Elementary with funding for bicycle and pedestrian safety programming for students, as well as public safety and awareness programming for parents.

# **PART V - CURRICULUM AND INSTRUCTION**

---

## **1. Curriculum:**

Curriculum integration allows for the maximization of instructional time. Reading, writing and higher level thinking skills are integrated into all subject areas. In mathematics, for example, students are not only expected to be engaged in problem solving, but are taught to explain their thinking and how they arrive at answers. This is done orally and in written math responses.

The highlights of South Davis's ELA program include incorporating the Common Core Learning Standards through adaptation of the NYS Domains and Modules. In addition, many teachers combine programs such as the Daily Five, CAFÉ, Literature Circles and other differentiated learning strategies while reading and writing across the curriculum. Several teachers formed a summer study group to map and adapt the Domains and Modules as outlined by New York State. It is a goal this year to provide various learning opportunities for our students that are in line with the Common Core. Therefore, opinion, informational and narrative writing is incorporated into all curricular areas, as well as emphasis on text-based answers.

The New York State Common Core mathematics curriculum followed by South Davis provides students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals. Our students will build a foundation in the early primary grades, which will help them successfully apply more demanding math concepts and procedure and move into application. Conceptual understanding is stressed during math lessons to enable students to absorb critical information they will need to succeed at higher levels.

Our social studies program highlights our strength of subject integration. Our units of study commonly integrate reading, writing, mathematics and the arts. In addition to reading and responding to traditional textbooks, our social studies units integrate class sets of "trade books." For example, in third grade, our teachers created units for the United States, India, China, England and Australia. These units incorporate reading trade books, exploring art and music, researching with trade books, reference books and the Internet, writing about chosen topics and presenting to a group. The students dive deep into topics and become "masters," thus allowing them to teach a topic to the rest of the class.

South Davis Elementary science curriculum, along with the mathematics program, provides students with hands-on activities. The use of manipulatives and hands-on experiments allow students the use of concrete materials to understand abstract concepts. In both science and mathematics, our students are regularly interpreting information from graphs and pictorial data, analyzing data and drawing conclusions. Whether it is our Water unit in kindergarten or our Mammal tracking unit in fifth grade, students utilize the scientific model of making predictions, observation, analysis of data collection and drawing conclusions.

Physical education, art, music, technology teachers are actively involved in opportunities to extend the Common Core Learning Standards into all Special Area subjects. In these special area classes, reinforcement in curricular concepts and vocabulary is routinely reinforced. A unique production combining the musical and art talents of students is produced every February. This year's Operetta is "School House Rock," which incorporates singing, dance, art and reinforcement in curricular areas. Students in grades three through five are featured, along with faculty performers. We believe this is a spectacular performance that helps our students shine. Another example is our computer classes continuously integrate curriculum through the use databases for research and using interactive programs such as PowerPoint and Glogster to present the research.

Our curriculum is an evolving document. As we interpret data from students' assessments, we continually reflect upon our instructional practices. Our teachers have shown as the Common Core curriculum is rolled out by New York State that they are willing and eager to adapt their instruction to meet the standards and the needs of our students.

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

South Davis Elementary utilizes a balanced approach to literacy. Through this model, students develop skills in concepts, phonics, print, fluency, comprehension, and writing. To support this method, our school selected the MacMillan reading series as a K-5 adoption for the past 4 years. However, we supplement with many other tools, resources and teaching practices to enhance and customize our reading program to continually meet the needs of our diverse learners. In addition, many teachers use the Orton Gillingham program to teach phonics

For the school year 2012-13, our teachers are utilizing the MacMillan series, along with adapting the Domains and Modules recommended by the Common Core Learning Standards. It is our belief and goal that this will help our students move toward the goal of being College and Career Ready. Leveled readers and trade books are examples of materials used to meet the student's instructional levels. Our teachers value literature-based instruction and many use the supplementation of class book sets as provided by our media center to meet the Common Core shifts of text complexity and balancing information and literary texts. Many classrooms also provide author studies, as well as genre studies and incorporate programs such as the Daily Five, CAFÉ, Guided Reading and Literature Circles into their ELA instruction, which help to meet the Common Core Learning Standards shifts of text complexity and academic vocabulary. In addition, many teachers are creating close reads to address CCLS requirements for text complexity.

The Four Square method of planning and writing is taught and utilized across numerous grade levels and classrooms. This instruction is often credited with helping borderline students "over the bar," by organizing main ideas and supporting details to produce a quality writing piece. The Step Up to Writing system of planning and writing is often taught beginning in primary grades and carried through to fifth grade to develop topic sentences and supporting detail.

Our school has two AIS reading teachers and a Reading Specialist who provides small group instruction for children in reading and writing, with remediation in areas of weaknesses as identified in test results and by classroom teachers. Computer based programs are used to assess students' progress toward specific skills. Examples include Read 180, Lexia and System 180 which focus on phonics and comprehension skills. In addition, students that are experiencing difficulty with a particular skill are recommended by their classroom teacher for placement in a flexible skills groups which focus on reading and writing skills for a period of approximately six weeks. After this time, a determination is made whether they need further remediation. We feel the immediate recognition and reinforcement of skills has helped numerous students make tremendous progress this year. Also, included in our remediation program is a Kindergarten Café, which is a group of two teachers who lead reading centers to reinforce concepts of print, letter identification and sound, phonics, rhyming, sight words and writing sentences. Similar to skills groups, this group is flexible and will change to meet the students' needs.

## **3. Mathematics:**

South Davis has used the Scott Foresman textbooks and resources to support the district curriculum, and New York State Learning Standards. Beginning in 2011, our school began adapting the Common Core Learning Standards and teachers began to develop materials to address the standards through math training provided by the district. All teachers received release time to work with grade levels across the district to develop curriculum using the "New York State The Story of Units," which is a curriculum map and detailed description of skills required at each grade level. Currently, we are reviewing publisher's material and will be piloting several series. There is constant communication between grade levels to

ensure everyone is using manipulatives and focusing on providing our students with a deep understanding of the concepts being presented.

Our mathematics program goal is to give students a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals. Our students build a foundation in the early primary grades, which helps them successfully apply more demanding math concepts and procedure and move into application. Conceptual understanding is stressed during math lessons to enable students to absorb critical information they will need to succeed at higher levels.

The mathematics program in K-2 is developmental and manipulative based. Foundational skills are acquired through the use of manipulatives and practiced through hands on activities. This provides our students with 1:1 or small group instruction. Our teachers use Smart boards to demonstrate concepts and students participate in interactive engaging activities. In all grades, centers are utilized for concentrated skill practice and fluency. Examples of center activities include word problems, math facts, games focused on a skill, computer activities, and journals. An emphasis is placed on fact fluency based on the Common Core Learning Standards for each grade. Computer based programs are used to track student progress including Fast Math and Xtramath. The goal of these programs is for the students to become masters in addition, subtraction, multiplication and division.

Our school has two AIS math teachers who provide small group instruction for children in mathematics, with remediation in areas of weaknesses as identified in test results and by classroom teachers. In addition, students that are experiencing difficulty with a particular skill are recommended by their classroom teacher are placed in a flexible skills group for a period of approximately six weeks. After this time, a determination is made whether they need further remediation. Included in the remediation program is a Kindergarten Café, which is a group of two teachers who lead mathematics centers to reinforce concepts number identification, number fluency and number discrimination. Similar to skills groups, this group is flexible and will change to meet the students' needs.

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

Curriculum integration is a foundation of our school's instructional philosophy. Therefore, we have chosen to highlight our social studies curriculum as it exemplifies how we maximize instructional effectiveness through integration of the content and subject areas. Beginning in kindergarten, students listen to and discuss nonfiction materials using resources available from the New York State web based curriculum Putnam Project site. As students progress through the primary grades, projects focusing on topics such as family traditions, holidays and communities are examples of the integration of social studies with ELA skills. In all grade levels, *Scholastic News*, *Time For Kids* and *National Geographic* magazines are used for classroom discussions and to keep up to date with current events in the world. In addition, many of our teachers create plays or other productions that involve social studies based themes. For example, second graders create a play based on a *Magic Tree House* book or popular fable. Also, third graders put on a play about the rainforest and ways to save it. In addition, walking field trips supplement topics being investigated during social studies units. For example, second grade participates in a Village walk to learn about goods and services. Fourth grade walks to a nearby park, Green Lake to work with Earth Spirit and learn about nature.

As our students enter the intermediate grades, the integration of social studies with reading, writing, speaking, technology, art and music is prevalent. Our media specialist regularly plans units with classroom teachers and co-teaches lessons. One example of this integration is in third grade. The focus for third grade is communities around the world. Our students are immersed in rich literature to study various countries around the world to give them a perspective of various cultures. Trade books, such as the Magic Tree House Mission Series, are an author study that is used along with nonfiction research books and internet sites to study topics of interest to the students. Partners and or cooperative groups work to become experts on a chosen topic. Information is gathered, rough drafts are written, final copies are typed and visual materials are prepared using artistic materials and technology such as PowerPoint and

Glogster. Topics are presented to classmates which aids in the development of speaking and listening skills. Fourth and fifth grade integrate in similar ways. Fourth graders have been seen roaming the hall dressed up as a “tradesperson” from colonial times. The students research trades, write about it, create visual aids and present information about their trade to the class. Similarly in fifth grade, it is common to see a group of students working on a project, such as creating a board game based a region of the United States, researching a region or practicing a presentation. The students work constantly decorates our hallways and is often the talk of the school as others learn from and admire the displays.

## **5. Instructional Methods:**

South Davis Elementary uses a balance of the best practices along with innovative, responsive instructional methods. Teacher modeling and the use of exemplars is a common practice in all classrooms. We believe that students can achieve high standards if they understand what is expected and have the tools, resources and support to meet them.

To meet the needs of diverse learners, including ESL and socio-economically disadvantaged, may require adjusting the expectations. We believe that children should be challenged to reach their greatest potential. Therefore, we embrace practices of Differentiated Instruction. Through Differentiated Instruction, teachers can change the mode, product or process of learning to meet the needs of individual learners. This instructional method is closely related to the multiple intelligence theory, which understands that not all learners learn in the same amount of time or in the same way. Teachers use manipulatives, examples, and other instructional strategies to allow all students to meet expectations.

Literacy development is the core of our school. Students read, write, listen and speak all day long. Whether it is in music class, the computer lab or during science or math class, students are engaged in reading for meaning and writing for communication. We maximize instructional time by integrating reading and writing into all other content areas. Therefore, students are exposed to a variety of various literature forms; plays, diaries, journals, fiction and a vast amount of non-fiction books and websites containing the content of science and social studies, which allows for maximum literacy development. Special programs the encourage literacy this year include Second Grade Pen-Pals with a school in India, Reading Buddies for Intermediate Paired with Primary Students, Family Reading Night, World Trek and Orbital Projects.

In addition, our school teaches parents the value of reading daily at home, and supports this through our Parents as Reading Partners and Book-It Programs. We believe reading is a skill that needs to be practiced and developed. Students have nightly reading assignments. The amount of time required increases with each grade level. Parents are required to sign the student’s log, and are encouraged to read with their child. Another example of infusing the importance of reading is including parents in various classroom reading activities. A highlight in first grade is “Fireside Reads,” in which parents are invited to be guest readers. In third and fourth grades, an Author’s Tea provides students the opportunity read original stories to parents and guests. The stories are published in a bound book, which each student receives a copy.

## **6. Professional Development:**

South Davis Elementary School’s Professional Development Committee is a shared decision making committee whose focus is to improve student achievement. The committee consists of Instructional Leaders (IL), who are integral members in the analysis of the New York State assessment results and paraprofessional representatives. Everyone from parents to teacher aides to our custodians are involved in professional development initiatives.

Using information gathered through teacher surveys, assessment results, and educational research on innovative advancements in education, our committee deliberates and determines staff development opportunities for our staff. Others, such as summer workshops and after school courses, are

voluntary. However, at a minimum each teacher must complete 18 hours of professional development. The 18 hours of professional development are determined by the teacher and principal, in accordance with the teacher's annual performance review goals.

Our staff participates in building specific activities, district-wide staff development programs as well as staff development opportunities through outside organizations. As a district we have embraced a philosophy of focused staff development. Our focus last year, and continues to be this year, developing a thorough understanding and incorporating the Common Core Learning Standards into our teaching. ELA IL's became turn- key trainers in the Six Shifts of the Common Core: Balancing Informational & Literary Texts, Knowledge in the Disciplines, Staircase of Complexity, Text-Based Answers, Writing from Sources and Academic Vocabulary. The IL's presented and to all staff members and continue to be a resource to assist all teachers and staff in our school's adaption of the CCLS. Over the summer, the IL's also worked on a project that created three close reads for each grade level to address CCLS requirement for text complexity. In addition, the IL's are presently leading a project to pilot the Modules and Domains that are available at <http://engageny.org>. Another undertaking of the Professional Development Committee in the past was to train all employees in our district Olweus Bullying Program. Every teacher and staff member in the district has been trained in this program. As a result, all students participate in Olweus Class meetings approximately twice per month to help make our school bully free. Other initiatives have been Collegial Circles based on interest in developing a specific skill, reviewing assessments to align to the Common Core and The Peaceful Bus Program.

## **7. School Leadership:**

South Davis Elementary School is proud of its shared leadership model and believes that the culture of shared leadership promotes high levels of principal-teacher collaboration. This collaboration fosters high quality teaching and learning which allows students to achieve their fullest potential. The leadership team at South Davis consists of the principal and 7 Teacher Instructional Leaders, most often referred to as ILs. These teacher leaders are viewed as curricular specialists and receive targeted staff development in their curricular areas of expertise. The Instructional Leaders have the following designations: Primary (K-2) ELA IL, Intermediate (3-5) ELA IL, Primary Math IL, Intermediate Math IL, Science IL, Social Studies IL and Technology IL. Together with the Principal, these leaders make up the Instructional Leader Council. The IL Council meets monthly to plan staff development, and make informed instructional decisions based on research and data analysis. They often present at faculty meetings and grade level meetings to disseminate best practice instructional strategies, as well as assessment trends that would drive student growth and achievement.

Additional teams that contribute to our school's collaborative culture are the Instructional Support Team and the Data Team. The IST meets weekly and follows the Response to Intervention model to provide teachers with resources and academic support to help struggling learners. A special education teacher is a member of the IST to insure referrals to the Committee on Special Education are timely when necessary. The school's Data-based Inquiry Team meets regularly with the principal to analyze multiple sources of data to make decisions that ultimately improve teaching, learning and student growth.

The role of the Principal at South Davis is to ensure that the New York State Education Department and the Orchard Park Central School Districts' regulations and policies are adhered to. The principal also guides the allocation of budgetary resources to best support instruction and student achievement. Ultimately, the principal is responsible for hiring the most effective teachers and school related personnel possible and to guide all decisions by first considering what's best for students, teachers and the art of teaching. In addition, the role of the principal at South Davis Elementary is to ensure through a collaborative culture and shared decision making that the focus remains on fostering academic growth through high quality instruction for all students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: New York State Mathematics

Edition/Publication Year: 2005-2006 Publisher: CTB McGraw-Hill (2008-2011) / Pearson (2012)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 & 4	82	89	87	100	99
Level 4	19	21	52	62	39
Number of students tested	78	70	71	52	73
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	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	4	4	2	2
<b>2. African American Students</b>					
Levels 3 & 4					Masked
Level 4					Masked
Number of students tested					1
<b>3. Hispanic or Latino Students</b>					
Levels 3 & 4	Masked	Masked	Masked	Masked	
Level 4	Masked	Masked	Masked	Masked	
Number of students tested	1	1	2	1	
<b>4. Special Education Students</b>					
Levels 3 & 4	Masked	70	38	Masked	100
Level 4	Masked	20	8	Masked	0
Number of students tested	7	10	13	3	11
<b>5. English Language Learner Students</b>					
Levels 3 & 4					
Level 4					
Number of students tested					
<b>6. Asian</b>					
Levels 3 & 4	Masked	Masked	Masked		
Level 4	Masked	Masked	Masked		
Number of students tested	1	4	2		
<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 cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, 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 numbers 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)  
[http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

13NY3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: NYS ELA

Edition/Publication Year: 2005-2006 Publisher: CTB McGraw Hill (2008-2011) / Pearson (2012)

	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	90	79	98	99
Level 4	18	16	28	23	27
Number of students tested	78	70	71	52	73
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	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	4	4	2	2
<b>2. African American Students</b>					
Levels 3 & 4					Masked
Level 4					Masked
Number of students tested					1
<b>3. Hispanic or Latino Students</b>					
Levels 3 & 4	Masked	Masked	Masked	Masked	
Level 4	Masked	Masked	Masked	Masked	
Number of students tested	1	1	2	1	
<b>4. Special Education Students</b>					
Levels 3 & 4	Masked	70	38	Masked	40
Level 4	Masked	0	0	Masked	0
Number of students tested	7	10	13	3	11
<b>5. English Language Learner Students</b>					
Levels 3 & 4					
Level 4					
Number of students tested					
<b>6. Asian</b>					
Levels 3 & 4	Masked	Masked	Masked		
Level 4	Masked	Masked	Masked		
Number of students tested	1	4	2		
<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 cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, 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 numbers 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)  
[http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

13NY3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: New York State Mathematics

Edition/Publication Year: 2005-2006 Publisher: CTB McGraw-Hill (2008-2011) / Pearson (2012)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 & 4	96	90	92	95	99
Level 4	52	52	50	49	52
Number of students tested	71	73	52	63	81
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	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	2	3	1
<b>2. African American Students</b>					
Levels 3 & 4				Masked	Masked
Level 4				Masked	Masked
Number of students tested				1	2
<b>3. Hispanic or Latino Students</b>					
Levels 3 & 4	Masked	Masked	Masked		
Level 4	Masked	Masked	Masked		
Number of students tested	1	1	1		
<b>4. Special Education Students</b>					
Levels 3 & 4	Masked	60	Masked	73	Masked
Level 4	Masked	20	Masked	18	Masked
Number of students tested	9	15	4	11	7
<b>5. English Language Learner Students</b>					
Levels 3 & 4					Masked
Level 4					Masked
Number of students tested					1
<b>6. Asian</b>					
Levels 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	1	1	1
<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 cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, 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 numbers 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)  
[http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

13NY3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: New York State ELA

Edition/Publication Year: 2005-2006 Publisher: CTB McGraw-Hill (2008-2011) / Pearson (2012)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 & 4	94	74	81	97	93
Level 4	17	4	8	11	22
Number of students tested	71	73	52	63	82
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	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	2	2	1
<b>2. African American Students</b>					
Levels 3 & 4				Masked	Masked
Level 4				Masked	Masked
Number of students tested				1	2
<b>3. Hispanic or Latino Students</b>					
Levels 3 & 4	Masked	Masked	Masked		
Level 4	Masked	Masked	Masked		
Number of students tested	1	1	1		
<b>4. Special Education Students</b>					
Levels 3 & 4	Masked	20	Masked	82	Masked
Level 4	Masked	7	Masked	0	Masked
Number of students tested	9	15	4	11	8
<b>5. English Language Learner Students</b>					
Levels 3 & 4					Masked
Level 4					Masked
Number of students tested					1
<b>6. Asian</b>					
Levels 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	1	1	1
<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 cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, 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 numbers 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)  
[http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

13NY3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: New York State Mathematics

Edition/Publication Year: 2005-2006 Publisher: CTB McGraw-Hill (2008-2011) / Pearson (2012)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 & 4	83	89	72	99	98
Level 4	21	15	14	34	25
Number of students tested	75	55	64	68	63
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	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	3	4	1
<b>2. African American Students</b>					
Levels 3 & 4			Masked	Masked	Masked
Level 4			Masked	Masked	Masked
Number of students tested			1	1	1
<b>3. Hispanic or Latino Students</b>					
Levels 3 & 4	Masked	Masked		Masked	
Level 4	Masked	Masked		Masked	
Number of students tested	1	1		1	
<b>4. Special Education Students</b>					
Levels 3 & 4	44	Masked	Masked	Masked	Masked
Level 4	6	Masked	Masked	Masked	Masked
Number of students tested	16	5	9	4	5
<b>5. English Language Learner Students</b>					
Levels 3 & 4			Masked		Masked
Level 4			Masked		Masked
Number of students tested			1		1
<b>6. Asian</b>					
Levels 3 & 4	Masked	Masked	Masked	Masked	
Level 4	Masked	Masked	Masked	Masked	
Number of students tested	2	1	2	1	
<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 cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, 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 numbers 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)  
[http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

13NY3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: New York State ELA

Edition/Publication Year: 2005-2006 Publisher: CTB McGraw-Hill (2008-2011) / Pearson (2012)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Jan	Jan
<b>SCHOOL SCORES</b>					
Levels 3 & 4	81	84	69	97	95
Level 4	11	9	14	30	11
Number of students tested	75	55	64	66	62
Percent of total students tested	100	100	100	99	97
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	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	3	4	1
<b>2. African American Students</b>					
Levels 3 & 4			Masked	Masked	Masked
Level 4			Masked	Masked	Masked
Number of students tested			1	1	1
<b>3. Hispanic or Latino Students</b>					
Levels 3 & 4	Masked	Masked		Masked	
Level 4	Masked	Masked		Masked	
Number of students tested	1	1		1	
<b>4. Special Education Students</b>					
Levels 3 & 4	38	Masked	Masked	Masked	Masked
Level 4	0	Masked	Masked	Masked	Masked
Number of students tested	16	5	9	5	5
<b>5. English Language Learner Students</b>					
Levels 3 & 4			Masked		
Level 4			Masked		
Number of students tested			1		
<b>6. Asian</b>					
Levels 3 & 4	Masked	Masked	Masked	Masked	
Level 4	Masked	Masked	Masked	Masked	
Number of students tested	2	1	2	1	
<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 cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, 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 numbers 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)  
[http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

13NY3