

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 3 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
5 Total schools in district
2. District per-pupil expenditure: 25372

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: 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	19	34	53
1	33	41	74
2	28	30	58
3	25	26	51
4	29	30	59
5	40	25	65
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
Total in Applying School:			360

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
10 % Asian
1 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
81 % 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: 0%

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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	0
(4)	Total number of students in the school as of October 1, 2011	0
(5)	Total transferred students in row (3) divided by total students in row (4).	0
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 11

Number of non-English languages represented: 9

Specify non-English languages:

Greek, Chinese, Japanese, Spanish, Bengali, Turkish, Korean, Urdu, and Gujarati

9. Percent of students eligible for free/reduced-priced meals: 8%
 Total number of students who qualify: 27

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: 6%
 Total number of students served: 23

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>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</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>Full-Time</u>	<u>Part-Time</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>5</u>	<u>12</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>13</u>
Total number	<u>31</u>	<u>25</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:

20:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	97%	97%
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:	_____	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%
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

Kramer Lane Elementary School serves students in grades kindergarten through 5 in the Bethpage School District located in Nassau County. It is situated in a suburban hamlet in Bethpage and is approximately 35 miles east of New York City. The Kramer Lane community continually fosters a belief in our mission which is to “provide all students with a safe, nurturing, and respectful learning environment where they can thrive academically, socially, emotionally, and physically.” Through guidance and support, students are encouraged to develop a life-long desire to learn and positively contribute to society as responsible citizens. It is through the collaborative relationships developed and maintained between teachers and parents that ensure all children experience positive learning opportunities to assist in achieving their fullest potential.

Walking through the hallways of Kramer Lane, it is clear that a nurturing and risk-free environment has been established which recognizes student work and accomplishments. In the main lobby area of the school, our “Student of the Month” program can be viewed which highlights students for either their academic accomplishments, display of character education focused traits, or contributions toward the betterment of the overall school community. Additionally, the “Principal’s Wall of Fame” highlights student classroom work either demonstrating excellence or improvement thus recognizing students of all abilities. Teacher bulletin boards creatively and artistically bring colorful displays of student projects to life throughout the hallways. Whether singing vocals for upcoming concert performances, practicing notes on various instruments, or hearing the students laughing and playing in the gymnasium during recess, Kramer Lane is full of enthusiastic learners who enjoy being part of the Kramer Lane family.

Kramer Lane’s academic success is reflected in our New York State test scores and overall student achievement. A strong foundation in literacy is a key component to our success and remains a top priority in classroom instruction. In addition to using a multitude of literacy programs, students are also involved in reading and writing outside of the classroom. Each year, our PTA coordinates a collaborative reading program titled P.A.R.P, Parents as Reading Partners, as well as the annual Reflections Contest where students are asked to display their individual talents through reading, writing, art, music, and photography. Faculty members also initiate projects which involve reading and writing such as Valentines for Veterans, essay writing for our annual “Voice of Democracy” contest, and Pen Pal programs for our fourth and fifth graders. For example, each fifth grade student at Kramer Lane is assigned a seventh grade pen pal from the middle school for the school year. Their back and forth letter writing not only establishes a friendship, but also helps to give students information on the transition to the middle school. As a result of Hurricane Sandy this year, a school from Arkansas reached out to our fourth grade students initiating a pen pal letter writing program in which our fourth graders delightfully participated.

Our school’s success is not only reflected within our academic achievement but also in our commitment to the importance of character education. Because we believe in educating the “whole child,” character education is highlighted through several established programs. Building wide, the faculty has embraced the Second Step program, which reinforces character education through developed classroom lessons that are implemented throughout the school year. Additionally, this year we became a “Bucket Filling” school based on the book titled *“Have You Filled a Bucket Today?”* by Carol McCloud. Mrs. McCloud performed a faculty workshop and two assembly programs for the students teaching them how to be bucket fillers with the use of kind words and actions toward others.

Extending our character education program outside the doors of Kramer Lane is a way for students to recognize how to give to others. Food Drives, clothing drives, our annual “Giving Tree” (donations for local homeless shelter), and Toys for Tots are only a few examples of how students give back to the outside community. This year, our “Cents for Sandy” program raised \$1000.00 which was donated to a public school in Coney Island and our annual “Turkey Trot” raised \$1500.00 which was donated to the

Red Cross for victims of the hurricane and to the Bethpage foundation to help local families who suffered from the hurricane as well. In addition, each year teachers facilitate the Frito Lay sponsored "Chip Bag Brigade" where students recycle plastic chip bags and are rewarded with points which translates into money donated toward a charity of their choice. So far this school year, students have raised \$756.00 for UNICEF.

In conclusion, behind the wonderful achievements of our students stands an amazing faculty who are dedicated to the education of children. Each day is recognized as a great day to be a teacher at Kramer Lane. Our outstanding scholastic program, dedication to character education, supportive parent community, and overall commitment to excellence all contribute to making us worthy of Blue Ribbon status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Kramer Lane Elementary School participates in the required New York State Assessment Program. Assessments are administered to students in grades 3-5 in the area of English Language Arts and Mathematics. Student raw scores on the assessments are then converted to scale scores falling in one of four performance levels established by the New York State Education Department. Performance Level 1 indicates performance that is “Below Standard.” Performance Level 2 indicates performance that “Meets Basic Standard.” Performance Level 3 indicates performance which “Meets Proficiency.” Performance Level 4 indicates performance which “Exceeds Proficiency Standard.”

Over the past five years, Kramer Lane students have consistently performed well on the English Language Arts and Mathematics assessments with an average of 91% meeting or exceeding English Language Arts standards and 95% meeting or exceeding Mathematics state standards in grades 3-5. During the 2008-2009 school year, 100% of all students in grades 3-5 met or exceeded the state standards in Mathematics. This was quite an accomplishment for the faculty and students.

Our success stems directly from a culture that has been established within the school building stressing the importance of continual learning for not only students but teachers as well. The support, guidance, and leadership from the district’s central administration is what assists us in gaining the professional development and technology assistance necessary to ensure positive student results.

B. In reviewing the data from the 2009-2010 school year, student scores in grades 3 and 5 decreased from the previous year in English Language Arts and Mathematics. Student scores in grade 4 experienced an increase in English Language Arts however; they did experience a small decrease in Mathematics. During this school year, the New York State Department of Education explained policy changes influencing student assessment results: “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 not 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, teacher, and parents to reach even higher to achieve these new targets.’ The Department of Education’s decision to change the cut scores not only caused a drop in student results at Kramer Lane, but for student results across the state. Additional information can be found in the new release materials at: [http://www.oms.nysed.gov/press/Grades 3-8 Results07282010.html](http://www.oms.nysed.gov/press/Grades%203-8%20Results07282010.html) and [http://www.oms.nysed.gov/press/Regents Approve Scoring Changes.html](http://www.oms.nysed.gov/press/Regents%20Approve%20Scoring%20Changes.html).

The two years following the Department of Education’s changes to the cut scores, Kramer Lane students once again increased their performance levels. In examining the 2010-2011 and the 2011-2012 state assessment results, a dramatic increase in student scores’ took place in grade 5 specifically. In the area of English Language Arts, student percentage rates for meeting or exceeding the state standards went from 76% to 94% and in Mathematics from 89% to 100%. There were a number of contributing factors in our students’ success. Continued development of reading skills through technology (use of tablets, Nooks, etc.) in the classroom, motivated students to increase the amount of time spent reading novels and non-fiction texts. In addition, classroom teachers working collaboratively with reading specialists designed instruction which focused on close reading of informational texts.

As a community of reflective practitioners, yearly we examine our data and strive for ways to increase student performance. Reviewing curriculum, support programs, teaching methodologies, and effective instructional practices are essential in helping us to maintain the excellence we have achieved.

2. Using Assessment Results:

At Kramer Lane Elementary School, teachers use a variety of methods and strategies based on data, to drive instruction. Multiple sources of data help teachers to plan their instruction in order to meet the needs of their students, creating differentiated lessons and activities that are appropriate for the individual student. This data is gathered through the implementation of both summative and formative assessments.

Each September, teachers formally assess their students using the NWEA Measures of Academic Progress (MAP) in both Reading and Math. These assessments are then administered again in January and June, so that teachers may alter their instruction and curriculum accordingly. These computerized adaptive assessments provide the teacher with detailed data about each individual student's needs, as well as resources such as DesCartes Continuum of Learning, that guide teachers as they create flexible groups and personalized instruction based on need. Teachers also use this data to align their teaching to the Common Core State Standards as they plan their instruction. When students take these adaptive tests, they receive an overall score, called RIT that indicates the instructional level appropriate for him or her. They are also given a Lexile range which helps teachers provide instructional tools that match their reading abilities. Teachers use this important data in their classrooms in order to develop activities, lessons, units, and flexible learning groups to enhance student learning. In addition, this data allows teachers to focus on the specific needs of our students so that learning can take place in a meaningful and beneficial way.

In addition to the MAP, kindergarten, first and second grade teachers administer an Early Literacy Profile (ELP), Developmental Reading Assessment (DRA), and Early Math Profile (EMP). These assessment tools provide important data which is used to guide instruction, for students as a whole and individually. Students who do not meet grade level expectations are then recommended for remedial services through a three-tiered RTI model, as well as any other support services that are available. These assessments are administered an additional two times a year to track student progress and growth.

Data reports are provided to our teachers and support staff through New York State and Nassau BOCES. Reports detail the performance of each student on all state assessments. As administrators share this information with teachers and staff, data is analyzed and trends are identified across grade levels, classes and individual students. This also helps to provide appropriate support and professional development to the teachers based on need, so that they may apply new strategies and knowledge to their teaching.

Communicating with parents and our school community is critical to the success of our students and takes utmost priority. We believe that parents who are involved and take an active role in their child's education become strong partners in ensuring their child's success. Communication is ongoing and can be in the form of report cards which indicate a student's progress in the classroom, classroom/building newsletters, student agenda books, class websites, school/district website, emails and phone calls. The principal communicates directly with parents through a newsletter, *The Kramer Chronicle*, which highlights important information and upcoming events, as well as tips and suggestions for how to support their child's growth and academic success at home. In addition, our district provides an email list-serve, where parents can sign up to receive email notification of upcoming events and important information pertaining to their child.

In September, parents are invited to our Back to School Night, where they can meet their child's teacher and see the learning environment that is in place. Teachers provide a detailed outline of the classroom curriculum, guidelines, and expectations for the school year. Support staff and special area teachers are also available to meet with parents and address any questions or concerns.

Communication continues throughout the school year. Teachers meet with parents on both a formal and informal basis, through scheduled parent-teacher conference nights and before and after school. Parents of students with an Individual Education Plan (IEP) or who receive Academic Intervention Services (AIS) are also informed of their child's progress through quarterly progress reports and parent teacher conferences. In addition, our Instructional Support Team (IST) meets weekly to discuss students that might be of concern. Parents are invited to attend these meetings, as well as the classroom teacher, support staff, and building principal.

3. Sharing Lessons Learned:

Kramer Lane Elementary School is a leader in Nassau County when it comes to sharing educational strategies for the 21st Century and beyond. As a district we provide multiple opportunities for students and staff to further develop the skills necessary to meet the challenges of a global community.

From the perspective of teachers helping teachers, our district of professionals take an active role as both students and teachers. Many of our highly effective educators become teachers of teachers when they develop and present courses through an in-district professional development program. Through these classes our teachers share the latest techniques and uses of technology in the classroom. Many of our teachers have also presented at the county and state levels to prepare educators from around the state for the changes facing education today. Our music teacher was selected to participate as a member of a small panel of educators to develop a Student Learning Objective (SLO) exemplar for music at the state level. In the past two years alone, Kramer Lane educators have taught coursework on the topics of the Common Core Math Standards, SMART Board Technology and Lesson Design for Math and Science to correlate with the new Common Core Learning Standards.

Kramer Lane teachers continuously write new curriculum and develop new lessons and strategies. With regularly scheduled faculty meetings, grade level meetings and special committee meetings, we've developed a system that works and enables all members of the staff to benefit from the knowledge acquired by all. The system benefits our children by bringing new and different learning strategies directly to our school. New learning goes on daily at Kramer Lane.

With many of our teachers working closely with our local PTA, we have been able to provide curriculum based programs that enhance our students learning and help foster the home-school connection which is vital to creating life-long learners. Through a 21st Century Learning initiative, Kramer Lane students are given many opportunities to take their in school learning experiences and extend those into the community with the guidance and support of Kramer Lane teachers. Our students have taken trips to museums, television studios, Broadway shows, and assisted living facilities to sing holiday carols for the residents. By providing our students with real world experiences and a solid home-school connection, Kramer Lane Elementary helps to create learners ready to tackle the challenges of the 21st Century and beyond.

4. Engaging Families and Communities:

Kramer Lane Elementary School is a welcoming environment for all students, families and community members. Communication is a key element in creating a successful environment in our school. The teachers are also in constant communication with families through classroom websites, weekly newsletters, frequent emails and phone calls. In addition, all faculty members have an open door policy with all families. Teachers welcome parents into the classrooms for planned activities such as celebrations, open houses, science fairs and field trips. This open door approach, which is maintained across all grade levels, is critical in ensuring that information flows fluidly and consistently between parents and faculty in the best interest of the children.

Furthermore, parents, along with teachers and administrators, are part of standing school committees such as the Health and Safety Committee, Nutrition Committee, and Site Based Committee. These committees come together regularly to discuss issues that pertain to the school and share ideas to enhance the learning experiences for the children. The Parent Teacher Association (PTA) is also an integral part of our successful formula. As a liaison between parents and the school, the PTA is a venue for involvement and information for our community. The PTA has monthly meetings during which the building principal and teacher liaison participate in discussion with parents and community members about programs, state education mandates and other very important and timely information.

Our families participate in student learning through various activities. The PTA funds and assists in planning author visits for each grade level, special assembly programs and other activities to enhance the learning experience for our children. Additionally, the PTA sponsors science assemblies in the evenings which include demonstrations, hands-on experiments and family fun that encourage learning outside the classroom. Finally, the PTA supports new families to our school with a kindergarten/new family orientation tea at the beginning of the school year. With constant parental support, our school community promotes service projects such as *Toys for Tots*, *The Giving Tree* which collects and donates winter hats, gloves and scarves to families in need, and most recently *Cents for Sandy* where monetary donations collected were then given to a school in Coney Island for future school supply needs . In addition, multiple food drives are conducted throughout the year to support our local food pantry and our chip bag recycling program helps the UNICEF foundation.

Our students are not only engaged by our faculty but also by our high school students. We are active participants in the *Athletes Helping Athletes* program as well as the *Read to Achieve* program. Our third grade students are also invited to the high school each year to participate in the Annual Maritime Festival. Students are given the opportunity to explore marine life with the help and assistance of high school faculty members and students. This hands-on experience is always a highlight of the year for our third grade students.

Working collaboratively as a community to ensure the success of each and every child is our daily goal at Kramer Lane Elementary School.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Kramer Lane Elementary School, the principal, teachers, and staff are committed to academic excellence. Kramer Lane's curriculum is aligned to the New York State Learning and Common Core Standards. At Kramer Lane, the primary goal is to create independent thinkers and lifelong learners who are prepared to meet the challenges of the 21st Century. It is through the cooperative efforts of teachers, administrators, and parents that Kramer Lane is able to successfully implement a rigorous curriculum rooted in higher order thinking skills and problem solving strategies.

English Language Arts is taught by using the elements of Balanced Literacy such as guided reading, leveled libraries, and writing workshops. Primary grades at Kramer Lane use the *Foundations Wilson Program*, which focuses on phonological/phonemic awareness, phonics and spelling, as well as the *Treasures* reading program.

The math program at Kramer Lane Elementary emphasizes the conceptual understanding of key ideas as well as the procedural skills necessary for mathematical success. In all grades, problem solving and real-world applications are integral to instruction. Teachers use instructional components of the math program (Macmillan McGraw Hill Math Connects) as well as manipulatives and technological supports to meet the needs of individual learners. Teachers use a variety of formative and summative assessments to ensure concept attainment and to drive future instruction.

The elementary science program includes curriculum supported by hands-on kit activities addressing Living Environment and Physical Setting topics as organized around the *Elementary Core Curriculum Guide K-4* and the *Intermediate Core Curriculum Guide 5-8*. Literacy and math skills are embedded in interdisciplinary approaches to science content and skills as students observe, read, write and think about their world. Specific aspects of the curricular frameworks are addressed at each grade level and provide a blend of life and physical setting topics connected to student readiness and interest. Science experiences are broadly designed to access a variety of learning profiles and integrate technology as appropriate. Students participate in the annual science fair featuring projects designed according to the scientific method. In-depth exploration, critical thinking and collaborative skills are supported by hands-on investigations into key curriculum components. Enrichment programs available to students in grades 4-5 include the after school science club and the Argonaut Program; Argonauts adopt a themed study of current events in science as approached through the interdisciplinary JASON Project.

The social studies program at Kramer Lane is based on the New York State Standards. Teachers use textbooks (MacMillan/McGraw-Hill), trade books, newspapers, and primary source documents to support and enhance social studies instruction. Students engage in research projects aligned with their units of study to deepen their understanding of social studies concepts and expand their knowledge of the world.

Through participation in the physical education curriculum, students at Kramer Lane have the opportunity to develop knowledge and practices necessary in obtaining personal physical fitness and lifetime wellness values. All students are challenged to grow in character, self-reliance and self-discipline.

Technology plays a central role in teaching and learning at Kramer Lane. Technology is evident throughout the school building and is an essential part of daily instruction. Each classroom is equipped with an interactive SMART Board as well as several desktop computers and a laser printer. Students attend classes in the school's Dell Lab, where students use word processing, spreadsheet, and presentation programs as well as programs targeted for specific computer skills, such as *Type to Learn*. Students use computers to conduct research projects supporting the Science and Social Studies curriculum. Teachers

use scanners and Lexmark multifunction printers to enhance instruction and to create assessments tailored to the needs of the students.

2. Reading/English:

Kramer Lane's core ELA curriculum, instruction and instructional methods are deeply rooted in the newly adopted Common Core State Standards. Kramer Lane follows a balanced literacy approach, in which children are exposed to numerous types of learning experiences based on literature across all content areas. A typical student at Kramer Lane engages in all types of language/ literature experiences through shared reading, guided reading, read alouds, listening activities, independent reading time, etc. Classrooms are equipped with books for all reading levels and genres. Each classroom has a leveled library, based on Lexile levels, to guide students in choosing independent books.

Currently, Kramer Lane uses the *Treasures Reading Program* for all grades. This comprehensive reading program incorporates phonemic awareness, phonics, fluency, vocabulary, comprehension, grammar, writing and spelling. Through this program, students are frequently assessed and monitored to make sure that the most efficient learning is taking place. In addition, an integral part of instruction is utilizing the classroom SMART Board to aid in all areas of instruction.

In addition, for students in kindergarten through second grade, Kramer Lane utilizes the *Wilson Foundations Program*. *Foundations* is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Teachers incorporate a 30-minute daily *Foundations* lesson into their language arts classroom instruction. These lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during story-time activities. This program uses research-based strategies that enhance and supplement the *Treasures Reading Program* to meet the Common Core State Standards.

As students enter the upper grades, they continue to develop reading skills through the core reading program, as well as other literature experiences. Many teachers conduct literature circles, host book reviews, and create hands-on projects that enhance the comprehension of rich and authentic novels. Teachers carefully select reading material that correlates to other content areas, such as historical fiction, newspapers, biographies, and realistic fiction. Additionally, students participate in close reading of non-fiction articles and use strategies that help increase reading ability.

Kramer Lane subscribes to the three tiered model of Response to Intervention (RTI). Teachers frequently monitor students through formal and informal reading assessments. The results of these assessments determine the level of support students should need through RTI. Within the school day, at-risk students who require additional assistance in reading may attend a reading group that is taught by the reading specialist. Students in grades K-5 have the opportunity to attend the small group instruction, where the reading specialist works to increase student performance in reading. In addition, students in grades 2-5, who require more targeted instruction, can attend after school sessions of *Academic Intervention Services* (AIS). During these sessions, teachers continue to extend learning and review with students. Kramer Lane also uses their Special Education and Speech Teacher to help strengthen students' reading goals. Classroom teachers, reading specialists, special education teachers and speech teachers also provide extra help sessions for those students requiring extra help.

In addition, all students visit the school library once a week. A certified School Media Specialist (librarian) teaches students library skills using informational text and literature while instilling a love of reading. After each lesson, the librarian assists students in selecting books. Students also utilize the library and librarian when conducting research. Therefore, the School Media Specialist is a wonderful resource for both teachers and students at Kramer Lane.

3. Mathematics:

The Kramer Lane Mathematics program focuses on an interdisciplinary hands-on approach to learning. Kramer Lane teachers encourage student-centered learning where the teacher facilitates and differentiates each lesson to effectively meet the needs of all the students. Our teachers gradually step back after giving the students the skills they need to allow them to explore together using manipulatives and their critical thinking skills to find multiple ways to solve problems. This begins in the early grades with the use of our morning meetings to develop strong number sense in our students. We do this through studying the calendar and counting the days of school. This continues in the upper grades where teachers emphasize real-world connections to the mathematics they are learning everyday in the classroom. The students engage in a problem of the day in their math journals where they must not only answer the problem, but explain how they arrived at that answer.

Teachers at Kramer Lane are given tremendous support from our district mathematics director. He provides ample resources to interactive SMART Board lessons that align with the NYS Common Core Learning Standards, to help us engage and challenge the students. We use our Early Math Profile (given in grades K-2) and MAP assessment results to implement data driven instruction and target skills that individual students require. These students are offered extra help sessions with their classroom teacher and can be offered AIS services as well. Lessons are differentiated throughout the day based on these results as well. Those children performing below grade level can be referred to our Instructional Support Team (IST) where appropriate classroom interventions are recommended. Lessons are differentiated to challenge the students performing above grade level as well. These students may be offered the opportunity to participate in the Argonauts gifted and talented program.

Our school offers many extra-curricular activities to help our students develop strong math skills. Math Club is an opportunity for students to experience adventures in mathematics as a group. Topics for the sessions are chosen to strengthen core mathematical skills, to expose students to a wide range of applications of mathematical concepts and to stimulate interest in mathematics and problem solving. 21st Century activities facilitated by our teachers also involve critical thinking math skills such as World Math Day, an on-line mathematics competition.

Kramer Lane teachers are consistently involved in professional development projects pertaining to mathematics. Many teachers write math curriculum to share with other colleagues in the district. In addition, many of our teachers teach and attend in-service courses focused on mathematics. We also support and participate in Family Math Day.

At Kramer Lane, we believe that our students are successful because of a strong foundation in mathematics focusing on critical thinking skills and real world applications.

4. Additional Curriculum Area:

At Kramer Lane Elementary School we believe that highly-effective teaching includes a perfect blend of classroom and special-area instruction. Whether it is a fifth grade classroom teacher or a physical education teacher, we all help shape the lives of children in new and exciting ways.

Our music program offers a unique way for students to make connections with their core subject areas while having the opportunity to express themselves musically. The Common Core standards are emphasized within various classroom projects, such as our fifth grade "Kitchen-Percussion Project." The students work together in small groups for several weeks in which they create instruments from everyday items they find in their kitchen. The project offers a unique outlet for them to express themselves in which they compose and ultimately perform a composition while connecting to various Common Core and National Music Standards.

Our talented students enjoy sharing their creativity through a variety of mediums. Each spring our top Recorder Ensemble students participate in the SCMEA Recorder Festival, in which they rehearse with 200 other students from across Long Island and put on a spectacular concert all in one day. Our Guitar Club is another ensemble that performs for the community. In October 2012, ten third grade students were invited to open the International Shanti Peace Ceremony in Hauppauge, NY. They opened the ceremony singing *A Time For Peace* in front of parents, principals, politicians and poets.

Recently students in Bethpage have been offered additional musical experiences through Bethpage School District's innovative 21st Century program. For example, last year we created the first-ever 21st Century Sign-Language program. In addition to learning how to sign their names, the alphabet and greetings, the students were taught how to sign a song and perform it in our school's 2012 Spring Concert. These additional learning experiences help to complement our regular instruction, helping our students develop into creative, well-rounded young men and women.

Through Bethpage School District's relationship with the Metropolitan Opera, the students and faculty are offered tickets to live broadcasts of their operas every other month. Students attend a pre-workshop in which they learn the synopsis of the opera. They gain an understanding of the language and historical context in which it was written through various games and role-playing activities. In February 2013 several students and faculty from Kramer Lane were selected to go to the Metropolitan Opera in New York City to view a live dress rehearsal. After the rehearsal students met the performers and received a backstage tour. Students enjoy the opportunity to experience a musical performance such as this, allowing them to view the arts available outside of the school community.

5. Instructional Methods:

Kramer Lane teachers and staff strive to create a learning environment beneficial to all learners. Much time and effort is put in to ensuring that differentiated and tiered instruction are provided to all students, and we are always looking for ways to meet the needs of our diverse student population. Along with our rich classroom curriculum, we also provide a variety of academic intervention and enrichment services where students are given support according to their current levels of learning.

Student learning is enhanced through the use of differentiated instruction, as teachers use Gardiner's Theory of Multiple Intelligences and Bloom's Taxonomy to help guide their planning and implementation. Instruction is modified and often supplemented with a variety of materials in order to ensure high levels of student achievement and success. All students are encouraged to attend extra help sessions, both before and after school, as well as AIS services that are provided after school and on Saturdays. In an effort to encourage enrichment and extension of learning, several after school clubs are available for students to attend, such as Word Masters, Science, Guitar, and Technology Club. Additionally, our fourth and fifth grade students are actively participating in the district's 21st Century Scholars program, which is designed to help students achieve their full potential as students and citizens. Participants are involved in a variety of tasks and maintain an electronic portfolio which demonstrates their learning outside of the school day. The program's goal is to encourage students to follow their passions while developing the necessary skills to be critical thinkers for a challenging 21st Century.

Kramer Lane is always looking for the latest and most effective ways to incorporate technology into our instruction. All classrooms are equipped with SMART Boards and projectors, as well as at least four desktop computers or laptops that provide additional support to student learning. In addition, we have a class set of mini laptops that teachers can use in their classrooms as an instructional aid. Our school Dell Lab provides a classroom setting with desktop computers, a Smart Board and projector, digital cameras, and a scanner. These materials are used effectively with the support of a teacher's assistant who is there to help facilitate the lessons and activities being completed. Our school's Technology Club also provides the opportunity for students to explore internet research, digital photography, Power Point development, and other technological areas.

6. Professional Development:

We strongly believe that ongoing professional development is a critical part of teaching for excellence. Teachers, administrators, and staff at Kramer Lane Elementary School continually avail themselves to professional development opportunities in order to enhance pedagogical proficiency, learn new and innovative teaching strategies, or build upon best learning practices. As a school building and district overall, teachers are encouraged to attend courses and training on a regular basis. Regularly scheduled faculty and grade level meetings offer teachers the opportunity to share ideas and information gained from attending conferences, workshops, etc. with the entire faculty. Turnkey training experiences, where teachers educate teachers occurs often at building level meetings. Additionally, these meetings also offer building level and district level administrators the opportunity to share their expertise in the areas of curriculum, instruction, assessment, and data analysis. Taking time to analyze classroom and assessment data allows for the building to develop both building-wide and classroom goals which support student learning.

Yearly, Superintendent's Conference Days often offer elementary teachers the opportunity to collaborate district-wide. These opportunities give teachers time to collaborate on unit and lesson design, curriculum, and grade level New York State Common Core Standards. These days are also used for district-wide training for programs such as the NWEA Map Assessment, SMART Board utilization, Chrome books, and RTI (Response to Intervention).

Our continued implementation of innovative technology has yielded opportunities for professional development as well. At Kramer Lane, faculty members assist one another on a daily basis with the use of technology specifically the SMART Board. On many occasions building level meetings have been dedicated to the sharing of materials and websites related to the SMART Board which assists with classroom instruction. District-wide, the Bethpage School District continues to hold its "Professional Development Academy" where courses taught by our own faculty and staff are provided for district employees as a whole. Some of the courses offered focus on technology such as designing a website to communicate with parents, navigating Google to enhance classroom use and instruction, and using "Open Class" to assist with on-line learning. Other courses offered focus on classroom instruction such as "Adventures in Close Reading" for the elementary classroom, "Understanding Math through Models, Drawings, and Manipulates" to support the New York State Common Core Standards, and collegial circles. The courses are well attended by teachers within the district which again provides them with the opportunity to collaborate with colleagues district-wide to share best teaching practices.

The New York State Common Core Standards have been a springboard for professional development opportunities. While Kramer Lane Elementary continues to provide a rigorous and challenging program of instruction, the new standards have brought about slight changes to the content being delivered at each grade level. For example, the teachers along with the district math director and building principal have dissected the progression of mathematical topics and aligned those with our current math curriculum. Teachers have easily adjusted their teaching of topics along with time spent on those topics to ensure that they are meeting the new standards. In addition, articles related to close reading and the readings of informational text have been topics of discussion at the building level as well. Our professional development programs for teachers have been successful as measured by our student success. We continue to make professional development a priority in ensuring that we continue to provide excellent educational experiences for our students.

7. School Leadership:

At Kramer Lane Elementary School the leadership philosophy is one of collaboration and collegiality. Opinions and points of view are shared and valued with dignity thus creating an environment of respect. The building principal recognizes that teachers possess different strengths and attempts to call upon those strengths for leadership opportunities within the building and/or district. For example, presentations to the Board of Education have been given by classroom teachers who exemplify

instructional excellence in the areas of data analysis and SMART Board utilization. Additionally, teachers are part of building-wide and district committees which also allows them to share their expertise. Together the building principal and faculty share a collective vision which encourages teamwork, creativity, multi-sensory learning, and fun.

The principal promotes a culture of instructional excellence through the teacher observation process, faculty meetings, and the sharing of materials for best practice. Formal and informal classroom observations provide the opportunity for the principal and teacher to have thoughtful discussions about classroom instructional practice. These conversations at both pre and post observation conferences, allow both the principal and teacher to share ideas, reflections, and thoughts about instructional delivery, classroom management, or lesson preparation. Oftentimes, the discussions include the topics of differentiation, Common Core Standards, assessment, and pivotal questions. This is a wonderful opportunity for the building principal to not only develop collegial relationships with faculty members but to also ensure that lesson design is aligned with best practice. Ultimately these discussions help lead to positive student results. Additionally, faculty meetings allow the principal and other district directors to share literature and other information important to enhance instruction in the classroom. At times, the information shared is a direct result of observation discussions.

Because collaboration is a key component to Kramer Lane's ongoing educational success, we continue to work together in other areas of importance through building-wide committees/teams. Character Education, Health and Safety, Nutrition, and IST (Instructional Support Team) meet routinely to develop programs and protocols to enhance what is already being done on a daily basis. Specifically, the Instructional Support team plays a critical role in identifying the needs of specific students, analyzing data pertaining to a specific student, and developing a plan and/or strategies which may assist that student with his/her learning. This team consisting of the building principal, school psychologist, social worker, two classroom teachers, reading teacher, resource room teacher, and speech and language teacher work together to develop the best plan for action for individual students.

Together we work to ensure that every aspect of our school community continues to enhance student achievement. The collaborative relationship that has been developed between the principal, faculty, and parents of the community is what contributes to making our school one of the best places to learn and work.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mathematics

Edition/Publication Year: 2008-2011/2012 Publisher: McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
SCHOOL SCORES					
Level 3 & 4	88	88	94	100	100
Level 4	25	25	37	38	39
Number of students tested	57	64	49	63	59
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & 4	Masked	Masked	0	Masked	Masked
Level 4	Masked	Masked	0	Masked	Masked
Number of students tested	4	2		3	3
2. African American Students					
Level 3 & 4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	4	4	5
4. Special Education Students					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	2	2	4
5. English Language Learner Students					
Level 3 & 4	Masked	0	Masked	Masked	Masked
Level 4	Masked	0	Masked	Masked	Masked
Number of students tested	1		3	1	5
6. Asian					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	6	4	4
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NY7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: English Language Arts

Edition/Publication Year: 2008-2011/2012 Publisher: McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
SCHOOL SCORES					
Level 3 & 4	93	88	81	95	95
Level 4	23	11	33	10	22
Number of students tested	57	64	48	62	59
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & 4	Masked	Masked	0	Masked	Masked
Level 4	Masked	Masked	0	Masked	Masked
Number of students tested	4	2		3	3
2. African American Students					
Level 3 & 4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	4	4	5
4. Special Education Students					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	2	2	5
5. English Language Learner Students					
Level 3 & 4	Masked	0	Masked	0	Masked
Level 4	Masked	0	Masked	0	Masked
Number of students tested	1		2		5
6. Asian					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	5	3	3
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NY7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Mathematics

Edition/Publication Year: 2008-2011/2012 Publisher: McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
SCHOOL SCORES					
Level 3 & 4	94	94	95	100	98
Level 4	55	54	57	68	62
Number of students tested	65	50	63	60	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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	3	3	1
2. African American Students					
Level 3 & 4	0	0	0	0	Masked
Level 4	0	0	0	0	Masked
Number of students tested					1
3. Hispanic or Latino Students					
Level 3 & 4	Masked	Masked	Masked	Masked	0
Level 4	Masked	Masked	Masked	Masked	0
Number of students tested	5	4	3	4	
4. Special Education Students					
Level 3 & 4	Masked	Masked	0	Masked	Masked
Level 4	Masked	Masked	0	Masked	Masked
Number of students tested	4	1		5	7
5. English Language Learner Students					
Level 3 & 4	0	Masked	0	0	Masked
Level 4	0	Masked	0	0	Masked
Number of students tested		1			1
6. Asian					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	7	3	4	5
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NY7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: English Language Arts

Edition/Publication Year: 2008-2011/2012 Publisher: McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
SCHOOL SCORES					
Level 3 & 4	91	94	97	95	94
Level 4	17	10	13	23	27
Number of students tested	65	49	64	60	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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	3	3	1
2. African American Students					
Level 3 & 4	0	0	0	0	Masked
Level 4	0	0	0	0	Masked
Number of students tested					1
3. Hispanic or Latino Students					
Level 3 & 4	Masked	Masked	Masked	Masked	0
Level 4	Masked	Masked	Masked	Masked	0
Number of students tested	5	4	3	4	
4. Special Education Students					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	1	2	5	7
5. English Language Learner Students					
Level 3 & 4	0	0	0	0	Masked
Level 4	0	0	0	0	Masked
Number of students tested					1
6. Asian					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	6	4	4	5
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NY7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Mathematics

Edition/Publication Year: 2008-2011/2012 Publisher: McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
SCHOOL SCORES					
Level 3 & 4	100	89	81	100	98
Level 4	73	43	39	65	38
Number of students tested	52	65	62	66	61
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	4	3	1	2
2. African American Students					
Level 3 & 4	0	0	0	Masked	0
Level 4	0	0	0	Masked	0
Number of students tested				1	
3. Hispanic or Latino Students					
Level 3 & 4	Masked	Masked	Masked	0	Masked
Level 4	Masked	Masked	Masked	0	Masked
Number of students tested	4	4	5		3
4. Special Education Students					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	7	6	5
5. English Language Learner Students					
Level 3 & 4	Masked	0	0	Masked	Masked
Level 4	Masked	0	0	Masked	Masked
Number of students tested	1			1	3
6. Asian					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	4	4	6	7
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NY7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: English Language Arts

Edition/Publication Year: 2008-2011/2012 Publisher: McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
SCHOOL SCORES					
Level 3 & 4	94	75	76	98	100
Level 4	15	5	15	20	8
Number of students tested	52	65	62	65	61
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	4	3	1	2
2. African American Students					
Level 3 & 4	0	0	0	Masked	0
Level 4	0	0	0	Masked	0
Number of students tested				1	
3. Hispanic or Latino Students					
Level 3 & 4	Masked	Masked	Masked	0	Masked
Level 4	Masked	Masked	Masked	0	Masked
Number of students tested	4	4	5		3
4. Special Education Students					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	7	6	5
5. English Language Learner Students					
Level 3 & 4	Masked	0	0	0	Masked
Level 4	Masked	0	0	0	Masked
Number of students tested	1				3
6. Asian					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	4	4	5	7
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NY7