

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 6 Elementary schools (includes K-8)
4 Middle/Junior high schools
3 High schools
0 K-12 schools
13 Total schools in district
2. District per-pupil expenditure: 8930

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: 9
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	62	64	126
1	68	55	123
2	72	70	142
3	67	69	136
4	65	72	137
5	0	0	0
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:			664

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
10 % Asian
2 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
80 % White
3 % 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: 2%
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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2011	664
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 3%
Total number of ELL students in the school: 24
Number of non-English languages represented: 10
Specify non-English languages:

Arabic, Japanese, Korean, Malayalam, Mandarin Chinese, Punjabi, Russian, Spanish, Telugu, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 12%
 Total number of students who qualify: 77

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: 40

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>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>25</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>28</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>14</u>	<u>8</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>17</u>	<u>3</u>
Total number	<u>60</u>	<u>12</u>

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

24:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	98%	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: _____

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

Our mission at Maple West Elementary School is to encourage, nurture and challenge all students academically and socially, in an environment that values the individuality of each child where children are “learning everyday with friendship all around”. We interpret the often spoken education charge that, “everyone can learn” to mean “everyone means everyone”; everyone can and is expected to experience success.

Our faculty, staff and parents have a long tradition of commitment to high academic standards and appreciation of the arts. We recognize that learning takes place in a variety of settings and through different modalities in our school day. All of our children participate in art, music, library and physical education classes, affording opportunities to express their individual skills and abilities. Arts Fest West is our yearly celebration of the arts where all children have their artwork hung throughout the building for students, faculty and parents to enjoy. Fourth grade students may learn a musical instrument, sing in chorus or participate in the annual musical, affording them the opportunity to gain appreciation for the arts and to share their learning with other students, staff and parents through their presentations. Many of our students participate in before and after school clubs, enriching and extending learning that takes place in the classroom. We dedicate ourselves to developing the special talents of all students to think creatively and critically and to accept responsibility for learning and growth in order to become confident learners and productive citizens in our school and community.

Our highest priority is our students. We believe that learning how to learn is as important as what is learned and that our students achieve when effort and perseverance toward excellence is encouraged, supported, and celebrated. Parent and family involvement is critical to successful learning. The Parent Teacher Association (PTA) at Maple West is very active in supporting our instructional programming through providing funds for special speakers, programs and field trips that enhance and extend the learning outside the four walls of the classroom.

Our character education program provides students opportunities to develop positive self-esteem that ultimately enhances learning. Wellness activities such as anti-bullying assemblies, collection of clothing and food for those less fortunate build empathy and help our students understand that they can make a difference outside of themselves. The faculty and staff at Maple West lead by example through their regular fund raising efforts to support students, families and fellow faculty members in need. The integration of the ideals of our code of character underpins our daily efforts in building strong character in our students.

Teachers implement a variety of research-based teaching strategies and integrate cutting edge technology to differentiate instruction to meet the needs of students. Children regularly have the opportunity to utilize technology in their study, research and sharing of their learning with other students through the use of power point presentation and voice threads. Students are grouped together based on learning style and are engaged in different activities to reach the same goal to complete an activity. Flexibility allows the student to show growth as the teacher is able to provide feedback to the student for improvement. Teachers regularly take staff development courses provided through the district in order to learn new information with regard to teaching strategies or new technology to enhance implementation of curriculum.

Collaboration among our grade level teams, reading specialists, special education teachers, speech pathologists, psychologist, social worker and principal is the norm at Maple West as we work together to develop and implement individual plans for struggling students in the general education setting. The Child Study Team (CST) process, revised in 2005-2006, led to the formalized study of educational data to guide instruction. Student Intervention Plans or SIP's are developed by grade level teams through the

collection and charting of cause and effect data. Cause data refers to information collected in relation to actions of teachers in terms of teacher strategies and implementations of lessons. Effect data refers to information collected based on student achievement. The CST uses this information to analyze strengths and obstacles; establish, review and revise goals; select instructional strategies; and determine future result indicators.

Our CST process has been utilized as a model for district implementation of the Response to Intervention (RTI) mandate which requires schools to collect and analyze data to determine if proper instruction was provided before determining if a child is in need of special education services. A unique component of our CST process is the addition of a formalized team solution finding process. During these meetings teachers utilize their common planning time to meet regularly as a team to discuss students' progress, identify needs and to plan effective lessons to enhance student learning. Teachers of music, art, library and physical education communicate often with classroom teachers to identify ways to support and enrich the curriculum.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The New York State assessments in ELA and mathematics are given to students in grades 3 through 8 to help schools determine which students may need extra assistance to successfully complete the rigors of obtaining a New York State Regents diploma. Scale scores cut points are set into four levels; **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.

Students in grades three and four are eligible for Academic Intervention Services (AIS) if they score at level 1 or level 2 on the State ELA or math assessment. Academic intervention services provide students with additional instruction and or student support services that supplement the instruction provided in the general curriculum and assist students to meet state learning standards. Academic intervention services are also available for students with disabilities on the same basis as non-disabled students.

In addition to State assessments, students may also be eligible for AIS services based on district assessment results such as the Diagnostic Reading Assessment (DRA®), unassisted writing sample, AIMSweb® (Curriculum Based Measure) for ELA and math, district math assessment and trimester performance indicator profile. Weekly monitoring is performed by classroom teachers, AIS teachers or special education teachers to track progress and modify instruction to maximize support for each student.

Assessment Results B.

The trend data for ELA and Math in both grades 3 and 4 at Maple West Elementary show a shift away from the traditional bell curve and indicate a shift towards a “J” curve with the majority of students performing at the level 3 and level 4 benchmark targets. The bell curve reflects an even distribution of scores where half of scores are above and below the fiftieth percentile with fixed standard deviation interval on the upper and lower end of the curve. A “J” curve represents a break from the bell curve in which distribution of scores lean past the right of the 50th percentile. Maple West student achievement data from the 2007 through the 2012 school years clearly shows a positively uneven distribution of scores within the first and second deviation to the upper end above the 50th percentile. This distribution indicates that more students are achieving higher than one might think because they are scoring above the 50th percentile.

In terms of comparison to similar and NY State public schools, the students of Maple West consistently outperform students from both similar and NY State Public schools. A NYS realignment of cut scores in 2009-2010 in ELA and math set higher benchmark achievement standards across the state in terms of level of proficiency. Although all school districts realized a drop in scores, Maple West outperformed similar and NY State public schools (based on size and free and reduced lunch data) in the initial year of change by 25 percentage points in grade 3 ELA and 25 percentage points in grade 4 ELA. In math, Maple West students out performed similar and NY State public schools by 15 points in grade 3 math and 19 points in grade 4 math. This trend continued in 2010-2011 as Maple West outperformed similar and NY State public schools by 20 percentage points in grade 3 ELA and 23 percentage points in grade 4 ELA. In relation to math, Maple West students out performed similar and NY State public schools by 24 percentage points in grade 3 math and 17 percentage points in grade 4

math. Student achievement scores are beginning to regain levels attained prior to the change in cut score levels.

The upward trend in gains can be attributed to continued reexamination of the curriculum and the method in which the curriculum is implemented. The teachers and building administration work very closely with Assistant Superintendent of Instruction and district instructional specialists to evaluate the fidelity of implementation and quality of resources available. The adaptation adoption of new assessments such as AIMSweb® in reading (district chosen screener chosen for compliance with RtI mandates) and Star® (district chosen self-adjusting computerized assessment in reading and math chosen for compliance with RTTT/APPR locally chosen assessment) has added to the already rich data sources used as summative and formative data. This information guides us as we design units and pacing guides, assess core instructional programs, group students, develop AIS groupings, AIS schedules and determine AIS interventions.

Students with disabilities tend to under-perform compared to their non-disabled peers. The average special education classification rate at Maple West for grade 3 and 4 during the school years of 2007-2012 was 7.60% compared to the state wide average of 13.00% (NYS 2011 State & District Data Summaries of Special Education

Data), (http://www.p12.nysed.gov/sedcar/SWD/swd2011/classif_rate.html). This low classification rate can be attributed to providing continuous needs -based individual interventions with progress monitoring from classroom and intervention teachers. This ensures appropriate general education interventions are being implemented that lead to success. Students at Maple West are not referred to the CSE (Committee on Special Education) unless there is evidence that little to no growth is determined through weekly progress monitoring and analysis of data over an extended time period.

Although our special education student cohort has historically scored 10 percentage points below all other students, growth can be seen as they move from third to fourth grade. Students in grade 3 from the 2009 through the 2012 school years went up 14 and 13 percentage points in ELA each year. The results were similar in the area of math with the exception of 22% of the students scored at the level 4 proficiency benchmark in the 2011-2012 school year. This increase in achievement can be attributed to the collegiality demonstrated by our special education and general education teachers. We have implemented a co-teaching model in ELA and math to better align curriculum and instructional methodology. In addition to this collaboration reading specialist and intervention teachers also work together to implement and plan instruction for students with disabilities.

2. Using Assessment Results:

All students at Maple West engage in assessments to measure their mastery of concepts and drive instruction. Teachers reflect upon data collected to plan instruction and set goals for student learning.

Students, parents and the community are informed of the student's achievement of New York State Learning Standards.

Teachers of kindergarten through the fourth grade at Maple West utilize both formal and informal assessments in their classrooms to improve instruction and optimize student learning. At the beginning of a unit, many teachers utilize pre-tests to measure whether students have a proficient, developing or beginning level of understanding of material to be taught. Teachers use this data to determine which concepts in a unit may require extra time and develop an appropriate pacing guide. Throughout a unit, teachers regularly collect further data through observations and informal pre and post tests to measure student progress. Data allows for differentiating among students in the class, as the teacher is able to create lessons, classwork and homework that either supports or challenges individual and groups of students. Students are a part of this process throughout a unit, as they set goals for their future learning and celebrate success of their progress.

Students in grades three and four at Maple West participate in New York State Assessments. Fourth grade teachers are able to reflect upon student's third grade test results in ELA and Math for decisions such as instruction and additional support. All students who score below level 3 on the Math or ELA state test receive academic intervention services (AIS). Teacher recommendation, grade level assessments and student results from AIMSweb® and the Diagnostic Reading Assessment 2®, (DRA-2) are used to determine eligibility for AIS. At Maple West, AIS is designed to meet the appropriate needs of students. Students meet in a small group with a certified teacher two or three times a week for 30 minute sessions to target their needs based on New York state test results, writing samples, other assessments and performance in class.

Parents are notified of their child's achievement on the New York State assessments. A letter is sent home with their child's score. The community is also informed of the achievement at Maple West as it is published in the local newspaper and available for viewing on our district website, <https://reportcards.nysed.gov/schools.php?district=800000053047&year=2010>. Parents are also notified if their child is to receive AIS services in school. Additionally, teachers at Maple West specify the criteria, such as results on the state test or performance on a DRA® that led to their recommendation for AIS. A child's progress in the classroom and on assessments is discussed with parents throughout the school year. Parents and teachers meet during two scheduled conferences in the fall and spring. Teachers also create progress reports of a child's academic and social growth based on assessments and observations three times a school year; in the fall, spring and end of the school year.

Assessment data is also used to drive district initiatives, such as Data Teams. Each teacher at Maple West is a part of a team that closely reflects on an area of need either on district assessments or New York State assessments. These teams meet regularly to develop pre and post assessments to measure their students' progress and create lessons that will focus on instructing the target skill. Students are also involved in this process by charting or graphing their growth of the target and setting goals for future success. Student growth and achievement of the learning target is often celebrated.

To improve the performance of all students at Maple West, data is often analyzed at building faculty meetings. Grade levels look to see if there are any trends in data and reflect upon causes of any student misunderstandings. If necessary, teams have created plans of action for improving their instruction to better their teaching practices for future student growth. At these faculty meetings, Maple West has also celebrated success based on student achievement of the New York State learning standards.

3. Sharing Lessons Learned:

The faculty and staff at Maple West have a highly collegial relationship. We are all invested in the success of *all* of our students. Since 2006, our teachers have been involved in data teams. Data teams can include teachers from a specific grade level, cross grade level or colleagues from other buildings. Each team closely examines summative and formative assessment data and adjusts instruction accordingly in order to meet the goal they have set for themselves. These data team plans are shared with both the building and district Shared Decision Making committees.

In 2002, the district formed a group of literacy facilitators at the elementary level. This group of teachers became the training cadre to continue the work in balanced literacy that had been started by Dr. John O'Flahaven from the University of Maryland. Three teachers from each building became Building Literacy Facilitators (BLF's). These teachers planned and facilitated continuing contact sessions for grade level teachers across the district. As well as working with teachers across the district, the BLF's were members of the building level Literacy Action Committees. The building level literacy teams furthered the work started at the continuing contact sessions with the teachers in the building. This was done by offering inservice classes, planning Staff Development Day sessions and leading literacy based discussions during faculty meetings.

After receiving training in Marzano's *Classroom Instruction That Works*, by Bea McGarvey, several classroom teachers from our building, as well as our principal, were members of district wide design teams, which provided grade level specific training to all teachers across the district in Marzano's instructional strategies.

Our school has historically been a teaching school for students of education from many of the colleges in the Buffalo, NY area such as the New York State University College at Buffalo, The New York State University at Buffalo, Daeman and Canisius College. Our teachers have worked closely with student teachers from these institutions to model and share best practices with them. We have also opened our doors to international students from the University of New York at Buffalo. These students have had the opportunity to tour the building, sit in on and observe classroom teachers. These students are also given the opportunity to ask questions of both the students and teachers about the instruction observed.

4. Engaging Families and Communities:

Maple West uses many strategies to engage families and the community. Clearly defined goals are set at the beginning of each new school year in order to optimize student success and school achievement.

These goals are shared with the shared -decision making team at the beginning of each year. Open House sessions held in September are very well attended. The principal updates all parent groups on the district and building initiatives. Our Parent-Teacher Association (PTA) works closely in collaboration with our administration, faculty and staff to provide a well-rounded educational experience for our students. PTA officers are introduced and speak to families about goals, membership, participation opportunities and plans for the upcoming school year. This is followed by meetings in classrooms where the parents learn about the current year's programs and expectations for learning. Teachers use this Open House night as a "get-acquainted" meeting as well and establish the partnership with parents that is so vital to student success.

The Maple West School Counselor plays a tremendous role in helping children to succeed. She meets with children in many ways during each school day. These sessions vary from full grade level, whole classroom, group lunches and 1-on-1 sessions where children develop coping skills necessary for social and academic success. She works very closely with all faculty members, the principal, and the child support team. She also conducts a drive to help needy families during the year so that they might have the things that they need as a family.

The building shared-decision making team has a long history of addressing student achievement and wellness. Faculty, staff, and parents have representatives on this committee. This group is always chaired by a teacher and oversees efforts that directly impact the success and wellbeing of all students.

Parent Night is another event that brings parents into the building for a look at future programs and expectations. This is usually held in early June and gives parents an in-depth look at their child's next grade level.

Parents as Reading Partners (PARP) is another PTA supported program designed to encourage parents reading with their children. Activities are created by the PTA that involve classrooms and children's' home environments that foster a love for reading.

The fourth grade has an annual reading event as well. Fourth Grade Reading Night is held on a Friday evening each year and involves many parents and teachers reading to children. Reading and food combine for a night of fun.

Finally, Maple West makes full use of the district information system, Williamsville Informational Tracking System (WITS). WITS, <https://wits.williamsvillek12.org/data/WITS>, is a secure password protected site where parents can access educational information about their child such as, progress

reports, homework assignments and direct email capability to the teacher. This website allows parents, students, and teachers to gain important information regarding the Maple West community, district news, and above all, student's achievement. It has become an indispensable part of the communication pattern for our school community. Maple West is always striving to improve communications with its stakeholders and to continually grow in our engagement with all those we serve.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

As a school, we continually strive to incorporate a holistic and developmental approach to listening, speaking, reading, and writing. Our approach is based on research based knowledge about children's literacy development and is connected to previous learning. A balanced literacy program provides a variety of reading experiences through different genres. Reading and writing are not separate activities; development in one enhances development in the other.

In Kindergarten, we help children to acquire phonemic awareness and understanding of the conventions of written language. We provide direct instruction in reading: recognizing words and understanding text, including making predictions from pictures and text; using letter-sound, context, and grammatical clues; and drawing on prior knowledge.

In first grade, we focus on many different strategies that a student can use when encountering an unknown word while reading. After using one or more of these decoding strategies, the student will learn to self-monitor. He/she will learn that words must look right, sound right, and make sense when reading. Saxon Phonics is a program that enables children to develop a solid foundation in phonics and thus become successful readers and spellers. The program presents new learning in small increments that children review daily for the entire year. This method of reinforcement gives children the practice they need to achieve success.

The focus of guided reading at the start of 2nd grade is learning to independently incorporate reading strategies to help students read accurately and fluently. As the year and the student progresses, the emphasis will evolve to include comprehension strategies, or learning how to gain more in-depth meaning from text. In writing, the emphasis is on the process of idea development and fluent writing. Students are moving from being able to write several sentences, to learning what makes a good paragraph.

In third and fourth grades, students are reading and studying various genres, with an emphasis on non-fiction reading. Students are writing to respond in an appropriate format to the specific genre. Students are writing using well developed paragraphs with interesting leads, supporting details, and strong conclusions.

The math curriculum in grades kindergarten through fourth grade builds a broad mathematical foundation based on the Common Core Learning Standards. The goal of the program is to provide students with the knowledge and understanding of the mathematics necessary to function in a world very dependent upon the application of mathematics. The Common Core Learning Standards form the core of our math instruction during the school year. Teachers implement a variety of techniques to guide students through the math curriculum. These techniques include, but are not limited to; problem-solving approach that uses everyday situations, partner and small-group activities that promote cooperative learning, concepts and skills introduced and reviewed throughout the school year, opportunities for discussion and communicating mathematically, frequent practice using games, a hands-on approach using a wide variety of manipulatives. There are many opportunities for home involvement as parent's partner in their child's development to complete homework assignments.

The science curriculum in grades kindergarten through fourth grade is implemented through the inquiry based activities such as dissecting owl pellets will enable them to make observations and inferences, pose questions, look for patterns, and think about relationships among the things they are studying, and gather and interpret data. Students' early experiences in science are foundational to their maintaining interest in objects and events related to science throughout their education and adult lives.

The social studies curriculum in grades kindergarten through fourth grade emphasizes using content that is relevant and personally meaningful. A wide range of interdisciplinary activities can help children grow and develop and gain knowledge and skills. Children also begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws, history of the United States, New York and world history. The students take field trips Tift nature farms to get a firsthand experience of the hardships of the early settlers.

Certified teachers in the areas of visual and performing arts and physical education, implement curriculum to students in kindergarten through fourth grade. Students attend classes once a week in music and art and twice a week in physical education. Third and fourth grade present choral concerts to parents and students in 4th grade perform in either the band or orchestra. All fourth grade students participate in the annual musical. Health and nutrition topics are integrated throughout the curriculum in the core areas of science. Technology is also integrated throughout the curriculum as teachers use SMART boards connected to the internet to research websites, import videos and take virtual fieldtrips. Teachers certified in special education, gifted education and English as a second language extend and differentiate curriculum based on the needs of the students they serve.

2. Reading/English:

At Maple West we believe reading instruction incorporates reading, writing, listening and speaking using a balanced literacy approach. Building a solid foundation in the above four areas will enable students to be successful life-long learners. Introducing students to all genres and different author styles, as well as providing many different types of experiences with literature will help to foster a love of literature. Reading instruction is so integral to the philosophy at Maple West that we have four reading specialists working with a variety of students at each grade level daily.

Houghton Mifflin is our core reading program in grades 1 through 4. In addition to Houghton Mifflin we include read-a-louds, shared reading, choral reading, and leveled guided reading texts in kindergarten through fourth grade. Kindergarten uses a balanced literacy approach with a strong emphasis on phonemic awareness and phonics development. First grade continues to stress phonics instruction through the use of the Saxon Phonics Program. Second grade uses the Phonics Lesson Library from the 95% Group. The 95% group has created a systematic phonic based program that scaffolds lessons using a “I Do”, “We Do”, “You Do” approach. The teacher demonstrates multiple times, then they practice with the child, then the child does the exercise on their own. In third and fourth grades the focus shifts to grammar and vocabulary instruction and utilizes the Houghton Mifflin Series.

In kindergarten through second grade we use a push-in guided reading model where the classroom teacher, a reading specialist, and two literacy aides provide direct reading instruction to small groups of students at the same time. Running records and teacher observations are used to group students. Teachers make adjustments to the groups based on student growth throughout the year.

The Jan Richardson guided reading instructional model is used consistently throughout all grade levels. This approach provides scaffolded instruction and strategies using leveled text. Maple West has an extensive collection of guided reading materials that are available for all teachers to use during these lessons.

Maple West uses a variety of assessment tools (Williamsville ELA profile, Running Records, DRA II Assessments, AIMSWEB) to provide the data necessary to determine students who need additional support and services. This information is instrumental in determining classroom reading groups at the start of the year and to develop the ELA academic intervention services (AIS) pull out groups.

Reading Recovery is the main first grade intervention program. Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. Individual students receive a half-hour lesson each school day for 12-20 weeks with a specially trained Reading Recovery teacher.

We have certified teachers and literacy aides working with specific pull-out students with similar needs, during the school day throughout the entire year, as part of our ELA AIS interventions. Additionally, we offer before and/or after school ELA AIS to third and fourth grade students for twenty sessions prior to the New York State ELA Assessment to focus on similar types of questions to reinforce basic reading, writing, and listening skills and help familiarize students with the test format.

Our gifted programming specialist pulls out small groups of students from kindergarten through fourth grade who have strengths in the area of reading and/or writing. She provides opportunities to push beyond the curriculum to demonstrate higher level thinking and to maximize their reading and writing potential. She collaborates closely with classroom teachers and building professionals to provide enrichment activities ideas to engage students in higher vocabulary development and application of the writing process.

3. Mathematics:

At Maple West we not only infuse literacy into everything we do, but we recognize the importance of effective mathematics instruction. We believe problem solving is an integral component to ensure that our students become life-long learners and critical thinkers. The Williamsville Central School District and Maple West have aligned our curriculum to the New York State Math Standards as well as our District Math Goals. Each grade has a math profile listing the objectives that students need to be proficient in by the end of the school year. This profile and the New York State Math Standards have driven our instruction, Staff Development Days, and continuous in-service opportunities. We also incorporate data from our math profile, as well as district created benchmark assessments and unit pre and post-tests when planning lessons and assessments.

Our approach to teaching mathematics includes the integration of technology, use of a variety of manipulatives, whole group instruction, flexible grouping, and small group instruction. We infuse technology throughout our instruction in all grade levels, through the use of computer lab activities, Smartboard lessons, and iPad applications. Students utilize math fact games through the district WITS computer program, as well as problem solving and reinforcement games. The fourth grade students have differentiated instruction to better accommodate individual needs. Based on results from the third grade New York Math State Assessment, their math progress from third grade and assessments given at the beginning of fourth grade the students are then split into homogeneous groups. We ensure that the two classes with the greatest needs have the most advantageous student to teacher ratio. We also have our special education teacher co-teach the lowest performing class, and utilize our AIS teacher to team teach the second lowest class. Our gifted and talented teacher works closely with the teacher of the highest performing class to challenge those students already performing above grade level.

Starting with kindergarten and working through fourth grade our students work with numbers every day in activities such as calendar, lunch count, telling time, and counting money. Students participate in hands-on lessons, using appropriate manipulatives to develop number concepts. We use those activities as well as number lines, skip counting, and comparison to acquire and build on key foundational math skills required in order to solve word problems involving the operations of adding, subtracting, multiplying and dividing.

Our classroom teachers use data from the previous year or kindergarten screening, as well as current year data to identify students performing below grade in math. Teachers then work with those students in addition to their core math instruction time, but when possible they also have those students work with one of our two AIS (Academic Intervention Services) math instructors in a small pull-out group with students with similar needs. We have AIS math groups taking place during the school day. Additionally,

we offer before and/or after school Math AIS for students in grades 3 and 4 for twenty sessions prior to the New York Math State Assessment test to focus on similar types of questions to reinforce necessary skills and help familiarize students with the types of questions that students will see.

4. Additional Curriculum Area:

At Maple West our social studies curriculum focuses on the study of communities. The five New York State Social Studies standards of social, political, geographic, economic, and historic characteristics form the basis for social studies instruction in grades kindergarten through fourth grade. The focus of the curriculum progresses from self and family, through school, local and national, NY State to world communities. The teachers utilize the resources of Social Studies Alive and History Alive that emphasize the use of project based learning and higher level thinking skills.

The uniqueness of our social studies curriculum is the planning and interdisciplinary integration that occurs in our building between the core classroom teachers and our Creative Extension (CE) Team teachers. The Creative Extension Team consists of the following full-time certified teachers: art teacher, general music teacher, one half-time orchestra teacher, one half-time band teacher(s), gifted programming specialist, librarian, and two physical education teachers.

The following lessons provided by our CE team illustrate the integration of project based learning at the third grade level. The art teacher provides instruction in Aboriginal art forms, such as creating rock and bark paintings, to help students understand how geographical features create cultural differences among world communities. The social studies concept of citizenship is integrated into our music program as students are taught how to express emotion in music and be respectful of diversity. The music teacher provides instruction in the area of performance as she plans and exposes our students to international music selections culminating in a choral performance to a packed house.

The librarian brings stories of world cultures to life through virtual tours and the art of storytelling to help students develop an understanding and appreciation of the life of children from different cultures. Students demonstrate their understanding of this concept by writing an essay comparing and contrasting different aspects of their current lives to the life of a child from another country.

In gifted programming classes, students have the opportunity to explore and debate whether or not governments should have the power to make rules and laws. This strategy allows students to embrace the social studies standards through higher level thinking, questioning, and raising important conceptual or philosophical issues that lead to enduring understandings.

Finally, the physical education teachers introduce the national dance of the Philippines the Tinikling dance. The Tinikling is an indigenous dance of the Philippines. The dance is inspired and named after the Tikling (heron) bird and imitates the bird dodging the bamboo traps set by farmers. We at Maple West, see this interdisciplinary integration as a vital component of our social studies curriculum.

5. Instructional Methods:

Teachers in the school use a wide range of research based instructional methods. All teachers in the building were trained in the instructional strategies outlined by Robert Marzano in *Classroom Instruction that Works* such as identifying similarities and differences, cooperative learning and nonlinguistic representations. Teachers post learning goals for students and use these instructional strategies when planning and delivering classroom instruction. Our teachers use a wide range of delivery methods, including guided reading, cooperative learning, writing workshop, hands-on learning and inquiry based learning.

Flexible grouping is also used across the grade levels to provide differentiated instruction to students. Our school is very proud of the guided reading model that we have set up in grades K-2. For one-half hour each day, the classroom teachers in grades K-2 have a reading specialist and two teacher aides push into the classroom. At this time, guided reading is done with all of the students. The students are arranged in groups where they are each working at their instructional level. The Jan Richardson model is followed during these lessons, with the planning being done by both the classroom teacher and the Reading Specialist. The lessons include instruction in decoding/fluency, comprehension and phonics. This model has allowed teachers to give extra reading instruction to our special education students, as well as extend instruction for our enrichment students. In Grades 3 and 4, teachers use the Daily 5 model, which allows them to deliver differentiated instruction to students, while at the same time developing independence and practice in the five facets of literacy (word work, writing, listening, reading to self and others).

Our classroom teachers deliver RtI (Response to Intervention) instruction within the classroom setting to meet the needs of our at risk and special education populations. The classroom teachers work closely with the special education teachers and the reading specialists to plan appropriate lessons for these students. At grades 3 and 4, students in these subgroups work with AIS teachers who work closely with the third and fourth grade teachers in planning lessons for these students.

Technology is an important instructional tool in our school. All classrooms in our building have SmartBoards, which the teachers use throughout the day to deliver instruction. Teachers have been trained in how to use and create lessons using the SmartNotebook software. The SmartBoards are used to bring interactive and technology based information into the classroom and allow teachers to imbed technology across all subject areas. This also allows our students to become more proficient in the use of technology.

6. Professional Development:

The Balanced Literacy Model, used throughout our building, began with training and consultation with Dr. John O'Flahavan, professor of literacy at University of Maryland, in 1996. A Literacy Action Planning Team was formed. The members became keystone literacy trainers for the building. In addition, two teachers were sent to work at the District as Building Literacy Facilitators. These BLF's supported the continuation and deepened understanding of the Balanced Literacy Model among the building's teachers. New teachers were instructed in this literacy model through a Summer Literacy Institute. At the same time, additional sessions were made available to all teachers as a refresher and to further deepen their understanding of these instructional methods.

More recently, teachers across the District have been trained by Bea McGarvey in the instructional strategies outlined in Marzano's *Classroom Instruction That Works*, such as identifying similarities and differences, cooperative learning and nonlinguistic representations. This training was a springboard for the creation of District Design Teams at each grade level. A number of classroom teachers from our building, as well as our principal, were members of these design teams, which provided grade level specific training to all teachers across the district in Marzano's instructional strategies.

All professional development provided by the District is research based. Teachers are given the opportunity to take professional development courses in both the fall and spring semesters. Courses are made available in technology, literacy, Marzano strategies and the integration of science and social studies, as well as in character development. Teachers are also given the opportunity to attend classes during the Summer Literacy Institute.

In addition to the District provided professional development, teachers within the building conduct inservice sessions for their colleagues in the areas of technology and literacy. Teachers and administrators in our building collaborative study groups, allowing an in-depth look at important and interesting topics. Areas studied include: brain research, motivation, instructional strategies and the use of data teams to drive instruction.

Each school in the District requires teachers to be participants in curriculum development slice groups. These teachers then become the keystone trainers in their own buildings on the changes to curriculum and delivery methods.

Our building is set up in a team format. Each team works with new members closely to assure success for students and to support new learning for the teacher. New teachers in the District are paired with a mentor teacher in a non-evaluative, collaborative relationship to ensure success for the novice teacher.

7. School Leadership:

The leadership philosophy of Maple West is longstanding. The philosophy is based upon the belief that only through true collaboration can we really do what is best for children. When decisions are made, they are made transparently and always in the best interests of the children entrusted to our care. The decision making process is shared with all stakeholders.

The structure that supports this philosophy includes leadership from instructional teams and data teams, meaningful committees such as the Shared Decision Making Committee, and a very strong partnership with the Parent-Teacher Association. The Shared Decision Making Committee includes the principal, parents, and staff members. The sole focus of this committee is to impact student achievement and wellness.

Our principal is a true facilitator. He consistently leads by example, has a strong character, and a solid work ethic. He also feels that by modeling behavior, others soon want to become a part of the plan involved. Through monthly team leader meetings and faculty meetings, he involves the teachers in the decision making process of our school. He shares current issues, concerns, trends, and fiscal challenges with accuracy and transparency. The principal's willingness to accept new ideas, to listen to alternative problem solving strategies, and to maintain a consistent open door policy that empowers the faculty and staff to take risks and step up to leadership responsibilities and insures our continued success.

A prime example of the "atmosphere of transparency" is the principal's posting of current budgetary information in a shared folder for all teachers to see. This set of documents is viewed in real time so that each team knows exactly where it stands in relation to issues like the balance of remaining money for school supplies. Most importantly, up-to-date student performance data is stored here so that teachers can make informed decisions on students' learning. This is a prime example of our principal's leadership and drive to influence student learning. He knows how to maximize the databases of student performance so that this information can drive our instruction in the most effective ways. Teachers, data teams, and reading specialists are able to access this data to help create interventions for struggling learners, which improves individual performance. Additionally, the principal's innovative leadership style resulted in the creation of a push-in reading program that results in all children K-2 receiving small group reading instruction simultaneously in their classroom. This has accelerated student reading ability in a most efficient manner.

The instructional team representatives at Maple West act as a liaison between the principal and their respective teams. The representatives help support and implement school and district initiatives that affect student achievement. Building committee leaders refine and direct the resources to accomplish the goals established by the school community. Major committees focus on student wellness, academic achievement, school safety, technology, math, and ELA.

The PTA is actively involved in the community at Maple West and supports the achievement of young readers. The PTA sponsors school events such as Book Fairs, Prime Time Reading (a fourth grade reading event), and Parents as Reading Partners (PARP). These are all efforts to involve parents in the reading development of their children at home and in school.

As a result of the close working relationships of these inter-connected stakeholders and their shared philosophies, the Maple West staff continues to be highly motivated, maintaining a clear focus on student achievement and wellness.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Testing Program Mathematics

Edition/Publication Year: 2005-2006 Publisher: 2006-2011/CTB McGraw-Hill, 2011-2012 Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
SCHOOL SCORES					
Meets Proficiency plus Exceeds Proficiency	89	84	74	97	99
Exceeds Proficiency	40	30	32	51	51
Number of students tested	132	135	136	148	130
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					
Meets Proficiency plus Exceeds Proficiency	88	64	50	85	Masked
Exceeds Proficiency	35	7	25	31	Masked
Number of students tested	17	14	16	13	6
2. African American Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	4	9	4
3. Hispanic or Latino Students					
Meets Proficiency plus Exceeds Proficiency	Masked	100	Masked	Masked	Masked
Exceeds Proficiency	Masked	40	Masked	Masked	Masked
Number of students tested	6	10	2	1	1
4. Special Education Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	Masked	82	Masked
Exceeds Proficiency	Masked	Masked	Masked	18	Masked
Number of students tested	6	7	7	12	9
5. English Language Learner Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	0	Masked	0
Exceeds Proficiency	Masked	Masked	0	Masked	0
Number of students tested	3	1		6	
6. White					
Meets Proficiency plus Exceeds Proficiency	89	81	80	99	99
Exceeds Proficiency	38	27	50	52	49
Number of students tested	109	114	113	128	116

NOTES:

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/Regents_Approve_Scoring_Changes.html

13NY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYS Testing Program ELA

Edition/Publication Year: 2005-2006 Publisher: 2006-2011 / CTB McGraw-Hill, 2012 Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
SCHOOL SCORES					
Meets Proficiency plus Exceeds Proficiency	89	76	80	94	90
Exceeds Proficiency	18	10	37	24	27
Number of students tested	131	135	133	148	130
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					
Meets Proficiency plus Exceeds Proficiency	81	57	60	69	Masked
Exceeds Proficiency	6	0	20	0	Masked
Number of students tested	16	14	15	13	6
2. African American Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	4	9	4
3. Hispanic or Latino Students					
Meets Proficiency plus Exceeds Proficiency	Masked	90	Masked	Masked	Masked
Exceeds Proficiency	Masked	20	Masked	Masked	Masked
Number of students tested	7	10	2	1	1
4. Special Education Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	Masked	58	Masked
Exceeds Proficiency	Masked	Masked	Masked	8	Masked
Number of students tested	6	7	7	12	9
5. English Language Learner Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	0	Masked	0
Exceeds Proficiency	Masked	Masked	0	Masked	0
Number of students tested	2	1		5	
6. White					
Meets Proficiency plus Exceeds Proficiency	90	75	79	95	89
Exceeds Proficiency	17	10	35	24	28
Number of students tested	109	115	112	129	116
NOTES:					
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					

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http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

13NY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYS Testing Program Mathematics

Edition/Publication Year: 2005-2006 Publisher: 2006-2011/CTB McGraw-Hill, 2011-2012/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
SCHOOL SCORES					
Meets Proficiency plus Exceeds Proficiency	83	84	83	100	99
Exceeds Proficiency	39	31	38	55	55
Number of students tested	138	135	155	133	119
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					
Meets Proficiency plus Exceeds Proficiency	46	71	60	100	Masked
Exceeds Proficiency	23	29	10	38	Masked
Number of students tested	13	17	10	13	8
2. African American Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	42	Masked	Masked
Exceeds Proficiency	Masked	Masked	8	Masked	Masked
Number of students tested	2	2	12	5	5
3. Hispanic or Latino Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	75	Masked	0
Exceeds Proficiency	Masked	Masked	8	Masked	0
Number of students tested	8	8	12	1	
4. Special Education Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	36	100	93
Exceeds Proficiency	Masked	Masked	0	27	29
Number of students tested	9	7	11	11	14
5. English Language Learner Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	Masked	Masked	0
Exceeds Proficiency	Masked	Masked	Masked	Masked	0
Number of students tested	1	2	5	1	
6. White					
Meets Proficiency plus Exceeds Proficiency	84	84	88	100	99
Exceeds Proficiency	38	28	41	56	57
Number of students tested	119	106	118	128	104
NOTES:					
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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					

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http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

13NY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYS Testing Program ELA

Edition/Publication Year: 2005-2006 Publisher: 2006-2011/CTB McGraw-Hill, 2011-2012/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
SCHOOL SCORES					
Meets Proficiency plus Exceeds Proficiency	85	80	82	96	90
Exceeds Proficiency	11	4	16	15	23
Number of students tested	138	134	154	131	117
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency plus Exceeds Proficiency	77	59	60	92	Masked
Exceeds Proficiency	0	0	0	8	Masked
Number of students tested	13	17	10	13	8
2. African American Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	42	Masked	Masked
Exceeds Proficiency	Masked	Masked	0	Masked	Masked
Number of students tested	2	2	12	5	5
3. Hispanic or Latino Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	0	Masked	0
Exceeds Proficiency	Masked	Masked	0	Masked	0
Number of students tested	8	7		1	
4. Special Education Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	36	73	50
Exceeds Proficiency	Masked	Masked	9	9	0
Number of students tested	9	7	11	11	14
5. English Language Learner Students					
Meets Proficiency plus Exceeds Proficiency	Masked	Masked	Masked	Masked	0
Exceeds Proficiency	Masked	Masked	Masked	Masked	0
Number of students tested	1	3	5	2	
6. White					
Meets Proficiency plus Exceeds Proficiency	83	79	87	96	91
Exceeds Proficiency	9	3	17	14	23
Number of students tested	119	106	128	117	103
NOTES:					
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					

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13NY2