



## **PART I - ELIGIBILITY CERTIFICATION**

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

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

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 4 Elementary schools (includes K-8)  
1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
6 Total schools in district
2. District per-pupil expenditure: 18402

### 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	28	22	50
1	27	29	56
2	31	28	59
3	27	40	67
4	31	34	65
5	43	26	69
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>366</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
2 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
91 % 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: 5%  
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.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1, 2011	383
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 18%

Total number of students who qualify: 67

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

10. Percent of students receiving special education services: 12%

Total number of students served: 43

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>4</u>
Paraprofessionals	<u>9</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>1</u>
Total number	<u>57</u>	<u>7</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:

19:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	97%	97%	97%	97%	96%
High school graduation rate	%	%	%	%	%

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

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

Graduating class size: \_\_\_\_\_

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

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

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

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

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

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

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

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

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Located in the historic village of Spencerport, NY, the Leo Bernabi Elementary School aspires every day to achieve the district mission *"to educate and inspire each student to love learning, pursue excellence and use knowledge, skills and attitudes to contribute respectfully and confidently to an ever-changing global community."*

This mission continues to guide the school district, with its four K-5 elementary schools, middle school (Grades 6-8), and high school (Grades 9-12), in a time when the rigor of the nation's educational system has intensified with Regents Reform, Common Core Learning Standards, and Annual Professional Performance Review.

Bernabi Elementary School, which was built in 1957, has embraced the evolving academic landscape and achieved. Principal Andrea Campo credits this success in large part to the partnership among teachers, the Board of Education, district leadership, and parents who ensure their children attend school regularly, resulting last year in a 97% attendance rate.

The atmosphere at Bernabi Elementary School also fosters a spirit of community, which is a tribute to the building's namesake, Dr. Leo Bernabi, who dedicated his career to the Spencerport schools as a longtime educator and superintendent. His allegiance to attaining a "strong and progressive educational program" in the 1950s and 60s still resonates within the school today, along with his commitment to promoting positive citizenship in the global community.

Citizenship continues to be a cornerstone for learning at Bernabi under the schoolwide motto, "Bernabi Shines." This motto, established several years ago as part of a district approach on promoting positive behavior (PBIS), enfolds the following tenets: Be respectful. Be responsible. Be ready to learn.

Fifty-seven teachers, as well as the principal and support staff, encourage positive behavior from all 366 students whether it is in the classroom, cafeteria, playground, or school bus. Bimonthly, one student from each homeroom is selected to receive the Super Star Citizen Award. In addition, the buddy program connects two classrooms to meet periodically throughout the year and participate in different activities around character education. This includes lessons on acting with integrity and how we need to respect and celebrate individual differences. Finally, Bus Buddy Days encourage positive behavior on the school bus. Students and their drivers gather together according to their assigned bus for activities designed to get acquainted, learn appropriate conduct and safety, and promote a caring atmosphere.

Bernabi's efforts around character education complement the district Student Code of Conduct, which places a priority on student wellbeing and sets the tone for a quality learning environment. This has become crucial as Bernabi and the district implement more rigorous standards noted above and expand into 21<sup>st</sup> Century learning initiatives.

This 21<sup>st</sup> Century approach to education is more student-centered, placing greater expectations and responsibility on the students. Teachers facilitate the topic, and the students must generate ideas, conduct the research, collaborate with their classmates, and utilize technology to complete their work. The program expands the walls of the classroom through the use of interactive whiteboards, several software programs, and individual computer devices. This shift holds students more accountable for their education and the data shows that they are embracing these higher expectations and understand the importance of their studies.

Parallel to the use of technology at Bernabi has been the enhancement of professional development efforts for teachers and administrators. Providing that "strong and progressive educational program," teachers

actively pursue every opportunity to become leaders in their field, collaborate with their peers, and significantly impact student learning.

Bernabi Shines in its academic success, as well as its success in preparing its students for the secondary level and a future to be college and career ready. For these reasons, Bernabi Elementary School certainly would shine as a Blue Ribbon School.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

a. The students at Leo Bernabi Elementary School have traditionally performed exceptionally well on standardized assessments and this is due to the dedicated and talented staff that works with our student population. The 2012 administration of standardized assessments saw remarkable gains in all areas and this can be directly attributed to the teaching practices of the teachers and how the school strategically uses data to support student learning. In English Language Arts (ELA), the percentage of students that achieved a Level 3 or 4 on the NYS assessment in 3<sup>rd</sup> grade was 79%, 4<sup>th</sup> grade performance saw an 85% proficiency rate, and 82% of 5<sup>th</sup> grade students demonstrated proficiency. When compared to other schools in the region, Bernabi's results are considered to be very good but the building will continue to improve until every student reaches proficiency. In Mathematics, the percentage of students that achieved a Level 3 or 4 on the NYS assessment in 3<sup>rd</sup> grade was 89%, 4<sup>th</sup> grade performance saw a 93% proficiency rate, and 93% of 5<sup>th</sup> grade students demonstrated proficiency. Student performance in grades 3-5 on the ELA assessment increased by an average of 9% from the previous year and this trend continued in Mathematics with an average increase of 8% when compared to 2011.

The New York State Performance Levels can be described as follows:

Level 1: Below Standard Student performance does not demonstrate an understanding of the knowledge and skills expected at the grade level.

Level 2: Meets Basic Standard Student performance demonstrates a partial understanding of the knowledge and skills expected at the grade level.

Level 3: Meets Proficiency Standard Student performance demonstrates an understanding of the knowledge and skills expected at the grade level.

Level 4: Exceeds Proficiency Standard Student performance demonstrates a thorough understanding of the knowledge and skills expected at the grade level.

b. Bernabi is a high performing school and takes great pride in the academic success of our students. In 2010 the New York State Education Department (NYSED) changed the tests and the cut scores to increase higher standards in order to adequately prepare students for college and career readiness. The adjustment from NYSED had an adverse effect on student performance across the state, but the staff at Bernabi modified our practices in order to prepare students for the Regents examinations that they will face as they work to acquire the necessary skills.

The students at Bernabi have always performed exceptionally well on standardized assessments, but the school needed to alter the instructional practices based on the increased expectations presented across New York State. The change in student performance between 2010 and 2012 is based on the school's approach to teaching and learning. Teachers and administrators worked hand in hand to develop a process where they reviewed the ELA and Math results from 2010 and began a series of revisions to the building's schedule, academic focus, research-based instruction, and intervention opportunities that would support all students. Bernabi incorporated a combination of 21<sup>st</sup> Century Skills (critical thinking, opportunities for collaboration with peers and outside agencies, using technology for communication, and creative activities that provided a medium for divergent thinking), instructional technology (students created blogs and Wikis to refine their writing and actively searched for informational text based on the concepts being studied), enrichment (field trips to local historical sites and hosting guest speakers for individual classes and the entire building), and differentiation to foster each student's personal interests and to meet their learning needs. This work was developed by the school's Building Planning Team and they created specific activities that every teacher worked on in order to ensure consistency across the building. Bernabi was the first building to truly implement an effective Response to Intervention approach and dedicated specific time within the school day to enrich and support student learning. Targeted

academic support provided each and every teacher a roadmap that they traveled on together using data as their guide. The achievement gap between our general education students and those with disabilities has been above 10% and we believe that early intervention is the key. We have developed programs to address student needs at the primary level so that we can personalize the learning experience for each and every child. In addition, we have targeted our struggling learners and have presented them leveled literacy intervention in order to develop their reading, writing, decoding, and language skills. This achievement gap forced us to create an action plan for Special Education and the committee's work in this area requires us to address some critical areas highlighted in the following paragraph.

Knowing that targeted literacy support is essential for struggling readers, we scheduled specific time for students to receive assistance in order to maximize their learning experience. This approach allowed us to schedule intervention specialists so that every identified student received optimum support. Prior to doing this, the district provided professional development to key staff members in areas such as developing a quality Individual Education Plan (IEP), progress monitor training, co-teaching, research-based intervention strategies, differentiating one's instruction, and how to use data to make informed instructional decisions. A similar practice was followed with our math program and the faculty at Bernabi engaged in meaningful dialogue about students and the type of support that they required. The entire school embraced this change and has worked tirelessly to refine their instructional practice based on the knowledge that they have learned about student learning. This is important work and we know that presenting our curriculum with fidelity is the first step and providing staff the necessary support through resources and professional development must occur. We must ensure that each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State's standards.

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

In reviewing our trend line data, Bernabi has identified many areas to celebrate when reviewing the results and it is obvious that the diligent work by teachers and students is paying dividends. In addition, the school has identified areas that we need to strategically target for improvement and it is essential that we provide the necessary training and assistance to support improvement when it comes to:

- Incorporating a combination of 21st Century Skills, instructional technology, enrichment and differentiation to foster each student's personal interests and to meet their learning needs.
- Implementing Spencerport's approach to Response to Intervention (RtI), Targeted Academic Support (TAS) time, and the instructional data plan to monitor academic progress.

We're committed to being responsive to student performance and constantly review data to help us identify growth opportunities at all levels. We need to provide a prescribed course of action for our Students with Disabilities in the area of English Language Arts and Math and we are working with teachers in every school to address this opportunity. For the NYS Assessments in Math and ELA in grades 3-5, Bernabi has focused on some key areas that they use to guide their instructional practices:

· The district engaged in an audit of our K-12 reading program last year and made substantial changes in order to further support student learning. We recognize the need to align our curriculum to the ELA Common Core Learning Standards and revisions to our K-3 phonics program and approach to reading informational text is occurring across the school district.

· With data from the NYS Assessments, Primary Literacy Assessments, and various benchmark assessments, we will continue to use our Student Improvement Plans (SIP) Teams, Response to Intervention Teams (RtI), Instructional Support Teams (IST), and Individualized Education Plans developed through Committees on Special Education (CSE) to meet the individual needs of our students. Our students with disabilities will be an area receiving significant attention this year through our SIP process and through the development of our Targeted Academic Support (TAS) Time.

· Following a prescriptive approach to data analysis, Bernabi utilized their teacher/team leaders to identify skill gaps that need to be addressed within their literacy and mathematics instruction. The results of this analysis guide much of the work of the teachers as they continue to expand the use of their Collaborative Inquiry Teams. The principal of the school, Ms. Campo, utilizes release days through our Title I funds to complete this important work and teachers review a variety of data points to make informed decisions about individual students.

· The staff at Bernabi strongly believes in the power of collaboration and across the building teachers have been working together to enhance our curriculum, instruction, and formative assessments that we administer. The use of common formative assessments is critical because we need to verify what our students are learning and establishing benchmarks within the confines of the school year enables us to mitigate a greater number of issues prior to the summative assessment in the spring.

· Math Investigations is a program that our entire school district has embraced over the last several years. Bernabi has been instrumental in developing our math program and through their help we have transitioned into a full implementation process complete with new materials, curriculum and professional development. The significance of this program is that it reinforces “mathematical thinking” which embraces the NYS Assessments questioning strategies and supports our efforts with transitioning students. Bernabi teachers have been working diligently on aligning their work in Math Investigations to the Common Core Learning Standards and have had many opportunities to revise their curriculum and analyze the different types of assessments that will be utilized. Teachers in grades 2-5 received professional development provided by the University of Rochester during the 2012-2013 school year and this training will enhance their understanding of teaching math and how to present rigorous learning experiences to our students.

Bernabi has maintained an incredible relationship with our parents and all relevant stakeholders and follows a proactive approach when a situation surfaces that must be addressed. Parent-teacher conferences, standards-based grading practices, Fountas & Pinnell reading scores, and the school’s report card are all examples of how the building maintains open lines of communication with our community. Each school in Spencerport is required to present their improvement plan to the Board of Education during a scheduled study session and this approach ensures transparency and builds trust between the community and the district. Bernabi works diligently with the community on presenting and analyzing the academic achievement of their students and values the input and support that parents provide.

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

When the academic expectations were raised here in New York State, the staff at Bernabi took a proactive approach in their efforts to reach every child by designing Data Days as a way to measure individual student progress. The school’s learning community recognized that they need to educate and inspire each and every student so that they can attain the necessary skills and understanding to reach success and we must collect evidence as to what students know and understand. The staff at Bernabi understands that this is the responsibility as professional educators to continue to strive to meet the individual needs of all of the children entrusted into our care. The use of Data Days has had a profound impact on the climate of the building, as the Bernabi teachers were the first to assign formative assessments and chart student progress based on goals and objectives that were established at every grade level. Creating benchmarks within the confines of the school year allows teachers to engage in professional conversations about their teaching practices and if they reach students in an effective manner. Using data to guide these conversations has been extremely powerful and the staff at Bernabi has been gracious in their efforts to support their peers in the other three elementary schools.

Bernabi teachers work with their grade-level colleagues throughout the district and share with them the benchmarks that were established and the interventions that they developed based on student progress. This occurs on a formal basis through team meetings and on professional development release days and

there is no question that the entire district has benefitted from the work that has occurred at Bernabi. The support that they have provided our entire school system is immeasurable and it has revolutionized the way that our teachers think about assessment because they use the data in a way that targets student need.

Data Days are now the foundation of Spencerport's academic program and we have modified the district's instructional calendar so that every building can engage in these conversations simultaneously. This approach clearly benefits our students and would not be possible without the leadership provided by the staff at Bernabi Elementary School.

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

Bernabi is constantly striving to find ways to work with families and community members to address school improvement. Our shared decision making team is relentlessly exploring opportunities to collaborate with our parents association and to contribute to the community in a variety of ways. Some of the ways we have found to be most successful is by adding parent volunteers to our shared decision making team. These parents offer great insight into our planning for our school year. The school has also added community members to our PBIS (Positive Behavioral Interventions and Supports) team. By bringing in community members to our school that is not tied to Bernabi we are also able to gain a more global perspective.

Bernabi also utilizes community leaders, our parents association and the Spencerport volunteer office to arrange and explore ways to bring the community into the building. This is accomplished in a variety of ways. Village dentists and our local electric company visit our third graders. We are members of the Junior Achievement which brings the community into our second and third grade classes. Our second grade classes tour the village and the fire hall. Community members organize this trip with our second grade teachers. Our fourth grade classes walk to the Erie Canal and visit the local museum where community members share our local history. Our fifth grade students visit the local jail as they study government. Our first grade and kindergarten students visit a local farm in the fall. In addition to field trips we have a week long reading event that is sponsored by our parents association. Each year community members come in and read to the students. Each class has a different community member each day read to them. During this week students get excited about reading and keep a journal with their parents to share with their class. Our building is transformed into the theme of the year. Last year it was Carnival and this year it will be Camping and outdoor fun.

Leo Bernabi is grateful for the commitment our district has made to our community. One of our strategic objects is that each student will participate continuously, respectfully and willingly in improving community well-being. Community involvement is also a big part of the Spencerport Mission. *Our mission is to educate and inspire each student to love learning, pursue excellence and use knowledge, skills and attitudes to contribute respectfully and confidently to an ever-changing global community.*

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Spencerport prides itself in the curriculum that has been developed and presented to students in all grade levels throughout the district. As a result, we structure our curriculum in a uniform manner in order to ensure equity and excellence for all. To accomplish this, our district utilizes our talented and dedicated educators to help research best practices and to effectively manage the changes that the Common Core requires us to consider. In addition, Spencerport partners with our local BOCES and has established a network team that addresses curricula enhancement in a proactive manner. Curriculum and assessment design plays a vital role in improving the performance of our schools and students. Keeping this in mind, Spencerport Central School District has developed a continuous improvement model that reviews content areas within a given timeframe in the cycle. No more than two major content areas will enter phase one of the review cycle in a given school year in order to maximize the time and resources needed to conduct a thorough assessment of the current status of the content area curriculum and assessment practices. The improvement process spans several years and recycles into a thorough review and evaluation, culminating in recommendations by the committee. These action steps are both short and long term action steps that will span several years. Continuous monitoring and discussion regarding the effectiveness of the curriculum is essential to support optimal teaching and learning. Relevant professional development offerings in Spencerport continue to be developed, expanded, monitored and evaluated as the curriculum nears completion and overall programming recommendations may be considered based on what is discovered.

Bernabi follows an instructional time allotment schedule that ensures that the curriculum in reading/ELA, mathematics, science, social studies, visual and performing arts, physical education, health, and technology is taught with fidelity. The specific elements of our reading program are contained in the next section, but all of our teachers implement our Primary Literacy Assessment to document student growth and to inform classroom instruction. Spencerport uses Fountas and Pinnell for our guided reading assessments and all K-5 students are required to complete a variety of mandated writing tasks to document growth and address their expressive language skills. This is aligned to New York State ELA curriculum, as our K-2 teachers address student learning based on two strands: the Listening and Learning Strand and the Skills Strand. This focus is captured in Spencerport's curriculum as we provide learning opportunities for our students where they can acquire language competence and rich vocabulary through the type of text that they are exposed to in daily instruction. Furthermore, our phonic program serves to support our students as they learn the mechanics of reading and this learning transfer to the development of decoding. In grades 3-5, our district uses high level text in order to help students build knowledge and understanding of essential concepts through direct instruction in the areas of reading, writing, listening, and speaking.

Spencerport uses Math Investigations as the basis of our program and the intent is to provide students a deep understanding of mathematics. We have partnered with two neighboring school districts to create and refine our K-5 math curriculum. The staff at Bernabi has been instrumental in taking this information and presenting it to their colleagues in the district in order to ensure a common understanding with the eight practice standards that are aligned to the Common Core. This is challenging, yet rewarding work and it validates the importance that our school district places on the curriculum that we present to our students. Spencerport's math curriculum follows an in-depth approach that focuses on fewer topics. Students are required to use their critical thinking skills and mathematical reasoning. Spencerport's curriculum is based on a balance between procedure and understanding and this emphasis challenges students in an authentic and meaningful manner.

The release of the Next Generation Science Standards and the pending draft of the social studies framework will provide our teachers the opportunity to enhance our curriculum accordingly. In Science,

we focus on the physical elements such as simple machines and basic understanding of how mathematical principles are involved in order to promote interdisciplinary application. We address environment issues facing our region and the world and provide an overview on planets and the dynamics involving Earth. In life science, our students learn about communities and the ecosystem and study the human being with the culminating activity in 5th grade being our unit on Human Growth and Development. Our Social Studies curriculum utilizes the ELA Common Core Learning Standards to support student learning. The curriculum that we follow addresses local historical studies that involve New York's geography, natural resources, and how this impacts our economy. Field trips to the Science Museum, Erie Canal, and historical sites in the Rochester area provide our students a deeper understanding of the world around them.

Our students at Bernabi are exposed to special area courses that include visual arts, general music, physical education, informational literacy, and technology. Our visual arts curriculum provides students an understanding of how culture can be captured through various medium and students are afforded the opportunity to visit our local Art Museum and showcase their artistic talents in our annual art show. Every student participates in general music and beginning in 4th grade, students learn to play a musical instrument. Bernabi's Physical Education program is on the cutting edge and this is due to the Carol M. White grant that the district received five years ago. Students have the opportunity to engage in a variety of physical activities that target their health and well-being and this is further supported by the character education workshops that our PE teachers provide. These classes and the curriculum have been developed in a prescribed manner in order to promote curiosity, creativity, critical thinking, collaboration, and communication. Bernabi abides by the adage that a "rising tide raises all ships" and all of the classes that students take have been created with the philosophy of providing challenging learning opportunities for each and every child.

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

The core reading program used by Spencerport Central School for Kindergarten through Grade 5 is the Rigby Literacy Program. The Rigby Literacy Program is a comprehensive research-based approach proven to help teachers provide effective instruction and generate results. Implementation of the program exposes our students to all elements of a balanced literacy classroom. The program utilizes both whole group and small group instruction. Small group instruction is based upon the various skill levels that may be found within a heterogeneous grouped classroom. The reading materials used within this program are fiction and nonfiction leveled texts. The program contains an integrated phonics and writing program and students are taught a wide variety of reading, phonics, comprehension, and writing skills. Supplemental reading materials are used to support the reading program.

At the K-2 level, students are engaged in a variety of reading experiences, in both whole and small group settings designed to teach them to read. Instruction includes an emphasis on concepts related to using print, development of phonological and vocabulary skills, fluency and use of problem-solving strategies while reading. Students work to develop a variety of comprehension skills relating to the given text. Teacher modeling is critical to literacy development at this level. Gradual release of responsibility from the teacher to the student is the overall goal of the reading program at the primary level here in Spencerport.

In grades 3-5, students use components of the balanced literacy program to transition from learning to read, to reading to learn. During small and whole group instruction, students continue to build comprehension, word study and vocabulary development skills by reading increasingly complex texts of a variety of genres. Readers discuss literature with each other (literature circles) to enhance understanding and deepen comprehension. All literacy instruction at the K-5 level is aligned with Spencerport and New York State's ELA learning standards based on expectations established through the Common Core.

### **3. Mathematics:**

The Spencerport and Bernabi mathematics program is designed to inspire and challenge the learning community by ensuring students are actively engaged in the learning of mathematics. The math program aligns with the New York State Common Core Learning Standards. All teachers have received several staff development opportunities to explore the common core and all instruction has been revised around it. The program we use teaches students the underlying concepts, procedures/algorithms using a variety of teaching strategies that include mainly hands-on experiences. The program facilitates students' ability to reason abstractly as it builds on their own conceptual knowledge. It provided opportunities to work on challenging and meaningful problems which encourage students to make connections and be creative problem solvers. The math curriculum emphasized the importance of procedural fluency and utilized a variety of district approved resources to accomplish this task.

Bernabi has a part-time math specialist as well as a math full-time teaching assistant. These providers help students that struggle in mathematics in a push-in program. In addition, the district offers a before school clinic in the area of mathematics for students in grades 3, 4, and 5. Teachers in the district are all trained in the area of differentiation and students are each taught at their instructional level. Students that are learning above the Standard level are often offered learning contracts where they work independently on higher level thinking skills depending on the concept being taught.

The current math program was chosen because of its hands-on approach to learning. The program uses manipulatives which helps students explore mathematics. Learning is through exploration and investigations. Children are expected to think for themselves about mathematics. Students interpret, answer and think about whether or not their finding is reasonable. They are taught to think critically and explain both in writing and orally why the answer does or does not make sense. Students work on a daily basis in collaborative groups and learn strategies from each other. Children have opportunities to construct personal knowledge derived from meaningful instruction and are therefore more likely to retain and apply what they have learned to real life experiences.

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

Spencerport's approach to balanced literacy is supported in all subject areas and our social studies curriculum lends itself extremely well when developing our students' expressive language skills. When teaching history, we equip our students with the "skills and attitudes to contribute respectfully and confidently to an ever-changing global community." Our teachers have been instrumental in developing curriculum that exposes students to historical events based on the informational text that we present and how we relate it to today. The ELA modules that have been developed follow an interdisciplinary approach so that we develop students' reading and writing skills as they study history. For example, our second graders are required to respond to the following prompt:

Martin Luther King, Jr. is an important man in the history of our country. What was Martin Luther King, Jr.'s dream for America? What did he change about America that helped to make his dream come to life? What can we do to keep his dream alive today?

This is an important learning opportunity for our students because they need to understand Dr. King's message and how it shaped our society today. This is one example of many that reflects how our social studies curriculum is used to enhance the critical thinking skills of our students in a tangible and authentic manner.

Spencerport adopted Renzuli's work on school-wide enrichment and every building is required to provide tiered activities that allow students to pursue their personal passion and interest. Bernabi's enrichment clusters focus on social studies in an effort to connect the learning community in the school to the region, state, country, and the world. Students celebrate their interests through our *Bernabi Reads* program and

select authors and illustrations that serve to deepen understanding of society and the world. Furthermore, we are blessed here in Upstate New York to have significant landmarks and historians that teachers can reference in the area of social studies. Individuals such as Susan B. Anthony and Fredrick Douglas have ties to this region and our school district is located directly on the Erie Canal. All of these serve to enhance the teaching and learning process because we have incorporated them into our curriculum in a purposeful way.

When developing our social studies curriculum, we provide students an opportunity to participate in field trips that allow them to visualize and experience something that they are studying. This aligns to the tenets of school-wide enrichment and the delimiters of Spencerport's strategic plan where we will implement no new program or service unless:

- it is consistent with and contributes to our mission
- it will be staffed and funded sufficiently
- it is accompanied by the means to assess its effectiveness

Spencerport has incorporated field trips into the social studies curriculum at every grade level and students have attended Strong Museum, Genesee Country Museum, Wegmans, Rochester Gas and Electric, and Erie Canal in an effort to enrich their academic experience in the classroom. We are extremely proud of the opportunities that students are afforded because it enables them to deepen their understanding and ensures that they acquire the essential skills that we expect by the time they entire middle school.

## **5. Instructional Methods:**

As previously stated, Spencerport has adopted a school-wide model and the purpose of this approach is to inspire and challenge all students to apply and/or extend their interests, knowledge, and creative ideas. Differentiation of instruction is a critical component of our school-wide enrichment program because we recognize that we need to meet the learning needs of every child. The goal of differentiation is to maximize the capacity of teachers to design and deliver instruction based on the diverse range of learners. Teachers differentiate instruction through content, process, products, affect, and learning environment to provide challenge to all learners.

Differentiation of instruction may be based upon student's readiness, learning profile or interest. At Bernabi, modifications may include, but are not limited to, flexible grouping, multileveled texts, tiered lessons, curriculum compacting, and varied products that demonstrate the learning. Teachers meet the needs of struggling learners in a variety of ways, but the practice at Bernabi is to use data through the lesson design process. The school has experienced great success in this endeavor and teachers have been trained to administer pre-assessments in order to measure student understanding. The feedback that they collect enable teachers to design lessons based on the academic needs or readiness level of their students. Our special education providers provide push-in support in ELA and mathematics and collaborate with their peers on how to deliver instruction in a personalized manner. For example, if a child is experiencing difficulty achieving grade level competency in reading, our intervention specialists and special education providers have been trained to support the student through level literacy intervention. Targeting students in this capacity ensures that the needs of each and every child are being met and it has become a part of Bernabi's culture based on their approach to differentiation of instruction.

The application of 21<sup>st</sup> Century skills has been embedded into opportunities for students to communicate, collaborate, and create while participating in a broad range of curriculum-based learning experiences. The school's Enrichment Specialist provides direct instruction to every student in the building that focuses on technology. She has developed curriculum based on the International Society for Technology in

Education and the National Education Technology Standards (ISTE NET standards) and there isn't a day that goes by when our students aren't working with technology to aid their learning. Students have daily access to Learning A-Z, RAZ Kids, IXL Math, Castle Learning and a variety of other software that serves to support their learning. Every classroom is equipped with an interactive whiteboard and there are a minimum of four computers dedicated to every teacher. The school has gone to great lengths to provide teachers professional development in the area of technology in order to meet the demands of the Common Core and to ensure that our students are college and career ready.

## **6. Professional Development:**

Professional development in Spencerport Central School District is integral to the teaching and learning process and directly supports the mission of the district. Bernabi Elementary School has established high expectations for student achievement and we know that the most significant factor affecting this process is the instructional staff. Therefore, we believe excellence in teaching is paramount to excellence in student performance. Our approach to professional development is committed to providing educators with the tools they need to help students succeed.

All members of Bernabi's learning community are personally and professionally responsible to set goals for their professional growth and are encouraged to pursue professional development opportunities. To reach this goal, professional development opportunities are open to all instructional staff. Programs are developed to provide a variety of training levels or entry points and our philosophy is that the program promotes self-reflection and continuous growth. The core of our professional development activities focus on improving student achievement. The professional development program is comprehensive in scope and content; is based upon research; reflects best practices in education; utilizes the New York State Teacher Standards; and it provides a common language for all staff within a collaborative setting. In all cases, it is an on-going process to support understanding, practice, reflection, and collaboration for teachers and administrators.

All program goals are directed to maximize effective instruction which should lead to increased student outcomes. All instructional staff need to understand the learning standards and assessments if they are to design and implement congruent instruction. Bernabi accomplishes this through the use of Data Days where each grade level analyzes student work and creates the necessary intervention in order to personalize the learning experience for each and every child. Bernabi teachers require state-of-the art pedagogy to run their classrooms in an orderly fashion to maximize student engagement. All instructional staff need to convey high expectations in the classroom to help all learners believe in themselves and exert effort in their studies. Teachers need to be able to design congruent lessons which maximize learning potential for all learners, and provide appropriate challenges. Finally, all instructional staff need to learn the skills necessary to increase learning outcomes for students with learning disabilities.

Teacher and administrators collaborate on the types of professional development that the Bernabi staff requires based on an analysis of student achievement. Therefore, each year the content of the school's professional development programs will be driven by educational priorities such as the Common Core Learning Standards, subject-area specific needs, NYS mandates, and district initiatives. The building recognizes that the purpose of professional development is to have an impact on the capabilities of instructional staff; therefore, it is important that the program is continuously monitored to see that it is affecting the desired results.

## **7. School Leadership:**

Like any elementary building, the principal at Bernabi wears many hats and her role is constantly evolving. To begin, they serve as the leader and visionary for the school. They are responsible to guide the school as it develops learning objectives for their students and instructional goals for teachers. This includes using a critical eye on existing programs, as well as having an understanding of developing trends in education and current research on educational matters. The principal works directly with her

teacher leaders, team leaders, and representatives from the Building Planning Team on all matters that impact the instructional program and the climate of the school. In addition, principals in Spencerport are responsible for managing the day-to-day operation of the building and serve as the school's business officer. Bernabi's principal is responsible for the budget, finances, fund-raising, and other aspects of the business and financial management of the school. This includes textbook money, Title I funds, extra-class accounts, and serving as the liaison with Bernabi's parent-teacher association.

As the principal of Bernabi Elementary School, they are responsible for hiring qualified staff and supervising them through the Annual Professional Performance Review process. The principal serves as the building's instructional leader and is responsible to provide staff development in matters of curriculum, instruction, and assessment. Staff includes not only classroom teachers, but also paraprofessionals, librarians, guidance counselors, school psychologist, school nurse, custodians, cafeteria staff, secretarial staff, as well as any other staff in the building.

In today's society, the most important job of a building leader is to ensure the safety of the students and to promote a learning environment that is conducive to the needs of every child. We cannot educate if students do not feel a sense of belonging and the staff at Bernabi has taken an active role in promoting a positive atmosphere and students and parents take great pride in being a part of this learning community. The building principal serves as the chief liaison between the school and community. In this role, they team with parents and community members to provide the best educational outcomes for their children, as well as responding to any parental concerns about the academic program. The school values the relationship that we share with our stakeholders and use our shared-decision making process through our Building Planning Team to ensure student achievement.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYSTP Math

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or exceeds proficiency standard	89	76	86	100	67
Exceeds proficiency standard	33	19	31	52	48
Number of students tested	61	63	65	69	65
Percent of total students tested	97	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or exceeds proficiency standard	71	77	83	Masked	80
Exceeds proficiency standard	21	8	0	Masked	80
Number of students tested	14	13	12	8	10
<b>2. African American Students</b>					
Meets or exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	2	3	6
<b>3. Hispanic or Latino Students</b>					
Meets or exceeds proficiency standard	Masked	0	Masked	Masked	Masked
Exceeds proficiency standard	Masked	0	Masked	Masked	Masked
Number of students tested	2		1	1	1
<b>4. Special Education Students</b>					
Meets or exceeds proficiency standard	Masked	25	Masked	0	Masked
Exceeds proficiency standard	Masked	0	Masked	0	Masked
Number of students tested	8	12	5		6
<b>5. English Language Learner Students</b>					
Meets or exceeds proficiency standard	0	0	0	0	0
Exceeds proficiency standard	0	0	0	0	0
Number of students tested					
<b>6. n/a</b>					
Meets or exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13NY4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYSTP ELA

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
<b>SCHOOL SCORES</b>					
Meets or exceeds proficiency standard	79	63	74	89	87
Exceeds proficiency standard	10	5	23	16	29
Number of students tested	63	63	65	70	63
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or exceeds proficiency standard	53	38	75	Masked	Masked
Exceeds proficiency standard	0	0	17	Masked	Masked
Number of students tested	15	13	12	9	8
<b>2. African American Students</b>					
Meets or exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	2	4	4
<b>3. Hispanic or Latino Students</b>					
Meets or exceeds proficiency standard	Masked	0	Masked	Masked	Masked
Exceeds proficiency standard	Masked	0	Masked	Masked	Masked
Number of students tested	2		1	1	1
<b>4. Special Education Students</b>					
Meets or exceeds proficiency standard	Masked	75	Masked	0	Masked
Exceeds proficiency standard	Masked	0	Masked	0	Masked
Number of students tested	9	12	5		5
<b>5. English Language Learner Students</b>					
Meets or exceeds proficiency standard	0	0	0	0	0
Exceeds proficiency standard	0	0	0	0	0
Number of students tested					
<b>6. n/a</b>					
Meets or exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13NY4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: NYSTP

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or exceeds proficiency standard	93	90	76	95	91
Exceeds proficiency standard	66	44	43	62	43
Number of students tested	68	68	72	65	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or exceeds proficiency standard	100	94	50	92	Masked
Exceeds proficiency standard	57	31	30	33	Masked
Number of students tested	14	16	10	12	7
<b>2. African American Students</b>					
Meets or exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	4	6	1
<b>3. Hispanic or Latino Students</b>					
Meets or exceeds proficiency standard	0	Masked	0	Masked	Masked
Exceeds proficiency standard	0	Masked	0	Masked	Masked
Number of students tested		4		1	1
<b>4. Special Education Students</b>					
Meets or exceeds proficiency standard	64	Masked	Masked	Masked	Masked
Exceeds proficiency standard	18	Masked	Masked	Masked	Masked
Number of students tested	11	4	3	8	7
<b>5. English Language Learner Students</b>					
Meets or exceeds proficiency standard	0	0	0	0	0
Exceeds proficiency standard	0	0	0	0	0
Number of students tested					
<b>6. n/a</b>					
Meets or exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NY4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYSTP ELA

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
<b>SCHOOL SCORES</b>					
Meets or exceeds proficiency standard	85	81	88	88	85
Exceeds proficiency standard	10	1	15	11	6
Number of students tested	68	68	72	65	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or exceeds proficiency standard	86	88	80	75	Masked
Exceeds proficiency standard	7	0	10	0	Masked
Number of students tested	14	16	10	12	6
<b>2. African American Students</b>					
Meets or exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	4	6	1
<b>3. Hispanic or Latino Students</b>					
Meets or exceeds proficiency standard	0	Masked	0	Masked	0
Exceeds proficiency standard	0	Masked	0	Masked	0
Number of students tested		4		1	
<b>4. Special Education Students</b>					
Meets or exceeds proficiency standard	0	Masked	Masked	Masked	0
Exceeds proficiency standard	0	Masked	Masked	Masked	0
Number of students tested		4	3	7	
<b>5. English Language Learner Students</b>					
Meets or exceeds proficiency standard	0	0	0	0	0
Exceeds proficiency standard	0	0	0	0	0
Number of students tested					
<b>6. n/a</b>					
Meets or exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13NY4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: NYSTP

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or exceeds proficiency standard	93	85	78	98	92
Exceeds proficiency standard	57	39	30	57	40
Number of students tested	70	71	63	54	78
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or exceeds proficiency standard	88	40	45	Masked	87
Exceeds proficiency standard	65	30	9	Masked	20
Number of students tested	17	10	11	6	15
<b>2. African American Students</b>					
Meets or exceeds proficiency standard	Masked	Masked	Masked	0	Masked
Exceeds proficiency standard	Masked	Masked	Masked	0	Masked
Number of students tested	3	3	2		3
<b>3. Hispanic or Latino Students</b>					
Meets or exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	1	1	1	2
<b>4. Special Education Students</b>					
Meets or exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	8	6	7
<b>5. English Language Learner Students</b>					
Meets or exceeds proficiency standard	0	0	0	0	0
Exceeds proficiency standard	0	0	0	0	0
Number of students tested					
<b>6. n/a</b>					
Meets or exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13NY4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYSTP ELA

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
<b>SCHOOL SCORES</b>					
Meets or exceeds proficiency standard	82	75	75	93	91
Exceeds proficiency standard	10	6	31	18	6
Number of students tested	71	71	63	55	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or exceeds proficiency standard	82	60	36	Masked	93
Exceeds proficiency standard	0	0	0	Masked	0
Number of students tested	17	10	11	7	15
<b>2. African American Students</b>					
Meets or exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	2	1	3
<b>3. Hispanic or Latino Students</b>					
Meets or exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	1	1	1	2
<b>4. Special Education Students</b>					
Meets or exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Exceeds proficiency standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	8	6	7
<b>5. English Language Learner Students</b>					
Meets or exceeds proficiency standard	0	0	0	0	0
Exceeds proficiency standard	0	0	0	0	0
Number of students tested					
<b>6. n/a</b>					
Meets or exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13NY4