

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.

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
11 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
1 % 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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2011	404
(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: 4%
Total number of ELL students in the school: 18
Number of non-English languages represented: 3
Specify non-English languages:

Greek, Spanish and Russian.

9. Percent of students eligible for free/reduced-priced meals: 13%
 Total number of students who qualify: 56

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: 18%
 Total number of students served: 77

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>25</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>39</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>2</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>17</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>44</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>5</u>
Total number	<u>50</u>	<u>54</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:

21:1

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

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

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

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

- No
- Yes

If yes, what was the year of the award?

PART III - SUMMARY

School's mission or vision statement:

Bayville Elementary School proudly shares the mission of the entire Locust Valley Central School District. We are challenged and privileged to educate the whole student and inspire a passion for life-long learning. Striving to provide a safe and nurturing environment, we are dedicated to academic excellence and the development of a student's self-esteem, expanded interests, autonomy, accountability and commitment to community. We acknowledge abilities and talents and support academic and personal growth through differentiation and individualization.

Bayville Elementary School is a high performing child-centered school that develops self-esteem, embraces multiple intelligences and strives to improve its excellence each and every year. We offer children in grades K-5 stimulating and rigorous learning opportunities within a safe, nurturing and supportive setting. Students are heterogeneously grouped and all are held to high expectations. Staff members provide differentiated teaching and support according to student need, from remediation, reinforcement to enrichment. A partnership of teachers, staff, parents and the community at large works together to create an environment that fosters the intellectual, social, emotional and physical development of every child. By providing instruction that informs, inspires and challenges, we hope to instill a love of learning that continues throughout children's lives. Our goal is to help each child develop an enthusiasm for learning, a respect for self and others and the skills to become a creative, independent thinker. In our school, we embrace the challenges of the future while we continue to cherish and celebrate the traditions of the past. It is our remarkable staff, involved parents and eager children who come together to make Bayville Elementary School such a wonderful place.

Our students, including all significant subgroups, scored well above federal Annual Yearly Progress proficiency level requirements. This is a result of dedicated staff members providing individualized targeted instruction for all students. Our faculty members are highly qualified. All teachers have advanced degrees and many hold multiple degrees. The vast majority of our teaching assistants are certified teachers.

The entire Bayville School community is critical to the school's success. We have a large number of parent volunteers who donate time and money to support the many wonderful programs that we bring to our students. Bayville Elementary School is truly a neighborhood school that serves as a second family to the community. Even in the hardest of times that include weather disasters, such as Hurricane Sandy, and a struggling economy, the entire Bayville School community actively supports wonderful assembly programs, student award programs, field trips, such as visiting Ellis Island, virtual field trips, such as teleconferencing with NASA, and technology integration.

Our school is made up of a diverse number of learners that have many unique needs, talents and abilities. We take great pride in educating each and every child based on their individual needs, regardless of their classification or first language. Our belief is that all students can learn and learn at mastery levels.

One of our strengths is a belief in teaching for mastery. We operate with the notion that all students can learn, and learn at high levels. We discuss students individually and talk about their strengths and areas that need improvement. Our dedicated staff truly understands that teaching for mastery is critical if we are to have all children succeed at the highest levels. We operate as a cohesive unit and use our collective strengths to help each other. This enables us to become better educators and helps students prepare themselves for every level of their academic careers.

Students in Bayville Elementary have met with academic success as well as extra-curricular success. We encourage all students to participate in activities that help the school, the school community and surrounding communities when possible. Some of our successes include, but are not limited to, having 30% of our students receive enrichment in ELA and mathematics, providing targeted support for skills and concepts that need reinforcement, spiraling curriculum, pre-teaching, re-teaching, diagnosis and prescription. We have implemented a National Toshiba Science Research competition for fifth grade students, as well as a robotics club for students. Each year our students participate in a week-long circus residency that culminates in our fifth graders putting on a performance for the school community. The Bayville Parent Teacher Association (PTA) provides numerous opportunities for our students to participate in local and national contests and many of our students are recognized as award winners. Our school also provides extensive support to local and regional charities.

Bayville Elementary School is a great school that is at the heart of a great community. Our achievement levels are exemplary and we continue to improve. We have demonstrated growth in student achievement, our community consistently supports the budget and we have high levels of faculty cohesion. It is without question that the entire Bayville school community is worthy of the National Blue Ribbon award.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Bayville Elementary School focuses on implementing New York State Common Core Learning Standards and developing curriculum and assessments aligned to those standards to prepare students for success in middle school, high school, college and the workplace. In 2010, New York State assessment data was analyzed along with performance in first-year college courses.

It was widely supported by admissions directors of two-and-four year private and public colleges that Regents scores ranging from 75-85 in ELA and math were required for success in entry-level credit bearing courses.

In 2010, New York State Education Department reset the performance standards on grades 3 – 8 ELA and Math assessments so that a designation of “Meets Proficiency Standard” (Level 3) was indicative of a 75% chance of achieving a college- and career-ready score on the ELA and Math Regents exams.

The performance levels in Bayville Elementary School are aligned with State performance levels. A performance level 1 on a State assessment is considered below standard. This means that student performance does not demonstrate an understanding of ELA/Math skills expected at the particular grade level. A performance level 2 is considered to be meeting basic standards. This means that student performance demonstrates partial understanding of ELA/Math skills expected at the particular grade level. A performance level 3 is considered to be meeting proficiency standards. Student performance at this level demonstrates an understanding of ELA/Math skills expected at the particular grade level. A performance level 4 is considered to be exceeding proficiency standards. Student performance at this level demonstrates a thorough understanding of the ELA/Math skills expected at the particular grade level.

Our expectations have always been to set the bar above that of New York State. In Bayville Elementary School, we know that our goal is for all students learn at a mastery level, or Level 4 as per New York State. Given that our high school has been recognized as one of the very best in our country, we recognize the need to prepare for an easy transition to and through our Middle School. We plan our instruction accordingly. Teachers know and believe that if they teach for mastery and differentiate appropriately, all students can succeed and achieve at high levels.

B. A primary instructional goal is to constantly improve the way we assess students. We know and understand that measuring student progress is rooted in the practices used throughout the learning process. The performance trends found in the attached data tables produce a snapshot of student learning in Bayville Elementary School.

Four and five years ago the data suggests that students performed at high levels, including high numbers of students exceeding proficiency standards. For the 2009-2010 school year results, the New York 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 percentage 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 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.'

When we learned that cut scores were being raised, along with increasing the length and difficulty of the assessments, we were forced to reevaluate our instructional practices. The good news for Bayville Elementary School was that our practice is to constantly evaluate and make educationally sound and developmentally appropriate adjustments. For the last five years our goal has been to teach for mastery and to set the bar so all students exceed proficiency standards. The changing of the cut scores and the drop in the 2009-2010 results strengthened our resolve for excellence. After 2009-2010 the challenge has been staying ahead of these moving targets. We know the tests are getting harder and longer, so we've had to keep ahead by working smarter to ensure that students would exceed State standards.

The internal factors that contribute to our gains can be directly connected to the strong collaboration among teachers, building administrators and District-wide administrators. We believe a great deal in collegial sharing, data analysis, case studies, and identifying and sharing successful instructional practices. Our focus has and always will be teaching for mastery and applying the necessary instructional resources on a child-by-child basis. Within Bayville Elementary School, students are continuously assessed. The results are closely examined and teachers inform their instruction based on formative and summative assessments. For every student, we look at the specific skills that need support and provide targeted instruction to ensure they master that skill. In addition to providing targeted support, we also use the data to determine what students would benefit from enrichment in certain areas of the curriculum. This process is extremely difficult and time consuming, but the results speak for themselves and we wouldn't have it any other way. Our targeted support/enrichment approach has been successful in closing achievement gaps among the various sub-groups in our school.

2. Using Assessment Results:

Our team uses data to drive instruction and we do it very well. Our approach is to start in September with baseline assessments in ELA and mathematics. This happens in grades K-5. Based on the data from the baseline assessments, we identify and monitor at-risk students and provide diverse type and frequency of support and enrichment based on students' individual needs. We also implement enrichment for those at proficiency and mastery levels.

When we see a low number on a baseline assessment, or any assessment for that matter, we examine the results, determine where the deficits exist, and provide targeted support for those skills. This holds true for all subject areas.

Once we have identified the children who take part in academic support groups, we contact parents with a phone call and discuss the details. The phone conversation is followed-up with a letter and additional follow-up communications occur on a regular basis.

The collection and analysis of data occurs for all benchmarks throughout the school year. Our ongoing collection and review of assessment data drives our instructional groups and keeps them fluid. Children that need support receive it based on their specific needs, and those that have demonstrated proficiency are targeted for enrichment.

After the State assessments, and as we enter the first two weeks of June, we administer our own end-of-year assessments in grades K-5. We use this data, along with the State data, to prepare for September. This helps us hit the ground running in September and enables us to provide support to known students before having to wait for new baseline assessments.

What we are most proud of in Bayville is that we don't focus on a deficit model. We focus on a mastery model. All students are exposed to the same curriculum, regardless of classification, and we believe that when you teach for mastery, students rise to the occasion. An example of this is similar to the data discussion from above. The only difference is that when we analyze the data, we look at it for all students. We look at the skill areas for all students so we can help move them to higher achievement levels as well.

We truly believe that focusing on mastery has enabled us to be an exemplary improving and high-achieving school.

3. Sharing Lessons Learned:

The Locust Valley CSD has two elementary schools and we try to foster as much collaboration as possible. A significant contributing factor to our success is our belief that our combined knowledge is much greater than what we know individually. Teachers are given many opportunities throughout the school year, and summer, to plan together and share best practices. This enables teachers to get help in areas where their colleagues excel as well as provide their own expertise in their areas of strength. Not only does this happen within Bayville Elementary School, but we facilitate these meetings with the teachers from the elementary school on the other side of the District.

Our teachers consistently examine assessment data and share success stories with colleagues. We truly are a learning community. We are open to learning from each and we know that instead of reinventing the wheel, we can lean on our colleagues to help us improve our teaching practices. All it takes is identifying teachers that have success in particular areas of the curriculum and putting them together with teachers that struggle in those same areas. This promotes a sense of teamwork and an appreciation for one another.

A key component to our success is the positive relationship we have with our parents. On a regular basis, we provide assessment results in a variety of ways and through a variety of forums. Teachers and administrators are often found discussing student progress. It is also common to see our K-12 curriculum leaders in the building speaking to teachers, students and parents. The curriculum leaders and building administrators often conduct joint presentations to parents on the progress of our students and our school. This is a wonderful opportunity for the community to get a better understanding of the path we take to ensure that students achieve at exemplary levels and to solicit their support and insight.

4. Engaging Families and Communities:

Without a doubt, the most successful strategy for improving student achievement is focusing on mastery, not proficiency. Our mastery model has completely changed the mindset within the school and throughout the school community. One result of this shift towards mastery has been parental engagement in student work. Through constant communication parents have a greater understanding of the rigor and high demands on students. The result of this is their desire to support their children every way possible. An example of this is the number of parents that sign into the portal for the math and ELA programs we use. Parents are encouraged to use the web site, www.pearsonsuccessnet.com, to see what their children are doing in school as well as use the site to provide help at home. Another example that has proven to engage families are the clubs that are offered after school. Our clubs focus on mathematics and science and provide opportunities for students that never existed before.

Equally important is our partnership with parents and the entire school community. Our families are welcome in our school and we have many wonderful activities throughout the year that involve our parents and PTA. Our belief is in individualizing the education for our students. We initiate phone calls to parents regarding student successes and challenges as well as responsiveness parent questions and concerns.

Our Site Based Management Team consists of staff members and parents. When we meet and generate ideas about school improvement, we focus on curriculum and making it fun. One example is improving multiplication facts throughout grades 3 through 5. We decided to have March Multiplication Madness and promote multiplication like never before. Throughout the month of March we had games and contests and it culminated in a multiplication bee on the last day of March in which students and parents were invited to attend. This was one example of motivating students and incorporating ideas from the entire school community.

Overall, our belief is establishing open communication and developing strong relationships with families is one of the best ways to support our students. When children know that their parents and the school are united for their sake, their success is predictable.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Language is the most powerful, most readily available tool we have for representing the world to ourselves and ourselves to the world. Language is not only a means of communication; it is a primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity. The English Language Arts curriculum in our District expands upon the Common Core State Standards established by the CCSS Initiative and adopted by the New York State Department of Education. We strive to utilize the standards as the common ground in which teachers, administrators, and the community possess clear goals upon which to centralize their efforts on behalf of students. The standards clearly show the interdependence of the skills of reading, writing, speaking, listening, and language.

Bayville Elementary School has set high expectations for all students and all students have access to rigorous curriculum, differentiated support, enrichment and acceleration. We have eliminated tracking and self-contained classes for heterogeneous classes for all students.

The 21st century takes us into a new era in mathematics education. Changes in technology have made mathematics an alive and dynamic science in itself, as well as an integral part of our daily lives. In mathematics, students have access to classroom computers, a fully-equipped computer lab, lap-top carts and SMART Board technology. Now, more than ever before, educating students for life requires that we provide all students with a strong mathematical background. The mathematical instructional approach is based on the recognition of mathematical concepts in the everyday experiences of children.

The Locust Valley science curriculum is shaped by a vision of the lasting knowledge and skills that students should acquire by the time they become adults. This is based on the concept of a common core of learning from grades K-12 that addresses the particular needs and interests of the students within our District. Our Science Department has been making a concerted effort to provide for the District a program that is exciting, enriching and engaging for students. One of the most impressive additions has been our participation in national Toshiba Research competitions and the implementation of a Robotics program; both of which have produced winning teams from Bayville Elementary School.

Our students are also exposed to the DNA Learning Center at the world class Cold Spring Harbor Laboratories. Students are presented with a program that focuses on an introduction to DNA. They learn about cell development, genetic impact, DNA structure and recombination, and all are treated to a wonderful culminating lab experience at the DNA Learning Center.

Social Studies classes in Bayville Elementary School encourage students explore questions about people, events and ideas in the past and the present. How is the world we live in, connected to history? How are communities and peoples similar and different throughout the world? What are the roots of our country? How do the land and the climate affect the lives of people? What are our responsibilities to ourselves and to others? What is our place in the world? These are among the many essential questions students will examine through the K-5 social studies program.

The social studies program addresses the state standards. It is designed to provide understanding of historic, social, geographic, economic and political elements of mono and multicultural societies and is enhanced through teaching cognitive skills: to think logically, analytically, and reflectively. Skills development relates to gathering, classifying and presenting information. Students apply critical thinking skills in understanding perspective and differing points of view, as well as forming and validating hypotheses. Building on a series of concentric circles, beginning in kindergarten students learn about themselves, their families, communities both at home and around the world, their state, nation and, ultimately, the world. Ultimately this instruction helps students assume their role as responsible citizens,

and active contributors to our democracy. Throughout the program, the curriculum closely integrates technology applications, and, where appropriate, other academic disciplines. Students are exposed to a variety of leadership activities as well as community service opportunities. These opportunities help students gain a sense of community and see how their actions positively affect those people they live among.

The study of the arts is a vital part of a child's well-rounded education and a necessity in any well-structured, comprehensive educational program. It is the goal of our art teacher to create a learning environment and atmosphere where the creative spirit not only grows, but flourishes. Inherent to this goal is the awareness, development and implementation of the Arts to all students who desire it. Consequently, we strive to maintain a professional learning community that fully supports the Arts in an endeavor to give our students a well-rounded, diverse education, rich in all areas of learning. Bayville students take full advantage of the wonderful local museums that have exhibits that support our curriculum. They also visit local Universities, such as Hofstra, that put on wonderful plays for school-aged children.

Art instruction in Bayville Elementary School has been a chief resource for expanding students' experiences beyond their immediate surroundings. Instruction in the arts encourages students to take pleasure in performing and creating, regardless of their talent or previous experiences. Our art students learn about and utilize tools and resources, and learn to observe and appreciate fine art while applying critical standards to understand how the arts reflect and broaden the history and cultures of the world. Students also enter numerous contests, create displays and participate in performances.

The Music Department in Bayville Elementary School impacts every student in grades K-5 and opportunities are provided at every grade level to experience, perform and create music. Every musical opportunity that students encounter enables them to satisfy the need for a rewarding, educational experience in a positive social setting. In Bayville, each child has a weekly classroom music lesson, and fourth and fifth graders are encouraged to join the school's band, chorus or orchestra. These ensembles rehearse twice a week, before school. A pullout program provides instrumental music lessons for band and orchestra on a weekly basis.

One of the major goals of physical education is to prepare students to be active and healthy for a lifetime. Young people need to acquire the skills and self-confidence to participate in a wide variety of physical activities while in school and throughout the rest of their lives. Students must make a lifelong commitment to engage in some form of regular exercise. In order to instill within students a desire to be active and healthy, activities must be designed to focus on fitness and healthy lifestyles. At all levels, the program emphasis will include increased competency in a variety of physical activities, the development of personal and social behaviors, developing a comprehensive knowledge base of fitness concepts, designing fitness programs, and setting personal goals. In order to help students make the commitment to lifelong regular exercise, instruction is aligned with the New York State and National Learning Standards for P.E. Students in grades K-5 participate in P.E. classes three times a week. Each class is 40 minutes long for a total of 120 minutes per week. Bayville Elementary Students are exposed to many enriching activities through their physical education classes. We have a yearly "Hoe-Down" in which students learn to square dance and it culminates in a performance for the school and families. Students also participate in a week-long circus residency. The week begins with an assembly for all students. Each class then gets an opportunity to learn circus skills from the performers throughout the week as they attend their P.E. classes. The culminating activity is the 5th grade class putting on their own version of the circus for the school and their families. This is truly one of the highlights of the year for the students.

Health instruction focuses on a comprehensive school health education curriculum. This plan is an organized, sequential program for teaching students the information and skills they need to become health literate. For example, maintaining and improving health, preventing disease, and reducing health-related risk behaviors. Because health is essential to the quality of life, students will have the opportunity to learn the skills that will enhance the quality of life for years to come. Infused into the health instruction our

students receive is an anti-bullying program, called Second Step. Students are exposed to lessons that teach friendship skills, social skills and responsible bystander skills.

In Bayville, students also receive formal instruction from their teachers who address the core curriculum and the New York State standards. Students receive instruction in areas such as tobacco, alcohol, other drugs, AIDS, fire and arson prevention, skin care protection, and nutrition (food allergies) and its connection to obesity.

Bayville Elementary School also has evenings of communication between the child and a significant adult male/female in their life. This interactive program is available to all students in grade 5 and is coordinated by the school and facilitated by a professionally licensed social worker.

Information literacy, the ability to find, analyze, manage, present and share information as well as the ability to adapt rapidly to the changes brought about by the availability of information, is a critical skill for 21st century citizens. Students need to become skilled in the use of the range of technology resources they will encounter. These skills will not come from special computer classes or from drill and practice computer use, but through the full integration of technology in their education.

As 21st-century jobs become increasingly information based, workers need to:

- use multimedia tools to communicate and present ideas and concepts orally, in writing and online
- separate the important, relevant information from the vast mountain of information
- quickly learn specialized information in an ongoing fashion
- work effectively in physical and virtual groups

The district's philosophy of integrating technology into the instructional program reflects these issues. Our school is equipped with SMART Board technology, computer labs and mobile computer carts. The District maintains a professional web site that provides the entire school community with a wealth of information and well-deserved student accolades. A key component to District's web site is the use of e-Boards. Teachers create and maintain their own e-Board that is geared specifically to their classroom. A terrific example of the use of technology in Bayville is through our Toshiba Research Competition. Students work using technology to finalize their projects and it couldn't be done with an extensive amount of technology at their fingertips.

We believe that all students should learn or maintain at least one language in addition to English. Beginning in 3rd grade, we provide students with a well-articulated sequenced program in Spanish, French and Italian that develops increasing levels of proficiency at each level of instruction. Furthermore, we reflect and fine-tune the curriculum based on New York State and National Standards.

2. Reading/English:

Bayville Elementary teachers, K-5, teach with Reading Street Common Core. The elementary administrators, in conjunction with teachers and central office administrators chose to adopt the Reading Street Common Core program because each lesson focuses on Common Core State Standards.

Our English Language Arts philosophy proposes that:

- Literacy growth begins before children enter school, when children must be exposed to oral language and reading and writing experiences, upon which they continue to build.
- As active thinkers, students are responsible for and knowledgeable about their own learning.
- Reading, writing, listening and speaking are complex processes that students acquire as they engage in meaningful and authentic language use.

- Reading, writing, listening and speaking develop interactively and are mutually supportive.
- Regular and extensive reading and writing are essential in order for students to become proficient readers and writers.
- Broad content reading and learning increases knowledge about language and the world, which in turn extends comprehension and communication skills.
- Students should be able to use language clearly, strategically, critically and creatively.
- The Common Core Learning Standards should be integrated across all curricular areas.

We know that volume reading is a critical factor for expanding reading interests and developing reading proficiency. To encourage elementary students to continue to read throughout July and August, our popular Summer Readers program has been implemented for the fifth consecutive year. Students are reading and responding to books from recommended book lists. Our new kindergarten entrants and their families have been invited to participate using read-aloud selections.

When students demonstrate a need for support and are performing below grade level, we screen them for our supportive reading programs, System 44 and Read 180. System 44 is for our most challenged readers and focuses on improving phonics instruction. Students are taught by certified reading teachers on a daily basis, for 80 minutes a day. Students that do not need intense phonics instruction (System 44), yet are still below grade level in reading, are placed in Read 180. Read 180 is a comprehensive system of curriculum, instruction, assessment, and professional development that has a track record of proven positive results. Students in Read 180 also participate for 80 minutes a day, every day.

All students participate in benchmark assessments that are aligned with the State assessments. The students in System 44 and Read 180 take the same benchmark assessments that their peers take in the regular Reading Street program. We believe we have to assess all of the students using the same measure since all of them will take the same assessment in the spring. This also helps us determine which students are in need of differentiated support, enrichment and/or acceleration. This is just an additional layer in the ongoing process of teaching, assessing, adjusting and re-teaching all with mastery as the goal for all students.

3. Mathematics:

Bayville Elementary teachers, K-5, teach with en-Vision Mathematics Common Core. The elementary administrators, in conjunction with teachers and central office administrators chose to adopt the en-Vision Mathematics Common Core program because each lesson focuses on Common Core Learning Standards.

Beginning in kindergarten, the mathematics program focuses on the development of critical thinking and problem solving strategies. The use of various manipulatives enables children to enjoy a hands-on approach to learning. Computer software, such Fast Math and Fraction Nation, are being piloted to facilitate the acquisition of math basic skills. Students participate in small group activities where they learn to listen and consider the ideas of others in solving problems. Students continually communicate mathematical ideas and solutions and explain their reasoning.

When students demonstrate a need for support in mathematics, we identify the specific skill area that needs improvement, and provide the targeted support twice a week before school and during the school day. During the regular school day the teachers differentiate instruction to meet the needs of all of their students. Teaching assistants are also assigned to the grade level and are often utilized to work under the supervision of the classroom teacher to work on the targeted skills that have been identified as weak. I would also like to note that in keeping with the mastery model, teachers and teaching assistants not only provide support or struggling students, they routinely provide enrichment and/or acceleration opportunities for students that have demonstrated a need for extending the curriculum.

All students participate in benchmark assessments that are aligned with the State assessments.

4. Additional Curriculum Area:

Beginning in kindergarten the Social Studies program integrates content, concepts and skills for later learning and life in a democracy. Skills developed relate to gathering, using and presenting information, considering differing points of view and interpretations of events, participating in interpersonal and group relations, and personal management. Helping students become aware of self evolves into understanding of relationships with others, at home, in school, and the wider community. Students are exposed to leadership activities, and are encouraged to use creativity. Research projects are embedded into the curriculum as well as community service opportunities. One example would be the student council running food and clothing drives throughout the year to support local families in need. A second wonderful example is when our students and parents come together to buy and wrap holiday gifts for less-fortunate children in New York City. Students are consistently taught tolerance and respect for differences.

Throughout the elementary program, students are introduced to the use of authentic primary source documents (photos, editorial cartoons, charts and graphs, etc.) with the goal of acquiring the skills needed to construct meaning and understanding. By Grade 5 students develop a rudimentary sense of the geographic, economic, social and political underpinnings of societies, with an emphasis on the countries of the Western Hemisphere. Students are able to compose expository essays that become increasingly sophisticated.

We continue to emphasize the important "big ideas" that overarch the entire social studies curriculum. Teachers gear their social studies instruction to connect their individual lessons and units to these major understandings. They are:

- The world is a place that is organized and understandable.
- All people are similar. All people are different.
- Where we live affects how we live.
- Our past helps us to understand how we live today.
- How we live today will affect how others and we live in the future.

Kindergarten through grade 5 is a critical time to work with students, developing the knowledge and skills that are foundational to later learning. As students process specific information related to the various topics they learn in social studies, it is important for them to make those critical thinking connections to the big ideas. In this way, they begin to see "the entire forest instead of the individual trees" and develop conceptual thinking, a significant skill for success in social studies at the secondary level.

5. Instructional Methods:

Academic and demographic diversity increases in Bayville each year. In Bayville, we see an increasing number of students whose native language is other than English. We also see an increasing number of students with special education needs. It's not only these students who make teaching so challenging, complex and exciting, we also have students in those same classrooms that have highly advanced skills and understandings.

As educators we have learned that students learn in different ways at different paces. The teachers in Bayville know and understand that in order to be effective in their teaching practice they need to attend to all of the student differences within their classroom. They know it's challenging and they know they have to reflect and change constantly. What makes us so great is our ability to understand this and do the best we possibly can for our students.

In ELA and mathematics instruction, teachers and the whole class begin exploration of a topic or concept. This leads to students being engaged in further study using varied materials based on readiness and learning styles. Next, students and teacher come together and share information and pose questions. Students then start to work on varied assignments designed to help them make sense of key ideas. After this, the whole class reviews these key ideas and extends their study through sharing.

This style of instruction addresses how students learn best. We know that people learn best when they are able to make connections and meaning of what teachers seek to teach. Our teachers frame their lessons around this knowledge and ensure that learning goals for students are above their independent learning level. This goes back to the mastery model that we strive for in Bayville. We believe in spiraling curriculum, reinforcing and reteaching concepts and skills and allowing flexible groups according to skill and concept acquisition.

Bayville teachers understand that their advanced students also deserve help to develop their abilities. We believe that frustrating students by not scaffolding learning is just as inappropriate as forcibly retarding students who have mastered concepts and skills.

Information literacy, the ability to find, analyze, manage, present and share information as well as the ability to adapt rapidly to the changes brought about by the availability of information, is a critical skill for 21st century citizens. Students need to become skilled in the use of the range of technology resources they will encounter. These skills will not come from special computer classes or from drill and practice computer use, but through the full integration of technology in their education.

Our school's goal is to assist in maximizing student achievement by providing students technology tools to support authentic learning experiences by enabling them to find analyze, manage, present, share information and construct new knowledge. Every classroom, kindergarten through fifth grade, is equipped with three computer workstations connected to the district's network. CD-burners, DVD-burners, color scanners, digital still cameras, and digital video cameras are also available. The library is fully automated and provides students and teachers access to a wealth of electronic resources. Card catalogs and a circulation process are available electronically in the library as well as from every classroom within the school. The library also has multiple computer workstations that provide children access to the Internet for research purposes as well as to their own personal documents. We are currently phasing in mounted projectors to free up valuable space in the classroom and reduce the amount of wires that run across the floors. E-Beams are also being phased in. This technology is similar to that of a Smart Board, only less expensive. The E-bean helps to create an interactive learning experience for the students.

6. Professional Development:

In Bayville Elementary School professional development revolves around the concept of mastery for all students. We meet as a staff on a bi-monthly basis to reinforce the high expectations that we have for ourselves and our students. With the help of our K-12 curriculum leaders, we prepare teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.

Throughout the month and in-between monthly staff meetings, grade level colleagues meet weekly to plan together and share best practices. Teachers are given assessment data on a regular basis and use that data to inform their instruction. Among the grade level, teachers that have proven mastery results in certain skill areas share their expertise. This creates a wonderful opportunity for teachers to work together and share best practices all with the same goal in mind: mastery for all students.

Scheduling is an integral part of providing professional development. We have ensured that all teachers have a zero period before students arrive. That period is used for grade level meetings, staff meetings and/or professional development opportunities.

Mastery is the standard throughout the District, not just in Bayville Elementary School. This mind-set enables central office administration, building leaders and curriculum leaders to work cohesively, at high levels and quickly. We know that setting high expectations for students and providing every available and differentiated resource leads to academic excellence. Our administrative team speaks weekly and we deliver our "State of the Building" so we all know and understand what is happening in all of the buildings. Curriculum leaders are often found in the elementary buildings providing updates regarding State and national requirements as well as providing specific instructional support. The administrative team makes sure these meetings and discussions are articulated to all staff as well as coordinated in all of the elementary buildings. We are adamant that everyone receives the same information, the same message about high expectations and the same resources so we can all be successful. Simply put, we truly operate as we well-oiled machine.

7. School Leadership:

The leadership philosophy in Bayville Elementary School can be best described as leading from the center, supporting all staff and students, and providing everyone with opportunities for them to grow and improve. This philosophy requires less command and control and more learning and leading, less ordering and more coordinating. Creating these conditions has put the Bayville Elementary staff in more of a leadership role in what happens with our students. The result is more ownership and accountability, which has led to a strong desire to consistently, put forth our very best effort.

Our school leadership team starts with the principal and assistant principal. We lead from the center and empower our teachers to take ownership. We, as building administrators, have worked very hard to create a workplace that doesn't focus on rules and procedures, but rather on a shared vision in which staff members are included on the decision making process. Instead of the principals that dictate solutions, the principals are the ones to ask the questions and step back from being the central problem solvers.

Trust and credibility are another two key components to effective leadership in Bayville Elementary School. The building principals are consistent and even predictable. We model attitudes and behaviors that are expected and we admit our mistakes. We are professional and composed, even in the most stressful situations. These behaviors have helped us gain the confidence of the staff. Teachers know that we do, what we ask others to do, we mean what we say, and administrators follow-through and do what has been promised.

Our effectiveness as school leaders stems from the District's leadership team. The Superintendent's Cabinet consists of building principals, assistant principals and curriculum leaders. We all share the same vision and all follow the same plan. This is a major factor in our success as a District as we truly believe we can make positive changes and improve upon our excellence each year. We believe that operating as a team allows the Cabinet to address all of the responsibilities rather than leaving it to one individual to address all of the responsibilities.

The leadership from our Superintendent has enabled the administrative team to work smarter. It is commonplace for principals, curriculum leaders and the Superintendent to speak multiple times throughout the week to ensure that teachers have what they need in order for their students to be successful.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: NYS Grade 3 Math
Edition/Publication Year: 2008/2012 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
L3 + L4	93	99	85	100	99
Exceeds Proficiency Standard	24	48	41	58	44
Number of students tested	67	84	61	85	82
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					
L3 + L4	Masked	100	Masked	Masked	Masked
Exceeds Proficiency Standard	Masked	30	Masked	Masked	Masked
Number of students tested	6	10	8	6	7
2. African American Students					
L3 + L4			Masked		
Exceeds Proficiency Standard			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
L3 + L4	Masked	Masked		Masked	Masked
Exceeds Proficiency Standard	Masked	Masked		Masked	Masked
Number of students tested	7	8		7	7
4. Special Education Students					
L3 + L4	91	Masked	Masked	100	90
Exceeds Proficiency Standard	0	Masked	Masked	50	20
Number of students tested	11	9	7	12	10
5. English Language Learner Students					
L3 + L4	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	2	2	2
6. Female					
L3 + L4	92	97	83	100	100
Exceeds Proficiency Standard	21	36	35	57	47
Number of students tested	38	36	29	44	38

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 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 percentage 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 are now labeled Basic have learned less. Rather, the lower

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13NY6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYS ELA Test Grade 3

Edition/Publication Year: 2008/2012 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
L3 + L4	76	91	79	96	85
Exceeds Proficiency Standard	9	7	23	25	25
Number of students tested	68	82	61	85	81
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
L3 + L4	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	9	8	6	7
2. African American Students					
L3 + L4			Masked		
Exceeds Proficiency Standard			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
L3 + L4	Masked	Masked		Masked	Masked
Exceeds Proficiency Standard	Masked	Masked		Masked	Masked
Number of students tested	7	8		7	7
4. Special Education Students					
L3 + L4	64	Masked	Masked	92	30
Exceeds Proficiency Standard	0	Masked	Masked	0	10
Number of students tested	11	9	7	12	10
5. English Language Learner Students					
L3 + L4	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	2	2	2
6. Female					
L3 + L4	82	92	83	98	92
Exceeds Proficiency Standard	15	11	21	32	22
Number of students tested	39	36	29	44	37
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
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13NY6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: NYS Grade 4 Math

Edition/Publication Year: 2008/2012 Publisher: CTB Mcgraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
L3 + L4	99	93	89	99	97
Exceeds Proficiency Standard	53	60	43	47	44
Number of students tested	81	60	84	78	87
Percent of total students tested	100	100	100	99	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					
L3 + L4	100	Masked	Masked	Masked	Masked
Exceeds Proficiency Standard	46	Masked	Masked	Masked	Masked
Number of students tested	11	6	7	6	7
2. African American Students					
L3 + L4			Masked		
Exceeds Proficiency Standard			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
L3 + L4	Masked	Masked		Masked	Masked
Exceeds Proficiency Standard	Masked	Masked		Masked	Masked
Number of students tested	7	5		5	7
4. Special Education Students					
L3 + L4	91	Masked	67	90	100
Exceeds Proficiency Standard	27	Masked	8	30	10
Number of students tested	11	6	12	10	10
5. English Language Learner Students					
L3 + L4	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	1	3
6. Female					
L3 + L4	100	100	93	97	96
Exceeds Proficiency Standard	41	59	50	47	32
Number of students tested	34	27	42	36	47
NOTES:					
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13NY6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYS Grade 4 ELA

Edition/Publication Year: 2008/2012 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
L3 + L4	86	78	86	97	92
Exceeds Proficiency Standard	7	5	13	17	26
Number of students tested	81	60	84	78	86
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					
L3 + L4	73	Masked	Masked	Masked	Masked
Exceeds Proficiency Standard	0	Masked	Masked	Masked	Masked
Number of students tested	11	6	7	6	6
2. African American Students					
L3 + L4			Masked		
Exceeds Proficiency Standard			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
L3 + L4	Masked	Masked		Masked	Masked
Exceeds Proficiency Standard	Masked	Masked		Masked	Masked
Number of students tested	8	5		5	6
4. Special Education Students					
L3 + L4	46	Masked	42	80	70
Exceeds Proficiency Standard	0	Masked	0	0	0
Number of students tested	11	6	12	10	10
5. English Language Learner Students					
L3 + L4	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	1	3
6. Female					
L3 + L4	94	85	95	97	92
Exceeds Proficiency Standard	12	7	21	17	30
Number of students tested	33	27	42	36	47
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
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13NY6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: NYS Grade 5 Math

Edition/Publication Year: 2008/2012 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
L 3 + L4	93	96	90	99	94
Exceeds Proficiency Standard	59	49	37	64	29
Number of students tested	61	84	79	86	97
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					
L 3 + L4	Masked	Masked	80	Masked	Masked
Exceeds Proficiency Standard	Masked	Masked	20	Masked	Masked
Number of students tested	5	9	10	7	6
2. African American Students					
L 3 + L4					
Exceeds Proficiency Standard					
Number of students tested					
3. Hispanic or Latino Students					
L 3 + L4	Masked	100		Masked	Masked
Exceeds Proficiency Standard	Masked	50		Masked	Masked
Number of students tested	7	10		7	3
4. Special Education Students					
L 3 + L4	Masked	100	60	100	77
Exceeds Proficiency Standard	Masked	27	10	42	15
Number of students tested	7	14	10	12	13
5. English Language Learner Students					
L 3 + L4	Masked	Masked	Masked	Masked	
Exceeds Proficiency Standard	Masked	Masked	Masked	Masked	
Number of students tested	2	1	1	3	
6. Female					
L 3 + L4	100	98	92	98	89
Exceeds Proficiency Standard	57	55	34	60	26
Number of students tested	28	42	38	47	46
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 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 percentage 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 are now labeled Basic have learned less. Rather, the lower					

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

13NY6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYS ELA Grade 5

Edition/Publication Year: 2008/2012 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
L3 + L4	82	93	72	99	88
Exceeds Proficiency Standard	7	15	23	19	6
Number of students tested	61	84	79	85	98
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					
L3 + L4	Masked	Masked	60	Masked	Masked
Exceeds Proficiency Standard	Masked	Masked	10	Masked	Masked
Number of students tested	5	9	10	6	6
2. African American Students					
L3 + L4					
Exceeds Proficiency Standard					
Number of students tested					
3. Hispanic or Latino Students					
L3 + L4	Masked	100		Masked	Masked
Exceeds Proficiency Standard	Masked	10		Masked	Masked
Number of students tested	7	10		6	3
4. Special Education Students					
L3 + L4	Masked	79	30	100	39
Exceeds Proficiency Standard	Masked	0	0	0	0
Number of students tested	7	14	10	12	13
5. English Language Learner Students					
L3 + L4	Masked	Masked	Masked	Masked	Masked
Exceeds Proficiency Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	1	3	1
6. Female					
L3 + L4	89	95	87	100	87
Exceeds Proficiency Standard	11	19	29	15	4
Number of students tested	28	42	38	47	46
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 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 percentage 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 are now labeled Basic have learned less. Rather, the lower					

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