



## **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   3   Elementary schools (includes K-8)  
  0   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  4   Total schools in district
2. District per-pupil expenditure:  30795

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

3. Category that best describes the area where the school is located:  Suburban
4. Number of years the principal has been in her/his position at this school:   2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	35	13	48
3	25	24	49
4	22	22	44
5	30	27	57
6	36	21	57
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>255</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
1 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
93 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2011	256
(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: 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: 0%  
 Total number of students who qualify: 0

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: 11%  
 Total number of students served: 27

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</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>12</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>9</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>14</u>	<u>4</u>
Total number	<u>42</u>	<u>14</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.

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	97%	96%	96%	95%	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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West Side School enjoys a tradition that spans over 220 years and includes tales of George Washington riding on horseback along Long Island's North Shore and speaking to the community members working on our original school building. Three school buildings later, we are still tucked away in suburban Laurel Hollow, where our staff and parents collaborate to support 255 students in grades two through six. On the first day of school, the initial school bell rings echoing of past students. As a school that celebrates its history, it is not surprising that former principals, teachers, and even parents of former students often return to lend a helping hand.

West Side's mission is to foster students in becoming self-driven, life-long learners. Through collaboration, teamwork, and a positive culture, our staff provides students with a natural learning environment in which our learners grow both academically and socially as we prepare them to be citizens and leaders of the local and global community. Our children learn in student-centered classrooms and are immersed in literacy. Our approach is that true learning includes more speaking and acting by students and more listening and mentoring by teachers. All students are challenged at their own levels through differentiated instruction. Word walls support enriched vocabulary and spelling. Anchor charts, created with teacher guidance, encourage development in reading and writing. Students are guided through the writing process and enjoy sharing their work with peers during writing celebrations. Students also develop the skills necessary to write in content areas such as Math, Science and Social Studies. For example, during Social Studies, our students explore the world through a historian's lens using a variety of just-right and instructional nonfiction texts, and perform skits recreating historical scenes. It is our belief that the classroom should be an interactive environment where students are free to explore and take risks.

Our dedicated faculty works to provide a strong education that adheres to the New York State Common Core Learning Standards. Our teachers make time to work with students to support their individual needs and enrich students by challenging them to develop skills that will help them to be successful in the ever-changing world. Whether through the use of iPads, document cameras, SMARTBoards or other tools, students are encouraged to think critically, be creative, work cooperatively, and support their peers. All of this is possible because of a caring environment, where each child is respected and valued. Our Hall of Charters displays charters created by each class and serves as a reminder of the learning environment we all work together to maintain.

Beyond the classroom, West Siders have the opportunity to participate in morning band, jazz band and orchestra rehearsals, intramurals, and any number of other after school programs, including Homework Club, Lego Robotics, and All Sports. Another example, Friendship Club, is run by our school psychologist. Other activities benefit from community volunteers, such as the Little Shelter Reading Program and the Banking Project. All of these opportunities promote the growth process in students. In addition, the arts are fully supported at West Side. Artwork is displayed at various shows at our Public Library and our musicians perform at Board of Education meetings, during morning assembly, and in the school musical and talent show.

Our school also benefits from an involved Parent Teacher Group (PTG), which provides numerous student activities, such as ice skating in the Winter, a 5K in the Spring, and a year-end camp out. Additionally, a strong Cultural Arts Committee provides our students various curriculum-connected programs. Authors visit and speak about the publishing process; Lincoln Center artists conduct workshops with our students; and parents and teachers transform our school into Ellis Island, simulating for students the journey that immigrants made a century ago. None of this would be possible without the collaboration of our teachers, parents, and community members – a true family.

Our greatest strength is our emphasis on empowering our learners and allowing them to take ownership in the learning process. We believe that every student has a voice. Therefore, each student is invited to have lunch with the Principal to discuss ways to improve our school. Together, the administration, teachers, and students have discovered how to successfully drive the school. The School Improvement Team allows students the opportunity to shine in front of their peers and help lead the school in numerous ways. One extremely successful initiative is the H.E.R.O. Project, a community-service program in which sixth graders provide periodic concerts during the day for younger students, serve as bus assistants to support our young riders, read aloud to second and third graders, support our Recycling Campaign, produce public service announcements on our Social Emotional Learning curriculum in our newsroom, and create bulletin boards that highlight these endeavors.

West Side School is successful because our faculty, students, and parents believe in a student-driven environment. At West Side, we have created a culture in which we encourage our students to assume responsibility for their learning and to take an active role in assessing their own growth. Our teachers guide them in the educational process and this strong collaborative process allows students to achieve their academic and social goals.



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

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

A. West Side School administers New York State assessments in English Language Arts, Mathematics and Science. The State Education Department uses performance levels ranging from one to four to designate student performance on these tests.

Descriptors of each level have been provided by New York State Education Department. A Level 1 performance score is considered “Below Standard” and indicates the student does not demonstrate an understanding of the knowledge and skills expected at the grade level and subject area tested. A Level 2 performance score “Meets Basic Standard” and specifies that the student’s performance demonstrates a partial understanding of the knowledge and skills expected at the grade level and subject area tested. A student scoring at or above the new Basic standard (Level 2) is considered on track to pass the English or math Regents exam required for high school graduation. The first proficiency level is Level 3. A Level 3 performance score “Meets Proficiency Standard” and indicates that student performance demonstrates an understanding of the knowledge and skills expected at the grade level and subject area tested. A Level 4 performance score “Exceeds Proficiency Standard” and specifies that the student demonstrates a thorough understanding of the knowledge and skills expected at the grade level and subject area tested. Students scoring at or above the new Proficiency standard (Level 3) on the state tests are considered to be meeting the Proficiency standard and are on track to earn a college-ready score on the English or math Regents Examination.

New York State assessments and their resultant performance levels are closely aligned to the Common Core Learning Standards adopted by New York State. West Side School adheres to these standards and abides by the expectation that students strive towards achieving them.

B. Observable performance trends were derived from data tables yielding the percent of West Side students achieving Levels 3 & 4 on the English Language Arts and Mathematics assessments over the past five year period.

On the ELA assessments, the general trend showed the highest percentage of students achieving Levels 3 & 4 occurred during the first two years of this time frame. In 2007-08, 88% of students were achieving or exceeding proficiency. This was followed by an increase to 92% in 2008-2009. A decline was noted in the 2009-10, where 76% of students scored at Levels 3 & 4. The determining factor leading to this drop was the decision made by New York State Education Department to use college-readiness as the state’s Proficiency standard. As a result of raising the bar for what is meant to be proficient, fewer students met or exceeded the Proficiency standards in 2009-10. This decline continued through 2010-11, where 74% of students met or exceeded proficiency. In 2011-12, an increase of 7% was noted, with 81% of students performing at Levels 3 & 4. Through greater focus on instructional rigor and purpose, West Side School positively responded to the raising of academic expectations for our students.

Overall trends observed on the Mathematics assessments were similar to those of the ELA. The highest proficiency scores occurred during 2007-08 (96%) and 2008-09 (97.25%). A two year dip was experienced in 2009-10 (84%) and 2010-11 (81%). The reason for this decline is once again attributed to the redefining of the Proficiency standard by New York State Education Department. As with the ELA, an increase in proficiency scores occurred in 2011-12, with 87% of students achieving at Levels 3 & 4. A consistent and concerted effort to adhere to increased performance expectations, coupled with collaborative reflection on instructional practices can be attributed to this upward trend in student achievement.

The percent of all students performing at Levels 3 & 4 were compared to those of specific subgroups for the 2011-12 school year. A discrepancy was noted within the disabled subgroup on both the ELA and Mathematics assessments. This subgroup performed significantly lower when compared to all students tested in this category. To close the achievement gap, a school wide effort has been initiated to support students with diverse learning needs. Our Instructional Support Team has provided a venue for early identification of students requiring support. Professional development opportunities have focused on differentiation, progress monitoring and small group instruction. Schedules have been revised to safeguard core instructional time and provide cohesive experiences for students receiving pull-out services. Learning time has been extended through opportunities to participate in after school and summer programs, such as the Homework Club and Summer Reading Book Club. Engaging families in their children's education has also been an integral part of this improvement process.

Another subgroup discrepancy was noted in the performance of male students scoring at Levels 3 & 4 on the 2012 ELA in grades five and six. Male students scored 11 and 14 percentage points lower respectively, than when compared to all students tested in this category. In response to this data, focus has been placed on building engaging reading environments for boys. Classroom and school libraries have been surveyed to ensure a varied mix of reading materials that are mindful of boys reading preferences. Instructionally, boys have been encouraged to read and write about topics that hold strong interest for them. As a result of these efforts, the creation of a culture of literacy that encompasses all students has become a West Side School focal point.

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

A. The analysis of assessment data to enhance student and school performance is fundamental to the teaching and learning at West Side School. The use of both formative and summative assessments provides multiple measures of student growth and achievement. In September, teachers are provided with access to data reports based upon their students' performance on the state assessments of the previous year. Faculty and grade level meetings provide opportunities to review findings and discuss implications for student groupings and instruction. The Degrees of Reading Power (DRP) assessment is administered to ascertain a holistic, criterion-referenced measure of how well students understand the meaning of text. It is used as a screening for students who may need monitoring, and provides a comparative assessment for other reading measures. The Fountas and Pinnell Benchmarks are administered three times a year to obtain information regarding students' reading profiles. Student F&P folders are passed on to teachers each year so they can track student past performance and monitor current progress. The determination of a student's F&P level offers teachers a basis for the formation of guided reading groups, and provides direction when selecting instructional materials and making independent reading book recommendations. In December and February district benchmarks are administered and teachers are supplied with an item analysis of the results. Grade levels are afforded time to analyze the data provided. On last year's ELA benchmark, teachers focused not only on which questions the students answered incorrectly, but on which answers the students most often chose when errors were made. Collegial discussions centered around the question, "What were the students thinking?" Results of this inquiry led to greater insight into the importance of emphasizing close reading of questions, as well as text.

Additional evidence of West Side School's systematic use of assessment data to facilitate student learning is demonstrated in our use of Response to Intervention (RtI) for students who are at risk of not achieving the New York State Common Core Learning Standards. Our Instructional Support Team (IST) is designed to assist in the implementation of this process. Inherent in this approach is the analysis of a variety of assessments used for screening, diagnostic, and progress monitoring purposes. The IST works as a team to consider the data presented so that appropriate recommendations can be made.

An essential component of providing support services to students who struggle is the close monitoring of their progress when new interventions are provided. One progress monitoring tool used is the STAR Reading and Math computer based assessment. It is administered to all students receiving support

services. Their progress is graphed and discussed at IST and department meetings and at Committee on Special Education (CSE) reviews. Teachers who provide support services have attended professional development workshops and webinars and are exposed to a variety of ways in which data can be collected, displayed and interpreted.

B. At West Side School, providing timely, accurate, and ongoing feedback on academic achievement is an integral part of the instructional dialogue between students, parents and community members. Students are given feedback on their academic performance throughout their school day. It may come in the form of a grade, a comment, or even a nonverbal smile or nod. Within our classrooms, students are made to be part of the evaluative process through self and peer assessments. Students and teachers work together to create specific, attainable goals, based upon their current levels of academic achievement.

Home-school partnerships involving student academic performance are maintained through ongoing communication. Parent-teacher conferences, both formal and informal, are held on a regular basis throughout the year. Report cards, along with progress reports for those students receiving support services, are sent home quarterly. Some of our teachers have chosen to utilize a “teacher-parent communicator folder”, which contains graded assignments, quizzes and tests. It is regularly sent home, with the intention of helping parents monitor their child’s progress. With regard to state assessments, parents receive a “parent report” with their child’s test results. Opportunities are made available to parents to discuss these scores in greater detail with various members of the faculty. Presentations are given at our Parent-Teacher Group (PTG) meetings on the current changes in the state assessments and insight is offered into the interpretation of test results. On a more informal basis, parents continue to be invited into classrooms to view their child’s accomplishments firsthand. They listen to their oral presentations and celebrate their achievements as readers, writers and mathematicians.

West Side School reaches out to inform community members of students’ academic achievement. Information regarding school-wide performance on New York State assessments can be easily located on our district website. At school board meetings, the community is invited to share in honoring the academic accomplishments of our students. Our district newsletter highlights these achievements as well.

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

While the District provides a tremendous amount of professional development from outside universities and organizations, it also believes in the importance of establishing time for the teachers at West Side School to collaborate with colleagues at the primary school, the other elementary school, and the junior/senior high school. This time allows for the sharing of best practices and assists teachers in providing a seamless transition for students as they move on to new grade levels.

The teachers in our school have been sharing the strategies in their classrooms that have been met with success as our staff transitions to meet the demands of the New York State Common Core Learning Standards. For example, our math teachers have received release time and utilized faculty meeting time to discuss the most effective ways to address the change in scope and sequence in this area. Teachers have been able to support their colleagues and help them meet success as they provide new and exciting ways to use the SMARTBoard, manipulatives, and other online resources.

Our teachers have also begun utilizing peer visitations as a way to grow as the doors to our classrooms are open for colleagues to observe each other as another way to learn. Teachers are encouraged to invite colleagues to observe a lesson that has been successful or seek out colleagues who might be able to demonstrate a lesson the visiting teacher could learn from. Of course, the program is designed for both parties to grow. While it might seem customary for a third grade teacher to visit another third grade teacher, the idea of incorporating peer visitation into the culture of West Side has allowed for some truly diverse conversations as foreign language teachers have opened their doors to physical education teachers and fifth grade teachers welcomed art teachers. This strategy has increased the communication among

teachers and has allowed for a more hands-on approach in the sharing of successful strategies in the classroom.

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

West Side School is deeply committed to fostering and maintaining close working relationships with students and families in the Cold Spring Harbor community. We recognize that students who are engaged in school are committed to their success. The West Side School History Committee is an example of a school-related activity which connects the learner, his/her family, and our school.

West Side School is fortunate to possess many school artifacts and documents, some dating back to 1790. These historic items have enabled us to understand the development of our school community over time.

The mission of our West Side School History Committee is to research, catalog, and present these treasured items so that West Side students, families, and staff members past and present could learn about the school's colorful history.

The committee is comprised of volunteers with diverse backgrounds and knowledge of West Side School history. Digital copies of all school artifacts are carefully cataloged and used to create the beautiful history collages and 3-D exhibits that are permanently displayed throughout our school.

With these permanent and tangible displays (airplane propeller, 1790 desktop, 1800's school bell) throughout the school, students are constantly reminded of their shared and rich heritage. In addition, these artifacts are used as a part of classroom instruction and activities. For example, students lead building tours to visitors and prospective families each year. In addition, students in 5<sup>th</sup> and 6<sup>th</sup> grades use the historical artifacts as a basis for further research study. Ongoing student work products become future artifacts for West Side. In this way, we continue to acknowledge our changing and growing school history. Each September students ring the 1800's West Side School bell to commemorate the beginning of a new school year.

The culmination of our community-wide outreach each year is our annual "Earthday-Birthday" celebration, held on April 23<sup>rd</sup>, when the school officially recognizes its historic "founding" by George Washington in 1790. While we have historically-oriented assemblies throughout the year, on Earthday-Birthday, we invite honored guests to participate in our celebration festivities, which include music, art, demonstrations, storytelling, performance, and an annual tree-planting in our arboretum. This is a collaborative event among students, student council, faculty and staff, retired employees, district leaders, and our Parent-Teacher Group leaders as well. This is one of the most important calendar days of the school year.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

### Reading:

Instruction is individualized to reach all learners. We focus on building stamina, activating prior knowledge, and reading closely, critically examining text. Anecdotal notes taken by teachers, daily conferencing, and analyzing data help to inform their instruction. Expansive classroom libraries are aligned to help facilitate readers' self-agency. In addition, the new Common Core Learning Standards have invigorated our focus on nonfiction reading instruction.

### Math:

Pearson's Envisions program has been adopted by our District. Our focus emphasizes students gaining a strong foundation in order to sharpen their mathematical competency. Utilizing the SmartBoard and other interactive tools enables teachers to facilitate greater student-led discussion regarding the different ways to frame problems. Students are encouraged to model their thinking in order to validate their unique solutions. Each unit is embedded with mathematical vocabulary and small group activities underscore the importance of hands-on experiences showing the relevance of mathematical concepts in real time.

### Social Studies:

Students conduct research and engage in project-based inquiry. All units of study highlight the speaking and listening components of the ELA as our students experience their first public speaking venues.

Highlighted units which are supported by our special area teachers include: the local community in grade two, continents in grade three, the history of New York in grade four, U.S. History in grade five, and Ancient Civilizations in grade six. Within these units students peruse topics of interest. Students travel to the Cold Spring Harbor Whaling Museum, downtown Philadelphia, the Cloisters Museum at the MET, and the Vanderbilt Planetarium. The "Symbols of America" program highlights second graders' music, writing and biography units in American history. Our Colonial Festival joins artisans, historians, and students in a community barn-raising. Historical concepts are brought to life through reenactments, simulations, and the reading of historical fiction.

### Science:

Students experience a wide variety of hands-on opportunities in science. The lens through which all units are developed is one of inquiry, curiosity, and student-led investigation. Our annual Science Fair supports the investigative scientific process and harnesses students' curiosity about the natural world. Our science lab gives the opportunity for students to engage in weekly experiments. All of these activities are designed to foster a passion for the scientific process.

### Visual and Performing Arts:

The visual and performing arts are essential for enhancing our students' creative capacities. Our art program focuses on the development of skills in the fine arts including painting, water coloring, sculpting, ceramics, mask making, and collage. Instruction is highly differentiated according to ability. Artwork is included in every disciplinary project and highlighted at school assemblies, festivals, concerts, and the annual art show. While general music begins in second grade, our instrumental music program begins in third grade. Fifth and sixth graders regularly perform at morning assembly, in our talent show and school

musical, at concerts, and in preparation for NYSSMA and All-County. The Lincoln Center Institute partnership further promotes classroom workshops in the arts.

PE, Nutrition, and Health:

The Great Body Shop program focuses on wellness, prevention, and the human body. Our Social Emotional Learning program takes a proactive approach to bullying. During Genuine Acts of Kindness Month students earn marbles for kind acts. The organic garden supports our Health program. During Tomato Sauce Day all students enjoy a tasty treat from the garden. The Physical Education department values the positive aspects of teamwork and full student participation. Learning is highly differentiated in each module of study. Rotating units include leadership, team building, and self-awareness. Our Physical Education department also invites parents to our annual Turkey Trot and to Field Day, which our student leaders facilitate.

Technology:

Technology is infused into all interdisciplinary projects. Each classroom is fully equipped with SmartBoards and document cameras. Accessibility to laptop and iPad carts allows for twenty-first century interactivity. Our computer lab allows a community forum for ongoing projects and presentations. It is accessible to all students throughout the school day. The student Newsroom broadcasts information in real-time using our iPTV system. The teacher website encourages communication between learners and their teachers and provides off-campus learning. Students work collaboratively to create podcasts based on field visits, utilize apps, and make photo storyboards. Technology is also used to Skype with students around globe.

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

West Side School strives to utilize a balanced literacy approach as our method of instruction. This framework, specifically the reading curriculum, implemented through reader's workshop, is designed to help all students learn to read, write, speak and listen effectively. We strive to utilize this program because we sought an approach to reading instruction that would help improve all aspects of reading. Our methodology has been guided by Fountas and Pinnell as well as Columbia's Teachers College Reading and Writing Project.

Using a reading workshop model allows educators to teach students critical foundational reading skills. Reading workshop is a laboratory in which students engage in whole group mini-lessons, guided reading groups, and independent reading time. During reading workshop, students work together as they think, talk, read and write about various topics. Students participate in book talks, share their thinking, ask questions and make inferences.

During whole group mini-lessons, educators introduce foundational skills by method of interactive read-aloud or shared reading. Strategies are modeled and students learn to monitor meaning and fluency to support comprehension. Teachers have opportunities to enhance and expand students' ability to process text during guided reading. Students are assessed using the Fountas and Pinnell Benchmark System and placed on a letter level. Students are flexibly grouped by these levels so that the lesson is differentiated and meets the needs of those learners. During guided reading time, educators address students who may be below/above grade level by focusing on skills at their level.

As students progress through West Side School, there is a gradual release of responsibility which allows students to explore different literary devices within a whole-class environment, as well as an independent reading time. Students are challenged to read a range of texts that are increasingly difficult. Educators guide students to use details in a story to support opinions, determine theme and analyze characters' challenges.

Reading workshop within a balanced literacy approach at West Side School is a comprehensive way of addressing the needs of our learners. Our goal is to foster students' understanding of a wide range of texts and disciplines. Differentiating teaching of foundational and comprehension skills is done by scaffolding through higher level thinking skills during class discussions, written work and small group and one to one instruction. Additional programs that support teaching practices are the Leveled Literacy Intervention Program, Words Their Way, and Foundations/Wilson.

### **3. Mathematics:**

Utilizing Pearson's Envisions Math program, the mathematics curriculum at West Side School was chosen because it is closely aligned to the New York State Common Core Learning Standards. Its focus emphasizes mathematical knowledge, skills and content that spans across grade levels with increased complexity, focus and rigor. Fluency, flexibility of thought and quantitative reasoning are applied throughout the teaching modules.

Our classrooms are filled with problem-based interactive learning activities that facilitate mathematical thinking to develop a deeper level of conceptual understanding. Students interact with teachers and other students to achieve such explicitly taught objectives as to discover patterns used to multiply by 10 and 100, or simply to compare several different units of time. New knowledge is connected to prior learning. Students are asked to work on a problem and share their thinking before receiving teacher guidance. Additional problems are provided for students to do independently. This problem-based instruction enhances student learning by actively engaging students in the process.

Sequential visual learning techniques are implemented to help students access math skills and concepts by "seeing" ideas developed in visual displays. Step by step visuals show students how to "unpack" a problem. Visual learning animations engage students, while modeling mathematical procedures and processes. Online resources, such as videos and games, directly connect to lessons taught. Students avail themselves of these resources from school or home, thereby reinforcing the home-school connection.

Foundational mathematics skills are taught with a strong focus on conceptual understanding, computational fluency and problem-solving skills. When deep understanding of math concepts occurs, students can determine when and how to use specific math skills. This enables students to transfer what they learn and solve real-world problems. For example, our second grade students employ addition and subtraction skills through the creation of a general store in their classroom. Here, foundational skills are consolidated through the use of everyday "monetary transactions".

Differentiation is achieved through the creation of multisensory lessons that appeal to a wide range of learning styles. Homework is leveled for reteaching, practice and enrichment. Digital resources and center activities tap into individual needs and preferences. Assessments, both formative and summative, are ongoing. The obtained data provides a baseline from which specific needs are targeted. Math AIS instructors and special education teachers provide push-in and/or pull-out services to address needs of struggling math students. Enrichment is provided through the use of lesson "extensions" and project-based learning activities.

Through the ongoing collaboration and support of our colleagues, the West Side mathematics curriculum strives to remain responsive to increasing curricular demands and student needs.

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

The West Side Elementary Science Program provides our children a student-centered, problem-solving approach with an opportunity to develop contemporary skills in science education that are consistent with state and national science academic standards. We promote student understanding of scientific concepts relevant to the individual and to society, and foster an appreciation of scientific inquiry.

The elementary core units, each developmentally and sequentially appropriate for students at their particular grade level, are infused with reading, writing, math, and applied technology learning experiences. Our interdisciplinary, hands-on based approach to learning science includes inquiry-oriented experiences for all students. To produce meaningful learning, instruction is based on what students already know and understand. Students are frequently rotated into different learning groups, based on their interests, abilities, learning styles, and motivations. Students are encouraged to take an active role in their own learning and express what they have learned through different products, such as multimedia presentations, posters, reports, and lab performances. Furthermore, they are encouraged to participate in meaningful discussions with their peers throughout the process. This differentiated routine assessment is transformed into a valuable feedback system.

The science program emphasizes that science is a bigger world than just the classroom. West Side School works collaboratively with the world renowned Cold Spring Harbor DNA Learning Center throughout the school year. This ongoing relationship gives our students opportunities to participate in hands-on experiments with DNA and learn the principles of genetics and disease risk.

West Side School is also proud to provide an outside laboratory with a labeled arboretum on our grounds. With over 80 specimen trees that are not native to this region, we can truly enhance our studies of botany. In addition, the large pond in front of the school is observed during the study of animal life cycles. Even parents often visit as guest speakers to demonstrate how their career experiences and hobbies relate to our science curriculum.

## **5. Instructional Methods:**

When working with students of varying needs and abilities differentiated instruction plays a tremendous role in each classroom to allow for success. Beginning with assessment and continuing through planning and instruction teachers are consistently implementing methods and curriculum to individualize instruction.

Through classroom discourse, teachers use scaffolding to encourage the development of critical thinking, problem solving and performance skills. This allows teachers to challenge and support their individual students. Across content areas classroom activities and assignments promote differentiation. For example, the literacy curriculum (The Reading and Writing Project, Teachers College) incorporates whole class, small group and individual instruction. The class is taught a strategy and then based on ability the teachers will pull a small group of students to extend upon the lesson or to provide additional instructional. Teachers also conference with students individually each day to assess their literacy skills while providing explicit strategies and instruction to work on in their reading and writing. In addition, when using the math curriculum, Envisions, teachers introduce a concept or skill to the whole class. During the lesson, teachers have students practice what they have been taught. This allows the teachers to assess the students' understanding of the skills they are learning while fostering opportunities for small group instruction and enrichment activities.

Another way our school differentiates instruction is through modifications. Instruction and curriculum are modified based on the individual needs and abilities of each student. Utilizing the strengths and learning styles of students allows us to supplement and differentiate instruction. Formal and informal assessments are used to identify the student's zone of proximal development allowing our teachers to modify within the thematic content of the classroom. In addition, visual aids, manipulatives, graphic organizers, task analysis, and technology (i.e. iPad, Fusion Writer, SMARTBoard) are used to support and facilitate necessary modifications. Instructional materials are abridged in order to meet a student's stamina and experience academic success.

## **6. Professional Development:**



Professional Development at West Side is based on the goals of our district and has allowed teachers to feel more confident in teaching practices. It has also created an atmosphere of collegiality and professionalism. Teachers are strongly encouraged to observe one another and to share progressive ideas. Throughout the year, trainers provide support to teachers in different areas of the curriculum. The focus for the past three years has largely been in math, reading and writing, and social-emotional learning.

Recognizing a need for higher-level thinking skills based on the long-term goals of college and career readiness for all students, West Side teachers have built a strong relationship with Columbia University's Teachers College Reading and Writing Project. Tied to the New York State Common Core Learning Standards, Writer's Workshop offers children the opportunity to hone their writing skills, while working with mentor texts, through a process of collecting, drafting, revising, editing and publishing. An important philosophy is to create clear writing goals and expectations through the use of a continua and rubric for each new unit. Teachers in grades two through six have met with consultants to review the continua and to practice giving critical feedback to enhance student's writing growth in both narrative and expository texts. Consultants also demonstrate lessons and writing conferences.

Our staff has also worked with math consultants during the school year and over the summer months to become more familiar with the New York State Common Core Learning Standards in math and to align our curriculum. Working with Pearson's Envisions program, our professional development assisted us in gaining a clearer understanding of domains, clusters and standards. We are also developing a sequence which will increase student proficiency. Meeting with our consultants and colleagues on an ongoing basis has provided teachers with the skills necessary to support our students.

Among the schools that report an increase in academic success, improved relationships between teachers and students and a decrease in problem behaviors, there is a systematic process for building emotional skills. West Side School has implemented the RULER Approach over the last three years in order to take a proactive approach to supporting our students' social and emotional growth. Recognition, Understanding, Labeling, Expression and Regulation are the five components of the RULER approach. The RULER Approach is an outgrowth of decades of research on emotional intelligence conducted by the Health, Emotion, and Behavior Laboratory at Yale University. This research has proven that emotional skills are integral to personal, social, and academic success. Over the past three years teachers have received training in the five phases of the program from our turnkey trainers.

## **7. School Leadership:**

As the instructional leader, the Principal works closely with the staff to promote a culture of leadership within the building. Our school's leadership philosophy is one in which all members of the faculty are encouraged to take a leadership role. We believe that a team approach is the most effective and satisfying way to support the academic and social growth of children as well as maintain a supportive learning environment for our faculty members. This is demonstrated by a math teacher holding collegial circles with her colleagues to promote math dialogue between grade levels and a special education teacher facilitating our Bus Safety Program simply because she believes in its value.

Educating children is a collective effort. Therefore our Instructional Support Team meets weekly to discuss specific students and how to best serve their needs. With a strong sense of unity, this diverse group of instructional staff collaborates to ensure the success of our learners. The meetings are led by our Director of Special Education who guides the team as they review data, maintain an open dialogue about our learners, brainstorm ways to help them achieve success, and support the RtI process.

Our school psychologist is a leader among her peers. She consistently works with the staff to support the social growth of our learners by customizing lessons for different grade levels and individual classrooms depending upon their specific needs. She also takes an active role with the parents providing talks at Parent-Teacher Group meetings and serves as one of our turnkey trainers for the Social Emotional Learning curriculum.

West Side's Director of Academic Intervention Services acts as a liaison between our school and the other elementary school in the district and keeps a pulse on the needs of the teachers. With a strong background in reading and special education, her contributions to our faculty meetings are invaluable. In addition she acts as testing coordinator for our school and assists teachers in examining data from our various benchmark assessments in ELA and Math.

Our Principal's role is one of mentor, instructional leader, and teammate. He supports the staff and community by attending all events and maintaining an open-door policy. His goal of visiting each classroom every day sends the message that he is fully committed to student achievement. As the instructional leader, the Principal also actively engages in all professional development opportunities. In addition, he formally meets with teachers to discuss opportunities for growth as well as the development of the students. He also works closely with the PTG President and her committees to support the connection between the home and school. The Principal's commitment to student achievement supports the school's mission of creating life-long learners who are self-driven.



pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets." Additional information can be found in the news release materials at: [http://www.oms.nysed.gov/press/Grade3-8\\_Results07282010.html](http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html) and [http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

13NY17

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: New York State Testing Program English Language Arts Test

Edition/Publication Year:  
2012/2011/2010/2009/2008

Publisher: Pearson/CTB-McGraw Hill/CTB-McGraw Hill/CTB-McGraw Hill/CTB-McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3 and 4	80	66	69	96	80
Level 4	11	5	28	15	18
Number of students tested	44	61	58	52	62
Percent of total students tested	98	100	100	98	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>					
Level 3 and 4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Level 3 and 4	100	0	0	0	100
Level 4	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3 and 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	1	1	1
<b>4. Special Education Students</b>					
Level 3 and 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	7	5	7
<b>5. English Language Learner Students</b>					
Level 3 and 4	Masked	Masked	0	0	Masked
Level 4	Masked	Masked	0	0	Masked
Number of students tested	1	1			1
<b>6. Academic Intervention Services (AIS)</b>					
Level 3 and 4	Masked	18	Masked	90	55
Level 4	Masked	0	Masked	10	0
Number of students tested	3	11	7	10	11
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency					

standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets." Additional information can be found in the news release materials at: [http://www.oms.nysed.gov/press/Grade3-8\\_Results07282010.html](http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html) and [http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: New York State Testing Program  
Mathematics test

Edition/Publication Year:  
2012/2011/2010/2009/2008

Publisher: Pearson/CTB-McGraw Hill/CTB-McGraw  
Hill/CTB-McGraw Hill/CTB-McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3 and 4	86	78	87	97	100
Level 4	50	47	34	40	59
Number of students tested	56	59	53	63	44
Percent of total students tested	98	100	98	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>					
Level 3 and 4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Level 3 and 4	0	Masked	Masked	Masked	0
Level 4	0	Masked	Masked	Masked	0
Number of students tested		2	1	1	
<b>3. Hispanic or Latino Students</b>					
Level 3 and 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	1	1	1
<b>4. Special Education Students</b>					
Level 3 and 4	Masked	Masked	Masked	82	Masked
Level 4	Masked	Masked	Masked	0	Masked
Number of students tested	4	8	4	11	3
<b>5. English Language Learner Students</b>					
Level 3 and 4	0	0	Masked	Masked	0
Level 4	0	0	Masked	Masked	0
Number of students tested			1	1	
<b>6. Academic Intervention Services (AIS)</b>					
Level 3 and 4	64	Masked	Masked	Masked	Masked
Level 4	7	Masked	Masked	Masked	Masked
Number of students tested	14	4	4	9	3

**NOTES:**

Masked indicates data were not made public because fewer than 10 students were tested.

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency

standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets." Additional information can be found in the news release materials at: [http://www.oms.nysed.gov/press/Grade3-8\\_Results07282010.html](http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html) and [http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: New York State Testing Program English language Arts Test

Edition/Publication Year:  
2012/2011/2010/2009/2008

Publisher: Pearson/CTB-McGraw Hill/CTB-McGraw Hill/CTB-McGraw Hill/CTB-McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3 and 4	91	73	80	81	95
Level 4	5	0	11	13	9
Number of students tested	56	59	54	63	44
Percent of total students tested	98	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>					
Level 3 and 4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Level 3 and 4	0	Masked	Masked	Masked	0
Level 4	0	Masked	Masked	Masked	0
Number of students tested		2	1	1	
<b>3. Hispanic or Latino Students</b>					
Level 3 and 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	1	1	1
<b>4. Special Education Students</b>					
Level 3 and 4	Masked	Masked	Masked	18	Masked
Level 4	Masked	Masked	Masked	0	Masked
Number of students tested	4	8	5	11	3
<b>5. English Language Learner Students</b>					
Level 3 and 4	0	0	Masked	Masked	0
Level 4	0	0	Masked	Masked	0
Number of students tested			1	1	
<b>6. Academic Intervention Services (AIS)</b>					
Level 3 and 4	82	Masked	Masked	37	Masked
Level 4	0	Masked	Masked	0	Masked
Number of students tested	17	9	8	19	5

**NOTES:**

Masked indicates data were not made public because fewer than 10 students were tested.

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency

standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets." Additional information can be found in the news release materials at: [http://www.oms.nysed.gov/press/Grade3-8\\_Results07282010.html](http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html) and [http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: New York State Testing Program  
Mathematics Test

Edition/Publication Year:  
2012/2011/2010/2009/2008

Publisher: Pearson/CTB-McGraw Hill/CTB-McGraw  
Hill/CTB-McGraw Hill/CTB-McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3 and 4	81	93	83	98	95
Level 4	58	50	28	62	42
Number of students tested	57	54	64	47	59
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 and 4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Level 3 and 4	Masked	Masked	Masked	0	Masked
Level 4	Masked	Masked	Masked	0	Masked
Number of students tested	2	1	1		1
<b>3. Hispanic or Latino Students</b>					
Level 3 and 4	Masked	Masked	0	Masked	0
Level 4	Masked	Masked	0	Masked	0
Number of students tested	1	2		1	
<b>4. Special Education Students</b>					
Level 3 and 4	0	Masked	27	Masked	Masked
Level 4	0	Masked	0	Masked	Masked
Number of students tested	10	5	11	3	5
<b>5. English Language Learner Students</b>					
Level 3 and 4	0	Masked	0	0	Masked
Level 4	0	Masked	0	0	Masked
Number of students tested		1			1
<b>6. Academic Intervention Services (AIS)</b>					
Level 3 and 4	Masked	Masked	30	Masked	Masked
Level 4	Masked	Masked	0	Masked	Masked
Number of students tested	4	5	10	5	5

**NOTES:**

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13NY17

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: New York State testing Program English Language Arts Test

Edition/Publication Year:  
2012/2011/2010/2009/2008

Publisher: Pearson/CTB-McGraw Hill/CTB-McGraw Hill/CTB-McGraw Hill/CTB-McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3 and 4	72	85	73	98	86
Level 4	7	6	16	36	12
Number of students tested	57	54	64	47	59
Percent of total students tested	100	98	100	100	98
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 and 4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Level 3 and 4	Masked	Masked	Masked	0	Masked
Level 4	Masked	Masked	Masked	0	Masked
Number of students tested	2	1	1		1
<b>3. Hispanic or Latino Students</b>					
Level 3 and 4	Masked	Masked	0	Masked	0
Level 4	Masked	Masked	0	Masked	0
Number of students tested	1	2		1	
<b>4. Special Education Students</b>					
Level 3 and 4	10	Masked	9	Masked	Masked
Level 4	0	Masked	0	Masked	Masked
Number of students tested	10	5	11	3	5
<b>5. English Language Learner Students</b>					
Level 3 and 4	0	Masked	0	0	Masked
Level 4	0	Masked	0	0	Masked
Number of students tested		1			1
<b>6. Academic Intervention Services (AIS)</b>					
Level 3 and 4	Masked	Masked	28	Masked	46
Level 4	Masked	Masked	0	Masked	0
Number of students tested	8	7	18	6	13

**NOTES:**

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13NY17

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: New York State Testing Program  
Mathematics Test

Edition/Publication Year:  
2012/2011/2010/2009/2008

Publisher: Pearson/CTB-McGraw Hill/CTB-McGraw  
Hill/CTB-McGraw Hill/CTB-McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3 and 4	88	81	85	98	92
Level 4	66	32	56	42	37
Number of students tested	50	63	48	57	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 and 4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Level 3 and 4	Masked	Masked	0	Masked	0
Level 4	Masked	Masked	0	Masked	0
Number of students tested	1	1		1	
<b>3. Hispanic or Latino Students</b>					
Level 3 and 4	Masked	0	Masked	0	0
Level 4	Masked	0	Masked	0	0
Number of students tested	2		1		
<b>4. Special Education Students</b>					
Level 3 and 4	Masked	27	Masked	Masked	60
Level 4	Masked	0	Masked	Masked	0
Number of students tested	4	11	3	6	10
<b>5. English Language Learner Students</b>					
Level 3 and 4	Masked	0	0	Masked	0
Level 4	Masked	0	0	Masked	0
Number of students tested	1			1	
<b>6. Academic Intervention Services (AIS)</b>					
Level 3 and 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	5	9	5

**NOTES:**

Masked indicates data were not made public because fewer than 10 students were tested.

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency

standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets." Additional information can be found in the news release materials at: [http://www.oms.nysed.gov/press/Grade3-8\\_Results07282010.html](http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html) and [http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

13NY17



## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: New York State Testing Program English Language Arts Test

Edition/Publication Year:  
2012/2011/2010/2009/2008

Publisher: Pearson/CTB-McGraw Hill/CTB-McGraw Hill/CTB-McGraw Hill/CTB-McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3 and 4	82	71	81	93	90
Level 4	2	5	8	7	8
Number of students tested	50	63	48	57	52
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 and 4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Level 3 and 4	Masked	Masked	0	Masked	0
Level 4	Masked	Masked	0	Masked	0
Number of students tested	1	1		1	
<b>3. Hispanic or Latino Students</b>					
Level 3 and 4	Masked	0	Masked	0	0
Level 4	Masked	0	Masked	0	0
Number of students tested	2		1		
<b>4. Special Education Students</b>					
Level 3 and 4	Masked	18	Masked	Masked	60
Level 4	Masked	0	Masked	Masked	0
Number of students tested	4	11	3	6	10
<b>5. English Language Learner Students</b>					
Level 3 and 4	Masked	0	0	Masked	0
Level 4	Masked	0	0	Masked	0
Number of students tested	1			1	
<b>6. Academic Intervention Services (AIS)</b>					
Level 3 and 4	Masked	Masked	Masked	73	Masked
Level 4	Masked	Masked	Masked	0	Masked
Number of students tested	4	2	6	15	5

**NOTES:**

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