

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Kelly Maloney

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Carrie E. Tompkins School

(As it should appear in the official records)

School Mailing Address 8 Gerstein Street

(If address is P.O. Box, also include street address.)

City Croton On Hudson State NY Zip Code+4 (9 digits total) 10520-2303

County Westchester County State School Code Number* 66-02-02-03-0001

Telephone 914-271-5184 Fax 914-271-5337

Web site/URL http://cet.croton-harmonschools.org E-mail kelly.maloney@chufsd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent*Dr. Edward Fuhrman E-mail: edward.fuhrman@chufsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Croton-Harmon Union Free School District Tel. 914-271-4713

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Andrea Furey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	74	56	130
1	71	61	132
2	60	55	115
3	57	51	108
4	70	73	143
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	332	296	628

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 3 % Black or African American
 - 19 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 68 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1	611
(5) Total transferred students in row (3) divided by total students in row (4)	0.038
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 4 %
24 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Spanish, Japanese, Czech, Polish, Georgian, Chinese
8. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 21

If this method is not 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.

We supply free milk as there is no lunch program. Parents apply for free milk by completing a Direct Certification letter from the NYS Office of Temporary and Disability Assistance and submitting it to the district.

9. Students receiving special education services: 11 %
628 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4 Autism	0 Orthopedic Impairment
0 Deafness	29 Other Health Impaired
0 Deaf-Blindness	12 Specific Learning Disability
0 Emotional Disturbance	25 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	28
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	19
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Carrie E. Tompkins Elementary (CET) is located in Croton-on-Hudson in Westchester County, New York about 30 miles north of New York City. CET is the only elementary school in the district serving approximately 630 students (K-4).

The community consists of artists, writers, musicians, actors, architects, film makers, and railroad workers to name a few. Parents and community members are very supportive of the schools, and are invited to come in to share their knowledge and expertise. The people of the community share similar values-education, the arts, wellness, and sustainability. The work done in CET represents these values.

Students have the opportunity to take violin or cello lessons. The strings program has been in existence for over 14 years with the number of students participating increasing each year. This year there are approximately 90 students participating. Band and chorus are offered to fourth graders; each of these programs have about 50-60 students participating yearly. Our instrumental programs are provided before school which means that no academic instructional time is missed. Each year we have about 20 students participate in the New York State Schools Music Association festival, and four fourth graders are selected to participate in All County Chorus.

Students attend art weekly. The projects created are based in drawing, painting, printmaking, sculpture, and collage. A district-wide Art Show is held yearly, and every child has one piece of artwork displayed.

The music teacher conducts a performance at every grade level. The performances support content area curriculum. Students contribute to the choreography, staging, costume and prop ideas.

We have had an inter-generational program for the past 25 years that gives students an opportunity to develop relationships with senior citizens in our community.

We developed our own curriculum to support our commitment to be stewards of the Hudson River. Each grade level studies some aspect of the river, and visits the river.

CET possesses an experienced and dedicated faculty, staff, and administration. Two teachers are National Board certified. We are reflective practitioners who collect and analyze a variety of data to improve our instructional practices. We analyze the data from the New York State assessments along with other formal and informal assessments to identify students who would benefit from remedial or enrichment support. We collaborate with other districts to share best practices. Our district is an active member of the Tri-State Consortium, a learning organization of public school districts in the tri-states area that value systems thinking as the foundation for continuous improvement.

A CET education also includes technology instruction and opportunities to use technology to analyze, learn, and explore. We created a technology scope and sequence that addresses the International Society for Technology in Education standards. All classrooms have five computers, a document camera, and a SMARTBoard. There are four mobile laptop carts that are utilized regularly by the third and fourth grade classes, and five iPad carts (each with 5 iPads) that are available. All classes have a dedicated period once a week to attend the technology lab.

We not only focus our attention on academic achievement and the infusion of the arts and technology, but on addressing the social/emotional needs of elementary aged children. The programs that we offer, the resources we provide, the professional development that we support, and the relationships that are developed are reflected in our district mission statement: We are committed to challenging all students, community inclusion, and fostering respect. We will develop skills that enable students to become effective communicators, problem solvers, and researchers who are independent learners responsible for their own learning.

Our motto “CET will REACH for Knowledge” promotes respect, effort, acceptance, cooperation, and honesty. These positive characters traits are taught and emphasized through common read alouds. The implementation of the Second Step program in grades K-4 for the past 12 years has played a critical role in maximizing academic and social behavior outcomes for all students. This program promotes school success, school connectedness, and a safe and respectful school climate by directly teaching students the skills that strengthen their ability to have empathy, manage their emotions, and solve problems.

Birthday celebrations are an important part of our school culture. All students and staff birthdays are announced, and students come to the main office to get a birthday pencil. Following guidelines written by the Building Planning Council and supported by the district Wellness policy, students are allowed to celebrate their birthday with a birthday treat provided by their parent.

CET prides itself on providing programs and resources that meet the needs of all students. We have two special classes for students with communication disorders. We run a variety of programs to support students’ social and emotional needs such as the Sibs group for students who have siblings with special needs and Banana Splits for students together whose parents are divorced. This year a group was started for students with food allergies.

Carrie E. Tompkins Elementary School is worthy of National Blue Ribbon status for the numerous reasons listed above.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The performance levels used by New York State for Grade 3-8 English Language Arts (ELA) and Mathematics Testing for 2012-2013 are as follows:

NYS Level 1: Students performing at this level are well below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts and Mathematics that are considered insufficient for expectations at this grade.

NYS Level 2: Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts and Mathematics that are considered partial but insufficient for the expectations at this grade.

NYS Level 3: Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts and Mathematics that are considered sufficient for the expectations at this grade.

NYS Level 4: Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts and Mathematics that are considered more than sufficient for the expectations at this grade.

The performance levels used by New York State for Grade 3-8 Testing from 2008-2012 are as follows:

NYS Level 1: Student performance does not demonstrate an understanding of the (ELA/Mathematics) knowledge and skills expected at this grade level.

NYS Level 2: Student performance demonstrates a partial understanding of the (ELA/Mathematics) knowledge and skills expected at this grade level.

NYS Level 3: Student performance demonstrates an understanding of the (ELA/Mathematics) knowledge and skills expected at this grade level.

NYS Level 4: Student performance demonstrates a thorough understanding of the (ELA/Mathematics) knowledge and skills expected at this grade level.

Like many New York State schools, we saw a decline in both ELA and Math from 2009-2010 to 2010-11 and in 2011-12 to 2012-13. These declines can be attributed to a change in the cut scores for the Basic and Proficient performance levels (09-10), and for the change in what standards were being assessed (12-13). It is to be noted that student performance on the NYS assessments had increased each year leading up to the 2010-11 assessment year. The percent of students meeting or exceeding the standards on the Grade 3 ELA assessment in 2006-07 was 85% and in 2009-2010 it was 88%. The percent of students meeting or exceeding the standards on the Grade 4 ELA assessment in 2006-07 was 88% and in 2009-2010 it was 89%. The percent of students meeting or exceeding the standards on the Grade 3 Mathematics assessment in 2006-07 was 89% and in 2009-2010 it was 97%. The percent of students meeting or exceeding the standards on the Grade 4 Mathematics assessment in 2006-07 was 86% and in 2009-2010 it was 92%.

Gains in our math performance can be attributed to the implementation of the TERC Investigation mathematics program K-4. After piloting other programs we began with full implementation of Investigations in 2006-07. With the adoption of the Common Core in 2010, we had to supplement Investigations with other resources including Singapore Math as the program did not address all of the new

standards. Grade level teams were given time during the school year and summer to find and create lessons that would address the standards that Investigations did not, and identify the lessons that no longer needed to be taught.

As part of our school culture, the results of the state assessments are shared with the entire faculty and examined at grade level meetings. We review the analysis reports to identify our areas of strength and weakness, and we address those areas across grade levels. For example, we noted that our students were not getting full credit when they were asked to create a bar graph based on information from a table. We identified what skills needed to be taught at each grade in order for students to develop proficiency. Based on ELA performance, we have focused our data inquiry around evidence based writing. As a result we created a K-4 common Response to Literature writing assessment that is administered in the fall and spring.

In an effort to constantly refine our teaching practices we compare our NYS assessment results to other schools in our region, and those schools who serve a similar population. We reach out to those schools that are outperforming us to find out what they might be doing that we aren't. In 2012-2013 we purchased test prep books for all 3rd and 4th grade students in ELA and Mathematics. This is something many of other districts were doing, and it was something that our teachers requested.

Academic gains may also be contributed to the Academic Intervention Services (AIS) that are provided to general education students who fall below the state's proficiency level and/or other benchmark levels set by the school. AIS Reading (K-4) and AIS Math (1-4) are provided three days a week for 30-45 minutes. For the past two years we have been able to provide AIS writing to a small group of students.

2. Using Assessment Results:

All students K-4 are assessed three times a year using the computer-adaptive Renaissance STAR Early Literacy and/or STAR Reading and STAR Math program. The results are communicated to parents via a parent report. We administer STAR more frequently, using it as a progress monitoring tool, to students who receive academic support. The STAR program provides in-depth reports for screening, instructional planning, progress monitoring, and standards benchmarking. Teachers have access to these reports immediately after administration. Our special education teachers, Academic Intervention Services (AIS) teachers, and building administrators review the reports as well. The STAR data is used to help determine eligibility for AIS Reading and AIS Math, and to determine growth.

All students are assessed three to five times a year to determine their independent reading level. These assessments are administered one-on-one using a leveled book assessment program developed by Columbia University Teachers College Reading and Writing Project. Parents are provided with their child's independent reading level and the benchmark reading level at parent-teacher conferences in November and April, and their child's reading level is included on the January and June report cards. Each child's reading level for each administration period is recorded in a chart that is available to all faculty members on a shared computer drive. At the end of each school year, building administration reviews the June reading levels school-wide and graphs the results by teacher and grade. This information is then shared and discussed the following year. Shifts in instruction, programs, and resources are made as needed. Like the STAR data, the reading level data is used to help determine eligibility for AIS Reading and AIS Math. It is also used for instructional purposes in the classroom.

All students are regularly assessed in math; they take mid-module assessments, end of module assessments, and teacher developed tests. Timed math fluencies are also administered on a regular if not daily basis. Students receive immediate feedback on these timed tests. Due to the emphasis on developing mathematical fluencies, our students are able to observe their own improvement. Teachers frequently end a math lesson with an "exit ticket"-one question related to the day's lesson for students to solve independently. The "exit ticket" is a quick way to assess students' understanding; this information is also used for planning proceeding lessons.

Our third and fourth grade teachers are engaged in the data inquiry process around text based written evidence. This was an area that was identified as an area of need based on prior year's NYS Grade 3 and Grade 4 English Language Arts (ELA) assessments. To also support the development of this skill, all K-4 teachers are focusing instruction in this area through response to literature writing. Each grade level has a Response to Literature writing prompt that is administered in the fall and spring. Teachers use a rubric to score the writing. These assessments are used as evidence of growth.

The data from the NYS Grade 3-4 testing is presented by the building principal each year to the Board of Education. It is also shared at a Principal's Coffee, a meeting open to any parent in the district.

Students in fourth grade keep their own assessment binders. Any assessment that they take goes into the binder, and each week the binder goes home to be reviewed and signed by the parents. It has been a very effective means of providing immediate feedback on student performance.

3. Sharing Lessons Learned:

CET prides itself in being an educational institution that is in the forefront of academic and social reform. We take advantage of opportunities to share our knowledge and experience with other professionals as well as learn from our colleagues.

In an effort to communicate our district mission, a series of short videos highlighting various aspects of the Croton- Harmon School District has been created. Three videos to date have focused on CET. These include the practice of differentiated instruction, implementation of the Common Core standards, and an overview of our kindergarten program. These video segments called the Croton-Harmon Highlights appear on the district's website.

As a result of these videos we were approached by the Garrison School District; they were interested in learning about our differentiated instruction strategies as well as inquiry based learning, technology integration, and scheduling. They sent a team of teachers last year to observe classes and engage in conversation with our teachers about our instructional practices and programs. Since their initial visit, another group of Garrison teachers visited CET classrooms to look at how we provide English Language Arts and Mathematics instruction. Recently we sent a team of K-2 teachers to visit the Garrison district to observe the use of a specific reading program.

In an effort to develop our anti-bullying program, we have established a partnership with the Bedford Central School District. To date we have completed an administrative visit to the Bedford Elementary School to observe the Olweus program and their use of morning meetings. We plan to send a team of teachers in the near future to do grade level observations and turnkey their findings with the rest of the staff.

The principal worked closely this year with a principal from the Port Chester Central School District to support the transition of a new math curriculum. The Port Chester schools are in their second year of implementing the new curriculum and they invited teachers and administrators from all over Westchester County to visit their classrooms to observe math being taught. Through her role facilitating the Westchester elementary principal meetings, the principal identified the need for this visit to happen, and she worked with the Port Chester administrators to make it happen. Over 70 educators attended this visit! A representative from Common Core, Inc. (publishers of the math program) was there to answer questions. Recently the principal was invited to a Network Team Institute training held in Albany to speak on a panel regarding the implementation process of the new math curriculum.

4. Engaging Families and Community:

We have three organizations that are committed to supporting and enriching our students' learning experiences and providing resources to teachers: CET Parent-Teacher Association (CET PTA), Special Education Parent-Teacher Association (SEPTA) and the Croton-Harmon Education Foundation (CHEF). Our PTA takes the lead in promoting the value of parent involvement with community and school. Each

year they organize school-wide events such as Scholastic Book Fair, a Family Fun Night, Dance Party Night, and Parents as Reading Partners (PARP). Our PTA also provides a valuable lunch service program to families as we do not have a lunch program or the facilities to provide hot lunch. Three days a week, parent volunteers work with three local restaurants to provide a hot lunch to students. SEPTA's mission is to bring stakeholders together to promote the best education solutions for students with special education needs. SEPTA hosts guest speakers in an effort to increase awareness of special education and help educate parents about issues that affect the special education community. CHEF awards grant money to teachers and administrators for new academic programs, arts initiatives, and technology innovations. In recent years, CHEF has awarded grants to CET staff members for purchasing digital audio recorders for podcasting, two SMART Response Systems (clickers like a game show) and funded our school garden. Both the PTA and SEPTA also provide monies to fund enrichment opportunities.

Parent communication is a top priority at CET. Our faculty keeps families informed through parent newsletters, teacher webpages, and emails. Classroom teachers send out monthly newsletters that summarize the curriculum and activities taking place that month. A biweekly newsletter also is written by the building administrators with contributing articles from the psychologist, social worker, PTA, SEPTA, and CHEF. Our CET website contains valuable information, important dates, and necessary forms. It is updated daily. Every faculty member has a webpage. Teacher webpages provide information and resources that support the grade level curriculum.

Another means of engaging families and community members in school success and improvement is through monthly Principal's Coffees where parents are invited in to hear from the principal. The principal, working with the PTA, solicits topics of interest from parents. Topics have included student placement process, Code of Conduct, Common Core, and state testing. Principal Coffees are offered in the morning and in the evening (rotating each month). Selected parents and community members have participated in focus groups as a part of the district audits for safety, technology, and communication. Our Building Planning Council consists of grade level representation, administration, a BOE member, and two parent members. The group meets monthly to address topics of interest and importance in our school. Topics that have been addressed are: birthday celebration guidelines, school safety, and cultural awareness.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

At CET, approximately 2 1/2 hours are spent on English Language Arts instruction. This includes reading, writing, and word study. A balanced literacy approach along with FUNdations are used. In third and fourth grade, the ELA modules from Engage.NY were used this year. Mathematics instruction is scheduled for 60-90 minutes daily. The mathematics modules also from Engage.NY have been adopted this year. Four units of Science and Social Studies are covered at each grade level. Much of the social studies instruction is integrated in ELA. We subscribe to the Putnam Northern Westchester BOCES Integrated Social Studies and ELA curriculum, a web-based curriculum developed by teachers in our region. The content is based on the NYS Social Studies Core Curriculum. Science instruction is taught using SCIENCE 21, an integrated science curriculum developed by teachers from our local BOCES. The program's focus is hands-on and inquiry based. All students attend art, music, and library once a week for 45 minutes, and physical education twice a week. In addition, all students attend technology once a week with their classroom teacher. The skills, activities, and projects that are done in technology are correlated to the International Society for Technology in Education (ISTE) standards.

When visiting a CET classroom a visitor will notice playful yet rigorous instruction, realistic and appropriate goals for all students, and well-informed teachers passionate about teaching. These observations play out across all disciplines as teachers and students work together in a classroom (and school-wide) community where children and adults talk, listen, and respond to one another. The happy result of this warm, collaborative setting is that much of our instruction is interdisciplinary and should not be categorized as merely meeting the standards of one discipline.

An example of this is the recent second grade study of Roald Dahl's *Charlie and the Chocolate Factory*. Conversations were rich and vibrant during English Language Arts instruction and continued through math where students calculated and solved several teacher and student created challenges involving Wonka's factory production. English language arts were further incorporated as students read procedural text to find clues in a school-wide scavenger hunt. CET teachers are ever mindful of enabling students to learn and apply standards-based skills (across all disciplines) in engaging, age-appropriate experiences.

As members of the CET community we take our mission as stewards of the Hudson very seriously. Every grade level makes a yearly field trip to the Hudson. This curriculum is integrated in social studies, science, art, library, and music. Kindergarteners make lists of living and non-living things they observe on their trip, and fourth graders learn about the exploration of the river and the role it played during the Revolutionary War. Second graders study Hudson River School painters and collaborate with the school's art teacher to paint watercolors of the Hudson. In third grade, teachers connect this work to the social studies unit of symbols of America. After decades of pollution and wide-spread use of DDT, bald eagles have made a miraculous come-back to the Hudson. Third grade students read and responded to various informational texts about why the bald eagle is an American symbol and conservation work that has been done to preserve the eagle and its Hudson River habitat. Students also created posters for our local Eagle Fest including illustrations as well as written research. As the culmination of this study, third graders spent time with and interviewed a local naturalist and wildlife enthusiast who led the students on a successful bird-watching expedition. This study not only addressed science, social studies, and English language arts standards but inspired the children to take an active role in preserving the environment around them.

Our third graders are responsible for taking care of our EarthHeart Garden, a flower garden that promotes empathy as well opportunities to observe, discover, and learn about the world around them. The garden was started with a grant from our education foundation (CHEF). Working with their teachers, students maintain the garden-raking, digging, planting, watering, weeding, and cutting the flowers for distribution. Twice a year, every class (K-4) receives a flower from the garden to give to someone in our CET community. After thoughtful consideration and sometimes voting, each class selects the recipient and delivers the flower along with a note.

In addition to addressing the Common Core standards in unique learning environments, we implement specific curricular programs across grades. All K-2 teachers use FUNdations to teach phonemic awareness, phonics, spelling, and handwriting. Third grade teachers use Words Their Way to continue the teaching of phonics (for those who still need it) as well as spelling and vocabulary. It is a differentiated program that follows the five stages of spelling development; students are placed based on an initial spelling assessment into one of five stages. Fourth grade's emphasis is on building academic vocabulary.

To meet the needs of the Common Core mathematics standards, we adopted the Eureka math program (also known as "math modules"). This curriculum was created in response to the Common Core standards. All K-4 teachers are using this program to teach math this year.

Our goal at CET is to go beyond addressing the standards to foster the growth of our students as thinkers, creators, and stewards of our world.

2. Reading/English:

Administration and faculty believe in blending traditional and innovative, research-based practices to strengthen and enhance student learning. Balanced Literacy was selected to develop life-long readers by fostering an intrinsic motivation within each student to read. Within the workshop model, there are opportunities for students to be creative, innovative, and imaginative. These are qualities that the community strongly values. Through balanced literacy, a community of readers, thinkers, and learners has developed.

Two primary strands of reading instruction are taught. The grapho-phonetic structure helps students to understand the English language and supports the phonics configurations within the written word. The second area of focus is comprehension strategies, which teaches children specific ways to question and respond to text so they fully understand the author's intent and the ideas within the text.

To help students become thoughtful, strategic, and independent readers, teachers explicitly teach reading and thinking skills and strategies, and then gradually release responsibility. Instruction is grounded in assessment and delivered in a child-centered workshop model. Teachers deliver instruction to a whole group. A teaching point is modeled with an authentic, shared text. Students are encouraged to practice the same strategy within partnerships. This allows the teacher to observe the students' active engagement and learning. Students are given large amounts of time to read leveled fiction and non-fiction books of their choosing. During this time, teachers may confer with individual students, conduct guided reading or strategy lessons with small groups. Students are also engaged in literacy centers where they use teacher created materials and technology to practice decoding and phonics skills, and apply comprehension strategies.

Teachers use an integrated systematic standard based word study program. FUNdations is used in K-2 classes, and Words Their Way in third grade. Fourth grade concentrates on developing academic vocabulary.

The school provides education to a diverse group of learners in a collaborative environment. Instructional practices are responsive to the individual's needs through the use of differentiated instruction and academic interventions. For students performing below grade level, additional guided reading, strategy work, classwork or homework may be provided to assist the child. Technology based interventions are also used. Academic Intervention Services (AIS) is available to students not meeting reading benchmarks; this remedial instruction offered three days a week is in addition to what takes place in the classroom. To enrich high performing students, we have higher leveled books and magazines in classroom libraries. Students are encouraged to join authentic book clubs. Complex and sophisticated texts are available to students in both digital and hard copy form.

3. Mathematics:

For the past seven years, we implemented the TERC Investigations Mathematics program which met New York State standards. With the adoption of the Common Core State Standards (CCSS), we had to reevaluate this program and our approach to teaching mathematics.

During the summer of 2013, teachers spent close to 300 hours collectively reviewing the CCSS and our current practices and student learning. Teachers and administrators collaborated on how best to meet the needs of our students and how to align our practices with the new standards. A group of teachers along with the principal attended a week long training in the summer to become familiar with the mathematics curriculum developed for New York State. As a result of this training and with the support of the faculty and district administration, we decided to abandon the TERC program and adopt the Eureka mathematics modules. To help support the adoption of a new program, teachers have been engaged in site visits to other schools, collaborating within our school and district, and attending professional development workshops.

With this new curriculum, students are acquiring foundational math skills through focus on place value and units. Students are learning not just formulas to find their answers, but are spending a great deal of time developing concepts so that they have a true understanding of the process of how they arrive at those answers. For example, all grades are learning to solve complex word problems through the use of model drawing, or tape diagrams. Algebraic units are used to represent the value of each number in a question. This allows the students to set up a problem and visually see the relationships between the numbers, and what needs to be done in order to find a solution.

We put a great deal of effort into differentiating math instruction. For those below, differentiation may range from the use of concrete materials, drawing math problems on an array, to reorganizing a worksheet so that it is more user-friendly. Remedial math support is also provided for students. We have a part-time math specialist who provides small group instruction for students above and below grade level. Differentiation for those above grade level may range from the use of the algebraic program Hands-on-Equations, to advanced problem solving incorporating the skills being taught, to the use of technology. Math Olympiads is offered to fourth graders as a before school program.

We have found that our work in grade-levels, across grade-levels and schools, extensive meetings and planning time along with truly examining student progress and work has led to our mathematics program exceeding expectations and outcomes.

4. Additional Curriculum Area:

Our school-wide study of the Hudson River is a curriculum that was purposely designed to connect children (and their families) to the Hudson River. Working collaboratively with local environmental organizations and staff from PS 51, a NYC school, also located along the Hudson River, and with the financial support from a Department of Environmental Conservation (DEC) grant for \$50,000, we developed a curriculum to support our vision for creating 'Stewards of the Hudson'. A different essential question is posed at each grade level. For example, "Who does the river belong to?" We have been teaching this curriculum for the past eight years.

We provided professional development opportunities in-house using environmentalists from the DEC, and from a local nature preserve. Teachers also attended summer institutes and participated in trips to the Hudson River. We encouraged families and staff to document their visits to the Hudson River. A small group of teachers including the principal climbed the Adirondack summit of Mt. Marcy to view where the river begins and to ultimately share that experience with our students.

A variety of activities and trips take place each year to strengthen our understanding and commitment to being Stewards of the Hudson. Second Graders have harvested clay from the banks of the Hudson to form pots as the Lenape did in centuries past. Third graders walked across the 'Walkway over the Hudson' which is a refurbished train bridge spanning the river. First Graders painted with watercolors to echo the famous

'Hudson River Painters', seined the river, observed the catch and even rode a water taxi with fellow student stewards from P.S. 51 to view where the 315 mile river journey ends. Circling around the Battery and discussing how Henry Hudson could surmise that our river led to an ice-free passage to Asia was more than we could have ever dreamed possible for our students.

School assemblies help promote our understanding of the Hudson River. "Swim Chris Swim!" was chanted by the student body as we listened to Chris Swain recount his 315 mile Hudson River swim to raise awareness of the river and its environmental needs. Author, Peter Lourie shared his river books and kayak journey. Inspired by our school study of the Hudson River, a CET parent wrote and published a book entitled, *My Mighty Hudson*, and dedicated it in part to his son's teachers that planted a love for the Hudson in his son. The study of the Hudson River continues in middle school with the fifth graders participating in Hudson River 'Snapshot Day', a day organized by the DEC in an effort to collect data (oxygen levels, water temperature, pH levels, sediment levels ...). Data from this day is shared with other districts along the river.

5. Instructional Methods:

Carrie E. Tompkins Elementary School (CET) provides and differentiates instruction to meet the diverse needs of students. Teachers utilize a variety of instructional methods to address the different ways in which students learn. Instruction is delivered through multiple modalities in the whole group, small group and 1:1 conference settings. Teachers recognize the importance of learning styles and design activities that promote visual, auditory, and kinesthetic learning. Instruction is designed based on constant assessment and progress monitoring.

Teachers implement a rigorous curriculum that adheres to the New York Common Core Learning Standards. Content is adapted to meet the needs of various learners. Teachers design tiered lessons to customize instruction. Students are continuously engaged in activities that promote high levels of student achievement. There are opportunities for students to participate in and facilitate book clubs that are based on level as well as interest.

CET meets the needs of all learners. There is a continuum of special education services, including resource room, consultant teacher classroom, and special class. We have a full-time English Language Learner (ELL) teacher who providing push-in and pull-out support to ELL students. The Response to Intervention (RTI) team creates and develops interventions for students who require additional support. Through these meetings, instructional methods and resources are recommended to meet the needs of individual students. Academic Intervention Services in reading, writing, and math are provided for students who are performing below grade level and Academic Services are provided in mathematics for students who have demonstrated mastery in prerequisite areas. In addition, there are before-school math programs, including Math Olympiads for students in third and fourth grade.

Technology is utilized as an instructional tool to support instruction. Teachers use SmartBoards to enhance lessons and engage students visually and kinesthetically. Interactive Response Systems are employed to create quick assessments to collect data and monitor student progress. As a result of progress monitoring, researched applications are used to promote growth in specific areas. For example, the web-based reading program, Lexia, is used by struggling readers in the primary grades. There are iPads available for classroom use. Laptops are frequently used in third and fourth grade for research, project-based learning, publishing written work, and to access educational websites and web-based licensed programs such as IXL, Raz-Kids, and Spelling City. Digital recorders have been used to create podcasts on various topics, such as the 2012 presidential election. Teachers also have access to Kindles, iPods, digital cameras, and Flip Cams which help promote high levels of student learning, engagement, and achievement.

6. Professional Development:

Professional Development serves an important role in the success of any school. At Carrie E. Tompkins we embrace opportunities to provide professional development whether in-district or out.

Our recent in-house training has focused not only on the Common Core State Standards (CCSS) but also on learning more about how to meet the social and emotional needs of our student population. For the past three years we have brought in a staff developer to help our staff become more familiar with the English Language Arts CCSS. To meet the data analysis requirements of Race to the Top, groups of teachers worked with a consultant for the past two years in order to understand and implement data cycles. As a result of this work, our teachers are analyzing student writing, setting goals, and designing targeted lessons to meet those goals. We have also brought in professional development in the area of mathematics. Last year our all of our teachers received training in Singapore math in order to supplement and enhance our mathematics curriculum.

Our staff also engages in professional development during the summer. After the district administrative team and curriculum coordinators read *Students Taking Charge: inside the Technology-Infused Classroom* by Nancy Sulla, our district offered a ten day professional development training on the concept of students taking charge of their own learning. Two of our staff members participated in this training, and are currently working with representatives from Innovative Designs for Education (IDE) to create and implement units of study that put the child in charge of their learning. A second cohort will begin this summer.

In response to a growing number of students who are on the Autism Spectrum, we had a behavior specialist provide 3 hour training on Autism to all staff including teacher aides and lunch monitors. We also provided training on Tourette's syndrome, and in Olweus Bullying prevention this year. In addition to professional development offered in house, we also send our staff members to BOCES to participate in professional development workshops. Workshops offered support the implementation of Race to the Top and on the development of quality curriculum, instruction, and assessment.

Our professional development opportunities put the child in the center of our work. It is our mission to prepare our staff to meet the needs of our students both academically and socially/emotionally.

7. School Leadership

Leadership at Carrie E. Tompkins Elementary School has been consistent. The current principal was a former teacher in the school before transitioning into the role as assistant principal, a role she held for six years before becoming the principal. This continuity in leadership along with an understanding of the school's culture and a positive relationship with all stakeholders has allowed change in programs to occur through shared decision making.

Prior to the adoption and implementation of any program, staff are provided with professional development and opportunities to work collaboratively to ensure that the program is implemented with fidelity. Building leadership also attends professional development alongside the teachers. This allows them to become more knowledgeable about the programs and curriculum, and to assess the professional development and plan next steps. It also sends the message to staff that "we are in this together".

The structure of the building leadership recognizes the assistant principal as an equal. The majority of responsibilities are shared; constant communication allows both the principal and assistant principal to be informed of all incidences and inquiries. Both lead by example, and take on any roles and responsibilities as needed. Staff members recognize this, and they respond similarly. Parents also know that they can go to either leader with a concern, and it will be addressed in a timely, satisfactory manner. The building leaders are visible and accessible.

The building leaders understand the importance of praise and recognition. They acknowledge the efforts of staff, praise them publicly, and highlight the work of their students. At every Board of Education meeting, principals highlight the work and accomplishments of students and staff.

The building leaders facilitate monthly grade level and department meetings. The agendas for these meetings address curriculum, instructional practices, and student achievement.

Promoting teacher leaders is an integral part of the philosophy of the building leadership team and the Croton-Harmon School District. Curriculum coordinators, roles held by teachers for a stipend, help facilitate and communicate the implementation of curriculum and programs. At the elementary building there are coordinators for the following curricular areas: K-2 English Language Arts, 3-4 English Language Arts, K-2 Mathematics, and 3-4 Mathematics. All classroom and special education teachers are a member of one of these committees; committees meet monthly.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New York State Grade 3 Mathematics Test

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson (2013); McGraw-Hill (2008-2012)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Mar
SCHOOL SCORES*					
% Level 3 plus % Level 4	58	79	67	76	97
% Level 4	30	24	20	38	35
Number of students tested	136	127	138	123	144
Percent of total students tested	95	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
2. Students receiving Special Education					
% Level 3 plus % Level 4	28	20	42	43	92
% Level 4	17	20	16	7	8
Number of students tested	18	15	19	14	12
3. English Language Learner Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	42	74	36	47	90
% Level 4	19	12	14	7	20
Number of students tested	26	16	14	15	10
5. African- American Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	64	79	72	81	98
% Level 4	32	23	19	45	37
Number of students tested	91	97	109	99	121
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: 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 exam. 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.’ Additional information can be found in the news release materials http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html and http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

The 2013 state assessments are the first for New York students to measure the Common Core Learning Standards that were adopted by the State Board of Regents in 2010. Commissioner King said that, as expected, the percentage of students deemed proficient is significantly lower than in 2011-12. This change in scores-which will effectively create a new baseline of student learning-is largely the result of the shift in the assessments to measure the Common Core Standards, which more accurately reflect students’ progress

toward college and career readiness. Commissioner King emphasized that the results do not reflect a decrease in performance for schools or students. The new assessments are a better, more accurate tool for educators, students, and parents as they work together to address the rigorous demands of the Common Core and college and career readiness in the 21st century. Additional information can be found in the news release materials at: <http://www.p12.nysed.gov/irs/pressRelease/20130807/home.html>

Also, note that the publisher of the NYS Grade 3-8 testing changed. CTB McGraw published the assessments from 1999-2011 before Pearson took over. Additionally, a new exam is written each year.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New York State Grade 4 Mathematics Test

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson (2013); McGraw-Hill (2008-2012)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Mar
SCHOOL SCORES*					
% Level 3 plus % Level 4	52	87	85	79	92
% Level 4	19	45	47	44	39
Number of students tested	123	137	116	140	141
Percent of total students tested	95	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	58	53	33	63
% Level 4	0	21	7	13	16
Number of students tested	15	19	15	15	19
3. English Language Learner Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	37	60	67	38	81
% Level 4	6	20	17	15	19
Number of students tested	16	15	12	13	16
5. African- American Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	51	89	89	85	93
% Level 4	19	49	52	47	41
Number of students tested	94	106	97	116	116
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: 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 exam. 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.’ Additional information can be found in the news release materials http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html and http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

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and college and career readiness in the 21st century. Additional information can be found in the news release materials at: <http://www.p12.nysed.gov/irs/pressRelease/20130807/home.html>

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson (2013); McGraw-Hill (2008-2012)

Test: New York State Grade 3 ELA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	50	74	74	69	88
% Level 4	12	8	12	31	19
Number of students tested	137	127	138	123	146
Percent of total students tested	95	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
2. Students receiving Special Education					
% Level 3 plus % Level 4	12	27	42	36	42
% Level 4	6	0	5	7	0
Number of students tested	18	15	19	14	12
3. English Language Learner Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	27	75	36	47	70
% Level 4	4	0	0	7	10
Number of students tested	26	16	14	15	10
5. African- American Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	57	73	78	73	90
% Level 4	14	8	13	34	20
Number of students tested	92	97	109	99	123
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: 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 exam. 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.’ Additional information can be found in the news release materials http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html and http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

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Also, note that the publisher of the NYS Grade 3-8 testing changed. CTB McGraw published the assessments from 1999-2011 before Pearson took over. Additionally, a new exam is written each year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson (2013); McGraw-Hill (2008-2012)

Test: New York State Grade 4 ELA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	48	80	76	84	89
% Level 4	15	9	4	17	14
Number of students tested	123	136	116	140	139
Percent of total students tested	95	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	47	20	47	47
% Level 4	0	0	0	7	5
Number of students tested	15	19	15	15	19
3. English Language Learner Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	31	53	58	54	80
% Level 4	6	0	0	0	0
Number of students tested	16	15	12	13	15
5. African- American Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	52	82	78	88	90
% Level 4	16	11	5	18	17
Number of students tested	94	105	97	116	115
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: 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 exam. 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.’ Additional information can be found in the news release materials http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html and http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

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