

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

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Donald Robert Bavis

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

Official School Name Cobbles Elementary School

(As it should appear in the official records)

School Mailing Address 140 Gebhardt Road

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

City Penfield                      State NY                      Zip Code+4 (9 digits total) 14526-1329

County Monroe County                      State School Code Number\* 262101060003

Telephone 585-249-6500                      Fax 585-248-2108

Web site/URL http://www.penfield.edu/Cobbles.cfm?subpage=30138                      E-mail dbavis@penfield.edu

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. Stephen Grimm                      E-mail: SGrimm@penfield.edu  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Penfield Central School District                      Tel. 585-249-5700

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. Carole Nasra  
(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**

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**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

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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):
- 4 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 6 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. 8 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	42	48	90
1	41	35	76
2	37	41	78
3	47	36	83
4	35	25	60
5	39	39	78
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	241	224	465

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 2 % Black or African American
  - 3 % Hispanic or Latino
  - 2 % Native Hawaiian or Other Pacific Islander
  - 86 % White
  - 5 % 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: 6%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1	457
(5) Total transferred students in row (3) divided by total students in row (4)	0.057
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 3 %  
14 Total number ELL  
 Number of non-English languages represented: 7  
 Specify non-English languages: Turkish, Ukrainian, Bulgarian, Laotian, Spanish, Mandarin and Punjabi
8. Students eligible for free/reduced-priced meals: 15 %  
 Total number students who qualify: 68

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.

9. Students receiving special education services: 6 %  
27 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.

- |                                |  |
|--------------------------------|--|
| <u>2</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>12</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>3</u> Specific Learning Disability          |
| <u>2</u> Emotional Disturbance | <u>8</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>1</u> Multiple Disabilities | <u>0</u> 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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	19
Paraprofessionals	11
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 19:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	97%	97%	97%
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

<b>Post-Secondary Status</b>	
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**

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Cobbles Elementary School is one of four elementary schools within the Penfield Central School District. Penfield is a suburban district located within the Rochester region in upstate New York. Cobbles school itself is nestled within a quiet residential neighborhood and serves approximately 465 students in grades K-5. Cobbles benefits from a very supportive community and active Parent-Teacher Association. As a Title 1 building with English Language Learners speaking seven different languages, Cobbles offers more diversity than the building's demographic numbers might suggest.

It is all of the people within our learning community who make Cobbles worthy of consideration for Blue Ribbon status. "All Children Belong to All of Us" is not just a nice building slogan we use in our letterhead and door signage. It is a philosophical commitment embedded in our interactions within our school, between our school and community, and in every instructional decision we make. Every student in the school has a "team" of adults, not an individual teacher, committed to meeting that student's individualized needs. Through daily collaboration, members of these teams maintain a sense of interdependence with fellow team members, as well as a shared responsibility for maximizing each student's academic growth potential.

According to Business First, a business journal in the Buffalo area, this philosophical commitment has had very positive effects on student learning at Cobbles. Using four years of standardized testing data from the New York State Department of Education, Business First ranked Cobbles number one in academic standing among the 160 elementary schools in the Rochester region in 2013. (<http://www.wkbw.com/news/Business-First-Rochester-Elementary-School-Rankings-210054281.html>)

Consistent with our second building motto, "Reach for the Stars," Cobbles School has risen to the challenges presented by the academic rigor of the new Common Core Learning Standards (CCLS). We also reject any notion that having the highest expectations for student learning in the core subject areas must come at the expense of educating the "whole child." To help us never lose sight of the whole child, the Cobbles Shared Decision Making Team (SDM) guides the implementation of the Cobbles P.E.A.C.E. plan. SDM is made up of both parent and staff members. The P.E.A.C.E. plan is an acronym that helps SDM in monitoring and developing learning activities supporting whole child development.

The "P" in our P.E.A.C.E. plan stands for the performing and fine arts. In 2013, the Penfield District was designated as one of the "Best Communities for Music Education" by the North America Music Merchants Foundation. Cobbles students receive general music instruction two times out of every six days. Students also have the opportunity to participate in band and chorus starting in fourth grade. Orchestra instruction is available to all students and begins as early as first grade with our Suzuki program. Students also receive instruction in the fine arts one time out of every six days. Student art work is celebrated with our community through our "Arts Night".

The first "E" symbolizes exercise, health and nutrition. Physical education classes occur three times out of every six days, and students have a daily recess time to be physically active. Our fourth and fifth grade students are also offered an after school intramurals program. Boosted by a \$293,000 grant from the Greater Rochester Health Foundation in 2008, there are numerous resources for students to use to stay active. Some examples include a fully equipped fitness room, a "Dance, Dance, Revolution" room, a paved quarter mile walking track and two playgrounds. Additionally, our parent directed "Harvest of the Month" program provides our students monthly tastings of locally grown produce.

The "A" denotes academic excellence. Just as the letter "A" lies in the center of our acronym, academic excellence lies in the center of all that we do. In addition to the strong core academic programs highlighted in other parts of this application, Cobbles offers numerous after school enrichment opportunities. Some examples include: the pre-robotics Lego League, Chess Club and Foreign Language Club.

The "C" stands for character education. The Cobbles Character Council coordinates ongoing activities to

teach and reinforce the district character traits of caring, respect, responsibility, self-discipline and integrity. The Cobbles Community annually supports several charitable activities. Students exemplifying these traits are recognized at our annual awards ceremonies.

The final “E” represents environmentally friendly behaviors. The Cobbles Green Team has led our efforts to go paperless, expand our recycling efforts and develop our composting program. The Cobbles building itself has received an Energy Star designation.

The information presented in this section demonstrates how Cobbles Elementary has intentionally aligned itself to the District Mission Statement: “In the Penfield Central School District, we are all learners who work collaboratively in an environment of educational excellence, providing experiences that develop the individual and diverse talents and abilities of all our students to prepare them for successful lives as life-long scholars and contributing, responsible citizens.”

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

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

A) The performance levels for the New York State Testing Program administered in English Language Arts (ELA) and Math are established through the New York State Education Department (NYSED) and consist of 4 performance levels.

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/Literacy (and/or Mathematics) that are considered insufficient for the 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/Literacy (and/or 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/Literacy (and/or 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/Literacy (and/or Mathematics) that are considered more than sufficient for the expectations at this grade.

B) For the past five years, Cobbles students have performed among the very best in the region and state on both the ELA and math assessments. In 2008-2009, an average of 95% of our students in grades 3-5 met or exceeded proficiency levels on the ELA assessment and 98% did the same on the Math assessment.

This strong performance was followed by a dip in 2009-2010 in both Math and ELA, which was caused by the state's shift of cut scores used to determine proficiency levels. As described in the "Notes" section within the Data Tables, the cut scores for the 2010 assessments were raised to put students on track to earn college-ready scores on the English and math Regents Examinations. These newly defined cut scores resulted in a significant state-wide drop in the percent of students reaching proficiency levels.

In the two years that followed this adjustment, Cobbles students quickly reestablished an upward trend of performance. In comparison to the 2009-2010 school year, an average of 15% more students met or exceeded ELA proficiency levels in 2011-2012. A similar trend was also seen in Math where an average of 11% more students met or exceeded proficiency levels in 2011-2012.

This strong upward trend was again followed by a decline in 2012-2013, which was caused by a shift in the State assessments used for math and ELA. As described in the "Notes" section within the Data Tables, the 2013 state assessments were the first to measure the Common Core Learning Standards. This shift resulted in significantly lower test scores state-wide, and effectively created a new baseline of student learning.

In the 2012-2013 school year, an average of 70% of Cobbles students in grades 3-5 met or exceeded proficiency levels in ELA. Although this local performance represents a decline from the prior year, it is more than twice the State average of 31%. In this same year, an average of 89% of Cobbles students met or exceeded proficiency levels in Math, which is more than two and one-half times the State average of 34%. An average of 51% of the Cobbles students also scored at Level 4 in Math, which compares favorably to the state-wide average of 7%.

“New York School Digger” (<http://www.schooldigger.com/go/NY/schoolrank.aspx>) provides a ranking of all the elementary schools in New York State (2264 total) using the New York State grades 3-4 ELA and Math Tests combined. In 2010, Cobbles was ranked 408th. This ranking improved to 156th in 2011, 31st in 2012 and finally 11th in 2013. The most recent ranking would place Cobbles in the top one-half of the top 1 % in the State.

In reviewing the most recent year’s data, there is a gap of 10 or more percentage points between the ELA and math scores of all students and the test scores of the economically disadvantaged subgroup. In response to this gap, Cobbles employs a variety of strategies.

Cobbles has an innovative and aggressive Response to Intervention (RtI) program. All students of all ability levels receive a variety of ongoing progress monitoring and formative assessments. Every six to eight weeks, “Data Day Discussions” are held between classroom teachers, math intervention teachers, literacy specialists, the gifted and talented teacher and the principal. Results of these assessments and teacher observations are used to implement strategies and interventions that will appropriately challenge each student at their individualized level.

In addition to RtI, students may be referred to the building’s Instructional Support Team (IST). This multi-disciplinary team includes parent participation in developing more individualized learning plans and an even higher level of progress monitoring.

Summer school programs are another strategy used to close gaps. A six week summer school is available for needy students in grades K-2, as well as all English Language Learner students.

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

Cobbles uses a systematic approach for acquiring and using both formative and summative assessment data. Each cycle begins with a review of year end summative assessment results from the prior year by the building cabinet at the district’s Summer Leadership Retreat. Summative assessments include all New York State Tests. For grade levels without a State test, students are administered district created end of the year benchmark assessments. The building cabinet is made up of the principal and the teacher leaders representing the various building stakeholder groups. The district Data Team provides each cabinet with specific building and individual student assessment data pertaining to the performance indicators of the Common Core Learning Standards. The cabinet uses this information to develop goals, initiatives and professional development activities to include in the building’s School Improvement Plan. Additionally, individual student data is used by the literacy, math intervention, and gifted and talented teachers to identify students in need of intervention or enrichment opportunities. Parents also receive this information through the “parent portal” of our Infinite Campus student management system.

With individual student information fully analyzed, student intervention and enrichment groups are developed prior to the start of school. These programs begin almost immediately after the start of the school year, and use information from the prior year’s assessment to inform initial areas of instructional focus.

There are four “Data Discussion Days” (DDD) built into the school calendar. Multiple formative benchmark assessments in ELA and Math are coordinated to occur prior to each of these days. These benchmark assessments have included; locally developed benchmark assessments, Ready New York CCLS assessments, NY Math/ELA Rehearsal by Rally Education, as well as the computer based assessments of Acuity by CTB-McGraw Hill Education and the Measures of Academic Progress by the Northwest Evaluation Association. In between these benchmark assessments, teachers administer a variety of progress monitoring tools. These tools include; teacher made assessments, Fountas and Pinnell Reading Assessments, Developmental Reading Assessments, Math Expressions unit assessments, math fluency checks and skills assessments from our Early/Intermediate Literacy Profiles. All assessment results are organized on individual math and ELA profile sheets, which are reviewed with parents during fall and spring parent-teacher conferences. Student report cards aligned with this data are also distributed three times per year.

During each DDD, classroom, math intervention, literacy, and gifted and talented teachers meet together with the principal to review data from benchmark and progress monitoring assessments. Using this information, intervention and enrichment groupings are flexibly adjusted at each DDD to appropriately challenge every student at his or her updated instructional level. Areas of instructional focus and potential resources are also identified for each intervention level. Every student at Cobbles attends daily math and ELA intervention blocks tailored to meet his or her specific needs.

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

Cobbles has been, and continues to be, very active in sharing the instructional practices and strategies that have helped us reach our levels of success. We believe it to be a professional responsibility to share “lessons learned” at the district, regional, state and national levels.

At the local level, our district administrative meeting structure promotes ongoing dialogue and sharing between different building administrators regarding successful and innovative approaches to improve student learning. Additionally, district professional development days often put grade level teams from various buildings together to share ideas and practices. These “horizontal” discussions allow successful approaches in one building to spread to other buildings.

Over the past few years Cobbles has shared multiple strategies and ideas, which are now consistently used throughout the district. Some examples include; embedding grade level math and ELA intervention blocks into the master schedule to maximize intervention staff efficiency and effectiveness, identification of progress monitoring and formative assessments aligned to the essential skills of the Common Core Learning Standards, and the steps and processes for an effective “Data Day Discussion”.

Cobbles’ successes on the State tests have not gone unnoticed by other districts in the region. Over the past few years, four districts have sent teams to meet with our teams and observe our “lessons learned” in action. The topic of greatest interest has been with our innovative use of intervention blocks to provide students of all ability levels targeted instruction to maximize their academic growth. We refer to the approach as a “Diamond” Response to Intervention model.

This “growth model” intervention approach also caught the eye of the organizers of the 2013 New York State School Boards Association’s 94th Annual Convention & Education Expo. The Cobbles principal presented this innovative approach at this state-wide convention in Rochester, New York in October of 2013. The presentation was entitled, “Over the Bar and Up the Ladder”.

At the national level, the Cobbles principal will again be presenting on the “Diamond” Response to Intervention model at the National Association of Elementary School Principals’ annual convention. This two hour conference session is called, “Using a Diamond Response to Intervention Model to Maximize Learning Growth for All Students”, and is scheduled to occur on July 11, 2014 in Nashville, Tennessee.

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

Strong parental involvement and community support are the foundation of our success at Cobbles. We are committed to keeping our parents and community actively engaged in our school activities and decision making processes.

Parent members are important contributors to the Cobbles Shared Decision Making team (SDM). The primary function of SDM is to facilitate and plan for activities, strategies and events that help insure our students achieve high academic rigor within a balanced, “whole child” education. Our parent members provide a unique perspective that is critical to this decision making team.

Parent-community input is also sought for other decision making processes. Parent-community surveys regarding budget decisions, “Curriculum Night” feedback, and the cafeteria-lunch program are some recent

examples. This feedback is important in making decisions that impact all stakeholders of the Cobbles Learning Community. Events such as “Conversations on Education” and “Conversations on Budget” help keep our community members informed during these decision making processes.

Parent and community volunteers are part of the Cobbles fabric. There are 91 registered volunteers, who regularly support teachers and students in a variety of ways. These volunteers include; room parents, “Grandpartner” volunteers from the local adult living communities, high school mentors and many parents just wanting to be involved in their child’s school. All parents are invited and encouraged to join their child at school for numerous special events like plays or performances, or just plain lunch. There is rarely a day when there is not a strong parental presence in the building.

Cobbles also reaches out into the community. Fieldtrips to local adult living communities, the fire department, town library, post office, and local businesses help our students build a sense of community outside our school’s walls. .

Cobbles benefits from a highly active Parent-Teacher Association (PTA). Our PTA coordinates joint efforts between parents and staff to strengthen our community and provide enriched learning opportunities for our students. “Family Library Night”, “Community Builder” events and the “Ice Cream Social” are some highlight social activities. Chess club, “Science Night” and “Foreign Language Club” are some of the more popular enrichment activities.

Effective communication is the key to strong family and community engagement. Cobbles uses the latest technological tools such as building and teacher websites, e-mails, electronic newsletters, Connect-Ed phone calls and the Infinite Campus student management system. Additionally, we still value the traditional approaches of phone calls, handwritten notes and face to face meetings.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The curriculum development process in the Penfield Central School district is extremely collaborative. At the elementary level, teams comprised of teachers from all four of the elementary buildings write the district's standards-based curricula. Curriculum documents are considered working documents and revised by teams of teachers annually.

The foundation of the district's English Language Arts (ELA) curriculum is the NYS Common Core Learning Standards, which lay out the expectations for each grade level in reading, writing, listening and speaking and foundational language skills. A balanced literacy approach for all students is built around a 90-minute language arts block integrating reading, writing and word work. During initial instruction, students take part in Guided Reading; centers focused on students' generalizing literacy skills to independent practice; writers' workshop and whole group instruction. Guided Reading allows for individual development of literacy skills and strategies at an instructional level, while whole group and shared reading lessons expose students to interactive reading of complex texts across all content areas. Writers' Workshop is built on units of study including narrative, informational and persuasive writing. Units also incorporate content-based reading and writing, stemming from the Social Studies and Science curricula.

The district's Social Studies programming is standards-based. Many ELA units are aligned to the themes that are presented in these standards. For example, 3rd grade has a world community focus. Much of the reading and writing that students do lies within the areas of social studies and communities around the world, while children pay attention to why people settle where they do and how world communities impact our daily living. Students take part in many performance-based assessments that are rich learning experiences and valued by the students and the community.

Like the ELA curriculum, the district's elementary math curriculum is written to the Common Core Learning Standards. Outlined within each unit are lesson focus skills which identify what students should know and be able to do upon completion of each unit. Teachers use these lesson focus skills to drive math instruction within the differentiated core math model at Cobbles. There is a specific assessment component to the curriculum comprised of unit assessments, cumulative benchmark assessments, and fluency measures within the district elementary math curriculum that ensures teachers are maintaining the pace outlined in the curriculum maps.

Since the New York State 4th grade Science assessment is a cumulative assessment, within the elementary science curriculum specific content is spiraled. Through the delivery of the K-4 science curriculum, students learn the content and skills to be successful on the Grade 4 NYS Science test, while the Grade 5 science curriculum prepares students for the science content taught in middle school. Science at the elementary level is delivered through multiple learning experiences such as exploratory science kits and field trips.

The overarching vision of the Cobbles learning community is committed to educating the whole-child. The instructional success achieved at Cobbles Elementary School can be attributed to the building's differentiation of district curriculum delivery to address the whole-child. The physical education teachers at Cobbles have enhanced the district's K-5 curriculum to include all aspects of healthy living. These teachers were awarded a healthy living grant which funded fitness equipment, a salad bar, a walking path, and physically interactive video games. Similar to physical education, the Art and Music teachers at Cobbles collaborated with grade level teams to align the curricula to create interdisciplinary units. For example, while 5th grade students are studying Latin America in Social Studies, they create mosaics and perform Latin American music.

The delivery of four core curricular areas has been differentiated at Cobbles through the building's Response to Intervention model. Typically, RTI is a three-tier approach providing the highest level of intervention to low performing students. At Cobbles, the approach to RTI is a diamond model which provides intervention

to all students. Upon implementing the RTI blocks in English Language Arts and math, Cobbles' teachers analyzed the district curriculum maps to determine the essential skills that drive the instruction of the RTI blocks. Because of Cobbles' success with this model, the other elementary buildings in the district are implementing similar approaches to RTI.

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

The Penfield Central School District's Elementary English Language Arts (ELA) curriculum is based on the rigor and outcomes of the New York State Common Core Learning Standards (NYSCCLS), which clearly articulate the expectations for each grade level in reading, writing, listening, speaking and foundational language skills. These outcomes focus our instruction, as we prepare students for lifelong learning.

A balanced literacy approach for all students is built around a 90-minute language arts block integrating reading, writing and word work. An additional 40 minutes of literacy instruction is also provided to all students during the ELA Intervention Block using the "Diamond" Response to Intervention model.

During core ELA instruction, students take part in Guided Reading; centers focused on students' generalizing literacy skills to independent practice, writers' workshop and whole group instruction. Guided Reading allows for individual development of literacy skills and strategies at each child's instructional level, while a whole group and shared reading lessons expose all students to interactive reading of complex texts across all content areas. Writers' Workshop is built on units of study including narrative, informational and persuasive writing. Units also incorporate content-based reading and writing, stemming from our Social Studies and Science scope and sequences. Penfield subscribes to a balanced literacy approach because it is able to provide each student with highly individualized and differentiated literacy instruction every day.

In addition to core ELA instruction, every student receives daily literacy instruction during the ELA Intervention Block. Using a "Diamond" Response to Intervention model and ongoing student data collection, students are regrouped according to their specific intervention or enrichment needs. Students performing below grade level receive targeted intervention in small groups from 4 reading teachers. Students performing well-above grade level receive challenging instructional activities in a smaller group from the gifted and talented teacher. Students performing at grade level receive additional skill reinforcement and targeted instruction from the classroom teachers to fill any gaps as they occur. No new curriculum delivery occurs during this skills time. The reading, grade level and gifted and talented teachers work as one team with all grade-level students at the same time. Students regroupings occur every 6-8 weeks based on updated student data.

Students are assessed formatively through regular running reading records, on-going writing responses, teacher observation and common grade level benchmark assessments, including pieces in reading and writing. We also evaluate our students and program through analysis of the NYS ELA Test.

## **3. Mathematics:**

Over the past decade, the mathematics curriculum of the district has evolved from disconnected and program-based to coherent and standards-based. In the early 2000s, the district was committed to inquiry-based mathematics programs. The focus of the math curricula at the time was on these programs with little to no emphasis on the state standards. As a result, student performance on standardized math assessments was extremely weak in comparison to similar districts.

To remedy this, the district revised the mathematics curricula to have a focus on state standards as opposed to a single program or resource. Within this balanced approach, teachers target their math instruction on the learning outcomes of the standards using multiple resources. This shift creates an alignment of the math curricula and the instruction being delivered to the standards, which resulted in a district wide increase in student performance on standardized assessments.

In 2010-11, Cobbles Elementary School became the pioneer within the district by implementing

differentiated core math groupings and the Response to Intervention (RTI) math block. In this model, students receive core math instruction as well as an additional 30 minutes of targeted skill instruction daily.

Every six weeks, grade level teams meet for data discussions to review common assessment data for all students. Students are then grouped for core math based on performance and ability. Core math instruction is delivered by the grade level teachers, as well as two Special Educators and an Enrichment teacher. Students with the lowest performance data are taught by the two Special Educators while the highest performing students are taught by the Enrichment teacher. Each Special Educator teaches a group of no more than 8 students to focus on individual students' needs.

The RTI math block is dedicated to targeted intervention, review, and practice of essential math skills with no new instruction being taught. Students needing Tier 2 and 3 math intervention services receive weekly progress monitoring of their math skills to inform targeted instruction.

The strength of this model is that students' current performance data is reviewed every six weeks during the data discussions and students are then re-grouped accordingly. The implementation of the differentiated core math instruction and the RTI math blocks has resulted in exceptional student performance on the grades 3-5 NYS Math Assessments. Even with the transition to the Common Core State Standards, Cobbles outperformed most schools in New York State on the 2013 NYS Math Assessments.

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

The Cobbles Music Program includes General Music instruction for all students (K-5), and optional participation in Suzuki Strings (1-5), Traditional Strings (3-5), Band (4-5) and Chorus (4-5). Curriculum and assessment in music are linked to district, State and national learning standards and goals.

The Suzuki Strings program, one of the oldest in America (celebrating 48 years in 2014), as well as the Traditional String and Band programs include rigorous and specific curriculum and assessments. These assessments follow a progression of 10 Suzuki Levels and 8 Traditional Levels, each requiring performance-based and written assessments.

The General Music Program is integrated with school-wide learning through all grade levels, especially in the reading and social studies areas. The dance and music performances that accompany "Colonial Days" are an excellent example of this.

All music programs at Cobbles embrace the teaching of critical thinking skills in real and tangible ways. Analysis, synthesis, and problem-solving skills are developed through learning activities, such as the Chorus Reflection. Guidelines for this student reflection activity are found in the "Critical Thinking Skills in the Music Classroom" section of the department's professional development guide.

Unique opportunities for students are provided by the Penfield Music Commission Project. This 1982 district initiative was developed to bring students and world-class artists together in learning situations through the composition of new music. Cobbles students annually have opportunities to perform with artists such as violinist Regina Carter, ukulele artist Jake Shimabukuro, and trumpeter Clark Terry. In its 44th year, the Penfield Jazz Concerts featured Cobbles and other district students performing with Darmon Meader of the New York Voices.

Cobbles has chosen to highlight the Music Program for four important reasons:

1. In repeated community surveys, Penfield residents rank the music program as the number one reason for moving to the district and consider it the district's most successful curricular area.
2. The music program is integrated on a daily basis with the learning goals of the school.
3. An exceptionally high rate of students who have participated in our music program, later become members of elite musical organizations in the community and colleges, as well as in academic honor organizations.

4. Graduates of the Cobbles Music Program routinely return to tutor and support their younger peers through programs like “Practice Partners”. These returning graduates remain an important part of the vibrant Cobbles Community.

#### **5. Instructional Methods:**

During both core instructional times and daily intervention blocks, the Cobbles instructional program is designed to maximize the learning growth of all students across all ability levels.

Teachers use multiple strategies to differentiate instruction during core instructional times. Every classroom is equipped with a Smartboard to promote interactive instructional presentations. A large computer lab and two mobile laptop carts also enhance student engagement through the use of technology. Classroom teachers are skilled at differentiating by using varied student groupings, presentation methods and instructional materials. Guided reading groups provide small group instruction to students at their instructional level. Teachers benefit from an extensive leveled reading library, which contains fiction and non-fiction text materials aligned to the content of the district curriculums but at varied reading levels.

The “Diamond” Response to Intervention model uses Intervention Blocks to address the needs of students at, above and below grade level. ELA and Math Intervention Blocks focus on essential skills during a specific and different timeframe for each grade level. During this block no new curriculum delivery takes place, so no child misses out on new learning. At Cobbles, we have redefined what we mean by “intervention”. All students of all skill levels receive intervention during this block to further their growth in the areas of essential ELA and Math skills as indicated below:

- **Below Grade Level:** In small group settings, a team of intervention teachers provide targeted instruction based on individual student needs. Intervention takes place in addition to regular core curriculum delivery with a goal of “catch-up growth”.
- **At Grade Level:** Classroom teachers provide additional instruction of essential skills for students, whose “overall” performance is determined to be at grade level, but may have some gaps or would benefit from continued reinforcement of these essential skills. Gaps in essential skills growth are targeted as they occur when they occur, rather than waiting for students to reach a threshold of “far enough behind”.
- **Above Grade Level:** Utilizes the expertise of the gifted and talented teacher in a smaller group setting to challenge and advance the essential skills development of students, whose performance has been assessed as above grade level.

During these blocks, classroom, reading, English language learner, math intervention, and gifted and talented teachers function as one team working with all grade level students at the same time. These groupings remain flexible and allow for student movement based upon ongoing student data analysis.

#### **6. Professional Development:**

The success of the Cobbles Learning Community is dependent upon our commitment to ongoing and job embedded professional development. Our community benefits from comprehensive and frequent professional development opportunities within the district, as well as regular opportunities to attend regional, State and national conferences and workshops. All professional development activities minimally require alignment to the CCLS, goals identified by building’s School Improvement Plan, or the performance rubrics of the district’s Annual Professional Performance Review. All professional development activities are entered into a management system called “My Learning Plan”. Within this system, the required alignment is described, documented and acknowledged by the building principal, district staff development coordinator, and assistant superintendent for instruction.

At Cobbles, professional development occurs in many formats. To help faculty achieve early career success, non-tenured faculty are assigned a mentor in the first year and a PEER in the second year. Groups

of faculty frequently engage in independent professional development activities called a “Collegial Circle”. These small groups choose topics specific to their responsibilities and meet throughout the year to discuss their research findings. Full faculty book studies have also been completed using faculty meeting times, and have recently focused on vocabulary development and the development of “high performing teams”.

District level administrators and teachers on special assignment coordinate ongoing professional development opportunities on Superintendent Conference Days, as well as before, during and after school. Cobbles teachers have taken full advantage of these trainings and other regional offerings to build their understanding of the “ELA and Math Shifts” of the Common Core Learning Standards, the instructional resources aligned to these shifts and the assessments designed to measure student success with these shifts. This is evidenced by the teachers’ increased emphasis and skilled teaching of multiple models of math computation, math problem solving strategies, evidence-based writing, Tier 2 vocabulary development and inferential reading comprehension skills. Further evidence of impact is shown by the relatively stronger performances of the Cobbles students versus the State on the 2013 NYS ELA (70 % proficient or higher versus 31%) and Math (89% proficient or higher versus 34%) assessments, which were the first to measure the CCLS.

A Cobbles team returning from a national RtI conference in Boston initiated the development of the Cobbles “Diamond” RtI model. The impact of this growth model is evidenced by our perfect 20/20 score and “Highly Effective” rating received on the 2013 “New York State Provided Growth Score”.

## **7. School Leadership**

Cobbles places a premium on collaborating with all stakeholders in our decision making processes. We accomplish this through a distributive leadership model, which includes both formal and informal leadership positions. By doing so, we expect our decisions will have full stakeholder understanding and commitment.

Well-articulated district goals established by the Board of Education and Superintendent provide the district with a cohesive direction and decision making starting points. These broader goals are then distilled into more specific site based goals by the Cobbles Cabinet and Shared Decision Making Team (SDM). The resulting School Improvement Plan (SIP) identifies specific and measurable goals pertaining to student achievement, school-community relationships and school culture.

The Cobbles Cabinet is made up of the building principal and 13 faculty leaders, who represent each grade level team, department area and job responsibility. SDM is comprised of the principal, 2 elected faculty members and two parent members appointed by the Cobbles Parent-Teacher Association. These two building leadership groups meet regularly to monitor our progress in accomplishing the goals and actions articulated in the SIP.

Recently, SDM has focused its efforts on insuring Cobbles students continue to receive a balanced, “whole child” education. Through the P.E.A.C.E. plan initiative (described in Part III) students have been involved in new recycling efforts, developed a good “character chain”, have attended numerous performing arts events, began a “strive for five” fruit-vegetable grade level eating competition and numerous other activities supporting the P.E.A.C.E. initiative.

The Cabinet has largely spent the past few years supporting the Cobbles learning community adjust to the instructional “shifts” of the CCLS. Resulting professional learning activities have included topics such as evidence-based writing, academic vocabulary, math fluency and problem solving, and inferential reading comprehension.

Although informal, the grade level team is a critical leadership group. Teams collaborate daily to flexibly adapt their instructional planning and methods to help insure each student meets his or her academic growth potential. Successful implementation of every instructional initiative relies on this group closest to the students.

The principal serves as the instructional leader of the building, and meets regularly with all leadership teams. Within these groups, the principal facilitates discussions focused on essential student learning, evidence of learning, and systematic responses for when students do or do not master this essential learning. To keep Cobbles positioned for future success, the principal is the “lead-learner” and remains current with the continuously changing landscape of public education.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math  
**All Students Tested/Grade:** 3  
**Publisher:** multiple - see Notes

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Mar
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	89	95	89	75	98
% Level 4	52	49	31	41	31
Number of students tested	64	74	81	102	89
Percent of total students tested	100	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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4	71	75	55	46	100
% Level 4	57	50	0	31	27
Number of students tested	7	8	11	13	11
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	94	94	94	75	99
% Level 4	57	50	32	41	35
Number of students tested	53	68	71	93	81
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Publishers - CTB McGraw-Hill (2009-2011); Pearson (2012-2013)

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:  
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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>

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 4  
**Publisher:** multiple - see Notes

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Mar
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	86	94	88	80	98
% Level 4	47	71	58	35	62
Number of students tested	77	78	114	93	87
Percent of total students tested	99	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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4	57	67	61	89	91
% Level 4	14	33	39	11	39
Number of students tested	7	12	18	9	23
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	90	99	90	79	99
% Level 4	49	75	60	36	64
Number of students tested	68	69	101	86	74
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Publishers - CTB McGraw-Hill (2009-2011); Pearson (2012-2013)

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 5  
**Publisher:** multiple - see Notes

**Test:** New York State Mathematics Grade 5  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Mar
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	91	91	95	92	100
% Level 4	53	66	62	67	73
Number of students tested	75	112	99	88	75
Percent of total students tested	100	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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4	78	75	91	86	100
% Level 4	0	38	55	43	64
Number of students tested	9	16	11	21	11
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	93	92	97	94	100
% Level 4	54	67	62	60	73
Number of students tested	68	100	87	77	67
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Publishers - CTB McGraw-Hill (2009-2011); Pearson (2012-2013)

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** New York State English Language Arts Grade 3

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2009

**Publisher:** multiple - see Notes

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	65	89	79	74	92
% Level 4	13	20	16	20	15
Number of students tested	62	75	81	102	88
Percent of total students tested	97	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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4	29	63	45	38	82
% Level 4	14	0	0	8	18
Number of students tested	7	8	11	13	11
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	65	91	85	75	91
% Level 4	10	21	17	19	16
Number of students tested	51	68	71	93	81
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** New York State English Language Arts Grade 4

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** multiple

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Jan
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	68	92	82	75	94
% Level 4	38	19	12	12	16
Number of students tested	76	78	114	93	86
Percent of total students tested	97	100	100	100	99
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4	29	67	50	44	78
% Level 4	14	8	6	11	0
Number of students tested	7	12	18	9	23
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	70	97	84	76	93
% Level 4	40	20	14	13	16
Number of students tested	67	69	101	86	73
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Publishers - CTB McGraw-Hill (2009-2011); Pearson (2012-2013)

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)  
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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** New York State English Language Arts Grade 5

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** multiple - see Notes

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	76	83	79	69	100
% Level 4	33	17	9	22	31
Number of students tested	75	112	99	88	77
Percent of total students tested	100	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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4	56	56	64	43	100
% Level 4	11	6	9	14	27
Number of students tested	9	16	11	21	11
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	76	84	79	68	100
% Level 4	35	18	10	22	30
Number of students tested	68	100	87	77	69
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

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