

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Deborah Lynne Capri

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

Official School Name Enders Road Elementary School

(As it should appear in the official records)

School Mailing Address 4725 Enders Road

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

City Manlius State NY Zip Code+4 (9 digits total) 13104-8700

County Onondaga County State School Code Number* 42-10-01-06-0008

Telephone 315-692-1500 Fax 315-692-1053

Web site/URL http://www.fmschools.org/enders-road.cfm?subpage=12 E-mail dcapri@fmschools.org

Twitter Handle @fmschools Facebook Page www.facebook.com/FMSchools 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. Corliss Kaiser E-mail: ckaiser@fmschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fayetteville-Manlius Central School District Tel. 315-692-1200

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 Ms. Marissa Joy Mims
(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):
- 3 Elementary schools (includes K-8)
 - 2 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. 7 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	40	46	86
1	61	50	111
2	51	48	99
3	72	60	132
4	52	46	98
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	276	250	526

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 11 % Asian
 - 3 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 81 % White
 - 2 % 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: 3%

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	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1	519
(5) Total transferred students in row (3) divided by total students in row (4)	0.033
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 1%
3 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Chinese, Korean and Telagu
8. Students eligible for free/reduced-priced meals: 5%
 Total number students who qualify: 24

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: 9 %
49 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>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>31</u> Speech or Language Impairment |
| <u>2</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:

	Number of Staff
Administrators	1
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	13
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 23:1

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	97%	96%	96%	98%	98%
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

Enders Road Elementary School is proud of its strong foundation of character education, academic distinction and inclusive sense of community. We uphold the tenets of our district's mission to build excellence and prepare students for the 21st century. "The Fayetteville-Manlius School District's mission is to respect and realize the aspirations our community has for its children, by providing excellence in education and creating opportunities for each and every child to reach his/her fullest potential as a responsible citizen and member of a global community." Every Enders Road School community member has a voice and is valued. Our commitment to have each child and adult learner reach a potential of personal excellence and our dedication to developing a school culture that encourages civic engagement and strong character-building make us worthy for National Blue Ribbon status.

Our school community is located within the town of Manlius which is an eastern suburb to the city of Syracuse, New York. The community is generally middle to upper-middle class in nature with a wealth of hard working families that own farms, work in local service industries and are professionals affiliated with local hospitals or nearby Syracuse University. Enders Road enrolls approximately 535 students in grades kindergarten through 4th grade. There are many rich opportunities in our area for field trips and educational programs due to our proximity with historical places such as the Erie Canal and the Lorenzo State Historic Site as well as various universities like Syracuse University, Lemoyne College and Cazenovia College. Recently, our community has become more transitional in nature as we welcome over 60 new students each year and often have just as many move to other communities. It is a challenge to meet the varied needs of new or transitional students; yet we rely on our steadfast commitment to data-driven differentiation and vision of seeing each child as a unique learner to ensure that we are meeting the academic and personal needs of students, regardless of how long they are enrolled in our school. A strength of the Enders community is the incredible dedication our parents have to our school and their children's education. Thus, new families are quickly embraced, encouraged to partner with the school and become part of the overall Enders Road community.

The goal of our character education program is to help students understand core ethical values and foster responsible and caring behaviors; this work is organized by a building character education committee chaired by our 2012 New York State School Counselor of the Year. By merging Project Wisdom and Bucket Filling, we promote a caring school community in which students feel connected, safe and respected which, in turn, boosts their ability to learn and absorb information. Students learn monthly through literature lessons, weekly announcements, written reflections and student-developed podcasts about specific character traits. The Bucket Filling program is directly aligned with our work to uphold The Dignity Act as we seek to create a home and school environment that ensures every child is treated with esteem and has an avenue to communicate any concerns.

In April, each student finds a way to make a difference in the local or global community and writes a personal written reflection as to the importance of his or her civic efforts. The over-arching message is that no child is too young to make a difference in the world. A Caring and Sharing Assembly in June highlights the many tangible ways that Enders makes a difference throughout the year to charitable organizations such as the military, the local food bank, Juvenile Diabetes, animal shelters, children's hospitals, and international relief efforts through UNICEF and The Red Cross.

Our school emphasizes the importance of a holistic approach to student development and well-being. Students participate in a health education program and the building implements a comprehensive wellness policy. We begin our day with a school-wide morning walk or dance routine to spark learning and solidify our school culture. Enders Road was recognized in 2012 as a Bronze Medal recipient of the national Healthier US School Challenge Award for our overall emphasis on wellness, nutrition and fitness. Seventeen students identified as academically and emotionally vulnerable are supported by staff through a mentoring program.

Each student is viewed as an individual and appreciated for his or her own academic readiness, learning style, needs and preferences. Relying on multiple formats of formative and summative data, instruction differentiated based upon these variables is offered across all content areas. Our schooling philosophy is grounded in an inclusive approach so that students regardless of physical, learning or emotional challenges are embraced and educated amongst their peers in general education classrooms. We believe in rigorous standards for all learners that are aligned with the Common Core Learning Standards and allow for equitable access to the curricula. WALDO, the We All Learn Differently Olympics, provides students with experiential insight into how their peers may learn and live through physical, hearing, visual, learning, medical, nutritional and sensory differences.

In each classroom, students learn about ways they can be environmentally conscious and create a school context that is sustainable and “green.” Classrooms work to achieve Gold Medal Eco-Challenge status by meeting a set criteria of “green” practices within their class setting. Students reduce, recycle, and reuse through their daily efforts. The school is currently working on a community garden with recycled rain water collection, school-wide terra-cycling and a school-based weather station.

We are a school which appreciates and embraces our families as an integral component of our culture and success. Parents are encouraged to volunteer in the library, computer lab and in the classrooms. Our parent led Home School Association offers a wide array of rich extra-curricular experiences after school including dance, martial arts, science, foreign language, community service, book club, yoga and chess programs. Parents are established as partners in their children’s educational experiences through joint parent and staff committee work, ongoing communication and collaborative efforts.

Enders Road is very proud of the school community we have worked so diligently to establish. It is a school culture that is rooted in authentic civic engagement and character development and the academic, personal and emotional development of every student. By educating the whole child from an inclusive perspective, we feel that we offer a unique and special educational experience for every student who enters our school. At Enders Road our motto is “I Can”; our goal is for every student to actualize this reality.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The performance levels for the 2012-13 New York State Common Core standardized assessments in English Language Arts and Mathematics 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/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) Students in grades three and four at Enders Road Elementary have historically achieved with distinction on New York State assessments in English Language Arts (ELA) and mathematics. In both ELA and math, our students have outscored similar schools in our local Board of Cooperative Educational Services (BOCES) network as well as the state average for proficiency. NYS accountability reports communicate that Enders Road has met or exceeded adequate yearly progress determinations for accountability across all sub-groups. Two sub-groups, white students and Asian students, met the criteria as reportable for Enders Road dependent on the cohort for the specific school years. Both of these sub-groups scored very well, with the Asian subgroup scores reflecting a strength in our student population. Students who are Asian are approximately 11% of our student population and during a four year span scored on average at 91% proficiency in ELA and at 44% exceeding the standards; and achieved 99% proficiency and 80% exceeding the standards on math assessments.

The third grade assessments are students' first experience to take high-stakes, standardized assessments. Even as novice test-takers, our students are able to demonstrate their knowledge on the state assessments. The ELA assessment is a three day test that includes multiple choice, short answer and long response questions that allows students to demonstrate their skills in reading comprehension, vocabulary, grammar, conventions and writing. ELA scores on average across the 2008-2012 school years have ranged from 74% to 96% proficiency and from 9% to 27% exceeding proficiency with a level 4 score.

Achievement on the NYS math assessments is a relative strength for Enders Road. On the assessment, students are required to take a three day exam in which they must demonstrate their mathematical abilities through multiple choices questions, short answer problems and multi-step problems. Students' thinking must be shown mathematically and reasoning articulated in complete sentences. During a three period, Enders Road third grade maintained a minimum of 85% proficiency and 35% exceeding standards while in fourth grade, the minimum proficiency was 90% and at least 59% scored exceptionally.

For the 2009-10 school year, New York raised the ELA and math cut scores for the performance levels. Raising the bar caused a state-wide drop in the percent of students scoring at a proficient level. Although

Enders data did follow this trend, the percent of students exceeding proficiency was the highest in four years on three out of four assessments given: 3rd grade ELA at 27% ; 4th grade ELA at 20%; and 3rd grade math at 45%.

The 2013 NYS assessments for the first time were aligned with the Common Core Learning Standards. The increased rigor of these tests was intended to establish instruction and learning that best prepared students for college and career readiness in the 21st century. The restructured format of testing created a new baseline; thus the Commissioner encouraged schools not to compare 2013 data to prior scores due to the dramatic shift in standards. As expected, 2013 proficiency scores across the state were significantly lower than in 2011-12. Although the tests were challenging, Enders Road students still exceeded state and local BOCES averages. In rankings amongst upstate NY schools, Enders Road scored on average 22nd for ELA and 5th for math out of 934 schools.

Literacy instruction continues to be an area of emphasis for Enders Road. Although our students have repeatedly scored well in the state, we still strive to strengthen our ELA instruction through research-based best practices, a commitment to professional development, and data-driven instruction. In order to ensure that Enders Road students are prepared for whatever path their future may hold, our school is dedicated to analyzing the new Common Core assessment data to ensure that our instruction continues to match and exceed the high standards established by New York State.

2. Using Assessment Results:

Assessment data guides instruction in every facet of the daily learning of students in our educational program. Formative and summative student assessment data directs teachers to instruct each individual and address the strengths, interests, and experiences of every student. This instruction is based on quantitative and qualitative assessment data collected routinely and systemically.

The building's Response to Intervention team (RTI) and Pupil Personnel Services (PPS) team meet regularly to analyze multiple forms of data in order to determine how best to support individual students academically, behaviorally, socially and emotionally. Determinations are made about students' needs based upon report card data, classroom observations in personal and social development, local and state assessments, a comprehensive kindergarten screening, AIMSweb curriculum-based measures, progress monitoring, Fountas & Pinnell literacy benchmarking, math unit assessment, bi-annual math screenings and common benchmarks in math, comprehension and writing. In a school year, approximately fifty students are offered specific data-driven solutions for instructional support through PPS and over 162 students through RTI. Through the RTI process, individualized target goals on curriculum-based measures are established and monitored based upon state and local norms.

At grade level team meetings and district curriculum meetings, data from local and state assessments are analyzed in order to reflect upon and alter as needed classroom instruction, curriculum maps, resource selections and program modifications. For example, analysis of math data revealed gaps in student understanding in multi-step story problems with more than one operation. With the assistance of math resource teachers and grade level teams, our school implemented a more focused effort on identifying what operations to use, and what steps need to be completed in these types of problems. Teachers in each grade level adjusted their instruction of the curriculum throughout the units of study over the course of a school year to integrate a comprehensive approach to solving story problems. Our instruction has improved due to a concentrated team effort based on the assessment results from the data collected.

Additionally, New York State assessment data in English Language Arts, math and science are analyzed at both a macro and micro level. Individual student growth scores and assessment skills analyses are facilitated by a district data coordinator. By examining and disaggregating the data from multiple perspectives, these standardized assessments reveal areas of needed focus for individual students, our school and the district as a whole.

Teachers provide students with ongoing targeted feedback based upon formative and summative assessment data. Students are actively involved in their own learning and are encouraged to frequently self-assess their understanding, progress and mastery. Communicating student progress via data is equally important and prevalent for parents. Parents are informed of student development through quarterly standards-based report cards, supplemental service progress reports, and ongoing communication through phone calls, student planners, e-mails and parent conferences. Data is explained to parents in a manner that ensures an appreciation of their child's unique strengths, challenges and learning goals.

3. Sharing Lessons Learned:

Internal expertise is valued and shared at Enders Road. Opportunities are structured for sharing of knowledge within the building and across the district. Weekly team and monthly integrated language arts meetings allow teachers to share insights into curriculum and instruction and to meet with administration and supplemental service providers. Monthly district curriculum meetings in English Language Arts, Math, Science, and Technology provide an avenue to dig deeper into curriculum, share successful strategies, and learn about new resources utilized by colleagues.

Building faculty meetings are reframed so that they allow for staff to share professional development recently gained at conferences, trainings and committee meetings. Examples include: a building literacy leadership team sharing the research-based knowledge gained from a training in Boston and a turn-key training by the counselor and psychologist on a model that highlights the important connection between emotional well-being and student achievement. Representatives from District Curriculum Council share work accomplished aligning the Writing Common Core Learning Standards to our own district curriculum and instruction. Members of the technology committee share current avenues for integrating technology to enhance instruction.

Over twenty-five Enders Road staff members participated in ten summer curriculum projects that were directly related to building action goals in areas of literacy, character education, support of struggling learners, and civic engagement. Lessons, technology files and resources from this valuable work were shared at a faculty meeting and are digitally stored through a web-based network connection so that staff can access from school and home.

Elementary literacy topic leaders and members of a Professional Development Team organize staff development days in a manner that encourages the sharing of information, ideas, and activities relating to specific grade levels and topics such as differentiated instruction, project-based and 21st century learning. Teachers lead trainings and offer in-service courses on areas of interest and expertise that are directly related to enhancing teaching and learning.

Expertise is also shared with the broader educational community. The School Counselor has taught workshops and sat on a panel at the professional state conference and is currently co-writing the curriculum for a course at Syracuse University. The principal has published her research-based knowledge and the literacy content specialist teaches college courses at LeMoyne College to pre-service teachers.

The highest affirmation of learning is to share this knowledge with others. This drive to continuously grow as professionals and explore best practices continually improves instruction for the students at Enders Road.

4. Engaging Families and Community:

Enders Road Elementary is committed to a comprehensive community approach that forges partnerships and ensures that every child has the opportunity to be a successful learner, responsible citizen and member of a global community.

We rely on a variety of communication tools to engage the school community including a comprehensive school website, frequent e-mail communications, classroom and school newsletters and regularly scheduled parent conferences. We want our families to receive the best and most current information regarding their child's education.

Supporting learning at home is an essential component that solidifies family involvement for student success. Teacher's websites provide opportunities for families to work together and explore current lessons, search related curricular links and view examples of student work. Web-based supplemental programs in literacy and math allow for parents to provide academic support that is aligned with school instruction. Ongoing communication logs and progress updates further ensure that school and home education are in cooperation with one another.

Through the Home School Association, staff, family and community volunteers run 37 extra-curricular programs and events such as: science club, movie night, foreign language club, community service clubs, book clubs, ice cream social and the welcome back to school picnic. The Site Based Team comprised of parents and staff assists in the coordination of character education, community service and arts in education programming. Students' educational experiences are greatly enriched by these opportunities.

Multiple platforms that encourage family involvement include a Curriculum Night, Open House, monthly activity nights, Family Night programs, Adult Hobby Fair and Parent Visitation week. Second grade families share diverse cultures and traditions with students while third grade parents and staff serve as group leaders in a bridging Community Wide Dialogue program with a local urban elementary school. Parent volunteers are seen helping on a daily basis in the computer lab, library, classrooms, the gymnasium, or at recess during a "Footsteps to Fitness" program.

Enders Road works with the greater community to develop a broader sense of partnership. Students are civically engaged through recycling, making cards for local veterans and fund-raising to support a local park. Students in health class are visited by local police officers and fire fighters. Virtual and actual field trips expand partnerships both locally and globally. Examples include: trips to the local hospital, municipality offices, as well as Skyping with a science teacher from a local park's ecosystem, a paleontologist from Nebraska, and a business professional in China.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Enders Road Elementary is aligned with the Common Core Learning Standards (CCLS), New York State Standards and the Fayetteville-Manlius School District's goal for all students to meet or exceed proficiency standards. Students are exposed to rigorous instruction that encourages critical thinking and problem-solving across varied content areas. Our district curricula are electronically mapped to ensure coherence, offer a living resource for our instructors, and communicate curricular topics to the parent community.

English Language Arts instruction focuses on the four common core standard areas of reading, writing, listening and speaking with an emphasis on the first two capacities. At the primary levels, the focus is on students learning skills across areas of language, literature, informational text, and foundational reading skills. Specifically, craft and structure, print concepts, phonics, word recognition, fluency, making text connections, character study and thinking critically about literature are a focus. Students write in multiple formats across state standards such as narrative, persuasive, and informative/explanatory pieces. Students also write in a manner that demonstrates evidence from the text, research skills, technology integration and diverse cultural perspectives. Writing is based on diverse literature including fiction, non-fiction and poetry. In the intermediate grades, students continue their development in these areas as well as an increased curricular emphasis on comprehension, more complexity in texts and real-world applications of critical thinking and writing.

The mathematics curriculum is aligned with the CCLS and provides an organized and sequential set of lessons that build strong mathematical skills across the grades. A primary emphasis in math is for students to develop persistence with problem-solving and to be able to articulately express their mathematical reasoning. Through an investigative model of learning, students explore counting, cardinality, measurement, data, geometry, operations, number and operations in base ten, algebraic thinking and mathematical practice that is grounded in abstract and quantitative reasoning. It is a spiraling, developmental curriculum so that students explore common topics in progressively more complex formats until mastery is achieved.

Scientific thinking is developed through our experiential-based science curriculum. The curriculum is grounded in hands-on experimental opportunities, informational texts and field trips to habitats in local parks and visits to the school district's own planetarium and observatory. Topics include the living environment such as matter, energy, plant parts and functions, seasons, sources of light, life cycles, buoyancy, weather and the solar system. Experiments range from kindergarteners collecting and studying life forms from a local pond to second graders observing and analyzing a monarch butterfly from egg to adult in a classroom butterfly habitat to fourth graders dissecting species to better understand the food chain.

Our social studies curriculum concentrates on the development of global and responsible citizens who are equipped with the knowledge and skills to understand the setting in which they live and their place within that world. Learning centers on concepts of the community, rights, responsibilities and symbols of citizenship, geography, rules and laws, resources, economics, American symbols and traditions, international cultures such as China, Brazil, Mexico and Ghana, industrial growth and expansion, introduction to government and New York State geography, colonization and Native American cultures.

In addition to the core content areas, students have the opportunity to be engaged by curricula from various important classes in the arts, health and wellness arenas. Students in grades one through four learn important wellness and safety topics through a health curriculum that includes units on personal hygiene, safety, nutrition and emotional well-being. The physical education curriculum engages students with topics related to personal health and fitness, the benefits of exercise, overall wellness and sportsmanship, ball skills, fitness topics, gymnastics, and locomotor/non-locomotor skills. Students strive to meet the Presidential Challenge by meeting standards for the Presidential Physical Fitness Test. The arts are experienced through general music, orchestra and art curricula. All students participate in a music

curriculum that teaches concepts and skills of pitch, rhythm, tempo, tone color, dynamics, articulation and form. Students study music history, vocalization and various instrument families. Fourth grade students can participate in a beginning strings curriculum that is a modification of the Suzuki method whereby physical and aural skills are the focus. Pre-music reading activities are stressed.

Woven throughout all curricula are character education themes, real-world applications, technology integration and strands of 21st century learning skills as we strive to develop effective communicators, global learners, critical thinkers and socially responsible citizens at Enders Road Elementary.

2. Reading/English:

The Enders Road Elementary English Language Arts curriculum is based on philosophies and practices influenced by the work of the Literacy Collaborative (i.e., Fountas and Pinnell), the Reading and Writing Project at Teachers College, and other constructivist models. Teachers create classrooms where students experiment with and practice developing skills while immersed in a language rich environment. This occurs within a language and literacy framework consisting of language/word study, reading workshop, and writing workshop.

In the language /word study block, students explore intricacies of language across multiple genres. Instructional elements include interactive read aloud, modeled/shared reading, choral reading, and readers' theater. Word study is differentiated through the stages of spelling development where teachers utilize Fountas and Pinnell Phonics and Words Their Way. Students examine letters, sounds, and words through exploration using a hands-on, manipulative approach of sorting. They discover generalizations about spelling, instead of just spelling rules and learn regularities, patterns, and conventions of English orthography needed to read and spell.

In reading workshop, students read a variety of self-selected and teacher-selected literary and informational texts for extended periods. They construct meaning as they learn from and about reading. Through mini-lessons, guided reading groups/book clubs, and conferring, students learn effective comprehension strategies.

K-2 students engage in independent literacy centers during workshop. Literacy centers include ABC center, writing center, listening center, and computer. Students revisit books or poems shared during interactive read aloud or shared reading, read from individual book boxes, read with a partner, or read books experienced during guided reading. These activities support students in behaving like readers, remembering and thinking about ideas in texts, internalizing language, and expanding vocabulary.

In grades 3 & 4, students read independently and write about reading during workshop. Opportunities to share thinking about the books they are reading with other students are provided.

Students performing below grade level are supported within the classroom by the teacher, teaching assistants and special education teacher. In addition, identified students receive supplemental services from a teaching assistant or reading specialist, or through extended day programs for kindergarten, 3rd and 4th grades. Interventions include research based instructional practices from the Florida Center of Reading Research, targeted guided reading groups, Leveled Literacy Intervention, and Reading Assistant.

Students performing above grade level benefit from differentiated instruction through guided reading and conferring. They participate in supplemental Curriculum Resource enrichment programs both in the classroom and through special extension projects.

3. Mathematics:

Math instruction at Enders Road includes an organized and sequential set of units and lessons that are based on proven best practices from within the field of Math Education. A primary, research-based resource is TERC Investigations II. Math concepts in place value, computation, measurement, data, geometry and

algebraic thinking are developed across grades with attention to the developmental needs and abilities of students. Presentation of concepts begins at a concrete level and becomes more abstract only after strong foundations have been established. Students develop in-depth number sense before being introduced to traditional methods or "short cuts." The program focuses heavily on problem solving skills such as reasoning, representation, articulation, and justification. In collaboration with teachers from across the district all units and lessons have been aligned to the NY State Common Core Learning Standards for Mathematics.

At Enders Road, lessons follow the Launch/Explore/Summarize instructional model. Instructional methods include explorative activities, whole class discussions, collaborative groupings, and independent practice. Through peer interactions and teacher guidance, students are exposed to multiple strategies for problem solving. Throughout lessons teachers elicit student explanations, redirect, and nudge students to higher levels of efficiency and accuracy. Many sessions contain a workshop component that includes games and other exploratory activities and serve as reinforcement for learned skills. Lessons are concluded with a summary that features teacher observations and student discoveries.

All math units include informal assessments and an end-of-unit assessment. In addition, mid-year tests are administered. Assessment data are used to measure students' progress toward end-of-year standards, to reveal skills that need re-teaching, and to evaluate program effectiveness.

Each classroom at Enders Road is a heterogeneous learning community in which students learn not only from the teacher, but also from peers through collaboration and sharing. Exposure to various problem solving strategies allows students to work at their levels of understanding. Teachers are skilled at altering work to differentiate for students who are struggling or excelling. Throughout our program there are suggestions for remediation and extension. In addition, students that demonstrate limited understanding of grade level math skills through district and state tests receive math support from an Academic Intervention Services (AIS) teacher. Identified students benefit from AIS support 2-3 times a week. Services include a combination of push-in, pull-out, and computer assisted instructional settings. Students that perform above grade level in math are included in a program once a week for a 15-week extension unit.

4. Additional Curriculum Area:

The Enders Road science curriculum is a spiral mix of life, physical and earth/space science that is found throughout all grade levels. Classroom examples include:

- kindergarten ecologists measure the temperature of water from a stream;
- first grade physicists identify properties of matter;
- second grade biologists observe metamorphosis in the life cycle of monarchs;
- third grade botanists document the growth of Wisconsin Fast Plants; and
- fourth grade electrical engineers design closed circuits that make lights glow and motors spin.

Our elementary school scientists don't learn about science by just reading about science. They experience science "hands on" working as real scientists by solving problems, collecting data, and conducting actual experiments.

The school district prepares science kits and provides them to each classroom. Teachers take advantage of professional development opportunities that help them teach "hands on" science using the materials included in the kits.

For several years, trade books and informational texts that include information about specific science topics have been used, instead of grade level text books, to teach science units. More recently, teachers have begun using online leveled reading informational texts that meet the Common Core Learning Standards in reading.

The District uses curriculum mapping software to identify science skills throughout all science units. Specifically,

- First grade physicists experiment with light and shadows in the planetarium. Using shadow puppets to relate an object to its corresponding shadow and moving the puppet closer to or farther away from the light source helps them learn about the properties of light;
- Third grade engineers design and construct aluminum foil boats and use ceramic “cargo” cubes to observe the relationship between mass and volume; and
- Fourth grade forensic scientists collect data from analyzing evidence gathered during a two week period, and then review the data and draw conclusions, which enables them to identify a criminal from a group of possible suspects.

Assessments measure content understanding and the successful implementation of skills in all science units. Many assessments are project based, i.e., digital photo-story demonstrations of simple machines made by fourth grade physicists. Science journals are utilized in many units throughout the grade levels. Specifically, second grade students describe plant growth and life cycle changes in journals. Our students continue to demonstrate a high level of competence as evidenced by the fact that over 97% of our fourth graders consistently meet or exceed the standards as measured on the New York State Elementary Level Science Assessment.

5. Instructional Methods:

Enders Road strives to teach all students in their learning style and at their developmental level of academic and social instruction. Differentiation takes place to support identified learning challenges and to extend opportunities for all.

Students’ aptitudes and learning styles are recognized and interests appreciated. Third grade students participate in a technology-based learning styles unit; in fourth grade, this self-understanding is further developed through a similar multiple intelligence profile. This individualized data is then used to guide teaching and learning across all content areas.

The frameworks for our literacy and math instruction are grounded in approaches that offer students the opportunity to learn at their own individual academic readiness level. Fountas and Pinnell literacy benchmarking data is utilized to guide instruction at each child’s instructional reading level. Differentiated literacy instruction is supported through leveled classroom libraries of authentic literature, guided reading groups, and interactive, leveled reading programs on the computer such as RAZ-Kids. Our math instruction is taught through an exploratory model which encourages learners to discover concepts of mathematics and to problem-solve using varied strategies; students are able to engage with the math curriculum from their own unique learning perspective.

Our curriculum resource teachers schedule extension lessons and units for all grade levels. In these lessons, the curriculum is adapted for the diverse learning styles of students relying on technology, leveled texts and student interest. A school focus on project based learning allows for multiple and varying methods for students to demonstrate their knowledge and have access to grade level content.

Students performing below grade level are offered Academic Intervention Services (AIS) in Math and Reading by highly qualified professionals. Special education and English for Speakers of Other Languages (ESOL) services are offered, personalized and differentiated in an inclusive school setting. Individual needs are met through a wide-range of services on a continuum that focuses on a least restrictive environment. The Response to Intervention model for literacy provides a three tiered approach to offering research-based interventions specifically matched to data-defined student needs. Specific programs tailored to meet the needs of struggling learners include extended day opportunities such as Blast Off for kindergarteners and Making Valuable Progress (MVP) for third and fourth grade students. Technology is used to support these supplemental services through programs such as Reading Assistant, Earobics, and Fast ForWord.

The implementation of varying and unique instructional methods that ensure curricular access and differentiated academic success for all learners is a pillar of the Enders Road foundation.

6. Professional Development:

Enders Road Elementary views the professional development of its faculty and staff as a pillar of our school community and academic success. Annual planning is generated by a district team of administrators, teacher leaders, and community members in order to ensure that all constituents are invested in continuous growth. Daily learning takes place via staff development days, monthly grade level curriculum meetings, curriculum work, attendance at conferences, workshops, special training sessions and an annual district developed Instructional and Technology Fair. Areas of focus include alignment with the Common Core Learning Standards (CCLS), technology integration, differentiated instruction, project-based learning, the Dignity for All Students Act, 21st Century Learning and literacy. During the 2012-13 school year, Enders Road faculty participated in 123 in-service, graduate course or conference learning experiences.

Based upon student data, two identified areas for further growth have been developing a cohesive literacy program for our students and supporting our struggling learners. Professional development for supporting struggling learners has been wide-spread as we strive to support all learners in successfully meeting rigorous CCLS. Training for teaching assistants, special education and general education teachers and leaders has taken place on topics of Response to Intervention, computer and assistive technology, and the TEACCH Model which offers principles to support students with Autism. Training on multiple research-based literacy interventions has directly improved the quantity and quality of supplemental supports offered to our emergent readers.

Our building literacy goal is to provide a clear, research-based structure that binds all of the essential components of assessment, curriculum and our best teaching practices in reading, writing and word work. District and building literacy leadership teams are travelling to Lesley University for extensive training. Our k-4th grade teachers have all received common foundational professional development on The Continuum of Literacy Learning by Fountas and Pinnell. These opportunities have been led by nationally recognized authors and trainers from Lesley University and by our own building literacy experts who have shared their knowledge with colleagues. Teacher leaders attended the Literacy for All Conference in Providence and then shared-out their learning with the entire staff. An electronic database with over seventy interactive read-aloud lesson plans was developed as evidence of the impact of professional learning. We are already seeing the positive influence on instruction due to the increased clarity and consistency of our literacy instruction and collegial work; readers and writers in all classes are being provided with the same, research-based, aligned, best practice instruction.

7. School Leadership

At Enders Road Elementary, the goal is to foster the leadership potential of every school community member. Multiple leadership opportunities exist through committee membership, curriculum development, professional learning communities, district leadership programs and literacy leadership teams. Every individual is appreciated for his or her unique interests, skills and expertise; thus everyone is encouraged to seek experiences that allow for leadership growth.

Through a model of coaching, supervision and shared accountability, the building principal supports the promotion of excellence in achievement, best practices, rigorous professional and learning standards and continuous improvement. Informal classroom visits, formal walk-throughs and observations function as a vehicle for ongoing dialogue pertaining to areas for celebration and growth. The principal serves as a district topic leader for literacy.

A representative group of faculty work cooperatively on a Building Planning Team which annually develops and monitors a strategic action plan that is derived from data determined needs in areas of achievement, 21st century learning, curriculum and instruction, communication, character education and professional

development. These individuals serve as liaisons ensuring a strong connection between building goals and evidence of learning in the classrooms. There is also a Building Literacy Leadership Team formed by the principal, special educator, school psychologist, reading specialist and two classroom teachers; this university trained team of professionals manages and facilitates the implementation of a cohesive, research-based, literacy program that offers best practice instruction to learners.

Content area resource teachers lead in English Language Arts, mathematics, science and technology by serving as instructional specialists who support their peers through targeted professional development, curriculum development and discussion, and collaborative work that directly impacts student achievement.

Educators are encouraged and expected to take on leadership roles within professional development. Thus, at faculty and team meetings and at the annual Technology and Instructional Fair, resources and instructional strategies learned from conferences, graduate work and in-service courses are shared with colleagues. Furthermore, in-service courses are taught by building and district teacher leaders.

Three members of the Enders faculty have participated in a teacher leadership program that is a combined effort between the Fayetteville-Manlius District and LeMoyne College. Relying on learning from graduate level leadership training and collegial teamwork, these teacher leaders contributed to important projects related to full-day kindergarten implementation, a summer learning camp, a teacher survey and professional development planning.

Lastly, students are encouraged through letter-writing to communicate with the principal regarding their insights and suggestions for school improvement. Students, educators and building principal are all recognized and recruited for their leadership capacity and contributions.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: NYS Common Core Math Test (2013);
NYS Testing Program, Mathematics Test
(2008-2012)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson Publications (2013); CTB 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	80	85	88	85	100
% Level 4	44	35	38	45	43
Number of students tested	94	118	128	124	129
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment			1		
% of students tested with alternative assessment			1		
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					
% Level 4					
Number of students tested					
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					
% Level 4					
Number of students tested					
5. African- American Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
6. Asian Students					
% Level 3 plus % Level 4	100		88		

% Level 4	78		63		
Number of students tested	9		16		
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	78	84	92	86	100
% Level 4	42	28	37	43	42
Number of students tested	77	98	106	110	114
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 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/Regents_Approve_Scoring_Changes.html

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: NYS Common Core Math Test (2013);
NYS Testing Program, Mathematics Test
(2008-2012)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson Publications (2013); CTB 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	77	97	95	90	96
% Level 4	38	69	69	59	59
Number of students tested	117	127	121	138	142
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment		1			2
% of students tested with alternative assessment		1			1
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					
% Level 4					
Number of students tested					
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					
% Level 4					
Number of students tested					
5. African- American Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
6. Asian Students					
% Level 3 plus % Level 4	100	95	100		
% Level 4	71	89	80		
Number of students tested	17	19	10		
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	75	97	95	92	96
% Level 4	34	66	69	59	55
Number of students tested	94	103	106	120	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 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/Regents_Approve_Scoring_Changes.html

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: NYS Common Core ELA Test (2013);
NYS Testing Program, English Language
Arts Test (2008-2012)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Apr	May	Apr	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	59	74	83	80	91
% Level 4	17	16	19	27	20
Number of students tested	94	117	126	124	130
Percent of total students tested	99	99	100	99	100
Number of students tested with alternative assessment			1		
% of students tested with alternative assessment			1		
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					
% Level 4					
Number of students tested					
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					
% Level 4					
Number of students tested					
5. African- American Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
6. Asian Students					
% Level 3 plus % Level 4	67		93		
% Level 4	11		40		
Number of students tested	9		15		
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	58	70	83	79	90
% Level 4	20	13	17	28	21
Number of students tested	77	97	106	110	114
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 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/Regents_Approve_Scoring_Changes.html

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: NYS Common Core ELA Test (2013);
NYS Testing Program, English Language
Arts Test (2008-20012)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson Publications (2013); CTB McGraw-Hill
(2008-20012)

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	63	86	93	82	96
% Level 4	27	20	9	20	18
Number of students tested	118	126	122	138	140
Percent of total students tested	100	99	100	99	100
Number of students tested with alternative assessment		1			2
% of students tested with alternative assessment		1			1
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					
% Level 4					
Number of students tested					
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					
% Level 4					
Number of students tested					
5. African- American Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
6. Asian Students					
% Level 3 plus % Level 4	82	89	100		
% Level 4	59	47	30		
Number of students tested	17	19	10		
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	59	86	93	82	96
% Level 4	21	16	7	18	15
Number of students tested	95	102	107	120	120
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 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/Regents_Approve_Scoring_Changes.html