

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 [X] Charter [] Magnet [] Choice

Name of Principal Dr. Lisa A. Wing

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

Official School Name Genesee Community Charter School

(As it should appear in the official records)

School Mailing Address 657 East Avenue

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

City Rochester State NY Zip Code+4 (9 digits total) 14607-2177

County Monroe County State School Code Number* 261600860826

Telephone 585-697-1960 Fax 585-271-5904

Web site/URL http://www.GCCSchool.org E-mail lwing@gccschool.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent* _____ E-mail: _____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Genesee Community Charter School At The Rochester Museum Tel. 585-271-4552

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. Bridget Shumway

(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):
- 42 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 25 High schools
 - 1 K-12 schools
- 68 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. 13 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	14	17	31
1	16	16	32
2	16	16	32
3	18	13	31
4	18	13	31
5	11	21	32
6	12	15	27
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	105	111	216

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 19 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 64 % White
 - 7 % 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	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	216
(5) Total transferred students in row (3) divided by total students in row (4)	0.032
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 26 %
 Total number students who qualify: 54

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: 10 %
21 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>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 15:1

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	95%	96%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No X

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

PART III – SUMMARY

The Genesee Community Charter School (GCCS), an Expeditionary Learning School (EL) located at the Rochester Museum & Science Center (RMSC), provides a rich, active, and sound educational program for children in grades kindergarten through six. We set high expectations for student achievement and provide the necessary supports to enable each and every student to achieve these expectations. Children are active participants in their own learning, tackling complex content and ambitious projects that require the application of high-level skills and collaborative, quality work. GCCS is a school where children's ideas are honored, their questions are valued, and their social and emotional growth are fostered by caring adults. Our school's mission expresses our intent to prepare children to be citizens of the 21st century:

The Genesee Community Charter School provides a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. Our local history-based and globally-connected program immerses our diverse population of children in investigation and discovery, extensively using the cultural and natural resources of our community. Using the Expeditionary Learning design, we nurture children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem-solvers.

A major factor that sets us apart from other schools is our focus on the local community as our curricular lens. GCCS students learn about the science, geography, and social history of Rochester through meaningful work with local experts, rigorous fieldwork experiences, and the creation of products that emulate the work of professionals in the field of study. Our approach fosters young citizens who care about and feel connected to their community, and who understand that they can make a difference.

The curriculum is divided into six historical time periods; students study three each year in twelve-week units called "learning expeditions." Learning expeditions are interdisciplinary and standards-aligned curricular units that focus on a particular aspect of our region's history and science. Each expedition culminates in a final product and an exhibition of student learning. Classes share their understanding of skills and concepts through music and dance, written products and interactive sessions, and media projects. Exhibitions provide students with real-world audiences for their work beyond their teachers and parents. Students have prepared children's guides for museum exhibits, led geological tours of High Falls, and created booklets to send to classes attending the planetarium's sky show.

Although we are a small school, we are big on tradition. Each Wednesday our whole school gathers for Community Circle, an opportunity to sing, dance, make art, and celebrate learning together. All grade levels and families participate in activities and fellowship, often led by student hosts. We have special ceremonies to mark the opening and closing of the school year, honoring our entering kindergarteners and graduating sixth graders. Students take on leadership positions within the school by serving as Community Circle helpers, school tour guides, cross-age tutors, and kindergarten zipper buddies. We host and train for an annual 5K run for kids open to students across the Rochester region.

A cherished milestone is the sixth grade Portfolio Passage, an opportunity for our oldest students to present and defend their work to a panel of teachers, parents, and community members. Students develop written and oral presentation skills and demonstrate how GCCS has prepared them to be active citizens and stewards of our community and our world.

GCCS has sought to serve a diverse student population since opening in 2001. We have created a strong community of learners from a variety of racial, ethnic and socio-economic backgrounds. Earlier this year, the Rochester Democrat & Chronicle newspaper recognized us as one of the county's most diverse schools. Interested families submit an application to our annual lottery; students whose residence is in the Rochester City School District are given admissions preference in accordance with NYS Charter Regulations.

Our school is recognized as a mentor school within the EL network. EL, a national, not-for-profit, school-reform organization, cites GCCS as a highly effective model school, highlighting our learning expeditions,

arts integration, and school culture as strengths. EL has invited GCCS to host a Site Seminar eight times, an opportunity to demonstrate effective educational practices. Most recently The Partnership for 21st Century Skills recognized us as an exemplar school in its Patterns of Innovation Program.

GCCS is honored to be a National Blue Ribbon School nominee and has clear and irrefutable evidence that our students are academically successful. We outperform the Rochester City School District, Monroe County and New York State in NYS assessments. GCCS has demonstrated time and again with multiple measures that it operates in an educationally sound manner. Examining NYS assessments, GCCS has made adequate yearly progress (AYP) according to the New York State School Accountability Reports and the New York State School Report Card since opening. We are proud to be a model of what works in education.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) GCCS uses New York State measures and our charter goals to determine student proficiency. The New York State Testing Program uses a 1-4 rating scale. For a student to be considered proficient, he must score a 3 or 4 on a given test. A score of 1 or 2 indicates that the student is working below grade level.

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.

One of our charter's measurable goals is "75% of all students in our cohort will score a level 3 or above on the New York State ELA and Mathematics Exams." For the purpose of our student achievement goals, a "cohort" is defined as students who have attended GCCS for three years or more at the time of test administration.

Although we don't believe a score of 2 is considered "proficient," we know that a "high 2" indicates that the child has mastered a significant number of grade level skills with a few minor gaps. Students scoring a high 2 might have a deficiency in a few minor skills or may have failed to comprehend a test question. To consider these "high 2" students, we have an additional goal in our charter that states, "85% of all students in our cohort will score a high 2 or above on the New York State ELA and Mathematics Exams." These goals motivate our school to be held accountable to achieving state standards for all students.

To achieve recognition for Adequate Yearly Progress (AYP) by New York State, 95% of the student cohort needs to participate in the exams and students have to equal or exceed a preset objective called an "Effective Annual Measurable Objective" (EAMO) or a safety net objective called a "Safe Harbor Target" indicated by New York State. Our school regularly reflects on our ability to make Adequate Yearly Progress.

b) When examining the school scores for ELA and Math across grade levels, percent proficiency ranges anywhere from 37-97%. However in ELA, the average proficiency is 76% and the average median proficiency is 80%. In Math, the average proficiency is 75% and the average median proficiency is 74%. Therefore on average, three quarters of our 3rd–6th graders are proficient in ELA and Mathematics according to the NYS standardized assessment data. Furthermore, of the students who are considered proficient, on average 12% are considered advanced in ELA and 25% are considered advanced in Math. For the last five years, we have usually made our charter goals for proficiency and the state always recognizes us as making Adequate Yearly Progress. When matched up to neighboring districts, our school has ranked fourth in the county based on our ELA and Math Performance Index scores over the last two years and we far exceed the proficiency percentages of the Rochester City School District.

In examining assessment results across subjects and grade levels at GCCS, we noticed a sharp decline in the numbers of proficient and advanced students in the 2013 testing analysis as well as a marked decline in the 2010 testing analysis. As explained in the notes section of the data tables, the state assessments administered in 2013 were the first assessments to measure the newly adopted Common Core Learning Standards. Additionally, during the 2009-2010 school year, cut scores were raised which caused an apparent statewide drop in proficiency. Based on the assessment data tables, GCCS generally shows these same trends school-wide. (See the Notes section in the assessment data tables for more information).

Even though proficiency percentages across subjects and grade levels tended to fall in 2010 and 2013, it is clear gains were made between these years as the percentages generally increased from 2010 to 2012. Students in qualifying subgroups generally followed a “drop, growth, drop” trend in proficiency as well. This trend mirrors our school’s mission to raise our own standards as the state and country raise theirs. Over the last few years, our staff has adopted professional development focus areas that are helping us to examine standardized state and local test data to reevaluate our instructional practices in teaching the Common Core Standards in Math and ELA. This year, we have fully adopted the New York State Common Core Curriculum for Mathematics, and since many of us helped to write the curriculum for New York States Common Core Curriculum for ELA, we have also adopted these instructional practices as well. We firmly believe that if we focus on fully comprehending and implementing Common Core State Standards, we will improve overall proficiency in our students.

As a small school, GCCS often has too few students in any one sub-group to do an analysis that does not identify individual students. The NYS School Report Cards often embargo portions of GCCS data from the public because it could be used to identify specific students within classrooms. For that reason, when reporting out on ethnic and racial minorities, we have created two “super groups” of these students for statistical comparison purposes. One super group combines Hispanic or Latino Students with Two or more Races Identified Students since each of these subgroups fell just below the 10% qualification range. The other “super group” combined all ethnic minority identified students in our school to look at a larger number of students represented in each class. Even though it is difficult to accurately analyze subgroups (economically disadvantaged, students receiving Special Education, and racial/ethnic minority students) due to the low number of students at each grade level, proficiency percentages are generally lower than total percentages in all subjects and grade levels. However, when examining the Performance Index scores for each grade level, year, and subject area, our students who qualify in a subgroup generally fall into a 100-200 range. We strive to meet the needs of all students at our school. Therefore, we work to close the gaps in our sub groups by offering after school tutoring, hold regular parent teacher conferences every 3-6 weeks for students who are below grade level, use tiered interventions in the classroom, and hold regular meetings with the School Leader and Special Education Coordinator, and other special service teams to share progress.

2. Using Assessment Results:

We believe that assessments are most valuable when they can be used to improve instruction and student learning in a timely and effective fashion. Therefore, state test scores are not the only source of information used to evaluate student progress.

GCCS uses several measures of academic progress that are consistent school-wide and we track assessment data on a multi-year “Data Wall” spreadsheet that shows how students and the class have progressed over time. These data include several assessments given multiple times a year such as the Developmental Reading Assessment (DRA), Measures of Academic Progress (MAP) developed by the Northwest Evaluation Association (NWEA), Words Their Way Spelling Inventory, and Marie Clay’s Observation Survey for students at the primary level. In conjunction with state assessment data, including item analysis spreadsheets, teachers spend professional development time analyzing assessment data to develop focus areas for school-wide instructional improvement and hold Looking at Teacher Work (LATW) sessions several times a year to critique student work and teacher instruction based on these focus areas.

Assessments are also used to support Tier 1, 2, and 3 interventions for individual students needing additional academic support and documentation.

GCCS uses a NYS standards-aligned progress report in lieu of letter grades or numerical percentages. Student performance is reported to the student and family in a specific learning target format that reports out on the content, skills, and reasoning taught and assessed during that time frame. Social skills assessed in our progress report are consistent across grade levels to see growth over time.

In addition to a written document, family members, a teacher, and often the student gather for parent-teacher conferences at least three times a year to examine student work and have a more thorough conversation about the student's overall progress. This conversation includes sharing assessment data such as New York State Test scores, MAPS data, DRA scores, and other measures of academic progress that show growth over time.

GCCS prides itself on allowing students to take ownership over their own learning. Teachers provide regular opportunities for students to track their own progress through the use of spreadsheets and graphs. Students also spend time critiquing their own writing and give peer feedback using rubrics based on the learning targets addressed. For every lesson taught, students are aware of the target and how this target will help them to reach the goals for the expedition. This student-involved approach to assessment creates a sense of accountability and motivation to improve in all academic areas.

These practices have given students talking points to share during Student Led Conferences, during which they lead a discussion with their parents about their learning and growth since the beginning of the school year. By the end of their career at GCCS, students clearly understand themselves as learners. As a culmination, students are required to present their accomplishments and justify their readiness for middle school during their Passage Presentation. Sixth graders individually present their portfolios to a panel of teachers, community members, and the School Leader to share how they have grown as students, individuals, and active members of the community. These presentations serve as capstone assessments and as celebrations of students' achievements during their elementary school years.

3. Sharing Lessons Learned:

GCCS has actively disseminated effective practices to educators around the country since opening thirteen years ago. The school hosts approximately 300 visitors each year - school leaders and teachers interested in observing a high level of implementation of the Expeditionary Learning model, learning about our exemplary arts integration program, observing different classroom structures, and participating in our intensive professional development.

GCCS received the state's first dissemination grant and worked with three local elementary schools on the development of school culture. We were also the recipient of a four-year federal Arts in Education Model Development and Dissemination grant, and worked with two schools in Springfield, Massachusetts to coach teachers in arts integration.

GCCS was recently named one of 25 exemplar schools by the Partnership for 21st Century Learning Skills. Our work reaches a national audience through P21's website showcasing case studies of successful 21st century learning.

GCCS is one of 18 Expeditionary Learning (EL) Mentor Schools. In this role, the school serves as a demonstration site for those considering the model and for those wanting to deepen their implementation. GCCS was the first EL school in western New York, and using our school as a model, EL has expanded to thirteen other schools in the region. GCCS staff took a very active role in the opening of Rochester's newest charter school – providing technical assistance to the planning team, serving on the school director and teacher search and interview committee, writing curriculum and providing professional development, and mentoring the school director.

We have held eight Site Seminars, in which approximately 120 educators from around the country attend a two-day event that includes classroom observations, student-led tours, discussion groups, a gallery of student work, structured reflections, and teacher-led workshops. Site Seminar themes have included “Building a Culture of Quality” and “Addressing the Common Core Standards through Learning Expeditions.”

As an EL Mentor School, we contribute heavily to EL Commons and the EL Center for Student Work. These web-based resources are available to all internet users. EL Commons contains teacher-developed expedition plans, assessments, instructional tools and activities, and professional development protocols. The Center for Student Work is a collection of exemplary student project work that reflects Deeper Learning practices. Leaving Traces, Space Illustrated, If You Find a Rock, and Revitalize Rochester are just a few of the many GCCS student projects featured on the site. Our students’ work is highlighted more than that of any other school on the site and in EL institutes on exemplary student work.

GCCS staff members regularly speak at professional conferences. We have presented more than a dozen master classes at the EL National Conference in the last few years on topics such as “Character Across the Curriculum,” “Expressing Science Content through Creative Movement,” and “Transforming Adolescents into Activists.” Staff members have also presented workshops at the Orff National Conference, the Deeper Learning Conference, and the World Canals Conference, and at a local charter school sharing forum. In 2010, five of our former sixth grade students were the keynote speakers at the EL National Conference, presenting their sixth grade year-long community revitalization project to an audience of more than 800 members.

Our staff has published several articles in the EL publication *Fieldwork*, has authored an EL Toolkit book on student-engaged assessment, and our work been featured in EL training videos and books, including *Leaders of Their Own Learning* and “Using Data with Students.” Seven of our staff members participated in the writing of New York State’s English Language Arts Curriculum for grades 3-8, which is being widely used across the state and is viewed around the country as an excellent model of Common Core curriculum.

GCCS staff members are often asked to serve as guest presenters at colleges on topics such as curriculum, school structures, arts integration, and classroom management. Staff have presented recently at Nazareth College, St. John Fisher College, and Harvard University. Two graduate courses are held at GCCS each year – St. John Fisher’s course on classroom management and Nazareth’s course on arts integration. These site-based courses allow students to observe effective practices in our classrooms to illustrate what they are learning in class. GCCS is also a preferred placement for student teachers.

4. Engaging Families and Community:

Family members are an integral part of the school. Parents are viewed as partners with school faculty and staff. We utilize the strengths of each family to involve them in the growth, development, and education of their children in a meaningful way. Our open door policy promotes communication between the School Leader, teachers, and parents. A home-school compact provides an outline of parental, student, and school responsibilities and parental service is expected in the school and may be completed in a variety of ways. Family members support learning by chaperoning fieldwork, sharing expertise as a guest expert, and volunteering in the classroom. Family members attend a volunteer/chaperone training session every three years in order to ensure effective supervision and small group facilitation. All families are invited each week to Community Circle. Our Family Association enriches school success by holding content-related programs, social events such as Family Math Game Night and Family Talent Show, and an annual service auction in which proceeds benefit instructional programs. In addition, three parents hold positions on our Board of Trustees. Students hold a student-led conference annually with their parents to describe their academic and social progress. A yearly parent survey provides the school with feedback for school improvement.

The use of fieldwork and guest experts drives instruction, provides context, reinforces learning, and is a significant part of our program. Our program expands educational opportunities for students by introducing them to a wide range of experts and community leaders. Our students regularly interface with adults who

are not their teachers. Students learn to respect and seek out the knowledge and skills that other community members – artists, writers, reporters, business owners, skilled tradesmen, historians, scientists, etc. – can offer. Students use these experts as resources and work alongside them to research and find solutions to community problems. They see that there are authentic applications of the skills they learn in school to many different occupations. Consistent interaction with community members also develops our students’ public speaking, patience, poise, and responsibility for learning. They follow adult directions, ask probing questions, take notes diligently, and focus on learning. GCCS students benefit greatly from coming to understand that what they do in school matters, significant learning can happen without textbooks, and that teachers come in many varieties.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

GCCS’s curriculum focuses on Rochester’s history and natural world. Our curriculum connects children deeply to the place in which they live, and forms a foundation for them to understand how social, natural, geographic, political, and economic forces shape people and places over time. Understanding how Rochester developed through time helps children understand how any place may have developed through time. Our curriculum builds in students a sense of connectedness to and responsibility for their community.

The curriculum is divided into six historical time periods. We study three time periods each year. The whole school studies the same time period at the same time, but each grade-level loop investigates a different topic. As they advance, students make increasingly complex global comparisons and connections, rooted in experiences at the local level. All of the topics of investigation in our curriculum framework have been aligned with the New York State Learning Standards in social studies, science, health and physical education, career development, and the arts. For example, in the Prehistory time period, kindergarten and first graders study the prehistoric creatures that populated the warm seas that once covered New York State. Second and third graders study the origins of the universe and the cycles and patterns found in space. Fourth and fifth graders study the formation and geology of the Genesee River. We expect students to learn the content of each academic discipline as well as learning to do the work of scientists, historians, artists, and other subject experts. For example, kindergarten and first grade students work with the museum's paleontologist to dig and identify fossil remains. Second and third grade students work with the planetarium's astronomer to observe and record the lunar cycle. Fourth and fifth graders work with a local geologist to identify and understand the results of erosion in local watersheds.

Sixth grade students culminate their years at GCCS by becoming community activists – researching and developing recommendations for solving a local community problem. Past projects have included designing a health exhibit for the RMSC, evaluating the merits of a proposal to re-water the Erie Canal through downtown Rochester, and exploring the benefits of neighborhood skate parks for reducing youth obesity and crime. Regardless of the “hot topic” studied, students investigate the ancient roots of the problem (for example the relationship between early cities and land use), the science aspects of the problem (for example the chemistry of rust in public art structures) and the contemporary issue in Rochester (for example the connection between bike-friendly cities and childhood obesity). They explore ways cities around the world have addressed similar issues. Their year-long project concludes with a written report and presentation to community stakeholders at a public forum.

Each historical time period is explored in a three-month learning expedition. In the Outward Bound tradition, expeditions are a journey into the unknown and begin with a mystery, a lot of questions, and a sense that the task ahead is daunting. Through expeditions, students read, write, research, examine artifacts and primary source documents, go on field studies, experiment, work with experts, and engage in simulations and dramatizations. Students don’t simply learn out of textbooks; they experience history and science.

Fieldwork is an integral part of the educational program at GCCS. Field studies are carefully structured to address the learning goals of the expedition, and afford students rich opportunities to “learn on location.” With a specific learning purpose in mind and armed with questions and note catchers, students visit local museums and parks, businesses and cemeteries, historic sites and nature centers. Overnight field studies are planned when distant resources are central to our students’ understanding of the content of an expedition. For example, classes travel to Philadelphia to research the American Revolution, to New York City to study immigration and labor, and from the source to the mouth of the Genesee River to explore river formation and geology.

We incorporate the Common Core State Standards (CCSS) into our learning expeditions. Teachers map out how the ELA CCSS will be incorporated into the expeditions, which standards will be explicitly taught and assessed, and how students will demonstrate mastery of the standards in their work. Teachers select

expedition-related texts for reading instruction, and design expedition-related writing tasks for writing instruction. Leveled books are also used for guided reading instruction in K-2.

Mathematics instruction revolves around multiple pathways to solving real-world and theoretical problems while also addressing computational fluency. With the advent of the CCSS, we have spent considerable professional development time examining the shifts in instruction and standards and developing daily lessons and long-range problems that challenge students to think critically and grapple with new material and harder concepts.

An area where GCCS excels is in the integration of the arts into the curriculum. The arts teachers meet the NYS arts standards for their discipline through meaningful, integrated lessons that mutually support the objectives of the classroom teachers. The Physical Expedition program encompasses physical education and health. With a focus on dance, creative movement, and period sports and games, students develop skills and habits of wellness, strength, stamina, flexibility, and expressive movement.

While GCCS does not offer foreign language instruction, we integrate technology into the classroom where appropriate and meaningful. All classrooms have access to the computer lab and teachers begin to introduce computer skills when developmentally appropriate. Students are producers of new media, not simply consumers. Children at the upper grades conduct research online, collaborate on projects, and acquire keyboarding skills, as well as learn how to use a variety of programs and applications that help them communicate their learning to an outside audience. We have introduced Lego robotics kits as a way of teaching programming language to our sixth graders.

2. Reading/English:

At GCCS we believe in providing a balanced literacy program that meets a wide range of students' needs. We incorporate the best practices based on current research from Expeditionary Learning and are guided by the rigor and depth of the Common Core State Standards.

In the primary grades (K-2), students develop foundational skills and strategies through explicit teacher instruction and through guided reading groups that target their zones of proximal development. Purposeful instruction in reading strategies, word recognition, and decoding skills arises directly from ongoing authentic, diagnostic, and standardized assessments, such as the Developmental Reading Assessment and The Observation Survey. Foundational skills and strategies mature with the students as they read increasingly challenging texts from a variety of sources.

At the upper grades (3-6), students work in book groups or literature circles that provide opportunities for choice as well as exposure to different genres and writing styles. Texts used for reading instruction are aligned with the content of learning expeditions. Learning expeditions provide students with extensive opportunities to read with purpose from a variety of sources, including informational texts, historical fiction, and primary source documents. Students at all ages learn about text structure, purpose, and perspective as they build background knowledge and gain awareness of other cultures and other points of view.

Our work with text is rigorous and purposeful and we expect that all students will be able to work with grade-level text independently and above grade-level with some support. Students are taught how to deconstruct complex text, code text, cite passages, and defend their statements with evidence. Students learn how to conduct a close read and analyze an author's craft. Students are expected to write a detailed analysis of an expository text or of a novel's characters and plot.

Because not all children develop skills symmetrically, we support struggling readers and challenge advanced readers. Students reading below grade level are often provided time with a reading specialist as part of their intervention plan. Classroom teachers, too, support these readers by making texts accessible through visual modifications, through the pre-teaching of vocabulary and syntax, or by making text accessible through other modes (auditory, for example). Students who are accomplished readers may be provided with slightly

different texts that introduce a more nuanced vocabulary or provide for more opportunities to debate themes inherent in the text. Again, all students are expected to master the material; each student is challenged at his or her own instructional level.

3. Mathematics:

Mathematics instruction is integrated into the learning expedition when there is a logical and effective fit. Our students solve real-world problems as they relate to the science and social studies concepts in their expedition. For example, first-graders might look at the tools used by the early settlers of Rochester, collect data based on their attributes, and create simple graphs to represent their thinking, while sixth-graders studying Rochester's Bicycle Master Plan learn how to calculate the most efficient gear ratios for riding on a flat surface and on hills and test these assumptions while riding their bikes. Quite often, however, mathematics is taught as a stand-alone subject.

GCCS previously used the TERC Investigations curriculum because of its inquiry-based approach to problem solving and representational thinking. With the advent of the CCSS, we have transitioned to the math modules from engageNY to guide our instruction. We are teaching children to dissect, comprehend, and solve rigorous math problems. We have found, however, that the modules are lacking in long-term, complex problems that require students to apply a wide range of mathematical skills and knowledge. Our staff took this on as a focus area and teachers have shared lessons, student work, and feedback around elements of effective problem design. We use these problems to develop students' ability to grapple and persevere, explain their thinking, and justify their solutions.

With the shifts in the CCSS, we have made computational fluency a bigger priority to enable students to more efficiently solve complex problems. We know that numeracy and fluency are as important to mathematics as phonics and fluency are to reading. Students in grades K-2 work on developing number sense through daily activities embedded in the engageNY modules. These may include work with numeral recognition and counting and work with number bonds, while in grades 3-5, committing multiplication and division facts to memory is built into weekly lessons, as are practice sets with fractions and geometric figures. Number sense and fluency are woven into morning meeting games, classroom routines, fieldwork, and other activities. We intentionally nurture a culture of mathematics, surrounding students with a math-rich environment in much the same way we immerse them in a print-rich environment.

No program of instruction can meet the needs of all learners, and our classroom structures allow the two teachers and the teaching assistant to group students flexibly and strategically. Students who are working below grade level participate in mini-lessons to cement gaps in their understanding. These mini-lessons are often in the form of pre-teaching so students can be present in the whole class instruction of new skills and concepts. Advanced mathematicians, on the other hand, work with a teacher on extending their understanding of the whole-class lessons in deeper, more complicated problem sets that reinforce and challenge their mathematical comprehension.

4. Additional Curriculum Area:

An area where GCCS leads the way in innovative teaching is in our dedication to interdisciplinary teaching, in particular, our methods of integrating the arts into learning expeditions. Classroom and arts teachers work together to plan and implement in-depth curriculum that allows children to use music, visual art, and dance as another language with which to experience, understand, and express what they are learning.

Our program includes three types of integration: literal, historical/cultural, and conceptual. Literal connections are directly connected to the topic of study. For example, a class studying butterflies may learn songs about butterflies, or a class investigating Rochester's nursery industry may do botanical drawings of sunflowers.

An historical/cultural connection is made when the arts are related to the historic time period or culture

being studied. Students studying Rochester's early settlers may learn period dances. When researching the American Revolution, students may examine how music of the era expressed political attachments of colonists.

Conceptual connections are made when the arts relate to the big ideas of the expedition. During an expedition on slavery and oppression, students may explore how music can make you "free." Students studying the origins of the universe may choreograph dances that highlight gravity, revolution, and rotation. Providing a variety of approaches deepens and enriches our curriculum by offering opportunities for all children to succeed according to their personal learning style.

An integral component of our program is the creation of a final product during each learning expedition. Many final products feature the melding of art, music and movement with the natural and social sciences. A fourth grade class performed the Broadway musical 1776. This arts-integrated final product included not only drama, music, and dance, but also the creation of an architecturally accurate backdrop during visual art as well as an in-depth study of historical figures and events. Another example is during a study of prehistory, students represented their understanding of river formation by choreographing a movement piece with a musical accompaniment and by illustrating geological content in an acrylic painting.

Our schedule is arranged so that classroom teachers participate in arts classes, rather than using these time slots as planning periods. This enhances teachers' understanding of the role of arts, and facilitates the integration of the arts into content areas and the content areas into the arts. Our school calendar is designed to give teachers sufficient time for planning expeditions, including time for classroom teachers and arts specialist to meet and plan. Teaching and learning at GCCS is inclusive of all subject areas and learning styles.

5. Instructional Methods:

Rigorous learning expeditions are ideally suited to teaching heterogeneous classes successfully. GCCS teachers use a range of instructional approaches - workshop model, inquiry-based learning, hands-on projects, cooperative learning, fieldwork, and some direct instruction to serve a diverse population of students. Teachers design clear and sequential learning targets to guide every lesson and lead to long-term goals. Lessons provide time for the critique and sharing of work as well as debrief of learning. Students often work collaboratively in crews and are called upon to reflect on their experiences individually and collectively.

Differentiated instruction is provided in a variety of ways. Students are first regularly assessed so that teachers have a clear picture of a child's current level of performance. Each classroom has a low student-teacher ratio with two teachers and a teaching assistant with 30-32 students. This allows for small group interventions and flexible groupings that can be homogeneous or heterogeneous as needed. Assignments and prompts are modified in length, duration, and complexity to meet individual student needs, and "hint cards" or one-on-one teacher support enable every student to complete tasks. Texts are modified with simplified or defined vocabulary, alternate font sizes, graphic organizers, and illustrations so that all students can access complex material. At times, texts are provided in audio form. Parent volunteers regularly work with students to reinforce concepts and skills as well as to assist students who are extending their learning through long-term projects or problem solving.

In addition, reading intervention is provided by the special education coordinator for students who do not qualify for special education services but need more intensive support.

Students utilize technology in all subject areas. Expedition final products take many forms from class-made movies and books to posters, websites, and multimedia presentations. Students use software such as iMovie, Garage Band and PowerPoint to convey their learning. Each classroom has at least one computer and access to the 16-station computer lab. The sixth grade is equipped with a mobile laptop computer lab. Classes use the internet extensively for research, to connect with experts, and to collaborate on projects using wikis.

Because we spend extended time out of the classroom and in the community, digital cameras, digital recorders and video cameras are frequently used to capture essential information that can be used back in the classroom. Classroom teachers also use smart board technology, LCD projectors, and ELMO projectors so that student work can immediately be used and easily seen in small or large groups.

6. Professional Development:

We structure our calendar and budget to ensure that teachers have time and resources to continually learn, reflect, and improve. The School Leader and teaching assistants engage in professional learning alongside the teaching staff.

Each year, the staff reviews multiple data sources and identifies the school's "focus areas." Focus areas are selected to improve student character and academic performance and have included implementing assessment for learning practices, restructuring our math curriculum to meet Common Core standards, and reducing relational aggression. The staff determines measurable goals, actions, and evaluation strategies for each focus area.

We commit 313 hours of whole-staff professional development to addressing these focus areas. These hours are not simply for "training;" they provide the time needed to analyze student performance data and develop teaching skills, curricula, and assessments that drive student achievement. A wide range of structures and protocols are used to engage the staff in professional learning. As much as possible, these strategies model the active learning in which we expect to engage our students.

We participate in staff research, work with consultants, or break into collegial learning circles. We practice teaching lessons in front of the staff and receive feedback on our use of specific strategies in meeting learning targets. We also conduct regular Looking At Teacher Work (LATW) sessions in which teachers videotape a lesson and bring samples of student work to the staff for peer critique.

Staff members critique one another's expedition plans at two points during the planning process. This allows teachers to learn from and be accountable to one another.

Teachers conduct half-day peer observations three to four times per year. Peer observations help us to improve our practices by seeing good teaching models and receiving feedback from colleagues who have intimate knowledge of the work we do.

In addition to the school's focus areas, each teacher identifies one or more personal professional goals each year as part of the school's Teacher Development and Accountability Process. Examples include refining questioning strategies, developing formative assessments, and improving student expository writing. Teachers work with a peer "growth partner" to determine action plans and document and evaluate their progress. Growth partners meet to share their goals, check on progress, support one another, and provide feedback. Teachers also participate in 9-week instructional coaching cycles related to their personal goals. Instructional coaches observe and meet with teachers at least weekly; examine lesson plans, student work, and assessments; and provide feedback and suggestions.

Each teacher attends at least one off-site Expeditionary Learning offering annually. EL provides institutes, Outward Bound courses, and Site Seminars that guide teachers in implementing the EL model while addressing rigorous academic standards.

We contract with Expeditionary Learning for a School Designer approximately 25 days per year. Our School Designer serves as a critical friend, working with the staff on targeted work plans aimed at specific curricular, instructional, and structural improvements.

7. School Leadership

GCCS is a small school with just a single administrator – the School Leader. She was the lead member of the team that founded the school, and her vision and efforts have guided the school through its start-up/survival phase and into the sustaining/continual improvement phase.

The school also has a Curriculum Specialist who works with teachers on instructional planning and coaching, and a part-time Special Education Coordinator who provides intervention instruction and coordinates special education services.

GCCS was founded upon a cohesive school vision focused on student engagement and achievement, and all decisions and activities must align with that vision as well as reflect our mission. School leaders design and manage operational systems and procedures to prevent distractions, to steer all staff in the same direction, and keep the focus on student learning. Resources are allocated much more heavily in our school than in other schools toward those elements that we believe have the greatest influence on student engagement and achievement – professional learning, low student-teacher ratio, arts integration, and fieldwork.

Leadership at GCCS, however, goes beyond a single person or team - it is a role and expectation for all. Using the philosophy and curriculum outlined in our charter as a guide, we work together to collect and analyze data to understand student achievement, assess teaching practices, and make informed operational and instructional decisions. For example, the staff conducted a longitudinal item analysis of errors in the NYS math test to identify patterns. We determined that errors in the fractions and number sense strand were due to student misconceptions about part:whole relationships. We restructured our math program to close gaps in the instruction of fractions school wide.

Decision-making is usually a shared effort, and teachers feel a strong sense of ownership of the school and its success. To provide clarity and consistency, we have created a decision-making model that articulates the kinds of decisions to be made and who is responsible for making each kind of decision. We have established practices that allow and encourage all teachers to develop curriculum, modify schedules and structures, and participate in school change initiatives. For example, the staff determines each year's focus areas based on a thoughtful review of multiple sources of data and feedback. Teachers revised the structure of our progress report from an all-narrative report to a standards-based report. They also created the Teacher Development and Accountability Process, which we inaugurated this year.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Grade 3 Mathematics

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); McGraw-Hill (2009-2011)

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	61	87	84	69	97
% Level 4	13	23	16	34	34
Number of students tested	31	31	31	32	32
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	50	88	71	0	88
% Level 4	0	13	14	0	0
Number of students tested	6	8	7	1	8
2. Students receiving Special Education					
% Level 3 plus % Level 4	25	0	50	67	100
% Level 4	25	0	0	0	33
Number of students tested	4	1	4	3	3
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	0	60	71	40	85
% Level 4	0	0	0	40	14
Number of students tested	2	5	7	5	7
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	70	96	86	75	100
% Level 4	13	30	23	38	38
Number of students tested	23	23	22	24	24
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Hispanic or Latino Students + Two or more Races identified Students					
% Level 3 plus % Level 4	50	67	100	50	
% Level 4	17	0	0	0	
Number of students tested	6	3	2	2	0
12. Other 2: Hispanic or Latino Students + African American Students + Asian Students + American Indian or Alaska Native Students + Two or more Races identified Students					
% Level 3 plus % Level 4	38	63	78	50	88
% Level 4	0	0	0	25	25
Number of students tested	8	8	9	8	8
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: In a small school where there is only one class of approximately 30 students for each grade level, it is difficult to accurately represent proficiency through the use of percentages, especially when subgroups are displayed. GCCS often has too few students in any one sub-group to do an analysis that does not identify individual students. The NYS School Report Cards often embargo portions of GCCS data from the public because it could be used to identify specific students within classrooms. Since two ethnic/racial composition subgroups are just below 10% of our qualifying student body, we have created a “super-group” to show proficiency for Hispanic/Latino Students and Two or more Races identified Students. In addition, since the number of ethnic/racial minority students varies drastically from year to year and class to class, we also decided to create another “super-group” that shows a more accurate representation of proficiency among all students who are identified in this demographic category.

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

The 2013 state assessments are the first for New York students to measure the Common Core Learning Standards that were adopted by the State Board of Regents in 2010. Commissioner King said that, as expected, the percentage of students deemed proficient is significantly lower than in 2011-12. This change in scores – which will effectively create a new baseline of student learning – is largely the result of the shift in the assessments to measure the Common Core Standards, which more accurately reflect students' progress toward college and career readiness. Commissioner King emphasized that the results do not reflect a decrease in performance for schools or students. The new assessments are a better, more accurate tool for educators, students, and parents as they work together to address the rigorous demands of the Common Core and college and career readiness in the 21st century. Additional information can be found in the news release materials at: <http://www.p12.nysed.gov/irs/pressRelease/20130807/home.html>

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Grade 4 Mathematics

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); McGraw-Hill (2009-2011)

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	55	91	66	70	97
% Level 4	17	56	31	12	30
Number of students tested	29	32	32	33	30
Percent of total students tested	97	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	28	100	33	30	67
% Level 4	14	50	0	0	0
Number of students tested	7	6	3	10	3
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	75	20	40	100
% Level 4	0	25	0	0	33
Number of students tested	3	4	5	5	3
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	0	67	67	51	83
% Level 4	0	50	33	13	0
Number of students tested	4	6	3	8	6
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	73	100	76	75	100
% Level 4	23	65	33	13	39
Number of students tested	22	23	21	24	23
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Hispanic or Latino Students + Two or more Races identified Students					
% Level 3 plus % Level 4	0	75	29		
% Level 4	0	0	29		
Number of students tested	3	3	7	0	0
12. Other 2: Hispanic or Latino Students + African American Students + Asian Students + American Indian or Alaska Native Students + Two or more Races identified Students					
% Level 3 plus % Level 4	0	67	45	56	86
% Level 4	0	33	27	11	0
Number of students tested	7	9	11	9	7
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: In a small school where there is only one class of approximately 30 students for each grade level, it is difficult to accurately represent proficiency through the use of percentages, especially when subgroups are displayed. GCCS often has too few students in any one sub-group to do an analysis that does not identify individual students. The NYS School Report Cards often embargo portions of GCCS data from the public because it could be used to identify specific students within classrooms. Since two ethnic/racial composition subgroups are just below 10% of our qualifying student body, we have created a “super-group” to show proficiency for Hispanic/Latino Students and Two or more Races identified Students. In addition, since the number of ethnic/racial minority students varies drastically from year to year and class to class, we also decided to create another “super-group” that shows a more accurate representation of proficiency among all students who are identified in this demographic category.

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,

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STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Grade 5 Mathematics

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); McGraw-Hill (2009-2011)

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	59	71	80	70	93
% Level 4	17	43	20	4	30
Number of students tested	29	28	30	27	30
Percent of total students tested	97	97	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	50	0	43	50	86
% Level 4	13	0	0	0	0
Number of students tested	8	4	7	2	7
2. Students receiving Special Education					
% Level 3 plus % Level 4	25	25	67	33	100
% Level 4	0	0	0	0	0
Number of students tested	4	4	3	3	6
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	80	50	67	20	75
% Level 4	0	25	17	0	38
Number of students tested	5	4	6	5	8
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	59	80	82	86	100
% Level 4	23	50	18	5	24
Number of students tested	22	20	17	21	21
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Hispanic or Latino Students + Two or more Races identified Students					
% Level 3 plus % Level 4	0	50	86		100
% Level 4	0	25	29		100
Number of students tested	2	4	7	0	1
12. Other 2: Hispanic or Latino Students + African American Students + Asian Students + American Indian or Alaska Native Students + Two or more Races identified Students					
% Level 3 plus % Level 4	57	50	77	16	78
% Level 4	0	25	23	0	44
Number of students tested	7	8	13	6	9
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Grade 6 Mathematics

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); McGraw-Hill (2009-2011)

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	37	69	88	54	96
% Level 4	7	10	44	14	33
Number of students tested	27	29	16	28	24
Percent of total students tested	100	100	100	100	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	0	67	67	43	88
% Level 4	0	0	33	0	25
Number of students tested	1	9	3	7	8
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	33	67	33	75
% Level 4	0	0	0	0	0
Number of students tested	3	3	3	6	4
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	0	80	75	25	90
% Level 4	0	0	25	0	10
Number of students tested	4	5	4	8	10
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	48	71	100	63	100
% Level 4	10	12	60	21	50
Number of students tested	21	17	10	19	12
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Hispanic or Latino Students + Two or more Races identified Students					
% Level 3 plus % Level 4	0	57	50	100	100
% Level 4	0	14	0	0	0
Number of students tested	2	7	2	1	1
12. Other 2: Hispanic or Latino Students + African American Students + Asian Students + American Indian or Alaska Native Students + Two or more Races identified Students					
% Level 3 plus % Level 4	0	67	67	33	92
% Level 4	0	8	17	0	17
Number of students tested	6	12	6	9	12
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: In a small school where there is only one class of approximately 30 students for each grade level, it is difficult to accurately represent proficiency through the use of percentages, especially when subgroups are displayed. GCCS often has too few students in any one sub-group to do an analysis that does not identify individual students. The NYS School Report Cards often embargo portions of GCCS data from the public because it could be used to identify specific students within classrooms. Since two ethnic/racial composition subgroups are just below 10% of our qualifying student body, we have created a “super-group” to show proficiency for Hispanic/Latino Students and Two or more Races identified Students. In addition, since the number of ethnic/racial minority students varies drastically from year to year and class to class, we also decided to create another “super-group” that shows a more accurate representation of proficiency among all students who are identified in this demographic category.

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Grade 3 English and Language Arts

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); McGraw-Hill (2009-2011)

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	39	77	90	88	91
% Level 4	0	23	10	34	16
Number of students tested	31	31	31	32	32
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	67	63	86	100	63
% Level 4	0	13	0	0	0
Number of students tested	6	8	7	1	8
2. Students receiving Special Education					
% Level 3 plus % Level 4	50	0	67	33	67
% Level 4	0	0	0	0	0
Number of students tested	4	1	3	3	3
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	0	40	86	60	85
% Level 4	0	0	0	0	14
Number of students tested	2	5	7	5	7
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	30	91	91	92	92
% Level 4	0	30	14	46	17
Number of students tested	23	23	22	24	24
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Hispanic or Latino Students + Two or more Races identified Students					
% Level 3 plus % Level 4	83	33	100	100	
% Level 4	0	0	0	0	
Number of students tested	6	3	2	2	0
12. Other 2: Hispanic or Latino Students + African American Students + Asian Students + American Indian or Alaska Native Students + Two or more Races identified Students					
% Level 3 plus % Level 4	63	38	89	75	88
% Level 4	0	0	0	0	13
Number of students tested	8	8	9	8	8
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Grade 4 English and Language Arts

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); McGraw-Hill (2009-2011)

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	46	94	75	61	93
% Level 4	25	6	3	0	10
Number of students tested	28	32	32	33	30
Percent of total students tested	93	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	14	100	33	10	67
% Level 4	0	0	0	0	0
Number of students tested	7	6	3	10	3
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	75	40	40	100
% Level 4	0	0	0	0	33
Number of students tested	3	4	5	5	3
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	0	83	67	25	67
% Level 4	0	0	0	0	0
Number of students tested	4	6	3	8	6
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	62	96	90	71	100
% Level 4	33	9	5	0	23
Number of students tested	21	23	21	24	13
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Hispanic or Latino Students + Two or more Races identified Students					
% Level 3 plus % Level 4	0	100	43		
% Level 4	0	0	0		
Number of students tested	3	3	7	0	0
12. Other 2: Hispanic or Latino Students + African American Students + Asian Students + American Indian or Alaska Native Students + Two or more Races identified Students					
% Level 3 plus % Level 4	0	89	45	33	71
% Level 4	0	0	0	0	0
Number of students tested	7	9	11	9	7
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Grade 5 English and Language Arts

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); McGraw-Hill (2009-2011)

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	70	79	60	74	93
% Level 4	20	11	10	11	13
Number of students tested	30	28	30	27	30
Percent of total students tested	100	97	100	100	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	50	25	14		86
% Level 4	13	0	0		14
Number of students tested	8	4	7	2	7
2. Students receiving Special Education					
% Level 3 plus % Level 4	25	50	33	33	83
% Level 4	0	0	0	0	17
Number of students tested	4	4	3	3	6
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	67	50	33	40	88
% Level 4	0	0	17	20	13
Number of students tested	6	4	6	5	8
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	73	90	71	81	95
% Level 4	27	15	0	10	10
Number of students tested	22	20	17	21	21
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Hispanic or Latino Students + Two or more Races identified Students					
% Level 3 plus % Level 4	50	50	57		100
% Level 4	0	0	29		100
Number of students tested	2	4	7	0	1
12. Other 2: Hispanic or Latino Students + African American Students + Asian Students + American Indian or Alaska Native Students + Two or more Races identified Students					
% Level 3 plus % Level 4	63	50	46	50	89
% Level 4	0	0	23	0	22
Number of students tested	8	8	13	6	9
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Grade 6 English and Language Arts

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); McGraw-Hill (2009-2011)

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	59	76	81	86	83
% Level 4	26	0	0	4	4
Number of students tested	27	29	16	28	24
Percent of total students tested	100	100	100	100	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	0	56	67	71	50
% Level 4	0	0	0	0	0
Number of students tested	1	9	3	7	8
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	67	33	67	25
% Level 4	0	0	0	0	0
Number of students tested	3	3	3	6	4
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	25	80	75	75	60
% Level 4	0	0	0	0	0
Number of students tested	4	5	4	8	10
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	67	82	90	89	100
% Level 4	33	0	0	5	8
Number of students tested	21	17	10	19	12
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Hispanic or Latino Students + Two or more Races identified Students					
% Level 3 plus % Level 4	50	57	50	100	100
% Level 4	0	0	0	0	0
Number of students tested	2	7	2	1	1
12. Other 2: Hispanic or Latino Students + African American Students + Asian Students + American Indian or Alaska Native Students + Two or more Races identified Students					
% Level 3 plus % Level 4	33	67	67	78	67
% Level 4	0	0	0	0	0
Number of students tested	6	12	6	9	12
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

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