

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

[X] Public or [] Non-public

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

Name of Principal Dr. Shireen Ann Fasciglione

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

Official School Name Hillside Elementary School

(As it should appear in the official records)

School Mailing Address 1100 Cornelius Avenue

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

City Niskayuna State NY Zip Code+4 (9 digits total) 12309-5317

County Schenectady County State School Code Number* 530301060004

Telephone 518-377-1856 Fax 518-377-1099

Web site/URL http://www.nisk.k12.ny.us/hillside/index.html E-mail sfasciglione@niskyschools.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*Mrs. Susan Salvaggio E-mail: ssalvaggio@niskyschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Niskayuna CSD Tel. 518-377-1856

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. Deborah Oriola
(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):
- 5 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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. 12 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	20	27	47
1	32	27	59
2	31	30	61
3	27	32	59
4	31	24	55
5	27	26	53
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	168	166	334

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 4 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % 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: 1%

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	2
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1	334
(5) Total transferred students in row (3) divided by total students in row (4)	0.012
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 2%
6 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Chinese, Dari, Malayalam, Polish, Slovak, Spanish
8. Students eligible for free/reduced-priced meals: 7%
 Total number students who qualify: 22

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 %
30 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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>14</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</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	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	98%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No

If yes, select the year in which your school received the award. 1986

PART III – SUMMARY

Central to the Hillside School mission is the belief in the uniqueness and ability to learn of each child and the belief in each child's right to the best possible education. As a faculty, we pledge to create a stimulating atmosphere in which children develop a sense of personal security and belonging, and also develop respect for themselves and others. Additionally, we pledge to provide opportunities to gain needed skills and to cultivate excitement in learning in an ever changing world, while encouraging faculty to be role models committed to their own growth and development.

Located in the town of Niskayuna, New York, Hillside serves a population of 334 students (six percent of Asian descent, four percent are African American, and about 1.5 percent Hispanic or Latino). The rest are white students. Socio-economically, our school is considered to be middle class. This year, 22 students qualify for free or reduced lunch. While our English language learner (ELL) population is only 1.8 percent, each of the six students speaks a different language.

Our school structure includes grades kindergarten through five. Special education students are fully included, supported by one full time and one part time teacher. Only 8.98 percent of students are special education classified, a figure well below the state average of approximately 12 percent. Hillside has two full time reading specialists who provide academic intervention services (AIS). Their success with students, we believe, contributes to the lower rate of special education classification. Students who qualify receive speech, occupational, and/or physical therapy. Content specialists teach art, music, library-media studies, and physical education. Altogether, we have 22 full time teachers and one part time teacher. The average class size is 22 students.

Steeped in tradition, Hillside School supports a philosophy that learning extends well beyond the four walls of the classroom. As a school community, we maximize opportunities to learn and grow together. Events and activities that we hold dear include student-led, monthly all-school gatherings (called Hello Hillside) where student work is showcased, songs are sung, and grade levels present on the school's theme of the year. Additionally, an annual learning fair gives children an opportunity beyond the classroom to research and creatively present a topic of personal interest. Curriculum-related assemblies that support classroom learning occur throughout the year. Children look forward to unique, grade level field trips, to such places as our state capital and an environmental center, that further support class learning. To help create responsible members of society, our students assume responsibilities throughout the building as they grow and mature. Students raise and lower the flag, collect recycling materials, lead the morning announcements, serve as safety patrol, help younger students to the buses, and create advertisements for all-school activities. Facilitated by teachers, students designed and constructed a school nature trail and a bird garden, encouraging the importance of participating in outdoor activity and empowering students to make a positive contribution to the environment. Faculty and staff serve as role models reinforcing the need for giving back to the greater community, as illustrated by an annual faculty and staff sponsored charity dinner. Likewise, children contribute to Toys for Tots collections, food baskets donated to needy families, and clothing drives, to name only a few.

Our traditions are supported by our Parent Teacher Organization (PTO), which embraces and supports our mission of continuous growth, fostering an excitement for learning in countless ways. Numerous social events are held throughout the year. These activities allow school members to come together outside of school to build common experiences and deep bonds of lasting friendship.

This school year marks a milestone for Hillside School as we turn 50 years old. Under the theme, "Celebrating 50 Years of Learning and Growing Together," activities have been planned for all community members, including retirees, to come together to celebrate this momentous occasion.

One of Hillside's greatest strengths is its faculty. We value the importance of deep reflective practice and consider our own professional development to be a critical component of our mission. Virtually every faculty meeting is devoted to professional development. We engage in such activities as book studies,

reading and discussing current articles, and watching and discussing videos of lead teachers. Essential to every conversation is the review of current practice and application of new strategies for improvement. Furthermore, teachers collaborate in Professional Learning Communities (PLCs) to review student data and plan for the adjustment of instruction.

Our highly accomplished faculty assumes leadership roles and responsibilities throughout the district. Several Hillside teachers are National Board Certified Teachers (NBCT) and/or deemed highly effective by the New York State Education Department (NYSED). Many faculty members present on curriculum and instruction matters at local conferences, at faculty meetings, and to teachers and parents across the district. Our faculty includes the district new teacher mentor trainer, along with several who serve as district grade level leaders.

Our school's consistent excellent results on state exams attest that our well-prepared faculty utilizes a carefully planned curriculum with the latest methods and technological tools to help our students gain "the skills necessary for learning in an ever changing world." Hillside School's mission, traditions, and values create a school experience that lays a solid foundation for our students' future schooling and careers.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Hillside School uses a variety of assessments from state level exams to district developed and/or approved tests to assess students. These are used to gauge student progress, determine if individual goals are met, and plan for student instruction.

State exams are administered to students in grades three through five. Students performing at a “level 1” are well below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the Common Core Learning Standards (CCLS). Performing at “level 1” is considered insufficient for the expectations at this grade. Students performing at a “level 2” are below proficient in standards for their grade. They demonstrate partial, but insufficient knowledge for the expectation for their grade. Students performing at “level 3” are proficient in standards for their grade. They demonstrate sufficient knowledge for the expectations for their grade. Students performing at “level 4” excel in standards for their grade. They demonstrate knowledge that is considered more than sufficient for the expectations at their grade.

Also administered to all students is the Measures of Academic Progress (MAP) test offered by Northwest Evaluation Association (NWEA). This online test is given every fall, winter, and spring to all children. An individual target goal is generated for each child.

Teachers administer running records using text level gradients as determined by Fountas and Pinnell. This information, combined with data collected from hands-on and formative assessments, provide teachers a complete picture of a child’s abilities. Within each grade level, there are specific target levels identified as exceeds, meets, approaches, and does not meet expectations.

Finally, a comprehensive, locally developed math exam is given to all students at the end of each school year. The district’s acceptable minimum standard is set at a level of 75 percent for proficiency.

b) Over the course of the past several years, NYSED has made some adjustments (in 2010 and 2013) with respect to the level of rigor in learning standards expectations and the testing of those standards. This is reflected in test score trends. Please see the notation in Part VII for an expanded explanation.

We examined our data from a couple of vantage points. First, we studied the school’s overall trends. With respect to English Language Arts (ELA), in 2009 all cohorts (grades three through five), achieved 90 percent proficiency or better. Despite the change in cut score in 2010, proficiency scores from 2010 to 2012 remained at respectable levels of mid-seventieth to upper eightieth percentile ranges. In 2013, when again cut scores were raised by the state, Hillside was ranked seventh out of 188 schools in New York State’s capital region by the Albany Business Review’s 2013 “Schools Report.”

We attribute our success in part to our ELA director’s focus on professional development on improved teaching techniques. A three-year focus on Writer’s Workshop began with a book study, followed by professional development with outside consultants. This was continued with implementation in classrooms and conversation including specific unit development which created consistency in each grade level.

In the area of math, in 2009, scores in all grades ranged from 92 to 98 percent proficiency. In 2010, the year of the cut score change, our scores in all grades were near or above 80 to 90 percent. This trend continued for two more years. We attribute this in part to an intense focus on math instruction including professional development sessions provided by a math consultant, summer curriculum work on curriculum mapping, and the creation of pacing guides linked to the CCLS and our district math program.

Another way of examining our data trends is by following student cohorts from year to year. In 2013, when schools across the state saw a drop in proficiency, some interesting trends occurred. In ELA, Hillside students exceeding proficiency (“level 4”) in fourth and fifth grades made gains. Fourteen percent of the

third grade cohort earned a "level 4," while 25 percent of this cohort exceeded proficiency in fourth grade. Similarly, in 2012, 14 percent of fourth graders earned a "level 4." Following this same cohort to fifth grade, 20 percent of them earned a "level 4." We attribute this in part to the consistency of the faculty teaching at these grades which strengthens the PLC relationship. These grade level teachers work to analyze and reflect upon data, revise instruction accordingly, and plan for future lessons. Because a practice of regular collaboration was already in place, the shifts to the CCLS unfolded naturally. Other factors contributing to this increase may be the creative way teachers at these levels grouped students. Using a team-teaching model, children were given initial instruction as a whole grade level and then smaller groups across the grade were created to reteach, model and practice a new skill. In this way the unique learning styles of all students were addressed in order to meet the increased rigor of the new standards. In math, we noticed a similar pattern in 2013, the year cut scores were raised. While many schools across the state saw a drop in proficiency, the percentage of Hillside students who exceeded proficiency ("level 4") rose for a cohort of students. In 2012, 22 percent of third graders exceeded proficiency, while in fourth grade, 36 percent of these same students earned a "level 4" in 2013. Accelerating fourth grade students for the first time may have contributed to this level of improvement.

There are no subgroups, other than that of white students, that met the analysis criteria of 10 percent or more of the total population. Therefore, there is no achievement difference between other subgroups and the total population. The subgroup of white students generally mirrors the school's ELA and math scores overall.

2. Using Assessment Results:

We use a variety of data, including the NWEA MAP, state exam results, Fountas and Pinnell running records, and classroom generated tests, to gain a more complete picture of a student's performance progress and to provide a foundation for the revision of instruction. Classroom-generated, "test in hand" data are analyzed item by item in PLCs to help gauge what students have mastered and what skill areas need more focus. Fountas and Pinnell running records provide information about a student's reading level (either above, below, or at grade level). Statewide assessments in ELA and math give another piece of information allowing us to follow student cohorts and track their trends over multiple years. These data are used to assist in determining placement in classroom reading groups, enrichment math groups in third grade, and accelerated math in fourth and fifth grades. All groups are fluid in that students move from group to group based on their learning needs. Beyond that, this information is critical in determining the need for immediate AIS assistance, as well as students whose progress should be monitored over time.

After each of three administrations of the NWEA MAP, teachers meet with the principal to review each child's progress. Initially, the focus is on goal-setting based on test results. The final meeting involves determining if student goals were met. The mid-year meeting, however, is the most important. The focus involves an in-depth analysis of students' reading and math progress. Measured against their own preset target scores, we can determine if students are on a trajectory toward meeting those targets. MAP reports provide information which is broken down by core area in reading and math for both individuals and clusters of students, and further sorted by skill area which allows us to target instruction to specific areas of need. Student reading and math groups are re-formed and we revisit AIS placement to see if children are no longer in need of service. On the other hand, those who now require AIS receive it. We find that this data is particularly useful with respect to ensuring that our highest performers make a similar rate of growth as other children. While other assessments merely give us a grade performance level, the NWEA MAP gives us an individual target that has no ceiling. Furthermore, with each year of administration, multiple data points become available. Over time, patterns emerge that help guide decision-making, show performance trends, and create a platform for dialogue when conferencing with parents.

Sharing results with parents and students ensures that we maintain a partnership in learning. Since we believe parental involvement is critical, there are many venues to accomplish this. At the beginning of the year, a goal-setting conference is held with the parent and teacher, followed by another formal conference later in the year where progress is reviewed. Informal parent conferences are held as necessary. Detailed report cards are sent home three times a year in which assessment results, such as Fountas and Pinnell running record levels, are included. Formal NWEA MAP reports are sent home to parents, as well as New

York State (NYS) exam results.

Beyond individual student progress, it is important to report out to parents and the community on performance trends. PTO meetings provide a perfect venue to reach building parents, while community members are reached at Board of Education and other district meetings.

3. Sharing Lessons Learned:

At Hillside, we believe that reflecting and sharing on the successes and challenges that we encounter help us to learn and grow as professionals. Our faculty has shared their successful strategies in a variety of ways with colleagues at schools in the Niskayuna Central School District, with other professionals in New York State, and through a variety of professional associations.

Niskayuna Central School District has five elementary schools. Hillside faculty meet monthly with district-wide grade level teams to share. The meetings focus on the current district initiatives and the positive strategies that teachers are utilizing, as well as challenges that teachers are facing and how they are dealing with them. Recently, we adopted a new math program. Time was spent aligning and mapping instruction with the CCLS. Tests were created and revised to match the new standards. After the first year of implementation, significant time was spent on reflection in order to enhance our delivery of concepts.

Hillside teachers have presented and shared best practices through regional, New York State, and national associations. Our librarian and kindergarten teacher had two opportunities to share project-based learning units they have done with kindergarten students. They presented to teachers across the state at the New York State Reading Association conference and worked with the New York State Early Instruction office to share exemplars of instruction aligned with the common core, which were then shared online with teacher's across the state. Hillside's librarian has shared a technology project using iPads to create book trailers at the Northeast Regional Information Center, which was shared online with school districts in the Capital Region. Our Speech Pathologist wrote and had the article "Whole-Body Listening Updated" published in ADVANCE, a national journal for Speech-Language Pathologists and Audiologists. It emphasizes the idea of teaching children how to listen with tangible behaviors. It also discusses the difference in hearing and listening and the effects on children's learning.

Several teachers have attended professional conferences, then shared new learning with Hillside and Niskayuna colleagues. For example, reading and classroom teachers attended a three day professional development opportunity presented by the New York State Reading Association. Speakers discussed differentiation, close reading and ways to implement the new common core shifts in ELA. Teachers then presented these new strategies and possible lesson ideas at a faculty meeting.

4. Engaging Families and Community:

Hillside and the other four elementary schools are the heart of the Niskayuna school community. Teachers, parents, and community members recognize the responsibility we hold as role models. The academic and social education of a child is a partnership between family and school. The well-informed parent is more effective at supporting and extending their child's classroom experiences. Together, we form a cohesive school family in order to promote the growth and development of our diverse student body. In order to create strong relationships between the school and community we find it is most effective to have clear communication, an open door for parents and community members to share their skills, and monthly family events.

Developing a trusting relationship between parents and educators begins with strong communication. Preschool story hour, kindergarten information night, and the summer bus ride lay the foundation in establishing this partnership that will continue throughout the years. During our September Back to School Night, teachers, PTO members, and the principal formally welcome our parents and establish our school-wide vision for student success. Continued two-way communication is essential to allow parents to be an integral part of their child's education. As a neighborhood school, our parents routinely communicate with

us in person, by phone call, and email. Parents are informed of daily homework and current events in the classroom through websites and newsletters. Hillside teachers recognize that “it takes a village to raise a child,” and embrace family members, community members, and retired teachers to volunteer in our classrooms and support instruction.

A plethora of long-standing traditions and family events build powerful home-school relationships. Opportunities for families to participate in activities allow everyone to appreciate our Hillside community. Hello Hillside monthly community gatherings promote a sense of community through showcasing student work, culminating with singing a school-wide song. Hillside offers an Afterschool Enrichment Program, taught by teachers and community members. This extends student learning beyond the school day. Evening events include the Fall Social, Learning Fair, Hillside Harry Potter Night, Family Boogie Night, December Craft Night, Family Reading Night, Ziti Dinner, Ice Cream Social, and Jump Rope for Heart. All of these experiences are thoughtfully and purposefully designed to enhance the classroom experience. We actively welcome all parents to participate in their child’s educational journey, focusing on simplifying the process in order to make it easy for them to be involved.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

In order to achieve Hillside’s mission to provide opportunities for children to gain the skills necessary to be successful in our ever-changing world, our curriculum is based on the CCLS, district guidelines, and research-based best teaching practices. Continuous teacher reflection of student results and progress enables teachers to inform and guide instructional practices.

Cultivating a love for learning is a goal for all students, and a strong foundation in literacy is essential to academic success. Our language arts curriculum is driven by the development of reading, writing, speaking, listening, and language skills. Hillside teachers use a variety of research-based strategies embedded within our balanced literacy model. This model includes shared reading and writing, guided reading and writing, reading aloud, and teacher-modeled mini-lessons. Using a variety of literary and informational texts provide our students with authentic and meaningful opportunities to learn and apply strategic reading skills. This balance promotes the shift from learning to read to reading to learn. A love for writing is fostered through age-appropriate experiences beginning with oral storytelling and guiding students to write across genres. Aligned with the Common Core, our writing workshop units of study are based on current best practices, frameworks developed by Columbia University’s Teacher’s College, and work with professional consultants. In doing so we strive to prepare students to become literate persons in the twenty-first century.

Our mathematics curriculum engages students in mathematical thinking that promotes problem-solving through a variety of mathematical experiences. Teachers aim for all students to become proficient in computation and problem solving. Our rigorous instruction aims at embedding mathematical practices as outlined in the CCLS and major content strands: operations and algebraic thinking, number and operations in base ten, numbers and operations - fractions, measurement and data, and geometry. Instruction progresses from concrete experience to application and explanation within and across grade levels.

Hillside’s social studies and science programs integrate language arts and math concepts thematically. Our comprehensive social studies curriculum incorporates political, economic, geographic, and social concepts through meaningful and engaging experiences. Students experience units that focus on them as individuals and gradually shifts student thinking to answer questions about the exciting and ever-changing world around them. Our social studies themes include family, communities, cultures, history, geography, economics, citizenship, government, and interdependence. Teachers prepare students to become responsible citizens and active contributors of the greater society.

Inquiry and establishing a sense of wonder and investigation is the foundation of our science curriculum. Scientific method is the starting point of all science instruction. Our goal is to foster a deep understanding for science process skills which allow students to discover scientific concepts through interactive experiences. Our science program encourages hands-on learning from the Elementary Science Program, a product of the Monroe Orleans Board of Cooperative Educational Services (BOCES). Teachers expand upon these units using multi-media, literary and informational text, and field trips.

Promoting children’s physical, mental, social and emotional well-being serves as the foundation of our physical education program. Students are equipped with the necessary knowledge, skills, and opportunities to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Cooperative learning, teamwork, and sportsmanship are embedded in each unit taught. Health instruction builds a strong foundation to promote the health and well-being of our students. Our program works in partnership with the home, school, and the community. Health activities provide accurate, age-appropriate information while building upon prior learning.

Our visual arts program is based upon NYS Learning Standards for the Arts. The standards address creating, performing, and participating in the arts knowing and using arts materials and resources, responding to and analyzing works of art, and understanding the cultural dimensions and contributions of the arts.

Beginning in kindergarten, children have the opportunity to experience music through classroom instruction and concert performances. The music curriculum is aligned with the NYS Learning Standards for the Arts as well as the National Music Standards. Students engage in a variety of musical activities, including singing, dancing, musical games, listening activities and playing classroom instruments.

Technology is an essential component of our integrated curriculum. Interactive whiteboards and iPads are some tools used to expand student learning, allowing students to respond to a question, and engaging learners through interactive experiences.

Powerful and purposeful teaching and learning occurs by immersing students in a variety of engaging and meaningful opportunities that promote critical thinking across all content areas. Differentiated instruction is critical to this vision and central to helping all children achieve a depth and breadth of understanding. Students are provided with rich experiences and multiple opportunities to develop the knowledge and skills that promote lifelong learning.

2. Reading/English:

Reading is a critical component of our daily curriculum supported across all content areas. Aligning with our mission, we want to promote lifelong readers, writers and thinkers in our ever-changing world. Future Hillside students participate in our weekly story time program and are members of our 1,000 Book Club that promotes early literacy. Children enter kindergarten and skill development becomes more specific with concepts of print, phonological awareness, phonics and vocabulary building. First and second grade daily instruction includes a whole group focus lesson and small group reading instruction based upon different ability levels. The reading program in our intermediate grades shifts from learning to read to reading to learn. Guided reading groups, a teacher-supported instructional method, is designed to teach students reading strategies as they are actively involved in the reading process. Teachers use leveled fiction and nonfiction texts allowing for differentiation. Support is provided and gradually withdrawn to reach the goal of independence. ELA is integrated across the science and social studies curriculum. Students demonstrate their learning by creating brochures, powerpoints, research reports, and oral presentations.

A school-wide leveled book room is equipped with multiple copies of texts to use during classroom instructional time. All students' reading growth is tracked as they progress through the grades by Fountas and Pinnell Benchmark Assessment System, NWEA MAP assessment, and district created assessments. Students who are not making adequate progress are seen by our reading specialists and receive targeted individual or small group intervention. AIS is offered for children not meeting grade level benchmarks and not passing state tests. Depending on the level of need, children are seen three to five times a week to work on areas of reading that need strengthening. Our goal is to provide early reading intervention in order to avoid reading difficulties in intermediate grades.

We strive to inspire all students to develop the love and desire to be lifelong readers. Programs to promote this goal include monthly school-wide Drop Everything And Read (DEAR) time, annual author visits, a Family Reading Night, and book fairs. Each school year concludes with a Celebrate Reading assembly where the Hillside Book Award winners (voted on by students) are announced, 1,000 Book Kid graduates are recognized, and a storyteller entertains. Over the summer students participate in a summer reading program and are recognized with awards in the fall.

3. Mathematics:

Routine reflective practice allows Hillside to maintain a rigorous mathematics program. During a review of test scores, it was noted that the areas of weakness for our building were measurement and problem solving skills. Our research led us to Singapore Math, a three-pronged approach that focuses on model drawing, mental math, and intense number sense and place value instruction. Various presentations on the building, district, and community level were given to introduce this new way of thinking mathematically. In addition, building leaders read *Sensible Mathematics*, to learn how to transition to our building's new approach. At the same time, the math department selected the program *Math in Focus*, which incorporates Singapore

Math strategies and the CCLS. This year, each grade level is piloting a NYS math module.

In order to promote critical thinking in kindergarten through second grade, concepts are introduced at the concrete level, transitioned to the pictorial level and finally mastered in an abstract way with a traditional algorithm. This strategy helps students understand the math concept behind the process and follows the CCLS shift toward a deeper understanding of concepts. A focus on composing and decomposing numbers zero to 20 creates an understanding of our base ten numeral system and translates to increased understanding of place value. As students transition to intermediate mathematics, cumulative daily review keeps skills and understandings fresh, reinforces previously taught material, exposes new content, and gives children a chance to clarify their understandings. Our building also examined the success of our reading program, and applied that knowledge to the problem-solving component in math. Children are routinely asked to explain why, how they know, and to explain further in order to prove the reasonableness of their answers, rather than merely responding with numerical answers. We emphasize explanation, application and understanding. Students who used to struggle with complex word problems, now benefit from using the pictorial approach incorporated in bar modeling. In addition, our advanced students are digging deeper into math concepts such as proportion and algebraic concepts when they apply the bar model approach to problem solving. In order to meet our students various needs, when students enter third grade, higher performing students are grouped into an enrichment class. In fourth and fifth grade, students are ability-grouped into grade-level and accelerated math classes.

4. Additional Curriculum Area:

Part of Hillside's school mission is to cultivate an excitement in the aesthetic domains. Our visual and performing arts programs are integral to meeting this mission for our students during their years at Hillside and throughout their lives.

Hillside's music program is composed of general music classes, chorus, band, and orchestra. Music classes meet one to two times per week and include singing, movement, instrument exploration, and a recorder program. Lessons often focus on interdisciplinary units, and classroom teachers often collaborate with our music teacher on performances to show students' learning. For example, in third grade the goal for students is to understand that countries from around the world use music to express and reflect their culture and historical events. As an end of the year culmination of learning in social studies and music the whole third grade performed the musical play, *A Small Part of the World*. All fourth and fifth graders participate in chorus, which meets weekly and performs at assemblies and evening performances twice per year.

Our instrumental program begins in fourth grade for string instruction and band in fifth grade. This instruction includes weekly lessons, a winter concert, and an end of the year district concert with the other elementary schools. Students in the fifth grade strings program also participate in Fiddle Club which meets weekly to refine skills and performs at our annual charity dinner.

Another component of the arts program is the imaginative and integrative art lessons that occur on a weekly basis. These art classes allow students to express themselves while creating artwork that ties into their daily curriculum (e.g., urban murals in second grade, Native American dreamcatchers in fourth grade, pond study paintings in fifth grade) using a variety of techniques, like color theory, Chinese brush painting, and collage. They also study different artists and cultures, such as: Andy Warhol, Lascaux Cave Paintings, and Mexican Zapotec Rugs. Students get to share these treasures at various art shows displayed at the school and district-wide (Elementary Art Show, Best of NiskArt Show, Summer Art Show, Barnes and Noble) as well as throughout the Capital Region (Empire State Plaza, BOCES Regional Show, Niskayuna Town Hall).

Hillside has a rich, PTO-sponsored, Arts in Education program which enriches our students' artistic experiences with many programs including annual children's book illustrator visits, storytellers, musicians, and an artist in residence who worked with every Hillside student and staff member to create a collaborative tile project to be permanently displayed in our main foyer.

5. Instructional Methods:

Igniting a passion and an innate love for learning is at the heart of Hillside's mission, the core of its values, beliefs, and practices. Hillside teachers understand that differentiation is essential to this vision. Teachers maintain a balance among responding to the needs of students, the curriculum, and the CCLS. Instructional strategies embedded in our curriculum are designed to meet students needs and maximize their potential through engaging, rigorous, and meaningful activities that allow students to collaborate, think critically, and apply knowledge to real world situations. An extensive repertoire of strategies is used to provide extra support and encourage higher level thinking for all students. We employ a variety of strategies to respond to the various needs of our learners and differentiate instruction through flexible and purposeful groupings. Classroom teachers use a combination of heterogeneous and homogeneous arrangements throughout the school day. Using the Response to Intervention (RTI) model, instruction is provided in small group or one-to-one settings both in and out of the classroom. Reading specialists and special education teachers provide small group or one-to-one targeted instruction to students requiring AIS and those receiving special education. Additionally, special education teachers continuously modify curriculum and assignments in order to support the needs of their children. This layered approach allows teachers to maximize student learning and engagement. Assessments including the Fountas and Pinnell Benchmark Assessment System, NWEA MAP, NYS ELA and math assessments, and teacher created assessments are systematically used to monitor student growth and drive daily instruction.

Teachers use a variety of technological tools to enhance student learning and promote student engagement throughout the day. Every classroom has a learning laptop and most classrooms have Promethean Boards that allow teachers to develop and teach interactive lessons. Students have access to our library computers and iPads, computer lab, and laptop cart, allowing students of all ability levels to reach their individualized academic goals. First grade teachers use the classroom iPads that engage children by providing phonics games and sight word activities at their individualized level. All classrooms are equipped with document cameras and projectors. These tools are used as visual aids. Our special education resource room is equipped with an Apple TV, also a visual aid to enlarge the image on the teacher's laptop. Specifically, third grade students are given verbal definitions of physical features as well as pictorial representations of the vocabulary that are displayed on the Apple TV to create a concrete understanding of the terms. Hillside teachers utilize a multitude of strategies to meet the diverse needs of our students and create life-long learners.

6. Professional Development:

As our mission suggests, we take our responsibility as role models seriously. We are committed to our own professional growth and development, with the continual examination of our beliefs regarding teaching and learning. With the adoption of the CCLS, much of our professional development over the past three years has been focused on these learning standard shifts. Time is dedicated at faculty meetings to examine how to effectively ensure all students master the more rigorous CCLS expectations. Reading books and articles has been part of our professional development for years. For example, as a faculty we read *Accessible Mathematics*, by Stephen Leinwand. Teachers then led monthly presentations at faculty meetings about each chapter, helping us to gain a deeper understanding of the recommended instructional shifts. In addition, the principal, assistant superintendent, and a teacher shared their insights from reading Leinwand's *Sensible Mathematics* to help in the smooth transition of our building's new approach to mathematics. Videos of master teaching have been used as a springboard for dialogue for professional development. We have watched several close reading videos, afterward discussing what we are doing already and how we could alter instruction in order to teach it more successfully. Finally, it is essential to share what we as individuals learn with the larger group. One example of this is when the principal and a teacher enrolled in an online course about math problem solving. To turn-key this information, they shared their knowledge of this new approach at several public meetings (e.g., to building faculty, district faculty, and parents).

At the district level, curriculum directors, provide professional development as well. For example, the ELA director recently offered an opportunity to evaluate a close reading lesson, gather samples of written work from the lesson, and work together to calibrate the written work, creating exemplars which were shared with

grade level colleagues across the district. Within each building, these exemplars were compared vertically. Discussions centered on common expectations at grade level, building upon skills mastered at the previous grade level, and developing a plan to move forward.

Faculty regularly assume responsibility for their own professional development. For example, teachers at each grade level examined and taught at least one unit of the newly offered modules provided by EngageNY. At faculty meetings, teachers shared their experiences teaching units, providing important reflections and insights that colleagues could use in their classrooms. Furthermore, teachers attend local, state, and national conferences, observe each other in classrooms, and share effective practices with each other in PLCs.

7. School Leadership

Working together to ensure that children develop the skills necessary for learning in an ever-changing world is the foundational principle of our mission and is also a way of life at Hillside School. The principal's commitment toward shared leadership drives the manner in which decisions are made and is evident in daily interactions throughout the building. The principal believes in the idea of Management By Walking Around, seeking out the opinions of others before making decisions. Eliciting feedback after a decision is made is crucial as well, allowing for reflection and fine-tuning. This approach empowers people to be part of the process, which gives them ownership and accountability for the outcome.

One of the best vehicles for working together is through the use of PLCs. Time is scheduled for teachers to meet weekly with grade level colleagues to analyze student data, examine instructional practices, and write instructional plans. For example, teachers use NWEA MAP and other data (e.g., running records, tests/quizzes, anecdotal records) to gauge student growth, note student progress, and work with colleagues in PLCs to revise instruction to ensure students achieve targeted growth levels. The principal joins these PLC meetings monthly to focus on student progress in an informal but systematic way.

An essential building resource for promoting student learning and achievement is our Student Support Team (SST). SST is comprised of classroom teachers, special education and reading teachers, the speech therapist, principal, and school psychologist who leads this team. Plans are developed to address the academic, social, emotional, and behavioral needs of our children, targeting specific areas outlined as in need of monitoring and support. Gathering and analyzing data is an essential component of this process, which is part of RTI for children. These student plans are revisited and revised as needed and create a history of methods that worked and ones that did not. In this way, we continually monitor children's progress through the grades.

Another resource available to support our educational program for children is the Shared Decision Making (SDM) team. Representatives include the principal, teachers, parents, and students. This team routinely designs opportunities to enhance learning. For instance, DEAR time resulted from decisions made by this team.

Hillside is a wonderful elementary school where all staff take pride in being an integral part of the development of students. The inclusive leadership style of the principal sets the tone, the grade level leaders ensure specific needs are met at each level, and PLCs create a culture of reflection on student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New York State Mathematics Exam

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); CBT McGraw-Hill prior years

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	45	82	88	81	98
% Level 4	14	22	27	52	58
Number of students tested	49	51	59	63	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
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					
% 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	46	84	92	84	98
% Level 4	12	20	30	55	60
Number of students tested	41	44	53	55	52
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: Publisher, 2011-12 and 2012-13 : Pearson.

Publisher, 2008-09, 2009-10, and 2010-11 : CTB McGraw-Hill, LLC.

Please note:

(1) For the 2009-10 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 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

(2) 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:

<http://www.p12.nysed.gov/irs/pressRelease/20130807/home.html>

(3) The performance levels for 2012-13 are:

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) 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 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) 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) 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.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New York State Mathematics Exam

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); CBT McGraw-Hill prior years

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	68	89	88	79	95
% Level 4	36	53	53	45	43
Number of students tested	56	62	64	58	60
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
2. Students receiving Special Education					
% Level 3 plus % Level 4					
% 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					
% 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	69	93	91	82	96
% Level 4	35	56	57	45	46
Number of students tested	48	54	56	51	52
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: Publisher, 2011-12 and 2012-13 : Pearson.

Publisher, 2008-09, 2009-10, and 2010-11 : CTB McGraw-Hill, LLC.

Please note:

(1) For the 2009-10 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 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

(2) 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:

<http://www.p12.nysed.gov/irs/pressRelease/20130807/home.html>

(3) The performance levels for 2012-13 are:

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) 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 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) 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) 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.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New York State Mathematics

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); CBT McGraw-Hill prior years

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	54	90	91	86	92
% Level 4	11	56	42	41	47
Number of students tested	61	62	53	63	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
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					
% 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	55	93	91	89	95
% Level 4	13	59	45	45	47
Number of students tested	56	54	47	53	59
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: Publisher, 2011-12 and 2012-13 : Pearson.

Publisher, 2008-09, 2009-10, and 2010-11 : CTB McGraw-Hill, LLC.

Please note:

(1) For the 2009-10 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 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

(2) 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:

<http://www.p12.nysed.gov/irs/pressRelease/20130807/home.html>

(3) The performance levels for 2012-13 are:

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) 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 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) 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) 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.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: New York State English Language Arts

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); CBT McGraw-Hill prior years

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	49	76	83	86	90
% Level 4	10	14	20	38	32
Number of students tested	49	51	59	63	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
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					
% 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	54	77	87	91	90
% Level 4	10	14	23	40	35
Number of students tested	41	44	53	55	52
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: Publisher, 2011-12 and 2012-13 : Pearson.

Publisher, 2008-09, 2009-10, and 2010-11 : CTB McGraw-Hill, LLC.

Please note:

(1) As per NYSED protocol, we reported properly an administrative error for 21 students on grade 3, ELA only, in the year 2011. The data submitted matches the NYS report card.

(2) For the 2009-10 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 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

(3) 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:

<http://www.p12.nysed.gov/irs/pressRelease/20130807/home.html>

(4) The performance levels for 2012-13 are:

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) 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 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) 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) 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.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: New York State English Language Arts

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); CBT McGraw-Hill prior years

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	63	84	86	79	95
% Level 4	25	14	9	19	28
Number of students tested	56	63	64	58	61
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
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					
% 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	65	89	91	82	96
% Level 4	23	16	11	18	30
Number of students tested	48	55	56	51	53
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:

Publisher, 2011-12 and 2012-13 : Pearson.

Publisher, 2008-09, 2009-10, and 2010-11 : CTB McGraw-Hill, LLC.

Please note:

(1) For the 2009-10 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 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

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(2) 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:

<http://www.p12.nysed.gov/irs/pressRelease/20130807/home.html>

(3) The performance levels for 2012-13 are:

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) 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 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) 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) are considered sufficient for the expectations at this grade.

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: New York State English Language Arts

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); CBT McGraw-Hill prior years

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	61	89	75	75	93
% Level 4	20	15	17	27	25
Number of students tested	61	62	53	63	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
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					
% 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	68	93	79	75	93
% Level 4	21	15	19	32	25
Number of students tested	56	54	47	53	60
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					
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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.