

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

[X] Public or [] Non-public

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

Name of Principal Mr. Keith Edward Kuwik

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

Official School Name Ledgeview Elementary School

(As it should appear in the official records)

School Mailing Address 5150 Old Goodrich Road

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

City Clarence State NY Zip Code+4 (9 digits total) 14031-2406

County Erie County State School Code Number* 140801060003

Telephone 716-407-9275 Fax 716-407-9279

Web site/URL http://CLARENCESCHOOLS.ORG/ledgeview E-mail kkuwik@clarenceschools.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*Mr. Geoffrey Hicks E-mail: ghicks@clarenceschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clarence Central School District Tel. 716-407-9100

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 Mr. Michael Lex
(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	40	25	65
1	38	33	71
2	51	37	88
3	40	49	89
4	44	47	91
5	42	53	95
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	255	244	499

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 5%

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	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1	525
(5) Total transferred students in row (3) divided by total students in row (4)	0.046
(6) Amount in row (5) multiplied by 100	5

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: 7%
 Total number students who qualify: 35

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 6 %
29 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>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>15</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>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	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	97%	94%	95%
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. 2008

PART III – SUMMARY

The mission of Ledgeview Elementary School is to provide a sound educational and social foundation for every student who comes through its doors. We believe that this environment will influence how children think about learning for the rest of their lives, so we see Ledgeview as the heart of our students' entire educational experience.

Our school is one of four elementary schools in the Clarence Central School district located in suburban Buffalo, New York. We are proud to have been named a New York State Reward School last school year. Our school has been ranked the top public school in all of Western New York for the past two years by Buffalo Business First. Despite these academic achievements, we strive to develop the whole child during their time at our school.

The faculty, staff and administration of Ledgeview are instrumental in the school's success. It is common to see many teachers in our school on Saturdays and Sundays preparing for the upcoming week. Teachers volunteer to come to school in August to have a supply drop off day for their students to make the children more comfortable as the start of the school year approaches. You will see teacher aides working with small groups of children giving them extra support in a math skills group or reading circle. Our office staff will go out of their way to comfort a child who is upset. This desire to create a motivated and joyful learning environment makes Ledgeview a special place for the 500 Kindergarten through fifth grade students who come through our doors on a daily basis. After all, the six years a child spends in our school likely will be the longest time a student spends in one particular school!

Ledgeview is a school full of rich traditions. We have monthly character assemblies that allow for active student participation, including dancing and singing. We celebrate the love of reading with school wide Drop Everything and Read (DEAR) times throughout the school year. Students participate in book club groups during their lunches as part of our prized Literary Guild program. Our active and dedicated Parent Teacher Organization features a parent volunteer program, Grandparents' Day, as well as several evening family themed activities such as the Fall Festival, Fun Run, Ice Cream Social and Art Show. Additionally, our PTO organizes after school enrichment clubs allowing students to play chess, learn Spanish, go cross country skiing, and make ceramic objects just to name a few.

Our faculty, staff and students also give back to the community. The adults in the building have bi-monthly dress down days to support various local charities. Students also take the initiative to support and help others. They eagerly participate in monthly food drives. Grade levels also organize their own activities to help others. For example, our fifth graders created bookmarks to support Carly's Club which helps children with cancer. Third graders made a visit to Brothers of Mercy during the holidays last year. Just this past month, two fourth graders organized a loose change campaign for a Clarence family with a very ill child to help cover medical expenses. Primary students made Christmas cards to brighten the holidays for troops overseas.

We are proud to have been named a National Blue Ribbon School in 2008 and are humbled at the opportunity to apply to become one again. We feel fortunate to have such a dynamic team of educators, staff members, parents and administrators working together to make Ledgeview the awesome school that it is. We are proud of the nurturing and stimulating environment that we create for our children. We look forward to continuing the tradition of helping our students develop into well-rounded lifelong learners for years to come.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In January 2011, the NYS Board of Regents adopted the NYS P-12 CCLS, which include the Common Core State Standards and a small amount of additional standards uniquely added by New York State. The New York State P-12 CCLS were implemented in New York State schools at the beginning of the 2012-2013 school year. The purpose of the Common Core is to provide a consistent, clear understanding of what students are expected to learn, so that teachers and parents know what they need to do to help them. These learning standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our students need to be college and career ready.

Students in grades 3-8 take a series of assessments to measure if they are achieving the learning standards. Student performance on these assessments is measured using a scaled score. The scaled score is divided into four levels with four being the highest level and one being the lowest. A score of Level 4 indicates students performing at this level “excel in standards” for their grade and are progressing toward high performance on the Regents Examination in this subject area. A score of Level 3 indicates students performing at this level are “proficient” in standards for their grade and with continued steady growth, will pass the Regents Examination in this subject area. A score of Level 2 indicates students performing at this level are “below proficient” in standards for their grade. These students may need extra help to meet the standards and pass the Regents Examination in this subject area. A score of Level 1 indicates students performing at this level are “well below proficient” in standards for their grade. A score of Level 1 indicates that a student may have serious academic deficiencies.

Our school’s performance trends, in both English Language Arts and Mathematics, are similar for the last five year period. In 2008-2009, 92% of our Grade 3 students earned either a Level 3 or Level 4 on the English Language Arts Assessment. 97% of our Grade 5 students also earned either a Level 3 or Level 4 on the ELA Assessment that year. Both grade levels saw a significant decline in the aforementioned performance levels compared to those in the 2009-2010 school year. This can be attributed to the adjusted scale scores used to determine performance levels on the New York State English Language Arts and Mathematics Assessments for Grades 3-8 implemented that year. While it should be noted that the scale score ranges were not altered, the cut score ranges that determine performance levels were adjusted. Hence, in the 2009-2010 school year, 77% of Grade 3 students and 85% of Grade 5 students earned either a Level 3 or a Level 4 on the English Language Arts Assessment.

Our performance level results for the New York State Mathematics Assessment for the 2008-2009 school year were exceptional: 99% of Grade 3 students received a score of Level 3 or Level 4; 100% of Grade 4 students received a score of Level 3 or Level 4; 100% of Grade 5 students received a score of Level 3 or Level 4. In 2009-2010 all three grade levels saw a decline in percentage of students scoring a Level 3 or Level 4: 81% of Grade 3 students scored a Level 3 or Level 4; 92% of Grade 4 students scored a Level 3 or Level 4; 95% of Grade 5 students scored a Level 3 or Level 4.

All grades 3-5 saw continued increases in performance level scores on the English Language Arts Assessments in the school years 2010-2011 and 2011-2012. In 2011-2012 96% of Grade 3 students scored a Level 3 or Level 4; 91% of Grade 4 students scored a Level 3 or Level 4; 87% of Grade 5 students scored a Level 3 or Level 4. In 2012-2013, each grade level again witnessed a tremendous decrease in percentage of students scoring a Level 3 or Level 4. One factor impacting the scores of the 2012-2013 English Language Arts Assessment is the change in format of the assessment. While there were less items tested at Grade 3 and Grade 4, the text passages were longer and more rigorous than in past years. With that, these students also received less total testing time than in previous years. The Grade 5 Assessment was afforded the same testing time, but had more passages and items tested than in 2012. Furthermore, the new Common Core Learning Standards rubrics were used for scoring the short and extended response questions. With that, the percentage of students earning a Level 3 or Level 4 on the 2012-2013 English Language Arts Assessments are as follows: Grade 3- 67%; Grade 4- 54%; Grade 5- 57%. Despite this drop, Ledgeview Elementary still remained one of the top performing schools in the region.

Similar to the English Language Arts Assessment, our Math Assessment trends follow suit. All grades 3-5 saw an increase, or remained the same, in the years 2010-2011 and 2011-2012. In 2011-2012, 92% of Grade 3 students scored a Level 3 or Level 4; 97% of Grade 4 students scored a Level 3 or Level 4; 92% of Grade 5 students scored a Level 3 or Level 4. In 2012-2013 students in Grade 3 and Grade 4 received less testing time and more test items. Grade 5 students also had more test items and were not given a conversion chart. Grade 5 students were given only grade-appropriate formulas to use during the assessment. For all three grade levels, the new Common Core Learning Standards rubrics were used for scoring the short and extended response questions. Following the new assessment in 2012-2013, our performance levels were as follows: 77% of Grade 3 students scored a Level 3 or Level 4; 80% of Grade 4 students scored a Level 3 or Level 4; 57% of students scored a Level 3 or Level 4. Again, despite the decline in Level 3 and Level 4 student scores, Ledgeview remained on the list of top ten performing schools in the region.

As changes to our curriculum continue, so does our effort to attain the high performing levels in both English Language Arts and Mathematics that we have come accustomed to achieving.

2. Using Assessment Results:

Ledgeview students in grades 3-5 participate in New York State Assessments. All students in K-4 participate three times a year in a universal screening tool (Early STAR Literacy and STAR Literacy) while fifth grade students are given the SRI (Scholastic Reading Inventory). The data collected is used to determine the level of performance of all of our students in English Language Arts and Math relative to the New York State Common Core. In addition, the Fountas and Pinnell Benchmark Assessment is administered three times a year to further assess reading levels.

Analyzed data is used to determine the level of service provided for each of our students at Ledgeview in our RtI (Response to Intervention) program. Students at Tier 1 receive differentiated instruction from the classroom teachers and aides. Teachers make use of running records, ELA portfolios, reading and writing conferences, math fact tests and math chapter tests to set individual goals. They also have access to Clarence teacher-generated ELA, Math and Speech/Language Rti Tool Kits which provide strategies and activities for instruction to aid students in meeting individual goals. Consultation is also provided by related services including special education providers, reading specialist, speech therapist, occupational therapist, physical therapist. Progress monitoring is provided at least weekly. If students do not make adequate progress in Tier 1, more intensive service is provided at Tier 2 with specified related service providers in charge of instruction, in addition to the instruction provided by the general education teacher. Tier 2 consists of small group, pull-out instruction, two to five times per week. At this point, parents are notified that their student requires an intervention, beyond what is provided in the general education classroom. Reading progress is monitored at least tri-weekly using the Easy CBM Progress Monitoring Program Tool and researched-based interventions lasting six to eight weeks. At this point, RtI providers consult with grade level teams to discuss current RtI student progress and dialogue about other students who may be candidates for the program. Students who do not make adequate progress at the Tier 2 Level are teacher recommended to the RtI committee. Here it is determined whether students will continue to receive more intense Tier 2 services, be placed at Tier 3 for more intensive service, or be referred for further evaluation.

3. Sharing Lessons Learned:

Ledgeview has a teaching staff dedicated to furthering their professional expertise and sharing knowledge with colleagues. Establishing an open line of communication within the district and community has helped form an effective learning atmosphere at Ledgeview.

Within our school, Ledgeview's Inquiry and Literacy Teams are a few of the many teams responsible for gathering and sharing lessons. These teams are composed of our school principal and teacher leaders. The groups meet regularly throughout the year. The Inquiry Team meets to review and discuss data in order to create a plan to increase student performance and better meet student needs. These goals are communicated through faculty meetings and implemented by classroom teachers and support staff. Since literacy is highly

valued at Ledgeview, the Literacy Team's primary focus is to enhance the reading and writing programs at our school and more importantly instill and foster a love of reading within each child.

Our building also has BPDFs (Building Professional Development Facilitators), who are part of a district wide committee that develops our literacy curriculum. They meet regularly to translate teacher input into action. These leaders facilitate staff development within their own buildings and across the district to promote best practices in English Language Arts.

Ledgeview teachers are regularly growing as educators by participating in professional development through the Western New York Teacher Center. Within this center, teachers take on the role of both presenters and learners. From how to engage a reluctant writer to courses on behavior management, the center provides a variety of learning and teaching opportunities for Ledgeview teachers.

In addition, our teachers often create district-wide study groups in order to become familiar with and better handle new initiatives. These study groups regularly meet in order to discuss and share effective teaching practices. Together, these cohorts are able to problem solve and discover best ways to meet student needs.

Our ever present desire to learn and share pedagogical knowledge has and will continue to contribute to the success of Clarence students now and in the future.

4. Engaging Families and Community:

Ledgeview Elementary School believes that connecting the school with families and community greatly improves student success. Ledgeview encourages active family involvement. From daily Literary Guild Meetings run by parents to school-wide events with high family attendance, Ledgeview provides many opportunities to foster the school-community connection.

Ledgeview seeks family and community involvement in order to showcase student achievements. We have many regularly highlighted events throughout the school year to give students the opportunity to showcase their talents. Two times a year, all of our fourth and fifth grade students participate in a choral concert. The children perform for their peers at a school-wide assembly as well as an evening performance for parents and community members. The community is also invited to our annual ice cream social where student art work is displayed for all to enjoy. The district-wide track meet attracts a large community presence. Students from all four elementary schools gather to demonstrate good sportsmanship while engaging in a friendly track and field competition.

Our school is fortunate enough to have a very active, passionate Parent Teachers' Organization. The PTO initiates and organizes many events that help to build the school-family partnership which is so important to Ledgeview. The community looks forward to our annual Fall Carnival organized by PTO members and staffed by former Ledgeview students as well as parent and teacher volunteers. For many years, Ledgeview's PTO has honored students' extended families by welcoming grandparents and special friends for our annual Grandparent's Day celebration. Students look forward to having their guests visit their classrooms and enjoy lunch together.

Literacy is very important to Ledgeview Elementary as well as the Clarence Community. This is evident through the number of volunteers we have in daily to run our Literary Guild Meetings. Literary Guild gives children the opportunity to discuss independently read books from a variety of genres in a book club setting. These lunch time meetings are staffed by parent/grandparent volunteers. Our enthusiasm for reading extends to our annual Star Reader Day, which allows teachers, administrators and community leaders to read to classrooms throughout this special day.

With everything the Clarence community does for our schools, we believe it is important to give back. Individual classrooms and grade levels participate in a variety of fundraising activities. For example, every year, our fifth graders make calendars and bookmarks displaying their art work, with all proceeds going to local children's charities. Our fourth graders spend the month of November gathering gently used clothing

for the less fortunate. In addition, we hold monthly food drives for the Clarence Food Pantry.

At Ledgeview, we have found that community and family involvement has a positive impact on our students. As a result, we will continue to ensure this connection stays strong.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Ledgeview’s core curriculum is designed to provide students in grades K-5 with a strong foundation in mathematics, language arts, science, and social studies with specialized instruction in art, music, library, and physical education. This curriculum addresses the NYS Common Core Learning Standards, as well as the Clarence School District’s curriculum.

The language arts program grows independent readers and writers through a “balanced literacy” approach using the Reader’s and Writer’s Workshop model of instruction. Literacy is at the heart of all that is taught at Ledgeview and is integrated in every curricular area. In Reader’s Workshop students participate in mini-lessons, small group instruction, individual conferencing, independent practice and sharing of their learning and thinking. Word study, spelling and vocabulary development are important parts of the program. In Writer’s Workshop teachers explore fiction and nonfiction genres. In addition, grammar and writing mechanics are embedded within the units of study.

In math students spend time developing concept knowledge through the use of manipulatives, collaborative group work and discussions. Deeper understanding of mathematical thinking is developed through explicit teaching, guided practice, modeling and problem solving in authentic situations. Students at all grade levels build computational fluency including efficiency, accuracy and flexibility in thinking by participating in sprints, timed tests, mental math and problem solving. Pearson’s enVision Mathematics is our core program and provides technology-based support for instruction and resources for differentiation.

Science instruction is formed on an inquiry-based model. Students learn to conceptualize hypotheses and to test them through observation and hands-on manipulation. The ESP Science Kits are tools that assist with the instruction of science as well as teacher selected expository literature, teacher created materials and activities, and any available technology. Children’s natural curiosity leads them to explore the world around them and to develop an understanding of their world. Field trips are taken including visits to the Buffalo Museum of Science, the Clarence Nature Center and to other local museums and places of interest to enhance classroom instruction.

Through social studies, students begin learning about themselves, gradually expanding their understanding of being a member of a family and school community. As students’ progress in the primary grades the focus shifts beyond the school walls to rural, urban and suburban communities that surround them. In the upper grades, students develop an understanding of economics, geography, government, history and social and cultural differences. This is done through the study of their local history and government, as well as communities throughout the world. Primary and intermediate grades enhance their learning through visits to the farm, Amherst History Museum, the Lockport Locks, Genesee Country Village Museum and the Buffalo Science Museum.

The art program is a discipline-based program, which focuses on art criticism, history, aesthetics and production. Students acquire an understanding of the language of art as they develop creative thinking skills, respond to works of art, and explore artistic media.

The vocal and general music program provides a comprehensive music education for Ledgeview students. The band and orchestra programs offer small group lesson and performance ensemble opportunities for students in grades 4 and 5.

Ledgeview has a school Building Team that focuses on community building and provides opportunities that help to make students well-rounded citizens. This year’s theme has been focused on character traits which has included monthly assemblies, classroom activities and the selection of role model students. The Building Team continues to provide students with opportunities to grow socially and emotionally which enables them to be successful academically.

Ledgeview continues to build its legacy helping students reach their potential by teaching the curriculum with fidelity, consistency and differentiation to meet the varying needs of our students.

2. Reading/English:

The reading program at Ledgeview Elementary provides students in grades K-5 with a rich, well-rounded experience that is standards based and consistent with the Clarence School District's own curriculum. It is based on a balanced literacy approach and incorporates a variety of assessments to help inform instruction of students.

All K-5 teachers at Ledgeview follow the Reader's Workshop model using a balanced literacy framework. This model was chosen because the Clarence School District's mission has been to develop and inspire self-determined learners. Writing is incorporated on a daily basis. Students spend time responding to what they are reading, to deepen their comprehension.

Students acquire early reading skills beginning with a solid foundation in letter recognition, letter sound acquisition and phonemic awareness. Word study is used to teach spelling and decoding. A solid sight word vocabulary begins to be built right from Kindergarten. Students are exposed to a wide range of genres, varied text structures and a consistent base of strategy language. Students progress from retelling to summarizing and synthesizing text. They also learn how to employ close reading strategies and are required to use text-based evidence when discussing or writing about their reading.

Ledgeview has school-wide reading assessments to help ensure that students are growing and reaching their potential. Ledgeview uses the STAR Early Literacy reading test, along with The Fountas and Pinnell Leveled Benchmark reading assessment, to assess the students' individual reading levels. In addition, teachers use running records and keep anecdotal records on a daily basis as well.

Ledgeview has a remedial reading program that services students reading below grade level. The number of days and minutes of instruction vary by need. This gives students an opportunity to work with a certified reading specialist to target their areas of need. The reading specialist uses progress monitoring to track student progress and to alter services accordingly. There is also a daily RTI period, Response to Intervention, for each grade level. At this time, students reading skills are remediated, maintained and/or enhanced.

Ledgeview is a unique place in that it is evident to anyone who walks into the school how heavily valued literacy is. The school has implemented a Literary Guild Program for grades 2-5. This is an at home reading program in which students read from a variety of genres. Each grade level has expectations for nightly reading. There are school-wide celebrations of reading such as reading buddies, DEAR time, Star Readers, Book Swaps, Book Fairs and a Summer Reading Program. All of these go a long way in promoting a love of reading for Ledgeview students.

3. Mathematics:

The understanding of mathematics is one of the key components to a child's elementary success. Here at Ledgeview we take pride in our mathematics program offered at each grade level. Our current program and curriculum coincides with the New York State Common Core Learning Standards, providing our students a strong foundation, critical thinking skills, and conceptual understanding of math topics. Ledgeview Elementary School continuously encourages and builds support on fluency skills. Student progress is monitored three times a year setting high, but attainable goals. Teachers have built in fluency activities within their lessons to ensure success throughout the year. Some fluency activities include sprints, number bonds, mental math strategies, and skip counting.

Ledgeview primary teachers develop math foundations for future learning. Hands-on learning is incorporated into a problem solving approach. Students are engaged in activities that allow them to think mathematically, therefore, building their conceptual knowledge and fluency. Development of math concepts

is evident through the students' ability to communicate through the use of drawings, conversations, and modeling of manipulatives.

Problem solving and the ability to communicate math strategies is a vital part of our intermediate program. At the intermediate level, students build on their foundation and develop conceptual knowledge by demonstrating deep understanding of math concepts. Through models and math discussions, students demonstrate their understanding verbally and orally. The use of the Pearson enVision Math Program, Common Core Modules, technology and creative teacher interaction assist us in developing positive learning experiences for our students.

Ledgeview also provides a remediation and enrichment block to meet the needs of all students. Instructors consist of various Ledgeview staff members including our special education teachers, special area teachers, teacher aides, classroom teachers, and administration who are available. These teachers reinforce math concepts as well as enrich students who possess excellent math skills. FASTTMATH, the use of creative games and manipulatives, computer applications, as well as online games are some of the resources used to meet student needs.

Ledgeview Elementary's strong math program and teacher dedication provide learning opportunities for all students. Ledgeview's goal is to provide our students with the lifelong skills they will need to be successful in their future. Our positive approach, flexibility, parent involvement, and connection to real life experiences make our math program and students successful.

4. Additional Curriculum Area:

The physical education program at Ledgeview provides a dynamic learning environment for developing movement patterns and skill sets needed later for participating in sports.

For primary students, the curriculum focuses on developing locomotor skills and sports-related manipulative skills. Units include tumbling and gymnastics, sports lead-up activities, cooperative games, rhythm and dance, movement exploration, and low-organized games.

Progress reports for primary grades communicate physical skill and social skill development. Rubric-based scores of 1-4 are assigned for individual performance of skills mentioned above and for personal behaviors. Scores for first and second grade are recorded longitudinally. Students with scores of 1 or 2 receive differentiated instruction.

The curriculum for intermediate students includes instruction in modified sports, physical fitness, tumbling and gymnastics, rhythm and dance. Students also learn Brain Gym activities, rope skipping, juggling, and sport stacking. Innovative games such as Quidditch and team building activities are taught. Student performance in intermediate grades is authentically assessed and reported longitudinally for skill-related and fitness-related activities. Twice a year, teachers meet with each child to discuss individual performance and to set personal goals for the next academic year. Differences in genetics, gender, effort, family lifestyle choices, and how these affect performance are discussed.

Students receive 120 minutes of instruction and activity, which satisfies the New York State Education Department (NYSED) mandate for physical education. The curriculum has been recently updated to be fully compliant with NYSED's Annual Professional Performance Review regulations. Student Learning Objectives (SLOs) for Grades K-2 for the State Assessment (Growth) are based on 80% of students improving locomotor and manipulative skills from pretest to posttest. SLOs for the Local Assessment (Achievement) are based on 80% of students achieving established composite scores.

For Grades 3, 4, and 5, SLOs for the State Assessment (Growth) are based on 80% of students improving 4 laps in the PACER Test from pretest to posttest. SLOs for the Local Assessment (Achievement) are based on 80% of students scoring in or above Healthy Fitness Zones established for the FitnessGram by the Cooper Aerobics Institute.

The curriculum provides a solid foundation for further physical, cognitive, and social development. The overall objective is to develop life-long learners who engage in regular physical activity and who lead healthy, productive lives.

Ledgeview was a National Blue Ribbon School in 2008. The Blue Ribbon Committee solicited proposals to present at the Awards Ceremony in Washington, D.C. Mr. Grabowski's presentation "Success for Each Child—Tracking Individual Student Performance and Personal Goals in Elementary Physical Education" was one of only 15 accepted nationwide.

5. Instructional Methods:

Ledgeview's teachers believe that student learning is significantly influenced by the instructional methods that are implemented in the classroom. A wide variety of highly effective instructional methods are employed in Ledgeview classrooms, based on the diverse needs of our students, to ensure the highest level of student achievement. Through modeling, discussions, and problem-based instruction, our students develop independence and a sense of ownership in their learning. Ledgeview teachers utilize a team-based approach to determine the most appropriate instructional methods for individual students. Students are sorted into flexible groups, with rotation of students based on their needs, to maximize the efficiency of teaching and learning.

Ledgeview's instructional programs are evaluated and closely monitored throughout the year. Our methods include:

- Student Reading Inventory
- STAR Reading Assessments
- Fountas and Pinnell Reading Assessment
- Individualized reading and writing conferences
- Small reading and math groups
- Groupings based on interest, level, and input from students
- Guided reading
- Discussions/observations
- Implementation of ELA and Math Common Core Modules
- Pretesting

Ledgeview teachers engage their students in small group work as well as whole group instruction. Teachers utilize the Reader's and Writer's Workshop models allowing for teacher-directed mini-lessons, guided and independent practice. As an example of our differentiation of students, we group higher-level readers to provide a five-week instructional block for vocabulary building. Students in this group were provided with vocabulary words that are frequently employed in the Scholastic Aptitude Test (SAT), and the students were allowed to direct their learning sessions by working with their peers. Cartoons were introduced to help students to define challenging words, and websites were employed to provide audiovisual reinforcement of pronunciation and usage. Students were able to work independently and collaboratively.

Another example of differentiated instruction is the use of leveled texts. Teacher refers to a host of resources, including: ReadWorks.org, Newsela.org, and Learning A-Z to help to identify literary works for each student, based on their reading level. Students who need remediation during our regular reading class are provided print that matches their reading ability.

Ledgeview teachers are highly committed to helping our students become lifelong learners. Our goal is to help students learn at their level while closely monitoring each child to ensure growth in all academic areas.

6. Professional Development:

Throughout the years, the Clarence Central School District has been at the forefront of professional development opportunities, accessing both internal and external resources, allowing teachers to fully

maximize their individual and collective teaching potential. Now more than ever, it is imperative that instructors have comprehensive training in the rapidly changing educational realm.

Involvement in the BOCES Consortium has been instrumental in the analysis of student assessment data, driving instruction in critical Common Core standard areas. In addition, inviting BOCES experts to our district has increased our teachers' understanding of math fluency activities, such as math sprints, and math methodologies, such as number bonds. A partnership with the University of Buffalo reading department greatly enhanced our working knowledge of guided reading and offered many practical applications of guided reading within the context of the New York State English Language Arts Standards.

Many teachers have attended training sessions or conferences which have heightened faculty awareness and promoted students' physical and emotional development. Physical education instruction for students has been directly impacted by teacher attendance at the NYS AHPERD (New York State Association for Health, Physical Education, Recreation, and Dance) conference. In addition, T.C.I. (Therapeutic Crisis Intervention) training has offered critical responses to traumatic or crisis situations. Social skill training for those working with students who have autism or those who are on the autistic spectrum was delivered through S.A.S. (Secret Agent Society) training.

In addition, teachers at Ledgeview Elementary receive high quality professional development from frequent collaboration, communication, and reflection upon best practices within grade level meetings. Vertical grade level meetings occur to ensure consistency of language and cohesion of program. After-school study groups facilitated by Clarence faculty have provided a comfortable setting for teachers to explore the successful implementation of New York State modules and guided reading. These district-wide meetings have focused on producing lesson supplements and technology applications.

Internal training of teachers by colleagues has augmented the district's level of expertise in the English Language Arts and Math Common Core Standards and modules. Teacher leaders meet regularly on both the English Language Arts Committee and Math Slice Committee, to facilitate instructional decisions for the Clarence Central School District. The teachers (who represent all four of the elementary buildings) meet, review trending information from sources such as engageNY and our superintendent's website, consume and discuss professional journal articles, and create and deliver professional development for the faculty.

In closing, the Clarence Central School District is fortunate to behold innumerable internal and external professional development resources and experiences.

7. School Leadership

Ledgeview Elementary's leadership philosophy is one of collaboration and mutual respect. Our principal displays leadership qualities that put people first, both adults and children. This philosophy is further displayed with our building level leadership teams. A variety of teams and committees meet on a regular basis to analyze data and discuss instructional methods and materials to best instruct children to help them be successful.

Our principal facilitates many building level leadership teams. The teams include grade level representatives as well as special education teachers and speech providers. Our Building Team plans a theme-based approach to support a positive and healthy learning environment. The theme is presented at the beginning of each year and is reinforced daily. We celebrated Ledgeview's 50th birthday which led to a character development theme of leaving a "Ledgeview Legacy". Every month a character trait is taught, reinforced and celebrated. A local community group leads monthly assemblies. One child from each class that exhibited that month's trait is recognized. Some of the character traits include obedience, honor, wisdom, and knowledge.

Ledgeview's Literacy Team focuses on two main goals each year. The first goal is fostering a love of reading. We have many building-wide activities including monthly school wide D.E.A.R. time, a book exchange, guest readers and a summer reading program. In addition, all outgoing fifth graders leave a book

for an incoming kindergartener to spark a love of reading. The second goal of the Literacy Team is to support teachers in reading and writing instruction. This support includes helping teachers with new curriculum, planning, gathering materials, assessing, and data analysis.

The Inquiry Team analyzes and discusses data related to math progress and achievement. Strategies and materials for student growth and success are discussed and shared. Similarly, the RtI teams review a variety of data and plan interventions and instruction to support all students.

Ledgeview also has representatives that serve on a district-wide Building Professional Staff Development committee. This group meets to discuss research and effective instructional practices. We also have representatives on district-wide curriculum committees who develop curriculum in all subject areas for each grade level. These individuals are responsible for presenting the information and supporting teachers. It is an ongoing process due to the Common Core Curriculum and the high standards of the Clarence School District.

Ledgeview is a community of professional leaders working together for the success of all of its students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New York State Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); CTB McGraw-Hill (2008-2011)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Level 3 plus % Level 4	76	91	90	81	99
% Level 4	38	29	33	46	46
Number of students tested	93	91	90	111	102
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	76	91	90	80	99
% Level 4	37	27	34	45	45
Number of students tested	83	81	83	101	95
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:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New York State Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); CTB McGraw-Hill (2008-2011)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Level 3 plus % Level 4	80	97	94	92	100
% Level 4	46	65	68	57	57
Number of students tested	96	95	115	102	110
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	80	97	94	94	100
% Level 4	45	67	67	57	59
Number of students tested	87	87	104	96	104
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:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New York State Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); CTB McGraw-Hill (2008-2011)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Level 3 plus % Level 4	57	92	92	95	97
% Level 4	14	62	55	55	29
Number of students tested	99	115	102	110	111
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
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	56	92	95	95	97
% Level 4	14	63	55	56	28
Number of students tested	91	104	94	103	105
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:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: New York State Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); CTB McGraw-Hill (2008-2011)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Level 3 plus % Level 4	66	96	84	77	92
% Level 4	22	23	6	19	21
Number of students tested	92	92	89	111	102
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
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	95	87	77	93
% Level 4	22	23	6	19	19
Number of students tested	82	82	82	101	95
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:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: New York State Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); CTB McGraw-Hill (2008-2011)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	54	90	85	90	91
% Advanced	23	9	9	19	19
Number of students tested	96	94	116	102	111
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					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	54	91	85	92	92
% Advanced	21	9	8	19	19
Number of students tested	87	86	105	96	105
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: New York State Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson (2012-2013); CTB McGraw-Hill (2008-2011)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Level 3 plus % Level 4	57	87	85	85	97
% Level 4	14	13	14	25	29
Number of students tested	100	115	102	110	111
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			0		
9. White Students					
% Level 3 plus % Level 4	58	87	87	86	97
% Level 4	14	13	14	25	28
Number of students tested	92	104	94	103	105
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: