

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

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[X] Public or [ ] Non-public

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

Name of Principal Dr. Jean Carol Kendall

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

Official School Name Munsey Park Elementary School

(As it should appear in the official records)

School Mailing Address 1 Hunt Lane

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

City Manhasset State NY Zip Code+4 (9 digits total) 11030-2642

County Nassau County State School Code Number\* 280406030003

Telephone 516-267-7401 Fax 516-267-7404

Web site/URL http://www.manhasset.k12.ny.us E-mail jkendall@manhasset.k12.ny.us

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

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. Charles Cardillo E-mail: ccardillo@manhasset.k12.ny.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Manhasset Union Free School District Tel. 516-267-7740

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

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 4 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. 19 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	56	54	110
1	64	47	111
2	49	63	112
3	73	51	124
4	77	60	137
5	73	61	134
6	78	86	164
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	470	422	892

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 13 % Asian
  - 3 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 78 % White
  - 1 % 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: 4%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1	890
(5) Total transferred students in row (3) divided by total students in row (4)	0.040
(6) Amount in row (5) multiplied by 100	4

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: 3 %  
 Total number students who qualify: 28

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: 7 %  
62 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>7</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>17</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>10</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>27</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>1</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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	40
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	25
Paraprofessionals	24
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	100%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes                      No X

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

## **PART III – SUMMARY**

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We are a large public school with a small school feeling. Our family of children, teachers, staff, and parents live the motto, “We Care,” which perfectly describes Munsey Park Elementary School in Manhasset, New York. We have a growing multicultural population. A sign at our front door welcomes diversity; a visit to the school confirms it. All reach out beyond the walls to care about others: Student Council plans drives to help the Nassau County cerebral palsy organization, veterans, cancer coalitions, Red Cross, and many more. We genuinely collaborate with our parent organizations resulting in “Xtended Xtras” - beyond the budget clubs and courses for struggling and advanced students, extensive playground landscaping, SMART Boards in all classrooms, safety procedures, and support for all school initiatives such as: new report forms, our “Community Read” project, naming hallways for character development, and communication about curriculum development aligned with Common Core Learning Standards (CCLS). Our teachers and staff are highly educated, experienced, kind and caring. We hire our staff through teams led by the principal, ensuring and maintaining the highest quality staff through enrollment growth from 500 to approximately 900 students. As our school grew, we developed a new focused community of learners. Students have their individual needs addressed; accomplishments are evident in academics, music, and the arts. Some examples are: test results, All County music participation, art selected for display at local universities, awards for Trivia Challenge, Math Olympiads, Math League, band and orchestra concerts, science EXPO, original plays and presentations, writing and poster awards, an environmental video, and participation in a fashion show of clothing created from recycled materials. Our extraordinary guidance department supports students and staff. Students make proposals for activities to provide support for others. Our third annual pumpkin sale is just one example of Student Council/parent efforts to raise significant funds for charity. Teachers and staff are proud to remark that everyone brings their “A game” to Munsey Park. We secure grants from local businesses for tutoring for disadvantaged students and have collaborated with the Village Mayor for a new, safer walkway in front of the school and State Department of Transportation for a speed sign. The principal is in her 19th year at the school. Everyone knows she loves the people and school completely. She partners with all staff, including many assistant principals and teachers over the years. What makes our school worthy are our many achievements and much more. The Munsey Park School prioritizes a palpable, warm, and supportive learning environment with a strong commitment to doing things right. Encouragement, responsibility, and recognition for those who make contributions to the school are experiences we all share. Our commitment and tradition of excellence is continuous.

Munsey Park School has been recognized and received awards in many areas: The Marie C. Furlong Award from the Food Allergy and Anaphylaxis Network for ensuring safety for children with life-threatening allergies; one of our teachers received the “Nassau County Mathematics Teachers Association 2012 Teacher of the Year” award; writing awards through the Nassau Reading Council; art has been displayed at various universities; we are recognized by Department of Defense for our collection of coats and blankets for children around the world; student poetry has been published and United Cerebral Palsy Network has recognized us for our regular participation in the Trivia Challenge and our generous donations; a fifth grade recycling video was awarded first place by the Town of North Hempstead, trash and bottle cap collections, environmental studies; and a partnership with Americana-Manhasset that resulted in a financial award used for tutoring disadvantaged youngsters in need. Munsey Park School was highlighted by our local television news station for our curriculum project, Colonial Times, and for "Educator of the Month."

Our teachers and staff work extremely well together; we continue to create a team of bright, capable and hardworking teachers and staff who hold and seek best practices, care deeply about children and set appropriate goals for each child, communicate well across teams and with families, and extensively analyze/plan together. Munsey Park's level of collegiality and teamwork is extraordinary.

Hallmarks of our school are our collaborative teams, in particular, our Transition Team and its ability to facilitate and lead enormous student enrollment growth and protocols to implement it. Composed of committed teachers and staff, with the support of parents, and led by the principal, the Team maximized our school facility, by creating new teaching spaces within the school's footprint when redistricting required additional students to be assigned to Munsey Park. We always welcome redistricted students, reassign

classes, and revise and update schedules, protocol and procedures along the way. The Team speaks freely, maintains confidentiality, thinks creatively, and brainstorms successfully. Our students, teachers, and staff are proud to serve on the Team and proud of its accomplishments.

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

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

A. At Munsey Park Elementary School, in Manhasset, New York, students are tested in grades 3-4-5-6; their performance levels are critical data points that have far-reaching impact. These levels for the NY State Testing Program administered in English Language Arts (ELA) and Math are established through the NY State Education Department (NYSED) and consist of 4 performance levels.

NYS Level 1: Students performing at this level are well below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the NY State P-12 Common Core Learning Standards for ELA/Literacy (and/or Mathematics) that are considered insufficient for the expectations at this grade.

NYS Level 2: Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the NY State P-12 Common Core Learning Standards for ELA/Literacy (and/or Mathematics) that are considered partial but insufficient for the expectations at this grade.

NYS Level 3: Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the NY State P-12 Common Core Learning Standards for ELA/Literacy (and/or Mathematics) that are considered sufficient for the expectations at this grade.

NYS Level 4: Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the NY State P-12 Common Core Learning Standards for ELA/Literacy (and/or Mathematics) that are considered more than sufficient for the expectations at this grade.

A vendor scores our assessments and we analyze data. It is clear that our students' rate of proficiency is far higher than other districts in NY State/County. Manhasset is one of 56 districts in Nassau County, and Nassau is the highest-scoring county among more than 60 counties in NYS. Munsey Park is typically 15%-25% above our high-achieving County. In fact, when proficiency decreased statewide because of the introduction of Common Core Learning assessments, our proficiency was 26% above Nassau County's proficiency rate. Continuously from before 2005-06 to present, we have undertaken instructional improvement strategies: item analysis, pre-test analyses, development of student-friendly rubrics, increasingly rigorous instruction, using parallel structures with current literature, and a strong commitment to excellent results. These strategies resulted in our extraordinary performance when compared with other schools in the State/County.

B. When analyzing Munsey Park Elementary School data tables, we see trends of high achievement for the last five years in the areas of English Language Arts (ELA) and mathematics. In 2012-13, NY State changed the tests to align with the new Common Core Learning Standards. While Munsey Park witnessed a decrease in scores in both ELA and math with the implementation of the new 2012-13 test, we continued to out-perform other schools in the County. Specifically, in English Language Arts, statistics show that students in grade 3 scored 14% higher than Nassau County; in grade 4 they scored 21% higher; in grade 5 and grade 6 respectively, they scored 33% and 37% higher.

In mathematics, statistics for the same time period and grades, as compared with other schools in our county, indicate that Munsey Park students in grades 3, 4, 5, and 6 scored respectively 17%, 35%, 27%, and 21% higher than other students in Nassau County.

We are proud to emphasize, as well, that Nassau County, on average, already has a proficiency rate 14% over the rest of the NY State. Thus, Munsey Park's proficiency rate is significantly higher than the highest average scores in NY State.

For many years, our commitment to high achievement has been demonstrated by our significant efforts to guide students scoring in level 3 to move into level 4 and to support those that may score at lower level 3 to reach a secure level 3. Our goals are for mastery; our base is proficiency.

On a daily basis, our students are well prepared. Grade-level teams, reading/math specialists, and administrators analyze results, curriculum, and daily instruction toward successful standards-based instructional practices; then we develop rigorous lessons. Students develop their ability to infer from text, read critically with both fiction/nonfiction material, compare/contrast pieces and write cogent responses with inferences and specific data as supporting evidence. We also develop teams that engage in a search for and implementation of highly challenging reading/writing materials. This continues with the newest selection of materials based on Common Core Learning Standards. A similar analysis takes place with mathematics instruction and resources, most recently culminating in a search and implementation of higher-level math programs and instruction focused on application of learning and problem-solving.

Our successes with students can also be seen in the work of our reading/math specialists who work with grade level teachers to lead grade level meetings focused on analyses and design of parallel tasks that align with State standards and require students to use critical thinking and problem-solving skills. Grade 3 students developed higher-level skills; this resulted in our initiative to revise goals and instruction in grade 2 to properly prepare students for higher levels of thinking.

For students needing additional, specialized support (students with Individual Education Plans, for example), we have implemented initiatives to bring them to proficiency. Some examples are: special class pull-out reading and math; Academic Intervention Services/Response to Intervention (AIS/RTI); differentiated instruction within general education classrooms; providing co-teaching models of instruction for additional scaffolding; providing scientifically researched-based and peer-reviewed programs implemented according to specification and student needs; progress monitoring and regular check points; providing formative and summative assessments in English Language Arts (ELA) and mathematics; implementing student review teams called Instructional Support Teams (IST); using review and reteach strategies within ELA and mathematics on a daily basis; implementing regular team meetings with staff and parents to ensure parental support; developing teams to research and implement new programs – i.e., Math in Focus, Go Math, Common Core Reading Street.

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

We know testing is only one aspect of a student's successful elementary school experience. We develop numerous checkpoints, and differentiate instruction, materials, and formative assessments in addition to communicating with students and families for clear understanding of student progress. Some examples are our Reading Street formative assessments, chapter and unit testing in both English Language Arts (ELA) and Math in Focus and Go Math, progress monitoring in early language development through Dynamic Indicators of Basic Early Literacy Skills, individual reading inventories, and regular tasks evaluated based upon rigorous rubrics developed by teachers. Daily grouping of students for appropriate levels of review/reteach/enrichment takes place in both ELA and mathematics.

When/if students struggle academically, teachers analyze their work. Teachers implement classroom interventions prior to bringing issues to the instructional support teams, which meet twice weekly. With a grade-level colleague and principal, classroom teacher carefully presents each child's abilities and needs; as a team, they plan for additional successful classroom interventions or provide a different successful instructional approach or program.

Our teachers share common language and our belief that all children will succeed. High expectations are evident in all they do. Benchmarking, progress monitoring, formative and summative assessments in ELA and mathematics and checkpoints are used across all grades all year.

Support material for scaffolding is used with students. Scientifically research-based and peer reviewed programs, such as My Sidewalks, Wilson Reading, Scholastic products - System 44, Read 180, FASTT Math (Fluency and Automaticity through Systematic Teaching with Technology), are implemented according to program specifications and student needs. Students move in and out of groups as needed. Students are also assessed using tests such as In View Test of Cognitive Skills. When students require

significant support, thorough individual testing is completed by our psychologists and students' progress and achievement are monitored regularly.

Families are integral at Munsey Park. Teachers in all areas, specialists, and administrators, communicate regularly with parents. Through our parent council meetings, we share general curriculum information and guidelines for helping children with study skills. Through our "Community Read" program, all students Kindergarten - 6 students enjoy a "read aloud" that is the basis for monthly family discussion. Texts for this program are chosen by teachers, staff, administrators, and parents selecting books that guide successful work habits. Formal report cards and conferences detail each child's accomplishments. Team meetings for Individual Education Plans (IEPs) take place on a regularly scheduled basis. Students' "Behavior Intervention Plans" and/or accommodation plans are regularly developed and shared with parents. Informal/formal communication takes place daily. Student goals are also articulated and developed with students as well as with their parents. Teachers align the expectations of the Common Core Learning Standards to individual goals within individual units; students learn to assess their own growth. At Munsey Park, we quickly inform parents as well respond to questions from parents; we meet for complete review of individual progress, and are always available. Other avenues of communication are: class/school websites, email, phone calls, online report cards and communication notebooks. Parents have open access to highly specific, relevant, thorough, current information about their child.

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

All of us at Munsey Park School share best practices and achievements through professional meetings across other districts, across district schools, grades and within grade levels, teachers and administrative committees selecting new materials, observations and site visits, and evaluating strengths and areas for growth. Principal, assistant principal, and teachers present at and participate in local/national conferences and share their expertise; e.g., Critical Thinking for Critical times; American Orff-Schulwerk Association; Implementing Strategies for Math K – 1; Asperger's and Bullying: Personal Stories, Struggles, and Strategies; Principal Academy, Updated Safety Training for Teachers of Science; Responsive Classroom; Powerful Practical Strategies to Differentiate Instruction in Your Kindergarten Classroom; Deconstructing ELA Common core Modules for Grades 3 – 5; American Association of School Librarians National Conference; and School Emergency Preparedness.

Teachers earn awards for their expertise, and share through courses in the Teacher Resource Center and local universities. The principal and some Munsey Park teachers serve on the Teacher Resource Center Board. New teachers participate in year-long courses that guide their skill development in English Language Arts (ELA), special education, Common Core Learning Standards (CCLS), writing, math, classroom management. Our district superintendent also develops teams for curriculum review, update of report cards, teacher and principal evaluation, and much more. Some examples of major committees include a current report card committee (comprised of elementary teachers, parents and principal) designed to review and recommend an updated form, aligned with CCLS and similarly, another current committee to review our programs and recommend the adoption of the Common Core edition of Reading Street in grades 1-2-3. In addition, a committee comprised of administrators and teachers are researching and possibly recommending a new K-6 writing program. Last year, we adopted the Common Core Reading Street program in kindergarten. Approximately three years ago, we adopted the 2008 edition of Reading Street in grades K-1-2-3. We communicate and team with parents daily and at regular meetings regarding overview of math curriculum, study skills, ELA curriculum, technology, our library, how student learning and recess activities can be supported, and ways for facilities improvement. As a specific example, parents enjoy a complete orientation to our math program and how the elementary program feeds and support the curriculum and opportunities available at the secondary school. Presentations are taped and posted on our district/school website; responses to questions are thorough and complete.

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

We enjoy/earn the highest level of engagement with families, the community of Munsey Park and Manhasset, as well as the Village, Town and State. Our school and district involves parents in providing

feedback about initiatives, leadership teams' brainstorming, developing and funding extra clubs and programs (called Xtended Xtras). Our school makes many presentations for parents and the community. We continue Board of Education recognition ceremonies for student academic success and ability to make contributions to the school. Further, regular communication with families takes place through personal contact, written messages, meetings, and technology. Teachers have websites and our school library, math program, English Language Arts (ELA) programs link parents to needed resources. Volunteer parents help facilitate the Book Fair, lunch volunteer coordination, and other programs, such as "Guess Who is Coming to Read?" which involve many community professionals. Parent and community committees provide funding for field trips and numerous enrichment programs (authors, plays, social studies and science presentations to name a few). Our nutrition team, started many years ago, led the way to a review and reorganization of the district bid for food service. This resulted in a menu of organic food, low fat/sugar, and elimination of white bread and unhealthy snacks. Through our engagement with the Munsey Park Village, we have installed a new, safer walkway. Through our work with the State Department of Transportation, we have installed a speed sign and school sign on the main thoroughfare along our school grounds. Securing that sign took effort, collaboration, and perseverance. Through our continued collaboration with the Town of North Hempstead, we received a substantial financial donation to add to the efforts of our parents and families who raised funds to provide beautiful landscaping protecting our playground from a major road. With parents, families, and staff on our safety team, we monitor school safety and plan for continuous improvement. Our approach is open, a partnership to do the best for the school and each child. The principal, other administrators, teachers and staff listen, respond quickly, maintain an open approach, and work collaboratively. The tone at Munsey Park is one of positive energy toward listening, learning and growth. We are all privileged to be with each other in our commitment to a positive learning environment.

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

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### **1. Curriculum:**

We implement rigorous programs aligned with Common Core Learning Standards and academic shifts in ELA and math. We address academic vocabulary across disciplines. Curriculum review is an ongoing process. We are in process of revising our student report cards. Grade level teachers review Common Core Learning Standards to revise lessons. Grade level and cross grade analyses of student work and lesson/unit development are in our faculty meeting schedule.

As a part of our Reading Street K-3 program, Foundations, and reading/writing workshop in grades 4-5-6, continuous assessment, differentiation, support and scaffolding take place. Technology programs System 44, Read 180 and multi-sensory programs are used as needed. We chose our K-3 reading program to provide consistent, strategic early reading development. Fully detailed information about Reading Street and close reading/writing in our school is recorded in Part V #2. In math, we use two rigorous programs, Math in Focus and Go Math which feature problem solving, higher-level thinking and application of strategies in new situations. Again, technology is used programmatically and in FASTT Math (Fluency and Automaticity through Systematic Teaching with Technology), reteach and enrichment groups, Math Olympiads, and Think Central. Resources for both Language Arts and math are provided through an extensive website called EngageNY, used as a resource for teachers and administrators and all student data are analyzed. Detailed information about mathematics is recorded in Part V #3 Math.

Technology is integral across all curricular areas. SMART Boards are in every classroom. Our Library Media Center and two computer rooms, with teacher specialists, service our students. We are often connected via Webinars and Distance Learning with people all over the world.

In any rigorous curricular program, some students may require support. Response to Intervention, as tiered supports, is implemented as needed. Extended learning classes before/after school and one-to-one tutoring, funded through a business partnership, are provided. Reading/writing/math specialists support student needs.

Students confront high-level questions across disciplines. In social studies, students answer document-based questions and use primary sources in their connections to the past, recognize the commonality of people, appreciate rights and responsibilities, and develop analyses and reflective thinking. Social studies is learned in context. Students also engage in writing original plays, museums, musicals and dances, based upon social studies/science curriculum and aligned with the Common Core Learning Standards.

In our performing arts program, teachers specialize in Orff-Schulwerk, where children learn music through play, imitation, and creation. We also utilize the Kodály Method to develop musical literacy. In the primary grades, the children learn concepts through movement, drama, and playing non-pitched/pitched instruments, then create their own compositions. Intermediate students learn complex concepts and ideas, such as rhythmic division of the beat, building scales with different combinations of notes, and Western compositional techniques. All children in grades 4, 5, and 6 participate in chorus. They sing complex harmonies and countermelodies in many languages. In-school lessons are provided and students perform repertoire ranging from classical, to modern band pieces and popular music. Over 200 students participate in band in grades 4-5-6; over 100 students participate in orchestra in grades 4-5-6.

In science, students address Common Core Learning Standards grades K-6 through lab work with a science specialist and in class lessons. Hands-on experiences, research, projects, and assessments are Common Core and enriched by field experiences. Please see Part V #4 for much more information about science.

In our art program, many cross-curricular lessons also take place. Highlights include our Recycled Artwork Hallway/Celebrating Our Earth Project. With parents in "Planet Manhasset," we facilitate art about "Earth Day" and our herb garden. In fifth grade, students learn about recycling paper to create new, reusable paper used to design color paintings. A 10 ft. whale, created from each of these individually "made" papers, was

entered into the Town of North Hempstead Recycled Artwork Contest and won for best environmental message. It was displayed at the New York State Capitol Building. Students also study the masters and apply their techniques.

In physical education and nutrition/health, the following are continuous programs: cooperative games, "Project Adventure," spatial awareness, coordination, team sports, fitness week with specific "fitness-gram," Winter Olympics modeled after the actual Winter Olympics, field days, Great Body Shop year-long program, and stations aligned with K – 3 reading.

In Humanities, math, and science, Munsey Park students anxiously await possible acceptance in accelerated/enrichment programs.

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

a. We chose our K - 3 Reading Street program to provide consistent and strategic reading development. Our kindergarten is implementing the Common Core Learning Standards version this year. Grades 1-2-3 will implement the newer version next year. We build text complexity and rigor. We provide a balance of fiction and non-fiction, focus on skill development and close reading, experience with informative articles, argument, opinion, and narrative. Regular formative and summative assessments drive instruction. Our reading program incorporates song, video, and technology and facilitates consistency across grade levels and schools, and basic skill development based upon research. We also chose our Common Core aligned Foundations program, a phonemic awareness and development program, to improve reading skills of all students. We progress monitor for student achievement, identify needs, and target lessons. We monitor student development through Dynamic Indicators of Basic Early Literacy Skills, Running Records, Individual Reading Inventory, and Reading Street assessments. Decisions about reading emerged from a team study of the work of the National Reading Panel. Grades 4 through 6 utilize a balanced literacy approach, with students engaged in close reading non-fiction text and novels, running records and individual/group reading assessments. We have a daily commitment to writing from mentor text and monitoring the development of writer's craft. We incorporate Common Core resources from EngageNY to develop significant units/lessons integrated across disciplines.

Each teacher teaches specific skills and strategies: interactive read aloud utilizing rigorous informational and fictional text, shared reading focused on specific reading strategies and skills and close reading, flexible guided reading groups, as well as independent reading. Utilizing best practices is a school-wide focus. Writing is integral to the balanced literacy model. Students respond to and reflect on informational and fictional text: summarize, compare/contrast, analyze, infer, synthesize, evaluate and make connections, all supported by text-based evidence.

Students use mentor texts as models for their own narratives, persuasive essays, crafted arguments, compare and contrast essays, report writing based on research, additional forms of informational writing and creative writing. Mini-lessons, practice and conferencing (peer and teacher/student) are regular in writers' workshops. Word study is taught through literature and additional supplemental books. Our balanced literacy workshop model offers upper grade students a variety of text and author's craft, through direct instruction in small guided reading and discussion groups and whole group instruction. Students and families access information online.

## **3. Mathematics:**

Our continuous and rigorous math instruction begins in kindergarten with Singapore-based Math in Focus and continues with Go Math and an accelerated math program at grades 5-6. This program provides grade 5 students with grade 6 challenges and grade 6 students with Middle School math. More challenging math implementation in K-3 (Math in Focus) moves up to grades 4-5-6 year by year. This program is based upon math strategies from Singapore Math. In the interim, Go Math is utilized in grades 4-5-6. Our curriculum provides Common Core correlations; lessons move from concrete to pictorial to abstract. The focus is problem solving, higher-level thinking, and application of strategies in new situations. We use the SMART

Board, as we do in all disciplines, workbooks, manipulatives, as well as diagnostics, pretests, formative and summative assessments. Working to mastery, our students get support or enrichment in smaller groups, as needed. Differentiation is embedded. Visual representation, such as bar modeling/tape diagrams along with scaffolding for higher-level concepts such as algebra, facilitates student growth and success. Students and families access information online to support their children. Interactive white boards and SMART Boards are integral. Videos enhance learning as well. Technology in programs such as FASTT Math (Fluency and Automaticity through Systematic Teaching with Technology) provides additional supports. Re-teach and enrichment embedded in Math in Focus and Go Math facilitate successful differentiation. Our students enthusiastically participate in math. Children in grades 3-4-5-6 voluntarily come to school early to participate in rigorous math problem-solving with teachers. Further, our school has consistently earned high rankings in the Math League program; we often take first or second place in Nassau County. We also enjoy many winning teams in Math Olympiads.

Our math program is supported by our rigorous reading/writing program. Students learn to analyze and interpret passages then synthesize clear and succinct answers.

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

The science core curriculum is established, based upon the State Science Common Core Learning Standards. Each grade level focuses on designated standards, performance indicators and key ideas addressed in a sequential and developmental manner. Hands-on activities, laboratory experiences, assessments and projects are Common Core. Grade level field trips align/support science instruction. Students have access to scientific equipment, materials and supplies to carry out lab activities first hand. SMART technology is used throughout each lesson to provide images, video, diagrams and other visual supports. Document cameras project various specimen and lab results for whole group analyses.

With the leadership of our lab teacher specialist, instruction is differentiated within each science classroom and science lab. Students are grouped in the lab and assigned according to their abilities. Assessments empower students to demonstrate mastery of content before progressing to the next concept. Pre/post assessments measure student growth and provide evidence for evaluating the effectiveness of teaching/learning. Specific literature and text based materials integrate lessons, support the Common Core Learning Standards for Literacy, as well as highlight scientists throughout history. Accelerated instruction, activity, and projects provide students with progression at a faster rate. Additional time and resource supports differentiate for other students. Re-testing and progress monitoring are also provided. State science assessment results for both the elementary and intermediate levels of instruction evidence that over 90% of students demonstrate mastery and 99% demonstrate proficiency on these assessments.

Professional development takes various forms: BOCES science specific workshops and conferences, webinars, turnkey experiences by trained colleagues, in-house workshops by the coordinator for science, journals, and the study of best practices. We organize summer staff development sessions, conference days, and monthly grade level meetings to evaluate data, content, and curriculum. We continuously impact, guide and improve instruction. Teachers fully embrace science instruction and eagerly integrate the content into their daily lessons.

Teachers also actively participate in science opportunities in the Manhasset community (Greentree environmental estate and various museums) and often invite speakers and presenters. We collaborate with the County's reuse/recycle environmental team for Earth Day, environmental studies, and our ongoing program to conserve paper. Our program is a model for other districts and is shared regionally through the Long Island Science Educators Leadership Association's network team and conferences.

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

Our teachers and staff are committed to addressing and differentiating for the individual needs of students to maximize their potential. Our response to students' needs begins in the classroom where teachers use components in reading, math, science, social studies programs, as well as technology (SMART Board) and

many strategies before coming to an Instructional Support Team meeting to discuss additional strategies with psychologist, principal, and colleagues. Differentiation takes place in the content provided for students; materials are offered at different levels. Texts are on tape as needed; vocabulary lists/buddies, additional auditory and visual input through multiple texts at different levels, and re-teaching or enriching groups are utilized. Tiered levels of support are used in interest centers, manipulatives, time accommodations, and choice. Assignments of culminating projects or products provide choice, options, and varying levels of participation. Learning environments are differentiated to provide less distraction or productive collaboration. Clear guidelines with appropriate rubrics match student needs and guide them with more or less scaffolded lessons. Regular routines are designed to give students opportunities to ask others for support, when appropriate. Student movement breaks further differentiate. Once teachers bring students for review at Instructional Support Team, further accommodations and/or scaffolding are provided. For students that qualify for a completely differentiated program, individual testing may be recommended and students may be classified for special education and/or for formal 504 accommodation plans, according to need.

Using the SMART Board in every room, teachers are easily able to provide differentiation of materials and assessments: hands-on manipulatives, highlighting, interactive tasks, videos, on-line digital editions of text and notes that can be printed to support students.

Our Teacher Resource Center (TRC) continues to plan workshops focused on Common Core Learning Standards (CCLS) and differentiation of instruction for all teachers to attend.

Through ongoing professional conversations with teachers that follow each mini observation or hour-long formal observation, collaboration and focus on new goals, strategies, initiatives, and CCLS routinely take place. Differentiation is an integral part of this process. Teachers and administrators reflect on what was taught and how the teacher checked to be sure everyone understood. Using a variety of strategies, the teachers ascertain the level of student understanding and differentiate as needed for student success.

## **6. Professional Development:**

Professional development for teachers, staff and building administrators includes district-wide, year-long professional development for new teachers; teachers and staff participate in monthly meetings addressing Common Core Learning Standards (CCLS), arranged so that they can develop lessons/units. Grade level assignments are provided to teams of teachers to access the professional website, EngageNY, assess their own lessons and develop changes to accommodate the CCLS. Coordinators, teachers, and building administrators make presentations about the CCLS and assessments and arrange for significant training, provided by Pearson Reading Street, Math in Focus, and Go Math program consultants. Other programs such as Read 180, System 44 provide appropriate training to teachers using those programs. School specialists access professional courses and workshops out of school, then lead other teachers; our system for approval to attend outside conferences requires sharing with colleagues. We provide training on a regular basis to assist staff in working with students with special needs. Grade level leaders are asked to share their level of expertise with others at their grade level; we call that “mini staff development faculty meetings.” Teachers are also asked to review student work for improvement of instruction. We conduct ongoing assessments and make changes in teaching through our use of Dynamic Indicators of Basic Early Literacy Skills and progress monitoring. Results of our assessments are higher expectations for students. Administrators are trained in using the Kim Marshall teacher rubric for ongoing improvement of instruction. Principal, assistant principal, and district administrators conduct multiple observations and professional conversations. In addition, BOCES training and district meetings focus on aspects of the Marshall rubric for each administrator’s skill development. Using the rubric, administrators evaluate and coach individual teachers on levels of performance in many areas; e.g., CCLS, assessments, engagement, classroom management, delivery of instruction, family and community outreach, and professional responsibilities. Professional journals/books are shared and time is provided for teachers to observe each other.

One significant example of teacher leadership is the participation in the National Council of Teachers of English, the NCTE Whole Language Umbrella Conference, and the University of Pennsylvania’s annual

Ethnography Conference. Each conference experience has enhanced teacher conversations. By sharing specific best practices, sixth grade English Language Arts (ELA) teachers continue to strengthen the ELA program into a more rigorous learning experience.

## **7. School Leadership**

We are fortunate to be a school in a district led by a dynamic and supportive Board and Superintendent. Leadership at our Munsey Park School encompasses teachers, coordinators in English Language Arts (ELA), math, social studies, science, physical education, music and the arts, guidance, and technology and directors across the district, the assistant principal, and the principal, whose role is vital and significant. Our principal is available at all times, personally and professionally committed to all children and to articulating our purpose passionately. Willing to serve without reservation, she listens, develops leadership in teachers and staff, provides genuine feedback, challenges, supports, and recognizes efforts and celebrates successes. Teachers and staff participate in leadership teams, e.g. Transition Team, Health and Safety Team, and Dignity for All Team. Through mini, unannounced observations and professional feedback conversations, all administrators and teachers are empowered to share responsibility for student achievements, consistency of program, high levels of teaching, and alignment with Common Core Learning Standards (CCLS). Staff development assignments and CCLS presentations engage all teachers in resource development and study of EngageNY for revision of lessons and units. Teachers analyze, evaluate, and revise their lessons and units at focused grade-level meetings. Pacing and stated expectations, as well as scheduled assessments result in measuring and monitoring student learning. Examples are: formative and summative assessments in our ELA and math programs, a science program designed with specific checkpoints and hands-on assessments in the science lab. We have a continuous growth model, in which ideas are invited, encouraged, expected, and celebrated. An "open door" policy in our school and the district at-large enhances this philosophy. Open door discussions happen wherever we are at the time - all around the school. Through personal influence and total commitment, our administrative and teaching teams make decisions about best practices. The tone and climate is one of love for the children and for each other, acceptance, celebration of success, task focus, and search for best practices. Teachers and staff continuously reflect on their lessons focusing on what worked and what to do differently next time. The principal pre-approves all requisitions to ensure materials are appropriate and aligned with the CCLS. Ours is a non-threatening environment of leaders at all levels who care deeply about all children and their success. Leaders include our expert guidance staff and teachers who mentor children to enhance social/emotional learning. Administrators and teachers lead academic conferences with students to empower them to become leaders to set and achieve individual goals for themselves.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** NYS Mathematics

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Pearson (2013); CBT McGraw-Hill (2008-2012)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	64	89	89	89	99
% Level 4	25	44	28	40	53
Number of students tested	133	128	149	127	136
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4	93	90	100	92	93
% Level 4	27	57	46	38	57
Number of students tested	15	21	13	13	14
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	61	92	91	89	100
% Level 4	26	43	27	42	52
Number of students tested	112	102	128	109	114
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Please note: 2012-13 saw implementation of new Common Core test.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** NYS Mathematics

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Pearson (2013); CBT McGraw-Hill (2008-2012)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	82	95	98	89	99
% Level 4	44	69	73	66	72
Number of students tested	131	151	135	140	148
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4	95	100	100	94	100
% Level 4	55	85	86	63	100
Number of students tested	20	13	14	16	12
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	82	97	97	89	99
% Level 4	44	69	74	71	71
Number of students tested	105	131	114	114	129
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Please note: 2012-13 saw implementation of new Common Core test.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** NYS Mathematics

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Pearson (2013); CBT McGraw-Hill (2008-2012)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	68	96	88	90	100
% Level 4	32	63	60	39	77
Number of students tested	155	137	148	147	149
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4	85	100	94	92	100
% Level 4	62	79	72	58	73
Number of students tested	13	14	18	12	11
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	69	95	88	92	100
% Level 4	29	64	60	38	79
Number of students tested	134	115	121	129	132
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Please note: 2012-13 saw implementation of new Common Core test.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** NYS Mathematics

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** Pearson (2013); CBT McGraw-Hill (2008-2012)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	65	86	94	93	97
% Level 4	38	7	66	62	56
Number of students tested	141	152	148	148	99
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4	88	95	100	100	100
% Level 4	69	84	93	82	89
Number of students tested	16	19	14	11	9
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	66	87	94	94	99
% Level 4	37	67	65	62	54
Number of students tested	116	129	127	131	83
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Please note: 2012-13 saw implementation of new Common Core test.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** NYS Reading/ELA

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Pearson (2013); CBT McGraw-Hill (2008-2012)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Jan	Jan
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	60	90	86	89	96
% Level 4	11	29	8	43	22
Number of students tested	133	128	149	127	135
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4	80	90	92	92	93
% Level 4	7	33	0	62	50
Number of students tested	15	21	13	13	14
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	59	91	87	91	96
% Level 4	12	29	9	41	19
Number of students tested	112	102	128	109	113
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Please note: 2012-13 saw implementation of new Common Core test.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** NYS Reading/ELA

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Pearson (2013); CBT McGraw-Hill (2008-2012)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Jan	Jan
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	63	95	84	95	98
% Level 4	28	13	11	35	20
Number of students tested	130	151	135	141	148
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4	65	100	86	94	100
% Level 4	35	8	21	44	33
Number of students tested	20	13	14	16	12
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	64	95	87	95	98
% Level 4	28	13	11	37	19
Number of students tested	104	131	114	115	129
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Please note: 2012-13 saw implementation of new Common Core test.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** NYS Reading/ELA

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Pearson (2013); CBT McGraw-Hill (2008-2012)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Jan	Jan
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	76	95	91	82	99
% Level 4	34	12	12	38	36
Number of students tested	155	137	148	147	148
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4	100	93	94	100	100
% Level 4	31	14	17	58	55
Number of students tested	13	14	18	12	11
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	76	97	90	81	99
% Level 4	34	13	12	38	37
Number of students tested	134	115	121	129	131
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Please note: 2012-13 saw implementation of new Common Core test.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** NYS Reading/ELA

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** Pearson (2013); CBT McGraw-Hill (2008-2012)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Jan	Jan
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	79	88	90	95	98
% Level 4	47	13	15	34	15
Number of students tested	141	152	148	148	99
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4	100	95	93	100	100
% Level 4	69	11	29	82	22
Number of students tested	16	19	14	11	9
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	79	86	92	95	100
% Level 4	47	14	14	31	16
Number of students tested	116	122	127	131	83
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Please note: 2012-13 saw implementation of new Common Core test.