

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application 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 has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

1. Number of schools in the district: 4 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 13034

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	39	36	75		7	0	0	0
1	61	47	108		8	0	0	0
2	44	34	78		9	0	0	0
3	49	44	93		10	0	0	0
4	45	52	97		11	0	0	0
5	43	39	82		12	0	0	0
Total in Applying School:								533

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
2 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1, 2009	541
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 3%
Total number of limited English proficient students in the school: 14
Number of languages represented, not including English: 9
Specify languages:

Arabic, Belorussian, Chinese (Mandarin), Gumuz, Punjabi, Spanish, Tagalog, Telugu, Vietnamese.

9. Percent of students eligible for free/reduced-priced meals: 6%
 Total number of students who qualify: 32

If this method does not produce 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.

10. Percent of students receiving special education services: 11%
 Total number of students served: 58

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>32</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>6</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>2</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>6</u>	<u>18</u>
Total number	<u>46</u>	<u>20</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	95%	97%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	1%	11%	14%	21%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

In school years 2007/08 and 2006/07 we experienced larger numbers of teacher retirements.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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The mission of the Clarence Central School District is to produce independent, lifelong learners who are responsible, contributing members of a diverse society. We believe that education requires continuous improvement through staff and program development. We strive for a positive affiliation with our community and welcome parental involvement and support.

At Sheridan Hill Elementary School, we uphold our District's mission through our collaborative vision statement that drives our practices and values. We proudly display our vision statement in the main foyer for all to see. That vision being that we foresee our Sheridan Hill "graduates" as having a positive self-image, being self-determining readers, writers, and problem solvers who possess strong communication skills. Students who learn and display good character, have healthy habits, and an appreciation for the Arts and cultural diversity. We believe that our vision, in conjunction with a student-centered approach to learning, will produce students who achieve at their individual, yet optimal level. We too believe this is best accomplished each and every day by "teaching our subject matter with passion, and our children with compassion." Our Professional Learning Community (PLC) is truly committed to developing our children academically, socially, emotionally, and physically.

A strong teacher led Professional Learning Community exists within the Sheridan Hill building. Study groups, book clubs, peer-to-peer classroom visitations, mentoring and grade level/cross content area meetings help us to continually enhance our teaching methods. We offer a rigorous curriculum in which reading, writing, and math are equally valued, and the cross curricular integration of social studies and science into these content areas is done on a consistent basis.

The Art Program integrates art history, art criticism, production, and aesthetics. Special programs include an Artist in Residence and two annual Art Shows. The Art Shows highlight student research, design and creativity.

Our multi-faceted Music Program includes vocal music, orchestra, and band. Small group instrumental lessons are provided. Concert performances and plays are held along with less formal individual and small group productions.

Our Physical Education (PE) Program consists of traditional and center based units of study. The PE Department conducts school and district-wide events including the Annual Fun Run, Wellness Walk, Winter Olympics, Faculty Wellness Program and the All-Elementary Track Meet.

The Library Media Center (LMC) provides access to print and online resources to support learning within the classroom. The LMC also supports classroom instruction through the integration of literacy and technology use. In addition, students learn safe use of emerging technologies and ethical behavior practices. We maintain an author in residence program (Author Visit), library website, and professional collection.

The Clarence School-Wide Enrichment Program (CSWEP) provides enrichment for all our students. It consists of critical thinking activities for our Kindergarten and first grade learners. Our second through fifth grade student population is enriched through the teachings of our District Enrichment Coaches and through the use of a technologically based and newly acquired Renzulli Learning System for differentiated instruction.

Our school environment supports students through a variety of measures. We have implemented a Response to Intervention (RTI) committee to target and support students who are not achieving academic goals. We also have Academic Intervention Services (AIS) for all students who need extra support in preparation for NY State standardized testing. A wide variety of Special Education academic support

services are available for students that have been identified. At Sheridan Hill, we have a 6:1:1 classroom for students with diverse special needs as well as a Board of Cooperative Educational Services (B.O.C.E.S) program encompassing students with special needs. These students are integrated into the school community through peer-to-peer interactions that benefit all students. We have adapted our environment to support the needs of these students by adding adaptive equipment and ramps to our school playground. Our building also houses 14 K through 5 ESL (English as a Second Language) students within the district, spread across all grade levels. This provides a rich, culturally diverse community for students and faculty.

Classroom teachers take on many leadership roles to assist our students in their academic and character development. Some examples include: our 5th grade overnight camping trip, Food for the Needy Drive, Winter Giving Tree, Heavenly Hats Day, Popcorn for P.J.'s and the Linus Project, which provides warm fleece blankets for those in need.

We offer many after school programs that are sponsored by the Parent Teacher Organization (P.T.O.). These activities allow children to pursue a wide variety of interests. Some programs offered by specialists include chess, yoga, science club, ceramics, Spanish, Mandarin Chinese and art club.

A very popular teacher led, PTO supported, after school activity is the Character Club. This building based club consists of both teachers and parents who facilitate quarterly activities for students who wish to participate. The activities are centered around students learning about empathy for others, demonstrating compassion, honoring service to our country and caring for our environment. These hands-on learning experiences help our students develop good character.

Our school supports the "Going Green" initiative through school wide recycling programs such as the Glue Crew, Teracycle Capri Sun collection and paper recycling collection. In the cafeteria we are now using reusable dishes, trays and silverware. The Nature Trail, which was designed by a local Eagle Scout, is located on our wooded campus and serves to develop an appreciation for nature.

We are proud of our school and all we have accomplished and believe Sheridan Hill Elementary School is truly worthy of Blue Ribbon status.

1. Assessment Results:

In 1996, the New York State Board of Regents adopted a set of Learning Standards for all subject areas. The purpose of these standards was to outline the knowledge that New York State students would need in order to be successful in all areas of the curriculum. Local school districts then used this curricula document to create a rich curriculum for their students that aligned with the original learning standards adopted by the Board of Regents. Since that time, the New York State Department of Education has created a series of assessments to measure student learning against these standards.

Students in grades 3-8 take a series of assessments to measure achievement of the learning standards. All students are prepared to pass the high school Regents Exam in each subject area. Student performance on these assessments is measured using a scaled score. The scaled score is used to divide student performance into four levels, with four being the highest level and one being the lowest. A score of Level 1 indicates that the student may have serious academic deficiencies. A score of Level 2 indicates that the student may need extra help to meet the standards and pass the Regents Examination in this subject area. A score of Level 3 indicates that the student meets the standards and, with continued steady growth obtained, will pass the regents examinations. A score of Level 4 means that the student exceeds the standards and is moving toward high performance on the Regents Examination.

Our performance data, both in English Language Art and mathematics, shows a gradual and steady increase from school years 2005 through 2009 at Levels 3 and 4, and a gradual but steady decrease in the numbers at Level 1 and 2. Review of our performance data longitudinally across the same grade levels indicates growth from an increased capacity of grade level teachers. This data reflects our strong curriculum, instructional program and interventions that meet all students at their ability level and advance them in their learning.

Reviewing that same data by student population (cohorts) along grade levels reveals an increase in performance; students are experiencing the phenomenon of value added every year. Two examples:

- Grade 5 mathematics, Level 3 and 4 performances have grown from 89% in 2005 to 98% in 2009. More importantly, the Level 4 performance has increased from 34% to 43% in that same time frame.
- Grade 3 ELA, Levels 3 and 4 performances have grown from 80% in 2006 to 96% in 2009. That same group of students increased their Level 4 performance from 10% to 20% in that same time frame while reducing their Level 2 performance from 14% to 4%.

In July of 2010, New York school districts received notice that the scale scores used to determine performance levels on the grades 3-8 English Language Arts and mathematics assessments would be adjusted. It is important to note that the scale score ranges, the lowest scale score to highest possible scale score, have not been adjusted. The cut score ranges that determine the performance levels have been adjusted. As a result, it has become more difficult to be identified as performing at higher levels than was previously possible. Sheridan Hill Elementary School, like other schools across NYS, experienced changes in their performance patterns.

Students in 2008/09 could be identified as Level 3 with a scale score of 650. In 2009/10 that same scale score would have identified them as a Level 2. With the new cut score ranges, Sheridan Hill experienced a decrease in overall performance. Through a process of taking each student's raw score and recalculating their performance level using previous year's conversion charts, we were able to discern greater meaning from the aggregate performance results. When we reviewed performance results against previous cut scores, we continued to show growth. For example, in Grade 5 ELA, these new cut scores translated to 26 students at Level 2 and two students at Level 1. Using the original cut score ranges (available from SED),

only two of these same students would have been identified at Level 2 and no students would have been identified at Level 1. As a result of the new cut scores, our percentage of students performing at Levels 3 and 4 was calculated at 72% whereas under previous cut scores, we would have shown 98% of our students performing at Levels 3 and 4. This same pattern is consistent throughout all of our grade levels in both ELA and mathematics.

These new cut scores and result performance provide an opportunity to again re-examine program, instruction and resources to further determine areas in need of attention. We remain persistent in our efforts of providing a rigorous and viable curriculum to our students.

2. Using Assessment Results:

All Sheridan Hill Students in grades 3-5 participate in New York State Assessments. This data is used to determine and improve student performance relative to the New York State Learning Standards.

Assessment data is utilized by teachers to determine instruction and placement. Students performing at Level 1 receive remedial instruction. Students performing at Level 2 are closely monitored and provided with classroom academic support. Grade level data is used to identify students who require Academic Intervention Services (AIS) in the areas of mathematics and English Language Arts. Students whose performance exceeds standards have the opportunity to partake in enrichment activities.

Classroom teachers collect, monitor, and employ data on a daily basis. This data is garnered from reading inventories, English Language Art portfolios, and district wide assessments in multiple content areas. At Sheridan Hill data guides teachers to differentiate instruction. In addition, data can be used to remediate, review, or enhance the curriculum.

Staff from Sheridan Hill took part in a district wide examination of universal screening tools. We have initiated this Universal Screening measure this year. Data being used to provide students with academic classroom interventions. The Universal Screener will be utilized annually at three checkpoints. Staff screeners will progress monitor student growth, and dialogue which promotes dialogue between screening staff and classroom teachers during grade level/PLC meetings. Additionally, the screening instrument data will be used to progress monitor students growth. If a student does not show adequate growth, a new evidence based program and additional services will be introduced. This child will then be discussed among a school wide team of specialists, the Sheridan Hill Response to Intervention Team, who will continue to monitor student data.

Furthermore, Sheridan Hill educational staff utilizes individual common formative assessment data for educational programming, pedagogical decision making within the classroom, and setting student centered specific goals. Resulting services may include reading, speech therapy, physical therapy, occupational therapy, special education, or English as a Second Language.

3. Communicating Assessment Results:

The collection of student data is both needed and mandated, and the distribution of data relating to student performance and its use in driving instruction is critical to student success. Sheridan Hill Elementary School provides this information to students, parents, and the community through a variety of formats and mediums.

The Clarence community has access to school performance data and information through several avenues. The New York State Board of Regents provides a New York State School Report Cards, which communicates Sheridan Hill's student performance on state assessments. This extensive document provides data regarding performance at tested grade levels in English Language Arts, math and science. The Clarence community can access the document online at the Clarence Central School District's website, http://www.clarenceschools.org/sheridan_elementary.cfm?subpage=44791. A summary of this

information can also be found in the district annual report. An online copy can be found at <http://www.clarenceschools.org/files/filesystem/2010%20Annual%20Report.pdf>.

Parents of students in our school receive both formal and informal communication throughout the school year regarding their child's progress and learning goals. Formally, parents attend two conferences per year for students in kindergarten and first grade. Grades two through five parents attend at least one conference. Each student receives an academic report card, in kindergarten twice a year, and at grades one through five, three times a year. The academic report card is closely aligned with the NYS Learning Standards and scores students on a scale of one to four, which mirrors the way NYS assessment data is reported. Parents of students who are required to take NYS Assessments receive written notice of the child's performance, which helps students, teachers, and families set goals to increase student achievement. School data is presented and discussed with parents during PTO meetings and then placed in the building newsletter, which is supplied to each family. Informally, parents are in contact with teachers regularly through phone calls, e-mails, notes, and meetings to get updates on their child's progress and performance.

In addition to report cards, students receive direct information regarding their performance on a weekly basis. Classroom teachers meet with students individually during Language Arts to discuss their progress and set learning goals for the upcoming week. The Envisions Math program is used in grades 2-5. A technology component of the program provides direct feedback to students regarding their current performance, strengths, and weaknesses. Both remedial and enrichment activities are generated which allow the students to practice or advance based on their skills.

This vast amount of data is designed to help improve both teacher and student performance when measured against the New York State Learning Standards.

4. Sharing Lessons Learned:

Sheridan Hill School has a teaching staff dedicated to furthering their professional expertise and sharing knowledge with colleagues. Our building has a Literacy Team and Building Literacy Facilitators (BLFs) who organize professional development in Language Arts and Reading. BLFs develop and present district training sessions about Reading Workshop and serve as facilitators and teacher support structures for our reading and writing curriculum. BLFs and Literacy Team members develop study groups, initiate book clubs, and arrange classroom visitations, so teachers can share their best teaching practices. Teachers from other schools in our district visit Sheridan Hill to see demonstration lessons. Staff members have traveled to Columbia University to participate in literacy consortiums. Teachers have worked as consultants presenting seminars in other school districts and at the Western New York Teacher Center.

Grade and district-level committees meet regularly to discuss curricular and instructional needs in math. The Math Slice Committee consists of administrators and teachers from all grade levels and elementary buildings. The committee constructed common assessments, considered feedback, and altered questions as needed. The Math Slice Committee has been pivotal in supplementing our newly acquired Envisions Math series and aligning the lessons with the NYS standards. Teachers from Sheridan Hill have attended the Western New York Regional Mathematics Conference.

Sheridan Hill teachers have created and held training sessions based on units taught in Science. Teachers throughout the district have attended these sessions. Within the last two years, district-wide science and social studies subcommittees were formed. These committees are made up of intermediate teachers from all four elementary buildings. In the summer of 2010, the Science subcommittee created "common formative assessments" for science units taught in grades 3-5. By the summer of 2011, the subcommittee will receive feedback and make changes if necessary to the assessments. The social studies subcommittee will also meet this summer to create common assessments for social studies units taught in grades 3-5. These assessments will be used beginning in September of 2011 and the committee will use student data and teacher input to review and monitor student growth.

Sheridan Hill is proud of the Professional Learning Community we have created, and we believe it contributes to the success of all our students on a daily basis.

1. Curriculum:

The curriculum at Sheridan Hill provides students in kindergarten through grade five with academic content that is aligned with the New York State (NYS) Standards and the Clarence Central School District's mission statement. Our school's goal is to incorporate Balanced Literacy into every aspect of our curriculum.

English Language Arts is delivered through the Reader's and Writer's Workshop Models. The Workshop approach incorporates mini-lessons, small group instruction, individual conferences, partnerships and independent practice. Word study, spelling, vocabulary and grammar development are important components of the program. Students at all grade levels actively select, read and discuss books at their appropriate level. During both Reader's and Writer's Workshop, teachers and students explore fiction and nonfiction genres by utilizing a consume, critique and produce framework. "Sit Together And Read" (S.T.A.R.) time is a school wide event that celebrates Sheridan Hill's passion for learning.

Mathematic concepts are introduced using manipulatives such as base ten blocks, two color counters, snap cubes, clocks, money, rulers and liquid measure at all grade levels. Deeper understanding of mathematical thinking is developed through explicit teaching, guided practice, modeling, and peer-to-peer conversations. Problem solving in authentic situations is emphasized at each grade level and technology based support through Renzulli Learning Systems and Pearson Success Net are utilized for the differentiating of instructions. Common assessments are administered and the information acquired is used to help teachers monitor student progress and inform instruction.

During social studies, students are able to discover and explore the natural world and its wonders. Students will develop an understanding of how people have interacted in the past and continue to interact in the present. A variety of methods are used in our social studies curriculum including explicit teacher instruction, group activities, guest speakers, field trips, distance learning, performing arts, student projects, student created museums, videos, involvement in the annual 4th grade social studies play, 5th grade trip to Camp Weona, a Young Men's Christian Association camp featuring outdoor education, interactive games, and team building activities.

Science instruction is founded on an inquiry-based model. Through continuous use of the scientific method, students learn to conceptualize hypotheses and test them through observation and hands-on manipulation. Students are actively engaged in exploring the world of living and non-living things. Teachers use Elementary Science Program Kits, nonfiction literature, teacher created materials and technology to support learning. Field trips to local places of interest, including the Clarence Nature Center to study the seasons and local vegetation as well as excursions to the Buffalo Museum of Science to view rocks, minerals, and living environment specimens to enrich our Science and Health curriculum.

The English as a Second Language (ESL) program covers grades kindergarten through five and is based on the NYS ESL standards and Part 154 Regulations. We use a pull out model that builds social, cultural and academic English language skills in each modality of listening, speaking, reading and writing. The curriculum is customized to meet the language levels and address the language needs of the individual students within the language learner population.

Physical Education recognizes the individual uniqueness of each student and builds upon his/her current level. Developmentally appropriate activities are planned, giving students the opportunity for socialization, self-expression and challenge through physical activity. Within every activity, a healthy and safe learning environment as well as cooperation and sportsmanship are emphasized. School wide events that encourage and promote these important life skills are our kindergarten through grade five Winter

Olympics, teambuilding activities and the third through fifth grade Cider Run, an annual Fall run to promote exercise and school community spirit.

Art is taught using a discipline-based and choice-based approach. In a discipline-based approach (nationally known as DBAE) all students are immersed in the study and integration of Art into any curriculum through art criticism, history, aesthetics and production. Besides the monthly display of artwork, each year culminates with the Art & Wildlife Show. The choice-based approach is taught so that all students are exposed to a variety of art concepts by learning to be “art independent.” This approach facilitates further learning through self-discovery and research through frequent student-directed art studios.

The Vocal and General Music program provides a variety of learning opportunities in which students can develop strong music skills. Besides an emphasis in vocal training and building a foundation in music literacy, all grades are exposed to age-appropriate activities using a collection of classroom instruments, including Orff Instruments (pitched), and African Drumming Instruments (unpitched). Sheridan Hill Elementary also offers Chorus, Band and Orchestra programs to students in the fourth and fifth grades. These programs culminate in four concerts a year, providing that valuable performance ensemble experience for students. Also offered is a guitar program for students in the fifth grade and a recorder program for students in the third grade.

Sheridan Hill will continue to educate students through a carefully thought-out and well-planned curriculum that coincides with the Clarence School District Goals and New York State standards.

2. Reading/English:

Sheridan Hill’s Reading curriculum is built on a philosophy of building self-determining readers through balanced literacy and strategy development instruction. Our teachers’ love and expertise of literacy is transferred through the Reader’s Workshop model of instruction, responding to individual student needs and providing a structure for our district-written curriculum. The curriculum balances explicit instruction with extended time where readers are engaged and practicing what is modeled with appropriate student-chosen materials that match interest and ability. The students are exposed to a variety of genres and authors with which they learn and practice comprehension strategies crucial to reading success. The strategies are spiraled through the K-5 curriculum, utilizing common language, as well as, highly engaging fiction and non-fiction materials. As the curriculum progresses, the strategies grow in complexity allowing the students to read more critically. Our Reading program consists of daily read-alouds, guided practice, small group work, conferencing, independent reading, partner reading, guided reading, book clubs, and written responses. In addition, skill work including phonemic awareness and word study are taught.

Students performing below grade level are given reading support through Response to Intervention (RtI) and Remedial Reading services. RtI with kindergarten students focuses on letter and sound recognition and beginning reading work. Students in grades 1-5 receive Remedial Reading services in small groups of 4-6 where the reading specialist parallels the reading curriculum, working on critical skills such as fluency, phonemic awareness and comprehension.

Reading is celebrated at Sheridan Hill through a plethora of activities and programs. Every month students anxiously await S.T.A.R. Time (Sit Together And Read) where the whole school meets in the hallway to read. Our school’s Literacy Team also promotes reading through such events as a Just-Right Book Poster Contest, “Books and Breakfast” where families enjoy breakfast and their favorite books in the gym and a summer reading program where students are encouraged to read and log books read over the summer to earn a special S.T.A.R. Time with the principal and staff members. The Literacy Team also supports teachers by offering study groups and professional development centering on the growing trends in literacy. Each year the students also spend time with a well-known author who shares his/her craft and expertise.

Our Reading program at Sheridan Hill promotes a love of literacy that extends from the hallways where students are recommending books to one another to their homes where families are discussing books together.

3. Mathematics:

Mathematics is a key component of each child's educational experience at Sheridan Hill. Horizontal and vertical grade level teams representing each elementary school meet to align our Math curriculum with the New York State Learning Standards and the Clarence Central School District's mission statement. These teams also created and implemented common assessments to identify areas of student strength and need. In addition, our Professional Learning Communities meet regularly to discuss effective teaching practices, share materials for Math instruction, and review common Math vocabulary.

Teachers of our primary students utilize an experiential approach to help students develop their foundational understanding of Math concepts. Through the Scott Foresman Investigations Math program, the students problem-solve with the use of manipulatives and are encouraged to utilize a variety of critical thinking strategies. They are also encouraged to communicate their math thinking through drawing, representations and conversations. Development of number sense, problem-solving and communication skills are emphasized in order to develop well-rounded math students who will be prepared to apply their knowledge in authentic situations.

Our intermediate and upper elementary aged students continue to expand and develop their number sense and a variety of mathematical operations with the use of the Pearson Envisions Math program. Computational proficiency, authentic problem-solving, and written and oral communication of math strategies are emphasized.

The Sheridan Hill Math program provides both remediation and enrichment opportunities. For example, Big books topic stories from Pearson are used to engage student interest and introduce new math topics. "How Big Is a foot?" reinforces math concepts, presenting real world problems, which serve to further develop mathematical thinking. Creative math games are used to provide an enjoyable alternative for students to work cooperatively with peers. Computer applications, teacher-recommended internet math sites, and the Renzulli Learning Program are used to deepen a student's mathematical experience and provide instructional differentiation. Instruction is scaffolded to meet students at their individual instructional levels and build upon their existing mathematical understanding. Support staff, parent volunteers and Academic Intervention Services are also utilized to meet individual students' needs.

Through sound pedagogy and a multitude of learning experiences and opportunities, the Sheridan Hill staff promotes a comprehensive understanding of mathematics skills and concepts.

4. Additional Curriculum Area:

The Science program at Sheridan Hill Elementary nurtures children's natural curiosity of the world around them by providing students with meaningful opportunities to understand and experience the natural and physical world we live in. Teachers instruct students on units of study as set forth by the NYS Standards and Key Ideas in Science. Classrooms utilize Elementary Science Program (ESP) kits to assist in the hands-on instruction of the curriculum, as well as teacher selected expository texts, teacher created activities and materials, and the implementation of available technology.

The curriculum for the primary students focuses on building student understanding of their physical setting and living environment. The use of the Scientific Method of inquiry is emphasized throughout the units of study. Concepts and vocabulary are imbedded through hands-on experimentation activities and students are required to make predictions, record observations, draw conclusions and report information. The curriculum for the intermediate students strives to develop deeper thinking through the use of the inquiry model in hands-on activities. At these grade levels an emphasis is placed not only on understanding the components of the Scientific Method, but also on the implementation of the method

and thoughtful analysis of data in experiments. Teachers continually strive to find innovative ways in which to present material to make it more attainable and relevant. Hands-on experiences range from using physical and chemical features in rocks and minerals in order to identify “mystery” samples, to dissecting flowers to be able to more fully understand the structures and their functions.

At Sheridan Hill, our students take common assessments developed for each topic through district goals. Additionally, our 4th grade students continually excel on the NYS 4th Grade Science Assessment. Last year 99% of our students scored a Level 4. As this assessment is cumulative and takes into account material learned from grade 1-4, these results speak to the high level of excellence our staff and students are able to achieve through our rigorous yet inspiring Science curriculum.

The objective of the Science program at Sheridan Hill is to create lifelong learners who ask questions and are able to implement the Scientific Method of inquiry in order to seek and find the answers in the world around them. To quote Bill Nye, at Sheridan Hill, “Science Rules!!”

5. Instructional Methods:

Utilizing a variety of instructional methods supports a comprehensive school-wide commitment to meet the diverse needs of our students. In order to successfully differentiate instruction, we review ongoing data derived by school and district-wide assessments to include the Star Early Literacy assessment and the Clarence Central School District’s Early Literacy Profile. This enables our teachers to determine the best instructional methods and appropriate literacy levels that meet the academic and functional needs of our students.

Flexible grouping is the foundation of differentiation. It allows our students to be appropriately challenged and supported in a small group setting. Progress monitoring provides the information needed for effective instruction, re-teaching, and enrichment. At Sheridan Hill, we utilize the results of the Intermediate Primary Spelling Inventory to form differentiated student groups based on spelling stages. Our teachers develop specific tactile manipulative activities for daily practice to strengthen word knowledge. Weekly tests and writing samples provide information to move students through the levels.

In addition to flexible grouping, you will see our teachers engaged in whole group instruction. These lessons are scaffolded, allowing the teacher to gradually release responsibility to our students. Mastery and independence are fostered through repeated practice of the skill or strategy in a variety of settings and content areas. This is exemplified at Sheridan Hill through the Reader’s Workshop framework. This allows for explicit instruction and guided practice at individual student instructional levels. Time is allotted for students to read at their independent level to promote fluency. Student needs are met through strategy groups, partner reading, choice of reading material, guided reading and book clubs that promote self-determining readers and learners.

Daily learning at Sheridan Hill is modified based on student need within our diverse population. Teachers are utilizing a tool kit of research and evidence-based interventions to deliver modifications to promote academic growth. Teachers track student progress by gathering timely data to assess growth and to be responsive to our students.

Collegial discussions promote professional development to strengthen each teacher’s skills. Our grade level Professional Learning Community Teams communicate weekly to share student data and best practices that have been successful. At Sheridan Hill we all take responsibility for each child’s educational journey. We are united in our commitment to student learning.

6. Professional Development:

Throughout the years, the Clarence Central School District has been a driving force in the professional development of its teachers, administrators, and staff. Many opportunities have been afforded to train teachers in all content areas with an emphasis on reading and writing. Due to the extensive opportunities

in professional development, teachers have been encouraged to independently pursue further training aligned with the New York State standards and District initiatives. This has created a true collaborative Professional Learning Community, which, in turn, assures every student in the building the opportunity to benefit from the most current research based instructional methods.

One opportunity that our teachers recently had was participation in Columbia University's Teachers College Reading and Writing Project. A group of Sheridan Hill teachers attended workshops and institutes led by leading professionals in the field. It was not an exclusive opportunity though; when these teachers returned, an after school meeting was held to provide colleagues with tangible classroom methods and strategies to assist in implementing a new curriculum.

In addition to professional development outside the District, many teachers have become active members in district-wide study groups to deepen their understanding of core curriculum and instructional methods. The activities in these study groups include book talks around professional resources, presentations on instructional strategies, and classroom visitations to gather ideas on the most effective classroom environment.

As a result of the aforementioned professional development opportunities, Sheridan Hill teachers have developed literacy institutes to teach and train new and transferring faculty. Cohorts have been created to give all staff a consistent and thorough understanding of our District's Balanced Literacy framework and new reading curriculum. Our building based literacy team consistently provides additional support for teachers when in need of professional support.

A new initiative in our professional development is an onsite technology liaison available to assist teachers. This liaison will be offering support to make technology part of our writing curriculum using Voice Thread, a computer based application, and providing instruction with Active Inspire to bring our Promethean Board technologies to life.

Training was also given to teachers this year on the effectiveness of using the technology component of the new Pearson EnVisions Math series.

All Sheridan Hill teachers share a common language and knowledge of the curriculum and academic standards. The result is a consistent and cohesive teaching methodology enabling the students to meet or exceed the benchmarks outlined by the New York State standards.

7. School Leadership:

Sheridan Hill's Leadership philosophy is based on the Professional Learning Community model. Our school principal values teacher leadership skills and empowers professionals to collaborate on school policies and routines. This collaboration develops Sheridan Hill's vision of having high student achievement while instilling strong character development. Our building based committees support this vision by promoting a safe environment, securing curriculum enhancing field trips, and adhering to a code of conduct as well as by bringing on-site speakers who address healthy choices.

At Sheridan Hill, all human resources are valued as we work diligently to develop self-determined learners of good character. Our principal, teachers and parents work alongside one another to provide students with projects that will impact those less fortunate in our community. This is achieved during our after school Character Club meetings. Recently, approximately 150 students donated over 300 books and hand wrapped each with holiday messages for the Boys & Girls Club of Buffalo. Student ownership of the school community is developed through a variety of student led programs, i.e. our Safety Patrol, student led morning announcements, and Principal Pierce's Project Patrol which allows groups of fifth grade students to be role models while facilitating projects in the building to name a few. Recently, a student generated bully prevention group designed a display in the front foyer entitled, 'Empathy.' This visual representation generated discussion and classroom lessons around the meaning of empathy and how to be empathetic.

Utilizing our in-house professional expertise, our grade level and department teams review data to plan instruction that will insure the highest achievement for all students. Our principal works diligently to ensure that all teachers receive ongoing training and classroom visitations to effectively implement our new reading, writing and math curriculum initiatives. Our ongoing staff development solidifies the integrity of these programs. Our building principal charges the Literacy and Math Slice teams to plan and facilitate staff development. At Sheridan Hill, we work to utilize and share everyone's strengths, thus building capacity within.

Our principal and teachers attend grade level Professional Learning Community (PLC) meetings to share input and work together on common goals. This fall, we focused on strategically altering schedules to maximize instruction time. Our PLC teams work to utilize research-based resources. We group students and provide interventions across each grade level in core instruction areas.

Our building administrator models a daily positive tone in an environment that promotes continuous conversation and a mutual respect for all who work and visit Sheridan Hill. The principal, teachers, staff and parents make their presence known during the day, after school and at evening functions to instill a sense of belonging in our students. The Sheridan Hill Community believes that our mission is to develop confident lifelong learners who possess the communication skills to problem solve, collaborate and compete in a culturally diverse world. Sheridan Hill is truly a school that has something for everyone!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mathematics Grade 3 Test

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	86	100	98	96	94
Meeting Learning Standards with Distinction	35	50	47	40	36
Number of students tested	94	84	95	88	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					1
Percent of students alternatively assessed					1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
2. African American Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
4. Special Education Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction				71	
Meeting Learning Standards with Distinction				7	
Number of students tested				14	
5. English Language Learner Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
6. White					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	86	100	98	95	93
Meeting Learning Standards with Distinction	34	45	47	40	33
Number of students tested	86	73	89	85	87

NOTES: For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new

Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: English Language Arts Grade 3 Test

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	86	99	92	81	84
Meeting Learning Standards with Distinction	26	22	22	10	5
Number of students tested	94	83	94	87	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					1
Percent of students alternatively assessed					1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
2. African American Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
4. Special Education Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction				36	
Meeting Learning Standards with Distinction				0	
Number of students tested				14	
5. English Language Learner Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
6. White					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	85	99	91	80	84
Meeting Learning Standards with Distinction	27	19	22	10	6
Number of students tested	86	72	88	84	87
NOTES: For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Mathematics Grade 4 Test

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	93	99	97	97	92
Meeting Learning Standards with Distinction	44	56	42	45	45
Number of students tested	88	96	91	93	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				1	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
2. African American Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
4. Special Education Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	69		89	73	65
Meeting Learning Standards with Distinction	15		11	0	12
Number of students tested	13		18	11	17
5. English Language Learner Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
6. White					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	93	99	98	97	
Meeting Learning Standards with Distinction	43	54	41	45	
Number of students tested	73	87	88	85	
NOTES: For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new					

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http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: English Language Arts
4 Grade 4

Edition/Publication Year: 2010/2009/2008/2007/2006
2010/2009/2008/2007/2006

Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	83	95	86	88	84
Meeting Learning Standards with Distinction	13	10	18	9	5
Number of students tested	88	96	91	93	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				1	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
2. African American Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
4. Special Education Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	31		44	55	31
Meeting Learning Standards with Distinction	0		0	0	0
Number of students tested	13		18	11	13
5. English Language Learner Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
6. White					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	85	99	91	80	84
Meeting Learning Standards with Distinction	27	19	22	10	6
Number of students tested	86	72	88	84	87
NOTES: For the 2009-2010 school year results, the New York State Education Department raised the English language arts and					

math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Mathematics Test Grade 5

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	86	98	98	96	89
Meeting Learning Standards with Distinction	32	43	38	26	34
Number of students tested	101	93	86	91	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
2. African American Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
4. Special Education Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	55	94	85	88	60
Meeting Learning Standards with Distinction	9	12	15	0	0
Number of students tested	11	17	13	16	15
5. English Language Learner Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
6. White					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	86	98	99	96	90
Meeting Learning Standards with Distinction	29	42	35	27	35
Number of students tested	93	90	79	89	83
NOTES: For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new					

Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: English Language Arts Grade 5 Test

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	72	96	96	88	88
Meeting Learning Standards with Distinction	25	20	5	12	24
Number of students tested	101	93	85	91	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				3	1
Percent of students alternatively assessed				3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
2. African American Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
4. Special Education Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	55	94	85	88	53
Meeting Learning Standards with Distinction	10	12	15	0	0
Number of students tested	11	17	13	16	15
5. English Language Learner Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
6. White					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	71	96	96	88	88
Meeting Learning Standards with Distinction	23	21	5	12	26
Number of students tested	93	90	79	89	82
NOTES: For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new					

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http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	88	99	97	96	92
Meeting Learning Standards with Distinction	37	50	43	37	38
Number of students tested	283	273	272	272	276
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0			4	2
Percent of students alternatively assessed	0			1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	92	100	92		73
Meeting Learning Standards with Distinction	23	47	17		27
Number of students tested	13	15	12		11
2. African American Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
4. Special Education Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	67	94	84	78	62
Meeting Learning Standards with Distinction	15	19	13	2	40
Number of students tested	33	36	38	41	45
5. English Language Learner Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
6. White					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	88	99	98	96	92
Meeting Learning Standards with Distinction	35	47	41	37	34
Number of students tested	252	250	256	259	260
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	80	96	91	86	85
Meeting Learning Standards with Distinction	21	17	15	10	14
Number of students tested	283	272	270	271	274
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	4	2
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	69	93	92	0	73
Meeting Learning Standards with Distinction	15	7	17	0	0
Number of students tested	13	15	12		11
2. African American Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
4. Special Education Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	39	81	62	46	40
Meeting Learning Standards with Distinction	6	0	0	2	0
Number of students tested	33	36	37	41	45
5. English Language Learner Students					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction					
Meeting Learning Standards with Distinction					
Number of students tested					
6. White					
Meeting Learning Standards PLUS Meeting Learning Standards with Distinction	79	96	91	85	86
Meeting Learning Standards with Distinction	21	16	15	10	16
Number of students tested	252	249	255	258	258
NOTES:					

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