

PART I - ELIGIBILITY CERTIFICATION

11NY2

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

11NY2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 13 Elementary schools
 (per district designation) 4 Middle/Junior high schools
4 High schools
0 K-12 schools
21 Total schools in district
2. District per-pupil expenditure: 14668

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: 5
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	49	46	95		7	0	0	0
1	47	47	94		8	0	0	0
2	61	35	96		9	0	0	0
3	41	53	94		10	0	0	0
4	45	50	95		11	0	0	0
5	47	49	96		12	0	0	0
Total in Applying School:								570

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
3 % Asian
2 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % 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.	4
(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)].	11
(4)	Total number of students in the school as of October 1, 2009	570
(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: 0%

Total number of limited English proficient students in the school: 1

Number of languages represented, not including English: 1

Specify languages:

Turkish

9. Percent of students eligible for free/reduced-priced meals: 12%
 Total number of students who qualify: 69

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: 5%
 Total number of students served: 27

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>11</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>1</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>7</u>
Paraprofessionals	<u>10</u>	<u>4</u>
Support staff	<u>5</u>	<u>11</u>
Total number	<u>54</u>	<u>23</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: 23:1

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%	98%	98%	96%	96%
Daily teacher attendance	96%	96%	95%	96%	95%
Teacher turnover rate	8%	3%	11%	8%	12%
High school graduation rate	%	%	%	%	%

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

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:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Pine Brook Elementary School, located in Greece, New York, is a K-5 public school of choice. Greece is the eighth largest school district in New York and Pine Brook is one of thirteen elementary buildings. Our focus is on helping all students reach maximum potential academically, creatively, and emotionally which is why Pine Brook adopted the signature of “Developing Assets.” Assets are the forty Developmental Assets identified by the Search Institute as the building blocks that help students grow into happy, healthy, and successful individuals. Our goal is to establish a solid foundation for all students by focusing on a combination of rigorous academics, community involvement, volunteerism, and participation in asset-building programs. To that end, Pine Brook is recognized locally as a successful, high-achieving school that provides students with a rigorous academic program in a caring environment.

Although Pine Brook is not racially diverse, our 569 students represent a cross section of the Greece community as our population draws from the entire Greece area. Students are primarily Caucasian with small percentages of Asian/Pacific Islanders, African Americans, and Hispanic students. The percentage of students receiving free or reduced price lunch is 11.4%. Pine Brook has a stable population with few families entering or leaving during the school year. The district’s elementary 12:1:3 classrooms are housed at Pine Brook. These two classrooms service up to twenty-four students from K-5th grade with a variety of profound disabilities. The general education students, through formal and informal contact with our special education students, gain an understanding, tolerance, and acceptance of people with disabilities.

What sets Pine Brook apart from other schools is our commitment to living our vision, growing professionally, and helping students become high achieving, well-rounded, successful, contributing members of society. Our school vision was created collaboratively with staff and using the input of students and families. The vision states: “Pine Brook Elementary School strives to be a creative, dedicated learning community. We demonstrate respect and encourage collaborative and flexible thinking, which nurtures the gifts and potential of all. We promote life long learning, fostering academic achievement and social/emotional well-being in a safe environment. These are paramount to our successes.” The vision is followed by a number of collective commitments. We begin each day by reciting a child-friendly version that reminds us daily of our commitment to lifelong learning.

Professional growth is an essential part of Pine Brook’s success. Administration and staff are dedicated to continuous growth. We are not satisfied with good and instead strive for greatness. This is evidenced by our school improvement plan, which focuses on moving struggling students to reaching standards and on moving students who are achieving at satisfactory levels to exceeding standards. To achieve this all faculty members are part of Professional Learning Communities (PLCs) that provide opportunities for dialogue and debate. The focus of the PLC is on improving instruction in order to facilitate student development. Data is used to inform instruction and spark dialogues regarding best practices. Staff meeting time is dedicated to professional development across all curricular areas including asset knowledge. By working in collaboration with our Parent Teacher Student Association, staff members are able to speak directly with community members and share not only our students’ academic achievements as evidenced by high test scores, but also new knowledge and ideas that staff members are using in the classrooms.

Over the eighteen years that Pine Brook has been in existence, we have developed many traditions that demonstrate who we are as a school. Two examples are our participation in the national Read Across America program and our self-developed Assets Day. Read Across America, the national program that celebrates Dr. Seuss’ birthday while promoting a love of reading, is a more than a daylong celebration. We begin our celebration of reading the day prior and continue on for a full school day. During that time, students read and are read to by school staff members, parents, community members, district staff and others in a festive atmosphere. Guest readers share the importance of reading within their careers and the event supports a number of Developmental Assets: #5 (Caring School Climate), #7 (Community Values

Youth), #14 (Adult Role Models), #21 (Achievement Motivation), and #25 (Reading for Pleasure). The entire school community looks forward to this exciting event.

The second example of a tradition that demonstrates our dedication to students is our annual Assets Day. On that day, staff and students engage in a variety of cross-grade and cross-curricular asset building activities and lessons that build school community. This event is a celebration of our vision, hopes, and wishes for not just our students, but also for the world.

Pine Brook's achievement with developing students' academic, creative, and emotional potential makes Pine Brook a coveted school that is worthy of Blue Ribbon status.

1. Assessment Results:

New York State's Education Department (NYSED) continues to increase standards and accountability among students, educators, and leaders in education.

Special Notice: “For the 2009-2010 school year results, the NYSED raised the English language arts (ELA) and mathematics 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 the proficiency and exceeding standards levels. A student scoring at or above the new Basic standard (Level 2) is on track to pass the ELA or Algebra 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/career-ready score on the ELA (75%) or Algebra (80%) Regents examinations which are required for graduation in New York State.

In a July 28, 2010 news release, NYSED 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.”

As of June 2010, the revised indicators and descriptors are: Level 1 – Below Standard; Level 2 – Meets Basic Standards; Level 3 – Meets Proficiency Standards; Level 4 – Exceeds Proficiency Standards. While the raw score for level 4 remained the same in grades 3-8 ELA, that is not true for all grades in mathematics. More information regarding assessments may be found at <http://www.p12.nysed.gov/irs/ela-math/2010/2010-ELAandMathDistrictandBuildingAggregatesmedia.pdf>. Pine Brook information is included on page 418 of that link.

At Pine Brook we analyze our assessment results from year to year, as well as over several consecutive years to determine and identify trends, strengths, and areas of growth. Currently, Professional Learning Communities (PLCs) utilize information from the trend analysis to create Common Formative Assessments (CFAs) to guide and inform instruction throughout the school year in support of increased achievement on state assessments. Another way in which we support student achievement is with the focus on students that met standards, but were on the cusp of exceeding standards on state assessments. Many of these students have been identified by their teachers as “cusp” students. Teachers identify and target instruction to support students in achieving an advanced level of performance (level 4). Our data supports the work done last year focusing on our “cusp” students in many grade levels.

Overall, our English Language Arts and Mathematics assessments demonstrate that a majority of our students met or exceeded the proficiency rate set by NYSED. The one identified sub-group at our school with some achievement gaps as measured through NYSED assessment data is that of Socio-Economic/Disadvantaged students. Reviewing the data from 2009-10, there was not a difference of 10% or more for students identified within this subgroup and the scores of all students on grades three and five Mathematics assessments. However, fourth grade mathematics results indicate an achievement gap (91% of all students met or exceeded standards compared to 69% of the sub-group (13 students). In ELA there was a gap between the sub-group performance and all students at the third, fourth, and fifth grade levels. We have identified the Socio-Economic/ Disadvantaged sub-group, a small percentage of the students enrolled at our school, and provide intervention for these students who are not meeting standards, as we do for any student at our school who is not meeting standards. We utilize state assessments as one tool to identify students who would benefit from attending our After School Learning Academy in ELA and/or mathematics. We also provide supplemental reading and math support through our reading specialists, Math Intervention Coach/Teacher, and teaching assistants. In addition to providing support to our intermediate level students, over the past few years we have provided increasing levels of support for

primary students with Reading Recovery, Leveled Literacy Intervention, and the Jump Start reading program.

We have consistently outperformed all other schools in our District with regards to the percentage of students achieving a Level 3 and 4 in both ELA and mathematics NYSED assessments. On average, over the past four years (2007-2010), Pine Brook students demonstrated a 94% proficiency rate (level 3 and 4) on the ELA assessments in third grade, 91% average in fourth grade, and 90% in fifth grade. The math data over the same years also yields high results. On the mathematics assessments over the past four years students in third grade demonstrated an average proficiency rate of 97%, 94% in fourth grade, and 94% in fifth grade. More notably, on the 2009 NYSED Mathematics assessments 33/93 (35% of students in Grade 3) scored 770 (perfect score). Each day we are dedicated to providing relevant and meaningful learning experiences for our students and move them on their road to self-determination.

2. Using Assessment Results:

At Pine Brook, assessment data is analyzed and utilized to improve student performance in many ways. In ELA and Mathematics, we look at five years of trend data for grades 3-5 on New York State (NYS) assessments. Professional Learning Communities (PLCs) determine the essential performance indicators (PI's) that will be the focus of instruction and of Common Formative Assessments (CFAs) throughout the school year using the following criteria: Pine Brook student performance on the Performance Indicators (PI) less than 80%, a frequently assessed PI or a Power Priority Standard (PPS). To support increased student achievement in these areas, PLCs discuss student work and instructional next steps, create scoring guides and rubrics, collaboratively score, and then reassess student growth on the specific, data-based areas of need. Using the information from summative assessments has allowed us to purposefully plan and establish meaningful formative assessments.

Teachers in all grade levels (K-5) also utilize Running Records, Fountas and Pinnell reading assessments, and writing pieces as formative assessments. Coupled with the use of CFAs, these formative assessments enable teachers to monitor student growth and achievement, and adjust instruction as necessary. Within PLCs and across grade levels, teachers discuss common assessments and data to support each other professionally and influence student learning.

Ongoing assessment also provides data for classroom instructional decision making and supports the Student Review process. The principal and reading specialist meet quarterly with each classroom teacher to discuss students that are not meeting standards, or are at risk of not meeting standards. The meeting includes: a review of data (Fountas & Pinnell reading level, writing sample(s), performance on Math assessments (district benchmarks, CFAs, unit tests), discussion of current literacy goals and interventions, Response to Intervention, review of district Academic Intervention (AIS) criteria, and modification to instructional plans as necessary.

By taking into consideration the data from many sources including state testing data, reading and writing assessments, Early Literacy Profile data, math benchmark assessments, science, and social studies data, we are able to carefully craft meaningful goals for our School Improvement Plan (SIP). For example, teachers used data from state assessments to identify children who scored at the high 3 level of meeting standards (on the "cusp" of level 4) and are working to move them to a level 4, exceeding standards. We constantly use our data to shape SIP goals, adjust instructional targets, and identify strengths. It is through data analysis and planning that we are able to ensure continuous improvement of instruction and our students' achievement.

3. Communicating Assessment Results:

At Pine Brook, communication about student performance isn't just about scores, it is about feedback. Everyday, our teachers confer individually with students, providing them with the specific, timely feedback that is key to their continued growth. Students frequently reflect upon their written work, analyzing it for evidence of growth. Teachers collaborate with students to create purposeful collections in

students' writing portfolios to illustrate their efforts, progress, and achievements over time. Our students often share a role in assessment, such as when they take part in the creation of rubrics and evaluation tools for their work. Teachers mindfully engage students in these assessment activities to develop their metacognition and evaluation skills, and to assist students in becoming self-determined learners. While grades are often gratifying, we also strive to help our students take pride and feel the satisfaction of a job well done.

Formalized communication with families of all students includes parent-teacher conferencing and quarterly report cards. Additional reporting systems for students receiving Academic Intervention Service (AIS) or special education services include a quarterly report with progress ratings for individualized goals as well as supporting narrative comments. Pre-, mid-, and post-assessment data as well as narrative comments are shared with parents for students enrolled in our after school Mathematics or ELA support programs.

Individual score reports for NYS assessments are mailed to parents. The mailing includes a cover letter explaining performance ratings in relation to NYS learning standards, and an invitation to contact the principal with questions about the assessment or the score reports.

Monthly "SIP News" (School Improvement Plan News) in our school newsletter includes information relative to School Improvement goals, actions, and data. For example, the October 2010 issue focused on Math and the November 2010 issue on ELA. Each included a chart with percentages by grade level of students meeting standards, exceeding standards, and totals by grade level. In addition, "SIP News" often includes specifics to inform parents that our actions around continuous student achievement are data driven. An example is the sharing of our process for identifying Performance Indicators for our Common Formative Assessments. This monthly communication with our school community promotes awareness and understanding of Pine Brook student data.

Sharing of student achievement data with the community at large occurs through publication in the local newspaper and access to the NYS School Report Card. We communicate our student performance and assessment data with pride!

4. Sharing Lessons Learned:

Staff members at Pine Brook continue to be involved in professional development and sharing of best practices throughout the school district. A recent example of this was the development of a 2nd grade social studies unit plan titled *Change over Time: Town of Greece*.

During the 2009/2010 school year, a team of Pine Brook teachers led the creation of a hands-on history kit designed to assist in the instruction of New York State's second-grade social studies curriculum, "My Community." The original idea was to coordinate resources and formalize lessons into a cohesive, comprehensive unit plan supporting social studies standards with a hands-on emphasis. Teachers incorporated geography, social science, history, literature, writing, art, music and readers' theater within the multi-day unit.

The teachers collaborated with district social studies mentors to develop a kit with a curriculum map and a variety of detailed lesson plans and resources to help students understand American life in the late 19th and early 20th centuries, with a particular focus on our Town of Greece and its evolution from a rural farming community to one of New York State's largest suburbs. The unit was created to assist young students understanding that the life of a child in a family during the late 19th and early 20th century in our town was very different from current family life, and how and why some of those changes came about.

The kit developed by the teachers was met with such excitement by district social studies personnel that grant and district funds were coordinated to obtain materials to create a kit for each district 2nd grade team. Resources were duplicated, hands-on materials were created or purchased, and standards-based

lessons were written, along with formative and summative assessments. Each district 2nd grade team was given a complete kit, stored in a wooden chest created by a local community carpenter.

All of the district's 2nd grade teachers (38 in all) attended a professional development workshop presented by the Pine Brook teachers to familiarize the teachers with the kit's contents as well as to collaboratively discuss instructional strategies and additional lesson ideas. In a half-day professional development, the unit was presented, lessons modeled, and each elementary school was provided with a fully stocked rolling "History Kit." Additionally, all resources were made available electronically at <http://web001.greece.k12.ny.us/academics.cfm?subpage=26939> . This interactive webpage continues to grow with the addition of new lesson ideas from various district teachers.

1. Curriculum:

While all high performing schools identify and teach to core curriculum using best practices, Pine Brook stands out in our commitment to collaborate, cooperate and integrate within and across grade-levels, and with support staff and special area teachers. Our core curriculum is supported by the vital resources provided by our librarian to enhance instruction. We are focused as a team on utilizing our district curriculum and resources, assessment data, New York state standards and current research so that all children achieve or exceed standards in all core areas. As a staff we set high standards and goals for our own achievement. The impact is far-reaching as we model for students, life-long learning and striving for excellence.

English Language Arts

Our K-5 ELA curriculum is aligned with the New York State Learning Standards for English Language Arts, and identifies the skills and strategies that students develop as they become effective and independent readers, writers, listeners, and speakers. Curriculum and instruction is delivered within a Balanced Literacy Framework, which includes Reading and Writing Workshops and Language and Word Study. Students are engaged in small group, large group, and individualized instruction designed to develop skills to support independent strategic reading and writing. Reading, instruction builds positive reading behaviors, word solving and fluency strategies, literal and inferential comprehension, and critical thinking. Writing for a variety of purposes and audiences and across content areas, and the implementation of specific feedback through conferring contribute to the development of confident, effective writers. Teachers' decision making is critical in moving individual students along the literacy continuum of development.

Math, Science, and Technology

We implement district curricula in math, science and technology in support of student success and New York State Standards. A comprehensive curriculum allowing students to build mathematical ideas is presented in the district math program at the K-5 level with *Math Expressions*. Teachers stimulate thought and problem solving through questioning.

FOSS Science provides students with rich experiences that use the thinking, collaboration, tools, and materials of the scientist. Reading, writing, listening, and speaking are built into the science program, providing students with authentic reasons to communicate. Technology is integrated in all curricular areas. Students are guided in using technology efficiently, appropriately and safely. Collaboration continues to identify and align priority standards and additional resources needed to meet and exceed standards.

Social Studies

The New York State Social Studies Standards serve as the foundation for the district's curriculum development. District leaders and teachers participate in staff development, revise and update grade level curriculum, design units of study and resources, and act as liaisons in facilitating conversations and discussion pertinent to social studies. The Social Studies program is aligned horizontally across school buildings throughout the district, and vertically aligned across each grade level. Social Studies instruction at all grade levels will help students assume their role as responsible citizens and as active contributors to a society that is increasingly diverse and interdependent with other nations of the world.

The Arts

A fine arts education is a vital part of the curriculum for Pine Brook Elementary students. Through study of and participation in the arts, our students learn ways to foster creativity, imagination, and a love of learning. There is an emphasis on developmentally appropriate experimentation using a variety of materials as well as a focused concentration on the elements and principles of art and music. Teachers accommodate for children's multiple intelligences and learning styles through thematic, aesthetic, and project-based learning. They understand how the arts link us to our past and present as well as how the arts are a powerful means for communication and personal expression. We believe that arts based learning promotes cross-curricular connections and enhances creative problem solving skills. These traits are evident in our students' ability to perform well on state assessments. Additionally, there is an emphasis on the Kodály philosophy to teach melodic and rhythm elements in music. This approach has been shown to increase both math and ELA test scores in research studies. A program rich in the Kodály process requires additional teacher training beyond what is typically covered in many colleges and universities.

Physical Education

The physical education program enables all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. We provide all students with a sequential program based on physical activities undertaken in an active, caring, supportive, meaningful and non-threatening atmosphere in which every student is challenged and successful.

Opportunities in physical education include: student-designed home gyms to help sustain fitness levels; Jump Rope for Heart; family 5K fundraisers; Fuel-For-Fitness, a year long focus on nutrition. The development of healthy eating habits and physical activity which create power and strength to sustain a full day of learning is the united commitment of Pine Brook families and staff.

2. Reading/English:

Striving for continuous improvement, Greece Central School District revitalized the English Language Arts instruction and curriculum in 2002 with the addition of the Balanced Literacy Framework along with the NYS standards, to provide teachers with a cohesive approach to literacy instruction. All teachers attended an intensive balanced literacy in-service course (BLIC) to update their knowledge and synchronize instruction. The three major components to the Balanced Literacy Framework include: Reading Workshop, Writing Workshop and Language and Word Study. Each component is based upon the work of literacy experts in each of these fields.

Our workshop environments are based upon our book study of *Guiding Readers and Writers* by Fountas and Pinnell, and provide support and flexibility for teachers' utilization of a variety of instructional techniques to assist students in their development of foundational reading skills. Students are motivated to read and write on topics of their choice, selecting a variety of texts and genres. In reading and writing workshops, teachers instruct through a scaffolded process of modeling (during a mini lesson), guided practice, independent practice, reflection and sharing. Teachers confer with students individually and utilize conference logs to aid in the transfer and implementation of students' literacy goals.

Reading workshop is also the setting for focused instruction during guided reading for each student at their instructional reading level. In these small groups, the explicit teaching of reading strategies helps students become increasingly skillful at interpreting, understanding, and analyzing text. Many teachers use the *Comprehension Toolkit*, by Stephanie Harvey and Anne Goudvis, to help students develop an understanding of reading comprehension concepts. For word study, teachers utilize current research to differentiate instruction based upon a student's orthographic level as described in *Words Their Way*. The use of these techniques and common language has been critical to the comprehension development of our students.

A variety of effective instructional support services are provided to our students based upon their needs. For example, in first grade, the lowest performing eight students are offered Reading Recovery, a one on one intervention with a specially trained reading specialist. This program is extremely successful, returning many of these lowest functioning students to average status by the end of the school year. Other supports, Academic Intervention Services (AIS), are also offered to students who meet district criteria (K-lab, Leveled Literacy Intervention, Jump Start, and additional push-in or pull-out groups.)

At Pine Brook, all students' literacy progress is closely monitored. Teachers, specialists, support staff, administrators, and parents all work together to support students' literacy achievement.

3. Mathematics:

The goal of math instruction in Greece Central School District is to build mathematical competence, confidence, and creativity in every student through sense-making instruction and experiences. With this goal in mind, our district adopted Houghton Mifflin Harcourt *Math Expressions* for kindergarten–fifth grade in the 2009-2010 school year. Math Expressions met the district criteria of incorporating three essential elements in a math program; conceptual understanding, procedural fluency, and problem solving. *Math Expressions* is a comprehensive, research-based K-5 mathematics program that supports state standards and district curriculum. The program uses objects, drawings, conceptual language, and real-world situations to help students build mathematical ideas that make sense to them. In the Math Expressions program, teachers create an inquiry environment and encourage constructive discussion as students explore, learn, and practice important math strategies. This program has been aligned with our district Power Priority Standards, and a pacing guide is provided for teachers to support instruction.

In an effort to implement this new program, the district created positions of *Math Intervention Coach/Teachers* (MICT) and our building has a part time MICT who supports our teachers and students. Our MICT leads quarterly professional development sessions in our building to help teachers see connections between the *Math Expressions* curriculum and Power Priority Standards and to create and review assessment data. In these meetings and in team Professional Learning Community meetings, teachers take a close look at District Benchmark Test data, New York State Test data, and Common Formative Assessment data; which has been designed by teachers to address specific areas of concern. Attention to this data allows us to identify and keep track of student strengths and weaknesses. As data is analyzed and validated through teacher observation, summative and formative assessment, students who are performing below grade level are identified.

Support is provided for these identified students through various means. Teacher assistants, consultant teachers, and the MICT push into classrooms to provide scaffolding and differentiate the learning activities. Small groups of students are also pulled from the classroom to receive more intense instruction and practice with fundamental concepts to help fill the gaps in learning. Our school provides an after school “Math Club” where identified students work with a teacher to address specific areas of need.

4. Additional Curriculum Area:

At Pine Brook we endeavor to embed our school vision and our support for building Developmental Assets into all curricular areas. Our building focus is on creating a school community in which all members value, reinforce and enhance lifelong student learning through the development of a strong school community. An example of this is seen in how grade level instruction and building level programs support the New York State Social Studies curriculum as evidenced by our New York State test scores. Over the last five years 98%-100% of 5th grade students have met or exceeded standards with 50%-76% exceeding standards.

Several school wide activities reinforce the Social Studies curriculum and the school vision. Our participation in the national Read Across America program demonstrates how we enhance and integrate numerous curricular areas. Our day long tribute to Dr. Seuss focuses on developing children's love of reading and lends itself to supporting career knowledge and community awareness. Approximately 40-50

community members are invited by staff and students to read to classes. They talk about their love of reading and how reading is fundamental to their occupation and share information about their careers. Examples of guest readers include congressional members, local government officials and service providers, media personalities, and professional athletes. We strive to include readers that represent a cross section of diverse career opportunities to enrich students' awareness of career choices.

For the last 12 years Pine Brook has organized a variety of events/fundraisers for various community organizations in support of New York State Standards, real life learning, and encouraging the development of Assets. During the 2009/2010 school year we developed and implemented a year long program in support of Honor Flight. This organization flies World War II veterans to Washington D.C. to see the memorial. Students attended assemblies and visited senior citizen communities that recognized and celebrated these wonderful men and women. Throughout the year students met and interacted with veterans who regaled stories of their service. Students wrote letters to veterans often receiving a personal response. Students not only learned about our country's history through this moving program, but they also developed a deeper respect, and appreciation for history and the importance of citizenship.

By infusing our school vision of learning and Asset building into all curricular areas, especially Social Studies, we are working to help students become successful life-long learners and well rounded, exemplary citizens.

5. Instructional Methods:

Pine Brook School takes pride in providing an educational experience that fosters the unique qualities of each child. Throughout the school, students with varying needs and abilities are blended together in classrooms that provide meaningful, relevant learning experiences.

The mantra of Pine Brook School is "all children can learn." Our staff holds true to the belief that every child, regardless of their physical, emotional, or academic challenge(s), is able to succeed. Our goal is to maximize every student's academic potential. This is accomplished through achieving a balance between the essential learning that needs to occur for all students to become active contributing members in society, in addition to striving for enrichment opportunities that pave the path for lifelong learning.

Our School Improvement Plan initiatives emphasize the use of instructional best practices. With the establishment of Professional Learning Communities (PLCs), teachers collaborate to look at trends in data. Data analysis assists teachers in recognizing our current reality, and establishing future targets. Teachers set goals for instruction based on data from Common Formative Assessments (CFAs), which are revisited regularly during PLC meetings. CFAs inform instruction and serve to monitor and adjust teaching practices to maximize student learning.

At Pine Brook, teachers work diligently to construct meaningful lessons that support specific student needs. Collaboration occurs to design lessons that incorporate elements of effective instruction; promote academic rigor, and support standards and curriculum. With a rich knowledge of student development and assessments, teachers plan lessons that promote student motivation, engagement, and achievement. Teachers continually expand their repertoire of teaching strategies through participation in professional development.

Additional assistance is provided by support personnel such as: Consultant Teacher, Speech Pathologist, Occupational/Physical Therapist, Teaching Assistants, Reading Specialists, and Math Intervention/Coach Teacher. Reading Specialist and teaching assistant schedules are directly aligned with student Academic Intervention needs. For example, students meeting criteria for "most intensive" AIS support receive daily small group (2-3 students) instruction by the reading specialist to support students' targeted literacy goals. Students meeting the criteria for "moderate" intensity also receive daily small group (3-5 students) support. The difference is in the delivery of instruction. While the reading specialist plans all of the daily lessons, instruction is delivered in part by a teaching assistant (3 x week reading specialist; 2 x week teaching assistant). "Least" intensity of service is provided by a teaching assistant or classroom teacher.

Flexibility is inherent in our instructional program as we work collectively to meet the ever-changing needs of students.

6. Professional Development:

Pine Brook's professional development program (PD) is aligned with our School Improvement Plan and the guiding principles of our district's philosophy. Our PD program is designed to build skills and capacities for improvement through research-based best practices. Weekly staff meetings are currently structured in the following ways: two meetings per month are devoted to Professional Learning Communities (PLCs), one is focused on Balanced Literacy PD, and the fourth is another full staff opportunity for learning in support of school and district initiatives. Book studies on literacy instruction have resulted in teachers being updated and current in their knowledge of best practices.

In *Reframing Teacher Leadership to Improve Your School*, Douglas Reeves proposed the question, "How do we expand and extend the most powerful teaching and leadership strategies?" Like the educators in this study we at Pine Brook have been motivated and encouraged by our peers. We draw on the expertise of our staff to plan and deliver a majority of our PD. Our current plan is designed to support increases in students' ELA achievement beyond proficiency. We continue to hone our instruction utilizing the components of the Balanced Literacy Framework. Topics have included: *Standardizing the Administration of Fountas and Pinnell Assessments*, *Utilizing Assessments to Plan Instruction*, *Planning Instruction Using the Continuum of Literacy Learning*, *Writing Workshop Revisited*, and *Enriching the Vocabulary of Our Students*. Full staff professional development provides a common understanding and language, facilitating dialogue and collaboration, and resulting in improved instructional methods ultimately benefiting our students.

All teachers participate in PLCs, creating Common Formative Assessments (CFAs), in ELA and mathematics. Collaboratively scoring assessments individually and holistically, they analyze and utilize the data to inform instruction as they exchange ideas to refine instruction and ensure best practices. PLCs provide opportunities for staff members to explore, question, and collaborate.

Staff members participate in small group PD with building administrators and the Math Intervention Coach-Teacher to enhance knowledge of mathematical pedagogy, analyze assessments, and continue work on CFA's. Time is spent reviewing district curriculum, and the necessary components and strategies of our current math program to support standards.

Our professional development structure is at the heart of everything we do and is grounded in research and knowledge about teaching and learning. Our shared goal is to continuously improve instruction, so that students can grow and reach their potential. In this way, high quality, effective professional development is essential to our success.

7. School Leadership:

Supporting a culture of collaboration with a focus on what is best for children, the leadership philosophy of the administration at Pine Brook is that of shared leadership. Central to the leadership structure is the School Improvement Team (SIT) which is comprised of representation from each PLC (grade level team with additional membership), support staff, parents, and building administration. "Widely dispersed leadership is essential in building and sustaining professional learning communities, and it is important that individuals at all levels lead effectively." (DuFour, DuFour, Eaker, & Many, 2006, p. 185) Members of the SIT act as liaisons to the staff and school community, disseminating information shared at meetings, discussing it with their associated PLC, and returning with input for the SIT. During the past few years, SIT members have grown in their understanding of the purpose and functions of PLCs, gaining knowledge from professional reading, building administrators, and through collaboration as a SIT. Monthly SIT meeting agendas are congruent with our School Improvement Plan and support the planning of agendas for twice monthly PLC meetings. Data analysis, collaborative establishment of targets, creation of CFAs, collaborative scoring, instructional conversations, etc. are the heart of the work within

PLCs. The goal of the SIT is to work and learn collaboratively to support and facilitate Pine Brook's efforts to move forward and provide students with an exceptional education. The building principal serves in a variety of diverse roles to support student achievement and in creating a positive, caring school community. Included are (example of each in parentheses): facilitator (of SIT), teacher (modeling of current reality and desired future/targets), listener (hearing and responding to student needs through the Student Review process), learner (attending professional development and engaging in instructional conversations with staff), supporter (participating in PLC meetings on a rotating basis; gathering materials/data to support their work), enthusiast (being visible to and engaging with students in the classroom and at special events), collaborator (designing professional development with other staff members), and leader (developing and monitoring PLC tasks).

The principal also facilitates the weekly Instructional Support Team (IST) meetings, and Student Review meetings (SR). The IST and SR meetings provide time for administration, teachers, specialists, and support staff to meet and brainstorm strategies to support individualized student achievement strategies. A culture of trust, respect, shared responsibility, high expectations, and positive relationships is present at our school; all of which support student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYSTP

Edition/Publication Year: 2005-2010 Publisher: CTB/McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting or Exceeding	92	99	100	96	92
Exceeding (Level 4)	58	53	56	34	36
Number of students tested	91	93	91	101	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	4	3	6	6
Percent of students alternatively assessed	2	4	3	6	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding					54
Exceeding (Level 4)					8
Number of students tested					13
2. African American Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
NOTES: Only groups of ten or more students are reported. Pine Brook does not have ten or more students in a subgroup outside of socio-economic/disadvantaged students. Important to note is that for the 2009-2010 school year results, the NYSED raised the mathematics 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 the proficiency and exceeding standards levels.					

11NY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYSTP

Edition/Publication Year: 2005-2010 Publisher: CTB/McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting or Exceeding	92	97	97	88	90
Exceeding (Level 4)	41	16	34	18	15
Number of students tested	91	93	91	101	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	4	3	6	6
Percent of students alternatively assessed	2	4	3	5	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding					62
Exceeding (Level 4)					0
Number of students tested					13
2. African American Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
NOTES: Only groups of ten or more students are reported. Pine Brook does not have ten or more students in subgroups outside of socio-economic/disadvantaged students.					

11NY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYSTP

Edition/Publication Year: 2005-2010 Publisher: CTB/McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting or Exceeding	91	98	95	93	89
Exceeding (Level 4)	45	57	34	31	32
Number of students tested	93	89	101	99	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	3	6	4	1
Percent of students alternatively assessed	5	3	6	4	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding	69			64	83
Exceeding (Level 4)	15			14	33
Number of students tested	13			14	12
2. African American Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
NOTES: Only groups of ten or more students are reported. Pine Brook does not have ten or more students in a subgroup outside of socio-economic/disadvantaged students. Important to note is that for the 2009-2010 school year results, the NYSED raised the mathematics 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 the proficiency and exceeding standards levels.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYSTP

Edition/Publication Year: 2005-2010 Publisher: CTB/McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting or Exceeding	83	99	91	91	83
Exceeding Standards	11	12	13	9	12
Number of students tested	93	89	101	99	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	3	6	4	1
Percent of students alternatively assessed	5	3	6	4	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding	69			64	75
Exceeding Standards	15			7	0
Number of students tested	13			14	12
2. African American Students					
Meeting or Exceeding					
Exceeding Standards					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding Standards					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding					
Exceeding Standards					
Number of students tested					
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding Standards					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding Standards					
Number of students tested					
NOTES: Only groups of ten or more students are reported. Pine Brook does not have ten or more students in a subgroup outside of socio-economic/disadvantaged students. Important to note is that for the 2009-2010 school year results, the NYSED raised the ELA 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 the proficiency and exceeding standards levels.					

11NY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NYSTP

Edition/Publication Year: 2005-2010 Publisher: CTB/McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting or Exceeding	94	98	94	90	76
Exceeding (Level 4)	47	40	35	18	19
Number of students tested	96	97	97	98	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	5	4	4	0
Percent of students alternatively assessed	1	5	4	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding			70		
Exceeding (Level 4)			0		
Number of students tested			10		
2. African American Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
NOTES: Only groups of ten or more students are reported. Pine Brook does not have ten or more students in a subgroup outside of socio-economic/disadvantaged students. Important to note is that for the 2009-2010 school year results, the NYSED raised the mathematics 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 the proficiency and exceeding standards levels.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYSTP

Edition/Publication Year: 2005-2010 Publisher: CTB/McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting or Exceeding	81	94	96	88	83
Exceeding (Level 4)	29	18	5	11	19
Number of students tested	96	97	97	99	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	5	4	4	0
Percent of students alternatively assessed	1	5	4	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding			90		
Exceeding (Level 4)			0		
Number of students tested			10		
2. African American Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
NOTES: Only groups of ten or more students are reported. Pine Brook does not have ten or more students in a subgroup outside of socio-economic/disadvantaged students. Important to note is that for the 2009-2010 school year results, the NYSED raised the ELA 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 the proficiency and exceeding standards levels.					

11NY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting or Exceeding	92	98	96	93	86
Exceeding (Level 4)	50	50	42	28	29
Number of students tested	277	279	289	298	300
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	12	13	14	7
Percent of students alternatively assessed	3	4	4	4	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding	81	96	86	84	68
Exceeding (Level 4)	31	31	20	9	14
Number of students tested	29	23	25	30	31
2. African American Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
<p>NOTES: Only groups of ten or more are reported. Pine Brook does not have ten or more students in a subgroup outside of socio-economic/disadvantaged students. Important to note is that for the 2009-2010 school year results, the NYSED raised the Mathematics 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 the proficiency and exceeding standards levels.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting or Exceeding	85	97	95	89	85
Exceeding (Level 4)	27	15	17	13	15
Number of students tested	280	279	289	299	300
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	12	13	14	7
Percent of students alternatively assessed	3	4	5	6	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding	52	81	89	84	50
Exceeding (Level 4)	19	14	7	2	0
Number of students tested	29	23	25	30	31
2. African American Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding (Level 4)					
Number of students tested					
<p>NOTES: Only groups of ten or more students are reported. Pine Brook does not have ten or more students in a subgroup outside of socio-economic/disadvantaged students. Important to note is that for the 2009-2010 school year results, the SYSED raised the ELA 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 the proficiency and exceeding standards levels.</p>					

11NY2