



## PART I - ELIGIBILITY CERTIFICATION

11NY5

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

11NY5

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 5 Elementary schools  
 (per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
7 Total schools in district
2. District per-pupil expenditure: 16995

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 18
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		<b>6</b>	0	0	0
K	30	29	59		<b>7</b>	0	0	0
1	33	38	71		<b>8</b>	0	0	0
2	38	26	64		<b>9</b>	0	0	0
3	27	29	56		<b>10</b>	0	0	0
4	38	33	71		<b>11</b>	0	0	0
5	28	35	63		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>384</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
5 % Asian  
5 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
80 % White  
6 % 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: 7%

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.	17
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	28
(4)	Total number of students in the school as of October 1, 2009	401
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 3

Number of languages represented, not including English: 2

Specify languages:

Urdu, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 18%  
 Total number of students who qualify: 68

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: 14%  
 Total number of students served: 52

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</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>19</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>14</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>20</u>	<u>6</u>
Total number	<u>49</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: 20:1

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	98%	97%	97%	97%	97%
Daily teacher attendance	95%	94%	94%	95%	96%
Teacher turnover rate	0%	0%	0%	3%	3%
High school graduation rate	0%	0%	0%	0%	0%

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

During the 2007-2008 and 2008-2009 school years the teacher attendance rate was 94%. This is a result of having two teachers on maternity leave and two teachers with a long term illness.

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	_____ %
<b>Total</b>	_____ <b>0%</b>

Our mission is: “The Red Mill School, as part of the East Greenbush Central School District, continues to believe that we must promote the maximum growth of each and every child in our school. We will focus on addressing and developing the academic, social, and emotional needs of our students. We will work towards providing our students with the foundations necessary to enhance a love for learning, which will last a lifetime. We will also strive to create a positive attitude and confidence in each student that will enable them to enjoy future life and a productive member of society.”

Our school has adopted a new slogan as we continually work toward embracing and celebrating a culture of community and supportiveness. This year, the phrase “Learn Today, Lead Tomorrow” is guiding our vision of student success, both now and for the future. For many years, Red Mill has enjoyed a strong tradition of working hand in hand with our community to educate the whole child. We know that the academic, social, and emotional needs of a child must all be met for them to flourish.

Red Mill Elementary School's traditions run deep and wide. From a family's first day at Kinderama, our kindergarten screening and welcoming orientation, to our Fifth Grade Moving Up ceremony, all families and community members are welcome and encouraged to participate in school events. Our school song, "We're a Red Mill Family" is sung at many of these events. This song echoes our strong belief that we are a family working together. Many Red Mill families have been part of our community for generations and are strongly connected with our traditions and values. In September, our PTO sponsors a Welcome Back Picnic where everyone comes to meet old and new friends. Grandparents and Special Friends Day gives every student a chance to share their school day with someone special. Red Mill has a tradition of welcoming volunteers to help us educate the whole child. Without the enthusiasm and help from parents, local high school students, college students and senior citizen STARS (Seniors Teaching and Reaching Students) volunteers, our students and school programs wouldn't be as successful as they are. Red Mill has educational partners in the community including colleges such as: Hudson Valley Community College, University at Albany, The College of Saint Rose, Russell Sage and SUNY College at Oneonta that send student teachers and education students to work with us.

Red Mill applauds our students' achievements in all areas of our curriculum from academic, to athletic and artistic. We are proudest of our sustained achievements in the New York State Assessment tests. Red Mill has been in the top 10% in New York State for the past five years in Math and ELA. This achievement is no small feat considering our students' many social and economic challenges. Eighteen percent of our students receive free or reduced lunch. In 2008, Red Mill started a school wide character education program. An anti-bullying program was added in 2010. A leveled book room was created in 2010 and has been expanded in 2011. The physical education staff created a Health and Fitness Center using funds from the Carol M. White Physical Education Program grant. Red Mill's Physical Education department has trained girls for many years for the Freihofer's Run for Women. All students are encouraged to participate in the annual Freihofer's Kids Run. Our students' art work is brightly displayed in our building, at district art shows, and in the New York State Legislative Building in Albany. Music lessons prepare students to share their vocal and instrumental talents in concerts at Red Mill and neighboring community centers.

Red Mill School serves a diverse socioeconomic population. Although we are identified as a Title 1 school, this label does not define us. Students in our classrooms come from a primarily suburban, but also rural and urban community. We are proud to call ourselves a neighborhood school that is considered inviting by our families. We strive for a positive and welcoming open-door policy for our parents and families. During many of our annual events, such as the “Welcome Back Picnic” and “Grandparent's and Special Friend's Day”, the parking lot is jammed with cars. Attendance at these events is a much-anticipated tradition for the families we serve. Red Mill School proudly maintains a relationship that has existed for generations based on respect for each other and, shared value for education, with our community.

### 1. Assessment Results:

Red Mill Elementary School is a K-5 public elementary school located in the East Greenbush Central School District. Red Mill Elementary School participates in the New York State Assessment System and reports its scores based on state performance levels. These levels are briefly explained as follows:

Level 1 – Below Standard

Level 2 – Meets Basic Standard

Level 3 – Meets Proficiency Standard

Level 4 – Exceeds Proficiency Standard

Students who achieve Levels 1 and 2 on the New York State Assessments have not attained proficiency on New York State Learning Standards. These students require remediation. Students who achieve Levels 3 and 4 have met or exceeded New York State Learning Standards. Information related to the scores on the New York State Assessments can be found at <http://www.nysed.gov/>.

It is important to note that the New York State Education Department changed the cut point scores for the New York State Assessment results reported for the 2009-2010 school year. The New York State Education Department raised the cut points (standards) for proficiency so students across New York State had to score higher in order to be considered proficient in a subject area. In July 2010, the New York State Education Department Board of Regents made the decision to raise Grades 3-8 English Language Arts and mathematics achievement standards so that academic proficiency in New York State will now mean that a student is on track to meet high school exit examinations requirements and pass first year college courses in English Language Arts and mathematics without the need for remediation. In revising academic achievement standards, the Regents recognized that in many schools and districts there will be a significant decline in the percentage of students who will demonstrate proficiency on the Grades 3-8 English Language Arts and mathematics assessments. This makes analyzing the data over a five year period a bit deceiving because the actual cut scores designating proficiency were significantly increased by the New York State Education Department.

Notation: 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 and mathematics 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 mathematics Regents examination.

In a 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.”

It appears that assessment results for Red Mill Elementary School students remained relatively consistent with scores from previous years during the 2009-2010 school year. Depending on the grade level and subject area, fluctuations in proficiency were not determined to be significant despite increasing cut

points for proficiency. If the cut points for proficiency had remained the same, Red Mill students' scores would have actually improved. Slight variations in proficiency were noted for students with disabilities and students receiving free and reduced lunch during the 2009-2010 school year.

When five years of assessment data are studied and compared, Red Mill's student achievement continues to be at the highest levels of achievement in both mathematics and English Language Arts in New York State. This is particularly impressive given that New York State raised the cut points for calculating assessment results for the 2009-2010 school year. Red Mill Elementary School staff has been able to foster significant academic gains with students with special needs as well as students from high poverty that often have a higher level of academic need when they enter school.

When there is an achievement gap of 10 or more percentage points between the test scores of all students than the test scores of students with special needs and those students receiving free and reduced lunch, intensive scientifically based reading, writing and mathematics instruction are available to students. The District has also adopted leveled literacy interventions and the Fountas and Pinnell Benchmark Assessment System approach to literacy in order to bolster student achievement. Diagnostic testing that reveals specific disabilities or weaknesses in reading, writing, and mathematics skills assist the teacher to provide effective, targeted instruction. Student progress is closely monitored. Students have demonstrated significant gains in skill development and performance on New York State Assessments using a scientifically based approach to instruction that is individualized and monitors progress closely. Red Mill Elementary School uses a variety of scientifically based reading and writing programs. This is significant because if a student does not respond to one intervention, teachers have several approaches to instruction available. Home and school communication is frequent and encouraged. Parents are kept informed of their child's progress and reading and writing are encouraged at home in order to increase skill development.

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

Red Mill Elementary School uses New York State Assessment results to improve student performance. All New York State Assessments are scanned and an item analysis is produced for each student. Individual test results are returned to each teacher for analysis. Teachers along with the building principals study the data, interpret the data, and formulate plans to remediate any unidentified weaknesses in student achievement. Teachers are then able to target their instruction to individual student needs and the needs of the class as a whole. Any student that performs below New York State designated levels of proficiency is provided with additional instructional support. This support would be provided using scientifically based reading and writing materials. Teachers are also given New York State Assessment results by class. This data is broken down to indicate which New York State core academic standards were challenging for the entire class. The teacher is able to take this information to reteach and modify future lesson plans to ensure that curriculum and instruction is sufficient so that all students attain proficiency. Often a teacher will find, upon reflection, a particular learning standard was not sufficiently covered during lesson planning and will then modify future lesson plans. The use of data analysis also allows groups of teachers to discuss student performance. At times teachers have noted that students at a particular grade level find certain skills more challenging. A good example would be constructed response writing. Teachers will have discussion groups to share ideas to improve student performance on specific tasks such as on demand writing assignments. The building principal also uses data analysis to work with teachers to improve classroom instruction. If students are not performing to proficient levels on one or more specific New York State Learning Standards, broader professional development will be offered to the entire staff. Routinely the building principal discusses student performance and specific instructional strategies at faculty meetings. The faculty is a professional learning community that openly shares ideas in order to improve student achievement.

## **3. Communicating Assessment Results:**

The purpose and results of New York State Assessments are shared with student, parents, staff and the Red Mill school community. Students are prepared before taking the New York State Assessments. Often,

this is the longest that young elementary students have sat and taken a test. Students take sample practice portions of the assessments over the course of several months prior to the assessment administration. The day before the actual assessments, teachers review the schedule for the day so that students are aware when they will have breaks and become familiar with how their routine will be affected. The results of the assessments are shared with the students. The dates of New York State Assessment administration are on the District calendar and website. The building principal also sends this information home in the mail to parents, and the format and schedule for the assessments are described to parents in the building principal's newsletter. Parents receive formal notification prior to each assessment administration. Parents receive helpful information to assist their child to do his/her best. Information includes getting plenty of rest, eating a proper breakfast, and encouraging students to try their best. Once assessment results are received from the New York State Department of Education, parents receive written information containing their child's assessment results. The results are explained in detail in writing and parents have the opportunity to ask additional questions at teacher conferences, by phone, or email. Annually, the East Greenbush Central School District publishes the results of student performance on the District's website and in the District's newsletter. Assessment results are presented to the public by building and by the District as a whole. In addition, results of the New York State Assessments are presented at a Board of Education meeting where Board members and the public can ask questions. Occasionally, District administrators comment on assessment results in the media.

#### **4. Sharing Lessons Learned:**

The East Greenbush Central School District was one of the first school districts in New York State to develop a full-service internal data department that has the capability to scan assessment data. The scanned data is used to write reports in COGNOS and ACCESS formats. Teachers are trained how to interpret the results of data reports and then use the information to provide instruction that has a greater impact on student performance. Teachers are able to receive reports by student, by individual class, by grade, by school, and by District. Teachers can use the reports to understand how their students performed on each New York State Learning Standard. Teachers have become proficient using data reports to modify instruction over the past several years. Staff members are welcome to request specific reports that they believe will provide greater insight into improving student performance. It is important that each teacher be able to use data to identify and have knowledge of the strengths and weaknesses of each student in the class on each New York State Learning Standard that is measured on the New York State Assessments. Open dialogue is necessary and encouraged. Principals in each of the seven schools within the District share ideas of how to train teachers to interpret reports and perform professional development that will have the greatest impact on teaching and learning. The District has willingly shared the format of their student performance reports with other administrators and school districts across the State. This has led to great dialogue and discussion on best practices for improving student performance. Other school districts are welcome to visit and examine the benefits of scanning and generating data reports internally. Staff has presented this approach to improving student performance at various workshops and administrator meetings across the State. The East Greenbush Central School District has made sure that the test results are more than just a single measure of student performance but rather a teaching tool that can be used to identify weak performance and target instruction so that each student reaches proficiency in all subject areas.

## 1. Curriculum:

With responsive action to the 21st century learner, Red Mill School's core curriculum centralizes around the New York State Learning Standards. Our motto, "Learn Today, Lead Tomorrow," creates high expectations, developing the whole child as a lifelong learner and productive citizen of society. We pride ourselves in offering a rigorous curriculum that combines traditional instruction with an interdisciplinary approach to learning as we partner our curriculum with music, art, library, and physical education teachers. Present in our classrooms is a constant responsiveness to individual learning styles resulting in differentiated instruction. Our teachers and support staff work collaboratively, and maintain high expectations for all students while considering individual needs, as we educate the whole child.

Red Mill utilizes the McGraw-Hill reading series with K-5 curriculum maps in reading and writing for the English Language Arts (ELA) curriculum. These resources are correlated to the NYS Core Curriculum and provide concept consistency and continuity in reading, writing, listening and speaking. The language arts instruction is closely connected throughout our everyday teaching. As we move from building foundational reading skills at the primary level to reading to expand student knowledge at the intermediate level, a culture for a love of reading is cultivated. Writing instruction takes on many forms. Notable ways include: written responses to literature, creative responses utilizing the writing process, writer's workshop, journals, note taking and using graphic organizers. Traditional curriculum is supplemented with creative techniques and enriched with leveled books of diverse genres, interdisciplinary themes with literacy at the core, and technology. Data analysis on the NYS ELA Assessment and other assessments provides reinforcement instruction through Academic Intervention Services (AIS). Every educator is working to maximize the potential of the student and build proficient readers, writers, listeners and speakers.

Mathematics curriculum at Red Mill uses the Houghton Mifflin Mathematics program in grades K-5. This program, along with the topic sequence and timeline developed by our district, ensures content coverage required by the NYS Mathematics Standards and Core Curriculum. Mathematical instruction is taught through the use of hands-on manipulatives, emphasized as a life skill, and generalized into real life situations and problems. Data analysis from the NYS Mathematics Assessment identifies content gaps, which drives review and reinforcement for our students. Intervention for our at risk students through AIS math groups, and math enrichment correlated with rigorous content for our average to higher level students creates in our school opportunities to maximize our students' potential.

The social studies curriculum at Red Mill is multifaceted and correlated with the NYS Social Studies Standards, scope and sequence. At grades 1-3, curriculum maps have been generated to equip teachers with content, skills, vocabulary, performance indicators, standards, assessments, and resources for consistent, rigorous curriculum and instruction. Textbooks from Discovery Links World Communities (grade 3), Macmillan McGraw-Hill New York (grade 4), and Harcourt Brace United States, Canada & Latin America (grade 5) are used to meet state standards and ensure curriculum content. As we prepare our students for the NYS ELA Assessment, we further develop skills through our social studies program such as comprehension, cause/effect, drawing conclusions, interpretation and analysis of documents and maps (genuine artifacts & web-based), vocabulary building, and written responses. Curriculum is supplemented with instructional techniques such as multicultural and interdisciplinary themes with literacy at the foundation (Kindergarten), current event study with local newspapers and Scholastic News, project based learning, community based projects (City by Design), traveling museums, and anti-bullying and character education school-wide programs.

Science at Red Mill coordinates with the NYS Science Standards. Teachers instruct with the use of the Discovery Works Series and newly piloted Scott Foresman Program (grades 3 and 5). Curriculum and instruction include: vocabulary rich-content, diverse non-fiction literature, hands-on experiments and

demonstrations, and exploratory field trips. Every grade level has been supplied with science kits to utilize the inquiry-based approach to learning, as experiments and demonstrations are conducted. The scientific method allows further reading and writing development as the students explore science.

The visual and performing arts program at Red Mill is carried out with the support of teachers, PTO, and community groups. The annual talent show highlights individual and group skills and interests. Fourth and fifth grade concerts include performances by the band, orchestra, and chorus. Students display their creativity as they teach about character traits during monthly assemblies. PTO sponsored dramatic performances are attended by all students. Original art work is displayed in the art show, on our website, and throughout the community. Art and music class projects are aligned with grade level curriculum for cross-curricular reinforcement.

Our physical education program empowers students to sustain regular, lifelong physical fitness activities as a foundation for a healthy, productive and fulfilling life. The program encourages positive attitudes and habits in students to create physically educated people. In addition to physical education classes, students participate in intramurals, utilize the sports wall and fitness room, and run in local races. Health and nutrition education is taught using the “Know Your Body” curriculum. Community members are invited to educate students on topics such as fire safety, dental health, and epilepsy.

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

Red Mill’s reading curriculum focuses on the children we serve. We meet them where they are academically and build upon their knowledge and skills using research-based instruction. We provide ample opportunities for the students to interact successfully with text in alignment with the NYS English Language Arts Core Curriculum: reading, writing, speaking, and listening daily. Initially, the teachers assess each student using the Fountas & Pinnell Benchmark Assessment System to determine each student’s instructional level. Classroom teachers then use a variety of resources including, but not limited to, anthologies, leveled texts within the classroom, classroom libraries, and the leveled book room to meet students’ instructional needs while teaching grade specific content. Modeling, guided reading, decoding strategies, and text-based writing are directly taught. We know that by providing students with plenty of opportunities to become literate, we are instilling confidence and a love of learning. Red Mill uses this interdisciplinary approach to literacy because we know that appropriate instruction and materials need to be available to ALL of our students ALL day long in every subject area. The students are taught to read with a high level of accuracy, fluency, and comprehension. We realize that matching our students to interesting, engaging, and readable texts is extremely important if students are to make progress and show growth each year. Reaching and teaching the children first through differentiated and individualized instruction defines the culture and climate at Red Mill.

Red Mill students have been repeatedly recognized statewide for their literacy proficiencies in the intermediate grades. However, this strong foundation formally begins in kindergarten. A traditional approach of direct and explicit instruction in phonemic awareness, emphasis on oral language, decoding strategies, and text based writing are taught in the early grades. Conversations about texts are an informal way to assess comprehension. Formal assessments such as D.I.B.E.L.S., Fountas & Pinnell benchmarking, McGraw-Hill unit tests, and the New York State ELA Assessments are given to assist in informing and guiding our instruction. Red Mill teachers do a lot of “thinking aloud” and modeling comprehension strategies while reading.

The reading specialists work with students who qualify for AIS. They are identified through the RTI process. The reading specialists work closely with the classroom teachers to support the classroom curriculum with appropriately leveled materials for the struggling readers. Instruction is provided in a small group, either within the classroom, or in a pull out model. Lessons focus on the students’ specific areas of need and are designed to accelerate the reader as quickly as possible. One-to-one tutorials are incorporated if a student is not making adequate progress. We also involve the family and invite parents to help their child reach the 25 Book challenge by reading to and with them throughout the year. We view

parents as partners and recognize the crucial role parents play in their child's education. Red Mill is committed to building a community of readers.

### **3. Mathematics:**

Red Mill Elementary School's mathematics curriculum is driven by the rigorous New York State Learning Standards and the Core Curriculum. This curriculum is comprised of ten strands: five content strands and five process strands.

The primary resource used for instruction is the Houghton Mifflin Mathematics program in grades K-5. This program closely correlates with the aforementioned state learning standards and core curriculum and provides a vertically and horizontally aligned sequence of skills. The scope and sequence developed by our school district guides instruction and assists teachers with pacing the delivery of the curriculum appropriately. We have found the spiraling of the curriculum, by introducing and revisiting skills, helps students meet proficiency. Our goal is to provide students with the knowledge and understanding of the mathematics necessary to function in a world very dependent upon the application of mathematics.

Teachers use a variety of other resources to differentiate mathematics instruction to meet the needs of all learners. Many classrooms have Promethean interactive white boards, which actively engage students in lessons using technology. Hands-on manipulatives, use of computers, oral language skills, to explain answers and communicate strategies, use of computers and online resources further enhance our curriculum.

The use of data analysis from the New York State Mathematics Assessment and from our District assessments, help our faculty identify content gaps as well as identify weakness in student achievement. Teachers are then able to refine and target their instruction to better meet the needs of individual students. Efforts are made to improve the mathematics skills of students who are performing below grade level and for students who are considered at risk. These students are provided with additional instructional support through AIS math groups provided by support staff and/or the classroom teacher. These students are also closely monitored in other core subject areas as well.

At Red Mill, we focus on building the skills of our average and higher level learners with rigorous content and development of higher level thinking skills. Opportunities are available for all of our students with math enrichment groups and other school wide extension activities.

Student progress in math is communicated to home on a regular basis. Parents and guardians are provided with strategies for use at home to reinforce and improve the mathematics skills being taught in school.

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

Red Mill School is preparing students to become successful American citizens by instructing them in the culture, values, history, economics, and environment of our country and world through our rigorous social studies curriculum. Red Mill's rich and satisfying social studies program meets the New York State Core Standards and Curriculum through teacher generated curriculum maps for grades 1-3 and textbooks such as Macmillan McGraw-Hill World Communities (grade 3), Macmillan McGraw-Hill New York (grade 4) and Harcourt Brace United States, Canada & Latin America (grade 5). At the K-5 levels, teachers have access to a leveled book room with literature that is used to teach social studies principles in ethics, values, and cultures around the world. Through the work of interdisciplinary teachings, the students of Red Mill School are immersed into the social studies of themselves, family, community, state, country and world.

With literacy at the foundation of all learning, we supplement lessons with the use of technology, newspapers and magazines, primary documents such as various maps, photographs, charts, and excerpts of the past and present. Skills like vocabulary building, observing, drawing conclusions, cause/effect,

inference, and main idea are emphasized. Additionally, effective writing skills are further developed and modeled when Document Based Questions and essays are utilized in the teachings of proving concepts, stating reasons, and verifying themes. Our proven successful record on the New York State Social Studies Assessments reflects our dedication to literacy and writing skills across the curriculum areas.

Red Mill reaches out to make learning come alive in social studies by immersing the students in the learning experience. We collaborate with local community leaders to be guest speakers and classrooms regularly visit the New York State Museum for Native American indigenous to New York and other New York history and culture. Community-based learning and character education are fostered and valued by visiting local nursing homes, making holiday and thank you cards, and visiting local businesses. Our school has become a place where learning happens through hands-on experiences. The local fire department collaborates with our school during Fire Prevention Week and the Scotia-Glenville Traveling Museum exposes children to the history of Native Americans and countries around the world with real-life artifacts.

Moreover, our school-wide character education program fosters building citizens of quality character, that believe in having a safe school environment where all people are treated with dignity and respect. Our determination to promote an anti-bullying school has made us take a pledge to fight bullying head on. Classes and individual students are rewarded for their efforts through VIP (Very Important People) Class nominations, assigned class leaders, individual awards by staff members, and school-wide recognitions.

## **5. Instructional Methods:**

Serving the whole child is at the core of Red Mill's philosophy, and differentiated instruction has been the key to our success. The teaching is varied and adaptive in relation to the individual and diverse students in the classroom. Careful data analysis from the NYS ELA and Mathematics Assessments allow Red Mill to get at the root of individual needs. Red Mill targets students' social, emotional and academic needs through differentiated instruction.

Special education students have the benefits of an inclusion classroom with the co-teaching integrated model. Instructional delivery comes in whole, small and individual groups. Collegial efforts occur daily with classroom teachers, teaching assistants, special education teachers, volunteers, related service providers, special area teachers and reading teachers.

The implementation of Response to Intervention (RTI) has our school working collaboratively with the Instructional Support Team to meet individual needs for students requiring intervention. Everyone in the school is taking on the role and responsibility of serving our at risk students. Classroom teachers modifying the classroom instruction, small group reading instruction being provided using scientifically, research-based reading programs like SRA, and one-on-one teaching are a few of the leveled interventions we use to meet our students' needs.

Subgroups of students' learning styles and development are being met through the use of technology with the Promethean interactive white boards, books on tape, digital-document camera for text enlargement and the leveled book room. Red Mill has notable programs such as: before and during school learning opportunities, the Morning Scholars, school wide enrichment and math enrichment for grades 2-5, buddy systems with the primary and intermediate grades and other schools, and inquiry based learning with library flex time.

The English Language Learners receive small group instruction in and out of the classroom, while being immersed in language rich environments.

Teaching the social/emotional aspect of a child is met by everyone, but one fundamental component is our social worker. Banana Splits (for divorced families) or Lunch Bunch (anger or stress management and social skills building) play vital roles in a child's success at our school which is carried over into the classroom.

Every need of the child is addressed through the plethora of learning opportunities and experiences our staff offers. The training we have participated in has made our school leaders in differentiated learning and teaching. A child centered approach, valuing the multiple intelligences, and offering differentiated instruction makes us an elementary school where children are thriving.

## **6. Professional Development:**

Red Mill Elementary School has a comprehensive professional development plan that is part of the East Greenbush Central School District's Professional Development Plan. Each year, Red Mill Elementary School staff produces a local education plan. This local education plan outlines the educational strengths and areas of weakness at Red Mill Elementary School. For each area of weakness, the staff formulates an action plan. This process ensures that there are improvement plans in place. This guarantees growth on an annual basis and forces staff and administration to challenge each other professionally. The local education plan is presented annually to the Board of Education and public. Based on information contained in the Red Mill local education plan, professional development opportunities are designed for staff. When making decisions on professional development offerings, District administrators examine any instructional weaknesses and any weaknesses in student performance. Over the past several years, approaches to literacy instruction have been modified and much professional development has centered on teacher training. There is always ongoing professional development for using data analysis to improve student performance. When data analysis is examined, weaknesses in student performance at a specific grade level and with a specific New York State Learning Standards are identified. Then, by grade level, teachers develop curriculum and instructional strategies to target one or more New York State Learning Standards. This process allows for continuous professional development and continues improvement in student achievement. Grade level meetings held at the school allow for supportive professional learning communities where ideas and best practices are shared. The East Greenbush Central School District has a districtwide professional development committee that is comprised of teachers and administrators from each of the seven schools. Red Mill teachers actively participate on this committee. Teachers at Red Mill Elementary can also take district-wide professional development workshops during the year. The topics have included literacy, bullying prevention, drop-out prevention, and strengthening the kindergarten program. Many Red Mill teachers have applied for special grants to explore best practices in education and to learn new approaches to curriculum and instruction to meet the needs of a diverse student population. Red Mill teachers frequently attend conferences and workshops with teachers from neighboring school districts and with teachers from across the country. Best practices and ideas are shared with all staff when they return to the district. Professional development has had a significant, positive impact on student achievement at Red Mill Elementary School.

## **7. School Leadership:**

The leadership philosophy in the Red Mill School is very simple. The school atmosphere is based on a feeling of mutual respect that is evident between the students, staff, parents and community. All those connected with working and learning at Red Mill believes that all teachers have the right to teach, and all students have the right to learn. This belief allows the school to set consistent high expectations for adults and students alike.

The principal, John Caporta, has been a stable part of Red Mill for the past 18 years. In this role, he fully recognizes and expresses that the teachers make the most positive difference for students in all areas academically, socially, and emotionally. The principal and all other employees of our school who support the Red Mill team are here to ensure that our school mission of promoting the maximum growth of every child is achieved.

Here the principal is a listener, communicator, and problem solver. He encourages leadership roles for teachers who act as building level curriculum specialists. Student leaders are also fostered through our student council, morning announcements, and character education programs. He provides staff and students with the tools they need to be successful. He measures our school's success by the level of success our students and their parents demonstrate and feel in their years at Red Mill.

Tools that enhance success include textbooks, curriculum based materials, hands on manipulatives, computer technology equipment, professional development opportunities, advice, and most importantly daily encouragement.

The Red Mill School has long been a warm and caring place where our staff likes to come to work and our students enjoy learning. Our back to basics traditional style stresses old fashioned manners, and an understanding of others feelings and differences.

Our school team approach continues to be that of collaboration rather than competition among staff. We reach out to our local colleges and universities to promote a variety of student teaching experiences and internships with our social worker, school psychologist, and speech teacher. The principal emphasizes to all staff that it is our responsibility to help train the next generation of educators. Our school slogan states "Learn Today, Lead Tomorrow." We are committed to investing in our young people today, knowing that we will all benefit in the future.

Clearly, we are very proud of our school, its traditions, and our ability to change with the times. We call this our "pride on parade". This feeling is seen every day in the faces of our students, staff, and parents. We continue to work together through daily interactions and school committees such as Red Mill Council, (Shared Decision Making Team), Instructional Support Team (IST), Response To Intervention Team (RTI), Character Education/Anti-Bullying Team, and the Special Events Committee.

We address all our students' needs, and school issues while strengthening our school programs and policies.

Ultimately, it is the primary goal of all principals as school leaders to visibly help the students and staff achieve their own goals as learners and instructors. By doing this, we at Red Mill maintain the high level of success we enjoy with our students and throughout our school community.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: New York State Mathematics Assessment

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	86	100	100	100	97
Exceeds Proficiency Standard (Level 4)	39	57	43	51	59
Number of students tested	72	68	74	68	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	88		100		
Exceeds Proficiency Standard (Level 4)	19		42		
Number of students tested	16		12		
<b>2. African American Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>4. Special Education Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	86				
Exceeds Proficiency Standard (Level 4)	29				
Number of students tested	14				
<b>5. English Language Learner Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>6.</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					

11NY5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: New York State Grade 3 English Language Arts New  
3 York State Assessment

Edition/Publication Year: 2005-2010

Publisher: McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	85	91	91	94	87
Exceeds Proficiency Standard (Level 4)	38	36	26	14	14
Number of students tested	72	67	77	69	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	81		73		
Exceeds Proficiency Standard (Level 4)	31		36		
Number of students tested	16		11		
<b>2. African American Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>4. Special Education Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	79				
Exceeds Proficiency Standard (Level 4)	29				
Number of students tested	14				
<b>5. English Language Learner Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>6.</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: New York State Mathematics Assessment

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	88	99	99	99	93
Exceeds Proficiency Standard (Level 4)	52	53	45	48	33
Number of students tested	66	73	71	75	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	75	93	100		92
Exceeds Proficiency Standard (Level 4)	0	57	27		8
Number of students tested	12	14	11		13
<b>2. African American Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>4. Special Education Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	64	90			
Exceeds Proficiency Standard (Level 4)	36	30			
Number of students tested	11	10			
<b>5. English Language Learner Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>6.</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: New York State English Language Arts Grade 4 Assessment

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	83	96	94	84	96
Exceeds Proficiency Standard (Level 4)	15	22	10	16	21
Number of students tested	65	72	71	75	84
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	58	92	100		92
Exceeds Proficiency Standard (Level 4)	0	23	0		8
Number of students tested	12	13	11		12
<b>2. African American Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>4. Special Education Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	73				
Exceeds Proficiency Standard (Level 4)	0				
Number of students tested	11				
<b>5. English Language Learner Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>6.</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>NOTES:</b>					

11NY5

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: New York State Mathematics Assessment

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	88	99	99	99	89
Exceeds Proficiency Standard (Level 4)	35	40	31	27	28
Number of students tested	74	75	77	88	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	93	100	100	94	
Exceeds Proficiency Standard (Level 4)	21	8	18	13	
Number of students tested	14	13	11	16	
<b>2. African American Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>4. Special Education Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	73	91			
Exceeds Proficiency Standard (Level 4)	9	18			
Number of students tested	11	11			
<b>5. English Language Learner Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>6.</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: New York State English Language Arts Grade 5 Assessment

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	73	95	96	74	89
Exceeds Proficiency Standard (Level 4)	18	11	5	7	20
Number of students tested	73	74	78	88	83
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	62	85	100	50	
Exceeds Proficiency Standard (Level 4)	8	0	0	0	
Number of students tested	13	13	11	16	
<b>2. African American Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>4. Special Education Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	40	100			
Exceeds Proficiency Standard (Level 4)	0	0			
Number of students tested	10	10			
<b>5. English Language Learner Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>6.</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	87	99	99	99	93
Exceeds Proficiency Standard (Level 4)	42	50	39	41	39
Number of students tested	212	216	222	231	240
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	86	97	100	97	90
Exceeds Proficiency Standard (Level 4)	14	36	29	30	23
Number of students tested	42	36	34	34	30
<b>2. African American Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>4. Special Education Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	75	93	100	96	90
Exceeds Proficiency Standard (Level 4)	25	21	29	46	20
Number of students tested	36	29	21	24	20
<b>5. English Language Learner Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>6.</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard (Level 4)					
Number of students tested					
<b>NOTES:</b>					

# 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
<b>SCHOOL SCORES</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	80	94	94	83	91
Exceeds Proficiency Standard	24	23	14	12	19
Number of students tested	210	213	226	232	236
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	49	85	91	68	82
Exceeds Proficiency Standard	15	9	12	0	11
Number of students tested	41	34	33	34	28
<b>2. African American Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard					
Number of students tested					
<b>4. Special Education Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)	66	78	87	67	85
Exceeds Proficiency Standard	12	7	4	0	15
Number of students tested	35	27	22	24	20
<b>5. English Language Learner Students</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard					
Number of students tested					
<b>6.</b>					
Meets Proficiency Standard (Level 3) plus Exceeds Proficiency Standard (Level 4)					
Exceeds Proficiency Standard					
Number of students tested					
<b>NOTES:</b>					