

PART I - ELIGIBILITY CERTIFICATION

12NY16

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12NY16

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
8 Total schools in district
2. District per-pupil expenditure: 14799

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 11
5. Number of students as of October 1, 2011 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	35	42	77		7	0	0	0
1	37	38	75		8	0	0	0
2	37	34	71		9	0	0	0
3	42	38	80		10	0	0	0
4	39	42	81		11	0	0	0
5	29	49	78		12	0	0	0
Total in Applying School:								462

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
4 % Black or African American
2 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
91 % 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 2010-2011 school year: 9%

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, 2010 until the end of the school year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	43
(4)	Total number of students in the school as of October 1, 2010	462
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

All ELL students are serviced at a different elementary school in this district.

9. Percent of students eligible for free/reduced-priced meals: 14%

Total number of students who qualify: 65

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: 21

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</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>0</u> Mental Retardation	<u>0</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>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>2</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>0</u>
Total number	<u>48</u>	<u>2</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:

24:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	97%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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%**

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

No

Yes

If yes, what was the year of the award?

Lake Avenue School has a long and rich history, our building having serviced every grade from kindergarten through 12 over the past 88 years. Beginning as a high school built in 1924 our halls became home to junior high students in 1966, and converted to an elementary school in 1982. The architecture within the building nods to its history, especially in our beautiful auditorium that affords us a comfortable view to many enriching performances.

We are very proud of the fact that Lake Avenue is a neighborhood school, a characteristic that builds a strong sense of community within the building and around the small city in which we are situated. Not only do most of our students live in the neighborhood around the school, many of our teachers do too.

Nestled in a residential area, our school is just three blocks from Broadway, the business district in Saratoga Springs, NY, and a small city of approximately 30,000 people. One of six elementary schools in a district that serves 6,635 students, we can easily walk to nearby play areas and destinations such as the city library, fire station, Congress Park, the New York State Military Museum, and the National Racing Museum and Hall of Fame. Our community is proud of its history and support of the arts represented by The Saratoga Race Course, which is the longest running thoroughbred track in the country; the Canfield Casino, a once popular entertainment venue for Lillian Russell and Diamond Jim Brady; world-renown healing mineral springs; the Saratoga Battlefield; Saratoga Performing Arts Center; and the Auto and Dance Museums. Many of these sites are visited on walking field trips by the 4th graders who have a multi-faceted local history component to their social studies curriculum.

With our current principal at the helm since July of 2000, Lake Avenue has developed a strong team approach to educating our children. From the Building Leadership Team—a joint decision making group consisting of staff, parents, and students—to the instructional teams which include not only the grade level classroom teachers but the specialists in reading and other areas who are fully involved in collective decisions, to the Student Council made up of 4th and 5th graders who have shown interest in being part of the decisions at Lake Avenue, the team approach is evident. This leadership style provides the flexibility to address student needs as they occur and before they escalate. It also promotes constant functional communication centered on student progress and the best use of resources for each child.

Year-end brings grade level teams together to update and provide guidance to one another on upcoming students. This format helps us to focus on our mission statement: "The Lake Avenue School community is committed to preparing students to attain academic excellence and reach their full potential, focusing on the needs and strengths of each student. We will make a cooperative effort to prepare our students intellectually, creatively, socially, emotionally, physically and ethically to become caring and contributing members of a global and diverse society."

Incorporating 21st century skills in elementary children is a natural progression for us. Team building for the student body can be observed throughout grades K-5. Monthly Character Education assemblies are prepared and presented by grade levels to share their understanding of good character including perseverance, respect, and bully prevention. Fun Day in June gathers the students together to work as unified teams across grades in a positive and fun-filled way that shows good sportsmanship as well as team spirit. For three days at the start of 5th grade, students go away to camp for hands on experiences in the outdoors, building their independence and team skills while applying academic skills in the natural world. There is an emphasis on character development and a sense of respect for the land. This experience so early in the school year forms a camaraderie that can be built upon throughout the year to help our oldest students see themselves as moving forward individually but also working as a group to accomplish tasks. Each team component at Lake Avenue works together as an ensemble, meeting every challenge with positive solutions and a focus on delivering every possible support to our students and their families.

Many community events take place in the school connecting us deeply to the surrounding area. First Night on New Year's Eve, weekly exercise classes for adults, after school dance classes, Bidy Basketball, scouts and garden club welcome families and other community members into our school building throughout the year.

Lake Avenue Elementary is a remarkably effective educational institution. Our strong leadership combined with nurturing, responsive educators who share a love of learning facilitates the best results from its staff, extraordinary parents, and students who take pride in their progress and their school. This all comes together to continually strengthen our school and our neighborhood community.

1. Assessment Results:

A. Yearly performance of Lake Avenue Elementary students on New York State assessments in English Language Arts (ELA) and math is a resounding indicator of the academic success of the school. Our school has historically had an impressive record of 91-100% of all 3rd, 4th, and 5th graders receiving proficient or advanced rating on both the ELA and math tests from 2006-2008. Even when the cut scores for those exams changed unexpectedly for the 2009-2010 school year, Lake Avenue was still able to boast a commendable 79-91% record of proficient and advanced, with an average of 82% for the three grade levels. ELA scores for 3rd and 5th graders and math scores for 3rd and 4th graders rose the following year by as much as nine percentage points raising the average to 85%.

In addition, our school boasts a striking rate of advanced scores. A five-year average of 21% earned the advanced rating in ELA. In math, an average of 43% ranked at the advanced level over the five-year period.

Our district established rigorous standards defining success, exceeding the state requirements. For 2010-2011, the district goal was 10% improvement in proficiency rates for targeted subgroups in ELA/Math. At Lake Avenue, 3rd graders met that goal for all subgroups; 4th grade met that goal for the Racial/Ethnic subgroup. The district plans to increase proficiency rates for Economically Disadvantaged subgroups in grades 3-8 in 2011-2012 by 5%.

Always seeking advancement, our district's target for 2011-2012 is 80% proficiency for grades 3-8 ELA/math. At Lake Avenue, our 3rd through 5th graders met that expectation on the 2010-2011 math assessment, and 3rd and 5th graders on the ELA. The 4th graders missed that target by 1 percentage point with proficiency or advanced rating of 79%.

B. The performance trend of our school can be summarized as persistent excellence with continued steps toward improvement. The school consistently performs at a high level and evidences modest growth at each grade level each year.

The primary factor contributing to the significant achievement gains over this 5-year period at Lake Avenue is the dedicated faculty, staff, and leadership. Their commitment to providing timely interventions and individualized feedback to students is the root of all decisions that lead to success and growth. This attention to detail allows students to perform well when tested with standardized measures. To better prepare students, teachers in grades 3-5 met with statisticians to perform data analyses for ELA and math examinations to better understand the areas of need of their students and identify trends in student errors.

Another explanation for the increase of scores from 2009-2010 to 2010-2011 is the determination to offer academic intervention services to all students performing below proficiency on the 2009-2010 assessments. Due to the change in cut-scores, the state adjusted the score at which students were not required to receive services unless their performance remained low on the 2010-2011 exams. However, we chose to service those students with intensive interventions, exemplifying our commitment to students and to academic excellence.

Small numbers of students qualify in subgroup categories. As the rise and fall of these numbers indicates, a transient population accounts for the fluctuation of results in those categories. Nonetheless, we show negligible differences between the scores of their entire population versus the scores of subgroups throughout the past five years. The average of proficiency and advanced ratings earned by Economically Disadvantaged students, grades 3-5, is 76%. On ELA and math exams the five-year average of

proficiency and advanced scores was 69%. Asian or Pacific Islander students scored an average of 85% proficient/advanced while Hispanic/Latinos had an 86% average.

One hundred percent of Students with Disabilities grades 3-5 scored proficient or advanced for 2008-2009 on both ELA and math. One hundred percent of 3rd graders in this category passed both ELA and math; 100% of 4th graders passed math, 86% scored proficient or advanced on ELA; 100% of 5th graders earned the passing score, 93% did so on the math assessment. The two scores of less than 100% were still within 8 or fewer points of the success rate for the entire school population.

The change in testing cut scores saw a broader range of scores for subgroup members after 2009. Some scores dropped more than the population as a whole causing us to look closely at the services those students received and additional support that could be offered. One of the avenues pursued for the economically disadvantaged group was support for the children and their families through the Franklin Community Center and an after-school program held at the school called Project Lift. This free program provided homework help, resources for families, character education lessons, lessons in study skills, and mentors for students to boost achievement.

Currently unit math test scores of students in subgroups are being tracked to ensure growth and provide timely intervention. RTI, described in detail in the next question, is another major focus for closing the achievement gap as is our small-group after-school tutoring program.

Working to build a solid literacy foundation and recognizing that reading achievement is crucial to accessing all tests, the school adopted the Fountas and Pinnell Benchmark system for assessment and intervention. This systematic collection of data facilitates greater differentiation, increases response to individual student needs, and allows children to learn skills associated with improved performance on the state assessments in both ELA and math.

2. Using Assessment Results:

At Lake Avenue School, we believe all assessments should have a clearly defined purpose, designed to provide specific, actionable results. Our teachers use the data obtained from assessments to determine student growth and to modify the planning and instruction of lessons. Assessment results provide an opportunity for teachers to self-evaluate, assuring our daily practices are responsive to the needs of our students.

We are aware not all students excel during the assessment process where anxiety can inhibit students, resulting in a false measure of ability. With this in mind, our teachers utilize various types of assessment tools to construct an accurate measure of progress and ensure mastery of each concept prior to moving on to new material.

At Lake Avenue, the assessment process begins in the spring before students enter kindergarten. Children and their parents are invited to a screening session where the students are assessed by our teachers, and other professional staff, using the Developmental Indicators for the Assessment of Learning – Revised (DIAL-R). The DIAL-R assesses fine and gross motor skills, speech and language aptitude, along with phonemic concepts and awareness—which are critical foundations for learning and success in kindergarten. From the evaluations, we identify students who will require additional academic support. Directly after the screening, a teacher or professional sits with the parents privately to share the results. Children are invited to attend two half days of summer camp designed to strengthen foundational skills. They tour the building, meet new friends, and experience the rhythm of a typical kindergarten day. The children are briefly reassessed on skills found within the Dial-R. Along with this information, teachers create observational notes on each child indicating learning styles, behaviors presented, possible likes or dislikes, and other relevant information. This data is passed on to the appropriate kindergarten teacher who uses it to design his or her instruction and learning environment.

In an effort to adhere to the rewritten Individuals with Disabilities Education Act of 2004 (IDEA), Lake Avenue School implemented the pre-identification strategy known as Response to Intervention (RTI) in reading, formalizing our assessment and intervention process. Beginning with kindergarten and first grade, the program was instituted in September, 2009, and was adopted in the 2nd and 3rd grades in 2010 and 2011 respectively. A three-tiered model, RTI strives to prevent academic failure through early intervention. Tier I, where 80-85% of students fall, focuses on the core curriculum with instruction and interventions targeting all students. Students who consistently fall below grade level norms are provided with additional daily support and intervention at Tier II in a small group dynamic. Approximately 3-6% of students do not respond adequately to Tier II interventions and are moved to the most intense level of intervention, Tier III services. At Tier III, students receive one on one instruction with a reading specialist. Parents are notified when a student moves tier to tier—in either direction. Conferences are strongly encouraged so that parents understand the intervention process and can offer support at home.

RTI is best supported with fresh data. Grade level screenings three to four times a year, coupled with frequent progress monitoring help provide a roadmap to guide classroom instruction. Additionally, frequent assessments help identify the efficacy of selected interventions. When results are favorable, teachers continue to implement given interventions. When results fall below expected levels, a reevaluation of student needs and targeted interventions is necessary.

Although RTI has not yet been implemented in grades 4 and 5, assessment still plays an important role in guiding instruction. Twice a year (with the exception of students already demonstrating mastery), students are assessed using the Fountas & Pinnell Reading Inventory, providing teachers with an understanding of each student's reading level including fluency rate and comprehension abilities. In conjunction with Fountas & Pinnell, scores from New York State testing are carefully evaluated and used to direct instruction and determine academic support. If students fall below a designated number on any of the above mentioned assessments, intervention is required for the following school year. Results of state testing are mailed home to the parents along with a letter of explanation.

While teachers utilize the information obtained from the empirically based standardized assessments mentioned above, informal assessment is also used on a day to day basis providing further information for teachers to use in tailoring lessons to meet the needs of each learner. These assessments range from checklists, questioning for understanding, quizzes, and tests, to book reports, tickets out the door, and focused games to name a few.

3. Sharing Lessons Learned:

Lake Avenue School educators share best practices within the district in a number of ways through extended staff meetings, after school professional development workshops, district-wide grade level articulation meetings, and regional conferences.

We have also been fortunate to share some of our lessons learned in a more public forum. For example, a smartphone digital citizenship program piloted at Lake Avenue School was presented by our district at the Northeast 2010 STEM EXPO and Regional Technology Awareness Day attended by hundreds of educators representing school districts from around the Capital Region, and drew the attention of many local news agencies. The innovative program provided 5th grade students with smartphones to enhance everyday learning through access to the World Wide Web with educational applications and software. Students could access information and use the devices to complete school work from any location where cellular service was available. Administrators from neighboring school districts observed the program in action throughout 2010.

Inquiry based learning has been an effective tool in sparking imagination and higher level thinking skills for students in the upper grades.

In 3rd grade a multi-disciplinary unit incorporated project based assessment along with inquiry as students worked in groups to write a book on animals in the Brazilian Rainforest. Each student generated

an essential question to guide research for his or her chapter. Multi-level note taking and creative extensions, including the use of technology, provided differentiation. This project is the subject of an upcoming article, "WOW! Project-based Assessment", in the spring volume of the NYSUT e-magazine Educator's Voice, and will be presented at the Celebration of Teaching and Learning in New York City, this spring.

Our 5th graders had the opportunity to combine problem based inquiry in conjunction with entries in the Capital District Invention Convention (CDLIC). After writing a problem statement for an authentic need, students completed either a mock patent application or a disclosure form describing an invention that would fill that need complete with a detailed description of the invention and a labeled diagram. 100 applicants are chosen to create a three dimensional model of their inventions. In the past two years, 14 Lake Avenue students were among those chosen. Our unique process of combining problem based inquiry with entries in the CDLIC was presented at the BOCES 3rd Annual Inquiry Forum in October 2010 before 140 educators and administrators from 60 school districts across the state.

4. Engaging Families and Communities:

Every day from September to June families from all economic and ethnic backgrounds gather outside the school doors waiting for the day to begin or end, connecting with the school and one another. At heart, Lake Avenue is one large family, so engaging parents and the wider community in the success of all our students is natural.

From building school playgrounds to supporting our arts-in-education program, the tremendous sense of pride our staff, students, and parents feel in the school is fostered by a very active and generous PTA. Understanding the importance of communication in our global society, the organization sponsors before-school foreign language classes. In the summer months, Lake Avenue hosts a Chinese Language Emersion program, which becomes more popular each year. The PTA provides an opportunity to learn stewardship at an early age inspiring students to participate in raising funds for their school. Children are encouraged to volunteer at fundraising events by making posters, baking treats, manning booths, serving meals, and cleaning up.

The Lake Avenue community compassionately supports families in need around our region, bringing holiday joy through the Elf Project and the Empty Stocking program. In addition, we collect household necessities for the backstretch workers at the Saratoga Racetrack while many classes take trips throughout the year to volunteer at the local soup kitchen.

Our association with the Franklin Community Center, a local not-for-profit agency that supports students most in need through an after-school program called Project Lift, is one of our most valued relationships. Despite the prosperity of the surrounding community, Lake Avenue has a number of students in need of financial and emotional support. As an overflow school for children who move into the district mid-year, we serve a number of boys and girls with notable educational gaps due to transient living and unstable family situations, including a share of homeless students, all of whom benefit from collaborative support between the school and the community. The Project Lift staff steers us to both strategies and resources that help ensure our students' physiological and psychological needs are met, enabling them to do their best at school every day.

We are fortunate and pleased to provide Lake Avenue students with a learning environment that is at once diverse and close-knit. We're very proud this sense of community leads our children to embrace those in need so that they can brighten the lives of others around them.

1. Curriculum:

Curriculum and instruction at Lake Avenue School are guided by the Universal Design for Learning framework. Beginning with essential questions and framed around the New York State Learning Standards and district Power Standards, our curriculum is flexibly delivered in multiple formats in order to reach the variety of learning styles, backgrounds and abilities of our students.

District Power Standards are academic and behavioral standards developed to enhance curriculum and instruction. Transferrable to everyday life, the topics covered are literacy and vocabulary development; personal health and fitness; character education and citizenship; creativity and innovation; critical thinking; interpretation of charts, graphs, and tables; mathematics; development and support of ideas and mathematics.

Our English language arts program begins with the building blocks to reading acquisition. Kindergarten children are immersed in opportunities to build words with sounds and letters, becoming emergent readers and writers before year end. As our boys and girls grow, they age-appropriately read, write, listen and speak for social interaction, information and understanding, literary response and expression, then progress to critical analysis, and evaluation.

Rich literacy instruction is provided by our classroom teachers who are required to hold a minimum of 12 reading credit hours. Reading specialists and special education professionals are assigned to each grade level to offer academic intervention services to those students in need of additional support.

Our students use logical and deductive reasoning with critical thinking skills to solve mathematical problems. Curriculum is enhanced by interactive Smartboards in many classrooms which have had a profound impact on student understanding of math concepts. In addition, manipulatives and real life applications support the development of abstract understanding.

Science is an exploration taught through investigation, discovery, and use of the scientific process. Hands-on experiments engage our students, keeping them eager to learn more. Project-based learning comes together with science and literacy at our annual Sci-Lit Fair. Families and other community members are invited to visit the fair and enjoy a chicken barbeque dinner. Health care professionals offer information in making healthy lifestyle choices for our students and families. Science topics also include age appropriate education on neighborhood safety, fire safety, and nutrition.

With a mixture of history, geography, anthropology, political science, and sociology, our social studies curriculum comes to life through activities, project-based learning, and simulations such as our Immigration Simulation in which students in character, walk through the procedures required to enter Ellis Island encountering the difficulties that immigrants faced—including the possibility of deportation. The final component is a trip to Ellis Island which serves as a poignant lesson for our 5th graders.

Our visual arts curriculum encompasses art appreciation activities and reproducing the art forms of various cultures. Students work in the areas of drawing, painting, print making, clay work, collage, and three dimensional works at all grade levels.

Performances throughout the school year at character education assemblies, music revue programs, band and orchestra concerts, and our very popular outdoor Flag Day ceremony provide our school community with an opportunity to share and appreciate one another's talents.

Developmentally appropriate gymnastic, track and field, along with other fitness challenges keep our students hopping in physical education. Health-related fitness and body management techniques encourage students to become conscious of their physical selves and the space around them. Upper grades are able to take advantage of the nearby city recreation field for a unique and deeper appreciation of the physical education experience. At Fun Day each June, students are proud to display the balance, agility, and good sportsmanship they have developed.

2. Reading/English:

Reading truly is fundamental for elementary-aged students—and a critical component of our daily curriculum, supported across all content areas. Reading instruction at Lake Avenue is based on the Scott Foresman Reading Program which is aligned with the New York State Learning Standards and provides a solid representation of grade appropriate skills from which to build our curriculum. Our service delivery models are fluid and ever-evolving, especially as we embrace the Common Core Learning Standards.

Shared reading is an integral element of our curriculum. Teachers read aloud to students providing a model for fluency and comprehension as they stop for think-alouds along the way. Across all grade levels, they meet with students in reading groups for a variety of objectives. In the primary grades, guided reading groups offer support for early and struggling readers to gain confidence while building decoding and comprehension skills. In addition, groups afford opportunities to expose students to a wide variety of increasingly complex texts so the children stretch while developing an appreciation of structure and language. In the upper grades, student-led literature circles promote independence, responsibility, and organization as we continue to build fluency and comprehension skills. In all grades, reading groups build community by giving children the kindred delight that comes with the sharing of a good story.

Students come to us with varied backgrounds. We work with them in many ways to form the foundation for strong, invigorated readers. Kindergartners and 1st graders work with our speech/language pathologist and music teacher in the multi-sensory phonemic awareness program, Sounds in Motion. By associating sound with motion, our mid-year assessment data reflects 99% of our kindergarteners have mastered letter/sound recognition for each letter of the alphabet along with simple consonant digraphs. With this mastery, the addition of modeling connecting text to self, predicting, and summarizing while reading provides a solid foundation for our youngest readers to develop comprehension.

At Lake Avenue frequent assessments are constructive tools in assuring our boys and girls continue to grow throughout the year and grade to grade. We use the RTI model to improve fluency, encoding, decoding, and comprehension skills. The Fountas and Pinnell Benchmark Assessment System, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and the Words Their Way Word Study for Phonics and Spelling provide tools to measure growth for all students and intervention for those who struggle. In addition, Earobics, Foundations, Explode the Code, and Read Naturally provide research based assistance for our students.

3. Mathematics:

Our math curriculum has been based on the McGraw-Hill Mathematics program correlated with New York State Learning Standards. Our goal has been continually aimed at mastery of basic grade level skills. Bringing real life applications to our lessons such as menus from local restaurant, sale fliers from the grocery store and baking cookies helps children make a connection to the concepts taught.

Curriculum is supported in the primary grades with centers and small group instruction in order to differentiate and reinforce skills. Visuals used in conjunction with familiar manipulatives including dice, dominoes, and connecting rods support children as they acquire number sense and master addition facts. These learning aides keep our young students engaged and motivated to persevere. We believe this is an important attribute to nurture in younger children as it will serve them well when math concepts become more complicated and abstract.

As students move in to the upper grades, we find that small, cooperative groups can be especially beneficial. When working with particularly difficult concepts this model gives students the time and comfort level they require in order to achieve mastery. Our 4th grade math program is unique in that we offer students the opportunity to combine the 4th and 5th grade curriculum in one year, launching them on a path of higher level math exposure in the middle and high school years. This is a rigorous, fast-paced program that requires cooperative efforts along with open, honest communication between teachers, parents, and students. Participants are required to maintain a grade of 80% or above to remain in the program.

Junior Achievement allows us to bring a real life component to our math program while reinforcing critical thinking skills. Members of our community come into the classrooms to work with students in developing financial literacy skills and real world applications of mathematical skills. The 5th grade takes this to another level with a Business Days project. Students develop a business plan complete the production of the chosen product or acquire and organize materials required to deliver the chosen services. On Business day 5th grade students gather in the cafeteria to set up their businesses. The currency is designed by students and earned through good citizenship efforts.

4. Additional Curriculum Area:

An integral part of the Lake Avenue curriculum, visual and performing arts elevate the level of learning, exposing students to a variety of art forms. Many studies confirm the ways in which integrating arts into curriculum enhances student learning. We are fortunate to have outstanding performing and visual art instructors who work cooperatively with classroom teachers to enrich classroom curriculum. From illustrating poetry, to developing spatial concepts, to singing about weather, our teachers of the arts confer with colleagues to creatively correlate instruction.

Programs at Lake Avenue are diverse and imaginative. Art classes expose children to a variety of mediums while creating extraordinary treasures. From traditionally made woven baskets, to clay impressions and self-portraits, our students' award-winning work has displayed in local fairs, galleries, and at our very own Lake Avenue Art Show. Every March, the halls and walls of our school transform into a breath-taking gallery representing each of our 462 students, welcoming our community to admire works created by the hands and minds of our children.

Twice each week students delve into the world of music where they practice movement in cooperative groups to compliment the mood, tempo and dynamics of a composition. Creative instruments model imaginative use of resources allowing for student expression in numerous ways. Each grade works toward a music revue where these components come together in a formal performance for the school during the day and for family in the evening. Incorporated throughout instruction are lessons in character education, self-control, and respect which support students during their revue performances. Rounding out our music program is the 4th and 5th grade orchestra and 5th grade band.

PTA-sponsored Arts in Education programs bring a diverse pool of artists to the school sharing their gifts with the children, inspiring them to integrate newly learned talents into their everyday assignments and activities. Most recently we have welcomed The Lake George Opera Company; children's authors Marc Brown, Cynthia DeFelice, and Colleen Paratore; poet J. Patrick Lewis; Beauty and the Beast Storytellers; and Homespun Community Dancing.

More than a simple lesson plan, the performing arts are an extension of the team effort put forth by teachers and parents empowering children to harness their innate ability to create and imagine. One third of the student population participates in the drama club after school. Even more participate in afterschool activities like our PTA sponsored "Arts in Action" program engaging local artists offering dance, acting, singing, and music lessons.

5. Instructional Methods:

Lake Avenue School is committed to assuring our students reach their full potential. Focusing on the needs and strengths of each student, teachers differentiate instruction by utilizing Gardner's theory of multiple intelligences. In order to design lessons that meet the diverse learning styles in our classrooms, we regularly evaluate ourselves as teachers, the curriculum we deliver, the environment in which we teach, and the materials available. This level of self-efficacy is well supported by group instruction. Visitors can observe heterogeneous, homogenous, large, and small groups based on similar and dissimilar interests, background knowledge, abilities, high or low skill levels, and the children's favorite: student choice.

Striving to provide children with a positive, safe environment with ample opportunity to explore and expand their skills and knowledge, our teachers use an assortment of programs, instructional methods, and supplementary services to meet the needs of every student from the kinesthetic to the logical learner. Many teachers implement the Daily Five and Café programs during reading block. These methods allow students to receive individualized instruction based on their learning styles and abilities. In addition, our teachers incorporate centers, leveled readers, reader's theatre, role play, tiered lessons, music, movement, and real life applications into their everyday instruction.

Through both formal and informal assessments, teachers can determine children who require support and those who need a greater challenge. For students who demonstrate a deficiency in core content areas, primarily math and reading, academic intervention services are provided. In addition, special educators deliver individualized instruction to particular students and offer support in the classroom. Children in the upper grades who demonstrate accelerated skills in core content areas have the opportunity to participate in the Saratoga Scholars program, which, during regular school hours, offers unique explorations and approaches to learning in language arts and mathematics.

Our programs are supported tremendously with technology providing enriching, interactive lessons and activities that can be modified to accommodate the needs of our students. Each class makes a weekly visit to the state-of-the-art computer lab, outfitted with 30 desktop computers and a projector. Here we are able to take advantage of the sensational websites our librarian shares, updating our cache weekly and reinforce internet safety protocol. The library, along with classrooms in grades 2-5, is equipped with an interactive whiteboard. Most recently, the addition of a television studio made possible by a generous donation from one of our former teachers, provides an extraordinary opportunity for our interpersonal learners.

6. Professional Development:

As a part of the Saratoga Springs City School District, Lake Avenue Elementary School adheres to the standard requirements set forth by the New York State Department of Education regarding professional development hours to maintain certification. Our district requires all teachers to complete a minimum of 6 hours of professional development each year, although many surpass that number.

Professional development opportunities serve many purposes. Some teachers seek enrichment that provides a deeper exposure to familiar practices. Others prefer to explore new methods and applications for implementing instruction or experimenting with technology. Still others are looking to find a new and different perspective on curriculum or behavior management. We are fortunate to belong to a database of professional development offerings available in our region, many of which are taught by our very own teachers and district colleagues. We have benefitted from courses taken through Staff Development for Educators, the Iroquois Reading Council, the Greater Capital District Teacher Center, NYSRA and an assortment of other conferences, webinars, lectures and seminars, and events sponsored by a number of local colleges and universities.

Three times a year the district brings together individual grade levels for Grade Level Articulation meetings. During these half day seminars principals act as moderators addressing a variety of topics

including strategies for implementing Common Core Standards, Response to Intervention and differentiated instruction. They also provide teachers with information regarding changes to state regulations and district policies. Frequently teachers are asked to prepare formal lessons on a given topic to share with colleagues cultivating dialog, exchanging ideas, and sparking excitement to try new approaches.

Our district's professional development program undoubtedly has a positive impact on student achievement. Our students are taught by highly qualified professionals, current in best practices who employ the use of proven instructional strategies and interventions to meet the needs of all students. The teachers at Lake Avenue Elementary School are committed to academic excellence. This commitment to excellence is a standard they require not only of their students but of themselves as well.

7. School Leadership:

The leadership at Lake Avenue School centers on the idea that everyone does a better job when they feel a sense of belonging. One of the most important aspects of the principal's role at Lake Avenue School is making connections with the students, helping them see they are understood and valued as individuals—and encouraging them to do their best work. Embracing the children in this way, providing a comfortable environment, giving them the courage to take risks in stepping out of their comfort zone, builds confidence—the effects of which are clearly reflected in the achievement of our students.

It is a priority of the principal to greet the children at the door in the morning and send them off at the end of the day. She attends performances, concerts, PTA fundraisers, and joins Lake Avenue teams in community events—making sure to acknowledge her students and their contributions with kind, thoughtful words. Writing personal notes on every child's report card is another example of how our leader's presence is seen and felt every day.

Our principal ensures that the children have a rich school experience by encouraging and facilitating a great deal of involvement from the adults around them. Our leadership fosters and supports initiative from the staff who frequently takes on various leadership roles consistent with their strengths and talents making for a more abundant learning environment. Our teachers have made tremendous contributions. One, now a principal himself, initiated the Outdoor Education curriculum from concept to meticulous implementation. Another teacher facilitates our Character Education program, another, the Crisis Response team.

Our parents also take on the role of enriching our students and guiding them toward success. The after-school Drama Club, Green Team, and Garden Club are all parent-initiated. These programs spark our students' imaginations and give them a wider view of the world.

The team approach to leadership initiated by our principal unifies our teachers, staff, parents, students and community—always focused on enriching and supporting the scholarship of our boys and girls. This style is successful due to a leader who is willing to keep an open mind while listening to the many compassionate people who support the school, making sure everyone knows his or her contributions are valued and are making a profound difference in the achievement of our students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: New York State Testing Program Math

Edition/Publication Year: 2007-2011 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets or Exceeds Proficiency Standard	88	79	100	100	97
Exceeds Proficiency Standard	42	28	48	52	38
Number of students tested	81	80	79	61	71
Percent of total students tested	100	96	98	98	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Proficiency Standard	50	47	100		90
Exceeds Proficiency Standard	8	20	22		40
Number of students tested	12	15	18	4	10
2. African American Students					
Meets or Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested	4	2	7		7
3. Hispanic or Latino Students					
Meets or Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested	1	5	1	1	
4. Special Education Students					
Meets or Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested	6	2	1		
5. English Language Learner Students					
Meets or Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested					
6. Asian or Pacific Islander					
Meets or Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested	1	1		1	1
NOTES:					
<p>Separate SWD and ELL data is not available for 06-07 and 07-08 For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient</p>					

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http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

12NY16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: New York State Testing Program ELA

Edition/Publication Year: 2007-2011 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficiency Standard	86	80	96	98	92
exceeds proficiency Standard	24	32	22	25	37
Number of students tested	81	81	78	63	71
Percent of total students tested	100	98	96	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency Standard	50	53	88		80
exceeds proficiency Standard	0	0	12		0
Number of students tested	12	15	17	4	10
2. African American Students					
Meets Proficiency Standard					
exceeds proficiency Standard					
Number of students tested	4	2	7		7
3. Hispanic or Latino Students					
Meets Proficiency Standard					
exceeds proficiency Standard					
Number of students tested	1	5		1	
4. Special Education Students					
Meets Proficiency Standard					
exceeds proficiency Standard					
Number of students tested	6	2	1		
5. English Language Learner Students					
Meets Proficiency Standard					
exceeds proficiency Standard					
Number of students tested			2		
6. Asian or Pacific Islander					
Meets Proficiency Standard					
exceeds proficiency Standard					
Number of students tested	1	1		1	1
NOTES:					
<p>separate SWD and ELL data is not available for 06-07 and 07-08 For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve</p>					

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12NY16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: New York State Testing Program Math

Edition/Publication Year: 2007-2011 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets or Exceeds Proficiency	86	81	94	91	96
Exceeds proficiency	50	33	11	16	19
Number of students tested	80	79	63	77	53
Percent of total students tested	99	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Proficiency	44	64		77	
Exceeds proficiency	19	14		0	
Number of students tested	16	14	7	13	6
2. African American Students					
Meets or Exceeds Proficiency					
Exceeds proficiency					
Number of students tested	4	6	1	4	1
3. Hispanic or Latino Students					
Meets or Exceeds Proficiency					
Exceeds proficiency					
Number of students tested	1	1	3	1	2
4. Special Education Students					
Meets or Exceeds Proficiency					
Exceeds proficiency					
Number of students tested	2	2	1		
5. English Language Learner Students					
Meets or Exceeds Proficiency					
Exceeds proficiency					
Number of students tested					
6. Asian or Pacific Islander					
Meets or Exceeds Proficiency					
Exceeds proficiency					
Number of students tested	1		1	1	
NOTES:					
<p>separate SWD and ELL data is not available for 06-07 and 07-08 For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve</p>					

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12NY16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: New York State Testing Program ELA

Edition/Publication Year: 2007-2011 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meets or Exceeds Proficiency Standard	79	83	94	91	96
Exceeds Proficiency Standard	5	12	11	16	19
Number of students tested	80	78	63	77	53
Percent of total students tested	99	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Proficiency Standard	56	70		77	
Exceeds Proficiency Standard	0	8		0	
Number of students tested	16	13	7	13	6
2. African American Students					
Meets or Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested	4	6	1	4	1
3. Hispanic or Latino Students					
Meets or Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested	1	1	3	1	2
4. Special Education Students					
Meets or Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested	1	2	1		
5. English Language Learner Students					
Meets or Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested					
6. Asian or Pacific Islander					
Meets or Exceeds Proficiency Standard					
Exceeds Proficiency Standard					
Number of students tested	1		1	1	
NOTES:					
<p>separate SWD and ELL data is not available for 06-07 and 07-08 For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve</p>					

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12NY16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: New York State Testing Program math

Edition/Publication Year: 2006-2011 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meet or Exceed Proficiency	84	91	98	90	95
Exceed Proficiency	40	53	53	38	39
Number of students tested	77	66	77	52	72
Percent of total students tested	100	97	100	98	97
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	1	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet or Exceed Proficiency	42		94		100
Exceed Proficiency	8		38		7
Number of students tested	12	6	16	8	14
2. African American Students					
Meet or Exceed Proficiency					
Exceed Proficiency					
Number of students tested	5	1	3	1	3
3. Hispanic or Latino Students					
Meet or Exceed Proficiency					
Exceed Proficiency					
Number of students tested	3	3	1	1	1
4. Special Education Students					
Meet or Exceed Proficiency					
Exceed Proficiency					
Number of students tested	4	3	4		
5. English Language Learner Students					
Meet or Exceed Proficiency					
Exceed Proficiency					
Number of students tested					
6. Asian or Pacific Islander					
Meet or Exceed Proficiency					
Exceed Proficiency					
Number of students tested	1	1	2		
NOTES:					
<p>data for SWD and ELL is not available for 06-07 and 07-08. For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve</p>					

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12NY16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: New York State Testing Program ELA

Edition/Publication Year: 2007-2011 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meets or Exceeds Proficiency	88	80	99	94	92
Exceeds Proficiency	5	33	35	13	18
Number of students tested	76	66	77	52	73
Percent of total students tested	99	97	100	98	99
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	1	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Proficiency	55		100		78
Exceeds Proficiency	0		19		14
Number of students tested	11	6	16	8	14
2. African American Students					
Meets or Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	5	1	3	1	3
3. Hispanic or Latino Students					
Meets or Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	2	3	1	1	1
4. Special Education Students					
Meets or Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	4	3	4		
5. English Language Learner Students					
Meets or Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
6. Asian or Pacific Islander					
Meets or Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	1	1	2	1	
NOTES:					
<p>data for SWD and ELL is not available for 06-07 and 07-08. For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve</p>					

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12NY16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Proficiency Standard	86	83	97	93	95
exceeds proficiency Standard	44	37	39	33	33
Number of students tested	238	225	219	190	196
Percent of total students tested	99	97	99	98	98
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency Standard	45	59	95	64	93
exceeds proficiency Standard	12	19	26	4	16
Number of students tested	40	35	41	25	30
2. African American Students					
Meets Proficiency Standard	53		100		82
exceeds proficiency Standard	15		17		8
Number of students tested	13	9	11	5	11
3. Hispanic or Latino Students					
Meets Proficiency Standard					
exceeds proficiency Standard					
Number of students tested	5	9	5	3	3
4. Special Education Students					
Meets Proficiency Standard	58				
exceeds proficiency Standard	0				
Number of students tested	12	7	6	0	0
5. English Language Learner Students					
Meets Proficiency Standard	0	0	0	0	0
exceeds proficiency Standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Meets Proficiency Standard					
exceeds proficiency Standard					
Number of students tested	3	2	3	2	1
NOTES:					

12NY16

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Proficiency Standard	84	81	96	94	93
exceeds proficiency Standard	11	25	23	18	25
Number of students tested	237	225	218	192	197
Percent of total students tested	99	98	98	99	99
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency Standard	53	64	92	68	79
exceeds proficiency Standard	0	6	15	4	6
Number of students tested	39	34	40	25	30
2. African American Students					
Meets Proficiency Standard	61		81		72
exceeds proficiency Standard	7		8		17
Number of students tested	13	9	11	5	11
3. Hispanic or Latino Students					
Meets Proficiency Standard					
exceeds proficiency Standard					
Number of students tested	4	9	4	3	3
4. Special Education Students					
Meets Proficiency Standard	45				
exceeds proficiency Standard	0				
Number of students tested	11	7	6	0	0
5. English Language Learner Students					
Meets Proficiency Standard	0	0		0	0
exceeds proficiency Standard	0	0		0	0
Number of students tested	0	0	2	0	0
6.					
Meets Proficiency Standard					
exceeds proficiency Standard					
Number of students tested	3	2	3	3	1
NOTES:					

12NY16