



## **PART I - ELIGIBILITY CERTIFICATION**

---

12NY2

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

12NY2

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 5 Elementary schools (includes K-8)  
 (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: 15000

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 8
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		<b>6</b>	0	0	0
K	30	25	55		<b>7</b>	0	0	0
1	25	22	47		<b>8</b>	0	0	0
2	21	22	43		<b>9</b>	0	0	0
3	29	34	63		<b>10</b>	0	0	0
4	26	21	47		<b>11</b>	0	0	0
5	41	18	59		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								314

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
15 % Asian  
4 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
79 % 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: 6%  
 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.	11
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1, 2010	314
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 3%  
 Total number of ELL students in the school: 9  
 Number of non-English languages represented: 6  
 Specify non-English languages:

Kannada, Ukranian, Malayalam, Kurdish, Vietnamese, Arabic

9. Percent of students eligible for free/reduced-priced meals: 26%  
 Total number of students who qualify: 80

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.

The 26% figure represents the total number of Vestal Hills students who receive free or reduced lunch services. Since this program required an "opt-in" for parents/guardians, it is assumed that the actual number of students who could be receiving free or reduced lunches is higher than 26%. With the devastating 2011 flooding impacting Vestal Hills, this number is expected to remain steady or climb.

10. Percent of students receiving special education services: 11%  
 Total number of students served: 35

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>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</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	
	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>6</u>
Paraprofessionals	<u>12</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>4</u>
Total number	<u>41</u>	<u>13</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 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%	96%	96%
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	_____ %
<b>Total</b>	<b>_____ 0%</b>

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?

Vestal Hills is very deserving of a Blue Ribbon status due to its strengths as a learning community. The student achievement over time has demonstrated mastery at a high level. The schools focus on students and learning is exemplified through its in house staff development, RTI team, ELA and Math Task Forces. The Building Planning team serves as a guiding for initiatives to improve student performance and is made up of all stakeholders in our community. Vestal Hills is an elementary school community that is committed to the success of its students in all areas of development. Several fundamental principles and goals guide our work –It is the business of our business.

**Mission Statement** - Vestal Hills holds as its central purpose the intellectual and personal development of its students. Vestal Hills is known for its outstanding faculty of accomplished teachers and staff whose application of best practice and creativity advance knowledge across many disciplines.

**Vision Statement** - Vestal Hills will be prominent elementary school recognized for the excellence of its faculty; for its students' achievement and engagement in scholarship, leadership, and for its commitment to addressing society's educational, and cultural challenges.

### **Core Values**

The Vestal Hills community members take great pride in our school. We are proud of our beautiful facility, the reputation of our faculty, and our active and committed student body. Together with our five core values of character, community, citizenship, civility and commitment, this sense of pride defines who we are and helps to clarify the promise of what it means to be a member of the Vestal Hills community.

**Character** - Vestal Hills' holds as its central purpose the intellectual and personal development of its students" is the first sentence of Vestal Hills's mission statement. Personal integrity and character both inside and outside of the classroom are inherent elements of Vestal Hills. Members of the Vestal Hills community are expected to commit to the highest standards of personal honesty and ethical behavior.

**Community** - Membership in the Vestal Hills community includes being involved and responsible members of not only the school community, but also the local Vestal community and the global community. All members of the Vestal Hills community are expected to be responsible community members, to show appreciation for diversity and to represent the values of the Vestal Hills community.

**Citizenship** - Members of the Vestal Hills community contribute to the advancement of society, both now and for future generations. Such a commitment to the public sphere can have many expressions, such as recycling, volunteering at a soup kitchen, community outreach initiatives and cleaning up litter. Vestal Hills' citizens give more than they take. They are responsible citizens both on and off-school grounds, foster community involvement, become engaged citizens acting for the public good, respect school property and the property of others.

**Civility** - The Vestal Hills community is an open forum involving the free exchange of ideas. For free and open exchange to occur, members of the Vestal Hills community are expected to embrace civility in communication at all times.

**Commitment** - Sincere and true commitment is practicing your beliefs and values. Once you have committed yourself to becoming a community member at Vestal Hills, you commit to hold yourself and your fellow Vestal Hills community members to these values.

**Traditions Back to School and End of the Year concerts and Family picnic** – Whole school concert out on the lawn for students/staff and families followed by a BBQ and picnic on the backyard - **Faculty Follies** – Staff perform for the students 2 times a year – 1 time at the holidays and on the last day of school

**Pancake breakfasts for the students** – Staff cooks and serves the student a pancake breakfast in June to thank them for all their hard work all year

**Last Day Send off** – Staff line the bus circle with bells and musical instruments that are played as the buses pull out of the circle. The buses will circle the main driveway 3-4 times as staff wave goodbye to the students for the summer.

**Compass and Lighthouse Awards** - a lighthouse and a compass are things that guide us our give us direction - they are things that we follow. The students that receive these awards are ones that others should follow by their example and the way they live their lives as students, friends, family members, team mates etc. They lead by example and by the way they use their words and actions.

### **5th Grade Moving Up Ceremony, Spring Carnival, Fall Party, Monthly Story Hours, Toddlers' Night Out**

**Community** – VH community is made up of families whose parents have grown up in this community and gone to school here as well. It also has a very diverse population of families who have relocated from all over the world to our community due to their affiliation to SUNY Binghamton or to work at Lockheed Martin and BAE or in the Medical profession in the area. In the past 10 years we have seen a much more transient population mainly due to the economy and effects that has had on the industry and work force in our community.

### 1. Assessment Results:

A. As part of my Vestal Hills Entrance Plan eight years ago, our professional staff created a vision around student academic success. In crafting that vision, we created an Action Plan around ensuring that ALL students would attain the skills necessary to perform at proficient levels on ELA and Math state exams. As our pre-cut score change (2008-2009 data) indicates, Vestal Hills attained between 94% and 100% proficiency on New York State assessments. This has been our criteria for evaluating the teaching and learning program at Vestal Hills.

New York has changed what is considered "proficient" twice in the last eight years. New York's state exams are scored on a scale that approximates student performance between 500 and 800. When No Child Left Behind began to be implemented in New York State, a "proficient" score was a 637. In 2006, proficiency was raised to a 650. After an exhausting data analysis, the New York State Education Department found that New York's proficiency did not align with the state's NAEP scores in reading and math. Raising the bar once again in July 2010, New York's new "proficiency" levels are between 658 and 674, depending on grade-level and exam. To remain proficient from year to year, students must make at least one full year of developmental growth in ELA and Math. In this way, New York's "proficiency" is aligned with proficiency on the Nation's Report Card through NAEP.

New York's current performance levels range from Level 1 to Level 4. Levels 3 and 4 are considered "proficient" and help a school accrue points towards meeting Adequate Yearly Progress. Although Level 4 is considered "Advanced," schools do not earn extra points for moving students from "proficient" to "advanced."

With the cut score changes and exam changes over the last two years, Vestal Hills has redefined its instructional vision for staff and students. With a solid framework already in place, our building has achieved at substantially higher levels than other elementary schools in our region. Vestal Hills continues to hold 90% mastery as its instructional vision, in alignment with the Vestal Central School District's 2011-2015 Five-Year Instructional Goals. Since 2011-2012 is the last year that exams will align to the 2005 New York State Learning Standards, we anticipate subsequent reevaluations of our teaching and learning.

As assessments align with the Common Core beginning in 2012-2013, Vestal Hills anticipates further capacity building with the Six Shifts in Literacy. Aligned with our instructional expectations, our school's expectations for student achievement remain rigorous despite curricular and financial challenges.

B. Vestal Hills' performance trends reflect intentional collaboration among professional staff to ensure achievement for all students. Beginning in 2003-2004, Vestal Hills began building capacity with reading, writing, and critical thinking across all content areas. This emphasis paid dividends in increasing student achievement rates as reflected in the building's 2006-2007 through 2008-2009 performance data. During those years, for example, proficiency rates for ELA 4 rose from 89% to 96% while proficiency rates in ELA 5 rose from 84% to 100%. Other grade-levels maintained their 90%+ proficiency rates. These significant gains in math and reading were a direct result of ongoing building and district-level professional development and a school culture devoted to prioritizing student achievement. During these years, Vestal Hills' Performance Index consistently outperformed the state proficiency benchmark by wide margins.

The 2009-2010 proficiency cut score change in New York State was welcomed as an opportunity to further promote high achievement for all students. With these cut score changes, Vestal Hills has

witnessed its proficiency levels drop in all testing areas. Despite these lower proficiency rates, Vestal Hills still outpaces comparison schools by large percentage margins. For example, Vestal Hills' Math 3 proficiency in 2011 was 80% while the region was 59%. In addition, Vestal Hills' Math 4 proficiency remained at 90% while the region dropped to 65%. With the foundation built prior to New York State's cut score change, Vestal Hills has been well-positioned to meet these new challenges.

The cut score change demonstrated that some students were achieving proficiency by narrow margins. In particular, Vestal Hills' special education population and its growing low income population saw their proficiency rates drop in recent years as tests became longer and more-rigorous to reflect the Common Core Standards. This challenge has been accepted by Vestal Hills as an opportunity to further enhance teaching and learning in the building. A robust Response to Intervention (RTI) process is assisting our educators in utilizing data-driven instruction to building upon successful Tier I, II, and III strategies. Viewing the RTI as "solutions-oriented" has helped Vestal Hills identify academic weaknesses and implement targeted, student-specific learning supports to enhance achievement. As evidence that the RTI Process is working, Vestal Hills witnessed proficiency rates rise in 2011 despite exams taking on more rigor and length.

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

Vestal Hills systematically uses assessment data to improve student and school performance. Beginning in 2007-2008, the building began implementing concepts from Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning. Specifically, Vestal Hills built a data inventory centered on state and local assessments, demographics, and classroom feedback. Digging into student data naturally led to examining instruction. For example, Vestal Hills formed both ELA and Math Task Forces to examine instruction relative to state assessment expectations. Capacity-building in this area led to significant gains in student achievement as witnessed on state exams between 2004 and 2009. With the recent cut score changes, this foundation has become more important than ever as Vestal Hills continues to outperform the region on external assessments.

With Race to the Top's new opportunities, Vestal Hills has built upon this solid foundation by utilizing concepts found in Paul Bambrick-Santoyo's Driven by Data: A Practical Guide to Improve Instruction. Bambrick-Santoyo's model is a natural fit at Vestal Hills as teachers and the principal have a successful history of utilizing student data to inform instruction. Race to the Top's opportunities have led Vestal Hills to more-explicitly examine its local data alongside external assessments. Emphasizing early literacy skills, for example, has led to an emphasis on reading fluency and comprehension data. Curriculum-based measures in both math and reading, in line with research by Lynn and Douglas Fuchs, has greatly enhanced Vestal Hills' ability to diagnose fluency problems before students take state exams. Early remediation and enrichment through a well-articulated RTI Process has led to significant student growth in core areas.

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

Over the past 8 years Vestal Hills has committed to learning together through in-house staff development that is identified and designed by the staff to support all in continually improving their pedagogy. The work done at Vestal Hills has been shared at a district level and is catalysis for district wide implementation in the areas of writing benchmarks, Guided Reading Instruction and Math instruction. Our Leadership development has been shared within the district, regionally and internationally. The Vestal Hills Building Planning Team identified the building goals, focuses and developed action plans that are cornerstone of our purpose at Vestal Hills.

Building based teams address the ELA, Math and Leadership goals identified. The ELA Task Force identified writing and Guided Reading as instructional focus areas. They identified specific skills and teaching techniques to develop systemically within the building. Structures in the classrooms were addressed and specific writing assessments were defined and K-5 benchmarks developed. Professional

books were read and specifics were discussed monthly. Staff observed each other to learn and coach each other. This model is presently being piloted at Vestal Hills with the support of the District Literacy Specialist who is beginning to take this model to other buildings in the district.

The Math Task Force developed a systemic Math Problem Solving Model along with sharing appropriate practices k-5. The team shared grade level problem solving strategies through a monthly roll through model that addressed the different strategies and provided grade levels with problems for each strategy. The team will be facilitating professional readings that focus on a constructivist's theory to math instruction.

The Vestal Hills ELA and Math Teams have shared their work with the District the ELA team and Math Leaders. Both have representatives from the district's 5 elementary buildings and middle school. The ELA Task Force shared their coaching model that focuses on a common instructional target that is built around systemic grade level work.

The Math Leaders committee looks at district professional development. Vestal Hills shared the in house support model to help facilitate; professional growth and understanding for the staff, common expectations for instructional practice and to deliver a common message to all staff. The systemic work done at Vestal Hills around the Problem Solving Model and grade level instruction was also shared and incorporated with in the district curriculum maps.

The Leadership development at Vestal Hills has been shared with other buildings in the district. Other school districts in the region have visited Vestal Hills to learn how we developed a school based model and incorporated it into our daily practice and school culture. We have had visitors from the Netherlands spend the day with our staff and students to learn from us as well.

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

The Vestal Hills school community is committed to learning together and supporting our children in and out of the classroom and is a school community that emulates a caring community and the students strive within.

The Building Planning Team which is made up of instructional staff, support staff, parents and the principal started on this journey when she asked the question – “Why aren't all our children achieving a 3 or 4 on the state assessments?” A brainstorming session took place and all the possible reasons as to why this may be were documented. The reasons clustered into the categories of instruction and assessment, staff development, resources, parent communication and information.

A focus area that emerged was to engage and inform families and community on how they can help their children's academic success. The Building Planning Team identified this as a goal and developed an action plan to address this need. Birth through 5 initiatives was developed and has expanded over the past 5 years. Parent Orientation for our incoming kindergartners was revamped to provide resources and ideas for parents. A Toddlers Night Out event invites 3-5 year olds from the community to the school and the children participate in activity stations focusing on the areas of math, science, music, art, literacy, nutrition and physical education. Summer book bags were put together for incoming kindergarten students who come to the school throughout the summer to get different bags full of books to read at home.

K-5 Story Hours were designed so families could come to the school monthly for a literacy event. Monthly Parent Workshops were designed to address a variety of topics. Grade specific summer learning packets are distributed to all K-5 students. The packet has ideas to implement at home to help students practice academic skills in fun ways and provides resources to families of local events and activities.

Parent volunteers work with kindergarten and 1st grade students on identified math and reading interventions based on student assessments and local benchmarks that the RTI team oversees.

The PTA is an integral part in helping with providing events to enhance the school experiences for our families. After school science nights, language and art clubs and activities are offered. With our proximity to Binghamton University, we have students from the college as mentors, provide physics, chemistry and archeology experiences for our students and provide student academic support in the classroom.

## 1. Curriculum:

The content of our school's core curriculum addresses the state's learning standards and the new common core standards by emphasizing required achievements. Since the standards don't address particular processes or strategies, our staff have developed high quality district curriculum maps in all content subject areas, Art, Music, Physical Education and Library/Media that staff use to implement instruction that provides students with the tools and knowledge the staff have identified as most helpful for meeting the goals set out in the standards with the goal to help ensure that all students are college and career ready.

The standards set requirements for literacy in multiple disciplines. Our curriculum focuses closely on literacy shifts identified in the common core standards with attentive reading instruction that fosters understanding and engages the students with complex works of literature. Our staff development focuses on addressing the standards and enhancing our core curriculum by thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens world views along with demonstrating cogent reasoning and use of evidence to support their thinking.

Our curriculum has embedded the standards in all content areas and the related arts to ensure instruction in reading, writing, speaking, listening, and language is a shared responsibility within the school in an interdisciplinary approach. Our curriculum focus as we move forward is to ensure that our students are proficient in reading complex informational text independently in a variety of content areas.

The K-5 math standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications. Our curriculum identifies the progression of skills, topics and mathematical understandings from grade to grade. The standards stress not only procedural skill but also conceptual understanding and our curriculum process has embedded staff development to help our staff with instructional understanding regarding mathematical thinking that builds from the concrete to the abstract.

Vocal Music, Art, Physical Education and Library Media have all developed curriculum based on their standards and are working on infusing Common Core expectations and the 6 Shifts in both ELA and Math within their curriculums. The Related Arts team at Vestal Hills works together to develop interdisciplinary units amongst their team and with grade level teams.

The Vestal Hills has developed a School of Leadership curriculum which embraces the 21st Century Skills, character development, and fosters leadership qualities in all our students. Grade level and whole school Morning Program classes are vehicles to address this curriculum area and classrooms dedicate time to extending the message of Morning Program to their class specifically by engaging in team building activities, leadership clubs to help the school or community, setting class/individual academic/behavioral goals that the students will develop a plan to achieve along with a data collection to monitor their personal academic/behavioral progress. Our curriculum process looks at unit and task development where several standards can be addressed by a single rich task. Since the standards define what all students are expected to know and be able to do, not how teachers should teach, our staff continues to revisit the written curriculum at all grade levels, content areas and the related arts to ensure it is a well-developed, content-rich curriculum that addresses the rigor identified in the standards and new common core.

The Standards set grade-specific standards and the staff will continue to enhance their curriculum documents to define intervention methods or materials necessary to support students who are well below or well above grade-level expectations to provide the differentiation that can be implemented within a classroom.

Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning are an integral part of our curriculum documents.

Although the staff focuses very heavily on best practices that align with the standards, a lot of time is spent analyzing student work, assessments and progress over time to make sure our curriculum addresses the standards and student performance reflects that.

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

Vestal Hills reading curriculum and instructional methods are based on the NYS Reading Standards, the Common Core and a focus on the ELA 6 Shifts. The District has developed curriculum that addresses the standards at each grade level. Vestal believes that all teachers are teachers of literacy and has identified a PreK-12 Literacy Program that is supported through a Balanced Literacy Model.

Vestal has embraced a Balanced Literacy approach to reading because it is current, research-based best practices in reading and writing instruction, meets the literacy needs of all students and aligns with district literacy beliefs.

This literacy program deepens students' reading decoding and comprehension skills while providing an opportunity for students to be exposed to and practice with a wide range of genre. Attention is given to help students develop their "text talk" – literary conversational skills while developing enthusiasm for, love of, and a lifelong commitment to reading

The Balanced Literacy Model also includes the Vestal Elementary Literacy Profile/Portfolio which is the quarterly assessment piece for all students K-6. The Vestal Elementary Literacy Profile was developed by a district team that worked with the NYS Standards to identify grade level core curriculum expectations based on the essential components identified in the Standards. The districts Balanced Literacy Model, Literacy Profile and core curriculum are revisited yearly to continually address the standards and enhance our core curriculum in order to ensure that our students are proficient in reading and writing at grade level.

As a school the Vestal Hills ELA Task Force focused on Guided Reading instruction and looking specifically at precise teaching for all children. The task force broke the components of Guided Reading apart to address each individually with the staff in order to strengthen the daily instructional. The focus is on strategies to address a child's fluency, accuracy and comprehension skills and level. Targeted intervention groups are set up for kindergarten students falling below the identified criteria in the area of readiness skills. Leveled Literacy Intervention groups are identified for students not at grade level in 1st and 2nd grade and at the 2nd half of kindergarten. Our building literacy specialist works with these identified students daily along with targeted instruction by their classroom teacher. Academic Intervention services are provided for students in grades 3-5 that are not meeting the district benchmarks. Specific goals and probes are designed to monitor student progress.

## **3. Mathematics:**

Vestal's mathematics curriculum and instruction and instructional methods are based on the NYS Math Standards and Common Core that provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into

applications. Our math curriculum identifies the progression of skills, topics and mathematical understandings from grade to grade.

The standards stress not only procedural skill but also conceptual understanding and our curriculum process has embedded staff development to help our staff with instructional understanding regarding mathematical thinking that builds from the concrete to the abstract. Vestal does not have a formal Math instructional initiative as it does for Reading instruction. At the district level we have identified Math coaches from each building to serve as a liaison for their buildings in regards to disseminating information in a systematic way. The district is beginning conversations around best practice in mathematics and the instructional focus that needs to be enhanced to address the 6 Shifts in Mathematics and address the questions as to what each of the shifts look like in k-12 classrooms. At the elementary level the Math coaches are looking to the work that has been done at Vestal Hills over the past few years as a model to push out district wide.

The Vestal Hills Math Task Force goal is to help staff look at student assessments in data huddles to determine goals and instructional focus. NYS test results data was first looked at to determine instructional areas of focus based on our student performance at individual grade levels as well as different cohorts such as boys/girls, special education/regular education. Our goal is to link local common assessments and performance standards in the area of Math at each grade level. The core curriculum and common assessments developed from the core curriculum is the catalyst for this work.

The Vestal Hills task force is presently focusing instructionally on using a CPA model while developing student's ability to defend and describe mathematical ideas. The task force researched and gathered information regarding CPA-Concrete/Pictorial/Abstract, the importance of manipulatives, what does representation mean, and the teaching of mathematical conversations. This instructional model focuses on a constructivist's theory to math instruction with the goal to help students develop deep conceptual understandings of mathematical ideas by building from the concrete to the abstract.

Students in kindergarten are given readiness screenings 2 times a year and students in 1st and 2nd grade not meeting district benchmarks participate in targeted intervention groups to strengthen those skills. Identified staff work with specific students daily along with targeted instruction by their classroom teacher. Academic Intervention services are provided for students in grades 3-5 that are not meeting the district benchmarks. Specific goals and probes are designed to monitor student progress.

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

Vestal Hills is very fortunate to have support staff and related arts staff who are invested in our mission and vision as a learning community. As Vestal Hills works to achieve its vision, a set of fundamental principles guide our decisions. One being that all forms of academic experiences and creative activity are vital to the intellectual life of the school, and their integration into all curricula is a key component of student success.

The physical education area supports many content area curricula besides its own through integrated units of study and collaborative experiences at multiple grade levels. The physical education/health/nutrition curriculum is enhanced through the body in motion approach to the learning of the content but it is also an extension of the grade level curriculum in multiple areas such as nutrition, health, body awareness and fitness. Student data is collected and goals are set for student progress in the area of personal health and fitness. This year goals were developed by the physical education teachers to address a target area of weakness many students were exhibiting. An action plan and deliberate instruction and focus on core strength were implemented and progress monitored. Core strengthening for children can range from basic to advanced exercise movement. The core musculature includes the trunk of the body, from the hips to the shoulders. All movement originates at the core, therefore strengthening and training of this musculature improves posture, balance and basic well being, as well as promoting engaged and active minds.

The physical education department is using class observation and anecdotal evidence that suggest that our students are gaining a greater understanding of the importance of core strength along with skill development that demonstrates the student's improvement in their over all core strength through their increased ability to engage in specific exercises. The Physical Education team plans to continue to expand this goal and possibly integrate it within our school day for all to participate at one time.

Skills and concepts are also taught through an instructional model that is embraced by the Vestal Hills staff which focuses on teaching to an objective, student engagement, checking for understanding and assessment. The physical education department has identified competencies and levels of mastery on scoring rubrics for each grade and the staff collects evidence of performance based on application of skill or integration of knowledge through multiple assessments. What you will find is all curriculum areas function under the same mission and aspire to the same vision.

## **5. Instructional Methods:**

Vestal Hills provides and differentiates instruction, especially meeting the diverse needs of student subgroups by identifying instructional needs based on student performance. The building RTI team continually analysis's student results on local benchmark assessments and state assessments. Intervention plans are put into place with progress monitoring probes administered. The data from the probes are plotted to assist the team in determining if the intervention is helping or if a change is needed. Special education students are monitored and progress monitoring of their IEP goals is in place. Congruency meetings between the special education teachers, reading specialist and classroom teachers provide opportunities to look at student progress and plan instruction accordingly. Behavior concerns are addressed in the same manner and interventions are put in place to help students move to self monitoring strategies resulting in fewer behaviors that interfere with academic success. Paraprofessionals support students in one-on-one or in small group educational settings. The paraprofessional works closely with students and staff to provide a rich educational environment for students based on their needs, specific accommodations and modifications.

Vestal Hills is committed to continual monitoring of all students performance to assure student success. The RTI team uses RTI Edge as a data storage resource but also compiles a data wall to keep track of student performance, interventions for all students in need and the progress monitoring that is essential to targeting instruction.

Technology is used to support instruction in a variety of ways. Smart boards are in each class and training has taken place to help staff enhance their lessons through the opportunities the use of a Smart board can provide. 3 Laptop carts with 10 lap tops on each are available for classes to use and differentiation is provided by the instructional focus identified by the teacher. Vestal Hills has a computer lab that classes are able to use as well. We have trained staff on the use of Senteo's for assessment and instructional purposes. Many classes participate in videoconference collaboration opportunities with other schools through the use of a polycom. Technology applications are taught through the curriculum vs. an isolated instructional focus with no connection. The Vestal Hills technology team has provided in house staff development opportunities for staff to learn applications to then use with their students. Professional Learning Networks, digital cameras, digital storybooks, digital recorders, Smart Response and Smart Sync software are some of the areas addressed.

## **6. Professional Development:**

The Vestal School district and Vestal Hills professional development activities support student learning and are aligned with academic standards due to the alignment between quality first teaching and student success. Professional development opportunities are a priority at Vestal to give the staff the tools needed to continually stay abreast of current research and instructional strategies. The Vestal Central School District has adopted the Dimensions of Learning (DOL) as the foundation of its professional development program. DOL is a comprehensive model that uses what researchers and theorists know about learning to

define the learning process that helps teachers to:

- Maintain a focus on learning;
- Study and understand the learning process;
- Plan curriculum, instruction, and assessment that take into account the five critical aspects of learning.

The districts teacher-mentor program supports transition from preparation to practice and thereby increases retention of new teachers. Workshops strengthen skills of new teachers related to student achievement in accordance with Common Core Standards and New York State Learning Standards.

The curriculum development process in the district is a powerful tool for continual school improvement and professional development. Through curriculum mapping, teachers identify the content, skills and resources necessary for instruction. Formative, summative and benchmark assessments are being created to align with the content and skills to promote evidence of student learning. Understanding by Design is being used as a bridge from the curriculum to the classroom. Infused into the curriculum are technology, Dimensions of Learning and 21st Century Skills. Curriculum and professional development continues to serve as a tool to impact teaching and learning.

The district sponsors and supports on-going regular review and development of curriculum documents. The review process includes teachers and instructional administrators who are involved in the implementation of the curriculum in the buildings. Teachers are provided the opportunity to work in building based teams, district teams, or in grade level, content area, department or interdisciplinary teams for the purpose of creating, reviewing, revising and aligning curriculum.

## **7. School Leadership:**

At Vestal Hills the leadership structure is based on a collective responsibility that incorporates a principal who is a strong educator and we anchor our work on central issues of learning and teaching and continuous school improvement. This is accomplished by fostering meaningful teamwork, identifying clear, measurable goals and the regular collection and analysis of performance data. The principal and staff at Vestal Hills believe in, value, and are committed to student learning as the fundamental purpose of our school.

The style of the Vestal Hills principal is one that focuses on setting an instructional direction for the school, developing the leadership potential of her staff and continually redesigning Vestal Hills in order to be an effective school.

Setting an instructional focus is done through the Vestal Hills Building Planning Team which a shared decision making team made up of instructional staff, support staff, parents and the principal. The principal facilitates the team in identifying the building goals and focus based on student data. Action plans were developed that guide our work at Vestal Hills. Building based teams emerged to address the specific ELA, Math goals identified. The Vestal Hills principal shares her knowledge of changing policies, programs and will facilitate the staff development and instructional focus at Vestal Hills.

In order to develop the leadership potential in her staff, they are asked to share their grade level and personal goals with the principal 3 times a year. The principal's role is to provide guidance that improves teachers' classroom practices and utilizes and foster the teacher's capacities. Helping staff take ownership for and enhance their instruction in order to increase student achievement has been paramount for the principal. Other opportunities provided by the principal to stimulate her staff intellectually have been through book studies, in-house staff development opportunities, individualized support from our literacy specialist, observations and providing constructive feedback to teachers.

The principal is purposeful about making her school an effective organization by developing and counting on contributions from many others to strengthen the school's culture, modify existing structures and build collaborative processes. Changes to the building schedule were made to ensure that teachers share common planning time and use that time to discuss their grade level goals and plan for improving their instruction. This reinforces the use of collaborative processes among the Vestal Hills teachers who value

this time and collaboration. The Vestal Hills teachers trust their colleagues and share their best practices and challenges – this has been very powerful and has helped address the needs of all children.

Other Vestal Hills leadership teams are the RTI team which is composed of classroom and support teachers, psychologist, counselor, and principal. The team meets bi-weekly to review student data and recommend targeted interventions. The Speech Pathologist and School Psychologist take on the leadership roles to facilitate these meetings. The ELA, Math, technology teams consist of representatives from each grade level and support staff. They serve as the liaison to their grade level and present to the staff on identified staff development and instructional strategies. The Vestal Hills Leadership team established a culture of leadership and is integral in helping staff foster leadership qualities in our students. Sub committees have formed from this committee and each has specific goals and action plans that staff and students facilitate and communicate to the whole.

The Vestal Hills principal focuses on empower others to make significant decisions, provides instructional guidance and helps develop and implement strategic and school improvement plans for staff and student growth.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Math 3 Exam

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient	80	90	100	98	98
Level 4	28	46	48	48	51
Number of students tested	46	61	50	54	61
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>					
Proficient		80	100	100	
Level 4		40	40	45	
Number of students tested	6	10	10	11	5
<b>2. African American Students</b>					
Proficient					
Level 4					
Number of students tested	3	3	1	3	2
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level 4					
Number of students tested		2	2		
<b>4. Special Education Students</b>					
Proficient					
Level 4					
Number of students tested	8	5	6	5	7
<b>5. English Language Learner Students</b>					
Proficient					
Level 4					
Number of students tested		2		4	4
<b>6. Asian Students</b>					
Proficient		92			
Level 4		46			
Number of students tested	9	13	6	9	9
<p><b>NOTES:</b> Despite cut scores rising by 34 points and more rigorous exams, Vestal Hills' Math 3 proficiency has remained well-above regional average. In 2006-2007, Vestal Hills earned 98% proficiency while the region earned 87%. In 2010-2011, Vestal Hills achieved 80% proficiency despite the region falling to 59% (21 point difference). Despite rising poverty levels and more challenging exams, Vestal Hills has continued to out-perform the region in Math 3 proficiency. In 2009-10, the proficiency benchmark rose from 650 to 684. In addition, the exam has become longer &amp; more-rigorous to reflect the Common Core Stds.</p>					

12NY2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYS ELA 3 Exam

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Proficient	76	74	94	94	90
Level 4	4	34	27	22	22
Number of students tested	46	61	49	49	59
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>					
Proficient		55	91		
Level 4		36	18		
Number of students tested	6	11	11	9	5
<b>2. African American Students</b>					
Proficient					
Level 4	0		0	0	0
Number of students tested	3	3	1	3	2
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level 4					
Number of students tested		2	3		
<b>4. Special Education Students</b>					
Proficient					
Level 4					
Number of students tested	8	5	8	4	7
<b>5. English Language Learner Students</b>					
Proficient					
Level 4					
Number of students tested		2		1	2
<b>6. Asian Students</b>					
Proficient		62			
Level 4		23			
Number of students tested	9	13	6	6	7
<p><b>NOTES:</b> Compared to regional elementary schools, Vestal Hills continues to outperform in ELA 3. Before the 2009-2010 cut score change, Vestal Hills outperformed the region by 19 percentage points (94% to 75%). Since the cut score change, Vestal Hills has outperformed the region by 22 percentage points (76% to 54%). In 2009-2010, the proficiency benchmark rose from 650 to 662. This again rose in 2010-2011 to 663. Despite this second cut score revision upward in 2010-2011, Vestal Hills performed at a higher level than the previous year. In addition, the state exams have become longer and more-rigorous to reflect the Common Core Standards and Six Shifts in Literacy.</p>					

12NY2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYS Math 4 Exam

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient	90	82	95	97	97
Level 4	42	47	55	34	47
Number of students tested	59	45	55	59	62
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>					
Proficient	70		91		
Level 4	20		45		
Number of students tested	10	4	11	5	8
<b>2. African American Students</b>					
Proficient					
Level 4					
Number of students tested	5	1	5	2	
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level 4					
Number of students tested	2	2			2
<b>4. Special Education Students</b>					
Proficient					100
Level 4					20
Number of students tested	5	5	7	5	10
<b>5. English Language Learner Students</b>					
Proficient					
Level 4					
Number of students tested			4	2	1
<b>6. Asian Students</b>					
Proficient	100				
Level 4	55				
Number of students tested	11	6	6	9	3
<p><b>NOTES:</b> Despite more-rigorous standards at the state-level and increased poverty at the local-level, Vestal Hills continues to lead the region in Math 4 performance. In 2006-2007, Vestal Hills out-paced the region by 14 percentage points for "Proficient plus Advanced" (97% to 83%). In 2010-2011, Vestal Hills outperformed the region by 25 percentage points for "Proficient plus Advanced" (90% to 65%). Despite increasing challenges at the state and local level, Vestal Hills has continued its track record of ensuring that students are on track for college and career readiness. In 2009-2010, the Proficiency benchmark rose from 650 to 676. In addition, the state exams have become longer and more-rigorous to reflect the Common Core Standards.</p>					

12NY2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYS ELA 4 Exam

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Proficient	83	87	96	90	89
Level 4	0	16	5	16	11
Number of students tested	59	45	55	58	62
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>					
Proficient	60		73		
Level 4	0		9		
Number of students tested	10	4	11	5	8
<b>2. African American Students</b>					
Proficient					
Level 4					
Number of students tested	5	1	5	2	
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level 4					
Number of students tested	2	2			2
<b>4. Special Education Students</b>					
Proficient					60
Level 4					0
Number of students tested	4	5	7	5	10
<b>5. English Language Learner Students</b>					
Proficient					
Level 4					
Number of students tested			2	1	1
<b>6. Asian Students</b>					
Proficient	100				
Level 4	0				
Number of students tested	11	6	6	8	3
<p><b>NOTES:</b> In 2010-2011, Vestal Hills outperformed the region in proficiency by 30 percentage points (83% to 53%). This ranks Vestal Hills as #1 in the region among over 50 local K-5 schools. In 2009-2010, the proficiency cut scores rose from 650 to 668. Then, in 2010-2011, the cut score rose again to 671. Despite these rising standards, Vestal Hills' ELA 4 proficiency remains virtually unchanged from 2006-2007. In addition, the test has become longer and more-rigorous to reflect the Common Core Standards.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NYS Math 5 Exam

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient	85	85	98	94	95
Level 4	46	28	47	41	28
Number of students tested	46	54	57	63	43
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>					
Proficient		75			
Level 4		17			
Number of students tested	6	12	6	9	4
<b>2. African American Students</b>					
Proficient					
Level 4					
Number of students tested	2	5	2	1	3
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level 4					
Number of students tested	2	1		2	
<b>4. Special Education Students</b>					
Proficient	0			78	
Level 4	0			11	
Number of students tested	3	4	3	9	6
<b>5. English Language Learner Students</b>					
Proficient					
Level 4					
Number of students tested		4	1		1
<b>6. Asian Students</b>					
Proficient	100	100			
Level 4	83	33			
Number of students tested	6	6	9	3	7
<p><b>NOTES:</b> Vestal Hills' continues to excel regionally in preparing students for college and career readiness. In 2010-2011, Vestal Hills outpaced the region by 22 percentage points (85% to 63%) in "Proficient plus Advanced" achievement. Despite more-rigorous exams, rising standards, and increased student poverty, Vestal Hills' Math 5 achievement has remained #1 in the region out of over 50 elementary schools. In 2009-2010, the Proficiency benchmark changed from 650 to 674. Then, in 2010-2011, the benchmark rose again to 676. Despite rising standards, Vestal Hills' proficiency levels remained unchanged. Moreover, the Math 5 exam has become longer and more-rigorous to reflect the Common Core Standards.</p>					

12NY2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYS ELA 5 Exam

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
650 (07-09)/666 (10)/668 (11)	65	85	100	95	84
711 (07-09)/700 (10-11)	7	25	26	8	11
Number of students tested	46	53	57	62	44
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>					
650 (07-09)/666 (10)/668 (11)		82			
711 (07-09)/700 (10-11)		36			
Number of students tested	6	11	6	9	4
<b>2. African American Students</b>					
650 (07-09)/666 (10)/668 (11)					
711 (07-09)/700 (10-11)					
Number of students tested	2	5	2	1	3
<b>3. Hispanic or Latino Students</b>					
650 (07-09)/666 (10)/668 (11)					
711 (07-09)/700 (10-11)					
Number of students tested	2			2	
<b>4. Special Education Students</b>					
650 (07-09)/666 (10)/668 (11)					
711 (07-09)/700 (10-11)					
Number of students tested	3	4	4	9	7
<b>5. English Language Learner Students</b>					
650 (07-09)/666 (10)/668 (11)					
711 (07-09)/700 (10-11)					
Number of students tested		3			1
<b>6. Asian Students</b>					
650 (07-09)/666 (10)/668 (11)					
711 (07-09)/700 (10-11)					
Number of students tested	6	6	8	3	7
<p><b>NOTES:</b> In 2009-2010, the proficiency cut scores rose from 650 to 666 for ELA 5. Then, in 2010-2011, the proficiency cut score rose again to 668. Since the cut score change, Vestal Hills' proficiency level has fallen from 100% to 65%. This 35-percentage point drop remains above-average for our region. Since 2008-2009, the regional proficiency rate has dropped from 87% to 50%. While the region has dropped by 37%, Vestal Hills dropped by only 35%. Despite these changes, Vestal Hills continues to achieve at Level 4 at twice the regional rate (7% to 3%). Along with the proficiency benchmark changes, the exams have become longer and more-rigorous to reflect the Common Core Standards.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient	85	86	97	96	96
Level 4	38	40	50	40	43
Number of students tested	151	160	162	176	166
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>					
Proficient	72	76	96	100	88
Level 4	31	27	44	39	35
Number of students tested	22	26	27	25	17
<b>2. African American Students</b>					
Proficient	60				
Level 4	9				
Number of students tested	10	9	8	6	5
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level 4					
Number of students tested	4	5	2	2	2
<b>4. Special Education Students</b>					
Proficient	54	71	81	84	91
Level 4	12	35	31	10	12
Number of students tested	16	14	16	19	23
<b>5. English Language Learner Students</b>					
Proficient	0				
Level 4	0				
Number of students tested	0	6	5	6	6
<b>6. Asian Students</b>					
Proficient	100	95	100	94	100
Level 4	61	51	62	61	58
Number of students tested	26	25	21	21	19
<p><b>NOTES:</b> Despite cut scores rising by 34 points and more rigorous exams, Vestal Hills Math 3 proficiency has remained well-above regional average. In 2006-2007, Vestal Hills earned 98% proficiency while the region earned 87% (11 point difference). In 2010-2011, Vestal Hills achieved 80% proficiency despite the region falling to 59% (21 point difference). Despite rising poverty levels and more challenging exams, Vestal Hills has continued to out-perform the region in Math 3 proficiency. In 2009-2010, the proficiency benchmark rose from 650 to 684. In addition, the exam has become longer and more-rigorous to reflect the Common Core Standards.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Proficient	75	81	96	92	88
Level 4	3	25	19	14	14
Number of students tested	151	159	161	169	165
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>					
Proficient	59	73	85	91	82
Level 4	0	30	17	12	12
Number of students tested	22	26	28	23	17
<b>2. African American Students</b>					
Proficient	60				
Level 4	0				
Number of students tested	10	9	8	6	5
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level 4					
Number of students tested	4	4	3	2	2
<b>4. Special Education Students</b>					
Proficient	33	50	79	66	49
Level 4	0	28	10	0	0
Number of students tested	15	14	19	18	24
<b>5. English Language Learner Students</b>					
Proficient	0				25
Level 4	0				0
Number of students tested	0	5	2	2	4
<b>6. Asian Students</b>					
Proficient	84	68	100	94	82
Level 4	3	20	25	23	17
Number of students tested	26	25	20	17	17
<p><b>NOTES:</b> Compared to regional elementary schools, Vestal Hills continues to outperform in ELA 3. Before the 2009-2010 cut score change, Vestal Hills outperformed the region by 19 percentage points (94% to 75%). Since the cut score change, Vestal Hills has outperformed the region by 22 percentage points (76% to 54%). In 2009-2010, the proficiency benchmark rose from 650 to 662. This again rose in 2010-2011 to 663. Despite this second cut score revision upward in 2010-2011, Vestal Hills performed at a higher level than the previous year. In addition, the state exams have become longer and more-rigorous to reflect the Common Core Standards and Six Shifts in Literacy.</p>					

12NY2