

PART I - ELIGIBILITY CERTIFICATION

12NY21

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

12NY21

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 4 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 20807

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: 1
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	34	45	79		6	0	0	0
K	34	24	58		7	0	0	0
1	58	33	91		8	0	0	0
2	39	42	81		9	0	0	0
3	43	48	91		10	0	0	0
4	44	41	85		11	0	0	0
5	36	52	88		12	0	0	0
Total in Applying School:								573

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
12 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % White
2 % 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: 2%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2010	573
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 6

Number of non-English languages represented: 3

Specify non-English languages:

Non-English languages include: Chinese, French, and Arabic.

9. Percent of students eligible for free/reduced-priced meals: 6%
 Total number of students who qualify: 36

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: 10%
 Total number of students served: 57

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>30</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>29</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>14</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>4</u>
Total number	<u>60</u>	<u>4</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:

19:1

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	0%	0%	0%	0%	0%

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

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?

PART III - SUMMARY

12NY21

Our children's success comes with an appreciation for the great support from our staff, parents and community. No one is more important to us than all of our children.

"It is not so much the breath we take in life that matters... it's the things that leave us breathless..." When we take the time to reflect on all of our gifts, we are truly thankful and reminded of children who do, on a daily basis-leave us, "Breathless." -Anonymous

Timber Point Elementary School (TPES) is situated in a suburban hamlet in East Islip. It is bordered by the picturesque Heckscher State Park and is approximately 45 miles east of New York City. TPES is a compassionate learning community where each child is valued and unique. It's an environment where parents and teachers work collaboratively to ensure all children achieve their fullest potential.

Our mission statement is "to celebrate our students' uniqueness and maximize their ability to attain excellence as we guide and prepare them to become responsible citizens of the world".

Timber Point is a risk-free nurturing atmosphere where everyone respects, accepts and embraces the differences among us and inspires learning in various ways. From the Pre-K classroom to the instrumental music room, the voices of joyful, enthusiastic learners abound. As you stroll through the building and acknowledge the various colorful displays and awards, you cannot miss the exuberant feeling of pride that exists in this outstanding school of 578 caring and active members of society.

TPES has a strong foundation in literacy through the use of Foundations, the Wilson program, and our new reading program entitled Treasures. Academic success is reflected in our New York State test scores and overall student achievement. Examples of our student literacy connections are: Book Buddies whereby older students read with younger students and the Book Nook Café, a display of genres located in the cafeteria to be read and shared during lunch periods. Other successful programs were the implementation of a School Postal System which assists in school wide letter writing, and our Letters to Soldiers Campaign, a program of letters and goods sent overseas to our service men and women. Our P.T.A. initiates a cooperative reading program each year called P.A.R.P., Parents as Reading Partners, as well as a Reflections Contest where children from grades K-12 can display their talents through reading, writing, music, art and photography. We also have an updated library/media center which facilitates state of the art technology/ literacy in all grades.

In addition to literacy, students are immersed in a diverse curriculum enabling them to become well rounded citizens and members of the community. We take pride in the fact that two teachers on the intermediate level participated in the Disney Planet Challenge, A National Science/Eco-Based Contest. For the first time in the history of the challenge, a teacher in the fifth grade won first place and another placed second. One fifth grade class was successful in securing a grant for a paper dumpster and recycling bins for our whole school, involved in beach and intercostal cleanups and featured on television and Newsday for eco-friendly projects. A bill written by the students presently stands before Congress for the safe disposal of alkaline batteries.

Each March students participate in a Math-A-Thon to raise money for St. Jude's Children's Hospital. Totals have exceeded 75,000 dollars. Students have learned the importance of giving back to the community. Other projects include: Diabetes Walk, Autism Walk, Scholastic Pajama Project, Thanksgiving Food Drive and Spread the Bread Campaign. In times of national disasters, students helped others in crisis. 1,000 paper cranes were made to raise money for the earthquake in Japan, money was collected for

the victims of Hurricane Katrina and over one hundred pairs of sneakers were collected for the Soles for Souls Campaign.

Students are encouraged to be good citizens at home, school and in the community. TPES has taken an active role in commemorating 9/11. On Veteran's Day, local veterans are invited to TPES to be honored and thanked through a luncheon celebration. TPES students are talented in the arts and many begin their musical careers as early as third grade. We have had an outstanding number of students represent our school at NYSSMA and SCMEA.

Furthermore, we are very fortunate to have a group of volunteer community members who raise funds for the children in our school district called F.T.K., For the Kids Foundation. The FTK is committed to enrich the educational experiences of our children while uniting the school community. Many of these members participate in our School to Business Partnership whereby local business individuals develop programs with students which are incorporated into their daily learning endeavors.

In conclusion, Timber Point is truly an amazing place for students to learn and grow academically, emotionally and socially.

1. Assessment Results:

Timber Point Elementary School (TPES) participates in the New York State Assessment Program. Assessments are administered to students in grades 3-5 in the area of English Language Arts and Mathematics. Students are evaluated according to the performance established by the New York State Education Department. The assessment program for English Language Arts and mathematics consists of 4 performance levels: Level 4: Exceeds Proficiency Standard, Level 3: Meets Proficiency, Level 2: Meets Basic Standard, and Level 1: Below Standard.

For the past five years, TPES students have consistently performed well on New York State English Language Arts and Mathematics assessments with an average of 89% meeting or exceeding English Language Arts state standards and 93% meeting or exceeding Mathematics state standards in grades 3-5. In 2009-2010, the New York State Department of Education changed the cut points between basic and proficient performance levels causing the drop in not only TPES students' scores, but scores of the students across the state.

When looking at scores from 2006-2007 through 2008-2009, which were measured from the previously used cut scores, the percentage of students in grade 3 who met or exceeded the standards increased from 88% to 95% in English Language Arts. Similarly, grade 4 student scores increased from 93% to 95% and our grade 5 students who met or exceeded standards in ELA rose from 93% to 100%.

In reviewing data from 2009-2010 students' scores decreased from the previous testing years in English Language Arts and Mathematics. Scores from 2010-2011 show improvement. The percentage of students meeting or exceeding standards for grade three rose from 77% to 88% and grade four increased from 78% to 82%. There was a small decrease in the scores for students meeting or exceeding standards in fifth grade from 83% to 81%. Mathematics scores for grades three and five also increased: Grade 3 79% to 90%, Grade 5 90% to 91%. There was a small decrease in grade four students meeting or exceeding standards from 87% to 83%.

When looking at the scores of our Special Education students, students scores were lower than general education students. TPES has taken measures to address these concerns. TPES takes various steps to improve student performance and close achievement gaps. Currently, we are in year one of RtI (Response to Intervention), which integrates assessment and intervention within a multi-level program to maximize student achievement. In addition, we have adopted a researched-based reading program—Treasures. There is ongoing assessment included in the program allowing for teachers to constantly monitor student progress. Grade-level action plans are designed. Grade levels analyze individual students' performance and specific skill performance. Struggling students are provided with academic support from the Academic Intervention Support (AIS) teacher, remedial reading specialists, and through structured extra-help sessions.

These scores demonstrate that the students at TPES have maintained their level of progress. Keeping this in mind, we understand and recognize the importance of constantly reviewing curriculum and teaching methods for achieving student academic success.

2. Using Assessment Results:

The teachers at Timber Point Elementary School (TPES) use data to drive their instruction. Data is gathered through formative and summative assessments. Each September, first grade teachers and Kindergarten teachers analyze data from incoming students so they can determine how best they can meet the needs of

each child. In October of each year, Kindergarten, first and second grade teachers administer an Early Literacy Assessment. This assessment benchmarks students reading level based on Fontas and Pinell, letter identification, and hearing and recording sounds. Reading teachers and administration review this data and assist teachers with instructional strategies. Students who do not meet grade level expectations are recommended for remedial services. Assessments are completed an additional two times during the year to assess student growth. Students in grades 2-5 are assessed three times a year in English Language Arts and Mathematics using ThinkLink. This data is shared with classroom teachers and support personnel. Students in grades 3-5 are also assessed weekly using the Treasures reading program. Teachers use all data to make instructional decisions for students as a whole and individually.

Data reports are provided through New York State and Eastern Suffolk Board of Cooperative Educational Services Data Specialists. Reports detail the performance of each of our students on state assessments. Reports are aggregated, disaggregated and individualized. Administrators share information with staff. This is accomplished in several manners: faculty meetings, grade-level meetings, individual teacher data meetings, School Based Inquiry Team and School Improvement team meetings. Results are analyzed and trends identified across grade levels, classes, and individual students. Assessment Data and instructional implementation drive the focus of professional development.

Communicating Assessment Results

Communicating with parents is a priority at Timber Point Elementary School. Communication takes place in many forms between students, parents, and teachers through the use of newsletters and agendas. Parents are welcomed and encouraged to call or email all at Timber Point Elementary School with any questions or concerns about their child. We believe that parents who are informed make for stronger partners in the education of their child.

In September, all parents are invited to “Meet the Teacher” night. Teachers outline the curriculum for the year and provide an overview of state, district, and classroom assessments. Each quarter parents and students receive a report card. Parents of students in grades 3, 4, and 5 also receive a parent Report from the New York Testing Program that provides the child’s level of performance and scale score on both the English Language Arts and Mathematics assessments.

Parents receive communication throughout the year. Teachers meet with parents formally in November to discuss student progress and then informally through the school year. Communication occurs through phone calls, emails, newsletters, PTA meetings and the school website. Parents of students with an Individual Education Plan or who receive Academic Intervention Services are informed about their child’s progress quarterly. Students also are in constant communication in the form of conferences and assessment data. Students are encouraged through modeling, to be reflective learners.

State testing data is reported to the community via the press and Board of Education meetings. Parents are also able to view testing data on the New York State Department of Education website.

3. Sharing Lessons Learned:

Timber Point Elementary School participates in various aspects of shared learning. Teachers participate in professional development workshops and share the lessons learned with colleagues. Teachers also share expertise and knowledge as they participate in school and district committees to share best practice.

In an attempt to initiate the new RTI requirements, our teachers have the opportunity to attend meetings designed to help facilitate the implementation of these new mandates. These district meetings enable teachers to learn what is required, offer techniques on how best to implement these strategies in the classroom and to then bring back information to share with all teachers at TPES. Courses are offered that help teachers learn the best ways to differentiate instruction so that all students may become

successful learners. Once teachers attend these workshops, they bring back the information, techniques, materials and suggestions to share with other professionals in the building in the form of professional development roll-over hours.

Lessons and information are shared with our principal at grade level meetings. Lesson plans, useful data, learning plans and research is also shared during faculty meetings. Guest speakers are invited to these meetings and encouraged to share information as well.

Dialogue at monthly formal principal and district leadership Council meetings provide opportunities to share success, in addition to bi-monthly informal principal meetings. Throughout the year, success is also shared as colleagues visit TPES to participate in building walk-throughs. They are able to see first-hand the practices in place that support student learning and academic success.

Success stories are shared as Timber Point teachers discuss various ways the instructional programs and strategies meet the needs of students at the monthly Excellence in Learning district meetings. These stories are also shared at PTA (Parent Teacher Association) meetings and the monthly PTA President's Council meetings. The building principal and various teachers also present at district workshops and regional conferences. Presentations center on best practices and student achievement.

In closing, everyone at Timber Point utilizes as much information, lessons, and data on an ongoing basis, as possible. We strive to work together closely so that our students reach their true potential.

4. Engaging Families and Communities:

The Timber Point Elementary School has a wonderful parent and community base. The Parent Teacher Association works closely with the staff at TPES to bring programs and a voice to all the families in our community. This is accomplished in a variety of ways including meetings, programs and communications.

As a liaison between parents and the school, the PTA is a venue for involvement and information for our community. The PTA has monthly meetings during which the building principal and teacher liaison participate in discussion with parents and community members about programs, state education mandates and other very important and timely information. We also have members from the PTA represented on many district committees and meetings. They report back at our meetings so that everyone has information.

Timber Point's PTA offers many programs: Book Fairs, Button and Carnation Sales, Boutiques, WINGO, Reflections, and so many more things. We work hard to bring families and community members into our building and our children's education.

Our Veteran's Day Celebration is a highlight for us. It is an opportunity for our children to honor those in our community for serving our country. Many of our children wouldn't have an opportunity to meet and learn from our Veteran's if it weren't for this event. Our VFW and K of C members return many times to our school as a result of the welcome they receive from our children. The children get to hear firsthand about our Vets' experiences. Our teachers then take this opportunity to reinforce the experience with a lesson or letter writing campaign to our active soldiers.

Our Cultural Arts Program compliments lessons in the classroom, such as: Butterfly Exhibits, Indian Journeys, Math Programs, Author visits and the Goldilocks Mock Trial. Many of these programs are offered by community members who share their experiences with the school. For example, the Goldilocks Mock Trial is a program offered by a community member who is an attorney by trade. He works with the staff for about a month to create a hands-on legal experience that matches no other at this level.

Engaging a community in the education of its children is beneficial for all. The well rounded education of our children is paramount to the success of our society.

1. Curriculum:

Timber Point Elementary School follows a rigorous and challenging curriculum aligned with the New York State Learning and Common Core Standards. The teachers and staff allow children to learn and explore many areas of concrete knowledge, and communication which leads to academic, social, and emotional success.

English Language Arts is taught using a combination of Balanced Literacy model and the Treasures reading program. In addition, the teachers at Timber Point worked on a year- long curriculum writing project under the direction of AUSSIE. Teachers worked together by grade level to develop a year-long reading and writing curriculum aligned with the NYSLCCS. This experience provided teachers with the opportunity to work intimately and closely with the NYSCCLS. Teachers were able to look closely at the CCLS and close any gaps that had existed. Teachers worked cooperatively writing our curriculum and sharing ideas for successful teaching practices. Timber Point follows the Writers Workshop model which teaches writing using Lucy Caulkins fundamental writing program.

The creativity of teachers is evident as you walk through our building and see hanging displays from all students. A unified model is evident because the halls are covered in print rich material that covers all curriculums. The Math curriculum is done with support from the Harcourt texts which are used district wide. Students are challenged to use critical thinking skills and apply math concepts to real world situations. Extra help is provided before and after school to encourage mastery learning.

SCIENCE 21 is a K-6 integrated science sequence. Experiences build science conceptual development from unit to unit and grade to grade. There are four units at each grade level with materials kits to conduct activities. The first unit deals with science processes and investigative tools. The other units provide relevant, grade-appropriate experiences in physical, earth, and life sciences.

TPES closely aligns its ESL program to those of the three other district elementary schools. The design is a combination of a pull out and push-in program. LEP students are grouped according to proficiency level with respect to grade level where possible and applicable. ESL methodologies include: Total Physical Response (TPR), Language Experience, Content-based, and Holistic Grammar. Instructional strategies include a balanced literacy approach to reading and writing. In TPES, students participate in guided reading, read-alouds, shared reading, shared writing and interactive writing. Students receive content area support with math concepts, social studies, science terminology, background and introductory lessons.

Students at TPES are provided with Physical Education classes two (K-2) or three (3-5) times per week for forty-five minutes per class. These classes are taught by physical education teachers and follow the New York State Learning Standards. Students are also provided with Art and Music instruction once a week. These special area teachers also follow the state standards.

TPES has a Learning is Forever...Everywhere Classroom Suite. (LIFE SKILLS SUITE)The suite serves as an authentic learning environment specifically designed for extending and enhancing instruction of life skills, used by all people of all cultures and ages. The suite aides in education children academically, socially and emotionally, while instilling in them, an appreciation and understanding of world-wide cultures and people of all places and ages. The learning suite is organized with centers that contain equipment, lesson plans, literature, and music that foster learning. The LIFE SKILLS room helps students become equipped with the skills and knowledge to perform simple Life Skills and appreciate various cultures and people of all ages. These basic skills help ensure healthy growth and development of children and tools that assist them through life.

2. Reading/English:

TPES embraces a Balanced Literacy Philosophy. This approach provided a framework for quality, integrated literacy instruction which could be utilized across content areas. An outside curriculum consultant trained our staff in Balanced Literacy strategies several times throughout the school year. The components of Balanced Literacy consisted of: interactive read aloud, shared, guided, and independent reading. Writing instruction includes writing workshop, interactive, shared, and independent writing. These components included fiction, non-fiction, and all genres. Teacher created materials are currently used in their classrooms. These materials include: reading responses, poetry, genre types, ways readers solve words, and best reading strategies.

Timber Point's current curriculum for 2011-12 school year consists of the Treasures Reading Program for grades 3-5 and Triumphs Reading Program for remedial readers. The Treasures Program is a comprehensive program which includes: phonics, comprehension, vocabulary, fluency, phonemic awareness, story elements, grammar, as well as writing. This program is aligned with the New York State Common Core Learning Standards and provides progress monitoring for the teachers. The Triumphs Reading Program is designed to meet the needs of struggling readers. The stories are written in a condensed format. This includes vocabulary review, shorter text length, comprehension questions, as well as writing.

Timber Point utilizes the Wilson Foundations Program for grades kindergarten through second grade. The Foundations Program helps students acquire foundational reading skills. These skills include phonemic awareness, phonics, fluency, and sight words. Foundations include on-going unit assessments. These assessments identify those students who did not master the skills taught in that unit. A "double dose" (a re-teaching of skills not mastered) is provided. Progress monitoring includes individual probes, which are charted to show a child's progress. The Wilson Reading Program is utilized for grades 3-5 as a remedial tool for students with decoding difficulties. Students are serviced on an individual basis, as well as a small group. A Wilson screening tool is used to determine student placement.

Students performing below grade level also receive small group, differentiated instruction in the classroom. Academic intervention services are provided when students are not meeting grade level expectations. Students performing above grade level are offered the opportunity to utilize above grade level readers from the Treasures Reading Program. In addition, students can work on various research projects. Students are able to choose books on their reading level and take a test to check their comprehension. There are also reading programs available on classroom computers.

3. Mathematics:

Here at Timber Point the language of mathematics is spoken fluently! From kindergarten through fifth grade, math is integrated into the curriculum. Students are encouraged to think mathematically to solve problems that pertain to their everyday lives.

Following the common core standards, students in Timber Point are introduced to mathematics with the use of manipulatives. This allows our students to develop an understanding of concepts before moving to more abstract thought processes. The use of manipulatives allows us to meet students' needs, teach math concretely, and practice math in a way that leads to mastery. Our text book (Harcourt Math) provides us with manipulatives, re-teaching, practice, challenge and assessment books. Our math program incorporates differentiated instruction to meet the various needs of our students and computer accessible materials for teachers and students.

At Timber Point we use a multitude of activities to teach, re-teach, and challenge our students. Activities are aligned with the NYSCCLS. The goals for our students are to achieve success at a rate that is both comfortable to them and at the same time follow the curriculum at a pace that meets all standards by the end of the year. We achieve these goals in various ways such as teaching math across the curriculum. We infuse

math in our reading, ELA, science, and social studies lessons. Teachers incorporate small group lessons, guided math lessons, as well as differentiated instruction into their weekly math lesson plans. A multi-sensory approach and centers are also used. We show videos and utilize the Promethean board to supplement our math instruction. Outside of the classroom, we offer extra help and homework club, where students are given the opportunity to work one-on-one with the teacher to improve their math skills.

As a school, for the past seven years, our students have participated in the St. Jude Mathathon. Children complete age appropriate math activities and collect pledges from sponsors in the East Islip community. We have raised over \$78,000 in this worthy endeavor.

4. Additional Curriculum Area:

Timber Point Elementary Schools strives to instill the mission to create life-long learners and understands the importance of providing students with a rigorous curriculum that prepares them for everyday life. Teachers of students from kindergarten to grade five incorporate the SCIENCE 21 curriculum into their plans to help accomplish this mission. The SCIENCE 21 program involves students in hands-on, inquiry-based science, and math, language arts and technology activities. Through deliberate sequence of instruction, lessons address New York State Learning Standards for Mathematics, Science and Technology.

The SCIENCE 21 program is correlated and aligned to the key ideas, performance indicators and the major understandings that are found in the New York State Education Department's two publications, Elementary Science Core Curriculum, K-4 and Intermediate Level Science Core Curriculum, Grades 5-8. In addition, SCIENCE 21 has now been aligned with the recently adopted Common Core State Standards. SCIENCE 21 fosters a learning environment in which students have the opportunity to become independent as well as collaborative inquirers, problem solvers and self-directed learners. There are four units at each grade level with materials to conduct all the activities. Student science activities are a balance between process and content. Kindergarten students at Timber Point Elementary School use their senses to learn about and appreciate science through each of their four units of study. Students in grade one learn how to organize, investigate, and identify things in their world. Grade two students have the opportunity to observe and measure within their units of study. Students in grade three use the resources provided to them in the SCIENCE 21 kits to learn how scientists make investigations. Grade four students learn about systems, food chains and webs, and simple machines. Students in grade five at Timber Point Elementary School learn about chemical, environmental, micro world, and human interactions.

5. Instructional Methods:

TPES teachers are mindful of the unique needs of our student body. The faculty at TP believes that Differentiated Instruction is critical in providing for the needs of the diverse student population we serve. Students are afforded the opportunity to participate in lessons that are differentiated. Lessons enrich and expand student learning, and are planned to increase the comprehension of concepts. Students are exposed to whole and small group instruction, and at times individualized instruction in the classroom setting. Differentiating instruction gives all students the opportunity to demonstrate what they know, what they understand, and what they are able to do.

Instruction at TP is modified or supplemented to ensure high levels of student learning and achievement. Learning is enhanced using various methodologies to differentiate curriculum. Howard Gardner's theory of Multiple Intelligences has been used as a resource at TP. Teachers are aware of student's individual learning styles and provide opportunities for practice using a variety of materials. Also, teachers utilize their knowledge of Bloom's Taxonomy to scaffold their questioning to prepare assignments that enhance student thinking. All students are given the opportunity to participate in extra-help before or after school, as well as enrichment activities that extend opportunities to work on a topic.

TPES utilizes technology to support instruction. Classrooms have at least four computers for gathering information, conducting research, and assessing skills. In addition, each classroom is equipped with a projector that has the ability to project information for the whole class to view. Brain Pop video clips are used to introduce new topics, to enhance comprehension, and assess student learning. Discovery Education is used to engage students in a lesson, re-teach concepts, or provide students with different perspectives on a topic. Teachers have Promethean Boards available to interactively teach lessons and all classes have access to the computer lab. Our computer lab is run by a teacher's assistant who supports the teacher's objectives and helps the students achieve their goals. Students have created power point presentations for social studies and science. Moreover, some of our fifth grade students have been granted iPads from their Disney Planet Challenge prize money for use in their classroom. The children in Timber Point also have the opportunity to use the Solo Software Program which is an interactive computer program which can read and write out loud. The more challenged students can read, write, edit, and revise independently using this computer program.

6. Professional Development:

The purpose of the East Islip School District long-range Professional Development Plan is to establish highly focused and effective on-going opportunities needed to address the needs and demands of the teaching professionals. It is expected that each participant adapt the Professional Development Plan presented and apply it to his or her teaching environment and professional obligations.

Professional Development themes were derived from a needs assessment issued to all professional staff. The top-rated needs or interest areas identified by the staff were the following:

- Differentiating instruction
- Infusing literacy throughout the curriculum
- Motivating the reluctant learner
- Integration of technology across the curriculum
- Developing students' conceptual understanding of mathematics
- Applying response to intervention strategies when working with at risk students
- Fostering a spirit of community and service by teaching students ethics and responsibilities
- Understanding and application of Common Core Learning Standards

Teachers have access to an array of relevant courses in their area of expertise through the Teachers' Center course offerings. Teachers can participate on-line or attend workshops which concentrate on enhancing instruction and improving student performance. These courses are aligned to the New York State Learning Standards and are related to individual student learning needs. Teachers are required to extend their professional development by attending an additional six hours of course work. Collaboration with colleagues, along with team level and multi-grade meetings, allow teachers time to develop district approved programs and instructional methods. District goals, initiatives and standards, as well as SED mandates, are guided by data on student achievement from a multiplicity of sources.

Another example of how East Islip School District promotes professional development is through the implementation of a required one year mentoring experience. It involves the assistance of an exemplary teacher and other appropriate individuals from a school or institution of higher education. It is a comprehensive teacher training, that consists of structured guidance and regular consistent on-going support for beginning teachers. It is designed to help all teachers continue to improve their practice of teaching and develop their instructional skills, while monitoring student learning.

Our districts long range professional development plan sustains and extends the commitment of the district to promote continuous inquiry and embeds professional growth in daily school life. "Continuing development is a mark of a true professional, an on-going effort that is never completed." –Charlotte Danielson

7. School Leadership:

For many years Timber Point Elementary School has had structured leadership. This experience allowed for student achievement to flourish. The principal and school building leaders worked at developing school goals via the School Improvement Team and individual student goals through the instructional Support Team meetings. The School Improvement Team consists of representation from each grade level, Teacher Assistants, clerical, paraprofessionals, and parents. The principal and teacher facilitator attend district-wide meeting and share information.

The principal attends district and regional meetings. The information gathered at these meetings is disseminated through faculty meetings, grade level meetings, and individual teacher data meetings. In addition, the principal shares pertinent information regarding assessments and curriculum to parents at PTA meetings.

There is a partnership that is evident at Timber Point Elementary School between the principal, teachers, staff, and parents. The principal has an open door policy for all. The principal is collaborative and believes that “no one is as smart as all of us”—Michael Fullan. Ideas for student growth are shared during teacher meetings and as a result of observations and walk-throughs. Teachers are all to take risks and challenge themselves.

Timber Point Elementary School has developed a sense of community and working together. This is evidenced in the many activities that students and faculty take part in. Teachers also take time to work together to discuss best practice to develop lessons to meet the many needs of students. During the course of the year, many committees meet to explore and implement various ideas. Decisions for all committee and teams are made through consensus.

During the course of the day, the principal can be seen in the hallway greeting students and parents. Teachers have many opportunities to discuss issues or concerns with the principal and students welcome the principal into their classrooms on a daily basis. Parents are an integral part of the running of Timber Point Elementary School. Teacher leaders and school administration understand the role that parents play in helping students to achieve. Parents are involved in all types of activities at Timber Point Elementary School. Activities range from serving on school and district-wide committee to volunteering at the book fair.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mathematics

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and exceeding standards	90	79	100	98	100
Exceeding standards	21	35	44	31	51
Number of students tested	84	91	66	108	86
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and exceeding standards					
Exceeding standards					
Number of students tested	4	7	3	9	5
2. African American Students					
Meeting and exceeding standards					
Exceeding standards					
Number of students tested		1			
3. Hispanic or Latino Students					
Meeting and exceeding standards					
Exceeding standards					
Number of students tested	7	8	2	3	2
4. Special Education Students					
Meeting and exceeding standards		100			
Exceeding standards		20			
Number of students tested	5	10	4	6	6
5. English Language Learner Students					
Meeting and exceeding standards					
Exceeding standards					
Number of students tested					
6.					
Meeting and exceeding standards					
Exceeding standards					
Number of students tested					
NOTES:					

12NY21

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: English Language Arts

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meeting or exceeding standards	88	77	95	89	88
Exceeding standards	13	24	38	21	19
Number of students tested	84	91	66	109	86
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or exceeding standards	100	71	67	80	80
Exceeding standards	25	14	0	10	0
Number of students tested	4	7	3	10	5
2. African American Students					
Meeting or exceeding standards		100			
Exceeding standards		0			
Number of students tested		1			
3. Hispanic or Latino Students					
Meeting or exceeding standards	100	75	100	100	100
Exceeding standards	0	38	50	0	50
Number of students tested	7	8	2	3	2
4. Special Education Students					
Meeting or exceeding standards	0	10	100	50	50
Exceeding standards	0	10	0	0	0
Number of students tested	5	10	4	6	6
5. English Language Learner Students					
Meeting or exceeding standards					
Exceeding standards					
Number of students tested					
6.					
Meeting or exceeding standards					
Exceeding standards					
Number of students tested					
NOTES:					

12NY21

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Mathematics

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and exceeding standards	83	87	98	99	96
Exceeding standards	36	50	60	51	55
Number of students tested	90	68	102	84	114
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and exceeding standards	60	80	100	100	100
Exceeding standards	20	40	43	67	100
Number of students tested	10	5	7	3	1
2. African American Students					
Meeting and exceeding standards	0				100
Exceeding standards	0				100
Number of students tested	1				1
3. Hispanic or Latino Students					
Meeting and exceeding standards	86	100	100	100	100
Exceeding standards	43	50	33	33	100
Number of students tested	7	2	3	3	1
4. Special Education Students					
Meeting and exceeding standards	50	100	83	75	40
Exceeding standards	0	0	17	25	0
Number of students tested	8	3	6	4	5
5. English Language Learner Students					
Meeting and exceeding standards			100		
Exceeding standards			50		
Number of students tested			2		
6.					
Meeting and exceeding standards					
Exceeding standards					
Number of students tested					
NOTES:					

12NY21

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: English Language Arts

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meeting or exceeding standards	83	87	98	99	96
Exceeding standards	36	50	60	51	55
Number of students tested	90	68	102	84	114
Percent of total students tested	100	100	99	100	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					
Meeting or exceeding standards	60	80	100	100	100
Exceeding standards	20	40	43	67	100
Number of students tested	10	5	7	3	1
2. African American Students					
Meeting or exceeding standards	0				100
Exceeding standards	0				0
Number of students tested	1				1
3. Hispanic or Latino Students					
Meeting or exceeding standards	86	100	100	100	100
Exceeding standards	14	0	0	33	0
Number of students tested	7	2	3	3	1
4. Special Education Students					
Meeting or exceeding standards	25	66	50	50	40
Exceeding standards	0	0	0	0	0
Number of students tested	8	3	6	4	5
5. English Language Learner Students					
Meeting or exceeding standards			100		
Exceeding standards			0		
Number of students tested			2		
6.					
Meeting or exceeding standards					
Exceeding standards					
Number of students tested					
NOTES:					

12NY21

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Mathematics

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meeting and exceeding standards	91	90	99	97	99
Exceeding standards	46	44	64	55	51
Number of students tested	70	102	86	113	116
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and exceeding standards	67	82	100	100	100
Exceeding standards	33	36	0	100	50
Number of students tested	3	11	3	1	2
2. African American Students					
Meeting and exceeding standards			100	100	
Exceeding standards			0	0	
Number of students tested			1	1	
3. Hispanic or Latino Students					
Meeting and exceeding standards	100	66	100	100	100
Exceeding standards	66	33	66	100	66
Number of students tested	3	3	3	1	3
4. Special Education Students					
Meeting and exceeding standards	100	100	66	40	83
Exceeding standards	0	25	0	0	50
Number of students tested	4	4	3	5	6
5. English Language Learner Students					
Meeting and exceeding standards					
Exceeding standards					
Number of students tested					
6.					
Meeting and exceeding standards					
Exceeding standards					
Number of students tested					
NOTES:					

12NY21

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: English Language Arts

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meeting and exceeding standards	81	83	100	96	93
Exceeding standards	10	20	20	11	14
Number of students tested	70	101	86	113	116
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and exceeding standards	67	80	100	100	100
Exceeding standards	0	20	0	0	0
Number of students tested	3	10	3	1	2
2. African American Students					
Meeting and exceeding standards			100	100	
Exceeding standards			0	0	
Number of students tested			1	1	
3. Hispanic or Latino Students					
Meeting and exceeding standards	100	100	100	100	100
Exceeding standards	0	0	0	0	0
Number of students tested	3	3	3	1	3
4. Special Education Students					
Meeting and exceeding standards	75	75	100	40	50
Exceeding standards	0	25	0	0	0
Number of students tested	4	4	3	5	6
5. English Language Learner Students					
Meeting and exceeding standards					
Exceeding standards					
Number of students tested					
6.					
Meeting and exceeding standards					
Exceeding standards					
Number of students tested					
NOTES:					

12NY21

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
SCHOOL SCORES					
Meeting and exceeding standards	87	85	98	97	98
Exceeding standards	33	42	57	45	52
Number of students tested	244	261	254	305	316
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting and exceeding standards	70	78	100	100	100
Exceeding standards	18	30	23	38	50
Number of students tested	17	23	13	13	8
2. African American Students					
Meeting and exceeding standards	0	100	100	100	100
Exceeding standards	0	0	0	0	100
Number of students tested	1	1	1	1	1
3. Hispanic or Latino Students					
Meeting and exceeding standards	94	92	100	100	100
Exceeding standards	41	30	49	42	66
Number of students tested	17	13	8	7	6
4. Special Education Students					
Meeting and exceeding standards	52	100	84	66	76
Exceeding standards	0	17	30	6	23
Number of students tested	17	17	13	15	17
5. English Language Learner Students					
Meeting and exceeding standards	0	0	100	0	0
Exceeding standards	0	0	50	0	0
Number of students tested	0	0	2	0	0
6.					
Meeting and exceeding standards	0	0	0	0	0
Exceeding standards	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NY21

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meeting or exceeding standards	84	81	97	94	92
Exceeding standards	20	29	40	25	30
Number of students tested	244	260	254	306	316
Percent of total students tested	100	100	99	100	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					
Meeting or exceeding standards	70	77	92	85	87
Exceeding standards	17	22	23	21	12
Number of students tested	17	22	13	14	8
2. African American Students					
Meeting or exceeding standards	0	100	100	100	100
Exceeding standards	0	0	0	0	0
Number of students tested	1	1	1	1	1
3. Hispanic or Latino Students					
Meeting or exceeding standards	94	84	100	100	100
Exceeding standards	5	23	12	14	16
Number of students tested	17	13	8	7	6
4. Special Education Students					
Meeting or exceeding standards	29	35	76	46	47
Exceeding standards	0	11	0	0	0
Number of students tested	17	17	13	15	17
5. English Language Learner Students					
Meeting or exceeding standards	0	0	100	0	0
Exceeding standards	0	0	0	0	0
Number of students tested	0	0	2	0	0
6.					
Meeting or exceeding standards	0	0	0	0	0
Exceeding standards	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

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