



# PART I - ELIGIBILITY CERTIFICATION

12NY3

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

12NY3

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)  
 (per district designation): 0 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
2 Total schools in district
2. District per-pupil expenditure: 15508

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
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>	19	14	33
K	12	19	31		<b>7</b>	0	0	0
1	10	14	24		<b>8</b>	0	0	0
2	21	11	32		<b>9</b>	0	0	0
3	16	20	36		<b>10</b>	0	0	0
4	27	12	39		<b>11</b>	0	0	0
5	30	8	38		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								233

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
3 % Black or African American  
0 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
96 % White  
1 % 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: 11%

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.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2010	233
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

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

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 27%

Total number of students who qualify: 65

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 19

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</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>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>14</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>9</u>
Paraprofessionals	<u>2</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>0</u>
Total number	<u>31</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:

17:1

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	95%	95%	97%	97%	97%
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>
<b>Total</b>	<b><u>0%</u></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?

The mission of the Chazy Central Rural School District, in partnership with its students, their families and the entire community, is to enable all students to maximize their potential to lead productive and fulfilling lives. Founded in 1916, the school was the first centralized rural school in New York State. The original school building was entirely financed by philanthropist, William H. Miner and his wife Alice. A commitment to excellence was reflected in the quality of the materials utilized to build the original school, but more importantly in what was offered to and expected of the children in the building. It is a school where tradition is of great importance. Our motto is "Chazy Central Rural School, where the past and the present shape the future." Mr. Miner's legacy continues today and includes a significant financial contribution each year from the Miner Foundation of Chicago, Illinois to supplement that of the taxpayers of Chazy.

We are a small rural school located in Clinton County in northeast New York, 15 miles from the Canadian and Vermont borders. There are approximately 4200 residents in the town. Our largest employer, Pfizer Pharmaceuticals announced its intention to leave our region two years ago. Few remain employed at the facility as it reaches final closure. It has been a stressful time for the residents of Chazy. Despite the difficulties that our community has faced, a commitment to their children continues.

When one focuses on the consistent excellent student assessment data results there are many reasons to celebrate. Chazy is a school that expects and promotes academic excellence, respect for school and country and where respect for tradition is embraced. William H. Miner had a vision and expectation for this rural community that they have every opportunity that those in larger, more urban areas have. This is represented in his quote, "It would be very difficult to find in any city a student body so well behaved, so earnest in purpose, and so thoughtful and appreciative of the opportunity for obtaining a well-balanced education, as are the school children of Chazy."

There is a genuine, palpable commitment to student success by all members of the school community. Amongst the staff, there is a diligent effort to provide students with safety, nutrition, and resources which foster a strong foundation for academic success. Faculty, along with aides and assistants, differentiate instruction to ensure academic success at all skill levels. Despite challenging times, parents and guardians, along with the community, continue to provide support both financially and participatory. Our Board of Education continues to keep students in the forefront of even the most difficult decisions. The administration humbly facilitates and leads all stakeholders to provide an enriched academic environment where children can thrive.

Though the school is noted for its long standing traditions, it also welcomes and participates in new initiatives designed to encourage success. One such initiative is its participation as a PBIS (Positive Behavior Intervention and Supports) school. Be respectful, be safe and be responsible are our anchor statements. Staff communicates in a common language and provides an environment where students can succeed. Students are respectful and treated with respect. This is often demonstrated and commented upon by visitors. One would be hard pressed to find a school where the community is more supportive and has higher expectations for its children than ours.

Examples of Chazy traditions include a commitment to public speaking. Though not tested in any state assessment, it remains as one of the areas that the school fosters. Each year, performances by our kindergarten (gym show), first grade (play), second grade (play), third grade (continent presentations), fourth grade (Olympics), fifth grade (science fair) and sixth grade (fun day), are highlights of the year. A visit to a school assembly will feature students silently entering, being led into our auditorium by 6th grade ushers carrying the American Flag. Classes are seated after the Pledge of Allegiance is recited.

Appropriate behavior is the rule and not the exception. Additional traditions include celebration of William H. Miner Day where all of our elementary students participate in activities designed to familiarize themselves with works and projects of Mr. Miner.

The Blue Ribbon Award would be a tremendous honor for our students, staff, administration and community. We are humbled to be considered for an award that would place us in the company of the best schools in the United States. Achieving Blue Ribbon status is a unique honor that would be treasured by our worthy school community.

### 1. Assessment Results:

At Chazy Central Rural Elementary School, students in grades 3-6 take the New York State English Language Arts and Mathematics Assessments. Student performance is divided into four performance levels based upon a scaled score. The four levels are as follows:

Level 1 Below Standard; Level 2 Meets Basic Standard; Level 3 Meets Proficiency Standard; and Level 4 Exceeds Proficiency Standard.

Beginning with the 2009-2010 school year results, the New York State Education Department raised the English Language Arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.'

We strive for student success in all curricular areas. Continual assessment and review of the assessment data is necessary to determine what students have learned, and what areas need to be addressed to move a struggling student to a proficient level.

Although we have 5 years of data, only the last two assessment years are based on the same achievement standard. For the 2006-2009 assessment period, our student population met proficiency or better 95% of the time in math and 90% in ELA. Our 2010-2011 data indicates that our students scored at a proficient level or better in math that is 27% higher than the county average and 26% higher than the New York State average. In ELA, our students scored at a proficient level or better that is 23% better than the county average and 22% better than the New York State average.

We are unwilling to rest on our laurels and have accepted the challenge of higher standards and continue to raise the expectations of our staff and students. We provide high quality professional development to support our faculty in their fastidious efforts to build rigorous and relevant lessons. We utilize data to better align teaching with grade level standards, and aid implementation of the Common Core Learning Standards. These efforts afford us the opportunity to support even our most challenged learners.

Comparing our data from 2009-2010 to that of our most recent 2010-2011 school year for grades 3-6, we note that our intervention strategies have met with success.

In 2010-2011 students in grades 3-6 demonstrated high achievement in math with an average of 88% of the students scoring at proficient level or above. Our sixth graders continue to show high level of achievement scoring at a 94% rate of meeting the proficiency standard or better. This trend reveals a positive correlation between our ongoing focus on curricular alignment and efforts to expose students to a robust math curriculum which exceeds state grade level expectations.

In ELA, percentages of 3-6 grade students scoring at a proficient level or above in 2010-2011 was 8% higher than the 2009-2010 year. Though scores were impressive and gains were demonstrated we

will continue to focus on how to assist more students to achieve the proficient standard. We continue to embed English Language Arts skills across the curriculum to continue this upward trend.

One area that we made significant ELA gains with was last year's 6th grade. During the 2009-10 school year, as 5th graders, 47% scored at a level 3 or 4. We realized that this was in great part due to the change in cut scores and had the 2008-2009 standard been applied, better than 90% would have achieved a level 3 or 4. We also acknowledged that in order for significant gains under the new standards to occur we would need to deploy appropriate resources. In order to meet the proficiency standard, teachers worked collaboratively to create meaningful lessons including the use of 6+1 Trait Writing Program, met individually with students to guide and improve writing and reading comprehension skills, held regular AIS (Academic Intervention Service) classes, utilized the Reading Specialist and teaching assistants to aid students during ELA instruction, worked to ensure that students with IEP's (Individualized Educational Plan) were fully integrated into the classroom as appropriate, sent home weekly notes and five week reports, conducted monthly parent meetings when necessary, and used in-school resources such as our student advocate and ARRA (American Recovery and Reinvestment Act) employees. All of these targeted efforts helped students to increase their scores from a 47% proficiency rate in fifth grade to a proficiency rate of 83% in sixth grade. Had the cut score been used from years 2006-2009, 100% would have earned the proficient standard.

In addition to the change in cut scores, our overall scores have also been directly impacted by an increased mobility rate. This has occurred due to the loss of our largest employer in our community. Though many of our families found ways to remain in the community, it is true that we lost some very fine students who were forced to move from the area. Since we are a small school, losing a few students at a grade level can have a statistical significance on the percentage of students who achieved at the 3 or 4 level.

To address sub group populations, that tend to score lower, we instituted several supports. Among the interventions in place include the employment of a student advocate, the continued opportunity for students to attend an after school homework assistance period, use of student mentors referred to as "Eagle Buddies," and an ongoing effort by staff to have high expectations for all students. The programs described above, though open to all students, are designed and targeted by the district to serve our most needy students.

We are proud of our students' success and look forward to our continued efforts to provide strategies and opportunities that assist them to excel.

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

We recognize that assessment data is an integral piece of providing appropriate instruction for students. Placed in the hands of caring, dynamic, resourceful teachers it is powerful. Chazy Central School systematically utilizes a variety of data resources to encourage and promote learning.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a data collection tool used by our elementary teachers to systematically collect information that can indicate difficulties with foundational reading skills such as fluency and phonological awareness. Since this data is collected by the classroom teacher, necessary curricular adjustments can be implemented immediately. These results are also utilized by the district's reading specialist to better support reading deficiencies.

Our IST (Instructional Support Team) is a group that meets bimonthly to discuss students and recommend response to intervention supports. This team utilizes a data driven approach to determine appropriate interventions and assess the success of current student programs. These efforts are to ensure success for all students.

We use nySTART, which is the New York student management system that allows school administrators and teachers to track and analyze student data. All teaching staff have access to nySTART and therefore student data is at their disposal to view and tailor academic interventions based on data driven discussions. It also is an accessible tool to look at item analysis, so that areas of concern can be identified.

Our teachers work with our local educational data analyst from Champlain Valley Educational Services who facilitates discussions with teams of teachers during the year to identify programmatic areas of strength and weakness. Additionally, she is an exemplary resource to assist teachers to best prepare our students for consistently changing state assessment requirements. It is an invaluable partnership that serves this school and our students well.

We have established a Data Inquiry Team. One purpose is to look at spiraled assessments throughout the year to ensure that we have students on target to meet the New York State Standards. Review of the assessment results occurs at the team and teacher level.

One of the most effective elements of data use is during grade level team meetings. At these meetings, data is discussed utilizing the wisdom that individual teachers possess. Though we know that the state assessments are one component that drives instruction, we also realize that it is merely one measure. The day to day assessment that teachers make and ongoing efforts to provide AIS (Academic Intervention Services) to those students who are struggling with literacy or math standards is crucial to student success.

We are a PBIS (Positive Behavioral Intervention and Supports) school that collects data on student behavior. This is routinely reviewed by members of the PBIS team during monthly meetings with the goal of improving the learning environment for all students. In addition, data is shared with the school community, and periodic assemblies occur where targeted behaviors are encouraged.

We also recognize that it is important for parents, the community and students to be aware of student accomplishments. Parents are informed of student achievement through multiple means that range from daily notes home, email, telephone conversations, student agendas, 5 week progress reports, 10 week report cards, opportunities to attend student led events, and the results of yearly assessments. The community is kept informed of student achievements through a periodic newsletter that cites each class and their activities as well as through a collaborative effort with our local media. Students themselves receive direct feedback from teachers through their daily interaction, as well as our student of the month awards, honor roll and yearly award assembly.

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

Sharing lessons learned occurs primarily through our extensive support of the teacher education program at Plattsburgh State University College. Our teachers host elementary education students for one or more large blocks of time during the school year. This past year, we hosted approximately 40 students from the college. Though we are a small school, we are a large player in the teacher education program. Teachers have selflessly given of their time with no remuneration in order to give back to the profession. While doing so, teachers in the education program learn some of what it is like to be a teacher, participate in instruction, and work cooperatively with our teachers to develop lessons.

We as a school have also hosted education students from colleges throughout the state in the areas of physical education, physical therapy, administration, and speech pathology. Though we are small, we have certainly done our part to advance the careers of others and share our experiences.

Our teacher-mentor program is another way in which we share lessons learned. Some of the mentoring program, for fledgling teachers, occurs within our school, working alongside veterans, and some in collaboration and cooperation with neighboring districts. This collaborative opportunity has been

successful, as it not only allows new teachers to survive, but to thrive. Our teacher-mentor program was designed collaboratively between the Chazy Teachers' Association and administration. The design minimizes lost teaching time; reducing the impact on students' daily academic routines.

We regularly participate in our local CVES (Champlain Valley Educational Services) Math and ELA Forums as well as participate in the regional scoring of state assessments. The forums encourage districts to share best practices. During regional scoring, educators from all districts collaborate on the various methods employed to prepare our students for state examinations. We have found these forums to be an excellent opportunity to share and to learn.

Perhaps overlooked by many; sharing amongst our staff has become ubiquitous in our school. The human capital that is evident within this school is praiseworthy. Staff does not allow others to flounder, whether the teacher is a new teacher, a substitute or a long term substitute. Teachers learn most from each other and not from a top down administrative edict. Teachers share productive long standing practices that maintain the tradition of excellence. Staff clearly share their expertise with little fanfare or expected return.

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

Chazy is a school that is rich in tradition and continuously strives to include community members in all of its successes. In the beginning of the year, we open the doors to our school to welcome parents and give them an opportunity to meet with teachers. This is an opportunity for parents to become acquainted with grade level expectations and curriculum. Throughout the year, there are ample opportunities for parents and community members to observe and interact with the students. They may get to hear a speech, attend a science fair, or visit a presentation about continents around the world. Our community members enjoy reading our periodic newsletter, as it keeps them involved in school events and highlights successes. Our PTO (Parent Teacher Organization), meets once a month and discusses various events that can bridge the community, parents, faculty, and students. This organization is held in high regard and is a wonderful community link to the school.

Our students go above and beyond to demonstrate citizenship among our community. Our "K-kids" may be found collecting food for the local food shelf, raising money to buy books, or sending care packages to our troops abroad. Annually, a portion of the proceeds from our school's book fair is donated to the local Chazy Public Library. On any given day, you may see a retired senior volunteer reading with children in the primary grades. These community members are invaluable, and graciously give of their time to support our students. Another community group brings therapy dogs in to "listen" to our students read. The dogs provide a loving and non-judgmental audience. This provides every student with the opportunity to feel success. During the holidays, our students are found throughout the community, and various nursing homes, spreading holiday cheer, delivering cookies, and caroling. In addition, many students participate in selling angels to raise money for the Make-A-Wish Foundation. One night a year, the students have the opportunity to enjoy "Kids Night Out." This evening allows students to participate in several activities including arts and crafts, cooking, dancing, swimming, and games.

Every March, our students, along with their families, are challenged to work as a team to meet a reading goal. This program is called Parents as Reading Partners, where students are expected to read each night with a family member, in order to receive weekly rewards. When students and parents work together, great success is inevitable.

At the end of the school year, our students and the community look forward to our Awards' Ceremony. During this presentation, students are recognized for their outstanding achievements in both academics and community involvement. This allows students to take ownership of their success and provides them with a sense of accomplishment.

## 1. Curriculum:

### English Language Arts

Our K-6 curriculum is aligned with the New York State Learning Standards for English Language Arts. These four standards are: Students will read, write, listen and speak for information and understanding, literary response, expression, critical analysis and social interaction. Along with the use of our chosen Scott Foresman research based program, teachers supplement curriculum daily to meet these four standards. Primary classes utilize 60-90 minute uninterrupted blocks daily for reading and writing instruction. Teachers incorporate centers, technology, and small and whole group instruction to meet the needs of individual students. Intermediate classes use a combination of research based and literature based approaches. Students are able to develop reading and writing skills as well as take an in-depth look at a variety of literature, thus fostering lifelong readers. Additionally, students are expected to independently read and demonstrate comprehension in a variety of ways, including written reports, speeches and projects. As part of the core reading curriculum, students are assessed every 5-6 weeks to provide data that can be utilized in student program adjustments; meeting all students' current instructional level. Weekly comprehension tests and fluency checks, that utilize "cold reads" and standardized scoring, are tools that aid our continuous effort to develop proficient readers and writers.

### Math, Science, Technology

Students in grades K-5 utilize the Scott Foresman/Addison Wesley textbook and materials to incorporate the ten strands of the New York State math curriculum. Weekly math assessments are spiraled to ensure students' understanding of previous taught concepts. This balanced approach, between textbook and hands-on activities with a variety of manipulatives, differentiates instruction for all learning styles. In order to ready our students for the challenges of middle school, students in 6th grade utilize the Glencoe math series. This provides a continuum of program and allows students to transition successfully.

Teachers follow the New York State Science Standards through a variety of instructional materials. A student-centered approach uses non-fiction literature, experiments, inquiry, technology, analysis, and field trips. Research skills, vocabulary development, reading and writing are built into our science program to promote cross curricular learning. In addition to the typical curricula, we are fortunate to have the nearby William H. Miner Agricultural Research Institute for students to visit and see the working of an internationally respected facility.

Technology is an integral part of all subject areas. Interactive white boards, using SMART technology allow teachers to present activities and information in an attractive format. Technology enhances our lessons by providing students with various stimuli, which support multiple intelligences and learner styles. This approach allows for differentiation in whole group instruction, and fosters interest to maximize student potential.

Students receive weekly computer instruction. Collaboration occurs between the technology instructor and grade level teachers to assist students to produce projects of high quality. This is also an area where students receive education in internet etiquette and safety.

### Social Studies

The Social Studies curriculum at Chazy Central Rural School is versatile and in alignment with New York State Social Studies Standards, scope and sequence. Students are exposed to current events through

the use of Time for Kids magazine, Scholastic News, and local news publications to develop an understanding of the world around them. In grades K-6, students explore other cultures around the world through non-fiction literature, research, and technology. Students in fifth and sixth grade are also exposed to other cultures through weekly French and Spanish classes. Social Studies is integrated into our present reading program to bridge the curriculum. Our strong connection to the Miner Institute provides students with a link into local history and an appreciation for community/school traditions.

## The Arts

In following with Mr. Miner's vision when founding our school, the arts are strongly emphasized to provide a well-rounded education. Students partake in weekly music and art classes, along with projects, that are aligned with multiple content areas in the New York State curriculum. To provide cross-curricular instruction, art and music teachers collaborate with classroom teachers to allow support for core subject enrichment. Grade level productions and performances enhance listening and speaking skills in alignment with ELA standards. The arts encourage our students to develop self-confidence, creativity, and imagination.

## Physical Education

Our physical education program is aligned with New York State Standards, and designed to address the importance of physical education and its relationship with educating the "whole" child. Students participate in weekly physical education classes where they experience developmentally appropriate activities intended to foster necessary motor skills and movement patterns to promote physical fitness. In addition to the typical experiences one might have in a school facility, we have an aquatic program for all elementary students. Chazy's location on Lake Champlain makes learning to swim appropriate, even necessary. Water safety is emphasized, as are the benefits of swim as a physical activity.

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

At Chazy, reading instruction begins before our students even reach their Kindergarten classroom door. Students are given a set of materials, known as a "practice bag" to familiarize themselves with the skills needed to be ready for kindergarten. To help our students acquire the foundational reading skills they need to be successful, we chose to use a research based program. The Scott Foresman reading series, "Reading Streets" is the primary tool used for reading instruction. This reading series provides our teachers with the framework and common language needed for reading success across grade levels. Every day teachers utilize 60-90 minutes of time for reading instruction and centers. During this reading block, students work on a series of literacy skills such as phonemic awareness, phonics, fluency, high-frequency words/vocabulary and a plethora of comprehension strategies and skills. This time allows teachers to provide differentiated small group instruction based on more specific skill needs. Leveled readers are used to provide support for struggling readers, and at the same time challenge our most successful readers. Every teacher utilizes a SMART Board, or Mimio, to enhance reading instruction. Another component of the Scott Foresman series is "My Sidewalks". "My Sidewalks" is a research based, intensive reading intervention program which mirrors the classroom curriculum both in skills and topics. Both our K-3 and 4-6 Special Education teachers utilize this program with their students and find great success.

The reading specialist works closely with the classroom teachers in order to support the classroom curriculum with appropriately leveled materials for struggling readers. Small group instruction for these students is provided in a variety of ways either within the classroom, or in a pull out model. If we see that students are not making progress in a small group, one-to-one instruction is incorporated. The goal of these interventions is to get them back on track so that they can attain the same level of success as their peers. We also provide our struggling readers with Wilson Foundations support (K-2) and the Wilson Reading System (3-6). These programs provide students with a multisensory approach to learn the

necessary skills to become successful readers. Students, who are deemed eligible, may also receive AIS reading and writing.

We take our students' reading success very seriously, thus we carefully and consistently monitor our student growth and progress in a variety of ways. All students in grades K-6 are assessed using the DIBELS, three times per year. If students do not score on or above grade level expectations (green), they are progress monitored at regular intervals. Strategic level (yellow) students are progress monitored at least once every month, while intensive level (red) students are progress monitored bi-weekly. Every effort is made to ensure that our interventions are successful for our struggling readers, and that no child's growth is left stagnant. Along with the DIBELS, our students in grades 2-6 complete a "cold read" fluency assessment every week in order to monitor their application of comprehension strategies.

The overall goal is to instill a confidence and love of reading, in order to promote lifelong learning among our elementary students.

### **3. Mathematics:**

The objective of our math curriculum is to deepen conceptual understanding by creating meaningful connections for all students and convey strong, sequential connections through the use of various hands-on manipulatives and technology. We are fortunate to have interactive white boards in each classroom that use SMART technology. After researching various math series several years ago, we chose the Scott Foresman-Addison Wesley series for grades (K-5) and Glencoe for grade 6 which provides a transition to programs utilized in grades 7-12. Both texts follow the robust New York State Learning Standards and Core Curriculum. Using a consistent program throughout our elementary building allows staff and students to use a common mathematical vocabulary that can be heard daily throughout our school. We provide all students with the knowledge and understanding of mathematical skills needed to become successful in today's ever challenging society.

As a small rural school, we are able to integrate many unique instructional methods to improve the mathematic skills of all students. Collaboration among staff is a daily occurrence within our building. The result is that we are able to provide a sequence of skills that is both vertically and horizontally aligned. Our faculty takes ownership of student assessment results; we take pride in assisting all students to meet with success. Our building is unified under this common goal, which creates a sense of responsibility to excel for our students, as well as our colleagues. This fosters student preparation for each grade level, along with state expectations. Senior citizens are an asset, as they are utilized to assist students in mastering their math facts, as well as challenging advanced students.

Teachers use various resources to differentiate mathematics instruction to meet the needs of all. Though we have very few AIS (Academic Instructional Service) providers, we view this as a unique opportunity to provide assistance at the classroom level. Since our classroom teachers are responsible for monitoring academic deficiencies, they are better able to understand student struggles and how best to remediate, as they interact with students on a daily basis. The use of data analysis from the New York State Mathematical Assessment, as well as from our own spiraled benchmarks, further facilitates our faculty's ability to identify curriculum gaps; enabling adjustments to existing programs that meet class and individual student needs. Additionally, our IST (Instructional Support Team) supports our classroom monitoring efforts by suggesting alternative instructional methods to enhance student success.

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

Music and Visual Arts: The arts help all students to develop multiple capabilities for understanding and deciphering images in a symbol-laden world. The arts are an integral part of a program of general education for all students at Chazy Central Rural School.

In music class, students learn about a wide variety of musical concepts. The youngest students work to establish their singing voice and perform a steady beat. As students advance through the program, they learn to perform on classroom instruments including the recorder. They also study composers, music theory, world music, patriotic music, and learn about many other important musical concepts.

Students in fifth grade have the opportunity to begin instruction on a musical instrument. Students in sixth grade may be a member of Elementary Band. This group rehearses twice a week and performs at four concerts during the school year. The Elementary band introduces students to contemporary and traditional band literature. They study correct fingerings, proper breath support, playing position, articulations, instrument care and maintenance, rhythms, scales, dynamics, and intonation.

The art teacher collaborates with the classroom teachers to reinforce and explore many of the skills taught in the common core learning standards. Students see firsthand, when they employ the skills of the common core learning standards, the quality of their work increases. High quality work standards are always expected and modeled by the school community in Chazy. Displays of student art are interspersed with work of Chazy Central Rural School's private art collection permanently on display throughout the school. The school's private collection includes original children's book illustrations, sculpture, historic engravings, and murals of local and national history.

Skills gained in the computer classroom and the library is integrated into art units. Students meet their goals in the art program by creating art that is inspired and produced through the process of research, creative problem solving, planning, and production. Upper level students choose images to work with based on a unit theme, such as "The Living Organisms of Lake Champlain." Students research their chosen image using nonfiction texts in the library, art room and computer classroom. The importance of the creative process is taught and evaluated on an ongoing basis. Students value the art they produce because they have a personal interest in the images they choose to work with. Students are always given as much time as they need to create quality work. This is achieved through differentiated instruction and extended instruction time in the final period of the day.

## **5. Instructional Methods:**

We recognize that not all students learn in the same manner. Our teachers provide differentiated instruction that appeals to the auditory, visual and kinesthetic learner.

In reading, we realize that whole group instruction is not solely the best method of providing instruction. Flexible reading groups are established through daily qualitative and quantitative assessment. Students receive guided reading instruction that is targeted for students of similar ability. This allows for instructional scaffolding for reading skills and strategies. Students also participate in partner reading activities; often partners consist of heterogeneous learning groups where learners on all sides of the spectrum can benefit.

Literacy centers are an integral part of tailoring daily instruction for all students. Students work independently, or in small groups, on learning activities that are designed to review and practice previously learned material. Center activities utilize different learning styles and multiple intelligences which hone in on various student subgroup needs, allowing all students to master skills.

To provide reading enrichment the "Junior Great Books" program is used in grades 2-6 to challenge above grade level readers. Students are engaged in small group discussions that promote higher level thinking skills. Questions and conversations are then generated by the students that are challenging and thought provoking.

Both our K-3 and 4-6 Special Education teachers utilize the Scott Foresman “My Sidewalks” reading program. “My Sidewalks” is a research based, intensive reading intervention program which mirrors the classroom curriculum both in skills and topics at each student’s instructional level.

In mathematics, we realize that we must create lessons that are relevant. Teachers present tiered lessons, establish centers and have students work in cooperative groups so as to address the different learning styles of students. Math is an area where students take advantage of technology that is available in each classroom and are able to practice skills at their level of challenge.

In addition to the instruction that is provided in the classroom, aides and assistants, a speech pathologist, as well as a reading specialist provide appropriate supports so that each student can work toward meeting their academic potential. These supports allow for an array of instructional settings and appropriate teacher to student ratios; allowing students to cultivate their learning in an environment with necessary support.

Specific intervention programs that are designed to supplement classroom and support methods include Wilson Foundations in grades K-2, Wilson Reading System in grades 3-6, an extended school period for extra help, and homework club. Technology is also utilized to differentiate not only instruction, but experiences. Assistive technological devices aid students with physical impairments, along with BOCES (Board of Cooperative Educational Services) support services. The “SMART Response System” is available to teachers to allow all students to respond to discussions; without fear of reprisal for a wrong answer. This promotes classroom interaction and creates a truly “least restrictive environment” for all students. Mimios, with SMART technology, adorn our classrooms and assist teachers in providing engaging lessons to the 21<sup>st</sup> Century student; this visual and kinesthetic stimulus enhances lessons in order to reach all types of learners. These supports provide differentiation for all students; enhancing the ability to achieve success, regardless of variables that can hinder learning.

Lastly, our school librarian is a vital member of our school team; encouraging and assisting students to choose books that are of interest. Additionally, she coordinates our yearly "Book of the Month" theme and initiates incentive programs to promote reading by all students.

## **6. Professional Development:**

Yearly professional development is a collaborative effort between staff and administration designed to improve instruction. This endeavor most recently has led to some modification in how we serve our students and in student outcomes.

In English Language Arts, teachers have participated in professional development designed to familiarize them with the DIBELS assessment, implementation of 6+1 Trait Writing, Wilson Foundations, Wilson Reading System, implementation of a research based reading program and thorough presentations designed to make staff aware and comfortable with the curricular shifts, as we move to the Common Core Standards.

In mathematics, we instituted a consistent math series. Prior to implementation, staff was provided in-service training to educate them on how best to utilize the series. Presently we are engaged in a development designed to assist teachers to align math instruction with the Common Core Standards. Additionally, teachers have attended workshops designed to encourage use of manipulatives; supporting our visual and kinesthetic learners. Teachers willingly share information they have learned at these workshops in order to share pedagogical practices with other faculty.

Our staff received thorough RTI (Response to Intervention) training. As a result, we have become better able to meet the needs of our students. Due to this endeavor, our faculty is well versed in the implementation of data driven strategies. A core team of faculty has also participated in more in-depth

training and serves as a resource for other staff members. This has resulted in a decrease of referrals to the committee on special education.

All elementary staff received in-service training from our occupational and physical therapists. This has led to a better understanding of the sensory motor challenges that some children experience in the classroom and the kinds of interventions that can be provided by teachers to address these concerns.

Significant professional development was provided to encourage full instructional integration of interactive white boards. As a result, teachers are eager to use this tool to enhance lessons, and students enjoy their regular opportunity to use this device.

Most recently we implemented a Data Inquiry Team. A core team of teachers were provided training to develop systematic procedures to ensure we are readying students to meet grade level expectations.

Though this is not an exhaustive list of professional development in recent years, it is representative of activities that have led to consistently high student academic achievement.

## **7. School Leadership:**

This school has two seasoned, highly visible administrators that have daily interaction with students. The principal is currently in his 32<sup>nd</sup> year in education, having served his last 8 as elementary principal in Chazy. In addition to an elementary principal, we are well served by a director of special education who is in her 22<sup>nd</sup> year and her 8<sup>th</sup> year in her role at Chazy. These individuals work collaboratively to ensure that staff has the appropriate tools to best assist students. They are active listeners who provide timely responses to students, parents and staff.

When the principal meets parents, he is quick to exclaim that he loves this school, and that he will treat their children like his own, except better. This is reflected in the manner that he works with students, staff and parents. He has an open door policy and embraces shared decision making and shared responsibility.

The office of the Chazy Director of Special Education is housed in the elementary wing of the building, and the director is easily recognized by students. She works diligently to ensure that students are given appropriate support services. She is a problem solver and works tirelessly to ensure that students are well served.

Most impressive is the administrative team's cooperative efforts to support student achievement. Our administrators conduct yearly evaluations of staff members and provide constructive feedback that is evidence based. They are facilitators and not bosses, respected by students and not feared, and encourage teachers to take responsibility for student academic growth. They truly believe that all students can learn and are dedicated to providing the resources to ensure that this occurs.

The administration coordinates staff development that encourages Chazy to maintain its presence as an area and state educational leader. They promote staff attendance at vital and necessary development opportunities. They support review and curricular change based on data and work to minimize lost academic time. Recent initiatives come in the form of development activities in the area of Response to Intervention and implementation of the Common Core Standards. Ongoing release time is dedicated to staff meetings so that data analysis is continually reviewed and appropriate interventions are implemented.

They welcome community involvement, and are supportive of the traditions that make this a wonderful place to live and learn.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: NYS Examination

Edition/Publication Year: 2011 Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3/4	85	78	100	100	95
Level 4	21	27	36	20	43
Number of students tested	39	37	39	45	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3/4	69	64	100		92
Level 4	15	9	10		17
Number of students tested	13	11	10	9	12
<b>2. African American Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>4. Special Education Students</b>					
Level 3/4					
Level 4					
Number of students tested	4	7			5
<b>5. English Language Learner Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3/4					
Level 4					
Number of students tested					
<p><b>NOTES:</b> For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect</p>					

students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: [http://www.oms.nysed.gov/press/Grade3-8\\_Results07282010.html](http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html)  
[http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

12NY3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 3 Test: NYS Examination

Edition/Publication Year: 2011 Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3/4	85	70	87	84	79
Level 4	5	24	5	14	10
Number of students tested	39	37	39	44	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3/4	77	45	80		67
Level 4	8	18			
Number of students tested	13	11	10	9	12
<b>2. African American Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>4. Special Education Students</b>					
Level 3/4					
Level 4					
Number of students tested	4	7			5
<b>5. English Language Learner Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3/4					
Level 4					
Number of students tested					
<p><b>NOTES:</b> For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the</p>					

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12NY3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: NYS State Examination

Edition/Publication Year: 2011 Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3/4	86	94	85	89	98
Level 4	43	33	23	37	41
Number of students tested	35	33	48	38	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3/4	69		64		100
Level 4	15		9		8
Number of students tested	13	7	11	9	12
<b>2. African American Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>4. Special Education Students</b>					
Level 3/4					
Level 4					
Number of students tested	7		5	6	5
<b>5. English Language Learner Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3/4					
Level 4					
Number of students tested					
<p><b>NOTES:</b> For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the</p>					

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12NY3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 4 Test: NYS Examination

Edition/Publication Year: 2011 Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3/4	63	70	83	79	83
Level 4	0	9	2	3	8
Number of students tested	35	33	48	38	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3/4	38		55		55
Level 4					
Number of students tested	13	7	11	9	11
<b>2. African American Students</b>					
Level 3/4					
Level 4					
Number of students tested		1		1	
<b>3. Hispanic or Latino Students</b>					
Level 3/4					
Level 4					
Number of students tested				1	
<b>4. Special Education Students</b>					
Level 3/4					
Level 4					
Number of students tested	7	1	5	6	5
<b>5. English Language Learner Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3/4					
Level 4					
Number of students tested			1		3
<p><b>NOTES:</b> For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the</p>					

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12NY3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 5 Test: NYS examination

Edition/Publication Year: 2011 Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3/4	88	93	97	95	98
Level 4	30	27	57	42	71
Number of students tested	33	45	35	38	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3/4				92	
Level 4				17	
Number of students tested	7	9	7	12	5
<b>2. African American Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>4. Special Education Students</b>					
Level 3/4					
Level 4					
Number of students tested	3				
<b>5. English Language Learner Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3/4					
Level 4					
Number of students tested					
<p><b>NOTES:</b> For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the</p>					

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12NY3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 5 Test: NYS Examination

Edition/Publication Year: 2011 Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3/4	76	47	97	84	90
Level 4	18	9	40	8	24
Number of students tested	33	45	35	38	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3/4				67	
Level 4					
Number of students tested	7	9	7	12	5
<b>2. African American Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>4. Special Education Students</b>					
Level 3/4					
Level 4					
Number of students tested	3				
<b>5. English Language Learner Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3/4					
Level 4					
Number of students tested					
<p><b>NOTES:</b> For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the</p>					

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12NY3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 6 Test: NYS Examination

Edition/Publication Year: 2011 Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3/4	94	94	97	100	91
Level 4	50	81	59	46	43
Number of students tested	48	36	37	41	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3/4	91		100		
Level 4	36		42		
Number of students tested	11	7	12	9	6
<b>2. African American Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>4. Special Education Students</b>					
Level 3/4					
Level 4					
Number of students tested	6	7	5		8
<b>5. English Language Learner Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3/4					
Level 4					
Number of students tested					
<p><b>NOTES:</b> For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the</p>					

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[http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

12NY3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 6 Test: NYS Examination

Edition/Publication Year: 2011 Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3/4	83	89	92	81	73
Level 4	10	17	19	2	5
Number of students tested	48	36	37	42	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3/4	73		83	50	
Level 4			8		
Number of students tested	11	7	12	10	6
<b>2. African American Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>4. Special Education Students</b>					
Level 3/4					
Level 4					
Number of students tested	6	7	5	6	8
<b>5. English Language Learner Students</b>					
Level 3/4					
Level 4					
Number of students tested					
<b>6.</b>					
Level 3/4					
Level 4					
Number of students tested					
<p><b>NOTES:</b> For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the</p>					

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12NY3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Level 3/4	88	89	94	96	95
Level 4	36	41	42	35	49
Number of students tested	155	151	159	162	169
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>					
Level 3/4	70	73	90	92	88
Level 4	17	20	25	15	19
Number of students tested	44	34	40	39	35
<b>2. African American Students</b>					
Level 3/4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Level 3/4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Level 3/4	59	71	50		66
Level 4	5	28	0		11
Number of students tested	20	14	10	6	18
<b>5. English Language Learner Students</b>					
Level 3/4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Level 3/4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12NY3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Level 3/4	77	67	89	82	81
Level 4	8	14	15	6	11
Number of students tested	155	151	159	162	167
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>					
Level 3/4	59	40	75	65	62
Level 4	2	8	4	2	3
Number of students tested	44	34	40	40	34
<b>2. African American Students</b>					
Level 3/4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	1	0	1	0
<b>3. Hispanic or Latino Students</b>					
Level 3/4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	1	0
<b>4. Special Education Students</b>					
Level 3/4	40	46	40	33	27
Level 4	5	0	0	0	0
Number of students tested	20	15	10	12	18
<b>5. English Language Learner Students</b>					
Level 3/4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Level 3/4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	1	0	3
<b>NOTES:</b>					

12NY3