

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Brian Aylward

Official School Name Rosendale Elementary School

School Mailing Address Rosendale Elementary School, 2445 Rosendale Road
Niskayuna NY 12309-1309

County Schenectady

State School Code Number* 530301060005

Telephone (518) 377-3123

Fax (518) 377-1098

Web site/URL <http://www.nisk.k12.ny.us/rosendale/index.html>

E-mail baylward@niskyschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Dr. Kevin Baughman

District Name Niskayuna Central School District Tel. (518) 377-4666

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Barbara Mauro

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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

DISTRICT

- Number of schools in the district:
 - 5 Elementary schools
 - 2 Middle schools
 - Junior high schools
 - 1 High schools
 - Other
 - 8 TOTAL
- 2004-2005 Approved Operating Expense per pupil: \$8448
 2004-2005 State Average Approved Operating Expense per pupil: \$9250

SCHOOL

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
- 15 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
- Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | | | | 7 | | | |
| K | 37 | 22 | 59 | 8 | | | |
| 1 | 39 | 43 | 82 | 9 | | | |
| 2 | 27 | 31 | 58 | 10 | | | |
| 3 | 44 | 33 | 77 | 11 | | | |
| 4 | 28 | 33 | 61 | 12 | | | |
| 5 | 30 | 25 | 55 | Other | | | |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 392 |

10. Students receiving special education services: 8%
33Total Number of Students Served

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>5</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>13</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>1</u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>3</u> Multiple Disabilities | |

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> | |
| Classroom teachers | <u>16</u> | <u>1</u> |
| Special resource teachers/specialists | <u>9</u> | <u>6</u> |
| Paraprofessionals | <u>1</u> | |
| Support staff | <u>22</u> | <u>1</u> |
| Total number | <u>49</u> | <u>8</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1
13. Show the attendance patterns of teachers and students as a percentage.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96 % | 96 % | 96 % | 96 % | 96 % |
| Daily teacher attendance | 98% | 97% | 97% | 97% | 97% |
| Teacher turnover rate | 6% | 14% | 8% | 0% | 4% |
| Student dropout rate (middle/high) | % | % | % | % | % |
| Student drop-off rate (high school) | % | % | % | % | % |

PART III - SUMMARY

Rosendale Elementary is located in the town of Niskayuna, New York, within the county of Schenectady. The student population numbers approximately 388. Our Social/Economic status is considered upper middle class with a diverse population of students. Culturally, the percentage of Hispanics is 1% and the Asian population factors in at approximately 13%. The school structure is kindergarten through fifth grade with a full inclusion program for special needs students. We have seventeen main stream teachers along with five full time and one part time special educator. For therapists, we have three part time teachers. Rosendale has one full time teacher for each of the special areas; art, music, library and physical education. Our physical education department also has one part-time teacher. The teachers are all counted as Highly Qualified in the state report. Rosendale also has a staff of twenty-five. The class size is 22 + / - 2.

Rosendale's Mission statement is to stimulate the students' natural curiosity and creativity to inspire the students to become life-long learners who believe in their own potential with a mutual respect and compassion for others.

At Rosendale, we take this mission as a way of life. Students and teachers are encouraged to try new ways of learning; to incorporate all their senses; to be creative in their approach to learning. All are expected to develop into life long learners. The teachers and staff show by example how to be life-long learners. We are committed to help our students' progress both academically and socially based on their developmental levels and their various learning styles.

There is strong home to school connection that is cultivated by the use of teacher driven WEB pages for each classroom, weekly reporting to parents through newsletter format or email and one on one conferences as needed. Rosendale has an active PTO, which also values and supports our mission of life-long learners. As such, the PTO gives funding for the teachers to continue to learn and hone skills through conferences. The PTO also provides funding to bring quality character education programs and cultural and fine arts presentations to the Rosendale population. The PTO currently is funding, as a line item, the development of a leveled trade book library for the building.

As a faculty and staff we have developed a well-rounded curriculum, kindergarten through grade five, which is integrated and includes hands on activities and modifications to insure students' progress in all areas of the curriculum. In order to ensure success at an early age, we have developed creative early intervention programs that the teachers and parents embrace. Rosendale also has creative programs that incorporate learning through multi intelligences for our students in the upper grades. Both these models of successful intervention programs are based on testing data, research or best practices and our own district developed student assessment tools. We use these various forms of data to develop our curriculum in kindergarten through grade five as well as to help us, as educators, refine our teaching methods to meet the needs of all of our students. Examples of our teaching methodologies range from the use of fluid groups across our curriculum, modification and differentiation of curriculum when necessary as well as enrichment programs for our students who score above grade level.

These methods combined throughout the academic year allow us to teach our students with their learning styles in mind while recognizing their potential, assets, and areas they need to strengthen. We have found that by developing a well-rounded curriculum, supported by realistic expectations; methodologies based on action research, testing, and data collecting from our various assessments, our students not only respect their own learning styles, but also respect the learning styles of their peers. This attitude certainly blends into our building level character education program and we see our students display, both verbally and by their actions, mutual respect and compassion for each other and the various adults in their lives.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Rosendale Elementary uses an array of assessments from the State as well as District developed tools to assess students. These are used to evaluate student progress and plan for appropriate instruction and intervention. In the area of English-Language Arts and math our teachers use the district-developed curriculum based assessment in grades K-4.

The district has developed a K-4 English Language Arts alternative assessment different from the state assessment that evaluates the five elements of reading as identified by the National Reading Panel which include comprehension (understanding of what is read), fluency (accuracy and rate of reading), vocabulary (word knowledge), phonological awareness (how sounds work together), and phonics (the ability to use sounds to read and write). This alternative assessment is primarily administered in a one to one setting. This allows the teacher to target the individual student's performance level. The classroom teacher also uses the reading series benchmark inventories in a group setting to gain additional information about student need. Recognizing that alternative assessment is not norm-referenced, Rosendale also uses the Gates-McGinitie to link to national and local norms thus giving a total picture of the student.

The district also provides curriculum-based assessments in math. The teachers K-5 evaluate student math skills by one on one and group testing of number sense and operations (knowledge and manipulation of numbers), algebra (understanding and using symbols and patterns), geometry (understanding features and properties of shapes), measurement (time, temperature, weight, volume in non-standard, standard and metric units), statistics (gathering and interpreting and comparing data), probability (predicting the likelihood of an event). The teachers use an inventory and mid year progress assessment. They also use ongoing chapter and unit tests and quizzes. Informal measures and probes are gleaned from observation, anecdotal notes and work samples.

New York State English-Language Arts and Math assessments are given in grades 3-5. Student scores are reported as performance levels. A Level 1 score means that the student is not meeting learning standards. A Level 2 score shows that the student is partially meeting learning standards. A Level 3 score shows that the student is meeting learning standards. A Level 4 score indicated that the student is meeting learning standards with distinction. This information can be found on the New York State Education Department website at www.emsc.nysed.gov/sar/

Teachers at Rosendale use the results from the state and the district assessments to inform instruction and determine need for intervention and acceleration. From the data, we identify academic subgroups of students that need additional assessment from our reading specialists, special educators or our school psychologist. Remedial students are targeted by the use of multiple indicators such as scoring below a 3 on the state assessment, below the 36%ile on a Norm referenced test (Gates-McGinitie) and/or demonstrating classroom performance below grade level expectations as determined by the alternative assessments.

Children who have exceptional learning needs, whether they are in need of enrichment or struggling are discussed at our bi-monthly Child Study Team Meetings. The team brainstorms strategies to maximize potential and meet instructional needs. Further testing may be indicated at the meeting such as individual testing by the psychologist/therapists to tease out students who need an Individualized Education Plan or a 504 through the Committee on Special Education or the 504 committee. We also provide accelerated groups for those students who demonstrate above grade-level performance.

2. Using Assessment Results: Rosendale uses a team based, interdisciplinary approach through use of district and state assessments to plan effective instruction for each child. Teachers use this data to identify academic subgroups such as accelerated, grade level, remedial, or special needs. After identifying a subgroup, the teacher(s) perform further assessment in the subgroups to develop appropriate goals, objectives and skill specific instruction. Probes are then used on a continual basis to monitor the effectiveness of the instruction, for new goal setting, for the restructuring of groups, and refinement of

instructional methods. The students are continually moving between subgroups to better meet their instructional needs.

At Rosendale we look at assessment data over multiple years to determine if there are trends in student performance. This may indicate strengths and needs in our delivery of instruction. For example, one trend noted was difficulty with encoding. The school addressed this need by researching and implementing programs such as the Wilson Level One and Foundations. There is a direct correlation as evidenced from district assessments between the Foundations Program and the improved writing abilities of first grade students. Due to the efficacy of this instructional method, we have expanded the program into kindergarten.

This approach of data analysis is also used to help improve programming and student instruction for the accelerated population. By looking at the data from the assessments we also found that there were a high number of students performing above grade level who were not challenged by the curriculum and materials. Therefore teachers researched, engaged in professional development and piloted the Junior Great Books shared inquiry model of instruction. Teachers, parents and students reported a higher level of motivation, engagement and excitement about learning.

3. Communicating Assessment Results: Rosendale believes in focusing on the child not the test. We start by explaining that our purpose is to teach them strategies and skills necessary to become proficient learners in all areas of the elementary curriculum. We explain that the purpose of the assessment is to measure their progress and achievement towards that goal. We use the data to provide individual feedback for each child. This allows us to modify and refine our goals, and expectations for each child. When the results come in, we have a one on one dialogue with each child to highlight their strengths and areas of needs. We then develop small groups with similar needs and again communicate the group's focus. To help the child's progress with the goals, we communicate to the rest of the staff and parents.

Parents and community are informed through a variety of methods. The community at large receives the Report Card on Education through the media; the districts' Our Schools is mailed to every home. Parents of Rosendale students also have the opportunity, through PTO presentations to learn about on state and local assessments before they occur. After the tests, parents are notified in writing of their child's performance level. Individual meetings occur with parents whose children are targeted for intervention from either the state or local assessments. Phone conversations further highlight the instructional methods that will be used to address specific needs. Student goals are written and shared in writing to other teachers, and parents, and are reviewed with the child. This informs all of the direction the instruction will take, so all can support and take a role in the child's success. Parents continue to receive AIS (Academic Intervention Service) reports, and classroom report cards. The teachers also continue with face to face and phone conversations when needed. This allows us to continue to evaluate, refine and sometimes change instruction as the child progresses.

4. Sharing Success: Rosendale teachers have shared a number of successful programs with other schools, states and communities. On the state level Rosendale teachers shared the character education program with other schools in the district and were recognized by the Lieutenant Governor as an exemplar of integrating Character Ed throughout our school setting. Teachers have also shared successful health and nutrition programs, special education programs, and physical education programs. Rosendale teachers have been invited to be presenters at international conferences, state conferences and lecturers at local state and universities.

Rosendale has developed a strong relationship with the local university community, which involves training a number of interns and student teachers. The principal and teachers present best practices as well as successful behavior interventions. Some faculty members are adjunct professors at private colleges in the area. These opportunities have allowed the Rosendale faculty to share resources and instructional practices with undergraduate and graduate students to help them develop and apply best practices within their own classrooms.

Other school districts have come to Rosendale to observe specific programs pertaining to meeting students' needs through curriculum and social programs. Districts looked at Rosendale's model of successfully integrating special needs students K-5 without the use of self-contained classrooms. Within the district we regularly share assessment techniques, the teaching of strategies and skills across the curriculum as well as models of successful intervention. Rosendale developed a book of comprehension instructional strategies that can be used to help K-5 teachers strengthen student skills. The reading and special education teachers shared these materials with other elementary teachers and administrators in the district. Rosendale teachers also share classroom successes and strategies of instruction through the use of district newsletters.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Rosendale’s curriculum is based on New York State standards, district guidelines, district created scope and sequence tables, and our school based process of research and professional development. We modify and extend our curriculum based on current assessment results and student need.

Literacy is the cornerstone to accessing information and understanding concepts in all other core areas. Students need to be literate in order to be successful in the learning process. The language arts curriculum incorporates four core areas: reading, writing, speaking and listening. The goal of the curriculum is to enable students to read, write, listen, and speak for information and understanding; for literary response and expression; for critical analysis and evaluation; and for social interaction.

The goals of the math curriculum are for all students to become proficient in computation and demonstrate an ability to problem solve as well to communicate their mathematical thinking and reasoning in a variety of ways. Common threads across our grade levels include number sense and operations, algebra, geometry, measurement, and statistics and probability.

The foundation of the social studies curriculum is to inform students of economic, social and political concepts and how they relate to themselves, society, and the world. Students explore and experience such areas as family, different communities and cultures, history, geography, government and the interdependence of people and nations.

Inquiry forms the basis for our science curriculum. Students experience the scientific method through a series of hands on activities from the Elementary Science Program, a product of the Monroe-Orleans BOCES. We supplement and extend these units with media, fieldtrips, and visits from community volunteers.

Our art curriculum is based on the New York State Learning Standards for the Arts. Major areas include knowing and using art materials and resources, responding to and analyzing works of art, and understanding the history and contributions of art. Students create works of art and share them with others, including the community.

The library/media/technology program promotes a love of reading and teaches the skills necessary to be effective users of information. The media center program supports the curricular needs of the classroom teacher by providing guidance, materials and instruction that is fully integrated with classroom instruction.

Activities that promote physical, mental, social and emotional development in children are at the heart of the physical education curriculum. Students participate in activities that encourage physical fitness and small and large motor skills. Teamwork and sportsmanship are woven through units of study.

Our music curriculum is based on Dr. Edwin Gordon’s Music Learning Theory. The movement portion is based on Phyllis Weikart’s Education Through Movement. Students become active participants in class through singing, dancing, musical games, listening to and playing musical instruments.

We believe to engage students in content rich curriculum and achieve a depth and breadth of understanding teachers should integrate the core areas together and differentiate the curriculum for those students functioning above or below grade level. We strive to plan activities that allow students to make connections across curriculum areas. For example, students might visit a pond and study environmental vocabulary words in science, use the library to research and take notes on pond plants and animals, write a research report during language arts, illustrate the report with accurate drawings, and present some of their findings in a Power Point presentation. It is through this connected approach that students consistently demonstrate their understanding of curriculum concepts.

2. Reading: No one reading curriculum fits all students. Students have varying strengths and weaknesses as well as different learning styles. We feel the best way to meet those needs is to use a combination of research-based reading programs and approaches. The faculty has used several sources of information as a basis for choosing the curriculum currently implemented including New York State

standards and district guidelines. Teachers have made observations of other districts' current practices, and have brought back information from conferences. We have extended our knowledge through reading recent research and publications, and our own ongoing school-wide professional development. We continually analyze district and state assessment results to inform and refine our instructional practices.

It is our belief that an effective reading curriculum needs to address the five major components of reading: phonological awareness, phonics, vocabulary, fluency, and comprehension. As one tool, the district selected Scott Foresman basal series which addresses all five components. To focus on phonological awareness and phonics in the primary grades, our school uses the Wilson Foundations program and the Rosendale Encoding and Decoding program. As a result of implementing these two programs, our students have become stronger and more fluent readers and writers.

To strengthen our vocabulary and comprehension instruction, our faculty studied Strategies That Work, by Stephanie Harvey and Anne Goudvis, for two years. All teachers use a common vocabulary and sequence of comprehension skills with their students. To provide direct instruction teachers work with small and large groups to model and teach the effective use of comprehension strategies. Read aloud and trade books are selected to integrate curriculum areas and reinforce reading skills and strategies. To foster higher order comprehension skills, grade 2, 3 and 5 use the Junior Great Books Series, a collection of short stories to use with the shared inquiry model for literature discussion. Teachers also use literature circles based on Harvey Daniels model to promote the five components of reading in a small group differentiated setting.

Upon graduating Rosendale, the majority of our students are able to read and comprehend material above grade level. Our major goal is to create life-long readers and writers.

3. Additional Curriculum Area: Rosendale's school mission is to "stimulate the student's natural curiosity and creativity; and to inspire the students to become life-long learners who believe in their own potential with a mutual respect and compassion for others". Our school's social studies curriculum relates to our school's mission statement in many ways.

In all grade levels students demonstrate their knowledge of key social studies concepts and essential skills by participating in authentic and relevant experiences. A major area of study for the kindergarten program is social living. The students in our kindergarten classes learn about the Hawaiian culture through reading stories, learning the language and songs, and movement and dance. This culminates in a luau performance for the parents and community. First graders learn about family, school and neighborhood. Through the use of the National Junior Achievement program, first grade students learn about community members and how they can be a part of their community. Students establish relationships with the parent volunteers who participate in the program. In second grade learning about the three types of communities - rural, urban and suburban - is explored through creating a scale model of gingerbread community. Students follow rules and work together to make decisions to create the community. Students "travel abroad" in third grade to compare world communities. They make authentic food, create stories and flags for that country. Fourth graders learn about the heritage of New York State through their study of immigration. Students create fictional passports and simulate some of the activities and feelings of people at that time. In fifth grade students research famous Americans and demonstrate their understanding by "becoming" that person in a wax museum. Rosendale students, faculty, parents, and community members are invited to the event where each student, dressed as their subject, gives a short presentation and answers audience questions.

It is through the many integrated activities of our social studies curriculum that we strive to inspire our students to become life-long learners.

4. Instructional Method: Our teachers hold the common understanding that no one instructional method meets the needs of every child. As a result, teachers are adept at delivering instruction in a variety of ways. All teachers use a multi-sensory approach involving direct instruction. Across the grade levels, teachers also use small-group differentiated instruction to tailor the curriculum to individual students. Many of our teachers have participated in workshops promoting instruction based on brain

research. These teachers have shared their learning with our faculty and, as a result, all teachers understand the link between learning and brain function. All students are involved in hands-on learning to help create authentic connections between the content and their lives. Scientific inquiry and higher-order questioning are used in every classroom to help students broaden their understanding and comprehend at a deeper level. At the intermediate level, students are engaged in project-based learning across the curriculum. Literature circles and Junior Great Books are used to foster higher-order thinking skills for all children.

Center-based instruction is used at the primary level to allow teachers to differentiate instruction by selecting materials and activities that meet the needs of a broad spectrum of learners. Our school holds the belief that early intervention is a powerful tool to accelerate students learning and prevent future learning difficulties. Classroom teachers work with students in small groups or individually to target and maximize reading and math skills. In addition, our reading specialists provide one-on-one instruction in reading based on Marie Clay, Donna Scanlon & Frank Vellutinos' work.

One powerful example of how our teachers vary the delivery of instruction is the study of the Iroquois at the fourth-grade level. Students are involved in building an actual longhouse in the woods behind our school. Parents and community members also help in the building of the longhouse and delivery of lessons. Our custodian presents a lesson on flint making and the physical education teacher presents a lesson on Native American sports. All curriculum areas are involved in the Iroquois study. Students read and create legends, make wampum belts, grow corn, beans and squash, and cook authentic food.

It is through this multi-sensory instruction that we believe all children can be successful learners.

5. Professional Development: Rosendale has a strong history of school-based professional development. Teachers decide on a topic for professional development based on class assessment results and student need. A group of teachers study research and make a plan for the faculty to commit to an in-depth study.

In our two-year study on comprehension, a group of teachers chose the book Strategies that Work by Stephanie Harvey and Anne Goudvis. Eight faculty meetings were devoted solely to the study and discussion of the book. Prior to each meeting, teachers read a portion of the book and reflected on discussion questions. Teachers then discussed the specific comprehension strategy and how it could be used at each grade level. As a follow up to the study of each strategy, teachers developed a lesson to implement in their classrooms. Upon reflection, they summarized their lesson and shared it with their colleagues. During the second year we observed the strategies in action by watching the companion video series. We also developed a scope and sequence for instruction, a common vocabulary to use school-wide, and a teacher resource binder. We then shared the resource binder with other buildings in our district. As we listen to our children's thoughts when reading we are surprised and delighted by their insights and connections.

This year teachers decided they wanted to learn more about technology and its use in the classroom. We are using one faculty meeting a month to learn about various components of technology. The homework assignment is to practice and extend that skill with their students. So far we have learned about taking digital pictures, using our new email system, and creating a website. One short term outcome of our study has been that each teacher in our school has created their own webpage which parents and students can access and which has improved our home to school communication. As teachers become more familiar with technology it will allow them to have more options to present material and students more opportunities to become proficient in their skills.

We believe that Rosendale's unique professional development has helped to build a community of learners among our teachers. Because it is teacher initiated and led, we feel a stronger connection and commitment to our common goal. As we model the process of self reflection and growth, our students feel empowered to self reflect and grow as well.

PART VII - ASSESSMENT RESULTS

Rosendale Elementary School

Subject Language Arts Grade 3

Test New York State English Language Arts Exam

Publisher CTBMcGraw-Hill

2005-2006

Testing Month

January

SCHOOL SCORES

% Level 3 & Level 4

95

% Level 4

14

Number of students tested

57

Percent of total students tested

100

Number of students alternatively assessed

0

Percent of students alternatively assessed

0

LEVEL 1, Not Meeting Learning Standards

LEVEL 2, Partially Meeting Learning Standards

LEVEL 3, Meeting Learning Standards

LEVEL 4, Meeting Learning Standards with Distinction

Rosendale Elementary School

Subject Language Arts Grade 4

Test New York State English Language Arts Exam

Publisher CTBMcGraw-Hill

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | January | January | January | January | January |
| SCHOOL SCORES | | | | | |
| % Level 3 & Level 4 | 84 | 87 | 96 | 87 | 94 |
| % Level 4 | 20 | 37 | 32 | 30 | 47 |
| Number of students tested | 56 | 68 | 72 | 69 | 60 |
| Percent of total students tested | 100 | 100 | 100 | 97 | 98 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |

- LEVEL 1**, Not Meeting Learning Standards
- LEVEL 2**, Partially Meeting Learning Standards
- LEVEL 3**, Meeting Learning Standards
- LEVEL 4**, Meeting Learning Standards with Distinction

Rosendale Elementary School

Subject Language Arts Grade 5

Test New York State English Language Arts Exam

Publisher CTBMcGraw-Hill

| | |
|--|-----------|
| | 2005-2006 |
| Testing Month | January |
| SCHOOL SCORES | |
| % Level 3 & Level 4 | 91 |
| % Level 4 | 23 |
| Number of students tested | 69 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |

LEVEL 1, Not Meeting Learning Standards

LEVEL 2, Partially Meeting Learning Standards

LEVEL 3, Meeting Learning Standards

LEVEL 4, Meeting Learning Standards with Distinction

Rosendale Elementary School

Subject Math Grade 3

Test New York State Math Exam

Publisher CTB McGraw-Hill

| | |
|--|-----------|
| | 2005-2006 |
| Testing Month | May |
| SCHOOL SCORES | |
| % Level 3 & Level 4 | 96 |
| % Level 4 | 28 |
| Number of students tested | 57 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |

LEVEL 1, Not Meeting Learning Standards

LEVEL 2, Partially Meeting Learning Standards

LEVEL 3, Meeting Learning Standards

LEVEL 4, Meeting Learning Standards with Distinction

Rosendale Elementary School

Subject Math Grade 4

Test New York State Math Exam

Publisher CTBMcGraw-Hill

| | 2005- 2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|---------------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Level 3 & Level 4 | 89 | 90 | 97 | 94 | 93 |
| % Level 4 | 46 | 72 | 54 | 62 | 36 |
| Number of students tested | 56 | 68 | 72 | 71 | 61 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |

LEVEL 1, Not Meeting Learning Standards

LEVEL 2, Partially Meeting Learning Standards

LEVEL 3, Meeting Learning Standards

LEVEL 4, Meeting Learning Standards with Distinction

Rosendale Elementary School

Subject Math Grade 5

Test New York State Math Exam

Publisher CTBMcGraw-Hill

| | |
|--|-----------|
| | 2005-2006 |
| Testing Month | May |
| SCHOOL SCORES | |
| % Level 3 & Level 4 | 98 |
| % Level 4 | 25 |
| Number of students tested | 69 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |

LEVEL 1, Not Meeting Learning Standards

LEVEL 2, Partially Meeting Learning Standards

LEVEL 3, Meeting Learning Standards

LEVEL 4, Meeting Learning Standards with Distinction