

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 Mrs. JoAnn Scott

Official School Name South Bay Elementary School

School Mailing Address 160 Great East Neck Road

West Babylon NY 11704-8027
City State Zip Code

County Suffolk State School Code Number* 58-01-02-03-0005

Telephone (631) 321-3145 Fax (631) 321-3111

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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* Mr. Melvin S. Noble

District Name West Babylon School District Tel. (631) 321-3142

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 Mr. Carmine Galletta

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 _____

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.

DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 5 Elementary schools
 0 Middle schools
 1 Junior high school
 1 High school
 0 Other

 7 TOTAL
2. District Per Pupil Expenditure: \$7,968
 Average State Per Pupil Expenditure: \$8,177

SCHOOL (To be completed by all schools)

3. 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
4. 5 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?
5. 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	N/A	N/A	N/A	7			
K	27	35	62	8			
1	33	29	62	9			
2	29	34	63	10			
3	34	34	68	11			
4	24	29	53	12			
5	34	36	70	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							378

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school: 89 % White
4 % Black or African American
3 % Hispanic or Latino
4 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 15 %

[This rate should be 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 until the end of the year	42
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	15
(3)	Total of all transferred students [sum of rows (1) and (2)]	57
(4)	Total number of students in the school as of October 1	378
(5)	Total transferred students in row (3) divided by total students in row (4)	.15
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: 2 %
7 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Spanish, Polish, Arabic

9. Students eligible for free/reduced-priced meals: 22 %

Total number students who qualify: 83

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Students receiving special education services: 8 %
31 Total 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> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 7</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 12</u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> 11</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> 1</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>	<u> </u>
Classroom teachers	<u> 19</u>	<u> </u>
Special resource teachers/specialists	<u> 10</u>	<u> 8</u>
Paraprofessionals	<u> 27</u>	<u> </u>
Support staff	<u> 4</u>	<u> </u>
Total number	<u> 61</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 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	96%	96%	95%	95%
Daily teacher attendance	94%	96%	94%	96%	97%
Teacher turnover rate	6%	6%	9%	3%	9%

PART III - SUMMARY

The mission of South Bay Elementary School reflects that of the entire West Babylon School District: ...to provide educational experiences of quality which enable all students to learn, share, lead and compete in the global community. Students who attend South Bay School are beneficiaries of the commitment to develop youngsters into lifelong learners who take pride in their work and in their service to others. An effective cooperative effort on the part of the Board of Education, administrators, faculty, staff, parents and students enables us to fulfill the promises of our collective vision to: 1. Promote high academic achievement for all students; 2. ...enable students to understand and appreciate the Constitution of the United States, the Bill of Rights and the civic virtues necessary to sustain a democracy; 3. ...promote among students respect for oneself and for others, a sense of personal integrity and commitment to community service, as well as a sense of fairness and honesty; and 4. ...provide protective care for our students in response to their needs for security, support, and encouragement.

South Bay School, opened in 1953, is one of five elementary schools in the West Babylon school district. Its spacious, green campus is set back from the roadway, providing a safe and pleasant environment for our current enrollment of 378 students in grades K-5. Moderate class sizes combined with a highly talented and enthusiastic faculty and staff result in a superior educational experience for South Bay students, emphasizing the pursuit of excellence and driven by the goal of high individual achievement for every child. Our comprehensive curriculum fully supports the New York State Learning Standards, and is enhanced by numerous academic intervention services including before- and after-school tutorials. In an effort to prepare our youngsters to become model citizens as well as lifelong learners, participation in student government, extracurricular activities, and community service is strongly encouraged. The core academic program is enhanced for all students by classes in music, art, and physical education, taught by certified educators in each of these disciplines. A full-time certified library media specialist facilitates students' automated access to our expanding collection of print and electronic media at weekly classes. Integration of twenty-first century technology provides South Bay students with the tools to engage in extensive research and global communication. Beginning in kindergarten, South Bay students routinely experience the use of classroom PCs, a mobile bank of laptop computers with wireless Internet access, and SMART Board technology as part of their daily lessons.

Three elements fundamental to South Bay School's attainment of our objectives are teachers' reflective practice, collaboration, and targeted professional development. Our unique district-wide listserv collegial circle allows teachers, administrators, and professional developers the opportunity to share ideas, questions, and best practices, along with their responses to a variety of professional texts read by all participants. In addition to individual workshops attended by teachers to enhance instruction, we have adopted a focused professional development model whereby carefully selected experts visit our school numerous times over the course of the year to provide coaching and modeling of best practices for all teachers in the areas of balanced literacy and mathematics instruction. Nationally known experts and authors are also brought into the district each year to offer motivating and informative sessions and informal literacy chats. Meanwhile, regularly scheduled grade level and articulation meetings provide additional opportunities for staff members to collaborate on topics such as planning, data analysis, and assessments. In addition, our instructional support team meets weekly to address teachers' ongoing concerns about individual students by providing and monitoring systematic interventions in an attempt to maximize the achievement of every child – the primary focus of the South Bay School professional team. Guided by the growing economic and cultural diversity of our school community, South Bay School continues to espouse the district's continuous improvement model to discover, implement, and assess the best possible strategies to address the changing needs of our students and their families.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

New York State assessments in English language arts (ELA) and mathematics were designed to measure student progress as defined by the New York State Learning Standards. Currently, these assessments are administered annually to students in grades 3-8, however prior to the 2005-2006 school year, the assessments were administered as benchmarks in grades 4 and 8, only. The assessments are used to hold schools accountable for student performance and to provide information for teachers and school administrators to use in planning instructional programs for students.

To evaluate each student's performance on these assessments, a scale score is derived using every multiple choice and open-ended item on the assessment. This scale score shows the level of proficiency the student has in ELA or mathematics using a numerical scale that runs continuously from beginning skills to advanced skills, and enables comparison of school performance from year to year. The range of scale scores is divided into four performance levels, which indicate each student's performance in relation to the New York State Learning Standards. Level 1 = not meeting the Learning Standards; Level 2 = partially meeting the learning standards; Level 3 = meeting the Learning Standards; Level 4 = meeting the Learning Standards with distinction. Students whose scores fall in performance level 1 on the ELA or mathematics assessment are provided with academic intervention services in the corresponding subject area to assist them to achieve proficiency. Students whose scores fall in performance level 2 are also provided academic intervention, to enable them to achieve a higher degree of proficiency in meeting the learning standards.

A review of South Bay School's scores on the grade 4 ELA assessment over the past three years illustrates the fact that no less than 99% of tested students partially or fully met the learning standards, and for two of the three years, 100% of students accomplished this goal. For the same three year period, 96%, 88%, and 93% of students, respectively, achieved performance levels 3 or 4. For the subgroup of economically disadvantaged students, over the same three year period, no less than 90% of students in the subgroup partially or fully met the learning standards, with 100% reaching this goal for at least one of those years.

A review of South Bay School's scores on the grade 4 mathematics assessment over the past three years illustrates that for all three years, 100% of students partially or fully met the learning standards, and no less than 96% of students achieved performance level 3 or 4. In the 2004-2005 testing year, 100% of students achieved performance level 3 or 4 on this assessment. For the subgroup of economically disadvantaged students, the data illustrates that 100% of the students in the subgroup partially or fully met the learning standards each year, and in the 2004-2005 testing year, 100% of the students in the subgroup achieved performance level 3 or 4.

For the 2005-2006 school year, the first year of ELA and mathematics assessment administration in grades 3 and 5, the results illustrate that 100% of grade 3 students partially or fully met the ELA and mathematics learning standards, with 95% of students achieving performance level 3 or 4 in ELA and 98% achieving level 3 or 4 in mathematics. For the subgroup of economically disadvantaged students, 100% achieved full proficiency at performance level 3 or 4. In grade 5, 100% of tested students, including all subgroups, achieved full proficiency at performance level 3 or 4 on both the ELA and mathematics assessments.

Additional information regarding the NY State Learning Standards and the NY State ELA and mathematics assessments can be found at www.nysed.gov.

2. Using Assessment Results

Following each ELA and mathematics assessment administration, various score and student performance data are supplied to assist in the planning of instructional programs. Data are provided at a variety of levels: district, individual school, grade level, classroom, and individual student, as well as by test item and learning standard, enabling many types of analyses. Student participation in the ELA and mathematics academic intervention service programs (AIS) is determined by the performance level achieved on the corresponding NY State assessment. Students performing at levels 2 and 1 qualify for and receive AIS during the school day and/or at before- and after-school tutorials. Students are also targeted for academic support or enrichment if their scores closely approach the cut point for the next highest performance level. For example, if a student achieves at performance level 3, but is within a couple of points of the level 4 cut score, that student is targeted for additional support or enrichment to enable him to move toward the level of proficiency with distinction. Analysis of the test results using the learning standards and item analysis data provides valuable information to teachers and administrators regarding necessary adjustments in curriculum and instruction. At grade level meetings, teachers meet with the principal and ELA director or K-8 math coordinator to discuss ways to improve the delivery of the curriculum; sometimes resulting in additions or changes to instructional materials and implementation of professional development. Individual student data are also closely analyzed to assess the progress of students in the subgroups for which accountability measures apply, i.e., gender, ethnicity, socio-economic status, students with disabilities, and English language learners, in an effort to further identify at-risk students and provide appropriate academic support toward the goal of 100% proficiency for every child.

3. Communicating Assessment Results

At South Bay School, the home-school connection is carefully nurtured as another means to maximize students' performance on assessments, as well as on day-to-day assignments. Monthly PTA meetings and a monthly principal's newsletter provide useful information for parents to support their children's school experiences. The district website and individual teachers' eBoards provide parents a variety of resources, including a link to the "For Parents" area of the NY State Department of Education website, which contains complete, clear language descriptions of the learning standards and assessments, along with sample questions and ideas parents can use to assist their children. In addition, the district-wide Parent Academy provides a workshop series, incorporating a wide range of important topics.

Individual student performance is officially communicated quarterly by way of a fall parent-teacher conference and three additional report cards, containing grades and descriptions of students' progress in academic subjects, special areas, study skills, and social growth. Parents of students participating in academic intervention services also receive a separate quarterly report from the service provider. Official ELA and mathematics assessment data is provided, as soon as it is made available, in the form of a comprehensive Parent Report, which, graphically and in narrative form, offers detailed information about the child's score and performance level, along with suggestions for improvement that parents may implement.

The community-at-large gains access to our school's assessment results when they are published in newspapers such as *Newsday* and *The New York Times*. A review of the school report card is undertaken annually at a meeting of the board of education. Also, the NY State Department of Education website provides open access to all school accountability data. Communication among school personnel, parents, and the community is welcomed as a means to provide everyone with a clear understanding of the data and to maintain the important dialog that is essential to our students' success.

4. Sharing Success

The success of South Bay's students has been proudly shared with others by a variety of means. The principal, district ELA director, and selected teachers have presented several aspects of our successful instructional programs at a variety of conferences around NY State, including the Suffolk County Reading Association (SCRA), Long Island Association for Supervision and Curriculum Development (LIASCD), New York State English Council (NYSEC), New York State Reading Association (NYSRA), and BOCES and SCOPE technology conferences. In May 2007, the South Bay principal and district ELA director will be presenting with author, Debbie Diller at the International Reading Association (IRA) annual conference in Toronto, Canada. Topics that have been presented include: balanced literacy instruction, literacy work stations, and the listserv collegial circle professional development model. The research-based nature of our instructional programs helps to lend credence to our presentations and was instrumental in earning us a NYSEC Program of Excellence Award this year; and the documented success of our students, as evidenced by their assessment results, provides the impetus for other districts wishing to replicate our instructional models.

As an outgrowth of the conference presentations, South Bay School has hosted visitations by individuals from other NY State school districts. In the past year, teachers from the Port Chester School District in Westchester County and the Westbury and Herricks School Districts in Nassau County have sent teams of teachers and administrators to South Bay School to gain first-hand knowledge about our balanced literacy instruction and literacy work stations model. South Bay teachers are more than willing to collaborate with colleagues from other districts and enthusiastically open their classrooms to visitors. A first grade teacher is also in the process of creating an instructional video, which will be incorporated into the principal's presentation at the IRA conference in Toronto, to motivate other teachers by demonstrating her implementation of Debbie Diller's literacy work stations model.

It is fully our intention to continue presenting our programs and opening our classrooms in order to inform the instruction of colleagues in other districts. In addition, our teachers and administrators seek to affect our own continuous improvement through collaboration with others; in support of our belief that the sharing of best practices results in growth for educators and yields positive outcomes for students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum. The South Bay School curriculum is directly reflective of the New York State Core Curriculum requirements and includes, for all students, the academic areas of English language arts, mathematics, science, and social studies along with instruction in music, art, and physical education. Technology, ESL, media studies, character education, and a school to work component round out the students' comprehensive elementary school experience. Teachers and parents are provided with a district curriculum guide that outlines the high competency expectations for students at each grade level. Curriculum guides are periodically updated to reflect current State standards and best instructional practices. Expectations and accountability are at the highest levels in all curriculum areas.

English language arts focuses on teaching children the use of the English language and literature as means for making sense of their lives. The language is presented as a symbolic way of understanding and communicating experiences. Because reading, writing, listening and speaking are inextricably linked to thinking, these acts often generate possibilities and mental connections that otherwise might never exist. It is these connections that are identified and developed in our students as they make strides toward meeting the four ELA learning standards: 1. Students will read, write, listen, and speak for information and understanding; 2. Students will read, write, listen, and speak for literary response and expression; 3. Students will read, write, listen, and speak for critical analysis and evaluation; 4. Students will read, write, listen, and speak for social interaction. At grades K, 1, and 2, the Early Literacy Profile is used to assess students' progress in English language arts. At grades 3, 4, and 5, the NY State ELA assessment evaluates students' ability to meet and exceed the learning standards.

The **mathematics** curriculum is driven by the five content and five process strands of the NY State mathematics standards. It is predicated on a gradual progression from basic skills to more complex operations and on the development of students' math reasoning and problem-solving abilities. An awareness of mathematics in real-world situations is stressed using teaching methods that include technology and parent involvement. To this end, a family math night is held annually to provide parents direct exposure to their children's grade level math expectations. A teacher assistant dedicated to math instruction is a member of the South Bay faculty to provide support for students, parents and colleagues. At grades K and 1, the Early Numeracy Assessment is used to measure students' progress in mathematics. In grade 2, the Harcourt Online Assessment is administered and provides valuable data on individual student achievement. In grades 3, 4, and 5, the NY State mathematics assessment measures students' success in meeting or exceeding the State math standards.

The **social studies** curriculum at South Bay School incorporates the components of the NY State Social Studies Learning Standards and addresses the content strands of U.S. and NY history, world history, geography, economics, and civics, citizenship and government. In addition, the curriculum supports our mission to develop students into responsible citizens of our country who are well-informed about the Constitution and able to contribute positively to the global community. Throughout the grade levels, the social studies curriculum is systematically integrated with ELA through the use of content area literature. Fifth grade students at South Bay School participate in the NY State social studies assessment each year, with 100% of students regularly meeting or exceeding the State standards.

Students experience **science** at South Bay School by participating in projects and experiments driven by the scientific method and incorporating both the physical and life science strands represented in the NY State standards. The science curriculum is also systematically integrated with ELA through the use of content area literature at all grade levels. Fourth grade students participate in the NY State Elementary Level Science assessment each year, achieving consistently high levels of proficiency. In addition, all 4th and 5th grade students develop and present an entry for the annual science fair.

Students at all grade levels receive weekly instruction from certified teachers in **music** and **art**, including participation in instrumental and vocal performing groups. Concerts and an annual art show provide opportunities to showcase students' accomplishments in the arts.

2a. Reading

Several years ago, in response to a need to improve student outcomes in English language arts, the district designed and began implementation of a K-5 balanced literacy initiative to provide teachers the tools to cultivate West Babylon elementary students as lifelong learners and independent, strategic readers. The instructional model, focused on guided reading, is entirely research-based and has been supported by regional and national literacy experts. The rationale for the selection of a balanced literacy approach was to maximize opportunities for differentiation of reading instruction by identifying each child's instructional reading level and then targeting guided reading instruction at that level, rather than opting for a whole-class instructional model. Secondly, literacy work stations, a key component of the model, foster the development of independent learners via the gradual release of responsibility and allow for the integration of content area literature. Finally, the balanced literacy approach addresses all of the NY State ELA learning standards and provides the type of rich instruction that translates into successful outcomes on assessments.

The implementation of the balanced literacy model has progressed over the past several years, moving from teacher-directed instruction to student-centered learning. Since the inception of the program, teachers at South Bay School have embraced a uniform system of large group mini-lessons and small-group guided reading instruction. Children at literacy work stations have been involved in meaningful, purposeful literacy practices while developing independent learning skills. Implementation of word study skills, enhancement of writing practices, and integration of content area literature have been emphasized during the balanced literacy period. Learning is evident in the early literacy classrooms at South Bay, where children can be seen partnering with peers in a shared learning environment. Upper elementary students regularly engage in small group activities focusing on strategic reading and writing. The balanced literacy model has enhanced learning and improved student outcomes at South Bay School.

3. Science

The basis of our school's mission is to enable all students to learn, share, lead, and compete in the global community. The ability to conjecture, hypothesize, research and problem-solve are key components of this mission that are fundamental to our science curriculum. Driven by the New York State science standards, beginning in the primary grades students are offered opportunities to explore the physical world by discovering how balances, magnets and magnifiers work; and experience the wonders of the living environment by growing plants and outdoor gardens, and observing the life cycles of butterflies, ladybugs, and meal worms. Global habitats are studied and replicated on wall-size murals and field trips are organized to examine local marine life or visit the nearby planetarium. Components of the weather are studied, predicted, and measured and the water cycle is explained and recreated. The New York State Elementary Science Assessment, administered in fourth grade, measures students' K-4 science content knowledge on a multiple choice test, and assesses their ability to implement the scientific method in a series of performance tasks and written responses. At least 95% of South Bay fourth graders regularly meet or exceed the standards on this assessment.

All fourth and fifth grade students at South Bay School participate in the annual science fair by applying the scientific method to the design and presentation of an original experiment. Science fair projects are judged by district teachers and awards are presented to the students who best meet the scientific criteria set forth and are most conversant about the results and implications of their findings. The top winner at each grade level then goes on to represent our school at a regional science fair, at which we have had winners and honorable mentions in past years.

Finally, as leaders in the global community, it will be crucial for our students to have gained early experience in the comprehension of content area text. The systematic integration of a wide range of leveled science texts into the balanced literacy program allows students at all grade levels to develop the types of strategies needed to read and understand the literary elements of non-fiction books, including subject headings, boldface type, charts and graphs, footnotes, a glossary, and an index.

4. Instructional Methods

In order to meet the needs of an academically diverse student body, a variety of instructional methods are employed by the teachers at South Bay School. The common thread among these methods, however, is the development of independent learners. Teachers are encouraged to move away from whole class instruction in favor of serving more as a facilitator in the classroom; guiding students to construct and take ownership of their own knowledge. As a result, at all grade levels students experience working independently, in pairs and in cooperative groups. The balanced literacy program lends itself perfectly to this methodology; as it incorporates whole class mini-lessons, followed by small group instruction and pair/share practice at literacy work stations. The integration of content area literature with this model, allows it to be applicable across the curriculum.

Based upon the needs of the students in a given class, instruction may be delivered by one teacher or by a team of teachers. It is not uncommon for a resource room teacher, a speech/language teacher, and a reading teacher to push into a grade level classroom to assist with the differentiation of a lesson for small groups of students. In other cases, individual students or small groups of students are pulled-out of their grade level class for instruction in reading, mathematics, speech/language, ESL, or for resource room support. An alternate instructional configuration is for two “buddy classes” (generally one at the primary level and one at the intermediate level) to work together on a single project, with the teachers of both classes guiding the learning activities. An example of this model is a first grade class and a fourth grade class working together to create animal books. The students are placed in pairs (one student from each grade level) to choose an animal and conduct research using books and/or the Internet. Each pair then collaborates on which information to include in the book. The first grader dictates the sentences for the book, which is edited and written by the fourth grader. Both students may participate in illustrating, publishing and sharing the finished product.

Teamwork and collaboration result in the teachers at South Bay School employing instructional methods that best address the needs our students.

5. Professional Development

South Bay School’s commitment to excellence has been evidenced by the involvement of the entire faculty in ongoing professional development offerings, both during and after school hours, consisting of large and small group training sessions with national experts, in-school coaching by local staff developers, and reading and reflecting on a variety of professional texts via the listserv collegial circle. Ongoing building-level professional development in literacy, mathematics, and differentiated instruction has supported teachers in their efforts to impact achievement by modeling best practices and providing feedback and resources. A result of training in research-based instructional practices has been the transformation of many South Bay classrooms into student-centered environments where the emphasis is placed on the development of independent learners.

The opportunity to work closely with national experts, authors and selected local staff developers has inspired teachers and positively impacted student learning. Recent Early Literacy Profile results illustrate the fact that South Bay primary students have made progress in literacy. Sixty-three percent of first grade students met the established benchmark at the end of first grade. This cohort progressed to 76% meeting the benchmark at the end of second grade. When these students entered third grade, teachers were able to create flexible leveled instructional groups based upon the ELP data and start guided reading and small group instruction at the beginning of the year. The consistency, continuity, and follow-up inherent in this model have been highly beneficial to students and have led to increased teacher confidence in the implementation of best practices.

PART VII - ASSESSMENT RESULTS

SOUTH BAY SCHOOL NY STATE ENGLISH LANGUAGE ARTS (ELA) GRADE 4 ASSESSMENT			
Year of Administration	05-06	04-05	03-04
Testing Month	January	February	February
School Scores			
% at Levels 3 + 4	93	88	96
% at Level 4	14	25	21
# of students tested	71	48	67
% of students tested	100	100	100
SUBGROUP SCORES			
1. Economically Disadvantaged			
% at Levels 3 + 4	60	N/A	83
% at Level 4	0	N/A	25
Number of students tested	10	under 10	12

SOUTH BAY SCHOOL NY STATE MATHEMATICS GRADE 4 ASSESSMENT			
Year of Administration	05-06	04-05	03-04
Testing Month	March	May	May
School Scores			
% at Levels 3 + 4	96	100	96
% at Level 4	27	50	34
# of students tested	74	50	68
% of students tested	99	100	100
SUBGROUP SCORES			
1. Economically Disadvantaged			
% at Levels 3 + 4	79	100	93
% at Level 4	29	20	43
Number of students tested	14	10	14

SOUTH BAY SCHOOL NY STATE ENGLISH LANGUAGE ARTS (ELA) GRADE 3 ASSESSMENT	
Year of Administration*	05-06
Testing Month	January
School Scores	
% at Levels 3 + 4	95
% at Level 4	14
# of students tested	56
% of students tested	100
SUBGROUP SCORES	
1. Economically Disadvantaged	
% at Levels 3 + 4	100
% at Level 4	29
Number of students tested	14

SOUTH BAY SCHOOL NY STATE MATHEMATICS GRADE 3 ASSESSMENT	
Year of Administration*	05-06
Testing Month	March
School Scores	
% at Levels 3 + 4	98
% at Level 4	39
# of students tested	56
% of students tested	100
SUBGROUP SCORES	
1. Economically Disadvantaged	
% at Levels 3 + 4	100
% at Level 4	50
Number of students tested	14

***2005-2006 was the first year this assessment was administered in grade 3**

SOUTH BAY SCHOOL NY STATE ENGLISH LANGUAGE ARTS (ELA) GRADE 5 ASSESSMENT	
Year of Administration*	05-06
Testing Month	January
School Scores	
% at Levels 3 + 4	100
% at Level 4	28
# of students tested	47
% of students tested	100
SUBGROUP SCORES	
1. Economically Disadvantaged	
% at Levels 3 + 4	N/A
% at Level 4	N/A
Number of students tested	under 10

SOUTH BAY SCHOOL NY STATE MATHEMATICS GRADE 5 ASSESSMENT	
Year of Administration*	05-06
Testing Month	March
School Scores	
% at Levels 3 + 4	100
% at Level 4	40
# of students tested	46
% of students tested	100
SUBGROUP SCORES	
1. Economically Disadvantaged	
% at Levels 3 + 4	100
% at Level 4	20
Number of students tested	10

***2005-2006 was the first year this assessment was administered in grade 5**