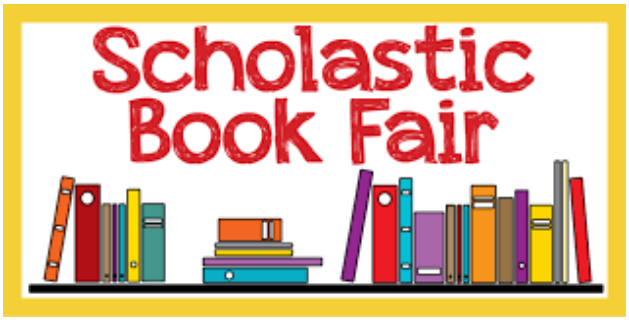
LAKE VIEW CAMPUS BOARD OF EDUCATION NEWSLETTER

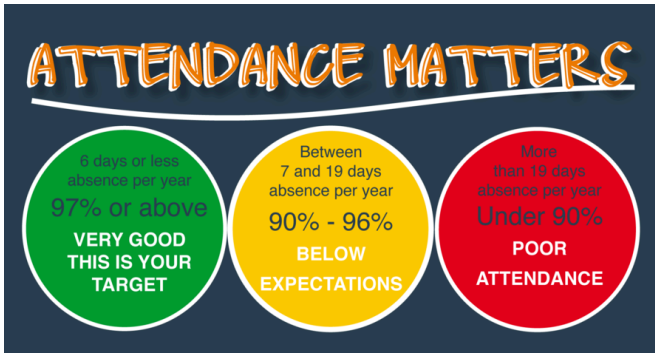


Our Scholastic Book Fair is Scheduled for March 10th-March 14th

-We have enough funds to purchase one book for every student-

February Reading Challenge

Students read for 6+ hours, earn 1 free ticket to Water Safari



2023-2024 Attendance rate: 94.7%

2024-2025 Attendance rate: 94.1%

Goal is 95%

Discipline Referrals:

Classroom Incidents:

Currently Down by 38%

Goals is to Decrease Discipline by 20%

PBIS

Positive Behavioral Interventions and Supports

COMPASSION

Monthly Character Theme

March = Kindness

ADIRONDACK FOUNDATION

Boquet Valley has applied for Generous Acts Grant of $20,000

Grant Title:

Empowering Literacy: Building Stronger Families and Communities through Engagement and Access

Grant Components:

1. Family Literacy Nights
2. Community Reading Corners
3. Parent Literacy Leader Training
4. Summer Literacy Bridge Program

We will find out in April!

Amplify.

NYS LITERACY INITIATIVE #READNY

Targeted coaching sessions and professional development is ongoing.

September 4, 2024:
mClass and DIBEL's Training (Full Day)

September 18, 2024:
BOOST Reading Training (K-6)

October 23, 2024:
Amplify CKLA Coaching (Half-Day)

January 13, 2025:
Grade 2: Observation and Debrief (Special Ed.)
Grade 4: Observation and Debrief (Special Ed.)
Open ended Q&A (2 Hours)

Guide teachers and leaders with targeted learning sessions tailored to their specific needs.

February 3, 2025:
Grade level coaching (30min. each)
mClass Coaching (~2 hours)

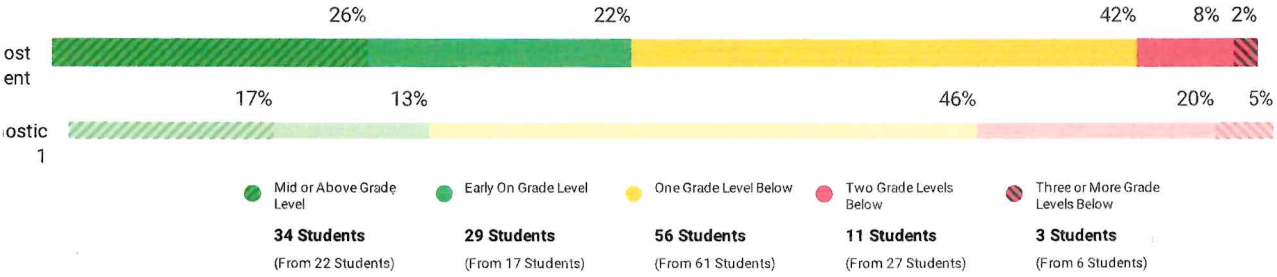
Diagnostic Results

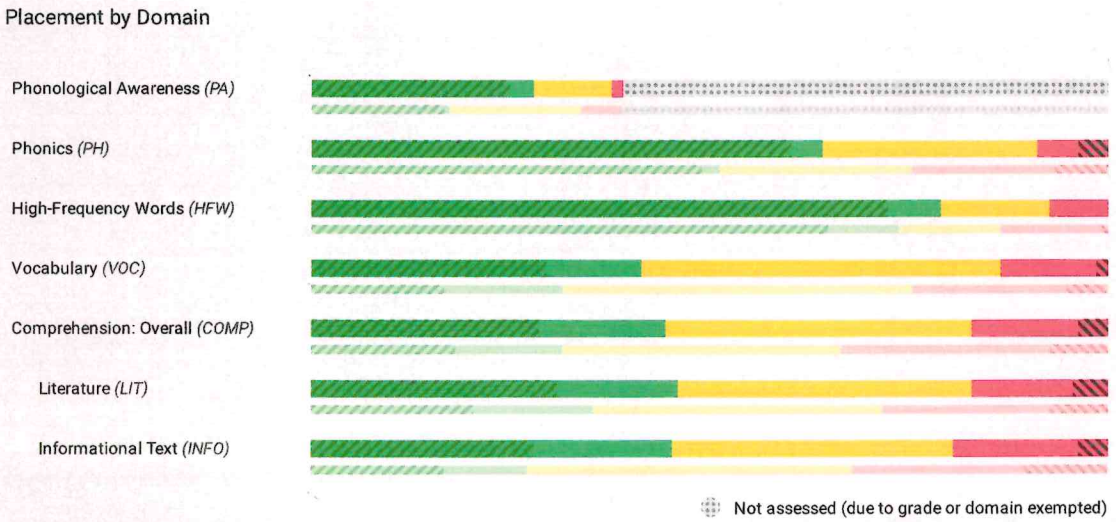
School	LAKE VIEW CAMPUS
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: **133/156**





Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Most Recent	–	–	–	–	–	–	0/21
	Diagnostic 1	–	–	–	–	–	–	

Diagnostic Results

School	LAKE VIEW CAMPUS
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	Diagnostic 1

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 1	Most Recent		20%	10%	60%	10%	0%	30/30
	Diagnostic 1		10%	3%	70%	17%	0%	
Grade 2	Most Recent		23%	14%	59%	5%	0%	22/23
	Diagnostic 1		18%	0%	55%	27%	0%	
Grade 3	Most Recent		41%	24%	24%	7%	3%	29/30
	Diagnostic 1		24%	21%	17%	31%	7%	
Grade 4	Most Recent		17%	24%	45%	7%	7%	29/29
	Diagnostic 1		7%	14%	55%	14%	10%	
Grade 5	Most Recent		26%	39%	22%	13%	0%	23/23
	Diagnostic 1		26%	26%	30%	13%	4%	

Diagnostic Growth

i-Ready

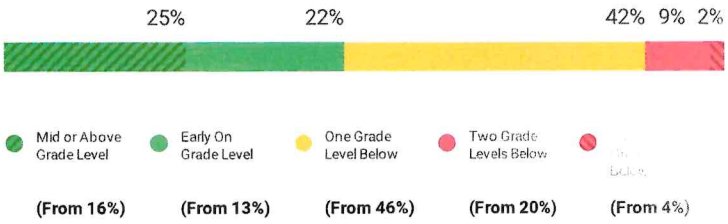
School	LAKE VIEW CAMPUS
Subject	Reading
Academic Year	2024 - 2025
Comparison Diagnostic	Most Recent

Students Assessed/Total: **134/156**

Progress to Annual Typical Growth (Median)

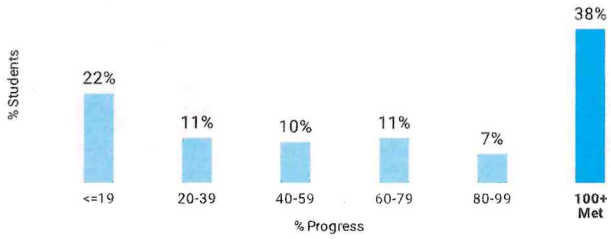
The median percent progress towards Typical Growth for this school is 70%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



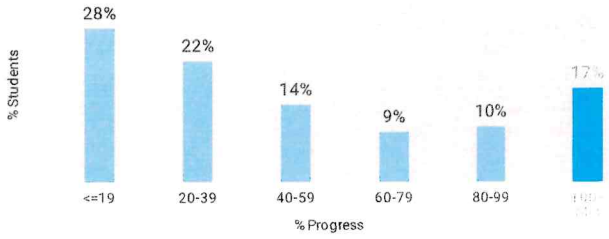
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	–	–	–	–	–	0/21
Grade 1	48%	17%	32%	3%	30%	30/30
Grade 2	77%	43%	51%	22%	57%	23/23
Grade 3	106%	52%	56%	31%	59%	29/30
Grade 4	107%	55%	56%	14%	48%	29/29

Diagnostic Growth

School LAKE VIEW CAMPUS
Subject Reading
Academic Year 2024 - 2025
Comparison Diagnostic Most Recent

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	38%	22%	20%	17%	43%	23/23

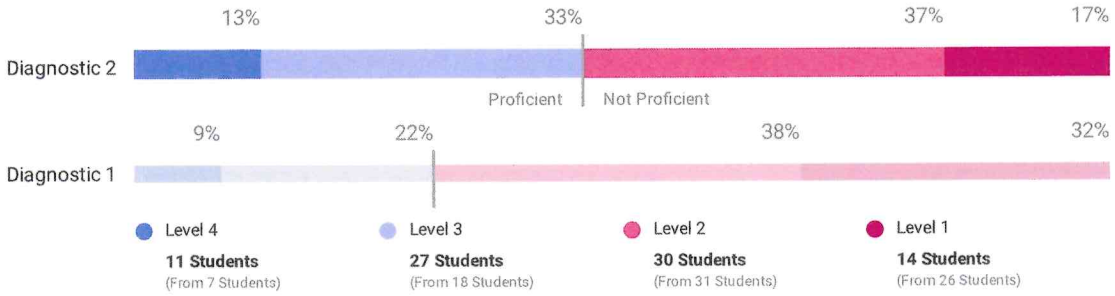
Diagnostic Results

School	LAKE VIEW CAMPUS
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Diagnostic 2
Prior Diagnostic	Diagnostic 1

Proficiency if Students Show No Additional Growth

Students with Projection/Total: **82/83**

Proficient: **46%**
(Level 4 + 3)



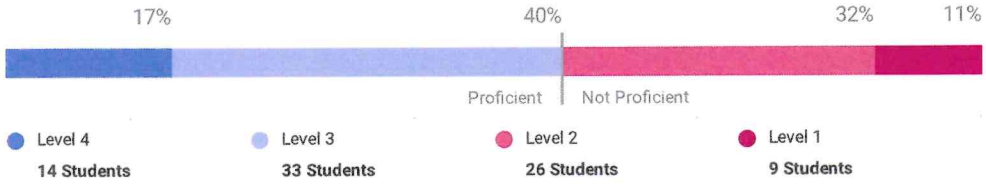
Proficient: **30%**
(Level 4 + 3)

The graph above shows the approximate percentage of students who would place in each state test level if they had taken the state assessment at the same time as the Diagnostic selected for this report. In other words, this shows the projected state test performance if Diagnostic results show no additional growth before the state test.

Projection if Students Achieve Typical Growth

Students with Projection/Total: **82/83**

Proficient: **57%**
(Level 4 + 3)



The graph above shows the approximate percentage of students who would place in each state test level if these students had all reached their Typical Growth measures. For tests taken from the beginning of the academic year to November 15th, projections are based on all students meeting their full Typical Growth measure. For tests taken between November 16th and March 1st, projections are based on all students meeting half of their Typical Growth measure during the remaining time between that assessment and the state test.

This report does not predict which students will meet their Typical Growth measure or how much of that growth measure they will achieve. To see progress towards Typical Growth for these students, view the Diagnostic Growth Report.

School	LAKE VIEW CAMPUS
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Diagnostic 2
Prior Diagnostic	Diagnostic 1

Projection if Students Achieve Stretch Growth

Students with Projection/Total: **82/83**

Proficient: **63%**
(Level 4 + 3)

Level 4	Level 3	Level 2	Level 1
17 Students	**35 Students**	**24 Students**	**6 Students**

The graph above shows the approximate percentage of students who would place in each state test level if these students had all reached their Stretch Growth measures. For tests taken from the beginning of the academic year to November 15th, projections are based on all students meeting their full Stretch Growth measure. For tests taken between November 16th and March 1st, projections are based on all students meeting half of their Stretch Growth measure during the remaining time between that assessment and the state test.

This report does not predict which students will meet their Stretch Growth measure. While we know that it is extremely challenging for students to meet Stretch Growth, and we do not expect every student to achieve it, we want all students striving for Stretch Growth in order to move as close to proficiency or advanced placements as possible each year. To see progress towards Stretch Growth for these students, view the Diagnostic Growth Report.

Last Year Reading Proficiency : 40%.

Diagnostic Results

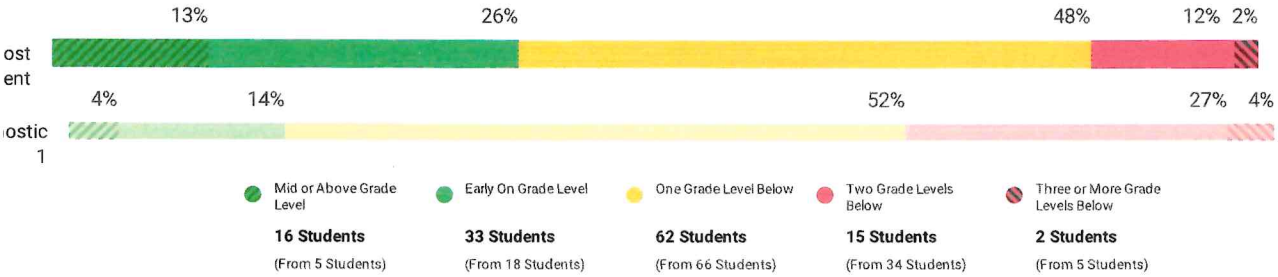
i-Ready

School	LAKE VIEW CAMPUS
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	Diagnostic 1

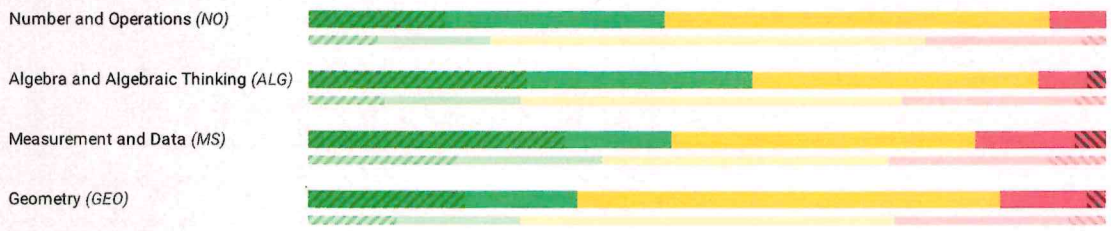
Criterion Referenced

Overall Placement

Students Assessed/Total: **128/156**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 6 of 6

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Most Recent	–	–	–	–	–	–	0/21
	Diagnostic 1	–	–	–	–	–	–	
Grade 1	Most Recent		11%	7%	67%	15%	0%	27/30
	Diagnostic 1		7%	0%	48%	44%	0%	

Diagnostic Results

i-Ready

School	LAKE VIEW CAMPUS
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	Diagnostic 1

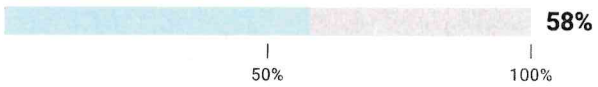
Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 2	Most Recent		14%	27%	50%	9%	0%	22/23
	Diagnostic 1		5%	9%	59%	27%	0%	
Grade 3	Most Recent		15%	19%	56%	11%	0%	27/30
	Diagnostic 1		4%	11%	63%	19%	4%	
Grade 4	Most Recent		7%	41%	34%	14%	3%	29/29
	Diagnostic 1		0%	17%	48%	24%	10%	
Grade 5	Most Recent		17%	35%	35%	9%	4%	23/23
	Diagnostic 1		4%	35%	39%	17%	4%	

Diagnostic Growth

School	LAKE VIEW CAMPUS
Subject	Math
Academic Year	2024 - 2025
Comparison Diagnostic	Most Recent

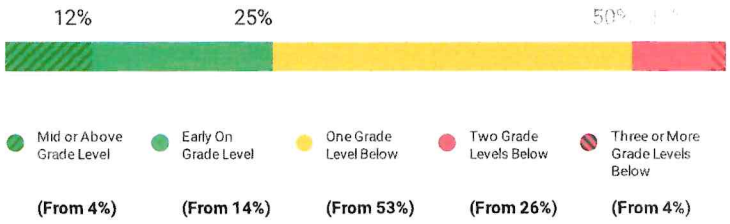
Students Assessed/Total: **132/156**

Progress to Annual Typical Growth (Median)



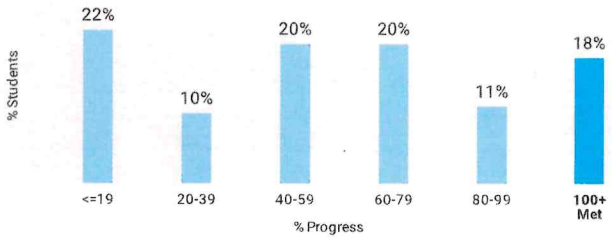
The median percent progress towards Typical Growth for this school is 58%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



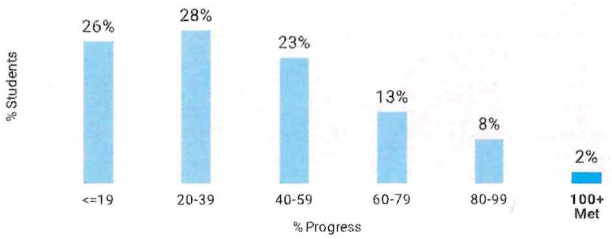
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	–	–	–	–	–	0/21
Grade 1	78%	25%	55%	4%	43%	28/30
Grade 2	50%	17%	34%	4%	48%	23/23
Grade 3	44%	14%	31%	0%	45%	29/30
Grade 4	57%	14%	37%	0%	55%	29/29

Diagnostic Growth

School LAKE VIEW CAMPUS
Subject Math
Academic Year 2024 - 2025
Comparison Diagnostic Most Recent

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	67%	22%	38%	0%	43%	23/23

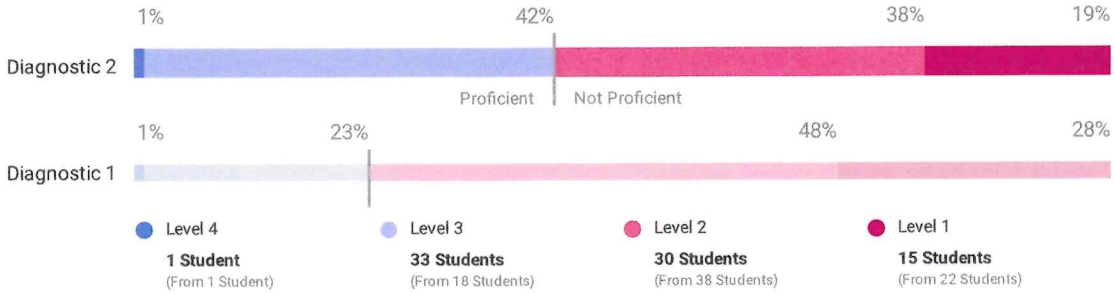
Diagnostic Results

School	LAKE VIEW CAMPUS
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Diagnostic 2
Prior Diagnostic	Diagnostic 1

Proficiency if Students Show No Additional Growth

Students with Projection/Total: **79/83**

Proficient: **43%**
(Level 4 + 3)



Proficient: **24%**
(Level 4 + 3)

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Projection if Students Achieve Typical Growth

Students with Projection/Total: **79/83**

Proficient: **66%**
(Level 4 + 3)

The graph above shows the approximate percentage of students who would place in each state test level if these students had all reached their Typical Growth measures. For tests taken from the beginning of the academic year to November 15th, projections are based on all students meeting their full Typical Growth measure. For tests taken between November 16th and March 1st, projections are based on all students meeting half of their Typical Growth measure during the remaining time between that assessment and the state test.

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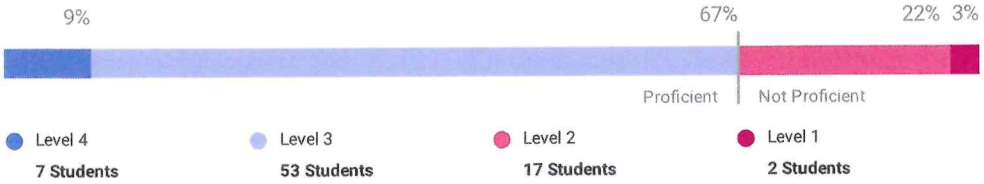
School	LAKE VIEW CAMPUS
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Diagnostic 2
Prior Diagnostic	Diagnostic 1

Projection if Students Achieve Stretch Growth

Students with Projection/Total: **79/83**

Proficient: **76%**
(Level 4 + 3)



The graph above shows the approximate percentage of students who would place in each state test level if these students had all reached their Stretch Growth measures. For tests taken from the beginning of the academic year to November 15th, projections are based on all students meeting their full Stretch Growth measure. For tests taken between November 16th and March 1st, projections are based on all students meeting half of their Stretch Growth measure during the remaining time between that assessment and the state test.

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Last Year Math Proficiency: 45%

New York State Science Test Comparison

1. Question Structure:

- **Grade 4**: Primarily multiple-choice questions with straightforward phrasing and direct answers that focus on simple scientific facts and basic comprehension. There are 30 multiple-choice questions in Part I and 15 open-ended questions in Part II.
- **Grade 5**: The test presents more multimodal questions, with some requiring interpretation of data tables, graphs, and diagrams. Many questions are scenario-based, involving data interpretation and reasoning. Additionally, there is a broader use of case studies and real-world science applications.

2. Content Coverage:

- **Grade 4**: The focus is on fundamental concepts such as food chains, the water cycle, properties of matter, and basic animal adaptations. The content is simpler and often involves selecting factual answers from provided options.
- **Grade 5**: More emphasis is placed on analyzing experimental setups, interpreting scientific evidence, and making claims supported by data. Examples include evaluating graphs about meerkats or identifying energy transfer in physics-related problems.

3. Cognitive Complexity:

- **Grade 4**: Questions primarily assess knowledge recall and comprehension, including defining scientific concepts, identifying structures and functions, and interpreting simple diagrams.
- **Grade 5**: There is a higher cognitive demand requiring application, analysis, and synthesis of information. Students are often asked to justify claims, explain observations using multiple data points, and solve multifaceted scientific problems.

4. Types of Skills Tested:

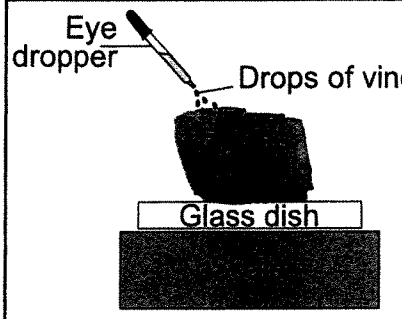
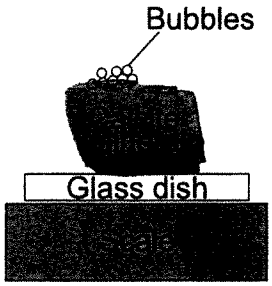
- **Grade 4**:
    - Recall of definitions and facts (e.g., identifying producers in a food chain).
    - Recognition of basic cause-and-effect relationships (e.g., evaporation in the water cycle).
    - Basic understanding of physical properties.
- **Grade 5**:
    - Interpreting complex data (e.g., sound frequency ranges of different animals).
    - Comparing multiple solutions to scientific problems.
    - Reasoning through **hypothetical scientific scenarios** involving data manipulation (e.g., collision of two objects).

The students then placed calcite onto a glass dish and placed it on a scale. Using an eye dropper, ten drops of vinegar were placed on top of the calcite and the total mass was recorded.

Bubbles formed on top of the calcite and the total mass was recorded again.

The diagrams and observations below represent the experimental setup and the observations made by the students.

Calcite Experiment Results

Calcite with Vinegar	Calcite after Response to Vinegar
	
Mineral Observations: — Surface texture smooth — Total mass of vinegar, calcite,and glass dish is 19.65 grams. — Clear/white color	Mineral Observations: — Bubbles formed — Surface texture slightly rough where vinegar is applied — Total mass of vinegar, calcite, and glass dish is 18.75 grams. — Clear/white color

22 A student makes a claim that a new substance was formed when vinegar was added to calcite. Which statement can be used as evidence to support this student's claim?

A The calcite changed color after the vinegar was added.

B The vinegar droplets caused the calcite sample to melt and lose mass.

C Bubbles formed after the vinegar was added to the calcite.

D The surface texture of the entire calcite sample changed after the vinegar was added.

Grade 4 sample questions

Part I

1 An example of a learned behavior is

A breathing
B blinking
C growing
D reading

2 Some birds have colorful feathers for

A laying eggs
B building a nest
C attracting a mate
D finding food

3 Camels have wide, flat feet that prevent them from sinking into the sand. These structures best help the camel with

A growth
B movement
C reproduction
D coloration

4 Monarch butterflies fly south when the length of daylight decreases as winter approaches. This is an example of an organism

A migrating
B germinating
C escaping predators
D recycling nutrients

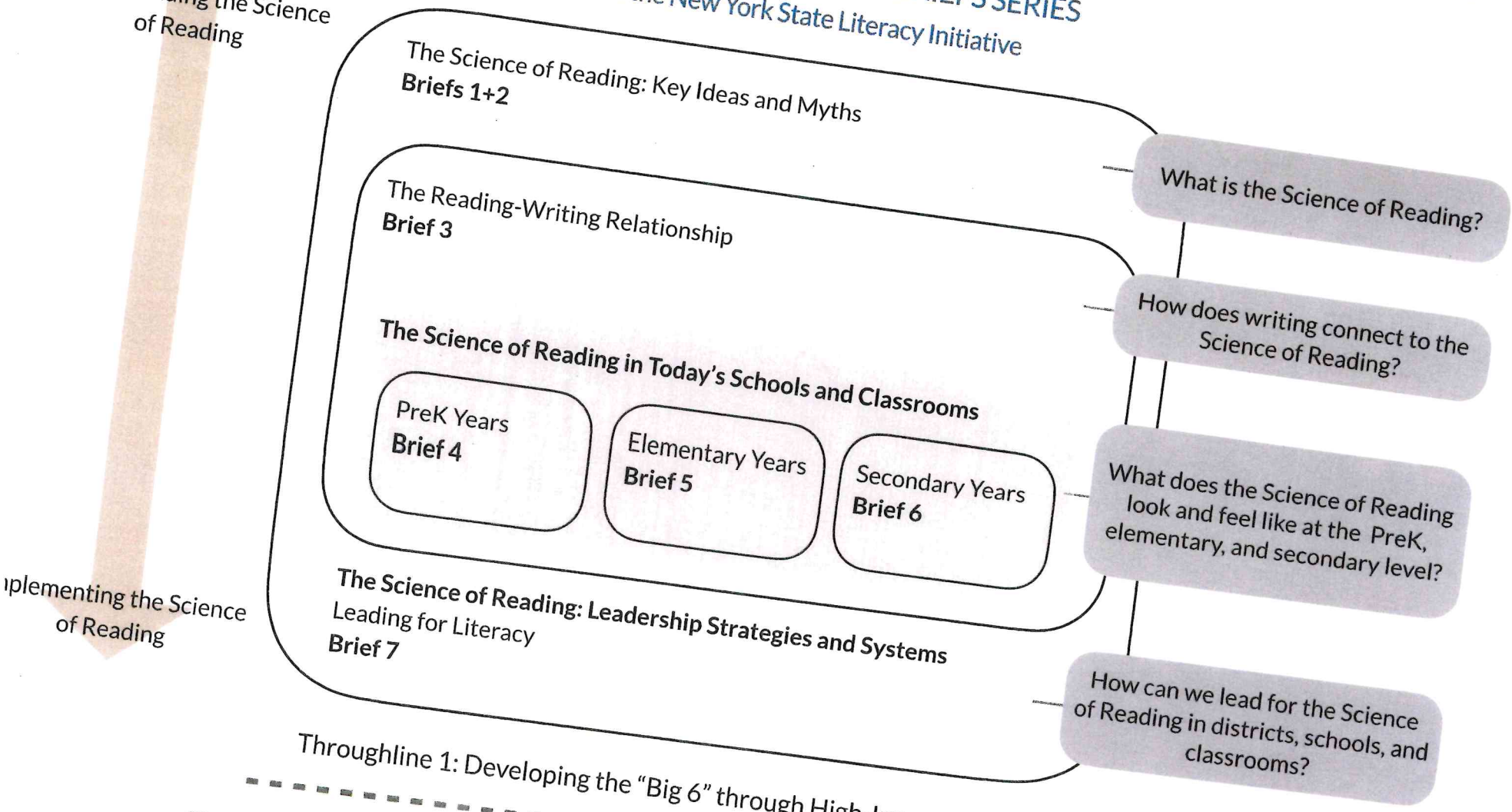
New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

THE SCIENCE OF READING: A BRIEFS SERIES

Part of the New York State Literacy Initiative

ROADMAP

Understanding the Science of Reading



Implementing the Science of Reading

Throughline 1: Developing the "Big 6" through High-Impact Practices

Throughline 2: School and Classroom Structures and Processes to Ensure Access for All

CURRICULUM REVIEW DOMAINS

The K-3 Literacy Curriculum Review Guide is organized into the following five domains*:

Learning Standards and Evidence-Based Practices

- The literacy curriculum aligns to the NYS P-12 Next Generation English Language Arts Learning Standards.
- The literacy curriculum reflects evidence-based, interdisciplinary scientific research on P-12 literacy development, known as the Science of Reading.

Culturally Responsive & Social-Emotional Learning

- The literacy curriculum is grounded in the Culturally Responsive-Sustaining Education Framework and Social-Emotional Learning Benchmarks.

Supporting Needs of All Learners

- The literacy curriculum supports tiers of instruction in alignment with principles of MTSS-I.
- The literacy curriculum supports accommodations and modifications for students with a disability and English Language Learners.
- The literacy curriculum incorporates the principles of Universal Design for Learning.

Measuring Learning

- The literacy curriculum includes assessments that are instructionally relevant, focused on essential skills, and reflect the depth and complexity presented in the learning standards and experiences.
- The literacy curriculum includes assessments that identify student strengths and areas for growth, monitor student progress, guide instruction, and are varied and supported by research and evidence.

Usability

- The literacy curriculum is flexible and easy for teachers to use.
- The literacy curriculum provides clear expectations and guidance for teachers.
- The literacy curriculum provides strategies or resources to engage parents, family members, and caregivers.

* The order of the domains is not weighted by significance. All are important.

New York State Education Department (NYSED) K-3 Literacy Curriculum Review Guide

Section 1: Comprehensive Literacy Programs

Our K-3 literacy curriculum integrates both foundational skills and knowledge-based instruction through the Core Knowledge Language Arts (CKLA) program. The curriculum is structured to include phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing skills across all grade levels.

- Kindergarten: Focuses on phonemic awareness, letter recognition, decoding skills, and oral language development through nursery rhymes, fables, and stories.
- Grade 1: Develops early literacy through knowledge-building in fables, human body systems, early civilizations, and folk tales.
- Grade 2: Enhances reading fluency, comprehension, and writing through fairy tales, tall tales, ancient civilizations, and American frontier stories.
- Grades 3-5: Expand literacy skills by incorporating complex texts, deeper comprehension strategies, and research-based writing tasks.

Section 2: The New York State ELA Learning Standards Alignment

The curriculum aligns with the Next Generation ELA Standards, ensuring students develop proficiency in:

- Reading Foundations: Systematic phonics instruction (RF.K-3), fluency-building decodable readers (RF.1-3), and vocabulary development.
- Reading Literature & Informational Texts: Students engage with literary and informational texts to enhance comprehension and analysis (RL & RI K-3).
- Writing: Development of narrative, informational, and opinion writing using structured scaffolding (W.K-3).
- Speaking & Listening: Discussion-based learning, retelling stories, and presenting ideas orally (SL.K-3).
- Language: Grammar, syntax, and vocabulary acquisition through explicit instruction (L.K-3).

Section 3: Culturally Responsive & Social-Emotional Learning (SEL)

The curriculum integrates NYSED's Culturally Responsive-Sustaining Education Framework through:

- Exposure to diverse literature reflecting multiple cultures and perspectives.
- Lessons on fairness, resilience, and community-building within texts.
- SEL-aligned content such as fables that teach moral lessons and discussion opportunities to build empathy and social awareness.

New York State Education Department (NYSED) K-3 Literacy Curriculum Review Guide

Section 4: Supporting All Learners

Our curriculum is differentiated to support students with diverse needs:

- Scaffolding & Intervention: Small-group instruction, phonics intervention programs, and fluency practice.
- ELL Support: Visual aids, explicit vocabulary instruction, and structured speaking opportunities.
- Advanced Learners: Enrichment activities including deeper text analysis and creative writing extensions.

Section 5: Measuring Learning

The curriculum includes multiple forms of assessment:

- Formative Assessments: Exit tickets, student responses, and small-group observations.
- Summative Assessments: Unit tests, writing portfolios, and fluency benchmarks.
- Progress Monitoring: Running records and phonics assessments at each grade level.

Section 6: Usability

The literacy curriculum is structured for easy implementation with:

- Pacing guides to align with instructional calendars.
- Teacher manuals with lesson scripts and best practices.
- Student-friendly decodable readers for independent practice.

Conclusion

Our K-3 literacy program provides a comprehensive, evidence-based approach aligned with NYSED's expectations, ensuring all students build foundational literacy skills necessary for future academic success.