U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12NY5

School Type (Public Schools):
(Check all that apply, if any)

☐	☑	☐	☐
Charter	Title 1	Magnet	Choice

Name of Principal: Ms. Mary-Ann Macintosh

Official School Name: Burton Street Elementary School

School Mailing Address: 37 Burton Street

Cazenovia, NY 13035-1148

County: Madison   State School Code Number*: 250201060006

Telephone: (315) 655-1325   E-mail: mmacintosh@caz.cnyric.org

Fax: (315) 655-1353   Web site/URL: caz.cnyric.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Robert Dubik   Superintendent e-mail: rdubik@caz.cnyric.org

District Name: Cazenovia CSD   District Phone: (315) 655-1317

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Fritz Koennecke

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

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

*Non-Public Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

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

2. District per-pupil expenditure: 14720

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 7

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	40	51	91		7	0	0	0
1	54	44	98		8	0	0	0
2	48	57	105		9	0	0	0
3	50	45	95		10	0	0	0
4	67	45	112		11	0	0	0
5	0	0	0		12	0	0	0
					Total in Applying School:			501

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
2 %	Asian
1 %	Black or African American
3 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
93 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 5%

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

(1)	Number of students who transferred *to* the school after October 1, 2010 until the end of the school year.	8
(2)	Number of students who transferred *from* the school after October 1, 2010 until the end of the school year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	28
(4)	Total number of students in the school as of October 1, 2010	511
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 3%

   Total number of ELL students in the school: 2

   Number of non-English languages represented: 1

   Specify non-English languages:

   Spanish

4

9. Percent of students eligible for free/reduced-priced meals: ___18%___

   Total number of students who qualify: ___89___

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

10. Percent of students receiving special education services: ___8%___

   Total number of students served: ___41___

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

2	Autism	0	Orthopedic Impairment
0	Deafness	9	Other Health Impaired
0	Deaf-Blindness	11	Specific Learning Disability
3	Emotional Disturbance	4	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
11	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	24	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	14	3
Paraprofessionals	13	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	15	0
Total number	67	3

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: ___21:1___

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	96%	89%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
    Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

    Graduating class size: _____

Enrolled in a 4-year college or university	____ %
Enrolled in a community college	____ %
Enrolled in vocational training	____ %
Found employment	____ %
Military service	____ %
Other	____ %
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ☐ No

    ☉ Yes

    If yes, what was the year of the award?   Before 2007

PART III - SUMMARY

Burton Street's mission is that, "Each individual will strive to attain his/her potential in a positive and safe learning environment in which the entire school community encourages self-worth, a sense of responsibility, a caring attitude, an appreciation for learning, and distinguished achievement of required academic standards." Here at our school we live and breathe our mission, they are more than just words on a page. This vision is the very heart of who we are and why we do what we do in our pursuit of excellence.

At first glance, the population here in Cazenovia appears to be homogeneous, although there is almost no variance in race or spoken language. There are however significant differences in the socio-economic status of households in the area. With-in the 125 square miles that the school district encompasses, our 503 students come from areas ranging from a tight-knit village community, to wide open rural areas to large farm lands. There are many working dairy farms, as well as organic farms and equine enterprises that add to our community's diversity. Another unique aspect of our town is Cazenovia College which sits in the center of our business district. The campus and its students enhance our district and the students' lives both in and out of school. Many professionals with businesses outside of the community choose to make Cazenovia their home, due in part to our school district's reputation.

Despite all of the changes in the fast-paced world in which we live, Cazenovia has retained its small town charm and community values. Picture one late afternoon in May, students skipping out of the Rippleton one-room school house. They've just experienced the rich story of education's beginnings here in Cazenovia way back in 1796. Since our first Blue-Ribbon award a decade ago, we continue to strive to offer students and families better programs. While we embrace our past and bring our local history to life, as a school, we look toward the future by making sound decisions based on current research. For example, Burton Street Elementary has evolved from half day to extended day and finally to a full day kindergarten program three years ago. Another proof to our resilience to change would be our infusion of the use of technology. From chalkboards and chalk, to white boards and markers, our students are now demonstrating authentic learning while presenting on Smartboards and practicing newly attained concepts and skills on iPads.

Since 1957, when Burton Street opened its doors, teachers have continually worked to uphold our "tradition of excellence" by acting as agents of change to stay current with the ever evolving trends in education. It was our desire to take the lead and be ahead of the trend in implementing Response to Intervention, by evolving our "Child Study" model to our current Student Success Team (SST) which has been in place over the past five years. Our SST team has been instrumental to our classroom teachers and support staff by providing resources to facilitate differentiated instruction in meeting individual needs. This approach has benefited not only our students, but our teachers. Burton Street has led the way to current Response to Intervention (RtI) practices and was recognized by the state of New York as one of fourteen schools to participate as a pilot school expected to share those strategies. State Education officials visited our school to film our RtI Data Meetings as a model of how we successfully implement Response to Intervention. Burton Street is leading the way to help support other schools and their implementation of student focused and data driven decisions to benefit the individual learner.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As a leader in The Central New York region we continue to strive for excellence and to be number one with our academic success. We have recognized the importance of data driven instruction and supported it with a significant amount of professional development. As a building we have set our expectations for our teachers to be data driven and to use the data to inform their instruction. The leadership team supports the staff with data team meetings that allow for discussion not only with data, but how to design instruction based on that data. Our goal is to have our students in kindergarten-12th grade be at the highest level in academic achievement in our region. To support this goal we provide our students with the foundational skills to achieve success in their entire academic career and beyond. Specifically at Burton Elementary Street in 2010 we were ranked second of 50 schools in our region, at grades 3 & 4 in ELA. In 2011 our 4th graders were second and we were 4th in 3rd grade. In the 2011 school year 78% of our students at Burton Street passed the NYS ELA exams exceeding the state average of 57%. In the area of mathematics in the 2009- 2010 school year our 3rd graders were ranked 4th in our region and our 4th graders were ranked 2nd. In the 2010- 2011 school year our 3rd grades were ranked 2nd and our 4th graders were ranked 1st. The average % passing in 2011 for 3 & 4 was 87%. NYS average was 65% passing. Again our Burton Street students average scores were well above NYS average. As you can see by our data teachers continue to strive to increase student achievement. Our teachers consistently monitor and adjust their instructional practices to ensure growth for all students. We recognize embedded and ongoing professional development as imperative to this process. We have become data driven over the last five years. Without extensive professional development the improvements in student achievement would not have been possible. At first look at our data table one might think we had decreased in student achievement. In the 2009-10 school year New York State (NYS) changed the scaled score cut points significantly. In fact according to regional data, each district in the Central New York region (50 school district region) from the 2008-09 school year to the 2009-10 school year had a 20% decrease in percent proficient and percent advanced. We had a 15% drop in percent proficient and advanced that same year in student achievement. During the 2009-10 school year, our 3rd grade students were ranked 1st and 4th grade students were ranked 2nd in our 50 district region.

In the apples to apples comparison, from 2006-2008 in New York State, our ELA student achievement in grade 3 went from 70% proficient to 91% proficient. Also, our ELA student achievement in grade 4 went from 89% proficient to 91% proficient. In addition, our Math student achievement in grade 3 went from 89% proficient to 96% proficient during that same time period. Lastly, during the 2006-2008 school years our Math student achievement in grade 4 went from 89% proficient to 95% proficient. We attribute our increase in student achievement to the implementation of Response to Intervention. Over the last five years, we have had extensive professional development in RtI as well as training in assessment literacy. Our staff members now understand the differences between norm and criterion referenced testing. Also, we have a common language with key vocabulary terms defined, such as, Screening, Benchmarking, Formative and Summative assessments, Aimlines and progress monitoring. Each teacher is responsible for providing classroom interventions as well as progress monitoring. Tier 2 intervention providers,(AIS reading and math specialist) also progress monitor their students. We continually have grade level data team meetings to discuss progress monitoring data and talk about appropriate academic interventions.

We also attribute our increase in student achievement to the building data team's work. The building data team consists of the building Principal, District Data Coordinator, School Psychologist, and the Literacy Coach. This team is constantly tweaking our data driven process. Initially the team would organize existing data for grade level teams to have data conversations. Over the past five years, the building data team has been making decisions to support data driven discussions. We have shifted from DIBELS to AIMSweb as our screening assessment. Also, we have put more diagnostic assessments in place for our teachers so that they are able to meet individual student needs. Our goal was to have

norm referenced test results for every student so we could report the information to our parents.

Lastly we attribute our increase in student achievement to our ongoing grade level data team meetings. In the beginning of each school year, our teachers are given the opportunity to look at state assessment results in a variety of ways. Teachers receive classroom results and well as individual student results. We have conversations about the results by standards or strands and performance indicators. Not only do our teachers have the opportunity to reflect on last year's results, but they also receive strengths and weaknesses of their incoming class. Also, at grade level data team meetings we discuss universal screening data. Our conversations about the universal screening data are about very specific reading skills. Traditionally in grades K-4 we discuss, Letter Naming Fluency (LNF), Letter Sound Fluency (LSF), Phoneme Segmentation Fluency (PSF), and Non Sense Word Fluency (NWF), Oral Reading Fluency (ORF), and Reading Comprehension.

2. Using Assessment Results:

We use our assessment data in a variety of different ways. We have several different data teams in the Cazenovia Central School District, which include, District Data Team, Building Level Data Teams, and Grade Level Data teams. Our District Level Data team meets quarterly to discuss trends we see district wide. The Building Level Data Team is a key decision making group for each building. Burton Street Elementary Building Data Team makes decisions that include developing criteria for entering and exiting Response To Intervention (RTI) services, identifying grade level and individual interventions, and identifying ways to communicate to our parents. The Grade Level Data Teams meet frequently to discuss instructional practices based on the data. During the 2010-11 school year we had over 6 half day data meetings with each grade level.

At the Building Level Data Team meetings we take a look at the specific reading skills of all students. In the primary levels, we discuss Letter Naming Fluency (LNF), Letter Sound Fluency (LSF), Nonsense Word Fluency (NWF) and Phoneme Segmentation Fluency (PSF). Using AIMSweb as our Universal Screening tool we have developed criteria that established cut points using the National Norms. In the primary grade levels, our minimum goal is every student reaches the 45%ile nationally on each measure. If students do not meet the 45%ile, they receive appropriate interventions until the goal is achieved. At the intermediate grade levels we universally screen using AIMSweb measures called the Reading-Curriculum Based Measure (R-CBM, a fluency measure), and MAZE (which measures comprehension). We have the same goal for our students at the intermediate grade levels, which include every student must reach the 45%ile nationally. In addition to using AIMSweb screening measures, we also use state assessment results, Developmental Reading Assessment (DRA), and the Gates-McGinite Assessment to identify students who may need additional interventions.

The Grade Level Data Team meetings have discussions about our assessment results. We often use protocols to have a structure to our conversations. The protocols we use include, the Collaborative Learning Cycle (from the book Data Driven Dialogue by Bruce Wellman and Laura Lipton), the Tuning Protocol (from the book the Power of Protocols by McDonald, Mohr, Dichter, and McDonald), and resources from the Data Wise Process from Harvard University. By using a variety of protocols we are able to have high level conversations about student data. The leaders of our grade level team meetings are the Literacy Coach and District Data Coordinator. As a group the grade level teachers often brainstorm interventions with assistance from the Literacy Coach and District Data Coordinator. We have also taught regular education teachers and other specialists to progress monitor. Our teachers now believe they need to progress monitor weekly to see if the intervention is working. Our goals for progress monitoring are set to the 50%ile nationally. In other words, students do not exit from the interventions (or progress monitoring), unless they reach the 50%ile nationally in that specific reading skill.

We also have our Building Level Student Success Team (SST) that meets on teacher concerns of individual student needs. The SST team consists of our School Psychologist, primary and intermediate

regular education teachers, speech language pathologists, reading specialists, and our literacy coach. Our teachers make referrals to our SST team in order to gain professional support and intervention ideas. At the SST team meeting a problem solving methodology is used to brainstorm intervention ideas and develop an individual student intervention plan. Team members act as liaisons as a means of teacher support with materials and plan feasibility. Follow up meetings are conducted to review student progress. Our decision rules are then applied in order to determine how students move among the tiers of intervention.

3. Sharing Lessons Learned:

Our Burton Street culture has been one of collaboration and sharing and always looking for best practices. Over the years we have welcomed change in an effort to institute best practices for each staff member to ensure a high level of success for our students. In our endeavors we realize the importance to communicate with other schools our challenges and our successes and as such have presented in several different venues.

One consistent venue has been the Regional Board Of Cooperative Educational Services (BOCES). One event was a sponsored RTI workshop. Our team focused on sharing background and best practices for a model for implementing RTI at the elementary level. Our audience was educators from our BOCES region (23 districts) including administrators, school psychologists, reading teachers as well as special and regular education teachers. A similar presentation was also given at the annual New York State School Board Association conference. Our audience included district administrators as well as school board members. Another presentation at our Regional BOCES was at a Professional Learning Communities workshop. This presentation included decision rules and tier one strategies within RTI as well as our data team structure. The audience was compromised of district level and building level administrators and reading teachers representing approximately 40 school districts.

As one of 14 elementary buildings to receive the RTI/TAC grant, our leadership team attends a yearly conference in Albany, NY. In year two of the grant we were asked to present two workshops. These workshops focused on the models used at Burton Street for running effective data (student test and assessment information) team meetings, supporting teachers on data interpretation and the use data to inform instruction and support all student learning needs. We also presented our decision rules in identifying students in need of intervention and the process we use in determining how student needs are met through navigation among the tiers. The conference is composed of all schools who received the grant as well as members of the New York State Education Department and the Technical Assistance Center. Last year Burton Street School was approached by the TAC advisory group to video tape our data team meetings to present to other schools as a model of our process.

A member of our building level team presented to NYS Department of Education representatives as well as Chief Information Officers at the New York State Data Technical Assistance Group (NYSDATAG) on our RtI model. We have had several school visits to see how we structure our model of RtI including: our instructional support team and data team meetings, screening, progress monitoring and interventions.

4. Engaging Families and Communities:

Throughout the years, Burton Street Elementary school has created and maintained traditions that are not only student centered but that are inclusive of our community members as well. Peaked in tradition, our school honors its traditions, celebrates the present, yet looks to the future as to embody our growing academic and social success. In an effort to continually connect our school with the greater community, many of our teachers often go above and beyond participating in committees to create an environment where not only the students benefit but the community members as well. Our commitment to family and community is integral to our school culture.

Our unique Character Education program highlights positive behaviors in and outside of Burton Street.

Our students strive to "Catch the Wave" as each day they are able to make choices that exemplify pride, honesty, caring, responsibility and respect. Teachers, staff, parents and outside community members look to "catch" our students making positive choices. Community members are encouraged to nominate and attend our monthly assemblies recognizing students who have displayed those traits.

We provide many opportunities during the school day, as well as in the evening for families to actively participate in their student's learning. Reading Round-Up and Family Math Night are two events that provide opportunities for parents to explore hands-on activities with their children in school that they can then apply at home. Every grade level at Burton Street offers a variety of writing celebrations where families are included in order to acknowledge each child as an author.

Being a lake community, rich in history, local specialists from various community associations and our local college come into our school to bring the unique community of Cazenovia to life. Through an exploration of the earliest settlers, to the development of our growing town, including the preservation for our natural resources, students learn and then are given the opportunity to experience their community first hand.

Here at Burton Street, the walls are no barrier for our students and their success in the world around them. We believe the community is our classroom. We value all that our families and other community members bring to our learning community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

In this era of accountability, the elementary school curriculum has become paramount in meeting the diversified needs of all students. Curriculum is the set of goals or expectations for teaching and learning that are made explicit in the form of a scope and sequence of skills to be addressed. Our current Burton Street Elementary curriculum is evolving to better reflect The Common Core Standards initiative.

Our literacy curriculum offers balance between guided, shared, and independent reading and writing. This continuum of literacy learning allows the teachers at Burton Street Elementary School to embed the six shifts of ELA instruction (part of the new Common Core Learning Standards). In the primary grades, the focus is to give foundational skills that will allow a child to be a successful reader. There is a transition from learning to read to reading to learn in the third and fourth grades with a renewed goal of analytical and critical analysis of nonfiction text. Our instructional practices at all grade levels include Writing Workshop embedded with the 6+1 Traits program. During Writing Workshop, the teacher models writing with samples from exemplary literature.

Our Math curriculum is taught through the Investigations program which leads the learner toward constructivist thought. Students engage in inquiry followed by discussions of their methods, and justification of their answers. Our instruction includes peer interaction, hands on learning, and technological tools.

Knowledge of Science content is taught through themes with applicable non-fiction books and related experiments. The methodology and performance tasks are developmentally appropriate for the budding scientist.

The organization of Burton Street's Social Studies curriculum takes the learner on a journey from his community through New York state to the world beyond. Inter-disciplinary techniques are used to allow learners to make real life connections.

Health topics are current and teach students about nutrition, the human body, safety, and social acceptance. Physical Education classes promote the connection between exercise and wellness.

The Arts teachers assist students in creating responses that explore individual talents and passions. The history of how music and art have influenced cultures and civilization is discussed. Culminating performances and exhibits for the community and school body showcase student progress.

A framework for Character Education has been developed. It focuses on pride, responsibility, caring, honesty, and respect. Burton Street's creative character education program supports our school's mission statement: Each individual will strive to attain his/her potential in a positive and safe learning environment in which the entire school community encourages self-worth, a sense of responsibility, a caring attitude, an appreciation of learning, and distinguished achievement of required academic standards.

Best practices include the use of technology in our classrooms and laboratory. Differentiated instruction is easily attainable with the accelerated math programs, videoconferencing, iPads, Epson and Elmo projectors, and Smartboards. Scheduling includes a weekly whole class visit to the laboratory where fundamentals are taught and practiced.

Staff monitor student progress with gathered data that drives the classroom instruction. Interventions are based on the RTI model and counsel of the Student Success Team. Fast ForWord, Writing Lab, Leveled Literacy Intervention and Math Lab are interventions that are offered to meet curriculum goals. Language acquisition and proper usage are strengthened via our speech therapists' instruction.

The building of curriculum is an ongoing process of revision. Current curriculum mapping practices include teacher collaboration in creating essential questions and content vocabulary. Faculty continue to seek coursework and independent studies that enhance professional growth which directly affects student progress.

Here at Burton Street Elementary, curriculum unifies the school community. Every student is offered consistent core academia that will serve as building blocks for future learning.

2. Reading/English:

Burton Street Elementary School's reading curriculum is rooted in rich literacy experiences and high quality literacy teaching. Each student receives targeted instruction that supports a balanced literacy approach to learning. This differentiated approach encompasses guided, shared, interactive and independent reading/writing.

Phonics and individualized spelling are also instructional components of our literacy framework. Teacher modeling provides very clear and explicit demonstrations. This framework was carefully selected by our district because it provides a strong literacy foundation for all students whether they are on, above or below grade level. The framework's flexibility provides opportunities for whole group, small group and individualized instruction.

During whole group class instruction students experience: interactive read alouds, shared reading, shared writing, interactive writing, writing conferences, and reading/ writing mini-lessons along with phonics and spelling. In addition, teachers guide students toward independence by creating literacy centers and classroom routines that allow them opportunities to collaborate with peers and independently practice. Individual needs are specifically targeted during small group instruction. A variety of leveled fiction and non-fiction texts are used along with writing, phonics and word work activities. Comprehension, vocabulary and fluency are a constant focus. An active parent-school connection is fostered through the use of nightly book bags that encourage the love of reading and reinforce previously taught skills.

The Response to Intervention's 3 Tier model is used to address varying student needs. Teachers systematically gather data by using frequent, formative and school-wide assessments. Instruction is based on sound assessment that responds precisely to what children need to learn and builds on their strengths. Tier 1 instruction is delivered in the classroom through meaningful, purposeful literacy activities that align to the Common Core Standards. Tier 2 pull-out services are delivered in small groups of 2-4 students and include Leveled Literacy Intervention, FastForWord, Wilson, and PAL2. When intensive Tier 3 instruction is required, students may be seen individually or participate in multiple interventions. Student progress is monitored to insure that instruction and interventions are appropriate. When expected progress does/does not occur, the intervention is adjusted by changing the intervention, group size, intensity or frequency.

Reading instruction is a priority at Burton Street Elementary. Our goal is that each student is exposed to excellent literature daily with the support of solid literacy instruction.

3. Mathematics:

The teachers at Burton Street Elementary believe that students have a range of mathematical knowledge. We provide opportunities for all learners to build on this knowledge and to develop higher mathematical skills through the support of the program Investigations In Number, Data, and Space.

Investigations is a constructivist program. The concepts taught are guided by the principles of mathematical reasoning, strong number sense, computational fluency and collaboration among students. Teachers embrace the students' mathematical knowledge and value their ability to use a variety of strategies to problem solve. New learning is meaningful. We continually assess ourselves, as teachers, to see that our program and instruction is aligned to current standards.

A variety of instructional methods are used to meet the needs of all students. Looking into a mathematics lesson, you will see learners engaging in small groups, discovering strategies and sharing ideas. The teacher is an active partner who is facilitating and clarifying student learning. The use of manipulatives, games, literature and technology enhances student understanding.

Teachers at Burton Street Elementary understand that differentiation is essential. Investigations supports a range of learners in each lesson. Through this approach our teachers are able to provide academic intervention to individual students. Students' abilities are identified through formative and summative assessments, observations and state assessments. In addition, our math specialist has developed school-wide, grade-level screenings. These curriculum based measures provide data to drive instruction. Enrichment units have been constructed through local grants.

Recognizing the importance of a home-school connection, diligent efforts have been made to inform our families. Parent workshops help parents to understand the program. Grade level family math nights provide the students an opportunity to showcase their understanding of math skills and enables parents to engage in math activities. Letters are sent home for each unit to explain concepts and extension activities that will reinforce learning.

Teachers continually strive to make real-life connections. Community members are invited to share how they use math in their careers. We were also awarded a "Kids Growing Food" Cornell grant. Through this funding, our school constructed a garden giving students opportunities to apply a broad range of mathematical concepts. Math is integrated across the curriculum.

Technology enhances student learning. Classrooms are equipped with Smart Boards, Elmos or Epsons allowing for a variety of instructional approaches. Computers and iPads enrich student learning. Web based programs are used for individualized practice and to monitor student progress.

4. Additional Curriculum Area:

Embedded in our school's mission statement are the themes of our Character Education curriculum. Our mission statement includes the ideas of encouraging self-worth, having a sense of responsibility and having a caring attitude. Key vocabulary words within our Character Education program are: pride, respect, responsibility, caring and honesty.

The school wide slogan is "Catch the Wave". At the initial assembly, students were instructed that "catch the wave" meant that they were to be "caught" demonstrating one of the five positive character traits pride, respect, responsibility, caring and honesty.

The school focuses on one character trait at a time. To begin each area of focus, the school has an assembly in which a grade presents the featured attribute. Assemblies include a skit and/or story that clearly demonstrate how that quality should look in different environments, such as the classroom, cafeteria, hallways, recess and the bus. The varied settings allow students to observe how that trait permeates every aspect of their lives. During the period of time when the school is focused on a featured quality, faculty and staff recognize student exemplars by giving them a "catch the wave" clothespin. Students wear these clothespins for the remainder of the school day and are recognized throughout the building for their positive behavior. For students who consistently demonstrate these behaviors, teachers can nominate them for a "Hang Ten"Award.To expand this program outside of the school day, parents

and community members are asked to write a letter of support when students demonstrate the particular character trait. These students are honored at the concluding ceremony by receiving a "Radical Wave Rider" bracelet.

5. Instructional Methods:

As you walk down the halls of our stimulating school and peek into classroom doors, you are certain to see our students engaged in a variety of challenging and motivating activities created by teachers to meet their students' individual needs. Developing each student's academic, emotional, and social growth is the goal of every teacher's instruction here at Burton Street. Our character education program is an integral part of our teaching, by creating the foundation that our instruction rests upon. The development of pride, responsibility, respect, caring, and honesty is woven into our daily instruction and meets the total child's needs and enhances their ability to learn in a safe, positive environment.

Our district follows the Response to Intervention model that ensures that our instruction is targeted to meet the specific needs of each individual child with instruction provided to support and challenge them. Tier I instruction is the most critical part of the RTI process. We follow the philosophy that emphasizes, "making a difference means making it different." Our goal is to motivate each individual learner to accomplish his or her best within their own time frame and way of learning. Our teachers here at Burton Street Elementary pride themselves in providing high quality core instruction which is aligned to the NYS Common Core Standards.

You will see students sitting on rugs reading with partners, small groups gathered in front of a Smart board reading a poem, practicing multiplication facts on an iPad, listening and responding to stories at a computer. We teach intentionally, with purpose, and with response to our students' needs. From materials to teachers' word choice, there is nothing random here. Tier I impacts every moment of the day, by using programs such as Words Their Way, Lucy Calkins' Units of Study, Guided Reading, 6 +1 Traits and Investigations Math. Hands-on lessons, including the use of video conferencing, motivate and actively engage student learning. Field trips provide immersion experiences and enriching activities that strengthen knowledge and comprehension. Our community has a wealth of enriching learning opportunities that supplement and connect our curriculum, ranging from one-room schoolhouse immersion, to launching boats on the lake, to spending time with our infamous mummy, "Hen" at our local library. Burton Street Elementary School brings learning to life!

Burton Street Elementary School provides differentiated instruction in a warm, safe, friendly, challenging, high-tech atmosphere, in which each student is regarded as unique and special.

6. Professional Development:

We recognize the importance of professional development as an integral part of increasing student achievement. Through consistent evaluation of our student qualitative data and feedback from staff through surveys, we are able to identify areas for staff development. Our building's literacy coach provides ongoing professional development, both embedded and supplemental. This process supports classroom teachers in their goal of providing intentional instruction. This model focuses on collaborative meetings with both individual and team teachers. Included in these meetings are goal setting, discussion of targeted teaching strategies, modeling, peer observation, and follow up reflection. Student achievement has been positively impacted through teachers increasing their knowledge and instructional strategies. Our staff is teaching students at their instructional level and teaching to student needs. An indication of this can be seen in our student growth data on our screening measures from fall to spring, as well as results from state testing.

The District has supported professional development for BS teachers by budgeting professional development monies for after school in-service courses which target teaching strategies. Some examples of Professional Development are Response to Intervention, Daily Five, Writing, Reading Comprehension

and Investigations math training. We have offered various Instructional technology in-services including but not limited to Smart Board, Epson, Google docs, iPads and web design.

Through the Response to Intervention Technical Assistance Center (TAC) Burton Street has been the recipient of grant funding. A large portion of this funding has been used to supplement the professional development program by providing outside consultants, substitute teachers for the purpose of release time for teachers to work with the Literacy Coach and District Data Coordinator, attendance at conferences and webinars. Some grant monies have been used to purchase books for our professional library as well as individual teacher instructional support materials.

We recognize the need for our leadership team to engage in ongoing professional opportunities. Our team has attended State RTI conferences throughout the year. Our team participates in the RTI-CNY Professional Learning Communities as well as various webinars focusing on strengthening our leadership capacity. Our entire learning community embraces and looks forward to professional development as a means to grow professionally.

7. School Leadership:

The leadership philosophy at Burton Street is one of collaboration and a culture in which everyone's opinion is valued and listened to. Recognizing the attributes several teachers possess, the principal has consistently fostered leadership opportunities for the staff. Areas where this can be witnessed is through regular sharing of professional information and teacher lead training in technology, instructional strategies, in-service and faculty meeting presentations. Several teachers have played an instrumental role in building and district level committees.

One example where the leadership philosophy is evident can be seen through the implementation of the RTI process. Through a review of student data the principal and learning community recognized a need for change. After identifying a building leadership team the first task was to support teachers in their understanding of RTI and the need for change. A primary issue identified was teacher's lack of understanding data and the importance of assessment literacy. Teachers were provided time to collaborate with their grade level teams along with professional development opportunities. Throughout this process, teachers grew professionally and moved from only looking at building data to looking at classroom and individual student data to make decisions to drive their instruction targeted to student needs.

Through shared decision making the building has developed its own character education program. In recognizing the need for character education to support the development of a well-rounded student and the New York State mandate the principal asked for volunteers to be on a shared decision making team to create such a program. This team consists of classroom, special area and reading teachers along with two parent representatives. The team has created a character education program that reaches beyond the walls of Burton Street. An example of this can be seen from feedback received after sharing our program through newsletters and local newspaper, community members have written letters to recognize our students displaying character education traits.

Over the past seven and a half years the principal has seen student achievement levels continue to grow. The teachers have also grown in their professional learning. Conversations in the staff room have centered on teachers supporting each other in their professional development and student growth. The culture at Burton Street has an expectation for continual growth in student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: Math

Edition/Publication Year: NYSED Report Card Publisher: NYSED

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficiency/Exceeds	80	76	96	94	89
Exceeds Proficiency	26	36	34	39	30
Number of students tested	110	135	126	121	120
Percent of total students tested	99	99	99	99	98
Number of students alternatively assessed	5	1	0	1	3
Percent of students alternatively assessed	4	1	0	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
2. African American Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
6. none					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					

NOTES:

Per NYS guidelines we did not have enough students to create a subgroup. NYSED changed cut points beginning in the 2009-2010 school year.

12NY5

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: ELA

Edition/Publication Year: NYSED Report Card Publisher: NYSED

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficiency/Exceeds	76	74	91	80	70
Exceeds Proficiency	8	32	16	17	8
Number of students tested	111	135	126	123	119
Percent of total students tested	99	99	99	99	98
Number of students alternatively assessed	5	1	0	1	3
Percent of students alternatively assessed	4	1	0	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
2. African American Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
6. none					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
NOTES:					

Per NYS guidelines we did not have enough students to create a subgroup. NYSED changed cut points beginning in the 2009-2010 school year.

12NY5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: Math

Edition/Publication Year: NYSED Report Card Publisher: NYSED

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficiency/Exceeds	93	89	95	95	89
Exceeds Proficiency	54	58	50	47	44
Number of students tested	133	124	124	121	133
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	5	1	0	1	1
Percent of students alternatively assessed	1	1	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
2. African American Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
6. none					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
NOTES:					

Per NYS guidelines we do not have enough students to make a subgroup. NYSED changed cut points beginning in the 2009-2010 school year.

12NY5

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: ELA

Edition/Publication Year: NYSED Report Card Publisher: NYSED

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficiency/Exceeds	80	83	91	83	89
Exceeds Proficiency	6	12	22	14	10
Number of students tested	133	124	123	121	135
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	1	1	0	1	1
Percent of students alternatively assessed	1	1	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
2. African American Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
6. none					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested					
NOTES:					

Per NYS guidelines we do not have enough students to create a subgroup. NYSED changed cut points beginning in the 2009-2010 school year.

12NY5

STATE CRITERION-REFERENCED TESTS
Subject: Mathematics   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Proficiency/Exceeds	87	82	95	94	89
Exceeds Proficiency	41	46	41	43	37
Number of students tested	243	259	250	242	253
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	10	2	0	2	4
Percent of students alternatively assessed	2	1	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NY5

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Proficiency/Exceeds	78	78	91	81	80
Exceeds Proficiency	6	22	18	15	9
Number of students tested	244	259	249	244	254
Percent of total students tested	99	99	99	99	98
Number of students alternatively assessed	6	2	0	2	4
Percent of students alternatively assessed	2	1	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Meets Proficiency/Exceeds	0	0	0	0	0
Exceeds Proficiency	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NY5