

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  (3-6 Intermediate)  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Matthew Calderon

Official School Name: Pembroke Intermediate School

School Mailing Address:  
58 Allegheny Road  
P.O. Box 308  
Corfu, NY 14036-0308

County: Genesee State School Code Number\*: 1813-0204-0001

Telephone: (585) 599-4531 Fax: (585) 599-4531

Web site/URL: http://www.pembroke.k12.ny.us/ E-mail: mcalderon@pembroke.k12.ny.us

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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Gary Mix

District Name: Pembroke CSD Tel: (585) 599-4525

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Michael Wolf

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 2008-2009 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 the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
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** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:                      2   Elementary schools  
           Middle schools  
           Junior high schools  
      1   High schools  
           Other  
      3   **TOTAL**
2. District Per Pupil Expenditure:  13435

Average State Per Pupil Expenditure:  17330 

**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.  6  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
<b>PreK</b>			0	<b>7</b>			0
<b>K</b>			0	<b>8</b>			0
<b>1</b>			0	<b>9</b>			0
<b>2</b>			0	<b>10</b>			0
<b>3</b>	36	39	75	<b>11</b>			0
<b>4</b>	30	45	75	<b>12</b>			0
<b>5</b>	37	37	74	<b>Other</b>			0
<b>6</b>	34	41	75				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							299

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
0 % Black or African American  
1 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
95 % White  
2 % 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 past year: 6 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1.	295
(5)	Total transferred students in row (3) divided by total students in row (4).	0.061
(6)	Amount in row (5) multiplied by 100.	6.102

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 23 %

Total number students who qualify: 68

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-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %

Total Number of Students Served: 38

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>2</u>
Special resource teachers/specialists	<u>7</u>	<u>3</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>0</u>	<u>5</u>
Total number	<u>37</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	96%	96%	96%
Daily teacher attendance	96%	95%	95%	96%	95%
Teacher turnover rate	6%	9%	6%	6%	9%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<u><b>100</b></u> %

## PART III - SUMMARY

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The Pembroke Intermediate School is a rural school of approximately 300 students, grades 3-6. In partnership with the community, we are committed to knowing each individual student's interests, needs, and desires in order to prepare all students for graduation with the knowledge, skills and attitudes necessary to lead productive lives.

We envision increased knowledge through academic excellence and continued growth, we envision applied skills through challenging academic and extracurricular programs, and we envision positive attitudes through an atmosphere of mutual respect and an environment that fosters character and pride.

To fulfill our commitment to increased knowledge, we use research-based motivational, instructional, and assessment strategies to ensure each student achieves at the highest possible level. We actively identify student needs and use differentiated instruction to ensure individual success. We participate in ongoing professional growth by sharing best practices and working collaboratively with students, staff, parents, and community members.

To fulfill our commitment to applied skills, we provide students with meaningful learning opportunities and engaging lessons that require higher-level thinking, problem solving, and real-world applications. We effectively utilize emerging technology. We promote and support extra-curricular activities through ongoing recruitment of students and attendance at student events.

To fulfill our commitment to positive attitudes, we consistently model respect and integrity through open and honest communication. We actively consider different perspectives when making decisions, and we promote positive relationships by supporting those decisions. We maintain high expectations, recognize hard work, and celebrate success on a regular basis in order to promote responsibility, accountability, and pride.

We live out these Mission, Vision, and Commitment Statements daily with...

**Fantastic families and kids:** It all starts at home. According to Robert Marzano in his book, *What Works in Schools*, 80-90% of students' school success is determined by their home life and personal motivation. If families place a high value on education, research shows that students perform well. So many people that enter the Intermediate School comment on how great our kids are. I have heard it said more than once, "The kids here are so respectful. It's like they really want to learn!" They are, and they do.

**A fantastic staff:** Although the majority of student success is determined by student-level factors, our staff recognizes that their part of the equation is essential. Research shows that all student-level factors can be overcome when schools do the right things. That is why our staff goes the extra mile to make sure all students succeed; and when students struggle, they do not blame it on them; they analyze the data and the given circumstances and consider what can be done another way to make a difference, early intervention being key.

**A fantastic administrative team:** Our administrative team motivates, challenges, and encourages all team members to beat their personal bests, to raise the bar whenever a goal is reached, and to realize how their individual contributions lead to victory for the whole team. We work to ensure our programs build upon each other from one school to the next, and that our students experience high academic expectations year after year, every year.

**A fantastic board of education and community:** Our board members maintain objectivity and balance in establishing policies and approving requests as they do what is best for kids, while financial considerations for the community. Pembroke is a great community! Whenever one of its own goes through hard times, the whole community comes together to show love and respect when most needed. We are thankful for a board of education and community that value our children, support their education, and model what it means to be caring.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The New York State (NYS) exams measure student progress as defined by NYS Learning Standards and serve as benchmarks that determine if students are on track to graduate. Scores range from Level 1 to Level 4.

- Level 1: Not meeting the standards
- Level 2: Partially meeting the standards
- Level 3: Meeting the standards
- Level 4: Meeting the standards with distinction

Prior to the 2005/2006 school year, NYS administered state tests in Reading and Math at grades 4 and 8 only. The 3-8 testing required by "No Child Left Behind" (NCLB) was implemented in 2005/2006, and this is the reason there are only three years of state data for grades 3, 5, and 6. Prior to 3-8 testing, we used Terra Nova exams to provide data in the off years, which are not shown on our charts. Further information about the NYS assessment system can be found at <http://www.emsc.nysed.gov/osa/>

Students scoring below Level 3 are mandated to receive Academic Intervention Services (AIS). Due to the fact that the state exams are benchmarks that indicate if individual students and groups of students are on track to graduate, when we analyze state assessments to set goals, we do not compare one year's results in a given grade level to the next year's results in the same grade level. We compare the data based on the cohort, tracking results of the same group of students as they move from one grade to each successive grade. We believe looking at the data in this way enables us to be very prescriptive in meeting students' individual needs, providing AIS or enrichment as necessary.

Incremental improvement over time is the trend we strive for. For instance, after the first two years of the 3-8 testing, the reading part of the Terra Nova and NYS ELA test data showed improvement in the cohorts from second to third grade, then from third to fourth grade, and fourth to fifth grade - but there was a significant dip that occurred from fifth to sixth grade two years in a row. We reviewed regional data that showed half the schools also dipping from fifth to sixth grade, while the other half showed improvement. This indicated that it was not the test itself, but what schools were doing that was the variable. We brainstormed all the possible reasons for the dip between 5th and 6th grade, as well as all the possible strategies to implement the following year. We are pleased to report that our efforts paid off for last year's 6th graders (the class of 2014). In the 2003/2004 school year, the class of 2014 had 64% meet ELA standards in grade 2 (based on the Terra Nova); in 2004/2005, 66% met the standards in Grade 3 (Terra Nova); in 2005/2006, 77% met the standards in grade 4 (NYS ELA); in 2006/2007, 81% met the standards in grade 5 (NYS ELA); and in 2007/2008, 92% met the standards in grade 6 (NYS ELA). The special education students in the class of 2014 also showed improvement each year, going from 11% in grade 4, to 43% in grade 5, to 50% in grade 6. Students receiving free and reduced meals went from 77% in grade 4, to 79% in grade 5, to 94% in grade 6.

Our math results show similar increases each year, within the cohort groups. Using the class of 2014 again: 71% met the math standards in grade 3 (Terra Nova 2004/05), 91% in grade 4 (NYS Math 2005/06), 92% in grade 5 (NYS Math 2006/07), and 97% in grade 6 (NYS Math 2007/08).

### 2. Using Assessment Results:

At the beginning of each year, each grade level team uses the previous year's NYS test data to establish "SMART" goals (Specific, Measurable, Attainable, Results-oriented, Time-bound), as described in Mike Schmoker's book, Results: The Key to Continuous School Improvement. For example, based on the previous

year's results, a team might set the goal to increase the overall passing percentage from 85% to 90%. Teams collaborate to analyze the data, identify areas of strengths and weaknesses, use the information to adjust curriculum maps, identify and share best instructional practices, and decide how and when they will assess progress throughout the year. They usually administer and analyze 2-3 common assessments that parallel the NYS exams before the given state testing date. NYS mandates all students that score below level 3 receive Academic Intervention Services (AIS). Based on local data, we also choose to provide AIS for students that score a low 3.

We use a three-tiered Response to Intervention (RTI) model to ensure that all kids progress in Reading as expected. We administer three universal screenings (September, January, May) to all students to assess their oral reading fluency and comprehension. All of our classroom, AIS, and Special Education teachers provide level 1, 2, or 3 interventions and administer regular progress monitoring assessments for identified students within each of the three levels.

Students also take ownership of their own learning by setting their own goals. Every five weeks, all students are provided with their personal data. They use their Reading and Math grades, as well as the number of absences and discipline referrals up to that point, to set realistic goals for the next five weeks. In late June, the student from each grade level demonstrating the most overall improvement is chosen to blast water balloons at selected staff members as the entire school watches!

### **3. Communicating Assessment Results:**

Communicating student performance data is essential for motivational and accountability purposes. Parents and community members are informed about overall grade level performance on state tests via the local newspapers, the school's "Dragon's Eye" newsletter, and the district's "Dragon Tales" newsletter. Beyond report cards and progress reports, parents are informed about individual student performance during parent conferences, by phone, and through additional written correspondence including e-mail. Our teachers show parents graphs that track progress over time and explain them in detail. When NYS releases the official "Parent Reports," we send them home as well. These reports thoroughly explain state test scores and performance levels and list resources to help parents support their children's education.

Students are informed about their performance on a regular basis. For local assessments, students often chart their own progress on graphs and use data to set their own goals. For the "Balloon Blast" goal setting mentioned in the previous section, students are given a pamphlet to document goals and track their actual performance throughout the year. The teachers use the process to discuss student performance and to assist students in developing strategies to increase their achievement. Parents are also encouraged to discuss the goals at home and to assist their children in accomplishing them.

The Buffalo Business First publishes an annual periodical called the "Guide to Western NY Schools," which uses four years of data to rank nearly 100 school districts based on many variables, including performance on state tests. In our communications to community members, we often refer to this periodical and encourage them to check it out. We have been named the most rapidly improving school district in WNY (one year moving from #39 to #19), one of the most socio-economically over-achieving school districts, and over the past three years, the Intermediate School has moved from the middle of the elementary school rankings to near the top quarter.

### **4. Sharing Success:**

Our regional Genesee Valley Board of Cooperative Educational Services (BOCES) has done an outstanding job of creating meaningful networking opportunities for professional educators to share best practices. Monthly meetings are scheduled for Principals, Directors of Curriculum, Directors of Pupil Personnel Services, and Superintendents. In the summer, there is a regional principal's retreat wherein school leaders

within our midst share successes and the reasons behind them. Administrators from other districts in our county have contacted us to ask what we are doing to get the results we are getting. In addition to sharing information over the phone and by e-mail, we have met in person with other school leaders to explain our systems and practices. In addition, our teachers have had opportunity to collaborate with other schools on several professional development initiatives, which has provided a wonderful setting to share best practices with each other.

In the event that our school is granted Blue Ribbon status, we certainly would be willing and able to put together presentations and/or workshops to share our successes and how we achieved them. This would be a great opportunity to further enhance our ideal of focused teamwork by involving the various staff members that contribute to making our school the incredible place it is. By involving administration, teachers, teaching assistants, aides, parents, and perhaps even students in presenting a workshop, we would convey the reality that no school succeeds unless all parties work together to fulfill a common mission, to share a common vision, to make a unified commitment, and to establish progressive goals. As requested, we could also meet with other schools and host visits to discuss specific programs and answer specific questions related to their needs. In addition, we would pursue opportunities to share information through the submission of articles to educational journals.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

New York State standards serve as the springboard to design meaningful curriculum for all our students. Regardless of the content area, we identify essential skills at each grade level, and we create curriculum maps to guide our way to ensure that our curriculum is guaranteed and viable. During the summer and throughout the year, teams revise the maps based students' strengths and weaknesses as identified by various assessment data. We are in the process of implementing the Performance Pathways TechPaths Curriculum Mapping program to create our maps online, which will enable us to identify overlaps and gaps in content, to increase communication between grade levels (and other schools that use the same program), and to make revisions more easily.

Within our math curriculum, students work to master basic skills to the point of "automaticity," and we develop students' knowledge of concepts and processes through step-by-step instruction, focusing on key ideas and problem solving. More information about our math program will be explained in the "Additional Curriculum Area" section.

Ruth Culham's 6+1 Traits of Writing serves as the thread tying together each grade level within our building and throughout the district. Our teachers carefully select literature and student writing to teach the traits; students focus on specific traits during given writing tasks; and teachers and students evaluate student writing using rubrics for each of the traits: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation. Writing instruction takes place during "Writer's Workshop" and is also woven into the reading program and other content areas.

Our Social Studies curriculum teaches kids what it means to be productive and contributing citizens of the United States and the world. Whether they are learning about types of communities in third grade; or the New York State Iroquois League in fourth grade, or the Civil War in fifth grade; or the form of government of Ancient Greece in sixth grade – our students learn the benefits of their freedom and the opportunities that exist to make a difference in the world. The 2004 Scott Foresman Social Studies series serves as our primary resource, and we enhance the curriculum through relevant and engaging assemblies and field trips.

In Science, students learn to understand the environment around them through meaningful science content and hands-on science labs. For instance, at grade 3, students enjoy learning about the parts of a plant; at grade 4, it is the unit on Animal Habitats; at grade 5, they love learning about the layers of Earth; and at grade 6, the effects of Drugs on the Human Body is a meaningful topic. The 2000 Scott Foresman Science program is our primary resource, in addition to great field trips to local farms, nature centers, and the Toronto Zoo!

Within our general, vocal, and instrumental music programs, students are introduced to various genres and musicians and develop an awareness of how the joy of music contributes to the wellbeing of society. We are pleased to share that our chorus will be the sole school representing New York State during the "Lincoln Bicentennial Celebration" in Washington D.C. in June 2009. Band members often compete at Solo Festivals and audition for All-County Band. Most recently, we placed 19 musicians out of a hundred-piece band and captured eight out of thirteen first chairs in the group.

Our Art curriculum follows NYS Arts standards: Creating, Performing, and Participating in the Arts; Knowing and Using Arts Materials and Resources; Responding To and Analyzing Works of Arts; and Understanding the Cultural Dimensions and Contributions of the Arts. Students use rubrics to evaluate their own work and maintain a portfolio to share with parents.

Our Physical Education curriculum includes traditional sports as well as life-long physical activities that encourage overall good health and wellness.

### **2a. (Elementary Schools) Reading:**

We desire to develop readers through motivating and engaging literature, research-based instructional strategies, and effective differentiation. Our primary resource for all students is the 2008 Scott Foresman Reading Street series, and another resource is Triumph Learning's New York State ELA Coach Workbook. Our most struggling readers benefit from the "My Sidewalks" Intensive Reading program or the Corrective Reading program.

Regular progress monitoring occurs using various assessments: weekly selection tests, fluency checks, unit benchmarks, and the Fountas/Pinnell assessment system. Data is used to prioritize skill instruction and develop small guided-reading groups based on students' needs. Each classroom has a small library of leveled readers and utilizes online activities and software programs such as Accelerated Reader to assist and motivate readers of varying abilities.

Classroom teachers and AIS or special education teachers collaborate to co-teach different genres (drama, biography, realistic fiction, etc.), facilitate reader's theater, connect kids with high interest books, and incorporate spelling, grammar, vocabulary, oral language development, and the 6+1 Traits of Writing into their reading instruction.

As extensions to our core program, our School Media Specialist provides open time in the Library for students to exchange books as needed, always striving to put "just the right book" in their hands. Our reading specialists facilitate special "Parents As Reading Partners" (PARP) activities throughout the year; such as a family reading night with sleeping bags, guest readers, and tons of children's literature. Teachers have obtained grants to enhance reading instruction. For instance, one teacher developed an outdoor adventure unit, teaching the class how to use natural resources to make a lean-to, set animal traps, and create fire just as the characters in the selected books did. A group of students are members of our Page Turners club that reads selected books and competes against other schools in the region using comprehension questions developed by the students themselves.

### **3. Additional Curriculum Area:**

Math! Math is scheduled at the same time by grade level. A few students from each class are identified to participate in an "Accelerated" math class to challenge them at a higher level, and the other groups remain heterogeneous, with the AIS math teacher providing services at the same time. Dividing instructional groups in this way further reduces our class size, enabling us to meet individual needs more effectively. Each grade teaches math at least one hour, up to an hour and fifteen minutes per day. In addition to these math lessons during the regular school day, our Math AIS teacher and various classroom and special education teachers facilitate additional lessons before school, focusing on specific areas of need.

Our primary resources for math include the 2005 Scott Foresman/Addison Wesley Math series, Triumph Learning's NYS Math Coach Workbooks, various math websites, and teacher created materials. Grade level teams invest many hours collaborating and revising curriculum maps to meet the expectations of the NYS standards, closely adhering to the NYS pre and post-March documents that outline what skills should be covered before and after March at each grade level.

During Math, our students do not simply crunch numbers; they learn to communicate their mathematical thinking both verbally and in writing. Students are shown through modeling how to use correct formulas to solve various problems. Focused practice takes place until students master given skills and concepts. Our math curriculum continuously spirals back to previous lessons and skills, and the communication between

grade levels keeps our students on track, providing them an organized cohesive plan that effectively prepares them for the Junior-Senior High School. Those students that continue to experience difficulties learning or retaining mathematical concepts are considered for support services.

Beyond all the curriculum work, procedures, and high expectations that contribute to our success in math, there simply exists the positive attitude that all of our children will in fact be successful.

#### **4. Instructional Methods:**

As the foundation of our instruction for all students, we rely heavily on the research-based strategies found in Classroom Instruction That Works by Robert Marzano, Debra Pickering, and Jane Pollack: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and using cues, questions, and advance organizers. We actively infuse technology into instruction, for instance by incorporating Smart Board games and interactive tools, Senteos, various math and reading websites, web projects, and basic applications such as Microsoft Word and Power Point. Our teachers present content in multiple ways to meet the needs of diverse learners.

Beyond the efforts of individual teachers, we structure our schedule to promote differentiation. As mentioned, Math is scheduled at the same time by grade level. A few students from each class are identified to be a part of an “Accelerated” math class, and the other groups remain heterogeneous, with the AIS math teacher providing services at the same time. For reading, nearly every classroom has a reading specialist, a special education consultant teacher, or a teaching assistant to push-in during core reading instruction, which cuts student-to-teacher ratio in half. This enables effective co-teaching to occur, whereby two adults collaborate to manage instructional groups in various formations. They provide whole-group instruction and still pull one or a few students to the side for extra assistance; they divide the class in half and instruct in two different locations, presenting the same content in two different ways; and they create multiple small groups based on interest or ability to meet the individual needs of the students. In addition to the push-in services scheduled during regular reading time, we provide pull-out AIS and special education services for small groups of identified students in order to hone in on specific skill deficiencies.

#### **5. Professional Development:**

In Pembroke, we maintain a narrow focus in regard to professional development, and we work hard to continuously improve in a few key areas. Our emphasis over the past six years has been to enhance our Professional Learning Community as promoted by Richard DuFour; to get Results as outlined by Mike Schmoker; to employ Classroom Instruction That Works as submitted by Robert Marzano; and to increase Motivation & Learning as encouraged by Spence Rogers. Within the context of these main areas, we focus mostly on growing in the areas of reading, writing, math and technology, and the foundation of our professional development is “teachers teaching teachers.”

We have a 3-year mentoring program for new teachers, whereby experienced teachers are assigned as mentors and provide a great deal of guidance and support. We also develop in-house experts to lead in various areas. For instance, we sent a group of teachers to Colorado to attend a weeklong conference on “Motivation and Learning” with Spence Rogers. When they returned, they presented to various staff on numerous occasions throughout the year. Other teachers voluntarily run after school training sessions for areas such as effectively incorporating the 6 Traits of Writing or using Smart Board technology. We have planned “University of Pembroke” Saturdays where staff members chose from a menu of various workshops taught by their own colleagues. Most of our meetings focus on sharing best practices and teaching each other about research-based strategies.

This year, each team within our building took responsibility for different chapters of Classroom Instruction That Works. After spending time outside normal hours to plan a 45-60 minute workshop on the research-based strategies assigned to them, each team presents its workshop at a monthly faculty meeting. Within days after each workshop, teachers are seen incorporating new strategies into their instruction. Proactively expanding knowledge and utilization of research-based instructional strategies has a significant positive effect on student learning.

## **6. School Leadership:**

The leadership within our school consists of:

- One building Principal
- Six team leaders (Grade levels 3-6, the Sp. Ed./AIS Team, the Special Areas team)
- Numerous teachers that take on unique leadership roles

As the principal leads, encourages, and celebrates successes, his role is to ensure that policies, programs, relationships, and resources focus on learning as evident by student achievement. As charged by the District Superintendent, the principal develops an action plan each summer to present to the Board of Education. Beginning in September, the principal meets with the team leaders to facilitate the plan throughout the year. Team leader meetings are scheduled every Wednesday; and team leaders meet with their teams every Thursday.

As led by the team leaders, teams develop norms; analyze assessment data to develop goals and monitor student progress; revise Curriculum, Instruction, and Assessment to meet student needs; and share best practices. Teams develop and revise curriculum maps to identify essential content and skills, ensure that essential content is addressed within the time available, and sequence content so that students have sufficient opportunity to learn it. Teachers submit results from chapter and unit benchmark tests to the principal and analyze the data to drive instruction. We recently initiated the use of the Performance Pathways TechPaths Curriculum Mapping program to monitor and adjust ELA maps throughout the year.

Various teachers have taken on leadership roles by serving on the ELA and Math Curriculum committees and by becoming “in-house experts” and turnkey trainers for components of our core programs, technology, and motivational strategies. Numerous teachers take the initiative to hold before and after school ELA and Math review sessions throughout the year, striving to make sure all kids have ample opportunity to learn. Several of our teachers serve the profession at large by hosting and mentoring student teachers and practicum participants.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NYS Math 3

Edition/Publication Year: 2006/2007/2008

Publisher: McGraw-Hill/NYS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	94	97	95		
Level 4	47	43	32		
Number of students tested	72	75	76		
Percent of total students tested	100	100	99		
Number of students alternatively assessed	0	0	1		
Percent of students alternatively assessed	0	0	1		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and Level 4	87	95	85		
Level 4	27	42	25		
Number of students tested	15	19	20		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Level 3 and Level 4	64	83			
Level 4	9	8			
Number of students tested	11	12	8		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not start 3-8 testing until 2005/2006. Prior to that, state testing for Math only occurred at grades 4 and 8. This is the reason there is no data for the two years prior to that.

In 2005/2006, we had a 12:1:1 Special Education student that qualified for the NYS Alternative Assessment, and therefore the student did not take the NYS Math 3 exam.

Subject: Reading

Grade: 3

Test: NYS ELA 3

Edition/Publication Year: 2006/2007/2008

Publisher: McGraw-Hill/NYS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	85	88	79		
Level 4	10	15	8		
Number of students tested	72	75	75		
Percent of total students tested	100	100	99		
Number of students alternatively assessed	0	0	1		
Percent of students alternatively assessed	0	0	1		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and Level 4	73	84	84		
Level 4	0	16	0		
Number of students tested	15	19	19		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Level 3 and Level 4	36	67			
Level 4	0	0			
Number of students tested	11	12	8		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not start 3-8 testing until 2005/2006. Prior to that, state testing for ELA only occurred at grades 4 and 8. This is the reason there is no data for the two years prior to that.

In 2005/2006, we had a 12:1:1 Special Education student that qualified for the NYS Alternative Assessment, and therefore the student did not take the NYS ELA 3 exam.

Subject: Mathematics

Grade: 4 Test: NYS Math 4

Edition/Publication Year: 2004/2005/2006/2007/2008

Publisher: McGraw-Hill/NYS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	May	May
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	97	92	91	91	86
Level 4	49	43	41	40	36
Number of students tested	73	74	81	94	98
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and Level 4	100	86	77	100	86
Level 4	47	43	23	33	32
Number of students tested	15	21	26	18	22
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Level 3 and Level 4	91			58	47
Level 4	9			8	0
Number of students tested	11	9	9	12	15
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In 2005/2006, we had a 12:1:1 Special Education student that qualified for the NYS Alternative Assessment, and therefore the student did not take the NYS Math 4 exam.

Subject: Reading

Grade: 4 Test: NYS ELA 4

Edition/Publication Year: 2004/2005/2006/2007/2008

Publisher: McGraw-Hill/NYS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Feb	Feb
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	85	87	77	78	68
Level 4	8	5	6	13	11
Number of students tested	72	75	78	94	97
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and Level 4	80	86	61	78	57
Level 4	7	0	4	6	9
Number of students tested	15	21	23	18	23
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Level 3 and Level 4	55			27	29
Level 4	0			0	0
Number of students tested	11	9	9	11	14
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In 2005/2006, we had a 12:1:1 Special Education student that qualified for the NYS Alternative Assessment, and therefore the student did not take the NYS ELA 4 exam.

Subject: Mathematics

Grade: 5

Test: NYS Math 5

Edition/Publication Year: 2006/2007/2008

Publisher: McGraw-Hill/NYS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	96	92	78		
Level 4	38	26	26		
Number of students tested	73	74	97		
Percent of total students tested	100	99	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	1	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and Level 4	94	79	77		
Level 4	29	17	18		
Number of students tested	17	23	22		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Level 3 and Level 4			27		
Level 4			0		
Number of students tested	7	7	15		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not start 3-8 testing until 2005/2006. Prior to that, state testing for Math only occurred at grades 4 and 8. This is the reason there is no data for the two years prior to that.

In 2006/2007, we had a 12:1:1 Special Education student that qualified for the NYS Alternative Assessment, and therefore the student did not take the NYS Math 5 exam.

Subject: Reading

Grade: 5

Test: NYS ELA 5

Edition/Publication Year: 2006/2007/2008

Publisher: McGraw-Hill/NYS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	93	81	80		
Level 4	8	5	11		
Number of students tested	73	75	96		
Percent of total students tested	100	99	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	1	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and Level 4	88	75	71		
Level 4	0	0	0		
Number of students tested	17	24	21		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Level 3 and Level 4			27		
Level 4			7		
Number of students tested	7	7	15		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not start 3-8 testing until 2005/2006. Prior to that, state testing for ELA only occurred at grades 4 and 8. This is the reason there is no data for the two years prior to that.

In 2006/2007, we had a 12:1:1 Special Education student that qualified for the NYS Alternative Assessment, and therefore the student did not take the NYS ELA 5 exam.

Subject: Mathematics

Grade: 6

Test: NYS Math 6

Edition/Publication Year: 2006/2007/2008

Publisher: McGraw-Hill/NYS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	97	88	70		
Level 4	46	28	18		
Number of students tested	72	92	99		
Percent of total students tested	100	100	99		
Number of students alternatively assessed	0	0	1		
Percent of students alternatively assessed	0	0	1		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and Level 4	94	95	62		
Level 4	44	19	7		
Number of students tested	18	21	29		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Level 3 and Level 4		47	17		
Level 4		7	0		
Number of students tested	4	15	18		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not start 3-8 testing until 2005/2006. Prior to that, state testing for Math only occurred at grades 4 and 8. This is the reason there is no data for the two years prior to that.

In 2005/2006, we had a 12:1:1 Special Education student that qualified for the NYS Alternative Assessment, and therefore the student did not take the NYS Math 6 exam.

Subject: Reading

Grade: 6

Test: NYS ELA 6

Edition/Publication Year: 2006/2007/2008

Publisher: McGraw-Hill/NYS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	92	68	65		
Level 4	1	10	9		
Number of students tested	72	92	97		
Percent of total students tested	100	100	99		
Number of students alternatively assessed	0	0	1		
Percent of students alternatively assessed	0	0	1		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and Level 4	89	67	50		
Level 4	0	0	7		
Number of students tested	18	21	28		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Level 3 and Level 4		13	17		
Level 4		0	0		
Number of students tested	4	15	18		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not start 3-8 testing until 2005/2006. Prior to that, state testing for ELA only occurred at grades 4 and 8. This is the reason there is no data for the two years prior to that.

In 2005/2006, we had a 12:1:1 Special Education student that qualified for the NYS Alternative Assessment, and therefore the student did not take the NYS ELA 6 exam.