



2005-2006
***No Child Left Behind –
Blue Ribbon Schools Program***

Chautauqua Lake Middle Grades

Revised 5/4/06

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

Name of Principal Mr. John F. Panebianco
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Chautauqua Lake Middle School
(As it should appear in the official records)

School Mailing Address 100 North Erie Street
(If address is P.O. Box, also include street address)

City Mayville State N.Y. Zip Code 14757-9798

County Chautauqua State School Code Number* 6050304

Telephone (716) 753-5872 Fax (716) 753-5876

Website/URL www.clake.org E-mail jpanebianco@clake.org

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

John F. Panebianco Date 2/10/06
(Principal's Signature)

Name of Superintendent* Mr. Benjamin Spitzer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chautauqua Lake Central School Tel. (716) 753-5808

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Randolph Henderson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 3 TOTAL
2. District Per Pupil Expenditure: \$18,495
- Average State Per Pupil Expenditure: \$12,169

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. 1 Number of years the principal has been in her/his position at this school.
 3 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	33	29	62
K				8	41	32	73
1				9			
2				10			
3				11			
4				12			
5				Other			
6	33	35	68				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							203

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|--|-----------------------------------|
| | 96% White |
| | 1% Black or African American |
| | 1% Hispanic or Latino |
| | 1% Asian/Pacific Islander |
| | 1% American Indian/Alaskan Native |
| | 100% Total |

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

7. Student turnover, or mobility rate, during the past year: 3 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
5		
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	
5		
(3)	Total of all transferred students [sum of rows (1) and (2)]	
10		
(4)	Total number of students in the school as of October 1	
203		
(5)	Total transferred students in row (3) divided by total students in row (4)	
.049		
(6)	Amount in row (5) multiplied by 100	
4.9		

8. Limited English Proficient students in the school: 00 %
 0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: English

9. Students eligible for free/reduced-priced meals: 45 %
Total number students who qualify: 92

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{8}{27}$ %
 Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>25</u>	_____
Special resource teachers/specialists	<u>5</u>	_____
Paraprofessionals	<u>3</u>	_____
Support staff	<u>3</u>	_____
Total number	<u>37</u>	_____

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 12:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	96 %	95%	96%
Teacher turnover rate	16%	14%	5%	7%	3%
Student dropout rate (middle/high)	1%	1%	1%	1%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

The Chautauqua Lake Central School District is in the southwestern corner of New York State and encompasses the village of Mayville and the rural communities of Chautauqua, Dewittville, and Stow as well as part of Ashville and outlying areas. Mayville is the seat of government for Chautauqua County and the gateway to the outdoor recreation region of picturesque Chautauqua Lake. The Chautauqua Lake Central School District was formed in 1996 through the merger of the former Mayville and Chautauqua Central School Districts. The building is a pre-K –12 facility and also houses BOCES (Board of Cooperative Educational Services) special education students. The population of Chautauqua Lake School District is approximately 1000 students, with about 200 in the middle grades. Our mission statement includes a partnership with family and community while providing the educational opportunity for all students to achieve their potential in a safe, caring environment and prepare them to live, adjust, and enjoy life in a changing world.

As you walk through this beautiful facility you will see show cases with artwork, science projects, math quiz questions, an attendance challenge by grade level, character education signs for the month, an after school library program, fund raisers for animal shelters and local food pantries. You will also see board members and community members in the building for meetings. If you are lucky you will see the superintendent reading to a kindergarten class. You may see high school students working with middle grade students or middle grade students assisting elementary students in our tutoring program. You can stop at our middle school accelerated reader store to pick up a prize if you earn points by reading certain books and taking a quiz on line. If you pass by our lunchroom you will notice our Healthy Choice lunches and after school healthy food selections for students who may stay after school for activities. Some after school activities include; yearbook club, authors club, fitness club, chess club, history club, art club, juggling club, or a sport. In the morning you can see students on television as the middle grades and high school produce, edit, and direct their own announcements.

Chautauqua Lake Middle Grades offers students an inquiring and well -planned approach to educational learning. In grades 6-8 students are comforted by a team teaching approach so teachers can assist each other to help students achieve. In addition, unit and lesson plans are reviewed and aligned with the New York State Standards. Our curriculum includes math, social studies, science, English, health, home and careers, computers, technology, music, choir, band, orchestra, art, library skills, physical education, swimming, alternate education class, French, Spanish, library skills, and student to student tutoring. We also offer accelerated math A and science in eighth grade. Students in need attend Academic Intervention Services to help them raise their skill levels in certain subject areas.

Students at Chautauqua Lake Middle Grades can join student government by being voted in as a classroom representative or officer. Prospective officers give a speech in front of the middle grades students and then all students vote. Activities for student government include planning fund raisers, field trips, donations, and assistance to others. Student government also is included in many decisions about the activities within the school.

The community continues to take a large role in the development of our students. When you walk into local businesses you will see our monthly Character Education signs hanging. Local businesses participate in celebrating education by inviting the public to visit a local art gallery to see students' work. Restaurant owners periodically invite their employees to cook special ethnic day foods in our cafeteria for school lunches. The community and school teamed up to send an eighteen wheeler full of school supplies and food to Hancock Schools, in Mississippi. These are some of the reasons CLMG has been sited as consistently having one of the top school districts in the region according to Business First Magazine.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results:

New York State now tests students from grades 3-8 in English Language Arts and Math. A student could score a 1-4 on performance level scores. Scoring a one or two would be considered below the state standard and a three or four would be an average and above average score. A math score range of 448-601 would put a student in the first and lowest of the four performance levels. A math score range of 602-636 would put a student in the second performance level. A math score range of 637-677 would put a student in the third performance score range. A math score range of 678 -810 would put a student in the fourth and highest performance score range. Each of the four performance levels has a description explaining the relation between an individual student's performance on each key idea tested and the student's overall performance on the test. When scores are accumulated at a grade level the district does an item analysis to see which questions were missed by each student. Likewise, the district will take data across grade levels to see if certain areas of concern need to be addressed. This can also be done at the county, region, and state levels. In addition, subgroups can be focused on to check for learning.

In 2005 72 % of 8th graders at CLMG had a three, and 9% a four for an overall 81% meeting the standard. In 2005 57% of 8th grades at CLMG had a three, and 9% a four for an overall 66% met the standard. A school performance index is used to assess a schools performance relative to the New York State standards. The performance index is a number 0-200, calculated by adding the percentage of students who scored a 2,3, and 4 on the state exam to the percentage of students who scored a 3 and 4. The performance index then becomes the schools Adequate Yearly Progress (AYP) in that subject area. From 2002 –2005 Chautauqua Lake eighth graders had an Adequate Yearly Progress in English Language Arts of 140,142,142, and 166 respectively. In 2002-2005 Chautauqua Lake eighth graders had an AYP in math of 147,159,174, and 178 respectively. New York State assessment information can be found on www.nysed.gov.

Using Assessment Results:

Assessment data drives learning at CLMG. If a student receives a one or two on a state exam, that student is in need of academic intervention services. The student will receive Academic Intervention Services (AIS) from a certified and qualified teacher in the proper area. First an item analysis will be done by checking the questions /areas in which a student may be weak. The item analysis then helps to determine the goals for the student. The additional instruction will occur until the student reaches the goals, which were set prior to entering Academic Intervention Services. Some students who have certain needs may receive accommodations such as a consultant teacher who can visit the classroom to help the student and/or consult one on one. In addition, all students may volunteer for a focus session after school to concentrate on certain skills.

Communicating Assessment Results:

Initially, parents are sent the results of the state assessments on their child. Meetings are scheduled for parents, with teachers, and counselors, to discuss options for their child. The district sends out the state results to the public and New York State sends the results to the local media for print.

Sharing Success:

Throughout the year our staff attends and host workshops with teachers from around the region to share methods, philosophies, and techniques. Often we can receive or send lesson plans and ideas to teachers via E-mail. Shadowing a teacher in another school is another way we try to find ways to continue to learn. Various teachers in the district subscribe to various organizations to stay on the cutting edge with curriculum and technology. Administrators are on New York State Education Department list serves so we are instantly updated with NCLB and other laws. In band and choir our best students attend a county wide concert to perform for their parents and public.. CLMG website will give anyone a link to updated events and projects occurring on our campus and in community. You can find us at www.clake.org

PART V – CURRICULUM AND INSTRUCTION

Curriculum:

In grades 6-8 all students take ELA, Science, Social Studies, and Math. All students are schedule for 30 minutes of (AIS) Academic Intervention Services, or (AP) Assistance Period. Assistance period gives a student the ability to communicate with any teacher to go over homework or something covered in class that day they may need assistance with. All teachers in the district have received formal training in Step Up to Writing. Step Up to Writing is a writing strategy for students to use when trying to communicate in any subject area. Students will use SU2W in ELA and social studies to write narratives. They also learn how to use SU2W in describing computations in math and science. In 6th grade students have two sessions of ELA daily and in 7th and 8th they have two sessions of ELA every other day. Foreign language is provided in French and Spanish for our 7th and 8th graders. In addition, all students take art, health, computers, industrial technology and home and careers. Students are able to take chorus, band, choir, library skills, and study hall during their middle grade years. Each teacher is responsible to assure all lesson plans incorporate state assessments and are checked by the administrator.

Reading:

The reading curriculum at CLMG is comprised of various programs and methods. These programs include Headsprouts, Voyager, Read for Real, School Island, and Vocabulary Connections. Topics covered in these programs include; focuses on word study, vocabulary, comprehension, technology, fluency, words in context, categorizing, classifying, creative response, author's purpose, making inferences, plot, character, theme, figurative language, and compare and contrast. Some methods we use include two column notes, restating, summaries, topic sentences, short answers, essays, (Step Up to Writing). We also use Autoskills, which focuses on word attack skills and comprehension skills. We can check students' progress by using New York State tests 3-8, AIMSWEB, reading inventories, and critical reading series.

Mathematics, Science, Art, Etc.:

The science curriculum at CLMG relates to essential skills by implementing a philosophy that all students can learn. Students in the middle grades can receive their core curriculum in the general classroom, with a consultant, in a resource room and in alternative education. Students who struggle with the traditional classroom can vary their education by having one or more curriculum areas taught by an alternate education teacher.

Instructional Methods:

Chautauqua Lake Middle Grades uses many instructional methods to improve student learning. Some examples include; After school study programs, Cooperative learning structures (pair share), focus sessions (after school review), educational field trips, skits and reenactments, experiments, mentoring, coaching, peer tutoring, Reader’s Theater, differentiated instruction, on-line lessons, Academic intervention services, use of manipulatives, clubs, student council, alternate education for struggling students, and videography (students do announcements on channel 84). CLMG also has many clubs students can join after school to help provide more opportunities for social learning while working towards fun goals.

Professional Development:

Professional development in the district is achieved in various ways. Some teachers choose to attend workshops/conferences and then share that information at faculty meetings, department meetings, building level meeting, and workshops as a presenter. All teachers will attend our in-service days and then discuss what they were able to use in the classroom at their next department or grade level meeting. On occasion our teaching staff will invite a person from a particular organization for a specific reason such as, Step up to Writing or Autism. When needed an administrator will recommend a certain workshop for a teacher. Student achievement increases as teachers learn various methods for teaching a unit or lesson.

PART VII - ASSESSMENT RESULTS

Public Schools

Subject Math Grade 8 Test Math

Edition/Publication Year _____ Publisher New York State Testing Program

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	82	77	65	55	61
% At Exceeds State Standards*	9	20	4	5	
Number of students tested	91	86	85	84	72
Percent of total students tested	100	100	98.7	99.8	99.7
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
Low Income Scores					
% At or above meets state standard	83	64	42	34	?
% exceed state standard	10	9	0	0	?
Number of students tested who were low income	29	22	19	18	?
Percentage of students tested	100	100	100	100	?
Number of students alternatively assessed	0	0	0	0	?
Percent of students alternatively assessed	0	0	0	0	?

Subject ELA Grade 8 Test ELA

Edition/Publication Year _____ Publisher New York State Testing Program

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	66	43	58	46	47
% At Exceeds State Standards*	9	3	2	3	2
Number of students tested	90	86	67	69	72
Percent of total students tested	99	100	100	100	99.7
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
Low Income Scores					
% At or above meets state standard	69	25	50	22	?
% exceed state standard	0	0	0	0	?
Number of students tested who were low income	29	20	16	18	?
Percentage of students tested	100	100	100	100	?
Number of students alternatively assessed	0	0	0	0	?
Percent of students alternatively assessed	0	0	0	0	?