

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

Name of Principal Mrs. Lisa M. Krueger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Eggert Road Elementary School
(As it should appear in the official records)

School Mailing Address 3580 Eggert Road
(If address is P.O. Box, also include street address.)

Orchard Park New York 14127-1927
City State Zip Code+4 (9 digits total)

County Erie State School Code Number* 142301060003

Telephone (716) 209-6215 Fax (716) 209-6371

Web site/URL www.opschools.org E-mail lkrueger@opschools.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.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Joan D. Thomas
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Orchard Park Central School District Tel. (716) 209-6280

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 _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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 grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district: 4 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 1 Other

 7 TOTAL
2. District Per Pupil Expenditure: \$11,349

 Average State Per Pupil Expenditure: \$13,826

SCHOOL

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. 3 Number of years the principal has been in her/his position at this school.
 4.0 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	0	0	0	7	0	0	0
K	53	54	107	8	0	0	0
1	63	49	112	9	0	0	0
2	72	46	118	10	0	0	0
3	55	60	115	11	0	0	0
4	59	65	124	12	0	0	0
5	63	57	120	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							696

6. Racial/ethnic composition of the school:
- | | |
|-------------|--------------------------------|
| <u>94</u> % | White |
| <u>1</u> % | Black or African American |
| <u>1</u> % | Hispanic or Latino |
| <u>3</u> % | Asian/Pacific Islander |
| <u>1</u> % | American Indian/Alaskan Native |
| 100% | Total |

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	16
(2)	Number of students who transferred from the school after October 1 until the end of the year	8
(3)	Total of all transferred students [sum of rows 1 and 2]	24
(4)	Total number of students in the school as of October 1	696
(5)	Total transferred students in row (3) divided by total students in row (4)	0.034
(6)	Amount in row (5) multiplied by 100	3

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

Number of languages represented: N/A
Specify languages:

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 42 students

10. Students receiving special education services: 8 %
58 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>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	

11. Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	1	0
Classroom Teachers	32	0
Special resource teachers/specialists	4	0
Paraprofessionals	1	2
Support staff	3	0
Total number	41	2

12. Student-classroom teacher ratio: 22:1

13. Attendance summary

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98 %	97 %	98 %	97 %	98 %
Daily teacher attendance	96 %	96 %	96 %	96 %	96 %
Teacher turnover rate	4 %	4 %	0 %	2 %	12 %
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Mission Statement: We give our students the vision to reach for the stars, the skills and fortitude to climb the ladder, and the wisdom to appreciate the beauty of the journey.

Daily, we strive to meet the three banners of this statement. By educating the “whole child” we are able to make this mission statement our mode of operation.

We provide our students with **the vision to reach for the stars** as we develop their thirst for life-long learning. Through age-appropriate and motivating instruction, our students develop interest and curiosity in a variety of subject areas. Through our character education program, students develop their appreciation for character traits such as determination, perseverance, honesty, respect and responsibility. We believe that citizenship and strong character are the cornerstones of a successful student. Work ethic and character are celebrated, as exemplified through our “Friend of Eggert” and “Being Unusually Good (B.U.G.)” awards as well as our “Random Acts of Kindness” week.

We develop students’ **skills and fortitude to climb the ladder** through skillful, scientifically-based teaching. We embrace a professional learning community philosophy where all staff are regularly engaged in professional development to increase student achievement. Our teachers exemplify a balanced approach to instructional strategies. They are willing to take risks and implement new strategies in the classroom, but are also resistant to embrace every fad and educational trend that comes along. We subscribe to scientifically-based strategies such as the Orton-Gillingham reading method. Students acquire critical thinking skills while engaged in a rigorous curriculum. Verbal communication, teamwork, and interpersonal skills are fostered through our use of cooperative learning strategies. Finally, technological skills are developed through the infusion of technology. Our classrooms are equipped with five student work stations, a teacher station and a student display monitor (a large television). Technology skills are refined in our weekly 45-minute computer classes. Here, students learn computer programs such as PowerPoint, Microsoft Word, and Excel while improving their keyboarding skills. As our students progress from Kindergarten through fifth grade, they acquire rich and diverse skills.

Finally, we provide our students **the wisdom to appreciate the beauty of the journey**. At Eggert Road Elementary School, we believe that educating the whole child includes much more than the acquisition of basic reading, writing and mathematic skills. We develop and foster students’ appreciation for culture, arts, and diversity. In first grade, for example, our students learn about holidays throughout the world. This link to the social studies curriculum lays the foundation for an appreciation of multicultural differences. Our special education students are integrated into general education classrooms, again, offering students an opportunity to experience interaction with someone who has different strengths and abilities as themselves. Through our rich music and arts program, students learn about cultural diversity in the visual and performing arts. This year, for example, our fifth grade students will perform a class play on Latin America. Students have been researching Latin American countries, learning about their culture, and will perform songs in various languages. The costumes for the play are representative of the culture as well. All of these experiences aid our students in gaining the wisdom to appreciate the beauty of culture, diversity while developing tolerance and acceptance.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** All New York State students, beginning in grade 3, take the English Language Arts (ELA) test in January and the mathematics test in March. Performance levels (i.e. scores) range between 1 and 4. As a result of the No Child Left Behind Act, there is an expectation that all schools in New York State have all students meeting standards (i.e. obtaining a level 3 or 4) by the 2012-2013 school year.

What these performance levels mean is described below:

- **Level 1: Not Meeting Learning Standards**
 - Student performance does not demonstrate an understanding of the content and/or skills expected at this grade level.
- **Level 2: Partially Meeting Learning Standards**
 - Student performance demonstrates a partial understanding of the content and/or skills expected at this grade level.
- **Level 3: Meeting Learning Standards**
 - Student performance demonstrates an understanding of the content and/or skills expected at this grade level.
- **Level 4: Exceeding Learning Standards**
 - Student performance demonstrates a thorough understanding, with distinction, of the content and/or skills expected at this grade level.

The English Language Arts (ELA) assessment evaluates students both in reading skills and writing skills. The assessment evaluates their ability to read, comprehend and respond in a written response to the reading selection. The mathematics assessment evaluates students in all curricular areas of mathematics processes and content areas. Both tests are extensive and are administered over a multiple days and sessions. The information provided through the test results is extremely valuable. Our goal is to have all children exceed the standard, thereby obtaining a level four.

At Eggert Road Elementary School, all of our teachers are trained annually to score the ELA and math assessments. This training not only ensures the accuracy of the student scores, but also gives teachers the opportunity to become more familiar with the high standards of performance expected of the students while gaining a first-hand experience as to how students performed. Schools submit their scored tests to the Department of Education, where individual student performance, results by students groups and school district performance are determined.

Although testing is not the only measure of a student's knowledge and abilities, state-wide, standardized assessments allow our staff to analyze the performance of individuals, groups, and our school. In addition, such assessments allow for comparison among groups, schools and/or regions. This is particularly important when interpreting test results. For example, if students score below expectations on a particular question, we can determine how children in other schools and other parts of the state performed on that same question. Furthermore, our results are reported and tracked by groups including all students, students with disabilities, economically disadvantaged students, migrant and limited English proficient, and minority racial/ethnic groups. This information allows for increased accountability, by holding our staff and school accountable for the performance of not just the majority, but for every child.

2. **Using Assessment Results:** Eggert Elementary effectively uses assessment data in reading and

mathematics to understand and improve student and school performance. When results from our state testing are received, we immediately analyze the results.

Upon receiving the student assessment reports, our staff identifies school-wide areas of strength and areas of needed improvement. Our staff also analyzes the individual student performance records to identify the individualized needs of a learner. In other words, we consider both the “big picture” of school-wide performance as well as the individual performance of each unique learner.

Instructional decisions are influenced by and linked to assessment performance. Students that do not meet expectations of the assessment are provided additional support through a variety of venues. Our school has three Academic Intervention Services (AIS) teachers who provide small group instruction for children, with remediation in areas of weakness as identified in test results. Remediation is provided to develop reading, writing, mathematics and information literacy skills. Several staff members are certified in the scientifically, research-based Orton-Gillingham reading program. This method is provided as one of the reading interventions for our at-risk students, or those performing below expectations. Continual communication between the AIS staff, classroom teachers, and parents links instruction to deficiencies to maximize improvement.

Teachers identified as Instructional Leaders in ELA, mathematics, social studies and science are content specialists. These leaders assist the building principal in reviewing test results, looking for areas needing fortification. Instructional leaders provide strategies to classroom teachers for the improvement of instruction and “push in” to the classroom and co-teach with our teachers. In addition, they present their assessment analysis findings and instructional strategies related to assessment results at staff meetings.

Although the No Child Left Behind Act requires standardized assessments to begin in 3rd grade, we begin evaluating our students prior to this. Our thorough kindergarten screening gives us a substantial head start in working with children with instructional needs. Using the Boehm standardized language assessment, early literacy profile, primary level running records and concepts of print testing, we are able to respond to instructional needs and provide early intervention well before 3rd grade. Because of these early measures, our students are provided instructional support as soon as possible.

3. Communicating Assessment Results: Individual student performance as well as school-wide performance is communicated to staff, families, and the community. When New York State evolved from only providing assessments in grade four and eight, to assessing students annually beginning in grade three, we provided much information for parents to educate them about this change. All parents received a copy of *For Parents: What you Need to Know About the Grades 3-8 Testing* published by New York State United Teachers and *A Parent’s Guide to the 3-8 Assessments* published by New York State Department of Education. We believe in communicating the purpose and importance of the assessments with parents.

Results of assessments are sent home to parents as soon as they are received, on the detailed Parent Report provided by New York State Department of Education. The student reports identify performance in all areas of assessment for both English Language Arts and mathematics. Included in this mailing is a letter from the building principal, providing an overview of the school’s performance and offering assistance if parents have questions regarding their son/daughter’s assessment results. Because of the timely arrival of these reports, assessment results are discussed at our November parent teacher conferences, resulting in further

clarification. School-wide performance is also presented to parents at our building's Parent-Teacher Organization (PTO) meeting and the district-wide Central Council PTO meeting.

Communicating assessment results with staff is vital to instructional improvement. While we enjoy celebrating the success of areas of strength, we also seriously scrutinize areas where improvement is needed. Using the Data Mentor program, our staff interprets numeric and graphic representations of assessment data. Here, we are able to analyze individual as well as school-wide performance. Analyzing the data further, our staff determines our ranking in both local and statewide comparisons. We are able to draw conclusions from the test data to drive instruction. This is communicated with staff at meetings such as: staff meetings, our professional development committee, the curriculum council, and Instructional Leaders meetings.

The greater community receives test results via a very thorough annual analysis of all the regional schools, provided by *Business First*. In addition, *The Buffalo News* reports the performance of all Western New York Schools. Finally, at the local level, both our school and district reports assessment results in community publications and newsletters.

4. Sharing Success: As a professional learning community, we believe that our staff are both teachers and learners. Several of our teachers are identified as "teachers of teachers" and present frequently at the Erie-Cattaraugus County Teacher Center, sharing successful strategies with other teachers. Annually, we have at least three teachers that present in both regional and state conferences, giving back to their profession. Numerous teachers provide instruction to colleagues through our district's extensive professional development offerings, especially in areas of technology.

Recently, a team of three of our teachers published a 4th grade curriculum resource for teachers. Published by Teacher Created Materials, *A Focus on New York State: Integrating Social Studies, Language Arts and the Arts*, provides resources, strategies and tools for teachers to enhance the integration of instruction.

In addition to sharing our success with current teachers, we believe in reaching out to pre-service teachers. Graduates of our elementary school often return to Eggert to earn community service credit and in occupational internships through our high school. Our teachers serve the teaching profession by mentoring student teachers, most notably in a cohort program with Buffalo State College. Our school is identified as a Professional Development School with the college, where the building principal provides input on course offerings, student teaching expectations/guidelines, and program effectiveness. Through this program, we accept a cohort of student teachers for one semester annually. In addition, we have an on-going presence of Junior Participants from six local colleges and universities who fulfill observation requirements by observing our teachers.

In addition, our school's administration has a commitment to developing future school leaders. In the last three years, our principal has mentored three administrative interns, and participated in several panel discussions at Canisius College of Buffalo for administrative interns entering educational administration positions. In addition, our building principal serves on the Erie County Elementary Principal's Association, a network of support for local administrators.

We strongly believe in the notion of a professional learning community, and strive to crystallize that image daily.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Curriculum integration allows for the maximization of instructional time. Reading, writing and higher level critical thinking skills are integrated into all subject and curriculum areas. In mathematics, for example, our students are expected not only to be engaged in problem solving, but are taught how to explain their thinking. Regularly, students are asked to explain how they arrived at an answer. This is done orally and in written mathematics responses.

The “spiraling” approach to our mathematics curriculum allows for significant content to be covered in a given school year. On an annual basis, the content is briefly reviewed before being taken to a higher level of understanding and depth. Using the mathematics content strands and process strands outlined by the New York State Learning Standards, our students are exposed to five content strands: number sense and operations, algebra, geometry, measurement and statistics and probability. Each of the five content areas are mastered through the skills of: problem solving, reasoning and proof, communication, connections, and representation.

Our science curriculum and mathematics curriculum provide hands-on activities. The use of manipulatives and hands-on experiments allow students the use of concrete materials to understand abstract objects. In both science and mathematics, our students are regularly interpreting information from graphs and pictorial data, analyzing data and drawing conclusions. Whether it is our Shapes and Shadows unit in Kindergarten or our Ecosystems unit in fifth grade, students utilize the scientific model of making predictions, observation, analysis of data collection and drawing conclusions.

We believe that we have mastered the art of subject integration. Our social studies curriculum high-lights this strength. Our units of study commonly integrate reading, writing, mathematics, and the arts. In addition to reading and responding to traditional textbooks, our social studies units integrate class sets of “trade books.” A team of teachers, for example, wrote the social studies curriculum, *See the USA with Some ELA*, focusing on the geography and regions of the U.S. through the use of outstanding children’s literature. In third grade, our teachers created *All Aboard the Global Express*, creating parallel tasks in both the state ELA and social studies formats for each of ten countries around the world. Our fifth grade teachers worked with our art and music teachers for a Regions of the United States unit. As our students learned about the five regions of the United States, our music and art teacher provided samples of songs, sculpture and paintings representative of that region. As a result, social studies instruction not only occurs in the traditional classroom setting, but it is integrated into music class, art class, and beyond.

Our curriculum, however, is an evolving document. As we interpret data from students’ assessments, we continually reflect upon our instructional practices. After recently noticing that our students are challenged by measurement concepts on assessments, our math instructional leader presented these findings to the staff. As a result, our staff is adapting instruction to supplement and enhance the instruction of measurement.

2a. **(Elementary Schools) Reading:** Eggert Elementary school utilizes a balanced approach to literacy. Through this model, students develop skills in concepts of print, phonics, fluency, comprehension, and writing. To support this method, our school selected the Scott Foresman reading series as a K-5 adoption after a year of classroom teachers piloting several systems. However, we supplement many other tools, resources and teaching practices to enhance and customize our reading program to continually meet the needs of our diverse learners.

We chose Scott Foresman because it offered a wide variety of spiraling instructional tools and we valued them all. This includes thorough phonics development, vocabulary, a spelling program, and practice with a variety of comprehension skills. For fourth grade Scott Foresman provides tests which parallel the format of the NYS ELA tests. This is an invaluable instructional tool that allows teachers to analyze skill development while providing students with exposure to assessments that parallel the NYS ELA assessment. The AIS utilizes the ESL component of the program, as we are likely to have some students for whom English is new.

As a supplement to this program, we utilize assessment tools to conduct individual running records. To differentiate instruction, while providing literature at students' instructional level, leveled readers are used at all grade levels. Teachers value literature-based instruction, and many use the supplementation of class book sets as provided by our BOCES media center. Many classrooms also provide author studies, as well as genre studies.

The *Four Square* method of planning writing pieces is commonly taught and utilized across numerous grade levels and classrooms. This instruction is often credited with helping borderline students "over the bar." *The Step Up to Writing* system of planning writing is often taught. Tom Snyder's excellent software *Reading for Meaning* is used to teach the comprehension skills of main idea and supporting details, sequence, inference, compare and contrast and cause and effect.

Our school has two AIS reading teachers who provide small group instruction for children in reading, with remediation in areas of weakness as identified in test results. We also have a reading specialist who works with children in developing writing skills, going back to phonetic roots via Orton Gillingham. She also works with primary children on concepts of print, letter recognition and sounds and word analysis. When appropriate, our AIS staff "push in" to classrooms to create a co-teaching model for increased student support.

3. Additional Curriculum Area: Curriculum integration is a foundation of our school's instructional philosophy. Therefore, we have chosen to high-light our social studies curriculum as it exemplifies how we maximize instructional effectiveness through integration of the content and subject areas.

We have, for example, integrated social studies with ELA by creating in-district curriculum projects, believing that interdisciplinary thinking produces breakthrough connections for children. The state social studies standards and scope of instruction have been our driving force, rather than a particular textbook adoption.

In second grade, we wrote a curriculum, "See the USA with Some ELA," focusing on the geography and regions of the US through the use of outstanding children's literature, such as Big Mama's to learn about the rural South. In third grade, we created "All Aboard the Global Express," creating parallel tasks in both the state ELA and social studies exam formats for each of ten countries around the world. This has helped children become familiar with the "Listening to Write" tasks and document-based-question format at an early age. In fourth grade, three of our teachers created "New Yarts," published by Teacher Created Materials as A Focus on New York State. Each of five periods of NYS history is integrated with parallel ELA and SS tasks, using art, craft and music projects.

Literature illuminating the successive periods of American history supplements instruction with the use of class book sets as provided by our BOCES media center. For example, the reading of Johnny Tremain provides an empathy with the issues of the American Revolution in Boston not found in a textbook. At the beginning of fifth grade, our students are provided an intensive training in the writing of a document-based essay, building on the experience provided

by primary teachers on up in the process of gleaning information from various sources. Also in fifth grade, Eggert provides a theatre experience for all children with a play written by our gifted/talented students with connections to the social studies curriculum. Our computer, art and library teachers also integrate their instruction with social studies curriculum, developing research, PowerPoint and Internet skills in the process.

4. Instructional Methods: Eggert Road Elementary uses a balance of tried and true “best practices” along with innovative, responsive instructional methods. Teacher modeling and the use of exemplars is a common practice in all classrooms. We believe that students can achieve high standards if they understand what is expected and have the tools, resources and support to meet them.

To meet the needs of diverse learners, however, may require adjusting the expectation for some. We believe that children should be challenged to reach their greatest potential. Therefore, we embrace practices of Differentiated Instruction. Through Differentiated Instruction, teachers can differentiate the mode, product or process of learning to meet the needs of individual learners. This instructional method is closely related to the multiple intelligences theory, which understands that not all learners learn in the same amount of time or in the same way. Teachers use manipulatives, examples, and other instructional strategies to allow all students to meet expectations.

Literacy development is the core of our school. Students read, write, listen and speak all day long! Whether in art class, the computer lab or during math class, students are engaged in reading for meaning and writing for communication. We maximize instructional time by integrating reading and writing into all other content areas. Therefore, students are exposed to a wealth of various literature forms; plays, diaries, journals, fiction and non-fiction books and websites containing the content of science and social studies allow for maximum literacy development.

In addition, our school teaches parents the value of reading daily at home, and supports this through our Parents as Reading Partners and Book-it programs. We work with parents of pre-school students at our kindergarten orientation and Parent Teacher Organization (PTO) meetings to teach parents of the importance of reading with their child, and even provide them with strategies to incorporate while reading aloud. Because research shows that children can regress in reading skills as much as six months over the summer, our annual summer reading challenge keeps students reading all summer long. Children are challenged to read 20 minutes a day for 50 times throughout the summer, for a total of 1,000 minutes of summer reading. Annually, we have over 90% participation. We believe that reading is a skill that needs to be practiced and developed.

5. Professional Development: Eggert Road Elementary School’s Professional Development Committee is a shared-decision making committee whose focus is to improve student achievement. The committee consists of Instructional Leaders, who are integral members in the analysis of the New York State assessment results; parent representatives; teacher representatives; and paraprofessional representatives. Everyone from parents to teacher aides to our custodian is involved in professional development initiatives.

Using information gathered through teacher surveys, assessment results, and educational research on innovative advancements in education, our committee deliberates and determines staff development opportunities for our staff. Some, such as presentations at staff meetings, are

mandatory and provided to all staff. Others, such as summer workshops and after school courses, are voluntary. However, at a minimum each teacher must complete 18-hours of professional development and 2-hours of safety training. The 18-hours of professional development are determined by the teacher and principal, in accordance with the teacher's annual performance review goals.

Our staff participates in building specific activities, district-wide staff development programs as well as staff development opportunities through outside organizations. As a district, we have embraced a philosophy of focused staff development. Rather than providing a vast menu of numerous course offerings, our professional development committee is narrowing the scope of staff development offerings to provide for greater depth in each selected area. This year, our focus is on Response to Intervention (a research-based approach to pre-referral strategies); Curriculum Mapping, Differentiated Instruction and research-based reading strategies (i.e. Orton-Gillingham).

PART VII - ASSESSMENT RESULTS

Subject Mathematics Grade 3

Test New York Statewide Testing Program (NYSTP)

Edition/Publication Year March 2006

Publisher CTB McGraw-Hill

	2005-2006
Testing month	March
SCHOOL SCORES	
% Meeting plus Exceeding State Standards	99%
% Exceeding State Standards	52%
Number of students tested	122
Percent of total students tested	100%
Number of students alternatively assessed	0
Percent of students alternatively assessed	0%
SUBGROUP SCORES – see * below.	N/A

* No subgroup scores are reported since subgroups (i.e. special education, economically disadvantaged, or ethnic/racial populations) are insufficient numbers to be a part of the state’s assessment reports or to be statistically significant. For each subgroup, $n < 10$.

Subject ELA Grade 3
 Test New York Statewide Testing Program (NYSTP)
 Edition/Publication Year February 2006
 Publisher CTB McGraw-Hill

	2005-2006
Testing month	February
SCHOOL SCORES	
% Meeting plus Exceeding State Standards	85%
% Exceeding State Standards	14%
Number of students tested	122
Percent of total students tested	100%
Number of students alternatively assessed	0
Percent of students alternatively assessed	0%
SUBGROUP SCORES – see * below.	N/A

* No subgroup scores are reported since subgroups (i.e. special education, economically disadvantaged, or ethnic/racial populations) are insufficient numbers to be a part of the state’s assessment reports or to be statistically significant. For each subgroup, $n < 10$.

Subject English Language Arts Grade 4

Test New York Statewide Testing Program (NYSTP)

Edition/Publication Year February 2002; February 2003; February 2004; February 2005; January 2006

Publisher CTB McGraw-Hill

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	January	February	February	February	February
SCHOOL SCORES					
% Meeting plus Exceeding State Standards	93%	93%	91%	93%	87%
% Exceeding State Standards	19%	23%	32%	40%	40%
Number of students tested	113	112	117	87	123
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES – see * below.	N/A	N/A	N/A	N/A	N/A

* No subgroup scores are reported since subgroups (i.e. special education, economically disadvantaged, or ethnic/racial populations) are insufficient numbers to be a part of the state's assessment reports or to be statistically significant. For each subgroup, $n < 10$.

Subject Mathematics Grade 4

Test New York Statewide Testing Program (NYSTP)

Edition/Publication Year May 2002; May 2003; May 2004; May 2005; March 2006

Publisher CTB McGraw-Hill

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	March	May	May	May	May
SCHOOL SCORES					
% Meeting plus Exceeding State Standards	96%	100%	100%	99%	95%
% Exceeding State Standards	50%	78%	55%	73%	56%
Number of students tested	113	106	116	89	123
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES – see * below.	N/A	N/A	N/A	N/A	N/A

* No subgroup scores are reported since subgroups (i.e. special education, economically disadvantaged, or ethnic/racial populations) are insufficient numbers to be a part of the state's assessment reports or to be statistically significant. For each subgroup, $n < 10$.

Subject Mathematics Grade 5

Test New York Statewide Testing Program (NYSTP)

Edition/Publication Year March 2006

Publisher CTB McGraw-Hill

	2005-2006
Testing month	March
SCHOOL SCORES	
% Meeting plus Exceeding State Standards	98%
% Exceeding State Standards	54%
Number of students tested	126
Percent of total students tested	100%
Number of students alternatively assessed	0
Percent of students alternatively assessed	0%
SUBGROUP SCORES – see * below.	N/A

* No subgroup scores are reported since subgroups (i.e. special education, economically disadvantaged, or ethnic/racial populations) are insufficient numbers to be a part of the state's assessment reports or to be statistically significant. For each subgroup, $n < 10$.

Subject ELA Grade 5
 Test New York Statewide Testing Program (NYSTP)
 Edition/Publication Year March 2006
 Publisher CTB McGraw-Hill

	2005-2006
Testing month	February
SCHOOL SCORES	
% Meeting plus Exceeding State Standards	94%
% Exceeding State Standards	25%
Number of students tested	126
Percent of total students tested	100%
Number of students alternatively assessed	0
Percent of students alternatively assessed	0%
SUBGROUP SCORES – see * below.	N/A

* No subgroup scores are reported since subgroups (i.e. special education, economically disadvantaged, or ethnic/racial populations) are insufficient numbers to be a part of the state’s assessment reports or to be statistically significant. For each subgroup, $n < 10$.