

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 Mr. James Conway
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 413 Strawtown Road
(If address is P.O. Box, also include street address.)

West Nyack NY 10994-1222
City State Zip Code+4 (9 digits total)

County Rockland County State School Code Number* 500101060016

Telephone (845)-624-3473 Fax (845) - 348 - 0118

Web site/URL www.ccsd.edu E-mail jconway@ccsd.edu

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* Dr. Margaret Keller-Cogan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clarkstown School District Tel. (845) - 639-6300

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 Ms. Lorette Adams
(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 _____

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 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

All data are the most recent year available.

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

1. Number of schools in the district: 10 Elementary schools
 1 Middle schools
 Junior high schools
 2 High schools
 1 Other
- 14 TOTAL
2. District Per Pupil Expenditure: \$13,204

Average State Per Pupil Expenditure: \$13,826
 (Based on 2003-2004 New York State Statistics)

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. 7 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
PreK				7			
K	29	28	57	8			
1	33	24	57	9			
2	34	26	60	10			
3	29	27	56	11			
4	31	28	59	12			
5	39	41	80	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							369

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school: 86 % White
 % Black or African American
4 % Hispanic or Latino
10 % Asian/Pacific Islander
 % 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: 1 %

[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	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	369
(5)	Total transferred students in row (3) divided by total students in row (4)	.008
(6)	Amount in row (5) multiplied by 100	.8

8. Limited English Proficient students in the school: 0 %
1 Total Number Limited English Proficient
Number of languages represented: 9
Specify languages: Urdu, English, Spanish, Korean, Russian, Albanian, Hindi, Malayalam, Gujarati
9. Students eligible for free/reduced-priced meals: 1 %
Total number students who qualify: 5

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: $\frac{7}{27}$ % 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> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 16 </u> Specific Learning Disability
<u> 2 </u> Emotional Disturbance	<u> 8 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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>	<u> </u>
Classroom teachers	<u> 18 </u>	<u> 7 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 1 </u>
Paraprofessionals	<u> 8 </u>	<u> 6 </u>
Support staff	<u> 4 </u>	<u> </u>
Total number	<u> 32 </u>	<u> 14 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	95%	95%
Daily teacher attendance	98%	98%	97%	99%	97%
Teacher turnover rate	0%	16%	6%	6%	0%

The 2004-2005 teacher turnover rate reflects three teachers relocating with their families to other parts of the State and one teacher transferring to a District teaching assignment.

PART III - SUMMARY

“There is no better environment in which to learn. And there is no better environment in which to teach.” If you ask any member within the Strawtown Elementary School community their opinion, they will echo this statement. The belief in this bold assertion helps to illustrate the reason Strawtown is a school of excellence. Strawtown’s Mission Statement in its entirety embodies the philosophy that the strength of a school can be found within its community. “In a partnership with students, staff, parents, and community, Strawtown Elementary School will meet the diverse needs of its students and set a foundation for life-long learning within a nurturing, supportive environment.” The heart and soul of Strawtown Elementary School is founded upon the belief that a strong shared vision is central to the growth of an effective school community.

Located in the scenic lower, Hudson Valley Region of New York State, Strawtown Elementary School is one of ten elementary schools of the Clarkstown Central School District. The school is nestled within the communities of West Nyack and New City in the heart of Rockland County, New York. Clarkstown is a largely residential middle to upper class community located twenty five miles northwest of New York City. The understated, rustic signpost quietly announces your arrival at the school which is surrounded by tall maples and residential neighborhoods. Strawtown, a stately two story brick building, built in 1971, is one of ten elementary schools that comprise the Clarkstown Central School District. Three hundred sixty nine children, in eighteen Kindergarten through Fifth Grade classrooms, call Strawtown home throughout the day.

The priority placed on education by Strawtown’s parents is evident in the fact that all students who enter Strawtown have been provided with a preschool experience. Children come to school ready to learn, supported by nurturing teachers, involved parents and community members. The developmental philosophy of the Kindergarten program is founded on the belief that each child is beginning an exciting, life-long journey driven by their ability to experience, question and apply their knowledge to learning. This exciting journey will be guided by an educationally appropriate plan, led by highly qualified teachers who believe that the success of each child is essential and is cause for celebration.

Strawtown Elementary School is motivated by a collaborative team of dedicated educators who have established high curriculum based standards for their students, in concert with the benchmarks set by the New York State Learning Standards. The curriculum has been established to allow each child the opportunity to achieve excellence regardless of ability, gender or cultural background. Strong leadership coupled with a shared philosophy involving all stakeholders who help to determine the success of each child; make Strawtown a school of distinction.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Strawtown Elementary School reports assessment data in English Language Arts and Mathematics in accordance with the New York State Assessment Program. Student results, in both ELA and Mathematics, are reported individually and by grade level according to graduated performance levels on a scale delineated from one (basic) through four (advanced proficiency). These performance levels measure student progress towards meeting the established New York State Learning Standards in the indicated area. The English Language Arts (ELA) assessment requires students to listen, read, and write for information and understanding, literary response and expression, and critical analysis and evaluation. Multiple choice, constructed and extended response questions form the basis of the assessment tool. The Mathematics assessment gauges students' understanding and ability to apply related mathematical information. Multiple choice and short and extended response questions comprise the exam. Performance level scores provide a descriptor of the proficiency of student, grade and school performance within the New York State Assessment Program. Strawtown has demonstrated consistently high performance outcomes in both the areas of English Language Arts and Mathematics. Further information related to the New York State Assessment Program can be accessed at: www.nysed.gov.

As student results are reviewed over a five-year period a consistent trend is noted. Utilizing Part VII – Assessment Results located on page twelve as a guide, it is clear to visualize this trend. Of the seventy-eight grade four students who were administered the New York State ELA Assessment in January 2006, ninety-nine percent of all students attained a level three or level four score. This illustrated an exceptional percentage of students at or above proficiency within the grade level. This trend can be traced back over prior reporting years. Student scores in February 2005 showed ninety-four percent of all students (N=66) scoring at or above the State proficiency level, while February 2004 grade four students (N=55) scored at ninety-one percent at or above proficiency. Examining the grade four New York State Mathematics scores over the five-year reporting period showed even greater proficiency as all students scored at or above proficiency at a rate of ninety-six percent or higher. At or above proficiency percentiles were attained at ninety-six percent in March 2006 (N=78), ninety-nine percent in May 2005 (N=68), one hundred percent in May 2004 (N=57), ninety-nine percent in May 2003 (N=77), and ninety-eight percent in May 2002 (N=58). Strawtown scores greatly exceeded all public school scores statewide as measured by New York State during this five-year period. Data for our students with disabilities were not included in Part VII – Assessment Results inasmuch as the total number tested was fewer than ten students. However, regardless of whether the student was a general education student or a student with disability, scores in both ELA and Mathematics remained at or above proficiency. Continued best practices with regard to educational strategies have been utilized in order to ensure this continued achievement. Results of State assessments in both ELA and Mathematic fuel the discussion of what constitutes meaningful instruction within the classroom setting, and allows for the opportunity to desegregate meaningful data in the quest to provide the best course of instruction.

Strawtown's assessment results in both English Language Arts (ELA) and Mathematics within the tested grades have shown remarkable consistency in maintaining high achievement. This was further demonstrated with the introduction of New York State Assessments in both ELA and Mathematics at grades three and five during the 2005-2006 school year. Grade three results, which can be reviewed on page thirteen, showed ninety-seven percent of all students (N=58) scoring at or above proficiency in English Language Arts and one hundred percent of all students achieving at or above proficiency in Mathematics. Fifth grade results in January 2006 showed that ninety-four percent of all students (N=69) scored at or above proficiency in the ELA Assessment. Ninety-two percent of all grade five students scored at or above proficiency in the March 2006 Mathematics Assessment which can be reviewed on page fourteen.

The results are attained through a comprehensive educational program that is child centered and developmental in philosophy and in which educational decisions and learning strategies are based on

concrete data derived from a variety of sources. Student learning for all children is accepted as the challenge facing all stakeholder groups and the requirement necessary for continued success within the school learning community.

2. **Using Assessment Results:** The basis to understanding and developing successful learning situations for all children is the ability to effectively disaggregate student data and utilize the information to influence effective instruction. It is essential that all staff members take an active role in reviewing the data. This helps to develop a concrete understanding of student expectations and success regardless of grade level or teaching responsibility. The key to a successful school is the ability to establish a community of learners. That community begins with educators who understand the importance of how students achieve and recognize that decisions made related to learning must be both data based and data driven. As assessments become available for interpretation, a team of educators takes the initiative to organize the components of the exam into sequential learning skills. The essential skills necessary to successfully complete each identified task are identified and evaluated for student success. Based on this desegregation, skills lessons are developed based on whole class, small group and individual instruction. Conversations at grade level and with staff members from prior and subsequent grade levels help to facilitate an understanding of student expectations related to the assessment as well as the skills necessary for students to achieve as they become more mature learners and continue on their academic path. Students receive instruction in a meaningful context related to the essential skills that have been identified. Instruction takes place within the context of interdisciplinary teams with participation on the part of special education and remedial services. Subsequent meetings to evaluate results are on-going. The celebration of student success comes from all staff member as they each have played a significant role in the accomplishment, thus helping to facilitate an important component necessary in the creation of a strong community of learners.

3. **Communicating Assessment Results:** Communication of student performance is accomplished systematically and in a comprehension manner. All stakeholder groups receive the dissemination of student performance and data through a multitude of methods. Parent Teacher Conferences are held formally during the school year, and in addition, all staff members invite and encourage parents to contact them regularly for more detailed dialogue. Discussion of individual student progress and results are accomplished via conventional means and more recently through emails accounts that have been established for all District personnel. Parents receive individual student profile sheets related to each given State exam. The profile provides a detailed account of student results and specifies the student's performance level in relationship to the New York State Learning Standards. This information is also available through a new State initiative called nySTART. Parents can access student, grade and District performance and data via a State established website.

Various other methods are utilized to help disseminate results to all members of the community. Classroom and District newsletters as well as the District and Strawtown website help to inform parents and community members of student achievement and group and individual successes. Staff meetings are held throughout the year in which assessment strategies are evaluated, reviewed and initiated. Individual and group data is desegregated and reviewed for trends and methods to help influence more effective classroom instruction. All performance results are shared at monthly PTA meetings and an open communication forum has been developed through continuous and honest dialogue.

4. **Sharing Success:** Strawtown is one of ten elementary schools in the Clarkstown Central School District. One factor that has helped to facilitate communication within the Strawtown community, as well as within the District, has been the commitment to the continuation of the small neighborhood school. Each school community, though unique in many ways, still lends itself to the "small town" feeling of pride in the accomplishments of any of its parts, in this case the component schools. The success of one school, in effect, becomes the success of all schools. Therefore, communication of educational strategies and successful practices become an integral part of regular meetings held throughout the District. Monthly principal meetings offer a formal opportunity to dialogue and share good practice. They offer a forum in which leaders of the individual schools and from the District can evaluate and review what strategies led to

successful student learning. These strategies can then be initiated with staff members from the various schools. District meetings also allow grade level and cross-grade teams the opportunity to develop action plans that result in improved student results. Local newspapers readily report student successes and methods describing school achievement. The media coverage allows for other school communities an awareness of student success and promotes dialogue between neighboring School Districts. The Strawtown website and the District website list student and school achievements which are accessed by individuals and schools throughout the State.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** As we have entered the 21st century, education continues to change its focus from one in which knowledge is imparted on students to be memorized and learned to an environment that guides students and fosters independent thinking and learning. As technology has changed the accessibility and ease at which we can access information, we must teach students how to acquire information and use it to make informed decisions and become productive citizens within a global society. The Strawtown classroom has become a place where opportunities are provided which enable students to explore, discover and learn for themselves.

The core of Strawtown’s curriculum rests in the premise that a precise roadmap is necessary to guarantee that each child reaches the same destination. George Harrison once stated within the lyrics of a song, “If you don’t know where you’re going, any road will get you there.” In order for children to learn in a manner that is consistent, aligned with the appropriate New York State Learning Standards, and reliable in terms of teaching and assessing, a well organized curriculum map has been developed in each academic area. This ensures that all children and each educator are truly following the same road in their quest for excellence.

The various content curriculum maps lay the groundwork for successful exploration and are interconnected with consistent process strands that wind through each content area. Curriculum Committees, consisting of administrators, professional development teams and teachers, work together to constantly expand, improve and modify the curriculum maps to assure alignment to New York State Learning Standards. In conjunction, with the work on the curriculum maps, committees of teachers work collaboratively to develop sound instructional grade level activities that foster higher order thinking, creative problem solving and differentiated learning.

The core of the literacy curriculum at Strawtown enables all students to become strategic and independent readers, writers, listeners and speakers who effectively communicate both orally and in writing for a variety of purposes and audiences. Key components of literacy learning by grade level include: objectives that reflect the developmental needs of students, content that is recursive, is based on critical thinking skills, accents active learning, promotes self-awareness and self-monitoring, is integral to all subjects, and learners effectively meet and exceed all standards. Mathematics at Strawtown has similar goals with an accent on hands-on, exploratory learning. Core curriculum areas are recursive and developmental throughout the grades and learning is focused on helping students to communicate and reason mathematically and applying that knowledge to real life settings. Social Studies and Science are key components of a balanced, comprehensive instructional educational plan. Social Studies provides students with a true understanding of their place in a global society while Science inquiry immerses students into understanding and applying relevant knowledge related to the physical setting and living environment. Technology plays a critical role throughout each content area and is an essential ingredient that is woven into each of the identified curriculum strands. Art instruction is richly integrated into the curriculum through regularly scheduled, age appropriate instruction by a certified art teacher. Art is an integral component within the academic structure of each classroom as students utilize various mediums to explore and create lasting connections within an activity based educational setting.

In our ever-challenging world, children are expected not to just gain information but to use the information gained to become active, productive citizens. They must learn to think and learn for themselves. The established curriculum helps ensure that students are provided with the knowledge and skills that will enable them to succeed today and as they look to the future.

2. **Reading:** At Strawtown Elementary School the reading curriculum is aligned to the New York State Learning Standards and Grade Level Objectives. The five major components of reading instruction- phonemic awareness, phonics, fluency, vocabulary and comprehension- are the foundation of a rich program that permeates the entire school day. Higher level thinking skills, active reading skills, inquiry

learning and metacognitive strategies are woven into all aspects of the program. Students have ample opportunities to apply their reading skills independently and in small groups throughout the day in all content areas and learning contexts. Using a balanced approach, classroom teachers organize the one hundred twenty minutes of literacy instruction into reading, writing and word-study workshops. In each workshop, students engage in shared, guided and independent learning experiences. Teachers collect and analyze data from multiple assessments and use the information to plan instruction, flexible grouping of students, and support or enrichment. Classroom leveled libraries, an extensive collection of guided reading texts, and a rich collection of literacy center materials, and engaging literacy center activities are the resources that support the reading program. Providing students with additional opportunities to interact with nonfiction texts has been a goal for the past year. A high level of collaboration between classroom and support staff supports our 'push-in' programs and enhances the differentiation of instruction in the classrooms. The program has grown and developed as a result of opportunities to learn and discuss current research along with a strong leadership team consisting of principal, reading teachers, classroom teachers and staff developer.

3. Mathematics: In keeping with the mission of the Clarkstown Central School District to motivate and enable all students to be life-long learners in an ever-changing global society and aligned with the New York State Core Curriculum for Mathematics, the mathematics program at Strawtown Elementary School has the goal of providing students with the knowledge and understanding of mathematics necessary to function in a world very dependent upon its application.

Mathematics instruction at Strawtown enables students to understand the concepts of mathematics while it encourages students to become proficient with the skills of mathematics. Students learn to communicate and reason mathematically and become active and engaged problem solvers by using appropriate tools and strategies. Mathematics is viewed as an entire body of knowledge and incorporates the content strands of Number Sense and Operations, Algebra, Geometry, Measurement and Statistics and Probability with the process strands of Problem Solving, Reasoning and Proof, Communication, Connections and Representation.

Strawtown's math resources support this goal by focusing on the best practices for teaching and learning. Proven instructional methods put mathematics success in the hands of all learners. Using a carefully selected group of research-based, nonlinguistic learning experiences, teachers provide a tangible way for students to think about, explore, reason with and communicate abstract math concepts. Math concepts are introduced early in the primary grades and are then systematically developed throughout the later grades. By continually using effective, familiar models, students develop new understandings and fully grasp math concepts.

4. Instructional Methods: Fundamental to the success of the students at Strawtown Elementary School is the premise that teachers adapt instruction to meet the needs of their students. Within a model of differentiated instruction, teachers vary their instructional strategies to meet students' readiness levels, learning preferences, and interests. This includes providing learning experiences for gifted students, for students who perform below grade level standards, and for each child in between.

A clear commitment to student success is provided by the Clarkstown School District and the greater community. Teaching Assistants and small class sizes throughout the grade levels help to ensure that students receive opportunities for individual and small group instruction. Common grade level planning time is a priority on a building level and helps to encourage opportunities for further curriculum development and the discussion and implementation of successful learning methodologies and strategies.

The Strawtown classroom is a hub of active learning. Flexible grouping, scaffolding and recursive lessons, in concert with detailed curriculum maps are the essential components contained within a learning framework used to ensure the success of all students. Opportunities for cooperative and peer learning

exchanges, academic instructional services, gifted and talented enrichment classes, and before and after school language arts, math, and handwriting preparatory classes are part of a spectrum of services provided to students to help guarantee that each child attains success. Integrated technology resources and state of the art media equipment are utilized by staff and students within the context of classroom instruction and extended learning. Frequent data analysis of New York State and district standardized tests, and teacher-made assessment tools all help to drive effective student learning. All of these essential ingredients help to support Strawtown Elementary's global approach to learning in an ever changing society.

5. Professional Development: *Margaret Mead once stated, "We are now at a point where we must educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet."* Our school's professional development program, which is made up of content coordinators, support staff and staff developers, have adopted this quote as an essential theme necessary to guide their current endeavors. In the belief that professional development is an essential vehicle in order to reach high student achievement, collaboration and communication among teachers has been fostered and developed while focusing on specific academic goals and learner outcomes.

Using New York State Standards and English Language Arts Assessments, short and long-term goals have been identified. The goals include the development of a balanced literacy approach which allows teachers to be responsive to individual student needs, the embedment of ongoing formal and informal classroom assessments, as well as, strengthening students listening and note-taking skills through brain-based instructional activities. District directed conferences as well as building based and grade level meetings coordinated by a staff development team have provided research proven approaches that implement skills and strategies as part of an ongoing plan. Teacher support within the classroom is coordinated through a collaborative approach. Teachers work towards incorporating technology within the fabric of instruction, building classroom management skills and strategies with an accent on mutual respect, and creating and demonstrating exemplary lessons

The adoption of the New York State Mathematics Standards in 2005 has given rise to a two-folded staff development plan. The staff development team, with collaborative support provided by teachers and administrators, has adapted the curriculum to the new standards while embedding problem solving and good questioning approaches into instruction. Teachers have had the opportunity to work with the staff development team to foster students' mathematical proficiency by constructing lessons that combine conceptual understandings, procedural fluency and problem solving skills.

The Strawtown professional development program helps to foster an educational environment where not only students continually grow and prosper, but where teachers and staff are encouraged to strive to improve techniques, gain knowledge and consistently advance their teaching proficiencies.

PART VII - ASSESSMENT RESULTS

Subject ELA Grade 4 Test New York State English Language Arts 4

Edition/Publication Year _____ Publisher CTB McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Jan.	Feb.	Feb.	Feb.	Feb.
SCHOOL SCORES					
% At or Above Proficient – Level 3/Level 4	99	94	91	88	93
% At Advanced – Level 4	13	29	38	50	40
Number of students tested	78	66	55	74	58
Percent of total students tested	100	100	100	100	100

Subject Math Grade 4 Test New York State Math 4

Edition/Publication Year _____ Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	May	May	May	May
SCHOOL SCORES					
% At or Above Proficient – Level 3/Level 4	96	99	100	99	98
% At Advanced – Level 4	41	56	65	68	60
Number of students tested	78	68	57	77	58
Percent of total students tested	100	100	100	100	100

Subject ELA Grade 3 Test New York State English Language Arts 3

Edition/Publication Year _____ Publisher CTB McGraw-Hill

	2005-2006
Testing month	Jan.
SCHOOL SCORES	
% At or Above Proficient – Level 3/Level 4	97
% At Advanced – Level 4	12
Number of students tested	58
Percent of total students tested	100

Subject Math Grade 3 Test New York State Math 3

Edition/Publication Year _____ Publisher CTB McGraw Hill

	2005-2006
Testing month	March
SCHOOL SCORES	
% At or Above Proficient – Level 3/Level 4	100
% At Advanced – Level 4	57
Number of students tested	58
Percent of total students tested	100

Subject ELA Grade 5 Test New York State English Language Arts 5

Edition/Publication Year _____ Publisher CTB McGraw-Hill

	2005-2006
Testing month	Jan.
SCHOOL SCORES	
% At or Above Proficient – Level 3/Level 4	94
% At Advanced – Level 4	19
Number of students tested	69
Percent of total students tested	100

Subject Math Grade 5 Test New York State Math 5

Edition/Publication Year _____ Publisher CTB McGraw Hill

	2005-2006
Testing month	March
SCHOOL SCORES	
% At or Above Proficient – Level 3/Level 4	92
% At Advanced – Level 4	30
Number of students tested	69
Percent of total students tested	100

Subject ELA Grade 4 Test New York State English Language Arts 4

Edition/Publication Year _____ Publisher CTB McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Jan.	Feb.	Feb.	Feb.	Feb.
SCHOOL SCORES					
% At or Above Proficient – Level 3/Level 4	99	94	91	88	93
% At Advanced – Level 4	13	29	38	50	40
Number of students tested	78	66	55	74	58
Percent of total students tested	100	100	100	100	100

Subject Math Grade 4 Test New York State Math 4

Edition/Publication Year _____ Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	May	May	May	May
SCHOOL SCORES					
% At or Above Proficient – Level 3/Level 4	96	99	100	99	98
% At Advanced – Level 4	41	56	65	68	60
Number of students tested	78	68	57	77	58
Percent of total students tested	100	100	100	100	100

Subject ELA Grade 3 Test New York State English Language Arts 3

Edition/Publication Year _____ Publisher CTB McGraw-Hill

	2005-2006
Testing month	Jan.
SCHOOL SCORES	
% At or Above Proficient – Level 3/Level 4	97
% At Advanced – Level 4	12
Number of students tested	58
Percent of total students tested	100

Subject Math Grade 3 Test New York State Math 3

Edition/Publication Year _____ Publisher CTB McGraw Hill

	2005-2006
Testing month	March
SCHOOL SCORES	
% At or Above Proficient – Level 3/Level 4	100
% At Advanced – Level 4	57
Number of students tested	58
Percent of total students tested	100

Subject ELA Grade 5 Test New York State English Language Arts 5

Edition/Publication Year _____ Publisher CTB McGraw-Hill

	2005-2006
Testing month	Jan.
SCHOOL SCORES	
% At or Above Proficient – Level 3/Level 4	94
% At Advanced – Level 4	19
Number of students tested	69
Percent of total students tested	100

Subject Math Grade 5 Test New York State Math 5

Edition/Publication Year _____ Publisher CTB McGraw Hill

	2005-2006
Testing month	March
SCHOOL SCORES	
% At or Above Proficient – Level 3/Level 4	92
% At Advanced – Level 4	30
Number of students tested	69
Percent of total students tested	100