

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mrs. Patricia Mallett

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

Official School Name Sewell-Anderson Elementary School

(As it should appear in the official records)

School Mailing Address 25 Ontario Street

(If address is P.O. Box, also include street address.)

Lynn

City

Massachusetts

State

01905-1223

Zip Code+4(9 digits total)

County Essex

State School Code Number\* 0060

Telephone (781) 477-7444

Fax (781) 477-7446

Web site/URL lynnpublicschools.org

E-mail mallettp@lynnschools.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. Nicholas Kostan

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

District Name Lynn

Tel. (781) 593-1680

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Edward J Clancy Jr.

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 19 Elementary schools  
 \_\_\_\_\_ 4 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 5 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 28 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 10858  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 10515

### 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 are  
 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.  
 \_\_\_\_\_ 4 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
Pre K			0	7			0
K	17	19	36	8			0
1	25	19	44	9			0
2	24	16	40	10			0
3	24	19	43	11			0
4	24	19	43	12			0
5	21	12	33	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>239</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 3  | % Asian or Pacific Islander        |
| 15 | % Black or African American        |
| 33 | % Hispanic or Latino               |
| 48 | % White                            |

**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 5 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	2
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	9
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	11
<b>( 4 )</b>	Total number of students in the school as of October 1	239
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.05
<b>( 6 )</b>	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 21 %
- |    |   |
|----|---|
| 49 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 9

Specify languages: Spanish, English, French, Greek, Creole/Haitian, Khmer, Lao, Pidgin English, and Vietnamese

9. Students eligible for free/reduced-priced meals: 49 %

Total number students who qualify: 118

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: 15 %  
34 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>        </u>	Orthopedic Impairment
<u>1</u>	Deafness	<u>        </u>	Other Health Impairment
<u>        </u>	Deaf-Blindness	<u>22</u>	Specific Learning Disability
<u>10</u>	Emotional Disturbance	<u>1</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	<u>        </u>	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support Staff	<u>3</u>	<u>0</u>
Total number	<u>25</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 17 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	96 %	96 %	%
Daily teacher attendance	94 %	96 %	92 %	94 %	%
Teacher turnover rate	32 %	33 %	34 %	33 %	%
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

## PART III - SUMMARY

---

The Sewell-Anderson Elementary School, named after two honorable WWI soldiers, is located in Lynn, Massachusetts, a seacoast city north of Boston. Lynn has always been a place to welcome immigrants. It has a diverse population boasting fifty-one languages within the school system. Our enrollment is approximately 250 students ranging from kindergarten through grade five, with 51% minority population.

Attaining success at our school, which is a team effort, is a high priority and occurs for several reasons. First, the instruction given by highly qualified teachers is top notch. Our teachers are trained in Studying Skillful Teaching, (RBT) and Sheltered Instruction Observation Protocol (SIOP model). Each teacher practices these strategies daily within his/her lessons. Secondly, our students are considered part of the team as well. The bar is raised high. We expect all students to achieve and do their very best. Safety-nets such as special education services and after-school programs are in place to support student learning along the way. Next, the district supports our school with quality materials that align with the Massachusetts State Frameworks. Our English Language Arts and Math curricula offer opportunities for all students to address and master the standards throughout the grades. Finally, we can not accomplish this job without good communication and the involvement of parents. Informed instruction, motivated students, district support, and dedicated parents offer a valuable explanation as to why the Sewell-Anderson School is performing well.

Another aspect of our success is our Leadership Team which is representative of the entire school. It is comprised of regular education, special education, Title I, the librarian, and Sheltered English Immersion faculty members. Working diligently, this team assesses the needs of our students. Title I teachers then develop appropriate programs for teachers, parents, and students to address these needs. Programs have included book talks, phonics instruction, and methods of implementing reading comprehension strategies with the ultimate goal of increasing student achievement.

The Sewell-Anderson Library serves as the hub of the school. It is host to workshops for teachers, student enrichment programs, and opportunities for parental involvement. The librarian supports all fore-mentioned activities by introducing students to quality books and authors cited in the state frameworks. Students are encouraged to take these books home and read them with their parents. These library activities significantly contribute to the success of the school.

Our school climate welcomes family involvement. Parents, along with their children, eagerly take part in Title I evenings such as Literacy Games and Math Carnival nights. Student spirit is embedded in our school culture. This is shown by students participating in activities such as book buddies, clothing drives, charitable fundraisers, holiday caroling in the neighborhoods, and adopting a soldier currently serving in the Armed Forces. In this positive school climate student achievement is assured.

Many positive factors contribute to the accomplishments experienced by the students of Sewell-Anderson Elementary School. All components, in conjunction with each other, ensure academic success for our students.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. Assessment Results:

The Sewell Anderson Elementary School assessment results illustrate two important issues. They are student learning and teacher instruction. The goal of our assessment system is to improve teaching and learning, and we believe they are reflective of each other. As mandated by the Education Reform Law of 1993, all Massachusetts students educated with public funds are required to participate in the MCAS tests administered in their grades. The MCAS tests are based on the learning standards in the Massachusetts Curriculum Frameworks. MCAS tests are administered in the following content areas:

English Language Arts  
Mathematics  
Science and Technology/Engineering  
History and Social Science

Students in Lynn are tested each spring on the Massachusetts Comprehensive Assessment System.(MCAS) Children at the Sewell-Anderson School in grades 3 -5 are tested in the areas of English Language Arts, and Mathematics. Grade 5 students are also tested in Social Studies and Science and Technology/Engineering.

Results are reported for individual students, schools, and districts according to four performance levels defined by the Board of Education: The performance levels are as follows:

Warning' indicating failure  
Needs Improvement' indicating partial understanding of subject matter  
Proficient' indicating solid understanding of content area  
Advanced' indicating mastery of the subject matter

Educators use the results to: track student progress, identify strengths, weaknesses, gaps in curriculum and instruction, fine-tune curriculum alignment with the statewide standards, gather diagnostic information that can be used to improve student performance and identify students who may need additional support. Information about our state assessments can be found at: <http://www.doe.mass.edu/mcas/results.html>

District wide assessments are given each trimester in Math and English Language Arts. The results of these tests are taken very seriously. At grade level meetings teachers look at student work and discuss reasons for gaps and/or errors. Open response questions are a part of each MCAS assessment component and the use of a rubric comes into play. Students are fully aware of the expectations and are able to self-monitor their performances through their repeated exposure to and application of rubrics.

It is important to note that we do not just test students and collect assessment data. The goal of our assessment system is to improve teaching and learning. With professional development time to actually analyze the data and make meaning from the data, teachers and administrators use assessment to inform instruction.

### 2. Using Assessment Results

At the Sewell-Anderson School we have an assessment team who looks at tests questions and results with great depth. This information helps us understand and improve student performance and school performance as well. Student work is examined very closely for strengths and weaknesses. This data is shared among all faculty members and used as a tool for facilitating discussion about improving instruction and achievement.

We begin right at the kindergarten level and attend data analysis meetings to look closely at DIBELS scores. These benchmark scores help us to evaluate students at risk for reading and those who are making the grade. Next, we set appropriate goals for individual students and progress monitor weekly. Small flexible groups are created and materials are identified to instruct each group. The results of our Massachusetts Comprehensive Assessments System (MCAS testing) are examined in similar fashion. A team studies, evaluates, and sets performance goals

through an action plan. All classroom teachers address the school's areas of weakness and are accountable to show evidence of instruction/student work. Students are involved in the assessment process as well. They are regularly given rubrics and discuss what an assignment would look like to receive a good score. Exemplars are shown to the students and an explanation is given as to why it received a four point score. Students are also given samples to determine the score it would receive based on a rubric. In this way, the principal, teachers, and students are all working together to use assessment results to their fullest benefit.

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

Giving students and parents clear images of what quality work looks like is a good place to start. At the Sewell-Anderson Elementary School, we hold an information afternoon/ night for parents to see and actually try the MCAS English composition test. By sharing this information and modeling it to parents as well, everyone has the opportunity to examine models of previous good performance. The practice of examining what good work looks like is ongoing with students. Communicating to parents what the standards are for good work is very valuable.

The school principal plays an enormous role in communicating test results. This is not just for MCAS testing but formative and summative testing as well. After studying the data closely, she takes the time to conference with each and every student about their test scores. Phone calls, letters home to parents, e-mails, and newsletters are ways she keeps communication going with the home.

If a child is not doing well, she talks with that child and makes a plan to help him/her succeed. She is visible in the classroom and watching instruction closely to ensure that assessments are informing the instruction. The principal observes closely how the teacher checks for understanding and dialogue occurs regularly with the classroom teacher about instruction/assessment. It is the responsibility of the principal, teacher, and parent to monitor assessments and ensure that no one is left behind.

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

Sewell-Anderson has shared its successes with other schools across the city of Lynn mainly by conducting workshops open to teachers in other schools. Currently our school is involved in a grant program to increase student fluency in reading. We are using the DIBELS program from the University of Oregon to test our students in reading. Through the district's professional development program, we are training teachers system wide to administer the test. Training consists of four sessions, which last for 2 ½ hours. There are two workshops for grades K-1 and grades 2-3. Each workshop has about 20 teachers enrolled, so we are training about 40 teachers this year and hope to continue next year. Another training that is being conducted is the Grade 2 Phonics/Spelling Curriculum. Two teachers from schools that emphasize phonics in their curriculum (Sewell-Anderson being one of them) and the Assistant Curriculum director created a Phonics/Spelling Curriculum based on stories in the Grade 2 Harcourt Trophies Reading series. Two binders were created containing objectives, lessons, rules, memory tricks, activities and more. These binders were disseminated to all Grade 2 teachers at two training sessions which were held in fall and winter of this school year. In addition, phonics workshops are being conducted each month to instruct about 40 teachers in using phonics in their teaching of reading. Furthermore, two of our teachers are presently enrolled in a workshop to train teachers on how to effectively teach students to answer Open Response Comprehension questions. At the end of the workshop the teachers enrolled will become trainers and have agreed to teach at least one workshop to teachers across the city.

Two years ago the Sewell-Anderson School embarked on a project to improve reading comprehension. Using the book 7 Keys to Comprehension, classroom teachers eagerly adopted these practices into their classrooms. A seminar was offered to parents and the use of the seven keys took hold both in school and at home as well. Word of this got out across the city and teachers from other schools wanted to know just what we were doing to improve reading scores so well. Training from our program was offered district wide and several teachers visited our school for workshops. We were very pleased when it was expanded to the summer as a teacher drop in program so that they could develop their own materials to use in class. With the ultimate goal of improving student achievement, we are very happy to share our success.

## **PART V - CURRICULUM AND INSTRUCTION**

---

### **1. Curriculum:**

Sewell' Anderson School's curriculum is prescribed by the Massachusetts Curriculum Frameworks. Our curriculum stresses mastery of basic skills throughout the grades while weaving thinking strategies and problem solving skills into lessons. Data analysis is an on-going process to inform our instruction as we incorporate recent research findings for good teaching in our lessons. Finally, teachers integrate the content areas to ensure that our students are able to make meaningful connections in their learning.

English Language Arts includes the areas of reading, writing, spelling, listening, speaking, and handwriting. Our reading program is literature based and follows the modified three-tier method. Students are exposed to a variety of genres as well as a variety of text types. Our reading curriculum's goal is to provide the students with the skills necessary to make them independent and comprehensive readers. Our school uses the John Collins Writing method to prepare the students to write across the content areas. After assessing our students' skills in spelling and analyzing the data, we have created a spelling program that meets the needs of our students in grades three, four, and five. Our district has taken on creating a program to meet the needs of our second graders. That system is currently in use by the second grade teachers. Listening and speaking skills are addressed in all content areas. We can see the progress being made in programs and school plays in which the children participate.

Our mathematics curriculum also set by standards put forth in the Massachusetts Curriculum Frameworks, promotes proficiency at each level across the strands that organize the mathematical content: Number Sense and Operations; Patterns, Relations, and Algebra; Measurement; and Data Analysis, Statistics, and Probability. Lessons are modified to meet the needs of our diverse learners, and real world connections are constantly being made so the children understand a purpose for applying what they learn. Our district has implemented the Houghton Mifflin math program this school year. This comes with monthly district-wide grade level meetings which our teachers are regularly attending. They are always returning with new ideas to keep their students engaged throughout the lessons. We have consistent formative and summative assessments built into the school year, including the use of technology. Through these assessments, teachers are provided with immediate feedback allowing them to present appropriate reinforcement activities.

Technology is exciting at Sewell-Anderson. Once again we have state standards to meet, and fortunately the school has a computer lab that helps us meet these objectives. All teachers have computers in their classrooms with internet access which allows for many teachable moments. We employ the Classroom Performance System (CPS) in our math program. This technology provides an additional way to engage and assess our students, and finally, we recently received a SMART board which has added another layer to our instruction.

The arts are evident at Sewell-Anderson with our music and art curricula also set by the state frameworks. Our students have weekly classes in both subjects .We also have a choral group under the direction of a gifted music teacher. This group's scheduled performances include holiday programs, graduation, and other celebrated occasions as well as a neighborhood holiday caroling stroll. In addition to this, violin and band instrument lessons are provided for fourth and fifth graders. In the area of art the students are presented with a weekly art lesson. The art teacher incorporates many mediums into the lessons, and the children's artwork has been displayed at various events in the community. We, at Sewell-Anderson, are proud of the curricula presented to our students, and we believe that it sets a good foundation for them as they are valued members of this community.

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

The reading curriculum at Sewell-Anderson is based on the Massachusetts English Language Arts Curriculum Frameworks. The document contains four English Language

Arts strands comprised of a language strand, a reading and literature strand, a composition strand, and a media strand. The Curriculum Frameworks contain all the necessary guiding principles and standards for an effective reading program. Sewell-Anderson's reading program is conducted in a two-hour block of time that includes phonics, spelling, vocabulary, grammar, and comprehension and writing skills.

Phonics and spelling are taught in conjunction with each other since they are the decoding and encoding parts of reading. Grades 3-5 use a phonics/spelling curriculum that was developed by members of the school's faculty. This program uses a multi-sensory approach to phonics and spelling. Grade 2 uses a similar curriculum that was developed within the school system to be used in all second grades in the city. Grade 1 uses the phonics program in the Harcourt Trophies Reading Series and Kindergarten uses Early Reading Intervention. Comprehension is taught primarily using the Harcourt Trophies Reading Series. The anthology along with leveled books, trade books, and decodable books allows the teachers to set up their reading block with a modified three-tier approach. In our program all students take part in whole group, and shared reading instruction. Students are also grouped together in smaller groups for specific skills instruction. The grouping is flexible and fluid. The classroom teacher, reading teacher or curriculum instruction teacher, may instruct these small groups. The special education teacher adds a third tier for some students with either inclusion or pullout instruction. Sewell-Anderson chose this approach to comply with the state frameworks and to ensure that students with the poorest reading skills get the maximum daily instruction possible in reading.

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

In 2006-2007 Sewell-Anderson school developed a program with a phonetic and multisensory approach to teaching spelling and vocabulary. The course, which is based on the Wilson Reading System, uses the six syllable types to teach students how to spell. The curriculum was implemented in grades 2-5. During school time teachers were given professional development once a month where they were taught the necessary phonics skills. Classroom teachers created lists of words to be used for spelling for each month based on a particular syllable type. The words chosen were such that they could be phonetically encoded and decoded, while also being used to teach vocabulary. The Morrison McCall Spelling test was used as a pre and post test that year. In 2007-2008 the program is continuing for Grade 3. It is being revised for Grades 4 and 5 so that students are going beyond just the basic syllable types into irregular sounds and exceptions to syllable types. Students are given a fifty word pretest at the beginning of the school year and a post test at the end of the year. Since it was determined by the faculty that the Morrison McCall test did not just test syllable types a new test was created by a faculty team. The test is comprised of single and multi-syllable words reflecting all the syllable types.

Grade 2 has become part of a city wide initiative this year which uses the same multi-sensory phonetic approach to spelling and vocabulary. The second grade program takes them through all six syllable types using words from the Harcourt Trophies Reading series. Grade 2 teachers were given two professional development training sessions during the school day and were offered an afterschool program for additional training. The afterschool program offers phonics training as well as a chance for teachers to create multi-sensory activities to use with their students.

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

In order to assure that the needs of our diverse learners are met, several instructional practices are in place. In order to address the Massachusetts State Frameworks our teachers are trained and practice skills taken from Jon Saphier's *The Skillful Teacher* and *Making Content Comprehensible* by Echevarria, Vogt, and Short.

The teachers at the Sewell-Anderson School practice and share various tricks to support learning. Every lesson includes giving an itinerary and communicating what students will know and be able to do. (Posted objectives) Our students understand why the lesson is

important and know what they need to do in order to succeed. Teachers begin by activating prior knowledge and will allow time for students to make connections to their own lives. Meaningful activities and checking for understanding along the way assure a positive learning experience. Summarizers/journals offer opportunities for reflection and assessments inform the upcoming instruction. We try to offer multiple approaches to differentiate the instruction for the content and the process of learning as well. To ensure meaningful learning, we know that it is essential to place pedagogy, at the forefront.

5. **Professional Development:**

Professional development is and has been an integral part of the school culture at Sewell-Anderson. School based professional development has prompted the staff to assess the needs of our students and collectively develop a plan for increasing student achievement that is linked to our school's improvement plan. We have had study groups in the form of workshops and book talk groups. Workshops that we have conducted at our school are:

'Incorporating Guided Reading Groups and Literacy Centers into the ELA Curriculum'

'The 7 Keys to Comprehension'- Based on the text

Seven Keys to Comprehension. This developed into a parent book talk.

'Teacher Reading Academy'

'Integrating the Structure of Language in Various Genre Lessons'

'Differentiated Instruction'

'Seminar: Integrating Phonics/Spelling Lessons Grades 2-5'

We have also conducted Text-based Seminars with the following books:

Mosaic of Thought by Susan Zimmerman and Ellin Oliver Keene

Results Now by Mike Schmoker

One half of our teachers come to school an hour early each Friday in order to be part of a text-based seminar. Our new principal has a vision to build a professional learning community through these text-based seminars. This goal will ultimately support and improve student achievement.

## PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Massachusetts Comprehensive Assessment System  
Edition/Publication Year 2004-2007 Publisher Measured Progress

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	51	62	65	48	
% "Exceeding" State Standards	8	10			
Number of students tested	37	31	48	46	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard			45	33	
% "Exceeding" State Standards					
Number of students tested			11	21	
2. Low Income					
% "Meeting" plus % "Exceeding" State Standard	25		53	32	
% "Exceeding" State Standards	0				
Number of students tested	12		19	28	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	67	58			
% "Exceeding" State Standards	24	6			
Number of students tested	37	31			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard	42				
% "Exceeding" State Standards	25				
Number of students tested	12				
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	64	56	47	35	26
% "Exceeding" State Standards	0	21	8	7	3
Number of students tested	33	43	36	57	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard		18	36	5	11
% "Exceeding" State Standards		0	9	0	3
Number of students tested		11	11	19	39
2. Low Income					
% "Meeting" plus % "Exceeding" State Standard		32	31	19	16
% "Exceeding" State Standards		0	12	0	3
Number of students tested		19	17	27	38
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	60	51	50	27	15
% "Exceeding" State Standards	24	30	31	9	4
Number of students tested	33	43	36	57	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard		9	45	0	3
% "Exceeding" State Standards		0	18	0	0
Number of students tested		11	11	19	40
2. Low Income					
% "Meeting" plus % "Exceeding" State Standard		37	30	15	5
% "Exceeding" State Standards		11	12	4	0
Number of students tested		19	17	27	38
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	77	59			
% "Exceeding" State Standards	23	15			
Number of students tested	39	34			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard		43			
% "Exceeding" State Standards		14			
Number of students tested		14			
2. Low Income					
% "Meeting" plus % "Exceeding" State Standard	78	45			
% "Exceeding" State Standards	6	0			
Number of students tested	18	20			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	64	44			
% "Exceeding" State Standards	29	15			
Number of students tested	38	34			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard		35			
% "Exceeding" State Standards		21			
Number of students tested		14			
2. Low Income					
% "Meeting" plus % "Exceeding" State Standard	53	15			
% "Exceeding" State Standards	24	0			
Number of students tested	17	20			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					