

## 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 Rose Sotero

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

Official School Name Jansen Avenue Elementary School

(As it should appear in the official records)

School Mailing Address 305 Jansen Avenue

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

Johnstown

New York

12095-2030

City

State

Zip Code+4(9 digits total)

County Fulton

State School Code Number\* 170600010002

Telephone (518) 762-9119

Fax (518) 762-1239

Web site/URL www.johnstownschoools.org/jansen/jan E-mail psotero@gjsd.k12.ny.us

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. John S Whelan

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

District Name Greater Johnstown School District

Tel. (518) 762-4611

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. John David Praught

(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

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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: \_\_\_\_\_ 4 Elementary schools  
 \_\_\_\_\_ 0 Middle schools  
 \_\_\_\_\_ 1 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 0 Other  
 \_\_\_\_\_ 6 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 8349  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 10500

### 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 are  
 Rural
4. \_\_\_\_\_ 2 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 17 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	0	0	7	0	0	0
K	16	6	22	8	0	0	0
1	20	14	34	9	0	0	0
2	9	11	20	10	0	0	0
3	15	19	34	11	0	0	0
4	17	20	37	12	0	0	0
5	20	19	39	Other	0	0	0
6	11	19	30				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>216</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 0  | % Asian or Pacific Islander        |
| 3  | % Black or African American        |
| 1  | % Hispanic or Latino               |
| 95 | % 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 10 %

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	12
<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)]	21
<b>( 4 )</b>	Total number of students in the school as of October 1	216
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.10
<b>( 6 )</b>	Amount in row (5) multiplied by 100	10

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

Number of languages represented 1

Specify languages:

9. Students eligible for free/reduced-priced meals 41 %

Total number students who qualify: 97

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

10. Students receiving special education services:  $\frac{8}{18}$  % Total Number of Students Serve

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>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>9</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>9</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialist	<u>1</u>	<u>6</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support Staff	<u>1</u>	<u>1</u>
Total number	<u>19</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	96 %	95 %	96 %	96 %
Daily teacher attendance	96 %	97 %	96 %	97 %	97 %
Teacher turnover rate	0 %	0 %	0 %	0 %	12 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

## PART III - SUMMARY

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On special days, the aroma of home-baked bread wafts from the school cafeteria, filling the hallways and making mouths water in every classroom. It is only once a month that the building principal serves slices of warm, buttered bread to the students, but Jansen Avenue Elementary School's home-away-from-home atmosphere lasts throughout the year. The school's mission statement says: 'Jansen Avenue School is a community dedicated to educating the whole child with the primary focus on academic excellence. Parents, school personnel, and children share the responsibility for learning in a caring environment that fosters mutual respect, high expectations, and success.' Since opening its doors in September 1967, Jansen has channeled its energy to meeting the needs of the total child.

The No Child Left Behind program (NCLB) to Jansen means helping every child become productive and healthy citizens of tomorrow. We believe that responsibility goes beyond the core curriculum to include food, clothing, and any other need that stands in the way of any child achieving their fullest potential. Forty-one percent of the student body, of Jansen Avenue, are economically disadvantaged, so every effort is made to collect donations from local businesses, which allow us to provide clean clothes, coats, gloves, shoes, and boots to any student needing these items. Community organizations partner with us to provide eyeglasses to students who need them but cannot afford them.

Students understand that they are valued and appreciated as unique individuals. Jansen Avenue shares the school facility with two BOCES special needs classrooms. As a result, we have a sign language club to integrate the hearing and hearing-impaired students, and we have outfitted our entire building with icons to provide an educational environment helpful to our autistic student family members who share the building with us. A Student Council was created to allow students to help shape the school they work and live in each day. The Student Council, along with the Shared Decision Making committee (SDM), took charge of naming the hallways after character education traits celebrated each month at the school. The street signs are mounted, clearly marking the various sections of the building, from Cooperation Corner to Kindness Lane. Student voices are not only appreciated, but also actively acknowledged by the leadership of Jansen. It is not uncommon for students to enter the principal's office offering suggestions to help better our school. A 'bully box' was placed in the nurse's office providing students a healthy venue to deal with issues that make them feel unsafe. A student-initiated and run business 'the Jansen Avenue Creative Design Team (JACD), was created to provide the students a way to learn marketing, advertising, economics, and various computer programs.

Jansen Avenue honors academic success. The Super Star Awards are given to primary students, grades K ' 2, who achieve an 'S' for satisfactory on all subjects in their report cards. The Honor Roll recognizes students maintaining a minimum of a B average. The Principal's List is for students receiving a 95 or above in every subject, and Academic Encouragement letters and coupons are distributed to students working toward the goals of the Super Stars and Honor Roll.

At Jansen Avenue, we believe that a strong elementary school program is essential for the academic success of a student in later years. This year, Jansen Avenue celebrates our 40th year anniversary. The collaboration between students, parents, teachers, and administrators has built a solid foundation of success that has carried us this far, and will serve as the foundation for forty more successful years.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1 Assessment Results:

New York State public school students in grades three through eight are tested annually in English-Language Arts (ELA) and Mathematics. The ELA assessments measure students' abilities to read, listen for comprehension, compare themes in different literary pieces, write essays, and edit passages to demonstrate an understanding of Standard English. Students respond to multiple-choice questions, complete graphic organizers, and write short and extended responses.

The English Language Arts (ELA) assessments classify students into four levels of performance. Levels 1 and 2 on the ELA test indicate minimal to partial understanding of the intermediate level texts and writing that is brief, sometimes repetitive, and showing only a basic vocabulary. At level 2, students write more extended answers that make only basic connections and give cursory support to the answers. Spelling, grammar, and punctuation are basic at this level and can interfere with the clarity of the writing. Any student scoring at level 1 or 2 is immediately provided academic intervention services (AIS). Students scoring at level 3 meet the learning standards in reading, listening, and writing, while students scoring at level 4 perform with distinction by exceeding state standards.

During the 2006-2007 school year 85% of the students in grades 3-6 at Jansen Avenue Elementary School scored at a proficiency level of 3 or 4, indicating that they met or exceeded the state standards for proficiency in the area of English Language Arts. Specifically, 77% of our third-graders, 75% of our fourth-graders, 97% of our fifth-graders, and 90% of our graduating class of sixth-graders met or exceeded the state standards in ELA. This represents an 11% increase school-wide over 2005-2006, the only other year that all grades from 3-6 were tested, and a 23% increase in the fourth grade scores from 2002-2003.

The mathematics assessments measure students' abilities with word problems and computation skills as well as their understanding of the basic mathematic concepts. Students must read and create tables and graphs and show all computations for their answers. Performance results in mathematics are also divided into four levels. Level 1 or 2 indicates the student has minimally or partially met the learning standards for applying mathematical concepts. Like the ELA assessments, these students are provided academic intervention services (AIS). Achieving at level 3 indicates the student has met all the learning standards, and at level 4, the student has exceeded the state standards.

During the 2006-2007 school year, 86% of the students in grades 3-6 at Jansen Avenue Elementary School scored at a proficiency level of 3 or 4, indicating that they met or exceeded the state standards for the content area of Mathematics. Specifically, 82% of our third-graders, 81% of our fourth-graders, 84% of our fifth-graders, and 97% of our graduating class of sixth-graders met or exceeded the state standards in mathematics. This represents a 6% school-wide increase over 2005-2006, the only other year that all grades from 3-6 were tested, and a 23% increase in our graduating class of sixth-graders who met or exceeded the state standards for proficiency in mathematics. In particular, 100% of our economically disadvantaged sixth-graders met or exceeded the state standards, scoring at proficiency level 3 or 4. In 2006-2007, 39% of the total sixth grade population qualified as economically disadvantaged at Jansen Avenue.

Further information on New York State's assessment system can be found at <http://www.emsc.nysed.gov/3-8/home.html>

### 2. Using Assessment Results:

State assessments are an external objective measure of achievement that allows us to evaluate and make incremental changes to better service the needs of our students. Although Jansen Avenue does not consider the state tests the only measure of learning, we do review the results in detail and disseminate the information among the staff to identify best practices within our education process and evaluate areas in need of improvement. Jansen Avenue created spreadsheets for every student from Kindergarten through sixth grade tracking their academic performance for the New York State Assessments, and DIBELS. These spreadsheets are used to track each student's progress and academic growth throughout their elementary years. We also use informal and alternate assessments, which include: student portfolios, a variety of checklists, and teacher observations. These assessments help monitor individual academic improvement. The principal communicates on a weekly basis with the AIS support staff and the classroom teacher to update the progress and determine what creative approaches or supplemental resources are needed to further improvement.

Each year when the test results become available, we do a gap analysis to determine why the students selected a particular answer. We then brainstorm ways to further clarify the curriculum content within the classroom. The New York State Assessments are an important tool in our efforts to determine each student's performance over time and provide focus to our instructional strategies and activities.

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

Jansen Avenue works hard to foster a culture of open dialogue and communication between administrators, staff, educators, parents, guardians, and students. We reinforce a culture of communication with one of our core value statements: 'When administrators, teachers, and parents work together, our children succeed!' Jansen Avenue communicates information on student performance and assessment results in a variety of ways: through parent conferences; report cards, PTA meetings, progress reports, and detailed letters to parents. Parents are advised of academic intervention services by phone, letter, and meetings with staff and administrators. Our teachers review state assessment scores at faculty/staff meetings, curriculum meetings, and grade or student performances at grade level meetings. The New York State Report Card is reviewed annually by the staff at a faculty/staff meeting and at a board of education meeting, which is open to the public and broadcast over a local cable station. The results of these meetings are published on the school district website:  
<http://www.johnstownschoools.org/>.

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

Jansen Avenue takes time to recognize and celebrate the success of the many who are a part of our school family and the foundation for our success. Within the school, time is allotted during morning announcements to recognize teachers and students for success in the classroom. Each week we highlight a student and staff member of the week with a visual display of their accomplishments on a prominent bulletin board, in the local newspaper, and on our district website. During our monthly staff meetings, we recognize the successes within the staff and encourage the teachers to discuss best practices for the various challenges we face in the educational arena. At the district level, successes are recognized at our board of education meetings and staff development days feature opportunities to share best practices among the various buildings and educators within the district.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Jansen Avenue Elementary School's curriculum includes reading, writing, math, science, and social studies. In addition, the students participate, at least weekly, in art, music, library, computer skills, and physical education instruction. Foreign languages are not taught as part of our elementary curriculum in the Greater Johnstown School District; however, we do have a sign language club, which works in conjunction with our hearing-impaired BOCES program to integrate hearing and hearing-impaired students in our building.

The school district has adopted the SRA/Open Court Reading program as its main reading curriculum. In kindergarten through second grade, the SRA/Open Court program provides systematic instruction in phonemic awareness, phonics, and vocabulary. Beginning readers develop fluency and comprehension while reading highly decodable texts in the form of Take-Home Readers. Primary teachers also share award-winning children's literature selections from thematically organized big books and student anthologies. Audiocassette recordings of the stories in the big books and anthologies provide scaffolding for at-risk students as well as listening enjoyment for on-track pupils. The Open Court Reading program assists students in grades three through six in making the important transition from learning to read to reading to learn by providing students with opportunities to read, discuss, and respond to authentic literature of the highest quality.

Jansen Avenue Elementary School uses the Saxon Math Program. The program involves teaching a new mathematical concept every day while constantly reviewing previously taught concepts. In each grade level, concepts are presented in carefully sequenced increments while introducing new objectives through carefully selected group activities, and reinforcing all concepts through repetition in each succeeding lesson.

The Jansen Avenue Elementary School science program is based on New York standards and the National Science Education standards. The primary teachers instruct through monthly thematic units, science-related books from our school 'Book Room' and with the use of Weekly Readers. The third through sixth-grade classes use the Harcourt Science textbooks. Our science program allows students to use the tools and processes of scientific inquiry on every lesson while incorporating hands-on learning. Our teachers have donated science equipment to be stored at a school wide science lab. A trained teacher's assistant sets up the lab according to the classroom teacher's lesson plans.

In social studies, we closely follow the grade-level curriculum topics recommended by New York State. Each grade level has units of study that it pursues throughout the school year. The sixth grade covers ancient world history, fifth grade covers United States history, fourth grade covers New York State history, third grade covers world history and second and first grades use weekly readers provided to deal with a variety of social studies topics.

The curriculum is infused with technology at Jansen Avenue Elementary and enables our staff to successfully teach a wider range of students. By integrating computer technology into the existing curriculum, we can provide resources that present material in an alternate way more conducive to the way children naturally learn, using their intelligence more productively. A central theme at each grade level is to give each child the opportunity to learn in ways that are harmonious with their unique learning style. Students at Jansen use a variety of technologies to express themselves and communicate effectively. This includes not only pen and pencil, but also interactive software, audio, video, and streaming media. At Jansen Avenue, we believe that a balanced curriculum, encompassing academics, arts, music, and physical education, helps students to discover their interests, develop their strengths, and become lifelong learners. At Jansen, our music band and chorus are very community focused. Each year, the students perform for several local senior citizen homes. They share their talents with a wonderful group of people and bring a smile to their faces. The students also annually participate in the New York School Music Association (NYSMA). Both the chorus and band are invited to play and sing in the Fulton County Music Festival. Our students enjoy our extra curricular opportunities, which include our successful Winter Guard group, namely, the Gold Dust team. This year, the group has placed first place at various levels. When it comes to drama, our students participate in the local community theatre under the direction of our chorus music teacher. In addition, we offer the students an opportunity to shine in our Star Search program held each year for the students and community to enjoy. The students share their unique artistic talents.

In art, the students appreciate the various cultures of our community and world through artistic work using

paints, clay, and recycled materials. There is a beautiful blend of cross curriculum in our building highlighting the arts. When the second graders are enjoying studying the Native American culture in the classroom, the art teacher is modeling how to create totem poles during art class. Each Spring, Jansen proudly displays the creative work of the students ranging from pictures to amazing creations. Our students are currently painting a mural in the front of the building, welcoming each and every person entering our door.

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

The highly skilled teachers, caring parents, and dedicated administrators of the Jansen Avenue Elementary School community recognize that for students to excel in reading, two things must happen: First, students must receive state-of-the-art, scientifically based reading instruction every day they attend school. To that end, the administration has devised academic schedules that allow teachers to present an uninterrupted ninety-minute block of instruction in Language Arts while also ensuring that learning objectives at each grade level are carefully and accurately aligned with the New York State learning standards. Classroom teachers must submit their schedules and weekly lesson plans for careful administrative review. Second, Jansen Avenue embraces the philosophy that reading instruction must be presented in an exciting and celebratory atmosphere wherein ongoing extra-curricular literature, events, and reading opportunities motivate students to read for pure enjoyment.

After a five-year review process, in which time teams of veteran teachers piloted several basal reading programs, the Greater Johnstown School District proved to be ahead of its time when it adopted the SRA/Open Court Reading program. The SRA/Open Court Reading program provides the primary grades the foundational skills needed for their future success. Skills such as phonic awareness, phonics, and vocabulary allow students to develop fluency and comprehension as they read a variety of Take-Home Readers. The intermediate grades use the Open Court Reading Program to expose them to a wide range of genres in literature introducing them to literature of the highest quality.

The building principal at Jansen Avenue plays an integral role in getting students revved up about reading. Each week, she invites students from a different grade level to read to her. She presents each student and staff member, with a new book on his/her birthday. She also reads at least one piece of each student's writing every week.

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

Jansen Avenue Elementary School uses the Saxon Math Program. It is a teaching method for incremental learning of mathematics, teaching a new mathematical concept every day and constantly reviewing previously taught concepts. In each grade level (K-6), concepts are presented in carefully sequenced small pieces called increments. New objectives are introduced through carefully selected group activities, and all concepts are practiced in each succeeding lesson. All areas of mathematics are integrated so that students see the interrelationships.

In reinforcing the curriculum goals at our school, several school wide activities are conducted throughout the school year in alignment with the math (K-6) program: Jansen Avenue Elementary School participates in the First Niagara Bank School Banking Club, in which students can make deposits into their own savings accounts; Computer Lab ' where students can access math programs such as graphing, addition, multiplication, and other programs that support the math curriculum; Jansen Avenue Creative Design (JACD), an in-school business run and operated totally by the students of the intermediate grade levels (4-6) who use technology and their creativity to learn first-hand about economics, advertising, and business operations. The students actually design various posters for a small fee. This group was awarded a Johnstown Teacher's Association Grant in the amount of \$200. These funds will be used to purchase additional equipment to further enhance this operation.

We have high expectations for all students at Jansen Avenue Elementary School and we continue to keep a constant focus on our math curriculum, so that students will meet and exceed the learning standards as identified by the New York State Testing Program for Mathematics Assessment. As a result of this math program, the students at Jansen are achieving higher standards and improving their test scores.

#### 4. Instructional Methods:

Jansen's teachers regularly adapt their instructional methods to the changing needs of their students. They know that students learn best when they are engaged in the learning process. Students work individually and collaboratively to brainstorm problem-solving strategies in response to the world around them. We fully understand that no single instructional method meets the needs of every student; therefore, we attempt to be proactive in providing instruction in a variety of ways. Our teachers use multimedia as a powerful tool to develop lessons and materials. They try to integrate technology into daily lessons for subjects that are the hardest to teach and the most difficult for students to learn. One of our goals is for all children to be technologically literate by the time they finish the sixth grade. Through the use of computer learning centers in the classroom, mobile media carts, and a designated computer lab, digital and technological literacy is being integrated into our core curriculum. We know that these 21st-century skills play an essential role in today's information-based society.

Our teachers strive to provide the students with more rigorous, relevant, and engaging opportunities to learn and apply their knowledge and skills in meaningful ways. We are always open to instructional methods that go beyond the traditional methods of classroom instruction to try to reach every student.

#### 5. Professional Development:

Jansen Avenue School's staff members are continually refining their craft through professional development activities that allow students to reach their full potential, by regularly analyzing data from NYS assessment reports, DIBELS and PALS testing, and by utilizing research based instructional programs and enhancements, including the Open Court Reading Program and Saxon Math. In addition, Jansen Avenue teachers received professional development training from the Literacy Center and from Columbia University faculty. Professional development opportunities are continually provided through the local BOCES data analysis specialist. Turnkey training opportunities are ongoing, including valuable technology integration programs and activities. Regularly scheduled district-wide or building-level 'Grade Level Meetings' provide opportunities for teachers at Jansen to share methodologies and successes with their peers. The AIS program is well structured, linking instruction to student needs. The recently developed Response To Intervention (RTI) program has received acclaim at national conferences. Teachers are motivated to improve their instruction, which will provide all students the academic, problem-solving and technological skills essential for personal development, responsible citizenship and lifelong learning, as the goals stated in the Greater Johnstown School District's Mission Statement.

# PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test Math 3

Edition/Publication Year NYSTP 2005 - Publisher CTB McGraw-Hill/NYS Education dept.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	N/A	N/A	N/A
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % at level 3 & 4	82	89			
% "Exceeding" State Standards % at level 4	27	8			
Number of students tested	33	38			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % at level 3 & 4	77	86			
% "Exceeding" State Standards % at level 4	8	0			
Number of students tested	13	21			
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	May	May	May
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % of level 3 & 4	81	76	94	79	86
% "Exceeding" State Standards % of level 4	31	8	32	13	23
Number of students tested	36	38	31	24	22
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
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % at level 3 & 4	71	75	89	60	71
% "Exceeding" State Standards % at level 4	19	13	22	0	14
Number of students tested	21	16	9	10	7
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	N/A	N/A	N/A
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % at level 3 & 4	84	79			
% "Exceeding" State Standards % at level 4	5	24			
Number of students tested	37	33			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % at level 3 & 4	71	80			
% "Exceeding" State Standards % at level 4	7	13			
Number of students tested	14	15			
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	N/A	N/A	N/A
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % at level 3 & 4	97	74			
% "Exceeding" State Standards % at level 4	19	13			
Number of students tested	31	23			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % at level 3 & 4	100	70			
% "Exceeding" State Standards % at level 4	8	0			
Number of students tested	12	10			
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	Jan	Jan	N/A	N/A	N/A
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % at level 3 & 4	77	74			
% "Exceeding" State Standards % at level 4	15	8			
Number of students tested	34	38			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % at level 3 & 4	57	75			
% "Exceeding" State Standards % at level 4	0	5			
Number of students tested	14	20			
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	Jan	Jan	Feb	Feb	Feb
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % at level 3 & 4	75	60	74	54	52
% "Exceeding" State Standards % at level 4	11	0	26	8	8
Number of students tested	36	40	31	24	25
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
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % at level 3 & 4	71	50	67	50	40
% "Exceeding" State Standards % at level 4	5	0	33	0	0
Number of students tested	21	16	9	10	10
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	Jan	Jan	N/A	N/A	N/A
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % at level 3 & 4	97	88			
% "Exceeding" State Standards % at level 4	0	15			
Number of students tested	39	34			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard 5 at level 3 & 4	75	93			
% "Exceeding" State Standards % at level 4	0	7			
Number of students tested	16	15			
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	Jan	Jan	N/A	N/A	N/A
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % at level 3 & 4	90	74			
% "Exceeding" State Standards % at level 4	20	13			
Number of students tested	30	23			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % at level 3 & 4	83	70			
% "Exceeding" State Standards % at level 4	0	0			
Number of students tested	12	10			
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					