

## 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 Ms. Tracie L. Preston

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

Official School Name Alfred-Almond Elementary School

(As it should appear in the official records)

School Mailing Address 6795 State Route 21

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

Almond

New York

14804-9716

City

State

Zip Code+4(9 digits total)

County Allegany

State School Code Number\* 020101040001

Telephone (607) 276-2171

Fax (607) 276-6304

Web site/URL http://www.aacs.wnyric.org

E-mail tpreston@aacs.wnyric.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. Richard A. Nicol

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

District Name Alfred-Almond Central School

Tel. (607) 276-2981

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. Earl E. Pierce

(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: \_\_\_\_\_ 1 Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 2 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 10991  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 15035

### 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. \_\_\_\_\_ 5 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
Pre K			0	7			0
K	26	17	43	8			0
1	23	28	51	9			0
2	21	15	36	10			0
3	21	28	49	11			0
4	25	23	48	12			0
5	31	24	55	Other			0
6	21	32	53				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>335</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 3  | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 0  | % Hispanic or Latino               |
| 96 | % 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	20
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	13
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	33
<b>( 4 )</b>	Total number of students in the school as of October 1	337
<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 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals 32 %

Total number students who qualify: 108

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:  $\frac{9}{34}$  % 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>3</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>13</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>8</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>5</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>3</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>20</u>	<u>0</u>
Special resource teachers/specialist	<u>10</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support Staff	<u>8</u>	<u>0</u>
Total number	<u>43</u>	<u>1</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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	95 %	95 %	95 %	96 %	95 %
Teacher turnover rate	5 %	5 %	5 %	3 %	5 %
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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Alfred-Almond Central School District is a small, rural district of approximately 700 students with 335 enrolled in the Elementary School. The district is committed to preparing each individual to live successfully in a world of rapid change, growing from a state of dependence to one of independence. Development of self-discipline and readiness to accept responsibility for one's actions are essential characteristics of that growth. The district provides an equal opportunity for each Alfred-Almond student to be challenged to the fullest extent of his or her ability with assurance that all students acquire the knowledge and skills necessary to enable them to become productive members of society.

The district is committed to allotting financial resources for professional development and curriculum alignment to enhance the skills of the faculty and to ensure cohesion of local curricula with New York State Learning Standards. Collaboration within curricular areas, grade levels, and among General Education, Special Education and Title I teachers is a key element in the success of the students. These efforts are representative of the pledge the district has made to ensure all students meet or exceed all learning standards. Moreover, Alfred-Almond utilizes a unified education system, which focuses on the collaboration between General and Special Education with the underlying philosophy that all students can learn in the general education setting. Instruction within this model provides enhanced learning for all students through differentiation, use of technology, co-teaching practices, and more intensive instruction in the least restrictive environment. Class size is conducive to successful learning, with the average kindergarten through grade six classrooms ranging between 15-20 students.

The school personnel maintain a positive school climate and high expectations for all students, based on a safe and orderly learning environment. Character education is integrated into the curriculum at every grade level and further supported through the elementary Catch a Kid Who Cares program. This program reinforces the positive actions of students who are 'caught caring' and publicizes them on the morning announcements, displaying their photograph throughout the school year in the hallway, and providing a certificate to share proudly at home. Grade levels also take turns planning an elementary-wide character education assembly to highlight the character trait of the month. A character education bulletin board encourages further consideration of the month's theme through interactive displays which invite students to personalize their understanding of the themes.

An anti-bullying curriculum has also been developed by the school psychologist to educate both staff and students about the dangers of bullying behavior. Students learn the steps that can be taken to protect themselves from becoming victims. Six interactive lessons per year are taught in grades 4-6 to reinforce the Alfred-Almond no tolerance policy toward bullying, how to recognize bullying in its various forms, and how to handle a bullying situation. This set of lessons and the message that bullying will not be tolerated both help to enhance positive character traits and the overall environment of the school.

The mission of the district is further enhanced through opportunities beyond the core curriculum including band for grades 4-6, chorus for grades 3-6, language classes for grades 2-6 (alternating years of French and Spanish) and a gifted and talented program for grades 3-6. Additionally, Alfred-Almond is committed to a curriculum that makes use of educational technology. This is as central a part of our programs as reading and writing skills as evident by the personnel and equipment available. Our technology includes wireless internet access on the entire campus, SmartBoards in all 3-6 grade classrooms, a mobile computer lab, 2 classroom performance systems (response clickers), an elementary computer lab equipped with 30 computers, a bank of 3-6 computers in each classroom, a Tandberg unit for video-conferencing and virtual field trips, as well as access to video down-streaming and unique data bases that greatly enhance and allow further differentiation of instruction.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1 Assessment Results:

New York State assesses all students in grades 3-8 in the areas of English Language Arts (ELA) and Mathematics. Grade 4 and 8 assessments in these areas have been in place since 1999, while assessments for grades 3, 5, 6 and 7 were added during the 2005-2006 school year. The state also assesses students in Social Studies at grades 5 and 8 as well as Science at grades 4 and 8. These assessments are designed to measure student achievement in relation to state learning standards and are used to compile the district's report card which represents the overall achievement of the district. Information specific to performance for Alfred-Almond elementary students from the most recent school report card may be viewed at: [www.emsc.nysed.gov/repcrd2005/links/d\\_020101.shtml](http://www.emsc.nysed.gov/repcrd2005/links/d_020101.shtml). Additional information on the grades 3-8 NYS testing program can be found at: [www.emcs.nysed.gov/3-8](http://www.emcs.nysed.gov/3-8).

New York State grades 3-8 assessments challenge students to demonstrate their ability to read, write, listen, and to understand and apply information related to English Language Arts, Mathematics, Science, and Social Studies. Student performance on these assessments is categorized into four levels. Level 1: Not Meeting Learning Standards. Student performance does not demonstrate an understanding of the content expected in the subject and grade level. Level 2: Partially Meeting Learning Standards. Student performance demonstrates a partial understanding of the content expected in the subject and grade level. Level 3: Meeting Learning Standards. Student performance demonstrates an understanding of the content expected in the subject and grade level. Level 4: Meeting Learning Standards with Distinction. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

Results for the 2006-2007 ELA assessment indicate continued success for Alfred-Almond elementary students with 92% of third graders scoring a level 3 or 4, 90% of 4th graders achieving a level 3 or 4, 88% of 5th graders attaining a level 3 or 4, and 94% of 6th graders scoring a level 3 or 4. Students in subgroups demonstrated increased scores at the level 3 or 4 related to the NYS ELA assessment. In the Special Education subgroup 75% of special education students scored a level 3 or 4 in third grade; 80% in fourth grade, 60% at fifth grade and 67% at sixth grade all achieved a level 3 or 4.

Math scores for the elementary in the 2006-2007 year are indicative of the continued success and pride in this area of instruction. At the 3rd grade level, 100% of students scored a level 3 or 4, 96% of 4th grade students achieved a level 3 or 4, 83% of students at 5th grade received a level 3 or 4, and 98% at the 6th grade reached a level 3 or 4. The district continues to be diligent in working to improve scores, particularly related to subgroups. This progress is evident in that students achieving a Level 3 or 4 for the Special Education subgroup in Math increased in all grades, with grades 3, 4 and 6 achieving 100% at level 3 or 4.

### 2. Using Assessment Results:

The use of data in the elementary is at the core of all planning and provides a wealth of information for teachers, administrators, students, parents and community members. Data is utilized in evaluating student progress, identifying the instructional needs of the learner, professional development needs of the teacher, as well as in determining needs for resources. It drives changes in curriculum and instruction and provides valuable information for decision making on expenditures, professional development, instructional programs, academic intervention services, and in some cases school staffing.

All instructional planning at the Alfred-Almond Elementary School is related to an analysis of data. Every teacher in the district has on-going access to Data Mentor to review assessment results. The Superintendent, Building Principals and CIO (Chief Information Officer) also provide data to the faculty throughout the year. The teachers use this information in committee meetings and in their curriculum work to identify gaps and instructional needs. They are able to use the Data Mentor to perform item analysis, evaluate subgroup performance, and to identify specific information related to the instructional needs of all learners. Individual accounts are also available to teachers through nySTART; a NYS testing and accountability tool.

Each of these systems provides teachers with data related to the results of their students and on the effectiveness of their instruction. This provides valuable information for amending teaching techniques and activities as well as curriculum alignment and pacing. Teachers work collaboratively to gather, share and analyze this data in order to reach all students. Throughout these various portals, data can be compiled, categorized and analyzed to determine any necessary adjustments to the curriculum. These

curricular elements are then identified and adjustments are collaboratively implemented through the use of regularly scheduled planning sessions with General and Special Education and Title I Teachers. Additional data is also gathered and utilized from formative assessments, Terra Nova scores in the early primary grades, Early Literacy Profiles, and teacher observations.

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

Alfred-Almond operates under the basic principle of confronting our performance data in order to identify areas for improvement as well as successes. We must identify areas of strength and areas of weakness so that our efforts can be focused on activities that will provide direct improvement. This is accomplished through sharing the data in several formats throughout the year with faculty, students, community members and parents.

Each year the Principals and CIO present reports to the Board of Education and the community detailing the academic results on the grades 3-8 NYS testing program and our standing in reaching the state and local goals for academic success. These are presented as cumulative reports detailing information from the last several years and are presented visually and orally through a PowerPoint presentation and accompanying discussions. It is important that everyone is aware of this information as it details one aspect of our overall program and shows in a graphic format how well we are doing in each particular area.

The district encourages the community and parents to become familiar with the data. The school website provides ready access to the results for parents and community members. The local media and district newsletters provide a means of sharing information from the Principals' annual reports to the Board of Education. Parents are also encouraged to discuss progress of their children at Parent-Teacher conferences and after receiving individual score reports from state assessments.

Teachers have access to the information through their accounts on Data Mentor and nySTART. The Building Principals and the CIO work together to disseminate information to the teachers via email attachments and at faculty meetings. The Superintendent shares data in his address to the faculty on Superintendent's Conference Days as well as various times throughout the school year. Each faculty room proudly displays the results for teachers to observe and reflect upon.

Assessment results are shared in a clear, consistent means in this district across all levels. The district recognizes the need for accountability in today's education and is rising to the challenge and meeting these expectations. Parent and community members are extremely supportive due to the communication, commitment and proven success of the model in place.

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

Alfred-Almond is committed to excellence for all and readily shares this mission and success across all levels. Within the district, teachers work collaboratively across the departments, grade levels, and in both general and special education sharing their strategies and methods of success. The curriculum work done throughout the year, including summer months, provides a unique opportunity for this collegial networking. Specifically, summer curriculum work offers teachers an opportunity to review the impact of curriculum aligned activities with NYS grades 3-8 ELA, Mathematics, Social Studies and Science results and to revise each district curriculum template as indicated by their analysis. The faculty has commented on the effectiveness of meeting with their colleagues during this instructional planning. Teachers engage in professional dialogue that enriches their experiences and promotes professional growth. The utilization of the district's 'resources' of its own teachers creates pride in the final product. Turn-key training and mentorship of new teachers evolve naturally from this process as well. In our district, the Special Education teachers are involved in all curriculum work. This strengthens the unified program we promote. Overall, the professional growth from this process is tremendously valuable.

Alfred-Almond teachers receive and provide training at faculty meetings, conference days, and through the regional Teacher Centers. Various topics are presented including Six Traits of Writing, technology training, and co-teaching methods. The district hosts many visiting districts throughout the school year as well. Teams from other districts observe classrooms, particularly to identify the methods which result in the success of all students in the general education setting, including those with disabilities. Teaching Assistants and teachers share their lesson plans and resources, promoting the differentiation of instructional practices. The faculty is diverse and rich in talents, which they share readily. They work closely with the School Improvement Team, Home-School Connection Group and other community organizations such as Scouts to integrate school success with community success. Teachers maintain

individual web pages, communicate with parents through weekly newsletters and publish news electronically. Contributions to the district newsletters come from each grade level highlighting the accomplishments and instructional endeavors of their classes.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum and instructional practices at Alfred-Almond School District are specifically developed to support the learning standards for all content areas established by the New York State Education Department (NYSED). NYSED has also issued a series of core curricula, which provide an additional level of specificity to the state learning standards, further identifying what students must know and be able to do in relation to the content areas. Using these guidelines the District has developed written curricula for kindergarten ' grade 6 in the areas of English Language Arts, Mathematics, Social Studies and Science, as well as special subject areas for Physical Education, Art, Music, and our Gifted and Talented program. All curricula developed focuses on preparing students to be active learners. Each student is responsible for and knowledgeable about their own learning.

The local English Language Arts (ELA) curriculum developed and executed by staff of the Alfred-Almond Elementary School recognizes that language arts development is the responsibility of all teachers across all curricular areas. We believe that all students can and will learn in the general education setting with appropriate instruction, resources, and support. The development and individualized learning needs of all students in the areas of reading, writing, speaking and listening are a major component of the K-6 program. The ELA curriculum provides intensive reading and writing instruction coupled with interventions that help all students succeed while effectively incorporating the need for differentiation of instruction and assessment. Our well-rounded reading program includes instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension skills. Instruction is delivered through weekly target skills, guided reading groups, spelling and grammar. The district also recognizes the correlation between handwriting instruction and success in learning. As a result, a very specific handwriting curriculum has been developed as well as implementation responsibilities for each grade level. Application of the Six +1 Traits of Writing and a Writer's Workshop model are also visibly embedded within our classroom instruction.

The elementary mathematics program at Alfred-Almond recognizes that students need to acquire a proficiency in numeracy, conceptual understanding, procedural fluency, and problem solving skills to be successful in mathematics. It is our belief that students will achieve success if they are presented and view mathematics not as a series of isolated skills and facts, but as a whole. Our mathematics curriculum incorporates hands-on learning through discovery and student centered activities. This approach helps all students achieve the expected performance outcomes for all process and content strands. We also acknowledge the need for students to develop math fluency in order to attain higher-order math skills. The need for math fact automaticity has been addressed through the introduction of a daily math fact practice at all grade levels. Specific intervention from the Title I Mathematics teacher is also available for those requiring additional support and differentiation to improve math fact fluency.

Our elementary science program provides students with inquiry-based content and activities that are correlated to the State Learning Standards for Science. At Alfred-Almond, science is taught through a hands-on approach that emphasizes the discovery process and the need for all learners to be actively engaged. These instructional activities are designed to allow students to develop scientific content knowledge through observation, experimentation and problem solving and to increase their scientific literacy.

Our elementary social studies program is also standards-based and designed to guide students in becoming productive, informed citizens. Students are instructed in the history of the United States and New York, world history, geography, economics and civics, citizenship and government. Instruction is focused upon helping students develop awareness of their individual responsibility within their family, community and school as well as to increase their understanding of characteristics of a good citizen.

The Art program at Alfred-Almond focuses on the education and ability of all students to create, appreciate, respond to and value art. This is done through the promotion of creativity, imagination, and artistic expression. The Art program also supports cross-curricular instruction as the art teacher works collaboratively with classroom teachers to use art to enhance understanding in the content area. To further expose students to the arts, the elementary art teacher also provides enriching experiences for all students through a weekly game as an opportunity for students to respond to a selected piece of art each week. These additions help to promote enthusiasm and dialogue among students. The music program at Alfred-Almond also supports students and their ability to create, appreciate, respond to and value music. All students receive instruction in music twice a week. Chorus for grades 3-6 and band for grades 4-6 is also

offered as well as small group lessons and a public winter and spring concert. Each year, in an effort to showcase the fine arts achievement of the elementary school, an Art Show and Ice-Cream Social is held, allowing students to proudly display their work and to share their musical and artistic talents with the community.

All elementary students at Alfred-Almond receive daily physical education class to establish and maintain physical fitness and personal health and to develop a life-long commitment to staying healthy and active. Physical Education class also allows students to develop specific skills in a variety of sports. It is our intent for the exposure and experience in the elementary to have a direct influence on student participation in extra-curricular activities as students enter Jr./Sr. High School. We believe there is a direct correlation between academic achievement and involvement in extra-curricular activities.

Foreign Language instruction is also part of the curriculum for grades 2-6. Students are exposed to both French and Spanish, alternating the language taught each year. Research suggests that students have the greatest aptitude for acquiring language skills at a very early age. In addition, we feel it necessary to provide students with sufficient experience with both languages before deciding which one to pursue in grade 7. Based on these reasons, we feel strongly about our commitment to provide this experience for our elementary students.

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

The reading program in the elementary contains high-quality literature, built-in skills instruction, and test preparation to help every child become a successful reader. We maintain high expectations for all students and focus upon meeting the needs of each individual. Our reading is taught with the understanding that students need to use multiple strategies to become proficient readers. This is accomplished through the development of a balanced literacy program. Leveled readers are used with guided reading to help build strong reading skills and promote literacy. Through this approach, the appropriate leveled book is selected for each individual student to be used for reading instruction and practice. This ensures that all students, regardless of reading ability, can read with success. Our leveled readers consist of fiction and nonfiction selections that include themes and interesting content; everything needed to develop strengths, interests, and abilities in reading for all our students. We feel this approach to reading best supports the needs of all learners and is effective in increasing success in meeting state standards.

Our reading program consists of components identified as effective reading instruction, including the following: phonemic awareness (improves children's word reading and comprehension, and it helps children learn to spell); phonics (leads to an understanding of the systematic and predictable relationships between written letters and spoken sounds); fluency (supports students in developing an understanding of what they read); vocabulary (beginning readers use their oral vocabulary to make sense of the words they see in print and because readers must know what most of the words mean before they can understand what they are reading); and text comprehension (comprehension is the reason for reading). In addition to direct reading instruction, we provide students with a daily opportunity to read material of their own choice through our SSR program (Sustained Silent Reading). This helps to increase the recreational reading of our students through devoting a block of time each day to be set aside for silent reading, usually anywhere from ten to thirty minutes, depending on the grade level and the ability of the students. SSR is aimed at demonstrating the joy that reading can bring and developing lifelong readers and learners.

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

The way we present and assess mathematics is ever changing, but the concepts are the same. We are striving to find ways to help each student learn math in their own style. To accomplish this we have organized our mathematic instruction into units that are focused on particular content strands. These units link together with ongoing review to form a complete curriculum that offers differentiation based on students' needs. The elementary recently adopted the Scott Foresman-Addison Wesley Mathematics and Investigations as a joint usage program. This approach paired with the Scott-Foresman traditional text allows us the flexibility and resources to offer each lesson in a multitude of ways. This joint-usage allows the teaching of mathematics to be guided by a reform-based K-6 curriculum that focuses on developing students' conceptual understanding and skills through step-by-step instruction. The addition of the Investigations program has given us a hands-on, manipulative based approach that allows each child to build a mathematical foundation within their own personal learning style. The focus is on key ideas in mathematics, rich problem-solving lessons and differentiated instructional approaches to meet the needs of

diverse learners. Our teachers take great care in preparing the classroom environment by ensuring each classroom is student-centered and a place where students feel comfortable and confident in learning mathematics.

Progress in math builds heavily upon previously learned skills and requires instruction to be clear and systematic, with prerequisite skills taught in advance. It is also essential for children to have sufficient practice to acquire new skills. In an effort to ensure that no gaps in the teaching and learning of mathematics occur, a great deal of time in the summer is devoted to curriculum development. This time is used to create a calendar of lessons, pacing guide and very specific learner outcomes for each grade level based on the NYS March to March standards. These documents incorporate evidence that students learn best when they are taught in a method suitable to their learning style and through games and interactive activities that allow ample practice time. The use of manipulatives is also observed within daily instruction to make math concrete for learners before moving to abstract representations. Through this process, we have implemented several Investigations Units, as well as the Investigative approach to many of our traditional lessons with a great deal of success. We have found that our students that struggle tend to grasp the concepts being presented more quickly, and the higher level students are able to develop a deeper understanding as to why each concept works the way that it does. We are no longer teaching students the standard algorithms for math, and moving on. We are teaching them how math works, and they are creating the algorithms on their own.

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

The instructional staff of the elementary school recognizes that there is not one best approach to instruction. They consistently employ a wide variety of educational methods to ensure student learning through the differentiation of instructional techniques. The district provides release time for planning between Classroom, Special Education and Title I teachers, as well as teacher assistants, to allow for professional collaboration, sharing of instructional strategies, and resources. This planning is critical to meeting the needs of all learners through an understanding of the strengths and weaknesses of each individual student as well as the appropriate instructional method to ensure each student is successful.

The curriculum taught and instructional methods employed by elementary staff provide evidence of rigor and best practices related to the teaching of students. Various instructional methods found to be effective in ELA instruction include cooperative learning, modeling, peer review and use of graphic organizers throughout the curriculum. This allows teachers to offer a variety of materials and activities to address different styles of learning and instructional needs. There is consistent integration with content area instruction as well as field trips, classroom visitors, and the benefits offered from the local higher institutions of learning. In addition, through the unified program and commitment of the district to remain well staffed, we are able to maximize co-teaching opportunities throughout the elementary grades. The district has also consistently allotted funds to maintain access to current technology, both in hardware, software, and data bases. The use of SmartBoards, present in all grades 3-6 classrooms, are well utilized as a means to provide differentiated instruction for students.

On a quarterly basis, the progress of students experiencing difficulties in one or more academic/social areas becomes the focus of a group of educators, represented by Classroom, Special Education and Title I Teachers, our School Psychologist and Committee on Special Education Chairperson as well as the Elementary Principal. Through this round table discussion, the needs of individual students are identified and further refined by providing the opportunity to consider and employ additional instructional techniques. This allows us to ensure that the most effective instructional method for each student is utilized to promote learning.

#### **5. Professional Development:**

It is important for teachers to stay current on best practices and reform-based instruction. In order to do this, they must participate in on-going, relevant staff development. It is essential for the district to focus the efforts of professional development based upon information received through student performance on both formative and summative assessments. Through use of the local BOCES School Improvement workshops, in-house turn-key trainers, conferences, and summer curriculum development, the district is able to provide a variety of opportunities for staff to examine standards, revise curriculum and develop and integrate new approaches for effective teaching. We view staff development as an essential component in helping students successfully meet the challenges of achieving higher standards of learning.

The district has also devoted financial resources and committed to the training of all staff in the theories of Mel Levine's All Kinds of Minds through the Schools Attuned program. In essence, this 35 hour intensive

training reinforces that all students learn differently, therefore need to be taught differently. This training offers educators new methods for recognizing, understanding, and managing students with differences in learning. This professional development opportunity is foundational to the beliefs of the district and supports our goal of reaching every child to help them achieve success in the classroom and in life.

# PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test New York State Grade 3 English Language Arts Exam

Edition/Publication Year 2001-2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards Levels 3 & 4	92	83			
% "Exceeding" State Standards Level 4	29	4			
Number of students tested	49	54			
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard Levels 3 & 4	75	50			
% "Exceeding" State Standards Level 4	0	0			
Number of students tested	4	6			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Levels 3 & 4	89	81			
% "Exceeding" State Standards Level 4	22	0			
Number of students tested	18	16			
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	January	January	February	February	February
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 & 4	90	67	85	71	73
% "Exceeding" State Standards					
Level 4	15	11	16	11	20
Number of students tested	48	54	55	56	44
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	80	43	67	25	25
% "Exceeding" State Standards					
Level 4	0	0	0	0	0
Number of students tested	5	7	3	4	4
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	88	44	69	55	63
% "Exceeding" State Standards					
Level 4	13	0	0	0	13
Number of students tested	16	16	13	11	8
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	January	January			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 & 4	88	85			
% "Exceeding" State Standards					
Level 4	11	23			
Number of students tested	56	52			
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	60	67			
% "Exceeding" State Standards					
Level 4	0	0			
Number of students tested	5	3			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	88	75			
% "Exceeding" State Standards					
Level 4	6	0			
Number of students tested	16	12			
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	January	January			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 & 4	94	78			
% "Exceeding" State Standards					
Level 4	21	17			
Number of students tested	53	59			
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	67	33			
% "Exceeding" State Standards					
Level 4	33	0			
Number of students tested	3	3			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	87	59			
% "Exceeding" State Standards					
Level 4	7	6			
Number of students tested	15	17			
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					
Levels 3 & 4	100	95			
% "Exceeding" State Standards					
Level 4	55	42			
Number of students tested	49	55			
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	100	100			
% "Exceeding" State Standards					
Level 4	50	14			
Number of students tested	4	7			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	100	94			
% "Exceeding" State Standards					
Level 4	44	31			
Number of students tested	18	16			
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					
Levels 3 & 4	96	80	95	93	89
% "Exceeding" State Standards					
Level 4	35	15	35	21	20
Number of students tested	48	55	55	56	44
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	100	43	100	75	75
% "Exceeding" State Standards					
Level 4	0	0	0	0	25
Number of students tested	5	7	3	4	5
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	94	59	85	91	88
% "Exceeding" State Standards					
Level 4	38	0	8	0	25
Number of students tested	16	17	13	11	8
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					
Levels 3 & 4	83	89			
% "Exceeding" State Standards					
Level 4	19	30			
Number of students tested	58	53			
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	83	50			
% "Exceeding" State Standards					
Level 4	17	0			
Number of students tested	6	4			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	77	67			
% "Exceeding" State Standards					
Level 4	6	0			
Number of students tested	17	12			
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					
Levels 3 & 4	98	89			
% "Exceeding" State Standards					
Level 4	49	18			
Number of students tested	53	61			
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	100	50			
% "Exceeding" State Standards					
Level 4	33	0			
Number of students tested	3	4			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 & 4	93	67			
% "Exceeding" State Standards					
Level 4	27	6			
Number of students tested	15	18			
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					