

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 Mr. Joel H. Weiss

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

Official School Name Ledgeview Elementary School

(As it should appear in the official records)

School Mailing Address 5150 Old Goodrich Road

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

Clarence

New York

14031-2406

City

State

Zip Code+4(9 digits total)

County Erie

State School Code Number* 140801060003

Telephone (716) 407-9275

Fax (716) 407-9279

Web site/URL http://www.clarenceschools.org/ledgevi E-mail jweiss@clar.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 none Thomas G. Coseo, Ed.D.

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

District Name Clarence Central School District

Tel. (716) 407-9100

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. Michael Lex

(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: _____ 4 Elementary schools
 _____ 1 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 6 TOTAL
2. District Per Pupil Expenditure: _____ 6729
 Average State Per Pupil Expenditure: _____ 8787

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. _____ 2 Number of years the principal has been in her/his position at this school.
 _____ 2 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	44	50	94	8	0	0	0
1	55	48	103	9	0	0	0
2	56	50	106	10	0	0	0
3	55	54	109	11	0	0	0
4	62	50	112	12	0	0	0
5	53	48	101	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							625

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 1 | % Hispanic or Latino |
| 94 | % 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 4 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	20
(2)	Number of students who transferred from the school after October 1 until the end of the year	9
(3)	Total of all transferred students [sum of rows (1) and (2)]	29
(4)	Total number of students in the school as of October 1	623
(5)	Total transferred students in row (3) divided by total students in row (4)	0.05
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 1 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 1

Specify languages: Russian

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 30

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: $\frac{10}{54}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>0</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>26</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</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	
	Full-time	Part-time
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>9</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support Staff	<u>0</u>	<u>24</u>
Total number	<u>45</u>	<u>33</u>

12. Average school student-classroom teacher ratio, that is, the number of 22 : 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	97 %	97 %	98 %	98 %	98 %
Daily teacher attendance	96 %	94 %	95 %	94 %	94 %
Teacher turnover rate	6 %	4 %	6 %	10 %	8 %
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

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

The mission of Ledgeview Elementary School is to provide a sound educational and social foundation for every student who comes through its doors. We believe that this environment will influence how children think about learning for the rest of their lives, so we see Ledgeview as the heart of our students' entire educational experience.

The faculty, staff, and administration embrace all children, teaching a varied and rigorous curriculum that includes lifelong skills and above all, making children feel that who they are as individuals contributes to the community as a whole. Further, we strive to create a joyful learning environment filled with artwork, songs, special projects, open classroom doors, and the voices of children.

A rich and robust core curriculum is complimented by an array of other curricular and extracurricular programs. Classroom teachers conduct Academic Intervention Services for children who need extra help to prepare for standardized tests.

The library media program is integrated into the curriculum. It includes block and open scheduling to accommodate the needs of teachers at different grade levels. Each year an author visits the school to speak with children about his or her life and work.

The art program integrates art history, criticism, aesthetics, and production into each lesson. Student work utilizing various types of media is displayed throughout the year. A district-wide art show highlights the best examples of student work each spring.

The music program includes chorus, band, and orchestra. Small group lessons are provided for students who play instruments. On the last day before the Winter Holiday Recess, small ensembles of students stationed throughout the building play holiday music and carols for students and parents entering the building. All members of the community are welcome to attend concerts in the winter and spring.

The physical education program includes traditional games and activities as well as centers-based elective activities. The department conducts school- and district-wide activities that include a Fun Run and Wellness Walk, Family Line and Square Dance, All-Elementary Track Meet, 'Fun Days' field days, and a faculty wellness program.

The Clarence Enrichment Program provides school-wide theme-based enrichment, whole class instruction in creative and critical thinking, and small group instruction for students and interest groups who will benefit from additional academic challenges. Math Olympics and the National Geographic Bee are held each year for students in fourth and fifth grades.

The Ledgeview Literary Guild provides incentive for students in second, third, and fourth grade to read. After completing a genre, children meet with parent volunteers during lunch to discuss books they have read.

An after-school program sponsored by the Parent Teacher Organization provides opportunities for children to pursue a wide variety of interests. Some of the programs offered by specialists include karate, bowling, cross-country skiing, volleyball, juggling and sport stacking, competitive games, tumbling and gymnastics, guitar, chess, ceramics, and Spanish.

Ledgeview is a community of caring adults who strive to create a nurturing and stimulating educational environment for our students. Our goal is to develop independent, lifelong learners who are responsible, contributing members of a diverse society.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In 1996, the New York State Board of Regents adopted a set of Learning Standards for all subject areas. The purpose of these standards was to outline the knowledge that New York State students would need in order to be successful in all areas of the curriculum. These standards were then further developed by the New York State Board of Education into a more detailed set of core curricula and were issued to school districts. These curricula outlined key information students would need to know and the skills needed to utilize that knowledge. Local school districts then used this curricula document to create a rich curriculum for their students that aligned with the original learning standards adopted by the Regents. Since that time, the New York State Department of Education has created a series of assessments to measure student learning against these standards.

Students in grades 3-8 take a series of assessments that measure if they are achieving the learning standards and are on track to pass the high school Regents Exam in each subject area. Student performance on these assessments is measured using a scaled score. The scaled score is used to divide student performance into four levels, with four being the highest score and one being the lowest. A score of Level 1 indicates that the student may have serious academic deficiencies. A score of Level 2 indicates that the student may need extra help to meet the standards and pass the Regents Examination in this subject area. A score of Level 3 indicates that the student meets the standards and, with continued steady growth, should pass. A score of Level 4 means that the student exceeds the standards and is moving toward high performance on the Regents Examination.

On the New York State English Language Arts Assessment, Ledgeview's test results are superior. In the 2006-2007 school year the results demonstrate exemplary progress: 91% of grade 3 students received a score of Level 3 or Level 4; 96% of grade 4 students received a score of Level 3 or Level 4; 97% of grade 5 students received a score of Level 3 or Level 4. This data indicates that students at Ledgeview are meeting or exceeding New York State standards. Of particular note is the high number of students that exceed the standards and earn the distinguished score of Level 4. Student data is reported with no subgroups.

Assessment results for the New York State Mathematics Assessment are similar. In the 2006-2007 school year the performance levels were exceptional: 99% of grade 3 students received a score of Level 3 or Level 4; 99% of grade 4 students received a score of Level 3 or Level 4; 98% of grade 5 students received a score of Level 3 or Level 4. Once again, a significant number of students exceeded standards and earned a score of Level 4.

These results are evidence of a quality program. Information regarding New York State Assessments and scoring systems can be located at the New York State Education Department web site: <http://www.nysed.gov>. Ledgeview's student performance on these assessments can be found at the Clarence Central School District web site: <http://www.clarenceschools.org>.

2. Using Assessment Results

All Ledgeview students in grades 3-5 participate in New York State Assessments. The data regarding performance on these assessments is a critical tool used to reflect upon and to improve student performance against the New York State Learning Standards.

Assessment data is used in several ways including classroom placement and teacher decisions about instruction. Students performing at a Level 1 receive remedial instruction. Students performing at a Level 2 are monitored closely and provided with appropriate academic support. Alternatively, students whose performance exceeds the standards and earn a score of a Level 4 are offered opportunities for enrichment and additional challenges.

Assessment data is also used to drive district initiatives. For example, a math slice team was formed to reflect upon student performance on math assessments, to continue to align the curriculum with standards, and to support teachers as they implement and assess the curriculum. The committee has developed online resources and has offered staff development

opportunities to meet the needs identified.

Data is also analyzed to provide discussion points for faculty meetings. If a trend is noticed in the collective data of the building, open discussion ensues to determine why this trend appears and to formulate a plan of action if deemed necessary. For example, we recently examined the academic performance of our boys in light of national trends. As a result of this analysis the principal, faculty, and staff read several articles and viewed segments of a video related to this topic. Experts from outside the district were invited to participate in the discussion that took place afterward.

3. Communicating Assessment Results

Communication among parents, teachers, students, and the community is key to a quality education. We believe sharing student achievement is a part of this communication, and several vehicles are used to accomplish this.

Each student receives an academic report card. Students in kindergarten receive a report card twice a year and students in grades 1-5 three times a year. The academic report card is closely aligned with the New York State Learning Standards, making it easily understandable for parents and students. A committee of parents, teachers, and administrators designed the elementary report card. Students are scored on a scale of 1-4, which mirrors the way New York State Assessment data is reported to parents. In addition, all parents participate in at least one parent-teacher conference each year to discuss student progress and to set goals.

Students in grades 3-5 participate in New York State Assessments to measure their progress against the Learning Standards established by the Board of Regents. Individual performance is reported to the parents and students, indicating the student's strengths as well as areas needing improvement. This information helps students, teachers and families set goals.

In addition to student report cards, the New York State Board of Regents provides a New York State School District Report Card, which communicates Ledgeview's student performance on State Assessments. This extensive document provides data regarding performance at tested grade levels in all subject areas. It explains the district data by comparisons to other comparable school districts and to all districts across the state. This document is made available in hard copy form in our school's main office. In addition, the Clarence community can access the document on-line at the Clarence Central School District's web site at <http://www.clarenceschools.org>. This vast amount of data is designed to help improve both teacher and student performance when measured against the New York State Learning Standards.

4. Sharing Success:

Ledgeview Elementary School teachers and staff are proud of the academic success of Ledgeview students. We believe that sharing best practices and ideas with other schools, both within our own school district and with other school districts, is an important part of the self-reflection process.

Within our own school district, there are several vehicles for professional sharing. The school district has several academic design teams in areas such as reading, writing, science, and math. These cross-district grade level teams meet regularly to ensure that the Clarence curriculum is aligned with the New York State Learning Standards. The information from these meetings is then reported back to all teachers. In addition, we have Building Literacy Facilitators whose role is to support the implementation of the curriculum by supporting best instructional practices. Clarence Central School District staff development days are also designed to provide time for teachers to discuss successful teaching strategies.

In addition to sharing within the Clarence Central School District, our teachers and staff are involved in professional development at the regional level. Ledgeview teachers are involved in training sessions with other school districts in the areas of math, language arts, and social studies. Mr. Joel Weiss, our building principal, was recently featured as the guest speaker at the Holland Central School District in-service training. As we reflect on our own practices, we often invite other school districts to join our conversations. At our most recent faculty meeting, teachers and administrators from local school districts and colleges shared in discussing current educational trends.

Sharing our academic success with other professionals is a key factor in our continued success. The conversations and professional contacts formed through this process help us continue to strive to achieve greater success for our students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ledgeview's curriculum is designed to provide students in kindergarten through grade 5 with meaningful content that is aligned with New York State Standards and the Clarence Central School District's mission statement. With literacy at its core, the curriculum strives to enrich students' curiosity of the world and to deepen understanding of math, social studies, and science.

In math, students spend time exploring problems, often with the use of manipulatives, to arrive at a variety of solutions, which they are encouraged to share and discuss. Beginning in kindergarten, students learn to express their understanding of mathematical thinking by using drawn representations, models, and conversation. Students in all grade levels work in a variety of groupings including pairs, small groups, and whole class instruction. Problem solving in authentic situations is encouraged at every grade level.

Through social studies and science, our students are invited to discover the natural world and its wonders, and to understand how humankind has interacted with it through the ages. Younger students learn to understand the concept of community at the local level and gradually learn to view it through the lens of the larger communities of state, country, and world. Third graders study biomes while fourth graders focus on early American history. By fifth grade, this curricular progression starts to explain community in a worldlier context. Students begin to understand the concepts of economic and social interdependence on a more appreciable scale.

Science is taught at every level using laboratory experience as the vehicle to develop understanding. Students learn to conceptualize hypotheses and to test them through observation and hands-on manipulation. Field trips to the Buffalo Museum of Science, the Clarence Nature Center, the Erie County Historical Museum, and other local museums and places of interest enhance classroom instruction in both science and social studies.

The art program is a discipline-based program, which focuses on art criticism, history, aesthetics, and production. Students acquire an understanding of the language of art as they develop creative thinking skills, respond to works of art, and explore artistic media.

The vocal and general music program provides a comprehensive music education for Ledgeview students. The band and orchestra programs offer small group lesson and performance ensemble opportunities for students in grades 4 and 5.

Each area of the core curriculum is enhanced and supported by classroom libraries, access to streaming video in every classroom, and a library/media center with hundreds of books, periodicals, and computer technology.

2a. (Elementary Schools) Reading:

Ledgeview's reading curriculum is built on a deep philosophical belief in fostering the love of and reverence for literature from the earliest age. Kindergarteners are introduced to big books and story telling from the moment they enter the classroom, and this reverence for learning and sharing the written word continues throughout their elementary education.

Our reading curriculum embraces the pedagogy of teaching from whole to part with emphasis on deriving meaning from texts. Thus, while children are taught phonetics in kindergarten and the primary grades, instruction is always driven by the need to expose children to an understanding of the larger context of the material they read. Instruction in strategies for deriving deeper meaning from texts begins as early as second and third grade. Learning to question text, to make connections to the real world, to determine importance, and to summarize and synthesize are critical components of our reading instruction. Read alouds, shared and paired reading, and whole class instruction are all part of this teaching-learning environment.

Because we view writing as a natural corollary to reading, our instruction in reading is

further supported by close attention to how writers work. Students are taught to view what they read through the lens of a writer, paying attention to style and form. This further develops the ability to read critically.

Ledgeview celebrates children's success in reading through a host of programs and activities. Every year a well-known children's author spends several days at our school sharing his or her work and insights. The Ledgeview Literary Guild, supported by parent volunteers, encourages children to read independently and meet in small groups to discuss their ideas. Our teachers' Reading Network meets once a month to discuss a selected book and to share ideas and issues that affect teaching.

Ledgeview's approach to instruction in reading has evolved from widespread use of basal readers twenty years ago into this wider and deeper approach to literature-based instruction as teachers and administrators have broadened their own knowledge of best practices. It has proven to be very effective in helping us to reach our goal of producing life-long learners

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

The physical education program at Ledgeview provides a dynamic learning environment for developing movement patterns and for interacting with others.

The curriculum for primary students is geared toward developing locomotor skills and the major sports-related manipulative skills: throwing, catching, kicking, and striking. Socially responsible behaviors are modeled and encouraged. Children receive instruction and guidance in tumbling and gymnastics, sports lead-up activities, cooperative games, rhythm and dance, and movement education and exploration. Children also play low-organized games such as those that involve chasing and fleeing.

The curriculum for intermediate students includes instruction in modified sports, physical fitness, tumbling and gymnastics, rhythm and dance, and team-building initiatives. In addition, students receive instruction in Brain Gym activities, rope skipping, juggling, sport stacking, and innovative games of inclusion such as Continuous Tag and our unique version of Quidditch.

Student performance in primary grades provides a snapshot of each child's basic physical skill and social skill development. For children in kindergarten through second grades, rubric-based scores of 1-4 are assigned for individual performance of the skills mentioned and for personal behaviors. Each child's scores for first and second grade are recorded longitudinally on his or her report card. Students with scores of 1 or 2 receive additional assistance until they reach competency.

Student performance in intermediate grades is authentically assessed and reported longitudinally for skill-related and fitness-related activities on his or her report card. Twice a year, each child meets with his or her physical education teacher to discuss individual performance and to set personal goals for the next academic year. Discussions take into account how differences in genetics, gender, effort, and family lifestyle choices affect performance.

The Fifth Grade Summative Assessment section of the report card lists rubric-based scores of 1-4 for cognitive, affective, and psychomotor skills assessed during major units of instruction. The curriculum is articulated to allow third and fourth grade students to become familiar with and to practice skills that will be assessed in fifth grade.

The physical education curriculum provides a solid foundation for further physical, cognitive, and social development. The objective is to develop life-long learners who engage in regular physical activity and who lead healthy, well-balanced lives.

4. Instructional Methods:

Flexibility is key to successful teaching and learning experiences. Therefore, we use different instructional methods based on the specific nature of the activity in which the

teacher and learner will be engaged during a lesson.

In order to successfully differentiate to meet the needs of our students, we often use flexible grouping. Students work in small groups during reading and math instruction. These groups may be based on need or interest to allow teachers to closely monitor student progress. This structure allows for instruction, re-teaching, and enrichment. The groups are fluid and may change based on students' needs in relation to the content being covered.

In addition to small group instruction, you will see our teachers engaged in both whole class and individual instruction. For example, during a writing workshop a teacher might begin with a whole class mini-lesson on a specific writing skill. Afterward, students are given time to work on individual writing pieces. Teachers will then conference individually with students and instruct them based on their specific progress.

Whether instruction is whole group, small group, or individual, our teachers can be seen using many different teaching methods. Our teachers might use guided reading, cooperative learning, writing workshop, inquiry-based learning, simulations, book talks, and manipulatives.

We are consistently engaged in professional development to expand our repertoire of best practices. Through Professional Development Plans, teachers take the opportunity to read and share educational literature to improve instructional methods. The use of multiple teaching strategies ensures that our classroom experiences are dynamic and responsive to our students. We believe this multi-faceted approach significantly contributes to the success of our students.

5. Professional Development:

Since 1999, in conjunction with consultant Dr. John O'Flahavan, professor at University of Maryland, the Clarence Central School District has committed to the development of a kindergarten through grade 5 Balanced Literacy curriculum for use across all buildings. This New York State Standards-aligned curriculum was intended to systematically outline literacy goals, related professional development needs, and an accompanying assessment program. The objective is to provide a consistent program for all students in the area of literacy across all content areas. As a result, our staff development initiatives have remained intentionally focused on supporting faculty in the areas of reading and writing.

In order to fully and successfully implement this Balanced Literacy Program across the content areas, Ledgeview teachers have been provided on-going professional development, including a week-long Summer Literacy Institute with follow-up throughout the school year through continuing contact visitations with consultants. New teacher literacy orientation is held every summer before the beginning of the school year.

Ledgeview also participates in a Math Slice Team, a representative group of Clarence Central School District teachers who meet on a regular basis to discuss and review New York State Standards and the District's program. This committee works collaboratively to design common formative and summative assessments, to create benchmarks for measuring student achievement, and to recommend curricular revisions as a result of continual review of student performance on state and local assessments.

All teachers new to the Ledgeview faculty are assigned a trained mentor who assists them in the planning and implementation of classroom instructional practices. Analysis of assessment data provides feedback to all groups involved in the professional development of Ledgeview teachers.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test NYS Testing Program

Edition/Publication Year Updated Each Publisher CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Meeting' plus % 'Exceeding'	91	94			
% "Exceeding" State Standards					
% 'Exceeding'	21	18			
Number of students tested	109	94			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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			0		
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
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Meeting' plus % 'Exceeding'	96	92	90	95	85
% "Exceeding" State Standards					
% 'Exceeding'	18	13	44	32	36
Number of students tested	100	115	93	95	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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			0		
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			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Meeting' plus % 'Exceeding'	97	90			
% "Exceeding" State Standards					
% 'Exceeding'	9	21			
Number of students tested	106	97			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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			0		
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			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Meeting' plus % 'Exceeding'	99	99			
% "Exceeding" State Standards					
% 'Exceeding'	51	49			
Number of students tested	108	94			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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			0		
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
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Meeting' plus % 'Exceeding'	99	100	96	96	92
% "Exceeding" State Standards					
% 'Exceeding'	53	49	66	52	47
Number of students tested	100	114	93	95	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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			0		
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			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% 'Meeting' plus % 'Exceeding'	98	88			
% "Exceeding" State Standards					
% 'Exceeding'	47	39			
Number of students tested	106	98			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					