

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. Trena Ann Mooar

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

Official School Name Charlotte Avenue Elementary School

(As it should appear in the official records)

School Mailing Address 301 Charlotte Avenue

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

Hamburg

New York

14075-3895

City

State

Zip Code+4(9 digits total)

County Erie

State School Code Number* 14-16-01-06-0003

Telephone (716) 646-3370

Fax (716) 646-3376

Web site/URL www.hamburgschools.org

E-mail tmooar@hamburgschools.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 Dr. Mark Crawford

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

District Name Hamburg Central Schools

Tel. (716) 646-3220

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. William Sippiell

(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: _____ 11256
 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 area
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 4 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	82	75	157	7			0
K	17	23	40	8			0
1	28	16	44	9			0
2	29	23	52	10			0
3	22	30	52	11			0
4	31	22	53	12			0
5	28	22	50	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							448

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 1 | % Hispanic or Latino |
| 97 | % 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 7 %

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	25
(2)	Number of students who transferred from the school after October 1 until the end of the year	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	33
(4)	Total number of students in the school as of October 1	448
(5)	Total transferred students in row (3) divided by total students in row (4)	0.07
(6)	Amount in row (5) multiplied by 100	7

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: 145

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: $\frac{6}{27}$ % Total Number of Students Served

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

<u>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>7</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>5</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>14</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>19</u>	<u>1</u>
Special resource teachers/specialists	<u>6</u>	<u>7</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support Staff	<u>12</u>	<u>8</u>
Total number	<u>40</u>	<u>17</u>

12. Average school student-classroom teacher ratio, that is, the number of 20 : 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 %	96 %	97 %	96 %	96 %
Daily teacher attendance	96 %	96 %	94 %	96 %	95 %
Teacher turnover rate	1 %	1 %	1 %	0 %	0 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

As part of the Hamburg Central School District, Charlotte Avenue Elementary is located in a suburban and semi-rural in nature area. We are one of four elementary buildings housing all PreK students for the district as well as being a kindergarten through fifth grade neighborhood school. We are located 15 miles south of Buffalo near exit 57 of the New York State Thruway. There are 50 full-time employees, and 15 part time, with 35 of whom are certified teachers.

Within Charlotte Avenue we provide students with a well rounded education. Each student within the building participates in Physical Education, the Arts (music and art) classes instructed by our librarian, and classes in our computer lab.

Students have an opportunity to participate in a number of other programs throughout their time with us. Support services within our building involve counseling (group and individual) along with our preventive counseling in class programs based on the 'I Care Rules' and the Second Step Violence Prevention Program in all grades. Our Student Support Team (SST) is a group of school personnel formed in order to address both academic and behavioral concerns. We model our approach after RTI (Response To Intervention) which is a problem-solving approach aimed at improving student achievement. Parents are invited to meetings to work collaboratively with the team and foster the home-school connection. Our approach is to capitalize on students' success while discussing and developing recommendations and strategies. AIS (academic intervention services) during the school day provide extra instructional support in reading, math and writing. Students are recommended for this program through teacher request, and/or review of data indicating areas of weakness. Parents are notified by a letter from the principal if their child is recommended for such service. Our enrichment program is divided into three components: Kindergarten whole group instruction, seminars for grades 1-5 that last approximately 6 weeks on various topics and a core pullout component for grades 3-5 based upon academic record, creativity, motivation, leadership and teacher recommendation.

Our PTA is a very active and supportive group at Charlotte Avenue Elementary. They sponsor numerous school and family activities as well as educational programs and assemblies throughout the school year. Information is shared monthly with both parents and teachers at meetings held within the school.

Parents receive a quarterly report on their child's progress in school. In their last report of the year parents are provided with a list of items needed for the following school year. Parent/teacher conferences are set up in the beginning of the school year, during our Open House; with parents being encouraged to contact the school at any time they feel there is a concern or issue. Notification of class assignments for the next school year is mailed home to parents prior to the start of the school year.

The mission of Charlotte Avenue Elementary and the Hamburg Central School District is to provide, through a framework of excellence and partnerships between a committed staff and an informed, supportive community, a learning experience that produces literate, adaptable, responsible citizens who have positive attitudes, abilities to think analytically and creatively, manage personal resources, apply technologies, relate to the global community and appreciate the contributions of diverse cultures.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Charlotte Avenue Elementary School continually strives for student success in all the curricular areas. Understanding that reading and mathematics are the keys to the other curriculum areas, strong emphasis is placed in these areas. Continual assessment and review of data is necessary for the staff to understand what a student has learned, what needs to be addressed, either through review or further study and how to move the child to a competent level is all part of our school/classroom goal. Through all our curriculum areas there is a unit or theme based assessment on what the key ideas of a particular area of study are being taught. Teachers build on prior knowledge to lead students to success.

All students in grades 3-5 participate in the New York State Testing Program. Although the testing begins in third grade, students begin their preparation in Prekindergarten through the State Learning Standards. Each grade level has an expected level of achievement in order to prepare them for future assessment and success. Once again continual review of student data assists our effort.

Students in grades 3-5 take the State Assessments in ELA (English, Language, Arts) and Mathematics to evaluate the implementation of the State's Learning Standards at the student, school, district and state levels. These assessments are administered annually to each of the above levels to determine students' preparedness for study at the next level. Along with the ELA and Math Assessments, grade 4 also participates in a State Science Assessment and grade 5 in a Social Studies State Assessment.

Each assessment from the State has 4 levels of performance. Students are scored on a rubric with level 4 being the highest and Level 1 the lowest. A level 4 student exceeds the standards and is moving toward high performance on the Regents examinations once they reach High School. This level is referred to as distinction. Level 3 students meet the standards and, with continued steady growth, should pass the Regents examinations at the High School level. Levels 4 and 3 are often combined in reports throughout the State indicating total student success. Level 2 indicates that the student needs extra help to meet the standards and pass the Regents examination and Level 1 refers to a student who is having serious academic deficiencies.

You may find New York State's explanation of their assessments and our school's Report Card (State Report on progress) in further detail at <http://www.nysed.gov>.

2. Using Assessment Results

Classroom teachers, grade levels and the school meet to discuss student data. Areas of concern are supported through our SST (student support team) a group of teachers who meet to discuss and offer suggestions for success. The classroom teacher and/or parent present to the group their concerns. If brought to the committee by the classroom teacher, there is a district form to be completed indicating the teacher's concerns, both academic and/or behavioral, the student's strengths, talents, motivators and data to support the concern. Through classroom observations, review of data, and parent input the committee develops an intervention plan. Personnel are designated as monitors of the plan and a follow up meeting is set to review the student and the concern. If more intervention is needed after the follow up meeting the committee once again reviews the concern and suggestions are followed.

Along with our Student Support Team children have the ability to attend AIS (academic intervention services) that additionally support student success outside or within the classroom. These classes run during the school day with a certified reading or math teacher depending on the academic area of concern. Students attend these classes anywhere from 2, 3 and 4 times a week. Children may also be rotated in and out if there is a particular skill that may need support, but not the subject in general. Students helping students is also a part of our support. During lunch time, at our after school program through the YMCA and at the very beginning of school day, it is not uncommon to see older students assisting younger students with reading or mathematics. We truly believe in the school community model.

In addition to our SST and AIS support, classroom teachers provide before and after school opportunities. Students are encouraged, with great parent support, to review and practice concepts taught that may be of difficulty. Since we are neighborhood school, transportation is often not a factor because most of the students walk to school.

3. Communicating Assessment Results

Charlotte Avenue Elementary has a variety of ways to share our successes. Through our PTA, (parent teacher association) the School and District news bulletins, our Board of Education meetings, the local newspapers, report cards, State Assessment Reports, conferences with parents, telephone calls, our school's web site and e-mail are all ways we share student progress.

Each month the PTA holds a meeting for parents of the building. During these meetings the principal reports on the happenings of the building. This report includes activities, awards and updates on curriculum and student success. A PTA newsletter is sent home bi-monthly with a principal's corner which is also used to share information.

The District sends a news bulletin home in the mail each month highlighting various successes and activities within the district. In this newsletter you will find the State's Report on the Assessments included. A Board of Education meeting each year is designated for assessment reporting. During this meeting the leaders of our district are informed of results. All BOE meetings are public meetings, with parents being encouraged to attend.

As information is available from the State Education Department local newspapers report each school's scores on the various tests. One paper in the Buffalo area every year dedicates an issue to just the local schools districts.

Once the State releases the information on each student's assessment score, a report is generated from the state and sent to the schools. As we receive these reports, on each individual student, we in turn send them home for parent review. This report is in addition to the quarterly report cards that are sent home with student data. Parents are encouraged to set up a conference with the classroom teacher to review such reports.

As we have moved forward with technology parents and teachers are using the web and e-mail to communicate. We have our own web site connected to the District's website to keep parents informed. Each teacher has their own web page for parent review. Also we find e-mail is often an excellent way to keep parents informed about their child's progress. It gives both the school and parents that immediate, current information that is often needed to keep students successful.

4. Sharing Success:

As a school we find it is important to know and understand the successes of other districts. Through principal meetings, our local BOCES, newsletters, newspapers and e-mail we are able to share successes and strategies to help one another.

Erie County Principals is an excellent organization that meets monthly with special topics. These topics are driven by the members, with successful strategies shared and often demonstrated. Follow up discussions take place to assure understanding with the district/person presenting, as well as making themselves available for further clarification.

Our local BOCES assists in bringing national speaks (such as Robert Marzano's group) that would otherwise be too costly for a school or district. During these workshops principals and teachers are able to become familiar with the most recent and supported research in the area of student success. It also offers a meeting place for many districts at one time to meet and network with throughout the day.

With technology such as it is there is a wealth of information is available through the web. Each school has their own web site which allows them to provide information with links to support and inform the public of their accomplishments.

There is an understanding among all educators that there needs to be continual communication with one another. It is our feeling that only through continual sharing and communicating can our children be successful. As a school it is our responsibility to do all we can to remain connected and share for the good of the child.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Within the curriculum of our school we find we have four core areas, ELA (English Language Arts), Mathematics, Science and Social Studies, the Arts and Physical Education. As an elementary school we do not have a foreign language at this time. Competencies that students should achieve are divided into two groups, those that are specific to the standard and those that cross all standards and are repeated in each standard because they are relevant to all.

The English Language Arts core curriculum is organized by grade level clusters: Grades PreK-1, Grades 2-4 and Grades 5-6. Each cluster is divided into the four English Language Arts standards and each standard is further divided by the purposes for language use: reading, writing, listening, and speaking. The competencies are specific to the standard and each grade level. Students are assessed in reading for information and understanding of information, responding to literature as well as being able to critically analyze and evaluate literature. In the area of writing children are expected to be able to respond and express in written form. Lastly students are expected to be able to listen and speak in regards to all the areas mentioned above. Within our instructional day students are continually immersed in ELA through fiction, nonfiction, plays, music, and technology.

Mathematics curriculum and assessment revolve around seven key ideas. The grade levels are separated in the same grade level configuration as ELA. Mathematical reasoning, number and numeration, operations, modeling/multiple representation, measurement, uncertainty and patterns/functions are the seven key ideas found in our core curriculum. Within this area there is some overlap and involve students in synthesizing knowledge across mathematical topics. Traditional mathematic skills and knowledge are expected. Students are expected to master basic skills of arithmetic, geometry, algebra, trigonometry, probability and statistics. Students learning will fall into the categories of procedural knowledge, 'knowing when and how' conceptual understanding, 'knowing about', and problem solving, the bringing together of both procedural and conceptual. Assessment is an ongoing process combined with student work, projects and teacher observation. Teachers facilitate student development. Such facilitation can take place through manipulatives, music and movement, visual art and technology.

The Science curriculum is focused on the understanding of important relationships, processes, mechanisms and applications of concepts. Memorization is less important since assessments will test students' ability to explain, analyze and interpret scientific processes and phenomena more than recall specific facts. Emphasis on hands-on and minds-on is essential to students becoming effectively engaged in the discovery process. Small groups working together with common objects, materials and living things in their environment provide children a way to explore and inquire through investigation.

In the study of Social Studies courses give students the knowledge, intellectual skills, civic understandings and dispositions toward democratic values that are necessary to function effectively in society. The Core curriculum for kindergarten is self and others, first grade incorporates one's own family with other families of now and long ago, second grade places an emphasis first on one's own community and then connects to other US communities, third grade involves communities around the world, fourth grade is local history, government, and fifth grade studies the US, Canada and Latin America. Within each level children participate in music that relates to their level, the study of artists, field trips to support and extend their knowledge, and technology to take trips to places otherwise unavailable. In each level learning, practicing, applying, and extending assists in the developmental process of Social Studies.

The Arts are an integral part of supporting the four Core curriculums of ELA, Mathematics, Science and Social Studies. Each class supports and assisting in extending student understanding of each curriculum. Students participate 2 to 3 times a week in the Arts. As an extension upper level students have the opportunity to join chorus, begin instrumental instruction and/or participate in the school musical and have their art creations displayed within the school and community.

Physical Education prepares students through team sports and individual challenges. Healthy bodies and minds are the basis for this class. Through this class, meeting 3 times a week and daily outside recess students have the opportunity to extend their learning while improving their overall self.

2a. (Elementary Schools) Reading:

A strong foundation for academic success in the area of reading is key. We understand that strong reading skills support all curriculum areas and therefore are a major component of our students' day. With concentration on the New York Standards for ELA we assist students in learning to read, write, listen and speak. Within each area there is a concentration of skills that build each year to make students successful learners. As students begin the reading process we concentrate on what good readers do. We find that active, thoughtful, proficient readers construct meaning from prior knowledge, create visual and sensory images, draw inferences from text, ask questions, determine what is important and summarize what they have read. We assist students by working and training all to think in these terms. As an anchor to our program we use a national reading program, Scott-Foresman, for grades kindergarten-fifth grade. PreK has formatted their themes in such a way that terminology and framework mirror this series. With the program students and staff involve themselves in all areas of reading. Oral language is addressed in reading stories aloud, working with vocabulary, and retelling stories. Phonics, word study and spelling are integrated within a unit of story. Comprehension, vocabulary, reading fluency, cross-curricular connections and independent reading are all attended to within a unit of study. With the frame work of a story, writing, usage and mechanics of grammar are addressed as well as the use of technology and study skills. Differentiated instruction is an essential part of our reading program. Students are assessed continually for understanding with additional reinforcement and re-teaching activities as an integral part of increasing student achievement. Cross-curricular centers are available to support and extend learning. Leveled reading books correlate with the unit of study and provide an extension to the topic of the week. Each class participates in daily SSR, sustained silent reading, where both students and staff sits and reads. Students participate in activities, such as response journals, connected to their daily reading which allows for further synthesizing of the text. Academic intervention services are extended to those students who need more intense work or review. Enrichment services are also available through our gifted education program to address the needs of students who need to be challenged in the area of reading. The Library Media Center is also used as a place where small groups of students came to be challenged with activities such as research based power point presentations.

3. Additional Curriculum Area:

Mathematics is also an area of concentration for our school. Within the main curricular areas of reading, math, science and social studies we understand the need for a strong base for academic development. We understand that not only do students need to secure key math concepts; they also need to be able to understand the language of mathematics, be fluent and have the ability to formulate, represent and solve mathematical problems. The need for alignment of curriculum, instruction and assessment with state standards in mind help staff prioritizes and assist students in this curricular area. With data analysis, targeted intervention through before/after school programs and individualized intervention, AIS (Academic Intervention Services) students receive support in the key concepts of math. Through our math series Macmillan/McGraw-Hill we concentrate on the five content strands of mathematics, number sense and operations, algebra, geometry, measurement and statistics and probability. Math instruction taught in an integrated fashion helps students see how various mathematic knowledge is related, not only within math, but also in the other curricular areas and the real world. Through our program we emphasize problem solving, reasoning and proof, communication, connections and representation. These processing areas give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. The goal of our mathematic curriculum is to produce students who will have mathematical knowledge, and understanding of mathematical concepts and be able to apply mathematics in the solution of problems.

4. **Instructional Methods:**

Several methods of instruction are used throughout a student's time with us as an elementary student. The use of Dimensions of Learning, Brain-based compatible learning and differentiated instruction are several models incorporated from educational research regarding effective instruction. The works of Debbie Miller, Cris Tovani and Robert Marzano are only a few of the authors studied in assisting students to succeed. The key components of planning and preparation for instruction are essential. Alignment, logically sequencing of activities, clear objectives and effective assessment that will further drive instruction are incorporated. Provisions are made for learning rates and styles of all students. Classroom organization, positive student behavior and a variety of instructional materials maximizes instructional time on task and actively involves the students in the instructional process. The use of students' names, interacting with students and providing positive verbal and nonverbal feedback all assist in students being actively involved in their learning. Grade level meetings among teachers to discuss student achievement and classroom teachers providing individual instruction and conferencing with students before or after school are vital. Staff provides one on one conversations and individual instruction to improve understanding of areas of concern they may have with a particular student. Providing test-taking and comprehension strategy instruction, repetition and consistency across grade levels are all forms of instructional methods used to assist student achievement. Assessing and monitoring student achievement helps in establishing intervention strategies for students experiencing difficulties in learning. AIS (Academic Intervention Services) for those students that fall below state and local standards and RTI (Response to Intervention) allow us to monitor interventions and progress. Continuous monitoring of progress in short intervals, effectively responding to learners not achieving success both in and outside the classroom setting, along with communicating with parents are essential parts of our program. The district's Parent Academy that sets up and runs programs for parents at all levels with childcare provided at no charge, allows us to keep parents current and informed on how best to help their child become/remain a successful learner.

5. **Professional Development:**

Continuous staff development is offered that directly relates to identified areas of need in early literacy in order to provide a balanced program. Such activities as observation of a variety of teaching strategies (satellite classrooms, model classrooms, and best practices), integration of technology, book study, prioritizing curriculum, cross walking meetings between grade levels and implementation of the new reading program, Scott Foresman are nonstop. New teachers are provided the opportunity to observe veteran teachers using best practices, including but not limited to writing, vocabulary and differentiation of materials. Areas of prescriptive staff development are provided for our identified student population. Training in Reading Intervention, Wilson, Scott Foresman (guided reading, six traits writing, vocabulary development, and Read-A-Louds) strengthens the staff's ability to provide accurate, successful instruction to our students. Data analysis of in-house and State assessments, familiarization of 3-8 testing models and curriculum provide staff the opportunity to refine their instruction and assistance to students. Areas in technology integration, parent communication and courses offered by the Southtowns Teacher Center provide effective instructional strategies and help support student improvement. Our districts Mentor Internship Program for new teachers provide professional staff and outside consultants who are experts in their fields to train our new staff. Interns involved in the Mentor Internship Program participate in nine professional development days in addition to the professional development sessions provided to all staff during the course of the year. Peer Coaches (veteran teachers) for second and third year teachers continue to be a resource after completion of our mentor program. District and building professional development is also based on teacher input, with action research continually encouraged in supporting student learning.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test NYS ELA

Edition/Publication Year 2006 Publisher McGraw-Hill Companies

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 & 4	92	93			
% "Exceeding" State Standards					
Level 4	27	17			
Number of students tested	52	53			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. General Education					
% "Meeting" plus % "Exceeding" State Standard					
Level 4	96	98			
% "Exceeding" State Standards					
Level 3	28	21			
Number of students tested	50	44			
2. Students With Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Level 4					
% "Exceeding" State Standards					
Level 3					
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	January	January	February	February	February
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	89	84	97	92	98
% "Exceeding" State Standards					
Level 4	23	10	40	25	62
Number of students tested	53	51	60	48	45
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. General Education					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	98	95	90	91	98
% "Exceeding" State Standards					
Level 4	27	12	38	26	65
Number of students tested	44	41	59	46	43
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4		40			
% "Exceeding" State Standards					
Level 4		0			
Number of students tested		10			
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			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	94	92			
% "Exceeding" State Standards					
Level 4	18	25			
Number of students tested	50	63			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. General Education					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	100	92			
% "Exceeding" State Standards					
Level 4	23	26			
Number of students tested	40	62			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	70				
% "Exceeding" State Standards					
Level 4	0				
Number of students tested	10				
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			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	98	98			
% "Exceeding" State Standards					
Level 4	50	60			
Number of students tested	52	53			
Percent of total students tested	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. General Education					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	100	100			
% "Exceeding" State Standards					
Level 4	52	68			
Number of students tested	50	44			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4					
% "Exceeding" State Standards					
Level 4					
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
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	93	90	100	100	100
% "Exceeding" State Standards					
Level 4	55	51	80	44	69
Number of students tested	53	51	60	48	45
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. General Education					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	100	100	100	100	100
% "Exceeding" State Standards					
Level3	66	61	80	46	46
Number of students tested	44	41	59	46	43
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4		50			
% "Exceeding" State Standards					
Level4		10			
Number of students tested		10			
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			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 and 4	96	98			
% "Exceeding" State Standards					
Level 4	59	44			
Number of students tested	49	63			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. General Education					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	100	98			
% "Exceeding" State Standards					
Level 4	69	44			
Number of students tested	39	62			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 and 4	80				
% "Exceeding" State Standards					
Level 4	20				
Number of students tested	10				
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					