

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Kevin Walbridge

Official School Name: Salmon River Elementary School

School Mailing Address:
637 County Route 1
Fort Covington, NY 12937-2807

County: Franklin State School Code Number*: 306

Telephone: (518) 358-6670 Fax: (518) 358-6325

Web site/URL: www.srk12.org E-mail: kwalbrid@mail.fehb.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Ms. Jane Collins

District Name: Salmon River CSD Tel: (518) 358-6671

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Robert Durant

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 2 | Elementary schools |
| | Middle schools |
| 1 | Junior high schools |
| 1 | High schools |
| | Other |
| 4 | TOTAL |
2. District Per Pupil Expenditure: 17330

Average State Per Pupil Expenditure: 20088

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. 11 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
PreK	14	21	35	7			0
K	37	28	65	8			0
1	22	29	51	9			0
2	26	22	48	10			0
3	32	26	58	11			0
4	23	37	60	12			0
5	31	33	64	Other			0
6	34	38	72				
TOTAL STUDENTS IN THE APPLYING SCHOOL							453

6. Racial/ethnic composition of the school: 38 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
0 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
60 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1.	453
(5)	Total transferred students in row (3) divided by total students in row (4).	0.079
(6)	Amount in row (5) multiplied by 100.	7.947

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 64 %

Total number students who qualify: 290

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 free and reduced-price school meals 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: 11 %

Total Number of Students Served: 48

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>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>26</u>	<u>0</u>
Special resource teachers/specialists	<u>25</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>17</u>	<u>0</u>
Total number	<u>79</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	94%	94%	94%	94%	95%
Daily teacher attendance	95%	95%	95%	93%	95%
Teacher turnover rate	0%	2%	4%	2%	0%

Please provide all explanations below.

The school continues to take steps to improve their overall attendance. Salmon River is a rural, isolated school. Our student population covers two counties, two countries and encumber the St. Regis Mohawk Indian Reservation. Public transportation is not an option for our students, therefore, if a student is tardy, they do not have a way to get to school. We do employ home school coordinators and attendance officers who monitor student attendance. We do use interventions such as phone calls, letters, and home visits. The principal sends home correspondences via mail as student exceed certain increments each marking period.

Daily teacher attendance for 2004-2005 was below 95% due to four maternity leaves and one long term illness.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

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

PART III - SUMMARY

Salmon River School is a small rural school located in the northernmost reaches of New York State. Nestled in the foothills of the Adirondacks, on the shore of the Saint Lawrence River, the school serves students from the towns of Fort Covington, Bombay, Brasher, Bangor and Westville as well as from the St. Regis Mohawk Reservation. The school is among the poorest in the State. The school serves a population of approximately 1,664 students from culturally diverse backgrounds. Salmon River Central School has two elementary schools one middle school and one secondary school.

The mission at Salmon River Central School is to maximize student achievement in a fair manner and respect cultural diversity.

The Salmon River Elementary School consists of grades Pre-K to grade 6 with approximately 453 students. It houses two half day pre-kindergarten classes, three kindergarten classes, three first grade classes, three second grade classes, three third grade classes, three fourth grade classes, four fifth grade classes, four sixth grade classes in general education, one self-contained special education class (for grade 3, 4, 5, and 6), and ten inclusion classes (one in kindergarten, one in first, one in second, one in third, two in fourth, two in fifth, and two in sixth).

According to the latest available ethnic data, 38% of the students are Native American; 60% are White; 2% are either Black, or Pacific Islander. Approximately 11% of the students have Individualized Education Plans and receive the full continuum of services including Special Education Teacher Support Services, integrated inclusion classes, instruction in self-contained classes, related services such as speech and language, counseling, Occupational Therapy, and Physical Therapy. The majority of students are from low-income families and 75% of district students qualify for free or reduced lunch.

Salmon River Elementary students are served by over 79 professionals and support staff, including one principal, 51 teachers, 10 teaching assistants, a guidance counselor, secretary, an attendance officer, a school safety officer, and 17 aides. Additional counseling and support programming is provided by staff from the St. Regis Mohawk Tribe as well as through a cooperative arrangement from the Franklin Essex Hamilton BOCES.

Instruction includes a two and one-half hour literacy block. This ELA block consists of a balanced literacy program of writer's and reader's workshop. During the workshop there are guided reading/writing groups, learning centers, mini-lessons, author's chair, systematic phonics instruction, and individual student conferences. All classrooms contain extensive classroom libraries as well as class sets of leveled texts. Salmon River Elementary School has a curriculum room where teachers and students have access to author studies, genre studies, leveled texts, and theme based books and materials. Students at all grade levels develop writing portfolios which contain nine finished pieces of writing including reports, narrative accounts, narrative procedures, and responses to literature. Speaking and listening opportunities are woven throughout all instructional areas.

The Saxon Mathematics program forms the cornerstone of our math instruction. The instructional program consists of a 60-minute math block. All new concepts are developed through hands-on activities and rich mathematical conversations that actively engage students in the learning process. Concepts are developed, reviewed, and practiced over time. Students move from the concrete to the pictorial to the abstract. Students participate in a daily math meeting, lesson and guided practice. Frequent, cumulative assessment is built into the program with opportunities for connections, communication, and justification.

The purpose and focus of science education is to offer all students multiple ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. The science program utilizes the hands-on science activity kits available through the Monroe County BOCES.

Technology is infused into all curricular areas through the use of classroom computers, interactive white boards, classroom sound enhancement, and multiple labs throughout the building.

A music program is offered to all children including special education. Band and Chorus is offered to all students in grades 4-6. French, Spanish and Mohawk language instruction begins in Grade 5.

Salmon River Elementary takes a continuous improvement, data-driven approach to improving student performance. To meet and exceed district standards, students in grades K-6 are administered various assessments. Teachers analyze data generated from these assessments. They then use the results to focus on specific student areas in need of extra instructional support and to guide instructional decisions.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. Students are identified by performance on State assessments, core program assessments, and by evaluation of classroom work. They are provided with during and after school support. Interventions for the at-risk students occur daily for 30 minutes in grades K-3. Students are evaluated on a regular basis to determine if they have met standards/benchmarks and can be released from AIS. Although the intensity of the services provided vary based on the individual needs of students, all grade 3-6 students performing in Levels 1 and 2 and deemed to be at risk, including students in special education, receive appropriate services. Academic Intervention Services are offered during the school day, 2:30-3:15, and 3:15-5:15 on Tuesdays and Thursdays when school is in session.

We recognize that families and other community members are a vital part of all students' academic and social success. Family involvement is an essential ingredient for a successful educational program. We have implemented a "Beginning with Books" program. It encourages participation of non school aged children from birth to age four. This program focuses on educating parents of the importance of a rich literate home environment. "Lullabies to Literacy" is a program designed for pre-k, kindergarten aged children, and their parents. However, it is not limited to pre-kindergarten and kindergarten children, non school aged children are invited as well. The twenty-five book campaign involves parents and their children as reading partners, with progress tracked through book logs. Another program designed to promote parent involvement in the development of literacy is the Book of the Month. This program encourages the development of positive character traits as the books are chosen based on a content that promotes the human universal values of empathy and caring. A copy of each book is given to the community medical clinic to promote literacy and provide a shared reading experience for children and their parents while they wait in the patient waiting area. Teachers communicate with parents on a daily basis through a home/school planner that ensures constant and consistent contact.

While the school's location may seem remote to many, our students benefit from strong community support and rich partnerships not only with the St. Regis Mohawk Tribe and the Franklin-Essex-Hamilton BOCES, but also with the State University College at Potsdam, Clarkson University and St. Lawrence University. Over the years, grant programs such as the Comprehensive School Reform Demonstration Program, Reading First, Teaching American History and the Teacher-Leader Quality Partnership Program, and the Extended Day Grant have helped maintain the school's focus on providing the highest quality instruction to our students.

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. Salmon River Elementary uses the Math, Science, and Social Studies New York State Standards, and the National Standards for English Language Arts and Applied Learning. The purpose of these standards was to outline the knowledge that students would need in order to be successful in all areas of the curriculum. The school district used these standards to develop a rich curriculum for our students that aligned with the New York State Standards and the National Center on Education and the Economy (NCEE). The New York State Department has created a series of assessments to measure student learning against these standards. New York State assesses all students in grades 3-8 in the areas of English Language Arts 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 started during the 2005-2006 school year. The state also assesses students in Social Studies at grade 5 and 8 as well as Science at grades 4 and 8. These results are evidence of a quality program. Additional information regarding New York State Assessments can be located at: www.emcs.nysed.gov/3-8.

Students in grades 3-8 take assessments that measure if they are achieving the learning standards and are on track with 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 measured using a scaled score. The scale score is used to divide student performance 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: Exceeds the learning standards. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

Salmon River Elementary results for the 2007-2008 ELA assessment indicate continued success with 56% of third graders scoring a level 3 or 4, 73% of 4th graders achieving a level of 3 or 4, 79% of 5th graders attaining a level of 3 or 4, and 91% of 6th graders scoring a level of 3 or 4. Students in the subgroups demonstrated increased scores at level 3 or 4 related to the NYS ELA assessment. Salmon River Elementary results for the 2007-2008 Math assessment indicate continued success with 80% of third graders scoring a level 3 or 4, 95% of 4th graders achieving a level of 3 or 4, 95% of 5th graders attaining a level of 3 or 4, 100% of 6th graders achieved a level of 3 or 4. In the Student with Disabilities subgroup 50% of the students scored a level 3 or 4 in third grade; 63% in fourth grade, 80% at fifth grade and 100% at sixth grade. Over the past three years we have seen significant increases in our ELA and Math State Assessment scores. Grade 4 reading went from 49% in 2003-2004 to 73% in 2007-2008. Grade 4 reading for American Indian subgroup jumped from 50% in 2003-2004 to 86% in 2007-2008. Grade 5 math went from 72% in 2005-2006 to 95% in 2007-2008. Grade 5 math for American Indian subgroup jumped from 63% in 2005-2006 to 89% in 2007-2008. Grade 5 reading went from 52% in 2005-2006 to 79% in 2007-2008. Grade 5 reading for American Indian subgroup jumped from 39% in 2005-2006 to 94% in 2007-2008. Grade 6 reading went from 64% in 2005-2006 to 91% in 2007-2008. Grade 6 math went from 71% in 2005-2006 to 100% in 2007-2008. All subgroups in grade 6 showed considerable increases in math and reading over the past three years.

2. Using Assessment Results:

All students in grades 3-6 participate in the New York State Assessments. However, the use of assessment data to inform instruction begins long before students reach their first state test in third grade. The most

valuable intervention is early intervention, and as early as kindergarten, progress monitoring is used to guide instructional effectiveness and the need for academic intervention. Salmon River has created data collection sheets from Kindergarten through sixth grade tracking their academic performance for the New York State Assessments, and DIBELS(Dynamic Indicators of Basic Early Literacy Skills). These data collection sheets are used to track each student's progress and academic growth throughout their elementary years. For example, if a student is tracked for a few months and no progress is being made, then the involved staff members look at the results and make changes. The changes could be increasing the students' time he/she receives intervention or change his intervention program. We also use informal and alternate assessments, which include: students writing portfolios, running records, Directed Reading Activities (DRA's), on demand writing prompts, and teacher observations. These assessments help monitor individual academic improvement. The results of these assessments are used to make decisions regarding instructional approaches and when necessary, the delivery of Academic Intervention Services (AIS). Each year as the New York State Assessments become available, grade level meetings take place to analyze the results. Teachers are shown how to use the data from assessments to create map gaps that can be used to assemble an instructional needs roster for their students, enabling them to better plan for instruction. Follow up and grade level teacher meetings provide for ongoing evaluation and planning. A gap analysis is done to determine why the students selected a particular answer and which standards showed difficulties. Each grade level looks at ways to clarify the curriculum content within the classroom. These assessments are an important tool in our efforts to determine each student's performance over time and provide focus to our instructional strategies and activities.

3. Communicating Assessment Results:

Communication among parents, teachers, students, and the community is essential to a quality education. Each year the Director of Instruction presents reports to the Board of Education and the St. Regis Mohawk Education Committee, an advisory committee for the board of education, detailing the academic achievement as measured by New York State Learning Standards on the grades 3-8 NYS assessments and our standing in reaching the state and local goals for academic success. Aggregate student achievement data are presented detailing information from the last several years as well as the present year. The reports are presented visually and orally through a PowerPoint presentation and accompanying discussions. This data is also publicized in local newspapers as well as a district newsletter that is published by the Office of the Superintendent. The district newsletter is mailed directly to all people who reside in the district. The school website provides ready access to the results for parents and community members.

All parents are informed of their child's scores on the NYS assessments when the results are made available from the state. Individual student scores are mailed home with a letter from the building principal to explain how the scores are to be interpreted. The letter will also indicate if that child is eligible for Academic Intervention Services, and when those services are available. Each year the principal holds a Title I meeting for parents and community members. At this time, the school's overall standing in the state is shared and explained among other items. Throughout the school year parents are welcome to review assessment results and to conference with the classroom teacher, principal, school counselor and/or school psychologist to discuss their child's learning profile and program needs.

Assessment results are shared in a clear, consistent means in this school across all levels. The school recognizes the need for accountability in today's education and is rising to the challenge and meeting these expectations.

4. Sharing Success:

Salmon River Central School is committed to excellence for all and readily shares its success across all levels. Within our school, there are several vehicles for professional sharing. Teachers work collaboratively across

departments, grade levels, and in both general and special education sharing strategies and methods of success. We are able to provide ongoing professional development with the school both during and after the regular school day. Our Reading Coaches and Instructional Support Staff provide modeling in classrooms of reading and writing strategies considered best practices. Time is also built in for grade level meetings to plan for instruction using student assessment data, and to look at and discuss student work. Opportunities are also provided to teachers after school to participate in study groups, and during the summer for curriculum development with colleagues within and across grade levels.

The school participates in regional staff development days twice a year. Our school is a site for several professional development workshops. Salmon River teachers serve as facilitators and trainers for the workshops for neighboring districts to attend. One example that illustrates how Salmon River has shared best practices with other schools includes a professional development opportunity planned and facilitated by our own teachers with a focus on our existing program, "Lullabies to Literacy". Teachers from schools within the region were invited to attend this workshop. This is only one of many workshops that our staff offered during regional staff development day to neighboring districts.

The school has a partnership program with SUNY Potsdam. Several of our teachers have provided researched based workshops regarding balanced literacy. Workshop topics include researched based assessments, and best practices in reading and writing.

Our faculty is diverse and rich in talents, which they share readily. Teachers maintain individual web pages, communicate with parents through daily home school journals and published student work through the "Standard". Contributions to the elementary school "Standard" come from each grade level recognizing work that meets or exceeds the standards of their classes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The elementary school adopted the America's Choice School of Design, copyright 1988 by the National Center on Education and the Economy, based on scientific research required by the Comprehensive School Reform Program grant begun in 1998-1999 school year. Effective methods and instructional strategies that were based on scientifically-based research became the focus of our multi-component program. All components of the curriculum are correlated to the NCEE Standards and the NYS Standards. We use the National Center on Education and the Economy (NCEE) Standards in Reading, Writing, Listening, Speaking and Applied Learning Standards. The NCEE Standards in these areas are more rigorous. We use the NYS Standards in Math, Science, and Social Studies. Instruction is designed to allow all students an opportunity to meet the Standards, no matter what their learning style, or skill level may be. Since the implementation of America's Choice School of Design, the school culture has evolved to a point where literacy and learning is celebrated. The emphasis is on literacy, early intervention, rather than remediation, on collegial working relationships among teachers, within and across all grade levels, and on total involvement of the family and community in the students' learning.

ELA instruction includes a two and one-half hour literacy block. This ELA block consists of a balanced literacy program of writer's and reader's workshop. During the workshop there are guided reading/writing groups, learning centers, mini-lessons, author's chair, systematic phonics instruction, and individual student conferences. All classrooms contain extensive classroom libraries as well as class sets of leveled texts. Salmon River Elementary School has a curriculum room where teachers and students have access to author studies, genre studies, leveled texts, and theme based books and materials. Students at all grade levels develop writing portfolios which contain nine finished pieces of writing including reports, narrative accounts, narrative procedures, and responses to literature. Speaking and listening opportunities are woven throughout all instructional areas.

The Saxon Mathematics program forms the cornerstone of our math instruction. The instructional program consists of a 60-minute math block. All new concepts are developed through hands-on activities and rich mathematical conversations that actively engage students in the learning process. Concepts are developed, reviewed, and practiced over time. Students move from the concrete to the pictorial to the abstract. Students participate in a daily math meeting, lesson and guided practice. Frequent, cumulative assessment is built into the program with opportunities for connections, communication, and justification.

The purpose and focus of science education is to offer all students multiple ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Our primary goal is to help students to better understand the world through study of the physical, earth, and life sciences. The science program features a well-developed, balanced curriculum, with an emphasis on hands-on learning, inquiry and problem solving. Teachers use a variety of materials including web-based resources, supplemental texts, and the hands-on science activity kits available through the Monroe County BOCES. All of these materials are aligned with the NYS Standards.

The foundation of our Social Studies curriculum is based on NYS Social Studies Standards. We closely follow the grade-level curriculum topics recommended by New York State. Each grade level has units of study that it pursues throughout the year. Students begin to build their background knowledge by learning about and developing an understanding of geography, economics, world history, culture, politics, and their civic duty as a citizen. The students learn by participating in inquiry based projects, research, cooperative learning and partnerships, field trips, presentations, and independent projects. In the upper grades Social Studies is highly integrated with the English/Language Arts curriculum. Much of the material used for the

development of reading comprehension is correlated with the State Standards in the area of social studies. The sixth grade covers ancient world history, fifth grade covers United States history, fourth grade covers New York State history, and third grade covers world history. In the lower grades the students learn the concept of self, family, school and country by studying the various communities in which they participate.

Technology is infused into all curricular areas through the use of classroom computers, interactive white boards, classroom sound enhancement, and multiple labs throughout the building. The technology curriculum integrates the National Center of Education Applied Learning Standards with our everyday academic curriculum. Not only are our students proficient in the use of technology through the use of interactive white boards, classroom computers, digital cameras, scanners and video recorders, but students are able to use and apply technology in meaningful ways which enhance every area of our curriculum. For example, teachers have web pages in order to keep parents connected to the classroom.

All students, grades pre-kindergarten through sixth, receive instruction in music, art, physical education and library. Children begin their explorations of music and movement in pre-kindergarten. The music program is offered to all children including special education. Small and large group instrumental music lessons, which occur at least once per week, are introduced in 4th grade. Band and Chorus is offered to all students in grades 4-6. The art program 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 program supports cross-curricular instruction as the art teacher works collaboratively with classroom teachers to use art to enhance understanding in the content area. The physical education curriculum is a physical, social and emotional skill development. Understanding the effect of physical activity on the body, the need for proper nutrition and to live an active life are all key components. The library media center is offered to all children in pre-kindergarten through sixth. There is a vast amount of fiction and non-fiction books available on various instructional levels for all students. The ultimate goal is to ensure that students are effective thinkers and users of ideas and information.

Our foreign language program includes Mohawk Language, Spanish and French. In 5th grade, students commit to a single language and attend classes three times in a six day cycle. These classes emphasize immersion through interaction, role playing, music, and cultural connections.

2a. (Elementary Schools) Reading:

The reading program is a Balanced Literacy approach that follows the America's Choice Literacy program. Instruction at Salmon River elementary includes a two and one-half hour literacy block. This ELA block consists of a balanced literacy program of writer's workshop, reader's workshop, and skills development. Writer's workshop involves units of study, or core assignments around different genres; reader's workshop includes genre and author studies. During the workshop there are guided reading/writing groups, learning centers, mini-lessons, author's chair, systematic phonics instruction, and individual student conferences. All classrooms contain extensive classroom libraries as well as class sets of leveled texts. Salmon River Elementary School has a curriculum room where teachers and students have access to author studies, genre studies, leveled texts, and theme based books and materials. Students at all grade levels develop writing portfolios which contain nine finished pieces of writing including reports, narrative accounts, narrative procedures, and responses to literature. Speaking and listening opportunities are woven throughout all instructional areas.

Authentic assessment includes but not limited to: cumulative portfolios, anecdotal records, work samples, commentaries with student work to explain evaluation according to standards, and self evaluation against standards. Bulletin boards are a celebration of student work. Each bulletin board consists of student's pieces of work that meet or exceed the standard, with commentaries, and standards posted. Since being a reading first school we progress monitor using DIBELS.

The school provides staff development opportunities to teachers throughout the year in the area of reading instruction. All new staff members participate in New Teacher Orientation to prepare them with the NCEE Standards for Reading, Writing, Listening, Speaking, and Applied Learning. Teachers are provided days in the summer to work on curriculum development. Weekly grade level meetings are provided to analyze student work and test results.

The 25 Book Campaign is a reading component that has made a difference. Students read 25 books per year (or the grade equivalent) outside of school to fulfill the reading standard E1a. Meeting monthly reading goals are celebrated. Each student who meets his/her monthly goal receives a book of his/her choice as an incentive, thus putting books in the hands and homes of children living in a high poverty, rural area. Parents are encouraged to read to, and with their children. They indicate their participation as reading partners by writing their signature on student book logs. Another program that has been successful has been the book of the month. Every room in the building including the nurse's office is provided with the book of the month. The teachers read this book on the first of every month and the students respond to the story. This program encourages the development of positive character traits as the books are chosen based on a content that promotes the human universal values of empathy and caring.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

The Saxon Mathematics program forms the cornerstone of our math instruction. The instructional program consists of a 60-minute math block. All new concepts are developed through hands-on activities and rich mathematical conversations that actively engage students in the learning process. Concepts are developed, reviewed, and practiced over time. Students move from the concrete to the pictorial to the abstract. Students participate in a daily math meeting, lesson and guided practice. Frequent, cumulative assessment is built into the program with opportunities for connections, communication, and justification.

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

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

4. Instructional Methods:

Salmon River Elementary employs a variety of instructional methods to improve student learning. For the past three years there has been an emphasis on differentiating instruction. Built on a strong philosophical foundation and supported by on-going professional development, teachers now look for ways to tailor instruction and assessment to best match the needs of our learners. This effort has resulted in engaging interdisciplinary units that accommodate a wide range of student abilities. Our school's commitment to inclusive education has created more opportunities for students with disabilities to become full participants in

classroom instruction. Using a “push-in” model, all students receive individual assistance, cues, and re-teaching on an “as needed” basis in our general education classrooms.

In addition to small group instruction, our teachers are engaged in both whole class and individual instruction. Teachers use student data to drive whole class instruction, and individual needs are met through the use of student-teacher conferencing. For example, during writer’s 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 needs. Reader’s workshop is another example of leveled instruction. Students are provided with daily small group instruction at their instructional reading level.

The school’s technology resources support high quality instruction and research. Students and teachers utilize programs such as PowerPoint, Smart Board technology and interactive web sites to research and present information. The school is equipped with the hardware that allows for these enriched learning experiences. Along with a computer lab including 24 stations, each classroom is equipped with Internet accessible computers. Some classrooms are equipped with interactive white boards, and overhead projectors.

Our intervention programs are scientifically proven methods that provide differentiated instruction to all students. Voyager is used for kindergarten intervention. Early to Success is used for grades one and two. Soar to Success is used for grades three to six. Students are provided with small group instruction daily for 30 minutes. Students are progress monitored and instruction is changed as needed. Accelerated Reader is a computerized, progress-monitoring and personalized practice tool that provides reliable and valid feedback on comprehension of books and other materials students have read. This aids the teacher in monitoring and guiding each student’s independent reading practice. Academic Intervention Services (AIS) is provided to struggling students. Student progress is monitored and a variety of strategies are employed, including: small group re-teaching, test prep for New York State Assessments, vocabulary review and practice, as well as master content and skills to meet grade level expectations and learning standards.

Students also have opportunities to stay after school for a variety of extracurricular activities such as chorus, band, drama club, yearbook staff, and student council. Salmon River’s dedication provides a rich learning environment that develops life long learners that are prepared for the ever-changing world in the 21st Century.

5. Professional Development:

An annual review of the Professional Development Plan is conducted by the Director of Instruction to assure that the needs of teachers and paraprofessionals are being met, as assessed by the Professional Development Needs Survey. The focus of the instruction is based on student needs, using data gathered from New York State assessments, and on the Learning Standards, so the activities provided to teachers for professional development is certainly aligned with New York State Learning Standards and assessments.

During the last three years we were fortunate to have a Reading Coach for grades K-3. The Reading Coach provided ongoing professional development to teachers and paraprofessionals by facilitating the Reading Academy Courses I and II, training using DIBELS assessments, weekly grade level meetings, and after school workshops. The Instructional Support Team now provides ongoing professional development to teachers through modeling of best practices within classrooms, after school, and during school hours. These individuals are able to effectively coach and guide other teachers in effective implementation of the ELA program and assessment of student progress.

We are committed to ongoing professional development for all teachers. High quality instruction and teacher expertise are critical factors in student achievement. Staff development opportunities for all teachers include, but not limited to: presentation of information by consultants, administrators, and the instructional support

team at grade level meetings and workshops. The school also offers a rich selection of after school workshops that staff members may elect to participate in to assist them in their instruction. The most recent professional development has focused on technology and restitution for all staff.

Professional development for new teachers begins with a summer orientation program. New teachers participate in a mentor program for their first year where they work with experienced teachers to develop and refine their instructional strategies, classroom management skills, and effective home-school communication.

6. School Leadership:

The leadership at Salmon River, regardless of roles, works at the improvement of instructional practices and performances. The superintendent oversees all programs. The Board of Education approves all policies. The Board of Education takes into account the circumstances that make doing the work possible, and provide the resources necessary for improvement. The Board of Education is not involved in creating the specific content of the standards or practices to be used in the classroom.

The superintendent, the Director of Instruction, and the building principals design improvements in “resource allocation, hiring, evaluation, retention, and accountability. The superintendent and the Director of Instruction focus on: core instruction, highly targeted professional development for teachers and principals in the fundamentals of strong classroom instruction, strong and explicit accountability for the quality of practice and the level of student performance, and provides a normative climate in which adults take responsibility for their own, their colleagues’, and their students’ learning.

The Salmon River Elementary principal believes in facilitating, supporting and directing any activities that will help improve instruction and or academic performance of the students. In our structure, the principal works closely with the Director of Instruction, and our Instructional Support Team. This core group shapes new initiatives in the building that relate to instructional programs, professional development activities, parent involvement, student management, special programs or field trips, and any other topic that will have an impact on the education of the children we serve at Salmon River Elementary. The climate and tone is set for the building with our Staff Development Day in September. We review test scores and data for ELA and Math for Grades 3-6, along with pertinent data from Grades Pre-K to Grade 2 as well. We use this information as our springboard on what our goals will be for the upcoming school year. The team also uses this data to implement Academic Intervention Services (AIS) for any student in need within a given subject matter. Once this foundation is in place the principal will form his Leadership Team as well which helps communicate the goals and desires that we have relating to instructional or non-instructional issues within the building. This Leadership Team includes a teacher from each grade level and special subject area that convene as needed to discuss topics. These topics can come from top down (Principal-Director of Instruction-Instructional Support Staff) or bottom up (Teachers Pre-K to Grade 6) on an ongoing basis. These two sub groups beyond the realm of the building principal help ensure that academic performance stays paramount within Salmon River Elementary.

The Principal facilitates these activities and makes sure that student achievement stays on the forefront of activities within the building. If the Director of Instruction or the Instructional Support Team sense that we are having issues on the delivery of instruction, we meet and discuss strategies on how to rectify these issues, so they do not negatively impact student performance or our overall goals for the year.

The principal is not considered the instructional leader but the educational leader who mobilizes the expertise, talent, and care of others. He is the person who symbolizes, supports, distributes, and coordinates the work of the teacher as instructional leaders.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: New York State Mathematics Assessment

Edition/Publication Year: 2005-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Level 3 & 4	80	73	80		
% Level 4	2	2	11		
Number of students tested	50	56	61		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Level 3 & 4	78	68	73		
% Level 4	0	2	9		
Number of students tested	40	41	33		
2. Racial/Ethnic Group (specify subgroup): American Indian or Alaska Native					
% Level 3 & 4	75	75	85		
% Level 4	0	0	8		
Number of students tested	20	20	13		
3. (specify subgroup): Student with Disabilities					
% Level 3 & 4		50			
% Level 4		0			
Number of students tested	9	10	6		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not start testing in grades 3 & 5 until 2005-2006. State assessments were only administered in grades 4 and 8 for 2004-2005 & 2003-2004.

2006-2007 was the only year that we had ten or more students with disabilities for that subgroup.

Subject: Reading

Grade: 3 Test: New York State Grade 3 ELA Exam

Edition/Publication Year: 2005-2008

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
SCHOOL SCORES					
% Level 3 & 4	56	61	60		
% Level 4	2	2	6		
Number of students tested	50	56	63		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Levels 3 & 4	53	59	51		
% Level 4	0	2	6		
Number of students tested	40	41	35		
2. Racial/Ethnic Group (specify subgroup): American Indian or Alaska Native					
% Levels 3 & 4	50	65	69		
% Level 4	5	0	0		
Number of students tested	20	20	13		
3. (specify subgroup): Students with Disabilities					
% Levels 3 & 4					
% Level 4					
Number of students tested	9	9	5		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not start testing in grades 3 & 5 until 2005-2006. State assessments were only administered in grades 4 and 8 for 2004-2005 & 2003-2004.

Subject: Mathematics

Grade: 4 Test: New York State Mathematics Assessment

Edition/Publication Year: 2003-2008 Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	May	May
SCHOOL SCORES					
% Level 3 & 4	95	87	85	100	97
% Level 4	18	16	30	45	17
Number of students tested	55	55	46	55	54
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Level 3 & 4	93	91	90	100	93
% Level 4	17	15	34	16	14
Number of students tested	42	34	29	42	38
2. Racial/Ethnic Group (specify subgroup): American Indian or Alaska Native					
% Level 3 & 4	96	86	92	100	94
% Level 4	30	14	25	50	12
Number of students tested	23	14	12	10	17
3. (specify subgroup): Student with Disabilities					
% Level 3 & 4				100	
% Level 4				40	
Number of students tested	8	8	7	10	5
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

2004-2005 was the only year with ten or more students with disabilities.

Subject: Reading

Grade: 4 Test: New York State Grade 4 ELA Exam

Edition/Publication Year: 2003-2008 Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Feb
SCHOOL SCORES					
% Level 3 & 4	73	73	61	77	49
% Level 4	9	9	2	7	5
Number of students tested	56	55	49	57	55
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Levels 3 & 4	67	65	67	66	65
% Level 4	5	9	3	3	8
Number of students tested	42	34	30	41	33
2. Racial/Ethnic Group (specify subgroup): American Indian or Alaska Native					
% Levels 3 & 4	86	71	62	70	50
% Level 4	9	7	0	10	11
Number of students tested	22	14	13	10	18
3. (specify subgroup): Student with Disabilities					
% Levels 3 & 4				45	
% Level 4				0	
Number of students tested	8	8	7	11	6
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

2004-2005 was the only year with ten or more students with disabilities.

Subject: Mathematics

Grade: 5 Test: New York State Mathematics Assessment

Edition/Publication Year: 2005-2008

Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Level 3 & 4	95	80	72		
% Level 4	10	2	3		
Number of students tested	59	41	67		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Level 3 & 4	95	78	62		
% Level 4	7	0	4		
Number of students tested	41	27	45		
2. Racial/Ethnic Group (specify subgroup): American Indian or Alaska Native					
% Level 3 & 4	89	69	63		
% Level 4	17	0	0		
Number of students tested	18	13	19		
3. (specify subgroup): Student with Disabilities					
% Level 3 & 4	80		54		
% Level 4					
Number of students tested	10	6	13		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not start testing in grades 3 & 5 until 2005-2006. State assessments were only administered in grades 4 and 8 for 2004-2005 & 2003-2004.

The subgroup for Student with Disabilities did not have ten or more students during the 2006-2007 school year.

Subject: Reading

Grade: 5

Test: New York State English Language Arts Assessment

Edition/Publication Year: 2005-2008

Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
SCHOOL SCORES					
% Level 3 & 4	79	65	52		
% Level 4	0	2	3		
Number of students tested	58	46	67		
Percent of total students tested	100	99	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Level 3 & 4	75	67	40		
% Level 4	0	0	0		
Number of students tested	40	27	45		
2. Racial/Ethnic Group (specify subgroup): American Indian or Alaska Native					
% Level 3 & 4	94	60	39		
% Level 4	0	0	6		
Number of students tested	17	15	18		
3. (specify subgroup): Student with Disabilities					
% Level 3 & 4	70		60		
% Level 4	0		0		
Number of students tested	10	6	10		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not start testing in grades 3 & 5 until 2005-2006. State assessments were only administered in grades 4 and 8 for 2004-2005 & 2003-2004.

Students with Disabilities did not have ten or more students for the 2006-2007 school year.

Subject: Mathematics

Grade: 6 Test: New York State Mathematics Assessment

Edition/Publication Year: 2005-2008

Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Level 3 & 4	100	90	71		
% Level 4	51	16	15		
Number of students tested	45	63	62		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Level 3 & 4	100	87	63		
% Level 4	52	16	8		
Number of students tested	33	39	40		
2. Racial/Ethnic Group (specify subgroup): American Indian or Alaska Native					
% Level 3 & 4	100	81	55		
% Level 4	63	19	9		
Number of students tested	16	21	22		
3. (specify subgroup): Student with Disabilities					
% Level 3 & 4		69			
% Level 4		0			
Number of students tested	9	13	8		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not start testing in grades 3 & 5 until 2005-2006. State assessments were only administered in grades 4 and 8 for 2004-2005 & 2003-2004.

2006-2007 was the only year that had ten or more students with disabilities in that subgroup.

Subject: Reading

Grade: 6

Test: New York State English Language Arts Assessment

Edition/Publication Year: 2005-2008

Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
SCHOOL SCORES					
% Level 3 & 4	91	64	64		
% Level 4	2	2	7		
Number of students tested	45	64	61		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Level 3 & 4	94	56	55		
% Level 4	3	0	0		
Number of students tested	33	39	38		
2. Racial/Ethnic Group (specify subgroup): American Indian or Alaska Native					
% Level 3 & 4	93	48	45		
% Level 4	0	5	5		
Number of students tested	15	21	20		
3. (specify subgroup): Student with Disabilities					
% Level 3 & 4		54			
% Level 4		0			
Number of students tested	8	13	8		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not start testing in grades 3 & 5 until 2005-2006. State assessments were only administered in grades 4 and 8 for 2004-2005 & 2003-2004.

2006-2007 was the only school year that had ten or more students with disabilities within that subgroup.

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