

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

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

Name of Principal: Mr. Nicholas Pulizzi

Official School Name: Camden Elementary School

School Mailing Address:  
1 Oswego St  
Camden, NY 13316-1044

County: Oneida State School Code Number\*: 410601040007

Telephone: (315) 245-2616 Fax: (315) 245-4194

Web site/URL: www.camdenschools.org E-mail: NPulizzi@camdensd.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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Richard Keville

District Name: Camden CSD Tel: (315) 245-4075

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. David Kalk

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*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

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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

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All data are the most recent year available.

**DISTRICT** (Questions 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        |
|          | Other               |
| <b>6</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 8381

Average State Per Pupil Expenditure: 17330

**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. 1 Number of years the principal has been in her/his position at this school.

10 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	15	21	36	7			0
K	30	23	53	8			0
1	30	37	67	9			0
2	29	33	62	10			0
3	29	30	59	11			0
4	41	31	72	12			0
5	36	34	70	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							419

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
2 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
96 % 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: 7 %

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.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	28
(4)	Total number of students in the school as of October 1.	403
(5)	Total transferred students in row (3) divided by total students in row (4).	0.069
(6)	Amount in row (5) multiplied by 100.	6.948

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 5

Number of languages represented: 2

Specify languages:

Russian, Chinese

9. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 231

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: 47

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

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>33</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</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>2</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>5</u>
Support staff	<u>6</u>	<u>3</u>
Total number	<u>39</u>	<u>9</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 20 :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	97%	98%	98%	96%	98%
Daily teacher attendance	99%	98%	97%	98%	98%
Teacher turnover rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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> %
<b>Total</b>	<b><u>100</u></b> %

## PART III - SUMMARY

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Every staff person, parent and student believes each student can and will experience academic success at Camden Elementary School. This positive attitude is the tipping point for success at Camden Elementary.

Camden Elementary School is one of four elementary schools of the Camden Central School District. Camden CSD is a high needs, rural school district of approximately 2400 students. It is located in the village of Camden and has approximately 450 students grades PK-5. The district is comprised of 320 sq. miles. Many CES students live in isolated areas far from the school and their peers. About a third the students live within the village limits. Approximately 53% of the students qualify for the free and reduced lunch program. About half the faculty reside within the district and almost all the support staff are district residents. 23 members of the faculty and staff attended Camden Elementary and graduated from Camden HS. The Parent-Teacher Organization is very active and supportive of the school community. They raise over \$8000.00 a year on average to support enriching school activities such as the annual Science Fair, guest author visits, assemblies and field trips. They also purchase equipment and instructional materials beyond the basics that are provided by the district.

The school is known for its strong school community. Many residents volunteer their time and expertise to the school. Attendance at after school events continues to be at high levels and involves many residents who currently have second and third generation family members attending the school. It is not unusual to hear residents refer to the school as "their school". Over the past 53 years the school staff has been dedicated to the success of their students. For at least ten years staff has worked to attain the goal of "every student will be reading and writing on grade level by the time they exit third grade". They also work diligently to attain the district goals of: 1. Increase achievement levels of all students. 2. Create an environment for productive learning. 3. Provide facilities that promote a high level of learning. 4. Establish consistent, open and frequent communication within the school and its communities. 5. All students will be treated fairly, without prejudice and be given an equal opportunity to participate in all aspects of school.

A safe and orderly learning environment has been established through guidance and social work services focused on at-risk students and a character education/anti-bullying program that is imbedded in the educational program PK-5.

Staff is highly qualified and ambitious in developing and maintaining high levels of expertise. The staff works many hours beyond the school day to insure they are providing the best possible educational experience for students. They participate in workshops, graduate courses and collegial conversations focused on academic excellence. They challenge themselves to become experts in their field. A number of staff have become district professional development instructors as a result. Camden Elementary attracts many new professionals and student teachers.

The staff has invested much time and effort in understanding and implementing research-based educational practices. The school is configured into grade level teams with additional support provided by reading, AIS and special education service providers and teachers. Teams have daily common planning time and one team planning period per week. The school administrators are very knowledgeable about the school programs, student progress and teacher competencies. They spend significant time observing and supporting classroom instruction, analyzing data, and coordinating and presenting professional development opportunities. They also seek out resources for improvement of the educational process. In short, they are the educational leaders of the building.

Technology is maximized in the school. Each classroom is outfitted with four networked computer stations, a document camera and an integrated whiteboard system. In addition there is a computer lab that can seat up to

25 students. Our library has almost 9000 books and the students enjoy weekly experiences in media education, art, music theory, and physical education. Band, chorus and orchestra are offered to Gr 4 and 5 students. We currently have over 140 students participating in these performance programs. In addition the school offers enrichment programs during the summer months, and an after school. Programs to support and improve fundamental skills in ELA and math are offered to all students K-4 in the summer and to grades 3-5 prior to the NYS assessments.

The physical plant has just undergone a total renovation establishing a twenty-first century learning environment for all.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

New York State assesses all students in grades 3-8 in the areas of English Language Arts (ELA) and Mathematics. Grade 4 and 8 assessments in these areas have been in place since 1999, while assessments for grades 3, 5, 6 and 7 were added during the 2005-2006 school year. The state also assesses fifth and eighth grade students in Social Studies as well as fourth and eighth graders in Science. These assessments are designed to measure student achievement in relation to state learning standards and are used to compile the district's report card which represents the overall achievement of the district. Information specific to the performance of Camden Elementary students may be found on the NYSED School Report Card which may be viewed at:

<https://www.nystart.gov/publicweb-rc/2007/f7/AOR-2007-410601040007.pdf>

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

Results of the 2007-2008 ELA assessment indicate continued success for Camden Elementary students. These results also indicate students scoring at Level 3 or 4 have increased each year for the past five years in all grade levels tested in both ELA and Math.

Results show that the percentage of students scoring at level 3 or 4 on the ELA assessment is as follows: 3rd grade 77%, 4th grade 78% and 5th grade 88%. Students in subgroups demonstrated increased scores at the level 3 or 4 related to the NYS ELA assessment. In the Economically Disadvantaged subgroup 59% of the economically disadvantaged students scored at level 3 or 4 in third grade; 75% in fourth grade, and 75% at fifth grade.

In the area of math students continue to attain exceptional achievement. 91% of students in 3rd grade scored at level 3 or 4, 89% of 4th graders scored at level 3 or 4 and 90% of 5th graders scored at level 3 or 4. The school continues to work tirelessly to improve scores, particularly related to subgroups. This progress is evident in that students achieving a Level 3 or 4 for the Economically Disadvantaged subgroup in Math has increased in all grades, with grade 3 achieving 100%; grade 4 achieving 88% and grade 5 achieving 79%.

### 2. Using Assessment Results:

Use of data at CES has been the driving force of change at Camden Elementary. Over the years we have made decisions about curricula and programs, and improving student outcomes by analyzing an array of data including demographic information, summative and formative assessment results, diagnostic instruments, anecdotal information, and trend analysis. We use data to identify the instructional needs of the learner,

professional development needs of the teachers, as well as in determining needs for resources. It provides valuable information when making decisions regarding expenditures, professional development, instructional programs, academic intervention services and in some instances, school staffing. Each kindergarten student is evaluated prior to entering school as well as in early spring using the Dial 3 inventory and the Early Literacy Profile. All students are assessed during the year using local summative tests in math and ELA. Formative assessments and diagnostics tools such as the Rigby Test and DRA Assessment are also used with every student K-2nd grade and when warranted in grades 3-5.

This data is a valuable tool that is used during Instructional Support Team meetings. During these meetings school personnel partner with parents to review student academic strengths and weakness and to determine barriers that interferes with student learning. Team recommendations are formalized into an action plan and then progress is assessed over time. Teachers also refer to data when consulting with colleagues, developing new curricula and reflecting on their personal teaching success. The school also takes advantage of data warehouse services available including nySTART and COGNOS, NYS testing and accountability tools.

Each of these systems provides staff with data related to student results and effectiveness of instruction. This is valuable information when amending teaching techniques and activities as well as curriculum pacing and alignment. They also provide information that can be “drilled down” to the individual student performance and then we can compare this with cohorts at the building, district and state level. Teachers collaborate regularly to assess progress and adjust instruction. Key innovations include an emphasis on technology, differentiation of instruction and support of fundamental literacy skills grades K-5.

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

Open communication is a hallmark of the Camden Elementary School community. Teachers and staff are informed of progress often throughout the year through oral reports and presentations, written reports and e-mail. In addition they are given time to review, analyze and apply the information gleaned from the assessment results. Parents receive formal and informal reports such as newsletters and report cards regarding student progress. The building Principal presents timely reports to the PTO, and the Board of Education to announce our success and areas of challenge. We also have frank discussions with parents and students to explain what the data indicates. Clear, consistent and timely information allows parents and community members to understand how the school and district goals are aligned with the New York State standards and how students are progressing towards mastery.

During parent conferences, teachers explain student performance in terms of the state and district standards and the connection between curriculum and instruction. In addition, strategies and suggestions are shared to improve student progress. They discuss ways that both the parents and the teacher can work together to provide support.

Staff participates in formal professional development offerings focusing on instructional best practices that support the continuous improvement of student learning at CES. During staff meetings faculty share their ideas and experiences. Faculty willing share and consult with others to improve instruction. Vertical team meetings and/or grade level team meetings are held once a week. The staff seeks out pertinent resources and support for our students. They challenge themselves to be outstanding educators in an environment of limited resources and increasing demands.

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

Camden Elementary School is committed to “increasing the achievement levels of all students by creating an environment for productive learning”. We are eager to share our success across all levels. Within the district,

teachers work collaboratively across grade levels, departments and in both general and special education, sharing their strategies, methods and experiences.

The curriculum work that is done primarily during the summer months, with focused projects throughout the year, offers CES staff a chance to network with colleagues and review the impact of curriculum activities aligned with the NYS grades 3-8 standards for ELA, math, science and social studies.

Turn-key training and mentorship of new teachers provides another opportunity to share success. Staff also serve as instructors for after-school enrichment and remedial programs offered throughout the year. Elementary principals from across the district meet monthly to discuss issues that impact instruction and programming. Monthly Administrative Cabinet Meetings are held with all district and building level administrators in attendance. The building Professional Development Plan is created by committees at both the district and building levels. The Principal chairs the building committee and facilitates the building level program. In addition, CES staff serve on the district Professional Development Planning committee. This committee provides another venue to share our knowledge. Many staff have designed and offered workshops and seminars that focus on sound instructional practices. Finally many staff serve on regional advisory committees through the local BOCES.

The staff is rich in talents which they readily share. They work with the PTO, school improvement team and other community organizations to build strong school-community partnerships. We welcome staff members from other schools and districts and look forward to showcasing our efforts.

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splitSize)strCompare = splitList[splitSize-1];var pluginList = document.plugins;for (var count = 0; count <
pluginList.length; count++){var sSrc = 'if (pluginList[count] && pluginList[count].src)sSrc =
pluginList[count].src;if (strCompare.length >= sSrc.length){if (strCompare.indexOf(sSrc) != -1){func(str,
count, pluginList, splitList);break;}} }if (strCallbackEvent)document.body.dispatchEvent(event);}function
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## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

At Camden Elementary School we believe all students need a firm foundation in fundamental literacy skills, technology skills and higher level thinking skills. The curriculum and instructional practices are specifically developed and support the New York State content area learning standards. We also closely align our efforts to the NYSED core curricula documents. The district has developed written curricula K-5 in the areas of English Language Arts, Mathematics, Social Studies, Science, as well as special subject areas for Physical Education, Music, Art, and Media based on these guidelines.

The Camden Elementary School staff has implemented and refined our PK-5 ELA program to improve the achievement levels of all students. It is our expectation that language arts development is the responsibility of all teachers across all curricular areas. The instructional program is responsive to all student needs. We believe that all students can be successful in a general education setting with the appropriate instruction, resources and support. For the last seven years a master schedule that creates blocks of grade level instructional time throughout the day and a building wide literacy program were implemented.

Our entire staff participated in an extensive assessment of the K-5 ELA instructional program, including student performance data and parental involvement. We also examined numerous teaching approaches and resources. Our entire staff participated in extensive training and discussion. We developed an action plan to respond to perceived program weaknesses. The “4 Block +” method of literacy instruction, based on the research of Fountas and Pinnell, was implemented. At the same time we worked to make learning experiences more authentic and interactive. Over the past three years integrated whiteboard technology has been installed in each classroom. Teachers have become proficient in using this tool with great success. They have developed lessons and resources and share them willingly. The positive student response has been heartening. In addition, document cameras were added to each classroom this past year. The instructional focus has shifted from the teaching process to the learning process. Teachers evaluate student progress and adjust instruction to respond to student needs. They are very skilled in using research-based teaching strategies such as acceleration and differentiation of instruction. Lessons teach key concepts using techniques that respond to the variety of learning styles within the class. Students feel confident and excited about learning.

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

English Language Arts- the English Language Arts curriculum provides student experiences in a variety of genres of literature, with an emphasis on non-fiction. The 4 Blocks Literacy Instruction framework is used and includes guided reading, self-selected reading, writing, working with words and teacher selected reading blocks of instruction. Early instruction emphasizes pre-reading/writing skill development, phonemic awareness, word recognition, decoding, and word formation. All students, K-5, are taught multiple comprehension strategies such as inner voice, use of background knowledge, inferencing, vocabulary development and self monitoring of content read. Many opportunities offer students the chance to express themselves through oral communication skills and written language experiences. Two examples of these experiences are: The K-2nd grade students participate in the Morning Program, a daily event in which students develop their public speaking, listening, and citizenship skills. Upper level students write and publish the school newspaper. Reading/math support teachers are in every classroom, every day, assisting students requiring additional support and differentiation to improve literacy skills. We also use the strategies of the “Reading Recovery” program model with struggling first grade students. Teachers work diligently to select reading materials that align with grade level curricula and include a variety of literature genres and reading levels. All teachers are proficient in using both formative and summative assessment tools to assess student

progress and refocus instruction to meet identified needs. Students are encouraged to read for pleasure through programs such as the “Accelerated Reader” program and classroom reading challenges. Most classrooms have a daily free reading opportunity also.

## **2b. (Secondary Schools) English:**

This question is for secondary schools only

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

**Mathematics-** The math curriculum and instructional program are based on the premise that students need to acquire proficiency in numeracy, conceptual understanding, procedural fluency, and problem-solving skills to be successful. Our instructional program is designed to teach math skills in a connected, holistic manner. We recognize that skills taught in isolation have limited value. Students participate in an instructional program that incorporates hands-on learning through discovery and student centered activities. Authentic activities that integrate math skills into other curricular areas such as science and social studies are prevalent. Through daily math activities such as “math minutes”, students develop math fluency and math fact acquisition. Specific intervention from the reading/math support teachers is also available for students needing additional support and differentiation to improve math skill acquisition.

**Science-** The CES science program uses a hands-on approach that emphasizes the discovery process and the need for all learners to be actively engaged. The scientific inquiry method of instruction is used K-5. Reading, writing and math are incorporated throughout the lessons. The program uses science kits based on the NYS math, science and technology standards. The annual non-competitive science fair provides a venue for students to explore an area of interest and showcase their knowledge. This popular event attracts over 150 K-5 students annually.

**Social Studies-** Our social studies program is based on the NYS social studies standards and is designed to guide students in becoming productive, informed, citizens. Students learn about the history of the New York State, the United States, world history, geography, economics and government, and world current events. Through learning experiences students develop an understanding of their responsibility to themselves, their family, community and school as well as to increase their understanding of the characteristics of good citizenship.

**Art-** The Art program at CES focuses on the education and ability of all students to create, appreciate, and value art. Through creativity, imagination, and artistic expression students experience the variety of art mediums. A culminating activity is the annual district art show.

**Music-** K-5 students experience a music education program that develops their understanding of music theory and appreciation. Beginning in the 4th grade, students can elect to participate in performance groups- chorus, band and/or orchestra. All students may participate in the concerts that occur twice a year.

**Physical Education-** This program strives to help learners build coordination skills and physical fitness, healthy life-long living habits, as well as their social skills in a non-competitive atmosphere. Students participate in a variety of activities and sports for all seasons.

**Library Media-** A love of reading and an appreciation of all kinds of literature as well as developing successful research skills is the focus of our media program. The goal of the program is to ensure that students are effective thinkers and users of ideas and information.

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

The instructional methods used by the Camden Elementary School staff are reflective of the district's mission to "...actively engage each student in the learning process. Each student will graduate with the knowledge, skills, and character necessary for successful living." The instructional staff recognizes that there is not one best approach to instruction. Teachers consistently use research based strategies that differentiate instruction to address the learning styles of all students. Teachers meet with colleagues during common planning time and team meetings to collaborate, and share instructional practices and resources. This planning has become an essential component to address the needs of all learners by understanding the strengths and weaknesses of each student as well as the correct instructional strategy to ensure student success. Classroom teachers welcome students from the 12:1:1 special education classrooms. Many teachers believe this fundamental instructional level is beneficial to the typical students found in the class as well as the student with special needs. They also keep anecdotal information regarding the progress of each student. Resource teachers, Reading/math support staff and other service providers are invited to file anecdotal notes in these folders also. Staff builds an accurate picture regarding student learning styles, areas of concern and strength when reviewing the data collected and discussions with other appropriate staff and parents.

CES teachers use instructional methods and curriculum which provide evidence of rigor and best practices as they relate to teaching students. Instructional methods found to be effective are taken from the work of Robert Marzano, Gay Sue Pinnell, Debra Pickering, Harry Wong and Max Thompson. Cooperative learning, peer review, graphic organizers, and modeling, are some of the best practices used. Teachers are able to offer a variety of materials and activities to address various learning styles and instructional needs. Student grouping for instruction is flexible and allows students to move and adjust as students' progress.

The Title 1 School wide Program provides support for all CES students who need additional help or are at risk of not passing the benchmark assessments.

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

As a school community we recognize the importance of insuring teachers stay current on best practices and reform-based instruction. It is important that professional development opportunities are relevant and on-going. Our annual professional development offerings are derived from intensive planning. The professional development planning committee is composed of teachers from each grade level, a representative from the exploratory subjects and representatives from support services, such as reading instruction, and building level administration. The committee meets throughout the year and creates multi-year plans. They also serve as facilitators within grade level and vertical team discussions and on district level committees. The entire faculty agrees on the focus of our training, annually. This focus is used to determine if an opportunity is relevant and should be offered to staff. We also align our offerings with those of the district professional development plan, too. Many of our staff have become turn-key trainers and/or resident experts on many initiatives. The district also offers a year long mentoring program for first year teachers and administrators. These opportunities help us enrich and refine teaching expertise to positively impact student achievement and success. The faculty independently creates additional experiences through collegial collaboration, team teaching, and modeling of best practices. They receive feedback from colleagues and administrators who informally assess instruction using the 5X5 technique. These professional development opportunities support our goal to assist every child achieve success in the classroom and in life.

#### **6. School Leadership:**

Camden Elementary School is lead by an administrative team that includes the Principal and an Assistant Principal. The school also has one faculty member who serves as Teacher-in-Charge in the absence of the administrators. The Principal is the instructional leader of the school and has primary responsibility for all

administrative functions including curriculum and program, personnel, finances, facilities management, and parent/school communication. The Assistant Principal assists the Principal in administering these functions and is the district coordinator of the Universal Pre-K program. Over the past nine years the Principal set the goal of establishing and maintaining a learner focused school for all CES students. The Principal led a number of initiatives to achieve this goal. She worked closely with the staff to conduct an extensive assessment of our K-5 ELA instructional program, including student performance data and parental involvement. She also examined numerous teaching approaches and resources. Our entire staff participated in extensive training and discussion. The staff developed an action plan to respond to perceived program weaknesses. The “4 Block +” method of literacy instruction, based on the research of Fontas and Pinnell, was implemented. At the same time, the Principal challenged the staff to make learning more authentic and interactive. Each teacher has become an expert in examining and evaluating student data. This information is critical to adjusting instruction to respond to the needs of the students. Teachers also have become experts in using research based teaching strategies that accelerate and differentiate instruction. Lessons teach key concepts taken from the district’s prioritized curricula and respond to various learning styles. Students feel confident and excited about learning. Technology plays a major role in our classrooms also. For example, the use of interactive whiteboard technology is pervasive and very successful.

We have continued to work closely with our parent community to support their involvement in the educational process. Our school community has established many activities and projects laden with student benefits. Academic excellence is recognized and coveted by faculty, parents and students. Throughout the year student success is nurtured through awards programs, reader challenges, assembly programs that feature nationally known authors and writers, and special events. Camden Elementary School is a professional learning community where students enjoy school and experience success, the staff feel appreciated and the community refer to “their school” with pride.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NYS Mathematics

Edition/Publication Year: 07-08

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
Levels 3 and 4	91	92	87		
Level 4	17	14	25		
Number of students tested	64	73	69		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Levels 3 and 4	100	90	83		
Level 4	35	10	17		
Number of students tested	31	39	30		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students w/ Disabilities</b>					
Level 3 and 4	67	67	36		
Level 4	0	0	0		
Number of students tested	6	9	11		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All racial/ethnic subgroups account for far less than 10% of our tested population, therefore these numbers are not included. Also, Grade 3 Mathematics exams were first introduced in 2005-06, therefore test data prior to that year is not available.

Subject: Reading  
Edition/Publication Year: 07-08

Grade: 3 Test: NY State Grade 3 ELA  
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
<b>SCHOOL SCORES</b>					
Levels 3 and 4	77	74	75		
Level 4	5	1	6		
Number of students tested	65	74	69		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and 4	59	75	73		
Level 4	1	0	3		
Number of students tested	32	40	39		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students w/ Disabilities</b>					
Level 3 and 4	20	33	0		
Level 4	0	0	0		
Number of students tested	5	9	11		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There are no racial or ethnic groups that even approach 10% of our student body therefore the scores are not reported in these areas. This test did not exist prior to SY 05-06.

Subject: Mathematics

Grade: 4 Test: NY State Grade 4 Mathematics

Edition/Publication Year: 07-08

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3 and 4	89	78	73	89	78
Level 4	15	14	14	43	21
Number of students tested	73	74	79	81	76
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	1	1
Percent of students alternatively assessed	0	1	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 or 4	88	63	64	92	69
Level 4	10	3	6	33	14
Number of students tested	40	35	36	36	35
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students w/ Disabilities</b>					
Level 3 and 4	63	33	45	59	31
Level 4	0	0	0	18	0
Number of students tested	8	18	20	17	13
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No racial/ethnic subgroups account for 10% of our tested population. One student with a disability was given the alternate assessment in 06-07, 04-05 and in 03-04.

Subject: Reading  
Edition/Publication Year: 07-08

Grade: 4 Test: NY State Grade 4 ELA  
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3 and 4	78	79	69	74	74
Level 4	8	12	11	34	21
Number of students tested	73	75	81	88	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	1	1
Percent of students alternatively assessed	0	1	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and 4	75	67	64	68	60
Level 4	8	3	8	25	14
Number of students tested	40	36	36	40	35
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students w/ Disabilities</b>					
Level 3 and 4	50	33	35	26	8
Level 4	0	0	0	0	0
Number of students tested	8	18	20	19	13
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

One student with a disability was alternately assessed in 07-08, 04-05 and 03-04. No racial/ethnic subgroups accounted for 10% of our tested population.

Subject: Mathematics

Grade: 5

Test: NYS Grade 5 Mathematics

Edition/Publication Year: 07-08

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
Grades 3 and 4	92	71	74		
Grade 4	32	9	13		
Number of students tested	71	80	85		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	1	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and 4	79	58	69		
Level 4	14	14	8		
Number of students tested	28	36	39		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students w/ Disabilities</b>					
Level 3 and 4	62	67	36		
Level 4	0	0	0		
Number of students tested	13	9	11		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No other groups account for 10% of our tested population. Also, the Grade 5 Mathematics exam wasn't developed until SY 05-06, therefore data prior to that year does not exist. One student with a disability was alternately assessed in SY 06-07

Subject: Reading  
Edition/Publication Year: 2007-08

Grade: 5 Test: NY State ELA  
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
<b>SCHOOL SCORES</b>					
Levels 3 and 4	88	73	63		
Level 4	3	5	13		
Number of students tested	70	85	82		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	1	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Levels 3 and 4	75	55	51		
Level 4	4	0	11		
Number of students tested	28	40	37		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students w/ Disabilities</b>					
Level 3 and 4	62	38	13		
Level 4	0	0	0		
Number of students tested	13	24	16		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No racial/ethnic subgroups come close to accounting for 10% of our tested population at this grade level, therefore that data is not presented. Also, the Grade 5 ELA was not developed until SY 05-06, therefore data prior to that year does not exist. One student with a disability was given an alternate assessment in SY 06-07.

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