

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. Timothy Silk

Official School Name: Centre Avenue Elementary School

School Mailing Address:
55 Centre Ave
East Rockaway, NY 11518-1001

County: Nassau State School Code Number*: 28-02-19-03-0004

Telephone: (516) 887-8300 Fax: (516) 599-5727

Web site/URL: www.eastrockawayschools.org E-mail: TSILK@eastrockawayschools.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*: Dr. Roseanne Melucci

District Name: East Rockaway UFSD Tel: (516) 887-8300

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: Mrs. Mary Boccuzzi

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

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
 _____ Junior high schools
 _____ High schools
 _____ 1 Other
 _____ **3 TOTAL**

2. District Per Pupil Expenditure: 17552

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. 20 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 | 0 | 0 | 0 | 7 | | | 0 |
| K | 30 | 24 | 54 | 8 | | | 0 |
| 1 | 30 | 21 | 51 | 9 | | | 0 |
| 2 | 24 | 19 | 43 | 10 | | | 0 |
| 3 | 17 | 21 | 38 | 11 | | | 0 |
| 4 | 19 | 18 | 37 | 12 | | | 0 |
| 5 | 15 | 20 | 35 | Other | | | 0 |
| 6 | 18 | 28 | 46 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 304 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
12 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
82 % White
2 % 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: 5 %

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. | 10 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 6 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 16 |
| (4) | Total number of students in the school as of October 1. | 304 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.053 |
| (6) | Amount in row (5) multiplied by 100. | 5.263 |

8. Limited English proficient students in the school: 5 %

Total number limited English proficient 16

Number of languages represented: 4

Specify languages:

Spanish, Chinese, Japanese, Farsi

9. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 44

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: 12 %

Total Number of Students Served: 35

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

| | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>8</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>18</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <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>17</u> | <u>0</u> |
| Special resource teachers/specialists | <u>8</u> | <u>5</u> |
| Paraprofessionals | <u>9</u> | <u>1</u> |
| Support staff | <u>1</u> | <u>3</u> |
| Total number | <u>36</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 18 :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 | 96% | 96% | 96% | 96% | 94% |
| Daily teacher attendance | 95% | 95% | 96% | 96% | 96% |
| Teacher turnover rate | 0% | 0% | 0% | 0% | 0% |

Please provide all explanations below.

In the 2003-2004 school year, there was a significant number of students absent due to viral infections. As a result, the Board of Health was notified. Recommendations were implemented by the school to minimize the spread of infection.

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

Nestled on the south shore of Long Island is the small suburban community of East Rockaway - home to Centre Avenue Elementary School. This historical school, with its skillful architecture, was erected in 1926 and houses approximately three hundred four students ranging from kindergarten to grade six. While we accommodate full day kindergarten, the gifted and talented program, as well as the breakfast and after-school programs, there are only two classes on each grade level. It is this feature that unites the school community and fosters a sense of family.

Centre is committed to providing an educational environment where safety permeates. We strive to have each child realize his/her full potential and develop a yearning for a lifetime of learning. In an effort to fulfill this responsibility, we endeavor to be a self-renewing, reflective educational system whereby awareness, exploration, and the desires of the students steer the instructional process. Teachers promote high expectations for all students while meeting the New York State Curriculum standards. To assist in this endeavor, after-school study in ELA and Mathematics help reinforce the academic skills of the student body in preparation for the New York State Exams. Extra help sessions occur biweekly and ongoing Academic Intervention Services provide additional support.

Students are encouraged to participate in any of the numerous clubs offered. They expand their social/emotional development with involvement in groups, Peer Mediation and Make a Soldier Smile, organized by our part-time social worker and are open to express themselves creatively in the visual and performing arts by joining Band, Strings or Art Club. The Art Club welcomes new talents whose work decorates the corridors of the school with imaginative drawings. A full scale mural depicting our diverse population adorns the gymnasium hallway.

Character education and school spirit are fostered through the Student Council. Here, fifth and sixth graders meet regularly to organize school related activities supporting local and national charities. A school-wide Jump-A-Thon supported the American Heart Association, money was collected to assist Island Harvest in their quest to end hunger on Long Island, the Toys for Tots program helped disadvantaged families have a happier holiday, and the Food Drive helped restock the supplies at the Ronald McDonald House. Additionally, the Student Council hosts special events (Crazy Hat Day, Character Day) encouraging unity and camaraderie throughout the student body. Mutual respect is also evident from the administration, as our principal cooks Valentine's Day breakfast for his staff.

The Centre Avenue Parent Teacher Association is a fundamental part of the learning environment. Parents and teachers align to provide educationally prudent assemblies and field experiences - museums, theatre, plays etc. Reading is promoted through the Scholastic Book Fair held semiannually. Parents volunteer to run child safe programs such as the valet service for morning drop-off and spend time with children in the Reading Partner Program. It is heartwarming and familiar to see the community line the streets to support the marchers during the Memorial Day Parade and the Halloween Parade. Additional community support is also available through the East Rockaway Education Foundation, who provide funds to support culturally enriching field experiences.

In recent years, Centre has undergone renovations to include a state of art library/computer center. Here students have available the most current in print and technology resources, including the newly installed SMART Boards. Professional Development has encouraged the faculty to learn the most innovative methods and tools available to promote scholar thinkers in this suburban community.

Centre Avenue is unique in that we view ourselves as one unit with supportive leadership. As a small school the teachers get to know the students' strengths and challenges and are able to plan programs to enable all

students to meet with success. To that end, we live the district's motto, "Everybody is Somebody at East Rockaway Schools."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Centre Avenue has been successful in meeting the highest standards of the New York State assessments. New York State developed learning standards in 1996 for academic content areas. New York State Department of Education then developed core curricula which specify performance indicators for the learning standards established. The core curricula for English and Mathematics are the basis for the annual New York State Testing program for grades 3-8. The scale scores on the assessments are divided into four performance levels which indicate the students' performance in relation to the standards. Level 4 showcases students meeting the learning standards with distinction, Level 3 highlights students meeting the learning standards, Level 2 reflects partially meeting the learning standards, and Level 1 indicates those students not meeting the learning standards. It is our goal to provide quality education whereby all students, regardless of socio-economic background, have an opportunity to achieve mastery level. The New York State Learning Standards can be found at <http://www.nysed.gov>.

As early as 1998, the fourth graders had been introduced to the ELA/Mathematics assessments. However, for this report scores since 2003-2004 will be discussed. In 2005-2006, the third, fifth and sixth grades also began taking both assessments.

Our test results consistently meet the state's expectations by having a high number of students performing at levels 3 and 4. Since the inception of the assessments, the school's overall percentage of students meeting or exceeding the standards has increased. From the first administration to the most recent, exemplary progress can be seen in both grades 5 and 6 Mathematics assessment results. In these cases, percentages of students meeting the standards increased by 19% and 21% respectively. On the fourth grade ELA assessments, the percentage meeting or exceeding the standards has increased 16% over the past five years. In Mathematics, the fourth grade percentage of students meeting or exceeding the standards has never fallen below 84% and has reached a high of 97%. In 2008, our most recent administration of the assessments, 100% of our third graders met or exceeded the state standards in both Mathematics and ELA.

Centre Avenue houses inclusive classes mingled with general education classes. All 3-6 grade students are required to take the NYS assessments in January and March. The success rate includes subgroups such as the socio-economically disadvantaged, Asian, African American and Hispanic. As the smallest K-12 school district in Nassau county, the number of students tested in each grade has ranged from 34 to 49. This is significant because any disparity in test scores represent the performance of very few students. In 2007-2008, the total student population in testing grades 3-6 of girls to boys was 85:74, whereas the girls outnumbered the boys in receiving levels 3 & 4. In all testing grades, the percentage of students scoring at or above level 3 on the ELA ranged from 76% to 100%. For two consecutive years, the girls maintained higher level 4 scores than the boys. In the same years, student performance for the Mathematics Assessment remained high. Over the last three years, the percentage of students scoring at or above level 3 ranged from 74% to 100%.

Teachers routinely perform data analysis of test questions to determine what areas need reinforcement. This time consuming process helps teachers to design differentiated instruction tailored to the students' needs. The East Rockaway School District is committed to improving performance for our students and, therefore, is a member of a data warehouse maintained by the local Board of Cooperative Educational Services (BOCES). All of the testing results are available on the website <https://data.nasboces.org>. Teachers and administrators use this information to see areas of strengths and challenges and adjust instruction accordingly.

2. Using Assessment Results:

Standardized tests are used in the district to identify performance levels as well as monitor student progress through the years. The Boehm Test of Basic Concepts is administered to kindergartners, the Terra Nova to students in grade two, and the New York State ELA/Mathematics exam to students in grades three through six. Centre Avenue School uses assessment data in many different capacities to monitor student progress and drive instruction. After receiving the results of the state assessments, we are able to identify at-risk students. Classroom teachers, teacher assistants, the principal and special area support teachers work collaboratively to analyze assessment data. Recognition of problematic questions targets the skills and concepts causing students difficulty. The classroom teacher differentiates his/her lessons to meet the needs of each student.

The Intervention Response Team (IRT), consisting of the principal, resource room teacher, remedial reading teacher, speech specialist, and school psychologist meet weekly to discuss teachers' concerns utilizing curriculum based measures such as teacher prepared tests, projects, and class work. The report card is examined and input from the teacher is considered in determining a differentiated program.

Academic Intervention Services (AIS) and Math Lab are available to those students who tested at levels 1 and 2 of the New York State ELA/Mathematics exams. Students receiving these services are assessed at shorter intervals to ensure they are making progress. Remediation materials are readily available to assist in this process. Math Lab supports the inclusion model allowing a teacher assistant to function in a general education class or to provide small group instruction. Learning centers encourage review and practice within the classroom environment. Using accommodations, assignments are personalized to foster student success.

Technology impacts student performance positively and is used to engage students in the subject matter. Virtual websites, learning games, interactive videos and the interactive whiteboards are incorporated into daily lessons.

Biweekly extra help sessions offer students additional opportunities to work one-to-one or in smaller group settings. Again, assessment data is used to design elementary instruction.

3. Communicating Assessment Results:

Centre Avenue School prides itself on having established a solid home-school-community connection. Students receive test grades, daily feedback on their classwork and homework, and three report cards annually. Teachers apprise each student of his/her academic progress and lend support by providing extra help and encouragement where needed.

Individual day and evening Parent-Teacher conferences are conducted twice yearly and as needed throughout the year. Additionally, written conference reports outlining the student's progress are available to the parents. Interim reports are utilized to inform parents of any academic deficiencies.

State and district assessment results are explained to the parents by the principal at special PTA meetings as well as at Board of Education meetings. Test results are mailed home and parents may request a meeting for further explanation and interpretation. Monthly calendars are sent home to remind parents of upcoming testing and assessment schedules. Pertinent information regarding school testing results can also be found on the Centre Avenue School website.

A student whose performance indicates the need for additional individual evaluation is tested once consent from the parent is granted. This assessment is conducted by specialists in the areas the child is experiencing difficulty. Results of this testing are shared with the parents. A plan for remediation, with input from the

parents, is formed by the building Response to Intervention Team and may include the involvement of the Director of Pupil Personnel.

The Centre Avenue School state report card is presented annually at public Board of Education and Centre Avenue PTA meetings by the superintendent and principal. Members of the community are encouraged to attend these meetings to remain informed and contribute to the discussion. The superintendent and principals convene regularly with representatives of all district PTAs to discuss school and district progress. Reports are published in the local and regional newspapers.

4. Sharing Success:

Centre Avenue School is a valuable component of the educational community. Our success is achieved through the dedicated work of our staff and faculty. We take pride in remaining on the cutting edge of educational techniques and strategies that we share with colleagues in other schools.

Staff members have presented workshops at Adelphi University, Molloy College, SUNY Old Westbury, Mineola High School, Baldwin School District, Nassau Tract, BOCES and various nursery schools. Additional workshop presentations and exhibits include Family Math Day, New York State Art Teachers Conference, Superintendent's Conference Day, Study Skills, Integrating the Curriculum, Danielson's Domains and our own Science Fair. These presentations, attended by educators, parents and guests, help to share knowledge within the community. Faculty has worked with student observers and student teachers. Frequently, they mentor other teachers and are active participants in workshops, conferences, in-service and university courses.

Staff members participate in many professional organizations: American Alliance for Health, Physical Education, Recreation and Dance, Association for Curriculum Development, Education Foundation, Kappa Delta Pi, Nassau Music Educators, Nassau Reading Council, National Association of School Psychologists, New York State Art Teachers Association, New York State Library Association, New York State Music Organization, New York State Nursing Association, New York State United Teachers, Parent Teacher Association and Teaching English to Speakers of Other Languages. Memberships in these organizations enable us to exchange and share our successes.

The community is apprised of educational events via technology and the media. Published books, blogs, websites, newsletters, informational pamphlets, pictures and articles in local newspapers, collegial circles, e-mails, and video conferencing are effective public relation methods.

Centre Avenue School has always been and will continue to be an avid proponent of sharing educational successes. We pride ourselves in knowing that informing the public is an on-going process and are committed to the cause.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The essential principles behind the curriculum at our elementary school are inclusion, collaboration, and differentiation. This design encourages all students to be included in the general education curriculum. All aspects of the curriculum parallel the New York State Standards and allow students to meet with success. Students are taught in inclusive classes with additional guidance by the special education teacher and teaching assistants. The remedial reading and resource room teachers coordinate closely with the classroom teachers to bridge the curriculum for the students they service. The curriculum mapping process helps all teachers understand the expectations of the curriculum at each grade level.

English Language Arts is comprised of various instructional strategies supporting the state standards. Throughout the grades comprehension/grammar/spelling are taught in a systematic approach based upon selected anthology readings. Comprehension is reinforced throughout all curriculum areas and students are exposed to different genres. The 6+Write Traits Program encourages creative writing of informative text and helps to guide writers in the revision process. Afterschool ELA academies in the intermediate grades provide additional support in preparation of state tests. Here students receive small group instruction using graphic organizers to aid in comprehension skills.

Our staff has the outstanding ability to translate abstract mathematical concepts into tangible, concrete information that all students can grasp. To reinforce lessons, each child is provided with opportunities to utilize manipulatives, role play, inter-curriculum connections, self to text connections and technology. Our students and their families are encouraged to participate in learning days, which highlight enjoyable mathematical activities. Individualized supplementary support is provided for the learners with difficulties as well as gifted students. Staff ensures learning is ingrained utilizing varied assessment techniques. Our staff and children continually build upon prior successes to fully develop understanding of the high standards of our mathematics curriculum.

The social studies program, comprised of thematic units, begins with an awareness of self within family relationships. Students explore a variety of rural, urban, and suburban communities and cultures in the United States. Later, the importance of highlighting political institutions and historic development of local communities is interrelated. The core disciplines of geography and economics are used to develop aspects of life in the Eastern/Western Hemispheres. The program utilizes interdisciplinary activities based on folktales, legends, music, and oral histories. Hands-on activities, role playing, character and historic reenactments, mock trials, and debates unify the elementary program. Research based projects collect, verify, and present information in many formats. The use of contemporary examples of content in newsprint, and international pen pal exchanges, broadens student awareness of customs and cultures around the world.

Children are naturally inquisitive about the world in which they live. The faculty seizes every opportunity to encourage students to become scientists in search of answers. Using a plethora of resources, teachers facilitate as students carry out multi-sensory activities and experiments. Students are able to understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. A committee of teachers and administrators formulated a cohesive plan in which students continuously deepen their understanding of science concepts. Life Science, Earth Science, and Physical Science lessons for K-6 students are registered on a curriculum map using Atlas, where teachers view sequential skills/concepts. Centre Avenue students are discovering the answers to questions, as they continue to ask more challenging ones in their quest to understand the world in which they live.

Academic subjects are integrated with visual and performing arts. Our physical education program takes pride in implementing state and national standards. The mission of our program is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy and fulfilling life. Our sequential educational program is based on activities undertaken in a challenging and supportive atmosphere allowing for maximum participation. Physical Education begins with rudimentary rhythm, dance, balance, body/spatial awareness and progresses to include interdisciplinary activities and fitness. Fitnessgram, healthyhearts4kids.com, and mypyramid.gov. are used to promote character education.

The visual and performing arts programs are designed to give all students in K-6 a sequential learning experience. An emphasis is placed on interdisciplinary projects. Methods include appreciation, creation and participation through performance, production, aesthetics, analysis, critique and history. All students attend one General Music and Art class per week and may join Orchestra, Band or Chorus in grades 4-6. Student accomplishment in these groups is showcased through evening concerts and art exhibitions.

2a. (Elementary Schools) Reading:

The elementary reading curriculum combines several literacy programs that are scientifically researched based and aligned with the NYS ELA Standards. In coordination with these programs teachers collect data on each student's ability through benchmark assessments and close monitoring of student progress so that they can differentiate instruction to help every child become a successful reader.

Our Kindergarten Reading readiness program begins and ends with the Boehm Test of Concepts. This information guides instruction and teaches basic concepts creating a solid foundation for future learning. The Foundations Phonics program utilizes a whole body-kinesthetic approach to understanding letter /sound relationships. Rigby Literacy, a third component in our Kindergarten program, provides leveled readers to allow children to progress from basic to more challenging books respecting each child's unique learning styles and developmental readiness. Many literature themed units incorporate math, science, social studies, music, movement and art to make books come alive.

Grades 1 and 2 continue the Foundations and Rigby Literacy programs in a seamless transition. The focus for the primary grades is to acquire all the skills to learn to read independently. Guided reading in a small group provides students support in decoding, spelling, comprehension, writing and vocabulary development. Running records also track progress and identify students requiring extra support. Systematic skill development is combined with many genres of literature including fiction, fables, fairytales and non-fiction during guided/shared reading. Independent reading is fostered through visits to the library and silent reading time.

As students progress to grade 3, they have a firm foundation in reading and are now reading to learn. The Macmillan reading program, used in grades 3-5, is a research based literature series closely aligned with the NYS ELA Standards and assessments. Advanced comprehension skills, vocabulary development, writing and word study skills are also explored through trade books, library research and technology to instruct, nurture and challenge students. The 6+Write Traits program is integrated with the reading program to enable students to communicate effectively and with confidence.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Teachers at Centre Avenue have embraced cutting edge technology by creating interactive lessons using the SMART Board. Teachers connect to the community through blogs and websites and have open access to libraries through online catalogs. Our school has a new, state of the art computer lab/library media center. This handicapped accessible computer lab houses 30 Dell computers, laser printers, digital cameras, laptops, video conferencing equipment, iPods and SMART Board. A bookbinding machine allows students to publish personal work. Within the lab, a teacher center is outfitted to provide professional development. Centre's contemporary library media center, part of a multi-million dollar bond project supported by the community, has five computers, interactive whiteboards and an electronic bar code scanner, Destiny Library Automation System.

Each week all students receive 40 minutes of technology instruction in the computer lab. In addition, two fully networked computers are stationed in each classroom. Our accomplished computer teacher coordinates with the classroom teacher to create innovative interdisciplinary projects across the curriculum for grades 3-6. In grades K-2, a highly qualified teaching assistant facilitates learning by means of technology.

The elementary computer program is designed to develop each student's working knowledge of the computer. It creates an integrated connection between the classroom curriculum and computer instruction in a risk-free, problem solving environment that encourages students to develop thinking skills through technology. Students are taught to be critical thinkers through evaluating sources of information. We encourage them to become "safe surfers" in two ways. A filter is installed on every computer in the lab and lessons regarding cyber bullying, plagiarism, and copyright rules are taught. Students learn word processing, data base, spreadsheets, telecommunications, desktop publishing, digital photography, digital storytelling, keyboarding and research, in addition to diverse software programs that supplement their curriculum. To expand learning and explore cultures, students embark on virtual field trips.

Centre Avenue School students become true citizens of the world as they use technology to learn about their own community and the world around them.

4. Instructional Methods:

As part of a district initiative, Centre Avenue teachers have received extensive training to meet the needs of a diverse population. Understanding the variations in student abilities, interests, backgrounds, behaviors and learning styles has led to differentiated instruction. Strategies, activities and assessments are designed to match the uniqueness of each child.

Several pull-out programs address individual needs of children. The pacing and amount of direct instruction and reinforcement needed for success is varied. Remedial reading, speech/language, resource room, math lab, ELL, and our gifted/talented enterprise program service a diverse population. Push-in services are provided when it is the more appropriate method of instruction. Special area teachers, along with the RTI team, coordinate with the general education teachers to implement appropriate accommodations and interventions.

The results of the collaboration can be seen daily. Classwork is presented using multi-modality techniques. For visual learners, teachers use charts, posters, graphic organizers and color-coding. Use of the overhead and

ceiling-mounted LCD projector engages students and heightens interest. Manipulatives, interactive white boards, and other tangible materials help to focus the tactile learner. Dramatic plays, teacher created songs, and books on tape make the curriculum more meaningful and help to reach the auditory learners. Cooking fosters language, math and science skills. Technology plays a large role in differentiation. Video streaming, video conferences and Powerpoint presentations allow students to live the concepts. “COWS”, laptop Computers on Wheels, bring wireless internet capabilities to all students. Computer programs, including Kurzweil Reader, are used to augment learning. Classroom teachers arrange flexible grouping, with individual, small-group, and cooperative learning groups to encourage social interaction and peer instruction. Classroom aides, teaching assistants, special education and special area teachers reduce the student-to-teacher ratio and help to support the curriculum in a variety of ways. Co-teaching experiences can be seen on almost every grade level.

5. Professional Development:

Our professional development program is based on individual and group efforts. A teacher committee identifies faculty needs, analyzes factors affecting student performance, and creates a professional development plan fostering collegiality and a genuine desire to achieve excellence.

Professional development opportunities are provided for all staff through a variety of activities. These include: monthly staff meetings, grade level meetings, daily professional periods, annual conference days, and district professional development afternoons. In addition, teachers are encouraged to attend conferences and workshops in content areas as well as pedagogy. The district participates in several cooperative services that provide professional development through Nassau BOCES. It also houses and staffs a Teacher Center sponsored through a state grant from Nassau TRACT.

In an effort to improve student achievement, our faculty holds articulation meetings to ensure effective practices are utilized. Teachers attend workshops, organize a collegial circle on topics such as differentiating instruction, study item analysis of state assessments under the guidance of professional consultants, and implement a framework for teaching based on the work of Charlotte Danielson (1996, 2007). K-6 collaborative and web-based curriculum maps outline the skills and content taught at each grade level. As new programs are adopted, 6+Write Traits, 4 Block Writing, Foundations, and Social Emotional Learning (SEL), Centre Avenue’s teachers attend training sessions. Our primary teachers are trained to use e-assessment, a handheld web program, to conduct literacy assessments and monitor student progress.

Centre Avenue’s professional staff is committed to identifying at risk students. Ongoing workshops and meetings develop and implement our Response to Intervention (RTI) model. This is truly a team approach driven by careful documentation and data collection.

The professional development program reflects our commitment to creating lifelong learners and improving student achievement across the curricula. It combines what we know about the core curriculum, critical elements of learning, effective research-based instructional strategies and “best practices” that are in consonance with the standards and assessments.

6. School Leadership:

Leadership at Centre Avenue School is evident in many ways and forms. It is firm, fair, and infinite. It starts in kindergarten with the little girl celebrating her birthday for the very first time in school, leading everyone in the Pledge of Allegiance on “CATV,” our closed circuit television station that broadcasts to every classroom.

All eyes are on her as she assumes a leadership role for those few, but important moments. Then, there's the sixth grader who participates in the Broadcasters Club, announcing the day's special events and the very important "lunch of the day." Everyone at Centre listens to our student leaders as the day begins.

Faculty and staff assume leadership roles in various layers throughout the school year. School clubs and organizations have one or more advisors who help students and staff learn new things while helping others. This includes bringing students and adults together for school wide events.

Layers of leadership are visible throughout Centre Avenue. These include the RTI team, Site Based Management Team, school psychologist, school social worker, resource room teacher and remedial reading teacher who work closely with the classroom teachers to ensure students' success. The RTI meets weekly to monitor students' progress. In addition, the team confers with teachers who have made referrals for at risk learners. The team's leadership has brought about much needed academic and social-emotional improvement.

The empowerment for all to assume leadership roles would not be possible without our principal. His commitment and integrity allow him to be a leader both children and adults respect. He leads in unassuming ways, but his presence helps us all be leaders. He creates the firm, fair, and infinite leadership that enables Centre to have programs and policies that foster positive relationships among students, staff and faculty, helping us to remain a special community.

PART VI - PRIVATE SCHOOL ADDENDUM

This section is for private schools only

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: New York State Mathematics

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 | | | | | |
| Levels 3 and 4 | 100 | 100 | 91 | | |
| Level 4 | 69 | 54 | 41 | | |
| Number of students tested | 35 | 35 | 48 | | |
| 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 and 4 | | | 80 | | |
| Level 4 | | | 20 | | |
| Number of students tested | | | 5 | | |
| 2. Racial/Ethnic Group (specify subgroup): White | | | | | |
| Levels 3 and 4 | 100 | 100 | 93 | | |
| Level 4 | 72 | 53 | 44 | | |
| Number of students tested | 29 | 30 | 43 | | |
| 3. (specify subgroup): Asian/Pacific Islander | | | | | |
| Levels 3 and 4 | 100 | 100 | 100 | | |
| Level 4 | 100 | 100 | 100 | | |
| Number of students tested | 1 | 1 | 1 | | |
| 4. (specify subgroup): Hispanic | | | | | |
| Levels 3 and 4 | 100 | 100 | 75 | | |
| Level 4 | 25 | 50 | 0 | | |
| Number of students tested | 4 | 4 | 4 | | |

Notes:

The grade 3 Mathematics test was first administered in the 2005-2006 school year.

Subject: Reading
Edition/Publication Year: 2005-2008

Grade: 3 Test: New York State ELA
Publisher: CTB/McGraw-Hill

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Jan | Jan | Jan | | |
| SCHOOL SCORES | | | | | |
| Levels 3-4 | 100 | 78 | 80 | | |
| Level 4 | 43 | 8 | 33 | | |
| Number of students tested | 35 | 36 | 47 | | |
| 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 and 4 | | | | | |
| Level 4 | | | | | |
| Number of students tested | | | | | |
| 2. Racial/Ethnic Group (specify subgroup): White | | | | | |
| Levels 3 and 4 | 100 | 80 | 84 | | |
| Level 4 | 45 | 10 | 37 | | |
| Number of students tested | 29 | 30 | 43 | | |
| 3. (specify subgroup): Asian/Pacific Islander | | | | | |
| Levels 3 and 4 | | | | | |
| Level 4 | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): Hispanic | | | | | |
| Levels 3 and 4 | | | | | |
| Level 4 | | | | | |
| Number of students tested | | | | | |

Notes:

The grade 3 ELA test was first administered in the 2005-2006 school year. Unavailable information is indicated by blank boxes.

Subject: Mathematics

Grade: 4 Test: New York State Mathematics

Edition/Publication Year: 2003-2008

Publisher: CTB/McGraw-Hill

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Levels 3 and 4 | 97 | 84 | 84 | 93 | 93 |
| Level 4 | 43 | 24 | 27 | 55 | 38 |
| Number of students tested | 34 | 48 | 47 | 42 | 45 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Levels 3 and 4 | | | | | |
| Level 4 | | | | | |
| Number of students tested | | | | | |
| 2. Racial/Ethnic Group (specify subgroup): White | | | | | |
| Levels 3 and 4 | 100 | 88 | 86 | | 95 |
| Level | 45 | 29 | 28 | | 45 |
| Number of students tested | 29 | 41 | 43 | 39 | 38 |
| 3. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Proficient plus % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Unavailable information is indicated by blank boxes.

Subject: Reading
Edition/Publication Year: 2003-2008

Grade: 4 Test: New York State ELA
Publisher: CTB/McGraw-Hill

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Jan | Jan | Jan | Jan | Jan |
| SCHOOL SCORES | | | | | |
| Levels 3 and 4 | 84 | 84 | 92 | 81 | 68 |
| Level 4 | 11 | 10 | 24 | 40 | 20 |
| Number of students tested | 34 | 46 | 46 | 42 | 44 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Levels 3 and 4 | | | | | |
| Level 4 | | | | | |
| Number of students tested | | | | | |
| 2. Racial/Ethnic Group (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Proficient plus % Advanced | 0 | | | | |
| Number of students tested | | | | | |

Notes:

Unavailable information is indicated by empty boxes.

Subject: Mathematics
Edition/Publication Year: 2005-2008

Grade: 5 Test: New York Mathematics
Publisher: CTB/McGraw-Hill

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | | |
| SCHOOL SCORES | | | | | |
| Levels 3 and 4 | 94 | 85 | 75 | | |
| Level 3 | 31 | 15 | 14 | | |
| Number of students tested | 49 | 45 | 43 | | |
| 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 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Racial/Ethnic Group (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): Hispanic | | | | | |
| Levels 3 and 4 | | | | | |
| Level 4 | | | | | |
| Number of students tested | | | | | |

Notes:

The grade 5 Mathematics test was first administered in the 2005-2006 school year.

Subject: Reading
Edition/Publication Year: 2005-2008

Grade: 5 Test: New York State ELA
Publisher: CTB/McGraw-Hill

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Jan | Jan | Jan | | |
| SCHOOL SCORES | | | | | |
| Levels 3 and 4 | 88 | 81 | 87 | | |
| Level 4 | 5 | 16 | 13 | | |
| Number of students tested | 48 | 46 | 43 | | |
| 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 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Racial/Ethnic Group (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Proficient plus % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

The test was administered for the first time in the 2005-2006 school year.

Subject: Mathematics
Edition/Publication Year: 2005-2008

Grade: 6 Test: New York State Mathematics
Publisher: CTB/McGraw-Hill

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | | |
| SCHOOL SCORES | | | | | |
| Levels 3 and 4 | 97 | 93 | 76 | | |
| Level 4 | 52 | 33 | 16 | | |
| Number of students tested | 42 | 45 | 46 | | |
| 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 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Racial/Ethnic Group (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Proficient plus % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

The grade 6 Mathematics test was first administered in the 2005-2006 school year.

Subject: Reading
Edition/Publication Year: 2005-2008

Grade: 6 Test: New York State ELA
Publisher: CTB/McGraw-Hill

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Jan | Jan | Jan | | |
| SCHOOL SCORES | | | | | |
| Levels 3 and 4 | 91 | 91 | 82 | | |
| Level 4 | 27 | 25 | 31 | | |
| Number of students tested | 42 | 44 | 46 | | |
| 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 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Racial/Ethnic Group (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. (specify subgroup): | | | | | |
| Levels 3 and 4 | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Proficient plus % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

The grade 6 ELA test was first administered in the 2005-2006 school year.

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