

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: Ms. Nathalie Lilavois

Official School Name: William Sidney Mount School

School Mailing Address:
50 Dean Lane
P.O. Box 9050 East Setauket, NY 11733
Stony Brook, NY 11790-2700

County: Suffolk State School Code Number*: 580201060006

Telephone: (631) 730-4300 Fax: (631) 730-4309

Web site/URL: www.threevillagecsd.org E-mail: nlilavoi@3villagecsd.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Ralph Ferrie

District Name: Three Village CSD Tel: (631) 730-4000

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. John Diviney

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 5 | Elementary schools |
| | Middle schools |
| 2 | Junior high schools |
| 1 | High schools |
| | Other |
| 8 | TOTAL |
2. District Per Pupil Expenditure: 13098

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. 8 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	7			0
K	42	49	91	8			0
1	48	37	85	9			0
2	59	48	107	10			0
3	52	57	109	11			0
4	75	57	132	12			0
5	68	61	129	Other			0
6	80	73	153				
TOTAL STUDENTS IN THE APPLYING SCHOOL							806

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
13 % Asian
1 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
83 % 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: 6 %

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.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	50
(4)	Total number of students in the school as of October 1.	846
(5)	Total transferred students in row (3) divided by total students in row (4).	0.059
(6)	Amount in row (5) multiplied by 100.	5.910

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 14

Number of languages represented: 4
Specify languages:

Chinese, Spanish, Korean, Haitian-Creole

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 25

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: 9 %

Total Number of Students Served: 74

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>9</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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>36</u>	<u>0</u>
Special resource teachers/specialists	<u>21</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>65</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :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%	95%	96%	97%	96%
Daily teacher attendance	95%	95%	95%	95%	95%
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	0
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

At W.S. Mount Elementary School, we have developed a strong educational program that addresses each child's social, emotional, and academic needs. We promote an educational environment that engages the students in meaningful work so that they develop the critical skills necessary to become independent, responsible, and productive citizens. Through positive parent partnerships, we are able to maximize each student's educational and personal development. To that end, we encourage a positive home-school relationship based on the mutual goal of providing the best learning experience possible for all of our students. Our talented faculty brings a diverse set of approaches to instruction in order to address a variety of student learning styles. Our state assessment scores are only one testament to the excellence of our school. We pride ourselves on being a family. Our motto, "Motivate, Challenge, Achieve" expresses our belief in the possibility of success for all students through quality learning experiences.

Each year, a variety of exciting and innovative opportunities are provided to continually engage students in productive, valuable inquiry and research. Many annual activities, such as Gingerbread People in grade 1; Spring Hats in grade 2; and Immigration Simulation in grade 5 serve as hallmarks of the traditions of our school, even as these events are reinvented each year by the students who participate in them. The school is vibrant with a culture that represents pride and hard work towards achievement. Our teachers are dynamic, creative people who bring their extensive and varied backgrounds to enrich the student experience. Our school is a warm, nurturing home, full of passionate professionals who continually look for the best in each other and themselves.

We teach writing by inviting authors, poets, and illustrators to spend time with our students talking about the craft of writing. In turn, our students participate in a publishing project where they go through the writing process and publish their own stories in a hardbound book that they get to keep. Their work is respected and celebrated through classroom book signings and by being added to the school library for other students to read. Our students participated in Math Olympiads and won first place in the competition. Our sixth graders participated in and won the Stock Market game in the high school category. Working alongside artist, John DeNiro, our students design and paint the murals in the cafeteria. An extensive Career Laboratory was developed three years ago serves and now as a model program for other schools and districts. This innovative program involves intermediate students in interactive workshops so they experience different careers from the practitioners' perspectives. Smaller scale mini-workshops are presented for our primary grades to begin involving them in the processes that will yield well-rounded, productive citizens.

Students, parents and teachers are involved in purposeful endeavors that benefit those around them through the numerous small and large scale community service projects such as: ALS Ride for Life, Read to Feed Project, US Military Brighter Days Project, Sunshine Fund Walk-a-thon, Hurricane Katrina Relief , Long Island Cares, The Pajama Project, Fun Run/Walk & Talk, and clothing, cell phone, and food collections. It is our hope that by expanding learning opportunities and establishing meaningful environments in which students may participate, we foster positive character as well as academic success in our students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The federal No Child Left Behind (NCLB) Act requires that all states design assessments to measure student proficiency in English Language Arts (ELA) and Mathematics. In accordance with NCLB, the Education Department in the state of New York designed grade-specific ELA and Mathematics assessments to monitor the progress of school districts from year to year. These assessments were designed to measure students' knowledge and skills, to ensure that all students reach high academic standards. The implementation of the NYS assessments, at the elementary level, began in the 2002-03 school year with students in grade 4 and later included students in grades 3, 5, and 6 during the 2005-06 school year.

To evaluate each student's performance, New York State uses a chart created by CTB/McGraw Hill that converts the total number of items each student got correct (raw score) into a scale score. Students are then classified into one of the following performance levels based on their scaled scores: Level 4: Meeting Learning Standards with Distinction, Level 3: Meeting Learning Standards, Level 2: Partially Meeting Learning Standards, and Level 1: Not Meeting Learning Standards. New York State requires that students who do not achieve proficiency (i.e., students at Level 1 or 2) receive academic intervention services.

William Sidney Mount Elementary School (WS Mount), in the Three Village School District, is dedicated to providing a quality education so that all students reach a high level of academic success. The chart titled W. S. Mount Elementary, NYS ELA Assessment - By Performance Levels, shows that each grade level has consistently maintained a high percentage of students meeting or exceeding the standards. Over the past three to five school years, WS Mount had between 97% and 100% of all students in grades 3-6 partially or fully meet the learning standards in English Language Arts. In New York State, that range is between 91% and 98% for students in grades 3-6 who also partially or fully met the learning standards. And while that is a good trend to note, it is more important to consider the number of students who are fully meeting or exceeding expectations. At WS Mount, grades 3-6 had an average of 83%, 91%, 93%, and 91%, respectively, meeting or exceeding the standards. In comparison, the New York State averages for the same grades are only 68%, 68%, 68%, and 62%.*

The chart titled W. S. Mount Elementary, NYS Mathematics Assessment – By Performance Levels, shows that over the past three to five years, WS Mount had between 98% and 100% of the students in grades 3-6 partially or fully meeting the standards in Mathematics. In New York State, that range is between 87% and 97% for students in grades 3-6 who also partially or fully met the learning standards. For grade 3-6 students meeting or exceeding the learning standards, WS Mount had an average of 96%, 98%, 95%, and 92%, respectively. In comparison, the New York State averages for the same grades are only 83%, 79%, 72%, and 66%.*

For additional information regarding the New York State assessment program, visit www.nysed.gov.

*Please note that the data for New York State do not include the 2007-08 school year.

2. Using Assessment Results:

Data derived from standardized assessments are first reviewed at the district level by central office administration and the elementary principals. An item analysis is performed to identify skill areas and NYS standards' strengths and weaknesses to inform instruction. Analysis of the test results by identifying the

targeted NYS standard and proficiency of each child in that area provides valuable information to teachers and administrators regarding necessary adjustments in curriculum and instruction.

Once an item analysis is performed, teachers meet during grade level meetings, superintendent's conference days, and/or during other professional development periods to examine and discuss the results. Data is provided in a variety of ways: district, individual school, grade level, classroom, individual student. Reports are also prepared to provide classroom teachers with information on both their students during the past year and students in the current school year. This information is critical to assist teachers in the planning of instructional programs. During these meetings, an administrator(s) presents the information and leads a discussion to determine ways to improve the delivery of curriculum. In addition, administrators at both the building and district level meet to discuss ways in which to change instructional materials or provide professional development in order to help improve the delivery of instruction.

Student participation in reading (ELA) and mathematics academic intervention services (AIS) is determined by the performance level achieved on the corresponding New York State assessment. Students performing at levels 2 and 1 qualify for targeted academic support and receive AIS support during the school day and/or at before- and after-school tutorials. Students receiving a 3 or 4 will receive targeted support to help them achieve to the next highest level of proficiency through differentiated instruction, ability grouping and/or at before- and after-school tutorials as well. Individual student data is closely scrutinized to determine the progress of students in subgroups (i.e., English language learners, students with disabilities) in an effort to further identify targeted needs of at-risk students and to provide appropriate corrective support to help each child become successful

3. Communicating Assessment Results:

In Three Village, the school community connection is carefully cultivated. In this vein, the district has added various technology tools such as ICampus and ConnectEd as a means to communicate information and more specifically, student performance. The school community at large is presented with assessment results, with each individual school's performance highlighted, at BOE meetings. In addition, principals present their plan for results and progress toward these goals at a BOE Meeting.

At WS Mount, assessment results are shared with the school community in a variety of ways: monthly PTA meetings, parent/teacher conferences as well as with individual letters explaining the individual student's performance. Additionally, the district website provides a link to the New York State Department of Education website, which contains complete, clear language descriptions of the learning standards and assessments, along with sample questions and ideas that parents and guardians can use to assist their children.

The school community also receives our school's assessment results when they are published in newspapers such as Newsday and the New York Times. A review of our New York State Comprehensive School Report Card is presented at a BOE meeting. Communication with administrators, teachers and parents is strongly encouraged and vital in helping each child achieve success.

4. Sharing Success:

The individual and collective school successes in the Three Village School District have been proudly shared with others in a variety of ways, such as: PTA meetings, BOE presentations, Award Ceremonies, our district website, Three Village Times and Newsday newspapers. Additionally, at WS Mount, we promote our successes through our teacher weekly newsletter (the Extra Extra) and parent newsletter (Mount Messenger) as well as through the parent portal which is part of ICampus.

Moreover, frequent articles regarding student participation and projects in special community and academic events appear in our local newspapers. For example, students are invited to share their technology successes at the district-wide BOE Technology night as well as at the CTE (Celebration of Technology in Education) through Eastern Suffolk BOCES. Also, our students participate in an annual Career Lab where they experience a hands-on opportunity in three fields of their choice. These various events have been shared and publicized through local media, including Channel 12 News, and newspapers. The commitment and outstanding efforts of staff members have also been shared with other schools and the school community at PTA and BOE meetings, as well as in local newspapers.

It is our intention to continue to grow and evolve as a learning community. Administrators and teachers continue to work together to further develop instructional strategies to meet each child's needs so that he/she can be successful. It is our belief that the sharing of our best practices results in professional growth for our staff which, in turn, produces positive outcomes for our students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Mount School is based upon the New York State Standards and the Essentials of Learning for the Three Village School District. We know that all students have the capacity to learn and therefore it is our charge to motivate and challenge our students to achieve. Pedagogy is based upon the most rigorous research based methods and the wide variety of student needs is always paramount. Teachers meet regularly on both the grade-level and across grade levels to ensure articulation between and amongst classrooms. A strong connection between home and school is nurtured, families play an active and on going role reinforcing and supporting lessons learned at school.

The Social Studies curriculum allows students to develop the understanding of content, concepts and skills, with an emphasis on honing higher order thinking skills at each grade level. Students study the past and the connections to the present through authentic activities such as Immigration Day, where parents, faculty, and students alike participate in a day long simulation of the Ellis Island Experience. Interdisciplinary projects such as recycling, etc, etc, provide students the opportunity to connect the classroom to their communities and allow parents to be active participants in their child's learning.

The Math Science Technology (MST) program takes a multidisciplinary approach that is supported by full-time lead teacher who supports and coordinates the MST program. The program includes two full class computer labs, two science labs, computers in each classroom, SmartBoard Technology, and five sets of class laptops. Mount has developed ongoing partnerships with Dolan DNA Learning Center at Cold Spring Harbor Labs, Cornell University-Extension, SUNY Stony Brook, SUNY Medical School, Renaissance Technology, allowing a wide variety of working scientists and mathematicians bring science, math, and technology into the classroom setting and providing our students with the opportunity to engage in cutting edge science into the labs of world renowned professionals.

W.S. Mount Elementary's goal in the area of mathematics is to provide students with the knowledge and understanding of the mathematics necessary to function in a world dependent upon the application of mathematics. This goal is reached by giving students the tools needed to understand concepts, communicate mathematically and become problem solvers. Our math programs are research based and differentiated based upon student needs. At the primary level we use Math Our Way, while grades 2-6 use manipulative based programs. Early numeracy and regular norm referenced assessments allow students who are struggling to receive additional support through our AIS services. Our program uses an inquiry based approach K-6 to develop mathematical thinkers. Students at all grade levels are engaged in authentic tasks and have multiple opportunities throughout the school year to present their work to the broader school community. Technology is infused throughout the entire program with an extensive use of SmartBoard technology and computers to provide authentic applications for concepts and skills.

W.S. Mount Elementary Schools' science and technology program is an inquiry based program that conforms to both the New York standards and the National Science Education standards. The Math Science Technology (MST) program takes a multidisciplinary approach that is supported by a full-time lead teacher who supports and coordinates the MST program. The program includes two full class computer labs, two science labs, computers in each classroom, SmartBoard Technology, and five sets of class laptops. Mount has developed ongoing partnerships with Dolan DNA Learning Center at Cold Spring Harbor Labs, Cornell University-Extension, SUNY Stony Brook, SUNY Medical School, Renaissance Technology, allowing a wide variety of working scientists and mathematicians bring science, math, and technology into the classroom setting and providing our students with the opportunity to engage in cutting edge science into the labs of world renowned professionals.

Mount School houses two science laboratories: one designated for primary grades K-3 and another lab designed for the intermediate grades 4-6. Both labs have SmartBoard technology, video scopes, microscopes, Proscopes, and class sets of laptop computers. All of these technology tools are regularly incorporated into lessons and used by the students in their problem solving experiments, research, and discovery activities.

The science program has an emphasis on hands-on learning, inquiry and problem solving. Students also engage in multidisciplinary projects such as the development of Public Service Announcements about Global Warming, which follows the study of climate at the 6th grade level. Teachers use a variety of materials including web-based resources, supplemental texts and shared kits for the exploration of topics such as: electricity, sound, simple machines and the life sciences. All grades K-4 have experiences with living organisms in their classrooms including the study of lady bugs, tadpoles and frogs, salt water organisms from the area, butterflies, and Anoles. That study includes working with faculty from Cornell-Extension to manage real life biomes within the class-setting. Wherever possible we attempt to create synergies through partnerships with the world renowned scientists and physicians at SUNY Stony Brook , Brookhaven National Labs, Cold Spring Harbor Labs and through the BOCES and Cornell Cooperative Extension.

2a. (Elementary Schools) Reading:

William Sidney Mount employs balanced literacy curriculum based upon best practices research. Research indicates there are five key areas of literacy instruction: phonemic awareness, word recognition, background knowledge and vocabulary, fluency, and comprehension serve as the primary focus of our reading instruction. Our philosophy is that all students need explicit instruction and modeling in these five areas bolstered by guided reading on a daily basis. This is accomplished during the school day within three teaching blocks referred to as Reading Workshop, Writing Workshop and Language/Word Study program.

Guided reading is a core tenant of our reading pedagogy. Teachers instruct guided reading groups using a wide variety of leveled books selected for the students based on norm referenced assessments. Students working in small guided reading groups are afforded the opportunity to hone their higher order thinking skills as well as to improve more basic reading skills and techniques.

The goal of the reading program is to build life-long readers. As such, students are taught explicitly and experientially to choose appropriate books and to become skilled independent readers. Students are encouraged to read independently across a wide range of genres within the classroom and at home. Reading success is celebrated through a wide variety of in class and school wide reading programs. Response journals, book circles, and book clubs are an integral part of this aspect of our reading program.

Struggling readers are identified within the classroom setting and we employ a tiered RTI approach to intervention which begins with support of the classroom teacher by the Instructional Support team and moves through Academic Intervention Services (Reading support) and Resource room.

Continuous improvement and outcome measurements are conducted throughout the school year. These provide the documentation of each student's literacy growth over time and accompany students as the move from year to year.

All faculty K-6 classroom faculty participate in a three year course of professional development training in the district's balance literacy approach. Training includes professional development sessions led by the District

Literacy Coordinators, ongoing coaching by the District Literacy Coordinators, and support by the building literacy lead teachers.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

In addition to academic disciplines, there is also strong support for the Arts at W.S. Mount Elementary School. The elementary art program fosters self esteem and advance cognitive growth through perceptual refinement, critical thinking, problem solving and creativity. Through hands on activities and authentic application, the K-6 program at Mount Elementary provides students with a rich and interesting view of the world around them. It teaches them about their own history and culture, as well as those of others. Multiple modalities for learning are incorporated into the program to promote self-expression, creativity, problem solving, cooperative learning and critical-thinking skills are all focused on and encouraged.

The visual arts are an integral component of the education process and are core to the development of a well rounded critical thinker, a confident life learner, and an individual who appreciates and contributes to the visual and aesthetic world around them. Through the art program students develop self esteem, intuition, imagination, reasoning, and divergent thinking, these are the intellectual skills needed in today's society and culture

Music plays an equally important role in the development of our students. W.S. Mount Elementary School students receive general vocal music instruction once a week for 45 minutes in kindergarten through sixth grade. Students' musical study are based on the nine national standards of music education including but not limited to singing, performing, reading, evaluating music, understanding the relationship between music and other disciplines and understanding music in relation to history and culture. Singing instruction provides the backbone of the program, which dovetails classroom learning whenever possible. The study of music helps support the district's mission of educating a well-rounded individual who is an involved, responsible citizen.

Highlights of the program include participation of every student in a patriotic performance for the school and community on Flag Day; and an annual winter and spring concert which includes performances by the 80 voice Fifth Grade Chorus and 90 member Sixth Grade Chorus. The district provides busing for students who wish to participate in the choral program which begins 45 minutes before the regular school day. Mount also offers a music composition program for selected students with a strong interest in music. They publish their compositions in an annual book and perform at an annual Young Composers Festival. Mount composers have won many awards at the regional, state, and national levels for their original music.

4. Instructional Methods:

William Sidney Mount School is home to a diverse population of students in grades kindergarten through six. Mount houses the district's elementary (4-6) Intellectually Gifted Program (IG), as well as being one of the designated English Language Learner schools. Differentiated instruction is at the heart of our pedagogical approach for all students.

Mount's IG program includes both self-contained classes 4-6 and an enrichment pullout option for grade 4. Students in the IG program are identified through criterion and norm based assessments. The IG program is predicated not on acceleration but on inquiry based learning that provides added depth to the core grade level curriculum.

The key to identifying the instructional needs of all our students is the classroom teacher, K-6. Teachers are supported by the Instructional Support Team (IST). At IST meetings strategies and programs are recommended and student responses to interventions are closely monitored. Classroom performance, State Assessment data as well as district literacy and math screenings allow for entrance and exit movement in our AIS programs and monitor progress of all our students. Instruction school-wide is informed by our extensive and robust collection and analysis of data.

English Language Learners have their instruction modified according to their English language proficiency. Visual supports are used to facilitate comprehension. The adjustment of literature is made to match the child's reading level. The most struggling beginner learning the English language used district software independently to supplement the curriculum and reinforce their learning.

Instructional methods within the classroom and special education settings (partial day co-taught consultant teacher classroom, resource room, speech/language setting) include adaptations of the curriculum using modality strengths (visual, auditory and kinesthetic) such as utilizing assistive technology, enlarged print, changing the physical set up of the classroom to allow easy wheelchair access, and modification of scope and sequence.

All Students in our classrooms and small group settings receive instruction and or remediation by teachers trained in a variety of research based programs. Examples of these approaches include: Balanced Literacy, Multi-sensory reading/writing techniques (from Slingerland, Wilson, Lindemood Bell phonemic awareness and Orton Gillingham), Touch Math as well as various technology programs such as "School Island"

5. Professional Development:

Our Professional Development Plan focuses on increasing the capacity of teachers to meet the differentiated needs of students and providing research-based information to drive their instructional decisions. The continuous review of student performance data enables us to identify the focus of future professional development activities and affirm the effectiveness of the current ones. Ongoing activities target all academic areas across three strands: focus areas, delivery systems, and evaluation sources and reflect topics such as technology in the 21st century, student engagement, differentiated instruction, the Responsive Classroom, integrations strategies, balanced literacy, and reflective practice.

New teachers are required to attend an orientation program prior to the start of school. Monthly meetings are planned around topics designed to assist them in becoming acclimated to the district as well as to help them meet the demands of their assignments. New teachers also participate in a mentor-intern program that serves as a critical way to help new them internalize and integrate new skills into their professional repertoire. Collegial circles, ongoing support, attendance at conferences and workshops are all avenues that are provided for ongoing teacher growth.

All teachers are required to create an individual professional plan aligned to district focus areas. These plans are completed annually in early fall and are again reviewed at the end of the school year as an integral part of the evaluation process. Teachers are able to design a plan for professional growth and are provided with district resources to support them in the process. Many of these plans are completed as a grade level which further supports collegiality and reinforces consistently high expectations for student achievement across the grade level. Additionally, opportunities are provided regularly for articulation across grade levels at Superintendent Conference Days and district grade level meetings where teachers are able to share exemplary practices and explore innovations with their colleagues.

6. School Leadership:

The leadership paradigm at Mount School is based on respect and engagement through collaborate problem-solving and shared decision-making. The principal is an instructional leader who encourages positive participant interactions by harnessing diversity, building community, and creating a shared responsibility for action. This team-oriented spirit is reflected in the purposeful committees that actively collaborate to resolve conflicts, establish procedures, and promote the continual improvement of the school environment. The principal and assistant principal continually review student assessments with detailed item analyses with the teachers in an effort to improve instruction and maintain high levels of student achievement. Likewise, services provided to students are carefully monitored to ensure that the students are receiving the maximum benefit.

Many positive forums exist for the exchange of ideas. The Building Advisory Council meets regularly to discuss building level concerns and brainstorm possible solutions. The Site Based Management Team is comprised of teacher representatives, parent representatives, and the building administration to discuss topics identified by the Commissioner's Regulations that ultimately impact student achievement. Building level literacy lead teachers provide a conduit between the district level literacy initiatives and classroom implementation. Standing committees such as the Character Education committee as well as topic-specific ad-hoc committees work to identify goals and develop action plans to meet them. Teachers are empowered to pursue initiatives that reflect our values and promote student success. These dialogic avenues endow us with mutual support for a common purpose. Through our collective efforts, we work to forge community partnerships that link our school to local businesses and to health & human services by way of meaningful learning experiences. Students are also empowered through Student Government where their voices are heard and they learn to craft a better reality for themselves using the democratic processes.

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: NYS Mathematics

Edition/Publication Year: 2005-2007

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	97	95	96		
Level 4	32	40	42		
Number of students tested	116	105	149		
Percent of total students tested	100	100	99		
Number of students alternatively assessed	0	0	1		
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): Asian					
Levels 3 and 4	100	93	100		
Level 4	42	93	86		
Number of students tested	12	15	14		
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 NYS Mathematics assessment for Gr. 3 began in the 2005/06 school year.

Subject: Reading

Grade: 3 Test: English Language Arts

Edition/Publication Year: 2005-2007

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	86	82	83		
Level 4	17	19	15		
Number of students tested	115	104	149		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	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): Asian					
Levels 3 and 4	100	100	100		
Level 4	27	43	29		
Number of students tested	11	14	14		
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 3 New York State ELA assessments began in the 2005/06 school year.

Subject: Mathematics

Grade: 4 Test: NYS Mathematics

Edition/Publication Year: 2003-2007

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Feb	Feb
SCHOOL SCORES					
Levels 3 and 4	97	99	98	89	94
Level 4	61	59	61	41	31
Number of students tested	130	155	128	150	128
Percent of total students tested	100	99	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					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian					
Levels 3 and 4	100	100	100	100	
Level 4	89	94	74	100	
Number of students tested	26	17	23	14	
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:

Subject: Reading

Grade: 4 Test: English Language Arts

Edition/Publication Year: 2003-2007

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Feb	Feb
SCHOOL SCORES					
Levels 3 and 4	89	90	90	95	89
4	23	16	17	48	41
Number of students tested	132	154	127	127	150
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					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian					
Levels 3 and 4	100	100	95	100	100
Level 4	46	33	36	79	67
Number of students tested	26	15	22	14	18
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:

Subject: Mathematics

Grade: 5 Test: NYS Mathematics

Edition/Publication Year: 2005-2007

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	97	94	95		
Level 4	50	46	46		
Number of students tested	153	136	130		
Percent of total students tested	99	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): Asian					
Levels 3 and 4	100	100	100		
Level 4	89	72	88		
Number of students tested	19	25	17		
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 NYS Mathematics assessment for Gr. 5 began in the 2005/06 school year.

Subject: Reading
Edition/Publication Year: 2005-2007

Grade: 5 Test: 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	94	90	93		
Level 4	14	13	31		
Number of students tested	154	136	127		
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): Asian					
Levels 3 and 4	100	96	100		
Level 4	53	12	41		
Number of students tested	19	25	17		
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:

NYS ELA Assessments for Gr. 5 began in 2005/06

Subject: Mathematics
Edition/Publication Year: 2005-2007

Grade: 6 Test: NYS Math
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	97	89	87		
Level 4	58	41	38		
Number of students tested	136	130	149		
Percent of total students tested	100	100	99		
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): Asian					
Levels 3 and 4	100	100	100		
4	79	82	61		
Number of students tested	24	17	23		
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:

NYS Mathematics assessment began in 2005/06 school year.

Subject: Reading
Edition/Publication Year: 2005-2007

Grade: 6 Test: 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	95	91	87		
Level 4	17	23	38		
Number of students tested	132	129	149		
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): Asian					
Levels 3 and 4	100	100	100		
Level 4	35	63	61		
Number of students tested	23	16	23		
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:

NYS ELA Assessment for Gr. 6 began in 2005/06

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