

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: Mrs. Alicia Henry

Official School Name: Fonda Fultonville K-4 School

School Mailing Address:
112 Old Johstown Rd
P.O. Box 1501
Fonda, NY 12068-1501

County: Montgomery State School Code Number*: 27-06-01-04-0001

Telephone: (518) 853-3332 Fax: (518) 853-1455

Web site/URL: www.fondafultonvilleschools.org E-mail: ahenry@ffcsd.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. James Hoffman

District Name: Fonda Fultonville CSD Tel: (518) 853-3332

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. Rod Simonds

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:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 16212

Average State Per Pupil Expenditure: 15815

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. 7 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	20	14	34	7			0
K	55	54	109	8			0
1	55	43	98	9			0
2	40	49	89	10			0
3	52	67	119	11			0
4	50	41	91	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							540

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
 % Two or more races
100 % **Total**

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

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	42
(4)	Total number of students in the school as of October 1.	540
(5)	Total transferred students in row (3) divided by total students in row (4).	0.078
(6)	Amount in row (5) multiplied by 100.	7.778

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

Total number limited English proficient 3

Number of languages represented: 2

Specify languages:

Spanish, French

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 218

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: 14 %

Total Number of Students Served: 77

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>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>38</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</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>34</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>60</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 16 :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	95%	96%	96%	96%	95%
Daily teacher attendance	92%	94%	96%	94%	95%
Teacher turnover rate	5%	0%	2%	6%	2%

Please provide all explanations below.

In years where the teacher attendance percentage is lower than student attendance percentage, a number of staff were out due to long-term maternity leaves, family illnesses or jury duty.

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

Our school's mission is to provide a secure environment conducive to responsible academic, social and physical development enabling each child to become a life-long learner and a productive citizen. The Elementary school staff knows how important it is to provide a strong foundation. Our school is filled with dedicated, hard-working staff that work as part of a larger team to foster a learning environment that exemplifies high expectations for student success. Encompassed in the larger vision of the district, the Elementary School's motto of "Fonda-Fultonville Elementary School, Where Kids and Character Count" reminds us that we not only want children to be academically successful but also responsible citizens. It is often said by many who visit our building that there is an overall sense of warmth when you enter the building. Visitors are greeted with a friendly office staff which is followed by a physically attractive building where all of the hallways are labeled based on the Six Pillars of Character including Respect, Responsibility, Fairness, Trustworthiness, Caring, and Citizenship. Don't be caught misbehaving on "Best Behavior Boulevard" and always be "Trustworthy" as you pass by "Trustworthy Terrace". In fact, neighboring schools have mirrored their current Character Education program with that of our Elementary School.

Fonda-Fultonville Central School District is a rural community nestled in the Mohawk Valley along the Mohawk River in upstate New York. The school is the center where many come together to celebrated academic success as well as athletic and musical success. Fonda-Fultonville's traditions are steadfast and the small town feel of the school mirrors that of the community. Staff, families and extended families join us at the beginning of each month on a Friday morning in the High School Auditorium as we recognize our "Kids With Character". These awards are given to students who exemplify one of the six Character Pillars describes previously. The Principal reads a brief statement about each child as they are recognized. In addition, the Elementary Principal makes a point to ask each family member to stand and be recognized for their support in helping us ensure "our" children are successful and well-rounded individuals. Quite often we see members of the high school faculty, the middle school faculty and even the Superintendent of Schools join us in the audience as they state, "It's a great way to start my day"!

Our school family as well as our community families share the same goals and objectives as we strive to educate the whole child and all children. The entire educational community of Fonda-Fultonville Elementary has worked incredibly hard to learn a new math and reading series in the past seven years along with learning new and creative ways to use assessment data to drive purposeful instruction. Our team is our family and extends to not only the child and family but to all members of the learning community.

Fonda-Fultonville Elementary is especially proud of receiving the distinction of "High Achieving-Gap Closing" School for the past two years. Not too many years ago, only 48% of our students were achieving or exceeding the standards. Unfortunately, we were ranked second to last in the Hamilton-Fulton-Montgomery BOCES area which is composed of 15 school districts. However, the silver-lining for our school was our eligibility to apply for the Reading First Grant. We were one of the first schools to receive funding which allowed us to provide outstanding professional development in the five essential components of reading and purchase a literacy program grounded in scientifically-based reading research.

We are currently proud of our success and are committed to maintaining this level of success which along with all of the reasons and examples described above, make us a very worthy recipient of the Blue Ribbon School recognition and status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

New York State public school students in grades 3-8 are tested annually in the areas of English/Language Arts and Math. In addition, students in grade 4 are assessed in the area of science annually. The Performance Level Descriptors are assigned to each student based on their performance on each test and are described as follows:

Level 1: Not Meeting Learning Standards. Student performance does not demonstrate an understanding of the content expected in the subject and grade level

Level 2: Partially Meeting Learning Standards. Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards. Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

More extensive information on the New York State assessment system can be reviewed at <http://www.emsc.nysed.gov/3-8/home.html>

The English/Language Arts assessment is designed to assess comprehension and writing skills. Any student who scores at Level 1 or Level 2 is assigned academic intervention services. In addition, the Fonda-Fultonville Elementary School will closely evaluate whether a student who scores at the lower end of Level 3, could benefit from additional support in reading or math. We consider all data at this time including daily classroom performance.

The Mathematics assessment is designed to measure a student's computation skills and a student's ability to solve word problems successfully. Students must carefully read problems, create necessary graphs/tables to solve the problems, and show their work. As with the English/Language Arts assessment, any student who scores in Level 1 or Level 2 is assigned academic intervention services. Also, students who score a low 3 are discussed and additional data is reviewed to determine if support is needed for that student.

Since Fonda-Fultonville third grade students began participating in the New York State assessment program during the 2005-2006 school year, an increase in the percentage of students achieving at level 3 and level 4 has been achieved. More specifically, third grade students have achieved a 90% increase in levels 3 and 4 for math and a 93% increase in levels 3 and 4 for English/language arts. Fourth grade students have achieved an 86% increase in levels 3 and 4 for math since 2006 and a 79% increase in levels 3 and 4 for English/language arts.

We believe the gains we have achieved in both reading and math can be attributed to our hard work in becoming a school where instructional staff provides quality instruction that is grounded in scientifically based research. The training that has taken place over the past several years has provided the staff with the proper tools to consistently provide instruction at all grade levels that is explicit and systematic. Though our Reading First grant money and requirements ended in 2007, the Board of Education and Superintendent of Schools has supported the model of instruction realized through the professional development opportunities of the grant. As a result, our reading coach, reading specialists, and classroom teachers work diligently at

analyzing assessment results to drive purposeful instruction. All of these factors, along with the ability to have relatively low class sizes, can be attributed to our success documented in our school's report card and explained above.

2. Using Assessment Results:

The Fonda-Fultonville Elementary School uses a variety of assessment data to improve instruction for all students. Along with the New York State English/Language Arts assessment data, we review benchmark data, progress monitoring data, checkpoint assessment data, theme test data, national assessment data and formal and informal classroom performance data. When the school receives formal testing data, the principal, reading coach, classroom teachers and reading specialists review the data to evaluate strengths and weaknesses. We look at individual performance as well as classroom and schoolwide performance data. As a result, we continually supplement instruction to best meet the needs of all students regardless of performance level. Instruction is differentiated based on individual student needs using a combination of formal and informal data to improve instruction. Grade level meetings are held on a weekly basis with a primary focus on reading performance. Meetings include the principal, reading coach, classroom teacher and reading specialist working at that grade level. In addition, support staff including speech therapists and teaching assistants join the meetings when and if appropriate. The educational team disseminates, discusses, and evaluates the data to determine areas of weakness and/or need and solutions are brainstormed to best meet the individual needs of each student. A plan of action is developed by the team and implemented immediately.

As a Reading First school from 2004-2007, our K-3 teachers were very involved in the collection , discussion, and review of data which in turn drove instruction in order to improve student and grade level performance. Last year, the district purchased *Harcourt Storytown*, a scientifically based reading program, in order to improve the quality of instruction and to differentiate instruction in grade four. Grade four teachers now provide whole group instruction and differentiated instruction through leveled readers. These same teachers are now learning to use data to make informed decisions about instruction that best meets the needs of all students. As a team, members of the elementary Instructional staff work together to achieve measurable goals.

3. Communicating Assessment Results:

The Fonda-Fultonville Elementary School believes in open communication with the school community and family. At the beginning of each year, the Elementary Principal sends out a letter to all Fonda-Fultonville families that emphasizes the importance of assessment data and how we use data to drive purposeful instruction. In addition, detailed reports are sent to the parents of all students who have completed the New York State English Language Arts and Math assessments, TeraNova assessments and DIBELS Benchmark assessments. The School Report Card is shared at open Board of Education Meetings, at staff meetings, in local newspapers and on the district website. The Superintendent of Schools summarizes performance which is added to the website and shared with district staff through email communication and staff meetings. The Principal shares assessment results with staff at faculty meetings, grade level meetings and at individual student/parent meeting. The Principal also celebrates success by announcing the school's results through email and at building wide assemblies that include not only staff and students but parents. The school newsletter also provides information to parents about assessment results and what they can do for their child to ensure academic success. The educational team readily and eagerly welcome parents and community members to discuss the significance of data and how it can be used to improve student performance. Our school motto of "Fonda-Fultonville Elementary School...Where Kids and Character Count" is emulated by all staff as they diligently work to ensure all students experience success. We all know how important the parents and community are in helping us achieve this goal, therefore we are eager to share assessment data as often and in as many ways as possible.

4. Sharing Success:

In the past few years, the Fonda-Fultonville Elementary School has experienced increased success as it relates to our state assessments. Improved scores have drawn the attention of neighboring districts and as a result, requests to visit our school and observe our programs have increased dramatically. The reading coach has been an integral part of coordinating visits and sharing our successes with the educational teams from other districts. These visits have sparked vibrant and enriching discussions related to data-driven instructional practices and activities. These include using technology, small group instruction, differentiated instruction at all levels, classroom management, scheduling and intervention. In addition, the principal and reading coach have been asked to present at a Superintendent's Conference Day which included all 15 component districts in our BOCES. We were able to share how we achieve success on a daily basis. Individual teachers were welcomed to come for additional visitations. We continually celebrate our successes at staff meetings, through grade level meetings, at PTA meetings and yearly on staff appreciation day. The Fonda-Fultonville Elementary school's open door policy will continue should we receive the honor of being awarded Blue Ribbon School Status.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Fonda-Fultonville Elementary School's curriculum includes reading, writing, math, science and social studies. As much as possible, we integrate writing, science and social studies into our reading and literacy program. However, each K-4 student receives thirty minutes of additional science instruction by one of our elementary teachers. Our students begin to receive science and social studies as "separate" subject areas when they enter the fourth grade. We believe this is good preparation for them as in fifth grade they enter the 5-8 Middle School and begin switching for classes. In addition, our students attend the computer lab one time per week with their classroom teacher and engage in activities that correlate with their classroom instruction. Students also receive art, music, physical education and library/media classes on a weekly basis.

Since becoming a Reading First school, we have used Voyager's Universal Literacy System as our K-3 reading program. Fourth grade teachers used trade books for reading instruction with the New York State Learning Standards as a guide to develop curriculum. The Universal Literacy System was aligned with the New York Learning Standards upon implementation and supplemented as needed. Voyager's program was chosen due to its strong research-based components in the five essential elements of reading instruction which include, phonics, phonemic awareness, fluency, vocabulary and comprehension. Teachers have spent many summer curriculum hours to develop meaningful station activities to support the Universal Literacy System and to supplement areas in need.

Fonda-Fultonville Elementary School has used the Saxon Math Program for six years. This very effective program involves a "Morning Meeting" where concepts such as time and calendar are reviewed and repeated each day. New concepts are taught each day and then revisited in all lessons involving a particular concept. Therefore, students are always reviewing mathematical concepts. At each grade level, concepts are sequentially taught as new concepts are introduced. Concepts are reinforced through repetition in lessons that follow.

While science is integrated into our literacy program whenever possible, students at Fonda-Fultonville Elementary School are provided with the unique opportunity to receive thirty minutes per week of "separate" science instruction by one of our teachers. The curriculum correlates with the New York State Standards. Hands-on activities are common and many students perform experiments.

Social Studies is also integrated into the literacy program but is supplemented with a variety of materials and texts. Fourth grade students use the *McGraw-Hill* textbook as it is closely aligned with the New York State Standards. In addition, students use *Time For Kids* to stay current with the events of the world. The fourth grade curriculum in social studies covers New York State history. Third grade covers world history which is nicely correlated with the reading material in the Universal Literacy System. Second and first grades use *Time for Kids* and *Weekly Readers* as well to supplement their instruction.

All K-4 students receive thirty-minutes per week of library/media instruction where the media specialist makes every attempt to support literacy activities taking place in each classroom. The media specialist communicates with the teachers in order to correlate instruction.

Music classes also take place for each elementary student for thirty-minutes each week. Classes and curriculum follow the standards for New York State and students receive hands-on experiences in performance and instrument playing. Each student grades 1-4 performs at one of our "Kid With Character" assemblies. In addition, a variety of grade levels and individual teachers coordinate classroom performances with our music teacher.

Physical Education classes are held twice per week for our students and the curriculum follows the New York State Standards. Students love going to physical education class and often want the principal to make a "surprise" appearance as she has done in the past to participate with the students.

Art classes are held for thirty-minutes each week and the curriculum also follows the New York State Learning Standards. The art teacher holds an Elementary Art Show for our families where works of art from every child in the elementary school are displayed. A theme for the show is picked in September and each grade level works on art related to the theme while meeting the standards. It is impressive to see the works of art that are displayed.

2a. (Elementary Schools) Reading:

The Elementary School is literacy-focused as we know without the ability to read or be literate, all other things are impossible. To that end, we embraced our misfortune in being one of the schools eligible to receive Reading First funding as we knew it would be a unique opportunity for professional development and adopting a reading program that was grounded in scientifically-based reading research. Voyager's Universal Literacy System is one of the first programs developed to meet the rigorous requirements of the Reading First Grant. The five essential components of reading instruction are well represented in this program and the teachers have received significant training in providing systematic and explicit instruction to all students.

Beginning in Kindergarten, students receive repetitive instruction in phonemic awareness and phonics. This continues through first grade while adding elements of vocabulary and fluency as we know these are crucial to comprehension. Students in second through fourth grade focus on the elements of comprehension by engaging in reading that is maximized by robust vocabulary. This approach to providing our reading instruction has proven to be successful as indicated by our improving test scores each year.

To support our reading program, we develop a school-wide reading theme to encourage students to read outside of the school day every year. We kick-off our theme with a huge assembly each fall where the principal gets the students excited about reading each night. The principal has arrived by race car, motorcycle, and horse to support some of the themes. Student's efforts are recognized with top reader awards, most improved awards and classroom awards for the most minutes read. Many of our parents comment that they have a difficult time getting their child to do anything else because all they want to do is read!! We say "YES" to that!

3. Additional Curriculum Area:

Fonda-Fultonville Elementary uses the Saxon Math program. Before Reading First, this was actually our first curriculum area where teachers were using systematic and explicit instruction with an effective program. Not only is Saxon Math explicit and systematic but, it provides for teaching new mathematical concepts each day while reviewing already taught concepts. At each grade level, concepts are presented in increments and all concepts are practiced/reviewed in succeeding lessons. This "spiraling" approach for elementary students has proven to be very effective as is evident from our test scores.

Elementary teachers are supported by an elementary "Academic Intervention Services" (AIS) math teacher who pushes in to support instruction. In addition, our AIS math teacher provides time in her schedule to support students who need additional small group instruction in a separate setting to support classroom instruction. She is an integral part of each team at each grade level and is a valued member of the Child Study Team. This model of co-teaching along with providing small group support in math, has allowed the elementary school to maintain very high standards for our students. As a result, our students achieve at high levels and continue to do well on state testing.

4. Instructional Methods:

As part of Reading First, all teachers have received eighty hours of training regarding best reading practices, including differentiated learning. Flexible ability groups are created based upon data and in-class performance. Students receive whole group instruction on the core themes, skills, and concepts. Students are ability grouped at the teaching station in order to provide the correct pacing and instructional materials that are best suited to each ability group. Other stations provide reinforcement of the core lesson, emphasizing key skills and concepts. Often, struggling learners are supported by reading specialists through push in support. In addition, teaching assistants, speech therapists, and high school volunteers support station activities by extending student language, scaffolding, and redirecting as needed. Teachers may rotate support stations by ability groups or mixed ability groups depending upon the student needs and classroom support. Enrichment and explorer groups have been created to meet the needs of advanced students.

In addition to classroom differentiation, reading support groups are created based upon need. Some students receive strategic support while others receive strategic and intensive support. After reviewing student data, previous interventions, and in-class performance, more intensive groups may be created. If a student demonstrates a need in the area of comprehension, groups are adjusted to meet those needs as well. Adjustments are made in the size of groups, duration and intensity of the student's intervention. Progress monitoring, checkpoint assessments and additional data are reviewed and in-class groups and intervention groups are adjusted as needed.

The Elementary School has a thorough Child Study process composed of a team of professionals to review student data and progress to date, for students not meeting academic expectations in one or more academic areas. It is at these meetings, we determine if and how changes are to be implemented based on data.

The staff at the elementary school are dedicated to finding ways to make all students successful and to provide purposeful and enriching instruction.

5. Professional Development:

The Elementary School has engaged in an extensive professional development plan since being approved for the Reading First Program. Each elementary teacher K-3 received eighty hours of instruction (Reading Academy One) on the five essential components of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension. This instruction was provided on-line and included follow-up group activities, readings, and discussions. An additional sixty hours of instruction was provided for grades 2-4 teachers focusing on vocabulary and comprehension. Additional professional development activities have been provided by the Regional School Support Center. Our building reading coach coordinates appropriate professional development activities based on teacher need and request. She was and remains instrumental in keeping our staff current with our Compass Learning Computer Program. This program provides computer activities that correlate with the New York State Learning Standards and support instruction in the five essential components of reading. This program also provides student activities in the area of math that correlates with the New York State Learning standards in math. Each teacher has been trained and supported by the reading coach on how to develop lessons for each of their students.

Along with the teachers of the elementary school, the principal took part in the "Principal's Academy" as part of Reading First. Particular focus was placed on being a "Literacy Principal" in order to support activities grounded in scientific research.

Each summer, the district provides opportunities for teachers to engage in curriculum development. Ideas are discussed at grade level meetings and as a team decisions are made as to what would best benefit the students. Many teachers have engaged in meaningful professional development to help them best meet the needs of their students.

Most recently, our teachers have been provided with the opportunity to take part in "Tech Tuesdays" where a topic is chosen to help teachers become more comfortable with the technology present in today's world and how to best implement this in their classroom.

Finally, more and more elementary teachers are engaging in professional development to develop their own web pages. The goals of the teachers are for increased parent communication and participation which will in turn, help the students.

6. School Leadership:

The principal of the elementary school believes in a collaborative approach to leadership. Every attempt to become involved in the child's school day is made each day. Through making "rounds" to each classroom in the morning to standing by the exit saying goodbye, the principal is child-centered and focused on the success of the whole child.

At the end of the first, second, and third quarters, the principal reads each report card and makes her own comment to support teacher comments. Though this is a timely task, it is a valuable task as it provides a unique prospective into the student and communicates to the child and families that the principal cares about learning for every child. This also allows the principal to ensure that all steps have been taken by the educational team to provide whatever is necessary to make the child successful. Quite often a list of questions will be given to teachers by the principal for clarification of where the student stands with academic success.

At the request of the teachers, the principal speaks with the students at each grade level before state tests to provide a "pep" talk. The goal of the "pep talk" is to convey to the students that they are capable of doing excellent work and not to settle for anything less than their very best.

The leadership team which includes the building principal and the grade chairs Kindergarten through Fourth grade, meet once a month to discuss topics of concern and/or interest. These discussions are curriculum and student focused. The reading coach is also involved in various meetings regarding student's academic needs in the area of literacy. She provides teachers support through professional development activities and weekly meetings. Our academic intervention services math teacher also provides leadership support to our teachers by attending weekly meetings to discuss student needs in the area of math. She pushes into classrooms to provide instructional support and also provides pull-out intervention to students who need more intensive programming.

The school social worker is also an integral part of the leadership team as she provides emotional support to students. She also provides teachers with information and strategies to help students succeed when emotional factors are impeding progress.

The principal has provided classroom coverage for each grade level team to meet on a weekly basis where reading and math are the main topics of discussion. The principal and reading coach attend this grade level meeting where purposeful discussions regarding student achievement and curriculum take place. Many ideas are generated at these meetings which are focused on improving student achievement. The "open door" policy that the principal maintains, provides teachers with the opportunity to discuss any issues that may arise.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Math

Edition/Publication Year: NYSTP 2005- Publisher: CTB McGraw-Hill NYS Education Department

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% meeting plus % exceeding state standards	98	96	89		
% exceeding state standards % at level 4	15	33	26		
Number of students tested	94	100	92		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	1	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% meeting plus % exceeding state standards	97	94	83		
% exceeding state standards % at level 4	23	44	28		
Number of students tested	30	32	36		
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:

New York State Assessments in the area of Math began in the 2005-2006 school year.

Subject: Reading

Grade: 3

Test: ELA

Edition/Publication Year: NYSTP 2005 Publisher: CTB McGraw-Hill NYS Education Dept

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
SCHOOL SCORES					
% meeting plus % exceeding state standards % at level 3 and 4	85	81	79		
% exceeding state standards % at level 4	13	16	4		
Number of students tested	94	100	92		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	1	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% meeting plus % exceeding state standards % at level 3 and 4	72	81	72		
% exceeding state standards % at level 4	14	13	6		
Number of students tested	29	32	36		
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:

ELA testing for third grade students began during the 2005-2006 school year.

Subject: Mathematics

Grade: 4

Test: Math

Edition/Publication Year: NYSTP 2002- Publisher: CTB McGraw-Hill NYS Education Dept

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	May	May
SCHOOL SCORES					
% meeting plus % exceeding the standards	94	86	81	93	83
% exceeding the standards	29	12	13	38	13
Number of students tested	102	103	114	124	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% meeting plus % exceeding the standards	91	84	80	89	77
% exceeding the standards	31	16	25	26	13
Number of students tested	32	37	20	46	39
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:

Subject: Reading

Grade: 4

Test: ELA

Edition/Publication Year: NYSTP 2002 Publisher: CTB McGraw-Hill/NYS Education Dept

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Feb	Feb
SCHOOL SCORES					
% exceeding state standards % at level 4	76	74	60	73	48
% exceeding state standards % at level 4	65	68	59	15	7
Number of students tested	101	103	116	124	113
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% exceeding state standards % at level 4	68	65	50	65	33
% exceeding state standards % at level 4	13	5	0	13	3
Number of students tested	31	37	22	46	39
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: