

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Patricia Barrett

Official School Name: Henry C. Sanborn Elementary

School Mailing Address:
90 Lovejoy Road
Andover, MA 01810-4529

County: Essex State School Code Number*: 0009-0010

Telephone: (978) 623-8860 Fax: (978) 623-8866

Web site/URL: http://www.aps1.net/ E-mail: pbarrett@aps1.net

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. Claudia Bach, Ed.D.

District Name: Andover Public Schools Tel: (978) 623-8500

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. Debra Silberstein

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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- | | |
|-----------|-----------------------------------|
| 6 | Elementary schools (includes K-8) |
| 3 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 10 | TOTAL |

2. District Per Pupil Expenditure: 12536

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. 3 Number of years the principal has been in her/his position 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	6	0	0	0
K	23	25	48	7	0	0	0
1	27	29	56	8	0	0	0
2	23	34	57	9	0	0	0
3	31	25	56	10	0	0	0
4	35	30	65	11	0	0	0
5	38	35	73	12	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							355

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
10 % Asian
1 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
1 % 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: 9 %

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.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1.	352
(5)	Total transferred students in row (3) divided by total students in row (4).	0.085
(6)	Amount in row (5) multiplied by 100.	8.523

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 10

Number of languages represented: 4

Specify languages:

Korean, Chinese, Japanese, and Hebrew

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 16

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 40

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</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>1</u>
Special resource teachers/specialists	<u>6</u>	<u>12</u>
Paraprofessionals	<u>0</u>	<u>14</u>
Support staff	<u>5</u>	<u>3</u>
Total number	<u>29</u>	<u>30</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	95%	97%	96%	96%
Teacher turnover rate	6%	3%	6%	0%	10%
Student dropout 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 2009 are doing as of the Fall 2009.

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> </u>	%

PART III - SUMMARY

Andover is located in Essex County in the northeastern part of Massachusetts, approximately 23 miles north of Boston. Andover has approximately 32 square miles of land area, and 223 miles of roadways. The Andover Public Schools district has 6,123 students, including 10.3% Asian, 2.9% Hispanic, and 1% African-American pupils. The Andover Public Schools is a student-centered, family-oriented system with clear beliefs and high expectations. Sanborn Elementary School, built in 1962 and renovated in 1996, sits on 55 acres of land. Sanborn enjoys a strong community of teachers, students, and parents. We are committed to developing life-long learners, who value themselves, who respect our environment and the diversity of its people, and who are prepared to actively carry out their responsibilities as world citizens.

Each year Sanborn embraces a schoolwide theme. In 2009-10, to realize our theme, “Building Bridges”, we are expanding our connections within our school and community. Fostering and enhancing partnerships between classrooms, with Study Buddies, with one of our middle schools, Andover High School, and our local Senior Citizen Center is a focus this year. As a school community, we encourage children to be somebody who makes a difference and to be somebody who cares. Our PTO provides funding and support to expand schoolwide enrichment with such programs as: Math Survivor Day, a “Historical Perspectives” series, specialized science programs and guest authors and artists.

Sanborn employs the “Four Rs” of Respect, Responsibility, Resourcefulness and Reflection as a means to build character and foster a positive school climate. An inclusive Student Council approach allows each interested fourth and fifth grade student to carry out the “Four R’s” by participating on one of ten student-directed committees. These committees carried out a number of community service initiatives, including projects which raised money for the Greater Boston Food Bank, Lazarus House, and the American Red Cross

Sanborn offers extended day programs through Sanborn Explorations. Annually, some forty classes on a range of subjects, including foreign language, sports and fitness, science, and creative arts are available to students both before and after school. We offer many reading initiatives outside of the classroom to help meet the diverse learning needs of the students, including: “Buddy Reading Goes Home”, a Morning Buddy Reading program, and adult mentors through collaboration with the Merrimack Valley Jewish Reading Coalition.

Sanborn traditions include annual and monthly character-based themes, a monthly community-building School Meeting that culminates with the singing of our school song, a Flag Day assembly featuring our second graders and local veterans, family events including a talent show, and our fifth grade “Celebration of Learning”. Our annual Harvest Festival is unique to Sanborn and gathers the entire school community together to bring gifts and joy to Andover’s senior population. Delivery of gift bags to over 250 Andover senior citizens is followed by a musical assembly, attended by our senior citizens and led by our fourth and fifth grade students. Over the past 30 years, the children and parents of Sanborn School have put smiles on thousands of faces.

Our strengths and accomplishments include a commitment to high academic standards as evidenced by student performance on district and state assessments, combined with extensive enrichment programming, a school wide commitment to service learning, and the education of the whole child. We are successful due to a strong community of teachers, students, and parents who share a common vision. We are a community of caring, thoughtful, and reflective learners and leaders invested in the success of our students and worthy of Blue Ribbon status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Sanborn students, like all Massachusetts public school students, participate in the Massachusetts Comprehensive Assessment System. Information on this assessment system may be found by visiting the following website: www.doe.mass.edu/mcas.

To “meet the standard” children must score in the proficient range or above. For grades 3 – 10, proficient is defined as “Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems. A rating of above proficient in grade 3 is defined as, “Students at this level demonstrate mastery of challenging subject matter and construct solutions to challenging problems. An advanced rating for students in grades 4 – 10 is defined as follows, “Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems”.

Over the past five years, our students have continued to achieve at high levels. Since 2004-05, an increasing number of students have scored in the proficient and advanced categories, thus meeting the standard. These gains have been noted in both English Language Arts and Mathematics. Annually, following our site-based analysis, our team develops an MCAS Analysis Plan. Through this analysis we identify trends, strengths, weaknesses, and remediation plans, which include pre- and post-assessment tools. This is conducted and developed by each grade level and content area. Although our students generally perform well, in reviewing our trend analysis, our greatest strengths in English Language Arts lie in the areas of Language, Reading Comprehension, and Composition Conventions. Our students perform well on multiple choice items. Strengths in Mathematics are in the strands Numbers and Operations, and Patterns, Relationships, and Algebra.

Each year, we conduct our analysis and develop remediation plans. Over the last few years, there has been a positive correlation between the remediation strategies and improved performance on the state assessment. Noting a weakness in student response to non-fiction items on the test, two years ago we implemented a genre study approach. Currently, our library media specialist works in collaboration with the classroom teachers to provide the students with exposure to over ten genres during their library instruction.

Discovering that our students were not scoring as well as the faculty believed they should on short answer and open response items, we have expanded the use of rubrics for assessing student writing. The children are trained on the use of rubrics. Our teachers use exemplar pieces during instruction and grade level teams work collaboratively to “blind score” the work of students who are not in their classroom. We have developed open response question to accompany the literature used in the classrooms.

In Mathematics, as a result of our analysis, we have supplemented the curriculum to expand upon geometry, graphing, and problem solving strategies. Rubrics are also used in math to assess short answer and open response items. In grade three for both English Language Arts and Mathematics, and in grade four Mathematics, we provide small group instruction to all children. Each group has a focus for instruction, based upon assessment data. This approach has helped improve student confidence while strengthening skills. We continually use data to drive instruction and improve student performance.

2. **Using Assessment Results:**

Sanborn School educators use assessments as more than simply a tool for the evaluation and improvement of student’s work. We continually use assessment results to restructure both our curriculum and instruction – to

emphasize a strong interdisciplinary approach, and to facilitate our students learning of the body of knowledge within each discipline. Assessment results also aid us in devising new strategies and approaches to enhance learning; to grow in our respect for diverse ways of perceiving, thinking, learning, and communicating; to determine a student's curiosity, flexibility, creativity, sense of organization, and persistence; and to point to connections within and across disciplines. We absorb and incorporate the assessment results in order to understand each child's strengths and weaknesses and to better understand our strengths and needs as a school community. Grade level teams discuss and reflect on assessment results with the principal and learning specialist to realign, redesign, and restructure both curriculum goals and assessment tools. Reports generated by the Department of Elementary and Secondary Education Data Warehouse/Cognos program allow teams to manipulate and analyze data with greater ease. Ongoing data review ensures that teachers are meeting or surpassing the grade level curriculum frameworks and Andover benchmarks. This self-evaluation occurs throughout every school year. Annually, a school wide assessment team composed of teachers, learning specialists and administrators has analyzed test results to determine global strengths and areas of need according to Andover Benchmarks/Curriculum Frameworks. The results of these findings are shared and discussed at staff meetings.

3. Communicating Assessment Results:

Prior to the start of each school year, parents and teachers complete surveys regarding children's academic and social needs. Results of end of year formal curriculum assessments are measured and analyzed against the curriculum frameworks. Once the new school year begins, pretests and writing samples are used to further determine the needs of each student and to guide the focus of instruction. After strengths and needs have been determined and the educational course developed, observations, informal assessments, and unit pretests are used to monitor each child. Upon the completion of curriculum units, post tests are used to determine if any re-teaching needs to be done. Student progress is communicated to parents through parent-teacher conferences, where assessment data is reviewed, and progress reports. MCAS results are sent home to parents and opportunities are available for parents to meet with teachers and specialists to review their child's results. Teachers regularly conference with students, establishing and communicating learning goals based upon assessment data. Sanborn annually produces a School Improvement Plan as well as an MCAS Analysis Plan. Our School Improvement Plan is available to the community on our website. Our MCAS Analysis Plan is an internal document, developed collaboratively by the faculty and available to the community upon request.

The means of communicating student classroom performance (progress reports each trimester) was revised last year. Our electronic progress reports are currently standards-based and aligned with district and state standards. Children receive ratings of ES (Exceeds Standards), MS (Meets Standards), AS (Approaching Standards) and LS (Limited Understanding of Standard). Parent and student workshops were conducted to explain the new reporting system. We set high standards for our learners and grades of ES are reserved for those children who are consistently demonstrating a high level of competence.

4. Sharing Success:

Following the release of this year's state assessment results, we received requests for information on curriculum and instruction from teachers and principals from other Massachusetts communities. The information requested was sent to the inquiring districts. The principal of one school, the Newbury (MA) Elementary School inquired about sending a team of fourth grade teachers to meet with our fourth grade team to discuss language arts instruction, specifically writing. In the fall, the Newbury teachers visited our classrooms and then met with Sanborn's principal, learning specialist, reading specialist, and the fourth grade team for the purpose of sharing best practice and instructional strategies. Since that time, the teachers have remained in contact, sharing strategies and resources.

Our reading specialist and learning specialist meet monthly with their colleagues across the district, sharing strategies, best practice, and curriculum resources and recommendations. Our local newspaper, The Andover

Townsmen, regularly publicizes school initiatives, activities, and achievements. This year alone, the principal has received requests for information from colleagues in other Massachusetts communities, as well as from colleagues in Louisiana, Michigan, and Washington State, as they read about our programs and achievements. Through email and phone correspondence the principal has shared programming information with all who have inquired.

Sanborn will certainly continue to share its successes. Posting additional program information on our website and inviting school-based teams to visit would be something our faculty would welcome. As President-elect of MESPA, the principal would extend invitations to colleagues, through the association, for site visits and the sharing of materials and resources. Publishing material and offering workshops on “best practice” and providing opportunities for meaningful collegial discussions is an initiative we intend to pursue.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Sanborn School uses a Balanced Literacy approach to reading instruction. Teachers differentiate instruction in guided reading groups. Students learn at an appropriate level and pace, giving teachers the opportunity to provide support and instruction in the areas needed. Instruction is student driven.

Writing instruction is based on making connections to literature or student experiences. Students are encouraged to make text-to-self, text-to-text, or text-to-world connections in their written literature responses, allowing for authentic assessment of learning. Students in the primary grades use focus areas of correction to improve and learn to edit their work. Rubrics are used in the upper grades and students edit and assess their own work and that of peers. Whole group and small group instruction is used to introduce new grammar skills and techniques for writing. Students use templates and graphic organizers to assist them in learning to organize and edit their work. Third through fifth graders submit writing and artwork for submission in a literary magazine, AppleSeed, sponsored by our local collaborative and present their pieces at launch nights. Public speaking and presentation skills are embedded throughout the curriculum.

Mathematics instruction at Sanborn School uses a spiral approach to mastery of skills and concepts. Six strands of knowledge form the basis for our curriculum: Algebra; Data and Chance; Geometry; Measurement; Numeration; and Patterns. Our curriculum focuses on real-life problem solving, whole class and self-directed learning, home-school partnerships and technology integration. Sanborn teachers are constantly challenging students to use logic and thinking skills to problem solve using math.

Our Social Studies curriculum gives students a foundation to understand community, national, and global information. Students begin a journey of learning about our nation's past so that they may better understand the present and become responsible decision makers. Beginning in Kindergarten, children understand community roles. Students learn about important historical figures, symbols and dates through the calendar and the literature genre of folktales and legends. Text books, movies, historical fiction novels, and the internet all assist with the delivery of this curriculum in grades three through five. Students make maps, write research reports, and role play to demonstrate competency.

Music education provides our students with music experiences using a variety of components and techniques. Conversational Solfege, Orff Schulwerk, and the Kodaly method are all used to instruct rhythm, pitch, melody, harmony, form, timbre, and theme. Students develop their singing voices and play rhythm and barred instruments to accompany their singing. Third grade students learn to play the recorder. The chorus and Orff, open to all fourth and fifth graders, perform several times each year. The second graders provide music for our Flag Day celebration annually, while the Kindergartners are featured in their own musical performance each spring, and the entire fourth and fifth grade classes take part in our Harvest Festival.

Students are instructed in the visual arts through a discipline-based program that exposes them to art production, art history, and art criticism. The process is just as valued as the product when students work on projects that help them to assimilate the elements as well as the design principles of art. There are opportunities for students to participate in community art projects and the town wide fine arts festival. Many students elect to participate in a week long unique learning opportunity to discover talents and strength through a participation in a live theater experience.

Our Integrated Wellness Program provides children with physical activity, through physical education class and a framework for maintaining a healthy lifestyle. Children participate in a range of activities from motor development to team sports. Nutrition and good decision making are stressed throughout the curriculum.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Sanborn School's reading curriculum is based on a balanced literacy approach to reading with the understanding that students need to be exposed to multiple strategies and reading approaches in order to become proficient readers. We provide many opportunities for students to cultivate the essential skills of reading, writing, thinking, speaking and listening through our balanced literacy approach in grades kindergarten through fifth grade. This approach enables us to meet the needs of all learners and was why this approach was selected. The components of our reading program include modeled reading (read-aloud), modeled writing, shared reading, shared writing, guided reading, guided writing, independent reading, independent writing and word study.

Through the balanced literacy approach students are focusing on strategic actions for thinking, helping the students to constantly challenge their skills and gain knowledge in reading. Many of the skills modeled and learned through the balanced literacy approach are naturally transferred and applied by our students in other subject areas such as social studies, science, library media and math. Students are encouraged to think within the text, beyond the text and about the text. While thinking within the text, teachers guide the students to process the literal understanding gained by solving words, searching for information, maintaining fluency and summarizing the text. Beyond the text thinking for students means working to make predictions and connections to the text while synthesizing new information. Later when students think about the text they will begin to analyze the text and the author's purpose. Through this balanced literacy instruction the students at Sanborn School are constantly being encouraged to think at a higher level. Additionally, our library media specialist works in collaboration with the classroom teachers to provide the students with exposure to over ten genres during their library instruction.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

3. Additional Curriculum Area:

The science and engineering program at Sanborn School provides students with the skills to understand scientific topics. Students are introduced to the scientific method and are given the opportunity to observe, measure, record, classify, infer, and predict the outcome of lessons and experiments designed for their skill and developmental methods. Students are encouraged to practice these skills and concepts through the hands-on experiments developed to arouse their interest in the scientific process of investigation. These experiences are supplemented with written materials and key vocabulary that suit each topic. We integrate the Museum of Science "Engineering is Elementary" project that fosters engineering and technological literacy among children. Our students attend field trips to the Seacoast Science Center, the Andover High School greenhouse, and the Museum of Natural History. Beginning in Kindergarten, our children study scientific topics and demonstrate their knowledge in creative ways. Following their study of rainforest animals our kindergarten classes present a musical production on the rainforest. Each March, as a component of our engineering design strand, each kindergartner designs and constructs a leprechaun trap which is then displayed and demonstrated at the annual Leprechaun Trap Fair. By the end of fifth grade, our students demonstrate competence in Designing an Investigation, Collection, Measurement, and Display, Analysis and Interpretation of Data, and Scientific Communications. Also, by the time Sanborn students reach fifth grade they are prepared for a week of outdoor education to see the impact man has on his environment. They must summon all the skills

and concepts learned throughout elementary school to successfully participate in this week long field trip. In keeping with our mission statement, these learning experiences nurturing a climate that promotes self-esteem, a sense of community, and a strong desire for perpetual learning.

4. Instructional Methods:

Guided reading instruction is taught daily in our classrooms. Teachers focus instruction based on the needs of the individual students. Groups are kept fluid to allow students to always work at their instructional level to learn to build new skills and strengthen prevalent skills in reading. Literacy assessment at Sanborn School is consistent and ongoing at all grade levels. Literacy assessments include, but are not limited to, the Developmental Reading Assessment, running records, anecdotal note taking, guided observation, writing samples and individual word study assessment. Through regular student assessment teachers are able to directly meet the needs of the students in all areas of literacy, helping them to focus instruction on the needs of the students. Struggling readers are identified through regular assessment and are provided with immediate intervention by the classroom teacher and/or reading specialist. Our developing readers and advanced readers are constantly monitored and guided toward achieving the next reading goal.

In addition to whole class instruction, in both Language Arts and Math, we conduct small group sessions with a specific focus for instruction. A weekly enrichment block for fourth and fifth graders, allows for independent research and presentation of topics of specific interest to the students.

Students have mathematics skills reinforced through the use of math games. Teachers support learning needs through selection of skill-specific games that fits the needs of students. Students in need of extra support of a skill can come to the math club run by classroom teachers before school on a weekly basis. Parents support our efforts by holding a “Math Survivor” day for Sanborn students. Grade level teams work in small “tribes” with a leader to solve a series of math based problems. For students ready for higher level skills, we offer a Math Olympiad program before school.

5. Professional Development:

The Andover Public Schools has an all-inclusive and encompassing professional staff development program, the purpose of which is to promote better teacher understanding and awareness of current issues in education. One of the focuses of the program is for all staff to be introduced to recently adopted curricula and current learning strategies, as well as technology and its application to subject areas. The content of in-service courses is also driven by the need to develop new programs to meet state-mandated educational standards. Curriculum councils in each content area review and make recommendations for revisions.

One of the major components of this staff development program is in-service courses taught by and for teachers in the Andover Public Schools. Our state-mandated teacher re-certification program requires that teachers, in concert with their principal and their school district, develop individual professional development plans. Each teacher develops a five- year plan, which will help them to fulfill personal/professional goals, school goals, and district goals. Teachers then pursue course work, which will support these goals.

Professional development is stressed as a priority during faculty meetings at Sanborn School. Teachers work on studying alternative educational techniques, learn about innovative programs from educational consultants and share successful teaching strategies with colleagues. A final component that helps staff development is the internal use by the school of a School Improvement Plan which sets goals for the entire school.

Professional development courses in Andover are open to all employees, including classroom teachers, special education teachers, counselors, specialists, paraprofessionals, and administrators. Courses are relevant and aligned with content standards. Recent offerings have included ELL, technology and balanced literacy, all providing teachers with tools to support student learning. A recent course on authentic assessment and rubric

development demonstrated the importance of higher order thinking skills and meaningful application of knowledge and skills.

6. School Leadership:

The principal recruits, hires and supports a strong leadership team as well as highly effective teachers who share the school's vision and are committed to working collaboratively and establishing and maintaining high expectations for student performance. The faculty functions as a Professional Learning Community with grade level and bi-weekly faculty meeting always focusing on curriculum and instruction. The principal's leadership style is collaborative. She remains current in the field and serves in a leadership capacity on the state level as President-elect of the Massachusetts Elementary School Principals Association. Open, honest communication is encouraged and the culture supports the sharing, by teachers, of best practice. The leadership team (learning specialist, reading specialist, and principal) meets regularly and works with grade level teams to promote ownership for utilizing data and assessment of student work to drive the constant refinement of curriculum and instruction.

Published by the principal, the Sanborn Weekly is distributed to parents each Tuesday and the Notes and News goes out to faculty each Friday. Staff and student handbooks are revised annually and policies and expectations are reviewed at the opening faculty meeting and throughout the year. Child Study Team and Student Support Team Meetings bring service providers together to identify and support the individual needs of our learners. Culture building activities - staff dinners, fitness classes, and book study promote collegiality. Our collegial climate encourages the sharing of best practice, ultimately benefiting our students. The principal co-chairs the School Improvement Council which develops an annual School Improvement Plan. Collaboratively with the PTO, the principal promoted a technology initiative resulting in a new technology lab, the addition of writing centers in our fourth and fifth grade classrooms, the purchase of five interactive white boards, sixteen LCD and document cameras, enhancing technology integration across the curriculum. Improving student achievement is at the heart of all of our decisions and initiatives.

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: MCAS

Edition/Publication Year: revised annually

Publisher: DESE/Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	
SCHOOL SCORES					
Proficient Plus Advanced	83	73	70	71	0
Advanced	38	35	27	6	0
Number of students tested	65	68	67	47	0
Percent of total students tested	100	100	100	96	0
Number of students alternatively assessed	0	0	0	2	0
Percent of students alternatively assessed	0	0	0	4	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. Limited English Proficient Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient Plus Advanced					
Advanced					
Number of students tested					

Notes:

State Testing in Massachusetts in grade 3 Mathematics commenced in 2005-06, so no data is available for 2004-05.

Subject: Reading

Grade: 3

Test: MCAS

Edition/Publication Year: revised annually

Publisher: DESE/Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	81	68	76	74	84
Advanced	19	28	19	35	84
Number of students tested	64	68	67	48	64
Percent of total students tested	98	100	100	98	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. Limited English Proficient Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient Plus Advanced					
Advanced					
Number of students tested					

Notes:

Scores of "Above Proficient" were not reported prior to 2005-06.

In 2008-09, one LEP student was not assessed: instead he participated, as required, in the MEPA testing.

Subject: Mathematics

Grade: 4

Test: MCAS

Edition/Publication Year: revised annually

Publisher: DESE/Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus Advanced	78	62	83	69	68
Advanced	24	23	39	29	34
Number of students tested	67	66	56	65	59
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	3	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. Limited English Proficient Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient Plus Advanced					
Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4

Test: MCAS

Edition/Publication Year: revised annually

Publisher: DESE/Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	May
SCHOOL SCORES					
Proficient Plus Advanced	94	79	78	77	68
Advanced	19	9	16	11	12
Number of students tested	67	65	55	65	59
Percent of total students tested	100	100	95	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. Limited English Proficient Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient Plus Advanced					
Advanced					
Number of students tested					

Notes:

In 2006-07, 2 grade 4 students did not participate in the ELA MCAS due to their LEP status. Instead, they participated, as required, in the MEPA testing.

Subject: Mathematics

Grade: 5

Test: MCAS

Edition/Publication Year: revised annually

Publisher: DESE/Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	
SCHOOL SCORES					
Proficient Plus Advanced	91	87	91	81	0
Advanced	51	55	51	57	0
Number of students tested	68	62	69	58	0
Percent of total students tested	100	98	100	100	0
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. Limited English Proficient Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient Plus Advanced					
Advanced					
Number of students tested					

Notes:

State Testing in Mathematics in grade 5 commenced in 2005-06, so no data is available for the 2004-05 school year.

Subject: Reading

Grade: 5

Test: MCAS

Edition/Publication Year: revised annually

Publisher: DESE/Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Proficient Plus Advanced	91	87	90	85	0
Advanced	22	34	46	38	0
Number of students tested	67	62	68	58	0
Percent of total students tested	99	98	99	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. Limited English Proficient Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient Plus Advanced					
Advanced					
Number of students tested					

Notes:

In each of the following reporting years: 2006-07, 2007-08, and 2008-09, one student did not participate in the ELA testing due to LEP status. Instead, these children participated, as required, in the MEPA testing.

English/Language Arts was not part of the state testing program in grade 5 until the 2005-06 school year, so no data is available for 2004-05.

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