

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: Mr. Timothy Young

Official School Name: Florence Brasser School

School Mailing Address:
1000 Coldwater Road
Rochester, NY 14624-1448

County: Monroe State School Code Number*: 260401060002

Telephone: (585) 247-1880 Fax: (585) 340-5577

Web site/URL: http://www.gateschili.org/florence_brasser.cfm?subpage=3298 E-mail:
timothy_young@gateschili.monroe.edu

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Mark Davey

District Name: Gates Chili CSD Tel: (585) 247-5050

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Mary Frances Johnson

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 2003.
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)
- | | |
|----------|-----------------------------------|
| 4 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 6 | TOTAL |

2. District Per Pupil Expenditure: 17656

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 1 Number of years the principal has been in her/his position at this school.

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	6			0
K	15	14	29	7			0
1	33	20	53	8			0
2	14	19	33	9			0
3	18	22	40	10			0
4	21	18	39	11			0
5	20	13	33	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							227

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
6 % Black or African American
1 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
88 % 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: 11 %

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.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1.	227
(5)	Total transferred students in row (3) divided by total students in row (4).	0.110
(6)	Amount in row (5) multiplied by 100.	11.013

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 29 %

Total number students who qualify: 66

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: 31

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>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>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>13</u>	<u>1</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff	<u>6</u>	<u>3</u>
Total number	<u>44</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	98%	97%
Daily teacher attendance	97%	96%	95%	97%	98%
Teacher turnover rate	30%	30%	31%	20%	7%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher turnover rate has been 30% the last three years due to the following reasons:

- Within the last five years, eight teachers have retired from Brassier Elementary.
- Within the past two years, our district has closed an elementary school due to declining enrollment. Teachers were reallocated across the district to insure the best interest in our students.
- Due to Brassier being one of four elementary schools in our district, teachers were relocated to meet the needs of the district students.

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	0
Enrolled in a 4-year college or university	0 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	0 %

PART III - SUMMARY

Florence Brassler Elementary School is located in the Rochester, NY suburb of Chili. Like many other cities in the Northeast, Rochester has experienced a major decrease in manufacturing jobs due in part to the area's largest employer, Kodak, having financial difficulties. Gates Chili school enrollment has declined over 20% in the past 10 years. Florence Brassler's enrollment has declined by 10% in the past 5 years. With that said, we continue to overcome odds and provide the best education to our students.

Florence Brassler Elementary is one of four elementary schools in the Gates Chili School District, which also contains one middle school and one high school. In total the district services approximately 4,500 students in the two Rochester suburbs of Gates and Chili. Florence Brassler serves 227 students in kindergarten through fifth grade.

The mission of Florence Brassler Elementary is that "Each day we create the right conditions for learning." How this is accomplished at Brassler is through the hard work, dedication, and sincere caring exhibited by our faculty and staff. We are in a district large enough to provide the cutting edge in student support services, technology, and instructional methods and yet our building is small enough to provide one-on-one personal involvement in our students' overall growth, development, and well-being. Our vision is to build *relationships* with our students, while also promoting academic *rigor* and *relevance* in our programs. We strive to build relationships with our students through intentional promotion of The Search Institute's research-based 40 Developmental Assets. We seek to challenge our students through consistent assessment of their academic progress and make their learning meaningful to them.

Florence Brassler School is one with a very rich history. It began as a one room schoolhouse in 1854. The school was named after a beloved teacher, Mrs. Florence Brassler, who taught students within its walls for 33 years. Mrs. Brassler holds the unique distinction of being one of the few living teachers to have ever had a school named after her. The honor was bestowed on her in May of 1955, when New York State observed its first Teacher Recognition Day. A portrait of Florence Brassler hangs in the school's hallway entrance to this day as a tribute to her and her contributions to Brassler students.

In October 2004, Brassler Elementary celebrated its 150th anniversary. Many former Brassler students returned to partake in the festivities. Some of the celebration events included a musical performance by our own Brassler students, school tours conducted by Brassler students, an "Olde Time Baseball Game," a Gates Chili High School marching band performance, speeches, and displays of memorabilia. This celebration also included a presentation of Brassler's Time Capsule filled with letters written by students that is scheduled to be opened in 2029 on the school's 175th anniversary.

There are many time-honored traditions observed within the Brassler community. The annual Apple Dumpling Festival held each fall, the Holiday Craft Show and Sale held each December, and the Spring Fling held each May are three community events that are sponsored by our parent organization and greatly anticipated by all. Other Brassler traditions include the ringing of our old-fashioned school bell on the first and last days of school to greet and send-off our students, the awarding of the Brassler "B" to "graduating" fifth grade students, and the annual Kindergarten Teddy Bear Clinic and Family Read-In nights.

Brassler Elementary students are achievers. We are very proud of them and their accomplishments, but realize that their success has been very much a team effort. Without the support of a committed staff and involved families the opportunity for Blue Ribbon status would not be possible. Brassler School is a unique place to be a part of whether as a student, a family member, a community member, or staff.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The New York State Assessments were designed to measure student progress as defined by the New York State Learning Standards and serve as benchmarks that determine if students are making sufficient academic progress. Grades 3-5 are assessed annually in the areas of Math and English Language Arts. New York State also administers a 4th grade Science Assessment and a 5th grade State Social Studies Assessment. Information about the state assessment system can be found at the following website: www.emsc.nysed.gov/osa. There are four performance levels on the NYS State Assessments. A level 4 indicates that student performance demonstrates a thorough understanding of the knowledge and skills expected at that grade level and meets the standards with distinction. A level 3 indicates that student performance demonstrates an understanding of the skills and concepts expected at the grade level and meets the learning standards. A level 2 indicates partial understanding and partial meeting of the learning standards. A student performance level 1 does not demonstrate understanding and does not meet the learning standards. Students achieving at levels 3 & 4 are meeting learning standards.

Historically, a high number of Brassier Elementary students in grades 3-5 have performed at a proficient level in both English Language Arts and in Math. Through out the years, our students have shown steady improvement. When analyzing our English Language Arts assessment results from the past five years, over 90% of Florence Brassier students have met state standards with proficiency. In Math, the average proficiency is over 95%. Specifically, in the 2008-2009 school year, 100% of Florence Brassier students in grades 3-5 scored a Level 3 or Level 4 on their Math assessments. Cohort data indicates a steady increase in the percentage of students achieving Level 3 and Level 4. For example in students meeting standards with distinction, 12% of the 2006-2007 third graders achieved Level 4 in Math. The following year, 48% of those same students scored a Level 4 in Math. When these students reached fifth grade, 77% of them obtained the advanced score of a Level 4. This data supports a continuous trend of students not only meeting standards, but meeting them with distinction. This trend is also reflected in data concerning our economically disadvantaged students. Using the same cohort data for the English Language Arts assessment, over those three years, the percentage of students receiving a Level 4 went from 12% in third grade to 40% in fifth grade. It is our goal here at Florence Brassier Elementary to maintain a high percentage of proficient students while challenging students to meet the standards with distinction.

2. **Using Assessment Results:**

Using assessment data to inform instruction and improve student performance has been a key to Brassier Elementary's recent success. Whole staff faculty meetings have been used to administer sample state assessments so that teachers could form an understanding of the rigor that is being required of our students. When assessment results are received each year, our staff meets to collaborate and analyze the data. We look for student strengths and weaknesses. Performance indicators are identified and strategies are discussed to improve instructional delivery. We openly discuss what strategies and skills were needed in order to be successful. Teachers then used a best practice cycle of assess, analyze, teach, and assess in order to develop those skills and strategies in their students. The building principal, reading teacher and instructional coach developed forums during which staff would analyze assessment data both by grade level and by cohort to identify trends, strengths, and weaknesses. Building-wide, grade level, and individual class action plans were then developed. The building-wide plan specified strategies that could be taught and reinforced by all grade levels and subject areas. A common set of graphic organizers was developed to provide consistency of strategic instruction. Grade level action plans included strategy lessons done in collaboration with the instructional coach and reading teacher. Test taking tips and stamina-building techniques were included in these action plans. Individual class action plans included differentiated strategic instruction based on that

class's unique needs. These plans included both the state ELA and Math assessments, as well as formative assessment data. Resources such as Data Mentor were also used. The effectiveness of this model was that every member of the staff was involved in the discussion and analysis of the data. The cycle of assess, analyze, teach, and assess focused Florence Brassler on instructional best practices instead of strict test preparation.

3. Communicating Assessment Results:

Brasser parents receive an individual student reports following each State Assessment. The report includes: the child's score and performance level; an explanation of the performance levels; a description of the content strands that were tested; and the student's Standard Performance Index as compared to the state Standard Performance Index target range. Community members of Brassler Elementary are informed about overall grade level performance on state assessments via the Rochester Democratic & Chronicle Newspaper and the Gates Chili Post. The school results are also reported in our school's newspaper, *The Brassler Bugle*, as well as our Brassler and Gates Chili school district web sites. Each year, New York state publishes our School Report Card. This document is available to the public via the State Education website. The School Report Card includes three sections: School Profile which includes enrollment information, average class size, demographic factors, teacher qualifications, teacher turnover rates, student attendance and student suspensions; Accountability Status for Elementary-Middle Level English Language Arts, Mathematics, and Science; and an Overview of School Performance with results by student group of Grade 3, 4 and 5 in English Language Arts and Mathematics.

4. Sharing Success:

Florence Brassler School is successful because our staff collaborates and works together to meet individual student needs. Our staff shares within our school, with other Gates Chili schools, and with the community. One way we share is by participating in curriculum workshops, district inservice courses, and other professional development courses. Instructional strategies learned from these courses are shared at grade level and building meetings. New information is also shared at district department meetings. Building reading teachers, special education teachers, occupational and physical therapists meet monthly to discuss best practices that are occurring. Our building principal meets weekly with principals from the three other elementary buildings in the district. These meetings begin with sharing "celebrations" occurring in each building. Many teachers share success through the use of their classroom websites. Sharing in our community occurs through our district website. Highlights can be found in the Spartan Pride section and are changed frequently to showcase student successes throughout the district. Florence Brassler displays student accomplishments on its own homepage of the district website.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Florence Brasser Elementary's curriculum includes ELA, Math, Science, Health, Social Studies, Music, Art and Physical Education. We work to provide differentiated methods of instruction in order to meet the needs of all students. All of our curriculum maps are based on New York standards. All students K-5 have instruction provided to them in the core academic areas.

All staff support implementation of the New York State English Language Arts Core Curriculum consisting of reading, writing, listening, and speaking. We use a balanced literacy framework which includes interactive read-alouds, guided reading, word study, independent reading, and writing for a variety of purposes. Classroom teachers administer the Fountas and Pinnell Benchmark Assessment three times per year. We use ongoing informal running records and do miscue analysis to design guided reading instruction to meet individual student needs.

Our Math program is focused on providing inquiry based experiences for all students in direct correlation to the New York State Math Standards. We are currently implementing the *Investigations* program at all grade levels. This program was chosen by our district with guidance from our math committee and input from all teachers. *Investigations* incorporates Math Workshop sessions into most units. Students continually practice important concepts and skills that they are learning. Common assessments have been developed by our teachers to be used at each grade level. This has provided us with a level of consistency that extends across our school district.

Science and Social Studies are integrated into the student's ELA curriculum using a variety of non-fiction material to deliver content. Specific skills are implanted into the curriculum to be age appropriate and spiral in a way that students can utilize the skills they need to understand higher level concepts. Social Studies Curriculum focuses on self, families, community, world communities, New York State, Native Americans, Explorers, United States, Canada and Latin America history. Our Science curriculum focuses on physical science, earth science, and the living environment. Students are assessed through state testing in Science at grade 4 and in Social Studies at grade 5.

Our Physical Education curriculum is based on the NYS standards. It consists of fundamental skills, cooperative activities, modified games, gymnastics and dance. Physical fitness is an integral part of our program. Our goal is to enhance student self-esteem and have them experience success, so that they will see the value of staying physically fit throughout their lives. As an extension of our Physical Education program we also offer intramurals for grades 4-5, as well as a morning running club for grades 3-5.

Students receive general music instruction once a week at Brasser. The curriculum includes singing, steady beat activities, playing unpitched and later pitched percussion, movement, and age appropriate music reading. The school has a full Orff instrumentarium. Students in grades 3-5 also study the recorder. Students in grades 4 and 5 may elect to participate in the Band and/or Choral programs. All instrumental students perform in the Holiday, Spring and Flag Day Concerts, with more advanced students playing in Solo Festival and District Band. The Chorus performs traditional repertoire, selections with movement, and in May, 2010 a cantata, *The Velveteen Rabbit*, composed by our own music teacher.

Health Education is an integral curriculum area that is consistently taught at Florence Brasser Elementary School. Our health education curriculum is aligned with both the New York State and national best practice standards. It is implemented at the elementary level by School Nurse Teachers who ensure that the health education program standards are being met at each grade level. The health curriculum components are skills-

based and provide functional knowledge. The health program standards/ skills include Self Management, Relationship Management, Stress Management, Communication, Planning and Goal Setting, Decision Making and Advocacy. Many of these program standards/skills are introduced and reinforced through student participation in a nationally recognized research-based violence prevention/ character education curriculum program known as Second Step. The NYS Scope and Sequence contains specific content knowledge that is essential for young people to know in order to be safe, healthy and achieve academically.

The Brassier library media curriculum comprises two strands. Instruction in information skills (accessing, evaluating, and using information ethically) is based on the American Association of School Librarians' Information Power, Empowering Learners, and Standards for the 21st Century Learners in Action. Our library media program also emphasizes literacy education (including literary genre studies, review of elements of literature, and critical thinking). Throughout the curriculum, the lifelong importance and appreciation of reading are highlighted.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

At Florence Brassier Elementary school, all staff support implementation of the New York State English Language Arts Core Curriculum consisting of reading, writing, listening, and speaking. We use a balanced literacy framework which includes interactive read-alouds, guided reading, word study, independent reading, and writing for a variety of purposes. A significant portion of our instructional day is dedicated to literacy instruction. Reading and writing connections are incorporated across all curriculum areas.

Students receive explicit instruction in comprehension, fluency, and word study based on current research. Teachers have the opportunity to participate in professional development presented by their own colleagues. To support comprehension instruction, book studies have included Reading with Meaning (Miller, 2002) and Strategies that Work (Harvey & Goudvis, 2007). We use the Continuum of Literacy Learning (Pinnell & Fountas, 2007) to make sure we are targeting students' literacy needs at their developmental levels. Our K-12 district ELA committee meets regularly and facilitates review of curriculum and continuity of instruction.

Our school supports a balanced literacy framework because it values differentiating instruction to meet all students' needs. Reading teachers, special education teachers, and aides push-in to provide additional support. Collaborative problem-solving occurs when a student is at risk for not meeting standards. Classroom teachers administer the Fountas and Pinnell Benchmark Assessment three times per year. We use ongoing informal running records and miscue analysis to design guided reading instruction to meet individual student needs.

Our "Brassier Literacy Team" plans school-wide events focusing on reading throughout the year, such as an annual "Read-In" night, building wide read arounds, and parent literacy nights. In addition, students participate in "Strive for 25," program promoting goal setting in regards to book reading. For many years, our students have had the unique opportunity to read with therapy dogs. In our small school community, we place a big emphasis on implementing a research-based reading curriculum.

3. Additional Curriculum Area:

At Florence Brassier we work to provide differentiated methods of instruction in order to meet the needs of all students. Our math program is focused on providing inquiry based experiences for all students in direct correlation to the New York State Math Standards. We are currently implementing the *Investigations* program at all grade levels. This program was chosen by our district with guidance from our math committee and input from all teachers. *Investigations* incorporates Math Workshop sessions into most units. Students continually practice important concepts and skills that they are learning. They have many opportunities to discuss and

explain the activities that they are working on. Math Workshops also give teachers time to work with individuals or small groups and to assess students' learning and understanding. Students are encouraged to use tools and materials to explain how they use these manipulatives. Common assessments have been developed by our teachers to be used at each grade level. This has provided us with a level of consistency that extends across our school district.

Deepening math teaching and learning requires a commitment to professional development. One of the ways that we are providing this is through the use of the Developing Mathematical Ideas (DMI) professional development curriculum. DMI is designed to help teachers develop the knowledge and skills required for teaching mathematics for understanding. One of the goals of DMI training is to help teachers focus on how students' mathematical understanding develops.

In order to support students and teachers in the area of math, the district has implemented Math Intervention Teachers at the elementary level. The Math Intervention teacher works closely with classroom teachers as well as the building principal to coordinate efforts and promote student success in math. They model and demonstrate lessons with classroom teachers to help improve students' math performance. Math Intervention teachers are also able to support teachers by providing them with supplementary resources and technology integration strategies.

The students at Florence Brassier are thriving in the area of math. They have shown a great deal of success on New York State Assessments. We are committed to continuing this success in the future.

4. Instructional Methods:

Brassier is the smallest of four elementary buildings in the Gates Chili School District. Even so, we are rich with resources and specialized staff who work with students in individual, small group and whole class situations. We use research-based motivational, instructional, and assessment strategies to ensure each student achieves at the highest possible level. We actively identify student needs and use differentiated instruction to ensure individual success. The classroom instruction emphasizes a strong, multisensory approach to learning. We incorporate flexible small groupings which target specific individual needs of students. We also infuse technology into instruction, such as the use of SMART Boards and various instructional websites. Various movement programs are also incorporated into our educational programs, such as Brain Gym and yoga. The purpose of these programs is to activate all parts of the brain in order to allow for optimal learning and retention. These are integrated into the students' work day and can be used by classroom groups and individuals. Collaboration is key for our students' success. Colleagues meet regularly to discuss student progress, individual interventions and social/emotional development of the students. There is also a structured Pupil Assistance Team (PAT) that is composed of: Building Reading Teacher, AIS Math Teacher, AIS Reading Teacher, two Building Special Education Teachers, Speech Therapist, Occupational Therapist, Physical Therapist, School Nurse Teacher, School Case Worker, School Psychologist, a Special Area Representative, and the School Principal. Students are pre-referred by their teacher at the first sign of concern. A PAT member immediately confers with the teacher and offers a 3-5 week strategy plan documenting interventions tried. They plan intervention strategies, discuss student progress, and the possible need for further interventions. After the 3-5 week period, if improvement is not shown, the student is brought to the PAT team to offer more intense intervention. This progress monitoring has been a successful tool used by our school and is a component of the RTI model.

5. Professional Development:

At Florence Brassier Elementary School, we have a strong professional development program based on our district annual goals. New teachers are provided a mentor through our district mentoring program. These teachers receive First Days of School by Harry Wong and typically are paired with an experienced teacher within their certification area.

For ongoing professional development we provide building wide training through our Superintendent's Conference Days. These trainings are directly tied to district initiatives and to improving student performance. They have included topics such as: developing common assessments, co-teaching strategies, Literacy Initiative training, and Math Investigations training.

We have partnered with the University of Rochester to provide research, guidance and direction in implementing our math curriculum. Each year, selected staff is able to attend Columbia University's Teachers College Reading & Writing Seminars directed by Lucy Calkins to gain insight on best practices in literacy instruction.

In addition we have a well established in-service program. Each in-service offering involves 15 hours of small group instruction on topics tied to our district goals. Staff with specific expertise as well as outside consultants are instructors for this professional development. Also instructional coaches develop and deliver best practice lessons, as well as support individual teachers in their own professional development.

At Brassier Elementary we have also had specific building professional development. We instituted a collegial circle to discuss the book The Daily Five. We also have had many "Faculty Forums"- voluntary training around specific topics such as developing listening skills, incorporating effective word study, increasing independent reading, and using reading running records. Also we have K-2 and 3-5 grade staff meetings called Strategy Shares where staff are encouraged to share a specific strategy or lesson idea that they have found to be effective. At team/grade level meetings there is often informal professional development that has included in-depth looks at grade level assessment data and the instructional decisions needed to further student progress.

6. School Leadership:

First and foremost, Brassier Elementary has had a long standing tradition/culture of excellence: both academically and socially/emotionally for students. The leadership at Brassier, whether new or old, has always been able to cultivate and nurture this already strong culture. The school culture is one that values and acts upon the belief that all students can acquire the skills and knowledge essential for achieving maximum fulfillment in life, both from an academic as well as social/emotional point of view. This belief leads to positive teacher student relationships which is a key to student success.

Over the years, the school principals have had positive relationships with students, staff and parents. With this good rapport, the principal works with the school community to identify areas of strength and areas of need. This is where responsibility, and accountability, is at the heart of good leadership. The principal models responsibility and accountability by taking the ownership for school expectations, with a sense of pride and dedication. The principal must work towards continuous improvement for staff, students and parents. The principal is consistently trying to stay in tune to the inherent happenings occurring within the school. The main responsibility of a principal is to deliver results in teacher performance, and in return that will lead to student achievement and parent support.

Leadership is successful when there is a strong sense of commitment on behalf of the leader. Every decision the Brassier principal makes is made based on the best interest of the students. The goal is to create the right conditions for learning so that the school may maximize student learning. The secondary focus is on the school community at large (staff and parents). Everyone is a member of the school team and needs be just as committed.

Brassier Elementary also has a Leadership Advisory Committee consisting of a primary teacher, intermediate teacher, building reading teacher, building math teacher, and the school principal. This team works together collaboratively to benefit the school, students, and community. Through the work of this professional learning community, we are able to develop our goals, monitor the use of our resources, and ensure that everyone

understands their role in Florence Brasser's success. It is through this collaborative effort that we can guarantee the success of all of our students.

With all this said, the leadership at Brasser has always worked hard, and then celebrated big. Positive feedback to students and staff has always been extremely important to Brasser principals. With competence comes confidence. It takes an entire “school village” to nurture a child. When you have supportive and respectful leadership with high standards and achievable goals, the staff and students will respect and trust their leader. At Brasser, the principal and staff rise to the high standards to reach these goals. And in the end, this “school village” has successfully raised many children to be competent and confident in life.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NYSTP

Edition/Publication Year: 2005

Publisher: CTB MCGRAW HILL

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	87	97	81	
% Advanced	41	24	12	17	
Number of students tested	37	38	34	48	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	0	
Percent of students alternatively assessed	0	2	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		50	100	63	
% Advanced		0	0	5	
Number of students tested		10	10	19	
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				47	
% Advanced				0	
Number of students tested				15	
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:

New York State began their grades 3-8 assessments in 2005-2006. Prior to this, the assessments only took place in grades 4 & 8.

Subject: Reading
Edition/Publication Year: 2005

Grade: 3 Test: NYSTP
Publisher: CTB MCGRAW HILL

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
SCHOOL SCORES					
% Proficient plus % Advanced	86	75	91	68	
% Advanced	19	20	15	6	
Number of students tested	36	40	33	47	
Percent of total students tested	86	100	100	100	
Number of students alternatively assessed	0	1			
Percent of students alternatively assessed	0	2			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		33		42	
% Advanced		0		0	
Number of students tested		12		19	
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				14	
% Advanced				0	
Number of students tested				14	
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:

New York State began their grades 3-8 assessments in 2005-2006. Prior to this, the assessments only took place in grades 4 & 8.

Subject: Mathematics
Edition/Publication Year: 2003

Grade: 4 Test: NYSTP
Publisher: CTB MCGRAW HILL

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	83	94	96
% Advanced	67	48	35	47	44
Number of students tested	36	33	52	34	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		100	64		
% Advanced		30	14		
Number of students tested		10	22		
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			64		
% Advanced			14		
Number of students tested			22		
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
Edition/Publication Year: 2003

Grade: 4 Test: NYSTP
Publisher: CTB MCGRAW HILL

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	Feb
SCHOOL SCORES					
% Proficient plus % Advanced	92	100	73	100	89
% Advanced	18	12	8	22	33
Number of students tested	38	33	51	34	55
Percent of total students tested	92	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		100	48		
% Advanced		10	0		
Number of students tested		10	21		
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			29		
% Advanced			0		
Number of students tested			17		
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: Mathematics
Edition/Publication Year: 2005

Grade: 5 Test: NYSTP
Publisher: CTB MCGRAW HILL

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	88	90	89	
% Advanced	77	27	33	31	
Number of students tested	30	59	39	54	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		77	91		
% Advanced		7	27		
Number of students tested		30	11		
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		71			
% Advanced		0			
Number of students tested		24			
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:

New York State began their grades 3-8 assessments in 2005-2006. Prior to this, the assessments only took place in grades 4 & 8.

Subject: Reading
Edition/Publication Year: 2005

Grade: 5
Test: NYSTP
Publisher: CTB MCGRAW HILL

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
SCHOOL SCORES					
% Proficient plus % Advanced	100	71	97	94	
% Advanced	40	2	21	12	
Number of students tested	30	59	38	34	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		53	90		
% Advanced		0	0		
Number of students tested		30	10		
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		42			
% Advanced		0			
Number of students tested		24			
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:

New York State began their grades 3-8 assessments in 2005-2006. Prior to this, the assessments only took place in grades 4 & 8.