

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

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

Name of Principal: Mrs. Stephanie Impellittere

Official School Name: Garrison Union Free School

School Mailing Address:  
1100 Route 9D  
(Alternate Address: P.O. Box 193)  
Garrison, NY 10524-0193

County: Putnam    State School Code Number\*: 480404020001

Telephone: (845) 424-3689    Fax: (845) 424-4733

Web site/URL: www.gufs.org    E-mail: simpell@gufs.org

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mrs. Gloria Colucci

District Name: Garrison UFSD    Tel: (845) 424-3689

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. Anita Prentice

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

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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)
- |          |                                     |
|----------|-------------------------------------|
|          | 1 Elementary schools (includes K-8) |
|          | Middle/Junior high schools          |
|          | High schools                        |
|          | K-12 schools                        |
| <b>1</b> | <b>TOTAL</b>                        |

2. District Per Pupil Expenditure: 11109

**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. 6 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	16	16	32
K	10	19	29	7	15	17	32
1	10	12	22	8	16	13	29
2	22	20	42	9			0
3	8	8	16	10			0
4	26	15	41	11			0
5	13	19	32	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							275

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
2 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
90 % White  
3 % 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: 2 %

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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1.	275
(5)	Total transferred students in row (3) divided by total students in row (4).	0.018
(6)	Amount in row (5) multiplied by 100.	1.818

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

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Japanese

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 3

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: 6 %

Total Number of Students Served: 17

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

<u>1</u> Autism	<u>        </u> Orthopedic Impairment
<u>        </u> Deafness	<u>2</u> Other Health Impaired
<u>        </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>        </u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>        </u> Hearing Impairment	<u>        </u> Traumatic Brain Injury
<u>        </u> Mental Retardation	<u>        </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>        </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>3</u>	<u>        </u>
Classroom teachers	<u>22</u>	<u>        </u>
Special resource teachers/specialists	<u>8</u>	<u>3</u>
Paraprofessionals	<u>9</u>	<u>        </u>
Support staff	<u>2</u>	<u>        </u>
Total number	<u>44</u>	<u>3</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 8 :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	95%	96%	95%	95%	95%
Daily teacher attendance	95%	96%	96%	96%	96%
Teacher turnover rate	2%	0%	4%	18%	13%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

**Daily Student Attendance:** The daily student attendance for the 2004-2005 school year was actually 94.54%. At that time, the Board and Administration addressed the concern that the student attendance was below expectations. A Board Committee comprised of school administration, faculty, parents and community members was established to examine the issue. This Committee researched Board Policy, state requirements and district practice and recommended the adoption of revised attendance policy and procedures. Since the adoption and implementation of these recommendations, the student attendance rates for the Garrison School have improved to 95% or higher for each succeeding school year.

**Teacher turnover rate above 12%:** The Garrison School employs a total of 32 teachers representing 30.4 FTE positions in this K-8 school. This small base number of teachers results in high percentages when more than 3 teachers resign for the purpose of retirement or acceptance of positions in other school districts. The 13% teacher turnover rate for the 2004-05 school year represented 3 teacher retirements and one teacher moving to an administrative position in another school district. The 18% turnover for 2005-2006 include one teacher retirement, a teacher move to upstate New York, the resignation of School Psychologist for personal reasons, and three teachers moving to new challenges in other school districts. Moves to other school districts are not common, but are a factor of the limited possibilities for advancement (e.g. lack of coordinator or department chair positions) in a K-8 environment.

**Student Dropout Rate:** The Garrison School is a K-8 school and does not have data regarding student dropout rate.

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

## PART III - SUMMARY

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Garrison is a unique one-building school district located within the boundaries of the Town of Philipstown and is an integral part of a community that values its historical significance and local culture. The school district dates back to 1795 when, following the establishment of the New York State Board of Regents, the community constructed a school building “for the purpose of establishing a Free School” on property leased from a local church for \$30 per year. The school was subsequently named the Garrison Union Free School District and moved twice arriving at its current location and building in 1908.

Over the years several small schools merged with Garrison, the school building has been updated with 3 additions and, through the generosity of supportive community members, the boundaries of the school yard have expanded to include an athletic field and a 181 acre School Forest. This forest includes the site of a Revolutionary War Redoubt that was part of the defenses of West Point.

Since Garrison has no municipality, the Garrison School which houses approximately 280 students in grades Kindergarten through 8<sup>th</sup> grade continues to be the focal point of the community. Garrison residents of high school age currently numbering about 100 have the opportunity to choose to attend one of the two neighboring high schools with tuition paid by the Garrison School.

Garrison prides itself on its nurturing environment and offers a full day Kindergarten and small size classes. Students are offered a variety of enrichment opportunities including Foreign Language instruction beginning in Grade 3 and an accelerated math program for Middle School students. Our dedicated faculty members including an extensive instructional support staff are highly qualified, with some holding dual certifications.

As the Garrison School Mission states, “.....staff, parents, students and community work as partners to provide enriching educational experiences. Our ultimate objective is to challenge all students to become self-motivated, lifelong learners and contributing members of society.” This partnership manifests itself in many ways including volunteerism and a system of 17 shared decision making committees, each with a representative sampling of all stakeholders, targeted to specific areas for the purpose of researching and recommending program improvements. Following the New York State Standards, students are encouraged to achieve at high levels academically, creatively, physically and socially.

All students experience opportunities for learning that go beyond the classroom walls. Grade level teams of K-2, 3-5 and Middle School 6-8 collaborate on a weekly basis to plan and provide educational experiences utilizing school, community, historical and cultural resources and state-of-the-art technology. The support of Garrison School PTA and Garrison Children’s Education Fund enriches the instructional program.

To help our students achieve to their full potential, visual and performing arts are integrated in the curriculum. Guidance, Student Government, Youth Center programs and student committees (e.g. Cafeteria Committee) provide students with opportunities to develop leadership skills and the ability to make good social decisions. The school day is structured to provide seventh and eighth grade students with an elective option. Teachers, parents and community volunteers share special interests, skills and talents as they lead electives such as Journalism, Computer Architecture and Audio Visual.

True to the school’s mission, Garrison students graduate with academic abilities and skills which enable them to become productive and successful high school students and community members.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

New York State Math and English Language Arts assessments are administered annually to students in grades three through eight to determine proficiency and performance levels based on established New York State Standards. The results are categorized as levels 1, 2, 3 and 4. Student scoring at levels 1 and 2 qualify for Academic Intervention Services (AIS) to assist them in meeting the New York State Standards on future assessments. A score at Level 3 indicates that the student is proficient and has met the New York State Standards, and Level 4 demonstrates that the student's performance has exceeded New York State Standards for the particular grade level.

Beginning in 1999, New York State Assessments in English Language Arts and Math were administered to students in grades four and eight. This changed in the 2006-07 school year when the testing expanded to include grades three through eight. Garrison has consistently been a high performing school. During the 2008-2009 school year, 94% of the Garrison students in grades 3 through 8 met or exceeded the New York State Standards in English Language Arts and 97% of the Garrison students in grades 3 through 8 met or exceeded the New York State Standards in Mathematics. The district's annual NYS Report Card including assessment data can be found at [www.nysed.gov](http://www.nysed.gov).

The entire eighth grade class sits for the New York State Regents Foreign Language Proficiency Exam and the accelerated Math students take the New York State Regents in Algebra. For the 2008-2009 school year, 100% of the eighth graders passed each of these assessments with 86% of the students scoring 85 or better on the Foreign Language Proficiency exam and 75% of the students scoring above 80 on the Algebra regents.

In addition to the annual New York State Assessments, student performance levels are monitored throughout the school year through formal and informal assessments including projects, reports, published and teacher developed chapter/unit tests, daily assignments and teacher observations. Since there are no state assessments for students in the primary grades, the school utilizes the DRA to assess reading progress for students in grades K-2.

### 2. **Using Assessment Results:**

The assessment results for the Garrison School are analyzed by the administration to inform instruction and identify students qualifying for Academic Intervention Services. Those who may be at risk are also supported to insure that all needs are met. The Item Analysis Reports provide specific data that enables teachers and administrators to understand what each child has mastered and the concepts in need of reinforcement or re-teaching. Individual classroom teachers utilize assessment results to monitor student progress and modify instruction throughout the school year. To insure that each child's individual needs are recognized and being met, the Principal and a Teacher representative collaborated to develop Response to Intervention report forms that are currently utilized for every child in grades K-5.

The Instructional Services Team meets to identify students in need of support services and examines the assessment data to determine the appropriate level of service for individual students.

Academic Intervention Services are provided by Resource, Remedial and Classroom Teachers. Middle School students in need of extra services meet with the Special Education teachers during the last period of each school day. In addition, Middle School students have the option of staying after school for an extra period of help and support two days each week.

### **3. Communicating Assessment Results:**

The Individual Student Score Reports for English Language Arts and Math are mailed to parents along with a cover letter encouraging parents/guardians to schedule a conference with the School Principal or classroom teachers to discuss their child's performance level, specific concerns and answer any questions the parents may have. This is in addition to the two conferences that are scheduled annually to discuss the student's overall performance and achievement levels. To accommodate parent schedules, conferences are held during afternoon and evening hours. Report cards of student achievement related to New York State Standards are sent to parents/guardians on a quarterly basis.

Annual assessment results are published in local and regional newspapers and reported annually at a televised Board of Education meeting.

### **4. Sharing Success:**

Faculty members are encouraged to join professional organizations, attend conferences and workshops and share their best practices as presenters. During the 2009-2010 school year, two Members of Garrison Faculty, the Middle School Math Teacher and the ESL Teacher, were invited by their respective professional organizations to participate in and present programs at National Conferences. The School Principal actively participates in Putnam Northern Westchester Curriculum Counsel meetings. Garrison faculty members attend at least one professional conference annually with most participating in multiple professional development opportunities throughout the year. Newly acquired expertise and information is shared during Superintendent Conference Days, monthly faculty meetings and during grade level team meetings.

Collaboration with the two districts designated to receive Garrison high school students provides an additional opportunity for sharing successes. Garrison teachers have met with their colleagues from both of the designated school districts to discuss curriculum and assure that Garrison graduates are prepared to succeed in their selected high schools. Collaboration has also occurred as teachers from each of the districts join in professional development endeavors. For example, Garrison and Haldane have collaborated on Foundations trainings and have shared a Summer School program. Highland Falls has invited Garrison students and faculty to participate in special programs. The Garrison School welcomes the opportunity to share resources and information about programs with other interested schools.

The community and general public are informed of educational events, assessment schedules and other school information via various technological means including postings on the school website, faculty class pages, e-mail blasts, an automated alert system, newsletters, bi-weekly packets of information, and press releases.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Throughout the past several years, the faculty has examined each curricular area and developed curriculum maps and guides. Throughout these processes, teachers utilized New York State Standards, results of state assessments and other performance indicators. Varied instructional methods including the integration of technology and new instructional materials were explored.

As a result, technology is fully integrated in the instructional day. Every classroom including Music, Art, Guidance and Resource has an interactive whiteboard (SMART Board), peripheral equipment, 2 or more computer workstations and teacher laptop to facilitate lesson planning and delivery. The Garrison School's Library/Media Center includes a state-of-the-art computer laboratory. Middle School classrooms also have a 20 laptop mobile wireless cart available for in-class instruction.

All curricular areas are enhanced by efforts to integrate natural and community resources. Middle School English classes integrate quality literature and the performing arts as they study with professional actors and experience the art of performing Shakespeare. Social Studies classes experience Living History as they re-enact a Revolutionary War encampment at the School Forest's South Redoubt. In each case, classroom teachers took the initiative to acquire special training to provide these exemplary programs. All grade levels participate in curriculum related visual arts projects as the school faculty partners with the staff of the Garrison Art Center. Social studies, science and sustainability studies are enhanced as students canoe through Constitution Marsh, watch for Wild Eagles, study the Hudson River aboard the Clearwater Sloop and experience interdisciplinary programs in the School Forest.

The core components of the English / Language Arts program; Reading, Writing, Listening and Speaking are integrated in all subject areas. The Garrison School offers its students a New York State Standards based curriculum in which the faculty has developed cross curricular, grade level appropriate activities that engage and immerse the students in comprehending and producing various means of communications and expression. Instructional materials and practices are varied and enhanced by outside resources. Quality literature, the writing process, multi-media and the performing arts are utilized to provide purposeful activities that enable students to develop and hone their skills. Middle School students participate in a Journalism elective and write for the school newspaper blog, *The Cougar Times*.

Literacy in Mathematics is developed through the use of manipulatives which provide concrete experiences leading to the understanding of basic concepts. To insure the continuity of skill development, the faculty selected a math program that supports the New York State Standards and provides a vertically aligned sequence of skills. Students achieve high standards as they build upon their prior knowledge and success. An accelerated program is offered at the Middle School level allowing eligible eighth graders to take high school level Algebra.

Beginning in the primary grades with Science 21, the Garrison School Science program is inquiry based and hands-on. Multiple resources and outdoor opportunities including the School Forest and Courtyard Wildlife Garden are utilized in the development of fundamental concepts in life, earth, physical and environmental sciences. Students' understanding of the Scientific Method is reinforced through participation in the annual PTA sponsored School Science Fair. Community based science professionals volunteer to serve as mentors and interact with the students as they test their hypotheses and conduct research. Winners of the Science Fair compete in the Tri-County Science Expo.

Spanish language instruction is provided beginning in third grade as students participate in the Foreign Language in the Elementary School Program (FLES). Students in Grades 3 through 5 have daily experiential opportunities to learn the language and understand the culture. The formal study of Spanish continues in Grades 6-8 culminating with the New York State Foreign Language Proficiency Exam. Students demonstrating proficiency at the end of eighth grade are entitled to take Spanish II as high school freshmen. This acceleration enables students to study a second language in high school.

The Garrison School offers a strong K-8 visual and performing arts program. The art program provides opportunities for students to experience a variety of media and techniques in addition to the traditional drawing and painting. Collaboration with the Garrison Art Center enhances the experience in the visual arts at each grade level. The performing arts experience begins with class plays throughout elementary school. In addition to the general music programs, students in grades 4 through 8 sing in chorus, participate in small and large group instrumental music lessons and band. Students in all grade levels perform in the annual Winter and Spring concerts. Instrumental music students have the opportunity to participate in Jazz Band, and high performing voice and instrumental music students compete at All County and NYSSMA events. The Garrison School Drama Club produces a Talent Show and Spring Musical. Middle School English students produce and perform in plays enhancing their study of the Greek Tragedy and Shakespeare. The Middle School Audio/Visual Team provides the technical, sound, and lighting support for all school productions and assemblies.

**2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Throughout the grade levels, teachers engage the students with rich literature and utilize guided reading, shared reading, and partner reading strategies. Tradebooks provide students the opportunity to experience the joy of reading quality literature as they develop and hone their reading skills. Formal and informal strategies are utilized to develop and assess comprehension. Opportunities are afforded for individual student reflection to make predictions, draw conclusions and assess the author's purpose. At the Primary Level, a library of leveled reading material is available across the K-2 grade levels allowing individual students to read quality literature at their own level and practice reading skills while maintaining high interest levels. A system of "Read Along Backpacks" allows the mastered reading material to be taken home and read to parents.

To support the development of core reading skills, the Foundations Program develops phonics, decoding, fluency and trains primary level students to analyze word structure. In addition, the Wilson Reading Program supports students needing additional skill development and support in the intermediate grades.

Annually, the PTA sponsors a week of Parents as Reading Partners (PARP) activities to promote good reading habits and foster the joy of reading.

**2b. (Secondary Schools) English:**

(This question is for secondary schools only)

The Middle School English program incorporates each of the core components of the English / Language Arts program; Reading, Writing, Listening and Speaking. Sixth grade students participate in one period of reading each day in addition to one period of English/Language Arts.

Students are exposed to a variety of genres and develop skills needed to interpret text, analyze literature, character relationships, understand and identify conflict and recognize poetic and literary devices. The Social Studies and English teachers work closely together to integrate the curricular areas and immerse the students in their study of particular periods in history. For example, sixth graders' study of Greek mythology and medieval literature and eighth graders' study of literature based in the World War II era parallel their study of those periods in their Social Studies curriculum. Recognizing the need to encourage Middle School students

to read for pleasure, the Middle School English teacher partnered with the Garrison Children's Education Fund to create a classroom library of over 1500 titles that appeal to the Middle School reader.

The performing arts are integrated in the curriculum to further support the New York State Standards for English/Language Arts. For example, eighth grade students participate in an annual Halloween project in which each student selects a deceased author, reads the author's work, researches his/her life and writes and performs a dramatic scene for the "Dead Author's Graveyard" project. Seventh Grade students plan and produce a radio-drama or podcast production. Student performances of Greek tragedies and Shakespeare provide year end enrichment of the curriculum.

### **3. Additional Curriculum Area:**

The Garrison School Mission states, "The School District will develop evolving curricula and instructional methods to meet the needs of the children enabling them to experience success and to reach their full potential." The Math program is reflective of this effort in that it is structured to provide essential skills and knowledge that will enable the students to achieve mastery and in many cases, excel as they progress through the grade levels and into their educational careers.

The adoption of a math program to provide continuity of language and a vertical sequence of skill development provides students with a strong foundation upon which each successive grade level builds. The Math program selected by teams of faculty members a few years ago begins in the primary grades with concrete, hands-on experiences utilizing manipulatives and physical activities to develop the students' understanding of basic concepts. The program supports New York State Standards and includes activities related to mathematical reasoning, number sense and operations, geometry, statistics and probability, algebra and measurement. Skills development progresses through the grade levels with a solid foundation of basic concepts as the course work becomes more abstract.

As students enter Middle School, an accelerated program is offered culminating in eligible eighth graders taking high school level Algebra with mastery determined at year end by the New York State Algebra Regents Exam. Teachers at all grade levels integrate technology into the math program utilizing interactive SMART Boards and class pages to provide direct instruction, enrichment and additional support. Garrison students participate in Math competitions in 4<sup>th</sup> through 8<sup>th</sup> grades and have frequently been recognized and received awards.

### **4. Instructional Methods:**

The Garrison School has the benefit of small class size and a supportive, caring faculty. A variety of instructional methods are utilized to meet the needs of the students in each class. For the past four years, on-going professional development has focused on understanding the varied learning styles of individuals and instructional strategies that benefit each. Interdisciplinary opportunities including the use of technology engage students of wide ranges of ability.

The Garrison School is an inclusive school. This has created an opportunity for students with disabilities to benefit from a general education program with support. In this "push in" model, students with disabilities fully participate in the general classroom instruction, and general education students benefit from having an additional support person in their classroom as well.

Academic Intervention Services (AIS) are provided for those students deemed to be at risk of not achieving mastery in specific academic areas. Teachers working with AIS students gain an insight into their learning style and instructional needs and accommodate accordingly. Data collected through the completion of Response to Intervention Reports for every child provides key data for the classroom teacher and informs instruction.

## **5. Professional Development:**

Professional development for Garrison School faculty and staff members is provided at several levels. Five Superintendent Conference Days are held annually to provide in-house staff development. Recent programs for the Superintendent Conference Days have focused on brain based learning and examinations of various learning styles, differentiated instruction, co-teaching and collaboration, instruction to support the new math program, and new software and technology that has been added to the classroom environments. SMART Boards, peripherals, eChalk including teacher class pages and related staff development efforts have had a positive impact on instruction, student engagement and assessment results.

Faculty and staff members are encouraged to attend out of district conferences and workshops and spend professional days in other schools to learn new strategies and observe new programs.

Monthly faculty meetings provide opportunities for faculty members to report back on conferences and workshops they have attended. In addition, after school training sessions enable teachers to share what they have learned with their colleagues and assist in using the new strategies and techniques.

Grade level team collaboration periods are built into the weekly schedules providing the teachers of K-2, 3-5 and middle school (6-8) time to work together to align curriculum and coordinate with special education and special area teachers.

A committee of teachers and administrators update the school's Professional Development Plan to include an additional level of in-house professional development opportunities. The Annual Professional Performance Review plan includes the option for individuals or groups of faculty members to research and recommend new programs for the school.

As a result of these staff development efforts, students experience higher levels of interactive, interdisciplinary learning, and faculty and staff are better prepared to meet the needs of each child.

## **6. School Leadership:**

The Garrison School District leadership team consists of three administrators; Superintendent, School Business Official, and School Principal. The School Principal is the administrator of the day to day operation of the Garrison School. The Principal is in every classroom and works directly with the classroom teachers on a daily basis. Both the Principal and Superintendent regularly conduct formal and informal classroom observations and stay abreast of the instructional programs and individual student and teacher accomplishments.

The School Principal knows every child and family by name and closely monitors each child's progress through daily classroom observations, reading every report card and analyzing assessment reports. The Principal compiles the results of the New York State Assessments and develops the list of students in need of Academic Intervention Services.

Each grade level team appoints a teacher leader. The School Principal regularly confers with team leaders and participates in grade level team meetings on a monthly basis. Grade level teams collaborate to discuss student achievement, insure that all children on grade level have common experiences and develop instructional programs that provide opportunities for all students to achieve to their full potential.

The School Principal conducts monthly Faculty Meetings, encourages attendance at conferences and workshops and works with the Superintendent in planning professional development for Superintendent Conference Days.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Assessments

Edition/Publication Year: 2009

Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	88	100	97	89	
% Advanced	32	58	40	36	
Number of students tested	41	36	30	36	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2009

Grade: 3 Test: NYS Assessments  
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	89	83	78	
% Advanced	15	14	23	14	
Number of students tested	40	36	30	37	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2009

Grade: 4 Test: NYS Assessments  
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	97	86	94	95
% Advanced	42	40	33	34	62
Number of students tested	33	30	36	32	39
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2009

Grade: 4 Test: NYS Assessments  
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	80	75	91	90
% Advanced	3	20	14	9	36
Number of students tested	33	30	36	32	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2009

Grade: 5 Test: NYS Assessments  
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	92	93	95	
% Advanced	45	39	28	39	
Number of students tested	31	36	29	38	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	1	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2009

Grade: 5 Test: NYS Assessments  
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	91	81	86	92	
% Advanced	16	6	17	37	
Number of students tested	32	36	29	38	
Percent of total students tested	100	100	100	97	
Number of students alternatively assessed	0	0	0	1	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2009

Grade: 6 Test: NYS Assessments  
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	93	91	83	
% Advanced	64	41	34	13	
Number of students tested	33	27	35	30	
Percent of total students tested	100	96	100	100	
Number of students alternatively assessed	0	0	1	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2009

Grade: 6 Test: NYS Assessments  
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	81	97	86	
% Advanced	18	15	25	24	
Number of students tested	33	27	36	29	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	1	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2009

Grade: 7 Test: NYS Assessments  
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	73	89	
% Advanced	56	51	15	19	
Number of students tested	27	35	26	27	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2009

Grade: 7 Test: NYS Assessments  
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	89	94	85	85	
% Advanced	11	14	19	22	
Number of students tested	27	35	26	27	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2009

Grade: 8 Test: NYS Assessments  
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	88	70	70	67
% Advanced	20	15	17	7	7
Number of students tested	35	26	23	30	30
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2009

Grade: 8 Test: NYS Assessment  
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	91	85	91	86	80
% Advanced	11	15	13	10	13
Number of students tested	35	26	23	29	30
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: