

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. Kevin Yard

Official School Name: Alton B. Parker School

School Mailing Address:
89 Madison Street
Cortland, NY 13045-3297

County: Cortland State School Code Number*: 11-02-00-01-0008

Telephone: (607) 758-4160 Fax: (607) 758-4169

Web site/URL: www.cortlandschools.org E-mail: kyard@cortlandschools.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*: Mr. Laurence Spring

District Name: Cortland City CSD Tel: (607) 758-4100

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: Ms. Lisa Hoeschele

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 5 | Elementary schools (includes K-8) |
| 0 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 6 | TOTAL |

2. District Per Pupil Expenditure: 5293

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. 11 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	24	18	42
K	24	18	42		7	0	0	0
1	17	22	39		8	0	0	0
2	18	28	46		9	0	0	0
3	25	18	43		10	0	0	0
4	25	23	48		11	0	0	0
5	23	18	41		12	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL								301

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
3 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
1 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the past year: 6 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(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)].	18
(4)	Total number of students in the school as of October 1.	300
(5)	Total transferred students in row (3) divided by total students in row (4).	0.060
(6)	Amount in row (5) multiplied by 100.	6.000

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

Total number limited English proficient 0

Number of languages represented: 1

Specify languages:

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 149

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: 7 %

Total Number of Students Served: 21

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>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</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>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>14</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff	<u>7</u>	<u>4</u>
Total number	<u>39</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 22 :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	94%	94%	95%	95%	95%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	13%	16%	13%	20%	12%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher retirements account for those years where Parker's turnover rate is greater than 12%. In 2006-07 and again in 2008-09 a special educator and a general education teacher relocated out-of-state. We also reduced the number of sections of kindergarten from 3 to 2 thus displacing a teacher during the 2006-07 school year.

Our district's system does not automatically calculate and archive teacher attendance rates. We were able to generate the daily teacher attendance rate for 2008-09, and we used this same rate to estimate teacher attendance rates for the other years.

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	_____	%
Total	_____	%

PART III - SUMMARY

Alton B. Parker Elementary School serves 304 children in kindergarten through sixth grade in the small city of Cortland, NY. As one of five elementary schools within the Cortland Enlarged City School District, A. B. Parker celebrates childhood and professional learning and enjoys a tradition of excellence in both character development and academic achievement. Although Parker's 52% free and reduced lunch rate reflects less than positive trends in local economic conditions, we enjoy the invaluable rewards that come from partnerships between school, home and the larger community. We consider community support an essential underpinning to our children's success.

The Parker School Mission Statement was developed through the leadership of our Shared Decision-Making Team (SDMT).

We will provide an atmosphere conducive to learning so that each child will strive to achieve his or her full potential. Students will develop motivation, responsibility, and a sense of self esteem that will enable them to continue to learn.

The mission statement is displayed for all who enter Parker School and forms the cornerstone for the most important facets of school life. As the SDMT leads school-wide planning for improving academic achievement for all, it reflects upon the mission statement in continued needs assessment, resource development and distribution and professional learning. We continue to refine our school culture, and engage in discussion that challenges assumptions, values and beliefs. In doing so, we ask:

How do we communicate with one another, with children and with parents and what is the role of each stakeholder?

How do we solve our problems?

What criteria describe appropriate instruction?

What research informs our pedagogy?

To what standard do we hold ourselves and our children as learners?

What do we believe children should know and be able to do?

How do we know when our children are successful?

Special traditions and its rich history make A. B. Parker School a great place to learn. Parker School was named after Alton Brooks Parker, born and raised on a nearby farm and committed to a life of service. He attended the local teachers' college in the mid-nineteenth century and became a teacher, then a principal, before his twentieth birthday. Alton B. Parker served as an attorney, Chief Judge of the NY State Court of Appeals, and he ran for president against Teddy Roosevelt in 1904. After a play was composed about the life of our school's namesake, Alton Brooks Parker, college students return to organize a drama club and perform the play on or near Parker's birthday in May. As interest in our namesake grew over the years, so did the community's commitment to raising funds, totaling \$8,000, to restore a 1904 political poster. The official unveiling of the restored poster was led by students who'd become our local experts. Dignitaries as well as former Parker students, some having graduated in the 1930's, joined us for the event.

School events are carefully planned in order to enrich our academic program, nurture family involvement and encourage school pride. Children begin to learn about the history of their school as well as the values that help to keep all of us safe and secure. Student tour guides help newcomers understand the high expectations that we have for all learners within a close-knit community, one that prides itself with a commitment to learning and to preserving the rights, safety and security of others.

Other traditions include Open-House/Meet the Teacher Night, a Harvest celebration, downhill skiing, the Parker Family Dinner, a student-led kindergarten student orientation facilitated by sixth grade students, A. B. Parker's birthday celebration, a talent show, Grandparents' Day, Kindergarten Celebration and sixth grade graduation. Students also participate in multiple musical performances throughout the year.

Our most notable milestones reflect efforts and initiatives for building capacity to meet the learning needs of all children. Located within walking distance of a teacher's preparatory college, a mutually beneficial exchange continues to evolve between Parker School and SUNY Cortland. In 1999, our Shared Decision-Making Team proposed the development of the SUNY-Parker Partnership. This endeavor allowed us to introduce as many as one hundred college students each year to the elementary school setting where the young adults, mostly education majors, facilitate an assortment of academic as well as special interest clubs for our elementary students. The partnership has recently expanded to include SUNY's Education Club, offering tutoring and enrichment for children through the YWCA After-School Program. Many evening activities are designed to engage children and parents in learning together.

Other milestones include the district-wide movement toward inclusion as we embrace a Unified Educational Program. We are in our second year of implementing Response to Intervention (RTI) having developed a research-based Instructional Support Team that meets to develop individualized plans for struggling learners. Locally, we remain on the cutting edge in our introduction of instructional technology to classrooms as well as large group areas. Our Professional Development School is in its second year of development and supports four exciting initiatives that hold promise in enhancing pre-service teacher education as well as improved academic achievement for students in grades K through 12.

Last year, A. B. Parker School celebrated its 80th birthday. During the same year, we established connections with retirees who assist in classrooms to provide academic support. Other retirees facilitate the Chess Club as well as a Green Team that, in two short years, has developed an aggressive and effective plan for reducing waste through new recycling plans, replacement of plastic utensils with silverware, composting, and multiple energy-saving protocols for our classrooms.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Parker students in grades 3 through 6 participate in annual assessment in both ELA and Mathematics as part of the New York State Assessment System. Additional information about the NYS Assessment System can be found at <http://www.emsc.nysed.gov/osa/>

On balance, it is reasonable to conclude that being an economically disadvantaged student or a student with a disability is much less a predictor of student success than in previous years. While there is not linear progression in this regard, there is systemic and inexorable growth toward a closing gap between the general population and these at-risk populations.

Analysis of Parker's assessment data suggests that students have maintained significant improvement in both NYS Mathematics and ELA performance. Most notable are the most recent gains in Mathematics and ELA, especially at grade 6, between 2007 and 2008. Losses in performance levels occurring earlier are attributed to changes in assessment design between subsequent years and, while stakeholders were deliberate in preparing students for success during those periods, dips in levels occurred as new instructional solutions were adopted.

It is important to note, in regard to Parker's demographics, a general increase in the number of students participating in the free and reduced lunch program. Despite this trend, our assessment results indicate that performance levels for this subgroup have increased. This subgroup has actually out-performed the aggregate at that same grade level (100 % at proficiency and advanced). After two consecutive years, when 41% and 44% of students in this subgroup were at proficient and advanced levels, it is exciting to see that these low performance levels have dramatically improved and have been sustained over the past two years.

Gradual and incremental growth has occurred in ELA assessment performance at grade 3, and the trend for our economically disadvantaged subgroup is similar, yet less dramatic, than that noted at grade 6. While we have not closed the achievement gap at all levels, we continue to make progress.

Remarkable performance gains are attributed to philosophical and programmatic evolution that seems worthy of note for readers unfamiliar to our school community. Several years ago, the CECS D embraced a Unified Educational System that changes the way in which we view the the academic program. Rather than rely on schedules to drive the structure of the school day, we focus on services first and seek to approximate a more ideal design for students with special needs. Ensuring that this plays out effectively at the classroom level requires co-planning and co-teaching. Ultimately, this results in more consistency for children in terms of the nature and location for receiving academic programming as well as related services. Additionally, the marriage of special and regular education maximizes all students' access to the standard curriculum.

It is also worthy to note that a mathematics program adoption (*Harcourt Mathematics*) took place approximately eight years ago. Teachers were pleasantly surprised with students' ability to master content that had traditionally been introduced at higher grade levels. Having experienced this relatively rigorous program, we believe our students have been better prepared to meet NYS assessment challenges.

2. Using Assessment Results:

In its commitment to improve academic achievement for all learners, Parker's Shared Decision-Making Team organizes its efforts around our assessment data. Beginning with an August meeting, the team revisits and finalizes the goals that were developed with the entire staff during the previous spring. Many of our goals

“roll over” as we seek to improve or expand upon some of the endeavors we’ve started. Still, we inspect our most current data and pose essential questions to inform our problem-solving. Our work rejuvenates our efforts to create efficiencies in our distribution of resources – for example, making sure that teaching assistants are closely aligned with struggling learners. We are careful in considering the structure of the school day as experienced by children. We continue to improve in our intentional planning and scheduling to ensure consistency in the provision of services for classified students.

Immersed in a district committed to bridging achievement gaps, teachers meet as grade level teams, at faculty meetings, and in small groups with the principal to reflect upon instructional practices in light of the detail gleaned from student assessment results. Grade level teams use assessment data in their item analysis work to identify patterns in student achievement. This activity reveals relative strengths and weaknesses at various grade levels, between classrooms across the district and within the school.

Over time, teachers have grown to own the data as noted in changed discourse. While we are interested in looking at cohort performance, we have grown in our use of data to develop plans for individual children. In other words, there has been a shift in focus away from summative measures and toward a more continuous monitoring of data in planning skill instruction for specific students during the 180 days of the school year.

Parker teachers and its administrator participate in frequent data analysis as a means to establishing action plans for struggling learners. Using a scripted team problem-solving model, our Instructional Support Team develops very specific goals, identifies research-based interventions, and follows a protocol to ensure that prescriptive measures are followed and progress is monitored with integrity. Subsequent team meetings focus upon individual student achievement data as we develop new goals and often celebrate the success of an effective plan.

3. Communicating Assessment Results:

Quarterly academic progress reports are published electronically and shared publicly via televised Board of Education meetings. The reports capture the scope of continuous, pro-school achievement measures occurring throughout the district. Presented by district leaders, quarterly reports include elementary reading and mathematics performance levels as indicated by local assessment as well as those examinations included as part of the New York State Testing Program. In addition to achievement data and conclusive remarks, the televised reports highlight attendance rates for all students and, of course, achievement results and conclusions for Cortland Junior-High School. Elementary principals review achievement data in developing subsequent reports to the Board of Education that include action plans for improving achievement results for all students – especially for closing the achievement gap between student sub-groups.

Data is shared with the district-wide Council for Instructional Excellence for decision-making and planning. Grade level leaders use the data at their monthly meetings as they report performance levels on specific skills, and principals use the data as a focus for faculty meeting discussion. Parker teachers have developed an interactive data wall to guide discussions about building capacity to meet the literacy learning needs of our students. Assessments and other sources of information inform the development of an at-risk matrix, published quarterly, for internal audience discussion and action planning for student success.

The New York State Department of Education website <http://www.emsc.nysed.gov/osa/> assists all interested stakeholders in understanding state standards and assessments. The annual arrival of the NYS School Report Card is announced annually and made available for the community in both electronic and newsletter format. Parker School’s monthly newsletter encourages parents to view this report. Student assessment profiles, generated by New York State, are mailed from Parker School to each student's home. Profiles contain specific performance level information in addition to reader-friendly instructions for understanding the state's performance standards as well as students' performance levels.

Teacher and administrative data work is supplemented by faculty access to a number of web-based platforms networked with the *Regional Information Center (RIC)*, the equivalent of a data warehouse. These interactive sites (I.e. NYStart, Cognos, DataMentor) provide official test results received directly from the New York State Education Department. Various sorting features allow the data to be viewed for specific inquiry and purpose. Grade level teams enjoy the ease at which specific details can be highlighted for instructional decision-making. These tools have become a dependable interface where faculty can anticipate test scores as soon as they are released.

New technology, recently installed in Parker School's large group assembly area (gymnasium), brings discussion with students to a new level. We now take advantage of a large screen where interactive websites are easily accessible to enhance principal-led goal-setting conversations with teachers and students. As always, parents are encouraged to attend Morning Program activities.

4. Sharing Success:

District organizational norms support our continued growth. District-level grade level teams meet monthly to develop short term achievement goals, learning activities and assessments. The mantra "shared expertise is the driver of excellence" is pervasive in the planning and design of professional development. District-wide grade level meetings provide a regular forum for sharing school-based successes. The structure of our bi-monthly building principal meetings allows instructional leaders to share updates as agendas are typically organized around new developments at each of the school sites. Best practices, programmatic initiatives, intervention strategies, parent involvement and faculty data-related activities are common topics. Leadership Council, meeting bi-monthly, provides opportunities for all facets of district administration to engage in procedural and policy discussion. Similarly, bimonthly Board of Education meetings begin with a focus on successful accomplishments through a traditional "Kudos" component of the agenda. Cortland's local newspaper takes an interest in its schools' developments and highlights our goals and achievements, new initiatives and challenges. Similarly, Parker School's newsletter, The Parker Panther Press, emphasizes our accomplishments at the student, classroom and building level. Performance levels find their place on the front page as did the announcement of our nomination as a potential Blue Ribbon School. Distribution of our news happens via student backpack, internet and even door-to-door delivery. Each school maintains an outdoor information center, be it electronic or containing more traditional, moveable letters. Every school distributes a monthly newsletter throughout the district in addition to supplying information through a local television station designed for the sole purpose of making school information available to the public. Each building's SDMT produces and distributes an annual report to all corners of the district, and each principal participates in sharing school success in annual, televised reports to the Board of Education. District and building level websites continue to evolve as does administrative participation in quarterly regional meetings designed for sharing success and challenges.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Parker Elementary School prides itself on teaching to and beyond the New York Standards. We spend our summers and Professional Development Days during the school year matching our teaching strategies to the standards. Instruction begins at the pre kindergarten level, and we work to ensure an easy transition from Pre-K to our kindergarten classrooms in all curriculum areas.

Rich in skill development, the Scholastic Reading Series provides the English Language Arts curricular core for pre-k through grade six. The Scholastic Reading program is supplemented with guided reading and leveled reading books across a variety of genres, primarily taught with the Lucy Caulkins writing program. We also use the Renaissance Reading program to challenge our readers. They are free to read at their own pace to increase their reading levels, and all readers are encouraged to monitor their own progress. Our affiliation with a New York State Teaching College allows us to match youngsters with volunteer Reading Buddies as well as skill tutors through the America Reads Program.

Harcourt Mathematics is the curricular core for our K-6 mathematics program. A rigorous scope and sequence encourages content and process understanding and articulation among teachers. Our spiral curriculum, introducing and revisiting skills, ensures mastery. A mathematics writing component encourages divergent thinking and provides practice for communicating mathematical knowledge as required of students on the NY State Assessments. Supplemental manipulatives at all grade levels supports numeracy development and deep conceptual understanding. SUNY students use the NYS Mathematics Standards as a basis for developing appropriate activities for the annual Math Fun Days at Parker School. As part of their pre-service experience, college students enrolled in mathematics theory and pedagogy courses provide support in our elementary mathematics classrooms. Parker's daily school-wide Morning Program includes the introduction of a real life math problem for children to discuss and solve. A teacher facilitates this exciting component of our school day.

Our district has recently adopted the Harcourt Social Studies Program for students in grades 3 through 6. We may introduce the new series to the earlier grades given that the newest addition includes leveled text reading material for guided reading instruction. We emphasize document-based questions in our professional development for K-6 teachers in recent years as this question format is presented in the fifth grade New York State Social Studies Assessment. As a supplement to our Social Studies Program, the Merry-Go-Round Theater group engages all of our students in multicultural productions throughout the school year. International studies occur via "current events" and an annual 6th grade international fair. College students offer foreign languages each year through a club and classroom unit format. American Sign Language has also been offered to our students as an extracurricular activity. Our music and art program help to enhance international awareness of the respective curricula. Parker School hosts annual musical concerts and art shows for the community to enjoy.

Our local BOCES supplements our science and health curricula with kits for unit-specific, hands-on experiences. Beginning in grade 4, textbooks serve as an instructional resource in both subject areas. The personal health and relationships components of our health program are supported by school-wide bullying prevention efforts. In its fourth year, the Peaceful Panthers promote a student-friendly school and have shared their efforts and accomplishments with the district's Board of Education. Annual programs for students and staff promote disabilities awareness. Through the leadership of Parker's Healthy/Responsive Schools Team, we promote healthy snacks – even during classroom holiday and achievement celebrations.

Parker School weaves a social curriculum, Responsive Classroom, into all curricula. As we model appropriate social skills (C.A.R.E.S. – Cooperation, Assertion, Responsibility, Empathy and Self-Control), children are empowered to succeed both academically and socially.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Scholastic's Literacy Place series offers research-based, systematic, explicit instruction in skills development with emphasis on phonics and phonological awareness, as well as rich and varied literature selections. The program includes many focused assessments to inform instruction and measure progress. Each textbook chapter offers skills intervention strategies as well as enrichment strategies.

We supplement the Scholastic series with daily guided reading. Students read orally as teachers provide direct leveled instruction to small homogenous groups to develop phonics, fluency, and comprehension skills. Reading material is stored in a centrally-located book room where texts are grouped by level, facilitating the matching of books to students' reading levels for optimal learning. All adults in Parker School have access to these reading materials.

Independent reading allows students to practice strategies, and the STAR and AR programs from Renaissance Learning facilitate continuous monitoring, support, and differentiations. Data shows how well, how much, and at what level students are reading. Students may set reading goals through these programs and monitor their own progress.

Each primary level classroom administers the Developmental Reading Assessments (DRAs) 2-3 times a year to help teachers target instruction. This assessment provides information about engagement, fluency, and comprehension. Third grade teachers use the Fountas and Pinnell Benchmark Assessments which provide detailed prescription, based upon student performance, to help target instruction. Kindergarten teachers use Concepts About Print to determine reading readiness for children.

We are using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in grades 1 and 2 to assess and monitor the acquisition of early reading skills. These are short fluency measures that serve as indicators of phonemic awareness, alphabetic principle, and accuracy and fluency with connected text. This instrument allows us to identify students who are having difficulty with the aforementioned skills. We can then provide early interventions and support in order to prevent reading difficulties sometimes seen in older students. We plan to expand the use of this particular assessment program for universal screening.

Our building literacy specialists use the Observation Survey and DRA levels to determine students most in need of intervention. First grade students receive Reading Recovery or Early Literacy services in either a small group or a one-on-one setting. Students in the upper grades receive AIS services based upon on NYS ELA Assessment performance levels.

We are investigating Leveled Literacy Instruction (LLI), a scientifically-based early intervention program that provides intensive support within a small group learning environment. It is designed for those not receiving other formal interventions. One of our reading specialists is participating in LLI training and is working with a group of first grade students. We hope to expand the use of this promising intervention during the 2010-11 school year.

Wilson Reading *Foundations* is proving to benefit select students at Parker. This program provides a multisensory approach to teaching students the necessary skills to become successful readers.

We are constantly analyzing our student performance data and researching literacy interventions. Tracking reading success rates from Concepts About Print, to sounds and letters, to sight words, to independent reading

choices helps establish a holistic view. We strive to improve educational outcomes through appropriate and early intervention to ensure that all children are reaching their potential as readers.

3. Additional Curriculum Area:

Parker School students begin their day with a technology enhanced school- wide Morning Program. Facilitated by the school principal, staff and students, Morning Program promotes a sense of community and responsibility. A computer, projector and screen are used to help students focus on a “welcome” in a different language each week. We celebrate birthdays and create and participate in real world math problems. The words to our patriotic songs are on the screen for all to learn and sing along. As we journey through the school year, important dates in history and different cultural holidays are highlighted with informational Power Point programs, short video clips and web cam images. Students use digital video cameras and movie maker programs to film and produce news broadcasts including local and national news, weather, sports, and upcoming community events. These productions are shared at Morning Program for all to enjoy.

As part of their daily routine Parker students are using technology to support their reading via the Renaissance Learning web-based software programs. Students set independent reading goals for each quarter and are responsible for tracking their progress at school and at home. Students have the ability to use computers in their classrooms as well as the school’s computer lab. They have access to a variety of educational software programs, and create presentations using MS Power Point, MS Publisher and Photo Story, for their peers and community. Four classrooms at Parker school are equipped with Smartboard technology allowing students and teachers to engage in enhanced interactive learning. Visitors to Parker school are greeted with an electronic bulletin board visible at the front entrance of the building, the dining hall, and in the classrooms. This keeps our students and school community apprised of student achievements, school values and expectations, community and historical events.

4. Instructional Methods:

Our philosophy for teaching and learning is inclusive in nature, meeting the needs of the learners in the least restrictive environment. Parker teachers co-teach and co-plan to ensure all needs are met and all learners have access to the general education curriculum. Our consistent use of data provides the basis for instructional differentiation.

Specific interventions and supplemental instruction occur through our Instructional Support Team (IST). Once a referral is received, the team works through a problem-solving process, as defined by Response to Intervention (RTI), to set short and long term goals that target specific learning needs. Research based strategies are implemented and data is collected and charted to characterize the student’s response to intervention. The team works in collaboration with parents and school staff to support students in meeting their learning goals. The IST meets every 4 to 6 weeks to monitor progress, and reevaluate and adjust goals as needed.

Differentiation for instructional improvement occurs at grade level meetings where participants analyze data to determine relative strengths and weaknesses in performance as well as effective practices. Participants reconvene to examine students’ subsequent responses to carefully designed instructional activities.

Special educators provide differentiated instruction – typically in the regular classroom setting. This may include memory-enhancing strategies, such as mnemonic devices in addition to other research-based practices and supplemental programs for both literacy and numeracy development. All special educators treat the IEP as a working document and emphasize the importance of individual goals and objectives in instructional planning. Modifications are developed to accentuate students’ strengths and preferred learning styles. The collaboration throughout Parker Elementary ensures the success of all.

Differentiation occurs for higher level learners, too. In addition to the efforts of the classroom teachers, an enrichment teacher collaborates in enhancing the curriculum to meet the needs of accelerated students.

The entire faculty and staff at Parker Elementary School are committed to collaboration for student success. Each adult recognizes the diverse needs of all student subgroups. Differentiation, supplemental instruction, and modifications are all applied to student learning and achievement.

5. Professional Development:

To a large extent, professional learning occurs through exploration as each teacher defines goals through the district's Professional Growth and Assessment Program (PGAP). Generally however, the focus of the Cortland Enlarged City School District Professional Development Program, at the elementary level, rests in three key areas.

A tremendous amount of energy and effort have been focused on the development of systems and skills surrounding the use of student achievement data to make instructional decisions. Specific efforts have involved teachers deconstructing the English Language Arts Standards and creating Benchmark Measures that would let staff know which students are at an adequate level of performance regarding literacy abilities. We have also provided staff with a tremendous amount of time and training to process this type of data in teams and to help them internalize a diagnostic/prescriptive approach to students who do not respond to instruction (or treatments) as we might have hoped.

A second area of focus for our professional development efforts lies in our attempts to eliminate the predictive relationship between disability status and achievement. Historically, students with disabilities have performed much worse than their general education peers. To help rectify this situation, we have provided staff with training in both annual and ongoing venues that assists them in helping students with disabilities succeed in general education environments. These training efforts came about as the district shifted from a special education system that ran parallel to the general education system to a system which unifies special and general education. This has necessitated training for administrators in the concept of social justice, training for an increased number of staff in the special education laws and regulations that accompany these services, and a great deal of ongoing training surrounding the cooperative work that must occur between special education and general education teachers working together in the same classroom, jointly meeting the needs of a group of 25 students.

Our third area of focus has been in the evolution of our literacy instruction. By deconstructing the English Language Arts standards and looking at emerging research on developmental literacy, it became obvious that whole group literacy instruction was not going to serve any population of students very well, let alone an economically diverse and somewhat transient population of students who present with many and varied needs. Our professional development in this area has focused on the understanding of five pillars of developmental literacy (Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary Development), the use of formative assessments to understand where students are on these dimensional scales, and the use of intentional skill development to help teachers respond to students whose skill level is not at an expected level or is not progressing.

Parker School embeds professional learning into the structure of the school day by encouraging teachers to observe one another - especially as new programs are implemented. Faculty meetings always begin with students performing or sharing their work. This is followed by an opportunity for teachers to plan appropriate instruction according to their own grade level requirements. In the past few years, we have increased our professional learning focus on the needs of families in poverty. With the introduction of Response to Intervention (RTI) much attention has also focused upon opportunities to share our expertise with one another as building level teams develop action plans for struggling learners.

6. **School Leadership:**

Shared leadership characterizes Parker School in procedural refinement and governance, problem-solving processes and professional development. Our Shared Decision-Making Team embraces those issues that directly affect student achievement while other committees and teams organize themselves around issues of school health and safety, classroom climate and community outreach.

The building principal is accessible and visible to all learners. He assumes an active role throughout the day in order to model the vision he has for the school and to be available to address issues. With careful attention to an espoused problem-solving model, the principal structures each day to participate in both formal and informal discussion and conversation. This begins with his co-facilitation of a daily Morning Program in the school gymnasium where parents and community members join all staff and students in celebration. This venue presents regular opportunities to promote the school mission via reminders about safety and character values as well as academic goals. Upgraded to three wireless microphones, parents, students, staff members assemble at various locations to share information worthy of acknowledgement. A student-led news desk announces individual and classroom academic achievement as individuals or student groups stand to be recognized. Team and committee leaders share school wide goals and events. Some students lead the school community in customary recognition, E.g. birthdays or certifications, and another student leads the Pledge of Allegiance and a patriotic song. All students have voluntary access to Morning Program leadership opportunities voluntarily and on a monthly cycle. The principal concludes each Morning Program, and often invites groups to stay after the official program for an opportunity for focused discussion. Parents often remain behind knowing that the period directly following Morning Program is generally free for principal office visits.

Early in his eleven-year tenure, the principal was naturally drawn to the community's rich history and composed and published a play about the life of Alton B. Parker. Over the years, students have performed various versions of the play under the direction of local drama students from the district high school and the local college. As we plan for an upcoming renovation, we look forward to displaying the many artifacts from the 1904 US presidential election that marks Alton B. Parker's loss to Theodore Roosevelt.

Daily meetings with school professionals focus on school improvement, typically in regard to individual student behavior plans or academic intervention planning. Regular discussion with teachers allows a productive exchange that typically results in goal-setting. Walk-throughs provide frequent opportunities for the principal to visit with students and teachers as he monitors behavior and learning. The principal is in his second year of developing an enhanced model for the school psychologist's and social worker's function. Essentially, both professionals are encouraged to be in classroom or other school settings, outside of their offices, if not facilitating team meetings or working directly with parents or students.

Parker professionals emerge as a leader among their peers as each naturally establishes a hallmark in one's approach to teaching and learning. Teachers' strengths generally emerge as a result of their action research. To a large extent, this exploration is directed by the goals each identifies through the district's Professional Growth and Assessment Program (PGAP). The faculty meets with the principal twice annually to review their learning goals and their progress toward meeting them, and to share developments in the action plans for at-risk students.

Parker School's Parent Teacher Organization (PTO) is very active in support of the school. Meetings occur monthly, and typically two teachers join the principal and parents in addressing the components of the agenda. Our PTO president also serves on Parker's SDMT, and other parent members of the PTO assume seats and responsibilities in other building teams and committees.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: N/A

Edition/Publication Year: N/A

Publisher: N/A

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month					
SCHOOL SCORES					
% Proficient plus % Advanced	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:

Grade 1 does not participate in the NYS Testing Program.

Subject: Reading
Edition/Publication Year: N/A

Grade: 1 Test: N/A
Publisher: N/A

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month					
SCHOOL SCORES					
o	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:
Grade 1 does not participate in the NYS Testing Program.

Subject: Mathematics
Edition/Publication Year: N/A

Grade: 2 Test: N/A
Publisher: N/A

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month					
SCHOOL SCORES					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:
Grade 2 does not participate in the NYS Testing Program.

Subject: Reading
Edition/Publication Year: N/A

Grade: 2 Test: N/A
Publisher: N/A

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month					
SCHOOL SCORES					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
0	0	0	0	0	0
0	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:
Grade 2 does not participate in the NYS Testing Program.

Subject: Mathematics

Grade: 3 Test: NYS Math

Edition/Publication Year: 05-06, 06-07, 07-08, 08-09

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	96	97	95	97	
% Advanced	23	21	22	21	
Number of students tested	47	38	41	39	
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	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	93	95	91	95	
% Advanced	14	5	27	11	
Number of students tested	28	20	22	19	
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	4	3	1	1	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	3	4	2	
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	3	0	6	2	
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
6. Largest Other Subgroup					
% Proficient plus % Advanced	95	97	94	97	
% Advanced	24	25	17	21	
Number of students tested	42	32	35	36	

Notes:

When sub-groups were less than 10, we indicated the number of students but did not calculate their performance levels.

The Largest Other Subgroup is WHITE students.

Subject: Reading

Grade: 3 Test: NYS ELA

Edition/Publication Year: 05-06/06-07/08-09

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	84	71	77	78	
% Advanced	10	13	14	3	
Number of students tested	49	38	44	40	
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	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	71	57	68	65	
% Advanced	4	5	8	5	
Number of students tested	28	21	25	20	
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	4	0	0	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
4. Special Education Students					
% Proficient plus % Advanced	0	0	29	0	
% Advanced	0	0	0	0	
Number of students tested	3	0	7	0	
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
6. Largest Other Subgroup					
% Proficient plus % Advanced	84	69	81	78	
% Advanced	11	13	11	3	
Number of students tested	44	32	37	37	

Notes:

When some sub-groups were less than 10, we indicated the number of students but did not calculate their performance levels.

The Largest Other Subgroup is WHITE students.

Subject: Mathematics

Grade: 4 Test: NYS Math

Edition/Publication Year: 04-05/05-06/06-07/08-09

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	91	91	93	66	88
% Advanced	16	14	20	15	27
Number of students tested	43	43	40	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	88	86	86	32	85
% Advanced	12	9	9	0	26
Number of students tested	25	22	22	19	27
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	3	0	0	0	3
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	3	0	0	3
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	3	8	0	0	8
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	91	91	94	66	86
% Advanced	16	14	20	15	29
Number of students tested	39	40	35	46	42

Notes:

When some sub-groups were less than 10, we indicated the number of students but did not calculate their performance levels.

The Largest Other Subgroup is WHITE students.

Subject: Reading

Grade: 4 Test: NYS ELA

Edition/Publication Year: 04-05/05-06/06-07/08-09

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	78	67	72	62	63
% Advanced	3	2	3	9	19
Number of students tested	40	43	39	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	68	55	62	37	56
% Advanced	0	0	5	0	7
Number of students tested	25	22	21	19	27
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	3	0	0	0	4
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	3	0	0	3
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	3	8	0	0	8
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	78	67	72	62	66
% Advanced	3	2	3	9	22
Number of students tested	36	40	35	46	41

Notes:

When some sub-groups were less than 10, we indicated the number of students but did not calculate their performance levels.

The Largest Other Subgroup is WHITE students.

Subject: Mathematics

Grade: 5 Test: NYS Math

Edition/Publication Year: 05-06/06-07/07-08/08-09

Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Feb	Feb	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	93	100	91	69	
% Advanced	55	38	26	19	
Number of students tested	40	42	43	42	
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	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	86	100	73	64	
% Advanced	48	25	20	12	
Number of students tested	21	16	15	25	
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	1	0	1	3	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	2	3	0	5	
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	5	1	5	8	
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
6. Largest Other Subgroup					
% Proficient plus % Advanced	93	100	91	71	
% Advanced	55	38	26	21	
Number of students tested	37	39	42	34	

Notes:

When some sub-groups were less than 10, we indicated the number of students but did not calculate their performance levels.

The Largest Other Subgroup is WHITE students.

Subject: Reading

Grade: 5 Test: NYS ELA

Edition/Publication Year: 05-06/06-07,07-08, 08-09

Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Jan	Jan	Jan	
SCHOOL SCORES					
% Proficient plus % Advanced	93	93	84	72	
% Advanced	8	10	16	12	
Number of students tested	40	42	43	43	
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	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	95	88	60	58	
% Advanced	5	0	7	12	
Number of students tested	21	16	15	26	
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	1	0	0	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	2	3	0	0	
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	5	1	5	8	
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
6. Largest Other Subgroup					
White	93	93	84	74	
% Advanced	8	10	16	14	
Number of students tested	37	39	42	35	

Notes:

When some sub-groups were less than 10, we indicated the number of students but did not calculate their performance levels.

The Largest Other Subgroup is WHITE students.

Subject: Mathematics

Grade: 6 Test: NYS Math

Edition/Publication Year: 05-06/06-07/07-08/08-09

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	98	96	52	52	
% Advanced	24	34	7	14	
Number of students tested	41	47	42	44	
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	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	44	41	
% Advanced	19	25	4	5	
Number of students tested	21	12	25	22	
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	2	0	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	3	0	0	0	
4. Special Education Students					
% Proficient plus % Advanced	0	0	20	18	
% Advanced	0	0	0	0	
Number of students tested	0	3	10	11	
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
6. Largest Other Subgroup					
% Proficient plus % Advanced	98	96	57	52	
% Advanced	24	34	9	14	
Number of students tested	38	45	35	42	

Notes:

When some sub-groups were less than 10, we indicated the number of students but did not calculate their performance levels.

The Largest Other Subgroup is WHITE students.

Subject: Reading

Grade: 6 Test: NYS ELA

Edition/Publication Year: 05-06/06-07/08-09

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	95	87	55	53	
% Advanced	7	11	5	10	
Number of students tested	42	47	42	40	
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	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	92	40	37	
% Advanced	9	8	4	0	
Number of students tested	22	12	25	19	
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	2	0	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	3	0	0	0	
4. Special Education Students					
% Proficient plus % Advanced	0	0	20	10	
% Advanced	0	0	0	0	
Number of students tested	0	3	10	10	
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
6. Largest Other Subgroup					
% Proficient plus % Advanced	95	87	57	53	
% Advanced	7	11	6	10	
Number of students tested	39	45	35	38	

Notes:

When some sub-groups were less than 10, we indicated the number of students but did not calculate their performance levels.

The Largest Other Subgroup is WHITE students.