

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. Patrick Dee

Official School Name: Sanford Street School

School Mailing Address:
10 Sanford Street
Glens Falls, NY 12801-0000

County: Warren State School Code Number*: 63-03-00-01-0005

Telephone: (518) 793-5653 Fax: (518) 793-5770

Web site/URL: www.gfsd.org E-mail: deep@lkgeorge.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. Thomas McGowan

District Name: Glens Falls CSD Tel: (518) 792-1212

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: Mr. Devin Spencer

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

2. District Per Pupil Expenditure: 12449

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. 9 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	28	20	48	6			0
K	33	36	69	7			0
1	22	20	42	8			0
2	23	26	49	9			0
3	27	26	53	10			0
4	11	10	21	11			0
5	17	11	28	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							310

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
1 % Black or African American
3 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
95 % 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: 21 %

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.	38
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	64
(4)	Total number of students in the school as of October 1.	310
(5)	Total transferred students in row (3) divided by total students in row (4).	0.206
(6)	Amount in row (5) multiplied by 100.	20.645

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 167

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.

Data is based upon approved applications for the Free and Reduced Breakfast/Lunch Program.

10. Students receiving special education services: 17 %

Total Number of Students Served: 52

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>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</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>17</u>	<u>1</u>
Special resource teachers/specialists	<u>13</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>8</u>	<u>9</u>
Total number	<u>44</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	95%	96%
Daily teacher attendance	96%	97%	96%	95%	96%
Teacher turnover rate	15%	20%	11%	10%	10%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The teacher turnover rate is an average estimate of one retirement per year. Staff very seldom has left Sanford Street for reasons other than retirement or reduction in force.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

The vision of Sanford Street School is to provide a safe, positive, and stimulating environment; one that fosters self growth, a passion for continuous learning, confidence and the ability to succeed in a changing world. We promote excellence through high expectations and evolving standards for students, staff, parents and community. The challenge is for all to reach their personal best while respecting individuality. We share in the accountability for the implementation of this mission and to model behaviors that are influential to the character as well as the mind.

Sanford serves a uniquely diverse population in a small city setting. We have students from all socio-economic backgrounds, but primarily serve students in poverty who live in subsidized housing and are on public assistance. Transiency and homelessness are not uncommon.

The range of our students' abilities is equally diverse, but we routinely adjust settings and services to meet individual needs. We proudly implemented the first elementary collaborative inclusion classroom in the Glens Falls School District and now house two of three such classes in our district. Most special needs students are members of regular education classes and are given added support to be successful members of the classroom. Our autistic class using a 6:1:4 ratio mainstreams students with support of 1:1 aides wherever possible. Project Kindle serves the needs of students requiring enrichment opportunities. Recently, this class collaborated with the autistic students and created equipment to be used for activities promoting social interaction.

Within the classrooms of Sanford Street School, differentiation is the rule, not the exception. Students are regularly engaged in daily learning activities at their individual instructional levels; thereby producing intricate, meaningful outcomes. By using this format, all students feel like part of the Sanford family and are free to learn in a supportive environment.

The Sanford family extends beyond our students. We reach out to families and the community to make our school the best it can be. Parent volunteers continually support classroom programs. We have also been adopted by a local church and insurance agency who provide mentors for at-risk students as well as school supplies and snack for underprivileged children. Through school traditions, we strengthen bonds with parents as we collaborate together to support our students social development. Movie Nights, Supermarket Bingo, Talent Shows, Family Picnics, Spaghetti Dinners, and AIS Night are opportunities used to build relationships and trust which are crucial to student achievement.

One major accomplishment proved the depth of our joint commitment to our school. Due to coordinated efforts between faculty, staff, administration, PTA and local Home Depot, we were awarded a \$65,000 grant from Kaboom for a new playground. A unique aspect was that the playground was installed by parents, Home Depot employees, and staff. The children were involved in the event as they voted on equipment they wanted, prepared songs for workers and were given opportunities to watch construction. We all shared lunch prepared by our food service coordinator and had local dignitaries participate in a ribbon cutting ceremony. The sense of community adorned the day.

Coordinated school and community efforts also helped us as we transitioned from a basal to a guided reading program to meet the diverse literacy needs of our students. Teachers donated their classroom or personal collections of children's books. Businesses and families donated some and we compiled a wonderful collection of multiple copies of leveled books. Administrators earmarked funds to further develop the inventory. By combining resources, sharing materials, and demonstrating their effectiveness, we developed a book room that helps us address the needs and interests of all of our students. We now have enlisted the help of an Eagle Scout to build bookcases to house our ever-expanding collection.

Sanford Street School is a place where we stop at nothing to provide students with opportunities and resources necessary to develop their full potential. Obstacles are overcome and successes are celebrated collectively and enthusiastically by all members of the Sanford Street Family.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

At Sanford Street School discussion concerning data is not only expected, but commonplace. Teachers are well adept at reviewing both summative and formative assessment to aid in informing instruction. Whether looking at a high-stakes State Assessment or a quiz administered within the classroom, there is beneficial data that can be gleaned from its review. Teachers have been trained to look at the data with the intent of not only discovering what students know and are able to do, but also to better their own instruction.

Teachers at Sanford Street School are given the time to review their State Testing data with grade-level colleagues, perform item analysis and determine instructional weaknesses. This information is then utilized to remediate student weakness, strengthen curriculum by modifying the District Curriculum Map and then meet vertically with the intent of sharing instructional weaknesses. This helps upper level teachers understand potential weaknesses of incoming students and lower level teachers focus on areas of instructional weakness. Most importantly, teachers have the mutual trust and respect in one another to have these conversations without taking personally, identified weaknesses in their program. All of our New York State testing results can be found and verified at the following website: www.emsc.nysed.gov/irts/reportcard.

New York State assigns student scores at one of 4 levels, 1 – 4. Students scoring a level 1 or 2 are considered not meeting state standards with a level 3 considered proficient and a level 4, mastery. Student performance levels vary from year to year depending upon the rigor of the assessment and the student population sitting for the assessment.

When staff reviews data on State Assessments, it is looked at as an entire grade level with all students included in the data set. A review of English Language Arts (ELA) shows very consistent data from year to year with overall performance. The average performance rate at proficiency or mastery level for each of the grade levels is as follows: Grade 3: 65%, Grade 4: 86%, and Grade 5: 92%. It is important to note that all students district wide requiring a 15:1 Special Education placement are educated at Sanford Street School. In New York State, students regardless of their handicapping condition will sit for the State Assessments at the elementary level. This results in somewhat depressed scores at this level however, despite the lower scores by this particular cohort group Annual Yearly Progress is still made on a regular basis. Indicated earlier, Sanford Street Schools largest cohort group are the Socio-Economically Disadvantaged students. With the hard work and dedication of an excellent staff, these students too, make Annual Yearly Progress.

Mathematics has long been and continues to be a high performing content area for the students of Sanford Street School. Student performance has shown an overall increase in proficiency and mastery since the district moved to a new math series that more closely matches the New York State Standards and mirrors the New York State Assessments. Instruction is more hands-on and experiential which helps students better understand the content. This was a change that was made as a direct result of data review.

At Sanford Street School, student performance in mathematics is strong within each of the reportable cohort groups. The Total population at proficiency and mastery in mathematics are as follows: Grade 3: 88%, Grade 4: 98% and Grade 5: 96%. Most importantly, we have seen an overall increase in students performing at a mastery level. This tells us that the instructional approach taken at Sanford Street School is working for our students.

Overall, we have much to be proud of at Sanford Street School. Our performance levels are strong and our instructional strategies and supports for the struggling learner only benefit our students. Data is and will continue to be an important topic of conversation at Sanford Street School.

2. Using Assessment Results:

At Sanford Street School, assessments are more than the process of gathering data to exemplify what our students know and are able to do. While this is certainly a desired outcome, it is not the only rationale. Assessment data is the driving force behind our instructional practices. For example, in reading, teachers regularly use running records to assess a student's progress. The data obtained allows a teacher to pinpoint exactly what a child's individual strengths and or weaknesses are while the student is actually reading. Instruction is then tailored during future guided reading lessons, to target specific needs and chose appropriate reading levels to maximize progress. In addition, the use of DIBELS in K-2 allows us to assess student's abilities to meet standardized benchmarks and outcomes in the area of phonemic awareness, phonics, and reading.

Students that fail to meet the benchmarks are identified and progress monitored as they are given further support in deficit areas thru classroom activities or via our Academic Intervention Services. NYS tests given at grades 3-5 also provide a window into our students knowledge at each grade level and results are discussed and analyzed at grade level meetings prior to the beginning of each new year in order to better prepare for and address the strengths and weaknesses of the incoming class and to set goals for the group as a whole. Teachers also rely heavily on assessment data in determining when a child needs a higher level of intervention or support in the classroom. This data can then be shared with a child study team who meets to collectively decide what other opportunities can be utilized to assist a child in making more consistent progress.

3. Communicating Assessment Results:

In order to effectively communicate the achievements and unique learning needs of our students, assessment data is shared in a variety of ways. Data from the NYS assessment is listed on the annual School Report Card which reviews the district standings as a whole, as well as by individual school. This data is then compared with other area schools when published in the local newspapers and media. The community is then able to see the results of our efforts and the successes experienced by our students at various grade levels.

Results of school wide assessment data are able to be viewed on our school district web site by parents, students, and or community members. Formal Parent Teacher conferences are held twice a year to discuss student progress, successes and areas in need of improvement. Assessment data is then referred to and specific goals and skills to work on both in school and at home are identified.

AIS and resource teachers use the assessment data to create quality workshops and presentations for parents of identified students that receive supplemental services to improve their learning. Techniques and strategies for helping students achieve in various academic and social areas are addressed, empowering parents with the needed tools to be a partner in their child's education. The District also sends out a quarterly publication to the entire Glens Falls Community entitled Eye on Education that also speaks to the variety of achievements and successes experienced by our students, the direction our schools and districts are taking in order to maximize learning and achievement, and any other district wide endeavor we may be participating in.

Our Board of Education stays closely linked to what is occurring in each of our schools and routinely audits various content areas to discuss assessment data, achievement results, and seeks input as to where we feel additional attention is needed and how they can help facilitate continued growth and achievement. The results of such meetings are many times shared publicly at monthly board meetings where the public is always invited to attend.

4. Sharing Success:

In the event that Sanford Street School is fortunate enough to win a Blue Ribbon Award it would be our distinct pleasure to share our successes with any and all school districts with an interest in viewing our outstanding programs. Sanford Street School is already known for our collaborative approach to special

education as well as our magnificent book rooms to aid our guided reading approach to literacy. We regularly have visitors in to see our programs in action and this award would be yet another draw, to help us share our outstanding school.

The Sanford Street staff and administration are exceptionally proud of the accomplishments of our students. Students have artwork on loan to the Warren County Family Court, have made ornaments for the White House Christmas Tree, (which were proudly displayed) and regularly participate in community fundraisers to support children and families. Sanford Streets reputation as a community benefactor despite its high level of indigence is well known in the community.

The staff at Sanford Street recognizes the importance of sharing their craft and all look forward to the opportunities to do so when they present themselves. Staff regularly accepts student teachers from surrounding colleges and universities work with high school students with an interest in education and encourage parents to volunteer in and visit their classrooms. There is indeed a comfort level with staff and students having additional adults in their classrooms. On behalf of Sanford Street, we would LOVE to have you in!

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Sanford Street School curriculum has the New York State Standards as its core. Beginning as early as Pre-Kindergarten, the curriculum maps are vertically and horizontally aligned throughout the District. Additionally, the curriculum is enhanced with content and courses that promote higher level thinking as well as embracing 21st century skills. Differentiated instruction activities, cooperative learning, brain research strategies and Understanding By Design units strengthen all curriculum areas.

English/Language Arts is taught with both whole group and guided reading approaches at the elementary level. Students enter Kindergarten on various levels. The Assessment for Language and Literacy is used as a baseline assessment. Teachers differentiate, as some students are emergent readers. Teachers instruct with a reader's workshop method. Grades K-5 use both whole group instruction and guided reading. A book room with a wide variety of trade book choices is available for their use. An effective Academic Intervention Service program supports students with weaknesses in various areas. Resource Room services as well as two collaborative, blended special education classes in Grades 2 and 3 provide for the needs of students with learning disabilities. A Grade 1 through 3 class for autistic students provides for their special needs. A gifted and talented program beginning in Grade Three is available for students meeting the criteria. Grades K-3 utilize an ELP, which includes Running Records to track students' progress. The DIBELS assessment is also used for on-going information and progress monitoring. Grades Four and Five primarily teach reading with the use of trade books appropriate for the age and interests of the students. Grade Five teachers administer the GRADE Assessment (Group Reading Assessment and Diagnostic Evaluation.) This provides valuable information for the teachers in the Middle School. Reading folders with students' samples and grades are done each year and travel with the students to the next year's teacher. These folders are then sent to the Middle School.

Writing is done on an on-going basis through thematic units in the primary grades. Grammar is taught through Daily Oral Language (DOL) activities and also in mini-lessons. The ELA maps are aligned so teachers continually build on skills from one grade to the next. Teachers in the primary level are familiar with the New York State Grade Three ELA Assessment and begin to teach skills appropriate for the students' success on this assessment. Grades Three, Four and Five continue to build on writing skills. There is a focus on grammar, paragraph structure, writing with details, etc. The teachers utilize the Writing Workshop approach. All students complete writing requirements at each level that again are sent to the Middle School. The Words Their Way spelling program is used in Grades K-5. This individualized word study program focuses on word patterns and strengthens phonics, spelling, and reading skills.

The math curriculum in Grades K-5 mirrors the New York State Learning Standards. The Scott, Foresman series is used in K-5. Academic Intervention Services and special education opportunities are provided as needed. The series also provides classroom activities for both re-teaching and enrichment. Students also participate in the Rocket Math program that reinforces math facts. Lessons are taught with the use of manipulatives. Problem solving is a major focus, relating math skills to real-life situations. Because math success requires a strong understanding of skills to be built upon, assessments are completed often to ensure skills are mastered prior to moving to the next skill. Math folders with specific requirements, again travel to the next year's teacher.

Our social studies curriculum follows the New York State Learning Standards. The primary classrooms integrate social studies throughout the year. Students are taught about their family, their community and basic concepts such as symbols of freedom. Materials were created during grade level meeting and summer curriculum writing. A book of the history of Glens Falls was written by Sanford Street School teachers and is utilized in Grade 2. Students learn from field trips to local museums, the library, various grocery stores and

even Home Depot! Grade 3 social studies compares and contrast the United States with other countries around the world. Social Studies Kits were created which contain trade books, artifacts, and clothing from other countries, pictures and activities to make the instruction come to life. Assessments congruent to the objectives are administered. The history of New York State is a major focus in Grade Four and is invaluable in preparing the students for the Grade Five New York State Assessment. Grade 5 focuses on Latin America and Canada.

A hands-on science curriculum beginning at Kindergarten and Grade 1 integrates skill through themes. The curriculum map work done vertically ensures that all topics in the New York State Science Standards are taught with little overlaps or gaps. Beginning in Grade One and continuing through Grade Five, the teachers utilize the STC Kit program, Science and Technology for Children. Students learn through the use of experiments, recording and reflecting on various topics such as electricity, the water cycle, land and water, organisms and more. The students in Grades 2 and 3 participate in a drug awareness program. Grade Five students take part in the DARE program presented through the Glens Falls City Police Department.

Technology skills are taught through our library/media classes. Students learn basic computer literacy skills and word processing. They become familiar with computer and Internet appropriate usage. They learn how to navigate and make products with various software programs including Kids Pix.

Visual Arts Curriculum: Students in Kindergarten through Grade 5 learn elements of drawing, painting, illustration, and three dimensional objects. These topics become more refined as the student progresses. Student learn about art from the United States and/or World cultures to discover important issues and events of those cultures. Thematic units are incorporated based upon information gathered from studies in regular classrooms and/or special area classrooms. Children learn about using art materials and resources. They are taught the elements and principles of design. School-wide or community based projects are also part of the curriculum.

Performing Arts Curriculum: Students in Kindergarten through Grade 5 focus on vocal production, melody, rhythm, harmony, form and theory. They learn to hear and identify soprano, alto, tenor and bass voices. They are taught to explain the effect of major/minor tonality in relation to mood. The curriculum includes a cultural and appreciation of music component. All students are taught concert etiquette, as well. Children in Grades 4 and 5 engage in individual and group musical and music related tasks through chorus, orchestra and band.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Sanford Street School uses a varied reading curriculum to address the needs of our diverse learners. We chose the reading curriculum to provide sound reading instruction to each student at an instructional level following Vygotsky's theory of the Zone of Proximal Development (1962).

All teachers follow the district curriculum maps that are aligned with NYS standards. We primarily use guided reading and trade books with literature circles to teach reading to students at their instructional level. Guided reading allows us to address the specific needs of each student. The curriculum utilizes all aspects of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension and writing as a reciprocal process of reading. A basal, Scott Foresman's **Celebrate Reading** is utilized for some students.

Kindergarten, First and Second Graders are instructed in phonemic awareness through the **Equipped for Reading Success Program** by David A. Kilpatrick, Ph.D. In addition each K-2 teacher runs a **Phonics Focus** group to teach letter/sound and decoding skills. Teachers in 1-5 use **Daily Oral Language** to work on vocabulary, reading comprehension and word building.

Ongoing student gain is measured by use of DIBELS and the Benchmark Assessment System by Fountas and Pinnell. In addition skill assessments are used from the teacher's guides that accompany many of the guided

reading books and trade books. In some instances the Celebrate Reading Anthology skill tests are used to measure skill development. A second grader for example would be assessed in decoding through the Nonsense Word Sub test and oral reading fluency through the Oral Reading sub test. In addition formal running records from the Benchmark Assessment measure gain (strength and weakness) in use of reading strategies, comprehension and vocabulary. Classrooms teachers use informal running records during guided reading lessons to assess student skill acquisition in decoding, fluency, vocabulary and comprehension. A fifth grader's reading progress is measured through the use of The GRADE Reading Test at the beginning of the school year, running records from the Benchmark Assessment System throughout the year as well as skill assessment from guides provided with trade books.

3. Additional Curriculum Area:

Elementary school social studies is an important component of any successful elementary school curriculum. At Sanford Street School, our social studies programs help students understand the past and their relationships with other people in the world. At the elementary level this is particularly crucial to develop responsible citizenship not only within the classroom, but also in play groups, the community and more globally the world. It is of utmost importance that students encounter in a variety of ways, the skills and attitudes that are the foundation of living in a democratic society.

Beginning in the early grades, even though the concept of time is a difficult one, students are taught to understand how the present has come about and begin to develop an appreciation for our community, our country and its famous people. Geography is equally difficult, especially in our community where some families never leave the area, however it is important for children to understand their local environment and other areas of the world. Often this is attained through visitors, assemblies and field trips throughout the region.

Children in elementary school achieve a positive self-concept when they learn to understand they are unique people but also share many similarities with people around the world. These early years are also ideal for children to begin understanding democracy and values in smaller settings such as the classroom, family and community. When a student begins to understand and appreciate others in their immediate world, it is easier to apply those skills and concepts to the larger world.

It is extremely important that the young people of Sanford Street become effective participants in our society. Our world is constantly changing and for cooperative problem solving is needed to address many social and economic issues. Participation in a social studies curriculum is as basic as our learning to read, write and use technology. The knowledge that comes from our social studies curriculum assists all students to develop problem solving skills and engage in decision making. Our overreaching goal is to help each student grow into a caring and contributing member of not only our community, but of society.

4. Instructional Methods:

All staff members are committed to meeting the instructional needs of each learner. Our site team with input from the staff and parents decided to provide aides for each K-2 classroom allowing for flexible grouping for instruction. This extra help in the classroom makes it possible for teachers to differentiate and modify reading instruction.

In K-2 classroom teachers have multiple reading groups so that each student can be instructed at his/her instructional level. In 3-5 classroom teachers use trade books with literature circles to differentiate instruction. Guided reading is supported by two fully stocked book rooms. One book room contains material for K-2 levels and the other is geared for 3-5 levels. Both book rooms are supervised by certified reading teachers who are available to discuss and assist classroom teachers with book selection recommendations, book introductions, reading skills, reading lessons and varied resources.

Math instruction is differentiated in 3-5 through use of a Modified Joplin Plan where students change classes and are grouped by skill level. There are three math groups at each grade level. The lowest achieving group has a teacher and an aide to provide and modify instruction and help to each student master skills.

Writer's Workshop is used to differentiate and modify instruction at all grade levels. Often an AIS teacher or a teacher's aide is in the room during Writer's Workshop to help students work at different levels. During this time each student works on the same topic but may have a different focus depending on his/her skill level.

We are fortunate to have three AIS reading teachers and one special education Resource teacher to assist classroom teacher to supplement and modify reading instruction. Each AIS teacher works with only two grade levels and is able to meet with students on a daily basis. The Resource teacher works with children from 1-5 on a daily basis to supplement and modify instruction.

At Sanford it is our goal to teach students at their level with appropriate classroom instruction through differentiation and support through supplemental instruction by AIS Teachers, Resource Teacher, Speech Therapists, Occupational and Physical Therapists.

5. Professional Development:

The mission of the Glens Falls City School District is to provide a safe, positive, and stimulating environment—one that fosters self growth, a passion for continuous learning, confidence and the ability to succeed in a changing world. At Sanford Street we promote excellence through high expectations and evolving standards for students, staff, parents, and community. The challenge is to reach one's personal best while respecting each person's individuality. Staff makes it their responsibility to be accountable for the implementation of this mission and to model behaviors that are influential to the character as well as the mind. The Professional Development Committee is the strong arm in this mission.

The Professional Development Committee in Glens Falls consists of teachers and administrators from each individual school (Elementary, Middle, and High School) while under the direction of the Assistant Superintendent. It has scheduled meetings that tend to increase as the need arises.

Glens Falls has always been open to broadening teachers' horizons. Staff are encouraged to attend workshops as well as to initiate visitations to other schools and venues. When staff return, formal presentations are made to staff in the home school with the goal of sharing best practices. Information is then shared at Quarterly meetings with teachers of common grade levels or departments in the district. This process enables one person's voice/experience to reach an entire district and impact children district-wide.

Discussions have added Teacher Presentations to the district-wide APPR program (Annual Professional Performance Review). Teachers are encouraged to share their skills and passions outside the classroom walls. Teachers in Glens Falls have been approached to speak with classes of student teachers on Differentiating Education and explaining reasoning and techniques. Sanford Street School staff are able to take first-hand experience and share their knowledge and success stories.

Revamping the Professional Development Days district-wide is another worthy topic. Discussions are now focused on including Professional Learning Communities. Teachers with similar interests and "passions" can dive further into their subject area with colleagues and develop curriculum to meet the wide varieties of our student population.

Lastly, data analysis is a common thread in student growth. Teachers and administrators study the "numbers" and translate that information into teaching strategies. The core of our success is our students and the Professional Development Committee has the opportunity to be the guiding light.

6. **School Leadership:**

The administration and faculty at Sanford Street School share a mutual respect for one another, with both groups recognizing that in the absence of that reciprocal relationship the significant academic progress made by the students could never have occurred. This relationship began and continues due to open lines of communication and trust.

Decisions made at Sanford Street School that could have an impact on student performance are thoughtfully made through conversation between the constituent groups within the school. Input is sought from teachers, support staff, parents and when appropriate, students. More importantly when a decision is made, it is monitored by those involved and if necessary modified to meet the needs of the students.

The principal of the building is integral and highly visible in the building, regularly in classrooms for the purpose of both formal and informal observations of instruction and to ensure that content, and curriculum are followed. By knowing what is occurring throughout the building, the principal can serve as an instructional leader and lend support when necessary and praise to both students and faculty for a job well done.

A visible principal develops relationships with not only ones faculty but also students and families. Relationship building develops the capital necessary when trust is required from a parent, staff member of student. These relationships aid in swift and thoughtful conclusions to disciplinary issues as well as pedagogical debates.

Student achievement is at the heart of all conversations at Sanford Street. This achievement is continuously monitored by administration through both discussion and collection of chapter, unit and other benchmark assessments. This data is utilized by both administration and teaching staff to help inform instruction, and make decisions on resource allocation.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NYS Mathematics

Edition/Publication Year: NYSTP

Publisher: NYSTP

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	86	90	76	98	
% Advanced	25	24	14	25	
Number of students tested	36	42	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	80	86	71	96	
% Advanced	10	19	11	22	
Number of students tested	20	21	28	23	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	71	77	60	93	
% Advanced	0	8	7	0	
Number of students tested	17	13	15	14	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

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*New York State testing results are available for grade 4, for the entire 5-year period.

*New York State testing results are available for only the 2005-2006 school year through the present. 2005-2006 was the first year State Testing was administered to students in grades 3 & 5.

*In New York State, proficiency is considered scoring a level 3 or higher on the State Assessments.

*In New York State, advanced designation is considered scoring at a level 4 on the State Assessment.

*Specific to Sanford Street, reportable cohort groups are limited to Socio-Economically Disadvantaged status and at some levels, Special Education.

*Nearly 60% of the school population is Economically Disadvantaged.

*Sanford Street School educates all district students, district-wide, that are educated in 15:1 classroom settings at 3rd grade. Sanford Street School is responsible for reporting those scores as part of its School Report Card.

*With a student body population of 310 students (45 of whom are Universal Pre-K) over 95% of the population is Caucasian.

Subject: Reading
Edition/Publication Year: NYSTP

Grade: 3 Test: NYS ELA
Publisher: NYSTP

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
SCHOOL SCORES					
% Proficient plus % Advanced	61	78	63	58	
% Advanced	11	15	10	9	
Number of students tested	36	40	40	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	45	67	56	55	
% Advanced	5	10	4	5	
Number of students tested	20	21	25	22	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	29	31	21	21	
% Advanced	0	0	7	0	
Number of students tested	17	13	14	14	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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Subject: Mathematics

Grade: 4

Test: NYS Mathematics

Edition/Publication Year: NYSTP

Publisher: NYSTP

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	100	96
% Advanced	57	26	34	32	60
Number of students tested	28	23	32	25	50
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	100	100	100	100	96
% Advanced	53	15	21	13	36
Number of students tested	15	14	13	8	25
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	100		100		
% Advanced	33		13		
Number of students tested	6		8		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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Subject: Reading
Edition/Publication Year: NYSTP

Grade: 4 Test: New York State ELA
Publisher: NYSTP

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Proficient plus % Advanced	93	85	84	85	85
% Advanced	0	4	6	15	33
Number of students tested	29	26	31	26	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	94	75	85	75	71
% Advanced	0	0	0	0	25
Number of students tested	16	16	13	8	24
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	67		38		
% Advanced	0		0		
Number of students tested	6		8		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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Subject: Mathematics

Grade: 5

Test: NYS Mathematics

Edition/Publication Year: NYSTP

Publisher: NYSTP

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	93	97	92	
% Advanced	29	20	13	13	
Number of students tested	24	30	30	48	
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	92	94	87	
% Advanced	19	15	6	9	
Number of students tested	16	13	16	23	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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Subject: Reading
Edition/Publication Year: NYSTP

Grade: 5 Test: NYS ELA
Publisher: NYSTP

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
SCHOOL SCORES					
% Proficient plus % Advanced	100	97	97	75	
% Advanced	21	10	7	11	
Number of students tested	24	29	30	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	81	52	
% Advanced	19	8	6	5	
Number of students tested	16	13	16	21	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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