

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. Matthew St.Peter

Official School Name: Memorial Park Elementary School

School Mailing Address:
145 E. Bacon Street
Waterville, NY 13480-1207

County: Oneida State School Code Number*: 411902040001

Telephone: (315) 841-3700 Fax: (315) 841-3718

Web site/URL: www.watervilleschools.org E-mail: mstpeter@watervilleschools.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. Gary Lonczak

District Name: Waterville CSD Tel: (315) 841-3900

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Dana Nasypany

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)
- | | |
|----------|-----------------------------------|
| 1 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 16702

SCHOOL (To be completed by all schools)

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

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

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	22	14	36	6	31	23	54
K	41	21	62	7			0
1	40	27	67	8			0
2	29	32	61	9			0
3	25	33	58	10			0
4	32	25	57	11			0
5	38	35	73	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							468

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
0 % Asian
2 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % 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: 7 %

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.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1.	389
(5)	Total transferred students in row (3) divided by total students in row (4).	0.067
(6)	Amount in row (5) multiplied by 100.	6.684

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: 47 %

Total number students who qualify: 220

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: 13 %

Total Number of Students Served: 60

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>5</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>23</u>	<u>0</u>
Special resource teachers/specialists	<u>17</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>50</u>	<u>0</u>

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

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	95%	95%	96%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	12%	7%	7%	11%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

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

Graduating class size	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 Waterville Central School District is located in Oneida and part of Madison County in Central New York State, 14 miles south of, and 50 miles east of Syracuse, just off New York State Routes 12 and 20. The school district is comprised of the Towns of Sangerfield, Marshall, Augusta, Vernon, Madison, Brookfield, Kirkland and Paris. With a population of approximately 4,000, the school community is primarily residential but does contain numerous small businesses and dairy farms. The school system is the focal point of the community and is strongly supported through residents' active participation in school events and activities. The district has an enrollment of roughly 950 students and a staff of 165 including 100 teachers and administrators. The district is a member of the Oneida, Herkimer, and Madison Board of Cooperative Services (BOCES). Memorial Park Elementary School is located on East Bacon Street and the Middle/Senior High School is on Madison Street.

The Mission of the Waterville Central School District is to prepare each student to be successful and productive contributors to society. In doing so, the teachers and staff at Memorial Park Elementary set high academic and behavior expectations for all of our children. We celebrate our successes as we challenge and enrich each child. We use consistent progress monitoring assessments to guide our instruction and to provide the appropriate interventions when necessary. We look at each child as an individual and differentiate our instruction in order to meet his/her needs. As we strive to provide the best instruction for each child, we believe strongly that this instruction has to be supported in the home and by the community. When we all work together, our children have the best opportunity to reach their full potential.

During the fall of 2006, the Waterville Central School District Board of Education began a process to define the school district's strategic purpose in the education of nearly 950 students. The Strategic Plan – a culmination of many months of work from a variety of stakeholder groups – represents a commitment to the educational excellence that makes Waterville a special place.

Memorial Park Elementary School actively pursues our Strategic Plan goals:

1. All grade 3-8 students will score 3 or 4 on State assessments.
2. By the end of 3rd grade, all students will read at grade-level.
3. All K-12 students are literate in all content areas
4. All students will exhibit respect, responsibility and ethical behavior.
5. All students will make meaningful contributions to the community.

Through the development of a District Curriculum Committee, the effective utilization of Department/Grade-Level Chairs, the adoption of a new reading series, and the hiring of certified reading teachers and a math teacher to service our AIS population, our staff worked together to best serve children and tailor instruction so that it was "Good for Kids." Through collaboration with the Mohawk Regional Information Center, our teachers were given access to ground-breaking New York State Assessment data - our teachers were given detailed reports that allowed them to accurately inform and differentiate their instruction based upon state standards on the way to meeting our Strategic Plan goals. The staff at MPS celebrated the success of our Strategic Plan and instructional efforts in 2008-2009 with the results of our grades 3-5 ELA and Math scores. To further strengthen our commitment to education, in the 2009-2010 school year, MPS proudly welcomed sixth grade back to MPS.

The staff at Memorial Park Elementary shares an excitement and enthusiasm for learning, which you can feel as you walk through the hallways and sit in classrooms. Learning is what we do at MPS, as that excitement and enthusiasm is shared with our students each and every day.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In New York State, standardized assessments are given in the areas of English/Language Arts and Math to all students in Grade 3-6. A rubric for scoring determines if a student receives a 1, 2, 3, or 4 on these tests, with the scores of 3 and 4 indicating that the student has met or surpassed the New York State Standards. In English/Language Arts students are assessed on their ability to consistently demonstrate understanding of written or oral text at or beyond the literal level. In the area of math, students are assessed on conceptual and procedural knowledge of mathematics. The results of these assessments indicate how students are progressing in meeting the New York State Learning Standards.

As a Learning Focused school, our teachers incorporate varied teaching strategies. We see reading and math intervention services as crucial in early primary grades, and reading and written language skills are emphasized in all content areas. We employ intervention strategies in the classrooms that differentiate instruction and use data, best practices and State Standards to drive our instruction. We do not teach to the test but, rather, teach the skills that students will need to succeed.

MPS is proud of its academic performance on New York State Assessments and we continue to strive to maintain a high quality of education while educating the whole child. We have seen consistent high scores in ELA and Mathematics over the past five years with 2008-2009 serving as a high-light of our hard work, dedication and staying true to our Strategic Plan:

ELA

- Grade 3 – 85% of students scored 3 or 4
- Grade 4 – 68% of students scored 3 or 4
- Grade 5 – 96% of students scored 3 or 4

Mathematics

- Grade 3 – 96% of students scored 3 or 4
- Grade 4 – 86% of students scored 3 or 4
- Grade 5 – 100% of students scored 3 or 4

MPS continues to be diligent in working to improve scores, particularly related to subgroups. We make every effort to integrate special education students into the general education classroom learning experience, making sure to provide supports for parents, students and teachers. We utilize our Instructional Support Team and the Response to Intervention model to develop a support plan for each identified student to provide him/her with instruction to overcome specified difficulties. To further strengthen our commitment to education, in the 2009-2010 school year, MPS proudly welcomed sixth grade back to MPS.

While Memorial Park Elementary students have consistently scored at Level 3 or 4 in both mathematics and English Language Arts, we constantly strive to improve instruction and student learning. We take great pride in our accomplishments, but we realize we have more work to do. At MPS, we carefully examine those steps

that helped us to become more successful. We maintain focus on becoming better, realizing that striving for excellence, striving for success is a never-ending process.

New York State assessment information may be accessed through the New York State Education Department website at (www.nysed.gov).

2. Using Assessment Results:

MPS is a data driven school.

Through our Strategic Plan goals and our partnership with our Regional Information Center, our staff is provided with aggregate and individualized student data from the previous year's ELA and Math assessments before school starts. This allows our teachers to use cohort data and engage in error coding with regards to most current assessments available to: identify high 2's /low 3's, inform and change instruction, assist students, and monitor results during the year. Our teachers use data to identify ELA and Math students who need Academic Intervention Services, identify students' different learning styles and adjust instruction appropriately, generate a list of students that need differentiated instruction and provide such instruction, assign specific staff to assist students in designated areas and times, develop an individualized comprehensive skills checklist for delivery of Academic Intervention Services, seek out and secure parallel assessments and use as appropriate to evaluate instruction, and research and provide professional development that will inform instruction and target students' deficits and strengths.

In addition to State Assessment data, our K-6 staff utilizes other means of data to inform instruction. Teachers often administer and analyze common formative assessments, and use the DRA2, ACUITY, the Scott Foresman Reading series unit assessments, and the MDIS to formally assess student progress. These assessments help monitor individual academic improvement and help to determine if AIS is needed or is to continue.

The ongoing data collection and assessment results have become the focus of grade-level meetings and our District Curriculum Council meetings and prove to be an important tool in our efforts to determine each student's performance and provide focus to our instructional strategies.

3. Communicating Assessment Results:

We at MPS realize it takes a village to raise a child and it is our goal to foster the parent-school partnership to the best interest of all our students. We also realize that communication is essential in keeping a school district on track for continuous improvement. Memorial Park Elementary School assessment data is communicated to students, parents, and the school community via a number of different mediums: standards-based quarterly report cards, progress reports, fall and spring parent conferences, student planners, year-end school report card provided by the State of New York, Board of Education meetings, District newsletters, and local news papers.

Clear, consistent and timely information allows parents and community members to understand how the school and district goals are aligned with the New York State standards and how students are progressing towards mastery. Our teachers regularly use telephone, email and conferences to communicate academic progress. Additional parent-teacher conferences are encouraged when necessary. We also hold regular awards ceremonies to recognize those students whom have achieved a greater level of academic success.

New York State Education Department Parent Reports are also mailed to parents. Included in the reports are the results of the New York State English Language Arts test and the New York State Mathematics test. The report explains the scores and lists available resources, including engaging in a discussion of the test results with the classroom teacher.

Assessment results are shared in a clear, consistent means in this district across all levels. The district recognizes the need for accountability in today's education and is rising to the challenge and meeting these expectations.

4. **Sharing Success:**

We at MPS believe that we cannot continue to improve unless we are all engaged in ongoing learning. We accept that we are part of a larger Professional Learning Community and to achieve and maintain success, internal and external professional collaboration is a necessity.

Internally, our staff engages in turn-key training, grade-level meetings, and regularly opens their classroom doors for student teachers and visitors from teacher education programs. We also engage in cross-grade-level meetings so that all teachers can share best practices and benefit from their peers. We are fortunate to have a staff member that is a trained Learning-Focused Schools facilitator and we have contracted with our BOCES to have a curriculum/staff developer at our disposal two days a week. The language and focus of our faculty meetings, grade-level meetings and general professional discourse has evolved into that of collaboration, common goals and student achievement – reflected in our Strategic Plan. As a result of this, administration and staff have had visitors from other schools seeking to view strategies used by the school. We empower teachers to lead by example and serve as effective models to new teachers, bringing them into the “MPS Family.”

Externally, staff members pursue professional development through Model Schools and BOCES. District administration and school staff have also served as presenters at local and regional conferences focused on school improvement and quality. Elementary principals also hold monthly round table meetings to discuss successes at their schools. Principals share their ideas and strategies with each other to help create more effective school districts.

MPS is proud to share our successes through our district newsletter, website and local media outlets. We welcome every opportunity to share and seek collaboration. There is no end point to our success. It is not enough for us to become successful; the trick is to become more successful every year.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Memorial Park Elementary School curriculum follows New York State standards and core curriculum and fully supports all content specific learning standards. As a Learning Focused School, MPS curriculum is prioritized into three distinct objectives:

- ESSENTIAL ... Most critical – 50% of objectives
- IMPORTANT ... Approximately next 30%
- COMPACT ... Last 20%; the teacher can reduce or possibly eliminate

Our goal is to teach to mastery and, by using assessment data, we are continually working to align our objectives with state standards and assessments. MPS teachers utilize essential questions and exemplary vocabulary strategies to raise student achievement.

ELA – Our ELA curriculum focuses on reading, writing, listening, and speaking. Our K-6 classroom teachers enjoy at least 120 minutes of uninterrupted instructional time and utilize whole-group and small-group instruction. Classroom teachers utilize leveled-readers in order to differentiate and meet the needs of individual students. We also have two reading specialists who focus on our most at-risk children and utilize small group instruction to help increase their ability levels.

MATH – K-6 teachers are steeped in the use of manipulatives to engage in problem solving, mathematical reasoning, and computation. We follow the BOCES created curriculum calendar ensuring a consistent grade-level instruction. Grades three and up utilize the Hands-on-Equations program to aid in teaching algebra. In addition to following state standards and core curriculum, we aim to make the study of mathematics as practical as possible for our students. We also employ a Math Specialist who works with at-risk students to bolster their skills and meet state and local standards.

SCIENCE – We have a prioritized science curriculum and teachers in all grade levels use BOCES created science kits that promote research, the testing of hypotheses, experimentation, and hands-on learning. Our Scott Foresman reading series also provides leveled readers that help to bolster the science curriculum as well as create cross-disciplinary opportunities. Students are introduced to scientific methods and use them to engage in hands-on activities.

SCIOIAL STUDIES - Our Social Studies curriculum employs an interdisciplinary approach for teaching concepts within the topics recommended by the State. The program focuses on helping students develop awareness of their roles and responsibilities within their family, school, and community. Learning activities are also designed to build citizenship skills and multicultural awareness of a variety of beliefs, customs, and traditions. We are fortunate to live in an area where field trips are available that directly relate to many of our standards and provide direct immersion into history, culture and government.

Our Library curriculum strongly supports our literacy and technology initiatives while augmenting our core curriculum standards. Our students receive Library/Media instruction at least once per week with extra time designated to 21st century research and technology skills. Our Library Media specialist works closely with classroom teachers to integrate library skills into all core areas.

Our Fine Arts program (art, chorus and instrumental) challenges our students and taps into their creativity. All students K-6 participate in art and choral instruction at least once per week and, upon entering grade three, students are able to join our organized chorus program. Chorus members in fifth and sixth grade are able to participate in our MPS musical. Upon entering grade four, students are able to explore various instruments and join our elementary band. Band members are also able to join our elementary marching band. Art students are introduced to, and use, multiple mediums while studying artists and art history. Our young artists are encouraged to explore and take risks while making connections to their lives and our core curriculum. We are proud of the foundation we establish at MPS for our greatly successful Fine Arts program in the High School and we aim to foster an appreciation of the arts at all levels.

The district's Physical Education program is developmentally appropriate, is provided in a safe environment, and utilizes specific and cross-discipline activities that promote fitness, motor skill development, active participation, life-long activity, and individual health and wellness. To enhance our Physical Education curriculum, all K-6 classroom teachers are trained and certified YogaKids teachers and they engage in daily classroom activities that promote the sound body, sound mind philosophy.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Literacy is the primary focus of education at Memorial Park Elementary School. As outlined in our Strategic Plan, we strive to have each student reading at or above grade level by the end of third grade and we want all students literate in the content areas. In support of our Strategic Plan, the District was able to hire two Literacy teachers (K-2 and 3-6) and adopt a new research-backed reading program – Scott Foresman's Reading Street.

With the implementation of our Strategic Plan, MPS began to research effective research-based reading programs that meet and exceed District goals and state standards. Looking for a "value-added" program, one that would not simply maintain student literacy, but enrich and exceed our goals, MPS chose to pilot the Scott Foresman Reading series. Each grade level implemented the series with our Special Education staff using the "My Sidewalks – Early Reading Intervention" component. With regularity, we met and reviewed student progress. The series proved to address all five components of literacy, built successful reading and writing skills (6+1 Traits), and raised student reading levels. We have gone on to implement the Pre-K series with our Universal Pre-K students to create continuity and consistency in our reading program.

Strategic instruction occurs at all levels with collaboration between classroom teachers and our two Literacy teachers. Those students who are identified for Academic Intervention Services via state assessment scores, the Scott Foresman baseline assessment, and the DRA2 receive quality small group instruction that focuses on their individual needs. Students are assessed regularly via Scott Foresman unit tests and in fall, winter and spring using the DRA2.

Through Literacy centers, classroom teachers are able to work with small groups of students to differentiate instruction and enrich and challenge students in area of fluency and comprehension. Our Literacy teachers and classroom teachers keep folders in which they track weekly progress in fluency. The District also subscribes to the Learning Focused model of vocabulary instruction that supplements the reading series.

As a supplement to this program, we utilize assessment tools to conduct individual running records. To differentiate instruction, while providing literature at students' instructional level, leveled readers are used at all grade levels. Teachers value literature-based instruction, and many use the supplementation of class book sets as provided in our book room.

3. Additional Curriculum Area:

TECHNOLOGY:

The mission of the Waterville Central School District is to prepare students to be successful and productive contributors to society. With this in mind, we firmly believe that

- Each student will develop effective communication skills as a foundation to comprehend written/spoken language and create presentations using various media.
- Each student will use current and developing technologies for academic and occupational pursuits.
- Each student will develop the ability to think logically and apply decision making skills to issues pertaining to both mental and physical well-being in a global society.
- Each student will develop competencies which will promote creativity, individual initiatives and/or cooperative efforts toward lifelong learning.
- Each student will recognize and value his/her own uniqueness and the beliefs, attitudes and cultural differences of others.

We are molding 21st century learners, students who will need to function in an ever-evolving society. The technology curriculum at MPS supports our 21st century students where they can use, create and communicate through a number of mediums and across the curriculum. We realize that nothing will replace strong reading and writing skills, but we also realize that the application of these skills and the formats they may take are changing every day.

Each classroom is equipped with SmartBoards, ELMO's and LCD projectors that enhance instruction and allow students to use computer manipulatives to bolster learning. We have two Poly-Com units which allow students to engage in virtual field trips and distance learning opportunities. Each classroom has a bank of up-to-date computers as well as access to two full computer labs in which students are able to use current software and on-line resources. All staff is trained in the use and implementation of technology that can be integrated in their curriculum. Students use technology to research, create presentations, word process, explore other cultures, create blogs and wiki's, practice assessments, and communicate around the world.

4. Instructional Methods:

MPS employs a number of effective, researched-based instructional methods. Whole class direct instruction, flexible grouping and individualized instruction are evident in all classrooms. As a Learning Focused School, our lesson plans follow the EATS model – Essential Question, Activating Strategies, Teaching Strategies, and Summarizing Strategies. Within each lesson, activities are differentiated to meet the needs of students performing below, on, and above grade level.

Waterville Central School District defines differentiated instruction as a “concept that makes it possible to maximize learning for ALL students. It is a collection of instructionally intelligent strategies based on student-centered best practices that make it possible for teachers to create different pathways that respond to the needs of diverse learners.”

To meet this end, teachers are trained in low-prep/high-impact strategies that meet the needs of a wide range of learners. Using multiple forms of assessment to determine students' achievement, students are taught with flexible groupings, leveled books, learning centers/stations, menus, tiered-instruction, and non-linguistic representations.

Students with learning disabilities receive services ranging from inclusion, self-contained special education classes to a less restrictive resource room program. All students are mainstreamed for science and social studies with the support of a teaching assistant. The special education program is a combination of a push-in, co-teaching, and pull-out models. Special education and general education teachers collaborate to integrate students' IEP goals with content curriculum.

Through the Response to Intervention model and the use of Academic Intervention Services, ELA and Math instruction is differentiated to meet the needs of individual students. These groups are flexible and, as students

master skills, they are released from the program. We employ two Literacy teachers (K-2 and 3-6) that push in to classes as well as providing small group direct instruction. Students are grouped by instructional need to maximize the effectiveness of the programs.

5. Professional Development:

Professional Development is provided by many internal and external sources. These sources include, but are not limited to, Oneida-Herkimer-Madison BOCES, Madison-Oneida BOCES, Regional Information Center, and Waterville Central School District employees. We diligently research and provide professional development that will inform instruction and target students' deficits and strengths.

Through this strong regional network of providers, our district tailors its professional development to meet our Strategic Plan goals. One of these Strategic Plan goals is to have "each student meet or exceed the expectations of the curriculum of the Waterville Central School District and the New York State Learning Standards leading to graduation with a Regents diploma" measured by "all 3-8 students scoring a 3 and/or 4 on State assessments." We systematically look at performance data provided by ACUITY, our Regional Information Center, and local assessments to pinpoint exact performance indicators that are weak, change instructional practices, and evaluate that instruction and raise test scores.

Our staff regularly meets in grade-level and faculty meetings to review data, student work and best practices to continually move forward. The elementary principal attends these meetings to be informed, answer questions and offer support as needed. We have empowered teacher-leaders and focused on our "high-flyers" and raised the bar of effective teaching at MPS. We are a collaborative professional learning community that has focus and is committed to the learning of each student.

6. School Leadership:

Through a strong District administrative team lead by the Superintendent of Schools, the Principal serves as the instructional leader of Memorial Park Elementary School and has primary responsibility for all administrative functions including curriculum and program, personnel, finances, facilities management, and parent/school communication. The Principal works towards establishing and maintaining a Learning Focused school and achieving the District's Strategic Plan goals.

The MPS principal believes that children are our most precious resources, all members of the educational community are our most precious tools, every child is capable of meaningful success in all avenues of learning, meaningful and lasting educational reform is possible and desirable, and a building principal is first and foremost a teacher, a model, a communicator, a change agent, and an instructional leader. The MPS principal is a visible and active participant in the education of students at MPS and it is not unusual to find him visiting the classrooms, speaking to and participating in activities with the children and staff throughout the day.

MPS has empowered grade-level chairpersons to act as leaders within their own realms. Each teacher-leader works with their respective teams and with other grade-levels to work towards our District vision and Strategic Plan goals. Monthly faculty and curriculum meetings encourage open discussion and shared decision making so that everyone on staff takes ownership of programs and procedures.

While maintaining a sense of humor, he is forthright, respectful and supportive. He knows each student's name, learning style, interests and family. He is an advocate and spokesperson for the Waterville Central School District and all its shareholders. He is an eclectic leader, working with many paradigms and many versions of the school's core beliefs. His goal is to get everyone on the same page and facilitate and foster a "shared vision" for Memorial Park Elementary School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: New York State Mathematics Assessment

Edition/Publication Year: 2005-2009 Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Levels 3 and 4	96	89	95	93	
Level 4	23	23	20	21	
Number of students tested	53	70	55	68	
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					
Levels 3 and 4	96	77	95	83	
Level 4	22	7	21	13	
Number of students tested	23	31	19	23	
2. African American Students					
Levels 3 and 4					
Level 4					
Number of students tested					
3. Hispanic or Latino Students					
Levels 3 and 4					
Level 4					
Number of students tested					
4. Special Education Students					
Levels 3 and 4		53			
Level 4		7			
Number of students tested		15			
5. Limited English Proficient Students					
Levels 3 and 4					
Level 4					
Number of students tested					
6. Largest Other Subgroup					
Levels 3 and 4	96	89	94	94	
Level 4	24	23	21	21	
Number of students tested	51	66	53	66	

Notes:

The New York State Mathematics Assessment for Grade 3 was not given in 2004-2005.

Subject: Reading

Grade: 3 Test: New York State English Language Arts

Edition/Publication Year: 2005-2009 Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
SCHOOL SCORES					
Level 3 and 4	85	70	76	74	0
Level 4	13	9	11	9	0
Number of students tested	53	70	54	68	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Level 3 and 4	87	55	53	61	0
Level 4	4	3	5	4	0
Number of students tested	32	31	19	23	0
2. African American Students					
Level 3 and 4					
Level 4					
Number of students tested					
3. Hispanic or Latino Students					
Level 3 and 4					
Level 4					
Number of students tested					
4. Special Education Students					
Level 3 and 4		40			
Level 4		7			
Number of students tested		15			
5. Limited English Proficient Students					
Level 3 and 4					
Level 4					
Number of students tested					
6. Largest Other Subgroup					
Level 3 and 4	86	68	77	76	0
Level 4	13	9	12	9	0
Number of students tested	51	66	52	66	0

Notes:

The New York State ELA Assessment was not given in Grade Three in 2004-2005.

Subject: Mathematics

Grade: 4 Test: New York State Mathematics Assessment

Edition/Publication Year: 2004-2009 Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	May
SCHOOL SCORES					
Levels 3 and 4	86	91	85	89	87
Level 4	24	24	24	25	33
Number of students tested	71	54	67	61	60
Percent of total students tested	100	100	99	100	98
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					
Levels 3 and 4	89	86	79	76	
Level 4	11	14	16	12	
Number of students tested	28	22	19	25	
2. African American Students					
Levels 3 and 4					
Level 4					
Number of students tested					
3. Hispanic or Latino Students					
Levels 3 and 4					
Level 4					
Number of students tested					
4. Special Education Students					
Levels 3 and 4	60				
Level 4	7				
Number of students tested	15				
5. Limited English Proficient Students					
Levels 3 and 4					
Level 4					
Number of students tested					
6. Largest Other Subgroup					
Levels 3 and 4	85	91	85	89	86
Level 4	24	23	24	25	31
Number of students tested	67	53	66	61	55

Notes:

Subject: Reading

Grade: 4 Test: New York State English Language Arts Assessment

Edition/Publication Year: 2004-2009 Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Levels 3 and 4	68	77	75	62	77
Level 4	4	6	7	8	12
Number of students tested	71	53	68	61	60
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					
Levels 3 and 4	54	52	70	48	
Level 4	0	0	5	4	
Number of students tested	28	21	20	25	
2. African American Students					
Levels 3 and 4					
Level 4					
Number of students tested					
3. Hispanic or Latino Students					
Levels 3 and 4					
Level 4					
Number of students tested					
4. Special Education Students					
Levels 3 and 4	33				
Level 4	0				
Number of students tested	15				
5. Limited English Proficient Students					
Levels 3 and 4					
Level 4					
Number of students tested					
6. Largest Other Subgroup					
Levels 3 and 4	67	77	75	62	75
Level 4	5	6	8	8	13
Number of students tested	67	52	67	61	55

Notes:

Subject: Mathematics

Grade: 5 Test: New York State Mathematics Assessment

Edition/Publication Year: 2005-2009 Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Levels 3 and 4	100	80	72	63	
Level 4	47	12	9	11	
Number of students tested	53	69	59	64	
Percent of total students tested	100	100	100	99	
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					
Levels 3 and 4	100	71	61	59	
Level 4	33	5	0	6	
Number of students tested	21	21	23	32	
2. African American Students					
Levels 3 and 4					
Level 4					
Number of students tested					
3. Hispanic or Latino Students					
Levels 3 and 4					
Level 4					
Number of students tested					
4. Special Education Students					
Levels 3 and 4		75			
Level 4		0			
Number of students tested		12			
5. Limited English Proficient Students					
Levels 3 and 4					
Level 4					
Number of students tested					
6. Largest Other Subgroup					
Levels 3 and 4	100	81	72	61	
Level 4	47	12	9	12	
Number of students tested	53	67	58	59	

Notes:

The New York State Mathematics Assessment for Grade 5 was not given in 2004-2005.

Subject: Reading

Grade: 5 Test: New York State English Language Arts Assessment

Edition/Publication Year: 2005-2009 Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
SCHOOL SCORES					
Levels 3 and 4	96	85	75	68	
Level 4	17	3	7	5	
Number of students tested	54	68	59	62	
Percent of total students tested	100	100	100	95	
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					
Levels 3 and 4	96	80	62	65	
Level 4	14	0	0	3	
Number of students tested	22	20	24	31	
2. African American Students					
Levels 3 and 4					
Level 4					
Number of students tested					
3. Hispanic or Latino Students					
Levels 3 and 4					
Level 4					
Number of students tested					
4. Special Education Students					
Levels 3 and 4		75			
Level 4		0			
Number of students tested		12			
5. Limited English Proficient Students					
Levels 3 and 4					
Level 4					
Number of students tested					
6. Largest Other Subgroup					
Levels 3 and 4	96	86	75	65	
Level 4	17	3	7	5	
Number of students tested	54	66	59	57	

Notes:

The New York State English Language Arts Assessment was not given in 2004-2005.