

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

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

Name of Principal: Mr. Andrew Doell

Official School Name: Elizabeth Cady Stanton Elementary School

School Mailing Address:  
38 Garden Street  
Seneca Falls, NY 13148-2199

County: Seneca    State School Code Number\*: 560701060004

Telephone: (315) 568-5834    Fax: (315) 712-0526

Web site/URL: http://www.sfcs.k12.ny.us/    E-mail: adoell@sfcs.k12.ny.us

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. Robert McKeveny

District Name: Seneca Falls CSD    Tel: (315) 568-5834

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. Michael Day

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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

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

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation) \_\_\_\_\_
2. Elementary schools (includes K-8) \_\_\_\_\_
- 1 Middle/Junior high schools \_\_\_\_\_
- 1 High schools \_\_\_\_\_
- K-12 schools \_\_\_\_\_
- 4 TOTAL** \_\_\_\_\_

2. District Per Pupil Expenditure: 7432

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7			0
1			0	8			0
2			0	9			0
3	49	41	90	10			0
4	66	61	127	11			0
5	40	49	89	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							306

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
         % Asian  
3 % Black or African American  
3 % Hispanic or Latino  
         % Native Hawaiian or Other Pacific Islander  
93 % White  
         % Two or more races  
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 10 %

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.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1.	304
(5)	Total transferred students in row (3) divided by total students in row (4).	0.099
(6)	Amount in row (5) multiplied by 100.	9.868

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: 42 %

Total number students who qualify: 130

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: 8 %

Total Number of Students Served: 25

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>36</u>	<u>2</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 19 :1

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	98%	98%	97%	98%	98%
Teacher turnover rate	0%	8%	0%	0%	0%
Student dropout rate	%	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	%
<b>Total</b>	0	%

## PART III - SUMMARY

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Located in the village of Seneca Falls, NY, (pop. 9370) Elizabeth Cady Stanton School, is a thriving elementary school proud of our tradition of accomplishment with strong ties to our rich, cultural heritage.

Our daily routines and curriculum are developed to carry out our school vision: “To develop academic excellence, character, independence, and self-esteem in each child.”

Stanton School has a successful record in the area of academic improvement and accomplishment. In 2007, Stanton School was designated as a “High Performing/ Gap Closing School” by the NYS Education Department for demonstrating success in the education of a diverse group of students as evidenced by increased student achievement.

To help insure a continuum of academic improvement, we are currently developing a school wide “Response To Intervention” program, which targets students who may not qualify for special services, yet need additional academic assistance. Our intended implementation is September 2010.

Approximately thirty-six percent of our 5th graders receive the President’s Academic Fitness Award annually.

Our school climate is a happy, energizing, and respectful one, in which students are positively engaged in community service to others. As an example, in 2009, a third grade teacher received a grant that will be used for a student/community outreach reading program with a local nursing home. Additionally, our school community sponsors a child in Bangladesh, donates to the Haiti relief effort and supports Malawi Children’s Village.

In March 2009, Stanton School was recognized by the Academy for Character Education, Russell Sage College, as a “School Committed to Character Education.” This title commends outstanding character traits exhibited and leadership provided in the character education initiative in New York State. We are currently making application for full status as a NYS ‘School of Character’.

Our faculty strives to keep abreast of current trends in education and certifications, where staff development is highly valued. For example, a fourth grade teacher received National Board Certification in Literacy in 2009, our music teacher is an active NYSSMA certified adjudicator, and a fourth grade teacher received a grant in 2009 for a science materials unit on force and motion.

Our English Language Arts Week activities focus on the enhancement of the core areas of reading and writing, through reading challenges, dramatized stories, songs, guest writer and illustrator workshops, and evening family activity sessions, which have all contributed to our improved reading test scores.

Approximately twenty- five percent of our students are published in a National Poetry publication annually.

Stanton School has formed partnerships with generous, local agencies in activities that support our curriculum, that include:

Seneca Falls Library – reading programs, Scripps Spelling Bee- (our representative made it to National final round in ‘09)

Colonial Day- Genesee Country Village- Social Studies

S. F. Savings Bank-student bank accounts- Math

Merry-Go-Round Playhouse - SS /Reading /Arts

DARE- S.F. Police Dept.-Health and Char. Ed

S.F. Historical Society- SS/ Music  
National Women's Hall of Fame-SS/Music  
National Women's Rights Historic Park- SS

Our choruses have been recognized in 2007-09 by the State DAR for outstanding performances at state conventions and for our continued commitment to the enhancement of the 4th grade social studies curriculum. We have performed our original songs about the Erie Canal, Iroquois Nation and Women's Right's Movement, for First Lady Hilary Clinton, Gov. George Pataki, New York State Senator Michael Nozzolio, and film-maker Ken Burns, to name a few.

We enjoy utilizing the wealth of resources that our local community offers, and feel that forging strong ties to our Seneca Falls heritage has helped us to improve our academic accomplishment, in a unique way.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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

In the 2005-2006 school year, the State of New York began requiring all students in grades 3-8 to take a yearly math and ELA state assessment. These state assessments are designed to measure the extent to which students at these grade levels are meeting the state standards in the content areas of reading (ELA) and mathematics. Each student who takes these assessments is assigned a level 1-4 based on the extent to which they have demonstrated mastery of the state standards. A level 1 indicates a student not meeting learning standards. A level 2 indicates a student is partially meeting learning standards. A level 3 indicates a student is meeting learning standards and a level 4 indicates that a student is meeting learning standards with distinction. More information about the New York State Assessment system and its performance indicators may be found on the New York State Education Department web site ([www.nysed.gov](http://www.nysed.gov)).

Since the 2005-2006 school year our school has utilized state assessment data in conjunction with building specific student data to drive necessary programmatic and curriculum adjustments. In looking at the assessment data for our fifth grade students over the four year assessment span, it is evident that we are making gains in student achievement as a school community. Our grade 5 ELA assessment data has improved each year from 2005-2006 school year and our fifth grade math scores have indicated that for the past two years, better than 90% of our students at grade 5 are meeting state learning standards. The data at grade 5 is significant as it has allowed us to track the results of our curricular adjustments over time. It is important to note that we have also tracked our schools assessment results in comparison to the results other districts in our BOCES have posted over the past five years. We have noted significant improvement as a building. During the 2008-2009 testing year, our students scored within the top ten percent of all schools within our BOCES on every assessment at every grade level.

In looking at these results, it is also important to note that our school posted percentages of students scoring a level 4 that were in the top 5% of the 25 school districts in our BOCES. This is significant as it indicates that our efforts to differentiate instruction for all learners have challenged every child within our building. In looking at our trend data over the past four years, we have noted that the assessment results of our special education and socio-economically disadvantaged populations have varied at grades 3 and 4, while the assessment results of these sub-groups at grade 5 have improved each year in ELA as well as mathematics. As we look at these trends, we have identified the assessment results of these subgroups as an area to improve over the next several years. It is our goal to continue to use the trends we identify in our state assessment results to pinpoint areas of curriculum and programming that may need to be addressed.

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

Beginning in the 2005-2006 school year, our school made a commitment to use student assessment data to make data driven decisions about classroom instruction. During 2005-2006, we instituted mandatory reading assessments for every student in the building and we asked teachers to develop reading goals and an instructional plan for students based on the results of these assessments. In addition to the institution of these reading assessments, we also began to look formally at the state assessment results of our students. The Principal, along with our school's reading teachers met with each grade level to look at past ELA assessments and assessment data in order to identify key concepts and skills that were tested. We also looked at what key concepts and skills our students seemed to have had the most difficulty with and then we made sure those concepts and skills were included in our ELA curriculum maps at each grade level. From the 2006-2007 school year on, the Principal has met with grade level teams or team leaders to look at our assessment results on Data Mentor. Data Mentor allows us to identify trends and note areas of strength as well as areas we need to address with students in order to move them forward. Once areas of improvement are noted, grade level

teams work together to identify ways we can address these concepts or skills with students to make improvements. We have utilized the information we have gained from the analysis of student assessment data to prioritize staff development offerings and opportunities for teachers. Although we are not yet where we want to be, as a learning community we are certainly pleased with the positive strides our school has made thus far in our work with student data.

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

Elizabeth Cady Stanton Elementary School communicates students' performance, including assessment data, to parents, students, and the community in a proactive manner. Along with traditional interim reports and report cards, issued and reviewed eight times during the school year, four dates are established as Parent Teacher Conference Days, which consistently result in a 95% attendance rate by parents. This allows teachers and parents to discuss student achievement progress on a first-hand basis. New York State Assessments are administered to all students in English Language Arts and Math, to Grade 4 students in Science, and Grade 5 students in Social Studies. Informational sessions, school newsletters and the district's messaging system are used to provide an overview, purpose, procedure and advice on how to interpret scaled scores and levels of the New York State Assessment Program to parents and students. Individual student achievement reports are printed and mailed to parents. Written and verbal explanations are provided to parents so they have a good understanding of their child's results and progress. The Principal and teachers make themselves readily available to review individual student's results. School-wide and grade level results are posted on the school's web site and show a multi-year history of progress. These same results are available via the New York State School Report Card for the Seneca Falls Central School District, in print form upon request, and are reflected in the Elizabeth Cady Stanton Elementary School's annual Improvement Plan. The school also keeps a binder of student achievement results in the main office and can be accessed by community members and visitors.

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

Elizabeth Cady Stanton Elementary School has made a visible commitment to sharing success within the Seneca Falls Central School District community, the Finger Lakes region, and throughout New York State. The school has received recognition on a number of occasions. The New York State Education Department has twice recognized Elizabeth Cady Stanton Elementary School as a High Performing/Gap Closing Elementary School for the overall achievement rates by the entire student population. The Academy for Character Education has recognized the school as a "School Committed to Character" for its ongoing commitment to Character Education. These awards are publicized throughout the region and state and provide others with the opportunity to consult and collaborate with administration, faculty, and staff. Sharing of best practices, including instructional approaches and an overall commitment to a belief system that all students can learn and be successful, allows Elizabeth Cady Stanton Elementary School to positively promote its successes. Wayne-Finger Lakes BOCES also recognizes and promotes the efforts of Elizabeth Cady Stanton Elementary School's administration, faculty, staff, students, and parents.

Elizabeth Cady Stanton Elementary School has also made a strong commitment to collaborate with local agencies and resources to provide programs that enhance daily instruction. These collaborative efforts with museums, universities, Performing Arts groups, authors, etc. are also evidence of Stanton School's success and have been shared at the local and regional levels.

Elizabeth Cady Stanton Elementary School utilizes the school's web site, newsletters, and local media to positively promote its school and successes. The commitment to share successes is ongoing.

Elizabeth Cady Stanton Elementary School has developed a reputation of excellence, which is well-known by the school community and region.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum of the Elizabeth Cady Stanton Elementary School is designed to align with and address the New York State Learning Standards in Math, English Language Arts, Science and Social Studies. Each grade level has curriculum maps and curriculum calendars designed to help keep grade levels on track in their efforts to provide consistent and critical standards based instruction. These maps are also designed to ensure that students receive consistent and critical standards based instruction aligned across grade levels.

Our math curriculum is based on the Scott Foresman math program. This program has a student text book, workbook, an interactive technology component as well as a component that allows our teachers to keep parents informed of what their students are learning. Each grade level utilizes math "coach" books that provide students with opportunities to practice the types of math problems they will see on the state mathematics assessments in the format that they will be presented on the assessment. Whenever possible, math is integrated across other content areas, especially in science.

Our ELA curriculum addresses such areas as spelling, grammar, writing and reading. Reading instruction is delivered in guided reading groups and is rooted in the balanced literacy approach. English language arts coach books are utilized by each grade level to allow students an opportunity to practice the types of English language arts activities they will see on their state assessments. In addition, our school supports the ELA curricular area with various assembly programs and an annual English language arts week in which we bring in a guest author or illustrator to meet and work with our students.

Our Social Studies curriculum follows the New York State Learning Standards and is supplemented with numerous field trips and hands-on learning opportunities geared to engage and inspire our students in their study of social studies. We are fortunate to be in a community rich in history and our students take walking field trips to our local museums and historical attractions when they are in 4th grade. Our school has developed a great partnership with our local Historical Society which does a great deal for our school.

Our science curriculum is designed to be delivered in a very hands-on manner. Our school purchases science kits from BOCES, which allows students to participate in experiments and then collect and record data in a meaningful manner. Our students participate in field trips to the Ithaca Science Center, utilize our school courtyard, which has recently been turned into a registered Monarch Butterfly Waystation and visit a mobile Star Lab in our school gymnasium. Each year, our 4th grade students take the New York State Grade 4 Science Assessment and over the past four years, 95% of our students have scored at or above proficiency on the exam.

Our art and music curriculum is designed to meet state learning standards for those areas, but also to support the core curriculum as well. Each year, our students submit artwork for an art and technology fair which is open to the community. This fair allows students to present the work that they have done in a fun and meaningful manner. Our Orff- based music program includes the study of a diverse array of musical styles and instrumentation. Predominant use of the "folk song" genre allows for co-curricular ties to the social studies core curriculum. Our music curriculum also reinforces our reading program through the study of speech, diction, song, poetry and the dramatization of stories and plays.

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

(This question is for elementary schools only)

The Elizabeth Cady Stanton Elementary school subscribes to the Balanced Literacy philosophy of reading instruction. This philosophy requires a team approach and strategic professional development for teaching staff. Under this format reading instruction is highly dependent upon an instructional cycle that utilizes assessment, analysis (diagnosis), instruction, reflection and assessment. (As the name conveys, this approach allows our reading instruction to remain balanced for each child rather than swinging from one approach on one end of the spectrum to the opposite end and back again.)

All students are assessed at the beginning of each year using the Qualitative Reading Inventory (QRI), as well as sight word inventory and fluency rubric. This assessment is analyzed, discovering strengths and needs within the three main areas of reading: decoding, comprehension and fluency. Using this assessment, as well as the previous years' data, a written plan is developed for each individual child according to his/her strengths and needs thus providing the plan for differentiated reading instruction.

For example, if an initial assessment shows that a student has an overall reading level one grade level behind the assessment is analyzed in order to diagnose what skills are needed to allow the student to move toward the grade level standard in reading. Through analysis, it may be apparent that the child has great difficulty comprehending the text, but is strong in the areas of decoding and fluency. The plan for this child would include strategies/instruction which will allow the child to move toward the grade level standard which may include: (1) teaching visualizing strategies to create a mental image of the author's words; (2) focusing independent reading and individual conferences on one specific comprehension strategy – finding evidence for why an author created a particular chapter title and (3) increasing vocabulary through language-rich read-alouds and discussion.

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

The Elizabeth Cady Stanton School is very progressive when it comes to the area of technology in the classroom. Faculty members from Elizabeth Cady Stanton School are members of the District Wide Technology Committee. This committee meets on a regular basis under the direction and guidance of Mr. Ronald Strojny, Network Administrator. The vision for technology at Elizabeth Cady Stanton School, as well as the entire Seneca Falls School District is to empower students and teachers by providing a technology-rich educational environment. In this environment, all students and teachers will have access to technological knowledge and information and will engage in teaching and learning opportunities that develop ethical, social and life-long learning skills. We believe these skills are crucial to being productive in an information-driven, globally competitive society.

A visit to our school would enable one to see evidence of a commitment to technology rich curriculum. Each classroom has a computer, access to a computer lab and a mobile lab top lab are available, Interactive Smart Boards are in most classrooms and will be in every classroom under the district wide technology plan. Teachers and students regularly use digital cameras, scanners and other tools to enhance curriculum. Teachers receive training and support on a regular basis when new technology is introduced. The most recent advance has been the Poly-Com Telecommunication System which will allow our students to participate in virtual field trips and connect with other learning communities around the world.

The ongoing technology plan is aligned with the New York State Standards and is reviewed and updated on a yearly basis. Goals and skills are age and grade appropriate and are both taught and reinforced through classroom curriculum. All students have an opportunity to demonstrate the following performances; use of keyboards efficiently and effectively, discussion of responsible use of technology, use of technology tools to support personal productivity, remediate skill deficits, and facilitate learning. This aligns with the

philosophy that The Elizabeth Cady Stanton Community is dedicated to developing academic excellence, character independence and self esteem in each child.

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

The learning community at the Elizabeth Cady Stanton Elementary school is made up of very diverse learners. Our goal as a professional community is to meet the needs of every learner while consistently and competently covering every curricular area. In order to effectively accomplish this goal, knowledge of state standards and of how to differentiate instruction appropriately is critical. The beginning of this process occurs with building level assessments. At the start of every school year, students are benchmarked to determine their reading level and individual strengths and needs as learners. Reading instruction is designed to allow students to work at their independent reading level while addressing common instructional themes such as inferencing or reading for information. This prescriptive guided reading approach allows students to grow as learners without becoming overly frustrated. In the content areas of social studies and science, students are afforded the use of both common and leveled texts. The ability to provide students leveled texts in these curricular areas allows students to cover essential concepts and key ideas presented at their level. In addition to leveled text, we have also worked at providing students assessments that address their unique needs. Special education students are assessed on the same concepts and key ideas as their peers, but may have an assessment with fewer words to choose from in a word bank or may have a matching section of a test broken down into smaller segments. In placing an emphasis on differentiating instruction, we have found that our classroom instruction has been more effective and our students have realized more success within the classroom. This student success has produced more confident learners who are willing to meet the high standards we seek to uphold.

#### **5. Professional Development:**

The Elizabeth Cady Stanton school community recognizes that professional development is fundamental to insuring student growth and achievement. With budgetary constraints at the district level, creating opportunities to provide staff with professional development has been a challenge. Over the past several years, we have utilized student data as well as building and district goals and initiatives to prioritize how money for professional development is allocated. Our building has identified reading and our special education population as key areas to improve and develop. With no staff development specialist in our district reading teachers at our school have been sent to various workshops and conferences and upon return become turn-key trainers for our entire teaching staff. Our staff has been trained in the consistent administration of the QRI and has been able to work with our reading teachers to address various topics and strategies involved in the content area of reading as needed. In 2008 we sent eight teachers to the New York State Special Education Conference in Syracuse, New York. These teachers brought back valuable resources and strategies that were shared with our entire staff in a faculty meeting. Each grade level was asked to implement some of the strategies that the group brought back and the results were tracked and shared as a school community. Professional development offerings in the area technology have been provided for our teachers. These offerings have also come in the form of in-house trainings and workshops, but have had a tremendous impact on the delivery of curriculum. As a direct result of our professional development offerings, classroom instruction is now delivered and designed to reach various learning styles, is geared to meet the specific reading needs of each student and has enabled our teachers to effectively utilize technology to enhance the learning process.

#### **6. School Leadership:**

Elizabeth Cady Stanton Elementary School is led by its principal, Mr. Andrew Doell. During his five years as Principal, Mr. Doell has established a clear role as instructional leader. His vision of developing a school culture where all students are valued as individuals and have the inherent ability to learn and be successful has

become a reality. He has guided the school community through this transformation, which has resulted in Elizabeth Cady Stanton being recognized as a school of excellence.

Mr. Doell effectively implemented a Balanced Literacy Program that assesses, monitors, and tracks students' independent and instructional reading levels. Most importantly, Mr. Doell has led his teachers in using the student achievement data to inform daily instruction. This assures that students are learning at their own instructional level and has resulted in dramatic improvements in student achievement rates. It is common for Mr. Doell to monitor students' progress and have discussions with teachers about instructional approaches and learning styles. Student achievement rates have continued to increase during Mr. Doell's tenure, meeting and exceeding the New York State standard.

Mr. Doell has been instrumental in effectively incorporating Character Education instruction into his school. This has resulted in an assurance that all students are valued and are taught in a safe, secure, and caring school environment. Mr. Doell has also successfully implemented a Student Government Program into his school. This was another example of his efforts to highlight students and develop a student-centered school environment.

Mr. Doell reaches out to work collaboratively with parents and community resources. Mr. Doell has a keen awareness that these partnerships enhance school programs and provide additional opportunities for students.

Elizabeth Cady Stanton is very fortunate to have an outstanding instructional leader as its Principal. Mr. Andrew Doell is committed to quality education and overall student success.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NYS Mathematics assessment

Edition/Publication Year: NA

Publisher: CBT McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	99	100	92	92	
% Advanced	41	30	35	31	
Number of students tested	127	89	83	100	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	98	100	93	86	
% Advanced		22	0	28	
Number of students tested	43	36	27	29	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	93	100		70	
% Advanced		0		20	
Number of students tested	14	10		10	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Grade 3 testing was instituted in the 2005-2006 school year, no state data is available for the 2004-2005 school year. To ensure confidentiality the State Education department does not publish data for subgroups with fewer than 5 students.

Subject: Reading  
Edition/Publication Year: NA

Grade: 3 Test: NYS ELA Assessment  
Publisher: CBT McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	79	77	75	83	
% Advanced	15	15	21	10	
Number of students tested	125	89	83	101	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	1	
Percent of students alternatively assessed				1	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	56	68	62	75	
% Advanced	0	5	3	11	
Number of students tested	41	37	29	28	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	7	18		36	
% Advanced		9		0	
Number of students tested	14	11		11	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Grade 3 testing was instituted in the 2005-2006 school year, no state data is available for the 2004-2005 school year. To ensure confidentiality the State Education department does not publish data for subgroups with fewer than 5 students.

Subject: Mathematics  
Edition/Publication Year: NA

Grade: 4 Test: NYS Mathematics Assessment  
Publisher: CBT McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	88	91	90	88
% Advanced	43	40	37	30	26
Number of students tested	91	86	91	98	97
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					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	75	81	87	70
% Advanced		4	23	19	7
Number of students tested	33	24	26	31	27
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	64			78	54
% Advanced				6	15
Number of students tested	11			18	13
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

To ensure confidentiality the State Education department does not publish data for subgroups with fewer than 5 students.

Subject: Reading  
Edition/Publication Year: NA

Grade: 4 Test: NYS ELA Assessment  
Publisher: CBT McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	82	76	78	71	58
% Advanced	7	22	9	7	11
Number of students tested	92	87	90	95	98
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					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	67	50	69	52	36
% Advanced		4	4	0	0
Number of students tested	33	24	26	29	28
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	54			28	7
% Advanced				0	0
Number of students tested	13			18	14
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

To ensure confidentiality the State Education department does not publish data for subgroups with fewer than 5 students.

Subject: Mathematics  
Edition/Publication Year: NA

Grade: 5 Test: NYS Mathematics Assessment  
Publisher: CBT McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	94	85	62	
% Advanced	52	48	33	15	
Number of students tested	91	103	94	101	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	91	87	65	33	
% Advanced		32	8	6	
Number of students tested	22	31	26	33	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	70	50	44	33	
% Advanced		30	6	6	
Number of students tested	10	10	18	18	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Grade 5 testing was instituted in the 2005-2006 school year, no state data is available for the 2004-2005 school year. To ensure confidentiality the State Education department does not publish data for subgroups with fewer than 5 students.

Subject: Reading  
Edition/Publication Year: NA

Grade: 5 Test: NYS ELA Assessment  
Publisher: CBT McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	94	87	74	71	
% Advanced	23	11	11	12	
Number of students tested	88	102	94	97	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	90	73	54	48	
% Advanced		7	4	0	
Number of students tested	21	30	26	31	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	70	40	21	35	
% Advanced		0	0	0	
Number of students tested	10	10	19	17	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Grade 5 testing was instituted in the 2005-2006 school year, no state data is available for the 2004-2005 school year. To ensure confidentiality the State Education department does not publish data for subgroups with fewer than 5 students.