

PART I - ELIGIBILITY CERTIFICATION

12NY8

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12NY8

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 3 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
5 Total schools in district
2. District per-pupil expenditure: 21844

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	26	41	67		7	0	0	0
1	29	27	56		8	0	0	0
2	32	38	70		9	0	0	0
3	30	23	53		10	0	0	0
4	31	25	56		11	0	0	0
5	42	42	84		12	0	0	0
Total in Applying School:								386

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
36 % Asian
2 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
59 % White
0 % 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 2010-2011 school 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, 2010 until the end of the school year.	17
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1, 2010	378
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 3%
Total number of ELL students in the school: 13
Number of non-English languages represented: 16
Specify non-English languages:

Korean, Japanese, Mandarin, Cantonese, Spanish, Urdu, Polish, Punjabi, Latvian, Greek, Persian, Romanian, Hebrew, Tagalog, Tamil, Hindi.

9. Percent of students eligible for free/reduced-priced meals: 2%

Total number of students who qualify: 6

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

Total number of students served: 36

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>16</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>12</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>22</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>13</u>	<u>5</u>
Paraprofessionals	<u>20</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>8</u>
Total number	<u>65</u>	<u>13</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: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	97%	97%	96%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Cantiague Elementary is more than a school, it is a family. From the moment people enter the building they are enveloped by a sense of community. Cantiague is located in Jericho, New York, which is a suburb of New York City on Long Island. The Cantiague community is an upper middle class community with pockets of affluence where the number of families with two working parents is growing. Sixty-five percent of our students are Caucasian, thirty percent of our students are Asian and five percent of our students are of various ethnic backgrounds. Our community continues to become more diverse each year.

Cantiague Elementary School is a Blue Ribbon school because all of the students at Cantiague excel in their academic achievement, personal development and social/emotional progress. All staff members, from custodians to teachers to the principal, take extraordinary pride and care in their work. The Cantiague team ensures a high level of instruction and curriculum implementation. The school has a unique quality that enables the children to feel secure and allows them to be open to learning and doing their best regardless of economic disadvantages or disabilities. The parents are closely connected to our school because of the transparent communication style of the teachers and principal. Additionally, there are many opportunities for parents to participate in the school experience highlighted by an active PTA that collaborates with the staff to enrich the experiences of the children. It is the Cantiague Elementary School “whole child” philosophy that makes our learning community unique and worthy of a Blue Ribbon Award!

Ensuring that instruction is tailored to meet the needs of each student is paramount to the teaching staff at Cantiague. Anchored by strong leadership, the staff is able to set expectations, establish goals and implement highly effective instructional techniques. Frequent professional development opportunities, including working with a Literacy Coach, provides the staff with the most current and successful educational methodologies. Reading and Math Specialists, Learning Center Instructors, Speech and Language Pathologists, Occupational and Physical Therapists, School Psychologists and Teacher Aides regularly collaborate with classroom teachers in the best interest of the children. The teaching staff learns from each other and from visits to other schools, optimizing the information that is gathered and implemented. Teachers use multiple modalities to help the children achieve their learning goals, such as the co-teaching approach, small group activities and one-on-one instruction. For those students receiving special education services, the Child Study Team meets weekly to target needs and plan future instruction. Our school uses current and interactive technology tools, such as SMARTBoards, I-Pads and document readers to increase student interest and motivation in the material that is presented. The students use hardware and software including PowerPoint and Publisher for projects at all levels, preparing them for the 21st Century. With the approaches outlined above, our students consistently achieve high levels of success on various New York State Standardized Assessments. Over the last three years, as the assessments have evolved and become more rigorous, over 92% of our children have achieved proficiency or mastery on all state assessments.

The school is filled with traditions that enhance the student experience. For example, our “Bucket Filling” program is the school’s philosophy for teaching the children about the importance of positive interactions. This philosophy is built upon five pillars - Being Positive, Being Responsible, Being Respectful, Being Safe and Being Kind. These pillars are aimed at fostering and nurturing a positive environment where incidents of bullying are diminished by reminding students to “Be Bucket Fillers - Not Bucket Dippers!” On numerous occasions the parents are invited into the school to celebrate the children’s work, such as Writing Celebrations, Parents as Reading Partners and the annual Curriculum Fair. These days are overwhelmingly supported by parents and family members. The PTA sponsors special programs like the Authors in Residence, where well known writers meet with individual grades and help foster the children’s writing abilities. Each grade has the opportunity to have a hands-on workshop with acclaimed authors, such as Patricia Polacco and Suzy Kline. We have a Multicultural Committee that hosts events, incorporating the many nationalities that are part of the diverse Cantiague landscape. Additionally, we have numerous School Spirit Days, school-wide Field Day and Student Buddies where the children are

reminded that school is not only a place to learn but that it can be fun as well. Other traditions include various community service events where organizations, such as the PTA, Student Council and Compact Committee, collaborate on food, used book and clothing drives, visits to local assisted living centers and other activities. Clearly, there is a unique and special sense of community and camaraderie between the parents, teachers and administrators at Cantiague.

In Jericho, our district mission statement is “to nurture the individual capabilities and unique talents of all members of the educational community and prepare them for the rapid technological changes of the information age.” Cantiague offers the ideal formula for a safe and successful educational experience that not only meets the district mission but exceeds it on all levels. All members of our school community continue to grow, learn, and come together in a wonderful way that builds self-esteem, pride, high achievement, social responsibility, creativity and critical thinking.

1. Assessment Results:

A. At Cantiague Elementary School, as with most schools in New York State, the performance levels for standardized assessments are a critical data point that have a far reaching impact.

In looking at the data over the last several years, the students at Cantiague Elementary School have consistently scored at Levels 3 and 4 on both the English Language Arts and Mathematics assessments. Most recently, 92% of our students in grades 3, 4 and 5 scored at Levels 3 and 4 on the ELA assessments and 99% of our students in grades 3, 4 and 5 scored at Levels 3 and 4 on the Mathematics assessments. In analyzing our data more closely, a higher number of our students in grades 3 and 5 scored at a Level 4 on the ELA assessment while most of the children in grade 4 scored at a Level 3. In regards to the mathematics assessments, more of our students across all three grade levels scored in the Level 4 range.

Being that most of the students at Cantiague Elementary School have performed well on the various standardized assessments over the years, the expectation has been established that a Level 3, which indicates proficiency, is the baseline performance level. Furthermore, our annual goal has now become the drive to push more students to achieve a Level 4, which shows that the child has attained mastery. Although we know that the standardized assessments are just one snapshot of our students' abilities we also feel strongly that due to our sound standards-based instructional approaches, our children should perform extremely well because they are well prepared.

B. When analyzing the data tables of standardized assessment scores for the last five years at Cantiague Elementary School, in the areas of English Language Arts and Mathematics, a range of trends can be isolated. Furthermore any subtle gains or losses can be attributed to different variables.

The first significant trend in our data tables is that the children of Cantiague have outperformed the rest of the region in achieving scores of Levels 3 (Proficiency) and 4 (Mastery) over the past five years in both English Language Arts and Mathematics in Grades 3, 4 and 5. We typically outperform the region by approximately 7% in both English Language Arts and Mathematics but over the last two years, we have outperformed the region by over 20% in achieving scores at Levels 3 and 4. Another noticeable trend in the area of English Language Arts is that more students in grades 3 and 5 score at a Level 4 versus the students in grade 4, where we typically see a slight dip in scores for the same cohort of children as they move from third to fourth grade. After some action research we attribute this slight dip in scores from grade 3 to grade 4 (approximately 5% less children scoring at Levels 3 and 4) to the increased rigor of the assessment in grade 4 based on the different format of the assessment and the increase in the amount of work children are expected to complete. Furthermore, approximately 28% of our students score at a Level 4 where approximately 65% of our students score at a Level 3. This data tells us that one of our focal points needs to be helping our Level 3 students refine and master specific skills so that we can see an increase in the number of students scoring at a Level 4. An additional trend in the area of English Language Arts is that we saw a slight dip in scores over the last three years where we went from 98% of our students scoring at Levels 3 and 4 to only 92% of our students scoring at those levels. Although the drop was not significant and our students are still outperforming the rest of the region, we attribute this drop in scores to a shift in our philosophy of instruction. During that time period we adopted a Balanced Literacy approach for our reading and writing instruction and we decreased the amount of test preparation taking place in the classroom.

Regarding our scores in the area of mathematics the main trend has been one of consistency. Over the last five years approximately 99% of our students have scored at Levels 3 and 4, which is an incredibly high number of children performing at proficiency and mastery levels. We attribute this success to the work of our Math Specialist who collaborates regularly with the classroom teachers to design instruction that

mimics the format and wording of the assessments but also maintains an emphasis on critical thinking and problem solving skills. Additionally, another noticeable trend is that approximately 75% of our students are scoring at Level 4 at comparable rates in grades 3, 4 and 5 over the last five years. This consistent strength speaks to our students' preparedness for the assessment experiences and their knowledge of various foundational skills that can be applied to problems at various levels.

Overall, the data tables for student performance on both the English Language Arts and Mathematics standardized assessments in grades 3, 4 and 5 for Cantiague Elementary School over the last five years indicate that our children perform extremely well.

2. Using Assessment Results:

At Cantiague Elementary School, we have developed various ways to amass different data points, use data to plan instruction, differentiate student learning based on data and use a common language to help our students' families understand their child's progress and needs. Classroom teachers routinely use multiple sources of data to develop a complete picture of each student. Classroom teachers coordinate and share their data with specialists, administrators and parents to create educational plans that support each unique student and help further that child's learning.

Within the classroom setting, teachers use both formal and informal tools to help them collect data. Throughout each day, teachers can be found collecting anecdotal notes on student performance through individual conferences, guided reading/writing groups, strategy groups and whole group lessons. The data that teachers collect through conferences with their students helps them plan for future instruction. Teachers also formally assess students in reading and writing using the Writing and Reading Assessment Profile (WRAP) three times a year. This tool helps teachers assess growth in student reading and writing abilities in a one-on-one setting. Additionally, the WRAP provides the teacher with a Fountas and Pinnell reading level span for each student to ensure that each child is accessing "just right" books and working with appropriate groups. Teachers then work together with specialists and administrators to make plans for any student who does not show growth and might benefit from further support or a different instructional approach.

Teachers have also developed a common language and shared expectations that allow them to enhance their curriculum using a variety of tools. Some of the tools that teachers use also include informal assessments and rubrics that are matched to New York State Standards and the school's philosophy. For example, teachers use the Fountas and Pinnell Benchmark System, Schoolwide Writing Fundamentals, Developmental Studies Center Making Meaning, Wilson Foundations and other such programs to ensure that children are having a common experience and that there is a natural scaffolding of skills as the children grow.

Teachers also use benchmark assessments to help them plan for differentiated instruction as well as direct whole class instruction. Teachers work with specialists and administrators to analyze the data from formal state assessments and informal benchmark assessments such as i-Ready or Curriculum Based Measures. The data derived from classroom, standardized and benchmark assessments are triangulated to develop individual support plans to reflect each student's strengths and needs. Teachers utilize this data to move students beyond their current readiness levels.

Once teachers have targeted specific students who need extra support they will often collaborate with support specialists who have a variety of materials that they use to enhance their teaching. Specialists utilize programs that are research based to strengthen and support each student's area of weakness. Reading teachers use various tools such as Fountas and Pinnell's Leveled Literacy Intervention, Wilson Reading, System 44 and Scholastic's Guided Reading Program. Standardized assessments that are used include the Standardized Reading Inventory, the Wechsler Individual Achievement Test and the Gray Reading Test. Students that receive reading services meet within flexible reading groups, which include between one and five students. These flexible groups allow for regular movement in and out of the program based on their individual needs.

The teachers, specialists and administrators meet regularly to share and discuss the ongoing data that is collected about each student. This information is then communicated to each student's family, which is critical to the success of any instructional plan. While families receive detailed information on their child's work and abilities within three formal report cards, teachers also communicate progress throughout the year. Teachers meet regularly with their students' families during formal and informal conferences, IEP meetings and team meetings to discuss progress, concerns and future goals. Cantiague Elementary School teachers also maintain constant communication with families through emails, phone calls, class web pages, online homework postings and the school website. Given all of the formal and informal data that is collected on each of their students throughout the year, teachers are able to provide their student's families with detailed, relevant and current information.

The Cantiague Elementary School community constantly works together to plan and develop clear and consistent goals for each of our students to ensure that direct and differentiated instruction takes place every day. This type of planning could not take place without the extensive amount of teamwork and data collection that is executed by the classroom teachers, specialists and administrators.

3. Sharing Lessons Learned:

Cantiague Elementary School consistently shares successful and proven strategies with other schools in the district and beyond. Our goal is to implement instructional philosophies and approaches that are rooted in research and are shown to be effective in best meeting the needs of all students. To that end, the staff at Cantiague is consistently willing to try out different techniques, pilot new resources and integrate new materials that may enhance the teaching and learning experience for everyone involved.

A recent example of our school's willingness to share across the district came with the adoption of the reading and writing workshop models as part of our daily literacy instruction. Prior to this adoption, the literacy instruction varied significantly from classroom to classroom but was rooted mainly in a basal program where the philosophy was "one size fits all." With the workshop model the teachers did extensive work learning how to conduct mini-lessons and small group reading and writing learning experiences. Furthermore, individual conferences allowed us to differentiate instruction and better meet the needs of each student. After this model was implemented for one year, our scores on New York State standardized assessments improved with more students scoring in the High Level 3 and Level 4 ranges. Based on these results, district leadership expanded the instructional approaches being used in our school to all three elementary schools. The staff at Cantiague quickly became the in-house "experts" and our teachers were asked to model lessons, do turnkey trainings and share with their colleagues across the district at various staff development sessions. Furthermore, the part-time Literacy Coach hired by the Cantiague Elementary School principal during year one of our adoption became a full-time staff member and began supporting the work in the other two buildings. The full-time district Literacy Coach, coupled with the shared vision of the administrative team, ensured that the instructional models successfully implemented at Cantiague Elementary were being integrated at the other buildings. Within two and a half years all three schools were equipped with the same materials, resources and a common approach to literacy instruction.

This is just one example of how Cantiague Elementary School has successfully and meaningfully shared proven strategies with other schools in the district in an effort to meet the needs of all students.

4. Engaging Families and Communities:

Cantiague Elementary School is a welcoming environment for all students, families and community members. Communication is a key element in creating a successful environment in our school. Our principal, Mr. Antony Sinanis, communicates directly with parents through the *Cantiague Daily Update* emails that keep the community abreast of all school activities, upcoming events and current instructional focal points. To ensure that our diverse population can access this information, Mr. Sinanis flags documents that need to be translated. Mr. Sinanis promotes acceptance of all students and their families

regardless of their race, social-economic status, religion and heritage, which is critical to the success of our ever diversifying community.

The staff is also in constant communication with families through classroom websites, weekly newsletters, frequent emails and phone calls. In addition, all staff members have an open door policy with all families. Teachers welcome parents into the classrooms for planned activities such as writing celebrations, open houses, curriculum fairs and field trips. This open door approach, which is maintained across all grade levels, is critical in ensuring that information flows fluidly and consistently between parents and staff in the best interest of the children. Furthermore our school and families work together on the Compact Committee. This committee is composed of parents, faculty, students and administration. The committee comes together regularly to discuss issues that pertain to our school and to figure out ways to enhance the learning experiences for the children.

Our PTA is also an integral part of this successful formula. Our families participate in student learning through various in-school activities, which helps children meet with greater personal success. The PTA also funds and assists in planning author visits for each grade level, special assembly programs and other activities to enhance the learning experience for our children. Our PTA, in conjunction with Student Council, also sponsors community service projects such as *Rock-Can-Roll food drives*, *Dress for Success clothing drives* and other activities where our children give back to the community. Furthermore, the PTA sponsors multi-cultural awareness evenings that include ethnic food, student performances and interactive experiences that reflect the many cultures of the student body. Finally, the PTA supports new families through a New Family Mentoring program and greets them with a breakfast at the start of the year.

Working collaboratively as a community to ensure the success of each and every child is our daily goal at Cantiaque Elementary School.

1. Curriculum:

Cantiague Elementary School's core curriculum is rooted in the New York State Standards for Learning, New York State Core Curriculum and the newly adopted Common Core Standards in all content areas. For example, our reading and writing instructional models allow teachers to facilitate the kind of learning experiences necessary for the students to achieve and exceed the expectations described in the above listed standards. Furthermore our work in the areas of English Language Arts and Mathematics are supported and enhanced by the presence of a full-time Literacy Coach and Math Specialist who work closely with the teachers and ensure that all instructional practices are standards based. Additionally, our school is equipped with two computer labs and employs two full-time Physical Education teachers, a full-time Foreign Language teacher, a full-time Science Specialist, a full-time Visual Arts teacher, a full-time Chorus/General Music teacher, two part-time Instrumental Music teachers and a full-time Library Media Specialist. The collaborative efforts of these specialists, under the leadership of the building principal, ensure that every child's learning experiences are rooted in the learning standards.

For example, both the reading and writing workshop models facilitated in every classroom are standards based and structured in a similar way as they apply the gradual release of responsibility for learning technique. Our reading and writing instruction allows for an intense balanced literacy program focusing on reading, writing, listening and speaking, which are the core of the New York State Standards in the area of English Language Arts. This is evidenced by the experiences the children have during reading workshop where they practice various standards based reading comprehension strategies and skills such as making inferences, drawing conclusions, identifying the various story elements and making connections. In the area of writing workshop the children experience both fiction and non-fiction writing as they go through the writing process. The children generate ideas, enhance their writing, learn about revising and editing and end by publishing a polished piece, which is an expectation laid out in both the state standards and the Common Core Standards. These skills and strategies are modeled during a mini-lesson. The students are then given time for independent practice or small group work where they receive support from a teacher when appropriate or necessary. By the end of fifth grade, the students have been exposed to all the expectations of the state standards and the children's performance exceeds these expectations as evidenced by their outstanding success on the various standardized assessments.

Another example is found in our mathematics curriculum, which encourages children to learn new concepts by applying problem solving strategies and thinking about the "how" and "why" at a deep level. The children are talking about math, reading about math, thinking about math, doing math and even writing about math. When talking about math, students use academic vocabulary, which allows teachers the opportunity to assess the students' understandings of various concepts. When students are challenged to go deeper, they are encouraged to apply critical thinking and reasoning skills to solve real life problems. As the children are doing math, they use hands-on activities to discover new concepts, practice skills and strategies, and write and reflect on their mathematical thinking. Instruction is driven by the Mathematical Practices as stated in the Common Core Standards for Mathematics but the expectations in our school are higher and deeper.

Cantiague's core curriculum not only addresses the learning standards but takes them beyond and through our various instructional approaches, which include consistent differentiation, each child meets with success at their own pace and in their own way.

2. Reading/English:

Read All About It! Cantiague Elementary School has many components to its English Language Arts instructional program. Through a reading workshop model focusing on phonics, comprehension and fluency, we are able to teach to the whole class, break into small groups and meet with individual students

on a daily basis. This enables the teachers to differentiate instruction, check for understanding and remediate or enrich to ensure that all students meet with success.

We have implemented the *Foundations* program, an adaptation of the Wilson Reading System, in kindergarten through second grade. *Foundations* provides the students with a foundation for reading and spelling. Skills such as letter formation, sound mastery, phonemic awareness and vocabulary building are all incorporated into this program. Instruction is hands-on through tapping out sounds, manipulating sound-spelling cards, word building with magnetic tile boards and writing with dry erase boards. This tactile approach is critical to helping the students develop concrete understandings.

We also utilize the *Making Meaning* materials in grades kindergarten through five. This resource is used to teach reading comprehension skills and strategies. The students receive whole class instruction in the reading workshop model where lessons are anchored in authentic literature. The teacher models using reading comprehension strategies such as previewing, questioning, visualizing, inferencing, making connections and synthesizing information across all genres. Students practice these strategies through accountable talk exercises such as “*turn and talk*” and “*think, pair, share.*” By listening in on these discussions, the teachers informally assess the students’ understandings acquired from the mini-lessons and begin planning for future instruction.

Individualized and small group instruction is provided through reading conferences, guided reading and strategy groups. These approaches allow for supplemental instruction provided by the classroom teacher or reading specialist, in order to meet the needs of each child. When reading independently or in a small group, students are given access to books that are on a “just right” level. This allows the students to readily apply various reading comprehension strategies and skills so they can solidify their understanding of the text. Students’ reading levels are determined using the *Writing and Reading Assessment Profile* (WRAP), which is administered three times a year.

Overall, our reading instruction is anchored in various resources that provide students with authentic reading experiences, help create a common language across all grade levels and push the children beyond the expectations of the Common Core Standards.

3. Mathematics:

Cantiague Elementary School has always anchored its mathematics instruction in the leadership of a full-time Mathematics Specialist, the expectations of the New York State standards and various curriculum materials in an effort to best meet the needs of each student. Our math instruction, which we are in the process of aligning to the newly introduced Common Core Learning Standards (CCLS), is intended to help each child develop a strong conceptual understanding of various grade level topics and skills. Furthermore, in an effort to help our students meet with success in the real world and with various state assessments, the focus of instruction is mainly on problem solving and the synthesis and application of various critical skills.

Our approach to mathematics instruction is not rooted in a specific program; instead, we employ the gradual release of responsibility model where the teacher slowly releases responsibility for learning from themselves to the students. The guide for most of our work in this area is our Mathematics Specialist. The specialist’s focus is to improve math instruction by modeling whole class lessons, supporting struggling students and enriching students needing a challenge. The specialist regularly attends conferences and has updated information on curricular changes, standardized testing and evolving grade level expectations. This information is disseminated at faculty meetings, through emails and model lessons. The classroom teachers take an active part in these model lessons, which are tiered for differentiation, and the lessons often evolve into a co-taught experience or an extension activity without the specialist. Additionally, we use various technological tools to actively engage students. For example, *Geometer’s Sketchpad* has been introduced to grades 3, 4 and 5 because it has proven to be an excellent resource for helping students grasp geometric properties and theorems.

In terms of ensuring that all students meet with success many steps are taken by the staff. Those children performing below or above grade level are often brought up to our Instructional Support Team (IST). At the IST different levels of intervention are discussed and the classroom teachers leave with ideas about how to improve or enhance student skills through small group and individualized instruction. In the case where a child does not respond to the in-class interventions, the Math Specialist will pull a child into a small group for remediation or enrichment. In the end, we work collaboratively to enhance the math skills of all students.

4. Additional Curriculum Area:

Cantiague Elementary School's mission is to build and develop the reading and writing skills of each child, which is done daily within the classroom. To extend the experience beyond the walls of the classroom, and in an attempt to bring reading and writing alive for our students through the visual and performing arts, the Author In-Residence program was created.

Recently, through strategic planning by administration, the Library Media Specialist and faculty, the Author In-Residence program has enabled our students to be fully immersed in learning about an author and his/her writing style. Our school invites renowned authors to perform and share their personal experiences and their passion for writing with the children. Each workshop is conducted with individual classes based on the appropriate age and interest level. During this time, the students then have the opportunity to create stories of their own based on the author's model, receiving immediate feedback and meeting with different levels of success.

We have had the privilege of collaborating with some outstanding authors including Patricia Polacco, Phil Bildner, Alyssa Capucilli, Janet Wong and Suzy Kline to name a few. Through their visits, all of these authors have enhanced our students' learning. In our reading and writing workshop models, the children are taught to look for a deeper meaning in an author's message and apply that to their own writing. Having these authors demonstrate their style validates and supports our school's teaching philosophy and moves our children to deeper and broader understandings as to the writing and reading processes. Furthermore, it allows our children an opportunity to see these artists perform and get a sense of what motivates their passions and creativity. The children have watched these authors perform excerpts from their books or model the drawing process when creating an illustration to match a specific portion of text.

The Author In-Residence program is all made possible through the support of our entire community. The district supports it with an outstanding book budget for our library. The PTA's generosity and support pays for the authors to visit. The building administration had the vision and the entire Cantiague School community was involved and committed to our students' learning of essential skills in this unique and meaningful way. This unique program has been an extremely rewarding experience for our entire school community and has provided our children with a meaningful visual and performing arts experience.

5. Instructional Methods:

Cantiague Elementary School is an environment that excels in providing differentiated instruction to all students. Our school setting is one that meets the needs of a diverse group of learners and enhances an already rich curriculum. We provide a variety of academic intervention and enrichment services in which the students' are grouped according to their current levels of functioning.

The Cantiague staff provides differentiated and tiered instruction by collaborating, planning and implementing a variety of small group activities based on individual needs. The ability to differentiate is a critical one that is done in a subtle way in our school. For example, fluid strategy groups address the issues of learners with common needs regardless of their current levels of functioning. In addition, guided groups are a way to support learners at their current levels in an effort to broaden their skills and help them deepen understandings. Finally, conferencing allows for individualized and direct instruction in which the student teacher relationship flourishes.

Teachers also feel that students' choice in their studies is imperative and essential in engaging all learners. By allowing students to choose the process and end product of a lesson or unit, they are given the opportunity to thrive in a creative and unique way. For example, students who are fluent in the area of technology may initiate a blog on our website or create a PowerPoint presentation to express their ideas and understandings. Moreover, technology in the form of whisper phones, SMARTBoards, Danas and highlighting tape may help further support students in their learning. Regardless of focus, each child is encouraged to meet with success at their own pace, in their own way and using all available and necessary resources.

Furthermore, teachers and support staff execute lessons based on students preferred learning styles. Role playing, public speaking, skits, song writing and dance are some examples of how to meet the needs of kinesthetic, visual and auditory learners. Moreover, Cantiague staff is dedicated to enriching advanced learners by offering them the opportunity to voluntarily attend lunch time enrichment in the areas of Mandarin, Mathematics, Science and Art. Additionally, the principal, librarian and other staff members run Book Clubs for students who are reading above grade level.

At Cantiague, we feel strongly that we are a school of excellence because of our ability to differentiate and tier instruction to meet the needs of each and every child.

6. Professional Development:

Cantiague Elementary School's professional development program is geared towards meeting the needs of the instructional staff as they work towards educating each child. Furthermore, the professional development goals for Cantiague Elementary are directly aligned with those of the district in our efforts to address New York State standards and in turn, have a positive impact on our student's achievement.

Our primary focus in the area of professional development has been on enhancing our literacy instruction. The determined focal point was based on feedback from the teachers, assessment of our current instructional practices and student performance on various assessments. Additionally, in an effort to align literacy instruction across each grade level and provide the staff with a common language we adopted a balanced literacy approach and devoted recent staff development days to meet those needs. The district adopted the workshop models for both reading and writing. Furthermore, the teachers were provided professional development in various areas including how to develop and implement an appropriate mini-lesson; how to conduct meaningful one-on-one learning experiences and data collection opportunities; how to plan for and implement flexible small group reading and writing experiences with an emphasis on guided reading and strategy groups; and finally, how to collect data, analyze various data points and use the information gleaned from the data to inform future instruction.

In an effort to extend the professional development experiences beyond the annual three formal staff development days the district hired a full-time Literacy Coach that is split between two elementary buildings. The coach works with teachers individually and in small groups to support reading and writing instruction and target specific teacher professional development needs. The coach facilitates planning meetings, supports data analysis conversations, demonstrates model lessons while the teachers observe and coaches teachers while presenting model lessons in small groups. The presence of the coach, in collaboration with building administration, has helped create a Professional Learning Community where teachers share with each other, learn from each other and take risks with their teaching and learning.

The collective professional development efforts have impacted the children of Cantiague Elementary in a positive way as evidenced by their performance in the classroom and on various standardized assessments. For example, last year, our students outperformed the rest of the district in the areas of reading and writing. Overall, our professional development experiences help our teachers meet the needs of the students.

7. School Leadership:

The first thing a person notices when entering Cantiague Elementary School is that the principal's door is always open...but he's not there! He may be reading with a first grader or building a Lego set with a kindergartner or at recess playing handball with fifth graders. Regardless of situation, the principal leads our school by example to clearly communicate the notion that children always come first! Although there are no other administrators in the building, our principal works closely with the School Psychologist and Special Education Facilitator, who are part of the informal School Leadership Team (SLT). Both teachers are left in charge when the principal is out of the building and regularly collaborate with him on important building-wide decisions that impact the children and staff.

Our principal can best be described as an instructional leader. For example, he is extremely passionate about reading and writing and has been integral in shaping our current literacy program. He models lessons and has hired a literacy coach to support our teaching and learning. This level of support enables the teachers to become more effective, confident and competent instructors as evidenced by the students' high performance on state assessments and their growing love for reading and writing. Our principal, with the help of the SLT, empowers staff to be creative, resourceful and flexible, while keeping in mind the best interest of every child. Furthermore, our staff feels comfortable discussing almost anything with members of the SLT. We are able to share our successes and admit our challenges as they are always willing to applaud and support us.

Our leadership is also aware of the social-emotional needs of our children. The SLT, in conjunction with our Compact Committee, introduced the philosophy of "Bucket Filling," which reminds our students to be responsible, respectful, positive, safe and kind. The staff is encouraged to fill out positive behavior referral forms recognizing the children, and then calls are made to each parent to share the good news. Each week, we highlight our "Bucket Fillers of the Week" by announcing their names and putting their photo on the school website. This program has been successful in maintaining a positive tone in the building and bringing out the best in our students and staff.

Our principal, with the SLT, also maintains an open line of communication. The principal keeps the staff and parents informed through the "*Friday Focus*" newsletter and emails, which highlight some of the exciting teaching and learning that is going on in school. Our SLT consistently engages parents, students and staff members with a positive and supportive attitude. The staff, students and parents of Cantiague Elementary School feel extremely fortunate to work for and with such an exceptional leadership team.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Grade 3 New York State Mathematics Assessment
Edition/Publication Year: Annual Publisher: Quasar

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficient plus Exceeds Proficient	98	97	100	100	98
Exceeds Proficient	81	65	84	75	86
Number of students tested	53	75	79	65	65
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested					
2. African American Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	1	3	3	2	1
3. Hispanic or Latino Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested		1		1	2
4. Special Education Students					
Meets Proficient plus Exceeds Proficient					92
Exceeds Proficient					50
Number of students tested	5	9	9	8	12
5. English Language Learner Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	3	1		2	1
6. Asian					
Meets Proficient plus Exceeds Proficient	100	100	100	100	100
Exceeds Proficient	90	71	93	93	86
Number of students tested	19	24	29	15	14
NOTES:					

12NY8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: New York State English Language Arts Assessment

Edition/Publication Year: 2011 Publisher: Quastar

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	May	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficient plus Exceeds Proficient	96	96	100	97	92
Exceeds Proficient	27	59	47	42	31
Number of students tested	52	73	76	65	65
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested					
2. African American Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	1	3	2	2	1
3. Hispanic or Latino Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested		1		1	1
4. Special Education Students					
Meets Proficient plus Exceeds Proficient					85
Exceeds Proficient					8
Number of students tested	5	9	8	8	13
5. English Language Learner Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	2	1		2	1
6. Asian					
Meets Proficient plus Exceeds Proficient	94	100	100	100	93
Exceeds Proficient	39	41	52	33	36
Number of students tested	18	22	27	15	14
NOTES:					

12NY8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Grade 4 New York State Mathematics Assessment
Edition/Publication Year: Annual Publisher: Quastar

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficient plus Exceeds Proficient	100	99	100	100	99
Exceeds Proficient	79	70	84	64	64
Number of students tested	80	83	68	66	73
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested					
2. African American Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	3	2	2	1	3
3. Hispanic or Latino Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	1		1	1	1
4. Special Education Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	8	8	7	9	8
5. English Language Learner Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	3	3	3	2	2
6. Asian					
Meets Proficient plus Exceeds Proficient	100	100	100	100	100
Exceeds Proficient	90	85	77	81	74
Number of students tested	29	34	17	16	23
NOTES:					

12NY8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Grade 4 New York State Standardized Assessment

Edition/Publication Year: Annual Publisher: Quasar

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	May	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficient plus Exceeds Proficient	91	93	94	98	88
Exceeds Proficient	9	19	27	40	18
Number of students tested	78	81	66	65	73
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested					
2. African American Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	3	2	2	1	3
3. Hispanic or Latino Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	1		1	1	1
4. Special Education Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	8	8	7	9	9
5. English Language Learner Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	1	1	2	1	1
6. Asian					
Meets Proficient plus Exceeds Proficient	100	97	100	100	96
Exceeds Proficient	15	34	44	47	18
Number of students tested	27	32	16	15	22
NOTES:					

12NY8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Grade 5 New York State Mathematics Assessment
Edition/Publication Year: Annual Publisher: Quastar

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficient plus Exceeds Proficient	99	97	100	99	100
Exceeds Proficient	75	68	80	65	81
Number of students tested	84	66	76	78	91
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested					1
2. African American Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	2	3	1	2	3
3. Hispanic or Latino Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested		1	1	1	2
4. Special Education Students					
Meets Proficient plus Exceeds Proficient			100	90	100
Exceeds Proficient			42	20	33
Number of students tested	6	6	12	10	12
5. English Language Learner Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	3	1	2	4	1
6. Asian					
Meets Proficient plus Exceeds Proficient	100	100	100	100	100
Exceeds Proficient	89	67	91	75	95
Number of students tested	36	15	22	28	20
NOTES:					

12NY8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

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

Edition/Publication Year:
Annual

Publisher: Quastar

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	May	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficient plus Exceeds Proficient	92	86	100	96	98
Exceeds Proficient	17	30	30	14	19
Number of students tested	83	66	74	74	88
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested					1
2. African American Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	2	3	1	2	3
3. Hispanic or Latino Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested		1	1	1	2
4. Special Education Students					
Meets Proficient plus Exceeds Proficient			100	80	92
Exceeds Proficient			17	0	8
Number of students tested	6	6	12	10	12
5. English Language Learner Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	2	1	1	2	
6. Asian					
Meets Proficient plus Exceeds Proficient	94	87	100	96	100
Exceeds Proficient	23	47	40	12	24
Number of students tested	35	15	20	25	17
NOTES:					

12NY8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficient plus Exceeds Proficient	99	97	100	99	99
Exceeds Proficient	77	67	82	67	77
Number of students tested	217	224	223	209	229
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficient plus Exceeds Proficient	0	0	0	0	
Exceeds Proficient	0	0	0	0	
Number of students tested	0	0	0	0	1
2. African American Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	6	8	6	5	7
3. Hispanic or Latino Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	1	2	2	3	5
4. Special Education Students					
Meets Proficient plus Exceeds Proficient	89	95	100	96	94
Exceeds Proficient	36	39	46	29	43
Number of students tested	19	23	28	27	32
5. English Language Learner Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	9	5	5	8	4
6. Asian					
Meets Proficient plus Exceeds Proficient	100	100	100	100	100
Exceeds Proficient	89	76	88	81	84
Number of students tested	84	73	68	59	57
NOTES:					

12NY8

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	May	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficient plus Exceeds Proficient	92	91	98	96	93
Exceeds Proficient	16	35	35	31	22
Number of students tested	213	220	216	204	226
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficient plus Exceeds Proficient	0	0	0	0	
Exceeds Proficient	0	0	0	0	
Number of students tested	0	0	0	0	1
2. African American Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	6	8	5	5	7
3. Hispanic or Latino Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	1	2	2	3	4
4. Special Education Students					
Meets Proficient plus Exceeds Proficient	58	65	92	89	76
Exceeds Proficient	5	13	22	3	8
Number of students tested	19	23	27	27	34
5. English Language Learner Students					
Meets Proficient plus Exceeds Proficient					
Exceeds Proficient					
Number of students tested	5	3	3	5	2
6. Asian					
Meets Proficient plus Exceeds Proficient	96	95	100	98	96
Exceeds Proficient	23	39	46	27	24
Number of students tested	80	69	63	55	53
NOTES:					

12NY8