2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary [ ] MIddle   [ ] High   [ ] K-12
[ ] Charter   [ ] Title I [ ] Magnet   [ ] Choice

Name of Principal   Ms. Kerry L. Flynn
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)</small>

Official School Name   Loudonville School
<small>(As it should appear in the official records)</small>

School Mailing Address   349 Osborne Rd.
<small>(If address is P.O. Box, also include street address.)</small>

Loudonville	New York	12211-1699
City	State	Zip Code+4(9 digits total)

County   Albany   State School Code Number* 01-06-05-06-0007

Telephone (518) 434-1960   Fax   (518) 434-0739

Web site/URL www.northcolonie.org   E-mail   kflynn@ncolonie.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
<small>Principal's Signature</small>

Name of Superintendent   Mrs. Randy Ehrenberg
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</small>

District Name   North Colonie Central School District   Tel. (518) 785-8591

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
<small>(Superintendent's Signature)</small>

Name of School Board
President/Chairperson   Mrs. Joan Hart
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</small>

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. 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.

6. 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.

7. 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.

8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1.   Number of schools in the district:

6	Elementary schools
0	Middle schools
1	Junior High Schools
1	High schools
0	Other
8	TOTAL

2.   District Per Pupil Expenditure: 13745

       Average State Per Pupil Expenditure: 5662

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 are
[X]   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.

          0   If fewer than three years, how long was the previous principal 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
Pre K	0	0	0		7	0	0	0
K	12	15	27		8	0	0	0
1	20	27	47		9	0	0	0
2	29	24	53		10	0	0	0
3	15	25	40		11	0	0	0
4	24	20	44		12	0	0	0
5	28	22	50		Other	0	0	0
6	28	27	55					
TOTAL STUDENTS IN THE APPLYING SCHOOL								316

6. Racial/ethnic composition of
    the school:

0	%	American Indian or Alaska Native
8	%	Asian or Pacific Islander
3	%	Black or African American
1	%	Hispanic or Latino
88	%	White

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year ___2___ %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	1
(2)	Number of students who transferred from the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	316
(5)	Total transferred students in row (3) divided by total students in row	0.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: ___2___ %

    ___6___ Total Number Limited English Proficient

    Number of languages represented: ___5___

    Specify languages: Farsi, Korean, Tagolog, Chinese, Urdu

9. Students eligible for free/reduced-priced meals: ___3___ %

    Total number students who qualify: ___8___

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 federally supported lunch 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: ___6___ %

    ___19___ Total Number of Students Served

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

1	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impairment
0	Deaf-Blindness	5	Specific Learning Disability
0	Emotional Disturbance	8	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

Number of Staff

	Full-time	**Part-time**
Administrator(s)	1	0
Classroom teachers	13	0
Special resource teachers/specialists	7	9
Paraprofessionals	6	3
Support Staff	5	4
Total number	32	16

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   ___24___ **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	97 %	98 %	97 %	98 %	98 %
Teacher turnover rate	0 %	11 %	11 %	6 %	0 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

The Loudonville School is housed in a historic brick schoolhouse that has been expanded over the years to accommodate increased enrollment and new programs. The original structure was built in 1919. The school predates the formation of the North Colonie Central School District, which was established in 1950. The school serves an enrollment zone that is economically distinct from the other five district elementary schools. While the entire district is considered affluent, Loudonville has the lowest percentage of students receiving free or reduced lunch. As such, the parent community represents a well-educated population with high expectations for their children's education.

Our school vision statement asserts, 'Loudonville School is a caring community of learners.' This statement underscores our fundamental belief that character education provides the essential foundation upon which teaching and learning can occur. In developing our school philosophy and vision, the faculty and staff sought to balance the academic expectations and pressures our students experience with a clear emphasis on our connectedness to one another as a school community and to the world beyond.   Each year, a core team of teachers and support staff develop a theme to guide our character education activities for the school year. For example, in 2005-2006 the theme was 'Reach for the Stars', in 2006-2007 the theme was 'We're All in This Together' and this year the theme is 'Get Loud, Get Proud, This is Your Life'. Our students participate in monthly school assemblies linked to our theme. Each assembly focuses on positive character traits in an interactive format and is anchored by songs, the student pledge, and a follow-up classroom activity.

Another aspect of the character education program is the after school service and community building club that is open to any student in grades 4 through 6. The Giraffes Club has 36 members this year and is advised by the school counselor and school art teacher. The club works to identify and support charitable giving and service projects for student participation and to coordinate activities designed to improve school climate and reduce incidents of peer bullying, such as 'Respect Week' and 'Mix it Up at Lunch Days'. Community and service are cornerstone themes that link to the many extra curricular activities the students look forward to and which guide our cultural arts programming and classroom activities. For example, each year families are invited to a grade level physical education night with the P.E. teacher. These evenings are designed to educate the community about the team-building activities students engage in as part of the physical education program and introduce families to fun fitness activities that are easily accessible to everyone.

Additionally, when the building was last expanded in 2004, we hosted a school-wide artist-in-residence program called 'Building our Community.' Working with a guest artist, students and faculty each created a tile of either a poem or illustration tied to the six pillars of character education (caring, citizenship, fairness, respect, responsibility and trustworthiness). The tiles were installed in the wing leading to the new construction as a large mural; a permanent reminder of the qualities that make our school a positive place and the importance of each person's contribution to the school community. The installation was celebrated with a community event, including songs and special performances by students.

Finally, we believe in systemic advocacy for students. A team of teachers, special needs service providers and the principal meet every two weeks to monitor student progress and make recommendations regarding the program needs of students. Students with special needs are monitored through weekly classroom team meetings. The school meets the varied academic needs of students through a range of general education, special education and academic intervention services and programs. Certified reading, math, special education and gifted education teachers provide these services to qualifying students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

New York State began testing all students in grades 3-8 in the areas of mathematics and language arts in 2005-2006. Prior to this change, only students in grade four had been annually assessed in mathematics and language arts. Students in grade four are also assessed in science and students in grade five are assessed in social studies. All New York State tests are designed around the state's content area standards and each year the tests change in some manner. Because these are standards-based criterion-referenced assessments, many of the questions are designed to assess a student's ability to apply skills and to demonstrate mastery of content and skills through a performance task. These tests can provide information about the effectiveness of the overall program and information about the degree to which each student has mastered the skills and content needed to succeed in subsequent grades. At the elementary level, student performance is shown at one of four levels. Level 1 indicates that the student is not meeting the NYS Learning Standards, Level 2 indicates the student has partially met the Learning Standards, Level 3 indicates meeting the Learning Standards and Level 4 indicates the student is meeting the Learning Standards with distinction. Scores are also presented as a scaled score with a cut-point for level three and above generally set at 650 with a maximum score of 800. Students who score at Level 1 or the lower range of Level 2 receive (mandated) Academic Intervention Services. More information about the state's testing program can be found at http://www.emsc.nysed.gov/osa/

Loudonville students have consistently demonstrated improved content mastery of English Language Arts through the New York State Assessments. In the 2006-2007 school year, the mean scaled score for students in grades 3-6 at Loudonville School taking the English Language Arts assessment exceeded the mean score for the district at each grade level by an average of 15 points. Notable improvements in mean grade level scores between 2005-2006 and the 2006-2007 results occurred at grade 4, 5 and 6, with mean score improvements from 3 to 8 points. Between the two years for which we have data, percentages of students scoring at level 3 and above increased at grade 4 (from 87% to 92%) and grade 5 (from 88% to 93%) while remaining constant at 98% in grade 3 and decreasing by 1% in grade 5 to 90%. Data from previous administrations of the ELA assessment at grade 4 from 2003 to 2007 show the mean score increasing from 677 in 2003 to 688 in 2007 and the percentage of students scoring at or above level 3 has increased from 78% in 2003 to 92% in 2007.

Content mastery and improvement in student performance levels are also evidenced through the NYS Mathematics Assessment results. In the 2006-2007 school year, the mean scaled score for students in grades 3-6 at Loudonville School taking the Mathematics Assessment exceeded the already strong mean score for the district at each grade level by an average of 11 points. Notable improvements in mean grade level scores between 2005-2006 and the 2006-2007 assessment results occurred at grade 3, 4, and 6, with mean score improvements from 8 to 15 points. Between the two years for which we have data, percentages of students scoring at level 3 and above increased at grade 3 (from 96% to 100%), grade 4 (from 88% to 98%), grade 5 (from 91% to 92%) and grade 6 (from 94% to 97%). Data from previous administrations of the mathematics assessment at grade 4 from 2003 to 2007 show the mean score increasing from 674 in 2003 to 708 in 2007; the percentage of students scoring at or above level 3 increased from 93% in 2003 to 98% in 2007.

Students with disabilities do not represent a significant sub-group for state data reporting, but anecdotally, our students with special needs all scored above the cut-point in mathematics in grades 3 and 4 last year, and of the five identified students in the sixth grade last year, four students scored above level 3 in mathematics and ELA. These strong results among our students receiving special education services are indicative of a highly effective special education program working in concert with general education instruction employing differentiated instructional practices.

2. **Using Assessment Results:**

Each year the assessment data is shared with faculty in both specific and global terms to reflect on how we can use the data to analyze and adjust instructional practices and areas of emphasis.

The principal meets with grade level teams to review the performance results by looking at specific strands or standards. Through this process we are able to identify the areas of relative program weakness and plan to address areas of concern. For example, after the first administration of the third grade ELA, the results suggested that students were not as skilled in listening and taking notes as needed for the assessment tasks. Classroom teachers then worked to develop a series of lessons to teach the skills of listening and note taking and then sought to reinforce those skills through regular instructional opportunities in other content areas. Additionally, after the first administration of the sixth grade mathematics assessment, efforts were made to adjust the instructional calendar to reflect greater emphasis on algebra and probability in order to adequately prepare students to be assessed on these skills.

The assessment results are also used to identify students who are not meeting the standards and those who are at risk of not meeting the standards. These students are then provided Academic Intervention Services. Services are based on student needs and include high intensity direct services such as remedial reading or math and moderate intensity small group classroom-based services such as reading support. Reading support includes providing students with small group, guided reading instruction at an increased frequency in the classroom. Students who previously scored at a high level 2 on the English Language Arts Assessment receive small group instruction and guided practice in specific test taking strategies prior to taking the state assessment. This targeted intervention and additional support resulted in improved scores for these students.

3. **Communicating Assessment Results:**

Communication to parents of student academic performance includes, but is not limited to, quarterly report cards with teacher comments, interim progress reports and quarterly Academic Intervention Services progress reports. These updates and comments serve as positive reinforcement and offer specific strategies for academic improvement when indicated. All parents are informed of their child's scores on the NYS assessments when the results are made available from the state. Individual student scores are mailed home with an explanation of the score. Each year the principal holds a 'school report card' meeting for parents at which the school's overall standing in comparison to similar schools in the state is shared and explained. A summary of the school report card is included in a school newsletter in the spring. One PTA meeting each year has included a presentation by the principal of an overview of the district's complete testing program. At this session the principal explains the variety of testing done in the school at particular grades and the ways the assessment information is used to inform student programming decisions and overall school accountability. The testing program includes state assessments, as well as a variety of local assessments and nationally norm-referenced assessments. The student Writing Portfolio and grade level end of year writing assignments are forms of local assessment of student growth and mastery. Throughout the school year parents are welcome to review assessment results and to conference with the classroom teacher, principal, school counselor and/or school psychologist to discuss their child's learning profile and program needs.

All program areas are evaluated as part of an annual district process. All building principals complete end of year evaluations for English language arts, mathematics, science, social studies and building administration. Program supervisors and directors evaluate other areas, such as art, music, career and technical education. The District Superintendent and Assistant Superintendent use these program evaluations to communicate to the Board of Education through a comprehensive Annual Evaluation. The Annual Evaluation includes all assessment data and evaluation of program objectives. The Annual Evaluation is available on the district's web site. Each year the Annual Evaluation is reviewed at a series of Board of Education meetings.

4. **Sharing Success:**

Loudonville School shares successes in building, district and digital forums. At the building level we have teacher leaders in reading and technology who share their effective practices and expertise with colleagues in a true community of learners. Teachers also serve on the district content area steering committees made up of K-12 teachers and administrators. The elementary building representatives report on successful practices and assessment results to the steering committees and also report back to the faculty on district initiatives and new resources. Each summer many curriculum projects are funded and teachers from Loudonville School are active participants in these curriculum projects. For example, last year nine of our thirteen classroom teachers worked on at least one district curriculum development project. These individuals are

then part of a district dissemination plan, sharing the revisions and new resources with their grade level colleagues within the district.

We also have district grade level meetings and three teacher workshops each year. At these meetings teachers share innovations and breakthroughs with their colleagues in other schools on a variety of instructional topics. Loudonville teachers serve as facilitators and trainers in the districts staff development program, offering courses to their district peers on topics such as using class meetings, designing literacy centers, using instructional technology and facilitating book club discussions on relevant texts.

All teachers have access to the district's instructional Internet site; this is an ever growing and changing instructional resource. Teachers are encouraged to contribute to the site. Loudonville teachers in all content areas contribute to the district's instructional site and many post their instructional materials and lesson plans on a searchable, shared server for others in the district to use.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

   The primary goal of our Reading and English Language Arts programs is to develop proficiency in the skills of reading, writing, speaking, and listening. This goal is achieved through reading instruction that is based on current best practices in the field of literacy. The reading program was completely revised over the course of several years through the leadership of a core group of teachers and principals at the district level. This group conducted extensive research and enlisted consultants to develop the current reading program. The reading program incorporates a balanced literacy approach that includes the following components: reading aloud, shared reading, guided reading, literature study, and independent reading. At the primary level the students begin with instruction designed to build phonemic awareness as they develop their early literacy skills through their guided reading instruction. As students gain in skill and comprehension in the upper elementary grades, students begin to participate in book clubs, and build comprehension through varied guided discussion activities with their peers. Students are given benchmark assessments three times each year to monitor their progress in reading.

   All students are introduced to the joy of reading for pleasure through weekly library instruction provided by the school's full-time library and media specialist. Students have a weekly book exchange and media center resources are introduced in a sequential curriculum, including units on genre, research, web-literacy and Internet safety.

   The district provides staff development opportunities to teachers throughout the year in the area of reading instruction. All new staff members participate in a five-session summer in-service to prepare them to teach and assess reading.   Materials are continually purchased to enhance the school's bookroom inventory of leveled texts and the variety of titles available in classroom libraries. Each summer teachers have developed additional thematic book club units for students in grades 3 through 6. In addition, instructional texts are purchased for teachers and support staff to further their understanding of literacy and the teaching of reading.

   Our school curricula are based in current research about best practices in educating the whole child. Our emphasis is on life-long learning. We value all curriculum areas, including art, music, library instruction, and physical education. Our emphasis is on teaching our students to love learning and to become self-directed learners.
   ELA: The reading program incorporates a balanced literacy approach that includes the following components: reading aloud, shared reading, guided reading, literature study, and independent reading. A wide range of literary genres and other materials are used, and differentiated instruction is applied through guided reading, whereby students are all instructed at their instructional reading level. The classroom libraries provide a greater choice to teachers and students to get acquainted with various literary genres and multicultural perspectives.

   Math: The goal is to have students master the concepts of addition, subtraction, multiplication, and division as well as the application of these operations in problem-solving situations. Students are taught to understand mathematics by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, measurement, probability, data collection and analysis. A hands-on approach with the use of manipulatives assists in the development of concepts. Accelerated math instruction is offered at grades 5 and 6 for students significantly above grade level; prior to this, challenge level instruction is provided as part of classroom instruction.

   Science: Our primary goal is to help students to better understand the world through study of the physical, earth, and life sciences. The science program features a well-developed, balanced curriculum, with an emphasis on hands-on learning, inquiry and problem solving. Teachers use a variety of materials including web-based resources, supplemental texts and shared kits for the exploration of topics such as: electricity, sound, simple machines and life cycles. All of these materials are aligned with the NYS Standards. To bring science to life, field trips, outside presenters and an annual science fair continue to energize the science

program.

Social studies: The primary goal is to gain understanding of people's social, political and economic cultures through the application of skills in exploration, analysis and discovery. Our students begin with study about themselves and their community, and progress to studying regions around the world. Our teachers recognize that the community outside the classroom is a valuable way for students to experience learning in the social studies firsthand, so students are routinely involved in field trips to museums and community resources. Students learn and demonstrate citizenship and democratic values as a result of the program.

Other disciplines: Music, art, physical and health education promote cooperation, self-discipline, and an opportunity for personal expression as students engage in a variety of hands on activities and experiences that develop creative, perceptual, and motor skills. The music program encompasses exposure to various styles of music, learning about the elements of music, and developing listening, analytic and performance skills. The art program addresses four key areas: creating meaningful work, learning about materials and processes, critically analyzing and critiquing artwork, and understanding and valuing cultural influences. Physical education is concerned with total mental, emotional and physical development of the individual. The health program helps students learn and practice decision-making skills in the context of real-life health choices, and to apply these skills with choices that impact their health now and in the future.

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

The primary goal of our Reading and English Language Arts programs is to develop proficiency in the skills of reading, writing, speaking, and listening. This goal is achieved through reading instruction that is based on current best practices in the field of literacy. The reading program was completely revised over the course of several years through the leadership of a core group of teachers and principals at the district level. This group conducted extensive research and enlisted consultants to develop the current reading program. The reading program incorporates a balanced literacy approach that includes the following components: reading aloud, shared reading, guided reading, literature study, and independent reading. At the primary level the students begin with instruction designed to build phonemic awareness as they develop their early literacy skills through their guided reading instruction. As students gain in skill and comprehension in the upper elementary grades, students begin to participate in book clubs, and build comprehension through varied guided discussion activities with their peers. Students are given benchmark assessments three times each year to monitor their progress in reading.

All students are introduced to the joy of reading for pleasure through weekly library instruction provided by the school's full-time library and media specialist. Students have a weekly book exchange and media center resources are introduced in a sequential curriculum, including units on genre, research, web-literacy and Internet safety.

The district provides staff development opportunities to teachers throughout the year in the area of reading instruction. All new staff members participate in a five-session summer in-service to prepare them to teach and assess reading.   Materials are continually purchased to enhance the school's bookroom inventory of leveled texts and the variety of titles available in classroom libraries. Each summer teachers have developed additional thematic book club units for students in grades 3 through 6. In addition, instructional texts are purchased for teachers and support staff to further their understanding of literacy and the teaching of reading.

3. **Additional Curriculum Area:**

The music program at Loudonville is vital and connected to the school's vision and our school's sense of community. Students are instructed in six conceptual areas of music: rhythm, tempo, melody, texture, timbre, and form. Elementary students explore these musical concepts through a wide variety of activities. Children sing, dance, speak, listen, play Orff instruments and recorder, write, compose, read, use technology and improvise

regularly. While the program's goal is to promote an appreciation and a basic understanding of music in various forms as an opportunity for personal expression, the impact of the music program extends beyond this in many ways. Loudonville's music teacher directs students in kindergarten, second and fourth grade in a grade level performance. At each grade level, the show is thematically tied to some aspect of the grade level curricula. At the sixth grade, participation in a school musical becomes an optional extra curricular activity, with nearly 100% student participation in some aspect of the production. This grade level experience builds cohesion among our sixth graders and results in a high point of the school year for students and families. We also have a student orchestra and band for children in grades 5 and 6, and all students in grades 5 and 6 participate in weekly chorus rehearsals and at least two performances each year. These experiences showcase not only the students' musical and performance skills, but also the dedication, hard work and cooperation that are a large part of any quality learning experience. Sixth grade students vote to select a song to perform at their moving up ceremony and rehearse together for this final commemoration. Our music teacher's leadership is the key to the success of our Character Education assemblies. Through the general music program, character themes are explored at developmentally appropriate levels, and the school is united at our assemblies as all students sing out inspirational songs to bring the themes of positive character to light.

4. **Instructional Methods:**

Teachers and administrators at Loudonville School collaborate to provide students with the best instructional practices based on current research. We have engaged in an ongoing district initiative to support the use of instructional strategies associated with differentiated instruction. Differentiation recognizes that all students learn differently, and to meet varied learning needs, varied instructional methods are required. Teachers now employ practices such as using pre-assessments to target their instruction, providing tiered or leveled instructional activities, cooperative grouping and the use of independent learning contracts to foster high interest and discovery for those students who demonstrate unusual mastery over a grade level concept. The reading program is a good example of leveled instruction, as students are provided daily small group instruction at their instructional reading level. Applying Bloom's taxonomy, teachers have developed a variety of tiered activities to develop and challenge higher order thinking skills. The school's technology resources support high quality instruction and research. Students and teachers utilize programs such as PowerPoint, iMovie, Smart Board technology and interactive web sites to research and present information.

We monitor student progress and provide additional academic support to struggling students through a range of Academic Intervention Services (AIS). Parents are notified of the service being provided and given quarterly progress reports. Either a reading or math specialist or the classroom teacher provides AIS. A variety of strategies are employed, including: small group re-teaching, study guides, vocabulary review and practice, as well as individualized instruction. Specific strategies are directed toward helping each student master content and skills to meet grade level expectations. Students who demonstrate a need for additional academic challenges may participate in the Learning Enrichment Program for gifted students, Junior Great Books, Alternate Math and/or the Young Writers program depending on their areas of strength and need. These programs are designed to foster student research skills, using resources and texts to form conclusions. In these programs the teacher serves primarily as facilitator.

5. **Professional Development:**

The district has a detailed Staff Development Plan that is approved by the State Education Department. Loudonville Elementary School is committed to ongoing professional development for all teachers. High quality instruction and teacher expertise are critical factors in student achievement. Teachers set professional goals as part of the annual evaluation cycle and meet with their principal during the year to review progress and identify next steps. Staff development opportunities for all teachers include, but are not limited to: presentation of information by consultants, administrators and teacher trainers at grade level meetings and workshops; consultant visitations with demonstration lessons and shadowing Turn Key Trainers when completing reading assessments. The district also offers a rich selection of after school in-service courses that staff members may elect to participate in to assist them in meeting their goals.

Professional development for new teachers begins with an in-depth series of summer workshops in all of the content areas, class management, and use of technology, as well as learning about other available resources in the school. New teachers participate in a mentor program for their first two years where they work with experienced teachers to develop and refine their instructional strategies, classroom management skills and effective home-school communication. The Turn Key Trainers for reading have been effective in sustaining the professional growth of faculty members. The Turn Key Trainers conduct the reading in-service for new teachers during the summer and provide follow-up sessions in the fall. In our building two Turn Key Trainers are designated to serve as a resource to staff members. These individuals are able to effectively coach and guide other teachers in effective implementation of the reading program and assessment of student progress.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test NYS English Language Arts

Edition/Publication Year 2007 Publisher CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 and Level 4	98	98			
% "Exceeding" State Standards Level 4	18	11			
Number of students tested	40	46			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 4   Test NYS English Language Arts

Edition/Publication Year 2007   Publisher   CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	February	February	February
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 and Level 4	92	87	88	89	78
% "Exceeding" State Standards Level 4	15	9	39	25	35
Number of students tested	48	54	57	56	54
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					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 5   Test NYS English Language Arts

Edition/Publication Year 2007   Publisher   CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 and Level 4	90	91			
% "Exceeding" State Standards Level 4	19	22			
Number of students tested	52	58			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 6   Test NYS English Language Arts

Edition/Publication Year 2007   Publisher   CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 and Level 4	93	88			
% "Exceeding" State Standards Level 4	34	37			
Number of students tested	52	58			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test NYS Mathematics

Edition/Publication Year 2007   Publisher   CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 and Level 4	100	96			
% "Exceeding" State Standards Level 4	63	50			
Number of students tested	40	46			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 and Level 4	98	88	98	97	93
% "Exceeding" State Standards					
Level 4	46	35	47	51	53
Number of students tested	48	52	57	57	55
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.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test NYS Mathematics

Edition/Publication Year 2007   Publisher   CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 and Level 4	93	91			
% "Exceeding" State Standards Level 4	25	40			
Number of students tested	53	58			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 6   Test NYS Mathematics

Edition/Publication Year 2007   Publisher   CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 and Level 4	97	94			
% "Exceeding" State Standards Level 4	45	35			
Number of students tested	58	52			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					