

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Dr. Thomas C. Elliott

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Pocantico Hills Central School

(As it should appear in the official records)

School Mailing Address 599 Bedford Road

(If address is P.O. Box, also include street address.)

Sleepy Hollow

New York

10591-1299

City

State

Zip Code+4(9 digits total)

County Westchester

State School Code Number\* 660802

Telephone (914) 631-2440

Fax (914) 631-3280

Web site/URL www.pocanticohills.org

E-mail ssteale@pocanticohills.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 \_\_\_\_\_

Principal's Signature

Name of Superintendent Dr. Thomas C. Elliott

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pocantico Hills School District

Tel. (914) 631-2440

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 \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Robert W. Balog

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*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

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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: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ 1 Other  
 \_\_\_\_\_ 1 TOTAL
2. District Per Pupil Expenditure: 16529  
 Average State Per Pupil Expenditure: 8787

### 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  
 Suburban  
 Small city or town in a rural are  
 Rural
4. 4 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 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  | 18         | 17           | 35          | 7     | 18         | 18           | 36          |
| K  | 17         | 17           | 34          | 8     | 15         | 17           | 32          |
| 1  | 21         | 14           | 35          | 9     |            |              | 0           |
| 2  | 21         | 30           | 51          | 10    |            |              | 0           |
| 3  | 15         | 9            | 24          | 11    |            |              | 0           |
| 4  | 26         | 13           | 39          | 12    |            |              | 0           |
| 5  | 22         | 11           | 33          | Other |            |              | 0           |
| 6  | 17         | 30           | 47          |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b> |            |              |             |       |            |              | <b>366</b>  |

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 14 | % Asian or Pacific Islander        |
| 13 | % Black or African American        |
| 9  | % Hispanic or Latino               |
| 64 | % 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 6 %

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

|              |  |      |
|--------------|--|------|
| <b>( 1 )</b> | Number of students who transferred to the school after October 1 until the end of the year   | 13   |
| <b>( 2 )</b> | Number of students who transferred from the school after October 1 until the end of the year | 7    |
| <b>( 3 )</b> | Total of all transferred students [sum of rows (1) and (2)]                                  | 20   |
| <b>( 4 )</b> | Total number of students in the school as of October 1                                       | 361  |
| <b>( 5 )</b> | Total transferred students in row (3) divided by total students in row (4)                   | 0.06 |
| <b>( 6 )</b> | Amount in row (5) multiplied by 100  | 6    |

8. Limited English Proficient students in the school: 3 %
- |    |   |
|----|---|
| 10 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 3

Specify languages: Korean, Spanish, Chinese

9. Students eligible for free/reduced-priced meals 14 %

Total number students who qualify: 48

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: 11 %  
42 Total Number of Students Serve

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>0</u> | Autism                | <u>0</u>  | Orthopedic Impairment                    |
| <u>1</u> | Deafness              | <u>2</u>  | Other Health Impairment                  |
| <u>0</u> | Deaf-Blindnes         | <u>33</u> | Specific Learning Disabilit              |
| <u>0</u> | Emotional Disturbanc  | <u>6</u>  | Speech or Language Impairment            |
| <u>0</u> | Hearing Impairment    | <u>0</u>  | Traumatic Brain Injury                   |
| <u>0</u> | Mental Retardation    | <u>0</u>  | Visual Impairment Including<br>Blindness |
| <u>0</u> | Multiple Disabilities |           |  |

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>3</u>         | <u>0</u>         |
| Classroom teachers                   | <u>29</u>        | <u>0</u>         |
| Special resource teachers/specialist | <u>11</u>        | <u>1</u>         |
| Paraprofessionals                    | <u>1</u>         | <u>0</u>         |
| Support Staff                        | <u>8</u>         | <u>0</u>         |
| Total number                         | <u>52</u>        | <u>1</u>         |

12. Average school student-classroom teacher ratio, that is, the number of 17 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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

|                                    | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance           | 95 %      | 96 %      | 95 %      | 96 %      | 96 %      |
| Daily teacher attendance           | 96 %      | 96 %      | 97 %      | 95 %      | 96 %      |
| Teacher turnover rate              | 8 %       | 0 %       | 0 %       | 8 %       | 10 %      |
| Student drop out rate (middle/hig  | 0 %       | 0 %       | 0 %       | 0 %       | 0 %       |
| Student drop-off rate (high school | 0 %       | 0 %       | 0 %       | 0 %       | 0 %       |

Please provide all explanations below

## PART III - SUMMARY

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Pocantico Hills is a small, one-building school district serving 350 students in grades PreK-8. An additional 170 students attend high school in neighboring districts as tuition students. The district is located approximately 25 miles north of New York City. The school district was centralized from three one-room schools in 1939 and chartered by the State of New York as a K-8 school district.

Our history is rich in that the original Pocantico Hills School was build to educate members of the Rockefeller family and children of the Rockefeller staff living in the hamlet. Once centralized, the school district boundaries increased to encompass five distinct neighborhoods in two townships. Our small, yet stable school population is approximately 36% non-white with a free or reduced lunch count of approximately 14%.

The school is organized into three distinct settings. The Primary House serves students in grades PreK-2. Students in grades 3-5 are assigned to our Intermediate House, while students in grades 6-8 attend our middle school program.

Every month we meet as a full faculty as well as conduct 'house' meetings to explore issues relevant to each grade level cluster. House meetings are planned and led by teacher leaders.

Our Mission Statement is typical of those from many schools. What's not typical is the fact that we practice it on a daily basis. 'The Pocantico Hills School staff believes that each student is a complex and unique person. We are committed to helping our children realize their complete personal potential - academic, creative, physical and emotional. We will ask the students to stretch themselves and help them to discover the rewards of working hard. We will treat the students with respect and understanding and encourage them to be caring and contributing members of society, ones who are thoughtful, honest, fair, kind and self-disciplined.'

In partnership with parents and the community at large, we challenge, enrich and support each child to the greatest extent appropriate in a safe, inclusive environment. We ensure that our students gain the knowledge and awareness necessary to thrive in, contribute to, and help preserve an ever-changing and increasingly global yet fragile society.

Students leave Pocantico Hills appreciating the value of hard work, honesty, equity, respect, altruism, and self-discipline. They enter the next phase of their lives as independent and critical thinkers, productive collaborators, and well-rounded, empowered, and inspired members of the community. We believe that each of our students has unique strengths and needs that must be understood and tapped and that children learn most deeply when actively engaged and connected to the exploration of meaning.

By coupling targeted support with the promotion of a rigorous work ethic, our students, regardless of socio- economic status, succeed in our school and beyond.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1 Assessment Results:

The meaning of assessment results at our school validates our belief that all students can learn and achieve. We analyze our assessment results in order to inform instruction throughout our school.

Each day an economically and ethnically diverse group of students pass through our doors. Regardless of family support and resources, our students demonstrate high levels of achievement. During the 2006-07 school year, 91% of Pocantico Hills students in grades 3-8 met or exceeded standards on the New York State Mathematics Assessments. On the state's English Language Arts Assessments, 90% of our students in grades 3-8 met or exceeded standards.

Yet, while we celebrate the success of a vast majority of students, we immediately identify academic growth opportunities for all of our students. This relentless pursuit of excellence takes the form of test item analysis by standard area and skill level as well as teaching and re-teaching strategies that provide our students with multiple opportunities to apply concepts reflected in our state's learning standards.

New York's current assessment program began in 1999 with assessments in English Language Arts and Math in grades 4 and 8. The criterion referenced tests were developed by teams of educators from throughout the state. The assessments are aligned with state learning standards and are administered to all students.

In 2005 New York introduced English Language Arts and Math assessments in grades 3, 5, 6 and 7. Assessment results are organized into four levels. Level 1 indicates that a student is not meeting standards. Level 2 signifies that the student is partially meeting state standards. Level 3 indicates that a student is meeting state standards. Students who meet standards with distinction are grouped in Level 4.

Given our small grade level size (on average 36 students) and because of our diversity ratios (63% white, 14% Asian, 13% African American and 10% Hispanic) we have no sub group containing 40 students to compare to the total enrollment.

Additional information on New York State's assessment system may be found at:  
<http://www.emsc.nysed.gov/deputy/Documents/alternassess.htm>

On a daily basis we work to make meaning of assessment results to inform and improve our instructional methods.

### 2. Using Assessment Results:

The quality of assessment data, as well as the ability to effectively and promptly use it to inform instruction, is critical to a school's growth and success. While Pocantico Hills' accomplishments on state exams are a source of great pride, teachers are most proud of their abilities to identify strengths and needs from them and other authentic classroom tasks, and to make individualized adjustments as well as advocate for broader curricular shifts when necessary.

The use of assessment data to inform instruction begins long before students reach their first state test in third grade. The most valuable intervention is early intervention, and as early as kindergarten, regular learning inventories are used to guide instructional effectiveness and the need for academic intervention services.

With state assessments, the analytical process begins as soon as the tests are completed, with teacher surveys that aim to highlight informal observations of students during the test-taking process. After the answer sheets are sent for official scoring, teacher representatives are granted time to examine the booklets for instructionally valuable information that a 'number' can never reveal: patterns of productive use of organizational strategies, depth of reasoning and conceptual understanding, and clarity of expressive language. In addition, teachers discuss and share these findings and brainstorm vertically aligned action plans going forward.

### 3. Communicating Assessment Results:

At Pocantico Hills, we deeply believe in the need to communicate our assessment results to our school community, but we also believe in the need to communicate other multiple measures of academic success. We do this through a variety of formats. Every December, we publish and present the Comprehensive Assessment Report, which gives our residents an overview of our school's performance and educational quality (please see included copy of the 2006-2007 report). This report goes well beyond the state required school report card data and includes not only all state assessment data from the previous school year, but multiple measures of school-related success, including those related to performing arts, academic enrichment, athletics, character development, and community involvement. This report is presented for public discussion at a school board meeting and is also mailed to every district resident.

In addition, as it becomes available from the state, we mail home individual testing results with bar graph analysis on each state assessment.

Finally, we encourage an open dialogue with parents throughout the year, and take advantage of formal parent-teacher conferences twice each year to discuss in detail individual student progress in meeting state standards.

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

The Pocantico Hills School District shares its successes by reaching out to neighboring schools and participating in regional consortiums.

Each academic year our school hosts forums for the principals and superintendents from the districts that host our high school students. These meetings generate discussions, ideas, and promote collaboration between all four school systems.

Our school superintendent/principal serves on the Regional Information Center's Advisory Committee. This group represents schools from a six-county region sharing best practices in instructional technology, information on data warehousing, and emerging computer applications.

Pocantico Hills is an active member of the Mid-Westchester Special Education Consortium. This group of nine school districts shares services and programs for students with disabilities and hosts professional development programs for teaching staff. During the 2007-2008 school year the Consortium collaborated with the Westchester Institute for Human Development to explore alternatives in assistive technology applications for disabled learners. Pocantico Hills was one of the first districts to capitalize on this initiative and to share outcomes with other members of the Consortium.

In April of 2008, our district will host a regional conference on the use of interactive white boards (SMARTBoards). Pocantico Hills is in the forefront of this technology in Westchester County.



## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Each year, our faculty carefully studies a major curriculum area and embraces forward-thinking initiatives that are both standards and research-based. Studies always include curriculum mapping, analyzing state assessments, and adopting new and pedagogically progressive instructional materials.

To begin, it must be stated that technology is seamlessly integrated into all core content areas. With desktops and mounted SMARTBoards in every learning space, a state-of-the-art computer lab, plus mobile carts with twenty laptops in each wing of the building, Pocantico Hills has been recognized as a regional trailblazer in the classroom integration of the latest technologies.

In language arts, we have developed a standards-based, cross-curricular, differentiated, and vertically aligned literature map, out of which engaging and purposeful tasks have been developed by the faculty and enhanced by outside resources. Students begin the process of honing creative and structured expression in kindergarten, where a writing workshop model is first introduced. As students progress, peer response journals, analytical essays, and even multi-media presentations are modeled and encouraged. We are also extremely proud of our award-winning middle school literary magazine, coordinated and produced entirely by students.

It is our belief that students learn math most effectively by manipulating, applying, connecting, and communicating. Math literacy is developed every day from the earliest grades and works cyclically, whereby concepts are explored and then revisited, and projects often require the situational applications of multiple skills. At the middle school, advanced classes and extended learning opportunities are offered to students demonstrating exceptional acumen or interest.

Science begins in pre-kindergarten and kindergarten with an introduction to our natural environment. Beginning in 2nd grade, students get additional enrichment by going to science lab every week for special experiments and projects that dovetail classroom topics. Students learn and practice the scientific method at an early age and further hone their lab skills through rigorous middle school science classes. In addition, the school's expansive and diverse grounds offer an outdoor laboratory of sorts, and across the street is the acclaimed Stone Barns Center for Food and Agriculture, to which the school has exclusive access each week.

The social studies curriculum is perhaps the most unifying of all the content areas, as it often sets the context for the interconnections of the others. Students are taught to take pride in and appreciate differences, and to find similarities without compromising individuality. Multiple field trips and school and community-based cultural events are organized every year in every grade that relate to the curriculum. Chronologically, students study families and local communities; global communities; New York history and geography; an overview of the United States, Canada, and Latin America; world geography and ancient history; and United States history.

Our foreign language program includes Spanish and French, and begins with an introduction to both languages in 2nd grade. In 4th grade, students commit to a single language and attend classes twice per week, and by 6th grade, students attend foreign language every day. These classes emphasize immersion through interaction, role playing, music, and cultural connections. 100% of our students met with success on the NYS Oral Proficiency Exam.

The visual arts curriculum emphasizes exposure to a diverse variety of media and styles in the contexts of world cultures and artists throughout history. Projects are regularly coordinated with other core content areas, thus encouraging students to make deeper connections in their learning. 8th grade culminates with a formal art show at a local gallery space.

Children begin their explorations of music and movement in pre-kindergarten. Class plays are performed throughout elementary school, and the middle school launches a full-scale musical production every spring that involves over 75% of the student body. Small and large group instrumental music lessons, which occur at least once per week, are introduced in 4th grade, continue through 8th grade, and involve almost the entire student body. Our choruses and bands perform several times each year, both at the school and around the community, and regularly win individual and group honors on a regional scale.

## 2a. (Elementary Schools) Reading:

The reading curriculum within each grade level at Pocantico Hills embraces a multitude of approaches, from Orton-Gillingham-based phonics instruction to guided reading to cross-curricular novels in flexible groupings. Overarching the varied strategies is our belief that different children have different needs, and the more multi-dimensional the program is, the more broadly effective it will be.

Throughout the last several years, teachers have been striving to align trade books across and between grade levels, expand non-fiction classroom selections to tie reading to other content areas, and differentiate reading instruction and questioning techniques for a diverse population with unique strengths and needs. The more tools and resources teachers have at their disposal, the richer the educational experiences. As a result of this more targeted, engaging, and connected instruction, our test scores have steadily and significantly improved since formal state testing was expanded.

In addition, there has always been and continues to be an emphasis on early intervention, as literacy is perhaps the most critical and far-reaching element of any child's education. Through the success of our Reading Recovery program, as well as other teacher-led, scientifically-based academic intervention services, we are able to meet the needs of our youngest children and position them for future success. Currently, our pre-kindergarten and kindergarten programs are proudly undergoing a thorough evaluation for the highly regarded accreditation from the National Association for the Education of Young Children.

## 3. Additional Curriculum Area:

An additional area that we choose to highlight and that is related to our essential skills and knowledge based on our school's mission is mathematics. We are presently on a four-year cycle to analyze, update, and map curriculum in the major subject areas. During the 2005-2006 school year, we worked extensively on the subject of mathematics. We employed a consultant, Eleanore Livesey, a professor at Pace University, to guide our work. Ms. Livesey facilitated a process that included developing detailed math curriculum maps aligned to New York State standards, analyzing our recent assessment results, and choosing new math textbooks for grades K-8.

New York State math standards address both process and content strands and speak to seven key mathematical ideas that include: mathematical reasoning, number/numeration, operations, mathematical modeling, measurement, uncertainty, and patterns and functions.

When we examined our previous curriculum, we found it to be strong in the areas of mathematical computation and modeling, but in need of a more enriching language-based approach with greater emphasis on mathematical reasoning and the use of number sense in developing solutions. With that in mind, we formed two math committees and chose a new K-5 math series and a separate 6-8 grade math series that more effectively met these needs. The K-5 series chosen was 'Growing with Mathematics,' published by the Wright Group/McGraw Hill; the 6-8 series was 'Impact Math,' by Glencoe. With this new curriculum approach, we looked throughout the school for opportunities to instill in a deeper way the importance of hands-on learning to broaden students' conceptual understanding, as well as integrating the technology of the Smart Board into each math classroom.

## 4. Instructional Methods:

Pocantico Hills faculty members employ a variety of instructional methods to improve students learning. For the past three years there has been a school-wide emphasis on differentiating instruction. Built on a strong philosophical foundation and supported by on-going professional development, teachers now look for ways to tailor instruction and assessment to best match the nature and needs of our learners. This effort has resulted in engaging interdisciplinary units that accommodate a wide range of student abilities.

Beginning this school year, Academic Intervention Services are provided by each classroom teacher. This research-based practice connects classroom learning with support services and provides each teacher with insight and data on the strengths and needs of their students.

Our school's commitment to inclusive education has created more opportunities for students with disabilities to become full participants in classroom instruction. Using a 'push-in' model, all students receive individual assistance, cues, and re-teaching on an 'as needed' basis in our general education classrooms.

And finally, through the in-house development of high-interest parallel tasks, our teachers provide opportunities for students to apply necessary skills for success on New York State assessments.

## **5. Professional Development:**

The Pocantico Hills professional development program has had a positive impact on improving student achievement.

This school year a second faculty meeting was added to each month. These meetings provide the opportunity for teacher-led, professional dialogue in areas related to instruction, journal articles, assessment and classroom technology. This work has resulted in research based instruction that improved our students' writing, reasoning, and research skills.

Team planning periods are built into each teacher's weekly schedule in order to facilitate coordination between classroom teachers, special education teachers, and special area teachers. This has resulted in consistent alignment and scaffolding of curriculum for all students throughout each grade level.

Our pre-kindergarten and kindergarten teachers have begun to address national standards for developmentally appropriate early childhood instruction, benchmarked against the standards established by the National Association for the Education of Young Children (NAEYC). The self-evaluation process has provided opportunities for professional reflection and program planning by our teachers. Our first grade team has since noticed a higher level of readiness in their incoming students, who have directly benefited from these heightened benchmarks.

Technology learning is an important part of professional development at Pocantico Hills. School wide staff development days have been dedicated to SMARTBoard implementation and the use of E-chalk online software applications. On a monthly basis, faculty members voluntarily participated in targeted 'Pizza & Tech' sessions to advance their technology skills. These in turn have resulted in more engaging, interactive learning opportunities for all students.

During the 2005-06 school year, we introduced the Differentiation of Instruction on a school-wide basis. This professional development experience has resulted in nearly all students being able to accomplish grade level work regardless of academic need. This training has had a profound impact on learners of all levels.

# PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test NYS Assessment

Edition/Publication Year 2007 Publisher McGraw Hill

|   | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | March     | March     |           |           |           |
| <b>SCHOOL SCORES*</b>   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards<br>Level 3 & 4 | 96        | 93        |           |           |           |
| % "Exceeding" State Standards<br>Level 4                      | 50        | 25        |           |           |           |
| Number of students tested                                     | 24        | 40        |           |           |           |
| Percent of total students tested                              | 100       | 100       |           |           |           |
| Number of students alternatively assessed                     | 0         | 0         |           |           |           |
| Percent of students alternatively assessed                    |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| 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                                  | January   | January   |           |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Level 3 & 4                                    | 87        | 82        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Level 4  | 33        | 10        |           |           |           |
| Number of students tested                      | 24        | 40        |           |           |           |
| Percent of total students tested               | 100       | 100       |           |           |           |
| Number of students alternatively assessed      | 0         | 0         |           |           |           |
| Percent of students alternatively assessed     |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 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                                  | January   | January   | January   | January   | January   |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Level 3 & 4                                    | 87        | 93        | 96        | 83        | 82        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Level 4  | 13        | 32        | 46        | 34        | 55        |
| Number of students tested                      | 39        | 31        | 50        | 35        | 33        |
| Percent of total students tested               | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed      | 0         | 1         | 1         | 1         | 0         |
| Percent of students alternatively assessed     | 0         | 3         | 2         | 3         | 0         |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 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     | March     | March     | March     |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Level 3 & 4                                    | 90        | 97        | 98        | 94        | 97        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Level 4  | 51        | 60        | 72        | 57        | 75        |
| Number of students tested                      | 39        | 35        | 50        | 35        | 32        |
| Percent of total students tested               | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed      | 0         | 1         | 1         | 1         | 0         |
| Percent of students alternatively assessed     | 0         | 3         | 2         | 3         | 0         |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 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                                  | January   | January   |           |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Level 3 & 4                                    | 97        | 98        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Level 4  | 18        | 26        |           |           |           |
| Number of students tested                      | 34        | 47        |           |           |           |
| Percent of total students tested               | 100       | 100       |           |           |           |
| Number of students alternatively assessed      | 1         | 1         |           |           |           |
| Percent of students alternatively assessed     | 3         | 2         |           |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 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     |           |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Level 3 & 4                                    | 97        | 98        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Level 4  | 67        | 62        |           |           |           |
| Number of students tested                      | 33        | 47        |           |           |           |
| Percent of total students tested               | 100       | 100       |           |           |           |
| Number of students alternatively assessed      | 1         | 1         |           |           |           |
| Percent of students alternatively assessed     | 3         | 2         |           |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 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                                  | January   | January   |           |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Level 3 & 4                                    | 89        | 77        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Level 4  | 20        | 21        |           |           |           |
| Number of students tested                      | 46        | 34        |           |           |           |
| Percent of total students tested               | 100       | 100       |           |           |           |
| Number of students alternatively assessed      | 1         | 1         |           |           |           |
| Percent of students alternatively assessed     | 2         | 3         |           |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 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     |           |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Level 3 & 4                                    | 96        | 78        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Level 4  | 59        | 17        |           |           |           |
| Number of students tested                      | 46        | 36        |           |           |           |
| Percent of total students tested               | 100       | 100       |           |           |           |
| Number of students alternatively assessed      | 1         | 1         |           |           |           |
| Percent of students alternatively assessed     | 2         | 3         |           |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 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                                  | January   | January   |           |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Level 3 & 4                                    | 91        | 81        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Level 4  | 6         | 9         |           |           |           |
| Number of students tested                      | 35        | 32        |           |           |           |
| Percent of total students tested               | 100       | 100       |           |           |           |
| Number of students alternatively assessed      | 1         | 0         |           |           |           |
| Percent of students alternatively assessed     | 3         | 0         |           |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 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     |           |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Level 3 & 4                                    | 97        | 94        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Level 4  | 31        | 24        |           |           |           |
| Number of students tested                      | 35        | 33        |           |           |           |
| Percent of total students tested               | 100       | 100       |           |           |           |
| Number of students alternatively assessed      | 1         | 0         |           |           |           |
| Percent of students alternatively assessed     | 3         | 0         |           |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 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                                  | January   | January   | January   | January   | January   |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Level 3 & 4                                    | 91        | 87        | 77        | 81        | 68        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Level 4  | 16        | 15        | 21        | 27        | 14        |
| Number of students tested                      | 32        | 39        | 39        | 45        | 44        |
| Percent of total students tested               | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed      | 1         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed     | 3         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 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     | March     | March     | March     |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Level 3 & 4                                    | 88        | 83        | 95        | 89        | 84        |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Level 4  | 17        | 27        | 15        | 13        | 14        |
| Number of students tested                      | 32        | 41        | 40        | 45        | 44        |
| Percent of total students tested               | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed      |           |           |           |           |           |
| Percent of students alternatively assessed     |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 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                      |           |           |           |           |           |