

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mrs. Kathleen E. Affigne
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Park Avenue Elementary School
(As it should appear in the official records)

School Mailing Address PO Box 595, 10 Park Avenue
(If address is P.O. Box, also include street address)

Warwick New York 10990-0595
City State Zip Code+4 (9 digits total)

County Orange State School Code Number* 44-21-01-06-0004

Telephone (845) 987-3170 Fax (845) 988-5893

Website/URL www.warwickvalleyschools.com E-mail kaffigne@wvcsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Joseph L. Natale
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Warwick Valley Central School District Tel. (845) 987-3000

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Michael Meinhardt
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

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

1. Number of schools in the district: 4 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 Other

 6 TOTAL
2. District Per Pupil Expenditure: \$12,735 (2002-03)

 Average State Per Pupil Expenditure: \$13,085 (2002-03)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 6 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
PreK				7			
K	46	39	85	8			
1	42	41	83	9			
2	41	37	78	10			
3	46	41	87	11			
4	38	38	76	12			
5	19	30	49	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							458

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|--|-----------------------------------|
| | 86% White |
| | 5% Black or African American |
| | 7% Hispanic or Latino |
| | 1% Asian/Pacific Islander |
| | 1% American Indian/Alaskan Native |
| | 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: 8%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)]	35
(4)	Total number of students in the school as of October 1	445
(5)	Total transferred students in row (3) divided by total students in row (4)	.08
(6)	Amount in row (5) multiplied by 100	8%

8. Limited English Proficient students in the school: 3%
12 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 14%
 Total number students who qualify: 60

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: 9%
40 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.

<u>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u> </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>1</u>	<u> </u>
Classroom teachers	<u>23</u>	<u> </u>
Special resource teachers/specialists	<u>12</u>	<u>7</u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u>12</u>	<u>18</u>
Total number	<u>48</u>	<u>25</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20:1

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	95%	95%
Daily teacher attendance	96%	96%	97%	96%	96%
Teacher turnover rate	0%	7%	0%	12%	0%
Student dropout rate (middle/high)	NA %				
Student drop-off rate (high school)	NA %				

PART III - SUMMARY

During the summer of 2000, our district's elementary staff and student population was redistricted due to the opening of a new building to reduce overcrowding. After the redistricting, Park Avenue formed a Building Leadership Team (BLT), giving our staff members an opportunity to share their views and ideas on how to develop a model school. This team consists of staff members across grade levels/specialty areas, parents and a community member. One of the first tasks was to develop a mission statement:

“At Park Avenue Elementary School, students are challenged to reach their potential in a stimulating, safe and nurturing environment. Children learn and practice the principles of a respectful community. Our objectives are accomplished through a partnership among students, parents and community members.”

The BLT next developed the “Manners Moment” program, where students practice selected manners weekly, such as saying “please,” “thank you,” and “not using our hands when angry.” Manners Moments are included in the morning announcements and in our monthly newsletter, and students participate in Manners Moment celebrations throughout the year. The Manners Moment program has minimized disruptions to the educational process, creating a kinder and gentler school environment, where students practice respectful behavior.

The BLT also developed our Moving-In Day celebration, the first day of school. Student notification of teacher assignment is by an invitation to the celebration. The day begins with an assembly, introducing the Manners Moment program and all members of our learning community (building and district staff members, bus drivers, etc.). Our students and staff members spend the remainder of the day participating in icebreaker activities, as they begin building a strong emotional, social and educational foundation.

Additionally, our BLT has developed a range of programs to support and utilize members of our community. Each spring, senior citizens attend our Park Avenue Computer Tutor program, where they receive internet training, then work with our 5th grade tutors. This year, in support of our theme “Park Avenue is taking steps toward healthy minds, healthy bodies and a healthy school,” we are planning a “Wellness Fair,” with assistance from our PTA and members of our community.

Our building's strength is our ability to modify and implement best and current practices to support Park Avenue's various types of learners. We have embraced the district's differentiated instruction initiatives, firmly believing that every child will demonstrate academic, emotional and physical growth when provided a nurturing environment, rich with a range of opportunities. Students in grades 3 -5 are members of the chorus, and students in grade 5 may choose to play a band or string instrument. Students receive scheduled visual art instruction, exposing students to art's vast history, a varied technology and a developed pedagogy. Four years ago, our building implemented an inclusion program (grades 2 – 5), minimizing pull-out instruction for special education students. Several teachers have received the Dunn and Dunn Learning Styles and Orton Gillingham multi-sensory training and have provided professional development opportunities for the entire staff. Many teachers explored and implemented “Brain Gym” to enhance whole-brain learning. Our school counselor and school psychologist offer many programs, such as study skill groups, social skill groups and peer mediation, to foster resiliency and support our students' social/emotional development as they deal with many complex and difficult issues. Through our collaborative efforts, we discovered that academic achievement must be a whole-building initiative in order to reach all learners as we work towards continuous academic improvement.

Our district provides many opportunities for students to participate in enriching after-school clubs and intramurals. Park Avenue offers students various academic clubs (reading, writing, math, science, etc.), giving students another opportunity to practice and advance their knowledge. Students can also be a member of the student council, Odyssey of the Mind Team (World Champions, First Place, Division I – Fooled Ya, 2003), yearbook club and participate in annual drama club productions and intramurals. In addition, students may stay after school twice per week for the homework club, which provides students with a quiet and supportive environment to do their homework and learn appropriate study skills.

Park Avenue is fortunate to have excellent central office leadership, a supportive Board of Education, a responsive community and a positive and active PTA, which funds many enriching programs. Through our partnership, we do an excellent job supporting the needs of Park Avenue's students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The New York State Grade 4 tests in English Language Arts (ELA) and Mathematics are designed to determine whether students have reached the higher learning standards. The tests challenge students to demonstrate their ability to read, write and listen, and to understand and apply information related to mathematics. The tests also show whether students are getting the foundation knowledge they need to succeed in later grades.

On the state grade 4 ELA & mathematics tests, performance is shown using four levels (Level 1, indicating no proficiency, to Level 4, indicating advanced proficiency), each encompassing a range of raw scores. The levels indicate how well students are progressing toward meeting the New York State Learning Standards. Mean scores are also reported for these tests.

Level 4 – These students exceed the standards and moving toward high performance on the Regents examination.

Level 3 – These students meet the standards and, with continued steady growth, should pass the Regents examination.

Level 2 – These students need extra help to meet the standards and pass the Regents examination.

Level 1 – These students have serious academic deficiencies.

Prior to September 2000, Park Avenue celebrated grade 4 ELA and math state tests results that were commendable (ELA - 81% of students meeting the standards (levels 3 & 4); math - 83% in levels 3 & 4).

After the redistricting, our scores on the state 2000-01 assessments declined significantly (ELA - 68% in levels 3 & 4; math - 74% in levels 3 & 4), creating a disparity between the performance level of Park Avenue's students with the other elementary buildings within our district. After examining 2000-01 teacher, building, district and state data, we determined that our student population had changed; however, we agreed that our students' diverse needs would not be the determining factor, providing an excuse for diminished academic achievement.

Park Avenue is very proud of its improved academic achievement as demonstrated on the grade 4 state exams in ELA and mathematics over a five- year period. During that period, the percent of students meeting the state standards increase by 32% (from 68% to 100%). When examining subgroup scores on the state ELA exam, the percentage of students meeting the standards has increased significantly in every subgroup. It is also important to indicate that our students with disabilities mean score was higher than the overall state's mean score for the 2004-05 state ELA exam.

When examining our grade 4 math scores, we see a similar pattern of increased academic achievement. The percent of students meeting the standards has increased 26% (from 74% to 100%), and students exceeding the standards has increased 31% over the last five years. When examining subgroup scores, again the percentage of students meeting the standards has increased significantly in every subgroup.

We believe that our significant gains experienced by our special education students are largely due to the establishment of an inclusion model in grades 2 - 5. By providing these students with targeted instruction through special class ELA and math and a collaborative forum for social studies and science, we have addressed and balanced the social and academic needs of our special education students. The inclusion model has also benefited our general education students, providing them with the experience of working with children who have academic, physical, emotional and behavioral needs, helping them to develop life skills that will be an asset as they mature to young adults.

As a faculty, we strive to explore and implement best and current practices, establishing a foundation for academic success. We have a high and appropriate level of expectation regarding student performance, providing assistance and opportunities for all learners in our building. We are very proud of our students' academic growth as demonstrated not only through the state testing program but also through multiple sources of evidence.

New York State Assessment information may be found at www.emsc.nysed.gov/3-8/intro2.pdf

2. Using Assessment Results:

In order to address the needs of all learners at Park Avenue, our staff engages in discussions at grade level and committee meetings, identifying and maintaining our areas of strengths, as well as ways to address limitations or restraining factors that could prevent us from moving towards continuous improvement. Staff members are supported as they participate in-service and on-site consultations in the areas of differentiated instruction, data analysis and application of data results to classroom instruction for improved student achievement. In addition, building grade level meetings provide a forum for teachers to discuss grade level needs and concerns.

To foster the assessment for learning/achievement principle, during grade level meetings performance data that captures student learning, i.e., assessment data (state, district, classroom), attendance, discipline, classification rate, ethnicity, disability status, gender, etc., is presented. Staff members are guided in the effective use of data, i.e., reading, analyzing, interpreting, using and monitoring data to develop an instructional plan to translate data information into instructional strategies and activities to increase student achievement.

The district established target goals (ELA - 95% in levels 3 & 4, math – 98% in levels 3 & 4) and benchmarks (ELA - 90% in levels 3 & 4, math – 95% in levels 3 & 4) for the state exams. These goals and benchmarks are similar to the performance of schools with higher socioeconomic means. Park Avenue established the same building-level target goals and benchmarks for the second and third grade TONYSS (Test of New York State Standards). Target goals and benchmarks are included in Park Avenue's yearly Building Improvement Plan, as well as in the yearly goals established by central office administration, building principals and teachers. The building improvement plan is reviewed with staff members during grade level meetings in order to establish building level expectations each year.

As a staff, we work hard to make meaning of the data and apply this knowledge to help make informed decisions regarding programs, curriculum and instruction (knowledge management). Our analysis helps us identify common areas of weakness and emphasize those areas of the curriculum.

3. Communicating Assessment Results:

Assessment information is communicated through several channels. Parents receive district letters and detailed individualized student reports for state assessments and standardized tests, explaining their child's performance. Park Avenue's student handbook also includes information regarding standardized and state tests. Building performances on state tests are celebrated in Park Avenue's monthly newsletters and reported during monthly PTA meetings. Each year the assistant superintendent of curriculum, building principals and directors meet with the Board of Education during a public session and share an in-depth look at the District's Report Card (as published by the New York State Education Department) to include state test results, attendance, grades, etc., as compared to similar schools, local counties and state results. This past fall, the assistant superintendent, building principals and directors presented to the Board of Education and community the 2005 preliminary test data and indicated specific actions that have been taken to improve student performance. Additionally, our district-wide newsletter and our local newspaper print state assessment results as they become available throughout the year.

Back-to-School Nights occur each September, giving parents an opportunity to experience the classroom routines/environment and receive information regarding curriculum and assessments. Children in grades 2 - 5 use student planners, where daily information is recorded regarding homework/study requirements. Parents and teachers will often use this vehicle to communicate as well. Student performance regarding district and classroom data is communicated to parents through quarterly report cards, AIS progress reports, IEP goal updates and bi-annual parent/teacher conferences. In addition, our building's monthly newsletter, the *Park Avenue Herald*, includes numerous short articles submitted by staff members, providing parents with a snapshot of classroom and building activities. Parents can also view our monthly progress and events by visiting our webpage.

Communication of assessment results to the Board of Education, parents, students and community members has been a priority for our school district. This information has provided our community with one of several avenues by which to gauge achievement. Our building's commendable results have also prompted us to share and celebrate our successes.

4. Sharing Success:

Park Avenue's staff members have always made themselves available to support their colleagues within and outside the district. We have hosted several Orange-Ulster BOCES (county educational agency) principal meetings, inviting administrators from the county to tour the building and observe the new and innovative programs in our building. One program that has brought much attention is our flexible library program, implemented by the district during the 2001-02 school year. Teachers and the librarian schedule collaborative lessons, supporting the New York State Learning Standards. The flexible library program has greatly increased the time that students spend in the library and the number of books checked out by students during the school year. Due to our outstanding results on the New York State Grade 4 ELA test, several districts have visited our building to observe our teachers and the ELA program. In addition, teachers from Park Avenue worked with staff members from another building, sharing strategies and resources in an effort to support their quest for improved student achievement.

Our district's administrative team meets twice per month. Elementary building principals and directors meet monthly to discuss district initiatives and share ideas. All central office administrators, building principals and directors meet monthly and may volunteer information during the monthly agenda item, teacher/learning/sharing. District-wide and building grade level meetings are scheduled monthly, where teachers have an opportunity to share their strategies and ask for assistance. During building grade level meetings, we discuss curriculum and consistency of covered topics. Elementary staff members are provided two half days for collaboration, supporting staff members as they strive for continuity and continuum of curriculum from kindergarten through fifth grade. Additionally, teachers support each other as they incorporate various learning styles, flexible groupings and pacing while developing lessons.

If awarded the prestigious Blue Ribbon Award, Park Avenue would continue its open door policy and schedule visitations for interested districts. Staff members would be honored to attend local, state and national forums to share our curricular strategies, staff development initiatives, knowledge management and building procedures in support of our colleagues. In addition, a community celebration would be planned, inviting all involved in the education of Park Avenue's children, in support of our district's motto "Great Community, Great Schools."

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

At Park Avenue Elementary School, we believe that a well-rounded school program provides enormous rewards for the student, the school and the community. A successful school program provides powerful possibilities and unique opportunities for every student. Its power ultimately lies in its capacity to raise human beings to higher levels of human experience and understanding.

Our district has aligned our local curricula to the grade-by-grade performance indicators as designated under New York State's Learning Standards:

English Language Arts - The curriculum recognizes that students must be exposed to regular and varied opportunities to read, write, listen and speak. A balanced approach to learning English language arts provides opportunities for students to interact with many types of literature that offer information and enjoyment – and which reflect diverse viewpoints and experiences. Students are taught to use a writing process: prewriting, drafting, revising and proofreading. Many opportunities are provided for the students to listen to stories, poems or musical pieces and to discuss what is heard. Students have frequent opportunities to express themselves in order to enhance oral communication skills. Explicit instruction and practice in word recognition, decoding and reading fluency support the students' ability to derive meaning from print and to develop ideas in writing.

Math - Students will demonstrate an understanding of mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in a real world setting and by solving problems through the integrated study of number sense and operations, algebra, geometry, measurement and statistics and probability. In addition to developing basic number concepts and skills, our program provides remedial and enrichment materials as well as problem solving activities for students at all levels. A formal assessment program is an integral and ongoing part of the math program. Chapter tests are given throughout the year to assess individual student progress. As part of the program, students use the hands-on materials suggested by the National Council of Teachers of Mathematics. Skills and concepts are developed through individual and small group instruction.

Science - In science, students will use mathematical analysis, scientific inquiry and engineering design as appropriate to pose questions, seek answers and develop solutions. Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Social Studies - The Social Studies Curriculum for the elementary student encourages interdisciplinary learning organized around five perspectives: social, political, economic, geographic and historic. The district builds citizenship skills and a multicultural awareness in our students by including activities, information and experiences about racial, ethnic, geographic and socioeconomic diversity. The program initially focuses on helping the students develop awareness of themselves as growing and changing individuals and the need to develop social interaction skills. Students explore roles and responsibilities within families, schools, rural, urban and suburban communities, as well as global communities. Information from a variety of resources includes children's literature, textbooks and authentic experiences.

Arts in Education - An important objective of an elementary school program is that the child shall become creative and shall learn to admire and seek beauty. Throughout school life, in all learning areas, the arts are engaged to educate through all the senses. Therefore, the arts are seen in both their creative (performing) and aesthetic (appreciative) aspects as an essential element of the total school curriculum.

Library Media - The Library Media Program at Park Avenue School introduces students to the finest in children's literature, while, at the same time, seeks to develop those basic skills of inquiry and analysis that are essential to the well-rounded individual.

Physical Education - Our primary goal is to teach our children, from the physically gifted to the physically challenged, how and why they should keep themselves healthy and fit. In our Physical Education Program, we provide learning experiences, which are developmentally appropriate and will teach children how to be physically active in ways that increase physical competence and self-esteem.

2. **Reading:**

The K-5 ELA Program at Warwick Valley Central Schools represents a comprehensive plan of instruction that focuses on all students achieving literacy success. The Houghton Mifflin Reading Program is a Board of Education-approved program that is built on a solid foundation of scientific-based research. This program was chosen due to its explicit, systematic instruction and the variety of resources that provide opportunities to differentiate instruction based upon student learning profiles, interest, affect and academic readiness. This comprehensive program provides:

- beginning reading success with a thorough development of oral language, phonemic awareness, letter recognition, phonics and blending skills and high frequency vocabulary recognition,
- early reading fluency with hundreds of selections of engaging decodable texts to trade books.
- independence and confidence in readers with gradual transition from decodable text to trade book literature,
- a consistent development of comprehension strategies and skills, starting in kindergarten and increasing in emphasis as students move into the intermediate grades,
- a comprehensive assessment system to diagnose, inform and document student progress,
- extensive support to reinforce and extend instruction in response to the needs of students,
- a comprehensive collection of literature resources to meet the independent reading and fluency development needs of students.

The Houghton Mifflin ELA Program creates a balanced approach to literacy development that includes: reading phonics and decoding, reading comprehensive skills and strategies, reading for information and study skills, spelling, vocabulary skills, reading-writing workshop, grammar usage and mechanics, learning to write and writing to learn, listening and speaking skills and cross-curricular content connections.

Upon implementation of the newly adopted ELA program, the district hosted a parent workshop, introducing the program and giving parents an opportunity to ask questions and provide feedback.

Our Parents as Reading Partners (PARP) annual program is developed by a committee of teachers and parents through the PTA. This year's theme "Read for the Gold" nicely connects the Winter Olympics and our "Park Avenue is taking steps toward healthy minds, healthy bodies and a healthy school" theme.

3. **Mathematics:**

The K-5 Math Program at Warwick Valley Central Schools focuses on supporting students as they make sense of mathematics and develop lifelong mathematics skills. The Scott Foresman – Addison Wesley Program is a Board of Education-approved program. This program was chosen because it aligns with the New York State Learning standards and presents a balanced approach to teaching mathematics. Students develop a solid foundation in basic facts and skills and use higher order thinking skills through problem solving. This program provides:

- a solid foundation in number sense, which includes estimation, mental math, etc.,
- pictorial models and manipulatives, which are used to help students make sense of mathematics,
- work with numbers that is connected to physical representations to enhance understanding of key concepts and skills,
- lessons to strengthen reasoning and critical thinking skills,
- problem solving strategies, which are analyzed in specific lessons and continue to be addressed throughout the program,
- English language learners with support material and resources.

All learners are capable of making sense of mathematics when concepts are presented in a logical sequence, addressing student readiness levels. This program provides basic fact strategies, more emphasis on basic facts and skills, emphasis on connecting concrete and abstract thinking, math vocabulary lined to symbols, visual directions, varied practice, continuous daily review, different kinds of practice, reading strategy lessons for problem solving, analyzing strategies, comparing strategies, decision-making strategies, guided problem-solving process, ongoing assessment and customized testing option.

4. Instructional Methods:

Our district recognizes that not all students learn in the same way. Staff members are encouraged to be lifelong learners and to remain cognizant of each child's individual learning style. Staff members employ a variety of instructional strategies and practices to support student readiness levels.

Differentiated instruction (DI) is supported through various district initiatives and is reflected in our district, building and individual goals of our staff members and through the classroom observation process. Through DI, teachers create multiple paths of learning so that students of different abilities experience learning in appropriate and positive ways. Teachers group students according to readiness levels, interest and learning styles, providing flexible grouping opportunities for students. Students also benefit from supplemental enrichment opportunities in art, music, library and physical education.

Our building has a very active Instructional Support Team that meets weekly in order to provide a forum where teachers can present students who are having difficulty meeting the state learning standards. This team of specialists (AIS, speech specialist, school psychologist, special education teachers, classroom teachers and building principal) works with the teachers, suggesting strategies and materials to be used to support struggling learners.

Park Avenue's staff members are firm supporters of intervention programs. Early intervention services at the kindergarten level are delivered through music, art, physical education, library and speech services. Kindergarten students demonstrating difficulty meeting state standards are screened for placement in Basic Skills first grade to receive a multi-sensory learning approach through Orton Gillingham. English language learners receive ESL services, and our Academic Intervention Services (AIS) helps our students maintain progress in meeting the learning standards in ELA, mathematics, social studies and science. Services are delivered through a pull-out/collaborative model. We also believe that our inclusion program (grades 2 - 5) is one of the main reasons that our special education students have experienced improved academic achievement. Our inclusion classes are paired and staffed with four-member teams: two general education teachers, one special education teacher and an instructional aide.

Our students and teachers have benefited tremendously by the district's commitment to small class size, providing increased contact time between teachers and students. Teaming and co-teaching occur throughout the building as we modify building services to support the wide range of learners and maximize instructional support for students.

5. Professional Development:

The Warwick Valley Central School District's Professional Development Plan offers capacity for improving the quality of teaching and learning by providing opportunities for teachers to participate in substantial professional development. The plan ensures that teachers continually remain current with their profession in meeting the learning needs of their students. The plan provides for a mentoring program and an annual in-depth needs assessment. From the needs assessment, along with a review of district and state assessments and a review of district goals, the plan was developed. Goals, objectives, strategies and activities were established that offer capacities for improving the quality of teaching and learning by providing opportunities for all teachers to participate in professional development. Professional development opportunities are provided through the district's in-service program, superintendent conference days, professional development days, summer curriculum work, collaboration half-days, faculty meetings, district and building grade level meetings, conferences and workshops.

The driving force for this plan is the analysis of annual state assessments, locally developed assessment measures and input and feedback from staff, parents and community. Congruence between student needs and teacher needs have been used to determine the plan's priorities. Purposely the goals and objectives focus on improving student performance by addressing teacher practices in the classroom.

Through the Building Leadership Team, Park Avenue developed a building level Professional Development Program. Each year staff members complete a survey, and workshops are developed by staff members to address the needs of the staff. Workshop topics range from "Technology and Math" to "Auditory and Language Processing Disorders." Our building's strength comes from our ability to recognize and learn best and current practices and share this information with our colleagues.

PART VII - ASSESSMENT RESULTS

New York State English Language Arts Assessment

Grade 4

Publisher: CTB/McGraw-Hill

Testing month	2004-2005 January	2003-2004 February	2002-2003 February	2001-2002 January	2000-2001 January
School Scores					
% At or Above Level 1 (<i>Serious academic deficiencies</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Needs extra help</i> to meet standards)	100	100	100	91	94
% At or Above Level 3 (<i>Meeting</i> the standards)	100	85	88	79	68
% At or Above Level 4 (<i>Exceeding</i> the standards)	46	29	49	32	21
Mean Scale Score	708	675	688	673	660
Number of students tested	46	72	73	81	78
Percent of total students tested	97	100	100	97	100
Number of students alternatively assessed or not tested	1 (ESL Exempt)		1 (NYSAA)	2 (ESL Exempt)	
Subgroup Scores					
1. General Education					
% At or Above Level 1 (<i>Serious academic deficiencies</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Needs extra help</i> to meet standards)	100	100	100	100	100
% At or Above Level 3 (<i>Meeting</i> the standards)	100	90	91	93	78
% At or Above Level 4 (<i>Exceeding</i> the standards)	49	34	54	38	24
Mean Scale Score	711	680	693	685	669
Number of students tested	43	62	67	69	67
2. Students With Disabilities					
% At or Above Level 1 (<i>Serious academic deficiencies</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Needs extra help</i> to meet standards)	100	100	100	42	55
% At or Above Level 3 (<i>Meeting</i> the standards)	100	50	50	0	9
% At or Above Level 4 (<i>Exceeding</i> the standards)	0	0	0	0	0
Mean Scale Score	666	638	640	604	591
Number of students tested	*	10	*	12	11
3. Economically Disadvantaged					
% At or Above Level 1 (<i>Serious academic deficiencies</i>)	100	100	100	100	0
% At or Above Level 2 (<i>Needs extra help</i> to meet standards)	100	100	100	82	0
% At or Above Level 3 (<i>Meeting</i> the standards)	100	86	67	73	0
% At or Above Level 4 (<i>Exceeding</i> the standards)	50	0	33	18	0
Number of students tested	*	*	*	11	0
4. Not Disadvantaged					
% At or Above Level 1 (<i>Serious academic deficiencies</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Needs extra help</i> to meet standards)	100	100	100	93	94
% At or Above Level 3 (<i>Meeting</i> the standards)	100	85	90	80	68
% At or Above Level 4 (<i>Exceeding</i> the standards)	45	32	51	34	21
Number of students tested	44	65	67	70	78
State Scores					
% At or Above Level 1 (<i>Serious academic deficiencies</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Needs extra help</i> to meet standards)	95	94	94	92	90
% At or Above Level 3 (<i>Meeting</i> the standards)	70	63	64	62	60
% At or Above Level 4 (<i>Exceeding</i> the standards)	21	15	22	21	17
Mean Scale Score	665	656	660	659	653
Number of students tested	196,591	206,390	210,373	213,065	215,628

New York State Mathematics Assessment
Grade 4

Publisher: CTB/McGraw-Hill

Testing month	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
	May	May	May	May	May
School Scores					
% At or Above Level 1 (<i>Serious academic deficiencies</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Needs extra help</i> to meet standards)	100	100	100	91	95
% At or Above Level 3 (<i>Meeting</i> the standards)	100	96	95	81	74
% At or Above Level 4 (<i>Exceeding</i> the standards)	63	51	51	40	32
Mean Scale Score	690	682	677	669	658
Number of students tested	48	73	73	81	77
Percent of total students tested	98	100	100	97	98
Number of students alternatively assessed or exempt	0	0	0	2 (ESL Exempt)	0
Subgroup Scores					
1. General Education					
% At or Above Level 1 (<i>Serious academic deficiencies</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Needs extra help</i> to meet standards)	100	100	100	100	98
% At or Above Level 3 (<i>Meeting</i> the standards)	100	95	97	94	82
% At or Above Level 4 (<i>Exceeding</i> the standards)	67	57	54	46	36
Mean Scale Score	691	686	680	681	664
Number of students tested	46	63	67	69	66
2. Students With Disabilities					
% At or Above Level 1 (<i>Serious academic deficiencies</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Needs extra help</i> to meet standards)	100	100	100	42	73
% At or Above Level 3 (<i>Meeting</i> the standards)	100	100	67	8	27
% At or Above Level 4 (<i>Exceeding</i> the standards)	0	10	17	0	9
Mean Scale Score	663	657	650	600	618
Number of students tested	3	10	6	12	11
3. Economically Disadvantaged					
% At or Above Level 1 (<i>Serious academic deficiencies</i>)	100	100	100	100	0
% At or Above Level 2 (<i>Needs extra help</i> to meet standards)	100	100	100	82	0
% At or Above Level 3 (<i>Meeting</i> the standards)	100	100	100	73	0
% At or Above Level 4 (<i>Exceeding</i> the standards)	33	0	50	27	0
Number of students tested	*	*	*	11	0
4. Not Disadvantaged					
% At or Above Level 1 (<i>Serious academic deficiencies</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Needs extra help</i> to meet standards)	100	100	100	93	95
% At or Above Level 3 (<i>Meeting</i> the standards)	100	95	94	83	74
% At or Above Level 4 (<i>Exceeding</i> the standards)	64	56	51	41	32
Number of students tested	46	65	67	70	77
State Scores					
% At or Above Level 1 (<i>Serious academic deficiencies</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Needs extra help</i> to meet standards)	97	97	95	93	91
% At or Above Level 3 (<i>Meeting</i> the standards)	85	81	79	68	69
% At or Above Level 4 (<i>Exceeding</i> the standards)	39	26	31	23	26
Mean Scale Score	670	661	660	651	655
Number of students tested	207,680	214,511	218,882	216,991	220,101

* < 10 students tested