

2006-2007 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 _____ Mr. Scott Sawyer _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name _____ Bemus Point Elementary School _____
(As it should appear in the official records)

School Mailing Address _____ 41 Liberty Street, _____
(If address is P.O. Box, also include street address.)

Bemus Point, NY 14712 - 9735
City State Zip Code+4 (9 digits total)

County Chautauqua State School Code Number* 061001040001

Telephone (716) 386-3795 Fax (716) 386-4293

Web site/URL _____ E-mail ssawyer@bemusptcsd.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 December 1, 2006

Name of Superintendent* _____ Mr. Albert D'Attilio _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Bemus Point Central School _____ Tel. (716) 386-2375

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 December 1, 2006

Name of School Board _____ Vernon E. Wetmore, Jr. _____
President/Chairperson (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(School Board President's/Chairperson's Signature) Date December 1, 2006

**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 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 2006-2007 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 2001 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.

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

1. Number of schools in the district: ___1_ Elementary schools
 ___ ___ Middle schools
 ___1_ Junior high schools
 ___1_ High schools
 ___ ___ Other
- ___2_ TOTAL
2. District Per Pupil Expenditure: _\$5,824_____
- Average State Per Pupil Expenditure: _\$8,177_____

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. 19 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	12	6	18	7			
K	28	29	57	8			
1	20	27	47	9			
2	18	29	47	10			
3	31	28	59	11			
4	26	24	50	12			
5	31	27	58	Other			
6	39	25	64				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							414

10. Students receiving special education services: 6 %
 26 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> 5 </u> Autism | <u> 1 </u> Orthopedic Impairment |
| <u> 1 </u> Deafness | <u> 5 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>10 </u> Specific Learning Disability |
| <u> 1 </u> Emotional Disturbance | <u> 2 </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> 1 </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> 8 </u>	<u> 5 </u>
Paraprofessionals	<u> 3 </u>	<u> </u>
Support staff	<u> 8 </u>	<u> 4 </u>
Total number	<u>43 </u>	<u> 9 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	97%
Daily teacher attendance	96%	96%	97%	96%	97%
Teacher turnover rate	18%	8 %	6%	12%	6%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

The Bemus Point Central School District is committed to the belief that all individuals can learn, given an environment where their potential can be developed and enhanced. (District Mission Statement).

The Bemus Point Central School District has a student population of approximately 900 students on two campuses. The Elementary School currently has 417 students enrolled in UPK through grade six.

Located in Western New York in a Village of 400 residents, all but a handful of students ride a bus to school. There is strong parental support for educational programs and activities. Parent volunteers in the primary grades are welcomed with open arms. Our Parent Teacher Association organizes the typical PTA programs beginning with a September Open House and rounding the year with June Field Days with several holiday events in between. Parents work in mix of professional and blue-collar occupations in the neighboring City of Jamestown and the surrounding area.

There is a “can do” attitude by staff. They have high expectations based on their experience for every student. We attract and compensate veteran teachers based on their experience. There are only three reasons for staff turnover at Bemus Point Elementary; raising a family, sex bias relocating with spouse, or retirement.

The faculty of Bemus Point is a veteran faculty with an average experience level of 10 plus years. The current Superintendent and Principal have worked together for 20 years in their present positions. There are three classrooms at each grade level. There is an effective remedial program that works hard to integrate services with the general education program. K-2, 3-4, 5-6 each pairing has a remedial math teacher that works with the bottom twenty percent students with skill weaknesses. We also have a school psychologist who is an excellent resource and proponent of effective instruction. Our school counselor proactively addresses student social personal issues. In addition, students will seek her out for personal and social issues that occur intermittingly. Seven years ago, the district hired a full time Director of Instruction and Special Ed./Staff Development Coordinator to meet the growing special education, intervention, curriculum and staff development needs.

The school currently is in its seventh year of a formal Character Education Program. There is consensus by the faculty that Character Education has maintained and improved positive behavior of students and staff.

We are in agreement that a hallmark of our success is a positive school climate. This is evidenced by cooperation, teamwork, effective communication, a plethora of shared decision making opportunities and administrative support for staff development.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** During the 2005-06 school year the New York State Education Department implemented testing for English Language Arts (ELA) and Mathematics for all grades three through eight.

The assessments format at each grade level is as follows: Day 1 is multiple-choice questions; Day 2 and 3 (if there is a scheduled day 3) require short and extended written responses.

The ELA Assessment identifies how well students understand written and oral prose, poetry, a variety of genres, and vocabulary. Students analyze, interpret, and apply what they comprehend through listening, note taking, writing, short and extended responses and multiple choice questions.

During 2005-06, New York State Education Departments English Language Arts testing determined that 75% of all students in third grade acquired a level three and/or a level four designation. Fourth graders recorded 78% at the level 3 and level 4, fifth graders 80%, level 3 and level 4, sixth graders 84% level 3 and level 4. Level three represents meeting the state standard. Level four represents exceeding the state standard.

The Mathematics Assessment identifies how well students know & apply facts, select and apply procedures, computation, use reasoning, read and interpret graphs & tables, explain and justify math process in a narrative of short responses that explain their mathematic choice and reasoning.

In similar fashion students grade 3-6 were tested in mathematics.

Ninety percent (90%) of all third graders recorded a level three or level four, 83% of all fourth graders recorded a level three or level four, all fifth graders an 89% and sixth graders a 93% recorded a level three and or level four.

Once again level three equates to meeting the state standard and level four corresponds to exceeding state standard.

Regarding sub groups ethnicity, LEP, economically disadvantaged, and migrant we do not meet the required thresholds. For example, our largest sub group is nine out of 59 fourth graders qualify for “economically disadvantaged incidentally with a 53% passing rate. Next would be eight economically disadvantaged sixth graders (59 students) they had a 75% passing rate.

www.emcs.nysed.gov/3-8 home.html

2. **Using Assessment Results:** The NYS assessments are one resource that classroom teachers use to improve student achievement and school performance. The first step in analysis of this data is to require teachers to participate in a regional scoring activity. This process allows a teacher to look at and score assessments across our region. Trends are noted regarding the results so that teachers can compare results regionally to those locally. The second step of analysis is to look at the NYS English and Math data from the local Data Warehouse. Teachers and administrators are able to examine individual students’ work and specific test questions to make decisions regarding where the curriculum needs to be strengthened or improved.

The grade level teachers score fourth grade science and fifth grade social studies tests in-house. Having small grade level student populations of 50-60 students increases our knowledge of student’s strengths and weaknesses as related to the State Standards/Assessment. We are then able to have control of their academic needs to effectively address their needs by individualizing instruction.

The second resource that teachers at Bemus Point Elementary use is the DIBELS (Dynamic Inventory of Basic Early Literacy Skills). An assessment team collects data three times a year (i.e., fall, winter, spring). Classroom teachers then collect data every few weeks in the form of progress monitoring. This data is used to monitor student achievement as well as to form instructional groups. It is the belief of the Bemus Point Central School District that using the data in these ways will help us improve student achievement in literacy areas.

3. **Communicating Assessment Results:** NYS has established several vehicles for sharing student and district performance on State assessments.

Each district and building receives a School Report Card, which is shared with the media and community. It is available in every school building, community libraries, etc. There is a home report on each individual student that goes home with students in the fall with the student's report card. In the elementary school information will be shared during parent teacher conferences starting in spring 2007.

We also have a school district newspaper, a local newspaper, (The Post Journal) and a regional newspaper, (Business First), that publishes our school's scores.

The professional publication, (Business First) also rank schools in our county and region.

In addition to the home report, students have a report that becomes part of their permanent record. Student scores are shared with past and present teachers. Remedial teachers also receive and analyze assessment information.

4. **Sharing Success:** The district is more than happy to share its success with others. At several levels there are cooperative curricula sharings.

The District Superintendents, Curriculum Coordinators, Principals, School Psychologists, and School Counselors all have peer organizations that meet 3 or 4 times yearly. We share successes, failures, staff development and curriculum needs, and other challenges at these meetings.

Our Board of Cooperative Education Services – (BOCES) is also an umbrella where curriculum and staff development is shared on a regional basis.

Student teachers from several local universities complete their student teaching obligations each year at Bemus Point Elementary.

The Principal is the Director of a Character Education Retreat for local educators at Chautauqua Institution in the summer.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Our curriculum is reflective of the NYS Education Department Standards.

English Language Arts – students will listen, speak, read and write for information and understanding. They will use language to acquire, interpret, apply, and transmit information. Also, students use language to express their opinions and judgments on experiences, ideas, information, and issues.

Mathematics – students will be proficient communicators and use math reasoning strategies to apply mathematics to real-world situations and by solving problems with number systems, geometry, algebra, and probability.

Social Studies – Students will understand major ideas, eras, and history of NYS the United States and the ancient world.

In geography students will be knowledgeable of the impact that natural resources, topography, and location have on individual civilizations, economics, architecture, customs, mobility, and contributions.

Students will also demonstrate their knowledge of civics, citizenship, and government systems of the United States, including the rights and responsibilities of citizenship.

Science – Students will understand apply scientific concepts, principles, and theories pertaining to the physical and living environments. Biology and botany vocabulary, and interrelationships are required learnings.

Art – The K-6 curriculum begins to build a foundation for each student to understand and enjoy the arts. They are taught in accordance to the New York State Education Department’s learning standards for the Arts 1-4: Students will: 1. Create, perform and participate in the arts, 2. Know and use art materials and resources, 3. Respond to and analyze works of art, 4. Understand the cultural dimensions and contributions of the arts.

Overall at the primary level there is integration of reading and writing throughout math, science, health, and social studies instruction.

At the intermediate level there is a mix of lecture, student centers, thematic trade books, projects, and research used to introduce content. There is a strong utilization and belief that learning is a social activity. The importance of learning is a social activity that is supported by cooperative learning, student projects, presentations, modeling, and discussions.

A faculty survey revealed that 40-50% of classroom time is spent at all levels on student participatory activities.

2a. **(Elementary Schools) Reading:** Our reading program in the primary grades begins with a foundation of letter identification and the sounds they represent (individually and in combinations). Literature is introduced at the same time. Meaningful real life application is preferred using several approaches. Reading student authored stories, students practice decoding skills, spelling practice (encoding) and fluency through rereading and student writing. Writing is a daily event as well as reading in leveled books.

The primary grades use an anthology for some text and skill work. Kindergarten through second grade teachers rely heavily on Orton-Gillingham curriculum for phonics and phonemic skill lessons.

In grades three through six, trade books are used for skill instruction in comprehension, fluency, and

vocabulary. Guided Reading of leveled books and explicit instruction in comprehension skills are taught in whole and small groups.

Students read chapter books and novels throughout the year. Students read one to four books on a monthly basis at each grade level.

The DIBELS, running records, NYS Assessments, and the Early Literacy Profile help teachers monitor student growth in reading.

In addition, for fifteen years we have used Accelerated Reader as a voluntary incentive to increase student participation in reading activities.

New York State Law 801-a “Students will have instruction in honesty, tolerance, responsibility and respect, governance, courtesy and dignity....

During 1999-2000 school year because of annual retirements we were a faculty that represented the Baby Boomer generation or Generation X. We had a need to reach consensus on student behaviors. That summer we had a faculty symposium where we discussed our disciplinary beliefs and expectations for appropriate student behavior. We authored an Action Plan for a formal Character Education program to be implemented in the fall of 2000.

Using Dr. Thomas Lickona’s work at the Center for the 4th and 5th R., we developed weekly virtue theme assemblies. Once a week assemblies evolved to our current four themes a year that begin with a kickoff and end with a celebration assembly. There are weekly grade level meetings in the off assembly weeks. Each year we evaluate our curriculum and make improvements.

We have yearly Character Education staff development days, monthly faculty meetings, weekly class meetings, and principal developed activities. Several themes are recycled; “Think and Thank”; being appreciative of our blessing, “Honesty”, in word and deeds, “Courage” having moral courage when faced with peer pressure and “Choices” – we make choices every minute; our choices reveal our character. There is evidence that the Character Education works. Currently we have a consensus and a common language for appropriate behavior at Bemus Point Elementary.

Also, the faculty enjoys an environment where cooperation and collegiality exists. Students’ and teachers energies are spent improving academic performance and inter-personal relationships. Teachers and students enjoy coming to school, there is harmony. When differences in philosophy or instructional methodology are identified, efforts to resolve differences and develop solutions are pursued in a respectful, deliberative manner.

3. Instructional Methods: The staff uses many teaching modalities.

When we introduce new materials, tapping into student’s background knowledge is critical. Teachers use K.W.L. (what they know, want to know, have learned). Teachers brainstorm, skim material, introduce vocabulary... consistently relying on student’s prior knowledge and connecting it to the new content.

We strive to make all material relevant and concrete by teaching information in a context. Teachers and students model as well as direct instruction is common. Writing and content areas are integrated at all levels. Teachers use direct instruction and teachers and students model appropriate strategies.

“Learning is a social act”. Students use centers, work in pairs, small groups, and whole groups when they engage in content and skill work. The Internet is used in classrooms or our computer lab for research projects or content information. Students use the Internet for projects on topics such as biome, country, science, and generation projects...These projects are performance based. Students explain and present their

project in front of an audience, which may include peers, teachers, parents, and other members of the community.

Science is a hands-on kit program. Students manipulate scientific instruments, make predictions, record “lab” results and acquire scientific information.

Our phonics and phonemic instruction uses the Orton-Gillingham program. It relies heavily on explicit instruction about letter-sound pattern relationship using modeling, review, and guided practice (using flash cards of individual letters, blends, words in isolation). We use fictional books like chapter books and novels and non-fiction science and social studies textbooks to teach explicit fluency, vocabulary, and comprehension skills.

4. Professional Development: A team of individuals from the Bemus Point Central School District developed measurable goals to bring focus to the District’s Professional Development Plan. These focused goals assists the team in studying the effectiveness of the District’s professional development practices by monitoring and analyzing district data.

The Bemus Point Central School district believes that professional development can occur in several ways.

The elementary principal delivers professional development. He is a proponent of Natural Learning, literacy, and Character Education. He works with staff during In-service days, and faculty meetings.

Faculty is encouraged to attend workshops/conferences designed to improve their knowledge and skills. Bemus Point also offers customized in-service days, along with opportunities for teachers to meet with and across grade levels. The Director of Instruction and school psychologist play a major role in these opportunities. Another option for professional development occurs through a request for a visitation day to explore effective programs in other districts.

In addition, the District gives teachers the opportunity to create summer mini-grant projects designed to align curriculum to the NYS Standards and assessments. Mini-grants may also be used to develop ELA, math, interdisciplinary, and enrichment activities, and allows teachers to participate in mandated professional development activities necessary to ensure consistency of district instructional practices (i.e., Orton-Gillingham, DIBELS, etc.).

PART VII - ASSESSMENT RESULTS

Subject Mathematics Grade 3 Test NYS Mathematics

Edition/Publication Year 05-06 Publisher McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>May</u>					
SCHOOL SCORES*					
Level 3 & 4 State Standards	90				
Level 4 State Standards	25	0	0	0	0
Number of students tested	51				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				

Subject ELA Grade 3 Test NYS English Language Arts

Edition/Publication Year 05-06 Publisher McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>May</u>					
SCHOOL SCORES*					
Level 3 & 4 State Standards	75				
Level 4 State Standards	16	0	0	0	0
Number of students tested	51				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				

Subject Math Grade 4 Test Math

Edition/Publication Year 2006 Publisher McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>May</u>					
SCHOOL SCORES*					
Level 3 & 4 State Standards	85	90	100	97	
Level 4 State Standards	45	33	48	31	
Number of students tested	58	61	54	62	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	

Subject English Language Arts Grade 4 Test NYS English Language Arts

Edition/Publication Year Current Publisher McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>January</u>					
SCHOOL SCORES*					
Level 3 & 4 State Standards	79	78	81	87	
Level 4 State Standards	14	25	11	33	
Number of students tested	57	60	54	61	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	

Subject ELA Grade 5 Test NYS Mathematics

Edition/Publication Year 05-06 Publisher McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>May</u>					
SCHOOL SCORES*					
Level 3 & 4 State Standards	89				
Level 4 State Standards	34	0	0	0	0
Number of students tested	61				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				

Subject ELA Grade 5 Test NYS English Language Arts

Edition/Publication Year 05-06 Publisher McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>January</u>					
SCHOOL SCORES*					
Level 3 & 4 State Standards	80				
Level 4 State Standards	13	0	0	0	0
Number of students tested	61				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				

Subject Math Grade 6 Test NYS Math

Edition/Publication Year 2006 Publisher McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>May</u>					
SCHOOL SCORES*		<u>0</u>	0	0	0
Level 3 & 4 State Standards	93				
Level 4 State Standards	32				
Number of students tested	57				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				

Subject ELA Grade 6 Test NYS English Language Arts

Edition/Publication Year Current Publisher McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>January</u>					
SCHOOL SCORES*					
Level 3 & 4 State Standards	86				
Level 4 State Standards	19	0	0	0	0
Number of students tested	57				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				