

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

Official School Name Noxon Road Elementary School
(As it should appear in the official records)

School Mailing Address 4 Old Noxon Road
(If address is P.O. Box, also include street address.)

Poughkeepsie New York 12603-3822

City State Zip Code+4 (9 digits total)

County Dutchess State School Code Number* 131601-06-0013

Telephone (845) 486-4950 Fax (845) 486-4774

Web site/URL <http://teacherweb.com/NY/Arlington/NoxonRoadSchool/SDHP1.stm>

E-mail lroy@acsdny.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* Mr. Frank Pepe
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Arlington Central School District Tel. (845) 486-4460

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 Mrs. Kelly Lappan
(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 _____

PART I - ELIGIBILITY CERTIFICATION

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

DISTRICT

1. Number of schools in the district: 9 Elementary schools
 3 Middle schools
 Junior high schools
 1 High schools
 Other
 13 TOTAL
2. District Per Pupil Expenditure: \$8210
- Average State Per Pupil Expenditure: \$9250

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. 15 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	14	24	38	8				
1	39	34	73	9				
2	36	34	70	10				
3	30	38	68	11				
4	41	28	69	12				
5	45	34	79	Other				
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								397

6. Racial/ethnic composition of the school:
- | |
|---|
| <u>87</u> % White |
| <u>4</u> % Black or African American |
| <u>4</u> % Hispanic or Latino |
| <u>5</u> % Asian/Pacific Islander |
| <u>0</u> % 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: 4 %

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

	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	15
	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	1
	Total of all transferred students [sum of rows (1) and (2)]	16
	Total number of students in the school as of October 1	391
	Total transferred students in row (3) divided by total students in row (4)	.04
	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 4 %
 Total number students who qualify: 16

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 %
44 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> 1 </u> Deafness	<u> 5 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 8 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 26 </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> 4 </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> 1 </u>
Classroom teachers	<u> 19 </u>	<u> </u>
Special resource teachers/specialists	<u> 10 </u>	<u> 4 </u>
Paraprofessionals	<u> 10 </u>	<u> 3 </u>
Support staff	<u> 3 </u>	<u> </u>
Total number	<u> 43 </u>	<u> 8 </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 21:1

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%	96%
Daily teacher attendance	92%	92%	92%	92%	92%
Teacher turnover rate	0%	1%	0%	0%	1%

PART III - SUMMARY

Noxon Road Elementary School has approximately 400 students in kindergarten through grade five. Our school has an excellent reputation in the community as a result of our high expectations for student achievement, the close relationships we foster with parents, and the many enrichment opportunities we provide for the children. These qualities are achieved primarily through the dedication and hard work of teachers and school support staff. Our highly qualified and capable classroom teachers collaborate closely on each grade level, sharing information about curriculum expectations and instructional strategies at their weekly meetings. They also communicate regularly with parents regarding homework and classroom activities. In addition to strong classroom instruction, we also have educational specialists who assist children who struggle with reading and math, and special education teachers who work with children with learning disabilities requiring an IEP. Art, music, and physical education teachers provide specialized instruction and introduce the children to rewarding experiences in their areas of expertise. Our school library, with a certified library/media specialist, provides a central meeting area and is considered the “heart of the school.” Teachers are supported by certified teaching assistants assigned to each class and academic intervention program, and are also assisted by a welcoming and efficient office staff. Our school building is well maintained and we are able to prominently display children’s work throughout the corridors. Thus, our school provides a positive climate and rich learning environment for the children.

Our mission statement, which was developed in 1999 by a committee of administrators, teachers, parents, and community members, is as follows: “To provide a nurturing environment where teachers work with parents to educate each child, in a way that encourages respect for others and a love of learning, so that each child is challenged to achieve his or her personal best.” This mission statement is on display in the school lobby, is printed on our school website, and is included in both our student and faculty handbooks. This is a mission statement that we take very seriously as a goal for our entire school community. We have also developed a character education program we call the “Culture of Kindness.” This contributes to a school climate that values respect and caring for others in our day to day interactions.

To teach character education we have identified one particular theme for each month of the school year, and teachers read stories and carry out activities related to these themes. In February, for example, the monthly theme is “Care for Others,” and in March “Be Responsible.” The Noxon Road Elementary student council, comprised of representatives elected by the third, fourth, and fifth grade classes, conducts food drives and community outreach programs for needy families in our county as part of our character education curriculum. It also introduces the students to the election process, as well as allowing students to share in the governance of the school.

Our school attendance area is located approximately 80 miles north of New York City, in an area of Dutchess County that over the last fifteen to twenty years has changed greatly from a rural to a suburban landscape. Some of our parents work locally, but many others commute long distances to work. Because the children are in our school for six years, we get to know most of the approximately 250 families very well. Our parent organization, the Noxon Road PTA, has a high level of parent participation and provides us with the resources to offer a wide variety of arts and science assembly programs throughout the school year. They also subsidize many of our educational field trips, provide funds for visiting authors and poets, and fund an annual dance residency for the fifth-graders. Parent volunteers are welcomed into the classrooms and provide support for a wide variety of PTA activities. Most of our children’s parents are well educated, and they are willing and able to assist their children with their school work. This degree of parent interest and involvement also contributes greatly to the high achievement of the students and the success of our school.

I have had the good fortune to be the principal of this school for the last fifteen years, after having taught kindergarten, first, and second grade in the district for eighteen years. I truly believe that a strong elementary school program is essential for student academic success in later years. We provide this strong foundation at Noxon Road Elementary School through our collaborative efforts and shared vision of high achievement for all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** In New York State, student progress in all major academic areas is measured by state assessments in English language arts (grades 3 – 8), math (grades 3 – 8), science (grades 4 and 8), and social studies (grades 5 and 8). Each student’s assessment results are communicated to schools, to parents, and to the community on the following four level scale:
 - Level 4 - Meeting Learning Standards with Distinction
 - Level 3 - Meeting Learning Standards
 - Level 2 - Partially Meeting Learning Standards
 - Level 1 - Not Meeting Learning Standards

Therefore, to meet New York State learning standards, students need to perform at Level 3 or above, and students scoring at Level 3 and Level 4 are considered to have “passed” their New York State assessments. Students scoring at Level 1 and Level 2 have not met the standards and must be offered additional academic intervention services to help them meet the standards on the next administration of the New York State assessments the following year. Much more information about the New York State assessment program is available at the grades 3 through 8 assessment area of the New York State Education Department website <http://www.emsc.nysed.gov/3-8/>.

During the 2005 – 2006 school year, the first year that all three grade levels were assessed, our third-grade, fourth-grade and fifth-grade students earned very high marks on both the English language arts and the math assessments. On the ELA assessments, over 90% of our students in these three grade levels scored at Level 3 or Level 4. On the math assessments, over 95% of our students scored at Level 3 or Level 4. The fifth-grade students, the grade for which we were nominated for the Blue Ribbon School award, showed particularly strong achievement. Over 28% of the students scored at the highest level, Level 4, and 65% of the students scored in Level 3 on the ELA assessments. In math, over 48% scored at Level 4 and over 46% scored at Level 3. This fifth-grade class was a very high performing and capable group of students overall, with few needing academic intervention or special education services during their elementary school years. Overall, we have been especially pleased with the number of students who score at the highest level, since we work very hard to help our students to perform at their greatest academic potential.

It was not possible to provide statistically significant information regarding subgroup performance for our school’s assessment results. According to the most recent New York State Comprehensive Information Report for our school, the ethnicity of our students is over 88% White 4 – 5 % Asian, 2 – 3% Black, and 4% Hispanic. With fewer than 100 students tested in any year, the number of students in each ethnic category is too small to draw any general conclusions. Also, fewer than 3% of our students qualify for free or reduced-price school lunch; no students are considered Limited English Proficient; and there is little student mobility within the school year. Our annual attendance rate is consistently above 96%. I have included on the data charts the results for Students with Disabilities in the fourth grade, where we had the largest subgroup, in order to show the positive results we have achieved with our struggling learners. I am not able, however, to provide statistically significant data for other subgroups in our school.

2. **Using Assessment Results:** The main way we use NYS assessment results within the school is to identify students who scored at Level 1 and Level 2 on the NYS Assessments and have, therefore, not met the standards in English language arts and/or math for their grade level. Therefore, these students may need additional instruction in a particular subject area and/or ongoing academic support. Students in our school who score at either Level 1 or Level 2 have almost always attended an academic intervention program, either during the school day or in an extended day program, or they have already been identified as needing an IEP through IDEA. However, if low-scoring students have not already been identified as needing additional support, they will be placed in an academic intervention program based on their

assessment results. We also take note of students who score at the high end of Level 4 to be sure they are being challenged in their classrooms and to place them in our gifted program if they meet all the criteria.

Another way we use the assessment results is to look for the patterns of mistakes made by the children. With assistance from our district's curriculum coordinators, we carry out an item analysis following each assessment. This analysis allows us to see the questions the students found most difficult and to determine what learning standard those questions measured. The teachers and I then review these questions in order to adjust the instruction taking place in the classrooms. These patterns of mistakes and student weaknesses identified are also shared with teachers in the primary grades, so they can assist in preparing the children for the assessments throughout their elementary school years.

Finally, another use for the assessment results at the school district level is to compare the performance of the schools within the district. District curriculum plans are revised depending upon the results of how well our students are meeting the state standards overall and at each grade levels. The use of a variety of curriculum materials and instructional approaches can be compared and shared between schools. As educational leaders, we can encourage teachers to attend educational conferences in areas of need and we can plan in-service classes to improve instruction.

3. Communicating Assessment Results: Assessment results are communicated in detail as soon as they become available as part of our school's strong emphasis on partnership between home and school. Individual student results are distributed via parent report forms, along with a letter to parents that helps them to interpret their child's results. As the building principal, I also report assessment results for each grade to faculty, at PTA meetings, and to the school's Building Level Team, which is comprised of administrators, teachers, parents, school support staff, and members of the community. In addition, assessment results are reported in our school newsletter, *The Noxon Times*. Finally, we also post assessment results in the school lobby.

This is not the only way that parents receive information regarding their child's progress in school, however. Each fall we dismiss school early on three days in order to have time to meet with parents for parent/teacher conferences. At these meetings, teachers share the curriculum expectations for their grade level and report on student progress during the first ten weeks of school. Parents receive written report cards every ten weeks thereafter. These report cards contain a narrative description of each child's progress as well as his or her grades in each subject area. In our school, teachers also contact parents regularly by telephone or e-mail to keep them informed about any missed homework, their child's difficulty completing class assignments, or unsatisfactory test results. Many teachers also call parents with good news regarding improved student work habits and their child's positive accomplishments. We work very hard to be sure parents are well informed about their child's progress and/or their need for additional academic support.

4. Sharing Success: One of the ways we have shared the academic success of our school over the years is through public presentations to the Arlington Board of Education regarding curriculum programs and instructional methods we are using with students. Last year, for example, a group of special subject teachers presented information regarding the regular integration of art projects, musical experiences, and library research with the grade level curriculum taught in the classroom. This year, we presented the Board with information about our early intervention reading program for first-graders who are struggling with beginning reading skills. The program, which we call "Book Buddies," has been very successful in helping our children master decoding skills and sight words. Another way we have shared our success is through discussions regarding curriculum and instruction carried out at administrative meetings. The elementary principals within the district meet regularly with district-level administrators and curriculum coordinators to share successful strategies and to plan staff development programs. At these meetings, I have been asked to describe some of the successful strategies we have employed to help our children consistently achieve at a high level. I have also shared information informally with other principals in the county at our occasional meetings and workshops.

Teachers from our school have also been actively involved in district curriculum committees for

English language arts, math, and science. As a result of this committee participation, teachers from Noxon Road Elementary have planned and carried out workshops for colleagues, and they have prepared reading, writing, and math materials to be used across the district to help students prepare for the New York State assessments. One of our teachers also participated on a team of teachers at the New York State Education Department to help develop new assessments to be used at the third-grade level. During the last year, we have also had representatives on district committees for math and science; participants are working to codify these curricula using the Atlas Curriculum Mapping software. In this process they are sharing the instructional strategies and activities carried out by teachers in our school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: As an elementary school with children in kindergarten through grade 5, the curriculum at Noxon Road Elementary includes all academic subject areas – reading, writing, math, science, and social studies. In addition, the children receive at least weekly instruction in art, music, library skills, and physical education. Foreign languages are not taught as part of the elementary curriculum in our district. The New York State Education Department has provided schools with learning standards for each curriculum area for all levels K - 12. Curriculum committees in our district, comprised of administrators, academic coordinators, and teachers, continually review the state standards and have developed curriculum guides for use by district schools.

English language arts instruction, which includes reading, writing, listening, and speaking, forms the basis for the curriculum at all grade levels. Our kindergarten program introduces reading readiness skills, beginning writing experiences, and simple sight words. In first grade, reading instruction begins in earnest with shared books, phonics lessons, decoding practice, and spelling assignments. English language arts instruction in grades two through five builds upon the skills already taught, with instruction in reading comprehension, writing in a variety of genres, and using correct spelling and punctuation. In the intermediate grades, language arts instruction also emphasizes reading non-fiction texts as part of social studies and science units and a strong emphasis on writing in all areas.

Our math curriculum follows a similar continuum, based on the NYS math learning standards and the district curriculum guides. The early grades provide many readiness activities and hands-on experiences with counting and patterning. In first grade through fifth grade, teachers require students to compute accurately and solve problems. They are also taught to write explanations about the steps required to solve math problems. Units on measurement, geometry, and probability are included at each grade level and provide excellent preparation for the NYS Math Assessment.

In social studies, we closely follow the grade level curriculum topics recommended by the state. Each grade level has units of study that they pursue throughout the school year. These units provide many opportunities for students to read and write in a content area, and our school librarian provides a great deal of support. The children are also able to take a number of educational field trips to see historic sites that provide direct experiences in social studies.

Specific science topics are also taught in each grade level, with both natural science and physical science units included. Children are provided hands-on experiences within many of the units, with opportunities to use measurement and math skills. Some of our teachers have participated in inquiry-based science workshops that have strengthened our teaching of science. During the last year, our district has begun to use the Atlas computer mapping program to record the science units and skills taught across the district. Using the Understanding by Design system, groups of teachers have been reviewing each required unit to determine the enduring understandings desired, to developing the essential questions teachers should help students answer, and to design unit activities for each grade level.

Art and music are offered to all students throughout the grades, with the curriculum aligned with the NYS learning standards for these subjects. Each student attends a weekly art class, and third-graders have an additional weekly integrated art and social studies class. Each class also attends a weekly general music class. Chorus and instrumental music instruction are offered to any fourth- or fifth-grade student who wishes to participate. Library periods are scheduled weekly for all students, with second-graders having an additional weekly integrated library and social studies class. Our art, music, and library curricula are also augmented by visiting musicians, authors, illustrators, and storytellers throughout the year as part of the arts-in-education program funded by the PTA. Physical education classes are also scheduled at least weekly, and all students participate in a half-hour daily recess activity period. At Noxon Road Elementary we firmly believe in introducing the children to the arts as well as to all academic subject areas. In this way, we help the children to discover new interests, to develop their strengths, and to begin to become life-long learners.

2. Reading: The reading program at Noxon Road Elementary could probably best be described as a

“balanced literacy” approach, combining a literature-based program with direct instruction of reading and writing skills at all grade levels. Teachers read with their students using high quality children’s literature, including fiction and non-fiction titles. We do not use a basal reading series in our school, but instead use sets of leveled trade books to provide instruction in all grades. Our word study lessons are based on the New York state curriculum and are taught in a variety of ways depending on the grade level. First-grade teachers also use a commercial phonics workbook, and we have a common spelling series used in grades two through five. Children begin writing in kindergarten, and they continue learning to write in all genres during their years in our school. In the lower grades, teachers closely monitor student progress in reading using informal assessments and completing running records in the classrooms. In the intermediate grades, reading and writing assignments are closely linked to the social studies and science curriculum. Reading instruction continues with an emphasis on comprehension skills.

In addition to strong classroom reading instruction, we have an excellent reading support program.

At the end of kindergarten we identify students who have not yet mastered reading readiness skills, so that they can begin our “Book Buddies” program in first grade. This is based on a program for literacy volunteers developed at the University of Virginia, but is carried out by our reading teacher and three certified teaching assistants. Each first-grader referred to this program receives one half hour of daily one-to-one reading instruction, and by the end of the year most of these formerly struggling learners are reading fluently. Small group reading and writing support continues into the upper grades for all students who need it, but many children do not require this service after the intensive early intervention in first grade. Students with learning disabilities in reading and writing work with our certified special education teachers, many of whom have received training in the Orton-Gillingham, multi-sensory, reading approach. The goal of reading instruction in our school, both in the classrooms and in the support programs, is to help children become fluent, life-long readers.

3. Mathematics, Science, Art, Etc: As an elementary school entrusted with the mission of providing students a firm academic foundation for future learning, mathematics is second in importance only to reading in our school’s curriculum. Our math curriculum follows the New York State learning standards and a district curriculum guide created for each grade level. Our teachers emphasize both basic computation skills and mathematical problem solving. The memorizing of math facts, which a recent report from the National Council of Teachers of Mathematics has confirmed is important for math achievement, has for many years been supported by a school-wide incentive program in which certificates are given to students who correctly complete a sheet of 38 simple fact problems in one minute. Problem-solving strategies are taught at all grade levels in many ways; for example, each class works together on a “math problem of the day.” In the early grades, teachers provide many manipulative math materials for the students. In the intermediate grades, children are often required to make a list of the steps they have followed to solve a problem or to draw a picture of the story told by the problem. To support these teacher-created instructional strategies, we have also adopted the Scott Foresman-Addison Wesley math textbook series for grades one through five. The teachers have found this series to be challenging, but effective, in helping to prepare the students for the New York State math assessments.

In math we have found a number of ways to differentiate our instruction depending upon the skills of the students. School volunteers often work with small groups of children on basic math skills, teachers group students within the classrooms to provide instruction at the necessary level, and a math support teacher works with individuals and small groups of students who need additional help in learning basic skills. In fifth grade, we group students by ability across the grade level, with each fifth-grade teacher instructing a particular level of students. This allows us to reinforce the elementary math skills for some students, while accelerating the math curriculum for children working above grade level, before the students move on to the middle school.

4. Instructional Methods: In addition to the reading and math instruction described previously, one of the most important components of our school’s instructional program is the efficient use of the time we have with the children during the school day. First, second, and third grade classes have long,

uninterrupted instructional periods in the morning for work on reading and math. Teachers use this time for large- and small-group direct instruction and guided practice of skills taught. Teaching assistants are assigned to each classroom and special program during prime work periods to support instruction and supervise guided practice periods. Academic intervention support and special education programs are fully scheduled during the summer, so that instruction can begin very soon after school opens in September. We also minimize disruptions to the school day as much as possible, and encourage parents to schedule medical appointments and family vacations when school is not in session.

Another instructional method that is prevalent throughout the school is the integration of various subject areas into thematic units. These units often center upon science or social studies topics, such as butterflies, colonial life, weather, or a particular world community. Students read fiction and non-fiction books about the topic, write related essays or stories, and take educational field trips whenever possible. For some units, we are able to bring in artists-in-residence or visiting experts to add to the experiences for the children. Our art teacher, music teacher, and librarian are especially helpful with many of these integrated units, and they assist the classroom teachers with special projects related to their areas of expertise. We feel that studying a few topics in depth at each grade level is an effective approach to preparing the children for future research assignments at the secondary level.

5. Professional Development: Most of the teachers at Noxon Road Elementary School regularly participate in a wide variety of professional development workshops and also attend educational conferences whenever possible. Voluntary in-service courses are offered each semester by the Arlington Central School District and the Dutchess County Board of Cooperative Educational Services. These courses center mainly on strategies for teaching reading, approaches to teaching writing, math curriculum and instruction, inquiry methods for science instruction, and using technology in the classroom. Each year tenured teachers develop a Professional Growth Plan in lieu of classroom observations by the principal, and attendance at in-service programs related to their area of interest is usually part of each teacher's plan.

While we have only occasionally been able to bring consultants to our school to work with teachers on curriculum issues, teachers who attend educational conferences summarize their experiences at faculty meetings and bring back information and materials to share with their colleagues.

One particular area of professional development has been most useful in the area of student achievement. Our reading specialist and three of our special education teachers have participated in training in the Orton-Gillingham reading and writing approach. This method of teaching decoding skills to beginning readers has proven to be very successful with first-graders who are struggling to learn letter recognition and sounds, as well as for children with learning disabilities in reading. In the last two years, we have also had a number of teachers working with colleagues across the district to develop math and science units utilizing the Understanding by Design methodology. At the same time, participants are recording their work in the Atlas curriculum mapping software for access by all of the teachers in the district. While it is too early to tell how this will impact student achievement, we are very hopeful that this collaborative work will provide high quality curriculum material and instructional strategies for all classrooms across the district. A plan is in place to greatly expand the number of teachers involved over the next few years.

PART VII - ASSESSMENT RESULTS

Table 1
Noxon Road Elementary School
Grade 3 Reading
New York State English Language Arts Assessment

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January 2006				
SCHOOL SCORES					
% Level 3 and Level 4	93				
% Level 4	20				
Number of students tested	60				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				

Table 2
Noxon Road Elementary School
Grade 3 Math
New York State English Language Arts Assessment

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March 2006				
SCHOOL SCORES					
% Level 3 and Level 4	98				
% Level 4	46				
Number of students tested	61				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				

Table 3
Noxon Road Elementary School
Grade 4 Reading
New York State Language Arts Assessments

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January	January	January	January	January
SCHOOL SCORES					
% Level 3 and Level 4	89	88	88	89	82
% Level 4	28	46	38	36	41
Number of students tested	79	57	95	99	84
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% Level 3 and Level 4	67		60		
% Level 4	33		0		
Number of Students Tested	12	3	10	5	9

Table 4
Noxon Road Elementary School
Grade 4 Math
New York State Math Assessments

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	May	May	May	May
SCHOOL SCORES					
% Level 3 and Level 4	95	98	94	96	90
% Level 4	37	70	44	49	42
Number of students tested	82	56	95	99	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% Level 3 and Level 4	85				
% Level 4	8				
Number of Students Tested	13	2	9	5	8

Table 5
Noxon Road Elementary School
Grade 5 Reading
New York State English Language Arts Assessment

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January 2006				
SCHOOL SCORES					
% Level 3 and Level 4	93				
% Level 4	28				
Number of students tested	60				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				

Table 6
Noxon Road Elementary School
Grade 5 Math
New York State Math Assessment

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March 2006				
SCHOOL SCORES					
% Level 3 and Level 4	95				
% Level 4	48				
Number of students tested	60				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				