

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: 2 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 0 Other
- 4 TOTAL
2. District Per Pupil Expenditure: \$7241
- Average State Per Pupil Expenditure: \$8177

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. 13 Number of years the principal has been in her/his position 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	65	65	130	8			
1	67	63	130	9			
2	50	67	117	10			
3	57	54	111	11			
4	52	58	110	12			
5	49	57	106	Other	4	3	7
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							711

Other: Smallwood Drive has a self-contained special education class with seven children classified by the Committee on Special Education as students with Pervasive Developmental Disorders.

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- 90% White
 - 4% Black or African American
 - 1% Hispanic or Latino
 - 5% Asian/Pacific Islander
 - 0 % 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: 3%

[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	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	19
(4)	Total number of students in the school as of October 1	671
(5)	Total transferred students in row (3) divided by total students in row (4)	.0283
(6)	Amount in row (5) multiplied by 100	3

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

9. Students eligible for free/reduced-priced meals: 10%
 Total number students who qualify: 74

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.

PART III - SUMMARY

Smallwood Drive Elementary School is one of two elementary schools in the Amherst Central School District, located in a small suburb north of Buffalo, New York. The school serves over 700 students in full-day kindergarten through grade five and participates in the district's universal pre-kindergarten program conducted off-site. About 90% of the students are white; about 10% receive free/reduced lunch, and about 9% of the students are identified as having learning disabilities. Our children represent a variety of socioeconomic backgrounds, religious and ethnic groups, experiences, and special needs. With no new industry developing in the area, the district and the school is challenged to limit growth in spending while meeting the needs of a changing community as less affluent families and more high-needs children move into the district from the neighboring city.

In May, 2005, Smallwood was named one of 9 best-performing elementary schools in Erie and Niagara counties by the *Buffalo News*. In the study of fourth grade state assessment scores and family income, Smallwood was the only suburban school to make the list. In the same year, another publication, *Business First*, ranked Smallwood number one in its analysis of schools with both high achievement rates and below-average expenditures. In 2005, Smallwood was cited by the *Just for the Kids-New York Project* as a *Best Practices School*. These honors are a result of a sincere commitment to excellence.

The Smallwood Drive School mission statement states the "We have a positive community image. We have strong parent involvement and support." The Parent Teacher Association is comprised of hundreds of talented parents and teachers who work to provide family-centered social functions, parenting skills workshops and a labor force capable of creating a Children's Memory Garden on school grounds. Extensive fund-raising activities enable the PTA to funnel money into classrooms via a grant program. Connections to parents are seen as essential and are nurtured by a variety of evening events, including conferences, and home-school communications, including weekly newsletters and teacher websites.

"We share traditions" is another facet of our mission statement that is clearly seen in action year round. In the fall, we honor our nation's veterans, remembering the servicemen recuperating at Walter Reed Hospital with wheelchair pillows, cards, letters and cookies. We share holiday cheer with some of Western New York's neediest families, providing food, clothing and toys for families who would not otherwise have a winter holiday. The children collect arts and crafts supplies for sick children at Children's Hospital, and a "Pennies for Patriots" collection, yields over \$2,000.000 annually, which is donated to our local Veteran's Hospital.

Our mission statement states that "We share professional commitment and growth, a willingness to experiment and to take risks. We are an action-oriented, hard-working community dedicated to learning, growing and changing." We offer contemporary curriculum and instructional strategies, as well as choice of programming, including multi-age classes in K, 1, and 2 and looping classes at grades 1 to 2 and grades 3 to 4. The school offers physical education, intramurals, wellness, art, art club, music, band, orchestra, enrichment, academic intervention, inclusion, and resource room opportunities for children. The staff provides a safe and appropriate learning climate and maintains a strong focus on academic achievement. Consistent attention to the elements of good lesson design and delivery, reflective use of student outcome measures, and differentiated instruction results in learning that is hands-on and engaging. Teachers meet to share information about individual children, to look at data, to monitor progress, to plan interventions, and to evaluate results. These observations are for the purpose of designing appropriate instructional activities; children and teachers are challenged to the best that they can be, while enjoying each day.

Our teachers' spirit of inquiry, enthusiasm for learning, and continual search for a broad repertoire of effective practices generates professional development from within, tapping staff experts. A climate of respect is visible at Smallwood; relationships are collegial. Administration encourages teachers to explore options, participate in decision-making, and provides supports as needed. For the entire Smallwood staff, "Children come first" is not just a slogan; Smallwood is dedicated to educating the whole child.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** New York State assesses all students in grades 3, 4, 5, 6, 7, and 8 in the areas of English Language Arts and Mathematics. The grade 4 and 8 assessments have been in place since 1999; the school year 2005-2006 was the first year for grade 3, 5, and 7 assessments. ELA and Math scores are used to generate a district's "report card", indicating where a district is demonstrating success or lack of success in educating its students. Additionally, the state assesses 5th and 8th graders in the area of Social Studies, and 4th and 8th graders in the area of Science. At this time, the Social Studies and Science assessments are not used as report card indicators, except at the federal level, where Science assumes the Safe Harbor role. Report cards for any district, and for any individual school in NYS, can be retrieved at www.nysed.gov.

Students are scored on a performance level of 1, 2, 3, or 4 on all state assessments. Levels 1 and 2 are considered non-proficiency levels and indicate that students receiving these scores are at-risk of not meeting the NYS Standards as they move through the grades. Students at level 1 demonstrate serious academic deficiencies and must receive academic intervention services. A score at level 2 indicates that students need extra help to meet the standards and to pass Regents examinations in the future; students scoring at this level are also required to receive academic intervention services. Levels 3 and 4 are considered proficiency levels. A score at level 3 on any NYS assessment indicates that students meet the NYS standards for that subject area, and with continued steady growth, should pass the NYS Regents examinations. However, level 3 students at Smallwood who score close to the cut-point for level 2 (644 is a level 2 score, a score of 645 is a level 3 score) may receive academic intervention services, pending other observations and input. A score at level 4 indicates that the student exceeds the standards and is moving toward high performance on the NYS Regents examinations.

A school performance index (SPI) is used to assess a school's performance relative to the NYS standards. The performance index is a number 0-200, calculated by adding the percentage of students who score a 2, 3, and 4 on the state assessments to the percentage of students who score a level 3 and 4. Smallwood's performance indices for the past five years indicate consistent high performance over time. In the area of English Language Arts, we have achieved an SPI of 191 to 195 over the five year period from 2001-2006. In the area of Mathematics, our school has achieved an SPI of 195-199 over the same five year period.

While Smallwood Drive Elementary students have made AYP (Adequate Yearly Progress toward the goal of proficiency for all students), we are not satisfied with just knowing we made it. We use the information available from individual and group assessment performance so that informed instructional decisions can be made. Each of the four performance levels has a description explaining the relation between an individual student's performance on each key idea tested and the student's overall performance on the test. Teachers can do an item analysis to determine whether there is a pattern of errors by an individual, a class or a grade level. This may indicate an area of concern that needs to be addressed instructionally. Additionally, subgroups can be focused on to determine whether those groups of children (special education, ethnic, gender, or income groups) have specific academic needs that can be addressed through focused instruction. Gap analysis done collaboratively has led to a revision and realignment of curriculum throughout the grade levels, most recently in mathematics, to better address deficits. Various professional development opportunities were designed to specifically target areas students needed to become more successful in; most recently, writing skills were addressed by tapping building expertise in this area.

Given the NYS standard for subgroups (30 or more students), Smallwood does not have statistically significant groups to study for the purpose of determining how well we are doing with respect to AYP and subgroups. However, we are ever cognizant of the fact that our special education population, our low income population, our ethnic groups, and our male and female populations all deserve the best instructional programming we can provide. For the purposes of this report, the number in our low income group surpasses 10 in some grade levels in some testing years. A review of the proficiency levels of these students does not indicate a wide performance gap between low income and non low income children.

2. Using Assessment Results: The purpose of assessment is to inform and drive instruction. A student receiving a level 1 or 2 on the NYS assessments receives academic intervention services with a certified, qualified teacher. Those students close to the level 2/level 3 cut point may also receive services. That determination is made by examining Early Literacy Profile results for grades K-3, classroom teacher observations and samples of student work, and parent input. Students falling into these categories are also offered additional summer programming in English Language Arts and mathematics. Beyond the obvious need to provide AIS to students performing at these levels is the need to look at the item analysis/gap analysis information and determine how that information can be used to alter or augment instruction. For example, in one particular year, it was obvious that something different had happened in one fourth grade classroom. Four out of five classrooms had students performing on the essay section of the grade 4 assessment in the expected fashion; the essays can achieve a score of 1, 2, 3, or 4. This is a subsection of the ELA but a good essay score is critical to the final level a child achieves on the assessment. The students in four homerooms achieved mainly a sub score of 3, with a four children scoring a 4. However, in the remaining homeroom, most students scored a 4 on the essay, with only 2 children scoring a 3. This was something that could not be ignored or regarded as an anomaly. In a subsequent discussion with the building principal, the teacher indicated that she had become interested in Culham's and Spandel's work in the area of six traits of writing, and had integrated traits instruction into her writing instruction. She subsequently prepared and presented four half-day workshops on writing traits for intermediate level teachers. The following year, the Literacy Coach and two primary teachers presented four half-day workshops on writing traits for primary level teachers. At Smallwood Drive School now, all teachers use the same language when teaching writing and the children have the same understanding of traits of writing through the grades. This consistency in the writing curriculum has led to improved writing skills not only for testing purposes but also during daily instruction.

3. Communicating Assessment Results: The Amherst Central School district has access to all NYS assessment data for the district and its individual schools via the Data Warehouse (<http://dataview.wnyric.org>). This tool presents testing information in a variety of ways, including item analysis, school and subgroup performance over time, and individual student performance over time. This information is valuable in situations where administrators need quick access to numbers to present to the Board of Education, the PTA and faculty. Using Data Warehouse information along with the teachers' own item analysis of their own students' work, staff members are prepared to meet with parents to communicate where their child stands as an individual as well as within a group – their classmates, their school, their state.

Individual student results are sent home to families. Each family receives for each student in grades 3-5 a Student Performance Report, generated by the NYS Testing Program. Assessment results are also reviewed during scheduled parent-teacher conferences. At these conferences, student success and areas in need of attention are shared, parent questions are answered and the next steps in the student's educational plan are shared.

The community is also aware of assessment results through publication on the NYS website as well as in the local newspapers. The *Amherst Bee*, the *Buffalo News* and *Business First* all publish building and district results, with various slants on performance. The focus may be on growth or slipping scores, or it may be on ranking the schools. Each paper may take a different focus but the result is the same: the community is made very aware of how their schools are performing.

Assessment results are shared across the two elementary buildings at joint grade level meetings. Successes are scrutinized: What did we do well? What more can we do? Areas of weakness are analyzed: What sub skills do children need in order to be successful on this task? Joint planning across the district means that all elementary children benefit from the teachers' examination of the assessment itself as well as student overall performance. The same focus occurs at cross-grade level meetings; the third grade teachers let the second grade teachers know what our children are doing well, and what their

needs are. Grades 4 and 5 have similar meetings so that everyone is aware of the areas that we perform well in, and what we need to continue to grow in are.

4. Sharing Success: Smallwood teachers have much expertise to share in many areas, and have several vehicles by which to share it. The district inaugurated a Literacy Council in 2005-2006. The purpose of Literacy Council is to bring best practice to the forefront. Smallwood teachers serving on the Literacy Council have made significant contributions to building knowledge and skill in the area of comprehension across curriculum areas in all district buildings. During the monthly meetings, presentations on building schema, asking higher order questions, visualization, determining importance, inference, and synthesis integrate these comprehension strategies into ELA, mathematics, science and social studies content. While the audience is small (27 teachers and administrators) the impact is far-reaching as each member of the Council becomes a turn-key in his/her own building. Our high school and middle school is now very focused on the idea that every teacher is a reading teacher as well as a content area teacher.

The six traits workshops developed by a Smallwood teacher after examining fourth grade ELA success were presented to our middle school and high school teachers on district professional development days. While the Smallwood Literacy Coach presented a workshop modeling Pearson's work in comprehension for elementary teachers, the Literacy Coaches from our sister school modeled Marzano's work related to vocabulary development for Smallwood teachers. Professional development days are teacher-driven – we determine what we need and then use our in-house experts to make it happen.

Sharing with our parents is critical to continued success. We do this in many ways. Parents have been welcomed to school for: "Reading Round-up", where they learned strategies and activities to do at home with their children; MST night, which engaged parents in learning about our math program and provided opportunity to play several Choice Time math games with their children; and Moving On Up Night, which acquainted parents with the increased demands of intermediate grades and how they might best help their children become successful in their everyday school life. The most recent sharing venture Smallwood is developing is a parent information packet called Literacy Links. This will be a six issue, six page newsletter explaining the six comprehension strategies all children will be applying through the years at Smallwood (schema, asking questions, visualization, determining importance, inference, and synthesis) and providing many activities parents can do with their children to reinforce these strategies.

Finally, Smallwood has always had an open door policy, welcoming researchers from the State University of New York at Buffalo and instructors and students from Canisius College, Buffalo State College, Daemen College and other institutions of higher learning, as well as teachers from other districts who are interested in learning more about looping, multiage programming, and our flexible Library Media Center.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** The NYS Department of Education core curriculum guides are used as teachers plan meaningful learning experiences respectful of the child's learning style and developmental level. Using these guides, Smallwood has developed a K-5 curriculum for each core subject, Reading, Math, Science, and Social Studies, as well as for each Special Subject area, Physical Education/Wellness, Art, and Music.

Our integrated language arts program involves students with language daily through listening, speaking, reading, and writing within the contexts of science, social studies, the arts, and mathematics. Instruction is differentiated; children may be working alone, with a partner, with a teacher or in a group at various times of the day. Teachers are cognizant of the NCLB requirements for developing a well-rounded reading program: phonemic awareness, phonics, vocabulary, fluency and comprehension skills are taught within guided reading groups, book clubs, and literature circles. Kindergarten children receive about 18 weeks of phonemic awareness instruction and then move on to beginning phonics instruction. For those who are not ready to move on, more phonemic awareness instruction or use of *Earobics* technology may occur. Cunningham's work in phonics is incorporated into daily instruction. *Words Their Way* provides for phonics-based spelling instruction through the grades. Children are directly taught best practice strategies, including *schema*, *questioning*, *determining importance*, *visualization*, *inference*, and *synthesis*. Children's literature is used as a vehicle for tying language arts skills with content area learning. We focus on developing good writers through the integration of writing traits into all writing experiences across content. Assessment drives instruction in all areas at Smallwood; in the area of ELA, the NYS K-3 Early Literacy Profile, and the NYS ELA assessments grades 3-5 are analyzed to determine strengths and weaknesses to be considered in planning.

Math instruction at Smallwood is hands-on and student centered. Our program differentiates as it focuses on student exploration of and independent discovery of relationships between numbers, and mental computation. Students are encouraged to arrive at multiple solutions to problems and to develop and share their own strategies with others. Cooperative learning strategies are implemented as students work in pairs, in small groups, and in large groups. Math journaling is an important component of the program; children need to make their thinking clearly understood to the reader. The use of Math Exemplars as a journaling vehicle encourages children to create many different solutions to problems, as well as many different ways to express those solutions. Math programming follows the NYS core curriculum. The five content strands and five process strands spiral through the math program, grades K-5. The science curriculum focuses on engaging all students in the scientific process. The life, earth, health and physical sciences content is delivered in an inquiry based hands-on approach to learning. In the life sciences content area, students might make an edible cell, grow plants from seeds, or raise butterflies. In earth science, students may role-play the phases of the moon or build a working volcano. Fifth graders may dissect a sheep pluck to look at the respiratory system while in the Wellness Center, the same children focus on healthy lifestyle choices. In an exploration of the physical sciences children may explore with magnets or work with electrical circuits.

Social Studies instruction is imbedded in authentic experiences; the Library Media Center becomes the hub of research as students use the Internet, create Power Point presentations, and tap primary and secondary sources to enhance research. A clear concise curriculum was developed using the NYS standards as the core. Key vocabulary terms and concepts are taught across the grade levels so that students share a common language as they move up the grades (for ex: economy, diversity, interdependence, culture, etc.). Field trips provide real-life experiences. Students visit a farm, the city, the Erie Canal, the Science Museum and the Historical Society. They engage in simulation, participate in Kids Vote, and integrate fitness and history in a unique program called FitStory. Special area teachers use curriculum outlines based upon the NYS standards; within their content they make every attempt to reflect what is going on in classrooms. Second graders may draw city skylines in art class after a visit to the city; fourth graders may create Native American masks as they study the Iroquois in Social Studies. Music may reinforce patterns as primary children explore patterns in math.

2. **Reading:** Smallwood has developed a balanced reading approach based upon NYS standards for

each grade level; the approach includes the five strands NCLB has determined as essential to creating a well-rounded efficient reader. Curriculum maps were developed for each grade level and include specific goals for each grade level. Students are assessed using the NYS Early Literacy Profile in October, March, and May so that instruction is based upon identified needs. Differentiation of instruction is at the heart of the program; in every classroom, flexible grouping insures that student needs and interests drive instruction. Skills are integrated with content material so that teachers can compact teaching/learning, allowing more time during the day to focus on students' instructional needs. Smallwood houses thousands of six sets of children's fiction and nonfiction books as resources for teachers and children. Direct instruction and modeling are critical components of the work we do with readers. Teachers do this within the context of large group instruction, small guided reading groups, literature circles/book clubs and often through the use of good writers' works shared as read alouds. After about 16-18 weeks of phonemic awareness work in kindergarten, our youngest readers are ready to hold books in their hands and explore concepts of print, learn letter sounds and blending skills, build a bank of sight words and begin reading orally. While building fluency through modeling, the teacher also helps children understand that reading is thinking. They think about the pictures, about what the story says, and what they have experienced in their lives that the story reminds them of. All of our readers, grades K-5, use the language of literacy experts; they use their *schema* to make connections, they know the difference between *asking questions* that will help them understand a story better and those that don't, they learn that different texts need to be read in different ways (*determining importance*), they use *visualization* strategies to picture what is happening and what might happen next in a story, they *infer* from the text and their own experiences, and they move to the highest level of comprehension, *synthesis*, at which point they demonstrate thorough understanding of the material they are reading. This may happen within the context of guided reading groups or literature circles. The same expert language carries over to student writing, where schema and ideas become synonymous, and as children progress through their learning and application of the traits of writing, they arrive at *synthesis* – the discrete traits of ideas, word choice, voice, organization, sentence fluency and conventions contribute to the whole – a clear, concise, interesting piece of writing.

3. Additional Curriculum Area (Mathematics): Smallwood uses the *Math Investigations* program and has mapped the content of *Investigations* with the NYS March-to-March standards for each grade level so that no gaps in mathematical thinking and learning will occur. Curriculum maps were developed for each grade level and include specific goals for each grade level in math. Students are assessed before each *Investigation* to determine what is known and what needs to be taught. Differentiation occurs as teachers use online resources, observational notes, and assessments, tracking student learning regularly. Essential skills are taught in a “real world” application. Students are encouraged to learn in a way that is best for them; divergent thinking is encouraged. Practice is built into games and interactive activities. Choice Time is built into the math schedule; students select games to play with their peers, reinforcing complex learning in a hands-on way. Teachers have formed study groups to share their thinking and learning related to *Investigations*, to problem solve, and to continually check that their teaching is aligned with the standards. They communicate to the grade before and the grade after theirs to determine that the children move on with the prerequisite knowledge and skills each grade requires. This communication is collegial and is done with “what’s best for the child” in mind. Along with the *Investigations* program teachers have been trained in and use Math Exemplars to reinforce problem-solving skills. Math Exemplars allow students to creatively solve problems through pictures, numbers, and words. Manipulatives are used throughout the grades to make math concrete before moving to abstract representations. The Hands-on Equations program is used in grades 3, 4, and 5 to make algebraic thinking hands-on, concrete, and easy for children to use. Periodically, a Math Night is offered to parents so that they can understand how *Math Investigations* promotes solid mathematical skills and thinking; children demonstrate to their parents the Choice Time activities to show how these help them think mathematically and become efficient problem solvers. Family newsletters are also sent so that parents are aware of what their children have just learned and will be learning next.

4. **Instructional Methods:** Smallwood teachers employ a wide variety of instructional methods to ensure student learning. Daily lessons include a measurable objective; anticipatory set brings schema to the forefront and closure allows students to verbalize their learning. Essential elements of instruction (task analysis, modeling, checking for understanding, monitoring and adjusting) are critical to knowing that *what* is taught *needs* to be taught and is learned. Guided practice and independent practice are important components of daily lessons, giving children time to apply their learning to familiar and new situations. While solid planning is key to student success, many hands-on learning opportunities provide for differentiation respectful of varying developmental levels, learning styles and interests: children work in learning centers, participate in simulations, write in math, science, social studies and English journals, engage in peer journaling, explore DBQs (document based questions) and math exemplars, work with older/younger buddies across and between grade levels including Middle School buddies, have take-home reading programs, engage in Math Investigations and Choice Time math games designed to reinforce math concepts, explore phonic elements through making words activities and *Words Their Way* spelling activities, participate in guided reading groups formed by reading level/interest areas, meet as literature circles or book clubs, and participate in daily calendar math activities. Our teachers have made informed choices as to how they will deliver instruction in their classrooms. Our teachers are well read and are able to implement contemporary programming successfully. Fountas and Pinnell/guided reading, Adams/phonemic awareness, Cunningham/phonics and vocabulary development, Pearson/comprehension, Culham and Spandel/writing traits and Burns/mathematics have influenced the choices the staff has made as this body of work fits into the framework set out by New York State in its subject area standards as well as NCLB guidelines. Using an inclusion model, we ensure that all children have equal access to these instructional methods as special and regular education teachers work collaboratively. Additionally, those students lacking proficiency on state assessments and the Early Literacy Profile receive Academic Intervention Services. A multiage program and looping program creates continuity of instruction, a lessening of “relearning” in the fall of the year, and the development of strong teacher-child and home-school relationships.

5. **Professional Development:** Professional development that is focused and consistent across grade levels leads to a staff unified in the goal of success for all. In order for all teachers to have the same knowledge base and language of discourse, training is made available to all teachers on staff. Every teacher in the district has been trained in the essential elements of instruction; new teachers are trained in the summer before they enter their classroom. Non-tenured teachers receive additional training over the course of the school year in areas that they, their mentors, or their administrators deem areas of need. Our teachers plan and execute much of the building and district development. Recent sessions have revolved around instructional methods and strategies, including Math Investigations, Hands on Equations, Six + 1 Traits of Writing, *Words Their Way* (Baer) and *Reading with Meaning* (Miller), Differentiation, and Background Knowledge and Vocabulary Development. There has been collaborative staff development with our sister elementary school and our middle school. Our district Literacy Council prepares and presents programming related to comprehension strategies and content area reading. Our non-tenured teachers receive literacy training in the areas of guided reading, silent reading, questioning strategies, literature circles, and phonemic awareness and phonics. Unique to our district is an extensive Mentor Training program that tenured teachers may participate in. After two to three years of work with our superintendent and our expert teachers, trained teachers join the mentor core group and assist in developing our new teachers. We have had a limited number of “outside” developers come to Amherst/Smallwood; these presenters are invited as we find an area of need that requires more development than our district resources may be able to provide. The State University of New York at Buffalo, Buffalo State, Daemen, and Canisius colleges are all resources that the district taps as needed. Additionally, our Monday faculty meetings are a unique opportunity to grow professionally; we engage in “Math Mondays”, grade level planning Mondays, curriculum mapping, joint meetings with our sister school, and reflection on professional practice.

FORMAT FOR STATE CRITERION-REFERENCED TESTS: MATHEMATICS

Subject: Mathematics Grade 4
 Test: New York State Mathematics Assessment
 Publisher: CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month:	February	May	May	May	May
SCHOOL SCORES*					
% Levels 3 and 4	98	97	99	97	95
% Level 4	58	74	67	63	67
Number of students tested	108	118	111	112	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			1		
SUBGROUP SCORES					
Low Income Scores			NA		NA
% Levels 3 and 4	86	92		82	
% Level 4	64	50		36	
Number of students tested	14	12		11	
Percentage of students tested	100	100		100	

Subject: Mathematics Grade 3
 Test: New York State Mathematics Assessment
 Publisher: CTB McGraw Hill

	2005-2006
Testing month	February
SCHOOL SCORES*	
% Levels 3 and 4	99
% Level 4	44
Number of students tested	101
Percent of total students tested	100
Number of students alternatively assessed	1
Percent of students alternatively assessed	1
SUBGROUP SCORES	NA
Low Income Scores	
% Levels 3 and 4	
% Level 4	
Number of students tested	
Percentage of students tested	

Subject: Mathematics Grade 5
 Test: New York State Mathematics Assessment
 Publisher: CTB McGraw Hill

	2005-2006
Testing month	February
SCHOOL SCORES*	
% Levels 3 and 4	97
% Level 4	39
Number of students tested	120
Percent of total students tested	100
Number of students alternatively assessed	2
Percent of students alternatively assessed	2
SUBGROUP SCORES	
Low Income Scores	
% Levels 3 and 4	83
% Level 4	25
Number of students tested	12
Percentage of students tested	100

Explain any alternative assessments:

The New York State Alternate Assessment (NYSAA) is part of the New York State Testing Program. It is a datafolio-style assessment in which students with severe cognitive disabilities demonstrate their performance toward achieving the New York State learning standards. Eligibility for participation in NYSAA is determined by the Committee on Special Education (CSE) according to criteria described in the Administrators' Manual. Student performance is recorded through direct observation and documentation and may include other information such as student work products, photographs, audio and videotapes. Students must be assessed once a year beginning in the school year they become 9 years old through the school year they become 14 (grade equivalents 3-8). The secondary level NYSAA is administered during the school year they become 17-18 years of age (high school).