

## 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mr. Keith Levatino

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

Official School Name Ralph Perry Junior High School

(As it should appear in the official records)

School Mailing Address 9499 Weston Road

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

New Hartford

New York

13413-2699

City

State

Zip Code+4(9 digits total)

County Oneida

State School Code Number\* 411501060006

Telephone (315) 738-9300

Fax (315) 738-9349

Web site/URL www.newhartfordschools.org

E-mail klevatin@nhart.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. Daniel Patrick Gilligan

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

District Name New Hartford Central School

Tel. (315) 624-1218

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. George Shaheen

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 3 Elementary schools  
 \_\_\_\_\_ 0 Middle schools  
 \_\_\_\_\_ 1 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 0 Other  
 \_\_\_\_\_ 5 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 13763  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 15035

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 4 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	86	114	200
K			0	8	95	96	191
1			0	9	114	121	235
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>626</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 2  | % American Indian or Alaska Native |
| 4  | % Asian or Pacific Islander        |
| 2  | % Black or African American        |
| 1  | % Hispanic or Latino               |
| 91 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 6 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	20
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	18
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	38
<b>( 4 )</b>	Total number of students in the school as of October 1	626
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.06
<b>( 6 )</b>	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 0 %
- |   |   |
|---|---|
| 1 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 1

Specify languages: Chinese

9. Students eligible for free/reduced-priced meals 7 %

Total number students who qualify: 43

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:  $\frac{8}{53}$  % Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>18</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>25</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>5</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>2</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>2</u>	<u>          </u>
Classroom teachers	<u>50</u>	<u>          </u>
Special resource teachers/specialist	<u>4</u>	<u>          </u>
Paraprofessionals	<u>5</u>	<u>          </u>
Support Staff	<u>0</u>	<u>          </u>
Total number	<u>61</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 13 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	98 %	98 %	100 %	96 %
Daily teacher attendance	94 %	95 %	94 %	89 %	94 %
Teacher turnover rate	3 %	2 %	3 %	2 %	2 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Rounded to the nearest whole number

## PART III - SUMMARY

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New Hartford is an academically oriented community located in the center of New York State. The area, known as the Mohawk Valley, is rich in history with many contributions by Native Americans and American colonists. The community is also influenced by nearby education institutions such as Syracuse University, Hamilton College, Colgate University, SUNY IT, Mohawk Valley Community College, Herkimer County Community College, and the Pratt Institute.

The New Hartford Central School District is comprised of three elementary schools, one junior high school and one senior high school serving approximately 2700 students with an instructional staff of 250. The Ralph Perry Junior High School serves 626 students in grades 7-9 with a faculty of 61, including one building principal and one dean of students.

Our vision is to graduate students who are well prepared to succeed in a rapidly changing world and a global economy. New Hartford graduates must understand and be able to apply the essential skills and concepts they have learned in their content area courses. Equally important, they must develop and demonstrate the attitudes and abilities necessary for lifelong learning -- the ability to think, communicate, collaborate with others and direct their own learning.

Simply stated, students must know how to use their minds well. We will achieve these goals by ensuring that all students earn a Regents Diploma and by requiring all students to demonstrate proficiency in the district's performance standards.

As a school district, we understand that academic preparedness, by itself, will not be sufficient to ensure the success of our graduates. They must also learn to be responsible citizens, accepting of all people. They need to understand the importance of working hard and contributing to their communities while maintaining a high level of personal wellness. Additionally, they need to develop creative talents and unique interests characteristic of well-rounded, educated individuals. We can ensure these goals by increasing student involvement in service activities, health and fitness programs and the arts.

Our school is committed to high academic standards. Acceleration, enrichment and honors opportunities are available in all core subject areas for students in grades 7-12. Favorable class sizes allow for individualized approaches to instruction. Formal study is offered in five foreign languages including Latin, French, Spanish, German and Mandarin Chinese. All but the latter are available to students at Perry Junior High School.

The school supports students, including students with disabilities, through several programs such as summer enrichment opportunities, Academic Intervention Services, learning support centers, after school study sessions, remedial reading, and extra help from classroom teachers. A range of special education services is available including resource room and more intensive transition services. A full time social worker and two full time guidance counselors tend to students' social-emotional needs and academic planning.

A comprehensive technology plan provides direct instruction in commuter applications. The district has established a local graduation requirement for students to demonstrate proficiency in digital technology. The school has a teacher on special assignment to assist other teachers in effective integration of technology into the classroom.

The New Hartford Teacher Center provides ongoing professional development opportunities. All new teachers participate in a multi-year mentoring/induction program. An active Parent Teacher Association teams with faculty to support students and promote healthy school-community relations. The PTA provides special opportunities for students including Reflections (to promote the arts and creativity).

Extracurricular activities engage and connect students to school. A comprehensive interscholastic athletic program is available for boys and girls on twenty-four teams in three seasons. Students interested in the arts can participate in a comprehensive music program, including symphonic band, jazz band, orchestra, choir, art club, and/or theater productions. There are several student organizations with a wide range of interest areas including Model United Nations, Builder's Club (Kiwans associated service club), yearbook and creative writing.

The world of the future promises to be very challenging and dynamic. Ralph Perry Junior High students will do well because they will have a strong foundation in skills the necessary to succeed both in learning and in life.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Ralph Perry Junior High School participates in the New York State Testing Program (NYSTP) in the content areas of English language arts and mathematics. The state assessments, in compliance with the federal No Child Left Behind (NCLB) Act, are designed to help ensure that all students reach high learning standards. They show whether students are acquiring the knowledge and skills they need to succeed at the middle level and beyond. Perry Junior High School enrolls students in grades 7-9. Students in grades seven and eight participate in the state assessments for middle level. In grade nine students do not participate in a state assessment in ELA. Students participate in the commencement level mathematics state assessment by taking the Regents Examination in Mathematics A.

Each school is required to demonstrate Adequate Yearly Progress (AYP) for all students and in specific sub-group student populations. To make AYP in ELA and mathematics, groups must meet the participation and performance criteria. To qualify for adequate participation, 95% of the school's population must be tested. To qualify for adequate performance, each school is given a Performance Index (PI) for all students and each sub-group with 30 or more students. The PI is determined by the percentage of students meeting or exceeding state standards. The school's PI must meet or exceed its Effective Annual Measurable Objective (AMO). The AMO can best be thought of as the established state target.

Individually, students receive a scaled score and a performance level score. There are four performance levels:

- Level 1 - Not meeting learning standards
- Level 2 - Partially meeting learning standards
- Level 3 - Meeting learning standards
- Level 4 - Meeting learning standards with distinction

In short, the assessment results for Ralph Perry Junior High School consistently meet and exceed state targets and state averages. Additionally, our results generally meet or exceed schools with similar demographics.

In terms of meeting federal performance levels, the school has always been considered a 'school in good standing' for all students and for all sub-groups that meet enrollment criteria.

Data from the state's grade eight assessments in English and mathematics indicate the school has a high percentage of students meeting or exceeding state standards and consistently outperforming the state average.

State assessment results for Ralph Perry Junior High School can be found by going to this web address, part of the New York State Education Department

<https://www.nystart.gov/publicweb/School.do?county=ONEIDA&district=411501060000&school=411501060006>

### 2. **Using Assessment Results:**

The school uses assessment data to improve student achievement in a number of ways. Each year, teachers participate in a district wide program called CAP (Curriculum Alignment Process). Working in subject specific teams and several grade level bands during the summer, teachers conduct an item analysis of state and local assessments, mapping each test item back to the state core and local prioritized curricula. Teachers make inferences from the item analysis concerning learning activities, prioritized vocabulary and student misunderstanding. The local curriculum and assessments are adjusted to target areas of need. This information is shared with all teachers prior to the first day of school. This process ensures a common, guaranteed curriculum that is aligned with state and local standards. Each year, under the leadership of the building principal, the school establishes and supports a School Improvement Process (SIP). Based on assessment results, teams develop plans to target areas in need of improvement or refinement. Funds are allocated for training, planning and instructional materials. These plans are submitted to the district administration and presented to the Board of Education. Periodically during the year, the plans are reviewed for progress and effectiveness. This past year, the SIP plans for Perry Junior High School focused on strategies to help students reading below grade level make gains of

more than one year's typical growth.

Data from state assessments are also used as part of the process to identify students for Academic Intervention Services. Students falling below academic cut points are assigned to AIS services. Services typically involve additional time and support with the child's classroom teacher. For more intensive service, students may be assigned to a learning support center staffed by a reading specialist. Additional support through individual or group counseling is provided for students in need of such services.

Additionally, teachers of core curriculum classes administer and analyze common formative assessments at least quarterly. The assessments are aligned and matched to the state core curriculums. Using the analysis of the assessments, teachers develop plans to adjust instruction and provide intervention. Because of the formative nature of the assessment, this intervention is particularly useful. Interventions may be in the form of whole group instruction. For example, math teachers used data to determine weaknesses in graphing. As a team, they devised learning activities to improve student skills to be used in the next unit. Interventions may be student specific. Teachers can target students for differentiated instruction.

### **3. Communicating Assessment Results:**

School and district wide results on state assessments are shared with the community through publications in individual school newsletters, district newsletters, local newspapers, the district website and live presentations in public meetings. The school provides this information in clear, plain language ' free of education jargon.

Individual student results are communicated through progress reports and school report cards. These reports are mailed to families eight times during the school year, every five weeks. Individual student results on state assessments in English language arts, mathematics and science are also mailed home. These state reports clearly indicate the student score and how that score falls on the range of proficiency described in four levels. A graph accompanies the data. The report provides detailed information on individual student performance on specific state curriculum standards.

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

The school shares, and will continue to share, our successes with other schools in a variety of ways. We participate in several regional efforts, sponsored by the Oneida-Madison Board of Cooperative Educational Services (BOCES). Perry teachers participate in regional efforts to develop curriculum and learning activities. For example, earth science teachers from several schools worked together to share ideas and develop projects and laboratory experiences. Similar professional networks have recently occurred in art, foreign language, special education and mathematics.

New Hartford enjoys a reputation in the region as a school of excellence with highly effective practices. Perry Junior High School and the district as a whole have hosted educators from other school schools interested in observing our practices. For example, New Hartford initiated the 'Effective Communicator' practice to ensure writing instruction and assessment in all content areas. This practice has been shared and is now implemented in more than thirty schools across New York State. New Hartford educators, including teachers and administrators, serve as consultants to area districts. Similarly, schools have come to New Hartford and Perry Junior High to observe and share our Curriculum Alignment Process (CAP), scheduling practices, reading instruction, leadership training and technology integration.

In the area of content literacy, our district established a long-term relationship with one of the nation's leading advocates and expert, Cris Tovani, author of *I Read It But I Don't Get It*. Teams from several area schools participated in her training.

Faculty members from Perry Junior High School participate in state-wide initiatives such as curriculum and assessment development. Teachers also serve as members and officers in professional organizations.

Cooperating with institutions of higher learning, our school hosts prospective teachers in their student teaching and field experiences. This past year Perry Junior High School mentored student teachers in physical education, music, English, foreign language and mathematics.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

All students in grades seven through nine participate in the required curriculum and have several elective options. Students are required to study the following subjects in each of the three years attending Perry Junior High School: English, mathematics, social studies, science, and physical education. Students are also required to study the following subjects in at least one academic year: art, music, health, home and careers, technology, foreign language and computer skills.

Students are required to read a minimum of 25 books, or the equivalent, per year across all content areas/standards and maintain a personal reading record. Additionally, students write an average of 1,000 words per month across all subject areas. We monitor this through our Effective Communicator Cross Discipline Standard.

Students are required to study mathematics in each of the three years at Perry Junior High School. There are several options including accelerated study, and additional support services for struggling students. The curriculum is aligned to the New York State Standards for Math, Science and Technology as well as the New York State core curriculum. Our curriculum follows the Key Ideas Tasks to Enhance Success (KITES). This includes annual study on seven key ideas:

- Mathematical reasoning
- Number and numeration
- Operations
- Modeling
- Measurement
- Uncertainty
- Patterns

Teachers of mathematics consistently use formative assessment data to analyze student understanding and adjust instruction accordingly.

In social studies, students study the history of the United States and New York State in grades seven and eight. Our prioritized curriculum is aligned with New York State standards and core curriculum. In grade nine, students study global history in the first of a two-year course of study culminating in the New York State Regents Examination in grade ten. Students may select an honors level course (with an open enrollment policy) that prepares students for Advanced Placement courses in European History and American History at the high school. Typically one third of the class selects this option. Students in need of support also enroll in an Academic Intervention Service (AIS) class to receive additional help with a social studies teacher. In the 2005-2006 school year 89% of all students tested, scored proficient or above on the state middle level social studies assessment, including 69% of students with disabilities.

All students receive thirty weeks of instruction in Home and Careers. Students also receive twenty weeks of Health Education. All students are required to take physical education each semester they are in school, from kindergarten through commencement. Students receive 40 minutes of instruction every other day. Our curriculum includes swimming and life saving, and over fifteen units providing instruction and experience in team sports (volleyball, basketball), individual sports (strength training, running) and life long activities (dance, bowling). Teachers use heart rate monitors to stress the importance of rigorous exercise. Teachers make use of the newly published PE Profile , a resource from the New York State Education Department to provide evidence of student achievement for the physical education portion of the New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996).

All students study technology at least one year during their time at Perry Junior High School. Students have the option to begin study in Project Lead the Way a nation-wide pre-engineering curriculum. In fact, New Hartford was one of the original participating districts.

New Hartford offers formal study in four world languages: Spanish, French, German and Latin. Additionally students may study Mandarin Chinese once they progress to the high school. Classes are full credit and held daily. All students are required to study a foreign language (with the exception of those students whose IEP indicates otherwise). Students advance to the Checkpoint B level of the New York State Foreign Language curriculum. Students prepare for the Regents Examination, typically taken in grade ten.

Consistently, ninety-five percent or higher of New Hartford students pass the Regents examinations in all languages.

Students are required to study fine arts. Perry Junior High School offers courses in the visual and performing arts. In the visual arts, all students take a general art class for at least one year, a full period class. Students have the option for additional study in studio art and graphics design. Students may also take the Design and Drawing for Production as a fine arts credit. In the performing arts, students are required to study at least one year. Students may choose from a general music class, to one of three performing groups: orchestra, choir or symphonic band. The school also offers a course in beginning guitar.

## **2b. (Secondary Schools) English:**

At Perry Junior High School the English curriculum is guaranteed and aligned with New York State Standards. Traditionally, class sizes are kept small (17-22) to allow for adequate participation, feedback and individual attention. In grades seven and eight students are heterogeneously grouped. In grade nine, an honors curriculum is offered as well.

The English curriculum focuses on improving skills in reading, writing, speaking and listening for information, literary response and expression, critical analysis and social interaction. Students read text in a variety of genre including nonfiction, poetry, short story, essays and novels.

Following a district-wide framework for curriculum planning, based on Dimensions of Learning, instruction in critical thinking and meaningful use tasks in each unit is ensured. Writing is taught as a process and vocabulary is improved through literature and student experiences.

Support of struggling students is available in several intervention programs. Analysis of common formative assessments provides a basis for progress monitoring and timely curriculum adjustment. Academic Intervention Services help targeted students by providing additional instruction during the school day with the student's classroom teacher. A reading specialist provides direct instruction on reading improvement for students one to two years below grade level. For students two or more years below grade level, a more intensive corrective reading program is deployed. A summer reading program for targeted students maintains academic gains and provides additional instruction beyond the traditional school calendar. Results data confirm desirable reading gains in these programs. A literacy coach works with teachers across the curriculum to promote effective literacy strategies and provide accessible text for all students.

## **3. Additional Curriculum Area:**

The typical sequence of study in the field of science includes three years: 1) life science in grade seven, 2) physical science in grade eight, and 3) earth science in grade nine. Earth Science culminates with the New York State Regents Examination. About one third of the class enrolls in an accelerated science option. In this program, students study the curriculum for grades seven and eight described above in grade seven. These students will study Regents Earth Science in grade eight and Regents Living Environment in grade nine, with the corresponding Regents examination. In 2005-2006 98% of all students scored level 3 or higher (proficient), on the Earth Science Regents Examination, including 92% of students with disabilities. Ninety-four percent of the students tested scored proficient or higher in Living Environment, including 70% of students with disabilities.

## **4. Instructional Methods:**

Dimensions of Learning (DoL) serves as the foundation to improve student learning. All teachers and administrators receive extensive training in using the framework. Dimensions of Learning translates research and theory into a practical framework that teachers can use to improve the quality of teaching and learning in any content area. The model helps classroom teachers maintain a focus on learning, study the learning process and plan instruction and assessment that takes into account the critical aspects of learning. Teachers help students establish positive attitudes and perceptions about the classroom and learning. Teachers use instructional strategies to help students acquire and integrate new knowledge through the use of graphic organizers, models and skill procedures. Teachers in all content areas deploy strategies to help learners develop in-depth understanding through high level thinking processes including classification, comparison, reasoning, constructing support and analysis. For each unit of study, teachers plan engaging learning experiences that help students use the knowledge they have gained in authentic, meaningful ways through specific processes such as decision-making, problem solving, and experimental inquiry.

The district mandates specific cross-discipline performance standards in all areas of instruction. Our vision statement highlights that we desire our students to 1) be effective communicators, 2) complex thinkers and 3) self directed learners/producers. These standards translate into required elements of instruction. Within each unit in every subject area, students engage in learning experiences in communication and higher order thinking. These standards are assessed and reported to students and parents. Examples of student work are kept in a portfolio to demonstrate proficiency and progress.

The school and the district believe literacy is a priority. As such, teachers in all areas provide instruction in content literacy across the curriculum. Professional development opportunities, as well as a literacy coach, help teachers' model effective strategies to construct meaning from a variety of text as well as provide students with accessible text at their level of reading.

Each of these frameworks and models establishes a strong foundation and ensures a guaranteed and viable curriculum and effective instruction in all classrooms.

## **5. Professional Development:**

Ralph Perry Junior High School maintains a professional development plan that is consistent with the district plan. The district's professional development program activities are based on research and best practice. The professional development initiative is part of an overall strategic plan to ensure that all students reach or exceed the state learning standards. Professional development is aligned to the state's 'Annual Professional Performance Review' and requires participants to apply and demonstrate what they have learned into instructional units and school improvement plans. Ongoing professional development is offered in three broad components: 1) best practice in classroom instruction, 2) data driven ' results focused school improvement efforts, and 3) individual needs based on a needs assessment and individual professional growth plans.

All teachers new to the school participate in the district's induction program for three years. The program focuses on: the personal and professional well being of beginning teachers; transmitting the culture of the system; promoting professional growth and self reflection, and increasing instructional effectiveness through sound classroom management. Teachers participate in an intensive week-long program in the summer prior to their first teaching assignment. They are paired with an experienced teacher to serve as a mentor throughout the induction process. Mentors also receive specific training to ensure effectiveness. Throughout the first three years, teachers receive specific professional development training in Dimensions of Learning, Essential Elements of Instruction, content area literacy, the use of data in instructional decision-making, differentiated instruction, home-school collaboration, and effective teaching.

The school maintains an on-site Teacher Center dedicated to the New Hartford School District. As of 2007, the center is located in the Perry Junior High School facility, making its use convenient for our teachers. The New Hartford Teacher Center provides the means for teachers to control their own professional destiny. The center provides a location where teachers may share resources, ideas, methods and procedures related to instructional goals. The center provides inservice and training activities, supports teacher requests for workshops, co-sponsors workshops with other schools, and offers mini-grants to teachers for instructional materials. Participating teachers receive inservice credit that, when accumulated, result in increased salary compensation.

The school participates in the Oneida-Madison BOCES 'Opening Day Great Speaker Series' each fall. Recent presenters include Dr. Harry Wong, author of *The First Days of School*; Dr. Michele Borba, author of *Building Moral Intelligence*; and Dr. Todd Whitaker, author of *What Great Teachers Do Differently*.

# PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 8 Test Grade 8 ELA

Edition/Publication Year 2006-2007 Publisher CBT McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	January	January	January
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 + 4	88	80	85	73	71
% "Exceeding" State Standards					
Level 4	9	10	26	22	13
Number of students tested	229	206	203	220	240
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 + 4	82	64	36	50	50
% "Exceeding" State Standards					
Level 4		0	0	0	10
Number of students tested	11	11	12	11	10
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 + 4	86	83	85	86	91
% "Exceeding" State Standards					
Level 4		17	26	57	45
Number of students tested	14	12	14	14	11
3. Students With Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 + 4	26	25	29	27	13
% "Exceeding" State Standards					
Level 4		0	0	0	0
Number of students tested	23	16	26	23	30
4.					
% "Meeting" plus % "Exceeding" State Standard	0	0	0	0	0
% "Exceeding" State Standards	0	0	0	0	0
Number of students tested	0	0	0	0	0

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 + 4	88	80	87	86	83
% "Exceeding" State Standards					
Level 4	9	12	21	31	17
Number of students tested	229	205	205	221	240
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	1	2	1	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 + 4	82	42	70	55	50
% "Exceeding" State Standards					
Level 4		8	10	9	0
Number of students tested	11	12	10	11	10
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 + 4	86	83		93	100
% "Exceeding" State Standards					
Level 4		25		14	12
Number of students tested	14	12	8	14	12
3. Students With Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 + 4	26	25	55	46	47
% "Exceeding" State Standards					
Level 4		0	10	0	0
Number of students tested	23	16		26	30
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 + 4	90	87			
% "Exceeding" State Standards					
Level 4	30	28			
Number of students tested	189	231			
Percent of total students tested	98	98			
Number of students alternatively assessed	3	4			
Percent of students alternatively assessed	2	2			
<b>SUBGROUP SCORES</b>					
1. Students With Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 + 4	54	19			
% "Exceeding" State Standards					
Level 4		0			
Number of students tested	11	21			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 + 4		69			
% "Exceeding" State Standards					
Level 4		28			
Number of students tested		16			
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3 + 4		100			
% "Exceeding" State Standards					
Level 4		67			
Number of students tested		12			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3 + 4	79	90			
% "Exceeding" State Standards					
Level 4	12	13			
Number of students tested	189	231			
Percent of total students tested	98	98			
Number of students alternatively assessed	3	4			
Percent of students alternatively assessed	2	2			
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard		50			
% "Exceeding" State Standards		0			
Number of students tested		16			
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard		83			
Levels 3 + 4		83			
% "Exceeding" State Standards		25			
Level 4		25			
Number of students tested		12			
3. Students With Disabilities					
% "Meeting" plus % "Exceeding" State Standard		10			
Levels 3 + 4	23	10			
% "Exceeding" State Standards		0			
Level 4		0			
Number of students tested	10	21			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					