

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

---

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

Name of Principal: Ms. Theresa Williams

Official School Name: Split Rock Elementary School

School Mailing Address:  
4151 Split Rock Rd  
Camillus, NY 13031-9716

County: Onondaga State School Code Number\*: 420101060006

Telephone: (315) 487-4656 Fax: (315) 487-5394

Web site/URL: www.westgenesee.org E-mail: twilliams@westgenesee.org

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Christopher Brown

District Name: West Genesee CSD Tel: (315) 487-4562

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Timothy Bates

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## 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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- |   |                     |
|---|---------------------|
| 4 | Elementary schools  |
| 2 | Middle schools      |
| 0 | Junior high schools |
| 1 | High schools        |
| 0 | Other               |
| 7 | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 13094

Average State Per Pupil Expenditure: 17330

### 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. 5 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	0	0	0	7	0	0	0
K	25	33	58	8	0	0	0
1	39	36	75	9	0	0	0
2	36	39	75	10	0	0	0
3	35	42	77	11	0	0	0
4	41	46	87	12	0	0	0
5	33	33	66	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							438

6. Racial/ethnic composition of the school:

<u>1</u>	% American Indian or Alaska Native
<u>1</u>	% Asian
<u>2</u>	% Black or African American
<u>2</u>	% Hispanic or Latino
<u>      </u>	% Native Hawaiian or Other Pacific Islander
<u>94</u>	% White
<u>      </u>	% Two or more races
<u>100</u>	% <b>Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is 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.	8
(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)].	14
(4)	Total number of students in the school as of October 1.	448
(5)	Total transferred students in row (3) divided by total students in row (4).	0.031
(6)	Amount in row (5) multiplied by 100.	3.125

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 6

Number of languages represented: 2

Specify languages:

Arabic, Malayalam (Indian dialect)

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

Total number students who qualify: 31

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 free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Thirty-one out of 380 students are eligible for free/reduced-price meals. Fifty-eight kindergarten students are half-day, therefore not considered for eligibility. Thirty-one out of 380 students represents 8% of the student population.

10. Students receiving special education services: 8 %

Total Number of Students Served: 35

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

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>20</u>	<u>1</u>
Special resource teachers/specialists	<u>7</u>	<u>11</u>
Paraprofessionals	<u>7</u>	<u>9</u>
Support staff	<u>8</u>	<u>6</u>
Total number	<u>43</u>	<u>27</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	96%	96%	93%	95%
Teacher turnover rate	7%	7%	3%	7%	10%

Please provide all explanations below.

In 2004-2005, five teachers were on long-term medical leaves.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

---

Split Rock shares the district's mission: "The mission of the West Genesee Central School District, in partnership with the community, is to ensure that each student attains the knowledge, skills and attitudes necessary, not only for lifelong learning, but also for becoming a cooperative, self-directed, productive, caring citizen."

Our practices emphasize strengths of individual learners and address the needs of each child with precise and deliberate action. These efforts have resulted in not only a proven track record of highly successful test scores, but also a nurturing environment where children can develop their full potential.

The Character Education Program at Split Rock focuses on ten attributes, for example, respect and responsibility. They are supported through discussion, class activities, and service projects. Attributes are put into practice through such projects as holiday donations ("The Giving Tree" and "Holiday Food Train") and sending supplies to troops in Iraq and victims of Hurricane Katrina and the Tsunami.

Split Rock maintains a bedrock of rich traditions that supports participation in diverse learning opportunities. Whenever possible, we involve our students in activities that cross all grade levels and encourage participation regardless of learner skill levels. Beginning each day with our live student-produced morning televised announcements allows us to credit student accomplishment in a variety of programs such as reading incentive participation, musical performances and science fair participation.

For the past four years, our school mascot, Oliver, a wooden doll and hero of the children's book, *The Journey of Oliver K. Woodman*, has literally traveled the world with our student companions visiting thirty-one states and three continents. Our students have actively followed Oliver's adventures, making geography a learning experience we have all shared without leaving the classroom.

Beyond tradition we invite everyone to bring innovation and new learning opportunities whenever possible. The *We the People Bookshelf* award (2005-6) and the *Picturing America* award (2007), both from the National Endowment for the Humanities, have encouraged our students to participate in cross-curricular learning activities in reading and the study of famous American art.

Parents play an integral role in the Split Rock community. For instance, the entire community - parents, staff and students - took part in building our handicapped accessible playground in the fall of 2002 with funds raised entirely by the PTO. On an annual basis, the PTO sponsors a science fair, character education projects, visiting author program, and book fairs. They participate as committee members on our Building Safety, Shared Decision Making and Character Education Committees and volunteer in our classrooms and library. Parent participation is so high in events such as our Open Houses that we have to run a shuttle bus from a local church to accommodate parking!

The support of Split Rock parents is an essential component in our ability to provide a strong education to our students. Likewise, the expertise of our staff is also an integral part of Split Rock's culture. This group of dedicated workers has been justly characterized as "overachievers" who consistently have their "noses to the grindstone." From our library aide who personally gets to know each student in our breakfast program to our technology support specialist who integrates technology into each classroom, our motto "We Celebrate Learning" is pervasive among our staff. New members are quickly brought up to speed through the support of mentors and cohesive grade level teams who share their knowledge to benefit students. Our staff parking lot is filled during the summer, before school and well beyond the school day. Their attitude reflects the belief that there is no such thing as "we can't" when it comes to servicing their students.

Attention to the individual student is clearly the tradition at Split Rock. Personal investment of time and talent from parents, staff and students maintains our success.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. Assessment Results:

New York State assessments measure student progress as defined by the New York State Learning Standards. The range of scaled scores is divided into four performance levels, indicating the students' performance in relation to the standards.

Level 1 – Not meeting the learning standards

Level 2 – Partially meeting the learning standards

Level 3 – Meeting the learning standards

Level 4 – Meeting the learning standards with distinction

Assessment information can be located on the New York State Education Department website at [www.emsc.nysed.gov/sar/](http://www.emsc.nysed.gov/sar/). Five years of ELA/Math scores are available for fourth grade. Third and fifth grades were not tested until 2005-2006.

In analyzing trends in test data from the NYS Math Assessments – three years for grades 3 and 5 and five years for grade 4 – consistency in results is notable. For instance, during these years the level of passing rate (Levels 3 and 4) for all three grades averages from 97% to 99%. The percent of advanced scores (Level 4) for this same group ranges from 45% to 50%, or close to half the students. Last year, 100% of the students in grades three through five passed the NYS Math Assessment, including all students in subgroups.

Of note, last year out of eighty-five fifth graders, including seven students with IEP's, not only did 100% pass the Math assessment, but 100% passed the NYS Social Studies assessment and 99% passed the NYS English Language Arts assessment.

Data analysis of the NYS English Language Arts Assessments, again looking at three years of grades 3 and 5 results and five years of grade 4, indicates an increase in the passing rate (Level 3 and 4) for grades 4 and 5. Overall, third graders have had an average passing rate of 85%; fourth graders 88%; and fifth graders 93%. Within the grade levels, fourth grade has shown a steady increase over a five-year period from 79% to 92%. Fifth grade over the past three years has shown a significant increase from 89% to 99% passing rate. Third grade has not shown a pattern in their results. After test analysis of all three grade levels, it was noted that some students tended to have difficulty in applying higher level reading strategies, such as inferring, when asked questions related to author's purpose or main idea. As a result, teachers are increasing student practice of these strategies.

The success of Split Rock's student scores on NYS ELA and Math assessments has been featured over the past few years in the Syracuse newspaper, *The Post Standard*. For instance, in May, 2005, Split Rock and another elementary school east of us were tied for the highest ELA passing rate, 94%, in Central New York. In October 2004, we were featured as tied with the highest achieving schools in Central New York, with a 98% passing rate in Math. Last June (2008) we received front-page coverage, with our 100% passing rate in all grades on the Math assessment.

Over recent years, our students also have been highly successful on the fourth grade NYS assessment in Science and the fifth grade NYS assessment in Social Studies. For the Science assessment, the consistent passing rate over the past five years has been 97% (Level 3 and 4), with advanced status (Level 4) averaging 72%. Similarly with Social Studies, the four-year average passing rate is 99% with advanced level averaging 73%. In 2005, 2007 and 2008, 100% of the fifth graders passed the Social Studies assessment.

It is important to note that our statistics hold true for our entire student population, including each student in a subgroup population. No child is left behind at Split Rock. In response to individual student's needs, the Split Rock faculty differentiates instruction to assure success for every student.



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

Each new school year, the principal, academic intervention and grade level teachers meet to determine which students are eligible for remedial services. Students who score a Level 1 or Level 2 (below proficiency level) on any state assessment in ELA, Math, Science or Social Studies require remedial services. Students in grades 1 or 2 who score below the 30th percentile nationally in reading comprehension or math on the Stanford Achievement Tests also are scheduled for small group remediation. Additional criteria for Academic Intervention Services (A.I.S.) may include teacher recommendation and classroom performance. Differentiated instruction through A.I.S. can range from least intensive (Tier I) to most intensive (Tier III).

Individual assessment data including test item analysis is provided to classroom teachers to diagnose either individual student needs or general trends. For instance, it was determined through analysis of the ELA reading comprehension sections for grades 3, 4 and 5 that students needed additional instruction and practice with inferring to determine author's main idea or purpose. The special education and A.I.S. staff also use individual student assessment data to plan instruction. Interventions vary by student and may include such targeted programs as Assured Readiness for Learning (ARL) or the Wilson Reading Program.

Quarterly meetings are held with the grade level teams (K,1,2), the district Literacy Lead teacher and the principal to analyze individual student Early Literacy data based on phonemic awareness, word reading, phonetic writing and reading in context. Analysis of the data may lead to adjustments in student instructional levels and indicate areas for professional workshops.

Either parents or teachers may request that a particular student be considered for academic intervention. A referral is completed by the classroom teacher indicating the student's strengths and needs, learning characteristics and assessment data. The Building Educational Support Team meets weekly to review student referrals and select targeted interventions which are measurable and documented. Interventions are further monitored, assessed and modified at periodic update meetings. Through this process, if interventions are not successful, students may be referred to the Special Education Team for a possible 504 or I.E.P.

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

Split Rock communicates information about student performance on a regular basis to students, parents and the community. New York State annually publishes a School Report Card with assessment data listed for individual schools within districts. This information is available on our district web site, summarized in the Syracuse newspaper, *The Post Standard*, and published in the monthly district publication, *The Communicator*. Individual student state assessment results are mailed to parents with an explanation of test scores.

In addition to this, the monthly Split Rock parent newsletter contains a letter from the principal periodically updating results. Annually at a PTO meeting, the principal discusses state assessments and school results. District results, by level and by building, are discussed annually both at Board of Education meetings and at the annual District Strategic Planning Meeting.

Four report cards go home yearly, including additional progress reports for students receiving remedial support. Special area teachers send home student progress reports twice annually.

At our fall Open House, parents of students in grades two and three receive reports of their children's results from the previous June's Stanford Achievement Tests in reading and math. Also in the fall, individual parent conferences are scheduled with teachers to discuss their child's progress. Throughout the school year, teachers communicate on a regular basis with parents through meetings, e-mails, telephone conversations, classroom newsletters, and student work sent home.

Parents are often invited in for meetings with the principal, classroom teacher and appropriate remedial and special education teachers as a follow-up to Building Educational Support Team (B.E.S.T.)/Special Education Team (S.E.T.) student reviews. Academic interventions are described to parents and their child's progress is discussed.

The entire Split Rock community has taken great pride in local news media coverage celebrating student academic successes. As an example, one of our outstanding third graders was featured last June on the cover of the *Syracuse Post Standard* as our school celebrated a 100% passing rate for Grade 3, 4 and 5 on the March state math assessments.

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

Sharing success has always been part of the culture at Split Rock. Split Rock teachers communicate their ideas with other colleagues on district committees such as Elementary Curriculum Council; Math, Science, Social Studies and Reading/Language Arts Committees; and various curriculum mapping committees. Additionally, action research projects and collegial circles sponsored by the Teaching Center have provided opportunities for district staff members to share common learning experiences and distribute the results of their work to benefit students as well as teachers.

Teachers have further shared their expertise by hosting student teachers from local universities and colleges, for example, Syracuse University, LeMoyne College and state colleges at Oswego and Cortland. Several members of our current staff did their student teaching at Split Rock, affording us the opportunity to hire some of the most promising new teachers.

Our students have participated in community outreach programs that extend far beyond the walls of our school. Both students and staff have actively donated their care, time and effort to people in need resulting in some phenomenal service learning projects. Most recently, in a commemorative event entitled *Join Hands Day*, the children made gift boxes with personal items for our troops in Iraq. Responding to needs, the children have gathered books and made bookmarks for a school in Mississippi devastated by Hurricane Katrina and provided personal items for the victims of the 2004 Tsunami.

When a project is successful, we share it with others. This year we are planning a school wide event, *No Child Left Indoors*. The educational goals will address the current crisis in childhood obesity and general lack of fitness among school children. This project will undoubtedly be shared publicly as would be our award of the Blue Ribbon status should we attain it. In this way, many benefit from what one has tried.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

Curricula at Split Rock are designed to maximize the academic and social development of each individual student. In this endeavor, both core subject and special area curricula are based on New York State Standards and identified district learner outcomes. Cross-curricular connections bring relevance to the students' understanding of their world.

In English Language Arts, standards focus on listening, speaking, reading and writing. The Early Literacy Program (K-2) tracks individual students according to benchmarks in phonemic awareness, word reading, phonetic writing and reading comprehension. A balanced literacy approach continues through fifth grade with differentiated instruction. For example, in leveled guided reading groups, students are exposed to a variety of genre including fiction, non-fiction and poetry. Writing instruction includes Writers' Workshop and for expository and narrative writing, the A.I.M. Literacy System (Assessment, Instruction and Management). The goal of the literacy program – to develop independent competence in reading, writing and oral communication – extends into every curricular area. For instance, expository writing techniques are used in communicating mathematical solutions and social studies document-based essays.

Mathematics employs direct instruction of facts and concepts, building a foundation of quantitative reasoning and problem solving skills. Students are challenged to not only demonstrate their computational skills, but also to effectively communicate their mathematical knowledge. The scope and sequence of Split Rock's math program is delineated in grade-level math curriculum maps. The use of "hands-on" activities to help students master concepts is emphasized.

In Social Studies, grade level curriculum maps focus on learning standards including World, American and New York history, economics, civics, citizenship and government. Incorporated throughout is emphasis on the value of diverse cultures and viewpoints, as well as the importance of students' own contributions as citizens with rights and responsibilities. Students frequently participate in cultural experiences. For example, second grade participates in a Cinco de Mayo celebration and fourth grade in Colonial Day reenactments. Fifth graders each research an historically famous individual and portray that figure at the school's annual Wax Museum.

The emphasis of our science curriculum is active science investigation. To that end, teachers employ science kits provided by the Onondaga Madison County B.O.C.E.S. unit. Each grade level, following its curriculum map, engages the students in hands-on experiences dealing with both the living environment and physical setting. As in other curricular areas, students apply scientific principles to their everyday lives. For instance, Split Rock's successful recycling program has been featured in our local Onondaga County Resource Recovery Agency's newsletter. Field trips reinforce classroom experiences, and guest speakers, such as a local news station meteorologist, bring real-life science to the students.

Students participate in a special area on a daily basis, including physical education, library, art and music. Our physical education program exposes students to a wide variety of skills and games, while continuing to improve gross motor skills. Rubrics are used to assess individual acquisition of skills, knowledge and attitudes. For instance, each student's level of cardiovascular fitness and flexibility is tracked. Also stressed is the importance of life-long fitness, sportsmanship and teamwork.

The West Genesee music program has been named among the 100 Best in America by the American Music Conference, and this program begins right at the kindergarten level. In addition to weekly general music instruction, third, fourth and fifth graders participate in weekly chorus sessions. Students may elect to learn a

string instrument starting in third grade or a band instrument in fourth grade. Highlighting students' musical talents are several concerts held throughout the year.

Art instruction is cross-curricular. Examples include second graders designing three-dimensional bats relating to science, and fourth graders building Native American longhouses relating to social studies. In the study of diverse cultures, students design projects celebrating various holidays such as Cinco de Mayo and Kwanzaa. Community projects have included art projects for a senior citizens' Valentine's Day Tea.

Perhaps the special area which most directly bridges cross-curricular topics is library. Students often use computer research to investigate and present topics, thereby extending classroom studies. For instance, the *We the People Bookshelf* award encouraged our students to participate in two reading incentive programs, based on themes of freedom and pursuit of happiness. In 2007, the *Picturing America* award enabled our students to participate in activities that spanned all grade levels as they identified pictorial representations of great American art and sculpture.

### **2a. (Elementary Schools) Reading:**

The K-2 Reading program is modeled after the Ohio State Reading Model, using a three block approach to teaching literacy. The three blocks consist of Language Word Study, Reading Workshop and Writing Workshop. Early Literacy instruction (K-2) also implements the ARL (Assured Readiness for Learning) approach with emerging readers. The students develop a language of instruction in this systematic, sequential program. Emphasis is placed on multi-sensory experiences leading to students' ability to organize their spatial world, develop phonemic awareness, sound/symbol correspondence and directionality. Rigby's *Literacy by Design* is used in grades 3-5. This program utilizes a common comprehension strategy to link whole class, small group, and independent reading. Kindergarten through fifth grade reading classes employ The Gradual Release of Responsibility Model. Explicit instruction is provided by the teacher in a modeled reading fashion. Shared reading asks students to join the teacher to practice the reading strategy modeled in the large group reading lesson. The next step in this approach is interactive reading, where students work together to practice and support each other on a common strategy. Small group strategic reading (guided reading) provides students with leveled text to practice their new strategy while receiving guidance/coaching from their teacher. Students are also provided with independent reading time to practice their reading strategies.

In addition, the A.I.M. Literacy System utilizes four structures (List, Narrative, Expository and Question) to aid in comprehension and writing. This system is modeled and practiced in all classrooms, K-5, providing consistency of language and expectations for students and teachers.

Key to the success of Split Rock's reading program is the fact that each student's progress is monitored individually from K through 5. Targeted interventions take place in the general classrooms and in remedial small group pull-out sessions.

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

Split Rock bases its math instruction, K-5, on the New York State Standards in Math, concentrating on the following strands: number sense and operations, algebra, geometry, measurement, statistics and probability, problem solving, reasoning and proof, communication, connections, and representation. Each grade level curriculum is delineated according to sequence, content, skills, assessments and resources/activities on our K-5 math curriculum maps. A variety of assessments are used to track individual student progress, ranging from Stanford Achievement Tests (grades one and two), New York State assessments (grades three through five), district unit tests, quarterly timed computation tests and classroom work and quizzes.

Key to the success of the math program at Split Rock is the multimodal approach to instruction including direct instruction leading to the development of sound computational skills, as well as mathematical reasoning

and problem solving skills. Ample opportunities exist for whole group instruction, small group remediation and individual practice, using a variety of resources including manipulatives, computer programs, and other materials from the Scott Foresman math series.

Teachers work closely with grade level colleagues, the academic intervention services math teacher, and special education teachers to plan daily lessons. In general, one hour per day is scheduled for math instruction in each classroom.

Individual students may be identified for remediation based on a combination of assessment scores and teacher recommendations. Our A.I.S. math teacher consults regularly with individual teachers, especially new teachers, to assist them with best instructional practices in math.

Consistent attention to individual student needs is essential to our program. For instance, a small group of students in a particular class may receive a targeted intervention for a few sessions on a particular math concept. Parent communication and home support are also key. Quarterly timed computation assessments and unit tests are sent home for review and practice.

#### **4. Instructional Methods:**

From enrichment to inclusive special education, each student at Split Rock is educated at his/her ability level in an effort to reach maximum potential. Since 1997, Split Rock has used a full inclusion model for students with special needs. The curriculum is modified to meet individual learning styles. Special education, general education teachers and therapists plan collaboratively to integrate every content area into the students' daily experiences.

This team approach is also utilized by our Building Educational Support Team/Special Education Team at weekly meetings. The team is composed of the principal, school psychologist, and special education, A.I.S. and general education teachers. They diagnose individual student strengths and weaknesses; design targeted, measurable interventions; and monitor and adjust for student progress.

Academic Intervention Services (A.I.S.) in reading, writing, and math are provided to students identified to be in need of additional support based on assessments and/or teacher recommendation. Depending on the level of intervention, students receive A.I.S. three to five times per week. As with the special education team, A.I.S. teachers regularly confer with the classroom teachers.

Within the classroom, teachers are committed to differentiating instruction during guided reading groups in kindergarten through fifth grade. This requires constant diagnosis and instructional design to meet individual needs. In the primary grades, part-time teaching assistants are utilized during the literacy block to support whole group, centers and independent work.

Split Rock also integrates an enrichment program titled "Apple Corps" for advanced students in grades 3 through 5. Students participate in projects, discussions, and field trips for the purpose of developing higher level thinking skills, creativity, confidence, and leadership skills. For instance, recently two fifth grade teams from Split Rock received awards in the "Build Em and Bust Em" bridge design at the Syracuse science museum, including awards for Best Bridge Design and Most Efficient.

Overall, the instructional methods employed at Split Rock provide educational experiences designed to challenge students at every ability level. Our methodologies are cross-curricular, differentiated and are woven into our character education program. These approaches encourage every student to continuously do his or her best, make good decisions, and be respectful and supportive of one another. The pervasiveness of this respect for each individual creates a safe, supportive learning environment.

## **5. Professional Development:**

Professional development at Split Rock is tied directly to curriculum and best practices for instruction. Ultimately, professional activities are focused directly on student achievement, with a high level of teacher participation.

Most recently, professional initiatives have included development of curriculum maps for K-5. Social studies, math and science maps were completed, and English language arts is soon to follow. Teachers in Grades 3-5 have participated in workshops focused on both our new reading program, Rigby's *Literacy by Design*, and A.I.M. (Assessment, Instruction and Management), a literacy program from Performance by Design. In grades K through 2, teachers have concentrated professional development in the district's Early Literacy Program, including a writing program with elements from Lucy Calkin's *Units of Study* and *6 + 1 Traits of Writing*.

Our district has a comprehensive one-year mentoring program for new teachers. Included are opportunities for planning time with mentors, peer coaching, and workshops with district mentor/mentee pairs.

We are fortunate to participate in the West Genesee/Syracuse University Teaching Center. Through the Teaching Center, teachers have engaged in action research and collegial circles and taken courses on a variety of topics, for instance, in technology and interventions for at-risk students.

Split Rock teachers have taken advantage of the opportunity to apply for grants through the Teaching Center to host guest speakers on topics chosen by the staff. These teacher-initiated focus areas have included designing targeted interventions for student learning and best instructional practices for teaching students with behavioral and/or learning disabilities. Voluntary attendance at these afterschool workshops is high.

Also key to professional development is goal-setting which tenured teachers take part in on an annual basis. Teachers, working independently or on grade-level teams, choose goals closely tied to their curriculum and instruction. For instance, this year our special education team's goal is focused on developing effective Response to Intervention procedures to benefit both special and general education students.

## **6. School Leadership:**

The leadership structure at Split Rock is designed to ensure that effective programs, policies and instruction support student achievement. The principal, in her role as leader of Split Rock, directs and facilitates communication with other district administrators, the Split Rock staff, students, parents, and the community at-large.

Split Rock's principal participates in monthly planning sessions with district administrators and the elementary principal team. Through this participation, she brings to Split Rock current educational trends and best practices.

At the building level, she facilitates weekly Building Educational Support Team/Special Education Team meetings, with the purpose of individualizing targeted interventions and instruction for specific students. Also, she meets three times annually with teachers working on goal setting directed towards improved curriculum and instruction.

On a monthly basis, she facilitates Principal Liaison Committee meetings to discuss building issues that directly impact staff and student success. Working collaboratively, the issues are discussed and resolutions adopted. The principal also leads monthly general staff meetings dealing with a variety of academic and school-related topics.

As principal, she coordinates the administration of all assessments. Each district elementary principal takes the lead in the scoring of state assessments, with Split Rock's principal facilitating math and science scoring. On the district level, she is the elementary science coordinator and in this role, she facilitated the development of the K-5 science curriculum maps.

The principal maintains parent communication through a monthly newsletter, monthly PTO meetings and frequent one-on-one meetings. She also participates in all school events. On the general community level, Split Rock's principal coordinates the District Respect and Responsibility Committee and the District Safety Plan Committee.

Staff members play a strong leadership role in the building through their participation in building level and district curriculum committees. Within the building, teachers participate on Principal's Liaison Committee, B.E.S.T./S.E.T. Committee, and the Shared Decision Making Committee which provides service learning opportunities for our students.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: New York State Mathematics

Edition/Publication Year: 2003-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
% 'Meeting' plus %'Exceeding' State Standards Level 3 & 4	100	98	98		
%'Exceeding' State Standards Level 4	42	54	38		
Number of students tested	81	63	80		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not assess third graders in mathematics until 2005-2006, therefore, only three years of data are available.



Subject: Reading

Grade: 3 Test: New York State English Language Arts

Edition/Publication Year: 2003-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
<b>SCHOOL SCORES</b>					
% 'Meeting' plus % 'Exceeding' State Standards Level 3 & 4	82	88	84		
'Exceeding' State Standards Level 4	20	11	13		
Number of students tested	81	64	80		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not assess third graders in ELA until 2005-2006, therefore, only three years of data are available.

Subject: Mathematics

Grade: 4 Test: New York State Mathematics

Edition/Publication Year: 2003-2008 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	May	Mar	May	May
<b>SCHOOL SCORES</b>					
% 'Meeting' plus % 'Exceeding' State Standards Level 3 & 4	100	98	95	98	98
% 'Exceeding' State Standards Level 4	52	48	39	62	50
Number of students tested	65	85	91	91	93
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: New York State English Language Arts

Edition/Publication Year: 2003-2008 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Feb
<b>SCHOOL SCORES</b>					
%'Meeting' plus %'Exceeding' State Standards Level 3 & 4	92	88	85	94	79
%'Exceeding' State Standards Level 4	12	15	18	44	27
Number of students tested	65	85	91	90	92
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: New York State Mathematics

Edition/Publication Year: 2003-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
% 'Meeting' plus % 'Exceeding' State Standards Level 3 & 4	100	97	95		
% 'Exceeding' State Standards Level 4	57	44	49		
Number of students tested	86	95	96		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not assess fifth graders in mathematics until 2005-2006, therefore, only three years of data are available.

Subject: Reading

Grade: 5 Test: New York State English Language Arts

Edition/Publication Year: 2003-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
<b>SCHOOL SCORES</b>					
% 'Meeting plus % 'Exceeding' State Standards Level 3 & 4	99	90	90		
% 'Exceeding' State Standards Level 4	12	20	22		
Number of students tested	86	95	95		
Percent of total students tested	100	100	99		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New York State did not assess fifth graders in ELA until 2005-2006, therefore, only three years of data are available.