

OGDENSBURG CITY SCHOOL DISTRICT  
OGDENSBURG, NEW YORK

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SUBJECT: KENNEDY & MADILL ELEMENTARY SCHOOLS 2015-2016 END-OF-YEAR/SITE BASE TEAM ANNUAL REPORTS

DATE: August 22, 2016

REASON FOR BOARD CONSIDERATION:

To keep the Commissioners informed of the programs being presented in Elementary Schools.

FACTS AND ANALYSIS:

Paula Scott, Madill School Principal, Jacquelyn Kelly, UPK-2 Principal, Kennedy School and Susan Jacobs, Grades 3-6 Kennedy School Principal, and are present this evening to discuss the 2015-2016 End-of-Year Reports for the Ogdensburg Elementary Schools.

RECOMMENDED ACTION:

No action necessary, information only.

APPROVED FOR PRESENTATION TO THE BOARD:

  
Superintendent

TMV/alf  
Attachment



**OGDENSBURG CITY SCHOOL DISTRICT  
JOHN F. KENNEDY ELEMENTARY SCHOOL**

2015-16 End-of-Year Report  
to  
The Board of Education  
August 22, 2016

# John F. Kennedy Elementary School

## OUR MISSION

John F. Kennedy Elementary school is located in a rural area on the United States border with Canada. Our mission is to provide a school environment that is safe, nurturing, and culturally enriched. All students, as individuals and members of a group, will be inspired to participate in planned educational experiences with the expectation that they will become effective communicators, complex thinkers, and productive workers.

"Excellence is a habit,  
not an act. It takes pride  
and perseverance."

## OUR VISION

- Students, parents, school personnel, and community members will share the responsibility for our children's education.
- Individual differences will be recognized and respected.
- Positive self-esteem is always necessary for students to demonstrate respect, self-reliance, confidence, discipline and tolerance.
- School will be a place where everyone feels safe and secure at all times.
- Firm, fair, and consistently applied discipline will promote an orderly and structured learning environment.
- The learning environment will cultivate self direction, cooperation, creativity, individuality, critical thinking, and the desire for lifelong learning.
- Literacy, numeracy, thinking, and strong communication skills are essentials of academic competence.
- All students are capable of learning and will experience opportunities to achieve academic success to practice civic values and to become productive community members.

# **OGDENSBURG CITY SCHOOL DISTRICT**

## **John F. Kennedy Elementary School**

2015-16 End-of-Year Report  
to  
The Board of Education  
August 22, 2016

### **Parent Teacher Organization Support**

The John F. Kennedy PTO has enjoyed a successful year with fundraisers through student and family support. It is with pleasure that the PTO is able to provide many educational field trips, reading incentive program awards and activities for the students. In June, each class ventured in various directions for their class trip as well as enjoying the Field Day and picnic. Additionally, the PTO sponsored a staff appreciation luncheon for all members of the Kennedy faculty and staff. This is a small thank you to show gratitude for the dedicated faculty and staff at JFK. The PTO is dedicated to the students, staff and families at John F. Kennedy.

### **Site Based and PTO Family and Community Involvement Activities and Events**

- Back-to-School Information Sessions
- The Great Pumpkin Read-In Family Night
- Masquerade Bowling
- Scholastic Book Fair
- The Elks Club Dictionary Project for 3<sup>rd</sup> Graders
- Fire Safety presentations
- Food Drive for the Neighborhood Center sponsored by Student Council
- Halloween Parade led by JFK musicians
- Family Skate event at the Lockwood Arena
- Parent-Teacher Conferences
- Veterans Day Recognition Ceremony
- Grade Level Holiday Programs
- Grades 5 and 6 Madill and Kennedy Holiday program
- PJ's for Christmas pajama day sponsored by Student Council
- Sleigh Rides for families and Cookies with Santa Family Evening
- Family Spaghetti Dinner
- Odyssey of the Mind Competition; Regionals and States for a Kennedy Team

- Art to Remember student projects
- Family Bingo Night
- DARE Graduation
- Ogdensburg Command Performances for UPK-Grade 6
- School Spirit Week sponsored by the Student Council
- Read Across America Week celebrating Dr. Seuss's birthday
- Valentine's Day Dance for Grades Jr. K - 2
- Test Pep Rally and Parade
- Grades 3-6 Band and Chorus Spring Concerts
- Fall and Spring Social for Grades 3-6
- Hat Day for JDRF and Ryan's Wish
- PTO sponsored Field Day and School Picnic
- Grade 6 Graduation
- UPK celebrations
- Character Education and Academic Award Assemblies
  - First in Math achievements
  - Accelerated Reader achievements
  - Academic/Character Education Recognition
  - Bucket fillers assisted by PBIS coaches Judy Fredericks and Kelly Irvine with the assistance of Chris Hammond, PBIS committee member

## **First in Math**

First in Math is an online math program purchased by the school district geared towards students in Grades 1-8. The program enables all levels of learners to improve their basic math skills and learn new math knowledge. The students work on basic facts as well as multi-step, multi-variable algebra. The students' motivation and attitude toward math has increased. They are anxious to share their present achievement in the program with their teachers and classmates. There are 554 registered students at Kennedy currently motivated by the program.

It is terrific to walk into Grades 1, 2, or 3 to hand out a certificate for reaching a certain number of sticker points and have the students be excited and ready to start the challenge for the next level. We had a third grade class reach over 50,000 points and a second grade class reach over 40,000 points. This is a major accomplishment for the students in both of these classes.

This school year Kennedy students have earned 531,305 sticker points and solved 1,593,915 math problems. Altogether the students worked for 4,428 hours using this online program. The students' efforts placed Kennedy School 9th out of 61 in New York State.

Individuals are recognized as they reach various levels and this year's totals include:

500 Points ~ 291 students  
1000 Points ~ 176 students  
2000 Points ~ 67 students  
3000 Points ~ 34 students  
4000 Points ~ 8 students  
5000 Points ~ 2 students

4 students reached over 6,000 points  
1 student reached 7,000  
1 student reached 8,000  
1 student reached 10,000  
Finally, 1 of our third graders reached over 11,000 points.

We are extremely proud of our students' efforts and their accomplishments with First in Math.

## **John F. Kennedy Space Center**

### ***Parents, Teachers, and Students working together to foster a life-long love of literacy and learning***

The Boomerang reading incentive program encourages parents and students to read together for 15 minutes each night. Another component of this year's reading program is Accelerated Reader for Grades 1-6. Kennedy School has online access to short quizzes to check the students' comprehension of a story. All students will be encouraged to take the Accelerated Reader quizzes in the library, computer lab or classroom, and earn points to reach one of the four possible levels.

#### **Program Goals**

- Improve reading and all related skill areas; become proficient in academic environments
- Instill the love of reading in our students; fluent, enthusiastic readers
- Empower our students as competent readers and life-long learners
- Enhance parent/community involvement in raising productive, literate young adults

Students are recognized as they attain a certain number of Accelerated Reader points and reach certain levels on their space mission.

	<b>Mercury</b>	<b>Venus</b>	<b>Earth</b>	<b>Mars</b>	<b>Jupiter</b>	<b>Saturn</b>	<b>Uranus</b>	<b>Neptune</b>
<b>Grade 1</b>	52	41	28	19	12	10	7	6
Levels above Neptune	6	4	4	4	4	4	3	2
	2	2	2	2	2	1	1	1
	1	1						
<b>Grade 2</b>	64	53	32	21	9	7	6	5
Levels above Neptune	3	3	1	1				
<b>Grade 3</b>	63	45	29	15	10	3		
<b>Grade 4</b>	31	7	3	1	1	1	1	1
Levels above Neptune	1	1	1	1	1	1		
<b>Grade 5</b>	27	16	6	1	1	1	1	1
<b>Grade 6</b>	18	8	5	2	2	2	2	2
Levels above Neptune	1	1	1					
<b>School wide total</b>	255	170	103	59	26	24	17	15
Levels above Neptune	11	7	7	5	5	5	4	2
Levels above Neptune	2	2	2	2	2	1	1	1
Levels above Neptune	1	1						

The following is a list of the points needed for each level and you will also find (above) the number of students by grade that have reached these levels.

Grade 1 - 5 points per level

Grade 2 – 10 points per level

Grade 3 – 15 points per level

Grade 4 – 20 points per level

Grade 5 & 6 – 30 points per level



# Kiwanis K-Kids Club of Ogdensburg

Kiwanis K-Kids is a worldwide service organization for Elementary School students. It is not sponsored by the school district, but by a local Kiwanis Club (the Kiwanis Club of Ogdensburg) who sponsors similar organizations, such as the Ogdensburg Free Academy Key Club for High School students and the Ogdensburg Free Academy Builders Club for Middle School students.

## K-Kids Pledge

As a K-Kid,  
I promise to serve my  
neighborhood and school;  
  
I will show respect towards my  
environment;  
  
And I will try to make the world a  
better place in which to live.

## Frequently Asked Questions

**Q:** Who can join?

**A:** Any John F. Kennedy Elementary School student in Grade One or Grade Two or any After School Program student (regardless of grade) at Madill. Meetings will be held monthly at both Kennedy and Madill. Middle and High School students cannot join K-Kids, but are encouraged to join either Builders Club or Key Club.

**Q:** How much does it cost?

**A:** K-Kids membership is completely free.

**Q:** When is the first meeting?

**A:** Thursday, November 3<sup>rd</sup>, from 2:50 – 3:30 p.m. at Kennedy and Friday, November 4<sup>th</sup> at Madill. Parents do not have to attend, but should arrange transportation for their child after the meeting.

## K-Kids Mission

Kiwanis K-Kids is an international student-led organization providing members with opportunities to perform service, build character and develop leadership.

## Kiwanis K-Kids Core Values

**Character building:** The ability to do the right thing, even when it might be the unpopular choice

**Leadership:** The ability to listen, communicate, serve and guide others

**Inclusiveness:** Accepting and welcoming differences in other people

**Caring:** The act of being concerned about or interested in other people or situations

## How will K-Kids benefit your child?

In addition to immersing the core values of K-Kids (left) into your child's daily life, it will expose them to a position of student leadership at an early age. It will also teach them the importance of helping others and becoming a dedicated member of their community.

## Kiwanis K-Kids Advisors:

Mrs. Jacquelyn L. Kelly, Faculty Advisor  
Mrs. Martha Valley, Kiwanis Advisor





# **Kiwanis K-Kids Club of Ogdensburg**

## **Community Service Activities**

### **2015 – 2016**



#### **November 2015**

The students created posters to promote Kennedy's and Madill's food drive for the Ogdensburg Neighborhood Center.

#### **December 2015**

Holiday decorations were created by the K-Kids for the residents of local nursing homes.

#### **January 2016**

The Treats for the Troops drive began. The K-Kids collaborated with the OFA Builders Club on this service project and created posters to promote the event.

#### **February 2016**

The Treats for the Troops drive continued. The students collected supplies and posed for photos with OFA Builders Club members. They also made Valentine cards.

#### **March 2016**

The K-Kids wrapped up the Treats for the Troops drive, and made thank you cards for people who donated their time, money, or baby supplies to the OFA Builders Club Baby Shower.

#### **April 2016**

The students made thank you cards for the local Kiwanis Club of Ogdensburg for their continued support.

# **John F. Kennedy Elementary School**

## *Primary Assessments*

### **PALS**

#### *Universal Pre-Kindergarten – Grade 2*

The Phonological Awareness Literacy Screening or PALS is administered to students in Universal Pre-Kindergarten through Grade 2. In Universal Pre-Kindergarten, Junior Kindergarten, and Kindergarten, the assessment measures a child's knowledge of several foundational literacy skills such as: rhyme awareness, beginning sound awareness, alphabet recognition, letter sound knowledge, and word awareness and identification. In Grades 1 and 2, the assessment measures word knowledge and oral reading skills.

This assessment, along with the Developmental Reading Assessment (DRA), allows teachers to match literacy instruction to individual literacy needs. It also helps to identify children who are behind in their acquisition of fundamental literacy skills.

Students' scores on specific tasks are compared to a benchmark that represents minimum expectations for fall and spring. If a student's score is below the benchmark, that student may receive small group (Academic Intervention Services) reading instruction in addition to the regular classroom literacy instruction.

### **DRA 2**

#### *Kindergarten – Grade 6*

The Developmental Reading Assessment 2 (DRA 2) is a standardized reading assessment used to determine a student's instructional reading level. The DRA is administered individually to students by classroom teachers. This assessment allows a teacher to observe, record, and evaluate a student's oral reading fluency and comprehension skills. As a result, teachers can then match their instruction to each student's needs.

# John F. Kennedy Elementary School

## STAR Report- 2015-16

### STAR Reading

Grade Level	Average Growth Percentage
2	NA
3	52
4	47
5	53
6	44

### STAR Math

Grade Level	Average Growth Percentage
2	46
3	44
4	40
5	33
6	47

- A Student Growth Percentile (SGP) compares the average student growth to that of his or her academic peers nationwide.
- A Student is considered to be making adequate growth with an SGP of 40.

### Grade 4 Elementary New York State Science Assessment John F. Kennedy 2015-16

Performance Level	# of students	Percent
1	0	0
2	4	4.4
3	12	13.3
4	74	82.2

Total tested:90

0 students refused

**The New York State Assessment Results for ELA and Math Grades 3-6 are not yet available.**

***When the results are available they will be presented to the Board of Education.***



# John F. Kennedy Elementary School

## Goals for 2016-17:

- Provide multiple family and community involvement opportunities for Kennedy Families and students
- Continue marking period rewards identifying successes in all areas for students in Grades 3-6
- Continue character education assemblies for children in Junior K-Grade 2
- Continue to promote a positive approach to expected behaviors as the district wide implementation of PBIS (Positive Behavioral Interventions and Supports)
- Continue to foster the Dignity for All Students Act (DASA) through the character education program, Arts in Education, and social and emotional development provided by school counselors
- Use the *Bucketfiller* recognition as a reward for doing it right
- Collaborate with the Backpack Coalition to continue the weekend snack program for both elementary schools





**OGDENSBURG CITY SCHOOL DISTRICT  
DR. GRANT C. MADILL ELEMENTARY  
SCHOOL**

**2015-16 End-of-the-Year Report**

**To**

**The Board of Education**

**August 22, 2016**



# Grant C. Madill Elementary School

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**2015-16 End-of-Year Report  
TO  
THE BOARD OF EDUCATION  
August 22, 2016**

- Fundraisers were a focus, with the money being used to help defray the cost of fieldtrips. The monies pay for bussing which ordinarily would be an added expense for parents. Fundraising this year included: Green Gravy Dinner, Fall/Spring Book Fairs, Yankee Candle, Art to Remember, Bears 2 Build, Madill Car Wash, Otis Spunkmeyer Cookie Dough, The Great American Opportunity Fundraiser, and The School Mall.
- Community Service Projects focused students on giving back to the community. Sharing and giving to those less fortunate helps to instill empathy in our students, a trait which will serve them well later in life. This years' service projects included: Community "Thanksgiving Dinner" Project, JDRF – Juvenile Diabetes, St. Jude's Bike-A-Thon, PJ's for Xmas, "Coins" for the Boys & Girls Club, Food Drive for the Neighborhood Center, SPCA, Treats for the Troops, Autism Walk, and Boots on the Ground.
- Arts in Education provided students with a character education assembly focusing on bullying titled "Bully Schmully." Bully Schmully presented a powerfully effective approach to the subject of bullying and taking personal responsibility for your actions and reactions. This program focused on helping children who are being picked on or made fun of by giving them the tools they can use to respond to situations of criticism and mockery with tact and humor. The program provided a framework for improving interpersonal relationships and self-worth.
- Our PTO sponsored many school initiatives designed to enhance and enrich the lives of our students. The initiatives included: supplying necessary supplies for Grandparent's Days, donating funds to the Health Office to assist the school nurse in providing clothing for students, providing funds for the Bouncy Houses for Madill's Fun Day, and all travel expenses for student field trips. Our PTO continued the Senior Scholarships this year, providing a \$200 scholarship to a senior boy and girl who attended Madill School. This year's winners were Matthew Sholette and Madison Bresett. PTO not only provided funding for our students, they also provided the volunteers that were needed to help make our extra-curricular activities a success. The fall and spring Book Fairs are run by parent volunteers as well as our Spring Fling for 4-6<sup>th</sup> graders. Without their help we would not be able to provide our students with the activities that make the elementary school years in a child's life so memorable. We greatly appreciate their continued help and support. This year Madill PTO sponsored a "Green Gravy Dinner" that was held in September. The success of this dinner was due mainly to the support from our families, faculty, and staff. Our dinner was so successful, that we were able to substantially cut down on the number of fundraisers held during the year, thereby, giving our families a break.

- Student Council is comprised of students in grades 4-6. An election is held in the fall for officers and the Student Council holds several fundraisers throughout the year to help local agencies. These included: a Food Drive for the Neighborhood Center, collection for PJ's 4 X-Mas, organization of a Red & White Dance to help support PBIS and the SPCA. They also helped to collect donations from our homerooms for Treats for Troops. In addition, Student Council planned and assisted with our Madill Spirit Week, assisted with awards at all Madill STAR assemblies, volunteered their time to support our Madill Car Wash, and worked stations at our Fun Day at the end of the year.
- **First in Math:** This was another successful year for First in Math at Madill. Our students take an active part in this program. The number of students participating at Madill is 275 with an average of 116,695 problems solved, and an average of 41,462 points per class. Each week, the class earning the most points is announced and the student that has scored the most points in a week's time is also recognized. The winning classroom gets a "gold" trophy and a sign to hang on the door for a week. Students in grade 1 through grade 6 participate. For the second year in a row, I proudly say:  
**MADILL WAS RANKED 4<sup>th</sup> IN THE STATE OUT OF THE TOP 100 SCHOOLS IN THE STATE!!**
- **Student Safety:** The safety of our students is most important, and throughout the year we hold various drills to ensure safety readiness. Fire drills are held in the fall (8) and in the spring (4), making sure students know routines in case of an actual emergency. In addition, an Evacuation Drill was held and all students evacuated to Washington School in a safe and orderly manner. An Intruder Drill was held that simulated a lock down situation. For the first time, the City Police Department took part, walking around, checking rooms and giving suggestions for further drills. Our "Panic Button" was also utilized. This puts us in immediate contact with the police department. This was good practice, as there was a problem with accessing the department with the Panic Button, but the problem was quickly solved and the drill was concluded successfully.
- **Reading Counts at Madill (Accelerated Reader):** Students are given the challenge of reading at least 15 minutes a night for 12 nights each month or they can earn a certain number of points by accessing Accelerated Reader quizzes. The number of points depends on their grade level. 1<sup>st</sup>/2<sup>nd</sup> graders have to have 3 pts (equivalent to 6 quizzes), 3<sup>rd</sup>/4<sup>th</sup> graders have to have 4 pts, and 5<sup>th</sup>/6<sup>th</sup> graders have to have 5 pts (the higher grades have chapter books and those quizzes are about 2.5 pts each which is equivalent to 2 chapter books.) Some of the rewards for meeting goals that the students were treated to were; coupons for the Book Fair, Holiday Craft activities, a pizza party, a "Shamrock Smoothie" Party, and a Fun Day Picnic. Students who consistently participated each month also received a ticket to Six Flags in Lake George. Madill had 217 students participating in the program with our 6<sup>th</sup> grade having 100% participation.
- **Kiwanis K-Kids:** This service club began this year in our Madill After School Program under the supervision of Mrs. Jackie Kelly. Meetings were held once a month from 3:00 – 4:00. Service projects included –
  - November** – creating posters for the Neighborhood Center Food Drive
  - December** – making holiday decorations for residents of local nursing homes
  - January** – creating posters for "Treats for Troops"
  - February** – collecting "Treats for Troops" and also making Valentine Cards
  - March** – wrap up "Treats for Troops" and thank you notes for Builders' Club Baby Shower
  - April** – making thank you notes for Kiwanis

- **Community Service Recognition:** The Ogdensburg Boys & Girls Club presented Madill Elementary School with the "Peg LaVigne Award" for making a positive difference in the lives of the youth that utilize the Boys & Girls Club. Members of the Madill School staff help to organize students that ride the van to get them safely to the club for afterschool activities. Our numbers have grown and we now have over 80 students who take part in the Boys & Girls Club after school. The number of students make it necessary for up to five separate trips for both vans from the club.

## **II. Parental Involvement Activities:**

Back to School Night – September  
 Green Gravy Dinner-September  
 "It's the Great Pumpkin" –October  
 Goodies for Grandparents-October  
 "Terrific Turkeys" – November  
 Family Holiday Happening – December  
 Holiday Concert – December  
 Snowman Contest-January  
 Build-A-Book Night-January  
 Bears 2 Build Night - February  
 DARE Graduation – March  
 Spring Play - March  
 "Eggcellent Egg" Contest-April  
 Spring Concert – April  
 Spring Fling-May  
 Family Swim - May  
 Madill Picnic/Fun Day – June  
 Madill Car Wash - June  
 Grade 6 Graduation-June  
 Monthly Site Based/PTO Meetings  
 STAR Assemblies (Each Marking Period)  
 Book Fairs (Fall/Spring)  
 Parent-Teacher Conferences (Fall/Spring)

## **III. Student Service Centered Learning Projects**

Community "Thanksgiving Dinner" Project  
 JDRF Walk-a-Thon  
 Campbell's Soup Labels  
 Box Tops for Education  
 Tools for Schools  
 St. Jude's Bike-A-Thon  
 Treats for the Troops  
 PJs for Xmas  
 Boots on the Ground  
 Boys & Girls Club  
 Autism Walk

## **IV. Student Enrichment Activities**

The Elks Club Dictionary Project for all 3<sup>rd</sup> Graders

OCP Productions –

*"Mistatim"* - Grades 4-6

*"Curious George: The Golden Meatball"* - Jr. K-3

*"Lilly's Crossing"* - Grades 4-6

*"Alexander Who's, Not, Not, Not, Not, Not Going to Move"* - Grades UPK - 3

Operation Safe Child

Read Across America

Earth Day Recognition

Picture Day

Fire Safety Assemblies

Bicycle Safety Assembly

Field Trips

Arts in Education – "Bully Schmully"

Star Assemblies

First in Math Awards

Reading Counts

Accelerated Reader

PBIS incentives

Snowflake Social

DARE

Spring Fling

PBIS Picnic

PBIS Holiday Tree

Madill Fun Day-Sponsored by PTO

OFA Jazz Rock Ensemble Program

Art-to-Remember

Spring Play

Spirit Week

Team Bucket Challenge



# **PALS**

## ***Universal Pre-Kindergarten – Grade 2***

The Phonological Awareness Literacy Screening or PALS is administered to students in Universal Pre-Kindergarten through Grade 2. In Universal Pre-Kindergarten, Junior Kindergarten, and Kindergarten, the assessment measures a child's knowledge of several foundational literacy skills such as: rhyme awareness, beginning sound awareness, alphabet recognition, letter sound knowledge, and word awareness and identification. In Grades 1 and 2, the assessment measures word knowledge and oral reading skills.

This assessment, along with the Developmental Reading Assessment (DRA), allows teachers to match literacy instruction to individual literacy needs. It also helps to identify children who are behind in their acquisition of fundamental literacy skills.

Students' scores on specific tasks are compared to a benchmark that represents minimum expectations for fall and spring. If a student's score is below the benchmark, that student may receive small group (Academic Intervention Services) reading instruction in addition to the regular classroom literacy instruction.

# **DRA**

## ***Kindergarten – Grade 2***

The Developmental Reading Assessment (DRA) is a standardized reading assessment used to determine a student's instructional reading level. The DRA is administered individually to students by classroom teachers. This assessment allows a teacher to observe, record, and evaluate a student's oral reading fluency and comprehension skills. As a result, teachers can then match their instruction to each student's needs.

*Grade 4  
Elementary Level Science Test  
Grant C. Madill 2015-2016*

Performance Level	# of students	Percent
1	1	2%
2	0	0%
3	16	38%
4	25	60%

Total tested: 42

*Grant C. Madill 2015-2016*

*STAR Reading*

Grade Level	Average Growth Percentage
2	46
3	60
4	62
5	53
6	57

*STAR MATH*

Grade Level	Average Growth Percentage
2	55
3	50
4	61
5	49
6	70

- A Student Growth Percentile (SGP) compares the average student growth to that of his or her academic peers nationwide.
- A Student is considered to be making adequate growth with an SGP of 40.

The New York State Assessment results for ELA and Math grades 3-6 are not yet available.  
When the results are available, they will be presented to the Board of Education.



**Goals for 2016-17:**

- Continue Star Assemblies for all grades providing students with recognition for achievements in reading, math, social studies, science, citizenship and behavior
- Continue fundraisers
- Continue searching and providing parental/community involvement opportunities for Madill families
- Continue PBIS (Positive Behavioral Intervention and Supports) focus to promote positive behavior for all students
- Continue to foster DASA (Dignity For All Students Act) by providing students with character education, Arts in Education, and monthly focus on PBIS, "THE YIPS" to promote tolerance and empathy towards others.

T – Thank you

H – Hello or Hi

E – Excuse me

Y – You're welcome

I – I'm sorry

P – Please

S - Smile

- Continue Bucket Filling Program, (weekly recognition) thereby encouraging positive behavior in all students by helping them to understand the effects of their actions toward others.
- Continue adding seasonal family involvement activities that can be done at home
- Collaborate with the Snack Pack Coalition to continue the weekend snack program for both elementary schools



*Look to the future.....*

*Presenting OFA's Graduating Class of 2022 !!*

# PALS ASSESSMENT RESULTS

## UPK

### 2015-2016

Emergent Literacy Fundamentals	Fall Testing	Spring Testing
<b>Name Writing (Spring Developmental Range: 5-7)</b>		
AM UPK (36 Students)	9 (25%)	31 (86%)
PM UPK (36 Students)	8 (22%)	25 (69%)
<b>Upper Case Recognition (Spr. Developmental Range: 12-21)</b>		
AM UPK (36 Students)	9 (25%)	19 (53%)
PM UPK (36 Students)	9 (25%)	22 (61%)
<b>Lower Case Recognition (Spr. Developmental Range: 9-17)</b>		
AM UPK (36 Students)	6 (17%)	16 (44%)
PM UPK (36 Students)	7 (19%)	15 (42%)
<b>Letter Sounds (Spring Developmental Range: 4-8)</b>		
AM UPK (36 Students)	5 (14%)	12 (33%)
PM UPK (36 Students)	3 (8%)	14 (39%)
<b>Beginning Sound Awareness (Spring Developmental Range: 5-8)</b>		
AM UPK (36 Students)	4 (11%)	22 (61%)
PM UPK (36 Students)	4 (11%)	24 (67%)
<b>Print and Word Awareness (Spring Developmental Range: 7-9)</b>		
AM UPK (36 Students)	6 (17%)	23 (64%)
PM UPK (36 Students)	5 (14%)	22 (61%)
<b>Rhyme Awareness (Spring Developmental Range: 5-7)</b>		
AM UPK (36 Students)	11 (31%)	33 (92%)
PM UPK (36 Students)	7 (19%)	28 (78%)
<b>Nursery Rhyme Awareness (Spring Developmental Range: 6-10)</b>		
AM UPK (36 Students)	16 (44%)	31 (86%)
PM UPK (36 Students)	14 (39%)	35 (97%)

The PALS (Phonological Awareness Literacy Screening) is a measure of young children's knowledge of important emergent literacy fundamentals including the sections above. PALS provides a straightforward means of evaluating a child's emerging knowledge in these literacy areas and suggests proactive emergent literacy instruction that will help them learn more about the essential elements crucial for literacy success.

☐ Yes☒ No

20

Indicate the tool(s) you use to monitor children's progress in social and emotional skills. In addition, using the criteria established by the developers of the assessment that you used to measure social and emotional skills, what improvement did the majority of students show?

**Social and Emotional Assessment Tools****Outcome Summary**

Brigance Inventory of Early Development	Please Select ▼
Creative Curriculum/Teaching	Please Select ▼
Strategies GOLD Developmental Continuum	Please Select ▼
HighScope Child Observation Record	Please Select ▼
mCLASS: CIRCLE	Please Select ▼
Devereux Early Childhood Assessment	Significant Improvement ▼
Work Sampling System	Please Select ▼
Battelle Developmental Inventory	Please Select ▼

21

Does the district use another tool to monitor children's progress in social and emotional skills? \*

☐ Yes☒ No

**Cognitive Assessment Tools**☐**Outcome Summary**

Strategies GOLD Developmental Continuum	Please Select ▼
HighScope Child Observation Record	Please Select ▼
mCLASS: CIRCLE	Please Select ▼
Peabody Picture Vocabulary Test	Please Select ▼
Phonological Awareness Literacy Screening	Significant Improvement ▼
STAR Early Literacy	Please Select ▼
Work Sampling System	Please Select ▼
Battelle Developmental Inventory	Please Select ▼

17 Does the district use another tool to monitor children's progress in cognitive skills? \*

☒ Yes

☐ No

a Please specify the "Other" tool the district uses to monitor children's progress in cognitive skills and provide an outcome summary as in the previous question. \*

Speed DIAL - Significant

**Social Emotional Development**

18 Indicate the tool(s) you use to establish a developmental baseline in social and emotional skills. \*

- ☐ Brigance Inventory of Early Development
- ☐ Creative Curriculum/Teaching Strategies (GOLD)
- ☐ Developmental Continuum
- ☐ mCLASS: CIRCLE
- ☐ Battelle Developmental Inventory (BDI)
- ☒ Devereux Early Childhood Assessment (DECA)
- ☐ HighScope Child Observation Record (COR)
- ☐ Work Sampling System (WSS)
- ☐ None of the Above

19 Does the district use another tool to establish a developmental baseline in social and emotional skills? \*

- a Please specify the "Other" tool the district uses to monitor children's progress in language and literacy and provide an outcome summary as in the previous question.  
\*

Speed DIAL - Significant

### Cognitive Skills

- 14 Indicate the tool(s) you use to establish a developmental baseline in cognitive skills. \*

- |   |  |
|---|--|
| <input type="checkbox"/> Brigance Inventory of Early Development        | <input checked="" type="checkbox"/> Phonological Awareness Literacy Screening (PALS) |
| <input type="checkbox"/> Creative Curriculum/Teaching Strategies (GOLD) | <input type="checkbox"/> STAR Math   |
| <input type="checkbox"/> Developmental Continuum                        | <input type="checkbox"/> Work Sampling System (WSS)                                  |
| <input type="checkbox"/> HighScope Child Observation Record (COR)       | <input type="checkbox"/> Battelle Developmental Inventory (BDI)                      |
| <input type="checkbox"/> mCLASS: CIRCLE                                 | <input type="checkbox"/> None of the Above   |
| <input type="checkbox"/> Peabody Picture Vocabulary Test (PPVT)         |  |

- 15 Does the district use another tool to establish a developmental baseline in cognitive skills?  
\*

- ☒ Yes  
☐ No

- a Please specify the tool used to establish a developmental baseline in cognitive skills.  
\*

Speed DIAL

- 16 Indicate the tool(s) you use to monitor children's progress in cognitive skills. In addition, using the criteria established by the developers of the assessment that you used to measure cognitive skills, what improvement did the majority of students show?

### Cognitive Assessment Tools

### Outcome Summary

Brigance Inventory of Early Development  
Creative Curriculum/Teaching

Please Select  
Please Select

- ☐ Peabody Picture Vocabulary Test (PPVT)
- ☒ Phonological Awareness Literacy Screening (PALS)
- ☐ STAR Early Literacy
- ☐ Work Sampling System (WSS)
- ☐ None of the Above

11 Does the district use another tool to monitor children's progress in language and literacy skills? \*

- ☒ Yes
- ☐ No

8 Please specify the tool used to establish a developmental baseline in language and literacy skills. \*

Speed DIAL

12

Indicate the tool(s) you use to monitor children's progress in language and literacy skills. In addition, using the criteria established by the developers of the assessment that you used to measure language and literacy skills, what improvement did the majority of students show?

### Lang Literacy Assessment Tools

### Outcome Summary

Brigance Inventory of Early Development	Please Select ▼
Creative Curriculum/Teaching	Please Select ▼
Strategies GOLD Developmental Continuum	Please Select ▼
HighScope Child Observation Record	Please Select ▼
mCLASS: CIRCLE	Please Select ▼
Peabody Picture Vocabulary Test	Please Select ▼
Phonological Awareness Literacy Screening	Significant Improvement ▼
STAR Early Literacy	Please Select ▼
Work Sampling System	Please Select ▼

13 Does the district use another tool to monitor children's progress in language and literacy? \*

- ☒ Yes
- ☐ No



**Prekindergarten Screening**

8

**Indicate the tool(s) you use to screen prekindergarten students.**

*If the district uses a listed tool, please choose the corresponding checkbox regardless of the edition. For example, choose Developmental Indicators for the Assessment of Learning (DIAL) if the district uses the DIAL-3, DIAL-4, Speed DIAL, etc. \**

- |   |  |
|---|--|
| <input type="checkbox"/> Ages and Stages (ASQ)            | <input checked="" type="checkbox"/> Developmental Indicators for the |
| <input type="checkbox"/> Ages and Stages Social-Emotional | Assessment of Learning (DIAL)  |
| Questionnaire (ASQ-SE)                                    | <input type="checkbox"/> Early Screening Inventory-Revised           |
| <input type="checkbox"/> American Guidance                | (ESI-R)  |
| Service/Pearson Early Screening                           | <input type="checkbox"/> Peabody Picture Vocabulary Test             |
| Profiles  | (PPVT)   |
| <input type="checkbox"/> Battelle Developmental Inventory | <input checked="" type="checkbox"/> Phonological Awareness Literacy  |
| (BDI)   | Screening (PALS)   |
| <input type="checkbox"/> Bayley Scales of Infant and      | <input type="checkbox"/> None of the Above                           |
| Toddler Development                                       |  |
| <input type="checkbox"/> Brigance Early Childhood Screens |  |

9

**Does the district use another tool not listed above to screen PreKindergarten students? \***

- ☒ Yes  
☐ No

a **Please specify the assessment tool(s) used. \***

DECA-P2 (Devereux Ear)

**Prekindergarten Language and Literacy Skills**

10

**Indicate the tool(s) you use to establish a developmental baseline in language and literacy skills. \***

- ☐ Brigance Inventory of Early Development  
☐ Creative Curriculum/Teaching Strategies (GOLD)  
☐ Developmental Continuum  
☐ HighScope Child Observation Record (COR)  
☐ mCLASS: CIRCLE

What is the amount that the district has expended for ALL Prekindergarten services during 2015-2016?  
Where final costs are not currently known, provide a best estimate.

**Note:** Submission of this information does not eliminate the need for the Grantee to submit a final expenditure report (FS-10-F) to the Grants Finance office.

7

Please provide only the totals for each budget code.

**NOTE:** State funds include: Allocational UPK, Priority Pre-K, Statewide Universal Full-Day Pre-K and Expanded Pre-K. Title I is an example of federal funds. Support from district tax levy is local funding.

<b>CATEGORY &amp; ITEM/SERVICE</b>	<b>State *</b>	<b>Federal *</b>	<b>Local *</b>
<input type="checkbox"/>			
Code 15 - Professional Salaries	135,756	0	0
Code 16 - Support Staff Salaries	53,062	0	0
Code 40 - Purchased Services	0	0	0
Code 45 - Materials and Supplies	0	0	12,911
Code 46 - Travel Expenses	0	0	0
Code 80 - Employee Benefits	41,447	0	84,959
Code 90 - Indirect Cost	0	0	0
Code 49 - BOCES Services	0	0	0
Code 30 - Minor Remodeling	0	0	0
Code 20 - Equipment	0	0	0
<b>Totals</b>	<b>230,265</b>	<b>0</b>	<b>97,870</b>

**CBO/Public School Sites**

Number of Sites \*

0

Public School Sites

1

4 Indicate below the total number of half-day classes and full-day classes in which State-funded Pre-K services are provided. Include UPK classes, Priority Pre-K classes, Statewide Universal Full-Day Pre-K and Expanded Pre-K classes.

**Total Pre-K Classes**

Number of Classes \*

Half-Day Classes

4

Full-Day Classes

0

5 Did your district or agency collect enrollment data for preschool students with disabilities?

\*

☒ Yes☐ No

6 As of May 1, 2016, how many preschool children with disabilities were enrolled in your Pre-K program? \*

6

6 Does your school district currently has a process in place for identifying Pre-K students who speak a language other than English at home? \*

☒ Yes☐ No

2 How many students served by your state-funded PreKindergarten programs are considered to speak a language other than English at home? \*

0

512300010000	Site Name	Site Physical Address	City	Zip Code	Type of Provider	Licensing or Registration Agency	License or Registration # (enter N/A if not applicable)	Delete Row (Will be Deleted on Save)
	*	*	*	*	*	*	*	
<input type="text" value="512300010000"/>	<input type="text" value="Kenn"/>	<input type="text" value="801-809"/>	<input type="text" value="Ogc"/>	<input type="text" value="1366"/>	<input type="text" value="PS"/>	<input type="text" value="N/A"/>	<input type="text" value="NA"/>	<input type="checkbox"/>

Add Row

2

### Teacher Qualifications/Certification

Indicate the number of teachers in each category for each program site. If nothing to report enter zero (0).

Grantee BEDS Code	Site Name	# of Classrooms	Number of Teachers Certified: B-2, N-6, PreK-6	Number of Teachers Certified: Special Education	Uncertified Teachers Bachelor's degree & plan to obtain certification	Uncertified Teachers Other & Plan to obtain certification	Delete Row (Will be Deleted on Save)
	*	*	*	*	*	*	
<input type="text" value="512300"/>	<input type="text" value="Kennec"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="checkbox"/>

Add Row

3

Indicate below the total number of CBO sites and the number of public school sites where State-funded prekindergarten services are provided. Include sites for the UPK program, Priority Pre-K program, Statewide Universal Full-Day Pre-K program, and the Expanded Pre-K program.

A site is a location where State-funded prekindergarten services are provided.

For the purpose of this report any location that is not a public school building is considered a Community Based Organization (CBO) site.

**CBO/Public School Sites**

Number of Sites \*

CBO Sites

**2015-2016 NYS Prekindergarten Final Program Report - 2016 - 2015-2016 NYS  
Prekindergarten Final Program Report - Page Last Modified: 2016-07-18**

**2015-2016 NYS Prekindergarten Final Program Report Instructions**

The purpose of this report is to collect information pertaining to the operation of State-funded prekindergarten programs during the 2015-2016 school year. This includes the allocational Universal Prekindergarten (UPK) program, the Priority Prekindergarten program, the Statewide Universal Full-Day Prekindergarten program, and the Expanded Prekindergarten program. When a school district receives more than one of the above-listed grants it should provide aggregate data in response to all sections of this report.

Throughout this report the term Grantee refers to a school district or agency that receives funding directly from the State Education Department (SED) for one or more of the prekindergarten programs listed above.

Agencies that have both a direct contract with SED and a contract with a school district to provide prekindergarten services should include only information pertaining to its SED contract in this report.

Questions regarding this report may be directed to [oe1@nysed.gov](mailto:oe1@nysed.gov).

**Sites, Child Counts and Type of Placements**

List all sites/locations where the Grantee has State-funded prekindergarten classrooms. Include UPK, Priority Pre-K, Statewide Universal Full-Day Pre-K, and Expanded Pre-K classrooms. **Report Type of Provider** based on who employs the teacher providing the Pre-K instruction and not the physical location of the classroom. A list of definitions of provider types is available in the Documents section of this report.

**Sites and Locations**

Provide the full name, physical address, and applicable mailing address for the program location.

# **OGDENSBURG CITY SCHOOL DISTRICT ELEMENTARY PRINCIPAL GOALS 2016-2017 SCHOOL YEAR**

## **Common goals for the Elementary Principals to improve instruction and student achievement:**

- Support the implementation of the Writing Workshop in Grades 3 - 6
- Support the transition from the DRA 2 (Developmental Reading Assessment 2) to the IRA (Independent Reading Assessment) in Grades 3 - 6
- Grade Level curriculum planning to monitor and adjust the classroom instructional calendar. Plans will include adding writing prompts and modifying assessments.
- Curriculum planning will include the Self-Contained Special Education Programs.

## **Continue to support staff with previously implemented district initiatives:**

- Support the continued implementation of the Writing and Reading Workshops in Kindergarten-Grade 2
- Support the continued implementation of the PALS Assessments in Kindergarten-Grade 2
- CCLS (Common Core Learning Standards) in Grades 3-6, promoting rigor and relevance that will move students to a higher level of thinking
- With the continued support of the PBIS coaches, monitor and guide PBIS (Positive Behavioral Intervention Supports)
- Technology integration as an instructional tool, i.e. SMART Notebook14 and Google Classrooms
- RtI (Response to Intervention) as it supports AIS services for the students
- Grade level data meetings three times a year to drive instruction using multiple assessment measures
- Extra-Curricular Recognition Programs such as character education programs, parent involvement, academic recognition, community involvement, etc.....



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