

New York State Education Department
Contract For Excellence
2008-09 Performance Targets Report

SCHENECTADY CITY S

SUPERINTENDENT ERIC ELY

FULTON ELEMENTARY SCHOOL

Annual Academic Goal: - Identify the State Learning Standard(s) on which Contract for Excellence funds will be used to support efforts to have students achieve proficiency

Fulton Elementary School is an early childhood education center focused on literacy instruction for students between the ages of four and seven. While we do periodic assessment of progress for each child, no state assessments are administered due to the age of these children. We believe that this early intervention approach will improve district performance and the performance of these particular children on all state ELA and Math assessments as these students reach those grade levels.

Target Population: - Identify the group(s) of students with greatest needs on which funds are being targeted. If funds are being allocated to specific subpopulations within a needs group (i.e. newly arrived ELL students; low-income students in grades K-2), specify this subpopulation

FULTON ELEMENTARY SCHOOL SERVES A STUDENT BODY COMPRISED OF NEARLY 90% LOW-INCOME CHILDREN. IT ALSO SERVES A STUDENT POPULATION COMPRISED OF NEARLY 60% ETHNIC MINORITIES, PRIMARILY HISPANIC AND AFRICAN AMERICAN CHILDREN. THE SCHOOL IS REFLECTIVE OF THE OVERALL DEMOGRAPHICS OF THE DISTRICT AND THESE STUDENTS WILL LEAVE KINDERGARTEN AT THIS SITE AND ATTEND SCHOOL THE FOLLOWING YEAR IN ONE OF OUR REGULAR OR MAGNET ELEMENTARY SCHOOLS. SPECIAL NEEDS STUDENTS ARE SERVED IN REGULAR CLASSROOM AND SELF-CONTAINED SETTINGS IN THIS BUILDING AND ALL STUDENTS ARE PROVIDED BOTH SOCIAL WORK AND SPEECH THERAPY SERVICES REGARDLESS OF WHETHER THEY ARE FORMALLY IDENTIFIED AS SWD's IF THE STAFF BELIEVES THEY ARE IN NEED. A RESPONSE TO INTERVENTION MODEL IS BEING USED IN THIS BUILDING.

Indicators of Progress and/or Accomplishment: - Explain how the school will know whether strategies are working to enable students to achieve proficiency

The school assesses students regularly on progress using nationally standardized and local assessments. In addition, we will track these students throughout their school years to assess their achievement levels on state assessments over time. Interventions provided as a result of local and research-based early childhood assessments will be provided to ensure that these children do not fall behind their peer groups across the region.

Measure: - Identify the assessment that will be used to measure progress or accomplishment.

The school uses primarily the PALS (Phonological Awareness Literacy Screening) assessment and the Fountas & Pinell Benchmark System to measure the baseline knowledge levels of each student and to assess their growth as a result of this program.

Timeline: - Identify the timeline for measuring progress

Progress is monitored on an ongoing basis including a growth measure taken from pre- and post-testing of each child. In addition, these students' progress on state assessments will be monitored throughout their school careers to help determine the value added by this program as compared to prior cohorts of students who did not receive the benefit of this program.

Baseline: - Provide the school's baseline performance for this academic goal, indicate base academic year, e.g. 06-07 or 07-08.

This school opened in September, 2007 and baseline data was gathered using the assessment measures described above.

Target: - Provide the school's target performance on this goal for the 2008-09 school year.

The target performance for this cohort of students attending this early childhood center is at least one year of growth for each child using research-based assessments as described. In the event any individual child's baseline assessment demonstrates a lagging behind of their peers, our goal will be to intervene with that child using targeted research-based instructional approaches to help these students realize a greater than one year's growth and catch up with their peers.