2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary   [ ] MIddle   [ ] High   [ ] K-12
[ ] Charte   [ ] Title I   [ ] Magnet [ ] Choice

Name of Principal   Mr. Anthony J Pranzo
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)</small>

Official School Name   Isaac Chauncey School - PS 113Q
<small>(As it should appear in the official records)</small>

School Mailing Address   87-21 79th Avenue
<small>(If address is P.O. Box, also include street address.)</small>

Glendale   New York   11385-7649
<small>City</small>   <small>State</small>   <small>Zip Code+4(9 digits total)</small>

County   Queens   State School Code Number* 34-24-00-01-0113

Telephone (718) 847-0724   Fax   (718) 805-0737

Web site/URL http://schools.nyc.gov/SchoolPortal/24 E-mail   apranzo@schools.nyc.gov

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

_____   Date _____
Principal's Signature

Name of Superintendent   Mrs. Catherine Powis
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</small>

District Name   District 24   Tel. (718) 592-3357

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

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mr. Nicholas Comaianni
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</small>

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

1.   Number of schools in the district:

25	Elementary schools
7	Middle schools
0	Junior High Schools
0	High schools
0	Other
32	TOTAL

2.   District Per Pupil Expenditure: 11695

Average State Per Pupil Expenditure: 15035

SCHOOL   (To be completed by all schools)

3.   Category that best describes the area where the school is located
.
- [X]   Urban or large central city
- [   ]   Suburban school with characteristics typical of an urban are
- [   ]   Suburban
- [   ]   Small city or town in a rural are
- [   ]   Rural

4.   19   Number of years the principal has been in her/his position at this school.

        0   If fewer than three years, how long was the previous principal at this school?

5.   Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0		7	0	0	0
K	49	39	88		8	0	0	0
1	55	29	84		9	0	0	0
2	54	48	102		10	0	0	0
3	38	36	74		11	0	0	0
4	46	49	95		12	0	0	0
5	39	38	77		Other	0	0	0
6	0	0	0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								520

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
8	% Asian or Pacific Islander
3	% Black or African American
24	% Hispanic or Latino
65	% White

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past yea ___3___ %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	8
(2)	Number of students who transferred from the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	520
(5)	Total transferred students in row (3) divided by total students in row	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: ___4___ %

___20___ Total Number Limited English Proficient

Number of languages represented ___6___

Specify languages: Spanish, Polish, Urdu, Romanian, Chinese, French

9. Students eligible for free/reduced-priced meals ___71___ %

Total number students who qualify: ___367___

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___12___ %

                                                 ___60___ Total Number of Students Serve

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

1	Autism	0	Orthopedic Impairment
0	Deafness	6	Other Health Impairment
0	Deaf-Blindnes	12	Specific Learning Disabilit
0	Emotional Disturbanc	38	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	Part-time
Administrator(s)	2	0
Classroom teachers	24	0
Special resource teachers/specialist	14	0
Paraprofessionals	10	0
Support Staff	3	6
Total number	53	6

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   ___22___ **: 1**

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

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	94	%	94	%	94	%	95	%	95	%
Daily teacher attendance	96	%	96	%	95	%	95	%	96	%
Teacher turnover rate	3	%	3	%	5	%	0	%	0	%
Student drop out rate (middle/hig	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

PART III - SUMMARY

Our mission is to enable all our children to become life long, independent learners who think critically and creatively and work alone and together to solve problems. We encourage them to actively participate in their education, growth and development. Staff utilizes pedagogic best practices and proven developments in brain research to provide the best possible educational experience and learning opportunities.

Our vision is to connect the school and home environments to create a community of life long learners who mature into responsible, productive, clear thinking citizens who participate fully in all aspects of society.

PS 113 is located in Glendale, New York, a predominantly residential section of Queens, one of the 'outer-boroughs' of New York City. The student population of 520 in grades K-5 is predominantly white with an increasing proportion of Asian, Black, and Latinos. Some of the students in each of the ethnic groups are recent immigrants. Limited student mobility and above average attendance help the school provide an excellent education.

The school was built in 1928 and in September 1998 a modular addition added four kindergarten classrooms. Even with the new space, the school is currently operating at 162% capacity. A new addition that is under construction will expand the school to grade 8.

P.S. 113 is led by Mr. Anthony Pranzo who has been principal for nineteen years. The staff includes one assistant principal, thirty-eight teachers, a guidance counselor, two secretaries, paraprofessionals, school aides, a school safety officer, and part-time support personnel. Two of the teachers are professional developers; one in Literacy, and the other in Mathematics.

The school has successfully implemented the Balanced Literacy program which is aligned with the New York State Learning Standards. Kindergarten and grade 1 use the Everyday Math Program which emphasizes conceptual understanding while mastering basic math skills; the other grades utilize the Houghton Mifflin Math Program. The Science program is a hands-on standards-based program using FOSS and DSM kits that are aligned with the New York City Science Scope and Sequence and the social studies curriculum prepares students to become active and informed members of society.

Every member of the staff is committed to providing a safe and stimulating learning environment that meets the individual needs of each student. The school focuses on maintaining, and improving its record of achievement by concentrating on the essentail linkages between class work, homework, and behavior.

P.S. 113Q is proud of the close collaborative partnership the school has with the community it serves. With the generous support of the PTA, it has been able to provide enrichment activities including school-wide trips, parent-child activity nights, kindergarten and fifth grade graduations, and in-school programs.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 **Assessment Results:**

Our students have excelled in both Literacy and Mathematics.

The New York State exams rate the children on a four tier marking system. Students who receive a 4 have exceeded the state standard; a 3 indicates they meet the state standard; students who receive a 2 do not meet the state standard, and a 1 indicates the child is far below the state standard.

The 2007 results showed 93% of PS 113 students in grade 3 meet or exceed the standard in Reading (at Levels 3 & 4), and 97% of the students meet or exceed the standard in Mathematics (Levels 3 & 4).   In 2007, 89% of PS 113 students in grade 4 met or exceeded the standard in Reading (at Levels 3 & 4), and 99% of the students met or exceeded the standard in Mathematics (Levels 3 & 4). In Grade 5, in 2007, 91% of PS 113 students meet or exceed the standard in Reading (at Levels 3 & 4), and 95% of the students met or exceeded the standard in Mathematics (Levels 3 & 4). Students in grades K-2 have continued to make progress as evidenced by the number of students who have met promotional criteria and met or exceeded standards for the Spring ECLAS.

In summary, our assessment results portray a consistently, highly successful school. Information on the New York State testing program can be found at http://www.nycenet.edu/data.

2. **Using Assessment Results:**

For the 2007-2008 school year, PS 113 will continue to utilize a diagnostic- prescriptive approach to Academic Intervention Services (AIS) using a push-in, pull-out model. Classroom teachers conduct an individualized needs assessment for each targeted student utilizing New York City ITA (Instructional Targeted Assessment)instruments and predictive exams. The Academic Intervention Team (AIT) meets weekly to share data, review progress and update current intervention practices. The Academic Intervention Services (AIS) teacher utilizes this assessment in planning instruction. A structured Data Inquiry Team (DIT) reviews the progress of a targeted cohort of under-performing students at weekly meetings. The team utilizes the most current objective data provided by the classroom teachers on student performance to evaluate progress.

During the year, the students are given interim assessments, which generate an overall grade for each student for Literacy and Math. That data is used to drive instruction for the entire class and provide a focus to help individual students in their weakest areas. At common planning meetings teachers utilize the assessment data to select strategies that address identified educational needs and to collaborate on lessons which facilitate students' progress. The interim assessment program, Acuity, enables teachers to access this data and use it to prepare material on a particular topic for which the entire class, or an individual student, needs help. Case in point; if a fourth grade teacher finds that her (his) class did not do well in the main idea part of the ELA (English Language Arts) interim assessment, this teacher can use Acuity to generate questions on this topic.
The Data Inquiry Team (DIT) meets weekly to share data and review the progress of a selected group of targeted students; the bottom third of the fourth grade.

3. **Communicating Assessment Results:**

Sharing the assessment data and general student performance with parents is a high priority. Student performance is discussed with parents at regularly scheduled Parent/Teacher conferences and at special meetings to discuss a particular concern or achievement. The results on standardized tests are sent home to each family, and discussed in detail at evening meetings to help parents understand what is expected of their children.

The results of the interim assessments and Acuity discussed above are available to parents through the Internet. Each parent of a child in the testing grades is given the address of a web site they can access and an ID number and password for their child. On this site, they can view their child's progress and also see the student's areas of strength and weakness. The site also provides access activities they can do at home to assist the child. This process is explained and demonstrated to the parents at workshops.

The Parent Coordinator is an important bridge between the school and the parents. She exchanges

emails and phone calls with many parents to explain the results and place them in perspective and keeps parents informed during the summer school and potential holdover process.

Test results and academic achievement are always presented to the students in a positive manner. Each student's areas of success are valued so that the child does not feel that tests are the only measure of success. In New York City, each schools' Literacy and Mathematics scores are published in the newspapers. Our scores have been a source of pride for our school community.

4. **Sharing Success:**

The professional staff discusses and shares effective instructional strategies in both informal and structured environments. Teachers attend workshops throughout the year to enhance their teaching skills and 'turn-key' this information to other teachers on the grade. The academic intervention team meets weekly to share data, review progress, and update current intervention practices. PS 113 is affiliated with the 'Integrated Curriculum and Instruction' Learning Support Organization, which helps schools develop a multidisciplinary 'thinking curriculum,' that is built upon a foundation of information exchange that fosters success. In addition, the PTA newsletter supports a positive learning environment by presenting the students' and the school's achievements.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The foundation of Public School 113's curriculum is a Balanced Literacy program aligned with the New York State Learning Standards which are integrated into each area. Read-Alouds, which encourage accountable talk, book clubs in various genres, and writing persuasive, informative and literary essays, encourage students to express and support their ideas.

The math curriculum, which also utilizes the workshop model, engages the students and enhances their thinking skills through problem solving strategies and using manipulatives and literature. For the past two years, math instruction in kindergarten and grade 1 emphasized conceptual understanding while mastering basic math skills. Kindergarten and grade 1 use the Everyday Math Program; the other grades utilize the Houghton Mifflin Math Program.

The Science program is a hands-on, standards-based program using FOSS and DSM kits that are aligned with the New York City Science Scope and Sequence. Students work collaboratively using the inquiry method of scientific investigations. Each year, 95%-100% of our students meet and exceed the State Standards in science.

The primary goal of Social Studies is preparing students to become active and informed members of society. In the lower grades they learn the concept of self, family, school, and country by studying the various communities in which they participate. In the upper grades, our technology specialist works closely with classroom teachers in social studies. She provides lessons for Power Point presentations and internet based research that the students use on research projects. As a culminating activity, the students share their knowledge with their peers. This approach develops the students' understanding of the issues facing society and essential computer skills. Each year 95% to 100% of our students meet or exceed the State Standards in Social Studies.

Instruction is enriched by co-curricular activities. Children in kindergarten and the first grade participate in a creative movement program and musical theater. PS 113 offers classes in ballroom dancing and Saturday dance (Hip Hop) for grades two, three, four and five. A drama class is available for students in grades two to five. The PS 113 'After School Olympics' involve boys and girls in grade five. On Friday afternoons students in the third, fourth and fifth grades participate in a visual arts program where they learn about, and duplicate, well-known artists' techniques. The Glee Club includes children from grades three to five. All students are involved in the Literacy Through Science Fair, the International Dance Festival, and the International Food Festival.

To assist and support struggling students, we have an The Academic Intervention Team (AIT) and an English Language Learners (ELL) program. Teachers refer students to AIT which, through discussion and collaborative planning, devises a strategic individualized plan for that student. Our K-2 children are involved in a phonics based program called Fundations. Our grades 3-5 children are instructed in the Wilson Program, also phonics based. Teachers have received special training to administer these programs.

Our ELL program provides additional help to non-English speaking children in grades K-5. The ELL teacher also conducts meetings with parents to help familiarize them with the program, and to help them with the language.

The enrichment program in grades 4 and 5 provides our students with opportunities for higher order thinking, in depth discussion using stories a year and a half above their grade, and extensive research on selected topics reflecting current events. Currently, they are involved researching global warming.

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

Our reading program is a Balanced Literacy approach following the Teachers College Reading and Writing workshop model which includes read alouds, shared reading, phonics/word study,and interactive writing. We also employ the basal reader reading comprehension skills approach to ensure mastery of reading skills. During reading workshop, teachers model strategies to help students think and comprehend what they are reading. Each unit of study stresses another element of reading. The students practice the strategies that are taught in the Mini-Lesson during their independent reading time using 'just right' books chosen from the leveled classroom library. Teachers confer with students on a regular basis to provide

individualized instruction in areas of weakness. During the writing workshop students are guided through the writing process as they write every day. Throughout the year the students are exposed to various genres of writing in each unit of study. The children collect ideas, compose a draft, revise and edit pieces as they acquire skills that enhance the quality of their writing. Teachers meet weekly with the students to provide ongoing assessment as well as addressing individual needs. Teachers read aloud each day and several times a week students respond to the text in partnership or class conversations to grow ideas in response to the reading. In the upper grades students are provided additional opportunities to respond to text and expand conversation during the literacy book club unit of study. Through this model we provide numerous opportunities for students to be actively engaged in their learning and to continue to grow as readers and writers. Our program combines the teaching of reading skills (main idea, inference, etc.) with higher level reading comprehension. This program enables our students to enhance their reading, writing, and thinking skills.

3. **Additional Curriculum Area:**

Starting in kindergarten and 1st grade we use the Everyday Math program. This program fosters Math routines such as: daily weather and temperature, number of the day, place value, number models and use of the hundreds chart. These concepts are continually reinforced in grades 2 through 5 using the Houghton Mifflin Math program. Our math program also emphasizes the use of manipulatives during math lessons to enhance their understanding of concepts and problem solving strategies. During math workshop, students are encouraged to solve problems collaboratively and to talk about the strategies they used, with accountable talk and math conversations. The students are also encouraged to write about their math solutions, thus reinforcing their understanding plus, helping others see how different solutions work. We have a math professional developer to help the teachers fine-tune their lessons and to give ideas on how to tailor their lesson to benefit their students.

4. **Instructional Methods:**

Our school's vision is to prepare our students to become productive and successful members of society and to enable each student to reach his/her highest potential. We provide our students with instruction that is hands-on and experiential. In reading, the workshop model provides the student with an opportunity to read independently at their own level and to think and relate to the text. In writing, the workshop model provides an ongoing structure of daily writing, allowing them to practice and improve their skills. Students work with manipulatives during math to enhance their understanding of concepts and problem solving strategies. During math workshop students are encouraged to solve problems with partners, and discuss the strategies they used, with accountable talk and math conversations.

Our science program utilizes a hands-on approach using the inquiry method to conduct scientific investigations. Our annual Literacy Through Science provides an added science experience outside the classroom. It offers the students an opportunity to explore, think, write and display their knowledge of a chosen topic.

Our technology specialist works cooperatively with the classroom teachers to integrate her program with social studies. Students are taught how to research topics on the internet and how to incorporate the information in different formats. In the upper grades the children study New York State, the history of the Americas, and other countries. The lower grades students learn about their communities and begin to explore other cultures. Student magazines such as Time for Kids and Scholastic News are used to teach current events. Students also learn to read and write about social studies and science as part of our Reading and Writing workshop units of study. Our instructional methods enable our students to grow in all areas including, technology, critical thinking, decision making and oral and written communication.

5. **Professional Development:**

'Monitor and Adjust' and professional self-evaluation are the guiding principle of our approach to professional development. The school's leadership team pays, as noted above, careful attention to student performance. That information is used to identify areas where modifications in instructional practices would be beneficial. Professional Development is provided during specifically scheduled staff development days, lunchtime meetings, after school, and modeling lessons in the classroom. Teachers receive ongoing support in each Teachers College reading and writing unit of study and in various related areas. The literacy professional developer meets with the teachers to facilitate the implementation of each unit and provides support by modeling lessons when needed, and providing necessary material. The math

professional developer provides assistance and support in Everyday Math, differentiated instruction, and problem solving skills. Both professional developers provide workshops in scaffolding, and sharing techniques. Professional developers also provide workshops for parents in the areas of reading and math. In addition, the staff receives training in accessing data from Acuity to identify students' weaknesses in order to guide instruction in reading and math. Our Parent Coordinator also provides programs that keep parents informed about educational programs. Our professional development revolves around providing ongoing training, and a variety of strategies to raise the level of thinking and learning for all our children.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA)   Grade 3   Test NYS ELA

Edition/Publication Year 2003-2007   Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3&4	93	94	94	84	79
% "Exceeding" State Standards					
Level 4	12	14	44	32	32
Number of students tested	94	81	79	104	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic/Latino					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3&4	100	91			
% "Exceeding" State Standards					
Level 4	11	9			
Number of students tested	19	22			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 4   Test NYS ELA

Edition/Publication Year 2003-2007   Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3&4	89	92	92	93	91
% "Exceeding" State Standards					
Level 4	17	19	42	30	28
Number of students tested	81	78	108	98	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic/Latino					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3&4	73	100	78		93
% "Exceeding" State Standards					
Level 4	12	27			
Number of students tested	26	11	23		15
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 5   Test NYS ELA

Edition/Publication Year 2003-2007   Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3&4	91	89	98	95	92
% "Exceeding" State Standards					
Level 4	16	18	49	37	16
Number of students tested	77	108	90	93	76
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic/Latino					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3&4	100	79			
% "Exceeding" State Standards					
Level 4	16	13			
Number of students tested	12	24			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test NYS Mathematics

Edition/Publication Year 2003-2007   Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3&4	97	98	91	92	90
% "Exceeding" State Standards					
Level 4	45	52	48	52	60
Number of students tested	93	83	81	106	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic/Latino					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3&4	100	96			
% "Exceeding" State Standards					
Level 4	42	48			
Number of students tested	19	23			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test NYS Mathematics

Edition/Publication Year 2003-2007   Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Levels 3&4	99	98	98	96	98
% "Exceeding" State Standards Level 4	68	63	69	59	58
Number of students tested	82	80	113	97	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic/Latino					
% "Meeting" plus % "Exceeding" State Standard Levels 3&4	96	92	100		93
% "Exceeding" State Standards Level 4	54	33			
Number of students tested	26	12	23		15
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test NYS Mathematics

Edition/Publication Year 2003-2007   Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Levels 3&4	95	95	98	86	70
% "Exceeding" State Standards Level 4	53	45	63	42	32
Number of students tested	79	109	90	95	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic/Latino					
% "Meeting" plus % "Exceeding" State Standard Levels 3&4	92	92			
% "Exceeding" State Standards Level 4	33	28			
Number of students tested	12	25			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					