

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal

Mr. John Lavelle

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

Official School Name

Public School 128Q

(As it should appear in the official records)

School Mailing Address

69-26 65th Drive

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

Middle Village

New York

11379-1708

City

State

Zip Code+4 (9 digits total)

County Queens

State School Code Number* 34-24-00-01-0128

Telephone (718) 894-8385

Fax (718) 894-7327

Website/UR <http://www.nycenet.edu/OurSchools/Region4/Q128/default.htm> E-mail JLavelle@nycboe.net

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

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Catherine Powis

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

District Name District 24 Tel. (718) 391- 8324

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

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson _____

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

I have reviewed the information in this package, including the eligibility requirements on page 2, 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.*

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

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

1. Number of schools in the district: 24 Elementary schools
 8 Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
- 32 TOTAL
2. District Per Pupil Expenditure: \$10,961
- Average State Per Pupil Expenditure: \$13,085

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. 18 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				7			
K	28	39	67	8			
1	35	30	65	9			
2	27	20	47	10			
3	30	22	52	11			
4	35	34	69	12			
5	28	28	56	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							356

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| 88 | % White |
| 1 | % Black or African American |
| 7 | % Hispanic or Latino |
| 4 | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |
| 100% | Total |

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

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	356
(5)	Total transferred students in row (3) divided by total students in row (4)	.056
(6)	Amount in row (5) multiplied by 100	5.6

8. Limited English Proficient students in the school: 3 %
8 Total Number Limited English Proficient

Number of languages represented: 5
 Specify languages: Spanish, Chinese, Albanian, Polish, Romanian

9. Students eligible for free/reduced-priced meals: 24 %
Total number students who qualify: 86

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: 23 %
85 Total Number of Students Served

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> </u> Autism	<u>21</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>35</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>17</u>	<u> </u>
Special resource teachers/specialists	<u>8</u>	<u> </u>
Paraprofessionals	<u>4</u>	<u> </u>
Support staff	<u>1</u>	<u>5</u>
Total number	<u>31</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	94%	95%	94%	94%
Daily teacher attendance	93%	92%	94%	93%	94%
Teacher turnover rate	7%	11%	8%	12%	13%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

Part III- Summary

Mission Statement

Our school's mission is to enable each student to attain his or her highest potential and to prepare them to become successful, productive members of society. We firmly believe that all children have the potential to achieve when the proper environment is established and recognize that we must provide every student a variety of productive educational activities. We will continue our collaboration with parents and community to fulfill these goals.

Principal's Statement

It is our school philosophy to provide our students with a valuable educational experience in an atmosphere that fosters a sense of belonging. We are most proud of the outstanding academic results our students consistently obtain, our large level of parent participation, and the enjoyment our students express in attending our school.

Snapshot

P.S. 128Q serves the community of Middle Village, Queens, New York. The neighborhood contains several families who have lived here for generations as well as many recent arrivals to our country. Mr. John Lavelle, has been principal of the school for 18 years. There are 31 full time and part time teachers as well as a support staff of paraprofessionals and school aides. The school is comprised of two buildings, one city block apart. The main building contains grades K-2. Because of overcrowding, children in grades 3-5 attend classes in a converted factory building across the street from the main building. Neither building contains an auditorium or a gymnasium; instead we make multiple use of the cafeteria and the annex multi purpose room. A family atmosphere prevails throughout the school and almost all teachers know all the students in their building.

There is an active Parent Association, including Learning Leaders, that participates in virtually all school activities. Our full time Parent Coordinator, Mrs. Melissa Phillips, sponsors many day and evening activities, both academic and semi-social such as our Arts & Crafts nights where students and parents work together. She also maintains an extensive email communication system with our parents and she has proven to be a tremendous resource to our families and community. Our parent sponsored activities are always very well attended. There is also extensive community involvement at our cultural events such as our Art Show, Literacy Fair and our Dance Festival. Our after school dance program is funded by a collaboration with a community based organization.

Our school has successfully implemented a Balanced Literacy program in grades K-5. It is based on the Teacher's College Workshop Model. This program has yielded even greater reading and writing skills for our students. This success is reflected in our consistent achievement in the formal assessments. Our region is composed of approximately 100 elementary schools. We have ranked 1st or 2nd in our region, since its formation, in Literacy and Mathematics scores. We have also ranked 1st place in our district on the 4th grade State Science test since its inception several years ago. Our Social Studies 5th grade State results have been virtually 100% meeting the State standards every year. Our Mathematics program emphasizes critical thinking, use of manipulatives, problem solving and a connection to literacy. We have begun the introduction of the Everyday Mathematics Program in our primary grades.

Part IV

1. Assessment Results

We are very proud of our results on the New York City and New York State examinations. Our students have excelled in both Literacy and Mathematics and have given us great pride and a sense of accomplishment.

The New York exams rate the children on a four tier marking system. If a student receives a 1 they do not meet the promotional standard, a 2 indicates they have met the promotional standard but not the state standard, a 3 indicates they have met the state standard and a 4 indicates they have exceeded the state standard. A Mean Scale Score (similar to the SAT) on each exam determines which of the four marks they will receive. In the discussion below, it should be noted that the results are for all of our students, General and Special Education, and that our small population precludes the possibility of any statistically significant subgroup.

In Literacy, the school reports indicate the percentage of students with each mark and a combined total for marks 3 and 4. The test contains both multiple choice short answer and a writing section. For the period from 1999 to 2005 our percentage of students with a 3 or 4 has risen from 80.3% to 92.6%. Last year, we had only 1 student receive a score of 1 and he met the promotional requirement after summer school. Of particular significance is the 47.7% of students achieving a grade of 4 indicating they far exceed the state standard. We believe this is a truly remarkable achievement and indicates that our instructional program is functioning at a very high level. Lastly, we would like to make a comment with regard to our Literacy Mean Scale Scores for our fifth, and terminal grade. The score has risen from 675 in 1999 to an incredible 712 in 2005!

Our Mathematics results mirror those noted above for Literacy. The scoring system is identical to that used in Literacy. The fourth grade Mathematics test also contains a short answer section and a section involving multi-step problem solving. The third and fifth grade test contained only multiple choice questions. (The type of test for grades 3 and 5 is changing this year.) Our scores have been increasing the past few years and last year 97.7 % of our students met the state standard with a grade of 3 or 4. This places our school as one of the highest achievers in New York City.

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/daa>.

2. Using Assessment Results

There are two basic types of data that we use, the yearly New York City and New York State results and the regional interim assessment results. We use this data in a variety of ways. At the outset of the school year, each teacher reviews the individual student results with the principal in a strategy session. Teachers also meet by grade to see where the pupils strengths and weaknesses were on each sub test breakdown from the previous year. Mini-Lessons are prepared to address the areas that might need improvement. During the year, the students are given interim assessments, which report an overall grade for each student and sub grades for the various Literacy and Math content areas. These are used to drive instruction for the entire class and provide a focus to help individual students in their weakest areas. At grade conferences, teachers use the assessment data to prepare lessons which will allow our students to build on their success and provide strategies to address their educational needs. Also available through our interim assessments is a program called the Grow Report. Teachers access this data and can use it to prepare material on a certain topic which the entire class, or even an individual student, needs help. For example, if a fourth grade teacher finds that her (his) class has not scored well in the probability section of the Mathematics interim assessment, this teacher can go to the Grow report to generate questions and other educational material on this topic. It is also true that each individual teacher finds a method to utilize the data in a unique way which they then share with the staff.

3. Communicating Assessment Results

Sharing the assessment data and general student performance with parents is of paramount importance. As noted above the school has interim assessments and the Grow Report, both of which are communicated to the parents. Each parent in the testing grades is given 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. Also, they can access activities they can do at home to assist the child. This process is explained and demonstrated to the parents at workshops. Student performance is also discussed with parents at regularly scheduled Parent/Teacher conferences and at special meetings to discuss a particular concern or achievement. Our Parent Coordinator exchanges emails and phone calls with many parents to help explain the results and place them in perspective. She also is very reassuring to parents during the summer school and possible holdover process. At evening Parent Association meetings, the material on standardized tests is discussed in great detail, so parents can be well aware of what is expected of their children. Test results and academic achievement is always presented to the students in a positive and nurturing way. Each student has areas of success and these must be praised often so that each child places these tests in an overall context, and does not feel that this is the only measure of success. In New York City, all Literacy and Mathematics scores are printed in city-wide and local newspapers which are keenly read by parents, community leaders and neighbors. They often know the test results before many of our staff members! Our scores have been a source of pride for our entire community.

4. Sharing Success

The concept of sharing success is built into our network of principals. Our Superintendent, Mrs. Catherine Powis, has pioneered ways in which schools interact and share best practices on a regular basis. For example, at a principal's conference at our school, the network principals observed a Social Studies lesson which incorporated Technology. The principals also had a chance to take quizzes the students had prepared on computers and question and learn from them. This was also a wonderful learning experience for the students. At regional principal conferences led by our Regional Superintendent, Mr. Reyes Irizarry, principals from all levels share practices in small groups, then with the entire assemblage. Our Literacy staff developer, Mrs. Elena Migliaccio, is a member of a study group where ideas from our school, and other schools, are discussed and methods of how to implement them are worked out. Many teachers attend workshops throughout the year where our methods are presented and evaluated. Initiatives started by our Parent Coordinator here have been implemented at other schools via their network meetings. Our academic intervention specialist attends monthly meetings where best practices are reviewed and shared and each month she submits a report on what programs and interventions we are utilizing. This report is available to all of the schools in our district. We also invite staff from other schools to attend many of our events. For example, we are proud to have staff from other schools attend our Literacy Fair, our Art Show, our Science Fair and other activities. Just as we learn a good deal from other schools, we hope they can get some ideas from us!

PART V

1. Curriculum and Instruction

The foundation of Public School 128's curriculum is a Balanced Literacy program aligned with the New York State Learning Standards which we are able to integrate into each subject area. Through the use of Read-Alouds to encourage accountable talk, Literacy circles in various genres and writing persuasive, informative and Literacy essays, our students are encouraged to express and support their ideas in every curriculum area.

Our Visual Arts program introduces all of our students to the artwork of famous artists, such as Georgia O'Keefe, Picasso and Matisse. Additionally, children study Multicultural Art in an effort to raise awareness and understanding. A grant will provide for a visiting artist to visit select classrooms, work collaboratively with our teachers in implementing the Blueprint for Arts Standards. Our Performing Arts program exposes our kindergarten to fifth grade students to dance, drama and instrumental music. In collaboration with community based organizations, performers visit our school and introduce our students to Broadway musicals and Shakespearean plays. Each class in grades 1-5 produce and perform a Theater Arts production.

The Science program is a hands on program with students working collaboratively to support their hypothesis through a discovery approach. Read Alouds are utilized to introduce content. Students are encouraged to express their ideas through informative essays. Our Math curriculum is taught using the workshop model and engages the students and enhances their thinking skills through problem solving strategies and the use of manipulatives and literature. This year, the Everyday Math Program was successfully introduced in kindergarten and will be expanded each year by one grade at a time. This curriculum is both rigorous and balanced. It emphasizes conceptual understanding while mastering basic skills.

Our primary goal in Social Studies is to prepare our students to become active and informed members of society. They are taught about the various communities (local, state and national) in which they participate. Good citizenship, tolerance and understanding are key facets of our developmental process. In primary grades they learn the concept of self, family and school. Our students graduate with a thorough understanding of American and World History. Each year 95% to 100% of our students meet or exceed the State Standard in Social Studies.

In order to provide additional opportunities to explore and learn more about different subjects, our technology specialist works closely with classroom and content area teachers. They agree upon a theme, for example, the Olympics. The classroom teacher and specialty teacher jointly plan a series of lessons and research projects for the chosen topic. The students then conduct individual and small group work centered around their particular interest. Through the use of power point presentations, internet research based learning and importing of graphs and images, the students engage in a full compliment of content area technology work. As a final activity, they share their knowledge with their peers.

To assist and support students who are struggling or experience difficulty in certain content areas, we have put in place an Academic Intervention Team. Teachers refer students to the team members who, in discussion and planning, come up with a strategic individualized plan for that student. A reading specialist begins to work with these students using a small group instruction (3:1) method, employing different programs such as Great Leaps and Foundations. Additionally, parents are invited to a curriculum workshop where they are encouraged to continue the support at home. In place for the second year is our very successful Saturday Academy program. We invite students that have been identified for additional academic support. Students from grades K-5 participate in classrooms that have no more than a 10:1 student, teacher ratio. Our ELL Teacher and Parent Coordinator also conduct meetings to familiarize these parents with our ELL program and their options.

Our school's enrichment curriculum engages our students through opportunities for higher order thinking, in depth discussion, expressive writing and extensive research in all content areas. This year we were one of two schools selected from our region to introduce the Schoolwide Enrichment Model. Our fifth graders were given the opportunity to select clusters designed by the teachers based on student

interest. During these sessions, groups of students conduct research and prepare written materials and or artifacts related to their topic.

2. Reading Instruction

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, interactive writing, and reading and writing workshop. During reading workshop teachers model strategies to help the students think and comprehend what they are reading. Each unit of study focuses on another element of reading. The students practice the strategies that are taught in the Mini-Lesson during their independent reading time (which is the heart of reading workshop) using “just right” books chosen from the leveled classroom library. Teachers confer with students on a weekly basis to focus on areas of weakness and strength to raise the students’ level of reading and comprehension. During 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 strategies 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 circle/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. We also encourage reading at home through our weekly reading contract program with rewards provided by Pizza Hut. Our program enables our students to enhance their reading, writing and thinking skills through the various components of the Balanced Literacy model.

3. Science

Starting in Kindergarten and proceeding through 5th grade, our Science program is one of inquiry and the scientific method. We have a Science cluster teacher who instructs grades 1 through 5, with the Kindergarten classroom teachers providing science instruction to their own classes. In primary grades, scientific facts are incorporated into the morning routine. These include weather, astronomy and measurement. As students progress through the grades, teacher and student performed demonstrations and experiments become an essential component of the curriculum. This allows students to truly appreciate the beauty of science and learn that results are not always predictable. In fact, processing the reasons for unexpected results provides a great opportunity for accountable talk. Technology plays a larger role as the students advance through the grades. Unfortunately, we do not have internet connectivity in our K-2 building, but we still provide the students with interesting and motivational software related to all fields of science. In grades 3-5, students conduct independent and small group research through the internet. Some recent topics include favorite inventors, formation of comets, comparison of the planets and uses of the inclined plane. In New York State, all fourth graders take an examination in Science which is part short answer and part practical. The practical part involves such activities as the students conducting experiments of inquiry and setting up battery operated electrical circuits. The last results we have for our fourth graders indicate that 100% of our students met the state standard! Each year we continue to finish with the highest scores in our district and the entire region of over one hundred schools. Annually, coinciding with our Spring Open School Week, we have our Science Fair. Our students in grades 3-5 conduct experiments of inquiry at home, independently or in small groups. These are then displayed in our Multi-Purpose room and virtually all of our parents, many community members and staff from other schools attend.

4. Instructional Methods

In keeping with our schools vision of preparing our students to become productive and successful members of society and to enable each student to attain his or 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 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 collaboratively and to talk about the strategies they used, with accountable talk and Math conversations. Our Science program uses a hands on approach employing the scientific method to discover and support their hypothesis. Trips to museums, mobile museum visits to our school, and our annual Science Fair provide additional experiences for our students outside the classroom. The technology specialist works collaboratively with the classroom teachers to integrate her program throughout the curriculum. Students learn how to research topics on the internet and how to incorporate the information in different formats. In Social Studies the students learn about their communities in the lower grades and begin to explore other cultures, New York State and the history of the Americas in the upper grades. Student periodicals such as Time for Kids and Scholastic News are used to learn about current events. Students 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 skills including, but not limited to technology, critical thinking, decision making and oral and written communication.

5. Professional Development

Professional Development is provided during specifically scheduled staff development days, common preps, lunchtime meetings and modeling lessons in the classroom. Teachers receive ongoing support in each Teachers College reading and writing unit of study. The Literacy Coach meets with the teachers by grade to facilitate the implementation of each unit and provides additional support by modeling lessons and providing necessary material. Teachers are also sent to training that is provided by Teachers College staff developers and then turn key what they learn to the rest of the staff. The Region continually provides the schools with training that is then presented to the appropriate staff members. This training has included Coaching for Excellence, Essential Elements of Instruction, Schools Attuned, and the School wide Enrichment model. Staff members have also been sent to attend conferences at universities to bring back new programs that further enhance students' critical thinking skills and enrich the curriculum. For example, teachers have attended classes on the Renzulli Enrichment Model at the University of Connecticut. Regional Staff also come to the school to provide training in new curriculum areas including Everyday Math, Differentiated Instruction, Social Studies and Conferencing techniques. In addition, our technical specialist provides the staff with ongoing training about new computer programs and accessing data from the Grow Report and Princeton Review Interim Assessment results. The data that is available to teachers enables them to pinpoint specific areas of need to be able to address the students' weaknesses in Reading and Math. Our Parent Coordinator and Parent Association also provide workshops for parents to keep them informed of curriculum changes and new state testing programs. Our professional development centers on providing ongoing training in all curriculum areas and new strategies for improving the level of thinking and learning for all of our students in all of our classrooms.

Subject Literacy PS 128Q Grade 5 Test English Language Arts
 Edition/Publication Year _____ Publisher _____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or Above Meets State Standards*	100	97.3	95.6	87.7	87.0
% At Exceeds State Standards*	53.7	44.4	23.9	17.5	19.6
Number of students tested	51	66	42	52	42
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 All subgroups too small					
1. <u>Free Lunch</u> (specify subgroup)				Not	Avail
% At or Above Meets State Standards	100	88.8	100		
% At Exceeds State Standards	38.5	27.8	25.0		
Number of students tested	13	18	8		

Subject Literacy PS 128Q Grade 4 Test English Language Arts
 Edition/Publication Year _____ Publisher _____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or Above Meets State Standards*	92.8	100	84.7	92.1	91.5
% At Exceeds State Standards*	33.9	56.6	38.9	39.2	30.5
Number of students tested	52	51	62	46	50
Percent of total students tested	100	100	98.4	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. <u>Free Lunch</u> (specify subgroup)				Not	Avail
% At or Above Meets State Standards	86.6	100	65.0		
% At Exceeds State Standards	26.6	60.0	10.0		
Number of students tested	15	10	20		

Subject Literacy PS 128Q Grade 3 Test English Language Arts
 Edition/Publication Year _____ Publisher _____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	86.3	76.8	93.0	85.3	84.0
% At Exceeds State Standards	54.5	30.4	63.2	37.3	24.0
Number of students tested	59	50	53	69	46
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. <u>Free Lunch</u> (specify subgroup)				Not	Avail
% At or Above Meets State Standards	80.0	75.0	81.8		
% At Exceeds State Standards	33.3	18.8	63.6		
Number of students tested	15	16	11		

Subject Math PS 128Q Grades 5 Test Math
 Edition/Publication Year _____ Publisher _____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or Above Meets State Standards*	96.3	80.0	87.2	75.4	63.0
% At Exceeds State Standards*	63.0	38.6	59.6	38.6	17.4
Number of students tested	54	70	47	57	46
Percent of total students tested	100	98.6	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. <u>Free Lunch</u> (specify subgroup)				Not	Avail
% At or Above Meets State Standards	100	64.7	87.5		
% At Exceeds State Standards	69.2	11.8	75.0		
Number of students tested	13	17	8		

Subject Math P.S. 128Q Grades 4 Test Math
 Edition/Publication Year _____ Publisher _____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or Above Meets State Standards*	100	98.1	90.3	94.0	94.8
% At Exceeds State Standards*	89.3	75.9	62.5	52.0	46.6
Number of students tested	56	54	72	50	58
Percent of total students tested	100	100	98.6	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. <u>Free Lunch</u> (specify subgroup)				Not	Avail
% At or Above Meets State Standards	100	100	84.2		
% At Exceeds State Standards	86.6	70.0	31.6		
Number of students tested	15	10	19		

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 Edition/Publication Year _____ Publisher _____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or Above Meets State Standards*	97.0	89.3	89.7	88.0	70.0
% At Exceeds State Standards*	68.7	50.0	72.4	60.0	24.0
Number of students tested	67	56	58	75	50
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. <u>Free Lunch</u> (specify subgroup)				Not	Avail
% At or Above Meets State Standards	100	87.5	90.9		
% At Exceeds State Standards	73.3	37.5	72.7		
Number of students tested	15	16	11		