

**Revised March 17, 2006**

**2005-2006 No Child Left Behind - Blue Ribbon Schools Program**

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*U.S. Department of Education*

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

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

Official School Name Samuel G. Love Elementary  
(As it should appear in the official records)

School Mailing Address 50 East 8<sup>th</sup> Street  
(If address is P.O. Box, also include street address)

Jamestown NY 14701-3502  
City State Zip Code+4 (9 digits total)

County Chautauqua State School Code Number\* 06-17-00-01-0009

Telephone ( 716 ) 483-4405 Fax ( 716 ) 483-4291

Website/URL www.jamestownpublicschools.org E-mail rhartling@jamestown.wnyric.org

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\* Mr. Raymond Fashano  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jamestown Public Schools Tel. (716) 483-4420

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 Mr. Joseph Pawelski  
(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 \_\_\_\_\_

## **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

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All data are the most recent year available.

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

1. Number of schools in the district:       6   Elementary schools  
   3   Middle schools  
   \_\_\_\_\_ Junior high schools  
   1   High schools  
   \_\_\_\_\_ Other
- 10  TOTAL
2. District Per Pupil Expenditure:      \$6,332
- Average State Per Pupil Expenditure:  \$8,500

**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.   6   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	9	5	14	7			
K	40	30	70	8			
1	28	32	60	9			
2	35	32	67	10			
3	19	27	46	11			
4	27	28	55	12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>312</b>

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

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| 63          | % White                          |
| 16          | % Black or African American      |
| 20          | % Hispanic or Latino             |
| 0           | % Asian/Pacific Islander         |
| 1           | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

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: 38%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	53
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	65
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	118
<b>(4)</b>	Total number of students in the school as of October 1	312
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.378
<b>(6)</b>	Amount in row (5) multiplied by 100	38%

8. Limited English Proficient students in the school: 6%  
20 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 89%  
 Total number students who qualify: 277

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:  $\frac{12}{36}$  %  
36 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>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  7  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 14 </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u> 13 </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>  2  </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> 20 </u>	<u>    </u>
Special resource teachers/specialists	<u> 12 </u>	<u> 11 </u>
Paraprofessionals	<u>  7  </u>	<u>  2  </u>
Support staff	<u>  7  </u>	<u>  1  </u>
Total number	<u> 47 </u>	<u> 14 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers:  16:1 

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	94%	94%	93%	94%	95%
Daily teacher attendance	93%	90%	92%	88%	87%
Teacher turnover rate	0%	6%	6%	13%	3%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **Part III – Summary**

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S.G. Love School is located within the city of Jamestown, New York. The neighborhood from which the school draws its students is racially mixed, primarily consisting of Caucasian, African-American, and Hispanic. The school community is situated in a low socio-economic area, with a poverty rate of 89%. Few of the adult members of the students' families have pursued higher education. Parental involvement in the school is minimal.

The mission of S.G. Love School is to develop responsible, caring, socially and academically prepared students. In collaboration with our parents and community, we will accomplish this mission by providing resourceful staff and developmentally appropriate curriculum in a friendly, safe environment.

The staff is comprised of 32 full-time teachers, 11 part-time teachers, eight paraprofessionals, a secretary, a health and attendance officer, a nurse, and five additional support staff members. As S.G. Love was for many years the lowest achieving elementary school in the district, the staff members have experienced a variety of changes within the school. These have included a number of principals, changing staff members, modifications to meet the New York State assessments, and mandatory professional development. Throughout all the various changes, there has been little resistance on the part of the staff, but rather a willingness to change when the change has been viewed for the good of the students and where academic growth is envisioned.

One shared belief among the members of the staff is that all children can learn. Everyone supports this philosophy. The staff works together as a team with a common goal. Time is set aside each month for grade levels to meet. Cross grade level meetings occur at various times throughout the school year. Each grade level works as a unit, cooperating and sharing materials, ideas, and advice with its members. This can also be evidenced across grade levels. Teachers develop goals and action plans using the results of data to meet students' needs. Special area staff members are assigned to specific grade levels and attend team meetings so that their instruction coordinates with that of the classroom teachers.

Bringing the staff together in connection with the school's goals is essential, but fostering the collegiality outside of the school day is also seen as important. Building bonds both within and outside of the school building has helped to unify the staff.

Each classroom has a uniform list of expectations and rules for all students. These are posted in every room of the school, and are listed in the school handbook that is sent home to all families. These were developed by the staff and administration, and are consistent building-wide. Students know the expectations they have in their classroom are the same as those in the gymnasium, the cafeteria, etc. The students' reward for adhering to the expectations and rules are working in an environment conducive to learning.

Taking the necessary steps to continue the high achievement levels that have been attained to the present will perpetuate the vision that has been created with input from all members of the staff.

## **Part IV – Indicators of Academic Success**

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### **1. Assessment Results**

All fourth grade students in New York State take assessments in English Language Arts and Mathematics. Each assessment is scored based on a rubric consisting of four performance levels.

Students are scored on a performance level of 1, 2, 3, or 4 on the three-day English Language Arts assessment. Levels 1 and 2 are considered non-proficiency levels and indicate students receiving these scores are at-risk of not meeting the New York State Standards. Students at level 1 demonstrate minimal understanding of written and oral text. Students' writing consists of brief, general, or repetitive statements. At level 2, students demonstrate partial understanding of written and oral text at a literal level. Their writing shows some focus and basic organization, using simple sentence structure and vocabulary.

Levels 3 and 4 are proficiency levels. For level 3, students demonstrate understanding of written and oral text with some attention to meaning beyond the literal level. Students' writing is generally focused and organized, with minor errors in spelling, grammar, or punctuation that do not interfere with readability.

At level 4, students consistently demonstrate understanding of written and oral text beyond the literal level. Students' writing is well organized, thoroughly developed, and uses sophisticated and effective language.

Fourth grade students take the New York State assessments in mathematics, as well. This is a three-day assessment on students' knowledge in the areas of numbers and numeration, mathematical reasoning, operations, modeling and multiple representation, measurement, uncertainty, and patterns and functions.

Students scoring in level 1 or level 2 are designated non-proficient. Level 1 students may use basic addition and subtraction, and use manipulatives to explore patterns. Level 2 students use basic facts for all operations, and identify appropriate units of measurement. Level 3 students consistently solve multi-step problems, order fractions, and justify a reasonable solution. Level 4 students order decimals, identify decimal place value, use estimation, explain reasoning, draw conclusions, and analyze situations.

Traditionally, the fourth grade students at S.G. Love School had not succeeded in achieving adequate yearly progress in English Language Arts. The building administrator and staff, working collaboratively, scrutinized the tasks students were required to perform on the state assessments and completed a gap analysis. A revision and realignment of the curriculum throughout the grade levels to better address deficits was initiated. Staff members were involved in various professional development opportunities designed to specifically target the skills students needed to become successful.

The assessment results indicated a disparity between students from economically disadvantaged homes and those from more affluent environments. It was discerned that these students were deficit in key reading skills including inferencing, main idea, and author's purpose. Writing skills fell below proficiency levels. Staff created parallel tasks as well as new forms of assessment to model those on state assessments. A building-wide implementation of a new approach to writing was instituted.

The following website can be accessed for additional information on the New York State assessments: [www.nysed.gov](http://www.nysed.gov).

## **2. Using Assessment Results**

Schools in the Jamestown district receive information on the results of their students' performance on state assessments via the Data Warehouse. The Data Warehouse program examines each question on the assessments to determine what percentage of students answered it correctly. Schools are therefore able to pinpoint which questions students were unable to answer, and the type of question with which they experienced difficulty, as well as those that students were able to master.

The staff at S. G. Love School peruses these questions and looks at the data collected over a period of five years. Both strengths and weaknesses are identified, and a discussion among the staff members ensues as to how the strengths can continue to be built upon, and how best to address the weaknesses.

Staff members later meet in grade levels to discuss how the information they have received may best be implemented in their particular grade level. Cross grade level meetings then convene so as to determine how the strengths and weaknesses are addressed throughout the building.

Students are assessed every eight weeks in reading so their progress can be monitored. Teachers analyze the results of these assessments and adjust their instruction to reflect the needs of their students. Students are then grouped and regrouped following each assessment period. Students that are not making adequate progress are identified, and instruction is formulated to meet their needs. Teachers monitor and adjust their instruction constantly.

## **3. Communicating Assessment Results**

S.G. Love School is proud of the achievement levels its students have reached. Teachers discuss individual results of the assessments with each child. They emphasize the student's strengths and how the student can improve in his/her weak areas. Individual student results on the New York State assessments are sent home to families. Every fourth grader takes a Student Performance Report, generated by the New York State-wide Testing Program, home. This details their performance on state assessments. It explains the student's performance level and shows areas of strengths and weaknesses. Teachers also discuss student performance several times during the school year at parent/teacher conferences. These provide an opportunity for teachers to share student successes and areas in need of attention with parents and /or guardians, and for the parents/guardians to have their questions answered or to seek assistance for their child. Teachers and parents/guardians may schedule a conference during the designated district conference times, or at any time they feel a need has arisen.

Student successes are celebrated through assemblies that the entire student body and the students' families attend. Students achieving at levels three and four on the state assessments are recognized for their outstanding achievement.

The community is also apprised of the assessment results through publication in the district newsletter that is sent to all families in the district, as well as publication in the local newspaper. Assessment results are shared with other teachers in the Jamestown district during the opening day presentation given by the superintendent. This presentation generates inquiries from other teachers throughout the district as to what has led to the success that S.G. Love School has experienced. Teachers share their ideas with other teachers in the district and invite them to spend time in their classrooms.



## **4. Sharing Success**

S.G. Love School has experienced success in raising student achievement through establishment and adherence to specific goals, unifying the staff, and focusing on the deficits identified through examination of student performance on previous assessments.

S.G. Love has shared its successes with other schools. Teachers from the building have provided training during district in-service days to other elementary schools. Visitors have been hosted from various schools, among them Olean District Schools, Bradford Schools, Friendship School, and Dunkirk Central Schools. Time has been provided for teachers and staff members to meet with these visitors and discuss strategies that have been implemented to raise student achievement levels. Staff members are presenting the school's success story at a national conference in April 2006.

The school has created partnerships with two local universities, SUNY at Fredonia and St. Bonaventure. Both interns and student teachers are part of this partnership. The school has provided both facilities and opportunities for the students from these universities to work with teachers. This give-and-take partnership allows for enrichment on the parts of both the college students and the classroom teachers, as the college students provide classroom teachers with the latest technology and new ideas, while the classroom teachers can offer a wealth of knowledge and experience in dealing with a diverse student population and achieving high expectations from these students. Activities that are planned in the classrooms actually become part of the college students' curriculum.

Many former students and their families return to S.G. Love School to visit teachers and staff members. The S.G. Love staff truly considers this a success, as they feel that they have made a definite impact on these students' lives, and on the lives of their families, as well. Former students attest to this fact, and share their successes or in some instances, their defeats, with their past teachers.

## **Part V – Curriculum and Instruction**

### **1. Curriculum**

S. G. Love School incorporates a multi-faceted approach to its curriculum. Using an integrated approach along with the core curriculum developed by the New York State Department of Education, teachers provide students with meaningful learning experiences. Students' needs and learning styles are met through differentiated instruction. This instruction, designed to help students reach and maintain high standards, may be delivered by the homeroom teacher, a teacher on the grade level team, an English as a Second Language teacher, a special education teacher, or a reading specialist.

Technology integration is of importance at S.G. Love School. Every teacher has received a lap top computer, every classroom is equipped with computers, and, in addition, students have access to a computer lab. Students from local universities bring mobile carts equipped with a lap top computer for each student and the latest technology into every classroom on a weekly basis. Teachers participate in a wide variety of trainings offered by the district and B.O.C.E.S. on the most up-to-date programs that are available. The Library Media Center also hosts numerous

computers for both teacher and student use, and offers teachers access to programs and websites that can be daily utilized in classrooms.

The English Language Arts core curriculum identifies literacy competencies for each grade level and provides grade specific performance indicators that help students meet each of the New York State standards. The teachers use the core curriculum as a guide when they plan their lessons and present parallel tasks for the students to complete that not only meet the standards, but also allow the students to respond to questions in the same manner as those on the New York State assessment. The students' work is evaluated using a similar rubric as that used for the assessment, and students work toward the top scores.

The mathematical curriculum follows the New York State core curriculum. The state has identified five content strands, (Number Sense and Operations Strand, Algebra Strand, Geometry Strand, Measurement Strand, and Statistics and Probability Strand), and five process strands (Problem Solving Strand, Reasoning and Proof Strand, Communication Strand, Connections Strand, and Representation Strand). The core curriculum then gives grade level specific activities to address each strand. As a district, the Jamestown City Schools has created a curriculum map for each grade level that identifies the content to be taught, when it should be taught, and what skills or strands are being addressed. These maps are followed for each grade level and the use of Math Exemplars (solving word problems using pictures, numbers, and words), manipulatives, and consistent mathematical language are emphasized in all grade levels.

The Science curriculum allows students to have the opportunity to develop their skills of mathematical analysis, scientific inquiry, and engineering design through investigation on a regular basis in grades kindergarten through four. S. G. Love School uses a variety of resources to provide hands-on experiences and help students become actively engaged in the discovery process. Each grade level is responsible to teach four or five science kits per year.

The learning standards for Social Studies as developed by the New York State Education Department are used as a guide to plan Social Studies lessons. Teachers then use a variety of resources, among them public television access, power point presentations, field trips, guest speakers, and leveled text to best meet students' needs in making connections with the concepts presented.

Physical education, music, and art teachers integrate various content areas into their programs and collaborate with classroom teachers for enhancement of the curriculum. Art teachers develop activities directly related to curriculum content standards as well as exposing students to art theory and art history. The New York State standards are also met through dance, music, theatre, and visual arts.

S. G. Love School has an English as a Second Language program. The standards for this program work on developing necessary communication skills such as reading, writing, listening, and speaking. The students work on developing these skills as they progress from beginner, to intermediate, and then advanced.

## **2. Reading**

S.G. Love devotes 120 minutes of each day to reading instruction. This takes the form of 90 minutes in whole group reading instruction and 30 minutes of small group guided reading instruction.

During the 90-minute block, students are grouped homogeneously for instruction. Groups are based on both assessment and teacher input. These groups are formed with acceleration in mind; students are placed at the level above their independent mastery level as demonstrated on the reading assessment. Group size averages approximately 12 students. Skills students need to become successful readers are addressed. Students are reassessed every eight weeks for potential movement among groups. New reading groups are formed after each assessment.

Each classroom in grades kindergarten through four uses a balanced literacy approach. Teachers hold small group guided reading lessons. These groups are capped at a maximum of six students. Students receive instruction in skills in which they are deficit through word work, vocabulary, and comprehension. The groups are flexible and change depending on students' needs.

Throughout all reading activities, skills to address the five essential components of reading, (phonemic awareness, phonics, vocabulary, fluency, and comprehension), are taught.

S.G. Love adopted these approaches to reading as the majority of the students served come from literacy-deprived environments. The 90-minute reading block incorporates a scientifically-researched reading program that has been shown to succeed with students from low socio-economic backgrounds.

## **3. Mathematics**

Students receive instruction in mathematics for a minimum of 45 minutes daily in grades kindergarten through four. This includes instruction in the basic skill areas and problem solving following the New York State mathematics curriculum and the district-developed mathematics map. All teachers in grades kindergarten through four have been trained in and teach their students mathematic problem solving through Math Exemplars. Math Exemplars allows students to creatively solve problems through pictures, numbers, and words. Teachers have also received professional development in the use of math manipulatives, and incorporate them in their instruction whenever possible.

Students receive an additional 40 minutes twice a week of small group instruction in both skill areas and problem solving. These groups are homogeneously formed to better meet the needs of individual student's deficits in mathematics.

Teachers in the building host Family Math Nights throughout the school year. Students and their families are invited into the school to participate in a variety of math activities involving the use of manipulatives. Families make math activities that can be taken home and shared with their children.

## **4. Instructional Methods**

S. G. Love School incorporates the strategies that are deemed necessary to allow all students to succeed. These strategies, which are in compliance with all local, New York State, and federal guidelines and mandates, including the No Child Left Behind legislation, vary depending on the instructional situation, but most importantly, on students' needs. Data plays a major role in determining instruction. Staff members assess on a regular basis and modify their instruction to meet the needs of their students. The staff meets as a whole, examines the data, identifies deficits, and then breaks down the tasks to make them grade level specific. Parallel tasks are created so that when students encounter these tasks, they have some background knowledge and feel confident to attempt them.

All students with special needs are included in the regular classroom. The special education teacher works in collaboration with the regular education teacher throughout the day.

Teachers in grades three and four loop with their students. This allows for a stronger relationship between the teachers and students, and instructional time is gained, as students are aware of the teachers' expectations and teachers know the needs of their students.

Students receive instruction in both whole and small groups. These groups may be heterogeneous or homogeneous, depending on the skill being taught, and again, on student need. These groups are not subject-specific, but occur across all subject areas.

Students also receive Academic Intervention Services before, during, and after school. These are small, grade level specific groups that receive instruction from a certified teacher to strengthen the deficits these students are experiencing in identified areas.

## **5. Professional Development**

The staff members at S.G. Love School recognize the importance of professional development, as it allows all staff to be focused and unified in their approach to instruction across all grade levels. This consistency from grade level to grade level, teacher to teacher, must be in place to impact student achievement. Formal action plans are consistently used in all grade levels. All staff members have participated in the New York State Reading Academy, providing training in the essential components of reading, assessing to determine weaknesses, and instruction to address these weaknesses. All teachers have also participated in Step Up to Writing, so that a uniform approach to the writing process is in place building-wide.

Again, all teachers have completed training in a balanced approach to literacy instruction, as well as direction in forming and instructing small groups in guided reading. DIBELS, (Dynamic Indicators of Basic Early Literacy Skills), another area in which all teachers have been trained, are administered on a regular basis to assess student progress and realign groups to address specific skill deficits.

Math Exemplars, a problem solving approach to word problems, is another area in which all teachers have received professional development. Students in kindergarten through grade four solve mathematical word problems using pictures, numbers, and words. Teachers have also received instruction in incorporating the use of manipulatives in their math lessons through math manipulatives trainings.

Staff members' professional development hours are tracked through the use of PDP Timekeeper. Teachers log in and sign up for specific professional development workshops. The district Staff Development Department then credits their attendance and hours.

Teachers participate in a three-year professional development cycle. An administrator observes untenured teachers three times annually until tenure is bestowed. Year One of a tenured teacher's tract is observation; Year Two involves an individual growth plan, and Year Three includes a special project. This cycle is then repeated.

As a result of staff members incorporating the skills, strategies, and information they have received from professional development and addressing individual student needs, student scores on state assessments have risen significantly. S. G. Love School, once the lowest performing elementary school in the Jamestown district, has now risen to the highest achieving elementary school.

**Table 1**  
**No Child Left Behind - Blue Ribbon School**  
**Grade 4 - English Language Arts**

**New York State Assessments**  
**Publisher - CTB/McGraw-Hill**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	February	February	February	February	February
<b>School Scores</b>					
% At or Above State Standards	90%	72%	38%	40%	29%
% At Exceeds State Standards	8%	18%	6%	4%	2%
Number of Students Tested	57	45	57	68	54
% of Total Students Tested	100%	100%	100%	100%	100%
<b>Subgroup Scores</b>					
<b>Economically Disadvantaged</b>					
% At or Above State Standards	76%	66%	28%	32%	na
% At Exceeds State Standards	8%	11%	4%	2%	na
Number of Students Tested	51	35	50	60	na
<b>White</b>					
% At or Above State Standards	78%	61%	36%	38%	na
% At Exceeds State Standards	6%	4%	9%	5%	na
Number of Students Tested	32	28	33	39	na
<b>Hispanic</b>					
% At or Above State Standards	93%	na	31%	na	na
% At Exceeds State Standards	0%	na	0%	na	na
Number of Students Tested	15	na	16	12	na

**Table 2**  
**No Child Left Behind - Blue Ribbon School**  
**Grade 4 – Mathematics**

**New York State Assessments**  
**Publisher - CTB/McGraw-Hill**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May	May
<b>School Scores</b>					
% At or Above State Standards	93%	83%	79%	42%	44%
% At Exceeds State Standards	52%	13%	10%	10%	2%
Number of Students Tested	57	53	58	65	64
% of Total Students Tested	100%	100%	100%	100%	100%
<b>Subgroup Scores</b>					
<b>Economically Disadvantaged</b>					
% At or Above State Standards	93%	76%	75%	30%	na
% At Exceeds State Standards	42%	12%	10%	5%	na
Number of Students Tested	51	42	52	57	na
<b>White</b>					
% At or Above State Standards	100%	85%	76%	42%	na
% At Exceeds State Standards	52%	12%	9%	8%	na
Number of Students Tested	31	26	33	36	na
<b>Hispanic</b>					
% At or Above State Standards	73%	59%	78%	na	na
% At Exceeds State Standards	13%	6%	11%	na	na
Number of Students Tested	15	17	18	13	na