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

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) __X_ Elementary __ Middle __ High __ K-12 __Charter

Name of Principal _____Mrs. Hope Kranidis_____

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

Official School Name _____Stewart Manor School_____

(As it should appear in the official records)

School Mailing Address __38 Stewart Avenue_____

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

_____Stewart Manor, NY 11530-2211_____

City State Zip Code+4 (9 digits total)

County _____Nassau_____State School Code Number*__280216020007_____

Telephone (516) 326-5530_____ Fax (516)326-0548_____

Website/URL __elmontschools.org_____ E-mail hkranidis@elmontschools.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

_____ Date _____

(Principal's Signature)

Name of Superintendent* _____Mr. Al Harper_____

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

District Name__Elmont Union Free School District__ Tel. (516) 326-5500_____

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.

_____Date_____

(Superintendent's Signature)

Name of School Board

President/Chairperson ____Mr. Aubrey Phillips_____

(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.

_____ Date_____

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

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: **6**   Elementary schools
                                                _____ Middle schools
                                                _____ Junior high schools
                                                _____ High schools
                                                _____ Other

                                                  6   TOTAL
2. District Per Pupil Expenditure: **$11,807**_____

    Average State Per Pupil Expenditure: **$13,826**_____

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
        [**X**] Suburban
        [ ] Small city or town in a rural area
        [ ] Rural

4. __**7**_ 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	26	30	56	7			
K	22	19	41	8			
1	34	18	52	9			
2	18	19	37	10			
3	20	23	43	11			
4	29	25	54	12			
5	23	30	53	Other	12	8	20
6	24	27	51				
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					407

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

6. Racial/ethnic composition of   44 % White
    the students in the school: 27 % Black or African American
                                    14 % Hispanic or Latino
                                    15 % Asian/Pacific Islander
                                    0 % American Indian/Alaska
                                  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: __**9**__ %

    [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.	**21**
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	**15**
(3)	Total of all transferred students [sum of rows (1) and (2)]	**36**
(4)	Total number of students in the school as of October 1	**407**
(5)	Total transferred students in row (3) divided by total students in row (4)	**.088**
(6)	Amount in row (5) multiplied by 100	**9**

8.   Limited English Proficient students in the school: __3%__
                                                 __10 %__Total Number Limited English Proficient
    Number of languages represented: __5__
    Specify languages: Persian, Spanish, French-Creole, Teluga Urdu

9.   Students eligible for free/reduced-priced meals: __13%__

      Total number students who qualify: __52__

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: __42%__

48   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.

____Autism	__2__Orthopedic Impairment
____Deafness	__4__Other Health Impaired
____Deaf-Blindness	__5__Specific Learning Disability
____Emotional Disturbance	__28__Speech or Language Impairment
____Hearing Impairment	_____Traumatic Brain Injury
__2_Mental Retardation	_____Visual Impairment Including Blindness
__7__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)	1	1
Classroom teachers	17	
Special resource teachers/specialists	10	
Paraprofessionals		17
Support staff	4	5
Total number	32	23

12.   Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 24:1

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	96%	97%	97%	97%	97%
Daily teacher attendance	98%	97%	98%	96%	97%
Teacher turnover rate	35%	12%	6%	9%	12%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III-Summary

Socrates defined education as the "kindling of a flame, not the filling of a vessel." At the Stewart Manor School, teachers help draw out the potential in every child by challenging each and every student on a daily basis regardless of their needs or level of functioning. Newcomers enter our school and comment on the welcoming atmosphere that exudes from staff and students. Studies show that people perform better when they are content and confidently nurtured. Stewart Manor students prove it! Former students of all ages often return to recapture memories and acknowledge the foundation which had a significant impact on their lives. Student successes continue to be celebrated as Stewart Manor graduates often receive recognition as valedictorians and salutatorians at the high school level.

Situated at the crossroads of three villages, Stewart Manor School blends into its residential suburban community with its park like grounds. Pride in our school grounds is evident by the graduating class' yearly donation of a variety of trees and the creation of a school garden by our kindergarteners and a local garden club. A school of approximately 410 students in the Elmont UFSD, Stewart Manor retains its country-like familiarity with all students from grades pre-kindergarten to sixth (general education, special education and English language learners), parents, and staff forming an effective community of learners. Its uniqueness as a single level facility allows for the inclusion of all Elmont District's physically challenged students. As students come to Stewart Manor from the villages of Stewart Manor, South Floral Park, and New Hyde Park, they bring with them a multicultural diversity that is celebrated and embraced throughout our school. Celebrating some 40 nationalities has developed students' tolerance and raised their awareness that they are all equal citizens of a global community.

The school day at Stewart Manor begins long before the school bell rings, with students and teachers busy at work in early morning tutorials, band/orchestra or chorus practices, gymnastics or reading clubs. A talented professional staff educates students throughout the day with a challenging curriculum based on continually revised district curriculum mapping guides meant to adhere and exceed learning standards set forth by New York State. Supported by a state of the art technology lab and classroom internet access, students have access to the most updated information in our rapidly changing world. Students end their day by participating in innovative after school clubs. With a foundation laid in a five day a week pre-kindergarten program solidified by a full day kindergarten routine, students pursue an integrated course of differentiated study that incorporates technology-based projects in the content areas. Early identification and intervention by a highly trained staff meet the needs of diverse learners by providing an array of support services. Art, music and P.E. integrate subject material in an effort to produce a well rounded student. Collaborations with Heckscher and Hillwood Museums and participation in the Empire State Games for the Physically Challenged extend learning experiences beyond the classroom walls.

An emphasis on character education permeates learning and fosters a cooperative environment. Daily P.A. announcements by students illustrate the traits of good citizenship as does the recognition of Students of the Month. These responsibilities are also realized through Student Council activities such as food, clothing and toy drives, visits to stock local food pantries and monthly visits to a local senior citizen home. Most recently, Stewart Manor students' Walk-a-thon raised over $10,000 for hurricane victims and ten 40 lb. boxes of essential items were collected and sent to our soldiers in Iraq. In keeping with our mission, our primary goal is for our students to reach their potential by becoming creative thinkers, self-directed learners and responsible, ethical citizens.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

New York State Assessments are designed to help ensure that all students reach high learning standards as set forth by New York State. State assessments have focused on fourth grade evaluation in English Language Arts (ELA), Mathematics and Science. In addition, fifth grade students are assessed in Social Studies. State assessments are meant to measure the effectiveness of instructional programs as well as student progress. The state requires that students who do not make adequate progress toward the standards receive academic intervention services. Schools within New York State are compared with other schools in their district, similar districts and statewide. The New York State School Report Card, containing yearly results of each school, provides information to the public on student performance and other measures of school and district performance.

Four levels of performance measure students overall results in relation to the New York State Learning Standards in ELA and Mathematics. *Level 4* students are *exceeding the standards and are moving toward high performance* while *Level 3 students meet the standards*. *Level 2 students are not fully meeting the standards* and may need extra support. *Level 1 student's are not meeting the standards or may have academic deficiencies*. Students functioning in levels 1 or 2 are working below state standards and may be candidates for academic intervention services.

Stewart Manor students have shown significant progress over the past five years in ELA as measured by state assessments. Performance has risen from 17% of students exceeding standards in Level 4 in 2000-2001 to 69% in 2004-2005, an increase of 52 percentage points. In 2003-2004 twice as many Stewart Manor students achieved ELA scores in Level 4 (30%) as compared to the New York State cohort scores in Level 4 (15%). Assessments illustrate that these students are reaching Bloom's higher levels of learning as they analyze and interpret a variety of texts, compare and synthesize information and formulate opinions using supporting details.

As we disaggregate data and examine the subgroup performance of various ethnic groups we see a consistent rise in the number of students meeting standards (Level 3) with significantly more students exceeding standards (Level 4). For example, in 2000-2001, only 35% Black students met standards and another 5% exceeded standards. By comparison in 2004-2005, 100% of the Black population met standards with 59% exceeding standards.

In mathematics our overall student population's performance has grown from 79% of students meeting state standards (Level 3) in 2000-2001 to 100% of students exceeding the standards (Level 4) in 2004-2005. Most noteworthy is the increase in students exceeding standards from 28% in 2000-2001 to 93% in 2004-2005. This exemplifies the greater number of students performing at the highest level. When examining subgroup performance, success is consistent among all ethnicities. For example, in 2000-2001, 10% of Black students exceeded standards scoring at Level 4. In 2004-2005 Black students exceeding standards (Level 4) soared to 91%. In 2003-2004, 72% of Stewart Manor students exceeded standards as compared to 29% of the state cohort exceeding standards (Level 4). These students successfully applied knowledge, predicted effects, explained their reasoning, drew conclusions and analyzed situations and results.

New York State assessment information may be accessed through the N.Y.S. website @ www.nysed.gov.

2. Using Assessment Results

By examining and using student assessment data to improve instruction we have built a culture that focuses on improvement. Data stemming from various programs, criterion-referenced and state assessments are studied at the building and grade level. At curriculum and grade level meetings, administrators and staff examine class profiles and item analyses to examine content, and look for gaps in specific skills and patterns across groups of similar items. By disaggregating the data from these tests, we identify our students' strengths and weaknesses. Access to state assessment results through the BOCES Data Warehouse website provides a variety of reports enabling teachers to conduct error analyses. Using common planning time built into grade level schedules, teachers meet and review test data and may regroup students for more focused instruction to meet individual learning needs.

District-wide assessments have been created for each grade level, and are administered upon the completion of pre-determined objectives in all major subject areas. Each classroom teacher creates formal and informal assessments. Incorporating results of all of these assessments helps inform teachers so they are able to better provide a menu of approaches, choices and scaffolds for the varying needs, interests and abilities of our students.

Prior to entering Kindergarten, children are screened using the Developmental Indicators for the Assessment of Learning (DIAL). Results of this screening help gear Kindergarten instruction and identify students who may be in need of early intervention services. Students who exhibit a difficulty acquiring academic skills are referred to our building Child Study Team. This team is comprised of the principal, psychologist, remedial and special education teachers, speech therapist, social worker and child's teacher. If deemed necessary, an evaluation to determine the child's strengths and weaknesses is conducted. Some of the assessment investments which may be used are: The Woodcock Johnson III; Tests of Cognitive Abilities and Tests of Achievement; Wechsler Individual Achievement Test; Key Math; and Woodcock Johnson III Diagnostic Reading Battery.

3. Communicating Assessment Results

Stewart Manor's strong partnership with parents and the community has been established over the years through open communication. School wide and individual student assessment results are shared regularly at parent-teacher conferences, PTA presentations and Open School Night. Translators are present at conferences involving families of English language learners (ELL). Parent workshops serve to inform parents of the expectations set forth by our rigorous standards-based curriculum and familiarize them with the format and results of state assessments. State rubrics are shared with parents so as to help them interpret data results and school rubrics are made known to parents affording them the opportunity to work with their children in completing content area projects and school presentations.

The results of practice tests given periodically in preparation for state assessments are sent home to parents for review with their children. A practice packet for ELA and Math is sent home by the principal to be completed during holiday recesses.

District-wide presentations of the New York State Comprehensive School Report Card are presented at Board of Education meetings. This report is also published in regional and local newspapers. Both the district newsletter, the Dialogue, and the bimonthly school PTA newsletter, serve as vehicles to communicate student achievement. Through the mail, parents receive written reports of their children's performance on state assessments.

4. Sharing Success

Thoughtful planning and reflection called for by a district standardized lesson plan format and focused instruction have helped more students meet with greater academic success. These innovations in curriculum have been shared by central administration and Board members at a New York State Board Association Convention of Best Practices.

Student achievement in areas stemming from categories such as most improved, perfect scorers on state assessment and those participating and winning outside contests are recognized at monthly Board of Education meetings. Besides celebrating successes through the award winning district newsletter, Dialogue, frequent articles regarding student participation in special community and academic events appear in local newspapers. Our Junior Scholastic reporters have been featured covering political rallies in the New York Times and were interviewed on NBC's "Today Show" television show. Local news channels have covered special school events such as a live student chess game and have also caught our school scrabble champs participating in a regional Scrabble Tournament.

The dedication and outstanding efforts of staff members have also been shared with other schools at recognition ceremonies hosted by the Intercounty Resource Center, American Legion and New York School Psychologist Association. Articulation meetings with the high school, inter-visitations and shared workshops and in-services with neighboring districts allow for interfacing of staff and exchange of ideas. Parents promote the success of our students via programs such as Parents as Reading Partners (PARP) as well as cultural arts presentations through their affiliation with interschool and intercounty PTA's.

The success met by our students, staff and parents are the result of a shared vision which includes setting high expectations, providing innovative instructional practices and the resources to help our community of learners realize their potential.

PART V. - CURRICULUM AND INSTRUCTION

1. Curriculum

The Stewart Manor School provides a challenging and relevant curriculum geared toward strengthening students' skills in meeting and surpassing New York State and national standards. Based on the research of Jacobs, Wiggins and McTighe, district curriculum mapping guides in the core content areas have been created and revised so as to drive instruction. Authentic assessment include benchmarks of student achievement that measures growth from novice, apprentice to proficient. Curriculum maps are closely aligned with New York State and national standards to ensure the spiraling of content areas in a way that each grade activates and builds upon knowledge from previous years. We strive to provide our children with an integrated curriculum that is challenging, yet fair and balanced. Text selections are reflective of the multicultural character of our student body. Differentiating instruction is vital for making sure that all students are achieving and that "no child is left behind." Lessons are carefully planned keeping in mind the differing needs and learning styles of our students. Inquiry-based instruction permeates our curriculum forcing students to become active participants in their own learning. Departmentalization in the intermediate grades allows for the regrouping of students and taps the expertise of a seasoned staff. District programs allow for enriching activities such as film making, cartooning, story telling, mock trial and Model UN.

The key to our success with English Language Arts is that literature is used in daily instruction to support and enrich each students reading and writing repertoire. Teachers expose students to a variety of genres and provide varied opportunities for them to respond critically and appropriately through reading and writing workshops. Through leveled libraries, students become more independent and accountable for their own learning as they are immersed in quality literature at various reading levels.

Math and Science instruction provides a sequential spiraling of theoretical and logical concepts and skills. Math and science concepts are developed through many hands-on learning experiences so that students can learn to make connections between concepts and daily life. Laboratory experiments foster creative problem solving and decision-making skills.

Our Social Studies curriculum is designed to help our students appreciate fellow humans both locally and globally. A variety of document-based materials are used in all grade levels. Current events are studied by examining weekly periodicals. Our sixth grade students have once again been selected as Junior Scholastic Reporters reporting on national issues that aid in raising the awareness of our entire school population as we proudly track their news breaking stories.

Art and Music programs further integrate curriculum as students are actively involved in the creative process through interactions with local artists and illustrators who share a variety of techniques. In a recently created music lab, students develop skills necessary to read, play, compose and appreciate music.

Physical Education classes emphasize health, wellness and physical fitness in addition to teaching fundamental athletic skills. Character education is reinforced through Project Adventure and our Peaceful Playgrounds recess component focusing on social and conflict resolution skills.

In the quest to provide our students with the best possible education to meet their individual needs, our staff has created an educational community that embraces collaboration. Formal lesson planning requires teachers to reflect daily on teaching methods and strategies in order to refocus and improve instruction. We have succeeded in integrating all content area instruction thereby creating a rich tapestry of academic study for all students.

2A. Reading/Writing Curriculum

To ensure that students will be accomplished readers and possess the skills necessary to succeed in all content areas, Stewart Manor School has developed a balanced literacy program sensitive to the diverse population it serves. Following the district adopted Literacy Place by Scholastic, classroom teachers provide focused reading instruction through the guided reading of literature based anthologies. Shared and independent reading activities reinforce key concepts and language skills. Block scheduling provides for ninety minute uninterrupted periods of instruction with AIS staff who flexibly employ pull-out/push-in models to maximize intervention and provide specialized programs such as Orton-Gillingham, Wilson and Direct Instruction to aid all students in meeting reading mastery goals.

Recognizing reading and writing as reciprocal processes, literature selected as mentor texts serve as models for student writing. Genre and author studies lay a solid foundation for the development of essential reading and writing skills. Children participate in reader's and writer's workshops daily where they are encouraged to be independent readers and to write for a variety of purposes and audiences. This idea is also supported by our annual Writer in Residence program where accomplished children's authors visit Stewart Manor School to work with our students hands-on in a series of writing workshops. Most recently, our students have become immersed in non-fiction genre with authors Carolyn Lesser and Brian Heinz.

Structured research methods provide the students with needed strategies to approach research projects in social studies and science. Extended reading occurs through trade books and access to reference materials in leveled classroom libraries, the computer lab, and the school library. Daily lessons and long-term projects are all developed to ensure that our students are reaching and exceeding both state and national standards.

3. Mathematics and Science

"If I tell you, you will forget; if I show you, you will remember; but if you do it, you will learn."
Herbert Rovner

At the Stewart Manor School, we believe that the method used to instruct students is as important as what is being taught. Understanding that math is the quantitative language of science, we have built a strong educational foundation through a program that focuses on mathematical and scientific inquiry through a hands-on approach at each grade. Students in all grades explore math and science concepts through discovery learning that builds meaning through experience. This is accomplished through the use of manipulatives, inquiry based lessons, and math and science centers that encourage independent investigation. Cooperative learning activities and peer teaching opportunities help reinforce developing skills for our students. From the primary grades to the intermediate, math and science concepts are closely woven together. Through math and science practice lessons, students develop the knowledge and skills that enable them to be able to explain and justify their responses in writing, a skill that begins with the solution to the math "problem of the day" and carries through to all aspects of our curriculum. Students are encouraged to attack problem-solving tasks by putting themselves into the problem. We offer a variety of before and after school programs such as Math Olympiads and Math Clubs. This year we are especially excited to have had a team of our students selected to submit experiments to be flown into Space as part of the SEM Satchel program sponsored by NASA. In every way we seek to provide our students with additional opportunities to explore and investigate math and science concepts in using methods that evaluate mathematical and scientific models.

4. Instructional Methods

At Stewart Manor School, we strive to address individual learning styles through the use of various multi-sensory instructional methods. Implementing varied inquiry-based approaches such as learning centers, power point presentations, books on tape, research-based activities, and an infrared system, students are able to develop and expand their knowledge and thinking skills in order to master the essential techniques necessary for lifelong inquiry and learning.

In order to support all children and help them achieve their learning potential, our school has implemented extended day intervention programs. Early morning tutorial focuses on improving skills in core curriculum areas. Our four day per week, after school Homework Club is available to all children in Grades 3 through 6 who may need extra support in completing their homework assignments. The reading/math programs used to supplement instruction and meet individual learning styles include: Wilson, Direct Instruction and TouchMath. Teachers and students have incorporated multi-media presentations as extensions to all content area learning

Differentiated instruction provides students of different abilities and learning needs with opportunities to experience and absorb new concepts. Through a wide range of reading and math programs, the students are able to take greater responsibility and ownership of their own learning. Students in need of academic support are serviced in small groups through the AIS (Academic Intervention Services), Resource Room, STAR (Students at Risk), and special education (i.e. inclusion, self contained classes) programs. All students are provided enrichment activities through the district's

Talent Development Program which recognizes different forms of intelligences and aims to identify and develop students' diverse talents. In addition, related services such as speech/language, occupational, physical, itinerant vision and hearing therapies, as well as socialization groups and individual counseling are available from specialists who continually reassess and readjust instruction as students grow and develop their skills.

5. Professional Development Program

The Elmont Union Free School District offers an extensive, comprehensive professional development program that follows the mandate of the New York State Commissioner's regulations. Committees of teachers, administrators and parents assist in the development and implementation of this program. Teacher input is consistently sought and used to determine interest, need and relevancy of specific offerings. Nationally recognized educational leaders, university professors, highly qualified administrators and teachers present in-service courses which are compiled in our Professional Development Workshops catalog. In addition, new staff create Professional Portfolios under the skillful guidance of administrators. The district participates in a web-based program, My Learning Plan, which tracks the teachers' professional development and responsibilities such as approval of conferences and university/in-service courses. In addition, committee work and attendance at meetings are logged in as well.

Common planning time is vital and incorporated into every school day to afford professional discussion and collaborative planning. Special area teachers assist in brainstorming ideas and enhancing programs. Our teachers' union has developed "Professional Partners" as part of a mentoring program, wherein new teachers are paired with experienced teachers who provide ongoing and consistent support, guidance and nurturing.

Bi-monthly faculty and curriculum meetings, in addition to grade level meetings allow for vertical articulation among teachers. These dialogues have encouraged harmonious development of meaningful curriculum that has positively impacted the achievement of our students.

PART VII – ASSESSMENT RESULTS

STATE TESTS

Subject __English Language Arts__   Grade __4__

Test __NYS English Language Arts__

Edition/Publication Years: __2001-2005__   Publisher: CTB McGraw Hill

Testing Month **February**	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES					
% at or above Level 1	100%	100%	100%	100%	100%
% at or above Level 2 (*Not fully* meeting standards)	100%	100%	100%	96%	100%
% at or above Level 3 (*Meeting* the standards)	100%	82%	87%	78%	62%
% at or above Level 4 (*Exceeding* standards)	69%	30%	32%	26%	17%
Number of students tested	54	50	38	46	53
SUBGROUP SCORES					
RESULTS BY RACE/ETHNICITY					
Asian/Pacific Islander					
% at or above Level 1	100%	100%	S	S	100%
% at or above Level 2 (*Not fully* meeting standards)	100%	100%	S	S	100%
% at or above Level 3 (*Meeting* the standards)	100%	100%	S	S	63%
% at or above Level 4 (*Exceeding* standards)	67%	40%	S	S	25%
Number of students tested	9	5	1	3	8
Black					
% at or above Level 1	100%	100%	100%	100%	100%
% at or above Level 2 (*Not fully* meeting standards)	100%	100%	100%	84%	100%
% at or above Level 3 (*Meeting* the standards)	100%	79%	69%	74%	35%
% at or above Level 4 (*Exceeding* standards)	59%	29%	23%	16%	5%
Number of students tested	22	14	13	19	20
Hispanic					
% at or above Level 1	100%	100%	S	S	100%
% at or above Level 2 (*Not fully* meeting standards)	100%	100%	S	S	100%
% at or above Level 3 (*Meeting* the standards)	100%	78%	S	S	83%
% at or above Level 4 (*Exceeding* standards)	60%	22%	S	S	17%
Number of students tested	5	9	3	6	6
White					
% at or above Level 1	100%	100%	100%	100%	100%
% at or above Level 2 (*Not fully* meeting standards)	100%	100%	100%	100%	100%
% at or above Level 3 (*Meeting* the standards)	100%	82%	95%	83%	84%
% at or above Level 4 (*Exceeding* standards)	83%	32%	35%	33%	26%
Number of students tested	18	22	20	18	19

ELA

New York State Public School Scores	2004 2005	2003 2004	2002 2003	2001 2002	2000 2001
% at Level 1 – *not meeting standards*	***	6%	6%	8%	10%
% at Level 2 – *not fully meeting standards*	***	22%	30%	31%	30%
% at Level 3 – *meeting standards*	***	47%	42%	40%	43%
% at Level 4 – *exceeding standards*	***	15%	22%	21%	17%

* S= When fewer than 5 students in a group (e.g. Hispanic) were tested, percentages of tested students scoring at various levels were suppressed for that group. Suppressed data are indicated with an (S).

** 2004–2005 Based on preliminary data as state information derived from School Report Card is not yet available.

*** These scores not yet available as of 2/6/06

STATE TESTS

Subject Math   Grade 4

Test   NYS Math Assessment

Edition/Publication Years: 1999-2005   Publisher: CTB McGraw Hill

Testing Month **February**	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES					
% at or above Level 1	100%	100%	100%	100%	100%
% at or above Level 2 (*Not fully* meeting standards)	100%	100%	100%	98%	98%
% at or above Level 3 (*Meeting* the standards)	100%	98%	100%	89%	79%
% at or above Level 4 (*Exceeding* standards)	93%	72%	66%	30%	28%
Number of students tested	55	53	38	44	53
SUBGROUP SCORES					
RESULTS BY RACE/ETHNICITY					
Asian/Pacific Islander					
% at or above Level 1	100%	100%	S	S	100%
% at or above Level 2 (*Not fully* meeting standards)	100%	100%	S	S	100%
% at or above Level 3 (*Meeting* the standards)	100%	100%	S	S	100%
% at or above Level 4 (*Exceeding* standards)	89%	100%	S	S	50%
Number of students tested	9	6	1	3	8
Black					
% at or above Level 1	100%	100%	100%	100%	100%
% at or above Level 2 (*Not fully* meeting standards)	100%	100%	100%	94%	95%
% at or above Level 3 (*Meeting* the standards)	100%	100%	100%	83%	55%
% at or above Level 4 (*Exceeding* standards)	91%	53%	46%	17%	10%
Number of students tested	23	15	13	18	20
Hispanic					
% at or above Level 1	100%	100%	S	S	100%
% at or above Level 2 (*Not fully* meeting standards)	100%	100%	S	S	100%
% at or above Level 3 (*Meeting* the standards)	100%	78%	S	S	67%
% at or above Level 4 (*Exceeding* standards)	83%	80%	S	S	33%
Number of students tested	5	9	3	6	6
White					
% at or above Level 1	100%	100%	100%	100%	100%
% at or above Level 2 (*Not fully* meeting standards)	100%	100%	100%	100%	100%
% at or above Level 3 (*Meeting* the standards)	100%	95%	100%	100%	100%
% at or above Level 4 (*Exceeding* standards)	100%	73%	70%	44%	37%
Number of students tested	17	22	20	18	19

Math

New York State Public School Scores	**2004 2005**	**2003 2004**	**2002 2003**	**2001 2002**	**2000 2001**
% at Level 1 – *not meeting standards*	***	4%	5%	7%	9%
% at Level 2 – *not fully meeting standards*	***	17%	17%	26%	22%
% at Level 3 – *meeting standards*	***	50%	47%	44%	43%
% at Level 4 – *exceeding standards*	***	29%	31%	23%	26%

* S= When fewer than 5 students in a group (e.g. Hispanic) were tested, percentages of tested students scoring at various levels were suppressed for that group. Suppressed data are indicated with an (S).

** 2004–2005 Based on preliminary data as state information derived from School Report Card is not yet available.

*** These scores not yet available as of 2/6/06