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

Official School Name Watson Williams Elementary School
(As it should appear in the official records)

School Mailing Address 107 Elmwood Place
(If address is P.O. Box, also include street address)

Utica New York 13501-4900
City State Zip Code+4 (9 digits total)

County Oneida State School Code Number* 41-23-00-01-0012

Telephone (315) 792-2167 Fax (315) 792-1133

Website/URL www.uticaschools.org/watson/ E-mail hfrasca@uticaschools.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* Ms. Marilyn Skermont
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Utica City School District Tel. (315) 792-2222

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 Ms. Barbara Klein
(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

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:
   __9__ Elementary schools
   __2__ Middle schools
   _____ Junior high schools
   __1__ High schools
   _____ Other

   __12__ TOTAL

2. District Per Pupil Expenditure: __$10, 500____

   Average State Per Pupil Expenditure: __$12, 700____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. ____4__ 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	41	41	**82**		**8**			
1	35	30	**65**		**9**			
2	26	34	**60**		**10**			
3	41	27	**68**		**11**			
4	29	36	**65**		**12**			
5	30	21	**51**		**ungraded**	11	3	**14**
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					**405**

6. Racial/ethnic composition of the students in the school:

21 % White
54 % Black or African American
18 % Hispanic or Latino
7 % Asian/Pacific Islander
0 % 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: 22 %

[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.	42
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	55
(3)	Total of all transferred students [sum of rows (1) and (2)]	97
(4)	Total number of students in the school as of October 1	448
(5)	Total transferred students in row (3) divided by total students in row (4)	.2165
(6)	Amount in row (5) multiplied by 100	21.65

8. Limited English Proficient students in the school: 12 %
48 Total Number Limited English Proficient

Number of languages represented: 9
Specify languages: Spanish, Bosnian, Khmer, Russian, Vietnamese, Karen, Maay Maay, Creole and Latvian

9. Students eligible for free/reduced-priced meals: 96 %

Total number students who qualify: 392

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: __14____%
__56____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.

__0_Autism	_0__Orthopedic Impairment
__0_Deafness	_10_Other Health Impaired
__0_Deaf-Blindness	_28_Specific Learning Disability
__0_Emotional Disturbance	_16_Speech or Language Impairment
__0_Hearing Impairment	_0__Traumatic Brain Injury
__1_Mental Retardation	_1__Visual Impairment Including Blindness
__0_Multiple Disabilities	

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	1_____	0_____
Classroom teachers	22_____	0_____
Special resource teachers/specialists	14_____	2_____
Paraprofessionals	0_____	12_____
Support staff	1_____	6_____
Total number	38_____	20_____

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: _19:1___

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	93%	93%	93%	92%	94%
Daily teacher attendance	96%	97%	96%	97%	96%
Teacher turnover rate	8%	13%	19%	31%	21%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III - SUMMARY

Instruction at Watson Williams Elementary School begins with the New York State Learning Standards, follows the defined curriculum and reaches students through high quality, multi-sensory and imaginative lessons. Education at Watson Williams begins with the children, follows their undefined potential while reaching beyond the classroom. A belief pervades that all students can succeed as articulated in the school's mission statement:

"Watson Williams Elementary School will ensure high academic achievement by providing equal and excellent opportunities in a comfortable and flexible learning environment. All students will develop the knowledge, skills and attitudes to enable them to function as lifelong learners and responsible citizens in a changing society."

Located in the heart of center-city Utica, New York known as Cornhill, and constructed in 1992 it is the newest of the Utica City School District buildings. It stands in sharp contrast to the surrounding inner city blight, which features many abandoned homes and businesses. Utica is a city that has suffered both economic and population decline. At its peak, it was a city of 125,000 with national industry and thriving local businesses. Downsizing began in the 1960's, accelerated in the 1980's, with a final crushing blow coming in the mid-1990's with the United States Department of Defense realignment and closing of Griffiss Air Force Base in nearby Rome, New York. Today, Utica's population is 65,000 with an aging infrastructure and diminishing tax base.

Watson Williams' current poverty index, as indicated by the free and reduced lunch rate, is 95.8%. The kindergarten through grade five student body is diverse in ethnicity and academic ability, including significant numbers of English Language Learners and special education students.

Many obstacles faced at Watson Williams stem from poverty and its secondary effects. Students enter kindergarten with significant cognitive delays as measured by the Brigance Kindergarten Screen. They are in need of basic necessities as well as being language poor. Student mobility is high. Communication from parents is limited. While there have been intermittent parent support groups, currently, there is no standing parent-teacher organization.

Despite these realities, students at Watson Williams are held to the highest standards. It is essential to understand that the faculty and staff refuse to accept any excuse for low academic achievement. Over time, the teacher turnover rate has dropped and stabilized. Watson Williams' strength lies with dedicated professionals who take true ownership of the success of their students. This is evident in the personal relationships developed with students and the personal resources they donate to their classrooms.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS

Watson Williams Elementary School is a New York State public school that participates completely in the New York State Testing Program. Grade four students are tested annually in English language arts and mathematics. These assessments are designed to measure student achievement based on the New York State Learning Standards and Core Curricula. The psychometric make-up of the test is such as to equate student performance from year to year.

Students are classified into one of four levels of performance based on their overall test results in relation to the New York State Learning Standards in English language arts and mathematics. Performance will

fall within one of four categories: (4) Exceeding the Standards, (3) Meeting the Standards, (2) Not Fully Meeting the Standards, (1) Not Meeting the Standards. In order for students to meet or exceed the Standards, they must perform at levels 3 or 4. Students functioning at levels 1 or 2 are working below state Standards and are required to receive academic intervention services (AIS).

During the past five years, Watson Williams' English Language Arts Assessment results have indicated steady growth. While 54% of students met or exceeded the Standards in 2001, 95% of students met or exceeded the Standards in 2005. Considering the level at which students enter school, as referenced by the Brigance Kindergarten Screen, and their language poor home environments, the 2005 ELA results are nothing short of stellar. Watson staff is convinced that this upward swing is the result of innovative measures to broaden vicarious experiences and vocabulary. Instructional resources have been heavily allocated to early primary grades. Reading time has been dramatically increased with a greater emphasis on nonfiction.

Achievement in mathematics has been consistently strong at Watson Williams as evidenced by the past five years' assessment results. This strength in the instructional program has been a stepping-stone to the outstanding performance of 2005. The percentage of students reaching the highest performance Level 4 in 2005 is nearly three times the number in 2001. Some of the skills that mastery level students must demonstrate include: applying graphical data, explaining reasoning, predicting probability, identifying arrangements and combinations, analyzing situations and drawing conclusions. The Utica City School District two years prior adopted a more rigorous mathematics program that is manipulative based and includes performance assessments. We also feel that part of our strong performance is the result of having a faculty member who teaches two professional development courses, " Thinking Math I and Thinking Math II" which are through The American Federation of Teachers Educational Research and Dissemination. Many members of the Watson Williams faculty have taken both courses.

With respect to the economically disadvantaged sub-group, it is evident across all five years included in this report that no significant disparity exists. The economically disadvantaged sub-group includes all ethnic as well as special education sub-groups. We are particularly proud of this achievement as this reflects our belief and mission.

New York State assessment information may be accessed through the New York State Education Department website at www.nysed.gov

2. USING ASSESSMENT RESULTS

In order to meet the needs of our students, Watson Williams uses data as an integral component for instructional decisions; both programmatically at the building level as well as individually to develop student academic intervention plans.

The data collection begins when a student enters in kindergarten. All students are evaluated using the Brigance Kindergarten Screen, published by Curriculum Associates. These results are then broken down into percentage of individual delay. Those students who enter delayed are immediately placed in our Academic Intervention Services program. This data then serves as our baseline for future comparisons.

The Utica City School District utilizes formative assessments in English language arts and mathematics generating data results, which are continually analyzed. Watson Williams studies longitudinal results by item, grade level, teacher, and student. Summative assessments, in recent years the Terranova, are also administered annually with similar analysis.

The most strategic and vigorous data analysis is conducted utilizing data from the New York State Assessments. As criterion referenced assessments, they measure individual student performance against

what is expected to be taught, specifically the New York State Leaning Standards. The psychometric make-up of the tests, which equates student performance from year to year (i.e.: in theory if two students have the same scale score in different years, they are at the same level of learning), allows us to implement a systematic reliable mock testing model. Individual test items are identified for difficulty by utilizing the P-value as compared to the region. While all items are examined, those identified as mid-range in difficulty are targeted for in depth analysis. Tests from prior years are administered to current students and results are compared to prior year's data set. The information learned is then applied to fine-tune our instructional program. These analyses, as well as instructional decisions, involve the entire faculty.

3. COMMUNICATING ASSESSMENT RESULTS

Student performance, including assessment results, is communicated to all stakeholders in various forms, which are designed to be clear and user friendly. Our goal is to inform and generate discussion at all levels.

At Watson Williams we believe that meaningful interpretation of results begins with meaningful expectations. Assessment schedules, descriptions and appropriate study guides prior to testing, assist students and parents to prepare for testing and to interpret results. A parent meeting is scheduled for New York State testing grades 3-5 during which the content and mechanics of each test is described, as well as Watson Williams' plan for instruction and tutoring. Student conduct expectations are also clearly defined.

Students and parents receive quarterly report cards in all subject areas including all core academic areas, special education services, special classes and deportment. Student agendas provide daily written communication between home and school for grades 3 –5. Individual teachers prepare weekly progress reports as well.

New York State Assessment results are promptly communicated to parents in a letter from the principal, which includes the performance level of the student, an explanation of each performance level and a personal invitation to a community wide meeting to discuss results. New York State School Report Cards are on file in the Watson Williams library for reference by staff and community members.

Formal parent/teacher conferences are conducted two times each school year. For those parents who fail to appear for the scheduled conference, there is a follow-up by the teacher and a formal written follow-up by the principal. Every parent is reached.

Our Student of the Month assembly welcomes families into school to hear a brief testimonial describing the Student of the Month from each homeroom. Honor Roll or Progress Roll achievement is also recognized with a letter home and a student certificate.

4. SHARING SUCCESS

Watson Williams participates fully in district and regional educational forums. We are recognized as a leader in the area of data interpretation and the use of data to inform instruction. This is evidenced by a recent invitation for the principal to present at a regional forum.

Watson Williams staff members routinely contribute to the Professional Development Program for the Utica City School District. This happens in several ways including best practice sharing, collaborative creation of instructional materials and workshop presentations. Student teachers are welcomed as well.

Individual staff members contribute to area professional organizations. They are active members of the Mohawk Valley Reading Association and serve as Utica Teacher Center instructors.

Watson Williams teachers were recently highlighted in the local newspaper, The Utica Observer-Dispatch. Over a period of several weeks, they provided tips for parents to help their child succeed in school.

Our instructional and programmatic initiatives are detailed in the Comprehensive District Educational Plan. This plan is easily accessible to area schools. The Watson Williams staff continues to have an open door policy for any school or district that would like to visit the to observe our plan in action.

PART V – CURRICULUM AND INSTRUCTION

1. CURRICULUM

Watson Williams Elementary School aligns its curriculum with the New York State Learning Standards and Core Curricula for English language arts, mathematics, science, health, social studies, art, music, physical education, technology, and library science. Additionally, as a magnet school for the performing arts, students receive instruction in dance.

Our use of data keeps us always mindful of our overall population as well as individual student needs. We know that most of our students enter school with limited prior knowledge, minimal vocabulary acquisition and shallow content knowledge. In order for students to build a body of knowledge as well as develop language and mathematical skills we utilize an integrated curricular approach. Classroom, academic intervention, special education and special area teachers all devote significant effort to congruent instruction of the essential elements of each discipline. Special areas classes in music, art, physical education and dance align curriculum so as to preview and mirror developmental classroom lessons in both process and content. Specifically, vocabulary from each developmental reading selection is presented in the special area classes one week prior to the classroom reading. Students have a chance to sing, draw and act out select vocabulary words. This approach helps students develop prior knowledge through a multi-intellectual approach.

Reading instruction requires all students to process text of various genre, topic and level of sophistication. Students are immersed in text. They respond to a continuum of prompts from literal to inferential. Key comprehension strategies of activating schema, questioning, visualizing, inferring, determining importance, synthesizing, and self-monitoring are modeled and taught in every classroom.

Writing instruction centers on the purposes of writing: to be understood, to persuade and to acquire and transfer knowledge about oneself and the world. Students are taught the necessary writing tools of vocabulary, sentence structure, mechanics and organization. They are also taught how to create and utilize graphic organizers.

The mathematics curriculum spirals. Counting, computation and model representation are partnered with intricate and complex concepts beginning at the earliest grades. Mathematics is seen as a tool to record, predict and plan. Essential computation skills and established rules of operation are taught as a way to recognize patterns.

Science instruction stresses the cycles in nature and physical science. Specifically addressed are the water cycle, life cycles of plants, insects and other small animals, electrical circuits, seasonal changes, weathering, recycling and conservation.

Social studies curriculum content includes geography, history, government, economics and citizenship. Geography covers basic land and water forms. History is specific to New York State and The United States of America. The function and design of city, state and national government bodies are taught.

Economics and citizenship are integrated throughout.

Watson Williams' arts programming allows students to appreciate and participate in various artistic disciplines, but also influences all instruction to be aesthetic, rather than anesthetic. All students receive instruction in the visual arts, vocal music and dance. Additionally, students may choose to participate in Studio Art, dance ensembles (jazz, tap, ballet), choir, band, orchestra and steel drums. Students may audition for our premier dance ensemble, "On the Road Dancers" and our annual musical theater production. Many Watson Williams teachers are active in the Arts in Education Institute of Lincoln Center, as sponsored through our local Central New York Council for the Arts. AEI provides professional development to teachers during the summer and a unit of study for students during the school year in collaboration with a teaching artist. The integrated curriculum model is designed to support a student in their quest to make sense of the world and take their place as contributing citizens.

2. READING

Reading instruction at Watson Williams is one component of English language arts instruction and encompasses essential elements of literacy: phonemic awareness, phonics, word recognition, background knowledge, vocabulary, fluency, comprehension and motivation to read. The curriculum is based on the New York State Learning Standards, New York State English Language Arts Core Curriculum and specific performance indicators. The learning standards require students to be able to determine literal details from text, make inferences, develop connections to other text/self/world and to synthesize facts and ideas. Students are expected to read for information and understanding, literary response and expression, critical analysis and social interaction. Some specific comprehension skills presented include: locating details in text, comparing/contrasting, determining the main idea, recognizing character change, interpreting figurative language, sequencing events, determining importance, recognizing the author's purpose and summarization. Language conventions and mechanics are included in reading skills instruction. Both comprehension and mechanics skills spiral from kindergarten upward.
Formal assessments are administered weekly, at six week intervals and annually.

Beyond skills and concepts, our reading curriculum includes wide and varied exposure to text, both by topic and genre. Students are immersed in carefully selected text necessary to build background for higher-level thinking.

This approach to reading aligns our instruction to the New York State Learning Standards, provides broad general knowledge exposure to our students and supports our mission, as stated earlier, to close the developmental/achievement gaps with which our students enter school.

3. MATHEMATICS

Watson Williams' mathematics curriculum includes both content and process. Aligned with the New York State Core Curriculum for Mathematics, the content strands are number sense, algebra, geometry, measurement and statistics/probability. Process strands are problem solving, representation, communication, reasoning/proof and connections.

The content strands represent a vast body of content knowledge, taught in an integrated manner to engage students in the construction of knowledge. Within each strand, bands of content focus are defined. For each band, performance indicators are stated. It is from the performance indicators that actual curriculum has been developed.

The Utica City School District has provided a clearly defined spiral curriculum. Students learn counting and practice basic computation through the use of situational stories. They are expected to create and

recognize symbolic/pictorial patterns and identify equalities/inequalities. Measurement content includes linear measurement, area, perimeter, volume, temperature, time and money. Interpretation of graphs, tables and narrative data is taught. Students learn the attributes of basic plane/solid shapes along with the properties of congruence and symmetry. Embedded in the curriculum is the requirement to communicate conclusions and support them with evidence. Formal assessments are both objective and performance formats. These essential skills, along with our assessment model, equip students to manage mathematical issues in their everyday life and prepare them for more in-depth, abstract study.

This approach to curriculum design supports both content knowledge and transference between academic disciplines. The mathematical process strands of problem solving, representation, communication, reasoning/proof and connections are the same processes that students utilize for English language arts and other content areas. Moreover, this curriculum design supports our school mission to enable students as lifelong learners and responsible citizens. The continual interweaving of process instruction is intended to make permanent in our students a rational, evidenced based style of decision making.

4. INSTRUCTIONAL METHODS

Our teachers are, first and foremost, caring adults who know they have the power to create the culture and atmosphere necessary for students to thrive. Teachers also understand that for our students we must use more than just the district developmental programs for English language arts and mathematics. Our approach is to keep the developmental program inside the time frame for which it was designed, not just do it slower. Modeling and thinking aloud are second nature to our teachers. Daily lessons across all curricular areas include hands-on discovery, manipulative components and student partnerships. This mind set sparks a variety of instructional methods and materials based on learning standards and student strengths. For English language arts, teachers have created and maintained large banks of carefully selected passages, articles and stories. Similar bodies of materials have been created for mathematics, science and socials studies.

Our K-5 Academic Intervention Service is supported by computer-assisted instruction. All students complete daily lessons in both reading and mathematics. Instruction is individualized by student ability and serves as both guided practice and preview of instructional content. It provides students with immediate performance feedback. It is also another source of data for teachers to triangulate against the district performance assessments, the student's authentic classroom work and the New York State assessments, while developing personalized student action plans.

The core of our instructional method is to look at each student individually, not as a classroom. We develop a plan that addresses each student's strengths and weaknesses, supports their continual growth and development, which, in turn, allows for their success.

5. PROFESSIONAL DEVELOPMENT

Professional development at Watson Williams Elementary School is an inclusive process of principal, teachers, support staff and assistants working in concert with each other and in accordance with the Commissioner of Education regulations. We attend, facilitate and present district/regional in-services. Individual professional development plans are prepared and evaluated annually. Additionally, teachers are engaged in personal course work pursuing a master's degree, additional certification, or growth in an area of professional interest or need.

Grade level teams meet weekly to discuss all educational issues. As well, our building level initiated academic committees (English Language Arts/Writing, Mathematics, Science and In-Service) meet weekly and include representatives from each grade level and special area. This horizontal and vertical

configuration ensures communication and sound recommendations.

Furthermore, Watson Williams teachers provide significant professional development to one another. Through the combined efforts of our academic committees, we have established an ambitious program of mini in-services. Driven by data prepared from item analyses of various assessments and by the learning standards, these 15-minute sessions are targeted to Watson Williams' needs, conducted at the beginning of the school day, implemented at no cost and provide teachers with a balance of theoretical and practical support. Recent presentations include: the use of sight phrases, revised mathematics curriculum, base-ten instruction - subtraction with regrouping, and differentiated reading/phonics instruction. The brief format and non-threatening setting encourage all staff to share with their colleagues.

NEW YORK STATE CRITERION-REFERENCED TESTS
Subject: English Language Arts **Grade**: 4 **Test:** New York State Grade 4 English Language Arts Exam

Edition/Publication Year: 1999 – 2005 **Publisher:** CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	February	February	February	January	January
SCHOOL SCORES					
% At or Above Level 1 (Not meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (Not fully meeting the standards)	100%	89%	92%	98%	91%
% At or Above Level 3 (Meeting the standards)	95%	49%	62%	59%	54%
% At or Above Level 4 (Exceeding the standards)	11%	4%	3%	9%	7%
Number of students tested	45	72	59	64	80
Percent of total students tested	100%	100%	99%	100%	100%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2%	0	0	0	0
SUBGROUP SCORES					
1 SPECIAL EDUCATION					
% At or Above Level 1 (Not meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (Not fully meeting the standards)	100%	83%	60%	100%	69%
% At or Above Level 3 (Meeting the standards)	88%	33%	40%	67%	48%
% At or Above Level 4 (Exceeding the standards)	0	0	0	22%	6%
Number of students tested	8	18	10	9	16
Percent of total students tested	20%	25%	17%	14%	20%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2%	0	0	0	0
2 ECONOMICALLY DISADVANTAGED					
% At or Above Level 1 (Not meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (Not fully meeting the standards)	100%	88%	90%	98%	87%
% At or Above Level 3 (Meeting the standards)	94%	47%	61%	60%	51%
% At or Above Level 4 (Exceeding the standards)	11%	2%	4%	9%	8%
Number of students tested	36	57	49	58	65
Percent of total students tested	80%	78%	83%	91%	81%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2%	0	0	0	0
3 AFRICAN AMERICAN					
% At or Above Level 1 (Not meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (Not fully meeting the standards)	100%	89%	93%	97%	94%
% At or Above Level 3 (Meeting the standards)	96%	42%	64%	38%	52%
% At or Above Level 4 (Exceeding the standards)	16%	2%	0	8%	12%
Number of students tested	25	45	42	39	50
Percent of total students tested	56%	63%	71%	61%	63%
4 WHITE					
% At or Above Level 1 (Not meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (Not fully meeting the standards)	100%	95%	89%	100%	86%
% At or Above Level 3 (Meeting the standards)	91%	65%	33%	93%	57%
% At or Above Level 4 (Exceeding the standards)	0	1%	11%	7%	0
Number of students tested	11	20	9	14	21
Percent of total students tested	24%	28%	15%	22%	26%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2%	0	0	0	0
5 HISPANIC					
% At or Above Level 1 (Not meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (Not fully meeting the standards)	100%	80%	83%	100%	69%
% At or Above Level 3 (Meeting the standards)	100%	60%	50%	90%	44%
% At or Above Level 4 (Exceeding the standards)	11%	0	0	10%	6%
Number of students tested	9	5	6	10	16
Percent of total students tested	20%	7%	10%	16%	20%

NEW YORK STATE CRITERION-REFERENCED TESTS
Subject: _Mathematics_ **Grade**: 4 **Test:** New York State Grade 4 Mathematics Exam_

Edition/Publication Year: 1999 – 2005 **Publisher:** _CTB/McGraw-Hill_

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level 1 (Not meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (Not fully meeting the standards)	100%	95%	99%	98%	92%
% At or Above Level 3 (Meeting the standards)	100%	84%	85%	86%	60%
% At or Above Level 4 (Exceeding the standards)	61%	24%	31%	19%	21%
Number of students tested	58	78	67	65	80
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2%	0	0	0	0
SUBGROUP SCORES					
1 SPECIAL EDUCATION					
% At or Above Level 1 (Not meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (Not fully meeting the standards)	100%	100%	100%	91%	93%
% At or Above Level 3 (Meeting the standards)	100%	84%	100%	82%	57%
% At or Above Level 4 (Exceeding the standards)	40%	21%	33%	18%	21%
Number of students tested	15	19	9	11	14
Percent of total students tested	26%	24%	13%	17%	18%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2%	0	0	0	0
2 ECONOMICALLY DISADVANTAGED					
% At or Above Level 1 (Not meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (Not fully meeting the standards)	100%	93%	86%	100%	94%
% At or Above Level 3 (Meeting the standards)	100%	84%	81%	90%	59%
% At or Above Level 4 (Exceeding the standards)	55%	20%	16%	16%	19%
Number of students tested	49	61	57	58	64
Percent of total students tested	84%	78%	85%	89%	80%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2%	0	0	0	0
3 AFRICAN AMERICAN					
% At or Above Level 1 (Not meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (Not fully meeting the standards)	100%	95%	100%	97%	96%
% At or Above Level 3 (Meeting the standards)	100%	88%	88%	82%	65%
% At or Above Level 4 (Exceeding the standards)	57%	21%	31%	10%	17%
Number of students tested	23	43	42	39	48
Percent of total students tested	40%	55%	63%	60%	60%
4 WHITE					
% At or Above Level 1 (Not meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (Not fully meeting the standards)	100%	96%	100%	100%	95%
% At or Above Level 3 (Meeting the standards)	100%	83%	80%	100%	57%
% At or Above Level 4 (Exceeding the standards)	58%	35%	40%	38%	29%
Number of students tested	19	23	15	13	21
Percent of total students tested	33%	29%	22%	20%	26%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2%	0	0	0	0
5 HISPANIC					
% At or Above Level 1 (Not meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (Not fully meeting the standards)	100%	86%	100%	100%	70%
% At or Above Level 3 (Meeting the standards)	100%	57%	83%	83%	40%
% At or Above Level 4 (Exceeding the standards)	38%	14%	17%	17%	20%
Number of students tested	13	7	6	12	10
Percent of total students tested	22%	9%	9%	18%	13%