

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name FRANKLIN SCHOOL
(As it should appear in the official records)

School Mailing Address 335 South Franklin Street
(If address is P.O. Box, also include street address)

Hempstead NY 11550
City State Zip Code+4 (9 digits total)

Tel. (516) 292-7069 Fax (516) 292-7008

Website/URL franklinschool.netfirms.com Email franklinschool@bolt.com

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 _____

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

Name of Superintendent Dr. Nathaniel Clay
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hempstead Union Free Public Schools Tel. (516) 292-7111 ext. 1001

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 Regina L. Gordon
(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

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.

The configuration of Franklin School is grades 1 through 6.

2. The school has been in existence for five full years.

Franklin School has been in existence since 1926.

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

Franklin School or the Hempstead Public School District is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.

Franklin School or the Hempstead Public School District has not been 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.

5. 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.

Franklin School or the Hempstead Public School District has no pending U.S. Department of Justice suit alleging any violations of the civil rights statutes or the Constitution's equal protection clause.

6. 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.

Franklin School or the Hempstead Public School District has no findings of violations of the Individuals with Disabilities Education Act in an U.S. Department of Education monitoring report.

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 8 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools

 10 TOTAL
2. District Per Pupil Expenditure: \$13,579.00

 Average State Per Pupil Expenditure: \$11,040.00

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. 12 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7			
1	48	50	98		8			
2	54	58	112		9			
3	52	63	115		10			
4	49	64	113		11			
5	52	59	111		12			
6	50	38	88		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL				637	

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| | % White |
| 80 | % Black or African American |
| 20 | % Hispanic or Latino |
| | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 19 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	74
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	47
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	121
(4)	Total number of students in the school as of October 1	637
(5)	Subtotal in row (3) divided by total in row (4)	.19
(6)	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school: 10.8 %
69 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: **Spanish**

9. Students eligible for free/reduced-priced meals: 52 %

378 Total Number Students Who Qualify

If this method is not a reasonably 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: 9 %
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.

<u> </u> Autism	<u>6</u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>41</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>6</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

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>3</u>	<u> </u>
Classroom teachers	<u>28</u>	<u> </u>
Special resource teachers/specialists	<u>12</u>	<u>1.2</u>
Paraprofessionals	<u>21</u>	<u> </u>
Support staff	<u>4</u>	<u> </u>
Total number	<u>71</u>	<u>1.2</u>

12. Student-“classroom teacher” ratio: 22:1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	92%	91.5%	93%	92%	94%
Daily teacher attendance	89%	80.1%	87%	85%	70.29%
Teacher turnover rate	3%	6%	13%	14%	27%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Franklin School is located at 335 S. Franklin Street in Hempstead Village, Nassau County, New York about 25 miles east of New York City. The student population is immigrant and high minority in nature. We house nearly six hundred fifty students. Our children must overcome the effects of urban poverty and suburban politics. Many are being reared by grandparents, and some are in foster care. Some of our students witness gang activity on a daily basis. In spite of this, our students have shown continuous academic progress in their pursuit to achieve and exceed standards.

We are the largest elementary school in the Village of Hempstead. Our staff of one hundred seven administrators, teachers, teaching assistants, secretaries, custodians, parent liaisons, security aides, and lunch monitors, work diligently to fulfill our school's mission of **achieving a safe and secure educational environment that promotes working with parents and the community to ensure that all students reach and maintain high academic standards.**

America's Choice, Lightspan, and Helping One Student To Succeed (H.O.S.T.S.) are among the nationally validated programs adopted by Franklin School. These programs exemplify best practices in educational research. We are also the birthplace of "Rising Star", a collaborative after-school program of community-based organizations (CBOs), Franklin personnel, and volunteers working as a cohesive unit focusing on student success with character education as its core. The Boys and Girls Club, Nassau County District Attorney's office and Molloy College act as lead CBO's. Franklin is the only school in the Village of Hempstead designated as a "Safe Haven" by Weed and Seed. Other partnerships include the Nassau County Police Department, Big Brothers and Big Sisters of America, the Boys and Girls Clubs of America, the Boy Scouts and the Girl Scouts and Little League. Our Safety Patrol/ROTC Cadet Program is an outgrowth of this partnership. Through its community service projects, students provided humanitarian support at Ground Zero and as a result were awarded the New York State Liberty Award.

Our Student Council has developed service learning projects such as food, clothing, and penny drives, nursing home visits, village and garden environmental and preservation projects, thus enabling them to better develop good moral character.

Franklin School believes in maintaining professional development. In order to stay abreast of current practices several of our faculty affiliations are: the Association for Supervision and Curriculum Development, National Council for Teachers of Mathematics, the National Reading Association, Teaching English to Speakers of Other Languages, and the Long Island School Media Association and the New York State School Music Association. Four of our teachers are published authors in the areas of special education, curriculum, technology, and music pedagogy.

Our band has been recognized on both the local and state levels and is arguably the best elementary school band in New York State. As a result of our band's excellent participation in so many community affairs, the Eastern Regional Federal Aviation Headquarters has adopted it, giving mentorship to our students, tours of their offices and facilities, awards, and career advisement.

Through the rich and diverse cultural acumen of its students and staff, Franklin School has distinguished itself as a community, county, and even national resource that should enable us to achieve the distinction of being recognized as a national school of excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them.

Each year, schools within the State of New York are held accountable to meet and exceed New York State Learning Standards. Standards have been established in all content areas by our state. Standards measure the level of performance a school is expected to achieve in order to demonstrate acceptable progress toward the State's goal of proficiency for all students in English and Mathematics. Schools within New York State are compared with other schools within their district, similar districts, and statewide. Results are provided by New York State, yearly, in a report card that is made specifically for individual schools. The report card outlines the progress the school has shown over a period of time.

A school's performance falls within one of the three categories: (1) meeting/exceeding the Standards, (2) below the Standards, and (3) farthest from the Standards. In order for students to meet/exceed standards they must perform at levels 3 or 4 on state tests. Level 3 indicates that students met the standards, and with continued steady growth should pass the New York State Regents Examination. Achieving a level 4, means students have exceeded the standards and are moving toward high performance on the Regents Examination. Students functioning at levels 1 and 2 are below state standards and are in danger of not meeting qualifications for high school graduation. These students must receive Academic Intervention Services and are expected to participate in different Safety Net programs designed to assist them in achieving reading and math proficiency at State levels offered in our school, and throughout the district and community.

The Franklin School Report Card reflects the exceptional progress the school has made over the past three school years. From the year 2000 to 2002, the fourth grade students made an 18% growth in English Language Arts and a 28% growth in Mathematics. In 2000, 63% of the fourth grade students met or exceeded the standards (levels 3 & 4) on the English Language Arts Assessment and 64% of the fourth grade students met or exceeded the standards on the New York State Mathematics Assessment. By 2002, 81% of the fourth grade students met or exceeded the standards on the New York State English Language Arts Assessment and 93% of the fourth grade students met or exceeded the standards on the New York State Mathematics Assessment.

Academic excellence is encouraged and celebrated at Franklin School. Our tradition of quarterly Honor Roll assemblies recognizes students who have met the stringent standard of level 4 on their report cards in all academic subjects. Parents and community trailblazers serve as role models of high achievement and deliver keynote speeches at these assemblies.

Franklin School culminates its academic year with an elementary level "Honor Society" ceremony where students who have achieved a level 4 each quarter, **Scholarship**, and have demonstrated the qualities of **Service, Character, Leadership, and Citizenship** are inducted into this prestigious club. Induction is the highest academic honor a student may achieve.

Franklin School has distinguished itself by its dramatic improvement as demonstrated on the New York State Assessments. High standards for learning have been established through the collaborative effort of the faculty, parents, students, and community.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Franklin School uses data from a variety of formal and informal assessments to drive instruction. We utilize portfolios, Early Literacy Profiles, item analysis of standardized test scores, running records, classroom reading inventories, teacher made exams, and state performance tests to assess students' strengths and needs. At the onset of each school year, teachers analyze their students' performance based on these assessments and plan for instruction. Analysis of student work is ongoing during weekly grade-level meetings and monthly faculty meetings.

Academic Intervention Services are provided for students needing additional time on task. After-School Standards Academy, Summer School Enrichment Program, and H.O.S.T.S. contribute to meeting the diverse needs of students. Teachers create standards-based lesson plans incorporating the results from assessments on students' reading levels and habits, quarterly content area exams, and literacy portfolios. Information gained from student/teacher conferences, which are components of the Readers' and Writers' Workshops, give teachers useful insight about their students as learners. The various types of assessment data are utilized to write individual prescription plans for students, to plan for future mini-lessons, and to establish flexible instructional groups that will help students become more proficient in meeting New York State and district grade-level standards.

The implementation of data-driven instruction has proven successful at Franklin School. As a result of our continuous yearly improvement on New York State exams, we have earned the distinguished 2003 Pathfinder Award for Most Improved School given by the Business Council of New York State.

3. Describe in one-half page how the school communicates student performance, including assessment data to parents, students, and the community.

Franklin School believes that communications among students, parents, and community regarding students' performance is vital to student success. Franklin School parents receive interval progress updates and quarterly report cards. Parent-teacher conferences are conducted during the first and third quarter of each school year where teachers meet with individual parents to discuss student's progress. A portion of each monthly Parent-Teacher Association meeting focuses on sharing new programs, curriculum initiatives, benchmarks, and celebrating student achievement. This dialogue provides for reflection and goal setting. Curriculum workshops are provided for parents during the year to familiarize them with standards-based instruction and the format of New York State and district assessments.

Teacher/student conferences held regularly provide students the opportunity to self assess utilizing rubrics and benchmark pieces.

Public forums are held to share standard-setting student work, benchmark accomplishments, standardized testing results and the New York State report card. A Power Point presentation is held annually where the New York State Franklin School Report Card is shared. This provides the community an opportunity to collaborate ideas that will enhance student performance.

4. Describe in one-half page how the school will share its successes with other schools.

Franklin School's success is celebrated frequently, systemically and through varying vehicles. We have established partnerships with institutions of higher education. Our affiliations with Molloy College, Hofstra University, Adelphi University, St. Joseph's College, Nassau Community College, SUNY of Old Westbury, and C.W. Post University have yielded an exchange of educational practices that have impacted on the enhancement of college curricula.

In our district, regularly scheduled principals' meetings are held to share on-going programs and how they are serving our schools.

There is also a Professional Council consisting of teachers, administrators and teaching assistants meeting monthly to discuss and share how district initiatives have enriched students' performance. Suggestions for modifications and collaboration can also be accomplished this time. This committee has established an annual program, "Celebrating Success." At this program, the opportunity is given to highlight schools' academic achievements and accomplishments.

Franklin School also invites the community and schools within the district to attend on going school wide events in the areas of literacy and cultural arts. In addition to this, we have been presenters at many conferences and seminars, also sharing our school's successes with participants in these forums.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

Franklin School emphasizes the New York State Standards across every area of curriculum. New programs have been implemented in order to support students’ learning toward exceeding the standards. This includes the extensive use of technology.

Students are immersed in an English Language Arts block of instruction as a major component of each day. This two and one-half hour literacy block of instruction focuses on reading, writing, listening and speaking skills. Through guided practice students strive toward the acquisition of complex knowledge. Our goal is to help our students become independent readers, writers, critical thinkers, and lifelong learners.

A balanced literacy approach is the thread woven throughout this ELA block. Active teaching engages the student in process learning through guided, shared, and interactive reading and writing. The students also read and write a variety of genres to nurture thinking skills. Reading and writing are integrated throughout the content areas.

Our school sets high standards for attaining reading proficiency levels. With the combined efforts of the classroom teacher and community support services, students work diligently to attain their full potential. Support services such as (H.O.S.T.S.) provide approximately fifty students in grades two through four with individualized remedial reading and mathematics tutorials. The mentors are community business partners and Nassau Community College students.

The mathematics curriculum of Franklin School incorporates a daily one-hour workshop. Instructional methods include cooperative learning, problem-solving techniques, extensive use of manipulatives, and technology. Manipulatives strengthen mathematical concepts of place value, monetary understanding, and logical reasoning. In order to prepare students for in-depth comprehension of concepts, reading and writing are incorporated within mathematics instruction. Instruction presents opportunities for students to create and utilize a repertoire of reasoning strategies to achieve complex learning goals.

Theme-based instruction in science aligned with the New York State Standards is a primary focus of Franklin School. Instruction includes opportunities for observing, questioning, reflecting, drawing conclusions, and essay writing. The students engage in critical thinking and analysis. An educational partnership between the second grade and the Long Island Children’s Museum provides extended opportunities for students to acquire complex scientific concepts through hands-on experimentation and activities.

The social studies curriculum is designed to give students a wide knowledge base and to help them make informed decisions as viable citizens in our democracy. Clear and focused instruction follows a developmental lesson plan providing multi-leveled practice with teacher facilitation. Usage of a variety of document-based materials such as maps, graphs, cartoons, charts, and primary sources helps students analyze and interpret resources. These skills emphasize preparation for continued success.

The Franklin School’s cultural arts and physical education curriculum encompasses instrumental and choral music, media, art and movement. Our music program helps students develop their musical understanding and abilities through active participation in musical activities and state and county level competitions.

2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

It is the belief of Franklin School that reading is the key to all learning. We have adopted a balanced literacy program using the Readers’ and Writers’ Workshop approach for a total of two and one-half hours daily for our primary grades and two hours for our intermediate grades. The component parts are shared reading, guided reading, independent reading, partner reading, author study, genre study, and literature circles. Our primary children acquire language developmentally through a literature based phonemic awareness program. Children are given many opportunities to read, listen and write stories. Classrooms are rich in print providing an environment for active learning. Each classroom is equipped with a minimum of two computers. Students have access to a computer lab and a technology- based media center, which allows them to research, and participate in our P.O.W.E.R.S Program (Publishing, Overall Writing, Editing, Reading and Speaking).

Students in our intermediate grades are involved in a wide range of literacy experiences. Literature is often linked to content area study incorporating a variety of reading skills and strategies promoting active learning by making connections to their lives, to other texts, and to the real world. Our classroom libraries include a variety of books for whole class, small group, and individual study, as well as for enjoyment.

Teachers reinforce the love of reading through daily read-alouds utilizing the Principal’s Book of the Month and Character Education trade books. Through the English Language Arts curriculum, the students become contextual readers developing a lifelong love for reading.

3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

Franklin School’s commitment to excellence is evident in our mathematics program. The New York State Mathematics Assessment shows steady student progress. Our outstanding results are published on the New York State School Report Card.

The teaching of mathematics is essential to attain our academic mission. Instruction is predicated on New York State Curriculum Guidelines utilizing the standards established by the National Council of Teachers of Mathematics.

Franklin School utilizes a daily one-hour block of time for mathematics using standards-based materials. Our students learn subject matter in context where topics are integrated and connections are made between school and the outside world. These standards include problem solving, communicating mathematics, mathematics reasoning and technology. Students work in cooperative groups beginning with the probing approach, “Explain why.....”

Engaging students in mathematics communications through writing, speaking, explaining or drawing provides understanding about what they are learning. These student-centered activities support the importance of problem solving.

Franklin students use textbooks, trade books and a multitude of manipulatives to foster a concrete understanding of mathematical concepts. These materials help our students to visualize concepts such as addition, subtraction, patterns, place value and measurement. Students are observed investigating probability, graphing and organizing data as well as discovering algorithms using whole numbers, fractions and decimals.

To provide opportunities for mathematics enrichment, our students participate in Math-Olympics, The New York Times’ Daily Math in Our World activities and the St. Jude’s Children’s Research Hospital’s Math-A-Thon.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

State and district mandated curricula also drive instruction at Franklin School. Emphasis is placed on comprehension, writing and test taking strategies. To ensure success for all students we developed The Standards Academy. This academy provides a richer learning environment responsive to the needs and interests of students as individual learners.

A student support team meets weekly to assess the unique learning styles of students. The team consists of pupil personnel staff, administrators, parents and classroom teachers. They evaluate the performance level of students, in all academic areas as well as socialization. One resource room teacher and one speech teacher work collaboratively across the grade levels to ensure that each child attains success. Teaching assistants are assigned to all classes daily to strengthen students' reading, writing, and math skills. Common preparation time is built into the master schedule for instructional planning and congruence. Special subject teachers, including ESL and Special Education, develop lessons that target and reinforce skills in the areas of reading, writing, and math for students they serve.

Franklin School provides before school, after school, Saturday school and summer school safety nets. These Standards Academies offer math, reading and writing classes. Additionally, Helping One Student To Succeed (HOSTS), resource room, peer tutoring, intensive test taking preparation classes, homework assistance, mentoring programs, Rising Star Summer Leadership Camp and Rising Star Character Education programs afford students opportunities to improve their learning.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Franklin School is a community of learners. Weekly grade level meetings and staff meetings are scheduled to analyze student work, establish standard setting benchmark pieces, discuss best practices, and review professional literature and data. Our staff participates in professional development through workshops and conferences. Professional development is considered an ongoing process and is conducted in a long-term sustained manner in which all stakeholders participate. A multitude of workshops, courses, conferences and seminars are made available to staff; many being free of charge. Staff is encouraged to submit requests and is also surveyed about courses, conferences, and in service credits they feel will enhance teaching and learning. Franklin School has an ongoing relationship with many of the area colleges and universities.

Feedback for professional development is continually provided via many avenues including: the mentor/mentee relationship within the building and district wide, a Curriculum Lab with Curriculum Specialist available for extended hours, the Hempstead Classroom Teachers Association, the Professional Council, the Assistant Superintendent for Curriculum and Instruction and building administrators.

Franklin School's commitment to professional development has significant, positive impact on instructional practices and student achievement.

STATE CRITERION-REFERENCED TESTS

The English Language Arts 1999-2000 Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4 Test English Language Arts .

Edition/publication year 1997 Publisher CTB/McGraw-Hill .

What groups were excluded from testing? Special Education
Why, and how were they assessed ? As indicated on student I.E.P and student Portfolios were used for assessment.

Number excluded 1 Percent excluded 1%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

SEE ATTACHED CTB MCGRAW/HILL ENGLISH LANGUAGE ARTS SCORING INFORMATION.

The English Language Arts 1999-2000

TESTING MONTH	JANUARY/FEBRUARY	
SCHOOL SCORES TOTALS	# of Students	% of Students
Number of Students Tested	81	98.7%
Exceeds Standards	7	8.6%
Meets/Exceeds Standards	51	62.9%
Does Not Meet Standards	30	37.0%
Percent of Total Student	82	98.7%
Number of Students Excluded	1	1.2%

Student Subgroup	Tested	Percentages of Tested Students Scoring at Levels		
		Does Not Meet	Meets/ Exceeds	Exceeds
<i>Race/Ethnicity</i>				
Black	72	36%	65%	8%
Hispanic	9	44%	55%	11%
Total	81			
<i>Gender</i>				
Female	36	44%	55%	3%
Male	45	31%	69%	13%
Total	81			
<i>Income Level</i>				
Economically Disadvantaged	59	39%	61%	8%
Not Disadvantaged	22	27%	73%	9%
Total	81			

STATE CRITERION-REFERENCED TESTS

The English Language Arts A 2000-2001 Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4 Test English Language Arts .

Edition/publication year 1997 Publisher CTB/McGraw-Hill .

What groups were excluded from testing? Special Education
Why, and how were they assessed ? As indicated on student I.E.P and student Portfolios were used for assessment.

Number excluded 1 Percent excluded 1%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

SEE ATTACHED CTB MCGRAW/HILL ENGLISH LANGUAGE ARTS SCORING INFORMATION.

The English Language Arts 2000-2001
Data Display Table

TESTING MONTH	JANUARY/FEBRUARY	
SCHOOL SCORES TOTALS	# of Students	% of Students
Number of Students Tested	107	99.1%
Exceeds Standards	14	13.0%
Meets/Exceeds Standards	69	64.4%
Does Not Meet Standards	38	35.5%
Percent of Total Student		99.1%
Number of Students Excluded	1	0.9%

Student Subgroup	Tested	Percentages of Tested Students Scoring at Levels		
		Does Not Meet	Meets/ Exceeds	Exceeds
<i>Race/Ethnicity</i>				
Black	99	36%	64%	11%
Hispanic	8		100%	
Total	107			
<i>Gender</i>				
Female	56	36%	64%	14%
Male	51	35%	65%	12%
Total	107			
<i>Income Level</i>				
Economically Disadvantaged	77	40%	60%	12%
Not Disadvantaged	30	23%	77%	17%
Total	107			

STATE CRITERION-REFERENCED TESTS

The English Language Arts 2001-2002 Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4 Test English Language Arts .

Edition/publication year 1997 Publisher CTB/McGraw-Hill .

What groups were excluded from testing? Special Education
Why, and how were they assessed ? As indicated on student I.E.P and student portfolios were used for assessment.

Number excluded 1 Percent excluded 1%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

SEE ATTACHED CTB MCGRAW/HILL ENGLISH LANGUAGE ARTS SCORING INFORMATION.

The English Language Arts 2001-2002
Data Display Table

TESTING MONTH	JANUARY/FEBRUARY	
SCHOOL SCORES TOTALS	# of Students	% of Students
Number of Students Tested	95	97.9%
Exceeds Standards	35	36.8%
Meets/Exceeds Standards	77	81%
Does Not Meet Standards	18	18.9%
Percent of Total Student	97	97.9%
Number of Students Excluded	2	2%

Student Subgroup	Tested	Percentages of Tested Students Scoring at Levels		
		Does Not Meet	Meets/ Exceeds	Exceeds
<i>Race/Ethnicity</i>				
Black	88	19%	81%	36%
Hispanic	7		100%	
Total	95			
<i>Gender</i>				
Female	58	9%	91%	45%
Male	37	35%	65%	24%
Total	95			
<i>Income Level</i>				
Economically Disadvantaged	81	20%	80%	35%
Not Disadvantaged	14	14%	86%	50%
Total	95			

STATE CRITERION-REFERENCED TESTS

The Mathematics 1999-2000 Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4 Test Mathematics .

Edition/publication year 1997 Publisher CTB/McGraw-Hill .

What groups were excluded from testing? Special Education
Why, and how were they assessed ? As indicated on student I.E.P and student Portfolios were used for assessment.

Number excluded 1 Percent excluded 1%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

SEE ATTACHED CTB MCGRAW/HILL MATHEMATICS SCORING INFORMATION.

The Mathematics 1999-2000
Data Display Table

TESTING MONTH	MAY	
SCHOOL SCORES TOTALS	# of Students	% of Students
Number of Students Tested	81	98.7%
Exceeds Standards	6	7.4%
Meets/Exceeds Standards	53	65.4%
Does Not Meet Standards	28	34.5%
Percent of Total Student	82	98.7%
Number of Students Excluded	1	1.2%

Student Subgroup	Tested	Percentages of Tested Students Scoring at Levels		
		Does Not Meet	Meets/ Exceeds	Exceeds
<i>Race/Ethnicity</i>				
Black	73	34%	66%	7%
Hispanic	8	50%	50%	12%
Total	81			
<i>Gender</i>				
Female	37	38%	62%	5%
Male	44	57%	66%	9%
Total	81			
<i>Income Level</i>				
Economically Disadvantaged	53	43%	57%	4%
Not Disadvantaged	28	21%	79%	14%
Total	81			

STATE CRITERION-REFERENCED TESTS

The Mathematics 2000-2001 Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test Mathematics

Edition/publication year 1997

Publisher CTB/McGraw-Hill

What groups were excluded from testing? Special Education

Why, and how were they assessed ? As indicated on student I.E.P and student Portfolios were used for assessment.

Number excluded 1

Percent excluded 1%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

SEE ATTACHED CTB MCGRAW/HILL MATHEMATICS SCORING INFORMATION.

The Mathematics 2000-2001
Data Display Table

TESTING MONTH	MAY	
SCHOOL SCORES TOTALS	# of Students	% of Students
Number of Students Tested	104	98.1%
Exceeds Standards	26	25%
Meets/Exceeds Standards	55	52.8%
Does Not Meet Standards	49	47.1%
Percent of Total Student	106	98%
Number of Students Excluded	2	1.8%

Student Subgroup	Tested	Percentages of Tested Students Scoring at Levels		
		Does Not Meet	Meets/ Exceeds	Exceeds
Race/Ethnicity				
Black	94	50%	50%	24%
Hispanic	8		100%	
Total	104			
Gender				
Female	56	43%	57%	29%
Male	48	52%	48%	21%
Total	104			
Income Level				
Economically Disadvantaged	71	49%	51%	24%
Not Disadvantaged	33	42%	58%	27%
Total	104			

STATE CRITERION-REFERENCED TESTS

The Mathematics 2001-2002 Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test Mathemataics

Edition/publication year 1997

Publisher CTB/McGraw-Hill

What groups were excluded from testing? Special Education

Why, and how were they assessed ? As indicated on student I.E.P and student Portfolios were used for assessment.

Number excluded 1

Percent excluded 1%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

SEE ATTACHED CTB MCGRAW/HILL MATHEMATICS SCORING INFORMATION.

The Mathematics 2001-2002
Data Display Table

TESTING MONTH	MAY	
SCHOOL SCORES TOTALS	# of Students	% of Students
Number of Students Tested	100	99
Exceeds Standards	47	47%
Meets/Exceeds Standards	93	93%
Does Not Meet Standards	7	7%
Percent of Total Student	101	99%
Number of Students Excluded	1	1%

Student Subgroup	Tested	Percentages of Tested Students Scoring at Levels		
		Does Not Meet	Meets/ Exceeds	Exceeds
<i>Race/Ethnicity</i>				
Black	84	7%	93%	49%
Hispanic	15		100%	
Total	100			
<i>Gender</i>				
Female	59	5%	95%	58%
Male	41	10%	90%	32%
Total	100			
<i>Income Level</i>				
Economically Disadvantaged	86	6%	94%	43%
Not Disadvantaged	14	14%	86%	71%
Total	100			

NYSITP

NEW YORK STATEwide TESTING PROGRAM

School Summary Report

Subject: BLUE LAKE

Grade: 4

Simulated Data

Purpose: This report groups the students into the best performance level. Instructional planning can be established using this information along with other sources.



Number of Students: 160

1

DEWICK, 136672001Z
 CHAMBERS ACADEMY
 2000 NEW YORK STATE GEORGE K. MATHE

NYSED
 1216
 McGraw-Hill

Page 1

Mathematics

Performance Levels	Percent of Students In Performance Level	Descriptions	Observations: Performance Levels
2	3	Students order decimals; identify decimal place value; use place value to estimate; apply graphical data; predict effect of a system; find the area of a square; use clock measures; model solid figures; predict probability; use unit measurements and combinations; create and describe patterns; explain reasoning; draw conclusions; analyze situations.	Performance level scores provide a description of what students can do in terms of the content and skills assessed by the New York State Testing Program.
4	17%	25 Students	Students in a given performance level can perform the majority of what is described for that level and even more of what is described for the level below.
3	52%	78 Students	Students in Level 1 can perform the majority of what is described for that level. Students may also be capable of performing some of the things described in the next higher level, but not enough to have reached that level.
2	22%	33 Students	For each concept area, look at the skills and knowledge described in the next higher level. These are the competencies students must demonstrate in some academic growth.
1	9%	13 Students	Students may use basic addition and subtraction; identify first and last numbers; count groups of objects; use manipulatives to count; determine perimeter and area of simple figures; understand that some events are more likely than others; use manipulatives to explore patterns.

6 Summary Scores
 Mathematics Mean Scale Score

Number of Students: 150
 Score: 655.3

Copyright © 1997 by Macmillan, a division of McGraw-Hill