

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

Official School Name : PS 41 The Crocheron School
(As it should appear in the official records)

School Mailing Address: 214-43-35th Avenue
(If address is P.O. Box, also include street address.)

Bayside New York 11361-1171
City State Zip Code+4 (9 digits total)

County: Queens State School Code Number* BEDS # 342600010041

Telephone (718) 423-8362 Fax (718) 423-8362

Web site/URL <http://schools.nyc.gov/OurSchools/Region3/Q041/default.htm>

E-mail: slatto@schools.nyc.gov

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

(Principal's Signature) Date _____

Name of Superintendent: Ms. Anita Saunders
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Community School District 26 Tel. (718) 631-6965

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 : Mr. Robert Coloras
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

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

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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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.

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- 36 % White
 - 6 % Black or African American
 - 13 % Hispanic or Latino
 - 44 % 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: 4 %

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

	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	11
	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	5
	Total of all transferred students [sum of rows (1) and (2)]	15
	Total # of students in the school as of October 1	409
	Total transferred students in row (3) divided by total students in row (4)	.04
	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 11%
47 Total Number Limited English Proficient

Number of languages represented: 13

Specify languages: English, Korean, Spanish, Chinese, Urdu

9. Students eligible for free/reduced-priced meals: 21%

Total number students who qualify: 88

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.

PART III - SUMMARY

P.S. 41 The Crocheron School continually strives to be a great school that has the following attributes: children who are challenged and supported- a safe school environment that is physically inviting- enthusiastic, creative teachers whose kindness is valued- the priority of meeting the needs of all children- strong parental support- an atmosphere that makes learning fun-respect for the diversity of all children, and teachers-dedicated, knowledgeable and innovative teachers who work together with camaraderie, respect and support-effective leadership and an administration that works with and supports staff-a willingness to try new things and bring in new ideas-a wealth of resources-small class size-extra curricular activities-clear rules and expectations-continuity of curriculum-the ability to cater to the strengths and weaknesses of all children-a positive atmosphere and good moral for the staff and students. P.S. 41's mission is to be this great school.

We are located in an ethnically diverse middle class section of Eastern Queens in New York City. We have a diverse student body with academic needs ranging from gifted students to students with various learning disabilities and many levels in between. We are committed to address all of the needs of each student in a comprehensive way. We have a multi-faceted approach to providing academic intervention services for children who struggle which includes Resource Room (Special Education Teacher Support Services), Speech and Language, Occupational Therapy, Physical Therapy and Counseling for students with IEP's. We also have At-Risk in most of the aforementioned areas for students who struggle. We try these interventions before a special education referral is initiated. In addition we have an Academic Intervention Teacher who works with small groups of students who struggle with reading skills. She predominantly uses the Wilson Program to strengthen student's word attack skills. We have a Remedial Math Teacher who works with small groups of students, who have been identified through state assessments and teacher recommendation, to strengthen problem solving skills as well as computational skills. We have a remedial reading teacher who works with small groups of students to develop reading comprehension skills. We have two part time ESL teachers who work with students using ELL strategies that complement the reading and writing work that is done in the classrooms.

In order to address the needs of our highest academic achievers we developed the Apprentice Program. This program meets weekly for almost an hour and a half. During this time the students are challenged to develop individual and/or group research projects on topics that they are passionate about. The Apprentice teachers serve as facilitators to guide the child as they progress through the various stages of their projects. They also teach best practice research skills. Students are selected for this program based on many criteria. We look at state assessment scores, the Renzulli Scales, created by Joseph Renzulli who is well known in the field of gifted education and teacher recommendation. Parents also have to agree to the fact that they will support their students as they continue their research at home. At present we have about fifty third through fifth graders in this program with three teacher facilitators.

We also have a program that provides for enriching experiences for all of our students in grades K-5 by means of Enrichment Clusters. This program is called the Crocheron Interest Academy. Our students fill out interest surveys which let us know some their areas of interest. Then our teachers create their clusters based on their own passions and the students' interests. Some examples of our enrichment clusters are painting like masters, Shakespeare, digital photography, recycling, fashion design, puppetry, music critique, greeting card design, games from around the world, creating board games, pantomime and so much more. These programs last for 10-12 weeks and are cross graded: first and second grade together, third through fifth grade together and kindergarten by themselves. The students select three possible cluster choices from a menu. This is the second year of this program. All participants involved are very excited about our Enrichment Clusters.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The results of our standardized test have been quite high in English Language Arts, Math and Science. The results for the only sub group for which we have notable data (at least ten students)- the low income students- is usually somewhat lower than our students body at large. However there isn't a great disparity.

During the last two years, our test results for all NYS criterion referenced tests as well as all NY City tests have indicated that anywhere from 90- 98% of our students on each grade have scored at or above state standards. This means that the vast majority of our students are reading and writing on or above their grade level. The vast majority are also on or above grade level in math and science. Although the data wasn't requested, we have few if any students on "level 1" which is far below grade level. In any given year we may have one or possibly two students in that low level one range.

In looking at the state tests in English Language Arts, we note that the percent of students scoring at or above grade level fluctuated from 96% in 2002 to 84% in 2003 to 87% in 2004 to 92% in 2005 and finally to 90% in 2005.

In looking at the state scores in Mathematics, we note that the percent of students scoring at or above grade level fluctuated from 93% in 2002 to 84% in 2003 to 87% in 2004 to 92% in 2005 and finally to 94% in 2006.

In looking at the state scores in Science, we note that the percent of students scoring at or above grade level fluctuated from 99% in 2004 to 97% in 2005 and finally 97% in 2006. We don't have results before 2004 because the State test was redesigned in that year.

We feel that the data reflects the high level of achievement by our students. Hard working and dedicated teachers and very supportive parents are to be commended for their hard work on behalf of the students. As indicated in other parts of this application, we strive to give all appropriate support services to the students who need it. In many cases the support is in the form of remedial help. For many of the students who exceed grade level standards, we have our Apprentice program which offers enrichment. We are always cognizant of raising the level of every child as high as possible.

<http://schools.nyc.gov/default.aspx>

then search Our Schools for PS 41 Queens District 26 Region 3 and click statistics

2. Using Assessment Results: The staff at PS 41 uses standardized test data to help formulate the academic plan for the school year. We determine which students need academic intervention in the form of extra assistance in class, receiving assistance from a pull-out remedial teacher and staying for our extended day-extra help program. We also use the results to determine who will benefit from an enrichment program. The standardized tests are but one way to assess data. We use data in a variety of forms to inform our instruction. These include; determining reading levels within the first weeks of school using running records, consultation with the previous year's teacher and using ECLAS 2- the NYC (Early Childhood Language Arts System) Assessment tool. Teachers develop checklists to determine what individual children are accomplishing and how best to differentiate instruction for the various skills they need in math, and reading. Based on these checklists, small groups are organized and mini-lessons are developed. Student teacher-conferences are held during independent workshop time in order to both assess student progress and to teach or re-teach necessary skills. Teachers analyze GROW reports provided by NY City note students' strengths and weaknesses in the standardized tests in math and language arts. Disaggregated data is disseminated to all staff members to analyze. Although our subgroups are too small to note on the included tables, we still look at the data in this way in order to determine if there are any patterns that we must address through some form of remediation. Our Students are given interim assessment in reading and math three times a year – The Princeton Interim Assessment. These assessment results are reported via the Internet and can be analyzed and accessed by parents, students and teachers. Students can also access extra practice activities based on the results of their individual interim assessment. Teachers can create assignments for their students from these assessments, which are then done (and marked) over the Internet.

Congruence meetings are held between classroom teachers and service academic intervention providers to discuss student progress and make recommendations for remediation and or enrichment. Students develop writing portfolios along with their teachers, which follow them through the grades.

A variety of data is used to determine entry into our gifted program called The Apprentice Program- Renzulli scales of task commitment, creativity, academic ability and motivation, teacher recommendation and standardized test scores. NY City Department of Education web site

3. Communicating Assessment Results: Results of the various assessments that we use are communicated to parents and the community in several ways. Overall results of the school as a whole are distributed and explained during School Leadership Team Meetings. This team consists of parents, teachers and the principal. After that the results are discussed at monthly Parent Teacher Association meetings. Individual results are distributed to parents and students. They are discussed during parent – teacher conferences that are formally held twice a year. In addition to the formal meetings, parents and/or teachers can request to meet in order to discuss students’ results and progress in class. In addition to our standardized assessments, we have a multitude of informal assessments that we use that are also communicated to parents in the same ways that I described above. We use ECLAS-2 (our Early Childhood Language Arts System) assessment to determine how our students are progressing twice a year. This information is used for differentiation of instruction and is communicated to parents. We use Princeton Interim Assessments three times a year to assess math and reading skills. The results are communicated to parents and students via access to the Internet, which almost all students have. Those that don’t have Internet access at home are welcome to use the computers in our library. In addition, our teachers regularly have conferences with students during the independent workshop in reading and writing. During these conferences the teachers assess students’ abilities and communicate with the students as to areas of strength and areas that they need to work on. While these conferences serve as assessment tools, they also provide the opportunity for a teacher to individually teach the skills that are lacking.

4. Sharing Success: Last summer I attended a conference for the gifted at the University of Connecticut which is called Confratute. The mission of Confratute is to learn how educators can provide enrichment education to all students since every one of us is gifted in some way. I came away from that conference armed with the knowledge of how to provide these structures in my school. We developed “Enrichment Clusters”- classes which students select to participate in based on their passions. Teachers elect to facilitate these classes based on their own passions. Since students already are interested in their topics, they naturally are motivated to dig deeper and work harder to develop higher order thinking skills and well developed projects. These enrichment clusters are open to all students in all grades. I am so pleased with how this program has invigorated our school that I have invited principals and teachers from many schools in our district and throughout our Queens region to see what’s happening here. We held walk-throughs in which our visitors saw our children involved in digital photography, painting like the masters, recycling, game-making, banner making, greeting card creation, puppetry, Shakespeare, music critique, games from around the world, fashion design, yoga, stain glass (paper), book-making, mime, healthy living, origami, theater games, collage and dinosaur world. In these clusters children take on different tasks according to their skill and interest. Many principals are now beginning to develop these programs in their schools. They have sent teachers on return visits to see our celebrations at the end of a cluster session.

Parents are invited to participate as assistants in the clusters and to attend the celebrations at the end of the session. This program is an overwhelming success. Students, teachers and parents are thrilled.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The core curriculum at P.S. 41 consists of reading, writing, math, social studies, science, art, music, technology, physical education as well as a variety of enrichment topics that the students select. All aspects of the curriculum areas follow the mandates outlined by NYS Education Department. All students in all grades K-5, receive instruction in all of the above mentioned subject areas.

Reading is taught through the reading workshop model. The teachers were trained in this approach by staff developers from Columbia Teacher’s College. Each classroom has an ever increasing leveled library and as students learn strategies through mini-lessons, they apply these strategies to books in appropriate genres on their appropriate level. Students are periodically assessed and move through levels as they increase their word attack skills as well as comprehension.

Writing is also taught through the writing workshop approach. A variety of genres are explored and students are taught the skills and strategies necessary to write for a specific audience. Units of study are developed and mini-lessons are created to support the units of study. Teachers will then model what is expected in a particular writing genre. Students are taught to plan, draft, revise and edit all pieces of written work. Every student in every grade writes; Personal Narratives, Narrative Procedures, Reports and Responses to Literature in addition to other genres.

Math is taught through a combination of a hands-on workshop approach and a traditional skills approach which focuses on problem solving. All lessons are predicated on the scope of the NYS math curriculum. A variety of math manipulatives are used for lessons whenever appropriate. Students are given the NYS Math Assessment in March and as a result we follow a curriculum which indicates which topics to cover before March and which topics can be covered after the test.

Science is based on the NYS curriculum and covers topics such as the earth and its relation to other celestial phenomena, the relationship of air, water and land, observing and understanding properties of matter, chemical and physical changes, heat, chemical and light energy, gravity, magnetism, electricity, living environment, animal and plant structure, continuity of life, organisms maintaining equilibrium, how living organisms depend upon each other. All topics are explored through the scientific method.

Social Studies lessons are based on the NYS curriculum which includes a specific focus for each grade.

- Kindergarten-Self and Others
- Grade 1- My Family and Other Families
- Grade 2- My Community and Other United States Communities
- Grade 3- Communities Around the World-Learning About People and Places
- Grade 4- Local History and Local Government
- Grade 5- The United States, Canada and Latin America

Technology lessons are taught in a computer lab as well as through the use of a portable laptop cart on each floor of the school. All children in all grades have access to the computers for word processing, a variety of programs and access to research on the Internet.

Visual Art is taught by one of two part time art teachers. Children are exposed to art masters and they also have the ability to experience a variety of media as they create their own art masterpieces.

Music appreciation is taught to all students in all grades. They develop an understanding of different musical genres and artists. They also learn how to play musical instruments and also to sing and move to the music. We also have a school band and chorus.

2. Reading: Our school has adopted the Columbia Teacher’s College Reading Workshop Model as the basis of our reading curriculum. This is a balanced literacy curriculum that also has a component for word work in the form of phonics, vocabulary and spelling. For the phonics portion of the workshop we use the

Gay Su Pinell Phonics program and for Spelling we use Diane Snowball's Spelling K-8 which is a constructivist approach to spelling.

Ninety minutes of the day is dedicated to Reading, which on any day includes some of the following components: teacher's mini-lessons, active student involvement, independent reading during which teachers are conferring with students, share time, guided reading, read-alouds by teacher, partnership reading, book clubs and word work as described above.

Each grade team develops the units of study made up of mini-lessons that will be taught throughout the year. Different reading strategies are explored through mini-lessons and a variety of literary genres are studied. All classrooms have leveled libraries which enable students to learn the strategy that is taught and then apply it to a book which they are reading on their own level. Book levels follow the alphabet in a program designed by Teacher's College and the author Gay Su Pinell. Children in kindergarten might read level A-D, first graders might read C-J, second graders might read F-L, third graders might read I-O, fourth graders might read M-R and fifth graders might read P-U. Teachers assess students periodically to determine when they can move to the next level. Students are taught to select books that are a good "fit" for them. They are encouraged to read books in a series in order to gain insight and to create inferences.

Teachers confer with students to offer support in either the mini-lesson that was taught or to remediate a problem that they see occurring as the child reads. The conferences are also a time to enrich a child beyond the scope of the mini lesson if they are ready for advanced work.

3. Additional Curricular Area –Science: The inspiration behind the development of our Science Curriculum was to foster the intellectual development of children in Science, Math, and Technology by creating highly motivating hands-on-minds-on problem solving techniques for all learners. The vision was to combine cooperative and collaborative learning methods that would benefit every child. Individual, team support and whole class scientific inquiry practices are tailored to their experimental exercises.

We adhere to the Education Standards of Performance for both New York City and New York State. Science as inquiry, Physical and Life science content and Earth and Space technology are among the areas explored. Science in Personal and Social Perspectives, such as health and resources, nature and history as a human endeavor unify the scope and sequence of the curriculum. A variety of teacher and student assessment practices help to benefit the children's science experiences.

Students learn to be full participants not just observers in all phases of the science content area. They are taught to use materials in a safe and meaningful way for investigation. They work in groups as well as alone to complete research projects. Each child is responsible for his or her own learning achievements. They are encouraged to create self and group assessment tools to monitor their success. They create rubrics for meeting the standards, make models to demonstrate their understanding of the subject areas, and put their knowledge to the test by building on their acquired learning through discovery.

Our science curriculum supports and nourishes all learners. No child will be left behind to just be a passive learner. Since the students work as a community, they explore, experiment and explain what they have discovered with their fellow students. They learn to communicate their understanding and make science come alive in their lives. Whether they are early childhood learners or advanced elementary problem solvers, there is differentiated learning techniques employed. The scientific method is used and explored in every investigation and challenge. Using different learning environments for multi-intelligences, the under achiever and the over achiever is given the opportunity to reach their desired potential.

Hands-on, minds-on techniques enable each individual participant to work to their highest potential in an encouraging atmosphere. The children investigate the different areas of the curriculum with well-developed process skills that help each student observe, infer, classify, measure, use numbers, communicate and share information. They learn to predict, interpret data from hypothesis, and use variables. They experiment to support or disprove a hypothesis. With the use of models they make they can represent an object or event. They create and define vocabulary based on their observations and experiences.

Our vision to help children achieve their highest potential in science is evident when every student

partakes in scientific thought using real-life context questions of a working scientist. They are encouraged to practice and re-examine data charts using technology tools as an organizing model. Our mission is to have all our students use these scientific skills to help them achieve success in our modern and changing world.

4. Instructional Methods: At PS 41 our mission is to teach all of our students in all curriculum areas using a variety of methods in order to best match up with the individual learning styles of our students. As such we are constantly evolving as pursue this goal. At this time, three of our core subjects, reading, writing and math are taught using the workshop model. In a workshop model the teacher presents a ten minute mini-lesson (usually on the rug) in which she models or demonstrates a new concept or strategy. The children then have the opportunity to “try it.” When the teacher feels confident that most of the children understand what she taught she sends them back to their seats to work independently on the new strategy. After a period of time, some of the students share what they have done. During this independent work time the teacher spends time conferring individually or in small groups to remediate, monitor or enrich the work at hand.

Science is taught using cooperative learning groups in which the students follow the scientific method. Children discover the problem, make a hypothesis, investigate the problem using appropriate materials and form conclusions as to whether their hypothesis was correct. In Social Studies we use a combination of traditional textbook readings, class discussions, group projects and the Independent Investigative Method “IIM” to research topics of interest. In IIM children explore all aspects of a topic through various sources, organize their research and decide how to present their findings to an audience.

We have many Academic Intervention Services at our disposal. We use the Wilson Program for students who struggle with phonics and spelling. We have a remedial math teacher who pulls out small groups of students to explore math problem solving and number sense as well as all or the math strands. She uses manipulatives to help guide students. Our communication arts teacher works in small groups with children who struggle in reading comprehension. Our SETSS (Special Education Teacher Support Services) works with small groups to teach strategies that are on the IEP’s of students with learning disabilities. These AIS services are usually pull-out programs but occasionally they are push-in programs. We also have a speech teacher and two part time ELL teachers to service eligible students.

5. Professional Development: Professional development at PS 41 is provided on many fronts. We have weekly lunch time meeting that serve as either grade conferences, cross graded conferences or full faculty conferences. During these conferences we explore a variety of curricular areas. Some of the topics are as follows: developing units of study in reading writing math and social studies. These units of study are developed into yearly curricular calendars. Teachers learn from each other how to best offer instruction for various topics. Each grade follows the plans that the teachers create collaboratively.

The literacy coach meets with new teachers and teachers who could use extra support in literacy and social studies instruction to help plan and execute lessons. She models lessons for them and offers feedback to them when they teach. She works to help in the planning as well as helping them to select new books to order for the classroom libraries.

All teachers attend a variety of workshops out side of the school. Workshops are offered to the Music teacher and the Art teacher in the cultural facilities around NYC. The technology teacher attends monthly meetings to learn new strategies in research as well as to learn about new software possibilities. The science teacher attends bi-monthly meetings regarding new science strategies. The physical education teacher attends meetings regarding new strategies to develop exercise skills for students, group games that aren’t competitive, and to learn how to administer the new physical fitness test for our youngsters. Many classroom teachers have also attended science workshops on how to use new hand’s on manipulative kits. Our classroom and literacy teachers all attend workshops provided by Columbia Teacher’s College focusing on various aspects of our reading and writing curriculum. When the teachers return to the school, they share what they’ve learned with their colleagues.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject : English Language Arts Grade: 4 Test: NYS Testing Program- English Language Arts
 Edition/Publication Year: New each year Publisher: McGraw -Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month <u>January</u>					
SCHOOL SCORES					
% Level III plus Level IV	90%	92%	87%	84%	96%
% Level IV	24%	38%	23%	41%	47%
Number of Students Tested	62	65	70	79	69
Percent of Total Students Tested	100% non-ell				
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Low Income					
% Level III plus Level IV	83%	90%	72%	77%	94%
% Level IV	17%	n/a	n/a	n/a	n/a
Number of Students Tested	18	19	18	13	16

n/a % of students exceeding state standards was not available in sub groups
 low income was the only sub group with at least 10 students in more than one year

STATE CRITERION-REFERENCED TESTS

Subject : Mathematics Grade: 4 Test: NYS Testing Program Mathematics

Edition/Publication Year: New each year Publisher: McGraw -Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month: May (except for Mar 2006)					
SCHOOL SCORES					
% Level III plus Level IV	94%	92%	87%	84%	93%
% Level IV	48%	38%	23%	38%	59%
Number of Students Tested	71	65	70	79	69
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Low Income					
% Level III plus Level IV	99%	100%	95%	100%	94%
%Level IV	43%	n/a	n/a	n/a	n/a
Number of Students Tested	21	22	20	18	16

n/a % of students exceeding state standards is not available in sub groups
 low income was the only sub group with at least 10 students in more than one year

STATE CRITERION-REFERENCED TESTS

Subject : Science

Grade: 4

Test: NYS Testing Program Science

Edition/Publication Year: New each year

Publisher: McGraw -Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month <u>May</u>					
SCHOOL SCORES					
%Level III plus level IV	97%	97%	99%	n/a	n/a
% Level IV	71%	70%	56%	n/a	n/a
Number of Students Tested	70	61	68	n/a	n/a
Percent of Total Students Tested	100%	100%	100%	n/a	n/a
Number of Students Alternatively Assessed	0%	0%	0%	n/a	n/a
Percent of Students Alternatively Assessed	0%	0%	0%	n/a	n/a
SUBGROUP SCORES					
1. Low Income					
%Level III plus Level IV	100%	100%	90%	n/a	n/a
% Level IV	61%	n/a	n/a	n/a	n/a
Number of Students Tested	23	20	20	n/a	n/a

n/a—Science Test was redesigned for 2003-2004 so there are no results in prior years

n/a % of students exceeding state standards is not available in sub groups

low income was the only sub group with at least 10 students in more than one year.

New York City Standardized Tests

Subject: ELA Grade: 3

Test: NYC ELA -CTB

Edition/Publication: New each year

Publisher: McGraw-Hill

	2005-2006*	2004-2005	2003-2004
Testing Month- April (except for 2006 in January)			
School Scores			
% Level III plus Level IV	93%	94%	84%
% Level IV	17%	51%	32%
Number of students tested	53 non ELL students	59 non-ELL students	68 non-ELL students
Percent of students tested	100% of non ELL students	100% of non ELL students	100% of non-ELL students
Number of students alternatively tested	0	0	0
% alternatively assessed	0%	0%	0%

- *Please note that NYC switched to NY State testing in grade 3 and 5 that year-grade 4 was always tested with the NY State program.
- This was not a test that was given nationally and therefore there aren't national norms.

New York City Standardized Tests

Subject: ELA Grade: 5

Test: NYC ELA -CTB

Edition/Publication: New each year

Publisher: McGraw-Hill

	2005-2006*	2004-2005	2003-2004
Testing Month- April (except for 2006 in January)			
School Scores			
% Level III plus Level IV	92%	96%	77%
% Level IV	23%	33%	27%
Number of students tested	61	73	75
Percent of students tested	100% non ELL students	100% non ELL students	100% non ELL students
Number of students alternatively tested	0	0	0

- *Please note that NYC switched to NY State testing in grade 3 and 5 that year-grade 4 was always tested with the NY State program.
- This was not a test that was given nationally and therefore there aren't national norms.

New York City Standardized Tests

Subject: Math Grade: 3

Test: NYC Math -CTB

Edition/Publication: New each year

Publisher: McGraw-Hill

	2005-2006*	2004-2005	2003-2004
Testing Month- April (except for 2006 in March)			
School Scores			
% Level III plus Level IV	98%	94%	92%
% Level IV	56%	63%	65%
Number of students tested	57	62	73
Percent of students tested	100% non-ell students	100% non-ell students	100% non-ell students
Number of students alternatively tested	0	0	0

- *Please note that NYC switched to NY State testing in grade 3 and 5 that year-grade 4 was always tested with the NY State program.
- This was not a test that was given nationally and therefore there aren't national norms.

New York City Standardized Tests

Subject: Math

Grade: 5

Test: NYC Math -CTB

Edition/Publication: New each year

Publisher: McGraw-Hill

	2005-2006*	2004-2005	2003-2004
Testing Month- April (except for 2006-March)			
School Scores			
% Level III plus Level IV	93%	92%	94%
% Level IV	45%	57%	63%
Number of students tested	67	74	62
Percent of students tested	100% non-ell students	100% non-ell students	100% non-ell students
Number of students alternatively tested	0	0	

- *Please note that NYC switched to NY State testing in grade 3 and 5 that year-grade 4 was always tested with the NY State program.
- This was not a test that was given nationally and therefore there aren't national norms.