

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Annette Esposito

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

Official School Name The Bay Terrace School

(As it should appear in the official records)

School Mailing Address 330 Durant Avenue

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

Staten Island

New York

10308-3030

City

State

Zip Code+4(9 digits total)

County Richmond

State School Code Number* 353100010053

Telephone (718) 987-8020

Fax (718) 987-3675

Web site/URL http://schools.nyc.gov

E-mail aesposi@schools.nyc.gov

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mrs. Margaret Schultz

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

District Name 31- Staten Island

Tel. (718) 420-5657

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Andrea Anna Lella

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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.

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 3 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 8 | % Hispanic or Latino |
| 85 | % White |

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 5 %

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	18
(2)	Number of students who transferred from the school after October 1 until the end of the year	17
(3)	Total of all transferred students [sum of rows (1) and (2)]	35
(4)	Total number of students in the school as of October 1	748
(5)	Total transferred students in row (3) divided by total students in row (4)	0.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 2 %
- | | |
|----|---|
| 12 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 3

Specify languages: Spanish, Chinese, and Russian

9. Students eligible for free/reduced-priced meals 27 %

Total number students who qualify: 186

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: 20 %
136 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u>	Autism	<u> </u>	Orthopedic Impairment
<u> </u>	Deafness	<u>40</u>	Other Health Impairment
<u> </u>	Deaf-Blindnes	<u>26</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>66</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>1</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u> </u>	Visual Impairment Including Blindness
<u> </u>	Multiple Disabilities	<u> </u>	

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>2</u>	<u> </u>
Classroom teachers	<u>46</u>	<u> </u>
Special resource teachers/specialist	<u>2</u>	<u> </u>
Paraprofessionals	<u>11</u>	<u> </u>
Support Staff	<u>19</u>	<u>6</u>
Total number	<u>80</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of 23 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	94 %	93 %	93 %	93 %	93 %
Daily teacher attendance	97 %	97 %	97 %	97 %	97 %
Teacher turnover rate	0 %	11 %	0 %	0 %	11 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

In 2005 -2006 and 2002-2003 we had a number of retirements.

PART III - SUMMARY

Asking for a 'narrative snapshot' of P.S. 53 seems rather appropriate, as the terminology suits our school because we are the proverbial 'picture worth a thousand words'.

We think of ourselves as the 'P.S. 53 Family' and consider our school to be a jewel within the community.

The Bay Terrace School is an elementary school serving students in grades Pre- K through grade 5. The school is extremely proud that on every grade a CTT(collaborative team teaching) class exists. These classes are made up of 60% high achieving general education students and 40% special education students. CTT ensures that students with disabilities are educated alongside age-appropriate peers in a general education classroom. These classes consist of one general ed teacher and one special ed teacher. Co-teachers provide individual attention to students and co-plan and prepare lessons,activities, and projects that take into account the learning differences among all students in the class.

P.S. 53 is based in a middle class neighborhood in Staten Island, New York and is comprised of a dedicated staff of teachers, administrators, paraprofessionals and other significant individuals. The entire faculty strives to make each student happy and eager to learn during the school day. Our curriculum is coherent and instruction is differentiated in both general and special education. We offer enrichment courses based on students' interests.

After school programs for recreation, and remediation are also available. A product of the technical age, we provide wireless access to the internet, laptops, and/or smartboards to most classrooms. Conscious of our environment, we are campaigning to 'go green' and conserve the use of paper and energy when feasible.

We have a strong relationship with the Parent Association, as well as connections to various outside organizations. The U.S. Coast Guard is affiliated with our school; whereas the children of those serving our country attend our school. We have a strong sense of value and treat all members of the school community with respect. We are also affiliated with the S.I. Mental Health Reading Volunteer Program and RSVP Prejudice Reduction Program. We support many organizations annually, such as, March of Dimes, Penny Harvest, Project Hospitality, and Adopt a Soldier, to name a few, instilling compassion for those less fortunate than ourselves and understanding that is better to give than to receive. As you can see, we are a solid family community nurturing a foundation for healthy, intelligent, successful students as substantiated by our mission statement below.

The Bay Terrace School, a community of children and adults, all work together to provide a learning environment that is safe, caring, and nurturing. Each child will actively and responsibly seek to achieve their academic, emotional, and physical potential. Every adult will challenge students to meet and exceed high performance standards. We will continue to utilize all community resources to ensure the cognitive, creative, and social growth of every student. Our school community will continue to seek new and innovative instructional approaches that are appropriate to students' learning styles and disabilities. Every member of the administrative, instructional, and support staff will strive to prepare each child to be a life-long learner and a contributing member of an ever changing society.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

The Bay Terrace School city and/or state exam results in both Language Arts and Mathematics have consistently increased over the past five years. This school participates in the state assessment program and students' scores are reported on levels. The four levels are as follows:

- Level 1- Far below grade level standards
- Level 2- Approaches grade-level standards
- Level 3- Meets grade-level standards
- Level 4- Exceeds grade-level standards.

*Please refer to these levels when reading the paragraphs below detailing test scores.

As illustrated in the data tables, beginning on page 15, P.S. 53 maintains high levels for all students in grades 3, 4 & 5. The school's Instructional Team recognized score disparities for the school's special education population in the area of English Language Arts. Through the provision of intense academic intervention services, there has been a significant increase in the percentage of special needs students performing at or above proficiency Level 3 and a significant decrease in the percentage of students performing in levels 1 & 2. The data also shows a dramatic increase in the performance of the special education population, as well. Most years, zero (0) students performed in Level 1.

P.S. 53 is extremely proud of their continued increase in the number of students achieving 'at or above' grade level and a significant decrease in students performing 'below' grade level, as evidenced by the trend in our standardized test scores. This trend starts in 2003 and ends in 2007. The number of grade 3 students scoring a Level 3 & 4 on the ELA increased from 72% to 88%. Level 1 & 2 students decreased from 28% to 12%. On the Math Exam, students scoring Level 3 & 4 increased from 84% to 99% and students scoring Level 1 & 2 decreased from 16% to 1%. During the same time period, the number of grade 4 students scoring a Level 3 & 4 on the ELA Exam increased from 67% to 90%. Students scoring Level 1 & 2 decreased from 33% to 9%. On the Math Exam, students scoring Level 3 & 4 increased from 85% to 98%. The number of students scoring a Level 1 & 2 decreased from 15% to 2%. The number of grade 5 students scoring a Level 3 & 4 increased from 71% to 91%. Students scoring Level 1 & 2 decreased from 22% to 9%. On the Math Exam, Level 3 & 4 students increased from 61% to 98%. Students scoring at Level & 2 decreased from 40% to 2%.

To summarize, P.S.53- The Bay Terrace School, provides instruction based on the needs of all students. Once a learner's weaknesses are targeted, all members of the school community contribute to ensuring that the student excels in those targeted areas. Academic strengths are also noted and students are provided with enrichment to help ensure continued academic excellence.

The above English Language Arts and Mathematics data was collected from the New York City Department of Education website under the 'Assessment and Accountability' link. The website is <http://schools.nyc.gov/daa/>

2. Using Assessment Results:

P.S.53 uses data to improve student and school performance in the following manner: All data are analyzed by grade level and by individual student performance. Data analysis occurs throughout the school year beginning with an analysis of the New York State disaggregate results. Throughout the school year, common planning meetings are scheduled each week which include classroom teachers, administrators, coaches and service providers. Using formative data results and teacher observations, all educators work together to group students for small group, strategy and differentiated instruction based on what the child(ren) need in order to become more proficient in a particular content area. The areas identified are addressed by the classroom teachers and/or academic intervention support staff through careful data-informed planning and implementation. Differentiated instruction is designed to meet the needs of each individual student within the various groups. The Schoolwide Enrichment Model promotes all students to pursue independent investigations on topics of their interests. This model exposes students to topics that may not be included in the essential curriculum; it increases student skills in research and problem solving, and increases student awareness of personal strengths and potential for success. After the students conduct their research, gather data, solve problems, they create a final product that is shared with parents, students, and staff.

Attendance incentives are provided each month to students who have 100% attendance. Students receive attendance certificates and a Chevy's kid's meal certificate. The class that receives the highest attendance for the month holds a school attendance trophy and at the end of the year the class with the overall highest attendance receives a pizza party from the Parent Teacher Association. We have a very strong participation from parents. The school has found that by inviting parents to participate in their child's education, students have a stronger and more intrinsically motivated desire to achieve. Having an extremely active parent population helps all members of the school community. Teachers feel supported by the parents and the students tend to do 'better'.

3. Communicating Assessment Results:

To communicate performance to the parents and school community, written reports prepared by the state and the school are sent home to the parents. In addition, teachers communicate to parents on a regular basis throughout the school year by conducting parent-teacher conferences and phone conferences. The school has an 'open door' policy. No appointment is necessary to speak with the Principal. Secretaries have every teacher and related service provider's schedules in order to make appointments for parents who request a meeting with a member of the instructional or support staff.

When results are received by the school, in order to help parents better understand what the scores mean in context to their child's overall education, the school provides parent information workshops. These workshops include information on testing, data, and also provide parents with strategies to help their child at home. We have found that by keeping parents informed this also provides students with a strong sense of achievement.

The School Leadership Team participates in the development and review of the Comprehensive Educational Plan (CEP) which ensures that the budget is aligned to the CEP, work collaboratively together by sharing ideas and concerns and listening to the ideas and concerns of others, engage in collaborative problem solving and solution seeking that will lead to consensus-based decisions that meet the needs of all students, and sharing the views of their constituencies with the team. The team consists of two administrators, three teachers, and five parents.

4. Sharing Success:

To share successes with other schools we are linked to a Network consisting of 25 other elementary and Kindergarten-Grade 8 schools. At various meetings and professional development experiences, best practices are shared and discussed by school leaders. The principal provides teachers with opportunities to visit other schools, as well, to learn and share best practices.

One example that illustrates how PS 53 has shared best practices with other schools includes a professional development opportunity planned and facilitated by the school's Academic Intervention Team with a focus on the Tune Into Reading program. Teachers and administrators from schools within the network were invited as were teachers and administrators from the schools within the geographical district. At this professional development workshop, participants were provided with a brief overview of the Tune Into Reading program. They then observed the program in its implementation with students. Finally, participants were given opportunities to practice their growing understanding of the Tune Into Reading Literacy program with each other. Follow-up was provided whereby PS 53 Tune Into Reading facilitators visited teachers and/or other administrators in their home schools to observe their practice using this program and to offer additional instruction, support or suggestions.

The aforementioned is just one example of how PS 53 continually shares its successful instructional practices with members of other school communities.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

P.S. 53 is engaged in a comprehensive, interdisciplinary curriculum. All students are engaged and listed below are descriptions of each curriculum area:

The reading and writing curriculum parallel each other and are aligned to the NYS Standards. Through reading and writing workshops, and word study, students are immersed in studying how words work, vocabulary, the structure of various genres, comprehension strategies, writers craft, conventions and mechanics of writing, and quality literature. Conferences, literature circles, book talks, small groups/partner work and celebrations of student writing are authentic opportunities to engage students as thinkers and learners.

The math curriculum, as described below, is exemplary. Remediation and enrichment is provided to upper grades. When meeting with grade leaders, curriculum is reinforced and differentiated instruction is further implemented. Since children tend to resist anything that resembles work, math is made fun and children are beguiled by anything that amuses them. There are many creative ways to make math fun and humor serves as a mnemonic tool that leads to the retention of material.

We have a very extensive music program. The third grade is learning to read musical notation and rhythm through their study of the song flute. There is a senior and junior chorus that includes grades 2-5. They perform both in winter and spring as well as special events. As part of the schoolwide enrichment model, students are also learning how to play the violin. Creativity, musicality, tonality are a constant learning process through general music classes which are provided in grades K-3.

The band program consists of 4th and 5th grade students who learn how to play instruments in the woodwind, brass and percussion models. Students work collaboratively to fine tune and perfect the band as a whole.

Social Studies is taught as a part of everyday living. Studies include: communities past and present as well as communities from around the world. Different cultures, societies and basic needs are introduced and discussed. Different features of the world as it evolved are taught through discussion and map skills. Technology, which includes SMARTBoards, provides an interactive learning experience for all children, as well as enhancing the curriculum.

The Physical Education curriculum is a physical, social and emotional skill development. Understanding the effect of physical activity on the body, the need for proper nutrition, to live an active life, staying safe and preventing injuries are all key components. The NYC Fitness Gram is a series of exercises used to measure the students' health related fitness, including body composition, muscular strength, flexibility, endurance and aerobic capacity. All of these enhance the curriculum and provide parents with a report on their child's fitness.

The library media center is the hub of the school. Students use laptops, computers, and printers. There is a vast amount of fiction and non-fiction books available on various instructional levels for all students. Students are also engaged in a school wide initiative to create a literary magazine(Designs) that is published at the end of the year for the school community. This magazine consists of poetry, narratives, and various writings that have been gathered from students from Grades Pre-K through Fifth.

The Science program provides hands on experiments and demonstrations in Earth, Life, and Physical Sciences to all students. Through this approach we access prior knowledge and provide opportunities for students to learn NYS Grade curriculum requirements through scaffolding in grades K-5. Our annual Science Expo Fair is a showcase of student's work that engages all students in the Scientific Process. Our State Science exam scores are consistently high each year as well. The Weather Bug is a unique Science program that combines a fully automated Weather Tracking Station with online, standards based learning to deliver a fascinating educational experience for all students in grades Pre-K through five.

2a. (Elementary Schools) Reading:

P.S.53's reading curriculum is best described as a comprehensive balanced literacy approach to the teaching of reading. The school has chosen this approach to teaching reading because it is our belief that

no two children learn the same way. We believe that the students need instruction tailored to individual needs. This approach allows teachers to balance all aspects of the teaching of reading and provides many opportunities to differentiate instruction.

Students choose reading materials independently based on interest and appropriate reading level. Younger students are given explicit phonics and phonemic awareness instruction using Foundations. Older students delve into word study using Words Their Way. All students are immersed in the study of literature selected from a wide range of genres and are being given daily opportunities to practice reading in a risk-free environment through shared and guided reading. Teachers assess student progress regularly through conferring and other formal assessments.

In our school, each student feels like a member of a 'literacy club'. The reading curriculum is engaging and student centered, allowing each child to reach his or her potential.

3. Additional Curriculum Area:

The Mathematics program at PS 53 is Everyday Mathematics by McGraw Hill. The program was implemented systemically four years ago. New York City selected this program in 2003 because it is researched-based and renders positive student performance results. Although the school was exempt from selecting the City's mandated curricula program(s), an instructional decision was made to implement the program and student data in Mathematics has markedly improved.

Everyday Mathematics is a helical curriculum that provides repeated exposure to concepts, skills and procedures. Everyday Mathematics emphasizes problem solving, reading, real-world applications and the use of calculators and computer technology. Students work in small groups in order to share their thinking and reasoning with their peers. Every year, students revisit the concepts that were previously taught. This type of learning provides comfort to the students and it makes the content less intimidating.

The Everyday Mathematics program incorporates mathematical concepts the students already know. The students use the strategies learned and work in small groups reinforcing secure concepts. This program was adapted by our school so students could achieve their academic potential to exceed and be proficient as assessed by New York State.

4. Instructional Methods:

P.S. 53 uses various approaches to improve student learning.

The inquiry team targets 15 high achieving fifth grade students who receive a repertoire of strategies so they can independently read and comprehend vocabulary within a non-fiction genre.

An early intervention program, ERSSA (educationally related support services aid) provides counseling for at risk students. It is designed to promote positive self-image, decision making skills, peer social interactions, and family guidance. Services are provided in individual and/or group counseling.

The SLIP (speech & language improvement program) program provides short-term speech and language interventions. Eligible students are in a general education setting who demonstrate speech and language delays. After 6 - 8 weeks a determination is made to either discharge from SLIP or if needed, referred for a full evaluation.

Tune into Reading is scientifically proven method which provides differentiated instruction for all users. This intervention program uses an interactive, multi-sensory approach. This software program teaches students to sing in tune and in rhythm while providing real time pitch tracking, which promotes fluency and in turn helps students to better comprehend what they read. After a nine week period, students show a gain of at least one year grade level improvement.

The Reading Recovery program targets struggling first graders and provides instructional strategies that are geared specifically to the student. Students are provided with one on one instruction daily for 30 minutes twenty weeks. Children are on grade level at completion of the program.

The Wilson Program is designed for students who struggle with decoding and spelling. Language is taught

directly with multi-sensory approaches. This has shown an improvement in their linguistic/language skills.

Accelerated Reader is a computerized, progress- monitoring and personalized practice tool that provides reliable and valid feedback on comprehension of books and other materials students have read. This aids the teacher in monitoring and guiding each student's independent reading practice.

5. Professional Development:

The hub of professional development in our school is in the UFT Teacher Center. This room serves as a resource room for teachers as well as a meeting place for study groups, grade level meetings, and planning. The environment is professional and lends itself to productivity and collaboration.

The professional development program at P.S. 53 is multifaceted in nature. We are a community of learners, always seeking to improve our practice and impact student achievement. Our professional development is built into our school day. Teachers are given opportunities to meet with the literacy and math coach on grade level common preparation periods weekly. In addition, conferences with the coaches can be scheduled on an as need basis to individualize professional development to the needs of particular teachers. Teachers visit each other's classrooms and other schools with exemplary instruction in place and to try out new practices upon return to our classrooms.

To enhance the PD that is already in place within the school, we have also hired an independent professional consultant who provides monthly support to teachers and the coach while refining practices in the teaching of writing. P.S. 53 is currently involved in the Staten Island Foundation Children's Literacy Project Grant, which provides professional development to teachers in supporting Teachers' College Reading/Writing Process.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test English Language Arts

Edition/Publication Year 2003-2007 Publisher CTB/McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	January	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %meeting plus% exceeding	88	87	83	67	72
% "Exceeding" State Standards % exceeding	18	12	42	36	32
Number of students tested	80	106	84	72	72
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard %meeting plus% exceeding	71	48	44	16	13
% "Exceeding" State Standards % exceeding	14	0	11	0	13
Number of students tested	15	12	8	3	1
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	January	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% meeting plus % exceeding	90	88	78	79	67
% "Exceeding" State Standards					
% exceeding	12	10	39	25	24
Number of students tested	109	87	81	77	70
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% meeting plus % exceeding	63	78	26	62	0
% "Exceeding" State Standards					
% exceeding	0	0	0	23	0
Number of students tested	15	14	5	8	0
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	January	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% meeting plus % exceeding	91	80	93	76	71
% "Exceeding" State Standards					
% exceeding	15	28	36	25	12
Number of students tested	92	86	93	79	79
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
	72	18	82	11	29
% "Exceeding" State Standards					
	6	0	19	0	0
Number of students tested	13	3	9	1	4
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	January	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% meeting plus % exceeding	99	95	91	80	84
% "Exceeding" State Standards					
% exceeding	70	58	67	45	57
Number of students tested	89	116	92	85	82
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. Special education					
% "Meeting" plus % "Exceeding" State Standard					
% meeting plus % exceeding	95	80	67	38	40
% "Exceeding" State Standards					
% exceeding	38	28	33	10	30
Number of students tested	20	20	10	8	4
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Jnauary	January	January	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% meeting plus % exceeding	98	97	93	95	85
% "Exceeding" State Standards					
% exceeding	49	44	63	49	33
Number of students tested	119	99	99	94	91
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% meeting plus % exceeding	100	94	70	85	40
% "Exceeding" State Standards					
% exceeding	17	22	15	46	0
Number of students tested	24	17	14	11	6
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	Janury	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% meeting plus % exceeding	98	87	93	73	61
% "Exceeding" State Standards					
% exceeding	45	42	57	43	39
Number of students tested	100	95	93	76	68
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% meeting plus % exceeding	95	56	88	0	21
% "Exceeding" State Standards					
% exceeding	40	22	13	0	7
Number of students tested	17	10	7	0	3
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					