

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

Name of Principal Ms. Mary Kojes

Official School Name P.S. 122 Mamie Fay School

School Mailing Address 21-21 Ditmars Boulevard

Long Island City, NY 11105-3400

Tel. (718) 721-6410 Fax (718) 726-0016

Website/URL Email www.nycenet.edu Email mkojes@nycboe.net

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. Angelo Gimondo

District Name Community School District 30

Tel. (718) 777-4600

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 Ms. Giovanna D’Elia

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

PART II – DEMOGRAPHIC DATA

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

1. Number of schools in the district 26 Elementary Schools
 7 Middle Schools
 32 TOTAL

2. District Per Pupil Expenditure \$ 9,374
 Average State Per Pupil Expenditure \$11,040

SCHOOL (To be completed by all schools)

2. 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. 6 Number of years the principal has been in her/his position at this school.
 N/A 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	75	70	145		7	30	29	59
1	83	83	166		8	32	32	64
2	94	81	175		9	0	0	0
3	106	117	223		10	0	0	0
4	108	104	212		11	0	0	0
5	105	75	180		12	0	0	0
6	43	31	74		Other	18	18	36
TOTAL STUDENTS IN THE APPLYING SCHOOL								1334

6. Racial/ethnic composition of the students in the school: 33.6% White
6.7% Black or African American
33.1% Hispanic or Latino
26.1% Asian/Pacific Islander
.5% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 15.04%

(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.	82
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	97
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	179
(4)	Total number of students in the school as of October 1	1190
(5)	Subtotal in row (3) divided by total in row (4)	.1504
(6)	Amount in row (5) multiplied by 100	15.04

8. Limited English Proficient students in the school: 10.35%
136 Total Number Limited English Proficient
Specify languages: Spanish, Bengali, Hindi, Chinese, Greek, Italian, Urdu, Arabic, Russian

9. Students eligible for free/reduced priced meals: 74%
973 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: 9.36%
123 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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impaired
<u>0</u>	Deaf-Blindness	<u>85</u>	Specific Learning Disability
<u>8</u>	Hearing Impairment	<u>23</u>	Speech or Language Impairment
<u>0</u>	Mental Retardation	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Multiple Disabilities	<u>2</u>	Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>3</u>	<u>1</u>
Classroom teachers	<u>71</u>	<u>2</u>
Special resource teachers/specialists	<u>9</u>	<u>2</u>
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff	<u>5</u>	<u>6</u>
Total number	<u>103</u>	<u>11</u>

12. Student-“classroom teacher” ratio: 23.7 : 1

1. 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 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 needs to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	93.8%	93.8%	93.9%	92.1%	93%
Daily teacher attendance	90%	89.8%	88.6%	91.7%	91%
Teacher turnover rate	8.7%	12.3%	12.7%	8.4%	7.4%
Student dropout rate	0%	0%	0%	0%	0%

Student drop-off rate	0%	0%	0%	0%	0%
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2. **(High Schools Only)** Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>N/A</u>
Enrolled in a community college	<u>N/A%</u>
Enrolled in vocational training	<u>N/A%</u>
Found employment	<u>N/A%</u>
Military service	<u>N/A%</u>
Other (travel, staying home, etc.)	<u>N/A%</u>
Unknown	<u>N/A%</u>
Total	100%

PART III – SUMMARY

P.S. 122 Mamie Fay School is located in a lower middle class area in the Astoria section of Queens, New York City, in New York State. This Pre-K to Grade 8 school serves an ethnically diverse student population of 1334 that includes 33.6% Caucasian, 6.7% Black or African American, 33.1% Hispanic or Latino, 26.1% Asian/Pacific Islander, and 0.5% American Indian/Alaskan Native. 10.35% of our students are Limited English Proficient students where as many as 41 different home languages include Spanish, Bengali, Hindi, Chinese, Greek, Italian, Urdu, Arabic, and Russian. 9.36 % of our students are eligible for, and receiving, Special Education and related services in accordance with the Individuals with Disabilities Education Act. 74% of our students have low socioeconomic status and qualify for federal free or reduced price meals. As a Schoolwide Programs School, we have allocated Title I funds to support all our students in their efforts to demonstrate increased student achievement

Our students are heterogeneously grouped within each grade and supported by a pedagogical staff of three (3) supervisors, 100 full-time and 11 part-time teachers and support staff. Two full-time teachers provide intensive English Language instruction for our English Language Learners using a push-in model. Two (2) Reading and two (2) Math specialists, and six (6) paraprofessionals provide intensive instruction as needed in small-group/individual settings. Our program is designed to provide appropriate Special Education and related services in the least restrictive environment. This includes two (2) classes with a 12:1 ratio for students with specific learning disabilities, two (2) classes with a 12:1:1 ratio for students with language impairments, one (1) Spanish bilingual 12:1 class, and two (2) inclusion classes. In addition, one (1) full-time and two (2) part-time teachers provide Resource Room assistance for over 50 students. Students are given the opportunity to strengthen their literacy and mathematics skills during an afterschool program that meets twice a week.

P.S. 122 Mamie Fay School also provides a district-wide program for intellectually gifted students in Grades 2-8. This accelerated program challenges our students with a rigorous course of study in academic subjects such as Earth Science, Sequential Math, Foreign Language beginning in Grade 2, and Technology for all students. Our students have the opportunity to become well-rounded individuals through such extracurricular activities as clubs, vocal and instrumental music, student council, community service, visual arts, and yearbook design.

We are fortunate to have the support of the parents who take an active role in educational decisions. Our affiliations with the community bring a plethora of enriching experiences, such as South Street Seaport, Studio in a School, and Teachers' and Writers' Collaborative. Sports and Arts in School Foundation provides a wonderful after school program of homework help, guidance services, computer training, and varied hands-on activities.

It is our mission to provide an excellent standards-driven curriculum leading to high academic achievement for all our students. As a collaborative school community, with a strong, dedicated staff, involved parents, and active community support, we provide all our students with effective and successful programs so they may achieve their full potential and become life long learners and productive citizens of the 21st century.

PART IV – INDICATORS OF ACADEMIC SUCCESS

(a) Under the New York State System of Accountability for Student Success (SASS), schools are expected to meet the State performance standards, established by the Commissioner in the fourth-grade English Language Arts (ELA) and Mathematics tests and the eighth-grade English Language Arts (ELA) and Mathematics tests. School test results are reported in a Performance Index. The Performance Index is a measure that reflects schools performance with respect to the percent of students who are not proficient (i.e., at Proficiency Level 1), at least partially proficient (i.e., at Proficiency Level 2), the percent of students who have attained proficiency in meeting the state standards (i.e., at Proficiency Levels 3), and the percent of students who have demonstrated achievement exceeding state standards (i.e., at Proficiency Level 4).

The state standard for both English Language Arts and Mathematics for Grade 4 and Grade 8 in the years 2000 and 2001 was a Performance Index of 140. P.S. 122 Mamie Fay School exceeded the State standard in both English Language Arts and Mathematics in school years 2002 and 2001 in both Grade 4 and Grade 8. The school's Grade 4 ELA Performance Index was 154 in school year 2000 and 144 in school year 2001. The school's Mathematics Performance Index was 161 in school year 2000 and 157 in school year 2001. The school's Grade 8 ELA Performance Index was 200 in both school years 2000 and 2001. The school's Mathematics Performance Index in year 2000 was 198 and in year 2001, the Performance Index was 200. Data has not yet been provided for the year 2002.

(b) The only students who had been excluded from state exams are the English Language Learners (ELL). These students were not required to take this test because they perform below the 30th percentile on the reading subtest of the LAB and there was no test available in their native language. Other ELL students who were required to take this test took a translated version, and their results were included with those for general education and special education students. In 1999, 11 ELL students were excluded from the Grade 4 ELA and 164 students (including general education, special education, and ELL) were tested. In 2000, 18 ELL students were excluded from the Grade 4 ELA and 149 (including general education, special education, and ELL) were tested. In 2001, all 168 students (including general education, special education, and ELL) were tested in the ELA. In 1999, 9 ELL students were excluded from the Grade 4 Mathematics exam and 174 students (including general education, special education, and ELL) took the exam. In 2000, 10 ELL students were excluded from the Grade 4 Mathematics exam and 153 students (including general education, special education, and ELL) were tested. In 2001, 14 students were excluded from the Grade 4 Mathematics exam and 171 students including general education, special education, and ELL) were tested. All Grade 8 students took the ELA and the Mathematics exam. The El Examen de Lectura en Espanol (ELE) is the reading test for students in bilingual programs who receive language arts instruction in Spanish. In 1999, 72.4% of our ELL students showed mandated gains in English Language Acquisition. In 2000, 80% of our ELL showed mandated gains in English Language Acquisition. In 2001, 87.3% of our students showed mandated gains in English Language Acquisition.

(c) There are no disparities when the data are disaggregated.

2. The teachers use assessment data to continually monitor and plan instruction to understand and improve student and school performance. Our literature program incorporates theme and unit tests to assess mastery of vocabulary and comprehension of texts, and mastery of academic content areas. The use of authentic literature and the creation of rubrics for measuring performance in reading and writing competence enables the teachers to evaluate student achievement and plan appropriate follow-up instruction for individuals and groups of students. Teachers use conferencing strategies to monitor student progress in the development of writing process. Assessments are administered three times during the year in English language arts and mathematics to identify specific areas of strength and weakness. Targeted instruction is provided to address the areas of need. The Comprehensive Instructional Management System (CIMS) is used schoolwide to form the scope and sequence of our Mathematics program. The (monthly) unit exams within this program identify specific skills and concepts mastered (or not mastered) to enable the teacher to focus on the area that need to be reinforced or re-taught using alternative approaches. The teachers have had extensive professional development in using the online GROWREPORT to identify specific skills and areas of weakness in English language arts and mathematics. This electronic resource provided specific data to identify needs for the grade, for the class, and for individual students using standardized test scores. Teacher resources are available through this program to improve student and school achievement. Administrators meet monthly (if not more often) with staff to assess student progress and assist in short-term and long-term planning for academic growth.

3. P.S. 122 Mamie Fay School actively encourages the parents, students, and the community to take an informed and supportive role in promoting student achievement. Our School Leadership Team is Monthly Parent Association meetings are conducted to share information about student and school progress toward meeting school goals. Report cards are prepared and sent home to the families of our students four (4) times during the year. The report cards must be returned with parent/guardian signatures. Parent-Teacher conferences are scheduled in November and March each year, however, our teachers take the initiative to maintain close communication with the families of our students regarding all areas of student progress. Open House Week is planning early in the school year to inform them of curricular expectations, exams, and suggestions for helping the parents become active partners in the education of their children. A Parent Institute provides on-going learning experiences for the adults in our school community in the afternoon or evening, in such areas as understanding test scores, nutrition, English language acquisition, and basic computer skills. Our skilled Pupil Support Team effectively provides guidance for families where there is a need for academic intervention strategies and/or services. And, always, the families of our children are encouraged to communicate with the school on any area of concern regarding student progress.

4. Our school has been a model school in the district in many ways. We have hosted intervisitations from schools throughout the city and recently enjoyed a visit from a group of eighteen (18) parents, teachers, and administrators from Kansas, Michigan. We have had successful collaboration with other schools in the area in which we share best practices through such projects as dramatic presentations through the “Young Shakespeare” program. We make good use of our videoconferencing system and foster affiliations such as we did with other schools locally and throughout the nation. We have a brochure which introduces many of our programs and often allow the newspapers to run an article featuring our students engaging in our valuable and exciting events. Our supervisors and teachers have presented workshops and training sessions on various topics and skills. If P.S. 122 were to win the award, the opportunities exist to enable us to share the most successful of our strategies.

PART V – CURRICULUM AND INSTRUCTION

1. P.S. 122 Mamie Fay School is committed to implementing enhanced schoolwide programs to meet the needs of students to achieve high academic performance. Our curriculum uses effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic programs. All students receive instruction in English language arts, mathematics, science, social studies, and the arts. All students have the opportunity for an expansive physical education program. The school participates in community events to encourage the application of these skills through activities such as the multicultural festival and our annual Dance Festival. Our students perform during our Winter and Spring Concerts to showcase their musical abilities in song, dance, and instrumental music.

The Mathematics program includes a rigorous scope and sequence of skills and concepts designed in keeping with the strong evidence in current research such as the National Council of Teachers of Mathematics (NCTM). It incorporates continuous assessment to drive instruction. *Math in My World*, published by MacMillan/McGraw-Hill is the supplemental program which emphasizes fundamental understandings, real-life connections, alternative problem-solving strategies and varied assessment resources, using the *Professional Standards for Mathematics* (1991). In addition, manipulative materials are used extensively to encourage student to explore problem-solving and critical thinking strategies in a student-centered environment.

Foreign language instruction is introduced as early as Grade 2 and continues throughout the grades. All students receive rich experiences in the arts, through affiliations and residencies in the visual arts, vocal and instrumental music, and drama. Our partnership with South Street Seaport enhances learning experiences and promotes high achievement in science, social studies, and writing. The residencies with Teachers' and Writers' Collaborative promote improved student achievement in reading and writing. Our Author's Day Celebrations highlight our students' accomplishments as published authors and illustrators.

The gifted program provides advanced levels of course work in science, mathematics, foreign language and literacy. An extraordinarily high percentage of our graduating students are accepted by the most demanding and competitive specialized high school, and achieve success academically and personally.

2. The instructional reading program reflects scientifically based research described by the National Reading Panel. It is delivered in a student-centered environment schoolwide. Phonics/phonemic awareness is taught in grades K-2 through the *Open Court Reading Program*, published by McGraw Hill. The literacy program for all grades K-5 incorporates the *Literature Works* series, published by Silver Burdett Ginn. This reading series enables students to develop fluency by exposure to authentic literature in varied genres. A second reading period every day incorporates related trade books and primary sources to integrate Social Studies, Science and literature to strengthen student comprehension of texts. These activities encourage vocabulary extension, fluency, and understanding. In accordance with State standards, as outlined in *Standards for the English Language Arts* (International Reading Association and National Council of Teachers of English, 1996), the components of the English Language Arts are integrated with all content areas. These programs are designed to use differentiated instruction

to address the unique needs and learning styles of all students, and provide additional help for students at greatest risk, including English Language Learners and students at risk. Funded staff and other school personnel use continuous assessment through theme tests, portfolios, conferences, and review of student work to drive instruction in keeping with current research. The literacy program for the intellectually gifted is appropriately challenging to stimulate higher order thinking in keeping with the principle of learning.

3. The chosen curriculum is designed to incorporate a body of knowledge called the Core Knowledge Curriculum, based on the philosophy of E.D. Hirsh. The scope and sequence of the essential content and skills supports the mission of the school to prepare our students to apply their learning in the ever-changing world they will inherit. In using Social Studies and geography as a foundation, other content areas are integrated in context to make connections with the world. It is founded on high expectations, rigorous content, and challenging activities to enable all our students to attain their goals.

4. Our teachers use a variety of instructional methods to improve student learning. We recognize the multiple intelligences and modalities of learning. Lessons are planned in making the best use of this diversity. Whole class models are used to introduce new concepts. Small group and individual work is used to focus instruction in mini-lessons as needed. Students often work collaboratively, in groups, to tap into their own learning styles and gain support from their peers. We make good use of peer-coaching. Instruction is planned using various learning styles. Assessments are likewise structured to allow differences in process, content, and format so students may demonstrate mastery.

5. We are committed to a comprehensive job-embedded professional development program that supports our staff in ongoing, relevant growth in the areas that have the greatest impact on improving student achievement. Our full-time teacher center specialist is a magnificent resource. She models lessons, coordinates study groups, assists the staff in lesson planning, implementing the principles of learning, and curriculum development. We encourage our staff to attend conferences and make intervisitations to gain insights into successful practices. Our monthly grade and faculty meetings are designed to optimize professional growth. Our students are showing consistent gains in all areas being evaluated. Evidence of teacher growth is evident in lesson plans, student works, and the increased frequency of teachers using the strategies that contribute to increased student achievement.

PART VI – PRIVATE SCHOOL ADDENDUM

N/A

STATE CRITERION-REFERENCED TESTS

Under the New York State System of Accountability for Student Success (SASS), schools are expected to meet the State performance standards, established by the Commissioner in the fourth-grade English Language Arts (ELA) and Mathematics tests and the eighth-grade English Language Arts (ELA) and Mathematics tests. School test results are reported in a Performance Index. The Performance Index is a measure that reflects schools performance with respect to the percent of students who are not proficient (i.e., at Proficiency Level 1), at least partially proficient (i.e., at Proficiency Level 2), the percent of students who have attained proficiency in meeting the state standards (i.e., at Proficiency Levels 3), and the percent of students who have demonstrated achievement exceeding state standards (i.e., at Proficiency Level 4).

Grade 4 Test English Language Arts
Edition/publication year 2001 Publisher New York State Education Department
What groups were excluded from testing? Why, and how were they assessed?
English Language Learners (ELL) who performed below the 30th percentile on the reading subtest of the LAB test were not required to take the grade 4 ELA test.
Number excluded 0 Percent excluded 0

Grade 4 Test English Language Arts
Edition/publication year 2000 Publisher New York State Education Department
What groups were excluded from testing? Why, and how were they assessed?
English Language Learners (ELL) who performed below the 30th percentile on the reading subtest of the LAB test were not required to take the grade 4 ELA test.
Number excluded 18 Percent excluded 10%

Grade 4 Test English Language Arts
Edition/publication year 1999 Publisher New York State Education Department
What groups were excluded from testing? Why, and how were they assessed?
English Language Learners (ELL) who performed below the 30th percentile on the reading subtest of the LAB test were not required to take the grade 4 ELA test.
Number excluded 11 Percent excluded 6%

Data Display Table for Grade 4 English Language Arts

	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	January	January	January	January
SCHOOL SCORES				
PERFORMANCE INDEX	Not available	144	154	134
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
Number of students tested				
Percent of total students tested				
Number of students excluded				
Percent of students excluded				
SUBGROUP SCORES				
1.				
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
2.				
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
3.				
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
STATE SCORES				
PERFORMANCE INDEX				
Did the school meet the State standard?				

STATE CRITERION-REFERENCED TESTS

Grade 4

Test Mathematics

Edition/publication year 2001

Publisher New York State Education Department

What groups were excluded from testing? Why, and how were they assessed?

English Language Learners (ELL) who perform below the 30th percentile on the reading subtest of the LAB test, and there was no test available in their native language. Other ELL students who were required to take this test took a translated version, and their results are included with those for general education and special education students.

Number excluded 14

Percent excluded 7.6%

Grade 4

Test Mathematics

Edition/publication year 2000

Publisher New York State Education Department

What groups were excluded from testing? Why, and how were they assessed?

English Language Learners (ELL) who perform below the 30th percentile on the reading subtest of the LAB test, and there was no test available in their native language. Other ELL students who were required to take this test took a translated version, and their results are included with those for general education and special education students.

Number excluded 10

Percent excluded 6.1%

Grade 4

Test Mathematics

Edition/publication year 1999

Publisher New York State Education Department

What groups were excluded from testing? Why, and how were they assessed?

English Language Learners (ELL) who perform below the 30th percentile on the reading subtest of the LAB test, and there was no test available in their native language. Other ELL students who were required to take this test took a translated version, and their results are included with those for general education and special education students.

Number excluded 9

Percent excluded 4.9%

Data Display Table for Grade 4 Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	January	January	January	January
SCHOOL SCORES				
PERFORMANCE INDEX	Not available	144	154	134
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
Number of students tested				
Percent of total students tested				
Number of students excluded				
Percent of students excluded				
SUBGROUP SCORES				
1.				
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
2.				
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
3.				
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
STATE SCORES				
PERFORMANCE INDEX				
Did the school meet the State standard?				

STATE CRITERION-REFERENCED TESTS

Grade 8

Test English Language Arts

Edition/publication year 2001

Publisher New York State Education Department

What groups were excluded from testing? Why, and how were they assessed?

None.

Number excluded 0

Percent excluded 0%

Data Display Table for Grade 8 English Language Arts

	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	January	January	January	January
SCHOOL SCORES				
PERFORMANCE INDEX	Not available	144	154	134
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
Number of students tested				
Percent of total students tested				
Number of students excluded				
Percent of students excluded				
SUBGROUP SCORES				
1.				
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
2.				
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
3.				
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
STATE SCORES				
PERFORMANCE INDEX				
Did the school meet the State standard?				

Edition/publication year 2001 Publisher New York State Education Department

What groups were excluded from testing? Why, and how were they assessed?

None.

Number excluded 0

Percent excluded 0%

Data Display Table for Grade 8 Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	January	January	January	January
SCHOOL SCORES				
PERFORMANCE INDEX	Not available	144	154	134
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
Number of students tested				
Percent of total students tested				
Number of students excluded				
Percent of students excluded				
SUBGROUP SCORES				
1.				
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
2.				
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
3.				
Performance Level 1				
Performance Level 2				
Performance Level 3				
Performance Level 4				
STATE SCORES				
PERFORMANCE INDEX				
Did the school meet the State standard?				