

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

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

Official School Name Robert Seaman Elementary School
(As it should appear in the official records)

School Mailing Address 137 Leahy Street
(If address is P.O. Box, also include street address)

Jericho New York 11753-1697
City State Zip Code+4 (9 digits total)

Tel. (516) 681-9419 Fax (516) 681-9493

Website/URL www.bestschools.org Email jratner@jericho.k12.ny.us

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

Date 3/24/03
(Principal's Signature)

Name of Superintendent Mr. Henry L. Grishman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

District Name Jericho Union Free School District Tel. (516) 681-4100 ext. 201

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

Date 3/25/03
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Hilari Cohen
(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 all information is accurate.

Date 3/25/03
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

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

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.

6. Racial/ethnic composition of the students in the school: 89 % White
1 % Black or African American
1 % Hispanic or Latino
9 % Asian/Pacific Islander
0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 8.7 %

(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.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	38
(4)	Total number of students in the school as of October 1	436
(5)	Subtotal in row (3) divided by total in row (4)	.087
(6)	Amount in row (5) multiplied by 100	8.7%

8. Limited English Proficient students in the school: 1 %
4 Total Number Limited English Proficient

Number of languages represented: 7
Specify languages: Spanish, Japanese, Chinese, Korean, Italian, Hebrew, and Russian

9. Students eligible for free/reduced-priced meals: .025 %
1 Total Number Students Who Qualify

10. Students receiving special education services: 9.5 %
41 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>1</u> Autism	<u> </u> Orthopedic Impairment
<u>1</u> Deafness	<u>9</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>17</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>7</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>21</u>	<u> </u>
Special resource teachers/specialists	<u>18</u>	<u>5</u>
Paraprofessionals	<u>16</u>	<u> </u>
Support staff	<u>9</u>	<u>7</u>
Total number	<u>65</u>	<u>12</u>

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

13. Show the attendance patterns of teachers and students.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.0	95.6	96.0	96.0	96.9
Daily teacher attendance	96.9	97.2	97.1	97.3	97.4
Teacher turnover rate	0.3	0	.03	.03	.03

PART III – SUMMARY

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

The Robert Seaman Elementary School is located in Jericho, New York, a community of about 20,000, located 30 miles east of New York City on Long Island. The mission of the Robert Seaman School is to promote a community of students, family, and staff who address the changing physical, social, emotional and intellectual needs of elementary-aged youngsters and direct their energy and vitality toward realization of mastery level performance.

In 1996, the school was reopened as a response to an increasing student population by a committed and dedicated Board of Education and a nurturing and highly competent Superintendent of Schools. Since then, we have developed a rigorous academic program with high expectations for all and an emphasis on critical thinking, problem solving, curiosity, an appreciation of the natural world, and the ability to adapt to our ever-changing global society. We have embraced the diversity brought to us by a growing number of students who are Korean, Japanese, Chinese, Columbian, Israeli, and Russian, and have developed a World Language Program for all our students. Our school has made a strong commitment to the personal and social development of our students, including character education and community service. Enrichment activities are open to all students during recess and after school with club programs like "Stock Market," "Just Think," "Movement and Music," "School Newspaper," and "Math Olympiads."

The Student Council supports a code of conduct based on four principles: respect, responsibility, integrity, and compassion. Students receive training to help them support the code through the training in peer mediation, bullying prevention, and the recently adopted "Peaceful Playgrounds" program. The school's heart and spirit are reflected in the school song, "The Robert Seaman School is a Caring Place." We have a committed PTA, which sponsors "Seamans Cares," offering monthly community service events. The PTA is also active in leading food and coat drives, scheduling assembly programs, providing parent education, and playing a key role in school hiring committees.

Our instructional programs are aligned with the New York State Standards. Reading and Language Arts are built around a balanced literacy approach using authentic literature with a strong emphasis on phonemic awareness and comprehension strategies. Mathematics and language are interrelated in that our youngsters are asked to think mathematically as well as talk and write about their approaches to solving problems or using computation. They are just as likely to create a graph from gathered data as they are to analyze data from an existing graph in a textbook. Our Science program is inquiry-based with a balance between earth, physical, and life sciences. Science programming includes materials and resources from the Lawrence Hall of Science and the New York State Department of Conservation.

Social Studies is activity and project based and includes experiences with nonfiction and authentic documents. We strongly support physical education, and cultivate time for art and music. Technology is a part of almost everything we do, with the computer and library teachers working closely with classroom teachers. The computer lab, television studio, and library are in a connected suite visited often by our students, where we teach them to use computers, projection systems and the school's web page to present their work. We know that some youngsters need alternate kinds of support. For about ten percent of our children, we have individually planned safety nets that include support from a resource room teacher during the school day and special help after school from math and reading teachers and teacher aides. Open access enrichment activities include special interest group instruction, clubs, and small group activities in reading, science, and mathematics.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment results in reading (language arts or English) and mathematics using the criteria determined by the CSSO for the state accountability system are appended on pp.15-18.

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

A variety of assessment data are used to understand and improve instruction and identify students who need special assistance. Beginning in kindergarten and first grade, students are individually assessed with the Early Literacy Profile including an informal reading inventory. Any student in kindergarten through grade three not performing at the appropriate literacy level is scheduled for in-school support based on the data we collect.

For grades two through five, assessments are given in English Language Arts, Math, and Social Studies based on benchmarks that have been locally developed. The benchmark assessments provide specific data about the strengths and weaknesses of students in each subject area. Benchmarks are aligned with skills and knowledge measured by New York State Assessments. In grade three, students take their first criterion-referenced state assessment, the Test of New York State Standards (TONYSS). Results are analyzed to identify students with literacy deficits, who are then invited to join the after school reading program at the beginning of fourth grade. During fourth grade, students take State criterion-referenced exams in ELA, math, science, and these results are analyzed by our staff.

Reading and math specialists work in classrooms as co-teachers, targeting their assistance to struggling learners. Lessons are modeled on prototypes of the New York State exams to assure that required skills are being developed. Each child's profile, which includes benchmarks, state, and local assessment data, is updated regularly. This profile is stored in the district's computer data warehouse, where it can be accessed by classroom teachers, reading and math support staff, and administrators to monitor progress and adjust interventions.

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

The staff at the Robert Seaman Elementary School communicates student performance in a variety of ways to our parents, students, and the community.

Our district has recently adopted a standards-based report card aligned with New York State Standards and assessments. The new report card is designed to communicate student proficiency levels in the following areas: personal development; reading; writing; listening/speaking; math; science; and social studies. Numbers from 1-4 indicate proficiency levels along a continuum ranging from "experiences difficulty in demonstration of the skills (1)" to "exhibits mastery (4)." Skills described by each indicator on the report card are specific, such as "knows basic sight words," or "uses a range of strategies to construct meaning from text."

Families receive report cards three times each school year, and parent-teacher conferences are held in December and April to thoroughly discuss student performance. Besides examining the report cards, these conferences share results of the Early Literacy Profile and for third and fourth graders, the results of the district benchmark tests, and the Test of New York State Standards (TONYSS) and State ELA, math, and science assessments. During the conferences, teachers also share student portfolios, offering samples of student work and progress over time. Each April, the aggregated school assessment data is presented at an annual PTA meeting by the principal, sharing with parents school-wide progress and overall strengths and weaknesses in student performance. A school newsletter is also sent to all parents, which includes the data reported to the PTA. In addition, phone conversations, IEP meetings, and progress reports are used to maintain communication between our school and families.

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

Our staff welcomes visits from other schools as a vehicle for sharing success. Teachers and administrators have recently visited us from other Long Island school districts located in Seaford, Hauppauge, Port Washington, and Merrick, to observe our approaches to inclusion, math instruction, and physical education. Open discussion leads to new ideas and successful practices through replication. At weekly faculty meetings, building professionals describe positive events that occur in our classrooms. Examples include novel use of technology, the incorporation of new units of study, and innovative ways of presenting curriculum. Networking with pen-pal classes in other school districts, buddy classes, and curricula projects with other districts allow our staff members to discuss unique academic successes.

We expect to continue to encourage such visits, as well as to share our successes through presentations at various professional conferences. These may include state and national subject area associations, the New York State Reading Association, and the School Administrators Association of New York State. As a Blue Ribbon School, we would take full advantage of dissemination opportunities offered during the Fall 2003 ceremony. In addition, our school will continue to share its successes district wide through combined faculty meetings with other elementary schools. And we will explore use of our district web site and the web site of our county Board of Cooperative Educational Services (Nassau County BOCES).

PART V – CURRICULUM AND INSTRUCTION

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

Our curriculum is rich in high-level, interdisciplinary learning experiences. Our students acquire important knowledge, develop meta-cognitive skills of inquiry and critical thinking, and display high levels of interest, motivation and creativity as they approach their studies. Our balanced literacy program uses the Readers and Writers Workshop approaches to enable students to read, write, listen and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, and for social interaction. For phonemic awareness and word study, we use the Glass Analysis, Wilson Program, and "Explode the Code." The social studies content area learnings for students begin with themselves, their family, and their neighborhood. Interrelationships between geography, economics and government are explored. Our social studies program uses the Geography Terrain Model, "History Alive," original sources, and leveled texts of historical fiction.

Students in all grades develop the relationships and use commons themes that connect mathematics, science and technology. Knowledge and the application of critical thinking skills in math, science and technology are applied to address real-life problems and help students make informed decisions. Students use mathematical analysis and scientific inquiry as appropriate to pose questions, seek answers and develop solutions. Students become mathematically confident by communicating, reasoning, and by applying mathematics in real world settings and by solving problems through the integrated study of numbers. Students understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment. As a foundation for our math program, we use the McGraw-Hill Math Series supplemented with "Soaring Scores," a problem-solving workbook. For science, we call on the "Windows on Science Laser Disc Series; "Design & Make" Folio Series by DJK Technology, Bank Street College; the Voyage of the Mimi (for fifth grade oceanography); Exemplars TM (for MST K-5), AIMS; GEMS (from the Lawrence Hall of Science), and from the New York State Department of Conservation, Project WET and Project WILD.

Students actively engage in the process that constitutes creation and performance in the arts (dance, music, visual arts), and take part in individual and group productions, exhibitions and performances. Physical and Health Education play an essential role, which heightens our students' awareness of their own physical fitness and promotes a healthy life style and informed decisions. Students at every grade level are exposed to the study of world languages which includes Spanish, Italian, Chinese, French and Latin. The program has a language and content-based curriculum with a strong emphasis on cultures. Visual aids, songs, and real-life situations provide the context for lessons with listening and speaking skills stressed. Our school's annual literary magazine provides every child with an opportunity to publish his/her own writing. Our student newspaper, *The Seaman Scoop*, opens a window on the activities in our school community through the eyes of student reporters. "Eye on Seaman", a student videography project records the events throughout the year with students acting as anchors, roving reporters and technicians. The annual "Parents As Reading Partners (PARP)" program culminates a week of reading activities with a Community Read-In. Judges, doctors, farmers, chefs, authors, publishers, sports figures, and television journalists read to our classes and discuss their fields of study. At our Consumer Science Fair, classes design and perform experiments to measure and compare the quality of similar household products. Graphing, percentages, and data charts were well used as class decisions were made. Fifth graders close out the school year in a week long training camp with the National Circus Project to develop unique physical and performing skills that are then presented to the entire school and parent community.

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

The Robert Seaman Elementary School is dedicated to helping all students develop into confident, active, and successful readers, writers and thinkers through its balanced literacy program using a Readers and Writers Workshop approach. This approach was chosen by our teachers after they examined approaches used in other schools and conducted trial literacy lessons.

Based on data collected during through the individually administered Early Literacy Profile, students are placed in a flexible guided reading group. Students also participate in whole class shared reading activities, independent reading activities and also listen to stories read aloud. Reading activities include literature discussion groups, author studies, reading buddies (e.g., fifth graders reading to first graders), and note-taking research projects using reference materials, documents, and other primary sources.

Classroom teachers have a rich collection of materials for reading instruction including leveled literature anthologies, workbooks, trade books, and books on tape or CD. Corresponding skills development guides have been written by teachers through the district's Research and Development program. The Seaman WEB Room (Wonderfully Exciting Books!) offers an array of leveled literature including realistic fiction, fantasy fiction, folk tales and fables, as well as nonfiction such as biographies, poetry, and content-related literature. Classroom teachers work in a co-teaching model with the reading specialist in order to teach the three cueing systems. Students develop phonemic awareness, begin to self-monitor and self-correct for fluency, and learn to use the context for understanding meanings of new words. Students are also learning comprehension skills and strategies such as visualizing, "think aloud," critical analysis and synthesis, and inferential thinking. Students who require academic intervention are often seen in small groups in the Reading Room, where skills and strategies such as pre-teaching, repetition, and review are used, supported by Wilson Reading, Glass Analysis, Orton-Gillingham strategies, and "Explode the Code."

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

At Robert Seaman Elementary School, we build connections between Math, Science and Technology. A visit to the science lab will reveal a glimpse into Harry Potter's world, as the fourth grade students measure and observe different chemicals while investigating the chemistry of potion making. First graders play marble games, make data tables to find patterns as they explore Newton's laws of motion, and then design and construct marble roller coasters. Another visit will reveal third graders investigating electrical circuits as they construct lighthouses.

Our young scientists are actively engaged in inquiry as they discover important concepts and skills described in the New York State Learning Standards for Mathematics, Science and Technology. Their science journals reflect this hands-on investigative process as well as the integration of math, science, writing and critical thinking. Their New York State Science Assessment scores reflect the success of a motivating program that is enhanced by a variety of resources, methodologies and field trips. The MST program is a very exciting endeavor, which is especially significant to the school's mission because it revolves around the basic nature of the child's curiosity and appreciation of the natural world, while fostering critical thinking and problem solving. In a unique partnership with the DNA Learning Center located in Cold Spring Harbor, New York, fifth graders are immersed in genetics, a key element of the Standards. The students construct models of the DNA to understand its chemical composition and use jellybean "genes" to simulate the transfer of genetic information. They share ideas based on current events in the field of genetics and apply mathematics in real world settings as they determine offspring probability by analyzing Punnett squares. During a field trip to the DNA Learning Center, the students actually extract DNA from onion cells and during the in-school visitations, they used stereomicroscopes to observe fruit fly mutations. As a culminating project, the students are encouraged apply their knowledge of how species change over time and invent mutant organisms, which are adapted to a specific environment. Our MST program is dynamic and constantly evolving.

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

To improve student learning through different instructional methods, we start with individual assessment, which forms the basis for enrichment and reinforcement activities. Cooperative learning strategies are employed across all grades in all content areas, enabling students to learn from peers as well as teachers.

Flexible grouping is evident in each classroom. Teachers use a variety of instructional strategies to target instruction and compact or re-teach as needed. Assessment techniques can include portfolios, rubrics, performance-based assessment, and graphic organizers. Learning activities and materials may be varied by difficulty to challenge students at different levels, and by student's preferred way of learning and expressing themselves.

Examples of differentiating content include using materials at varying readability levels; putting text materials on tape; using spelling or vocabulary lists at individual student levels; presenting ideas through auditory, visual or tactile means, and meeting with small groups or one to one to re-teach a concept or skill. Differentiated instructional activities include using scaffolded activities through which all learners work, and providing support where necessary. It also includes interest centers which encourage subject exploration and higher order thinking skills for students; developing personal student work agendas; technology integration; offering manipulatives or other hands-on supports for students who need them; varying the length of time a student may take to complete a task, and allowing students to work alone or in small groups.

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

The professional development program is multi-faceted. District curriculum specialists (called "curriculum associates") support professional development through observation, workshops, curriculum writing, and demonstration lessons. New teachers attend orientation programs, are assigned mentor teachers, and attend ongoing workshops.

The Jericho School District offers a variety of workshops, courses and conferences onsite, in which Seaman teachers readily participate. Teachers are surveyed regarding course offerings. Teachers have the flexibility to choose courses which will best benefit themselves and their students. For example, the completion of an in-service course on the Early Literacy Profile enabled twelve K-3 teachers to successfully administer and interpret student data obtained from this individual reading assessment. Recent "best practices" workshops offered include "The Michigan Model Health Program," and "Inclusion Strategies for Children with Autism."

The district also partners with Brooklyn College of the City University of New York to offer graduate level courses onsite. These include courses in technology, social/emotional development, new trends in curriculum and instructional, special education, and State Standards and Assessments. In addition, staff is encouraged to attend professional conferences on relevant topics. They bring back ideas and strategies that have significant impact on school programs. For example, computer teachers returning from a technology conference one year provided the impetus for the school to replace its Macintosh computers with PCs.

NEW YORK STATE ENGLISH LANGUAGE ARTS GRADE FOUR
CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Grade 4 Test New York State English Language Arts (Grade Four)

Edition/publication year 1998-2002 Publisher CTB/McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0%

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

The English Language Arts Assessment given by the New York State Testing Program groups students into four performance levels. Students in a given performance level can perform the majority of what is described for that level, as well as what is described for the levels below.

Students who attain a Level 1 (*Below Basic*) performance level on the New York State English Language Arts Fourth Grade assessment demonstrate a minimal understanding of written text. They can locate and recall some stated information and attempt to construct short and extended responses. Their writing consists of brief, general, or repetitive statements, and reveals difficulty in organizing thoughts.

Students who attain a Level 2 (*Basic*) performance level on the New York State English Language Arts Fourth Grade assessment demonstrate partial understanding of written and oral text at a literal level. They can recognize basic story elements, make some inferences, and identify some similarities and differences in two related texts, providing limited supporting information. Their writing shows some focus and basic organization and uses simple sentence structure and vocabulary.

Students who attain a Level 3 (*Proficient*) performance level on the New York State English Language Arts Fourth Grade assessment demonstrate understanding of written and oral text with some attention to meaning beyond the literal level. They can gather information, make inferences, identify theme or main idea, understand character actions and make connections between two related texts, providing some supporting information. Their writing is generally focused and organized.

Students who attain a Level 4 (*Advanced*) performance level on the New York State English Language Arts Fourth Grade assessment consistently demonstrate understanding of written and oral text beyond the literal level. They can analyze and interpret a variety of texts, identify significant story elements, compare and synthesize information from related text, and form insightful opinions, using extensive supporting details. Their writing is well organized, thoroughly developed, and uses sophisticated and effective language.

DATA DISPLAY TABLE FOR NEW YORK STATE ENGLISH LANGUAGE ARTS
GRADE FOUR
(Criterion-Referenced Tests)

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Feb-02	Feb-01	Feb-00	Jan-99
SCHOOL SCORES				
TOTAL				
Below Basic	0%	0%	0%	0%
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	100%	100%	94%	78%
At Advanced	76%	67%	54%	11%
School Mean Score	729	702	694	663
Number of students tested	83	72	84	63
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
1. Disabilities				
Below Basic	0%	0%	0%	0%
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	100%	100%	67%	50%
At Advanced	25%	75%	0%	0%
2. Non-Caucasian				
Below Basic	0%	0%	0%	0%
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	100%	100%	100%	50%
At Advanced	60%	50%	56%	0%
STATE SCORES				
TOTAL				
Below Basic	8.1%	10.4%	9.9%	11.4%
At or Above Basic	91.9%	89.5%	90.1%	88.6%
At or Above Proficient	61.5%	60.0%	58.7%	48.1%
At Advanced	20.6%	17.0%	15.6%	5.1%
State Mean Score	659	653	652	641

NEW YORK STATE MATHEMATICS GRADE FOUR
CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Grade 4 Test New York State Mathematics (Grade Four)

Edition/publication year 1998-2002 Publisher CTB/McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0%

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

The Mathematics Assessment given by the New York State Testing Program groups students into four performance levels. Students in a given performance level can perform the majority of what is described for that level, as well as what is described for the levels below.

Students who attain a Level 1 (*Below Basic*) performance level on the New York State Fourth Grade Mathematics assessment may use basic addition and subtraction; identify first and last numbers; count groups of objects; use manipulatives to model whole-number relationships; recognize simple data; use counting to determine perimeter and area of simple figures; understand that some events are more likely than others; and use manipulatives to explore patterns.

Students who attain a Level 2 (*Basic*) performance level on the New York State Fourth Grade Mathematics assessment for the most part use basic facts for all operations; add/subtract with regrouping; use ordinals; order whole numbers; use whole-number place value; model operations and simple fractional relationships with manipulatives; read/interpret data; identify appropriate units of measure; identify polygons; identify lines of symmetry; extend and describe simple patterns; solve for an unknown with manipulatives.

Students who attain a Level 3 (*Proficient*) performance level on the New York State Fourth Grade Mathematics assessment consistently solve multi-step problems; identify odds/evens; order fractions; use manipulatives to model decimal relationships; identify percent; collect, organize, display and interpret real-world data; use appropriate units of measure; identify points, lines, rays, planes, polygons; identify faces of solid figures; express probability; extend a numerical pattern, and justify a reasonable solution.

Students who attain a Level 4 (*Advanced*) performance level on the New York State Fourth Grade Mathematics assessment order decimals; identify decimal values; use percent; use estimation; apply graphical data; predict effect of a biased sample; identify equivalents within a measuring system; find linear, square, and cubic measure; model solid figures; predict probability; identify arrangements and combinations; create and describe patterns; explain reasoning; draw conclusions, and analyze situations.

DATA DISPLAY TABLE FOR NEW YORK STATE MATHEMATICS GRADE FOUR
(CRITERION-REFERENCED TESTS)

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May-02	May-01	May-00	Jun-99
SCHOOL SCORES				
TOTAL				
Below Basic	0%	0%	0%	0%
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	100%	100%	100%	98%
At Advanced	88%	90%	60%	76%
School Mean Score	712	727	691	712
Number of students tested	83	72	84	63
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
1. Disabilities				
Below Basic	0%	0%	0%	0%
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	100%	100%	100%	89%
At Advanced	63%	75%	0%	22%
2. Non-Caucasian				
Below Basic	0%	0%	0%	0%
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	100%	100%	100%	100%
At Advanced	50%	100%	78%	33%
STATE SCORES				
TOTAL				
Below Basic	7.2%	8.5%	9.2%	10.0%
At or Above Basic	92.8%	91.4%	90.8%	90.0%
At or Above Proficient	67.6%	69.1%	65.0%	66.7%
At Advanced	22.8%	26.5%	18.8%	24.2%
State Mean Score	651	655	648	652