

2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet

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

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

School Mailing Address 250 Gramatan Avenue
(If address is P.O. Box, also include street address)

Mount Vernon, New York 10550
City State Zip Code+4 (9 digits total)

Tel. (914) 665-5090 Fax (914) 665-5086

Website/URL www.ed.Gov/Programs/NCLBBSR.HTML E-mail PRagaglia@Mtvernon.lhric.org

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.

Peter Ragaglia Date 2/10/04
(Principal's Signature)

Name of Superintendent* Mrs. Brenda L. Smith, Superintendent of Schools
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mount Vernon Tel. (914) 665-5000

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.

Brenda L. Smith Date 2/10/04
(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Diane R. Munro, School Board President
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Diane R. Munro Date 2/10/04
(School Board President's/Chairperson's Signature)

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

PART I ELIGIBILITY CERTIFICATION

[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 Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.
2. The school has not been in school improvement status or 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 2003-2004.
3. If the school includes grades 7 or higher, it has foreign language as part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September, 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 statues. A violation letter of findings will not be considered outstanding if the 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, ha violated one or more of the civil rights statues 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 students in the school:
- 26 % White
 - 40 % Black or African American
 - 33 % Hispanic or Latino
 - .01% American Indian/Alaskan Native
 - % American Indian/Alaskan Native
 - 100% Total

7. Student turnover, or mobility rate, during the past year: 19.20%
 (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 to the school after October 1 until the end of the year.	51
(2)	Number of students who transferred from the school after October 1 until the end of the year.	41
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	92
(4)	Total number of students in the school as of October 1	570
(5)	Subtotal in row (3) divided by total in row (4)	6.2
(6)	Amount in row (5) Multiplied by 100	620.0

8. Limited English Proficient students in the school: 27 %
153 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages: Spanish, Portuguese, Chinese, Gujarati, Urdu, Korean, Italian, Malayalam, Hindi, Jamaican, Creole.

9. Students eligible for free/reduced-priced meals: 73%
425 Total Number Students Who Qualify

If this method does not produce a reasonable accurate estimate of the percentage of students from low-income families of the school does not participate in 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: 3.85 %
22 Total Number of Students Served.

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

_____ Autism	_____ Orthopedic Impairment
_____ Deafness	<u> 2 </u> Other Health Impaired
_____ Deaf-Blindness	<u> 22 </u> Specific Learning Disability
<u> 2 </u> Hearing Impairment	<u> 3 </u> Speech or Language Impairment
_____ Mental Retardation	_____ Traumatic Brain Injury
<u> 5 </u> Multiple Disabilities	<u> 19 </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> 2 </u>	_____
Classrooms teachers	<u> 26 </u>	_____
Special resource teachers/specialist	<u> 2 </u>	<u> 4 </u>
Paraprofessionals	_____	<u> 1 </u>
Support staff	<u> 6 </u>	_____
Total number	<u> 36 </u>	<u> 5 </u>

12. Average school student-“classroom teacher” ration: 23.08

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate 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 between the dropout rate and the drop-off rate. (only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student Attendance	94	94	97	94	94
Daily teacher attendance	95	92	95	96	94
Teacher turnover rate	.08	0	.04	.04	0
Student dropout rate					
Student drop-off rate					

14. (High Schools Only) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____	%
Enrolled in a 4 year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	100%

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.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.
2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.
3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.
4. Describe in one-half page how the school will share its successes with other schools.

PART V-CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).
2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

PART III - SUMMARY

Columbus School is a Pre-Kindergarten to Sixth Grade Elementary School located in Mount Vernon, New York in Westchester County. We are a suburban school with characteristics typical of an urban area consisting of 570 students. The student population is a composite of 26% White, 40% Black, 33% Hispanic or Latino, and .01 % Asian/Pacific Islander. We have 27% of our students categorized, as Limited English Proficient and 73% of our students are eligible for free/reduced-price meals.

For over a quarter of a century, Columbus School has taken pride in its consistent and erstwhile approach to its vision that all children can learn and reach their potential. It appears that what remain constant through the years are the inevitable constant changes and multiple challenges facing our educational community and how we, as a unified cohesive team, face these challenges and succeed in accomplishing a high level of achievement.

A key component in the successful formula of Columbus School is the nurturing by our veteran staff in treating our children in a humanistic and realistic manner. We have high expectations for our children only because every staff member is realistic in knowing that our students must compete with the demands of society and become successful citizens. We are obligated, almost duty-bound, to insure that every child will experience a wholesome yet demanding curriculum to meet high expectations. No child will be left behind.

The staff at Columbus School implements this vision and mission by developing and enhancing State and local curriculum guidelines to meet the individual needs of the students. The students are nurtured in an environment in which they enjoy learning and develop responsible study habits in striving to achieve maximum results. Also, the staff is a veteran unit with many teachers making a commitment to the school for over twenty years. They easily could be teaching in some affluent community making more money, but they decide to stay at Columbus by choice. The satisfaction of a student from another country learning English and assimilating the customs of America yet not forgetting their own identity is awesome.

Many of our students come from a low socio-economic level and need all the assistance they can get to direct them to good work habits. Teachers stress to our children the importance of proper manners and school etiquette. The well-respected student is a reflection of outstanding, dedicated and responsible teachers.

Parent involvement is another key element in the success story of Columbus School. Every staff member reaches out to parents to afford them a feeling of comfort. Many of our parents who speak a language other than English have translators at our school available to them. We deem the time we meet with parents as quality time and not quantity time since many of our parents are single parents who work long hours.

One of the most important elements of Columbus School is developing and sustaining a safe and disciplined learning environment. Parents and visitors are met at the door by a security monitor who directs them to the office after they sign in. All student discipline is handled fairly and firmly. Students learn to respect the rights of others. Disrespectful students are

removed from the classroom or dealt with by a conference with parents, teachers and the principal to ensure that every child will have the opportunity of learning.

Lastly, Columbus School recognizes the need for computer instruction and use to enable our students to meet the needs of a demanding work force. We definitely include computer skills as a necessity of achievement.

PARTIV-1

For the last four years, Columbus School has continually sustained a high level of proficiency on the English Language Arts New York State 4th Grade Examination and continual progress on the Mathematics New York State 4th Grade Examination.

The New York State Examinations results are reported on four different levels: Level 4 and 3. All students demonstrating mastery in the learning standard, Level 2 children scoring some mastery of the learning standards and level students demonstrate minimum mastery of learning standards.

The following is an example of the scores of Columbus School on the English Language Arts and the Mathematics Examinations.

For the last three (3) years, we had the following scores at or above basic/proficient and advanced.

<u>English Language Art</u>	<u>2002-2003</u>	<u>2002-2001</u>	<u>2001-2000</u>
% at or above basic	100%	100%	100%
% at or above Proficient	44%	88%	92%
% at Advanced	56%	12%	8%

<u>Math</u>			
% at or above basic	100%	100%	86%
% at or above Proficient	7%	81%	82%
% at Advanced	93%	19%	4%

Assessment results can indicate how well students performed against measured standards; it also can be meaningful to recognize what the students have learned and what areas need to be improved upon.

Basically, the student performing on Levels 3 and 4 are demonstrating proficiency in Mathematics and English Language Arts skills necessary to compete with students throughout New York State. Also, they demonstrate that they have mastered the skills prescribed by the New York State Standards and are deemed able to proceed to the next grade level. Under The No Child Left Behind Act, students who fall into levels 1 and 2 must be remediated and improve.

PARTIV - 2

At Columbus School we use assessment data to understand and improve student and school performance prior to the New York State tests, each student is identified and analyzed by the classroom teacher on his or her strengths and weakness. The teachers used their own individualized assessment criteria as well as standardize assessment. Children who were identified as "at risk" students who would need remediation were highlighted for additional help. At one time, Columbus School had the use of remedial Math and Reading teachers to remediate our children. Due to budget restraints, we were cut these services. So, following our vision of no child left behind, we devised strategies to remediate the children in the classroom setting. We were determined to sustain the challenge and maintain our high level of proficiency. Also, we have a before school tutorial program.

Planning periods were coordinated to allow teachers to meet at the same time across grade levels to foster added collaboration of curriculum strategies.

Also, twice a week the Principal would meet with various grade levels to evaluate and add a helping hand to any needs the teachers might have.

Assessment results are used to recognize what the students have learned and what areas need to be improved upon. Each grade level is familiar with the content of what needs to be covered (exit outcomes) and prepares the lessons accordingly. The results help us to change and evolve our curriculum to meet the needs of our changing students. The data is used to help us revise our learning strategies. This overview is done continually to understand and improve student and school performance. Although we recognize and praise our accomplishments, we are continually striving and recommitting ourselves to our goals. It is, therefore, necessary to conduct ongoing evaluation of our programs and our assessments help us to do this.

PART IV - #3

Student performance is communicated to the parents, students and community in several ways. At Columbus School we communicate with our parents eight times a year - four times with official report cards, and four times with mid-report card reports. Many teachers provide weekly updates on daily log books for some or all students. We have ongoing parent conferences as well. Our school and classrooms are always welcoming of our parents and community including a formal Parent Involvement Day. Our teachers and principal will share our successes with other schools by inviting them to visit us, offering professional development seminars and sharing curriculum.

At the beginning of the year, Columbus School sponsors a Meet and Greet night to explain to parents what is expected of their children for their particular grade level. At this time, our fourth grade teachers preview the ELA test and explain its content and how it is reported and scored.

When the ELA and mathematic scores are received, Columbus School makes copies of the results and at a celebration party distributes the scores to both the children and their parents.

PART IV - #4

Columbus School has been directed by the Superintendent of Schools to assist other schools in the District as well as schools outside the District.

The administration and fourth grade staff conducted a workshop instructing the principal and teaching staff of the Kahili Gibran School in Yonkers, New York, Dr. Rossevelt J. Baker, Principal. Dr. Baker's school consequently improved drastically on his ELA scores.

Also, Mr. Ernest Gregg, Principal of Graham Elementary School in Mount Vernon, participated in a workshop conducted by the Columbus School administrator and staff. Mr. Gregg received valuable information about a successful approach to improving scores and consequently he improved his scores on the ELA State test.

Recently, Mrs. Damaris Rau, interim Principal of the New Lebanon School in Greenwich, Connecticut visited Columbus School to participate in a workshop on the strategies of successfully implementing an ESL curriculum to increase student learning.

As Principal of Columbus School, I have been invited to speak to the Board of Regents Commissioner Mills and deputy Commissioner Cadamus on how we succeeded in helping children reach the New York State Standards despite conditions that exist that could adversely affect student achievement.

Also, I have been selected to participate in the Harvard School of Education Program "School Leadership" sharing my successful formula with principals and school districts throughout the country.

I have also been selected by The National Urban League to speak to Florida's Broward County School District on how we bridged the gap to improve African American and Latino students learning under the "No Child Left Behind Act".

Through the year, our fourth grade teachers are continually doing staff development for district teachers.

If I become a Blue Ribbon School, I will share my ideas and strategies with other elementary schools in the district as well as neighboring districts, such as Yonkers and New Rochelle. I would make myself available to demonstrate the successes of the school to other educational forums that would benefit from my success. Further, I will offer the services of our fourth grade staff to conduct workshops for other district fourth grade teachers, if the need arises.

PART V-1

Columbus School's Curriculum is based on the New York State Core Curriculum for Grades Kindergarten through sixth grades and the New York State Learning Standards. We develop a learning environment that is student-centered using a thematic approach to include all subject areas. The success of Columbus School so far can be attributed to a commitment to a return to the basics in a nurturing environment under the vision that all children can learn, achieve success and that no child will be left excluded. The school has been led for over two decades by an administration with a strong belief in laying a firm foundation of basic skills. Creativity and experimentation is encouraged in the teaching staff, but the goal centered on mastery of the basics.

The core of each curriculum area and how students are engaged in significant content based on high standards is as follows:

I. ENGLISH LANGUAGE ARTS

This area centers around children developing literacy levels that allow them to read and write fluently in English. Instruction varies from whole group instruction to small groups pertaining students, and individualized reading. The whole language approach and sometimes direct instruction for some children using significant phonics instruction and Balanced Literacy and guided reading techniques are keys. High expectations are established and benchmark performance levels are established to foster high achievement. Our Writing assemblies and student recognition of exemplary work foster high achievement by giving role models for success.

2. MATHEMATICS

The students are expected to master basic arithmetic concepts along with problem solving and practical use of mathematics. The use of manipulative and technology are an important part of our mathematics program as evidence of our new district math series from the Houghton-Mifflin Publishing Company. Students are challenged to "math problems for the day" and individually challenged by their teacher to perform basic as well as conceptual and creative mathematics.

3. SCIENCE

Our Science Curriculum is inquiry based and hand-on in nature. Our district follows the New York State guidelines and standards recently adapted the Harcourt-Brace Science Series. The Science curriculum is heavily integrated into all curriculum areas and develops ready and vocabulary skills in the context of Science. Children are challenged to hypothesize to answer science problems and then find solutions.

4. SOCIAL STUDIES

We work toward the key concepts outlined in the New York State Standards for Social Studies. Our students must be exposed to a global existence to succeed in a global society. The

Curriculum focuses on map and globe skills so our students will know where they live in the world and the importance of that. Interdependence community involvement, democracy, and biodiversity are woven into their daily language. Children are challenged in the classroom to participate in a variety of classroom activities fostering high expectations.

5. MUSIC & ART

The Music and Art Curriculum is a comprehensive New York State Standards based program, which includes art and music class once a week for all students in grades K-6. In addition, instrumental music, chorus, keyboard classes, jazz band and percussion ensemble are offered to students in grades 4 through 6. Our children are completely challenged to perform in numerous art and musical productions throughout the year.

6. PHYSICAL EDUCATION

The Physical Education Curriculum is a core curriculum mandated by New York State Standards. The children learn to combine physical coordination while integrating physical skills into all curricula areas. The students are challenged to participate in many sport activities related to all curriculum areas.

PART V - 2

The core of the Columbus School Reading Program is a Balanced Literacy Program in the Primary Grades. Children are instructed using shared reading, guided reading and independent reading strategies. Included in this program is a strong supplemental phonics program, direct instruction when needed, guided writing and reading, independent writing in journals and reading in the content area. A strong Reading Recovery program is in force. It is quite evident that at Columbus our Reading Program cannot be characterized as "one size fits all." It is an eclectic approach using various modalities. We feel that learning is a process that takes many different approaches to achieve high achievement. These approaches need continual review and change to keep education fluid and interesting and rewarding for our students.

We feel that a whole language approach augmented by a strong support phonic series and direct instruction when needed will give our children the basic skills necessary to become emergent readers and writers.

Some of our students come to Columbus School not speaking English and some are not literate in their native language. We need the flexibility to use a variety of approaches to make our students achieve high expectations. All children must learn and we must find an approach that can make them learn in the best manner possible.

PART V – 3

Our school mission of leaving “no child left behind” and our culturally diverse student body, provide a platform for our social studies curriculum.

The beautiful faces of our children at Columbus School mirror the global nature of our social studies program. While employing the key ideas of the New York State Standards for Social Studies, teachers seek to honor and respect the cultural, linguistic, and geographic diversity of our students. Our ESL instructors work in tandem with classroom teachers to introduce the customs and traditions of what is considered typically “American” along side experiences of other cultures. Thanksgiving feasts and Chinese New Year banquets are both annual events. Our ESL teachers collaborated with music and art instructors to develop a multicultural assembly and an International Night program. Numerous staff members have become second language students themselves by enrolling in Spanish classes.

Our students develop a sense of community by participating in authentic community events. Groups of children entertain senior citizens at a local center. Second grades plant tulips in various public venues each year. Classes organize, advertise and run bake sales to fund class trips. The Jacob Burns Film Center piloted a film animation program with fourth graders. The students produced original animations which were premiered in an actual movie theater. It was a fabulous career oriented experience. Fifth graders hold mock elections for the school to stress the rights and responsibilities of a democracy. In February, leading community members are invited to an African American role model assembly. We have participated in an intergenerational project with our beloved “grandmas” for many years. Our older students have been involved in the DARE program and with an abused women’s shelter called “My Sister’s Place”.

Involved and knowledgeable citizenship is the key to our mission that “no child be left behind”. Social studies curriculum presented in a real world context contributes to enhanced oral and written language. Concrete accomplishments raise self-esteem.

PART V – 4

In order to improve student learning, varied instructional methods are incorporated into the learning environment of the students. The staff is given the freedom and flexibility to pursue innovative methods in order to improve learning.

We use an eclectic approach in our reading curriculum integrating a strong phonetic approach, and a direct instruction approach, along with the components of Balanced Literacy – which are shared reading, Guided Reading and independent reading. Teachers identify student needs through the DRA (Developmental Reading Assessment) and focus in on the targeted areas. With the success students are developing in reading, we are fostering increased self esteem and self confidence. This will ultimately lead to a life long love of reading.

Our Reading Recovery program is now in its fourth year. Teachers have seen much improvement in the development of early reading skills and the use of strategies in our emergent and early readers.

Natural inquisitiveness promotes hands on activities in science and math, and allows students to work together cooperatively. This is an inclusive approach that enables one student to learn from another. The Inquiry Method stimulates students to be actively engaged in the Scientific Method and content can be reviewed after conclusions have been recorded.

In social studies, Document Based Questions are used to elicit responses that connect historical fact to authentic experience. Students compare and contrast information from actual documents and formulate conclusions and opinions. Teachers have been trained to design rubrics that help evaluate their responses.

PART V – 5

Our school's professional development program impacts on improving student achievement and makes the teachers cognizant of the newest practices in education.

The administration holds regular grade level curriculum meetings to keep open the lines of communication with the staff. Teachers have scheduled times to discuss curriculum and problem solve specific student needs. Specialists attend workshops and conferences in their fields. They then act as turnkey coaches and conduct training workshops for classroom teachers. For example: our reading recovery teacher participated in AUSSI balanced literacy instructional programs, and returned to Columbus to train our primary grade teachers.

We have also created a literacy library which the staff has been trained to use to support our balanced literacy program.

The school's administrator is chairperson of several curriculum committees, and it is under his direction that the committee creates curriculum for the District. He is an advocate for current text books and technology and allows the companies to come in to provide professional development for the staff.

We are part of the Intern Program from Fordham University where our Reading Recovery teacher works to train new teachers entering the profession. Often area colleges approach our school to have our teachers act as mentoring teachers. Our staff is often called upon to allow college students to observe in their classrooms.

In conclusion because of high quality professional development provided by this administrator, children are the direct beneficiaries of all these techniques. They are proficient and advanced learners as documented by state mandated test results.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

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

Grade 4

Test New York State Testing Program – English Language Arts/Mathematics

Edition/publication year 1998/2003

Publisher McGraw-Hill

Number of students in the grade in which the test was administered see chart/data attached

Number of students who took the test see chart/data attached

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

30 percentile or 3 years not in the country – as per the Administration Manual provided by the State.

Number excluded see data Percent excluded see data

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut points. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cut point should include statements scoring above the proficient and advanced cut points. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

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

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Sample Data Display Table for Reading (language arts or English) and Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	Feb.	Feb.	Feb.	Feb.	Feb.
SCHOOL SCORES					
% At or Above Basic	100%	100%	100%	100%	99%
% At or Above Proficient	44%	88%	92%	92%	92%
% At Advanced	56%	12%	8%	8%	8%
Number of students tested	96%	84%	69%	98%	64%
Number of Student excluded	3	14	0	1	29
Percent of students excluded	.04%	16%	0	2%	36%
SUBGROUP SCORES					
1. Black (specify subgroup)					
% At or Above Basic	100%	100%	100%	100%	99%
% At or Above Proficient	63%	90%	91%	90%	93%
% At Advanced	37%	10%	9%	10%	7%
Number of students tested	27	35	33	26	30
2. Hispanic specify subgroup					
% At or Above Basic	100%	100%	100%	100%	99%
% At or Above Proficient	52%	91%	90%	100%	97%
% At Advanced	48%	9%	10%	-0-	3%
Number of students tested	29	26	19	21	25
3. Free & Reduced Meals * See Next Page					
STATE SCORES					
% At or Above Basic	36	36	39	39	52
State Mean Score	623	623	623	623	623
% At or Above Proficient	43	43	41	41	35
State Mean Score	668	668	668	668	668
% At Advanced	12	12	10	10	3
State Mean Score	746	746	746	746	746

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present at least three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Sample Data Display Table for Reading (language arts or English) and Mathematics

	2002-2003	200102003	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	100%	100%	86%	86%	86%
% At or Above Proficient	7%	81%	82%	82%	82%
% At Advanced	93%	19%	4%	4%	4%
Number of students tested	76	79	74	64	68
Percent of total students tested	94%	93%	86%	86%	84%
Number of students excluded	5	6	0	10	13
Percent of students excluded	.06%	.07%	0	13%	16%
SUBGROUP SCORES					
1. Black specify subgroup	100%	100%	86%	86%	86%
% At or Above Basic	63%	80%	83%	83%	82%
% At or Above Proficient	37%	20%	3%	3%	4%
% At Advanced	27	35	33	26	30
Number of students tested					
2. Hispanic specify subgroup					
% At or Above Basic	100%	100%	86%	86%	85%
% At or Above Proficient	52%	83%	82%	82%	85%
% At Advanced	48%	7	4	4	4
Number of students tested	29	26	19	21	25
3. Free & Reduced Meals * See Next Page					
STATE SCORES					
% At or Above Basic	27	27	33	33	30
State Mean Score	619	619	619	619	619
% At or Above Proficient	46	46	47	47	45
State Mean Score	657	657	657	657	657
% At Advanced	20%	20%	12%	12%	16%
State Mean Score	744	744	744	744	744

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present at least three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

FREE/REDUCED LUNCH INFORMATION

(See chart – Table State Criterion – Referenced Tests)

2003

Student Sub Group	Number Tested	Basic	Proficient	Advanced
Free/Reduced Lunch	55	4	41	10
Non-Free Lunch	13	0	10	3
Total	68	4	51	13
		2002		
Free/Reduced Lunch	55	2	36	17
Non-Free Lunch	16	0	10	6
Total	71	2	46	23
		2001		
Free/Reduced Lunch	39	0	20	19
Non-Free Lunch	30	0	10	20
Total	69	0	30	39

MATH**2003**

Student Group	Number Tested	Basic	Proficient	Advanced
Free/Reduced Lunch	59	0	54	5
Non-Free Lunch	17	0	17	0
Total	76	0	71	5
		<u>2002</u>		
Free/Reduced Lunch	64	0	26	38
Non-Free Lunch	15	0	8	7
Total	79	0	34	45
		<u>2001</u>		
Free/Reduced Lunch	63	0	5	58
Non-Free Lunch	11	0	2	9
Total	74	0	7	67

* Please note that information presented could not be broken down into Black or Hispanic as such data is not available.

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate form for each test and grade level, and place it on a separate page.

Grade 4

Test English Language Arts

Edition/publication year 98-03

Publisher McGraw-Hill

Number of students in the grade the test was administered See attached data sheets

Number of students who took the test See attached data sheets

What groups were excluded from test? Why and how were they assessed? Thirty percentile

Or three years on in the Country – As per the Administration Manual provided by the State.

Scores are reported here as (check one: NCEs scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	Feb.	Feb.	Feb.	Feb.	Feb.
School Scores					
Total Score	692	684	672	666	662
Number of students tested	68	71	69	57	52
Percent of total students tested	96%	84%	69%	98%	64%
Number of students excluded	3	14		1	29
Percent of students excluded	.04%	16%		2%	36%
1. Black (specify subgroup)					
Number of students tested	27	35	33	26	30
2. Hispanic (specify subgroup)	29	26	19	21	25
3. (specify subgroup)					
Number of students tested					
4. (specify subgroup)					
Number of students tested					

If the reports used scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
National Mean Score					
National Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4

Test Mathematics

Edition/publication year 98-03

Publisher McGraw-Hill

Number of students in the grade in which the test was administered See attached data sheets

Number of students who took the test See attached data sheets

What groups were excluded from testing? Why and how were they assessed? Thirty percentile or three years not in the country – as per the Administration Manual provided by the State.

Scores are reported here as (check one: NCEs ___ Scaled scores ___ Percentiles ___)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Score	692	675	642	652	634
Number of students tested	76	79	74	64	68
Percent of total students tested	94%	93%	86%	86%	84%
Number of students excluded	5	6	-	10	13
Percent of students excluded	.06%	.07%	-	13%	16%
SUBGROUP SCORES					
1. Black (specify subgroup)					
Number of students tested	27	35	33	26	30
2. Hispanic (specify subgroup)					
Number of students tested	29	26	19	21	25
3. (specify subgroup)					
Number of students tested					
4. (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

NATIONAL MEAN SCORE	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL STANDARD DEVIATION					