



**PART II – DEMOGRAPHIC DATA**

**DISTRICT** (Questions 1 – 2 not applicable to private schools)

1. Number of schools in the district: 8 Elementary schools  
1 Middle schools  
     Junior high schools  
1 High schools  
10 TOTAL

2. District Per Pupil Expenditure: \$13,586.00  
 Average State Per Pupil Expenditure: \$11,850.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 15 Number of years the principal has been in his/her position at this school.  
     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
<b>K</b>				<b>7</b>			
<b>1</b>	78	61	<b>139</b>	<b>8</b>			
<b>2</b>	36	29	<b>65</b>	<b>9</b>			
<b>3</b>	48	49	<b>97</b>	<b>10</b>			
<b>4</b>	38	24	<b>62</b>	<b>11</b>			
<b>5</b>	52	65	<b>117</b>	<b>12</b>			
<b>6</b>	52	45	<b>97</b>	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>577</b>

6. Racial/ethnic composition of the students in the school:
- |              |                                  |
|--------------|----------------------------------|
| <u>&lt;1</u> | % White                          |
| <u>52</u>    | % Black or African American      |
| <u>43</u>    | % Hispanic or Latino             |
| <u>1</u>     | % Asian/Pacific Islander         |
| <u>3</u>     | % American Indian/Alaskan Native |
| <u>100</u>   | <b>% Total</b>                   |

7. Student turnover, or mobility rate, during the past year: 10 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	55
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	20
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	75
<b>(4)</b>	Total number of students in the school as of October 1	565
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.13
<b>(6)</b>	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 22 %  
127 Total Number Limited English Proficient

9. Students eligible for free/reduced-priced meals: 97 %  
557 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: 7 %

40 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>        </u> Autism	<u>1</u> Orthopedic Impairment
<u>        </u> Deafness	<u>2</u> Other Health Impaired
<u>        </u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>        </u> Hearing Impairment	<u>25</u> Speech or Language Impairment
<u>        </u> Mental Retardation	<u>        </u> Traumatic Brain Injury
<u>1</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:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-time</u></b>
Administrator(s)	<u>2</u>	<u>        </u>
Classroom teachers	<u>23</u>	<u>        </u>
Special resource teachers/specialists	<u>4</u>	<u>        </u>
Paraprofessionals	<u>14</u>	<u>        </u>
Support staff	<u>11</u>	<u>.2</u>
Total number	<b><u>54</u></b>	<b><u>.2</u></b>

12. Student-“classroom teacher” ratio: 26:1

13. 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 by the number of entering students’ multiplied 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 and drop-off rates.

	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
Daily student attendance	94%	94%	94%
Daily teacher attendance	92%	90%	91%
Teacher turnover rate	20%	19%	20%
Student dropout rate	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A

## PART III - SUMMARY

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### Summary of the school's mission.

Fulton School is located at 40 Fulton Avenue in Hempstead Village, Nassau County, New York, about 25 miles east of New York City. It is a minority, high need, low socioeconomic suburban school. The student population is largely African American and Latino with about 49% of our students speaking another language and 6% recent immigrants. We service approximately 570 students of whom 70% are from single family households; 25% have grandparents as their legal guardians; and 91% qualify for free or reduced lunch. Hempstead Village has the highest crime rate in Nassau County and some of our students' parents and/or siblings are incarcerated for capital offenses. Our student population is highly mobile evidenced by the recent closing of an elementary school in the district which impacted on Fulton School.

**It is our mission to provide motivation and culturally enriching skills that cultivate students to reach their full potential.** To augment our students' academic progress, we have implemented an after school homework assistance program and a Saturday Prep Academy for students needing Academic Intervention Services. We have a 14 year partnership with T.A.S.K. (Tutors Accelerating Student Knowledge) Volunteers who work directly with our students on a daily basis. America's Choice, LightSpan, and Word Start are among the nationally validated programs adopted by Fulton School. Additionally, the local BOCES provides a hands-on, supplemental science program for our students to expose them to the excitement and rewards of the scientific process.

Our students are exposed to crime, violence, gangs and drug use in their neighborhoods. To combat the influence of their surroundings, Fulton School has partnered with the Hempstead Village Police to incorporate the D.A.R.E. (Drug Abuse Resistance Education) and the G.R.E.A.T. (Gang Resistance Education and Training) programs. To develop leadership talent, we have implemented *The Etiquette in Motion*, where select students are mentored by members of the *100 Black Men*. Fulton School's student council is another venue in which we can guide and develop students' character and leadership skills. The nationally renowned D.A.D.S. (Dads Are Doing Something for Education) program provides our students with a dependable male presence and character role models in their lives.

Fulton's goal is to educate the whole child while addressing the multiple intelligences of each student. With this vision, we have strong programs in music and art that include the Fulton Choir, D.C. Ensemble, the Fulton Band and Orchestra, and the Art Club. We have been proud recipients of the following awards: *NYS Music Association Band Silver Award*, *Nassau County Art Museum grant recipient*, *The LIPA Award*, etc.

Fulton believes in motivating and rewarding student achievement. In order to boost students, they are encouraged to read a minimum of six (6) books per quarter. Those who meet the criteria are celebrated and rewarded in a quarterly awards ceremony. Every three (3) months, Fulton has an awards assembly which commemorates high student achievement and good character by recognizing one student per classroom who meets or exceeds academic and social standards. Parents and members of the community are invited and encouraged to celebrate success.

School wide activities and events are planned to cultivate family and community values. Several whole day family trips are scheduled yearly to augment home and school connections. By aiding students to develop a sense of stability and pride, they act as catalysts for the betterment of their neighborhood.

Fulton's staff demonstrates its dedication to professionalism through membership in the following organizations: *The Association for Supervision and Curriculum Development*, *Phi Delta Kappa*, *New York State Teaching of English to Speakers of Other Languages Association*, *New York State Art Teachers Association*, *Association for Supervision and Curriculum Development*, *International Reading Association*, etc. Our staff members are multi-ethnic, multi-racial, and multi-lingual. They celebrate the diversity of our student body. They recognize the obstacles that students face daily and while acknowledging those obstacles, they encourage the students to conquer the circumstances of their birth and move beyond the limitations of their surroundings. They challenge students to establish goals and to self actualize. Staff is dedicated to guiding students to achieve their dreams. Fulton School is a safe haven for students. It is here where students' minds and hearts are nurtured so that each individual will metamorphose into a productive model citizen.

**FULTON SCHOOL HAS FOUND THE MEANS TO CHANGE OUR STUDENTS' LIVES AND SHOULD BE RECOGNIZED AS A NATIONAL SCHOOL OF EXCELLENCE.**

## **PART IV -INDICATORS OF ACADEMIC SUCCESS**

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### **1. Meaning of New York State Test Results**

Schools in New York State are held accountable to meet and exceed New York State Learning Standards in all content areas each year. Standards have been established in all content areas by our state. Standards measure the level of performance a school is expected to achieve in order to demonstrate acceptable progress toward the State's goal of proficiency for all students in English and Mathematics. Schools within New York State are compared with other schools within their district, similar districts, and statewide. Results are provided by New York State, yearly, in a report card that is made specifically for individual schools. The report card outlines the progress the school has shown over a period of time.

A school's performance falls within one of the three (3) categories: (1) meeting/exceeding the Standards, (2) below the Standards, and (3) farthest from the Standards. Level 3 indicates that students met the standards and with continued steady growth should pass the New York State Regents Examination. Achieving a level 4, means students have exceeded the standards and are moving toward high performance on the Regents Examination. Students functioning at levels 1 and 2 are below state standards and are in danger of not meeting qualification for high school graduation. These students must receive Academic Intervention Services and are expected to participate in different Safety Net programs designed to assist them in achieving reading and math proficiency at State levels offered in our school, and throughout the district and community.

The Fulton School Report card reflects the exceptional progress the school has made over the past three (3) school years. From the year 2000 to 2002, the fourth grade students made a 46% growth in English Language Arts and a 50% growth in Mathematics. In 2000, 50% of fourth grade students met or exceeded the standards (levels 3 & 4) on the English Language Arts Assessment and 41 % of fourth grade students met or exceeded the standards on the New York State Mathematics Assessment. By 2002, 96% of the fourth grade students met or exceeded the standards on New York State Language Arts Assessment and 91 % of the fourth grade students met or exceeded the standards on the New York State Mathematics Assessment.

Meet the Teacher/Meet the Standards Night takes place early in September where teachers share with parents' samples of New York State and local assessments. Academic excellence is acknowledged and celebrated at Fulton School. Parents are key to fostering student achievement. By "educating" parental stakeholders, students benefit. Parents are trained to analyze the demands of the assessments. Workshops guide parents to take the active role of Parents as Learning Partners. Third and fourth grade parents are invited to take practice E.L.A. and Math tests in order to get a sense of the rigorousness of the Assessments.

Our tradition of quarterly Honor Roll assemblies recognizes students who have met the stringent standard of level 4 on their report cards in all academic subjects. Administrators and teachers serve as role models of high achievement and deliver keynote speeches at these assemblies and congratulate parent participation and attendance.

## **2. How the school uses assessment data**

Fulton School uses data from a variety of formal and informal assessments to guide instruction. We utilize portfolios, Early Literacy Profiles, item analysis of standardized test scores, running records, classroom reading inventories, teacher made exams, and state performance tests to assess students' strengths and needs. At the beginning of each school year, teachers analyze their students' performance based on these assessments and plan for instruction. For example, Fulton's annual Multiplication Bee (grades 3-6) and Geography Awareness Bee focuses on the New York State 5th grade Social Studies Exam. Each quarter we celebrate the students who are meeting the requirements to fulfill the 25 Book Campaign, in accordance with New York State Standards. Students are recognized for their achievements at a special assembly. Analysis of student work is ongoing during weekly grade level meetings and monthly faculty meetings. This analysis is supplemented by computer-based classrooms.

Academic Intervention Services are provided for students who are identified to be at-risk. Our After-School Standards Academy, Saturday Academy, Summer School which include enrichment as well as a remedial programs, and Word Start Reading Curriculum contribute to meeting the diverse needs of students. Teachers create standards-based lesson plans incorporating the results from assessments on students' reading levels and habits, quarterly content area assessments and literacy portfolios. The information we gain from student/teacher conferences, which are components of the Readers' and Writers' Workshops, give us useful insight about our students as learners. The various types of assessment data are utilized to write individual prescription plans for students, to plan for future mini-lessons, and to establish flexible instructional groups that will help students become more proficient in meeting New York State and district grade-level standards.

The implementation of data-driven instruction has proven successful at Fulton School. This has helped Fulton School receive The School Library Media Section for our computerized Media Center and The Pathfinder Scholarship Award by the New York State Business Consortium.

## **3. How the school communicates student performance**

Fulton School believes that communications among students, parents, and community regarding students' performance is essential to student success. New families to our school receive an orientation packet with samples of assessments. The student agenda books "the home/school connection", are an effective tool of communication regarding the standards, instruction, and assessment. Poetry cafes and curriculum nights afford parents the opportunity to witness and enjoy students' standard setting work. Our parents receive interval progress updates and quarterly report cards. Parent-teacher conferences are conducted during the first and third quarter of each school year where teachers meet with individual parents to discuss student's progress. Prior to the conferences, Fulton School parents have the opportunity to become acclimated with the criteria every student should meet per New York State at "Meet the Standards Night". The Parent-Teacher Organization focuses on sharing new programs, such as D.A.D.S. for Education, curriculum initiatives, benchmarks, and celebrating student achievement. This dialogue provides for reflection and goal setting. Curriculum workshops and Literacy Day are provided for parents during the year to familiarize them with standards-based instruction and the format of New York State and district assessments.

Teacher/student conferences held daily during the literacy block provide students the opportunity to self assess utilizing rubrics and benchmark pieces. Public forums are held to share standard-setting student work, benchmark accomplishments, standardized testing results and the New York State Report Card. A Power Point presentation is held annually where the New York State Fulton School Report Card is shared. This provides the community an opportunity to collaborate ideas that will enhance student performance.

#### **4. How the school shares its successes with other schools**

Fulton School's success is celebrated frequently, systematically and through varying vehicles. We have established partnerships with institutions of higher education. Our affiliations with BOCES, Hofstra University, Adelphi University, SUNY of Old Westbury, and Molloy College, have yielded an exchange of educational best practices that impacted the enhancement of college curricula. District wide staff development days have afforded our school staff the opportunity to share best practices. Some of our outstanding literacy programs have brought us media recognition by Channel 12, Newsday, and The Beacon.

There is a Professional Council consisting of teachers, administrators and teaching assistants meeting monthly to discuss and share how district initiatives have enriched students' performance. Suggestions for modifications and collaborations are also accomplished at this time. This committee has established an annual program, "Celebrating Success". At this program, the opportunity is given to highlight our schools' academic achievements and accomplishments. In addition, our district regularly schedules principals' meetings to share on-going programs and how they are serving our schools.

Fulton also invites the community and schools within the district to attend on-going school wide events in the areas of literacy and cultural arts. Our Fulton "Fusion" Newsletter, Literacy Day Celebration and Seasonal Concerts have all been effective venues in which the community is afforded opportunities to take part in our successes.

## **PART V -CURRICULUM AND INSTRUCTION**

### **1. The school's curriculum**

Fulton School prioritizes the New York State Standards across all curriculum areas. While performance indicators are dictated by the state and local standards, students' individual needs are at the core of instruction.

Language and cognition are at the heart of our literacy program. Students are immersed in an English Language Arts block of instruction as a major component of each day. This two and one-half hour literacy block of instruction focuses on reading, writing, listening and speaking strategies. Through guided practice, students strive toward the acquisition of complex knowledge. The instructional goal is to help our students become comprehensive, strategic, lifelong learners.

A balanced literacy approach is woven throughout our English Language Arts block. Active teaching engages students in process learning through guided, shared, and interactive literacy activities. During daily Reader's and Writer's Workshops, they are exposed to a myriad of genres that nurture thinking skills. Reading and writing are integrated throughout the content areas.

The mathematics curriculum at Fulton School utilizes a two hour workshop design. Instructional methods include content area read alouds, vocabulary development, cooperative learning, problem solving techniques, and extensive use of games, manipulative and technology. Manipulatives strengthen mathematical concepts throughout the seven strands that constitute Key Ideas of the New York State Mathematics Standards. In order to prepare students for in depth comprehension of concepts, reading and writing are incorporated throughout mathematics instruction. Daily mathematics workshops begin with a "Problem of the Day". By predicting and hypothesizing, student engagement and thinking are activated. The "explain why" component of the workshop presents opportunities for students to create and utilize a repertoire of reasoning strategies to achieve complex learning goals. More importantly, students are able to apply mathematical reasoning to real life situations through our partnerships with local establishments such as Home Depot and Stop and Shop. In actuality, the neighborhood serves as a mathematics laboratory where students interact with proprietors.

Theme based instruction in science aligned with the New York State Standards is a primary focus at Fulton School. Our state of the art science lab affords students opportunities to engage in hands on scientific inquiry. Instruction proceeds through the scientific method of hypothesizing, observing, data collecting, questioning, reflecting, drawing conclusions and reporting. Throughout this process, students are engaged in analysis and critical thinking. The local BOCES parallels our science curriculum with outstanding outdoor environmental programs, J.A.S.O.N., Star Lab and Odyssey. Several BOCES science consultants team teach to provide enriching instruction. An educational alliance between the second and third grades and the Long Island Children's Museum offers extended opportunities for students to acquire complex scientific concepts through hands-on experimentation and inquiry based activities.

The Social Studies curriculum is designed to have students acquire a wide knowledge base and to help them make informed decisions as viable citizens in our democracy. Students participate in lobbying, letter writing, petitioning, debating and voting. Clear and focused instruction follows a developmental lesson plan providing multi-level practice with teacher facilitation. Literature based read alouds are utilized to introduce events and historical figures.

This brings history alive and connects the students to the events. Utilization of technology provides a variety of document based materials such as maps, graphs, charts, cartoons and primary sources helps students analyze and interpret resources. These skills emphasize preparation for continued success.

Fulton School's cultural arts and physical education curricula encompass instrumental and choral music, media, art and movement. Our fine arts program helps to develop the aesthetic talents of every student and has propelled them to local and state competitions.

## 2. **The school's reading curriculum**

It is the belief of Fulton School that reading is the key to all learning. We have adopted a balanced literacy program using the Reader's and Writer's Workshop design for a total of two and one-half hours daily. Students engage in the components of Reader's Workshop with vocabulary enhancement, shared reading, guided reading, independent reading, partner reading, author study, genre study and literature circles. Teachers utilize their favorite literature to provide several read alouds a day. At the end of Reader's Workshop, students engage in whole group reflection to share what they have learned as readers. Our primary grade students acquire language development through a literature based phonemic awareness program. Students are engaged in a multiplicity of listening, reading, responding and writing literacy activities. Fulton School's hallways and classrooms are rich in trade books and student writing. Spiral stands filled with trade books are an invitation beckoning students to indulge in reading. Books in bins and open bookcases are permanent fixtures of our interior design. Classrooms are print rich providing an environment of active learning. Classrooms have computers loaded with instructional software and web access. Fulton School was first in the Hempstead School District to establish a state of the art Media Center. The Media Center serves as a resource to students and teachers throughout the district. The utilization of the Media Center enhances student participation and researching in writing competitions, bringing them academic recognition. It enhances student success in all aspects of the curriculum.

Our intermediate grade students are involved in a wide range of literacy experiences. Literature is linked to content area study incorporating a variety of reading skills and strategies. Learning is promoted by activating prior knowledge and making connections to their lives, to other texts and to their world. Our classroom libraries are organized by theme, genres, topics and levels. The Principal's Book of the Month, character education read-a-louds and multi ethnic biographical profiles are conduits for writing. The multitude of trade books empowers students to meet the 25 Book Campaign Standard. Students are encouraged to publish and share their work through daily "author's chair" readings. Visits by notable authors and illustrators motivate students to discover the "writer" within themselves. To ensure that reading is an ongoing pleasurable activity, students take home personalized book bags.

Through our multi-faceted English Language Arts course of study, the love and centrality of reading is reinforced. This approach to the English Language Arts curriculum at Fulton School truly develops students who become lifelong readers with literacy skills to succeed in life.

### 3. **Description of one other curriculum area**

New York State Department of Education recognized Fulton School for its outstanding achievement in mathematics. Our commitment to excellence is evident in our mathematics program. The New York State School Report Card is proof of our remarkable results and steady progress for all students.

The teaching of mathematics is essential to attain our school's academic mission. Instruction is predicated on New York State Curriculum Guidelines utilizing the standards established by the National Council of Teachers of Mathematics.

Delivery of instruction is provided through mathematics workshops. The one hour block of time starts with literature in this content area illustrating the concept. Students learn subject matter in context where topics are integrated and connections are made between school and the world outside the classroom. These standards include problem solving, communicating mathematics, mathematics reasoning and technology.

Students begin by using their communications skill to "explain why..." then to model the concept. Teachers utilize the mini-lesson approach. The bulk of time is spent in small inquiry groups attempting to provide different approaches to solving the problem at hand. During group share, students once again demonstrate the communicative aspects of mathematics by showing their metacognition.

Engaging students in mathematics communications through writing, speaking, defending and/or illustrating demonstrates their cognition. These student centered behaviors reinforce the importance of problem solving.

Fulton students utilize textbooks, trade books, games and a multitude of manipulatives to foster a concrete understanding of mathematical concepts. These materials support students in visualizing theoretical concepts. Students are engaged in investigating probability, graphing and organizing data as well as discovering algorithms.

There are many opportunities for mathematics enrichment. Our students engage in "Problem of the Day" challenges, The New York Times Daily Math in Our World Activities, St. Jude's Children's Research Hospital Math-A-Thon, Conference for Kids, and in school competitions. We celebrate mathematics in our lives by a school wide 100 Days of School Program. A school bookstore, entrepreneurship activities and community partners support the application of theory to real life practice. Transference of reading skills such as analyzing and inferring scaffold students' mathematics acquisition.

#### 4. **The different instructional methods used to improve student learning**

An analysis of district and statewide data determines instructional methods to improve student learning. This allows students to receive instruction in small, need based groups that address students' modalities and learning strengths. Our instructional program places a special focus on problem solving, comprehension, writing and test taking strategies. To ensure success for all students, we established several "Safety Nets". Fulton provides before school, after school, Saturday school and summer school. These standards academies offer math, reading, and writing courses. The academies provide a richer learning environment responsive to the needs and interests of students as individual learners.

A Learning Support Team meets regularly to assess the unique learning styles of students. The team consists of pupil personnel staff, E.L.L. teachers, curriculum coach, reading teacher, administrators, parents of the student and classroom teachers. They analyze and prescribe strategies to foster performance levels of students in all academic and socialization areas.

Teaching Assistants are assigned to grades 1, 2 and classrooms with high enrollment. Common preparation time is built into the master schedule for instructional planning and congruence. Special subject teachers, including ELL and Special Education, in conjunction with the classroom teacher develop lessons that target and reinforce skills in the core subject areas. Peer tutors, student teachers, T.A.S.K. (Tutors Accelerating Student Knowledge) tutors and college tutors further provide enrichment and individual instruction. Our school sets high standards for attaining proficiency levels. With the combined efforts of the classroom teacher, Teaching Assistants, support staff, and community partners, students work diligently to meet and exceed the standards. Support services such as T.A.S.K. provide approximately 75 students in grades one through six with individualized remedial reading and mathematics tutorials. Local universities such as Hofstra, Adelphi, New York Institute of Technology, S.U.N.Y. at Old Westbury, Molloy, and Dowling partner with us to provide a cadre of student teachers that work side by side with classroom teachers to provide cutting edge instruction.

Literacy is celebrated throughout the year. Beginning in September, the entire building engages in literacy kick off programs setting the passion for reading. Family Nights, G.R.E.A.T., D.A.R.E., community homework assistance programs, mentoring programs and character education programs afford students opportunities to improve their learning.

Our goal is to help students become comprehensive, strategic, lifelong learners. Throughout this process, we must know how to engage students in analysis and critical thinking.

## 5. **Description of the school's professional development program**

Fulton School is a community of lifelong learners. Faculty meetings are used for book study, best practices, discussion and analysis of student work. Weekly grade level meetings also utilized to analyze data and student work, establish standards setting benchmark pieces, view professional training videos and review professional literature. Study groups exist around specific practices. Our staff participates in professional development through workshops and conferences. It is considered an ongoing process and is conducted on a long term sustained manner in which all stakeholders participate.

In-school whole day staff development is provided by the Curriculum Coach and Assistant Principal. The focus of these workshops is to model strategies and techniques for classroom implementation. Classroom teachers demonstrate effective practices and serve as mentors to one another. Staff is encouraged to submit requests and is also surveyed about courses, conferences and in service credits they feel will enhance teaching and learning. They present their conference experience at faculty meetings. Inter class and out of school class visitations are encouraged. Fulton School has an ongoing relationship with many of the area colleges and universities.

Feedback for professional development is continually provided via many avenues including, the mentor/mentee relationship within the building and district wide, a Curriculum Lab with a Curriculum Specialist, the Hempstead Classroom Teachers Association, the Professional Council, the Assistant Superintendent for Curriculum and Instruction and building administrators. Staffs application of knowledge they have gleamed from staff development is evidenced in student work.

Fulton School's commitment to professional development has a significant, positive impact on instructional practices and student achievement.



**The English Language Arts 2000-2001**  
**Data Display Table**

<b>TESTING MONTH</b>	<b>JANUARY/FEBRUARY</b>	
<b>SCHOOL SCORES TOTALS</b>	<b># of Students</b>	<b>% of Students</b>
Number of Students Tested	67	100%
Exceeds Standards	10	15%
Meets/Exceeds Standards	48	72%
Does Not Meet Standards	9	13%
Percent of Total Students	100%	100%
Number of Students Excluded	0	0%

<b>Student Subgroup</b>	<b>Tested</b>	<b>Percentage of Tested Students Scoring at Levels</b>		
		<b>Does Not Meet</b>	<b>Meets/Exceeds</b>	<b>Exceeds</b>
<b>Race/Ethnicity</b>				
Black	50	16%	84%	16%
Hispanic	17	6%	94%	12%
Total	67			
<b>Gender</b>				
Female	34	12%	88%	12%
Male	33	15%	85%	18%
Total	67			
<b>Income Level</b>				
Economically Disadvantaged	66	S	S	S
Not Disadvantaged	1	S	S	S
Total	67			



**The English Language Arts 2001-2002**  
**Data Display Table**

<b>TESTING MONTH</b>	<b>JANUARY/FEBRUARY</b>	
<b>SCHOOL SCORES TOTALS</b>	<b># of Students</b>	<b>% of Students</b>
Number of Students Tested	70	100%
Exceeds Standards	30	43%
Meets/Exceeds Standards	37	53%
Does Not Meet Standards	3	4%
Percent of Total Students	100%	100%
Number of Students Excluded	0	0%

<b>Student Subgroup</b>	<b>Tested</b>	<b>Percentage of Tested Students Scoring at Levels</b>		
		<b>Does Not Meet</b>	<b>Meets/Exceeds</b>	<b>Exceeds</b>
<b>Race/Ethnicity</b>				
Black	48	6%	94%	44%
Hispanic	21	S	S	S
Other	1	S	S	S
Total	70			
<b>Gender</b>				
Female	41	0%	100%	49%
Male	29	10%	90%	34%
Total	70			
<b>Income Level</b>				
Economically Disadvantaged	70	4%	96%	43%
Not Disadvantaged	0	0%	0%	0%
Total	70			



**The English Language Arts 2002-2003**  
**Data Display Table**

<b>TESTING MONTH</b>	<b>JANUARY/FEBRUARY</b>	
	<b># of Students</b>	<b>% of Students</b>
<b>SCHOOL SCORES TOTALS</b>		
Number of Students Tested	79	100%
Exceeds Standards	25	32%
Meets/Exceeds Standards	51	64%
Does Not Meet Standards	3	4%
Percent of Total Students	100%	100%
Number of Students Excluded	0	0%

<b>Student Subgroup</b>	<b>Tested</b>	<b>Percentage of Tested Students Scoring at Levels</b>		
		<b>Does Not Meet</b>	<b>Meets/Exceeds</b>	<b>Exceeds</b>
<b>Race/Ethnicity</b>				
Black	54	13%	63%	32%
Hispanic	25	5	68%	32%
Total	79			
<b>Gender</b>				
Female	50	4%	62%	34%
Male	29	3%	69%	28%
Total	79			
<b>Income Level</b>				
Economically Disadvantaged	76	0%	100%	0%
Not Disadvantaged	3	4%	63%	33%
Total	79			



**The Mathematics 2000-2001**  
**Data Display Table**

<b>TESTING MONTH</b>	<b>MAY</b>	
<b>SCHOOL SCORES TOTALS</b>	<b># of Students</b>	<b>% of Students</b>
Number of Students Tested	70	100%
Exceeds Standards	16	23%
Meets/Exceeds Standards	41	59%
Does Not Meet Standards	13	18%
Percent of Total Students	100%	100%
Number of Students Excluded	0	0%

<b>Student Subgroup</b>	<b>Tested</b>	<b>Percentage of Tested Students Scoring at Levels</b>		
		<b>Does Not Meet</b>	<b>Meets/Exceeds</b>	<b>Exceeds</b>
<b>Race/Ethnicity</b>				
Black	50	18%	82%	20%
Hispanic	17	21%	79%	32%
Total	67			
<b>Gender</b>				
Female	34	18%	82%	18%
Male	33	19%	81%	28%
Total	67			
<b>Income Level</b>				
Economically Disadvantaged	66	S	S	S
Not Disadvantaged	1	S	S	S
Total	67			



**The Mathematics 2001-2002**  
**Data Display Table**

<b>TESTING MONTH</b>	<b>MAY</b>	
<b>SCHOOL SCORES TOTALS</b>	<b># of Students</b>	<b>% of Students</b>
Number of Students Tested	79	100%
Exceeds Standards	34	43%
Meets/Exceeds Standards	38	48%
Does Not Meet Standards	7	9%
Percent of Total Students	100%	100%
Number of Students Excluded	0	0%

<b>Student Subgroup</b>	<b>Tested</b>	<b>Percentage of Tested Students Scoring at Levels</b>		
		<b>Does Not Meet</b>	<b>Meets/Exceeds</b>	<b>Exceeds</b>
<b>Race/Ethnicity</b>				
Black	47	13%	87%	45%
Hispanic	30	S	S	S
Other	2	S	S	S
Total	79			
<b>Gender</b>				
Female	45	9%	91%	51%
Male	34	9%	91%	32%
Total	79			
<b>Income Level</b>				
Economically Disadvantaged	79	S	S	S
Not Disadvantaged	0	S	S	S
Total	79			



**The Mathematics 2002-2003**  
**Data Display Table**

<b>TESTING MONTH</b>	<b>MAY</b>	
<b>SCHOOL SCORES TOTALS</b>	<b># of Students</b>	<b>% of Students</b>
Number of Students Tested	84	100%
Exceeds Standards	62	74%
Meets/Exceeds Standards	20	24%
Does Not Meet Standards	2	2%
Percent of Total Students	100%	100%
Number of Students Excluded	0	0%

<b>Student Subgroup</b>	<b>Tested</b>	<b>Percentage of Tested Students Scoring at Levels</b>		
		<b>Does Not Meet</b>	<b>Meets/Exceeds</b>	<b>Exceeds</b>
<b>Race/Ethnicity</b>				
Black	55	0%	26%	74%
Hispanic	29	7%	21%	72%
Total	84			
<b>Gender</b>				
Female	52	2%	31%	67%
Male	32	3%	13%	84%
Total	84			
<b>Income Level</b>				
Economically Disadvantaged	81	2%	25%	73%
Not Disadvantaged	3	0%	0%	100%
Total	84			