

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

Name of Principal Ms. Nancy Sing-Bock

Official School Name P.S. 51 The Elias Howe School

School Mailing Address 520 West 45th Street

City New York State NY Zip Code 10036-3401

Tel. (212) 757-3067 Fax (212) 582-8661

Website/URL N/A E-mail nbock@nycboe.net

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

(Principal's Signature) Date _____

Name of Superintendent* Ms. Barbara A. Gambino

District Name Two---Region Nine Tel. (212) 356-3744

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.

Date _____ (Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Brian V. Ellner

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

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

**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 of 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 the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 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 statutes. 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, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----|-------------------------|
| 26 | Elementary schools |
| 16 | Middle schools |
| 0 | Junior high schools |
| 6 | High schools |
| 0 | Other (Briefly explain) |
| 48 | TOTAL |

2. District Per Pupil Expenditure: \$10,933
- Average State Per Pupil Expenditure: \$12,265

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 typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. Two Number of years the principal has been in her/his position at this school.
Seven If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	24	22	46	7			
1	28	22	50	8			
2	14	27	41	9			
3	20	24	44	10			
4	25	15	40	11			
5	20	14	34	12			
6				Pre K	8	10	18
TOTAL STUDENTS IN THE APPLYING SCHOOL →							273

10. Students receiving special education services 9%
 Total Number of Students Served 34

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

<u> 0 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 0 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 21 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 12 </u> Speech or Language Impairment
<u> 0 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 0 </u> Multiple Disabilities	<u> 1 </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)	1	0
Classroom teachers	13	0
Special resource teachers/specialists	3	2
Paraprofessionals	6	0
Support staff	22	0
Total number	45	2

12. Average school student-“classroom teacher” ratio: 1:25

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy 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	<u>96%</u>	<u>93.0%</u>	<u>91.7%</u>	<u>90.7%</u>	<u>89.9%</u>
Daily teacher attendance	<u>N/a</u>	<u>95%</u>	<u>94%</u>	<u>94%</u>	<u>N/a</u>
Teacher turnover rate	<u>20.0%</u>	<u>20.0%</u>	<u>15.0%</u>	<u>N/a</u>	<u>N/a</u>
Student dropout rate	<u>N/a</u>	<u>N/a</u>	<u>N/a</u>	<u>N/a</u>	<u>N/a</u>
Student drop-off rate	<u>N/a</u>	<u>N/a</u>	<u>N/a</u>	<u>N/a</u>	<u>N/a</u>

PART III - SUMMARY

P.S 51 is a small neighborhood school that strives to enrich the educational and cultural experience of all our children in Pre-K through fifth grade. Named after the inventor of the sewing machine, The Elias Howe School is located in the former “Hell’s Kitchen,” currently renamed Clinton Area, of Midtown Manhattan, on the west side of the borough in New York City, in New York State. We are dedicated to meeting the needs of our diverse and rich multicultural student population. We are a community of learners where all children are encouraged to celebrate their diversity, achieve academic and social success, and to develop skills that will enable them to become active and responsible members of society. Our standard for each child is to reach his/her maximum potential and to emphasize the basic tenets of respect, compassion, honesty, perseverance, and commitment to character development.

The total student population from Pre-K to grade five is 293. The student ethnic composition consists of 63.6% Latino, 14.8% African-American, 13.0% Asian and Middle Eastern, and 8.7% Caucasian. Many of our newly enrolled students are recently immigrated from Ecuador, Mexico, Pakistan, China, and Yemen. The school’s average daily attendance is 96%, and 86.1% of the school’s population is eligible for free lunch. The students are heterogeneously grouped within each grade and supported by a pedagogical staff of 22 teachers for 13 classes. Of the 22 teachers, 100% are certified and licensed, 40.9% have more than five years experience, and more than 95.5% hold at least a Masters Degree. 59.1% have been teaching in our school for at least two years.

Twenty-one students are supported by the resource room and 56 are English Language Learners. Two part-time reading and math specialists provide intensive instruction as needed in small-group/individual settings. Students are supported by six paraprofessionals who are assigned to individual students. Students are given the opportunity to strengthen their literacy and mathematics skills during an after school program that meets twice a week. Music, art, technology, and physical education instruction are provided for all students.

We are fortunate to have the support of the parents who take an active role in the education of their children. Parents volunteer in a variety of ways in the school and participate in, workshops conducted by teachers, on reading, writing, math and homework. Parents are our partners in the education of our students.

The Elias Howe School collaborates with a number of arts partners including Rosie’s Broadway Kids, Studio In a School, Turtle Bay Music School, City Lights Youth Theater, and The American Ballroom Theater. We are also recipients of a grant through the auspices of NYU/Bellevue that established a School Based Health Clinic. A Nurse Practitioner provides physical exams, immunizations and prescriptions to all students whose parents have consented to the service. The Nurse Practitioner conducts monthly health chats for parents on a variety of topics. In addition, Pediatrician Residents from Bellevue have been awarded a grant this school year to implement an after school program for students in grades 3-5 on health, nutrition, self-esteem, and making choices.

In the school year 2002-2003, the Chancellor of New York City recognized P.S. 51 as one of 209 schools that have made steady academic achievement over the course of three years. We were awarded a Blackboard Award by the publisher of two local newspapers: Our Town and Westside Spirit. We were acclaimed as “A Rising Star Public Elementary School.” We strive to provide a nurturing environment to meet the needs of all our students to achieve high academic standards. P.S. 51 is committed to improving the educational opportunities of all our students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. New York City Schools are required to undertake mandated state assessments in English Language Arts and Mathematics in grade 4. Achievement is measured using a four-point scale, with Level 4 exceeding standards, Level 3 meeting the standards, Level 2 partially proficient in the standards and Level 1 not proficient in the standards.

An analysis of the New York State English Language Arts data for our school shows that we consistently score above the New York City average, with increases in our overall scores each year.

The most recent available English Language Arts data shows that 31.7% of grade 4 children exceeded the standards and scored at Level 4. 41.5% met the standards, scoring at Level 3. This is a total of 73.2% of all grade 4 students eligible to take the English Language Arts test performing at or above the New York State Standards. Only 2.4% of eligible students were at Level 1. This represented one child in our cohort of grade 4 students. 24.4% of children were at Level 2. These children received intensive support the following year to support them in achieving the standards.

The most recent available data for the New York State Mathematics Assessment shows that 25% of grade 4 children exceeded the standards. 52.5% of children met the standards. 22.5% of students scored at Level 2, demonstrating that they were partially proficient in the standards. None of our grade 4 children were not proficient in the math standards. We have made steady improvements in achievement at Level 4, exceeding the standards, over the past several years.

English Language Learners represent a large proportion of our student population. In 2002, New York State introduced a new assessment, the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT tests children on speaking, listening, reading, and writing as discrete units and as a combination. It is used to determine service allotments for English Language Learners as well as funding for licensed teachers. Of the students who were tested, 7 were assessed as beginners, 20 intermediate and 10 advanced. Two children were assessed as beyond advanced and were no longer eligible for ELL servicing. Over the course of the year, the majority of students improved and moved from the beginner to at least the intermediate level. All intermediate level students either moved to the advanced level or graduated from the program.

2. PS 51 uses a variety of assessments to measure the academic achievement of our children. These include mandated state and city assessments, school wide assessments and informal assessments. In addition to the state fourth-grade English Language Arts (ELA) and Mathematics tests, the Department of Education in New York City requires that students in Kindergarten to Grade 3 be assessed in reading twice a year. Grade K-3 teachers administer the ECLAS 2 (Early Childhood Literacy Assessment System) in fall and spring. This school year our new chancellor has instituted formal interim assessments created by Princeton Review in reading and math for Grades 3-8. Ongoing teacher made assessments include reading, writing and math conference records, running records and end of unit assessments. During monthly grade conferences, teachers, providers and the Principal meet to analyze student achievement from on-going assessment and class work to provide additional support and interventions to those children that need it. In addition Grade 2 and 3 children undertake the E-PAL, a citywide writing assessment that is used by teachers to evaluate students'

comprehension of texts and writing competence.

3. PS 51 communicates student performance, including assessment data, to parents, students, and the community in a variety of ways. Our School Leadership Team and PTA meetings are conducted to share information about student and school progress toward meeting school goals. Parent-teacher conferences are scheduled in November and March each year. In addition, both parents and teachers can schedule meetings to discuss the achievement of students at any time. Teachers are committed to maintaining close communication with the families of our students regarding all areas of student progress. Report cards are prepared and sent home to the families of our students three (3) times during the year. The report cards must be returned with parent/guardian signatures. Meet the Teacher meetings are planned early in the school year to inform parents of curricular expectations, exams, and homework policy. Suggestions on how to help their children at home are given to ensure that parents become active partners in the education of their children. Parent workshops in reading, math, writing, interpreting test scores, and nutrition are conducted monthly to help parents understand how their children are being educated. In addition, our school-based health clinic and parent coordinator conduct meetings on a variety of topics. Our Pupil Personnel Team meets weekly to discuss at-risk students. Parents are informed about academic and social intervention strategies and/or services for their children.

4. PS 51 shares our successes with other schools through our monthly newsletters that are distributed to parents, staff and other schools in our region. The New York City Department of Education website posts the annual report card of all schools and other information about our school. Schools throughout the city, state and other states visit our school to learn about the instructional practices we use to promote academic achievement. We have also had teachers present innovative practices and methodology at District and Regional meetings/conferences. Regular parent tours are held where prospective parents can view the school and meet the principal.

PART V – CURRICULUM AND INSTRUCTION

1. The curriculum at PS51 is assessment driven and child centered. Our expectations of all children are high. New York City and State standards are an integral part of the planning/teaching/assessing cycle. Students receive instruction in English Language Arts, Mathematics, Social Studies, Science, Technology, Health, and Physical Education and the Arts.

At PS51 we believe that a Balanced Literacy Approach is the best way for our children to become proficient life long readers and writers. Our literacy program is assessment driven and child centered. The connections between reading and writing are explicit. Genre studies and author studies are used in Reading and Writing Workshops to help children learn how to read and write in the genre. In addition, children write and publish work of their own topic choice and genre. Interactive Writing is an integral part of our K-2 writing. Children are scaffolded to support them in learning how to write. Children are matched with books at their instructional level to help them become proficient readers.

The teaching of spelling and wordstudy is taught through an investigative approach. As a staff we studied the teaching of spelling and wordstudy in 2002-2003 and developed our own

curriculum. We recognize that phonics and phonemic awareness are important and these are taught in the context of our reading and writing curriculum.

Mathematics instruction is based on the instructional materials and texts of *TERC Investigations* in Number, Data and Space. A daily mathematics block of 60 minutes is taught in all classes from K-5. The TERC program consists of a mini lesson, investigation, share and choice time. Homework reflects the concepts taught in class. Assessment is ongoing and drives the instruction. Classroom teachers conduct end of unit, mid year and end of year assessments.

At PS51 we believe that children learn best when the content is taught in context. To this end, science and social studies are taught by classroom teachers as part of the classroom curriculum. Whenever possible, science and social studies are integrated into the classroom curriculum. We use the New York City Standards to select studies. Teachers in the same grade level plan together to ensure that standards are met and that there is a consistent approach between classes.

The Arts are an important part of the curriculum at PS51. We are located in the heart of Broadway, America's premier arts and entertainment community. All children attend weekly art and music sessions with specialist teachers. In addition to school based art and music curricula, the Elias Howe School collaborates with Rosie's Broadway Kids, Studio In a School, Turtle Bay Music School, City Lights Youth Theater, and The American Ballet Theater to provide a rich arts curriculum for our children.

It is important for children to develop technology literacy. To this end, our children attend weekly computer classes with a specialist computer teacher. Children learn keyboarding as well as how to use different computer programs to enhance their learning. Word processing is used for publishing student work. We have recently purchased digital cameras and these are being used with PowerPoint to create presentations of children's work as well as class trips and special events.

All students receive instruction in Health and Physical Education.

2. PS51 uses a balanced literacy approach to the teaching of reading. Students read a variety of authentic leveled literature in varied genres. During the 140 minute literacy block, the following components of reading are used to instruct students on their level: shared reading, read aloud, guided reading, and independent reading.

- *Shared Reading*: Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is chunked by the teacher to model specific reading and writing strategies.
- *Read Aloud*: The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers.
- *Guided Reading*: The teacher leads small group instruction based on assessed needs.

Out of classroom teachers push in to classes during guided reading so that two guided reading groups are worked with every day. Part time teachers pull out small groups of students who need extra support. Our reading program is designed to use differentiated instruction to address the unique needs and learning styles of all students and to provide additional help for students at risk, including English Language Learners.

3. Our curriculum is guided by the New York State Standards in all curriculum areas. The curriculum is designed to celebrate the multi-cultural diversity of the school population through

studying the cultures of the ethnic make-up of our students that we integrate in social studies themes. Parents are invited to the school to be interviewed by students about their immigration stories, and culture of their countries. The integrated curriculum supports the mission of the school to celebrate their diversity, achieve academic and social success, and to develop skills that enable them to become active and responsible members of society. We have an International Fall Festival where parents bring food from their country and a Spring Festival where classes perform songs and folk dances from around the world and foods from many cultures reflect our school community.

4. PS51 uses a variety of instructional methods to improve student learning. For students at risk of not meeting standards and those who have not met State Standards, the school has developed the following Academic Intervention Service programs:

Small Group Instruction, Push-In/Pull-Out – This program focuses on kindergarten to grade 5. The push-in teacher collaborates with the classroom teacher and works with a group of 5-9 students in Guided Reading. This allows the classroom teacher to see the lowest quartile in reading every day. In addition, part-time teachers pull out at risk students in small groups to work on reading and/or math.

Extended Day twice per week for four hours – Classes of no more than 12 identified students who need additional assistance in reading and mathematics participate in the extended day program.

Extensive Volunteer Program – Students are read to one-on-one by volunteers from local businesses and corporations during lunchtime. America Reads college students, as well as student teachers from Fordham University, New York Institute of Technology, New York University and Parson's School of Design provide extra support to students.

5. The school has a part-time literacy staff developer and a part-time math staff developer who model lessons, coordinate study groups, assist the staff in lesson planning, implementing the principles of learning, and curriculum development. Teachers are encouraged to make inter-visitations and attend conferences to further develop their teaching practice. Professional development has a direct impact on student achievement through the internalization of best practice and strategies demonstrated that support differentiated learning.

In 2002-2003, PS 51 developed a school-wide spelling and word study curriculum. As part of this initiative, staff members were asked to reflect on their learning. Through these reflections and discussion with teachers, it was decided to focus on developing a school wide writing curriculum in 2003-2004. Through professional development, the staff has been working on an in-depth study of writing, in particular writing workshop, to strengthen and refine our practice. Professional books, journals and videos have been utilized as well as reflection and critically observing lessons and each other.

It should be noted, that whilst the focus has been on developing our wordstudy and writing teaching and curriculum, the other components of literacy have not been neglected. Individual teachers work with the literacy staff developer to develop their own teaching and learning based on their needs. Beginning teachers are the initial focus each year, with the literacy staff developer working side by side with the teacher to refine their practice. Foci have included shared reading, independent reading conferences, guided reading, writing workshop, wordstudy, planning and assessment, making the connections between reading and writing explicit.

PART VII - ASSESSMENT RESULTS

Grade 4

New York State English Language Arts Test

Edition/publication year 2003

Publisher McGraw Hill

Number of students in the grade in which the test was administered: 47

Number of students who took the test: 41

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

Beginning English Language Learners who had been in United States school for less than three years were not required to take the English Language Arts test as per New York State guidelines for English Language Learners.

Number excluded 6 Percent excluded 13%

New York City Schools are required to undertake mandated state assessments in English Language Arts and Mathematics in grades 4. Achievement is measured using a four-point scale, with Level 4 exceeding standards, Level 3 meeting the standards, Level 2 partially proficient in the standards and Level 1 are not proficient in the standards.

Reading (language arts or English)

Please note: N/A means no data available

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	Feb 03	Jan 02	Feb 01	Jan 00	Jan 99
SCHOOL SCORES					
Total – Percent of students...					
Level 1-not proficient in standards	0.0%	2.4%	0.0%	3.2%	0.0%
Level 2-partially proficient in standards	25.9%	24.4%	36.4%	58.1%	33.3%
Level 3-meeting the standards	59.3%	41.5%	59.1%	38.7%	66.7%
Level 4-exceeding the standards	14.8%	31.7%	4.5%	0.0%	0.0%
Number of students tested	41	41.22	31	21	N/A
Percent of total students tested	87%	N/A	N/A	N/A	N/A
Number of students excluded	13%	N/A	N/A	N/A	N/A
Percent of students excluded	13%	N/A	N/A	N/A	N/A
Subgroup Scores					
1. Low Income					
Level 1-not proficient in standards	0.0%	3.0%	0.0%	N/A	N/A
Level 2-partially proficient in standards	16.0%	30.3%	38.1%	N/A	N/A
Level 3-meeting the standards	60.0%	36.4%	57.1%	N/A	N/A
Level 4-exceeding the standards	24.0%	30.3%	4.8%	N/A	N/A
2. Hispanic					
Level 1-not proficient in standards	0.0%	0.0%	0.0%	N/A	N/A
Level 2-partially proficient in standards	26.6%	21.1%	26.7%	N/A	N/A
Level 3-meeting the standards	60.0%	42.1%	66.6%	N/A	N/A
Level 4-exceeding the standards	13.3%	36.8%	6.7%	N/A	N/A
3. African American					
Level 1-not proficient in standards	0.0%	9.1%	0.0%	N/A	N/A
Level 2-partially proficient in standards	14.2%	36.4%	80.0%	N/A	N/A
Level 3-meeting the standards	57.1%	45.4%	20.0%	N/A	N/A
Level 4-exceeding the standards	28.6%	9.1%	0.0%	N/A	N/A
State Scores					
Total– Percent of students...					
Level 1-not proficient in standards	0.0%	2.4%	0.0%	3.2%	0.0%
Level 2-partially proficient in standards	25.9%	24.4%	36.4%	58.1%	33.3%
Level 3-meeting the standards	59.3%	41.5%	59.1%	38.7%	66.7%
Level 4-exceeding the standards	14.8%	31.7%	4.5%	0.0%	0.0%

REFERENCED AGAINST NATIONAL NORMS

These are state developed and state used tests, so therefore there is no national comparison.

Grade 4 Test New York State English Language Arts Test

Edition/publication year 2003 Publisher McGraw Hill

Number of students in the grade in which the test was administered 47

Number of students who took the test 41

What groups were excluded from testing? Why, and how were they assessed? Beginning English Language Learners who had been in an United States of America school for less than three years were not required to take the English Language Arts test as per New York State guidelines for English Language Learners.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
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.

These are state developed and state used tests, so therefore there is no national comparison.

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

Grade 4

New York State Mathematics Test

Edition/publication year 2003

Publisher McGraw Hill

Number of students in the grade in which the test was administered 40

Number of students who took the test: 40

What groups were excluded from testing? Why, and how were they assessed?
No children were excluded from this test.

Number excluded 0 Percent excluded 0

New York City Schools are required to undertake mandated state assessments in English Language Arts and Mathematics in grades 4. Achievement is measured using a four-point scale, with Level 4 exceeding standards, Level 3 meeting the standards, Level 2 partially proficient in the standards and Level 1 are not proficient in the standards.

Mathematics

Please note: N/A means no data available

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month - May					
SCHOOL SCORES					
Total – Percent of students...					
Level 1-not proficient in standards	0.0%	0.0%	4.8%	18.8%	4.8%
Level 2-partially proficient in standards	6.0%	24.4%	9.5%	59.5%	23.8%
Level 3-meeting the Standards	72.0%	51.2%	71.4%	21.9%	57.1%
Level 4-exceeding the standards	22.0%	24.4%	14.3%	0.0%	14.3%
Number of students tested	40	21	32	N/A	N/A
Percent of total students tested	100%	N/A	N/A	N/A	N/A
Number of students excluded	..0	N/A	N/A	N/A	N/A
Percent of students excluded	0%	N/A	N/A	N/A	N/A
Subgroup Scores					
1. Low Income					
Level 1-not proficient in standards	0.0%	0.0%	5.0%	N/A	N/A
Level 2-partially proficient in standards	6.7%	27.3%	10.0%	N/A	N/A
Level 3-meeting the Standards	73.3%	54.5%	75.0%	N/A	N/A
Level 4-exceeding the standards	20.0%	18.2%	10.0%	N/A	N/A
2. Hispanic					
Level 1-not proficient in standards	0.0%	0.0%	0.0%	N/A	N/A
Level 2-partially proficient in standards	0.0%	15.8%	13.3%	N/A	N/A
Level 3-meeting the Standards	86.7%	63.1%	73.4%	N/A	N/A
Level 4-exceeding the standards	13.3%	21.1%	13.3%	N/A	N/A
3. African American					
Level 1-not proficient in standards	0.0%	0.0%	0.0%	N/A	N/A
Level 2-partially proficient in standards	12.5%	50.0%	55.6%	N/A	N/A
Level 3-meeting the Standards	75.0%	20.0%	22.2%	N/A	N/A
Level 4-exceeding the standards	12.5%	30.0%	22.2%	N/A	N/A
State Scores					
Total– Percent of students...					
Level 1-not proficient in standards	0.0%	0.0%	4.8%	18.8%	4.8%
Level 2-partially proficient in standards	6.0%	24.4%	9.5%	59.5%	23.8%
Level 3-meeting the Standards	72.0%	51.2%	71.4%	21.9%	57.1%
Level 4-exceeding the standards	22.0%	24.4%	14.3%	0.0%	14.3%

