

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name P.S. 184 The Flushing Manor School
(As it should appear in the official records)

School Mailing Address 163-15 21st Road
(If address is P.O. Box, also include street address.)

Whitestone, New York 11357-4026
City State Zip Code+4 (9 digits total)

County Queens State School Code Number* 342500010184

Telephone (718) 352-7800 Fax (718) 352-0311

Web site/URL schools.nyc.gov E-mail dpantel@schools.nyc.gov

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* Mrs. Diane Foley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name NYC Department of Education, Region 3 Tel. (718) 281-7528

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Ms. Judy Bergtraum
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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:

25	Elementary schools
10	Middle schools
_____	Junior high schools
_____	High schools
_____	Other
35	TOTAL

2. District Per Pupil Expenditure: \$10,841 (most current data only for 2003-2004)
 Average State Per Pupil Expenditure: \$13,085 (most current data only for 2003-2004)

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. 5 years Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1, 2006 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total
PreK	7	11	18
K	32	32	64
1	30	41	71
2	30	21	51
3	29	33	62
4	42	39	81
5	33	54	87
6	40	38	78
Total	243	269	512

6. Racial/ethnic composition of the school (2006-2007):

52 % White
1 % Black or African American

15 % Hispanic or Latino
32 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100 % Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year (2006-07): 4 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	9
	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	11
	Total of all transferred students [sum of rows (1) and (2)]	20
	Total number of students in the school as of October 1	512
	Total transferred students in row (3) divided by total students in row (4)	.04
	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 9%
46 Total Number Limited English Proficient

Number of languages represented: 8

Specify languages: Korean, Chinese, Spanish, Farsi, Pashtu, Greek, Albanian, and Arabic

9. Students eligible for free/reduced-priced meals: 24 %

Total number students who qualify: 123

10. Students receiving special education services: 13%
68 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

 Autism

 Orthopedic Impairment

- Deafness
- Deaf-Blindness
- 1 Emotional Disturbance
- 1 Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- 5 Other Health Impaired
- 45 Specific Learning Disability
- 15 Speech or Language Impairment
- Traumatic Brain Injury
- 1 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>	<u> </u>
Classroom teachers	<u>24</u>	<u> 1</u>
Special resource teachers/specialists	<u>10</u>	<u> 1</u>
Paraprofessionals	<u> 5</u>	<u> </u>
Support staff	<u>12</u>	<u> 4</u>
Total number	<u>53</u>	<u> 6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Attendance patterns of teachers and students.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	96%	96%	95%	96%
Daily teacher attendance	88%	89%	83%	90%	NA
Teacher turnover rate	1%	1%	1%	1%	1%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

P.S. 184, the Flushing Manor School, is located in the Whitestone section of Queens, New York. In the present school year, 2006 – 2007, P.S. 184 is organized as a pre-kindergarten through grade 6 school. Flushing Manor has a diverse population of approximately 512 children. The school's Vision and Mission are as follows:

School Vision: P.S. 184, a supportive school community, attempts to meet the needs of all its children. The school environment focuses on active teaching and learning, and recognizes the creativity of all students. We believe that all our children will become life-long learners and active participants in the school and society.

School Mission: The P.S. 184 community strives to provide educational excellence within a secure learning environment for its students. Our mission is to insure that each child becomes an independent learner able to function as a responsible citizen in today's society. The school motto is "Learners for Life!"

P.S. 184's organization incorporates three classes on each grade, except grade 2, where there are only two classes. There is one Collaborative Team Teaching (CTT) class on each of grades 2, 4 and 6 (one general education and one special education teacher in the class); the ratio in a CTT class is 60% general education to 40% special education students. Two pre-kindergarten classes are offered - ½ day morning and afternoon; an addition to the school organization this school year.

The average class size on grades pre-k – 2 is twenty students; on grades 3 – 6 average class size is twenty two. English Language Learners comprise 9% of the total student population and receive mandated services according to the requisites of the Language Allocation Policy. Students are heterogeneously grouped within each class. A small minority of students comes from low income families; 24% of the student population qualifies for free lunch.

Staffing includes two administrators, Principal and Assistant Principal, one Guidance Counselor, one Parent Coordinator, two coaches (Literacy and Math), twenty one general education teachers, five special education teachers, three IEP (special education) paraprofessionals, one pre-k paraprofessional, one Speech teacher and one ESL teacher. All teachers are identified as 'highly qualified.'

Decision making at P.S. 184 is a collaborative endeavor. Committees consisting of administrators, staff members, and, at times, parents, meet to share information and discuss plans for programs and activities. These committees include the Cabinet, the Pupil Personnel Team, the Academic Intervention Services team (AIS Team), the Enrichment team, the School Leadership Team (SLT), and the Safety Committee.

P.S. 184 is extremely proud of its very high parental involvement in the school community. Activities bring a large number of parents into the school building; they include the Student of the Month assemblies, class plays, literacy celebrations, Science Fair, enrichment celebrations, Dance Festival, annual Art Gallery, Kindergarten Moving-Up, Graduation ceremony and field trips. An active PTA sponsors events such as the Book Fair, Barnes and Noble night, McDonald's night, and the International Food Festival. The Parent Coordinator, and pedagogical staff members, provide a variety of parent workshops. Also, the school has an active Learning Leaders program.

Children participate in a wide variety of service and enrichment activities that go beyond academics. These directly support the school's vision and mission. A large number of students are members of the Service Corp and provide such services as Peer Mediation, Honor Guard, and the AV Squad. Children also serve as monitors for lower grade classes, peer mentors for ELLs and new students to the school. Flushing Manor has an active Student Government. Fundraising actively involves all of the students as

well as the entire school community; events include the March of Dimes Wonder Walk, St. Jude's Math Marathon, Penny Harvest, and Toys for Tots. A basketball team, *The Golden Rockets*, was introduced in school year 2005-2006. A school cheering squad, *The Shooting Stars*, was introduced in the current school year, 2006-2007. Finally, English Language Learners work alongside early childhood classes in creating and maintaining a school garden.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: New York State English Language Arts (ELA) and Math assessments for grades 3, 5, and 6 were introduced in school-year 2005-2006; grade 4 has had NYS assessments through the five year period 2001-2006. Assessment results for school year 2005-2006 are the only State results available. This will be evident in the data/charts provided.

The NYC Department of Education transitioned from using city-wide assessments to fully implementing NYS assessments for English Language Arts and Math in 2005-2006. The formats are different. Therefore, disaggregated data by subgroup has yet to be provided. Tables reflect only NYS results and do not fully reflect progress made by Flushing Manor over the past five years.

Beginning in 2005-2006, ELA and Math assessments, in addition to multiple choice items, students have to supply short responses to a listening selection, as well as extended responses, and writing mechanics are also evaluated. Previously, only grade 4 students were tested using the NYS assessment. School year 2005-2006 was the first time that all P.S. 184 students grades 3-6 were assessed using this assessment format (previously, grades 3, 5, 6 formats were solely multiple choice).

School-wide results for the 2006 NYS English Language Arts assessment indicate that 79% of all students tested in grades 3-6 met and exceeded state standards, levels III and IV.

School-wide results for the 2006 NYS Math assessment indicate that 87% of all students tested in grades 3-6 achieved levels III and IV, which met or exceeded the state standards.

The 2005-2006 NYS assessment results for English Language Arts and Math have not been reported to date, by subgroup categories except for grade 4. Grade 4 subgroup results are reported by the following categories: general and special education, race/ethnicity, gender, English proficiency status, and income level.

2. Using Assessment Results: The staff of P.S. 184 has focused on incorporating data collection and analysis as part of their daily routines when planning for instruction in all curriculum areas. Data includes informal and formal assessments as well as teacher observations and all student work. Teachers meet with colleagues on their grade, and with grades below and above their grade level, to develop and strengthen their understanding of student abilities, interpret data, and identify areas for student improvement. Staff members share “best practices” and lessons that meet the needs of students based on the data analyzed. Teachers evaluate student work and assessments for trends, grouping students based on need for additional academic support (AIS), enrichment (meeting or exceeding grade level standards) and for ELLs.

Professional conversations and meetings include content area specialists, coaches, and outside support as needed, on an ongoing basis. Meetings, held twice monthly, serve as forums to review samples of student work and to plan strategically based on assessment results. Individual and class records of student progress on units of study are reviewed. Administrators review class, grade, and school-wide results with all staff members on individual, grade, and faculty levels.

Binders are maintained by each teacher to record data; binders include checklists for each unit of study in literacy and math, individual student profiles and class assessments, as well as standardized assessment results. Grouping forms were developed to assist teachers in tracking small groups of students and their progress based on common needs. These results are shared with students and parents during conferences and meetings. Progress is tracked over time and across grades to monitor successes within the school community.

3. Communicating Assessment Results: P.S. 184 is proud of the network it has established within the school to communicate assessment results. All constituents, including parents, students, staff, and the community at large, are kept informed regularly. Administration meets with the PTA Executive Board, the School Leadership Team (SLT), and the Cabinet (administration and coaches) to disaggregate NYS assessment results and then disseminate the information to the constituencies at appropriate meetings. Separate workshops are conducted for staff and parents, often by grade level for parents, to review and discuss assessments. The NYC Annual School Report Card (ASR) and the Comprehensive Educational Plan (CEP) are reviewed and discussed at faculty and grade conferences, PTA, SLT meetings, and parent workshops.

Administration and teachers regularly review and analyze data from formal and informal assessments and student performance and progress over time. Teachers share analysis results with students on an ongoing basis through daily/weekly individual and small group conferences. Informal data regarding individual student progress is shared with parents on an ongoing basis, and in a variety of ways: Parent Teacher Conferences conducted in fall and spring, and phone calls and letters home. Many teachers send home weekly progress reports for individual students. Some also send information sheets informing parents of what is being taught in the classroom on a weekly basis. Student work is sent home on a regular basis with the expectation that parents sign that the material has been seen and reviewed.

English Language Arts and Math Interim Assessment data (Princeton Review) is available for parents on websites provided by the New York City Department of Education. The New York State Department of Education also provides individualized summary sheets to parents with the results of standardized assessments in ELA and Math.

4. Sharing Success: State standardized assessment results (formal data) for grades 3 through 6 are shared in the Annual School Report Card (ASR) issued by the New York City Department of Education on a yearly basis. The school's Comprehensive Educational Plan (CEP), submitted to the Region and then to the New York State Education Department providing other venues for sharing success. Standardized test results are published yearly in all local newspapers and reported by the TV media.

Regional meetings for administrators, and literacy and math coaches, also provide forums for sharing and analyzing test data. Smaller gatherings of ten to twelve schools' principals (Principals' Networks) provide opportunities to discuss structures within similar schools that address the core curriculum and special needs such as ELL and AIS instruction. Available enrichment and arts programs are discussed and reviewed. Best practices in the various curriculum areas are shared at the meetings.

The school newsletter, *PC Patter*, developed by the Parent Coordinator, provides parents with information on how to find and interpret data relating to standardized data for their own children and the school as a whole. The newsletter also serves as a mechanism to share all types of successes at the school such as celebrations, class plays, major events, awards, etc.

Other vehicles for sharing the successes of the Flushing Manor School include the school website, <http://schools.nycenet.edu/Region3/ps184>, and the PTA publication, *The Dispatch*. The Principal and the PTA Executive Board provide updates at PTA meetings on an ongoing basis. The School Leadership Team regularly receives, and in turn, shares this information with the school community and other local schools.

The Flushing Manor School was recognized in May 2006 as one of New York State's 795 "high performing/gap closing" schools. It was so designated because it met all applicable State standards for English language arts and math during the 2004-2005 school years. This recognition was shared with the Region and the entire school community. It was acknowledged in the school's Quality Review 06-07.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Literacy instruction at P.S. 184 aligns with NYS standards, the NYC Department of Education core curriculum and regional goals. The school implements a balanced literacy program as outlined by Teachers College. Instruction follows a workshop model. The components of the literacy instructional model include independent reading and writing, shared reading and writing, interactive writing, read aloud, word study, guided reading and small group strategy lessons. Teachers regularly group students by need and provide instruction in small groups or individually.

For mathematics, Flushing Manor uses the Everyday Math program in grades K – 5, and Impact Math in grade 6. Math is taught in a workshop model. Students are engaged on a daily basis in math routines, such as problem solving, and in lessons and activities that align with math strands identified by the National Council of Teachers of Mathematics (NCTM). Other opportunities in this curriculum area for students include math projects, independent investigations, math games, accountable talk and journal writing.

Science instruction is aligned with NYC scope and sequence in conjunction with the NYS Science Core Curriculum. A workshop model, incorporating balanced literacy components, is utilized for instructional delivery. Following a minilesson, the children, working in collaborative groups, investigate concepts using science instruments and manipulatives. FOSS Science kits support investigations in the various units of study in the classrooms and the Science Lab. Students are actively engaged and use the Scientific Method to record their findings, and they are asked to write their thoughts in “reflective” notebooks.

Social Studies instruction is aligned with the NYS Core Curriculum. Balanced literacy components are incorporated within a workshop model for the delivery of instruction. Students interpret primary and secondary documents. The focus is on developing higher order thinking skills and technology skills through research projects. Children are taught how to organize information using charts, webs, graphs and other graphic organizers. Note-taking in Social Studies is stressed and forms a foundation for all grades in all content areas.

Children who meet the criteria receive English as a Second Language service provided by an ESL teacher as per the NYS mandates for English Language Learners. Students identified as in need of academic support receive appropriate services in an extended day Academic Intervention Services (AIS) program (in addition to the regular school day program). These include the Wilson program, Foundations, Read 180, and small group instruction based on formal and informal assessments.

P.S. 184 students receive instruction from specialists in dance, art, media/library, and technology as well as in the basic content areas. Celebrations and festivals showcase student achievement in the arts and technology. An enrichment program was introduced in the school year 2006-2007 to challenge children performing at or above grade level.

2. (Elementary Schools) Reading: P.S. 184 incorporates the components of a balanced literacy program in its reading curriculum. The curriculum, and its methodology, is aligned with NYC and NYS English Language Arts standards. A balanced literacy approach is best suited for our children for developing literacy acquisition and proficiency. Instruction is supported by Teachers College, the NYC Department of Education English Language Arts resource guide, Month by Month phonics, professional development opportunities for staff, and by in-house support from the school’s literacy coach.

Curriculum maps and plans for monthly units of study are developed and revised based on the needs of all students. These maps serve as guides for instruction in all grades, outlining strategies and skills that must be taught. Instructional materials include trade books, big books, short texts, articles, and children’s own writing. The development of literacy skills, and higher order thinking, is supported across all content areas. Social studies and science concepts are incorporated in the literacy units of study.

Teachers monitor student progress through ongoing individual and small group conferences, teacher observations, and informal and formal assessments such as running records, conference notes, and ECLAS 2 (for early childhood grades). Using this data, teachers work collaboratively to plan for instruction, meeting regularly to discuss student needs. Read alouds, shared reading, reading for pleasure, reading individually and in small groups are all part of each child's school day. Children maintain reading logs and learn to think, write, and talk about what they read. Lessons end with a reflection on the day's learning through opportunities for students to engage in accountable talk or individual writing in response to their literacy learning.

The P.S. 184 community recognizes that listening, speaking, writing, and reading skills are all interconnected; by strengthening one skill, all skills are improved. It is the school's expectation that by utilizing the balanced literacy approach all students will be able to monitor their own learning and understanding.

3. Additional Curriculum Area: The mathematics curriculum of P.S. 184 aligns with the NYS Math Standards and the NYC Comprehensive Approach to Balanced Mathematics (CAB). The curriculum incorporates the components of a balanced approach to teaching mathematics. It focuses on five content strands: number sense and operations, algebra, geometry, measurement, and probability and statistics. The program is based on an approach that builds knowledge by spiraling mathematical concepts throughout the year and through the grades. Instruction is supported by the NYC CAB, Everyday Math for grades K-5 and Impact Math for grade 6. Professional development opportunities for staff are offered by the Region and in-house support is provided by the school's math coach.

Each unit of study has specific goals and objectives (teaching points); strategies are taught through the workshop model. The components of the math block include practicing math problem solving mentally (mental math), problem solving connected to the lesson of the day, small group or partner explorations and independent cumulative review. Every lesson ends with a reflection on the day's learning through opportunities for students to engage in accountable talk or individual writing to explain their thinking about math concepts and math process.

Opened ended questions posed by the teacher promote higher level thinking. Use of manipulatives provides children with opportunities to investigate mathematical concepts. In addition, there are a variety of school-wide activities that promote the use of multiple math strategies to solve math problems. Children learn that math is a part of their daily lives. For example, the Nutrition Committee plans events that highlight healthy living by looking at the nutritional value of food; they learn how recipes incorporate many math concepts such as fractions and capacity. Students also track school-wide attendance and represent the data on a graph. Mathematical strategies and concepts are integrated into most content areas linking math to social studies, science, and literacy. For example, children graph results in science, map skills in social studies, and write about their thinking as they do in literacy.

Math instruction is differentiated for all students, including ELLs, AIS, and for students performing at or above grade level. Instruction is based on collected student data from standardized assessments, informal data from teacher conferences with children, teacher observations and student work samples.

4. Instructional Methods: We recognize that children learn in different ways. Therefore, P.S. 184 utilizes a variety of methods to differentiate instruction for individual students and small groups. In order to meet the many needs of our students, a variety of techniques are incorporated in the daily instructional plans. For example, audio, visual, tactile and kinesthetic approaches are modalities used in the delivery of lessons.

Whole group minilessons and shared experiences provide children with a common opportunity to learn or practice strategies in all curriculum areas. Small group explorations, particularly in mathematics and

NCLB-BRS (June 1, 2006)

science, provide students with lessons that rely on all their senses. Hands-on approaches, individual and group research projects, and collaborative activities within the content areas encourage children to use many modalities while strengthening their higher order thinking skills. Partnership work and accountable talk provide opportunities for students to share their ideas and build on others' thinking in whole and small groups. Technology skills are incorporated into all content areas, with mini labs in each classroom.

The arts program at P.S. 184 is an important tool in promoting academic and social success. Students participate in scheduled art, dance, and music programs, drawing on their multiple intelligences. Additionally, assembly programs highlight dramatic expression as students perform class plays. The arts are connected to the curriculum in many content areas such as social studies, math and science. Teachers take their students on a minimum of three field trips, connecting the experiences to their classroom curriculum.

Teachers recognize that English Language Learners need additional strategies that reinforce language acquisition and comprehension, and differentiate instruction for these children. Materials and techniques used include picture-word supports, videos, tape recordings, partnering with a peer buddy; assignments are chunked into smaller, simplified segments, all providing the ELL students with opportunities to meet with success.

Students requiring academic intervention services (AIS) are provided with an additional instructional period at the end of the school day as well as additional small group work-time in the classroom. AIS children's needs are individually assessed, objectives and student goals are planned for, and then implemented during the extended day period.

Students achieving at or above grade level have opportunities to work in small groups practicing higher level skills and strategies thus extending and enriching their knowledge base. In addition, students at all levels of proficiency work in partnerships, small groups, and whole group settings to internalize information. They learn how to strengthen their comprehension and self-monitoring skills in a variety of ways.

Cultural diversity and sensitivity are infused into all content area curriculums building on a strong sense of community within Flushing Manor.

5. Professional Development: The P.S. 184 community values learning for all community members, including our staff; therefore many professional development (PD) opportunities are provided within the school building as well as outside of the building, taking advantage of the expertise of specialists in a wide range of fields whenever possible.

In-house PD includes support from the math and literacy coaches. They model lessons, participate in classroom teacher lessons and provide feedback through articulation periods. They also facilitate monthly PD meetings based on staff requests, and provide materials, resources, professional articles and other information for instructional planning. The literacy and math coaches turnkey PD for staff members throughout the year focusing on recordkeeping, assessing students, data analysis, and instructional planning to differentiate lessons for all students, including ELLs, AIS, and students achieving at or above grade level. New staff members, either to the school or grade, are given additional support in small group meetings.

Support is also provided by content area specialists in science, media, and technology for curriculum mapping and classroom instruction. Teachers are provided with monthly articulation sheets from the content area specialists; these highlight key concept activities and resources to supplement classroom instruction.

Out-of-classroom service providers such as the Speech, English as a Second Language, and Special NCLB-BRS (June 1, 2006)

Education teachers all receive PD to meet the needs of their students and the AIS students they also service.

All staff members, including teachers, coaches, support staff, administrators, are provided with opportunities to attend workshops out of the building in the content areas. Those who attend share the information with their colleagues. Professional development is widely recognized as the key to building an efficient and professional staff.

PART VII - ASSESSMENT RESULTS

Subject English Language Arts Grades 3-6

Test New York State ELA Assessment

Edition/Publication Year January 2007

Publisher CTB McGraw Hill

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

Table 1

P.S. 184, The Flushing Manor School
Grade 3 NYS English Language Arts Results

	2005-2006
Testing Month	N/A
SCHOOL SCORES	
% Level III plus Level IV	81
% Level IV	9
Number of Students Tested	64
Percent of total students tested	88
Number of students alternatively assessed	N/A
Percent of students alternatively assessed	N/A

Note: Disaggregated subgroup data has yet to be provided by the NYC Department of Education for this school year for subgroups of ten or more. English Language Learners with less than two (2) years in a public school were exempt from this assessment.

Table 1

P.S. 184, The Flushing Manor School
Grade 4 NYS English Language Arts Results

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	January	February	February	February	May
SCHOOL SCORES					
% Level III plus Level IV	82	80	69	91	88
% Level IV	12	23	12	34	32
Number of students tested	83	80	57	70	73
Percent of total students tested	95	99	92	96	94
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
1. Special Education (IEPs)					
% Level III plus Level IV	N/A	36	*	*	*
% Level IV	N/A	N/A	*	*	*
Number of students tested	N/A	11	5	6	3
2. Asian or Pacific Islander					
% Level III plus Level IV	N/A	86	80	93	89
% Level IV	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	29	25	27	27
3. Low Income					
% Level III plus Level IV	N/A	67	48	96	83
% Level IV	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	33	25	28	30

* Note: This subgroup category has fewer than ten students for these school years.

Disaggregated subgroup data has yet to be provided by the NYC Department of Education for school year 2005-2006 for subgroups of ten or more.

Table 1

P.S. 184, The Flushing Manor School
Grade 5 NYS English Language Arts Results

	2005-2006
Testing Month	N/A
SCHOOL SCORES	
% Level III plus Level IV	68
% Level IV	15
Number of Students Tested	82
Percent of total students tested	93
Number of students alternatively assessed	N/A
Percent of students alternatively assessed	N/A

Note: Disaggregated subgroup data has yet to be provided by the NYC Department of Education for this school year for subgroups of ten or more. English Language Learners with less than two (2) years in a public school were exempt from this assessment.

Table 1

P.S. 184, The Flushing Manor School
Grade 6 NYS English Language Arts Results

	2005-2006
Testing Month	N/A
SCHOOL SCORES	
% Level III plus Level IV	88
% Level IV	17
Number of Students Tested	59
Percent of total students tested	98
Number of students alternatively assessed	N/A
Percent of students alternatively assessed	N/A

Note: Disaggregated subgroup data has yet to be provided by the NYC Department of Education for this school year for subgroups of ten or more.

Table 2

P.S. 184, The Flushing Manor School
Grade 3 NYS Math Results

	2005-2006
Testing Month	March
SCHOOL SCORES	
% Level III plus Level IV	86
% Level IV	45
Number of Students Tested	73
Percent of total students tested	100
Number of students alternatively assessed	N/A
Percent of students alternatively assessed	N/A

Note: Disaggregated subgroup data has yet to be provided by the NYC Department of Education for this school year for subgroups of ten or more.

Table 2

P.S. 184, The Flushing Manor School
Grade 4 NYS Math Results

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	May	May	May	May
SCHOOL SCORES					
% Level III plus Level IV	91	89	92	95	90
% Level IV	58	42	29	35	45
Number of Students Tested	86	85	61	72	71
Percent of total students tested	99	100	100	100	N/A
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
1. Special Education (IEPs)					
% Level III plus Level IV	N/A	62	80	100	N/A
% Level IV	N/A	N/A	N/A	N/A	N/A
Number of Students Tested	N/A	13	5	6	N/A
2. Asian or Pacific Islander					
% Level III plus Level IV	N/A	94	93	93	89
% Level IV	N/A	N/A	N/A	N/A	N/A
Number of Students Tested	N/A	33	28	27	27
3. Low Income					
% Level III plus Level IV	N/A	85	93	96	83
% Level IV	N/A	N/A	N/A	N/A	N/A
Number of Students Tested	N/A	39	28	28	30

Note: Disaggregated subgroup data has yet to be provided by the NYC Department of Education for this school year for subgroups of ten or more.

Table 2

P.S. 184, The Flushing Manor School
Grade 5 NYS Math Results

	2005-2006
Testing Month	N/A
SCHOOL SCORES	
% Level III plus Level IV	83
% Level IV	30
Number of Students Tested	88
Percent of total students tested	99
Number of students alternatively assessed	N/A
Percent of students alternatively assessed	N/A

Note: Disaggregated subgroup data has yet to be provided by the NYC Department of Education for this school year for subgroups of ten or more.

Table 2

P.S. 184, The Flushing Manor School
Grade 6 NYS Math Results

	2005-2006
Testing Month	N/A
SCHOOL SCORES	
% Level III plus Level IV	90
% Level IV	36
Number of Students Tested	59
Percent of total students tested	98
Number of students alternatively assessed	N/A
Percent of students alternatively assessed	N/A

Note: Disaggregated subgroup data has yet to be provided by the NYC Department of Education for this school year for subgroups of ten or more.