

# 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. Deborah Rose

Official School Name: Park Road Elementary School

School Mailing Address: 50 Park Road

Pittsford

City

New York

State

14534-9740

Zip Code+4 (9 digits total)

County: Monroe

State School Code Number: 26-14-01-06-0004

Telephone: (585) 267-1500

Fax: (585) 385-6356

Web site/URL: http://www.pittsfordschools.org

E-mail: deborah\_rose@pittsford.monroe.edu

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

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent: Mrs. Mary Alice Price

District Name: Pittsford Central School District

Tel: (585) 267-1000

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. Alan Schaffer

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

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

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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

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All data are the most recent year available.

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

1. Number of schools in the district:       5   Elementary schools  
   2   Middle schools  
   0   Junior high schools  
   2   High schools  
   0   Other
- 9   TOTAL
2. District Per Pupil Expenditure:       \$9,280.00    
     Average State Per Pupil Expenditure:   \$9,250.00

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

4.   7   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 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	43	27	70	8			
1	35	29	64	9			
2	44	42	86	10			
3	35	44	79	11			
4	43	43	86	12			
5	50	44	94	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>479</b>

6. Racial/ethnic composition of the school: 92 % White  
03 % Black or African American  
01 % Hispanic or Latino  
04 % Asian/Pacific Islander  
00 % 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: 2%  
 [This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	479
(5)	Total transferred students in row (3) divided by total students in row (4)	.0229
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 1 %  
7 Total Number Limited English Proficient  
 Number of languages represented: 6  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 1%  
 Total number students who qualify: 7

If this method does not produce an 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: 6 %  
32 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.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>          </u>
Classroom teachers	<u>24</u>	<u>1</u>
Special resource teachers/specialists	<u>13</u>	<u>8</u>
Paraprofessionals	<u>24</u>	<u>          </u>
Support staff	<u>9</u>	<u>6</u>
Total number	<u>71</u>	<u>15</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 23:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97 %	96 %	97 %	97 %	96 %
Daily teacher attendance	92 %	92 %	93 %	92 %	%
Teacher turnover rate	5 %	2 %	5 %	7 %	5 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## PART III - SUMMARY

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Park Road Elementary School provides a dynamic learning environment that challenges students to develop their intellectual potential, creativity, and sense of self. The staff is committed to delivering a quality program that maximizes each child's academic performance and personal development and provides for future success. The school community strives to exemplify the mission of Pittsford Central Schools, "*Uncompromising Commitment . . . Passion for Excellence*". Teachers are knowledgeable about how students learn effectively and draw on a rich repertoire of instructional strategies to support their students' achievements. A climate of mutual caring and respect is encouraged among stakeholders: teachers, parents, students, administrators, and community.

Located in the suburban town of Pittsford, New York, just outside of Rochester, Park Road is one of five elementary schools in the district. The K-5 school is home to 479 students and a staff of 86. The highly qualified staff, most holding a Masters degree, has an average of 24 years of teaching experience. Veteran teachers and those new to the profession collaborate to design and implement instruction that assures the ongoing success of all students. As a professional learning community, the school strives to continually support and learn from one another.

Children at Park Road come to school ready to learn. Teachers welcome students at the door, inviting them to join in a day of shared scholarship. Beginning with circle time in the primary grades and morning meetings in the upper grades, quiet conversations, group work and laughter accompany the morning activities. Language Arts instruction is a focus throughout the building, and is integrated with all other content areas. Students engage in guided reading, phonics instruction, word study, and literature circles. To promote comprehension, literature units such as "Dog Tales" and "Barriers and Bridges" give all students an opportunity to share in literary analysis and discussion. The common building goal is to create a community of readers and writers who share a love of language and learning.

Many special activities make Park Road school a dynamic learning community. The school computer lab is a busy place, where teachers bring students to create graphs from student-collected data, communicate with pen pals from Louisiana, put song lyrics to music using Garage Band, and make videos that showcase their learning. Walking by the music room, a visitor might hear students practicing for a concert or school play. One year, third grade students performed an original adaptation of Rafe Martin's, *The Rough Face Girl*. The students wrote their own dialogue, lyrics and music for the play, which was a result of their study of Cinderella Tale variants. Second Grade students visit the Margaret Woodbury Strong Museum of Play each year to culminate their Social Studies exploration of "Change over Time" in their local community. In Fourth Grade, students study the Iroquois Nation of New York and make a longhouse in their classroom. They slip inside on cold winter days to read and tell Native American stories. First Grade students sit with their Fifth Grade buddies to read aloud stories written during writing workshop. The school belief that all students are readers and writers is reinforced each year, when a visiting author comes to the school library to talk about his or her craft. Each fall, the school celebrates the creativity of our children with a PTSA organized Creativity Fair. Children are invited to create works of art for display at the Fair. Classrooms also "get into the act". For example, a Fifth Grade class was taught a twist on creating a self-portrait. Students brought items from home that represented something they valued, that showed their roots, their dreams for the future and highlighted one of their character traits. The students made a collage from their items and the collage was scanned. The scanned "blocks" made a beautiful quilt that shared both the uniqueness and commonality of the children.

Park Road staff members see themselves as a professional learning community that is engaged in a process of continuous improvement. We share a vision of a vibrant school community where all staff members are learning, growing and working to increase student achievement.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. **Assessment Results:** In New York State, standardized assessments are given in the areas of English/Language Arts and Math to all students in Grade Three, Four, and Five. Students in Grade 5 are also tested in Social Studies and students in Grade 4 are assessed in Science. A rubric for scoring determines if a student receives a 1, 2, 3, or 4 on these tests, with the scores of 3 and 4 indicating that the student has met or surpassed the New York State Standards. In English/Language Arts students are assessed on their ability to consistently demonstrate understanding of written or oral text at or beyond the literal level. In the area of math, students are assessed on conceptual and procedural knowledge of mathematics. Park Road students have worked hard in these core areas and have achieved commendable scores on the New York State Assessments.

Our most recent scores are from the 2005-2006 school year. In English/Language Arts (ELA) Assessments for Third Grade, 95.3 % achieved a level 3 or 4 score, indicating mastery of the New York State Standards. In Fourth Grade, 94.4% achieved a score of 3 or 4, and in Fifth Grade, 93.4% of the students received scores of 3-4. Those students who scored in the 2 level will receive additional support services.

We are especially proud of our results on the Mathematics Assessments of 2006. 100% of Grade Three students achieved a score of 3 or 4 on the New York State Math Assessment. 100% of Grade Four students achieved scores of 3 or 4, and 97.9% of students in Grade Five attained a score of 3 or 4 on the most recent test. Grade Four results were notable in that these results reflect a population of six students with disabilities within that grade level. These scores resulted in Park Road School achieving the rank of number one in New York State for Grade Four.

As reported by the New York State Education Department, many subgroups at Park Road School are of a number less than five, and data is therefore suppressed for those subgroups. In looking at our students with disabilities, our largest subgroup, we find steady increases in the percentages of those children scoring in the 3 and 4 levels. For the Grade 4 ELA Assessment, scores for students with disabilities have steadily increased from 29% in 2004, to 80% in 2005, to 100% in 2006. In NYS Math 4, we report similar scores as the general education population, having 100% of our students with disabilities meeting or exceeding New York State Standards in 2005, and again in 2006.

All of Park Road's most recent New York State Assessment results can be found on the following web site: [http://www.emsc.nysed.gov/reprcrd2005/links/d\\_261401.shtml](http://www.emsc.nysed.gov/reprcrd2005/links/d_261401.shtml)

2. **Using Assessment Results:** One of the Pittsford District's Strategic Initiatives is to effectively use multiple measures of data to make decisions that affect children and learning. Data will be used to evaluate progress and raise student performance, to determine professional learning needs, to allocate resources, and to make all decisions for our work. We recognize the power of using assessment results to drive our work with students. Screening instruments, such as the Gesell Kindergarten Assessment, Key Math and the WIAT, assist us

in determining skill levels and learning needs of incoming students.

A variety of assessments are used to evaluate student progress and to plan instruction. At Park Road School, all grade levels utilize both formative and summative classroom assessments to inform instruction. Especially in our early primary classrooms, teachers depend on authentic assessments, teacher observations, and daily tasks to evaluate student progress. In Grades 3-5, we also use the standardized New York State Assessments in English/Language Arts and Math. Assessment results allow us to align instruction toward the New York State and Pittsford District Standards. Results are used to plan further instruction and to identify at risk students who receive Academic Intervention Services or extra support within the classroom. Assessment components from individual classrooms pinpoint students' successes and areas for continued growth. This information is shared regularly with parents and utilized to plan instruction for continued student growth.

Central Office personnel, building administration, and classroom teachers collaborate to analyze State Assessment data to determine areas of strength and target areas for improvement. Based on the analysis, our classroom teachers design instruction to strengthen target areas.

**3. Communicating Assessment Results:** Various systems of communication are used to disseminate assessment information to parents and community members. At the District level, regular progress reports are given to the Board of Education. Annually, our building principal presents a status report to the Board and shares assessment data. Each year the New York State Report Card information is shared with the Board and with the community. All these meetings are public forums, and are broadcast repeatedly over the local television station.

At Park Road School, we regularly report out information to the parent population and the community. Monthly PTSA meetings are a forum for communicating information on a regular basis. The special events of Fall Information Night and Spring Open House are additional opportunities to present assessment information. The building New York State report card is shared annually, emphasizing successes and areas to strengthen. Local newspapers report assessment results from area schools.

Each child and his/her family receive an individual report card three times throughout each school year. A parent-teacher conference is scheduled during the fall, with an option for additional conferences when appropriate. Students with IEP's receive progress reports four times a year.

Teachers and parents communicate about student progress on a regular basis. Teachers use e-mail, phone calls, weekly and monthly newsletters, web sites and daily schedules to share progress. Park Road teachers and the principal are readily accessible to parents to share information and help resolve concerns. These practices support an informal, positive collaborative relationship that highlights the progress of each individual child.

**4. Sharing Success:** Many members of the Park Road staff choose to step forward to leadership positions within our district. We have five District Grade Level Chairs who coordinate grade level work among all five elementary buildings. We have teacher

representatives on the District Planning Team, the Instructional Leadership Council and the Elementary Academic Council. Presently we have four teacher mentors, with two additional people currently completing training. We network at conferences and informally at local functions. Staff members have presented at the local, state, and national levels. At the national level, two Park Road teachers traveled to Pittsburgh, PA, to share our literary discussion instruction at the National Council of Teachers of English in 2006. Locally, the Grade 2 teaching team recently shared their yearly plan for Social Studies with the rest of the grade level at a District Grade Level meeting.

Park Road staff meetings are focused on instruction and using data to make quality decisions about teaching. We have been learning together about ways to use a variety of assessments to learn more about our students. Meeting time is also used for promoting a professional learning community that will further enhance student learning. We are proud of our students' success at Park Road School. We are not content to rest on the laurels of student successes of the past, but are planning action steps that will move us forward to improve student learning even more.

## PART V – CURRICULUM AND INSTRUCTION

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1. **Curriculum:** The goal of the elementary language arts program is to develop each student's ability to gather and interpret information from a variety of resources, discover relationships, concepts and generalizations and use knowledge generated from written texts. Students read a variety of literature from different genres; respond by comprehending, interpreting and analyzing texts and relate the texts to their own lives. Students read to analyze and evaluate experiences, ideas, information and issues. Students use language for effective social communication.

In mathematics, students develop a conceptual and procedural understanding of mathematics and become confident communicating and reasoning mathematically. Students apply mathematics to varied problem solving situations through an integrated study of number systems, fractions, geometry, algebra, probability and measurement. Students continue to refine their abilities to communicate about mathematics, make inferences and apply logical reasoning. Students communicate their problem solving methods both orally and in writing.

Social Studies helps students develop the ability to make informed and reasoned decisions, integrating the knowledge, skills and values necessary to achieve civic competence. Students develop the ability to understand and apply historical, geographic, economic, and civics knowledge through the skills of research, communication, cooperation and participation.

Science is taught through an inquiry-based approach. The premise of the program is that children learn best through active participation. Students are introduced to scientific methods and use them to engage in hands-on, "mind-on" activities. The activities in the program are designed to promote and develop the discovery of scientific content knowledge through observation, experimentation, and problem solving.

The art program is rooted in four distinct, interwoven instructional standards: studio production, aesthetics, critical thinking and art history. These four areas of instructional focus emphasize the belief that all children should be educated so as to be able to make, appreciate, respond to and value art. The study of art provides an avenue for personal, creative self-expression, problem solving, and decision-making. Additionally, the elements and principles of art are used to guide students through both traditional and contemporary modes of creative expression.

**2a. Elementary Schools: Reading:** Park Road School provides opportunities that form a "community of readers" in which children explore and build meanings together, and learn from one another in the process. We strive to create lifelong readers and writers. To reach this goal, staff members help children develop the motivation, skills, strategies, and knowledge necessary for them to become active and thoughtful readers and writers who explore texts on their own and engage in inquiry and discovery. Teachers provide experiences in which children are challenged to engage in critical thinking, and stretch their minds and imaginations. At Park Road, we have developed an inferential thinking literature unit strand that runs Kindergarten through fifth grade and develops reading thinking skills in all students. During these units children engage in comparative analysis of many texts, use inter-textual

links to find meaning and respond to each new story in light of previous stories. Additionally, children are exposed to diverse literary genres throughout their years at Park Road School. Part of that exposure involves introducing children to their literary heritage by exploring traditional tales from around the world. These tales contain recurring story patterns that form a basis for understanding all literature. Through traditional tales, students learn about the human experience and the connections found between literature and life. Many activities, both in the classroom and the library, provide children with the context for learning about literature, the language of literary analysis, and the craft of authors and artists. We also provide ongoing opportunities for children to engage in word study, independent reading and writing. Park Road School endeavors to provide a community where children learn to experience personal enjoyment and growth through literature and other texts.

3. **Additional Curriculum Area: Mathematics:** At Park Road School, the mathematics curriculum focuses on both conceptual and procedural understandings, with the goal of building students' confidence in communicating and reasoning mathematically. The alignment of the Pittsford District Curriculum with the New York State Core Curriculum of Mathematics provides a well defined, developmentally-based instructional framework. The integration of the content strands of patterning, numeration, computation, measurement, geometry, probability, and algebra enables students to apply their mathematical understandings to varied problem solving situations.

A foundation is laid in the early primary grades for a conceptual understanding of mathematical concepts using the Bridges Mathematics program. Manipulatives and hands on learning activities help math come alive for our students. Routine authentic daily tasks help students make mathematical connections to real life. This is followed in the intermediate grades by more traditional instruction that builds on these conceptual understandings. We ask children to use models, facts and relationships to draw conclusions, to explain their reasoning, to justify answers and to use logical reasoning to reach solutions.

Essential computational skills are taught in the early primary grades and spiraled throughout the K-5 curriculum through daily practice and homework connections. To develop depth and breadth, children often work in small, flexible groups formed from data analysis of formal and informal assessments; teacher, district or program tests; teacher observation; and the New York State Math Assessments in Grade 3, 4, and 5. Assessment data is used to set goals and develop appropriate instruction so that we can achieve our vision of "uncompromising commitment and passion for excellence."

4. **Instructional Methods:** Our experienced staff possesses an impressive repertoire of instructional strategies. We believe that one strategy does not fit all students or all curricula areas. Through pre-testing, use of summative and formative assessments, and our standards-based planning, we gather information to make decisions about what learning experiences would best fit the needs of our students. We employ cooperative learning groups, discussion groups, and real life experiences such as field trips, to engage students. In Fourth Grade alone field trips include a visit to a one room school house, a boat tour of the Erie Canal, a trip to a local nature center, a visit to the Rochester Philharmonic Orchestra and a trip to the Genesee Country Museum to experience life in the 19<sup>th</sup> century.

Our teachers are masters at managing a differentiated classroom. With the support of Project Challenge and numerous paraprofessionals, we are able to engage all students in meaningful learning. Math and reading paraprofessionals push in to classrooms throughout the day to assist with small group instruction. Grades K through 3 have full or part time paraprofessional support, making flexible grouping the norm in these grades. Small group instruction based on need and interest is facilitated by these support personnel.

Ceiling mounted projectors, mimeos, elmos, and other technology enrich our instruction. Our Fourth and Fifth Grade students receive science instruction in a science lab equipped with a Smart Board and outfitted with materials to allow for hands on exploration of each concept in our curriculum. Two computer labs and a wireless mobile lab are used to bring technology into all subject areas. Teacher training in the use of the iLife programs has greatly enriched our project based learning. Students as young as second grade regularly use technology in projects.

**5. Professional Development:** Professional development is driven by a district-wide goal for all, brought to us by the District Planning Team (DPT.) That goal is to effectively use multiple measures of data to evaluate and raise student performance, determine professional learning needs, allocate resources, and make decisions in all aspects of the district's work. Park Road's building goals align with this District target, and individual teacher goals align with building goals.

We are currently working to build an even stronger professional learning community. Our aim is to make professional learning be standards-based, results driven, job-embedded and fully aligned. Staff meetings are devoted solely to instructional issues, as we learn together how to refine our craft. This year we have tackled the topics of student homework, children's literature, how to build a powerful professional learning community, and how adults learn. Our meeting times are for discussion and to process learning. As we share information, we model quality teaching strategies. This staff has seized this opportunity with enthusiasm.

This year several staff members are involved in an in-District opportunity for professional learning. Throughout the year we are receiving training from Brenda Kaylor from ASK Publications titled "Leading the Learning." Additional teachers from Park Road School have joined a second group of teachers involved in a similar training entitled "Instruction for All Students." Between these two groups, staff members are becoming turn-key trainers for the rest of the staff. There is a growing excitement about honing our skills as teachers to improve student learning.

After demonstrating exemplary work within classrooms here at Park Road School, two staff members were recently invited to present at the National Council of English Teachers National Conference. A variety of additional conferences or workshops, averaging six sessions per teacher were attended throughout the year. The principal models a commitment to learning, attending one state-wide and three national conferences this past year. Training is shared with others in many ways: at staff meetings, with building grade levels, at the district grade level meetings, and through the District's organizational systems.

## PART VII - ASSESSMENT RESULTS

Subject: ELA                      Grade: 3                      Test: NYS Grade 3 ELA Assessment  
Edition/Publication Year: 2006                      Publisher: CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Jan.				
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	95				
% "Exceeding" State Standards	9				
Number of students tested	85				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
1. Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	X				
% "Exceeding" State Standards	X				
Number of students tested	6				

Subject: Math                      Grade: 3                      Test: NYS Grade 3 Math Assessment  
Edition/Publication Year: 2006                      Publisher: CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	99				
% "Exceeding" State Standards	34				
Number of students tested	85				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
1. Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	X				
% "Exceeding" State Standards	X				
Number of students tested	6				

Subject: ELA

Grade: 4

Test: NYS Grade 4 ELA Assessment

Edition/Publication Year: annually 2002-2006

Publisher: CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Jan.	Feb.	Feb.	Feb.	Feb.
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	94	93	92	90	93
% "Exceeding" State Standards	10	35	31	39	46
Number of students tested	89	89	88	91	120
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	X	X	80	X	36
% "Exceeding" State Standards	X	X	0	X	9
Number of students tested	6	2	10	7	11

Subject: Math

Grade: 4

Test: NYS Grade 4 Math Assessment

Edition/Publication Year: annually 2002-2006

Publisher: CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	May	May	May	May
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	100	99	99	97	94
% "Exceeding" State Standards	46	70	62	54	44
Number of students tested	90	88	90	90	117
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	X	X	100	X	73
% "Exceeding" State Standards	X	X	30	X	9
Number of students tested	6	2	10	7	11

Subject: ELA            Grade: 5

Test: NYS Grade 5 ELA Assessment

Edition/Publication Year: 2006

Publisher: CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Jan.				
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	93				
% "Exceeding" State Standards	30				
Number of students tested	91				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
1. Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	X				
% "Exceeding" State Standards	X				
Number of students tested	2				

Subject: Math            Grade: 5

Test: NYS Grade 5 Math Assessment

Edition/Publication Year: 2006

Publisher: CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	98				
% "Exceeding" State Standards	49				
Number of students tested	93				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
1. Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	X				
% "Exceeding" State Standards	X				
Number of students tested	2				