

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Ms. Anita DePaz

Official School Name: P.S. 39 Henry Bristow School

School Mailing Address:  
417 6th Ave.  
Brooklyn, NY 11215-4769

County: Brooklyn State School Code Number\*: 308

Telephone: (718) 330-9310 Fax: (718) 832-2010

Web site/URL: http://schools.nyc.gov/schoolportals/15/K039/default.htm E-mail:  
adepaz2@schools.nyc.gov

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Ms. Rosemary Stuart

District Name: District 15 Tel: (718) 935-4317

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Ms. Jennifer Stringfellow

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- |           |                     |
|-----------|---------------------|
| 21        | Elementary schools  |
| 21        | Middle schools      |
| 0         | Junior high schools |
| 0         | High schools        |
|           | Other               |
| <b>42</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 10700

Average State Per Pupil Expenditure: 17330

**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. 3 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	18	20	38	7			0
K	22	27	49	8			0
1	29	28	57	9			0
2	23	26	49	10			0
3	24	27	51	11			0
4	20	20	40	12			0
5	26	26	52	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							336

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
21 % Black or African American  
32 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
43 % White  
0 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is 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.	4
(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)].	8
(4)	Total number of students in the school as of October 1.	336
(5)	Total transferred students in row (3) divided by total students in row (4).	0.024
(6)	Amount in row (5) multiplied by 100.	2.381

8. Limited English proficient students in the school: 7 %

Total number limited English proficient 22

Number of languages represented: 8

Specify languages:

Languages represented in PS 39 are the following: Albanian, Arabic, Chinese, French, French/Haitian-Creole, Hindi, Korean & Spanish.

9. Students eligible for free/reduced-priced meals: 49 %

Total number students who qualify: 165

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 free and reduced-price school meals 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: 13 %

Total Number of Students Served: 44

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>11</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>12</u>	<u>0</u>
Total number	<u>38</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	92%	96%	93%	93%	95%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	0%	0%	0%	0%	0%

Please provide all explanations below.

PS 39 has a very small student population therefore if only a handful of students are absent it impacts the overall percentages. Student attendance information indicated above includes pre-kindergarten and kindergarten - both of which are not compulsory.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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At 132 years old P.S. 39 is one of the oldest elementary schools in New York City. Located in a landmark building, P.S. 39 has a unique “railroad” layout that fosters an intimate and exceptionally collaborative learning environment for students, staff and families. We are somewhat of a rarity in NYC – a small school with small classes. Physical necessity as well as educational philosophy have kept class sizes small in all grades, not just in early childhood. We’re proud of the fact that students and teachers in all grades know one another by name. The quality of teaching and learning in our school has resulted in minimal staff turnover and our rare teaching vacancies are quickly filled by highly qualified candidates. The effective communication of our educational philosophy and successes to the local community has made P.S. 39 a neighborhood school of choice with many out of zone families showing great interest in joining our learning community as well.

Although we are a physically antiquated building in the very best sense, P.S. 39 offers students a progressive and comprehensive educational experience. We utilize innovative teaching methodologies and curriculum such as workshop model instruction, balanced literacy, constructivist math, inquiry based social studies and science instruction and the School Wide Enrichment Model (SEM) as a means to provide effective and responsive instruction to meet the needs of all students. We have long established arts partnerships with numerous organizations in order to provide students with a varied and enriching learning experience. The efforts of the school are reflected in our academic excellence: in 2008 93.8% of our students in grades 3-5 scored at levels 3 and/or 4 on the NYS Math exam and 85.5% scored at levels 3 and/or 4 on the NYS English Language Arts exam.

P.S. 39’s mission is to cultivate a climate of growth for all members of its community. We teach with passion and compassion, creating a learning environment that encourages conversation and exploration and celebrates the gifts and talents of each child. To that end, a high premium is placed on professional growth through professional development in order to provide instruction that is effective, relevant, engaging and well rounded and there is a strong culture of collaboration among teachers and the administration. Teachers at P.S. 39 receive on-going professional development from Teachers College and AUSSIE consultants in literacy and math and extensive professional development through the University of Connecticut to strengthen their understanding and application of SEM principles.

Parental involvement and support are integral to the successes of our school. The school sends home a monthly events calendar, Weekly Bulletins and monthly grade level curriculum newsletters to ensure that our families are well informed about the life of our school and to encourage their partnership in the education of their children. Our PTA has been instrumental in supporting the school through its recent loss of Title 1 funding to ensure that service, program and material losses were minimal and play a key role in keeping instruction at P.S. 39 rigorous, stimulating and vibrant.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

P.S. 39's city and/or state exam results in both Language Arts and Mathematics have consistently increased over the past three years. This school has participated in the state assessment program (TCB / McGraw Hill) since 2005/2006 and students' scores are reported on levels. The four levels are as follows:

- Level 1- Far below grade level standards
- Level 2- Approaches grade-level standards
- Level 3- Meets grade-level standards (proficient)
- Level 4- Exceeds grade – level standards

Note that prior to the 2005/2006 academic year, New York City public school students were tested with two different assessments. In the elementary schools, grades three and five students were tested with New York City generated assessments and Grade 4 students were tested with New York State assessments. Because of the unreliability between the assessments administered, the data trends cited here will be from the 2005/2006 school year forward.

P.S. 39 maintains high levels for all students in grades 3, 4, and 5. The school's Instructional Team recognized score disparities for the school's special education population in the area of English Language Arts. Through the provision of intense academic intervention services, there has been a significant increase in the percentage of special needs students performing at or above proficiency Level 3. In 2005/2006, for example, 29% of the school's third graders classified as students with special needs, scored a Level 3 or above on the NYS English Language Arts exam. This same subgroup of students increased in performance in 2007/2008, as fifth graders, with 50% of that population meeting or exceeding grade level standards (Level 3 or higher).

Over the past three years, P.S. 39 has celebrated a 22.4% increase in all students scoring at or above proficiency in English Language Arts. In 2006, the school had 63.1% of all tested students, grades three-five, scoring at or above Level 3. In 2008, this percentage increased to 85.5%.

P.S. 39 is extremely proud of its data in Mathematics. In 2008, 93.8% of all students in grades three through grade five performed at or above proficiency. This is a 15.5% increase from 2006 when 78.3% of all tested students, grades three-five, scored at or above level 3. The data also shows a dramatic increase in the performance of the special education population, as well. Over the past three years, P.S. 39 has reduced the number of special needs students performing in Level 1 to zero (0) students.

To summarize, P.S.39- The Henry Bristow School, provides instruction based on the needs of all students. Once a learner's weaknesses are targeted, all members of the school community contribute to ensuring that the student excels in those targeted areas. Academic strengths are also noted and students are provided with enrichment to help ensure continued academic excellence.

### 2. Using Assessment Results:

P.S.39 uses data to improve student and school performance in the following manner: All data is analyzed by grade level and by individual student performance. Data analysis occurs throughout the school year beginning with an analysis of the New York State aggregate and disaggregate results.

Throughout the school year, common planning meetings are scheduled each week, which include classroom teachers, administrators, the school's Data Specialist and service providers. Using formative data results and teacher observations, all educators work together to group students for small group, strategy and differentiated instruction based on what the child(ren) need in order to become more proficient in a particular content area. The areas identified are addressed by the classroom teachers and/or academic intervention support staff through careful data-informed planning and implementation. Differentiated instruction is designed to meet the needs of each individual student within the various groups. The Schoolwide Enrichment Model promotes all students to pursue independent investigations on topics of their interests. This model exposes students to topics that may not be included in the essential curriculum; it increases student skills in research and problem solving, and increases student awareness of personal strengths and potential for success. After the students conduct their research, gather data, solve problems, they create a final product that is shared with parents, students, and staff.

Attendance incentives are provided each month to students who have 100% attendance. We enjoy very strong participation from parents. The school has found that by inviting parents to participate in their child's education, students have a stronger and more intrinsically motivated desire to achieve. Having an extremely active parent population helps all members of the school community. Teachers feel supported by the parents and the students tend to do "better".

### **3. Communicating Assessment Results:**

We believe that families are our partners in student success. In order to maximize parental support we have many structures in place to keep our families fully informed about their children's curriculum and academic progress. In addition to sending home written reports prepared by the state with formal testing results, we also provide families with numerous opportunities to become familiar with their children's grade curriculum and our teaching methodologies. Each fall we conduct a "Curriculum Night" for families where classroom teachers discuss their grade level curriculum in all content areas. The state standards are also shared as a means to illustrate the academic expectations for the grade. Hosting this event prior to our initial Parent/Teacher conferences helps to make them more specific and meaningful when discussing individual student needs and how parents can support their child's progress at home. In addition to two annual Parent/Teacher conferences and regular telephone and electronic communication between parents and teachers (including e-mail communication, class websites and regular postings on our school website), we also host "Open School Week" classroom visitations and monthly "Family Fridays" where parents are invited into their child's classroom to read or assist with special projects. Families are also provided monthly School Event Calendars, Weekly School Bulletins and monthly Grade Level Curriculum Newsletters. Students and their families also look forward to monthly "Positive Postcards" in the mail highlighting a positive aspect of their progress.

Each January (between the first and second marking periods) and May (between the second and third marking periods) we share all formative assessment results with our families by sending home Individual Assessment Summary Reports. Here formative data in all content areas is provided to families alongside state benchmarks so that parents have a clear understanding as to how their child is progressing as compared to state standards. We provide families with a letter of explanation with these reports as well as workshops outlining their interpretation. Follow-up conferences are made with the parents of those students who are not showing adequate progress so that the teacher and parent can create a plan for future success. All parents are provided with their child's teacher's DOE e-mail address to facilitate communication.

### **4. Sharing Success:**

P.S. 39 is fortunate to be a part of a learning community that believes in mutual support through the sharing of best practices. This philosophy allows schools to share the wealth of knowledge that each possesses and to gain new perspectives through exposure to the ideas of others.

P.S. 39 is a member of Empowerment Support Organization #22, a group of 28 other NYC public schools. Since our network places a high premium on professional growth professional development opportunities are abundant for network schools. Leadership conferences are organized each month to allow school leaders to visit other network schools and for school staff to share their best instructional practices with their fellow schools. P.S. 39 has highlighted its work with the School Wide Enrichment Model with other network schools, as well as the Independent Investigation Method for Social Studies inquiry. Sharing opportunities such as these allow best practices to become shared practice in our network and help build the professional capacity of our staff.

Inter-visitations for teaching staff also play an important role in sharing our successes with others. P.S. 39 has hosted inter-visitations focused on the School Wide Enrichment Model, Independent Investigation Method and differentiating Math instruction and the Balanced Literacy Workshop model for colleagues. P.S. 39's staff also participates in inter-visitations to other schools to learn first hand from grade colleagues.

Finally, our teachers firmly believe that an important component of a vital learning community is to share our expertise and knowledge with those individuals who will be future teaching professionals. To that end we have established strong student teacher relationships with local colleges (Bank Street College, Hunter College and Kingsborough Community College) to provide mentoring relationships with those who will soon enter the teaching profession.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

P.S. 39 employs a rigorous, comprehensive and inter-disciplinary approach to its curriculum. We believe that student engagement is a critical component to retention of skills and strategies and their appropriate and successful application to real world problem solving.

Our reading and writing curriculum are inter-connected and are aligned to NYS standards. P.S. 39 has been a Teachers College Reading and Writing Project school for more than ten years. Project staff developers work directly with teachers and students to support literacy work from K-5. This model of balanced literacy includes daily read-alouds and word study as well as reading and writing workshops in order to provide students with multiple opportunities to examine how words work, strengthen comprehension skills and strategies, study the qualities of exemplary literature and specific literary genres and the conventions of writing craft and mechanics. Through whole class mini-lessons, small group strategy lessons, partner work, book clubs, literature circles and individual conferences teachers are able to differentiate instruction to best meet the needs of each individual student.

The math curriculum, as described later, is also highly differentiated. Both remediation and enrichment are addressed within the program and all students receive instruction that is tailored to fit their needs. Grade meetings provide teachers with opportunities to meet to make necessary changes to the curriculum and to examine student work in order to make differentiation most effective. Our Inquiry Team work has focused on math instruction in order to provide more open ended problem solving opportunities for students to strengthen their critical thinking skills and the application of skills and strategies to authentic problem solving.

In addition to our NYS standard based social studies curriculum P.S. 39 utilizes the Independent Investigation Method with students in grades K-5. This model teaches students the methods of authentic research practices including how to research using multiple resources, how to take notes, how to paraphrase information, how to properly cite information and how to organize note facts into essays and projects. Each fall all students in grades K – 5 complete the Renzulli Learning Survey to identify their interests, particular learning styles and preferred modes of expression. Students in grades 2 - 5 then participate in enrichment cluster learning activities based on their interests and talents within the Social Studies curriculum. Students participate in a ten-week enrichment cluster cycle during school hours in the fall. Groups are formed interclass based on student interest. At the end of the cycle students share their learning with peers and families in a school wide Share Fair.

P.S. 39's science program is also standards based. We are fortunate to have a dedicated science laboratory to provide all students with the opportunity to acquire knowledge through demonstration and hands on experimentation. Our computer lab has a science based library, state of the art computers and a Smart Board in order to maximize research sources for students.

The arts play an important role in the education of our students. Our staff includes full time visual art and music teachers who provide standards based instruction for all students. Art instruction includes exposure to various art periods, techniques, mediums and art vocabulary. Students exhibit their artwork at two art fairs over the course of the school year.

Our music teacher also works with all students in our school. Children in grades 3-5 receive instruction that includes reading musical notation and playing the recorder. The music curriculum is supplemented with our partnership with the New York Philharmonic. This collaboration provides students with in depth instruction which includes studying the works of various composers and musical periods. All students also visit Alice Tully Hall for two concerts by the Philharmonic. An ensemble from the Philharmonic visits the school twice a

year to perform concerts for our students. One concert is of selected classical pieces while the other is a performance of original pieces composed by students participating in our after school Young Composers program.

Physical education is provided to our students by our in house physical education teacher. The curriculum includes teaching students the relationship between physical activity, proper nutrition and injury prevention as components of a healthy lifestyle. The NYC Fitness Gram is used as a means to build students' physical activity level over time and measures their body composition, muscular strength, flexibility endurance and aerobic capacity. Students' progress is communicated to families through a report to parents and the end of the year.

### **2a. (Elementary Schools) Reading:**

PS 39 uses a standards-based Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their first language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading through a variety of structures: read-aloud, guided reading, shared reading and mini-lessons. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading.

Classroom libraries are the centerpiece of Balanced Literacy. These libraries allow teachers to organize instruction around authentic literature. Extensive use of classroom libraries encourages students to read about a variety of topics they know and like. The libraries are designed so that each grade will have a common core of books that span a range of reading levels and cover all kinds of literature from picture books, chapter books, and novels to poetry and nonfiction.

### **3. Additional Curriculum Area:**

PS 39 uses Everyday Mathematics, which is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

Several basic principles that have guided the philosophy of Everyday Mathematics include:

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.
- Children begin school with more mathematical knowledge and intuition than previously believed. A K-6 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.
- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program.

P.S. 39 supplements the mathematics curriculum with constructivist problem solving opportunities for students on all grade levels. Regular and ongoing evaluations using problems that are aligned to the process strands allow the school to determine whether students have a conceptual understanding of mathematical content. Students' constructed responses are assessed using grade appropriate rubrics. Student work is

discussed at grade meetings and the math program is adjusted, as necessary, based on students' ability/inability to problem solve.

#### **4. Instructional Methods:**

The P.S. 39 learning community strives to differentiate instruction to best meet the individual needs of all learners. For this reason we utilize the Workshop Model of instruction as it provides an opportunity for teachers to provide curriculum driven instruction to the whole class while also allowing time for students to practice newly acquired skills and for teachers to meet with student individually or in groups for assessment driven targeted instruction.

PS 39 utilizes the workshop model of instruction in all content areas. The architecture of the model includes:

Teacher directed Mini Lesson 10-15 minutes (20%)

Active Engagement 5-10 minutes (13.3%)

Share 5 minutes (6.6%)

Independent Practice 30-45 minutes (depending on grade level) (60%) During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work."

In addition to our regular instructional program P.S. 39 has two AIS teachers who address intervention in the areas of ELA and mathematics. One teacher works with grades K-3 and the other teacher works with grades 4 & 5. The program is a combination of pull-out for the lower grades and push-in for the upper grades. The lower grade students are seen twice a week, while the upper grades are seen on a daily basis. Extended day time is built into the school day and supports all students in grades K-5. We have scheduled a 60 minute period per day for the purpose of providing intervention and enrichment support for every student.

Intervention occurs three times a week for 60 minutes per session. AIS providers pull out struggling students thereby lowering the teacher/student ratio for intervention work with the classroom teacher. Enrichment instruction in science or social studies occurs twice a week for 60 minutes per session. To further support our struggling students in preparation for the NYS ELA and Math Exams we provide a ten- session after school cycle of intervention for targeted students prior to each exam.

#### **5. Professional Development:**

Professional growth is a high priority in our learning community. Administrative scheduling of several common preparation periods per week, monthly grade meetings and faculty conferences and after-school planning time provides the infrastructure of our professional development plan.

Our school has a single school wide professional development focus on differentiating instruction through small group instruction to better meet the varied needs of all learners (strugglers, those at grade level and those exceeding standards). Teachers develop Individualized Professional Development Plans that are differentiated based on personally identified needs as well as administrative decisions made to address grade level and school-wide instructional trends revealed through an analysis of numerous student achievement data sources. In order to achieve their goals teachers have a variety of professional supports available to them (coaches, consultants, grade leaders, peers) and an array of professional development modalities to select from to meet their particular needs (demonstrations, workshops, coaching, peer coaching, internal and external inter-visitations).

We recognize that data, both formative and summative, play an important role in improving student achievement. In-house support personnel (Data Specialist, Academic Intervention Provider) assist teachers with accessing, organizing and interpreting data while coaches and educational consultants from Teachers

College and AUSSIES assist teachers with analyzing data to utilize it to set instructional goals, create targeted instructional groups and plan targeted instruction to improve student achievement.

Beyond the core content areas of reading, writing and math, professional development is provided in SEM (School Wide Enrichment Model) to improve staff competency in differentiating instruction for students by identifying their areas of interest and preferred presentation modalities. Professional development in this area includes attendance at a week long SEM seminar for a lead teacher on each grade to serve as a mentor to grade colleagues. Teachers also participate in professional development focusing in the Individual Investigation Model to improve student's research skills and support inquiry based student investigations in Social Studies and professional development connected to our collaborations with arts partners (NY Philharmonic, Arts Connection, Making Books Sing, Mark Morris Dance) to support connections between the arts and literacy, math and social studies curriculum.

## **6. School Leadership:**

Leadership at PS 39 is a shared and collaborative endeavor. All constituents of our school community share a common vision for our school and work together to make that vision a reality. While the principal supervises, sits on and contributes to all leadership teams in our school, other stakeholders chair our various teams and committees so that leadership is developed within the school.

PS 39 has many teams whose work serves to improve student's performance, maintain our school culture and keep instructional practices effective. The following teams are firmly in place and meet regularly at P.S. 39: School Safety Team, Positive Behavioral Intervention System Team (PBIS), School Leadership Team (SLT), School Cabinet, Curriculum Team, Child Study Team and the school Inquiry Team.

Our School Safety Team is comprised of both parent and staff members (teachers, custodial staff, parent coordinator, school safety agent). The team meets monthly to discuss any safety issues that affect is responsible for creating our school safety plan, crisis intervention plan and emergency medical response plan.

Our PBIS team meets twice a month is comprised of parent and staff members. This team works to create a school-wide behavioral modification system that is based on explicitly teaching character education to all students, creating consistent and clear behavioral expectations for students and adults in our school which focus on acknowledging positive behaviors.

The SLT is composed of parent and staff members as well. This team is an advisory committee to the principal and meets twice a month. The team discusses all major school decisions including budgeting, staffing and policy making.

P.S. 39's School Cabinet meets weekly. The principal, intervention providers and other teaching staff serve on this committee. This team addresses both administrative issues and instructional initiatives. Cabinet meetings provide an opportunity to share the progress of our various programs and to plan future activity.

The Curriculum Team, comprised of teachers from all grade levels across the school, meets monthly to review, adjust and write curriculum to better meet the needs of all students. This team plays an important role matching assessment results with instructional practices.

Finally, our Inquiry Team meets at least twice a month. This team supervises grade level action research projects on every grade level in the school in the area of mathematics instruction. The team ensures that the work of each team supports the work of the others, and examines the connection between teacher instruction and student achievement. Targeted students are selected and regular reviews of their work and progress are conducted as well as regular reviews and observations of lesson plans, actual lessons and teacher and student reflections.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NYS Math

Edition/Publication Year: 2004-2008

Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	May	May
<b>SCHOOL SCORES</b>					
Levels 3 & 4	96	98	94	75	78
Level 4	28	55	32	44	33
Number of students tested	50	51	50	59	63
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>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Levels 3 & 4	100	94	95		
Level 4	13	51	39		
Number of students tested	15	35	41		
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Levels 3 & 4	100	95	94		
Level 4	0	63	33		
Number of students tested	12	19	18		
<b>3. (specify subgroup): Students with Disabilities</b>					
Levels 3 & 4	67		100		
Level 4	17		0		
Number of students tested	6	3	7		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There is no available data for the subgroups in 2003 - 2004 & 2004-2005. Also, in 2006-2007 there were less than 5 students in the students with disabilities subgroup. Therefore, there is no available data. First year of NYS exams is 2006. 2005 & prior included NYC/CTB assessments.

Subject: Reading

Grade: 3

Test: NYS ELA

Edition/Publication Year: 2004-2008

Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Apr	Apr
<b>SCHOOL SCORES</b>					
Levels 3 & 4	90	78	73	58	39
Level 4	18	10	13	23	8
Number of students tested	49	50	48	53	62
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>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Levels 3 & 4	80	76	82		
Level 4	7	9	15		
Number of students tested	15	34	39		
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Levels 3 & 4	100	67	83		
Level 4	0	17	6		
Number of students tested	12	18	18		
<b>3. (specify subgroup): Students with Disabilities</b>					
Levels 3 & 4	67		29		
Level 4	17		0		
Number of students tested	6	3	7		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In 2006-2007, there was no available data for students with disabilities because the number of students was less than 5. There is no data available for the 2003-2004 & 2004-2005 subgroups. 2006 is the first year of NYS exams. 2005 & prior included NYC/CTB assessments.

Subject: Mathematics

Grade: 4

Test: NYS Math

Edition/Publication Year: 2004-2008

Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 & 4	93	91	77	87	87
Level 4	38	21	21	33	35
Number of students tested	55	39	53	61	54
Percent of total students tested	98	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>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Levels 3 & 4	90	90	95		
Level 4	36	20	27		
Number of students tested	39	30	41		
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Levels 3 & 4	94	76	69		
Level 4	44	6	10		
Number of students tested	18	17	9		
<b>3. (specify subgroup): Students with Disabilities</b>					
Levels 3 & 4	67		17		
Level 4	17		0		
Number of students tested	6	4	12		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There is no available data for 2003-2004 & 2004-2005 for the subgroups. Also, there were less than 5 students in the students with disabilities subgroup. Therefore, there is no available data.

Subject: Reading  
Edition/Publication Year: 2004-2008

Grade: 4 Test: NYS ELA  
Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Levels 3 & 4	82	71	63	64	66
Level 4	4	7	4	14	11
Number of students tested	55	45	51	59	53
Percent of total students tested	98	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>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Levels 3 & 4	74	65	82		
Level 4	3	0	5		
Number of students tested	39	31	38		
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Levels 3 & 4	78	68	100		
Level 4	6	0	0		
Number of students tested	18	19	9		
<b>3. (specify subgroup): Students with Disabilities</b>					
Levels 3 & 4	50	50	8		
Level 4	0	0	0		
Number of students tested	6	6	12		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There is no data available for subgroups for years 2004-2005 & 2003 - 2004.

Subject: Mathematics  
Edition/Publication Year: 2004-2008

Grade: 5 Test: NYS Math  
Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	May	May
<b>SCHOOL SCORES</b>					
Levels 3 & 4	92	85	66	67	51
Level 4	13	13	5	35	15
Number of students tested	39	40	58	51	41
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>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Levels 3 & 4	90	68	73		
Level 4	5	6	6		
Number of students tested	21	31	51		
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Levels 3 & 4	79	82	73		
Level 4	7	0	0		
Number of students tested	14	11	15		
<b>3. (specify subgroup): Students with Disabilities</b>					
Levels 3 & 4	67		14		
Level 4	0		0		
Number of students tested	6	4	7		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There is no available data for 2003-2004 & 2004-2005 subgroups. Also, there were less than 5 students in the students with disabilities subgroup in 2006-2007. Therefore, there is no available data. 2006 is the first year of NYS exams. 2005 & prior included NYC/CTB assessments.

Subject: Reading

Grade: 5

Test: NYS ELA

Edition/Publication Year: 2004-2008

Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Apr	Apr
<b>SCHOOL SCORES</b>					
Levels 3 & 4	85	65	55	82	64
Level 4	3	0	7	30	8
Number of students tested	40	40	58	50	39
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>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Levels 3 & 4	95	52	61		
Level 4	0	0	8		
Number of students tested	19	31	51		
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Levels 3 & 4	80	91	53		
Level 4	0	0	7		
Number of students tested	15	11	15		
<b>3. (specify subgroup): Students with Disabilities</b>					
Levels 3 & 4	50		14		
Level 4	0		0		
Number of students tested	6	4	7		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There is no available data for 2004-2005 & 2003-2004 in the subgroups. Also, in 2006-2007 there were less than 5 students in the students with disabilities subgroup, therefore, there is no available data. 2006 is the first year of NYS exams. 2005 & prior included NYC/CTB assessments.