

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Ms. Michelle Contratti

Official School Name: PS 130 School

School Mailing Address: 200-01 42nd Ave.
 Bayside, NY 11361-1896

County: Queens State School Code Number: 342500010130

Telephone: (718) 357-6606 E-mail: MContra@schools.nyc.gov

Fax: (718) 428-5927 Web URL: http://schools.nyc.gov/schoolportals/26/Q130/default.htm

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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Danielle DiMango Superintendent e-mail: ddimango@schools.nyc.gov

District Name: NYC District 25 District Phone: (718) 281-7605

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Nicholas Corrado

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.

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 26 Elementary schools
 (per district designation) 7 Middle/Junior high schools
10 High schools
0 K-12 schools
43 Total schools in district
2. District per-pupil expenditure: 16070

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	49	39	88		7	0	0	0
1	59	47	106		8	0	0	0
2	30	40	70		9	0	0	0
3	30	25	55		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								319

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
61 % Asian
3 % Black or African American
14 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
22 % 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 2009-2010 school year: 9%
 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, 2009 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	29
(4)	Total number of students in the school as of October 1, 2009	320
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent limited English proficient students in the school: 15%
 Total number of limited English proficient students in the school: 47
 Number of languages represented, not including English: 8
 Specify languages:

Korean, Mandarin, Spanish, Chinese, Telugu, Hindu, Punjabi, Cantonese

9. Percent of students eligible for free/reduced-priced meals: 43%
 Total number of students who qualify: 136

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%
 Total number of students served: 42

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>1</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</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>8</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>7</u>	<u>1</u>
Total number	<u>38</u>	<u>1</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: 22:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	95%	95%
Daily teacher attendance	96%	95%	96%	95%	97%
Teacher turnover rate	4%	12%	0%	11%	6%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

As you walk through P.S. 130, visitors reflect on the excitement and energy within our school. We are an early childhood school with classes from kindergarten through third grades. Our reputation for being an excellent, caring school transcends the years. That's why parents and guardians continue to apply and send their children to our school. (P.S. 130 is a choice school that requires an application to attend.)

What does one experience as they explore our classrooms and hallways? Students are joyfully engaged in learning. They are aware of expectations, know the routines and follow directions well. They are engaged in a lesson in the meeting area, or reading individually, in partnerships, or in small groups. Our full-time English as a Second Language Teacher (ESL) is seen working in the classroom with Limited English Proficient students (LEPs) or pulling out a small group of students to work on language acquisition skills. As our other teachers do, this teacher collaborates with the classroom teachers to align instruction with classroom curriculum and the needs of individual students. This collaboration permeates throughout the school. Out-of-classroom teachers work with students in classrooms or in pull-out situations. The occupational therapist might be in with an expressive arts class to help students with their fine motor skills. The cluster program, which services all classes, includes technology with an up-to-date computer lab, movement (physical education), expressive arts and inquiry-based science with a science lab. Teachers create yearly curriculum calendars based upon the New York State Standards, the Common Core Standards and instructional calendars. Curriculum integration can be seen throughout the school and literacy instruction permeates in all curricular areas. Current student work is displayed on bulletin boards. In a third grade class, students are working on laptops; teachers use interactive white boards and document cameras. Students research online a social studies topic, taking notes and creating a Microsoft *PowerPoint* presentation. Such projects permeate the school. In the science program, students are observing, exploring and writing. In all classrooms, the flow of the day charts and rubrics set the tone. Students attend the library to borrow books. A full-time staff developer/mentor works closely with teachers to support instructional skills. She may be doing a demonstration mini-lesson in writer's workshop and providing support as she mentors new teachers. Parents visit our building, as they volunteer to run the library, participate in weekly Family Reading Buddies and math games, and attend writing and art celebrations and School Leadership Team meetings. Most important, they are partners in the learning process of their children. Our long-time partnership with Lincoln Center Institute enriches our arts program with teaching artists working with teachers to provide lessons in the visual, dramatic, dance or musical arts. Our partnership with The Flushing Council of the Arts provides a music teacher once a week that works with choral groups of students and teaches recorder to 3rd grade students. Families come to hear their children perform.

P.S. 130 has a diverse student population with different ethnicities. Students come from all over Queens. They include many Limited English Proficient and special education students. The school has four Integrated Co-Teaching Classes (ICT) (one per grade). A full-time Individual Educational Plan (IEP) teacher works closely with these students and with the classroom special education teachers, paraprofessionals assigned to students with special needs, cluster teachers and service providers. Over the past six years, our special education population has increased and instruction changes as pedagogues accommodate the learning needs of this population. A collaborative program with P.S. 993 (District 75 multi-handicapped school on our first floor) allows for eight students per year to participate daily in our classrooms.

At PS 130Q, the Early Childhood School for Science and Technology, we believe that all students are capable of learning and achieving. We foster the growth of the whole child in their critical developmental years- socially, academically, physically and emotionally. Our mission drives our success. "We the P.S. 130 community comprised of staff, parents and students of P.S. 130 believe that all students can achieve the highest academic, social, emotional and physical standards of excellence." With a tight budget and

fewer pedagogues than in previous years, the principal creates an environment that is evidence that student success is the highest priority.

This year our school received an “A” on our 2009-2010 Progress Report. This reflects strong instructional practices and a school community committed to learning. The principal, teachers, parents, staff developers, and students all play an active role in this process. We strive to maintain and improve our teaching and learning as we provide our students with a strong foundation for their future education.

1. Assessment Results:

PS 130Q is a public elementary school under the NYC Department of Education. Our school participates in the New York State Assessment System. Reports, data, and assessments are categorized via student performance levels as defined below:

NYS Performance Levels:

Level 1: Not Meeting Learning Standards: Student performance does not demonstrate an understanding of the content expected in the subject and grade level

Level 2: Partially Meeting Learning Standards: Student performance demonstrates a partial understanding of the content expected in the subject and grade level

Level 3: Meeting Learning Standards: Student performance demonstrates an understanding of the content expected in the subject and grade level

Level 4: Meeting Learning Standards with Distinction: Student performance demonstrates a thorough understanding of the content expected in the subject and grade level

On the New York State ELA and Mathematics assessments, the State computes the Participation Rate and the Test Performance Index, which is called the Performance Index (PI). 200 is the highest index that a school can get. From the NYS website, NYStart, the following is defined: "A Performance Index (PI) is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test . . . in English language arts, mathematics, or science." Student scores on the tests are converted to the four performance levels, as above.

P.S. 130's only testing grade for the New York State English Language Arts (ELA) and Mathematics test is third grade. Consistently, our students have scored very well, as a reflection of the expertise of our teaching and support staff, administrative leadership, parent involvement, instructional programs and motivation of our students.

On the ELA assessment, since the 2005-2006 school year, at least 93.2% of our students have met or exceeded standards, achieving levels 3 or 4. No students scored level 1. All students were tested with a participation rate of 100%. The percentage of students scoring level 4 has increased over the past five years, with 8.5% in 2006, 15.9% in 2007, 22.7% in 2008, 29.3% in 2009 and 46.7% in 2010. Since 2006, our levels 3 and 4 combined have increased from 93.6% to 96.7%. The percentage of students scoring level 2 has decreased over these five years, with 6.5% in 2006 and 3.3% in 2010. The past five years, the subgroup Economically Disadvantaged has improved since 2006. Students on level 4 in this subgroup went from 0% to 42% and on levels 3 and 4 combined, went from 93% to 100%. For 2010, the subgroup, Asian or Native Hawaiian/Other Pacifica Islander, made Adequate Yearly Progress, as did All Students. Our PI was 198 for All Students and also for the Asian subgroup. Click on the link for the results in ELA: New York City Results on the New York State English Language Arts (ELA).

<http://schools.nyc.gov/accountability/data/testresults/elatestresults/default.htm>

On the Mathematics assessment, since the 2005-2006 school year, 100% of our students have met or exceeded standards, achieving levels 3 or 4. All students (including all subgroups) were tested with a participation rate of 100%. The percentage of students scoring level 4 has consistently been at least 71.3% and up to 76.7% in 2010. For 2010, the subgroup, Asian, made Adequate Yearly Progress, as did All Students. Our PI was 200 for All Students and for the Asian or Native Hawaiian/Other Pacifica Islander

subgroup. Click on the link for the results in mathematics: New York City Results on the New York State Mathematics.

<http://schools.nyc.gov/accountability/data/testresults/mathtestresults/default.htm>

2. Using Assessment Results:

In addition to the State tests in ELA and Mathematics, our third graders participate in the NYC Periodic and Interim Assessments. McGraw-Hill's ACUITY Predictive in ELA and Mathematics are administered once a year giving teachers a formal report which is analyzed and used to plan for differentiated instruction. McGraw-Hill's ACUITY Instructionally Targeted Assessments (ITA) in Mathematics is administered twice a year and provides formal reports of interim progress thereby allowing teachers to revise curriculum to insure congruence across the grade and plan for differentiated instruction.

Recognizing that no formal data is available for grades K-2, our community created an in-house assessment system for all grades. There was a need to include grade 3, because although state data was available, we could not use the data results to inform instructional plans for that cohort of students since grade 3 is our exit grade and the students are not with us for the following school year. Prior to the state test being administered in May, teachers did review the Item Analysis and individual reports to help plan targeted instruction to address students' needs. We still use the Item Analysis to notice trends and patterns and consequently modify our curriculum units during summer planning.

Our Limited English Proficient students (LEPs) take the Periodic Assessments twice a year and the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring. Based upon these results, students who do not "test out" are grouped as Beginners, Intermediate, Advanced or Proficient English Language Learners. Those who do test out of ESL, transitional LEPs, are given additional support via a push-in model provided by the ESL teacher. Based upon last year's NYSESLAT data, indicating a weakness in the area of writing skills, it was decided to reinforce those skills in our Title III after-school program.

Our school-wide assessment system addresses all curricular areas and data is used to drive instruction. Using a school-wide assessment calendar as an organizational tool, assessments in reading, writing, word work, mathematics, science and social studies, are administered in all grades at approximately the same time, at least 4 times across the year. Physical and health education, expressive arts, and technology are assessed within the cluster program. The assessments, consisting of tests, performance-based tasks and writing tasks, include a baseline, mid-year, and end-year, as well as interim unit assessments. We work hard to assess students within the first couple of weeks of school as getting a baseline is crucial for indicating benchmarks and for differentiation. Our literacy system, backed by the research from Teachers College has been detailed in Part V, Question 2A.

3. Communicating Assessment Results:

Parents as partners are crucial to the success of each child. The school community communicates with families about student progress and learning goals, both verbally and in writing, at least once a month. The NYC Department of Education's formal reporting system (report cards) takes place three times a year. Progress report checklists are sent home between formal reporting periods and parent teacher-conferences take place formally twice a year, and as needed across the year. Students use teacher-made and co-authored (teacher and students) rubrics to aim for the best work in all subject areas. Proficiency levels are defined and communicated to students and parents in September and again as students complete their projects and unit tests. With guidance from their teachers, students set learning goals. Parents are expected to support their children at home. NYS formal assessments are communicated to parents through the NYCDOE's ARIS Parents Link (APL). Workshops are held for parents and guardians to instruct them on how to use APL.

The principal hosts *Breakfast with the Principal* which are conversations with subgroups of parents - by grade level, parents of ELL's, and parents of students with disabilities. Parents are invited to learning, culminating celebrations that take place at the end of curriculum units.

Once a month, parents participate in grade-level Core Curriculum Parent Meetings where the cluster teachers and staff developer share the current units of study in all subject areas. Besides the Parent-Teacher conferences, Meet the Teacher Night in September, and a PTA newsletter four times a year, teachers are in contact with parents and guardians on a regular basis to discuss the curricula, their child's progress and special events. This year we launched a website at www.ps130q.org. It serves as another way for the school community to be in close communication. This partnership and ongoing communication has a direct impact on student achievement as all stakeholders work together for the benefit of each child.

4. Sharing Lessons Learned:

Our community takes great pride in our accomplishments. For over a decade, we have maintained a successful partnership with Teachers College Reading and Writing Project (TCRWP) at Columbia University. Due to the success of our students and our collaborative approach to teacher professional development, we were designated a Mentor School for Writing and were honored to open our doors to our partner school. Lab site sessions which included demonstration lessons and time for debriefing and planning, allowed for a sharing of ideas and best practices. Our classroom teachers and literacy coach then visited our partner school to offer support in launching the work.

In September of 2006, PS 130 was recognized as a NYCDOE Collaborative Community of Practice School. This honor was not only for the exemplary practices that were in place for key core subjects, but most especially for the collaboration among the teaching community. This is evident in the way we plan instruction, co-teach in our Integrated Co-Teaching classes, design curricula, plan school goals and work with our parents and students. We have welcomed visitors from New York City, New York State and nationwide to share our journey and learn alongside us.

We have fostered a partnership with higher learning institutions in our area including Queens College, Hunter College, Adelphi University and St. John's University. We welcome undergraduate and graduate students as learning members of our community. Student teacher placements include all general education classes, integrated co-teaching classes and inclusion classes. The cooperating teacher serves as a mentor who offers guidance and facilitates learning. Many of our student teachers have become full-time pedagogues in our school.

In 2008, the NYCDOE required that all school-based Inquiry Team action plans be entered into the Achievement Reporting and Innovation System (ARIS) which provides a single location for educators to share successful strategies for targeted interventions that colleagues can use to accelerate student learning. Our school continues to share what we have learned by publishing documents that we found to be successful in improving student achievement and accelerating learning.

1. Curriculum:

Our comprehensive, rigorous curriculum is aligned with the New York State Learning Standards and Core Curriculum Standards and includes balanced literacy, problem-solving in mathematics and science, exploration in social studies, expressive arts, physical and health education, and technology. When planning for teaching and learning and modifying units of study to meet the needs of our students, we use the *Principles of Learning* from the University of Pittsburg as our framework for both teaching and learning. *Organizing for Effort* allows us to have cohesiveness and continuity across classes on a grade and across grades. *Clear Expectations* become evident when we communicate with parents and students through letters and progress reports, through the learning charts and Flow of the Day that we display in our classrooms, and through the use of rubrics that students use to produce their best work. *Academic Rigor in a Thinking Curriculum* becomes evident as students create, think critically, synthesize and inquire across all subject areas.

PS 130 maintains a strong focus on the English Language Arts. Lessons are designed to allow for authentic experiences in reading, writing, speaking, listening and viewing. Our balanced literacy approach is grounded in research-based practice and includes the components - reading and writing workshop with direct, explicit teaching, interactive read aloud, interactive writing, guided reading, shared reading and writing, independent and partner reading, literacy centers and word study.

Through a constructivist approach, mathematics instruction maintains a strong focus on conceptual understanding with emphasis on thinking and mathematical communication, both verbal and written. *Everyday Mathematics*, the core of our instruction, is grounded in research and modified as needed to meet the needs of our students.

Inquiry-based and discovery learning is at the core of our science program. Using the *Full Option Science System* (FOSS), teachers create authentic experiences for learning and hands-on activities. FOSS is correlated to a child's cognitive development. Our science cluster and classroom teachers provide activities that are coordinated to the way students think at different stages in their lives. Research shows that students learn science best from direct experiences in which they describe, sort, and organize observations about objects and organisms. At PS 130 we provide these rich experiences for our students.

Our Social Studies program honors the diversity of our community and societies worldwide. Using the workshop model as the core teaching structure, teachers design units of study that focus on the content area Social Studies and the strategies of non-fiction reading and writing. There is a natural progression of skills and concepts as students begin to recognize themselves and the world around them. Beginning with self and family in kindergarten, and progressing to the study of the larger environment (Communities around the World) in third grade, students compare and contrast the cultures of communities. Resources and research tools include books, the Internet, maps, magazines, globes, atlases, local cultural organizations, interviews, and newspapers. At the culmination of units, parents, teachers, and students celebrate their diverse cultures and their traditions with classroom celebrations that honor not only what they have learned but their multicultural heritages as well.

Our physical education program, which we refer to as Movement, strives to promote a healthy mind and body for our students. Students of all levels of fitness participate in physical activities that strengthen their gross and fine motor skills by participating in aerobic games, sports, exercises and creative movement activities. Students monitor their own heart rates, breathing rates, endurance, and physical strength, and set personal fitness goals. Students study about nutrition and a balanced diet that provides them with the knowledge necessary to make healthy choices. Collaboration, good sportsmanship and teamwork are emphasized.

PS 130 is proud to be a Lincoln Center Institute (LCI) Focus Collaborative School. For over a decade, this partnership has allowed us to bring quality arts education to our school community - students, teachers, parents and principal. Teachers participate in rigorous training with Lincoln Center Institute teaching artists on Aesthetic Arts Education and work collaboratively to plan units of study for students based on two chosen works of arts per year. Working side-by-side with teaching artists, teachers guide students through art experiences. At the same time, we are building the capacity of our staff to sustain this work. Parents are invited to participate during LCI reflection days and Family Days which take place at least four times across the year.

2. Reading/English:

Balanced literacy instruction is at the core of our teaching because it includes essential elements (a variety of components, instructional strategies, materials and resources) necessary for teaching students of all abilities and backgrounds. Using the *To, With and By Approach* to teaching, pedagogues provide experiences for students to receive explicit teaching with maximum support, to practice what they have learned with guided support, and to practice for independence with coaching support. Improving our craft around the components of balanced literacy has had a direct impact on student achievement by allowing us to be able to teach the reader and writer, not just the reading and writing. Teachers have a cadre of strategies and conference points that they can share with readers and writers of all levels to strengthen their comprehension. Modeling and direct instruction during the interactive read aloud gives students an exemplar of how a reader thinks critically, interprets text, and infers across texts.

In order to allow for differentiation of instruction, students are assessed on an ongoing, continuous basis using the Teachers College Comprehensive Literacy Assessment System and teacher-created assessments. Assessments include running records, comprehension questions which focus on the literal and inferential thinking, word lists, letter and sound identification, and review of writing samples, conference notes and performance-based assessments.

Students, identified by these assessments as needing additional support in literacy, receive small-group instruction and individualized teaching and coaching from the support specialists – the AIS providers, Inquiry Team, resource room teacher and Individualized Education Program (IEP) teacher - as well as the classroom teachers. Small group instruction includes, but is not limited to, guided reading and strategy group lessons.

In order to have a successful program based on differentiation where students are reading books at their level, we continue to focus on the classroom libraries – reviewing them, ordering new and exciting texts for students based on interest and need, and including the texts in our professional development conversations. Using a school-wide leveling system, texts are organized for student independence and differentiation. Classroom libraries contain leveled texts, genre, and topic and interest texts. Big books, writing tools, word study manipulatives, interactive white boards and document cameras are other essential items used daily.

In 2005-2006, we welcomed our first Integrated Co-Teaching class in Kindergarten. Recognizing that the needs of our students had changed, we launched a long-term plan to implement and sustain a comprehensive word study program that was rigorous, systemic and continuous. Using *Words Their Way* by Donald Bears, students are assessed via the spelling inventory, and teachers design instruction based on the inventory results. Explicit instruction, center activities, sorts and games continue to be at core of the program as students are taught the skills they need, practice them with teachers and classmates, and transfer them to their independent reading and writing.

3. Mathematics:

The mathematics class is one of debate, discovery and conversation. In the early childhood grades, manipulatives are essential for assisting our young students in demonstrating and presenting their thinking and bridging the abstract and the concrete. Great efforts are made to ensure that lessons are child-

centered, based around real world learning, provide opportunities for critical thinking, and value all solutions to a problem. Students are taught metacognitive skills and to explain their thinking to the learning community. They reflect on their thinking and problem-solving by recording data and reflections in math journals. These math journals follow students through the grades.

In 2005-2006, we launched Everyday Mathematics in third grade therefore achieving school-wide implementation. Differentiation in instruction is based upon the data from both formal and informal assessments. The use of various learning tools, such as manipulatives, interactive white boards, charts, graphs, online practice assessments, Internet resources, and a wide variety of books on various levels assist teachers in delivering targeted instruction to address each student's need. Teachers modify and supplement the program as based upon instructional needs.

The Everyday Mathematics program is based on the principle that children construct understanding and develop skills as an outcome of many meaningful and connected learning experiences. Mastery of mathematical concepts and skills are learned with repeated exposure and practice. This allows children to make new relationships and build on mathematical content they have already learned while gradually learning more difficult content.

Everyday Mathematics stresses the relevance of mathematics to real life situations. Numbers, skills and mathematical concepts are not presented in isolation, but are related to situations and contexts that are relevant to everyday life.

Using the workshop model, instruction includes time for whole-group, small group, partner and individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice. Students, identified by assessments, as needing additional support in mathematics, receive small group instruction and individualized teaching and coaching from the support specialists as well as the classroom teachers.

4. Additional Curriculum Area:

Our science program follows the NYS Core Curriculum for Science through the use of FOSS (Full Option Science System). FOSS is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. In alignment with our school mission, the FOSS program provides all students with science experiences that serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world. Our science program encourages students to exercise logical thinking and decision-making skills appropriate to their age level.

The instructional supports for teachers include the use of effective instructional methodologies, including hands-on active learning, inquiry, integration of disciplines and content areas, and multisensory methods. Using the workshop model as the core teaching tool, classroom teachers and a science cluster teacher utilize units of study in FOSS. Students are assessed through a number of formative and summative strategies to help teachers and students monitor their progress and measure their ability to apply the concepts they have learned. Some of these assessments include teacher observations, student science journals, response sheets, student self-assessments, and end-of-module and summative exams. Performance-based tasks are assessed through school-designed rubrics. Students construct an understanding of science concepts through their own hands-on investigations, the utilization of scientific laboratory equipment, authentic non-fiction texts, and interactive technology.

Technology is integrated into our science program through the use of our technology cluster program for all grades K-3. The FOSS interactive website is used in conjunction with other related websites for units of study by integrating lessons. Each grade utilizes different computer programs to foster and enhance their understanding of units of study. For example, in technology, students research online a science topic such as matter, take notes and then create *Microsoft PowerPoint* presentation. Students create digital graphic organizers (i.e. flow charts, life cycles) to help their understanding. Students are then assessed

utilizing rubrics which are designed to focus on both science content as well as the use of technology as a tool. Through these types of projects, we are aligning both technology and science with our school vision of allowing students to employ critical thinking, and problem-solving, as they enhance their reading and writing skills.

5. Instructional Methods:

Differentiated instruction ensures that all students have the support that they need to meet the standards. Our workshop teaching model includes three structures - full-group mini-lesson, independent work time and review and reflection of learning through a share. Differentiation is inherent as students read, write, create and problem-solve at their independent level. It is also strategic as teachers design instruction based on student data – both formative and summative. Academic Intervention Services, such as supplemental programs (i.e. Foundations), more time on task during our extended day program, and reducing the teacher-student ratio via the push-in model are provided to support students in meeting standards.

An ELA and mathematics after-school support program, one day a week, and an Extended Time program consisting of 50-minute sessions, 3 times a week, provides additional support beyond the school day. Students with Limited English Proficiency receive additional support one day a week after the school day and on select Saturdays across the year.

Students are assessed via teacher observation and performance tasks guided by school-designed rubrics. All staff members participate on Inquiry Teams. Inquiry Teams gather and analyze student data, notice trends and patterns, and plan and deliver supplemental support for students who are not meeting standards in ELA and Mathematics.

Through the collaborative efforts of administration and staff, student support services are reviewed to ensure that the academic, social/emotional and physical needs of students are met. Procedures are implemented for monitoring attendance and providing outreach to students and their families. When the AIS committee determines that the services provided are not meeting student needs, the Pupil Personnel Team (PPT), which includes the principal, psychologist, social worker, IEP teacher, resource room teacher and guidance counselor, analyzes all assessment data and behavioral reports to plan next steps for intervention. If the team is in agreement that next steps are appropriate, with the parent/guardian consent, the formal evaluation process for special educational services would be initiated. Conversely, when students no longer need special educational or related services, they may be decertified for one or all of the services. For students with IEPs, related services include speech and language therapy, physical and occupational therapy and guidance.

6. Professional Development:

Job-embedded, differentiated professional development is pivotal to our success providing pedagogues opportunities to improve their craft and explore better ways to support students in meeting standards.

Coaches, mentors and staff developers work with teachers in learning cycles. Topic/focus, duration, and frequency are decided collaboratively based on student outcomes and teacher needs. After analyzing data and discussing teacher practice, the principal and staff design opportunities for learning. Cluster teachers of specialty and core programs - expressive arts, movement, science, technology, English as a Second Language (ESL) and Academic Intervention Services (AIS) participate in horizontal and vertical team meetings to allow for congruence of instruction and articulation. Structures such as lab-site classrooms, inter-visitations, and common planning periods are effective because they allow for sharing of best practices. Reflection and conversation about teacher practice and student progress helps to ensure consistency of quality teaching across classes and grades which has a positive impact on student learning.

Teachers are well trained in balanced literacy through our collaboration with Teachers College (TC) Reading and Writing Project at Columbia University. Teachers attend workshops and summer institutes at Columbia or participate in learning cycles within the school facilitated by a TC staff developer honing in on their teaching skills and scaffolding their techniques. Other teachers attend district training on the new Common Core Standards and share concepts with other pedagogues. There is a dedication of school funds, and funds acquired through grant-writing, for professional development partners in both literacy and the arts. A percentage of funds are dedicated to supporting institutes and professional learning conferences in science, social studies, physical education, and technology integration. With our increase of special education students, additional funds have been dedicated to targeted intervention training.

The professional development and support system for new (teachers with 4 or less years) includes ongoing classroom coaching from staff mentors, weekly conversations with the principal, and teaching and learning study groups with staff developers and coaches.

7. School Leadership:

The principal is an instructional leader with a solid vision for ensuring the academic success of our students. Recognizing the successful foundation that the school had established before her tenure, she worked hard to not only maintain that success, but to raise the bar. She sets high expectations for herself, her staff and her students. She conducts daily walkthroughs, has conversations with students about their work, and provides both formal and informal feedback and evaluation for teachers. Tenured teachers set goals and objectives for their formal evaluation process and teachers with three or less years of service participate in the formal observation process at least three times a year. For each observation, the teacher and principal meet for a pre- and post-observation conference. Verbal and written feedback which includes “next steps” is provided as well as an evaluation report. This has been effective in maintaining consistency of instruction and having a direct impact on student outcomes as evidenced by high levels of proficiency for students in all classrooms, not only those of veteran teachers.

Seeing herself as a lifelong learner, she participates in professional development, both off-site and on-site, and collaborates with staff to design meaningful, differentiated professional development around yearly school goals. With assistance from the district, she creates a budget that allows for maximum support for students by dedicating a majority of the funds to human resources and hiring highly qualified teachers.

Maintaining open communication with staff and parents helps to maintain our collaborative learning community who implements our school vision. Educating parents on curriculum and instruction, district and state initiatives, and school policies bridges the home-school partnership. Parents are active members of many committees such as the School Leadership Team, the Grant Writing and Fundraising Committee, and the School Safety Committee. Working with each pedagogue’s expertise and fostering teacher leadership, teachers facilitate committees, study groups, data support groups, and Inquiry Teams. The Instructional Cabinet and Core Inquiry Team meet regularly to review data, note trends and patterns, and consider changes that could be implemented to improve student achievement. Feedback and ongoing dialogue is supported and respected.

Systems and structures are clearly defined and communicated to staff, students and parents. For example, packed into a tightly organized master prep schedule is an instructional system that provides monthly grade meetings, three or more horizontal common planning periods, and Monthly Faculty Conferences.

Participating in a principal network and attending regular meetings and conferences allows for the sharing of experiences, ideas and solutions. The collegial support is essential for the principal’s growth and broadening of perspective which in turn has a positive effect for our learning community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Mathematics

Edition/Publication Year: 2006-2010 Publisher: McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Levels 3 and 4	100	100	100	100	100
Level 4	77	71	78	80	73
Number of students tested	60	80	73	44	48
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Levels 3 and 4	100	100	100		100
Level 4	78	84	84		64
Number of students tested	27	37	31		29
2. African American Students					
Levels 3 and 4					
Level 4					
Number of students tested					
3. Hispanic or Latino Students					
Levels 3 and 4					
Level 4					
Number of students tested					
4. Special Education Students					
Levels 3 and 4					
Level 4					
Number of students tested					
5. English Language Learner Students					
Levels 3 and 4					
Level 4					
Number of students tested					
6. Asian					
Levels 3 and 4	100	100	100		100
Level 4	79	82	82		76
Number of students tested	42	57	46		48
NOTES: Disaggregated data for 2006-2007 is not available. Data was taken from https://www.nystart.gov/publicweb .					

11NY12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYS English Language Arts

Edition/Publication Year: 2006-2010 Publisher: McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Levels 3 and 4	97	95	93	93	94
Level 4	47	29	23	16	9
Number of students tested	60	82	75	44	47
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Levels 3 and 4	100	97	97		93
Level 4	41	23	23		0
Number of students tested	27	39	39		14
2. African American Students					
Levels 3 and 4					
Level 4					
Number of students tested					
3. Hispanic or Latino Students					
Levels 3 and 4		80	80		
Level 4		10	10		
Number of students tested		10	10		
4. Special Education Students					
Levels 3 and 4					
Level 4					
Number of students tested					
5. English Language Learner Students					
Levels 3 and 4					
Level 4					
Number of students tested					
6. Asian					
Levels 3 and 4	95	97	97		93
Level 4	43	31	31		14
Number of students tested	42	58	58		28
NOTES: For 2006-2007, disaggregated data is unavailable. Data was taken from https://www.nystart.gov/publicweb/ .					

11NY12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Levels 3 and 4	100	100	100	100	100
Level 4	77	71	78	80	73
Number of students tested	60	80	73	44	48
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Levels 3 and 4	100	100	100		100
Level 4	78	84	84		64
Number of students tested	27	37	31		29
2. African American Students					
Levels 3 and 4					
Level 4					
Number of students tested					
3. Hispanic or Latino Students					
Levels 3 and 4					
Level 4					
Number of students tested					
4. Special Education Students					
Levels 3 and 4					
Level 4					
Number of students tested					
5. English Language Learner Students					
Levels 3 and 4					
Level 4					
Number of students tested					
6. Asian					
Levels 3 and 4	100	100	100		100
Level 4	79	82	82		76
Number of students tested	42	57	46		48
NOTES:					

11NY12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Levels 3 and 4	97	95	93	93	94
Level 4	47	29	23	16	9
Number of students tested	60	82	75	44	47
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Levels 3 and 4	100	97	97		93
Level 4	41	23	23		0
Number of students tested	27	39	39		14
2. African American Students					
Levels 3 and 4					
Level 4					
Number of students tested					
3. Hispanic or Latino Students					
Levels 3 and 4		80	80		
Level 4		10	10		
Number of students tested		10	10		
4. Special Education Students					
Levels 3 and 4					
Level 4					
Number of students tested					
5. English Language Learner Students					
Levels 3 and 4					
Level 4					
Number of students tested					
6. Asian					
Levels 3 and 4	95	97	97		93
Level 4	43	31	31		14
Number of students tested	42	58	58		28
NOTES:					

11NY12