

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12NY11**

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

Name of Principal: Mrs. Alicja Winnicki

Official School Name: PS 34 Oliver H. Perry School

School Mailing Address:    131 Norman Avenue  
Brooklyn, NY 11222-2941

County: Kings                      State School Code Number\*: 331400010034

Telephone: (718) 389-5842    E-mail: awinnic@schools.nyc.gov

Fax: (718) 389-0356            Web site/URL: http://schools.nyc.gov/SchoolPortals/14/K034/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\*: Mr. Fortunato Rubino    Superintendent e-mail: FRubino@schools.nyc.gov

District Name: NYC GEOG DIST 14    District Phone: (718) 935-3698

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. Mario Aguila

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)

*\*Non-Public 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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12NY11

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12NY11

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 20 Elementary schools (includes K-8)  
 (per district designation): 16 Middle/Junior high schools  
9 High schools  
0 K-12 schools  
45 Total schools in district
2. District per-pupil expenditure: 18419

## 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: 7
5. Number of students as of October 1, 2011 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	13	21	34		<b>6</b>	0	0	0
K	49	46	95		<b>7</b>	0	0	0
1	49	37	86		<b>8</b>	0	0	0
2	42	44	86		<b>9</b>	0	0	0
3	38	47	85		<b>10</b>	0	0	0
4	37	29	66		<b>11</b>	0	0	0
5	31	41	72		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								524

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
3 % Asian  
3 % Black or African American  
20 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
73 % 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 2010-2011 school year: 1%

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, 2010 until the end of the school year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2010	521
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 13%  
Total number of ELL students in the school: 70  
Number of non-English languages represented: 13  
Specify non-English languages:

Arabic, Bengali, Bulgarian, Cantonese, Chinese, Fulani, Hindi, Japanese, Polish, Portuguese, Punjabi, Serbo-Croatian, Spanish

9. Percent of students eligible for free/reduced-priced meals: 100%

Total number of students who qualify: 524

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.

PS 34 is part of Title I Universal School Meals (USM) Program.

10. Percent of students receiving special education services: 7%

Total number of students served: 37

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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</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	
	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>2</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>0</u>
Total number	<u>42</u>	<u>2</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:

23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	96%	96%	95%	95%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

At PS 34 we are committed to the academic success of every child. Our school's mission is to teach a rigorous curriculum with a wide range of enrichment opportunities, inclusive of the arts, in a supportive and safe environment. Our students are challenged to become lifelong learners who are well prepared for the demands of the 21st century. We believe the high expectations of today will nurture successful and productive citizens of tomorrow. As a community of professional learners, we empower our students to grow academically by teaching them critical and analytical thinking skills in full alignment with state standards. Supported by and in collaboration with families and community members, we expect students to aim high by addressing the individual needs of diverse learners and by strengthening the development of a well-rounded child who is prepared for the educational demands beyond elementary school.

Oliver H. Perry Elementary is a true community school, located in a landmark building that was built in 1867 as a hospital, where students, teachers, parents, and Community Based Organization partners work and celebrate together. Our Annual Flag Day Ceremony is a tradition dating back to 1949. The school honors this day with student performances and community participation. We are a school "without walls" with the layout of the building lending itself to open classrooms where hallways do not exist. This also serves to foster a culture of collaboration among the faculty.

We are very proud of high academic achievement for all students, including English Language Learners and students with special needs. Our student population includes a large group of ELLs who come predominantly from Poland, Mexico, and Asian countries. Almost 60% of households speak English as a second language (50% of students coming from a Polish background). Our school offers rigorous and varied curricula that are customized to align with key standards that meet the diverse needs of students while challenging their thinking and engaging them to accelerate their learning. Grade level inquiry teams work with the school leaders and coaches to establish SMART (Specific Measurable Achievable Realistic Time-Bound) goals and identify student target groups for academic growth. (PS 34 was a pioneer in introducing SMART goals in NYC public schools.) Teachers coach their students in goal setting and self-monitoring by providing timely feedback. Our formative assessment systems lead to both early identification for academic interventions, and strategic development of higher order thinking skills. All students are held to the same high standards and expectations while instructional practices are analyzed and assessed for effectiveness.

Our rigorous academic syllabus is enriched by many programs that support "teaching the child not the curriculum" and our belief in recognizing student achievement. Unique scheduling of enrichment cycles provides every child with equal access to the visual arts, computer technology, and science. Each enrichment area is planned collaboratively with grade level teams and provides opportunities for interdisciplinary learning where students freely express themselves by fully engaging in their choice of research projects which they present at an annual Science Fair and Art Show. We celebrate student success in monthly assemblies by recognizing Students, Readers, Writers, and Mathematicians of the Month as well as highest attendance classes.

A natural extension to our commitment to teach to the "whole child" is our school-wide Character Counts! Program. It reinforces universal values and promotes a healthy self-image and interpersonal skills. Each month we highlight one of 6 pillars of character: Fairness, Citizenship, Responsibility, Caring, Trustworthiness, and Respect. Our monthly assemblies are a forum for celebrating students who model good character. Class posters and student nominations centered on the monthly theme are shared. Character Counts! Week is celebrated in October with families and community members.

Our students are devoted to service-learning projects that include charity fundraisers, food drives, and environmental stewardship. Additionally, students have multiple opportunities to participate in enrichment activities, such as clubs: Young Environmentalists, Art, Perry's Post Student Newsletter, and the Principal's

## Book Club.

Parents are our best supporters. They are welcome in all levels of decision making, participating on various teams and committees. Our Open Door Policy makes it easy for all parents to voice opinions and concerns. Events such as School Spirit Week and Celebrate Diversity Week were initiated and facilitated by our parents. Recent NYC School Surveys are the best testimony to our efforts to promote parental involvement.

PS 34 has received numerous awards: NYS Title I Distinguished School 2001-2002; NYS Certificate of Recognition for High Performance of ELLs 2004; NYS High Performing/Gap Closing School Award in 2004, 2006, and 2007. PS 34 was also rated Well Developed and Outstanding on NYC Department of Education Quality Reviews. In addition, we have received numerous grants designed to enrich our school programs.

PS 34 is committed to excellence for every child in every classroom. We believe that our proven record of high student achievement and strong community building tradition makes our school a deserving recipient of the prestigious Blue Ribbon Award.

### 1. Assessment Results:

PS 34 is historically a high performing school. Our students consistently perform at high levels in ELA and mathematics as measured by the NYS ELA and Math standardized exams.

NY State reports assessment results in four levels: Level 1, Below Standard; Level 2, Meets Basic Standard; Level 3, Meets Proficiency Standard; Level 4, Exceeds Proficiency Standard. School proficiency results are calculated by the percentage of students in Levels 3 and 4 combined.

It is important to understand that “for the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.'

After our in-depth review of the assessment data in ELA and Math, we have identified the school's trends and accomplishments. Our school has maintained a high level of student achievement over the last five years. During this period, 80.6% of all students in grades 3-5 met or exceeded grade level standards in ELA. The data shows even higher performance in Mathematics, with 92% of students scoring in Levels 3 and 4. These percentages are inclusive of the aforementioned “raising of the bar” which resulted in a state-wide drop of test scores. Our school, however, has stayed consistent regardless of these changes and remains at the very top in student achievement and above the NYC average.

High performance in mathematics is apparent in subgroups such as ELL and Hispanic students. 81.3% of ELLs performed at Levels 3 and 4 in the last five years while Hispanic students scored 81.75% in Levels 3 and 4. This shows the strength in the quality of our instruction and gap closing efforts.

Our school consistently performs strongly across grade levels in both ELA and Mathematics. Out of all students tested, the percentage meeting and exceeding standards in ELA for the past five years is 79% (Grade 3), 80.6% (Grade 4), and 82.4% (Grade 5). This shows steady growth and consistency in year-to-year education for the same cohorts of students. In Mathematics, the same is observed: the grade averages for the last five years are 93%, 91.6, and 91.6% respectively.

A closer look at the performance of our sub-groups in ELA and Math shows a difference of more than 10 percent when comparing them with all tested students, especially in Grade 5 Mathematics 2011. It is important to mention that last year we administered the test to students with disabilities in the 5th grade in an integrated class. Several of them were identified as Hispanic and/or English Language Learners.

Furthermore, several ELL students transferred to our school mid-year in the 5th grade.

We continue to be committed to closing the achievement gap for all students as we have been recognized by the state in this area for several years. Academic Intervention Services (AIS) include ELLs and identified Hispanic students, while students with Individualized Education Program (IEP) are provided with mandated services. A team of a Special Education teacher, English as a Second Language (ESL) teachers, and AIS providers (we hired an experienced part-time teacher and trained two paraprofessionals in supplemental programs) meet regularly to review student data. Supplemental programs, such as Lexia and Achieve It, are implemented as part of push-in or pull-out services. AIS and mandated services are structured to minimize disruption in the flow of instructional day. Additionally, providers work with classroom teachers as inquiry

team members and attend grade level conferences for articulation. All identified students are scheduled for the Morning Academic Tutorial in small groups with concentration on reading and math skills.

Classroom work is critical. Therefore, classroom teachers identify a target sub-group population and differentiate instruction to provide strategic academic support in reading and math. In flexible groups, all students are held to the same high standards and their progress is assessed, monitored and tracked by the teacher teams and administration. Teachers use a variety of measures to assess and monitor student progress: running records, writing rubrics, periodic in-house and Acuity assessments, and formative assessment checklists.

With all necessary student support systems and a strong team approach to monitoring progress and analyzing results, we feel that our data reflects the continuous growth our students have shown in achieving high levels of proficiency in ELA and math.

## **2. Using Assessment Results:**

All academic decisions to improve student performance are data driven throughout grade levels. We have a well-developed system of reporting results to the school community, analyzing student outcomes, and targeting students for improvement. Closely monitoring student performance enables us to identify student strengths and struggles early. Analysis of the hard data, combined with our own formative and summative assessment results, lead to identification of priority skills in ELA and math for each school year. We also compare our assessment measures to city and statewide trends. For example, analysis of student performance on the NYS ELA exam led our Inquiry Team to monitor a group of our 4th and 5th grade high achievers for growth in writing as evidenced by rigorously developed rubrics and state benchmarks. The Inquiry Team consists of the Principal Assistant Principal, Data Specialist and Literacy Coach. A specific tracking system for monitoring progress in writing was developed and implemented school-wide. Findings of assessment analysis, accompanied by best instructional practices leading to achievement growth, are shared at faculty and grade level conferences.

Our school uses various assessments across grade levels that are closely reviewed by the administration and teacher teams: weekly and unit assessments in ELA and math, teacher-made tests, in-house periodic assessments in ELA and math, NYC Interim Acuity Periodic Assessments, NY State and NYC Progress Report data, writing rubrics, Fountas and Pinnell running records, Lexia reports, and others. Pacing calendars with benchmarks are developed and used to check and monitor student progress in attaining and mastering critical reading and math skills. The results are reported to the faculty, students and parents and shared with the School Leadership Team for school goal setting purposes. Based on the assessment results, teacher teams adjust lesson plans and form flexible groups for differentiation.

The role of the core Inquiry Team is to systematically and methodically analyze available data and assessment results and communicate with teachers on all grade levels who can immediately form flexible student groups to work on identified skills and strategies. All teachers use the ARIS system (The New York City Department of Education's Achievement Reporting and Innovation System) for tracking and grouping students. The "ARIS Inquiry Space" is used by grade level teams to identify targeted students and set goals for them, formulate an inquiry question to improve instruction, and share strategies. When periodic assessment results become available, teachers analyze them in weekly grade level inquiry teams. The administration, coaches, AIS, ESL and special education providers are part of the monitoring system, especially of their identified students. Teachers and teams keep assessment binders with individual student data, SMART goals and next steps. The Principal and Assistant Principal review all current data and monitor tracking systems to make necessary adjustments to intervention and instructional programs.

Students play an active role in monitoring their achievement by graphing progress on ELA and math periodic assessments in upper grades. Then, they set skill specific SMART goals in reading, writing, and mathematics. They also set goals and monitor their progress during reading conferences with teachers who assess them periodically by using the Fountas and Pinnell benchmark assessment system. Our students

across grade levels have well developed understanding of levels of achievement and strategies that their teachers are providing to support their academic growth.

We inform our parents about the school achievement by announcing it in the Principal's Bulletins, at PTA and School Leadership Team meetings. We share the results of state assessments and the school score on the NYC Progress Report and Quality Review. This data is easily accessible to our parents on our website at [www.ps34.org](http://www.ps34.org) with links to the Statistics section of the official NYC DOE School web page.

Parent Teacher Conferences are utilized to provide the parents with in-depth information about their children's academic progress. We accommodate our parents' schedules to assure almost 100% attendance at these meetings. Additionally, three times a year we send an Interim Student Academic Progress Reports, developed in-house and informing the families about current academic progress as compared to grade level state and city benchmarks. These reports explain the levels of achievement. Our school has had the highest rate of parents logging on to ARIS Parent Link that provides families with the results of city periodic assessments, state standardized exam results, and current attendance rate.

### **3. Sharing Lessons Learned:**

At PS 34 we engage in continuous professional development and have proudly shared our best instructional strategies and practices with other schools, groups of teachers and leaders. Our superintendent has identified us as a District 14 school with best practices in teaching English Language Learners. We have hosted groups of principals, assistant principals, and teachers for professional development and classroom visitations in this area. We have welcomed teachers from middle schools to showcase our successful Collaborative Team Teaching program in upper grades. The Principal has hosted her colleagues from the Cahn Fellows Program for Distinguished Principals on a walk-through of the school to examine and share strategies for strengthening academic rigor in ELA and supporting the academic growth in high achievers. She presented a year-long action research on rigor, done in collaboration with our faculty, at the Cahn's culminating event at Teachers College, Columbia University, to principals, network leaders, and NYC educators.

After receiving the highest ratings on our most recent Quality Reviews, we have been contacted by many NYC schools and are sharing our successful practices in inquiry, student engagement, and professional development. We have also shared our systems for data analysis, student goal setting, and differentiation with district and network schools.

The Assistant Principal and Literacy Coach were selected to be a part of the Network's Curriculum Design Team, where they played an integral part in the roll-out of the Common Core Learning Standards across the network. They also had the opportunity to share curriculum plans and promising practices with colleagues from other schools.

PS 34 engages professionals from the field to work with teachers to increase capacity in different content areas. Our school has worked closely with AUSSIE (Australian United States Services in Education) consultants. They have provided us with a repertoire of strategies to increase rigor, student achievement, and professional growth among teachers. This collaboration has resulted in providing citywide network leaders with our school's best practices, which they used to inform their next professional steps to guide schools throughout the city.

The AUSSIE consultant introduced reciprocal teaching to our school community and has supported teachers and students as they familiarized themselves with this strategy and as it has become a school-wide initiative that supports student engagement and development of higher order thinking skills. This work was published in a professional newsletter for The Cahn Fellows Program written by our principal titled "Reciprocal Teaching Supports Rigor at PS 34" to share with educators throughout the profession.

#### **4. Engaging Families and Communities:**

PS 34 is a strong school community with active parent participation and vital ties to local civic members. The principal has made parent involvement a priority. Our [www.ps34.org](http://www.ps34.org) website provides parents with a comprehensive overview of school activities, current information and links to our student newsletter, Perry's Post. Parents are welcomed to voice concerns and ideas as evidenced by our active School Leadership Team and PTA, Title I Meetings, grant writing and fundraising committees. In addition, we host an Open House every September for parents to meet their child's teacher who provides an overview of curriculum and goals for the year. In October, we host an Open Door in which parents observe a literacy lesson and participate in teacher planned academic activities. Each month the principal issues her Principal's Bulletin, a parent newsletter keeping families informed of critical school events and opportunities to be involved. Pre-kindergarten and Kindergarten teachers issue separate family newsletters. All school communication is translated in to Polish and Spanish by our bilingual staff.

At PS 34 communication of high expectations is key to developing a team approach to student success. Parents receive an Interim Student Academic Progress Report three times a year prior to the distribution of the traditional report card. These reports keep parents informed of their child's academic progress and socio-emotional development. Parents meet with teachers for a Portfolio Conference when a student is at risk of falling below the grade-level benchmark. Our Attendance Team regularly contacts families when a child's absences or lateness become a concern. Parent workshops are offered on topics such as Homework, Literacy, NYS Exams, and ARIS. ESL teachers hold initial parent orientations when new English Language Learners are enrolled. Bilingual interpreters facilitate conferences when needed.

We include our families in all instructional and extracurricular activities and programs. Recently they have been introduced to Brainpop.com, an interactive web-based educational program that provides an opportunity for students to access enrichment and content support materials in school and at home.

The bilingual Parent Coordinator continues strengthening our Learning Leaders, Parent Volunteer Program which certifies parents to assist in all phases of school programs. Currently, 6 of our parents are actively assisting in classrooms and lunchrooms. Parents regularly attend class trips and school events.

Two major school events, the Wall of Character during the National Character Education Week and Flag Day in June, are greatly supported by our families and community residents. Every year, they draw big crowds to these open student assemblies.

## 1. Curriculum:

PS 34 has developed a rigorous curriculum that meets the NYS Common Core Learning Standards (CCLS). Teacher teams have aligned existing maps with current standards enhancing them with the Bloom's Taxonomy of Learning Domains, Depth of Knowledge, Habits of Mind, Reciprocal Teaching, Reading and Writing Workshop, and Formative Assessment. The school's anchor programs, Macmillan ELA Treasures, Macmillan Math Connects, Macmillan Social Studies, and Harcourt Science are rigorous and research-based. It is our goal that instruction in all academic and non-academic areas is differentiated to meet the needs of diverse learners. High expectations for all are evident in daily learning objectives.

### English Language Arts

ELA curriculum is planned in units of study with emphasis on teaching informational text. The workshop model, implemented with the ELA Treasures Program, highlights teacher modeling of skills, active student engagement, independent practice and reading, and on-going formative assessment. We developed rigorous rubrics for writing. This year we included a performance task based on argument writing and research. The rubrics are based on NYS CCLS and include actionable feedback provided by the teacher for each individual student and Next Steps discussed in conferencing. The Treasures program is a comprehensive tool for teachers; it comprises authentic literature selections, web-based and audio components for interventions and enrichment, and leveled libraries designed for ELLs.

### Math

The *Math Connects* Program provides opportunities for students to build their understanding of mathematical concepts while engaging in practice to master important skills. All concepts are taught and practiced within a strong problem-solving environment, insuring that students become life-long problem solvers. Our math curriculum includes visuals, hands-on, manipulatives, and technology resources. This year, all teams have planned one unit fully aligned with the CCLS with culminating student performance tasks to measure mathematical understanding.

### Science and Social Studies

Social studies instruction is supplemented with *Time for Kids*, a news magazine, and infused with interdisciplinary projects to enhance specific themes (African-Americans That Made a Difference or the Civil Rights Movement). Our science teacher provides a comprehensive enrichment program with hands-on activities, experiments, and research. Students have choice in selecting their research projects and forms of presentation.

### Technology

PS 34 boasts a recently renovated computer lab, the cost of which was supplemented by grant funds. Our Computer teacher works extensively with classroom teachers to develop a curriculum that involves multiple disciplines and computer skills needed for research. Each classroom has 2 - 4 desktop computers and our resources have been expanded to include five Smartboards and two mobile laptop units.

### Physical Education

PE includes teacher led instruction, supplemented with programs such as Music and Movement and Learn to Swim. Teachers have been trained through grants and partnerships with Out to Play, Move to Learn, and Nike. We participate in the annual fitness assessment program called FitnessGram.

### Visual/Performing Arts

PS 34 continues its commitment to the arts. Along with our well-developed visual arts program, we teach music in collaboration with the Brooklyn Conservatory of Music. Music programs include an Early Childhood Orchestra and Recorder programs. All 2nd grade students participate in a theatre production in collaboration with a resident artist. All 5th graders participate in the American Ballroom Dance.

Character Counts!, the nation's largest character education program based on the 6 Pillars of Character, is a unique component of our school-wide programs.

Class trips are an extension of all content areas and students participate in a wide range of educational trips to cultural and historical sites such as the Museum of Modern Art, the Intrepid Sea, Air and Space Museum, and musical and theatre productions.

## **2. Reading/English:**

PS 34 utilizes the Macmillan ELA Treasures Reading Program for grades Kindergarten through 5. The program is research based and aligned to new Common Core Standards. It is a comprehensive tool for teachers that provides a read aloud anthology, student readers with authentic literature selections, leveled readers for flexible ability grouping, cross-curriculum student workstations for differentiation, phonics, grammar, and spelling workbooks, listening libraries, CD-Rom resources and an extensive web-based component for review and research opportunities, home -school connection, and assessment resources.

ELA lessons are structured following the Balanced Literacy workshop model. Students are exposed to various genres through their own independent reading and read-alouds. Progress is monitored through the Fountas/Pinnell Benchmark Assessment System and weekly unit tests that are enhanced by our teachers to reflect the new state benchmarks, especially in writing. Teachers and students work collaboratively to develop goals to help children meet and exceed grade level benchmarks. The school-wide ELA curriculum is planned in units of study in reading and writing. The writing workshop is planned to complement the reading component and to give students opportunities to learn and apply the writing process to complete their pieces for publishing. Additionally, with the recent introduction of the Common Core Learning Standards, the reading curriculum has expanded to include the literacy scaffolds imbedded in the standards and to allow for the increased focus on reading informational texts and research-based writing that the CCLS demands.

Our ELA methodology includes research-based practices such as independent reading, guided and shared reading, conferencing and Reciprocal Teaching, all of which ultimately provide a well-rounded curriculum where students are challenged to think and are engaged in learning. We emphasize teaching vocabulary by using word walls, teaching context clues, and exploring word relationships. A vital component of our ELA curriculum is student response to literature through the use of student response journals that are frequently assessed with teacher feedback.

In grades K-2 the focus is on utilizing visual and structural clues, developing understanding through meaningful talk with peers and on teacher modeling through interactive read-alouds. Grades 2-5 hone their reading aptitude and develop higher order thinking skills through Reciprocal Teaching, a strategic approach to teaching reading.

## **3. Mathematics:**

PS 34 provides a rigorous, differentiated approach to our mathematics curriculum by utilizing a standards-aligned program, Macmillan Math Connects, in grades Kindergarten through 5. Our curriculum is planned vertically to ensure an articulated, coherent sequence of content across grade levels. Students investigate concepts and build conceptual understanding while reinforcing and mastering computational and procedural skills. Instruction emphasizes applying mathematics to real-world problem solving situations. Additionally, our students are presented with opportunities to apply their mathematical knowledge and skills across content areas. In science, they measure and sort, collect and analyze data, and draw conclusions. In social studies they interpret graphs, charts, and trends.

Teachers are in the process of aligning our math curriculum with the Common Core Learning Standards. Teachers plan complex tasks that require students to apply multiple skills such as computation, math reasoning, and mathematical language to solve problems and explain answers. Rigorous rubrics are created for each grade level and include modeling with mathematics and constructing viable arguments and critiquing the reasoning of others.

Based on the principles of Universal Design for Learning we foster student engagement in mathematics by presenting information in multiple ways such as technology, manipulatives, reading, and visual aids and by allowing students to have choice in how they complete tasks. Our classrooms integrate Smartboard technology to expose students to visual models. Problem of the day is assigned by all classroom teachers to develop higher order mathematical thinking. Math word walls provide students with content vocabulary. Math journals are an essential component of the math curriculum providing a venue for students to articulate their mathematical thinking and reasoning.

Math instruction is differentiated based on on-going formative and summative assessment. Results and item skills analysis of unit tests and comprehensive periodic assessments inform the teachers about student areas of strengths and struggles so they can plan small group strategy lessons. In collaboration with ESL, Special Education and AIS providers, classroom teachers implement targeted instructional strategies within supplemental programs for below grade level students. FASTTMath (Fluency and Automaticity through Systematic Teaching with Technology) is a highly engaging and individualized computer-based program that assesses student computation needs and monitors their progress in mastering fluency of basic math facts. The Math Olympiad program offers high achieving students with the opportunity to apply problem-solving skills through complex tasks. Extended day programs offer skills review and practice for identified students.

#### **4. Additional Curriculum Area:**

PS 34 is committed to the arts. We pride ourselves in developing creativity and cultivating the artist in all our students. We believe that a strong arts education supports all subject areas and helps to promote academic excellence. All our students participate in art classes with a visual arts cluster teacher who aligns her curriculum with the standards-based Arts Blueprint for the five strands of art learning: art-making, literacy in the arts, making connections, community and cultural resources and careers and lifelong learning. The students explore the work of well-known artists, studying both its history and the techniques used. Students on all grade levels study the formal elements of visual art (line, shape, color, texture, value, form and space) and apply those elements to art-making.

The art curriculum supports student creativity, choice of artistic expression, and active engagement in learning. The activities emphasize student exposure to cultural diversity in the arts and collaborative learning. Student initiated year-long research projects about a master artist supplement the curriculum as an enrichment component. Interest based Art Club for 4th and 5th graders is a direct result of our inquiry and study of how to motivate high achieving students.

Our 3 year-long collaboration with the Studio in a School Program provided early childhood teachers with tools, professional development, and materials for creating a mini art studio in each class. This partnership has included workshops for the parents and teachers. Our younger children have expressed their artistic creativity in a variety of materials and art media.

The visual arts program at PS 34 is strongly supported by parental involvement. Since we are located in the Greenpoint –Williamsburg artist community, we have partnered with many local artist-parents. Their talent and dedication contribute to a variety of learning experiences for the students. Under their tutelage, students engage in activities reflective of the professional artist and have participated in painting, mask –making, sculpture, architecture, video and photography workshops.

PS 34 celebrates student art by holding two annual culminating events: a student art exhibit at a Williamsburg gallery and an art parade. To participate in the art parade, students create a piece of wearable art representing an artist studied during the academic year. In addition, local businesses in Greenpoint showcase student work.

## **5. Instructional Methods:**

Inquiry work drives instructional decisions made by the faculty of PS 34. All teachers are engaged in data analysis to collaboratively plan instructional methods that will support academic growth of all students. The Principal and Assistant Principal are members of each team and engage in data analysis and outlining goals for student groups. Student work is regularly reviewed by teams that identify best practices and determine implications for instruction. This team work enables us to form study groups that concentrate on the achievement of an identified sub-group and recommend modifications to the curriculum and methodology when needed, suggesting resources and professional development.

Student achievement data have impacted our strategic differentiation, with its systems of supports and extensions, where all students' needs are addressed and met. The supports system may include flexible grouping using "on", "beyond", and "approaching" grade level resources and materials, especially in mathematics and literacy, or modifications of instruction such as guided reading and peer partnerships. Extensions may include self-reflective assessment, research questions prompting the use of web-based programs, or creating inference questions and statements. We are very proud of the implementation of Reciprocal Teaching approach that supports differentiation for all learners, enhances student engagement and questioning, and facilitates development of higher order thinking skills. In flexible groups, students in grades 2-5 teach each other predicting, clarifying, questioning and summarizing. We have observed that this approach, combined with structured formative assessment, has led our students from different sub-groups to higher achievement in understanding fiction and informational text. We supplement instruction with programs such as: Morning Academic Program, after school reading and math, and Saturday Academies for grades 3-5.

Our faculty is trained in using a variety of methods that extend and support learning. Software programs, such as Lexia, help in developing and strengthening language skills and are available on classroom computers. Teachers use technology to enrich instruction (Smart Boards, mobile laptops). Our English Language Learners benefit from books on tape and audio-visual software. Several teachers were trained and now successfully implement the Foundations and the Wilson Reading Program for struggling readers in small groups. Two English as a Second Language teachers utilize the Treasures Reading Program when providing services alongside classroom teachers or in small pull-out ESL groups. Teachers set high expectations for all students and all instruction is aligned to achieve common instructional goals.

## **6. Professional Development:**

Professional development is one of the strengths of the PS 34 community of learners who value continuous growth. Our professional development is on-going, aligned with Common Core Learning Standards and it supports school's annual goals and objectives that are derived from current student assessment analysis. The annual professional development plan is also based on individual teacher's needs that are expressed in their professional goals for the year, responses to principal surveys, and during reflective conversations with the principal. The Instructional Cabinet, comprised of the Principal, Assistant Principal, lead teachers and content specialists, works collaboratively to set educational priorities for each school year. We have an ongoing collaboration with the Australian United States Services in Education; an AUSSIE staff developer has worked with our teachers for the past seven years and our faculty regularly attends their professional development workshops. Topics include: Teacher Effectiveness, Academic Rigor, Depth of Knowledge, and Formative Assessment.

Teachers and administrators regularly participate in workshops provided by our Children First Network. Topics include: Response to Intervention, ESL, mathematics, Units of Study with Performance Tasks, and alignment to Common Core Learning Standards. Staff members 'turn-key' the information to colleagues and collaboratively make decisions about changes in instructional practices and curriculum maps that, in turn, directly impact student achievement in ELA and mathematics.

Our teachers meet daily to plan and revise curriculum maps and lesson plans. Due to strategic programming, our teachers have daily common preparation periods on every grade level that are utilized for planning conferences, lead teachers' meetings, and professional development activities that directly impact instruction and support student achievement. Best practices are shared in monthly faculty conferences and during bimonthly Instructional Cabinet meetings that serve as a vertical team for professional planning and sharing of instructional strategies. Grade level inquiry teams meet weekly to analyze current student data and to plan differentiated instruction for targeted students and flexible groups. Inter-visitations, professional study groups, lab sites, and in-house videos facilitate collaboration and examination of those instructional practices that have improved student achievement at PS 34.

In the past several years, our faculty engaged in the study and action research of the following professional topics: teaching high achievers and gifted students, strengthening academic rigor, developing higher order thinking skills with the Bloom's Taxonomy, Habits of Mind, differentiated instruction, formative assessment, Reciprocal Teaching, alignment with Common Core Standards, teaching English Language Learners and enhancing professional practice and effectiveness with Charlotte Danielson's rubric.

## **7. School Leadership:**

Collaborative leadership and capacity building best describe the Principal's vision for the school where all stakeholders feel valued and encouraged to contribute to teaching and learning and to take ownership of high expectations and excellence for all. The school's clear mission, vision and annual goals are developed in consultation with the staff and parents. The structures, ensuring a safe, nurturing and orderly environment where each child is recognized and respected for her or his individuality, are the foundation for student academic success and social and emotional development. The school's initiatives and goals, as well as the NYC Department of Education policies and the NYC Chancellor's regulations, are explained in the Principal's monthly notes to the faculty, parent newsletters, and in policy and parent handbooks.

Teamwork is a hallmark of PS 34 educational life. The Principal's Cabinet, Instructional Cabinet, School Leadership Team, Inquiry Team, Grade Level Teams, PTA, and various committees provide many opportunities to participate in decision making that impacts student achievement and creates a school culture of inclusion. Teams write and align curricula, analyze data and outline implications for instruction, set goals, design student-centered and parent involvement activities, advise the administration, and facilitate school-home contact. Teachers assume leadership roles and become experts in academic areas of their choice. The Principal and Assistant Principal are contributing team members, hands-on coaches, who give and seek feedback, holding everyone accountable for providing excellence of instruction. This year, they engaged the faculty in the process of observations with professional goals and reflections intended to strengthen instructional rigor. Additionally, PS 34 participates in the Talent Management Pilot Program which introduces the new rubric for teacher effectiveness to NYC schools.

The Principal values learning experiences for all. Staff members are encouraged to participate in professional development outside of school and to try new methods and approaches that lead to improvement of instruction. Parents and teachers suggest innovative resources such as technology, software, trips for students, and partnerships with community organizations that enrich and complement the academic program. Some teachers introduced several supplemental software programs that are now widely used while others recognized the need to improve physical education and applied for and received a grant for professional development. Parents initiated a successful Garden Committee and partnerships with cultural organizations.

This spirit of collaboration and openness has helped the school leaders bring everyone together in support of the school mission.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Testing Program - Math

Edition/Publication Year: 2007 - 2011 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3 & 4	91	83	97	98	96
Level 4	40	47	45	37	47
Number of students tested	68	78	73	65	70
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 & 4	91	83	97	98	96
Level 4	40	47	50	37	47
Number of students tested	68	78	58	65	70
<b>2. African American Students</b>					
Level 3 & 4					
Level 4					
Number of students tested	1	2		1	
<b>3. Hispanic or Latino Students</b>					
Level 3 & 4	79	76	100	93	
Level 4	32	29	40	20	
Number of students tested	19	17	20	15	19
<b>4. Special Education Students</b>					
Level 3 & 4			91		
Level 4			18		
Number of students tested	7	5	11	8	7
<b>5. English Language Learner Students</b>					
Level 3 & 4		50	91	100	82
Level 4		29	18	23	41
Number of students tested	9	14	11	13	17
<b>6.</b>					
Level 3 & 4					
Level 4					
Number of students tested					
<b>NOTES:</b>					

12NY11

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYS Testing Program ELA

Edition/Publication Year: 2007-2011 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3 & 4	85	66	90	74	81
Level 4	14	20	25	15	12
Number of students tested	66	74	72	66	67
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 & 4	85	66	88	74	81
Level 4	14	20	26	15	12
Number of students tested	66	74	58	66	67
<b>2. African American Students</b>					
Level 3 & 4					
Level 4					
Number of students tested	1	2		2	
<b>3. Hispanic or Latino Students</b>					
Level 3 & 4	72	73	75	53	
Level 4	6	13	15	7	
Number of students tested	18	15	20	15	18
<b>4. Special Education Students</b>					
Level 3 & 4			45		
Level 4			0		
Number of students tested	7	5	11	9	7
<b>5. English Language Learner Students</b>					
Level 3 & 4		55	60	58	50
Level 4		18	0	8	0
Number of students tested	7	11	10	12	14
<b>6.</b>					
Level 3 & 4					
Level 4					
Number of students tested					
<b>NOTES:</b>					

12NY11

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYS Testing Program - Math

Edition/Publication Year: 2007 - 2011 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3 & 4	87	88	97	94	92
Level 4	48	43	57	51	38
Number of students tested	77	74	69	67	61
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 & 4	87	88	96	94	92
Level 4	48	43	54	51	38
Number of students tested	77	74	52	67	61
<b>2. African American Students</b>					
Level 3 & 4					
Level 4					
Number of students tested	2	2	5	1	
<b>3. Hispanic or Latino Students</b>					
Level 3 & 4	82	68	89		76
Level 4	35	32	28		18
Number of students tested	17	19	18	18	17
<b>4. Special Education Students</b>					
Level 3 & 4		27	90		82
Level 4		9	10		27
Number of students tested	3	11	10	9	11
<b>5. English Language Learner Students</b>					
Level 3 & 4	80	55	100	85	82
Level 4	30	9	50	46	9
Number of students tested	10	11	10	13	11
<b>6.</b>					
Level 3 & 4					
Level 4					
Number of students tested					
<b>NOTES:</b>					

12NY11

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYS Testing Program ELA

Edition/Publication Year: 2007-2011 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3 & 4	85	66	86	83	83
Level 4	3	8	12	17	10
Number of students tested	77	73	65	64	60
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 & 4	85	66	82	83	83
Level 4	3	8	12	17	10
Number of students tested	77	73	49	64	60
<b>2. African American Students</b>					
Level 3 & 4					
Level 4					
Number of students tested	2	2	5	1	
<b>3. Hispanic or Latino Students</b>					
Level 3 & 4	76	58	67		81
Level 4	6	0	0		0
Number of students tested	17	19	18	17	16
<b>4. Special Education Students</b>					
Level 3 & 4		45	60		55
Level 4		0	0		0
Number of students tested	3	11	10	9	11
<b>5. English Language Learner Students</b>					
Level 3 & 4	60	30		60	40
Level 4	0	0	0	0	0
Number of students tested	10	10	6	10	10
<b>6.</b>					
Level 3 & 4					
Level 4					
Number of students tested					
<b>NOTES:</b>					

12NY11

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NYS Testing Program - Math

Edition/Publication Year: 2007- 2011 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3 & 4	86	77	100	100	95
Level 4	50	35	71	52	49
Number of students tested	74	62	72	62	79
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 & 4	86	77	100	100	95
Level 4	50	35	70	52	49
Number of students tested	74	62	63	62	79
<b>2. African American Students</b>					
Level 3 & 4					
Level 4					
Number of students tested	2	5	3		
<b>3. Hispanic or Latino Students</b>					
Level 3 & 4	68	50	100	100	
Level 4	21	11	38	29	
Number of students tested	19	18	16	17	20
<b>4. Special Education Students</b>					
Level 3 & 4	36	30		100	
Level 4	9	10		27	
Number of students tested	11	10	8	11	6
<b>5. English Language Learner Students</b>					
Level 3 & 4	45				
Level 4	9				
Number of students tested	11	6	9	5	9
<b>6.</b>					
Level 3 & 4					
Level 4					
Number of students tested					
<b>NOTES:</b>					

12NY11

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYS Testing Program - ELA

Edition/Publication Year: 2007-2011 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3 & 4	77	62	92	92	89
Level 4	13	31	23	25	15
Number of students tested	72	61	66	60	74
Percent of total students tested	100	100	100	100	99
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 & 4	77	62	92	92	89
Level 4	13	31	23	25	15
Number of students tested	72	61	60	60	74
<b>2. African American Students</b>					
Level 3 & 4					
Level 4					
Number of students tested	2	5	3		
<b>3. Hispanic or Latino Students</b>					
Level 3 & 4	56	33	87	82	
Level 4	6	6	13	6	
Number of students tested	18	18	15	17	20
<b>4. Special Education Students</b>					
Level 3 & 4	27	27		73	
Level 4	0	0		0	
Number of students tested	11	11	7	11	6
<b>5. English Language Learner Students</b>					
Level 3 & 4					
Level 4					
Number of students tested	9	5	3	3	4
<b>6.</b>					
Level 3 & 4					
Level 4					
Number of students tested					
<b>NOTES:</b>					

12NY11

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Level 3 & 4	87	82	98	97	94
Level 4	46	42	57	46	45
Number of students tested	219	214	214	194	210
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 & 4	87	82	97	97	94
Level 4	46	42	58	46	45
Number of students tested	219	214	173	194	210
<b>2. African American Students</b>					
Level 3 & 4					
Level 4					
Number of students tested	5	9	8	2	0
<b>3. Hispanic or Latino Students</b>					
Level 3 & 4	76	64	96	61	23
Level 4	29	24	35	15	5
Number of students tested	55	54	54	50	56
<b>4. Special Education Students</b>					
Level 3 & 4	57	34	93	89	83
Level 4	9	11	17	14	20
Number of students tested	21	26	29	28	24
<b>5. English Language Learner Students</b>					
Level 3 & 4	66	58	96	93	83
Level 4	23	22	43	35	29
Number of students tested	30	31	30	31	37
<b>6.</b>					
Level 3 & 4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	45	0
<b>NOTES:</b>					

12NY11

## STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Level 3 & 4	82	64	89	82	84
Level 4	9	19	20	18	12
Number of students tested	215	208	203	190	201
Percent of total students tested	100	100	100	100	99
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 & 4	82	64	87	82	84
Level 4	9	19	20	18	12
Number of students tested	215	208	167	190	201
<b>2. African American Students</b>					
Level 3 & 4					
Level 4					
Number of students tested	5	9	8	3	0
<b>3. Hispanic or Latino Students</b>					
Level 3 & 4	67	53	75	44	24
Level 4	6	5	9	4	0
Number of students tested	53	52	53	49	54
<b>4. Special Education Students</b>					
Level 3 & 4	37	33	56	44	50
Level 4	0	0	0	0	0
Number of students tested	21	27	28	29	24
<b>5. English Language Learner Students</b>					
Level 3 & 4	46	42	68	51	39
Level 4	0	11	0	3	0
Number of students tested	26	26	19	25	28
<b>6.</b>					
Level 3 & 4	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12NY11