

PART I - ELIGIBILITY CERTIFICATION

12NY12

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

12NY12

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 21 Elementary schools (includes K-8)
 (per district designation): 6 Middle/Junior high schools
5 High schools
0 K-12 schools
32 Total schools in district
2. District per-pupil expenditure: 4085

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 10
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	16	19	35		6	0	0	0
K	35	34	69		7	0	0	0
1	26	35	61		8	0	0	0
2	41	27	68		9	0	0	0
3	25	36	61		10	0	0	0
4	29	27	56		11	0	0	0
5	27	16	43		12	0	0	0
Total in Applying School:								393

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
72 % Asian
4 % Black or African American
8 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
13 % White
1 % 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: 6%

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.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1, 2010	393
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 10%

Total number of ELL students in the school: 40

Number of non-English languages represented: 11

Specify non-English languages:

Punjabi, Hindi, Gujarati, Vietnamese, Korean, Dari, Urdu, Spanish,
 Malayalam, Bengali, Mandarin,

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

Total number of students who qualify: 393

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: 11%

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</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	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>7</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>9</u>
Total number	<u>33</u>	<u>16</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:

26:1

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	96%	96%	96%	96%	96%
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	_____ %
Total	_____ 0%

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?

P.S. 191 is a New York City school located just a few blocks from the Nassau County border. Floral Park was traditionally a community that sent its children to parochial and private schools. Now, students proudly attend our school because it is a small, collaborative, nurturing, multicultural school community that dedicates itself to excellence in education.

We remain a top school in New York City with almost all students meeting basic standards in English Language Arts and Mathematics. We received an “A” on the NYC Progress Report for the last 4 consecutive years (this evaluation system has only been used for these 4 years). Our school’s learning environmental survey indicated that 99% of our parents are satisfied with the education their child receives here and 95% of our teachers believe that school leaders let staff know what is expected of them. They also feel that school leaders invite them to play a meaningful role in setting goals and making important decisions for our school. We maintain the highest levels of parent and teacher satisfaction as compared with other schools throughout the city. These results well exceed city and peer group horizons. Our principal was named one of the top twenty principals in NYC for teacher satisfaction. This further proves that our school community remains stronger than ever. Our most recent Quality Review was in 2007 and we participated in a Peer Review in 2011. We received the highest possible rating of “Well Developed” on both reviews.

The staff at P.S. 191 is a community of learners that always puts children first. In 2003, P.S. 191 was one of 209 successful schools in NYC that the chancellor exempted from the mandated city wide curriculum. We have been featured in New York City’s Best Public Elementary Schools in 2002 and 2005. Grade level inquiry teams work together on a weekly basis to interpret data, plan for differentiated instruction, model lessons and provide insights into our instructional program. The staff consistently shares best practices with one another and turnkeys all professional development with their colleagues. Newer teachers are provided opportunities to learn from more experienced teachers. Our building is composed of team players who go above and beyond their job descriptions to do what’s best for children.

One of our greatest accomplishments is that we work closely with our parent community sharing with them a love of learning and teaching. Our parents are very involved with our school providing numerous fundraising events and activities for our children. They attend monthly educational workshops provided by members of our staff and join us in school learning activities, dance classes, multicultural events and sponsor a Parent Newsletter. Students, staff and parents look forward to many annual events at P.S. 191. Some favorites are Grandparents’ Day, 100th Day of School, International Day, Science Fair, School Spirit Day, Curriculum Fair, musical concerts, Family PTA Nights, Movie Nights, Mayflower Idol, and grade level celebrations. Parents and staff not only attend these events, but are actively involved in each one of them. We even have our very own “PS 191 International Cookbook.”

We are always looking at ways to help those in need. We come together as a school community to donate time and money to local and national charities. Each year, our student council coordinates collections for Toys for Tots, Penny Harvest, UNICEF and canned food drives. We also participate in the Math-a-Thon to raise money for St. Jude’s Children’s Research Hospital. Each year we donate \$1000 to the Ronald McDonald house and this year we donated toys to children there as well. Our students are aware of the world around us and are always suggesting ways for us to help those that are less fortunate.

Our vision is to balance a challenging curriculum, high expectations and quality instruction for all with a value for the individual needs and talents of students. We work closely with the home to inspire a love of

learning, enabling all students to achieve and be successful. We look to the future as we prepare students to be contributing members of society.

P.S. 191 pursues this vision by:

- Engaging all children in active and meaningful learning
- Emphasizing cooperation, discussion and self-reliance
- Involving parents in the learning process and decision-making
- Providing a supportive setting for academic, social and creative growth

The Mayflower School is really a diamond in the rough. Walking through the halls of P.S. 191 you know what an exceptional place it is. Every single member of our school community plays an important role in making this school so special. Our principal uses an open-door philosophy so that children, teachers, parents and staff are always welcome to have ongoing professional and personal conversations. This is truly a school “Where Dreams Begin.”

1. Assessment Results:

Part A:

According to the New York State School Report Card we remain a school in good standing and easily make AYP (Adequate Yearly Progress). According to the NYC School Progress Report we received an overall letter grade of “A” for four consecutive years. With a diversified population, a small budget, approximately 10% ESL (English as a Second Language) students and 11 languages spoken here at our school, we are proud that we continue to do well each year.

The New York State's performance levels for the ELA and Math Assessments are divided into the following 4 levels. Level 4 Exceeds Proficiency Standard, Level 3 Meets Proficiency Standard, Level 2 Meets Basic Standard, and Level 1 is Below Standard.

In the 2011 New York State ELA Assessment (English Language Arts) 100% of our students met at least basic standards with 86% of students scoring in levels 3 and 4 and no children scored in level 1. In Mathematics 100% of our students met basic standards and 95% of them scored in levels 3 and 4. No students scored in level 1. In reviewing the data we have done well as compared to other NYC schools. According to our NYC Progress Report the document that shows how all NYC Schools are evaluated and compared with one another we scored a 74.6 out of 100 (56-100 qualifies for a score of “A”). We received an “A” in each of the following categories: Student Progress, Student Performance and School Environment.

Each schools’ Progress Report measures student year to year progress, compares the school to peer schools and rewards success in moving all children forward, especially children with the greatest needs. We continue to set high standards for our students and have been able to meet and exceed our expectations. Based on ELA and Math scores, we are ranked number 56 out of 2,292 schools which put us in the top 97th percentile of all elementary schools in New York State.

Part B:

We continue to succeed and our children do well each year on the ELA and Math assessments. There are some areas where we can make improvements and other areas of continued success. A child’s success should not solely be based on test scores. Many factors must be taken into consideration when looking at data and test scores including class size, student needs, teacher qualifications, methodology, curriculum, budget constraints, and family support.

In looking over the data from the state ELA assessments from 2009 to present, we noticed an overall drop in level 4s. The formats of NYS assessments as well as the months they are given are constantly changing. This makes it difficult to compare results fairly. For the 2009-2010 school year, 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 percentage of students scoring at proficiency levels 3 and 4. 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.”

When looking at data we need to take a closer look at why our ESL children and students with special needs are scoring below our English Proficient and general education students. Some of them were former ESL children who still have poor English skills and were tested along with their English proficient peers. We will continue to provide additional English services to these former ESL students. Many of our 3rd grade students who scored in level 2 on this exam were new test takers. Our focus will be for those students to make progress on this year's 4th grade tests.

All ESL children take the ELA exam after attending school here in the United States for a minimum of one year. Imagine having to learn a new language and be tested in that same language after only one year! The NYS Education Department requires all students to take the math exam regardless of the amount of time they have been enrolled in school. This is a major concern in that most of the math exam is based on reading and understanding questions. Unfortunately, the students in our school do not speak the translated versions of the exam. We continue to provide additional at-risk services for students with special needs. Some examples are smaller class settings and individual push-in/pull-out services. All methods of intervention are aligned to their IEPs (Individualized Education Programs).

Throughout the last five years almost 100% of our students met basic state standards, with the majority of them scoring proficient or exceeding proficient standards. This is due to the constant monitoring of data and student learning. We provide many additional services to all children before, during and after school. We continue to build on our success, learn from the results and work together as a community to ensure that every child gets the individualized attention they require to be successful.

2. Using Assessment Results:

Utilizing data is a key component of our school wide planning. We are constantly examining and evaluating the most current data. Our school uses multiple forms of data to find each student's strengths and weaknesses. Both formal and informal assessments created by the city, state and our teachers are used. The formal assessments we use are ECLAS-2 (early childhood reading assessment), E-PAL (writing assessment), and Acuity (interim based ELA and math assessments). Individual student reading levels are assessed four times a year using the Fountas and Pinell Benchmark Assessment System. Some informal assessments that we rely on are teacher observations, running records, reading and writing conferences, checklists, rubrics and teacher created tests.

We constantly fine tune our assessment information to better serve the needs of teachers and students. Before making decisions on a child's progress we look at multiple criteria and try different strategies. Since most of the grade 3-5 data can be found online, teachers can look at the data often to plan instruction accordingly. Led by our math coach/data specialist, Grade Level Inquiry Teams also gather data and discuss their findings at weekly meetings. This data is used to help teachers differentiate their teaching to reach all levels of learners.

Our math coach/data specialist collects and analyzes samples of student work to determine if remedial and enrichment instruction is meeting the students' needs. Grade conferences, AIS(Academic Intervention Services)meetings and Pupil Personnel Team meetings help us focus on the needs of all students. After each ELA, math, science and social studies exam is taken and graded, the teachers use the information gathered from the results to redefine their instruction. Members of the school staff attend training on intervention strategies and turn-key the information to colleagues. They also work with small groups implementing remediation strategies (Foundations, Wilson, Great Leaps, Voyager, and Mastering Math Facts). Classroom teachers meet with both administration and one another to create goals and monitor student success. Individual student goals which are monitored by teachers are used to share the student's needs and progress with their families. It is imperative that we have the support of our parent community when creating and maintaining the goals. This enables our children to succeed.

Flexible grouping and differentiation of instruction are important components of our success. We use all our classroom teachers to push-in and pull-out students throughout the school day. Our guidance

counselor and our speech teacher work with classroom teachers during their non-mandated periods to provide AIS instruction. Our math coach/data specialist, SETSS teacher (Special Education Teacher Support Services) and ESL teacher (English as a Second Language) push into classes to provide additional small group instruction during non-mandated periods. Whenever possible, we hire part time teachers for each grade level so that struggling students receive the personalized instruction required for success.

We offer an AIS(Academic Intervention Service) afterschool program for struggling students in second through fifth grade. In addition, we provide an ESL afterschool program for our students that are still learning English. Each of these programs meets once a week for two hours. Students receive the additional small group instruction to reinforce skills that have already been taught.

Ongoing parent workshops about assessment are offered throughout the year and we pride ourselves at having a large percentage of parents in attendance. These workshops occur both during the school day and after school to accommodate parents' busy schedules. We invite parents who are unable to attend these workshops to set up individual appointments with our Parent Coordinator, math coach/data specialist or classroom teachers. Kindergarten through second grade teachers offer workshops about reading levels, ECLAS-2 and the E-PAL. Third through fifth grade teachers provide parents with workshops about the ELA test and ways that parents can prepare them at home. Our math coach/data specialist presents several workshops on the computer assessment programs we use (ARIS - NYC based parent web program showing data on all students; Acuity- individualized assessment website; Study Island-computer based interactive math and reading program), the NYS Math Test and other computer websites that can be used at home. This year, our principal, Parent Coordinator and math coach/data specialist provided a workshop to introduce the parents to the Common Core Learning Standards.

Our parent coordinator works diligently to ensure that all parents take part in the programs we offer. These workshops are hands-on learning experiences for parents. Families receive their child's individual assessment results at these workshops and extra learning materials are always provided. Whenever new data is posted on Acuity or ARIS, we send a bright colored flyer home with the children encouraging their parents to log on and see the updated information. During parent teacher conferences, our math coach/data specialist sets up a mini-computer lab with our school laptops. This provides parents with the one-on-one attention they need to better understand their child's data.

3. Sharing Lessons Learned:

Various members of our staff participate in study groups with colleagues from other schools in our district to share best practices and successful strategies. Two classroom teachers attend monthly literacy meetings with Literacy Coaches or teachers in the district. During these meetings they lead professionally focused sessions on implementing the reading and writing curriculum. They created Common Core task based rubrics that have been applied in many local schools.

Our Math Coach also attends monthly meetings with other math coaches or teachers in the district. Differentiating instruction is one of our school's strengths. Our Math Coach created several tiered projects for students that have been duplicated in other schools. As our Math Coach for the last nine years, she has truly become an expert and a resource to many newer Math Coaches in the district. She is also a Math Content Specialist for the Borough of Queens during the yearly scoring of the New York State Math exams.

The Parent Coordinator was recognized at the Best Practices Fair for Parent Coordinators in Queens. One strategy she shared was having our Students of the Month receive awards at evening PTA meetings. This encouraged more parents to attend these meetings and become actively involved in their children's education. Her grant writing skills were also featured since our school received numerous grants due to her hard work and dedication. We received a mini-grant to create a school cookbook and have also received Parents as Art Partners Grants to create community dance programs for parents and students. It

became clear to everyone who attended that our Parent Coordinator clearly goes above and beyond the call of duty.

Last year, P.S. 191 was recognized for having one of the highest percentages of parents in NYC using the ARIS Parent Link Website. Our Data Specialist and Parent Coordinator were asked to share some strategies they have used to help parents utilize this website. This occurred at a citywide breakfast for representatives such as principals, assistant principals, parent coordinators and data specialists from various schools in the city.

Our principal is known throughout the district for his expertise on budgeting, curriculum mapping and AIS. He is a mentor to many new principals and assistant principals. Along with our math coach/data specialist, he presented a workshop to other District 26 principals on how to devise an AIS budget and strategies to implement a successful AIS program.

4. Engaging Families and Communities:

We have an active group of parents at PS 191. As past PTA president, our Parent Coordinator truly understands the needs of parents and maintains a leadership role within the community. Through her guidance and support, the PTA and staff maintain excellent relationships. That is one of the reasons our school is so special. Parents volunteer in classrooms, chaperone school trips, organize school events, participate in school activities and are active members of our school leadership team.

We offer numerous computer workshops for parents that train families how to understand the data on ARIS, Acuity and Study Island. Teachers and administrators work cooperatively with parents and students to improve the levels of home/school participation. Curriculum nights, family math nights, testing workshops and parent enrichment activities are orchestrated throughout the year.

Our principal provides a monthly calendar and the PTA publishes newsletters that circulate explaining programs offered as well as providing a snapshot on what children learn in class. Almost 100% of our parents attend Parent-Teacher-Conferences and teachers/administrators meet with parents throughout the year to keep families involved in education.

New York Cares, a community based organization spent time with us to beautify P.S. 191. Several of these volunteer artists were former students and current parents. Our school now exhibits several beautiful murals that incorporate our various cultures, literacy through book characters, healthy choices and our school logo, "Mayflower Lightning." These wall paintings are located in our hallways, gymnasium, cafeteria and schoolyard.

Our PTA organizes school events throughout the year, both during and after school hours. Parents, students, and teachers participate in these activities. They include numerous dances, movie nights, restaurant nights and School Spirit Day. They also coordinate fundraisers for the school such as pumpkin fair, plant sales, bake sales, book fairs, and candy/wrapping paper sales. Our staff has also taken on the initiative and brought successful fundraisers to PS 191. Some examples are Pie Sales, Box Tops for Education and KidStuff Coupon Books. Everyone in our PS 191 community knows how important it is for children to receive an excellent education and we do whatever we can to insure that happens.

Planning time, teamwork, and collaboration amongst the entire school community is the key to success. We offer childcare to parents during evening workshops so all parents are provided with opportunities to attend. Everything listed above incorporates our many strategies for maintaining a strong learning community at P.S. 191.

1. Curriculum:

We provide a challenging rigorous curriculum in both ELA and Mathematics while also providing a valuable education in the arts. Every classroom has a leveled library and each child knows what their “just right” reading level is. Children maintain book baggies of various genres according to individual reading levels. Books go home with children on a daily basis. Curriculum calendars are created by teachers each June to follow ELA and Math standards. We are changing these calendars to meet the demands of the Common Core Learning Standards.

We use the workshop approach to teach mathematics and a balanced literacy curriculum for English Language Arts. Differentiated instruction is a key factor in meeting individual students’ ability levels, interests and learning styles. AIS teachers work closely with staff, parents and students to insure that all students’ needs are met.

All students receive lessons in music, art, computers and gym. The children learn about famous artists and art history as well as talented musicians and music theory.

Physical education, health and nutrition are taught to classes by a specialist who meets with every class at least two times per week. Our school nurse and guidance counselor push into classes as needed to address specific health and nutritional concerns. The HIV curriculum is taught to every class during their health instructional sessions. The physical education teacher focuses instruction on aerobics/conditioning, basic exercises, sports and skill based games. He works diligently to prepare students for the NYS Fitness Grams in 4th and 5th grade.

Science is taught by both the classroom teacher and a specialist who sees every class once or twice a week. Hands-on lessons, student interest topics, texts, technology and literature are used. Classes take science-oriented trips to museums or nature centers. Everyone participates in the annual Science Fair, demonstrating and explaining their projects to classes and visitors.

Social studies is brought to life in every grade level by using trade books, a variety of lessons and hands-on learning. Each grade works collaboratively to present a social studies unit to the entire school community and the parents. Many class trips add to the teaching of Social Studies. Kindergarten puts on a play about communities, 1st Grade shares a Thanksgiving Feast, 2nd Grade hosts an international festival, 3rd Grade presents a Chinese Festival, 4th Grade has a Colonial Fair and 5th Grade exhibits a tour of Latin America.

The computer lab has been updated to include a Smart Board. Every classroom including the library has up to date computers, Internet access and a printer. Six of our classrooms also have Smart Boards for interactive learning that are shared throughout the school. Classes visit the computer lab for instruction at least once per week for hands-on technology lessons. We recently purchased 3 iPads for teacher and student use.

We offer “Enrichment Clusters” that are student driven vehicles designed to deliver a more creative method of teaching and learning. This is based upon the Renzulli Model of learning. They are student centered learning groups directed by student/teacher surveyed interests that develop and create authentic products for real audiences. The students in the clusters are composed of different age levels according to the interests of the children. They work with a teacher who shares the same interest. Together they use methods of investigations towards a production of a product or service that has an impact on our community. Some examples of clusters we have done are scrapbooking, yoga, healthy choices, mask

making, football, silk screening, chess, community service, drama, puzzles, jewelry making, video-taping and photography. This allows students and teachers to explore new opportunities and careers together.

2. Reading/English:

We use a ninety minute literacy block to provide a balanced literacy approach to learning as suggested by the New York City Department of Education. The workshop model is employed throughout the school beginning with a mini-lesson, providing students with independent or small group instruction, and concluding with time to share. Daily activities include read alouds, shared reading, paired reading, independent reading and guided reading. All classes have leveled libraries filled with books at every level. Writing instruction is centered on the Columbia Teacher's College writing process. Student writing is displayed throughout the building and shared at writing celebrations.

In addition to the workshop model, early childhood classes use the SRA Open Court Reading program which focuses instruction on phonemic awareness, fluency, vocabulary and comprehension. As a result, students gain a strong foundation for reading, writing, phonics and comprehension.

Our AIS and special needs providers are trained in the Wilson, Voyager and Foundations reading programs. These teachers are able to address the needs of our struggling students including ESL and students with special needs. In addition, our AIS teachers push into classrooms to provide more individualized instruction to small groups of students.

For the last few years, the focus of our Inquiry Teams has been on literacy. Each year we chose a different school-wide concentration. Some of these focuses have been nonfiction, context clues, and vocabulary. We share our findings with the entire staff and create resource booklets of best practices for teachers to use.

Teachers use both formal and informal data when planning their instruction. Acuity results and standardized test scores along with conference notes, checklists and observations are utilized when implementing strategies for students. Curriculum Calendars are monitored and revised as necessary in order to both address individual students' ability levels as well as the standards. Students' ability levels determine whether whole class or individualized lessons are needed. We place an emphasis on creating lessons and tasks that both challenge and engage students.

Flexible grouping occurs both before, during and after school hours. We constantly monitor data to provide students with personalized instruction that focuses on individual strengths and weaknesses. Afterschool classes are offered to students that are below and on grade level. We provide a STARS (reading Star students) afterschool program for students who are performing above grade level. They receive hands-on challenging instruction that goes beyond what is required of them within the classroom setting.

3. Mathematics:

We use a mathematics workshop instructional approach which emphasizes the development of concepts, problem solving strategies, oral and written student explanations, and student discussions. This program is aligned with the state standards, includes hands-on real world activities, ESL support, leveled problem solving, differentiated instruction, and practice with manipulatives. Students are given the opportunity to apply hands on and collaborative learning throughout each unit of study.

Classroom teachers use pre-tests before math units to create differentiated groups and individual tutoring groups in their classrooms. Teachers continue to provide explicit instruction to students with rich accountable conversations using mathematical thinking, reasoning and concepts. We teach math skills using real world examples, mathematical conversations, and concrete manipulatives.

In order to prepare for the implementation of Common Core Learning Standards, we are incorporating at least two math tasks in every grade level. These tasks are graded according to Exemplars Rubrics.

Our AIS teachers and our math coach also push-in to classes or pull out small groups of students in order to re-teach math topics in different ways. Our math coach has been trained in the Mastering Math Facts program and uses this to help students memorize basic addition, subtraction, multiplication and division facts. We have also used homogeneous grouping for math lessons in 5th grade. Our higher performing students went to one teacher during math lessons, while our average and lower performing students attended a class co-taught by a classroom teacher and our math coach. This was a smaller sized class and the lessons were enhanced with Smart Board technology. We found this to be extremely beneficial to meet the needs of our students who were performing at or below grade level, students with special needs and ESL children.

Our Math Coach created a Math Olympics program which is used to work with small groups of children in grades 3 through 5. These students have been selected by their teachers because they are performing above grade level. She utilizes challenging vocabulary, problems, tasks and activities to enhance their math talents. During these sessions, students learn new advanced strategies which really enrich their current math skills.

4. Additional Curriculum Area:

The arts are an integral part of the school day. Classes receive vocal, music and art instruction which is part of daily instructional time. In addition, the art and music teachers work closely with classroom teachers to incorporate fine and performing arts into integrated units of study. Each grade level presents a nonfiction topic that is performed for the entire school. Singing, dancing and artwork are key components of presentations. Some thematic units presented include China, Latin America, Colonial America and International Studies.

We participate in dance programs throughout the year that revolve around social studies. The dance teacher plans units in collaboration with classroom teachers and creates dances or movement activities involving social studies concepts. These dances are shared with the entire school during culminating performances. We received grants that permitted students, parents and teachers to participate in cultural dance workshops in the evenings. This community dance program enables us to share and understand our own multicultural community.

Talented students in grades 3-5 are members of the chorus which present two concerts a year. Our music teacher works with them on a weekly basis to teach different types of music and enhance vocal abilities. Our art teacher features student work at the annual art show which occurs simultaneously with the spring concert. She makes sure that every student has at least one piece of art work displayed at the show. In addition to the work the students create, students learn about different types of art, art history as well as studying famous artists.

Students in third through fifth grade learn how to play glockenspiels and recorders during their music classes. They perform using these instruments at our concerts. This year we have created an afterschool activity for students to learn how to play the saxophone. Our music teacher is teaching basic techniques and we look forward to hearing their music performed at the spring concert.

We take pride knowing how much our children value both music and art. Many cultural assemblies take place throughout the year to expose students to these important areas. Our principal is also musically talented and has composed a holiday song that is performed annually at our winter concerts. He traditionally joins the chorus in leading the entire school in singing this festive song. This truly emphasizes the value we place on sharing the many talents we have here at P.S. 191.

5. Instructional Methods:

Differentiated instruction is used in all subject areas by teachers at PS 191. We use the Universal Design for Learning as our guide to meet individual needs of all students, focusing on at-risk, students with special needs and ESL children. Flexible grouping occurs within classrooms and grade levels on a daily basis.

Due to our large ESL population, our ESL teacher provides a push-in/pull-out program. She works with children in groups based on their level of English using visual, auditory and English learning strategies. Additional support is provided by computer programs like Rosetta Stone, DynEd and Brain Pop ESL to help students become more proficient.

Our SETSS teacher, speech teacher, guidance counselor and math coach are used in a wide variety of capacities to offer students small group or individual instruction. As we examine student data, we meet to discuss strategies to be implemented and what materials need to be provided.

Individual students' ability levels, interests and learning styles are monitored and considered when planning all units of study in each subject area. Teachers meet with administration throughout the year in order to ensure continuity for each student across grades and disciplinary areas. Student choice boards, differentiated materials, homework and classroom assignments are given to students based on data, goals, needs and interests.

One of our school goals this year is to integrate technology into our writing curriculum. Classroom teachers meet with the technology teacher to draw up a plan on how to integrate nonfiction writing assignments using technology in their classrooms. Students are being instructed on keyboarding skills, internet research, and the proper use of technology. Teachers are modeling how to gather research using the internet and the Smart Board. Students in grades 3-5 are responsible for submitting a short research project to the technology teacher. Each project is individualized towards each students' specific needs. This project will build knowledge through investigation and prepare them for middle school. Using the "Production and Distribution of Writing Standard" and the "Research to Build and Present Knowledge Standard" (taken from the Common Core Learning Standards) teachers are creating rubrics to grade the projects, looking at both content and computer knowledge.

As we prepare for full implementation of the Common Core Learning Standards, the "One Size Fits All" methodology is no longer appropriate. Therefore, at PS 191 we align all of our instructional methods with meeting individual students' learning needs.

6. Professional Development:

P.S. 191 customizes professional development according to city/state guidelines, data trends, teacher/student needs and overall school goals. It is delivered by our Children's First Network, the New York City Department of Education, outside vendors and in-house teachers, coaches and staff. This includes visiting colleagues' classrooms and modeling lessons. We study professional resources to support all learning.

The network literacy specialist meets with teachers throughout the year to help implement Common Core Learning Standards and NYC Tasks to daily lessons. Teachers meet at staff conferences, grade conferences, and inquiry team meetings to share best practices, turnkey information from professional development sessions, create curriculum calendars, and implement NYS standards and NYC tasks. Our Math Coach attends monthly math meetings and shares what she has learned with staff. Classroom teachers and the math coach attend the LIMACON Math conference and the "How to Make Math Count" conference yearly. Our Math Coach works closely with teachers to model lessons and provide hands-on

assistance. She has an abundance of resources that teachers use and her room is set up as a lending library of materials.

Our ESL and special education teachers join classroom teachers to attend conferences throughout the year. They attend Professional Development Workshops on how to better serve our children with special needs. They participate in training on differentiated instruction, IEPs (Individualized Education Programs), SESIS and state and federal regulations. Professional development is offered after their conferences for them to turnkey new strategies and information to the rest of the staff.

Our focus has been to incorporate more technology into our daily programs. We have training from Tequipment (technology based company) several times a year at PS 191 and our teachers visit other schools for further learning. Teachers also choose to attend Smart Board workshops during afterschool hours and in the summer to maintain and enhance current technology skills.

Our teachers are true learners. We take initiatives to find and embrace new information, put into practice and share successes. New teachers meet with the principal and other members of the staff on a weekly basis which provides one-on-one professional development. At the end of each school year teachers fill out reflection sheets on what they have accomplished during the year and what professional development goals they have for the following year. We constantly monitor our professional development to ensure that it is aligned with student achievement, NYC and NYS standards and goals.

7. School Leadership:

The principal of P.S. 191 believes that student learning is a shared responsibility within our school community. This year, NY1 named our principal as one of the top 20 school leaders rated “highly effective” by their teachers. He makes sure that all staff members are involved in the education of our children. Cabinet Meetings occur on a regular basis between the principal, the coach/data specialist, the parent coordinator, teachers and the special education liaison. They discuss the implementation of school goals and best ways to meet the student learning needs. Parents are always kept abreast of what goes on at monthly leadership meetings and PTA meetings. At monthly staff and grade conferences plans are discussed and our principal is open to suggestions. Since we are a small school with a single administrator, there is the need to delegate additional roles and responsibility to other staff members. As a school community we collaborate on all decisions to ensure student success.

Under the principal’s leadership, teachers work together to provide proper instruction and cohesion throughout the entire school. Together, they meet to discuss our school goals, teacher goals and individual student goals. When new curriculum mandates and other initiatives are implemented by the NYCDOE and the NYSED (New York City Department of Education and New York State Education Department), the staff work and plan together to insure full understanding and implementation. The principal further meets with the staff during Inquiry Team Meetings and AIS Team Meetings. Formal and informal conversations take place on a regular basis between administration and teachers. The principal’s door is always open to meet with whole grades or individual teachers as needs arise.

The principal greets parents every morning and afternoon at arrival and dismissal. He is always available for parents to express and discuss any concerns or suggestions. Through the principal’s leadership and according to our school survey, 98-100% of our parents feel that they are involved in their child’s education. It is imperative that we meet weekly, monthly or individually to ensure that parents are part of their child’s learning and an important member of the school community.

As an effective leader, the principal does not lead people to where they want to go, but where they ought to be. He empowers the school community to become leaders themselves.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: New York State Mathematics Test

Edition/Publication Year: 2006-2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Exceeds	91	80	100	100	100
Exceeds	13	33	60	55	49
Number of students tested	55	45	47	58	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Exceeds	91	80	100	100	100
Exceeds	13	33	78	52	41
Number of students tested	55	45	18	23	29
2. African American Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	1	2	4	4	1
3. Hispanic or Latino Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	4	1	2	3	1
4. Special Education Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	9	5	3	3	1
5. English Language Learner Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	3	8	9	5	5
6. Asian or Pacific Islander					
Proficient & Exceeds	90	78	100	100	100
Exceeds	15	33	67	59	53
Number of students tested	40	27	30	39	36
NOTES:					
Some data was intentionally left blank. There were not enough students in these categories for the data to be interpreted for 2006-2007 and 2007-2008. We have never had any students alternatively assessed.					

12NY12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: New York State English Language Arts Test

Edition/Publication Year: 2006-2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Proficient & Exceeds	81	71	100	98	98
Exceeds	4	9	11	5	29
Number of students tested	54	45	46	60	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Exceeds	81	71	100	96	96
Exceeds	4	9	22	8	18
Number of students tested	54	45	18	24	28
2. African American Students					
Proficient & Exceeds					
Exceeds	0	0	0		
Number of students tested	1	2	4	4	1
3. Hispanic or Latino Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	4	1	2	3	1
4. Special Education Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	9	5	2	4	1
5. English Language Learner Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	2	8	8	6	4
6. Asian or Pacific Islander					
Proficient & Exceeds	77	67	100	100	97
Exceeds	5	11	14	0	29
Number of students tested	39	27	29	41	35
NOTES:					
Some data was intentionally left blank. There were not enough students in these categories for the the data to be interpreted for 2006-2007 and 2007-2008. We have never had any students alternatively assessed.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: New York State Mathematics Test

Edition/Publication Year: 2006-2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Exceeds	98	96	100	100	98
Exceeds	54	13	86	74	50
Number of students tested	46	48	59	50	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Exceeds	98	96	100	100	97
Exceeds	54	13	84	67	47
Number of students tested	46	48	25	27	34
2. African American Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	2	3	4	1	4
3. Hispanic or Latino Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	2	3	3	3	6
4. Special Education Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	8	5	3	1	6
5. English Language Learner Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	6	5	6	5	6
6. Asian or Pacific Islander					
Proficient & Exceeds	97	100	100	100	100
Exceeds	60	6	83	82	62
Number of students tested	30	32	40	34	39
NOTES:					
Some data was intentionally left blank. There were not enough students in these categories for the data to be interpreted for 2006-2007 and 2007-2008. We have never had any students alternatively assessed.					

12NY12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: New York State English Language Arts Test

Edition/Publication Year: 2006-2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Proficient & Exceeds	91	92	100	100	89
Exceeds	2	13	21	23	16
Number of students tested	45	48	58	47	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Exceeds	91	92	100	100	84
Exceeds	2	13	17	20	13
Number of students tested	45	48	24	25	32
2. African American Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	2	3	4	1	4
3. Hispanic or Latino Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	2	3	3	2	6
4. Special Education Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	8	5	3	1	6
5. English Language Learner Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	5	5	5	2	3
6. Asian or Pacific Islander					
Proficient & Exceeds	93	94	100	100	92
Exceeds	3	6	21	28	14
Number of students tested	29	32	39	32	36
NOTES:					
Some data was intentionally left blank. There were not enough students in these categories for the data to be interpreted for 2006-2007 and 2007-2008. We have never had any students alternatively assessed.					

12NY12

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: New York State Mathematics Test

Edition/Publication Year: 2006-2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Exceeds	98	100	100	100	98
Exceeds	62	54	45	30	45
Number of students tested	53	59	51	56	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Exceeds	98	100	100	100	97
Exceeds	62	54	46	30	44
Number of students tested	53	59	26	23	39
2. African American Students					
Proficient & Exceeds	100	100	100	100	
Exceeds	67	0	0	40	
Number of students tested	3	3	2	5	3
3. Hispanic or Latino Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	5	4	2	7	6
4. Special Education Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	6	4	1	5	6
5. English Language Learner Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	4	3	4	5	3
6. Asian or Pacific Islander					
Proficient & Exceeds	100	100	100	100	98
Exceeds	70	62	56	36	45
Number of students tested	37	42	34	36	40
NOTES:					
Some data was intentionally left blank. There were not enough students in these categories for the data to be interpreted for 2006-2007 and 2007-2008. We have never had any students alternatively assessed.					

12NY12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: New York State English Language Arts Test

Edition/Publication Year: 2006-2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Proficient & Exceeds	87	90	98	98	89
Exceeds	15	32	12	2	14
Number of students tested	53	59	49	57	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Exceeds	87	90	98	96	84
Exceeds	15	32	4	0	13
Number of students tested	53	59	23	24	38
2. African American Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	3	3	2	6	3
3. Hispanic or Latino Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	5	4	1	7	5
4. Special Education Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	6	4	1	5	6
5. English Language Learner Students					
Proficient & Exceeds					
Exceeds					
Number of students tested	4	3	2	4	3
6. Asian or Pacific Islander					
Proficient & Exceeds	89	90	97	100	95
Exceeds	14	36	15	0	10
Number of students tested	37	42	33	36	39
NOTES:					
Some data was intentionally left blank. There were not enough students in these categories for the data to be interpreted for 2006-2007 and 2007-2008. We have never had any students alternatively assessed.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient & Exceeds	95	92	100	100	98
Exceeds	42	34	64	52	47
Number of students tested	154	152	157	164	176
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					
Proficient & Exceeds	95	92	100	100	97
Exceeds	42	34	68	50	44
Number of students tested	154	152	69	73	102
2. African American Students					
Proficient & Exceeds			100	50	
Exceeds			60	20	
Number of students tested	6	8	10	10	8
3. Hispanic or Latino Students					
Proficient & Exceeds	90			53	0
Exceeds	27			0	0
Number of students tested	11	8	7	13	13
4. Special Education Students					
Proficient & Exceeds	95	92			92
Exceeds	34	14			15
Number of students tested	23	14	7	9	13
5. English Language Learner Students					
Proficient & Exceeds	84	81	100	100	78
Exceeds	15	6	36	33	21
Number of students tested	13	16	19	15	14
6.					
Proficient & Exceeds	95	94	100	100	99
Exceeds	46	36	69	58	53
Number of students tested	107	101	104	109	115
NOTES:					

12NY12

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient & Exceeds	86	85	99	98	91
Exceeds	7	19	15	9	19
Number of students tested	152	152	153	164	170
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					
Proficient & Exceeds	86	85	99	97	87
Exceeds	7	19	13	9	14
Number of students tested	152	152	65	73	98
2. African American Students					
Proficient & Exceeds			100	45	
Exceeds			10	0	
Number of students tested	6	8	10	11	8
3. Hispanic or Latino Students					
Proficient & Exceeds	81			58	0
Exceeds	9			0	0
Number of students tested	11	8	6	12	12
4. Special Education Students					
Proficient & Exceeds	73	64		50	61
Exceeds	0	7		0	7
Number of students tested	23	14	6	10	13
5. English Language Learner Students					
Proficient & Exceeds	63	43	93	50	0
Exceeds	0	12	6	0	0
Number of students tested	11	16	15	12	10
6.					
Proficient & Exceeds	85	85	99	100	94
Exceeds	7	19	17	8	17
Number of students tested	105	101	101	109	110
NOTES:					

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