

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
*A Public School - 13NY8*

	<b>Charter</b>	<b>Title 1</b>	<b>Magnet</b>	<b>Choice</b>
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Ms. Katy Rosen

Official School Name: PS 199 Jessie Isador Straus School

School Mailing Address:     270 W. 70th Street  
  New York, NY 10023-5006

County: Manhattan                   State School Code Number\*: 310300010199

Telephone: (212) 799-1033   E-mail: krosen2@schools.nyc.gov

Fax: (212) 799-1179               Web site/URL: schools.nyc.gov

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

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

Name of Superintendent\*: Ms. Ilene Altschul   Superintendent e-mail: IAltsch@schools.nyc.gov

District Name: NYC District 3   District Phone: (212) 678-5857

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

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

Name of School Board President/Chairperson: Mr. Dennis Walcott

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, Director, National Blue Ribbon Schools (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, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 21 Elementary schools (includes K-8)  
11 Middle/Junior high schools  
10 High schools  
0 K-12 schools  
42 Total schools in district
2. District per-pupil expenditure: 7728

### 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, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	88	63	151
1	78	68	146
2	67	76	143
3	68	81	149
4	67	63	130
5	57	59	116
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>835</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
11 % Asian  
3 % Black or African American  
12 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
68 % White  
6 % 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 2011-2012 school year: 8%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	34
(3)	Total of all transferred students [sum of rows (1) and (2)].	59
(4)	Total number of students in the school as of October 1, 2011	776
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 3%  
Total number of ELL students in the school: 22  
Number of non-English languages represented: 8  
Specify non-English languages:

Spanish, Hebrew, Chinese, Korean, Albanian, French, German, Japanese

9. Percent of students eligible for free/reduced-priced meals: 8%  
 Total number of students who qualify: 68

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: 15%  
 Total number of students served: 124

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>3</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>25</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>53</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</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:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>34</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>23</u>	<u>2</u>
Paraprofessionals	<u>25</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>1</u>
Total number	<u>94</u>	<u>4</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:

25:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	96%	96%	96%	95%	94%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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?

## **PART III - SUMMARY**

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PS 199, the Jesse Isador Straus School, is an exemplary high performing neighborhood K–5 elementary school on the Upper West Side of Manhattan. Our mission is to teach children to become lifelong learners, to strive for high standards and to appreciate the need for understanding and tolerance in our diverse world.

Our school cultivates a rigorous learning environment where children collaborate and hold themselves and each other accountable to the highest standards of performance. Disciplined work habits and accountability become personally meaningful to each member of our school community. All of the staff members work so that each child feels safe, recognized and respected.

Our foremost goal is to give all children access to a wide repertoire of learning tools. We recognize that children learn at different rates and in different ways. We are constantly studying new approaches and refining our practices to meet the needs of all our students. Our heterogeneous classes hum with purposeful conversations, in partnerships and small groups, giving the students opportunities to hear from one another and revise their ideas after considering new information and various points of view.

We are also committed to teaching our children to become caring, responsible citizens who will thrive in a diverse society. We believe this is an important responsibility of education. Our school building is one of the first NYC barrier-free schools. As such, we provide a unique setting that serves orthopedically-challenged and learning-disabled students, offering a broad range of services to many students. Wherever possible, special needs students join our regular education students for content area studies and enrichment classes. Our student-to-student Mentoring Program pair general education and special needs students during regular school hours and twice a week after school. The long lasting bond formed between these students illustrates our greater goal of teaching students to be caring individuals with respect and empathy for everyone.

Each child’s social and emotional development is also considered a crucial aspect of our school life. Conflict resolution strategies, including peer mediation, are taught and integrated into the framework of our entire learning community. Using a literacy-based program, we promote respect, community building, and teach awareness and understanding of feelings.

A vital component of our success is parental involvement. The school is a collaboration between faculty, parents and students. This is realized through our active School Leadership Team, Parent-Teacher Association and direct parent involvement. From the moment you walk through the doors of PS 199, you see parents actively participating in their children’s education. From hanging artwork in the hallway to helping with healthy cooking projects or attending class writing celebrations, parents are regularly involved. Parents and staff see the value in working together and communicating every step of the way. This extended community drives our school forward.

Our school has many beloved traditions that involve curriculum and community, including beginning and end of year picnics, holiday celebrations, a Diversity festival, and Earth Day festival. There is also an annual day trip to historic Philadelphia for the fourth graders and a team-building 2-night trip to an environmental education camp for our fifth graders. Reading Buddies is a weekly program where students in senior classes read to students in junior classes. It is a highlight of the week for all students involved. Throughout the year, parents are welcomed into their children’s classrooms to celebrate student writing, view project based museums, or see dance and chorus performances.

PS 199 is proud to have been the recipient of several grants in recent years, allowing us to weave hands-on technology instruction into the curriculum. We now have an interactive whiteboard in every

classroom, giving teachers and students access to internet resources and visual learning experiences. We also received a grant to renovate our library and increase the number of computers in the school. The 50-year-old facility was enhanced recently when the parent body raised funds to create a beautiful outdoor garden that doubles as an open-air classroom.

PS 199 is an outstanding public elementary school in a vibrant neighborhood. The resources of New York City play a vital role in the success of our children's education. PS 199 has partnerships with numerous arts organizations, including Vital Theatre, Lincoln Center Institute, National Dance Institute, New York Philharmonic and Landmarks West. Teaching artists from these organizations enrich our students' lives by exposing them to different forms of art and creative expression.

PS 199's outstanding academics and corresponding test scores, its links to the community and its focus on individual students make it a sought-after elementary school in Manhattan. Our school motto, embraced by students, staff and families alike is: "Work Hard, Be Kind." These words drive the work of our community every day.



## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A. The performance levels for the standardized assessments administered at PS 199 are aligned with the state standards. There are four performance levels:

Level 1 – Below Standard

Level 2 – Meets Basic Standard

Level 3 – Meets Proficiency Standard

Level 4 – Exceeds Proficiency Standard

As part of PS 199's mission, striving for higher standards is integral to student learning and achievement. Our goal is for every child to meet grade level expectations in accordance with the new Common Core Standards, and we believe that all students can exceed and go beyond level 3. Even though level 2, meeting basic standards, is what is required as promotional criteria in New York City, our teaching staff sets the bar high, while working with a diverse heterogeneous student body. In terms of grades, level 3 and level 4 are our expected performance level. It is our mission to support all students in achieving proficiency, not only in English language arts and mathematics, but in all curriculum areas. Another goal is to prepare students to qualify for rigorous middle school curricula upon graduating. As the state standards are being raised, PS 199 continually evaluates how we are implementing instruction to meet this higher bar of achievement.

B. Analyzing the standardized performance assessments from the years 2008-2012, we see a bit of a decrease in both ELA and Math levels 3 and 4, followed by a consistent upward trend from 2010 on. Factors contributing to this decrease including the scoring was changed. The data shows the following:

In grades 3 to 5, on the standardized ELA, in 2008, out of 281 students tested, 254 achieved a level of 3 or 4. In 2009, out of 289 students tested, 274 achieved a level of 3 or 4. In 2010, out of 262 students tested, 221 achieved a level 3 or 4. In 2011, out of 303 students tested, 266 achieved a level 3 or 4. In 2012, out of 329 students tested, 302 achieved a level 3 or 4. Our percentage of students in levels 3 and 4 in 2008 and 2009 were 90.4% and 94.8% consecutively. In the year 2010, the percentage decreased to 86.7%, decreasing eight points in levels 3 and 4. However, it is extremely important to note that the entire state's passing scores (considered to be levels 2 through 4) declined 24% from the year 2009 to 2010. Comparatively, the drop in scores at PS 199 was less than one third of the state average, since level 2 is not included in our data. This drop reflected the redefinition of the state's objectives for student achievement. Ever since 2010, PS 199 has shown an increase from 86.7% to 88.4% to 92.4% over the past three years, despite the fact that a higher bar has been raised.

In grades 3 to 5, on the standardized Math, in 2008, out of 284 students tested, 275 achieved a level of 3 or 4. In 2009, out of 292 students tested, 288 achieved a level of 3 or 4. In grades 3 to 5, on the standardized Math, we see considerable growth across the three years. In 2010, out of 255 students tested, 230 achieved a level 3 or 4. In 2011, out of 301 students tested, 278 achieved a level 3 or 4. In 2012, out of 327 students tested, 304 achieved a level 3 or 4. Our percentage of students in levels 3 and 4 in 2008 and 2009 were 96.8% and 98.6% consecutively. In the year 2010, the percentage decreased to 87.8%, decreasing about 10.8 points in levels 3 and 4. The same factors apply across the state regarding the math assessment. The state dropped 25% in math scores (again, levels 2 through 4) from the year 2009 to 2010. Our scores at PS 199 decreased less than half in comparison to the state for levels 3 and 4. The trend across these last three years shows an increase from 87.8% to 91.7% to 92.4% in 2012. Even though the structure of the standardized tests changed because the state deemed them to be not challenging enough, our students' success rate showed progress, with scores proficient or above.

Our great challenge, as that of many other schools, is meeting the needs of our diverse population, while keeping our expectations high. Our diverse population includes students with special needs, English language learners and at-risk populations (low income and ethnic minorities). To close the gap on our lower achieving students, we implement many services and supports. We have SETSS (Special Education Teacher Support Services) for all grades, K through 5. Twice a week, we have extended day small group tutoring for support. We have supplemental ESL support in varied content areas. Service providers push in to our classrooms and may pull students out to work on their areas of difficulty either individually or in small groups. Our Reading Rescue program and Academic Intervention services provides support for those students without IEPs. In addition, we have a program called Saturday Explorations to enrich experiences for students and level the playing field culturally.

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

A. The teachers and staff of PS 199 use a variety of assessments to evaluate our students' progress, and to plan instruction that meets the students' needs and raises the overall level of student achievement. Individual students are assessed daily, weekly, at the conclusion of a Unit of Study, at the end of a marking period, and before an IEP meeting, in addition to any other time that a teacher feels more information about a student is necessary or valuable. Both formal and informal assessments are used to better understand and track student progress. Across the curriculum, assessment results are used to establish productive and appropriate small groups or partnerships, which provide support and target individual student needs. These groupings are flexible and may change as students show improvement in a specific area. At PS 199, classes are also heterogeneous, which we believe raises student achievement. Children are given the opportunity to learn with and from others, so that they can share problem-solving strategies, support each other's weaknesses, and build on each other's strengths.

In addition, teachers at PS 199 use assessment data to inform our instruction. During grade-level planning meetings, we analyze the results of the previous year's (or years') assessments in order to identify areas of weakness. These would be used as springboards for the current year's instruction. For example, in math we analyze the data that breaks down particular strands on standardized assessments and use that to decide which units of study and /or specific lessons to emphasize going forward. The information we glean from other assessments also helps us plan mini-lessons and "mid-workshop interruptions," adapt whole-class lessons, and determine if re-teaching a particular skill or topic is necessary. In addition, we can support individual growth by designing small-group strategy lessons that target particular skills, thereby improving student learning (Tier 1 Intervention).

Furthermore, assessment data are used to determine if a student requires additional support or intervention outside the traditional classroom setting. Such support may include and Individualized Education Plan or IEP (Tier 3 Intervention), targeted intervention for 4th and 5th graders by an F-status Academic Intervention Specialist or AIS (Tier 2 Intervention), "at-risk" or non-mandated Special Education Teacher Support Services (SETSS), participation in Reading Rescue or Wilson skill-based reading programs for students in the lower grades, or small group after-school instruction (Extended Day tutoring). Extended Day is mandated for those students who scored below-grade-level on the previous year's state standardized assessments. PS 199 also utilizes volunteers (work-study students), interns, and student-teachers to give students extra support or to allow the classroom teacher to target individual students for support.

Finally, assessment data is also used to determine if a student would benefit from enrichment opportunities, both in-and-out-of-the-classroom, such as Math Club for 2nd and 3rd graders. Specifically, the following assessment tools are among those used by teachers at PS 199:

- Math: Everyday Mathematics End-of unit Assessments (Oral/Slate and Written) and Open Responses; classwork (Math Messages, student Math Journal pages, etc.); and homework (Home and Study Links)
- Writing: On-demand writing pre-assessments before each unit of study; individual and partnership conferences; classwork and homework (writing notebook entries, plans or outlines, drafts, etc.); published

pieces at the end of each unit of study (evaluated based on a rubric created by the teachers with assistance from the Teachers College Reading and Writing Project or TCRWP)

- Reading: TCRWP or Rigby running records 4 times per year to (re)assess independent guided reading levels; individual, partnership, and Book Club conferences; comments during Read Aloud conversations; Reader's Theater; classwork and homework (reading notebook entries, Post-its, etc.); End-of-unit Assessments, evaluations or reflections
- Word Study: Spelling assessments (inventories) to determine students' spelling levels and differentiate instruction (students are put into three different Words Their Way groups, which use different books); weekly spelling and vocabulary quizzes

B.) The teachers and staff of PS 199 believe that creating an environment of pride and excitement around academic success promotes even more academic success. Therefore, parents, students, and the community are informed of the students' academic achievements. For example, parents are invited to publishing parties, writing or other project celebrations, poetry readings, "museums," etc. to view and hear student work. Formal assessments in all subject areas are sent home to be reviewed with, and signed by, parents. In some classes (especially the self-contained Special Education classes), students and families are made aware as soon as progress is made, new skills are mastered, and reading or math levels have changed. In addition, parents have access to the ARIS Parent Link database, which includes the results from various Periodic assessments (ACUITY) and Assessment Pro. (Running record results are also uploaded into Assessment Pro.) Standardized test scores are sent home to parents via hard copy, as well. NYSLAT (ELL) students are also given periodic assessments; the results of which are made available to parents and families. Report cards are sent home three times per year, and Parent-Teacher Conferences are held twice a year. Some children also have weekly/daily progress checklists that teacher use to keep in touch with parents. In conclusion, we believe that communication with students and their families about the students' academic success is vital to their learning and contributes to our school's overall success.

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

PS 199 is proud to be part of the larger professional learning community that nurtures reflection and continuous improvement. Because of our long-standing partnership with the Teachers College Reading and Writing Project, record of achievement, and proven success in implementing rigorous curricula, the school is often used as a successful model where educators can come to observe highly effective teaching practices. We host annual visits from educators and administrators from all over the country during the Teachers College Institute for Literacy Coaches. During these visits, our teachers demonstrate model lessons in both reading and writing and the classes are used as learning laboratories for the benefit of the participants. Many of our teachers participate in leadership groups at Teachers College, adding their practical experiences to the think tank process of evaluating and revising instructional practices. Additionally, some of our teachers make presentations at the annual Teachers College Reunion Day, sharing their knowledge with educators who come from schools in metropolitan New York City area. For example, one teacher presented on the topic of Reading and Writing Historical Fiction to Deepen Children's Comprehension. We are also very proud of the fact that one teacher made a presentation at the NCTE conference in Pittsburgh.

We are also part of the Children First Network 103, a structure within the New York City Department of Education that brings schools together to support best practices. Teachers from PS 199 attend meetings with teachers from other schools to study successful strategies, especially with the view toward understanding the new demands of the Common Core Learning Standards for Mathematics. Teachers are investigating strategies to teach students how to apply mathematical skills to complex and novel situations, for example, and to be able to communicate mathematical reasoning in writing. Our teachers have also contributed to professional development meetings hosted by the CFN during the summer, where many schools join together to examine standards and to plan instruction to meet the city and state expectations. In July and August 2012, our Kindergarten teachers created new social studies curriculum to share and Second Grade teachers contributed to math units on place value.

Other examples of professional contributions from our highly qualified staff members can be found in our therapy department. One of the occupational therapists recently published a research article on the findings from her experience comparing handwriting interventions with our students. Our therapists have often presented in-service professional development for others in the Department of Education.

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

We deeply value the important role that families and community play in the educational lives of children at PS 199. One of our highest priorities is to engage families as partners, teaching children that the adults in their lives deeply value their educational experience.

From the moment you walk through the doors of PS 199, you'll see parents actively participating in their children's education. From hanging artwork in the hallway to helping with healthy cooking projects or clutching an invitation to class writing celebrations, parents are very involved. Parents and staff see the value in working together and communicating every step of the way. We work together fundraising to ensure that teachers have all of the materials necessary to meet the needs of all of students, whether that be hiring teaching artists for special residencies, professional development for teachers, or books and technology to use in the classroom.

The School Leadership Team -- consisting of parents, teachers and administration -- meets bi-monthly to communicate concerns and work collaboratively to institute new ways to enhance and support the curriculum, the staff, and children. Teachers recently hosted "Parents as Partners" workshops, inviting parents to attend meetings regarding different aspects of curriculum which interest them.

Being a public elementary school in a vibrant neighborhood, community plays a vital role in the success of our children's education. PS 199 has partnerships with several community organizations, including Vital Theatre, Lincoln Center Institute, National Dance Institute, New York Philharmonic and Landmarks West. Not only do teaching artists from these prestigious organizations come to the school, but students also go on field trips to museums, plays, ballets, concerts and more. Teachers have developed a Saturday Explorations program which offer enrichment opportunities to students who would normally not have access to the rich culture of NYC, allowing them to fully participate in classroom activities which require experiential knowledge. Children learn the importance of building relationships with members of the community from the earliest age. Building these relationships early on leads to a better understanding about ways people in communities help one another and work together.

Furthermore, the PTA works hard to reach out to all families by hosting many family events throughout the year, helping families and children bond outside of school, including Back to School and End of Year Picnics at our local parks. Through various committees such as Garden, Healthy Child Healthy Planet, and Diversity students and staff are involved in creating a healthy, open-minded and supportive community inside and outside of PS 199.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

PS 199's mission is to teach children to become lifelong learners, strive for high standards and appreciate the need for understanding and tolerance in our diverse world. Our motto is "Work Hard, Be Kind." Our curriculum emphasizes analyzing, synthesizing and communicating information across all subject areas. All classrooms are equipped with SmartBoards, iPads and laptops to enhance instruction and support learning. Collaboration and idea building is a key component in achieving our goals. As students progress through the grades, the curriculum continues to build on what has been taught in the previous grade, ensuring deeper mastery of subjects.

Process plays an integral role in the PS 199 curriculum, beginning with English Language Arts. In both reading and writing, students study different genres. For example, non-fiction is launched in Kindergarten with informational texts grouped by topic. Each year, more complex texts are available for students to read, and to build on their knowledge of topics and structure of non-fiction texts. In writing workshop, every study follows a process of gathering ideas, drafting, revising, editing and publishing. By the time students are in third grade, many have internalized this process and integrate these strategies and skills to acquire content knowledge across the curriculum.

In social studies, the students research topics utilizing non-fiction reading strategies and note taking skills. The process begins with sketching information, adding captions and labels, determining important details, and gathering important ideas using boxes and bullets. Studies culminate with project based activities, which may include: map creations, Native American dolls or creating games with game boards incorporating information acquired during the study.

Our science curriculum focuses on investigation. Some of the topics students learn about through exploration are: solids and liquids; the plant life cycle; electricity; and variables. Students learn to develop hypotheses, conduct experiments, analyze data and revise their original thinking. Students use technology to graph data, analyzing results for trends and patterns, and use power point presentations to share their findings.

Our mathematics program, Everyday Mathematics, is a spiraling curriculum. All students learn and apply mathematical concepts through a variety of strategies. Working in partnerships, students support each other as they master the lesson's concepts. Math games reinforce skills learned in the unit and foster collaborative work.

Visual and performing arts are integrated in all aspects of our school culture. Studio art, movement, music and chorus are our in-house specialty classes. In addition, PS 199 partners with many arts programs. Lincoln Center Institute, Vital Theater, National Dance Institute and the New York Philharmonic teaching artists work with our students to enrich their education. Each of these programs supports our school's mission. For example, The Vital Theater Program's process is "page to stage." Students read, write and perform plays. The New York Philharmonic teaching artists develop students listening skills by analyzing and interpreting orchestral music. Students then compose original pieces with their recorders in collaboration with other students, following the writing workshop process.

Our Physical Education program teaches students how to develop a healthy lifestyle by understanding the effects and benefits of physical fitness. Students assess their abilities and then establish goals and practices to improve activity levels. Our partnership with the National Dance Institute fosters stamina through dance and movement. Cooking Lab reinforces healthy eating and nutrition through hands on cooking activities.

PS 199 believes character development is an important aspect of education. Using a literacy-based program, we promote respect, community building, and teach awareness and understanding of feelings. The Mentor Program pairs general education and special needs students during regular school hours and twice a week after school. The value of this experience is immeasurable.

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

As part of our mission to raise the bar for reading, we have been working with Teachers College Reading and Writing Project for over 20 years. We believe this particular curriculum allows the teachers to meet the needs of all our learners. In this program, children read books on their level; they also write, talk and develop theories about their reading.

Research has shown children progress in reading when they read "just right" books, which are determined by teacher's individual assessments of the students. Every classroom has a leveled library (each level has a different color dot) as well as an "interest" library. Children are encouraged to choose "just right books" on their reading level, which provides a sense of ownership of their reading lives. Additionally, they have opportunities throughout the day to choose unlevelled "interest" books to read. These include topic-based bins such as Favorite Authors, Talking Animals, Series, Holidays, Underwater Animals, Weather, etc.

In this workshop model, we teach a multitude of strategies through whole class instruction that support an understanding of different genres. The children then have independent reading time during which they can practice the particular strategy taught, in addition to the content taught in previous lessons. They use post-its, reading notebooks, and partner discussions to assist in their understanding of the texts. Each lesson, or strategy, builds upon earlier work.

Small group work is an excellent opportunity to improve the reading skills of students performing both below and above grade level. We continually form needs-based groups based on teacher assessments. These groups are made up of students who either need extra support or higher-level instruction. There are also strategy groups made up of heterogeneous learners. During read alouds, students are exposed to books that allow them to practice responding to texts in various ways. Our school also offers a Reading Rescue program for struggling readers as well as small group support during our Extended Day program. The school librarian along with trained parent volunteers hold weekly "book talk" groups as an elective during recess.

In early grades, students are exposed to a variety of foundational reading skills through a balanced literacy approach. This includes emergent reading, shared reading, guided reading, read aloud, book talks, and writing. We use Words Their Way, Star Name, and Word Walls to develop phonics skills and word recognition.

Throughout the year, all our students are exposed to a wide variety of genres, including realistic fiction, narrative and expository nonfiction, poetry, biography, and mysteries. Our ultimate goal is to cultivate lifelong readers.

## **3. Mathematics:**

In 1998 the teachers and administrators of PS 199 went on a weekend retreat to choose a math program for the school. At the end of the weekend the staff chose Everyday Mathematics (EDM). One of the appeals is that the program supplies a great deal of support for teachers, a strong home-school connection, differentiation, and constant assessment to meet the needs of all learners. The teachers and administrators decided to phase in the program beginning with kindergarten and first grade, adding another grade each subsequent year. Parent workshops were held to introduce and explain the new curriculum.

This research-based curriculum was developed by The University of Chicago School Mathematics Project. Mastery of mathematical concepts and skills comes with repeated exposure and practice, not just

after one lesson. This enables children to make new connections and build on the mathematical content they already know while gradually learning more difficult and challenging content.

The format of lessons and routines are established beginning in kindergarten, so there is continuity throughout the grades and children know what is expected of them. Lessons are based on activities and discussion, not textbooks. Students are asked to explain their mathematical thinking and describe how they got an answer. The math lesson begins with a mini-lesson introducing the new concept, followed by partnership activities for reinforcement. The final part offers options for differentiation.

Assessment is built into every lesson and unit. Lessons have specific tasks used to monitor student's progress, suggest ways to observe student work, and make adaptations for instruction. At the end of each unit, a formal assessment is given. These tools help teachers differentiate instruction and monitor student progress towards grade-level goals.

To address students who are performing at proficient and advanced levels, our school has offered second and third grade morning math clubs for enrichment. For children needing extra support, teachers reinforce previously learned concepts during after school tutoring sessions. The school also has a math intervention teacher to work with students who do not receive resource room, but need extra support in math. In 2012, 97% of our fifth grade students' scores were proficient and advanced. This was our highest performing year, which can be attributed to our strong math curriculum.

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

Through the years, we have developed at PS 199 a curriculum that gives each child the opportunity to engage in a variety of music-making, allowing enough room for children to develop their strengths and overcome their weaknesses, while enjoying participating in a wide range of activities.

The goals of the Music Program at PS 199 have been set forth based on the five strands of Learning in Music.

##### **1. Music Making:**

It encompasses all those activities where students are physically making music. These skills involve singing, moving to the music, playing instruments, and simply enjoying making music.

##### **2. Music Literacy:**

Music is a language of its own, a universal means of communication by which people from all over the world express their humanity, without actually knowing how to speak each other's native language. Students develop knowledge of musical language, applying it to analyze, evaluate, document, create and perform.

##### **3. Making Connections:**

Students learn how to make social, cultural, and historical connections through music.

- recognize parallels between music and other disciplines
- realize that music reflects composers' emotions, ideas, imagination and characteristics of their cultural environment.
- make connections between music and personal feelings.

##### **4. Community and Cultural Resources:**

Students broaden their perspectives on music. This strand is twofold, comprised of:

- a) the sharing part, at the school level, where students share their musical experience with their own school community.
- b) the working part, with various art organizations as partnerships.

These organizations support and enhance the school's music and art programs. We work with organizations such as the New York Philharmonic, NDI, Lincoln Center Institute, and Vital Theatre. They represent diverse and unique approaches to music, dance and drama. They provide children with hands-on experiences of the real world as they are able to attend live performances, have In-School concerts, and work with teaching artists. These partnerships, combined with the school's own, internal resources, create a fertile ground for students' learning and creativity.

#### **5. Careers and Lifelong Learning:**

Students understand that there is a range of music and music-related professions, learning how various professions support and connect with each other. But most important is that they get to appreciate music, enjoy participating in music-making throughout their lives, becoming lifelong learners and advocates for music.

It is our goal to see that, first and foremost, children enjoy making music; to help them build a solid foundation by which they will always be able to understand and appreciate music as a part of their daily lives; to enrich their lives with the depth and breadth of experience that only the arts can provide.

#### **5. Instructional Methods:**

PS 199 displays differentiation by modifying and enriching instruction for all learners. Push-in support is provided throughout the day, to support classroom teachers reach the needs of every student.

During reading workshop, students choose and read books on their independent level. Assessments and whole group data provide teachers with "just right" reading levels for each student. Classrooms have a wide range of literature on every level with ample opportunity for students to strengthen skills needed to progress to more challenging texts. Skills modeled and taught, can be applied in any book. Teachers work in small groups and individually confer to assess progress and provide additional support. Technology is often used to support students with reading difficulties across all content areas including books on tape, Bookshare.org (audio books with highlighted text) and Tales2Go (audio book iPad app).

Teachers choose mentor texts with rich vocabulary, varied sentence structures and dialogue, to enrich and support student writing. Through small group support, individual conferencing and independent work students try out these strategies in their writing to strengthen the power of their words. A variety of graphic organizers, pictures and object support are available to students to choose from when they feel stuck or as a tool to strengthen their piece. For continued spelling support, students may create personalized word walls. Students with fine motor weaknesses, dysgraphia and spelling difficulties use assistive technology, such as computers, word processors and applications, as a daily support to their writing process.

Math workshop introduces students to topics through hands-on explorations that foster high-level thinking and allow students time to develop efficiency and deep understanding of concepts. If needed, manipulatives are available as visual representations. For tactile learners, students are taught the TOUCH math/TOUCH money approach. Test modifications such as simplifying vocabulary, directions and questions read aloud and use of grid paper are provided as needed. Teachers use high-interest math games for reinforcement of skills. Students are given opportunities to work in groups to solve word problems in various ways. Groups that need more support may be given problems with fewer steps, while enrichment groups may have questions with hidden information and multiple steps. Students, who complete classwork early, are encouraged to solve open-ended word problems and explain their thinking with words, pictures and expressions.

Differentiation requires that teachers understand their students learning styles and track individual progress. It is an integral part of the culture at PS 199.

#### **6. Professional Development:**



Part of our school's mission is to teach children to become lifelong learners and strive for high standards. This very mission applies to the staff here at PS 199 as well. Professional development is consistently offered throughout the year for all teachers and administrators. Professional development allows educators to best accommodate students' diverse needs and the ever-changing demands of the curriculum. In order to make improvements, we seek various outside resources and depend on the expertise of our colleagues.

Periodically during the school year, each grade team meets with knowledgeable staff developers from the Teachers College Reading and Writing Project. The staff developers come with the most updated information and work with teachers to help provide rigorous reading and writing instruction aligned to the New York State Common Core Standards. Additionally, teachers attend professional development offered at Teachers College, including topic-based workshops, lead teacher meetings, and study groups.

Teachers are involved in a math leadership group that meets six times a year to develop ways to enrich our math curriculum. We've had developers from the Everyday Math program visit our school to share their knowledge on the updated New York State Math Common Core Standards. Since installing SMART boards in our classrooms, teachers have participated in professional development provided by instructors from SMART Technologies. Also, staff trainers from the Houghton Mifflin company came to share different ways to implement social studies lessons that engage and promote higher-learning thinking skills. Our art and music teachers attend professional development offered by the New York City Department of Education as well.

Furthermore, our school receives guidance from our network achievement coach and the United Federation of Teachers to support school improvement. In response to the updated New York State Common Core Standards for both Math and English Language Arts, the network provided workshops during the summer vacation period, through the New Initiatives with the City. The new initiative includes a special reform on inclusive practices. Our teachers have volunteered to attend these workshops and returned with valuable information to share with our school community.

Sharing our expertise and knowledge is another way we grow as life long learners in our school community. This year, we created a structure for sharing across grades. Each team from a grade provides professional development to the staff every other Thursday. We also give new teachers mentors who provide support and work closely together with the new teacher. Our school offers many opportunities for growth as a school community. The impact of the professional development can best be described as a web of knowledge in that it is constantly learned, revised, and shared through many threads in our school community.

## **7. School Leadership:**

The leadership philosophy of PS 199 is based on communication and collaboration. The mission of the school is to see that all children achieve the goal of becoming lifelong learners. Towards that end, the principal and assistant principal have created structures to see that all children receive the same quality of education. Each grade works collaboratively as teacher teams rather than individual classes. Administration provides each team with common planning time so that there is a consistency of instruction across the grade. From each team, a grade liaison is selected and these liaisons meet on a regular basis with the principal. Through these meetings, there is an opportunity for all grades to hear each other's work, and ensure that there is a common voice throughout the school. In addition, one of the school's extended day periods has been set aside for teacher team meetings. Again, this gives staff and administration a chance to review goals and structures and to share new and innovative instructional approaches.

The principal and assistant principal also meet regularly with the Pupil Personnel Committee. This committee is made up of service providers who meet to look at individual students who may need academic interventions. When a teacher or another service provider sees that a child is struggling, that

child's name is added to the agenda. The committee reviews what interventions have been tried, and makes recommendations for further actions.

The School Leadership Team is another guiding force in the school. Their primary function is to ensure that the school's Comprehensive Educational Plan creates goals that align with the school's philosophy and ensures that the needs of all students are being met. In creating each new CEP, the SLT reviews the previous goals to see what outcomes have been achieved. They conduct needs assessments and use these in formulating new goals for the upcoming school year. Beyond the CEP, the SLT also has conducted teacher surveys. These surveys are created to give the staff an opportunity to reflect on curriculum, and to have a voice in improving the quality of instruction throughout the school. The SLT reviews and analyzes the responses, and comes up with plans to address the school's needs. An example of this was the formation of the Curriculum Enhancement Committee. Based on teacher response to the survey, this committee was formed to research resources that could be brought into the school to enhance the curriculum. A database was created, and each grade has a parent liaison to assist them with planning and scheduling.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: see notes

Edition/Publication Year: see notes Publisher: see notes

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 & 4	85	92	77	100	99
Level 4	41	41	37	30	46
Number of students tested	128	127	90	111	104
Percent of total students tested	99	99	98	100	100
Number of students alternatively assessed	1	2	1	1	2
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Levels 3 & 4	54	77	42	100	91
Level 4	23	23	25	13	18
Number of students tested	13	13	12	15	11
<b>2. African American Students</b>					
Levels 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	7	4	7	4
<b>3. Hispanic or Latino Students</b>					
Levels 3 & 4	68	Masked	Masked	100	Masked
Level 4	5	Masked	Masked	36	Masked
Number of students tested	22	9	7	11	8
<b>4. Special Education Students</b>					
Levels 3 & 4	59	86	64	100	94
Level 4	12	43	36	21	24
Number of students tested	17	14	11	19	17
<b>5. English Language Learner Students</b>					
Levels 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	5	7	7
<b>6. Asian</b>					
Levels 3 & 4	84	100	Masked	100	100
Level 4	37	56	Masked	20	54
Number of students tested	19	18	5	20	13
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. The missing data indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students. As noted on the New York State accountability report 2008-2011 CTB McGraw Hill 2012 - Pearson For 2008 and 2009 the scores of "Special Music School" are included in ours.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 3 Test: see notes

Edition/Publication Year: see notes    Publisher: see notes

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
<b>SCHOOL SCORES</b>					
Levels 3 & 4	87	90	87	94	91
Level 4	13	17	38	23	31
Number of students tested	128	125	87	108	104
Percent of total students tested	99	99	98	100	99
Number of students alternatively assessed	1	2	1	1	2
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Levels 3 & 4	62	83	64	80	82
Level 4	15	17	27	0	9
Number of students tested	13	12	11	15	11
<b>2. African American Students</b>					
Levels 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	7	4	7	4
<b>3. Hispanic or Latino Students</b>					
Levels 3 & 4	73	Masked	Masked	91	Masked
Level 4	0	Masked	Masked	0	Masked
Number of students tested	22	8	6	11	8
<b>4. Special Education Students</b>					
Levels 3 & 4	59	71	45	79	65
Level 4	12	21	18	5	18
Number of students tested	17	14	11	19	17
<b>5. English Language Learner Students</b>					
Levels 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	2	4	3
<b>6. Asian</b>					
Levels 3 & 4	89	94	Masked	95	100
Level 4	16	11	Masked	35	38
Number of students tested	19	18	4	20	13
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
The missing data indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students. 2008-2011 CTB McGraw Hill 2012 Pearson Any disparity in data(2008/2009 and 2007/2008) is due to the inclusion in data from, "Special Music School". Any disparity in data for 2008-2009 and 2007-2008 is due to the inclusion of data from the "Special Music School."					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: see notes

Edition/Publication Year: see notes Publisher: see notes

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 & 4	97	95	94	100	97
Level 4	72	74	54	69	65
Number of students tested	123	87	95	100	93
Percent of total students tested	98	100	99	100	100
Number of students alternatively assessed	2	3	3	1	1
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Levels 3 & 4	86	83	74	100	91
Level 4	43	50	16	58	45
Number of students tested	14	12	19	12	11
<b>2. African American Students</b>					
Levels 3 & 4	90	Masked	Masked	Masked	91
Level 4	40	Masked	Masked	Masked	27
Number of students tested	10	5	5	3	11
<b>3. Hispanic or Latino Students</b>					
Levels 3 & 4	Masked	Masked	80	Masked	Masked
Level 4	Masked	Masked	40	Masked	Masked
Number of students tested	9	8	15	9	7
<b>4. Special Education Students</b>					
Levels 3 & 4	88	90	86	100	81
Level 4	47	40	27	36	19
Number of students tested	17	10	22	14	16
<b>5. English Language Learner Students</b>					
Levels 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	5	6	4
<b>6. Asian</b>					
Levels 3 & 4	100	Masked	100	100	100
Level 4	94	Masked	87	69	75
Number of students tested	18	2	15	13	12
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
The missing data indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students. 2008 - 2011 CTB McGraw Hill 2012 Pearson Any disparity in data for 2008/2009 and 2007/2008 is due to the inclusion of data from, "Special Music School".					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 4 Test: see notes

Edition/Publication Year: see notes    Publisher: see notes

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
<b>SCHOOL SCORES</b>					
Levels 3 & 4	94	89	83	97	85
Level 4	17	9	14	14	24
Number of students tested	122	87	94	98	91
Percent of total students tested	98	100	99	100	97
Number of students alternatively assessed	2	3	3	1	1
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Levels 3 & 4	79	75	63	100	45
Level 4	0	0	0	0	9
Number of students tested	14	12	19	11	11
<b>2. African American Students</b>					
Levels 3 & 4	90	Masked	Masked	Masked	55
Level 4	0	Masked	Masked	Masked	0
Number of students tested	10	5	5	3	11
<b>3. Hispanic or Latino Students</b>					
Levels 3 & 4	Masked	Masked	73	92	Masked
Level 4	Masked	Masked	7	8	Masked
Number of students tested	9	8	15	12	7
<b>4. Special Education Students</b>					
Levels 3 & 4	76	80	64	79	53
Level 4	6	0	5	0	13
Number of students tested	17	10	22	14	15
<b>5. English Language Learner Students</b>					
Levels 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	4	4	3
<b>6. Asian</b>					
Levels 3 & 4	94	Masked	93	100	67
Level 4	24	Masked	20	8	17
Number of students tested	17	2	15	12	12
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
The missing data indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students. 2008-2011 McGraw Hill 2012 Pearson Any disparity in data for 2008/2009 and 2007/2008 is due to the inclusion of data from, "Special Music School".					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: see notes

Edition/Publication Year: see notes Publisher: see notes

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3 & 4	97	86	95	99	94
Level 4	77	54	60	75	66
Number of students tested	78	89	73	80	87
Percent of total students tested	96	99	100	99	99
Number of students alternatively assessed	4	4	1	1	2
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 & 4	90	61	69	Masked	87
Level 4	60	11	54	Masked	33
Number of students tested	10	18	13	8	15
<b>2. African American Students</b>					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	4	8	8
<b>3. Hispanic or Latino Students</b>					
Level 3 & 4	Masked	73	Masked	Masked	94
Level 4	Masked	20	Masked	Masked	53
Number of students tested	7	15	9	7	17
<b>4. Special Education Students</b>					
Level 3 & 4	Masked	57	85	Masked	78
Level 4	Masked	14	46	Masked	33
Number of students tested	9	21	13	9	18
<b>5. English Language Learner Students</b>					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	5	3	1
<b>6. Asian</b>					
Level 3 & 4	Masked	100	100	100	90
Level 4	Masked	67	90	83	60
Number of students tested	3	12	10	12	10
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
The missing data indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students. 2008-2011 McGraw Hill					
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## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 5 Test: see notes

Edition/Publication Year: see notes    Publisher: see notes

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3 & 4	99	84	91	96	95
Level 4	13	10	49	46	29
Number of students tested	77	87	69	82	86
Percent of total students tested	96	98	99	100	100
Number of students alternatively assessed	4	2	1	1	2
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 & 4	90	56	91	Masked	87
Level 4	0	0	36	Masked	7
Number of students tested	10	18	11	8	15
<b>2. African American Students</b>					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	4	9	8
<b>3. Hispanic or Latino Students</b>					
Level 3 & 4	Masked	67	Masked	Masked	94
Level 4	Masked	0	Masked	Masked	12
Number of students tested	7	15	7	7	17
<b>4. Special Education Students</b>					
Level 3 & 4	Masked	65	69	80	78
Level 4	Masked	0	23	10	0
Number of students tested	9	20	13	10	18
<b>5. English Language Learner Students</b>					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	2	3	1
<b>6. Asian</b>					
Level 3 & 4	Masked	92	Masked	92	90
Level 4	Masked	8	Masked	33	30
Number of students tested	2	12	9	12	10
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
The missing data indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students. 2008-2011 McGraw Hill 2012 Pearson Any disparity in data for 2008/2009 and 2007/2008 is due to the inclusion of data from, "Special Music School".					

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