

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NY9

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Mr. Christopher Ogno

Official School Name: PS 247 School

School Mailing Address: 7000 21st Avenue
Brooklyn, NY 11204-5404

County: Brooklyn State School Code Number*: 332000010247

Telephone: (718) 236-4205 E-mail: cogno@schools.nyc.gov

Fax: (718) 331-8563 Web site/URL: www.ps247.org

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. Karina Costantino Superintendent e-mail: KCostan@schools.nyc.gov

District Name: NYC District 20 District Phone: (718) 759-4912

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: Ms. Laurie Windsor

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

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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 23 Elementary schools (includes K-8)
8 Middle/Junior high schools
4 High schools
0 K-12 schools
35 Total schools in district
2. District per-pupil expenditure: 7410

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: 8
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	13	23	36
K	55	64	119
1	63	61	124
2	58	68	126
3	51	71	122
4	48	69	117
5	47	64	111
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
Total in Applying School:			755

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
46 % Asian
1 % Black or African American
14 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
39 % White
0 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%
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.	17
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1, 2011	755
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 23%
Total number of ELL students in the school: 177
Number of non-English languages represented: 20
Specify non-English languages:

Urdu, Albanian, Spanish, Polish, Cantonese, Albanian, Russian, Mandarin, Turkish, Vietnamese, Hebrew, Arabic, Uzbek, Bengali, Macedonian, Moldavian, Serbo-Croatian, Portuguese, French and Georgian

9. Percent of students eligible for free/reduced-priced meals: 69%

Total number of students who qualify: 521

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.

This data is based on an October, 2012 audit of 693 students on register at the school. Currently, the school has Universal School Meal (USM) program status and parents are not required to submit lunch forms. This has been the case since 2007/2008.

10. Percent of students receiving special education services: 12%

Total number of students served: 88

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>41</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>41</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>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:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>15</u>	<u>5</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>15</u>	<u>0</u>
Total number	<u>72</u>	<u>5</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:

18:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	95%	96%	95%	95%
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

The mission of Public School 247: The New York City College Partnership School, is to cultivate a climate of growth for all members of its community. We teach with passion and compassion, creating a learning environment that encourages conversation and exploration and celebrates the gifts and talents of each child. To that end, a high premium is placed on professional growth through professional development in order to provide instruction that is effective, relevant, engaging and well rounded and there is a strong culture of collaboration among teachers and the administration.

The school culture is one of professional growth and shared decision making. As an administrative team we have focused on three key areas of community building.

First, we seek to build a fear free environment where teachers and administrators work together to create a superior learning environment, in which students' needs are identified and curriculum and instruction are refined to meet those needs.

Second, we foster communication between teachers at all levels to maximize the expertise and input of all staff members to support student growth. Classroom teachers meet by grade weekly and have common preparation periods in order to plan together. Teachers in the classroom meet with out-of-classroom support personnel and service providers to plan and create a cohesive instructional plan for each student. What goes on in the classroom is transferred throughout the school building and supported by those teachers who pull students out and who push into classrooms to work with students. Weekly Instructional Team meetings are held and teachers create vertical plans to support student learning and develop curriculum.

It has been our goal to cultivate a culture of continuous learning based on school-wide and individual teacher goals. Teachers plan in teams and groups along with administrators and coaches.

The third key component has been to create an environment of shared decision making. Our goal was to move from a top down leadership structure to collaborative decision making with real teacher input. We have accomplished this by creating weekly administrative periods on all grades where teachers, school administrators and coaches meet to create, refine and plan curriculum together. We also implemented an Instructional Team with grade leader representatives who follow a specific process to ensure collaboration. The process is as follows:

- School-wide initiatives are presented to the Grade Leaders at Instructional Team meetings.
- Grade Leaders in turn share the initiative with their colleagues on the grade during common preparation periods.
- Grade Leaders run their own grade conferences with their own agendas monthly.
- Grade Leaders solicit feedback from the group and present this feedback to the Instructional Team.
- Policy decisions are made by the Instructional Team collaboratively through consensus.

A school-wide initiative that has had the greatest positive effect on student achievement includes reducing the student to teacher ratio in a variety of instructional settings and/or opportunities wherever possible. It is our belief that students learn best in a one to one setting. Our goal has been to reduce the number of students receiving direct instruction at every available opportunity. In the out of classroom intervention

settings the school has Reading Recovery (1:1 student to teacher ratio), Leveled Literacy Intervention (1:3 teacher to student ratio), Academic Intervention Support (AIS) math groups (1:6 teacher to student ratio) and AIS reading groups (1:6 teacher to student ratio). In mandated pullout services such as for English Language Learners (ELLs) or Special Education Teacher Support Services (SETSS), we encourage a workshop model setting so students are met with in small groups for guided reading or strategy lessons. In the classroom again we utilize the workshop model and children are constantly being met with individually to confer or in small groups for strategy or guided reading lessons. AIS services push in or pull out to support small group work. Para-professionals in the classroom receive professional development on instruction and are responsible for supporting instruction for small groups of children within the classroom. We believe that this commitment to lowering the student to teacher ratio at every opportunity best supports the needs of the individual student. This is the greatest contributing factor to our success.

It is our belief that school change and improvement requires two components. The first component is buy-in. The staff must believe that the change and improvements will positively affect the education in the classrooms. It is preferable to have teacher input in order to ensure a greater buy-in. Teachers should have input in not only the rollout but the ongoing implementation of the change and the tweaking of the program to make it work right in every classroom. Without staff buy in no real or lasting change can occur. The second component is accountability. The staff must be held accountable throughout the process for input, deadlines, outcomes and instruction. Holding teachers accountable sends a clear message that this is important and needs to be done. Furthermore consistently holding teachers accountable reinforces their buy in to the process. The ultimate goal is the following:

- That the teachers believe that the change or improvement is important and that it will result in student progress.
- The teachers know that they had input in incorporating revisions into the curriculum.
- Administrators will monitor implementation and support teachers when necessary. It is important that teachers know they are being supported.
- Finally teachers know that the changes implemented can always be tweaked to work better in their classrooms.

Public School 247, The New York City College Partnership School, is worthy of National Blue Ribbon status for the following reasons:

- 1) The success of every child in our school is tantamount to our collective success as professional educators. We have narrowed the achievement gap for both students with disabilities as well as for students for whom English is not their first language. We believe that we have tools and knowledge to ensure positive academic, social and emotional outcomes for every learner who walks through our doors.
- 2) Our curriculum is aligned to the Common Core Learning Standards and has been for the past two years. Our attention to instructional coherence and the structures we have establish to monitor our own efficacy have enabled us to build a learning culture where there is synergy between the written curriculum, the taught curriculum and student outcomes.
- 3) Parents are integral partners in everything we do at the school level. Their voices matter; are heard and their opinions incorporated in school policy, where appropriate.
- 4) Professional development drives teacher development. Teachers are provided with regular feedback on their practice. This feedback does not live in a vacuum and is incorporated, regularly, in meaningful ways into the teachers' professional development experience and is differentiated based on teacher experience, expertise and assessed need resulting in improved student outcomes year over year.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Public School 247's city and/or state exam results in both Language Arts and Mathematics have consistently increased over the past three years. This school has participated in the state assessment program (TCB / McGraw Hill until 2011 and Pearson in 2012) since 2005/2006 and students' scores are reported on levels. The four levels are as follows:

Level 1- Far below grade level standards: Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level.

Level 2- Approaches grade-level standards: Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.

Level 3- Meets grade-level standards (proficient): Student performance demonstrates an understanding of the knowledge and skills expected at this grade level.

Level 4- Exceeds grade level standards: Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.

Note that prior to the 2005/2006 academic year, New York City public school students were tested with two different assessments. In the elementary schools, grades three and five students were tested with New York City generated assessments and Grade 4 students were tested with New York State assessments.

Because New York State adopted the Common Core Learning Standards and New York City public schools began to realign their curricula to reflect the expectations of the Core beginning in the 2010-2011 school year, the data discussed below will reflect performance trends over the past three years: from 2010-2012, or, from "before the Core" until last school year.

Public School 247 maintains high levels for all students in grades 3, 4, and 5. The school's Instructional Team recognized score disparities for the school's students with special needs population in the area of English Language Arts. Through the provision of intense academic intervention services, there has been a significant increase in the percentage of students with special needs performing at or above proficiency Level 3. For example, between 2010-2011 and 2011-2012, the school celebrated an 8.7% increase in the percentage of students with disabilities scoring at or above grade level in English Language Arts.

Over the past three years, Public School 247 has celebrated a 9.8% increase in all students scoring at or above proficiency in English Language Arts. In 2010, the school had 74.5% of all tested students, grades three-five, scoring at or above Level 3. In 2012 this percentage increased to 84.3%.

Public School 247 is extremely proud of its data in Mathematics. In 2012, 93.1% of all students in grades three through grade five performed at or above proficiency. This is a 10% increase from 2010 when 83.1% of all tested students, grades three-five, scored at or above level 3. The data also shows a dramatic increase in the performance of the special education population, as well. Over the past three years, Public School 247 has increased the percentage of students with special needs students performing at proficiency or higher by 17.4 with 75% of all third-fifth grade students with disabilities scoring a Level 3 or 4.

To summarize, Public School 247- The New York City College Partnership School, provides instruction based on the needs of all students. Once a learner's weaknesses are targeted, all members of the school community contribute to ensuring that the student excels in those targeted areas. Academic strengths are also noted and students are provided with enrichment to help ensure continued academic excellence.

2. Using Assessment Results:

Public School 247 uses data to improve student and school performance in the following manner: All data is analyzed by grade level and by individual student performance. Data analysis occurs throughout the school year beginning with an analysis of the New York State aggregate and disaggregate results.

Throughout the school year, common planning meetings are scheduled each week, which include classroom teachers, administrators, the school's academic coaches and service providers. Using formative data results and teacher observations, all educators work together to group students for small group, strategy and differentiated instruction based on what the child(ren) need in order to become more proficient in a particular content area. The areas identified are addressed by the classroom teachers and/or academic intervention support staff through careful data-informed planning and implementation. Differentiated instruction is designed to meet the needs of each individual student within the various groups.

The focus on conferencing with students around literacy has been one of the most important factors of our success. This initiative has many components and has taken years to fully implement and to refine across the school. The school began this initiative by developing and designating a daily conferring period school-wide. The school supplies every child with two small spiral bound conference books, one for reading and one for writing. The school has provided ongoing professional development on refining the art of conferring with students. This professional development started 6 years ago and continues today. The Instructional Team (comprised of teachers, coaches and administrators) set a non-negotiable minimum requirement that every student be conferred with at least twice a month in both reading and writing. The notebooks are transferred forward to the next year's teacher. The school also requires support staff, administrators and out of classroom teachers to utilize the conference books when working with children in literacy. Teachers utilize conference books to create goals, meet individual student needs (in a point of service setting) and offer next steps for students. The conference notebooks are utilized for grouping in small group instruction and planning for shared classroom lessons. The conference notebook serves as a toolkit for the student. Learning the art of conferring, and it is an art, has truly empowered our teaching staff. Finally, these conferring notebooks are shared with parents/caregivers at Parent Teacher Conference in the Fall and Spring of each school year.

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

3. Sharing Lessons Learned:

Public School 247 has served as a model school in New York City. Various organizations from numerous countries as well as from within the district and Network have visited to observe best practices in elementary education. These visits include:

- 1) A 2011 visit from UK educators to observe the very best practices in a standards-driven curriculum. As per the report published by Robert Dyer, Jenny Woodrow and Brian Hazell (USE Research Visit - 2011), "We observed truly world class classroom practice, in a warm and stimulating school environment. Mr. Ogno [Principal] had set up a range of support for pupils across the spectrum of needs and ability, including a Reading Recovery literacy unit, which also worked on an outreach basis with other schools. The teachers at P.S. 247 were bubbling over with enthusiasm and creativity. In every classroom we visited, we saw pupils actively engaged in fun learning activities."

2) This school year, a delegation from International Training for Korean educators, supported by M.E.S.T., visited for the purpose of observing not only best instructional practices, but also the systems and structures we have in place to support the emotional and social development of our students.

Over the years, Public School 247 has also hosted visitors from the following New York City Public Schools:

Public Schools 35, 42, 95, 215, 97, 112.

The purpose of these visits included opportunities for teachers to observe best practices in literacy and mathematics instruction with a key focus on active assessment within classrooms to support both struggling as well as high attaining learners.

Public School 247 also enjoys partnerships with leadership organizations such as NYCESPA (New York City Elementary Schools Principal's Association), NYAPE (New York Academy for Public Education), ELI (Executive Leadership Institute), ALPAP (Aspiring Leadership Program for Assistant Principals) and LEAP (Leadership in Educational Administration Program) through the NYC Leadership Academy. Aspiring and current leaders visit Public School 247 to learn from the school's Principal, who, in many cases, mentors these individuals. His ability to share best practices in the tenets of leadership has enabled several participants to take on leadership roles in their own schools and develop sound, standards-based instructional programs for their students.

4. Engaging Families and Communities:

The school has a number of parent involvement programs in place. In the lower grades we have Parents as Reading Partners and Parents as Math Partners. In both of these programs parents are encouraged to come into school on a bi-weekly basis and participate in a math or reading lesson with their child.

Parents in all grades are invited to monthly writing celebrations. Further, there are school performances throughout the year involving children on all grades that parents are encouraged to attend. Parents attend the winter and spring concerts.

There are professional development opportunities for parents, utilizing both in house staff and outside vendors, throughout the year that are designed to help assist them in supporting their child's academic and social development in school.

Finally, the school offers parent workshops on learning the English language. There are parent Citizenship classes offered at the school, as well. The citizenship classes provided by our parent coordinator have been very successful as many of our parents have obtained U.S. citizenship through this program.

As a result of the aforementioned parent workshops and programs, the school has found that parents are more actively involved in their child(ren)'s education at home to include: reading and logging chapters read with their child at home as evidenced in each student's at home reading log and the completion of Reading to Learn monthly projects that are required of each third-fifth grade student.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Public School 247 employs a rigorous, comprehensive and inter-disciplinary approach to its curriculum. We believe that student engagement is a critical component to retention of skills and strategies and their appropriate and successful application to real world problem solving.

Our reading and writing curriculum are inter-connected and are aligned to the New York State Common Core Learning Standards. All teachers incorporate balanced literacy into their daily schedules which includes daily read-alouds and word study as well as reading and writing workshops in order to provide students with multiple opportunities to examine how words work, strengthen comprehension skills and strategies, study the qualities of exemplary literature and specific literary genres and the conventions of writing craft and mechanics. Through whole class mini-lessons, small group strategy lessons, partner work, book clubs, literature circles and individual conferences, teachers are able to differentiate instruction to best meet the needs of each individual student. This year, emphasis on text complexity and document based questioning has lifted the level of rigor in both instruction and student college and career readiness in terms of their independence and ability to monitor and assess their own progress.

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

Social Studies is taught utilizing a multi-disciplinary approach. Students are taught the content as defined by the New York State Social Studies standards scope and sequence. Additionally, with the Common Core's emphasis on literacy through the content areas, students are provided with regular opportunities to engage with complex, non-narrative text in order to not only engage with appropriate content but to also build their comprehension of nonfiction pieces. This has especially benefited students for whom English is not their first language. Additionally, the Social Studies curriculum is supplemented with hands-on experiences through the provision of field trips to museums and historical sites unique to New York City such as the Lower East Side Tenement Museum and Ellis Island.

Public School 247's science program is also standards based. We are fortunate to have two content specialists who provide all students with the opportunity to acquire knowledge through demonstration and hands on experimentation.

Our computer lab has a science based library, state of the art computers and a Smart Board in order to maximize research sources for students.

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

Our music teacher also works with all students in our school. Children in grades 3-5 receive instruction that includes reading musical notation and playing the recorder. The music curriculum is supported through our Music Technology Lab. PS 247 is fortunate to have one of NYC's only elementary school music laboratories. The lab provides all students the opportunity to compose music on

keyboards utilizing Apple computers and software. Finally, the school has a Chorus program for students in grades 3-5. Their work is highlighted at performances scheduled across the school year for the early childhood students, as well as for families.

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

2. Reading/English:

As stated in the prior response, Public School 247 uses a standards-based Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their first language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading through a variety of structures: read-aloud, guided reading, shared reading and mini-lessons. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading.

Our reading and writing curriculum are inter-connected and are aligned to the New York State Common Core Learning Standards. All teachers incorporate balanced literacy into their daily schedules which includes daily read-alouds and word study as well as reading and writing workshops in order to provide students with multiple opportunities to examine how words work, strengthen comprehension skills and strategies, study the qualities of exemplary literature and specific literary genres and the conventions of writing craft and mechanics. Through whole class mini-lessons, small group strategy lessons, partner work, book clubs, literature circles and individual conferences, teachers are able to differentiate instruction to best meet the needs of each individual student. This year, emphasis on text complexity and document based questioning has lifted the level of rigor in both instruction and student college and career readiness in terms of their independence and ability to monitor and assess their own progress.

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

Teachers actively assess the progress of their learners on a daily basis. Conferencing is an embedded structure that enables teachers and students to meet bi-weekly to craft reading and writing goals in order to maximize student progress and the attainment of skills.

Students are also assessed through post assessments at the end of each unit of study. This data is collected by teachers who then determine their next steps in the units to come as well as their targeted, small group instruction for students who require additional support.

Finally, all students are assessed through the development and implementation of performance-based task assessments in order for teachers to evaluate the efficacy of their Common Core aligned reading, writing, listening, speaking and language curriculum. Students in grades K-2 engage in two Common Core tasks that require them to demonstrate their understanding of Standards 1 and 10 in reading informational text and writing standard 2. In grades three through five students are required to demonstrate their understanding of standards 1 and 10 in reading information text and writing standard 1. All students,

grades Kindergarten - grade 5, are required to demonstrate their understanding of speaking and listening standard 1 and language standard 6.

For clarification, Reading Standard 1 expects that students will read and answer questions about key details in a nonfiction text. Standard 10 requires that students read appropriately complex informational text. Writing Standard 2 expects students to write opinion pieces on topics or texts that supports a point of view with reasons and information. Writing Standard 2 expects students to write informative and/or explanatory texts to examine a topic and convey ideas and information clearly. Language Standard 6 expects students to use grade appropriate and domain specific words in their writing. Listening Standard 1 expects students to participate in collaborative conversations with peers and adults in small and large groups around grade appropriate topics.

3. Mathematics:

Public School 247 incorporates two research-based and Common Core-aligned Mathematics programs into its curriculum for students in grades Pre Kindergarten - grade 5. These are: Go Mathematics and Exemplars.

Go Math by Houghton Mifflin Harcourt incorporates five strands into its program for students: writing to learn, vocabulary, scaffolding, metacognition and graphic organizers.

In the writing to learn strand, students are required to demonstrate their acquired skills, knowledge and understandings consistent with asks embedded in the Common Core Standards for Mathematical Practice. In Go Math, students are provided with opportunities to write about and reflect upon the processes they used to solve problems and make sense of new mathematical concepts. Students are asked to describe the steps they went through in order to arrive at solutions to problems. They are asked to consider certain information to help them arrive at solutions and they are asked to represent their ideas and problem solving processes by drawing pictures or representing their thoughts on paper in other non verbal ways.

In the vocabulary strand, mathematical vocabulary is introduced and reinforced through teacher instruction and student practice and review. In order to help students understand and use mathematical terminology, they are presented with problems to practice the terms and concepts introduced. Further, prior to each lesson, students are given a chance to show what they know from previous study and are given opportunities to use the terms in various ways such as in written response, flow maps and cloze questions to further verify what they have learned about a concept.

In the scaffolding strand, students are provided with scaffolds that help them solidify what they know in order to build on it., Scaffolds help students build meaningful learning experiences, review and reflect on previous concepts before moving on, complete problems in a graduated way and show what they can do through a variety of meaningful opportunities.

In the metacognition strand, students are asked to respond to prompts that ask them to plan, monitor and reflect. For example, students are asked to think about the steps they need to go through in order to solve problems thereby demonstrating a cohesive and thoughtful problem solving plan. Additionally, students are provided with opportunities to assess their own strengths and weaknesses. Finally, students are asked to solve problems in more than one way in order to gain a better and more thorough understanding of mathematical concepts.

In the graphic organizer strand, students are provided with numerous reflection opportunities that engage them in powerful thinking; require them to reflect on problems visually; show relationships among information and extend their understanding of important concepts.

Exemplars, another research-based approach in Mathematics, is used at Public School 247 to provide students with additional opportunities to engage in meaningful problem solving. Exemplars' research base underscores the following with regard to student achievement: students who do demanding work in school perform better than students who are given less demanding work; student achievement is strongly related to effective assessment practices in the classroom including student self and peer assessment and the style of classroom instruction influences student performance.

Like in Literacy, teachers actively assess all students through ongoing conferring and post-unit assessments. Again, this data is used to inform next instructional steps in the curriculum as well as to plan group instruction for strugglers.

Finally, in addition to Go Math and Exemplars, Public School 247 engages all students in grades Kindergarten - Grade 5 in two performance task opportunities. These performance assessments are designed to assess the fidelity of our Common Core curriculum in that the tasks, themselves, are rigorous and assess the following Common Core Standards:

Kindergarten: Operations and Algebraic Thinking

Grades 1 and 2: Number and Operations in Base 10

Grade 3: Operations and Algebraic Thinking

Grades 4 and 5: Number and Operations: Fractions

All grade levels incorporate the following Standards for Mathematical Practices in the task assessments: Model with mathematics and/or construct viable arguments and critique the reasoning of others.

4. Additional Curriculum Area:

At Public School 247, Social Studies is taught through a multi-disciplinary approach. While students are taught the below listed content as defined by the New York State Social Studies Standards scope and sequence, they also experience grade appropriate out-of-classroom trips aligned to the content and engage in inquiry-based research opportunities to deeply explore big ideas embedded within the broad content topics.

New York State has five specific content areas for standards:

- History of the United States and New York
- World History
- Geography
- Economics
- Civics, Citizenship, and Government

As stated, research plays an important role in the learning of Social Studies. All students, across grade levels, engage in two nonfiction performance tasks each year that require them to analyze complex nonfiction texts and write either expository essays or persuasive pieces intended to inform their readers about the topics they explored.

With the Common Core's emphasis on literacy through the content areas, students are provided with regular opportunities to engage with complex, non-narrative text in order to not only engage with appropriate content but to also build their comprehension of nonfiction pieces. This has especially benefited students for whom English is not their first language.

5. Instructional Methods:

The Public School 247 learning community strives to differentiate instruction to best meet the individual needs of all learners. For this reason we utilize the Workshop Model of instruction as it provides an opportunity for teachers to provide curriculum driven instruction to the whole class while also allowing time for students to practice newly acquired skills and for teachers to meet with student individually or in groups for assessment driven targeted instruction.

Public School 247 utilizes the workshop model of instruction in all content areas. The architecture of the model includes:

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

Active Engagement 5-10 minutes (13.3%)

Share 5 minutes (6.6%)

Independent Practice 30-45 minutes (depending on grade level) (60%) During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction.

In addition to our regular instructional program Public School 247 has the following out-of classroom staff who support the needs of its learners:

Two Reading Recovery Teachers, Two teachers who provide LLI (Leveled Literacy Intervention) in the afternoon during the school day; One Literacy teacher who provides basic literacy support to upper grade students; One Orton Gillingham certified specialist who provides literacy support to students in grades 2-5 and One part-time Foundations teacher who provides phonics and phonemic awareness support to students in grades K-2.

In Mathematics, at risk learners are supported by two part-time mathematics specialists. These specialist service students bi-weekly utilizing a pull-out model.

To further support our struggling students in preparation for the NYS ELA and Math Exams we provide an eight-session Saturday school cycle of intervention for targeted students prior to the exams. This program targets students who, based on internal formative and summative assessment data, are exhibiting difficulty with either or both the reading and mathematics content required for successful completion of the New York State examinations. Of the students who are invited to participate, historically 90-95% of the students attend all eight sessions.

At Public School 247, there is an ELL afterschool program which provides ELL support for students in the acquisition of the English language. This program is open to all students in grades K-5 two days a week for two hours after school each session. Furthermore, there is a Saturday trip program for ELLs where ELLs are given the opportunity to examine the city as a classroom thus further developing vocabulary and real-life experiences to support their acquisition of the English language. This occurs across five full-day Saturday's during the school year.

The school also has a program which targets new immigrant students. This program runs two days a week two hours each day for immigrant students in grades K-5. This program focuses on language acquisition and usage in real world contexts.

6. Professional Development:

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

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

We recognize that data, both formative and summative, play an important role in improving student achievement. In-house support personnel such as the school's Coaches, Data Specialist, and administrators assist teachers with accessing, organizing and interpreting data while coaches and educational consultants from Literacy Support and Teachers College assist teachers with analyzing data to utilize it to set instructional goals, create targeted instructional groups and plan targeted instruction to improve student achievement.

7. School Leadership:

Leadership at Public School 247 is a shared and collaborative endeavor. All constituents of our school community share a common vision for our school and work together to make that vision a reality. While the principal supervises, sits on and contributes to all leadership teams in our school, other stakeholders chair our various teams and committees so that leadership is developed within the school.

Public School 247 has many teams whose work serves to improve students' performance, maintain our school culture and keep instructional practices effective. The following teams are firmly in place and meet regularly at Pubic School 247: School Safety Team, School Leadership Team (SLT), School Cabinet, Instructional Team, Child Study Team and the School Inquiry Team.

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

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

The Public School 247 Cabinet meets weekly. The principal, assistant principals, intervention providers and other teaching staff serve on this committee. This team addresses both administrative issues and instructional initiatives. Cabinet meetings provide an opportunity to share the progress of our various programs and to plan future activity.

The Instructional Team, comprised of teachers from all grade levels across the school, meets monthly to review, adjust and write curriculum to better meet the needs of all students and ensure alignment to the Common Core. This team plays an important role in matching assessment results with instructional practices. Furthermore, this team plays an essential role in cross-grade planning and alignment.

Finally, our Core Inquiry Team meets weekly. This team implements grade-level action research projects; engages in the analysis of student work products and other data and in areas of success, designs a school-wide implementation plan. The team then oversees the successful implementation of their action research project school-wide.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: New York State Mathematics Assessment

Edition/Publication Year: 2008/2012 Publisher: CTB/McGraw Hill and in 2011-2012: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Level 3/Level 4	88	88	75	100	96
Level 4	31	34	33	35	45
Number of students tested	112	107	95	97	111
Percent of total students tested	88	88	75	100	96
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					
Level 3/Level 4	88	88	75	100	96
Level 4	31	34	33	35	45
Number of students tested	112	107	95	97	111
2. African American Students					
Level 3/Level 4	Masked	Masked		Masked	Masked
Level 4	Masked	Masked		Masked	Masked
Number of students tested	2	1		1	1
3. Hispanic or Latino Students					
Level 3/Level 4	Masked	75	54	Masked	73
Level 4	Masked	8	15	Masked	9
Number of students tested	8	12	13	9	11
4. Special Education Students					
Level 3/Level 4	Masked	62	Masked	Masked	93
Level 4	Masked	0	Masked	Masked	13
Number of students tested	9	13	4	9	15
5. English Language Learner Students					
Level 3/Level 4	61	75	47	100	86
Level 4	22	13	0	32	35
Number of students tested	18	24	15	19	29
6. Asian					
Level 3/Level 4	93	94	86	100	98
Level 4	37	46	45	43	59
Number of students tested	59	50	42	42	46
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean					

that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

13NY9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: New York State English Language Arts

Edition/Publication Year: 2008/2012 Publisher: CTB/McGraw Hill and in 2011-2012: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 & Level 4	83	69	76	87	75
Level 4	17	7	28	11	9
Number of students tested	109	104	90	93	107
Percent of total students tested	83	69	76	87	75
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					
Level 3 & Level 4	83	69	76	87	75
Level 4	17	7	28	11	9
Number of students tested	109	104	90	93	107
2. African American Students					
Level 3 & Level 4	Masked	Masked		Masked	Masked
Level 4	Masked	Masked		Masked	Masked
Number of students tested	2	1		1	1
3. Hispanic or Latino Students					
Level 3 & Level 4	Masked	50	54	Masked	Masked
Level 4	Masked	0	8	Masked	Masked
Number of students tested	8	12	13	9	9
4. Special Education Students					
Level 3 & Level 4	Masked	39	Masked	Masked	27
Level 4	Masked	0	Masked	Masked	0
Number of students tested	9	13	4	9	15
5. English Language Learner Students					
Level 3 & Level 4	8	7	2	11	12
Level 4	0	1	0	0	0
Number of students tested	15	21	10	16	25
6. Asian					
Level 3 & Level 4	84	71	76	85	73
Level 4	23	8	24	10	7
Number of students tested	57	49	42	39	45
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
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13NY9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: New York State Mathematics

Edition/Publication Year: 2008/2012 Publisher: CTB/McGraw Hill and in 2011-2012: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Level 3/Level 4	95	96	86	96	94
Level 4	74	65	46	68	55
Number of students tested	108	93	102	114	91
Percent of total students tested	95	96	86	96	93
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					
Level 3/Level 4	95	96	86	96	93
Level 4	74	65	46	68	55
Number of students tested	108	93	102	114	91
2. African American Students					
Level 3/Level 4	92	85	79	83	Masked
Level 4	33	46	14	33	Masked
Number of students tested	12	13	14	12	8
3. Hispanic or Latino Students					
Level 3/Level 4	92	85	79	83	Masked
Level 4	33	46	14	33	Masked
Number of students tested	12	13	14	12	8
4. Special Education Students					
Level 3/Level 4	79	Masked	70	76	Masked
Level 4	36	Masked	10	35	Masked
Number of students tested	14	7	10	17	9
5. English Language Learner Students					
Level 3/Level 4	85	79	60	96	81
Level 4	40	29	13	32	23
Number of students tested	20	14	15	25	26
6. Asian					
Level 3/Level 4	98	100	89	98	95
Level 4	84	78	61	72	66
Number of students tested	55	40	46	50	41
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the					

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13NY9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: New York State English Language Arts

Edition/Publication Year: 2008/2012 Publisher: CTB/McGraw Hill and in 2011-2012: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Level 3/Level 4	84	83	75	84	84
Level 4	15	9	10	11	20
Number of students tested	103	89	98	113	86
Percent of total students tested	84	83	75	84	84
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					
Level 3/Level 4	84	83	75	84	84
Level 4	15	9	10	11	20
Number of students tested	103	89	98	113	86
2. African American Students					
Level 3/Level 4					
Level 4					
Number of students tested					
3. Hispanic or Latino Students					
Level 3/Level 4	75	67	54	58	Masked
Level 4	0	0	0	0	Masked
Number of students tested	12	12	13	12	7
4. Special Education Students					
Level 3/Level 4	50	Masked	64	53	Masked
Level 4	0	Masked	0	0	Masked
Number of students tested	14	7	11	17	9
5. English Language Learner Students					
Level 3/Level 4	40	30	30	55	57
Level 4	7	0	0	0	0
Number of students tested	15	10	10	22	21
6. Asian					
Level 3/Level 4	88	88	74	86	92
Level 4	16	15	9	12	21
Number of students tested	51	40	43	49	38
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the					

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13NY9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: New York State Mathematics

Edition/Publication Year: 2008/2012 Publisher: CTB/McGraw Hill and in 2011-2012: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Level 3/Level 4	96	92	87	96	95
Level 4	68	45	52	67	55
Number of students tested	98	97	111	96	101
Percent of total students tested	96	92	87	96	55
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					
Level 3/Level 4	96	92	87	96	95
Level 4	68	45	52	67	55
Number of students tested	98	97	111	96	101
2. African American Students					
Level 3/Level 4					
Level 4					
Number of students tested					
3. Hispanic or Latino Students					
Level 3/Level 4	83	91	82	82	Masked
Level 4	58	18	18	27	Masked
Number of students tested	12	11	11	11	6
4. Special Education Students					
Level 3/Level 4	Masked	73	53	Masked	100
Level 4	Masked	9	21	Masked	9
Number of students tested	9	11	19	7	11
5. English Language Learner Students					
Level 3/Level 4	68	Masked	54	80	75
Level 4	25	Masked	39	35	38
Number of students tested	12	8	13	20	16
6. Asian					
Level 3/Level 4	97	98	88	96	92
Level 4	81	58	65	75	66
Number of students tested	42	46	51	44	50
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the					

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13NY9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: New York State English Language Arts

Edition/Publication Year: 2008/2012 Publisher: CTB/McGraw Hill and in 2011-2012: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Level 3/Level 4	85	84	74	85	77
Level 4	14	9	21	16	2
Number of students tested	94	98	110	92	96
Percent of total students tested	85	84	74	85	77
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					
Level 3/Level 4	85	84	74	85	77
Level 4	14	9	21	16	2
Number of students tested	94	98	110	92	96
2. African American Students					
Level 3/Level 4					
Level 4					
Number of students tested					
3. Hispanic or Latino Students					
Level 3/Level 4	82	64	60	27	Masked
Level 4	9	0	10	0	Masked
Number of students tested	11	11	10	11	6
4. Special Education Students					
Level 3/Level 4	Masked	64	21	Masked	9
Level 4	Masked	0	5	Masked	0
Number of students tested	9	11	19	8	11
5. English Language Learner Students					
Level 3/Level 4	Masked	Masked	17	40	50
Level 4	Masked	Masked	0	0	0
Number of students tested	8	9	12	15	12
6. Asian					
Level 3/Level 4	83	81	73	95	91
Level 4	17	15	22	13	0
Number of students tested	41	47	51	40	46
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the					

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13NY9