

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 22 Elementary schools (includes K-8)
5 Middle/Junior high schools
5 High schools
0 K-12 schools
32 Total schools in district

2. District per-pupil expenditure: 15281

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 11

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	52	42	94
1	49	47	96
2	49	44	93
3	45	45	90
4	58	43	101
5	48	28	76
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:			550

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
58 % Asian
7 % Black or African American
14 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
18 % White
3 % 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: 4%

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.	16
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1, 2011	550
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 11%

Total number of ELL students in the school: 57

Number of non-English languages represented: 6

Specify non-English languages:

Mandarin, Cantonese, Korean, Urdu, Spanish, Punjabi

9. Percent of students eligible for free/reduced-priced meals: 44%
 Total number of students who qualify: 244

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: 28%
 Total number of students served: 153

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>10</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>26</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>39</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>70</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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>20</u>	<u>2</u>
Paraprofessionals	<u>43</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>15</u>	<u>0</u>
Total number	<u>111</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

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	97%	97%	97%	96%	96%
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

P.S. 46Q, The Alley Pond School, is a vibrant, multicultural, child-centered kindergarten through 5th grade school. We are located in the Oakland Gardens section of northeastern Queens, New York, which is an ethnically and economically diverse community of single and multifamily homes and garden apartments that are a mix of co-ops and rentals. Our parent community is extremely involved and supportive even though a large percentage of them work fulltime.

We are a school community where there is a true partnership between administrators, staff, parents, and students who are “joined together” sharing the common vision that all children are capable of learning at high levels and are entitled to a rigorous, differentiated, and enriched educational experience.

Our mission is to insure that all of our students become lifelong learners and acquire the tools needed to succeed in our technologically advanced global society. We have created a safe, nurturing, and educationally stimulating environment in which children are encouraged to inquire, explore, apply, and extend their knowledge by engaging in active and meaningful learning through problem solving and decision making.

Due to our excellent reputation, numerous parents look to send their children to P.S. 46Q. Although we have experienced a 25% increase in student population over the last six years, each child and their family continues to receive the highly personalized and individualized support that is a hallmark of our school. We are a barrier-free school with the highest number of Special Education students in the district including six collaborative team teaching classes, seven self-contained classes, and children who receive a variety of Special Education Teacher Support Services. Many people state that we are a microcosm of what an inclusive society should look like.

We are continually recognized as one of New York City’s best schools. We have received an overall “A” rating for the past five consecutive years on the Department of Education Progress Report, which is how all NYC schools are evaluated. This report measures students' ELA and Mathematics growth on a year-to-year basis, and rewards schools that insured consistent progress by their youngsters, especially high needs students.

In 2003, P.S. 46Q was recognized as one of the 209 highly successful schools in NYC. In 2002 and 2005 we were featured in *New York City’s Best Public Elementary Schools - A Parent’s Guide*. In January 2008, NYC Chancellor Joel Klein visited P.S. 46Q in order to honor us as a high achieving school. In August 2012, Chancellor Dennis Walcott also visited us recognizing the numerous summer programs that we offer our students. Our accomplishments have been featured in a variety of local and international newspapers and news media including *The New York Times*, *The New York Post*, *The Queens Courier*, *The Shanghai News*, *The World Journal*, CNN, Channel 7 New York, and The Korean Channel TV.

One of the keys to our success is our belief in collaboration. The administrators’ doors are always open to parents, staff, and students. We utilize a cooperative approach to curriculum planning, data interpretation, and differentiating instruction through grade level and school-wide Instructional Teams. The staff shares best practices with each other and our “seasoned” teachers mentor new staff.

We work closely with our families keeping them apprised of everything that is going on via our website, PTA meetings and our newsletter. They are our partners in their children’s education, supporting all aspects of our school and its programs. Our goal is to be transparent with our entire community so that each member of the P.S. 46Q family takes pride and ownership in the work that we do for and with our children.

We believe in fostering our students' talents and natural abilities and celebrating their successes. Children are honored at monthly "Star Student" assemblies for qualities other than academics. In order to enhance their learning, all students participate in an interest-based school-wide enrichment program. We also provide exemplary arts, sports, and technology programs. For a number of students, music, dance, drama, or basketball will be the vehicle that guides them through their childhood, adolescence and into their futures. For gifted students we offer a project-based cross-graded pullout enrichment program. Our Student Council is an integral part of our school culture, spearheading numerous fundraising opportunities for worthwhile charitable causes, as well as overseeing School Spirit Days. Citizenship and leadership are fostered through our Peer Mediation Program.

The Alley Pond School has been called a school with a heart. Walking through the hallways, one can feel the pulsating energy of youngsters eager to learn, willing to share, excited to be challenged, and enthusiastically preparing for their futures. Once inside our classrooms, you'll find educators who have nurtured their students' love of learning and who, through their vision and dedication, make it their ultimate goal to successfully guide our students through this part of their educational journey.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. P.S. 46Q participates in the New York State Testing program for both the ELA and Mathematics assessments. Student testing data is reported through the use of a 1-4 proficiency level. The performance levels are reported as follows:

Level 1 – Below Standard - Student performance does not demonstrate an understanding of the knowledge and skills expected at grade level.

Level 2 – Meets Basic Standard - Student performance demonstrates a partial understanding of the knowledge and skills expected at the grade level.

Level 3 – Meets Proficiency Standard - Student performance demonstrates an understanding of the knowledge and skills expected at the grade level.

Level 4 – Exceeds Proficiency Standard - Student performance demonstrates a thorough understanding of the knowledge and skills expected at the grade level.

For more information about the New York State Testing program please visit the New York State Office of Student Assessment at <http://www.p12.nysed.gov/osa/>

As per the New York State School Report Card, P.S. 46 Queens - The Alley Pond School is a school in good standing, consistently exceeding the Adequate Yearly Progress goals mandated by the state. As per our NYC Department of Education Progress Report, we have scored an "A" each year since this report was first introduced.

B. A review and analysis of our ELA and Mathematics assessment results for the past five years indicates that our students have consistently met or exceeded proficiency. Based on an analysis of available data, we are constantly revising our materials and methodologies in order to continue to improve our results.

P.S. 46Q's average scores in ELA indicate that 82% of all of our students achieved levels 3 or 4, with 81% of all third graders, 82% of all fourth graders, and 83% of all fifth graders meeting or exceeding proficiency standards. An analysis of data for the last five years reveals that special education students and English Language Learners (ELLs) consistently scored lower than general education and English proficient students. In 2012, 92% of our general education students received a level 3 or greater on the ELA compared to 44% of our Special Education students (94% compared to 43% in 2011 and 92% compared to 43% in 2010). Likewise, 83% of our English proficient students received a level 3 or greater compared to 31% of our Limited English Proficient students (82% compared to 31% in 2011 and 82% compared to 30% in 2010).

In Mathematics, 96% of our students attained levels 3 or 4 over the past five years as 94% of all third graders, 95% of all fourth graders and 97% of all fifth graders met or exceeded proficiency standards. As with ELA, our ELLs and special education students consistently scored lower than our general education and English proficient students over the last five years. In 2012, 100% of our general education students attained a level 3 or greater compared to 75% of our special education students (100% compared to 79% in 2011 and 99% compared to 83% in 2010). However our LEP students achieved scores within the 10 percentage point range compared to English Proficient Students.

Our special education children and ELLs comprise the bottom third for both ELA and Mathematics in each grade. In order to close the achievement gap between special education and general education students, teachers meet with administration on an ongoing basis in order to analyze students' individual testing data. This data includes NYS Standardized ELA and Mathematics data, Teachers College Reading Writing Project (TCRWP) data, *EnVisions Math* data, teacher-created assessments, rubrics, and

conference notes. Students are given RtI Tier I (group interventions representative of core instruction) and Tier II (more targeted interventions for students who do not make adequate progress in Tier I) lessons within the classroom. Teachers assess students' Individual Education Plan (IEP) goals and revise them in conjunction with parents in order to ensure appropriate instruction based on needs and strengths.

An analysis of the ELLs' assessment results revealed that the predominant problem was their English proficiency and their understanding of the intricacies of the language. This was evidenced by the disparity between their performance in ELA versus Mathematics. Our ELLs are supported with the use of *Rosetta Stone*, an online language learning program. Each student has their own account and independently progresses through the levels. In addition, all ELLs receive Extended Day instruction, ESL services according to their NYSESLAT (New York State English as a Second Language Achievement Test) and LAB-R results, and RtI Tier II and Tier III (for students who do not make adequate progress in Tier II, additional testing, intensive interventions targeted to their deficits) instruction in ELA according to their language and learning needs. ELLs in grades 2-5 receive Title III instruction extending their school day by 2-3 hours a week. Each summer ELLs in grades 3-5 are invited to attend our Title III summer program.

2. Using Assessment Results:

Assessments drive instruction. We are continually analyzing data collected from formative and summative assessments to help us formulate school and grade level goals and for school wide planning. These results help guide us in our instructional planning, expenditures, utilization of resources and personnel, and interventions and are shared with all of the P.S. 46Q stakeholders. School goals are communicated to the school community at the start of each year during conferences, orientation meetings, assemblies, and classes, as well as in newsletters. The goals are included in the school's Comprehensive Education Plan that is written annually by the School Leadership Team.

During May and June of each year, grade level teams work together to formulate yearlong curriculum calendars in all subject areas. The staff utilizes the city and state mandates, assessment results, and observational data. They consider what the students are required to know and do at the end of each unit and what types of assessments would provide tangible evidence of student mastery. Utilizing all of this information they craft the calendars that are shared with the entire school community.

Curriculum and instruction are constantly refined so that we are responsive to our students' ever changing needs. Utilizing data culled from standardized assessments, student portfolios, teacher created assessments, subject area end of unit tests, Department of Education (DOE) tasks, Teacher College Reading Writing Project (TCRWP) reading, writing and word work assessments, conference notes, teacher observations and student reflections, the staff develops long and short term goals for each child and class. TCRWP assessments, administered a minimum of four times per year, are monitored with Assessment Pro (online technology tool) assisting us in tracking each student's progress from kindergarten through fifth grade. Teachers use data to plan differentiated Tier I, II, and III lessons as appropriate to promote student progress in reading comprehension, text analysis, writing methodologies, and phonics. RtI Tier II and III instruction includes *Wilson Reading* and *Foundations* to address phonemic awareness and fluency.

In mathematics, teachers administer pre-assessments to inform their teaching. We also utilized periodic assessments such as Acuity and Performance Series (Scantron) for grades 3-5. Both assessments track student progress via an online data tool. This year, we have introduced *EnVision Math* by Pearson in grades K-5. *EnVision Math* has an online tracking tool that gives teachers data on students' needs and progression. Teachers use this information to create RtI Tier I, Tier II, and Tier III lessons as needed in order to ensure that each of our students is making progress, and to create differentiated lessons and flexible instructional groups.

Students requiring extra assistance are identified early and are provided with intervention services that are monitored via discussions with staff, parents, and during Pupil Personnel Team meetings. An RtI teacher works with Tier III students, who are the bottom third in grades K-5 and have been identified through the use of the ARIS online tool for school personnel and parents. All involved pedagogical staff and administration meet and keep track of their progress throughout the school year. They also collaborate on lessons and ensure continuity for each student. Targeted instruction is given utilizing a systematic, data driven, closely monitored approach. Written quarterly reports, as well as numerous 1:1 conferences, are used to keep parents informed throughout the school year.

Special education students' IEP goals are closely monitored and adjusted in order to meet both their individual needs and grade expectations. Differentiated instruction and flexible grouping are utilized in all subject areas. When appropriate, related service providers, such as speech teachers, the Resource Room teacher, occupational and physical therapists, push into the classroom to provide additional support.

ESL students' language development is supported by *Rosetta Stone Language Learning* program. A two hour per week afterschool Title III federally funded program provides the students with additional immersion and instruction in English. Our ESL teachers work closely with classroom and cluster teachers in order to monitor student progress in English language proficiency and academics. The ESL teachers also push into classes to provide small group instruction during non-mandated periods. Title III students in grades 3-5 receive additional before and after school targeted instruction.

Parents are our children's most important advocates and are active participants in the school and in their child's education. Individualized monthly goals, based on the learning needs, are crafted for each student by the child and pedagogue in reading, writing and mathematics, and are shared with parents. Administration holds ongoing parent workshops to apprise families about how to support student progress at home, as well as on the New York State Common Core Learning Standards, changes in the state assessments and understanding data. The staff also conducts numerous individual conferences with parents throughout the year to keep them informed of their child's progress and map out strategies to be used at home and in school.

3. Sharing Lessons Learned:

The P.S. 46Q culture is one of collaboration, reflection, and inquiry. We strongly believe in sharing our best practices with one another as well as with other schools. Each month two literacy teachers (K-2 and 3-5) and two lead math teachers attend meetings with other staff from across the district. These teachers share ideas and methodologies on curriculum planning, teaching strategies, as well as the implementation of the new Common Core Learning Standards (CCLS). These lead teachers turnkey the information with the P.S. 46Q administration and their peers.

Our Principal and Assistant Principal attend monthly administrative meetings hosted by our network's support staff. These meetings are a platform for sharing school wide best practices and brainstorming on how NYC and NYS initiatives impact our schools. Our principal is known for her expertise in special education and has presented workshops to other principals in the district. She has also served as a mentor to new principals in the district. In January of 2008, NYC Chancellor Klein recognized PS 46Q as one of 143 schools that had earned the distinction of being a school of excellence. As a result of this honor, we opened our doors to other school leaders across the city in order to share our formula for success.

We are participants in administrative study groups in which administrators share strategies and information on building and ensuring high CCLS expectations throughout our schools. A *Thinking Maps* study group consisting of trained teachers and administrators meets monthly. Our Assistant Principal is a trained *Thinking Maps* trainer and partakes in these monthly meetings. *Thinking Maps* are visual representations with a specific thought process where students create mental visual patterns for thinking based on cognitive skills. During monthly *Thinking Maps* meetings, trainers discuss and share the work of

their individual schools, address building needs and collaborate on growing the knowledge and application of the *Thinking Maps* work in our schools.

In addition to all of the collaborative meetings named above, our CFN (Children First Network) provides numerous other opportunities throughout the school year in order to share ideas and grow collaboratively. Such meetings include Common Core planning in Social Studies and Mathematics, *EnVisions Math* training, ESL, special education, and RtI meetings. As a learning community that strongly believes in collaboration and student success, we have engaged as administrators and as teachers in numerous alliances across both our district and our network.

4. Engaging Families and Communities:

One of the main reasons that our school is special is our excellent relationship with our students' families and our open door policy. We create an environment where families feel that they are our partners in their children's education. We strongly believe in working cooperatively with parents, maintaining open lines of communication throughout the school year and beyond. Graduates and their families even come back and volunteer.

Our Parent Coordinator works closely with the parents, helping them to navigate the intricacies of the school system including providing a monthly calendar of events. She has received a *Parents as Art Partners Grant* creating art programs for parents and students. In addition, she is one of the driving forces in our fifth grade Ballroom Dance program.

P.S. 46Q is a multicultural school where many families are multilingual. There are numerous staff members who are bilingual enabling us to support our families' language needs. We also have school notices translated into home languages and provide translators for meetings. In addition, we have multicultural events throughout the school year where parents share their traditions including music, dances, songs, stories, costumes and food. We celebrate the Lunar New Year with a spectacular show that is organized by many of our Asian parents and some staff members.

The P.S. 46Q PTA works closely with the school in order to provide families with valuable and pertinent information throughout the school year. The newsletter, *Kaleidoscope*, provides families with information on what is happening at PS 46Q. Together with the PTA, we have planned workshops on the CCLS, bullying, *Thinking Maps*, safety procedures, child abuse, ARIS, and testing. Additionally, our H.U.G.S (Hope Understanding Growth Success) staff offers parent support groups. The PTA also organizes school events throughout the year such as include Fall Festival, book fairs, holiday sales, a variety of fundraisers, and dances. The staff are active participants in these events as well.

Additionally, families visit and volunteer at events such as Stepping Up and Graduation ceremonies, shows, monthly star student celebrations, and school trips. The P.S. 46Q community believes in strong communication between school and home. Attendance at Parent Teacher conferences is nearly 100%. The administration and pedagogical staff meet with parents year round keeping them involved in their children's education.

Teamwork and collaboration are the key ingredients to our success. We are all "Joined Together in Excellence" in making P.S. 46Q a high achieving school

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our rigorous instructional program is based on the NYS CCLS and meets all core requirements. Yearly curriculum calendars are created across all grades and subjects, and are shared school-wide, encouraging lateral and vertical discussions. These calendars indicate monthly units of study providing for systematic and sequential instruction, scaffolding student learning. We provide differentiated instruction with remediation, enrichment, and extracurricular programs as part of our goal of educating all students.

We have developed a school-wide standardized portfolio system that detail each student's progress from kindergarten through grade five. They are designed to insure students are meeting the standardized expectations of each specific grade, which is documented by supporting evidence including assessments and student work.

Our ELA/reading program follows the workshop model incorporating a variety of approaches. Students are immersed in the reading of complex texts with grade appropriate Lexile levels. They are expected to use text based evidence to form opinions, make inferences, and draw critical comparisons. In writing, students are focusing on argument/opinion, informational/explanatory, and narrative writing. Our school library program supports and supplements our ELA curriculum.

Mathematics is taught through an interactive constructivist CCLS learning program that focuses on conceptual understanding. Students make meaningful connections as they are guided through an inquiry approach to mathematics, becoming problem solvers, using a variety of strategies, and explaining their mathematical reasoning. In each grade, pertinent mathematical skills are addressed and built on, including number sense, measurement, geometry, operations and algebraic thinking.

Social studies is taught through trade books and hands-on learning aligned with the CCLS. Our children utilize primary source documents throughout the grades. Lessons are supplemented with SMARTBoard technology and field trips to places such as Van Cortlandt Manor and Philadelphia.

Science is taught by two science specialists who work collaboratively with classroom teachers. Our curriculum encompasses hands-on experiments, technology, and literature. We implement the NYC Scope and Sequence for Science. All students participate in an annual science fair and go on science-oriented field trips to museums and nature centers.

Our arts programs are interdisciplinary, promote literacy in the arts across the grades, and provide cultural and historical contexts. We have a full time art teacher and a full time choral/instrumental music teacher who work with every class, infusing the history and traditions of our diverse culture into the curriculum.

Technology is integrated through all areas as a vehicle to create opportunities for digital learning. Students use computers as a tool for researching, organizing, analyzing, and presenting information. Students become proficient with software such as Microsoft Office. We purchase a variety of web applications for student use. Students create Edmodo accounts to provide a safe environment to collaborate and share content. Edmodo is an online social learning platform for teachers, students, and parents. We subscribe to Common Sense Media to teach our students to become responsible digital citizens.

Every classroom is equipped with SMARTBoards, document cameras, computers, printers and scanners. We have SMART Responses, SMART Tables, digital/ video cameras, laptop carts with wireless printers and iPads.

Our fulltime physical education specialist works collaboratively with other staff to also teach health and nutrition. We follow N.Y.C's. *Physical Best* curriculum, teaching students physical conditioning, sports activities and how to incorporate fitness and adaptive exercises into everyday life. Our school playground was replaced affording our students access to new equipment and games. A yearly Health Fair provides families with information regarding healthy lifestyles and nutrition. Our partnership with Queensborough Community College supports our physical and health education program. We encourage students to participate in our School Food Breakfast and Lunch program. We also engage children in meaningful conversations on nutrition, food labels, and body image.

2. Reading/English:

Our daily 90 minute balanced literacy program fosters the importance of reading and writing in our lives. We utilize the workshop model consisting of the mini lesson, independent or cooperative work that culminates in ending with a share/reflection. During the work time, students do independent or partner reading while focusing on specific phonemic or comprehension skills. The teachers work closely with students through strategy lessons, guided groups and conferencing. Students are flexibly grouped based on their Fountas and Pinnell Individual Reading Levels and strategy needs. Kindergarten teachers also utilize *Foundations Reading* to build a strong phonemic foundation.

Reading incorporates an equal amount of fiction and nonfiction books. All classrooms have leveled libraries providing students literature from a wide range of genres and books that go home with children daily. In each grade, students are taught to read like a detective; they are expected to analyze text, characters, authors' purpose and make inferences. Students must directly state information from the text in order to back up their thinking. Additionally, students form opinions and develop arguments about texts.

Pearson's *Words Their Way* is utilized to teach phonemic awareness in grades Kindergarten through five. It includes a phonemic/vocabulary assessment done a minimum of three times per year and is part of our TCRWP assessment program. The students are given small group word work instruction based on their individual levels.

We employ the Teachers College Writing Workshop model. Students in all grades are taught to write like a reporter and are expected to write narratives, non-fiction, poetry, and opinion pieces. Students are taught to revise and edit their writing, focusing on grammatical skills and writer's craft. Each grade's curriculum calendars reflect students' expectations as a writer and units of study and support content area curriculum.

Our RtI and special education providers are trained in the *Wilson Reading Program* and work with our struggling readers. These staff members, related service providers and ESL teachers push into classrooms in order to provide small group individualized instruction. Students performing above grade level receive enriched, differentiated, challenging curriculum.

Weekly common planning time enables teacher teams time to meet to plan differentiated literacy lessons and tasks, analyze data, and revise units of study as necessary. Teachers collaborate on read alouds ensuring the use of complex texts. In addition, they plan high level Webb's *Depth Of Knowledge* questions, vocabulary lessons, writing, and *Thinking Maps* activities based on the texts chosen.

3. Mathematics:

We utilize Pearson's *EnVision Math* program in conjunction with *Exemplars Math*, which are aligned with the Common Core Learning Standards and include support for our ELLs and special education students. Mathematics is taught through an inquiry based, hands on, collaborative approach in which students are expected to analyze and solve real world quantitative activities. Students discuss and challenge each other's analytical reasoning. This inquiry approach is balanced with the direct teaching of explicit skills and strategies required for a thorough understanding and mastery of mathematical concepts.

This is accomplished via in depth accountable conversations utilizing mathematical thinking, reasoning and concepts. They explain their reasoning through the use of pictures, manipulatives, and/or in writing. Students investigate a variety of pathways to solve problems.

Each grade has developed a Common Core based Mathematics Curriculum Calendar which delineates monthly units of study. Prior to the start of a new concept, students are given a pre-assessment. The data from these assessments is used to formulate differentiated and individualized instructional groups and lessons, based on each student's needs. After every four topics (concepts), students are given an online diagnostic assessment that tracks student progress towards meeting their grade's CCLS expectations. Parents are given individual student passwords enabling them access to online mathematics work and activities that they can do with their child at home.

We have hired a Mathematics Enrichment Specialist to work with all of our third, fourth, and fifth grade classes. She teaches problem solving strategies and supports the work that is done by the classroom teachers. Our RtI teachers, SETSS teacher, related service providers and ESL teachers push into classrooms or pull out small groups in order to provide small group individualized instruction.

Students performing above grade level receive enriched, differentiated, challenging curriculum. Our higher functioning fourth and fifth grade mathematics students take part in Math Olympiad. The students work cooperatively and individually to solve high level mathematical problems.

Weekly common planning time allows teacher teams time to analyze students' assessments, look for trends or patterns across the grade and plan differentiated math tasks for each unit of study. Students' mathematics abilities and understanding are closely monitored and continually assessed. In addition to students being able to exhibit their mathematical reasoning, they are expected to ascertain critical mathematical concepts and skills such as numerical operations, algebraic thinking, fractions, measurement, data and geometry.

4. Additional Curriculum Area:

At P.S. 46Q, we believe in nurturing students' individual talents and interests. As such, the arts play an integral role in our school. Our teachers infuse the arts into their teaching to support and enrich instruction. We have a full time art and a full time music teacher each utilizing the N.Y.C. *Blueprint for Teaching and Learning Arts* as a foundation for instruction. The specialists work closely with the classroom teachers incorporating the arts into integrated units of study. Our school is alive with student artwork displayed throughout the building and music echoing through the halls.

Our art and music teachers work closely with classroom teachers to infuse literacy and social studies into their programs. The students learn about different artists, their styles, art media, music and art composition and then utilize that knowledge to create original masterpieces. For example, when our third graders study about countries all over the world, they focus on artists, artwork and music from those countries. Likewise, when the fourth grade studies about the American Revolution and the Civil War the art and music teachers choose artwork to study that is indicative of that time period in American history. We host a yearly art show that features a work of art from every child and an annual winter and spring concert showcasing the various musical talents of our students.

In addition to art and music, we incorporate dance as a means to infuse our social studies curriculum through the arts. The fifth grade studies ballroom dancing and learns about dances from various parts of the world. They also learn about the history of the dances and their significance to their countries and the traditions of the people.

We incorporate theater in the classrooms as a means to strengthen our students' abilities to understand and apply high level reading skills. Our students recreate scenes from stories and incorporate critical

reading skills including making inferences, drawing conclusions and character analysis. Our teachers find that infusing reader's theater into their literacy program supports their students in grasping pertinent concepts.

The arts stimulate inquiry, abstract and quantitative reasoning and are powerful vehicles that support education and learning. It is for this reason that we afford our students numerous opportunities to grow their talents and interests in the arts.

5. Instructional Methods:

A variety of instructional approaches are implemented, in order to address the numerous learning styles of our students by implementing a myriad of methodologies including small and flexible groupings, cooperative learning, and a multi-sensory approach. Differentiation of instruction is the lynchpin of our success with instruction designed to meet each student's needs. Activities are differentiated in order to address students' individual learning needs, strengths, interests, and learning styles. Teachers utilize choice boards, differentiated class and homework assignments, and materials in their teaching.

Strategies from *Universal Design for Learning* and Hawthorne's *Pre-Referral Intervention Manual* are also utilized. We begin Response to Intervention Tier I, Tier II, and Tier III instruction in early fall. RtI students are closely monitored and assessed biweekly by staff and administration. RtI groups are subject to change throughout the year as per students' growth.

Teacher teams have also departmentalized their instruction, having one teacher on a grade meet with the lowest third for a particular subject or skill. Intervention staff and related service providers do pull out/push in instruction, depending on student needs.

Special education students are held to the same high expectations as their general education counterparts. Special Education teachers meet and plan with general education teachers. The teachers and all related service providers work cooperatively in order to make student specific modifications enabling the children to access and master the mandated curriculum. IEPs are student specific and drive instruction.

ELLs are grouped according to their proficiency levels as per NYSESLAT and/or LAB-R testing. ESL teachers work closely with classroom teachers to plan and implement lessons according to both language needs and CCLS expectations. ELLs receive native language support, explicit ESL instruction and use the *Rosetta Stone* online language learning program to assist their progress towards English language proficiency.

"Project Beyond" is a pullout project based learning program for our highest performing students in grades K-5. Additionally, all of our students participate in interest driven enrichment clusters based on the Renzulli Model of learning.

Technology is integrated in all curricula areas. Teachers utilize visual models when teaching new concepts in mathematics through *EnVision Math*. Students use virtual manipulatives in order to problem solve and deepen conceptual understanding of mathematics skills. Technology is also utilized to research information when learning about topics. They also infuse web based learning activities in all areas including reading, mathematics, writing, science and social studies.

6. Professional Development:

The administration and staff of P.S. 46Q believes that there is a direct correlation between quality teaching, increased student performance, and effective professional development. As such, the principal, assistant principal, and staff engage in meaningful learning about the craft of teaching. Professional development activities are designed to enhance the differentiated instruction for our diverse student

population. The activities are driven by NYC/NYS guidelines, the CCLS, school data trends, and support our Comprehensive Education Plan goals of continuing to foster increased student achievement.

Professional development is delivered by administration, our Children's First Network staff, the NYC Department of Education, outside vendors, and by school staff members who turnkey information that they have learned at workshops and conferences. Professional development is multi-tiered with much of it centering around the teacher teams who engage in cross-graded learning ensuring curriculum coherence of school-wide programs and curriculum mapping to improve vertical curricula alignment. Other forums include faculty conferences, grade conferences, weekly team meetings, class and school intervisitations, and the modeling of lessons by administration and staff members. Untenured staff meets with administration, grade peers and a trained staff mentor weekly for 1:1 professional development.

The network literacy and math specialists provide ongoing training to grade specific lead teachers sharing best practices needed to support our goal of providing a rigorous high level education to our students. Our ESL and special education lead teachers also attend professional development workshops on how to meet the needs of these highly specialized populations. All of these lead staff members act as mentors to their peers and turnkey the information and strategies from these conferences.

Study groups utilizing professional periodicals and books have also been used to address our pedagogical, curriculum, and student concerns. Topics studied include analyzing student work and data, using assessments to drive instruction, differentiation of instruction, curriculum mapping and essential question writing, Webb's *Depth of Knowledge* questioning, *Independent Investigation Method*, and *Thinking Maps*.

Besides the in-house and network professional development, staff from the University of Connecticut's Neag Center for Gifted Education and Talent Development and from Teachers College Reading and Writing Project have provided workshops for the pedagogical and support staff. Vendors such as Dell and Equipment have provided onsite technology training. Pearson has provided mathematical training.

Our staff is a true community of learners; always looking to deepen their professional knowledge and to prepare our students for college and career readiness.

7. School Leadership:

The administration of P.S. 46Q believes that all members of our school community have a stake in the education of its students. They believe in a collaborative approach to decision making. The principal, in her 11th year as the leader of our school and in her 21st year in leadership, has been able to create a safe and nurturing environment, in which all members of the school community feel respected and valued, and where everyone strives to ensure that each student reaches or exceeds his or her potential. Not only is she an instructional leader, she leads by example, always willing to go the extra mile. Her door is always open to staff, students and parents; making herself available to listen to any problem or concern and working to find an appropriate solution.

Though the principal assumes the ultimate responsibility for the school's achievement and progress, she does collaborate with her assistant principal on decisions that affect the school. They meet to discuss classroom visits, formal and low inference observations, and student progress. The principal believes in distributive leadership, whereby creating a sense of ownership for all members of the P.S. 46Q school community. Students, staff, and families are afforded numerous opportunities to take part in the decision making process. To bridge the home-school partnership, families are kept informed of, and have input in, school initiatives at monthly PTA meetings, newsletters, monthly leadership team meetings, safety meetings, and via email blasts. The student council members devise activities designed to increase school volunteerism, camaraderie, and school spirit.

Staff works collaboratively with administration to formulate school goals, hire new teachers, design professional development based on school needs and interests, and choose appropriate curriculum materials. Furthermore, at grade, teacher team, individual, and faculty conferences, the staff and school leaders analyze data and evaluate how our instructional and organizational systems are meeting the needs of our students and make changes accordingly. Ultimately, all decisions are tied to the success and progress of our students.

Under the leadership of our principal and assistant principal, teachers who demonstrate exceptional pedagogical skills are continually encouraged to assume mentoring and leadership opportunities within our school community.

The consistency of leadership by the principal has helped to foster a trusting and collaborative relationship in which staff, students, and families are “Joined Together in Excellence” to make P.S. 46Q, The Alley Pond School, the premier school that it is.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: New York Testing Program Mathematics Test

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
SCHOOL SCORES					
Level 3 and Level 4	89	90	96	100	100
Level 4	36	49	65	53	61
Number of students tested	81	63	74	68	62
Percent of total students tested	93	95	99	97	100
Number of students alternatively assessed	6	3	1	2	0
Percent of students alternatively assessed	7	5	1	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and Level 4	94	85	91	100	100
Level 4	34	52	49	56	50
Number of students tested	32	33	35	34	36
2. African American Students					
Level 3 and Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	4	3	4
3. Hispanic or Latino Students					
Level 3 and Level 4	Masked	Masked	82	Masked	Masked
Level 4	Masked	Masked	45	Masked	Masked
Number of students tested	6	8	11	7	9
4. Special Education Students					
Level 3 and Level 4	55	71	84	100	100
Level 4	15	19	37	33	37
Number of students tested	20	21	19	21	27
5. English Language Learner Students					
Level 3 and Level 4	Masked	Masked	Masked	100	Masked
Level 4	Masked	Masked	Masked	30	Masked
Number of students tested	6	8	8	10	9
6. Asian/Pacific Islander					
Level 3 and Level 4	92	97	100	100	100
Level 4	38	62	71	58	64
Number of students tested	52	39	51	48	33
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
2011-2012 was the first year that Pearson began publishing the NYS Standardized exams. This test featured questions based on the NYS Standards as well as questions based on the Common Core Learning Standards. Please note that 100% of our students are assessed each year. Students who are alternatively assessed take the New York State Alternate Assessment (NYSAA) because they are Special Education students who are intellectually disabled. 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" Please note that the data for small subgroups are unavailable despite multiple attempts to obtain. There were not enough students in the African American subgroup for the 2008/2009 and 2007/2008 years in order to extrapolate information from New York State. New York State suppresses the data where less than 5 students were tested due to student confidentiality for 2008/2009 and 2007/2008.

13NY11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

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

Edition/Publication Year: 2008-
2011/2012

Publisher: CTB McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
SCHOOL SCORES					
Level 3 and Level 4	79	73	83	87	87
Level 4	17	8	32	16	24
Number of students tested	81	62	72	67	62
Percent of total students tested	93	89	96	95	97
Number of students alternatively assessed	6	4	3	3	2
Percent of students alternatively assessed	7	6	4	4	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and Level 4	72	63	82	79	81
Level 4	19	6	24	15	22
Number of students tested	32	32	38	34	36
2. African American Students					
Level 3 and Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	4	3	4
3. Hispanic or Latino Students					
Level 3 and Level 4	Masked	Masked	64	Masked	63
Level 4	Masked	Masked	18	Masked	0
Number of students tested	6	8	11	7	10
4. Special Education Students					
Level 3 and Level 4	40	29	53	67	71
Level 4	10	0	11	0	14
Number of students tested	20	21	19	21	28
5. English Language Learner Students					
Level 3 and Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	6	9	8
6. Asian/Pacific Islander					
Level 3 and Level 4	81	79	88	85	88
Level 4	19	11	35	21	19
Number of students tested	52	38	49	47	32
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
2011-2012 was the first year that Pearson began publishing the NYS Standardized exams. This test featured questions based on the NYS Standards as well as questions based on the Common Core Learning Standards. Please note that 100% of our students are assessed via NYS Standardized testing. All alternately assessed students are assessed via the New York State English as a Second Language Achievement Test (NYSESLAT) if they are 1st year ELA exempt ELLs or via the New York State Alternate					

Assessment (NYSAA) if they are Special Education students who are intellectually disabled. 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" Please note that the data for small subgroups are unavailable despite multiple attempts to obtain. There were not enough students in the African American subgroup for the 2008/2009 and 2007/2008 years in order to extrapolate information from New York State. New York State suppresses the data where less than 5 students were tested due to student confidentiality for 2008/2009 and 2007/2008.

13NY11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: New York State Testing Program Mathematics
4 Test

Edition/Publication Year: 2008-
2012/2012

Publisher: CTB McGraw Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
SCHOOL SCORES					
Level 3 and Level 4	92	96	94	97	99
Level 4	67	70	71	76	73
Number of students tested	73	76	80	67	71
Percent of total students tested	96	100	93	100	97
Number of students alternatively assessed	3	0	6	0	2
Percent of students alternatively assessed	4	0	7	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and Level 4	87	98	95	97	97
Level 4	63	65	68	67	74
Number of students tested	38	40	40	39	34
2. African American Students					
Level 3 and Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	3	4	3
3. Hispanic or Latino Students					
Level 3 and Level 4	82	92	Masked	Masked	Masked
Level 4	36	54	Masked	Masked	Masked
Number of students tested	11	13	9	9	9
4. Special Education Students					
Level 3 and Level 4	76	86	78	93	96
Level 4	36	43	48	48	33
Number of students tested	25	21	23	27	24
5. English Language Learner Students					
Level 3 and Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	5	8	8	7
6. Asian/Pacific Islander					
Level 3 and Level 4	100	98	95	97	100
Level 4	78	84	77	84	87
Number of students tested	46	50	56	37	47

NOTES:

Masked indicates data were not made public because fewer than 10 students were tested.

2011-2012 was the first year that Pearson began publishing the NYS Standardized exams. This test featured questions based on the NYS Standards as well as questions based on the Common Core Learning Standards. Please note that 100% of our students are assessed each year via the NYS Standardized Testing Program. Students who are alternatively assessed take the New York State Alternate Assessment (NYSAA) because they are Special Education students who are intellectually disabled. 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" Please note that the data for small subgroups are unavailable despite multiple attempts to obtain. There were not enough students in the African American subgroup for the 2008/2009 and 2007/2008 years in order to extrapolate information from New York State. New York State suppresses the data where less than 5 students were tested due to student confidentiality for 2008/2009 and 2007/2008.

13NY11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

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

Edition/Publication Year: 2008-
2011/2012

Publisher: CTB McGraw Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
SCHOOL SCORES					
Level 3 and Level 4	75	84	76	88	86
Level 4	8	14	14	32	30
Number of students tested	71	76	80	65	70
Percent of total students tested	93	100	100	97	96
Number of students alternatively assessed	5	0	0	2	3
Percent of students alternatively assessed	7	0	0	3	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and Level 4	72	92	75	84	84
Level 4	8	11	8	29	19
Number of students tested	36	36	40	38	32
2. African American Students					
Level 3 and Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	3	4	4
3. Hispanic or Latino Students					
Level 3 and Level 4	55	77	Masked	Masked	Masked
Level 4	9	0	Masked	Masked	Masked
Number of students tested	11	13	9	9	9
4. Special Education Students					
Level 3 and Level 4	38	57	39	69	63
Level 4	0	0	4	15	0
Number of students tested	24	21	23	26	24
5. English Language Learner Students					
Level 3 and Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	5	8	5	5
6. Asian/Pacific Islander					
Level 3 and Level 4	84	92	79	91	91
Level 4	7	20	14	41	33
Number of students tested	45	50	56	34	46
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
2011-2012 was the first year that Pearson began publishing the NYS Standardized exams. This test featured questions based on the NYS Standards as well as questions based on the Common Core Learning Standards. Please note that 100% of our students are assessed via NYS Standardized testing. All alternately assessed students are assessed via the New York State English as a Second Language Achievement Test (NYSESLAT) if they are 1st year ELA exempt ELLs or via the New York State Alternate					

Assessment (NYSAA) if they are Special Education students who are intellectually disabled. 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:
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13NY11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: New York State Testing Program Mathematics
5 Test

Edition/Publication Year: 2008-
2011/2012

Publisher: CTB McGraw Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
SCHOOL SCORES					
Level 3 and Level 4	99	95	94	100	92
Level 4	64	76	51	76	59
Number of students tested	85	84	78	80	76
Percent of total students tested	100	94	99	98	95
Number of students alternatively assessed	0	5	1	2	4
Percent of students alternatively assessed	0	6	1	2	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and Level 4	100	98	88	100	98
Level 4	64	83	44	78	66
Number of students tested	45	40	43	40	44
2. African American Students					
Level 3 and Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	5	4	6
3. Hispanic or Latino Students					
Level 3 and Level 4	100	Masked	73	Masked	Masked
Level 4	33	Masked	36	Masked	Masked
Number of students tested	15	9	11	9	9
4. Special Education Students					
Level 3 and Level 4	95	84	83	100	76
Level 4	16	60	29	50	28
Number of students tested	19	25	24	24	25
5. English Language Learner Students					
Level 3 and Level 4	Masked	Masked	Masked	Masked	100
Level 4	Masked	Masked	Masked	Masked	20
Number of students tested	7	5	8	9	10
6. Asian/Pacific Islander					
Level 3 and Level 4	100	98	100	100	100
Level 4	76	85	66	82	79
Number of students tested	58	54	41	55	42

NOTES:

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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" Please note that the data for small subgroups are unavailable despite multiple attempts to obtain. There were not enough students in the African American subgroup for 2008/2009 in order to extrapolate information from New York State. New York State suppresses the data where less than 5 students were tested due to student confidentiality for 2008/2009 and 2007/2008.

13NY11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

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

Edition/Publication Year: 2008-
2011/2012

Publisher: CTB McGraw-Hill/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
SCHOOL SCORES					
Level 3 and Level 4	84	80	74	90	85
Level 4	9	13	29	30	15
Number of students tested	80	83	76	77	74
Percent of total students tested	94	93	96	95	95
Number of students alternatively assessed	5	6	3	4	4
Percent of students alternatively assessed	6	7	4	5	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and Level 4	81	80	62	90	83
Level 4	5	8	21	18	17
Number of students tested	42	40	42	39	42
2. African American Students					
Level 3 and Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	5	4	6
3. Hispanic or Latino Students					
Level 3 and Level 4	80	Masked	40	Masked	Masked
Level 4	0	Masked	0	Masked	Masked
Number of students tested	15	9	10	9	9
4. Special Education Students					
Level 3 and Level 4	58	48	38	74	72
Level 4	0	8	13	4	0
Number of students tested	19	25	24	23	25
5. English Language Learner Students					
Level 3 and Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	6	7	8
6. Asian/Pacific Islander					
Level 3 and Level 4	89	85	80	89	85
Level 4	11	17	35	32	15
Number of students tested	33	53	40	53	40

NOTES:

Masked indicates data were not made public because fewer than 10 students were tested.

2011-2012 was the first year that Pearson began publishing the NYS Standardized exams. This test featured questions based on the NYS Standards as well as questions based on the Common Core Learning Standards. Please note that 100% of our students are assessed via NYS Standardized testing. All alternately assessed students are assessed via the New York State English as a Second Language Achievement Test (NYSESLAT) if they are 1st year ELA exempt ELLs or via the New York State Alternate

Assessment (NYSAA) if they are Special Education students who are intellectually disabled. 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" Please note that the data for small subgroups are unavailable despite multiple attempts to obtain. There were not enough students in the African American subgroup for 2008/2009 in order to extrapolate information from New York State. New York State suppresses the data where less than 5 students were tested due to student confidentiality for 2008/2009 and 2007/2008.

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