

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [X] Choice

Name of Principal Mrs. Karen Scott-Piazza

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name P.S. 205 Alexander Graham Bell School

(As it should appear in the official records)

School Mailing Address 75-25 Bell Blvd

(If address is P.O. Box, also include street address.)

City Bayside State NY Zip Code+4 (9 digits total) 11364-3448

County Queens County State School Code Number* 342600010205

Telephone 718-464-5773 Fax 718-464-5875

Web site/URL http://ps205.org/ E-mail kpiazza2@schools.nyc.gov

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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 _____

(Principal's Signature)

Name of Superintendent*Ms. Anita Saunders E-mail: asaunde@schools.nyc.gov
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New York City Geographic District #26 Tel. 718-631-6965

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 Mrs. Judy Batashoff
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 905 Elementary schools (includes K-8)
 - 310 Middle/Junior high schools
 - 541 High schools
 - 62 K-12 schools
- 1818 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	18	32
K	27	22	49
1	21	21	42
2	27	21	48
3	19	26	45
4	31	21	52
5	27	30	57
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 Students	166	159	325

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 42 % Asian
 - 4 % Black or African American
 - 16 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 35 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1	325
(5) Total transferred students in row (3) divided by total students in row (4)	0.055
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 5 %
15 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Bengali, Chinese, Korean, Serbo-Croatian, Spanish, Urdu
8. Students eligible for free/reduced-priced meals: 39 %
 Total number students who qualify: 124

If this method is not 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.

9. Students receiving special education services: 13 %
41 Total number of students served

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>8</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

P.S. 205Q, The Alexander Graham Bell School is a unique NYC elementary school situated in the tight-knit community of Oakland Gardens, northeast Queens. Our motto is “At PS 205 Sharing is Caring!” At the heart of this motto is our philosophy that all children can learn. We pursue excellence in education for every student. A shared partnership among staff, parents and students provides all children with a quality education. Our vision is to empower all students with the academic and technological skills to function successfully as adults in the twenty-first century.

Our mission is to provide children with a quality education by implementing high academic standards, foster self-esteem and mutual respect for people of all backgrounds and involve parents and community in the learning process and shared decision making.

Parents are an integral part of our school community and culture. They are one of the cornerstones to our students’ academic success. We serve 315 students and families from culturally diverse backgrounds. Students exhibit a strong sense of belonging and belief in education that is enhanced by their love of learning.

Our student’s families share this strong belief in education. They believe that hard-work and perseverance coupled with a positive outlook and teacher support is the best recipe for their child’s success in school both academically and emotionally. Parents are grateful to our dedicated teachers and staff members. This gratitude is particularly evident each spring when parents host a Teacher Appreciation Luncheon recognizing the faculty for their instructional expertise and tireless efforts.

As a small school we are fortunate to provide one-on-one support and guidance to families, especially those new to our community. Our parent coordinator offers outreach to secure proper communication channels between teachers, parents and students. With a predominantly Asian student body, our parent coordinator ensures that all written communication is translated for parents who are in need of this service. P.S. 205Q endeavors to eliminate any language barriers that might impede upon our students’ academic success.

School activities embody a spirit of sharing and caring for the people around us, both locally and globally. Among our many school initiatives, one of which we are most proud is our Service in Schools Program. The past three years have seen a growing involvement with local and global service projects that promote citizenship, stewardship, and environmental awareness and responsibility. Service projects are spear-headed by 5th grade Student Leaders and teachers. Programs include UNICEF, NYC Penny Harvest, and food/clothing drives to local community centers. (UNICEF proceeds were donated to our neighbors in the Philippines who suffered the devastating effects of Typhoon Haiyan.)

Our latest initiative was participation in the Water Collective program, Cookies for Cameroon. This school-wide service project required students to learn about the needs of our neighbors in Cameroon, Africa and their need to sustain an adequate supply of clean water. Our goal was to raise at least \$300.00 to purchase a water pump allowing families in Cameroon to obtain clean drinking water. Students and parents baked cookies which were sold by our Student Leaders at school. The impact of this program was felt not only by the students, but families and staff members as well. We raised \$610.00 to purchase not just one but two water pumps. During the last day of the fundraiser, we were visited by directors of the Cookies for Cameroon project. Impressed with our students high-level of engagement and participation, they have included our students’ pictures on the Cookies for Cameroon website.

Also note-worthy is our Gardening and Composting project supported by our science program. Our science cluster teacher has been the recipient of the NYC Golden Apple award on multiple occasions for our school’s garden. We’ve grown pumpkins, strawberries, blackberries, peppers, and a variety of other plants. Students and teachers plant seeds and pick the harvest. “PS 205’s Farmer’s Market” was an event featuring the sale of our produce. In 2012 we were awarded a high-tunnel grant from Cornell University. The high-tunnel functions as a greenhouse where vegetables, fruits, and plants may be grown.

Our garden area is currently being upgraded to include a new composting program. In collaboration with Queens Botanical Garden our 4th grade students and teachers are being trained as leaders on the “PS 205 Clean Green Composting Team”. Students will learn the how and why of composting and train the rest of the school community during the spring. The Composting Team’s slogan is “Trash to Treasure”. Student created t-shirts exhibiting the slogan and colorful artwork are worn proudly during all composting activities and training.

Favorite local student activities include our teacher-led boys’ and girls’ basketball team and cheerleading squad. Families love being spectators at these inter-school games and are our biggest cheerleaders! In the winter and spring all students participate in Music Concerts featuring both group vocal and instrumental performances by our students. Additionally the concerts showcase individual talents on various instruments, especially piano and violin.

Last May the Owners Corporation of Windsor Oaks, home to many of our students, held a Fair Day. On a beautiful Sunday morning many families attended this fun-filled day with mini-rides, face-painting, photo-booth, live music, dancing, food, and arts and crafts tables. Proceeds amounting to \$9,500.00 were donated to P.S. 205! This enabled us to purchase a contract with the NYC Dancing Classrooms Program which has been successful in teaching our students ballroom dance and proper dance etiquette. Our upcoming performance this month promises to be entertaining and educational.

Our entire school community is proud to call P.S. 205Q home. Here every one learns to thrive and share ideas that enhance our school’s educational value every day.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A) PS. 205Q has demonstrated notable academic achievement as reported on the New York Department of Education Progress Report for the past five years:

In 2008-2009 our progress report grade was an A and our overall percentile rank was 81%; in 2009-2010 our progress report grade was an A and our overall rank was 96%; in 2010-2011 our progress report was an A and overall percentile rank was 96%; in 2011-2012 our progress report grade was an A and overall percentile rank was 91%; and in 2012-2013 our progress report grade was an A and our overall percentile rank was 99%.

We are a school “In Good Standing” as designated by the New York State Department of Education under the Elementary and Secondary Education Act.

Our students' academic success is due to our strong collaboration between teachers, parents and students. In our pursuit of excellence, students come first in all aspects of academic life and social and emotional well-being.

The New York State Performance levels for the English Language Arts (ELA) and Mathematics Testing Program are:

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

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

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

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

B) Overall NYS Assessment Analysis for 2009, 2010, 2011, and 2012*:

Students in grades three, four and five take the New York State Tests in ELA and Math. The math state exam average for students who achieved a level 3 and 4 in grade 3 was 96%, in grade 4 was 96% and in grade 5 was 99%. The ELA state exam average for students who achieved a level 3 and 4 in grade 3 was 91%, in grade 4 was 87% and in grade 5 was 96%.

P.S. 205's student performance on the 2013 NYS ELA and MATH tests was as follows:

71% of all students tested in grades 3, 4, and 5 achieved a level 3 or 4 in ELA and 79% of all students in grades 3, 4, and 5 achieved a level 3 or 4 in math. It should be noted that the number of students in NYC passing the NYS ELA and Math exams in 2013 dropped drastically because the exams were some of the first in the nation to be aligned with the more rigorous Common Core Standards which emphasize deep analysis and creative problem-solving over short answers and memorization. (The Summary of Statewide 3-8 Exam Results indicate only 31% of grade 3-8 students across the state met or exceed the ELA and math proficiency standards as reported by NYSED News, August 7, 2013).

Despite the drop in overall NYC schools performance, P.S.205Q still maintained a high level of student achievement. At the release of the results of the April 2013 grade 3-8 math and ELA assessments, the State Education Commissioner John B. King, Jr. “emphasized that the results do not reflect a decrease in

performance for schools or students’. P.S. 205Q was ranked #4 of the Top 20 public elementary schools in Queens as reported by schoolboard.org in August 2013.

Unique Assessment Results:

Our scores on the NYS Testing program remain relatively consistent for students tested in grades 3, 4, and 5. We have not experienced any significant increase or decrease in student performance from year to year (2009-2012).

The number of students tested in our subgroups per grade level is considered “non-qualifying” for all subgroups save one, Asian, as referenced on the Assessment Data Tables.

Our most significant and qualifying subgroup are our Asian students which comprise 37% of our overall student population. The math state exam average for students in this subgroup who achieved a level 3 and 4 (for 4 years, 2009-2012) in grade 3 was 98%, in grade 4, 97% and in grade 5, 100%. The ELA state exam average for students who achieved a level 3 and 4 (for 4 years, 2009-2012) in grade 3 was 96%, in grade 4, 90% and in grade 5, 97%.

Students tested in grades 3, 4, 5 year after year consistently do well which is a reflection of the high quality of education received at P.S. 205Q. There is no significant statistical difference between the Asian subgroup and the rest of the school, reflecting our mission to ensure that all students are given the same opportunity to achieve their academic potential.

One reason to account for the consistent high level of performance across grades and across years is the work of our Teacher Teams. Gap analysis of student performance tasks and results from our formative assessments provide timely and actionable data allowing teachers to ensure that Universal Design for Learning (UDL) activities are created to ultimately prepare students not only for state assessments, but for college and career.

*Averages based on 4 years since exam was significantly changed in spring 2013.

2. Using Assessment Results:

Multiple measures of assessment are widely used to ensure accuracy of student academic proficiency during the school year.

In ELA P.S. 205Q has instituted a school wide benchmark assessment in reading. Using the Fountas and Pinnell (F&P) Benchmark Assessment System 1 and 2, teachers assess students reading accuracy and comprehension three times a year to inform instruction, measure student achievement and set student goals. The Benchmark Assessment System provides teachers with the Instructional Level Expectations for Reading, a guideline to determine whether the child: exceeds expectations (above grade level standards); meets expectations (on grade level standards); approaches expectations (needs short-term intervention); or does not meet expectations (below grade level standards and requires intensive intervention). These expectations are based on grade level goals assessed three times a year (BOY, MOY, EOY).

Results on the F&P Assessments inform our Response To Intervention (RTI) groups for academic intervention services given three times a week as well as small group instruction during the school day.

In grades two through five we administer the nationally-normed Scantron Performance Series assessment as recommended by the NYC Periodic Assessments to assess individual silent reading rate and comprehension. This computer adaptive online assessment is administered to students in the fall and spring. In addition, teachers may opt to administer this assessment mid-year to select students who are not meeting grade level goals; based upon the Beginning of Year(BOY)results and overall student performance.

In order to systematically assess student writing, we use the 6+1 Traits of Writing on demand writing prompts administered three times a year. This assessment provides our teachers, students and parents with a reliable gauge into each student's writing abilities in the following areas: organization, ideas, sentence fluency, word choice, voice, conventions and presentation.

The NYC Benchmark Assessment in ELA is administered in the fall and spring to students in grades three, four and five. This assessment measures student reading comprehension and writing in response to reading. Teachers receive results and inform students and parents with next steps. The results on this assessment help teachers determine which student support services in reading would best suit the needs of the child. One of the most important aspects of this assessment is that it validates the results of our informal and formal classroom assessments.

In Mathematics we use the NYC Periodic Assessment- Baseline for students in grades three, four and five. The results of this baseline assessment, administered in the fall, determine student academic performance based on the Common Core Learning Standards of the previous grade. These results allow teachers to analyze gaps in learning so that students are better able to succeed and meet the expectations of the work in the current grade.

The NYC Periodic Assessment-Benchmark in mathematics is administered to students in grades three, four and five during the fall and spring semesters. This benchmark assesses student achievement based on the work of the current grade. The results assist teachers in identifying students that may require additional instruction in certain mathematical domains. Reports are available online for teachers shortly after administration. This provides a quick turnaround time to inform students and parents.

These multiple measures help us to verify if a child is performing at performance level standards one, two, three or four.

3. Sharing Lessons Learned:

Although we have a small teaching staff of twenty, we pack a powerful punch when it comes to instruction and sharing best teaching practices. Our teachers are stakeholders in the educational process of our students. Teacher leaders share expertise in the areas of literacy, mathematics, and differentiated instruction based on the Universal Design for Learning (UDL).

Grade level teacher teams are comprised of at least one teacher leader who has undergone rigorous training on various teaching techniques; Common Core Curriculum, Smart board technology, assessments, and Danielson's Effective Teaching Practices. One teacher was selected as a NYC Teaching Fellow two years ago. Her training has enabled her to build capacity, holding numerous workshops on Common Core Literacy Expectations and Student Learning and Brain Research. She was nominated for and accepted into the NYC Leadership Advancement Program (Baruch University). Through her experience in this program, she is readily available to assist any teacher in enhancing their teaching practices through class inter-visitations.

Another expert lead teacher is a fully certified Smart board instructor. During her full-day workshop for teachers she made certain that everyone left her training feeling proficient in the use of the Smart board as a tool to enhance the educational experience for students and their parents. This same lead teacher completed a teacher trainer certification program for Thinking Maps® and ran another full day workshop for all our teachers teaching all the eight specific visual patterns that enhance the brain's natural ability to detect and construct meaningful patterns, especially useful for our students.

Embedded in our schedule is a Teacher Team time period wherein teachers meet to discuss instructional strategies, conduct gap analysis and prepare and present workshops that turn-key pertinent literacy and math shifts as prescribed by the Common Core Learning Standards.

We've had many visitors, including principals from neighboring schools and a team of teachers from a New York City Charter school who came to observe some of the new core curriculum being used aligned to the

Common Core State Standards. Each visit is planned to showcase the use of our 6+1 Traits of Writing program, Expeditionary Learning, a standards aligned literacy program, GoMath-core curriculum program, or Core Knowledge implementation for students in grades K-2.

The principal and data specialist attend all teacher workshops and are active participants in supporting all facets of instruction and curricular decisions as part of the shared-vision philosophy of the school.

4. Engaging Families and Community:

Building a trusting partnership with families helps us do our job better and with more purpose. In light of the new CCLS and the importance of ensuring students are college and career ready, the principal has presented several parent workshops to support families with the new shifts in literacy and mathematics, with an emphasis on helping students cope and manage their time wisely.

We also ensure that there is a smooth transition from pre-k to kindergarten by preparing students to face the challenges of a more structured learning approach by ensuring reading readiness, time on task, building independence, and teaching children to ask questions by using appropriate class norms like raising their hand and listening while someone is speaking.

During our Kindergarten Parent Orientation, held in May, the principal presents a comprehensive kindergarten FAQ session and lays out the learning expectations for students and their families. Key personnel and support staff such as the Parent Coordinator, school nurse, PTA President, and school safety agent are available to share a few key points to help ease the transition from pre-k to kindergarten. At the end of the session, families are invited to visit our two kindergarten classes while they are in session. It's usually everyone's favorite part of the orientation.

A strong partnership facilitates a better experience with school and their children's learning needs. This continues through the elementary years. Each year we hold a Back to School Night, where families of all students visit their child's classroom to meet the teacher and learn about the curriculum for the year.

In collaboration with our school's PTA, we also hold a Taste of Culture evening where families prepare culturally diverse meals and bring them to our school to share with other families and friends. Taste of Culture is one of the best-attended multi-cultural events by families and their children.

After surveying parent interests and needs, our Parent Coordinator holds workshops for families that include: Common Core expectations, safety protocols, book club, arts and crafts projects, knitting and cultural activities. She's created a dedicated parent classroom where all these activities take place during and after the school day. It's here parents get together to form planning committees that support school spirit. From Field Day Activities to our Halloween party, many ideas come to fruition when the excitement and possibilities build in the best interest of our students.

A highlight of PS 205's community engagement includes participation in the New York Hospital, Queens Blood Drive hosted once a year in the spring and held in our gymnasium during and after school hours. For the past five years we have been awarded the "Silver Caring Heart" award for having over thirty donors every year.

Our students also participate in the Queens Safe Kids Walk This Way Program sponsored by the North Shore-LIJ Health System and organized by our school's Building Response Team (BRT) leader. Students learn valuable information about water safety, pedestrian safety, bicycle safety and fire safety.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Rigorous curricula and academic tasks are embedded coherently across classes and grades and fully aligned to the Common Core Learning Standards. Across classrooms, student work is assessed using carefully developed rubrics that describe a range of cognitive and performance-based landmarks for each skill embedded in the tasks. Rubric criteria and indicators are described in terms of performance or product to ensure accurate measurement of student skill levels from their written work.

Each grade level team of teachers analyzes the post-assessment for each unit of study to meet NYC instructional expectations. Using the Understanding By Design (UbD) framework that offers teachers a three-stage backward design for curriculum planning, ensures that multiple entry points are used to cognitively engage all students in learning.

High levels of student engagement and participation across classrooms are apparent through strategies such as “turn and talk” activities. Several configurations of small group work are utilized in math and English language arts such as: literature circles, fish-bowl activities, jig-saw activities and learning centers.

ELA/Reading

Our balanced literacy program includes specific reading and writing skills required at each grade as dictated by the NYS Common Core Learning Standards. Students in kindergarten to second grade learn to read and develop into independent readers. Students in grades three to five read to learn through units of study specified within the Expeditionary Learning Program.

Mathematics

Our math program is fully aligned to the CCLS and fluency expectations for students in kindergarten through grade five. Math lessons focus on grade-level clusters and grade level content standards. Lessons intentionally target conceptual understanding, procedural skill and fluency, and application dictated by the standards being addressed.

Science

The science cluster program engages students in kindergarten through grade 5 in hands-on scientific inquiry. In collaboration with Queens College in New York, our science teacher and students participate in the GLOBE program. GLOBE is a K-12 program to improve science education by involving students and their teachers in world-wide research examining long-term global change. Through our school’s garden, students are actively involved in discovering and learning through inquiry as aligned to the NYS science standards.

Social Studies

Social studies is taught in combination with the literacy units of study in the ELA programs specific to the lower grades and upper grades. Students in kindergarten through second grade are immersed in the Listening and Learning Domains of the Core Knowledge Language Arts while students in grades three through five gain content knowledge of Social Studies through units of study in the Expeditionary Learning Program. Safari Montage allows teachers to “transport” students around the world using their expansive video library.

Visual and Performing Arts

Our music program is defined by student’s innate and natural ability as well as interest. We believe that all students not only benefit from a quality music program, but that it also enhances daily learning encounters. Students enjoy the benefits of a vocal music program that promotes musicality, theory, and performance. Students in kindergarten through fifth grade learn through units of study aligned to the NYC Blueprint for Teaching and Learning in Music.

Physical Education

Our physical education program is unique in its eclectic approach to promoting students overall well-being that includes, yoga exercises, organized games and relays. Where applicable our students use the physical education program to enhance a current unit of study such as the second grade Olympic Games during their study of Ancient Greece.

Technology

Technology is integrated throughout the curriculum and supports the work that is going on in the classrooms. In the computer lab, students focus on keyboarding skills, using the internet to research information and learn proficiency in Microsoft Word, Excel, PowerPoint and Publisher. We subscribe to Raz Kids to support English language arts and IXL to support mathematics both in school and at home. Each classroom is equipped with SMART Boards, document cameras, computers and an iPad. Teachers frequently incorporate technology into their lesson plans and use Safari Montage to bring lessons to life with educational videos. In addition we have laptops carts that teachers can borrow to use as a class. Students learn the foundation of utilizing computers as a tool in order to prepare them for success along their educational careers.

2. Reading/English:

As articulated by the CCSS for ELA and Literacy in grades K-5, our school's reading program is based on our expectation that all children will learn to read and write independently at a high level of proficiency and develop a love of reading.

Our instructional reading practice is dictated by literacy shifts required by the CCSS:

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language.

Grades K-2 uses the Core Knowledge Language Arts Program (CKLA). We are currently part of the NYS CKLA pilot program for 2013-2014. The CKLA program is a child-centered/research-based reading program which meets the needs of students by establishing four principles of instruction for meeting proficiency reading requirements:

1. Explicit Code Instruction
2. Building of Background Knowledge
3. Constant, Contextualized Content-based Exposure to Vocabulary
4. Intentional Fostering of Oral Language Foundation

Teachers determine each child's reading success using the Fountas and Pinnell Benchmark Assessment Systems 1 and 2. This progress monitoring tool enables us to evaluate student progress and provides pertinent data on students who are reading on and above grade level standards as well as identifies students reading below standards. Those reading below standards receive RTI services three times per week. Those reading above are enriched through the unit's supplemental activities. Parents are informed of progress and have parent access to RAZ-Kids online reading program which all students use to practice reading fluency and comprehension.

Grades 3-5 uses the Expeditionary Learning (EL) curriculum. The philosophy of EL curriculum gets students excited about learning through great books, compelling topics and ownership of their learning. At the same time, teachers get a vision of the instructional practices that support a Common Core-aligned classroom and the tools to create it. Due to high levels of academic achievement and reading the EL program promotes reading to learn through rigorous modules of study; that engages students and supports teachers in building students' capacity to read, think, talk, and write about complex texts. Each module comes with books – not textbooks or anthologies – which have been carefully selected and vetted by the authors of the Common Core as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity.

3. Mathematics:

Articulated by the CCSS for Mathematics in grades K-8, our math program is based on our expectation that all children will develop mathematical fluency grounded in conceptual learning that supports the eight required NYS CCSS mathematical practices: make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make sense of structure and look for and express regularity in repeated reasoning.

Instructional methodology is dictated by required CCSS math shifts:

1. Focus: Focus strongly where the Standards focus.
2. Coherence: Think across grades and link to major topics within grades.
3. Rigor: In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

In grades K-5 we opted to use the Houghton Mifflin GoMath! curriculum. This program gives teachers an overview of where instructional time will be spent across the year. Its scope and sequence provides a suggested sequence of instruction and assessments, including where NYC Periodic Assessments can be used to gauge students' understanding of concepts and skills taught at benchmark moments throughout the year. Based on CCSS, GoMath! is divided into critical areas that offer a focused and coherent study of key concepts and skills for each grade that incorporates: essential ideas (key topics of the unit); standards; eight mathematical practices (referenced in the first paragraph above); essential questions and assessment opportunities.

Teachers use assessments, both formative and summative, to gauge student success on mastering the standards covered in the critical area components as dictated by the CCSS. Students performing below grade level are recommended for Response to Intervention (RTI) services three times per week during direct small group instruction. Enrichment for mid to high performing students is embedded within the units of study tiered to meet the needs of student performance levels.

Teachers in grades 3 and 5 have also opted to use the NYS Math Modules from engageNY.org. During the school year 2012-2013 these grades opted to pilot several modules to assess efficacy and student achievement in conceptual understanding, mastery and fluency. Students were (and are currently) given fluency drills in all grade levels as an outgrowth to this pilot. Our student progress has been highly celebrated as evidenced by results of the NYS Math Testing Program.

4. Additional Curriculum Area:

Our highly-recognized science program promotes an inquiry-based approach to learning which supports our mission to engage students in life-long skills that will support college and career readiness. Students in grades K-5 have an opportunity to engage in activities aligned to the Elementary Science Core Curriculum.

The science cluster teacher creates lessons and activities that focus on understanding important relationships and applications of concepts supported by the scientific community. Affiliations with Queens College Globe program immerses students in environmental awareness research. Our fifth graders journey to Alley Pond Environmental Center (APEC), Queens NY to collect water samples then test and analyze macro-invertebrates. In other grades, students conduct soil testing to determine nutrient levels and are also involved with earth worm composting.

Another exciting science project is the Tomatosphere project which requires students to germinate two sets of tomato seeds; the second set is a control group exactly the same type as the space seeds except that they have not been in space. Students learn how to conduct a scientific experiment and compare the germination rates of the two groups of seeds. Observing the seeds germinate and grow encourages classroom dialogue about the elements of life support requirements for space missions to Mars. The results from these experiments will help Canadian scientists to understand some of the issues related to long-term space travel.

Our newest science project supports our school's garden. In collaboration with the Queens Botanical Garden students in grade four are currently involved in a composting project wherein they collect school food scraps and collect data. Students will weigh compost and graph subtotals daily. NPK kits are used to conduct soil testing for nitrogen, phosphorus, and potassium levels to determine pre and post soil fertility of our garden. Our school's garden is housed within a high-tunnel structure which was awarded to us by a grant through Cornell University. We are currently in the throes of upgrading our garden and its availability to our students, families and other members of the community. Our goal is to create a sustainable garden program that will generate interest and an abundance of produce to learn from and sell during our Farmer's Market season.

Our science teacher received the Golden Apple Award in 2008 and presently we are in the running for the Grow to Learn NYC: The Citywide School Gardens Initiative Mini-Grant.

5. Instructional Methods:

Our highly-effective teacher teams take ownership in learning and using viable, appropriate teaching methods and techniques that accelerate student academic achievement in all subject areas.

Grade-level teacher teams co-plan and map out the prescribed scope and sequence from the core curriculum. Each unit of study in math or module in literacy is carefully analyzed and executed through the Understanding by Design® (UbD) framework for curriculum planning. The UbD™ framework for improving student achievement assists teachers in clarifying learning goals, creating assessments of students understanding, and developing effective and engaging learning activities that ultimately deepen student understanding. A three-stage "backward planning" curriculum design process is used on a unit design template where teachers lay out their lesson plans to ensure student learning objectives are met.

In tandem with the UbD™ framework, our teachers employ Universal Design for Learning techniques to ensure multiple entry points to differentiate instruction. Students who are identified as Students With Disabilities (SWD) and English Language Learners (ELL's) benefit from these strategies. UDL is a set of principles for curriculum development that give all individuals equal access - the what, why and how of learning. These techniques can be observed using tiered instruction activities that are created to meet the varying needs of students. Students may use specific learning tools, such as a reading tracker, during a shared or close reading activity. Different types of lessons may require computer assisted technology, where students may listen to information and includes visual cues to support attainment of knowledge. Although the core curriculum incorporates various teaching techniques, our teachers modify lessons to meet the individual needs of their students.

Our Response to Intervention (RTI) program includes students at every Tier (1, 2, and 3). Students in need of support attend our Academic Intervention Services (AIS program three times per week.) Students who are above grade level standards are immersed in the enrichment activities/tasks within the unit of study.

Thinking Maps® are also incorporated into research-based lessons which allow students to use any of the eight maps that correspond to the activity; for example the Circle Map used to define information in context or the Flow Map used for sequencing and ordering information.

One important aspect to our instructional methodology is the assessment component, as a means to include a systematic progress monitoring tool. Assessments within units of study include a pre-assessment, mid-unit assessment, and end of unit performance task.

6. Professional Development:

The current teacher observation practice has nurtured a culture of reflective practice in determining areas of effective pedagogy as evaluated by Danielson's Teacher Effectiveness rubrics within four Domains.

Our yearlong professional development calendar provides teachers with ongoing support in the new core curriculum programs: GoMath!, NY Math Modules, Expeditionary Learning, and Core Knowledge Language Arts program as well as continued workshops in SMART board technology, and CCSS math and literacy shifts. Teachers often attend professional development workshops with their grade level partner to ensure cohesiveness in curriculum enhancements.

Teachers who attend our CFN Network support learning sessions are expected to turn-key ideas and strategies to their colleagues during faculty conferences, teacher team meetings or grade conferences. The grade level teacher team goal is: To develop, examine, and refine curriculum and assessments to increase student learning.

Our vertical and grade level inter-visitation series provides teachers with an opportunity to view and take low-inference observation notes on their colleagues through the lens of Danielson's Framework for Teaching; specifically Domain 2, classroom environment and Domain 3, instruction pertaining to questioning. This type of practice allows teachers to question and verify intended student results, support teachers in aligning instruction to CCSS, and promotes independent and shared reflections that impact student and adult learning. Our findings include modifying CCSS tasks that promote higher-order thinking skills through Depth of Knowledge (DOK) questioning that support student learning.

The impact that the new core curriculum and instructional expectations has for teachers includes clarification on the philosophy and application of Understanding by Design and Universal Design for Learning methodologies which have been addressed during faculty conferences and professional development days.

Teachers are encouraged to lead and to share their expertise and developmental knowledge of all instructional expectations as delineated by the NYC Department of Education Citywide Instructional Expectations.

Due to the diminutive character of our school we try to share as much information with each other as possible, either formally or informally. Through these collaborations teachers have taken on responsibility for one another's learning and actively participate in supporting one another's pedagogical practice.

7. School Leadership

Distributive leadership is at the core of building capacity, nurturing and promoting leaders within P.S. 205Q. Due to the very small nature of our school, the sole administrator is the principal. Her cabinet members are comprised of the data/reading specialist, technology coordinator, special education liaison, and ESL teacher.

There are grade-level committees that report to the cabinet. These committees include lead teachers who meet with the principal and other members of the cabinet to discuss curriculum, effective teaching practices, assessments, RTI, and assembly programs.

Our Pupil Personnel Team comprised of our school psychologist, social worker and members of the cabinet meet regularly to discuss strategies for children who are working below grade level as indicated by the formal assessment data. The team considers interventions and makes recommendations for any student who is not achieving academically or socially in order to provide opportunities for each student to reach his/her highest academic achievement.

Our school's safety committee includes the Building Response Team (BRT) leader, principal, school safety agent, and parent coordinator. This committee meets regularly to ensure that all safety protocols are conducted with efficacy throughout the year and communicated to families, students and staff.

The School Leadership Team (SLT) is comprised of twelve members (five teachers, principal and six parents). The SLT meets once a month to discuss upcoming school events, curriculum and instruction as reported on our school's Comprehensive Education Plan (CEP), upcoming service projects and any issues

that arise during the course of the year.

The principal is very supportive of teachers and encourages their professional growth. Teacher leaders who are currently enrolled in an administration program are encouraged to attend various principal and assistant principal CFN Network conferences that include topics on budget, safety, NYS Dignity For All Act, new core curriculum programs, or instructional methodologies.

The principal is actively involved in all facets of the school's programs. She is known for her efficiency, trust-worthiness, and support of children's academic and social progress. Her passion is to ensure that each child is nurtured and belongs to a community of learners that inspires curiosity about the world. Our principal values input from all facets of the school community and is often found in a classroom, speaking and learning with children. At the end of the day she is very successful because of the choices she makes on behalf of children and their families.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: CTB-McGraw Hill

Test: NYS Mathematics

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Mar
SCHOOL SCORES*					
% Level 3 plus % Level 4	76	90	95	100	100
% `Level 4	31	35	41	82	74
Number of students tested	42	48	46	34	38
Percent of total students tested	28	33	39	28	30
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	71	95	78	100	100
% `Level 4	29	32	28	80	83
Number of students tested	24	19	18	13	12
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	58	42	0	0
% `Level 4	0	8	17	0	0
Number of students tested	7	12	12	3	3
3. English Language Learner Students					
% Level 3 plus % Level 4	0	0	0	0	0
% `Level 4	0	0	0	0	0
Number of students tested	0	2	1	3	2
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	75	0	0	0	0
% `Level 4	38	0	0	0	0
Number of students tested	8	5	4	3	3
5. African- American Students					
% Level 3 plus % Level 4	0	0	0	0	0
% `Level 4	0	0	0	0	0
Number of students tested	3	3	3	1	3
6. Asian Students					
% Level 3 plus % Level 4	84	100	92	100	100
% `Level 4	47	50	50	86	93
Number of students tested	19	18	24	21	14
7. American Indian or					

Alaska Native Students					
% Level 3 plus % Level 4	0	0	0	0	0
% `Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4	0	0	0	0	0
% `Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Level 3 plus % Level 4	67	81	87	100	100
% `Level 4	8	29	47	78	61
Number of students tested	12	21	15	9	18
10. Two or More Races identified Students					
% Level 3 plus % Level 4	0	0	0	0	0
% `Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% `Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% `Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% `Level 4					
Number of students tested					

NOTES: The 2012-2013 NYS Exams were some of the first in the nation to be aligned to the more rigorous Common Core Standards, which emphasize deep analysis and creative problem-solving over short answers and memorization (New York Times Aug. 2013). In NYC only 27% of students in grades 3-8 met proficiency standards in ELA and only 30% in Math. Our students significantly out-performed the NYC average.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: CTB McGraw-Hill

Test: NYS Math Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Mar
SCHOOL SCORES*					
% Level 3 plus % Level 4	78	88	97	97	100
% Level 4	43	56	83	54	86
Number of students tested	51	57	36	39	49
Percent of total students tested	34	39	31	32	39
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	76	77	93	50	100
% Level 4	43	50	79	94	100
Number of students tested	21	26	14	16	16
2. Students receiving Special Education					
% Level 3 plus % Level 4	64	46	0	83	0
% Level 4	29	8	0	33	0
Number of students tested	14	13	5	6	1
3. English Language Learner Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	2	2	1	1	1
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	5	5	4	4	3
5. African- American Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	4	4	2	3	1
6. Asian Students					
% Level 3 plus % Level 4	96	94	100	94	100
% Level 4	64	71	87	69	100
Number of students tested	22	35	23	16	29
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Level 3 plus % Level 4	63	92	100	100	100
% Level 4	37	38	71	31	60
Number of students tested	19	13	7	16	15
10. Two or More Races identified Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: The 2012-2013 NYS Exams were some of the first in the nation to be aligned to the more rigorous Common Core Standards, which emphasize deep analysis and creative problem-solving over short answers and memorization (New York Times Aug. 2013). In NYC only 27% of students in grades 3-8 met proficiency standards in ELA and only 30% in Math. Our students significantly out-performed the NYC average.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: CTB McGraw-Hill

Test: NYS Math Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Mar
SCHOOL SCORES*					
% Level 3 plus % Level 4	82	95	100	100	100
% Level 4	63	88	86	85	79
Number of students tested	56	41	36	48	38
Percent of total students tested	38	28	31	40	30
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	76	88	100	100	100
% Level 4	60	76	77	100	87
Number of students tested	25	17	13	14	15
2. Students receiving Special Education					
% Level 3 plus % Level 4	36	67	100	0	0
% Level 4	18	50	67	0	0
Number of students tested	11	6	6	2	4
3. English Language Learner Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	1	2	1	3	2
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	4	5	5	3	4
5. African- American Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	4	2	2	2	2
6. Asian Students					
% Level 3 plus % Level 4	91	100	100	100	100
% Level 4	81	89	87	93	83
Number of students tested	32	26	15	28	23
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Level 3 plus % Level 4	81	88	100	100	100
% Level 4	44	88	86	92	67
Number of students tested	16	8	14	13	9
10. Two or More Races identified Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: CTB McGraw-Hill

Test: NYS ELA Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Mar
SCHOOL SCORES*					
% Level 3 plus % Level 4	83	92	76	94	100
% Level 4	10	31	22	62	29
Number of students tested	42	48	46	34	38
Percent of total students tested	28	33	39	28	30
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	79	95	61	69	100
% Level 4	4	21	17	92	25
Number of students tested	24	19	18	13	12
2. Students receiving Special Education					
% Level 3 plus % Level 4	29	67	25	0	0
% Level 4	0	8	0	0	0
Number of students tested	7	12	12	0	0
3. English Language Learner Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	0	3	0	0	0
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	75	0	0	0	0
% Level 4	13	0	0	0	0
Number of students tested	8	5	4	3	3
5. African- American Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	3	3	3	1	3
6. Asian Students					
% Level 3 plus % Level 4	95	100	88	95	100
% Level 4	16	39	33	67	36
Number of students tested	19	18	24	21	14
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Level 3 plus % Level 4	75	86	73	89	100
% Level 4	0	19	13	33	28
Number of students tested	12	21	15	9	18
10. Two or More Races identified Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: CTB McGraw-Hill

Test: NYS ELA Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Mar
SCHOOL SCORES*					
% Level 3 plus % Level 4	71	67	89	92	100
% Level 4	43	9	11	21	32
Number of students tested	51	57	36	39	50
Percent of total students tested	34	39	31	33	40
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	62	58	79	88	25
% Level 4	38	8	7	19	100
Number of students tested	21	26	14	16	16
2. Students receiving Special Education					
% Level 3 plus % Level 4	50	15	0	0	0
% Level 4	29	0	0	0	0
Number of students tested	14	13	5	6	1
3. English Language Learner Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	2	2	1	0	1
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	5	5	4	4	4
5. African- American Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	4	4	2	3	1
6. Asian Students					
% Level 3 plus % Level 4	77	77	87	94	100
% Level 4	55	9	13	38	41
Number of students tested	22	35	23	16	29
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Level 3 plus % Level 4	68	62	100	94	100
% Level 4	42	8	0	6	20
Number of students tested	19	13	7	16	15
10. Two or More Races identified Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: CTB McGraw-Hill

Test: NYS ELA Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Mar
SCHOOL SCORES*					
% Level 3 plus % Level 4	66	93	94	98	100
% Level 4	30	44	19	53	38
Number of students tested	56	41	36	47	37
Percent of total students tested	38	28	31	39	30
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	64	88	85	100	100
% Level 4	32	41	15	50	27
Number of students tested	25	17	13	14	15
2. Students receiving Special Education					
% Level 3 plus % Level 4	27	50	83	0	0
% Level 4	9	0	0	0	0
Number of students tested	11	6	6	2	3
3. English Language Learner Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	1	2	0	0	2
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	4	5	5	3	4
5. African- American Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	4	2	2	2	2
6. Asian Students					
% Level 3 plus % Level 4	78	96	93	100	100
% Level 4	44	50	33	63	36
Number of students tested	32	26	15	27	22
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Level 3 plus % Level 4	56	88	93	92	100
% Level 4	13	38	0	39	44
Number of students tested	16	8	14	13	9
10. Two or More Races identified Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: The 2012-2013 NYS Exams were some of the first in the nation to be aligned to the more rigorous Common Core Standards, which emphasize deep analysis and creative problem-solving over short answers and memorization (New York Times Aug. 2013). In NYC only 27% of students in grades 3-8 met proficiency standards in ELA and only 30% in Math. Our students significantly out-performed the NYC average.