

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

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[X] Public or [ ] Non-public

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

Name of Principal Ms. Alonta Wrighton

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

Official School Name Purvis J. Behan Public School 11

(As it should appear in the official records)

School Mailing Address 419 Waverly Avenue

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

City Brooklyn State NY Zip Code+4 (9 digits total) 11238-1705

County Brooklyn State School Code Number\* 331300010011

Telephone 718-638-2661 Fax 718-622-3028

Web site/URL http://schools.nyc.gov/SchoolPortals/13/K011/default.htm E-mail awright3@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. Barbara Freeman E-mail: BFreeman6@schools.nyc.gov  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New York City Geographic District #13 Tel. 718-636-3284

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

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

Name of School Board  
President/Chairperson Mr. David Goldsmith  
(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**

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**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

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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. 7 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	24	30	54
K	64	71	135
1	64	73	137
2	47	48	95
3	53	61	114
4	37	51	88
5	48	41	89
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	337	375	712

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 2 % Asian
  - 73 % Black or African American
  - 10 % Hispanic or Latino
  - 2 % Native Hawaiian or Other Pacific Islander
  - 10 % White
  - 2 % 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: 2%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	712
(5) Total transferred students in row (3) divided by total students in row (4)	0.017
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 2%  
14 Total number ELL  
 Number of non-English languages represented: 11  
 Specify non-English languages: Albanian, Arabic, Chinese, Cantonese, Finnish, French, Mandarin, Napali, Polish, Russian, Spanish
8. Students eligible for free/reduced-priced meals: 47%  
 Total number students who qualify: 318

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: 9 %  
66 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>2</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>4</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>25</u> Specific Learning Disability         |
| <u>5</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment        |
| <u>1</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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	41
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	18
Paraprofessionals	10
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 17:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	94%	94%	93%	92%	92%
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

<b>Post-Secondary Status</b>	
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**

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Purvis J. Behan Public School 11 strives to develop well-rounded children in an environment that is stimulating, diverse, secure and stable. Our mission is to offer a school community that considers the whole child. We are committed to providing our children with a comprehensive child-centered curriculum that is sensitive to individual learning needs and styles, as well as celebrates and cultivates individual strengths and interests. Through a standards-based curriculum, which includes a rich Arts program, we are committed to developing life-long learners. We view all children as viable contributors to society who will grow to appreciate and cherish their own uniqueness as well as that of the world around them and beyond. We believe that it takes all stakeholders: administrators, teachers and parents, working collaboratively to create a school all our children can flourish in to reach their fullest potential.

Our school is located in the diverse community of Clinton Hill, Brooklyn, currently serving 741 students in Pre-Kindergarten through grade 5. Under the leadership of the principal, enrollment has steadily climbed over the past seven years. This can be attributed to high levels of student achievement, a rigorous instructional program, strong parent engagement, and reputation for excellence within our district and city. Additionally, P.S. 11 has a rich history of serving predominantly African American students. We have shown tremendous success in closing the achievement gap with low income students and students of color.

P.S. 11 received the New York State distinction as a “Reward School” and has earned an “A” on the NYC Progress Report for two consecutive years. According the New York State Department of Education, Public School 11 has consistently met and exceeded Adequate Yearly Progress goals mandated by the state for the last seven consecutive years.

Our school believes that developing student voice through written expression is paramount. Our students engage in writing in all learning areas, including art, science, and technology. It is the belief shared by our administrators, teachers, and parents that the key to developing lifelong learners is expressing oneself through writing. Additionally, we hold a strong value for Arts and music education as we believe it nurtures the whole child. Through the course of a child’s experience at P.S. 11, each student will receive art and music instruction, hands-on science education, and an intensive literacy and mathematics curriculum carefully designed from best practices identified within classroom instruction and alignment with the Common Core Learning Standards (CCLS).

Our school offers a strong sense of community which begins as soon as you enter our doors. To affirm our shared belief that parents are partners in our school’s success, families are greeted by school staff members, parents, longtime school aides and security staff, who know every child in the school. A dynamic Parent Teacher Association supports student achievement through its establishment of an afterschool enrichment program that is open to all students and offers programs in the arts, foreign language, and physical education.

The P.S. 11 staff, parents, and student body cherishes many yearly traditions, our Curriculum Showcase being the highlight. Each class is transformed into a rich display of the students’ learning throughout the year. It highlights and integrates essential learning and experiences across subject areas and offers unique, rigorous, and exciting opportunities for students to display their talents, passions, strengths, and overall learning.

The hallmark of our success has always been our pursuance and recognition of high expectations for all. These high expectations permeate through all aspects of school life and our school community. Some examples of how this manifests are our annual Scholar’s Reception, college tours to prestigious Ivy League Universities, and CCLS embedded in our distinctive school report cards. Additionally, the report card features a “Parents as Partners” section that recognizes the efforts of parents in supporting their child’s education.

We believe that our school's rigorous and holistic curriculum, team of committed and talented educators, and students' ongoing academic achievement and joy is exemplary in our city, state, and across the country. P.S. 11 will proudly fly the National Blue Ribbon Schools banner as a representation of our school community's excellence.

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

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

Public School 11 administers the New York State Assessments in English Language Arts (ELA) and Mathematics for grades three through five. A student's scale score places them within one of four performance levels. The New York State Performance levels for English Language Arts and Mathematics are indicated below:

Level 1: Below Standard - Student performance does not demonstrate 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 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.

A student that scores a Level 3 or 4 is considered to be proficient in standards-related skills. A student that scores below a Level 3 is considered below or approaching grade level proficiency. Students who receive a Level 1 do not meet the criteria for promotion for the next grade and are required to demonstrate academic proficiency through portfolio work and/or attending summer school. Students that are below grade level proficiency are identified as having the need for Response to Intervention (RTI) services that focus on small group targeted instruction in the areas of need.

To understand P.S. 11's testing data over the past five years, it is important to place it in the context of NYS testing trends during the same time period. The percentages at times show a decrease in some instances, however, the state's shifts in proficiency benchmarks and the adoption of the CCLS has shown a drop in statewide scores. For the 2009-2010 school year results, the New York State Education Department raised the cut scores for ELA and Math for the basic and proficient performance levels. Raising the bar in this manner resulted in a statewide drop in the percentage of students scoring at or above proficiency.

For New York State testing data, please visit <https://reportcards.nysed.gov/index.php>

In addition, in 2012-2013, New York State assessed the recently adopted CCLS. These new, rigorous standards led to another sharp decline in test scores in both ELA and Mathematics statewide. Only 31.1% of grade 3-8 students across NYS met or exceeded ELA proficiency and only 31% met or exceeded math proficiency. At P.S. 11, 52% of our grades 3-5 students met or exceeded proficiency in ELA and 55% met or exceeded proficiency in math. This indicates a 20% point difference between our school and the overall scores for the state. The results are even more dramatic when looking at the achievement gap statewide. At P.S. 11, 48% of our African American students met or exceeded proficiency in ELA whereas only 16.1% of African American students statewide met or exceeded proficiency – a difference of 32%. In mathematics, 51% of our African American students met or exceeded proficiency on the state assessment, while 15.3% of African American students statewide met or exceeded proficiency statewide.

For NYS 2013-2014 testing data refer to <http://www.p12.nysed.gov/irs/pressRelease/20130807/home.html>

Despite the year-to-year changes in state assessment cut scores and learning standards, P.S.11 has shown significant progress with raising the level of achievement with our students. From 2008 to 2013, the percentage of students in grade three through five scoring a level 4, advanced proficiency, has increased from 7% to 17%. This can be attributed to our increased focus on higher order thinking skills, a challenging and rigorous curriculum, and differentiated instruction and learning goals that push all students to achieve their best.

With economically disadvantaged students, P.S. 11 has had substantial success. Although the data suggests a

decline in percentage, the drop in scores over time can partly be attributed to changes in cut scores, rigor of exams, and the CCLS. From 2008-2013, the performance of students from economically disadvantaged households on the ELA examination were 69%, 46%, 49%, 61%, and 35% in grades 3-5. From 2008-2013, the performance of students from economically disadvantaged households on the NYS Math examination were 91%, 58%, 55%, 69%, and 42% in grades 3-5. For perspective, when compared to the NYS data during 2012-2013, our economically disadvantaged students outperformed white students (38.1%) in mathematics by nearly 4% in the entire state and only slightly underperformed white students (39.9%) in ELA. Our students from low socioeconomic backgrounds score as well as the higher performing subgroups through New York State.

The performance of students receiving special education services at P.S. 11 shows a need to better prepare our students to meet grade level standards. To close the achievement gap, our school has focused attention to building a network of teachers that address the needs of students with disabilities. There is a School-Based Support Team to identify and support students with learning disabilities. Our school follows a Response to Intervention (RTI) model for addressing academic concerns and offers small group extended day and Saturday Academy for students requiring more targeted instruction. Each teacher's lesson plan is required to incorporate differentiated strategies to support students with special needs. We have a full-time special education teacher who "pushes in" to classrooms to support the general education teacher in differentiating instruction according to a student's particular need and we offer collaborative team teaching for those students that require full-time special education support.

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

Our school is committed to making informed curricular, instructional, and pedagogical decisions based on information gleaned from data from formative and summative assessments. We analyze available data to have a clear understanding of what our diverse student population does well and what areas need improving.

Each September, the data specialist and principal present the "State of the School" address to the entire staff. NYS standardized test results are shared and discussed with a focus on performance, subgroups, and growth percentages. Our culture of shared responsibility allows teachers on all grades to engage in meaningful discussions on what the data shows we do well, what areas need improving, noticeable trends, and implications for our work. For example, analysis of NYS testing data showed our boys performed significantly lower than our girls in reading. A school wide initiative resulted in teacher teams researching and discussing how boys learn best. As a school, we added books to classroom libraries that boys were more receptive towards and teachers modified instructional practices to increase participation from boys.

Periodic assessment results on baseline and benchmark assessments are extremely useful for improving student and school performance. After the administration of all benchmark assessments, student achievement data are reported for whole populations, but studying item analysis and disaggregated data is the most useful to surface gaps, patterns, trends and other important information. Looking at test scores by specific subgroups of students allows our teachers to pinpoint the level of which standards have been mastered and which groups of students require reteaching, remediation and enrichment. Students receive verbal or written feedback and parents are regularly informed of assessment results. Parents are expected to foster the academic behaviors and habits that promote academic success.

Three times a year teachers from Kindergarten to grade five take a running record to assess students' reading fluency and comprehension of fiction and non-fiction texts. The Fountas & Pinnell Benchmark Assessment System determines students' independent reading levels. Teachers use running record data to match students to texts, tailor whole-class and small group instruction, and identify students who need to attend our extended day and Saturday instructional programs. Students and parents are made aware of current reading levels and informed of strategies that will help them meet an end-of-year reading level goal.

Our school uses formative assessments such as exit slips, quick checks, and short-responses to inform both teachers and students about student understanding and provide timely instructional adjustments. For instance, each mathematics lesson ends with a Quick Check to assess student understanding. The data

collected is used to refine teacher lesson plans. Homework is differentiated so students receive reteaching, practice, or enrichment assignments based on their needs.

Other assessment results, such as performance tasks, unit tests, projects, and teacher informal observations, are used to pinpoint where our students are in mastery of the standards. All assessment results are monitored, analyzed, and utilized to ensure teacher practice has a positive impact on student development and achievement.

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

P.S. 11 serves as a model of success in education within New York State. On September 16, 2013, the principal and math coach were invited by the NYS Education Commissioner, John King, to a Meeting of the NYS Board of Regents Panel Discussion. They were asked to share best practices on the implementation of CCLS to an audience of influential educators in the state. The panel discussion focused on how our school can serve as a model for other schools across the state, particularly with our success in closing the achievement gap.

Our teachers participate in professional learning communities that center on developing highly effective instructional practices. We belong to a citywide educational network, “The Grapevine Network CFN 612”, that offers professional development led by experts in the educational field addressing topics ranging from the CCLS, curriculum, and research-based instructional methods. The topics have focused on instituting highly effective teaching practices reflected by Charlotte Danielson’s Framework for Teaching, as well as Best Practices for Response to Intervention (RTI), Comprehension Strategies for Early Grades with Sharon Taberski, and Progressions of Vertical Coherence in Mathematics facilitated by Phil Daro, co-founder of the California Common Core Learning Standards. As a P.S. 11 protocol, teachers that attend professional development workshops meet with their team to turn-key new information and provide practical applications for these ideas in the classroom.

PS 11 is engaged in professional development both district and citywide. Our teachers have been invited to share instructional approaches with schools across the borough. Superintendents and Network Leaders have asked P.S. 11 to host teams of teachers and administrators to observe teaching practices that they can in-turn share with their colleagues. In March 2013, educators from across the borough were invited to our classrooms to observe the teaching of Exemplars Mathematics, a program that has been integrated into our broader math curriculum for the past four years. It focused on how to effectively address the CCLS through student discussion, real-world problem solving, and critical thinking skills.

Our school partners with several universities in the New York City area: New York University, Long Island University, Brooklyn College, Adelphi University, and Saint Joseph’s College to provide aspiring educators opportunities for working alongside experienced teachers to hone their craft in an authentic classroom setting. Most of our teachers have hosted university students as student teachers, researchers, and educational assistants.

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

We are very proud of the level of parental involvement at our school. Continuous efforts have been made over the past eight years to increase and enhance parental involvement to create a supportive and enriched educational environment for all students, strengthen the home-school connection, and provide resources that benefit the school and its students.

Correspondence between the school and families is facilitated through PTA-funded Communication “Red” Folders, the PS 11 Listserv, the PS 11 school website, an outdoor marquee, school, principal, and class newsletters. Regularly scheduled parent workshops and Principal Town Hall Meetings allow parents to remain informed and engaged with the changes in curriculum presented by the Common Core Learning Standards, as well as practical information for parents to support their child’s learning. PS 11’s volunteer Class Parents are the primary link to all communication between teachers and the other parents in the class,

as well as the school's leadership team and PTA. Class parents encourage other parents to volunteer at school events and fundraisers held throughout the year.

Parent volunteering is an integral part of our school's success. Family members regularly assist with lunch, recess, class trips, and enrichment programs. A number of parent-sponsored initiatives create additional involvement opportunities: the annual Read-a-Thon and Pajama Jam celebration, the Book Bash, in partnership with a local independent bookstore; School Environment initiative; Afterschool Enrichment; and Let's Play Chess. Additionally, two programs have been established, Boys to Men and the Sisters Circle, where parents act as mentors and role models for our boys and girls in upper grades. The parents of PS 11 have also been persistent in raising money to support programs and initiatives benefitting our students including our annual Silent Auction (the largest fundraising event) as well as the Fun House, Spring Fling, Picture Day, and Election Day bake sales.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The core curriculum and instruction of P.S. 11 comprises of reading, writing, math, science, social studies, technology, art, music and physical education. Our instruction is fully aligned with the citywide instructional expectations, the CCLS for English Language Arts and Literacy, and incorporates a hands-on, discovery approach to learning.

P.S 11's English Language Arts (ELA) curriculum connects directly with the CCLS. We use a comprehensive approach to ELA which consists of: whole class explicit and systematic teaching of effective comprehension strategies and critical thinking skills, reading and engaging in collaborative conversations around a text, writing from sources, and performance assessments. Our writing instruction focuses on building students ability to effectively write and produce high quality writing pieces for a variety of audiences. Through a workshop model approach, our writing instruction provides daily time for students to independently apply writing techniques, use the writing process to effectively write for a variety of purposes, and create an engaged community of writers.

Our school uses a standards-based mathematics program. Through a workshop model, our mathematics instruction seeks to achieve conceptual understanding of all required concepts. It is our belief that when the connectivity of mathematics ideas is made evident to students, they understand the concepts more deeply and perform better. During mathematics lessons, students are required to explain their thinking verbally and in writing, reason and problem solve, use mathematical language, show their answer in multiple ways, and compute accurately.

Our standards-based science program teaches scientific inquiry. Emphasis is placed on a hands-on approach to learning science concepts. Opportunities are provided in the science labs for students to interact with materials to construct explanations about their world around them. The science curriculum at P.S.11 recognizes the importance of students connecting prior knowledge to new information being taught. Opportunities are created in the curriculum for science conversations to occur between students on current scientific issues related to their course of study.

Instruction in social studies focuses on building students' understanding of how important historical events and developments have shaped the modern world. The curriculum is organized around themes, key ideas and concepts that integrate the ELA units of study and social studies practices. Students are required to use primary and secondary sources to locate information, read authentic nonfiction books and articles to develop a thorough understanding of major ideas, developments and turning points in history.

P.S. 11's technology program seeks to promote academic success by embedding technology tools and applications into the teaching and learning process rather than attempting to teach skills in isolation. Our technology teacher collaborates with our classroom teachers on the current topics of the curriculum in grades K-5 to design, develop and evaluate authentic learning experiences that incorporate digital tools and resources to promote student learning and creativity.

PS.11's art program offers instrumental music, marching band and the visual arts. Instruction in the visual and performing arts program seeks to build students' knowledge and understanding of how various artists and composers communicate their perceptions, responses and understanding of the world to themselves and to others. Students are required to read about the arts and artists; research the arts from past and present; write about the arts and artists to reflect on one's own observations and ideas about the arts and participate in collaborative discussion.

Our school uses the Physical Best curriculum, teaching knowledge of basic skills, application of skills in performance and understanding, and strategic thinking in activities and applying rules in games. Physical education classes also incorporate yoga with a focus on core strength, stretching, and balance as supports for learning. Our health education curriculum teaches an understanding of the body and imparts children with

knowledge about the muscles, bones and organs.

Our collaboration with CookShop, the federally funded nutrition education program of the Food Bank for New York City, allows students to learn tenets of healthy eating and healthy food preparation through hands-on cooking and food exploration activities.

P.S. 11 is one of twelve NYC schools that host the Playworks program, providing an active, healthy recess and play throughout the day. A recent study shows that the program reduces bullying, enhances feelings of safety at school, increases vigorous physical activity during recess, and provides more time for classroom teaching.

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

Our reading curriculum represents 50% narrative study and 50% expository study. Our 50 minute literary block uses authentic narrative text centered on a whole-class novel. Whole-class narrative texts are selected for the richness in content and for its connections to non-fiction. For instance, a fourth grade unit of study requires the students to read “The Birchbark House” by Louise Erdrich that portrays the lives of Early Native Americans of New York. Students analyze character and setting throughout their fiction study while making connections to social studies by learning about Native Americans. This interdisciplinary approach to our literacy program deepens our students' understanding of the text and allows for rich class discussion that ties together literary, historical, and cultural themes.

Our literacy program has developed organically through the years, modified and enhanced year-to-year based on teacher reflection, data, and collaboration. In the past, our school followed a Balanced Literacy model. Our teachers found that students were all reading different leveled texts and titles. Teachers were often unsure if the students were engaged deeply with their reading. Often, teachers were unfamiliar with the varied texts students were reading and relied too heavily on the student to inform them about the texts. As a result, teacher feedback was too broad and generalized. Our in-house testing revealed students were not securing the literacy concepts showing deep understanding. A decision was made to keep various aspects of Balanced Literacy, including running records assessment, student selection of authentic literature, and a workshop model, but integrate the whole-class novel as the foundation of guided instruction. The class studies a novel together and use it as a common text through which students make connections with other books of their choosing. Consequently, teachers were able to plan rich lessons, ask challenging text-specific questions, give meaningful feedback, and readily assess student understanding because texts were analyzed in grade level teams.

With this approach, teachers were able to plan for differentiation for struggling readers because common texts allowed students to be easily partnered or grouped. Students exceeding grade level expectations were provided extension activities in their content-rich literature which allowed other subject integration. P.S. 11’s literacy curriculum continues to be a refined and tailored to the needs of our students and the CCLS.

## **3. Mathematics:**

Our mathematics curriculum is aligned with the CCLS for Mathematics (CCLS-M), with an emphasis on both the Standards for Mathematical Content and Mathematical Practice. Grades K–5 utilize the components of the enVisionMATH program as our core mathematics resource. This program was selected due to its focus on conceptual understanding, procedural fluency, and problem solving. The enVisionMATH program supports different learners by providing visual animations, online resources, math manipulatives, varied math models, and practice materials. We also use the Exemplars Math program in K-5 classrooms. These open-ended problem-solving tasks engage students and help them develop critical thinking and reasoning skills to solve real-world, complex problems.

During our mathematics block, all teachers employ a workshop approach to instruction which includes fluency practice, explicit instruction and modeling, guided and independent practice, and quick checks. Instruction is grounded in developing essential understandings, not just skills or procedures. When the

connectivity of math ideas is made evident to students, they understand the concepts more deeply and perform better. During lessons, students are required to explain their thinking verbally and in writing, reason and problem solve, use mathematical language, show their answer in multiple ways, and compute accurately. An example of how the acquisition of foundational mathematics skills is achieved is that all K – 2 teachers provide 10 minutes of fluency work daily. All teachers conduct high-paced, energetic activities that utilize math tools like ten frames, dot plates, hundred chart, counters, base ten blocks, or “math fingers.”

Our teachers are adept at consulting supplemental resources as well as providing content review, remediation, or enrichment for different levels of learners. Through a combination of formative and summative assessments, our teachers are able to modify instruction to meet the varied needs of each student in the classroom. Results on assessments are used to organize small group instruction, remediation, and enrichment activities. Our teachers regularly collaborate as a team and with the mathematics coach to continually strategize and plan for ways to more effectively present content and address the needs of low performing students. In addition, we provide support in mathematics through our extended day program and RTI. Our SETSS teacher, related service providers, and ESL teacher push into classrooms or pull out small groups in order to provide targeted small group instruction. Students who are above grade level are provided differentiated tasks that are rigorous and engaging.

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

As stated in our school mission statement, P.S. 11 strives to develop well-rounded children in an environment that is stimulating, diverse, secure and stable. To meet this end, we have a rich arts program that celebrates and cultivates all students’ individual strengths and interests. Each component of our arts program benefits our students by providing experiential learning, building vocabulary, strengthening problem-solving and critical thinking skills, increasing creativity, and boosting confidence. All of these positive aspects add to overall academic achievement and school success.

Every P.S. 11 student receives art instruction weekly. Our school has two full-time visual arts teachers who utilize NYC’s Blueprint for Teaching and Learning in the Arts to provide a standards-based, rigorous visual arts instruction including exposure to different artists and various art forms and techniques. Art teachers also collaborate with classroom teachers to align art instruction with our content areas. For example, our grade 4 social studies unit on Native American life and reading unit on The Birchbark House was enhanced by students creating birchbark baskets with Chippewa-inspired designs in art class. The halls of our school building are a beautiful gallery displaying students’ artwork.

P.S. 11 also has a rich instrumental music program. Our dedicated, part-time music teacher oversees an upper grade instrumental band, fourth and fifth grade jazz band, fifth grade drumline, and second and third grade string orchestra. Our school provides all the instruments for students to learn and practice. Our students perform at several school and community events each year. The school administration and PTA readily fund the retention and repair of all instruments.

P.S. 11 boasts several performance arts partnerships as well. The Mark Morris Dance Company conducts in-school dance labs one period a week with each first grade class with a focus on improving coordination and expression through dance. The New York Philharmonic conducts a comprehensive program teaching our third, fourth, and fifth grade students how to listen to, play, and compose classical music. Our Very Young Composers program is held afterschool for select upper grade students. The program exposes students to the instruments of the orchestra, nurtures their inherent creativity, and culminates with original works performed by members of the NY Philharmonic.

Our Afterschool Enrichment Program, which is PTA-funded and operated, offers classes in drama, dance (hip hop and ballet), chorus, guitar, piano, weaving, clothes design, and sculpting across all grades.

## **5. Instructional Methods:**

In our quest to maximize student academic growth and performance, we believe the best instructional methods and practices exist in a combination of whole class direct and explicit instruction, step-by-step demonstration and modeling, guided and independent practice, small group instruction, timely and actionable teacher feedback, varied assessment approaches measuring student knowledge and understanding, while differentiating content.

To ensure success of all learners and their needs, we have set instructional expectations of rigor for all – educators as well as students. Challenging tasks, demanding goals and structured learning opportunities are embedded in every lesson. Teachers provide scaffolded and differentiated instruction based on student needs and ability levels. Differentiated instruction enhances learning for all students by engaging them in activities that better respond to how they learn best.

To support learning styles, teachers incorporate technology in all subject areas. Virtually every classroom is equipped with Smart Boards, document cameras, laptop and desktop computers which are used on a daily basis to support the curriculum. Teachers regularly access the internet bringing instructional videos, documentaries and animation into lessons to meet learning targets. Brain Pop, TV411, Teacher Tube and more are brought to life on Smart Boards to engage and reach all learners.

Our diverse learners are supported through a combination of tiered academic programs such as literacy and mathematics extended day program delivered two days a week, our Saturday Academy for at risk students in grades 3–5, and our Young Scholars Academy for our lower grade students in grades 1-2. During the instructional day, students identified as not meeting grade level expectations are supported through a push in and pull out program with our Response to Intervention teacher. Students in these programs are continually monitored, tracked and assessed to inform on-going instructional needs and goals.

## **6. Professional Development:**

We believe that all teachers and administrators should continually strive to grow in their content knowledge and pedagogic skills as this directly relates to growth in student achievement. PS11 offers job-embedded and after-school professional development opportunities that emphasize the sharing and refining of best practices, building of content knowledge, usage of student data, and analysis of student work. Our multi-pronged approach to professional development is based on the results of a teacher needs assessment survey, standardized testing results, teacher observations, and other data sources. Data guides the focus of our faculty conferences, workshops, collegial learning walks, inter-visitations, and demonstration of lessons. Our professional learning communities include book clubs, Lunch and Learns, and classroom walkthroughs. Teachers discuss the results from formative and summative assessments during common planning periods and inquiry meetings. Teachers across grades regularly meet and collaborate with the assistant principal and math coach to analyze and monitor student progress, refine curriculum, and share ideas, resources, and best practices.

We offer Summer Institutes each August where teachers receive training on aligning instruction to the CCLS, develop mathematics content knowledge, refine literacy curriculum, and integrate school and citywide instructional expectations. Our teachers engage in literacy curriculum revision to match the instructional shifts required to meet the rigor of the CCLS.

In recent years, we have used Charlottes Danielson’s Framework for Teaching to provide school-wide professional development as a means to improve teacher practice. The Framework provides a common language and understanding for how teachers can self-evaluate, gain insight from observation feedback, and develop their instructional repertoire. Teachers evaluate their practice using Danielson’s rubric and school administrators provide teachers with instructional commendations and recommendations for enhanced practice. Through regular conversations between teachers and school administrators, we have seen a positive impact on classroom instruction and student learning.

Our full-time mathematics coach provides ongoing training on developing teacher's mathematics content knowledge and ensures that the instructional shifts of the CCLS are integrated into lessons. Workshops focus on refining teachers' understanding of the new methods and ideas on how children learn and understand mathematics. In addition, our seasoned teachers are matched as mentors to our new teachers to offer professional support and timely feedback.

## **7. School Leadership**

Leadership at P.S. 11 is achieved through shared responsibility, a philosophy espoused by our principal in her quest to build capacity and empower staff, parents and students. All our work is centered around the leadership motto, "All decisions are made in the best interest of children." The principal firmly believes the job of educating children lies in the hands of all stakeholders and through distributed leadership, empowers school staff, parents, and students to take the lead on administrative, curricular and extra-curricular decisions and activities. Teachers proudly take on the task of developing curriculum aligned to standards, stress assessing curricular goals and objectives, and refining practices accordingly.

Our leadership team stresses the importance of developing a highly skilled and knowledgeable staff while creating a wholesome, nurturing and risk-free learning environment. Structurally, PS 11's cabinet includes the principal and currently two assistant principals (leading grades PK-2 and 3-5, respectively). The instructional team includes the cabinet, a math coach, a guidance counselor, appointed grade and instructional leaders, and appointed teacher leaders in literacy and math. Each new teacher at P.S. 11 is assigned a teacher mentor. Ongoing professional development, focused on rigor and the sharing of best practices, is provided in-house in alignment with our belief that the "expertise is in the room". Professional development occurs during the school day through multiple weekly common preps, weekly teacher inquiry team meetings, as well as weekly grade meetings and common planning periods.

At the urging of the principal, parents are encouraged to envision their dream school and share those aspirations with the principal to collaboratively make the "dream" a reality through the School Leadership Team (SLT) and PTA. SLT parent members hold weekly office hours and encourage fellow parents to bring any concerns or ideas to them. These in turn are shared with the principal and/or full SLT. Other opportunities for parent involvement include a Middle School Task Force, our afterschool enrichment program, Class Parents, and Parent Communications chair. Our school employs a full-time parent coordinator who acts as liaison between the school and parents. In addition, our school's student government organization allows all students to participate in the democratic process and work collaboratively to improve the quality of their school and overall educational experience.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** New York State Mathematics  
Assessment

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** CTB McGraw Hill / Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	64	64	45	46	96
% Level 4	33	13	9	18	31
Number of students tested	106	84	89	74	71
Percent of total students tested	37	33	37	35	35
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4	46	55	41	40	94
% Level 4	15	7	5	13	27
Number of students tested	66	55	64	52	49
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4	31	13	11		67
% Level 4	8	0	0		0
Number of students tested	13	8	9	4	6
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4	50	100			
% Level 4	0	0			
Number of students tested	2	1	0	0	3
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4	70	80	43		83
% Level 4	10	0	0		33
Number of students tested	10	5	7	3	6
<b>5. African- American Students</b>					
% Level 3 plus % Level 4	58	60	45	44	97
% Level 4	29	14	7	14	29
Number of students tested	79	73	76	63	62
<b>6. Asian Students</b>					
% Level 3 plus % Level 4	100	100			
% Level 4	0	0			
Number of students tested	1	1		1	2

<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested				1	
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4	60	100	100		
% Level 4	60	100	100		
Number of students tested	5	1	1		
<b>9. White Students</b>					
% Level 3 plus % Level 4	100	100	40	80	
% Level 4	73	0	40	80	
Number of students tested	11	3	5	5	1
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested		1		1	
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** New York State Mathematics Assessment

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** CTB McGraw Hill / Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	54	81	71	67	90
% Level 4	22	39	32	24	44
Number of students tested	85	84	72	76	61
Percent of total students tested	30	33	30	36	30
Number of students tested with alternative assessment	0	0	1	0	0
% of students tested with alternative assessment	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4	47	80	62	70	87
% Level 4	20	39	27	21	31
Number of students tested	55	59	45	56	39
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4	11	29	33	43	67
% Level 4	0	0	33	0	17
Number of students tested	9	7	3	7	6
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4	100	100			
% Level 4	0	0			
Number of students tested	1	1	0	4	1
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4	80	88	86	64	
% Level 4	80	25	14	18	
Number of students tested	5	8	7	11	4
<b>5. African- American Students</b>					
% Level 3 plus % Level 4	49	80	67	66	91
% Level 4	16	41	29	23	43
Number of students tested	74	71	58	62	56
<b>6. Asian Students</b>					
% Level 3 plus % Level 4	100	100			
% Level 4	0	0			
Number of students tested	1	1	2	1	0
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested		0	2	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4	100	100	100		
% Level 4	100	100	100		
Number of students tested	1	1	2	1	0
<b>9. White Students</b>					
% Level 3 plus % Level 4	100	67	100		
% Level 4	33	33	100		
Number of students tested	3	3	3	2	1
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4	100				
% Level 4	100				
Number of students tested	1	1	0	0	0
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** New York State Mathematics Assessment

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** CTB McGraw Hill / Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	52	76	70	72	97
% Level 4	18	38	23	34	29
Number of students tested	87	76	74	58	65
Percent of total students tested	30	30	31	27	32
Number of students tested with alternative assessment	1	1	0	0	0
% of students tested with alternative assessment	1	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4	48	76	68	67	96
% Level 4	10	35	18	20	26
Number of students tested	61	55	50	45	46
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4	0	0	40		82
% Level 4	0	0	0		0
Number of students tested	7	2	5	4	11
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested	0	0	2	1	1
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4	44	83	70		
% Level 4	11	17	30		
Number of students tested	9	6	10	5	1
<b>5. African- American Students</b>					
% Level 3 plus % Level 4	50	77	69	75	98
% Level 4	16	36	19	33	30
Number of students tested	74	61	59	52	63
<b>6. Asian Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested	0	2	3	0	1
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested	0	2	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4	100	100	100		
% Level 4	100	100	67		
Number of students tested	1	2	3		
<b>9. White Students</b>					
% Level 3 plus % Level 4	100	100	50		
% Level 4	100	100	50		
Number of students tested	1	3	2	1	0
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4	100	0			
% Level 4	50	0			
Number of students tested	2	2	0	0	0
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** New York State English Language Arts Assessment

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** CTB McGraw Hill / Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	53	62	45	54	72
% Level 4	14	6	4	15	6
Number of students tested	106	84	89	74	72
Percent of total students tested	37	33	37	35	35
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4	35	51	39	46	62
% Level 4	3	2	3	6	8
Number of students tested	66	55	64	52	50
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4	23	13	0		50
% Level 4	8	0	0		0
Number of students tested	13	8	9	4	6
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4	0	0			
% Level 4	0	0			
Number of students tested	2	1	0	0	3
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4	50	100	57		57
% Level 4	0	0	0		0
Number of students tested	10	5	7	3	7
<b>5. African- American Students</b>					
% Level 3 plus % Level 4	48	58	43	48	74
% Level 4	10	5	4	11	6
Number of students tested	79	73	76	63	62
<b>6. Asian Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested	1	2	1	1	2
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested	0	0	0	1	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4	60	100	100		
% Level 4	20	0	0		
Number of students tested	5	1	1		
<b>9. White Students</b>					
% Level 3 plus % Level 4	91	100	40	100	
% Level 4	55	0	20	40	
Number of students tested	11	3	5	5	1
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested	0	1	0	1	0
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** New York State English Language Arts Assessment

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** CTB McGraw Hill / Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	56	66	76	51	77
% Level 4	27	11	3	3	13
Number of students tested	84	83	72	75	62
Percent of total students tested	29	33	30	35	30
Number of students tested with alternative assessment	0	0	1	0	0
% of students tested with alternative assessment	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4	44	63	67	45	70
% Level 4	20	8	2	2	5
Number of students tested	54	59	45	55	40
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4	25	0	33	14	33
% Level 4	0	0	0	0	0
Number of students tested	8	7	3	7	6
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4	100				
% Level 4	0				
Number of students tested	1	0	0	3	1
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4	80	63	100	36	
% Level 4	60	0	0	0	
Number of students tested	5	8	7	11	4
<b>5. African- American Students</b>					
% Level 3 plus % Level 4	51	66	71	52	77
% Level 4	21	8	0	2	12
Number of students tested	73	71	58	62	57
<b>6. Asian Students</b>					
% Level 3 plus % Level 4	100				
% Level 4	0				
Number of students tested	1	1	2	1	0
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested		0	2	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4	100				
% Level 4	100				
Number of students tested	1	1	2	1	0
<b>9. White Students</b>					
% Level 3 plus % Level 4	100	67	100		
% Level 4	100	67	33		
Number of students tested	3	3	3	1	1
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4	100				
% Level 4	100				
Number of students tested	1	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** New York State English Language Arts Assessment

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** CTB McGraw Hill / Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	55	74	57	62	83
% Level 4	14	5	7	9	3
Number of students tested	86	76	74	58	65
Percent of total students tested	30	30	31	27	32
Number of students tested with alternative assessment	1	1	0	0	0
% of students tested with alternative assessment	1	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4	46	71	50	53	78
% Level 4	10	2	2	9	2
Number of students tested	59	55	50	45	46
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4	14		40		64
% Level 4	0		0		0
Number of students tested	7	2	5	4	11
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested	0	0	2	1	1
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4	67	83	40		
% Level 4	22	0	0		
Number of students tested	9	6	10	5	1
<b>5. African- American Students</b>					
% Level 3 plus % Level 4	51	70	58	63	84
% Level 4	10	0	7	10	3
Number of students tested	73	61	59	52	63
<b>6. Asian Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested	0	2	3	0	1
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested	0	2	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	100	100	100		
% Level 4	100	100	0		
Number of students tested	1	3	2	1	0
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4	100	50			
% Level 4	50	0			
Number of students tested	2	2	0	0	0
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:**