

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. Helene Nathan Jacob

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

Official School Name Queens College School For Math, Science & Technology

(As it should appear in the official records)

School Mailing Address 148-20 Reeves Avenue

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

City Flushing State NY Zip Code+4 (9 digits total) 11367-1269

County Queens State School Code Number* 342500011499

Telephone 718-461-7462 Fax 718-461-7244

Web site/URL http://schools.nyc.gov/SchoolPortals/25/Q499/default.htm E-mail hjacob2@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*Mrs. Danielle DiMango E-mail: DDimango@schools.nyc.gov
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New York City Geographic District #25 Tel. 718-281-7605

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. Morris Altman
(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):
- 33 Elementary schools (includes K-8)
 - 7 Middle/Junior high schools
 - 12 High schools
 - 0 K-12 schools
- 52 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. 4 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	11	7	18
K	22	23	45
1	20	24	44
2	25	23	48
3	26	17	43
4	24	29	53
5	22	31	53
6	31	31	62
7	29	29	58
8	26	23	49
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	236	237	473

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 48 % Asian
 - 28 % Black or African American
 - 13 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 10 % White
 - 1 % 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: 1%

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	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1	492
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 5 %
23 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: Chinese, Hindi, Korean, Mandarin, Pashto, Spanish, and Urdu.
8. Students eligible for free/reduced-priced meals: 52 %
 Total number students who qualify: 253

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: 8 %
40 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>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 18:1

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	97%	97%	97%	97%	96%
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	100%

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

It is the mission of the Queens College School for Math, Science, and Technology to ensure that our children learn by interacting with their environment, the natural and social world that surrounds them. Our school builds upon this interaction by creating confident learners who pose questions, explore problems, and communicate solutions in order to inspire our children to think broadly, critically, and creatively about their world and build connections among all areas of knowledge.

The vibrancy and excitement of learning is evident throughout our Pre-k-8 public choice high performing school situated on the Queens College campus in Flushing, Queens. Our ethnically diverse student body, chosen through a blind lottery for Queens' residents, love to attend school daily, as exhibited in our historically high attendance rates.

A joint decision was reached between the New York City Department of Education and Queens College to establish our school in 1999 with a focus in math, science, and technology that would grow with two classes on each grade. As a barrier-free site, we provide a successful special education inclusion program in our general education classes.

Our shared history of collaborative instruction with Queens College is celebrated by both organizations. The Interface Team of faculty, staff, and parents meets monthly to support research and co-teaching with professors and study new approaches and refine teaching practices, as well as preparing pre-service teachers for certification. In turn, our students participate in activities on the campus, extending the walls of our school –college immersion day; physical education activities; and Lego Robotics. The Queens College music education department enriches our students with a choir and music appreciation lessons.

With the support of the partnership, we are ranked in the 84th percentile of all New York City K-8 schools and received an "A" on the 2012-2013 Progress Report. We received Reward Status from New York State for the past two years and made Adequate Yearly Progress every year since inception for all subgroups. We were identified as one of the top 25 schools in New York City for closing the achievement gap and awarded the Broad Prize for Urban Education. Our recent Progress Report indicates that 79% of eighth graders earned Regents and language credit and 100% leave ninth grade having earned High School credit. Annually nearly 30% of our grade eight students receive offers to attend specialized high schools.

Our parents, including those on the School Leadership Team and PTA, are integral members of the school community and are extremely involved and supportive. There is a true partnership among administration, staff, parents, and students who share a vision of high expectations to improve the performance of students at all levels. Each student receives individualized support and teachers work closely with families, keeping them apprised of their children's achievements. Students are recognized monthly with a Principal's Honor Roll award.

The school's core ideal to culture building centers around the belief that students need to play an active role in creating and supporting an environment where everyone feels included, safe, and engaged. Students facilitate activities each year, such as spirit days, a "no bullying" rally and pep rally for "Character Counts." Each year students refine the school-wide behavior matrix that outlines the expected code of conduct which follows the school-wide model of the "3Rs," be a Role model, be Responsible, be Respectful towards one another and staff. Citizenship and leadership skills are fostered and rewarded through the 3Rs, ARISTA, and Student Council.

It is our belief that all students have talents and natural abilities that should be fostered. Students participate in an interest-based, cross-graded school-wide enrichment program. We offer opportunities in the arts, math, science, literacy, and physical education – before, during, and after school. Our newest programs this year are debate, robotics, chess, and choir. Our long-standing partnership as a focus school with Lincoln Center Education, providing aesthetic education experiences, is co-planned and taught by a residency artist

and our certified staff. A new partnership with the Cold Spring Harbor Laboratory enriches the science learning of our upper elementary students and brings their lab to the classroom through Skype enabling our students to study the DNA of plants.

Our teachers prepare our students for their futures, providing strong foundations in the humanities, science, and math content. Returning students tell how well prepared they are for high school and how much they miss the nurturing and caring environment of 499. Our motto, "If it is to be it is up to us to do it," resonates throughout the building as our educators make it their ultimate goal to successfully guide our students through this part of their educational journey.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) PS/IS 499Q participates in the New York State Testing program for both the ELA and Mathematics assessments. Student testing data is reported through the use of a 1-4 proficiency level. The performance levels are reported as follows:

NYS Level 1: Students forming t this level are well below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy (and/or Mathematics) that are considered insufficient for the expectation at this grade.

NYS Level 2: Students performing at this level are below proficient in standards for the grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy (and/or Mathematics). They are considered partial but insufficient for the expectations at this grade.

NYS Level 3: Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy (and/or Mathematics) that are considered sufficient for the expectations at this grade.

NYS Level 4: Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy (and/or Mathematics) that are considered more than sufficient for the expectations at this grade.

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

As per the New York State Report Card, PS/IS 499Q - The Queens College School for Math, Science, and Technology - is a school in good standing, consistently exceeding the Adequate Yearly Progress goals mandated by New York State. As per the New York City Progress Report, we scored an "A" grade based on the 2013 NYS ELA and Math assessment performance levels and progress gained.

b) We have high expectations for every student at the Queens College School for Math Science and Technology (PS/IS 499). ELA and Mathematics standardized assessment scores are reviewed and analyzed for trends and indicators of growth as well as areas of improvement. Over the past five years the students at our school have performed consistently at or above proficiency levels on NYS ELA and Mathematics assessments.

On the new 2013 New York State Common Core ELA assessment, 56% of grades 3-8 students scored at proficiency or above (levels 3 and 4). Despite this change in assessment, our school showed an increase in the percentage of students at the Advanced Level in ELA. This increase is evident across grades and socio-economic and ethnicity sub-groups. At least 75% of the Asian subgroup has maintained scores of proficiency and above for each of the four years leading up to the rollout of the Common Core based State assessments. The African American subgroup, which fluctuated by 43% between 2009 and 2010, have since remained above 50%. Within the Hispanic subgroup, we have seen great fluctuations on proficiency due to student mobility (at times as many as eleven students in the subgroup and at others as few as four).

On the new 2013 New York State Common Core Math assessment, 64% of grades 3-8 students scored at proficiency or above (Levels 3 and 4). The data reveals an increase in the number of Levels 3 and 4 students across the five years in each grade.

(For the 2009-2010 school year results, NYSED changed the scale score required to meet each of the proficiency levels, increasing the number of questions students needed to answer correctly to meet

proficiency. Raising the bar in this manner caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. Additional information can be found in the news release material at: <http://www.p12.nysed.gov/assessment/>

Professional development is consistently provided to teachers and staff to assist in implementing the Common Core State Standards. This change in proficiency levels has also been met with redoubled efforts to support students who need support in order to meet the more challenging rigors of the Common Core curriculum.

The Special Education and English Language Learner subgroups are relatively small; it is difficult to identify a grade and test specific trend in either ELA or Mathematics. However, we are proud of the gains made this past year in Math among the English Language Learners, students with disabilities, Bottom One-Third, and Black and Hispanic Males in the Lowest Third Citywide. Students in these subgroups are closely monitored and mentored by providers who adapt and differentiate lessons in order to support them in achieving their full potential.

2. Using Assessment Results:

At PS/IS 499, we systematically collect and use assessment data to evaluate and strategically adjust curricular and instructional practices. Spearheading the purposeful utilization of assessment data is the School Cabinet, which has a direct tap on the school's pulse. The Cabinet reviews and discusses data trends to develop a "theory of action" and set long and short term goals for the school's Comprehensive Educational Plan.

School leaders and teachers use the item analysis of the State exam results to set learning goals for student subgroups, including English Language Learners and Special Education students, and to close the achievement gap. Additionally, aggregated data from various sources is used to improve instruction and student learning. Teachers College benchmark assessments, administered school-wide at least quarterly, allow us to track student progress in reading comprehension, fluency, and accuracy. Math Baseline and Benchmark assessments capture student strengths and needs in skill development aligned to the instructional shifts of the Common Core - coherence, fluency, application, and understanding. Using this data teachers plan lessons which include forming fluid small groups, assigning differentiated tasks, and scaffolding strategies to support all learners.

In the fall, the school distributes Individual Student Reports (ISR) of State exam results, which provide parents with ELA and math performance levels. Through the NYC DOE's ARIS Parent Link, parents and students have complete access to these reports and as well as benchmark and interim assessments which provide parents with specific data on their child's strengths and weaknesses. A school-designed progress report is sent home three times a year to inform parents of student achievement and next steps for learning.

Middle School parents and students have access to an online grading system, TeacherEase, which provides real time information for parents regarding upcoming assignments, student progress and student achievement. This system also provides direct contact for families to both staff and administration. Teachers consistently email students and parents regarding upcoming assignments, assessments results, and student progress. The system also provides a direct connection for parents to speak with teachers and administrators about concerns or questions they may have.

We celebrate student achievement as well as student aspiration. Students are awarded certificates for scholastic achievement, student growth, and for showing exemplary character. The awards are bestowed upon the recipients at PTA meetings, and students are also acknowledged during morning announcements. Students who have been given these awards have their photographs taken and these are displayed at various locations within the school building throughout the year.

3. Sharing Lessons Learned:

The Queens College School for Math, Science and Technology (PS/IS 499Q) continuously shares successful strategies with other schools within the Network and with professional partners in a number of different ways. At the school level we have selected Lead teachers in the areas of literacy and math to attend professional development meetings with our Network Achievement Coaches. These Network meetings provide a forum for the Lead teachers across the twenty-six schools to share best practices and discuss strategies on improving student performance.

PS/IS 499Q has also hosted other K-8 schools from our Network for the purpose of sharing new instructional strategies and ideas. Additionally, the Cluster 2 math specialists visited to observe elementary and middle school math lessons in order to learn from our best practices as well as improve their coaching moves when working with teachers. These specialists left with an understanding of student centered learning, discourse and engagement in math and the ability to “come out of the program” to support conceptual understanding.

As we are a learning community that strongly believes in collaboration and student success, we have engaged as administrators and as teachers in opportunities across both our district and our Network to share our best practices. Our principal and assistant principal regularly attend monthly Network meetings where there is a platform for sharing school wide best practices and the impact of the CCLS and Citywide Instructional Expectations on our school communities. One example is the sharing by our guidance counselor of how we support College and Career Readiness in the intermediate years. Teachers attend inquiry groups from Teachers College Reading and Writing Project where teacher leaders from across the city study curriculum, plan lessons, and share ideas.

Our staff collaborates with Queens College faculty, sharing the collective research outcomes. Our teachers are involved in research projects, leading to the publication of journal articles. College staff is often found in our classrooms and our teachers have opportunities to share practices with pre-service teachers and QC faculty. We are most proud when pre-service teachers compliment the school leadership on the professional development they receive.

4. Engaging Families and Community:

We understand our families are an important part of our school community and play an essential role in successfully educating our children. To that end, we strive to fully inform and involve all parents in their children’s learning experiences. School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations.

Our supportive parent body is involved in fundraising for the academic needs of our students. The parents volunteer and assume roles in the PTA and on the School Leadership Team. We encourage parent participation in school events, parent workshops, and classroom celebrations. There has been increased parent participation at PTA meetings with the inclusion of the monthly Principal’s Honor Roll Award and parent-child activities. Our Parent Coordinator sends weekly email blasts to encourage parents to attend workshops and events and works with our guidance counselor to provide families with additional supports.

Uniformed systems are in place to increase the academic communication to parents. A parent curriculum orientation is held in the evening in September for grades K-8. Parent workshops, offered during school hours and in the evening, are conducted by our teachers, school leaders, and Children First Network 207 Achievement Coaches. We offer workshops to parents about the Common Core ELA and Math Standards, transitioning to middle school, High School choice, career development, and cyber bullying. Additionally, parents attend literacy workshops at Teachers College with our Parent Coordinator. The monthly publications Home/School Connection and Middle Years are sent home from September through May. Academic progress and next learning steps are reported to parents through reading progress letters, math family letters, quarterly progress reports, Promotion-in-Doubt letters, standardized test scores, teacher contacts, and Teacher Ease grading system.

PS/IS 499Q is a collaborative partner with Queens College in promoting student achievement, parental involvement and teacher professional growth. The administration works closely with the Queens College liaison, who also sits on our School Leadership Team, to promote a stronger interchange with the College to support student progress. Students are tutored by licensed NYC teachers enrolled in the QC graduate literacy program. The campus facilities are available for specific programs. Student interns from the physical education department run a fitness program for grade 6 students and tennis instruction is provided for our students at a reasonable fee.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Our comprehensive rigorous curriculum is aligned with the Common Core Learning Standards (CCLS) and the Citywide Instructional Expectations. Collaboration and idea building are key components in achieving our mission. A seamless transference of skills that builds on what has been taught across heterogeneously grouped grades K-8 prepares students for college and career readiness. A school-wide standardized portfolio system that details each student's progress in ELA and math is sent on to the next grade's teacher to ensure that in early fall teachers plan for differentiated instruction with remediation and enrichment.

Literacy is the foundation for success across all content. Our teachers have extensive training in the Teachers College Reading and Writing Project workshop model. The balanced literacy approach allows for authentic experiences in reading, writing, speaking, and listening with direct, explicit teaching. Across the grades students are expected to use text based evidence to form opinions, make inferences, and draw critical comparisons. Our teachers use complex text across genre to engage students in independent, partner, and book club reading.

Our Pre-K through eighth grade mathematics program focuses on a constructivist approach in alignment with the eight CCLS mathematical standards of practice. Our students are problem-solvers, using a variety of strategies to model and explain their mathematical reasoning and critiquing of others. Using Depth of Knowledge levels of questions and employing discourse in mathematics supports our students' conceptual understanding and skills application. At the annual fun Family Math Night students and parents are presented with real life challenging mathematical problems to solve together.

Social studies is taught through exploration of content and use of textual evidence to support informational writing. Trade books, primary source documents, artifacts, and online resources support the mastery of key understandings in units of study around communities, state and country, and the world. Museum trips, such as The New York Historical Society, supplement the research and hands-on learning. Our middle school social studies teachers participate in a Teach American History grant.

Our students learn science through investigation. As early as Kindergarten our students are using science notebooks to sketch observations, record conclusions, and share their findings. Our three science specialists collaborate and plan for transference of science skills across grades. A variety of informational text is used school-wide in the teaching and learning of science – trade books, journal and newspaper articles, videos, and online resources. Eighth grade students study the Living Environment course and are prepared to take the Regents prior to entering high school.

Students are introduced to a foreign language, Spanish, in grade 5, teaching vocabulary about self, family, and culture. Through middle school foreign language instruction develops students' oral and written language, reading, and listening and speaking skills culminating in a language proficiency exam in grade 8. 100% of students taking the accelerated language course earn high school credit.

Our school promotes arts education through its Lincoln Center Education partnership. Aesthetic experiences through dance, music, visual arts, and theater inspire and nurture our students' curiosities through deep noticing and questioning across disciplines. Our visual arts program is interdisciplinary, develops art literacy, and connects to cultural and historical contexts. At the culminating annual arts spring festival our building becomes a gallery of students' work. A sixth grade finalist's painting, Construction Truck, was chosen for the cover of the P.S. Art 2012 exhibition catalogue. Two students' works were selected as semi-finalists in the upcoming P.S. Art 2014 show. The music program includes the recorder, band and orchestra instruments with students performing at the spring arts festival.

The physical education program is aligned to the NYS Standards with participation in the NYC Fitness Gram, teaching students physical conditioning, sports activities, and how to incorporate fitness into everyday life. Move-to-Improve supplements instruction in the classroom. Students participate in organized fitness games during lunch time with the physical education teacher. Before/after-school sports

and fitness programs are available to students through grant funding. The health curriculum is aligned to the NYC Comprehensive Health Curriculum, including Middle School Health Smart.

2. Reading/English:

a. Elementary

The school has selected a balanced literacy approach to teaching reading and writing because we believe it allows the teachers to meet the needs of all learners. Its key components are the mini-lesson, independent or partner work, differentiated guided groups, conferencing, and a share. Using the To, With, and By approach to teaching reading and writing, our students receive guided support for reading skill development to achieve independence.

In our youngest grades, foundational skills are taught through reading aloud, shared and guided reading, interactive writing, and word study. In grades K-5 Words Their Way is utilized to teach phonemic awareness, vocabulary, and spelling. Students are grouped for differentiated instruction based on quarterly assessments, with routines set for independent sorts and games in each classroom. Word Walls in classrooms support phonics skills and word recognition. The Foundations/Wilson Reading program is used in the self-contained special education classes.

Students are assessed continually using a comprehensive literacy assessment system which measures reading accuracy, fluency, phonemic awareness, and comprehension. Performance-based assessments are used to determine pre/post growth from September to June. Flexible groups based on assessment results enables teachers to focus on students needing extra support and higher level instruction.

We are in the fifth year of a partnership with Teachers College Reading and Writing Project. In this curriculum, children read books on their independent levels; write, talk and develop theories about their reading. They form opinions and develop arguments about text evidence. Our classrooms are filled with baskets of leveled books and books organized by genres, theme, authors, and mentor text. Each child's book baggie contains both leveled and interest books which are read in school and at home. Our students keep daily reading logs to monitor their reading volume and stamina, taking ownership of their reading lives.

Our teachers have developed toolkits of strategies, teaching points, and mentor text that are shared with readers and writers of all levels to strengthen their phonemic, comprehension, and writing skills. Strategic modeling during the mini-lesson, interactive read aloud and shared reading gives students exemplars of how readers think critically, analyze and interpret text, and synthesize across texts. Charts filled with students' ideas on post-it notes and entries in readers' notebooks are ways students practice strategies taught. Our teachers are continually improving their craft which has had a direct impact on student achievement.

b. Reading/English (Secondary)

For the middle school program the school has selected the workshop model from Teachers College Reading and Writing Project in support of College and Career Readiness. In a K-8 school, there is alignment and skill transference from the elementary reading curriculum to support this choice. The units of study allow for teaching styles and resource choices that would engage the middle school adolescent. This includes instructional technology tools for collaborative, multimedia projects.

The seven reading units, in alignment with Common Core Standards, focus on reading work in a grade level anchor text and transferring those skills to students' independent reading or book club texts. Teachers use the read aloud and shared reading of short complex texts to model the work students need to do in the books they are reading with high volume. Students practice the Common Core skills by writing reading responses, including claims and evidence, analyses of ideas, and author's purpose and craft. The teachers use a reading response point system to assess students, followed by scaffolds and extension to support all learners. Additionally, performance-based assessments provide teachers with pre/post information on reading and argument/information writing (teacher designed checklists and rubrics).

Students work in partnerships and small book clubs to have reasons to talk and to compare their interpretations. Classroom libraries support the varied levels of readers designated by band of complexity. Book collections strategically support this course of study with genres, series, authors, and themes. Students monitor their volume and stamina using reading logs.

Students in grades 6-8 engage in the writing process and share work with peers in a variety of genres. They use techniques effectively for different purposes, forms, and audiences. Students are taught and encouraged to develop voice, tone, and an individual style of writing. Vocabulary development is key across the middle school disciplines; teachers are using strategies to encourage transference of vocabulary content. Students present debates on topics of choice and use technology tools for final projects.

3. Mathematics:

Over the last few years, our school-wide instructional methodology in mathematics has shifted in alignment with the Common Core Mathematical Standards of Practice. Using the CC Mathematical Standards the school narrowed each grade's curriculum by delving more deeply in critical mathematic domains of skill development. The school's goals focused on problem solving using mathematical models and constructing viable arguments.

The school has embedded specific instructional approaches to scaffold student learning. A teacher-created problem solving rubric and benchmark assessments diagnose students' deep understanding and application of mathematics, from Kindergarten through grade 8. The rubric clearly enables teachers to analyze students' understanding of mathematical language and use of effective strategies and models to explain their thinking. Our youngest mathematicians ask the question, "How did I do (in mathematical thinking and modeling)?" Our middle school mathematicians use complex reasoning skills to develop logical plans for problem solving. All students use math journals to reflect on their thinking and problem solving.

An ongoing goal is to employ discourse and questioning to raise the level of students' mathematical understanding. From the earliest grades on, students use teacher-created "talk" rubrics and presentation protocols in partnerships and groups to defend their reasoning and models. Students organize their evidence to communicate their ideas and reasoning using Thinking Maps.

As of result of the instructional shifts in mathematics, our school adopted the GO! Math program in grades K-5. Teachers plan units collaboratively across grades, with teacher leader support, to ensure that scaffolds are in place to address the students' needs. We use an inquiry collaborative approach which is balanced with direct teaching of explicit skills and strategies to ensure that mastery can be met. Remediation and enrichment opportunities (i.e. XMath, Slum Dog, Grab & Go bag, math strategy games) build skill fluency.

In middle school grades 6-8, real world application through problem solving, modeling, and discourse is the foundation of the middle school math courses. To achieve this, teachers are piloting the CMP3 program along with additional Common Core aligned resources. An accelerated course is available to students who perform at high levels of mathematical understanding which culminates in a NYS Regents exam. In our first year, nearly 60% scored an 85 or above.

Our teachers collaborate with the Queens College faculty in improving mathematics lesson design and delivery. Pre-service mathematics teachers observe our teachers and provide academic support for students.

4. Additional Curriculum Area:

The science program at PS/IS 499 is rigorous and comprehensive. Our grades K-5 program follows the NYS Core Curriculum for Science through the use of FOSS (Full Option Science System). In alignment with our school mission, the FOSS program is based on learning progressions that provide students with opportunities to investigate core ideas in science in increasingly complex ways over time. Our science program encourages students to exercise logical thinking and decision-making skills appropriate to their age level. Our students learn science through investigation, utilizing science laboratory equipment,

informational text, and interactive technology.

Our grades K-3 and 4-6 science specialists design science experiences that honor students' curiosity about the world while reinforcing CCLS-aligned reading and writing techniques. Science notebooks are used to sketch observations, write claims and evidence, record conclusions and reasoning, and share their findings. Teachers address the Big Question and emphasize the correct use of content vocabulary.

Students are assessed through formative (checklists) and summative strategies to help teachers and students progress monitor and measure their ability to apply the concepts. Performance-based tasks are assessed through school-designed rubrics. Historically our scores on the NYS Science Exams are at high levels - fourth grade, 98.1%; eighth grade, 95.9%. Science fair projects are assessed on content and skill knowledge.

The 7th and 8th grade science program utilizes SEPUP and FOSS inquiry based learning systems to give students authentic hands-on learning activities. Students apply their knowledge to brainstorm solutions to real life situations. Students are immersed in scientific language as they read various technical texts, articles and journals related to science topics. Lab reports and performance tasks are part of the weekly program. We offer a Regents course, The Living Environment, for students who have shown an interest, capability and a thirst for knowledge. First year results are at high levels with 100% pass rate and 41% with a score of 85 or above. Many of our students pursue their interests in science in high school programs.

Our partnership with HAKS supports our grade 6 studies in STEM (science, technology, engineering and mathematics) and our annual engineering fair. A new partnership with the Cold Spring Harbor Laboratory enriches the science learning of our upper elementary students and brings their lab to the classroom through Skype, enabling our students to study the DNA of plants. Pre-service teachers from Queens College support our middle school science students.

5. Instructional Methods:

Differentiated instruction aligned to the Common Core Standards is inherent as students read, write, create, and problem-solve at their independent levels. In our classrooms, the workshop model includes a whole class mini-lesson, independent work time and review, and reflection of learning during share time. Teachers design small group instruction to address students' learning styles, needs, strengths, and interests. Assessment practices consistently reflect the use of teacher created rubrics and checklists for student self-assessment and ownership of next learning steps.

An ongoing school-wide focus has been to develop high levels of student conversation and discussion across content. Teachers create prompt cards, question stems, and discussion icons to help students sustain discourse around a topic and achieve deeper understanding. Teachers differentiate class and homework assignments, resources, and scaffolds (i.e. questions, modifying investigations, Thinking Maps) for all students' success.

Students are closely progress monitored and assessed through the Response to Intervention process. The twice-weekly 50-minute session Extended Day program provides differentiated support in grades 3-8. Supplemental programs (i.e. Leveled Literacy Intervention), more time on task, and reduced teacher-student ratio provides access to mandated content curriculum.

Special education students are held to the same expectations as general education students. Collaborative efforts by the classroom and special education teachers enable students with Individual Education Plans to assess and master the curriculum through the Special Education Reform of flexible programming. A joint QC and 499 co-teach project provides an opportunity to study and implement various co-teaching models. English language learners are grouped according to their language proficiency levels and receive explicit ESL instruction.

Technology is integrated in all curricula areas. Using Smart Boards, teachers use visual models when teaching new content concepts. In the media lab, students prepare power points and podcasts, infusing web

based research in science and social studies. Literacy skills are integrated in digital storytelling and informational writing. Middle school students deepen mathematical skills by learning the Excel program. Teachers set up student blogs for sharing learning and providing feedback.

6. Professional Development:

School leaders have a strategic, transparent system for managing professional development that supports teacher effectiveness and articulates clear expectations for teacher practice in alignment with professional goals. Our quality professional development program is a dynamic and fluid process that is ongoing, differentiated, and structured to improve teaching practice that we strongly believe will positively affect student achievement.

Our professional development opportunities, developed in consultation with the Cabinet and Core Team, address school curricula and academic rigor, are connected to instruction and extend over time for planning, practice, coaching, and follow-ups. The principal has provided learning opportunities for teachers through our partnership organizations (Queens College, Teachers College, Lucy West Metamorphosis, Children First Network 207, Lincoln Center Institute and PENCIL). Offerings gleaned from an analysis of student achievement data are tied to instructional goals in core subjects and include a cohesive plan involving all students in the CCLS and the impact these expectations will have on adult learning needs.

Teacher team work and collaborative professional learning engages teachers to discuss their practice with peers, sharpen content expertise, visit colleagues' classrooms and study student and teacher work so that intended improvements are apparent across classrooms. The principal and assistant principal participate in literacy and math study groups to further their own knowledge and effectiveness and share new learning with the entire school community.

The support that the teachers receive allows them to expand their teaching practice and comes from a variety of sources both inside and outside the school – including Lead Teachers in literacy, math, and special education, Teachers College and our Network coaches. The long term plan is to support Common Core implementation across the school, assist with the setting of goals, and coaching into classrooms to strengthen practice. With this strong support team in place, the teachers are able to successfully try new strategies out in a lab site, receive immediate feedback and then apply them in their classrooms.

Research and theory-driven collaborative teaching efforts exist with Queens College faculty. The school staff is actively involved with the Queens College field placement and teacher certification process in the elementary and secondary programs. Middle school teachers in ELA, Science, Mathematics and Foreign Language support the initial clinical learning experience for QC students as well as the student teaching experience. QC faculty supervises the student teachers and works together with the school's administration for the benefit of PS/IS 499Q students.

7. School Leadership

The leadership philosophy of PS/IS 499 is to develop an outstanding teaching staff to enable all of our children to be successful lifelong learners. Towards that end, the principal has embedded distributed leadership structures that allow for multiple opportunities to engage in teacher-led professional development around curriculum. Teachers who demonstrate exceptional pedagogical skills are continually encouraged to assume mentoring and leadership roles in our school. Teachers play an integral part in key decisions that affect student learning across the school. Cabinet and Core Inquiry Team members analyze school data and plan for professional development opportunities within and outside of the school community.

Both the principal and assistant principal open the school year celebrating individual teachers' accomplishments, discuss model practice, teacher leadership opportunities, and collaboratively plan individual professional development. The school leaders provide timely actionable feedback to teachers with next steps through strategic use of frequent cycles of classroom observation and analysis of student work. Charlotte Danielson's framework for teachers, Enhancing Professional Practice, provides a common

language for all pedagogues to measure their teaching practice.

The school leadership maintains a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults. The principal is an instructional leader who leads by example. She participates in professional development through the School Leadership Network, Children First Network 207, Teachers College, and conferences. She sets high expectations for herself, her staff, and her students, maintaining an open door policy.

The school leadership effectively involves and communicates with the school community, including teachers, families, and students regarding school improvement plans and decision-making processes. The principal collaborates with her assistant principal on classroom visits, teacher observations and evaluations, and student progress. The School Leadership Team, including its Academic Achievement Sub-Committee, using school data finds ways to improve student achievement. The principal holds lunch meetings with students to give their voice to the decision-making process. The middle school cabinet communicate the school's expectations to their peers.

The principal believes that educating parents on curriculum bridges the home-school partnership. At monthly Coffee & Conversation meetings with the principal, parents practice skills and tasks that mirror classroom learning. Parents actively participate in our school, volunteering in the library and at the engineering fair and preparing classroom materials. Email blasts, principal letters, PTA meetings, and Teacher Ease (online grading system) all contribute to an informed parent body.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Pearson

Test: New York Testing Program Math 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	62	83	98	72	90
% Level 4	26	21	26	30	35
Number of students tested	53	52	47	47	48
Percent of total students tested	100	100	100	100	100
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	72	96	56	88
% Level 4	29	17	23	19	36
Number of students tested	28	29	22	27	25
2. Students receiving Special Education					
% Level 3 plus % Level 4	50	0	100		33
% Level 4	0	0	0		0
Number of students tested	2	2	1		6
3. English Language Learner Students					
% Level 3 plus % Level 4	0	67			
% Level 4	0	0			
Number of students tested	1	3			
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	67	64	100	55	86
% Level 4	33	27	0	36	29
Number of students tested	9	11	4	11	7
5. African- American Students					
% Level 3 plus % Level 4	43	81	100	68	94
% Level 4	0	13	20	11	6
Number of students tested	14	16	15	19	16
6. Asian Students					
% Level 3 plus % Level 4	77	94	100	100	90
% Level 4	39	35	38	53	55
Number of students tested	26	17	21	15	20
7. American Indian or					

Alaska Native Students					
% Level 3 plus % Level 4	0	0	0	0	0
% Level 4					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested	0	0	0	0	0
9. White Students					
% Level 3 plus % Level 4	25	100	86		
% Level 4	25	0	14		
Number of students tested	4	5	7		
10. Two or More Races identified Students					
% Level 3 plus % Level 4	0	66	0	0	0
% Level 4	0	0	0	0	0
Number of students tested	0	3	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:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Pearson

Test: New York Testing Program Math 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	52	94	87	73	96
% Level 4	27	68	49	49	60
Number of students tested	52	50	47	51	48
Percent of total students tested	0	0	0	0	100
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	50	96	79	50	96
% Level 4	16	71	21	39	48
Number of students tested	32	24	19	28	23
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	75	0	0	
% Level 4	0	75	0	0	
Number of students tested	3	4	1	6	
3. English Language Learner Students					
% Level 3 plus % Level 4	0	100	50		
% Level 4	0	100	0		
Number of students tested	1	2	2		
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	58	80	80	57	100
% Level 4	42	60	50	43	83
Number of students tested	12	5	10	7	6
5. African- American Students					
% Level 3 plus % Level 4	29	100	79	69	92
% Level 4	6	57	16	25	38
Number of students tested	18	14	19	16	24
6. Asian Students					
% Level 3 plus % Level 4	68	100	100	82	100
% Level 4	32	84	88	73	88
Number of students tested	19	25	17	22	16
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	67	67	100		
% Level 4	67	33	0		
Number of students tested	3	6	1		
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
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:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Pearson

Test: New York Testing Program Math 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	64	90	83	85	94
% Level 4	23	43	47	40	48
Number of students tested	52	49	53	47	54
Percent of total students tested	100	100	100	100	100
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	72	87	80	79	94
% Level 4	28	26	44	29	45
Number of students tested	29	23	25	28	31
2. Students receiving Special Education					
% Level 3 plus % Level 4	75	67	17		
% Level 4	0	0	0		
Number of students tested	4	3	6		
3. English Language Learner Students					
% Level 3 plus % Level 4	67	75	0	0	
% Level 4	0	0	0	0	
Number of students tested	3	4	3	3	
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	29	90	60	83	100
% Level 4	14	20	0	50	50
Number of students tested	7	10	5	6	6
5. African- American Students					
% Level 3 plus % Level 4	50	82	81	83	89
% Level 4	7	12	31	17	25
Number of students tested	14	17	16	23	28
6. Asian Students					
% Level 3 plus % Level 4	82	96	89	93	100
% Level 4	37	77	69	73	94
Number of students tested	27	22	26	15	16
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	33		80		
% Level 4	0		40		
Number of students tested	3		5		
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
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:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: Pearson

Test: New York Testing Program Math 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*					
% Proficient plus % Advanced	66	95	94	78	97
% Advanced	29	70	54	50	53
Number of students tested	58	56	54	54	57
Percent of total students tested	100	100	100	100	100
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					
% Proficient plus % Advanced	48	90	88	69	95
% Advanced	9	65	48	41	49
Number of students tested	23	31	25	29	37
2. Students receiving Special Education					
% Proficient plus % Advanced	33	25	100		86
% Advanced	0	0	0		0
Number of students tested	3	4	1	0	7
3. English Language Learner Students					
% Proficient plus % Advanced	50	0	100		
% Advanced	0	0	0		
Number of students tested	2	2	1		
4. Hispanic or Latino Students					
% Proficient plus % Advanced	55	83	100	100	86
% Advanced	18	50	56	57	21
Number of students tested	11	6	9	7	14
5. African- American Students					
% Proficient plus % Advanced	35	100	86	58	100
% Advanced	15	56	19	27	39
Number of students tested	20	18	21	26	18
6. Asian Students					
% Proficient plus % Advanced	96	96	100	100	100
% Advanced	48	84	82	79	79
Number of students tested	23	25	22	19	24
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	83	100		
% Advanced	50	67	100		
Number of students tested	2	6	2		
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher: Pearson

Test: New York Testing Program Math 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	61	96	89	80	100
% Level 4	28	65	66	58	63
Number of students tested	51	49	47	55	51
Percent of total students tested	100	100	100	100	100
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	67	96	95	75	100
% Level 4	33	68	55	53	62
Number of students tested	33	22	20	36	29
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	100		29	
% Level 4	0	0		14	
Number of students tested	4	2		7	
3. English Language Learner Students					
% Level 3 plus % Level 4	0	100			
% Level 4	0	0			
Number of students tested	2	1			
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	57	90	88	50	100
% Level 4	14	40	75	25	80
Number of students tested	7	10	8	12	10
5. African- American Students					
% Level 3 plus % Level 4	38	94	80	78	100
% Level 4	0	50	45	39	33
Number of students tested	16	18	20	18	21
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	50	100	100		
% Level 4	0	100	0		
Number of students tested	4	1	2		
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
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:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher: Pearson

Test: New York Testing Program Math 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	79	87	86	94	98
% Level 4	43	46	50	72	28
Number of students tested	47	46	50	50	46
Percent of total students tested	100	100	100	100	100
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	80	82	78	96	96
% Level 4	40	53	44	85	32
Number of students tested	20	17	27	26	28
2. Students receiving Special Education					
% Level 3 plus % Level 4	100			0	
% Level 4	0			0	
Number of students tested	2			4	
3. English Language Learner Students					
% Level 3 plus % Level 4	0				
% Level 4	0				
Number of students tested	1				
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	82	100	67	100	100
% Level 4	46	38	22	60	25
Number of students tested	11	8	9	10	12
5. African- American Students					
% Level 3 plus % Level 4	64	75	82	90	95
% Level 4	14	25	35	65	20
Number of students tested	14	20	17	20	20
6. Asian Students					
% Level 3 plus % Level 4	89	100	100	94	100
% Level 4	72	81	72	89	46
Number of students tested	18	16	22	18	11
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

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

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson

Test: New York Testing Program ELA Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	49	69	79	57	77
% Level 4	13	15	11	26	21
Number of students tested	53	52	47	47	48
Percent of total students tested	100	100	100	100	100
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	39	55	72	37	68
% Level 4	7	10	18	11	16
Number of students tested	28	29	22	27	25
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	0	0		0
% Level 4	0	0	0		0
Number of students tested	2	2	1		6
3. English Language Learner Students					
% Level 3 plus % Level 4	0	33			
% Level 4	0	0			
Number of students tested	1	3			
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	44	64	100	73	57
% Level 4	11	18	0	46	14
Number of students tested	9	11	4	11	7
5. African- American Students					
% Level 3 plus % Level 4	50	56	67	32	75
% Level 4	0	6	7	5	19
Number of students tested	14	16	15	19	16
6. Asian Students					
% Level 3 plus % Level 4	54	77	86	87	85
% Level 4	19	29	14	40	20
Number of students tested	26	17	21	15	20
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	25	100	71		
% Level 4	25	0	14		
Number of students tested	4	5	7		
10. Two or More Races identified Students					
% Level 3 plus % Level 4		67			
% Level 4		0			
Number of students tested		3			
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:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson

Test: New York Testing Program ELA Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	46	74	70	71	89
% Level 4	12	6	4	10	6
Number of students tested	52	50	47	51	47
Percent of total students tested	100	100	100	100	100
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	38	71	47	54	83
% Level 4	6	8	0	7	4
Number of students tested	32	24	19	28	23
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	25	0	0	
% Level 4	0	0	0	0	
Number of students tested	3	4	1	6	
3. English Language Learner Students					
% Level 3 plus % Level 4	0	0	0		
% Level 4	0	0	0		
Number of students tested	2	2	2		
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	42	100	80	57	100
% Level 4	17	0	0	0	17
Number of students tested	12	5	10	7	6
5. African- American Students					
% Level 3 plus % Level 4	56	71	53	69	79
% Level 4	11	7	5	6	0
Number of students tested	18	14	19	16	24
6. Asian Students					
% Level 3 plus % Level 4	47	80	82	77	100
% Level 4	11	8	6	14	13
Number of students tested	19	25	17	22	15
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	0	33	100		
% Level 4	0	0	0		
Number of students tested	3	6	1		
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
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:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Pearson

Test: New York Testing Program ELA Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	60	67	81	71	93
% Level 4	17	2	9	33	20
Number of students tested	52	49	53	49	54
Percent of total students tested	100	100	100	100	100
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	57	48	80	62	84
% Level 4	10	0	0	21	23
Number of students tested	28	23	25	29	31
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	0	0		
% Level 4	0	0	0		
Number of students tested	4	3	6		
3. English Language Learner Students					
% Level 3 plus % Level 4	0	0	0		
% Level 4	0	0	0		
Number of students tested	3	4	3		
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	71	60	40	100	100
% Level 4	29	0	0	17	0
Number of students tested	7	10	5	6	6
5. African- American Students					
% Level 3 plus % Level 4	43	47	81	52	89
% Level 4	21	0	13	30	7
Number of students tested	14	17	16	23	28
6. Asian Students					
% Level 3 plus % Level 4	67	86	89	88	100
% Level 4	15	5	8	41	50
Number of students tested	27	22	26	17	16
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	33		80		
% Level 4	0		20		
Number of students tested	3		5		
10. Two or More Races identified Students					
% Level 3 plus % Level 4	100		100		
% Level 4	0		0		
Number of students tested	1		1		
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:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: Pearson

Test: New York Testing Program ELA Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	53	80	91	63	97
% Level 4	26	4	2	13	19
Number of students tested	58	56	54	54	57
Percent of total students tested	100	100	100	100	100
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	33	77	92	48	95
% Level 4	19	3	4	17	16
Number of students tested	21	31	25	29	37
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	0	0		
% Level 4	0	0	0		
Number of students tested	4	3	6		
3. English Language Learner Students					
% Level 3 plus % Level 4	0	0	100		
% Level 4	0	0	0		
Number of students tested	2	2	1		
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	36	67	89	71	93
% Level 4	18	17	0	0	14
Number of students tested	11	6	9	7	14
5. African- American Students					
% Level 3 plus % Level 4	40	67	91	58	94
% Level 4	10	6	0	8	11
Number of students tested	20	18	21	26	18
6. Asian Students					
% Level 3 plus % Level 4	70	92	91	68	100
% Level 4	43	0	4	26	29
Number of students tested	23	25	22	19	24
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	100	83	100		
% Level 4	50	0	0		
Number of students tested	2	6	2		
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
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:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher: Pearson

Test: New York Testing Program ELA Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	55	84	70	62	96
% Level 4	20	4	9	18	12
Number of students tested	51	49	47	55	50
Percent of total students tested	100	100	100	100	100
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	53	82	65	58	93
% Level 4	25	0	5	14	10
Number of students tested	32	22	20	36	29
2. Students receiving Special Education					
% Level 3 plus % Level 4	0	50		0	
% Level 4	0	0		0	
Number of students tested	4	2		8	
3. English Language Learner Students					
% Level 3 plus % Level 4	0	0			
% Level 4	0	0			
Number of students tested	2	1			
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	43	70	75	25	90
% Level 4	14	10	13	0	0
Number of students tested	7	10	8	12	10
5. African- American Students					
% Level 3 plus % Level 4	31	89	50	61	100
% Level 4	6	0	0	17	5
Number of students tested	16	18	20	18	20
6. Asian Students					
% Level 3 plus % Level 4	74	85	94	83	94
% Level 4	35	5	18	26	28
Number of students tested	23	20	17	23	18
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	75	100	50		
% Level 4	0	0	0		
Number of students tested	4	1	2		
10. Two or More Races identified Students					
% Level 3 plus % Level 4	0				
% Level 4	0				
Number of students tested	1				
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:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher: Pearson

Test: New York Testing Program ELA Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	72	85	66	92	98
% Level 4	30	2	2	10	17
Number of students tested	47	46	50	49	46
Percent of total students tested	100	100	100	100	100
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	75	82	63	92	96
% Level 4	20	0	0	4	18
Number of students tested	20	17	27	26	28
2. Students receiving Special Education					
% Level 3 plus % Level 4	100		0		
% Level 4	0		0		
Number of students tested	2		4		
3. English Language Learner Students					
% Level 3 plus % Level 4	0				
% Level 4	0				
Number of students tested	1				
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	64	100	33	80	100
% Level 4	27	0	0	0	25
Number of students tested	11	8	9	10	12
5. African- American Students					
% Level 3 plus % Level 4	79	65	71	95	95
% Level 4	29	0	0	11	0
Number of students tested	14	20	17	19	20
6. Asian Students					
% Level 3 plus % Level 4	72	100	77	94	100
% Level 4	33	6	5	11	36
Number of students tested	18	16	22	18	11
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

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