

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 [] Choice

Name of Principal Ms. Linda Alhonote

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

Official School Name P.S. 254 Dag Hammarskjold School

(As it should appear in the official records)

School Mailing Address 1801 Avenue Y

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

City Brooklyn State NY Zip Code+4 (9 digits total) 11235-3511

County Brooklyn State School Code Number* _____

Telephone 718-743-0890 Fax 718-332-4477

Web site/URL http://www.PS254.com E-mail lalhono@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* _____ E-mail: _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New York City Geographic District #22 Tel. 718-968-6115

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 10 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	31	22	53
K	58	67	125
1	57	53	110
2	62	45	107
3	46	47	93
4	44	48	92
5	61	56	117
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	359	338	697

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 35 % Asian
 - 4 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 52 % White
 - 0 % 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: 4%

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	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1	697
(5) Total transferred students in row (3) divided by total students in row (4)	0.043
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 18 %
125 Total number ELL
 Number of non-English languages represented: 16
 Specify non-English languages: Armenian, Arabic, Azerbaijani, Bulgarian, Cantonese, Georgian, Mandarin, Polish, Russian, Serbo-Croatian, Spanish, Turkish, Tadjik, Urdu, Ukranian, Uzbek
8. Students eligible for free/reduced-priced meals: 64 %
 Total number students who qualify: 439

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 %
65 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>7</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>28</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>3</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	42
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	17
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 17:1

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	95%	95%	94%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No X

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

PART III – SUMMARY

P.S. 254's mission is to provide all students with a secure, nurturing and stimulating environment in which they can grow academically and socially. We are dedicated to establishing high academic standards, as well as an appreciation of the cultural diversity of our school community. Parents, teachers, and supervisors work together with the larger community to enable our children to excel, and to become lifelong learners. Our goal is to support our students on the road to becoming caring and productive citizens in the future.

P.S. 254 is a Pre-K–5th grade elementary school located in Sheepshead Bay, Brooklyn, New York. Our current enrollment is 704 students. Our school consists of general education, special education and English Language Learner students. We offer different classes to support the needs of these students. Some examples are our Enrichment classes for grades K–5, three Integrated Co-Teaching classes, and two English as a Second Language classes. PS 254 continues to support 3 full day Pre-Kindergarten classes in order to work on developing oral language ability and emergent literacy skills that all students need in order to insure a successful transition into the elementary school grades.

P.S. 254 has a very diverse language population. There are 117 English Language Learners (18% of the total student population), who speak Armenian, Arabic, Azerbaijani, Bulgarian, Cantonese, Georgian, Mandarin, Polish, Russian, Serbo-Croatian, Spanish, Turkish, Tadjik, Urdu, Ukrainian, Uzbek. We are a microcosm of the world at large. Our students and our school community are afforded the opportunity to work alongside others and develop an appreciation and respect for cultures other than their own. They also learn that although there are differences among us there are also many similarities that bond us together.

We use the freestanding English as a Second Language (ESL) push-in, pull-out and self-contained model to provide instruction for the English Language Learners (ELLs) in grades Kindergarten through 5. The students receive all instruction in English. We provide a rigorous academic program that promotes conceptual and linguistic development in all disciplinary areas, and is aligned with the comprehensive core curriculum. We ensure that our ELL students acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects. We follow a consistent language allocation policy that assists our ELLs with cognitive development and academic skills. It guides programming and curricular decisions for students until they acquire academic proficiency in English. The program supports varying levels of instructional work in English, putting literacy and learning standards on par with the expectations of monolingual students.

At P.S. 254 we incorporate the Common Core Learning Standards and personal and academic behaviors into all areas of our curriculum. We believe in developing our students to be cognitively engaged both in and out of the classroom. One of the primary goals of our school is to help students develop the desire and ability to think on their own. We encourage students to make decisions independently as we play a vital role in preparing our students to be college and career ready.

Two years ago P.S. 254 reached a high point in the development of bringing technology to the forefront of students' education. After receiving a Reso-A grant we were able to provide all of our classrooms with new computers as well as Promethean boards and new computers for our Tech Lab. There are four networked computers in each classroom; students utilize them during center time as enrichment activities, or as reinforcement for core subjects. All of the teachers are provided with ongoing professional development in the use of this technology. We now pride ourselves on being able to further enhance our students' abilities to become 21st century learners.

P.S. 254 provides programs in visual arts, dance, art history, and music. We are very proud that several of our students' artwork has been chosen for display at many prestigious venues. Some of these include The Asia Society, Seagram's Plaza, Christie's Auction House, and SIAS' art gallery in Manhattan. Our fifth grade classes recently visited The Brooklyn Historical Society to view the Pursuit of Freedom exhibit which aligns to the Social Studies curriculum.

Another milestone for P.S. 254 is the Schoolyards to Playgrounds initiative. Over the course of a year our schoolyard was transformed into a playground. This had a huge impact on our school community. The improvements included sports courts, play equipment, and a community garden. Students were involved in the planning process. A committee was formed which included students from each grade, teachers, parents and administrators. They developed a map of the desired playground layout as well as being involved in all other decisions along the way. This playground is open to not only the students but the community as well. The use of the playground allows students and their peers to work on their personal behaviors such as communication, collaboration and self regulation.

In September 2012, we were identified as one of the few schools in District 22 to be named by New York State as a Reward School. We displayed notable performance, made AYP for all subgroups, and our combined Math and ELA Performance Index ranked among the top 20% of the state.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) P.S. 254 annually administers the New York State Assessments in English Language Arts and Mathematics. Each student's results are measured with both a scale score and a proficiency rating. A scale score of Level 1 means the student does not demonstrate an understanding of knowledge and skill expected at the grade level. A Level 2 means the student demonstrates a partial understanding of knowledge and skill expected at the grade level. A scale score within the range of Level 3 means the student demonstrates of knowledge of skills expected at the grade level and a scale score of Level 4 means the student demonstrates a thorough understanding of the knowledge and skills at their grade level.

Overall, students who obtain scores in the range of Levels 3 and 4 are considered proficient within school standards. Students who score a Level 1 must demonstrate proficiency with the use of a data portfolio or by attending summer school. Students who score a Level 2 are identified to receive additional support with Academic Intervention Service or our response to intervention tier program the following school year.

As of the 2013, the New York State Department of Education changed the explanations of Levels 1-4 on the state tests. Students are well below proficient that score a Level 1, they are below proficient if they receive a Level 2, proficient at Level 3, and they excell in their standards if they score a Level 4.

b) A review of the data indicates a record of high performance for all students as a result of taking the English Language Arts and Mathematics exams. From the school years 2008 to 2013, the performance results of students scoring in levels 3 and 4 in ELA were 94%, 72%, 79%, 78% and 51%. The performance results of students scoring in levels 3 and 4 in mathematics were 97%, 90%, 89%, 89% and 61%. Although we were able to maintain a high level of 3's and 4's throughout this time, it should be noted that there was a significant decrease for 2013. In an effort to more closely align the New York State assessments to the more demanding Common Core Learning Standards, significant changes were made to the tests resulting in decreasing scores throughout New York State. New York State raised the scale score for basic and proficient levels thus impacting overall performance levels.

The data for English Language Arts for 2008-2009 through 2012-2013 indicates that the Asian students scored above the performance level of all students tested in Levels 3 and 4. During these years, data shows an achievement gap for the Hispanic or Latino Students, African-American Students, and English Language Learner Students.

The New York State Math Test for the 2008-2009 through 2012-2013 show the Asian students generally scored in the range of the performance level of all students tested in Levels 3 and 4 while the Hispanic or Latino Students scored at or near the performance of all students. Data shows an achievement gap for the African-American, English Language Learners and Special Education subgroups.

At P.S. 254, we work collaboratively to close the achievement gap for our subgroups. We provide students with a rigorous curriculum that addresses the needs of all learners. In addition to formal assessments, informal assessments are on-going and delivered in a variety of ways. We provide resources for the classroom teachers as well as service providers to support learning. Keeping in mind the different learning styles and needs of these students, we utilize various resources to support the delivery of instruction. For example, technology is incorporated into all aspects of the curriculum. Classrooms are equipped with Promethean boards, ELMO's, and computers with various educational software programs.

We continuously focus on providing academic support for all of our students. The special education providers articulate with classroom teachers to provide strategies and support for students with Individual Education Plans (IEP). Students with academic challenges receive Response to Intervention and Academic Intervention Services. The needs of these students are addressed monthly at our School Assessment Team meetings and classroom teachers are invited to share in this process. Teachers also meet in teams to analyze data and plan instruction for these subgroups. ESL specialists work in collaboration with classroom teachers to align instructional strategies and practices and plan next steps for both in and out of the classroom.

Additional support for these subgroups is provided through targeted intervention in small group instruction during the extended day and after school programs.

2. Using Assessment Results:

We have developed systems to use our assessment data to improve student performance. One example we have of a successful system in place is that teachers administer ELA and math assessments on a frequent basis. This includes pre-assessments, instructional tasks, embedded assessments, and performance based assessments that are all grounded in a unit of study. All assessments are CCLS aligned and written by teachers with our student population in mind. We use a variety of resources to support this work. These resources include but are not limited to the NYCDOE Common Core Library, Engage New York and our newest curriculum resources Ready Gen and Go Math. These assessments are scored using a CCLS rubric. We determine the needs and trends of our students by analyzing each component on the rubric. Teachers then use this data to determine content skills and academic behavior skills that students are mastering and struggling to master. Teachers then plan teaching points for targeted skills development. We use these results to inform us of student entry points and help create groups for targeted instruction. After these teaching points are tried and tested, teachers then collaborate and discuss what proved successful and next steps for instruction.

Based on teacher teams looking at student work using a rubric and determining trends, inquiry focuses are derived from these findings in order for our teachers to uncover the best instructional practices to implement. During implementation all teachers collect data on individual and groups of students. This can include conference notes or checklists which ensure that teachers are monitoring student progress. These notes are shared with administration, staff developers and other teachers.

Teachers begin the school year by first reviewing pertinent student portfolios. The portfolios contain work samples such as student writing across four genres which include narrative, informational, opinion and response to literature. These are all aligned to New York State Common Core Learning Standards. They also include open ended math tasks that reflect a variety of Common Core aligned topics. In addition to portfolios, they also review other student data. Across all grades teachers review the Fountas and Pinnell data which provides information about student achievement in reading accuracy, fluency, and comprehension. These results determine the independent and instructional levels of our students. In grades K-2 teachers are also given the results of the Primary Literacy Assessment which was designed by the literacy staff developer and a literacy consultant. It measures early literacy skills in grades K-2. Furthermore the data specialist provides each teacher with spreadsheets that reflects data from the NYC Periodic Assessments and the results.

The parents are also made aware of the assessment results for New York State assessments. Parents who have students in New York City Schools have access to the ARIS parent information system. P.S.254 offers workshops in order for parents to understand and use this system. Parents view information about student results in ELA and Math. New York State also provides reports with the results and explanations of the scores in ELA and Math. Assessment results are also discussed during our parent teacher conferences.

3. Sharing Lessons Learned:

P.S. 254 has been recognized for our progressive teaching practices in literacy. Our school has used the balanced literacy model to teach both reading and writing. Each year we challenge ourselves to raise the level of our professional practices. We have shared our professional practices in various settings.

Teachers, staff developers and administrators attend monthly network meetings. The audience consists of staff from neighboring schools in our network. We have shared our successful practices and accomplishments with our constituencies through both discussions and presentations. Our recognition has expanded past New York City to other parts of New York State such as Nassau County. Through relationships with staff from Malverne School District, an inter-school visitation took place. Staff members, teachers, administrators and the superintendent came to P.S. 254 to observe a day of balanced literacy with an emphasis on independent reading. Classroom observations were scheduled as well as

debriefing sessions with our staff. Plans were also created to implement these methodologies in their schools.

Throughout the years, P.S. 254 has staffed A.U.S.S.I.E. literacy consultants. Through this work, balanced literacy has been extremely successful at our school. We were a model school for the AUSSIE organization. Many teachers from other schools in New York City were invited in to visit classrooms and meet with lead teachers. These teachers were given the opportunity to observe instruction and then have time to ask questions and plan with our teachers and staff developers.

P.S. 254 extends ourselves to allow student observers and student teachers from CUNY Brooklyn College as well as Touro College to take part in learning about best instructional practices and the variety of ways we serve our student population. We have students assigned to our classroom teachers as well as our guidance counselor. These students use these learned strategies to plan for their future teaching careers.

Another way we share our expertise is by offering workshops to parents in order to give them a lens into our classroom instruction. We provide numerous parent workshops on a variety of topics such as ELA, math, science, and technology. We train our parents on strategies used during the teaching of these curricula to use at home to foster coherency with instruction at home and school.

4. Engaging Families and Community:

P.S. 254 values parent and community involvement, both of which are integral parts of our school's culture. We believe that there is a strong correlation between parents' participation in school events and student achievement. Every effort is made to ensure that all parents feel welcomed and valued at our school. Translators are available at all school events. Through the availability of translation services, parents feel more comfortable participating in school events. Notices and invitations to all school events are sent home in multiple languages.

Parent Needs Assessments are distributed by our Parent Coordinator and the ESL staff. After reviewing the surveys, we determine parent needs and plan our workshops accordingly. Based on these surveys, our Parent Coordinator has offered CPR workshops to parents, Cyber Bullying workshops, a series of Kindergarten parent workshops and Preparing for Middle School workshops.

We offer parent orientation sessions and workshops throughout the school year. We provide a series of test preparation workshops, facilitated by licensed pedagogues, designed so that parents can assist their children in preparing for the ELA, Math, Science and NYSESLAT exams. In partnership with the Parent Association, we host family literacy and math nights which provide parents with strategies to use at home to help support the education of their children. In addition, we offer a series of adult learning classes in ESL, Citizenship and technology. All of these events are offered in the evenings in order to maximize parent participation.

Local merchants and neighbors are invited to our Town Hall Meetings where safety issues and community concerns are addressed. In addition, the community was involved in the designing of our playground which everyone in the neighborhood enjoys access to.

Through partnerships with community based organizations, we have brought theater performances, the US Army Mobile Discovery Van, and Moveable Museums to our school.

We are very proud of the level of parent involvement and participation in our school community and the positive impact it has had on student achievement.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

P.S. 254 allocates a number of periods per week for instruction in all curriculum areas as mandated by New York State.

English Language Arts is taught through a balanced literacy approach in all grade levels. The balanced literacy approach is characterized by explicit skill and strategy instruction and the use of authentic texts through the workshop model. Assessments identify students' individual needs and progress and instruction is differentiated around that data. The Common Core Learning Standards in reading, writing, language and speaking are addressed through both whole and small group settings.

Mathematics is taught through the workshop model. Instruction takes place daily with a minimum of 60 minutes in grades K-2 and 75 minutes in grades 3-5 as mandated by New York City. Our approach to instruction is aligned to the New York State Common Core Learning Standards. Assessment is ongoing and used to plan rigorous and differentiated lessons to meet the needs of all students in whole and small group settings.

P.S. 254 has elected the Full Option Science System (FOSS) for classroom and laboratory instruction. This program follows the New York City Scope and Sequence and is aligned with the New York State Learning Standards. Students work in small groups while engaged in hands-on investigations. Scientific explorations are reinforced by text and trade books.

We have a fully equipped auditorium for music instruction. The music teacher leads our glee club and selected classes in regularly scheduled performances for the school body. Parents are also invited to attend special holiday shows. Lessons are aligned with the New York City Blueprint of Teaching and Learning in the Visual Arts and the New York State Music Standards.

The Social Studies curriculum is imbedded in the literacy units of study. These units of study are aligned to both the Common Core Learning Standards as well as the New York State Social Studies Standards. Authentic nonfiction texts are used to teach social studies topics and concepts in all grade levels from Pre-K-5. Classroom teachers and cluster teachers collaborate and plan using these topics. Students also incorporate technology for long term research and publishing projects.

Students receive visual art instruction from our resident artist through a grant from Studio in a School. We have a dedicated art studio with ample supplies to create artwork through various mediums. Teachers participate in workshops facilitated by our artist enabling them to turn key art instruction when the grant comes to completion. There are separate workshops that introduce parents to art making. Parents that participate receive art supplies and their own creation to keep. The semester ends with an Art Exhibition to celebrate all of our students' art work.

Every fall, Ballet Tech New York City Public School for Dance, auditions our students for a beginner's program at their Manhattan school. Several of our students have been invited and have accepted this offer. They receive free ballet instruction from dance professionals which culminates in the spring with a performance for parents to attend.

Technology is being integrated into all curriculum areas of daily instruction through the use of desktops, laptops, iPads, Elmos, projectors, & Promethean Boards. In addition to teaching computer skills and using various software programs, technology is used as a tool to support learning. Technology in our school also provides enhanced instructional materials, optimum student engagement and motivation, resulting in the production of self-motivated/guided projects and assignments. Classroom teachers and the technology specialist collaborate on research projects.

At P.S.254, we utilize a multi-purpose area for our Physical Education instruction. Our Physical Education program includes, but is not limited to students presenting a Jammin' Minute routine during the AM announcements, the Move to Improve program utilized by teachers in their classrooms, an annual Field Day that takes place off- site, the Mighty Milers program during recess and a School Wellness Council. The

Physical Education teacher aligns the curriculum with the Common Core Learning Standards and promotes collaborative conversations amongst the students. Additionally, our Physical Education teacher infuses technology into lessons by using a Promethean Board to provide a visual display for teaching skills and reinforcing concepts.

2. Reading/English:

P.S. 254 has used the Balanced Literacy approach to teaching reading for 12 years. This approach consists of the reading workshop (shared reading, interactive read alouds, guided reading, independent reading and phonics/word study) and the writing workshop. Balanced Literacy is a comprehensive literacy program which. The philosophy behind it is to develop a gradual release of responsibility from the teacher to the students. This process consists of teaching to the students, working with the students and then having students work independently. The structure of learning is whole group, small group, partner work and independent work. All literacy content and instruction is aligned to the NYS Common Core Learning Standards. Assessment-based planning is at the core of this model.

An integral part of the CCLS is the ability for students to analyze and critique complex texts. Currently, we are using the techniques of close reading to improve our students' reading and writing performance. It is through whole group, small group and one to one discussions that students are also demonstrating that they are meeting the Speaking and Listening Standards as well as confirming their ability to discuss and justify their thinking based on evidence from a text.

We strongly believe in teaching students about metacognition. Through the workshop model, teachers demonstrate their thinking through "think alouds." Think alouds allow students to slow down the reading process and monitor their understanding of a text. Students are strategically grouped according to reading level, and/or by their strengths and weaknesses. Through small group work students' needs are specifically targeted through tiered instruction both by the classroom teachers and Academic Intervention Service providers. Additionally, students that perform above level are also targeted and placed into groups where they are cognitively challenged and given opportunities to participate in enrichment based instructional tasks.

Our teacher teams meet at least twice a week to analyze student work and data. They then use this information to modify Units of Study that are in place. Our Units of Study were created by the teachers and support staff. They consist of a combination of many resources and research based methodologies that have been proven successful both in and out of PS 254. Some of the reading resources include, the many works of Fountas and Pinnell, Strategies That Work versions I and II and the Comprehension Toolkit written by Anne Goudvis and Stephanie Harvey, Foundations/Wilson and currently ReadyGen. Writing resources include the work of Ralph Fletcher, Carl Anderson and Lucy Calkins.

3. Mathematics:

Our school teaches math concepts which focus on topics that are aligned to the NYS Common Core Learning Standards. Students are engaged through interactive learning and taught using real world problems. Supplemental materials are used to reinforce math instruction during the school day.

We design our instruction by creating curriculum maps to structure math blocks in the design of the workshop model. There is an emphasis on accountable talk, problem solving, and many opportunities to write to explain their thinking. We give students a variety of options to practice their math skills through individually designed math centers, Minute Math, games, and technology.

We are mindful of the importance of students staying on task during each lesson. Students have many opportunities for tactile learning. Manipulatives are an integral part of instruction. Charts and diagrams are created in the class with the students and act as visual aids to continually motivate them. Technology is used daily through the use of the Promethean board to engage the students in the lesson. Teachers also use appropriate websites to enrich and practice skills and concepts.

Assessment is ongoing throughout the school year. A diagnostic is administered at the beginning of the year to identify skills the students already have mastered. Formative assessments are administered mid- year and at the end of the year to monitor student progress. Other formative assessments are given during the teaching of each unit to drive and revise instruction. We administer critical area assessments three to four times a year which provides data on students' ability to organize and explain their mathematical processes. Summative assessments are given at the end of each unit. All of the data collected is analyzed by teachers individually and collectively within the grade to evaluate students' needs.

Based on assessments, math groups are formed to address varied student needs. Grouping ranges from additional intensive support to extension activities for enrichment. Students in need of extra support are also serviced during the extended day program and during our after school program.

4. Additional Curriculum Area:

Science: P.S. 254 has two Science teachers both of whom offer an enriching hands-on Science experience using a variety of teaching modalities. We have opted for The Full Option Science System (FOSS) which allows teachers and students to “do” science together.

The Scope and Sequence provides a framework for curriculum mapping between cluster and classroom teachers. This enables teachers to incorporate Science content with reading and writing standards. Science investigations are modified according to student needs. Experiments allow students to learn by doing. Since we service many ELLs especially in the lower grades, we find that using songs with science concepts helps students retain key information. Role playing also strengthens understanding of concepts. Promethean boards offer classroom and Science teachers the opportunity for interactive learning. The internet provides many sites related to scientific topics.

Our hands –on explorations are reinforced by text and trade books. Students meet in the Science lab and the dual focus in the upper grades, is on experimentation and note booking. Students maintain journals detailing each experiment and use the Scientific method to record their data.

Assessment is ongoing during every lesson and informal observations are conducted. Diagnostic, formative, and summative assessments are used to drive instruction throughout a unit of study. Small group and class discussions lend themselves to peer assessment as students share ideas and comments throughout the lesson.

Throughout the years, select students have created and implemented a Green Team Program for the entire school community. They performed short skits in the auditorium to demonstrate the importance of reducing, reusing and recycling. ‘The Green Police’ monitor each classroom for proper disposal of recyclable items. We have also had an outreach program with a local high school to work with our younger students in our Victory Garden. They built raised beds and planted a variety of flowers and herbs. This activity incorporated science and math concepts and afforded a greater appreciation of Mother Earth.

The District 22 Honorable Anthony Genovesi Environmental Study Center has provided numerous Science Cluster Professional Development workshops. Many classes have also visited the center to engage in exploring various ecosystems and interact with different species of plants and animals. Our annual spring Science Exposition gives our students an opportunity to ‘show what they know.’ Projects are proudly displayed in the gym and hallways for several days to allow parents and students to enjoy the many different scientific topics. These experiments follow the scientific method. We also conduct a Science Night for parents so that they become more familiarized with what we do in our school. They perform similar experiments with their children and learn what is expected of each student.

Our community outreach includes field trips to the NYC Aquarium in Coney Island provided generously by our local councilman. Students explore a variety of aquatic life through observations and hands-on activities.

Our science program makes learning fun. Students are fully engaged and are encouraged to develop a sense of curiosity which will enable them to become lifelong learners and productive citizens in the future.

Pre-kindergarten: Throughout the years we have noticed the importance of the relationship of nurturing the social/emotional growth in our youngest learners and its positive impact on student achievement. Additionally there has been a growing influx of students whose native language is not English. With this in mind, P.S. 254 was pro-active in requesting funding for three full day Pre-Kindergarten classes. In 2006 our request was granted.

Our Pre-Kindergarten strives to meet the needs of the whole child. Our curriculum follows a thematic approach aligned to the NYS Pre-kindergarten Foundation for the Common Core. Activities, tasks and problems are designed to give students opportunities to actively engage in exploration and problem solving and to demonstrate persistence. Social and emotional development is cultivated as students develop self-awareness, self-regulation, adaptability and accountability. Opportunities are provided for group work which helps develop and strengthen relationships with peers.

Units of study integrate math, literacy, social studies, physical activities and center time. Children are immersed in a language rich environment which helps them acquire strong English language skills necessary for academic success.

5. Instructional Methods:

In all of our classes we provide individualized, data driven instruction that is designed to enhance the academic, social, and emotional development of all students. Formal and informal assessments are ongoing throughout the year. Teachers collaborate with support staff to analyze data and differentiate instruction for all students including ELL's, Special Education, At-risk and Enrichment students. Teachers use a range of techniques to address the different learning styles of these groups such as visual aids, kinesthetic activities and auditory supports.

Based on assessment data, students who are identified as At-risk are provided with tiered intervention. Tier 1 services are delivered directly from the classroom teacher. The teacher provides academic intervention in a small group setting within the classroom. The Student Support Team meets monthly to discuss students and initiate best practices and intervention strategies to support individual needs. Informal screenings may take place for Speech, Occupational and Physical Therapy, Counseling or Adaptive Physical Education. Such services may be recommended on a trial, informal, at-risk basis for Tier 2 Intervention. Extended Day and Academic Intervention Services may also be set for Tier 2. The team monitors progress and Tier 3 referrals may have to be recommended. Parents are contacted continuously from the point at which the classroom teacher or provider has identified a concern to the end of the school year.

Our English Language Learners are serviced through both a push-in and pull-out program. Teachers and ELL providers collaborate to address the needs of these students. Vocabulary development is emphasized and technology is used to support their learning. Some programs used to enhance their language acquisition are Rosetta Stone, Starfall.com, ColorinColorado.com and BrainPop.com.

We challenge our students by providing rigorous enrichment activities such as Renzulli Learning. This online software program engages students in self-directed learning by exploring resources that have been specifically matched to their individual profiles, and teachers have access to activities that align to specific objectives, skills, and the Common Core Learning Standards. Another online software program used is Uptowneducation. Students are challenged in reading comprehension and social studies activities. Additional art and music programs are in place for our Enrichment students. They are given the opportunity to learn to read music and play various instruments.

Technology is used to address diverse subgroups. Some programs used are: Reading Plus Fluency, New Heights, Great Leaps, GoMath, Envision online enrichment resources, and free online resources such as Multiplication.com and Coolmathforkids.com.

6. Professional Development:

P.S. 254 credits its many accomplishments to our commitment and conviction to professional development (PD). Teachers participate in a variety of approaches to professional development such as coaching, consultation, communities of practice, study groups, mentoring, peer observation, and reflective supervision.

Administrators set instructional goals based on New York City's Instructional Expectations while incorporating the Common Core Learning Standards. These goals are shared with the staff through Faculty Conferences. Plans are then developed together with the literacy staff developer, math staff developer, ELL providers, Special Education support staff and instructional lead teachers to design the professional development that best fits the staff in order to achieve student progress.

Teachers have individual needs which are identified through a Needs Assessment Survey for Professional Development. Based on the data from these surveys, administrators and staff developers are able to make specific plans for the teachers. Staff developers both model lessons and arrange inter-visitations. Inter-visitations give teachers the opportunity to observe their colleagues using best practices. They are then given time for debriefing. This provides them with the opportunity to ask questions and further plan for their particular class.

Teachers also participated in study groups facilitated by staff developers, outside consultants and network support staff. We believe in being at the forefront of education and deem this possible by keeping current with new research on education. After participating in these study groups, teachers are given the opportunity to turn-key new information to the whole school community.

Administrators and staff developers articulate on a regular basis to discuss feedback given to teachers post-observation. At that time administrators co-design a plan of action to help support teacher growth. Plans are flexible and ever-changing based on evidence observed by administrators and PD session teacher feedback forms. Due to the varied levels of proficiency around instruction, teachers receive whole school, small group and individualized PD.

Collaboration amongst the teachers is the crux of professional development. Horizontal and vertical teacher teams meet regularly to analyze student work using a set protocol in which we target and track progress of subgroups. Instructional lead teachers facilitate conversations around trends and gaps based on standards. We then identify and implement best practices to use with these groups over a selected period of time based on the needs of the students. The team then meets again to analyze student work and determine if the instructional practices chosen were successful. Successful practices are then shared with the school community through all professional development modalities.

7. School Leadership

P.S. 254 is a school with a very diverse and multicultural school community. Our philosophies are “doing what is right for children” and “we are in the business of growing great professionals”. Education is very fluid and our professionals are always learning and sharing new ideas, taking the initiative and using different methodologies/practices to maintain rigorous instruction and advance student achievement. The guiding philosophy is that everyone can learn and grow to their full potential with the right support and guidance.

We are a collaborative community. At P.S. 254, the principal works closely with her assistant principal and meets with the cabinet made up of staff developers and master teachers across all content areas to ensure that we always “have our finger on the pulse of the school” and can meet the varied needs of all students. These meetings are the driving force to the actualization of the school's vision and goals for our students. In addition, instructional lead teachers facilitate weekly teacher team meetings at which our professional staff discuss practices and make recommendations that impact student progress, curriculum, resources and programming decisions. We develop leaders and support their continued professional growth. We have paraprofessionals who have become teachers as well as teachers who have become administrators.

P.S. 254 is successful because we not only understand that parent engagement is an essential component of high academic achievement, we also empower all of our parents to share our goals and vision and be a partner in their children's education. Since a large number of our families speak languages other than English, we have created a Translation Committee to ensure that parents can fully participate in school activities and assist their children in working to their full potential.

Our School Leadership Team consists of the principal, parents, teachers, a paraprofessional and a school aide which gives a voice in decision making to those who are sharing our goal of ensuring that all of our students achieve their highest level of success. These monthly team meetings result in honest and effective dialogues in which all members are "on the same page" working towards our school goals.

If ever a school deserved a Blue Ribbon Award, it is PS 254. At PS 254, we provide effective leadership to empower all constituents of our school community to drive continual positive growth and provide all students with the highest quality education.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Pearson

Test: New York State Mathematics Exam

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Level 3 plus % Level 4	63	88	83	89	100
% Level 4	24	26	32	55	55
Number of students tested	90	88	117	92	91
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	83	83	90	100
% Level 4	19	21	32	56	40
Number of students tested	59	53	117	91	10
2. Students receiving Special Education					
% Level 3 plus % Level 4	67	50	41	80	
% Level 4	11	0	18	20	
Number of students tested	9	2	17	10	4
3. English Language Learner Students					
% Level 3 plus % Level 4	40	91	39	87	100
% Level 4	13	0	17	47	36
Number of students tested	15	11	18	15	11
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	31	100	71	88	100
% Level 4	0	13	29	13	33
Number of students tested	13	8	7	8	6
5. African- American Students					
% Level 3 plus % Level 4	0	67	44	56	100
% Level 4	0	33	0	22	42
Number of students tested	2	3	9	9	12
6. Asian Students					
% Level 3 plus % Level 4	71	90	95	94	100
% Level 4	29	20	47	67	45
Number of students tested	24	30	38	35	31
7. American Indian or					

Alaska Native Students					
% Level 3 plus % Level 4	100				
% Level 4	0				
Number of students tested	1	0	0	0	0
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	70	85	83	93	100
% Level 4	30	32	27	60	69
Number of students tested	50	47	63	40	42
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: 4
Publisher: Pearson

Test: New York State Mathematics Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Level 3 plus % Level 4	54	88	98	88	96
% Level 4	36	65	70	60	67
Number of students tested	91	114	92	91	102
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	50	85	98	90	90
% Level 4	29	54	70	63	63
Number of students tested	58	74	92	88	19
2. Students receiving Special Education					
% Level 3 plus % Level 4	25	41	91		63
% Level 4	13	35	27		0
Number of students tested	8	17	11	5	8
3. English Language Learner Students					
% Level 3 plus % Level 4	30	64	89	78	86
% Level 4	20	36	11	33	36
Number of students tested	10	14	9	9	22
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	20	86	100	71	94
% Level 4	10	43	57	14	56
Number of students tested	10	7	7	7	16
5. African- American Students					
% Level 3 plus % Level 4	25	56	88	75	100
% Level 4	0	33	38	33	75
Number of students tested	4	9	8	12	8
6. Asian Students					
% Level 3 plus % Level 4	73	97	100	90	100
% Level 4	43	86	89	71	76
Number of students tested	30	35	35	31	38
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	51	88	98	93	93
% Level 4	40	62	62	68	65
Number of students tested	47	63	42	41	40
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 State Mathematics Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Level 3 plus % Level 4	67	93	90	92	99
% Level 4	27	58	56	55	74
Number of students tested	114	91	95	94	82
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	0	0	1
% of students tested with alternative assessment	1	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	58	92	90	92	100
% Level 4	20	56	56	54	64
Number of students tested	77	61	95	96	11
2. Students receiving Special Education					
% Level 3 plus % Level 4	21	60	40	33	
% Level 4	14	10	0	17	
Number of students tested	14	10	5	6	2
3. English Language Learner Students					
% Level 3 plus % Level 4	7	71	50	71	92
% Level 4	0	14	30	21	42
Number of students tested	15	7	10	14	12
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	43	100	50	87	100
% Level 4	14	43	13	53	56
Number of students tested	7	7	8	15	9
5. African- American Students					
% Level 3 plus % Level 4	38	72	91	89	86
% Level 4	0	27	36	33	29
Number of students tested	8	7	11	9	7
6. Asian Students					
% Level 3 plus % Level 4	85	97	91	100	100
% Level 4	39	76	66	70	85
Number of students tested	39	37	32	33	33
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	62	93	96	87	100
% Level 4	25	50	61	49	79
Number of students tested	60	40	44	37	33
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

Test: New York State English Language Arts Exam

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Level 3 plus % Level 4	46	80	74	69	97
% Level 4	6	7	15	27	23
Number of students tested	87	88	114	90	90
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	72	74	69	90
% Level 4	5	8	15	27	0
Number of students tested	56	53	114	90	10
2. Students receiving Special Education					
% Level 3 plus % Level 4	11	50	24	10	
% Level 4	0	0	0	10	
Number of students tested	9	2	17	10	4
3. English Language Learner Students					
% Level 3 plus % Level 4	17	46	7	50	100
% Level 4	0	0	0	14	11
Number of students tested	12	11	15	14	9
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	15	63	43	50	83
% Level 4	0	13	0	13	0
Number of students tested	13	8	7	8	6
5. African- American Students					
% Level 3 plus % Level 4	0	100	33	22	83
% Level 4	0	33	0	11	8
Number of students tested	2	3	9	9	12
6. Asian Students					
% Level 3 plus % Level 4	57	77	84	71	100
% Level 4	17	3	14	27	37
Number of students tested	23	30	37	34	30
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4	100				

% Level 4	0				
Number of students tested	1	0	0	0	0
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	83	77	82	100
% Level 4	2	6	20	33	21
Number of students tested	48	47	61	39	42
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

Test: New York State English Language Arts Exam

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Level 3 plus % Level 4	47	75	84	73	90
% Level 4	21	14	6	14	11
Number of students tested	90	113	90	88	100
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	39	64	84	73	90
% Level 4	19	10	6	14	11
Number of students tested	57	73	90	88	19
2. Students receiving Special Education					
% Level 3 plus % Level 4	20	29	36		36
% Level 4	0	0	0		0
Number of students tested	5	17	11	5	8
3. English Language Learner Students					
% Level 3 plus % Level 4	11	23	14	14	62
% Level 4	0	0	0	0	0
Number of students tested	9	13	7	7	21
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	20	57	57	29	88
% Level 4	10	0	14	0	13
Number of students tested	10	7	7	7	16
5. African- American Students					
% Level 3 plus % Level 4	25	44	75	75	100
% Level 4	25	0	0	0	13
Number of students tested	4	9	8	12	8
6. Asian Students					
% Level 3 plus % Level 4	50	87	91	70	95
% Level 4	27	17	0	20	14
Number of students tested	30	35	35	30	37
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	52	74	85	82	85
% Level 4	20	16	10	15	8
Number of students tested	46	62	40	39	39
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

Test: New York State English Language Arts Exam

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Level 3 plus % Level 4	60	81	81	73	95
% Level 4	20	10	19	24	39
Number of students tested	111	90	93	93	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	0	0	1
% of students tested with alternative assessment	1	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	51	78	81	74	100
% Level 4	10	5	20	23	18
Number of students tested	74	60	93	95	11
2. Students receiving Special Education					
% Level 3 plus % Level 4	14	40	40	17	
% Level 4	0	0	0	0	
Number of students tested	14	10	5	6	2
3. English Language Learner Students					
% Level 3 plus % Level 4	0	20	38	15	70
% Level 4	0	0	0	0	0
Number of students tested	12	5	8	13	10
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	57	71	38	73	100
% Level 4	0	29	0	0	11
Number of students tested	7	7	8	15	9
5. African- American Students					
% Level 3 plus % Level 4	38	29	64	67	100
% Level 4	0	0	0	33	0
Number of students tested	8	7	11	9	7
6. Asian Students					
% Level 3 plus % Level 4	73	87	85	88	97
% Level 4	22	6	22	29	61
Number of students tested	37	35	32	32	33
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	56	85	91	62	90
% Level 4	24	12	26	27	32
Number of students tested	59	41	42	37	31
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: