

U.S. Department of Education
2015 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 Mrs. Jeanne M. Fish

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

Official School Name Public School 277 The Gerritsen Beach School

(As it should appear in the official records)

School Mailing Address 2529 Gerritsen Avenue

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

City Brooklyn State NY Zip Code+4 (9 digits total) 11229-5999

County Kings State School Code Number* 332200010277

Telephone 718-743-6689 Fax 718-368-0920

Web site/URL http://schools.nyc.gov/schoolportals/22/k277 E-mail jfish3@schools.nyc.gov

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Ms. Julia Bove E-mail: jbove@schools.nyc.gov
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District 22 Tel. 718-968-6117

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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 27 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 7 High schools
 - 0 K-12 schools
- 40 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. 11 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 | 15 | 13 | 28 |
| K | 42 | 33 | 75 |
| 1 | 36 | 30 | 66 |
| 2 | 36 | 35 | 71 |
| 3 | 31 | 39 | 70 |
| 4 | 34 | 40 | 74 |
| 5 | 40 | 34 | 74 |
| 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 | 234 | 224 | 458 |

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 7 % Asian
 - 3 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 76 % 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 2013 - 2014 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, 2013 until the end of the school year | 8 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year | 11 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 19 |
| (4) Total number of students in the school as of October 1 | 461 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.041 |
| (6) Amount in row (5) multiplied by 100 | 4 |

7. English Language Learners (ELL) in the school: 4 %
20 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Chinese, Urdu, Russian
8. Students eligible for free/reduced-priced meals: 46 %
 Total number students who qualify: 199

Information for Public Schools Only - Data Provided by the State

The state has reported that 46 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 21 %
96 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>2</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>15</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>22</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>47</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</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 | 25 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 6 |
| Paraprofessionals | 14 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 6 |

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 22:1

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

| Required Information | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 95% | 96% | 94% | 95% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

| 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

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

15. Please summarize your school mission in 25 words or less: We will provide an environment that instills confidence and self-esteem in our children as they develop intellectually, socially, emotionally, and physically. By creating a love of learning we will enable each child to achieve his fullest potential.

PART III – SUMMARY

Public School 277 is located in Brooklyn, New York. There are 458 students in attendance from Pre-Kindergarten through Grade Five. The school is a community school with the student population being found within a small radius. English is the spoken language in this working class community. The school consists of twenty-one classes; three per grade Kindergarten through Five, one self-contained bridge class and two half-day Pre-Kindergarten classes.

Our population consists of seventy-six percent Caucasian, fourteen percent Hispanic, four percent Black and five percent Asian. These students primarily reside in Gerritsen Beach with four point five percent of the total population residing outside of the community.

Three percent of our students are ELL (English Language Learners) who receive instruction from an ESL (English as a Second Language) teacher. Twenty-one percent of our population is students with Special Needs. These students' needs include: academic support as well as the need for Related Services such as Vision, Speech, Hearing, Occupational Therapy, Physical Therapy, Adaptive Physical Education, Guidance and Counseling. Our Individualized Educational Program Teacher and part-time School Psychologist coordinate the creation and implementation of each student's IEP (Individual Educational Program).

The location of this coastal community, lends itself to a Marine Biology theme. During the years 1993 through 1998, we participated in a Federal Magnet Grant in Marine Biology. The program encouraged respect for the community and its natural environment. The residents of the community responded with appreciation and pride. As a result, parents became more involved in the school, creating a partnership between the school and local community. This is evidenced by their continued donation of time and expertise to our school. The program continues to influence and enrich our instruction today.

Our students in all grades learn about local sea life in the Marine Biology Laboratory. Twelve hundred gallons of salt water house live specimens that have been collected by our Fourth and Fifth Grade students as well as local fisherman. Another component of the Marine Biology Program is the annual field trips to the Gerritsen Creek to explore and examine local wildlife. In addition, our Fourth Grade students travel to an Environmental Center in upstate New York for an overnight trip where they compare the differences in habitat and wildlife to that of Gerritsen Beach.

Students of Public School 277 participate in the Friday After School Recreation Program where they are offered a variety of enrichment activities. This program is supported and funded by the Parents Association. These activities include: Drama, Geology, Track and Basketball.

Major milestones include, ExxonMobil Grant for Math and Science in 2015, and Respect for All Award in 2014 in recognition of our positive school culture. May 8, 2013 was designated as Public School 277 Recognition Day by the Borough President in acknowledgement of the strength and resiliency of our community following Superstorm Sandy. In June 2012 we were recognized as number twelve in the top twenty public schools in Brooklyn. In June 2008 we were also recognized as being among the top three performing schools in ELA (English Language Arts) in Brooklyn. In April 2007 we received a New York State Award for High Performing/Gap Closing School.

Public School 277 has always been a source of pride for the Gerritsen Beach community. The school was built in 1953 in response to the needs of the growing community. The school was selected to be a pioneer school to serve as centers for both the children and the adults of the community. Public School 277 continues to be the hub of the Gerritsen Beach Community.

The mission that sustains Public School 277 is the idea that each child is viewed as an individual with multiple intelligences; therefore we have always strived to educate the whole child. We use multiple strategies to encourage and challenge all of our students to develop to their fullest potential.

Our academic program is aligned with the CCLS (Common Core Learning Standards) in both ELA and Mathematics. Through Units of Study and inter-disciplinary instruction in both large and small groups, our students work on rigorous tasks that require perseverance and strategic problem solving skills.

Our standards-based Physical Education Program is organized by our Physical Education teacher. All grades receive instruction that is appropriate for their age group. In addition, the Physical Education teacher coordinates a variety of health and fitness programs which include; Mighty Milers, Fitnessgram, New York Road Runners Club, Field Day, Move to Improve, and C.H.A.L.K. (Choosing Healthy and Active Lifestyles for Kids.)

Our students are exposed to many cultural experiences through enriching field trips. The children travel to museums, such as the Brooklyn Museum and theaters, such as Kingsborough Community College Theater, where they learn about diverse cultures and customs. Partnerships with Marquis Studio and the Brooklyn Arts Council also help to enrich the program at Public School 277.

Word of the Month and Book of the Month help to teach important values that enhance character development. Peer-Mentoring is another strategy that we utilize to develop social-emotional strength. Through the efforts of our Guidance Counselor, Social Worker and several teachers, lower grade students are paired with older students who serve as role models for appropriate social behavior and College and Career Readiness.

We believe these combined efforts result in students who are happy, healthy and committed to lifelong learning.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

College and Career Readiness is the foundation for curriculum and instruction at Public School 277.

Balanced Literacy is the approach we utilize in ELA. While all grades participate in Guided Reading, Shared Reading and Independent Reading, Pre-Kindergarten to Grade Two focuses on word work and Guided Reading to establish strong reading skills and strategies. In Grades Three to Five, the children transition to an emphasis on comprehension through Independent Reading.

Good comprehension skills are developed beginning in Pre-Kindergarten and are scaffolded in subsequent grades. Students engage in close reading and utilize higher order thinking skills while citing evidence from the text. Questioning and discussion techniques are modeled by the teacher using a variety of protocols which encourage the students to hone their communication skills.

The Writers Workshop is utilized in Pre-Kindergarten through Grade Five to cultivate good writing skills. Through specific strategies, targeted support and CCLS aligned materials; our students learn to see the progression from first draft to published writing piece. Students also learn to peer and self-assess using genre specific rubrics before conferencing with their teacher. Units of Study are completed by all of our students to fully integrate writing into the core areas of instruction.

Mathematics is also taught through the Workshop Model and is aligned to the CCLS. This Model begins with the mini-lesson modeling the Mathematical concept being addressed. Students are given the opportunity for inquiry through the use of manipulatives in small group/partner/independent work. Following the exploration of the concept, students share their findings, explain their reasoning and answer questions about the strategy that was used. The culmination of this process is a journal entry which gives the teacher and students evidence of a clear understanding of the Mathematical concept.

Beginning last year we added a new dimension to our Math Workshop Model. Once a week, an hour is designated as Strategic Problem Solving Workshop. Each week a new strategy is introduced and explored by students in all grades. After several weeks our students have a toolbox of strategies from which to choose when confronted with rigorous problems.

Our Science Teacher takes the NYC (New York City) Standards and creates a pacing calendar for each grade. Classroom teachers utilize the NYC Curriculum along with the pacing calendar to provide instruction. Investigation and experiments are performed by students to provide them with a comprehensive understanding of the Scientific Method and Processes. In addition, we offer an on-site Marine Biology program that enhances our Science Curriculum.

Students demonstrate their understanding of Scientific concepts at our Annual Science Fair. Children in Pre-Kindergarten through Grade Five produce a project that requires the use of the Scientific Method. Parents are encouraged to perform these investigations with their children at home. All of our students have the opportunity to both present their projects at the Science Fair as well as view the projects of their schoolmates.

Our Social Studies instruction is based on the NYC Standards. Using this curriculum we address these standards in every grade. Each grade takes a minimum of two field trips to a cultural institution to bring to life the concepts learned in class. For example, Third Graders study African culture by viewing the African mask collection at the Brooklyn Museum. First Graders learn about families past and present at the Staten Island Institute of Arts and Science.

Our Kindergarten students bring the idea of community to life by taking neighborhood walks and inviting community workers to classroom to describe and demonstrate the ways in which they help the community

Second Graders explore local communities when they visit adjoining neighborhoods and compare and contrast those to the Gerritsen Beach Community.

Public School 277 has a strong Student Government whose goal is to develop civic participation among our students. Each fall, our Third, Fourth and Fifth Grade students receive a firsthand experience with the election process. Fifth Grade students are elected, following a brief campaign. Once elected they, along with a teacher mentor, organize fundraising and service projects for various organizations. Fourth and Fifth Grade students visit Nursing Homes and the Veterans Administration Hospital to be ambassadors of good will.

The most unique feature of our Social Studies Curriculum at Public School 277 is our long standing partnership with Junior Achievement. Business professionals annually visit classrooms to share their expertise through activities and problem-solving tasks designed to expose our students to key ideas and to develop a conceptual understanding of economics.

The Pre-Kindergarten Curriculum is based on the NYS Pre-Kindergarten Foundation for the Common Core Curriculum. These learning expectations are linked to the K-12 CCLS. Instruction and experiences are provided for our students in all areas which include: Reading, Writing, Mathematics, Science and Social Studies. In addition, Physical Education through movement, Health and Nutrition, and Music and Visual Arts, are embedded in our Pre-Kindergarten program. The Pre-Kindergarten teacher regularly collaborates with teachers in Kindergarten through Grade Three to create a seamless Early Childhood Program. Indicators of the impact of this program can be found in our Early Childhood data which shows that these Pre-Kindergarten students are typically ranked among our highest performing students in our early childhood grades.

As a learning community we strongly believe in a hands-on, multisensory approach to teaching and learning. Through exploration and application to real life situations, we are able to improve the skills of students performing below grade level, while enriching the skills of students who are above grade level.

2. Other Curriculum Areas:

Public School 277 students receive instruction in the Arts, including Music, Theater Arts, and Visual Arts. These Arts disciplines are integrated into several curriculum areas. Our children are afforded the opportunity to perform before an audience, which develops their speaking and vocal skills and bolsters their self-esteem and self-confidence.

All students receive Music Instruction from a licensed Music Teacher weekly. The Music Teacher coordinates with classroom teachers and connects Social Studies and Science curriculum to Music instruction. She matches music to the curriculum and she creates original musical pieces that relate to each topic being studied. Each grade teacher team collaborates to create a playlet, for their grade that is aligned to the CCLS in ELA and/or Math. These playlets integrate concepts and essential questions from the Social Studies or Science curriculum into a cohesive production. Our Music Teacher works with the grade team and the students providing music and theatrical guidance. Parents are invited to team with teachers to create costumes, props and programs that enhance each grade performance. In addition to this focus, the Music teacher has created a Curriculum Map based on the Blueprint for the Arts. Using this map she plans and implements lessons that are based on the NYS (New York State) Learning Standards for the Arts. Her lessons include essential questions, vocabulary and performance skills. For example, in the Early Childhood grades children will perform music with repetitive or contrasting patterns. In the upper grades, the children will perform solo and ensemble music with attention to the conductor following musical cues.

While we have no Visual Arts teacher on staff, classroom teachers provide Visual Arts instruction in conjunction with other curriculum areas. For example, Third Graders create personalized masks in the style of African masks during their study of Nigeria. Additionally, Public School 277 partners with Arts organizations such as Marquis Studio during the school day and the Brooklyn Arts Council after school to provide Visual Arts instruction in a variety of mediums which include hand building with clay, shadow puppetry, digital architecture, and self-portraits.

Our Health and Physical Education program is organized by a licensed Physical Education Teacher who provides instruction to all grades. This teacher has written a Health and Physical Education Curriculum Map that is based on the National Physical Education Standards and the NYS Physical Education Learning Standards. This Curriculum Map includes lessons that are grade and skills specific. Within each of his classes, the Physical Education Teacher differentiates and scaffolds instruction in order to build skill levels and knowledge of a variety of sports. He also provides instruction in Health and Nutrition which assists our students in developing a healthy lifestyle. He gathers data from the Fitnessgram and observations of students to design student specific instruction. The Health and Physical Education Teacher partners with outside agencies to enhance our Health and Physical Education program.

Our school staff supports our students' physical well-being in a variety of ways. Our School Nurse provides individual class lessons on hand washing to prevent the spread of germs. She also communicates frequently with parents, teachers, paraprofessionals, and administrators on health related issues. The Occupational Therapist works with teachers and paraprofessionals in all grades to implement "Get Ready to Learn." This classroom Yoga program helps our students to focus as they prepare for the rigorous day ahead. Classroom teachers supplement Health and Physical Education instruction through the use of the "Move to Improve" program and grade appropriate health lessons.

Our Technology Program is organized and coordinated by our dedicated Technology Teacher who has developed a Curriculum Map which is based on STEM (Science Technology Engineering Mathematics) Standards. She provides instruction to all of our students, Pre-Kindergarten through Grade Five in the Computer Laboratory. A component of this curriculum includes College and Career Readiness Skills such as: Excel, Power Point, Internet Research and Keyboarding. Additionally, she utilizes Class sets of I-Pads and Tablets to integrate all Core Curriculum areas. Each classroom is equipped with four desk-top computers for daily student use.

A Smart Board is utilized in each classroom by the classroom teachers. This practice also improves the technological skills of our students and helps to integrate the Core Subject areas and technology while building essential skills and knowledge.

3. Instructional Methods and Interventions:

Public School 277 utilizes a variety of instructional approaches, methods, and interventions to meet the diverse needs of students as we strive to meet their instructional goals.

One instructional approach that we utilize is RtI (Response to Intervention). All students receive strong core instruction that is preventative and proactive, this is called Tier I RtI instruction. Differentiated instruction is provided in small groups within the classroom for all of our students to address their individual strengths, needs, interests and learning styles. The composition of these groups is based on qualitative and quantitative data and individual student goals. RtI student reading groups are formed based on the results of DRA (Developmental Reading Assessment), testing and teacher observations. Tier II and Tier III intervention is defined as increasingly intensive targeted academic support. Students who fall into RtI Tier II and Tier III receive intervention services from multiple sources. In Kindergarten, First and Second Grade, students who have difficulty with decoding and encoding work with the specialists using Foundations and the Great Leaps program. In Third, Fourth and Fifth Grade, formally trained teachers use the Wilson Program to target specific reading deficits. AIS (Academic Intervention Services) are provided to targeted students in both Reading and Mathematics during school hours as well as on Saturdays. Students are intentionally placed in small groups to ensure a small teacher-to-student ratio. Research based materials that are aligned to the CCLS are utilized in AIS. Technological resources for intervention include content specific applications. Students receive interim testing to assure appropriate group placement.

In addition, highly qualified specialists such as Occupational Therapists and Speech Teachers push into classrooms to service their mandated students in the context of their classroom environments. This model facilitates the application of specific strategies that are learned during individual pull-out sessions. The therapists also help ensure that their students are meeting learning outcomes and IEP goals.

At Public School 277 all staff members are stakeholders in the education of all students who pass through our doors. Each staff member has a true sense of responsibility and a professional commitment to our shared vision of success for all.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

While our overall ELA scores (an average of the combined scores of students in Grades Three, Four, and Five) remained steady from 2010 to 2011, at 75 percent proficiency, we noticed an upward movement of 6 percent from 2011 to 2012. In 2013, as the content of the ELA assessment became increasingly complex, there was a decline in proficiency from 81 percent to 53 percent. Our overall proficiency level in ELA hovered at 52 percent in the 2014 school year.

Our Mathematics data demonstrates a fluctuation in our students' overall proficiency levels. In 2010 our students achieved an 85 percent proficiency average and in 2011 an average of 83 percent. In 2012 we saw an 8 percent increase in proficiency. In contrast, we observed a drop in 2013 from 91 percent to 47 percent proficiency reflecting the shift to the rigorous content of the CCLS. In 2013 another dramatic increase took place as our students' proficiency levels rose to a 61 percent.

Our gains in ELA test scores particularly in 2012 can be attributed to the school wide initiative in which a daily Independent Reading block was implemented to increase reading stamina and to cultivate close reading strategies. Our gains in Math test scores in 2012 can be attributed to the fact that we began to infuse more rigorous Math problems into our Curriculum. The decline in ELA and Mathematics test scores can be attributed to the devastation that our community experienced during Super Storm Sandy.

The trends in ELA and Mathematics among our subgroups indicate that both our socio-economic disadvantaged students and Latino students performed similarly to our general population. However, students with special needs were the exception and demonstrated a significant achievement gap in both ELA and Mathematics.

We have implemented several strategies to address the achievement gap between our students with Special Needs and our general population. We include our Special Education students in our AIS for both Reading and Mathematics during and after school. Our service providers, Speech, Occupational Therapy, etc., push into our classrooms to help our students to apply strategies that they have learned during individual pull-out sessions. The goal of these strategies is to close the achievement gap for our Special Needs students.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Both formative and summative assessments are utilized throughout the school year. The results and implications for teaching and learning are shared in succession at Cabinet Meetings, Vertical Team Meetings, Grade Team Meetings, Teacher-Student Conferences and at Parent-Teacher Conferences.

Reading Assessments include DRA2 (measures the students' instructional and independent reading levels), Reading Indicator (measures specific comprehension skills) and Conference Notes (teacher records reading behaviors) and NYS ELA exam.

Writing Assessments include NYC Performance Tasks, School-based Units of Study, and teacher/student Conference Notes

Mathematics Assessments include Chapter and Unit tests, Strategic Problem Solving Assessments and NYS Mathematics exam.

Each item of these assessments are analyzed and specific strengths and challenges are noted. School leaders and teachers plan instruction and formulate student groups to address these strengths and challenges. Implications for teaching and learning drive instruction in the classroom, for pull-out and push-in programs and for Saturday AIS. In addition, our school devotes bi-weekly Collaborative Inquiry meetings for the examination of student work and assessment results. This data is analyzed by grade teams of teachers to determine trends within classes, and across the grade. Utilizing this data, teachers establish grouping of

students in each Core Curriculum area. In addition, differentiated lessons are created by teachers, both individually and as teams that offer varying levels of support. The goal is to adjust instruction according to trends and improve teaching and learning. Grade Leaders meet bi-monthly at the Vertical Team meetings to discuss trends on each grade and investigate school-wide trends and their implications for instruction.

Parents are informed of their children's academic achievement in several ways. Through ongoing communication with parents such as phone calls, individual parent letters, Parent Workshops and weekly Parent Engagement sessions and Citywide Parent-Teacher Conferences, parents are kept apprised of their children's progress and provided with suggestions and strategies for home support.

Part VI School Support

1. School Climate/Culture

Public School 277 is a Professional Learning Community. A positive environment for students and staff has been intentionally cultivated through structures that have been put in place to promote academic, social and emotional well-being.

Each day begins with students and staff taking the Respect and Protect pledge. Our core belief is that in order for every child and staff member to succeed they must feel safe and valued in their school environment. This pledge sets the tone for the day.

In order to reach our goal of engaging all members of the school community, several systems are in place for success. The Principal maintains an open-door policy in which staff members voice their concerns and make contributions to enhance the school community. Staff are empowered through forums such as the School Leadership Team, the Pupil Personnel Team and the Vertical Team. This policy of shared decision making makes all members stakeholders. Exemplary teaching practice is acknowledged through the nomination of teachers for special awards such as The Big Apple Award and NYS Senate Teacher of the Year Award. Inter-visitations are also scheduled and conducted to highlight these highly effective teachers. Through the sharing of best practices and pedagogy, teachers strengthen their craft which in turn improves student learning. A sense of appreciation is conveyed to all staff members through breakfasts, luncheons and milestone celebrations.

Students' social-emotional growth is one of our main focuses. Through various programs and services, we build and support social-emotional health, teaching perseverance and resilience. The Guidance Counselor is at the core of our students' social-emotional learning. In addition to offering counseling service to our students and their families, he coordinates activities that engage our students in important work. These include Respect for All, Peer Mentoring, and class presentations on topics such as Cyber bullying and Fifth Grade Articulation to Middle School.

Administrators are always looking for ways to acknowledge positive school behavior within the school community. The Principal's List, an award given monthly, recognizes citizenship and strong academic and social behaviors. Students are acknowledged at the monthly School Spirit Assembly. Perfect monthly attendance is also recognized as a contributing factor to academic success. At this assembly students sing our school song which unifies the community and generates school pride.

Our teachers have recently organized a School Spirit Committee to promote cohesion and commitment to our mission. For example "A Random Act of Kindness Day" asks teachers and students to wear red, discuss kind actions, and to acknowledge these actions during the day.

The success of Public School 277 is the result of all factions of the Professional Learning Community coming together with a clear vision and a structured path that leads our students to become confident, lifelong learners.

2. Engaging Families and Community

As an integral part of the Gerritsen Beach community, Public School 277 partners with many family group and community organizations that contribute to our success.

Our Parents Association is dedicated to supporting the efforts of our school and works closely with the Principal and Assistant Principal. At School Leadership Team Meetings and Parent Association Quarterly meetings important decisions are made in regard to instructional programs, budgeting and school goals. For example, our Parents Association funds Saturday AIS, as well as a Friday Recreation which enables us to address the needs of the whole child.

Parent groups are welcomed into the building for Parent Orientation, Parent Workshops, Parent Visitations and Parent/Teacher Conferences. Teachers frequently call parents, write news letters or meet with parents to strengthen the home-school relationship. Many of our parents serve on committees in our school such as; The Costume/Scenery Committee, The Fifth Grade Parent Committee and the Yearbook Committee. The Principal and the Assistant Principal plan and host a Parent Appreciation Luncheon that recognizes the hard work and commitment of our many parent volunteers. This partnership between families and devoted professionals is a major contributor to our students' success. Parents are viewed as partners in their child's education.

Several community organizations also partner with the Public School 277 Learning Community to enrich our educational program. In recent years the Children's Health Fund has conducted off-site and in school workshops for students and their families on various topics such as; Stress Management, Family Fun Day, Arts and Crafts and Yoga. Another community organization, We CARE, engages our students in projects that foster citizenship and community spirit. We CARE sponsors a "Light the Shore" event, which is a post-Hurricane Sandy remembrance, as well as a Shoreline Clean-Up that teaches our students the value and importance of caring for the community and the natural environment.

We have a strong working relationship with our local public library. Our students take class trips to the library where the children activate and/or use their library card to borrow books. The Librarian teaches library skills and the many resources that are available at the Gerritsen Beach Library. The Neighborhood Library Supervisor visits Public School 277 to kick-off the Summer Reading Program. She also arranges for famous children's authors to come to our school to talk about their work in regard to writing and illustrating children's literature. Literary skills, together with a love of reading and writing, are fostered through our partnership with the Gerritsen Beach Library.

3. Professional Development

The Public School 277 approach to Professional Development is driven by teacher goals and student data. Each September our teachers and paraprofessionals formulate goals based on the Danielson Framework for Teaching. The Professional Learning Committee plans activities that will assist teachers and paraprofessionals in reaching their goals. For example, many of our teachers are still challenged by using questioning and discussion techniques to support learning. In response to that need, we invite our expert teachers to share best practices and network specialists to provide professional development on this topic. In January, our teachers reflect upon their progress towards their initial goals, and contemplate their next steps. Additionally, multiple sources of data are examined which include: NYS ELA and Mathematics assessments, NYC ELA and Mathematics assessments, school-based assessments and classroom teacher observations; professional learning activities are designed. In Mathematics we found that our students were challenged by multi-step word problems. We initiated a weekly Strategic Problem Solving period for our students which necessitated Professional Learning. Teachers learned about specific protocols and strategies that cultivate problem solving skills. A shift was observed in student achievement when data was examined.

In ELA, it was observed that the reading and writing stamina was lacking in our students. To address this need, the independent reading portion of the Balanced Literacy Workshop Model became the focus of our work. Professional Development was provided to teachers which involved specific strategies for independent reading. The Principal researched and then outlined weekly lessons for strategies that would strengthen our students' reading stamina. In addition conferencing techniques were modeled with an emphasis on Level 3 and 4 Depth of Knowledge questions.

Other Professional Learning approaches include teacher intervisitations and Saturday Professional Learning events. Intervisitations are conducted based on teacher requests and Administrator recommendations. This strategy allows the teachers to learn from one another in a risk-free setting. Saturday Professional Development is an annual event and the agenda typically addresses current topics and district mandates. For example this year our focus will be Social Studies. Teacher Teams will revise Social Studies Curriculum Maps to align them with the newly published NYC Social Studies Scope and Sequence.

The Public School 277 Professional Learning Plan has influenced the professional growth of our teachers. Our data indicates that eighty-six percent of our teaching staff received a final rating of Highly Effective during the 2013-2014 school year.

In addition to the successes we have seen in student achievement and teacher effectiveness, two of our Highly Effective teachers who led our Professional Learning Committee and provided many important Professional Development workshops are working towards becoming Administrators. This capacity building is the direct result of our planning and implementation of Professional Development for our staff.

4. School Leadership

The Principal's school leadership philosophy hinges on her "open door policy" and her belief that the path to success is paved with good working relationships between staff and administration. Both the Principal and the Assistant Principal feel that they are mentors for both their new and seasoned staff. Working with members of the Cabinet, initiatives and mandates are communicated clearly and accurately and then implemented. This is accomplished through Cabinet Meetings, Vertical Team Meetings, Faculty Conferences, Grade Conferences and Collaborative Inquiry Meetings.

The Cabinet is comprised of Principal, Assistant Principal and teachers who represent all factions of our student population. The representatives include the IEP Teacher, the ESL Teacher, the Math Staff Developer and the Technology Teacher. The Cabinet ensures that all disaggregated groups are receiving instruction that is appropriate for the grade level, and that necessary services are being provided. The Principal's philosophy that all children can and must learn influences decision making in regard to policies, programs, and resources. Alignment to the CCLS is at the core of all decisions in regard to the instructional program and allocation of resources.

Six years ago a Vertical Team was assembled. Members of this team are comprised of one member of each of our Grade Teams (Kindergarten through Five). The team meets bi-monthly to introduce new school wide initiatives and follow through on the implementation of such initiatives. The Vertical Team ensures cohesion across grades. This model has proven successful in two ways. First, each grade is cognizant of what their students must achieve before moving to the next grade. With this knowledge, our grade teams have a clearer understanding of the work that needs to be done. Secondly, our Vertical Team conducts action research to assess the effects of new initiatives on student performance. For example, when Strategic Problem Solving in Mathematics was introduced the students were given a baseline assessment. Students received six weeks of instruction in the use of multiple strategies. Our students experimented with specific ways in which to solve a Mathematical word problem. At the conclusion of the cycle the students were reassessed to determine the impact on learning. Through an examination of both student and teacher data the Vertical Team concluded that the Strategic Problem solving initiative was successful.

Collaboration among staff members, along with shared decision making, has proven to be a contributing factor in the success of all of our students.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

| | |
|--|--|
| Subject: <u>Math</u> | Test: <u>New York State Mathematics</u> |
| All Students Tested/Grade: <u>3</u> | Edition/Publication Year: <u>2014</u> |
| Publisher: <u>Contractors/ Publishers: 2006-2011 CTB McGraw/Hill, 2012-2015 Pearson</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | Apr |
| SCHOOL SCORES* | | | | | |
| NYS Level 3 and above | 53 | 42 | 90 | 77 | 75 |
| NYS Level 4 | 22 | 12 | 19 | 19 | 39 |
| Number of students tested | 77 | 66 | 72 | 75 | 71 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 0 | 1 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students | | | | | |
| NYS Level 3 and above | 44 | 32 | 90 | 77 | 75 |
| NYS Level 4 | 18 | 10 | 19 | 19 | 39 |
| Number of students tested | 39 | 31 | 72 | 75 | 71 |
| 2. Students receiving Special Education | | | | | |
| NYS Level 3 and above | 6 | 27 | 60 | 78 | 38 |
| NYS Level 4 | 6 | 7 | 0 | 0 | 15 |
| Number of students tested | 15 | 15 | 10 | 10 | 13 |
| 3. English Language Learner Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| NYS Level 3 and above | 29 | 36 | 100 | 69 | 80 |
| NYS Level 4 | 0 | 0 | 25 | 15 | 60 |
| Number of students tested | 7 | 11 | 8 | 13 | 5 |
| 5. African- American Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| NYS Level 3 and above | 55 | 42 | 88 | 80 | 77 |
| NYS Level 4 | 22 | 15 | 18 | 20 | 39 |
| Number of students tested | 58 | 48 | 57 | 56 | 61 |
| 10. Two or More Races identified Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |

NOTES: The 2013 state assessments are the first for New York students to measure the Common Core Learning Standards that were adopted by the State Board of Regents in 2010. Commissioner King said that, as expected, the percentage of students deemed proficient is significantly lower than in 2011-12. This change in scores – which will effectively create a new baseline of student learning – is largely the result of the shift in the assessments to measure the Common Core Standards, which more accurately reflect students’ progress toward college and career readiness. Commissioner King emphasized that the results do not reflect a decrease in performance for schools or students. The new assessments are a better, more accurate tool for educators, students, and parents as they work together to address the rigorous demands of the Common Core and college and career readiness in the 21st century. Additional information can be found in the news release materials at:

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specific.

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>New York State Mathematics</u> |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>2014</u> |
| Publisher: <u>Contractors/Publishers: 2006-2011 CTB/McGraw Hill, 2012-2015 Pearson</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | Apr |
| SCHOOL SCORES* | | | | | |
| NYS Level 3 and above | 55 | 59 | 93 | 87 | 93 |
| NYS Level 4 | 33 | 20 | 57 | 58 | 59 |
| Number of students tested | 67 | 71 | 76 | 71 | 69 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 1 | 1 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| NYS Level 3 and above | 55 | 45 | 93 | 87 | 93 |
| NYS Level 4 | 17 | 12 | 57 | 58 | 59 |
| Number of students tested | 29 | 33 | 76 | 71 | 69 |
| 2. Students receiving Special Education | | | | | |
| NYS Level 3 and above | 33 | 18 | 73 | 50 | 76 |
| NYS Level 4 | 11 | 0 | 13 | 29 | 29 |
| Number of students tested | 18 | 11 | 15 | 14 | 17 |
| 3. English Language Learner Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| NYS Level 3 and above | 64 | 67 | 77 | 86 | 100 |
| NYS Level 4 | 27 | 22 | 23 | 43 | 75 |
| Number of students tested | 11 | 9 | 13 | 7 | 8 |
| 5. African- American Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| NYS Level 3 and above | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| NYS Level 3 and above | 53 | 59 | 96 | 90 | 94 |
| NYS Level 4 | 33 | 18 | 65 | 60 | 55 |
| Number of students tested | 49 | 56 | 57 | 58 | 51 |
| 10. Two or More Races identified Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |

NOTES: The 2013 state assessments are the first for New York students to measure the Common Core Learning Standards that were adopted by the State Board of Regents in 2010. Commissioner King said that, as expected, the percentage of students deemed proficient is significantly lower than in 2011-12. This change in scores – which will effectively create a new baseline of student learning – is largely the result of the shift in the assessments to measure the Common Core Standards, which more accurately reflect students’ progress toward college and career readiness. Commissioner King emphasized that the results do not reflect a decrease in performance for schools or students. The new assessments are a better, more accurate tool for educators, students, and parents as they work together to address the rigorous demands of the Common Core and college and career readiness in the 21st century. Additional information can be found in the news release materials at:

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STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>New York State Mathematics</u> |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>2014</u> |
| Publisher: <u>Contractors/Publishers: 2006-2011 CTB/McGraw Hill, 2012-2015 Pearson</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | Apr |
| SCHOOL SCORES* | | | | | |
| NYS Level 3 and above | 75 | 41 | 90 | 86 | 87 |
| NYS Level 4 | 29 | 15 | 56 | 44 | 38 |
| Number of students tested | 69 | 78 | 68 | 71 | 69 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 1 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| NYS Level 3 and above | 66 | 30 | 90 | 86 | 87 |
| NYS Level 4 | 10 | 8 | 56 | 44 | 38 |
| Number of students tested | 29 | 37 | 68 | 71 | 69 |
| 2. Students receiving Special Education | | | | | |
| NYS Level 3 and above | 33 | 0 | 54 | 53 | 50 |
| NYS Level 4 | 8 | 0 | 15 | 7 | 6 |
| Number of students tested | 12 | 12 | 13 | 15 | 10 |
| 3. English Language Learner Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| NYS Level 3 and above | 88 | 13 | 100 | 85 | 100 |
| NYS Level 4 | 38 | 7 | 40 | 46 | 40 |
| Number of students tested | 8 | 15 | 5 | 13 | 5 |
| 5. African- American Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| NYS Level 3 and above | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| NYS Level 3 and above | 76 | 49 | 91 | 88 | 91 |
| NYS Level 4 | 28 | 18 | 60 | 40 | 38 |
| Number of students tested | 54 | 57 | 57 | 50 | 55 |
| 10. Two or More Races identified Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |

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STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>New York State English Language Arts</u> |
| All Students Tested/Grade: <u>3</u> | Edition/Publication Year: <u>2014</u> |
| Publisher: <u>Contractors/Publishers: 2006-2011 CTB/McGraw-Hill, 2012-2015 Pearson</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | Apr |
| SCHOOL SCORES* | | | | | |
| NYS Level 3 and above | 53 | 47 | 82 | 77 | 72 |
| NYS Level 4 | 9 | 8 | 24 | 8 | 28 |
| Number of students tested | 77 | 68 | 72 | 75 | 71 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 0 | 1 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| NYS Level 3 and above | 49 | 42 | 82 | 77 | 72 |
| NYS Level 4 | 8 | 6 | 24 | 8 | 28 |
| Number of students tested | 39 | 31 | 72 | 75 | 71 |
| 2. Students receiving Special Education | | | | | |
| NYS Level 3 and above | 13 | 40 | 30 | 80 | 31 |
| NYS Level 4 | 0 | 0 | 0 | 0 | 8 |
| Number of students tested | 16 | 15 | 10 | 10 | 13 |
| 3. English Language Learner Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| NYS Level 3 and above | 29 | 27 | 88 | 54 | 60 |
| NYS Level 4 | 0 | 0 | 25 | 8 | 40 |
| Number of students tested | 7 | 11 | 8 | 13 | 5 |
| 5. African- American Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| NYS Level 3 and above | 55 | 52 | 79 | 86 | 74 |
| NYS Level 4 | 7 | 8 | 23 | 9 | 28 |
| Number of students tested | 58 | 48 | 57 | 56 | 6 |
| 10. Two or More Races identified Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |

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STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>New York State English Language Arts</u> |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>2014</u> |
| Publisher: <u>Contractors/Publishers: 2006-2011 CTB/McGraw Hill, 2012-2015 Pearson</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | Apr |
| SCHOOL SCORES* | | | | | |
| NYS Level 3 and above | 49 | 54 | 83 | 80 | 74 |
| NYS Level 4 | 21 | 17 | 12 | 4 | 6 |
| Number of students tested | 68 | 71 | 76 | 71 | 69 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 1 | 1 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| NYS Level 3 and above | 40 | 36 | 83 | 80 | 74 |
| NYS Level 4 | 10 | 12 | 12 | 40 | 6 |
| Number of students tested | 30 | 33 | 76 | 71 | 69 |
| 2. Students receiving Special Education | | | | | |
| NYS Level 3 and above | 16 | 9 | 47 | 43 | 41 |
| NYS Level 4 | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 19 | 11 | 15 | 14 | 14 |
| 3. English Language Learner Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| NYS Level 3 and above | 45 | 56 | 85 | 86 | 88 |
| NYS Level 4 | 18 | 11 | 0 | 0 | 25 |
| Number of students tested | 11 | 9 | 13 | 7 | 7 |
| 5. African- American Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 10. Two or More Races identified Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |

NOTES: The 2013 state assessments are the first for New York students to measure the Common Core Learning Standards that were adopted by the State Board of Regents in 2010. Commissioner King said that, as expected, the percentage of students deemed proficient is significantly lower than in 2011-12. This change in scores – which will effectively create a new baseline of student learning – is largely the result of the shift in the assessments to measure the Common Core Standards, which more accurately reflect students’ progress toward college and career readiness. Commissioner King emphasized that the results do not reflect a decrease in performance for schools or students. The new assessments are a better, more accurate tool for educators, students, and parents as they work together to address the rigorous demands of the Common Core and college and career readiness in the 21st century. Additional information can be found in the news release materials at:

<http://www.p12.nysed.gov/irs/pressRelease/20130807/home.html>

The New York State Alternate Assessment (NYSAA) is a portfolio, prepared by the teacher for students who are unable to participate in standard assessments, even with testing accommodations. The portfolio consists of individual student performance data and/or student work samples which are used to evaluate the performance and progress of students. The assessment tasks are aligned to the Common Core Learning Standards in English Language Arts and Mathematics. The assessment measures content data that is grade specific.

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>New York State English Language Arts</u> |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>2014</u> |
| Publisher: <u>Contractors/Publishers: 2006-2011 CTB/McGraw Hill, 2012-2015 Pearson</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | May | Apr |
| SCHOOL SCORES* | | | | | |
| NYS Level 3 and above | 54 | 58 | 79 | 68 | 81 |
| NYS Level 4 | 22 | 22 | 12 | 10 | 28 |
| Number of students tested | 69 | 78 | 68 | 71 | 69 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 1 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| NYS Level 3 and above | 38 | 49 | 79 | 68 | 81 |
| NYS Level 4 | 17 | 11 | 12 | 10 | 28 |
| Number of students tested | 29 | 37 | 68 | 71 | 69 |
| 2. Students receiving Special Education | | | | | |
| NYS Level 3 and above | 25 | 33 | 38 | 40 | 70 |
| NYS Level 4 | 0 | 0 | 8 | 7 | 10 |
| Number of students tested | 12 | 12 | 13 | 15 | 10 |
| 3. English Language Learner Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| NYS Level 3 and above | 75 | 27 | 100 | 69 | 100 |
| NYS Level 4 | 25 | 7 | 20 | 8 | 0 |
| Number of students tested | 8 | 15 | 5 | 13 | 5 |
| 5. African- American Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| NYS Level 3 and above | 50 | 67 | 79 | 68 | 80 |
| NYS Level 4 | 21 | 25 | 12 | 6 | 33 |
| Number of students tested | 56 | 57 | 57 | 50 | 50 |
| 10. Two or More Races identified Students | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| NYS Level 3 and above | | | | | |
| NYS Level 4 | | | | | |
| Number of students tested | | | | | |

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