2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School   [X] Elementary [ ] MIddle   [ ] High   [ ] K-12
(Check all that apply)   [ ] Charte   [ ] Title I [ ] Magnet   [ ] Choice

Name of Principal   Mrs. Dena Poulos
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   John Golden School, P. S. 162Q
(As it should appear in the official records)

School Mailing Address   201-02 53 Avenue
(If address is P.O. Box, also include street address.)

Bayside   New York   11364-1010
City   State   Zip Code+4(9 digits total)

County   Queens   State School Code Number* 342600010162

Telephone (718) 423-8621   Fax   (718) 423-8647

Web site/URL http://schools.nycenet.edu/region3/PS   E-mail   dpoulos@schools.nyc.gov

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Ms. Anita Saunders
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   District 26   Tel. (718) 631-6900

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Robert Caloras
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

Private Schools: If the information requested is not applicable, write N/A in the space.

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application 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 has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. 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.

7. 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.

8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:

19	Elementary schools
5	Middle schools
	Junior High Schools
	High schools
2	Other
26	TOTAL

2. District Per Pupil Expenditure: 12117

    Average State Per Pupil Expenditure: 16212

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
    .
    [X]   Urban or large central city
    [ ]   Suburban school with characteristics typical of an urban are
    [ ]   Suburban
    [ ]   Small city or town in a rural are
    [ ]   Rural

4. _____3_____   Number of years the principal has been in her/his position at this school.

    _____   If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0		7	0	0	0
K	56	57	113		8	0	0	0
1	75	51	126		9	0	0	0
2	63	64	127		10	0	0	0
3	58	63	121		11	0	0	0
4	48	56	104		12	0	0	0
5	66	74	140		Other	0	0	0
6	0	0	0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								731

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
66	% Asian or Pacific Islander
2	% Black or African American
9	% Hispanic or Latino
23	% White

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past yea _____11_____ %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	42
(2)	Number of students who transferred from the school after October 1 until the end of the year	38
(3)	Total of all transferred students [sum of rows (1) and (2)]	80
(4)	Total number of students in the school as of October 1	715
(5)	Total transferred students in row (3) divided by total students in row	0.11
(6)	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: _____0_____ %

_____0_____ Total Number Limited English Proficient

Number of languages represented _____0_____

Specify languages:

9. Students eligible for free/reduced-priced meals _____0_____ %

Total number students who qualify: _____0_____

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: _____0_____ %

_____0_____ Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impairment
0	Deaf-Blindnes	0	Specific Learning Disabilit
0	Emotional Disturbanc	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-time**
Administrator(s)	2	0
Classroom teachers	27	0
Special resource teachers/specialist	14	1
Paraprofessionals	0	0
Support Staff	0	4
Total number	43	5

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 _____18_____ **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	96	%	96	%	96	%	96	%	96	%
Daily teacher attendance	97	%	98	%	99	%	98	%	97	%
Teacher turnover rate	0	%	0	%	1	%	1	%	1	%
Student drop out rate (middle/hig	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

PART III - SUMMARY

At PS 162, The John Golden School, our mission is to ensure that today's students are equipped with the resources and knowledge that will make them successful and competent citizens of our ever-changing world. Our school community seeks to provide an educational environment in which all children can meet and exceed the Learning Standards. Our goal is to foster a love of learning by nurturing the individual talents of our students.

Our school is located in the Northeastern section of Queens. It is a neighborhood in flux. We serve an ethnically and culturally diverse population, with a large number of Asian immigrants moving into the area. Many of these new immigrants do not speak English and many are coming from rural areas of their home countries. We are committed to meeting the needs of each student. Our school has an enrollment of over seven hundred students: our commitment to success knows no limit.

The John Golden School has 40 teachers on staff, 100% of whom are fully licensed, 63.2% have more than 5 years teaching experience, and 97.4% hold a Master's Degree. Additional support services include: Communication Arts Program (CAP), English as a Second Language (ESL), Individual Education Plan (IEP), Special Education Teacher Support Services (SETSS), Speech, and Guidance. Cluster programs consist of Library/Literacy, Math/Literacy, Science, Computer, Physical Education and Music. We utilize the Teachers College at Columbia University, Reading and Writing workshop model philosophy for our Literacy Program. All of our teachers attended workshops in the Reading/Writing Project. The teachers and Literacy Coach are able to turn key valuable information during professional development. Professional development activities focus on literacy and mathematical skills to support the achievement of students in mixed-ability classes. Students, at risk of not meeting standards, participate in intervention services such as: Morning Extended Day (differentiated instruction) Program, After-School Academic Intervention Services (AIS) Literacy and Math tutorial classes, Learning Leaders (teacher support and assistance program), instructionally-driven Family Workshops, professional period 1:1 tutoring and alternative private instructional services/suggestions. These are in addition to regular support programs during the school day. Students are also included in At-Risk (AIS) and Special Services Support (IEP) programs. PS 162 takes a data driven approach to improving student performance. Both formal and informal assessments are used to follow student weakness and growth on a continuous basis.

Our school is currently recognized as a High Performing/Gap Closing School because of our successful efforts to educate diverse groups of students and we are considered one of the 25 schools in District 26 that is moving forward to accomplish the goal of increasing student achievement while closing the gap in student performance. We have also just been recognized for an Excellence Reward by the New York City Department of Education based on outstanding performance on our Progress Report and Quality Review.

The PTA of PS 162 is quite devoted to achieving success in all school-wide activities and plays an active role in the success of our students. The PTA Co-Presidents collaborate with the administration to plan activities and network with all members of the school community to support and generate a successful climate within the school surroundings. The PTA also supports all PS 162 teachers and support service members by providing them with supplementary materials for classrooms and students, as well as funding educational trips, providing books and supplies, and implementing many academic assembly programs.

The administration of PS 162 is very proud of the staff, students and parents in this school. We are proudest of the energetic teamwork that has contributed to the accomplishments and academic success of the school. We will continue to promote this dedication and willingness to work together as a team and will continue to monitor the student's progress and provide academic support so that our educational advances will prove to make positive and significant gains.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1   **Assessment Results:**

The results of our standardized tests in English Language Arts, Mathematics and Science have shown that our students perform at high levels. The New York City Department of Education fully transitioned to the NYS assessments for English Language Arts and Mathematics. The ELA and Math assessments include multiple choice items, short answer responses to listening elective, as well as extended reponses, and writing mechanics. All students are mandated to test in Mathematics and beginning in 2005-2006 all students in the country over 1 year are mandated to test in English Language Arts. All students in grades 3, 4 and 5 are tested.   Performance on the assessments is reflected as follows:

Level 4 - Students with a thorough understanding of the learning standards.
Level 3 - Students meet the learning standards.
Level 2 - Students have a partial understanding of learning standards and need
interventions to assist them.
Level 1 - Students are below standard and are in need of academic intervention services to address deficiencies.

A review of the 2006-2007 New York State English Language Arts assessment indicates that 92.6% of all students in grades, 3, 4 and 5 achieved a level 3 or 4 meeting at or above state standards. An analysis of a six year period from 2001-2007 indicates a 13% increase in performance standards at Levels 3 and 4.

A review of the 2006-2007 New York State Mathematics assessment indicates that 97% of all students tested in grades 3, 4 and 5 achieved level 3 or 4 meeting at or above state standards. An analysis of a six year period from 2001 to 2007 indicates a 23.9% increase in student performance standards at levels 3 or 4.

A review of 2006 New York State Science assessment indicates our students achieving 98% at Levels 3 and 4.

The data indicates the high achievement of our students. This is a reflection of the dedication of the P. S 162 staff and strong support of the parents. We set high benchmarks with a belief that all students can with the appropriate support succeed.

Information provided under Part 7 includes subgroup scores currently provided through the New York City system.

New York State assessment information can be accessed through the NYS Education website at www.nysed.gov or New York City Education website at http://schools.nyc.gov .

2.   **Using Assessment Results:**

After looking at results from standardized tests, frequent articulation, both formal and informal, helps us identify and determine which students are in need of academic intervention. However, standardized tests, as important as they may be, are not the sole means by which we assess our students. Teachers incorporate data collection and analysis as part of their planning for instruction in all curricula to help differentiate student needs. Some of the many tools of our assessment structures are the use of ECLAS-2, (Early Childhood Language Arts System), the NYC assessment tool, running records, reading behavior assessments logs, teacher binders including check lists for each unit of study in literacy and math, student profiles and class assessments, and teacher observations. Collaboration with colleagues sharing their 'best practices' to further develop understanding of student abilities based upon accumulated data, as well as the standardized assessment results, are all part of how we collect and utilize the data.

The Academic Intervention Services (AIS) teacher pushes into the classroom to work with targeted students in supporting their academic needs. We have further support with push-in teachers working in conjunction with the classroom teacher whose assessment of the student(s) has been targeted for enrichment or for remediation. Special Education Teacher Support Services (SETSS) teachers work with small groups of students outside the classroom or push-in to the classroom to provide the student(s) identified with additional guidance and support. The ongoing review of the many forms of student data identifies the students invited to participate in our daily extended day program. The reading teacher works

with small groups of students based upon results from ECLAS-2, ELA exams, teacher concerns, and/or reading teacher assessments.

Teachers evaluate student performance and assessments for trends, grouping students based on need for additional academic or other supports services such as speech, guidance, or occupational therapy. The ESL teachers provide additional support to the ELL population based on the results of initial battery tests given to non English speaking students entering the school. The Speech and Language teacher evaluates and works with students recommended by the teachers. Our Academic Intervention Team (AIT) and our Pupil Personnel Team (PPT) meet monthly to review and continue to individually plan a course of action best suited for each child receiving AIS services. In addition, New York City schools have adopted a professional Inquiry Team, a professional development program that supports school leaders and teachers.

3. **Communicating Assessment Results:**

P. S. 162 communicates assessment results to the parent community, staff and teachers in various ways. Data is presented and analyzed from the New York State English Language Arts, Mathematics, Science and Social Studies exams. The New York State School Report Card, the New York City Quality Review and the New York City Progress report are presented and reviewed. Administrators meet on a regular basis sharing assessment tools and results to the school community. Meetings are held with the PTA presidents and administration and assessment results are presented at Parent Teacher Association meetings. Results are also presented and analyzed at School Leadership Team meetings. This team consists of parents, teachers and administration. The School Leadership Team also uses the results of the assessments to guide the Comprehensive Education Plan. Student achievement is also discussed with individual parents at Parent Teacher Conferences. Standardized assessment scores are sent home to parents at the end of the year. Teachers are presented with and analyze students' assessments at faculty conferences and grade conferences. Data analysis from formal and informal assessments is used to drive differentiated instruction.

4. **Sharing Success:**

P S 162 is proud of its high achievement. Standardized test scores, New York State School Report Card, New York City Program Report and Quality Review are shared with the school community. We believe in celebrating our successes during our Parent Teacher Association meetings, School Leadership Team meetings, and Faculty meetings where 'best practices' are shared. Monthly grade leader meetings are held where successful practices and 'how to turnkey' are discussed.

Regional and Network meetings are attended by administrators providing discussion for sharing and analyzing assessments. Inter/intra visitations are planned within our own school community and other schools to continue sharing for success. Principal, Assistant Principal and Literacy Coach connect with other administration and coaches to share successful practices.

P S 162 believes that there should be an open door of educational practices. In the 2006-2007 school year we hosted a delegation from Israel for a day. We showed our curriculum models, best practices and philosophy that all children can succeed. In the fall of 2007, PS 162 hosted fourteen Principals and Superintendents from the Wednesbury Learning Community in England. This has also created ongoing communication between administrators and eventually students. We have also just received an Excellence Reward and elected to open our school to other New York City Schools for visitations.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Reading, writing, math, social studies, science, art, music, technology and physical education are the essence of the core curriculum at P.S. 162. A morning extended day period addresses the students who are not achieving grade level standards. Our curriculum is aligned with all mandates outlined by the New York State Education Department. All the students in grades K-5 receive formal instruction in all of the above-mentioned subject areas.

Reading ' P.S. 162 continues to utilize and embrace the Teachers College, Columbia University, Reading Workshop model philosophy for our reading approach through balanced literacy. All of our teachers periodically attend regional workshops in the Reading/Writing Project at Teachers College. The Principal, Assistant Principal and Literacy Coach along with grade representatives attend Teachers College Summer Institute programs and are able to turn-key valuable information to enhance the instruction of our balanced literacy program. Each class consists of a leveled library (30%-40%) that supports the Teachers College units of study. Students receive mini-lessons to develop skills and strategies to become fluent readers and they apply these skills and strategies in their independent (appropriate leveled books) reading time. Teachers periodically assess students and move them up in levels depending on reading comprehension vocabulary
and word attack skills.

Writing ' Writing is taught in the same way as reading; we follow the Teachers College workshop model format. Students are taught skills and strategies in writing in order to accomplish the task of writing for specific audiences. Units of study are developed and introduced monthly in a writing workshop through a mini-lesson setting. Teachers demonstrate and model particular writing strategies that are expected in a specific genre. Students are taught to develop finished, published pieces of writing through a planning, drafting, revising and editing process. Written pieces are assessed throughout the year as well as conferencing records in order to promote grade-level and standards-based writing samples in genres such as personal narratives, narrative procedures, report and informational writing including responses to literature in other genres.

Mathematics ' Math is taught in a workshop model comprehensive approach to Balanced Mathematics in grades K-5. This consists of using the Harcourt Brace mathematics program that combines hands-on as well as a traditional skills approach focusing on problem solving. Our math program focuses on assessment-driven instruction and/or reinforcement skills, implementation of math journals and collaborative interaction by utilizing accountable talk with an emphasis on application of real life experiences. All lessons are predicated on the scope and sequence of the NYS Math Curriculum. Prior to and after the NYS Math Assessment in March, we follow a pacing calendar which indicates which topics to cover before March and which topics can be covered after.

Science ' The framework of our Science Curriculum aligns with the New York State Elementary Science Core
Curriculum and the New York City Performance Standards for Science (Elementary Level). Topics are taught in grade appropriate levels and address many scientific phenomenons. Students receive instruction through hands-on, minds-on activities which enable each student to work to their highest potential. The students are provided with cooperative and collaborative learning styles in how to observe, investigate, describe and understand physical properties and distinguish between living and non-living things in physical and life science concepts. The students learn to record, describe, measure and investigate earth and space concepts and are able to make scientific connections and applications. The students are able to utilize scientific tools and technologies (magnifiers, scales, units of measure, thermometers, microscope and computers, graphs, data tables) to promote scientific thinking, observations, research, problem solving and fact/opinion distinctions. Small
group projects are encouraged and accountable talk and collaboration are part of the scientific communication and investigation component of our science program.

Social Studies ' In Social Studies, each grade focuses on a specific theme which is based on the New York State Social Studies Curriculum.

Kindergarten -The Study of 'Self & Others'
1st Grade -'My Family and Other Families'

2nd Grade-My Community and Other U.S Communities'
3rd Grade-'Communities Around the World ' Learning About People And Places
4th Grade-'Local History and Government'
5th Grade-'The United States, Canada and Latin America/the Caribbean

Technology - Technology is taught in our computer lab as well as the use of portable laptops on carts for individual class access. All classrooms in Grades K-5 have four computers and a printer. The computer teacher upgrades and downloads software that is being taught in the computer lab to ensure that students are using these skills effectively in the classroom. We have also ordered 'Smartboards' for each upper level classroom in grades 3, 4 and 5.

Arts Programs
Currently we are enrolled in a two-part Studio-In-A-School program. This is a flexible, age-appropriate, visual arts workshop series that introduces students from PreK ' 12th grade to a variety of visual art media and techniques and encourages students to discover the creative process and an artist's way of working. Teachers are given the opportunity to select media such as painting, drawing, printmaking, sculpture, collage and collaborative murals, puppetry, bookmaking and other class projects. The program includes direct student services and a mini-exhibition with possible connections to themes being explored in the classroom.   We have just completed the fall six-week mini-residency cycle for grades K-2 and will be starting the spring mini-residency cycle for grades 3-5.

Dance: We also are involved with The American Ballroom Dancing (Dancing Classrooms) Program. This program is a ten-week course that provides the knowledge required for students to identify, describe, and perform eight styles of American Ballroom dancing. They learn partnership skills in ballroom dancing and opportunities to develop interpersonal communication skills essential for not only ballroom dancing but in social aspects of good citizenship development. Students are taught the understanding of proper etiquette
towards one's partner as well as a student's fellow classmates and siblings.   Journals are kept and the culminating performances feature art, social studies, and literacy as well as dance a major connection to physical education.

MUSIC: Students in all grades receive lessons in music appreciation.   A variety and understanding of different musical genres and artists is the focus of study in our musical curriculum. A spring recorder concert is conducted at a formal assembly program by the 3rd, 4th and 5th graders including an evening presentation for the parents. We also feature a school chorus with a culminating performance as well.

2a. **(Elementary Schools) Reading:**

The core of the John Golden School's reading and writing curriculum is modeled after Columbia Teachers College Reading and Writing Project. It is based upon the workshop model of instruction which incorporates a balanced literacy approach where whole class and small group instruction are infused throughout the day. Our teachers use a combination of formative (Rigby Reading Assessment) and informal assessments to identify students' strengths and weaknesses in reading. Once assessed, each child is placed within his/her appropriate reading level or 'just right' book. Word study for phonics, vocabulary, and spelling instruction is taught through Donald Bear's Words Their Way program, as well as, Month by Month Phonics, by Pat Cunningham.

A ninety minute literacy block in Reading is scheduled daily. During this time, the teacher gives a mini-lesson with a direct, explicit strategy that the teacher wants the students to try during independent reading time. While students are engaged in their reading, and practicing the strategy in their 'just right' book, the teacher may confer with students, monitoring their progress or the teacher may hold a guided and/or strategy lesson with several students to address specific needs. This may be either for remediation of a problem or for enrichment for those students who are advanced beyond the scope of the lesson. At the end of the workshop, the class gathers again as a whole group in a share session, where students can share out what they were able to do with the new strategy learned.

Each grade works together to compose the mini-lessons for the reading units of study. Teaching points are selected and made that illustrate the reading process. Reading strategies are highlighted and prompted during direct instruction. Guided reading groups remain flexible, fluid and responsive to student needs. Questioning strategies are composed to elicit higher order thinking skills.

All classrooms are equipped with leveled libraries containing a gradient of text which reflects a defined continuum of characteristics related to the level of support and challenge the reader may require. Book levels are defined by the alphabet in a program developed by Teachers College and authors Irene Fountas and Gay Su Pinnell. There are nine levels through kindergarten and first grade, four levels across second grade, and three levels for third grade and three levels for fourth grade, with some levels overlapping across the consecutive grades. Teachers consistently assess their readers to determine when they are ready to move forward to the next level. During the course of the curriculum, the students are exposed to many different genres where they may gain first hand experience with the characteristics, similarities and differences of each.

3. **Additional Curriculum Area:**

As a School of Multiple Intelligences we foster all areas of the curriculum. Science is one of those subject areas that we hold in high regard.   Our science program, called MST (Math, Science and Technology), encourages students to become life-long wonderers, searchers and explorers.

Our science program fosters the kind of thinking engaged in by scientists, those people who find pleasure in the systematic study of our worlds. The students at PS 162 learn to think like scientists, ask questions, speculate and draw conclusions. The students become fascinated about the scientific world through hands-on science experiences in the classroom.

From kindergarten, students are taught the basic science skills. They learn to observe, infer, classify, measure, use numbers, communicate and share their ideas. These basic skills are carried through their entire elementary science experience, but become more challenging by the time they reach fifth grade. The older elementary students learn to predict, interpret data, and use variables. They experiment to support or disprove a hypothesis.

These important science skills are noticed at our annual Science Fair. Each student designs their own experiment using the scientific method. They identify their interests and discover what they are curious about in the world. Then the students come up with a scientific problem and they design an experiment and come up with a conclusion. During this process, students are researching important science topics, using models to represent objects, learning appropriate vocabulary, manipulating variables, and finding answers.

It is crucial that our older students are prepared for middle school and high school science. Our 4th and 5th grade students are responsible for a science current events article once a month. This assignment encourages them to learn about what is going on in the world of science. Each student reads an article, writes a summary, and then responds. They write about why this issue is so important. They discuss how this issue affects students and society. Our goal is to help these children become competitive in rapidly changing scientific world.

To celebrate the hard work that happens in science every day, PS 162 hosts a Family Science Night each year. In 2006 - 2007 about 300 families came to participate in this event. The school lunch room turned into the Hall of Science filled with 20 different hands-on activities. Although this is a science event, the activities are interdisciplinary. We believe that science is everywhere. Children are reading, writing and researching science topics. They calculate information mathematically to come up with conclusions. Children follow directions at each station and participate in a variety of hands-on activities. These are the experiences we try to promote at PS 162. Parents, students and the entire school community are working together, learning together and having fun together.

4. **Instructional Methods:**

At P.S. 162 our mission is to provide an educational environment in which all children can meet and exceed
the Learning Standards. Our goal to foster a love of learning by nurturing the individual talents of our students is constantly evolving. The linking of Multiple Intelligences and the Arts enables our students of all abilities to participate in the creative process to accelerate learning. Reading, writing and math, our core subjects, are taught using the workshop model. A workshop model involves a 10-minute mini lesson that is demonstrated/modeled by the teacher in a gathered (carpeted) area of the classrooms. After the

skill or strategy is presented, the students have the opportunity to 'give it a try' by working independently or in partnerships. The teacher's role during independent reading/writing may include independent conferencing, remediation flexible grouping, and monitoring or enriching current work followed by 'share time' when students are given the opportunity to share their successes.

We pride ourselves as being a school of 'Multiple Intelligences.' Thus, we recognize that all children can learn in different ways and therefore PS 162 utilizes a variety of methods to differentiate instruction for individual students and small groups. We meet the many needs of our students by incorporating audio, visual, tactile and kinesthetic approaches in the delivery of all lessons.

Science is taught by using a cooperative, explorative learning environment which provides students with lessons that rely on their senses. Hands-on approaches, individual and group research projects encourage children to use many modalities in order to develop and strengthen their higher order thinking skills.

We use Teachers College Units of Study which includes non-fiction, historical fiction biographies, and data based questioning (D.B.Q's) of authentic documents and 'Social Issues' Book Clubs to support our Social Studies curriculum. In addition, we incorporate traditional textbook reading, test-prep materials, class discussions, group projects and utilize our newly automated technology-based library which houses a plethora of information where children can go to research topics of interest. By providing opportunities to share their ideas and build on critical thinking in whole and small groups and accountable talk, children learn how to investigate, research factual topics of interest, organize their research and are able to present their findings to an audience.

In our school, the Academic Intervention Service Program (AIS) is a very powerful tool for supporting and providing additional instruction during school as well as after-school tutorials for at-risk students and those seeking extra help. AIS children's needs are individually addressed through formal and informal assessments by teacher and AIS teams.

Students' goals are planned through monthly AIS team meetings and Pupil Personnel Team meetings and implemented during classroom time frames and morning extended day periods. We have many AIS programs at our disposal. For the students who struggle with phonics and spellings, we utilize the Wilson Program (this program teaches students how to fluently and accurately decode ' it is a very interactive and multi-sensory and successfully teaches total word construction). During our extended day period, our Math/Literacy cluster teacher services groups of students to explore math problem-solving and number sense as well as math strands. Our Communication Arts Program (CAP) works with children who struggle in reading comprehension. Our Special Education Teacher Support Services (SETSS) teachers work with small groups of children to teach strategies that are on the Instructional Educational Plan (I.E.P) of students with learning disabilities. AIS students are serviced usually with pull-out programs but occasionally there are push-in programs.

We have three ESL teachers and one push-in ESL teacher from Title III funds for additional AIS, to address the high percentage of culturally diverse population at PS 162. They are insightful to student and parent needs and help to build a strong sense of community within our diverse population. We have several bilingual teachers who help with translation for conferences and workshops. We also have a full-time speech teacher working with students in a pull-out program who incorporates the Teachers College philosophy into her program.

5. **Professional Development:**

Professional Development is highly respected and revered at PS 162. Learning is priority and is valued, encouraged and supported through Professional Development opportunities provided within the school building as well as outside of the building, taking advantage of the expertise of specialists in a wide range of fields whenever possible. The professional approach in the execution of P.D. has expanded teaching proficiency and has made for a positive impact on student achievement.

In-house Professional Development focuses on creating a learning environment that supports student learning and develops collegial opportunities to solve problems (academic, behavioral and social), seeks and turn-keys pertinent information, promotes risk-taking and tries new ideas, and reflects upon student outcomes and needs. The staff meets at monthly faculty and grade conferences to discuss best practices and analyze data to encourage reflection and adjustment in curriculum practices. Monthly grade-leader meetings are conducted with the administration and literacy coach and guess speakers (i.e. in-house service providers, test coordinator, etc.) to discuss issues that relate to a productive academic learning

environment. Issues are brought to the table about how to build upon data and it uses to drive instruction that will make changes in helping to bring those students who are on the outside, to the inside, of the 'Sphere of Success.' Teachers with outstanding performances are often called upon to share innovative strategies and turn-key info received at workshops with peers at in-class demonstrations and visitations to/from guests from within the district.

The Literacy Coach meets with teachers to model demo lessons and coach lessons relating to the Teachers College Units of Study Balanced Literacy program. The literacy coach meets with new teachers and mentors them with classroom techniques and instruction to help plan and execute lessons in their classrooms. She helps to organize P.D. topics/agenda that will improve/support teachers based upon her continual needs assessment, insightful updates and feedback from workshops and seminars she attends during the year. Not only is P.D. given to teachers but also to parents of our community as well. During the year several workshops are conducted with the ESL teachers for parents of ELL students to help with their concerns of student adjustment to the school atmosphere and curriculum. Upper grade teachers host an annual PTA evening meeting to present and review ELA and Math test-taking procedures. Our physical education teacher is trained and gives workshops on how to administer the delicate issues of the mandated HIV/AIDS curriculum for all grades. Our technology teacher gives tech workshops in the lab and provides individual and group lessons for teachers, such as power point presentations, general computer support hands-on activities and making spread sheets for classroom activities and presentations.

Out-of-school Professional Development allows teachers to be kept abreast of current strategies through Teachers College workshops they attend throughout the year. Our testing coordinator and grade leaders attend test-prep workshops in order to maintain updated information about current trends/issues and ways to prepare students for NYS tests and turn-key this information to colleagues at grade and staff conferences. The science teacher has received training and holds continual workshops with teachers in order to implement the new science curriculum and related materials. Teachers attend intervisitation to other schools in order to receive visual-based knowledge and articulate with exemplary teachers who use the workshop model for instruction. Our teachers have also acted in the same capacity during in-house visitations from other schools. The Assistant Principal (Aka: Data Specialist) receives monthly training with a Teachers College study group to help maintain knowledge and keep the process of the balanced literacy program. Her priority is to identify with the changes/improvements that is associated with the successful leadership of our Balanced Literacy Program at PS 162. She also attends 'Data-Specialist' monthly meetings/training to offer feedback to the Inquiry Team, teachers and principal regarding relevant data and the effects it has on the success and improvement of the students who attend grades K-5. The key to an efficient and professional staff is without question Professional Development. Likewise, the key to the success of the PS 162 'family' is the teamwork and dedication of the
teachers, staff, administrators and parents who form this school-wide family.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test New York State Testing Program - English Language Arts

Edition/Publication Year 2006-2007 Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	February	February	February
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level III & Level IV in %	90	92	89	82	87
% "Exceeding" State Standards					
Level IV in %	18	45	45	20	30
Number of students tested	103	113	108	92	110
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level III & Level IV in %	0	92	0	0	0
% "Exceeding" State Standards					
Level IV in %	0	15	0	0	0
Number of students tested	0	53	0	0	0
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
Level III & level IV in %	70	0	0	0	0
% "Exceeding" State Standards					
Level IV in %	10	0	0	0	0
Number of students tested	10	0	0	0	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 5   Test New York State Testing Program - English Language Arts

Edition/Publication Year 2006-2007   Publisher   McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	February	February	February
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level III & Level IV in %	94	89	93	84	87
% "Exceeding" State Standards					
Level IV in %	15	27	39	23	14
Number of students tested	116	107	105	107	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels III & Level IV in %	0	89	0	0	0
% "Exceeding" State Standards					
Level IV in %	0	22	0	0	0
Number of students tested	0	55	0	0	0
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test New York State Testing Program - Mathematics

Edition/Publication Year 2006-2007   Publisher   McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Levels III & IV in %	97	100	95	93	83
% "Exceeding" State Standards Level IV in %	64	60	67	71	52
Number of students tested	106	127	116	105	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Level III & Level IV in %	93	100	0	0	0
% "Exceeding" State Standards Level IV in %	0	61	0	0	0
Number of students tested	55	66	0	0	0
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard Level III & Level IV in %	92	100	0	0	0
% "Exceeding" State Standards Level IV in %	31	25	0	0	0
Number of students tested	13	12	0	0	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test New York State Testing Program - Mathematics

Edition/Publication Year 2006-2007   Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level III & Level IV in %	97	97	92	76	74
% "Exceeding" State Standards					
Level IV in %	58	53	58	41	40
Number of students tested	117	115	113	112	118
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level III & Level IV in %	97	98	0	0	0
% "Exceeding" State Standards					
Level IV in %	0	49	0	0	0
Number of students tested	68	61	0	0	0
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
Level III & Level IV in %	0	90	0	0	0
% "Exceeding" State Standards					
Level IV in %	0	10	0	0	0
Number of students tested	0	10	0	0	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 4   Test New York State Testing Program - English Language Arts

Edition/Publication Year 2006-2007   Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	February	February	February
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level III & Level IV in %	93	91	88	86	88
% "Exceeding" State Standards Level IV in %	18	15	38	28	42
Number of students tested	131	111	98	103	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Level III & Level IV in %	0	94	83	90	0
% "Exceeding" State Standards Level IV in %	0	12	0	0	0
Number of students tested	0	49	52	48	0
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test New York State Testing Program - Mathematics

Edition/Publication Year 2006-2007   Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level III & Level IV in %	99	97	99	96	96
% "Exceeding" State Standards					
Level IV in %	74	59	71	52	54
Number of students tested	130	119	112	110	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level III & Level IV in %	99	98	98	94	0
% "Exceeding" State Standards					
Level IV in %	0	61	0	0	0
Number of students tested	78	54	63	54	0
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					