

**REVISED APRIL 27, 2006**

***2005-2006 No Child Left Behind - Blue Ribbon Schools Program***

*U.S. Department of Education*

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

Official School Name P.S.134  
(As it should appear in the official records)

School Mailing Address 4001 18<sup>th</sup> Avenue  
(If address is P.O. Box, also include street address)

Brooklyn, New York 11218-5707  
City State Zip Code+4 (9 digits total)

County Kings State School Code Number\*332200010134

Telephone ( 718) 436-7200 Fax ( 718) 854-4115

Website/URL www.nycenet.edu/OurSchools/Region6/K134 E-mail blynch@nycboe.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

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

Name of Superintendent\* Ms. Marianne Ferrara  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name District 22 New York City Department of Education Tel. ( 718) 968-6117

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application 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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the 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

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
  - 27   Elementary schools
  - 6   Middle schools
  - Junior high schools
  - 7   High schools
  - Other
  - 40   TOTAL
  
2. District Per Pupil Expenditure:  \$10,105
  
- Average State Per Pupil Expenditure:  \$13,826

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
  
4.   7   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
<b>PreK</b>	0	0	<b>0</b>		<b>7</b>			
<b>K</b>	36	44	<b>80</b>		<b>8</b>			
<b>1</b>	26	28	<b>54</b>		<b>9</b>			
<b>2</b>	39	49	<b>88</b>		<b>10</b>			
<b>3</b>	36	36	<b>72</b>		<b>11</b>			
<b>4</b>	45	27	<b>72</b>		<b>12</b>			
<b>5</b>	40	43	<b>83</b>		<b>Other</b>			
<b>6</b>								
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>449</b>

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- 7 % White
  - 51 % Black or African American
  - 32 % Hispanic or Latino
  - 10 % Asian/Pacific Islander
  - 0 % American Indian/Alaskan Native
  - 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 year: 10 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)]	45
(4)	Total number of students in the school as of October 1	460
(5)	Total transferred students in row (3) divided by total students in row (4)	.1
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 15 %  
65 Total Number Limited English Proficient  
 Number of languages represented: 9  
 Specify languages: Spanish, Haitian Creole, Urdu, Arabic, Bengali, Russian, Tibetan, Turkish, Punjabi

9. Students eligible for free/reduced-priced meals: 93 %

Total number students who qualify: 418 \*\*\*

\*\*\* All students (100%) qualify for free priced meals as we are a Universal Meals School, Year 2

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: 11 %  
48 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>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>11</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>  1</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  2  </u>	<u>  0  </u>
Classroom teachers	<u> 23  </u>	<u>  0  </u>
Special resource teachers/specialists	<u> 16  </u>	<u>  1  </u>
Paraprofessionals	<u>  1  </u>	<u>  0  </u>
Support staff	<u>  4  </u>	<u>  0  </u>
Total number	<u> 46  </u>	<u>  1  </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	94.1%	93.6%	93.5%	93.1%	92.8%
Daily teacher attendance	NA	92.7%	92.4%	92.6%	91.6%
Teacher turnover rate	1%	1%	1%	2%	2%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

## **PART III - SUMMARY**

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P.S.134 is physically located in the Kensington section of Brooklyn. It is a one hundred and six year old facility with limited space set in an urban area. The school is composed of two buildings that share a small common yard. The mini building serves as an Early Childhood Center that houses kindergarten and first grade, while the main building houses 2<sup>nd</sup> to 5<sup>th</sup> grades. There are 449 students enrolled in the school. 99% of our student population reside in apartment buildings in the Flatbush section of Brooklyn, and are bused to P.S.134 from 14 different stops. As a result, we continually strive to overcome challenges such as students' attendance rates and parent involvement.

The students represent diverse ethnic populations: 51% black, 32% Hispanic, 10% Asian/Pacific Islander and 7% white. Many of the children who attend the school are from families who are new immigrants. They speak many different languages such as Spanish, Haitian Creole, Russian, Turkish, Arabic, Bengali, Urdu and African dialects. This diversity helps to create a rich cultural environment in the school. Our English as a Second Language (ESL) students comprise 15% of our population.

There are twenty-three classes in the school. All grades are grouped heterogeneously with the exception of a gifted program at each grade level. In addition, we have 11% of our student population classified as Special Education. All Special Education students are serviced within an inclusion setting.

P.S.134 is a Title 1 Schoolwide Projects School. Students at the school are underprivileged, with 93% of them classified at the official poverty level. Most students enter kindergarten with limited exposure to books and the written word, making early literacy instruction a challenge. In the upper grades, students sometimes enter with limited schooling from their native countries. In addition, our students often leave the school for extended periods of time to return to their homeland. Our students have limited financial resources and do not have literacy materials readily available at home.

The students are serviced by a pedagogical staff of 39 teachers as well as other staff members and a School Based Support Team. All teachers are certified and licensed. 80% of the teachers have more than 2 years teaching experience and 44% of the teachers have more that 5 years teaching experience.

The vision of our administrators, teachers, support staff and parents is to instill high expectations in all students and prepare them to meet all academic challenges. Our school aims to develop literate, articulate and socially responsible young people. Our staff provides a supportive environment that encourages students to become responsible for their own learning and fosters student participation. To achieve this vision, our mission statement is, "P.S.134 is dedicated to creating a nurturing environment where both the home and the school community strive for excellence and high achievement for all children. We have high expectations for all students through the use of a standards-based integrated curriculum. As a member of the school community, the children develop a love for learning and respect for everyone". The belief in this mission statement is supported by all our school constituents. In order to promote shared decision making, administrators, teachers, and parents participate in many Teams. The School Leadership Team develops the Comprehensive Education Plan (CEP) which is the driving force behind the implementation of our instructional programs. The CEP is consistent with the school's mission and the NYS/NYC standards.

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

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### **1. Assessment Results**

P.S 134 aligns the reporting of assessment results, in both English Language Arts and Mathematics, with New York State’s assessment reporting system. Students can attain a performance level of 1, 2, 3, or 4. A student’s scale score determines the performance level, which correlates to a numerical scale that runs from beginning skills to advanced skills. The performance levels measure the students’ achievement of the state standards in both ELA and Math. Level 1 indicates that the students do not meet the State Standards. Level 2 indicates that the students have partial achievement of the State standards. Level 3 indicates that the students meet the State standards and level 4 indicates that the students are exceeding the State standards.

On the English Language Arts (ELA) test, performance levels of 1 indicate that students demonstrate minimal understanding of written and oral text. Their writing consist of brief, general, or repetitive statements and they have difficulty organizing their thoughts. Performance levels of 2 suggest that the students have partial understanding of written and oral text at the literal level and their writing show some focus and basic organization. Performance levels of 3 indicate that the students have understanding of written and oral text with some attention to meaning beyond the literal level. The students’ writing is generally focused and organized. Performance levels of 4 show that the students consistently demonstrate understanding of written and oral text beyond the literal level. The students’ writing is well organized and thoroughly developed.

On the Math test, performance levels of 1 indicate that the students may use basic addition and subtraction facts as well as the very fundamental aspects of the other key ideas in math. Performance levels of 2 show that the students for the most part uses basic facts for all operations and simple concepts and skills from the other key ideas. Performance levels of 3 indicate that the students consistently solve multistep problems and are applying grade level concepts and skills to problems involving the other key ideas in math. Performance levels of 4 indicate that the students are applying above grade level concepts and skills to problems testing the key ideas in math.

A review of P.S. 134’s Grade 4 ELA and Math achievement results over the past 5 years show that in general there has been a steady decrease in the number of students achieving at levels 1 and 2 and an increase in the number of students achieving at levels 3 and 4. An analysis of scale scores also shows that there is an increase in the scale score values of students at all levels. At levels 1 and 2 the students generally score at the higher end of the level, sometimes not achieving the next level by only one or two questions.

An analysis of the assessment data for the subgroup, Economically Disadvantaged, shows that there is no disparity in the scores achieved by this population as compared to the general population. This is due to the fact that all students are included in a comprehensive and rigorous reading, writing and math program. All students are also provided with materials for both school and home to help support and extend their learning. The Special Education population did lag behind the general population in achievement; however, in the last two years this gap has begun to shrink. This is due to intensive professional development for the special education teachers as well as differentiated instruction to meet the individual needs of each student. Information on New York State assessment system can be found at: [www.nysed.gov](http://www.nysed.gov).

## **2. Using Assessment Results**

At P.S. 134 assessment and instruction complement each other. Assessment results are analyzed by looking at strengths and weaknesses within each specific test over time. It is also analyzed by studying the growth of individual students across grade levels even though the tests are different. The information gained from these analyses is used to promote both student and staff growth. It is also used to adapt the teaching of the curriculum to achieve maximum performance.

In order to promote student growth the assessment results are used to form flexible, small groups of students who receive differentiated and targeted instruction. It is also used to determine students who may need additional time to internalize instruction. This is provided through after school programs. Another way in which the data is used in this area is to determine the students in need of Academic Intervention Services and the specific type of assistance needed such as comprehension or phonological assistance.

To help promote staff development, professional development sessions, grade conferences and study groups are developed based on the needs identified by the analysis. The teachers also hone their skills with the assistance of a Reading Coach, a Math Coach, and other support personnel. These individuals provide support in the classroom for teachers by modeling lessons and providing practical feedback.

The data received from the assessment results is also used to review and enhance the teaching of the curriculum. Areas of need receive attention in the way of improved instruction and support materials. All grade levels are looked at to determine how they can assist in improving the area of need. The results are used by committees such as the Pupil Personnel Committee and the Academic Intervention Team to determine the best course of action to help specific students. It is also used to create the Comprehensive Educational Plan for the school. In this plan, the needs of the school are used to drive the school's budget.

## **3. Communicating Assessment Results**

P.S. 134 employs many systems to disseminate information about students' performance and assessment data to all its constituents: students, staff, parents and the community.

The staff learns of the assessment results through conferences that are held for the entire school. Grade conferences offer the opportunity for more in-depth analysis. Staff members receive the appropriate class and individual results issued by the State. They also receive the GROW Report which describes the assessment results by areas of strengths and weaknesses. Individual meetings with teachers are also held to discuss the results.

Parents and students are apprised of their personal results through documentation that gives individual scores with an explanation. The results are also discussed at parent/teacher conferences. Student performance is shared through individual conferences, progress reports and report cards. Parents and students are informed of the school's progress through the Annual Report card, which gives the pertinent information



for the school for each year. Parent meetings and workshops are also held to discuss the assessment results. The information is also sent through the Parent Association monthly newsletter. The results are reviewed and discussed at the School Leadership Team meetings. This team is comprised of parents, teachers and administrators who create the Comprehensive Educational Plan for the school.

Student performance results are imparted to the community by the Department of Education and the New York State Department through their websites. All results are reported by school, district and region. P.S. 134's results are also documented on the website of Inside School's Organization. This is a private organization that tracks the progress of public schools.

#### **4. Sharing Success**

P.S. 134 shares its successes in many ways with various groups. It is a Teachers College partner school that works in collaboration with a mentor school to communicate practical ideas and theories on the writing process. It is also a partner school with a similar needs school in another district. Both schools trade ideas for improving teaching and learning among its staff and students.

The school has hosted several meetings for various groups such as other schools, Coaches, Assistant Principals and Principals. At these meetings not only were the school's programs discussed, but guests were also invited to observe classroom teaching and to visit with students. Several members of the P.S. 134 community have been invited to present at conferences and workshops.

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

### **1. Curriculum**

P.S.134 has embarked on a challenging journey toward the goal of higher standards for all students. At P.S. 134 we commit the time, effort and resources necessary to ensure that every child has the opportunity to learn and develop essential skills and knowledge. In all curriculum areas, teachers follow the prescribed NYS and NYC learning standards and scope and sequence.

We implement a comprehensive Balanced Literacy approach to literacy instruction. It is based on current research and meets Federal and State guidelines and best teaching practices. Research based theories are the focus of our instructional practices which include the three pillars of literacy: reading, writing and word work. Throughout each day, effective classroom instruction moves from teacher directed to independent activities embracing a *to*, *with* and *by* reading philosophy, depending upon the students' needs.

P.S.134 employs the *Everyday Mathematics* program. This is a researched based math curriculum in compliance with *No Child Left Behind* developed by the University of Chicago School Mathematics Project. *Everyday Mathematics* emphasizes the application of mathematics to real world situations. The activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and practice.

P.S. 134 has a multidisciplinary approach in all other curriculum areas. In social studies teachers use an inquiry method that engenders critical thinking skills and writing. Science is taught using a multi-sensory, hands-on approach using the SCIS and FOSS programs. The technology center in each classroom is fully integrated into the daily instructional program for all subject areas. The school is presently wired and has internet access in most classrooms. In addition, we have a computer lab room where students engage in research projects. For physical education we follow the Physical Best program. This is a comprehensive health related fitness education program designed to educate, challenge, and encourage all children in the knowledge, skills and attitudes they need for a healthy and fit life. The Library program is designed to integrate literacy and social studies. The library cluster teacher focuses on non-fiction, including narrative and expository texts. Students have the opportunity to borrow books from the library for classroom projects, book reports and recreational reading.

The Blueprint in Arts for Teaching and Learning, published by New York City, provides the framework for the learning standards in music and visual arts. Students are learning skills in singing, playing music and musical expression. Visual Art instruction is provided to all students in grades K-5. An art teacher provides weekly instruction to students in the primary grades while the upper grade students study art under the direction of professional artists through residencies.

At P.S. 134 we assess each student's academic needs. This is accomplished by analyzing data and monitoring progress using formal and informal measures. Our goal is to identify at risk students early and intervene quickly. Students not performing on grade level receive targeted intervention for their individual academic needs.

All teachers differentiate instruction for the at risk, Special Education, and ESL students in order to accommodate their learning needs while they strive to meet the standards.

## **2a. Reading**

P.S. 134 is committed to providing quality teaching to all students through the implementation of the Balanced Literacy Program in all grades. Research shows a balanced reading approach is essential to creating a meaningful literacy experience for all types of learners. This program demonstrates our belief that all children are readers and writers, and they learn best when they are immersed in a rich literacy environment. We embrace this approach to literacy instruction because it supports our underlying literacy principles:

- Students learn to read and write when they have extended blocks of time to practice and apply skills and strategies modeled by teachers
- Immersion in meaningful print and access to a rich array of books fosters literacy acquisition
- Students grow into independent readers when each day includes: time to be read to, time to be supported by reading with the teacher and peers, and frequent opportunities to participate in appropriate independent reading
- Students learn best when they have opportunities to work in small groups, share in whole class instruction and receive individualized direct teaching

Balanced literacy is taught daily through a 90 minute Reading Workshop. The components include: independent/paired reading, shared reading, guided reading, literacy

centers, book clubs, interactive read-aloud, word study and teacher/student reading conferences. Within these components the teachers apply a gradual release of responsibility model to support the students as they become independent readers.

Our approach to literacy instruction is comprehensive and includes the essential components of reading instruction identified in NCLB: phonemic awareness, phonics instruction, vocabulary, comprehension and fluency. P.S. 134 utilizes several supplemental programs for Academic Intervention Services (AIS) for our struggling readers such as: Reading Recovery, Wilson Reading Systems, Soar to Success, New Heights and Great Leaps. These research based programs focus on specific literacy needs of students such as decoding, comprehension and fluency.

To support our literacy instruction, every class has a classroom library that consists of leveled books and various genres. Teachers have access to extensive resource rooms that house the materials for shared and guided reading. Teachers also have a wealth of materials in their classroom to create classroom environments that support the literacy instruction.

Assessment is an essential component of this comprehensive approach. Schoolwide routines are in place for student reading logs, reading and writing folders, skills checklists and conferring notebooks. Holding regular teacher/student conferences, taking running records and observing students while they work, provide teachers valuable information about students. Student progress is continually monitored and assessed through formal and informal tools.

### **3. Mathematics**

Mathematics at P.S.134 is taught using a highly integrated, hands-on problem solving program called *Everyday Mathematics*. This program was selected by the NYC Department of Education to be used as its Core Curriculum in Math, and is aligned with the NYS standards, scope and sequence and pacing calendar. The program explores the spectrum of mathematical concepts by systematically investigating the basics of numeration, data gathering and analysis, probability, geometry and algebra. The activities in the program encourage children to explore concepts and relate math to the world they know. *Everyday Mathematics* is a problem solving program that incorporates manipulatives and provides ongoing assessments for the teachers. In *Everyday Mathematics* each grade level builds on and extends concept understanding so that children approach each new challenge from a firmly established foundation. This program provides students the tools necessary to fulfill the school's mission in mathematics.

At P.S.134 *Everyday Mathematics* is the primary vehicle for math instruction through a sixty minute math workshop block. During this time the teachers provide explicit instruction through modeling and support students individually and in small groups as they complete the activities. Through the workshop model, students are instructed in whole class and small group lessons, and students are engaged in collaborative math activities and centers. The ongoing assessment of the mathematical progress of each student enables teachers to address strengths and weaknesses. Our goal is for all students to become effective problem solvers and teachers spend a great deal of time looking at student work and performance tasks. Student growth is also monitored through the use of skill checklists and the maintenance of math folders.

P.S.134 also uses *Math Steps* for all students. This program supplements the primary program, and reflects current research indicating the need for direct instruction of basic skills. This program focuses on skills and strategies that children need to achieve grade-level proficiency. Academic intervention services are provided to at-risk students using the Silver Burdett program and the *Math Steps* technology component.

#### 4. Instructional Methods

Instruction at P.S.134 is planned around a clearly defined Assessment Learning Cycle: teachers assess previous learning, select appropriate curriculum objectives, decide what has to be learned next, decide on approaches and materials to be used, determine an assessment tool, teach and evaluate.

Teachers are supported with implementing the curriculum in all areas with lesson planning guides, materials, pacing charts and assessment tools. Instruction in all curricula areas is delivered using the workshop model. During the mini-lesson, the teachers provide explicit instruction through modeling and thinking aloud. During independent/small group work, students are given the opportunity to practice the skill being taught with support from teachers and other students. Share time provides for group discussion regarding what was learned. Teachers scaffold their instruction moving from high teacher support to student independence. Students are not taught a series of skills in isolation, but rather are provided the tools needed to become strategic learners and problem solvers. Teachers recognize students' varying background knowledge, readiness, language, learning styles and interests and modify their instruction.

We recognize that many students have specific needs such as our Special Education students, ESL students and our at risk students. We apply differentiated instructional approaches to teaching so that students have multiple opportunities for learning. The success of our academic intervention programs and mandated services depends on identifying students who have not made adequate progress, deciding on what strategies and techniques will work and monitoring targeted students carefully.

Our instructional program also involves students to students interaction and learning. This is accomplished through cooperative learning groups, partner reading, Think-Pair-Share and book clubs. Teachers have access to a variety of materials for instruction including computers and software, maps, math and word study manipulatives and overhead projectors.

P.S. 134 firmly believes in accountability on the part of both the teachers and the students. The Principles of Learning articulate a set of essential practices relevant to effective, standards-based instruction and classroom environment. At P.S.134 we incorporate the Principles of Learning to inform our teaching practices, and support our belief system that all students *should* learn and *can* learn. Our instructional program provides for continuous assessment of lessons and student learning, and planning takes place through the analysis of data taken from class and state assessments.

## 5. Professional Development

At P.S.134 we recognize the importance of Professional Development as a key component to ensuring the implementation of best practices. It is our belief that improving teaching and learning requires a strong commitment to professional development. On staff, we employ the services of a Literacy Coach, Math Coach and three Reading Teachers who provide daily staff development in the classroom, as well as at weekly after-school professional development sessions. These resource teachers provide classroom teachers with demonstration lessons, assistance in planning, inter-visitation, assessment of students, and constructive feedback on instruction to improve student performance. Staff workshops are provided for new teachers on a monthly basis, as well as workshops for second year teachers to support their growth and development as educators.

Our Professional Development Team meets weekly to discuss and plan staff development. The Team also conducts classroom Learning Walks to identify evidence of effective teaching practices and student learning. In addition, the information obtained is used to plan the next steps in Professional Development.

Monthly faculty and grade conferences, as well as in-house staff development sessions are conducted to support staff development initiatives. Inter-visitations are planned for teachers to observe fellow teachers, to gather new ideas, identify intervention strategies and study innovative approaches. After school study groups conducted by the Professional Development Team provide teachers with an opportunity to read and discuss professional literature and implement new programs. Throughout these sessions, teachers are supported by one another as they implement and try out new strategies in the classrooms in all content areas.

A major emphasis for the school this year is improving the quality of writing of all students. To achieve this goal, we are implementing in all grades Lucy Calkins' *Units of Study for Primary Writing, A Year-Long Curriculum*. Administrators and teachers attend monthly workshops at Columbia Teachers College on the writing program.

Another focus is to improve word study instruction. As part of the extended day professional development, teachers on each grade level worked collaboratively last year to research and develop a word study curriculum for their grade. Through this project, the teachers have a better understanding this year of what to teach, how best to teach it and why they should be teaching it.

Through classroom visits, learning walks, and individual teacher conferences, the administrators and staff continually assess the impact of Professional Development on student achievement.

**PART VII - ASSESSMENT RESULTS**

**State Criterion-Referenced Tests  
Data Display Table**

P.S. 134  
4001 18<sup>th</sup> Avenue  
Brooklyn, NY 11218  
(718) 436-7200

Subject: ELA Grade 4  
Test: New York State Grade 4 English Language Arts Test

Edition/Publication Year: Varies by Year Publisher: CTB McGraw Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	February	February	February	January	January
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	80	60	36	42	54
% At Exceeds State Standards*	21	15	5	15	9
Number of students tested	75	68	75	69	85
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
<b>SUBGROUP SCORES</b>					
1. Blacks					
% At or Above Meets State Standards	87	68	41	44	53
% At Exceeds State Standards	29	17	7	18	7
Number of students tested	45	41	49	48	60
2. Hispanics					
% At or Above Meets State Standards	73	50	34	39	56
% At Exceeds State Standards	17	17	5	12	18
Number of students tested	18	18	21	18	23

**State Criterion-Referenced Tests  
Data Display Table**

P.S. 134  
4001 18<sup>th</sup> Avenue  
Brooklyn, NY 11218  
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Subject: Math Grade 4  
Title: New York State Grade 4 Mathematics Test

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	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	93	71	68	38	58
% At Exceeds State Standards*	52	15	17	0	7
Number of students tested	83	73	78	68	87
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
<b>SUBGROUP SCORES</b>					
1. Blacks					
% At or Above Meets State Standards	88	75	73	42	59
% At Exceeds State Standards	46	19	19	0	3
Number of students tested	48	44	48	48	61
2. Hispanics					
% At or Above Meets State Standards	96	71	55	29	56
% At Exceeds State Standards	48	15	14	0	17
Number of students tested	21	21	22	17	23