

How Can We Increase Student Achievement Using Collaboration and Trust to Build Stronger
Teacher Practice?

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The Teunis G. Bergen, Public School 9

Cahn Fellow Cohort 2018

ABSTRACT

Our project deals with crafting a school culture that is conducive to teacher collaboration and trust; in an effort to build stronger teacher practice as we embed more rigor within our targeted small group work.

Within our final project we will be presenting information on who we are as a school and what our problem of practice is. We will share that an extensive look at our school's data clearly shows that even though we continue to make steady progress, our student progress is not what we deem it to be. We will share information on our achievement gap; especially for African American males. We have been memorializing the work we have been engaging within small group. We have used a small cohort of teachers to attend a specialty group surrounding Small Group work, and they have returned to the school and provided professional development for their peers and for the administration team. Our video will speak of the targeted, and focused work that occurs in the classrooms daily. You will see how we have empowered the teachers so that they are collaborating a lot more across the grades. You will also see the students as they conduct intra-visitations across their grades to co-teach with other teachers. Throughout the video and our presentation, you will see small group work, with the use of teacher tool-kits; the talk around rigorous instruction; collaborative planning, and student to teacher, along with student to student interactions.

INTRODUCTION

Public School 9 is a Whole Child STEAM school located in the historic brownstone Brooklyn neighborhood of Prospect Heights. Our diverse school is nestled directly northwest of beautiful Prospect Park and shares the neighborhood with various cultural institutions such as the Prospect Park Zoo, the Brooklyn Public Library, the Brooklyn Botanical Garden, and the Brooklyn Museum, to name a few. According to the New York City Department of Education, our student assessment is fair. We support our teachers with individualized professional learning according to their need; however, the impact is not evident in our students' achievement. We recently rebranded our school as a STEAM school to ensure that rigor was paramount. We are focusing on increasing our students' achievement through collaboration and trust among our teachers, as we add rigor to our small group instruction.

Our current student enrollment of 947 in grades Pre-K- grade 5, has shown steady growth over the years. We have been able to increase our numbers each year and have become one of the most desirable schools in our district 13. Our diverse school comprises of American Indian or Alaska Native: 1%, Asian or Native Hawaiian/Pacific Islander: 7.1%, Black or African American: 41%, Hispanic or Latino: 15.6%, Multi-Racial: 4.9%, White: 30.4%. Our school's mission is to teach our children how to maximize their potential through a

constructivist model of instruction. We believe in servicing the Whole Child through strong partnerships as we aim to create a community of lifelong learners who are highly motivated for success. We emphasize high standards, professional development and the individual needs of each student. We strive to involve our parents, community-based organizations and the community at large in the education of our children. Our many strengths come from focusing on the Whole Child; ensuring that each child is healthy, safe, engaged, supported and challenged. We have been successful at using these five tenets which were adapted through our school improvement partnership with ASCD, to weave a strong, clear vision for our school community. We also ensure that our students are supported with strong social and emotional methods. We practice mindfulness and restorative techniques through our Brain Power approach. This allows our students to reflect on their behaviors, while finding the most appropriate technique to reset their behavior.

Each year our school partners with several institutions to provide our students and staff with enriched experiences and opportunities in Science, Technology, Engineering, the Arts, and Mathematics. We use these opportunities as part of our STEAM/School-Wide Enrichment approach. We are a Teachers College Reading and Writing Project school as well as an OmniLearn School. Through Teachers College we provide our students with a rigorous English language arts curriculum. Through OmniLearn, we provide STEAM instruction. Our classrooms become lab-sites, allowing the teachers to practice their craft while the consultants and their peers teach into the lessons. We study our children's data in each content area to conduct appropriate inquiry on how they learn. We know that to improve student learning and achievement, teacher practice must be strengthened; especially in the areas where students show a deficit.

We have been a Learning Partners school and have worked collaboratively with other schools within our network and across the city. These partnerships have provided us with sharper and even more focused lens for studying how children learn in small groups. We focused primarily on targeted small group instruction in reading and mathematics as we looked closely at the level of transference within our teachers' instructional models. We also looked at the teacher tool kits we used for our focused small group work and made it a priority to conduct inquiry on the impact of the tool kits. Our teacher teams worked together to implement the work around the use of tool kits and implemented best practices.

As we work diligently to close our achievement gap, we are proud to announce the creation of our Equity Diversity and Inclusion Committee which grew out of our former Diversity Committee. This group is facilitated by parent and our UFT Chapter leader. The committee meets once a month and engages in discussions surrounding the achievement gap, diversity across the school, and more inclusiveness. It is the belief that when high functioning students are paired with low functioning students, there is significant growth for the low functioning students while the high flyers maintain their growth.

It is with great pleasure that I present the Teunis G. Bergen Public School 9. A Whole Child STEAM School that uses a combination of the Arts, a rigorous curriculum, parents as parents and the love of children to create a magnificent place to live and grow on a daily basis.

STATEMENT OF THE PROBLEM

Over the years we have looked at our student's achievement trends. Close analysis of our school quality snapshot, along with analysis of our students' ELA and Math state assessments indicate that there is a need to improve our students' achievement. According to the results, our students' progress is deemed as fair. Our practices and behaviors continue to show us that there is a need for more collaboration and trust among our teachers. It is our goal to create a rich school culture that focuses on best practices which provides a challenging curriculum for all students. We want teachers to understand that when they collaborate they build trust among each other, and children will be given the opportunity to learn more. Our short-term goals are to provide an environment where teachers feel safe and confident enough to visit each other's classrooms without fear or judgement. Our long-term goal is to strengthen small group work across our school as we use collaboration and trust among the staff and administration as a vehicle.

METHODS

Increasing student achievement while using collaboration and trust to build stronger teacher practice has allowed us to not only reflect on our work across the entire school, it has also allowed us to create strong partnerships and mentorships. We have been able to create a team of teachers who meet bi-weekly to look at our trends and practices. We looked closely at our classroom practices and continued our focus on small group work. We looked at what occurred within our lessons, starting with lesson planning, direct instruction, and later moving into small group work. Teachers continued their shifts towards the Rigor rubric and embedded a lot of that language into their daily pedagogy. They also revisited their tool kits and strengthened the teacher made resources in order to provide students with the best possible support structures. We encouraged strong mentorships for our new teachers. We felt that in order for teachers to get better at their craft, they needed more time to meet with their colleagues in order to engage in deeper discussions.

We looked at all of our sub groups and ensured that strong inquiry was done among our special needs population, as well as our English Language Learners and our African American boys. Students in the bottom 1/3 and in quadrants 1 and 2 were given a priority and we studied their trends and practices as we created various action plans to meet their needs. As our grade teams met to conduct their rounds of inquiry around student practice, we relied heavily on our

team of teachers who were sent out to Teachers College Reading and Writing Project to attend a specialty group on small group instruction. This team of teachers was instrumental in providing our Cahn core team, as well as their colleagues across the grades with structures and best practices for instruction. We looked closely at our comprehensive STEAM curriculum and continued to work with OMNI Learn to infuse more science, technology, engineering art and mathematics into our daily lives. Our math team went out for professional development and turn keyed information on station teaching and exemplars. Tool kits were highlighted and encouraged across the entire school. Some teachers took the use of tool kits a step further and allowed their students to create pieces of their tool kits to enhance their learning.

Our teachers also built partnerships with the students and allowed their students to facilitate small group work within their classrooms and the classrooms of their colleagues. Students studied the craft in both ELA and mathematics and extended their abilities as an additional resource for their peers. Schedules were created and our students became the teachers of their peers. They continuously studied the craft of teaching with their classroom teachers, and then they engaged in coaching in and teaching within small groups. Feedback from the students receiving the peer intervention in small groups was continuously so that teachers were able to keep their hands on the pulse of the partnerships to ensure that they were productive and that the teachers and the students were trusting each other.

The administration created cycles of observations and focused on the Danielson Framework components 1a, 1e, 3b, 3c, and 3d. Collaboration within the school showed positive shifts. Teachers started to rely more on each other and started to meet more during their preparation periods. The level of inquiry across the school improved and it became a common language and the norm. As our consultants worked with our teacher teams, they too made the focus small group work; encouraging the students to deepen their voice as they took more control of their learning.

REFLECTIONS

My growth as a leader throughout this school year has been tremendous. I have been able to engage in distributive leadership with my staff, my students, as well as my parents. Our school-wide Cahn team exhibits a huge amount of growth as well. Not only were they instrumental in providing some of the rich professional learning throughout our building, they also were instrumental in the growth that we witnessed within our small group work. Their work with our new teachers continues to be commendable. The confidence that they have instilled within their colleagues is also commendable. My Ally, Ms. Diop, along with Ms. Vizcaino and Ms. Ouyang lead their colleagues in volumes of professional learning that surrounded best practices in small group work. The team encouraged and led visits to each other's classrooms. They engaged in rich chats regarding their students' needs, progress and lack thereof. The work we have done throughout the year continues to shine throughout our

classrooms. There is a feeling of accomplishment; especially among the new staff. Our staff is more confident with deciding what the focus of their small group work should be. They are more comfortable using student data to inform their instruction. Teachers are seen meeting during their preparation periods. They send their notes and meeting to a central location so that everyone gets a copy and are informed. Within our upper grade classrooms, students have become teachers of small groups. The feedback from their peers continues to inform us that it is working and building confidence. We are seeing a lot more collaboration and trust among our school family. We are seeing progress within our instructional model as we add rigor and forge forward to close the achievement gap.

ACKNOWLEDGEMENTS

I would like to thank my entire Cahn Team for the tremendous work they have done throughout the school year with small group instruction. I would also like to thank my administrative team who have been instrumental in ensuring that the work remained authentic and organic for our students. Lots of respect goes out to our students who became the teachers, facilitators, and learners of this work. To the entire PS 9 community, I thank you for your commitment, your dedication and your confidence in my leadership.

APPENDICES

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APPENDIX A



2017-18 School Quality Snapshot BETA

Elementary School

School:

Year:

Select Language Select Language

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P.S. 009 Teunis G. Bergen (13K009)

Print

Overall School Ratings



Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.

Key:



APPENDIX B

New York City Department of Education
 NYC Results on the New York State 2013-2018 ELA Test (Grades 3-5)

School Summary

Results for All Students

DBN	Grade	Year	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
						#	%	#	%	#	%	#	%	#	%
13K009	3	2013	All Students	86	316	22	25.6	19	22.1	35	40.7	10	11.6	45	52.3
13K009	3	2014	All Students	108	316	29	26.9	18	16.7	44	40.7	17	15.7	61	56.5
13K009	3	2015	All Students	115	310	28	24.3	32	27.8	44	38.3	11	9.6	55	47.8
13K009	3	2016	All Students	91	322	15	16.5	28	30.8	38	41.8	10	11.0	48	52.7
13K009	3	2017	All Students	91	328	11	12.1	20	22.0	45	49.5	15	16.5	60	65.9
13K009	3	2018	All Students	91	610	6	6.6	22	24.2	46	50.5	17	18.7	63	69.2
13K009	4	2013	All Students	66	313	10	15.2	27	40.9	17	25.8	12	18.2	29	43.9
13K009	4	2014	All Students	83	319	15	18.1	22	26.5	17	20.5	29	34.9	46	55.4
13K009	4	2015	All Students	100	315	24	24.0	23	23.0	19	19.0	34	34.0	53	53.0
13K009	4	2016	All Students	107	321	20	18.7	28	26.2	22	20.6	37	34.6	59	55.1
13K009	4	2017	All Students	94	330	7	7.4	26	27.7	27	28.7	34	36.2	61	64.9
13K009	4	2018	All Students	96	610	4	4.2	23	24.0	43	44.8	26	27.1	69	71.9
13K009	5	2013	All Students	61	309	10	16.4	28	45.9	19	31.1	4	6.6	23	37.7
13K009	5	2014	All Students	58	311	12	20.7	22	37.9	14	24.1	10	17.2	24	41.4
13K009	5	2015	All Students	74	314	12	16.2	30	40.5	18	24.3	14	18.9	32	43.2
13K009	5	2016	All Students	70	306	25	35.7	16	22.9	12	17.1	17	24.3	29	41.4
13K009	5	2017	All Students	90	325	20	22.2	17	18.9	23	25.6	30	33.3	53	58.9
13K009	5	2018	All Students	89	611	16	18.0	22	24.7	24	27.0	27	30.3	51	57.3
13K009	All Grades	2013	All Students	213	313	42	19.7	74	34.7	71	33.3	26	12.2	97	45.5
13K009	All Grades	2014	All Students	249	316	56	22.5	62	24.9	75	30.1	56	22.5	131	52.6
13K009	All Grades	2015	All Students	289	313	64	22.1	85	29.4	81	28.0	59	20.4	140	48.4
13K009	All Grades	2016	All Students	268	317	60	22.4	72	26.9	72	26.9	64	23.9	136	50.7
13K009	All Grades	2017	All Students	275	328	38	13.8	63	22.9	95	34.5	79	28.7	174	63.3
13K009	All Grades	2018	All Students	276	610	26	9.4	67	24.3	113	40.9	70	25.4	183	66.3

New York City Department of Education
 NYC Results on the New York State 2013-2018 Math Test (Grades 3-5)

School Summary

Results for All Students

DBN	Grade	Year	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
						#	%	#	%	#	%	#	%	#	%
13K009	3	2013	All Students	88	317	24	27.3	19	21.6	19	21.6	26	29.5	45	51.1
13K009	3	2014	All Students	108	315	25	23.1	26	24.1	24	22.2	33	30.6	57	52.8
13K009	3	2015	All Students	113	312	28	24.8	27	23.9	27	23.9	31	27.4	58	51.3
13K009	3	2016	All Students	90	309	24	26.7	26	28.9	22	24.4	18	20.0	40	44.4
13K009	3	2017	All Students	90	320	14	15.6	26	28.9	25	27.8	25	27.8	50	55.6
13K009	3	2018	All Students	87	611	10	11.5	14	16.1	30	34.5	33	37.9	63	72.4
13K009	4	2013	All Students	66	294	23	34.8	26	39.4	13	19.7	4	6.1	17	25.8
13K009	4	2014	All Students	83	306	24	28.9	23	27.7	13	15.7	23	27.7	36	43.4
13K009	4	2015	All Students	100	306	31	31.0	23	23.0	18	18.0	28	28.0	46	46.0
13K009	4	2016	All Students	106	315	27	25.5	27	25.5	15	14.2	37	34.9	52	49.1
13K009	4	2017	All Students	90	307	26	28.9	26	28.9	17	18.9	21	23.3	38	42.2
13K009	4	2018	All Students	92	598	25	27.2	31	33.7	23	25.0	13	14.1	36	39.1
13K009	5	2013	All Students	60	303	23	38.3	17	28.3	16	26.7	4	6.7	20	33.3
13K009	5	2014	All Students	58	316	13	22.4	17	29.3	19	32.8	9	15.5	28	48.3
13K009	5	2015	All Students	74	307	24	32.4	22	29.7	15	20.3	13	17.6	28	37.8
13K009	5	2016	All Students	68	305	24	35.3	14	20.6	15	22.1	15	22.1	30	44.1
13K009	5	2017	All Students	88	310	26	29.5	22	25.0	25	28.4	15	17.0	40	45.5
13K009	5	2018	All Students	85	603	24	28.2	20	23.5	16	18.8	25	29.4	41	48.2
13K009	All Grades	2013	All Students	214	306	70	32.7	62	29.0	48	22.4	34	15.9	82	38.3
13K009	All Grades	2014	All Students	249	312	62	24.9	66	26.5	56	22.5	65	26.1	121	48.6
13K009	All Grades	2015	All Students	287	308	83	28.9	72	25.1	60	20.9	72	25.1	132	46.0
13K009	All Grades	2016	All Students	264	310	75	28.4	67	25.4	52	19.7	70	26.5	122	46.2
13K009	All Grades	2017	All Students	268	313	66	24.6	74	27.6	67	25.0	61	22.8	128	47.8
13K009	All Grades	2018	All Students	264	604	59	22.3	65	24.6	69	26.1	71	26.9	140	53.0

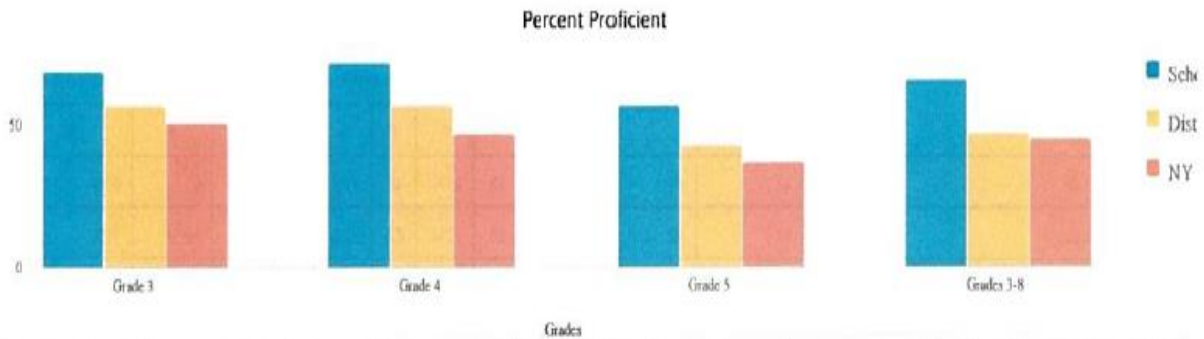
APPENDIX C

PS 9 TEUNIS G BERGEN - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

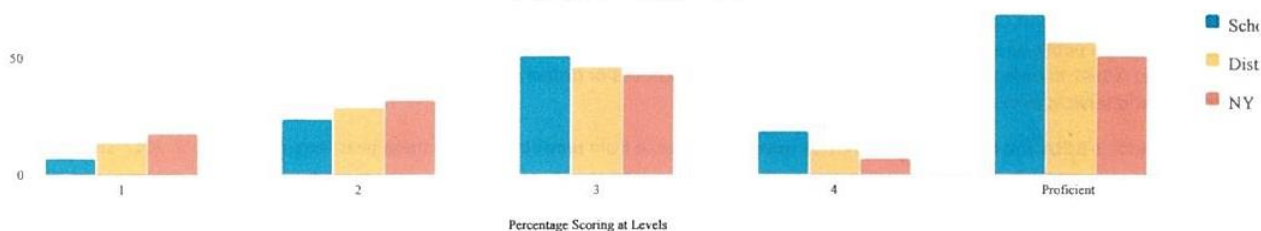
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)



Grade	Not Tested	Tested	Grades									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	22	91	6	7%	22	24%	46	51%	17	19%	63	69%
Grade 4	18	96	4	4%	23	24%	43	45%	26	27%	69	72%
Grade 5	23	89	16	18%	22	25%	24	27%	27	30%	51	57%
Grades 3-8	63	276	26	9%	67	24%	113	41%	70	25%	183	66%

APPENDIX D

GRADE 3 ELA RESULTS

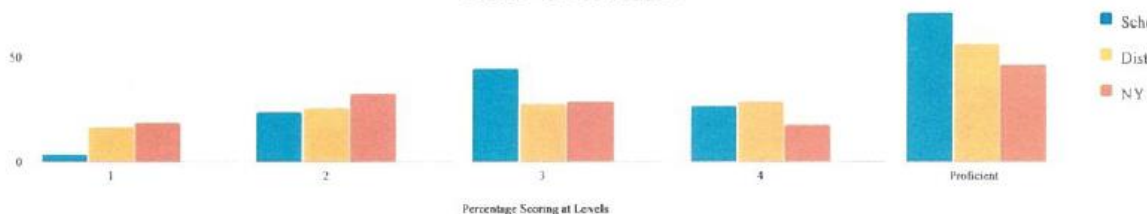


MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	91	6	7%	22	24%	46	51%	17	19%	63	69%
General Education	17	82	6	7%	18	22%	42	51%	16	20%	58	71%
Students with Disabilities	5	9	0	0%	4	44%	4	44%	1	11%	5	56%
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—	—	—	—	—	—	—	—
Black or African American	16	38	5	13%	16	42%	14	37%	3	8%	17	45%
Hispanic or Latino	0	10	0	0%	3	30%	6	60%	1	10%	7	70%
White	5	32	1	3%	3	9%	18	56%	10	31%	28	88%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	11	0	0%	0	0%	8	73%	3	27%	11	100%
Female	12	47	3	6%	11	23%	23	49%	10	21%	33	70%
Male	10	44	3	7%	11	25%	23	52%	7	16%	30	68%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	89	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	14	35	2	6%	14	40%	16	46%	3	9%	19	54%
Not Economically Disadvantaged	8	56	4	7%	8	14%	30	54%	14	25%	44	79%
Not Migrant	22	91	6	7%	22	24%	46	51%	17	19%	63	69%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	88	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	22	91	6	7%	22	24%	46	51%	17	19%	63	69%
Parent Not in Armed Forces	22	91	6	7%	22	24%	46	51%	17	19%	63	69%

APPENDIX E

GRADE 4 ELA RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	18	96	4	4%	23	24%	43	45%	26	27%	69	72%
General Education	15	90	4	4%	21	23%	39	43%	26	29%	65	72%
Students with Disabilities	3	6	0	0%	2	33%	4	67%	0	0%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	3	5	0	0%	1	20%	2	40%	2	40%	4	80%
Black or African American	5	49	3	6%	15	31%	24	49%	7	14%	31	63%
Hispanic or Latino	4	14	1	7%	4	29%	5	36%	4	29%	9	64%
White	6	23	0	0%	2	9%	10	43%	11	48%	21	91%
Multiracial	0	5	0	0%	1	20%	2	40%	2	40%	4	80%
Female	10	49	0	0%	9	18%	25	51%	15	31%	40	82%
Male	8	47	4	9%	14	30%	18	38%	11	23%	29	62%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	95	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	45	4	9%	16	36%	21	47%	4	9%	25	56%
Not Economically Disadvantaged	7	51	0	0%	7	14%	22	43%	22	43%	44	86%
Not Migrant	18	96	4	4%	23	24%	43	45%	26	27%	69	72%
Homeless	—	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	92	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	18	96	4	4%	23	24%	43	45%	26	27%	69	72%
Parent Not in Armed Forces	18	96	4	4%	23	24%	43	45%	26	27%	69	72%

APPENDIX F

GRADE 5 ELA RESULTS



MEAN SCORE: 611

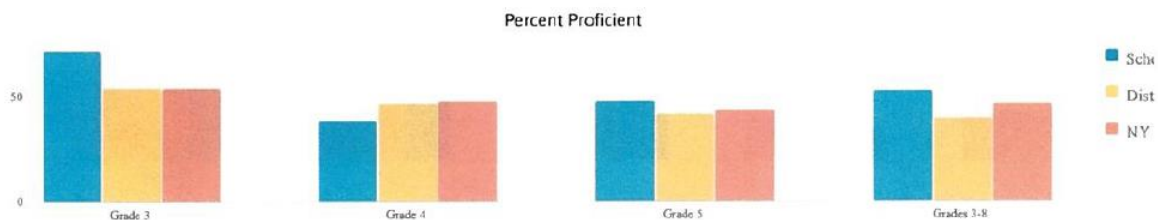
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	23	89	16	18%	22	25%	24	27%	27	30%	51	57%
General Education	20	78	11	14%	19	24%	22	28%	26	33%	48	62%
Students with Disabilities	3	11	5	45%	3	27%	2	18%	1	9%	3	27%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	7	0	0%	1	14%	0	0%	6	86%	6	86%
Black or African American	6	48	13	27%	17	35%	13	27%	5	10%	18	38%
Hispanic or Latino	7	14	1	7%	1	7%	7	50%	5	36%	12	86%
White	9	14	2	14%	1	7%	3	21%	8	57%	11	79%
Multiracial	—	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	6	0	0%	2	33%	1	17%	3	50%	4	67%
Female	10	49	7	14%	15	31%	12	24%	15	31%	27	55%
Male	13	40	9	23%	7	18%	12	30%	12	30%	24	60%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	87	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	12	45	12	27%	14	31%	11	24%	8	18%	19	42%
Not Economically Disadvantaged	11	44	4	9%	8	18%	13	30%	19	43%	32	73%
Not Migrant	23	89	16	18%	22	25%	24	27%	27	30%	51	57%
Homeless	0	8	3	38%	2	25%	3	38%	0	0%	3	38%
Not Homeless	23	81	13	16%	20	25%	21	26%	27	33%	48	59%
Not in Foster Care	23	89	16	18%	22	25%	24	27%	27	30%	51	57%
Parent Not in Armed Forces	23	89	16	18%	22	25%	24	27%	27	30%	51	57%

APPENDIX G

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GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)

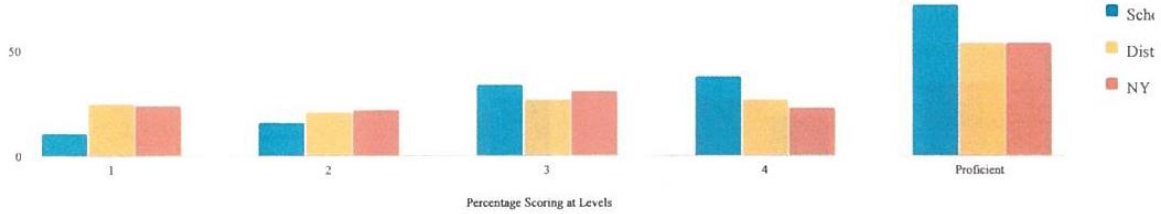


Grade	Not Tested	Tested	Grades								Proficient (Levels 3 & Above)	
			Level 1		Level 2		Level 3		Level 4 & Above		#	%
			#	%	#	%	#	%	#	%		
Grade 3	25	87	10	11%	14	16%	30	34%	33	38%	63	72%
Grade 4	22	92	25	27%	31	34%	23	25%	13	14%	36	39%
Grade 5	27	85	24	28%	20	24%	16	19%	25	29%	41	48%
Grades 3-8	74	264	59	22%	65	25%	69	26%	71	27%	140	53%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

APPENDIX H

GRADE 3 MATH RESULTS

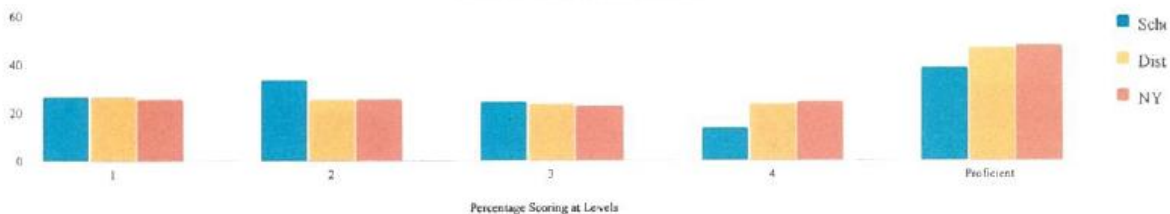


MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	25	87	10	11%	14	16%	30	34%	33	38%	63	72%
General Education	20	78	7	9%	14	18%	27	35%	30	38%	57	73%
Students with Disabilities	5	9	3	33%	0	0%	3	33%	3	33%	6	67%
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—	—	—	—	—	—	—	—
Black or African American	19	35	9	26%	9	26%	11	31%	6	17%	17	49%
Hispanic or Latino	1	9	1	11%	2	22%	3	33%	3	33%	6	67%
White	4	32	0	0%	2	6%	14	44%	16	50%	30	94%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	11	0	0%	1	9%	2	18%	8	73%	10	91%
Female	12	46	4	9%	11	24%	14	30%	17	37%	31	67%
Male	13	41	6	15%	3	7%	16	39%	16	39%	32	78%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	85	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	15	33	8	24%	9	27%	11	33%	5	15%	16	48%
Not Economically Disadvantaged	10	54	2	4%	5	9%	19	35%	28	52%	47	87%
Not Migrant	25	87	10	11%	14	16%	30	34%	33	38%	63	72%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	84	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	25	87	10	11%	14	16%	30	34%	33	38%	63	72%
Parent Not in Armed Forces	25	87	10	11%	14	16%	30	34%	33	38%	63	72%

APPENDIX I

GRADE 4 MATH RESULTS



MEAN SCORE: 598

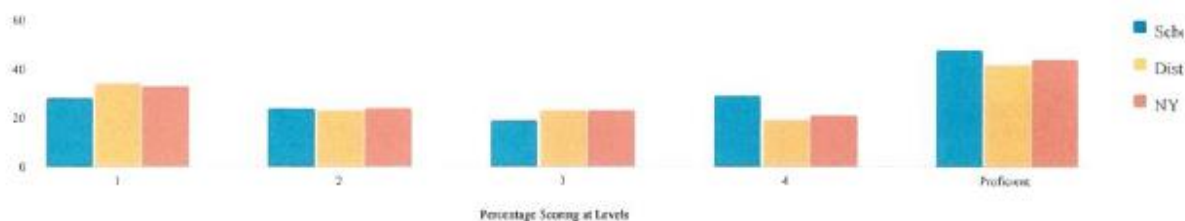
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	92	25	27%	31	34%	23	25%	13	14%	36	39%
General Education	19	86	23	27%	28	33%	22	26%	13	15%	35	41%
Students with Disabilities	3	6	2	33%	3	50%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	3	5	2	40%	0	0%	3	60%	0	0%	3	60%
Black or African American	7	47	15	32%	21	45%	8	17%	3	6%	11	23%
Hispanic or Latino	5	13	2	15%	5	38%	4	31%	2	15%	6	46%
White	7	22	5	23%	4	18%	6	27%	7	32%	13	59%
Multiracial	0	5	1	20%	1	20%	2	40%	1	20%	3	60%
Female	12	47	16	34%	13	28%	14	30%	4	9%	18	38%
Male	10	45	9	20%	18	40%	9	20%	9	20%	18	40%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	91	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	14	42	14	33%	22	52%	6	14%	0	0%	6	14%
Not Economically Disadvantaged	8	50	11	22%	9	18%	17	34%	13	26%	30	60%
Not Migrant	22	92	25	27%	31	34%	23	25%	13	14%	36	39%
Homeless	—	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	88	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	22	92	25	27%	31	34%	23	25%	13	14%	36	39%
Parent Not in Armed Forces	22	92	25	27%	31	34%	23	25%	13	14%	36	39%

APPENDIX J

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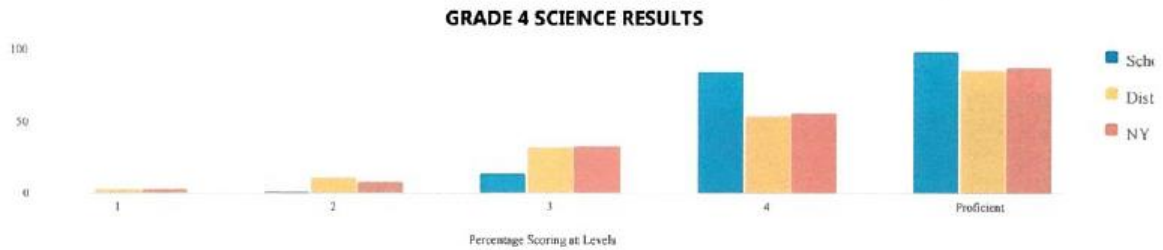
GRADE 5 MATH RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	27	85	24	28%	20	24%	16	19%	25	29%	41	48%
General Education	22	76	18	24%	18	24%	16	21%	24	32%	40	53%
Students with Disabilities	5	9	6	67%	2	22%	0	0%	1	11%	1	11%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	7	2	29%	0	0%	0	0%	5	71%	5	71%
Black or African American	8	46	17	37%	13	28%	9	20%	7	15%	16	35%
Hispanic or Latino	10	11	3	27%	3	27%	2	18%	3	27%	5	45%
White	8	15	1	7%	4	27%	2	13%	8	53%	10	67%
Multiracial	—	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	6	1	17%	0	0%	3	50%	2	33%	5	83%
Female	13	46	16	35%	11	24%	9	20%	10	22%	19	41%
Male	14	39	8	21%	9	23%	7	18%	15	38%	22	56%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	83	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	13	44	18	41%	12	27%	4	9%	10	23%	14	32%
Not Economically Disadvantaged	14	41	6	15%	8	20%	12	29%	15	37%	27	66%
Not Migrant	27	85	24	28%	20	24%	16	19%	25	29%	41	48%
Homeless	1	7	4	57%	3	43%	0	0%	0	0%	0	0%
Not Homeless	26	78	20	26%	17	22%	16	21%	25	32%	41	53%
Not in Foster Care	27	85	24	28%	20	24%	16	19%	25	29%	41	48%
Parent Not in Armed Forces	27	85	24	28%	20	24%	16	19%	25	29%	41	48%

APPENDIX K



MEAN SCORE: 91

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			All Students	27	86	0	0%	1	1%	12	14%	73
General Education	—	82	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—	—	—	—	—	—	—
Black or African American	11	42	0	0%	0	0%	12	29%	30	71%	42	100%
Hispanic or Latino	5	13	0	0%	1	8%	0	0%	12	92%	12	92%
White	7	22	0	0%	0	0%	0	0%	22	100%	22	100%
Multiracial	—	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	9	0	0%	0	0%	0	0%	9	100%	9	100%
Female	13	45	0	0%	0	0%	7	16%	38	84%	45	100%
Male	14	41	0	0%	1	2%	5	12%	35	85%	40	98%
Non-English Language Learners	22	86	0	0%	1	1%	12	14%	73	85%	85	99%
Economically Disadvantaged	19	36	0	0%	1	3%	8	22%	27	75%	35	97%
Not Economically Disadvantaged	8	50	0	0%	0	0%	4	8%	46	92%	50	100%
Not Migrant	27	86	0	0%	1	1%	12	14%	73	85%	85	99%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	83	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	27	86	0	0%	1	1%	12	14%	73	85%	85	99%
Parent Not in Armed Forces	27	86	0	0%	1	1%	12	14%	73	85%	85	99%